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, June 18, 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** **3**
   - *Time: 10:10 AM*
2. **Public Comment**

Time: 10:40 AM

   - A. The State Board of Education will hold space for **virtual** public comment. Individuals must register to provide virtual comment. Written public comment received will be posted to BoardBook. 23
3. **Consent Agenda**

Time: 11:10 AM

   - A. Technical Fix: Senate Bill 810 (2025) Implementation 290
   - B. House Bill 3953 (2025) Implementation: Public Charter School Partnership for Tribes 298
   - C. Early Literacy Success Tribal Grants: OAR 581-017-0807 333
   - D. High Quality Instructional Materials (HQIM) Division 11 Reforms 350
   - E. Senate Bill 141 (2025) Implementation: Interim Tests 385
   - F. Transportation Supplemental Plan: Salem-Keizer Public Schools 396
   - G. 2026-2027 Superintendent Advisor Nomination 457
   - H. 2026-2027 Board Calendar 460
4. **Adoptions**

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

A. 2026-2027 Board Leadership Nominations 461
Time: 11:15 AM
B. Oregon's Framework for Comprehensive School Counseling Programs: OAR 581-022-2060 465
Time: 11:25 AM
Eric Anderson, Dr. Beth Wigham, Dr. Xylecia Fynn, and Vanessa Martinez, Office of Teaching, Learning, and Assessment

5. **Break for Lunch**

Time: 12:00 PM

6. **Adoptions (continued)**
   A. 2026 K-12 English Language Arts Standards 548
   Time: 1:00 PM
   Tina Roberts, Angelica Cruz, and Aujalee Moore, Office of Teaching, Learning, and Assessment
7. **First Readings**
   A. 2026-2027 Assessment Manual Updates: OAR 581-022-2100 643
   Time: 1:15 PM
   Ben Wolcott, Dr. Audrey Lingley, and Dr. Andrea Lockard, Office of Research, Assessment, Data, Accountability, and Reporting
8. **Informational Reports**
   A. High-Quality Instructional Materials (HQIM) Adoption Schedule Update 870
   Time: 1:30 PM
   Vanessa Martinez, Aujalee Moore, and Deirdre Banning, Office of Teaching, Learning, and Assessment
9. **Adjourn**

Time: 2:00 PM

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Director's Report

3

Dr. Charlene Williams, Director
Oregon Department of Education

June 18, 2026

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Celebrating Student Success

4

Celebrating Pride Month & Juneteenth

Kindergrad Event

Arts & Technology Middle School Visit (Eugene)

Recovery School Graduations

Rivercrest Academy

Harmony Academy

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ODE Strategic Planning Updates

Strategic Plan Pillars & Outcomes

ACADEMIC EXCELLENCE

Ensure every student has equitable access to learning opportunities and develop the skills and knowledge they need to thrive in school, career, and life.

Priority outcomes

- Increased student achievement in ELA
- Increased student achievement in math
- Increased opportunities for focal student groups
- Increased graduation rates
- Increased postsecondary readiness

BELONGING AND WELLNESS

Build inclusive, safe, and supportive environments where every student and adult feels seen, valued, and ready to learn together.

Priority outcomes

- Increased regular attendance
- Increased feelings of belonging, trust, and emotional well-being among students and adults
- Increased feeling of student safety in schools (and decreased incidents of harm)

SHARED ACCOUNTABILITY

Engage and direct education partners in an integrated and transparent system of data, measures, and supports that drives continuous improvement within ODE and across districts and schools.

Priority outcomes

- Streamlined process for gathering and utilizing information from school districts
- Established continuum of supports
- Improved customer satisfaction and employee satisfaction

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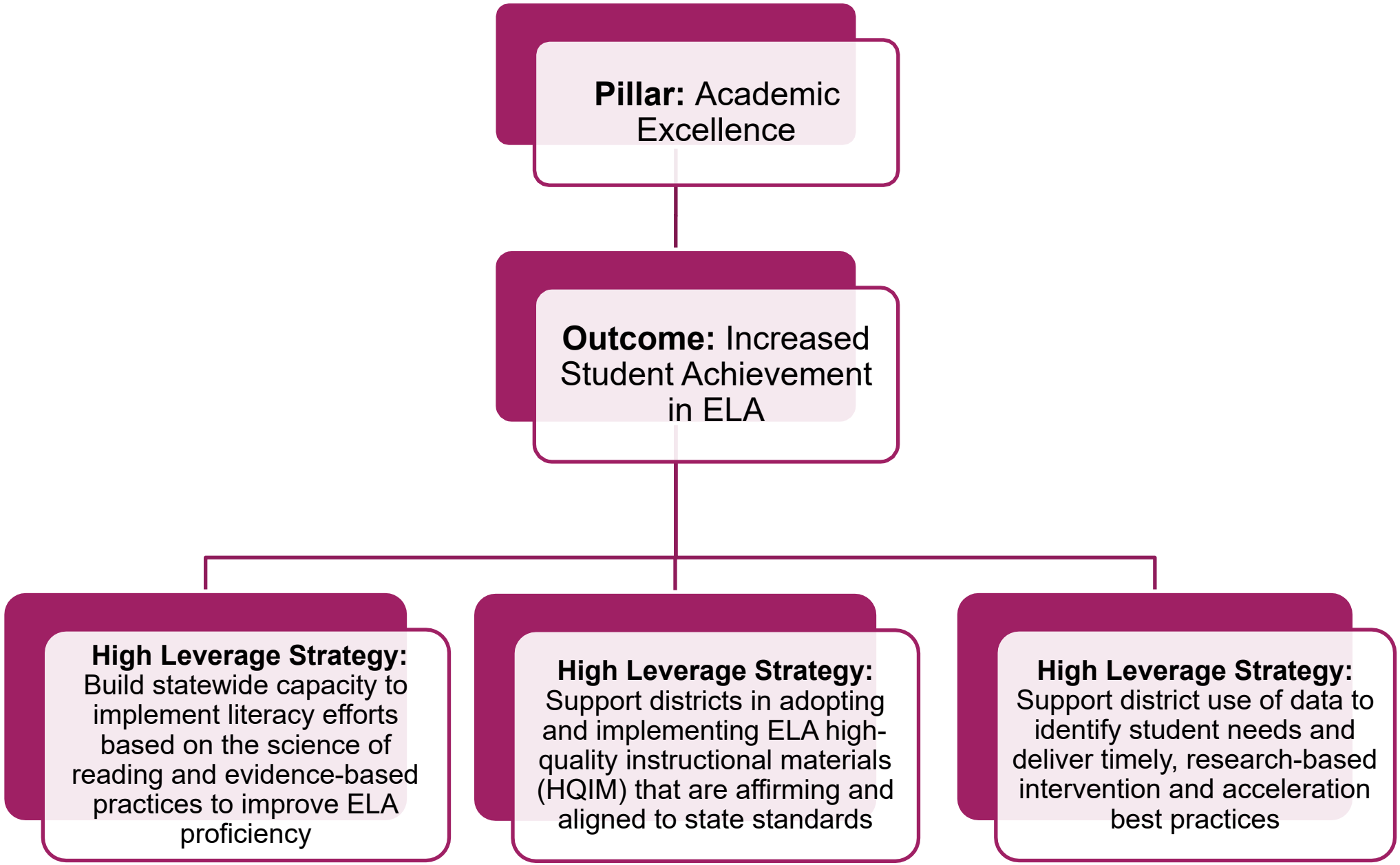

Pillar: Academic Excellence
Outcome: Increased Student Achievement in ELA
High Leverage Strategy: Build statewide capacity to implement literacy efforts based on the science of reading and evidence-based practices to improve ELA proficiency
High Leverage Strategy: Support districts in adopting and implementing ELA high-quality instructional materials (HQIM) that are affirming and aligned to state standards
High Leverage Strategy: Support district use of data to identify student needs and deliver timely, research-based intervention and acceleration best practices

Academic Excellence

- Math Framework One-pager
  - Engagement Sessions
- Launched Literacy Grows in Summer [12]
- High-Quality Instructional Materials

Belonging & Wellness

- Cross-agency collaborations & Whole Child Alignment
- Increased student/community voice in safety & belonging work [13]
- Statewide systems for implementation and support are taking shape

Shared Accountability

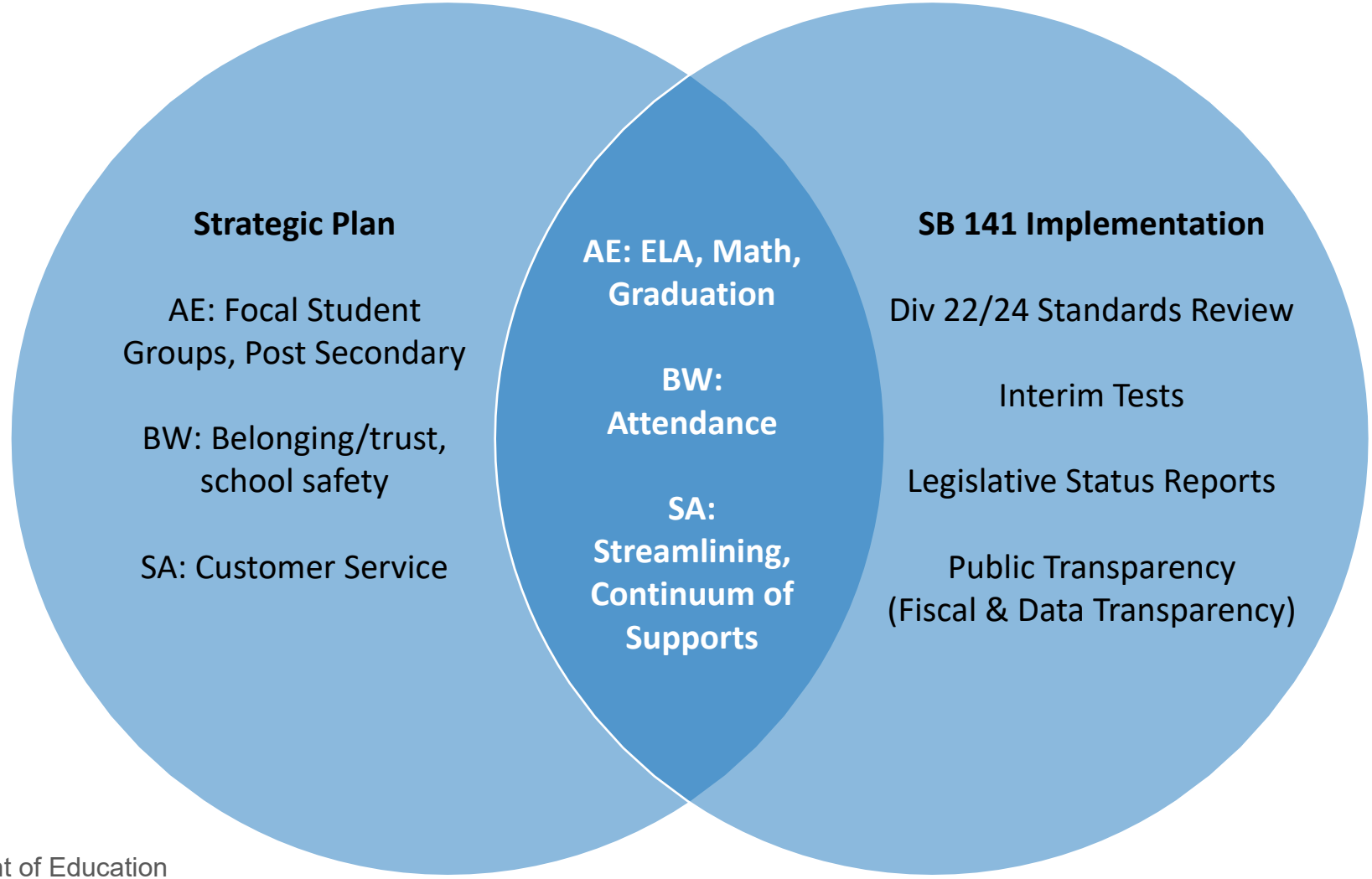
- Establishment of common definitions is a critical first step (continuum of supports, customer service, small and rural districts)

14

- Development complete for initial 360 district summaries

- Alignment of progress indicators (KPMs)

Tracking Progress and Future Updates



15

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Senate Bill 141 (2025) Implementation Updates

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Division 22 & 24 Standards Review

Grounding in SB 141

SB 141, Sec 29 directed third party review of rule requirements under Divisions 22 and 24. The review must identify:

- Standards that best support student outcomes that should be prioritized;
- Standards that make less significant contributions that can be removed;
- Effective methods for enforcing whether a district is standard;
- A clear complaint process including timelines for investigating and resolving the complaint.

Education NW (through the Northwest Comprehensive Center) is performing this review. The review is due to the legislature by Dec 15, 2026.

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Project Approach and Deliverable

Approach

- Review current standards and processes
- Legislative, partner, and stakeholder engagement
- Data coding and analysis
- Literature review → identify strategies and best practices from other states

Deliverable

Final Report that reflects:

- Key findings
- Recommendations

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Categorical Themes from Engagements

Division 22 (School Districts)

- Volume of current standards reflect **inconsistent or missing alignment** to student outcomes
- Many current standards are **outdated, obsolete, and/or redundant**
- Standards are regularly added to Div 22, though **no objective criteria exists** for inclusion or removal
- Div 22 standards are self-reported assurances **without sufficient evidence of compliance**
- Many **interested parties do not understand** Div 22 standards, their existence, purpose, or relevance to student outcomes

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Categorical Themes from Engagements (Division 24)

Division 24 (ESDs)

- Some current standards and accountability systems reflect **outdated language**, are **irrelevant or misaligned** to priorities, and/or are misaligned to existing systems and the role ESDs play [21]
- **No system of support** for ESDs currently exists (or is widely known and utilized)

Timeline of Next Steps

- July 2026: Final Report
- August/Sept 2026: presentation of report + agency implementation recommendations to SBE
- Sept - Dec 2026: SBE rulemaking (related to investigations, timelines)
- Dec 2026: ODE submit report to Legislature

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From: Catherine Nyhan
To: StateBoard Public Email
Subject: Oregon Comprehensive School Counseling Framework Adoption
Date: Tuesday, June 16, 2026 8:03:14 AM

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Dear Members of the State Board of Education,

Thank you for your continued dedication to the students, families, and educators of Oregon. I am writing to follow up on my previous correspondence regarding the Draft Comprehensive School Counseling Program (CSCP) Framework.

First, I want to express my sincere gratitude to the Board for listening to the 60+ letters shared by school staff expressing their deep concerns regarding the updated Draft Framework. Your willingness to hear the voices of those on the ground is greatly appreciated. I also want to publicly thank Dr. Wigham and Dr. Fynn for their responsiveness in adding pages 7 and 8 to the latest draft. This inclusion is a meaningful step toward tackling the critical issue of role clarity.
However, despite these positive additions, several significant professional concerns remain. I respectfully ask the Board to consider the following points before moving forward with a final vote:

- **Persistent Administrative Confusion & Role Blending:** While I deeply appreciate the intent behind pages 7 and 8, the document as a whole continues to blend the distinct roles of School Counselors and School Social Workers. At my position at Portland State University I train students to become school counselors and many of them already have a Masters degree in social work. There are some distinct areas in which school social workers need additional training in order to understand how to run a comprehensive guidance program. (this is the certificate I teach) I repeatedly hear from my social worker students that they didnt realize how much they were going to have to work *with* teachers, work on *academic* success through examples like math anxiety groups and although they believe in social justice for students with disabilities, they do not understand the laws and processes that go into this in public schools, nor the processes to work with ELL students. They are trained to resource these students and see where their mental health and resource issues stand out, but not how to work in concert with teachers and administrators for the academic success of the student. While a social worker can lead a CSCP under specific circumstances, they do not possess the specific training or skills required to implement roughly two-thirds of the program. It is my belief that they should work in teams in their respective roles, not blend the two together into one role. Administrators get confused about the role differences without clear guidance.

Premature Approval Prior to Summer Guidance: Dr. Wigham has continually stated that we can add more detailed, clarifying information to the implementation guidance, which is scheduled to be developed this summer. Given how foundational this guidance will be to the success of the framework, I strongly advocate that the Board **wait to approve the framework** until we can review this implementation guidance in its entirety. Approving the framework without seeing the rules for its execution is premature.

- **Program Integrity Without Elevation:** The Framework explicitly states that its guidance is not intended to elevate one professional role over another. I absolutely agree with that philosophy; every member of our multidisciplinary teams is vital. However, acknowleging professional limits is not the same as hierarchical elevation. It is critical for schools to understand that *only* school counselors have the comprehensive training required to fully implement a CSCP. While school social workers, school psychologists, and school nurses are entirely indispensable, they possess different specialized scopes of practice. In the updated version on page 8 in the last paragraph is this sentence, "The position of school counselor cannot be filled by a school social worker (OAR 584-245-0310), a Limited Student Service License role (OAR 584-245-0400), a Child DevelopmentSpecialist (ODE Authorization), or by another candidate who is not professionally trained and licensed as a school counselor." 78% of respondents in the OSCA survey agree with panel members that this **needs to be at the beginning of page 7 so it is more clear to administration**.

- **Collaboration with OSCA:** To ensure this framework truly serves Oregon's schools and stands the test of time, it must have the trust of the professionals who live it every day. I respectfully ask the Board to **postpone the approval of the Framework** until school counselors across the state officially support it through the approval of the Oregon School Counselor Association (OSCA).

Thank you once again for your time, your collaboration, and your unwavering commitment to ensuring Oregon’s educational frameworks are clear, legally compliant, and effectively structured to support student success.

Sincerely,

Catherine Nyhan, LPC, LSC
School Counselor Educator, Portland State University
School counseling licensure only program and internship coordinator
503.725.6224

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Thank you,
Catherine
Resources for Immigrant Families and those working with them *If you have permanent*

immigration status, consider joining the Accompaniment Program to support people navigating legal proceedings.

Catherine Nyhan, LPC, LSC, NCC
503-725-6224
Room 240B
LPC Supervisor
School Counseling Internship and
Licensure-Only School counseling program Coordinator

School Counseling students: I am glad to meet Monday evenings after school or Tuesday mornings. Please email me to make an appointment. I am also available other times but leave these free for you.

Click here to learn more about the Empowered Mentorship Pathway for school counselors!
Click here to find out more about school counseling licensure!

BRINGING AWARENESS TO OUR PSU COMMUNITY COUNSELING CLINIC
Clinic https://www.pdx.edu/education/clinic
Please contact clinic@pdx.edu for scheduling.
Immediate openings for low cost counseling available
My Pronouns are She/ They: learn about gender pronouns

From:	Eakin, Gene Allen
To:	StateBoard Public Email
Subject:	Public Comment: Agenda Item 4.b. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date:	Tuesday, June 16, 2026 6:28:50 AM

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

I am submitting this Public Comment regarding the June 18th meeting agenda item -

4.b. 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 also 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.

First, I sincerely thank you for directing Dr. Wigham to continue working with the Framework Committee to develop language acceptable to both the Committee members and the Oregon School Counselor Association Board. I also commend Dr. Wigham for including the information on pages 7, 8, and 9 of the fourth draft of the Framework.

Dr. Wigham will present the 4th draft of the Framework to you at the June 18th meeting. She will recommend that the State Board adopt this draft, so the Oregon Department of Education can disseminate it to school districts by the start of school. I ask that you not adopt it but rather delay adoption until the Oregon School Counselor Association Board and the Framework Committee members recommend that you do so. Neither group currently recommends adoption.

The information on pages 7, 8, and 9 helps administrators understand the differences between the roles of school counselors and school social workers. Our concern, however, is that the 4th draft does not yet clearly indicate that, whenever possible, a licensed school counselor should lead the development and implementation of the Framework. School districts rely on the Oregon Department of Education and the State Board of Education to provide clear statements of “best practice” for delivering the comprehensive school counseling program services specified in OAR 581-022-2060, not just to outline the possibilities for doing so.

Sincerely,
Gene Eakin, PhD
OSCA Advocacy Chair

Lewis & Clark College

615 S. Palatine Hill Road
Portland, Oregon 97219
Phone 503-768-6000
graduate.lclark.edu

June 16, 2026

Dear Members of the Oregon State Board of Education,

We write as school counselor educators to express our concern regarding the revised Oregon Framework for Comprehensive School Counseling presented by the Oregon Department of Education on May 21, 2026. Even with the amendments planned for presentation on June 18, the document does not clearly differentiate the distinct roles, training, and scope of practice of licensed school counselors and school social workers. The administrators and principals who rely on the Framework to make staffing and program decisions cannot be expected to know the differences in preparation that separate these two professions. As written, the document invites the very confusion it should prevent, with real consequences for districts and for the services students receive.

We respectfully ask that you vote to postpone adoption of the revised Framework until these distinctions are made clear throughout the entire document, so that those who rely on it can make staffing decisions that protect the services students receive.

Let us be clear, this is not a question of whether school social workers are valued members of a school's support team. They very much are. Their training equips them to address the social-emotional and systemic barriers that affect students' wellbeing, and a strong comprehensive school counseling program (CSCP) depends on collaboration with school counselors and school social workers. Our concern is a question of role and preparation. Who is trained to do what? As currently written, the Framework fails to make that distinction clear to the people who depend on it.

However, both Oregon statute and ODE's own rule draw this distinction. ORS 329.603 authorizes a comprehensive school counseling program to be implemented by a school counselor, a school social worker, or a combination of qualified persons. But it expressly preserves scope of practice, stating that nothing in it allows a person to practice outside the scope of their license or within the scope of a license they do not hold. ODE's own administrative rule, OAR 581-022-2060, repeats this limitation nearly word for word by repeating that nothing in the rule may be construed to allow a person licensed by TSPC to practice outside the scope of their license, or within the scope of a license they do not hold. Lastly, the Teacher Standards and Practices Commission rule, OAR 584-245-0310, provides specificity by stating that a school social worker may not substitute as a school counselor for more than three consecutive months, hold a school counselor position, or use the school counselor title, with violations subject to referral to the Commission.

This is why the revised Framework concerns us. Oregon statute requires scope of practice to be preserved, ODE's own rule requires it, and TSCP rule outlines limitations. Yet the Framework ODE has submitted does not attend to these regulations effectively. In its current version, many sections read as if the two roles are interchangeable. Districts will rely on the Framework as their authoritative guide. When that guide blurs a distinction its own governing rule preserves, it leads well-intentioned districts to treat the two roles as if they have the same scope. The very outcome that the statute and ODE's rule were written to prevent.

Additionally, the distinction the Framework blurs ignores the difference in professional preparation. School counselors and school social workers complete different graduate programs, hold different accreditation standards, and are licensed for different scopes of practice. School counselor preparation

programs are built specifically around designing, delivering, and evaluating CSCPs. This is the same systemic, tiered, data-driven model of academic, career, and social-emotional development that the Oregon Framework itself describes. School social work preparation, accredited under CSWE standards, is rigorous and valuable. It equips practitioners to assess the home, community, and personal factors affecting a student's learning, to intervene through case management and crisis support, and to connect families with school and community resources. It is not, however, designed to prepare practitioners to build and lead a CSCP.

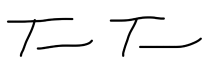
A Framework that guides districts toward these misassignments also exposes them to legal and ethical risk. Under OAR 584-245-0310, a district that relies on the Framework that places a school social worker as lead of a CSCP may face a referral to TSPC as this is outside their scope of practice. Both professions are bound by codes of ethics that require practitioners to work only within their areas of competence, and a document that invites assignments outside that competence places professionals in an untenable position through no fault of their own. A Framework that honors scope of practice protects students, professionals, and districts alike.

The deeper cost of working outside one's scope of practice falls on students. When a school social worker is assigned to lead a CSCP, students lose access to the academic planning, college and career readiness, and tiered developmental programming that a school counselor is specifically trained to deliver. The same is true in reverse: a school counselor asked to provide the clinical and case-management services that define school social work practice would be working beyond their own preparation, and students would feel that gap just as acutely. Scope of practice exists precisely because each license guarantees a distinct set of competencies. When a Framework allows those competencies to be substituted for one another, the students who depend on them are the ones left without the services they need and deserve.

For these reasons, we respectfully ask the Board to postpone adoption of the revised Oregon Framework for Comprehensive School Counseling until the distinct roles, training, and scope of practice of licensed school counselors and school social workers are made clear throughout the entire document. The administrators and principals who rely on the Framework deserve a guide that helps them understand which professional is prepared for which role, so that the staffing decisions they make protect both their districts and the services students receive. We are grateful for your service to Oregon's students and for your careful consideration.

Respectfully,

Heather Hadraba, PhD, LSCP
Associate Clinical Professor
Program Director of School Counseling



Tamara Tribitt, PhD, LSCP
Assistant Professor

From: Jess Calbreath
To: StateBoard Public Email
Subject: Public Comment : 4.B. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Tuesday, June 16, 2026 10:26:35 AM

You don't often get email from jess.calbreath@bend.k12.or.us. Learn why this is important

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As a member of the Framework Committee, I am submitting this follow-up statement to distinguish between three interconnected but equally important concerns: concerns with the framework itself, concerns with the process used to develop and advance it, and concerns regarding implementation readiness.

Framework Document Concerns

My primary concern with the framework continues to be that it no longer clearly reflects the profession of school counseling or established best practices in comprehensive school counseling, particularly regarding role clarity and professional identity. For years, Oregon's Comprehensive School Counseling Program (CSCP) Framework served as the guiding professional document for school counselors across the state. It articulated the role of school counselors, professional standards, specialized preparation, and evidence-based practices. It defined the unique contributions school counselors make to student success while providing a valuable resource for practitioners, administrators, preparation programs, and districts.

The current iteration no longer provides that same level of clarity. Rather than strengthening and clearly articulating the expertise of the school counseling profession, the framework broadens and blends responsibilities in ways that diminish the distinct knowledge, training, competencies, ethical responsibilities, and accountability structures that school counselors bring to their work. I recognize and support the statutory changes that prompted revisions to the framework and the importance of acknowledging the contributions of school social workers and other student support professionals. However, neutrality among professions should not require reduced visibility or diminished specificity regarding the profession that was developed to guide Comprehensive School Counseling Programs.

Throughout Framework Committee discussions, ODE consistently communicated that the goal was to remain within statute and administrative rule while avoiding language that could be interpreted as elevating one profession over another. I understand and support the intent behind that goal. However, recognizing multiple professions and preserving professional role clarity are not competing priorities. The concern is not that school social workers are recognized within the framework. School social workers are valuable members of student support teams. The concern is that increased recognition of other professions appears to have coincided with decreased clarity regarding the unique role, preparation, expertise, and accountability of school counselors within a School Counseling Framework.

There doesn't seem to be anything in Oregon statute or administrative rule requires

minimizing the role of school counselors in order to recognize other professionals. A framework can honor multidisciplinary collaboration while still clearly articulating the unique responsibilities, preparation, and expertise of each profession. I fully support collaboration among school counselors, school social workers, school psychologists, and other student support professionals. Strong schools depend on effective multidisciplinary teams. However, collaboration requires clearly defined roles, preparation pathways, licensure expectations, and scopes of practice.

Recognizing the important contributions of multiple professions should not require reducing clarity regarding the specialized training and accountability of school counselors. While the recent one-page role clarification was appreciated, it does not fully resolve the broader ambiguity throughout the framework. School counselors and school social workers each bring valuable but distinct training, licensure requirements, ethical standards, and areas of expertise. Those distinctions are not barriers to collaboration; they are what allow collaboration to function effectively.

Comprehensive School Counseling Programs were developed within the school counseling profession, and school counselors are uniquely trained and professionally accountable for designing, leading, implementing, and evaluating comprehensive programs across all three domains: academic development, college and career readiness, and social-emotional development. A related concern is the limited recognition of the specialized preparation required for TSPC school counselor licensure. School counselors complete specialized educator preparation programs, supervised field experiences, and graduate-level coursework focused on comprehensive school counseling, student development, systems leadership, data-informed decision-making, academic planning, college and career readiness, equity, and counseling interventions. **This preparation is foundational—not incidental—to CSCP work and should be highlighted in our own professional framework and guidance**. Yet the framework provides limited guidance regarding who is professionally responsible for leading, implementing, and evaluating a CSCP. Without clearer expectations around **best practice,** district leaders and administrators may be left without sufficient guidance regarding qualifications, responsibilities, and accountability. This creates concerns beyond professional identity; it directly impacts staffing decisions, implementation fidelity, and equitable student access to comprehensive school counseling services.

More broadly, I am concerned that the framework is drifting from its original purpose. Historically, Oregon's CSCP Framework translated state and national expectations into practical guidance for school counselors while maintaining a clear focus on comprehensive school counseling programs and the role of school counselors within those programs. As revisions have been made to address statutory requirements and broader statewide initiatives, additional responsibilities and perspectives have increasingly been layered into the document without sufficient clarity regarding how they integrate or who holds responsibility for core CSCP functions and what is best practice for students to access a CSCP across the state.

I support compliance with statute and collaboration across student support professions. However, statutory alignment should not come at the expense of the framework's core purpose. A School Counseling Framework should provide clear guidance regarding

comprehensive school counseling programs and the professional practice of school counselors. As a practicing school counselor and district counseling leader, I continue to rely on the standards and competencies provided by the American School Counselor Association to define professional best practice. Oregon's previous framework complemented those standards by translating them into state-specific guidance. The revised framework no longer provides the same level of professional clarity or practical guidance.

Framework Process Concerns

My concerns with the process are equally significant because they directly impact trust in the final product.

Throughout the committee's work, members raised ongoing questions regarding statutory alignment, implementation expectations, preparation program alignment, guidance development, and the relationship between this framework and ongoing TSPC redesign efforts. Many of these questions remain unresolved. A significant concern is the lack of transparency regarding how decisions were made and how stakeholder feedback informed revisions. Committee members requested clearer documentation regarding feedback organized by stakeholder group and how conflicting perspectives were considered. To my knowledge, this information has not been provided in a way that allows meaningful review.

As a result, it remains unclear whether significant structural changes between drafts were driven primarily by stakeholder feedback, statutory interpretation, ODE initiatives, or other considerations. This uncertainty is especially concerning because many of the changes that generated the greatest concern among school counselors—including reduced role specificity and diminished emphasis on the counseling profession—do not appear to align with the consistent feedback provided by counseling stakeholders throughout the process.

Several questions remain unresolved:

- If Version 1, which was presented for statewide feedback, was believed to require significant changes to meet statutory expectations, why were those changes not identified and communicated through the Framework Committee before a revised version was advanced?
- What specific stakeholder feedback informed the significant changes introduced in Version 2 and subsequent drafts, particularly the removal or weakening of previously clearer role language for school counselors?
- How were competing perspectives weighed in making those changes? Version 1 was presented for statewide feedback with the understanding among Framework Committee members and school counselors that it represented a framework aligned with statutory expectations and requiring refinement based on stakeholder input. However, Version 2, which included significant structural changes, was presented to the State Board without prior review or discussion with the Framework Committee. What was the rationale for advancing those changes without committee review, and how was the committee's role in the development process considered?

These are not minor technical questions. They relate directly to transparency, stakeholder

engagement, and how policy decisions are developed.

Recent statewide feedback further reinforces these concerns. As OSCA will share in its written commentary, Framework Committee members, practicing school counselors, district leaders, counselor educators, and graduate students consistently raised concerns regarding role clarity, licensure distinctions, implementation responsibilities, accountability, and reduced visibility of the profession within its own framework. These themes mirror concerns reflected in the more than 60 written comments submitted to the Board at its May meeting. While collaboration across roles is widely supported, the consistent message across feedback cycles is that the framework is not yet ready for adoption and that meaningful agreement among the primary stakeholders responsible for implementing Comprehensive School Counseling Programs has not yet been achieved.

I am also concerned by inconsistent messaging regarding the intended purpose and ownership of the framework. Throughout my participation on the Framework Committee, this work was initially presented as a Comprehensive School Counseling Framework grounded in the school counseling profession, established professional standards, and alignment with the ASCA National Model. As revisions progressed, ODE moved the framework toward statutory alignment and a broader student support framework. While alignment with statute is necessary, this shift raised concerns about whether the framework would continue to function as a clear professional guidance document for comprehensive school counseling programs and the school counselors responsible for implementing them. More recently, we learned that some school social worker stakeholder groups were informed that the framework was intended to be as much theirs as it was school counselors'. If that reflects ODE's intended vision for the framework, it raises important questions about why that purpose was not clearly communicated to the Framework Committee and why the committee structure, membership, and stakeholder engagement strategy were not designed accordingly from the beginning. Most importantly, this process has unintentionally created tension between professions that typically collaborate effectively in schools. School counselors and school social workers are partners in supporting students. Greater transparency and clearer communication from the beginning could have strengthened trust and avoided much of the confusion surrounding representation, ownership, and professional identity.

Implementation Concerns

Implementation readiness remains a significant unresolved concern.

During ODE's presentation to the State Board of Education on May 21, 2026, ODE indicated that if a district employed a school social worker in lieu of a school counselor, responsibility for portions of the Social Emotional Learning and Academic & College & Career Readiness components of the CSCP could fall to classroom teachers. However, no accompanying implementation guidance was provided regarding how this model would function, maintain program fidelity, establish accountability, or ensure equitable student access. Feedback from practicing school counselors and administrators indicates ongoing confusion regarding the distinction between the roles of school counselors and school social workers. Without clearer guidance, districts may unintentionally assign responsibilities based on job titles rather than licensure, preparation, and scope of practice. This creates the risk of gaps in access to core CSCP services.

Additionally, implementation guidance has not been finalized alongside the framework. Because implementation guidance will define how districts operationalize the framework, approving the framework before those expectations are fully developed creates uncertainty regarding roles, accountability, and consistent statewide implementation.

I am also concerned about the timing of adoption. Significant revisions occurred late in the process, yet the framework is moving toward adoption at the end of the school year and into summer when many school counselors have limited capacity for meaningful review and engagement. Given that statutory changes occurred years ago, it is difficult to understand the urgency to finalize adoption before implementation guidance is completed, TSPC redesign efforts are further developed, and stakeholder questions are addressed.

Successful implementation depends not only on statutory compliance, but also on stakeholder trust, professional confidence, and practical usability. Moving forward before these concerns are resolved risks implementing a framework that lacks the clarity and support necessary for consistent statewide application.

Recommendation

For these reasons, I respectfully urge the Board to delay adoption of the framework until:

- Outstanding questions regarding implementation, accountability, professional roles, and leadership responsibilities are addressed in a transparent and documented manner.
- The framework clearly articulates **best practices** for the design, leadership, implementation, and evaluation of Comprehensive School Counseling Programs while recognizing the importance of multidisciplinary teaming structures in some circumstances.
- Implementation guidance is developed through meaningful engagement with school counselors, school social workers, administrators, counselor educators, and preparation programs—not solely ODE staff.
- Statewide feedback is fully compiled, transparently shared, and systematically reviewed.
- The Oregon School Counseling framework more clearly reflects the professional standards, preparation, expertise, and unique role of school counselors while preserving authentic collaboration across student support professions.

While I appreciate that Draft 4 added language on page 7-8 acknowledging that school counselors and school social workers have distinct preparation, competencies, and scopes of practice, concerns remain that the framework increasingly positions CSCP as part of a broader student success system rather than clearly defining the unique role of school counselors in their own comprehensive school counseling framework. **A profession should not become less visible within its own framework in order to make room for collaboration.**

I also believe adoption should be delayed until ODE can demonstrate meaningful agreement and support from the primary stakeholders responsible for implementing Comprehensive School Counseling Programs across Oregon, including practicing school

counselors, OSCA, Framework Committee members, counselor educators, and other stakeholders who have participated throughout this process.

A framework intended to guide school counseling programs statewide must have the trust, confidence, and meaningful support of the professionals responsible for implementing it. The priority should be ensuring that Oregon adopts a framework that is clear, implementable, trusted by practitioners, and broadly supported by the stakeholders it will affect most. Taking additional time to address these concerns would strengthen both the framework and confidence in its implementation.

After years of waiting to align to “statute," the priority should be getting this right, not simply getting it done.

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

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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https://www.oscainc.org/

June 16, 2026
Re: 4.B. Oregon's Framework for Comprehensive School Counseling Programs: OAR 581-022-2060

Dear Members of the Oregon State Board of Education,

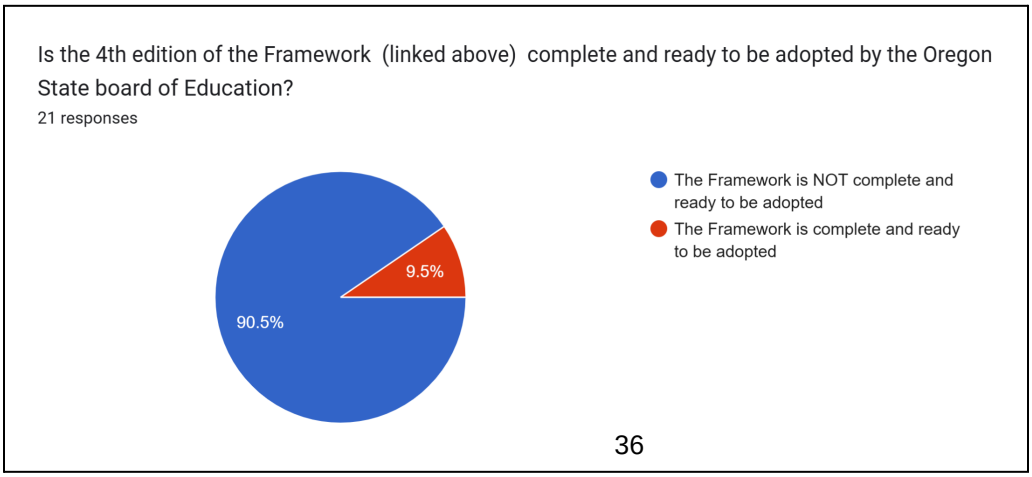
On behalf of the Oregon School Counselor Association (OSCA), I am writing to share collective thoughts regarding the adoption of Oregon's Framework for Comprehensive School Counseling Programs in its current form. School counselors are nothing if not advocates for students, families, and for their role. It must be acknowledged that countless hours, hard work, and difficult emotions have been put into this process. We appreciate the teams willing to sit at the table and have these conversations to make change. We are grateful for the opportunity to share our passion for our careers and for the positive impact we know we have each and every day.

Below are a few snapshots of the data we collected from a recent survey shared with OSCA members and school counselors from around the state of Oregon. These are being highlighted as the main concerns with the current version of the Framework.

Concern 1: The adoption process has felt increasingly fast-paced over the past several months.

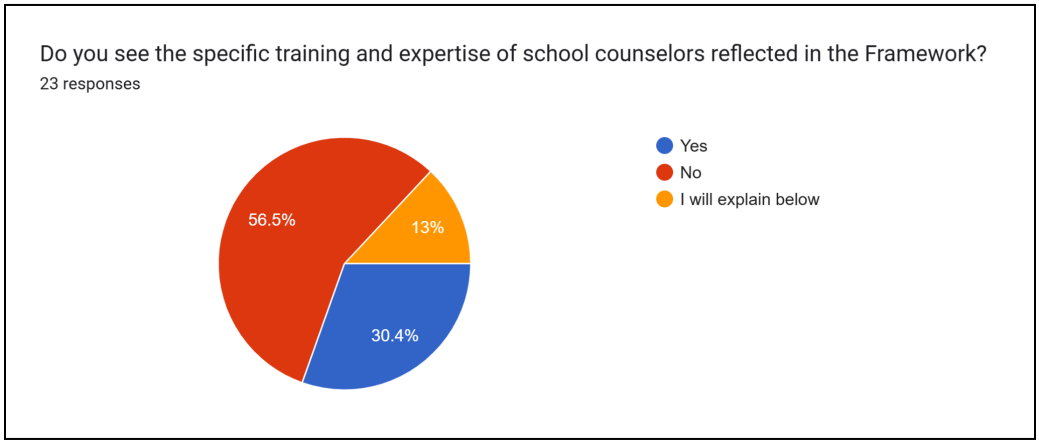
Four iterations of the Framework have been written, re-written, completely revamped and pushed forward, oftentimes without the full approval or knowledge of the original Framework panel. Oregon school counselors are not confident that this Framework is complete or ready for adoption.

90.5% of respondents indicated that the Framework is NOT complete and ready to be adopted.



Concern 2: Oregon school counselors believe the current CSCP Framework lacks sufficient clarity regarding professional roles and implementation responsibilities.

The following comments illustrate recurring themes identified throughout survey responses:



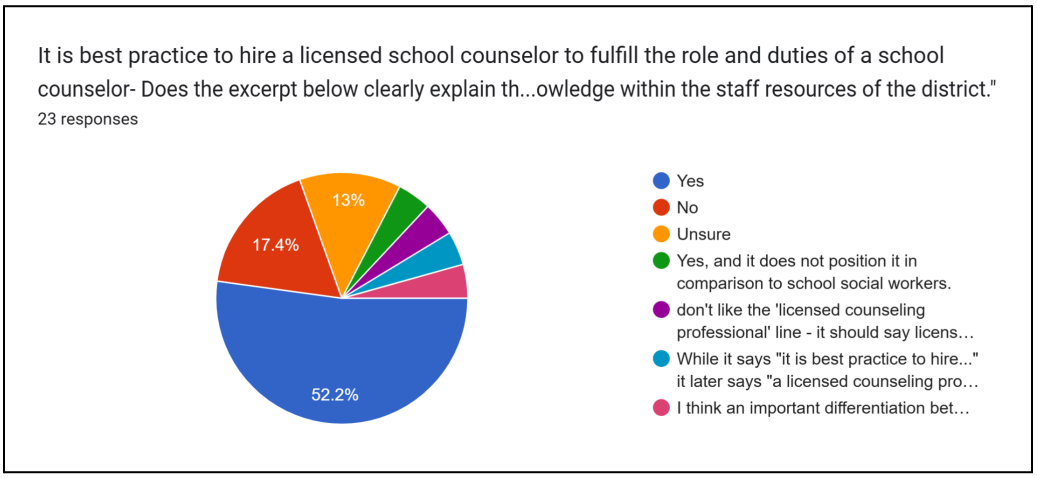
- “It seems like the state is indicating that our job training isn't relevant or useful by omitting it from the standards.”
- “The framework discusses a comprehensive school counseling program thoroughly but does not connect or specify the role of a licensed school counselor and why they are best equipped to implement said program.”
- “I'm finding more and more that the unique role of a school counselor is being watered down more and more… Admin seems to understand less and less about the depth and breadth of the education required through CACREP, and counselors operate on the whims of what an individual school and/or administrators deem needed and/or appropriate.”
- “...it does not clarify what a school counselor is qualified to do and what a school social worker is qualified to do. It seems like there is a heavy focus on how the two roles could be complementary on "counseling teams" in larger districts. This focus detracts from the realities of rural settings where only one school counselor or one school social worker is employed. How can a comprehensive school counseling program (CSCP) be implemented in a comprehensive manner if school social workers are outside the scope of their training and practice? This could put school districts at risk for liability issues and ethical violations.”
- “This framework makes the role of school counselors and school social workers seem interchangeable, when the reality is that both roles have clear distinctions based on their licensure scope of practice.”
- “I think it should be made clear that these very different roles are not the same or interchangeable. I would like for it to be made clear that school counselors are specifically trained and other counseling staff personnel cannot take the place or do the same job as a professional school counselor. I am very concerned about the language used throughout that I feel downplays the importance of our specific training and role in our schools.”

Concern 3: Oregon school counselors are concerned that districts and administrators may struggle to consistently interpret and implement the Framework, particularly in the absence of accompanying implementation guidance.

Survey respondents were also asked to review language from the 2018 CSCP Framework, which was developed prior to the adoption of OAR 581-022-2060. In that version, it states:

"A professional licensed school counselor provides student advocacy, responsive services, and system support in order to increase the opportunities for students to meet school and district standards and successfully transition to the student's chosen postsecondary option. The involvement of a licensed counseling professional is crucial to delivering a comprehensive counseling program where leadership, curriculum development, staff development, student counseling, consultation, and advocacy are integral components of programming. School counselors contribute unique skills and knowledge and all districts, regardless of size, should develop a strategy for securing those skills and knowledge within the staff resources of the district."

52.2%+ of respondents felt that this statement clearly explained to administrators and district hiring staff that it is best practice to hire a licensed school counselor to fulfill the role and duties of a school counselor. OSCA recommends that this language, or language substantially similar in intent, be included in the updated CSCP Framework.



OSCA respectfully requests that adoption of the Oregon Framework for Comprehensive School Counseling Programs be delayed until full collaboration with the Framework Committee and OSCA has occurred and accompanying implementation guidance has been completed and made available for review.

We remain committed to partnering with ODE, the Framework Committee, and the State Board of Education to ensure that Oregon's Framework for Comprehensive School Counseling Programs reflects best practices, protects role clarity, and supports successful implementation in districts across the state.

I would also like to extend an invitation to all members of the Oregon State Board of Education to attend our annual OSCA Conference this fall. It is being held on Friday, October 9th at West Salem High School. Our theme is, “The Power of Us: Strengthening Our Counseling Community.” I invite you to come and learn more about the role of the school counselor and what a Comprehensive School Counseling Program truly is.

Respectfully,

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

From: [redacted]
To: StateBoard Public Email
Subject: Public Comment: 4.B. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Monday, June 15, 2026 5:51:12 PM

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Re: 4.B. Oregon's Framework for Comprehensive School Counseling Programs: OAR 581-022-2060

Dear Oregon State Board of Education,

I am writing with immense concern about the version of the Oregon Comprehensive School Counseling plan (4th v.) that will be presented in the June 18 board meeting. I am asking that the adoption of the framework be delayed until the CSCP Panel is able to make further revisions and create implementation guidance to accompany the document. The version being presented Thursday is not endorsed wholly by the CSCP panel members, nor the Oregon School Counselor Association. I am very appreciative of the time and energy put into the framework over the last nine months, but it is still in need of some revision and a document providing guidance for implementation.

As part of the CSCP Panel this school year, myself, along with nearly 20 other school counselors from around Oregon, spent many hours helping to revise and update the Oregon School Counseling Framework. The intention of this work was to better align Oregon's framework with the newly updated American School Counselor Association national model, while also incorporating Oregon's specific school counseling circumstances and needs.

The framework being presented is not complete and requires more time and attention for revisions, along with creation of an implementation guidance document. Panel members received email communication from ODE staff on June 11, stating that we would be receiving information for summer work groups to focus on the implementation guidance. I am humbly asking that adoption of the framework be postponed until we have the opportunity to complete our collaboration around the framework and creation of implementation guidance. With additional time, stakeholders input and voice can be more fully incorporated, as well as allowing for current school counselors, most of whom are currently on summer break, to also have their voices heard.

In a recent OSCA poll of Oregon School Counselors, nearly 90 percent of respondents said that the framework being presented is incomplete and not ready to be adopted. Only 30 percent of respondents feel that the document being presented accurately reflects the specific training and expertise of school counselors. This feedback indicates that there is more work to be done before the framework is ready to be adopted.

Thank you for your time and consideration in this pivotal area of Oregon's K-12 education system. Oregon's School Counseling Framework is the present and future for our students. Please allow Oregon school counselors the time to ensure that the school counseling framework and guidance is meeting the varying needs of our communities, families and

students.

With gratitude,

Sarah Mortinson, LSC (she/her)

Licensed Oregon School Counselor

From: Lesley Zavala
To: StateBoard Public Email
Subject: Public comment: 7.D. Oregon"s Framework for Comprehensive School Counseling Programs: OAR 581-022-2060
Date: Tuesday, May 26, 2026 12:36:50 PM
Attachments: Outlook-kjg3xqv0.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.

Lesley Zavala, M.S, NCC
She/Her/Hers
School Counselor
Caldera High School

60925 SE 15th St.
Bend, Oregon 97702
541-355-5208

Schedule a meeting

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From: erin evans
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 11:36:12 AM

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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.

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,

Erin Evans, MA
she, her, hers
Licensed School Counselor

10th-12th grade, last names H-N
Assistant Softball Coach
Office Phone: 503-356-2919
SRHS Counseling Website

If you are experiencing an emergency, please contact 988 or one of the following resources:
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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

Call 211 or visit 211info.org for essential community resources such as:

- Paying bills
- Finding food
- Finding transportation
- Crisis help
- etc.

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9625 SW 125th Avenue, Beaverton, OR 97008
Main Office: 503-356-2890 | Attendance: 503-356-2891 | Fax: 503-356-2895

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Public Comment for June 18, 2026 Board of Education Meeting

Dear Commissioners,

Our names are Ashley Bohanan and Becka Puskas. Ashley is the mom of two middle school sons, and a Speech Language Pathologist. Becka is the mom of three public school kids and a lawyer.

More than three years ago, we found out that our school district was using a discredited balanced literacy curriculum that was not on the state list, had never been vetted against the state's criteria, and had not been approved by the school board. Along with many parents and teachers in our district, we advocated for new curriculum, which our district ultimately adopted.

This did not change the fact, however, that the district had used the literacy curriculum for over a decade. In fact, it was the only curriculum in place while our kids attended elementary school. We also found out that the district had violated some math adoption requirements. These were violations of state law, because the district had not followed the curriculum adoption requirements in Division 22, which, as you know, are minimum standards for public education in Oregon.

Therefore, we were shocked when, the next fall, the district certified in its Division 22 assurances to the community, the school board, and the state that it had been in compliance with all of the Division 22 standards, including the curriculum adoption requirements. Together, we filed a complaint.

Two-and-a-half years later, in April 2026, ODE issued a final order on our complaint. The agency agreed with us that the district had violated curriculum standards. But the agency posited that, because our school district had checked the boxes and submitted its Division 22 assurances form to ODE by the November deadline, it had not violated the Assurances Rule, OAR 581-022-2305–the rule that requires school districts to self-report compliance with minimum standards. The agency said that it was OK—it was not a violation—that the district's Division 22 assurances were false. The agency seems to be taking the position that the only real requirement for a district's Division 22 assurances is that they turn the check box form in on time. We find this extremely troubling, especially because the Division 22 assurances are currently the only way that ODE knows whether districts are in compliance with minimum standards or not. We recently filed a lawsuit challenging the ODE final order, and we have provided a copy for your review.

The reason we are sharing our story with you today is because you, as a Board, have the power to fix part of a broken system, which has resulted in declining literacy rates, falling test scores, and reduced faith and enrollment in Oregon public schools.

We are asking you to change the rule called "District Assurances of Compliance with Public School Standards," OAR 581-022-2305. Please identify the key Division 22 standards—ones that are correlated with academic performance—and get rid of the assurances process for those standards. Clearly, that process is not working. It should not be parents like us addressing non-compliance a decade after it begins, through a multi-year complaint process. More importantly, the state currently does not even collect the information that it needs to be sure that districts are in compliance with minimum standards. The state should not be relying on mere "assurances." Instead, the rules should require districts to report actual data to ODE that *shows* compliance. The data should be posted on a public website for transparency, in a form that is easily accessible for families.

What you might hear from districts or school board officials is that it would be too burdensome to gather this information and do this reporting—but it shouldn't be. We are talking about the basics—these are minimum standards. In addition, the Assurances Rule already in place says that districts must have evidence of Division 22 compliance on file. So if districts already have the evidence on file, why not submit it to ODE?

You might hear from ODE that reviewing the submittals would take too many resources. We disagree. If the agency set up a website where districts upload the data in an organized way—for example instructional hours or curriculum adoption materials already presented to a school board—it could be easily compared to state standards. Just as important, the information would provide transparency for families. The visibility of the information alone would drive compliance.

In closing, we leave you with an analogy. I have two middle school boys. Their rooms are downstairs, away from the main living space in our house, so I don't go down there a lot. If I call downstairs and say, "Did you clean your room?" What do you think they will say? "Yes." Of course they will say yes. It's human nature. They think it is the answer that I want to hear, and they want me to leave them alone. But will the rooms be clean? Maybe. But maybe not. But what if I instead say, "Please clean your rooms. I'm going to come check before we have dinner." Do you think the rooms will be clean? Yes, they will, especially if it's not a bluff and I actually go down and check sometimes.

What we are asking you to do is change the rules so that ODE does that check. It is part of the core work for a state education agency, and it is simply not happening.

Thank you for your attention to this important issue.

Respectfully,

Ashley Bohanan and Becka Puskas

IN THE CIRCUIT COURT OF THE STATE OF OREGON

FOR THE COUNTY OF MARION

REBECCA PUSKAS & ASHLEY BOHANAN, Petitioners, v. OREGON DEPARTMENT OF EDUCATION, Respondent.	Case No.: 26CV25395 PETITION FOR JUDICIAL REVIEW (ADMINISTRATIVE PROCEDURE ACT – ORS 183.484 – REVIEW OF ORDER IN OTHER THAN CONTESTED CASE)

Rebecca Puskas and Ashley Bohanan ("Petitioners") bring this Petition for Judicial Review ("Petition") pursuant to ORS 183.480, ORS 183.484, and OAR 581-075-0210(2) to challenge a final order in other than a contested case issued by Respondent Oregon Department of Education ("ODE"). Specifically, Petitioners seek judicial review of ODE's final order in agency case no. 2024-3, dated April 2, 2026 ("Final Order") regarding violations of education standards in Oregon Administrative Rules (OAR) Chapter 581, Division 22 ("Division 22 Standards") by the West Linn-Wilsonville School District ("District"). A correct copy of the Final Order is attached as **Exhibit 1.** In support of the Petition, Petitioners allege as follows:

PARTIES, JURISDICTION, AND VENUE

1. Petitioners Rebecca Puskas and Ashley Bohanan are parents of school-age children that reside in West Linn, Oregon.

2. ODE is an administrative agency of the State of Oregon with a headquarters address at 255 Capitol Street NE, Salem, Oregon 97310. ODE is led by a Director and Deputy Superintendent of Public Instruction, appointed by the Superintendent of Public Instruction, the Governor of Oregon. *See* ORS 326.300.

3. Pursuant to ORS 326.051(1)(a), the State Board of Education has adopted the Division 22 Standards for public education in Oregon. Pursuant to ORS 327.162, the State Board of Education has adopted rules governing the resolution of complaints regarding violations of the Division 22 Standards, which start with the school district and may be appealed to the Superintendent of Public Instruction. *See* ORS 327.162(2)(b). Pursuant to OAR 581-075-0200 through -0210, ODE investigates and responds to such appeals, culminating in a final order.

4. ODE issued a Final Order in response to Petitioner's Division 22 complaint on April 2, 2026. *See* Exhibit 1.

5. Petitioners are adversely affected or aggrieved by the Final Order because both Petitioners are parents of school-age children in Oregon and have an interest in the effective enforcement of minimum standards for public education. In addition, both Petitioners had children attending public schools in the District in the primary grades (K-5) at the time of the alleged violations. Thus, Petitioners were directly impacted by the Division 22 violations addressed in the Final Order.

6. This Court has jurisdiction over this Petition pursuant to ORS 183.480 and 183.484. *See also* OAR 581-075-0210(2). ODE's order in agency case no. 2024-3, dated April 2, 2026, is a final order in other than contested case. *See* ORS 183.310(6)(b), 183.480(1), 183.484(1); OAR 581-075-0210(2). Petitioners are adversely affected or aggrieved by the Final Order, as described in paragraph 5 and in the paragraphs below. In addition, the Petition is timely because it is filed within 60 days of the April 2, 2026, Final Order. *See* ORS 183.484(2).

7. Venue is proper pursuant to ORS 183.484(1) because the Petition is being filed in the Circuit Court for Marion County.

BACKGROUND

Regulatory Framework

8. The Division 22 Standards are minimum standards for public education in Oregon. The Division 22 Standards have been adopted by the State Board of Education pursuant

to the Board's authority in ORS 326.051(1)(a) to "Establish state standards for public kindergartens and public elementary and secondary schools consistent with the policies stated in ORS 326.011."

9. As stated on the ODE website: "The Division 22 Standards are the requirements that the Oregon Legislature or the State Board of Education has determined must be met in order to be a standard school district. … Compliance with the Division 22 Standards ensures every student in Oregon public schools is provided with a standard, or baseline, level of service." **Exhibit 2**, p. 1.

10. The Division 22 Standards include, among other requirements, requirements for adopting curriculum for K-12 education. Pursuant to ORS 337.120, instructional materials for K-12 education must be adopted by district school boards. The Division 22 Standards describe the required adoption process. In summary, on a cycle set by the State Board of Education, school districts must select materials that have been approved by the state, or conduct what is called an "independent adoption" pursuant to OAR 581-022-2350 and ORS 337.141. The purpose of these curriculum adoption requirements, as stated on ODE's website, is to ensure that public schools are using "high-quality, research-based materials for instruction." **Exhibit 3**, p. 1.

11. The Independent Adoptions of Instructional Materials rule, OAR 581-022-2350 (hereinafter the "Independent Adoption Rule") states: "Without prior notice to the State Board of Education, the district school board of any school district, with the assistance of teachers and administrators of the district, may adopt independently instructional materials for use in place of or in addition to those adopted by the Board, provided they meet the guidelines and criteria established by the Board. The district school board shall involve parents and citizens in the process. Such district adoptions shall be known as independent adoptions." Prior to placing instructional materials into use in schools, the Independent Adoption Rule requires a notification to the district school board containing specific, enumerated elements, including the title of the instructional materials, the date when the instructional materials will start being used, and "A

statement that a completed criteria checklist showing the degree to which the instructional materials meet the criteria established by the State Board of Education is on file in the district office. (Criteria checklists for the specific subject/category are available from the Department of Education.)"

12. As relevant to this case, the same text of the rule quoted above was in effect in 2014, when, per the Final Order, the District purportedly conducted an independent adoption. *See* **Exhibit 4** (OAR 581-022-1622, ODE 22-2012, f. & cert. ef. 8-1-12.)

13. The system to ensure compliance with the Division 22 Standards relies almost exclusively on self-reporting by school districts. According to ORS 327.006(7), a "Standard school means a school meeting the standards set by the State Board of Education." According to ORS 327.103(1), "All school districts are presumed to maintain a standard school district until the school district has been found to be deficient by the Superintendent of Public Instruction, pursuant to standards and rules of the State Board of Education." But there are no Board of Education rules that require ODE to collect the evidence that would allow the agency to determine whether a district has complied with minimum standards for public education. ODE has general authority to request information from Districts, ORS 326.310(4), but the agency does not use that authority to evaluate compliance.

14. Instead, Division 22 includes a rule that requires school districts to self-report on compliance with Division 22 Standards. The rule, entitled "District Assurances of Compliance with Public School Standards," OAR 581-022-2305 (hereinafter the "Assurances Rule") states: "(1) Districts must comply with the state standards set forth in OAR chapter 581, division 22. (2) Districts must maintain evidence of compliance with the state standards and make such evidence available upon request. (3) Districts must report compliance for the preceding school year with all state standards set forth in OAR chapter 581, division 22: (a) To the community on or before November 1, by presenting the report to the school board of the district in an oral presentation at an open public meeting, allowing for public comment, and by posting the report on the district's

webpage. Districts must use the report form provided by the Department; and (b) To the [Oregon] Department of Education on or before November 15 on a form to be provided by the Department."

15. As relevant to this case, the text of the Assurances Rule was in effect in October 2023, when the District submitted its assurances for the 2022-23 school year.

Procedural History

16. On October 2, 2023, the District reported its compliance with the Division 22 Standards for the 2022-23 school year to the community by presenting the assurances during the District School Board meeting and by posting the report to the District website. The District reported in compliance with OARs 581-022-2305, 581-022-2350, 581-022-2355, and 581-022-2360 for the 2022-23 school year. **Exhibit 5.**

17. On October 31, 2023, the District reported its compliance with the Division 22 Standards for the 2022-23 school year to ODE by submitting the required Smartsheet form. The District reported in compliance with OARs 581-022-2305, 581-022-2350, 581-022-2355, and 581-022-2360 for the 2022-23 school year. **Exhibit 6.**

18. On November 26, 2023, Petitioners filed a complaint with the District alleging that, contrary to its assurances to the community, the District School Board, and ODE, during the 2022-23 school year, the District had violated OAR 581-022-2305 (District Assurances of Compliance with Public School Standards); OAR 581-022-2350 (Independent Adoptions of Instructional Materials); OAR 581-022-2355 (Instructional Materials Adoption); and OAR 581-022-2360 (Postponement of Purchase of State-Adopted Instructional Materials).

19. On January 2, 2024, the District Superintendent provided a written response to Petitioners, finding that the District was not in violation of any of the Division 22 Standards.

20. On January 3, 2024, Petitioners appealed to the District School Board.

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21. On February 13, 2024, the Petitioners received a response to their complaint from the District School Board, finding that the District was not in violation of any of the Division 22 Standards.

22. On March 10, 2024, Petitioners filed a complaint with ODE.

23. On March 18, 2024, ODE issued a notice of acceptance.

24. On December 13, 2024, ODE issued a notice of compliance, finding that the District was not deficient.

25. On February 4, 2025, Petitioners filed a petition for reconsideration with ODE regarding the December 13, 2024 notice of compliance.

26. On April 3, 2025, ODE sent notice to Petitioners and the District that it was accepting the petition for reconsideration.

27. On April 2, 2026, ODE issued the Final Order that is the subject of this Petition for Judicial Review.

FIRST CLAIM FOR RELIEF

(Petition for Judicial Review under ORS 183.484)

28. Petitioners incorporate paragraphs 1-27 by reference.

Count 1: The Final Order must be set aside and remanded because ODE's finding that there was a 2014 independent adoption of K-5 English Language Arts instructional materials is not based on substantial evidence in the record.

29. There is no dispute that sometime prior to 2014, the District began using the Lucy Calkins Units of Study for Reading as K-5 English Language Arts (ELA) instructional materials. The Lucy Calkins materials remained in use in the District through the end of the 2023-24 school year. Final Order p. 4, ¶ 7 and p. 7, ¶ 17, p. 9. Thus, the Lucy Calkins materials were in use during the 2022-23 school year, which was the subject of Petitioner's complaint. Petitioners challenge ODE's finding in the Final Order that the District conducted an independent adoption of the Lucy Calkins materials in 2014.

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30. ODE concluded in the Final Order that: "For grades K-5 ELA [English Language Arts], ODE finds the District was also out of compliance with OAR 581-022-2350 because the District could not provide evidence documenting the 2014 independent adoption of K-5 ELA instructional materials. OAR 581-022-2350 does not require a school district to provide notice of an independent adoption to ODE. The rule does require a school district to provide notice of the intent to adopt to the school district's board. During the course of this investigation, the District informed ODE that it conducted an independent adoption of K-5 ELA instructional materials in 2014 but could not provide historical documentation verifying that independent adoption process complied with OAR 581-022-2350." Final Order, p. 9.

31. Petitioners agree with ODE that the District violated OAR 581-022-2350 [formerly 581-022-1622], the Independent Adoption Rule. However, there is no substantial evidence in the record to support ODE's finding that the District conducted an independent adoption in 2014. According to ORS 183.484(5)(c), "[s]ubstantial evidence exists to support a finding of fact when the record, viewed as a whole, would permit a reasonable person to make that finding." As described below, the record, viewed as a whole, shows not just missing School Board records, but a missing independent adoption process. This is important because it is the process that is meant to ensure that students in the District learn to read from high quality instructional materials. *See* Exhibit 2, Exhibit 3.

32. First, the evidence that the District provided to ODE of what occurred in 2014 does not meet the requirements of the Independent Adoption Rule. The materials referenced and linked in the District's June 30, 2024 written response to Petitioner's appeal show that the District was already using the Lucy Calkins materials for K-5 ELA as of 2014. The District conducted teacher training on the materials in 2014 and 2015 (which the District called a "Renewal" process) and information about that training was shared with the School Board. The materials also show that the District purchased additional Lucy Calkins materials for K-5 classrooms from the 2014-15 school year budget. *See* **Exhibit 7**.

33. However, there is no evidence in the record that the District involved teachers, parents or citizens in the selection of the K-5 ELA materials as required by the Independent Adoption Rule, OAR 581-022-2350 [formerly 581-022-1622(1)] and ORS 337.120(1). In fact, there is no evidence in the record that the District considered any curriculum options other than the materials already in use. The District's June 30, 2024 statement confirms that "[t]he Lucy Calkins materials were in use prior to the 2014-2020 ELA renewal and the updated materials were purchased in 2014-2015 as part of the renewal." *See* Exhibit 7, p. 5. Therefore, the District clearly did not conduct an independent adoption "prior to placing the materials into use in the local schools" as required by OAR 581-022-2350 [formerly 581-022-1622(1)].

34. There is also no evidence in the record that the District evaluated whether the Lucy Calkins materials met "guidelines and criteria established by the [State] Board [of Education]" as required by the Independent Adoption Rule. OAR 581-022-2350 [former 581-022-1622]. More specifically, there is no evidence in the record of a "completed criteria checklist showing the degree to which the instructional materials meet the criteria established by the State Board of Education" which must be maintained "on file in the district office" as required in OAR 581-022-2350(6) [former 581-022-1622(2)(f)].

35. There is no evidence in the record that the School Board adopted or approved the Lucy Calkins materials in 2014 or at any other time, as required by OAR 581-022-2350 [former 581-022-1622(1)] and ORS 337.120. The District School Board keeps meticulous records of every board meeting, which are available for review on its BoardBook website back to 2008. *See* West Linn-Wilsonville School District Meetings, available at https://meetings.boardbook.org/Public/Organization/1543. Other curriculum adoption records from the same era are available, for example, a science curriculum adoption by the District School Board on June 4, 2012. **Exhibit 8.** The absence of records for a K-5 ELA adoption by the School Board in 2014 means that it did not occur.

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36. Second, ODE's finding in the Final Order relies on a single statement by the District that there was an independent adoption by the School Board in 2014. Final Order, p. 7, ¶ 22, p. 9. Specifically, in a written statement submitted to ODE for this case on June 30, 2024, the District stated: "WLWV district staff have not been successful in locating print documents recording the independent adoption approval by the School Board for continued use of the K-5 ELA Lucy Calkins materials for 2014-2020." *See* Exhibit 7, p. 5. But that statement is contradicted by prior statements that are also part of the record.

37. In January 2023, the District stated to Petitioner in response to a records request that: *"[t]here was no independent adoption for the currently used K-5 reading materials*. When the current materials were adopted, the Lucy Calkins Units of Study were included on the Oregon Department of Education's list for Instructional Materials." **Exhibit 9**, p. 1 (emphasis added). Contrary to the District's assertion, the Lucy Calkins K-5 ELA curriculum was not on the state list. *See* **Exhibit 10**. In fact, the Lucy Calkins materials had never been reviewed by ODE. *See* **Exhibit 11**.

38. Following Petitioners formal complaint to the District, the District met with ODE staff on December 15, 2023, and followed up with ODE via email. *See* Final Order, p. 4-5. In a December 19, 2023 email, the District stated: "We heard from both of you that *assuming our district conducted an independent adoption in 2014 of the ELA materials (Lucy Calkins Reading and Writing)*, of which ODE does not require documentation, we are in compliance with continuing to use those materials in classrooms until the next ELA scheduled renewal adoption." **Exhibit 12**, p. 3-4 (emphasis added).

39. In summary, the District's statements about what occurred in 2014 evolved from "there was no independent adoption" to "assuming there was an independent adoption" to asserting that there was an "independent adoption approval by the School Board" of the Lucy Calkins Materials. *See* Exhibits 7, 9 12. The District's most recent statement in June 2024—

made in the face of a formal complaint and appeal to ODE—is not substantial evidence that an independent adoption actually occurred.

40. According to ORS 183.484(5)(c), the Final Order must be set aside and remanded because it is not supported by substantial evidence in the record. No reasonable person, viewing the record as a whole, would find, as the Final Order does, that there was a 2014 independent adoption of K-5 ELA instructional materials and that the only deficiency, applying the requirements of the Independent Adoption Rule, was that the District "could not provide historical documentation verifying that independent adoption process complied with OAR 581-022-2350." *See* Final Order, p. 9. The record, viewed as a whole, demands a finding that there was no independent adoption of the Lucy Calkins materials in 2014.

41. This distinction matters because the independent adoption process required in OAR 581-022-2350 [formerly 581-022-1622] is a minimum standard for public education in Oregon. The curriculum requirements in Division 22 are required by state law to ensure that public schools are using "high-quality, research-based materials for instruction." *See* ORS 337.141; OAR 581-022-2350; Exhibit 3. The Lucy Calkins materials were never reviewed or approved by the state. *See* Exhibits 10, 11. Thus, the result of not following the independent adoption process means that the District did not take the required steps to ensure the quality of the curriculum—a curriculum that was in place from at least 2014 through the end of the 2023-24 school year (and including the 2022-23 school year, which was the subject of Petitioners' complaint). The difference between missing paperwork and a missing independent adoption process mattered for the students in the District that learned to read from the Lucy Calkins curriculum for over a decade.

Count 2: The Final Order must be modified or remanded because ODE's conclusion that the District complied with the Assurances Rule is an erroneous interpretation of the law that is inconsistent with OAR 581-022-2305.

42. As described above, in October 2023 the District submitted assurances, pursuant to OAR 581-022-2305, to the School Board, community, and ODE which explicitly state that the

District was "In compliance" with Division 22 Standards during the 2022-23 school year including: OAR 581-022-2350 (Independent Adoptions of Instructional Materials); OAR 581-022-2355 (Instructional Materials Adoption); and OAR 581-022-2360 (Postponement of Purchase of State-Adopted Instructional Materials). *See* Exhibits 5 and 6; Final Order p. 4, ¶ 4-5. It was these very assurances—which, based on the evidence they had reviewed Petitioners believed to be inaccurate—that prompted Petitioners' original complaint in this case. Petitioners' complaint alleged violations of these standards during the 2022-23 school year, as well as a violation of OAR 581-022-2305, the Assurances Rule.

43. ODE's Final Order concludes that the District did in fact violate three Division 22 Standards: OAR 581-022-2350 (Independent Adoptions of Instructional Materials); OAR 581-022-2355 (Instructional Materials Adoption); and OAR 581-022-2360 (Postponement of Purchase of State-Adopted Instructional Materials). Final Order, p. 8-10, 13. Petitioners agree with those conclusions. The District did not comply with those three Division 22 Standards during the 2022-23 school year.

44. However, in the Final Order, ODE concluded that the District had complied with the Assurances Rule, OAR 581-022-2305. The Final Order states: "On October 2, 2023, the District reported its compliance with the Division 22 Standards for the 2022-23 school year to the community by presenting the assurances during the District School Board meeting and posting the report to the District's website. On October 31, 2023, the District reported its compliance with the Division 22 Standards for the 2022-23 school year to ODE by submitting the required Smartsheet form. In so doing, the District met the requirements of OAR 581-022-2305(3). … On the allegation of violation of OAR 581-022-2305, ODE finds the District in compliance." Final Order, p. 12, 14.

45. ODE is essentially saying in the Final Order that so long as the District's Division 22 assurances are presented to the school board and the community, and the form is turned in to

ODE, the District has complied with the Assurances Rule—no matter whether those assurances are true or false, and no matter whether they are supported by evidence.

46. ODE's conclusion that the District did not violate OAR 581-022-2305 is an erroneous interpretation of the Assurances Rule that is inconsistent with the rule text and undermines the very purpose of the assurances process.

47. OAR 581-022-2305(1) states that "Districts must comply with the state standards set forth in OAR chapter 581, division 22." There are no exceptions. Districts are expected to comply with the standards every day of the year. OAR 581-022-2305(2) states that "Districts must maintain evidence of compliance with the state standards and make such evidence available upon request." The text of section (2) clearly indicates that district assurances of compliance with state standards must be based on evidence of compliance. According to OAR 581-022-2305(3), "Districts must report compliance for the preceding school year with all state standards set forth in OAR chapter 581, division 22." In this case, the "preceding school year" that the District was reporting on was the 2022-23 school year.

48. Based on the evidence that ODE reviewed in this case, ODE concluded in its Final Order that the District was out of compliance with three Division 22 Standards for the 2022-23 school year. Therefore, it follows from the text of OAR 581-022-2305 that the District was required to report, in its assurances for the 2022-23 school year, that it was out of compliance with those same three standards by November of the following school year. It also follows that the District's 2022-23 assurances submitted to the community, the School Board and ODE in October 2023—falsely reporting that the District was in compliance with all Division 22 Standards—were in violation of the Assurances Rule.

49. Rather than interpreting the Assurances Rule based on its plain meaning, ODE's Final Order conflates the violation of the rule with the District's subsequent return to compliance and the Petitioners' requested remedy. In its analysis, ODE discusses how the District "came back into compliance before ODE issued the December 13, 2024, notice of compliance." Final

Order, p. 11. ODE also focuses on Petitioners' requested remedy in their appeal to ODE—that the District be required to correct its assurances for the 2022-23 school year. Final Order p. 11-12. But both of those things are irrelevant to the question of whether the District violated the Assurances Rule when it submitted its assurances for the 2022-23 school year, claiming that it was in compliance when it was in fact not in compliance.

50. Finally, accepting school district assurances that are inaccurate and unsupported by evidence as compliant with the Assurances Rule is contrary to the very purpose of that rule. As stated by ODE in the Final Order, the assurances process is one of the three mechanisms (the other two being technical assistance and complaints) by which ODE ensures compliance with the Division 22 Standards. The Final Order states: "Assurances require school districts to self-evaluate and report non-compliance to the community and ODE. This transparency gives community members valuable information to be able to ask questions and challenge the school district's self-assessment. It also allows ODE to work with school districts, through technical assistance and corrective action, to address violations that are self-identified by the school district." Final Order p. 13. The information provided in Division 22 assurances is neither transparent nor valuable if it is not accurate. ODE's interpretation and application of OAR 581-022-2305 in the Final Order undermines the very purpose of the rule and the assurances process.

51. The Final Order must be modified or remanded according to ORS 183.484(5)(a) or (b) because ODE erroneously interpreted and applied OAR 581-022-2305. The Final Order's conclusion that the District complied with the Assurances Rule, OAR 581-022-2305, is inconsistent with the text and purpose of that rule.

Count 3: The Final Order must be set aside and remanded because it was issued pursuant to procedural rules that had been repealed by ODE at the time of the Final Order.

52. The Final Order was issued on April 2, 2026, pursuant to procedural rules that were repealed by the State Board of Education on October 23, 2024. Specifically, in a section of the Final Order titled "PROCEDURES FOR COMPLAINTS ALLEGING VIOLATIONS OF

DIVISION 22 STANDARDS," ODE states, in footnote 1: "This complaint falls under the process rules set out in former OAR 581-002-0001 through 581-002-0023. The complaint was accepted by ODE on March 18, 2024. The administrative rules governing ODE's process at the time this complaint was accepted are former administrative rules OAR 581-002-0001 through 581-002-0023. On October 23, 2024, the State Board of Education voted to repeal 581-002-0001 through 581-002-0023 and adopted the current rules, OAR 581-075-0001 through 581-075-0045. *ODE applies the process rules that were in place at the time a complaint is accepted by ODE.* That said, the relevant language governing when ODE must issue a final order or may issue a notice of compliance is essentially the same under both sets of rules." Final Order, p. 2, n.1 (emphasis added).

53. The Final Order also references the repealed rules, OAR 581-002-0009(3)(a)(B) and OAR 581-002-0017(2), as the rules governing the agency's issuance of a final order and the order's required contents. *See* Final Order p. 2, n.2 and n.3.

54. The Final Order erroneously interprets a provision of law. ORS 183.484(5)(a). ODE cannot rely on procedural rules that have been repealed by the State Board of Education and are no longer in effect. It must rely on the procedural rules in OAR Chapter 581, Division 075 that were, by their own terms, effective October 23, 2024. **Exhibit 13** (ODE 45-2024). If the State Board of Education had intended for ODE to use the old procedural rules as a basis for final orders in response to complaints filed before the effective date of the new rules, it would have left those old rules in effect for such complaints. But the State Board of Education did not do so; it repealed the old rules and replaced them completely with the new rules.

ODE cannot pick and choose what rules it wants to follow. Proceeding according to repealed rules is contrary to a fair and transparent process for handling Division 22 complaints. The Final Order must be set aside and remanded according to ORS 183.484(5)(a) to require ODE to follow the procedural rules in effect at the time of the order.

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Attorney Fees and Costs

55. Pursuant to ORS 183.497, Petitioners request that the Court exercise its discretion to award reasonable attorney fees and costs to Petitioners.

PRAYER FOR RELIEF

WHEREFORE, petitioners pray that this Court, exercising its authority under ORS 183.480, 183.484, 183.486, and 183.497:

(a) (i) Set aside and remand the Final Order to the extent it is not supported by substantial evidence; (ii) modify or remand the Final Order under a correct interpretation of OAR 581-022-2305; and (iii) set aside and remand the Final Order to be issued pursuant to OAR Chapter 581 Division 075;

(b) Award Petitioners reasonable attorney fees and costs and disbursements; and

(c) Grant such other relief as the Court deems just and proper.

DATED May 20, 2026.

Respectfully submitted,

/s/ Rebecca L. Puskas
Rebecca L. Puskas
Petitioner
Attorney appearing *pro se*
OSB 121870
[redacted]

/s/ Ashley Bohanan
Ashley Bohanan
Petitioner
[redacted]

ATTACHMENTS

Exhibit 1 – ODE Final Order (April 2, 2026)

Exhibit 2 – ODE Webpage, *Division 22 Standards and Assurance of Compliance* (viewed April 25, 2026)

Exhibit 3 – ODE Webpage, *High Quality Instructional Materials (HQIM)* (viewed May 10, 2026)

Exhibit 4 – OAR 581-022-1622, Independent Adoptions of Instructional Materials, ODE 22-2012, f. & cert. ef. 8-1-12.

Exhibit 5 – District assurances for 2022-23 (October 2023)

Exhibit 6 – District assurances for 2022-23, Smartsheet form submitted to ODE (October 2023)

Exhibit 7 – District response to Petitioner's appeal to ODE, including documents linked on page 5 of the response (June 30, 2024)

Exhibit 8 – School Board records for science curriculum adoption (June 4, 2012)

Exhibit 9 – Petitioner's email correspondence with District regarding curriculum adoption records (January 26, 2023 – February 22, 2023), included in Petitioner's appeal to ODE as Attachment A.

Exhibit 10 – ELA Instructional Materials approved by the State Board of Education for contract years 2014-2020 (October 2013).

Exhibit 11 – Petitioner's email correspondence with ODE regarding records request (January 23, 2023 – February 2, 2023).

Exhibit 12 – District emails with ODE (December 2023).

Exhibit 13 – ODE 45-2024, New ODE Complaint and Appeals Rule Division 75 & Division 2 Complaint Rules Repeal (October 23, 2024).

Oregon
Tina Kotek, Governor

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Dr. Charlene Williams
Director of the Department of Education

April 2, 2026

BY EMAIL

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Re: Case #2024-3

Dear Becka Puskas, Ashley Bohanan, and Dr. Ludwig:

This letter is the final order of the Oregon Department of Education (ODE) upon reconsideration of the appeal filed by Becka Puskas and Ashley Bohanan (Complainants) on March 10, 2024.

Complainants alleged that West Linn-Wilsonville School District (District) violated education standards codified in OAR Chapter 581, Division 022 (Division 22 standards). Specifically,

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Complainants alleged that the District violated OAR 581-022-2305 (District Assurances of Compliance with Public School Standards); OAR 581-022-2350 (Independent Adoptions of Instructional Materials); OAR 581-022-2355 (Instructional Materials Adoption); and OAR 581-022-2360 (Postponement of Purchase of State-Adopted Instructional Materials).

PROCEDURES FOR COMPLAINTS ALLEGING VIOLATIONS OF DIVISION 22 STANDARDS

The Oregon Department of Education has the authority to resolve this appeal under ORS 327.158. When a person files with ODE an appeal of a complaint alleging that the District violated several Division 22 standards, ODE will initiate an investigation to determine whether the violation may have occurred.[1]

If ODE determines that a violation of a Division 22 standard occurred, ODE must issue a final order.[2] The final order must include a reference to the District decision that is on appeal, the procedural history of the proceeding, ODE's findings of fact, analysis, and conclusions, and a short explanation of any corrective action required by the District.[3]

PROCEDURAL HISTORY

On November 26, 2023, Complainants filed a complaint with the District alleging that the District had violated OAR 581-022-2305 (District Assurances of Compliance with Public School Standards); OAR 581-022-2350 (Independent Adoptions of Instructional Materials); OAR 581-022-2355 (Instructional Materials Adoption); and OAR 581-022-2360 (Postponement of Purchase of State-Adopted Instructional Materials).

[1] This complaint falls under the process rules set out in former OAR 581-002-0001 through 581-002-0023. The complaint was accepted by ODE on March 18, 2024. The administrative rules governing ODE's process at the time this complaint was accepted are former administrative rules OAR 581-002-0001 through 581-002-0023. On October 23, 2024, the State Board of Education voted to repeal 581-002-0001 through 581-002-0023 and adopted the current rules, OAR 581-075-0001 through 581-075-0045. ODE applies the process rules that were in place at the time a complaint is accepted by ODE. That said, the relevant language governing when ODE must issue a final order or may issue a notice of compliance is essentially the same under both sets of rules.

[2] OAR 581-002-0009(3)(a)(B) (repealed October 23, 2024).
[3] OAR 581-002-0017(2) (repealed October 23, 2024).

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On February 13, 2024, the Complainants received a response to their complaint from the District School Board.

On March 10, 2024, Complainants filed a complaint with ODE.

On March 18, 2024, ODE issued a notice of acceptance.

On December 13, 2024, ODE issued a notice of compliance pursuant to former OAR 581-002-0009(3)(a)(C), finding that the District was not deficient.

On February 4, 2025, Complainants filed a petition for reconsideration.

On April 3, 2025, ODE sent notice to Complainants and the District that it was accepting Complainant's petition for reconsideration.

FINDINGS OF FACT

ODE makes the following findings of fact:

1. The State Board of Education regularly adopts a list of approved instructional materials and a schedule for when materials for each subject area must be adopted and implemented in classrooms. According to the schedule adopted by the State Board of Education on June 18, 2020, English language arts (ELA) instructional materials were to be adopted and in classrooms by Fall 2022 and mathematics instructional materials were to be adopted and in classrooms by Fall 2023.

2. On March 13, 2023, the District asked the District School Board to approve a postponement for the K-5 ELA instructional materials, allowing the new materials to be adopted and in classrooms by Fall 2024. The Board approved the postponement. The postponement was submitted to ODE on March 14, 2023, and approved by ODE on March 15, 2023.

3. On July 10, 2023, the District school board approved adoption of Amplify Education, EnVision Math, and Big Ideas Geometry for grades 6-12 mathematics instructional materials. Amplify Education, EnVision Math, and Big Ideas Geometry are on the State Board of Education's approved list of mathematics instructional materials.

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4. On October 2, 2023, the District reported its compliance with the Division 22 Standards for the 2022-23 school year to the community by presenting the assurances during the District School Board meeting and posting the report to the District website. The District reported in compliance with OARs 581-022-2305, 581-022-2350, 581-022-2355, and 581-022-2360 for the 2022-23 school year.

5. On October 31, 2023, the District reported its compliance with the Division 22 Standards for the 2022-23 school year to ODE by submitting the required Smartsheet form. The District reported in compliance with OARs 581-022-2305, 581-022-2350, 581-022-2355, and 581-022-2360 for the 2022-23 school year.

6. On November 26, 2023, Complainants filed a complaint with West Linn-Wilsonville School District alleging the District violated the following Division 22 Standards: OAR 581-022-2305 (District Assurances of Compliance with Public School Standards); OAR 581-022-2350 (Independent Adoptions of Instructional Materials); OAR 581-022-2355 (Instructional Materials Adoption); and OAR 581-022-2360 (Postponement of Purchase of State-Adopted Instructional Materials). The complaint alleged deficiencies with the District's K-12 mathematics and K-12 English language arts instructional materials.

7. At the time Complainants filed their complaint, the District was using the following instructional materials for K-5 ELA: Lucy Calkins Units of Writing and Reading 2011, 2015 – Heinemann; Fountas & Pinnell Benchmark Assessment, 2nd Edition 2010 – Heinemann; Lucy Calkins Phonics 2015 – Heinemann; and Wilson Reading System, 2018 – Wilson Language Training.

8. On December 8, 2023, the District superintendent and the District School Board Vice Chair met with Complainants to hear their concerns.

9. On December 15, 2023, the District Superintendent, Assistant Superintendent, and District School Board Vice Chair met with the Oregon Department of Education to discuss Complainants' complaint.

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10. On December 19, 2023, the District sent ODE an email to confirm the District's understanding of the technical assistance it had received during the December 15 meeting. The email included the following:

    a. The District was in compliance with respect to the use of grades K-5 ELA instructional materials because the district "received approval in March of 2023 for a Request for Postponement from [the District's School Board] with a subsequent smart sheet form submitted to ODE, which deferred the implementation of the materials in classrooms until Fall of 2024.

    b. The District was not in compliance with respect to the use of grades 6-12 English Language Arts instructional materials at that time, but would be "upon receiving approval for a G.6-12 Request for Postponement from [the District's School Board at the] January 2024 meeting, with a subsequent smart [sheet] form submitted to ODE," deferring implementation of the materials in classrooms until Fall of 2024.

    c. The District conducted an independent adoption of the materials in 2014, but District staff were unable to locate documents related to that adoption. Even though the district could not verify that the Lucky Calkins core curriculum materials were independently adopted in accordance with OAR 581-022-2350, the District could "continue using [those materials] until . . . Fall of 2024 when [the District's] postponement concludes."

    d. The District was in compliance with respect to the use of grades 6-12 Mathematics instructional materials because "the materials were implemented in classrooms by Fall of 2023 per the [department's] timeline.

    e. The District was not in compliance with respect to the use of grades K-5 Mathematics instructional materials, but would be upon receiving "a G.K-5 Request for Postponement from [the District's School Board at the] January 2024 meeting (or any board meeting before June 30, 2024) with a subsequent smart sheet form submitted to ODE," deferring implementation of the materials in the classroom until Fall of 2025.

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f. ODE "would be looking to receive the G.6-12 [English Language Arts] postponement approval from the January 2024 meeting . . . and the subsequent smart [sheet] form" and "would be looking to receive the G.K-5 Mathematics postponement approval from a school board meeting prior to June 2024."

g. Other than documentation that the District School Board approved postponement of the instructional materials, ODE required no other information from the District for the District to come into compliance.

11. On December 20, 2023, ODE responded to the District's December 19 email, confirming the accuracy of the statements.

12. On January 2, 2024, the District Superintendent provided a written response to Complainants.

13. On January 3, 2024, Complainants appealed the Superintendent's response to the District School Board.

14. On January 17, 2024, one or more members of the District school board met with Complainants to hear their concerns.

15. On January 22, 2024, the District asked the District School Board to approve two postponements. First, a postponement for the adoption of Grades 6-12 ELA, allowing the new materials to be adopted and in classrooms by Fall 2024. And second, a postponement for the adoption of K-5 Mathematics instructional materials, allowing new materials to be adopted and in classrooms by Fall 2025. The Board approved the postponements. The postponements were submitted to ODE on January 22, 2024, and approved by ODE on February 1, 2024.

16. On February 13, 2024, the vice chair of the District School Board issued a response to Complainants' January 3rd appeal. The response explained: "Per School District Complaint Policy KL and the Complaint Process, [the Board Chair] delegated responsibility to me to hear the complaint, review the Superintendent's decision, investigate the complaint, and render a decision/response. I have shared an advance copy of this response with [the Board Chair], and with the other three members of the school board." The response then set

forth the District School Board's determination that the District was in compliance with the relevant Division 22 standards.

17. On March 4, 2024, the District School Board approved adoption of HMH Into Reading as the District's K-5 ELA instructional materials. HMH Into Reading is on the State Board of Education's approved list of ELA instructional materials.

18. On March 10, 2024, Complainants filed a complaint with ODE.

19. On March 18, 2024, ODE accepted Complainants' complaint.

20. On June 10, 2024, the District School Board approved adoption of HMH Into Literature as the District's Grades 6-8 ELA instructional materials and myPerspectives – Savvas as the District's grades 9-12 ELA instructional materials. HMH Into Literature and myPerspectives – Savvas are on the State Board of Education's approved list of ELA instructional materials.

21. On June 16, 2025, the District School Board approved adoption of Reveal as the District's Grades K-5 Mathematics basal instructional materials. Reveal is on the State Board of Education's approved list of Mathematics instructional materials.

22. On June 30, 2025, the District confirmed that "District staff have not been successful in locating print documents recording the independent adoption approval by the School Board for continued use of the . . . Lucy Calkins materials for 2014-2020."

ANALYSIS

I. Instructional Materials Adoptions (OAR 581-022-2350, 581-022-2355, and 581-022-2360)

All public school districts must adopt instructional materials for each grade and subject for which instruction is provided by the school district.[4] The Oregon State Board of Education is required to adopt a list of basal instructional materials that may be used by school districts.[5] School districts may select instructional materials from the State Board of Education's list of approved instructional materials or conduct an independent adoption following the process outlined in OAR 581-022-2350.[6]

[4] ORS 337.120; OAR 581-022-2355.
[5] OAR 581-011-0071.
[6] ORS 337.141; OAR 581-022-2350.

School districts must adopt instructional materials, whether off the State Board approved list or through independent adoption, on a cycle approved by the State Board of Education. If a school district board does not adopt instructional materials in accordance with the prescribed cycle, the school district board may vote to postpone the adoption through the process outlined in OAR 581-022-2360:

> If a district seeks to postpone regular purchase of state-adopted materials . . . it shall submit an application to the Department which shall include:
>
> (1) The reason for seeking postponement;
>
> (2) The subjects or categories for which postponement is sought;
>
> (3) The projected dates for purchase and implementation of new instructional materials which shall not be later than two years from the beginning of the school year following the state adoption;
>
> (4) Identification of the instructional materials to be used during the postponement;
>
> (5) Assurance that the postponement will not delay future purchases in other subject areas; and
>
> (6) Local school board approval of the application and the date of such approval.

A. ELA Instructional Materials

According to the instructional materials schedule adopted by the State Board of Education, ELA instructional materials were to be adopted and in classrooms by Fall 2022. The District did not meet the 2022 deadline to adopt ELA instructional materials and did not secure a postponement before the deadline. The District was, therefore, out of compliance with the

Division 22 Standards OAR 581-022-2355 and OAR 581-022-2360 related to instructional materials adoption as of Fall 2022.

For grades K-5 ELA, ODE finds the District was also out of compliance with OAR 581-022-2350 because the District could not provide evidence documenting the 2014 independent adoption of K-5 ELA instructional materials. OAR 581-022-2350 does not require a school district to provide notice of an independent adoption to ODE. The rule does require a school district to provide notice of the intent to adopt to the school district's board. During the course of this investigation, the District informed ODE that it conducted an independent adoption of K-5 ELA instructional materials in 2014 but could not provide historical documentation verifying that independent adoption process complied with OAR 581-022-2350.

The District took the necessary steps to cure these issues of noncompliance and came back into compliance with OAR 581-022-2350, 581-022-2355, and 581-022-2360 for grades K-12 ELA instructional materials.

For grades K-5 ELA instructional materials, on March 13, 2023, the District School Board voted to postpone adoption of grades K-5 English Language Arts instructional materials until Fall 2024. The postponement was submitted to ODE on March 14, 2023, and approved by ODE on March 15, 2023. One year later, on March 4, 2024, the District School Board approved adoption of HMH Into Reading as the District's grades K-5 ELA instructional materials. HMH Into Reading is on the State Board of Education's approved list of K-5 ELA instructional materials.

For grades 6-12 ELA instructional materials, on January 22, 2024, the District school board voted to postpone adoption of grades 6-12 ELA instructional materials until Fall 2024. The postponement was submitted to ODE on February 1, 2024, and approved by ODE on February 1, 2024. On June 10, 2024, the District School Board approved adoption of HMH Into Literature as the District's Grades 6-8 ELA instructional materials and myPerspectives – Savvas as the District's grades 9-12 ELA instructional materials. HMA Into Literature and myPerspectives – Savvas are on the State Board of Education's approved list of ELA instructional materials.

Based on the record, ODE finds that the District was in compliance with OAR 581-022-2350, 581-022-2355, and 581-022-2360 for grades K-12 ELA instructional materials when ODE issued the December 13, 2024, notice of compliance.

B. Mathematics Instructional Materials

According to the instructional materials schedule adopted by the State Board of Education, mathematics instructional materials were to be adopted and in classrooms by Fall 2023.

The District met the 2023 deadline to adopt grades 6-12 mathematics instructional materials. On July 10, 2023, the District school board approved adoption of Amplify Education, EnVision Math, and Big Ideas Geometry for grades 6-12 mathematics instructional materials. Amplify Education, EnVision Math, and Big Ideas Geometry are on the State Board of Education's approved list of mathematics instructional materials.

The District did not meet the 2023 deadline to adopt grades K-5 mathematics instructional materials and did not secure a postponement before that deadline. The District was, therefore, out of compliance with the Division 22 Standards OAR 581-022-2355 and OAR 581-022-2360 for instructional materials adoption.

The District came back into compliance with the Division 22 Standards for instructional materials adoption in January 2024, when the District secured a postponement for K-5 mathematics instructional materials until Fall 2025. On January 22, 2024, the district school board voted to postpone adoption of grades K-5 Mathematics instructional materials until Fall 2025. The postponement was submitted to ODE on February 1, 2024, and approved by ODE on February 1, 2024. On June 16, 2025, the District School Board approved adoption of Reveal as the District's Grades K-5 Mathematics basal instructional materials. Reveal is on the State Board of Education's approved list of Mathematics instructional materials.

Based on the record, ODE finds that the District was in compliance with 581-022-2355, and 581-022-2360 for grades K-12 mathematics instructional materials when ODE issued the December 13, 2024, notice of compliance.

C. No Corrective Action

As explained above, ODE determined that the District was out of compliance with OAR 581-022-2350, 581-022-2355, and 581-022-2360 for grades K-12 ELA instructional materials and OAR 581-022-2355 and OAR 581-022-2360 for K-5 mathematics instructional materials, but had come back into compliance before ODE issued the December 13, 2024, notice of compliance.

Where a district has taken appropriate steps to come back into compliance, ODE will not find a deficiency and will not order corrective action. The primary purpose of ODE's complaint process is to bring districts back into compliance with the law. Additionally, corrective action must be designed to bring a district back into compliance with the relevant standard.[7] If a district is already back in compliance, no corrective action is warranted.

II. District Assurances of Compliance with Public School Standards (OAR 581-022-2305)

Complainants allege that the District violated OAR 581-022-2305, which is the Division 22 standard requiring school districts to annually report compliance with the administrative rules, or standards, in OAR chapter 581, Division 22. In their appeal, Complainants stated:

> If ODE determines that [the District] has been out of compliance with any of the above standards and therefore incorrectly reported that it was in compliance in its Division 22 assurances for the 2022-23 school year, the appropriate remedy under OAR Chapter 581, Division 002 is for ODE to order [the District] to correct those assurances using the same public process, i.e., by correcting the Division 22 Standards Assurances Report for the 2022-2023 school year at a public meeting of the School Board and resubmitting to ODE as needed. Because the system for ensuring compliance with Division 22 standards relies on self-certification by the district, it is also critical that the [District] administrators and School Board clearly understand what constitutes compliance with these standards going forward.

As discussed above, ODE has determined that the District was out of compliance with OAR 581-022-2350, 581-022-2355, and 581-022-2360 with respect to ELA instructional materials and grades K-5 mathematics instructional materials but came back into compliance before ODE issued the December 13, 2024, notice of compliance. The question with respect to OAR 581-022-2305 is whether that fact means that the District was out of compliance with the

[7] See ORS 327.158.

assurances rule and should be required to correct the Division 22 assurances that were submitted in the fall of 2023.

OAR 581-022-2305 states:

> (1) Districts must comply with the state standards set forth in OAR chapter 581, division 22.
>
> (2) Districts must maintain evidence of compliance with the state standards and make such evidence available upon request.
>
> (3) Districts must report compliance for the preceding school year with all state standards set forth in OAR chapter 581, division 22:
>
> (a) To the community on or before November 1, by presenting the report to the school board of the district in an oral presentation at an open public meeting, allowing for public comment, and by posting the report on the district's webpage. Districts must use the report form provided by the Department; and
>
> (b) To the [Oregon] Department of Education on or before November 15 on a form to be provided by the Department.

For purposes of this case, the relevant language is in subsection (3), which requires school districts to report to the community and to ODE compliance with the Division 22 standards for the preceding school year. Nothing in the rule requires a school district to correct a previous assurance report where an error is discovered through a subsequent investigation.

On October 2, 2023, the District reported its compliance with the Division 22 Standards for the 2022-23 school year to the community by presenting the assurances during the District School Board meeting and posting the report to the District's website. On October 31, 2023, the District reported its compliance with the Division 22 Standards for the 2022-23 school year to ODE by submitting the required Smartsheet form. In so doing, the District met the requirements of OAR 581-022-2305(3).

ODE monitors, supports, and enforces Division 22 compliance through three processes: assurances required by OAR 581-022-2305; technical assistance provided by ODE to education providers; and complaints. In all three instances, the goal is to identify areas of noncompliance and bring the school district back into compliance. Assurances require school districts to self-evaluate and report non-compliance to the community and ODE. This transparency gives community members valuable information to be able to ask questions and challenge the school district's self-assessment. It also allows ODE to work with school districts, through technical assistance and corrective action, to address violations that are self-identified by the school district. Technical assistance allows school districts to work with ODE to understand what is required for different standards and how to achieve compliance. Complaints allow members of the community to raise an issue of concern and have it addressed through a formal process. Complaints are required to be filed at the school district level first, giving school districts an opportunity to address and correct.

In this case, the system of monitoring and enforcement worked as it should. Complainants used the complaint process to raise a concern about instructional materials. The District, upon receiving that complaint, sought technical assistance from ODE and then took steps to come back into compliance. The District School Board was aware of the issues of noncompliance, technical assistance from ODE, and steps to come back into compliance because the Board was involved in the investigation and response to the district-level complaint. And ODE, through its investigation of the complaint, verified that the District did in fact come back into compliance.

CONCLUSION

On the allegations of violation of OAR 581-022-2350, 581-022-2355, and 581-022-2360, ODE finds that the District was out of compliance with respect to ELA instructional materials and grades K-5 mathematics instructional materials but came back into compliance before ODE issued the December 13, 2024, notice of compliance. Because the District came back into compliance, no corrective action is warranted.

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On the allegation of violation of OAR 581-022-2305, ODE finds the District in compliance.

Case #2024-3 is closed.

Sincerely,

Emily Nazarov
Government and Legal Affairs Manager

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Note that many staff members are still teleworking and can be contacted by telephone and online. Visit our Contact Us page for details: https://www.oregon.gov/ode/about-us/Pages/Contact-Us.aspx (/ode/about-us/Pages/Contact-Us.aspx)

Division 22 Standards and Assurance of Compliance

What are the Division 22 Standards?

The Division 22 Standards are the requirements that the Oregon Legislature or the State Board of Education has determined must be met in order to be a standard school district. These requirements are codified in Chapter 581, Division 22 of Oregon Administrative Rules and can be found on the Secretary of State's Oregon Administrative Rules Database. The standards that districts must meet contain requirements relating to the five Priorities for Student Success as identified in Oregon's Reimagined Accountability Framework (/ode/accountability/Documents/Accountability%20Framework%20mini%20booklet%20_%20Auto%20Tagged.pdf) (pg. 3):

- High-Quality Learning Experiences for All Students
- Aligned and Focused Educational Systems
- Engaged Partners and Communities
- Safe and Inclusive Schools
- Committed and Supported Staff

Compliance with the Division 22 Standards ensures every student in Oregon public schools is provided with a standard, or baseline, level of service. (/ode/rules-and-policies/StateRules/Pages/Professional-Learning-Division-22-Standards.aspx)

Professional Learning & Newsletter (/ode/rules-and-policies/StateRules/Pages/Professional-Learning-Division-22-Standards.aspx)

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Accountability & Monitoring Compliance +

Extensions & Waivers +

District Reports and Assurances Data +

Resources for Districts

Announcements & Mailing List +

Professional Learning & "Unpack this OAR" One-Pagers +

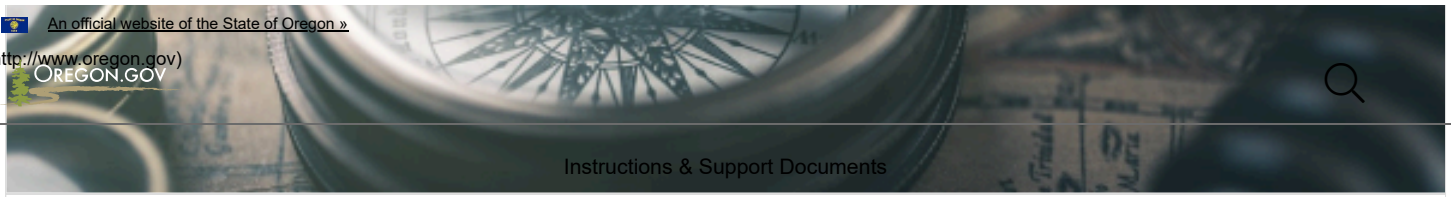
Annual Assurances Toolkit

Office Hours are scheduled every Thursday and Friday from 1:30 - 4:30 pm (PT) to support district staff in completing the assurances process. Schedule a time that works for you via the Division 22 Help Desk Bookings page (https://nam02.safelinks.protection.outlook.com/?url=https://outlook.office365.com/book/Division22StandardsHelpDesk%40odemail.onmicrosoft.com/&data=05%7c02%7cPeter.Zupan%40ode.oregon.gov%7c977d5433f2f0432aa

November Assurances Resources & Support

The resources below were developed by ODE to support districts in completing the 2025 Division 22 Standards Assurances Process.

An official website of the State of Oregon »
(http://www.oregon.gov)
OREGON.GOV



Instructions & Support Documents

Instructions for Completing the November 2025 Assurances Process (https://odemail-my.sharepoint.com/:w:/g/personal/ode_educationalprogramstandardsteamonedrive_ode_oregon_gov/EcfV2ysF9F5ErDDYlPSB5Q4BNnYksCHmBZwZlsGR0t2UxQ?e=fcWPiu&action=embedview)

2025 Recorded Webinar (25 minutes) (https://youtu.be/Dr7ioYBTA8Y)

2025 Webinar Slides (Powerpoint) (https://odemail-my.sharepoint.com/:p:/g/personal/ode_educationalprogramstandardsteamonedrive_ode_oregon_gov/Echmm-NMFRZKisNvjUEJKRsBinHPpcSVY2qi5F3dRLCQkQ?e=D5CtJE&action=embedview)

Status Determination Flowchart (https://odemail-my.sharepoint.com/:w:/g/personal/ode_educationalprogramstandardsteamonedrive_ode_oregon_gov/EYdwYMuPb1VMn0n8q7LVJA0BFxI0w-m0kNS5b3Njm4xvCg?e=rOWCU9&action=embedview)

Exemplar District Reports from Previous Assurances (https://odemail-my.sharepoint.com/:w:/g/personal/ode_educationalprogramstandardsteamonedrive_ode_oregon_gov/IQBaxWOerSNNTpNFoSKchGAKARWhShDnvKzSXxjhfVeNERk?e=g8AXoY&action=embedview)

Required Report Templates & Forms

2025 Community Report on Compliance with Public School Standards Template (required to post on district website; meets WCAG 2.0 accessibility criteria) (https://odemail-my.sharepoint.com/:w:/g/personal/ode_educationalprogramstandardsteamonedrive_ode_oregon_gov/EZTvxWlAvHVPjIAggtAdxvAB3mPbJrBYbpV6mU0GaH991A?e=th7BrK&action=embedview)

2025 ODE Division 22 Standards Assurances Submission Form (https://app.smartsheet.com/b/form/0196cfddcde9732f80c41f8a22468839)

Tools & Resources

District Internal Tracking Tool for 2024-25 SY (https://odemail-my.sharepoint.com/:w:/g/personal/ode_educationalprogramstandardsteamonedrive_ode_oregon_gov/IQDnU0zZtOmTRq3w936T6ZF2ARp1qBBCZCvyAU9kvLPumM0?e=3bDLFK&action=embedview)

2025 School Board Presentation Template (https://odemail-my.sharepoint.com/:p:/g/personal/ode_educationalprogramstandardsteamonedrive_ode_oregon_gov/EU2ObwB59d5Ah9QuvSHq3QgB2DQef03TwcOumhp0Xkhtqw?e=Woq6BV&action=embedview)

2025 School Board FAQ (https://odemail-my.sharepoint.com/:w:/g/personal/ode_educationalprogramstandardsteamonedrive_ode_oregon_gov/EbjNTGms6zZEtP779wxE35IBVTAVGgt6ZPFIDWxTMFGO5g?e=44zHnU&action=embedview)

2025 Division 22 Standards Assurances Memo (https://content.govdelivery.com/accounts/ORED/bulletins/3eca3fa)

Rules at a Glance: 2024-25 Division 22 Standards (https://odemail-my.sharepoint.com/:w:/g/personal/ode_educationalprogramstandardsteamonedrive_ode_oregon_gov/EXO9XPjGvUlMk_GO_R5QYnoBm_U5aljBVsUcs4fPEY1EyA?e=4VkaQB&action=embedview)

An official website of the State of Oregon »

Division 22 Basics Webinar (https://www.youtube.com/watch?v=l0K68XRwz24)

(http://www.oregon.gov)

Division 22 Exceptions Cheat Sheet (https://odemail-my.sharepoint.com/:w:/g/personal/ode_educationalprogramstandardsteamonedrive_ode_oregon_gov/lQCj5h8jn_wZTpQ4zLxJSl3EAfEL7MwAkOluO1WeEke_d_Q?e=oYejn5&action=embedview)

Translated Resources: Community Report Template

Instructions for Using Translated Versions of the Community Report Template (https://www.oregon.gov/ode/rules-and-policies/StateRules/Documents/Division%2022%20Documents/Translated-Reports-Directions.pdf)

Arabic (https://odemail-my.sharepoint.com/:w:/g/personal/ode_educationalprogramstandardsteamonedrive_ode_oregon_gov/EQn73A0kwjBPiFk1ot9CdnwBG7QsyvVATVgNZ9Acs1Qyeg?e=WY0Z20&action=embedview)

Chinese (https://odemail-my.sharepoint.com/:w:/g/personal/ode_educationalprogramstandardsteamonedrive_ode_oregon_gov/EVwxVl9rkMRMk1C5E-LMkSUBjAQgpNYyLxUKo0YAhjTUNA?e=PkqtoV&action=embedview)

Russian (https://odemail-my.sharepoint.com/:w:/g/personal/ode_educationalprogramstandardsteamonedrive_ode_oregon_gov/Ed0kaCXkk2JHlyZmDutst04B3XO5pidAJ3YBBY2xMK8U-A?e=3hZKQQ&action=embedview)

Somali (https://odemail-my.sharepoint.com/:w:/g/personal/ode_educationalprogramstandardsteamonedrive_ode_oregon_gov/Ebj1j8qtw9NLq-xLq_LWnX4BCcbV9H3UtKDh8-YWOZL3Vw?e=6jlp2T&action=embedview)

Spanish (https://odemail-my.sharepoint.com/:w:/g/personal/ode_educationalprogramstandardsteamonedrive_ode_oregon_gov/EamHDDCx4rBLoET693onprMBg8DpxGuRzVHxqZb0HGD9NQ?e=mWCeZJ&action=embedview)

Vietnamese (https://odemail-my.sharepoint.com/:w:/g/personal/ode_educationalprogramstandardsteamonedrive_ode_oregon_gov/EcbWML8fkDJEjuiSlmWP8h4BP8qYMheBqT5JSHjNdgxwzQ?e=QbpORW&action=embedview)

Questions & Support

For additional information regarding Division 22 Standards or the Division 22 Assurances Process, contact ODE Education Standards & Systems Specialist, Susan Payne, at Division22@ode.oregon.gov (mailto:Division22@ode.oregon.gov?Subject=Division%2022%20Question) or call 503-580-6814.

Help us improve! Was this page helpful?

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Helpful Resources

ODE Accessibility Statement (/ode/rules-and-policies/Pages/AccessibilityStatement.aspx)

Notice of Nondiscrimination (/ode/rules-and-policies/Pages/Anti-Discrimination-Policy.aspx)

Career Opportunities (/ode/about-us/careers/Pages/CareerOpp.aspx)

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Contact Us

Email our Front Desk (mailto:ode.FrontDesk@ode.oregon.gov).

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Our offices are located in the Public Service Building
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The Front Desk is located on the 4th Floor, turn left after exiting the elevator.

Office Hours: 8:00 a.m. - 4:00 p.m., Monday through Friday except on state holidays (/das/pages/calendar.aspx).

About Oregon

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High-Quality Instructional Materials (HQIM)

A key lever for supporting teaching and learning
(/ode/educator-resources/teachingcontent/instructional-materials)

ODE's offices in Salem are open!

Note that many staff members are still teleworking and can be contacted by telephone and online. Visit our Contact Us page for details: https://www.oregon.gov/ode/about-us/Pages/Contact-Us.aspx (/ode/about-us/Pages/Contact-Us.aspx)

High-Quality Instructional Materials (HQIM)

☰ Site Navigation

How Oregon school districts select Instructional Materials or Curriculum:

Oregon requires all public school districts to select and adopt high-quality, research-based materials for instruction. Oregon school districts follow a "State Board of Education Adopted Materials" or "Independent Adoption" process to choose the curriculum.

1. **State Board of Education Adopted Materials:** These materials are approved by the state because they meet research-aligned criteria (/ode/educator-resources/teachingcontent/instructional-materials/Pages/Adoption-Criteria.aspx) for that content area, developed by content specialists and educators. This means the curriculum is research-aligned.

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2. **Independent Adoption:** If a district chooses to select core materials that are not on the ODE approved list, they must conduct an independent adoption, as outlined in OAR 581-022-2350. The district must review the curriculum to ensure it meets the criteria (/ode/educator-resources/teachingcontent/instructional-materials/Pages/Adoption-Criteria.aspx).
3. **Postponement of Adoption:** In some cases, districts may request a postponement for up to two years starting with the publisher contract year of the latest adoption. In all cases, the local school board must approve the materials before teachers can use them in the classroom.

Note: This requirement only applies to core curriculum. Districts also may use supplemental materials such as intervention materials and assessments.

Want to learn more about your school districts' adopted instructional materials?

Parents and community members can contact their district for more details about how they select and evaluate their adopted instructional materials. Additionally you can check if the curriculum is research-aligned by looking it up on EdReports (https://www.edreports.org/), an independent organization that reviews language arts, math, and science materials.

The State Board of Education is responsible for maintaining a review cycle at the state level. In 2023, the State Board approved the following schedule for review and adoption of instructional materials (/ode/educator-resources/teachingcontent/instructional-materials/Documents/Oregon%20Instructional%20Materials%20Adoption%20Schedule.pdf).

Adoption Criteria

Adopted Instructional Materials

An official website of the State of Oregon »

(http://www.oregon.gov)

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Accessible Instructional Materials

An official website of the State of Oregon »

(http://www.oregon.gov)
OREGON.GOV

Announcements and Notices

Laws and Rules (ORS & OARs)

/instructional-materials/Pages/Instructional-Materials-Toolkit.aspx)

Instructional Materials Toolkit

Instructional Materials Resources

Additional Helpful Resources

For questions regarding the ODE Instructional Materials, email ODE.InstructionalMaterials@ode.oregon.gov (mailto:ODE.InstructionalMaterials@ode.oregon.gov).

An official website of the State of Oregon »

(http://www.oregon.gov)

Help us improve! Was this page helpful?

Yes | No

Helpful Resources

ODE Accessibility Statement (/ode/rules-and-policies/Pages/AccessibilityStatement.aspx)

Notice of Nondiscrimination (/ode/rules-and-policies/Pages/Anti-Discrimination-Policy.aspx)

Career Opportunities (/ode/about-us/careers/Pages/CareerOpp.aspx)

Educator Effectiveness (/ode/educator-resources/educator_effectiveness/Pages/default.aspx)

School & District Profiles and Reports (/ode/schools-and-districts/reportcards/Pages/default.aspx)

State Board (/ode/about-us/stateboard/Pages/default.aspx)

Site Map (/ode/Pages/Site-Map.aspx)

Contact Us

Email our Front Desk (mailto:ode.FrontDesk@ode.oregon.gov).

Voice: (503) 947-5600
Fax: (503) 378-5156

Our offices are located in the Public Service Building
255 Capitol Street NE
Salem,OR 97310-0203

The Front Desk is located on the 4th Floor, turn left after exiting the elevator.

Office Hours: 8:00 a.m. - 4:00 p.m., Monday through Friday except on state holidays (/das/pages/calendar.aspx).

About Oregon

Oregon.gov (https://www.oregon.gov)

State Employee Search (https://employeesearch.dasapp.oregon.gov)

Agencies Listing (https://www.oregon.gov/pages/a_to_z_listing.aspx)

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Secretary of State
Certificate and Order for Filing

PERMANENT ADMINISTRATIVE RULES

I certify that the attached copies* are true, full and correct copies of the PERMANENT Rule(s) adopted on [June 29, 2012] by the

Board of Education		58100
Agency and Division		Administrative Rules Chapter Number
Cindy Hunt	255 Capitol St. NE Salem, OR 97310	(503) 947-5651
Rules Coordinator	Address	Telephone

to become effective [August 1, 2012]. Rulemaking Notice was published in the [June 2012] Oregon Bulletin.**

OBF 22-2012

RULE CAPTION

Modifies requirements for independent adoption by school districts of instructional materials

Not more than 15 words that reasonably identifies the subject matter of the agency's intended action.

RULEMAKING ACTION

List each rule number separately (000-000-0000)
Secure approval of new rule numbers (Adopted or Renumbered rules) with the Administrative Rules Unit prior to filing.

ADOPT:

AMEND:
581-022-1622

REPEAL:

RENUMBER:

AMEND & RENUMBER:

FILED
AUG 01 2012
ARCHIVES DIVISION
SECRETARY OF STATE

Stat. Auth.: ORS 337.050 & 337.141

Other Auth.:

Stats. Implemented: ORS 337.120 & 337.141

RULE SUMMARY

HB 4014 (2012) amended the law relating to independent adoptions of instructional materials by school districts. Previously, a district was required to file notice of adoption with the State Board of Education. HB 4014 eliminated this requirement as long as the district adopts the materials pursuant to guidelines established by the State Board.

Authorized Signer	Cindy Hunt Printed name	7/25/12 Date

*With this original, file one photocopy of certificate, one paper copy of rules listed in Rulemaking Actions, and electronic copy of rules. **The Oregon Bulletin is published the 1st of each month and updates rules found in the OAR Compilation. For publication in Bulletin, rule and notice filings must be submitted by 5:00 pm ~~on~~ the 15th day of the preceding month unless this deadline falls on a weekend or legal holiday, when filings are accepted until 5:00 pm on the preceding workday. ARC 930-2005

Final Rule

Created by CH on 4/30/12

581-022-1622 Independent Adoptions of Instructional Materials

(1) Without prior notice to the State Board of Education, the district school board of any school district, with the assistance of teachers and administrators of the district, may adopt independently instructional materials for use in place of or in addition to those adopted by the Board, provided they meet the guidelines and criteria established by the Board. The district school board shall involve parents and citizens in the process. Such district adoptions shall be known as independent adoptions. (2) In order to give proper notification that an independent adoption is being made, the administrative head of the district must provide the district school board, prior to placing the instructional materials into use in the local schools, the following information:

(a) The subject, category, and grade level(s) in which the instructional materials will be used;

(b) The title of the instructional materials;

(c) The publisher of the instructional materials;

(d) The copyright date of the instructional materials;

(e) The date on which the district intends to install the instructional materials for use in the school system; and

(f) A statement that a completed criteria checklist showing the degree to which the instructional materials meet the criteria established by the State Board of Education is on file in the district office. (Criteria checklists for the specific subject/category are available from the Department of Education.)

(g) A statement of assurance that the independently adopted instructional materials will comply with the most current National Instructional Materials Accessibility Standard (NIMAS) specifications regarding accessible instructional materials.

Stat. Auth.: ORS 337.050(2) & 337.141
Stats. Implemented: ORS 337.120 and 337.141
Hist.: 1EB 215, f. 1-29-76, ef. 2-25-76; 1EB 245, f. & ef. 9-23-76; 1EB 19-1982, f. & ef. 11-23-82; EB 2-1991, f. & cert. ef. 2-28-91; EB 21-1991(Temp), f. 10-30-91, cert. ef. 11-1-91; EB 30-1991, f. & cert. ef. 12-18-91; ODE 10-2001, f. & cert. ef. 5-15-01; Renumbered from 581-011-0085, ODE 25-2008, f. & cert. ef. 9-26-08; ODE 3-2009, f. & cert. ef. 6-29-09

West Linn-Wilsonville School District

Report on Compliance with Public School Standards

2022-23 School Year

By November 1 of each year, school district superintendents are required by OAR 581-022-2305: District Assurances of Compliance with Public School Standards to report to their community on the district's status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

The table below contains a summary of West Linn-Wilsonville School District's compliance with each of the requirements of Oregon's administrative rules found in DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS during the 2022-23 school year. For each rule reported as out of compliance, West Linn-Wilsonville School District has provided an explanation of why the school district was out of compliance and the school district's proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2024-25 school year. 93

What are the requirements of the standards? For a general overview of what each rule/standard requires, consult this high-level Rules at a Glance summary. For specific, comprehensive requirements, use the links below for each individual rule.

