DIVISION 22 STANDARDS

Rules at a Glance

2024-2025 School Year Compliance

The rule summaries included in this document are intended to provide a broad overview of the scope of specific rules. Consult the text of the OAR (linked in the left column for each rule) for the specific requirements.

Rule Number & Title *New Rules/Requirements for reporting on the 2024-25 SY are highlighted in yellow **New Rules/Requirements for implementation in the 2025-26 SY are highlighted in blue	Summary ** Changes and waivers for 2024-25 are in italics and highlighted in yellow* ***Changes for 2025-26 are in italics and highlighted in blue*
High-Quality Learning Experiences for All Students	
581-022-2000 Diploma Requirements	All requirements for a standard diploma. ***Credit requirements for students graduating on or after January 1, 2027 include 0.5 credit in Personal Financial Education and 0.5 credit in Higher Education & Career Path Skills.***
*581-022-2010 Modified Diploma	All requirements for the Modified Diploma. **New requirements: Annually provide parents information about diploma availability and requirements, and disclosure about certificates of attendance. On-site access to all courses required for a diploma at all high schools.* ***Credit requirements for students graduating on or after January 1, 2027 include 0.5 credit in Personal Financial Education and 0.5 credit in Higher Education & Career Path Skills.***
*581-022-2015 Extended Diploma	All requirements for the Extended Diploma. **New requirements: Annually provide parents information about diploma availability and requirements, and disclosure about certificates of attendance. On-site access to all courses required for a diploma at all high schools.*
*581-022-2020 Certificate of Attendance	All requirements for the Certificate of Attendance. **New requirements: Annually provide parents information about diploma availability and requirements, and*

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	disclosure about certificates of attendance. On-site access to all courses required for a diploma at all high schools.
581-022-2050 Human Sexuality Education	Districts must plan for and implement a K-12 comprehensive sexuality education program that meets the Health Education Standards, including providing instruction on child abuse prevention, healthy relationships, and healthy sexuality.
581-022-2055 Career Education	Districts must have a K–12 Career Education plan developed in conjunction with the Comprehensive School Counseling Program and embedded within the district's overall curriculum.
581-022-2263 Physical Education Requirements	Grade level time requirements for PE instruction. ● K-5 requirement: 150 minutes/week (4 day week = 120 minutes). Students shall participate in PE instruction each week throughout the entire school year. ● 6-8 requirement: 150 minutes/week, averaged over the course of the entire school year (4 day week = 120 minutes average). Must be taught by a licensed PE teacher.
581-022-2340 Media Programs	Provides guidelines for a cohesive K-12 media program, including expectations around facilities and materials, staffing, program development, instructional goals, and program maintenance. **Staffing Guidelines**: at minimum, a district must employ a classified employee to oversee and maintain the media program at each school site. Ideally, the district would have a certificated media specialist overseeing the program. If a certificated media specialist is not employed by the district, the district may consult with Jennifer Maurer, the School Library Consultant at the State Library of Oregon, and should either consult with the local ESD, or a local public librarian to assist with program development, implementation, and maintenance.
581-022-2350 Independent Adoptions of Instructional Materials	Requirements for conducting an independent adoption of instructional materials. Districts that use digital content as core curriculum for a course of study or any part thereof must complete an independent adoption of the digital instructional materials.
581-022-2355 Instructional Materials Adoption	Districts must follow the adoption cycle established by the State Board of Education and provide free and appropriate instructional materials that meet the NIMAS guidelines.

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581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials	Postponement of instructional materials adoption, based on the state adoption cycle, requires an application to the State.
581-022-2440 Teacher Training Related to Dyslexia	School districts must ensure that at least one kindergarten through grade five teacher in each kindergarten through grade five school has received training related to dyslexia. The training must be from the Department's approved list. A waiver may be obtained using the process outlined in OAR 581-002-1810.
581-022-2500 Programs and Services for TAG Students	Written plan required. Must include identification process, services, district philosophy and goals, description of nature of services to meet goals, and evaluation plan. Districts must post the plan on their district website using the template provided by ODE. Student plans must address level and rate of learning. District TAG contact information must be reported to ODE annually. Other rule requirements defined.
581-022-2505 Alternative Education Programs	Policies and procedures relative to alternative education programs (district operated and private contracted).
Aligned and Focused Educational Systems	
581-022-2025 Credit Options	Elective or content credit may be earned based on mastery of recognized standards, competencies and skills.
*581-022-2030 District Curriculum	Outlines all required components of a district's planned K–12 instructional program. **New requirements for 2024-25: a planned K-12 instructional program for Social and Emotional Learning; a planned 9-12 instructional program which includes the Personal Financial Education and Higher Education and Career Path Skills content standards.*
581-022-2060 Comprehensive School Counseling	Comprehensive district and school counseling program at each school based on Oregon's Framework for Comprehensive School Counseling Programs to support the academic, career, social-emotional and community involvement development of every student. Education and career plan and profile for all students in grades 7-12, that builds upon itself each year. Annual review of the district and each schools' comprehensive counseling program.

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**581-022-2100 Administration of State Assessments	Definitions and policies related to Test Administration. ***New for 2025-26:* • *Added SEED Survey as required OSAS component* • *Added mention of ELPA Screener as required OSAS component (not a new requirement, just making the rule more complete)* • *Added clarification that districts must abide by ODE decisions regarding student test records*
581-022-2110 Exception of Students with Disabilities from State Assessments	Applies to students with disabilities with an IEP or a Section 504 plan. States that a public entity cannot exempt a student from state testing, unless the parent has made a request for exemption.
581-022-2115 Assessment of Essential