Category: Teaching & Learning

Subcategory: Curriculum & Instruction

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2030 District Curriculum	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2045- Prevention Education in Drugs and Alcohol	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2050 Human Sexuality Education	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2055 Career Education	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2060 Comprehensive School Counseling	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Elementary Grades	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Middle Grades	**In Compliance with both 2022-23 requirements (225/week) and revised requirements (150/week average)**	The district has met all of the requirements for this rule.	Not applicable
581-022-2320 Required Instructional Time	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2340 Media Programs	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2500 Programs and Services for TAG Students	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2350 Independent Adoptions of Instructional Materials	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2355 Instructional Materials Adoption	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

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Subcategory: Assessment & Reporting

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2100 Administration of State Assessments	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2110 Exception of Students with Disabilities from State Assessments	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2115 Assessment of Essential Skills: Diploma Requirements	**Waived for 2022-23 school year**	Not applicable	Not applicable
581-022-2115(2) Assessment of Essential Skills: Local Performance Assessment Requirement	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2120 Essential Skill Assessments for English Language Learners	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

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Subcategory: Program & Service Requirements

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2315 Special Education for Children with Disabilities	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2325 Identification of Academically Talented and Intellectually Gifted Students	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2330 Rights of Parents of TAG Students	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2505 Alternative Education Programs	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Subcategory: High School Diploma

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2000 Diploma Requirements	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2005 Veterans Diploma	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2010 Modified Diploma	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2015 Extended Diploma	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2020 Alternative Certificate	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2025 Credit Options	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

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Category: Health & Safety

Subcategory: Policies & Practices

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2205 Policies on Reporting of Child Abuse	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2220 Health Services	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2310 Equal Education Opportunities	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2312 Every Student Belongs	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2345 Auxiliary Services	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

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Subcategory: Plans & Reports

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-0107 Operational Plans for the 2022-23 School Year	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2223 Healthy and Safe Schools Plan	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2225 Emergency Plans and Safety Programs	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2230 Asbestos Management Plans	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2267 Annual Report on Restraint and Seclusion	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2510 Suicide Prevention Plan	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Athletics & Interscholastic Activities

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2210 Anabolic Steroids and Performance Enhancing Substances	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2215 Safety of School Sports – Concussions	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2308 Agreements Entered Into with Voluntary Organizations	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

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Category: District Performance & Accountability

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2250 District Improvement Plan	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2255 School and District Performance Report Criteria	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2260- Records and Reports	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2265 Report on PE Data	**Waived for 2022-23 school year**	Not applicable	Not applicable
581-022-2300 Standardization	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2305 District Assurances of Compliance with Public School Standards	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2370 Complaint Procedures	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

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Category: Human Resources/Staffing

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2335 Daily Class Size	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2400 Personnel	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2405 Personnel Policies	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2410 Teacher and Administrator Evaluation and Support	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2415 Core Teaching Standards	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2420 Educational Leadership - Administrator Standards	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2440 Teacher Training Related to Dyslexia	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

2022-23 Division 22 Assurances Form

Row 191

District	WEST LINN-WILSONVILLE SD 3J
Name	Barbara Soisson
Job Title	Assistant Superintendent
Email	soissonb@wlwv.k12.or.us
Phone	503-673-7020
The district report to the community	Yes
District compliance posted	Yes
ODE website	☑
District board acknowledged receipt	
Provide a link to the website	https://www.wlwv.k12.or.us/cms/lib/OR01001812/Centricity/Domain/98/Division%2022%202(
Total Double Check	57
Number in compliance	57
Number Out of compliance	0
Number implementing approved corrective action	0
Non-Compliant Rules	
Non-Compliant Rules #2	

Rule Implementing Action On	
Rule Implementing Action #2	
Rule 581-022-0107	
581-022-0107 Compliance	In compliance
581-022-0107 Explanation	
581-022-0107 Corrective Action	
Rule 581-022-2000	
581-022-2000 Compliance	In compliance
581-022-2000 Explanation	
581-022-2000 Corrective Action Plan	
581-022-2000 Update	
Rule 581-022-2005	
581-022-2005 Compliance	In compliance
581-022-2005 Explanation	
581-022-2005 Corrective Action Plan	
581-022-2005 Update	
Rule 581-022-2010	
581-022-2010 Compliance	In compliance

581-022-2010 Explanation	
581-022-2010 Corrective Action Plan	
581-022-2010 Update	
Rule 581-022-2015	
581-022-2015 Compliance	In compliance
581-022-2015 Explanation	
581-022-2015 Corrective Action Plan	
581-022-2015 Update	
Rule 581-022-2020	
581-022-2020 Compliance	In compliance
581-022-2020 Explanation	
581-022-2020 Corrective Action Plan	
581-022-2020 Update	
Rule 581-022-2025	
581-022-2025 Compliance	In compliance
581-022-2025 Explanation	
581-022-2025 Corrective Action Plan	
581-022-2025 Update	

Rule 581-022-2030	
581-022-2030 Compliance	In compliance
581-022-2030 Explanation	
581-022-2030 Corrective Action Plan	
581-022-2030 Update	
Rule 581-022-2045	
581-022-2045 Compliance	In compliance
581-022-2045 Explanation	
581-022-2045 Corrective Action Plan	
581-022-2045 Update	
Rule 581-022-2050	
581-022-2050 Compliance	In compliance
581-022-2050 Explanation	
581-022-2050 Corrective Action Plan	
581-022-2050 Update	
Rule 581-022-2055	
581-022-2055 Compliance	In compliance
581-022-2055 Explanation	
581-022-2055 Corrective	

Action Plan	
581-022-2055 Update	
Rule 581-022-2060	
581-022-2060 Compliance	In compliance
581-022-2060 Explanation	
581-022-2060 Corrective Action Plan	
581-022-2060 Update	
Optional Counseling Information	
Rule 581-022-2100	
581-022-2100 Compliance	In compliance
581-022-2100 Explanation	
581-022-2100 Corrective Action Plan	
581-022-2100 Update	
Rule 581-022-2110	
581-022-2110 Compliance	In compliance
581-022-2110 Explanation	
581-022-2110 Corrective Action Plan	
581-022-2110 Update	
Rule 581-022-2115	

581-022-2115(2) Compliance	In compliance
581-022-2115(2) Explanation	
581-022-2115(2) Corrective Action	
581-022-2115(2) Update	
Rule 581-022-2120	
581-022-2120 Compliance	In compliance
581-022-2120 Explanation	
581-022-2120 Corrective Action Plan	
581-022-2120 Update	
Rule 581-022-2205	
581-022-2205 Compliance	In compliance
581-022-2205 Explanation	
581-022-2205 Corrective Action Plan	
581-022-2205 Update	
Rule 581-022-2210	
581-022-2210 Compliance	In compliance
581-022-2210 Explanation	

581-022-2210 Corrective Action Plan	
581-022-2210 Update	
Rule 581-022-2215	
581-022-2215 Compliance	In compliance
581-022-2215 Explanation	
581-022-2215 Corrective Action Plan	
581-022-2215 Update	
Rule 581-022-2220	
581-022-2220 Compliance	In compliance
581-022-2220 Explanation	
581-022-2220 Corrective Action Plan	
581-022-2220 Update	
Rule 581-022-2223	
581-022-2223 Compliance	In compliance
581-022-2223 Explanation	
581-022-2223 Corrective Action Plan	
581-022-2223 Update	
Rule 581-022-2225	

581-022-2225 Compliance	In compliance
581-022-2225 Explanation	
581-022-2225 Corrective Action Plan	
581-022-2225 Update	
Rule 581-022-2230	
581-022-2230 Compliance	In compliance
581-022-2230 Explanation	
581-022-2230 Corrective Action Plan	
581-022-2230 Update	
Rule 581-022-2250	
581-022-2250 Compliance	In compliance
581-022-2250 Explanation	
581-022-2250 Corrective Action Plan	
581-022-2250 Update	
Rule 581-022-2255	
581-022-2255 Compliance	In compliance
581-022-2255 Explanation	
581-022-2255 Corrective Action Plan	

581-022-2255 Update	
Rule 581-022-2260	
581-022-2260 Compliance	In compliance
581-022-2260 Explanation	
581-022-2260 Corrective Action Plan	
581-022-2260 Update	
Rule 581-022-2263	
581-022-2263 Compliance	In compliance
581-022-2263 Explanation	
581-022-2263 Corrective Action Plan	
581-022-2263 Update	
Rule PE Part 2	
Compliant with both MS PE reqs	
Compliant with revised MS PE reqs only	
Implementing Corrective Action MS PE	
Out of compliance MS PE	
PE Part 2 Compliance	In Compliance with both 2022-23 requirements (225/week) and revised requirements (150/week average)
PE Part 2 Explanation	

PE Part 2 Corrective Action	
PE Part 2 Update	
Rule 581-022-2265	
581-022-2265 Compliance	
581-022-2265 Explanation	
581-022-2265 Corrective Action Plan	
581-022-2265 Update	
Rule 581-022-2267	
581-022-2267 Compliance	In compliance
581-022-2267 Explanation	
581-022-2267 Corrective Action	
581-022-2267 Update	
Rule 581-022-2270	
581-022-2270 Compliance	In compliance
581-022-2270 Explanation	
581-022-2270 Corrective Action Plan	
581-022-2270 Update	
Rule 581-022-2300	

581-022-2300 Compliance	In compliance
581-022-2300 Explanation	
581-022-2300 Corrective Action Plan	
581-022-2300 Update	
Rule 581-022-2305	
581-022-2305 Compliance	In compliance
581-022-2305 Explanation	
581-022-2305 Corrective Act	
581-022-2305 Update	
Rule 581-022-2307	
581-022-2307 Compliance	
581-022-2307 Explanation	
581-022-2307 Corrective Action	
581-022-2307 Update	
Rule 581-022-2308	
581-022-2308 Compliance	In compliance
581-022-2308 Explanation	
581-022-2308 Corrective Action Plan	

581-022-2308 Update	
Rule 581-022-2310	
581-022-2310 Compliance	In compliance
581-022-2310 Explanation	
581-022-2310 Corrective Action Plan	
581-022-2310 Update	
Rule 581-022-2312	
581-022-2312 Compliance	In compliance
581-022-2312 Explanation	
581-022-2312 Corrective Action	
581-022-2312 Update	
Rule 581-022-2315	
581-022-2315 Compliance	In compliance
581-022-2315 Explanation	
581-022-2315 Corrective Action Plan	
581-022-2315 Update	
Rule 581-022-2320	
581-022-2320 Compliance	In compliance

581-022-2320 Explanation	
581-022-2320 Corrective Action Plan	
581-022-2320 Update	
Rule 581-022-2325	
581-022-2325 Compliance	In compliance
581-022-2325 Explanation	
581-022-2325 Corrective Action	
581-022-2325 Update	
Rule 581-022-2330	
581-022-2330 Compliance	In compliance
581-022-2330 Explanation	
581-022-2330 Corrective Action Plan	
581-022-2330 Update	
Rule 581-022-2335	
581-022-2335 Compliance	In compliance
581-022-2335 Explanation	
581-022-2335 Corrective Action Plan	
581-022-2335 Update	

Rule 581-022-2340	
581-022-2340 Compliance	In compliance
581-022-2340 Explanation	
581-022-2340 Corrective Action Plan	
581-022-2340 Update	
Rule 581-022-2345	
581-022-2345 Compliance	In compliance
581-022-2345 Explanation	
581-022-2345 Corrective Action Plan	
581-022-2345 Update	
Rule 581-022-2350	
581-022-2350 Compliance	In compliance
581-022-2350 Explanation	
581-022-2350 Corrective Action Plan	
581-022-2350 Update	
Rule 581-022-2355	
581-022-2355 Compliance	In compliance
581-022-2355 Explanation	
581-022-2355 Corrective	

Action Plan	
581-022-2355 Update	
Rule 581-022-2360	
581-022-2360 Compliance	In compliance
581-022-2360 Explanation	
581-022-2360 Corrective Action Plan	
581-022-2360 Update	
Rule 581-022-2370	
581-022-2370 Compliance	In compliance
581-022-2370 Explanation	
581-022-2370 Corrective Action Plan	
581-022-2370 Update	
Rule 581-022-2400	
581-022-2400 Compliance	In compliance
581-022-2400 Explanation	
581-022-2400 Corrective Action Plan	
581-022-2400 Update	
Rule 581-022-2405	
581-022-2405 Compliance	In compliance

581-022-2405 Explanation	
581-022-2405 Corrective Action Plan	
581-022-2405 Update	
Rule 581-022-2410	
581-022-2410 Compliance	In compliance
581-022-2410 Explanation	
581-022-2410 Corrective Action Plan	
581-022-2410 Update	
Rule 581-022-2415	
581-022-2415 Compliance	In compliance
581-022-2415 Explanation	
581-022-2415 Corrective Action Plan	
581-022-2415 Update	
Rule 581-022-2420	
581-022-2420 Compliance	In compliance
581-022-2420 Explanation	
581-022-2420 Corrective Action Plan	
581-022-2420 Update	

Rule 581-022-2430	
581-022-2430 Compliance	In compliance
581-022-2430 Explanation	
581-022-2430 Corrective Action Plan	
581-022-2430 Update	
Rule 581-022-2440	
581-022-2440 Compliance	In compliance
581-022-2440 Explanation	
581-022-2440 Corrective Action Plan	
581-022-2440 Update	
Rule 581-022-2445	
581-022-2445 Compliance	In compliance
581-022-2445 Explanation	
581-022-2445 Corrective Action Plan	
581-022-2445 Update	
Approved Dyslexia Screening Tools	
Rule 581-022-2500	
581-022-2500 Compliance	In compliance

581-022-2500 Explanation	
581-022-2500 Corrective Action Plan	
581-022-2500 Update	
Rule 581-022-2505	
581-022-2505 Compliance	In compliance
581-022-2505 Explanation	
581-022-2505 Corrective Action Plan	
581-022-2505 Update	
Rule 581-022-2510	
581-022-2510 Compliance	In compliance
581-022-2510 Explanation	
581-022-2510 Corrective Action	
581-022-2510 Update	
Total Districts	
Unreported	
Reported	
Districts in compliance	
Districts implementing approved corrective	
Districts out of compliance	

and correcting	
Districts out of Compliance	
Date/Time of Submission	10/31/23 9:40 AM
Date	10/31/23
Week	44

2023-24 Division 22 Assurances Form

Row 190

Date/Time of Submission	10/15/24 4:17 PM
District	WEST LINN-WILSONVILLE SD 3J
Name	Barb Soisson
Job Title	Assistant Superintendent
Email	soissonb@wlwv.k12.or.us
Phone	503-673-7020
Extension	
Provide a link to the website	https://www.wlwv.k12.or.us/Page/215
Additional Languages	Yes
Reports in Other Languages	
Board Meeting Video Link	
Don't move to non-compliant district sheet	☐
Total Double Check	57
Number in compliance	56
Number Out of compliance	1
Number implementing approved corrective action	0

Non-Compliant Rules	581-022-2263 ELEM Physical Education Requirements
Non-Compliant Rules #2	
Rule Implementing Action On	
Rule Implementing Action #2	
Rule 581-022-0107	
581-022-0107 Compliance	
581-022-0107 Explanation	
581-022-0107 Corrective Action	
Rule 581-022-2000	
581-022-2000 Compliance	In compliance
581-022-2000 Explanation	
581-022-2000 Corrective Action Plan	
581-022-2000 Update	
Rule 581-022-2005	
581-022-2005 Compliance	In compliance
581-022-2005 Explanation	
581-022-2005 Corrective Action Plan	

581-022-2005 Update	
Rule 581-022-2010	
581-022-2010 Compliance	In compliance
581-022-2010 Explanation	
581-022-2010 Corrective Action Plan	
581-022-2010 Update	
Rule 581-022-2015	
581-022-2015 Compliance	In compliance
581-022-2015 Explanation	
581-022-2015 Corrective Action Plan	
581-022-2015 Update	
Rule 581-022-2020	
581-022-2020 Compliance	In compliance
581-022-2020 Explanation	
581-022-2020 Corrective Action Plan	
581-022-2020 Update	
Rule 581-022-2025	
581-022-2025 Compliance	In compliance

581-022-2025 Explanation	
581-022-2025 Corrective Action Plan	
581-022-2025 Update	
Rule 581-022-2030	
581-022-2030 Compliance	In compliance
581-022-2030 Explanation	
581-022-2030 Corrective Action Plan	
581-022-2030 Update	
Rule 581-022-2045	
581-022-2045 Compliance	In compliance
581-022-2045 Explanation	
581-022-2045 Corrective Action Plan	
581-022-2045 Update	
Rule 581-022-2050	
581-022-2050 Compliance	In compliance
581-022-2050 Explanation	
581-022-2050 Corrective Action Plan	
581-022-2050 Update	

Rule 581-022-2055	
581-022-2055 Compliance	In compliance
581-022-2055 Explanation	
581-022-2055 Corrective Action Plan	
581-022-2055 Update	
Rule 581-022-2060	
581-022-2060 Compliance	In compliance
581-022-2060 Explanation	
581-022-2060 Corrective Action Plan	
581-022-2060 Update	
Optional Counseling Information	
Rule 581-022-2100	
581-022-2100 Compliance	In compliance
581-022-2100 Explanation	
581-022-2100 Corrective Action Plan	
581-022-2100 Update	
Rule 581-022-2110	
581-022-2110 Compliance	In compliance

581-022-2110 Explanation	
581-022-2110 Corrective Action Plan	
581-022-2110 Update	
Rule 581-022-2115	
581-022-2115(2) Compliance	In compliance
581-022-2115(2) Explanation	
581-022-2115(2) Corrective Action	
581-022-2115(2) Update	
Rule 581-022-2120	
581-022-2120 Compliance	
581-022-2120 Explanation	
581-022-2120 Corrective Action Plan	
581-022-2120 Update	
Rule 581-022-2205	
581-022-2205 Compliance	In compliance
581-022-2205 Explanation	
581-022-2205 Corrective Action Plan	
581-022-2205 Update	

Rule 581-022-2210	
581-022-2210 Compliance	In compliance
581-022-2210 Explanation	
581-022-2210 Corrective Action Plan	
581-022-2210 Update	
Rule 581-022-2215	
581-022-2215 Compliance	In compliance
581-022-2215 Explanation	
581-022-2215 Corrective Action Plan	
581-022-2215 Update	
Rule 581-022-2220	
581-022-2220 Compliance	In compliance
581-022-2220 Explanation	
581-022-2220 Corrective Action Plan	
581-022-2220 Update	
Rule 581-022-2223	
581-022-2223 Compliance	In compliance
581-022-2223 Explanation	

581-022-2223 Corrective Action Plan	
581-022-2223 Update	
Rule 581-022-2225	
581-022-2225 Compliance	In compliance
581-022-2225 Explanation	
581-022-2225 Corrective Action Plan	
581-022-2225 Update	
Rule 581-022-2230	
581-022-2230 Compliance	In compliance
581-022-2230 Explanation	
581-022-2230 Corrective Action Plan	
581-022-2230 Update	
Rule 581-022-2250	
581-022-2250 Compliance	In compliance
581-022-2250 Explanation	
581-022-2250 Corrective Action Plan	
581-022-2250 Update	
Rule 581-022-2255	

581-022-2255 Compliance	In compliance
581-022-2255 Explanation	
581-022-2255 Corrective Action Plan	
581-022-2255 Update	
Rule 581-022-2260	
581-022-2260 Compliance	In compliance
581-022-2260 Explanation	
581-022-2260 Corrective Action Plan	
581-022-2260 Update	
Rule 581-022-2263 ELEM	1
581-022-2263 ELEM Compliance	Out of compliance
581-022-2263 ELEM Explanation	K-5 schools followed the requirements for providing 150 minutes weekly through the combination of PE classes ,classroom standards-based movement activities taught by a certified teacher ,and structured standards-based movement activities during a portion of daily recess time but did not have a certified teacher present for all of the structured recess activities during the 2023-2024 school year. Paraeducators were present during structured recess times.
581-022-2263 ELEM Corrective Action Plan	By having certified PE teachers teach an additional class each weektoallK-5students and ensuring systematic implementation of the additional standards-based movement activities in all K-5 classrooms, all students will experience the150 minutes weekly of structured physical activity required by the Physical Education Requirement in the 2024-2025 school year. This will be fully in place by October 15, 2024.
581-022-2263 ELEM Update	
Rule 581-022-2263 MS	

581-022-2263 MS Compliance	In compliance
581-022-2263 MS Explanation	
581-022-2263 MS Corrective Action	
581-022-2263 MS Update	
Rule 581-022-2265	
581-022-2265 Compliance	In compliance
581-022-2265 Explanation	
581-022-2265 Corrective Action Plan	
581-022-2265 Update	
Rule 581-022-2267	
581-022-2267 Compliance	In compliance
581-022-2267 Explanation	
581-022-2267 Corrective Action	
581-022-2267 Update	
Rule 581-022-2270	
581-022-2270 Compliance	In compliance
581-022-2270 Explanation	
581-022-2270 Corrective Action Plan	

581-022-2270 Update	
Rule 581-022-2300	
581-022-2300 Compliance	In compliance
581-022-2300 Explanation	
581-022-2300 Corrective Action Plan	
581-022-2300 Update	
Rule 581-022-2305	
581-022-2305 Compliance	In compliance
581-022-2305 Explanation	
581-022-2305 Corrective Act	
581-022-2305 Update	
Rule 581-022-2307	
581-022-2307 Compliance	
581-022-2307 Explanation	
581-022-2307 Corrective Action	
581-022-2307 Update	
Rule 581-022-2308	
581-022-2308 Compliance	In compliance

581-022-2308 Explanation	
581-022-2308 Corrective Action Plan	
581-022-2308 Update	
Rule 581-022-2310	
581-022-2310 Compliance	In compliance
581-022-2310 Explanation	
581-022-2310 Corrective Action Plan	
581-022-2310 Update	
Rule 581-022-2312	
581-022-2312 Compliance	In compliance
581-022-2312 Explanation	
581-022-2312 Corrective Action	
581-022-2312 Update	
Rule 581-022-2315	
581-022-2315 Compliance	In compliance
581-022-2315 Explanation	
581-022-2315 Corrective Action Plan	
581-022-2315 Update	

Rule 581-022-2320	
581-022-2320 Compliance	In compliance
581-022-2320 Explanation	
581-022-2320 Corrective Action Plan	
581-022-2320 Update	
Rule 581-022-2325	
581-022-2325 Compliance	In compliance
581-022-2325 Explanation	
581-022-2325 Corrective Action	
581-022-2325 Update	
Rule 581-022-2330	
581-022-2330 Compliance	In compliance
581-022-2330 Explanation	
581-022-2330 Corrective Action Plan	
581-022-2330 Update	
Rule 581-022-2335	
581-022-2335 Compliance	In compliance
581-022-2335 Explanation	

581-022-2335 Corrective Action Plan	
581-022-2335 Update	
Rule 581-022-2340	
581-022-2340 Compliance	In compliance
581-022-2340 Explanation	
581-022-2340 Corrective Action Plan	
581-022-2340 Update	
Rule 581-022-2345	
581-022-2345 Compliance	In compliance
581-022-2345 Explanation	
581-022-2345 Corrective Action Plan	
581-022-2345 Update	
Rule 581-022-2350	
581-022-2350 Compliance	In compliance
581-022-2350 Explanation	
581-022-2350 Corrective Action Plan	
581-022-2350 Update	
Rule 581-022-2355	

581-022-2355 Compliance	In compliance
581-022-2355 Explanation	
581-022-2355 Corrective Action Plan	
581-022-2355 Update	
Rule 581-022-2360	
581-022-2360 Compliance	In compliance
581-022-2360 Explanation	
581-022-2360 Corrective Action Plan	
581-022-2360 Update	
Rule 581-022-2370	
581-022-2370 Compliance	In compliance
581-022-2370 Explanation	
581-022-2370 Corrective Action Plan	
581-022-2370 Update	
Rule 581-022-2400	
581-022-2400 Compliance	In compliance
581-022-2400 Explanation	
581-022-2400 Corrective Action Plan	

581-022-2400 Update	
Rule 581-022-2405	
581-022-2405 Compliance	In compliance
581-022-2405 Explanation	
581-022-2405 Corrective Action Plan	
581-022-2405 Update	
Rule 581-022-2410	
581-022-2410 Compliance	In compliance
581-022-2410 Explanation	
581-022-2410 Corrective Action Plan	
581-022-2410 Update	
Rule 581-022-2415	
581-022-2415 Compliance	In compliance
581-022-2415 Explanation	
581-022-2415 Corrective Action Plan	
581-022-2415 Update	
Rule 581-022-2420	
581-022-2420 Compliance	In compliance

581-022-2420 Explanation	
581-022-2420 Corrective Action Plan	
581-022-2420 Update	
Rule 581-022-2430	
581-022-2430 Compliance	In compliance
581-022-2430 Explanation	
581-022-2430 Corrective Action Plan	
581-022-2430 Update	
Rule 581-022-2440	
581-022-2440 Compliance	In compliance
581-022-2440 Explanation	
581-022-2440 Corrective Action Plan	
581-022-2440 Update	
Rule 581-022-2445	
581-022-2445 Compliance	In compliance
581-022-2445 Explanation	
581-022-2445 Corrective Action Plan	
581-022-2445 Update	

Approved Dyslexia Screening Tools	
Rule 581-022-2500	
581-022-2500 Compliance	In compliance
581-022-2500 Explanation	
581-022-2500 Corrective Action Plan	
581-022-2500 Update	
Rule 581-022-2505	
581-022-2505 Compliance	In compliance
581-022-2505 Explanation	
581-022-2505 Corrective Action Plan	
581-022-2505 Update	
Rule 581-022-2510	
581-022-2510 Compliance	In compliance
581-022-2510 Explanation	
581-022-2510 Corrective Action	
581-022-2510 Update	
Rule 581-022-2515	

581-022-2515 Compliance	In compliance
581-022-2515 Explanation	
581-022-2515 Corrective Action Plan	
581-022-2515 Update	
Date	10/15/24
Week	42
Update	
Board Presentation	Yes
Report posted on website	Yes
ODE website	☐

2024-25 Division 22 Assurances Form

Row 191

Date/Time of Submission	11/05/25 9:08 AM
District	WEST LINN - SD 3J
Name	Barbara Soisson
Job Title	Assistant Superintendent
Email	soissonb@wlwv.k12.or.us
Phone	+1 (503) 673-7020
Extension	
Provide a link to the website	https://resources.finalsite.net/images/v1762287592/wlwvk12orus/qwx40eajs8y0dja4wzzb/202
Reports in Other Languages	The site translates all documents into preferred selected languages; I couldn't get it to work. SP
Board Meeting Video Link	
Additional Languages	Yes
Don't move to non-compliant district sheet	☐
Total Double Check	57
Number in compliance	57
Number Out of compliance	0
Number implementing approved corrective action	0

Non-Compliant Rules	
Non-Compliant Rules #2	
Rule Implementing Action On	
Rule Implementing Action #2	
Rule 581-022-0107	
581-022-0107 Compliance	
581-022-0107 Explanation	
581-022-0107 Corrective Action	
Rule 581-022-2000	
581-022-2000 Compliance	In compliance
581-022-2000 Explanation	
581-022-2000 Corrective Action Plan	
581-022-2000 Update	
Rule 581-022-2005	
581-022-2005 Compliance	In compliance
581-022-2005 Explanation	
581-022-2005 Corrective Action Plan	

581-022-2005 Update	
Rule 581-022-2010	
581-022-2010 Compliance	In compliance
581-022-2010 Explanation	
581-022-2010 Corrective Action Plan	
581-022-2010 Update	
Rule 581-022-2015	
581-022-2015 Compliance	In compliance
581-022-2015 Explanation	
581-022-2015 Corrective Action Plan	
581-022-2015 Update	
Rule 581-022-2020	
581-022-2020 Compliance	In compliance
581-022-2020 Explanation	
581-022-2020 Corrective Action Plan	
581-022-2020 Update	
Rule 581-022-2025	
581-022-2025 Compliance	In compliance

581-022-2025 Explanation	
581-022-2025 Corrective Action Plan	
581-022-2025 Update	
Rule 581-022-2030	
581-022-2030 Compliance	In compliance
581-022-2030 Explanation	
581-022-2030 Corrective Action Plan	
581-022-2030 Update	
Rule 581-022-2045	
581-022-2045 Compliance	In compliance
581-022-2045 Explanation	
581-022-2045 Corrective Action Plan	
581-022-2045 Update	
Rule 581-022-2050	
581-022-2050 Compliance	In compliance
581-022-2050 Explanation	
581-022-2050 Corrective Action Plan	
581-022-2050 Update	

Rule 581-022-2055	
581-022-2055 Compliance	In compliance
581-022-2055 Explanation	
581-022-2055 Corrective Action Plan	
581-022-2055 Update	
Rule 581-022-2060	
581-022-2060 Compliance	In compliance
581-022-2060 Explanation	
581-022-2060 Corrective Action Plan	
581-022-2060 Update	
Optional Counseling Information	
Rule 581-022-2100	
581-022-2100 Compliance	In compliance
581-022-2100 Explanation	
581-022-2100 Corrective Action Plan	
581-022-2100 Update	
Rule 581-022-2110	
581-022-2110 Compliance	In compliance

581-022-2110 Explanation	
581-022-2110 Corrective Action Plan	
581-022-2110 Update	
Rule 581-022-2115	
581-022-2115(2) Compliance	In compliance
581-022-2115(2) Explanation	
581-022-2115(2) Corrective Action	
581-022-2115(2) Update	
Rule 581-022-2120	
581-022-2120 Compliance	
581-022-2120 Explanation	
581-022-2120 Corrective Action Plan	
581-022-2120 Update	
Rule 581-022-2205	
581-022-2205 Compliance	In compliance
581-022-2205 Explanation	
581-022-2205 Corrective Action Plan	

581-022-2205 Update	
Rule 581-022-2210	
581-022-2210 Compliance	In compliance
581-022-2210 Explanation	
581-022-2210 Corrective Action Plan	
581-022-2210 Update	
Rule 581-022-2215	
581-022-2215 Compliance	In compliance
581-022-2215 Explanation	
581-022-2215 Corrective Action Plan	
581-022-2215 Update	
Rule 581-022-2220	
581-022-2220 Compliance	In compliance
581-022-2220 Explanation	
581-022-2220 Corrective Action Plan	
581-022-2220 Update	
Rule 581-022-2223	
581-022-2223 Compliance	In compliance

581-022-2223 Explanation	
581-022-2223 Corrective Action Plan	
581-022-2223 Update	
Rule 581-022-2225	
581-022-2225 Compliance	In compliance
581-022-2225 Explanation	
581-022-2225 Corrective Action Plan	
581-022-2225 Update	
Rule 581-022-2230	
581-022-2230 Compliance	In compliance
581-022-2230 Explanation	
581-022-2230 Corrective Action Plan	
581-022-2230 Update	
Rule 581-022-2250	
581-022-2250 Compliance	In compliance
581-022-2250 Explanation	
581-022-2250 Corrective Action Plan	
581-022-2250 Update	

Rule 581-022-2255	
581-022-2255 Compliance	In compliance
581-022-2255 Explanation	
581-022-2255 Corrective Action Plan	
581-022-2255 Update	
Rule 581-022-2260	
581-022-2260 Compliance	In compliance
581-022-2260 Explanation	
581-022-2260 Corrective Action Plan	
581-022-2260 Update	
Rule 581-022-2263 ELEM	
581-022-2263 ELEM Compliance	In compliance
581-022-2263 ELEM Explanation	
581-022-2263 ELEM Corrective Action Plan	
581-022-2263 ELEM Update	
Rule 581-022-2263 MS	
581-022-2263 MS Compliance	In compliance

581-022-2263 MS Explanation	
581-022-2263 MS Corrective Action	
581-022-2263 MS Update	
Rule 581-022-2265	
581-022-2265 Compliance	In compliance
581-022-2265 Explanation	
581-022-2265 Corrective Action Plan	
581-022-2265 Update	
Rule 581-022-2267	
581-022-2267 Compliance	In compliance
581-022-2267 Explanation	
581-022-2267 Corrective Action	
581-022-2267 Update	
Rule 581-022-2270	
581-022-2270 Compliance	In compliance
581-022-2270 Explanation	
581-022-2270 Corrective Action Plan	

581-022-2270 Update	
Rule 581-022-2300	
581-022-2300 Compliance	In compliance
581-022-2300 Explanation	
581-022-2300 Corrective Action Plan	
581-022-2300 Update	
Rule 581-022-2305	
581-022-2305 Compliance	In compliance
581-022-2305 Explanation	
581-022-2305 Corrective Act	
581-022-2305 Update	
Rule 581-022-2307	
581-022-2307 Compliance	
581-022-2307 Explanation	
581-022-2307 Corrective Action	
581-022-2307 Update	
Rule 581-022-2308	
581-022-2308 Compliance	In compliance

581-022-2308 Explanation	
581-022-2308 Corrective Action Plan	
581-022-2308 Update	
Rule 581-022-2310	
581-022-2310 Compliance	In compliance
581-022-2310 Explanation	
581-022-2310 Corrective Action Plan	
581-022-2310 Update	
Rule 581-022-2312	
581-022-2312 Compliance	In compliance
581-022-2312 Explanation	
581-022-2312 Corrective Action	
581-022-2312 Update	
Rule 581-022-2315	
581-022-2315 Compliance	In compliance
581-022-2315 Explanation	
581-022-2315 Corrective Action Plan	
581-022-2315 Update	

Rule 581-022-2320	
581-022-2320 Compliance	In compliance
581-022-2320 Explanation	
581-022-2320 Corrective Action Plan	
581-022-2320 Update	
Rule 581-022-2325	
581-022-2325 Compliance	In compliance
581-022-2325 Explanation	
581-022-2325 Corrective Action	
581-022-2325 Update	
Rule 581-022-2330	
581-022-2330 Compliance	In compliance
581-022-2330 Explanation	
581-022-2330 Corrective Action Plan	
581-022-2330 Update	
Rule 581-022-2335	
581-022-2335 Compliance	In compliance
581-022-2335 Explanation	
581-022-2335 Corrective	

Action Plan	
581-022-2335 Update	
Rule 581-022-2340	
581-022-2340 Compliance	In compliance
581-022-2340 Explanation	
581-022-2340 Corrective Action Plan	
581-022-2340 Update	
Rule 581-022-2345	
581-022-2345 Compliance	In compliance
581-022-2345 Explanation	
581-022-2345 Corrective Action Plan	
581-022-2345 Update	
Rule 581-022-2350	
581-022-2350 Compliance	In compliance
581-022-2350 Explanation	
581-022-2350 Corrective Action Plan	
581-022-2350 Update	
Rule 581-022-2355	
581-022-2355 Compliance	In compliance

581-022-2355 Explanation	
581-022-2355 Corrective Action Plan	
581-022-2355 Update	
Rule 581-022-2360	
581-022-2360 Compliance	In compliance
581-022-2360 Explanation	
581-022-2360 Corrective Action Plan	
581-022-2360 Update	
Rule 581-022-2370	
581-022-2370 Compliance	In compliance
581-022-2370 Explanation	
581-022-2370 Corrective Action Plan	
581-022-2370 Update	
Rule 581-022-2400	
581-022-2400 Compliance	In compliance
581-022-2400 Explanation	
581-022-2400 Corrective Action Plan	
581-022-2400 Update	

Rule 581-022-2405	
581-022-2405 Compliance	In compliance
581-022-2405 Explanation	
581-022-2405 Corrective Action Plan	
581-022-2405 Update	
Rule 581-022-2410	
581-022-2410 Compliance	In compliance
581-022-2410 Explanation	
581-022-2410 Corrective Action Plan	
581-022-2410 Update	
Rule 581-022-2415	
581-022-2415 Compliance	In compliance
581-022-2415 Explanation	
581-022-2415 Corrective Action Plan	
581-022-2415 Update	
Rule 581-022-2420	
581-022-2420 Compliance	In compliance
581-022-2420 Explanation	
581-022-2420 Corrective	

Action Plan	
581-022-2420 Update	
Rule 581-022-2430	
581-022-2430 Compliance	In compliance
581-022-2430 Explanation	
581-022-2430 Corrective Action Plan	
581-022-2430 Update	
Rule 581-022-2440	
581-022-2440 Compliance	In compliance
581-022-2440 Explanation	
581-022-2440 Corrective Action Plan	
581-022-2440 Update	
Rule 581-022-2445	
581-022-2445 Compliance	In compliance
581-022-2445 Explanation	
581-022-2445 Corrective Action Plan	
581-022-2445 Update	
Approved Dyslexia Screening Tools	

Rule 581-022-2500	
581-022-2500 Compliance	In compliance
581-022-2500 Explanation	
581-022-2500 Corrective Action Plan	
581-022-2500 Update	
Rule 581-022-2505	
581-022-2505 Compliance	In compliance
581-022-2505 Explanation	
581-022-2505 Corrective Action Plan	
581-022-2505 Update	
Rule 581-022-2510	
581-022-2510 Compliance	In compliance
581-022-2510 Explanation	
581-022-2510 Corrective Action	
581-022-2510 Update	
Rule 581-022-2515	
581-022-2515 Compliance	In compliance
581-022-2515 Explanation	
581-022-2515 Corrective	

Action Plan	
581-022-2515 Update	
Date	11/05/25
Week	45
Board Presentation	Yes
Report posted on website	Yes
ODE website	☐
DEC TA	Yes
Info/Contact	

Date: June 30, 2024

To: Mark Mayer
Oregon Department of Education
Complaint and Appeals Specialist
Government and Legal Affairs Unit, Office of the Director

From: Kathy Ludwig, Superintendent, West Linn-Wilsonville School District

Re: Complaint Appeal to ODE
Complainants: Becka Puskas, Ashley Bohanan

Oregon Department of Education (ODE) has accepted Complainant's appeal on the basis that Complainant has exhausted the District's complaint process.

For purposes of this appeal, ODE will investigate whether the district violated any of the following Division 22 standards:

1) District Assurances of Compliance with Public School Standards, OAR 581-022-2305
2) Independent Adoptions of Instructional Materials, OAR 581-022-2350
3) Instructional Materials Adoptions, OAR 581-022-2355
4) Postponement of Purchase of State-Adopted Instructional Materials, OAR 581-022-2360

The District will provide a written response to this appeal. The District received approval on April 19, 2024 for an extension to respond by a new date of June 30, 2024.

The response will include the following information:

A. All correspondence, documents, and other information in District's possession described in the complainant's appeal
B. A statement of facts, in response to the complaint's statement
C. A description of any district action taken in response to the complaint, or if district action was not taken in response to the complaint, an explanation of the reason or reasons that district action was not taken
D. Any stipulation reached concerning the settlement of the complaint
E. A list of any complaints filed with another agency by the complainant concerning the subject of the appeal, to the extent that the district is aware of such complaints.

District Response

A. All correspondence, documents, and other information in District's possession described in the complainant's appeal

All correspondence, documents, and other information in the District's possession described in the complainant's appeal are provided as hyperlinks within Section B for ease of access.

B. A Statement of Facts

The West Linn-Wilsonville School district provides the following statement of facts in response to the complaint.

Background

Prior to the Pandemic

The West Linn-Wilsonville School District (WLWV) has consistently followed the Oregon Department of Education (ODE) instructional materials adoption schedule and prior to the pandemic had not applied for a postponement. WLWV School District also has a practice of a multi-year curriculum renewal process, particularly for literacy and mathematics which are key content areas and impact all other content areas. The multi-year process includes examining student learning data, instructional practices and learning systems, research on best practices, input from teachers, parents and students followed by systematic professional development during the implementation year and the year after.

During the Pandemic

During the pandemic, similar to other school districts, WLWV found itself needing to use curriculum materials that were accessible online and followed the ODE guidelines for a temporary independent adoption of online materials. On October 5, 2020, a presentation was given to the School Board for the official approval of FuelEd and Florida Virtual online curriculum materials aligned to CCSS. This demonstrates that WLWV is very aware of ODE's instructional materials requirements and follows them accordingly.

Post Pandemic, 2021-current

In February 2023, ODE released its updated schedule cycle for the adoption of instructional materials revised in January 2023. Newly adopted English Language Arts (ELA) materials were scheduled to be in classrooms by Fall 2022. Mathematics materials were scheduled to be in classrooms by Fall 2023. ODE has a form for requesting approval to postpone selection and use of adopted materials so districts have some flexibility based on their circumstances and process around adoption. The form asks for the reason for seeking postponement, the grade level(s) and content area and what will be used during the postponement. Local school boards approve the request before it is submitted to ODE.

2021-2022: WLWV District ELA Adoption Plans Impacted by Pandemic

ODE worked with local ESDs during 2020-2022 on curriculum adoption guidance and timeline delays in district processes due to the pandemic. Many districts experienced delays in being

able to follow requirements for bringing teachers together to identify and evaluate materials and including opportunities for parents/community to provide input about materials.

During the 2021-2022 school year, WLWV started the ELA renewal process by examining students' reading progress and the reading instruction taking place in classrooms with the intention for an adoption approval in spring 2022 and implementation in fall 2022 (per the ODE schedule). However, district staff noticed that teachers were still feeling overwhelmed with adjusting back to full-time in-person teaching, students' sense of belonging in their school communities, and student academic learning loss due to the pandemic. Principals were experiencing higher than typical staff turnover, new teachers, and substitute teacher shortages. The District noticed that these residual pandemic factors resulted in it taking longer to involve teachers and the community in a meaningful, high quality process for adopting new materials.

During the 2021-2022 school year as part of the ELA renewal, district staff was, however, able to collect data about K-5 readers' progress as a key factor for identifying gaps with current materials and looking for the materials to adopt for the next 7-8 school years. Additionally, K-5 principals, instructional coordinators, teachers and learning specialists started some literacy professional development training in response to student learning loss due to the pandemic. This mostly included training on the use of diagnostic assessments (AimsWeb) and interim assessments (NWEA MAP) to identify gaps and the use of supplemental phonetic-based materials (Fountas and Pinnell) to provide targeted instruction. Although there were reading assessments in place prior to the pandemic, there was a need to consistently use one system across all of the schools, and also a large number of new teachers who had not been trained. Likewise, teachers were using several phonics-based supplements (e.g. Lucy Calkins Phonics, Fountas and Pinnell), and a large number of teachers had not been recently trained on either due to the pandemic. District staff proceeded with training while collecting information about the use/effectiveness of these current materials, and reviewing research to guide adopting new materials with the intent of fully holding the adoption process in 2021-2022, with installation of new materials in place by Fall 2022 (per ODE schedule).

When it became apparent that a Fall 2022 ELA implementation was not realistic, district staff reached out to ODE. The ODE instructional materials consultant commented that many districts were in this similar situation and advised the district to use a timeline that allowed for a full process as soon as possible. Based on this understanding that ODE was allowing some leniency with the timeline (due to the pandemic), the District did not formally request an Adoption Postponement during the 2021-2022 school year, but applied for a postponement in 2022-2023 (for Fall 2024 implementation) which still satisfied Division 22 compliance (per ODE).

2022-2023: WLWV District Requested Adoption Postponement

Because the full process could not be completed (with ideal participation from staff, parents, community) in 2021-2022, the District requested in March 2023 for School Board approval to postpone. The approval served as documentation that the process began as early as 2021, was underway, and was to be completed in 2023-2024 for installation/implementation Fall 2024.

WLWV District Statement of Facts in Response to the Complainants' Facts Statements, pp. 5-9 of Complaint

English Language Arts Instructional Materials pp. 5-7

1. **WLWV SD staff agrees with this statement** about Instructional Materials Adoptions, OAR 581-022-2355. In accordance with the ODE Adoption Schedule, the WLWV School Board received a memo for the K-5 ELA Adoption prior to the Board presentation on 3/4/2024 to seek approval, and a memo for the G. 6-12 ELA Adoption prior to the Board presentation on 6/10/2024 to seek approval. The approved recommended materials, from the ODE Approved Instructional Materials list, will be in place in K-12 classrooms in fall 2024.

The WLWV School Board approved a postponement for K-5 ELA on 3/13/2023 that was then approved by ODE and a postponement for Grades 6-12 ELA on 1/22/2024. In a phone conversation on 6/9/2023 with Ms. Aujalee Moore at ODE about the ELA postponement, Ms. Moore said that there was not a need to request an additional postponement for Grades 6-12 after the K-5 ELA postponement was approved. However, later in a Zoom call with Ms. Susan Payne and Ms. Aujalee Moore on 12/15/2023, Ms. Payne clarified that the district should submit an additional postponement request for Grades 6-12 ELA. This conversation was captured in a summary email written on 12/19/2023. The District followed ODE's direction by immediately bringing a postponement forward to the School Board at the next board meeting (1/22/2024).

2. **WLWV SD staff disagrees with part of the information** in this statement about Instructional Materials Adoptions, OAR 581-022-2355. WLWV had been using the *Units of Study for Teaching Reading* (Lucy Calkins) as its **core/basal** reading program prior to 2013. The district also purchased **supplementary** programs to use with the core/basal program including: *Units of Study in Writing* (Lucy Calkins), the *Developmental Reading Assessment*, *Fountas & Pinnell Leveled Literacy Intervention*, *Lexia Reading* and *Fountas & Pinnell Phonics, Spelling and Word Study* before the adoption of *HMH Into Reading* in March, 2024, in accordance with the practice of using the basal/core program that was previously in place until the new adoption.

WLWV's Assistant Superintendent Dr. Barb Soisson met with the complainant, Ms. Rebecca Puskas, on 2/13/2023 and 6/12/2023. At both meetings, attempts were made to clarify the Instructional Materials Adoption process, as defined and explained by ODE, and ODE's distinction between **core/basal** and **supplemental** curriculum programs in the adoption process, using ODE slides. Per ODE, supplementary materials do not require School Board approval.

3. **WLWV SD staff agrees but adds clarification** to this statement about Instructional Materials Adoptions, OAR 581-022-2355. The *Units of Study for Teaching Writing* (Lucy Calkins) started to be used in WLWV as early as 2007-2008, and schools began adding the *Units of Study for Teaching Reading* (Lucy Calkins) which were developed by the publisher shortly thereafter with the new adoption schedule (2008-2014).

WLWV has a common practice of having ongoing district wide professional learning across a level–elementary, middle, high school–within a subject area, not just during an adoption year. The professional learning brings together instructional practices, assessment and how it is used to improve instruction, using the current curriculum in each subject area. This regular practice is particularly important because new teachers are hired every year and need orientation to instructional materials as much as seasoned teachers need ongoing review and support.

4. **WLWV SD staff agrees but adds explanation** to this statement about Instructional Materials Adoptions, OAR 581-022-2355. WLWV used the current ODE Approved Instructional Materials list for the K-5, 6-8 and 9-12 ELA curriculum adoptions that were completed this spring (2024). Based on an intensive process involving large representative groups of teachers, learning and language specialists, literacy coaches and instructional coordinators at each level that included a study of research-based and peer reviewed instructional practices, student outcomes data for all groups of students, and the ODE criteria for instructional materials, the adoption teams at each level (G. K-5, G. 6-12) identified 2-3 publishers to interview from the ODE Approved Instructional Materials list and did not consider an Independent Adoption. There were parent in-person sessions for each level of adoption and a virtual presentation that included an online input form. The WLWV School Board has approved the new adoption of *HMH Into Reading* for K-5, *HMH Into Literature* for Grades 6-8 and *myPerspectives* for Grades 9-12 for implementation in Fall 2024.

5. **WLWV SD staff agrees and adds information** about Postponement of Purchase of State-Adopted Instructional Materials, OAR 581-022-2360.

WLWV district staff have not been successful in locating print documents recording the independent adoption approval by the School Board for continued use of the K-5 ELA Lucy Calkins materials for 2014-2020. However, the District does have evidence that:

a. A full K-5 ELA Renewal process was conducted in 2013-2015 as demonstrated in documents about ongoing professional development, learning days and primary level meeting agendas;
b. Reports to the School Board (November 2015) and Presentations to School Board (December 2015) of the ELA renewal process demonstrate the School Board's awareness of the renewal process and the continuation of the Lucy Calkins core/basal materials being used; and,
c. The Lucy Calkins materials were in use prior to the 2014-2020 ELA renewal and the updated materials were purchased in 2014-2015 as part of the renewal.

The dilemma of the missing print documents of the Board Approval of independent adoption (2014-2020) was transparently shared with ODE staff, Ms. Moore and Ms. Payne, in a Zoom technical assistance meeting on December 15, 2023. In response, ODE advised that the WLWV school district continue forward with the current adoption postponement and process, continue using the current ELA core materials in place (Lucy Calkins) until the new adoption process was completed, and that **NO corrective action or reports** were needed in light of the

missing documents from 2013-2015. See 12.19.2023 WLWV email summary of this conversation and ODE emails verifying the summary.

[Note: District staff includes a document relating to a 2000 ELA Adoption recommendation, purchase summary, a 2012 WLWV Board presentation that included district work with Division 22 and curriculum and instruction renewal, a 2014 memo referencing the ELA adoption and the guidance documents previous district staff had on file for retaining adoption documents. These documents demonstrate WLWV's attention to ODE instructional materials, timelines and processes, the requirement of School Board approval, and all attempts to retain documents of independent adoptions as recommended.]

6. **WLWV SD staff disagrees** with the statement about Instructional Materials Adoptions, OAR 581-022-2355. As stated in response to Complainants' Statement # 2, only core instructional materials are included on the ODE Adopted Instructional Materials lists. There is not a list for supplemental materials. Fountas & Pinnell Word Study are supplemental materials.

7. **WLWV SD staff clarifies the information** about Independent Adoptions of Instructional Materials, OAR 581-022-2350. First, Fountas & Pinnell Word Study materials are supplemental and not part of the adoption of core materials. Second,the WLWV School District continues professional learning with current materials, core and supplemental, and ensures that schools have the materials for students and available training, until new materials are approved by the school board. This decision (to use current materials and ensure teachers knew how to use them…until the new materials are adopted) was confirmed by ODE's Aujalee Moore and Susan Payne in the December 15, 2023 technical assistance zoom meeting summary.

The WLWV SD completes renewal and adoption processes in each subject area as shown in this K-5 ELA Reading Renewal overview that Superintendent Kathy Ludwig shared at the monthly public school board meetings, using this timeline for the updates. As district staff prepared to engage in the renewal and adoption process, it became evident that coherent and consistent understanding about instruction with foundational skills was an immediate need due to significant staff turnover and new hires since the pandemic. Therefore, professional learning occurred using the existing curriculum materials.

8. **WLWV SD staff disagrees with the statement** about District Assurances of Compliance with Public School Standards, OAR 581-022-2305. As stated in response to Complainants' Statement #4, the WLWV School District could not locate print documents of the School Board's Approval for the 2013-2015 ELA Adoption. Rebecca Puskas submitted public records requests on 1/26/2023 and 2/2/2023, asking for this documentation and district staff acknowledged that we could not locate a record of the 2013-2015 K-5 ELA Adoption. WLWV Assistant Superintendent Barb Soisson confirmed this in meetings with Rebecca Puskas on 2/13/2023 and 6/12/2023.

Division 22 requires school districts to provide assurances of compliance in each defined area for the previous school year. In checking with Aujalee Moore at ODE by phone on 12/16/2022,

she confirmed that the WLWV SD would not be out of compliance in 2022-2023 for not having records of the School Board's independent adoption approval in 2013. [Note: There was, however, evidence that the school district had engaged in a multi-year 2013-2015 ELA renewal process, culminating with a purchase of newly updated materials. (See links in #5.)]

9. **WLWV SD staff agrees and adds information** about Postponement of Purchase of State-Adopted Instructional Materials, OAR 581-022-2360. As the Complainants' stated, the WLWV School Board approved a request to postpone the K-5 ELA Adoption on 3/13/2023. The request included the statement that this postponement would not delay adoptions in other subject areas. Although it was not the K-5 ELA Adoption postponement that led to a subsequent request for postponement of Grades 6-12 ELA and Science and Grades K-5 Math on 1/22/2024, there were other factors that led to the request:

1.) For Grades 6-12 ELA, there has been a process in place since 2011 where teachers develop standards-based units that integrate reading, writing, speaking and listening and continually revise grade level curriculum maps that include the standards, assessments, text genres and modes of writing and texts used. The district funds curriculum days in August for secondary teachers to do this work, but it is voluntary. In 2022 and 2023, there was greater than anticipated participation in this process and increased attention during the two school years to gap analysis with reading and writing. Teachers and specialists wanted to further develop their work with the newly created units and have a deeper data analysis so they had a better lens for adopting materials.

2.) Getting substitute teachers for the Grades 6-12 ELA Adoption was more challenging than anticipated. The district is committed to robust participation because it leads to consistent implementation. It worked for K-5 teachers to participate in paid time after school sessions but the involvement in co-curricular activities meant that half-day substitutes were needed to guarantee participation in Grades 6-12. This was also a factor in requesting the postponement of K-12 Science.

3.) The request to postpone K-5 Math was based on finding that elementary school teachers were finding it more challenging to fully implement the Health curriculum materials in terms of their daily schedules. Because the WLWV SD begins adoptions with a review and update of instructional practices in a subject area, and found that more work with the National Council of Teachers of Mathematics recommended practices was needed, district staff requested the postponement. This request for additional postponements was discussed with Aujalee Moore and Susan Payne during the Zoom call on 12/15/2023.

10. **WLWV SD staff disagrees** with the statement about Postponement of Purchase of State-Adopted Instructional Materials, OAR 581-022-2360. As stated in response to Complainants' Statement #9, there was an approved request for postponement of Grades 6-12 ELA and Science and Grades K-5 Math on 1/22/2024.

Math Instructional Materials pp. 7-8

1. **WLWV SD staff agrees with this statement** about Instructional Materials Adoptions, OAR 581-022-2355. As stated in response to Complainants' Statement #9, there was an approved

request for postponement of Grades K-5 Math on 1/22/2024. Materials were in classrooms by Fall 2023 for Grades 6-12 Math.

2. **WLWV SD staff agrees with this statement** about Instructional Materials Adoptions, OAR 581-022-2355. As stated by the Complainants, the current K-5 math curriculum program is *Investigations 3*, published by Savvas.

3. **WLWV SD staff agrees but adds explanation** to this statement about Instructional Materials Adoptions, OAR 581-022-2355. If the K-5 Math Adoption Team is interested in recommending Investigations for adoption, the district will pursue an independent adoption. As with the other adoption processes that have been completed in the past four years, the WLWV SD begins with the Adopted Instructional Materials list in each subject area. The district has adopted from that list for the K-5, 6-8 and 9-12 ELA adoptions and the 6-8 and 9-12 Math adoptions. There was a K-5 Math Renewal process in 2014-2015 that led into the K-5 Adoption in 2016. The report and request for approval could have and should have included more detail about the alignment with K-5 math standards and use of ODE criteria for adopting math curriculum. District staff participated in an initial math materials fair through the Clackamas ESD early in the process and asked whether the publisher of the Investigations 2 curriculum recommended and approved by the school board for the previous adoption in 2009 was under consideration for the Math Adopted Instructional Materials list. At the time, ODE advisors believed that TERC, the relatively small group that authored the *Investigations 3* curriculum program, would be submitting their materials. District staff did not begin the independent adoption process because of this and acknowledges that this is the best course of action. District staff used the ODE Adopted Materials list for 2009-2015 and anticipated the inclusion of *Investigations 3* as it followed from *Investigations 2*.

4. **WLWV SD staff agrees with this statement** about Instructional Materials Adoptions, OAR 581-022-2355. As stated in response to Complainants' Statement # 3 in this section, district staff acknowledges that the School Board memo could have and should have included more detail about the process as using ODE Instructional Materials criteria has been and is a key part of all district subject area adoptions. Again, the K-5 ELA Adoption memo and the Grades 6-12 ELA Adoption memo reflect this correction.

5. **WLWV SD staff disagrees** with the statement about Postponement of Purchase of State-Adopted Instructional Materials, OAR 581-022-2360.As stated in response to Complainants' Statement #9 in the above section, there was an approved request for postponement of Grades K-5 Math on 1/22/2024. Materials are in classrooms for Grades 6-12 Math.

6.**WLWV SD staff agrees with this statement** about Instructional Materials Adoptions, OAR 581-022-2355. As stated by the Complainants, materials for middle school math, and for high school math, are in classrooms and were adopted from the Approved Instructional Materials list.

7. **WLWV SD staff agrees with and adds information** about Instructional Materials Adoptions, OAR 581-022-2355.The district started the K-12 Math Adoption with high school to bring forward student outcomes data, the new pathways established through Math 2 + 1 in high school, and the results seen to date from the realignment of middle school math curriculum maps to strengthen all students' Algebra background. The plan was to begin with high school and then have a trajectory for middle and elementary school and present the K-12 recommendations for approval. That process was interrupted by delays in gathering full groups of participating teachers and specialists after the pandemic and a second look at materials for high school. During the 2023-2024 school year, middle and high school worked on aligning Algebra and Geometry courses. There was a text added to the HS Core Instructional Math Materials list: *Oregon Math*, published by Big Ideas Learning. The adoption process was not postponed for high school so the district did not include it in the request for postponement. The materials being considered for adoption were made available for parents/caregivers to review and this notice was made available through high school newsletters. As district staff did with the ELA Adoption process, they will continue to bring forward each level of a subject area when the recommendations are ready rather than wait to complete all three levels. Assistant Superintendent Barb Soisson consulted with Ms. Aujalee Moore (ODE) about this on December 16, 2022 but acknowledges that it would have been more clear to include Grades 9-12 in the Grades 6-8 Math Adoption recommendation and approval or include it in the K-5 Math postponement request.

Division 22 Assurances p. 8-9

1. **WLWV SD staff agrees with the statement** about District Assurances of Compliance with Public School Standards, OAR 581-022-2305. The WLWV SD was in compliance with the Division 22 Assurances for the 2022-2023 school year. In consult with Aujalee Moore (12/16/2022), it was confirmed that ODE prefers districts to submit postponement requests as early in the school year as possible and also knows that staffing and budget may cause an unanticipated delay later in the year so districts are considered in compliance once postponement requests are approved by school boards and submitted. District staff are committed to doing all they can to prevent any future delays with seeking postponements and to avoiding postponements. Prior to the pandemic, WLWV did not seek adoption postponements.

2. **WLWV SD staff agrees with the report of what was said and affirms that the statement** about District Assurances of Compliance with Public School Standards, OAR 581-022-2305 **is accurate as stated**.
However, as stated in response to Complainants' Statement # 1 in this section, and in response to the written public comments at the 9/29/2023 and 10/2/2023 WLWV School Board meetings, consultation with ODE confirmed that there did not need to be a change/amendment to the Division 22 Assurances for 2022-2023. (See email summary from December 15, 2023 Zoom meeting with Aujalee Moore and Susan Payne confirming that no corrective action was needed.)

3. **WLWV SD staff agrees with the statement** about District Assurances of Compliance with Public School Standards, OAR 581-022-2305. As stated in previous responses to

Complainants' statements about compliance with Division 22 Assurances, Assistant Superintendent Barb Soisson, Superintendent Kathy Ludwig and Vice Chair Kirsten Wyatt consulted with ODE and received verbal confirmation on 12/15/2023 from Aujalee Moore and Susan Payne that with the postponements approved and submitted, the district is complying with requirements.

4. **WLWV SD staff agrees with the statement** about District Assurances of Compliance with Public School Standards, OAR 581-022-2305. The WLWV SD staff followed the ODE requirements for presenting to the School Board, responding to questions about compliance and posting the Division 22 Assurances form on the district website. Based on ODE consultation and assurances, the District was in compliance for 2022-2023 SY.

C. A description of any district action taken in response to the complaint, or if district action was not taken in response to the complaint, an explanation of the reason or reasons that district action was not taken.

1. Dr. Barb Soisson met with the complainant, Ms. Becca Puskas, on 2/13/2023 and 6/12/2023 prior to the filing of the complaint. At both meetings, attempts were made to clarify the Instructional Materials Adoption process, as defined and explained by ODE, and ODE's distinction between **core/basal** and **supplemental** curriculum programs in the adoption process,
2. Dr. Barb Soisson, Dr. Kathy Ludwig, Superintendent and School Board Vice Chair Ms. Kirsten Wyatt met with both of the complainants, Ms. Puskas and Ms. Bohanan, on December 8, 2023 to hear their continued concerns and provide explanations as able.
3. On December 15, 2023, Assistant Superintendent Dr. Barb Soisson, Superintendent Dr. Kathy Ludwig and School Board Vice Chair met with ODE's Aujalee Moore and Susan Payne to review the points raised in the complaint, review the district's actions, review the prior consultation that occurred with ODE, to receive assurances regarding the adoption postponements and processes in place, and to discern if there was any corrective action needed.

   During the December 15 zoom meeting, both Ms. Moore and Ms. Payne of ODE assured the District that they were in compliance with the ELA Adoption Process and Postponement for 2022-2023 and that pending an upcoming School Board meeting the District would be in compliance with the Math Adoption Process and Postponement for 2023-2024. The District followed up the conversation asking both ODE officials to confirm their statements captured in a written summary on December 19. Both Ms. Moore and Ms. Payne confirmed the accuracy of the written summary.

   Based on ODE's consultation and assessment of the complaint, the District used the assurances from ODE as guidance for the responses back to the complainants.

4. The Superintendent provided a Written Response to the Complainants on January 2, 2024.
5. The Complainants appealed the written response by the Superintendent (January 3, 2024) and asked for a meeting with Vice Chair Kirsten Wyatt. Vice Chair Wyatt met once again with both of the complainants on January 17, 2024 and provided a written response on February 13, 2024.

D. Any stipulation reached concerning the settlement of the complaint

The Complainants had two specific requests or resolutions to the complaint, p. 11:

Complainant's Request 1: Revise the Division 22 Assurances for the 2022-2023 school year to reflect the noncompliance for K-5 ELA and K-5 Math and include proposed corrective actions to return to compliance. Provide the revised assurances to the community (on the District's webpage) and to ODE.

District Response to Request 1: The District declined the complainant's request based on ODE's assurance that the District was in compliance with these two curriculum renewal timelines and postponements as documented in the December 15, 2023 meeting with ODE staff, Ms. Aujalee Morre and Ms. Susan Payne. Additionally, ODE staff assured the district that no corrective action was needed on any Division 22 forms.

Complainant's Request 2: In cooperation with at least one School Board member, conduct an evaluation regarding whether WLWV is in compliance with instructional materials adoption requirements and timelines for all basal materials…Provide a report to the School Board and community at a public meeting before the end of the 2023-2024 school year.

District Response to Request 2: The School Board Vice Chair, Ms. Wyatt, has already been part of a full investigation into the complaint including meeting with Dr. Barb Soisson and Superintendent Ludwig and participation in the December 15, 2023 meeting with ODE. In the ODE meeting, Ms. Wyatt was able to ask questions and hear ODE's responses first-hand. In her response to the complaint, she declined the complainants' request asking staff to create a report for the School Board, the community and the complainants. The School Board has heard Ms. Puskas' concerns at public comment during Board meetings and has been copied on almost all of the complainants emails and the district's responses. The Board is fully aware of the key components of the complaint and has received a copy of ODE's assurances that the District is in compliance. Ms. Wyatt can provide a copy of her written response to the full School Board as evidence of her evaluation into the complaint, ODE's assurance of compliance, and her final determination.

E. A list of any complaints filed with another agency by the complainant concerning the subject of the appeal, to the extent that the district is aware of such complaints.

None that we are aware of.

West Linn-Wilsonville School District 3Jt

English Language Arts Renewal K-12

	District Level	School Level
Primary Schools	Summer 2014 District Wide ELA Launch • Balanced Literacy Framework • Best Practices in Literacy • Reading/Writing Workshop Components District Aligned Assessments • DRA2 • MAP • Assessment Literacy (school teams) January 2015 • Culturally Responsive Texts • Writing Workshops (G. 2-4) – analyzing student writing September 2015 • Lucy Calkins Reading K-5 Curriculum renewal November 2015 • Reading Workshop Professional Learning January 2016 • Writing Workshop (G. 3-5) – analyzing student writing	Professional Growth Wednesdays; Staff PLC time; Staff Development Days: • Implementing the Reading Workshop Model and best practices • Assessment Literacy – evidence of student learning with DRA2 and MAP and classroom work samples • Planning, implementing, reviewing Lucy Calkins Units of Writing • Planning, implementing, reviewing Lucy Calkins Units of Reading • Observing workshop and literacy lessons in teachers' classrooms (admin, principals, teachers) through Cycles of Inquiry
Middle and High Schools	Summer 2014 & 2015 (Linda Christiansen) • Language Arts Camps – writing curriculum (course syllabi) with high leverage strategies (5 Dimensions) and culturally responsive texts Text Selection work – 3 years 2014-2016 Middle and High School ELA teachers work with Linda Christiansen throughout the year to keep developing and refining course syllabi	Professional Growth Wednesdays; Staff PLC time; Staff Development: • Implementing the ELA course syllabi – reviewing and refining • Assessment Literacy – evidence of student learning with MAP and classroom work samples • Observing literacy in teachers' classrooms (admin, principals, teachers) through Cycles of Inquiry

West Linn-Wilsonville School District
2013-2015 ELA Renewal Process ----- Primary Level Schools ----- Spring 2014 - Summer 2014

Activity	Dates	Participants	Facilitator/Leaders	Description
Identifying, Defining and Describing "Best Practices in a Literacy—Reading and Writing—Program" Design Team	3 days in May 2014	Design Team of 40 participants • 9 ELA planning Team • 31 teachers from across the 9 schools who represent K-5 classroom teachers, ELD teachers, Title teachers, Librarians, Resource teachers.	Kathy Porterfield, Concordia University Carrie McGraw, Literacy Consultant ELA Planning Team Members	Using CCSS, research and best practices from seminal literacy authors and educators, teachers will identify and describe key instructional practices and elements of a strong balanced literacy program within a Reader's and Writer's Workshop model. Identify, define, and describe these best practices to be used in our "West Linn-Wilsonville Teacher's Guide to a Effective Literacy Program".
Summer ELA Curriculum Camp	3 days: June 24, 25, 26, 2014	Team of 5-10 participants from the 40 participants	Planning Team Member(s) Kathy Porterfield, Carrie McGraw (if available)	Assemble, construct and create district literacy "Guides". Identify areas for professional development for 2014-2015. Review, select and "inventory" current literacy curriculum materials at each school and needs for renewal (aligned to ODE materials approval).

English Language Arts Renewal – 2013-2015

Content Curriculum	Instructional Structures	Instructional Approaches	Assessment	Materials/Resources	Participants
Common Core State Standards	Reading Workshop Writing Workshop Conferencing Daily Five	Shared Guided Independent Cueing System Writing process Thinking Strategies	Formative – DRAs Interim – NWEA MAP Summative - SBAC	High quality mentor texts Novel sets Fiction, Non-fiction Lucy Calkins Units of Writing	Principals, ICs K-2 teacher representatives 3-5 teacher representatives Specialists

ELA Renewal Process

Timeline: Fall 2013 – Spring 2015
Outcome: Shared common knowledge of and practice of high-leverage, comprehensive literacy content & pedagogy

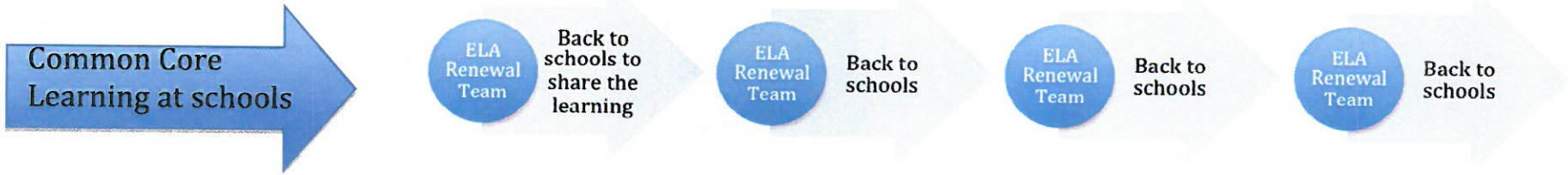
ELA Renewal Planning Team: Representatives from the nine schools' and district leadership teams (principals, ICs, asst. superintendent)

ELA Renewal School Team: 2 teachers, 1 specialist, ICs & Principal from each school who will participate in the renewal process as a district group and then return to their school as a team to:

- Explicitly describe and define district expectations about what we teach (content: standards) and how we teach (pedagogy: structures, approaches) reading, writing, listening, speaking within a comprehensive literacy program
- Assist in implementing the standards and best practices identified and defined through the renewal process

K-5 ELA Renewal Process
Teaching Methods: Defining balanced literacy structures and approaches for teaching the curriculum standards.
Resources: Identifying approved resources for teaching and assessing students' progress in learning the standards.
Providing ongoing Professional Development for ELA teaching and learning
Regular, systematic evaluation of efforts and results
Curriculum: Learning and Implementing Common Core standards

PROCESS



STEP ONE:
By February 14th:
Start at each school with an expectation that the ELA CCSS will have been studied together as a school staff using at least these common elements:

a. Common Core standards original document – read through; study as a grade level; begin implementing
b. Read some common passages from Calkins' "Pathway to the Common Core"; Schmoker

STEP TWO:
ELA Renewal team (K-2, 3-5 teachers; specialists such as Title, ELD, Resource, Librarian; IC; Principal) come together to create definition and shared understanding of two-three of the components of Reading/Writing (see below). [45 participants]

STEP THREE:
The school ELA Renewal team goes back to their school and teaches/shares the learning with the rest of the staff. [Date set for when this would be completed.]

REPEAT Process with dates for ELA Renewal team and timeline for the learning back in the buildings

Outcome: Shared common knowledge and practice of high-leverage, comprehensive literacy instruction – create document (artifact) – vision into actions

ELA Renewal Workshop: Using Culturally Responsive Materials and Resources

Participants: ELA Design Team (from summer 2014)

Date: January 6, 2015 Location: TBD

Building Awareness

I. Culturally Relevant Texts
- What is the purpose of reading? Books?

- Adiche TED Talk – danger of a single voice
- Looking at some books – broadening our sense of criteria
- Looking at some websites that show culturally diverse texts

- So what would our criteria be? (drafting our own idea)
- Looking at "The Ten Criteria for Reviewing Children's Books"

II. Non-Fiction and Fiction

III. Developing our "constellation of texts" at each grade level
- What does it mean to have a "constellation of texts"? (exploring an idea through poetry, fiction, non-fiction, genre, authors)
- Read Aloud, Some Group Reading, Independent Reading

Moving into some practice

IV. School Teams
- Practice analyzing texts (random sample of 30 books from each school)
  - culturally relevant texts?
  - Non-fiction, fiction
  - "constellation"?

How do we create learning communities for the greatest thinkers and most thoughtful people…for the world?

BOARD GOALS 2012-2013

1) Grow student achievement through the use of high leverage instructional strategies that raise rigor for all students while simultaneously closing achievement gaps.

2) Align systems of accountability, assessment, and evaluation to support the West Linn-Wilsonville vision of excellence.

PRIMARY LEVEL MEETING AGENDA: October 18, 2013

CREATING THE SPACE

LEADING FOR INSTRUCTIONAL IMPROVEMENT

I. **Special Education Update (Jennifer and Carolyn)**

II. **Child Abuse Policy and Reporting (Kathe)**

III. **ELA Renewal for 2013-2014 – DRAFT (Kathy)**

IV. **Checking in on School Board Presentations (Kathy, Triads)**

Upcoming…

- Primary Level (Principals) – October 25th
- Kindergarten Assessment Window closes – October 24th
- Special Education and Bilingual Students – Marylhurst Class October 25/26th – Julie Lane
- Leadership Forum – November 7th
- Grade 5 District Writing Assessment (New Prototype)
  Writing in November, Scoring December 4th & 5th

NOTES:

How do we create learning communities for the greatest thinkers and most thoughtful people…for the world?

BOARD GOALS 2013-2014

1) Grow student achievement through the use of high leverage instructional strategies that raise rigor for all students while simultaneously closing achievement gaps.

2) Align systems of accountability, assessment, and evaluation to support the West Linn-Wilsonville vision of excellence.

3) Conduct long-range capital improvement and financial planning through processes and practices that lead to long-term financial stability and sustainability and are responsive to community growth and student learning needs of the future.

4) Engage family and community partners in support of the district vision and values of excellence in education.

5) Implement systems of high quality professional growth and mentoring that establish safe learning environments and recognize the accomplishments of staff as they persist toward the achievement of rigorous learning goals.

PRIMARY LEVEL MEETING AGENDA: June 18, 2014

FINISHING STRONG - *Best Year Ever! Thank you to our Instructional Coordinators!! Hip, Hip, Hooray!*

LEADING FOR INSTRUCTIONAL IMPROVEMENT

"Assessment is the bridge between teaching and learning—it is only through assessment that we can find out whether what has happened in the classroom has produced the learning we intended." Dylan Wiliam

June 16 & 17 Math Professional Learning – Debrief and next steps

Assessments at the Primary Level – establishing a system of alignment across the schools

- **With the assessments we have available to us, what are the ones to use, when and for what purpose?**

Staffing 2014-2015

- **Updates on staffing (openings, specialists, etc.)**

Upcoming…

- **ELA Renewal Launch – June 23, 24, 25 – 8:00 a.m. – 2:00 p.m. LOCATION: BOECKMAN CREEK – please notify teachers of location change!!**
- **Principal Evaluation Conferences with Kathy – To be Scheduled for Summer**
- **Summer Professional Learning Opportunities:**

  Ellin Keene; Math Best Practices; Mathematically Productive Engagement; World Language Curriculum Design; Teaching and Learning Summit

NOTES:

WLWV Primary Schools Professional Development	
Summer	**Professional Development 2014-2015**
ELA Renewal Launch Summer Camp June 23-25 OABE Summer Institute June 27, 28 Teachers have access to Rosetta Stone all summer Math Best Practice: How Math Teaching Matters - Aug. 4-8 Mathematically Productive Engagement Aug. 11-14 Leadership Retreat August 11,12,13 Ellin Keene - August 18 Teaching and Learning Summit @ ACMS August 22 Dual Language Retreat August 19 & 20 World Language Curriculum Design August TBD	**MATH** • Continuing with Implementation of Common Core State Standards & 8 Mathematical Practices • Continuing Habits of Mind; Habits of Interaction • Continuing 5 Dimensions: Purpose, Engagement, Curriculum & Pedagogy, Assessment • Algebraic Structures & Mathematics Trajectory conversations K-5; G. 5-6 *PD: Workshops throughout the year with Teachers' Development Group during the year; Grade 5 specific work* *PD: MQI Research Study with Harvard G. 3-7* **SCIENCE** • Continuing with Next Generation Science Standards • Continuing 5 Dimensions: Purpose, Engagement, Curriculum & Pedagogy, Assessment Continue systematic K-12 integration of: • Environmental Field Experiences with CREST (Studio Model): 2013-2015 Plan • Research and Inquiry with school Science Fairs (K-5); STEM/STEAM **READING/WRITING** • Common Core State Standards alongside Calkins, Allington, Schmoker, Keene • Using Lucy Calkins updated Units of Study Reading G. 3-5; Writing K-5 connected to CCSS • Words Their Way Spelling Strategies/Sitton Spelling Strategies – TBD after a study this year • Continuing 5 Dimensions: Purpose, Engagement, Curriculum & Pedagogy, Assessment • ELA Taskforce to look at Students' texts – culturally responsive; diverse authors *PD: Year-long ELA professional learning to align curriculum, instruction and assessment* *PD: Fall 5th Grade District Writing Assessment PD – Linda Vanderford (new SBAC format)* **ELD/WORLD LANGUAGE** • Continued work with ELD teachers and PD with schools/school teams (Jody Wiencek) • Sheltered Instruction Workshop (Jody Wiencek) • Continued Dual Language professional development (Jody Wiencek) • Continued World Language professional development (Ludwig; Wiencek) **EDUCATORS' PROFESSIONAL GROWTH** • Working with teachers to identify professional goals and create a collection of evidence (SB290) • Growing our Assessment Literacy connected to Theories of Action

DRAFT

West Linn-Wilsonville School District

Balanced Literacy Professional Learning Day

November 23, 2015

Welcome!

West Linn-Wilsonville School District

Second Year of ELA Curriculum renewal...

- Study of current research
- Standards based
- Best instructional practices
- Professional development
- Materials selection that match pedagogy
- Aligned assessments (formative, interim)

West Linn-Wilsonville School District

Strong pedagogy involves 3 critical components:

Curriculum, Instruction and Assessment

- Curriculum = Intended
- Instruction = Delivered
- Assessment = Achieved

West Linn-Wilsonville School District

Guaranteed and Viable Curriculum

- "The opportunity to learn (OTL) has the strongest relationship with student achievement of all school-level factors."
  (Marzano, 2003)

- "If students are not learning, they are not being afforded powerful learning opportunities."
  (Fink, Markholt, 2011)

West Linn-Wilsonville School District

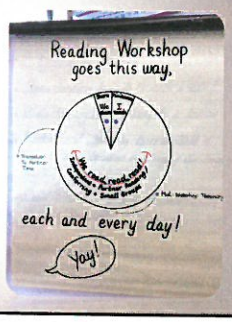
What is the current research tells us...

- Children needs lots of opportunity to read, read, read, read
- Children need a structure (framework) that provides ample time to learn and practice
- Children need expert instruction
- Children need texts that are high quality, at their level, and stretch their comprehension and curiosity

West Linn-Wilsonville School District

A Balanced Literacy Framework includes...

- Reading and Writing Workshop
- Small Group Instruction
- Read Aloud
- Shared Reading
- Word Study
- Formative assessment



West Linn-Wilsonville School District

Materials selected to match our pedagogy – "a professional development tool"

"It's critical that teachers across a school take up shared methods of teaching, because this means that when one teacher has special finesse with that method, others can watch that teacher at work...learn from one another...become a community of practice." (Calkins)

West Linn-Wilsonville School District

Assessments *for* learning and Assessments *of* learning

- DRA2 (formative)
- Running Records (formative)
- Learning Progressions (formative)
- MAP (interim)
- SBAC (summative)

West Linn-Wilsonville School District

Outcome of a Renewal Process

"All teachers and administrators in a district or school building should be able to describe effective teaching in a similar way."
(R. Marzano)

West Linn-Wilsonville School District

Leading for Believing

A child's belief in oneself remains the single greatest predictor of success. (Hattie)

https://www.youtube.com/watch?v=c47otcq13Z8

West Linn-Wilsonville School District

Our day of learning…

- Morning learning with clusters of other school teams
- Lunch – on campus
- Afternoon learning with your school team

- Thank you, Boones Ferry Primary School!
- Thank you, Instructional Coordinators!

"Thumbs up, everybody!"

How do we create learning communities for the greatest thinkers and most thoughtful people…for the world?

BOARD GOALS 2014-2015

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2) Align systems of professional growth, assessment, and accountability, to support the West Linn-Wilsonville vision of excellence in teaching and learning.

3) Establish long-term financial stability and sustainability and maintain responsiveness to community growth and student learning needs by engaging in practices and processes leading to a successful result in a capital bond and local option levy election.

4) Engage family and community partners in support of the district vision and values of excellence in education.

5) Implement systems of high quality professional growth and mentoring that establish safe learning environments and recognize the accomplishments of staff as they persist toward the achievement of rigorous learning goals.

PRIMARY LEVEL MEETING AGENDA: October 31, 2014

Working Together: Moving Mindset to Miracles

LEADING FOR INSTRUCTIONAL IMPROVEMENT

School Safety Update - Tim

Learning about Google Docs - David

- **Setting group norms – How can we stay fully present in dialogue or conversation with one another? (Kathy)**

Math Design Team Update – Barb

ELA Renewal Update – Kathy & Barb

- **ELA Renewal next steps – Sharing the Balanced Literacy Framework components at your schools; Bringing ELA Renewal Team together to look at criteria for Materials & Resources**
- **Determining professional development for ELA this year**
- **Update on Writing (SBAC Prototype and Writing Workshop PD with Grades 2, 3, 4)**

Leading and Learning from Assessment Data – Barb & Kathy

- **How are you leading conversations about the results you see with MAP or DRA data?**
- **David and Patrick share some of their "tools, tasks, talk"**
- **Learning more about SBAC**
- **How do we communicate what we have taught and what students have learned with parents?**

Upcoming...

- November 6 – Leadership Forum
- November 14 – Primary Level
- November 17 – Primary Principals Present to School Board at Study Session
- November 19 – K-12 Principals' Meeting
- November 24 – Math Staff Development Day (Teacher's Development Group)

NOTES:

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PRIMARY LEVEL MEETING AGENDA: December 12, 2014

Working Together: Moving Mindset to Miracles

LEADING FOR INSTRUCTIONAL IMPROVEMENT

Nurturing Cultures of Excellence and Character

- **In our schools, with our staff, amongst ourselves**
- **Goal-Setting, Observations, Staff Check-In – Kathe**

Kindergarten 2015-2016 - Kathy

- **Memo to the School Board; Planning and preparing for January, 2015**

Leading our English Language Arts Renewal forward this year…and into next – Barb, Kathy

- **Reviewing and revisiting the structures of Reading/Writing Workshop**
  Sharing a Workshop Observation Tool (Holly)
- **Crafting our Writer's Workshop and Writing Experiences for teaching and learning**
  Reflecting on the 3rd Grade Writing experience process (so far)
  Evaluating 3rd Grade Writing with Linda Vanderford: January 15, 26, 30
- **January 6th – ELA Renewal Design Team: Using High Quality Texts and Materials**
  7:30 a.m. – 2:00 p.m. (Return for school meetings?)
  Full Day; Lunch Provided; District Office Board Room

Leading our Math Professional Development this year – Barb

- **Reflecting, debriefing and leading forward from November 24th**
- **Planning for February with TDG**

West Linn-Wilsonville School District 3Jt

Board Report – November 2, 2015

Teachers Leading – Teachers Learning

Teaching with Purpose (Great Expectations)
- Mentoring support for newly hired teachers (4 sessions)
- Guiding Principles and values of the district (PLCs, Growth Mindset, Equity & Access, Ethics of Excellence)

* Six teachers (primary, middle high) leading/facilitating

English Language Development: Sheltered Instruction through Content (Jody and Barb)
- Primary and Secondary – two 3-day workshops
- Sheltered Instruction strategies to help content become accessible
- Focus on academic language

* Teachers sharing their practice for others to observe and learn from

Professional Growth Wednesday
- Principal and teacher collaboratively designed
- Curriculum & Instruction practices; data analysis; goal-setting

* Many schools have teachers leading the learning (departments, grade levels)

Kindergarten Summit
- All Kindergarten Teachers
- Literacy Focus – bringing samples of student work to analyze and learn forward

* Teacher-leader sharing her practice and her learning

Lucy Calkins Literacy Conference
- Over 60 primary teachers, ICs, specialists and principals attended this one-day conference – focus on high quality reading instruction (using LC materials)

* Teachers brought back their learning to their teams, PGW

Board Report Presented 12.7.2015

West Linn-Wilsonville School District

Professional Learning

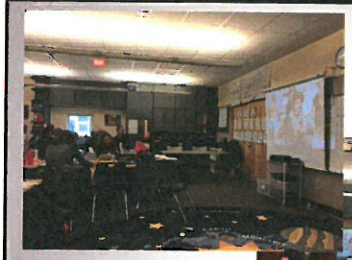
In November at our K-12 schools
Focus on:
- Board Goal #1
- Equity, Access, Engagement

West Linn-Wilsonville School District

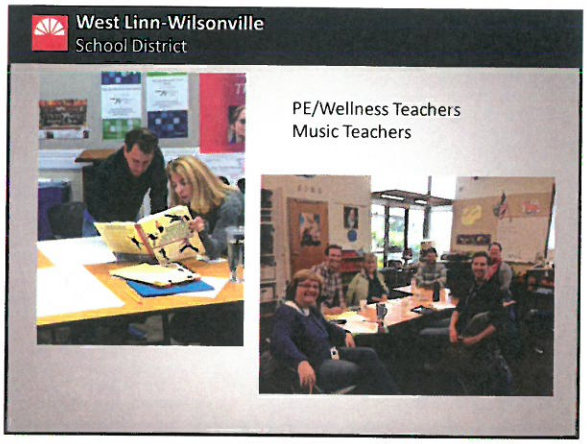
November 23rd

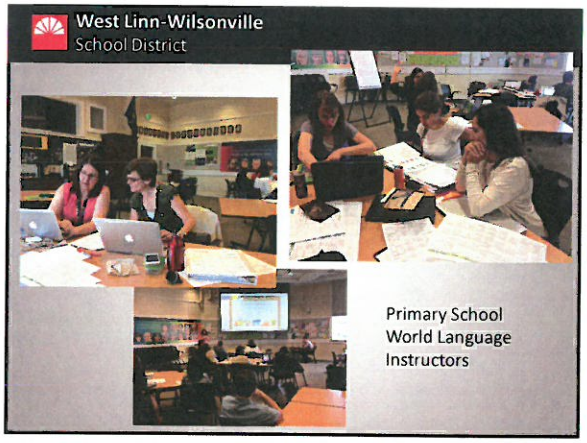
Teachers from all 9 primary schools at Boones Ferry working on literacy frameworks and strategies

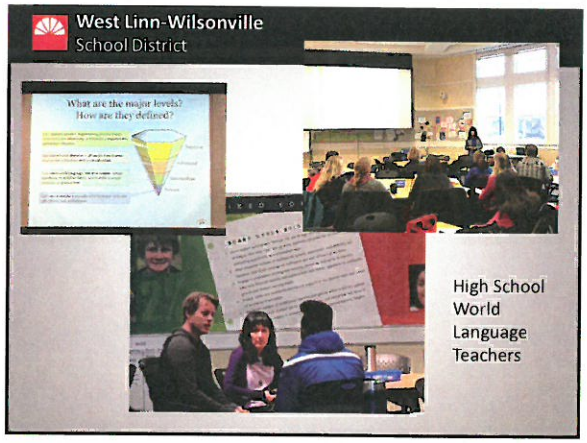
West Linn-Wilsonville School District

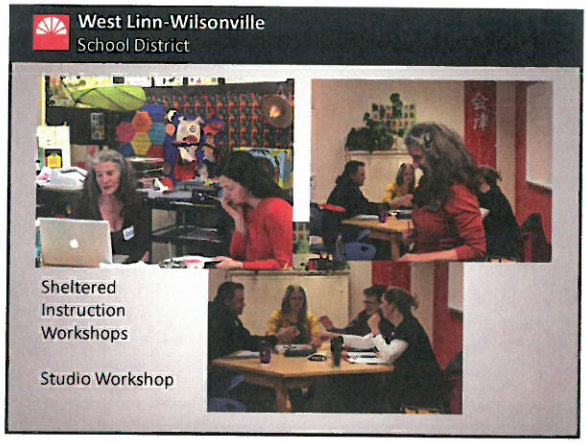


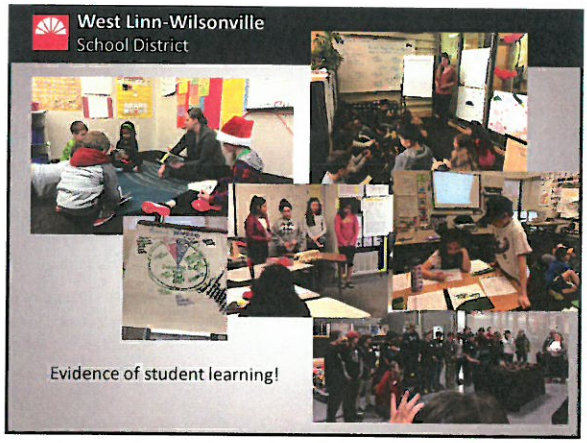
Watching video, analyzing the teacher moves, planning forward


West Linn-Wilsonville
School District
PE/Wellness Teachers
Music Teachers


West Linn-Wilsonville
School District
Primary School
World Language
Instructors


West Linn-Wilsonville
School District
What are the major levels?
How are they defined?
High School
World
Language
Teachers


West Linn-Wilsonville
School District
Sheltered
Instruction
Workshops
Studio Workshop


West Linn-Wilsonville
School District
Evidence of student learning!

2012 - 2013

West Linn-Wilsonville School District
Primary Level – Curriculum and Assessment

	General Education	Additional Support (Acceleration strategies, Title)	Special Education
Reading	CCSS Reading Standards Lucy Calkins Reading Units Leveled Literature Fiction & Non-Fiction Novel Sets DRA K-2, DRA 3-5 OAKS Grades 3-5	 DRA K-2, DRA 3-5, Rigby, Fontas & Pinnell	
Writing	CCSS Writing Standards Lucy Calkins Writing Units Sitton Spelling Student Writing Samples with Six Trait Analysis Formal Writing Assessment - Scored		
Math	CCSS Mathematics Standards Investigations K-5 Investigations Unit Assessments OAKS Grades 3-5		
Science	NGSS Science Standards FOSS Modules Engineering is Elementary (MOS) Non-Fiction Texts Student Product and Performance Student work samples OAKS Grade 5	CREST Science Fairs, Robotics	
Social Studies	Oregon Standards By Design Non-Fiction Texts Student Product and Performance Student work samples		

WLWV Primary Schools
Curriculum Purchases (from 2014-2015 Budget – 2210 Account*)

Materials	Amount	Per Unit cost	Total cost	School
Lucy Calkins Units of Study for Teaching Reading Series K-5 Bundle	58 K-5 Bundles	$1,290.60	$74,854.80	4-5 Bundles to each school for classrooms & principal/IC: BC – 4 ST - 5 BF – 5 SU - 4 BO – 4 TC - 5 COP – 4 WM - 5 LW – 5 For Learning Specialists at each primary school – 9 ELD – 3 (BC, BF, LW) Title I – 3 (BC, BF, LW) District Office - 2
Investigations Grade 3 Spanish Teacher's Editions	2	$1,200	$2,400	Lowrie and Trillium Creek Primary Schools (Dual Language)
Investigations Student Activity Books (K-5)	Per student/Per grade level/Per school	$20/activity book	Approx. $82,000 – 90,000	To be ordered by May 15th. ICs will pick up when the books arrive.

*Budget adjust 2210-0319 into 2210-0420 to cover costs of texts

West Linn-Wilsonville School District
Regular Board Meeting
Administration Building @ 22210 SW Stafford Road, West Linn, OR
Monday, June 4, 2012, 7:00 PM

6:30 p.m. EXECUTIVE SESSION 192.660(2)(a)(e)

Agenda

1. Call to Order
2. Roll Call
3. Recognition and Awards
   A. West Linn High School & Wilsonville High School National Rankings (Newsweek, U.S. News, & Washington Post)
      Presenter: Lou Bailey & Aaron Downs
   B. ISEF International Awards
      Presenter: Amy Schauer
   C. WLWV Education Foundation Presentation of Funds
4. District Communications
   A. Stafford Primary School
      Presenter: Jen Freeborn
   B. Boones Ferry Primary School
      Presenter: Jennifer Patterson
   C. Inza Wood Middle School
      Presenter: Jason Rasco
5. Reports
   A. Board and Superintendent Reports
6. Consent Agenda
   Board Action
   The consent agenda is intended to expedite routine decisions. Any Board member may remove an item from the consent agenda for further discussion. The Board chairman will replace the removed item to an appropriate place on the agenda, generally immediately after the Board action on the consent agenda.
   A. Minutes Approval: Regular 5-7-12
   B. Personnel Report
7. Communications and Comments from Audience
8. Board Business
   A. General Administration
      1. New Schools
         Presenter: Kathy Ludwig & Patrick Meigs
         a. Dual Language

b. World Language

c. Staffing

2. Long Range Plan Update
   Presenter: Tim Woodley
3. Achievement Compacts
   Presenter: Jane Stickney

B. Business and Finance
   Presenter: Doug Middlestetter

1. Financial Report
2. Resolution 2012-3 - Adopting the 2012-2013 Budget
   Board Action
3. Resolution 2012-4 - Transfer of Appropriations
   Board Action

C. Curriculum & Instruction
   Presenter: Jane Stickney & Kathy Ludwig

1. Science Renewal Adoption
   Board Action

D. Operations
   Presenter: Tim Woodley

1. Bond Update
2. Resolution 2012-5 - Interiors & Upgrades at ACMS & STPS
   Board Action
3. Resolution 2012-6 - Site Stabilization at BOLPS
   Board Action
4. Resoution 2012-7 - Site Drainage at CPPS
   Board Action

9. Board Meeting & Important Dates

A. 2012-2013 Board Meeting Calendar
   Board Action

10. Adjourn

Vision

How do we create learning communities for the greatest thinkers and most thoughtful people…for the world?

Vision Themes

Academic Excellence Personalized Education Community Partnerships Circle of Support
The Whole Person Integrated Technology

2011-2012 Board Goals

The Board is responsible for establishing educational goals which will guide both the board and staff in working together toward the continuing improvement of the educational program. The School Board invites the community voice in guidance of the work on these four goals. Strategically, the West Linn-Wilsonville School Board intends to communicate interactively in seeking common ground to continually define the district's values and strengths. As a Board we have established district goals to:

1) Grow student achievement through the use of high leverage instructional strategies that raise rigor for all students while simultaneously closing achievement gaps.

2) Continue to manage bond projects for maximum value, and review, revise, and update the district long range facilities plan.

3) Successfully open two new primary schools to include quality programming for world language development and associated boundary adjustments.

4) Cultivate new and grow existing community partnerships and engage stakeholders in strategic planning and decision making.

WEST LINN / WILSONVILLE SCHOOL DISTRICT

To: Bill Rhoades, Superintendent

From: Jane Stickney, Deputy Superintendent
Kathy Ludwig, Assistant Superintendent

Re: Science Renewal and Adoption

Date: May 29, 2012, 2012

At the School Board meeting on June 4, 2012 we will present background information on our Science Curriculum Renewal for adoption.

This report will detail:

- the process for the Science renewal study,
- the many contributors to the process,
- the learning from the study that will guide our program approach,
- the framework for study K-12,
- the state standards,
- the national standards NGSS,
- the courses of study,
- materials to support the courses,
- the strategies for complex text study and writing,
- the connections to mathematical thinking,
- the role of research and inquiry,
- the supports for engineering and technology,
- the field study supports,
- the professional growth plans,
- the supports for students provided by CREST,
- the supports for teachers provided by CREST,
- the opportunities for public performance,(ISEF, CREST Jane Goodall Science Symposium, FIRST Robotics).

The board will be asked to adopt the Science program for the period July 1, 2012 – June 30, 2019.

Science Curriculum and Renewal: A STEM Approach

Presentation to West Linn-Wilsonville School Board
June 4, 2012

Science Renewal Process

- Renewal Study over the course of the year 2011-2012.
- Involved many primary teachers and all middle and high school science teachers, CREST staff and administrators.
- Process involved a K-12 review of latest research on Science Technology Engineering and Mathematics Instruction
  - Standards
  - Instructional approaches
  - Instructional strategies
  - Program elements
  - Plans for professional development

Contributors to the Process

- Teachers and administrators K-12
  - High school department chairs
    - Jay Schauer
    - Brian Delfatti
    - Rebecca Steiner
- CREST staff
  - Bob Carlson
  - Beth Webb
  - Amy Schauer

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Contributors to the Process

- Administrators
  - Mike Henderson
  - Mark Martens
  - Derek Jacquis
  - Aaron Downs
  - Lou Bailey
  - Saskia Dresler
  - Debi Briggs-Crispin
  - Barbara Soisson
  - Carol Egan
  - Kurt Schutz
  - Josh Flossi
  - Kathy Gregg
  - Peter McDougal
  - Holly Omlin-Ruback
  - David Pryor
  - Lisa Hawking
  - Jen Freeborn
  - Charlotte Morris
  - Patrick Meigs
  - Jennifer Patterson
  - Lindy Sproul
  - Jane Stickney
  - Kathy Ludwig

Contributors to the Process

- **Teachers:**

Nell Actmeyer
Jen Arndt
Dawna Bell
Jeff Bilyeu
Geoff Bingham
Shelley Buchanan
Pamela Busch
Janay Cookson
Connie Coston
Mike Danz
Wendy Dauenhauer
Stephen Davala
Janet Davey
Jonathan Davies
Michael Diltz
Kate Donegan
Ian Dorresteyn
Jana Dorway
Stacy Erickson
Holly Gardner
Michael Glane
Sarah Hanthorn
Jim Hartmann
Peter Hays
Benjamin Hsieh
Jon Isensee
Tod Johnston
Cynthia Jones
Julie Jones
Linda Juras
Emilie Lavin
Stuart Levy
Shawn McDevitt
Julie McDevitt
Deb Melnychenko
Holly Menoher
Jason Milham
Patrick Minor
Nancy Monson
Jim O'Connell
Eileen Oppelt
Tara Perkins
Jaylin Redden-Hefty
Kelly Rogers
Anna Rossi
Doug Samarron
Tom Schuster
Rebecca Steinke
Jennifer Stout
Jen Tinker
Kris Troha
Jessamyn Van Hook
Margaret Wattman-Turner
Stephen Weise
Michelle Wilson

A call to American Educators

Reaffirming and strengthening America's role as the world's engine of scientific discovery and technological innovation is essential to meeting the challenges of this century.

President Barack Obama

November 2009

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Program Outcomes: Integrating STEM Literacy

- Science Technology Engineering and Mathematics (STEM)
- STEM Literacy
  - Scientifically literate
  - Technologically literate
  - Engineering literate
  - Mathematically literate

STEM: Integrated Problem Solving

- Question/Problem Posed—Real-world problems/questions are posed.
- Inquiry-Based Lessons—Students "conduct original research" through inquiry-based and inspired lessons to test, gather, and analyze data.
- Collaborative Learning—Students work collaboratively to re-design and improve potential solutions.
- Findings Communicated—Solutions and findings are communicated to peer communities

Our vision for STEM Literacy: College and Career Readiness

- Throughout the K-12 grades all students gain sufficient knowledge of the practices, crosscutting concepts, and core ideas of science and engineering
  - To engage in public discussions on scientific issues
  - To be critical consumers of scientific information related to everyday lives
  - To continue to learn about science in their lives
  - To appreciate that science and current scientific understanding of the world are the result of many hundreds of years of creative human endeavor
  - To be prepared for post high school study and careers in science and engineering, mathematics or technology.

K-12 Framework and Study

- **Next Generation Science Standards** (National Research Council organized by the National Academies of Science, 2012)
  - Scientific and Engineering Practices
  - Crosscutting Concepts
  - Disciplinary Core Ideas

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The Three Dimensions of the Framework

- Scientific and Engineering Practices

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations and designing solutions
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

The Three Dimensions of the Framework

- Crosscutting Concepts

1. Patterns
2. Cause and effect: Mechanism and explanation
3. Scale, proportion and quantity
4. Systems and systems models
5. Energy and matter: Flows, cycles, and conservation
6. Structure and function
7. Stability and change

The Three Dimensions of the Framework

- Disciplinary Core Ideas

1. Physical Sciences
2. Life Sciences
3. Earth and Space Sciences
4. Engineering, Technology, and the Applications of Science

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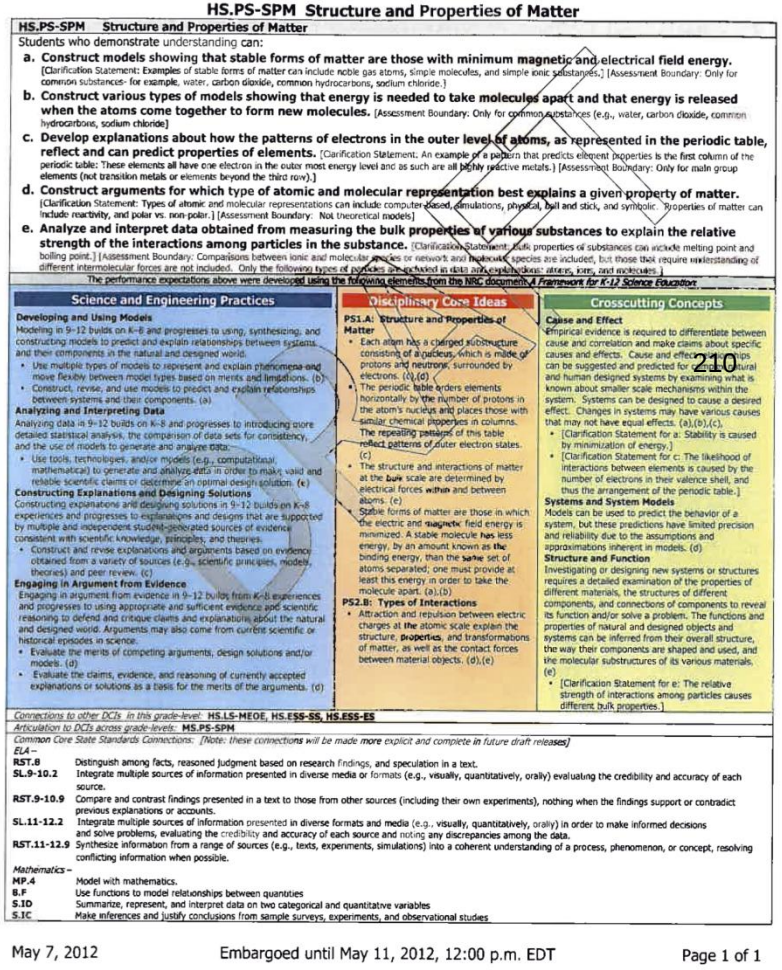
Oregon State Standards

Oregon State Standards (2009)

- Science Content Knowledge
  - Structure and Function
  - Interaction and Change
- Science Process Skills
  - Scientific Inquiry
  - Engineering Design

Connection to the National Standards: NGSS

- Identifies standard and students' demonstration of understanding
- Integrates the Three Dimensions
- Integrates scientific framework with English Language Arts and Mathematics Common Core



HS.PS-SPM Structure and Properties of Matter

HS.PS-SPM Structure and Properties of Matter

Students who demonstrate understanding can:

a. **Construct models showing that stable forms of matter are those with minimum magnetic and electrical field energy.** [Clarification Statement: Examples of stable forms of matter can include noble gas atoms, simple molecules, and simple ionic substances.] [Assessment Boundary: Only for common substances- for example, water, carbon dioxide, common hydrocarbons, sodium chloride.]

b. **Construct various types of models showing that energy is needed to take molecules apart and that energy is released when the atoms come together to form new molecules.** [Assessment Boundary: Only for common substances (e.g., water, carbon dioxide, common hydrocarbons, sodium chloride]

c. **Develop explanations about how the patterns of electrons in the outer level of atoms, as represented in the periodic table, reflect and can predict properties of elements.** [Clarification Statement: An example of a pattern that predicts element properties is the first column of the periodic table: These elements all have one electron in the outer most energy level and as such are all highly reactive metals.] [Assessment Boundary: Only for main group elements (not transition metals or elements beyond the third row).]

d. **Construct arguments for which type of atomic and molecular representation best explains a given property of matter.** [Clarification Statement: Types of atomic and molecular representations can include computer-based, simulations, physical, ball and stick, and symbolic. Properties of matter can include reactivity, and polar vs. non-polar.] [Assessment Boundary: Not theoretical models]

e. **Analyze and interpret data obtained from measuring the bulk properties of various substances to explain the relative strength of the interactions among particles in the substance.** [Clarification Statement: Bulk properties of substances can include melting point and boiling point.] [Assessment Boundary: Comparisons between ionic and molecular species or network and molecular species are included, but those that require understanding of different intermolecular forces are not included. Only the following types of particles should be used: atoms, ions, and molecules.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models
Modeling in 9–12 builds on K–8 and progresses to using, synthesizing, and constructing models to predict and explain relationships between systems and their components in the natural and designed world.
- Use multiple types of models to represent and explain phenomena and move flexibly between model types based on merits and limitations. (b)
- Construct, revise, and use models to predict and explain relationships between systems and their components. (a)

Analyzing and Interpreting Data
Analyzing data in 9–12 builds on K–8 and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.
- Use tools, technologies, and/or models (e.g., computational, mathematical) to generate and analyze data in order to make valid and reliable scientific claims or determine an optimal design solution. (e)

Constructing Explanations and Designing Solutions
Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific knowledge, principles, and theories.
- Construct and revise explanations and arguments based on evidence obtained from a variety of sources (e.g., scientific principles, models, theories) and peer review. (c)

Engaging in Argument from Evidence
Engaging in argument from evidence in 9–12 builds from K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world. Arguments may also come from current scientific or historical episodes in science.
- Evaluate the merits of competing arguments, design solutions and/or models. (d)
- Evaluate the claims, evidence, and reasoning of currently accepted explanations or solutions as a basis for the merits of the arguments. (d)

Disciplinary Core Ideas

PS1.A: Structure and Properties of Matter
- Each atom has a charged substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons. (c),(d)
- The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states. (c)
- The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms. (e)
- Stable forms of matter are those in which the electric and magnetic field energy is minimized. A stable molecule has less energy, by an amount known as the binding energy, than the same set of atoms separated; one must provide at least this energy in order to take the molecule apart. (a),(b)

PS2.B: Types of Interactions
- Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter, as well as the contact forces between material objects. (d),(e)

Crosscutting Concepts

Cause and Effect
Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. Cause and effect relationships can be suggested and predicted for complex natural and human designed systems by examining what is known about smaller scale mechanisms within the system. Systems can be designed to cause a desired effect. Changes in systems may have various causes that may not have equal effects. (a),(b),(c),
- [Clarification Statement for a: Stability is caused by minimization of energy.]
- [Clarification Statement for c: The likelihood of interactions between elements is caused by the number of electrons in their valence shell, and thus the arrangement of the periodic table.]

Systems and System Models
Models can be used to predict the behavior of a system, but these predictions have limited precision and reliability due to the assumptions and approximations inherent in models. (d)

Structure and Function
Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem. The functions and properties of natural and designed objects and systems can be inferred from their overall structure, the way their components are shaped and used, and the molecular substructures of its various materials. (e)
- [Clarification Statement for e: The relative strength of interactions among particles causes different bulk properties.]

Connections to other DCIs in this grade-level: **HS.LS-MEOE, HS.ESS-SS, HS.ESS-ES**

Articulation to DCIs across grade-levels: **MS.PS-SPM**

Common Core State Standards Connections: [Note: these connections will be made more explicit and complete in future draft releases]

ELA –

RST.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
RST.9-10.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Mathematics –

MP.4	Model with mathematics.
8.F	Use functions to model relationships between quantities
S.ID	Summarize, represent, and interpret data on two categorical and quantitative variables
S.IC	Make inferences and justify conclusions from sample surveys, experiments, and observational studies

May 7, 2012 Embargoed until May 11, 2012, 12:00 p.m. EDT Page 1 of 1

Units of Study: K-5

- Kindergarten
  - Organisms and Their Environments
  - Structure and Properties of Matter
  - Weather
- First Grade
  - Structure and Function
  - Light and Sound
  - Patterns and Cycles
- Second Grade
  - Earth's Changing Surface
  - Structure, Properties, and Interactions of Matter
  - Interdependence of Organisms and Their Surroundings
  - Pushes and Pulls
- Third Grade
  - Weather, Climate, and Impacts
  - Environmental Impacts on Organisms
  - Structure, Function, and Stimuli
  - Interaction of Forces
- Fourth Grade
  - Life Cycles and Traits
  - Processes that Shape the Earth
  - Energy
  - Waves
- Fifth Grade
  - Structure, Properties, and Interactions of Matter
  - Matter and Energy in Ecosystems
  - Earth Systems and Their Interactions
  - Stars and the Solar System

Units of Study: G. 6-8

- **Life Science**
  - Structure, Function, and Information Processing
  - Matter and Energy in Organisms and Ecosystems
  - Interdependent Relationships in Ecosystems
  - Natural Selection and Adaptations
  - Growth, Development, and Reproduction of Organisms
- **Earth Science**
  - Space Systems
  - The History of Earth
  - Earth's Interior Processes
  - Earth's Surface Processes
  - Weather and Climate Systems
  - Human Impacts
- **Physical Science**
  - Structure and Properties of Matter
  - Chemical Reactions
  - Energy
  - Forces and Motion
  - Interactions of Forces
  - Waves and Electromagnetic Radiation

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- **Engineering and Technology**
  - Engineering and Design
  - Links Among Engineering, Technology, Science, and Society

Courses of Study: G. 9-12

- Biology (Biology, Anatomy, Ethnobotany)
- Chemistry (Chemistry, Conceptual Chemistry, Forensics, Organic & Biochemistry)
- Physics (Physics, Conceptual Physics)
- Earth Sciences (Geology, Environmental Science, Ecology, Marine Biology, Oceanography, Geology of the Northwest)
- Engineering & Design (Computer Science, Robotics)

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AP Courses of Study: G. 9-12

- AP Biology
- AP Physics
- AP Chemistry
- AP Environmental Science

Connections to Literacy: Complex Text Study and Writing

- Essential Tasks, Text and Talk
- Thinking, using evidence to create hypothesis, justification, and generalization
- Reading, writing and discourse about science content
- Close reading and inquiry of complex scientific text
- Reading and discussion of current science articles
- Interactive lecture –Socratic discussion
- Writing
  - Short almost daily pieces
  - Longer more formal pieces

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Connections to Mathematical Thinking

- Mathematics is the language of science
- Relationship between Algebraic thinking, chemistry and physics
- Relationship between scientific reasoning and mathematical reasoning
- “If you want to prepare yourself to be a scientist, study more mathematics.” Dr. Kellar Autumn, Distinguished Scientist, 2012

The Practices of Mathematics, Science and Engineering

Scientific and Engineering Practices

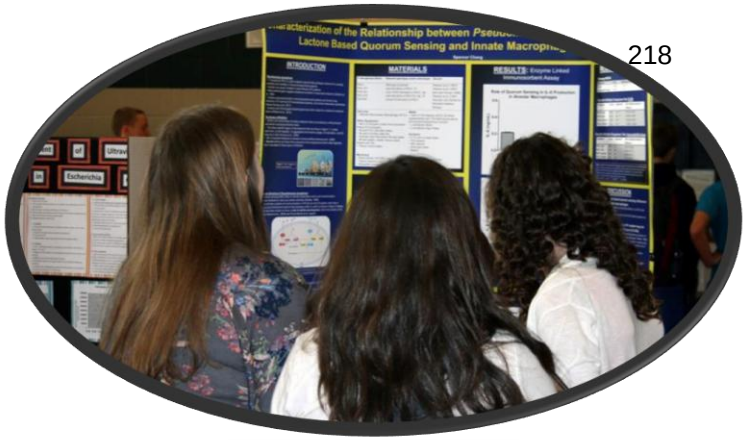
1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations and designing solutions
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

CCSS Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The Role of Research and Inquiry

- The thinking practices of scientists and engineers require a strong foundation in the content and frequent practice.
- Building background knowledge, experience, and observation.
- Asking questions
- Developing and using models
- Analyzing and using data
- Mathematical and computational thinking
- Constructing solutions and explanations
- Engaging in argument from evidence
- Communicating results and asking further questions



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The Supports for Engineering and Technology

- Integrated into the units of study
- Designing Solutions for real-life problems
- Design Technology
- Robotics
- Computer Modeling
- Construction of models and simulations

Field Study Supports

- Support of CREST for hands-on field study
- Special Trips (e.g. MS Bird Study at Malheur Bird Refuge in Burns, Oregon)
- Outdoor School for all Sixth Graders
- Oregon field trips
  Bonneville Dam
  Oregon Aquarium and Coast
  High Desert Museum
  Mt. Saint Helens and Ape Caves
  Columbia River Gorge

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CREST: Supports for Students

CREST outcomes:

- Original student research that builds ingenuity
- Studies that connect students to scientists and cutting edge research
- Laboratory experiences, internships and opportunities
- Access to State, National and International Science competition and publication

CREST: Supports for Teachers

- Equipment, facilitation, and groundwork for hands-on classroom and field study work
- Support and coordination for primary and middle science fairs
- Support and coordination for the CREST
  Jane Goodall Science Symposium
  ISEF Science Fair
  K-8 Science Exposition
  Distinguished Scientist
  Community Science Exploratorium (OMSI, Zoo & Reptile Exhibits)

Professional Development Plans

- Designing time and support for:
  1. Studying the new standards,
  2. Orientation to the selected materials, and
  3. Developing expertise in the instructional strategies
- Science Studio support systems
- Collaborative structures for science teachers

Recommended Materials for Adoption

- **Primary Schools**
  Full Options Science System (FOSS) Third Edition, 2012-2013
  Supplemental: Museum of Science Engineering is Elementary

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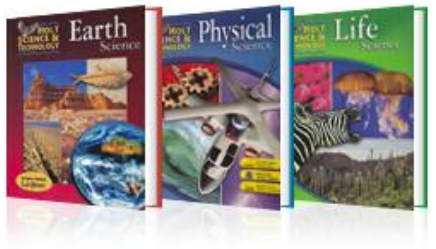
- **Middle Schools**
  Holt Science and Technology, Short Courses A-P, 2007
  Holt Science and Technology, (Levels Red, Green, Blue), 2008
  Supplemental: Full Options Science System (FOSS), 2012-2013



Recommended Materials for Adoption

- **High Schools**
  Biology - Miller/Levine (Pearson), 2010
  Chemistry - Pearson Chemistry: A Chemistry Curriculum, 2012
  Physics – Physics: Principles and Problems, Glencoe, 2009
- AP Biology – Campbell Biology AP, 9th Edition, Pearson, 2011
- AP Chemistry – Chemistry, Zumdahl 9th Edition, 2013
- AP Physics – Physics, Wiley, 9th Edition, 2012
- AP Environmental Science – Environmental Science for AP, Freeman, 2011

Costs Estimates

- Primary School program $75,000
- Middle School program $75,000
- High School program $200,000

In addition the libraries will carry the Gale Scientific Research Data Base at each high school.

Selected ipad applications will provide access to supplemental resources.

Growing Young Scientists

- Science Research Investigations
  - Classroom investigations
  - Group investigations
  - Individual investigations
  - Conducting original research

These investigations and experiences are:

- Embedded in each course of study K-12, and
- Lead to opportunities for each student to have multiple experiences and produce his or her own science or engineering research project over the K-12 experience.

Opportunities for Public Performance

- Classroom sharing of end-of-unit studies
- School based Science Fairs
- Lego Robotics State and Regional Competitions
- District CREST Jane Goodall Science Symposium
- ISEF High School Science Competition
- Northwest Science Exposition
- International ISEF
- National ISWEEP
- State, Regional and National FIRST Robotics Competitions

…lifting quality of thinking, quality of research and quality of learning.

West Linn-Wilsonville School District
School Board Meeting Minutes
Monday, June 4, 2012

Executive Session

An executive session of the West Linn-Wilsonville School District #3J Board of Directors was called to order at 6:36 p.m. at the district office conference room by Board Chair Dale Hoogestraat.
Board Members Present: Keith Steele, Betty Reynolds, Cheri Zimmerman, Dale Hoogestraat, and Kristen Keswick.
The purpose of the executive session was to include any personnel and land updates ORS 192.660(2)(a)(e)
The executive session was adjourned at 7:01 p.m.

Public Meeting

1. **Call to Order**
   The Board meeting was called to order at 7:12 p.m.

2. **Roll Call**
   All Board members present.

3. **Recognition and Awards**
   a. **West Linn High School & Wilsonville High School National Rankings (Newsweek, U.S. News, & Washington Post)**
   b. **ISEF International Awards**
   c. **WLWV Education Foundation Presentation of Funds**
      Kathryn Whittaker, Foundation President, updated the Board with their successful COUNT fundraiser and presented the Board with a check for $150,000.

4. **District Communications**
   a. **Stafford Primary School**
   b. **Boones Ferry Primary School**
   c. **Inza Wood Middle School**

5. **Reports**
   a. **Board and Superintendent Reports**
      -Kristen – Attended Lowrie Primary family gathering and PTA kickoff meeting and Night on Broadway at Wilsonville High School.
      -Betty – At Willamette Primary, volunteered for teacher appreciation lunches, mentoring book club, worked on the carnival, and visited the Sunset auction. Also attended the Budget Committee meeting and Retirement Reception for teachers and staff. Helped with the foundation phone-a-thon, made a presentation to Hassan Brokers. At the state level attended an OSBA webinar and attended OEIB meeting where the new chief officer was elected and had a conversation with OSBA and OEIB staff regarding state revenue forecast and strategies.
      -Keith – Attended Retirement Reception, economic seminar, and webinar on achievement compacts. Thanked the Long Range Planning Committee for their time, dedication, and research in updating and preparing the Long Range Report.
      -Cheri – Participated in the Vietnam era history class show-and-tell.
      -Dale – Met with Three Rivers Charter School, attended West Linn High School senior awards, in an ongoing conversation with the City of West Linn around transportation.
      -Jane – Commended the foundation for their hard work, middle school principals have been engaged in bringing middle school schedules together, continue to work with University of Oregon and the last week of June the district will host Australian visitors and Dr. Yong Zhao.
      -Kathy – The district held a math best practices workshop with the Special Education department with the focus bringing the teachers together on the instructional practices that increase their practice.
      -Bill – Thanks the foundation in their fundraising, shared the state participated in a 5K to help the foundation in their fundraising, recognized Susan Castillo for the work she has done for education.

6. **Communications and Comments from Audience**
-Bill Tripp – Addressed the Board about his experience in his property sale to the district.

7. **Consent Agenda**

On **motion** by Betty Reynolds, second by Keith Steele, the Board unanimously (5-0) **approved** the consent agenda as follows:

a. **Minutes Approval: Regular 5-7-12**
b. **Personnel Report**

8. **Board Business**
   a. **General Administration**
      i. **New Schools**
         1) **Dual Language**
         Planning Principal Patrick Meigs reported that Trillium and Lowrie Primaries held their Meet & Greets and had the opportunity to have staff connect to meet each other. Continuing work on designing the dual language program and meeting with a consultant to select materials. Held a parent information meeting with dual language parents and gave them a glimpse into what kindergarten will look like for their kids and played Spanish bingo. Continue to search for a dual language teacher for Lowrie with exciting prospects on the horizon.
         2) **World Language**
         Assistant Superintendent Kathy Ludwig reported that the district has secured a contract with Rosetta Stone for a supplementary resource for teachers to use. Instructors will come into the classroom once per week and give language instruction. The district is looking at partnering with the Confucius Institute to look at the options of securing an application for two teachers from China.
         3) **Staffing**
         Assistant Superintendent Kathy Ludwig the district is wrapping up the process of staffing nine primary schools for the 2012-2013 school year.

      ii. **Long Range Plan Update**
      Long Range Plan Member, David Lake, presented the updated Long Range Plan to the Board reviewing the historical perspective of the district, framework for educational excellence, current state of the district, and project evaluation criteria.

      On **motion** by Keith Steele, second by Betty Reynolds, the Board unanimously (5-0) **accepted** the update of the 2012 Long Range Plan.

      iii. **Achievement Compacts**
      Deputy Superintendent, Jane Stickney, presented the achievement compacts to the Board. The administration has been working with principals to design a process and strategy towards the outcomes and targets identified in the compact, setting the framework for formal advisory committee that will be formed next year.

      On **motion** by Betty Reynolds, second by Kristen Keswick, the Board unanimously (5-0) **approved** the Achievement Compacts.

   b. **Business and Finance**
      i. **Financial Report**
      Business Manager, Doug Middlestetter, presented the financial report to the Board with no changes from the previous month and an ending fund balance that suggests an amount $100,000 larger than the proposed budget.
      Doug announced the district will be transitioning from Lawson to Infinite Visions beginning July 1. Looking ahead to the future, Three Rivers Charter School will not be included in the CAFR Report. They continue to have their audits done by a certified financial/audit firm and send us reports as specified in the contract.

      ii. **Resolution 2012-3 – Adopting the 2012-2013 Budget**

      On **motion** by Kristen Keswick, second by Keith Steele, the Board unanimously (5-0) **adopted** Resolution 2012-3 – Adopting the 2012-2013 Budget.

      iii. **Resolution 2012-4 – Transfer of Appropriations**

On **motion** by Keith Steele, second by Kristen Keswick, the Board unanimously (5-0) **adopted** Resolution 2012-4 – Transfer of Appropriations.

c. **Curriculum & Instruction**

i. **Science Renewal Adoption**

Deputy Superintendent, Jane Stickney and Assistant Superintendent, Kathy Ludwig, presented the Board with a science curriculum renewal proposal. They reviewed the science renewal process, program outcomes and integrating STEM literacy, K-12 framework and study for next generation science standards, units of study, connections to literacy, connections to mathematical thinking, role of research and inquiry, supports for engineering and technology, field study supports, CREST supports for students and teachers, professional development plans, recommended materials for adoption, cost estimates, and opportunities for public performance.

On **motion** by Cheri Zimmerman, second by Betty Reynolds, the Board unanimously (5-0) **approved** the science curriculum renewal.

d. **Operations**

i. **Bond Update**

Director of Operations, Tim Woodley, shared images with the Board on bond projects happening throughout the district.

ii. **Resolution 2012-5 – Interiors & Upgrades at ACMS & STPS**

On **motion** by Betty Reynolds, second by Cheri Zimmerman, the Board unanimously (5-0) **adopted** resolution 2012-5 – Interiors & Upgrades at ACMS & STPS.

iii. **Resolution 2012-6 – Site Stabilization at BOLPS**

On **motion** by Kristen Keswick, second by Cheri Zimmerman, the Board unanimously (5-0) **adopted** resolution 2012-6 – Site Stabilization at BOLPS.

iv. **Resolution 2012-7 – Site Drainage at CPPS**

On **motion** by Cheri Zimmerman, second by Kristen Keswick, the Board unanimously (5-0) **adopted** resolution 2012-7 – Site Drainage at CPPS.

9. **Board Meeting & Important Dates**

a. **2012-2013 Board Meeting Calendar**

August 27, 2012 – Board Retreat @ 3:00pm
August 6, 2012 – Regular Board Meeting
June 15, 2012 – Conference Call @ 4:00pm
June 21, 2012 – Board only – Superintendent Evaluation @ 2:30pm

10. **Adjourn** – 12:31 a.m.

Keith Steele
Board Chairman

Samantha Hyre
Board Secretary

West Linn-Wilsonville School District
Special School Board Meeting Minutes
Friday, June 15, 2012

Public Meeting (conference call)

1. **Call to Order**
   The Board meeting was called to order at 4:15 p.m.

2. **Roll Call**
   All Board members present.

3. **Consent Agenda**

   On **motion** by Betty Reynolds, second by Keith Steele, the Board unanimously (5-0) **approved** the consent agenda as follows:

   a. **Personnel Report**

4. **Communications and Comments from the Audience**

5. **Business Office**
   a. **Resolution 2012-8 – Issuance, Sale, Execution, and Delivery of TRANS**

      On **motion** by Keith Steele, second by Kristen Keswick, the Board unanimously (5-0) **adopted** resolution 2012-8 – Issuance, Sale, Execution, and Delivery of TRANs.

6. **Operations**
   a. **Resolution 2012-9 – WILPS Bid Award**

      On **motion** by Kristen Keswick, second by Keith Steele, the Board unanimously (5-0) **adopted** resolution 2012-9 – WILPS Bid Award to JWC Construction.

7. **Board Meeting & Important Dates**
8. **Adjourn** – 4:30pm

Keith Steele
Board Chairman

Samantha Lyons
Board Secretary

Gmail **Rebecca Puskas** [redacted]

Public Records Request - independent adoption records

9 messages

Rebecca L. Puskas [redacted] Thu, Jan 26, 2023 at 7:15 AM
To: Kelly Douglas <DouglasK@wlwv.k12.or.us>

Dear Ms. Douglas,

I am writing to request WLWV school district records under the Oregon Public Records Law. Specifically, I am requesting a copy of:
1. All notifications of independent adoption of instructional materials for K-5 English Language Arts (ELA) and Literacy according to OAR 581-022-2350; and
2. All completed criteria checklists for K-5 English Language Arts (ELA) and Literacy instructional materials on file in the district office according to OAR 581-022-2350(6).
I am requesting the above records from January 2010 to the present. If possible, I would like electronic copies of the records.

I understand that according to ORS 192.329, the school district will acknowledge my request within 5 days and complete a response to my request in 15 days. 233

Please let me know if you have any questions about my request, and thank you!

Becka Puskas
[redacted]

Kelly Douglas <douglask@wlwv.k12.or.us> Fri, Jan 27, 2023 at 8:53 AM
To: "Rebecca L. Puskas" [redacted]
Cc: Kathy Ludwig <ludwigk@wlwv.k12.or.us>

Hello, Ms. Puskas,

We received your request for public records. Before proceeding with sending you the fee schedule for a public record request, we want to make sure to clarify the request.

There was no independent adoption for the currently used K-5 reading curriculum materials. When the current materials were adopted, the Lucy Calkins Units of Study were included on the Oregon Department of Education's list for instructional materials. ODE begins a new process where publishers and vendors submit the required materials and evidence for an upcoming adoption cycle. The Lucy Calkins Units of Study are not on the ODE list for materials that would be adopted for English Language Arts during this cycle. If the renewal committee decides to go forward with the LC Units of Study for this adoption, there would need to be rationale and documentation submitted to ODE for an independent adoption.

Please let me know if you have further questions.

Exhibit 9
Page 1

Kindly~
Kelly Douglas
Pronouns: she/her/hers
Executive Assistant to the Superintendent and School Board Secretary

How do we create learning communities for the greatest thinkers and most thoughtful people.....for the world?

West Linn-Wilsonville School District
Administration Building
22210 SW Stafford Road
Tualatin, OR 97062
ph 503-673-7034 * fax 503-673-7001

[Quoted text hidden]

[Quoted te t hidden]

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Note that many of our legitimate WLWV Systems are outside of our Email System - Infinite Visions, Absence Management, and others.

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Rebecca L. Puskas [redacted] Sun, Jan 29, 2023 at 8:51 AM
To: Kelly Douglas <douglask@wlwv.k12.or.us>
Cc: Kathy Ludwig <ludwigk@wlwv.k12.or.us>

Ms. Douglas, and Dr. Ludwig: Thank you for the response and the clarification. I am trying to understand when/how the ELA curricula currently used by the district were compared against the ODE standards. This also helps to understand how the upcoming renewal process will work.

Based on your email below I understand that the Lucy Calkins Units of Study was on a previous ODE list of approved curricula. This makes sense, but I have a few follow up questions:
1. Can you clarify whether the curricula that was previously on the ODE list was the Lucy Calkins Units of Study in Reading or Lucy Calkins Units of Study in Phonics, or both?
2. For the Lucy Calkins Units of Study that was on a previous ODE list of approved curricula, when was it adopted by the school board and put into use in WLWV schools?
3. For the Lucy Calkins Units of Study in Phonics:
a. When was it first used in WLWV schools?
b. When and how was this curricula evaluated against the ODE criteria?
c. Was it on the ODE list or independently adopted by the district?
4. I understand that the district also uses Fountas & Pinnell Phonics, Spelling and Word Study.
a. When was it first used in WLWV schools?
b. When and how was this curricula evaluated against the ODE criteria?
c. Was it on the ODE list or independently adopted by the district?

I think once I understand the answers to these questions, I can either modify or withdraw my records request. I really appreciate the information and transparency on this!

Exhibit 9
Page 2

Becka Puskas
[Quoted te t hidden]

Kelly Douglas <douglask@wlwv.k12.or.us> Tue, Jan 31, 2023 at 1:02 PM
To: "Rebecca L. Puskas" [redacted]
Cc: Kathy Ludwig <ludwigk@wlwv.k12.or.us>, Barb Soisson <soissonb@wlwv.k12.or.us>

Hello Ms. Puskas,

Here are some general responses to your questions. If you have further questions or would like to discuss the use of adoption criteria, please contact Barb Soisson, the assistant superintendent who works with curriculum processes in our district. I've included her in this email for your ease of communication.

Our school district, as with all Oregon school districts, is required to report on the Division 22 standards requirements which include annual assurances, shared in November with the School Board, that standards for curriculum and instruction are followed. The attached standards for K-2 and Grades 3-5 curriculum have been updated somewhat since they were used for selecting the Lucy Calkins Units of Study. The phonics units were added by the publisher after the materials were selected. Publishers often update and add to their materials during adoption cycles. The ODE evaluation criteria for each subject area is used in evaluating all materials selected in the school district. Materials that are on the ODE list of materials for a subject area have been formally evaluated by ODE and the rubric ratings are posted along with the list of state approved materials. Again, the Lucy Calkins Units of Study currently in use were on the ODE list so had been evaluated by both ODE and the renewal committee in the district.

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The WLWV School Board Policies for Curriculum Development and Textbook/Instructional Materials Selection and Adoption (attached) describe the process for curriculum adoption and renewal. After a renewal process there is a presentation to the WLWV School Board about the process and the materials selected. The renewal process outlined at the January 17 Literacy Session, described how materials are identified and evaluated and how parents are involved.

Thank you for your questions,
Kelly Douglas

Kindly~
Kelly Douglas
Pronouns: she/her/hers
Executive Assistant to the Superintendent and School Board Secretary

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[Quoted text hidden]

---

4 attachments

IF WLWV Board Policy Curriculum Development.pdf
45K

Exhibit 9
Page 3

IIA WLWV Board Policy Textbook and Instructional Materials Selection and Adoption.pdf
48K

IMET ELA K- 2 Category.pdf
245K

IMET ELA 3 - 5 Category.pdf
673K

Rebecca L. Puskas [redacted] Thu, Feb 2, 2023 at 7:45 AM
To: Kelly Douglas <douglask@wlwv.k12.or.us>
Cc: Kathy Ludwig <ludwigk@wlwv.k12.or.us>, Barb Soisson <soissonb@wlwv.k12.or.us>

Ms. Douglas,

Thank you for the response and the additional information.

As for my original records request for independent adoption records for K-5 ELA curricula since 2010, it is my understanding from your responses that the district does not have any such records. If I am mistaken and there are any such records, please send me the fee schedule for the records. If there are no such records, please confirm, and I will consider this request closed.

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I do have some outstanding questions, however, and I'd be happy to follow up with Dr. Soisson. I will explain them briefly here and I also intend to submit another records request covering these topics, which I will do in a separate email. First, attached is the 2013 list of state board of education adopted ELA materials that I was able to find online. I do not see the Lucy Calkins Units of Study on that list so I am confused about your previous answer. Could you provide a copy of the ODE list that the Lucy Calkins Units of Study was on? Second, I plan to request records related to the postponement of purchase and adoption of ELA instructional materials for the 2021 adoption cycle. After reading OAR 340-022-2360, I expected that ODE would have a record of the district's recent postponement, but they did not (see attached ODE response). I plan to request WLWV records related to the recent postponement.

Dr. Soisson, in addition to responding to the records request, I look forward to any clarifications you can provide on this.

Thank you,

Becka
[Quoted te t hidden]

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2 attachments

sbe-oct-2013-adoption-of-ccss-english-language-arts-(ela)-and-literacy-instructional-materials-docket-item-october-2013.doc
97K

ODE Public Records Request_Postponements w attachments.pdf
10442K

Barb Soisson <soissonb@wlwv.k12.or.us> Tue, Feb 7, 2023 at 7:04 AM
To: "Rebecca L. Puskas" [redacted]
Cc: Kelly Douglas <douglask@wlwv.k12.or.us>, Kathy Ludwig <ludwigk@wlwv.k12.or.us>

Hello, Ms. Puskas,

To clarify what you are looking for through the records request and so what you would receive is helpful, it would be good for you and I to talk first. Because records requests involve a fee and what is available is often not what the requester needs to answer their questions, this is a suggested first step. Would you want to meet or talk soon? Ms. Douglas will also respond to acknowledge the records request.

Thank you,
Barb Soisson

Barb Soisson, D.Ed.
Assistant Superintendent
West Linn-Wilsonville School District
503-673-7020

[Quoted te t hidden]

Rebecca L. Puskas [redacted] Tue, Feb 7, 2023 at 11:08 AM
To: Barb Soisson <SoissonB@wlwv.k12.or.us>
Cc: Kelly Douglas <douglask@wlwv.k12.or.us>, Kathy Ludwig <Ludwigk@wlwv.k12.or.us>

237

Hi Barb, Thanks for the response. I would be happy to discuss the records request and also the letter I sent yesterday. Below is my availability. Just let me know what works best for you.

I could do a phone call at these times:
Weds 2/8: 9-10, 11-2, 4-5
Thurs 2/9: 12-1, 2:30-3:30

Or meet at district office noon on Monday 2/13 or 12:30 on Tues 2/14.

Becka

Sent from my iPhone

> On Feb 7, 2023, at 7:04 AM, Barb Soisson <SoissonB@wlwv.k12.or.us> wrote:
>
> [Quoted text hidden]

Barb Soisson <soissonb@wlwv.k12.or.us> Tue, Feb 7, 2023 at 12:32 PM
To: "Rebecca L. Puskas" [redacted]

Hi Becka,

How about Monday (2/13) at the district office?

Exhibit 9
Page 5

Thank you,
Barb
[Quoted text hidden]

Rebecca L. Puskas [redacted] Tue, Feb 7, 2023 at 4:46 PM
To: Barb Soisson <soissonb@wlwv.k12.or.us>

Sorry, I just realized I did not respond to this email. Yes, that works. See you Monday at noon.

Becka
[Quoted te t hidden]

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Gmail **Rebecca Puskas** [redacted]

Records request - 2021 postponement records and 2013 adoption records

9 messages

Rebecca L. Puskas [redacted] Thu, Feb 2, 2023 at 7:47 AM
To: Kelly Douglas <douglask@wlwv.k12.or.us>
Cc: Barb Soisson <SoissonB@wlwv.k12.or.us>, Kathy Ludwig <ludwigk@wlwv.k12.or.us>

Dear Ms. Douglas,

I am writing to request WLWV school district records under the Oregon Public Records Law. Specifically, I am requesting a copy of:
1. All records related to the postponement of adoption and purchase of K-5 English Language Arts instructional materials for the 2021 adoption year (contract years 2022-2028), including but not limited to school board approvals of the postponement and WLWV applications to the Oregon Department of Education for postponement.
2. A copy of the Oregon Department of Education (or previously, state board of education) list of adopted instructional materials which contains the Lucy Calkins Units of Study.
3. All records related the adoption and purchase of K-5 English Language Arts instructional materials for the 2013 adoption year, including school board approvals, public notices and public meeting records, final recommendations of the evaluation committee, and notices to the Oregon Department of Education.

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I understand that according to ORS 192.329, the school district will acknowledge my request within 5 days and complete a response to my request in 15 days. If this is a voluminous request, please contact me so that I can understand the records that the district has and hopefully narrow my request.

Thank you,
Becka Puskas

Kelly Douglas <douglask@wlwv.k12.or.us> Tue, Feb 7, 2023 at 3:25 PM
To: "Rebecca L. Puskas" [redacted]
Cc: Barb Soisson <SoissonB@wlwv.k12.or.us>, Kathy Ludwig <ludwigk@wlwv.k12.or.us>

Hello Ms. Puskas,

The West Linn-Wilsonville School District has received your Public Records Request which is attached hereto. We will begin the process of review for the information you have requested, please be advised there is a standard hourly fee with possible legal counsel fees should it apply.

Please let us know if you wish to continue with this Public Records Request due to the hourly fee and possible legal counsel fees.

Once you respond, we will provide an approximate amount of time staff will need to gather the documents and which documents we are in possession of.

Exhibit 9
Page 7

The Oregon Public Records Law allows agencies to recover their actual costs in fulfilling a public records request including actual costs for supplies, research, compilation, postage/shipping and staff time. WLWV will request payment prior to fulfilling a public records request to ensure that the requester is certain of their intent and that costs are properly reimbursed.

If the estimated fee is greater than $35.00, WLWV will provide the requester with a written notice of the initial cost-estimate. In such instances, the public records will not be fulfilled until the requester confirms in writing that the requester wants to proceed with the request and provides the payment.

The WLWV fee structure for public records requests, are:

a. No fee if the requested record is already created, obtainable and processed under 30 minutes.

b. Hourly fee rate of:

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i. $35.00 per hour for clerical time

ii. $75.00 per hour for professional time (IT, HR, Directors, Administrator)

iii. Special attorney or other applicable hourly legal fees may be applied if an attorney was used to review materials requested

iv. Other 3rd party hourly rate costs (in extreme circumstances)

c. Fee Waivers. The person requesting the public records must submit a written request for a waiver. Each request will be considered on a case-by-case basis, based on the information provided by the requester and the totality of the circumstance at the time of the request. If a fee waiver is denied, the requester may appeal to the Oregon Attorney General's office.

Thank you, Kelly

Kindly~
Kelly Douglas
Pronouns: she/her/hers
Executive Assistant to the Superintendent and School Board Secretary

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Rebecca L. Puskas [redacted] Tue, Feb 7, 2023 at 4:35 PM
To: Kelly Douglas <douglask@wlwv.k12.or.us>
Cc: Barb Soisson <SoissonB@wlwv.k12.or.us>, Kathy Ludwig <ludwigk@wlwv.k12.or.us>

Thank you Ms. Douglas, I would like to proceed with the request, but I plan to talk with Dr. Soisson on Monday about the available records. After that I will let you know if I am able to narrow my request.

Becka
[Quoted text hidden]

Kelly Douglas <douglask@wlwv.k12.or.us> Wed, Feb 8, 2023 at 8:45 AM
To: "Rebecca L. Puskas" [redacted]
Cc: Barb Soisson <SoissonB@wlwv.k12.or.us>, Kathy Ludwig <ludwigk@wlwv.k12.or.us>

Thank you, Ms. Puskas.

Kelly

Kindly~
Kelly Douglas
Pronouns: she/her/hers
Executive Assistant to the Superintendent and School Board Secretary

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[Quoted te t hidden]

Rebecca L. Puskas [redacted] Mon, Feb 13, 2023 at 10:03 PM
To: Kelly Douglas <douglask@wlwv.k12.or.us>
Cc: Barb Soisson <SoissonB@wlwv.k12.or.us>, Kathy Ludwig <ludwigk@wlwv.k12.or.us>

Hello, after talking with Dr. Soisson today, I would like to narrow my requests made on February 2nd as follows: 242

1. All records presented to the WLWV school board for postponement of adoption and purchase of K-5 English Language Arts instructional materials for the 2021 adoption year (contract years 2022-2028).
2. Withdrawn.
3. All records presented to the WLWV school board for the adoption and purchase of K-5 English Language Arts instructional materials for the 2013 adoption cycle.

Thank you,
Becka
[Quoted te t hidden]

Barb Soisson <soissonb@wlwv.k12.or.us> Tue, Feb 14, 2023 at 7:14 AM
To: "Rebecca L. Puskas" [redacted]
Cc: Kelly Douglas <douglask@wlwv.k12.or.us>, Kathy Ludwig <ludwigk@wlwv.k12.or.us>

Hi Ms. Puskas,

Thank you for meeting with me yesterday. Regarding the revised records request: We will check again for any and all documents or records pertaining to the 2013 K-5 Language Arts adoption. To date the only records we have found are purchase orders spanning several years from 2011-2015 that are for the materials adopted. Kelly Douglas will send the records request response about fees and proceeding. Again, the intent is to let you know before we proceed with the records request process that there are no records of school board presentations about the adoption of the Lucy Calkins Units of Study but we are cross-checking our initial search.

Sincerely,
Barb Soisson

Barb Soisson, D.Ed.

Exhibit 9
Page 10

Assistant Superintendent
West Linn Wilsonville School District
503 673 7020

[Quoted text hidden]

Kelly Douglas <douglask@wlwv.k12.or.us> Fri, Feb 17, 2023 at 1:18 PM
To: "Rebecca L. Puskas" [redacted]
Cc: Barb Soisson <SoissonB@wlwv.k12.or.us>, Kathy Ludwig <ludwigk@wlwv.k12.or.us>

Hello Ms. Puskas,

Please let me know to proceed with the revised records request, using the fee schedule I previously sent. These records in existence consist of a series of purchase orders for the Lucy Calkins Units of Study.

Thank you,

Kindly~
Kelly Douglas
Pronouns: she/her/hers
Executive Assistant to the Superintendent and School Board Secretary

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Administration Building
22210 SW Stafford Road
Tualatin, OR 97062
ph 503-673-7034 * fax 503-673-7001

[Quoted te t hidden]

Rebecca L. Puskas [redacted] Mon, Feb 20, 2023 at 9:12 PM
To: Kelly Douglas <douglask@wlwv.k12.or.us>
Cc: Barb Soisson <SoissonB@wlwv.k12.or.us>, Kathy Ludwig <ludwigk@wlwv.k12.or.us>

Thank you for following up. I do not need the purchase orders.

It is my understanding from your responses that there are no records responsive to my narrowed request. Please let me know if that is incorrect. Otherwise, I will consider my request closed.

Thanks again.

Becka
[Quoted text hidden]

Kelly Douglas <douglask@wlwv.k12.or.us> Wed, Feb 22, 2023 at 10:06 AM
To: "Rebecca L. Puskas" [redacted]
Cc: Barb Soisson <SoissonB@wlwv.k12.or.us>, Kathy Ludwig <ludwigk@wlwv.k12.or.us>

Good Day Ms. Puskas,

Correct, this Public Records Request is now closed.

Thank you for working through this with us.

Kelly

Kindly~
Kelly Douglas
Pronouns: she/her/hers
Executive Assistant to the Superintendent and School Board Secretary

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22210 SW Stafford Road
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ph 503-673-7034 * fax 503-673-7001

[Quoted te t hidden]

STATE BOARD OF EDUCATION – TOPIC SUMMARY

Topic: Adoption of CCSS English Language Arts (ELA) and Literacy Instructional Materials
Date: October 17-18, 2013
Staff/Office: Theresa Richards, Drew Hinds/Office of Educational Improvement and Innovation

Action Requested: ☒ **Information** ☐ **Adoption Later** ☒ **Adoption/Consent Agenda**

ISSUE BEFORE THE BOARD:
CCSS English Language Arts (ELA) and Literacy Instructional Materials Adoption by the State Board of Education (ORS 337.050 and OAR 581-011-0071).

BACKGROUND:
Instructional Materials are adopted by the State Board of Education in a 7-year subject matter cycle that results in a 6-year contract with publishers (ORS 337.090 and OAR 581-011-0070).

According to Oregon Law:

> ORS 337.050 (1) "The State Board of Education shall review and adopt, for periods established by the board, a list of textbooks and other instructional materials for use by school districts."
>
> OAR 581-011-0070 (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.

Following adoption by the State Board of Education, school districts make the local decision to select and adopt from the list (ORS 337.050 and OAR 581-022-1640), independently adopt instructional materials using the state criteria (OAR 581-022-1622), or postpone adoption for up to two years (OAR 581-022-1650).

On the attached pages of this docket item is the proposed list for use by School Districts for CCSS English Language Arts (ELA) and Literacy.

STAFF RECOMMENDATION:
Recommendation: The State Board of Education hereby adopts by reference basal instructional materials for CCSS English Language Arts and Literacy. The materials are adopted in the subjects and categories for the adoption cycle beginning February 1, 2014 and ending June 30, 2020.

Note: *Next year's subject area will be in CCSS Mathematics and English Language Proficiency.*

Oregon *Common Core State Standards English Language Arts (ELA) and Literacy*
INSTRUCTIONAL MATERIALS
CONTRACT YEARS 2014 to 2020

Category 1: CCSS English Language Arts (ELA) and Literacy Grades K-5/6

Submission #	***Publisher***	***Book Title***	***Copyright Date***
100	**Houghton Mifflin Harcourt**	*Houghton Mifflin Harcourt; Journeys Grades K-6*	c. 2014
101	**Benchmark Education Company**	*Benchmark Literacy Common Core K-6 Whole & Small Group with Resources Oregon Edition*	c.2014
102	**McGraw Hill Education, a division of the McGraw-Hill Companies, Inc.**	*Reading Wonders Grade K-6* *Reading Wonderworks Grade 1-6*	c. 2014 c. 2014
103	**Pearson Education, Inc. Publishing as Scott Foresman**	*Scott Foresman Reading Street - Common Core*	c. 2013
106	**Cengage Learning Inc. dba National Geographic**	Reach for Reading	c. 2013

Oregon *Common Core State Standards English Language Arts (ELA) and Literacy*
INSTRUCTIONAL MATERIALS
CONTRACT YEARS 2014 to 2020

Category 2: CCSS English Language Arts (ELA) and Literacy Grades 6-8

Submission #	***Publisher***	***Book Title***	***Copyright Date***
200	**Pearson Education Inc.**	*Pearson Common Core Literature*	c. 2015
201	**Houghton Mifflin Harcourt**	*Houghton Mifflin Harcourt Collections Grades 6-8*	c. 2015
203	**EMC Publishing, LLC**	*EMC Publishing Mirrors & Windows Connecting with Literature Common Core State Standards Edition Level I, II, III*	c. 2012
204	**Edgenuity, Inc.**	*CCSS ELA Grade 6* *CCSS ELA Grade 7* *CCSS ELA Grade 8*	c. 2013 c. 2013 c. 2013
205	**The College Board/Springboard**	*SpringBoard English Language Arts, Grade 6-8*	c. 2014
207	**Scholastic Inc.**	*Scholastic Common Core Code X Course I, II, III*	c. 2014
208	**Holt McDougal, a division of Houghton Mifflin Harcourt**	*Holt McDougal Literature Grades 6-8*	c. 2012

Oregon *Common Core State Standards English Language Arts (ELA) and Literacy*
INSTRUCTIONAL MATERIALS
CONTRACT YEARS 2014 to 2020

Category 3: CCSS English Language Arts (ELA) and Literacy Grades 9-12

Submission #	***Publisher***	***Book Title***	***Copyright Date***
300	**Pearson Education Inc.**	*Pearson Common Core Literature*	c. 2015
		Literature: An Introduction to Reading and Writing	c. 2012
		Writing America: Language and Composition in Context	c. 2014
301	**Houghton Mifflin Harcourt**	*Houghton Mifflin Harcourt Collections Grades 9-12*	c. 2015
302	**EMC Publishing, LLC**	*EMC Publishing Mirrors & Windows Connecting with Literature Common Core State Standards Edition Level IV, V, American Traditions, British Traditions*	c. 2012
304	**The College Board/Springboard**	*SpringBoard English Language Arts, Grade 9-11*	c. 2014
		SpringBoard English Language Arts, Senior English	c. 2014
306	**Holt McDougal, a division of Houghton Mifflin Harcourt**	*Holt McDougal Literature Grades 9-12*	c. 2012

ODE Public Records Request

8 messages

ODE Public Records Request <ODE.PublicRecordsRequest@ode.oregon.gov> Mon, Jan 23, 2023 at 8:39 AM

To: [redacted]

Hello,

In accordance with ORS 192.324(2), this is to acknowledge our receipt on January 23, 2023 of your request for the following records:

“Oregon Department of Education records, including evaluation checklists, evaluating the following K-5 English Language Arts and Literacy curricula against ODE standards and approval criteria: 1. Lucy Calkins Units of Study for Reading, 2. Fountas & Pinnell Phonics, Spelling and Word Study, and 3. The Lucy Calkins Units of Study in Phonics.”

We are able to inform you that while we are the custodian of the requested records, the programs were not evaluated by ODE and therefore we have no records responsive to your request. This means that they were not submitted to us to evaluate against ODE approval criteria.

Thank you,

OREGON DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

ODE Public Records Team
Office of the Director
255 Capitol St NE
Salem, OR 97310
www.oregon.gov/ode

Rebecca L. Puskas [redacted] Sun, Jan 29, 2023 at 8:53 AM

To: ODE Public Records Request <ODE.PublicRecordsRequest@ode.oregon.gov>, aujalee.moore@ode.oregon.gov

Thank you for the response. This is helpful. I would like to clarify whether the ODE response is specific to the most recent ODE adoption cycle (I believe that is 2022-2028). My school district (West Linn Wilsonville) has told me that the Lucy Calkins Units of Study were on a previous ODE list of adopted curricula. Is that accurate? If so, what adoption cycle would that be?

I intend to submit a follow up records request, but I do not want it to be burdensome for ODE. Basically, I am trying to understand whether/when the three ELA curricula used by my school district were ever evaluated against the ODE adoption criteria (even if that was in a previous adoption cycle), and get the relevant records. Would it be possible to talk

to someone about the ELA curriculum adoption process and the records available? I have copied Aujalee Moore to this email, since this is the person listed on the ODE website.

In the meantime, I am also going to submit a separate records request for postponement requests submitted by my school district as I think that request is somewhat separate and is straightforward. Thank you for your assistance!

Becka Puskas
[redacted]
[Quoted te t hidden]

ODE Public Records Request <ODE.PublicRecordsRequest@ode.oregon.gov> Mon, Jan 30, 2023 at 8:23 AM
To: "Rebecca L. Puskas" [redacted]
Cc: MOORE Aujalee * ODE <Aujalee.Moore@ode.oregon.gov>

Hello,

Thank you for your follow up questions. Our staff confirmed that the programs you mentioned were not in the most recent ODE adoption cycle and they were not also not reviewed in the adoption cycle previous, 2013. Aujalee Moore is the person who you would contact for any questions on the instructional materials adoption process, but any records would need to be requested on the online form as you submitted previously.

Also, we are moving forward with your separate request for postponement records and we will get back to you soon.

[Quoted te t hidden]
[Quoted text hidden]

> [Quoted text hidden]
>
> OREGON DEPARTMENT OF EDUCATION
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> ODE Public Records Team
> Office of the Director
> 255 Capitol St NE
> Salem, OR 97310
> www.oregon.gov/ode

Rebecca L. Puskas [redacted] Mon, Jan 30, 2023 at 12:18 PM
To: ODE Public Records Request <ODE.PublicRecordsRequest@ode.oregon.gov>
Cc: MOORE Aujalee * ODE <Aujalee.Moore@ode.oregon.gov>

Thanks very much for the quick response and for processing my other request. Aujalee, would you be available for a short call (30 min or less) later this week or early next week to help me understand the curriculum adoption cycles and the materials reviewed? Let me know a couple of options that might work for you (I am out out town Friday Feb. 3 but will otherwise try to make myself available this week or next). I just want to make sure I understand the adoption process correctly and the materials reviewed. Then I can withdraw or amend my public records request. Thanks again,
Becka
[Quoted te t hidden]

MOORE Aujalee * ODE <Aujalee.Moore@ode.oregon.gov> Tue, Jan 31, 2023 at 2:09 PM

To: "Rebecca L. Puskas" [redacted]
Cc: ODE Public Records Request <ODE.PublicRecordsRequest@ode.oregon.gov>

Hi Becka,

Thank you for your response. I am following up with my director about your request to meet. In the meantime, I encourage you to review the resources on the instructional materials toolkit webpage. The resources include a tool related to independent adoptions as well as some webinars describing the instructional materials process in Oregon.

Thank you,

Aujalee Moore (she, her)

Program Analyst Instructional Materials Coordinator

Phone: 971-208-0302

[Quoted te t hidden]

Rebecca L. Puskas [redacted] Thu, Feb 2, 2023 at 6:31 AM
To: MOORE Aujalee * ODE <Aujalee.Moore@ode.oregon.gov>

Thank you Aujalee. Let me know if there is a time today or Monday that we could talk briefly (I am out of town Friday). The instructional materials toolkit webpage is extremely helpful, especially the graphic that describes the adoption process and what districts are required to do under Division 22. Thank you for sending those.

I did a google search for the 2013 list of adopted ELA curricula and found the attached document. Can you confirm this is the correct list? If so, I don't need to bother with one more records request.

Thanks again for your time and the information!
Becka
[Quoted text hidden]

---

sbe-oct-2013-adoption-of-ccss-english-language-arts-(ela)-and-literacy-instructional-materials-docket-item-october-2013.doc
97K

MOORE Aujalee * ODE <Aujalee.Moore@ode.oregon.gov> Thu, Feb 2, 2023 at 11:47 AM
To: "Rebecca L. Puskas" [redacted]

Hi Becka,

I am still waiting to get in touch with my director about scheduling as I want to ensure that the necessary support is on the call to answer any questions about language arts materials that I may not be able to answer with my instructional materials background.

The list and SBE item you have found are accurate. For your convenience, I have included the artifacts from 2013 in this email.

Thank you for your patience and understanding,

[Quoted te t hidden]

2 attachments

2013 Category 1-3 Adopted List - ELA and Literacy.xlsx
12K

2013 ELA Submissions Not Adopted.xlsx
204K

Rebecca L. Puskas [redacted] Thu, Feb 2, 2023 at 12:12 PM
To: MOORE Aujalee * ODE <Aujalee.Moore@ode.oregon.gov>

I understand, thanks for getting back to me and for checking. I appreciate it. And thanks for the additional documents re: the 2013 ELA list.

Becka
[Quoted text hidden]

From:	MOORE Aujalee * ODE
To:	Kathy Ludwig; PAYNE Susan * ODE
Cc:	Barb Soisson; Kirsten Wyatt
Subject:	RE: Verifying WLWV"s Summary from Meeting on Friday, December 15
Date:	Tuesday, January 2, 2024 9:05:42 AM

Thank you, Susan. I can also confirm Susan's responses below.

Best wishes,

Aujalee Moore (she, her)
Acadmemic Standards and Guidance Program Analyst
Phone: 971-208-0302

From: Kathy Ludwig <ludwigk@wlwv.k12.or.us>
Sent: Tuesday, January 2, 2024 8:22 AM
To: PAYNE Susan * ODE <Susan.Payne@ode.oregon.gov>
Cc: MOORE Aujalee * ODE <Aujalee.Moore@ode.oregon.gov>; Barb Soisson <soissonb@wlwv.k12.or.us>; Kirsten Wyatt <wyattk@wlwv.k12.or.us>
Subject: Re: Verifying WLWV's Summary from Meeting on Friday, December 15

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

Thank you, Susan, for your response. We will note the correction that you made to our email that captures our conversation.
We appreciate the time that you and Aujalee spent with us to help us navigate forward.

Wishing you a happy new year and enjoy the week ahead,
Kathy Ludwig

On Wed, Dec 20, 2023 at 9:31 AM PAYNE Susan * ODE <Susan.Payne@ode.oregon.gov> wrote:

> Dear Superintendent Ludwig,
>
> I can confirm that you have accurately captured our responses, with one small exception, which is highlighted below in turquoise. As soon as you secure an approved postponement for K-5 Mathematics, the district will be in compliance.
>
> Aujalee is out of the office until January 2nd, and she will verify her responses upon her return.
>
> Please let me know if you have any questions.
>
> Kind regards,
> Susan
>
> Susan Payne (she, her)
> Education Standards & Systems Specialist

Data, Operations and Grant Management | Office of Teaching, Learning, and Assessment
Cell Phone: 503-580-6814
Susan.Payne@ode.oregon.gov | www.oregon.gov/ode

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

From: Kathy Ludwig <ludwigk@wlwv.k12.or.us>
Sent: Tuesday, December 19, 2023 3:49 PM
To: MOORE Aujalee * ODE <Aujalee.Moore@ode.oregon.gov>; PAYNE Susan * ODE <Susan.Payne@ode.oregon.gov>
Cc: Barb Soisson <soissonb@wlwv.k12.or.us>; Kirsten Wyatt <wyattk@wlwv.k12.or.us>
Subject: Verifying WLWV's Summary from Meeting on Friday, December 15

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

December 19, 2023

Dear Ms. Aujalee Moore and Ms. Susan Payne,

Thank you for meeting with us on Friday, December 15, 2023 in regard to our investigation upon receipt of a Formal Complaint brought forward to us from two parents in our community. The complaint included factors around Division 22 Compliance with our English Language Arts Instructional Materials Adoption timeline and our Mathematics Instructional Materials Adoption timeline. In our conversation with you both, we were seeking your guidance and/or assurances regarding our processes and timeline with these two curricular areas.

We would appreciate a written response confirming or clarifying if we accurately captured your responses to our questions as described below.

Our recollection from our conversation on December 15 with you is as such:

English Language Arts K-12

-
-
- We heard from both of you that
- **we are in compliance**
- with our K-5 ELA Instructional Materials Adoption timeline because we received

approval in March of 2023 for a
- *Request for Postponement*
- from our School Board with a subsequent smart form submitted to ODE, which deferred the implementation of the materials in classrooms until Fall of 2024.
-
-
-
- We heard from both of you that upon
- receiving approval for a G. 6-12 *Request*
- *for Postponement* from our
- School Board at our January 2024 meeting, with a subsequent smart form submitted to ODE,
- **we will be in compliance**
- for the deferment of implementation of any new G. 6-12 materials in classrooms in the Fall of 2024.
-

Mathematics K-12

-
-
- We heard from both of you that
- **we are in compliance**
- with our G. 6 - 12 Mathematics instructional materials implementation because the materials were implemented in classrooms by Fall of 2023 per the ODE timeline.
-
-
-
- We heard from both of you that should
- we receive approval for a G. K-5 *Request*
- *for Postponement* from our
- School Board at our January 2024 meeting (or any Board meeting before June 30, 2024) with a subsequent smart form submitted to ODE,
- **we ~~are~~ will be in compliance**
- for a Fall of 2025 implementation of the materials.
-

Using Independently Adopted Materials until next Adoption Schedule

-
-
- We heard from both of you that assuming

- our district conducted an independent adoption in 2014 of the ELA materials (Lucy Calkins Reading and Writing), of which ODE does not require documentation,
- **we are in compliance**
- with continuing to use those materials in classrooms until the next ELA scheduled renewal/adoption.
-
- Although staff conducted a thorough search for ODE-related documentation of the independent adoption process for the 2014 ELA materials, in response to a records request, current district office administrators were not able to locate those documents.
-
-
-
- We heard from both of you that it
- is allowable for us to continue using our current Lucy Calkins core curriculum materials until the Fall of 2024 when our postponement concludes and the newly adopted instructional materials will be implemented.
-
-

Outstanding or Corrective Reports to ODE to be/stay in Compliance
Upon asking which reports ODE needs from the District in order to stay in compliance regarding Division 22 and ODE's records or expectations:

-
-
- We heard from both of you that ODE
- would be looking to receive the G. 6 - 12 ELA Postponement approval from the January 2024 School Board meeting (if approved), and the subsequent smart form; and
-
-
-
- We heard from both of you that ODE
- would be looking to receive the G. K-5 Mathematics Postponement approval from a School Board meeting prior to June 2024 (if approved).
-
-
-
- We heard from both of you that no
- other corrective action or reports were outstanding or needed beyond the two mentioned above.
-

Again, thank you for meeting with us and we would appreciate a written response confirming or clarifying that we have accurately captured your responses to our

questions as described above.

Most sincerely,

School Board Vice Chair Kirsten Wyatt, Superintendent Dr. Kathy Ludwig, Assistant Superintendent Dr. Barb Soisson

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Note that many of our legitimate WLWV Systems are outside of our Email System - Infinite Visions, Absence Management, and others.

OFFICE OF THE SECRETARY OF STATE
LAVONNE GRIFFIN-VALADE
SECRETARY OF STATE

CHERYL MYERS
DEPUTY SECRETARY OF STATE
AND TRIBAL LIAISON

ARCHIVES DIVISION
STEPHANIE CLARK
DIRECTOR

800 SUMMER STREET NE
SALEM, OR 97310
503-373-0701

PERMANENT ADMINISTRATIVE ORDER

FILED
10/23/2024 3:25 PM
ARCHIVES DIVISION
SECRETARY OF STATE
& LEGISLATIVE COUNSEL

ODE 45-2024
CHAPTER 581
OREGON DEPARTMENT OF EDUCATION

FILING CAPTION: New ODE Complaint and Appeals Rule Division 75 & Division 2 Complaint Rules Repeal

EFFECTIVE DATE: 10/23/2024

AGENCY APPROVED DATE: 10/17/2024

CONTACT: Haedon Brunelle
503-508-3886
haedon.brunelle@ode.oregon.gov

255 Capitol St. NE
Salem,OR 97301

Filed By:
Haedon Brunelle
Rules Coordinator

RULES:
581-002-0001, 581-002-0003, 581-002-0005, 581-002-0007, 581-002-0009, 581-002-0011, 581-002-0017, 581-002-0019, 581-002-0021, 581-002-0023, 581-075-0001, 581-075-0005, 581-075-0010, 581-075-0015, 581-075-0020, 581-075-0024, 581-075-0030, 581-075-0040, 581-075-0045, 581-075-0050, 581-075-0200, 581-075-0205, 581-075-0210

REPEAL: 581-002-0001

RULE TITLE: Definitions

NOTICE FILED DATE: 08/23/2024

RULE SUMMARY: This rule is being repealed. Please refer to Chapter 581 Division 75 for the Oregon Department of Education's Complaint rules.

RULE TEXT:
For purposes of OAR 581-002-0001 to OAR 581-002-0023:
(1) “Complaint” includes any written report of wrongdoing or written grievance that a complainant emails, mails, or otherwise communicates to a district or district staff member, or any verbal report of discrimination, that is not filed in accordance with a district’s complaint process unless the district, within 10 days of receiving the report or grievance, directs the complainant, in writing in the complainant’s preferred language, to file the report or grievance in accordance with the district’s complaint process.
(2) “Department” means the Oregon Department of Education.
(3) “District” means:
(a) A school district, an education service district, a public charter school, a Youth Corrections Education Program provider under contract with the department, a Juvenile Detention Education Program provider under contract with the department, or a program that receives moneys pursuant to ORS 343.243; and
(b) Any educational agency, program, or service under the jurisdiction of an entity described in subparagraph (a) of this paragraph.
(4) “Public Charter School” means an elementary or secondary charter school offering a comprehensive instructional program operating under a written agreement entered into between a sponsor and an applicant pursuant to ORS

chapter 338.

(5) “Sponsor” means:

(a) The board of the common school district or the union high school district in which the public charter school is located that has developed a written charter to create a public charter school.

(b) The State Board of Education pursuant to ORS 338.075.

STATUTORY/OTHER AUTHORITY: ORS 326.051, ORS 339.303, ORS 659.850 to 659.855

STATUTES/OTHER IMPLEMENTED: ORS 659.850 to 659.855, ORS 339.285

REPEAL: 581-002-0003

RULE TITLE: Scope

NOTICE FILED DATE: 08/23/2024

RULE SUMMARY: This rule is being repealed. Please refer to Chapter 581 Division 75 for the Oregon Department of Education's Complaint rules.

RULE TEXT:
OAR 581-002-0001 to OAR 581-002-0023 apply to appeals of complaints alleging:
(1) A violation of ORS 339.285 to 339.303 or OAR 581-021-0556 (Restraint and Seclusion);
(2) A violation of ORS 659.850 or OAR 581-021-0045 to 581-021-0046 (Discrimination Prohibited and Program Compliance Standards for Purposes Related to Discrimination) or OAR 581-022-2312 (Every Student Belongs);
(3) If the entity against whom the complaint is filed is a school district, education service district, or public charter school, a violation of OAR 581-021-0038 (Minimum Requirements for School District Sexual Harassment Policies);
(4) If the entity is a school district or a public charter school, or an education service district that has entered into a contract with a school district for the purpose of designating and providing for the school district one or more civil rights coordinators, OAR 581-021-0655 and 0660 (Duty to Designate One or More Civil Rights Coordinators and Duties of and Training Requirements for Civil Rights Coordinators);
(5) If the entity that is the subject of the complaint is a school or program operated by a school district, education service district, or public charter school, a violation of OAR 581-021-0047 (Prohibition against Using Native American Mascot);
(6) If the entity against whom the complaint is filed is a school district, an education service district, a Youth Corrections Education Program provider under contract with the department, or a program that receives money pursuant to ORS 343.243 (3) or (4), a violation of ORS 659.852 (Retaliation); or
(7) A violation of the Oregon Administrative Rules, Chapter 581, Division 022 (Division 22 Standards).

STATUTORY/OTHER AUTHORITY: ORS 326.051, ORS 339.303, ORS 659.850 to 659.855

STATUTES/OTHER IMPLEMENTED: ORS 339.303, ORS 659.850 to 659.855, ORS 339.285 to 339.303

REPEAL: 581-002-0005

RULE TITLE: Acceptance of Appeal

NOTICE FILED DATE: 08/23/2024

RULE SUMMARY: This rule is being repealed. Please refer to Chapter 581 Division 75 for the Oregon Department of Education's Complaint rules.

RULE TEXT:

A complainant may appeal a final decision of a complaint described in OAR 581-002-0003 if the appeal meets the following criteria:

(1)(a) Except as provided in paragraph (b) of this subsection, the appeal must be from a final decision by a district. A decision is a final decision by a district if:

(A) The complainant has exhausted the district's complaint process except as otherwise allowed by statute;

(B) In a complaint process with more than one step, the district fails to render a written decision within 30 days of the submission of the complaint at any step, unless the district and complainant have agreed in writing to a longer time period for that step; or

(C) The district fails to resolve the complaint within 90 days of the initial filing of the complaint, regardless of the number of steps in the district complaint process, unless the district and complainant have agreed in writing to a longer time period.

(b) The appeal may include a complaint alleging a violation of ORS 659.852 (Retaliation) if the complainant alleges that retaliation occurred in response to a complaint for which the complainant received a final decision as described in paragraph (a) of this subsection.

(2) The appeal must be received by the department no later than:

(a) One year after the date of the decision by the district resolving the complaint; or

(b) If the district fails to resolve the complaint, no later than two years after the date on which the complainant first filed the complaint with the district.

(3)(a) The complaint upon which the appeal is based must have been initially filed with the district by the later of the following two dates:

(A) The date occurring two years after the date on which the alleged violation or unlawful incident occurred or on which the complainant discovered the alleged violation or unlawful incident; or

(B) The date occurring one year after the date on which the affected student graduated from, moved away from, or otherwise left the district.

(b) For purposes of paragraph (a)(A) of this subsection, if the alleged violation or unlawful incident is of a continuing nature, the date on which the alleged violation or unlawful incident occurred is the most recent date on which the alleged violation or unlawful incident occurred.

(4)(a) The appeal must:

(A) Be in writing;

(B) Be submitted in person, by mail, or electronically; and

(C) Contain:

(i) The name of the person filing the appeal;

(ii) If the person filing the appeal has a phone number, address, or email address, the person's phone number, address, or email address;

(iii) If the person filing the appeal is filing the appeal on behalf of a student, the name of the student;

(iv) A statement of the facts upon which the appeal is based; and

(v) Other information requested by the department.

(b) The Director of the Oregon Department of Education may for good cause waive the requirement described in paragraph (a)(A) of this subsection.

STATUTORY/OTHER AUTHORITY: ORS 326.051, ORS 339.303, ORS 659.850 to 659.855

STATUTES/OTHER IMPLEMENTED: ORS 339.303, ORS 659.850 to 659.855, ORS 339.285 to 339.303

REPEAL: 581-002-0007

RULE TITLE: Notice of Acceptance or Denial of Appeal

NOTICE FILED DATE: 08/23/2024

RULE SUMMARY: This rule is being repealed. Please refer to Chapter 581 Division 75 for the Oregon Department of Education's Complaint rules.

RULE TEXT:

(1) Upon receipt of an appeal under OAR 581-002-0005, the department will determine whether the appeal satisfies the requirements of OAR 581-002-0003 and 581-002-0005.

(2) If the department determines that the appeal satisfies the requirements of OAR 581-002-0003 and 581-002-0005, the department will give written notice to the complainant and the district that the appeal has been accepted. Notice given under this subsection must:

(a) Be issued within 14 calendar days of receiving the appeal;

(b) Include a reference to the school district decision that is on appeal;

(c) Include a reference to the specific statute or rule that is at issue;

(d) Include an explanation of the district's duties under OAR 581-002-0009;

(e) Include a list of all correspondence, documents, and other information that the department determines is essential to conducting an investigation under OAR 581-002-0009; and

(f) Include an explanation of alternative, non-adversarial options available to the complainant and the district and the contact information of departmental personnel who can assist the complainant and the district in pursuing those options.

(3) If the department determines that the appeal does not satisfy the requirements of OAR 581-002-0003 or 581-002-0005, the department will give written notice to the complainant that the appeal is denied. Notice given under this subsection must:

(a) Be issued within 14 calendar days of receiving the appeal;

(b) Explain the grounds for the denial; and

(c) If the appeal is being denied on procedural grounds that the complainant may correct, explain how the complainant may correct the procedural defect.

(4) The Director of the Oregon Department of Education may for good cause extend the time by which the department is required to respond under subsections (2)(a) and (3)(a) of this rule.

STATUTORY/OTHER AUTHORITY: ORS 326.051, ORS 339.303, ORS 659.850 to 659.855

STATUTES/OTHER IMPLEMENTED: ORS 339.303, ORS 659.850 to 659.855, ORS 339.285 to 339.303

REPEAL: 581-002-0009

RULE TITLE: Investigation

NOTICE FILED DATE: 08/23/2024

RULE SUMMARY: This rule is being repealed. Please refer to Chapter 581 Division 75 for the Oregon Department of Education's Complaint rules.

RULE TEXT:

(1)(a) Within 30 days of the date on which the department gave notice under OAR 581-002-0007 that it is accepting an appeal, a district must submit to the department a written response and all correspondence, documents, and other information that the department requested in the notice. The written response must include:

(A) A statement of facts;

(B) A description of any district action taken in response to the complaint; or if district action was not taken in response to the complaint, an explanation of the reason or reasons that district action was not taken;

(C) Any stipulation reached concerning settlement of the complaint; and

(D) A list of complaints filed with another agency by the complainant concerning the subject of the appeal, to the extent that the district is aware of such complaints.

(b) Upon request, the Director of the Oregon Department of Education may for good cause extend the time by which a district must make a submission under paragraph (a) of this subsection.

(2) After receiving the written response under subsection (1) of this rule, the department will conduct an investigation to determine whether the district violated a law or rule described in OAR 581-002-0003.

(3)(a) Within 90 days of the date on which the department receives the district's written response under subsection (1) of this rule:

(A) If the department determines that a violation of a law or rule described in OAR 581-002-0003(1), (2), (3), (4) or (5) occurred, the department must issue a preliminary order to the complainant and the district. The preliminary order must include:

(i) A reference to the district decision that is on appeal;

(ii) The procedural history of the appeal;

(iii) The department's preliminary findings of fact; and

(iv) The department's preliminary conclusions.

(B) If the department determines that a violation of a rule described in OAR 581-002-0003(6) occurred, the department must issue a final order in accordance with OAR 581-002-0017.

(C) If the department determines that a violation of a law or rule described in OAR 581-002-0003 did not occur, the department may:

(i) Issue notice that the department is closing the case; or

(ii) Issue a final order in accordance with OAR 581-002-0017.

(b) The Director of the Oregon Department of Education may for good cause extend the time by which the department must issue a preliminary order under paragraph (a) of this subsection.

STATUTORY/OTHER AUTHORITY: ORS 326.051, ORS 339.303, ORS 659.850 to 659.855

STATUTES/OTHER IMPLEMENTED: ORS 339.303, ORS 339.285 to 339.303

REPEAL: 581-002-0011

RULE TITLE: Conciliation

NOTICE FILED DATE: 08/23/2024

RULE SUMMARY: This rule is being repealed. Please refer to Chapter 581 Division 75 for the Oregon Department of Education's Complaint rules.

RULE TEXT:

(1) After the department issues a preliminary order under OAR 581-002-0009(3)(a)(A), the parties shall attempt to reach an agreement through conciliation.

(2) The conciliation period under this section may not be longer than 30 days, unless the parties agree in writing to a longer time period.

(3) The district may not have an attorney present during conciliation unless the parent is accompanied by an attorney.

(4) Upon request, the department will provide technical assistance to support the conciliation process.

(5) Any conciliation agreement entered into by the parties must be in writing and shall contain the following:

(a) A statement identifying the parties to the agreement;

(b) A statement that the parties entering the agreement intend that the agreement will resolve the matters at issue in the appeal;

(c) A statement or list specifying the particular terms to which the parties have agreed;

(d) A statement that the parties further agree that:

(A) Upon execution of the agreement, the department will enter an order staying the proceedings until:

(i) The department confirms in writing that the parties have fulfilled the obligations contained in the agreement; or

(ii) The department has determined that a party has failed to fulfill the terms of the agreement;

(B) The department will continue to have jurisdiction over the matter while the parties are in conciliation;

(C) Any party having an obligation under the agreement shall notify the department in writing within 14 days of completing the obligation;

(D) The department may investigate either party's compliance with the agreement to determine whether the parties have met their obligations within the time specified in the agreement;

(E) The department may issue a final order adopting the findings and conclusions contained in the preliminary order if the department finds, by substantial evidence, that a party having an obligation under the agreement has failed to fulfill that obligation within the time required and no good cause exists for that failure; and

(F) Upon completion of all obligations of the agreement as confirmed by the department, the department shall issue an order closing the appeal;

(e) A statement that the parties have read and agreed to the terms contained in the agreement; and

(f) The signature of each party to the agreement.

(6)(a) Upon execution of the conciliation agreement, the department shall enter an order staying the proceedings until:

(A) The parties have fulfilled their obligations under the agreement, as confirmed by the department under paragraph (c) of this subsection; or

(B) The department has determined that a party has failed to fulfill the terms of the agreement, as described in subsection (7) of this rule.

(b) Any party having an obligation under the agreement shall notify the department in writing within 14 days of completing the obligation.

(c) Upon receipt of notice that a party has completed its obligation under the agreement, the department shall:

(A) Verify that the obligation required by the terms of the agreement has been completed by the party who provided the notice; and

(B) Issue written confirmation of the completion of the obligation to the parties.

(d) At any time, the department may investigate either party's compliance with the agreement to determine whether the parties have met their obligations within the time specified in the agreement.

(e) After the department has confirmed that all obligations required under the agreement have been completed, the department shall issue an order closing the appeal.
(7) If the department finds, by substantial evidence, that a party having an obligation under a conciliation agreement has failed to fulfill that obligation within the time required and no good cause exists for that failure, the department may issue a final order as described in OAR 581-002-0017 adopting the findings and conclusions contained in the preliminary order issued under OAR 581-002-0009(3)(a)(A).
(8) If the parties do not reach agreement through conciliation, the department shall issue a final order as described in OAR 581-002-0017.

STATUTORY/OTHER AUTHORITY: ORS 326.051, ORS 339.303, ORS 659.850 to 659.855

STATUTES/OTHER IMPLEMENTED: ORS 339.303, ORS 659.850 to 659.855, ORS 339.285 to 339.303

REPEAL: 581-002-0017

RULE TITLE: Final Order

NOTICE FILED DATE: 08/23/2024

RULE SUMMARY: This rule is being repealed. Please refer to Chapter 581 Division 75 for the Oregon Department of Education's Complaint rules.

RULE TEXT:

(1) The department shall issue a final order:

(a) If the final order is being issued pursuant to OAR 581-002-0009(3)(a)(B), within 90 days of the date on which the department gave notice under OAR 581-002-0007 that it is accepting an appeal;

(b) If the final order is being issued pursuant to OAR 581-002-0011(7) or OAR 581-002-0023(7)(a), within 14 days of the date on which the department determined that a party failed to fulfill the terms of the agreement; or

(c) If the final order is being issued pursuant to OAR 581-002-0011(8), within 14 days of the date on which the conciliation period ended.

(2) The department's final order shall include:

(a) A reference to the district decision that is on appeal;

(b) The procedural history of the proceeding;

(c) The department's findings of fact;

(d) The department's analysis and conclusions; and

(e) If a violation is found, a short explanation of any corrective action required by the district, including notice that the district may work with the department in devising and implementing any corrective action plan.

(3) The Director of the Oregon Department of Education may for good cause extend the time by which the department is required to issue its final order under subsection (1) of this rule.

STATUTORY/OTHER AUTHORITY: ORS 326.051, ORS 339.303, ORS 659.850 to 659.855

STATUTES/OTHER IMPLEMENTED: ORS 339.303, ORS 659.850 to 659.855, ORS 339.285 to 339.303

REPEAL: 581-002-0019

RULE TITLE: Compliance and Corrective Action

NOTICE FILED DATE: 08/23/2024

RULE SUMMARY: This rule is being repealed. Please refer to Chapter 581 Division 75 for the Oregon Department of Education's Complaint rules.

RULE TEXT:

(1) If a violation is found, the district must be in compliance with the final order and implement any corrective action in accordance with the terms of the final order. Corrective action must be completed by the beginning of the school year next following the date of the final order, unless an extension is granted by the Director of the Oregon Department of Education pursuant to ORS 327.103(3)(a).

(2) If the district does not comply with the final order or implement corrective action in accordance with the terms of a final order, the department shall order appropriate remedies which may include:

(a) Withholding any distribution authorized under the laws of this state from the State School Fund; and

(b) Any other appropriate remedy.

(3) The department may not award damages or attorney fees to either party.

STATUTORY/OTHER AUTHORITY: ORS 326.051, ORS 339.303, ORS 659.850 to 659.855

STATUTES/OTHER IMPLEMENTED: ORS 339.303, ORS 339.285 to 339.303

REPEAL: 581-002-0021

RULE TITLE: Judicial Review and Reconsideration

NOTICE FILED DATE: 08/23/2024

RULE SUMMARY: This rule is being repealed. Please refer to Chapter 581 Division 75 for the Oregon Department of Education's Complaint rules.

RULE TEXT:

(1) Pursuant to OAR 137-004-0080 and ORS 183.484, a party may request reconsideration of the final order by the department within 60 days of service of the final order. The department and a party seeking reconsideration shall follow the procedure for reconsideration described in OAR 137-004-0080.

(2) Parties may seek judicial review of the final order under ORS 183.484. Judicial review may be obtained by filing a petition for review with the Marion County Circuit Court or with the circuit court for the county where the party resides within 60 days of service of the final order or, if a petition for reconsideration has been filed, within 60 days of service of an order denying reconsideration.

STATUTORY/OTHER AUTHORITY: ORS 326.051, ORS 339.303, ORS 659.850 to 659.855

STATUTES/OTHER IMPLEMENTED: ORS 339.303, ORS 659.850 to 659.855, ORS 339.285 to 339.303

REPEAL: 581-002-0023

RULE TITLE: Conciliation and Remediation Occurring Before Issuance of Order

NOTICE FILED DATE: 08/23/2024

RULE SUMMARY: This rule is being repealed. Please refer to Chapter 581 Division 75 for the Oregon Department of Education's Complaint rules.

RULE TEXT:

(1) On any day preceding the date on which the department issues notice under OAR 581-002-0007, a potential complainant or a district may request technical assistance from the department with respect to an alleged violation of a law or rule described in OAR 581-002-0003.

(2)(a) On any day following the date on which the department issues notice under OAR 581-002-0007 and preceding the date on which a preliminary final order is issued pursuant to OAR 581-002-0009(3)(a)(A) or on which a final order is issued pursuant to OAR 581-002-0009(3)(a)(B), a complainant who files an appeal under OAR 581-002-0001 to 581-002-0023, and the district against whom the appeal is filed, may jointly request:

(A) To toll the proceedings described in OAR 581-002-0001 to 581-002-0023 for purposes of reaching an agreement through conciliation; or

(B) For the district to immediately take corrective action as proposed by the district and approved by the department with respect to any allegation made by the complainant.

(b) Notwithstanding paragraph (a) of this subsection, the department may still require a district to provide the department with a response as described in OAR 581-002-0009.

(3) Upon request, the department will provide technical assistance to support the complainant and district in reaching an agreement through conciliation or understanding the type of corrective action that may be taken.

(4) Any time during the tolling of proceedings described in OAR 581-002-0001 to 581-002-0023 for purposes of reaching an agreement through conciliation, the complainant or district may communicate to the department that they no longer wish to negotiate. Upon verifying that the complainant or district no longer wishes to negotiate, proceedings described in OAR 581-002-0001 to 581-002-0023 begin at the point during the proceedings where the tolling began.

(5) Any agreement entered into by the parties must be in writing and shall contain the following:

(a) A statement identifying the parties to the agreement;

(b) A statement that the parties entering into the agreement intend that the agreement will resolve the matters at issue in the appeal;

(c) A statement or list specifying the particular terms to which the parties have agreed;

(d) A statement that the parties have read and agreed to the terms contained in the agreement;

(e) The signature of each party to the agreement; and

(f) A statement that the parties further agree that:

(A) Upon execution of the agreement, the department will enter an order staying the proceedings until:

(i) The department confirms in writing that the parties have fulfilled the obligations contained in the agreement; or

(ii) The department has determined that a party has failed to fulfill the terms of the agreement.

(B) The department will continue to have jurisdiction over the matter pending confirmation under subparagraph (A) of this paragraph;

(C) Any party having an obligation under the agreement shall notify the department in writing within 14 days of completing the obligation;

(D) The department may investigate either party's compliance with the agreement to determine whether the parties have met their obligations within the time specified in the agreement;

(E) If the department finds, by substantial evidence, that a party having an obligation under the agreement has failed to fulfill that obligation within the time required and no good cause exists for that failure, the department may resume the proceedings at the time that the department entered the order staying the proceedings; and

(F) Upon completion of all obligations of the agreement as confirmed by the department, the department shall issue an

order closing the appeal.
(6)(a) Upon execution of the agreement, the department shall enter an order staying the proceedings until:
(A) The parties have fulfilled their obligations under the agreement, as confirmed by the department under paragraph (c) of this subsection; or
(B) The department has determined that a party has failed to fulfill the terms of the agreement, as described in subsection (7) of this rule.
(b) Any party having an obligation under the agreement shall notify the department in writing within 14 days of completing the obligation.
(c) Upon receipt of notice that a party has completed its obligation under the agreement, the department shall:
(A) Verify that the obligation required by the terms of the agreement has been completed by the party who provided the notice; and
(B) Issue written confirmation of the completion of the obligation to the parties.
(d) At any time, the department may investigate either party's compliance with the agreement to determine whether the parties have met their obligations within the time specified in the agreement.
(e) After the department has confirmed that all obligations required under the agreement have been completed, the department shall issue an order closing the appeal.
(7) If the department finds, by substantial evidence, that a party having an obligation under the agreement has failed to fulfill that obligation within the time required and no good cause exists for that failure, the department may resume the proceedings at the time that the department entered the order staying the proceedings.
(8) As part of any corrective action taken pursuant to subsection (2)(b) of this rule, the complainant and district must waive their right to seek judicial review of the corrective action under ORS 183.484.

STATUTORY/OTHER AUTHORITY: ORS 326.051, ORS 339.303, ORS 659.850 to 659.855

STATUTES/OTHER IMPLEMENTED: ORS 339.303, ORS 659.850 to 659.855, ORS 339.285 to 339.303

ADOPT: 581-075-0001

RULE TITLE: Definitions for Appeals Processes

NOTICE FILED DATE: 08/23/2024

RULE SUMMARY: OAR 581-075-0001 defines applicable terms for the appeals process for complaints alleging discrimination, restraint, seclusion, and retaliation.

RULE TEXT:

For purposes of OAR 581-075-0001 to OAR 581-075-0045:

(1) “Complaint” includes any written report of wrongdoing or written grievance that a complainant emails, mails, or otherwise communicates to a district or district staff member, or any verbal report of discrimination, that is not filed in accordance with a district’s complaint process unless the district, within 10 calendar days of receiving the report or grievance, directs the complainant, in writing in the complainant’s preferred language, to file the report or grievance in accordance with the district’s complaint process.

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

(3) “District” means:

(a) A school district, an education service district, a public charter school, a Youth Corrections Education Program as defined in ORS 326.695, a Juvenile Detention Education Program provider as defined in ORS 326.695, or a program that receives moneys pursuant to ORS 343.243; and

(b) Any education agency, program, or service that receives moneys from an entity described in subparagraph (a) of this paragraph.

(4) “Public charter school” means an elementary or secondary charter school offering a comprehensive instructional program operating under a written agreement entered into between a sponsor and an applicant pursuant to ORS chapter 338.

(5) “Sponsor” means:

(a) The board of the school district or the union high school district that has developed a written charter to create a public charter school; and

(b) The State Board of Education pursuant to ORS 338.075.

STATUTORY/OTHER AUTHORITY: ORS 326.051, ORS 339.303, ORS 339.347, ORS 342.700, ORS 659.850, ORS 659.852, ORS 659.855

STATUTES/OTHER IMPLEMENTED: ORS 339.303, ORS 339.347, ORS 342.700, ORS 659.850, ORS 659.852, ORS 659.855

ADOPT: 581-075-0005

RULE TITLE: Scope of Discrimination, Restraint and Seclusion, and Retaliation Appeals Processes

NOTICE FILED DATE: 08/23/2024

RULE SUMMARY: OAR 581-075-0005 establishes the scope of the appeals process for complaints alleging discrimination, restraint, seclusion, or retaliation.

RULE TEXT:
OAR 581-075-0001 to OAR 581-075-0045 apply to appeals of complaints alleging:
(1) A violation of ORS 339.285 to 339.303 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion);
(2) A violation of ORS 339.347 (Bias Incidents and Symbols of Hate Prohibited), ORS 659.850 (Discrimination Prohibited), OAR 581-021-0045 (Discrimination Prohibited), OAR 581-021-0046 (Program Compliance Standards for Purposes Related to Discrimination), or OAR 581-022-2312 (Every Student Belongs);
(3) If the entity against whom the appeal is filed is a school district, education service district, or public charter school, a violation of ORS 342.700 and 342.704 (Duties Related to Sexual Harassment) or OAR 581-021-0038 (Requirements Related to Sexual Harassment);
(4) If the entity is a school district or a public charter school, or an education service district that has entered into a contract with a school district for the purpose of designating and providing for the school district one or more civil rights coordinators, a violation of OAR 581-021-0655 (Duty to Designate One or More Civil Rights Coordinators) or OAR 581-021-0660 and (Duties of and Training Requirements for Civil Rights Coordinators);
(5) If the entity against whom the appeal is filed is a school or program operated by a school district, education service district, or public charter school, a violation of OAR 581-021-0047 (Prohibition against Using Native American Mascots); or
(6) If the entity against whom the appeal is filed is a school district, an education service district, a Youth Corrections Education Program as defined in ORS 326.695, or a program that receives moneys pursuant to ORS 343.243 (3) or (4), a violation of ORS 659.852 (Retaliation).

STATUTORY/OTHER AUTHORITY: ORS 326.051, ORS 339.303, ORS 339.347, ORS 342.700, ORS 659.850, ORS 659.852, ORS 659.855

STATUTES/OTHER IMPLEMENTED: ORS 339.303, ORS 339.347, ORS 342.700, ORS 659.850, ORS 659.852, ORS 659.855

ADOPT: 581-075-0010

RULE TITLE: Acceptance of Appeal Alleging Discrimination, Restraint and Seclusion, or Retaliation

NOTICE FILED DATE: 08/23/2024

RULE SUMMARY: OAR 581-075-0010 establishes the circumstances under which the Oregon Department of Education will accept an appeal of a complaint alleging discrimination, restraint, seclusion, or retaliation.

RULE TEXT:

(1) A complainant may appeal a complaint filed with a district to the Oregon Department of Education if the appeal meets the criteria set forth in this rule.

(2) The appeal must be ripe. An appeal is ripe when:

(a) If the district has a complaint process:

(A) The district has issued a final written decision to the complainant in accordance with the district's complaint process;

(B) The district has failed to resolve a complaint within 90 calendar days of the initial submission of the complaint, unless the district and complainant have agreed in writing to a different time period for resolving the complaint; or

(C) If the district has a complaint process with more than one step, the district has failed to provide the complainant with a written response within 30 calendar days of the submission of the complaint at any step, unless the district and complainant have agreed in writing to a different time period for that step.

(b) If the district does not have a complaint process:

(A) The complainant has received any written response from the district; or

(B) The district has failed to resolve a complaint within 90 calendar days of the initial submission of the complaint, unless the district and complainant have agreed in writing to a different time period for resolving the complaint.

(3) Notwithstanding subsection (2) of this rule, an appeal may include a complaint alleging retaliation as prohibited by OAR 659.852 or discriminatory retaliation as prohibited by ORS 659.850 and OAR 581-021-0045 without the complainant having filed a complaint with the district alleging retaliation if the appeal alleges that the retaliation occurred in response to a complaint that had been filed with the district.

(4)(a) The complaint on which the appeal is based must have been initially filed with the district not later than two calendar years after the date on which:

(A) The alleged violation occurred; or

(B) The complainant discovered the alleged violation.

(b) For purposes of this subsection, if the alleged violation is of a continuing nature, the date on which the alleged violation occurred is the most recent date on which the alleged violation occurred.

(5) The appeal must be received by the department not later than one calendar year after the date on which the department could have first accepted the appeal under subsection (2) of this rule.

(6) The appeal must:

(a) Be in writing;

(b) Be submitted in person, by mail, or electronically; and

(c) Contain:

(A) The name of the person filing the appeal;

(B) If the person filing the appeal has a phone number, address, or email address, the person's phone number, address, or email address;

(C) If the person is filing the appeal on behalf of a student, the name of the student;

(D) A statement of the facts upon which the appeal is based; and

(E) Other information requested by the department.

(7) The Director of the Oregon Department of Education or the director's designee may for good cause waive the requirements described in subsection (6) of this rule.

STATUTORY/OTHER AUTHORITY: ORS 326.051, ORS 339.303, ORS 339.347, ORS 342.700, ORS 659.850, ORS

659.852, ORS 659.855

STATUTES/OTHER IMPLEMENTED: ORS 339.303, ORS 339.347, ORS 342.700, ORS 659.850, ORS 659.852, ORS 659.855

ADOPT: 581-075-0015

RULE TITLE: Notice of Acceptance or Denial of Appeal Alleging Discrimination, Restraint and Seclusion, or Retaliation

NOTICE FILED DATE: 08/23/2024

RULE SUMMARY: OAR 581-075-0015 establishes the procedure by which the Oregon Department of Education will issue notice that it is either accepting or denying an appeal.

RULE TEXT:

(1) Upon receipt of a request to appeal a complaint under OAR 581-075-0010, the Oregon Department of Education will determine whether the appeal satisfies the requirements of OAR 581-075-0005 and 581-075-0010.

(2) If the department determines that it must accept the appeal, the department will give written notice to the complainant and the district that the appeal has been accepted. Notice under this subsection must be issued not later than 14 calendar days after the date on which the department received the appeal.

(3) If the department determines that it may not accept the appeal, the department will give written notice to the complainant that the appeal is denied. Notice under this subsection must be issued not later than 14 calendar days after the date on which the department received the appeal.

(4) The Director of the Oregon Department of Education or the director's designee may for good cause extend the time by which the department is required to issue notice under subsection (2) or (3) of this rule.

STATUTORY/OTHER AUTHORITY: ORS 326.051, ORS 339.303, ORS 339.347, ORS 342.700, ORS 659.850, ORS 659.852, ORS 659.855

STATUTES/OTHER IMPLEMENTED: ORS 339.303, ORS 339.347, ORS 342.700, ORS 659.850, ORS 659.852, ORS 659.855

ADOPT: 581-075-0020

RULE TITLE: District Response to Appeal Alleging Discrimination, Restraint and Seclusion, or Retaliation

NOTICE FILED DATE: 08/23/2024

RULE SUMMARY: OAR 581-075-0020 establishes a procedure by which an education entity must submit to the department a written response to the appeal.

RULE TEXT:

(1) Not later than 30 calendar days after the date on which the Oregon Department of Education gave notice that it is accepting an appeal under OAR 581-075-0015, the district must submit to the department a written response and any information that the department requested in the notice. The written response must include:

(a) A statement of facts;

(b) A description of any action that the district took in response to each allegation raised in the appeal, and an explanation of why the district took that action or did not take action;

(c) If the district and complainant settled the complaint, evidence of that settlement; and

(d) To the extent that the district is aware of the filing, a list of any complaint filed with another agency, or any action filed with an adjudicatory body, concerning the subject of the appeal.

(2) The Director of the Oregon Department of Education or the director's designee may for good cause extend the time by which the district is required to respond under subsection (1) of this rule.

STATUTORY/OTHER AUTHORITY: ORS 326.051, ORS 339.303, ORS 339.347, ORS 339.700, ORS 659.850, ORS 659.852, ORS 659.855

STATUTES/OTHER IMPLEMENTED: ORS 339.303, ORS 339.347, ORS 339.700, ORS 659.850, ORS 659.852, ORS 659.855

ADOPT: 581-075-0024

RULE TITLE: Investigation of and Final Order for Appeal Alleging Discrimination, Restraint and Seclusion, or Retaliation

NOTICE FILED DATE: 08/23/2024

RULE SUMMARY: OAR 581-075-0024 establishes a procedure by which the Oregon Department of Education will investigate an appeal.

RULE TEXT:

(1) After receiving the written response pursuant to OAR 581-075-0020, the Oregon Department of Education will conduct an investigation to determine whether the district violated a law or rule listed in OAR 581-075-0005.

(2)(a) If the department determines that a violation occurred, the department must issue a final order. If the department determines that a violation did not occur, the department must issue either a final order or notice of compliance.

(b) A final order issued under this subsection must contain:

(A) The procedural history of the appeal;

(B) The facts upon which the department is basing its conclusions;

(C) An explanation of the department's conclusions; and

(D) If the department determines that a violation occurred, any action that the district must take to correct the violation.

(c) Notice of compliance issued under this subsection must contain:

(A) A summary of the allegations made against the district; and

(B) A summary of the department's conclusions.

(3) The department must issue a final order or notice of compliance under subsection (2) of this rule not later than 210 calendar days after the date on which the department gave notice that it is accepting the appeal under OAR 581-075-0015.

(4) Corrective action ordered under this rule may include:

(a) Reviewing and rewriting policies or written regulations;

(b) Reviewing and redesigning processes and procedures;

(c) Participating in specified training;

(d) Receiving other technical assistance identified by the department; and

(e) Any other corrective action authorized under the laws of this state.

(5) The department may not award damages or attorney fees when ordering corrective action.

(6)(a) Notwithstanding subsection (2) and (3) of this rule, for any appeal accepted by the department on or before the effective date of this rule, if the department determines that a violation may have occurred, the department must issue a preliminary final order containing the procedural history of the appeal, the facts upon which the department is basing its conclusions, and an explanation of the department's conclusions. After the department issues the order described in this subsection, the complainant and the district will have an opportunity to resolve the appeal through conciliation. The time period for resolving the appeal through conciliation may not be longer than 30 days unless the complainant and the district agree in writing to a different time period.

(b) The district may not have an attorney attend any meeting held in-person, by phone, online, or virtually for the purpose of conciliating unless the complainant has an attorney attend that meeting.

(c) Upon request, the department will provide technical assistance to support the complainant and district during conciliation.

(d) Any conciliation agreement entered into under this subsection must contain a statement identifying the parties to the agreement, a statement that the parties entering the agreement intend that the agreement will resolve the appeal, a statement or list specifying the terms to which the parties have agreed, a statement that the parties have read and agreed to the terms contained in the agreement, the signature of each party to the agreement, and a statement that the parties further agree that:

(A) Upon execution of the agreement, the department will stay the appeal until the department confirms in writing that

the parties have fulfilled their obligations contained in the agreement or the department has determined that a party has failed to fulfill the terms of the agreement;
(B) The department will continue to have jurisdiction over the matter until the parties have fulfilled their obligations under the agreement;
(C) The department may investigate either party's compliance with the agreement to determine whether the parties have fulfilled their obligations under the agreement;
(E) The department may issue a final order adopting the findings and conclusions contained in the preliminary order if the department finds, by substantial evidence, that a party having an obligation under the agreement has failed to fulfill that obligation and no good cause exists for that failure; and
(F) Upon completion of all obligations contained in the agreement as confirmed by the department, the department shall issue an order closing the appeal.
(e) If the complainant and the district fail to provide the department with a fully executed conciliation agreement within 30 days or other time period as agreed to by the complainant and the district, or if the department finds, by substantial evidence, that a party having an obligation under the agreement has failed to fulfill that obligation and no good cause exists for that failure, the department will issue a final order containing the procedural history of the appeal, the facts upon which the department is basing its conclusions, an explanation of the department's conclusions, and any action that the district must take to correct the violation.
(7) The Director of the Oregon Department of Education or the director's designee may for good cause extend the time by which the department must issue an order or notice of compliance under this rule.

STATUTORY/OTHER AUTHORITY: ORS 326.051, ORS 339.303, ORS 339.347, ORS 342.700, ORS 659.850, ORS 659.852, ORS 659.855

STATUTES/OTHER IMPLEMENTED: ORS 339.303, ORS 339.347, ORS 342.700, ORS 659.850, ORS 659.852, ORS 659.855

ADOPT: 581-075-0030

RULE TITLE: Compliance with Corrective Action for Appeal Alleging Discrimination, Restraint and Seclusion, or Retaliation

NOTICE FILED DATE: 08/23/2024

RULE SUMMARY: OAR 581-075-0030 sets forth the procedure by which an education entity must complete any corrective action ordered by the Oregon Department of Education, and the penalty that an education entity may face if it fails to complete corrective action.

RULE TEXT:
(1) A district must complete any corrective action ordered by the Oregon Department of Education under OAR 581-075-0024 in a time and manner ordered by the department, unless an extension is granted by the Director of the Oregon Department of Education or the director's designee.
(2) If a district does not complete corrective action as described in subsection (1) of this rule, the department may withhold all or part of any distribution authorized under the laws of this state from the State School Fund, as determined by the Director of the Department of Education or the director's designee.

STATUTORY/OTHER AUTHORITY: ORS 326.051, ORS 339.303, ORS 339.347, ORS 342.700, ORS 659.850, ORS 659.852, ORS 659.855

STATUTES/OTHER IMPLEMENTED: ORS 339.303, ORS 339.347, ORS 342.700, ORS 659.850, ORS 659.852, ORS 659.855

ADOPT: 581-075-0040

RULE TITLE: Early Resolution of Appeal Alleging Discrimination, Restraint and Seclusion, or Retaliation by Taking Corrective Action

NOTICE FILED DATE: 08/23/2024

RULE SUMMARY: OAR 581-075-0040 specifies that a complainant and education entity may at any time jointly request the Oregon Department of Education to impose corrective action as if the department found that the education entity was deficient. This form of early resolution is based on procedures created by the United States Department of Education's Office for Civil Rights and replaces the form of early resolution set forth in former OAR 581-002-0023.

RULE TEXT:

(1) On any date preceding the date on which the Oregon Department of Education issues a final order or notice of compliance under OAR 581-075-0024, the complainant who filed the appeal and the district against whom the appeal is filed may jointly request the department to impose corrective action in the same manner that the department would impose corrective action under OAR 581-075-0024 if the department found that the district committed the alleged violation.

(2) Upon request, the department will assist the complainant and the district in understanding what corrective action would be appropriate.

(3) The department must dismiss an appeal accepted under OAR 581-075-0010 upon the fulfillment of corrective action imposed pursuant to this rule.

(4) For the department to impose corrective action pursuant to this rule, the complainant and the district must waive their right to seek reconsideration or judicial review of the corrective action

STATUTORY/OTHER AUTHORITY: ORS 326.051, ORS 339.303, ORS 339.347, ORS 342.700, ORS 659.850, ORS 659.852, ORS 659.855

STATUTES/OTHER IMPLEMENTED: ORS 339.303, ORS 339.347, ORS 342.700, ORS 659.850, ORS 659.852, ORS 659.855

ADOPT: 581-075-0045

RULE TITLE: Early Resolution of Appeal Alleging Discrimination, Restraint and Seclusion, or Retaliation through Settlement

NOTICE FILED DATE: 08/23/2024

RULE SUMMARY: OAR 581-075-0045 specifies that a complainant and education entity may at any time jointly request the Oregon Department of Education to toll its investigation for the purpose of settling the appeal. If the parties cannot agree on a settlement, the department will continue its investigation.

RULE TEXT:
(1) On any date preceding the date on which the Oregon Department of Education issues a final order or notice of compliance under OAR 581-075-0024, the complainant who filed the appeal and the district against whom the appeal is filed may jointly request to toll the proceedings described in OAR 581-075-0001 to 581-075-0045 for the purpose of settling the appeal.
(2) At any time during the tolling of proceedings under this rule, the complainant or the district may communicate to the department that they no longer wish to settle the appeal. If the complainant or the district communicates that they no longer wish to settle the appeal, the proceedings described in OAR 581-075-0001 to 581-075-0045 will commence at the point at which they began to toll.
(3) Upon request, the department will assist the complainant and the district in understanding what corrective action the department would order if the department found that the district committed the alleged violation.
(4) The department must dismiss an appeal accepted under OAR 581-075-0010 upon acquiring evidence that the complainant and the district have settled the appeal.

STATUTORY/OTHER AUTHORITY: ORS 326.051, ORS 339.303, ORS 339.347, ORS 342.700, ORS 659.850, ORS 659.852, ORS 659.855

STATUTES/OTHER IMPLEMENTED: ORS 339.303, ORS 339.347, ORS 342.700, ORS 659.850, ORS 659.852, ORS 659.855

ADOPT: 581-075-0050

RULE TITLE: Judicial Review and Reconsideration of Appeals Alleging Discrimination, Restraint and Seclusion, or Retaliation

NOTICE FILED DATE: 08/23/2024

RULE SUMMARY: OAR 581-075-0050 specifies that a party to a proceeding may request the Oregon Department of Education to reconsider a final order or seek judicial review of a final order.

RULE TEXT:
(1) Pursuant to ORS 183.484 and OAR 137-004-0080, a party may request reconsideration of a final order or notice of compliance issued by the Oregon Department of Education under OAR 581-075-0024 within 60 calendar days of service of the final order. The department and a party seeking reconsideration shall follow the procedure for reconsideration described in OAR 137-004-0080.
(2) Parties may seek judicial review of a final order or notice of compliance issued by the department under ORS 183.484. Judicial review may be obtained by filing a petition for review with the Marion County Circuit Court or with the circuit court for the county where the complainant resides. The petition must be filed within 60 calendar days of service of the final order or, if a petition for reconsideration has been filed, within 60 calendar days of service of an order denying reconsideration.

STATUTORY/OTHER AUTHORITY: ORS 183.484

STATUTES/OTHER IMPLEMENTED: ORS 183.484

ADOPT: 581-075-0200

RULE TITLE: Investigations of Potential Violations of Division 22 Standards

NOTICE FILED DATE: 08/23/2024

RULE SUMMARY: OAR 581-075-0200 sets forth the procedures by which the Oregon Department of Education will investigate possible violations of education standards codified in OAR Chapter 581, Division 22 (Division 22 standards). The proposed rule: (1) defines applicable terms; (2) establishes scope; (3) creates procedures by which the department would provide notice of an investigation; (4) creates procedures by which the department would conduct and resolve investigations; (5) specifies the procedures – established in statute – by which the department may order corrective action if the department finds that an education entity is deficient; (6) specifies the penalty that an education entity may face if it fails to complete corrective action; and (7) creates a procedure by which an education entity may request early resolution. Significant differences from the appeals process for complaints alleging discrimination, restraint, seclusion, and retaliation include: (1) the proposed rule allows the department to investigate a possible violation of a Division 22 standard when the department has cause to believe an education entity committed the violation (not just when the department accepts an appeal of complaint alleging the violation); and (2) the proposed rule specifies that the department must order corrective action in the manner established by statute.

RULE TEXT:

(1) For purposes of OAR 581-075-0205 and this rule:

(a) "Department" means the Oregon Department of Education.

(b) "District" means a school district, education service district, public charter school, or other education entity to which a rule codified in Oregon Administrative Rules Chapter 581, Division 22, applies.

(c) "Public charter school" means an elementary or secondary charter school offering a comprehensive instructional program under a written agreement entered into between a sponsor and an applicant pursuant to ORS chapter 338.

(d) "Sponsor" means:

(A) The board of the school district or the union high school district that has developed a written charter to create a public charter school; and

(B) The State Board of Education pursuant to ORS 338.075.

(2) OAR 581-075-0205 and this rule apply to potential violations of rules codified in Oregon Administrative Rules Chapter 581, Division 22.

(3) The department will investigate a potential violation of a rule codified in Oregon Administrative Rules Chapter 581, Division 22, if a complainant files an appeal of a complaint initially filed with a district in accordance with OAR 581-075-0205.

(4) Before conducting an investigation under this rule, the department must give written notice to the district that it is going to conduct the investigation. In the notice, the department may order the district to provide the department, in a time and manner ordered by the department, with a written explanation of any action that the district took or did not take with respect to the potential violation.

(5) For purposes of conducting an investigation under this rule, the department may order a district to provide the department with documents and other information necessary to investigate the potential violation.

(6)(a) If the department determines that a violation occurred, the department must issue a final order. If the department determines that a violation did not occur, the department must issue a final order or notice of compliance.

(b) A final order issued under this subsection must contain the facts upon which the department is basing its conclusions, an explanation of the department's conclusions, and if the department determines that a violation occurred, an order directing the district to complete a corrective action plan. If the district is a school district, the corrective action plan must be prepared and completed in accordance with ORS 327.103. If the district is an education service district, the corrective action plan must be prepared and completed in accordance with ORS 334.217. If the district is a public charter school or other type of education entity, the corrective action plan must be prepared in a time and manner prescribed by the department.

(c) Notice of compliance issued under this subsection must contain a summary of the allegations made against the district and a summary of the department's conclusions.
(7) The department must issue a final order or notice of compliance as described in subsection (6) of this rule not later than 210 calendar days after the date on which the department gave notice under subsection (4) of this rule unless the Director of the Oregon Department of Education or the director's designee extends the time by which the department must issue the order or notice for good cause.
(8) If a district does not prepare or complete a corrective action plan, the department may impose any penalty allowed under the laws of this state, including withholding all or part of any distribution authorized under the laws of this state from the State School Fund.
(9) On any date preceding the date on which the department issues a final order or notice of compliance under this rule, the district that is the subject of the investigation may request to prepare a corrective action plan in the same manner that the district would prepare a corrective action plan under subsection (6) of this rule if the department found that the district committed the potential violation. Upon request, the department will assist the district in understanding what corrective action would be appropriate.

STATUTORY/OTHER AUTHORITY: ORS 326.051, ORS 327.103, ORS 338.115, ORS 334.217

STATUTES/OTHER IMPLEMENTED: ORS 326.051, ORS 327.103, ORS 338.115, ORS 334.217

ADOPT: 581-075-0205

RULE TITLE: Appeals of Potential Violations of Division 22 Standards

NOTICE FILED DATE: 08/23/2024

RULE SUMMARY: OAR 581-075-0010 establishes the circumstances under which the Oregon Department of Education will accept an appeal of a complaint alleging a violation of an education standard codified in OAR Chapter 581, Division 22. These circumstances would be the same as the circumstances under which the department would accept an appeal of a complaint alleging discrimination, restraint, seclusion, or retaliation.

RULE TEXT:

(1) The department will investigate a potential violation of a rule codified in Oregon Administrative Rules Chapter 581, Division 22, if a complainant files an appeal of a complaint initially filed with a district and the appeal meets the criteria set forth in this rule.

(2) The appeal must be ripe. An appeal is ripe when:

(a) If the district has a complaint process, the district has issued a final written decision to the complainant in accordance with the district's complaint process or the district has failed to resolve the complaint within 90 calendar days of the initial submission of the complaint, unless the district and complainant have agreed in writing to a different time period for resolving the complaint.

(b) If the district does not have a complaint process, the complainant has received any written response from the district or the district has failed to resolve the complaint within 90 calendar days of the initial submission of the complaint, unless the district and complainant have agreed in writing to a different time period for resolving the complaint.

(3) The complaint on which the appeal is based must have been initially filed with the district not later than two calendar years after the date on which the alleged violation occurred or the complainant discovered the alleged violation. For purposes of this subsection, if the alleged violation is of a continuing nature, the date on which the alleged violation occurred is the most recent date on which the alleged violation occurred.

(4) The appeal must be received by the department not later than one calendar year after the date on which the department could have first accepted the appeal under subsection (2) of this section.

(5) The appeal must:

(a) Be in writing;

(b) Be submitted in person, by mail, or electronically; and

(c) Contain:

(A) The name of the person filing the appeal;

(B) If the person filing the appeal has a phone number, address, or email address, the person's phone number, address, or email address;

(C) A statement of facts upon which the appeal is based; and

(D) Any other information requested by the department.

STATUTORY/OTHER AUTHORITY: ORS 326.051, ORS 327.103, ORS 338.115, ORS 334.217

STATUTES/OTHER IMPLEMENTED: ORS 326.051, ORS 327.103, ORS 338.115, ORS 334.217

ADOPT: 581-075-0210

RULE TITLE: Judicial Review and Reconsideration of Orders Related to Division 22 Standards

NOTICE FILED DATE: 08/23/2024

RULE SUMMARY: OAR 581-075-0210 specifies that a party to a proceeding may request the Oregon Department of Education to reconsider a final order or seek judicial review of a final order.

RULE TEXT:

(1) Pursuant to ORS 183.484 and OAR 137-004-0080, a party may request reconsideration of a final order or notice of compliance issued by the Oregon Department of Education under OAR 581-075-0200 within 60 calendar days of service of the final order. The department and a party seeking reconsideration shall follow the procedure for reconsideration described in OAR 137-004-0080.

(2) Parties may seek judicial review of a final order or notice of compliance issued by the department under ORS 183.484. Judicial review may be obtained by filing a petition for review with the Marion County Circuit Court or with the circuit court for the county where the complainant resides. The petition must be filed within 60 calendar days of service of the final order or, if a petition for reconsideration has been filed, within 60 calendar days of service of an order denying reconsideration.

STATUTORY/OTHER AUTHORITY: ORS 183.484

STATUTES/OTHER IMPLEMENTED: ORS 183.484

June 16, 2026 Re: Oregon Comprehensive School Counseling Framework Adoption

Dear Members of the State Board of Education,

Thank you for your continued dedication to the students, families, and educators of Oregon. I am writing to follow up on my previous correspondence regarding the Draft Comprehensive School Counseling Program (CSCP) Framework.

First, I want to express my sincere gratitude to the Board for listening to the 60+ letters shared by school staff expressing their deep concerns regarding the updated Draft Framework. Your willingness to hear the voices of those on the ground is greatly appreciated. I also want to publicly thank Dr. Wigham and Dr. Fynn for their responsiveness in adding pages 7 and 8 to the latest draft. This inclusion is a meaningful step toward tackling the critical issue of role clarity.
However, despite these positive additions, several significant professional concerns remain. I respectfully ask the Board to consider the following points before moving forward with a final vote:

- **Persistent Administrative Confusion & Role Blending:** While I deeply appreciate the intent behind pages 7 and 8, the document as a whole continues to blend the distinct roles of School Counselors and School Social Workers. I have heard multiple examples from school administrators who still do not understand that if they hire a School Social Worker, that individual **cannot** legally or professionally act as a school counselor. While a social worker can lead a CSCP under specific circumstances, they do not possess the specific training or skills required to implement roughly two-thirds of the program. Schools must find other TSPC-licensed staff to fill those service gaps, and it is imperative that administrators understand that. In a recent survey conducted by OSCA, only 13% of responders felt like they understood what a school social worker could and couldn't do.
- **Premature Approval Prior to Summer Guidance:** Dr. Wigham has continually stated that we can add more detailed, clarifying information to the implementation guidance, which is scheduled to be developed this summer. Given how foundational this guidance will be to the success of the framework, I strongly advocate that the Board **wait to approve the framework** until we can review this implementation guidance in its entirety. Approving the framework without seeing the rules for its execution is premature.
- **Program Integrity Without Elevation:** The Framework explicitly states that its guidance is not intended to elevate one professional role over another. I absolutely agree with that philosophy; every member of our multidisciplinary teams is vital. However, acknowleging professional limits is not the same as hierarchical elevation. It is critical for schools to understand that *only* school counselors have the comprehensive training required to fully implement a CSCP. While school social workers, school psychologists, and school nurses are entirely indispensable, they possess different specialized scopes of practice. In the updated version on page 8 in the last paragraph is this sentence, "The position of school counselor cannot be filled by a school social worker (OAR 584-245-0310), a Limited Student Service License role (OAR 584-245-0400), a Child DevelopmentSpecialist (ODE Authorization), or by another candidate who is not professionally trained and licensed as a school counselor." 78% of respondents in the OSCA survey agree with panel members that this needs to be at the beginning of page 7 so it is more clear to administration.
- **Collaboration with OSCA:** To ensure this framework truly serves Oregon's schools and stands the test of time, it must have the trust of the professionals who live it every day. I respectfully ask the Board to **postpone the approval of the Framework** until school counselors across the state officially support it through the approval of the Oregon School Counselor Association (OSCA).

Thank you once again for your time, your collaboration, and your unwavering commitment to ensuring Oregon's educational frameworks are clear, legally compliant, and effectively structured to support student success.

Sincerely,
Karen Harshfield, MS, PhD candidate
School Counselor on Special Assignment
Gresham-Barlow School District
harshfield2@gresham.k12.or.us
971-678-2088

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
Oregon achieves . . . together!

Summary

Meeting Date: 6/18/2026
Title: Correctional Docket Employment First Legislation: Implementing SB 810
Status: Second Reading (no changes)
Presentation: No (Written Report Only/Consent)
Key Staff: Haedon Brunelle, Shava Feinstein, Crystal Brumfield, Ramonda Olalyoe
Topic Summary: These rules were previously adopted by the State Board, but a clerical filing error was made where OAR 581-015-2100 was filed for amendment instead of OAR 581-015-2930. This item is returning for a vote by the State Board of Education to correctly 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.

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: 6/18/2026
Title: Tribal Charter School Permanent OARs
Status: Second Reading/Adoption (no changes)
Presentation: No (Written Report Only/Consent)
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. The board conducted the first reading of the permanent OARs for this item in the May 2026 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 is currently developing 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 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.
1. 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.
2. 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 temporary 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?

There have been no further engagement opportunities pursued since the first reading of this item beyond the June ORCA and remaining available for feedback.

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?**

   We received feedback at the May 2026 ORCA meeting regarding the legislative intent around the location where a Tribe can open a charter school. Education partners involved in the legislative process wanted to clarify ODE's understanding of where a Tribe can open a public charter school and which school districts would be required to partner with the Tribe. There was concern that ODE was applying a broader than intended application.

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

   We learned more about the legislative intent around the location where a Tribe can open a charter school. Based on the legislative record, it appears that the intent is for a Tribe to locate a charter school they establish on the Tribe's reservation lands or central proximity to the Tribe's lands. We did not change the proposed OAR language as it cites the statute directly and will allow the statute and legislative record to guide implementation. ODE Staff will incorporate the intent from the legislative record when drafting guidance and providing technical assistance.

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?**

   There have been no changes to this item since the First Reading.

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 charter 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 charter 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.

Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
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Summary

Meeting Date: 6/18/2026
Title: House Bill 3198 (2023) Bill Implementation: Early Literacy Tribal Grants
Status: Adoption (no changes)
Presentation: No (Written Report Only/Consent)
Key Staff: Brandon Culbertson, Senior Early Literacy Advisor; April Campbell, Assistant Superintendent, Office of Indian Education
Topic Summary: The Oregon Department of Education (ODE) is bringing forward proposed temporary rule amendments to align Oregon Administrative Rule (OAR) 581-017-0807 with statutory authority under ORS 327.843 and House Bill 3198 (2023), which established and expanded Early Literacy Tribal Grants.

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 Early Literacy Tribal Grants program provides direct funding to federally recognized Tribes in Oregon to support early literacy development for Tribal children and families.

The program is administered by the Oregon Department of Education's Office of Indian Education as part of Oregon's Early Literacy Success Initiative.

Through this program, Tribal governments design and implement culturally grounded literacy systems that may include early literacy programming for children and families, multigenerational literacy supports, family literacy engagement activities, Tribal language revitalization connected to literacy development, culturally relevant literacy materials and storytelling traditions, and community-based literacy events and programming.

These approaches strengthen early literacy development while honoring Tribal language, culture, and community knowledge systems.

The program recognizes that literacy development occurs across family, community, and cultural contexts and supports Tribes in designing programs that meet the needs of their children and families. The ORCA program overview similarly describes the grants as direct awards to federally recognized Tribes and recognizes Tribal literacy systems as multigenerational, language-centered, and community-driven.

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 rulemaking is authorized under ORS 327.843, which directs the Oregon Department of Education to administer Early Literacy Tribal Grants to federally recognized Tribes of this state; House Bill 3198 (2023), which expanded Oregon's Early Literacy Success Initiative and reinforced the role of Tribal governments in designing culturally grounded early literacy systems; ORS 326.051, which provides the State Board of Education general rulemaking authority necessary to carry out Oregon education laws; and ORS 327.827, which establishes the broader Early Literacy Success Initiative framework under which the Tribal grant program operates.

   Statute is prescriptive in establishing the program, identifying eligible recipients, and directing the Department to administer grants supporting culturally and linguistically responsive literacy efforts and Tribal language revitalization. Administrative rule provides the Board and Department flexibility to clarify implementation, reporting, program scope, and operational requirements consistent with statutory authority.

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

   The Early Literacy Success Initiative, including Tribal grant investments, has previously been presented to the State Board of Education as part of broader early literacy implementation updates following passage of HB 3198 (2023).

   This specific rule alignment came before the Board for consideration and was adopted as temporary rule in March 2026 to address immediate implementation needs and align rule language with statutory authority. The current item supports the transition from temporary to permanent rulemaking, informed by implementation experience and Government-to-Government consultation.

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

During implementation of the 2023–25 biennium, Tribal consultation and program implementation revealed areas where existing administrative rule language was narrower than the authority provided in statute. Without rule alignment, contracts cannot be executed consistent with Tribal Early Literacy Plans, program implementation may be constrained by rule language that does not reflect legislative intent, distribution of legislatively appropriated funds could be delayed, Tribal program design may be limited in ways not intended by statute, and the State's Government-to-Government commitments may not be fully reflected in program administration. Updating the rule language honors Government-to-Government partnership and ensures the program operates as intended by statute and allows ODE to administer grants consistent with Tribal program design and legislative direction.

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 informed engagement by centering those most affected by the program: Tribal students, families, and Tribal governments.

Engagement focused on Tribal sovereignty and Government-to-Government partnership, ensuring Tribal leaders and education partners directly informed program design and rule alignment.

Because the program provides direct funding to Tribal governments, Tribal partners were intentionally engaged throughout program implementation and rule development.

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.

   Early literacy work intersects with early childhood systems and family literacy programming. Coordination helps ensure alignment between state early learning investments and Tribal early literacy strategies. While this rulemaking does not create a direct administrative role for the Department of Early Learning and Care, the Department considered this intersection in the broader implementation context of early learning and family engagement.

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)?

Engagement intentionally reflected the geographic distribution of federally recognized Tribes in Oregon and the diverse rural, urban, and Tribal community contexts where programs are implemented, including Northeast Oregon, Central and Southeast Oregon, Southwest Oregon, Willamette Valley and Central Coast, Northwest Oregon, and Tribal lands.

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?**

Tribal partners emphasized several key areas during consultation and implementation feedback. Early literacy development in Tribal communities often occurs through family- and community-based systems, not only classroom settings. Programs frequently include multigenerational learning, with elders, parents, and youth participating together. Tribal language revitalization is closely connected to literacy development, identity, and belonging. Flexibility is necessary to allow Tribes to design programs that reflect their community priorities.

This feedback informed rule alignment to ensure administrative rules do not unintentionally restrict program design. Where perspectives differed, the Department focused on preserving statutory alignment while maintaining flexibility for Tribe-specific implementation rather than prescribing a single program model for all Tribes.

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

Prior to Board action, the Department will continue engagement through Ongoing Rules Advisory Committee meetings, continued Government-to-Government consultation with Tribal partners, and continued communication with Tribal grant partners regarding implementation feedback.

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 action will not create new fiscal obligations for school districts or Tribes. Instead, it clarifies rule language to ensure existing legislatively appropriated funds can be distributed and implemented as intended.

    For Tribal governments, rule alignment provides greater clarity and flexibility in implementing culturally grounded literacy systems designed through Tribal Early Literacy Plans.

    In rural and remote Tribal communities, this flexibility is particularly important because literacy programs often operate through community events, family engagement, extended learning, and language revitalization activities rather than traditional classroom models. This is consistent with the early literacy activity examples reflected in the ORCA materials.

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

    This rule alignment does not create new compliance costs for small businesses or the public.

    The rule clarification supports the Department's ability to administer the program efficiently within existing statutory authority and does not create a new state mandate beyond implementation of existing law.

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 Early Literacy Tribal Grants program supports literacy development for American Indian and Alaska Native students by investing in culturally grounded literacy systems designed by Tribal governments.

These programs strengthen early literacy development, family engagement in learning, cultural identity and belonging, and intergenerational language and knowledge transmission.

For many Tribal communities, culturally relevant literacy programming helps children see themselves reflected in educational spaces and strengthens engagement with learning.

Additionally, pursuing these rule changes directly honors Government-to-Government relationships, as Tribal partners requested modifications based on program and service needs.

Moving forward in this way reflects and upholds the collaborative approach that has guided this work from the beginning

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 program strengthens partnerships between Tribal governments and school systems and increases access to culturally relevant literacy resources and programming.

It also supports educators by providing opportunities to collaborate with Tribal partners and to better understand how early literacy, identity, language, and belonging are connected within Tribal communities.

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 consequences of Board action include alignment between rule language and statute, the ability to execute Tribal grant contracts consistent with approved Tribal Early Literacy Plans, continued implementation during the current biennium, clearer administrative guidance for allowable program design, and reinforcement of Government-to-Government partnership in program implementation.

Long-term consequences include stronger culturally grounded literacy systems, improved early literacy engagement for Tribal students, sustained Tribal-state partnership in education, greater stability and clarity in the administration of Tribal grant funds, and continued support for literacy approaches that integrate language, identity, family, and community.

Board action will have a cumulative positive effect by strengthening how Oregon supports culturally grounded literacy development for Tribal children and families over time.

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

Without rule alignment, contracts could not be executed consistent with Tribal Early Literacy Plans, implementation of legislatively approved programming could be delayed, Tribal literacy programming could be disrupted, some Tribes may face barriers to accessing funding consistent with their approved plans, and relational trust built through Government-to-Government consultation could be weakened.

These consequences would be experienced most directly by Tribal governments, Tribal children, and families who benefit from culturally grounded literacy programming.

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 Department is bringing forward rule amendments to align OAR 581-017-0807 with statutory authority under ORS 327.843 and HB 3198 (2023).

The amendments clarify program scope to reflect that Tribal early literacy systems may include community-based literacy programming, multigenerational literacy engagement, family literacy supports, integration of Tribal language revitalization with literacy development, and activities that support early literacy development even when implemented through broader, vertically aligned, intergenerational, or community-based models.

The amendments also update eligibility language and statutory citations to reflect current authority. These updates ensure the administrative rules accurately reflect the program authority established by the Legislature. The ORCA summary of changes similarly emphasizes clarification of authorized activities, protection of grade-span flexibility, updated eligibility language, and aligned statutory citations.

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 amendments directly reflect feedback gathered through Government-to-Government consultation with federally recognized Tribes in Oregon and implementation experience during the first biennium of the Early Literacy Tribal Grants program.

During implementation, Tribal partners shared that early literacy development in Tribal communities often occurs through family-centered, community-based, and multigenerational learning environments. Partners also emphasized the importance of integrating Tribal language revitalization with literacy development and ensuring programs can be designed to reflect each Tribe's cultural and community priorities.

The proposed rule alignment responds to this feedback by clarifying program scope and ensuring administrative rules do not unintentionally limit the types of culturally grounded literacy systems Tribal governments may implement.

This approach aligns with the State Board of Education's Mission, Vision, and Values by supporting academic excellence through early literacy investment, belonging and wellness through culturally grounded education and identity affirmation, and shared accountability through Government-to-Government partnership with Tribal nations.

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

The Department recommends that the State Board of Education temporary rule amendments to OAR 581-017-0807 and support continued rule alignment consistent with ORS 327.843 and HB 3198 (2023).

The proposed rule alignment reflects feedback gathered through Government-to-Government consultation with Tribal partners and implementation experience during the 2023–25 biennium.

The rule updates support the Board's mission and values by advancing academic excellence through early literacy investment, belonging and wellness through culturally grounded education, and shared accountability through Tribal-state partnership.

This rulemaking also reflects reimagining accountability by ensuring implementation structures honor Tribal sovereignty, align with statutory purpose, and support program design grounded in community need rather than imposing a one-size-fits-all administrative model.

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: Direct Program Support through the Office of Indian Education

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?

The Early Literacy Tribal Grants program provides direct funding to federally recognized Tribes in Oregon rather than school districts. This structure supports equitable resource allocation by ensuring Tribal governments receive dedicated funding to design literacy systems that reflect their community priorities.

The program was intentionally designed to reduce administrative burden while maintaining accountability. Tribal partners submit an Early Literacy Plan describing program design,

intended outcomes, and use of funds. Reporting requirements are flexible, culturally responsive, and aligned to the Tribe's approved plan.

The grant is aligned with Oregon's broader Early Literacy Success Initiative established through HB 3198 (2023) and complements statewide early literacy investments while preserving the distinct Government-to-Government and culturally grounded nature of Tribal implementation.

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

Because the Early Literacy Tribal Grants program provides funding directly to Tribal governments rather than school districts, grant requirements are not structured around district size.

However, the program is designed to account for the realities of rural and remote Tribal communities, where literacy programming may occur through community events, family engagement activities, extended learning, cultural gatherings, and Tribal language programs rather than traditional classroom settings.

To address these contexts, program requirements emphasize flexibility, Tribe-designed planning, and streamlined reporting expectations that reduce administrative burden while maintaining accountability for use of funds.

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.**

During implementation of the Early Literacy Tribal Grants program in the 2023–25 biennium, the Oregon Department of Education engaged in ongoing consultation and communication with federally recognized Tribes in Oregon regarding program implementation and rule alignment.

Consultation and engagement occurred through several venues, including June 2025 Government-to-Government Tribal Education Cluster consultation, September 2025 Government-to-Government Tribal Education Cluster consultation, February 2026 Tribal consultation webinar and implementation discussion, Tribal Early Literacy grant partner meetings and implementation feedback sessions, Office of Indian Education advisory engagement, and the Ongoing Rules Advisory Committee rule review process. These consultation touchpoints are reflected in the ORCA presentation materials.

These consultation opportunities allowed Tribal education leaders and program partners to share implementation experiences and identify areas where existing administrative rule language was narrower than the authority provided in statute.

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?**

   Feedback received during consultation and program implementation emphasized that early literacy development in Tribal communities often occurs through family, community, and multigenerational learning environments rather than exclusively within classroom settings.

   Tribal partners also emphasized that Tribal language revitalization is closely connected to literacy development, cultural identity, and family engagement.

   Through consultation and implementation feedback, Tribal partners identified that existing administrative rule language could be interpreted more narrowly than the authority provided in statute, particularly regarding integration of Tribal language revitalization with literacy development, family-centered and community-based literacy programming, multigenerational literacy engagement, and programming that may involve learners beyond early elementary grades while still supporting early literacy development.

   This feedback informed the proposed rule alignment to ensure administrative rules reflect the full scope of activities authorized in ORS 327.843 and support culturally grounded literacy systems designed by Tribal governments.

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?**

Consultation identified several key Tribal interests. Tribal governments emphasized the importance of maintaining sovereignty in designing education programs that reflect their languages, cultures, and community priorities. Tribal partners also emphasized that early literacy development in Tribal communities is often rooted in family engagement, intergenerational learning, and language revitalization activities.

Board action aligning the rule with statute supports these interests by ensuring administrative rules accurately reflect the authority provided in ORS 327.843, which recognizes the role of federally recognized Tribes in developing culturally and linguistically responsive literacy programs.

Aligning the rule language allows Tribal Early Literacy Plans to be implemented as designed and supports continued investment in literacy programming serving Tribal children and families. This directly benefits AI/AN and tribally affiliated students by increasing access to literacy experiences that affirm identity, support belonging, and connect learning to language and culture.

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?**

Board action supports Tribal sovereignty by ensuring that administrative rule language aligns with the authority provided in statute and does not unintentionally restrict the ability of Tribal governments to design literacy programs that reflect their community priorities.

ORS 327.843 recognizes the role of federally recognized Tribes in developing culturally and linguistically responsive literacy strategies through Government-to-Government partnership with the State of Oregon.

Aligning the administrative rule with statute ensures the Department can administer the Early Literacy Tribal Grants program consistent with legislative intent and Tribal program design.

Failure to align the rule could delay implementation of Tribal Early Literacy Plans and the distribution of legislatively appropriated funds, which could undermine the collaborative trust built through consultation and ongoing Tribal-state partnership.

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 Oregon Department of Education maintained ongoing communication with federally recognized Tribes in Oregon throughout implementation of the Early Literacy Tribal Grants program and during development of the proposed rule alignment.

Communication occurred through direct communication between Tribal grant partners and the Office of Indian Education, Government-to-Government Tribal Education Cluster meetings, Tribal Early Literacy grant partner meetings and implementation feedback sessions, Office of Indian Education advisory engagement, the February 2026 Tribal consultation webinar and implementation discussion, and the Ongoing Rules Advisory Committee presentation and related follow-up communication.

These communication channels allowed Tribal partners to share implementation experiences, identify where current rule language was more restrictive than statute, and inform the Department's development of aligned administrative rule language. This is consistent with the ORCA presentation framing of consultation and implementation feedback as key inputs to the proposed amendments.

Current rule link: OAR 581-017-0807

581-017-0807
Early Literacy Tribal Grants

(1) Establishment of Early Literacy Tribal Grants:

(a) The Early Literacy Tribal Grants program is established in ORS 327.827 to support the **federally recognized Tribes of this state** [*nine federally recognized Tribes of Oregon ("Tribes")*] in developing and implementing early literacy and language programs that reflect their unique cultural, linguistic, and educational needs, [*and;*] **including family-engaged literacy, extended learning, and Tribal language revitalization efforts that support early literacy development for children in early elementary grades, as authorized under ORS 327.843.**

(b) The Oregon Department of Education ("ODE"), Office of Indian Education, shall collaborate with each Tribe to ensure that the development and implementation of the Early Literacy Tribal Grants program reflect tribal sovereignty and the unique cultural, linguistic, and educational needs of each nation**, consistent with ORS 327.843(3)(c) and ORS 182.162 to 182.168.**

(2) Eligibility for Early Literacy Tribal Grants:

[*(a)*] Eligibility for Early Literacy Tribal Grants is limited to the *[nine]* federally recognized Tribes *[of]* **in** Oregon.

[(b) For Tribal Grants, established in ORS 327.843(2)(d), "Eligible Applicant" means:

(A) Burns Paiute Tribe;

(B) The Confederated Tribes of Coos, Lower Umpqua, and Siuslaw;

(C) Confederated Tribes of Cow Creek Band of Umpqua;

(D) Confederated Tribes of Grand Ronde;

(E) Confederated Tribes of Siletz;

(F) Confederated Tribes of Warm Spring Indian Reservation;

(G) Confederated Tribes of Umatilla Indian Reservation;

(H) Coquille Tribe; and

(I) Klamath Tribes.]

(3)[*(a)*] Criteria for Early Literacy Tribal Grants:

[*(b)*] **(a)** Tribes **must** [S]**s**ubmit Early Literacy Plan that includes the preservation and revitalization of tribal languages, the integration of culturally responsive practices, and the support of family and community engagement in early literacy development. **Plans must include data related to participation and a description of how funded activities support early literacy development for children in early elementary grades or Tribal language revitalization, or both.**

(b) Tribal Early Literacy Grant funds may support programming that serves students beyond early elementary grades, including vertically aligned, intergenerational, or community-based models, provided funded activities support early literacy development for children in early elementary grades or Tribal language revitalization efforts authorized under ORS 327.843(1)(d), or both.

(4) Funding for Early Literacy Tribal Grants:

(a) Tribes can access funds based on their proposed project plan, which shall outline the intended use of the funds and the specific early literacy and language initiatives to be implemented, and **which must be aligned with the purposes of ORS 327.843.**

(b) Tribes are eligible to apply up to fifteen percent (15%) or the Tribe's federally recognized indirect rate, as provided in the grant agreement. This rate reflects the unique internal governance structures and needs of tribes, ensuring alignment with their sovereign status and operational requirements*[.]* **as provided in the grant agreement, consistent with OAR 581-017-0805.**

(5) Reporting and accountability:

(a) Reporting requirements will be flexible, culturally responsive, with minimal administrative burden to the Tribe;

(b) Metrics of success for Early Literacy Tribal Grants will be co-developed with each Tribe to reflect each Tribe's unique needs and priorities**;**

(c) Reports shall align with Early Literacy and language priorities **identified in the Tribe's approved Early Literacy Plan**;

(d) [*The*] ODE will customize reports in collaboration with each Tribe's Early Literacy Plan; and

(e) Each Tribe will provide a minimum of two reports per biennium.

Statutory/Other Authority: [*ORS 327.829 & HB 3198 (2023)*] **ORS 327.827, 327.829, & 327.843**
Statutes/Other Implemented: [*ORS 327.825 - 327.827, ORS 327.843 - 327.845 & HB 3198 (2023)*] **ORS 327.825 to 327.845**
History:
ODE 5-2025, amend filed 02/14/2025, effective 02/14/2025
ODE 13-2024, adopt filed 03/22/2024, effective 03/22/2024

Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Summary

Meeting Date: 6/18/2026
Title: Division 11 Reforms
Status: Adoption (no changes)
Presentation: No (Written Report Only/Consent)
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?**

The Oregon Department of Education's (ODE) High-Quality Instructional Materials (HQIM) program, in collaboration with Oregon content area specialists and educators, develops criteria for the selection of high-quality instructional materials. The program evaluates submitted materials in alignment with the subject matter cycle (referred to as the adoption schedule) established by the State Board of Education and develops a recommended list for the Board's review and consideration for adoption.

Following Board adoption, and in accordance with Division 11, ODE enters into contracts with publishers and may host an HQIM Roadshow (formerly known as the Caravan). The purpose of the HQIM program is to provide resources and support to 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) establishes the statutory requirements for the evaluation and adoption of instructional materials. Pursuant to ORS 337.050, the State Board of Education is required to adopt instructional materials for periods determined by the Board.

   Chapter 581, Division 11 of the Oregon Administrative Rules (OAR) implements ORS Chapter 337 by outlining the processes governing textbooks and instructional materials. Specifically, OAR 581-011-0071[1] provides that the Board fulfills the requirement set forth in ORS 337.050 through the "subject matter cycle" adopted by the Board, commonly referred to as Oregon's HQIM Adoption Schedule.

   In June 2025, the Oregon Legislature enacted Senate Bill 141, which removed publisher fee requirements from ORS Chapter 337. In response, ODE revised Chapter 581, Division 11 of the OAR to eliminate language related to the collection of publisher fees, ensuring alignment with the amended statute.

   Prior to the passage of Senate Bill 141, publisher fees served as the primary funding mechanism for Oregon's HQIM program. To support continuation and refinement of the program, the Legislature approved a biennial appropriation of $580,000 in state funding. Any programmatic refinements requiring formal rule revision will be proposed to the Board for review and approval.

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 changed since first-read in May. 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,

[1] OAR number is anticipated to change to OAR 581-011-0123 with the adoption of Division 11 reforms at the June 2026 Board meeting.

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) for the second time at their June meeting.

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.* Below is a table that captures a summary of all changes:

Proposed OARs	Current OARs	What changed?
581-011-0120 Program Scope	• 581-011-0050 Definition of Instructional Materials • 581-011-0052 Accessible Materials Required • 581-011-0087 Digital, Electronic, or Web-based Materials and Media	• Three rules merged into one OAR to improve clarity and reduce the quantity of OARs in Division 11. • 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	• 581-011-0055 Guidelines for the Selection of Instructional Materials Criteria Committees • 581-011-0060 Guidelines for Criteria Development by Committees • 581-011-0065 Approval of Criteria for Evaluation of Instructional Materials • 581-011-0117 Criteria for the Selection and Adoption of Instructional Materials	• Four rules merged into one OAR to improve clarity and reduce the quantity of OARs in Division 11. • Removed requirement to adopt criteria annually. • Added the possibility of awarding an honorarium for serving on the committee. • Updated inclusivity clause to reflect statutory language (materials shall reflect respect for all people…).
581-011-0122 Evaluation of	• 581-011-0066 Appointment of Committees to Evaluate	• Two rules on Evaluation merged into one OAR to improve clarity

Instructional Materials	Instructional Materials for State Adoption • 581-011-0067 Compensation for Evaluators of Submitted Instructional Materials	and reduce the quantity of OARs in Division 11. • 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	• 581-011-0070 Adoption Period for Instructional Materials • 581-011-0071 Instructional Materials Adopted by the State Board of Education	• Two rules merged into one OAR to improve clarity and reduce the quantity of OARs in Division 11. • 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.
581-011-0124 Submission and Contracting of Instructional Materials	• 581-011-0075 Proposal (BID) Forms • 581-011-0080 Contract Forms and Authority • 581-011-0086 Substitutions of New Editions or Versions of State-Adopted Instructional Materials • 581-011-0095 Submission of Instructional Materials	• Combines four OARs into one to improve clarity and reduce the quantity of OARs in Division 11. • Delegates authority over requirements for publishers proposals to ODE • Clarifies language around contract and substitutions.
581-011-0114 High-Quality Instructional Materials Roadshow	581-011-0114 Instructional Materials Caravan	• Renames Caravans to HQIM Roadshow • Overly prescriptive language around Roadshow rules removed, "instead defining that "publishers shall follow guidelines as established by ODE." • Dated digital and promotion material definitions removed.

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; please review Appendix A: Second Reading below.
- ☐ 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?**

   ORCA will be engaged in June. Although there are no changes to the draft OARs, it is essential to provide an additional opportunity for education partners to provide continued feedback.

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?**

   No additional feedback was received since first-read.

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

   We have not received additional questions or comments since first-read. All feedback, primarily related to programmatic refinements, was noted and will be addressed within future phases of HQIM Program redesign work.

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?**

   No changes have been made since the first reading.

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]

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. **The list of interim tests referenced is available from the Oregon Department of Education upon request.**

[[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 State Board of Education Docket

Summary	ODE Education Equity Stance
Meeting Date: 6/18/2026 **Title:** Senate Bill 141 (2025) Implementation: Interim Assessments: Proposed Permanent Rules **Status:** Adoption (item has changed) **Presentation:** No **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.	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. 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 and 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.

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?**

   No additional engagement opportunities were conducted between the first and second reading at the State Board of Education. Prior to the First Reading, ORCA reviewed the rule language twice.

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

   N/A

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

The Secretary of State's office has implemented a rule that no longer permits rules to have ED Notes referring to lists and that the lists or referred text must be incorporated into the rule language itself.

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?**

   Section two in the proposed rule now reflects the inclusion of the approved list, and the ED Note has been removed to comply with the aforementioned Secretary of State rule.

Oregon State Board of Education
June 11, 2025

AGENDA ITEM: Supplemental Plan Revision for Salem-Keizer Public Schools

SUBJECT: Supplemental Plan Revision for Salem-Keizer Public Schools **STAFF NAME & OFFICE**: Brock Dittus, Pupil Transportation & Fingerprinting Salem-Keizer Public Schools has submitted a new supplemental plan for board approval. This will change the areas in which transportation will be provided / required for students who live within the statutory walk distance around schools.	☐ **Informational Presentation** ☒ **Written Report**

BACKGROUND

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

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

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

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

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

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

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

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

Oregon State Board of Education
June 11, 2025

AGENDA ITEM: Supplemental Plan Revision for Salem-Keizer Public Schools

SUMMARY OF PREVIOUS BOARD ACTION

The State Board approved Salem-Keizer Public Schools' original supplemental plan in 1992, and has been updated periodically with the most recent revision approved in 2022.

POLICY ISSUE OR CONCERNS

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

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

EQUITY IMPACT ANALYSIS

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

FISCAL ANALYSIS

There is no fiscal analysis because supplemental plans do not usually have a significant impact on agency funds. There is no requirement for ODE to act as a result of this action. There may be a very small change in impact to the State School Fund Transportation Grant as a result of providing this transportation; however, in most cases the buses / routes that will be transporting these students will pick them up on their way in from other mandated transportation areas around the district.

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

ATTACHMENTS

Attachment 1: Salem-Keizer Public Schools Plan Revision 2026

SALEM•KEIZER PUBLIC SCHOOLS

T.J. Crockett, Director
Transportation & Fleet Services
P.O. Box 12024 | Salem, Oregon 97309-0024
Office 503-399-3100 | Fax 503-399-3082

Andrea Castañeda, Superintendent

May 27, 2026

Pupil Transportation Unit
Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310

398

To whom it may concern:

Please see the enclosed updated Salem-Keizer School District Supplemental Plan for approval from the State Board of Education. This plan was adopted by the Salem-Keizer School Board at its regular meeting on May 12, 2026. The Board Resolution is also enclosed.

Please let me know if there is any other information you need regarding this request.

Sincerely,

T.J. Crockett, Director
Transportation and Fleet Services

RESOLUTION NO. 202526-05

RESOLUTION FOR SUPPLEMENTAL PLAN FOR APPROVAL OF TRANSPORTATION COSTS

WHEREAS all children between the ages of 6 and 18 years who have not completed the 12th grade, and all students age 5 and above who are enrolled in grades kindergarten or above are required to regularly attend a public full-time school during the entire school term as outlined in ORS 330.010; and; and

WHEREAS a school district is required to provide transportation for elementary students who reside more than 1.0 mile from school and for secondary school students who reside more than 1.5 miles from school, as well as provide transportation for any student identified in a supplemental plan approved by the School Board and the State Board of Education as outlined in ORS 327.043; and

WHEREAS a wide body of research demonstrate that students who regularly attend school achieve greater rates of academic success and graduation rates; and

WHEREAS students, especially those from historically underserved populations, including students who are recent arrivers and refugees, students experiencing houselessness, students who are placed in foster care, students supported with a 504 or Individual Education Plan, and students with other substantial barriers to school transportation, generally attend school at rates lower than their peers; and

WHEREAS students, especially those from historically underserved populations, who live within the 1.0- or 1.5-mile limit of the assigned school may require transportation services as determined by a team of educators as part of an education support team or by state and federal statute; and

WHEREAS students residing less than the prescribed transportation eligibility distances are confronted by hazardous walking conditions between home and school in the areas indicated on the attached; and

WHEREAS students residing less than the prescribed transportation eligibility distances are occasionally confronted by poor pedestrian infrastructure, construction, weather events, and other events beyond the district's control; and

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Salem-Keizer Public Schools shall include the aforementioned groups of students in a supplemental transportation plan for submission to the Oregon State Board of Education.

Cynthia Richardson

Cynthia Richardson, Chairperson

May 12, 2026

Date

Salem-Keizer Public Schools Board of Directors

Salem-Keizer Public Schools 24J

Supplemental Plan for Transportation

April 2026

Introduction

In accordance with Oregon Revised Statute (ORS) 327.043, Salem-Keizer Public Schools (SKPS) provides transportation for students in Kindergarten through 5th grade who live more than 1 mile from their school, and for students in 6th through 12th grade who live more than 1.5 miles from their school. The state reimburses 70% of the cost of this transportation through the State School Fund Transportation Grant.

Additionally, the statute allows SKPS to provide transportation within the above limits when there are specific health or safety reasons, including special education, as set forth in a Supplemental Plan Resolution adopted by the SKPS School Board and approved by the State Board of Education. Once approved by the State Board, this additional transportation is required by law and also reimbursed by the State.

This Supplemental Transportation Plan documents the analysis of hazards in areas not eligible for transportation that require a bus stop for safety. The non-transport zones (NTZ) have been evaluated for pedestrian travel conditions, including, but not limited to, vehicle speed and volume, street width and condition, shoulders and sidewalks, visibility, crossings, and intersections. All NTZ analyses and documentation were completed by transportation staff.

Introduction

For the 2025-2026 school year, approximately 1,738 students live within the proposed NTZ of their local school and will being transported due to hazardous conditions. Our current supplemental plan was approved in the 2023-2024 school year.

This update, which will begin in the 2026-2027 school year, is due to improvements to pedestrian facilities that remove hazards in some areas.

Administrative Policy

Transportation: Student TRN-A004

1. The Salem-Keizer School District shall maintain a safe and cost-efficient student transportation system that: supports student achievement and the District's strategic plan; and is consistent with federal, state and district requirements.

2. The District shall provide transportation to and from school and school-related activities in accordance with Oregon law and administrative rule.

   2.1. Transportation may be provided for students who face unsafe and hazardous walking conditions, as determined by the District.

   2.2. District-developed criteria for exceptionally hazardous conditions will include consideration of roadside walking conditions, street crossings, railroad crossings, and other significant safety factors.

3. The District shall:

   3.1. Enforce state and district requirements for the safe transport of students with regard to student

   3.2. conduct on buses and at bus stops.

   3.3. Enforce state and district requirements for the selection and training of school bus drivers.

   3.4. Provide transportation service to students with special medical or behavioral protocols and ensure drivers receive related training.

4. All students using school transportation shall follow state and district guidelines governing student conduct and behavior expectations.

   4.1. Violations of this policy may result in discipline, suspension, and/or expulsion from district-provided transportation.

Criteria for Evaluation

1. **Lanes of Traffic:** How many lanes would students need to cross?
2. **Traffic Control Signalization:** Are there signals/designations in place to assist students walking?
3. **Posted vehicle speed:** Faster moving traffic could be more hazardous.
4. **Walkway type:** Are they sufficient for the roadway type?
5. **Obstructions:** Ditches, mailboxes, parked vehicles, vegetation (further explained in #9).
6. **Type of Street:** May affect student ability to cross or walk.
7. **Visibility:** Can students be seen while walking?
8. **Student Grade Level:** As students get older, they are expected to be able to navigate additional conditions.
9. **Other Conditions:** May include obstructions or any other potential issues not covered by #1-8.

Summary of Findings and/or Solutions: Could students be expected to reasonably walk to or from school? If not, what issues would need to be addressed so they could?

Approximate Eligible Students by Feeder Area 2025-2026

Feeder Area	# Zones	Student Count
McKay	14	185
McNary	16	202
North Salem	7	91
South Salem	15	268
Sprague	10	441
West Salem	12	551
Total Number of Hazard Zones & Students Effected	**74**	**1738**

Summary of Supplemental Plan Adjustments for the 2026-2027 School Year

WEST AREA

- **Brush College:** A new sidewalk has been constructed along the north side of Brush College Road, between Doaks Ferry Road and Conner Street, reducing the hazard area.

McNary Area

- No changes for the 2026–2027 school year.

North Area

- No changes for the 2026–2027 school year.

South Area

- **Mary Eyre:** A new sidewalk has been installed along the south side of Caplinger Road SE, reducing the hazard area.

McKay Area

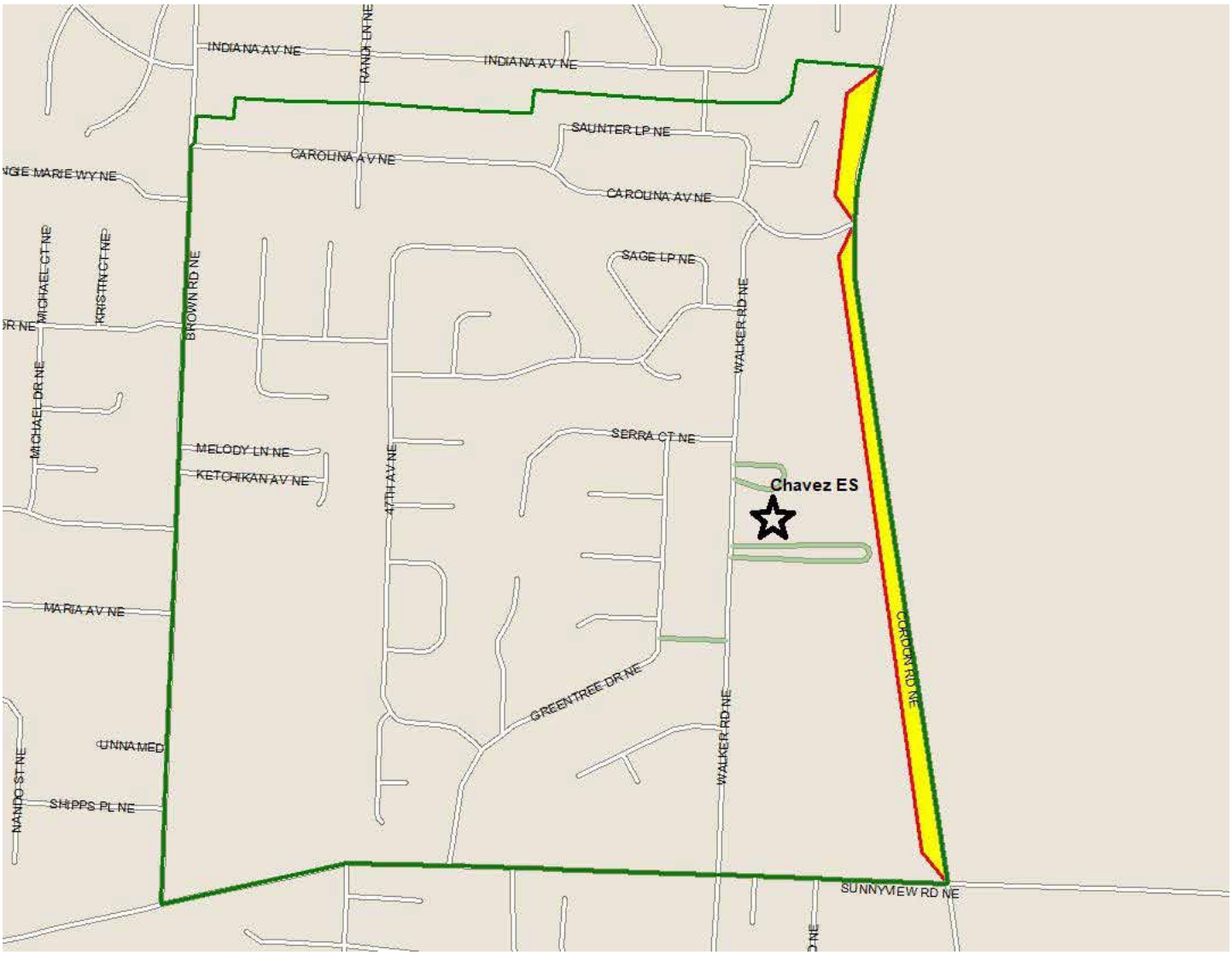
- No changes for the 2026–2027 school year.

Sprague Area

- No changes for the 2026–2027 school year.

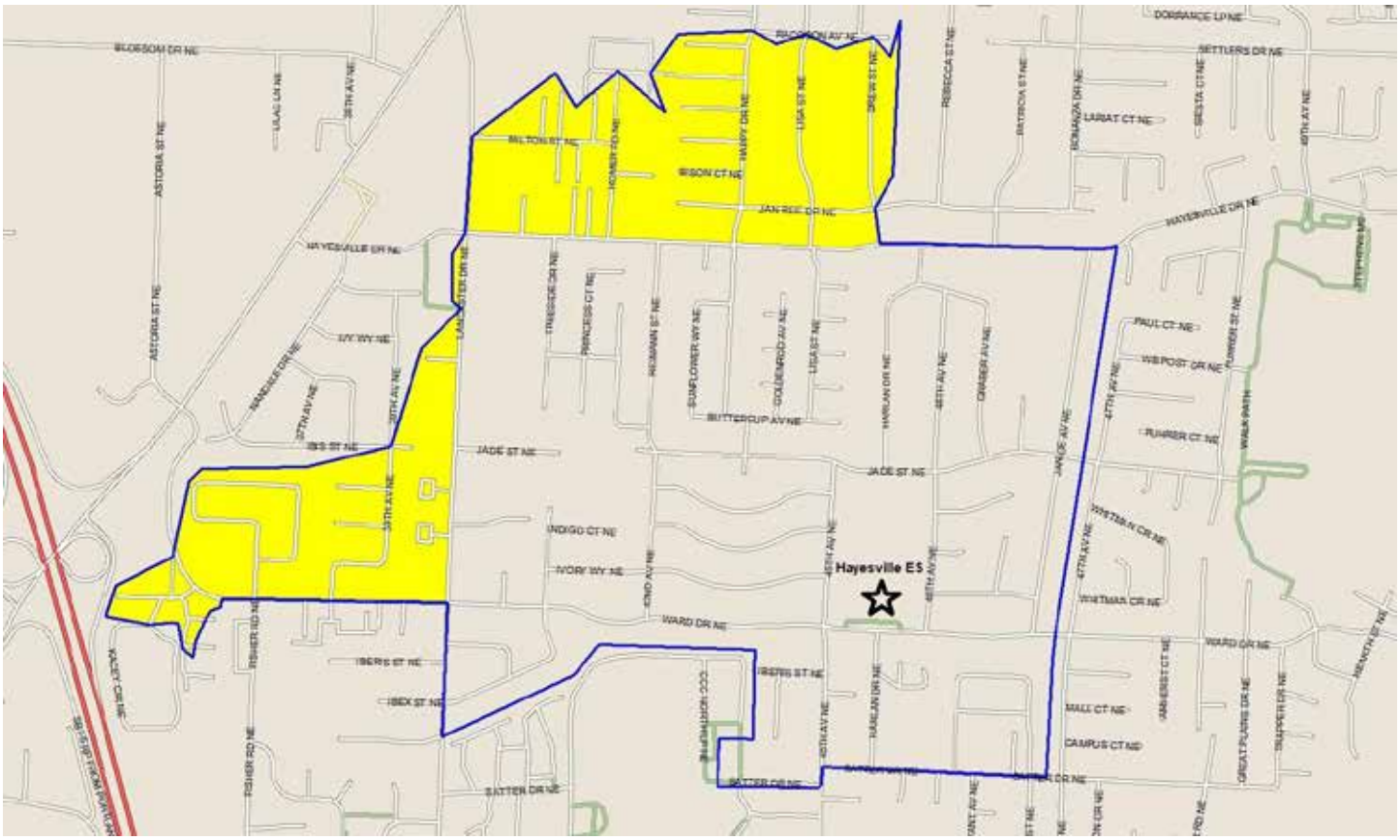
McKay HS Feeder Area

Chavez ES



East hazard area: No walk path along Cordon Rd NE. (Approximate number of affected students: 0)

Hayesville ES



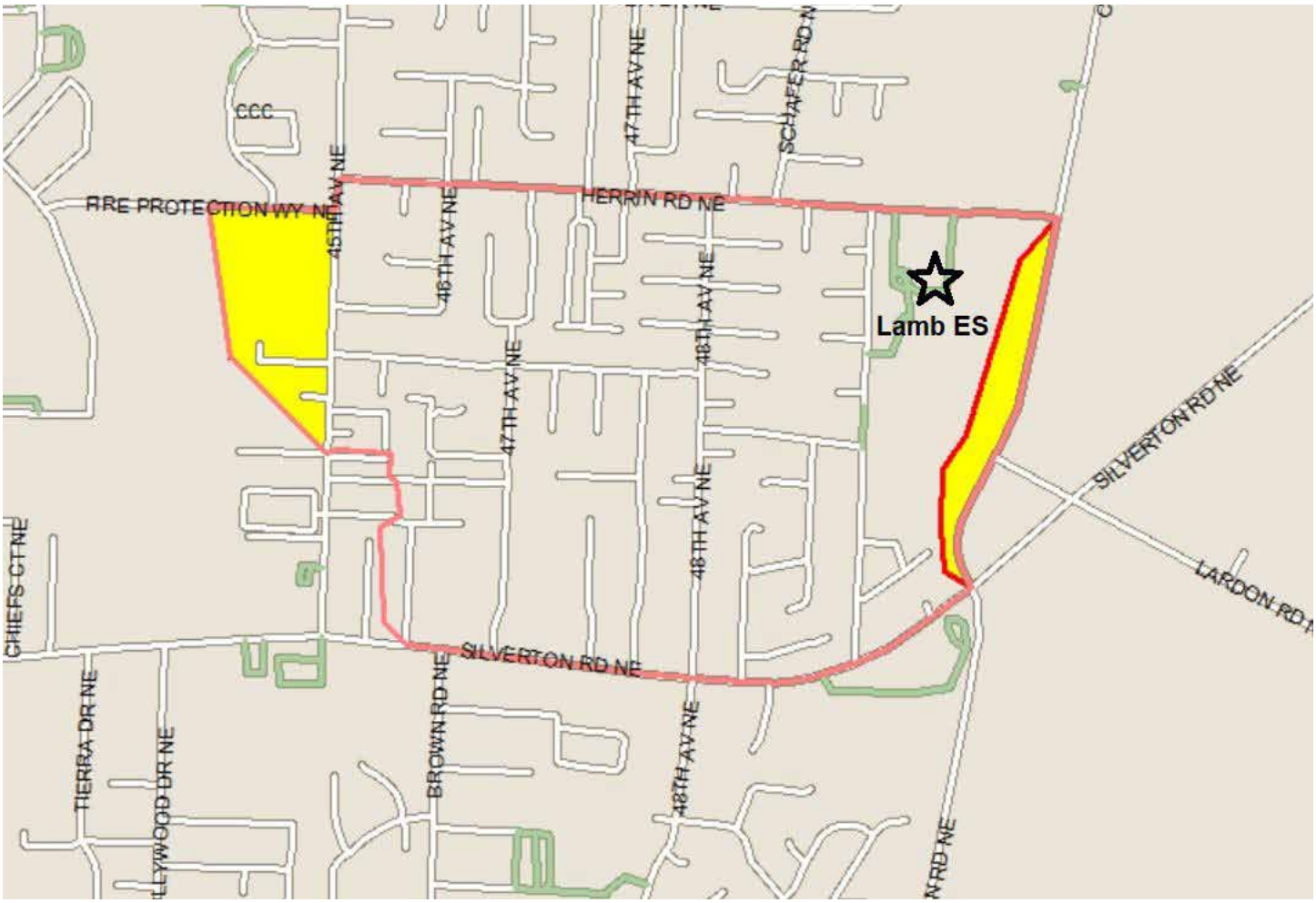
Northern Hazard Area: Lack of crossing facilities for students to cross Hayesville Rd NE (Affected students: 18)

Western Hazard Area: Lack of crossing facilities for students to cross Lancaster Dr NE (Affected students: 92)

Hammond ES

Cordon hazard area: Lack of walk path along Kale St NE and Cordon Rd NE. (Approximate number of affected students: 3)

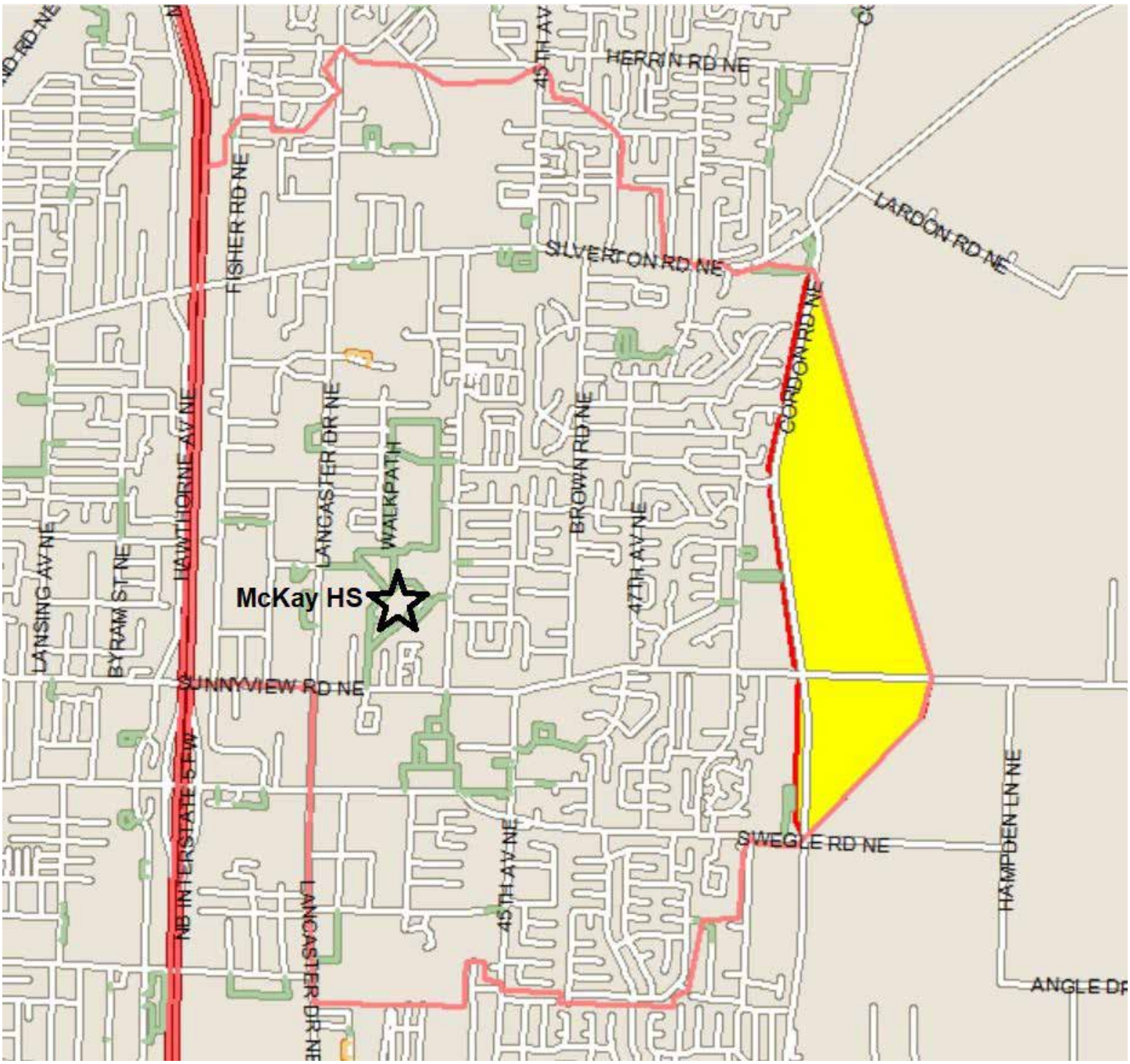
Lamb ES



West hazard area: Areas lacking walk path along 45th Ave NE. 45th Ave NE also lacks a designated crossing area for students living on the west side of street. (Approximate number of affected students: 16)

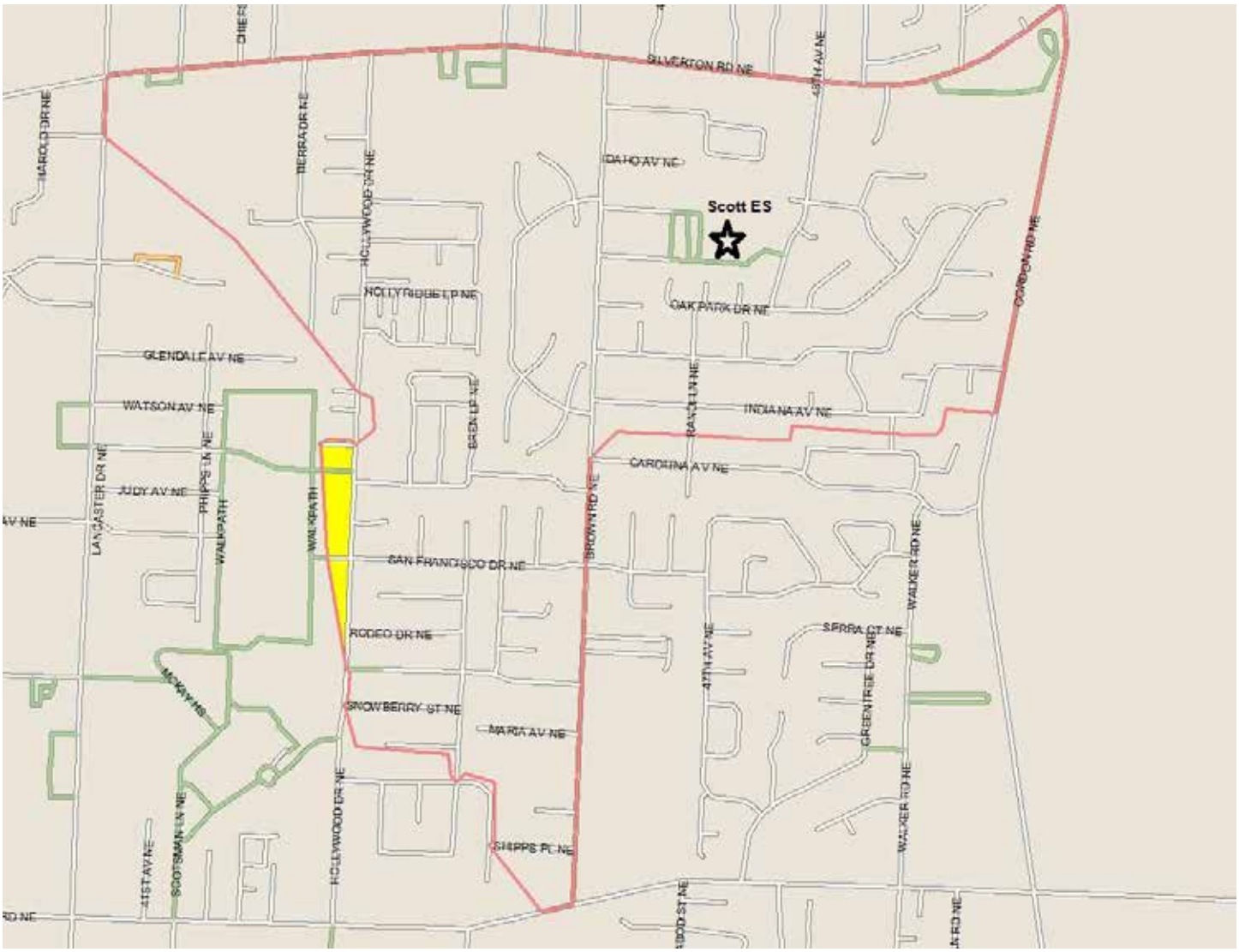
East hazard area: Missing walk path along Cordon Rd NE. No designated crossing area for students to cross Cordon Rd NE. (Approximate number of affected students: 0)

McKay HS

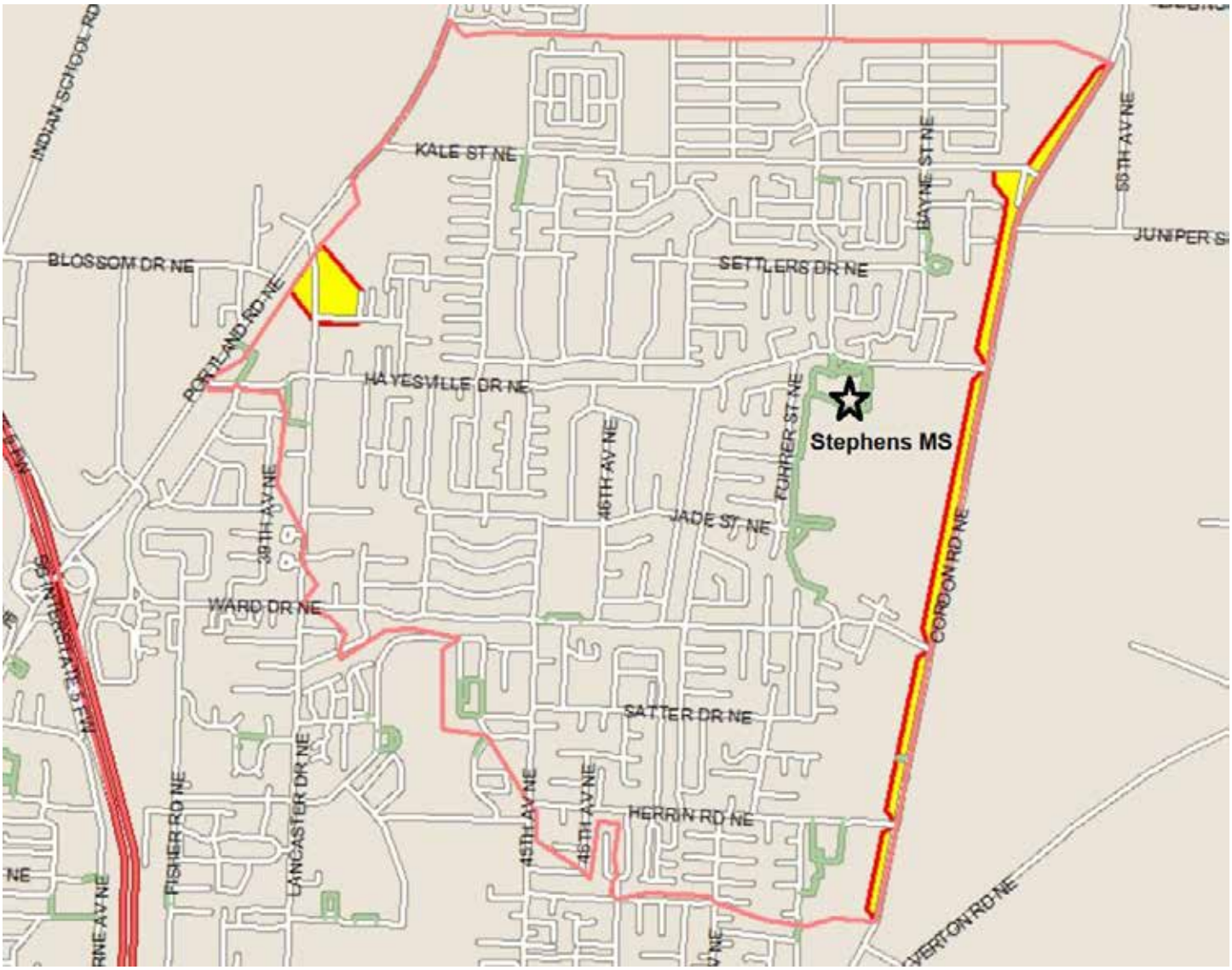


Hazard area: Lack of walkways along Cordon Rd NE and Sunnyview Rd NE east of Cordon Rd NE. (Approximate number of affected students: 2)

Scott ES


Scott ES
SILVERTON RD NE
IDAHO AV NE
OAK PARK DR NE
GLENDALE AV NE
WATSON AV NE
INDIANA AV NE
CAROLINA AV NE
JUDY AV NE
SAN FRANCISCO DR NE
RODEO DR NE
SNOWBERRY ST NE
MARA AV NE
SIERRA CT NE
SHEPPS PL NE
BROWN RD NE
WALKER RD NE
HOLLYWOOD DR NE
LANCASTER DR NE
PHIPPS LN NE
WALKPATH
41ST AV NE
SCOTSMAN LN NE
47TH AV NE
GREENTREE DR NE

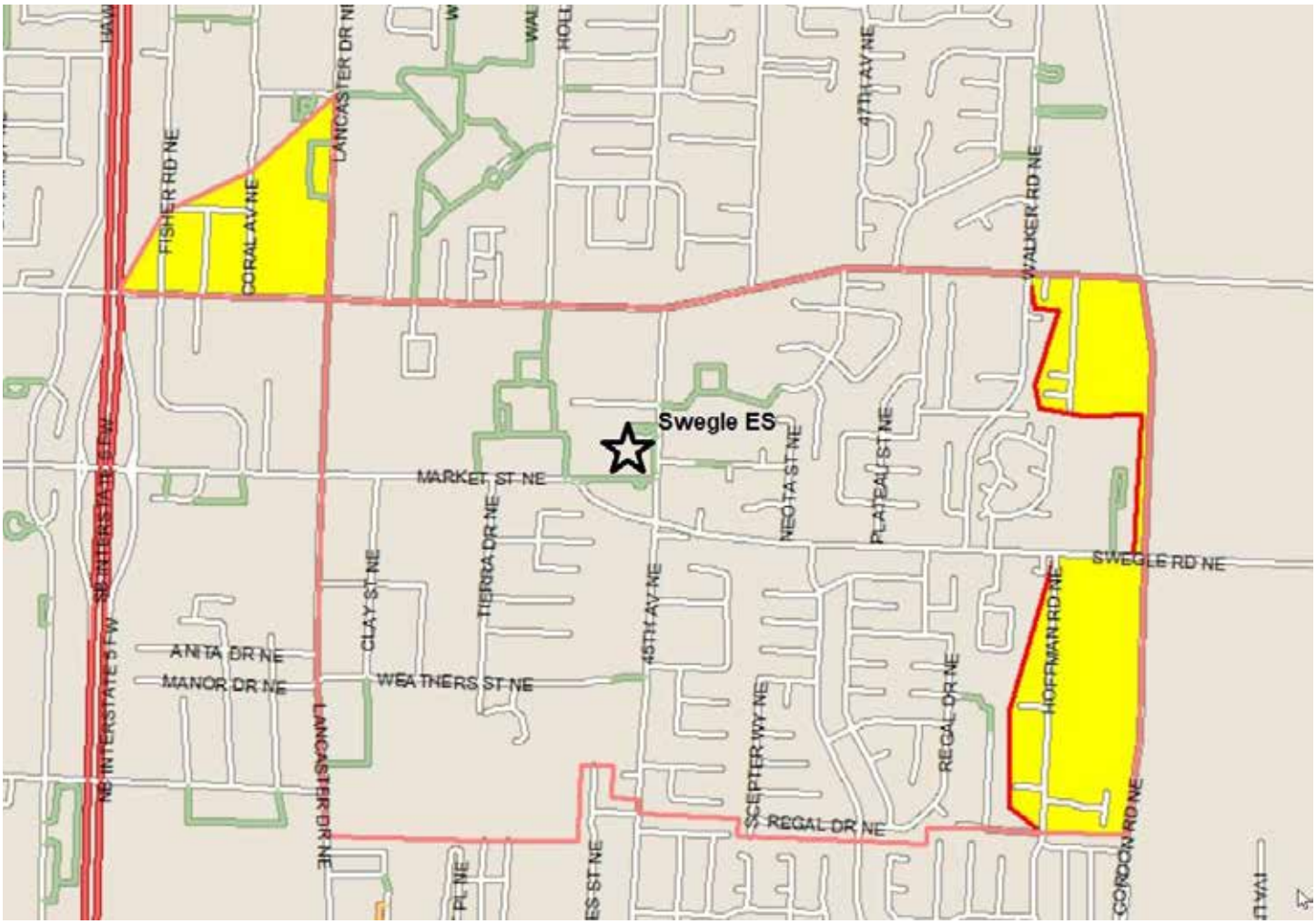
Stephens MS



Western hazard area: Walking conditions on Milton St NE. The roadway is in poor condition. (Approximate number of affected students: 10)

Eastern hazard area: Lack of walkways along Cordon Rd NE and Kale St NE. (Approximate number of affected students: 5)

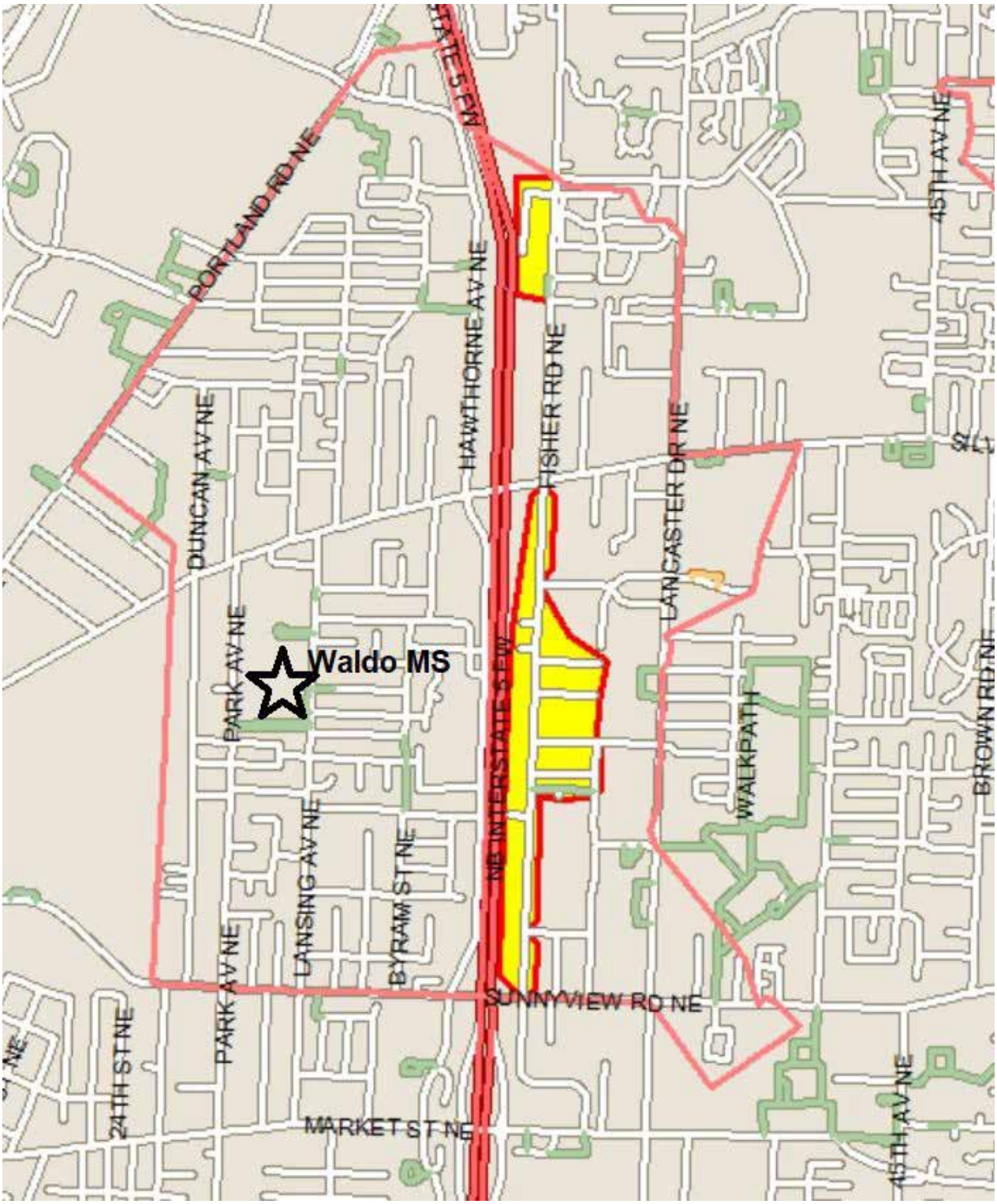
Swegle ES



Western hazard area: Lack of crossing location for students to cross Lancaster Dr NE. (Approximate number of affected students: 17)

Eastern hazard area: Lack of walkways along Swegle Rd NE and Cordon Rd NE. (Approximate number of affected students: 18)

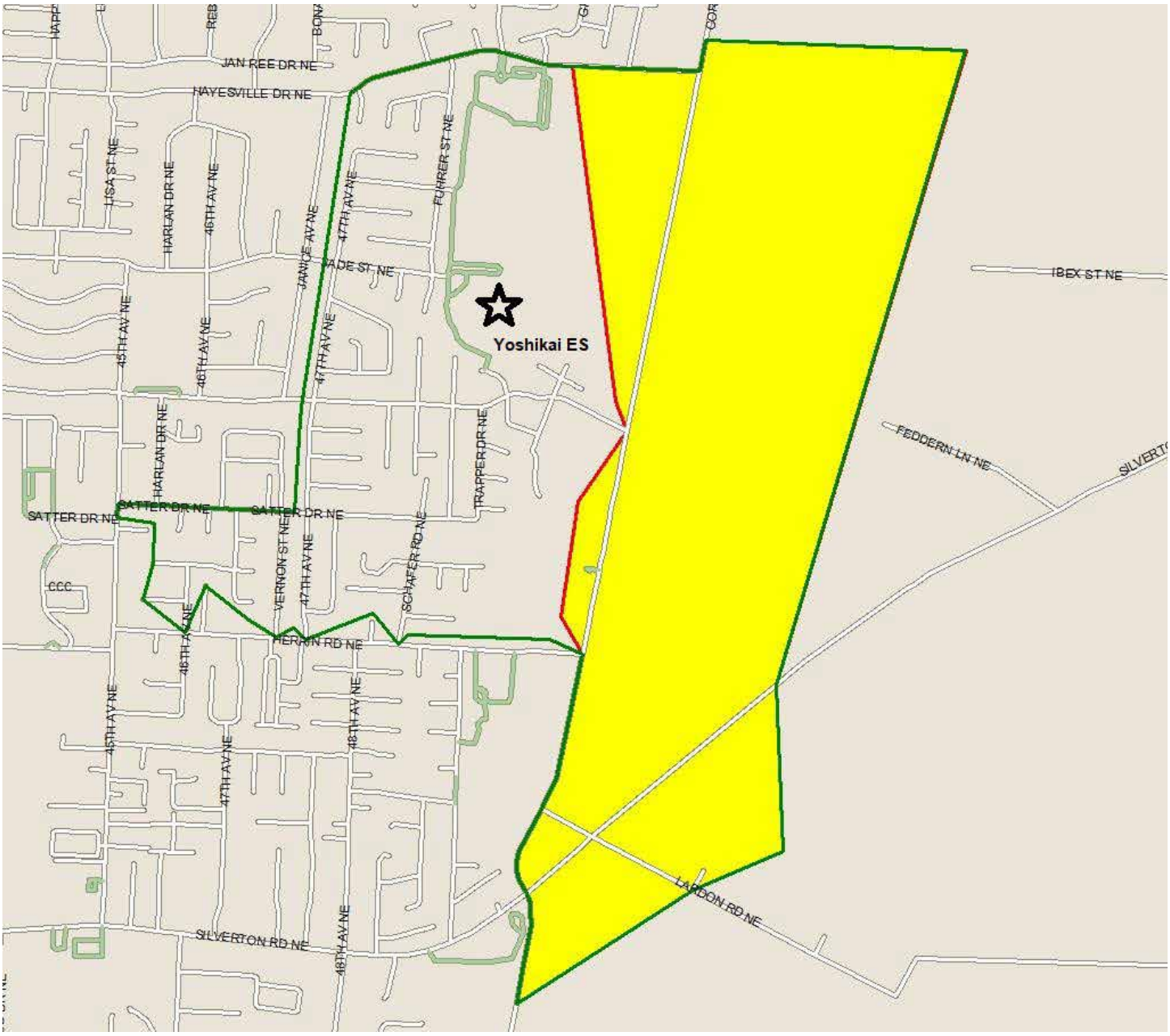
Waldo MS



Northern hazard area: Missing walkways along Fisher Rd NE. (Approximate number of affected students: 12)

Southern hazard area: Missing walkways along Fisher Rd NE. (Approximate number of affected students: 49)

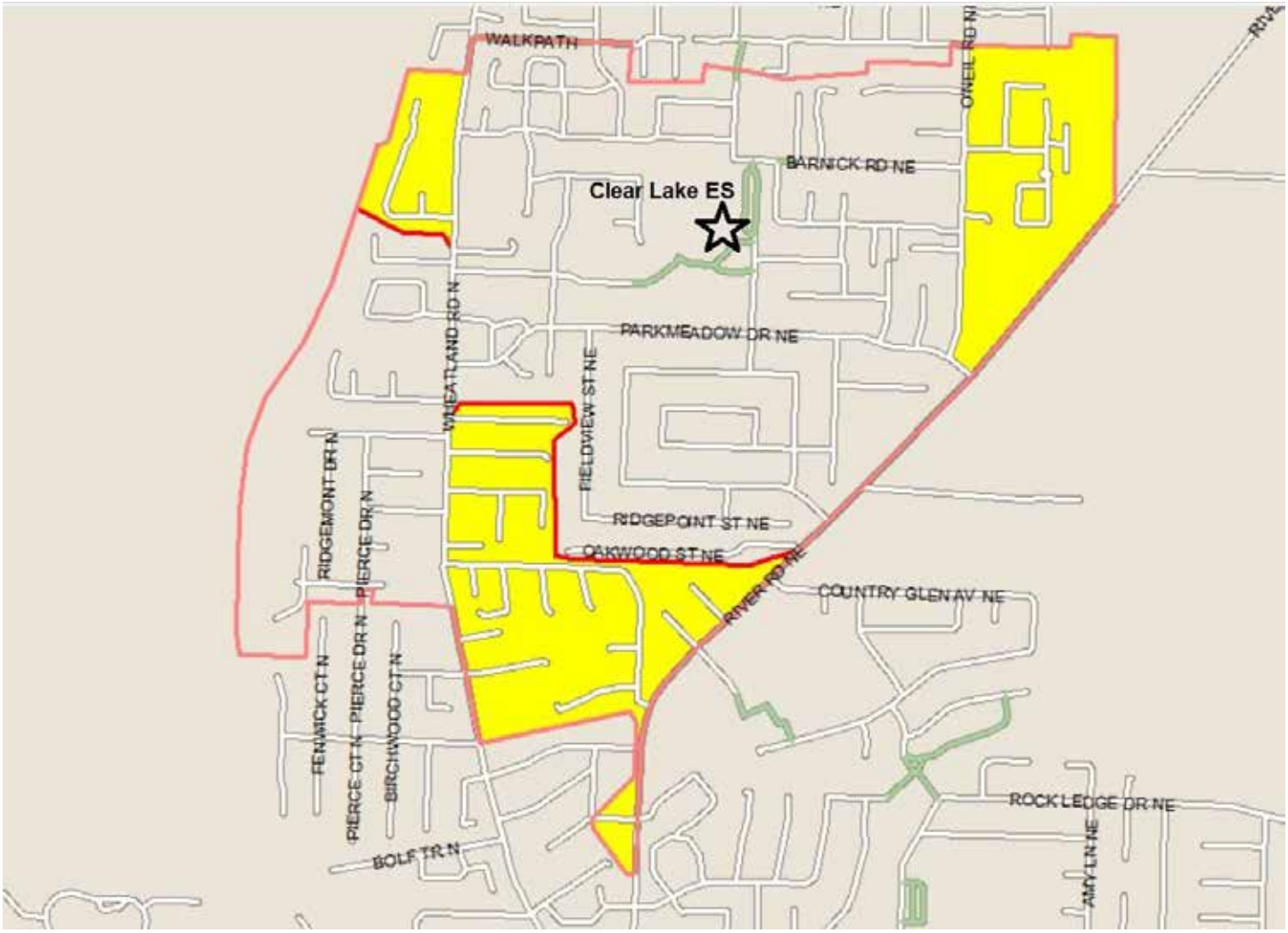
Yoshikai ES



Hazard area: Lack of walkways along Hayesville Dr NE and Cordon Rd NE. (Approximate number of affected students: 8)

McNary HS Feeder Area

Clear Lake ES



Northwest hazard area: Areas missing walk path on the west side of Wheatland Rd N. (Approximate number of affected students: 4)

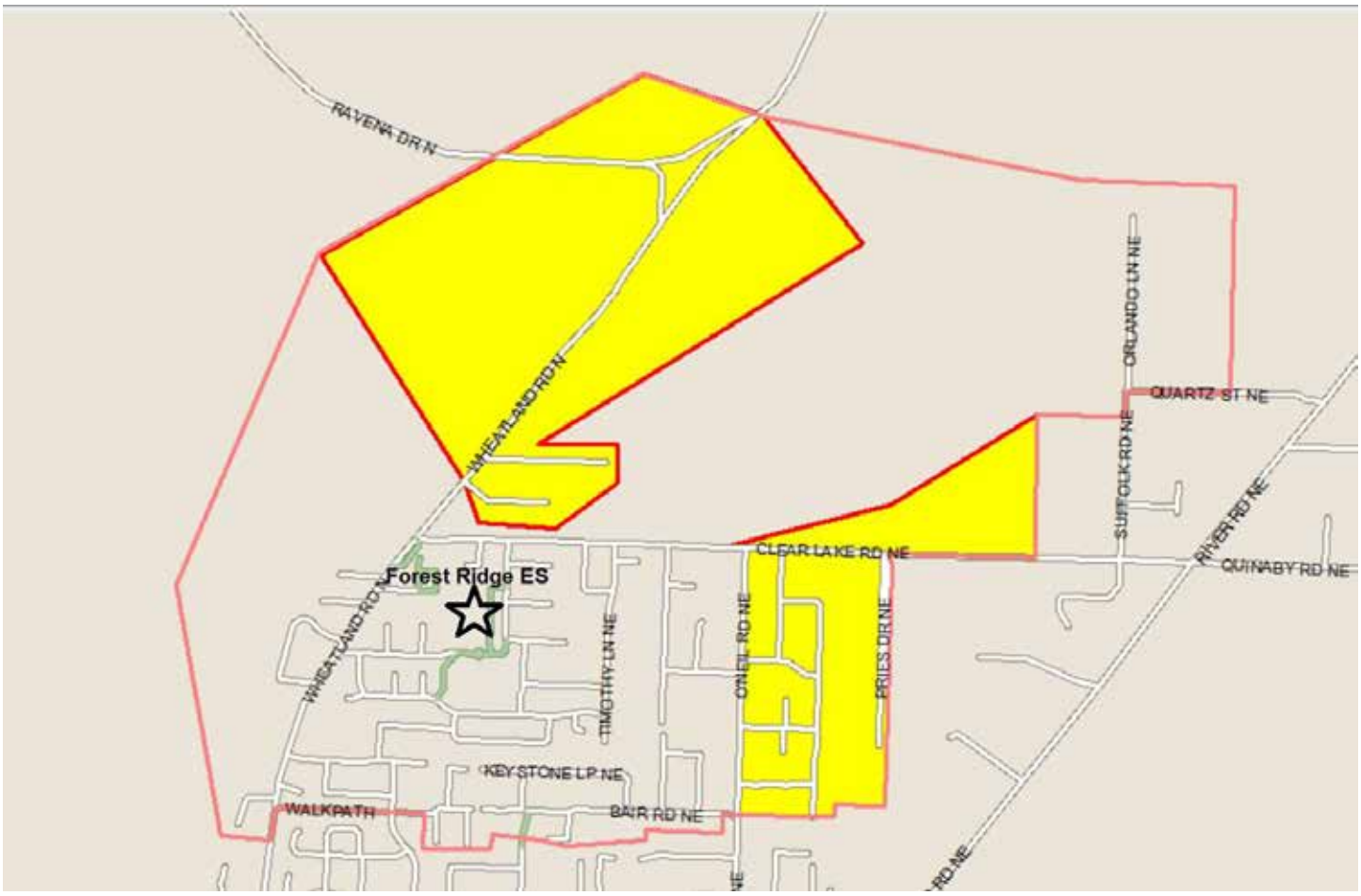
Southern hazard area: Areas missing walk path on the east side of Wheatland Rd N. (Approximate number of affected students: 54)

Eastern hazard area: Lack of designated crossing areas for students to cross to the east side of O'Neil Rd NE. (Approximate number of affected students: 16)

Cummings ES

Hazard area: Lack of school crossing location for students living east of River Rd N. (Approximate number of affected students: 0)

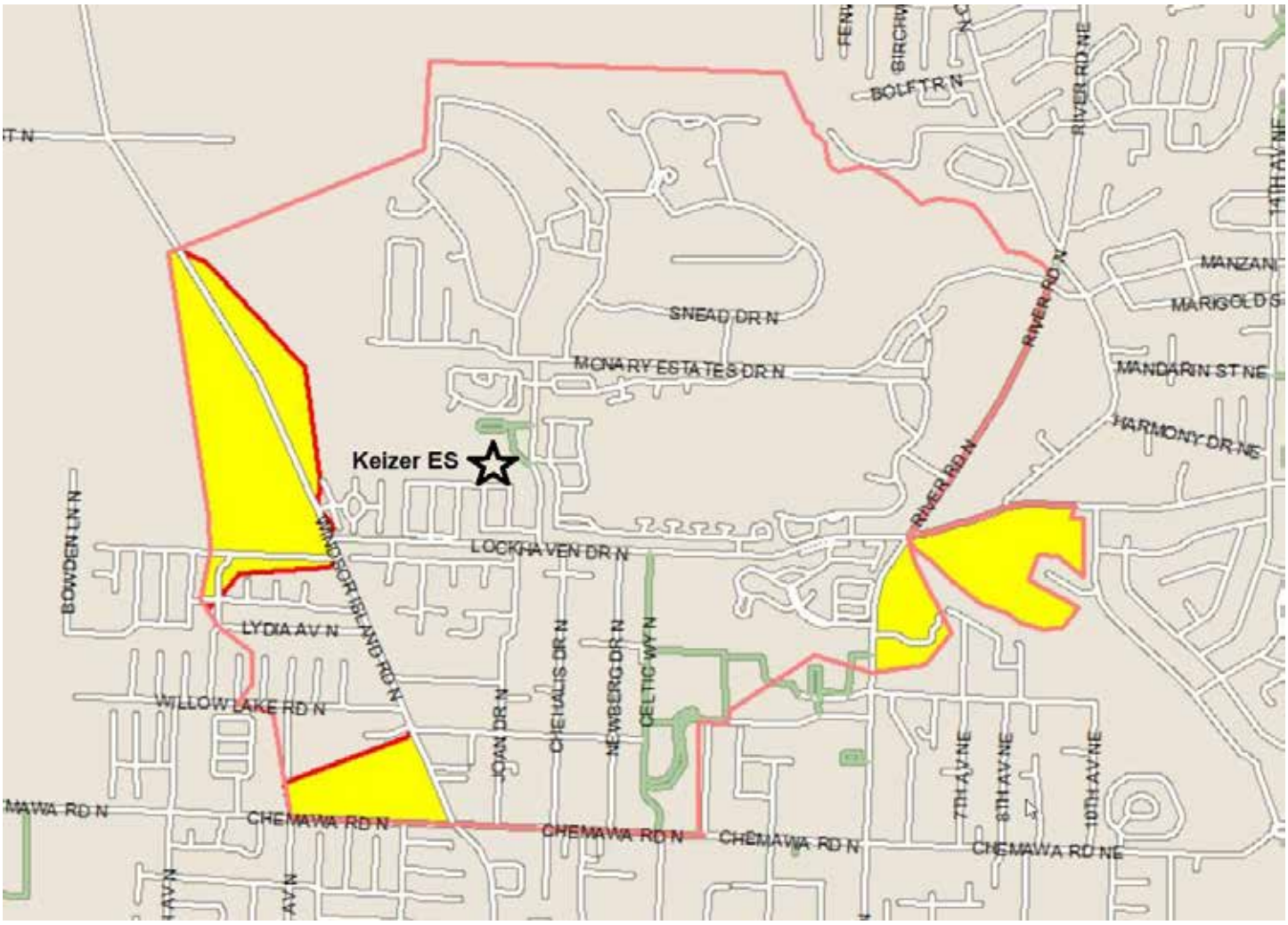
Forest Ridge ES



East hazard area: Missing walk path along sections of Clear Lake Rd NE and O'Neil Rd NE. No designated crossing for students to cross to the east side of O'Neil Rd NE. (Approximate number of affected students: 21)

West hazard area: Lack of walk path along Wheatland Rd N and Ravena Dr N. (Approximate number of affected students: 3)

Keizer ES

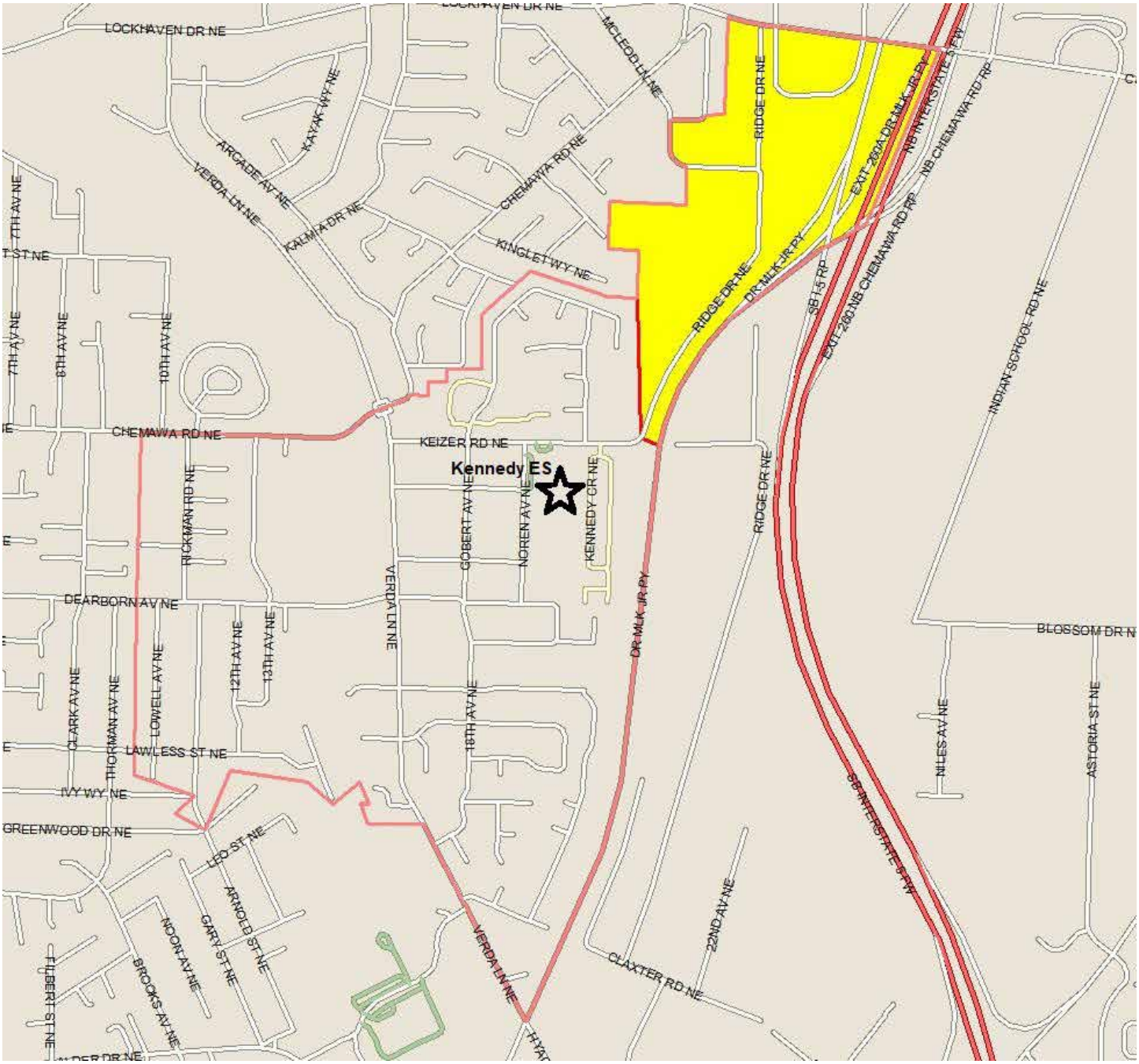


Northwest hazard area: Areas missing walkway along Windsor Island Rd N. Lack of designated crossing for students to cross to the west side of Windsor Island Rd N. (Approximate number of affected students: 8)

Southwest hazard area: Areas missing walkway along Windsor Island Rd N. (Approximate number of affected students: 0)

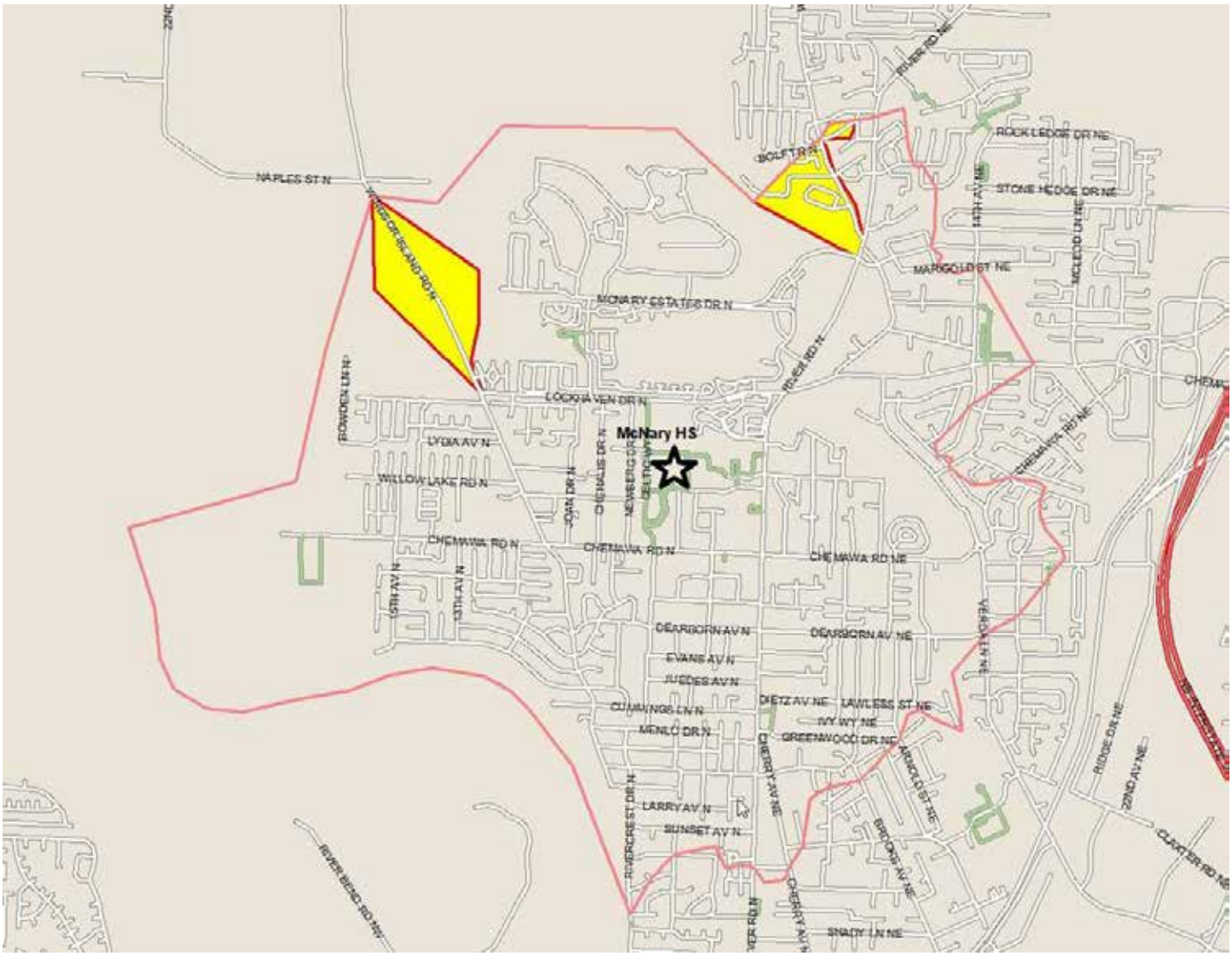
East hazard area: Lack of designated crossing for students to cross to the east side of River Rd N. (Approximate number of affected students: 30)

Kennedy ES



Hazard Area: Lack of walking facilities along Ridge Dr NE (Affected students: 14)

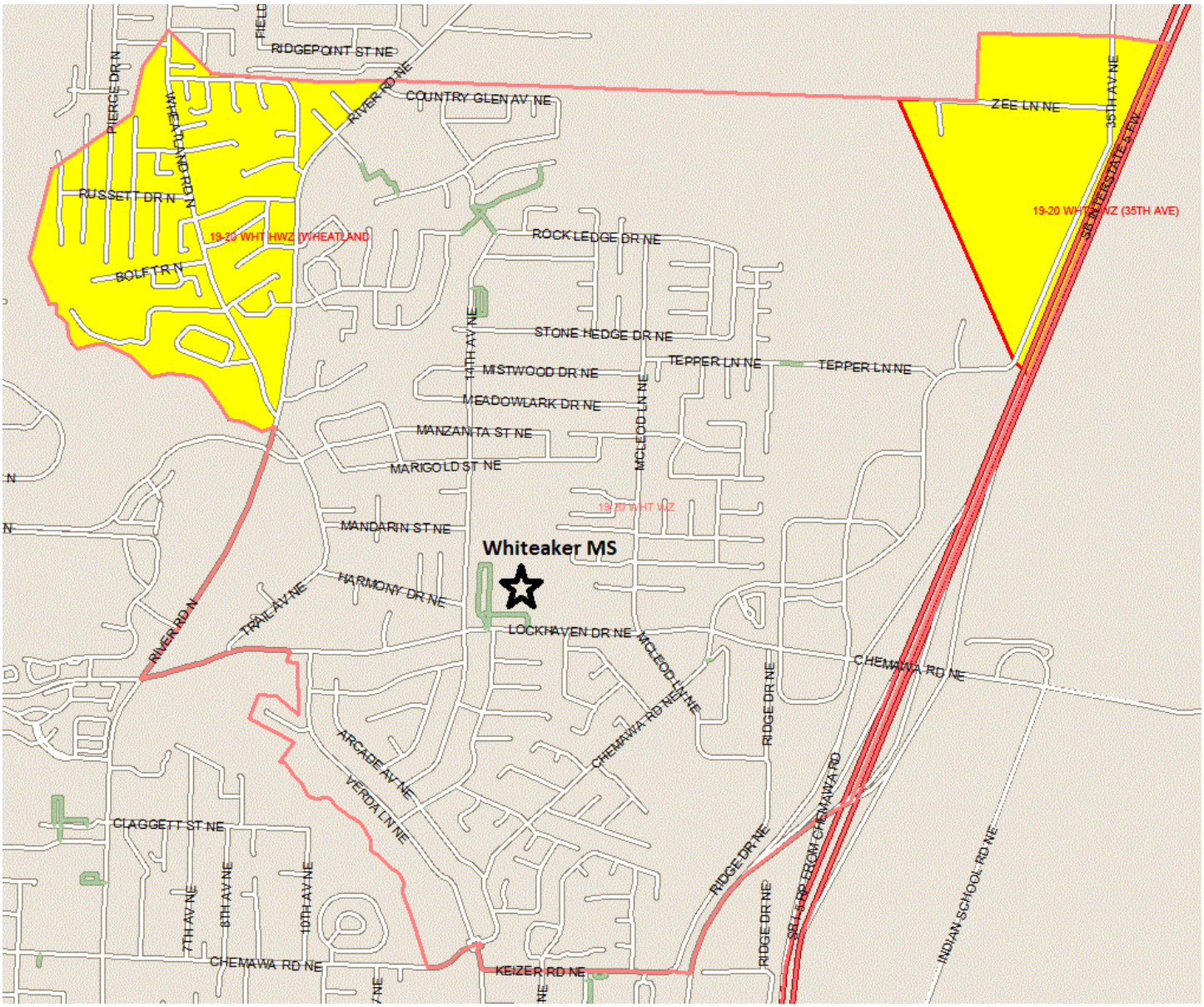
McNary HS



West hazard area: Areas missing walkway along Windsor Island Rd N. (Approximate number of affected students: 1)

East hazard area: Areas missing walkway along Wheatland Rd N. (Approximate number of affect students: 31)

Whiteaker MS



West hazard area: Areas missing walk path along Wheatland Rd N. (Approximate number of affected students: 81)

East hazard area: Areas missing walk path along Keizer Station Blvd and 35th Ave NE. (Approximate number of affected students: 0)

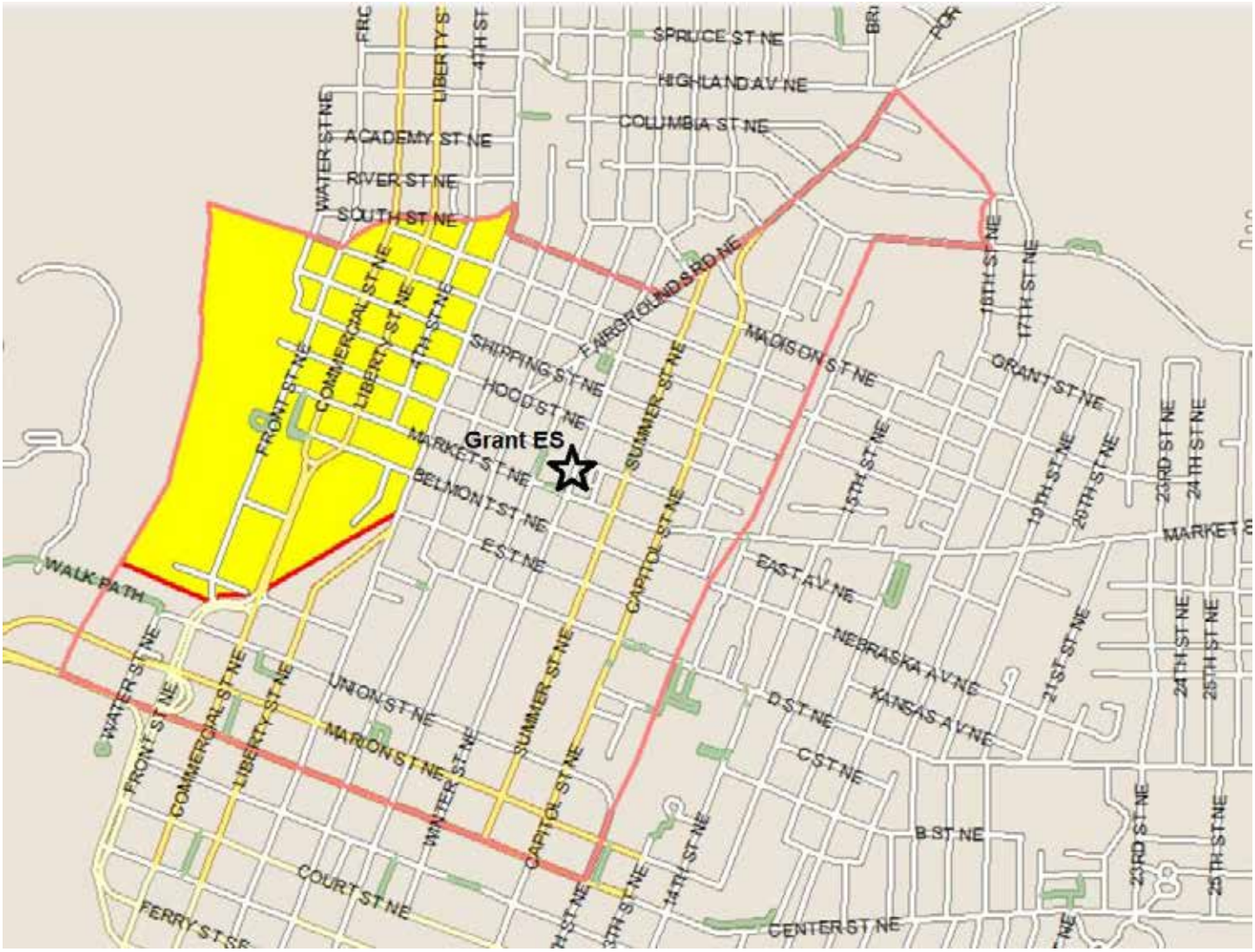
North Salem HS Feeder Area

Auburn ES

West hazard area: Lack of designated crossing for students to cross to the west side of Lancaster Dr NE. (Approximate number of affected students: 16)

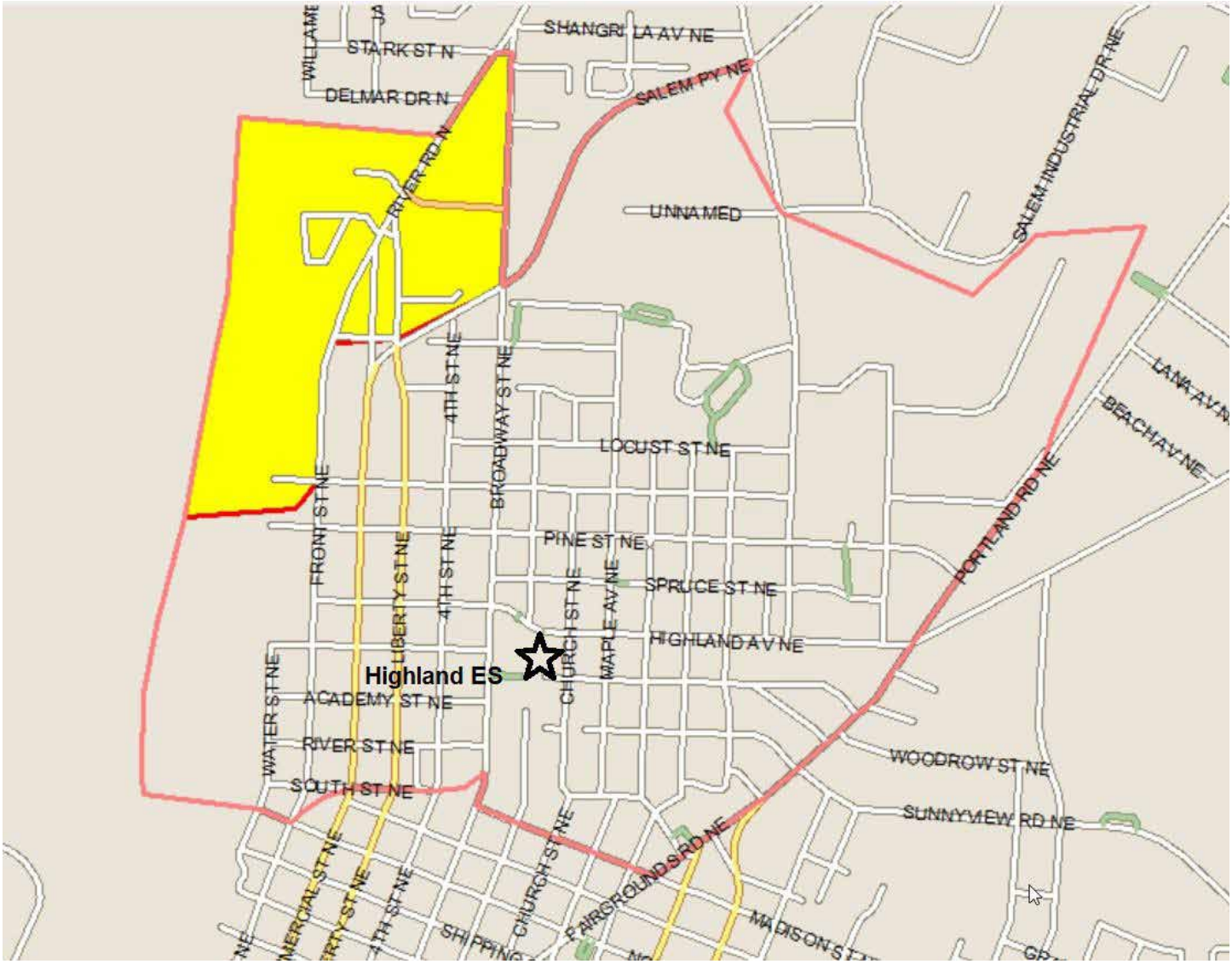
East hazard area: Areas missing walk path along Auburn Rd NE and Cordon Rd NE. (Approximate number of affected students: 5)

Grant ES



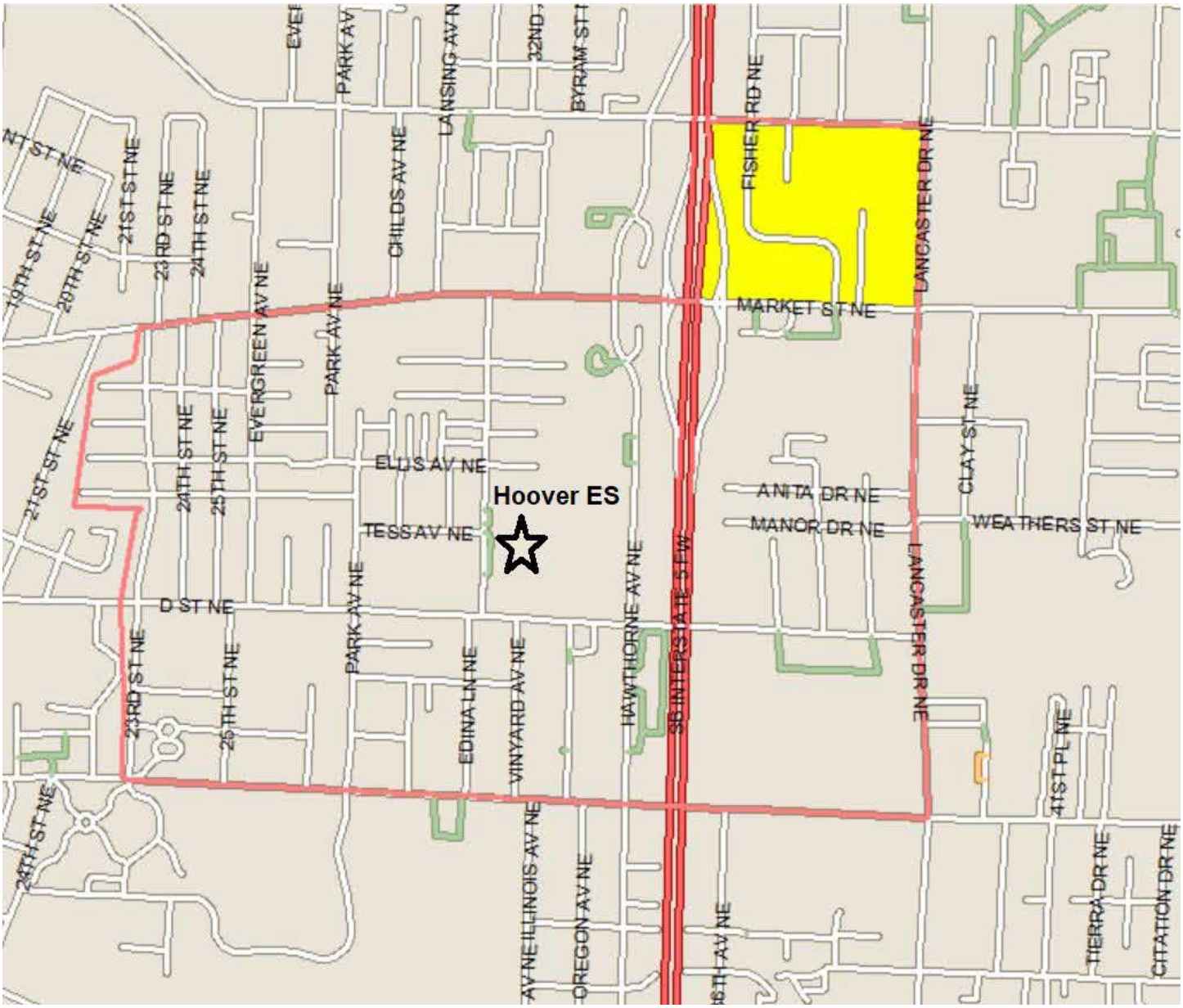
Hazard area: Lack of designated crossing for students to cross Broadway St NE. (Approximate number of affected students: 36)

Highland ES



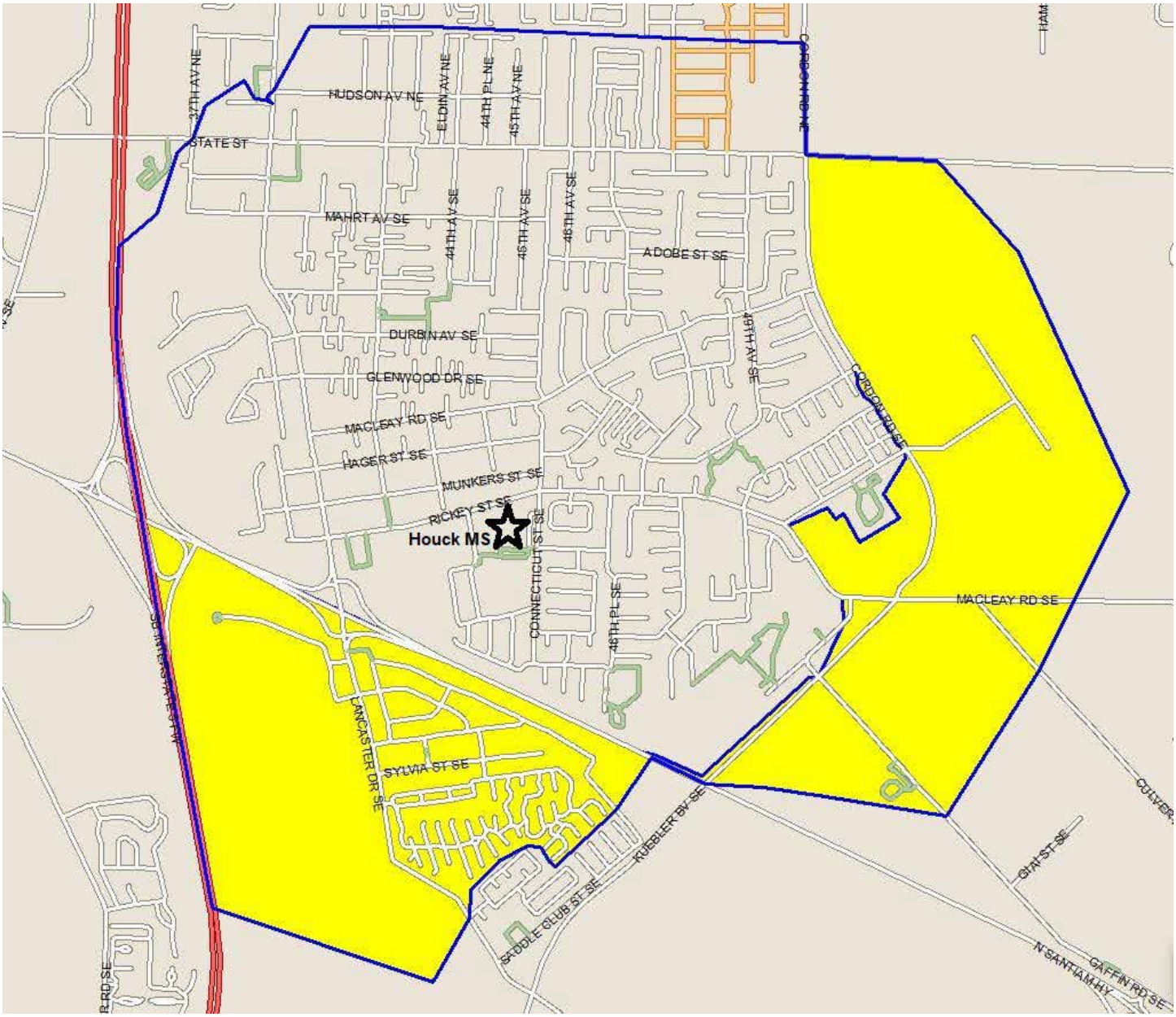
Hazard area: Lack of designated crossing for students to cross to the west side of Front St NE and northwest of Salem Parkway. (Approximate number of affected students: 2)

Hoover ES



Hazard Area: Lack of designated crossing for students to cross the intersection of Market St NE and I-5. (Approximate number of affected students: 63)

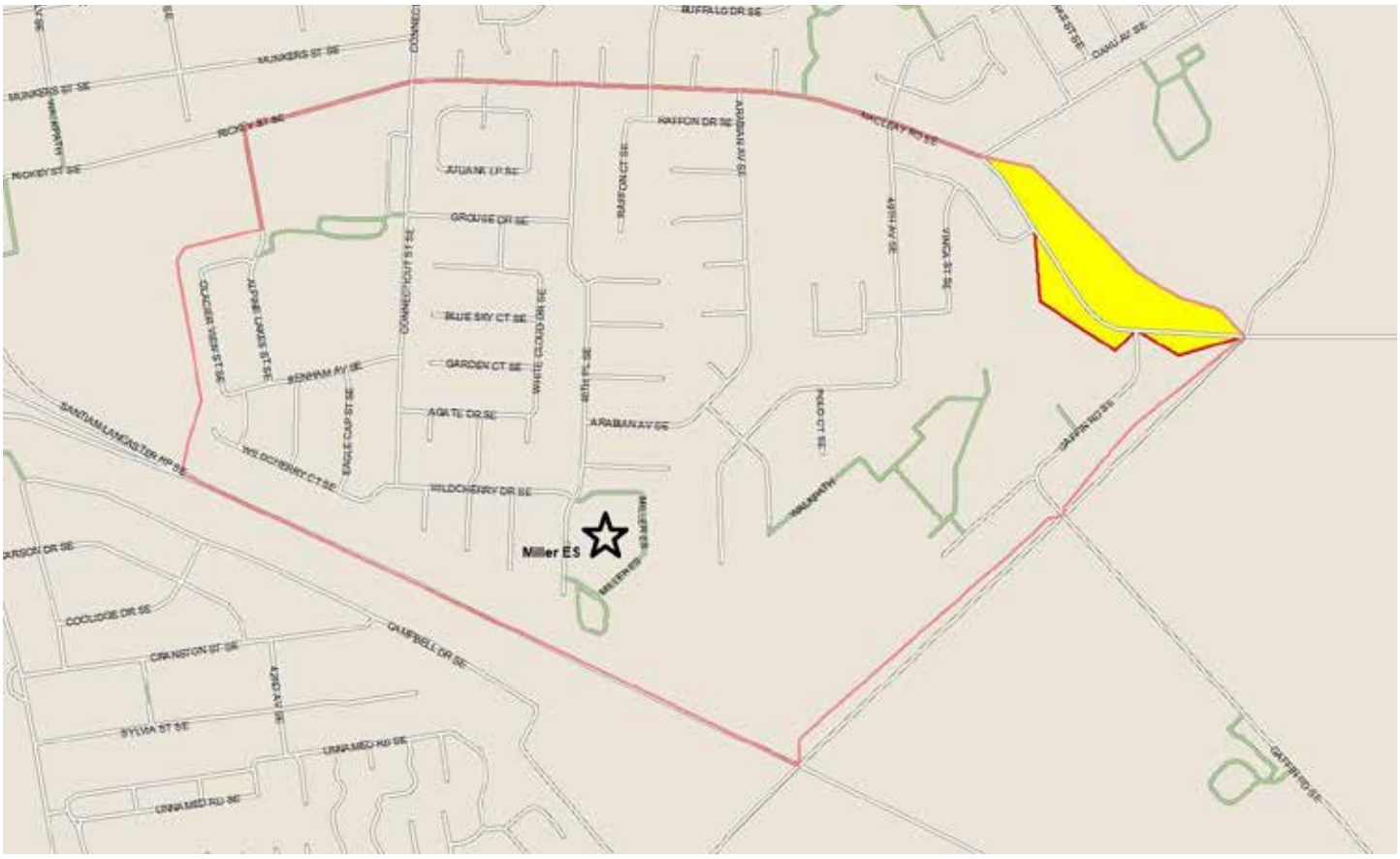
Houck MS



South hazard area: Lack of designated crossing on Lancaster Dr SE at the Hwy 22 westbound off-ramp for students to cross to the neighborhood south of Hwy 22.

East hazard area: Areas missing walk path along Cordon Rd SE and Macleay Rd SE. (Approximate number of affected students: 50)

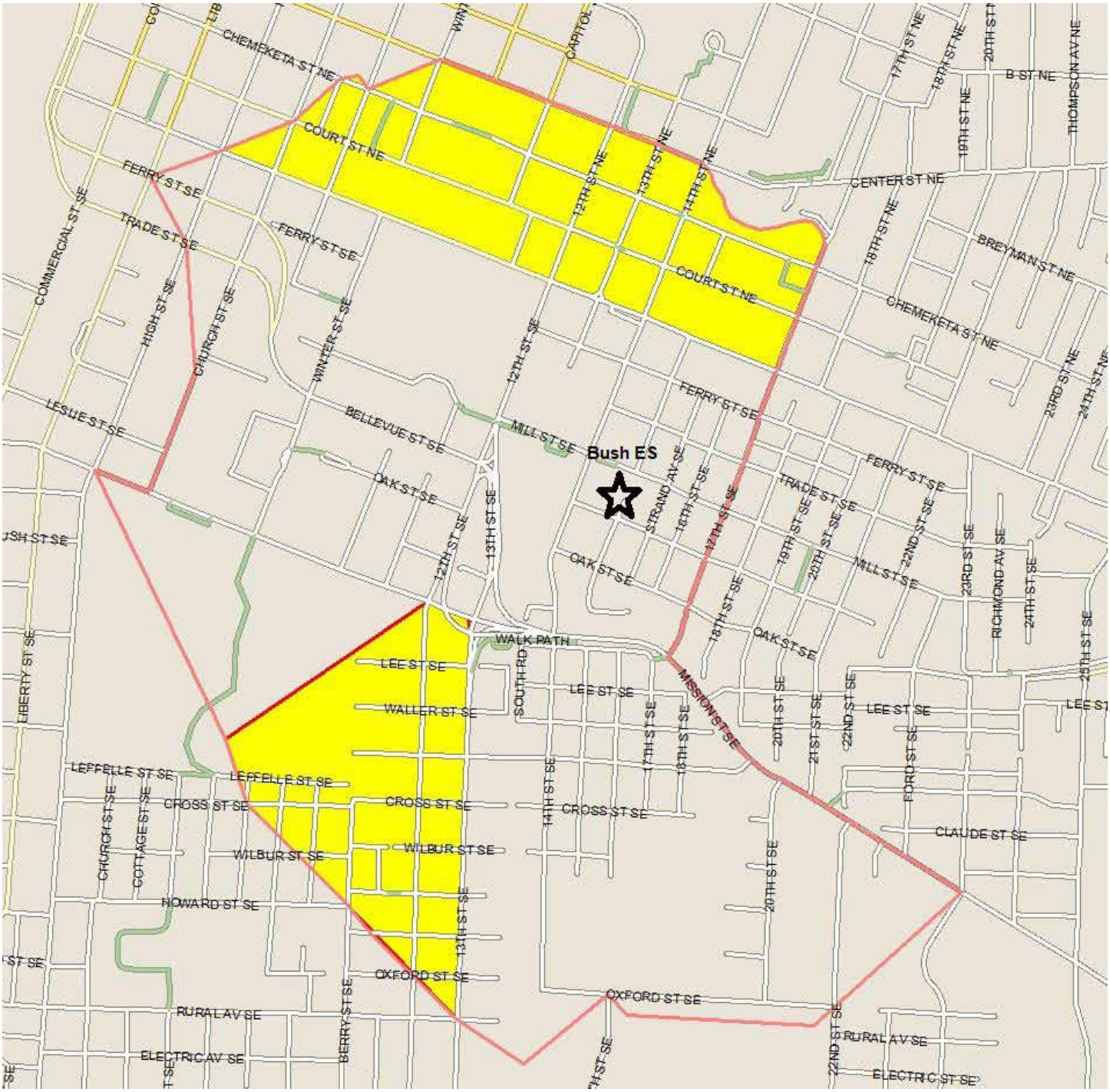
Miller ES



Hazard area: Areas of missing walk path along Macleay Rd SE. Lack of crossing for students living on the north side of Macleay Rd SE. (Approximate number of affected students: 0)

South Salem HS Feeder Area

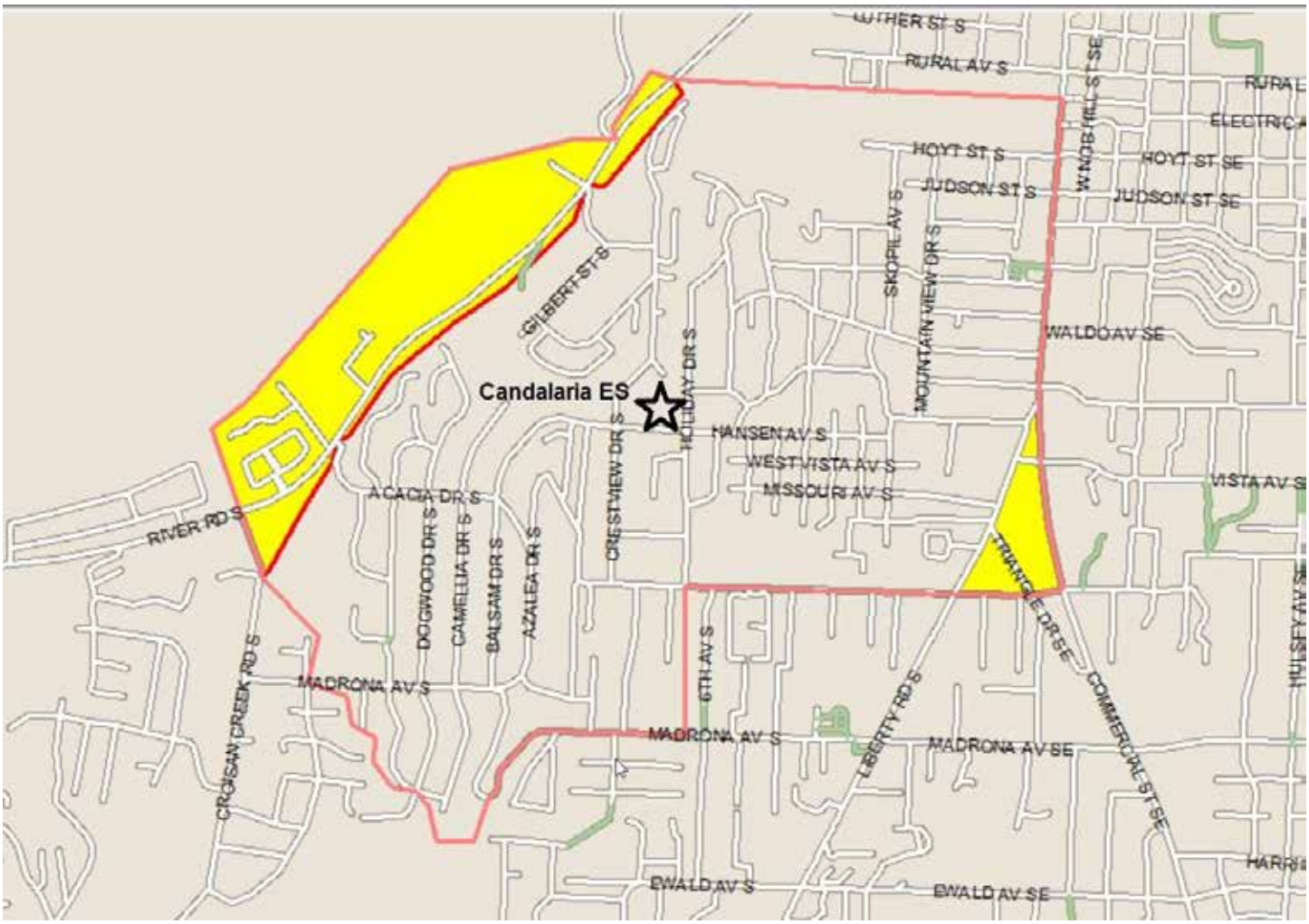
Bush ES



North hazard area: Lack of designated crossing for students to cross to the north side of State St. (Approximate number of affected students: 17)

South hazard area: Lack of designated crossing for students to cross to the east side of 12th St SE and the west side of 13th St SE. (Approximate number of affected students: 13)

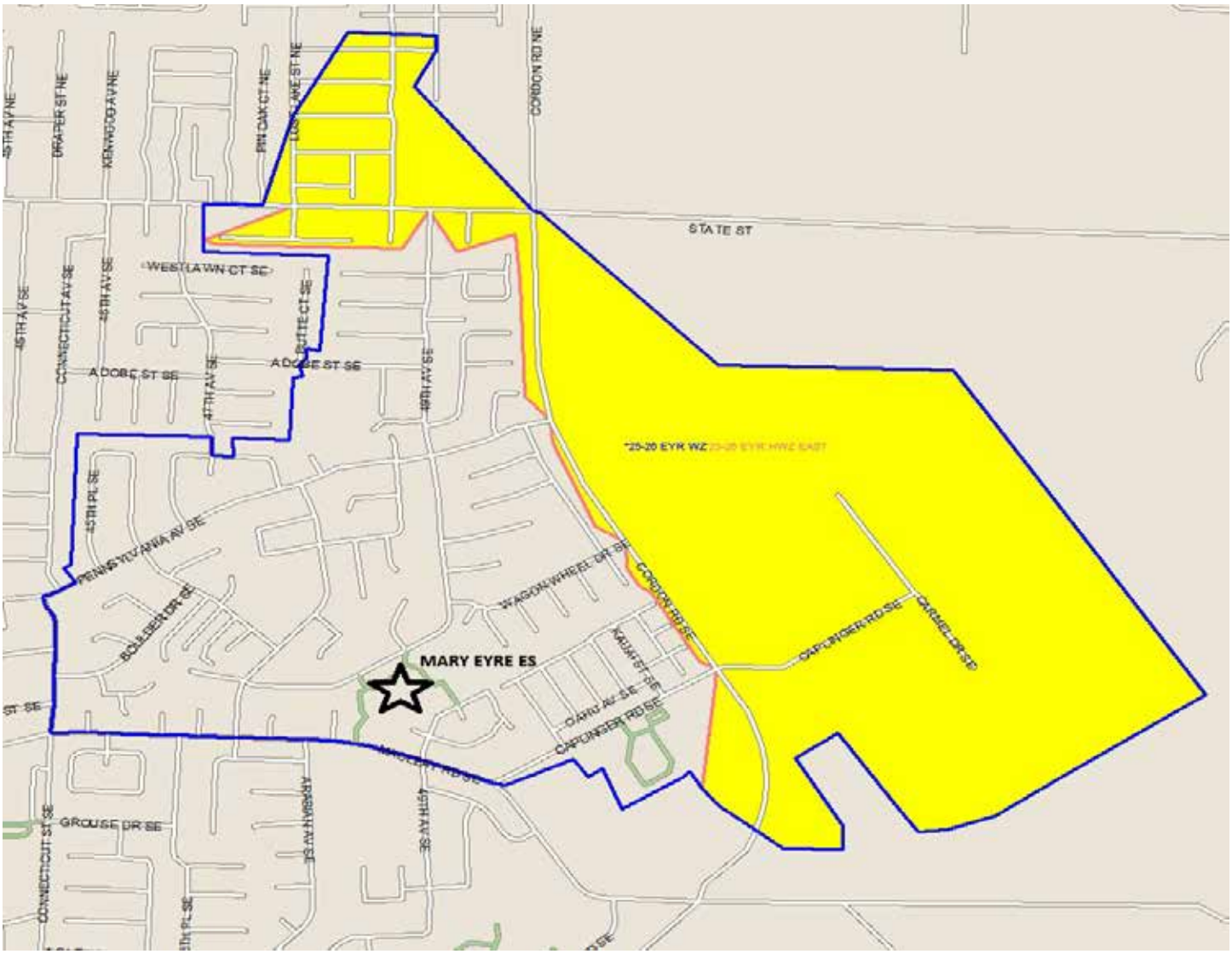
Candalaria ES



Western hazard area: Areas of missing walk path along River Rd S. Lack of designated crossing for students to cross to the west side of River Rd S. (Approximate number of affected students: 36)

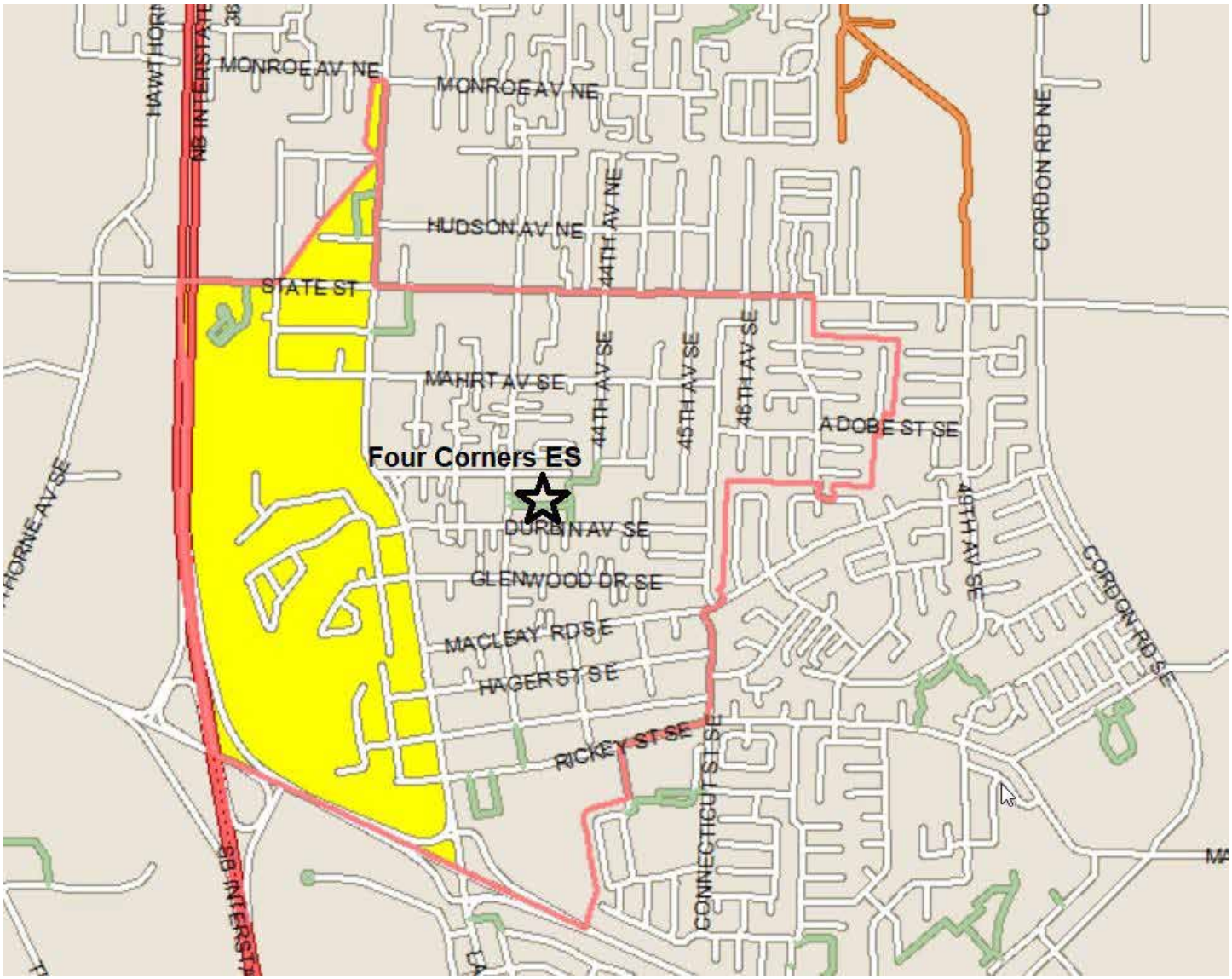
Eastern hazard area: Lack of crossing on Liberty Rd S. (Approximate number of affected students: 0)

Eyre ES



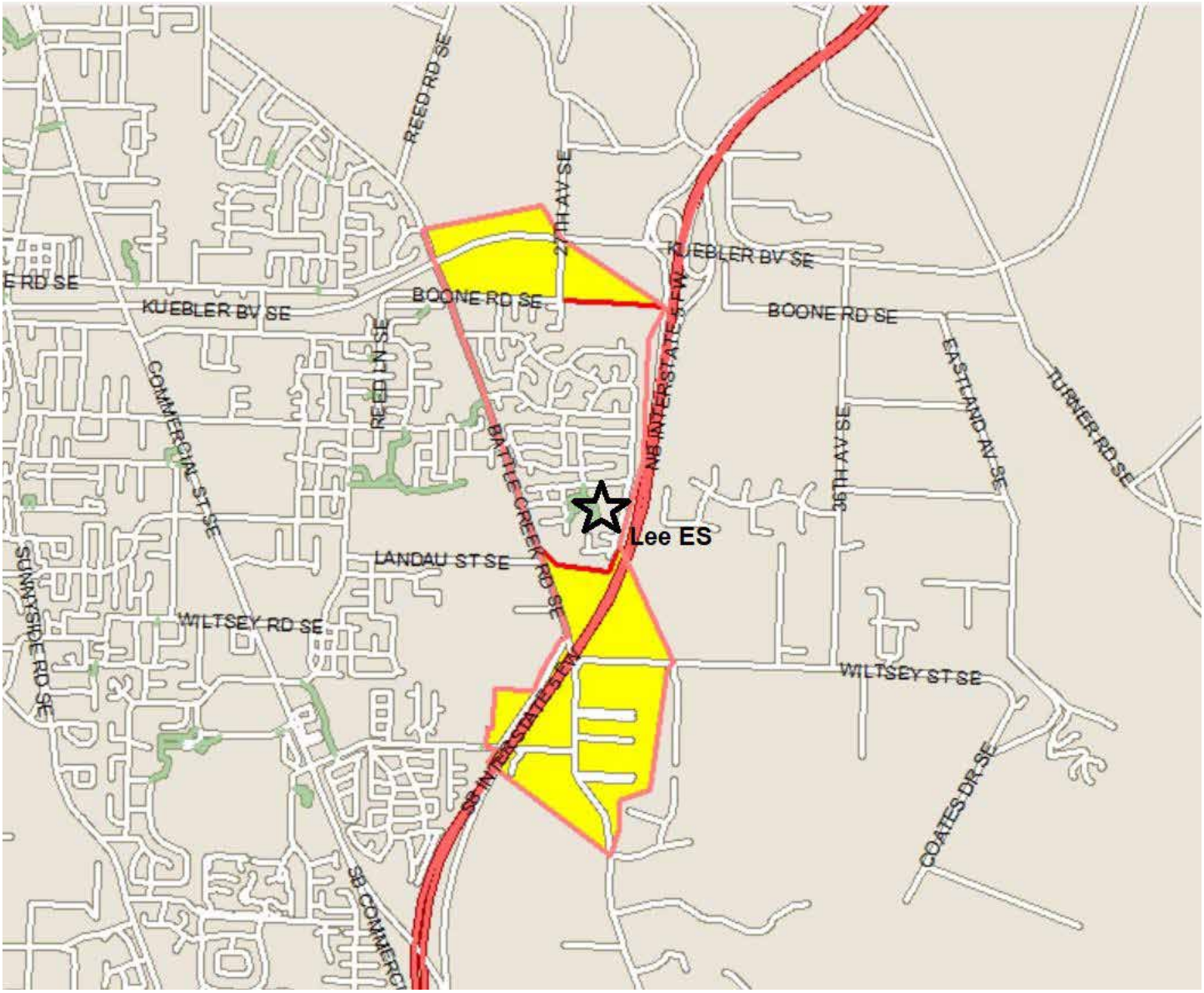
North/East hazard area: Areas of missing walk path along the south side of State St. Areas of missing walk path along Cordon Rd NE. Lack of designated crossing for students to cross to the east side of Cordon Rd SE. (Approximate number of affected students: 60)

Four Corners ES



Hazard area: Lack of designated crossing for students to cross to the north side of State St and west side of Lancaster Dr SE. (Approximate number of affected students: 43)

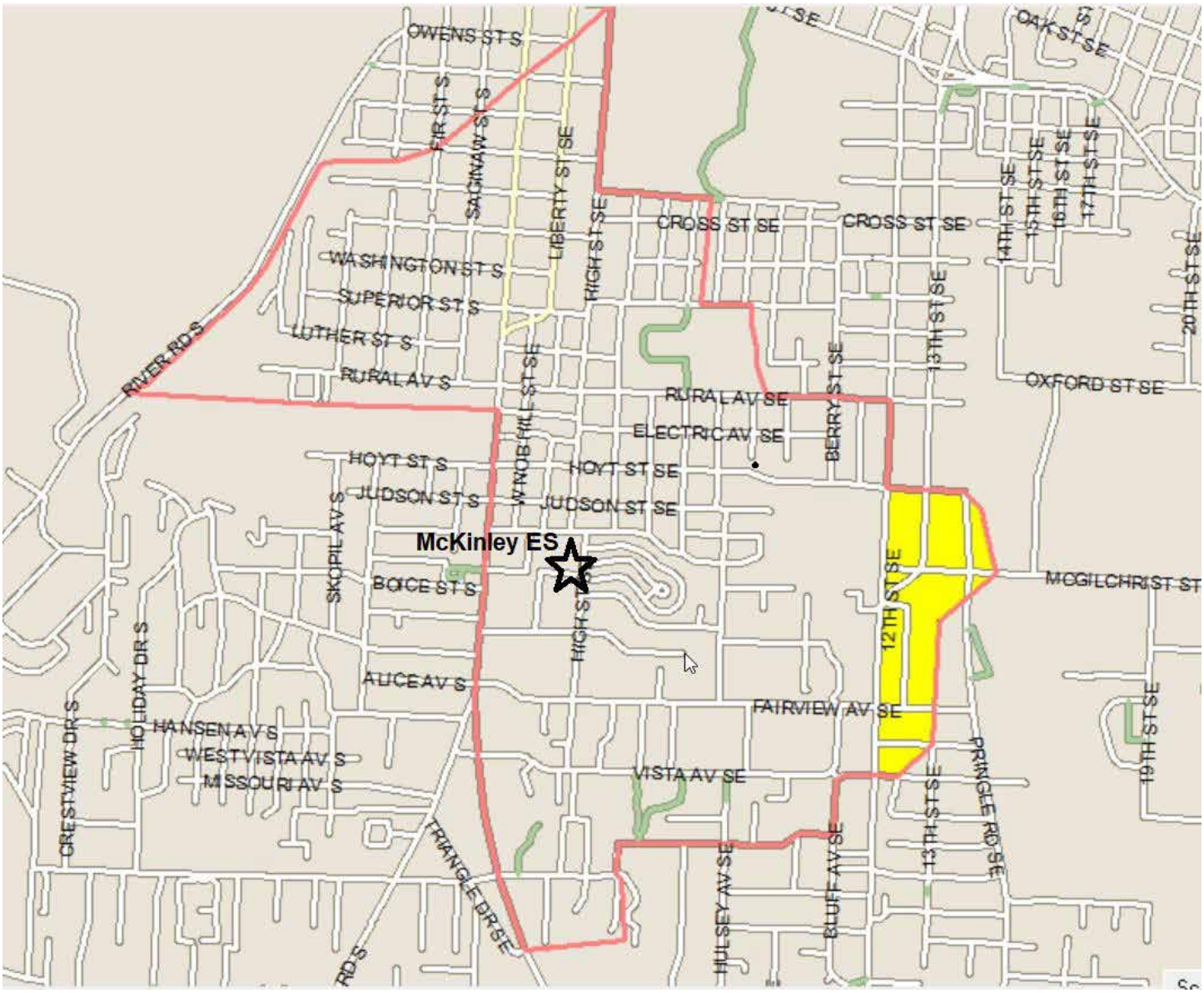
Lee ES



North hazard area: Lack of designated crossing for students to cross to the north side of Boone Rd SE and Kuebler Blvd SE. (Approximate number of affected students: 1)

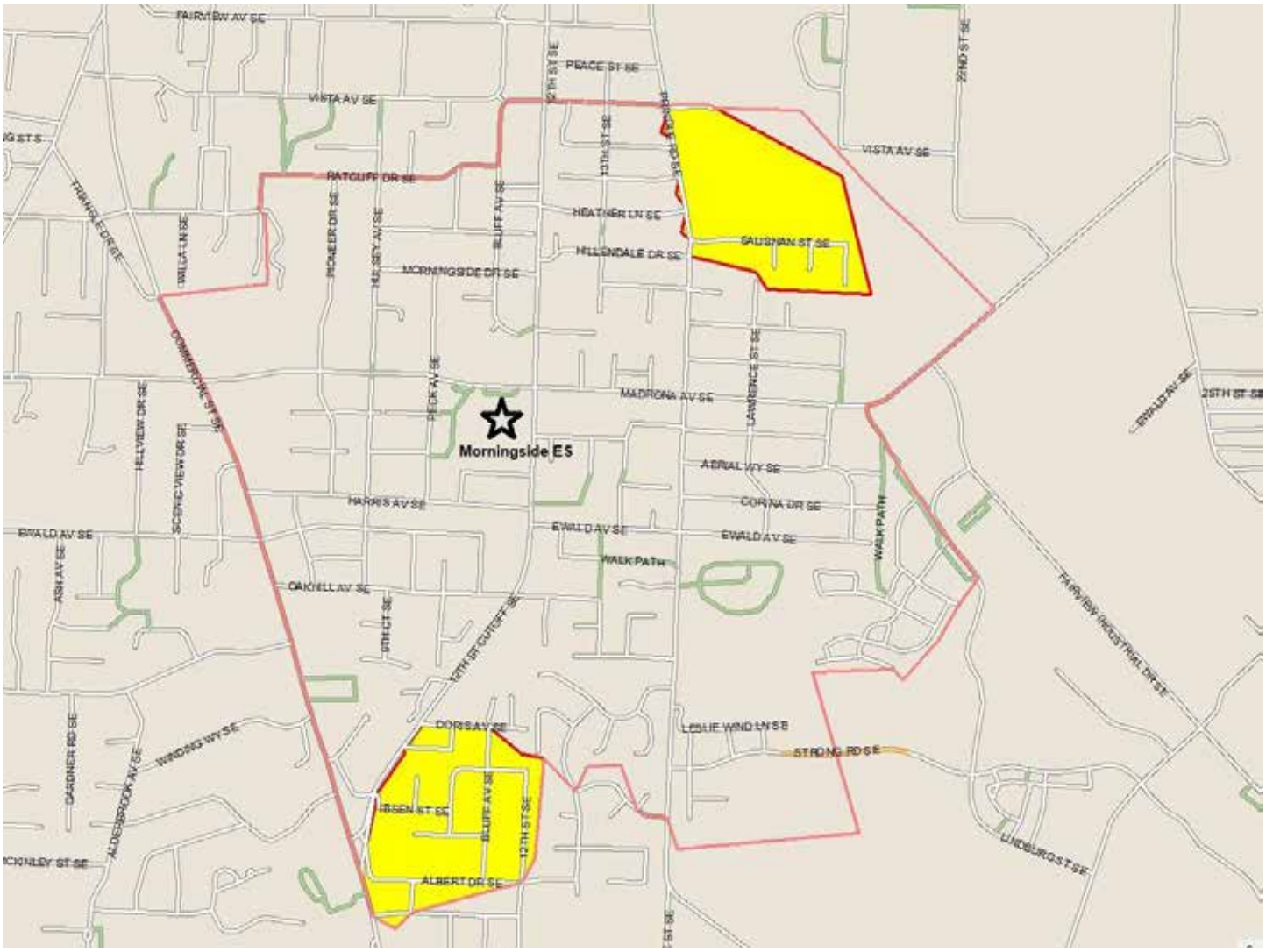
South hazard area: Areas of missing walk path along Battle Creek Rd SE. Lack of designated crossing for students to cross to the west side of Battle Creek Rd SE. (Approximate number of affected students: 8)

McKinley ES



Hazard area: Lack of designated crossing for students to cross to the east side of 12th St SE.
(Approximate number of affected students: 8)

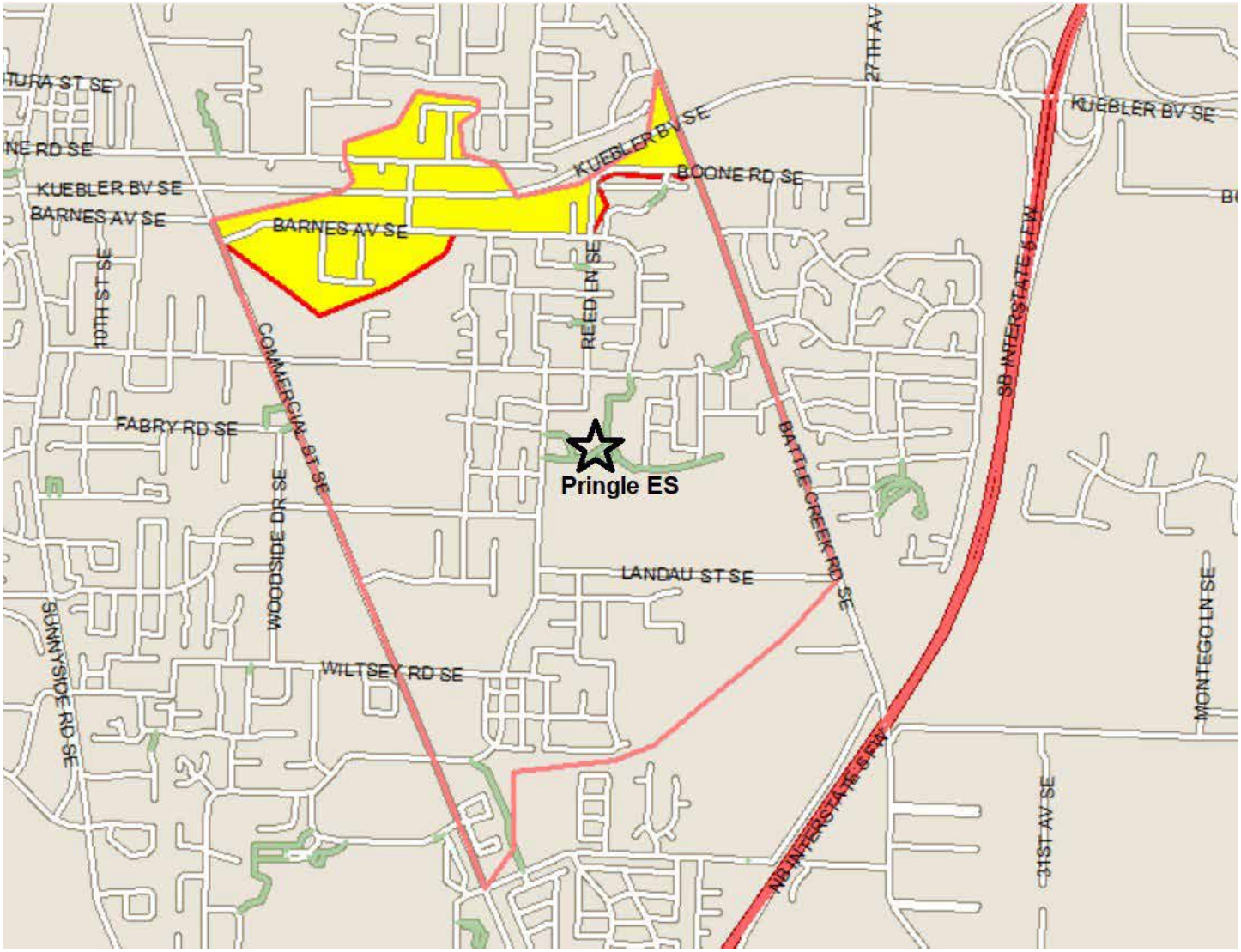
Morningside ES



Northern hazard area: Areas of missing walkway along Pringle Rd SE. (Approximate number of affected students: 40)

Southern hazard area: Areas of missing walkway along Bluff Ave SE and Ibsen St SE. (Approximate number of affected students: 17)

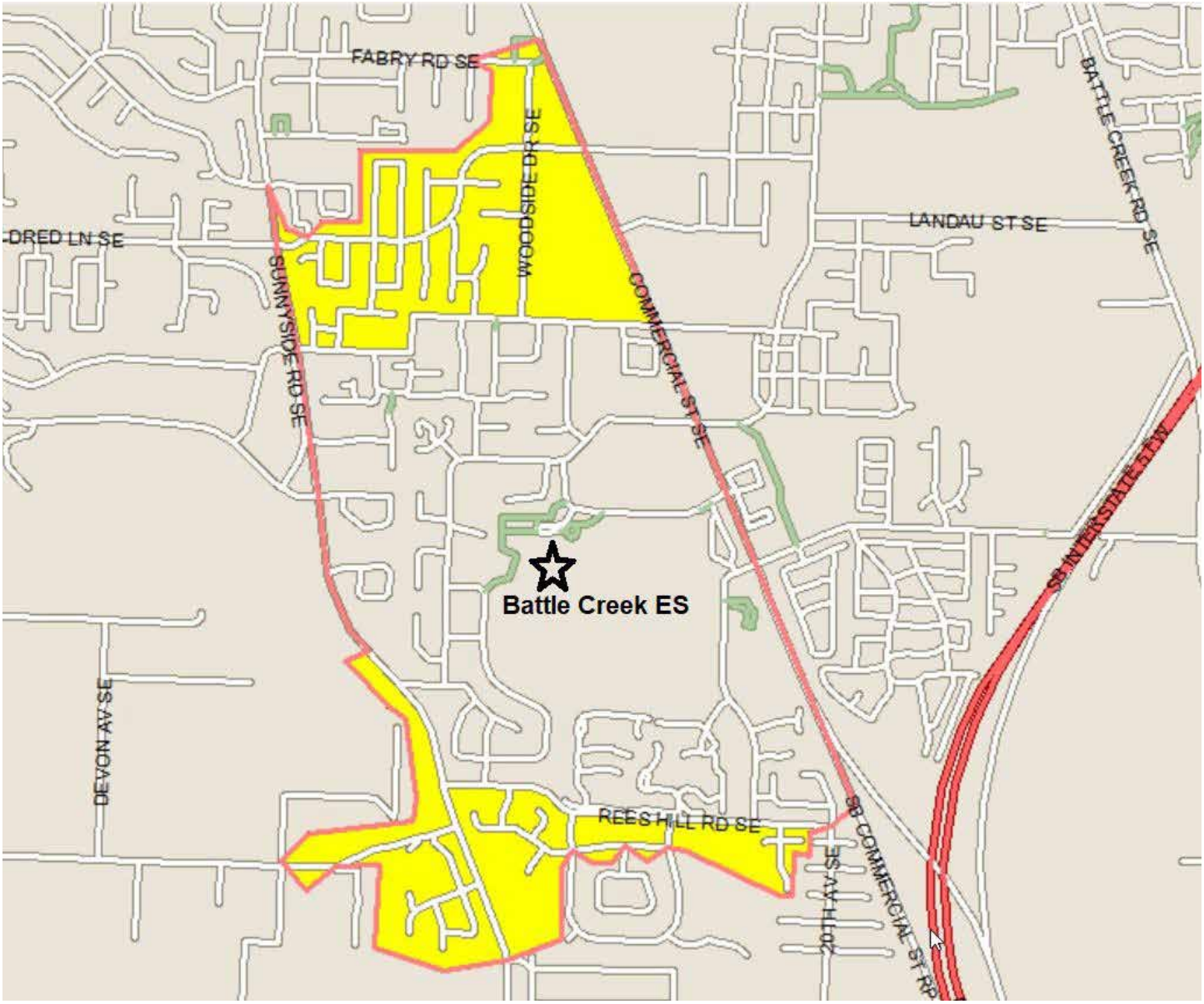
Pringle ES



Hazard area: Areas of missing walk path along Barnes Ave SE. Lack of designated crossing for students to cross to the north side of Barnes Ave SE and Kuebler Blvd SE. (Approximate number of affected students: 24)

Sprague HS Feeder Area

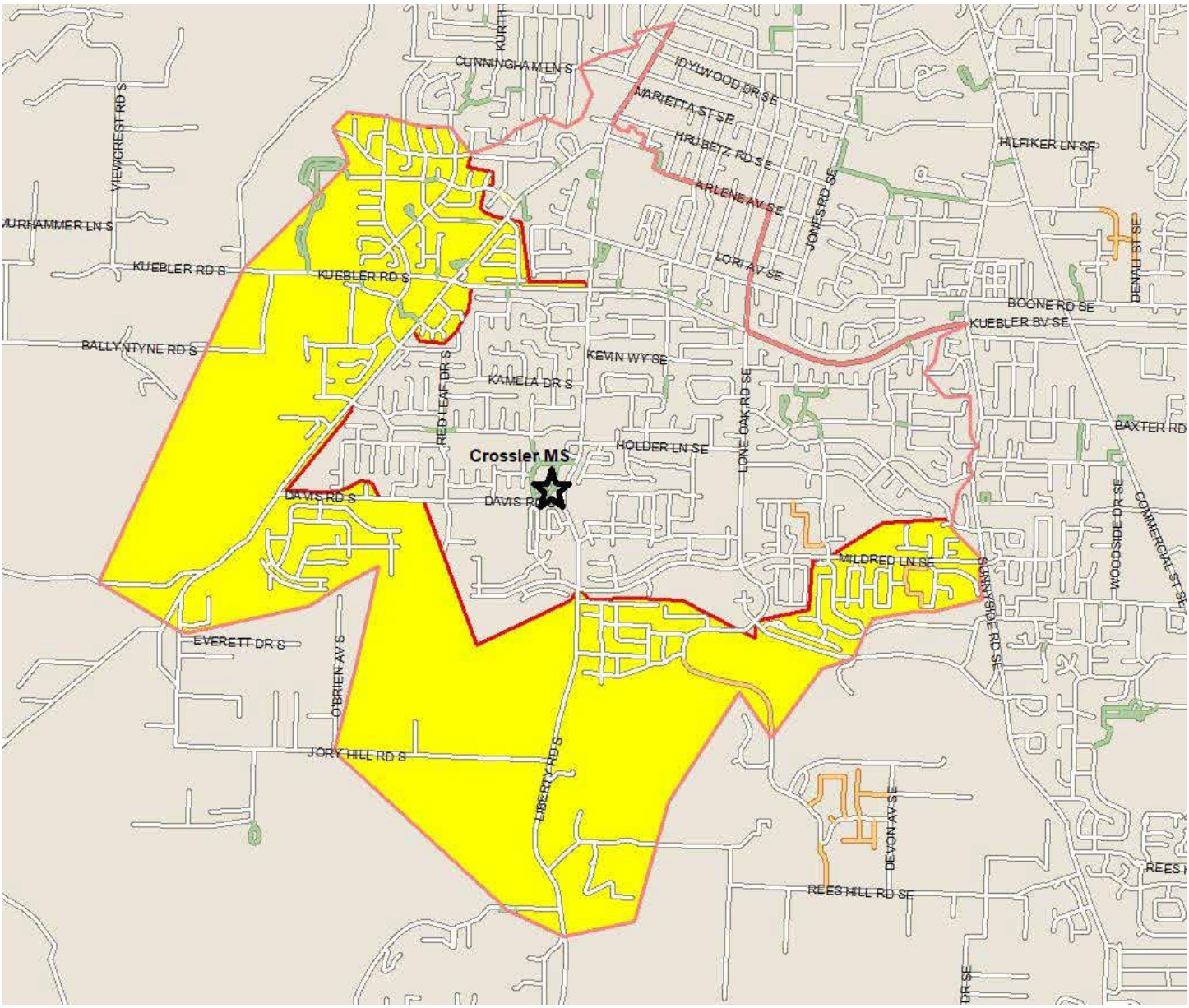
Battle Creek ES



North hazard area: Lack of designated crossing for students to cross to the north side of Wiltsey Rd SE and Mildred Ln SE. Areas of missing walk path along Wiltsey Rd SE and Woodside Dr SE. (Approximate number of affected students: 84)

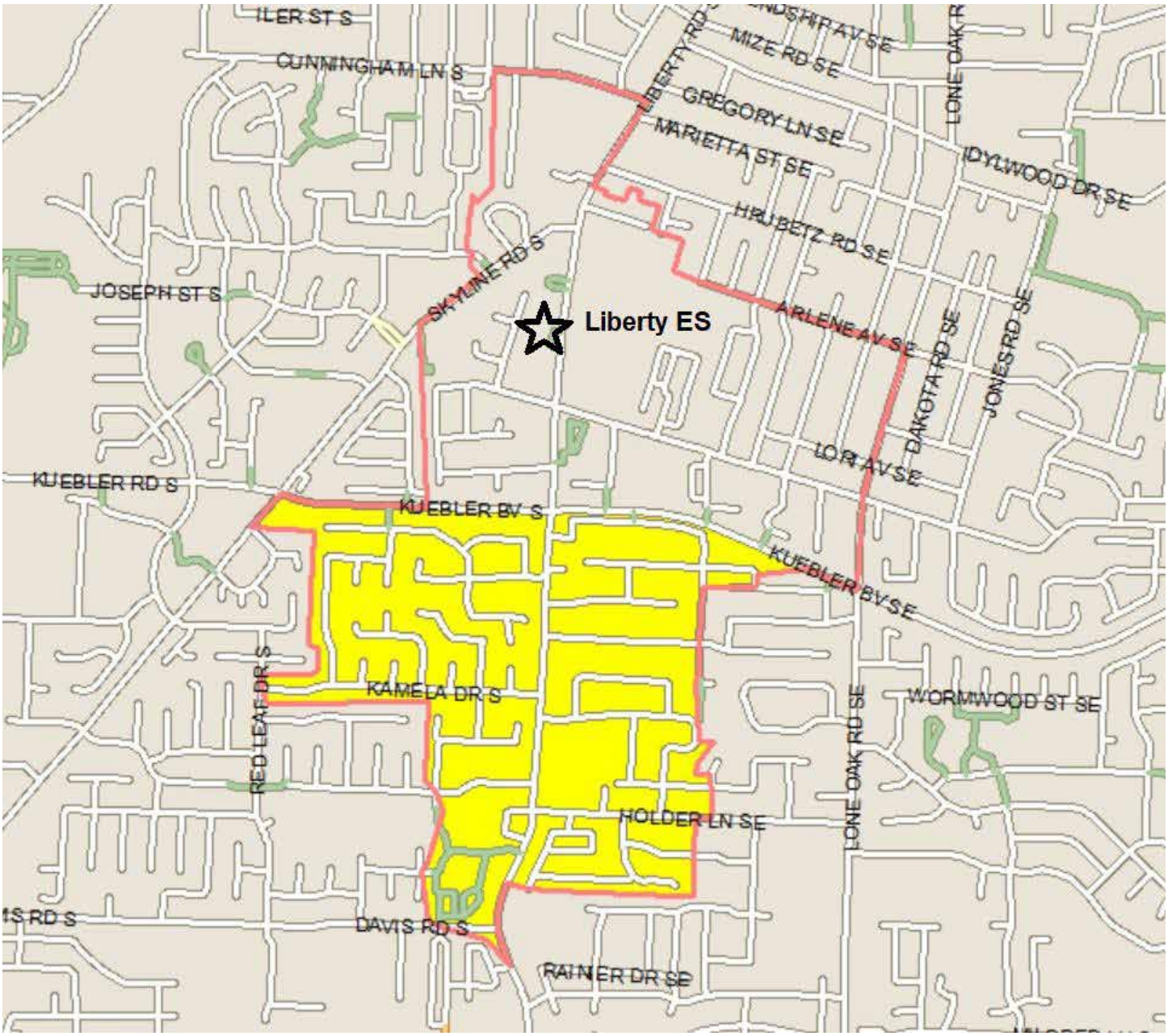
South hazard area: Lack of designated crossing for students to cross to the west side of Sunnyside Rd SE and south side of Rees Hill Rd SE. Areas of missing walk path along Sunnyside Rd SE and Rees Hill Rd SE.(Approximate number of affected students: 30)

Crossler MS



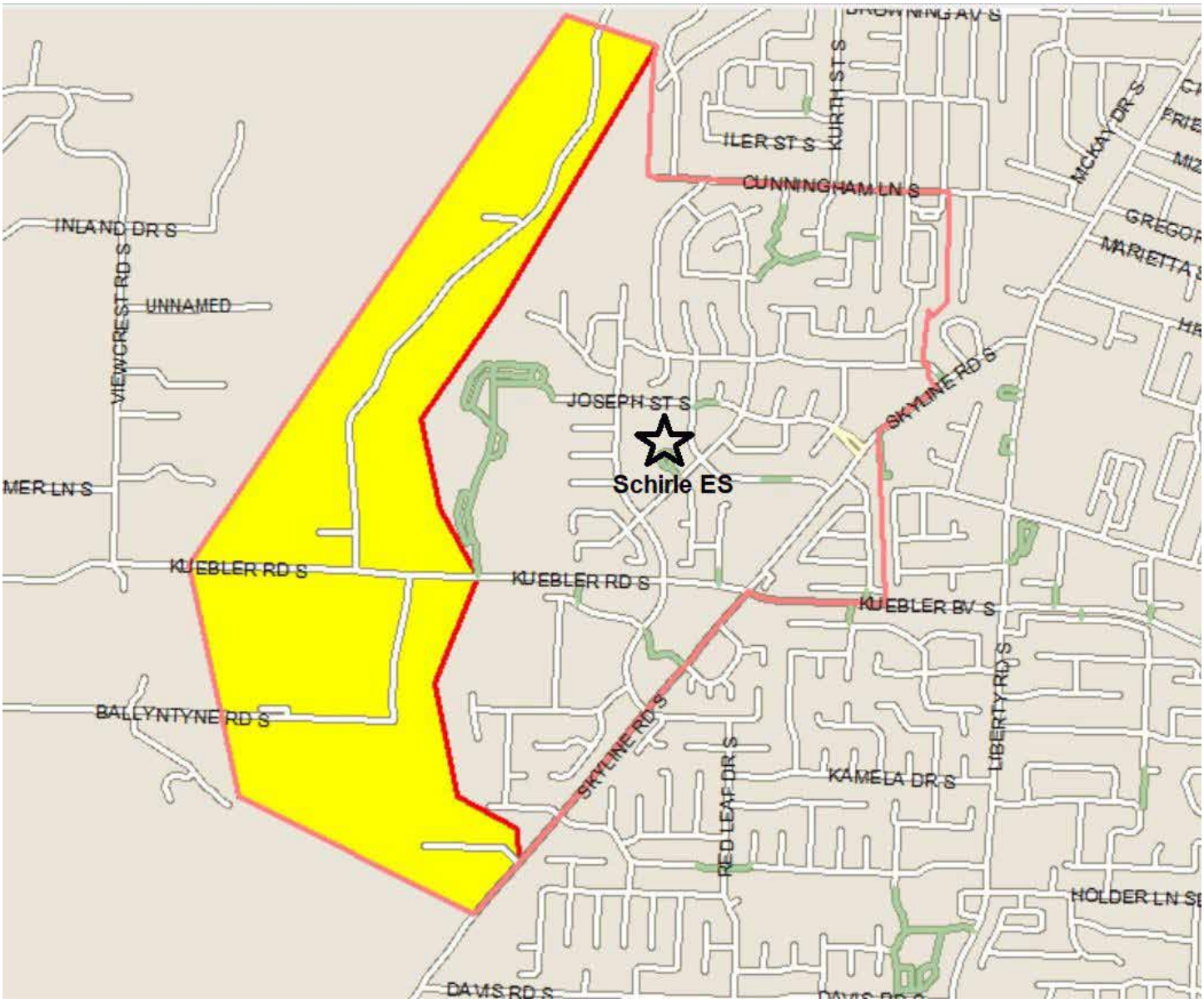
Hazard area: Areas of missing sidewalk along Skyline Rd S, Davis Rd S, Liberty Rd S, Jory Hill Rd S, and Rees Hill Rd S. Lack of designated crossings on Liberty Rd S (south of the school), and Skyline Rd S (for students living southwest of Kuebler Rd S and Skyline Rd S). (Approximate number of affected students: 152, primarily in the area northwest of Kuebler Rd S and Skyline Rd S)

Liberty ES



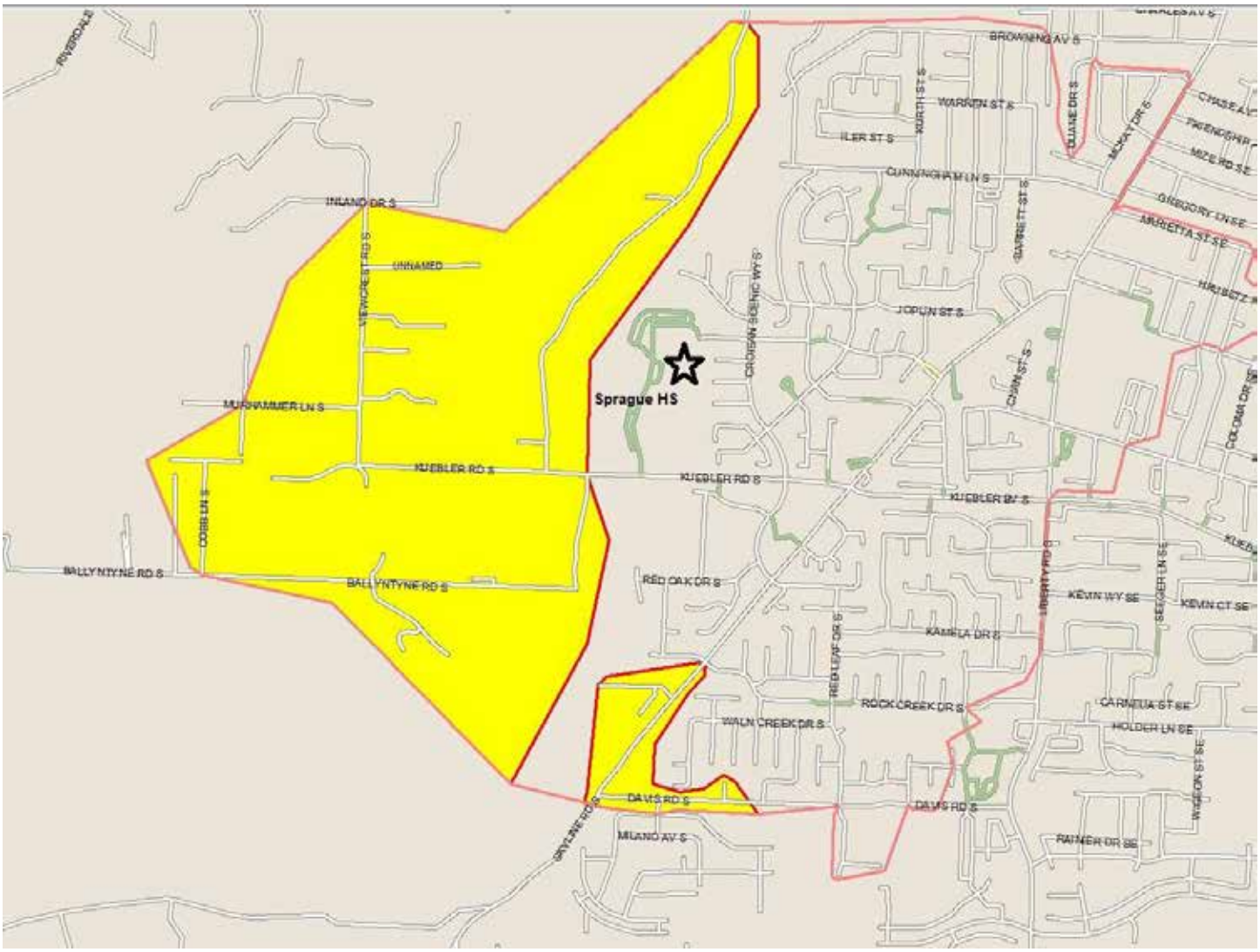
Hazard area: Lack of designated crossing for students crossing to the south side of Kuebler Rd S. (Approximate number of affected students: 91)

Schirle ES



Hazard Area: Areas lacking walkway along Kuebler Rd S, Skyline Rd S and Croisan Creek Rd S. (Approximate number of affected students: 14)

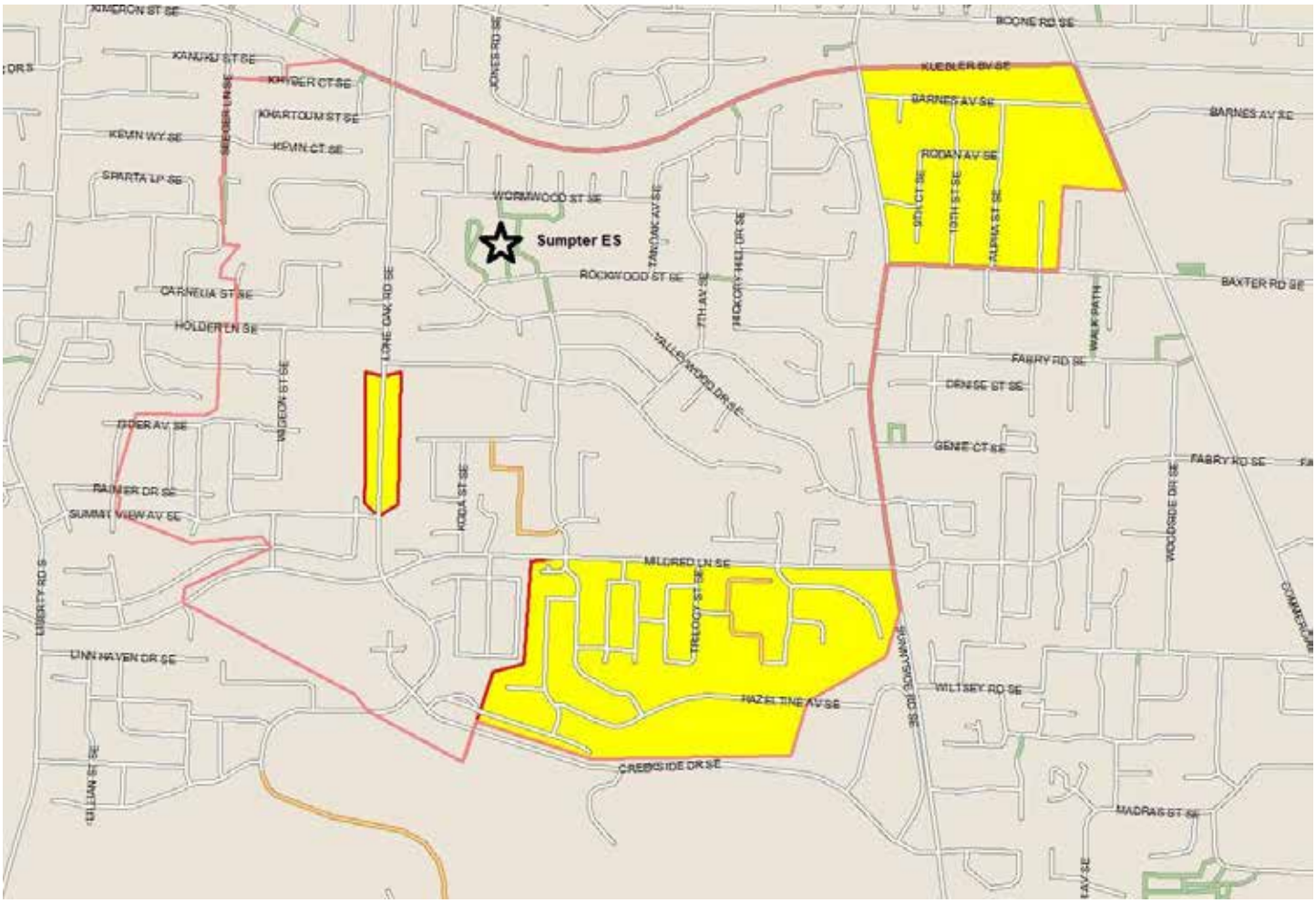
Sprague HS



East hazard area: Areas lacking walk path along Skyline Rd S (Approximate number of affected students: 7)

West hazard area: Areas lacking walk path along Kuebler Rd S, Ballyntyne Rd S, Viewcrest Rd S, and Croisan Creek Rd S. (Approximate number of affected students: 26)

Sumpter ES



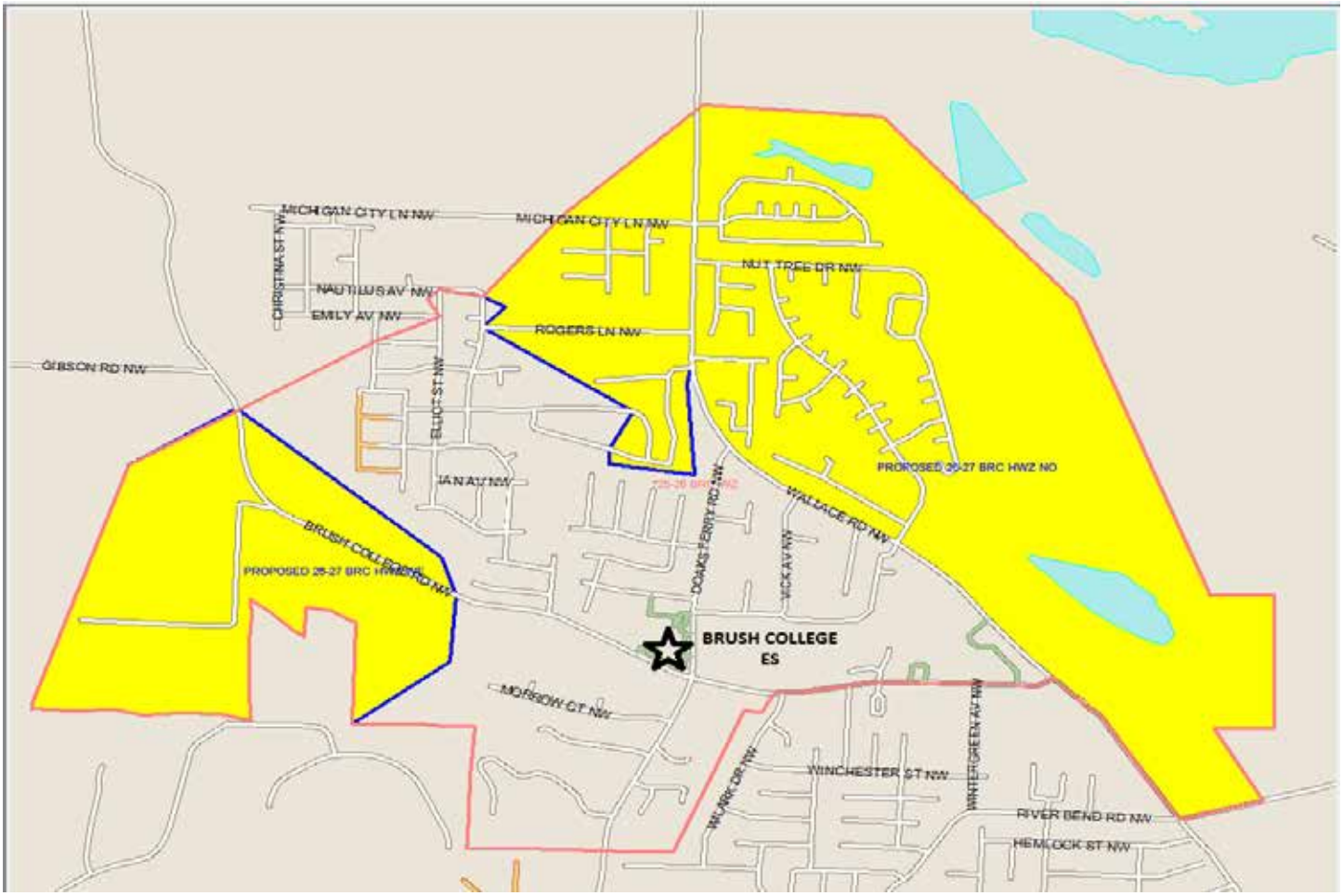
Northeast hazard area: Lack of designated crossing for students to cross to the east side of Sunnyside Rd SE. Areas of missing walkway along Sunnyside Rd SE. (Approximate number of affected students: 60)

Southeast hazard area: Areas of missing walk path along Sunnyside Rd and Mildred Ave SE. (Approximate number of affected students: 50)

West hazard area: Areas of missing walk path along Lone Oak Rd SE. (Approximate number of affected students: 0)

West Salem HS Feeder Area

Brush College ES

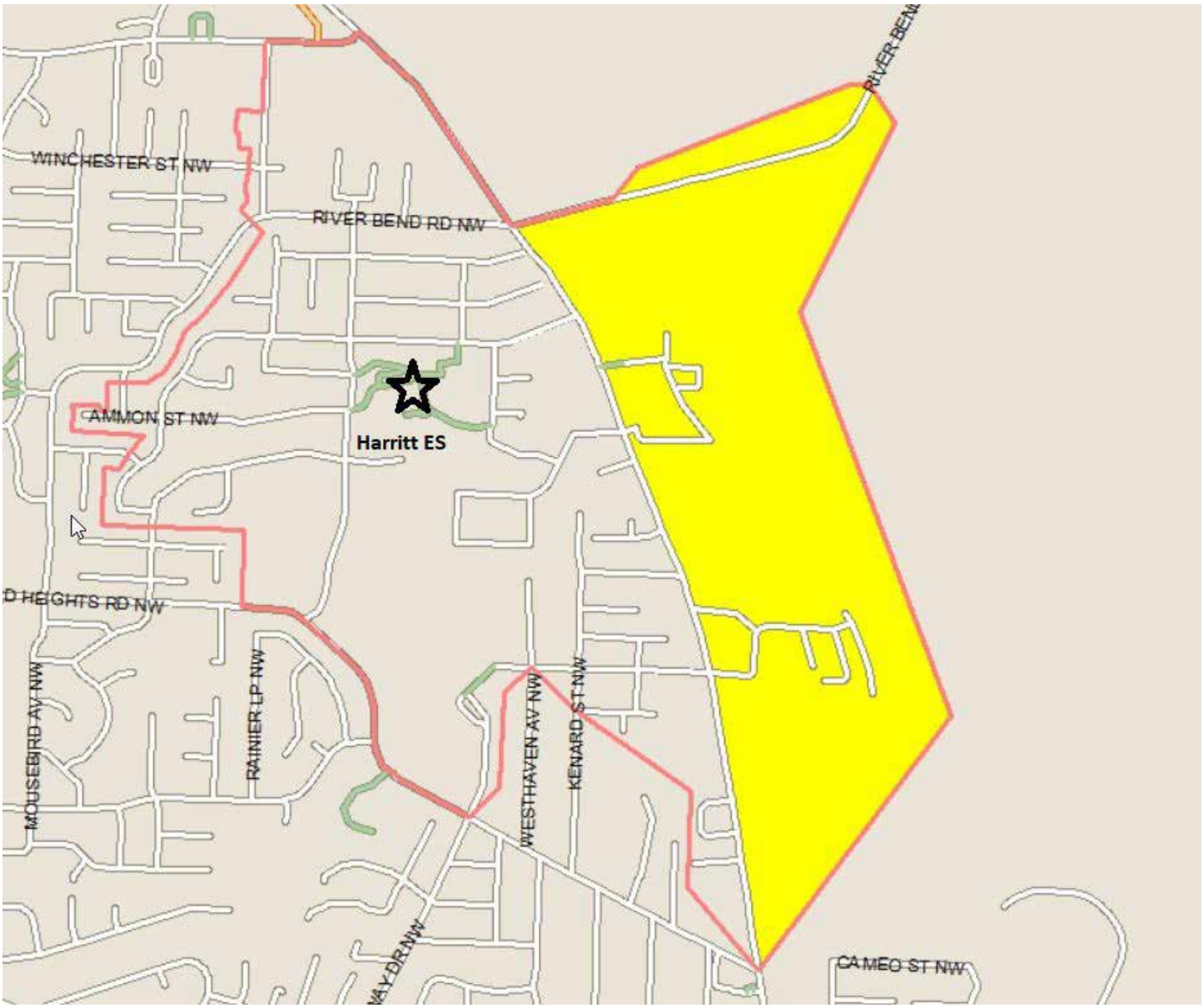


Hazard area: Missing walk paths along Brush College Rd NW. Lack of designated crossings along Wallace Rd NW at Deering Dr NW and Rogers Ln NW. Missing walk paths along Deering Dr NW and Ellen Ln NW. Lack of designated crossing for students crossing to the east side of Wallace Rd NW. (Approximate number of affected students: 34)

Chapman Hill ES

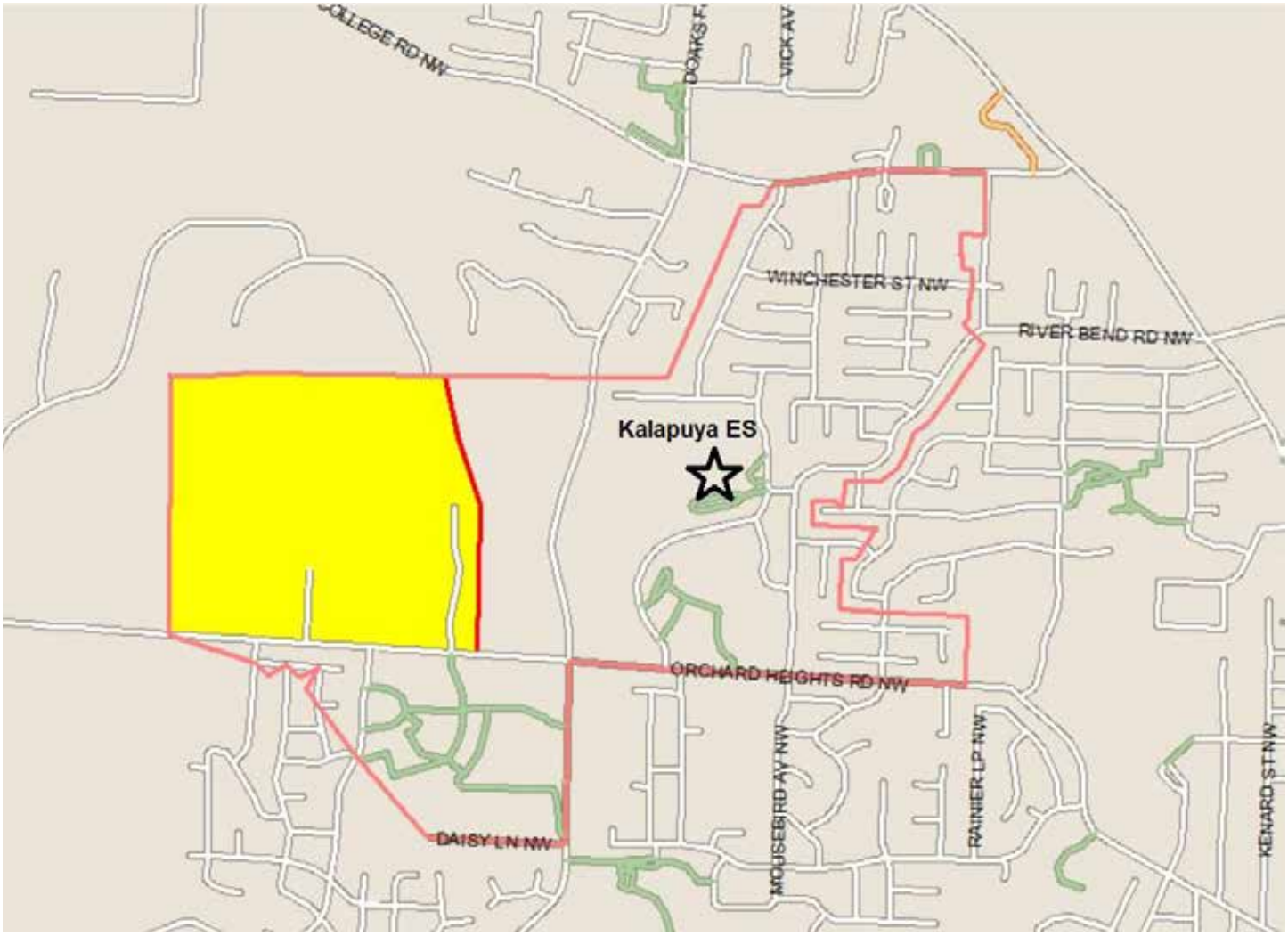
Hazard area: Lack of designated crossing for students crossing to the southwest side of Glen Greek Rd NW and Doaks Ferry Rd NW. (Approximate number of affected students: 8)

Harritt ES



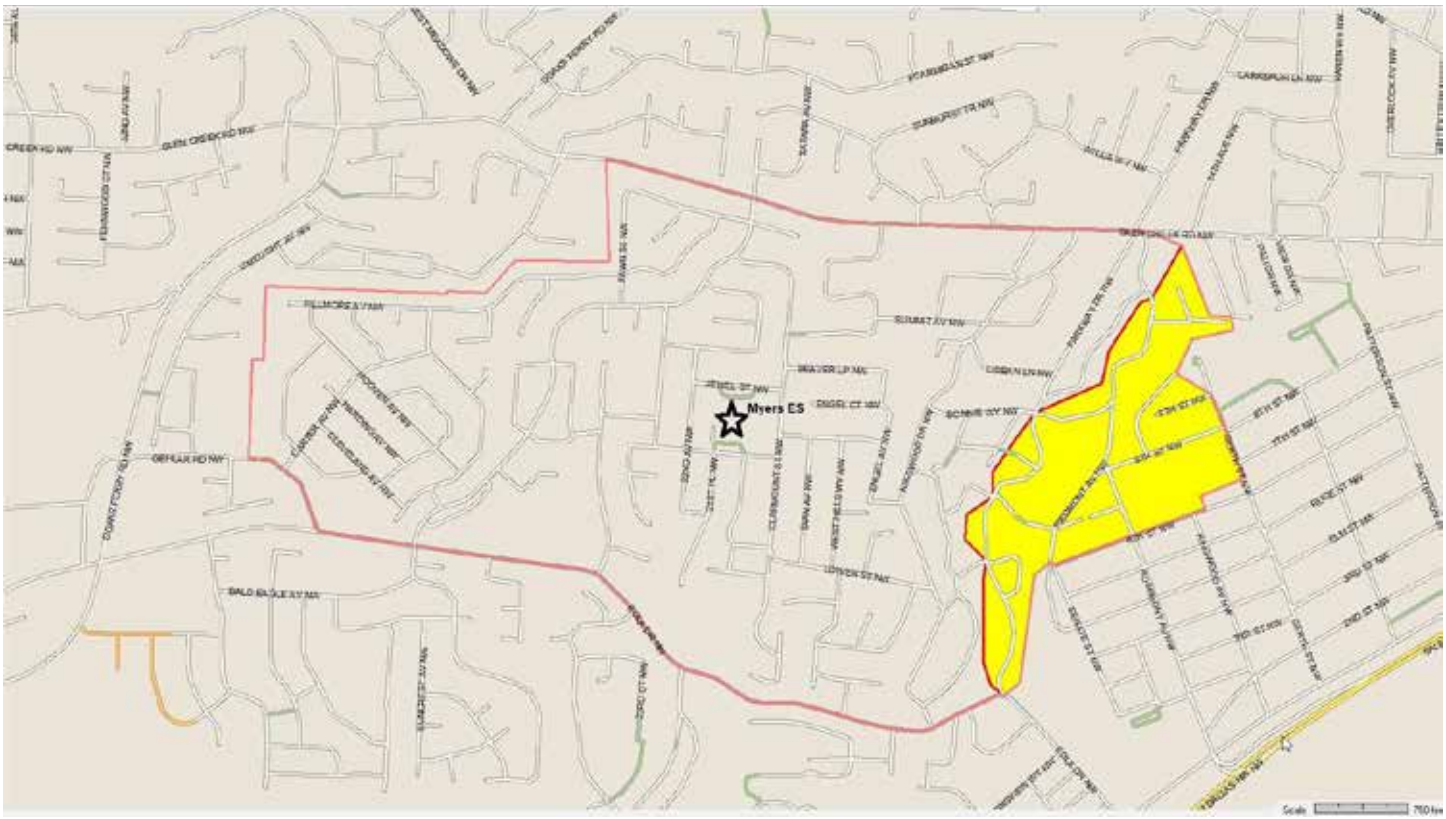
Hazard area: Lack of designated crossing for students living on the east side of Wallace Rd NW. Areas of missing walk path along River Bend Rd NW. (Approximate number of affected students: 102)

Kalapuya ES



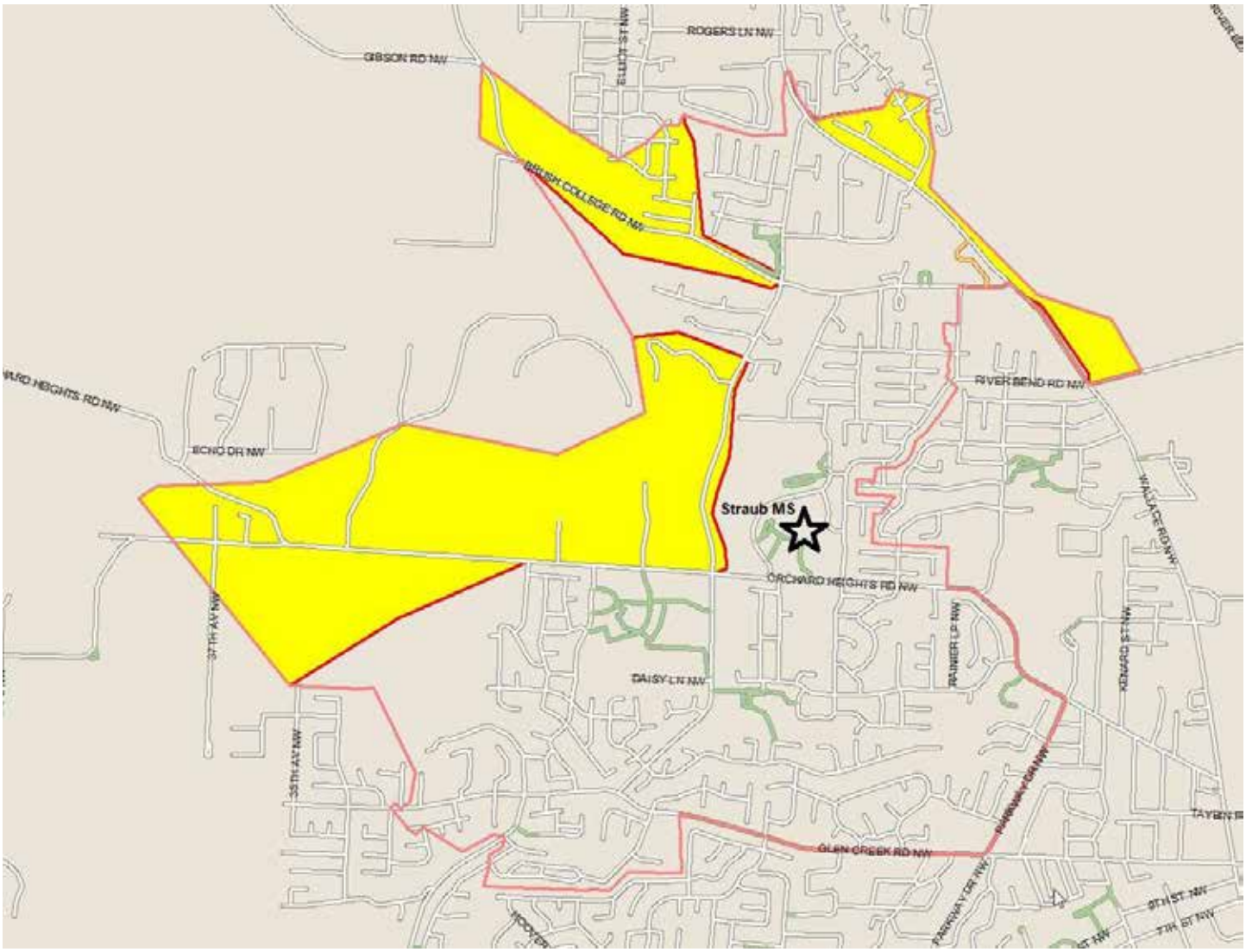
Hazard area: Areas of missing walk path along north side of Orchard Heights Rd NW. (Approximate number of affected students: 3)

Myers ES



Hazard area: Areas of missing walk path/designated crossing along Cascade Dr NW. (Approximate number of affected students: 64)

Straub MS

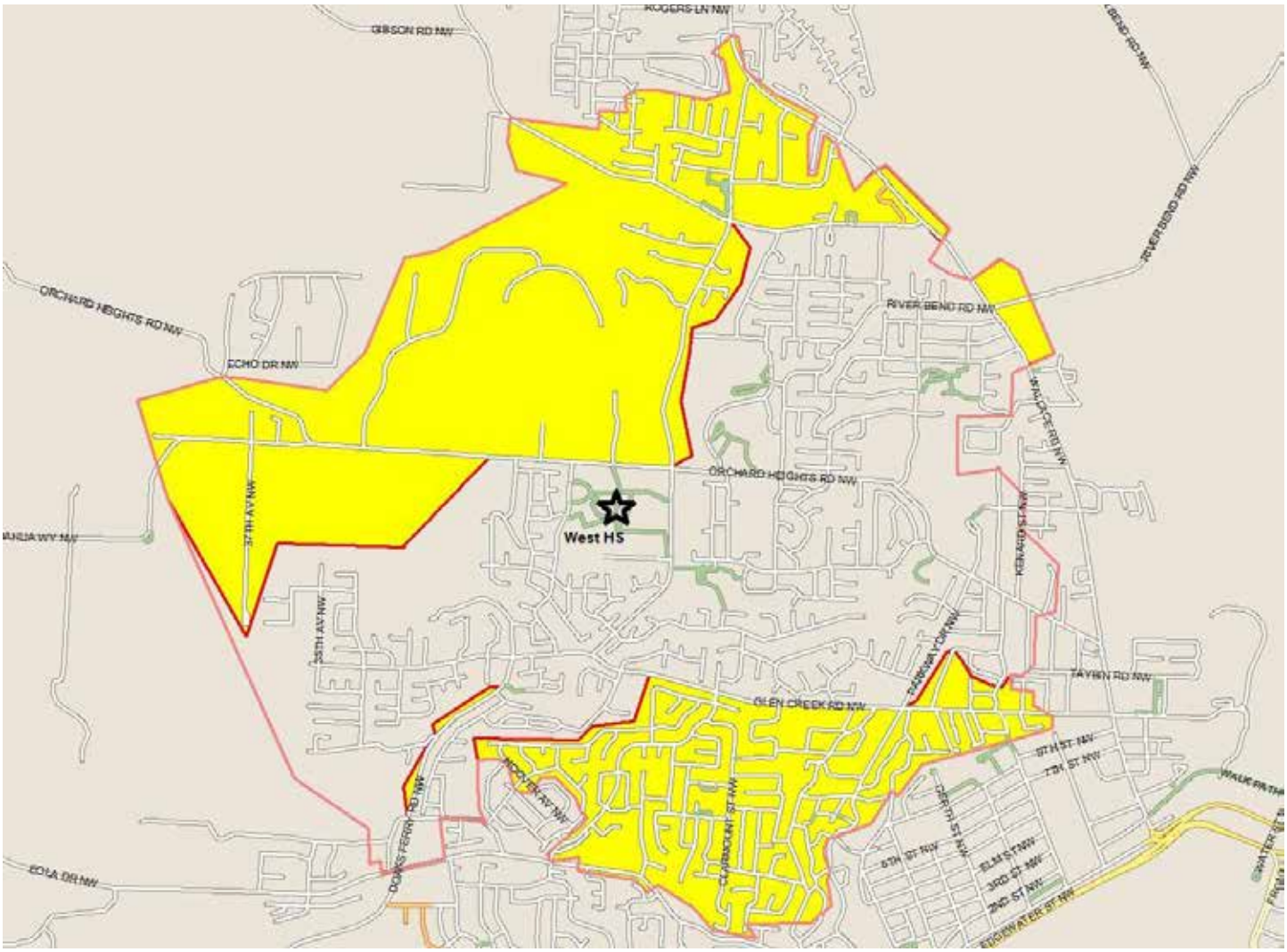


Western hazard area: Areas of missing walk path along Orchard Heights Rd NW. (Approximate number of affected students: 10)

Northern hazard area: Areas of missing walk path along Brush College Rd NW. (Approximate number of affected students: 10)

Eastern hazard area: Lack of designated crossing along Wallace Rd NW for students living on the east side. (Approximate number of affected students: 0)

West Salem HS



Northern hazard area: Areas of missing walk path along Orchard Heights Rd NW, Doaks Ferry Rd NW, and Brush College Rd NW. (Approximate number of affected students: 108)

Southern hazard area: Areas of missing walk path along Glen Creek Rd NW. (Approximate number of affected students: 225)

Eastern hazard area: Lack of crossing at Wallace Rd NW. (Approximate number of affected students: 1)

Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Summary

Meeting Date: 6/18/2026
Title: 2026-2027 Superintendent Advisor Nomination
Status: Adoption (no changes)
Presentation: No (Written Report Only/Consent)
Key Staff: Chair Jennifer Scrulock, with support from Corey Rosenberg, Office of Relations, Management, and Support
Topic Summary: Nomination for State Board of Education Superintendent Advisor Position.

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.

1. **Which of the following positions are being nominated, and who are the nominees?**
   - ☐ Chair: _____
   - ☐ Vice-Chair: _____
   - ☐ 2nd Vice-Chair: _____
   - ☒ Superintendent Advisor: George Mendoza
   - ☐ School Board Advisor: _____
   - ☐ Teacher Advisor: _____
   - ☐ Student Advisor(s): _____

2. **What are the term lengths and core responsibilities for these positions? Are these set by policy, rule, or statute?**

   Board policy establishes the Superintendent Advisor position and sets an annual term of July 1-June 30. Advisors may be reselected to serve consecutive terms. Board policy states that advisors are responsible for attending Board meetings; assisting the Board in analyzing issues, proposals, and requests before it; and any other duties assigned by the Board Chair.

3. **Describe the nomination process. Is it governed by any policies, rules, or statutes? Is the Board directed Board to review specific information or criteria when considering action?**

   Board policy states that up to three nominations from the Coalition of School Administrators (COSA) will be submitted to the Board. The Board Chair, with support from the Board leadership team, shall recommend a candidate for consideration by the full Board. This year, both the Board Chair and COSA support George Mendoza continuing as the Board's Superintendent Advisor.

4. **Have these nominees been to the Board before? If so, when, and what was the outcome?**

   George Mendoza has previously served as the Board's Superintendent Advisor during the 2025-2026 and 2024-2025 school years. He has previously been appointed and reappointed with unanimous votes.

EFFECT OF A "YES" OR "NO" VOTE

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.

5. **What are the anticipated short- and long-term consequences of approving these nominations?**

   If the Board approves this nomination, George Mendoz will continue as the Board's Superintendent Advisor for the 2026-2027 school year. He will continue to attend meetings, have access to Board materials, engage in Board discussions, and overall provide his own unique lens to the Board as they consider their action items.

6. **What are the anticipated short- and long-term consequences of inaction on these nominations?**

   If the Board does not approve this nomination, the Board Chair will need to work with COSA on an updated list of nominations for Board consideration. The Board will likely not begin the 2026-2027 school year with a Superintendent Advisor, which may adversely impact the Board's retreat and its consideration of items beginning in September. The position would remain vacant until a new nominee is moved forward by the Board Chair and approved by the full Board.

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.

7. Please list any additional materials (for example, a resume, letter of interest, or letter of recommendation) that have been submitted as part of this nomination. For each, please provide a brief summary of the material and describe why it has been included.

N/A

DRAFT 2026/27 State Board of Education Calendar

August 2026						
Su	Mo	Tu	We	Th	Fr	**Sa**
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
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* Board Retreat TBD; likely August or September
** Federal Holiday

Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
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Summary

Meeting Date: 6/18/2026
Title: 2026-2027 Board Leadership Nominations
Status: Adoption (item has changed)
Presentation: Yes
Key Staff: nominations by Director Vicky López Sánchez and Director Bridgett Wheeler; docket prepared by Corey Rosenberg, Office of Relations, Management, and Support)
Topic Summary: Nominations for State Board of Education leadership positions: Chair, Vice-Chair, and 2nd Vice-Chair

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.

1. **Which of the following positions are being nominated, and who are the nominees?**
   - ☒ Chair: Cynthia Richardson
   - ☒ Vice-Chair: Libra Forde
   - ☒ 2nd Vice-Chair: Mona Khalil
   - ☐ Superintendent Advisor: _____
   - ☐ School Board Advisor: _____
   - ☐ Teacher Advisor: _____
   - ☐ Student Advisor(s): _____

2. **What are the term lengths and core responsibilities for these positions? Are these set by policy, rule, or statute?**

   Oregon Revised Statutes (ORS) 326.041(2) states that "The board shall elect one of its members to serve as chairperson of the board for one year commencing July 1." Through Board policy, the Board has created Vice-Chair and 2nd Vice-Chair positions and adopted the same one-year term for each. Through Board policy, the Board has also outlined the responsibilities for each of

these positions:

Duties of the Chair:

- Sets agenda.
- Presides at meetings.
- Ensures fairness and impartiality.
- Enforces parliamentary procedure.
- Acts as the primary spokesperson to the press for the board.
- Performs other duties as may be required by law or action of the board.
- Names members for board subcommittees and liaisons, unless a majority of the board votes otherwise.
- Serves as an ex-officio member on board subcommittees.
- Calls special meetings not on board's adopted calendar.

Duties of the Vice Chair:

- Presides at meetings in the event of an absence of the Chair.
- Performs other duties as directed by the Chair or the vote of the board.

Duties of the Second Vice Chair:

- Presides at meetings in the event of an absence of the Chair and Vice Chair.
- Performs other duties as directed by the Chair or the vote of the board.

The term length for each of these positions is July 1, 2026 – June 30, 2027.

3. Describe the nomination process. Is it governed by any policies, rules, or statutes? Is the Board directed Board to review specific information or criteria when considering action?

Beyond the language in ORS 326.041 that requires the Chair position to be elected by the Board itself, there is no additional guidance in policy, rule, or statute. The Board has the authority to determine for themselves how to meet that statutory requirement.

Past practice has been for voting Board members to confirm the interest of nominees and make nominations themselves. The Board Administrator does not play an active role in this process but does assist in preparing the docket.

This year, Directors Vicky López Sánchez and Bridgett Wheeler are making the above nominations. Directors Cynthia Richardson, Libra Forde, and Mona Khalil have all confirmed their willingness to accept these nominations.

Voting State Board of Education members are appointed by the Governor and confirmed by the Oregon Senate. The above nominations are dependent on each member continuing to serve on the State Board of Education for the 2026-2027 school year.

4. **Have these nominees been to the Board before? If so, when, and what was the outcome?**

   This particular configuration of Board leadership has not been in place before.

   Previously, Richardson served as the Board's 2nd Vice-Chair during the 2024-2025 school year and the 2025-2026 school year.

   This is the first year Libra Forde or Mona Khalil has been nominated for any leadership position with the Board.

EFFECT OF A "YES" OR "NO" VOTE

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.

5. **What are the anticipated short- and long-term consequences of approving these nominations?**

   Approving the above nominations will allow the Board to begin the 2026-2027 school year with a functional leadership team. It will allow the new Chair to begin preparing for the Board's annual retreat and begin working with the ODE Director on the rest of the Board's 2026-2027 meetings.

6. **What are the anticipated short- and long-term consequences of inaction on these nominations?**

   Rejecting the above nominations would require the Board to identify alternative nominees for approval at the June 18th meeting. Neither policy nor statute allows the current leadership team to continue past the end of their terms. If the Board was unable to determine a new leadership team at their June meeting, the Board would be without leadership at the start of the 2026-2027 school year. The Board would need to review parliamentary procedure and determine how to convene meetings in the absence of a presiding officer. Planning for the Board's annual retreat and fall meetings would also be delayed, which could lead to direct impacts to the Board's ability to adopt administrative rules and serve Oregon's students.

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.

7. **Please list any additional materials (for example, a resume, letter of interest, or letter of recommendation) that have been submitted as part of this nomination. For each, please provide a brief summary of the material and describe why it has been included.**

N/A

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 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. To learn more about ASCA, visit: schoolcounselor.org

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."

OREGON DEPARTMENT OF EDUCATION

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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. The program cultivates the conditions for learning and belonging by providing developmental, preventive, and responsive supports as part of a broader student support system (e.g., school mental health services, school-wide multi-tiered system of supports, community-based partnerships) 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 based on the ASCA National Model (5th Edition) and aligned 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 responsive, 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 The Framework

Oregon's Framework for Comprehensive School Counseling Programs describes a student-centered, coordinated approach that elevates the strengths and expertise of Teacher Standards and Practices Commission (TSPC) licensed school counselors, 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) to improve student belonging and mental wellness, academic outcomes, and career and future success. In alignment with Oregon statute and rules, the Framework is intended to provide services that address the whole student through the program's multi-tiered and multi-domain system of supports.

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 (TSPC) as a school counselor;
- a person who is licensed by the Teacher Standards and Practices Commission (TSPC) 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.

Role Clarity and Scope of License Matters

Aligning Responsibilities Based on Scope of Licensure

Oregon statute and rule provide districts with flexibility in how comprehensive school counseling programs are staffed and implemented. Within that flexibility, districts are responsible for ensuring that TSPC-licensed counseling personnel with appropriate professional training and preparation are in place to lead the program's design, delivery, implementation, and evaluation components. Because TSPC licenses individuals prepared both in Oregon and out of state, districts should consider each individual's preparation, experience, and role-specific readiness in relation to the district's comprehensive school counseling program design and student needs, in addition to verifying appropriate TSPC licensure.

Districts determine, based on local staffing and student need, how roles are assigned, coordinated, and supported so each role can contribute effectively within their scope of licensure and expertise. Clarifying scope of license is not about elevating one profession over another. It is about ensuring that each professional is positioned to contribute their strengths and expertise in ways that are role-aligned, coherent, and effective for students.

TSPC-licensed school counselors and TSPC-licensed school social workers bring distinct and complementary preparation pathways, professional identities, and scopes of license that are not interchangeable.

- School counselors hold a minimum of master's degree in ASCA-aligned TSPC preparation standards and have a distinct TSPC school counselor scope of license.
- School social workers hold a minimum of a master's degree in NASW-aligned TSPC preparation standards and have a distinct school social worker scope of license.

Staffing Considerations for Districts

Implementation of the comprehensive school counseling program should reflect a commitment to equitable, culturally responsive services that support the success of all students, while aligning responsibilities to the unique training and expertise of counseling staff. Depending on district size, location, and available services, districts may develop different approaches to meeting their counseling program requirements. Some examples are:

- A team of qualified professionals may be comprised of licensed administrators, school counselors, school social workers, school psychologists, child development specialists, limited student services personnel, specialized counseling and career development personnel, classroom teachers, school nurse, and clerical support staff.
- A team of qualified professionals may be comprised of a licensed administrator, school counselor or school social worker, and classroom teachers. The team approach utilizes the experience and training of available staff to meet the Framework's criteria.

- Districts may choose to contract some services through Education Service Districts or other county or community agencies.

As long as the individual, team approach, or contracted services includes those who have the professional training or experience as set forth in ORS 329.603 and OAR 581-022-2060 to fully design, deliver, and implement the program, districts will meet the counseling staff requirements. When counseling staff responsibilities extend beyond the professional's preparation or licensure scope, districts may need to ensure additional qualified expertise are available, so the program remains comprehensive and aligned to professional expectations. Districts may consider employing other state-licensed mental health professionals (e.g., licensed clinical social workers, licensed professional counselors, and other behavioral health providers) who work in collaboration with counseling staff as part of the team approach providing valuable services to students and families. When these professionals provide services or supports, their contributions should align with their professional license, district assignment, and applicable guidance.

All districts, regardless of size or location, should develop a strategy for hiring qualified TSPC-licensed counseling staff with the knowledge and skills to effectively design, deliver, implement, and evaluate an equity-based and culturally responsive comprehensive school counseling program. If a district is hiring a school counselor, that position must be filled by a qualified TSPC-licensed school counselor. The position of school counselor cannot be filled by a school social worker (OAR 584-245-0310), a Limited Student Service License role (OAR 584-245-0400), a Child Development Specialist (ODE Authorization), or by another candidate who is not professionally trained and licensed as a school counselor. If the district realities and local needs require the expansion of the applicant pool, the district must repost the position to broaden the license types and reconsider the position responsibilities to which a TSPC-licensed school social workers or other counseling staff are allowed to do within their scope of license, as allowable by TSPC rules.

ODE provides further technical clarification on counseling staff requirements in ODE's District Guidance on School Counseling Program Personnel Requirements and FAQ Companion Guide.

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, school 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 team approach and 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 school 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

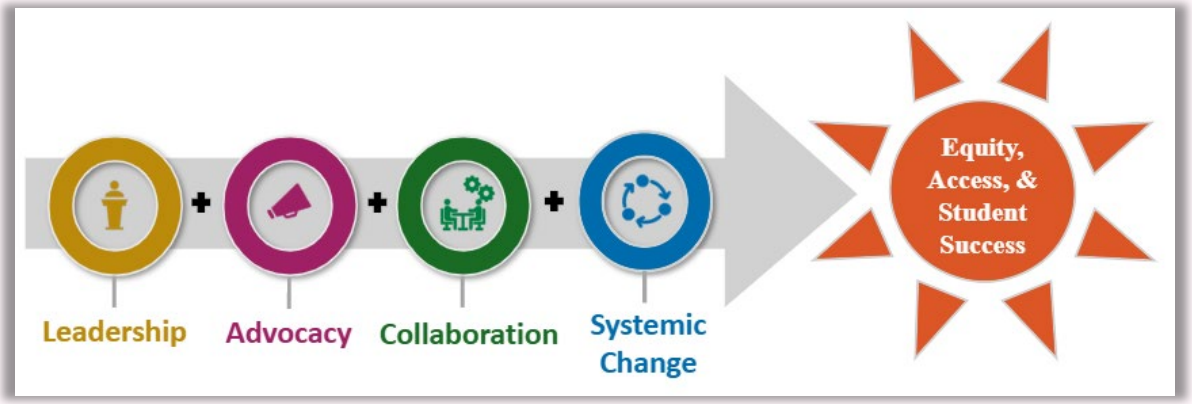
The requirements defined in Oregon Administrative Rule (581-022-2060) reflect student outcomes. Comprehensive school counseling programs develop programmatic goals that support all students to:

- 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, services and supports are delivered consistently to 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 partnership with school student success teams. 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 students 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 responsive 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 responsive 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 dispositions that support high-quality comprehensive school counseling implementation. The professional preparation and scope of license that counseling staff bring to the program is not interchangeable. School counseling and school social work professional standards and competencies (e.g., ASCA School Counselor Professional Standards and Competencies and NASW Practice Standards for School Social Workers) are established in their respective preparation programs and used in practice for reflection, growth planning, and performance feedback. Staff whose preparation includes comprehensive school counseling program design and development, student assessment, and standards-aligned instruction are prepared to lead the program. Counseling staff whose preparation is in a related but distinct professional field, may contribute to the program through the delivery of specialized services and supports within their preparation, and without replacing the program's core functions.

To maintain professional role distinction in practice, all counseling staff benefit from participating in ongoing, role-specific professional learning aligned to their TSPC-license, assigned responsibilities, and the expectations of the program. Professional learning builds depth within each professional's role, rather than blurring the boundaries between them. District and schools can access ODE's Customized Coaching and Professional Learning Program within the Focal Area of Mental Health and Wellness to support their unique needs.

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 their professional code of ethics (e.g., ASCA Ethical Standards for School Counselors, NASW Code of Ethics), 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 school student success teams in ways that respect student rights and dignity. Ethical practice also requires role clarity and adherence to scope of license so that students receive appropriate, role-aligned, high-quality supports.

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, readiness for post-secondary education, and lifelong contribution to their communities.

Services and supports are strengthened when school counselors, school social workers, and other counseling staff collaborate with school student success teams through clearly defined roles, routines, and system of supports across the school. Depending on local staffing, professional preparation, and assigned responsibilities, counseling staff 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 responsive 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, in partnership with school student success teams, through referrals, consultation, and collaboration.

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 System 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 student data, such as 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 staff provide leadership, advocacy, and collaboration through the program multi-tiered and multi-domain system of supports by participating in district and school leadership teams, using data and improvement routines, and in collaboration with school student success teams to provide supports. Programs rely on student data indicators to plan, deliver, and improve universal, supplemental, and intensive 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 responsive and trauma-informed practices, student mental health and well-being, academic achievement, and college and career readiness. The program multi-tiered and multi-domain system of supports moves beyond grades and behavior alone to ensure a well-rounded, holistic system of supports are provided so every student can thrive.

The following examples identify how school counselors, school social workers, and counseling staff support students within their scope of license and professional training across program multi-tiered and multi-domain system 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)

Manage

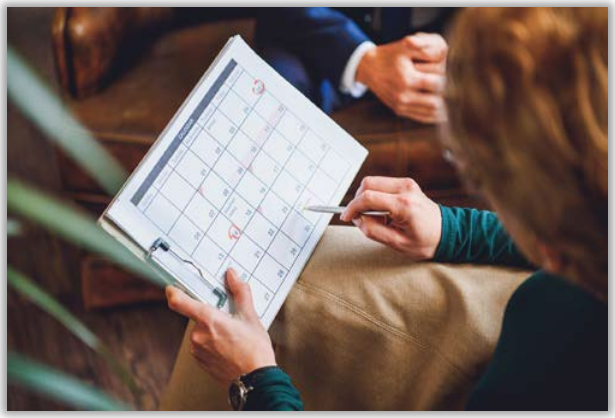
The Manage component is achieved through program organizational data collection, reporting, and communication tools that help counseling staff to:

- 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.

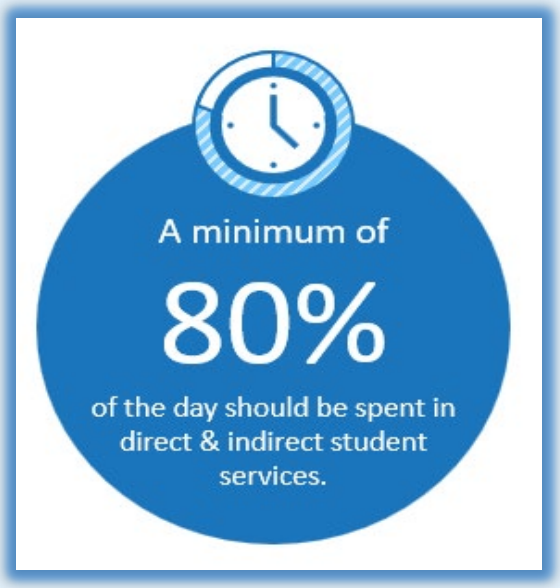
Tool / Element	Description	How it Supports Outcomes
Student Standards Delivery Plan	The student standards and priority skills the program will emphasize across social/emotional, academic, and career domains.	Ensures every student has access to planned, standards-aligned learning and skill development.
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 category areas used to plan for and report results of the program. The data indicators with an asterisk (*) are aligned with statewide performance growth targets and metrics.

Data Category	Description	How Counseling Staff Use This Data
Participation data	Provides program access data on who are the students that the program is currently serving, how many students, how often they participate, and for how long, with specific focus on focal student groups.	Describes reach and access, including who is being served and not served, and where programmatic access 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

Assess

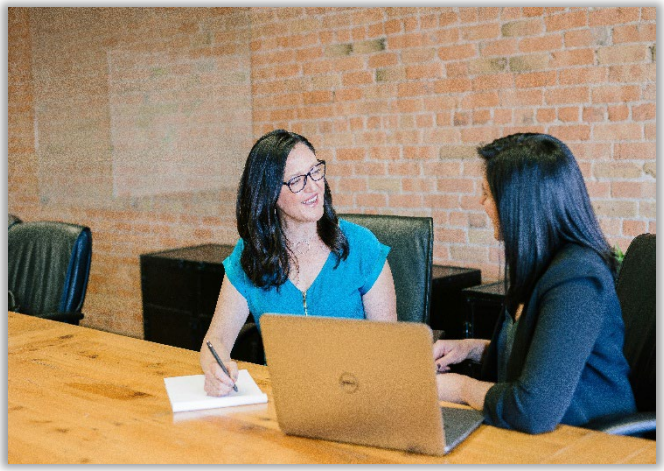
The Assess component supports regular review of both program implementation and professional practice to strengthen effectiveness in improving access, future-readiness, and academic success for each and every student. Assessing program design, delivery, and outcomes strengthens continuous improvement, 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 school counselors and school social workers (e.g., ASCA School Counselor Professional Standards and Competencies and NASW Practice Standards for School Social Workers, etc.), or other counseling staff 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 and not aligned with a comprehensive school counseling program. When assigning program non-aligned duties, administrators may consider whether the responsibility is part of the comprehensive program, part of another's assigned role, or a local operational duty requiring protected time and support.

Program Aligned Activities	Program Non-Aligned Activities
Appraisal and advisement for academic, college, and career planning.	Building the master schedule.
Academic advising for new students.	Coordinating paperwork and data entry of all 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.	Covering classes when teachers are absent or to create teacher planning time.
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.	Supervising classrooms, common areas, in-school suspension or time-out rooms.
Interpreting cognitive, aptitude, and achievement tests.	Coordinating school/district cognitive, aptitude and achievement testing programs.
Analyzing schoolwide and school counseling program data.	Serving as a data entry clerk.
Analyzing GPAs in relationship to achievement.	Computing GPAs.
Interpreting student records.	Maintaining student records.
Protecting student records and information per state and federal regulations.	Keeping/filing clerical records.
Providing short-term individual and small-group counseling services to students.	Providing long-term counseling in schools.
Providing counseling to students who are frequently tardy or absent.	Signing excuses for students who are tardy or absent.
Providing counseling and/or skill building for students in need of additional support.	Disciplining students or assigning discipline consequences.
Consulting with the school administrator to identify and resolve student issues, needs, and problems.	Assisting with duties in the principal's office.
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.	Coordinating, leading, and facilitating Individualized Education Programs (IEPs), 504 plans, student study teams, MTSS teams, and school attendance review teams.

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: Generally, refers to TSPC-licensed school counselors, TSPC-licensed school social workers, and other counseling personnel (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 implement programs within their role-specific professional training, scope, and expertise. When school counselors and school social workers are explicitly named, and "other counseling staff" are included, the "other counseling staff" refers to the team approach of other qualified counseling personnel. These roles are not interchangeable.

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.

School Student Success Teams: These are school teams made up of multidisciplinary roles who include but are not limited to educators, administrators, special education educators, behavior specialists, coaches, curriculum specialists, and other staff. Counseling staff work in collaboration with these teams to support multi-tiered system of supports, positive behavior interventions and supports, and response to interventions to improve student outcomes for academics, attendance, and well-being.

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.

Student Success System: This is a set of structures and strategies that schools use to organize data, align school practices, and engage with students and families. It builds upon existing systems, such as multi-tiered system of supports, response to intervention, and positive behavioral interventions and supports.

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.

Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
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Summary

Meeting Date: 6/18/2026
Title: Comprehensive School Counseling - Technical Rule Fix & Framework Revision Adoption
Status: Second Reading/Adoption (item has changed)
Presentation: Yes
Key Staff: Dr. Beth Wigham, Dr. Xylecia Fynn-Aikins, Director Vanessa Martinez, Assistant Superintendent Eric Anderson
Topic Summary: The Oregon Department of Education requests a second read and adoption of a technical rule clarification to Comprehensive School Counseling OAR 581-022-2060 and the updated Oregon Framework for Comprehensive School Counseling Programs. The rule clarification names the Framework as the companion document and ensures districts and schools use the most current State Board-adopted Framework as Oregon's statewide program standard.

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 continuous improvement.

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 is prescriptive, requiring:

- all school districts to provide a coordinated comprehensive school counseling program; and
- identifies who may design, deliver, or otherwise implement a coordinated comprehensive program as: 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 is prescriptive, requiring:

- all school districts to establish comprehensive school counseling programs that serve all of their students and to adopt program goals.
- all schools to establish a comprehensive school counseling program, identify counseling staff assignments and appropriate responsibilities, expects all staff to help implement the program, align the program to school improvement plans, assist all 7-12 grade students in developing an education plan.
- ODE to review district and school's annual program assessments as part of program evaluation and improvement efforts.

Relevant TSPC OARs:

- 584-435-0100 School Counselor Program Standards
- 584-245-0100 Scope of School Counselor License
- 584-435-0300 School Social Worker Program Standards
- 584-245-0300 Scope of School Social Worker License

The proposed technical rule fix preserves district implementation flexibility while creating clear alignment to the most current State Board-adopted ODE Framework for Comprehensive School Counseling Programs. The updated Framework aligns to the statute and rules that support districts and schools with navigating what is required while preserving local

implementation flexibility based on student and community needs, staffing models, and local context.

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, based on new statutory requirements, and identified 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.

   The Framework was last updated and adopted in 2018. The revised Framework draft is aligned to the 2019 new statutory requirement and rules updates. The ODE presented a First Read Draft 3.0 in May and is now presenting a Second Read Draft 4.0 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 American School Counselor Association (ASCA) National Model (5th Edition), Oregon law 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.

   In updating the Framework for adoption, ODE identified the need for a technical clarification to OAR 581-022-2060 for the rule to identify the most current 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 revisions and future implementation supports; 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 feedback from those most likely to design, deliver, implement, experience, or be affected by comprehensive school counseling programs. The Framework Revision Panel provided sustained drafting, revision, and feedback through 12 meetings. Statewide survey and focus group feedback then helped test framework sections clarity, implementation readiness, role clarity, regional needs, student experience, and potential unintended consequences. Survey and focus group feedback surfaced potential impacts on small and rural districts and schools having difficulty fully implementing a program when there is limited staffing.

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, 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, role clarity, and differentiated implementation supports. The technical rule clarification supports equity by ensuring the OAR clearly points districts and schools to the most current Framework. Following the first read presentation to the State Board, ODE continued engagement with Student Success Plan Advisory Groups and reconvened the CSCP Framework Revision Panel to provide a final round of feedback.

7. **After consulting with ODE's Rules Coordinator and the Office of Indian Education, did this item require Tribal Consultation and/or Tribal Communication with 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.

   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)?

ODE intentionally gathered broad and focused input through the Framework Revision Panel, statewide survey, 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 districts and schools, and implementation looks different across the state. Feedback from small and rural district partners emphasized the need for context-specific resources, 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 before First Read

Engagement and data analysis coding 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 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 program rather than an individual position.

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 explicitly invited and the Framework content included school social workers and other 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 to the program services. 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 guidance.

Differences in opinion were addressed by balancing the following elements: alignment to statute/rules and elevation of recommendations/best practices; 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.

Engagement after First Read

During the First Read, Public Comments were provided through emailed letters, and a presentation to the State Board. ODE also received public comments from the Oregon School Counselor Association. The following themes emerged from the feedback:

- Pause adoption and extend Framework revision process to Fall 2026
- Lack of communication about engagement and how that feedback was incorporated which created a lack of transparency and trust
- School counselor leadership of the program needs to be more visible
- Conflating of school counselor and school social worker roles and responsibilities
- School social workers elevated as essential partners, not positioned as replacements
- Collaboration is supported, but not role interchangeability between school counselors and school social workers
- Implementation fidelity and district confusion are risks
- Include the National Association of Social Work Code of Ethics and Practice Standards for School Social Workers
- Clarification on hiring roles in alignment with TSPC rules
- Sustainable funding for both school counselors and school social workers

Two additional feedback sessions were held with Student Success Advisory Plan Groups to get feedback on implementation guidance. The following themes emerged from the feedback and discussions:

- Student transition support (i.e., return from incarceration)
- District/school implementation guidance needed to support work with student focal groups

An additional feedback session was held with the CSCP panel to provide one final round of input. The following themes emerged:

- Clearer role clarity in the design, delivery, and implementation of the CSCP
- Preserve distinct preparation, expertise, and responsibilities
- Roles are not interchangeable; scope should explicitly reflect professional preparation licensure-based responsibilities
- Current language is too generalized and should specify how training informs CSCP implementation
- Position CSCP as a distinct program with defined leadership and accountability
- Affirm the role of licensed, master's-level school counselors in Oregon schools
- Excessive flexibility risks ambiguity, inconsistent implementation, reduced accountability, and weakened alignment to the ASCA Model
- Guidance documents are supplemental and may be inconsistently used

ODE used the following criteria to make the revisions: whether additions were aligned to statute and rule, integrated with Oregon initiatives and priorities, worked to strengthen clarity between what is required and recommended, and distinguished what is in the framework from implementation guidance. The Framework now includes a new section, "Role Clarity and Scope of License Matters" with specific language from TSPC defining the roles, scope of license, and responsibilities of school counselors and school social workers. The following changes were also made throughout the document:

- Clarified program as distinct from, but works in partnership with MTSS
- Updated terminology from "Continuum" to "System" of Supports in alignment with MTSS
- Shifted language to address program reach and access
- Switched Deliver and Manage components to match ASCA
- Incorporated the recommended Program Non-Aligned Activities back into Appendix A
- Verified the inclusion of the NASW Code of Ethics and Practice Standards for School Social Workers

At the ORCA 2nd Read, there was no feedback related to this specific technical rule fix. However, feedback was received on where a future technical rule fix could be made related to Talented and Gifted students.

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 has concluded active engagement and will continue to review submitted feedback that improves alignment to statute and rule, integration of Oregon's initiatives and priorities, and role clarity.

Based on engagement and feedback, ODE will develop Framework implementation guidance, communications, professional learning, and technical assistance to support local implementation. ODE will prioritize clear and inclusive communication for school counselors, school social workers, administrators, districts, ESDs, youth and families, and community partners. Additional implementation supports will include differentiated resources for small, rural, and remote districts and guidance that clarifies roles, scope, staffing considerations, multi-tiered and multi-domain system of 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, and examine local comprehensive school counseling program alignment. This may include reviewing local program goals, staffing considerations, delivery of services, student data practices, program assessment routines, and role-specific responsibilities. These activities are connected to existing comprehensive school counseling program expectations rather than new rule requirements.

Engagement feedback suggests that administrative burden can be reduced through clear implementation guidance, 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 consistent. Students asked for more proactive check-ins, more consistent future planning, stronger belonging and inclusion, and 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 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 school district employees and volunteers, particularly those who have been and continue to be systemically marginalized?

Board action supports school district employees by making comprehensive school counseling program expectations clearer and easier to apply. The technical rule clarification points districts to the updated Framework, and the Framework clarifies program components, staffing considerations, team-based implementation, role-specific responsibilities, and scope-of-license and practice boundaries.

This clarity can support more coherent local decision-making and reduce confusion about who contributes to comprehensive school counseling programs and how responsibilities should 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 teamwork, 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 counseling staff and school student success team 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 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 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 outcomes easier to assess and improve 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 and the updated Framework for Comprehensive School Counseling Programs would remain less clearly aligned. 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, uneven 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, supports, 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 OAR 581-022-2060, Comprehensive School Counseling, and the updated Oregon 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 law and rule, and statewide engagement feedback. It strengthens program clarity, student-centered delivery, role clarity, staffing considerations, data-informed improvement, and implementation planning 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) adoption of the technical rule clarification to OAR 581-022-2060 and 2) adoption of the updated Oregon 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 the ongoing feedback gathered through 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 current draft includes feedback from engagement sessions held since the first read to SBE on May 21, 2026.

    The updated Framework responds by clarifying the statewide program components, naming student-centered and multidisciplinary supports, additional refinement to define roles and responsibilities, 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 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 with the adoptions of the proposed technical rule clarification to OAR 581-022-2060 Comprehensive School Counseling and the updated Oregon's Framework for Comprehensive School Counseling Programs.

These recommendations reflect 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 reimagining 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.

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?

Following the first read presentation to the State Board, ODE continued engagement with Student Success Plan Advisory Groups and reconvened the CSCP Framework Revision Panel to provide a final round of feedback.

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?**

   During the First Read, Public Comments were provided through emailed letters, and a presentation to the State Board. We also received additional public comments from the Oregon School Counselor Association. The following themes emerged from the feedback:

   - Pause adoption and extend Framework revision process to Fall 2026
   - Lack of communication about engagement and how that feedback was incorporated which created a lack of transparency and trust
   - School counselor leadership of the program needs to be more visible
   - Conflating of school counselor and school social worker roles and responsibilities
   - School social workers elevated as essential partners, not positioned as replacements
   - Collaboration is supported, but not role interchangeability between school counselors and school social workers
   - Implementation fidelity and district confusion are risks
   - Include the National Association of Social Work Code of Ethics and Practice Standards for School Social Workers
   - Clarification on hiring roles in alignment with TSPC rules
   - Sustainable funding for both school counselors and school social workers

   Two additional feedback sessions were held with Student Success Advisory Plan Groups to get feedback on implementation guidance. The following themes emerged from the feedback and discussions:

   - Student transition support (i.e., return from incarceration)
   - District/school implementation guidance needed to support work with student focal groups

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

   Feedback provided identified areas where there is a need for ODE to review internal processes, timelines, and communication with panels who are convened for revision work. There continue to be multiple perspectives on the presence and roles of school counselors and school social workers in the Framework. ODE has worked to listen and incorporate feedback where possible while remaining in alignment to statute and rule.

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?**

   ODE used the following criteria to make the revisions: whether additions were aligned to statute and rule, integrated with Oregon initiatives and priorities, worked to strengthen clarity between what is required and recommended, and distinguished what is in the framework from

implementation guidance. The Framework now includes a new section, "Role Clarity and Scope of License Matters" with specific language from TSPC defining the roles, scope of license, and responsibilities of school counselors and school social workers. The following changes were also made throughout the document:

- Clarified program as distinct from, but works in partnership with MTSS
- Updated terminology from "Continuum" to "System" of Supports in alignment with MTSS
- Shifted language to address program reach and access
- Switched Deliver and Manage components to match ASCA
- Incorporated the recommended Program Non-Aligned Activities back into Appendix A
- Verified the inclusion of the NASW Code of Ethics and Practice Standards for School Social Workers

Comprehensive School Counseling Program Framework & Technical Rule Fix

519

Second Read | June 18, 2026

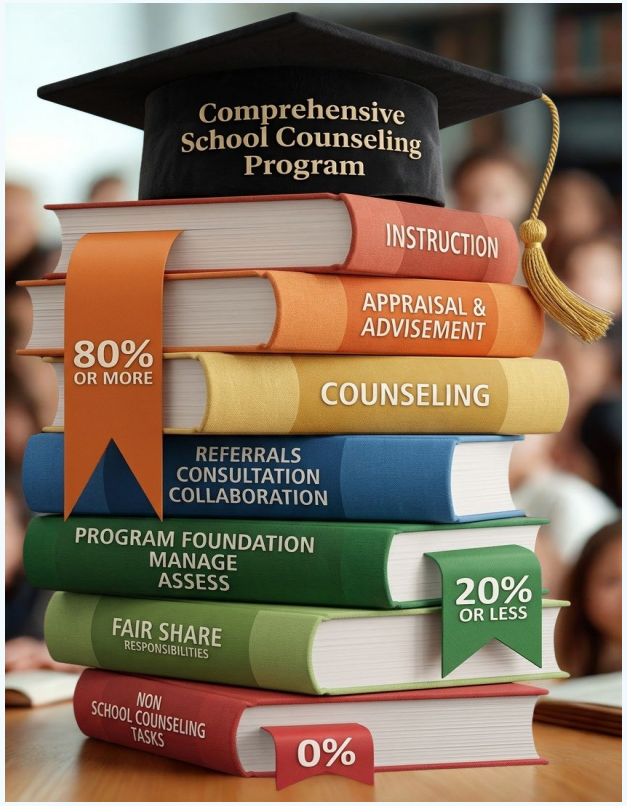
Dr. Beth Wigham, Comprehensive School Counseling Specialist

Dr. Xylecia Fynn-Aikins, Social and Emotional Learning Specialist

Vanessa Martinez, Director Standards and Instructional Support

Eric Anderson, Assistant Superintendent, Office of Teaching, Learning, and Assessment

Today's Purpose



- **Second Read** for Comprehensive School Counseling OAR Technical Fix

- **Second Read** for Oregon's Framework for Comprehensive School Counseling Programs (CSCP)

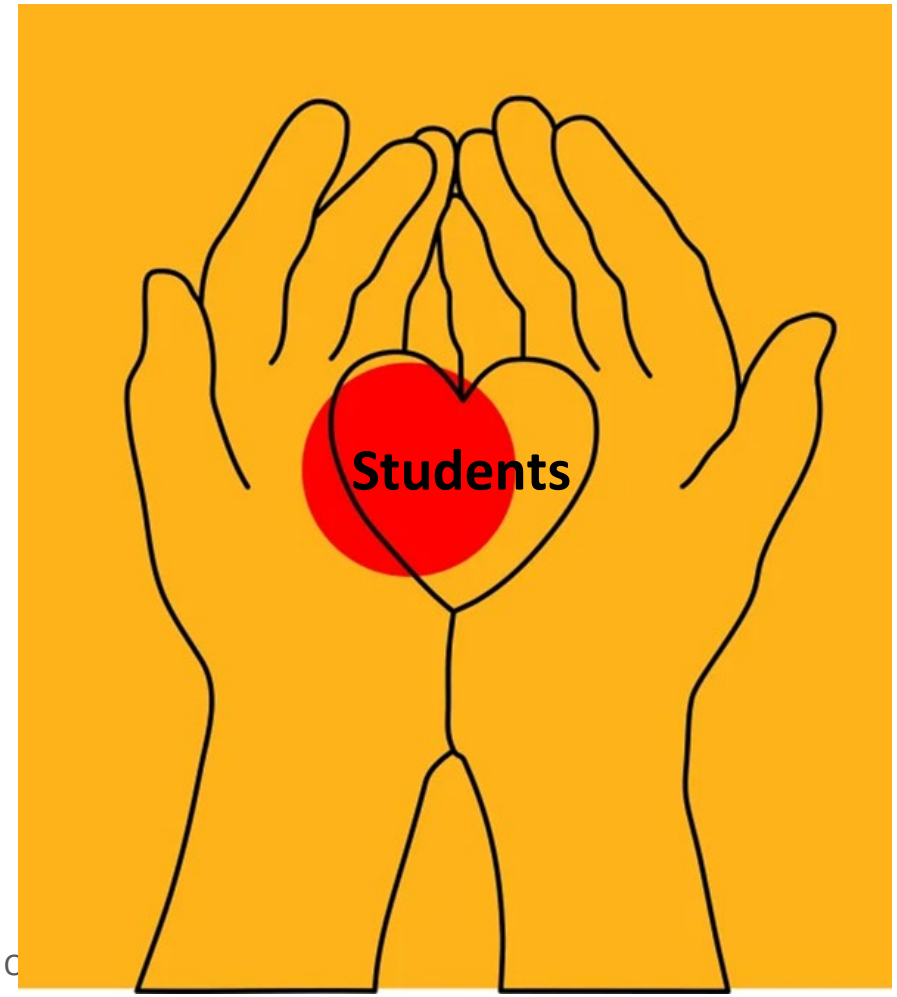
520

Agenda

- Engagement & Revisions since 1st Read
- Alignment to Oregon Statute, Rules, and TSPC
- Comprehensive School Counseling OAR 581- 022-2060 Technical Rule Fix
- Next Steps

521

CSCP Framework Vision



"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…

…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."

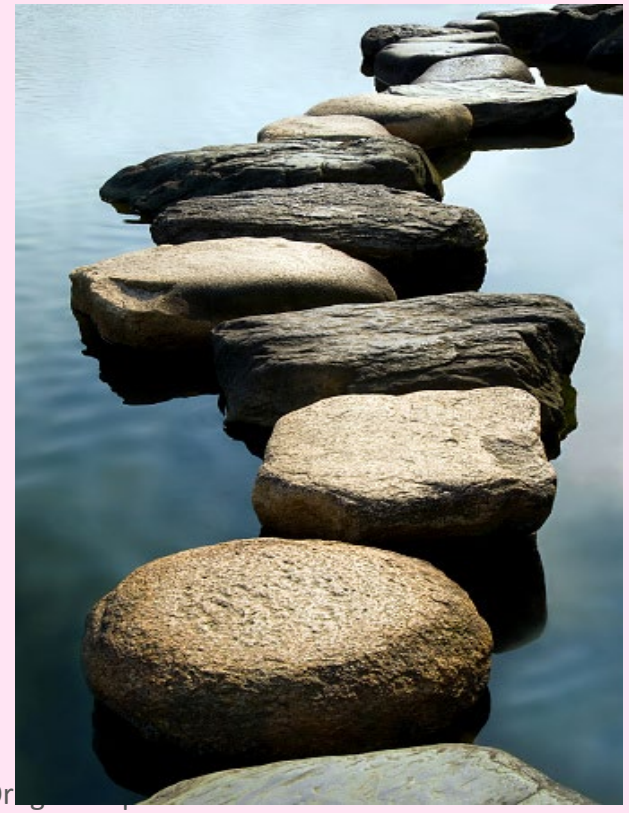
522

CSCP Framework Engagement & Revisions Since First Read

523

Ecosystem of Engagement Informing the CSCP Framework

Timeline Since First Read



June 1: Met with CSCP panel workgroup leads

June 3: Held additional CSCP panel feedback session

June 4: Engaged ORCA for 2nd Read

June 5-7: Finalized framework draft

June 11: Met with Focus group for engagement on implementation

525

Analysis of Public Comment Themes

- Pause adoption and extend Framework revision process to Fall 2026
- Lack of communication about engagement and how that feedback was incorporated
- School counselor leadership of the program needs to be more visible
- Conflating of school counselor and school social worker roles and responsibilities
- School social workers elevated as essential partners, not positioned as replacements
- Collaboration is supported, but not role interchangeability between school counselors and school social workers
- Implementation fidelity and district confusion are risks
- Include the National Association of Social Work Code of Ethics and Practice Standards for School Social Workers
- Clarification on hiring roles in alignment with TSPC rules
- Sustainable funding for both school counselors and school social workers

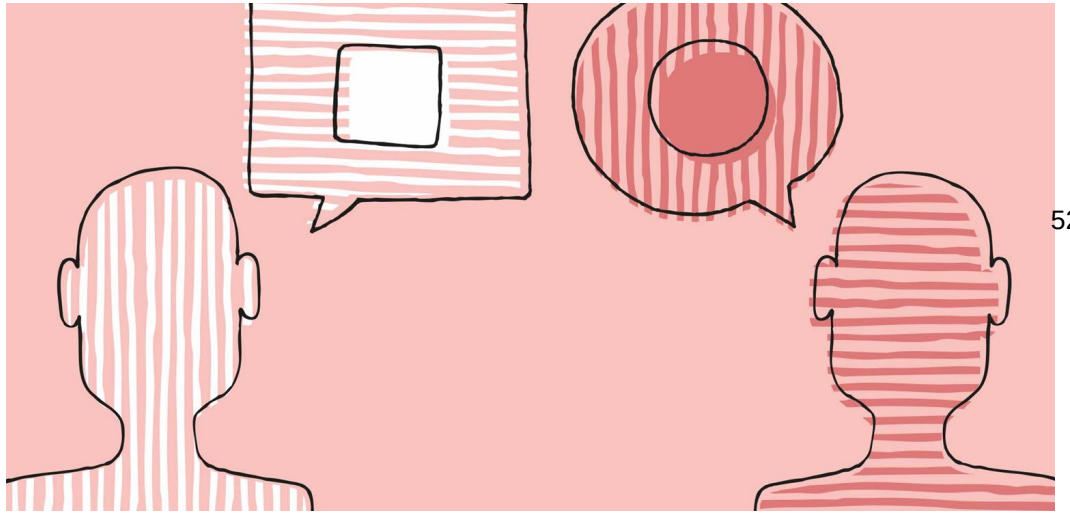
526

CSCP Framework Revision Panel Feedback Themes

- Clearer role clarity in the design, delivery, and implementation of the CSCP
- Preserve distinct preparation, expertise, and responsibilities
- Roles are not interchangeable; scope should explicitly reflect professional preparation licensure-based responsibilities
- Current language is too generalized and should specify how training informs CSCP implementation
- Position CSCP as a distinct program with defined leadership and accountability
- Affirm the role of licensed, master's-level school counselors in Oregon schools
- Excessive flexibility risks ambiguity, inconsistent implementation, reduced accountability, and weakened alignment to the ASCA Model
- Guidance documents are supplemental and may be inconsistently used

Additional Focus Group Feedback

- Student transition support (i.e., return from incarceration)
- District/school implementation guidance for work with student focal groups



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Revision Criteria

1. Alignment to Statute and Rules: Aligns to ORS 329.603 and related OAR 581-022-2060 by defining a comprehensive school counseling program
2. Integrates Oregon's Initiatives and Priorities
3. Strengthen Clarity between Required and Recommended
4. Distinguish Framework from Implementation Guidance

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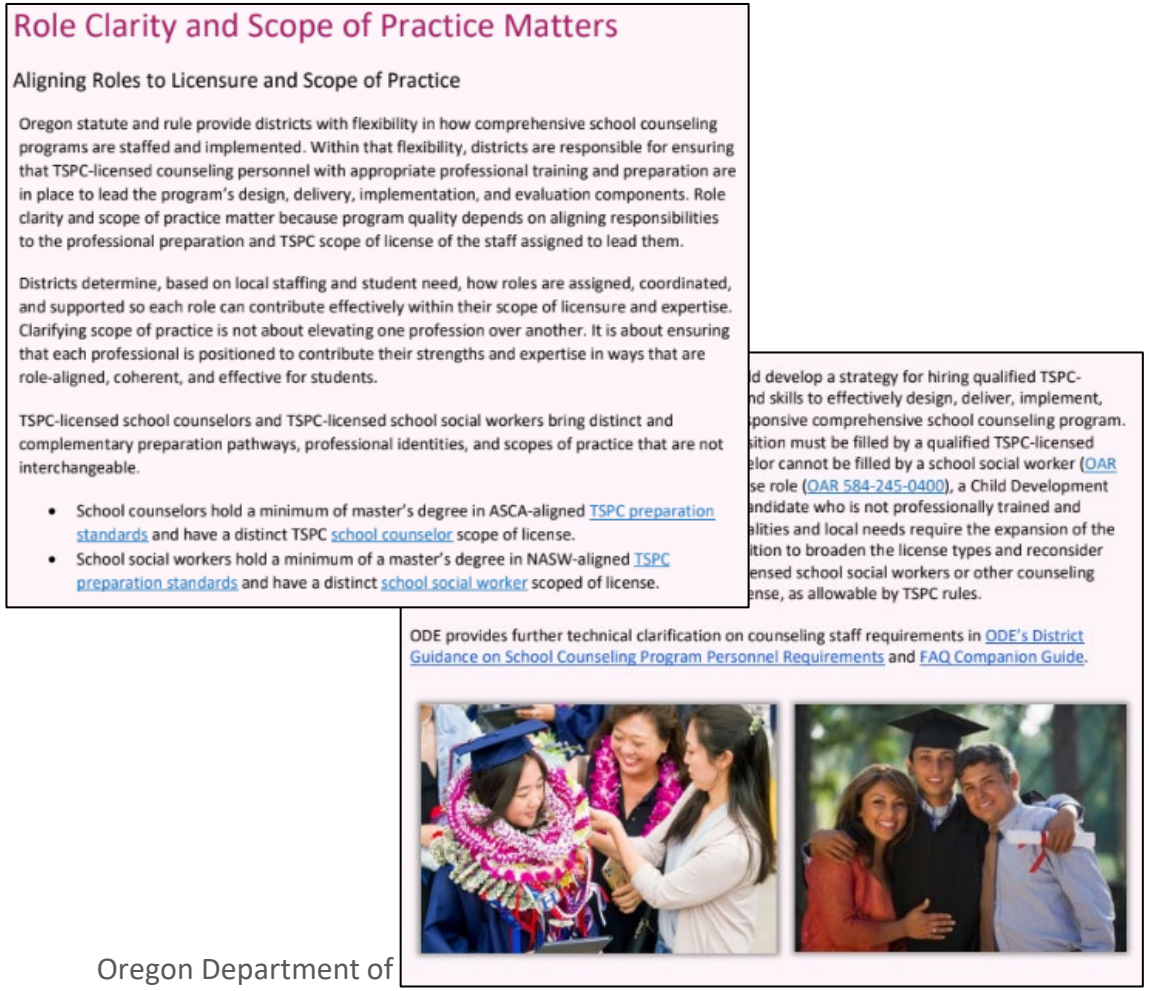
Draft **Additions** Since First Read



Role Clarity and Scope of Practice Matters

Aligning Roles to Licensure and Scope of Practice

Oregon statute and rule provide districts with flexibility in how comprehensive school counseling programs are staffed and implemented. Within that flexibility, districts are responsible for ensuring that TSPC-licensed counseling personnel with appropriate professional training and preparation are in place to lead the program's design, delivery, implementation, and evaluation components. Role clarity and scope of practice matter because program quality depends on aligning responsibilities to the professional preparation and TSPC scope of license of the staff assigned to lead them.

Districts determine, based on local staffing and student need, how roles are assigned, coordinated, and supported so each role can contribute effectively within their scope of licensure and expertise. Clarifying scope of practice is not about elevating one profession over another. It is about ensuring that each professional is positioned to contribute their strengths and expertise in ways that are role-aligned, coherent, and effective for students.

TSPC-licensed school counselors and TSPC-licensed school social workers bring distinct and complementary preparation pathways, professional identities, and scopes of practice that are not interchangeable.

- School counselors hold a minimum of master's degree in ASCA-aligned TSPC preparation standards and have a distinct TSPC school counselor scope of license.
- School social workers hold a minimum of a master's degree in NASW-aligned TSPC preparation standards and have a distinct school social worker scoped of license.

d develop a strategy for hiring qualified TSPC-
nd skills to effectively design, deliver, implement,
sponsive comprehensive school counseling program.
ition must be filled by a qualified TSPC-licensed
elor cannot be filled by a school social worker (OAR
se role (OAR 584-245-0400), a Child Development
ndidate who is not professionally trained and
alities and local needs require the expansion of the
ition to broaden the license types and reconsider
ensed school social workers or other counseling
nse, as allowable by TSPC rules.

ODE provides further technical clarification on counseling staff requirements in ODE's District Guidance on School Counseling Program Personnel Requirements and FAQ Companion Guide.

- New section titled "Role Clarity & Scope of License Matters" to clarify roles, professional preparation, scope of license, and hiring
- Link to ASCA website for additional information
- Link to ODE's Customized Coaching and Professional Learning Program
- New terms in Appendix: "school student success teams" and "student success systems" related to MTSS

530

Draft **Revisions** Since First Read

- Clarified professional boundaries, roles, and scope of license
- Clarified program as distinct from, but works in partnership with MTSS
- Updated terminology from “Continuum” to “System” of Supports in alignment with MTSS
- Switched Deliver and Manage components to match ASCA
- Incorporated the recommended Program Non-Aligned Activities back into Appendix A
- Verified the inclusion of the NASW Code of Ethics and Practice Standards for School Social Workers

531

CSCP Framework Alignment to Oregon Statute, Rules, and TSPC

532

Statute & Rule Timeline

2018

- Oregon's CSCP Framework 2nd Edition Adopted
- OAR 581-022-2060 updated

2019

- ORS 329.603 codified Comprehensive School Counseling Programs and who can design, deliver, and implement
- OAR 581-022-2060 updated to reflect statute and define team

2021

- TSPC rule for SSW Scope of License updated to reflect statute

533

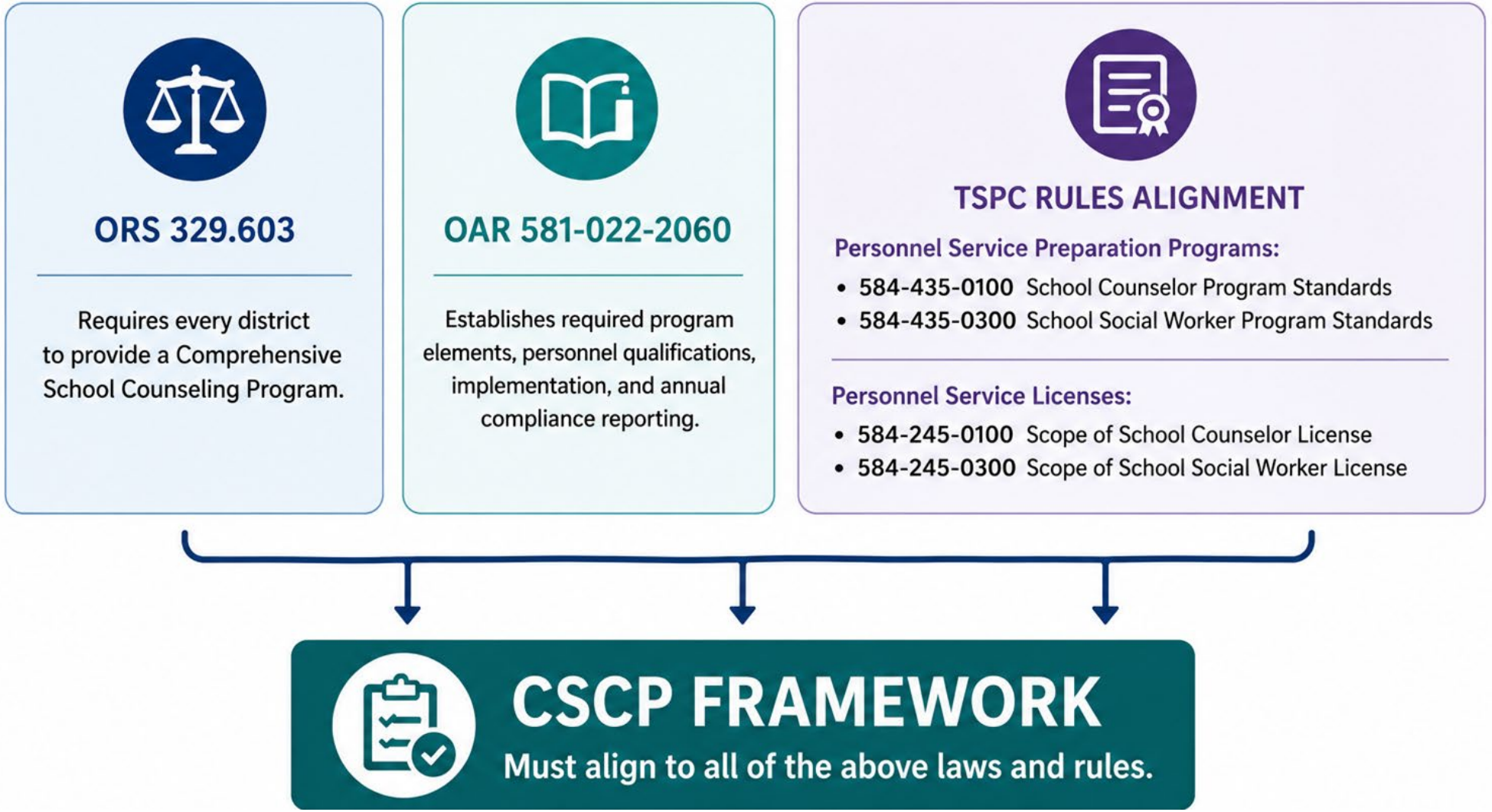
2026

- OAR 581-022-2060 Technical Fix
- Oregon's CSCP Framework 3rd Edition Adoption
- TSPC rule for School Counseling Educator Prep Program Standards update

2027

- TSPC rule for School Social Work Educator Prep Program Standards update

Legal Requirements Set the Foundation



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ORS 329.603 Requires Districts to Have a Comprehensive School Counseling Program

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

535

OAR 581-022-2060 Defines Program Requirements and Compliance

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
- Responsibilities must be assigned to appropriate personnel
- All school staff participate in implementation

536

OAR 581-022-2060 Implementation Parameters for 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 team**

- Teams must have one or more TSPC licensed staff and collectively have professional training or experience in Oregon's Framework, counseling, SEL, mental and behavioral health, trauma-sensitive practices, culturally responsive practice, instruction, assessment, and career development
- **Roles must remain aligned to licensure, training, and scope**

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TSPC Rules Alignment

Personnel Service Preparation Programs: Provides program professional standards and requirements that each candidate must meet.

- 584-435-0100 School Counselor Program Standards
- 584-435-0300 School Social Worker Program Standards

Personnel Service Licenses: Provides the scope and duties allowable for the role.

- 584-245-0100 Scope of School Counselor License
- 584-245-0300 Scope of School Social Worker License
  - (3) … "Assist in, or lead, the design, delivery, and implementation of schools and/or districts Comprehensive School Counseling Plan."

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Non-Statutory Framework Design Elements

Design & Structure

- Alignment to American School Counselor Association (ASCA) National Model
- Selection and refinement of components from current framework
- Number and organization of developmental domains

Content Decisions

- Framework and guidance
- Alignment to Oregon initiatives and priorities

Operational Considerations

- Recommended counseling staff-to-student ratios
- Balance of time for direct vs. indirect student services
- Alignment with Multi-Tiered System of Supports (MTSS)
- Scheduling models and service delivery structures

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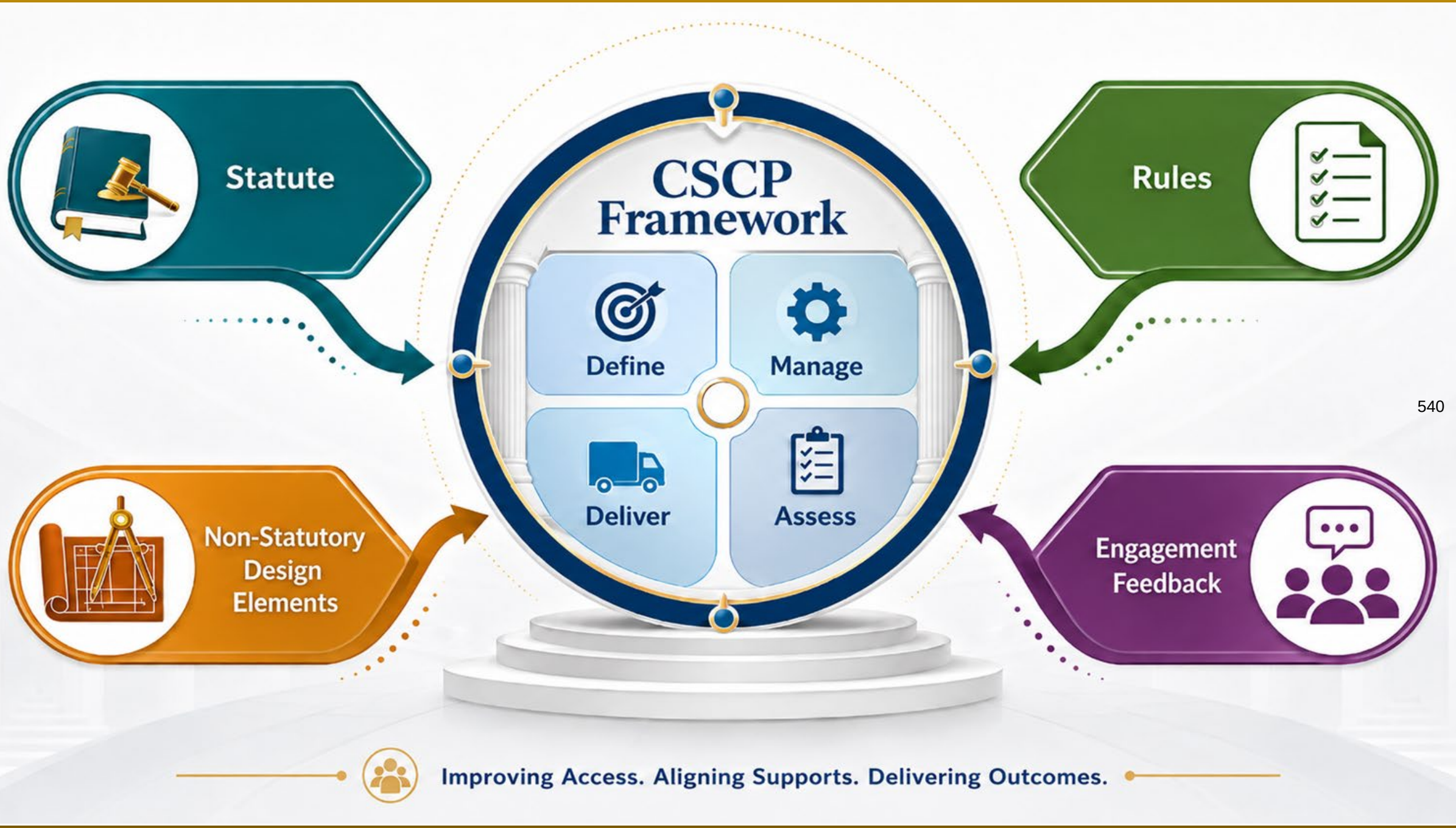
Statute
Rules
CSCP Framework
Define
Manage
Deliver
Assess
Non-Statutory Design Elements
Engagement Feedback
Improving Access. Aligning Supports. Delivering Outcomes.

Comprehensive School Counseling
OAR 581-022-2060
Technical Rule Fix

541

Comprehensive School Counseling: OAR 581-022-2060 Technical Fix Update

Background

- **ORS 326.051, ORS 329.275 and ORS 329.603** provide statutory authority for comprehensive school counseling programs
- **OAR 581-022-2060** establishes requirements for district and school comprehensive school counseling programs

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Statement of Need

- To improve clarity, strengthen alignment, and identify the most current version of the State Board-adopted ODE's Framework for Comprehensive School Counseling Program as the statewide program standard.

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

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Next Steps

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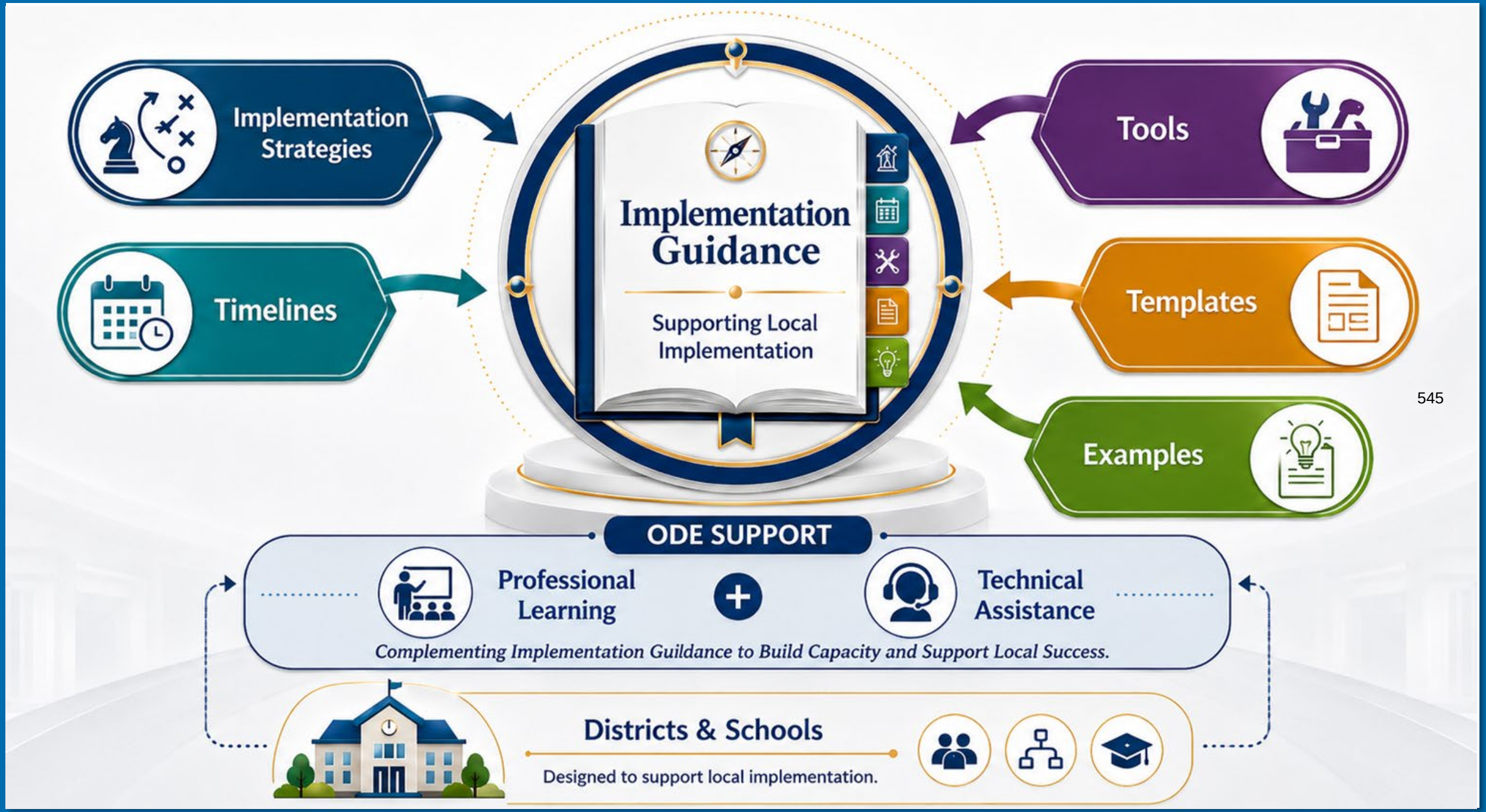
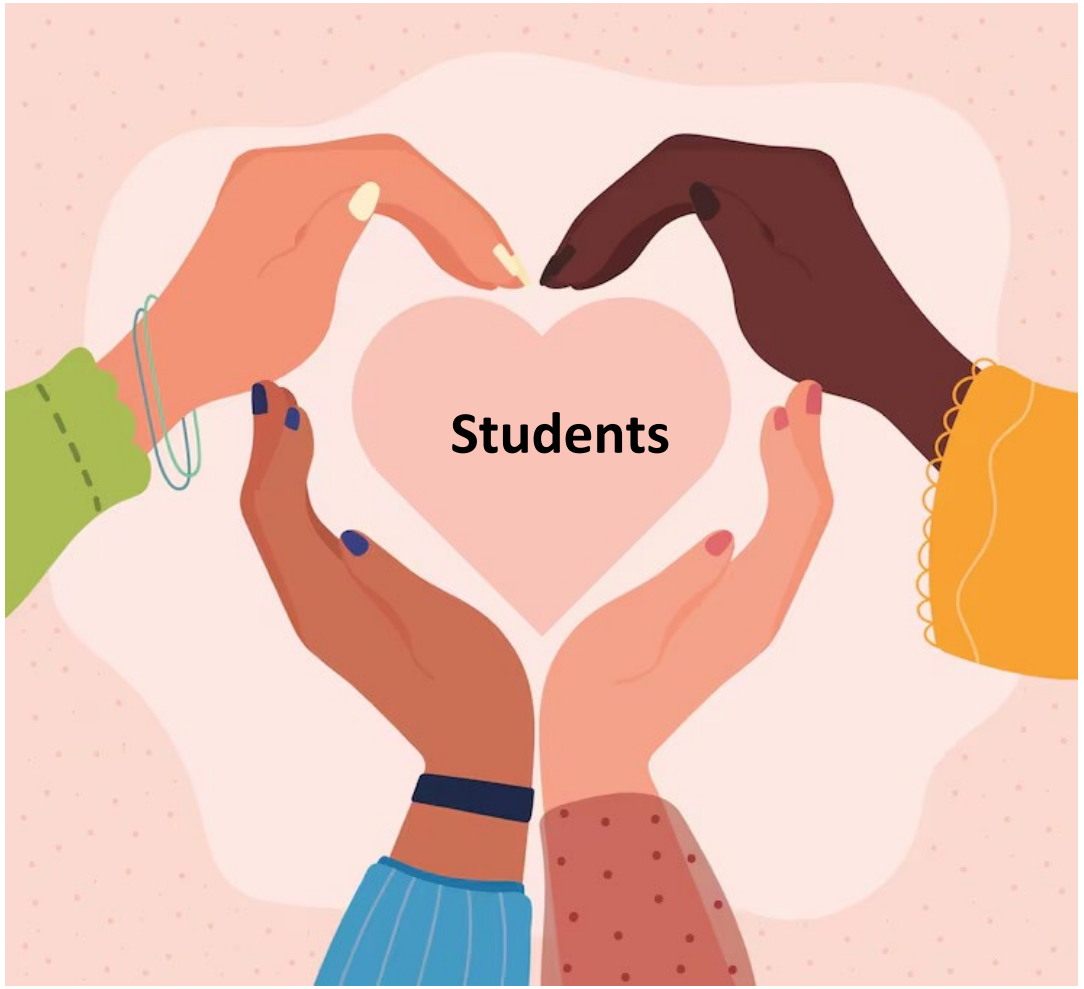

Implementation Strategies
Timelines
Implementation Guidance
Supporting Local Implementation
Tools
Templates
Examples
ODE SUPPORT
Professional Learning
Technical Assistance
Complementing Implementation Guidance to Build Capacity and Support Local Success.
Districts & Schools
Designed to support local implementation.

CSCP Framework Shared Vision



"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."

- *CSCP Framework*

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Questions or Comments?

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Dr. Beth Wigham, beth.wigham@ode.oregon.gov
Dr. Xylecia Fynn-Aikins, xylecia.fynn-aikins@ode.oregon.gov

Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Summary

Meeting Date: 6/18/2026
Title: 2026 English Language Arts and Literacy Standards
Status: Second Reading/Adoption (no changes)
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 Oregon Department of Education (ODE) is bringing forward the 2026 Oregon English Language Arts and Literacy Standards for adoption in alignment with the State Board of Education's statutory responsibility to periodically review and revise academic content standards. The desired outcome of Board action is the adoption of the revised standards for statewide implementation beginning with the 2028–29 school year.

ODE Education Equity Stance

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

BACKGROUND AND NEED

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

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

   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.

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?**

   A public feedback survey was left open through May 29 to collect additional feedback around the added foundational reading skills standards through eighth grade.

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?**

   We received additional survey responses from classroom educators, TOSAs, ESD representatives, and family members/caregivers regarding the addition of foundational reading skills in grades 6-8. The feedback was not actionable for further revision of the standards; however, the survey responses indicate a need for additional implementation guidance and support.

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

   There was no actionable feedback based on the last round of public engagement. ODE will provide detailed implementation guidance to support educators in developing a coherent understanding of the content of the standards, as well as how to implement them during classroom instruction.

   In response to the Board's question about why we removed references to digital tools and resources from the W.1-W.3 writing standards only in grades K-5, that is because those references did not exist in W.1-W.3 for grades 6-12.

   Additionally, based on Board feedback, we will provide a crosswalk document to districts and schools that shows how the 2026 K-12 English Language Arts and Literacy standards align with the AP and IB standards for AP English Language and Composition, AP Literature and Composition, IB Literature, and IB Language and Literature, as well as K-12 progressions for the other standards.

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?**

   We did not make any changes to the ELA standards based on feedback since the first reading, as none of the feedback directly impacted the language or content of the standards themselves.

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.**

   Please enter your answer here

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?**

   Please enter your answer here

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?**

   Please enter your answer here

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?**

   Please enter your answer here

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.**

Please enter your answer here

K-12 English Language Arts and Literacy Standards

Adopted by the State Board of Education on June 18, 2026

VERSION 2026.1

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 2026 K-12 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 high-quality and meaningful 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 K-12 English Language Arts and Literacy Standards

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June 18, 2026

Tina Roberts (she/her)
Language Arts Education Specialist

Angelica Cruz (she/her)
Director of Literacy

In this presentation:

- **Goals of the Standards**
- **Continued Engagement**
- **Response to Engagement**
- **Next Steps**
- **Questions & Discussion**

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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Preliminary Revisions

Content Revisions

- Updated Foundational Reading Skills Standards in grades K-5
- Added Foundational Reading Skills standards in grades 4-8

Organizational / Formatting Revisions

- Regrouped standards for readability / usability
- New coding system
- Enhanced introduction

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Public Feedback Survey

Since the May 2026 SBE Presentation:

- Administered Round 3 Feedback Survey
- Open from May 15-29
- Collected feedback from 13 additional educators and family members/caregivers
- Feedback focused on addition of foundational reading standards through grade 8

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Survey Feedback Themes

- 70% of respondents said the added standards are necessary and aligned to research
- 30% of respondents said the added standards did not go far enough or were not research aligned
- Concerns around supporting teacher training and implementation of the standards
- Concerns regarding whether instructional materials would provide instruction on foundational reading standards

Board Feedback

- Consider adding cursive writing to standards
- Consider requiring full-length texts
- Questions about why digital tools/resources were removed from K-5 but not 6-12 638
- Questions about how standards support student advancement across grade bands and readiness for advanced placement courses

Response to Feedback

- Feedback and discussion mostly supported the proposed revisions
- In response to SBE and public feedback and discussion, key points of clarification:
  - ODE is not incorporating cursive writing into the standards at this time. HQIM evaluation process requires that materials are 100% aligned to standards to be on SBE-approved list and this could unintentionally decrease quality of HQIM list.
  - The expectation within the standards is for independent, proficient reading across a range of text types / text lengths, including novels.
  - References to digital tools and resources were removed from the W.1-W.3 writing standards in grades K-5 and did not exist in W.1-W.3 in grades 6-12

Next Steps

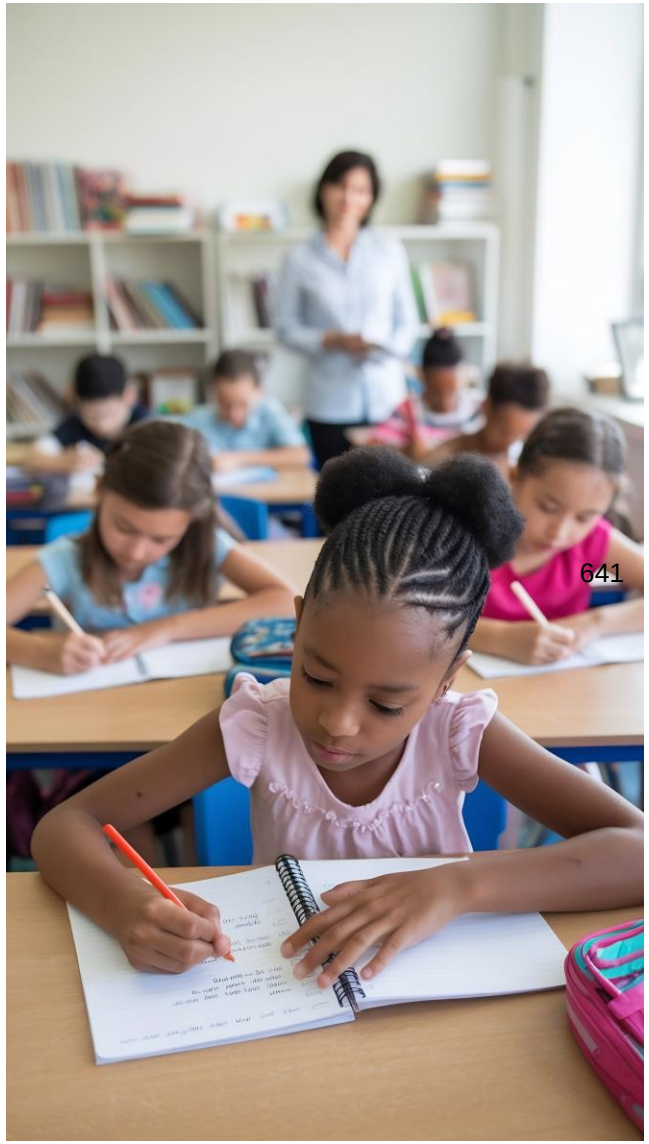
- ODE will develop guidance to support implementation of the standards, including crosswalk documents and learning progressions to ensure students are supported through grade band transitions and are prepared for advanced coursework
- All currently adopted 6-8 ELA materials were evaluated in 2021 for alignment to foundational reading skills standards, except for fluency standards
  - Develop guidance to support instruction for foundational literacy skills in middle school
  - Notify publishers of updated foundational reading skills standards in grades 6-8, so they have time to update materials prior to next instructional materials review

2026 Draft K-12 English Language Arts and Literacy Standards

- ODE recommends the State Board of Education adopt the revised 2026 Draft K-12 English Language Arts and Literacy Standards

Next Steps:

- Criteria Development for HQIM evaluation
- Focus on guidance development and implementation support



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(s) relating to Administration of State Assessments. Proposed new text uses the Strong style, and the proposed text to remove is bracketed and uses the Emphasis style. To view attachments referenced in rule text, click here for PDF copy.

Current rule link: Oregon Administrative Rule (OAR) 581-022-2100

Rule number: 581-022-2100

Rule title: Administration of State Assessments

Rule text:

(1) Definitions. As used in this rule:

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

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

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

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

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

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

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

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

(i)(A) “Oregon Statewide Assessment System” means:

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

(i) Science;

(ii) Mathematics;

(iii) English Language Arts (ELA);

(iv) English Language Proficiency (ELP);

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

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

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

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

(l) "School district" means:

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

(B) The Oregon School for the Deaf;

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

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

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

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

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

(n) “Test Administration Manual”, “Oregon Accessibility Manual”, and “SEED Survey Administration Manual" refer to manuals published annually by ODE that include descriptions of the specific policies and procedures that school districts are required to follow when administering components of the Oregon Statewide Assessment System. References to these manuals refer to the edition *[published on August 1, 2025 and]* approved by the State Board of Education on *[March 19]* **September 17**, 2026 **and published on October 1, 2026**.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[ED. NOTE: To view attachments referenced in rule text, click here for PDF copy.]

Statutory/Other Authority: ORS 326.051, ORS 329.075 & ORS 329.078
Statutes/Other Implemented: ORS 329.075, ORS 329.485 & ORS 329.078
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ODE 34-2014, f. & cert. ef. 6-24-14
ODE 7-2011, f. & cert. ef. 7-1-11
ODE 7-2010, f. & cert. ef. 5-27-10
ODE 12-2009, f. & cert. ef. 12-10-09
ODE 30-2008, f. 12-16-08, cert. ef. 12-19-08
ODE 16-2002, f. & cert. ef. 6-10-02
ODE 6-2002(Temp), f. & cert. ef. 2-15-02 thru 6-30-02
Reverted to 1EB 2-1985, f. 1-4-85, ef. 1-7-85
EB 14-1990(Temp), f. & cert. ef. 3-5-90
1EB 2-1985, f. 1-4-85, ef. 1-7-85

Student Educational Equity Development (SEED) Survey Administration Manual

2026-27 School Year

Equity, Accountability, Excellence & Integrity

It is the policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, religion, sex, sexual orientation, national origin, age or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Deputy Superintendent of Public Instruction with the Oregon Department of Education.

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1.0 Introduction

The Student Educational Equity Development (SEED) Survey gathers information about the educational experiences of students in Oregon. This information helps the Oregon Department of Education (ODE), districts, and schools identify students' needs, potential inequities experienced by students, and potential levers for addressing those inequities to improve student outcomes. The SEED Survey is part of the Oregon Statewide Assessment System (OSAS).

The SEED Survey is a self-report questionnaire that is administered to students statewide, in grades 3-11. The survey covers three overarching categories of educational experiences:

- Access to resources
- Connection to school
- Academic opportunities

Within each category, it delves into specific domains. For example, within the category of academic opportunities there are items that ask about students' exposure to a 'well-rounded education' and their 'opportunities to learn,' among others. The domains included on the SEED survey vary by grade level. A full list of survey items is available online.

The survey is available in multiple languages. The same accessibility supports are available for the SEED survey as on statewide summative tests.

In compliance with ORS 329.078, districts must make the SEED Survey available to all students in grades 3-11 who are enrolled in Oregon public schools or programs. Beginning 2025-2026, pursuant to OAR 581-022-2100, school districts must make the SEED Survey available in compliance with the requirements outlined in this SEED Survey Administration Manual.

1.1 Guiding Principles

Additional versions of this manual may be released, addressing technical and implementation questions and needs as they arise. While detailed guidance may not yet be available for all areas of concern, these are the overarching guiding principles for SEED under which future direction and decisions will be made.

Student voice. Every reasonable effort should be made to ensure that students have sufficient time to express their thoughts and fully respond to each item.

Student autonomy. Students should freely consent to participate in the survey and may be excused from the survey without penalty if they (or their parent/guardian) do not wish to participate. Students may furthermore choose to skip any individual survey item, at any time, for any reason. When a student's consent to participate in the survey is unclear, ODE recommends that schools and districts use their judgment but err on the side of excusing students from participation.

Student safety. The SEED Survey includes two to three open-ended items in grades 6-11 that offer students an opportunity to describe their schooling experiences. Sometimes, what a student writes will get flagged as a crisis alert. When a response is flagged as a potential crisis, the school or district will be notified so that they may act accordingly to protect the student if needed. This process is described in detail in Appendix D of the Test Administration Manual.

Student privacy. Students should have a secure and private environment in which to respond to

survey items, free from observation. Schools and districts should not attempt to capture individual student responses or identify individual students based on aggregated and suppressed response data.

A note on the guiding principles of student safety and privacy: The SEED Survey prompts students to reflect on their school experience. A student's response to one of the open-ended questions on the grades 6-11 SEED Survey may include descriptions of harm occurring at school. The crisis alert filter for the SEED Survey flags descriptions of harm to self, harm to others, and harm from others.[1] Once the response is flagged as a crisis, the student confidentiality is broken to the degree that their response is shared at the district and school level. It therefore is essential to prioritize student privacy as much as possible for those who have been flagged when district and school staff respond to the crisis alert. For example, district and school staff should follow ODE's "Supporting Gender Expansive Students: Guidance for Schools" when a student's gender identity and/or sexual orientation is disclosed in the response. The Family Education Rights and Privacy Act (FERPA) is another resource for districts to refer to when making decisions about student privacy after a response has been flagged as a crisis alert.

1.2 Requirements for Oregon Districts

ORS 329.078, adopted during the 2023 Oregon Legislative session, enacted specific requirements for school districts related to the SEED Survey. The revision of OAR 581-022-2100, adopted by the State Board of Education in 2025, further clarifies the specific requirements for survey administration. Districts must make the survey available following the requirements outlined in this section. Per ORS 338.115 (1), Charter schools in Oregon are encouraged to make the survey available to students in grades 3-11 but they are not required to.

Requirement: Districts must make the SEED Survey available to students.

The SEED Survey must be made available to all students in grades 3 through 11. The Alternate SEED (Alt-SEED) Survey must be made available for all students who participate in the OR Extended in grades 3 through 11. The Alt-SEED is completed by an educator who knows the students best. All students in surveyed grade levels, irrespective of English learner status, disability status, and any other focal group members, must be afforded the opportunity to participate in either the SEED or Alt-SEED survey if they are enrolled during the survey window.

Districts must provide sufficient time during the school day for students to complete the SEED Survey. ODE estimates that the average survey completion time for a student is 20 minutes. Per OAR 581-022-0102 (30)(a) "instructional time" includes administration of the SEED Survey. Do not schedule whole-class survey administration sessions concurrently with periods of significant instruction and graded student work. Sufficient instruction- and classwork-free time should be set aside each year to provide every student with a reasonable opportunity to complete the SEED Survey. It is permissible to provide additional opportunities outside of school time for students to complete the SEED Survey, whether for student preference or to make up for a missed administration opportunity.

Note: The decision about how the district or school chooses to provide additional opportunities to

[1] Only responses submitted in English are screened for potential crisis alerts.

complete the survey should be made in cooperation with the district and school-level staff who are involved with SEED Survey administration. If the district administered the survey using the Assignment method, students can log in to their survey using any browser at any time up until the survey is submitted or the administration window closes. If the district administered the survey in person or remote via the Secure Browser, the district will need to arrange time for students who wish to complete the survey to re-access their survey via the Secure Browser or provide an Assignment URL for the student to be able to log in to their survey on their own time.

Consider providing multiple opportunities within the administration window for students to complete the SEED Survey.

Note: During previous SEED Survey administration years, some school districts reported using a process that required students and/or their families to indicate that they wanted to participate in the survey before the survey was made available. Requiring students to opt-in to the SEED Survey as a pre-requisite for accessing the survey is not consistent with the requirements of OAR 581-022-2100 and therefore is not an allowable method of making the SEED Survey available. Posting a link on a school or district website without allowing at least 20 minutes during the school day for a student to participate in the survey is also not an allowable method of making the survey available.

Districts may administer the SEED Survey using any of the administration options outlined in the *Planning for SEED Survey Administration* section of this manual. The Alt-SEED Survey should be completed for all eligible students by an educator who is most familiar with the student's educational experience.

Requirement: Districts must provide notice of the survey to the parents or guardians of the students to whom the survey will be administered.

The district must provide notice at least five days prior to administering the SEED Survey. ODE has developed an annual notice, which is available on the Student Educational Equity Development Survey webpage under the *SEED Survey Administration Resources* section. This notice:

- Describes the purpose and uses of the SEED Survey,
- clarifies when student responses are confidential and when they are not,
- identifies the time frame when the survey will most likely be administered, and
- explains a parent or guardian's right to decline participation of their student in the SEED Survey.

Districts may communicate with parents and guardians using existing communication protocols, including but not limited to fall registration materials, parent conferences, electronic media, or letters home. Districts are not required to use the ODE-developed notice, but their communications must include the elements listed above. The ODE-developed notices are available in the following languages:

- English
- Spanish
- Chinese (Traditional)
- Chinese (Simplified)
- Vietnamese
- Russian
- German
- French
- Tagalog
- Japanese

- Korean
- Arabic
- Chuukese
- Somali
- Ukrainian

Requirement: Districts must provide an opportunity for parents or guardians to review the survey before it is administered.

The district must provide this opportunity at least five days prior to administering the SEED Survey to any student. All grades and currently available languages of the SEED and Alt-SEED Survey are available for review on ODE's Student Educational Equity Development Survey webpage under the *SEED Survey Development and Items* section. The ODE-developed notice includes a hyperlink as well as a QR code to the SEED Survey webpage for parents or guardians to review the surveys.

Requirement: Parents or guardians must be allowed to decline, either verbally or in writing, to have their student participate in the SEED Survey.

ODE has developed a "notice and participation form," available on the Student Educational Equity Development Survey webpage under the "SEED Survey Administration Resources" section, that districts may use to facilitate a parent or guardian's right to decline participation in the SEED Survey. Districts are not required to use the ODE-developed form, but a district-developed form must match the language of the ODE-developed form. Parents or guardians may decline participation, in writing or verbally, until June 19, 2026. In the case where a student starts or completes a SEED Survey for which the parent has declined participation, the District Test Coordinator will submit a testing impropriety, as outlined in section 3.1 of the Test Administration Manual, to delete the survey record.

Note: The last date to submit a request to invalidate a survey is June 18, 2026. After June 18, 2026, ODE will not change the participation status of submitted SEED Surveys.

ODE recommends that schools and districts utilize the "uploading student test restrictions" process, as outlined in the TIDE User Guide, when a parent or guardian declines participation. This will allow schools and districts to block these students from accessing the SEED Survey and prevent any survey administration against the parent or guardian's wishes.

For the Alt-SEED: In the OR.K12Test.com system, users can access a dropdown menu in Student Details > Rostering, that has checkboxes for blocking tests in each of the content areas ELA, Math, Science, ORora, and Alt-SEED. The system will record these blocks alongside the student record. The Testing App and Training Site Data Entry systems will update to block fields based on which categories have been blocked for a particular student.

Requirement: Students may decline, at any time and either verbally or in writing, to participate in the SEED Survey.

There are many ways for students to decline to participate in the SEED Survey. Once a student logs into the survey, they will be asked if they want to take the survey. The student may agree to participate and continue to take the survey, or they may decline to participate and be

taken directly to the submit page where they will submit a blank survey.

A student may also decline to participate in the SEED Survey prior to logging into the survey system, either verbally or in writing. Districts cannot compel students to log into the system and decline in the manner outlined above. Districts may use the "uploading student restrictions" process to track student requests to decline participation.

Students may also skip, or decline to answer, any or all individual survey questions.

2.0 Training Requirements

Survey administrator training requirements depend on the method of survey administration. Test security training is not required to administer the SEED Survey.

Survey Delivery Format: Assignment
Training Requirements:

- Review SEED Survey Administration Manual
- Complete ODE Training Module 8

Survey Delivery Format: Secure Browser
Training Requirements:

- Review SEED Survey Administration Manual
- Complete ODE Training Module 8
- Complete TA training requirements as outlined in the Test Administration Manual (TAM) section 1.5

Survey Delivery Format: Remote Test Session
Training Requirements:

- Review SEED Survey Administration Manual
- Complete ODE Training Module 8
- Complete ODE Training Module 10
- Complete Remote Test Administration Certification course
- Complete TA training requirements as outlined in the Test Administration Manual (TAM) section 1.5

Survey Delivery Format: Alternate SEED Survey
Training Requirements:

- Review SEED Survey Administration Manual
- Complete QA training requirements as outlined in the Test Administration Manual (TAM) section 1.5 (Note: If the educator who is not familiar with the student's educational experience is not a QA, they may complete the paper/pencil version of the Alt-SEED.)

3.0 Planning for SEED Survey Administration

3.1 Survey Delivery Environment

The SEED Survey is not a secure assessment; all survey items are freely viewable online. Some considerations for statewide tests, such as ensuring the correct survey and a distraction-free environment, are applicable to the SEED Survey, but others, such as ensuring supervision and security, are not. Select an administration environment that ensures students have a full opportunity to share their thoughts and feelings, without fear that their responses may be read or influenced by school staff or other students.

While students must have the opportunity to complete the survey during the school day, they may also complete the survey from their home or other locations outside of school. District-supplied survey locations do not need to be fully private (i.e., each student in a room by themselves), but they should afford students the opportunity to enter their responses privately. Check the following elements:

- **Correct survey**: students access the correct version of the survey according to their grade level and primary language. Students access the survey associated with their own SSID.
- **Consent**: students do not access the survey if they or their parent/guardian has declined survey participation.
- **Room layout**: student screens are not visible to other students or to school staff. There is adequate spacing between students. Students cannot perceive or interact with each other's surveys.
- **Distraction-free**: the survey environment promotes free and full participation in the survey.
- **Minimal disruptions**: students do not talk or otherwise interact with other students while completing the survey. Interruptions are minimized.
- **Validity**: students have the freedom to honestly represent their own feelings, thoughts, opinions, and experiences, without influence from other students, school personnel, parents, or any other persons, and without fear of penalty or expectation of reward for any particular response.

If a student's survey experience has irregularities that may compromise the integrity of their responses, follow the guidance in the Test Administration Manual, Section 3.5, regarding investigating and reporting test improprieties.

For information on policies and requirements that will govern the provision of accessibility supports for students, reference the Oregon Accessibility Manual (OAM).

3.2 Selecting the Survey Delivery Format

Districts are required to provide a live administration of the SEED Survey, during school hours, free from other expectations for students. This live administration may be delivered via one of three methods for the SEED Survey; the Alt-SEED has one method for delivery.

1. **Assignment**: The survey is delivered via a URL web address. The URL is generated by an authorized user (DTC, STC, or TA) and made available to students (via email, a learning management system, writing it on a white board, etc.). This survey session may be proctored by any staff member who has reviewed this manual and training module 8. Schools and districts with an easy way to distribute a URL may find Assignment the most convenient of the three methods for delivering the SEED Survey.
2. **Secure Browser**: The survey is delivered on site, via a test session in the Secure Browser. Students use the Secure Browser and a test session ID to access the survey. This option requires a trained Test Administrator (TA) to proctor the survey session. Secure Browser may be useful for schools with no easy way to distribute a URL to students. Secure Browser mirrors how students access statewide tests and may be familiar to and work well for younger students.

3. **Remote Test Session**: The survey is delivered off site, via a URL and test session. The student accesses the survey with the URL and test session ID. This option requires a trained Test Administrator (TA) to remotely proctor the survey session. Remote Test Sessions may be helpful for remote or virtual students who would benefit from the support provided through the remote testing platform.
4. **Alternate SEED Survey**: The Alt SEED Survey is completed through the OR.K12test.com system. A Qualified Assessor (QA) may complete the Alt SEED Survey based on their knowledge of the student's education experience. If the educator who is most familiar with the student's education experience is not a QA, they may complete the paper/pencil version of the Alt SEED, available on the SEED Survey website, and have a QA input the responses into the OR.K12test.com system.

The table below summarizes the differences in these four administration methods for the SEED and Alt-SEED Surveys:

Format	Who administers	Student/QA access point	Notes
Assignment	Any educator, must read SAM and view training module 8	Web browser	Must be set up by someone with a TA, STC, or DTC account
Secure Browser	Trained Test Administrator (TA)	OSAS Secure Browser	Surveys begun via Secure Browser may be completed using Assignment
Remote Test Session	Trained Test Administrator (TA)	OSAS Secure Browser or Web browser	Surveys begun via Remote Test Session may be completed using Assignment
Alternate SEED Survey	Trained Qualified Assessor (QA)/Educator familiar with student	OR.K12Test.com system	Paper/pencil version is available

Language presentation settings must be made in TIDE prior to survey administration. For students using text-to-speech, ensure that the appropriate language voice-pack is installed on the student's device prior to survey administration. SEED Survey items are not secure, so districts wishing to administer the SEED Survey in languages not yet available in the Survey Delivery System may translate items into the target language and administer the Survey via the Data Entry Interface (DEI). Please see the Data Entry Interface User Guide for more information about the function and features of the DEI.

4.0 Administering the SEED Survey

Administration Method: Assignment –

Instructions for the DTC/STC/TA setting up the Assignment in TIDE

1. Log into the OSAS Test Administration site and select the *TA Interface* tile.
2. Select "Assignment" along the top bar.
3. Select "Schedule a session" on the right-hand side of the screen.
    a. Choose the dates during which the assignment can be accessed.
    b. Choose the surveys (based on grade); more than one can be selected
    c. Select "confirm" in the pop-up reminder that reading the survey introduction script before students begin the survey is a **requirement**.
    d. Give the Assignment session a name
4. Provide the staff will be administering the survey with the displayed URL link. Note: the pop-up box also provides the session ID in case it is needed.

Instructions for the educator administering the survey via the Assignment format

1. Provide students with the URL generated during the creation of the Assignment session.
2. Instruct the students to open a Firefox, Chrome, or Edge browser.
3. Students will paste the provided URL into the browser.
4. Students log in to the Assignment session with their last name and SSID.
5. After confirming their identity, students will be sent directly to the survey. Students do not need to enter a session ID as it will be prepopulated.
6. The session ID is not needed when the student moves through the log in windows without going "back" at any time during the log in process. If a student is prompted to provide a session ID, provide them with the session ID found at the end of the URL.

Administration Method: Secure Browser or Remote Test Session

1. Log into the OSAS Test Administration site and select the *TA Interface* tile.
2. For an in-person session, select "Start a New Session Now" on the right-hand side of the screen. For a remote session, select "Start a Remote Session" on the right-hand side of the screen.
3. Choose "Student Educational Equity Development Survey (SEED Survey)" from the menu on the left.
4. Select the survey(s) you wish to administer.
5. Select "confirm" in the pop-up reminder that reading the survey introduction script before students begin the survey is a **requirement**.
6. In-person: Students participating in-person open the OSAS Secure Browser and use the in-person session ID.
7. Remote: If administering the SEED Survey using the remote administration option, users will be presented with a session ID and/or URLs.
    i. Remote Session ID (Secure Browser): Students participating remotely open the OSAS Secure Browser and use the remote session ID.
    ii. Remote Session URL (no Secure Brower): Students participating remotely without a secure browser can use the URL, which will navigate students to a student log-in site with the remote session ID prepopulated. *Note: Students using the URL must be using one of the following browsers: Firefox, Chrome, or Edge.*

4.1 Administration Procedure

1. Students open the required supported browser.
    a. Students participating via Secure Browser open the OSAS Secure Browser.

   b. Students participating via Assignment or Remote Test Session use a supported internet browser by entering the URL link provided. (Note that text-to-speech is available only in the OSAS Secure Browser, Firefox, or Chrome.)
2. Students enter the last name associated with their SSID, SSID, and Session ID. Note: Session ID is prepopulated for the Assignment delivery format.
3. Students verify their information on the *Is This You?* page.
4. Students select the appropriate survey from the *Your Tests* page (Secure Browser format).
5. For surveys taken via Secure Browser or Remote Test Session, the TA must review the student's accessibility supports and approve the student. Approval is not necessary for the Assignment option, however the student's accessibility supports must be set up in TIDE before the student begins the survey.
6. Students complete a *Text-to-Speech Sound Check*, if TTS has been enabled for an individual student
7. The survey proctor reads aloud the Survey Introduction Script. Students may optionally read and/or listen to these instructions.
8. Students complete and submit their surveys.
9. Students log out and/or close the browser.
10. For surveys delivered in the Secure Browser: the TA stops the survey session and logs out.

4.2 Survey Introduction Script

The following survey introduction script must be read to students in the appropriate grades prior to beginning the SEED Survey (see step 7 above). A Spanish translation of the introduction script follows the English version.

Script for students in grades 6-11:

Today, you are invited to take a survey from the Oregon Department of Education. The survey will ask you about your experiences at school. Some questions will be about your experiences and beliefs in one of your core academic subjects - either English Language Arts, Math, or Science. Next year, some questions will ask you about a different core subject. Other questions on the survey cover topics that are a priority for the Oregon Department of Education, such as your sense of connection to school and your opportunity to learn about Native American culture and history. It is a great chance to share your thoughts, opinions, and ideas. By taking the survey, you will help the Oregon Department of Education better understand students' needs at school.

You are being invited to take this survey because you are in 3rd to 11th grade and are currently attending a school in Oregon.

The survey should take about 20 minutes to complete.

Your identity will be kept private. Most of the time, no one at this school will be able to see your answers. However, someone at this school might see your answers if you write something that triggers a crisis alert. For example, your principal might see your answers if you share that you have experienced harm at school or that you want to harm others.

The Oregon Department of Education will publish the results of the survey and might quote something you write. If they quote you, they will remove any information that could identify you like your name.

You do not have to take the survey if you do not want to. If you choose to not take the survey, it will not affect your grades. You can also skip any question that you do not want to answer. If you do not want to take the survey, select no for the first question and it will bring you straight to the submit page.

If you start the survey but are not able to finish it right now, you can pause it and finish it later at school or at home.

Does anyone have any questions? I will do my best to answer them. If I do not know the answer you can email your question to the Oregon Department of Education. [answers questions]

If you have any other questions about the survey, please email them to ODE.SEEDSurveys@ode.oregon.gov [write this email address on board]

Thank you for your input and participation. Your voice will help us to improve the educational experience for students across the state of Oregon.

Please select "Begin survey now" when you are ready.

Script for students in grades 3-5:

Today, you are invited to take a survey from the Oregon Department of Education. The survey will ask you about your experiences at school. Some questions will be about your experiences and beliefs in one of your core academic subjects - either English Language Arts, Math, or Science. Next year, some questions will ask you about a different core subject. Other questions on the survey cover topics that are important for the Oregon Department of Education, such as your sense of connection to school and your opportunity to learn about Native American culture and history. It is a great chance to share your thoughts, opinions, and ideas. By taking the survey, you will help the Oregon Department of Education better understand students' needs at school.

You are being invited to take this survey because you are in 3rd to 11th grade and are currently attending a public school in Oregon.

The survey should take about 20 minutes to complete.

Your identity will be kept private. The Oregon Department of Education will publish the results of the survey without student names attached to survey results.

You do not have to take the survey if you do not want to. If you choose to not take the survey, it will not affect your grades. You can also skip any question that you do not want to answer. If you do not want to take the survey, select no for the first question and it will bring you straight to the submit page.

If you start the survey but are not able to finish it right now, you can pause it and finish it later at school or at home.

Does anyone have any questions? I will do my best to answer them. If I do not know the answer, you can email your question to the Oregon Department of Education. [answers questions]

If you have any other questions about the survey, please email them to ODE.SEEDSurveys@ode.oregon.gov [write this email address on board].

Thank you for your input and participation. Your voice will help us to improve the educational experience for students across the state of Oregon.

Please select "Begin survey now" when you are ready.

Guion para estudiantes de los grados 6-11:

Hoy te invitamos a participar en una encuesta del Departamento de Educación de Oregón. La encuesta preguntará sobre tus experiencias en la escuela. Algunas preguntas serán sobre tus experiencias y creencias en una de tus materias académicas básicas, ya sea Artes del Lenguaje Inglés, Matemáticas o Ciencias. El próximo año, algunas preguntas serán sobre una materia básica diferente. Otras preguntas de la encuesta cubren los temas que son prioridad para el Departamento de Educación de Oregón, tales como tu sentido de conexión con la escuela y tu oportunidad para aprender sobre la cultura y la historia de los nativos americanos. Es una gran oportunidad para compartir tus pensamientos, opiniones e ideas. Cuando tomas la encuesta, ayudarás al Departamento de Educación de Oregón a entender mejor las necesidades de los estudiantes en la escuela.

Se te invita a participar en esta encuesta porque estás cursando entre el tercer y onceavo grado y actualmente asistes a una escuela pública de Oregón.

La encuesta durará entre 20 minutos.

Tu identidad se mantendrá privada. La mayor parte del tiempo, nadie en esta escuela podrá ver tus respuestas. Sin embargo, alguien de esta escuela podría ver tus respuestas si escribes algo que ocasione una alerta de crisis. Por ejemplo, tu director podría ver tus respuestas si compartes que has sufrido un daño en la escuela o que quieres dañar a otros.

El Departamento de Educación de Oregón publicará los resultados de la encuesta y podría citar algo de lo que escribas. Si ellos citan algo tuyo, eliminarán cualquier dato que pueda identificarte como tu nombre.

No tienes obligación de tomar la encuesta si no quieres. Si decides no tomarla, no afectará tus calificaciones. También puedes omitir cualquier pregunta que no quieras contestar. Si no quieres tomar la encuesta, selecciona "no" en la primera pregunta y te llevará directamente a la página de enviar.

Si comienzas la encuesta, pero no puedes terminarla ahora mismo, puedes hacer una pausa y terminarla más tarde en la escuela o en tu casa.

¿Alguien tiene alguna pregunta? Haré todo lo posible por responderla. Si no sé la respuesta, puedes enviar tu pregunta por correo electrónico al Departamento de Educación de Oregón. [Responda a las preguntas]

Si tienes alguna otra pregunta sobre la encuesta, por favor envíala por correo electrónico en ODE.SEEDSurveys@ode.oregon.gov [Escriba este correo electrónico en el pizarrón]

Gracias por tu opinión y participación. Tu opinión nos ayudará a mejorar la experiencia educativa para los estudiantes de todo el Estado de Oregón.

Selecciona "Comenzar la encuesta ahora" cuando estés listo.

Guion para estudiantes de los grados 3-5:

Hoy te invitamos a participar en una encuesta del Departamento de Educación de Oregón. La encuesta preguntará sobre tus experiencias en la escuela. Algunas preguntas serán sobre tus experiencias y creencias en una de tus materias académicas básicas, ya sea Artes del Lenguaje Inglés, Matemáticas o Ciencias. El próximo año, algunas preguntas serán sobre una materia básica diferente. Otras preguntas de la encuesta cubren los temas que son prioridad para el Departamento de Educación de Oregón, tales como tu sentido de conexión con la escuela y tu oportunidad para aprender sobre la cultura y la historia de los nativos americanos. Es una gran oportunidad para compartir tus pensamientos, opiniones e ideas. Cuando tomas la encuesta, ayudarás al Departamento de Educación de Oregón a entender mejor las necesidades de los estudiantes en la escuela.

Se te invita a participar en esta encuesta porque estás cursando entre el tercer y onceavo grado y actualmente asistes a una escuela pública de Oregón.

La encuesta durará entre 20 minutos.

Tu identidad se mantendrá privada. El Departamento de Educación de Oregón publicará los resultados de la encuesta sin conectar los nombres de los estudiantes con los resultados de la encuesta.

No tienes obligación de tomar la encuesta si no quieres. Si decides no tomarla, no afectará tus calificaciones. También puedes omitir cualquier pregunta que no quieras contestar. Si no quieres tomar la encuesta, selecciona "no" en la primera pregunta y te llevará directamente a la página de enviar.

Si comienzas la encuesta, pero no puedes terminarla ahora mismo, puedes hacer una pausa y terminarla más tarde en la escuela o en tu casa.

¿Alguien tiene alguna pregunta? Haré todo lo posible por responderla. Si no sé la respuesta, puedes enviar tu pregunta al Departamento de Educación de Oregón. [Responda a las preguntas]

Si tienes alguna otra pregunta sobre la encuesta, por favor envíala por correo electrónico en ODE.SEEDSurveys@ode.oregon.gov [Escriba este correo electrónico en el pizarrón].

Gracias por tu opinión y participación. Tu opinión nos ayudará a mejorar la experiencia educativa para los estudiantes de todo el Estado de Oregón.

Selecciona "Comenzar la encuesta ahora" cuando estés listo.

4.3 Navigating the SEED Survey

- The survey interface is very similar to the interface used on Oregon's summative tests.
- Survey pages have one question, multiple questions, or questions that consist of multiple parts.
- Students may navigate among items by using Next and Back. Students may skip any item.
- If a student selects "no" in response to the first question, then selects "submit," their survey will close and be submitted. Sometimes a student selects "no" and "submit" when they actually meant to select "yes," which indicates that they want to take the survey. If this occurs, follow the guidance in the Test Administration Manual regarding investigating and reporting test improprieties. Upon receipt of the test impropriety report, ODE will reset the survey, and the student will be able to complete it.
- After completing the final item, students will select Next to proceed to the survey review screen. When they are ready to submit the survey, they will select the Submit Test button at the bottom of the review screen.
- Students may review and change previous answers any time prior to submitting the survey. After submitting the survey, answers are locked and cannot be reviewed or changed.
- If a student submits a partially completed survey, the responses they entered will be preserved.
- Students can pause the survey at any time. Pausing a survey logs the student out. To resume, students must repeat the sign-in process.
- To pause a survey, students select Pause in the global menu and then select Yes in the confirmation message that appears.
- Students working on Chromebooks should pause the survey before closing the lid of the Chromebook. If the lid is closed before the survey pauses, whoever opens the Chromebook next will be able to see the last question that the student was viewing (and potentially modify student responses).
- Students taking the survey in one of the alternative languages can toggle between English and the language selected for the survey administration.
- Students can listen to questions, and answer options using Text-to-Speech (TTS) options available in the selected element's context menu. This support is available to students as outlined in the Oregon Accessibility Manual.
    - Students may listen to their responses to constructed response items using TTS.
    - If a student is using Text-to-Speech Tracking, the words become highlighted as they are read aloud.

- TTS is only available when using the Secure Browser or a supported Chrome or Firefox browser.

4.4 Monitoring Survey Session Progress

For students participating via Secure Browser or Remote Test Session, a TA can monitor the student's progress, approve a student's print request, and pause a student's survey if necessary. Monitoring a Survey Session is not available with the Assignment option.

- At the start of the survey, all students in the session are listed in the "Test without issues" table. If the Online Testing System detects that a student requires assistance, such as a pending print request, or a paused survey, a "Test with potential issues" table appears at the top listing the students who need intervention.
- The TA must view and approve student requests for printouts (Print on Request). The request notification appears in the "Test with potential issues" table.
  - Print on Request prints at the TA's location, not the student's. A student participating via Remote Test Session or Assignment may print to a local printer via the web browser print options; they do not need the Print on Request tool.
- The TA can pause a student's survey if necessary. In the Action column of the table(s) for monitoring student's progress, select the pause icon for the student whose survey you wish to pause. Select Yes to confirm. The Online Testing System logs the student out.
- When all students finish, the TA should stop the session.
  - Stopping a session before students finish automatically logs out all the students in the session and pauses their surveys.
- The TA should log out of the TA Site only after stopping a session, to avoid disrupting surveys in progress. Navigating away from the TA Site also logs the TA out. To access another application while administering the surveys, open it in a separate browser window.
- SEED Survey opportunities do not expire in the test delivery system. Any incomplete and not submitted surveys at the end of the survey window will auto-submit.

4.5 Monitoring Survey Completion

Districts may monitor SEED Survey completion through the Test Information Distribution Engine (TIDE). Please refer to the TIDE User Guide for options on how to monitor survey completion. Districts can also use the view/edit/export student test settings and tools module with the advanced search field to monitor students who have the SEED Survey as a "blocked" subject.

5.0 ODE Monitoring and Reporting

At this time, there is no established participation goal for the SEED Survey, and districts will not be expected to submit test administration codes or other data quality corrections via the Assessment Record Updating Application (ARUA). All students in surveyed grade levels, irrespective of English learner status, disability status, and any other focal group members, must be afforded the opportunity to participate in either the SEED or Alt-SEED Survey if they are enrolled during the survey window.

Students or their parents/guardians can decline to participate in the SEED Survey at any time up until June 18, 2026. After June 18, 2026, ODE cannot change the participation status of a

submitted SEED Survey.

ODE may release participation rate estimates as part of public reporting or in response to legislative or public records requests, and may contact districts with exceptionally low participation in the SEED Survey to offer technical assistance towards the goal of representing the voices of all Oregon students.

ODE will release aggregated and suppressed SEED Survey results to schools and districts through the Achievement Data Insight (ADI) application, and on ODE's public website.

6.0 User Support

For information and assistance, reach out to your Regional ESD Partners: https://www.oregon.gov/ode/educator-resources/assessment/Documents/esdpartners.pdf.

For information and assistance in using the Online Testing System for the SEED Survey, contact the OSAS Helpdesk. The Helpdesk is open Monday-Friday 7:00 a.m. to 5:00 p.m. PT (except holidays or as otherwise indicated on the OSAS portal).

Toll-Free Phone Support: 1-866-509-6257

Email Support: osashelpdesk@cambiumassessment.com

Chat Support: https://osasportal.org/contact.html

Please provide the Helpdesk with a description of your problem, as well as the following:

- Test Administrator name.
- If the issue pertains to a student, provide the student's SSID and associated district or school. Do not provide the student's name.
- If the issue pertains to a TIDE user, provide the user's full name and email address.
- Any error messages and codes that appeared, if applicable.
- Affected test ID and question number, if applicable.
- Operating system and browser version information, including version numbers (for example, Windows 10 and Firefox 60 or Mac OS 10.14 and Safari 11).
- Information about your network configuration, if known:
    - Secure Browser installation (to individual devices or network).
    - Wired or wireless internet network setup.

For information and assistance in using the OR.K12Test.com system for the Alternate SEED Survey, please contact the OrExt helpdesk at orextended@k12test.com.

You can also reach out to your Regional ESD Partners for information and assistance in using the OR.K12Test.com system: https://www.oregon.gov/ode/educator-resources/assessment/Documents/esdpartners.pdf.

Change Log

Change	Date
Changed the end date for submitting invalidation requests to ODE from July 1, 2026 to June 19, 2026.	August 13, 2025
Added: Per ORS 338.115 (1), Charter schools in Oregon are encouraged to make the survey available to students in grades 3-11 but they are not required to.	April 3, 2026
Instructions for delivering the Assignment format of the survey expanded to include more detailed descriptions for each step.	April 29, 2026

Preliminary Oregon Accessibility Manual

~~2025-26~~2026-27 School Year

Science

Mathematics

English Language Arts

Extended Assessments

English Language Proficiency

Student Educational Equity Development Survey

WITH ADDITIONAL GUIDANCE FOR NAEP

OREGON DEPARTMENT OF EDUCATION
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1.0 INTRODUCTION

The Oregon Department of Education (ODE) strives to provide every student with an engaging and affirming assessment experience, generating ~~group summary results that are a~~ fair and accurate estimate~~s~~ of academic achievement for systems-level decision-making. ~~Further,~~ ODE~~'s~~ accessibility ~~is building on a~~ framework ~~of accessibility for~~ includes all students, especially students ~~who are emerging bilinguals (~~with English ~~Learners; ELs)~~ learner status~~;~~ and students experiencing disability~~, and students who are experiencing disability who are also emerging bilinguals~~. ~~In the process of developing its next-generation assessments to measure students' knowledge and skills as they progress toward college and career readiness, ODE recognizes that t~~The validity of assessment results depends on providing appropriate accessibility supports when needed, based on the constructs measured by each assessment.

The Oregon Accessibility Manual (OAM) ~~applies to the current school year and~~ guides the selection and administration of universal tools, designated supports, and accommodations for all ~~assessments within~~ components of the Oregon~~'s~~ Statewide Assessment System (OSAS), including all general, alternate, and interim assessments in Mathematics, English Language Arts (ELA), Science, and English Language Proficiency, as well as the ~~.~~

~~While not an assessment, as part of Oregon's Statewide Assessment System (OSAS) the~~ Student Educational Equity Development (SEED) Survey ~~offers the same supports as OSAS assessments. Educators may also provide accessibility supports for the SEED Survey not found in the OAM. To ensure valid survey results, any such additional accessibility supports must (a) be typically used during instruction, and (b) align to the *Guiding Principles* and *Survey Environment Guidance* sections of the SEED Survey Administration Manual.~~

Oregon's statewide assessments ~~are intentionally~~ align~~ed~~ to Oregon's State Standards in language arts, mathematics, science, and English language proficiency. ~~The universal tools, designated supports, and accommodations that are appropriate for these assessments evolve to support alignment and incorporate available technology and may differ from those allowed in prior years.~~ To ensure valid scores for Oregon's statewide assessments, districts and schools may only make available to students the universal tools, designated supports, and accommodations that are included in this manual. Further, all accessibility supports a student receives on Oregon's statewide assessments ~~are to~~ should mirror the supports currently ~~being~~ provided to that student in their classroom instruction and assessments.

For the SEED Survey, ~~E~~educators may ~~also~~ provide accessibility supports ~~for the SEED Survey not~~ beyond those found in the OAM. To ensure valid survey results, any such additional accessibility supports must (a) be typically used during instruction, and (b) align to the *Guiding Principles* and *Survey Environment Guidance* sections of the SEED Survey Administration Manual.

~~Used a~~Appropriate~~ly,~~ accessibility supports reduce or eliminate barriers that inhibit students from demonstrating what they know and can do both during instruction and during an assessment. Students should have previous experience with the supports selected for use on Oregon's statewide assessments. This includes the opportunity to practice using supports prior to summative test administration (e.g., on a sample or interim test). The supports selected for assessment should align

with those used during instruction, though not all instructional supports are viable for assessment. It would not typically be appropriate for a student to receive an accessibility support during ~~an~~ assessment that has not been part of the student's instruction. Assessment supports should not reduce learning expectations, nor should they give a student an unfair advantage or disadvantage over their classmates. Use of these supports during the administration of an Oregon Statewide Assessment is based on individual student needs and should not impact the validity of the assessment results.

For assistance on how to select, administer, and evaluate the use of accessibility supports for instruction and assessment of all students, educators are encouraged to consult the Council of Chief State School Officers' (CCSSO) Accessibility Manual. ~~The process described in this manual is designed for use by g~~General education teachers, teachers who provide English language development services, teachers who serve students experiencing disability, test administrators, district level assessment staff, Individualized Education Program (IEP) teams, Section 504 Plan committees, or any other student support team may use the process described in this manual as they work with students to select and use appropriate supports during participation in Oregon's Statewide Assessments. ~~For assistance including students as part of this process, consult~~ Suggestions for Involving Students in Selecting and Implementing Accommodations from the National Center on Educational Outcomes (NCEO) provides assistance with including students as part of this process.

The ~~specific~~ accessibility features approved for Oregon's Statewide Assessments may change as additional universal tools, designated supports, or accommodations are identified for the assessment based on state experience, research findings, and/or the evolution of secure technologies. The Oregon Department of Education (ODE) maintains an Oregon Accessibility Panel, composed of measurement and accessibility experts from across the state, to determine which supports should be provided to Oregon's students across our state assessments, including ELA, Math, Science, ELPA, and ORExt.

To submit a formal recommendation for a new accessibility support, refer to Appendix E: Approval Process for a New Accessibility Support.

~~Furthermore,~~ ODE may issue temporary approvals for individual unique student accommodations (i.e., one summative assessment administration for one student). The Assessment Team will evaluate formal requests for unique accommodations and determine whether the request poses a threat to the measurement of the construct or a risk to test security.

To request such a temporary approval for an individual unique student accommodation, email ~~Mason Rivers, Special Education Assessment Specialist,~~the Assessment Team at ~~mason.rivers@ode.oregon.gov~~ODE.AssessmentTeam@ode.oregon.gov.

1.1 Intended Audience and Recommended Use

The OAM applies to all students and must be used in tandem with the Test Administration Manual. ~~It emphasizes an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in Oregon's statewide assessments. This manual focuses on accessibility supports (i.e., universal tools, designated supports, and accommodations), recognizing their critical role both for assessment (including tests in the OSAS) and instruction. The OAM was written to be used in tandem with the Test Administration Manual.~~

Oregon's general Statewide Assessments in Mathematics, ELA, Science, and ELPA contain embedded and non-embedded universal tools, designated supports, and accommodations (defined in Table 1.1 below). **Embedded** ~~resources~~ supports are ~~those that are~~ integrated into ~~part of~~ the computerized test delivery system~~, whereas~~. **n**N**on-embedded** ~~resources~~ supports are provided outside of that system (e.g., by a test administrator). Oregon's Extended Assessments incorporate principles of universal design into all item presentations and allow for non-embedded accessibility supports.

Table 1.1: Types of Accessibility Supports

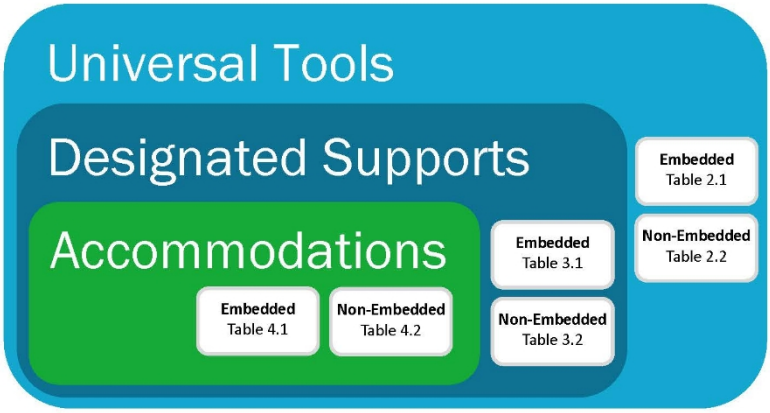
Type	Definition
Universal Tools	Accessibility features of the assessment that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are **available to all students** based on student preference and selection.
Designated Supports	Accessibility features of the assessment that are available for use by **any student** for whom the need has been indicated by an educator (or a team of educators with parent/guardian and student). They are either provided as digitally delivered components of the test administration system or separate from it.
Accommodations	Changes in procedures or materials that increase equitable access during the Oregon Statewide Assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessment. **NOTE**: Accommodations are available only for students with documented Individualized Education Programs (IEPs), ~~or~~ Section 504 Plans, or Immediate Temporary Accommodations Plans (ITAPs) that include the specific accommodations, and for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. These students may use the speech-to-text and/or the scribe accommodations (if they have had sufficient experience with their use). The OAM provides parenthetical accommodation codes which can be included in a student's IEP or 504 as part of their assessment accommodation documentation.

Students ~~The~~ usinge ~~of~~ accessibility supports may ~~result in the student~~ needing additional ~~overall~~ time to complete the assessment.

Figure 1 (below) displays ~~T~~the conceptual model ~~that serves as the basis~~ for the OAM. ~~is shown in Figure 1 (below).~~ This figure portrays the interconnected nature of ~~several aspects of the accessibility features:~~ universal tools, designated supports, and accommodations.

- ~~It also portrays the interconnected nature of these three levels of support.~~ **Universal tools** are available to all students, including those receiving designated supports and those receiving accommodations.
- ~~-~~**Designated supports** are available only to students for whom an adult or team has identified the need.
- ~~a~~**Accommodations** are available only to those students with documentation of the need through a formal plan (i.e., IEP, 504 plan). ~~However, those~~ Such students may also use universal tools and designated supports.

Figure 1: Conceptual Model Underlying the Oregon Accessibility Manual



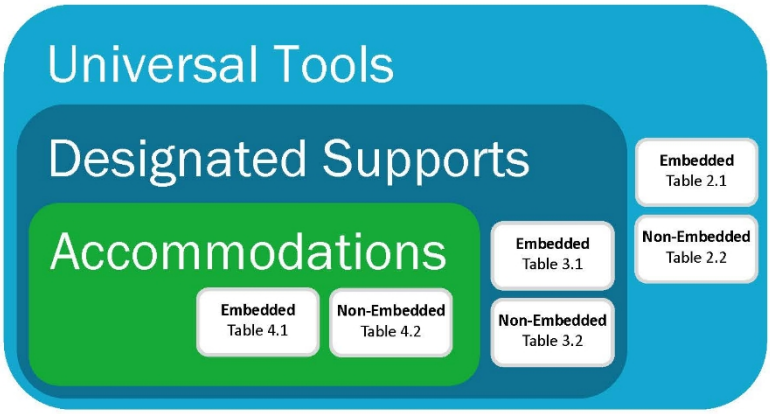
Embedded designated supports and accommodations must be assigned to students in the Test Information Distribution Engine (TIDE) within the OSAS Portal in advance of testing to activate the support in the test delivery system (TDS). Authorized TIDE users have the option to either may enter these settings for individual students or to upload settings for multiple students.

NOTE: for districts using the accessibility supports activated for OSAS iInterim assessment system, accessibility supports enabled in TIDE tests will remain in place for the student for summative assessments. For example, ELA PT TIDE settings will apply to the ELA Interim PT. ELA CAT TIDE settings will apply to all other ELA Interim assessments. All accessibility support settings should be verified for students before beginning Oregon's statewide summative assessments.

Whether a particular support is offered as aSupports are categorized as a universal tool, designated support, or accommodation is determined independently for each assessment based on the construct that the assessment is designed to measures. What is considered aA designated support for one assessment may be treated as considered an accommodation for another assessment, or it may not be offered at all, depending on the measured construct of each assessment (refer to, for example, scribe). Universal tools, designated supports, and accommodations all yield valid scores that meet the technical adequacy assessment requirements of the Every Student Succeeds Act (ESSA) and students using appropriate supports count as participatingon in Oregon's Statewide Assessments when used in a manner consistent with the Oregon Accessibility Manual. Figure 1 illustrates the different categories of accessibility features supported within the OSAS.

Accommodation Codes: Districts enter "accommodation codes" in Tthe Assessment Record Updating Application (ARUA) should be adjusted directly to indicate any of several special statuses for individual students. Student test records include accommodation code fields. TheseAccommodation codes are listed within the Oregon Accessibility Manual in Section 5.0 next to the title of each of the accommodation support titles for all assessmentsname of the assessment support.

Figure 1: Conceptual Model Underlying the Oregon Accessibility Manual



1.2 Modifications

A modification is any practice or procedure that (a) compromises the intent of the assessment through a change in the assessment's learning expectations, construct, content ~~that is~~ to be measured, grade-level standard, or measured outcome ~~of the assessment~~, ~~that~~ and (b) is not explicitly authorized ~~explicitly~~ by the Oregon Accessibility Panel and listed in the OAM~~. Any change away from a standard administration not listed in the OAM is considered a modification~~.

~~For a~~A student's scores ~~to~~ count toward participation in an Oregon Statewide Assessment so long as ~~,~~ IEP teams select only state-approved supports for each assessment, ~~are~~ per ~~instructed by~~ the Individuals with Disabilities Education Act (IDEA) ~~to select for each assessment only state-approved supports, which do not invalidate the score of the assessment~~.

Under extremely rare circumstances, a student's IEP team may choose to use a modification to allow a student to take an Oregon Statewide Assessment. Students ~~Assessments~~ assessed ~~taken~~ under any modified condition are counted as non-participants in all state and federal accountability measures and reports and the~~. A~~ modified assessment ~~will be~~ is invalidated, even if it was modified in error. Districts must document modification decisions ~~about modifications must be documented by districts~~. Documentation is subject to audits by ODE.

1.3 Documenting Accessibility Supports

Districts may ~~use a variety of methods~~locally determine how to document ~~which~~ accessibility supports students ~~need to participate in statewide assessments~~will use during testing. For students ~~who~~ experienc~~e~~ing disability, all accommodations must be documented in a student's ITAP, IEP, or 504 plan. ~~it is~~ODE **recommend~~ed~~** ~~that 504 and IEP teams include~~ including ALL accessibility supports ~~determined necessary by the team o~~in ~~a~~ the student's ~~504 or IEP~~ITAP, IEP, or 504 plan (specifically the Statewide Assessment page for an IEP)~~. It is **required** that any accessibility support designated as an accommodation is documented in a student's 504 or IEP plan~~. Teams should use the accessibility support name from the OAM as well as any settings needed by the student (e.g., mouse color and size),

to ensure the student receives ~~the~~ necessary supports during testing. ~~-~~Additionally, use of accommodations on the statewide assessments should be documented in TIDE (via the accommodations flag) or in the OR.K12test.com system after ~~e~~Oregon Extended test administration. Districts should have a process for ensuring that accessibility decisions made by teams are implemented during statewide testing. The OSAS Accessibility Worksheets, available in Appendix H of this document, may be used to document accessibility supports for any student and help facilitate a process for implementation.

SEED Survey: Accessibility supports~~, including accommodations,~~ for the SEED Survey, including accommodations, are not documented on the statewide assessment page of the student's IEP. The SEED Survey is not a statewide assessment. It is a classroom activity, and educators should implement any student supports outlined in an ITAP, IEP, or 504 plan ~~or IEP plan~~ as they would with any other classroom activity.

ELPA Screener: A district may believe that a student slated for English language proficiency (ELPA) screening may qualify for services under a Section 504 or Individualized Education Program (IEP), but typical documentation, such as a comprehensive evaluation report, may not be available to support such a determination. In such cases, if screening timelines preclude the convening of a 504 or IEP team, the test administrator (TA) may select any accommodations on the ELPA Screener for which there is good evidence of student need (e.g., information provided by parents or caregivers, clearly observable evidence of a disability which ~~impedes access~~precludes testing ~~to~~in one or more domains, relevant medical documentation).

Districts who pursue this course of action must document and store evidence used to select accommodations, along with other screener documentation, in the student's permanent file.

1.4 Oregon Accessibility Manual Reading Requirements

Per *Section 1.~~5~~4 Training Requirements* of the ~~current~~ Test Administration Manual, ~~states that~~ all District Test Coordinators, School Test Coordinators, Test Administrators, Qualified Test Coordinators, and Qualified Assessors ~~are required to~~must read the Oregon Accessibility Manual (OAM). ~~ODE has identified role-specific r~~Table 1.2 lists reading requirements ~~for the OAM as illustrated in the table below~~ by role.

Table 1.2: Reading Requirements by Role

User Role	OAM Reading Requirement
District Test Coordinator School Test Coordinator Qualified Test Coordinator	• Section 1.0 Introduction • Sections 2.0 – 4.0 Accessibility Tables • Section 5.0 Accessibility Descriptions • Appendices A – H
Test Administrator Qualified Assessor	• Section 1.0 Introduction • Sections 2.0 – 4.0 Accessibility Tables

User Role	OAM Reading Requirement
	• Section 5.0 Accessibility Descriptions (as needed based on the supports the TA/QA will provide). • Appendices A, B, C and E, F, G depending on the specific assessments that the TA/QA will administer

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2.0 UNIVERSAL TOOLS ACROSS OSAS

The following tables (Table 2.1 and 2.2) outline accessibility supports that are considered list universal tools. Each tool is named in the first column. The other columns indicate the tests on which the tool is available or allowable across the Oregon Statewide Assessment System. The tests are listed in the table are as follows in alphabetical order:

- Alt ELPA; Alternate English Language Proficiency Assessment
- ELA-CAT; General English Language Arts Summative - Computer Adaptive Test
- ELA-PT; General English Language Arts Summative - Performance Task
- ELPA Screener; General English Language Proficiency Assessment Screener
- ELPA Summative; General English Language Proficiency Assessment Summative
- Mathematics; General Mathematics Summative - Computer Adaptive Test and Performance Task
- OR Extended; Oregon Extended Assessments - ELA, Mathematics, & Science
- Science; General Science Summative
- SEED Survey; General Student Educational Equity Development Survey

The table indicates universal tool availability by test.

- A "**Yes**" in the test column means the universal tool is available or allowable on the test.
- A "**No**" in the test column means the universal tool is not available, not allowable, or not applicable on the test.
- A "**^**" symbol means that the reader should reference the description of the support for additional limitations. The final column lists the page number where the reader can locate additional details about the support.

Table 2.1: Embedded Universal Tools

UNIVERSAL TOOL NAME	ALT ELPA	ELA -CAT	ELA-PT	ELPA SCREENER	ELPA SUMMATIVE	MATHEMATICS	OR EXTENDED	SCIENCE	SEED SURVEY	PAGE NUMBER
Audio support	No	No	No	Yes	Yes	No	Yes	No	No	23
Breaks (online tests)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	26
Calculator	No	No	No	No	No	Yes^	No	Yes	No	26
Color choices	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	28
Digital notepad	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	30
Dyslexia-friendly font	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	30
English dictionary	No	No	Yes	No	No	No	No	No	No	31

UNIVERSAL TOOL ~~NAME~~	ALT ELPA	ELA -CAT	ELA-PT	ELPA SCREENER	ELPA SUMMATIVE	MATHEMATICS	OR EXTENDED	SCIENCE	SEED SURVEY	PAGE NUMBER
English glossary	No	Yes	Yes	No	No	Yes	No	No	No	32
English thesaurus	No	No	Yes	No	No	No	No	No	No	32
Expandable stimuli	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	32
Global notes	No	No	Yes	No	No	No	No	No	No	33
Highlighter	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	33
Keyboard navigation	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	35
Line reader	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	35
Mark for review	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	37
Math tools	No	No	No	No	No	Yes	No	No	No	39
Mouse pointer	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	39
Navigation language	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	40
Paginated item groups	No	Yes	No	Yes	Yes	Yes	No	No	No	40
Periodic Table	No	No	No	No	No	No	No	Yes^	No	41
Response recovery	No	No	Yes	Yes	Yes	Yes	No	No	Yes	42
Spell check	No	No	Yes	Yes	Yes	Yes	No	No	Yes	47
Strikethrough	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	48
Writing tools	Yes	No	Yes	Yes	Yes	Yes	No	No	Yes	55
Zoom	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	55

Table 2.2: Non-embedded Universal Tools

UNIVERSAL TOOL ~~NAME~~	ALT ELPA	ELA-CAT	ELA-PT	ELPA SCREENER	ELPA SUMMATIVE	MATHEMATICS	OR EXTENDED	SCIENCE	SEED SURVEY	PAGE NUMBER
Amplification devices	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	22
Breaks (paper tests)	No	No	No	Yes	Yes	No	Yes	No	Yes	26
Scratch paper	Yes	Yes	Yes	Yes	Yes	Yes^	Yes	Yes	Yes	43

3.0 DESIGNATED SUPPORTS ACROSS OSAS

T~~he following t~~ables ~~(Table~~ 3.1 and 3.2~~)~~ ~~outline accessibility supports that are considered~~ list designated supports. ~~Each support is named in the first column. The other columns indicate the tests on which the support is available or allowable across the Oregon Statewide Assessment System. The tests listed in the table are in alphabetical order.~~The table indicates designated support availability by test.

- ~~A "~~**Yes**~~"~~: ~~in the test column means~~ the designated support is available or allowable on the test.
- ~~A "~~**No**~~"~~: ~~in the test column means~~ the designated support is not available, not allowable, or not applicable on the test.
- ~~A "~~**^**~~"~~: ~~symbol means that the reader should~~ reference the description of the support for additional limitations.
- ~~A "~~***~~"~~: ~~symbol means that~~ the support is available or allowable for the indicated test~~, but~~ as an accommodation, not a designated support. ~~Refer to s~~Section 4.0 ~~for~~has more detail~~s~~ about accommodations~~. The final column lists the page number where the reader can locate additional details about the support~~.

Table 3.1: Embedded Designated Supports

DESIGNATED SUPPORT ~~NAME~~	ALT ELPA	ELA-CAT	ELA-PT	ELPA SCREENER	ELPA SUMMATIVE	MATHEMATICS	OR EXTENDED	SCIENCE	SEED SURVEY	PAGE NUMBER
Dictation (speech-to-text)	*	*	*	*	*	Yes	No	Yes	Yes	29
Full screen mode	Yes	No	No	No	No	No	No	No	No	33
Masking	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	38

DESIGNATED SUPPORT NAME	ALT ELPA	ELA-CAT	ELA-PT	ELPA SCREENER	ELPA SUMMATIVE	MATHEMATICS	OR EXTENDED	SCIENCE	SEED SURVEY	PAGE NUMBER
Print on request	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	41
Print size	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	42
Streamlined interface mode	Yes	Yes	Yes	No	No	Yes	No	Yes	Yes	48
Text-to-speech (TTS)	No	Yes^	Yes	No	No	Yes	No	Yes	Yes	49
Translations (dual language)	No	No	No	No	No	Yes	No	Yes	Yes	52
Translations (glossaries)	No	No	No	No	No	Yes	No	No	No	52
Turn off any universal tools	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	53

Table 3.2: Non-embedded Designated Supports

DESIGNATED SUPPORT NAME	ALT ELPA	ELA-CAT	ELA-PT	ELPA SCREENER	ELPA SUMMATIVE	MATHEMATICS	OR EXTENDED	SCIENCE	SEED SURVEY	PAGE NUMBER
100s number table	No	No	No	No	No	Yes	Yes^	Yes	No	21
Abacus	No	No	No	No	No	Yes	Yes	Yes	No	21
Bilingual dictionary	No	No	Yes	No	No	No	No	No	Yes	24
Calculator	No	No	No	No	No	Yes^	Yes^	Yes	No	27
Color overlays	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	28
Comforting presence	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	28
Communication system	Yes	No	No	No	No	No	Yes	No	Yes	29
English dictionary	No	No	Yes	No	No	No	No	No	Yes	31
English thesaurus	No	No	Yes	No	No	No	No	No	Yes	32
Human read aloud	Yes	Yes^	Yes	*	*	Yes	Yes^	Yes	Yes	33

DESIGNATED SUPPORT NAME	ALT ELPA	ELA-CAT	ELA-PT	ELPA SCREENER	ELPA SUMMATIVE	MATHEMATICS	OR EXTENDED	SCIENCE	SEED SURVEY	PAGE NUMBER
Human read aloud (Spanish)	No	No	No	No	No	Yes	No	Yes	No	34
Magnification device	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	35
Magnification software	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	36
Manipulatives	No	No	No	No	No	Yes^	Yes^	Yes^	No	36
Mark up tools	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	38
Masking	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	38
Medical supports	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	39
Multiplication table	No	No	No	No	No	Yes	Yes^	Yes	No	40
Noise buffers	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	40
Periodic table	No	No	No	No	No	No	Yes^	Yes^	No	41
Printed writing item response forms	No	No	No	No	No	No	Yes^	No	No	42
Scribe	*	Yes	*	*	*	Yes	Yes	Yes	Yes	44
Sensory supports	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	44
Separate setting	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	44
Simplified test directions	No	~~Yes~~No	~~Yes~~No	No	Yes	~~Yes~~No	No	~~Yes~~No	No	45
Student reads test aloud	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	48
Support physical position of student	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	48
TouchPoints	No	No	No	No	No	Yes	Yes^	No	No	50
Translate/interpret test directions & test navigation	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	51
Verbal description of graphics	Yes	No	No	No	No	No	No	No	No	53

DESIGNATED SUPPORT NAME	ALT ELPA	ELA-CAT	ELA-PT	ELPA SCREENER	ELPA SUMMATIVE	MATHEMATICS	OR EXTENDED	SCIENCE	SEED SURVEY	PAGE NUMBER
Written copy of test directions	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	55

4.0 ACCOMMODATIONS ACROSS OSAS

The following tables (Table 4.1 and 4.2) outline accessibility supports that are considered list accommodations. Each accommodation is named in the first column. The other columns indicate the tests on which the accommodation is available or allowable across the Oregon Statewide Assessment System.The table indicates accommodation availability by test. The tests listed in the table are in alphabetical order.

- A "**Yes**" in the test column means: the accommodation is available or allowable on the test.
- A "**No**": in the test column means the accommodation is not available, not allowable, or not applicable on the test.
- A "**^**": symbol means that the reader should reference the description of the support for additional limitations.
- A "**~**": symbol means that the support is available for the indicated test, but as a designated support, not an accommodation. Refer to sSection 3.0 for has more details about designated supports.

The final column lists the page number where the reader can locate additional details about the support.

Table 4.1: Embedded Accommodations

ACCOMMODATION NAME	ALT ELPA	ELA-CAT	ELA-PT	ELPA SCREENER	ELPA SUMMATIVE	MATHEMATICS	OR EXTENDED	SCIENCE	SEED SURVEY	PAGE NUMBER
American Sign Language (ASL) (A223)	No	Yes^	No	No	No	Yes	No	No	Yes	21
Audio transcript (A231)	No	Yes^	No	No	No	No	No	No	No	23
Braille (A218)	No	Yes	Yes	No	No	Yes	No	Yes	Yes	24
Closed captioning (A224)	No	Yes^	No	No	No	No	No	No	No	27
Dictation (speech-to-text) (A311)	Yes	Yes	Yes	Yes	Yes	~	No	~	~	29
ELPA domain exemptions (A229)	Yes	No	No	Yes	Yes	No	No	No	No	30
Text-to-speech (A225)	No	Yes^	~	No	No	~	No	~	~	49
Word prediction (A313)	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	54

Table 4.2: Non-embedded Accommodations

ACCOMMODATION ~~NAME~~	ALT ELPA	ELA-CAT	ELA-PT	ELPA SCREENER	ELPA SUMMATIVE	MATHEMATICS	OR EXTENDED	SCIENCE	SEED SURVEY	PAGE NUMBER
Alternate response options (A302)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	21
Answer choices on notecards (A232)	Yes	No	No	Yes	Yes	No	Yes	Yes	Yes	22
Braille (A221)	No	No	No	Yes	Yes	No	Yes	No	No	25
Human read aloud (A227)	~	Yes^	~	Yes^	Yes^	~	~	~	~	33
Large print (A201)	No	No	No	No	No	No	Yes	No	No	35
Point-to support for multiple-choice responses (A220)	Yes	No	No	No	No	No	Yes	No	Yes	41
Scribe (A312)	Yes	~	Yes	Yes	Yes	~	~	~	~	44
Signed interpretation (A228)	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	45
Specialized calculator (A602)	No	No	No	No	No	Yes^	Yes^	Yes	No	46
Speech-to-text (STT) software (A311)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	46
Transfer student response (A317)	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	50
Translate/interpret test content (A233)	No	No	No	No	No	No	Yes^	No	No	50
Word prediction software (A313)	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	54

5.0 ACCESSIBILITY SUPPORTS ~~IN ALPHABETICAL ORDER~~LIST

~~In this section,~~ The following entries for each accessibility support ~~is listed and~~ include~~s~~ a) details on availability or allowability, b) a description of the support, c) recommendations for using the support (designated supports and accommodations only), and d) system options for embedded supports (when available). The default setting for S~~s~~ystem options is listed ~~listed~~ in **bold** ~~are selected by default~~.

100s number table

Details:

- Non-embedded designated support allowable on general and OrExt Mathematics and Science ~~(including OrExt)~~.

Description: A paper-based table listing numbers from 1-100 is available in English and ~~Braille~~braille under OSAS Resources in the OSAS Portal. Students must ~~have~~ received~~d~~ instruction related to the appropriate use of a 100s table prior to ~~a~~ test administration~~,~~ (not ~~as no directions regarding how to use the table should be provided to the students~~during testing).

Recommendations for use: May be useful for S~~s~~tudents with visual processing or spatial perception needs ~~may find this beneficial~~.

Abacus

Details: Non-embedded designated support allowable on general and OrExt Mathematics~~,~~ and Science~~, and OrExt~~.

Description: The abacus~~,~~ (also called a counting frame, number rack, or rekenrek~~,~~) is a calculating tool.

Recommendations for use: This tool may be used by students who typically use an abacus.

Alternate response options, accommodation code: A302

Details: Non-embedded accommodation allowable on all assessments.

Description: Alternate response options include~~,~~ but are not limited to:~~,~~ adapted keyboards, large keyboards, keyboard skins, key guards, Sticky Keys, MouseKeys, Filter Keys, adapted mouse, touch screen, head wand, and switches.

Recommendations for use: Students with some physical disabilities (including both fine motor and gross motor skills) may need ~~to use the alternate response options~~this accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform. These devices require enabling "permissive mode" ~~to be enabled~~ via TIDE.

American Sign Language (ASL), accommodation code: A223

Details: Embedded accommodation available on general ELA CAT (listening stimuli only), general Mathematics, and SEED Survey.

Description: Test content is ~~translated into~~available via ASL videos. An ASL interpreter and the translated test content are viewed on the same screen. Students may view ~~portions of~~ the ASL video as often as needed.

~~Return to~~ Section 2.0 Universal Tools | Section 3.0 Designated Supports | Section 4.0 Accommodations

Recommendations for use: Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. ~~It is important to note, though,~~Note that some students who are hard of hearing can effectively listen to information presented orally if they are equipped with suitable amplification and placed in an environment that minimizes external noise, ensuring a clear audio presentation during listening tests.

System options: ELA CAT, Mathematics, SEED Survey [On/**Off**]

Amplification devices

Details: Non-embedded universal tool allowable on all assessments with audio. For assessments without audio, this tool is only necessary if the student is using text-to-speech.

Description: The student adjusts the volume ~~control beyond and/or independently of the computer's built-in settings, using~~via headphones or other non-embedded devices. Students may also directly adjust the testing device volume ~~using physical device buttons~~ (e.g., via volume buttons on a keyboard).

Students may use whatever assistive amplification devices they use during typical instruction (e.g., headphones, FM Systems, Bluetooth hearing aids, speakers, etc.) to increase the volume provided in the assessment platform. Use of this resource may require a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated or sufficiently monitored to maintain test security.

Answer choices on notecards, accommodation code: A232

Details: Non-embedded accommodation allowable on Alt ELPA, ELPA Screener, ELPA Summative, ORExt, general Science, and SEED Survey.

Description: A Test Administrator ~~may~~ writes answer choices on note cards. The notecards ~~would be~~are placed in the same order as presented on the student's screen. The student ~~would~~ selects their answer choice from the note cards. Notecards must be created on the spot~~, as a Test Administrator is testing a student~~ (i.e. immediately prior to use)~~.~~ ~~The notecards must be~~ and securely destroyed at the conclusion of the testing session.

Recommendations for use: May be appropriate for Sstudents ~~may~~who are not ~~be~~ able to interact with items online (due to physical or visual impairments, lack of familiarity with the computer-based format, or other cultural reasons)~~, and as a result, may need a paper copy of test items~~. This accommodation is

only to be used in a testing environment where no secure printer is available for Print on Request; on ELP assessments, it is allowed in the Listening, Reading, and Writing domains.

For certain items with prohibitively long text, hot text, or where the best method of using notecards is not immediately apparent, the Test Administrator may create A, B, C, D cards for the multiple-choice options. The Test Administrator ~~would~~ displays a card with a single letter written on it. They ~~would~~ then state the name of the letter option. This process ~~would be~~ is repeated for all answer choices. The student ~~would then~~ selects the card ~~with the letter pertaining to~~ representing their desired answer ~~choice~~.

A very small percentage of students may need this accommodation. Educators should follow security procedures when administering this feature.

~~Return to~~ Section 2.0 Universal Tools | Section 3.0 Designated Supports | Section 4.0 Accommodations

Audio support

Details: Embedded universal tool available on ELPA Screener, ELPA Summative, and OREXt.

Description: The student uses this feature to hear pre-recorded audio of tasks. Audio support is available for the following:

- ELPA – ~~available on~~ all items with the following exceptions ~~by domain~~:
  - All domains: no audio support for inline editing tasks, drag-and-drop text, ~~and~~ or word banks.
  - Reading: audio support is available ~~only for read-along tasks and~~ for all kindergarten tasks and items and for read-along tasks in some other grades. Otherwise not available in the Reading domain.
  - Speaking: some components of some items do not have audio.
- OREXt ELA – ~~audio support is available for~~ all tasks and most student responses.
- OREXt Mathematics and~~&~~ Science – ~~audio support is available for~~ all tasks and all student responses.

NOTE: The audio may be replayed any number of times. Students may increase or decrease the pace of audio ~~supports~~ on the OREXt and in-person ELPA Summative.

Audio transcript, accommodation code: A231

Details: Embedded accommodation available on general ELA CAT for listening stimuli only. This accommodation should only be turned on for students who will also be using closed captioning.

Description: Provides a written transcript of the audio stimuli that can be read by screen readers, or functions as a static document for students who cannot keep up with the closed captioning. JAWS may take the written transcript and send it to a refreshable ~~Braille~~braille display if the student uses that functionality. Audio transcripts are only available for listening items which are tagged for closed captioning and are not available for all ELA listening items.

Recommendations for use: May be appropriate for s~~S~~tudents ~~may~~ who have difficulty hearing the listening portion of the passage and ~~also do not have enough~~ lack functional vision to read the closed captioning provided for the passage. Students who are visually impaired, blind and deaf or hard of

hearing, AND who use ~~Braille~~braille may ~~have access to~~need this support. The *audio transcript* and *closed captioning* accommodations must **both** be assigned in TIDE to activate this support in the test. Turning audio transcript on for students who are not also using closed captioning may cause confusion, since it will not be available for all items they encounter on the test.

System options: ELA CAT (listening stimuli) [On/**Off**]

Bilingual dictionary

Details: Non-embedded designated support allowable on the general ELA PT full write~~s~~ and SEED Survey.

Description: ~~A bilingual/dual language word-to-word dictionary is a language support that may be provided for the full write portion of an ELA PT.~~ Word-to-word dictionaries provide the direct translation from the word in English to a translation into the student's home language but do not provide a definition.

~~Return to Section 2.0 Universal Tools | Section 3.0 Designated Supports | Section 4.0 Accommodations~~

Recommendations for use: May be appropriate ~~F~~for students whose primary language is not English and who use dual language supports in the classroom~~, the use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language~~.

Braille (embedded), accommodation code: A218

Details: Embedded accommodation available on general ELA, Mathematics, Science, and SEED Survey. Refer to Braille (non-embedded) for braille options for ELPA Screener, ELPA Summative, and OREXt.

Description: A raised-dot code that individuals read with their fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (raised-line drawings/ tactile graphics). Contracted and uncontracted braille is available; Nemeth is available for math.

Braille files available in paper form:

- ELA – UEB contracted; UEB uncontracted
- Mathematics – UEB contracted with Nemeth math; UEB uncontracted with Nemeth math
- Science – UEB contracted with Nemeth math; UEB uncontracted with Nemeth math
- SEED Survey – UEB contracted

Prior to administering the assessment through the braille interface, the test administrator must receive ~~both the general test administration and security training provided locally through the school district, as well as~~ specific training on administering the assessments through the braille interface and its supporting braille technologies. In addition, districts must ensure that students using the braille interface receive training on all supporting braille equipment and receive an opportunity to access the sample test available on the OSAS portal prior to taking the test.

Recommendations for use: Students with visual impairments may read text via braille. Tactile overlays, graphics, and braille print sticker labels may also be used to assist the student in accessing content through touch. All test content is available in braille via a refreshable braille display or embossed braille ~~on paper. For mathematics and science assessments, braille math notation (Nemeth braille) is available~~

only in the embossed braille materials. Math content will appear as plain text on a refreshable braille display but will not appear in Nemeth braille notation. Alternative text descriptions should be embedded in the assessment for all graphics.

NOTE: All embossed braille materials must be collected and securely destroyed at the end of each assessment session to maintain test security.

NOTE ON AVAILABILITY: Braille files for embossing are available during testing sessions for both the summative and interim assessments (refer to *Emboss request type* below). Additionally, braille files for interim tests may be requested from ODE for embossing prior to test administration.

System options: ELA CAT, ELA PT, Mathematics, Science, SEED Survey [**English**/Braille]. ~~This setting can be f~~Found in TIDE under the *Presentation* settings. Upon selecting ~~Braille~~braille for a student's test, settings for emboss request type and braille type are automatically displayed in the TA Interface.

The ~~*Braille*~~*braille type* ~~is a~~ setting ~~that~~ determines the type of ~~Braille~~braille that is delivered to students via a refreshable ~~Braille~~braille display or a ~~Braille~~braille embosser. ~~This setting can be m~~Managed in the TA interface only.

- ELA CAT, ELA PT [**UEB contracted**/ Not applicable/ UEB Uncontracted]
- Mathematics [**UEB Contracted with Nemeth math**/ UEB Uncontracted with Nemeth math]

~~Return to Section 2.0 Universal Tools | Section 3.0 Designated Supports | Section 4.0 Accommodations~~

- Science [**UEB Contracted with Nemeth math**]
- SEED Survey [**UEB Contracted**]

The "not applicable" option ~~could~~ can be used on ELA tests where the student does not read ~~Braille~~braille and instead uses solely JAWs or another screen reader to receive item content. "Not applicable" is not available for Math and Science assessments because some images such as graphs or diagrams cannot be accessed via screen readers or refreshable embossers ~~and thus embossed Braille is a required resource~~.

The *Emboss* ~~is a~~ setting ~~that~~ allows test content to be delivered to students via a ~~Braille~~braille embosser.

- ELA CAT, ELA PT [**None**/ Stimuli & Items]
- Mathematics, Science, SEED Survey [**Stimuli & Items**]

The *Emboss request type* ~~is a~~ setting ~~that~~ determines if students testing in ~~Braille~~braille need to manually send print requests or if the print requests automatically generate as students navigate the test.

- ELA CAT, ELA PT, SEED Survey [**On-request**/ Auto-request]
- Mathematics, Science [**Auto-request**]

The *Mute system volume* ~~is a~~ setting ~~that~~ allows screen reader software to read aloud either items or items and passages to students using approved screen readers on ~~Braille~~braille tests. ELA CAT [**On: Read items only aloud (designated support)**/ Off: Read items and passages aloud (accommodation)]

Braille (non-embedded), accommodation code: A221

~~Return to~~ Section 2.0 Universal Tools | Section 3.0 Designated Supports | Section 4.0 Accommodations

Details: Non-embedded accommodation available on ELPA Screener, ELPA Summative, and ORExt.

Description: A raised-dot code that individuals read with their fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Both contracted and un-contracted ~~Braille~~braille (English ~~Braille~~braille, American Edition, and Unified English ~~Braille~~braille) are ~~available~~ ordered via ~~the ELPA Braille order form and/or ORExt Braille order~~ forms found ~~on~~ in the *Forms* accordion on the Assessment Administration webpage ~~under *forms*~~.

Recommendations for use: Students who are blind or have low vision may read text via ~~Braille~~braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch.

Breaks (online tests)

Details: Embedded universal tool available on all online assessments.

Description: The ~~number of items per~~ duration of a test session can be flexibly defined based on the students~~'~~ need.

NOTE: for the computer adaptive tests, if the student's test is paused for more than 20 minutes, the student will no longer be able to return to previously answered items. ~~There is no limit on the number of times that a~~A student's test may be paused any number of times~~. The use of this universal tool may result in the student needing additional overall time to complete the assessment~~.

On the ORExt, if the student needs a break, it is recommended that the Qualified Assessor exit the online test and start a new testing session when the student is ready to resume testing.

~~Refer to~~ *Section 5.1 Testing Time* of the Test Administration Manual ~~for~~lists ~~guidance on~~ estimated testing times for online assessments.

~~Return to Section 2.0 Universal Tools | Section 3.0 Designated Supports | Section 4.0 Accommodations~~

Breaks (paper tests)

Details: Non-embedded universal tool allowable on all *paper-based assessments* (i.e., ELPA Screener braille; ELPA Summative braille; ORExt braille, large-print, and paper/pencil; and SEED Survey)

Description: Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-based test. ~~Sometimes students are allowed to take b~~Breaks ~~when individually needed to~~ may be used to reduce cognitive fatigue when ~~they~~ students experience heavy assessment demands~~. The use of this universal tool may result in the student needing additional overall time to complete the assessment~~.

Calculator (embedded)

Details:

- Embedded universal tool available on *calculator-allowed items only*, grades 6-8 and HS on the general **Mathematics** ~~assessment~~.
- Embedded universal tool available on *all items* on the general **Science** ~~assessment~~.

~~Return to~~ Section 2.0 Universal Tools | Section 3.0 Designated Supports | Section 4.0 Accommodations

Description: On the Mathematics assessment, an embedded on-screen digital calculator ~~can be accessed~~is available for calculator-allowed items. ~~This tool is available only for those specific items for which the OSAS item specifications indicated that it would be appropriate; t~~These items include a calculator icon in the upper right corner of the screen.

On the Science assessment, a calculator is ~~present~~ available regardless of whether the item requires calculation.

Refer to the OSAS testing calculator specifications for more details.

Calculator (non-embedded)

Details:

- Non-embedded designated support allowable on *calculator-allowed items only*, grades 6-8 and HS on the general **Mathematics** ~~assessment~~.
- Non-embedded designated support allowable on *all items* on the **OExt Mathematics**.
- Non-embedded designated support allowable on *all items* on the general and OExt **Science** ~~assessment including the **OExt Science**~~.

Description: On the Mathematics and Science assessment, a non-embedded calculator (e.g~~i.e~~., four-function, scientific, graphing) is allowable **ONLY** for students who are unable to access the embedded on-screen calculator. The non-embedded calculator must match the type and features of the embedded calculator at that grade, per the OSAS testing calculator specifications.

Test Administrators ~~will be responsible for~~must ensur~~e~~ing that the non-embedded calculator is only used on calculator-allowed items; these items include a calculator icon in the upper right corner of the screen. Any other use of a non-embedded calculator may result in a test impropriety.

A very limited number of students should require the use of a non-embedded calculator on the general Mathematics or Science assessment. The supervision necessary to implement this non-embedded designated support may require a 1:1 test administration.

~~Return to Section 2.0 Universal Tools | Section 3.0 Designated Supports | Section 4.0 Accommodations~~

On the OExt Mathematics and OExt Science assessments, any student~~s~~ may use a non-embedded calculator at any time~~in all grades and at all times~~. The ~~non-embedded~~ calculator should be one the student is familiar with and uses during instruction.

All programs and downloaded applications must be cleared from calculators before beginning the test and again following the test period to ensure that information has not been stored on the calculator.

Recommendations for use: A non-embedded calculator may be utilized on the general Mathematics or Science Assessment only if the student is unable to access the on-screen, embedded calculator. A very small number of students should require a non-embedded calculator on these assessments.

On OExt Mathematics and OExt Science, any student may use a calculator ~~may be used by any student~~ at any time due to the lack of an on-screen, embedded calculator.

Closed captioning, accommodation code: A224

Details: Embedded accommodation available on general ELA CAT for listening stimuli only.

~~Return to~~ Section 2.0 Universal Tools | Section 3.0 Designated Supports | Section 4.0 Accommodations |

Description: Printed text that appears on the computer screen as audio materials are presented.

Recommendations for use: Students who are deaf or hard of hearing and who access information presented auditorily by reading words that appear in synchrony with the auditory presentation may need this support. ~~For m~~Many students who are deaf or hard of hearing~~,~~ access information presented orally through viewing words (sometimes in combination with reading lips and ASL) ~~is how they access information presented orally~~. ~~It is important to n~~Note~~, though,~~ that some hard of hearing students can effectively listen to information presented orally if they are equipped with suitable amplification and placed in an environment that minimizes external noise, ensuring a clear audio presentation during listening tests.

System options: ELA CAT [On/**Off**]

Color choices

Details: Embedded universal tool available on general ELA, Mathematics, Science, Alt ELPA, ELPA Summative, ELPA Screener, and SEED Survey.

Description: Various color combinations may be applied to a student's test. This setting is designed to help students who experience difficulties associated with the contrast or lighting of the screen. ~~The color options that will work best are specific to each student.~~

Recommendations for use: Students with attention difficulties, visual impairments, or print disabilities (including learning disabilities), may need this support for viewing test content. Choice of colors should be informed by evidence that color selections meet the student's needs.

System options:

- ELA CAT, ELA PT, Mathematics [**black on white**/ black on pink/ medium gray on light gray/ red on white/ white on black/ white on red/ yellow on black/ yellow on blue]
- Science, SEED Survey [**black on white**/ black on blue/ black on pink/ black on yellow/ medium gray on light gray/ red on white/ white on black/ white on red/ yellow on black/ yellow on blue]
- ELPA tests [**black on white**/ black on blue/ black on cream/ black on pink/ red on white/ white on black/ white on red/ yellow on black/ yellow on blue]

~~Return to~~ ~~Section 2.0 Universal Tools~~ | ~~Section 3.0 Designated Supports~~ | ~~Section 4.0 Accommodations~~

Color overlays

Details: Non-embedded designated support allowable on all assessments.

Description: Color transparencies are placed over printed test materials or on the computer screen.

Recommendations for use: Students with attention difficulties, visual impairments, or print disabilities (including learning disabilities) may need this support to view test content. Choice of color should be informed by evidence ~~of~~that ~~those~~ selected colors ~~that~~ meet the student's needs.

Comforting presence

Details: Non-embedded designated support allowable on all assessments.

~~Return to~~ Section 2.0 Universal Tools | Section 3.0 Designated Supports | Section 4.0 Accommodations |

Description: Some students may only feel comfortable speaking to or working in the presence of a specific trusted adult. This non-embedded designated support allows for the trusted adult to remain present in the testing environment. This adult serves as a reassuring presence during work time and a nonthreatening listener for speaking portions of the ELP assessment. Tests employing this designated support must be administered one-to-one and must also use a separate setting. An adult serving as a comforting presence must sign the Assurance of Test Security Form – Non-Administrator.

An example of the appropriate use of this designated support ~~would~~ includes, but is not limited to, students with conditions such as selective mutism.

Recommendations for use: Comforting presence must be an adult, not a peer. The adult must remain silent during testing, directing all student questions to the TA. While the adult ~~will~~ may overhear some secure material ~~in their role~~ if they serve as a non-threatening listener, they should not be placed where they can see the student's screen or otherwise interact with the test material.

If the trusted adult is also serving as the student's TA, it is not necessary to document this designated support. Comforting presence ~~is not tied to a single domain or test and~~ may be employed for any student who ~~indicates the~~ needs ~~for~~ such emotional or psychological support during testing.

NOTE: This designated support is not necessary for students who require a comforting object, such as a favorite stuffed animal or blanket. In these cases, use a separate setting.

Communication system

Details: Non-embedded designated support allowable on the Alt ELPA, OExt, and SEED Survey.

Description: Students participating in an alternate or extended assessment, or the SEED Survey, may use any augmentative, alternate, or assistive communication system that serves as their primary verbal or written communication mode.

~~Any student taking the SEED Survey may use any augmentative, alternate, or assistive communication system that serves as their primary verbal or written communication mode.~~

Recommendations for use: A student may use any unaided or aided mode of communication that serves as their primary mode of spoken or written communication. Student communication systems should be reviewed to ensure they do not violate the constructs being measured on the test. Access to the internet should be disabled or monitored on all devices to prevent test improprieties.

~~Return to Section 2.0 Universal Tools | Section 3.0 Designated Supports | Section 4.0 Accommodations~~

NOTE: For information on the use of augmentative, alternate, or assistive communication devices on all other OSAS tests, refer to the scribe support.

Dictation (speech-to-text), accommodation code: A311

Details:

- Embedded **designated support** available on general Mathematics, Science, and SEED Survey.
- Embedded **accommodation** available on general ELA CAT, ELA PT, Alt ELPA, ELPA Summative, and ELPA Screener.
    - Available as an embedded accommodation for all *ELA Interim Assessments*

~~Return to~~ Section 2.0 Universal Tools | Section 3.0 Designated Supports | Section 4.0 Accommodations |

Description: Students can dictate responses to constructed-response items embedded in the computer system. Students may also dictate notes into the digital notepad universal tool. ~~It is t~~The student~~'s responsibility to~~ ensures the accuracy of the transcription~~, as well as~~ including grammar and punctuation. This support should be implemented ~~in a way to ensure that a student's use of this support does not~~ so as to avoid disrupting the testing environment for other students.

NOTE: Dictation is only available in the digital notepad of the ELA CAT, Mathematics CAT, and Science tests as there are no constructed response items on these assessments.

Students using translations (dual language), Spanish presentation, may dictate constructed response answers in Spanish. A Spanish language pack must be installed on the student's testing device for Spanish dictation to function properly. Instructions are included in the Assistive Technology Manual.

Recommendations for use: Students ~~who have~~with documented motor or processing disabilities (such as dyslexia)~~,~~ or ~~who have had~~ a recent injury (such as a broken hand or arm) that make it difficult to produce responses may need to dictate their responses, which is transcribed as text in the item response area.

System options: ELA CAT, ELA PT, Mathematics, SEED Survey, Alt ELPA, ELPA Screener, ELPA Summative [On/**Off**]

Digital notepad

Details: Embedded universal tool available on general ELA, Mathematics, Science, Alt ELPA, ELPA Summative, ELPA Screener, and SEED Survey.

Description: ~~This tool is u~~Used for making notes about an item. Notes in ~~T~~the digital notepad ~~is item-specific and is available~~ persists until the student exits ~~through the end of~~ the test segment ~~or after a break of more than 20 minutes~~. Notes from the digital notepad can be copied and pasted into text response areas on most constructed response items. If ~~a student has~~enabled, embedded dictation or embedded text-to-speech (TTS) ~~enabled on their test, it will~~ are also ~~be~~ available in the digital notepad.

Dyslexia-friendly font

Details: Embedded universal tool available on general ELA, Mathematics, Science, Alt ELPA, ELPA Summative, ELPA Screener, and SEED Survey.

~~Return to Section 2.0 Universal Tools | Section 3.0 Designated Supports | Section 4.0 Accommodations~~

Description: Dyslexia-friendly font ~~is designed with~~employs distinct, easy-to-recognize letterforms and generous spacing to reduce visual crowding and improve readability for individuals with dyslexia. The font features heavier bottoms on letters, wider letter spacing, and minimal stylistic variation to help prevent common reading errors such as letter flipping or skipping.

ELPA domain exemptions, accommodation code: A229

Details: Embedded accommodation available on Alt ELPA, ELPA Screener, and ELPA Summative.

Description: ~~Exclusion of an~~From one to three ELPA domains may ~~only~~ be ~~set~~ excluded for qualifying individual students whose IEPs reflect the specific exemption (ELPA Summative and Alt ELPA) or for

which there is good evidence of need (ELPA Screener). Domain exemptions must be set in the OSAS Test Information Distribution Engine (TIDE) prior to test administration.

Recommendations for use: Refer to the Test Administration Manual, ELPA Screener Administration Manual, and Domain Exemptions on ELPA: Definitions and Examples for guidance on determining which students may benefit from this accommodation.

System options:

- ELPA Summative, Alt ELPA [**No Exemptions**/ Listening/ Reading/ Speaking/ Writing] checkboxes
- ELPA Screener [**No Exemptions**]
    - [Listening/ Listening and Reading/ Listening and Writing/ Listening and Speaking/ Listening, Reading, and Speaking/ Listening, Speaking, and Writing/ Listening, Reading, and Writing]
    - [Reading/ Reading and Speaking/ Reading and Writing/ Reading, Speaking, and Writing]
    - [Speaking]
    - [Writing/ Writing and Speaking]

NOTE: A student may not be exempt from all four domains. ELPA domain exemptions must be assigned to the student prior to ~~the start of testing~~opening *any* portion of the test.

English dictionary

Details: Embedded universal tool available on general ELA PT (performance task) full write~~s~~.

Description: A digital ~~English dictionary~~tool ~~is available for the full write portion of an ELA performance task. A full write is the second part of the performance task. This tool~~that ~~is used to look up~~ provides English definitions ~~in~~from the Merriam-Webster dictionary~~. The use of this universal tool may result in the student needing additional overall time to complete the assessment~~.

System options: ELA PT [**On**/Off].

- Grades 3-5: Merriam-Webster Elementary Dictionary;
- Grades 6-8: Merriam-Webster Intermediate Dictionary;
- High School: Merriam-Webster Collegiate Dictionary.

English dictionary (non-embedded)

Details: Non-embedded designated support allowable on general ELA PT (performance task) full write~~s~~ and SEED Survey.

~~Return to~~ Section 2.0 Universal Tools | Section 3.0 Designated Supports | Section 4.0 Accommodations

Description: A standardized, published, non-student created English dictionary ~~can be provided for the full write portion of an ELA performance task for students who are unable to access the embedded digital English dictionary. A full write is the second part of a performance task. The use of this designated support may result in the student needing additional overall time to complete the assessment~~.

Recommendations for use: Students who are unable to use the embedded English dictionary or who would prefer to use a physical copy may ~~use~~ benefit from this designated support.

~~Return to~~ Section 2.0 Universal Tools | Section 3.0 Designated Supports | Section 4.0 Accommodations

English glossary

Details: Embedded universal tool available on general ELA and Mathematics.

Description: Grade- and context--appropriate English definitions ~~of specific construct-irrelevant terms are shown in English on the screen~~ appear via a pop-up window when specific construct-irrelevant terms are clicked~~. The student can access the embedded glossary by clicking on any of the pre-selected terms. The use of this universal tool may result in the student needing additional overall time to complete the assessment~~. English glossary is not allowed for ELA reading passages or performance task sources.

System options: ELA, Mathematics [**English Glossary**/No Glossary]. Refer to Translations (glossaries) for additional options on Mathematics.

English thesaurus

Details: Embedded universal tool available on general ELA PT (performance task) full write~~s~~.

Description: A digital English thesaurus. ~~is a~~Available for the full write portion of an ELA performance task~~. A thesaurus contains synonyms of terms while a student interacts with text included in the assessment. A full write is the second part of the performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment~~.

System options: ELA PT [**On**/Off]. Merriam-Webster Intermediate Thesaurus.

English thesaurus (non-embedded)

Details: Non-embedded designated support allowable on general ELA PT (performance task) full write~~s~~ and SEED Survey.

Description: A standardized, published, non-student created English thesaurus can be provided for the full write portion of an ELA performance task ~~for students who are unable to access the embedded digital English thesaurus. A full write is the second part of a performance task. A thesaurus contains synonyms of terms while a student interacts with text included in the assessment. The use of this designated support may result in the student needing additional overall time to complete the assessment~~.

Recommendations for use: Students who are unable to use the embedded English thesaurus or who would prefer to use a physical copy may ~~use~~benefit from this designated support.

Expandable stimuli

Details: Embedded universal tool available on general ELA, Mathematics, Science, Alt ELPA, ELPA Screener, and ELPA Summative.

~~Return to Section 2.0 Universal Tools | Section 3.0 Designated Supports | Section 4.0 Accommodations~~

Description: ~~Each p~~Passage~~s~~/stimuli ~~and/~~or the associated item can be expanded ~~so that it~~to take~~s~~ up a larger portion of the screen. This tool appears next to the stimulus context menu.

System options:

- ELA PT, ELA CAT, Mathematics, Science [**On**/Off]

- Alt ELPA*, ELPA Screener, ELPA Summative [**Always On**] (Items); [**On**/Off] (Stimuli)

NOTE: ~~Expandable stimuli are o~~Only available on the Alt ELPA if streamlined interface mode has been turned off.

Full screen mode

Details: Embedded designated support available on the Alt ELPA.

Description: This designated support removes the global menu from the top of the test interface screen and replaces it with a single large button that says "next".

Recommendations for use: This designated support may benefit students who need simplified test navigation controls. This support is only available on the Alt ELPA, which is a 1:1 administered assessment. Users may move in and out of the full screen mode during the test.

System options: Alt ELPA [On/**Off**]

Global notes

Details: Embedded universal tool available on general ELA PT (performance task) full write~~s~~.

Description: ~~Global notes is a n~~Notepad~~, that is~~ available ~~for ELA PT with~~in the full write segment of the ELA PT. ~~A full write is the second part of a PT. The student clicks on~~ Opens via the notepad icon ~~for the notepad to appear~~. During the ELA PTs, the notes are retained from segment to segment~~,~~ so ~~that~~ the student may go back to the notes even though the student is not able to go back to specific items in the previous segment. Notes from the global notepad can be copied and pasted into text response areas. If enabled, ~~a student has embedded~~ dictation or embedded text-to-speech (TTS) ~~enabled on their ELA PT, it~~ will also be available in the global notes notepad.

System options: ELA PT [**On**/Off]

Highlighter

Details: Embedded universal tool available on general ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: A digital tool for marking desired text, item questions, item answers, or parts of these with color. Highlighting persists as long as the student remains in the test segment or logs out for less than 20 minutes. If the students logs out for 20 minutes or more, highlighted is removed from all but the most recently displayed item~~Highlighted text remains available throughout each test segment. Highlighting on items and stimuli persist across logout/resume within the 20-minute pause rule, and on any item page that is still visible upon resume after the pause rule is in effect~~.

System options:

- ELA CAT, ELA PT, Mathematics, Science, Alt ELPA, SEED Survey [**On**/Off]
- ELPA Screener, ELPA Summative [**Always On**]

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Human read aloud, accommodation code: A227

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Details:

- Non-embedded **designated support** allowable on general Mathematics, Science, Alt ELPA, SEED Survey, general ELA CAT for items only and ELA PT for all content including stimuli.
- Non-embedded **designated support** allowable on OExt Mathematics, OExt Science, and OExt ELA items that do not address standards involving decoding or word identification, or items where independent reading is required. These items may not be read aloud.
- Non-embedded **accommodation** allowable on general ELA CAT for reading stimuli.
- Non-embedded **accommodation** allowable on ELPA Screener and ELPA Summative for students with a Reading Exemption.

Description: The text is read aloud to the student by a trained and qualified human reader who follows ~~the~~appropriate administration guidelines ~~(provided in the~~ Read Aloud Guidelines for ELA, Mathematics, and Science, and ELPA Read Aloud Guidelines for ELPA), including the student's written responses to text response items~~. For ELPA, the human reader will follow the ELPA Read Aloud Guidelines~~.

~~All or portions~~Some or all ~~of the~~ approved content may be read aloud. Refer to the Guidelines for Choosing the Read Aloud Accommodation when deciding if this accommodation is appropriate for a student.

Human read aloud on the ELPA Screener and ELPA Summative is only for use with items (a) in non-Reading domains, and that (b) feature text without accompanying audio support. Such items are rare~~enough that~~ a given student may not encounter any. Human read aloud may be used with all text on the Alt ELPA, including prompts, passages, and answer choices.

The SEED Survey may be read aloud in any ~~of the~~ provided language~~s~~. The SEED Survey is available in English, Spanish, Arabic, Vietnamese, Russian, Simplified Chinese, Traditional Chinese, and Ukrainian.

Recommendations for use: Students who struggle with reading may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may ~~be needed by~~benefit students with reading-related disabilities, or by students who are blind and ~~are~~ advancing toward English ~~Braille~~braille proficiency. If not used regularly during instruction, this support ~~is likely to~~could be confusing and ~~may~~ impede the performance on assessments.

Readers should be provided to individual students ~~on an individual basis~~, not to a group of students. ~~A s~~Student~~s~~ ~~should have the option of asking a~~may request that the reader ~~to~~ slow down or repeat text. The use of this support may require use of a separate setting.

Read aloud on ELA CAT reading stimuli as an accommodation is appropriate for a very small number of students and is available for students whose need is documented in an IEP or 504 plan.

Human read aloud (Spanish)

Details: Non-embedded designated support allowable on general Mathematics and~~&~~ Science.

Description: The Spanish text is read aloud to the student by a trained and qualified human reader who follows the Spanish Read Aloud Guidance. All portions of the Mathematics and Science assessment may be read aloud.

Recommendations for use: Students receiving the translations (dual language) designated support and who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed bybenefit students with reading-related disabilities. If not used regularly during instruction, this support is likely tomay be confusing and may impede the performance on assessments. A sStudents should have the option of asking may request that the reader to slow down or repeat text. The use of this support may require the use of a separate setting.

Keyboard navigation

Details: Embedded universal tool available on general ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: Navigation throughout the test can be accomplished by using a keyboard.

Large print, accommodation code: A201

Details: Non-embedded accommodation available on the OExt.

Description: A large print version of the paper/pencil OExt is available to order using the OExt Large Print order form located on the Assessment Administration webpage under *fForms*.

Recommendations for use: Students who are used to viewing enlarged text or graphics may need the assessment in Large Print. This support may meet the needs of students with visual impairments and other print disabilities.

Line reader

Details: Embedded universal tool available on general ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: The student uses an on-screen universal tool to assist in reading by raising and lowering the tool for each line of text on the screenemphasize a single line of text at a time. Students with attention difficulties or reading disabilities may need assistance with tracking where they are reading.

NOTE: this tool is not available while the highlighter tool is in use.

System options: ELA CAT, ELA PT, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, SEED Survey [**On without masking**/On with masking/Off]

NOTE: "On with masking", masks the background while the line reader highlights each line of text.

Magnification device

Details: Non-embedded designated support allowable on all assessments.

Description: A student may use any visual magnification device (e.g., bar magnifiers, dome magnifiers, desktop video magnifiers, page magnifiers, etc.) that does not compromise the security of the test. Use of a projector is also allowable, but, and room security must ensure the projection screen must is not be visible to any individuals who have not signed an Assurance of Test Security form. A student or

QA/TA may not photocopy or scan assessment materials outside of the services provided by the Oregon Textbook and Media Center (OTMC) ~~in order~~ to enlarge assessment materials (unless otherwise approved by ODE).

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Recommendations for use: Students used to viewing enlarged text or graphics may need to use a magnification device with printed or digital materials. This support also may meet the needs of students with visual impairments and other print disabilities.

Magnification software

Details: Non-embedded designated support allowable on all assessments.

Description: The size of specific areas of the screen (e.g., text, formulas, tables, graphics, navigation buttons, and mouse pointer) may be adjusted by the student with assistive technology software. Magnification allows increasing the size and changing of the color contrast, including the size and color of the mouse pointer, to a level ~~not~~ beyond that provided ~~for~~ by the embedded zoom universal tool. Visual magnification software is only allowed if supported by the testing platform and should be verified with the practice test prior to actual testing.

NOTE: A student or QA/TA may not upload an assessment to a non-secure browser ~~in order~~ to access the tool.

Recommendations for use: Students used to viewing enlarged text or graphics, or navigation buttons with or without changes to color contrast may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities.

Manipulatives

Details: Non-embedded designated support allowable on general and OExt Mathematics~~, and~~ Science~~, and OExt~~. Manipulatives used during testing *must* be listed in the table below and should be used during instruction, so they are familiar to students. Using manipulatives not included in this list may result in a testing impropriety and student test invalidation.

Description: Manipulatives are tactile tools that provide concrete representations of mathematical ideas.

Allowable manipulatives for Mathematics, Science, and OExt (refer to Appendix G for images):

- Algebra tiles
- Base-ten blocks or pieces
- Colored chips, including those with positive and negative sides
- Colored tiles
- Counters (e.g., beads, beans, blocks, craft sticks, marbles, tiles or similar)
- Dot paper (square or hex)
- Fraction strips or fraction pieces (unlabeled only)
- Geoboard and bands
- Geometric shapes (2D and 3D)
- Interlocking cubes (e.g., Unifix, Omnifix)

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- Linear rods (e.g., Cuisenaire rods, Montessori bead chains)
- Number rack (e.g., rekenrek, counting frame, abacus)
- Pattern blocks
- Patty paper (small square sheets)
- Trays, containers, or bags for storage and/or sorting

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Additional allowable manipulatives for OExt only:

- Balance, including "Hands-on-Math Algebra" balance
- Dice
- Dominoes or checkers
- Egg cartons of various sizes
- Legos
- Measuring cups and spoons with marks and text
- ~~Patty paper (small square sheets)~~
- Play money
- Playing cards or numbered cards
- Scissors
- Spinners
- Stopwatch
- String
- Tangrams
- Transparent sheets, mirrors, MIRA™ – symmetry tools
- 2-D nets

Additional manipulatives may be requested through the process described in Appendix E.

Recommendations for use: ~~The intent of t~~This support ~~is to~~ makes the students' testing environment more consistent with their learning environment. Students who benefit from the use of manipulatives during instruction may use this support during their assessment. Manipulatives ~~are available to~~should help students think, not ~~to~~ give them answers.

Guidelines for administration: Manipulatives must neither directly provide students with answers nor identify the process by which students may determine the answer. Manipulatives must be provided to the student in a tray, container, or bag before testing begins. Manipulatives must not be labeled (e.g., fractions, decimals, numerals, text) and must be stored at the student's testing area to minimize movement~~. Manipulatives must not be labeled (e.g., fractions, decimals, numerals, text)~~. Students must work individually with manipulatives. Students ~~are~~ must not ~~to~~ be coached as to which manipulatives to use, nor on how to use them.

The use of this designated support may result in additional logistical considerations for the testing environment.

Mark for review

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Details: Embedded universal tool available on general ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: A tool in the context menu that Aallows students to flag items for future review during the assessment~~, from the context menu~~. Flags are not saved when the student moves on to the next segment or after a break of more than 20 minutes. Flags persist across logout/resume within the 20-minute pause rule, and on any item page that is still visible upon resume after the pause rule is in effect.

System options:

- ELA CAT, ELA PT, Mathematics, Alt ELPA [**On**/Off]
- Science, ELPA Screener, ELPA Summative, SEED Survey [**Always On**]

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Mark up tools

Details: Non-embedded designated support allowable on all assessments when a student is using printed testing materials.

Description: Tools used by students to mark up (e.g., highlight, cross out, underline, circle, etc.) printed materials. Mark up tools may include things like highlighters, markers, pens, and pencils.

Recommendations for use: Students who require printed material to access their assessments may benefit from this support. Students should have received instruction on markup strategies prior to testing with this support.

Masking (embedded)

Details: Embedded designated support available on general ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: Masking involves blocking off content that is not of immediate need or that may be distracting to the student, ~~including~~ such as individual answer options and navigational buttons and menus. Masking helps Sstudents ~~are able to~~ focus their attention on a specific part of a test item ~~by masking~~.

Recommendations for use: Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This support also may ~~be needed by~~benefit students with print disabilities (including learning disabilities) or visual impairments.

System options: ELA CAT, ELA PT, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, SEED Survey [On/**Off**]

Masking (non-embedded)

Details: Non-embedded designated support allowable on all assessments while using printed materials.

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Description: If using printed materials, a student may use a physical masking tool to block off content that is not of immediate need or that may be distracting. Masking helps Sstudents ~~are able to~~ focus their attention on a specific part of a test item ~~by masking~~.

Recommendations for use: Students with attention difficulties, print disabilities (including learning disabilities), or visual impairments, may need to mask content not of immediate need or that may be distracting during the assessment.

Math tools

Details: Embedded universal tool available on the general Mathematics assessment.

Description: ~~These digital tools (i.e.,~~An embedded ruler~~,~~ and embedded protractor~~)~~ ~~are~~ used for measurements related to mathematics items. They are available only within the specific items for which the ~~Smarter Balanced~~OSAS Item Specifications indicate that one or more of these tools would be appropriate.

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Medical supports

Details: Non-embedded designated support allowable on all assessments.

Description: ~~Students may have access to medical supports~~ Medical supports, such as~~for medical purposes (e.g.,~~ a glucose monitor~~)~~. Medical supports may include an internet capable device and should only support the student during testing for medical reasons.

Recommendations for use: Medical supports would encompass any supports prescribed or recommended by a medical professional who supports the student's health. TAs should follow local policies regarding medical supports and ensure that the student's health is the highest priority. These supports include, but are not limited to, glucose monitors, durable medical equipment, hearing aids, FM systems, and service animals.

Some medical supports may require the use of an app on a cell phone or tablet. ~~Such medical supports must restrict a~~Access to other applications and other uses of the device should be restricted or monitored~~, and the test administrator must closely monitor the use of the medical support~~ to maintain test security. The use of medical supports may require a separate setting to avoid distractions to other test takers and to ensure test security.

Mouse pointer (size and color)

Details: Embedded universal tool available on general ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: The mouse pointer may be changed in color and increased in size to provide enhanced visibility. This may be of use to students with visual impairments or perceptual challenges. Students should have ample opportunity to practice during daily instruction with the size and color to determine student preference.

System options: ELA CAT, ELA PT, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, SEED Survey [**system default**/ large black/ extra large black/ large green/ extra large green/ large red/ extra large red/ large white/ extra large white/ large yellow/ extra large yellow]

Multiplication table

Details:

- Non-embedded **designated support** allowable on the general and OREXt Mathematics and Science assessment ~~(including OREXt).~~

Description: A paper-based 1-12 multiplication table. ~~is a~~Available in English and ~~Braille~~braille on the OSAS portal.

Recommendations for use: Primarily intended for students with a persistent calculation disability (i.e., dyscalculia). This ~~designated~~ support ~~support is available to~~should help students ~~as they~~ work through their thought process, not ~~to~~ give them the answers.

Navigation language

Details: Embedded universal tool available on general ELA, Mathematics, Science, Alt ELPA, ELPA Screener, and ELPA Summative and SEED Survey.

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Description: Manages the language in which button names, system messages, and other user interface elements~~, except for the actual~~ other than test content~~,~~ are displayed ~~in the Student Testing Site~~. Available in English or Spanish.

System options: ELA CAT, ELA PT, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, SEED Survey [**On**/Off]

Noise buffers

Details: Non-embedded designated support allowable on all assessments.

Description: Ear mufflers, white noise, and/or other equipment used to block external sounds.

Recommendations for use: ~~The student uses n~~Noise buffering equipment ~~to~~can help manage environmental noises. Any noise buffer must be compatible with the requirements of the test (e.g., allow the student to hear listening items~~.~~). Students may have these testing variations if regularly used in the classroom. Students who use noise buffers will need headphones unless tested individually in a separate setting.

Paginated item groups

Details: Embedded universal tool available on general ELA CAT, Mathematics CAT, ELPA Screener, and ELPA Summative.

Description: Allows students to navigate between items in an item group by selecting a page for individual viewing. Navigation buttons for each question in a group appear in the upper-right corner. Students click these buttons to proceed to the corresponding question.

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System options:

- ELA CAT, Mathematics CAT [**On**/Off]
- ELPA Screener, ELPA Summative [**Always On**]

Periodic table

Details: Embedded universal tool available on the general Science assessment for grades 8 and high school.

Description: ~~A~~An image of the periodic table. Available to all students in grades 8 and high school ~~are able to access the onscreen periodic table~~.

Periodic table (non-embedded)

Details: Non-embedded designated support allowable on the general and OExt Science assessment for grades 8 and high school ~~(including OExt Science)~~.

Description: Any student in grades 8 and high school may use the paper-based ODE-provided periodic table available in English, Spanish, and ~~Braille~~braille.

Recommendations for use: Students who are unable to access or utilize the embedded onscreen periodic table may benefit from this support.

Point-to support for multiple-choice responses, accommodation code: A220

Details: Non-embedded accommodation allowable on OExt, Alt ELPA, and SEED Survey.

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Description: For students participating in alternate or extended assessment, the test administrator may point to each answer choice to support students who may need the option to indicate their answer choice ~~by~~through blinking, head movement, eye gaze, or other forms of identified non-verbal communication. Student responses can be generated in whatever student expressive communication modality is used in the classroom.

Recommendations for use: Students with some physical disabilities (including both fine ~~motor~~ and gross motor skills) may need to use the "point-to" accommodation.

Print on request

Details: Embedded designated support available on general ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: Paper copies of stimuli (including passages) and/or items are printed for students. Students may use pencils, pens, markers, highlighters, etc. to mark up the printed test materials.

Security Requirement: All printed test materials (including embossed braille printouts) must be collected and securely shredded immediately following each testing event to maintain security. Students may not keep printed test items for use during future testing events. Refer to *Section 2.4* of the Test Administration Manual.

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Recommendations for use: Some students with disabilities, including visual impairments or other print disabilities, may need paper copies of their test content. Students with attention difficulties may need the support of printing in different colors when digitally- provided color contrasts do not meet their needs. A very small percentage of students should need this support.

System options:

- ELA CAT, ELA PT, Mathematics, Alt ELPA, ELPA Screener, ELPA Summative [**Off**/ Items/ Stimuli/ Stimuli & Items]
- Science, SEED Survey [**Off**/ Stimuli & Items]

NOTE: Print on request may be changed in the TA interface for all tests.

Print size

Details: Embedded designated support available on general ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: To increase the default print size of the entire test, the print size must be set for the student in the Test Information Distribution Engine (TIDE) or set by the test administrator prior to the start of the test. Regardless of the print size assigned, all students can use the zoom buttons in the test to toggle between the five levels of print size for the individual test pages.

Recommendations for use: Students with visual impairments may need to increase the size of text and other item features beyond the 3X zoom universal feature provided by the test platform. A larger computer screen may be needed for this feature to function effectively.

System options: ELA CAT, ELA PT, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, SEED Survey [**1x**/ 1.5X/ 1.75X/ 2.5X/ 3X]

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NOTE: The default font size is 12 point for most tests. Tests for grades 2, 3, and 4 have a default font size of 14 point.

Printed writing item response forms

Details: Non-embedded designated support available on the OREXt ELA for writing items only.

Description: Downloadable paper/pencil versions of the OREXt ELA writing items are available. Any student taking the OREXt via the electronic platform ~~has the option to utilize~~can use the printed writing item responses. Printed materials must be securely ~~shredded~~ destroyed immediately following scoring and data entry for the testing event.

Recommendations for use: This support may be needed for students who are unable to input their writing directly into the electronic platform due to difficulties using a mouse, keyboard, or touchscreen.

Response recovery

Details: Embedded universal tool available on the general ELA PT, Mathematics PT, ELPA Screener, ELPA Summative, and SEED Survey.

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Description: ~~Enables a s~~Student ~~to~~may recover ~~ever~~any saved (or auto-saved) draft on a constructed response item. ~~All d~~Drafts are ordered from the most recent to the oldest and grouped by sitting during the same testing session (each time the student logged in and tested). Only the most recent ~~Previous version~~"backup" versions ~~do not~~ persists across logout/resume~~, even if within the 20 -minute pause rule period~~(even if the test is paused less than 20 minutes).

System options: ELA PT, Mathematics PT, ELPA Screener, ELPA Summative, SEED Survey [**On**/Off]

Scratch paper

Details: Non-embedded universal tool allowable on all assessments.

Description: Scratch paper and accompanying writing tools (e.g., pencil, pen, marker) must be made available to all students ~~in order~~ to make or organize notes, write computations, or record responses. A whiteboard with a marker may be used as scratch paper.

- ~~For~~ **ELA**~~,~~: any color, blank or lined paper is appropriate.
- ~~For~~ **Mathematics**~~,~~: any color, blank or lined paper may be made available to all students. Graph paper may be used on math assessments at all grade levels but is required beginning in the sixth grade. Graph paper must also be blank (e.g., no pre-printed cartesian plane).
- ~~For~~ **Science**~~,~~: any color, blank, lined, or graph paper is appropriate. Graph paper must be blank as described in Mathematics above.

NOTE: Some students will need to use assistive technology devices as aligned to their IEP or 504. ~~As long as the construct being measured is not impacted, d~~Digital graph paper and low-tech assistive technology (e.g., math window)~~,~~ are permitted if the construct being measured is not impacted. Access to the internet must be disabled or monitored on assistive technology devices to prevent test improprieties.

Security requirements for scratch paper:
ELA CAT, Mathematics CAT, OExt, Alt ELPA, & ELPA Screener: All scratch paper must be collected and securely destroyed at the end of each test session to maintain test security. All notes on whiteboards or assistive technology devices must be erased at the end of each session.

General ~~Return to Section 2.0 Universal Tools | Section 3.0 Designated Supports | Section 4.0 Accommodations~~

ELA PT, Mathematics PT, Science, & ELPA Summative: For students continuing an ELA or Mathematics PT, Science, or ELPA Summative across multiple sessions, scratch paper, whiteboards, and/or assistive technology devices may be made available to the student at the next testing session. To maintain test security, TAs must direct students to write their names (or other appropriate identifying information) on their scratch paper before collecting it at the end of each testing session. Once a student completes the test, their scratch paper must be collected and securely destroyed and all notes on whiteboards and/or assistive technology devices must be erased to maintain test security. Refer to ~~s~~*Section 2.4* of the Test Administration Manual for more information.

Scribe, accommodation code: A312

Details:

- Non-embedded **designated support** allowable on general ELA CAT, Mathematics, Science, ORExt, and SEED Survey.
- Non-embedded **accommodation** allowable on general ELA PT, Alt ELPA, ELPA Screener, and ELPA Summative.

Description: The student dictates their responses to a human scribe who records verbatim what the student dictates (i.e., enters it directly into the testing platform). The student may dictate by augmentative, alternate, or assistive communication (AAC, AT) device, pointing, sign language, or speech. Students may dictate, while the human scribe records, selected response items (single and multiple answer), constructed response items (short text) and long essay (full write). ~~It is important that t~~The student ~~is~~ should be able to develop planning notes with the human scribe and to view what was produced while dictating to the scribe. The scribe must be trained and qualified, and must follow the administration guidelines provided in the Scribing Protocol for ELA, Mathematics, and Science assessments or the ELPA Scribe Guidelines under the *General Accessibility Resources* section of the Assessment Administration Resources webpage.

Recommendations for use: Students ~~who have~~with documented significant motor or processing difficulties, or ~~who have had~~ a recent injury (such as a broken hand or arm) that make it difficult to produce responses, may need to dictate their responses to a human scribe ~~in~~using their accustomed method of communication ~~to a human scribe~~. Depending on the amount of assistance needed by the student using this accommodation, the scribe may also need to manipulate the testing equipment for the student, such as logging in to the student's test on the student's behalf.

Sensory supports

Details: Non-embedded designated support allowable on all assessments.

Description: Sensory supports are allowable for students who benefit from tactile, movement, or sensory input to help maintain focus and self-regulation during testing. These may include fidget toys, stress balls, putty, textured items, foot rockers, seat cushions, or other similar objects. ~~As needed, t~~This designated support should be based on student use in the classroom. Sensory supports may not be used in response to specific items on the assessment but should reflect the student's typical sensory routines.

Recommendations for use: Sensory supports are to be used as an overall support for a student's interaction with the assessment ~~as a whole~~. Misuse of sensory supports or the occasional application of supports during an assessment may impact a student's response. Some sensory devices can be potentially disruptive to other students that are testing in the same room~~. They~~ and should only be used ~~when a~~for student ~~is~~ ~~being~~ test~~inged~~ individually.

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Separate setting

Details: Non-embedded designated support allowable on all assessments.

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Description: Student tests in a curated or personalized environment. Students who are easily distracted (or may distract others) ~~in the presence of other students~~, for example, may need an alternate location to be able to take the assessment. Additionally, a student may test in a separate setting if their assessment needs to be administered at a different time of day than other students, if they need to read aloud or sub-vocalize text, retell a reading passage in their own words before responding to items, or if they need the use of a calming device or support (as recommended by educators and/or specialists).

Recommendations for use: The separate setting may be in a different room that allows them to work individually or among a smaller group, or in the same room but a specific location (for examples, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from ~~being in~~ an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the TAM, can act as a TA when the student requires it. A separate setting covers all environmental modifications, not just the physical location of testing. For example, a student may need the emotional support of a comfort object, such as a stuffed animal or blanket. Or a student may need a "buffer" object to lower their affective filter, such as a curtain to speak through.

Signed interpretation, accommodation code: A228

Details: Non-embedded accommodation allowable on general and OREXt ELA, Mathematics, Science, ~~OREXt,~~ Alt ELPA, and SEED Survey.

Description: Some or all portions of approved content ~~Text~~ is signed to the student by a qualified signed test interpreter using the signed modality that is most familiar to the student following the administration guidelines provided in Appendix B: Guidelines for Signed Interpretation Support. ~~All or portions of the approved content may be signed.~~ While advance access to these online assessments is not available, it is expected the qualified sign language interpreter has prepared to support the student and TA per the Appendix B: ~~-~~Guidelines for Signed Interpretation Support, to ensure the reliable and valid provision of this accommodation for students on IEPs and 504 plans in the assessment environment.

Student directions are located in the Test Administration Manual. The use of this accommodation may require the use of a separate setting.

Recommendations for use: Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access orally presented information ~~presented orally~~. ~~It is important to n~~Note~~, however,~~ that some students who are hard of hearing ~~will be able to~~can listen to orally presented information ~~presented orally~~ if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with the clear presentation of the audio presentation in a listening test.

~~Return to~~ Section 2.0 Universal Tools | Section 3.0 Designated Supports | Section 4.0 Accommodations

Simplified test directions

~~Return to~~ Section 2.0 Universal Tools | Section 3.0 Designated Supports | Section 4.0 Accommodations

Details: Non-embedded designated support allowable on ~~ELA, Mathematics, Science, and~~ the ELPA Summative.

Description: The test administrator reads the simplified ~~or paraphrased~~ K-1 test directions as found in ~~the respective *Student Directions for (content area)* sections of~~ the Test Administration Manual.

~~Paraphrased *log-in directions* are available for the ELA, Mathematics, Science, and ELPA Summative.~~

~~*Simplified test directions* are available for the ELPA Summative.~~

Recommendations for use: Students who need additional support understanding the test directions may benefit from this resource. This designated support may require testing in a separate setting to avoid distracting other test takers.

Specialized calculator, accommodation code: A602

Details: Non-embedded accommodation allowable on general and OExt Mathematics~~,~~ and Science~~, and OExt~~.

Description: A non-embedded, stand-alone, specialized calculator ~~for students needing a specialized calculator,~~ such as ~~Braille~~braille calculator, talking calculator, or large button calculator ~~is allowable as an accommodation~~. These specialized calculators may be provided as a physical calculator or through a device with assistive technology software. The non-embedded specialized calculator must match the type and features of the embedded calculator at that grade, per the OSAS testing calculator specifications.

Test Administrators ~~will be responsible for~~ must ensur~~e~~ing that the non-embedded specialized calculator is only used on calculator-allowed items; these items include a calculator icon in the upper right corner of the screen. Any other use of a non-embedded specialized calculator may result in a test impropriety.

A very limited number of students should require the use of a non-embedded specialized calculator on the Mathematics or Science assessment. The supervision necessary to implement this non-embedded accommodation support may require a 1:1 test administration.

On the OExt Mathematics and OExt Science assessments, any student~~s~~ may use a non-embedded specialized calculator ~~in all grades and at all~~any time~~s~~. The non-embedded specialized calculator should be one the student is familiar with and uses during instruction.

All programs and downloaded applications must be cleared from calculators before beginning the test and again following the test period to ensure that information has not been stored on the calculator.

Recommendations for use: Student who are unable to use the embedded calculator for calculator-allowed items will be able to use the specialized calculator that they typically use during instruction. The non-embedded specialized calculator should have no internet or wireless connectivity, and all security procedures need to be followed.

Speech-to-text (STT) software, accommodation code: A311

Details: Non-embedded accommodation allowable on general and OExt ELA, Mathematics, Science, ~~OExt,~~ Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: Voice recognition allows students to use their voices as input devices to the computer to dictate responses. Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology device instead of software on their testing device if necessary. In this circumstance, in which case students would also need the transfer student response (A317) accommodation. Care must also be taken that the student's AT device does not have access to features that may result in a test impropriety. Implementation of Tthis support should be implemented in a way to ensure that a student's use of this support does not disrupt the testing environment for other students.

Recommendations for use: Students who havewith motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers.

Students will need to be familiar with the software and have had many opportunities to use it prior to testing. Speech-to-text (STT) software requires that the student go back through all generated text to correct errors in transcription, including the use of writing conventions; thus, prior experience with this accommodation is essential. For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of STT does require that students know writing conventions and that they have the review and editing skills required of students who use STT also be able to develop planning notes via STT, and to view what they produce when composing via STT.

Setting up STT:

- Install STT program (e.g., Dragon) on the computer that the student will use for the test.
- "Enable " the *permissive mode* in TIDE.
- Before the TA opens the OSAS Secure Browser, the STT program needs to be engaged.
- Open the OSAS Secure Browser and have the student log in to begin the test.

Cambium Assessment, Inc. (CAI) and Behavioral Research and Teaching (BRT) do not officially support any particular STT software or perform quality control testing to ensure compatibility between the secure browsers, test content, and third-party STT software options. CAI/BRT's ability to troubleshoot compatibility issues is limited. Districts should ensure that whatever software is used during test administration is consistent with the software students use during instruction. To ensure compatibility before test administration begins, CAI and ODE recommend trying the STT software with the secure browser using the sample test. Because CAI/BRT do not formally support STT Software, districts should also note that CAI/BRT's ability to troubleshoot compatibility issues is limited.

Spell check

Details: Embedded universal tool available on general ELA PT, Mathematics PT, ELPA Screener, ELPA Summative, and SEED Survey.

Description: Writing tool for checking the spelling of words in student-generated responses. Spell check only gives an indication that a word is misspelled; it does not provide the correct spelling. This tool is available only with specific items for which the OSAS item specifications indicate that it would be appropriate. Spell check is bundled with other embedded writing tools for mathematics items, ELA items, and ELPA items with open-ended student responses.

Streamlined interface mode

Details: Embedded designated support available on general ELA, Mathematics, Science, Alt ELPA, and SEED Survey.

Description: This designated support provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli.

Recommendations for use: This designated support may benefit a small number of students who have specific learning and/or reading disabilities and/or visual impairment in which the text is presented in a more sequential format. Students should have familiarity interacting with items in a streamlined format.

NOTE: Streamlined interface mode is turned *ON* by default for the Alt ELPA. This is intended to aligns the Alt ELPA presentation more closely with the OREXt presentation. Streamlined mode may be Test administrators may turned *OFF* streamlined interface mode in TIDE for students who would not benefit from this support.

System options:

- ELA CAT, ELA PT, Mathematics, Science, SEED Survey [On/**Off**]
- Alt ELPA [**On**/Off]

Strikethrough

Details: Embedded universal tool available on ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: Allows students The ability to cross out answer options. If an answer option is an image, it will be crossed out with grey diagonal lines. Strikethrough on items persists across logout/resume within the 20-minute pause rule, and on any item page that is still visible upon resume after the pause rule is in effect.

System options: ELA CAT, ELA PT, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, SEED Survey [**On**/Off]

Student reads test aloud

Details: Non-embedded designated support allowable on all assessments.

Description: The student sub-vocalizes, reads the test content aloud, or uses a think-aloud strategy. This feature must be administered in a secure one-on-one test setting.

Recommendations for use: Students who are beginning readers, have a documented auditory or processing impairment, or rush through assessments without reading text, may need to benefit from reading the test aloud. If the student vocalizes to a listener, the listener is to remain neutral and should provide no feedback or indication of correctness or incorrectness on the student's part.

Support physical position of student

Details: Non-embedded designated support allowable on all assessments.

~~Return to~~ ~~Section 2.0 Universal Tools~~ | ~~Section 3.0 Designated Supports~~ | ~~Section 4.0 Accommodations~~

Description: A~~T~~he student ~~who needs~~is provided with physical support to access the computer monitor, keyboard, or assessment materials. ~~may be supported~~ Support is provided ~~either using~~via appropriate devices as used in the classroom (preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, provide adaptive/equipment/furniture) or ~~they may be provided supports~~ by an aide/educational assistant who has reviewed and signed the Assurance of Test Security Form – Non-Administrator.

Recommendations for use: Students who have documented motor or orthopedic impairments may need additional support to engage in testing activities.

~~When aides/educational assistants are providing~~ Provision of physical support ~~to a student to allow the student to interact with an assessment, physical supports~~ and assistance should not involve discussions of items or direct selection of items. The~~se~~ examples in the description above do not constitute an exhaustive list. If additional physical supports and strategies are written into the student's IEP, they may also be incorporated into the assessment in keeping with guidance provided here.

Text-to-speech (TTS), accommodation code: A225

Details:

- Embedded **designated support** available on Mathematics, Science, SEED Survey, and ELA CAT for items only and ELA PT for stimuli and items.
- Embedded **accommodation** available on ELA CAT for reading stimuli/passages.

NOTE: ~~While e~~Embedded text-to-speech (TTS) is not available on the ELPA Summative, ELPA Screener, or OExt.~~,~~ ~~t~~These assessments all have the *audio support* universal tool.

Description: Text is read aloud to the student via embedded text-to-speech (TTS) technology, including the student's responses to constructed-response items. The student can control the speed, pitch, and volume of the voice. Enabling TTS will require the student to use headphones unless tested individually in a separate setting.

If appropriate for the student, a "tracking" feature can also be enabled in the TA interface or TIDE, which highlights words as they are being read aloud by TTS.

In addition to English TTS, Spanish TTS is available for Mathematics and Science for students who also have the *translations (dual language)* designated support enabled. A Spanish language pack must be installed on the student's testing device for Spanish TTS to function properly. Instructions are included in the Assistive Technology Manual.

Recommendations for use: Students who struggle with reading may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may ~~be needed by~~benefit students with reading-related disabilities, or by students who are blind and are advancing toward English ~~Braille~~braille proficiency. This support may be confusing and ~~may~~ impede the performance of students who do not regularly have the support during instruction. Students should use this support regularly during instruction to meaningfully benefit from it on assessments.

~~Return to~~ Section 2.0 Universal Tools | Section 3.0 Designated Supports | Section 4.0 Accommodations

Text-to-speech on ELA CAT reading stimuli/passages as an accommodation is appropriate for a very small number of students ~~and is available~~ for students whom these need is documented in an IEP or 504 plan.

~~Return to~~ ~~Section 2.0 Universal Tools~~ | ~~Section 3.0 Designated Supports~~ | ~~Section 4.0 Accommodations~~

NOTE: The embedded designated support of text-to-speech is not available for ELA items through the braille interface. The non-embedded human read-aloud designated support is available for students using the ~~Braille~~braille Interface who require read-aloud support for ELA items.

System options:

- ELA PT, Mathematics, Science, SEED Survey [**Off**/ Items & Stimuli]
- ELA CAT [**Off**/ Items (designated support)/ Items & Stimuli (accommodation)]

The ~~T~~*text-to-speech tracking* ~~is a~~ setting ~~that~~ highlights words on the student's screen as they are read aloud. ELA CAT, ELA PT, Mathematics, Science, SEED Survey [On/**Off**]

TouchPoints

Details: Non-embedded designated support allowable on general and OExt Mathematics ~~(including OExt Mathematics)~~.

Description: TouchPoints are a tactile tool used within the TouchMath program. Students touch points on each numeral (1-9) to support counting and number fluency. TouchPoints may be used on a variety of numeral-based manipulatives (e.g., touch strips, individual numerical manipulatives, touch cards, etc.). ~~While~~ TouchPoints support counting and number fluency~~,~~; they do not inherently perform ~~any~~ computation.

Recommendations for use: Students with learning disabilities, such as dyscalculia, may access TouchPoints as part of their classroom instruction and assessment. Only students who use this support during instruction should access it on statewide summative tests.

Transfer student response, accommodation code: A317

Details: Non-embedded accommodation allowable on general ELA, general Mathematics, OExt, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: Transfer Student Response ~~is used to~~ means moving the student's written words from a device that uses speech-to-text and/or word prediction software to a device that is running the secure browser when that system is not currently supported.

Recommendations for use: This accommodation is only for students who use speech-to-text and/or word prediction as a part of their regular daily instruction and assessment and do not qualify for the scribe support. Many students use speech-to-text and/or word prediction in their regular daily instruction but do not use scribe in their regular daily instruction. TAs can use this support to transfer a student's independently generated text, exactly as the student presented it, into the secure browser.

Translate/interpret test content, accommodation code: A233

Details: Non-embedded accommodation allowable on OExt Mathematics and ~~OExt~~ Science only.

~~Return to~~ Section 2.0 Universal Tools | Section 3.0 Designated Supports | Section 4.0 Accommodations

Description: Translating or interpreting ~~A~~all test content (e.g., prompts, stimuli, questions, response options, etc.) ~~may be translated and/or interpreted~~ into ~~any~~ another language. This local translation and/or interpretation must be conducted by a person whom the district has determined is qualified to complete such translation and/or interpretation. Individuals providing this support must take care not to provide additional information that would influence the student's response or indicate the correct response option.

~~Return to Section 2.0 Universal Tools | Section 3.0 Designated Supports | Section 4.0 Accommodations~~

NOTE: The written translation of secure test materials must be destroyed per ~~s~~*Section 2.4* of the Test Administration Manual.

~~The SEED Survey can be translated by the district into any language. ODE has provided translations of t~~The SEED Survey is available in English, Spanish, Arabic, Russian, Vietnamese, Ukrainian, Simplified Chinese and Traditional Chinese. T~~ranslation of t~~he SEED Survey may be translated into other languages ~~is allowable~~ as part of survey administration~~;~~ this is ~~and~~ not considered an accommodation.

Recommendations for use: May be appropriate ~~F~~for students whose primary language is not English and who use dual language supports in the classroom~~, the use of the translate/interpret test content support may be appropriate~~.

Translate/interpret test directions and test navigation

Details: Non-embedded designated support allowable on all assessments.

Description: Test directions may be translated or interpreted into any language, including American Sign Language (ASL). Test navigation (e.g., navigation buttons, settings menus, pop-ups, etc.) may also be interpreted during the testing session.

T~~he following t~~ranslated test directions are available ~~for district use~~in the following languages:

- **ELA & Mathematics** – Spanish is available in the Test Administration Manual and on the OSAS Portal. Arabic, Burmese, Cantonese, Chuukese, Dakota, French, Haitian ~~-~~Creole, Hmong, Ilokano, Japanese, Korean, Lakota, ~~Marshallese,~~ Mandarin, Punjabi, Russian, Somali, ~~S'Gaw Karen, Spanish,~~ Tagalog, Ukrainian, Vietnamese, and Yup'ik are available for download on the OSAS Portal.
- **Science** – Spanish is available in the Test Administration Manual.
- **Alt ELPA** – Arabic, Simplified Chinese, Spanish, Swahili, and Vietnamese are available to download on the OSAS Portal.
- **ELPA Screener** – Arabic, Chinese, Japanese, Korean, Marshallese, Russian, S'Gaw Karen, Somali, Spanish, and Vietnamese are available to download on the OSAS Portal.
- **ELPA Summative** – Spanish is available in the Test Administration Manual and on the OSAS Portal. Arabic, Marshallese, Russian, S'Gaw Karen, Simplified Chinese, and Vietnamese are available to download on the OSAS Portal.

These translated test directions can be read to the student by a qualified, multilingual adult.

The local translation or interpretation of the general test directions into other languages must be completed by a~~n~~ qualified individual as determined by the district~~who is determined qualified by the district to complete such translation or interpretation~~. Locally translated test directions can be read to

the student by a qualified, multilingual adult. Test directions may be interpreted in the moment ~~may be provided~~ by a qualified interpreter.

The local interpretation of test navigation (e.g., navigation buttons, settings menus, pop-ups, etc.) must be provided by a~~n~~ qualified individual ~~who i~~as determined ~~qualified~~ by the district ~~to provide such interpretation~~.

Recommendations for use: Students who have limited English language skills (regardless of EL status) can use the translate/interpret test directions and test navigation support~~.~~.

Translations (dual language)

Details: Embedded designated support available on general Mathematics, Science, and SEED Survey.

~~Return to Section 2.0 Universal Tools | Section 3.0 Designated Supports | Section 4.0 Accommodations~~

Description: Dual language translations are a language support that provides the full Spanish-language translation for each item and stimulus.

On the Mathematics and Science assessments, if the dual language translation is enabled, an additional menu will appear in constructed response boxes that allows a student to toggle between English and Spanish to spell check their response in either language. If text-to-speech (TTS) and/or dictation are enabled in addition to the dual language translation, the student may use these supports in their constructed response along with spell check.

For example, a student typing a response in Spanish can check the spelling in Spanish by choosing "Español" from the language toggle menu. If TTS is enabled and a Spanish language pack is installed on the student's computer, the student's response can read back in Spanish.

Dual language translations ~~on~~for the SEED Survey ~~provide the full language translation for each item~~ are available in ~~the following languages:~~ Spanish, Arabic, Russian, Vietnamese, Ukrainian, Simplified Chinese (Mandarin), and Traditional Chinese (Cantonese).

Recommendations for Use: For students whose primary language is not English and who use dual language supports in the classroom, the use of the dual language translation may be appropriate. Additionally, ~~the~~ dual language translation may be appropriate for students learning in immersive dual language environments. ~~Students participate in the assessment regardless of the language.~~ This support may increase the reading load and cognitive load.

System options:

- Mathematics, Science [**English**/Spanish]
- SEED Survey [**English**/ Spanish/ Arabic/ Russian/ Vietnamese/ Ukrainian/ Simplified Chinese – Mandarin/ Traditional Chinese – Cantonese].

This setting can be found in TIDE under the *presentation* settings. Presentation language must be set in TIDE prior to the student logging into the test.

Translations (glossaries)

Details: Embedded designated support available on the general Mathematics assessments.

~~Return to~~ Section 2.0 Universal Tools | Section 3.0 Designated Supports | Section 4.0 Accommodations

Description: Translated and/or illustrated glossaries are a language support. The translated and/or illustrated glossaries are provided for selected construct-irrelevant terms for mMathematics. Translations and/or illustrations for these terms appear on the computer screen when students click on themthe term. Students with the language glossary setting enabled can view the translated and/or illustrated glossary. Students can adjust the size of the illustration, and move it around the screen, and. Students can listen to an audio recording select the of the term by selecting the audio icon next to the translated glossary term and listen to the audio recording of the glossary.

Recommendations for use: Students who are advancing toward English language proficiency (regardless of EL status) can use the translation glossary for specific items. Deaf or hard of hearing students who are not proficient in American Sign Language (ASL) may use illustrated glossaries. Students who use the audio icon will need headphones unless tested individually in a separate setting.

For additional guidance refer to Guidelines for Using Glossaries and Instructions for Using Glossaries.

Return to Section 2.0 Universal Tools | Section 3.0 Designated Supports | Section 4.0 Accommodations

System options: Mathematics [**English Glossary (universal tool)**/ Illustration Glossary/ No Glossary/ Arabic/ Burmese/ Cantonese/ Filipino/ Hmong/ Korean/ Mandarin/ Punjabi/ Russian/ Somali/ Spanish/ Ukrainian/ Vietnamese]

Note: Each language listed above may be combined with English, Illustration, or English & Illustration.

Turn off any universal tools

Details: Embedded designated support available on general ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey

Description: Disablesing any embedded universal tools that might be distracting or that a student does not need to use or is unable to use.

Recommendations for use: Students who are easily distracted (regardless of designation as having attention difficulties or disabilities) may be overwhelmed by some of the universal tools. Knowing which specific tools may be distracting is important for determining which tools to turn off for an individual student.

NOTE: Universal tools are disabled via the TA interface, not through TIDE.

Verbal description of graphics

Details: Non-embedded designated support allowable on the Alt ELPA.

NOTE: For other assessments, please refer to the human read aloud designated support for guidance on image descriptions.

Description: The Test Administrator Booklets and Scoring Rubrics documents include descriptions of select graphics for specific students (e.g., those who are blind). The included descriptions must be read verbatim. No other graphics may be described.

Recommendations for use: Students who are blind or have low vision may need verbal description of some of the graphics.

Return to Section 2.0 Universal Tools | Section 3.0 Designated Supports | Section 4.0 Accommodations

Word prediction (embedded), accommodation code: A313

Details: Embedded accommodation available on general ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. ~~When this tool is enabled, s~~Suggested words will ~~pop up~~ appear in a menu as students type a written response. Students can select a suggested word ~~in the pop-up menu~~ instead of typing it out manually.

If the *Aaudio preview* ~~may be enabled as a~~ system option ~~(refer to system options below). This allows students to hover the mouse cursor~~ is enabled, words will be read aloud when hovered over ~~the list of words to hear them read aloud. After a word is~~ with the mouse curse, selected or typed~~, it is also read aloud~~. When punctuation is added to the end of a sentence, it is read aloud.

NOTE: For ~~the~~ ELA CAT, Mathematics CAT, and Science~~;~~, word prediction is only available in the digital notepad as there are no constructed response items on these assessments.

~~Return to Section 2.0 Universal Tools | Section 3.0 Designated Supports | Section 4.0 Accommodations~~

Recommendations for use: Students ~~who have~~ with documented motor or orthopedic impairments~~,~~ ~~which~~ that severely impair~~s~~ their ability to provide written or typed responses without the use of assistive technology~~,~~, or students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language, may use word prediction~~. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word prediction~~.

System options: ELA CAT, ELA PT, Mathematics, Alt ELPA, ELPA Screener, ELPA Summative, SEED Survey [On without audio/On with audio/**Off**]

Word prediction software, accommodation code: A313

Details: Non-embedded accommodation available on general ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. Word prediction is delivered via a non-embedded software program.

The program must use only single word prediction.

Functionality such as phrase prediction, predict ahead, or next word must be deactivated. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program which reads back the information the student has written. If further supports are needed for speech output, refer to text-to-speech or read aloud policies. Students who use word prediction in conjunction with speech output will need headphones unless tested individually in a separate setting. Students may use their own assistive technology devices.

NOTE: For ~~the~~ ELA CAT, Mathematics CAT, and Science~~;~~, word prediction software may only be used in the digital notepad as there are no constructed response items on these assessments.

~~Return to~~ Section 2.0 Universal Tools | Section 3.0 Designated Supports | Section 4.0 Accommodations

Recommendations for use: Students ~~who have~~with documented motor or orthopedic impairments~~, which~~ that severely impair their ability to provide written or typed responses without the use of assistive technology, or students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language, may use word prediction~~. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word prediction~~. Students ~~will~~ need to be familiar with the software and have had many opportunities to use it in daily instruction. Students ~~U~~usinge ~~of~~ word prediction ~~does require that students~~ still need to know writing conventions and ~~that they have~~use ~~the~~ review and editing skills ~~required of all students~~. ~~It is important that s~~Students who use word prediction ~~also~~ should be able to develop planning notes and review their writing with or without text-to-speech. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.

Writing tools

Details: Embedded universal tool available on general ELA PT, Mathematics PT, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: Selected writing tools (i.e., bold, italic, bullets, undo/redo) are available for all student-generated responses. Writing tools are not available for ELA short-answer items.

The Alt ELPA and ELA short-answer items only have cut, copy, and paste functionality.

~~Return to Section 2.0 Universal Tools | Section 3.0 Designated Supports | Section 4.0 Accommodations~~

Written copy of test directions

Details: Non-embedded designated support allowable on all assessments.

Description: Test administrators may provide the student with a written copy of the test directions. This written copy may be provided in any language in alignment with the translate/interpret test directions and test navigation support. Test administrators **must** read aloud all test directions, even if this support is being provided.

Recommendations for use: Students who need additional support understanding the test directions may benefit from this resource.

Zoom

Details: Embedded universal tool available on all assessments.

Description: A tool for making text or other graphics in a window or frame appear larger on the screen. Most tests have a default 12 point font size. Tests for grades 2, 3, and 4 have a default font size of 14 point~~The default font size for all tests is 14 pt~~. ~~The student can make text and graphics larger by c~~Clicking the *Zoom In* button makes text and graphics larger. ~~The student can c~~Clicking the *Zoom Out* button ~~to~~ returns to the default or smaller print size. ~~When using the zoom feature, the student only changes the size of text and graphics on the current screen.~~

NOTE: To update a student's default font size ~~can be updated~~ for all items and stimuli on the test, use~~ing~~ the print size designated support.

~~Return to~~ Section 2.0 Universal Tools | Section 3.0 Designated Supports | Section 4.0 Accommodations

Commented [BW1]: Is this the same default that was mentioned earlier?

~~- Intentionally left blank -~~

Appendix A: Technology and Braille Skills Needed to Access E~~nglish L~~anguage P~~roficiency~~ A~~ssessment~~

Prior to testing, school staff should ~~ensure~~ verify that students have the computer skills necessary to take the ELPA. The following table describes the technology skills students will need to access ELPA.

Grade	Listening	Reading	Writing	Speaking
K-5	Mouse/keyboard navigation	Mouse/keyboard navigation	Mouse/keyboard navigation Typing words, phrases, sentences	Mouse/keyboard navigation Speak into a microphone ~~Mouse/keyboard navigation~~
6-12	Mouse/keyboard navigation	Mouse/keyboard navigation	Mouse/keyboard navigation~~.~~ Type~~ing~~ words, phrases, sentences, paragraphs	Mouse/keyboard navigation Speak into a microphone ~~Mouse/keyboard navigation~~

Students without the necessary ~~computer~~ skills to ~~participate~~ operate ~~in~~ ELPA testing equipment may have an assistant help with pointing, clicking, dragging, and dropping with the mouse. This includes clicking various navigation buttons, including "back," "next," and "submit." The assistant must click or move only the answer the student has selected to the area the student indicates regardless of whether the answer is correct. The assistant may also help with other equipment tasks such as adjusting volume or microphone positioning. If the student will need assistance throughout the test, it may be preferable to test the student in a 1:1 setting.

Technology assistance is a base element of ELPA testing and is available to all students who need it regardless of grade band, disability, or language proficiency.

Choosing answers for a student is a test impropriety and will result in an invalid assessment. To avoid improprieties, ensure that all assistants have received test administration and security training and have signed an Assurance of Test Security form for the current school year prior to assisting with the administration of the ELPA.

The ELPA Braille Version Information Sheet includes information on the braille version of the ELPA, including which domains may be completed even without knowledge of braille.

Appendix B: Guidelines for Signed Interpretation Support

(Except ELPA Summative and ELPA Screener)

Signed interpretation of Oregon's Statewide Assessments is an approved support for all assessments except the ELPA Summative and ELPA Screener. In addition to the information in ~~s~~Section 5.0, the following are the Oregon Department of Education's policy and guidelines related to the appropriate use of this accommodation—including qualifications for anyone who plans to serve as a signed test interpreter of Oregon's Statewide Assessments.

When providing sign language interpretation as a support for a student taking an Oregon Statewide Assessment who is deaf or hard of hearing (DHH), the objective is to provide the same level of access to the printed information that would be provided to a hearing student who receives an oral presentation (e.g., human read-aloud accommodation or text-to-speech support). Signed interpretation is equivalent to a read-aloud support, which is allowed in all areas except the ELPA Summative and ELPA Screener.

Signed interpretation ties assessment to the language and modality presented in the classroom and allows equal access for students who are deaf or hard of hearing and who require an interpreter for read-aloud access. Therefore, a signed interpretation of the Oregon Statewide Assessments is an accessibility support when:

- The student uses a sign language interpreter in the classroom or receives direct instruction in sign language by a teacher of the DHH.
- The team, in advance and following ODE protocol, identifies the support as appropriate for the individual student.
- The assessment is interpreted by a qualified signed test interpreter (refer to the Signed Test Interpreter Qualifications section below).

Interpreting Oregon Statewide Assessments

A qualified signed test interpreter may interpret orally presented information~~,~~ (such as test directions)~~,~~ as well as written information~~,~~ (such as test content). The student's IEP team determines ~~decision on~~ what and how much to interpret~~, should be determined by the student's IEP team and should~~ matching the extent and procedures of signed interpretation the student receives during instruction. The verbatim student directions for the OSAS Assessments are located in Sections 7-10 ~~the following sections~~ of the Oregon Test Administration Manual~~: Section 7: Administering Online Summative Assessments, Section 8: Oregon's English Language Arts and Mathematics Assessments, Section 9: Oregon's Science Assessment, and Section 10: Oregon's ELPA Summative~~. The student directions for the Extended Assessments are embedded directly in the assessment materials. Sign Language interpretation of the ELPA Summative and ELPA Screener (other than the student directions) is not allowed and is considered a modification~~--~~, consistent with the prohibition on providing a read-aloud for a hearing student on these assessments.

Signed Test Interpreter Qualifications & Training Requirements

- Meet OAR 581-015-2035 minimum standards

- For those administering the Oregon Extended Assessment, complete and pass the ODE Sign Interpretation Training and Proficiency Assessment on the BRT (UO) Online Training website.
- Receive annual Test Administration and Security training from their local district, consistent with requirements listed in the Test Administration Manual.
- Read and understand the Test Administration Manual, as well as all appendices pertaining to those specific assessments which the interpreter will support.
- Sign a~~n~~ Test Administrator Assurance of Test Security form for the current school year.
- Review and follow Read Aloud Guidance.
- Review Math terminology and Science terminology (grade 5, 8, 11)
- Use the relevant ELA, Math, Science, Alt ELPA sample tests or OExt sample tests to practice interpreting test items ~~in the subject area they will be interpreting~~.

Qualifications and Training Requirements of Teacher of the DHH as the "test interpreter"

- Be the teacher of that content area for the student.
- Meet the requirements of TSPC for a Teacher of the DHH.
- The teacher must also meet the other items above (except OAR 581-015-2035):
  - For those administering the Oregon Extended Assessment, complete and pass the ODE Sign Interpretation Training and Proficiency Assessment on the BRT (UO) Online Training website.
  - Receive annual Test Administration and Security training from their local district, consistent with requirements listed in the Test Administration Manual.
  - Read and understand the Test Administration Manual, as well as all appendices pertaining to those specific assessments which the interpreter will administer.

BEFORE THE TEST

The Test Interpreter:

- *Will not* have access to actual test items prior to the administration of the ELA, Mathematics, or Science online assessments. However, sign language interpreters should review content standards for information on vocabulary that is construct-specific to the item so that they do not give students an unfair advantage.
- *Will* have access to Oregon's Extended Assessment and Alt ELPA test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or fingerspelled.
- Understands that not all items need to be signed; that is, the student can request individual words or items to be signed.
- Is expected to review the "Read Aloud Guidelines," which provide a consistent script to follow for commonly used terms and symbols that may appear on a test. These can be studied and "translated" ahead of time.
- Must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words.

The Test Administrator:

- Instructs a DHH student on how to request the signed interpretation support prior to test administration and what to expect in the testing environment before they are tested.
- ~~Is expected to u~~Develops an understanding of the role and function of the interpreter in the secure test environment.

- ~~Is expected to r~~Reviews the protocols with the test interpreter.

DURING THE TEST

- The interpreter ~~is encouraged to~~ should remain calm.~~--~~ ~~a~~A hurried or stressed demeanor could have a negative impact on the student.
- The interpreter is to use the language and modality that is typically used in the classroom~~;~~, using the same language and signs that are used in instruction.
- The interpreter ~~will be afforded~~may take time to read the question to prepare for the task of interpreting. However, to align with classroom practice, during the actual administration of the test the interpreter will interpret as the test administrator reads it aloud.
- If a sign for a word or phrase exists, the test interpreter should use the sign when the word or phrase occurs in print on the test. *(Refer to "Rationale" below).*
- If a sign for a word or phrase has been locally developed and routinely used in instruction, the test interpreter may use the sign when the word or phrase occurs in print on the test. *(Refer to "Rationale" below).*
- If there is no commonly accepted sign for a word or phrase and a local sign has not been developed, the test interpreter must determine if the word or phrase IS or IS NOT the concept being assessed. *(Refer to "Rationale" below).*
- The interpreter ~~is to~~ follows "Read Aloud Guidelines".

For assessments administered orally (Oregon Extended Assessment and Alt ELPA):

- The interpreter may ask the test administrator to read the question again or to read more slowly if that will make ~~it possible to make~~ a more conceptually accurate and complete interpretation possible.
- The interpreter may ask the test administrator to read more than what the student requested. For example, if the student asks for a single word to be read aloud, the interpreter may ask ~~for~~ that the entire sentence or more ~~to~~ be read, providing ~~so as to have enough~~ sufficient context ~~to make~~ for an accurate interpretation.
- If the interpreter is unsure of the vocabulary or concept, they may ask the test administrator to define a word or concept (away from the test taker), ~~so they~~ to provide an accurate interpretation.
- The student may be provided with preferential seating, so the interpreter and teacher are both ~~able to be~~ in the student's line of sight.

The interpreter is not allowed to:

- Use signs that invalidate the construct of the question (r~~R~~efer to training videos on the BRT (UO) Online Training website).
- ~~Give any n~~Nonverbally ~~response to~~ affirm or negate a student's response to test items.
- Interpret if they do not understand the word or test item~~--~~ (this could skew the interpretation). However, they can pause the student's test and ask for clarification from the test administrator.
- Prompt the student in any way that would influence their response.

RATIONALE:

If a sign for a word or phrase exists, the test interpreter should use the sign when the word or phrase occurs in print on the test.

Signs that are commonly used in sign language are allowable in the signed interpretation of Oregon's Statewide Assessments. Occasionally a commonly used sign that is "conceptually accurate" may appear to give the student an unfair advantage; however, conceptual accuracy is a critical component of American Sign Language and most sign systems.

Conceptually accurate signs incorporate meaning in the production of the sign. For example, if an item asks the student to identify a triangle, the commonly used sign is a pantomimed drawing of a triangle. This is the commonly accepted sign used in conversation and instruction and therefore should be the sign that is used when the English word "triangle" appears in the test. Fingerspelling is not an acceptable substitution because it increases the difficulty of the item by requiring the student to recognize "triangle" by its spelling. A hearing student would not be required to recognize a word by its spelling in an oral administration; therefore, it should not be required of a deaf student.

If a sign for a word or phrase has been locally developed and routinely used in instruction, the test interpreter may use the sign when the word or phrase occurs in print on the test.

For much of the vocabulary used in instruction, there are not commonly used signs. In many cases, teachers or sign language interpreters will develop signs for frequently used vocabulary, with the understanding that these are locally developed signs for a particular instructional setting. These locally developed signs may be used in signed administration if they are regularly used during instruction. An example of a locally developed sign might be for the English word "fission." It is not a commonly used word, and it would be extremely rare to find it in any sign language dictionary. However, if "fission" is used frequently during science instruction, the teacher or sign language interpreter might develop a sign to be used only in the instructional setting. The concept of "splitting apart" might be incorporated into the formation of the sign. It would be allowable to use this locally developed sign in the testing situation. Conceptual accuracy in a sign that exists or in a sign that has been locally developed is a key component of sign language and should not be denied to the sign language user.

If there is no commonly accepted sign for a word or phrase and a local sign has not been developed, the test interpreter must determine if the word or phrase IS or IS NOT the concept being assessed.

If the word or phrase IS the concept being assessed, the test administrator must fingerspell the word. It is not acceptable to create new signs or to use an equivalent or expansion to explain the vocabulary that is being assessed. Consider this sample question:

- *Which best describes one of the subatomic particles that could be found at location X in the model of an atom shown above?*

The phrase "subatomic particles" is the concept being assessed. Therefore, if a sign for this word does not exist or has not been locally developed, the test administrator must fingerspell it.

If the word or phrase IS NOT the concept being assessed, the test administrator may use a reasonable equivalent or expansion. The test administrator has more flexibility when signing words or phrases that are not the concepts being assessed. Consider this sample question:

- *What is the range of the sale prices for a Stunt-Pro bicycle at these stores?*

It is unlikely that a sign exists or has been locally developed for "Stunt-Pro." However, since this is not the concept being assessed, the test administrator may provide a reasonable equivalent or expansion.

Appendix C: Embedded Accessibility Support Settings

Table C.1: Embedded Universal Tools

Test Setting and Editability	Options ***Bold** is the default*	Notes
Color Choices TIDE & TA Interface State, DTC, DLU, STC, TA	**Math, ELA:** **Black on White** Black on Pink Medium Gray on Light Gray Red on White White on Black White on Red Yellow on Black Yellow on Blue **Science, SEED Survey:** **Black on White** Black on Blue Black on Pink Black on Yellow Medium Gray on Light Gray Red on White White on Black White on Red Yellow on Black Yellow on Blue **ELPA Tests:** **Black on White** Black on Blue Black on Cream Black on Pink Red on White White on Black White on Red Yellow on Black Yellow on Blue	This is the color combination applied to a student's test. This setting is designed to help students who experience difficulties that are associated with the contrast or lighting of the screen. The color option that will work best is specific to each student.

Test Setting and Editability	Options ***Bold** is the default*	Notes
English Dictionary TA Interface Only State, DTC, DLU, STC, TA, TT	**ELA PT:** **On*** Off *Grades 3-5: MW Elementary Dictionary; Grades 6-8: MW Intermediate Dictionary; High School: MW Collegiate Dictionary **All other tests:** Not supported	This tool is used to look up definitions and synonyms in the Merriam-Webster dictionary or thesaurus. The dictionary is available for the ELA PT only.
English Thesaurus TA Interface Only State, DTC, DLU, STC, TA, TT	**ELA PT:** **On*** Off *MW Intermediate Thesaurus **All other tests:** Not supported	The thesaurus is an embedded tool that is available for the ELA PT.
Expandable Items and Stimuli TA Interface Only State, DTC, DLU, STC, TA, TT	**ELA, Math, Science:** **On** Off **ELPA Tests (Expandable Items):** **Always On** **ELPA Tests (Expandable Stimuli):** **On** Off **SEED Survey:** *Not supported*	Allows student to expand the item section. *Note: This tool appears next to the stimulus context menu.*
Global Notes TA Interface Only State, DTC, DLU, STC, TA, TT	**ELA PTs:** **On** Off **All other tests:** *Not supported*	Allows students to use an on-screen notepad to enter notes that persist across test sessions until the test has been submitted. Students may copy/paste input from Global Notes into item response fields.
Highlighter TA Interface Only State, DTC, DLU, STC, TA, TT	**Math, ELA, Science, Alt ELPA, SEED Survey:** **On** Off **ELPA Screener and ELPA Summative:** **Always On**	Allows students to select the text on the screen and then select **Highlight Selection** from the context menu. Highlighting on items and stimuli persist across logout/resume within the 20-minute pause rule, and on any item

Test Setting and Editability	Options ***Bold** is the default*	Notes
		page that is still visible upon resume after the pause rule is in effect.
Line Reader TA Interface Only State, DTC, DLU, STC, TA, TT	**All Tests:** **On without masking** On with masking Off	Allows student to highlight an individual line of text in a passage or question. On with masking masks the background while the line reader highlights each line of text. This tool is not available while the Highlighter tool is in use.
Mark for Review TA Interface Only State, DTC, DLU, STC, TA, TT	**Math, ELA, Alt ELPA:** **On** Off **All other tests:** **Always On**	Allows student to mark a question for review, from the context menu. Mark for Review persists across logout/resume within the 20-minute pause rule, and on any item page that is still visible upon resume after the pause rule is in effect.
Mouse Pointer TIDE & TA Interface State, DTC, DLU, STC, TA, TT	**All tests:** **System Default** Large Black Extra Large Black Large Green Extra Large Green Large Red Extra Large Red Large White Extra Large White Large Yellow Extra Large Yellow	To provide enhanced visibility, the mouse pointer may be changed in color and increased in size.
Navigation Language TA Interface Only State, DTC, DLU, STC, TA, TT	**All tests:** **On** Off	This tool allows the student to change the language of all navigation buttons and menu option labels via the cog wheel.
Paginated Item Groups TA Interface Only	**ELA, Math CAT:** **On** Off	Allows students to navigate between items in an item group by selecting a page for individual viewing.

Test Setting and Editability	Options ***Bold** is the default*	Notes
State, DTC, DLU, STC, TA, TT	**Alt ELPA, Math PT, Science:** Not supported **ELPA Tests:** **Always On**	Navigation buttons for each question in a group appear in the upper- right corner. Students click these buttons to proceed to the corresponding question.
Response Recovery TA Interface Only State, DTC, DLU, STC, TA, TT	**ELA PT, Math PT, ELPA, SEED Survey:** **On** Off **Science:** Not supported	Allows students to view and restore responses they previously entered for an open-response question during the same testing session. Previous versions do not persist across logout/resume, even within the 20-minute pause rule period.
Strikethrough TA Interface Only State, DTC, DLU, STC, TA, TT	**All Tests:** **On** Off	Allows students to select text then choose strikethrough in the context menu to apply strikethrough to the selected words. Strikethrough on items persists across logout/resume within the 20-minute pause rule, and on any item page that is still visible upon resume after the pause rule is in effect.

Table C.2: Embedded Designated Supports

Test Settings and Editability	Options ***Bold** is the default*	Notes
Full Screen Mode TIDE Only State, DTC, DLU, STC, TA	**Alt ELPA:** On **Off** **All other tests:** *Not supported*	This feature provides simplified test navigation by removing the global menu and replacing it with a single "next" button. If turned on, the TA must exit Full Screen Mode at the end of the testing session to end the test.
Glossary TIDE Only State, DTC, DLU, STC, TA	**ELA:** **English Glossary** *(universal tool)* No Glossary **Math:** **English Glossary** *(universal tool)* Illustration Glossary No Glossary *Note*: Each language listed below may be combined with English, Illustration, or English & Illustration Arabic Burmese Cantonese Filipino Hmong Korean Mandarin Punjabi Russian Somali Spanish Ukrainian Vietnamese **All other tests:** Not supported	Allows students to view a glossary for selected words in a test passage or question. English is enabled by default. As an accessibility support, you can set the glossary to show another available language, or a combination of English and another available language. Language options for Glossaries vary by assessment. Not all the options listed are available for all tests. Math PT foreign language glossaries must be set in TIDE prior to the student starting the test.
Masking TIDE & TA Interface State, DTC, DLU, STC, TA	**All Tests:** On **Off**	Allows students to temporarily mask (hide) an area of the test page to reduce distraction.

Test Settings and Editability	Options ***Bold** is the default*	Notes
Presentation *(Must be assigned to the student prior to the start of testing)* Science, ELA CAT & Math CAT – TIDE & TA Interface ELA PT & Math PT – TIDE Only State, DTC, DLU, STC, TA	**Math, Science:** **English** Spanish (designated support) Braille (accommodation) **ELA:** **English** Braille (accommodation) **ELPA Screener, ELPA Summative:** **English** Braille (accommodation) **SEED Survey:** **English** Spanish (designated support) Braille (accommodation) Arabic (designated support) Russian (designated support) Vietnamese (designated support) Simplified Chinese - Mandarin (designated support) Traditional Chinese - Cantonese (designated support) Ukrainian (designated supports)	The presentation in which the student is taking the test. Spanish translation is available for Math & Science. Braille is available for Science, ELA and Math. Upon selecting ~~Braille~~braille for a student's test, settings for Emboss Request Type and Braille Type are automatically displayed in the TA Interface. Language must be set in TIDE for ELA Interim PT & Math Interim PT, Science and ELPA Screener prior to the student logging in to the test. The Braille Presentation setting for ELPA Screener & Summative allows users to access the DEI for the non-embedded ELPA Screener & Summative tests.
Print on Request TIDE & TA Interface State, DTC, DLU, STC, TA	**Math, ELA, & ELPA Tests:** **Off** Items Stimuli Stimuli & Items **Science & SEED Survey:** **Off** Stimuli & Items	This accessibility support permits students to request printouts of test content. **Off** — Students cannot request printing of any test stimuli or questions. **Stimuli** — Students can request printing of any stimuli. **Items** — Students can request printing of any questions (including answer options).

Test Settings and Editability	Options ***Bold** is the default*	Notes
		Stimuli and Items — Students can request printing of any test stimuli and questions (including answer options). *Note: Print on Request may be changed in the TA interface for all tests.* When printing secure test content, be sure to follow all security procedures related to printed test materials and secure disposal immediately following the testing event, as described in the *Test Administration Manual*.
Print Size TIDE & TA Interface State, DTC, DLU, STC, TA	**All Tests:** **Default/No Zoom = 1X** Level 1 = ~1.5X Level 2 = ~1.75X Level 3 = ~2.5X Level 4 = ~3X	The selected print size becomes the default for all text content in that student's test. Regardless of the print size assigned, all students can use the **zoom** buttons in the test to toggle between the five levels of print size for individual test pages. *Note: The default font size is 12 point for most tests. Tests for grades 2, 3, and 4 have a default font size of 14 point. Zoom settings persist across test pages.*
Streamlined Interface Mode TIDE Only State, DTC, DLU, STC, TA	**Math, ELA, Science, SEED Survey:** On **Off** **Alt ELPA:** **On** Off **ELPA:** Not supported	Allows the student to view the test page content vertically (so that the stimulus is listed above the questions). This layout makes the test page more accessible for students testing with screen-readers.
Text-to-Speech TIDE Only State, DTC, DLU, STC, TA	**Math, ELA PT, Science, & SEED Survey:** **Off** Items & Stimuli (designated support) **ELA-CAT:** **Off** Items (designated support)	The TTS accessibility support provides students with the ability to listen to sections of test content. Off — The student cannot listen to any stimuli or items on the test.

Test Settings and Editability	Options ***Bold** is the default*	Notes
	Items & Stimuli (accommodation) **ELPA Tests:** *Not supported*	Items — The student can listen to questions on the test (including answer options). This is a designated support. Items & Stimuli – The student can listen to both questions and stimuli. *TTS is available in the Presentation language selected.* For students receiving the test in English, the TTS is delivered through the computer's native voice pack. For students receiving the test in another language, the district must first install the appropriate voice pack. ODE and Cambium recommend that districts use the voice packs native to the operating system being used. The TTS options displayed in the drop-down menu are those that are available for that specific test. When TTS is on, students will also have the ability to listen back to their written responses in text fields on constructed response items.
TTS Tracking TIDE & TA Interface State, DTC, DLU, STC, TA	**ELA, Math, Science, SEED Survey:** On **Off** **ELPA Tests:** Not supported	Where TTS is turned on, the words are highlighted as they are read aloud.

Table C.3: Embedded Accommodations

Test Settings and Editability	Options ***Bold** is the default*	Notes
Accommodations Flag (Number of accommodations)	**All Tests:** **None** One or more	All accommodations must be turned on in TIDE prior to the start of the test. This tool records the use of any embedded or non-

Test Settings and Editability	Options ***Bold** is the default*	Notes
TIDE Only State, DTC, DLU, STC, TA		embedded accommodation during testing as prescribed in the IEP or 504 plan.
American Sign Language TIDE Only State, DTC, DLU, STC, TA	**Math, ELA, SEED Survey:** On **Off** **All other tests:** Not supported	Allows students to view a video with a signed translation of the passage or question. Available for ELA listening questions (applicable to ELA CAT only) and all items on Mathematics tests. *ASL must be set in TIDE for all PTs prior to the student logging in to the test.*
Audio Transcript ELA listening passages – TIDE Only State, DTC, DLU, STC, TA	**ELA CAT (Listening Stimuli):** On **Off** **All other tests:** Not supported	Provides a written transcript of the audio stimuli that can be read by screen readers, or functions as a static document for students who cannot keep up with the closed captioning. JAWS may take the written transcript and send it to a refreshable ~~Braille~~braille display if the student uses that functionality. Available for ELA listening passages.
Braille Type TA Interface Only State, DTC, DLU, STC, TA	**ELA:** **UEB Contracted** Not Applicable UEB Uncontracted **Math:** **UEB Contracted with Nemeth Math** UEB Uncontracted with Nemeth Math **Science:** **UEB Contracted with Nemeth Math** **SEED Survey:** **UEB Contracted** **ELPA Tests:** Not supported	Only available when Language is set to Braille. This setting determines the type of ~~Braille~~braille that is delivered to students via a refreshable ~~Braille~~braille display or a ~~Braille~~braille embosser. The Not Applicable option could be used on ELA tests where the student does not read ~~Braille~~braille and instead uses solely JAWs or another screen reader to receive item content. Not Applicable is not available for Math and Science assessments because some images such as graphs or diagrams cannot be accessed via screen readers or refreshable embossers and thus embossed ~~Braille~~braille is a required resource.

Test Settings and Editability	Options ***Bold** is the default*	Notes
Closed Captioning TIDE Only State, DTC, DLU, STC, TA	**ELA CAT:** On **Off** **All other tests:** Not supported	Enables closed captions for audio.
Dictation (Embedded Speech-to-Text) TIDE Only State, DTC, DLU, STC, TA	**All Tests:** On **Off**	Embedded Speech-to-Text transcribes spoken student responses to text on constructed response items and in the notes and Global Notes. Note: Dictation is a designated support on Math CAT, Math PT, Science, and SEED Survey. Dictation is an accommodation on ELA-CAT, ELA-PT, and all ELPA tests.
Emboss TA Interface Only State, DTC, DLU, STC, TA	**ELA:** **None** Stimuli & Items **Math, Science, SEED Survey:** **Stimuli & Items** **ELPA Tests:** Not supported	Only available when Presentation is set to ~~Braille~~braille. Allows test content to be delivered to students via a ~~Braille~~braille embosser.
Emboss Request Type TA Interface Only State, DTC, STC, TA	**Math, Science:** **Auto-request** **ELA, SEED Survey:** **On-Request** Auto-request **ELPA:** Not supported	Only available when Presentation is set to ~~Braille~~braille. This setting determines if students testing in ~~Braille~~braille need to manually send print requests or if the print requests automatically generate as students navigate the test. *Emboss Request Type options vary by assessment. Not all options are available for all tests.*
ELPA Domain Exemptions ~~*ELPA domain exemptions must be assigned to the student prior to*~~	**Alt ELPA, ELPA Summative:** **No Exemptions** Listening Reading Speaking Writing	Some students may be exempted from specified ELPA domains based on their IEP. A student may not be exempt from all ~~four~~ testable domains.

Test Settings and Editability	Options ***Bold** is the default*	Notes
~~*the start of testing.*~~ TIDE Only State, DTC, DLU	**ELPA Screener:** **No Exemptions** Listening Listening and Reading Listening and Writing Listening and Speaking Reading Reading and Speaking Reading and Writing Speaking Speaking and Writing Writing Listening, Reading, and Speaking Listening, Reading, and Writing Listening, Speaking, and Writing Reading, Speaking, and Writing **All other tests:** Not supported	*ELPA domain exemptions must be assigned to the student prior to the start of testing.*
Mute System Volume ~~*Only available when Presentation is set to Braille.*~~ TA Interface Only State, DTC, DLU, STC, TA	**ELA CAT:** **On: Read Items Only Aloud (designated support)** Off: Read Items and Passages Aloud (accommodation) **All other tests:** *Not supported*	*This feature is only available on ELA CAT ~~Braille~~braille tests. Only available when Presentation is set to braille.* Allows screen reader software to read aloud either items or items and passages to students using approved screen readers on ~~Braille~~braille tests.
Permissive Mode ~~(Required for Alternate Response Option and Speech-to-Text Software accommodations)~~ TIDE Only	**All tests:** On **Off**	*Required for Alternate Response Option and Speech-to-Text Software accommodations.* Permissive Mode is ~~an accessibility support option~~setting that allows students to use accessibility software in addition to the secure browser.

Test Settings and Editability	Options ***Bold** is the default*	Notes
State, DTC, DLU, STC, TA		
Word Prediction TIDE Only State, DTC, DLU, STC, TA	**All tests:** On without audio On with audio **Off**	~~When this tool is enabled, s~~Suggested words will pop up in a menu as students type a written response. Students can select a word in the pop-up menu instead of typing it out manually. This tool is also available in item notes and Global Notes. **Audio**: with the audio feature enabled, words in the suggested word menu will be read aloud when hovered over with the mouse cursor, ~~students can hover their mouse cursor over a word in the suggested word menu to hear it read aloud. Once a word is~~ selected, or typed~~, it is also read aloud~~. When punctuation is added to the end of a sentence, the sentence is read aloud.

Appendix D: The Oregon Accessibility Panel

Commented [BW2]: Update with new procedures.

Commented [BW3]: Double check the purpose of Appendix D. Is this the desired level of detail?

The Oregon Accessibility Panel is a group of Oregon educators and partners in education that meet to consider accommodations recommendations submitted by the field for students taking Oregon Statewide Assessments. The Accessibility Panel is hosted and facilitated by the Oregon Department of Education (ODE) and has been an active component of Oregon's assessment system for many years.

ODE selects Panel members based on nominations and team decisions. Each panelist contributes a unique and important perspective to the outcome of the Panel's recommendations. The team combines research, experience, and judgments to make decisions not only with respect to individual accommodations recommendations but also regarding the participation of students with disabilities in the Oregon Statewide Assessment System (OSAS) as a whole.

Panel meetings are typically conducted quarterly in a morning or afternoon session. The Panel establishes and outlines meeting times so schedules can be cleared well in advance of selected dates. Panel members are typically released from their district or agency duties to participate in Panel activities; this provides a means for organizations with participating members to stay current with instructional and assessment issues that regularly impact their students. ODE will reimburse Panel members for travel expenses, if necessary, but there is no remuneration associated with participation.

ACCESSIBILITY PANEL MEMBERSHIP AND GUIDELINES

Membership Eligibility

The Oregon Accessibility Panel (OAP) will consist of educators and consumers of education (e.g., parents, individuals using and affected by the statewide assessment, advocates of students with disabilities). New members will be selected from among (a) those nominated by outgoing members, (b) self-nominated individuals, (c) those nominated by existing members, or (d) state recommendation. All members selected for nomination must possess the appropriate eligibility criteria in addition to fulfilling the short-term and long-term needs of the panel.

Length of Service

Panel members are eligible to continue in the role of OAP member for a 4-year term, with a 1-year extension as requested. Panel members must (a) maintain an ongoing role in the field of education and/or assessment and (b) maintain active involvement and participation on the panel. Members may discontinue their role if they retire, complete their term, or resign.

Roles

Panel members will review recommendations, propose studies, and advise the Director of Assessment and Student Reporting of current accessibility supports with respect to the inclusion of students with disabilities in statewide assessment with a conscious link to the appropriate provision and use of these supports in instruction. The panel will advise the Director of Assessment and Student Reporting toward those accessibility supports (as defined by the state) that do not impact the validity of a student's assessment score and will provide clear distinctions to be communicated to the field regarding accepted and rejected accessibility supports.

Participation
Panel members are expected to attend a majority of meetings per year and are excused from participation based on legitimate conflicts. Members will communicate attendance with facilitators in advance of missed meetings. No substitutes may be sent to participate on behalf of a member. Teachers who participate on the panel will not be expected to attend on a non-contract day but may volunteer their time to attend.

Discontinuation or Removal
Panel members will commit to a 4-year term, with a 1-year extension as requested, and will have the option of withdrawing annually if their commitments must change or if there are prolonged absences or lack of communication, which will be considered potential conflicts to effective membership.

Skill Sets
Twelve skill sets have been identified as fundamentally critical to the decisions made by this panel. These skill sets are to be maintained throughout the existence of the panel. Reassigned, retired, or resigned individuals representing one of these fundamental skill sets will be replaced by individuals possessing the same set of skills.

Administration (School/District/State)
Assessment
Assistive Technology
Blind or Visually Impaired
Deaf or Hard of Hearing
English Language Learner
General Education
Parents/Guardians of students with disabilities
Policy
Practical/Classroom
Research
Special Education
Other skills as needed (e.g., civil rights, specific subject area)

Contact
For additional information, email the Assessment Team at ODE.AssessmentTeam@ode.oregon.gov~~please contact Mason Rivers, Special Education Assessment Specialist by email: Mason.Rivers@ode.oregon.gov or by phone/text: (971) 208-0434.~~

Appendix E: Approval Process for a New Accessibility Support

New universal tools, designated supports, and accommodations approved for Oregon's Statewide Assessments may be added in the future based on state experience and research findings. When teams or individuals feel that a strategy not present in the accessibility supports tables deserves further consideration, they are encouraged to complete a description of the support and submit it to ODE for the Accessibility Panel to review. The Accessibility Panel uses current research, state practice, federal and state policy (including, if applicable, OSAS guidance), and professional and technical expertise to guide their review.

For the ELA and Mathematics Statewide Assessments: The Panel will review suggested additional universal tools, designated supports, and accommodations (or changes to such), and determine whether or not to submit to the Smarter Balanced Consortium accessibility supports standing committee (which includes members from the Governing States), which is charged with reviewing proposed additions and/or changes to the accessibility supports. If the standing committee determines additions and/or changes are warranted, these will be brought to the Governing States of the consortium for review, input, and vote for approval.

For the Science, Extended, and ELPA Statewide Assessments, the Panel will review suggested additional universal tools, designated supports, and accommodations or changes to such and make a determination regarding inclusion in the appropriate accessibility supports table(s) of the OAM.

To recommend a new accessibility support for the Accessibility Panel to consider, fill out the Recommendation for New Accessibility Supports Form in its entirety and submit it to ODE. Contact and email address information is listed at the bottom of the form. This form can also be downloaded from the Assessment Administration Resources webpage.

Appendix F: National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what U.S. students know and can do. Since 1969, NAEP has measured academic progress in subjects such as reading, mathematics, science, civics, U.S. history, and the arts. Under federal law, states and school districts that receive Title IA funds must participate in the state-level NAEP assessments of mathematics and reading at grades 4 and 8.

From January 26 – March 20, 2026, NAEP plans to administer state and national mathematics and reading assessments at grades 4 and 8 as well as national civics and U.S. history assessments at grade 8. NAEP also plans to conduct pilot tests in mathematics and reading at grades 4, 8, and 12. Most sampled students will take assessments in mathematics and reading using district- and school-managed devices and Internet, while some students will take the assessments on NAEP-owned devices not connected to school Internet to determine if there are differences in performance. All students selected for civics or U.S. history will take the assessment on NAEP-owned devices not connected to school Internet. Each sampled student will take an assessment in one subject only. Currently, NAEP does not administer assessments to students who participate only in distance learning.

The results from NAEP are published as The Nation's Report Card. For 2026-27, NAEP plans to report student performance for the state and national assessments of mathematics and reading and the national assessments of civics and U.S. history. The National Assessment Governing Board will release the results approximately one year after administration of the assessments. The release of the state and national mathematics and reading results will be later than the usual NAEP release schedule to allow time to complete bridge studies between the NAEP frameworks from the NAEP 2024 assessments and the new frameworks in place for NAEP 2026.

The National Assessment Governing Board and the National Center for Education Statistics, not the Oregon Department of Education, establish testing procedures and training requirements for NAEP administration. This ensures that testing procedures are the same in every state to provide a common measure of student achievement. NAEP will send a team of trained Assessment Administrators to each school selected for NAEP. The team is responsible for providing all NAEP materials based on the planned administration mode, either school-device mode or NAEP-device mode.

ODE works with schools selected for NAEP to prepare for the assessment. Schools participating in NAEP must notify the parents or guardians of the selected students that a student may be excused from participation for any reason, is not required to finish the assessment, and may skip any test question. ODE provides a template letter for schools to use in conducting parent/guardian notification. ODE verifies that each selected school has completed parent/guardian notification before the scheduled NAEP assessment day.

ODE also provides an optional online training for NAEP school coordinators. This training supports the NAEP school coordinators in preparing for the assessment. The NAEP school coordinators must work with school staff members to update demographic data for selected students and to determine how students with disabilities and English Learners will participate in NAEP.

ODE expects that most students with an Individualized Education Program (IEP) and all students with a Section 504 Plan will be included in NAEP. According to National Assessment Governing Board policy, only students with disabilities who meet (or met) participation criteria for the Oregon Extended Assessment may be excluded from NAEP at the discretion of school staff.

ODE expects that most English learners will be included in NAEP. According to National Assessment Governing Board policy, only English learners who meet both criteria below may be excluded from NAEP at the discretion of school staff:

- Enrolled in U.S. schools for less than one full academic year before the NAEP assessment, AND
- Cannot access NAEP with allowable accommodations.

The tables below list the universal design elements and allowable accommodations for the NAEP 2026 assessments. Please note that NAEP accommodations and NAEP universal design elements differ from the accommodations, universal tools, or designated supports for the other assessments described in this manual.

Please review the tables to determine how each selected student with disabilities and each selected English learner will access NAEP. If a universal design element or accommodation that a student regularly receives for classroom or state assessments is not listed, please contact Beth LaDuca, NAEP State Coordinator, at 971-208-0091 to see if the universal design element or accommodation can be provided on NAEP. Please keep in mind that NAEP does not produce results for individual students or schools. In other words, the NAEP assessments do not impose consequences for the student or the school and are instead intended to provide a picture of educational performance and progress at the state or national levels.

The NAEP Questions Tool provides teachers, students, and parents with sample questions from previous assessments. The NAEP Survey Questionnaires web page includes links to the NAEP surveys for students, teachers, and principals. Additional NAEP materials, including links to the assessment frameworks and item specifications, are available from the ODE NAEP webpage.

The chart below is divided into multiple sections. The first section includes the universal design elements that will be available to all students. The second section includes NAEP accommodations for students with disabilities provided by the test delivery system, while the third section describes NAEP accommodations for students with disabilities provided outside the test delivery system. The fourth section lists assessment accommodations for English Learners provided by the test delivery system, and the fifth section includes the NAEP accommodations for English Learners provided outside the test delivery system.

1. Universal Design Elements for All Students

Element	NAEP Subject	Description
Closed captioning	Civics Mathematics Reading U.S. History	All voice-over narration is closed-captioned.
Color theming	Civics Mathematics Reading U.S. History	Option 1: black text on white background (default) Option 2: white text on black background Option 3: black text on beige background *Note: This tool is not available for the tutorial or some items. For students who need all content in high contrast, please select the accommodation "High contrast for visually impaired students."*
Directions explained / clarified	Civics Mathematics Reading U.S. History	Students can raise their hand at any time and ask the test administrator to clarify or explain directions.
Directions read aloud / text-to-speech (English)	Civics Mathematics Reading U.S. History	All directions in the assessment are text-to-speech enabled, including general directions, directions within the assessment, tutorial, help, and student questionnaire screens.
Elimination capability	Civics Mathematics Reading U.S. History	Students can gray out answer choices for multiple-choice items. *Note: This tool is not available for constructed-response items or interactive tasks.*
Individual testing experience	Civics Mathematics Reading U.S. History	Read Aloud and other UDE and accommodations are provided through the device and will not distract other students in the room. • Students have earbuds to reduce distractions. • Students interact directly with the device. • Tested with other selected students. Refer to the accommodation "Preferential seating" to minimize distractions for testing with other students. Refer to the accommodation "Separate location/small group" if student requires testing in a small group or away from the regular session.
Read aloud / text- to-speech (English) – occasional or most or all	Civics Mathematics U.S. History	Students select some or all text to be read aloud by the system using text-to-speech.

Element	NAEP Subject	Description
Scratch paper	Civics Mathematics Reading U.S. History	Administrators inform students that scratch paper (and pencil) is available upon request.
Scratchwork capability	Mathematics Reading	Allows freehand drawing on the screen for most content. **Pilot tests only.**
Scratchwork / highlighter capability	Civics Mathematics Reading U.S. History	Allows freehand drawing and highlighting on the screen for most content.
Text Highlighter	Mathematics Reading	Allows the highlighting of text on the screen for most content. **Pilot tests only.**
Text Notepad	Mathematics Reading	Allows text to be entered from the physical keyboard to record notes into a resizable window for each question. **Pilot tests only.**
Use a computer / tablet to respond	Civics Mathematics Reading U.S. History	All students respond on school devices or NAEP-owned devices.
Volume adjustment	Civics Mathematics Reading U.S. History	Students can raise or lower voice-over volume using the device's volume buttons.
Zooming	Civics Mathematics Reading U.S. History	Enlarges some content onscreen up to two times the default text/image size on the screen while preserving clarity, contrast, and color. *Note: Does not include the tutorial, toolbar, item tabs, scrollbars, calculator, or equation editor. For students who require enlargement of these test elements, or enlargement greater than two times the default size, please select the accommodation "Magnification."*

2. Accommodations for Students with Disabilities Provided by the Test Delivery System

Accommodation	NAEP Subject	Description
Calculator version of the test	Mathematics	Provides a test form that permits the use of a calculator on all items. The calculator is an onscreen calculator provided as part of the test delivery system. For Grade 4: TI-108. For Grade 8: TI-30XS. For Grade 12: TI-30XS and Desmos Graphing Calculator.

Accommodation	NAEP Subject	Description
Extended time	Civics Mathematics Reading U.S. History	Students are given up to three times the allotted time to complete the assessment at their own pace. *Note: If state test is untimed, students **may or may not** require extended time on NAEP. Most students are able to complete the NAEP cognitive sections in the time allotted.*
Hearing impaired version of the test	Civics Mathematics Reading U.S. History	All auditory content is closed-captioned.
High contrast for visually impaired students	Civics Mathematics Reading U.S. History	Provides a test form with all content that is compatible with high contrast. **Not available for pilot tests in mathematics and reading.**
Low mobility version of test	Civics Mathematics Reading U.S. History	Provides a test form with items that are keyboard navigable or accessible with an alternate input device provided by the school and that do not require the use of the mouse or touch pad. **Not available for pilot tests in mathematics and reading.**
Magnification	Civics Mathematics Reading U.S. History	Magnification greater than two times the default text/image size on the screen. Magnifies all assessment content. Students use screen magnification software to scroll over a portion of the screen to magnify the content on the screen including all tools, toolbars, menus, calculator, and equation editor. *Note: See "Zooming" under universal design elements to determine if students need this additional magnification.* **Not available for pilot tests in mathematics and reading.**

3. Accommodations for Students with Disabilities Provided Outside Test Delivery System

Accommodation	NAEP Subject	Description
Braille version of the test	Civics Mathematics Reading U.S. History	A paper-based embossed ~~Braille~~braille form. NAEP uses contracted Unified English Braille (UEB) for all subjects. For the mathematics and science assessments, NAEP offers two versions: UEB plus Nemeth or UEB only. Students can use a scribe to record their answers (please select the "Scribe" accommodation). Students can use a ~~Braille~~braille output device provided by the school (please select the "Special equipment" accommodation). **Not available for pilot tests in mathematics and reading.**

Accommodation	NAEP Subject	Description
Breaks during testing	Civics Mathematics Reading U.S. History	Students are allowed to take breaks as requested or at predetermined intervals during the assessment. Students can take the assessment in more than one sitting during a single day.
Cueing to stay on task	Civics Mathematics Reading U.S. History	Provided by a school staff member. • Monitor for understanding, monitor placement of responses • Redirect to stay on task, reminders to stay on task, prompts to stay on task • Provide verbal encouragement, reinforcement, refocus • Track test items.
Directions only presented in sign language	Civics Mathematics Reading U.S. History	Provided by the school. A qualified sign language interpreter signs general directions, directions within the assessment, tutorial, help, and student questionnaire screens. **Not available for pilot tests in mathematics and reading.**
Familiar person present in testing room	Civics Mathematics Reading U.S. History	The school staff member who regularly works with the student must be present in the testing room during the assessment. *Note: Only trained NAEP staff may conduct the assessment session.*
Other (specify)	Civics Mathematics Reading U.S. History	Read aloud to self, use of a whisper phone, a snack or water during testing, flexible scheduling during the day and testing blood sugar are allowed "Other" accommodations. No math charts or tables are allowed on NAEP. Instead, please see the accommodation "Calculator version of the test." NAEP does not provide speech-to-text. Instead, please see the accommodation "Scribe." Please contact Beth LaDuca, NAEP State Coordinator, 971-208-0091, to learn if an accommodation not in this table but regularly provided to a student can be provided on NAEP.
Preferential seating	Civics Mathematics Reading U.S. History	Provided by the school. • Seating to reduce distractions within the regular testing session. • Some examples: front of the class, close to the test administrator, where there is access to special equipment, etc.
Presentation in sign language	Civics Mathematics U.S. History	Provided by the school. A qualified sign language interpreter signs the instructions included in the session script and some or all test questions or answer choices for the student. **Not available for reading or pilot test in mathematics.**

Accommodation	NAEP Subject	Description
Response in sign language	Civics Mathematics Reading U.S. History	Provided by the school. Students sign their responses to a qualified sign language interpreter who records the responses on the device. Please also select the "Scribe" accommodation. **Not available for pilot tests in mathematics and reading.**
Scribe	Civics Mathematics Reading U.S. History	Provided by the school. Student responds orally or by pointing to their answers to a scribe who records the student's responses in the device. **Not available for pilot tests in mathematics and reading.**
Separate location/ small group	Civics Mathematics Reading U.S. History	Student is tested in a separate location to meet testing needs as appropriate. • Refer to the universal design element "Individual testing experience" and the accommodation "Preferential seating" to determine if a separate location is needed. • May be in the same room but in a specific location or a different room. • Can be individual or with a small group of students.
Special equipment	Civics Mathematics Reading U.S. History	Provided by the school. • FM system, amplification equipment, auditory amplification device • Noise buffers, study carrel, blinder, special lighting, adaptive furniture • Stress ball or sensory fidget item
Uses template	Civics Mathematics Reading U.S. History	Provided by the school. Cutout, masking, color overlays, line reader, or place marker.

4. Accommodations for English Learners Provided by Test Delivery System

Accommodation	NAEP Subject	Description
Directions only translated to Spanish and directions read aloud/text-to-speech (Spanish)	Civics Mathematics Reading U.S. History	All directions are provided in Spanish and English, including the tutorial. A toggle button is available on the screens to go back and forth between Spanish and English. All Spanish translated content is text-to-speech enabled. The tutorial is also available in Spanish. **Not available for pilot tests in mathematics and reading.**

Accommodation	NAEP Subject	Description
Extended time	Civics Mathematics Reading U.S. History	Students are given up to three times the allotted time to complete the assessment at their own pace. *Note: If state test is untimed, students may or may not require extended time on NAEP. Most students are able to complete the NAEP cognitive sections in the time allotted.*
Spanish/English version of the test and read aloud/text-to-speech (Spanish)-occasional or most or all	Civics Mathematics U.S. History	All content is provided in Spanish and English. A toggle button is available on the screens to go back and forth between Spanish and English. All Spanish translated content is text-to-speech enabled. **Not available for reading or pilot test in mathematics.**

5. Accommodations for English Learners Provided Outside Test Delivery System

Accommodation	NAEP Subject	Description
Bilingual dictionary (in any language)	Civics Mathematics U.S. History	Provided by the school. A handheld electronic or hardcopy bilingual dictionary in any language that contains English translations of words but does not contain definitions. Also known as a "word-for- word" dictionary, "word-to-word translation dictionary," or a "bilingual word list."
Breaks during testing	Civics Mathematics Reading U.S. History	Students are allowed to take breaks as requested or at predetermined intervals during the assessment. Students can take the assessment in more than one sitting during a single day.
Cueing to stay on task	Civics Mathematics Reading U.S. History	Provided by a school staff member. • Monitor for understanding, monitor placement of responses • Redirect to stay on task, reminders to stay on task, prompts to stay on task • Provide verbal encouragement, reinforcement, refocus • Track test items.
Familiar person present in testing room	Civics Mathematics Reading U.S. History	The school staff member who regularly works with the student must be present in the testing room during the assessment. *Note: Only trained NAEP staff may conduct the assessment session.*

Accommodation	NAEP Subject	Description
Other (specify)	Civics Mathematics Reading U.S. History	Read aloud to self, use of a whisper phone, a snack or water during testing, flexible scheduling during the day and testing blood sugar are allowed "Other" accommodations. No math charts or tables are allowed on NAEP. Instead, please see the accommodation "Calculator version of the test." NAEP does not provide speech-to-text. Instead, please see the accommodation "Scribe." Please contact Beth LaDuca, NAEP State Coordinator, 971-208-0091, to learn if an accommodation not in this table but regularly provided to a student can be provided on NAEP.
Preferential seating	Civics Mathematics Reading U.S. History	Provided by the school. • Seating to reduce distractions within the regular testing session. • Some examples: front of the class, close to the test administrator, where there is access to special equipment, etc.
Separate location/ small group	Civics Mathematics Reading U.S. History	Student is tested in a separate location to meet testing needs as appropriate. • Refer to the universal design element "Individual testing experience" and the accommodation "Preferential seating" to determine if a separate location is needed. • May be in the same room but in a specific location or a different room. • Can be individual or with a small group of students.
Special equipment	Civics Mathematics Reading U.S. History	Provided by the school. • FM system, amplification equipment, auditory amplification device • Noise buffers, study carrel, blinder, special lighting, adaptive furniture • Stress ball or sensory fidget item
Uses template	Civics Mathematics Reading U.S. History	Provided by the school. Cutout, masking, color overlays, line reader, or place marker.

Appendix G: Manipulatives

Manipulatives are tactile tools used by students to provide a concrete representation of a mathematical idea. They are widely used across Oregon~~, most commonly among elementary learners,~~ and are especially useful to:

- Provide concrete ways for students to understand abstract ideas,
- Help students learn new concepts and connect to prior knowledge,
- Assist students with solving problems,
- Help students see and ~~"play with"~~explore mathematical relationships, and
- Provide developmentally appropriate hands-on experience.

Manipulatives are non-embedded designated supports. Only those shown here are allowable for use during testing. Using manipulatives not included in this list will result in a test impropriety and student test invalidation. Trays, containers, and bins are allowed for storage and sorting. Refer to manipulatives in Section 5.0 for more information.

Allowable Math Manipulatives

Algebra Tiles

Base Ten Blocks or Pieces

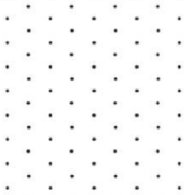
Colored Chips
(including those with positive and negative sides)

Colored Tiles

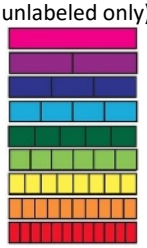
Counters
(e.g., beans, blocks, craft sticks, tiles, or similar)

Cuisenaire Rods

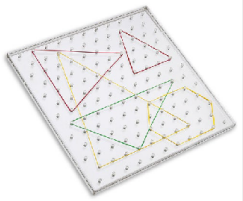
Dot Paper
(square or isometric)



Fraction Strips or Pieces
(unlabeled only)



Geoboards and Bands

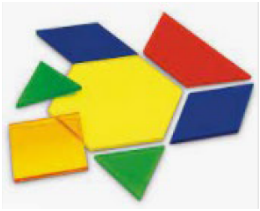


Geometric Shapes (2D and 3D)

Interlocking Cubes
(e.g., Unifix, Omnifix)

Number Rack (Rekenrek)

Pattern Blocks



Patty Paper (small square sheets)

~~Patty Paper (small square sheets)~~

~~*Trays, Containers, and Bins are allowed for storage and sorting~~

~~If you would like t~~To request the use of a manipulative not included in this list, ~~please~~ complete the *Recommendation for Accessibility Support* process in Appendix E.

Appendix H: OSAS Accessibility Worksheets

Commented [BW4]: So far, no changes to supports above that would require updating one or more of these worksheets.

OSAS Accessibility Worksheets are linked below and can be found on the ODE Assessment Administration Resources webpage, under the *General Accessibility Resources* section.

Alternate English Language Proficiency Assessment (Alt ELPA)

PDF Worksheet | Fillable PDF

General English Language Arts (ELA) Assessment

PDF Worksheet | Fillable PDF

English Language Proficiency Assessment (ELPA) Screener

PDF Worksheet | Fillable PDF

English Language Proficiency Assessment (ELPA) Summative

PDF Worksheet | Fillable PDF

General Mathematics Assessment

PDF Worksheet | Fillable PDF

Oregon Extended (ORExt) Assessments

PDF Worksheet | Fillable PDF

General Science Assessment

PDF Worksheet | Fillable PDF

Student Educational Equity Development (SEED) Survey

PDF Worksheet | Fillable PDF

Change Log

Lists changes from the current and prior year.

Date	Description	Page(s)
8/01/26	Updated scratch paper to indicate that graph paper must be blank, like other scratch paper.	35
8/01/26	Added ITAP references to language in Section 1 regarding testing supports.	6-8
8/01/2026	Patty Paper (small square sheets) added to list of Allowable manipulatives for Mathematics, Science, and OREXt and removed from the list of Additional allowable manipulatives for OREXt only. Added to the list with an image in Appendix G: Manipulatives.	29, 75
8/01/2026	Updated Simplified test directions description to match test directions as found in the Test Administration Manual.	37
8/01/2026	Additional clarification in Appendix A regarding allowable TA assistance on ELPA tests.	46
8/01/2026	Streamlined and condensed text; formatting changes.	Throughout
10/01/2025	Vendor created resources added to Translations (glossaries) designated support.	46
10/01/2025	Note on availability of braille files added to Braille (embedded) accommodation.	20
08/01/2025	Added language to section 1.0 Introduction that encourages districts to provide students the opportunity to practice using accessibility supports prior to summative test administration.	4
08/01/2025	Removed embedded universal tool Amplification from the OAM. Neither the general nor extended test delivery system includes volume controls for embedded audio. Students may use physical volume buttons on their devices to control embedded test audio.	10, 18
08/01/2025	Added universal tool dyslexia-friendly font to the OAM.	10, 25
08/01/2025	Navigation language is now available for Mathematics, Science, and SEED Survey in addition to previous availability on Alt ELPA, ELA, ELPA Screener, and ELPA Summative.	11, 34, 58

Date	Description	Page(s)
08/01/2025	100s number table is now allowable on Mathematics as a designated support. A ~~Braille~~braille version is now available.	13, 16, 17
08/01/2025	Designated support communication device has been renamed communication system. The description and recommendations for use have also been updated to clarify allowable use on tests.	13, 24
08/01/2025	Multiplication table is now allowable on Mathematics as a designated support. A ~~Braille~~braille version is now available.	13, 16, 34
08/01/2025	Additional details were added to the description of abacus to clarify allowable tools.	17
08/01/2025	Additional details were added to the description of amplification devices to clarify how students can adjust the volume of embedded audio.	18
08/01/2025	Additional details were added to the description of dictation (speech-to-text) about minimizing disruption in the testing environment.	25
08/01/2025	Added new language, Arabic, now available on the SEED Survey.	29, 45, 46, 60
08/01/2025	System options for Line reader have been updated from [**On**/Off] to [**On without masking**/ On with masking/ Off].	30, 57
08/01/2025	Additional details were added to the description of manipulatives to clarify what is allowable as a number rack.	31
08/01/2025	Additional details were added to the description of scratch paper to clarify what should be provided and what type of paper is appropriate.	37
08/01/2025	Additional details were added to the description of scribe to clarify that students may dictate with an AAC or AT device.	38
08/01/2025	Additional details were added to the description of speech-to-text (STT) software about minimizing disruption in the testing environment.	41
08/01/2025	Additional details were added to the description of verbal description of graphics for the Alt ELPA to clarify where descriptions are provided and how they must be read.	47
08/01/2025	System options for Audio playback speed were removed. This setting may not be turned off in the TA interface.	19, 55

Date	Description	Page(s)
08/01/2025	System options for Dynamic color choices were removed. TAs will no longer be able to turn off Color choices in the TA interface.	24, 56
1/14/2025	Updated system options for embedded accommodation Word Prediction from [On/Off] to [On without audio/On with audio/Off]. Updated description to include audio preview details.	47, 66
~~08/01/2024~~	~~System options were added to applicable embedded supports throughout section 5.0 Accessibility Supports in Alphabetical Order~~	~~17-49~~
~~08/01/2024~~	~~Guidance was added to section 1.0 Introduction to clarify application of the OAM to the SEED Survey.~~	~~4~~
~~08/01/2024~~	~~Section 1.3 Documenting Accessibility Supports was added to provide additional guidance to users.~~	~~8~~
~~08/01/2024~~	~~The Read aloud in Spanish support has been renamed Human read aloud (Spanish) to further differentiate it from the Text-to-speech support.~~	~~29-30~~
~~08/01/2024~~	~~The Read aloud support has been renamed Human read aloud to further differentiate it from the Text-to-speech support.~~	~~29~~
~~08/01/2024~~	~~English dictionary (non-embedded) is now classified as a **designated support**. It was previously classified as a universal tool. An educator must determine ahead of a testing session that a particular student requires a non-embedded English dictionary and provide that resource during the testing session.~~	~~26-27~~
~~08/01/2024~~	~~English thesaurus (non-embedded) is now classified as a **designated support**. It was previously classified as a universal tool. An educator must determine ahead of a testing session that a particular student requires a non-embedded English thesaurus and provide that resource during the testing session.~~	~~27~~
~~08/01/2024~~	~~Navigation language system option is now set to **On** by default. It was previously Off by default. This means on the ELA, Alt ELPA, ELPA Screener, and ELPA Summative, **ALL** students will be able to toggle navigation language between English and Spanish.~~	~~34-35~~
~~08/01/2024~~	~~Color choices is now an embedded **universal tool** available on ELA, Mathematics, Science, Alt ELPA, ELPA Summative, ELPA Screener, and SEED Survey. It was previously classified as a designated support. A new system option called *Dynamic Color Choices* allows students to change their own color choice within the test delivery system.~~	~~23-24~~

Date	Description	Page(s)
~~08/01/2024~~	~~Multiplication table is now a non-embedded accommodation allowable on the Mathematics assessment for **ALL** tested grades. It was previously available in grade 4 and above.~~	~~34~~

Preliminary Test Administration Manual

~~2025-26~~2026-27 School Year

Mathematics

English Language Arts

Science

English Language Proficiency

WITH POLICIES & PROCEDURES FOR NAEP AND INFORMATION ON THE SEED SURVEY

It is the policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, religion, sex, sexual orientation, national origin, age or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Deputy Superintendent of Public Instruction with the Oregon Department of Education.

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Sody Puth Fearn—K-2 Balanced Assessment Specialist
Audrey Lingley—SEED Survey Education Specialist
~~*Mason Rivers*—Special Education Assessment Specialist~~
Ben Wolcott—English Language Proficiency Assessment Specialist
Beth LaDuca—NAEP State Coordinator
Carla Martinez—Administrative Specialist
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1.0 OVERVIEW

1.1 Oregon Statewide Assessment System

This Test Administration Manual (TAM) outlines policies and procedures for components of the Oregon Statewide Assessment System (OSAS), as well as the National Assessment of Educational Progress (NAEP), to ensure both reliability and the related validity of uses and interpretations from classroom to classroom, teacher to teacher, school to school, and district to district. The TAM promotes:

- Fair and equitable testing for each student
- Standardized test administration so that the testing environment is similar for all students
- Test security and student confidentiality practices
- Test validity and accuracy
- Efficiency to minimize the burden for students, teachers, and school and district test coordinators

The OSAS summative tests are standardized, end-of-year **assessments of learning** whose results help guide systems-level decisions, including legislative investments. Standardized implementation, scoring, and reporting on these tests allows systems-level comparisons about instructional efficacy that can be disaggregated by student groups. Statewide summative assessment reports are publicly available, which maintains transparency and helps the adults in our education system to focus on the needs of our students from historically underserved populations. Summative tests are *not* designed as diagnostic tools for student placement, or to inform daily or seasonal instructional decisions in the classroom. Since summative tests are administered annually, the patterns they identify can only be reviewed on an annual basis.

Only a balanced approach to assessment can meet the differing informational needs of students, families, teachers, district and state administrators, and others. A more in-depth treatment of balanced assessment systems can be found in resources such as the Right Assessment for the Right Purpose guidance document.

Given the systems-level focus and purpose of summative assessment (school, district, and state), the annual OSAS summative tests should only be used as part of a larger collection of evidence regarding the academic needs of individual students. Summative test results should never be used as gatekeepers that limit individual student access to educational programs or opportunities (e.g., AP, IB, TAG, etc.).

The Oregon Statewide Assessment System includes the following core components:

- English Language Arts: general and Extended Summative test and Interim tests
- Mathematics: general and Extended Summative test and Interim tests
- Science: general and Extended Summative test and Interim tests
- English Language Proficiency Assessment (ELPA): Alternate (Alt) ELPA, ELPA Screener, and ELPA Summative
- The Oregon Observational Rating Assessment (ORORA)
- The Local Performance Assessment requirement

- The Student Educational Equity Development (SEED) Survey: general and Alternate (Alt) SEED
- The information gathering process at kindergarten governed by OAR 581-022-2130

This TAM principally covers administration of OSAS ELA, Math, Science, and ELPA Summative components. Other OSAS components—while mentioned in this manual where necessary or appropriate—are covered by different manuals:

- The ELPA Screener Assessment Manual includes an overview of the ELPA Screener, as well as training requirements and test administration directions.
- The SEED Survey Administration Manual contains necessary guidance and technical information to administer the SEED and Alt SEED Surveys.
- The Local Performance Assessment Manual includes an overview and requirements for local assessment options, including requirements regarding development, administration, and scoring of assessments.

If you encounter an unfamiliar acronym or term in this document, check for a definition in Appendix D.

Note: **Parents, guardians, and adult students**. Unless otherwise indicated, all instances of the term "parent" or "parents" in this manual should be assumed to mean "parent(s), guardian(s), and/or adult student(s)."

1.2 Summary of Changes

Changes from the previous Test Administration Manual include:

- Throughout: stylistic edits, typo correction, and similar. Added references to Immediate Temporary Accommodations Plans (ITAPs).
- Section 1.3: Added TIDE role monitoring as an STC responsibility. Clarified that non-district personnel should hold the TT role at the highest.
- Section 1.4: Clarified training requirements to administer OSAS Interim tests. Added Proficient Test requirement for QTC and QA roles.
- Section 2.2: Clarified information about retaining secure test material in Table 7.
- Section 2.6: Added link to Hotline Direct User Guide.
- Section 6.4: Updated Basic Test Rule information.
- Section 7.0: Updated TA script for accuracy and English/Spanish consistency. Added notes regarding the Spanish translation.
- Section 10.0: Added information about skipping items and invalidating tests~~Moved reference information from Section 1 to newly created Appendix E. Appendix E is optional for all users and may be consulted as needed.~~
- .
- Appendix D: Removed. (Replaced with link to Hotline Direct User Guide in Section 2.6.)
- Appendix E: Renamed to Appendix D. ~~Added Local Performance Assessment Manual and Early Proficient guidance to required reading list for DTCs.~~
- ~~Continued integration of the SEED Survey.~~
- ~~Updated definition of "allowable" test supports and added an example.~~

- ~~Added two references to Executive Order 25-09.~~
- ~~Added information to Section 10.0 about entering and correcting domain exemptions.~~
- ~~Eliminated Full Log-In Directions (replaced with Paraphrased Log-In Directions). Minor changes to TA scripts.~~
- ~~Added information on printing score reports using a student's asserted name to Appendix C.~~
- ~~Streamlining and clarification throughout as necessary and feasible.~~Added Roles and Responsibilities table. Added Hotline Direct User Guide.

1.3 User Roles and Responsibilities

District Test Coordinator (DTC)

DTCs are district personnel responsible for the overall administration of testing in a district. There may only be one recognized DTC per district. If the district determines that the current DTC is no longer able to fill this role for any significant amount of time (perhaps due to extended illness, conflict of interest, or staffing changes), the district Superintendent must notify ODE and provide ODE with the name and contact information for a replacement or interim DTC within one business day.

DTCs are responsible for:

- Managing administration of components of the OSAS. This involves collaboration with Title III Directors (Alt ELPA, ELPA Summative, ELPA Screener), Itinerant Teachers for students with visual impairments (braille administration), and Special Education Directors (Extended Assessment). DTCs also help coordinate administration of additional instruments such as the local performance assessment requirement, OSAS interim assessments, the nationally normed college entrance examination, and the SEED Survey, as well as participation in NAEP. For some DTCs, "all aspects" may include score reporting and communication of test results.
- Managing all aspects of paper testing (Oregon Extended Assessments) including ordering, receiving, distributing, inventorying, and returning materials, as well as submitting student scores.
- Ensuring district, school, and staff compliance with the policies and procedures in the Test Administration Manual and any updates provided through the DTC listserv or other communication channels.
- Communicating assessment information, such as state updates, to appropriate district personnel.
- Facilitating the adoption of local district policies as needed to ensure test security.
- Managing user accounts for STCs and TAs, and other roles, as appropriate, in the Test Information Distribution Engine (TIDE).
- Verifying QTCs in the OR.K12test.com system.
- Coordinating with STCs to develop and implement school-level test schedules so that tests are administered in the required grade(s) and content area(s).
- Training, or ensuring the training of, STCs, TAs, TTs, QTCs, and QAs in their district. Managing Assurance of Test Security forms for all district personnel.

- Investigating test irregularities or improprieties. Reporting test irregularities or improprieties to ODE.
- Ensuring that the district has formal procedures for handling crisis alerts, including relevant staff, communication protocols, and timelines.
- Completing any required end-of-year assessment tasks (such as reporting or data validation).
- Submitting ORExt 1% Participation Reporting Requirement (additional information can be found in "Policies" on ODE's ORExt Webpage).

School Test Coordinator (STC)

STCs are school personnel who monitor the assessment process, TAs, and the handling of test materials within individual schools. STCs must ensure that all assessments are handled and administered in an environment that complies with the policies and procedures in the Test Administration Manual. An STC can be a principal, vice principal, technology coordinator, counselor, or other staff member. If possible, an STC should be a person with non-instructional or limited instructional duties so that they can coordinate and monitor testing activity in the school.

STCs are responsible for ensuring that testing in their school is conducted in accordance with the test security and other policies and procedures described in the Test Administration Manual. STCs are responsible for:

- Identifying TAs and TTs and ensuring that they are properly trained.
- Coordinating with TAs so that they administer tests in the appropriate content areas for their school.
- Creating or approving testing schedules and procedures for the school (consistent with district and state policies).
- Working with technology staff to ensure that the Secure Browser is installed and any technical issues are resolved.
- Monitoring testing progress during the testing window and ensuring that all students participate, as appropriate.
- Managing user accounts for TAs, and other roles as appropriate, in the Test Information Distribution Engine (TIDE).
- Addressing testing issues, as needed.
- Reporting all potential test irregularities and improprieties to their DTC.

Test Administrator (TA)

TAs are district or school personnel, or substitute teachers~~, or volunteers~~ who administer the components of statewide assessment system in a manner that complies with the policies and procedures in the Test Administration Manual. TAs can set up test sessions for online tests and administer tests in their schools. Since TAs can see test results for all students in the school, only district personnel should hold a TA role or higher. Non-district personnel (including volunteers or private school employees) should be assigned the Test Technician role (described below).

- Substitutes ~~and volunteers~~ may be assigned the TA role. Like all other TAs, they must first receive training as described in *Section 1.4 Training Requirements* of this manual. ~~Since TAs can see test results for all students in the school, it may be preferable to assign volunteers the Test Technician role (described below).~~
- Per ESSA, it is allowable for staff fully funded by Title IA to administer state required assessments in some circumstances. If the school is operating under the Title IA School Wide Program model, a staff member fully funded by Title IA may administer state assessments. This is not considered supplanting, as the measurement for supplement not supplant is based in a district's methodology of distribution of state and local funds. However, if the school is operating under a Title IA Targeted Assisted Plan, this staff member may not administer state assessments, as the design of this model is based on services for specific students.
- Districts must avoid having a TA administer a statewide assessment to a relative or other student with whom the TA shares a personal tie. In cases where this is unavoidable, the district must notify their Regional ESD Partner of the relationship before the TA administers the test to the student.
- For the Alt ELPA, TAs must additionally hold an education certification and/or license from the state (~~see~~ consult the Alt ELPA User Guide for additional information and recommendations).

TAs administer **components of Oregon's statewide assessment system**. TAs are responsible for:

- Completing test administration training (~~see~~ consult *Section 1.4 Training Requirements*) and reviewing all policy and administration documents prior to administering any statewide assessments.
- Ensuring that student test settings in TIDE are accurate.
- Ensuring the right student gets the right test.
- Administering components of the statewide assessment system.
- Reporting all potential test improprieties or irregularities to their STC and DTC.

Test Technician (TT)

Test Technicians can administer tests, but do not have access to student data (such as setting accommodations in TIDE or accessing students results in the Centralized Reporting System). For example, some districts might assign the TT role to paraprofessionals, volunteers, or technology staff who will be administering components of the OSAS. This is the highest role that should be held by any non-district personnel.

TTs must meet the same training and responsibility requirements as the TA role.

Regional ESD (Education Service District) Partner

Regional ESD Partners are regional system administrators who provide help desk services for assessment, accountability, and data collection questions, and serve as liaisons with ODE and with ODE's testing vendors.

After the STC and DTC, Regional ESD Partners should be the next contact for all assessment and accountability related support, including questions regarding test administration, test ordering,

test record management, data collection, federal accountability, and Oregon At-A-Glance Profiles. Before contacting your Regional ESD Partner, gather the following information:

- State-provided institution ID Number and student SSID number (if applicable)
- DTC's name and contact information
- District Technology Support's name and contact information

Tools for Teachers – School (TFT_SC)

The TFT_SC user role provides school personnel who do not need to administer any assessments with access to the Tools for Teachers resources included with the Interim Assessment System.

- TFT_SC users may not log in to any assessment administration sites.
- The TFT_SC user role has no associated training requirements. Training for the Tools for Teachers platform can be found on ODE's Formative Assessment webpage.

Qualified Test Coordinator (QTC)

Qualified Test Coordinators are school staff who monitor the Oregon Extended Assessments. It is recommended that QTCs have previous experience with the OExt. All school districts should have at least one QTC. QTCs are responsible for:

- Answering local questions regarding the OExt
- Monitoring training for local Qualified Assessors (QAs)
- Managing QA OR.K12test.com accounts
- Maintaining awareness of, and communicating updates and changes
- Awarding training certifications (per district policy)

QTCs may administer the Oregon Extended Assessments if they also meet QA qualifications. The QTC role appears on the OExt OR.K12test.com site. It does not appear in TIDE.

Qualified Assessor (QA)

Qualified Assessors are licensed/certified school staff who administer the Oregon Extended Summative Assessments in accordance with policies and procedures outlined in the Test Administration Manual and the OExt Training and Proficiency website. QAs are responsible for:

- Preparing materials and setting for individual administration of the OExt
- Administering assessments directly to students
- Scoring student responses fairly (when QA scoring is required)
- Delivering scores to the online data entry systems (as needed)
- Interpreting results for student, family, or educational teams

The QA role appears in the OExt Training and Proficiency site. It does not appear in TIDE.

District Responsibility for Enforcing Test Administration Policies

Note: **Districts must enforce assessment policies for public charter schools and alternative education programs**. Under Section 2 of OAR 581-022-2100: Administration of State Tests, school districts must enforce the assessment policies described in that rule for all students

enrolled in a school operated by the district or enrolled in a public charter school that is located within the boundaries of the school district. The resident school district must enforce assessment policies for any of its students enrolled in an alternative education program.

Per OAR 581-022-2100: Administration of State Tests, the resident district has responsibility for enforcing test administration policies for students enrolled in public schools, public charter schools, and alternative education programs. In cases where a student is attending another Oregon school outside of their resident district, the resident district may arrange with the attending district to delegate test administration responsibility for that student. For instance, the resident district may arrange to delegate responsibility for students attending an alternative education program located in another Oregon district to the district where the alternative education program is located.

Delegating test administration responsibility for students may entail delegating responsibility for the following test administration duties:

- Training TAs and QAs.
- Providing students with access to components of the OSAS.
- Ordering and returning appropriate paper-based tests.
- Ensuring a secure testing environment for students.
- Investigating test improprieties.

Assigning embedded test settings for students remains the responsibility of the resident district. While the attending district might oversee the decision-making process about which accessibility supports would be appropriate for the individual student, the attending district must still coordinate with the resident district to assign all embedded settings in TIDE in advance of testing. In addition, the resident district retains responsibility for recommending an outcome for a student's test in the case of a test impropriety.

Districts entering into an agreement to delegate test administration responsibility to another Oregon district must complete the District Testing Responsibility Delegation Form. Both the delegating district and the district assuming responsibility must sign the form and keep a copy of the signed form on file at both district offices. For non-charter schools, the "resident" district is usually indicated in a Tuition or Interdistrict Transfer Agreement.

1.4 Training Requirements

The training materials described below are available in on-demand formats. Districts may permit their personnel to complete required ODE training synchronously or asynchronously. Districts who permit asynchronous training remain responsible for all requirements in this manual, including but not limited to ensuring that the training was completed and that appropriate testing practices are carried out.

District Test Coordinator Reading and Training Requirements

Table 1: DTC Reading and Training Requirements~~Table 1: DTC Reading and Training Requirements~~

Requirement	Description
Reading Requirements	• The Test Administration Manual

Requirement	Description
	• The Oregon Accessibility Manual (~~see OAM for~~ role-specific reading requirements in the OAM) • The SEED Survey Administration Manual • Other manuals and user guides (including the ELPA Screener Administration Manual and the Alt ELPA User Guide) that form central training elements for tests that will be administered in the district • The Local Performance Assessment Manual • Early Proficient Policy and Resources
Training Requirements	• Review ~~2025-26~~2026-27 ODE-provided recorded training modules 1 – 8 (and modules 9 and 10 if the district will administer interim or remote tests) by November 4, 2025. ○ Complete the Remote Test Administration Certification course if directly administering remote tests. • On the OR.K12test.com site, complete Modules 1 & 6. • Sign the DTC Assurance of Test Security Form. • Complete the ODE-developed training survey ("fact finder") by November 4, 2025. • Register for one of the required ODE-facilitated Webinar sessions listed in the schedule below.

DTCs must register annually with ODE (using the DTC Designation Form and accompanying Superintendent Approval Form), and attend the entirety of one of the annual ODE test security and administration trainings listed in Table 2 below. *DTCs who do not participate in ODE's required training **will have their current access** to the OSAS system **revoked** after the final ODE-facilitated webinar and may not receive important updates sent to the DTC listserv*.

DTCs must watch all ODE-provided training modules prior to completing the ODE-developed DTC training survey ("fact finder"). The training survey checks for comprehension of the test security and administration requirements and provides an opportunity to submit questions for the ODE-facilitated webinar sessions. The required ODE-facilitated webinar sessions address frequently missed training survey responses and answer DTC questions (both live and submitted through the training survey). ODE-facilitated webinar sessions are a required component of annual DTC training following independent review of ODE-provided training modules.

Table 2: ~~2025-26~~2026-27 Schedule of ODE-Facilitated Webinar Sessions

Date	Time
November 4, 2025	3:00 – 4:30p PDT
November 5, 2025	9:00 – 10:30a PDT
November 6, 2025	3:45 – 5:15p PDT

All DTCs must register for one of these scheduled ODE-facilitated webinar sessions by the second Friday in October.

Make-up Training Options

DTCs who are unable to attend a full ODE-facilitated webinar session must notify their Regional ESD Partner and arrange one of the following make-up training options before November 12, 202~~5~~6. These make-up training options are also available for interim or replacement DTCs appointed mid-year:

- **Regional ESD Partner Training:** ODE's authorized Regional ESD Partner will provide make-up training as needed for incoming DTCs in cases where the outgoing DTC is not available to provide internal make-up training.
- **Internal Training:** Districts may provide internal make-up training in cases where the outgoing DTC has received annual ODE-provided training for the current school year. The outgoing DTC must train the incoming DTC using the recorded training modules posted to the Assessment Training Materials webpage. To exercise this option, the district must notify its Regional ESD Partner, including the date and time when the internal training will occur.

Training Requirements for District Level Users, District Report Viewers, and School Report Viewers. In addition to District Test Coordinators (DTCs), the OSAS Online System provides district-level access and rights to TIDE, the Test Delivery System, and the Centralized Reporting System for locally designated District Level Users (DLUs). DTCs must locally ensure that all DLUs meet the same reading and training requirements as DTCs and sign the DTC/DLU Assurance of Test Security Form because DLUs have access to the same parts of the system as DTCs (including the ability to set up test sessions and access confidential student information such as test settings and scores). DLUs do not need to complete DTC-specific activities such as the DTC Fact Finder or ODE-sponsored DTC trainings.

Roles that do not interact with test material or testing students, such as District Report Viewers (DRVs) and School Report Viewers (SRVs), do not need to complete test security training but still need to observe data security and maintain confidentiality of student information. DTCs should ensure this is clear to any district personnel assigned a DRV or SRV role.

School Test Coordinator Reading and Training Requirements

Table 3: STC Reading and Training Requirements

Requirement	Description
Reading Requirements	• Test Administration Manual Sections 1 – 11 and Appendices A – C • The Oregon Accessibility Manual (~~see OAM for~~ role-specific reading requirements in the OAM) • Other manuals and user guides (such as the SEED Survey Administration Manual, ELPA Screener Administration Manual, and the Alt ELPA User Guide) that form central training elements for tests and surveys the STC will help administer or oversee
Training Requirements	• Review ~~2025-26~~2026-27 ODE-provided training modules 1 – 8 (and modules 9 – 10 if the district will administer interim or remote tests). • Complete the Remote Test Administration Certification course if directly administering remote tests. • Sign the STC Assurance of Test Security Form.

To ensure consistent and valid administration of the statewide assessments, STCs must receive annual training from the DTC on the test administration policies and procedures included in this Test Administration Manual and the Oregon Accessibility Manual. STC training must provide STCs with an opportunity to ask questions and receive clarification. Districts may choose to supplement the required ODE-provided training modules with additional materials specific to local policies and protocols.

Test Administrator Reading and Training Requirements

Table 4: TA Reading and Training Requirements

Requirement	Description
Reading Requirements	• Test Administration Manual Sections 1 – 7, and Appendix A ○ Test Administration Manual Sections 8 – 11 and Appendix B, depending on the specific assessments that the TA will administer • The Oregon Accessibility Manual (~~see OAM for~~ role-specific reading requirements in the OAM) • Alt ELPA User Guide (for TAs who will be administering the Alt ELPA) • SEED Survey Administration Manual (for TAs who will be administering the SEED Survey)

Training Requirements	• Review ~~2025-26~~2026-27 ODE-provided training modules 2 – 4, and modules 5 – 10 per tests the TA will be administering:
	  ○ Module 5 *(for TAs administering ELA or Mathematics assessments)*
	  ○ Module 6 *(for TAs administering the Science assessment)*
	  ○ Module 7 *(for TAs administering the ELPA Summative)*
	  ○ Module 8 *(for TAs administering the SEED Survey)*
	  ○ Module 9 *(for TAs administering OSAS Interim assessments)*
	  ○ Module 10 *(for TAs administering assessments remotely)*
	• Complete the Remote Test Administration Certification course if the TA will administer remote tests.
	• Sign the TA Assurance of Test Security Form.

To ensure consistent and valid administration of the statewide assessments, **any individual who will be interacting with students during administration of an OSAS summative assessment is considered a TA and must satisfy all annual TA reading and training requirements.** This includes persons who are not directly administering tests but are still interacting with a testing student (such as interpreters or translators). It does not include persons who interact with students prior to or following testing (such as interpreters or translators who deliver testing instructions but leave the testing environment before the student opens the test).

TA training must provide TAs with an opportunity to ask questions and receive clarification. Districts may choose to supplement the required ODE-provided training modules with additional materials specific to local policies and protocols.

The ELPA Screener Administration Manual details ELPA Screener training requirements.

Interim test groups

All references to "Interim" tests in this section apply to the OSAS Interim suite of tests.

Commented [BW1]: Does any of this change with the advent of the interim accountability metric?

Returning/existing TAs* with the Interim test group*: The Interim test group remains assigned within TIDE until it is manually removed or the TA changes districts. It is permissible for returning or existing TAs with the Interim test group to administer OSAS Interim tests prior to the publication of updated annual TA training materials (including Module 9). The updated Module 9 must be reviewed as soon as practicable after the current year's version has been published. Training for other required elements may be delayed until the district-scheduled training season if desired.

Returning/existing TAs without the Interim test group: Returning or existing TAs who do not have the Interim test group must complete Module 9 before administering any Interim tests. Depending on how early in the year the district wishes to administer Interim tests, this may mean reviewing Module 9 *twice* (once prior to the publication of the current year's version, and again after the publication of the current year's version). They may delay annual training for other required elements until the district-scheduled training season if desired.

New TAs: TA who did not complete required TA training the previous year ***must complete the following minimum requirements*** before being assigned the Interim Test Group***.***

- Read Sections 1 – 4 and Appendix A of the Test Administration Manual
- Read the Oregon Accessibility Manual (role-specific reading requirements in the OAM)
- Review ODE-provided training modules 2 – 4, and 9

TAs who complete the above requirements prior to October 1 will be reviewing the previous year's TAM, OAM, and training modules. They must return to those materials later in the year as part of required annual TA training, to ensure that they have reviewed updated information for the current school year. The minimum requirements above do not replace required TA training. New TAs must still complete all other required training elements from Table 4, even if they wait until later in the year to do so.

DTCs who do not have ***TIDE permission*s *for assigning test groups should contact their Regional ESD Partner for assistance.***

~~To be assigned the Interim test group, TAs must, at a minimum:~~

- ~~**Read** Sections 1 – 4 and Appendix A of the Test Administration Manual~~
- ~~**Read** the Oregon Accessibility Manual (see OAM for role-specific reading requirements)~~
- ~~**Review** ODE-provided training modules 2 – 4, and 9~~

~~The previous year's training or modules may be used to satisfy these requirements, but the current year's training resources must be reviewed as soon as practicable.~~

~~*Existing TAs*: The Interim test group remains assigned until it is manually removed or the TA changes districts.~~

~~*New TAs*: A DTC or STC may assign the TA role and/or the Interim test group once the above minimum requirements have been completed (contacting their Regional ESD Partner for assistance or if they do not yet have access to TIDE). Note that the TA must complete any other applicable training requirements from Table 4 above to be assigned other test groups.~~

Qualified Test Coordinator Reading and Training Requirements

Table 5: QTC Reading and Training Requirements

Requirement	Description
Reading Requirements	• Sections 1 – 4, 11, and Appendix A of the Test Administration Manual • The Oregon Accessibility Manual (~~see OAM for~~ role-specific reading requirements in the OAM)
Training Requirements	• Complete all 6 Oregon Extended training modules on or.k12test.com: ○ Module 1 – Overview of the OExt ○ Module 2 – General Test Administration ○ Module 3 – Rostering and Monitoring ○ Module 4 – Electronic Administration of the OExt ○ Module 5 – Paper/Pencil Administration of the OExt ○ Module 6 – Admin Training • Pass Proficiency Test on or.k12test.com with a score of 80% or higher • Review Sign Language Training modules on or.k12test.com if administering using ASL Accommodation • Attend local district's annual test security training and sign Assurance of Test Security Form

Qualified Assessor Reading and Training Requirements

Table 6: QA Reading and Training Requirements

Requirement	Description
Reading Requirements	• Sections 1 – 4, 11, and Appendix A of the Test Administration Manual • The Oregon Accessibility Manual (~~see OAM for~~ role-specific reading requirements in the OAM)
Training Requirements	• Complete Oregon Extended training modules 1-5 on or.k12test.com: ○ Module 1 – Overview of the OExt ○ Module 2 – General Test Administration ○ Module 3 – Rostering and Monitoring ○ Module 4 – Electronic Administration of the OExt ○ Module 5 – Paper/Pencil Administration of the OExt • Pass Proficiency Test on or.k12test.com with a score of 80% or higher • Review Sign Language Training modules on or.k12test.com if administering using ASL Accommodation • Attend local district's annual test security training and sign Assurance of Test Security Form

QA Training must provide QAs with the opportunity to ask questions and receive clarification. Districts may choose to supplement ODE & BRT provided training materials with additional materials specific to local policies and protocols.

TAs or QAs who will administer braille assessments (either online or paper/pencil) must receive additional specialized training from ODE or its designee. Consult the Braille Interface Training accordion on the Assessment Training Materials page.

2.0 TEST SECURITY

The security of statewide student assessments and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results.

All test items and test materials associated with the statewide summative assessments are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, and student information. Failure to honor security jeopardizes student information and puts the operational test at risk.

> ***Note*:** The security requirements of the SEED Survey and Interim Assessments differ from those described here. Refer to the *SEED Survey Administration Manual* and *User Guides for Interim Assessments* for more information.

2.1 Testing Requirements to Produce Valid Test Results

ODE sets requirements for secure and valid testing to ensure that each Oregon student has a fair opportunity to demonstrate their abilities and school districts are fairly rated for state and federal accountability. **Requirements include:**

- OSAS tests must always be administered and supervised by a trained TA (or QA, for the OREXt).
- Anyone with a user role described in this manual must complete the training and reading requirements listed for that user role, as described in *Section 1.4 Training Requirements*.
- Prior to administering the assessment, each TA must have a signed **Test Administrator Assurance of Test Security form** (available on ODE's Assessment Administration webpage) on file at the District Office, valid for the current school year. TAs must renew this form annually upon completion of test administration and security training. **Any individual who will be interacting with students during testing is considered a TA. This includes QAs.**
- STCs, DTCs, and QTCs must have a signed **STC** or **DTC Assurance of Test Security form** (available on ODE's Assessment Administration webpage) on file at the District Office, valid for the current school year. STCs, DTCs, and QTCs must renew this form annually upon completion of training.
- Any person (office staff, computer lab support staff, etc.) who has access to or participates in the handling of secure test materials but who does NOT interact with students during administration of the test must first sign a **Non-Administrator Assurance of Test Security form** (available on ODE's Assessment Administration webpage). This signed form must be kept on file at the District Office, valid for the current school year. **Parents or other adults who will be present in the test environment by prior arrangement with the district, or through use of the Comforting Presence support described in the Oregon Accessibility Manual, must also sign this form.** Even after signing this form, however, the adult must be situated and comport themselves so that they do not distract testing students or interfere with test administration. If practicable, it is preferable that the adult watch the test through an

observation window. Consult the Oregon Accessibility Manual for instructions and recommendations for use regarding Comforting Presence.

Access to the Secure Test Environment. Under no circumstances may districts provide unauthorized individuals, including media, access to the secure test environment or secure test materials. This is a significant security breach and must be reported immediately.

2.2 Security of the Test Environment

The test environment refers to all aspects of the testing situation while students are testing. The test environment includes what a student can perceive or access (including via technology). A violation of the security of the test environment may result in a test impropriety. ~~See also~~ *Section 3.0 Appropriate Test Preparation and Practices* ~~for~~ has more information on the test environment and appropriate testing practices.

Table 7: Elements of a Secure Test Environment

Requirement	Description
BEFORE TESTING	
Instructional materials removed or covered	Instructional materials are **removed or covered, including but not limited to** information that might assist students in answering questions that is displayed on bulletin boards, chalkboards, dry-erase boards, or charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.).
Student seating	Students' seating arrangements minimize opportunities to look at each other's work, whether through spacing, table-top partitions, or other visual barriers.
DURING TESTING	
Distraction-free environment	Provide an environment void of talking or other distractions that might interfere with a student's ability to concentrate or might compromise the testing situation (e.g., if testing in a school library or computer lab, access should be restricted to testing students and authorized staff while testing is in progress). Place appropriate signage (such as "TESTING—DO NOT DISTURB") where needed (e.g. on the door or in halls and entrances to reroute hallway traffic).
Student supervision	Students are actively supervised by a trained TA (or TAs). They do not have access to unauthorized electronic devices that: allow access to outside information; communication among students or with other individuals outside the test environment; or photographing or copying test content. This includes, but is not limited to, devices with internet search capability, "smart" devices, and devices capable of capturing or recording information. Electronic devices that are necessary for health and safety (such as a smart device that monitors blood sugar) are allowed in the testing environment; the TA should watch for inappropriate use of secondary functions (such as ability to access the internet).

Requirement	Description
Accessibility supports	Students must only have access to and use of those accessibility supports identified in the Oregon Accessibility Manual that are permitted for each specific test (or portion of a test).
Access to assessments	Only authorized staff or other adults may be in the room during testing. Only students who are testing can view items. Students who are not being tested must not have access to secure testing materials, including test items. Administration procedures for a test or testing support may require exposure one or more items; however, even TAs and other trained staff may not actively review or analyze any item.
No answer key	No form or type of answer key may be developed for test items.
DURING AND AFTER TESTING	
No access to responses	DTCs, STCs, TAs, and other staff may only view student responses as required by test administration duties (e.g. Alt ELPA or ORExt).
No copies of test materials	Unless needed as a print-on-request, braille accommodation, or large print paper/pencil copy of the ORExt, no copies of the test items, stimuli, or reading passages may be made or otherwise retained.
No recording or reproduction of test materials	Test items, stimuli, reading passages, and writing prompts may not be recorded or retained. Similarly, these materials must not be discussed with or released to anyone via any media, whether digital or analogue.
No unauthorized retaining, reviewing, discussing, or releasing descriptions of test materials	Descriptions of test items, stimuli, printed reading passages, or writing prompts must not be retained, discussed, or released to anyone. Except where specifically required as part of the administration duties for a given test, DTCs, STCs, TAs, QAs, QTCs, and other staff may not review, discuss, or analyze test items, stimuli, or reading passages at any time. Student interaction during a test is limited to what is necessary for the purpose of supporting appropriate assessment.
Test materials are stored securely	If any test materials ~~Printed materials, scratch paper, and documents~~ with student information (printed materials, scratch paper, and documents) are retained between test sessions per *Section 2.4 Secure Handling of Printed Materials*, they must be kept in a secure location that is only accessible to authorized staff.
AFTER TESTING	
No test materials used for instruction	Test items, stimuli, reading passages, or writing prompts must not be used for instruction.
Destroy test materials securely	Printed test items/passages, including embossed braille printouts, and scratch paper must be collected and inventoried at the end of each test session and then immediately stored in a secure locked room or cabinet, or shredded as allowable in Table ~~11~~8: Destruction of Printed Materials and Note Paper. ~~See~~Consult *Section 2.4 Secure Handling of Printed Materials* for details.

The following standard testing conditions are available for all students:

- Dividing testing into several testing events, including providing students with extended time or breaks as needed.
- Reading or rereading student directions to students. The verbatim student directions are provided in *Section 7: Administering Oregon's Online Summative Assessments*. The directions for participating in the ORExt are found on the Training and Proficiency website as well as within the online test administration tool.

2.3 Online Testing Security Features

Test security is essential to ensuring the reliability and validity of student scores. Students use a Secure Browser to access online general ELA, Mathematics, Science, ELPA Summative tests, and the Alt ELPA; the ORExt is accessed through the or.k12test.com system. Download and installation information for the Secure Browser is found on the OSAS Portal. The Secure Browser disables hot keys, copy and screenshot capabilities, and other applications. However, approved 3rd party accessibility software can be enabled by activating permissive mode. The Secure Browser will not display the IP address or other URL for the site. During testing, the desktop is "locked down" and students must "Pause" (which saves the student's test for another session) or answer all items and complete a test to exit the Secure Browser.

If technical difficulties require force quitting the Secure Browser, TAs should consult the TA User Guide, or contact their Regional ESD Partner for further assistance.

During login, students confirm the last name associated with their SSID, their SSID, test, test language, and grade information. TAs may help students confirm this information.

After students log in, the TA uses the test monitoring screen to confirm and approve that these are the correct students to take the test and approve the students' login request. The TA should review student last name and grade information to ensure that all students logging into a session have entered the correct SSID and that the information is correct in the system.

During testing, the student's last name and SSID are displayed in the upper left corner of the test screens, so the TA can confirm that students are logged in correctly during testing.

Student identity confirmation helps keep test items secure by ensuring that students ~~see~~ have access only to the tests they are supposed to ~~see~~take. Only trained TAs who have signed the Assurance of Test Security form may be given access to the Test Delivery System, Test Information Distribution System (TIDE), or the Centralized Reporting System (CRS) of the OSAS. Under no circumstance may students access the Test Delivery System, TIDE, or the CRS. The TA User Guide provides additional information about student login and session monitoring.

QTCs and QAs may access secure ORExt materials after completing the required training modules, available at or.k12test.com, and having their credentials verified. Access to the ORExt electronic administration is provided through the following process:

- Account registration required first at or.k12test.com.
- Accounts-In-Training must complete the required training modules on or.k12test.com to become a Qualified Assessor (QA) or Qualified Test Coordinator (QTC).

- QA/QTCs must attend a district test security training and sign/file (with district) an assurance of test security form.
- Credentials for each account on or.k12test.com must be verified by a QTC.

Once verified, student identifiable data will become available and QA/QTC's will now be able to roster students to assess. Once the testing window opens, QAs and verified QTCs will have access to secure testing materials, data entry, and test monitoring.

2.4 Secure Handling of Printed Test Materials and Note Paper

All printed testing materials (e.g., test session management reports, materials with individual student information, and student score reports) for Oregon's statewide summative assessments must be kept secure. Contact your DTC with questions about secure materials. DTCs with questions should contact their Regional ESD Partner.

Printing Individual Test Items, Passages, or Stimuli

The print-on-request tool is set in TIDE prior to test administration, based on individual student need. ~~See~~Consult the Oregon Accessibility Manual for additional information.

Note: **Assigning Print-on-Request**. The printing of items/stimuli is intended for those rare instances where a student's condition (e.g., photosensitive epilepsy) prevents the student from accessing material online. Access to printed items/stimuli should **not** be assigned based solely on a student's personal preference. The use of print-on-request should be minimal.

Once a student is approved to receive the printing of test items/stimuli, that student may send a print request to the TA during testing by clicking on the print icon on the screen. Before the TA approves the student's request to print a test item/stimulus, the TA must ensure that the printer is on and is monitored by staff who have signed an Assurance of Test Security form (especially if the printer is physically located outside the test environment).

Destruction of Printed Materials and Note Paper

Printed test items/stimuli, embossed braille printouts, scratch paper, and notes must be collected and inventoried at the end of each test session. Printed materials must either be securely destroyed or securely retained as indicated below.

Table 8: Destruction of Printed Materials and Note Paper

Assessment	Must Immediately Destroy Securely	May Retain Securely
Math / ELA	Scratch paper from CAT (includes any paper written on by the student) Printed test items or stimuli	Notes from PT
Science / ELPA Summative	Printed test items or stimuli	Notes
Oregon Extended Printed (Large Print/braille) / Alt ELPA	Printed (completed) test items or stimuli, student notes and teacher materials	Not yet completed test items, stimuli, or teacher materials

If notes will be securely retained, students will write their names (or other identifying information) on their notes. The TA will collect and inventory the notes at the end of each test

session. These materials must be stored securely between test sessions and securely destroyed upon completion of the test.

2.5 Student Confidentiality

Student test materials and reports must not be exposed in such a manner that student names can be identified with student results, except to authorized individuals with an educational need to know. Individual student information and test results must not be made public unless:

- The district has explicitly identified state test results as directory information consistent with Family Educational Rights and Privacy Act (FERPA) guidelines; and
- The release of the data does not expose the performance of students who did not meet the state's achievement standard; and
- Parents are made aware in advance of the reward and potential consequences of any honor provided to students based on these data and are given an opportunity to decline the honor on behalf of their child.

Secure Student Identifiers (SSIDs) and other confidential personally identifiable student data must remain secure. Displaying student SSIDs with student names in a non-secure place or manner compromises the security of confidential student information. **Student body cards distributed to students are not secure. Districts are prohibited from including student SSIDs on student ID cards or other non-secure materials.**

Only students may log in to their online testing environment. TAs or other staff or volunteers may not log in using a student's SSID except when helping a student who is having problems logging in. For the Alt ELPA or OExt, TAs may need to log in on behalf of some students.

Keeping Student Information Confidential

A transmission is "secure" if there is no reasonable expectation that a third party (i.e. someone other than the sender and intended recipient) will have access to the information transmitted.

Secure communication methods. The methods below have sufficient security to transmit both an SSID and personally identifiable information (such as name or date of birth). These are listed in order of ODE security preference; however, districts are free to choose any method(s) from the list.

1. Direct, in-person transmission (written or verbal)
2. A password-protected website or secure district parent and student interface
    a. **Examples**: ParentVue or StudentVue
3. Sealed mail or package delivery
    a. **Examples**: US Postal Service or other direct delivery service
4. 1:1 voice or video communication
    a. **Examples**: telephone, single-person calls using voice/video applications (such as Google Voice, Google Meet, Zoom).
    b. **Note**: private chat in a group call is non-secure.
5. Secure file transfer owned by district/ESD

   a. **Note**: ODE's secure file transfer site is reserved for communications involving ODE.
6. Multi-step transmission: secure information is broken into "pieces" and transmitted through multiple communications
7. Encrypted or password-protected document sent via email
   a. **Example**: Word doc or pdf with password protection

Non-secure communication methods. Any method other than those listed above is not secure and should not be used to transmit both an SSID and personally identifiable information.

While test items must be kept secure, the Family Educational Rights and Privacy Act (FERPA) requires that parents have the opportunity to view their student's most recent test booklets or a computer-generated list of test items. If a parent requests to view the items on their student's test, the DTC should inform the ODE Assessment Team. ODE will contact the parent to arrange a secure viewing of test items from their student's test.

2.6 Sensitive Responses

Appropriately Handling Student Responses or Actions That Cause Concern

Throughout the test administration process, student safety is always the primary consideration. TAs may encounter student actions that disrupt the assessment administration and may endanger the student or others. Although TAs are not permitted to review student responses in the testing interface or students' notes on scratch paper, it is also possible that TAs will encounter student responses to questions or notes on scratch paper that necessitate some action to ensure student safety.

Topics that may require action include, but are not limited to, student references to:

- Suicide
- Criminal activity
- Alcohol or drug use
- Extreme depression
- Extreme violence
- Sexual assault or physical abuse
- Self-harm or intent to harm others
- Neglect
- Bullying

Collecting and Elevating Information

TAs should have a thorough understanding of school, district, and state policies regarding documentation of student actions or concerning responses during a secure test event. Should the TA encounter a sensitive situation, the TA should document as much information as possible in accordance with school, district, and state policies. The TA should immediately notify appropriate personnel in accordance with school, district, and state policies and procedures.

Crisis Alerts

Districts receive crisis alerts when ODE's test vendor (Cambium, or CAI) identifies student responses with concerning content. An artificial intelligence engine initially flags these items, which are swiftly reviewed by human readers. All flagged items with concerning content are sent to the Secure File Center of the DTC for the student's district. DTCs will receive an auto-generated notice for each alert, reminding them to locally download the information from the Secure File Center right away. Each day, ODE will also send a reminder message to districts who have received one or more new crisis alerts. Crisis alerts in the Secure File Center expire and are irretrievably deleted after 10 days.

DTCs must establish a formal process for addressing crisis alerts. The process should include relevant staff, communication protocols, and timelines for all responses. This process must be conducted according to the severity of the student's response to ensure that students get the level of support that they need to maintain their safety and the safety of others. ~~See~~ Consult the ~~*Appendix D: Crisis Alert Process*~~*Hotline Direct User Guide* for more detail. Please contact ODE's Director of Assessment and Student Reporting for additional support.

Commented [BW2]: Link.

3.0 APPROPRIATE TESTING PREPARATION AND PRACTICES

Appropriate testing preparation and practices ensure that students have a fair and equitable opportunity to show what they know and can do, resulting in valid tests. Appropriate testing preparation and practices include two core requirements:

- Core Requirement 1: Students complete the correct test in a supervised, secure, and distraction-free test environment.
- Core Requirement 2: Students have access to necessary, allowable, and appropriate resources.

If either of these core requirements is compromised or absent, an impropriety or irregularity may have occurred and the incident must be reported to ODE.

3.1 Test Improprieties and Irregularities

Neglecting appropriate testing preparation and practices may result in an impropriety or irregularity, regardless of whether the action was intentional, accidental, student-initiated, or adult-initiated. TAs, STCs, or other individuals who have witnessed, been informed of, or suspect a test impropriety or irregularity that could potentially affect the integrity of the tests or the data must follow the steps outlined below in *Section 3.5 Reporting Test Improprieties and Irregularities*.

Test improprieties are behaviors prohibited during test administration because they give students an unfair advantage or disadvantage, or compromise test security or validity.

Test irregularities are unusual circumstances that may potentially affect student performance on the test or interpretation of student scores. Test irregularities may impact single students, such as prolonged absences that lead to a test expiring before the student returns to complete testing. Test irregularities may also impact a group of students who are testing, such as a safety drill, a school-wide power outage, or a *force majeure* (e.g. a natural disaster).

During an event such as a fire drill or other evacuation, safety is the top priority. If the TA can safely access the TA workstation before evacuating the test environment, then the TA should pause all tests before evacuating. Otherwise, the TA should evacuate and secure the test environment consistent with the school's evacuation policy, then pause all tests upon returning to the test environment (before students return to their stations). This helps to ensure test security and that students do not sit at the wrong computer by mistake.

3.2 Core Requirement 1

Per the first core requirement for appropriate testing preparation and practices, students must complete the correct test in a supervised, secure, distraction-free test environment.

- **Complete**: the student has a reasonable opportunity to respond to all questions on the test and submit the test when they have finished.
- **Correct test**: the student tests in the intended content area using the correct version of the instrument and at the correct grade level.

- **Supervised**: testing is overseen by authorized personnel who have completed all required training and have signed an Assurance of Test Security Form. Supervision includes appropriate administration of the test. Note that some accommodations and supports require increased supervision by TAs.
- **Secure**: secure information (such as specific items and/or stimuli, testing materials, student IDs and other demographic information, student-generated notes, etc.) is only available to authorized personnel, and used for appropriate testing purposes.
- **Distraction-free**: the test environment maximizes the opportunity for each student to demonstrate what they know and can do on the test.
- **Test environment**: human and non-human factors under district control. May include the location where the student tests, the equipment and resources the student uses to test, persons present in the test environment, and miscellaneous attributes such as the general atmosphere or ambience of the testing location. ~~See~~Consult *Section 2.2 Security of the Test Environment* for more information.

Table 9: Examples for Core Requirement 1

Description
• **The TA follows required, appropriate test administration procedures.** ○ Example: If the test requires that physical materials be made available to a testing student at a given point in the test, the TA ensures that the right materials are made available at the right time. ○ Example: If the test requires that the TA locally score a test item, the TA exercises appropriate supervision to ensure that the student does not enter a score on their own behalf.
• Students are provided an opportunity to complete the test. ○ Students are provided with sufficient time to complete test items. ○ Students have a chance to review items prior to proceeding to the next segment or submitting the test.
• Students are administered the correct test. This includes: ○ Correct testing instrument (ex. ELA CAT vs. PT, general Math Summative vs. Extended Math Summative, ELPA Screener for students without EL status). ○ Correct grade level. ○ Correct version (ex. general vs. braille, in-person vs. remote). ○ Correctly honoring opt-outs (ELA and Math), parent requests for exemption due to disability or religion (Science and ELPA), or declined participation (SEED Survey).
• OSAS assessments are supervised by qualified, trained personnel at all times. ○ Adults who will be present in the testing environment for an extended period for reasons other than supervision (equipment maintenance, monitoring of testing procedures, prearranged observation, etc.) have agreed to uphold appropriate testing procedures and have signed the applicable Assurance of Test Security Form.
• Staff maintain confidentiality of student data as detailed in *Section 2.5 Student Confidentiality*. ○ TAs use a student's SSID or other secure student information only to help the student log in to their test.
• Students cannot easily perceive or interact with each other's tests.

Description
• There is adequate spacing between testing students, minimal sensory distractions, and minimal interruptions.

• Adults present in the testing environment minimize unnecessary interactions with actively testing students.
• Students do not talk to or interact with each other during active testing.
  ○ Student talk constitutes an impropriety if it affects the result of an active test (by providing an unfair advantage or disadvantage, or by compromising test security or validity).
  ○ Other types of talk (such as by non-testing students after a test has been submitted, or by testing students "taking a break" to talk about topics entirely unrelated to the test) are prohibited, but should be dealt with through means other than the test impropriety reporting process.

• Test material is used for testing, and not for any other purpose. Only the student has access to test material for that student's assigned test.
  ○ Test material is not used to deliver instruction, is not preserved or reproduced outside the test environment, and is not observed or reviewed by the TA.
  ○ Test material that needs to be stored between sessions (such as printed items, scratch paper, or similar) is stored securely.
  ○ Test material, including test items and stimuli, is not reviewed or discussed for any reason.

3.3 Core Requirement 2

Per the second core requirement for appropriate testing preparation and practices, students have access to necessary, allowable, and appropriate resources.

- **Access**: student uses, consults, or otherwise benefits from the resource during testing.
- **Necessary**: the resource meets a need as documented in an ITAP, IEP, or 504 plan (for accommodations); or is indicated by an educator or team of educators (for designated supports); or meets a non-testing need (such as health and safety).
- **Allowable**: the resource is described in the Oregon Accessibility Manual, or the resource's presence in the test environment has been expressly authorized because it meets an important student need and necessary steps have been taken to confirm or ensure it does not compromise other facets of the core requirements.
- **Appropriate**: the resource equitably supports the student in fully and accurately demonstrating what they know and can do on the test.
- **Resource**: a source of information or help that is independent of the student.

Table 10: Examples for Core Requirement 2

Description
• Student responses represent their own work. Students do not collaborate or help each other with active tests.   ○ Examples: talking about test items, passing notes, explanations of test material.
• Any needed resources (such accommodations and supports) have been authorized, reviewed, and confirmed prior to testing by appropriate personnel.

Description
○ Access to an unauthorized resource constitutes an impropriety if it affects, or there is reason to believe it affected, the result of an active test (by providing an unfair advantage or disadvantage, or by compromising test security or validity). Otherwise, the presence of a resource in the testing environment, while prohibited, should be dealt with through means other than the test impropriety reporting process (e.g., storing a device with internet search capability in a secure place during the testing session). ○ Resources meeting an important student need (e.g. medical equipment, visual schedules, communication devices for students with certain disabilities) are allowable in the test environment but may require increased supervision if there is a chance they could provide the student with an unfair advantage. ○ If in doubt whether a resource is allowable or appropriate, either remove it from the test environment or ensure that the student cannot benefit from it during testing (store it, cover it, power it down, monitor student interactions with the resource, or similar).
• Students do not access the internet while actively testing. ○ Internet access constitutes an impropriety if it affects the result of an active test (by providing an unfair advantage or disadvantage, by or compromising test security or validity). Access to internet content unrelated to an active test, while prohibited, should be dealt with through means other than the test impropriety reporting process.
• Adults provide appropriate verbal feedback and assistance to students, such as how to navigate the platform and encouragement to do their best. Adults do not coach or provide any other type of assistance to students that may affect their responses. ○ This includes both verbal cues (e.g., interpreting, explaining, paraphrasing the test items or prompts) and nonverbal cues (e.g., voice inflection, pointing, nodding head). ○ Adults do not lead students through instructional strategies such as Think Aloud, ask students to point to the correct answer, or require students to show their work.
• Accommodations to be used on assessments are documented in a student's ITAP, IEP, or 504 plan (IDEA, Sec. 300.160). ○ Such accommodations should mirror, to the degree possible, supports provided during instruction. • Designated supports ***may*** be provided without being documented in an ITAP, IEP, or 504 plan; however, any designated supports documented in an ITAP, IEP, or 504 plan ***must*** be provided. ○ The expectation or hope that a given resource may or might benefit a student is insufficient to justify its use. Decisions to provide a support should be made on a student-by-student basis. Providing an unnecessary resource to a student, or wholesale to a group of students, may in fact impose an unfair disadvantage.

3.4 Responding to Student Questions During an Assessment

Helping students with correct responses to test items violates the integrity and validity of the test. If a student asks for help related to the content of their test, the TA should remind the student to "do your best" using the verbatim student directions provided in *Section 7 Administering Online Summative Assessments*. TAs must not initiate assistance or give any indication that they can help. *TAs should use caution, checking verbal and nonverbal cues to ensure that the student does not receive any inappropriate coaching that may impact a student's response to a test item.*

Student Comments. TAs must not review test items for any reason. If a student is concerned about an item, TAs may direct the student to enter the concern in Online Comments. However, TAs must not initiate comments on test items. *TAs may, however, immediately report system errors (e.g., technology issues) to the OSAS HelpDesk and may also report such errors to their DTC.*

The *Oregon Accessibility Manual* outlines allowable changes in test administration. Accessibility supports documented in a student's ITAP, IEP, and/or 504 must be delivered, as these are legally binding documents.

Note: **Pop-up messages, warnings, and other system-generated notifications** are considered the equivalent of test directions. They may be read aloud to, or translated for, students without constituting a test impropriety.

3.5 Reporting Test Improprieties and Irregularities

All potential test improprieties or irregularities must be reported to the DTC immediately, even if the exact situation is still unclear. *When a test impropriety or irregularity involves a student test, the student must discontinue testing pending the DTC's investigation.* The student must not resume testing until the district receives authorization from ODE. Continuing testing for a student before receiving authorization from ODE could lead to invalidation of the student's test.

DTCs are responsible for investigating potential test improprieties and irregularities. If there is reason to believe the impropriety or irregularity provided an unfair advantage or disadvantage to a student, or violated test security or validity, the DTC must submit a report to ODE using the Test Impropriety and Irregularity Report Form immediately (within one day). Prohibited behaviors or other testing disruptions that do not result in an unfair advantage or disadvantage to a student, and do not violate test security or validity, should be handled locally rather than through the impropriety and irregularity reporting form. For example, if a cell phone or similar device is discovered during testing, but its use did not have an impact on any active test, there is no need to report the incident as an impropriety. Instead, follow the district's local procedures in compliance with Executive Order 22-49. If there is any doubt as to whether an incident compromised one of the two core requirements, DTCs should report the incident.

If an impropriety report is submitted by someone other than the DTC, the form requests additional information to serve as confirmation that the DTC is aware of and has authorized report submission on their behalf. ODE will copy the DTC on all communications related to the impropriety. In rare cases where the DTC cannot investigate directly (e.g., due to conflict of interest) and needs to delegate to a DLU or STC, the DTC must notify ODE when submitting the test impropriety report. The DTC should not pass along unread or unreviewed secondhand descriptions of events. Based on the initial report, ODE may request further investigation by the DTC, in which case the DTC must provide results to ODE within 30 calendar days. If the DTC is unable to provide requested information, ODE will approve an outcome for the test record(s) based on the information available, which may lead to invalidation. The DTC may request a letter of final determination from ODE if needed for formal documentation. Otherwise, ODE will provide the DTC with an email report summarizing the ODE-approved outcome.

The DTC's responsibility for reporting testing improprieties extends beyond the close of the test window. Test records can no longer be changed in TIDE after the post-window test status change deadlines: 6/54/2~~6~~7 (ELPA Summative and Alt ELPA) and 6/~~18~~17/2~~6~~7 (ELPA Screener, general and alternate SEED Surveys, and general ELA, Math, and Science). Tests may be invalidated in ODE data systems until the close of the yearly assessment data validation window in mid-August.

3.6 Consequences of Test Improprieties and Irregularities

ODE will determine appropriate action for a test impropriety or irregularity based on information provided by the district. ODE actions fall into six categories.

- **Invalidate**: Test results and student responses are omitted from the testing, reporting, and accountability systems. The student will not have the opportunity to retake that test.
- **Reset**: The test record is removed, as if the student had never tested. This includes resetting the test expiration period. The student may retest.
- **Reopen**: Grants the student access to items in a partially or fully completed test. A reopen may be used to grant student access to previous segments of a test. Reopening a test in progress does not change its expiration deadline. Reopening a submitted or expired test will start a new 10-day expiration deadline for tests that expire (e.g. ELA/Math CAT and PT, Science).
- **Restore**: Returns a test that was Reset to its prior state.
- **Reassign**: Transfers a test from one SSID to another.
- **Resume:** ODE will make no changes to the test record. There may still be action or instructions for the district (e.g., implement a support and continue testing, allow the test to expire, improve process for future testing).

In cases where Resetting or Reopening is allowable but not required, the district may choose to consult with a student or family to verify whether continued testing is desired. Any outcome permitting a student to retest, or return to and modify a test in progress, requires that district investigation support *all* the following:

- The student did not receive an unfair advantage or disadvantage that will persist into future testing.
- There are no test security concerns.
- ~~Retesting~~Returning to testing or retesting does not pose the student potential harm or undue hardship.

Table 11: Outcomes of Test Improprieties and Irregularities

Action	Example situations where action may be appropriate
INVALIDATE	• A student should not have tested or should have taken a different test. ○ This includes opt-out (ELA and Math), parent requests for exemption (Science and ELPA), and declined participation (SEED Survey). • There is an attempt to use the test inappropriately (e.g. attempts to weaponize the Crisis Alert process).

Action	Example situations where action may be appropriate
	• The DTC/TA investigated an incident and found it likely that a student received an unfair advantage or disadvantage. • Other outcomes are not possible or inappropriate.
RESET	• A student completed, or proceeded past, one or more items without a needed accessibility support. • Test administration involved inappropriate practices. A student needs to retest with appropriate administration practices.
REOPEN	• A test expired due to an unanticipated excused absence, unanticipated school closure, or technological difficulty. • A student unintentionally submitted a test. • A student needs access to a prior segment on a test that was paused for more than 20 minutes (perhaps due to unanticipated interruption of the test session or some other factor that prevented the student from resuming a paused test).
RESTORE	• A test was inadvertently or inappropriately reset.
REASSIGN	• A student attempted or completed a test using the wrong SSID.
RESUME	• A student did not receive a needed accessibility support, but the error was caught before the student completed, or proceeded past, one or more items where the support was needed, *and* the support can be provided or added to the test without the need for a Reset. • A testing incident occurred, but DTC/TA investigation supports that the student was not provided with an advantage or disadvantage, and that test security or validity were unaffected.

Per OAR 581-022-2100, school districts must abide by ODE decisions regarding student assessment records, whether due to a test impropriety or any other circumstance bearing upon the validity of assessment results.

If a district fails to enter a student's Oregon Extended Assessment (OExt) score by the deadline identified in *Appendix A: Test Schedule* (i.e., the end of test window), ODE will not include the student's score when calculating the district's participation rate for accountability purposes.

In cases where a *force majeure* (including but not limited to power outages or network disturbances lasting for at least one full school day, floods, earthquakes, fires, or pandemics) prevents the district from completing testing, districts may submit a *force majeure* exception request. This request should be submitted as soon as possible, as **it must be received by ODE prior to the close of the test window**. Upon receipt of such a request, ODE may permit a one-day extension of the testing window or deadline to enter scores as applicable for each day of the *force majeure*, for up to five days. Regardless of when the *force majeure* began or how long it lasted, its effects must be felt within the three business days prior to the close of the test window for an extension to be granted. Districts must apply for this extension starting on the first school day after normal operations resume. **Note: for a severe force majeure that prevents districts from completing testing over an extended period (e.g., more than 3 weeks), ODE will work with the U.S. Department of Education and the impacted districts to ensure valid and reliable accountability calculations. This may include a requirement to test students in the following school year based on their prior grade of enrollment.**

~~Violations of test security~~Misconduct and neglect of duty are subject to the district's disciplinary policy and the policy of the Teacher Standards and Practices Commission (TSPC) as appropriate.

TSPC licensure could be jeopardized. Breaches of security through the mishandling of test materials could result in disciplinary action by the Teacher Standards and Practices Commission (TSPC). In certain cases, security breaches could even jeopardize licensure for certified and administrative staff.

Staff should work within district policy and the rules established by the TSPC when a test impropriety occurs. Per OAR 584-20-0041: Misconduct Reporting Requirements, districts must report to TSPC within 30 days the name of any educator who the district reasonably believes may have committed gross neglect of duty as described in OAR 584-20-0040 Grounds for Disciplinary Action. Section 4 of OAR 584-20-0040 defines gross neglect of duty as, "any serious and material inattention to or breach of professional responsibilities." The district determines whether a test impropriety qualifies as gross neglect of duty.

3.7 ESSA Test Administration Monitoring

Per U.S. Department of Education requirements, ODE monitors test administration in districts (including ESDs) across the state. Monitoring follows a five-year rotation, during which each district and ESD will complete an online test administration self-assessment according to the schedule below. Districts complete this self-assessment once per rotation, although they are encouraged to incorporate it into their ongoing continuous improvement efforts. ODE uses district-provided information to confirm compliance and ensure test validity. In some cases, ODE may determine an on-site visit is needed.

Districts participate in required ESSA Test Administration Monitoring by region:

- 2025-26: Harney ESD, High Desert ESD, Jefferson ESD, Lake County ESD, Malheur ESD
- 2026-27: Grant County ESD, Intermountain ESD, North Central ESD, Region 18 ESD
- 2027-28: Clackamas ESD, Columbia Gorge ESD, Multnomah ESD, NW Regional ESD
- 2028-29: Douglas ESD, South Coast ESD, Southern Oregon ESD
- 2029-30: Lane ESD, Linn-Benton-Lincoln ESD, Willamette ESD

Full information can be found in the ESSA Test Administration Monitoring accordion on ODE's Assessment Administration page.

4.0 ACCESSIBILITY SUPPORTS

The Oregon Accessibility Manual provides information for all roles regarding the selection and administration of universal tools, designated supports, and accommodations for students who need them.

The Oregon Accessibility Manual applies to all students and emphasizes an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. There is a critical connection between accessibility supports in instruction and accessibility supports during assessment. Therefore, all accessibility supports a student receives on the statewide assessments are to mirror the supports currently being provided to that student in their classroom instruction and assessments.

Note: The Oregon Accessibility Manual, found on ODE's Assessment Administration webpage, includes the full list of universal tools, designated supports, and accommodations supported for all statewide assessments.

Review the Oregon Accessibility Manual thoroughly before test administration. Testing supports should be determined annually and reviewed again prior to student testing.

Embedded resources are part of the computer administration system. **Non-embedded** resources are provided outside of that system.

Table 12: Definitions for Universal Tools, Designated Supports, and Accommodations

Type	Definition
Universal Tools	Accessibility features of the assessment that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection.
Designated Supports	Accessibility features of the assessment available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). They are either provided as digitally delivered components of the test administration system or separate from it.
Accommodations	Accommodations are changes in procedures or materials that increase equitable access during the assessment. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations do not compromise the construct, grade-level standard, or intended outcome of the assessment. **Note: accommodations are available only for students with a documented Immediate Temporary Accommodations Plan (ITAP), Individualized Education Programs (IEPs) or Section 504 Plans and need to be documented in those that plans.**

5.0 SCHEDULING TEST ADMINISTRATION

5.1 Testing Time

Testing Time

The table below estimates how much time most students will need to complete components of the OSAS. This information is for scheduling purposes only, as the assessments are not timed. These estimates are based on the amount of time a typical student spends logged into the test. They do not include time needed for non-testing activity such as preparing the test environment, ~~to~~ starting computers, loading the Secure Browser, or logging in students. TAs should work with STCs to determine precise testing schedules.

Table 13: Estimated Testing Times for Summative Tests[1]

Times are listed in hours: minutes.

Content Area	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
General ELA Computer Adaptive Test	N/A	1:10	1:05	0:50
General ELA Performance Task	N/A	2:30	1:55	1:15
General ELA Total	N/A	3:40	3:00	2:05
General Math Computer Adaptive Test	N/A	0:55	0:50	0:40
General Math Performance Task	N/A	0:50	0:40	0:25
General Math Total	N/A	1:45	1:30	1:05
General Science (Grades 5, 8, and 11)	N/A	1:15	1:10	1:00
Oregon Extended (all content areas)	N/A	0:45-1:30	0:45-1:30	0:45-1:30
ELPA Summative	1:00	1:20	2:25	2:30
Alt ELPA (per domain test)	0:10	0:10	0:15	0:15
SEED and Alt SEED Survey	N/A	0:15	0:15	0:15

Duration and Timing Information for ELA and Mathematics

The scheduling/rules for each of the general ELA and Mathematics assessments are included below. The duration, timing, break/pause rules, and session recommendations vary for each content area. Minimize the amount of time between beginning and completing each content area assessment.

[1] Testing times are calculated at the 75th percentile. Numbers rounded. ELA = English Language Arts/Literacy; Math=Mathematics; ELPA=English Language Proficiency Assessment; SEED=Student Education Equity Development

Table 14: General ELA Assessment Scheduling

	Computer Adaptive Test (CAT)	Performance Task (PT)
Number and Duration of Sessions	***Recommendations:*** • ***Schedule at least two sessions (recommended) and six sessions at maximum (rare/extreme)*** • ***Sessions last 40–60 minutes.*** • ***Administer the CAT before the PT.***	***Recommendations:*** • ***Administer PT Parts 1 and 2 in two different sessions.*** • ***Sessions last 60–120 minutes.*** • ***Schedule Part 2 with sufficient time for students to complete the full write in one test session.***
Breaks within Sessions	Breaks can be provided during the test sessions using the software's pause feature. If the test is paused for more than 20 minutes, the student may not be able to go back to the items on previous screens. ***Recommendation: No breaks longer than 20 minutes in a single test session. Instead, plan separate test sessions around extended breaks (e.g., lunch).***	The PT is presented in two parts. Students can take breaks within Parts 1 and 2; however, once a student moves to Part 2, they will not be able to review or revise items in Part 1. ***Recommendation: Students complete Part 1 in one test session and Part 2 the next school day in a separate test session.***
Total Duration	Once a student has started the CAT, it will be available for 20 calendar days. ***Recommendation: Complete within five days.***	Once a student has started the PT, it will be available for 20 calendar days. ***Recommendation: Complete within 10 days.***

Table 15: General Mathematics Assessment Scheduling

	Computer Adaptive Test (CAT)	Performance Task (PT)
Number and Duration of Sessions	***Recommendations:*** • ***Administer in one session.*** • ***Session lasts 40–80 minutes (for most students).*** • ***Administer the CAT before the PT.***	***Recommendations:*** • ***Administer in one session.*** • ***Session lasts 40–80 minutes (for most students).***
Breaks within Sessions	Breaks can be provided during the test sessions using the software's pause feature. If the test is paused for more than 20 minutes, the student may not be able to go back to the items on previous screens. ***Recommendation: No breaks longer than 20 minutes in a single test session. Instead, plan separate test sessions around extended breaks (e.g., lunch).***	Students can take breaks during PT test sessions. Mathematics PT items are presented on a single screen. Following a break, the student will have access to the same items.
Total Duration	Once a student has started the CAT, it will be available for 20 calendar days.	Once a student has started the PT, it will be available for 20 calendar days.

	Recommendation: Complete within five days.	***Recommendation: Complete within five days.***

***Important Reminders*:**

- The number of items may vary for each student's test.
- The tests are not timed, so all the time estimates are approximated.
- Students should be allowed extra time if they need it, but test administrators need to use their best professional judgment when allowing students extra time. Students should be actively engaged in responding productively to test questions.
- The test can be spread out over multiple days as needed.

5.2 School-Level Test Windows

Districts and schools may develop school-level test windows within the ODE-defined test windows to coordinate and allocate resources toward testing. To manage testing resources, school-level test windows may be set for specific content areas and grade levels. Schools should coordinate with the DTC to establish the duration of the school-level test window based on the number of enrolled students the school projects will be eligible to test. School-level test windows for general and Extended ELA, Mathematics, and Science tests must last **at least four calendar weeks**.

Schools may use the school-level test window feature in TIDE to restrict student access to online tests until the start of the school-level test window.

Regardless of the test window a school establishes to complete testing, schools are responsible for ensuring that all students who are enrolled as of the first weekday in May have tested. Except for students who are not tested due to a medical emergency, students who are enrolled on the first weekday in May who are not tested will be counted as non-participants in accountability calculations. For ELPA Summative, whose statewide test window closes before May 1, districts may use administration code 8 for students who enroll after the close of the statewide test window but who are enrolled on the first weekday in May.

ESEA Title I Part A, sec. 1111(b)(2)(B)(v), (vii) requires testing of all students annually. Additionally, testing students transferring from other Oregon districts is both a best practice (to ensure the performance of all eligible students is captured) and a professional courtesy to the district from which the student transferred. This helps everyone fulfill their participation responsibilities.

5.3 Student Participation in State Testing

Most students will take grade level assessments under standard administration conditions. Standard administration conditions are those in which the student takes the test in a manner consistent with the policies and procedures contained in this Test Administration Manual and the Oregon Accessibility Manual. A score obtained under standard administration conditions is valid for determining how performance compares to the academic achievement standard. The academic achievement standards, which include achievement level descriptors of performance and cut scores that separate levels of performance, are available on Assessment page for each content area.

Standard test administration is required. Non-standard test administration will result in invalidated tests and will not count for participation or performance.

All Students

"All students" includes (but is not limited to) students with disabilities, students with English learner status (ELs), students in special schools and programs (including public charter schools), students for whom tuition is paid to a public school by parents, and students enrolled in non-graded programs. To determine grade equivalences for non-graded programs, subtract five from the student's age as of September 1. For example, a student who is 8 years old on September 1 is assumed to be in Grade 3.

To test, students must be physically located within the 50 US states or the District of Columbia.

Oregon public school districts are responsible for testing all enrolled students as of the first weekday in May. This applies to all tested subjects and includes ~~P~~private school and home school students who ~~receive their primary instruction in tested subjects at~~ are also enrolled in the district~~Oregon public schools are required to take the Oregon statewide assessment in those subjects~~. Private and homeschool students who ~~*do*~~ *are not* enrolled in Oregon public schools ~~receive primary instruction in a subject in an Oregon public school~~ do not ~~take the Oregon statewide assessment in that subject (e.g., students receiving supplemental instruction, or instruction in a non-tested subject)~~participate in statewide testing. Use test administration code 6 within the Assessment Record Updating Application (ARUA) to exclude students exempt from accountability reporting. (Consult *Appendix C: Accessing Student Scores Online* for more information.) ~~Students exclusively served in home school environments or private schools may not participate in the Oregon Statewide Assessments.~~

Students in Grades 3 – 8 and High School

All students enrolled in grades 3 – 8 and in high school must take the required OSAS assessments offered at their enrolled grade, including students re-enrolled in the same grade as in the prior year, unless the student is opted out or receives a parent-requested exemption as described later in this section.

In addition to students currently enrolled in grade 11, a grade 11 student is "a student who was first enrolled in grade 10 in the student's most recent previous year in school." This definition ensures that students who skip from grade 10 to grade 12 or repeat grade 10 will receive the high school assessment. It is the district's responsibility to determine whether a student is retained in grade 11. Any student submitted by the district as being enrolled in grade 11 (regardless of their prior grade) on the first weekday in May must take the high school assessments.

Students in grade 12 who elect to participate in the grade 11 assessment(s) to see how they perform in relation to Oregon's grade 11 standards and/or for college placement purposes should be provided with an opportunity to do so. While retests are not mandatory, districts should make the option available for those students who wish to retest.

Student Refusal or Non-Participation

Some students may stop making progress during statewide testing, or actively refuse testing. The district should attempt to understand and address any barriers to testing. If a good faith effort has been made, and it becomes clear there is no realistic expectation that the student will make further progress in the test, the test should be paused and the student excused. It should be made clear to the student that they may change their mind and resume testing at any time during the remainder of the test window; otherwise, the test will eventually expire and will be treated like any other incomplete or unopened test. The district should not attempt to compel a student to test in the face of persistent refusal, or when testing would result in undue harm or hardship to the student. ~~See~~Consult the Right Assessment for the Right Purpose for discussion of student participation and a potential "inflection point" on general ELA and Math tests.

A parent, guardian, or student of any age may decline to participate in the SEED Survey at any time, for any reason. This may be done verbally or in writing.

Students with EL Status

Students eligible for English language development services under Elementary Secondary Education Act (ESEA) are referred to as English Learners (EL) (Sec 8010 – ESSA). All students with EL status are eligible to participate in the Oregon Statewide Assessments. Federal law and ensuing case law require that students with EL status be given equal opportunity to participate in and benefit from any program or activity customarily granted to all students. Because students with EL status must be offered instruction at their grade level, they are *not eligible* to take an Extended Assessment unless they are on an Individualized Education Program (IEP) and meet the eligibility criteria outlined in ODE's Alternate Assessment Decision Making Guidance.

Oregon Statewide Assessments offered in a student's language of origin are considered standard administration, and eligible student scores meeting the achievement standard count as meeting the standard in accountability calculations. Oregon currently offers an English/Spanish toggle for Oregon's general Math and Science tests. These translated tests are available for any student consistent with the guidance included in the Oregon Accessibility Manual.

The needs of each student must be considered individually for each assessment based on what is in the best interest of the student, not on participation in a particular program or identification as a student with EL status. An instructional team consisting of: the student's parent and/or the student; Title IC-Migrant, EL Staff, Bilingual Staff, or Title IA teachers; the student's classroom teacher; and other knowledgeable professionals; should make decisions about student testing conditions including the accessibility options described in the Oregon Accessibility Manual. This team should be familiar with the individual student's abilities and areas of need and should weigh the following types of evidence:

- Samples of student work that would represent an appropriate English reading level
- The student's literacy in their preferred language
- The language spoken in the home, both by the student and by adults in the home
- Support programs, including first and second language development programs

Test administration for ~~S~~students with EL status who ~~are~~ also ~~on~~ have an ITAP, IEP~~s~~, or 504~~s~~ plan must follow the ~~recommendations~~ procedures ~~of their IEP/504 team~~documented in that plan, which may include administration of the test using accessibility supports specific to the student's needs (~~see~~ consult the Oregon Accessibility Manual).

Students eligible for ELD services must be tested in all required areas under the statewide assessment system in addition to ELPA Summative. **Testing requirements are based on first enrollment date, which applies to enrollment anywhere in the 50 U.S. states or the District of Columbia, not just in Oregon or in your school.**

Table 16: Assessment Requirements for Students with EL Status Based on Enrollment Date

Enrollment Timing	Date of First Enrollment in Any U.S. School (50 U.S. states or D.C.)	Tests Required in ~~2025-26~~2026-27
Enrolled after first weekday in May this year†	5/2/2~~6~~7 – end of current school year	None
Enrolled "late" for ELPA Summative this year†	3/23/~~26~~ 27 - 5/1/2~~7~~6	Math** Science***
Enrolled "late" the preceding year or earlier this year	5/2/2~~5~~6 - 3/22/2~~6~~7	ELPA Summative/Alt ELPA* Math** Science***
Enrolled in previous years	Before 5/2/2~~6~~5	ELPA Summative/Alt ELPA Math Science*** English Language Arts

ELA, Math, and Science references in this table include the general and Extended versions.
† Participation requirements are addressed in Title IA federal law (Section 1111).
*Counts for English Language Arts participation in accountability calculations; students are excluded from ELA performance calculations. The Alt ELPA has specific eligibility requirements. If student enrolls after the close of the ELPA Summative window but prior to 5/2, use administrative code 8.
**Counts for Math participation in accountability calculations, but students are excluded from Math performance calculations.
***Science performance is reported, but not used for accountability.

Not every test is administered in every grade level. Refer to *Appendix A: Test Schedule* for the grades at which various assessments are administered.

Students with Disabilities

Both the Individuals with Disabilities Education Act of 2004 (IDEA) and OAR 581-022-2110 Exception of Students with Disabilities from State Assessment Testing require that individuals with disabilities be given equal opportunity to participate in and benefit from any program or activity customarily granted to all individuals with appropriate adaptations. Therefore, all students with disabilities are eligible to participate in the Oregon Statewide Assessment Program.

The student's Individualized Education Program (IEP) team, which includes the student's parent or guardian, makes the decision regarding the most appropriate method for a student with disabilities to participate in testing. Each student must be considered individually and not merely based on the student's disability category. If a student's IEP specifies that a student should take an Extended Assessment or the Alt ELPA, then the district must provide the student with that test. When assessing a student with a disability, the district must also ensure that the assessment fully complies with all IDEA requirements as specified in the IEP Guidelines.

Student test records include an accommodations flag field. This flag is federally required for students with an ITAP, IEP~~s~~, or 504 plan~~s~~ who take an assessment with an accommodation from the Oregon Accessibility Manual. Use of this flag (recording "Y") indicates that the student received one or more accommodations (whether embedded or non-embedded). Authorized district or school staff may set the accommodation flag either through the student test setting screen of the Test Information Distribution Engine (TIDE), or through the Assessment Record Updating Application (ARUA). Your Regional ESD Partner is trained on the ARUA and the management of student records.

Assessment Options for Students with Disabilities

Students with disabilities may participate in required ELA, Math, Science, and ELPA assessments via a combination of the following:

- General *or* Extended/alternate (OExt, Alt ELPA)
- Standard administration *or* with accessibility supports

Braille Interface for Online Testing

The general ELA, Mathematics, and Science assessments are available to students who use braille through a Braille Interface, which provides students who use braille with access to the adaptive online tests. Contact the Teacher of the Visually Impaired assigned to that student with questions regarding the administration of the online Braille Interface, or the Cambium helpdesk at osashelpdesk@cambiumassessment.com or 1-866-509-6257.

ODE has coordinated with the Regional Special Education Districts and the Oregon Textbook and Media Center (OTMC) to provide the necessary software and equipment to those districts serving students who use braille. For more information, ~~see~~ consult the Assistive Technology Manual.

Opting Out of Statewide Math and ELA Assessments

ORS 329.479 establishes a Student Assessment Bill of Rights permitting parents/guardians (or adult students) to annually opt their student(s) out of statewide summative tests in English language arts and mathematics. This right applies to both the general and alternate (Oregon Extended) tests. In accordance with ORS 329.479, a school district must have a policy and practice that requires all students to participate in the statewide summative tests in English language arts and mathematics unless a parent/guardian or an adult student annually chooses to excuse the student from take the statewide summative tests by completing the form established by the Department of Education and submitting the completed form to the school district for the school that the student attends.

In addition, ORS 329.479 requires school districts and public charter schools to provide supervised study time for students who are opted out of testing.

Opt-Out Eligibility. ORS 329.479 confers a right to opt out of the Math and ELA summative assessments on parents. It is a violation of both state and federal law for a local education agency, including school boards, district staff, or school staff, to opt a student out of testing on behalf of a parent.

Communication Protocols

Consistent with the requirements of ORS 329.479, ODE has developed an annual notice (available through ODE's Assessment Administration webpage) that describes these assessments, identifies the timeframe when the assessment will most likely be administered, and identifies an adult student's or parent's right to excuse the student from testing. **Districts and public charter schools must provide parents with the ODE-developed annual notice at the beginning of each school year.** In addition, districts and public charter schools must provide parents with separate notice at least 30 days prior to administering the statewide summative assessments in Math and ELA using the ODE-provided 30-day notice and opt-out form (also available through ODE's Assessment Administration webpage), or a district-created form that exactly reproduces the language of the ODE-provided form. School districts and public charter schools must use the language of the 30-day notice and opt-out form provided by ODE to communicate with all parents about state testing requirements and their right to opt out for high school students by **January 4, 20276,** and for students in Grades 3-8 by **March 1, 20276**.

Per OAR 166-400-0060: Student Education Records and OAR 581-022-2270: Individual Student Assessment, Recordkeeping, and Reporting, districts must retain non-federally required student records, such as parent-submitted opt-out forms, for at least three years after the record was created.

It is ultimately the responsibility of the DTC to ensure that communication requirements regarding ORS 329.479 are fulfilled within their district.

While districts may communicate with parents using existing communication protocols—including but not limited to fall registration materials, parent conferences, electronic media, or letters home—ODE encourages districts to account for the following considerations to ensure accurate, consistent communication across classrooms and schools within the district:

- Establishing a district policy around the administration of the statewide assessments required under both federal and state law, and communicating this policy to all district and school staff to ensure consistent understanding
- Communicating to all district and school staff about the purpose of the statewide assessments to ensure consistent understanding about the role these assessments play in systems accountability and ensuring equitable opportunities for all Oregon students
- Ensuring that the entire combined 30-day notice and opt-out form is provided to parents; providing only the opt-out form without the 30-day notice deprives parents with the context needed to make an informed decision about participation and violates state policy.

- In addition, ODE offers the following examples of appropriate and inappropriate communications regarding opt-out rights. What is critical in these communications is that parents are engaged in the communication and that non-adult students are not subjected to undue influence by educators or staff during working hours.

Table 17: Opt-Out Communications

Examples of Appropriate Communications	Examples of Inappropriate Communications
Posting ODE's opt-out form on district/school website	Making repeated announcements to non-adult students (e.g., over school intercom systems, assemblies) during working hours reminding students to pick up ODE's opt-out form
Sending ODE's opt-out form through Parent emails or a Parent newsletter	Initiating a discussion of ODE's opt-out form or process with non-adult students during working hours
Making ODE's opt-out form available during public meetings	Repeatedly reminding non-adult students to submit ODE's opt-out form during working hours
Providing adult students with ODE's opt-out form at the end of class	Encouraging students to submit ODE's opt-out form during working hours

Parent-Requested Exemptions for All Other Assessments

For all other required statewide assessments (general and Extended Science, Alt ELPA, ELPA Screener, and ELPA Summative), parents may request that their student be exempted from state testing based on either **disability** or **religion**. OAR 581-021-0009: Exemptions allows school districts to excuse students from a state required program or learning activity, including state testing, to accommodate a student's disabilities or religious beliefs. For a school district to excuse a student from testing under this rule, the student's parent must submit a written request to the school district, listing the reasons for the request and proposing an alternative individualized learning activity for the student that meets the same goals that would be accomplished by participation in state testing. Appropriate school personnel must evaluate and approve the parent request. When reviewing a parent's request for exemption, school district personnel should first discuss the use of accommodations with the parent to determine whether the use of those chosen during testing are most appropriate and might address the parent's concerns, allowing the student to participate in testing.

If the school approves the request, and the student has already begun or completed testing, this constitutes a testing irregularity and must be reported as such, even if the test was administered in good faith. All such irregularities will result in invalidation.

Note: **Distinguishing opt-outs from parent requests for exemption**. The term "opt-out" refers to the legislatively created process that applies specifically to the ELA and Math assessments. Parents may opt their student(s) out of statewide summative assessments in Math and ELA at their discretion by submitting the state-created opt-out form.

For all other assessments, OAR 581-021-0009: Exemptions allows parents to request that their student(s) be exempted from testing based on disability or religion. Unlike the opt-out process for Math and ELA, parent requests for exemption for all other tests must satisfy the following conditions:

- Be submitted in writing to the district (there is no standardized form)
- Include reason(s) for request (disability or religion)
- Propose an alternative learning activity for the student
- Is subject to district review and determination whether to approve

Table 18: Opt-Out or Parent Request for Exemption

Assessment	Opt-Out or Parent Request for Exemption
General and Extended ELA / Math	Opt-out
General and Extended Science / ELPA Summative, Screener, and Alt ELPA	Parent request for exemption

Neither the opt-out nor the parent-requested exemption process supersedes federal and state requirements that hold districts accountable for testing all students. This means that students who do not test because of an opt-out or parent-requested exemption are counted as non-participants in accountability calculations. Opt-outs and parent requests for exemption apply only to a single school year. If a student is to be opted out or exempted from testing in a subsequent year, a new request must be submitted.

Non-participants. For *all* required assessments, students who are enrolled in school during the statewide testing window who are not tested due to a parent-requested exemption must be counted as non-participants (~~see~~ consult *Appendix C: Accessing Student Scores Online* for instructions on noting this in Assessment Record Updating Application [ARUA]).

Declining to Participate in the SEED Survey

Per ORS 329.078, districts must make the SEED Survey available to students in Grades 3-11. Parents, guardians, and students of any age must be allowed to decline participation in the Survey at any time, verbally or in writing.

Preventing or Reporting Participation-Related Testing Irregularities

Parents, guardians, and adult students may request to opt out of testing, or request an exemption based on disability or religion, at any time prior to the end of the test window. This includes partially or even fully completed tests. **A discrepancy between student testing and an opt-out request or parent request for exemption always constitutes a testing irregularity and must be reported as such**, regardless of when the student tested, when the request was received, or if the test was administered in good faith. The ODE determined outcome for this type of irregularity will always be invalidation.

Opt-outs and parent requests for exemption **must be recorded** using the Parent Request for Exemption and Parent Opt-Out fields in TIDE, and tests associated with the opt-out or parent request for exemption **must be blocked.** A student record with a Parent Request for Exemption or Parent Opt-Out field flagged in TIDE cannot be saved until all tests flagged in those fields have been blocked. The TIDE User Guide contains instructions for blocking tests.

While several roles have permissions to block tests in TIDE, it is important to verify local procedures with the DTC first. Do not block tests based on a verbal statement of intent to opt-

out or exempt; a signed, completed opt-out form, or a written request to exempt based on disability or religion, is *always* required.

To reduce the likelihood of error and inappropriate testing, ODE recommends taking the following steps for all opt-out requests or parent requests for exemption:

1. Upon receipt of signed, completed opt-out form, or after approving a written parent request for exemption, block all tests covered by the request in TIDE.
2. If the block was activated after the opening of the test window, verify which tests the student has already begun or completed. If one or more tests match tests covered by the request, notify the DTC, who will report the irregularity.
3. The DTC gathers and stores all signed opt-out forms in one or more safe locations.
4. The DTC ensures that opt-out and parent exemption administration codes are entered in TIDE and in ARUA. For students who do not test, a virtual record capable of accepting the code will be created in June.

5.4 Providing for Students Who Are Not Testing

To the extent possible, districts should avoid having anyone in the test environment who is not actively involved in testing, including other students. When a district cannot avoid having non-testing students present in the test environment, the district should arrange the test environment to ensure that the following requirements for secure and valid testing are met:

- **A quiet environment, void of talking or other distractions that might interfere with a student's ability to concentrate or compromise the test situation.** When setting up the test environment, the TA should only provide non-testing students with quiet activities that will not cause a distraction to students who are testing.
- **Test items observed only by the student taking the test.** To protect the security of the test items, access to the test environment should be controlled to prevent anyone other than the student who is testing from being able to ~~see~~ perceive the test items. When students who are not testing are present in the test environment, districts should arrange the test environment so that non-testing students are separated from those who are testing. This ensures both that the non-testing students cannot perceive~~view~~ their classmates' secure test items, and that testing students cannot access any non-allowable resources that their non-testing classmates may be using.

ODE acknowledges that providing alternative activities for non-testing students can present a challenge. The activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book.

6.0 PLANNING FOR TEST ADMINISTRATION

6.1 Establishing Appropriate Testing Conditions

STCs and TAs will need to work together to determine the most appropriate testing option(s) for students. Most students across Oregon will test in-person; however, some students may test remotely if remote testing aligns to the instruction that student receives.

- If a student predominantly receives *in-person instruction*, the student will test in person (even students who may receive some instruction remotely).
- If a student receives predominantly *remote or online instruction,* **the school may offer that student** summative assessments remotely. The following requirements for testing conditions assume in-person testing; they should also be implemented as feasible during remote testing.

Test environments must meet the requirements described in *Section 2 Test Security*.

Prepare ~~T~~the testing environment ~~should be prepared~~ based on factors such as the number of computers available, the number of students in each tested grade, the estimated time needed to complete each test, and students' individual needs. Testing students in classroom-sized groups is preferable because it allows the TA to monitor and control a primary testing environment.

Conduct ~~T~~test administration ~~should be conducted~~ in a space that does not crowd students, has freedom from distractions and interruptions, and meets the needs of individual students. It may be helpful to place a "TESTING—DO NOT DISTURB" sign on the door~~. It may also be helpful to post~~ or signs in halls and entrances to reroute~~ing~~ hallway traffic.

Arrange student seating prior to the test administration. Choose seating arrangements that discourage students from aiding one another and prevent ~~. Arrange student seating prior to the test administration. Seat~~ students ~~so that they cannot~~ from viewing other students' tests.

Establish procedures to maintain a quiet testing environment~~, recognizing that.~~ ~~s~~Some students will finish ~~more quickly than~~before others. If students are allowed to leave the testing room when they finish, explain the procedures for leaving without disrupting others and where ~~students~~ they should go ~~once they leave~~. If students will remain in the testing room, instruct them on what ~~activities~~ they may do after ~~they~~ finishing the ~~the~~ test. ~~Consult~~ *Section 5.4 Providing for Students Who Are Not Testing* ~~for~~has additional guidance.

Remove or cover ~~I~~information or resources (including rubrics, vocabulary charts, student work, posters, graphs, charts, etc.) that might help students answer questions ~~**must be removed or covered**~~. ~~This applies to rubrics, vocabulary charts, student work, posters, graphs, charts, etc.~~ ~~**Any d**~~**Devices with internet search capability (including but not limited to smartphones, smartwatches, tablets, and so on)** ~~**that have not previously been approved as appropriate and allowable for the testing environment**~~ **should be inaccessible during the student's test session (e.g.~~**e.**~~)~~**, turned off and put away)** unless previously been approved as appropriate and allowable for the testing environment.

6.2 Preparing for Test Administration

To help preserve test security and ensure valid and reliable test results~~, adhere to the following~~:

- Ensure that tests are only administered by personnel who have received training in test administration and have signed an Assurance of Test Security form for the current school year. (**Remember, TAs administering tests using the Braille Interface must receive both district-provided test administration and security training and ODE-provided training specific to the Braille Interface**.)
- ~~Review this **Test Administration Manual**, paying special attention to Sections 2 and 3, as well as Sections 6 - 12 for the applicable assessments you will administer.~~
- Review the Oregon Accessibility Manual, paying special attention to any accessibility supports that your students will need.
- If you are administering an online general summative test (ELA, Mathematics, Science, or ELPA Summative), review the Test Administrator User Guide to ensure familiarity with both the TA and student interfaces of the online testing system.
- Review your notes from Test Administration training.
    - Immediately contact your STC if you have not been trained **this year**.
- Plan ~~time for~~ make-up testing time for students who are absent for any portion of the regular testing period. ~~Every effort must be made to e~~Ensure that all students have an opportunity to complete the tests.

When students move within the state, their data record must be updated at least 24 hours before the student begins testing in the new school or district. District personnel responsible for enrolling new students should confirm whether a new student already has an SSID before creating a new SSID. Failure to do so may result in multiple SSIDs being assigned to a student. Contact your Regional ESD Partner ~~if you have~~with questions.

- Ensure that testing equipment such as computers and headsets are functioning correctly and have the most recent updates.
- Examine the test environment for non-allowable resources.
- Review the verbatim student directions found in *Section 7 Administering Online Summative Assessments* prior to testing.
- Locate and verify student information prior to testing online, including:
    - SSID
    - Name associated with student's SSID
    - Student's enrolled grade
    - Any accessibility supports to be assigned to the student in TIDE (~~see~~ consult the Oregon Accessibility Manual)

Any additions/modifications/deletions of students and changes to student test settings must be completed **before the student can test**. The update may take **up to 24 hours to appear in the TA interface**. Failure to correct test settings before testing could result in the students testing without needed accessibility supports, which is a testing impropriety.

- ~~Only students with an EL flag set to "yes" in TIDE can take the ELPA Summative.~~

- Only students with a special education flag set to "yes" in TIDE can take an Extended assessment. These flags must be set in ODE's SSID system and cannot be edited in TIDE.

6.3 Preparing Students for Testing

Sample and Training Tests

In preparation for testing, it is highly recommended that all students access the Sample Tests and/or Training Tests to become familiar with the testing interface, embedded accessibility supports, and item types they may encounter in the online tests.

- OSAS Sample Tests (available through the OSAS Portal) allow students to preview the grade-level content, format, and structure of the general ELA, Mathematics, Science, and ELPA Summative testing environments. Sample tests are for student practice only (not for classroom summative purposes). Scoring guides for some sample tests are available on the OSAS Portal.
- OSAS Training Tests (available through the OSAS Portal) allow students to practice interacting with the general ELA and Mathematics testing interface, including all CAT item response types and available accessibility tools and resources. The Training Tests include ~~only~~ a limited number of items. One Training Test is available for each grade band.

Use the TA Training Site, the Training Tests, and the Sample Tests for all training or practice sessions. **Using the live Student Interface or TA Interface for practice is a test impropriety.**

ALL students should be familiar with the testing environment prior to summative assessment administration. Teachers are encouraged to conduct a group walk-through with their students to promote familiarity with the testing format and basic test rules. The sample and training tests are especially beneficial for those students who have not previously participated in online testing, such as third graders and students taking the general Science assessment. Students and parents can access the sample tests to increase their familiarity with the testing platform and test item types.

Incentivizing or Dis-incentivizing Testing

It is permissible to offer minor incentives for testing (e.g., offering rewards or recognition to honor student effort or celebrate test completion). Districts choosing to use rewards or encouragements for test participation should remain within ethical and legal guidelines, including local school board policies. Districts should use incentives fairly and pay special attention to who does or does not receive a given reward. Districts should also take care to avoid unintended consequences such as publicly honoring a student against the family's wishes (~~see~~ consult *Section 2.5 Student Confidentiality*). Note that any use of incentives should take place outside of the testing environment to avoid the risk of testing improprieties.

It is not appropriate to use incentives inside or outside the test environment to influence student testing behavior, including but not limited to: grading any facet of testing; linking rewards or punishments to (perceived) student effort; or preferential treatment of students who engage in a desired behavior.

Commented [BW3]: @LOCKARD Andrea * ODE Added this phrase due to a couple of conversations we had with and about districts in past months.

It is not permissible to schedule whole-class testing sessions concurrently with periods of significant instruction and graded student work. Whether intentional or unintentional, this requires students to choose between their class performance and participation in state testing. Sufficient instruction- and classwork-free time should be set aside each year to provide every student with a reasonable opportunity to complete state testing. *Section 5.1 Testing Time* provides testing time estimates that may help with planning for equitable testing opportunities.

It is permissible (and sometimes necessary) to concurrently schedule testing and instruction for small groups of students (e.g. make-up testing, multi-grade classes, testing in content areas unrelated to the class content). However, it is not permissible to purposefully schedule instruction and classwork to discourage student participation in state testing.

6.4 Pause Rules and Test Expirations

Basic Test Rules

- Students may not return to a test once it has been completed and submitted.
- The ELPA Summative and Alt ELPA ~~is~~are administered as four separate domain tests.
  - ~~-~~A student may take these tests in any order, including working on one while another is paused.
  - ~~-~~Students may choose not to answer ("skip") items on the ELPA Summative and Alt ELPA. The tests may be submitted with unanswered items.
- For ~~nearly all tests~~the general ELA, Math, and Science tests:
  - ~~, s~~Students **must answer all test items on a page** before going to the next page. Some pages contain multiple test items. Students may need to use the vertical scroll bar to view all items on a page. Students must answer all items before the test can be submitted.
  - Constructed response items are considered answered if the student has taken any action within the response area. This includes random keystrokes (e.g., sdkjfasdgi), one or more spaces using the spacebar, clicking anywhere on a Grid Item - Hot Spot item, etc.
- ~~Students must answer all test items before the test can be submitted.~~For all instruments delivered via the OSAS test delivery system (general ELA, Math, Science, ELPA Summative, Alt ELPA, and SEED Survey):
  - Students may mark items for review.
  - Students may use the **Items** drop-down menu to return to marked or unmarked items within a segment prior to submitting their test for scoring.
- For all instruments delivered via the or.k12test.com platform (OExt ELA, Math, Science, and Alt SEED Survey):
  - There is no pause option ~~for the OExt~~.
  - Students may choose not to answer items ("no response").
  - Students may return to any item that has not yet been answered. Students may not return to answered items.

Pause Rules

Students ~~may~~ resume a paused test through the normal log in process. In the event of a technical issue (e.g., power outage or network failure), the system will log students out and pause their test.

If the test has been paused for **fewer than 20 minutes**, the student can view and modify all items they had access to before they paused.

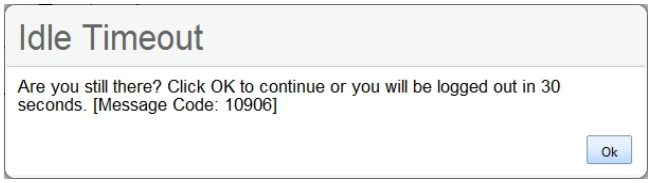
If a general ELA CAT, general Math CAT, or general Science test is paused for **20 minutes or more**, upon resuming the test the student will return to the first unanswered test item, and may only review or modify items on that screen and the following screens. If they paused partway through a group of items (e.g. a series of items all related to the same stimulus), they may return to and modify items in the group.

If a general ELA PT, general Math PT, Alt ELPA, ELPA Screener, ELPA Summative, or SEED Survey is paused for **20 minutes or more**, upon resuming the test the student will return to the first unanswered test item. They may return to and modify any item in the same test segment.

Test Timeout (due to inactivity)

As a security measure for all online tests, students are automatically logged out of the test after **20 minutes** of test inactivity. *Activity* means selecting an answer or navigation option in the test (e.g., clicking [**Next**] or [**Back**] or using the **Past/Marked Questions** drop-down list to navigate to another item).

Before the system logs the student out of the test, a warning message will be displayed on the screen. The student has 30 seconds to click [**Ok**], which restarts the 20-minute inactivity timer.



Similarly, the TA will be logged out after 20 minutes of inactivity and the test session will automatically close.

Test Expiration

A student's online summative test remains active until the student completes and submits the test or until the test expires. Authorized users may track test expiration dates through the participation reports in TIDE (review the TIDE User Guide or contact your Regional ESD Partner for assistance).

- The general ELA CAT, ELA PT, Math CAT, Math PT, and Science assessments expire **20 calendar days** after the student begins the test.
- The ELPA Summative ~~does~~ and Alt ELPA do not expire.

Consult *Section 5.1 Testing Time* for a summary of recommendations for the number of sessions and session durations.

Breaking up the Test

Some students may need more than the estimated time to finish testing. Therefore, you may wish to break students' testing into shorter sessions. ODE recommends that general assessments (ELA CAT, ELA PT, Math CAT, Math PT, Science, ELPA) be completed over 1 – 3 consecutive days.

Breaking up a test requires great care to avoid breaches of test security.

- Remind students before they begin that they will be resuming the test at another date/time.
- Minimize time between beginning and completing each test within a content area.
- Any printed test items or stimuli (including reading passages) must be securely shredded and may not be retained for use across test sessions.
- When resuming a test, TAs must review the process and re-read the student directions.
- A student returning to an online test will start on the same number they were working on previously, per the pause rules described above.

7.0 ADMINISTERING ONLINE SUMMATIVE ASSESSMENTS

> ***Note:*** *The remote test experience may differ slightly from what is described here. TAs should refer to the specific guidance included in the Remote Test Administration Certification course and the Remote Testing User Guide.*

7.1 Assessment Administration Procedure

Students Log In

On the first screen, students enter the Session ID, the last name associated with their SSID, and their SSID. This must match a record in Consolidated Collections – SSID System, so the student must use their last name exactly as it appears in the SSID system. The TA should verify the correct SSID is used, as multiple students may share a last name. If the student is unable to log in, ~~they will see~~ a system message will describe~~ing~~ the reason (an invalid SSID for example) and ~~be~~ prompt the student~~ed~~ to try again. The TA can look up the correct information using *Student Lookup* in the TA interface. Students are only imported into the OSAS online testing platform if their SSID record has been updated for the current school year. For assistance with the log-in process, please contact your Regional ESD Partner.

The second screen calls for verification of student information. TAs should confirm the information for students who need assistance (such as younger students). If the student's information is incorrect, instruct the student to select "No" to exit the student login.

Students who continue to the following ~~will now see a~~ page ~~where they~~ can now select from test(s) that the TA enabled when creating the session.

Approving Students for Testing

After students log in, the TA **verifies that these are the correct students** to take the test and approves the students' login requests. The upper right corner of the TA screen displays a list of students who are awaiting approval**.**

The TA should monitor students' test selection. The TA can click [**Approvals (#)**] to open the Approvals pop-up window. Before approving students to test, TAs must review student test settings, to ensure that they are correct. The TA can either click the green checkmark to approve each individual student (recommended) or, when satisfied that all students in the list can be approved, click [**Approve All Students**]. *If any test settings are incorrect, the TA must NOT approve that student. If a test is approved by mistake, the TA should pause the student's test and contact their DTC immediately.*

After approving students, the TA should remind students to verify that their test subject and test settings are correct. *Note that once a student starts a test, some test settings can no longer be changed for that test.*

Any headsets to be used must not violate the construct or security of the test (for example, no headsets with recording capabilities, no headsets that grant access to non-allowable resources such as the internet). The TA should ensure that students are using only headsets previously approved by the district. After verifying test subject and settings, some tests will ask the

student to check that the headphones and microphone are working. If the student is having trouble, the TA should check headphones and microphone placement and connection to the computer. If the system still does not work, the TA should contact their Regional ESD Partner.

Each student will be logging in at a different time. The TA should monitor the session and log in all students who are currently ready before assisting any students who are having problems.

Monitoring Testing

Once students have started their tests, the TA circulates through the room to ensure that test security is maintained (~~see~~ consult *Section 2 Test Security*). If the TA witnesses or suspects a test impropriety, they should contact the STC or DTC immediately.

Students approach test taking differently. A student who appears to be daydreaming may be mentally working through a test item. Interactions between a TA and a student during testing must be kept to a minimum. Before approaching a student to remind them to stay on task, the TA should consider that student's individual needs and test-taking style.

The TA Interface also shows student testing progress. The interface will not show test items or scores but will display a count of how many items have been delivered to each student (e.g., question 24 of 40).

ELPA Summative "Too Soft" Recording Warning. When students record their speaking responses on the ELPA Summative, a "too soft" warning may appear on the student's screen. The TA may instruct the student to listen to their recording to make sure the student can clearly hear their response. The student may re-record their answer or move to the next test item if satisfied with their response. **The student does not need to re-record their answer if it sounds okay when they listen to it.**

Ending the Test Session and Logging Out of the TA Site

After answering the last item in each segment, the test prompts the student to review answers (marked and unmarked) for all available items, or to end the test. Tests can no longer be paused after the last item has been presented. Consult *Section 6.4 Pause Rules and Test Expirations* for more information. The TA should give students a brief warning approximately five minutes before the end of the test session.

Students may end their test after answering the last question. They may click [**REVIEW MY ANSWERS**] to review their answers first. Once a student clicks [**SUBMIT TEST**], the student will not be able to review answers.

The TA is responsible for closing out the testing session. Be sure students successfully log off from the Secure Browser, be sure to log out of the TA session, AND close the browser used for monitoring the session. Collect any scratch paper or printed test materials for secure destruction consistent with *Section 2 Test Security*.

7.2 Student Directions for Administration

To ensure that students understand which test they are taking and correctly log in to the proper test, it is important that TAs review these directions with students prior to testing. The directions are organized into the following stages: (1) student directions for taking the test, (2)

log-in directions, (3) student directions during testing, and (4) directions for ending the test. *(Note: For ELPA Summative, each stage of directions is provided in a simplified version for Kindergarteners and 1st grade students as well as a standard version for students in grades 2 – 12.)* TAs should be attentive to the needs of individual students who are new to Oregon's online testing system. Translated Spanish student directions appear immediately following the English directions. The directions below may be translated to the student's preferred language and will count as a standard administration. The person reading the translated directions must be approved by the school district and fluent in the language in question. Directions for remote testing can be found on the Assessment Administration page, in the Remote Testing Resources accordion. Translated test directions for ELPA Screener, ELPA Summative, Math and ELA Summative and Alt ELPA can be found on the state testing portal.

It is permissible to provide students a written copy of these directions, including translating them into another language. This should supplement existing supports and TA assistance, not replace them. The student should be literate in the language of presentation and there should be confidence that the provision of written instructions will be of benefit to the student (not a source of potential confusion or additional cognitive load). The district should also have plans in place for responding to any questions the student may have.

All directions that the TA must read to students are in boxes so they stand out from the regular text. TAs must read these directions exactly as they are written, using a natural tone and manner. If the TA makes a mistake in reading a direction, the TA should stop and say, "I made a mistake. Listen again," then read the direction again.

Student Directions (English)

Student Directions for Taking the Test

To maintain test security and avoid student coaching, TAs must read the script below verbatim to students prior to having students log into a general summative test for ELA, Mathematics, Science, or ELPA. This section includes simplified K-1 directions for the ELPA Summative.

> Today, you will take the [~~INSERT NAME OF TEST~~name of test] test. Before we discuss how the test process works, it's important to ensure that you are calm, focused, and understand how the test results will be used.
>
> We know that taking tests can be stressful or you may feel some anxiety, and it is okay to ~~be having~~have those feelings. Many students do. [*The following is optional text. TAs may substitute their own calming procedure if appropriate.* "I want everyone to take a deep breath. Breathe in deeply and breathe out slowly. Feel your body calm down."]
>
> Being calm will help you focus and do your best work.
>
> *[**ELA, Math, and Science**: This test will help Oregon educators understand where our class is strong and what your teachers might need to focus on next year. The results from tests like yours will help us improve teaching and learning for students across Oregon. Test results won't be used to make decisions about individual students or individual teachers.]*

*[**ELPA Summative**: This test will help your teacher know if you need to continue in the English learner program next year.]*

This test is a chance for you to show us all what you know and can do! In our normal classroom work, we all help each other, but here it is important that you demonstrate your own knowledge and skills.

Worrying during test-taking is understandable. It is okay to do what you need to do to take care of yourself during the test taking process.

Now I will explain how the testing process works. First, let's go over some test rules.

*[**Braille administration:***
***ELA:** Each question will be presented in braille through your refreshable braille display. Questions that include a table, chart, or graph will be embossed into braille for you to read. You can also request to print any question, and it will be embossed into braille for you to read. You will use your refreshable braille display or computer keyboard to select your answer to each question and move through the test. If you need help using your refreshable braille display or keyboard, please raise your hand.*

***Math and Science:** Each question will be read aloud to you through your computer's screen reader and will be embossed into braille for you to read. You will use your refreshable braille display or computer keyboard to select your answer to each question and move through the test. If you need help using your refreshable braille display or keyboard, please raise your hand.]*

Give what you think is the best answer to each question even if you are unsure. Mark the question if you want to remember to review that answer later. You may go back and change the answer during this test session.

*[**ELA PT and Math CAT (grades 6 – 8 and 11)**: This test is divided into segments. When you get to the end of each segment, you will be prompted to review your answers before moving on. Once you submit your answers and move on to the next segment, you will not be able to return to the previous segment.]*

You may pause at any point by clicking PAUSE. Please raise your hand if you need a break and ask permission before clicking PAUSE.

*[**ELA CAT, Math CAT, and Science**: You must answer each question on the screen before going on. If you pause your test for 20 minutes or more, you will no longer be able to go back and change your answers]*

Your answers need to be your own work. Please ~~keep your eyes on~~ pay attention to your own test and remember, there should be no talking.

*[**ELPA Summative**: When you record your speaking responses, a "too soft" warning may appear on your screen. If this warning appears, please listen to your recording to make sure you can clearly hear your response. If you have trouble*

hearing your response, please re-record your answer. If your recording sounds fine, click ok and move to the next test item. ***You do not need to re-record your answer if it sounds okay when you listen to it****.]*

Log-in Directions

TAs may assist students who need additional help logging in.

Now we are ready to log in.

*[**Manual sign in**: Enter your full last name, not your first name, followed by your SSID number. Click SIGN IN.]*

*[**QR code sign in**: Click SIGN IN QR CODE, then scan your QR code.]*

Make sure that your personal information on the next screen is correct and click YES to continue. Enter the test session ID, then click JOIN SESSION.

~~Then enter the test session ID.~~

~~Now click "Join Session." Make sure that your personal information on the next screen is correct and click YES to continue.~~

On the next screen, select the [~~INSERT NAME OF TEST~~name of test].

After I approve you to begin testing, make sure that you have the right test and settings. If any of the test information is incorrect, please raise your hand.

*[**ELA**: Next you should see a screen that prompts you to check the sound on your computer. Put your headsets on and click the ~~icon of the speaker in the circle~~ play button to hear the sound. If you hear the chime, click I ~~HEARD THE~~ COULD PLAY THE VIDEO AND SOUND and then ~~CONTINUE~~BEGIN TEST NOW. If not, raise your hand.]*

*[**Science:** Next you should see a screen that prompts you to check the video on your computer. Click the play button. If you see the video, select I COULD PLAY THE VIDEO and then ~~CONTINUE~~BEGIN TEST NOW. If not, raise your hand.]*

*[**ELPA Summative:** Now we will test the microphone. First, put your headsets on. Press the microphone button to begin recording, and clearly say your name into the microphone. When you are done, press the red stop button.*

Now press the green play button to listen to your recording. If you hear your voice clearly, press I HEARD MY RECORDING. If you do not hear your voice, press I DID NOT HEAR MY RECORDING, and raise your hand for help.

Next you will check the video and sound on your computer. Click the play button. If you hear the chime and see the video, select I COULD PLAY THE VIDEO AND SOUND and then ~~CONTINUE~~BEGIN TEST NOW. If not, raise your hand.]

> Devices that can access the internet are not permitted during testing. [*It may be appropriate to remind students of your school's policy regarding Executive Order 25-09 at this point.*]
>
> When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

Student Directions During Testing

If you notice that a student is off task, you may read the statement below **verbatim**.

> It is important that you do your best. Do you need to pause the test and take a break?

If a student is concerned about an item, you may direct the student to enter the concern in Online Comments by reading the script below **verbatim**.

> Try your best and choose the answer that makes the most sense to you. If you are unsure about how a question works, you can review a tutorial by clicking on the ~~Tutorial~~ ITEM TUTORIALS button available through the dropdown menu on the right side of the screen. You can send a comment about this item by clicking on the ~~Comment~~ COMMENT button also available through the dropdown menu.

On the ELPA Summative, if on a Speaking item a student receives a pop-up warning that their response may have been too soft, the TA may ~~instruct~~ inform the student ~~in~~about reviewing their response and determining whether they need to re-record by reading the script below **verbatim**.

> Please listen to your recording to make sure you can clearly hear your response. If you have trouble hearing your response, you can re-record your answer. If your recording sounds fine, click ok and move to the next test item. **You do not need to re-record your answer if it sounds okay when you listen to it.**

Directions for Ending or Pausing the Test Session

> We are about to stop this test session. Please finish the question you are working on now and do not start another one. If you need additional time, let me know.
>
> This test session is now over. If you have not finished, click PAUSE, and you will be able to finish at another time.
>
> *[**ELA CAT, Math CAT, and Science**: Remember, if you are pausing your test for 20 minutes or more, you will no longer be able to go back and change your answers when you return to the test.]*
>
> *[**ELA PT and Math PT**: Remember, if you have not finished your Performance Task, use the PAUSE button in the top right corner. During the next testing session, you will be able to resume at the same place and finish your work.]*

At the end of your test, you will see a SUBMIT TEST button. If you have finished reviewing your answers, click SUBMIT TEST. ~~You will be asked to confirm that~~If you are sure you want to submit your test, ~~. Click~~click YES. Click LOG OUT on the next screen.

~~-~~I will now collect any scratch paper or other materials.

~~-~~Please do not share or discuss ~~the~~ today's test questions ~~you saw today~~, or how to answer them, with others. Thank you for doing your best today!

Simplified K-1 ELPA Summative Student Directions

To maintain test security and avoid student coaching, TAs must read the script below **verbatim** to Kindergarteners and 1st grade students prior to having students log into the test.

Today, you will take a test called the ELPA Summative. Before logging in, let's go over some test rules.

Give what you think is the best answer to each question, even if you are not sure. If you aren't sure, you can mark it to review later. During this testing time, you can always go back and change your answers. Click NEXT to go to the next question.

You can pause the test by clicking PAUSE, but remember to ask permission first. Please raise your hand if you need a break during the test.

Your answers need to be only your work. ~~Keep your eyes on~~Pay attention to your own test, and remember, no talking during the test.

Simplified K-1 ELPA Summative Log-In Directions

TAs may assist students who need additional help logging in.

Now let's log in.

*[**Manual sign in**: Enter your full last name, then your SSID number. Click SIGN IN.]*

*[**QR code sign in**: Click SIGN IN QR CODE, then scan your QR code.]*

Raise your hand if you need help.

You should see a screen with your last name and other information about you. If all the information on your screen is correct, select YES to continue. Otherwise, please raise your hand and show me what is incorrect.

Type the test session ID, then click JOIN SESSION. On the next screen, select ELPA SUMMATIVE. Please wait quietly while I check each of your tests.

~~Now let's log in. Enter your full last name, then your SSID number. Then type the test session ID. Raise your hand if you need help.~~

~~Now click "Join Session." You should see a screen with your last name and other information about you. If all the information on your screen is correct, select YES to continue. Otherwise, please raise your hand and show me what is incorrect.~~

~~On the next screen, select "ELPA Summative". Please wait quietly while I check each of your tests.~~

After I approve you to begin testing, you will see an Instructions and Help screen. You will be able to view a help guide and your test settings. Make sure you have the right test and settings. If any settings are incorrect, please raise your hand.

Now we will test the microphone. Follow along with me. First, put your headsets on. Click the microphone button to begin recording, and say your name. Click the red stop button to stop recording.

Now press the green play button to listen to your recording. If you hear your voice clearly, press I HEARD MY RECORDING. If you do not hear your voice, press I DID NOT HEAR MY RECORDING, and raise your hand for help.

Next, we will check the video and sound on your computer. Click the play button. If you hear the chime and see the video, select I COULD PLAY THE VIDEO AND SOUND ~~and then CONTINUE~~. If not, raise your hand.

When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

Student Directions (Spanish)

Notes on the Spanish translation:

- This section was translated for students who need to hear test directions in Spanish. Spanish-speaking TAs are not the primary audience. TA-facing language remains in English.
- The Spanish text is written in second person singular (as if speaking to a single student).
- Depending the presentation language of the test, students may encounter system messages and commands in English or Spanish. Both versions have been included below; the TA may read either or both versions, as will be most helpful to the student(s) testing.
- The Spanish script is a very close translation of the English script. However, there are minor differences for reasons of style, natural cadence, or in the interests of clarity.

Student Directions for Taking the Test

Hoy, vas a tomar el examen de [~~INSERT NAME OF TEST~~name of test]. Antes de explicarte cómo funciona el proceso del examen, es importante asegurarnos de que estés tranquilo, concentrado y que comprendas cómo se utilizarán los resultados del examen.

Sabemos que tomar exámenes puede ser estresante y puede que sientas un poco de ansiedad. La ansiedad es una emoción natural y muchos estudiantes se

siente de igual forma. [*The following is optional text. TAs may substitute their own calming procedure if appropriate. ~~El siguiente es texto opcional. El TA puede sustituir su propio procedimiento calmante si es apropiado.~~* "Quiero que todos respiren profundamente. Respira profundamente y exhala lentamente. Siente cómo tu cuerpo se calma".]

Estar tranquilo te ayudará a concentrarte y a hacer tu mejor trabajo.

*[**ELA, Math, ~~andy~~ Science**: Este examen ayudará a los educadores de Oregón a comprender dónde están los puntos fuertes de nuestra clase y cuáles son las áreas que podrían necesitar más enfoque para el próximo año. Los resultados de los exámenes como el tuyo nos ayudarán a mejorar la enseñanza y el aprendizaje para todos los estudiantes de Oregon. Los resultados no se utilizarán para tomar decisiones sobre estudiantes o maestros de forma individual.]*

*[**ELPA Summative**: Este examen ayudará a tu maestra/o a determinar si debes continuar en el programa "English learner" el próximo año.]*

¡Esta ~~esuna~~es una oportunidad para que nos muestres todo lo que sabes y puedes hacer! En clase solemos ~~trabajar en grupo y~~ ayudarnos mutuamente, pero en este examen es importante que respondas por tu cuenta para reflejar tu propio nivel de conocimientos y habilidades.

Es normal sentir preocupación al tomar un examen. Está bien que tomes las medidas necesarias para cuidarte durante el proceso.

Ahora, hablemos de cómo funciona el proceso del examen. ~~Antes de ingresar al sistema~~Primero, vamos a repasar algunas de las reglas del examen.

*[~~**Administración en braille**~~**Braille administration**:*
***ELA:** Cada pregunta será presentada en braille a través del dispositivo braille. Las preguntas que incluyan una tabla, un gráfico o gráfica serán grabadas en braille para que las leas. También puedes solicitar que te impriman cualquier pregunta, y será grabada en relieve de braille para que la leas. Tú vas a utilizar tu dispositivo braille o tu teclado de la computadora para seleccionar tu respuesta a cada pregunta y moverte a través del examen. Si necesitas ayuda para utilizar el dispositivo braille o el teclado, por favor levanta la mano.*

***Math ~~andy~~ Science:** Cada pregunta se te leerá en voz alta a través del lector de pantalla de tu computadora y será grabada en relieve en braille para que lo leas. Utilizarás tu dispositivo braille o teclado de computadora para seleccionar tu respuesta a cada pregunta y moverte a través del examen. Si necesitas ayuda para utilizar el dispositivo braille o el teclado, por favor levanta la mano.]*

Para cada pregunta, escribe o selecciona la respuesta que tú crees sea la mejor, incluso si no estás seguro. Marca las respuestas ~~que~~si quier~~a~~es recordar regresar más tarde. ~~Puedes regresar~~ volver y revisar durante esta sesión.

Commented [BW4]: Same basic idea as the English text, but phrased differently. Need to think about this.

*[**ELA PT ~~y~~and Math CAT (grades 6 – 8 and 11):** Este examen está dividido en segmentos. Cuando llegues al final de cada segmento, se te pedirá que revises tus respuestas antes de continuar. Una vez que envíes tus respuestas y continúes al siguiente segmento, no podrás regresar al segmento anterior.]*

*~~[**Science:** A continuación, verás una pantalla que te pedirá verificar que el video en tu computadora funciona. Haz clic en el botón de reproducción en la pantalla. Si ves el video en la pantalla, selecciona PUDE REPRODUCIR EL VIDEO y luego CONTINUAR. Si no, levanta la mano.]~~*

Puedes hacer una pausa en cualquier momento haciendo clic en ~~PAUSE~~PAUSA/PAUSE. Por favor levanta la mano si necesitas un descanso y pide permiso antes de hacer clic en ~~PAUSE~~PAUSA/PAUSE.

*[**ELA CAT, Math CAT, ~~y~~and Science:** Debes responder cada pregunta en la pantalla antes de continuar a la siguiente. Si le pones pausa al examen por ~~más de~~ 20 minutos o más, no podrás regresar para cambiar tus respuestas.]*

Tus respuestas deben reflejar tu propio trabajo. Por favor ~~mantén la vista~~ pon atención en tu examen y recuerda que no está permitido hablar.

*[**ELPA Summative**: Cuando grabes tu respuesta de voz, puede aparecer una advertencia indicando "too soft" (demasiado suave) en tu pantalla. Si aparece esta advertencia, por favor escucha tu grabación para asegurarte que se oye bien. Si tienes problemas escuchando tu respuesta, por favor vuelve a grabar tu respuesta. Si tu grabación se escucha bien, haz clic en OK y pasa a la siguiente pregunta del examen. **No necesitas volver a grabar tu respuesta si al escucharla suena bien.**]*

Log-in Directions

TAs may assist students who need additional help logging in.

Ahora estamos listos para iniciar la sesión.

*[**Manual sign in**: Ingresa tu apellido completo (no tu nombre), seguido de tu número de identificación SSID. Haz clic en INICIAR SESIÓN/SIGN IN.]*

*[**QR code sign in**: Haz clic en INICIAR SESIÓN CÓDIGO QR/SIGN IN QR CODE, luego escanea tu código QR.]*

~~Ingresa tu apellido completo (no tu nombre), seguido de tu número de identificación SSID.~~ Verifica que tu información personal en la próxima pantalla está correcta y luego haz clic en SÍ/YES para continuar. Ingresa la identificación de la sesión del examen. Ahora haz clic en INICIAR SESIÓN/JOIN SESSION.

~~Después, ingresa la identificación de la sesión del examen.~~

~~Ahora haz clic en "Join Session". Verifica que tu información personal en la próxima pantalla está correcta y luego haz clic en YES para continuar.~~

En la próxima pantalla, selecciona [~~INSERT NAME OF TEST~~name of test].

Después de que yo apruebe el comienzo del examen, revisa que tienes el ~~examen correcto y la configuración correcta~~examen y la configuración correctos. Si cualquier información del examen está incorrecta, por favor levanta la mano.

*[**ELA**: A continuación, debes ver una pantalla que te pide verificar el sonido en tu computadora. Ponte tus audífonos y haz clic en el ~~icono de las bocinas en el círculo para escuchar el sonido~~botón de reproducción para escuchar el sonido. Si tú escuchas el timbre, haz clic en SÍ, PUDE REPRODUCIR EL VIDEO Y SU SONIDO/I ~~HEARD~~ COULD PLAY THE VIDEO AND SOUND y luego COMENZAR LA PRUEBA AHORA/~~CONTINUE~~BEGIN TEST NOW. Si no, levanta la mano.]*

*[**Science:** A continuación, debes ver una pantalla que te pide verificar el video en tu computadora. Haz clic en el botón de reproducción. Si ves el video, selecciona PUDE REPRODUCIR EL VIDEO/I COULD PLAY THE VIDEO y luego COMENZAR LA PRUEBA AHORA/BEGIN TEST NOW~~CONTINUAR~~. Si no, levanta la mano.]*

*[**ELPA Summative**: Ahora vamos a probar el micrófono. Primero, pon tus audífonos. ~~Luego o~~Oprime el botón del micrófono para comenzar a grabar y di claramente tu nombre en el micrófono. Cuando termines, oprime el botón rojo ~~debajo del micrófono~~para detener la grabación.*

Después, presiona el botón verde de inicio para escuchar tu grabación. Si escuchas tu voz claramente, presiona SÍ/~~I~~ I HEARD MY RECORDING. Si no escuchas tu voz, presiona NO/I DID NOT HEAR MY RECORDING y levanta la mano para pedir ayuda.

~~En la siguiente pantalla, deberás verificar el micrófono. Si tú no puedes escuchar tu grabación, por favor levanta la mano.~~

Luego, verificarás el video y el sonido en tu computadora. Haz clic en el botón de reproducción en la pantalla. Si escuchas un sonido y ves el video en la pantalla, selecciona ~~I COULD PLAY THE VIDEO AND SOUND~~SÍ, PUDE REPRODUCIR EL VIDEO Y SU SONIDO/I COULD PLAY THE VIDEO AND SOUND. Si no, levanta la mano.]

Los dispositivos que puedan acceder a internet no son permitidos durante el examen. [*It may be appropriate to remind students of your school's policy regarding Executive Order 25-09 at this point.*]

Cuando estés listo para comenzar el examen, haz clic en ~~BEGIN TEST NOW~~COMENZAR LA PRUEBA AHORA/BEGIN TEST NOW en la parte inferior de la página.

Student Directions During Testing

If you notice that a student is off task, you may read the statement below **verbatim**.

Es importante que trates de hacer lo mejor que puedas. ¿Necesitas hacer una pausa en el examen y tomar un descanso?

If a student is concerned about an item, you may direct the student to enter the concern in Online Comments by reading the script below **verbatim**.

> Haz tu mejor esfuerzo y elige la respuesta que tenga más sentido para ti. Si tienes dudas de cómo funciona una pregunta, puedes revisar la guía haciendo clic en el botón ~~TUTORIAL~~TUTORÍA/ITEM TUTORIALS disponible a través del menú desplegable del lado derecho de la pantalla. ~~También p~~Puedes enviar un comentario sobre la pregunta haciendo clic en el botón de COMENTARIO/COMMENT que está también disponible a través del menú desplegable.

On the ELPA Summative, if on a Speaking item a student receives a pop-up warning that their response may have been too soft, the TA may inform the student about reviewing their response and determining whether they need to re-record by reading the script below **verbatim**.

~~If during the Speaking segment a student receives a pop-up warning that their response may have been too soft, you may instruct the student in reviewing their response and determining whether they need to re-record by reading the script below **verbatim**.~~

> Por favor, escucha tu grabación para asegurarte de que se oye bien. Si tienes problemas escuchando tu respuesta, puedes volver a grabar tu respuesta. Si tu grabación se escucha bien, haz clic en OK/ACEPTAR y pasa a la siguiente pregunta del examen. **No necesitas volver a grabar tu respuesta si al escucharla suena bien.**

Directions for Ending or Pausing the Test Session

> Nos estamos acercando al final de esta sesión. Por favor termina la pregunta en la que estás trabajando y no comiences otra. Si necesitas más tiempo, por favor avísame.
>
> Esta sesión del examen ha terminado. Si no has terminado, haz clic en ~~PAUSE~~PAUSA/PAUSE para poder continuar en otro momento.
>
> *[**ELA CAT, Math CAT, ~~and~~ Science**: Recuerda que si tú pones pausa al examen por ~~más de~~ 20 minutos o más, no podrás ~~regresar~~ para repasar ni cambiar tus respuestas cuando regreses al examen.]*
>
> *[**ELA PT ~~y~~and Math PT**: Recuerda que si no has terminado con tu "Performance Task", haz clic en el botón ~~PAUSE~~PAUSA/PAUSE en la esquina superior derecha de la pantalla. En la siguiente sesión de evaluación, podrás reanudar en el mismo lugar y completar la prueba.]*
>
> Al finalizar de tu examen, verás el botón ~~SUBMIT TEST~~ENVIAR PRUEBA/SUBMIT TEST. Si has terminado de revisar tus respuestas, haz clic en ~~SUBMIT TEST~~ENVIAR PRUEBA/SUBMIT TEST. ~~Luego, confirma que~~Si estás seguro de querer enviar tu

examen haciendo clicen ~~YES~~SÍ/YES. En la siguiente pantalla, haz clic en CERRAR SESIÓN/LOG OUT.

Ahora voy a recoger el papel borrador y cualquier otro material.

Por favor, no compartas con nadie el contenido de las preguntas del examen de hoy ni cómo responderlas. ¡Gracias por tu esfuerzo hoy!

Simplified K-1 Student Directions for Taking the ELPA Summative Test

To maintain test security and avoid student coaching, TAs must read the script below **verbatim** to Kindergarten and 1st grade students prior to having students log into the test.

Hoy tomarás una evaluación llamada ELPA Summative. Antes de ingresar al sistema, vamos a repasar algunas de las reglas del examen.

Escribe o selecciona la respuesta para cada pregunta que tú pienses que es la mejor, aunque no estés seguro. Si quieres, puedes marcarla para revisarla después. Durante este tiempo de examen, puedes regresar y cambiar tus respuestas. Haz clic en SIGUIENTE/NEXT para pasar a la siguiente pregunta.

Levanta la mano si~~Si~~ necesitas tomar un descanso durante el examen. ~~, levanta la mano y pide permiso antes de hacer~~ Puedes pausar tu examen haciendo clic en ~~PAUSE~~PAUSA/PAUSE.

Tus respuestas deben ser solamente tuyas. ~~Mantén tus ojos~~ Pon atención en tu propio examen y recuerda que no se permite hablar durante el examen.

Simplified K – 1 Full ELPA Summative Log-In Directions

TAs may assist students who need additional help logging in.

Ahora vamos a iniciar la sesión.

*[**Manual sign in**: Escribe tu apellido completo, luego tu número de SSID. Haz clic en INICIAR SESIÓN/SIGN IN.]*

*[**QR code sign in**: Haz clic en INCIAR SESIÓN CÓDIGO QR/SIGN IN QR CODE, luego escanea tu código QR.]*

Levanta la mano si necesitas ayuda.

Verás una pantalla con tu apellido y otra información sobre ti. Si toda la información en tu pantalla está correcta, selecciona SÍ/YES. Si no, por favor levanta la mano y muéstrame lo que está incorrecto.

Escribe la identificación de la sesión del examen, luego haz clic en INICIAR SESIÓN/JOIN SESSION. En la próxima pantalla, selecciona [name of test]. Por favor espera en silencio mientras verifico cada uno de los exámenes.

~~Ahora vamos a iniciar la sesión. Escribe tu apellido completo, luego tu número de SSID. Luego escribe la identificación de la sesión del examen. Levanta la mano si necesitas ayuda.~~

~~Ahora haz clic en "Join Session". Verás una pantalla con tu apellido y otra información sobre ti. Si toda la información en tu pantalla está correcta, selecciona YES. Si no, por favor levanta la mano y muéstrame lo que está incorrecto.~~

~~En la próxima pantalla, selecciona "ELPA Summative," y luego haz clic en START TEST para iniciar el examen. Por favor espera en silencio mientras verifico cada uno de los exámenes.~~

Después de que yo apruebe tu examen, verás una pantalla de Instrucciones y A~~a~~yuda. Podrás ver una guía de ayuda y las configuraciones de tu prueba. Revisa que tengas el ~~examen correcto y la configuración correcta~~examen y la configuración correctos. Si alguna configuración está incorrecta, por favor levanta la mano.

Ahora vamos a probar el micrófono. Sigue junto conmigo. Primero, ponte los audífonos. H~~h~~az clic en el botón del micrófono para comenzar a grabar y di tu nombre. Haz clic en el botón rojo para detener la grabación.

Ahora presiona el botón verde de la bocina para escuchar tu grabación. Si escuchas tu voz claramente, presiona SÍ/I HEARD MY RECORDING. Si no escuchas tu voz, presiona NO/I DID NOT HEAR MY RECORDING, y levanta la mano para pedir ayuda.

A continuación, vamos a revisar el video y el sonido en tu computadora~~.~~. ~~Ponte los audífonos y h~~H~~az clic en el botón de reproducción. Si escuchas un sonido y ves el video, selecciona ~~I COULD PLAY THE VIDEO AND SOUND~~SÍ, PUDE REPRODUCIR EL VIDEO Y SU SONIDO/I COULD PLAY THE VIDEO AND SOUND ~~y después CONTINUE~~. Si no, levanta la mano.

Cuando estés listo para comenzar el examen, haz clic en ~~BEGIN TEST NOW~~COMENZAR LA PRUEBA AHORA/BEGIN TEST NOW en la parte inferior de la página.

7.3 Testing Over Multiple Sessions or Days

When administering the test over the course of multiple days for a student or group of students, it may be important for all students to pause after they reach a designated point. For most tests, nothing prevents students from progressing from one section to another. The TA should therefore give students clear directions on when to pause. For example, TAs may designate a certain amount of time for testing. This information may be written on a dry-erase board, chalkboard, or another place that students can easily see.

When testing is resumed on a subsequent day, the TA will need to start a new test session and provide a new session ID. A summary of recommendations for the number of sessions and session durations is in *Section 5.1 Testing Time and Recommended Order of Administration*.

7.4 Following Test Administration

Maintaining Security of Assessment Materials and Student Responses

To ensure the security of Oregon's assessment materials and student confidentiality, all assessment materials and student response data must be kept secure in accordance with *Section 2 Test Security*. Report all test improprieties and irregularities in accordance with the guidelines in *Section 3.5 Reporting Test Improprieties and Irregularities*.

8.0 OREGON'S GENERAL ELA AND MATHEMATICS ASSESSMENTS

8.1 Components

The general English Language Arts (ELA) and Mathematics assessments are each comprised of two separate testing events: the computer adaptive test (CAT) and the performance task (PT). ODE recommends that students take the CAT and the PT on separate days.

- A student should complete all items in one portion of the assessment (CAT or PT) before moving on to the other. ODE recommends opening only one assessment portion for any student at a given time.
- ODE recommends that students complete their entire ELA or Mathematics test before starting a different content area test.
- Students who take a Mathematics test using the dual language presentation (i.e., Spanish language toggle) can respond in Spanish or English. If they respond in Spanish, their response will be scored by a trained Spanish-speaking scorer. Responses in languages other than Spanish and English will not be scored.

English Language Arts and Mathematics Performance Tasks

Students must work independently on the secure performance task responses; instructions will be delivered to them in the Test Delivery System.

ELA

The ELA PT consists of two parts. ODE recommends that each part be administered on separate days. In Part 1, students will read sources and answer either one machine-scored or one short answer research question. During Part 2 (the full write), students will provide a written response using those sources. Only in Part 2 of the ELA performance task may students have access to a hard-copy (non-embedded designated support) or online (embedded universal tool) dictionary or online thesaurus.

> ***Note 1*****:** *If a hard-copy dictionary is provided to students as a designated support, it must be a commercially published dictionary in print form. Teacher- or student-created dictionaries are not allowed.*
>
> ***Note 2*****:** *Headsets are required for ELA CAT listening items. ELA PTs may require a headset for students who are using the text to speech designated support.*

Mathematics

The Mathematics PT should be administered in one session.

> ***Note*****:** *Mathematics PTs do not require headsets unless needed for specific accessibility features (e.g., Text-to-Speech [TTS] or Dictation [Speech-to-Text]).*

Challenging Up

Students may "challenge up" on the general ELA and Math Assessments (not the ORExt). ~~See~~Consult Appendix B for more detail on challenging up.

9.0 OREGON'S GENERAL SCIENCE ASSESSMENT

9.1 Components

The general Science Assessment contains questions aligned to the Oregon Science Standards (NGSS). Items are presented either as standalone or as a cluster. Each cluster engages the student in a meaningful scientific activity aligned to the standard and contains: (1) phenomena, to give context and engage student interest; (2) background information and/or data; (3) a task description; and (4) multiple questions. Standalone items have a short phenomena statement and fewer number of questions. Clusters and independent items assess the multiple-dimensionality required of NGSS in observable fact or design problems. All clusters and standlone items are computer scored. A Science Sample Test is available on the OSAS Portal to help students familiarize themselves with the interaction types and features of the test delivery system before testing.

Recommendations

- Students should be given sufficient warning before the end of the testing session so that they can complete the cluster or standalone item they are working on.
- Students who take the test in Spanish may use a Spanish "toggle" button to switch the presentation from Spanish to English. It is recommended that students practice with the Science Sample test on the OSAS Portal with the Spanish presentation selected to build familiarity with the use of the Spanish toggle feature. Student responses are recorded in both languages so that when they answer in one language, the response is also visible when viewing and working in the other language. Refer to the OAM for additional details on the Spanish "toggle" feature.

Note: Science Assessments do not require headsets unless needed with the designated support of text-to-speech.

Challenging Up

Students may "challenge up" on the general Science Assessment (not the OrExt). ~~See~~Consult Appendix B for more detail on challenging up.

10.0 OREGON'S ELPA SUMMATIVE AND ALT ELPA

Note: *For information regarding the ELPA Screener, please consult the appropriate resources on the Assessment Administration website (such as the ELPA Screener Assessment Manual).*

10.1 Components

Oregon's ELP assessments (ELPA Summative and Alt ELPA) are required within the OSAS. Additionally, federal law requires that states assess all students with English learner status to determine their English language proficiency. Proficiency is determined based on individual performance in the four domains required by the Elementary and Secondary Education Act (ESEA)—listening, speaking, reading, and writing—within 6 grade bands: Kindergarten, 1, 2-3, 4-5, 6-8, and 9-12.

~~-~~A standard administration of the ELPA Summative (remote or in-person) or the Alt ELPA consists of four separate domain tests (Reading, Writing, Listening, and Speaking). Despite the ability to administer domain tests in separate sessions, the ELPA Summative and Alt ELPA are still a single test. Among other things, this means that if any domain test is invalidated, the entire test is invalidated. There are no partial invalidations for ELPA tests.

Overall proficiency determinations for the ELPA Summative ~~and Screener results~~ are ~~reported by~~ based on domain scores; overall proficiency determinations for the Alt ELPA ~~results are reported by~~ are based on modality scores (Receptive and Productive).

ELPA requires both audio recording and playback. For students testing on the ELPA Summative in a group setting, a headset and microphone may be necessary. For students testing in a separate setting, the system speakers and microphone on the testing device may be sufficient. For students using a tablet to complete any ELPA test that has constructed response items, an external keyboard may be useful.

Only attempted tests (meaning, tests where the student was presented with at least one item from all non-exempt domains) are scored. It is possible to skip items on the ELPA Summative and Alt ELPA. Unanswered items are scored as incorrect.

The Alt ELPA measures the English proficiency of eligible English learners with the most significant cognitive disabilities in grades K-12. Alt ELPA is administered 1:1 by a trained TA. For more information on the Alt ELPA, consult the Alt ELPA User Guide.

Student Technology Skill Requirements

It may prove valuable for the TA to be able to speak the student's preferred language to better assist students in addressing the various formats found among test items. **While it is a violation of test security for a TA to translate individual items, it is an acceptable support for the TA to provide translation of test instructions** (~~see~~ consult the Oregon Accessibility Manual).

In addition to properly configuring computer systems to run the ELPA Summative, school staff should ~~ensure~~ verify that students have the computer skills necessary to take the ELPA Summative. The Oregon Accessibility Manual lists technology skill requirements for

students participating in ELPA Summative. Per OAM Appendix A, it is permissible to assist students who do not have the necessary skills to operate ELPA testing equipment.

Choosing answers for a student is a test impropriety and will result in an invalid assessment.

English Language Proficiency Assessment (ELPA) Summative Requirements

In accordance with federal Title I requirements, districts must administer ELPA Summative annually to all students with EL status, *even when ELD services are waived by parents.* Students remain eligible from year to year until the student scores proficient and reported as exited on the Oregon's EL data collections. Students (including waived students) must take ELPA Summative or Alt ELPA in ~~2025-26~~2026-27 if they exited EL status **after** September 19th of the current year *or* if they were eligible to receive ELD services in the current school year and did not exit EL status on or before September 19th of the current school year. Participation requirements for Oregon's ELP assessment (ELPA) are addressed in Title IA federal law (section 1111).

Students may not "challenge up" on ELPA assessments. ~~See~~Consult Appendix B for more detail on challenging up.

EL flag Required to Access ELPA Summative. Only students whose EL flag is set to "Y" in the SSID record may access ELPA Summative. Districts should only set the EL flag to "Y" for students who are eligible for ELD services in the current school year.

Exempting Domains for Students on an IEP or 504 Plan

Due to the nature of some students' disabilities, a student's IEP or 504 Plan might exempt the student from responding to a particular domain of ELPA Summative or Alt ELPA (reading, writing, speaking, or listening). For instance, students with a hearing impairment might have an IEP or 504 Plan that exempts them from the Listening domain. Domain exemptions must be coded in TIDE as an accommodation **prior to opening any ELPA Summative or Alt ELPA domain test.** The ~~student will not see the~~ exempted domain will not appear as a selectable test. The student's ELP assessment score will be based on the administered domains. Domains may not be exempted based on an ITAP as these plans concern a temporary condition.

Up to a total of three domains may be exempted, but only in very rare and documented circumstances. All exemptions must be reviewed and documented in the student's IEP or 504 plan. All cases of domain exemptions are subject to monitoring by ODE.

Note: DTCs may enter ~~D~~domain exemptions ~~may be entered by (a) the DTC or other district level users until the start of the ELPA Summative test window, or (b) their Regional ESD Partner after the opening of the test window~~at any time. Be sure that domain exemptions are finalized **prior** to approving the student to any ELPA Summative or Alt ELPA domain test. **Should a TA approve a student to start ELPA without this accommodation in violation of the student's IEP or 504 Plan, the TA must pause the student's test immediately and report as an impropriety.** In addition to coding this accommodation in TIDE, districts must also ensure that the student's administration code is entered correctly in Assessment Record Updating Application (ARUA) using the ELPA "Only" IEP test administration codes found in Appendix C: Accessing Student Scores Online.

Very rarely, an IEP team may consider a Speaking exemption inappropriate because the student produces speech that is scorable, but only understood by one or two adults who are familiar with the student's speech patterns. Please reach out to the ODE Assessment Team to inquire about procedures for potential adult "Familiar Listener" transcription.

To the extent possible, ~~D~~domain exemptions on the ELPA Summative and Alt ELPA should be entered prior to the opening of the test window. DTCs may ~~be entered by the DTC~~ adjust domain exemptions during the test window, prior to ~~the~~ opening ~~of~~ the domain test to be exempted~~the ELPA test window~~. ~~After the opening of the test window, districts will need to contact their Regional ESD Partner to add or adjust domain exemptions~~Domain exemptions immediately affect *which tests a student can see in their test lineup*. Domain exemption changes are applied to the student's *scoring profile* when they next open or return to at least one domain test. If domain exemptions are updated, but the student will not return to any domain test, the DTC should submit a report

~~All domain exemptions must be set prior to opening any domain test on the ELPA Summative or Alt ELPA. Domain exemption errors must be reported~~ using the Test Impropriety and Irregularity Initial Report Form.

Report domain exemption errors using the Test Impropriety and Irregularity Initial Report Form.
Domain exemption errors ~~which~~ that require a student to complete additional testing (i.e. testing on a domain that was erroneously exempted) can be corrected ~~up to three weeks~~ prior to the ~~end~~close of the test window. Domain exemption errors ~~which~~ that do not require a student to complete additional testing (i.e. removing a domain that the student completed, but should not have) can be corrected up to the ELPA test status change deadline.

Braille forms for ELPA Summative

The ELPA Summative is available in a paper-pencil braille format, which may be requested via the braille ELPA order form on ODE's Assessment Administration webpage. All embossed braille printouts, manipulatives, and Directions for Administration documents that include secure test items and stimuli are subject to the same security requirements for all printed test materials (consult *Section 2 Test Security* for additional information).

10.2 ELPA Summative and Alt ELPA score reporting

Table 19: ELPA Summative and Alt ELPA Data Delivery Schedule

Batch~~*~~	Test Completion Dates	~~Data Delivery to ODE~~Scores available in CRS	~~Data Delivery to Districts~~ODE QA Period~~****~~	Earliest Availability in AWE~~**~~
1	1/1~~3~~2 – 1/31	~~3/4~~	(A Monday~~3/13~~)	(A Tuesday)
2	2/1 – 2/28	~~4/1~~	~~4/7~~	
3	3/1 – 3/31	~~5/1~~	~~5/11~~	
4	4/1 – 4/9~~11~~	~~5/22~~	~~6/1**~~	

~~* Batch 1 date dependent upon batch calibration review. Batch 3 and Batch 4 include remote ELPA Summative results.~~
~~** If volume is high, batch delivery to districts could be delayed.~~

~~***Includes Grade 7-12 tests carrying domains due to Honoring Student Proficiency on the ELPA Summative and Alt ELPA.~~*ELPA scores for the current school year are unavailable in AWE during the QA period.
**ELPA scores will become available in AWE after they pass QA. If an extended QA period is needed, ODE will notify districts via (channel).

11.0 OREGON'S EXTENDED ASSESSMENTS

11.1 Overview

Oregon's Extended Assessments (ORExt) are the state's alternate assessments based on alternate academic achievement standards (AA-AAAS) for students with the most significant cognitive disabilities. Students may take the ORExt if they are being served by an Individualized Education Program (IEP) whose team decides that this is the most appropriate assessment for the student's needs, consistent with established eligibility expectations. The Individuals with Disabilities Education Act (IDEA) requires that parents are informed of any potential consequences for participating in the ORExt, including impacts on graduation and post-secondary opportunities.

The ORExt measures student achievement in grade-level ELA, Mathematics, and Science content. Student achievement is judged against alternate achievement standards set by the State Board of Education. Students on IEPs should only be considered for the ORExt when they are unable to participate in the general assessments under standard testing conditions, even with accommodations. To use this option, IEP teams must determine student eligibility based on the established eligibility expectations. An Alternate (Extended) Assessment must be explicitly identified on the IEP as the most appropriate assessment. Online, paper-pencil, as well as braille and Large Print are the available ORExt administration options. Students may not "challenge up" on the ORExt Assessments. Appendix B has more detail on challenging up.

There is a unique ORExt test in each of the following grade levels: ELA and Mathematics (3, 4, 5, 6, 7, 8, and 11) and Science (5, 8, and 11). **The Special Education flag must be set to Y in the SSID system for the student to participate** in the ORExt.

NOTE: Because the ORExt is specially designed for students with the most significant cognitive disabilities, instruction, curricula, and assessments for this population are based on content standards that have been significantly reduced in depth, breadth, and complexity. This means ORExt and general assessment results cannot be compared. **This information is recommended for inclusion in any reports to parents on student performance on the ORExt.**

Student access to general assessments OR the ORExt. If a student's IEP indicates that the student must be assessed using the ORExt, that student must not have access to any of the general summative academic achievement assessments. **Districts can ensure this by blocking the relevant tests in TIDE**. Students who have not previously used the online ORExt system should use the practice tests to determine if the format of the online ORExt is appropriate for that student before testing begins. The practice tests may also be used as an additional tool to help identify accessibility options, including accommodations that might improve a student's access to the online testing system. In cases where the district administers a general assessment to a student whose IEP indicates the ORExt, or vice versa, the district must report this impropriety to ODE. The student must stop testing in the content area in which the incorrect administration occurred. ODE will then determine the most appropriate action, which may include invalidation of one or more tests.

The Oregon Observational Rating Assessment (ORORA) includes scales for attention, basic math skills, and expressive/receptive communication. The ORORA is an additional, optional

component to the ORExt, after the student has met minimum participation with the ORExt. The ORORA is to be completed by the adult who knows the student with significant cognitive disabilities best.

ODE and Behavioral Research and Teaching developed an Alternate-Student Educational Equity Development Survey (Alt-SEED Survey), which will be completed by the educator who understands the student and their learning environment best. The Alt-SEED Survey is made available through the Training & Proficiency website.

Detailed information on administering the ORExt is available via the secure Oregon Extended Assessment Training & Proficiency website. Policy information and technical adequacy documentation is available on ODE's ORExt Assessment webpage.

12.0 ADMINISTERING THE NAEP

The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what U.S. students know and can do. The National Center for Education Statistics (NCES) within the U.S. Department of Education administers NAEP. Since 1969, NAEP has measured academic progress in subjects such as reading, mathematics, science, civics, U.S. history, and the arts. Under federal law, states and school districts that accept Title I-A funds must participate in the state-level NAEP assessments of math and reading at grades 4 and 8.

From January 26 – March 20, 2026, NAEP plans to administer state and national mathematics and reading assessments at grades 4 and 8 as well as national civics and U.S. history assessments at grade 8. NAEP may also conduct pilot tests in mathematics or reading or special studies at grades 4, 8, or 12.

Most sampled students will take assessments in mathematics and reading using district- and school-managed devices and Internet, while some students will take the assessments on NAEP-owned devices not connected to school Internet. All students selected for civics or U.S. history will take the assessment on NAEP-owned devices not connected to school Internet. Each sampled student will take an assessment in one subject only. Currently, NAEP does not administer assessments to students who participate only in distance learning.

The results from NAEP are published as *The Nation's Report Card*. For ~~2025-26~~2026-27, NAEP plans to report student performance for the state and national assessments of mathematics and reading and the national assessments of civics and U.S. history. The National Assessment Governing Board will release the results approximately one year after administration of the assessments. The release of the state and national mathematics and reading results will be later than the usual NAEP release schedule to allow time to complete bridge studies between the NAEP frameworks from the NAEP 2024 assessments and the new frameworks in place for NAEP 2026.

The Oregon Department of Education notifies district superintendents, district test coordinators, and school principals when NCES selects district schools for NAEP in the upcoming school year. For NAEP 2026, districts selected for the mathematics or reading assessments will be asked to complete a School Technology Survey by the end of August. The School Technology Survey will determine whether a school can administer NAEP assessments on school devices. Most schools that meet NAEP's technical requirements will be assigned to school-device administration mode, but some will be assigned to NAEP-device administration mode as part of a comparability study.

In the fall, ODE asks the principals of selected schools to name a school coordinator to plan for NAEP. ODE recommends that principals name the school test coordinator (STC) as NAEP school coordinator. The NAEP school coordinator will receive a certificate awarding 16 hours of professional development units after the close of the NAEP testing window. The school coordinator will receive a NAEP assessment date in October and may work with the NAEP State Coordinator to request a new date if needed.

The National Assessment Governing Board and NCES establish testing procedures and training requirements for NAEP administration, not the Oregon Department of Education. This ensures that testing procedures are the same in every state to provide common measures of student achievement. NAEP will send a team of trained assessment administrators to each school selected for NAEP. The team is responsible for administering NAEP and for bringing the necessary materials based on the planned mode of assessment. The NAEP school coordinator is expected to be present on the NAEP assessment day to meet the NAEP team and answer their final planning questions. If the NAEP school coordinator cannot be present, they must work with the principal to designate another staff person to meet the NAEP team on assessment day.

ODE works with schools selected for NAEP to prepare for the assessment. For ~~2025-26~~2026-27, ODE will submit lists of students enrolled in the schools selected for the NAEP assessments for the initial round of sampling in November. For the lists, ODE includes students' preferred names, if that information is available in the state's data collection. If not, ODE includes students' legal names. NAEP school coordinators should review the list of sampled students carefully to determine if the names on the list are appropriate to use on NAEP materials that students will receive. If there is an issue with a name on the list, the NAEP school coordinator should contact the NAEP State Coordinator to resolve the issue.

Schools participating in NAEP must notify the parents or guardians of the selected students that a student may be excused from participation for any reason, is not required to finish the assessment, and may skip any test question. ODE provides a template letter for schools to use in conducting parent/guardian notification. ODE verifies that each selected school has completed parent/guardian notification before the scheduled NAEP assessment day.

ODE also provides an optional online training for NAEP school coordinators. This training supports the NAEP school coordinators in preparing for the assessment. The NAEP school coordinators must work with school staff members to update demographic data for selected students and to determine how students with disabilities and English Learners will participate in NAEP.

ODE expects that most students with an Individualized Education Program (IEP) and all students with a Section 504 Plan will be included in NAEP. According to National Assessment Governing Board policy, only students with disabilities who meet (or met) participation criteria for the Oregon Extended Assessment may be excluded from NAEP at the discretion of school staff.

ODE expects that most English Learners will be included in NAEP. According to National Assessment Governing Board policy, only English Learners who meet both criteria below may be excluded from NAEP at the discretion of school staff:

- Enrolled in U.S. schools for less than one full academic year before the NAEP assessment, AND
- Cannot access NAEP with allowable accommodations.

Since some students may require accommodations to access NAEP and to demonstrate their knowledge and skills, NAEP offers most of the accommodations that Oregon allows. The NAEP ~~2025-26~~2026-27 accommodations are described in detail in the Oregon Accessibility Manual. Please keep in mind that NAEP does not produce results for individual students or schools. The

NAEP assessments provide a picture of educational performance and progress at the state or national levels. They do not impose consequences for the student or the school and are instead intended to provide a picture of educational performance and progress at the state or national levels.

The NAEP Questions Tool provides teachers, students, and parents with sample questions from previous assessments. The NAEP Survey Questionnaires web page includes links to the NAEP surveys for students, teachers, and principals. Additional NAEP materials, including links to the assessment frameworks and item specifications are available from the ODE NAEP webpage.

Questions should be directed to Beth LaDuca, NAEP State Coordinator, at 971-208-0091.

APPENDIX A: 2026-27 OREGON ASSESSMENT ADMINISTRATION SCHEDULE

Assessment Component	*Window (or Notes)*
Statewide Summative Content Assessments	
English Language Arts, Mathematics, and Science [A] [B] (Grade 11 [C])	2/2/27 – 6/11/27
Science [A] [B] (Grades 5, 8)	3/2/27 – 6/11/27
English Language Arts, Mathematics [A] [B] (Grades 3 – 8)	3/30/27 – 6/11/27
English Language Proficiency Assessment	**Grade bands: K, 1, 2-3, 4-5, 6-8, 9-12**
ELPA Summative and Alt ELPA	1/12/27 – 4/9/27
ELPA Screener	8/4/26 – 7/16/27
Interim Assessments	**Grades 3 – 11**
English Language Arts, Mathematics, and Science [A]	9/15/26 – 7/16/27
Student Educational Equity Development Surveys	**SEED survey: in-person or remote** **Alt SEED survey: in-person only**
SEED and Alt SEED Surveys (Grades 3 – 11)	2/2/27 – 6/11/27
Community Informed Information Gathering Process at Kindergarten: ELTC Family Conversation [D]	**Locally determined (contact ODE for assistance)**
National Assessment of Educational Progress (NAEP) Grade 8 (Selected schools only)	**1/25/27 – 3/19/27**
Nationally Normed College Entrance Practice Test: PreACT (Grade 10)	**9/29/26 – 4/16/27 (locally determined within this window)**

Windows for general tests include both remote and in-person versions. Windows for extended and alternate tests are in-person only.

[A] The assessment delivery system may be periodically offline for scheduled maintenance.
[B] ORExt data must be entered by 5:00 pm on the last day of the test window, or students will be counted as non-participants. ORExt paper/pencil test materials are available for download at the start of the respective test windows. Tests requiring Braille or Large Print format must be ordered at least four weeks prior to the desired testing date.
[C] The High School grade of accountability is Grade 11. Grade 10 students who have successfully completed advanced coursework, and Grade 12 students who elect to retest, may also test.
[D] The Early Learning Transition Check-In (ELTC) is not required statewide and is administered in volunteer classrooms only.

~~APPENDIX A: 2025-26 OREGON ASSESSMENT ADMINISTRATION SCHEDULE~~

~~*Assessment Component*~~	~~*Window (or Notes)*~~
~~**Statewide Summative Content Assessments**~~	~~**Online general: in-person or remote**~~ ~~**Extended (ORExt): in-person only**~~
~~English Language Arts, Mathematics, and Science [A] [B] (Grade 11 [C])~~	~~2/3/26 – 6/12/26~~

~~Assessment Component~~	~~Window (or Notes)~~
~~Science [A] [B] (Grades 5, 8)~~	~~3/3/26 – 6/12/26~~
~~English Language Arts, Mathematics [A] [B] (Grades 3 – 8)~~	~~3/31/26 – 6/12/26~~
~~**English Language Proficiency Assessment**~~	~~**Grade bands: K, 1, 2-3, 4-5, 6-8, 9-12**~~
~~ELPA Summative and Alt ELPA~~	~~1/13/26 – 4/10/26~~
~~Remote ELPA Summative~~	~~3/3/26 – 4/10/26~~
~~ELPA Screener: Future/Early K~~	~~3/3/25 – 1/12/26~~
~~ELPA Screener: Grade K~~	~~1/13/26 – 7/17/26~~
~~ELPA Screener: Grades 1 – 12~~	~~8/1/25 – 7/17/26~~
~~**Interim Assessments**~~	~~**Grades 3 – 11**~~
~~English Language Arts, Mathematics, and Science [A]~~	~~9/23/25 – 7/17/26~~
~~**Student Educational Equity Development Surveys**~~	~~**SEED survey: in-person or remote**~~ ~~**Alt SEED survey: in-person only**~~
~~SEED and Alt SEED Surveys (Grades 3 – 11)~~	~~2/3/26 – 6/12/26~~
~~**Community Informed Information Gathering Process at Kindergarten: ELTC Family Conversation [D]**~~	~~**Locally determined (contact ODE for assistance)**~~
~~**National Assessment of Educational Progress (NAEP) Grades 4, 8, and 12 (Selected schools only)**~~	~~**1/26/26 – 3/20/26**~~
~~**Nationally Normed College Entrance Practice Test: PreACT (Grade 10)**~~	~~**9/30/25 – 4/10/26 (locally determined within this window)**~~

~~[A] The assessment delivery system may be periodically offline for scheduled maintenance.~~
~~[B] ORExt data must be entered by 5:00 pm on the last day of the test window, or students will be counted as non-participants. ORExt paper/pencil test materials are available for download at the start of the respective test windows. Tests requiring Braille or Large Print format must be ordered at least four weeks prior to the desired testing date.~~
~~[C] The High School grade of accountability is Grade 11. Grade 10 students who have successfully completed advanced coursework, and Grade 12 students who elect to retest, may also test.~~
~~[D] The Early Learning Transition Check-In (ELTC) is not required statewide and is administered in volunteer classrooms only.~~

APPENDIX B: SPECIAL TESTING CONDITIONS

Challenging Up

"Challenging up" (formerly known as targeting up) means taking an assessment at a higher level than is expected for the student's grade of enrollment. Challenging up decisions must be made at the individual student level and should be rare given the level of challenge already present in grade level summative assessments. Challenging up is appropriate (but not required) for students taking advanced courses or otherwise demonstrating significantly above-grade content knowledge and skills. **Challenging up never results in a student taking an assessment at a lower grade level.** To activate challenging up, submit student information to your Regional ESD partner one week prior to testing.

- Challenging up is available for the following tests.
  - **General ELA and Mathematics**: Students enrolled in grades 2 – 7 and 10 may challenge up one grade level. The student does not need to also take the grade level assessment. Grade 2 ~~Students enrolled in grade 2 receiving instruction in the content area at the grade 3 level may take the grade 3 assessment in that content area. However, these~~ students who challenge up must still take an assessment when they are officially enrolled in grade 3. ~~*Scores from challenging up in grades 2-7 are not banked.*~~ Students in grades 8 and 9 may not challenge up to the grade 11 assessment.
  - **General Science**: Students enrolled in grades K – 9 may not challenge up. Students in grade 10 may challenge up to the grade 11 assessment.
  - **ELPA** and **Extended** assessments: Students may ~~only be administered at grade level~~not challenge up.
- ~~If a~~Scores for **grade 10** student~~s enrolled **in grade 10**~~ who challenge~~s~~ up and meet~~s~~ the high school level achievement standard, ~~the score will be~~are **banked** and ~~will be~~ reported in the student's grade 11 year. ~~If this s~~Otherwise, the student ~~tudent does not meet the high school achievement standard, they~~ must retest in grade 11 or be counted as a non-participant. Scores from challenging up in other grades are not banked.

Testing Students Remotely

Districts determine whether students test remotely in alignment with the primary instructional model the student participates in throughout the school year (in person or remote/online). Students who predominantly receive remote or online instruction may be tested remotely (at home or another agreed upon location). Districts may also offer remote testing to students who are homebound due a medical condition. "Remote test session" means a test session administered through an online system where either the student(s) or the test administrator/test examiner is not on-site.

Students participating in a remote or online instructional model may still need to test in person if any of the following are true:

- An appropriate remote testing environment cannot be created.
- There are significant technology limitations (i.e., limited broadband, hardware requirements, or assistive technology).

- Accessibility needs cannot be supported (i.e., Designated or Accommodation Supports).

Prior to testing students remotely, the district should coordinate with the district IT department to ensure that proper technical support is available. Contact the OSAS Helpdesk ~~Districts who need~~ for technical support with testing students remotely ~~should contact the OSAS Helpdesk~~.

The district must also ensure the TA has completed all training requirements included in *Section 1.4 Training Requirements* of this manual and permission to test students remotely has been granted via a signed Parent/Guardian Remote Test Administration Agreement form.

In rare circumstances where the district is unable to test remotely or in person, the student will be counted as a non-participant for the purpose of accountability calculations.

Remote Test Administration. Most students across Oregon will test in-person. If a district/school is administering any of the Oregon statewide assessments remotely, they will need to obtain a signed Parent/Guardian Remote Test Administration Agreement form (available through ODE's Assessment Administration webpage) and communicate the technical requirements included in remote testing participation.

APPENDIX C: ACCESSING STUDENT SCORES ONLINE

Reporting Student Assessment Results to Parents

OAR 581-022-2270 Individual Student Assessment, Recordkeeping, and Reporting requires school districts to report student scores on all state and local assessments at least annually to parents for all students. For Oregon's statewide summative assessments, which include the general and Extended or alternate ELA, Math, Science, and ELPA tests, "at least annually" means no later than December 31 of the calendar year in which the test was taken. Individual Student Reports (ISR), Combined ISRs, Class Rosters, and Class Summary reports are available in the Secure Assessment Reports 2.0 application on the ODE Central Login application.

Accessing and Reviewing Assessment Records

District users with access to the Assessment Record Updating Application (ARUA) may view, edit, fix errors, download errors, and upload fixes to student test records that have been received by the Oregon Department of Education (ODE). The application is continuously accessible, and test records are editable by district users until mid-August.

The ARUA is limited to district-editable fields. The entire test record, including the scoring and accountability fields, can be retrieved from the Accountability Warehouse Extract (AWE) application. Changes to test records in the ARUA are available in the AWE application, which extracts records from the Student Centered Operational Data Store (ODS), after a one-day lag. Persons needing access to these applications should contact the District Security Administrator (DSA) for their district.

The Assessment Transactional file format (for downloading/uploading records in the ARUA) can be downloaded in Excel format from the File Formats page via the *Assessment Transactional File Format* link. This file provides definitions of the editable fields on the test records. (~~See below for t~~Test administration codes available in the ARUA to indicate student status are listed below.) The *Assessment Reporting File Format* (for downloading read-only records in the AWE) is available on the same Collection File Formats page.

Student records can be modified in the ARUA on ODE's district Web site by (a) using the Edit Posted Records option, or (b) the File Upload option under Record Management. The *Assessment Record Updating Application (ARUA) User Guide*, available on the Assessment Transactional System page, contains instructions for making these adjustments. This information can be found on the Accessing Student Test Scores Online page. You can also contact your Regional ESD Partner for assistance.

Embargoed assessment data—such as preliminary school, district, or state results that are viewable by district users but not yet finalized in state data systems—may not be publicly released. Districts may discuss preliminary, whole system trends, as long as they indicate that these trends may change and have not been validated by ODE. Districts cannot convey preliminary data publicly in terms of participation nor performance, by content area, grade level, or student group, or any combination thereof, until those data are validated and made publicly available by ODE.

Note: ODE's **hold harmless** commitment ensures that student scores on a test will never be lowered due to rescoring caused by factors outside the student's control (e.g., unexpected item behavior, coding interactions, or similar).

Administration Codes

Test records in the ARUA should be adjusted directly to indicate any of several special statuses for individual students. These are coded in a field labeled CalcAdmnCd. The following table lists acceptable codes for this field and the outcome of each code.

Table 20: Administration Codes

Code	Definition	Participation	Performance
1	Absent (for an extended period) or Student Refusal = Student was absent during the entire testing window and make-up testing period or refused to test.	Non-participant	Not used
3	Modified – Language = Student is non-literate in the language of the test and participated in the assessment under modified conditions.	Non-participant	Not used
5	Modified – Disability = Student with a disability who participated in the assessment under modified conditions.	Non-participant	Not used
6	Home Schooled Student, Foreign Exchange Student, or Out-of-State Student.	Not used	Not used
7	Parent Request = Student's parents requested that the student not participate in testing for reasons of religion or disability.	Non-participant	Not used
8	Not Enrolled During Test Window = Student enrolled on the first weekday in May but not during the school's testing window.	Not used[1]	Not used[1]
9	Medical Emergency = Student could not take the State assessment during the entire testing window, including the make-up dates, because of a significant medical emergency.	Not used	Not used
U	Invalidated test(s) with no opportunity to retest.	Non-participant	Not used
X	Parent opt-out = Student's parent(s) submitted an opt-out form requesting that the student not participate in general or Extended ELA or Mathematics testing.	Non-participant[2]	Not used[2]
Z	A first-year English Learner enrolled on the first weekday in May who was not enrolled during the entire ELPA Summative/Alt ELPA testing window and did not take an ELA assessment.	Not used	Not used

[1] For the English Language Proficiency Assessment (ELPA) Summative and Alt ELPA, districts may use code 8 for students who enroll after the close of the statewide test window and who are enrolled on the first weekday in May. Code 8 is not available for the ELA, Mathematics, or Science assessments.

[2] Districts must enter code X for all students for whom a parent Opt-out form is received. Cases where students tested in ELA or Math even though there was a signed Opt-out form on file shall be reported as testing improprieties, and any tests started will be invalidated.

Table 21: ELPA Summative and Alt ELPA "ONLY" IEP Test Administration Codes

Code	~~Definition~~Domains exempted per IEP team	Code	Domains exempted per IEP team
A	~~No~~ Reading ~~per IEP team~~	J	Writing
B	~~No~~ Reading & Writing ~~per IEP team~~	K	Writing & Listening
C	~~No~~ Reading, Writing & Listening ~~per IEP team~~	L	Writing, Listening & Speaking
D	~~No~~ Reading, Writing & Speaking ~~per IEP team~~	M	Writing & Speaking
F	~~No~~ Reading & Listening ~~per IEP team~~	N	Listening
G	~~No~~ Reading, Listening & Speaking ~~per IEP team~~	P	Listening & Speaking
H	~~No~~ Reading & Speaking ~~per IEP team~~	Q	Speaking
~~J~~	~~No Writing per IEP team~~		
~~K~~	~~No Writing & Listening per IEP team~~		
~~L~~	~~No Writing, Listening & Speaking per IEP team~~		
~~M~~	~~No Writing & Speaking per IEP team~~		
~~N~~	~~No Listening per IEP team~~		
~~P~~	~~No Listening & Speaking per IEP team~~		
~~Q~~	~~No Speaking per IEP team~~		

Commented [BW5]: @BARRICK Cindy * ODE Is the title of this table still accurate? Aren't these codes used for the Alt ELPA as well?

Commented [CB6R5]: Yes, add Alt ELPA to the title.

Accommodation Codes

Student test records include accommodation code fields with a drop-down menu to allow districts to identify up to six specific accommodations for any student from a list of unique 4-digit codes. Districts may select these codes for each test in addition to setting the flag indicating whether any accommodations were used. The list of codes is included in the Oregon Accessibility Manual.

Using a Student's Asserted Name on Score Reports

Districts may print ISRs using a student's asserted name (rather than their legal name) via the Use Preferred Name on Student Report feature in TIDE. Setting this value will affect ISRs

generated in the Centralized Reporting System and ISRs generated in ODE data applications (such as Secure Assessment Reports 2.0). Use Preferred Name on Student Report is set in TIDE individually by student.

Any decision to use an asserted name should be predicated on clear previous communication that involves the student. For a complete discussion of Use Preferred Name, including technical details and recommendations for use, consult Using a Student's Asserted Name on Assessment Score Reports (on the Supporting Gender Expansive Students page).

Use Preferred Name must be set anew each school year. To suppress student names altogether from ISRs produced in ODE data applications such as Secure Assessment Reports 2.0, use the Hide Student Name feature.~~.~~

APPENDIX D: CRISIS ALERT PROCESS

The following provides expanded detail on the crisis alert information in *Section 2.6 Sensitive Responses*.

1. **Oregon's test vendor (Cambium Assessment, Inc., or "Cambium/CAI") receives a report of a possibly concerning student response in an OSAS instrument.**
    a. An artificial intelligence engine initially flags these items, which are swiftly reviewed by human readers.
2. **Cambium sends a crisis alert to the Secure File Center of each user with a District Test Coordinator (DTC), District Level User (DLU), or Response Alert Viewer (RAV) role.**
    a. "Crisis alert" means a notification of the concern, including a reproduction of the response that initiated the report.
    b. The Response Alert Viewer (RAV) is a special role whose system access is restricted to their individual Secure File Center. This user role will see *only* crisis alerts and, rarely, files that are sent to all users in a district. Districts are not required to have any RAVs; the role provides districts with additional options for designating back-up personnel for processing crisis alerts.
    c. Every district needs to decide how many users are needed to ensure crisis alerts are handled in a timely manner. Every district should have a DTC and at least one designated back-up person with DLU or RAV permissions. A district may have any number of RAVs (however, remember that a given email address may only be associated with one role).
    d. Districts should designate an "order of responsibility" so that there is clear understanding who is responsible for processing alerts in case of absence or lack of availability.
    e. Reviewing crisis alerts includes viewing sensitive and/or highly confidential student information, as well as secure test data. Proper precautions and procedures should be followed for handling these data, such as test security training for RAVs.
3. **Cambium sends an email to all users who received a crisis alert, notifying them that they need to check their Secure File Center.**
    a. This automatically generated email, sent from DoNotReply@cambiumassessment.com, uses different language from generic notifications regarding other files in the Secure File Center and has the subject line "Response Alert: Student Assessment Response Flagged".
    b. Users concerned that this email may be filtered out by district security or junk mail policies should contact their IT department.
    c. One email is sent each time a crisis alert appears in the user's Secure File Center.
    d. Each user has their own Secure File Center.
    e. Files in the Secure File Center expire and are irretrievably deleted after 10 days. Save a local copy to ensure reliable access to the information in the alert.
4. **District personnel (chosen in step 2d above) process the crisis alert per the following steps.** (See sample district process and supporting documents.)

~~a. Access the Secure File Center one of the following ways:~~
~~i. Log into the Test Information Distribution Engine (TIDE) or the Centralized Reporting System (CRS). Then click the Secure File Center link in the upper right header bar.~~
~~ii. Use the Secure File Center portal card on the Test Administrators or Test Coordinators page of the OSAS Portal.~~
~~b. Listen to/read the crisis alert.~~
~~i. Consult the Crisis Alert File Format on the state portal for definitions.~~
~~ii. If the crisis alert includes an audio attachment (possible for tests such as the ELPA Summative or Screener), it will be bundled with the report spreadsheet in a single .zip file.~~
~~c. Forward to, and call, the building principal.~~
~~i. If the principal is implicated in the student's response, send information to, and call, the district superintendent.~~
~~ii. The notified administrator(s) should review the crisis alert.~~

~~5. District/Building Staff file a report with the Department of Human Services (DHS) as necessary.~~
~~a. District policy should clearly delineate who makes reports to DHS and what procedures are followed.~~
~~b. See information on mandatory reporting of child abuse or neglect.~~

~~6. Once a day, Cambium also provides ODE with a list of districts that have received a crisis alert notification in the previous 24 hours.~~

~~7. ODE sends an email to district personnel with a DTC or RAV role.~~
~~a. This email is in addition to the automatic notification from Cambium. It notifies district personnel that they must check the Secure File Center for crisis alerts and includes directions for how to process the crisis alert accordingly.~~

~~8. If ODE receives out-of-office replies or errors for all points of contact, ODE staff will work with Cambium to:~~
~~a. Review the crisis alert.~~
~~b. Call DHS if necessary.~~
~~c. Inform district and building staff of the results of (a) and (b) above.~~

APPENDIX DE: REFERENCE INFORMATION

About our Test Developers and Online Delivery Vendor

The Smarter Balanced Assessment Consortium (SBAC) is a non-profit, state-led consortium, housed within the University of California at Santa Cruz, working to develop next-generation assessments aligned to Oregon's adopted content standards in English language arts (ELA)/literacy and mathematics that accurately measure student progress toward college- and career-readiness. For more information, visit the Smarter Balanced Assessment Consortium website. ODE engages SBAC to help develop our ELA and Mathematics assessments.

The English Language Proficiency Assessment for the 21st Century (ELPA21) Consortium is a non-profit group of states designing and developing an assessment system for students with English learner status. ELPA21 is housed within the University of California at Los Angeles. The system is based on Oregon's adopted English Language Proficiency Standards and addresses the language demands needed to reach college and career readiness. For more information, visit the ELPA21 Consortium website. ODE engages ELPA21 to help develop our English language proficiency assessments (Summative, Screener, and Alt ELPA).

Oregon joined a collective of states via a memorandum of understanding to share test items and resources in the development of science assessments. The collective is facilitated by Cambium Assessment, Inc. (CAI). Science items are aligned to Oregon's adopted Science Standards, also known as the Next Generation Science Standards (NGSS).

Cambium Assessment, Inc. is contracted to deliver the assessments within the OSAS and provide support to stakeholders as they interact with our online test administration program, including the Test Information Distribution Engine (TIDE), the Test Delivery System (TDS), and the Centralized Reporting System (CRS).

Behavioral Research & Teaching (BRT) is a non-profit research group housed within the University of Oregon in Eugene. BRT provides all test content, delivery, professional development content, and technical adequacy documentation for the Oregon Extended Assessments (OExt).

While ODE values the contributions of our test development and delivery vendors, we identify our assessments by content area rather than vendor name to emphasize that Oregon defines its own test blueprints and accessibility supports. We also want to be clear that Oregon teachers are involved in all test development activities. ODE does not use vendors when we discuss our assessments, as our statewide assessments are *Oregonized* to align to Oregon State standards. They are our assessments.

Glossary of Frequently Used Terms

Table 22: Glossary of Frequently Used Terms

Term	Definition
Accommodation	Changes in procedures or materials that increase equitable access during the assessment. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and

Term	Definition
	can do. **Note: accommodations are available only for students ~~with~~with a documented Immediate Temporary Accommodations Plan (ITAP), Individualized Education Program~~s~~ (IEP~~s~~), or Section 504 Plan~~s~~.** Accommodations do not compromise the construct, grade-level standard, or intended outcome of the assessment. ~~See~~Consult the Oregon Accessibility Manual for complete information.
Break	The number of items per session can be based on the student's need. There is no limit on the number of breaks or the length of a break that a student might be given according to their unique needs. However, for some portions of the test, breaks of 20 minutes or more will prevent the student from returning to items already attempted by the student.
Computer Adaptive Test (CAT)	Based on student responses, the computer program adjusts the difficulty of items throughout the assessment. By adapting to the student as the assessment is taking place, these assessments present an individually tailored set of items to each student and can quickly identify which skills students have mastered.
Consortium	Groups of states engaged in resource sharing via a consortium, such as Smarter Balanced Assessment or English Language Proficiency for the 21st Century.
Designated Supports	Access features of the assessment available for use by any student for whom the need has been indicated by an educator (or team of educators with parent and student). They are either provided as digitally delivered components within the test delivery system or by TAs. ~~See~~Consult the Oregon Accessibility Manual for complete information.
District Test Coordinator (DTC)	District personnel responsible for the overall administration of testing in a district. ~~See~~Consult *Section 1.3 User Roles and Responsibilities* for details.
Force Majeure	An extraordinary circumstance (e.g., a power outage or network disturbance lasting for more than one full school day) or act of nature (e.g., flooding, earthquake, volcanic activity) that prevents a school from reasonable adherence to the current year's test schedule.
Full write	A component of the ELA performance task in Oregon's assessment system that requires the student engages in the full writing process to develop a multi-paragraph piece of writing.
Invalidation	Excluding test results and student responses from the testing and accountability systems.
ITAP	Immediate Temporary Accommodations Plan. Used for students returning to school after a concussion or other brain injury.
Modification	Any change away from a standard administration that is not listed in the Oregon Accessibility Manual is considered a Modification. Any practice or procedure that compromises the intent of the assessment through a change in the achievement level, learning expectations, construct, grade-level standard, or measured outcome of the assessment that is not explicitly listed in the Oregon Accessibility Manual. ~~See~~Consult the Oregon Accessibility Manual for complete information.

Term	Definition
Pause	A student or TA may pause any part of the test as needed. Depending on the section of the test, the consequences of a student's pausing the test will differ. More information on test pausing is available in *Section 6.4 Pause Rules and Test Expirations*.
Performance Task (PT)	The ELA and Mathematics assessments are comprised of two components: a performance task (PT), which is an individually administered, computer-generated task, and computer adaptive items (~~see definition~~defined earlier). A PT requires students to answer a set of complex questions that are centered on a common theme or problem.
Reset	Removes a student's prior work and allows them to restart the test.
School Test Coordinator (STC)	School personnel responsible for monitoring the testing process, TAs, and the handling of paper test materials within individual schools. ~~See~~*Consult Section 1.3 User Roles and Responsibilities* for details.
Secure Browser	A web browser that is downloaded and installed on a computer prior to a student's beginning online testing. The browser is specifically to provide secure access to the online testing system and prevent students from accessing specific hardware and software functions (e.g., other browsers, screenshot programs) that are not allowed during testing.
Secure Student Identifier (SSID)	A secure, unique student identifier assigned to each student and used during the log-in process.
Segment	The **ELA Performance Task (PT)** is presented in two segments: one segment is aligned to the research item, and the second component contains the writing full composition portion. Students may not navigate between the two segments. Beginning in Grade 6, the **Math CAT** is administered in two segments: one where (embedded) calculator use is permitted, and one where it is not.
Session	A timeframe in which students actively test. Additional information on session recommendations is in *Section 5.1 Testing Time and Recommended Order of Administration*.
Test Administrator (TA)	District or school personnel, substitute teachers, or volunteers responsible for administering the OSAS assessments in a secure manner in compliance with the policies and procedures in the Test Administration Manual. ~~See~~Consult *Section 1.3 User Roles and Responsibilities* for details.
Test Impropriety	Adult or student behaviors prohibited during test administration because they give students an unfair advantage or otherwise compromise the security or validity of the test administration. For specific details on how to proceed when an impropriety has occurred, please refer to *Section 3.5 Reporting Test Improprieties*.
Test Information Distribution Engine (TIDE)	The User Management System is used to manage district- and school-level users, update student settings, monitor test progress, and manage local test window(s).

Term	Definition
Test Irregularity	An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test or interpretation of those scores. For specific details on how to proceed when an irregularity has occurred, please refer to *Section 3.5 Reporting Test Improprieties*.
Universal Tools	Access features of the assessment that are either provided as digitally delivered components of the test delivery system or separate from it. Universal tools are available to all students based on student preference and selection. ~~See~~Consult the Oregon Accessibility Manual for complete information.

Resources

Information in the Test Administration Manual is supplemented by the resources listed below.

Table 23: Manuals

The base text for the manuals in this table was generated by ODE.

Resource	Description
Oregon Accessibility Manual	Describes the universal tools, designated supports, and accommodations available for Oregon's statewide assessments.
SEED Survey Administration Manual	Contains necessary guidance and technical information to administer the SEED Survey.
ELPA Screener Administration Manual	Includes an overview of the ELPA Screener, as well as training requirements and test administration directions.
The Right Assessment for the Right Purpose	Includes ODE's vision for the OSAS, assessment definitions to guide development of assessment literacy, appropriate and inappropriate uses of assessment data, and timing considerations for the statewide summative assessments (inflection point).

Table 24: User Guides

The base text for the User Guides in this table was generated by a vendor.

Resource	Description
Alt ELPA User Guide	Contains necessary guidance and technical information to administer the Alt ELPA.
Test Administrator User Guide	Provides information about navigating the Test Delivery System and an overview of the student and TA Interfaces. Appendices provide supplemental information about the Secure Browser.
Remote Testing User Guide	Provides information on administering remote assessments or surveys included in the Oregon Statewide Assessment System.

Resource	Description
Centralized Reporting System (CRS) User Guide	Provides instructions on how to view and understand the various reports available in the Centralized Reporting System. CRS provides online Score Reports and downloadable Individual Student Reports (ISRs) and Data Files. ***Note: The only sources for official scores are the ODE data applications Assessment Record Updating Application (ARUA), Accountability Warehouse Extract (AWE), and Secure Assessment Reports 2.0. Score data from the OSAS Centralized Reporting System should be considered preliminary, unofficial information.***
Test Information Distribution Engine (TIDE) User Guide	Provides information on how to manage user and student information for the online assessments. This user guide is organized based on the tasks available in TIDE.
Hotline Direct User Guide	Provides information on accessing crisis alerts via the Hotline Direct system.
Quick Guide for Setting Up Your Online Testing Technology	Explains how to set up technology in schools and districts. It is written for technology coordinators or whoever is setting up technology in a school or district. It instructs how to set up TA and student workstations, networks, and assistive technology. It should act as a "driver" document that provides all the steps Test Coordinators need to complete to ready their schools or districts for online testing.
Configurations, Troubleshooting, and Advanced Secure Browser Installation Guides	A companion document to the Quick Guide for Setting Up Your Online Testing Technology; provides step by step instructions for those who need them. Describes how to install the Secure Browser on multiple devices at once and includes troubleshooting section. A separate version of the document is available for each of the Windows, Mac, and Chrome operating systems.
Assistive Technology Manual	Provides technical specification information and additional configuration instructions for assistive technology tools available to students with special accessibility needs for online testing. Includes information for testing with Speech-to-Text tools, Predictive Text tools, Alternative Computer Input tools, Assistive Keyboard tools, Screen Magnifier tools, Voice Packs, and braille technology.
ELA and Mathematics Interim Administration Guide	For staff who play a role in the administration of the ELA and Mathematics interim assessments.
Quick Guide to Administering Interim Assessments Remotely	Describes how to remotely administer the interim assessment and how students may access and participate in an interim assessment.
Science Interim Assessments Quick Guide	Describes the Science Interim Assessments, including the Assessment Viewing Application (AVA), Secure Browser, the TA interface, and the Centralized Reporting System (CRS).

Commented [BW7]: Link.

Resource	Description
Assessment Viewing Application (AVA) User Guide	The Assessment Viewing Application (AVA) is a component of the Online Testing System that allows authorized users to review assessments for administrative or instructional purposes.

Table 25: Other Resources

Resource	Description
DTC Roadmap	Provides an overview of District Test Coordinator roles and responsibilities regarding statewide assessment and accountability. The DTC Roadmap supplements, but does not replace, manuals and other publications from the Oregon Department of Education (ODE). While appropriate for all DTCs, the Roadmap is particularly suited to DTCs new to their role.
Assessment Checklists	The Assessment Administration page includes checklists at several levels of detail, found in the Checklists accordion. The Assessment and Accountability Checklist is the most comprehensive.
Sample Tests	Sample Tests, available for ELA, Mathematics, Science, and ELPA through the OSAS Portal, provide a comparable experience to the online summative assessments. Sample tests include similar content test items for each grade level and provide a preview of the item types included in the online assessments.
Training Tests	ELA and Mathematics Training Tests help familiarize students and TAs with the format, functionality, and accessibility tools available within the ELA and Mathematics assessments. ~~This resource is~~They are available via the OSAS Portal by grade band (ELA: 3–5, 6–8, high school; Math: 3-5, 6, 7-8, high school) and haves ~~approximately~~ six to nine mathematics and six to seven ELA items per grade band. Training Tests do not require use of the Secure Browser. ~~For more on Sample, Training, and Interim tests, see~~ Consult this at-a-glance document for more on Sample, Training, and Interim tests.
Web Pages	• Accessibility Supports, ODE-Provided Allowable Resources, Promising Test Practices • Assessment Administration, OSAS Online User Guides, Test Administration Manual and Appendices Webpage (includes remote testing resources) • Assessment Home Page • Interim Assessment Resources • NAEP Resources • Oregon Administrative Rules • OrExt Assessment Webpage and Training & Proficiency Website • OSAS Online Portal • Regional ESD Partner Helpdesk • SEED Survey page • Training Modules

Roles and Responsibilities Summary

Table 26 summarizes some key roles and responsibilities from Section 1.3. The information in this table is not comprehensive and does not substitute for the information in Section 1.3.

Table 26: Roles and Responsibilities

Responsibility	DTC	STC	TA	OTC	QA
Manage user accounts for one or more roles	X	X		X	
Train one or more other roles	X	X		X	
Communicate assessment updates to appropriate personnel	X			X	
Set local test window or help schedule test administration	X	X		X	
Ensure that testing technology is updated	X	X			
Administer tests to students			X		X
Ensure students get the correct assessment with the appropriate supports		X	X		X
Monitor testing progress during the testing window and ensure that all students participate, as appropriate	X	X		X	
Manage paper/pencil testing	X			X	
Observe security requirements during testing			X		X
Report potential test irregularities or improprieties a higher role in the district		X	X	X	X
Investigate test improprieties and report to ODE	X				
Manage district responses to crisis alert papers	X				

Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Summary

Meeting Date: 6/18/2026
Title: Annual Assessment Manual Renewal
Status: First Reading
Presentation: Yes
Key Staff: Andrea Lockard, Audrey Lingley, Ben Wolcott
Topic Summary: Each year, ODE updates important manuals that spell out requirements for test administration. OAR 581-022-2100 lists which manuals those are and specifies that districts must abide by the requirements in those manuals. ODE asks the State Board of Education to renew its approval of OAR 581-022-2100 yearly so that the most recent editions of the testing manuals have the needed regulatory force.

ODE Education Equity Stance

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

BACKGROUND AND NEED

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

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

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

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

OAR 581-022-2100 names three manuals by which districts must abide: the Test Administration Manual (TAM), the Oregon Accessibility Manual (OAM), and the SEED Survey Administration Manual (SAM). These manuals are reviewed top to bottom and updated each year.

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

   This item is brought before the State Board each year.

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

   ODE is updating the TAM, OAM, and SAM for the coming school year year. Reapproving OAR 581-022-2100 will grant enforceability to the most current versions (which outline the most current requirements).

5. **Who requested or brought about the need for this item? (Select all that apply.)**
   - ☒ ODE Staff
   - ☐ Students
   - ☐ Families
   - ☐ Community-Based Organizations
   - ☐ Culturally Specific Organizations
   - ☐ School Districts
   - ☐ Education Service Districts
   - ☐ Charter Schools
   - ☐ Oregon State Legislature
   - ☐ Educational Associations
   - ☐ Racial Justice Council
   - ☐ Federal Government
   - ☐ One or more of Oregon's nine federally recognized tribes: _____
   - ☐ Other: _____

ENGAGEMENT STRATEGY AND LEARNINGS

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

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

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

7. **After consulting with ODE's Rules Coordinator and the Office of Indian Education, did this item require Tribal Consultation and/or Tribal Communication with Oregon's nine federally recognized tribes? (For more information, please reference ODE's Tribal Consultation Toolkit.)**
   - ☒ No
   - ☐ Yes – Both Consultation and Communication.
   - ☐ Yes – Only Communication.

8. **Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon's students, or otherwise contribute to the climate of Oregon's school systems? If so, please select from the below list.**
   - ☒ N/A; this item does not intersect with other state entities.
   - ☐ Oregon Health Authority (OHA)
   - ☐ Department of Early Learning and Care (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)?

   N/A

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

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

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

    We are asking the Board to reapprove an update to OAR 581-022-2100 that specifies districts must follow the most current versions of the aforementioned assessment manuals. ODE will continue to review these manuals, accept feedback from partners, and consider updates for subsequent school years.

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

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?

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

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

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

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

Updating assessment manuals annually is a crucial step towards ensuring a successful assessment year.

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

Inaction on this item would mean districts are required to follow the previous year's testing manuals rather than this year's. This would cause significant confusion, as districts expect updated manuals each year that include changes to the testing system and clarify points of confusion from previous years.

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 language of OAR 581-022-2100 has been updated to include the publication dates of the manuals endorsed by the rule.

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

The Board approved an update to OAR 581-022-2100 in June 2025 and reapproved it temporarily in September 2025. Since that time, ODE has received feedback that the rule should include the specific publication dates of the manuals concerned. That feedback has been incorporated into the rule language.

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

We recommend the State Board reapprove OAR 581-022-2100. As a reminder, this reapproval grants enforceability to finalized versions of ODE's 25-26 TAM, OAM, and the SAM.

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

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

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

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

Manual changes for 2026-27

Links are to live versions of the manual (i.e. the version last approved by the State Board). Changes listed below will take effect at the yearly 1 August and 1 October publication dates.

Test Administration Manual

- Throughout: stylistic edits, typo correction, and similar. Added references to Immediate Temporary Accommodations Plans (ITAPs).
- Section 1.3: Added TIDE role monitoring as an STC responsibility. Clarified that non-district personnel should hold the TT role at the highest.
- Section 1.4: Clarified training requirements to administer OSAS Interim tests. Added Proficient Test requirement for QTC and QA roles.
- Section 2.2: Clarified information about retaining secure test material in Table 7.
- Section 2.6: Added link to Hotline Direct User Guide.
- Section 6.4: Updated Basic Test Rule information.
- Section 7.0: Updated TA script for accuracy and English/Spanish consistency. Added notes regarding the Spanish translation.
- Section 10.0: Added information about skipping items and invalidating tests.
- Appendix D: Removed. (Replaced with link to Hotline Direct User Guide in Section 2.6.)
- Appendix E: Renamed to Appendix D. Added Roles and Responsibilities table. Added Hotline Direct User Guide.

Oregon Accessibility Manual

- Updated scratch paper to indicate that graph paper must be blank, like other scratch paper.
- Added ITAP references to language in Section 1 regarding testing supports.
- Patty Paper (small square sheets) added to list of Allowable manipulatives for Mathematics, Science, and ORExt and removed from the list of Additional allowable manipulatives for ORExt only. Added to the list with an image in Appendix G: Manipulatives.
- Updated Simplified test directions description to match test directions as found in the Test Administration Manual.
- Additional clarification in Appendix A regarding allowable TA assistance on ELPA tests.
- Streamlined and condensed text; formatting changes.

SEED Survey Administration Manual

- Added: Per ORS 338.115 (1), Charter schools in Oregon are encouraged to make the survey available to students in grades 3-11 but they are not required to.
- Instructions for delivering the Assignment format of the survey expanded to include more detailed descriptions for each step.

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

862

Dr. Andrea Lockard, Dr. Audrey Lingley, Ben Wolcott

Research, Assessment, Data, Accountability, and Reporting (RADAR)

June 18, 2026

Refresher and Overview

OAR 581-022-2100 governs administration of statewide assessments.

The rule lists:

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

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How are manuals updated?

The three manuals mentioned in the rule are:

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

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ODE makes numerous updates and revisions to these manuals each year. The slide notes include general examples. Change logs from each manual were also compiled and provided in the presentation package.

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

Student impact

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

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

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

865

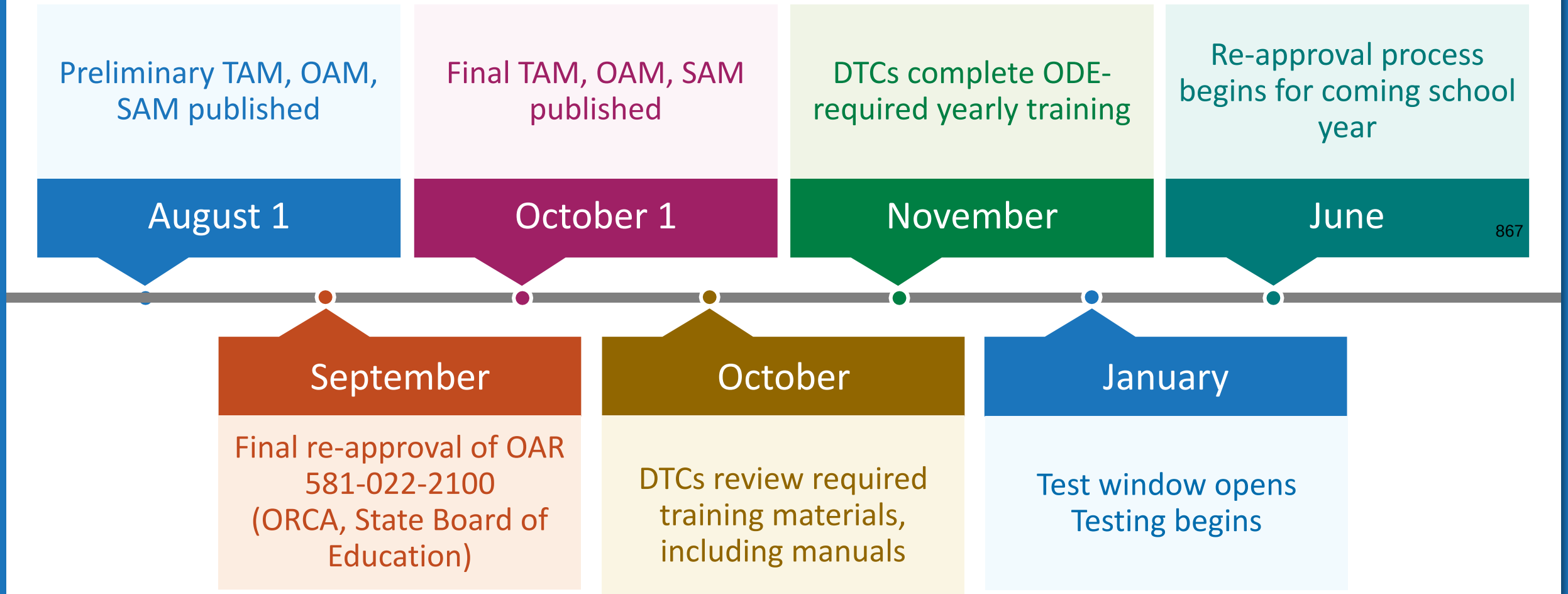
The requirements exist to ensure secure, appropriate testing. For example, following the requirements means providing students with needed accessibility supports.

Manual update timeline

- ODE's Assessment Team records feedback from districts, ESDs, and community members about the contents of the three manuals throughout the year**.**
- Assessment Team also confers internally to identify areas for revision.
- A Preliminary TAM, OAM, and SAM are published every year on or prior to **August 1**.
- A Final TAM, OAM, and SAM are published every year on or prior to **October 1**. 866
- District Test Coordinators have until roughly the **first weekday in November** to review these *required* training materials.
- District Test Coordinators must complete required ODE-required training in November so that they can train their test administration staff and make other associated preparations in time for the opening of the yearly test window in **early January**.

These timelines are largely *non-negotiable*.

Manuals update timeline (visual)



We'll see you again soon

- A second read is scheduled for the coming fall.

Thank you for your time!

868

(If needed) Why this topic?

Q: This seems like a very minor change. Why bring it before the State Board?
A: OAR 581-022-2100 provides enforceability for the requirements detailed in three test and survey administration manuals. These three manuals are updated every year. We need annual *re-approval* of OAR 581-022-2100 by the State Board of Education to ensure that the updated requirements inherit the enforceability enjoyed by their predecessors. 869

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

Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Summary

Meeting Date: 6/18/2026
Informational Title: High-Quality Instructional Materials Adoption Schedule (Subject Matter Cycle) Update
Presentation: Yes
Key Staff: Vanessa Martinez, Aujalee Moore, Deirdre Banning
Informational Summary: Oregon's HQIM adoption schedule is planned and approved by the Board through 2026. To fulfill statues in Chapter 337 of ORS and provide essential information to districts in a timely manner, ODE must recommend a subject-matter cycle (adoption schedule) for Board adoption no later than October 2026. In this presentation, ODE will elevate the importance of HQIM implementation and preview a recommended adoption schedule that will be formally presented to the Board in Fall 2026.

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 purpose of the ODE's High-Quality Instructional Materials (HQIM) program is to provide resources and support districts in the adoption and implementation of HQIM. Required instructional materials adoptions occur on a "Subject Matter Cycle" established by the State Board of Education, commonly referred to as the adoption schedule. In alignment with the adoption schedule, ODE facilitates the development of the criteria for the selection of HQIM, evaluation of submitted instructional materials, and recommendation of a list for the State Board of Education to review and consider for adoption.

Per Division 22, districts are required to implement instructional materials at the start of the school year following Board adoption. Districts may adopt HQIM from the Board-approved list or through an independent adoption process as outlined in 581-022-2350. The adoption schedule serves as the calendar of required instructional materials implementation dates for

districts. Through this schedule, districts can plan and budget for procurement of instructional materials.

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.**

   Chapter 337 of the Oregon Revised Statutes (ORS) establishes the statutory requirements for the evaluation and adoption of instructional materials and delegates authority to the State Board of Education to determine related processes and procedures. Pursuant to ORS 337.050, the Board is required to adopt instructional materials for periods determined by the Board.

   Chapter 581, Division 11 of the Oregon Administrative Rules (OAR) implements ORS Chapter 337 by outlining the processes governing textbooks and instructional materials. Specifically, OAR 581-011-0071 provides that the Board fulfills the requirement set forth in ORS 337.050 through the "subject matter cycle" adopted by the Board, commonly referred to as Oregon's HQIM Adoption Schedule.

   In June 2025, the Oregon Legislature enacted Senate Bill 141, which removed publisher fee requirements from ORS Chapter 337. In response, the Oregon Department of Education (ODE) revised Chapter 581, Division 11 of the OAR to eliminate language related to the collection of publisher fees, ensuring alignment with the amended statute. Prior to the passage of Senate Bill 141, publisher fees served as the primary funding mechanism for Oregon's HQIM program. To support continuation and refinement of the program, the Legislature approved a biennial appropriation of $580,000 in state funding. Any programmatic refinements requiring formal rule revision will be proposed to the Board for review and approval.

3. **Has this topic, program, or initiative been presented to the Board before? If so, when, and how has it evolved since then?**

   This specific item—the draft adoption schedule for 2027–2036—has not previously been presented to the State Board of Education. However, related components, particularly the HQIM adoption schedule, have been brought before the Board on several occasions:

   - **June 2018**: The Board approved postponement of the World Languages HQIM evaluation from July 2019 to July 2020 to account for shifts in national standards.
   - **May 2020:** The Board approved a revised adoption schedule extending through 2026.
   - **January 2023:** The Board approved a two-year postponement of the Physical Education adoption to align with the 2024 revision of the SHAPE National Physical Education Standards.
   - **October 2025:** The Board was informed of the postponement of World Languages and The Arts due to insufficient staffing capacity, at which time ODE committed to proposing a revised adoption schedule.

While this draft schedule is a new proposal, it builds on prior Board actions to maintain and adjust the HQIM adoption schedule in response to evolving standards, staffing capacity, and program needs.

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 was requested by the Oregon Department of Education. Following extensive engagement with statewide education partners and the HQIM Technical Advisory Committee (TAC), ODE has drafted a proposed schedule that aligns with best practices and the recently established HQIM program budget. In this presentation, HQIM Program staff within the Office of Teaching, Learning, and Assessment will provide informational updates related to the draft schedule, timeline, and next steps.

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?**

   In Fall 2025, ODE informed the State Board of Education that a proposed HQIM adoption schedule would be presented for Board adoption by June 2026. Following partner engagement and incorporation of feedback, ODE presented a draft HQIM Adoption Schedule for 2027–2036 to the HQIM TAC.

   During review, the TAC identified potential areas of ambiguity and tension within existing Division 22 language that could affect implementation of a revised adoption schedule if left unaddressed. To support clarity and effective implementation, ODE will need to review and amend Division 22 to better define expectations related to instructional materials adoption and required implementation timelines.

   The purpose of this presentation is to elevate the importance of HQIM implementation and preview a recommended adoption schedule that will be formally presented to the Board in Fall 2026. ODE seeks initial feedback from the Board regarding the adoption schedule prior to initiating the rulemaking process. The Board may use the information provided in this presentation to inform the proposed adoption schedule and provide guidance to ODE prior to the initiation of the rulemaking process.

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?**

   This presentation centers access to high-quality instructional materials (HQIM) as a key lever for improving outcomes for historically and currently underserved students. Engagement efforts intentionally included educators, administrators, and partners representing diverse student

populations to ensure the proposed adoption schedule reflects a broad range of perspectives. The approach acknowledges historical patterns of inequitable access to standards-aligned materials and professional learning and prioritizes systemwide implementation supports to address those gaps.

The presentation also reflects the unique realities of Oregon's small, rural, and remote communities by emphasizing flexible implementation timelines, regional supports through ESDs, and capacity-building strategies designed to meet varying levels of local infrastructure and staffing.

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?**

   This item prioritizes access to and strong implementation of high-quality instructional materials (HQIM) to support rigorous, standards-aligned instruction for all students. It advances belonging and wellness by incorporating extensive engagement with educators and partners, ensuring diverse perspectives are reflected and that implementation supports are inclusive, responsive, and practical across varied contexts. The information provided supports reimagining accountability by emphasizing HQIM implementation quality and continuous improvement to guide decision-making and support districts. Collectively, this work advances the Board's Mission, Vision, and Values by promoting equitable access to high-quality learning experiences, strengthening system coherence, and focusing on conditions that enable all students to thrive, particularly those historically and currently underserved.

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.**

   Slide deck

High-Quality Instructional Materials (HQIM) Adoption Schedule Update

Vanessa Martinez, Director of Standards and Instructional Support

Aujalee Moore, Standards and HQIM Program Analyst

Deirdre Banning-Shaughnessy, Instructional Materials Coordinator

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Agenda

1. Vision and Purpose
2. Research and Context
3. Engagement and Draft Schedule
4. Next Steps

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Vision and Purpose

Purpose

Research underscores the critical importance of strong implementation for realizing the full impact of High-quality Instructional Materials.

This presentation:

- Reflects ODE's commitment to leveraging and strengthening the HQIM program to improve instructional outcomes statewide.
- Draws on engagement with educators, administrators, students, and partners to inform the proposed adoption schedule.
- Provides a preview of the draft adoption schedule.

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To ensure that every student, every day, is engaged in meaningful, affirming, grade -level instruction.

Working as One

System Leaders
(State Leaders, ODE and ESDs)

- Establish a system-wide vision for Academic Excellence
- Provide professional learning infrastructure and aligned policies
- Monitor and support progress

District and School Leaders

- Translate system vision into building-level expectations and supports
- Facilitate teacher learning
- Collect and use implementation data

Teachers

- Engage in professional learning
- Use HQIM with integrity and responsiveness to student needs
- Collaborate and reflect

Oregon's Key Performance Growth Targets

- Regular attenders
- K-2 regular attenders (new)
- **3rd grade reading**
- **8th grade math (new)**
- 9th grade on track
- 4 year graduation rates
- 5 year completers
- Local metric (new)

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ODE's Strategic Plan

ACADEMIC EXCELLENCE

Ensure every student has equitable access to learning opportunities and develop the skills and knowledge they need to thrive in school, career, and life.

Priority outcomes

- Increased student achievement in ELA
- Increased student achievement in math
- Increased opportunities for focal student groups
- Increased graduation rates
- Increased postsecondary readiness

HQIM strategies re: adoption and implementation, data use, communications, curriculum-based PL, partnering with Educator Prep Programs are embedded into ODE's Strategic Plan, under the Academic Excellence pillar

Example for ELA:

HIGH-LEVERAGE STRATEGIES

AE.1.1 Build statewide capacity to implement literacy efforts based on the science of reading and evidence-based practices to improve ELA proficiency

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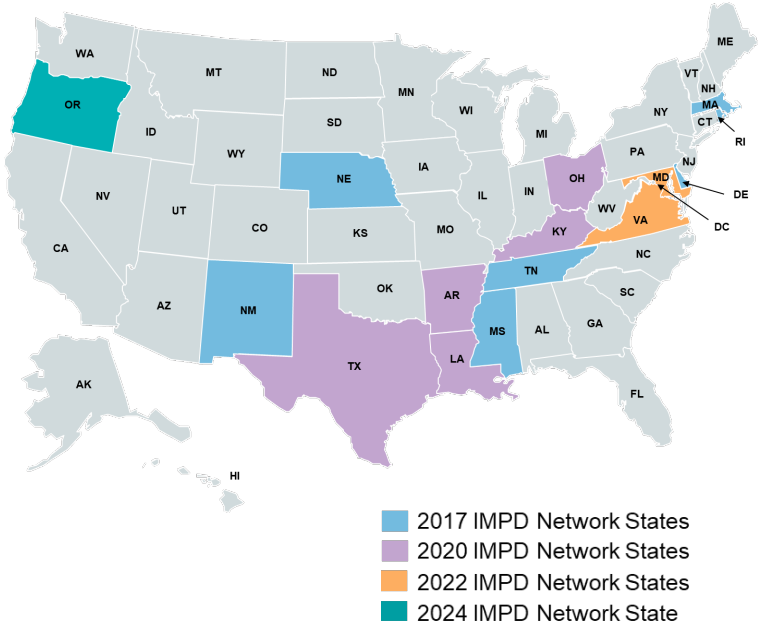
AE.1.2 Support districts in adopting and implementing ELA high-quality instructional materials (HQIM) that are affirming and aligned to state standards

AE.1.3 Support district use of data to identify student needs and deliver timely, research-based intervention and acceleration best practices

Instructional Materials Professional Development (IMPD) Network



Oregon joined in 2024, as 15th state of the network.

How does IMPD membership support Oregon:

- Part of a larger network of state peers who collaborate and share resources freely
- Access to resources and coaching support from experts to plan and implement an academic strategy that centers HQIM
- Access to mini grants and state grants
- Accountability in HQIM integrity in implementation, and student outcomes

HQIM Implementation Research

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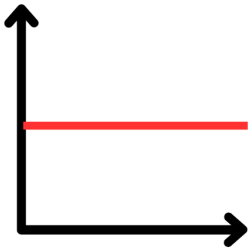
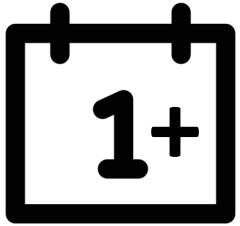
The Current State of HQIM Nationally

A 2019 math HQIM study found that that simply supplying districts and teachers with HQIM alone **produces no measurable improvements.**



They found that, on average, **teachers received just over one day of professional learning** each school year to support to master the newly adopted instructional materials.



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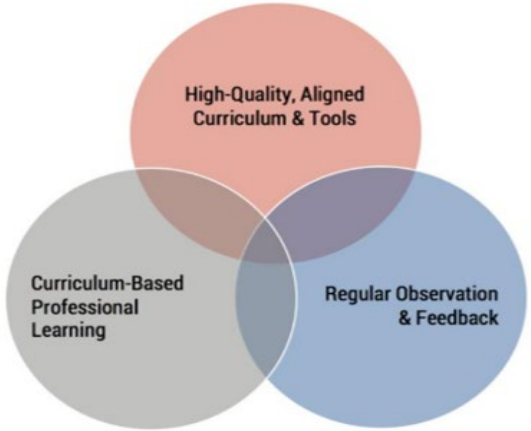
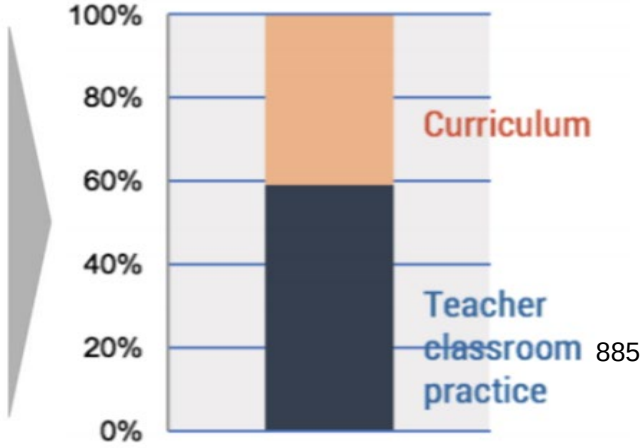
Source: David Blazar et al., "Learning by the Book: Comparing Math Achievement Growth by Textbook in Six States," research report (Cambridge, MA: Center for Education Policy Research at Harvard University, 2019)

HQIM Implementation Matters

When HQIM are coupled with systematic support and development in using those materials, the impacts are greatly multiplied.

When teachers received both improved curriculum *and* curriculum-specific support and development to improve their teaching practice, their students gained an estimated four months of learning (over two years) relative to students in the comparison group.





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41% of the effect is attributable to improved curriculum, whereas 59% is attributable to improved teacher practice from curriculum-based development.

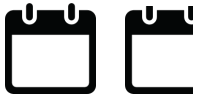
ce: Joseph A. Taylor et al, "An Efficacy Trial of Research-Based Curriculum Materials with Curriculum-Based Professional Development," American Educational arch Journal, 2015.

Spotlight on Student Growth

Students who consistently **use** high-quality instructional materials, especially in ELA and math make larger academic gains, particularly those starting below-grade-level.

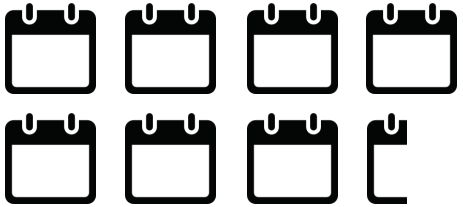
All students

1.7 months



Students Below Grade-Level

7.3 months



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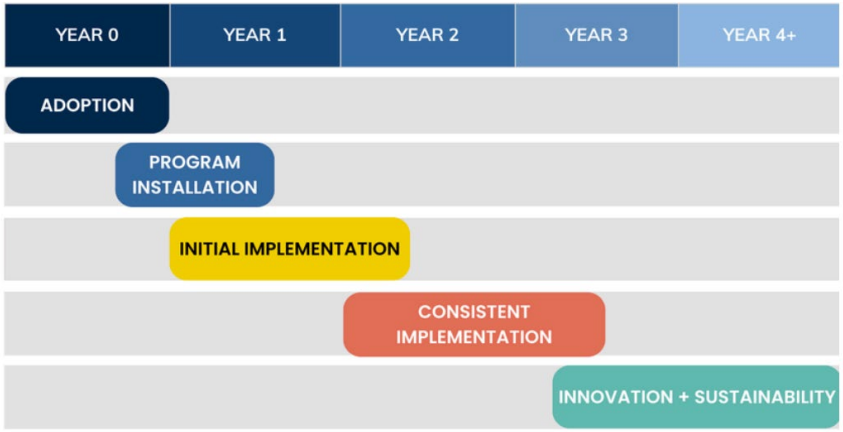
Source: *The Opportunity Myth.* TNTP.
https://tntp.org/publication/the-opportunity-myth/

How ODE Defines HQIM Implementation



Rivet Implementation Tool

Implementation of High-Quality Instructional Materials (HQIM):

- Typically follows a **multi-year process**
- Requires a **system-wide shift** in instructional practice and delivery
- Supported through an ongoing combination of:
  - Curriculum-Based Professional Learning (CBPL)
  - Collaborative learning & PLCs
  - Coaching

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Oregon HQIM Adoption Usage

- Two-thirds of teachers reported using a High-Quality math material weekly during the 2024-2025 school year.
- 60 percent of teachers reported using a High-Quality ELA material weekly in 2024-2025.
- “Intensive” usage of HQIM lagged behind weekly usage for all subjects.
- “Intensive” usage of HQIM materials lagged behind weekly usage in all grade bands; High school teachers were least likely to use HQIM.

AIRS AMERICAN INSTRUCTIONAL RESOURCES SURVEY

Oregon HQIM Types of Professional Learning

- Less than half of Oregon teachers reported that most of professional learning activities incorporated their instructional materials.
- Most teachers agreed that collaborative learning in their school's professional learning community (PLC) helped them incorporate their recommended or required materials; fewer agreed that their coaching helped.

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Adoption Schedule Context

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Instructional Materials National Landscape

Across the U.S., approximately **24 states** closely govern adoption of instructional materials, with varying degrees of state involvement.

- **11 states require districts to adopt from a state-approved list** (or formally opt out), usually across two – six content areas.
- **9 states require adoption by statute but allow greater district flexibility**, most often governing about four content areas.
- **4 states require adoption without a state-approved list**, emphasizing local evaluation and standards alignment.

891

Authority: Subject-Matter Cycle

The Board retains authority to:

- Revise the adoption schedule
- Approve or deny recommended changes
- Determine which subjects require instructional materials/textbooks

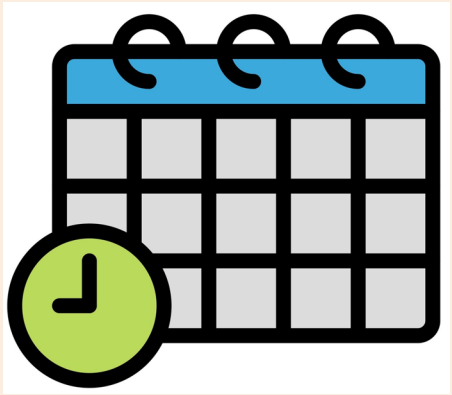
District Responsibility (ORS 337.120(1)(a)):

- District school boards must adopt instructional materials for all grades and subjects offered, in collaboration with educators and administrators.

892

Key Clarification: ORS 337.050 does not require the State Board of Education to adopt materials in every content area taught by districts.

Subject-Matter Cycle



- Described in OAR 581-011-0071*
- Commonly referred to as the “adoption schedule” or “adoption cycle”
- Sets a predictable schedule for:
  - ODE’s evaluation of HQIM
  - Board’s adoption of HQIM
  - District adoption and implementation of HQIM

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- By statute, districts are required to implement instructional materials the school year following state adoption.

**OAR number amended to 581-022-0123 if Division 11 Reforms are adopted at the June meeting.*

Recent History

June 2018

World Languages HQIM evaluation postponed from July 2019 to July 2020 to account for shifts in national standards.

May 2020

Revised adoption schedule through 2026 is approved by the Board.

January 2023

Physical Education is postponed two years to align with the SHAPE National PE standards revision in 2024.

October 2025

- World Languages and The Arts are postponed.
- ODE commits to proposing a new adoption schedule.

Current Schedule

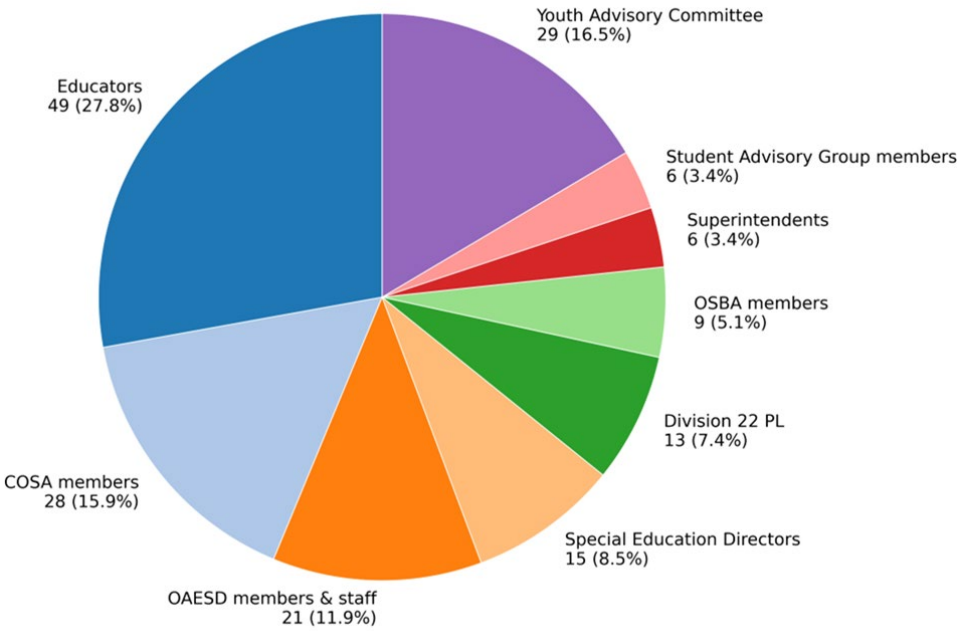
(2019-2026)

Full Adoption Schedule

Content Area	State Evaluation & Adoption Year	For use in Classrooms by Fall of…
World Languages	2020	2021
English Language Arts **English Language Proficiency**	2021	2022
Mathematics	2022	2023
Science	2023	2024
Health	2024	2025
Social Sciences	2025	2026
Physical Education	2026	2027
World Languages **The Arts**	Postponed	TBA

Engagement Process & Draft Schedule

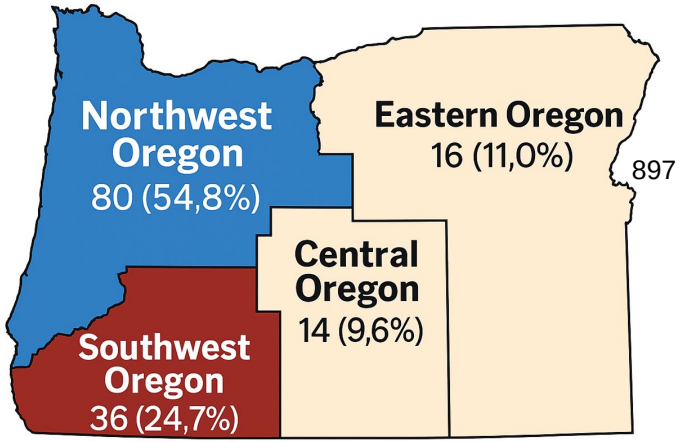
Phase 1: Statewide Engagement



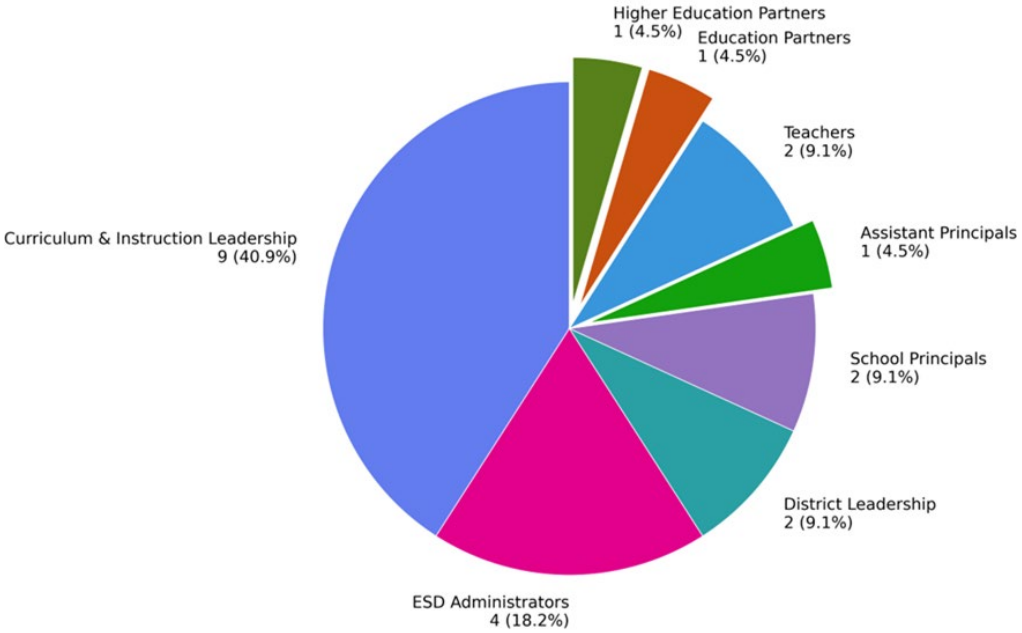
Total: 176

Participants per district size*
Small district (less than 1,000 students): 20 (15.9%)
Medium district (1,000 to 6,999 students): 56 (44.4%)
Large district (7,000 or more students): 43 (34.1%)
Unknown: 7 (5.6%)
Total: 126

*Youth Advisory Committee, OAESD respondents were not asked this question.



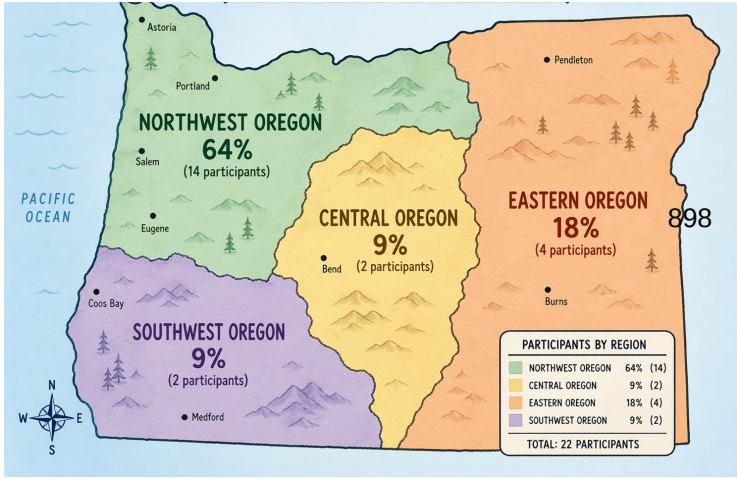
Phase 2: Technical Advisory Group



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



Key Ideas from Engagement

1. State-leadership and focus on implementation matters
2. The schedule provides a more manageable and responsive schedule
3. The proposal creates space for districts to make more responsive, locally informed decisions
4. The schedule offers differentiated support with continued statewide guidance because supporting World Languages, the Arts, and Physical Education instruction remains important

Draft Schedule Aligned to Oregon HQIM Priorities

Content Area	State Evaluation & Adoption Year	Classroom use by Fall…
English Language Arts	**2027**	2028
English Language Proficiency	2028	2029
	2029 Targeted Literacy Implementation Support Year	
Mathematics	**2030**	2031
	2031 Targeted Mathematics Implementation Support Year	
Health	2032	2033
Science	**2033**	2034
	2034 Targeted Science Implementation Support Year	
Social Sciences	2035	2036

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Strong State Leadership in HQIM

To realize the full potential of HQIM, Oregon should prioritize supporting high-quality implementation by:

- Setting the conditions for statewide instructional coherence.
- Reducing variability across Oregon's education system.
- Investing in statewide professional learning related to HQIM.
- Creating feedback loops and being responsive to engagement.
- Signaling expectations for HQIM implementation quality.

Strengthening HQIM Implementation

Implementation Guidance & Curriculum-Based Professional Learning	Data & Continuous Improvement
• ODE to develop implementation phase guidance across system levels and provide ongoing professional learning • Train educators and leaders in Curriculum-Based Professional Learning (CBPL) • Partner with ESDs for localized communities of practice and coordinated CBPL • Develop or leverage a CBPL vendor ecosystem with technical support	• Collect and publish HQIM adoption/implementation data (Unified Application) • Analyze HQIM data alongside assessment and SEED survey data • Use HQIM data to monitor progress and refine supports

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Next Steps & Close

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ELA Criteria Development

- Revised standards are scheduled to be adopted at the June 2026 Board meeting.
- Under the proposed adoption schedule, ELA evaluation is anticipated to take place in 2026-27 school year.
- To support a streamlined process for evaluation and adoption, ODE will begin HQIM criteria development for ELA this summer.

Next Steps

- Clarify Division 22 expectations for instructional materials adoption and required programming
  - Draft revised OARs and conduct engagement period
- Finalize proposed HQIM adoption schedule
- Return to the Board next year for a first-read on the proposed adoption schedule and associated rule revisions.

Thank You!

Questions? Concerns?

Contact ODE.InstructionalMaterials@ode.oregon.gov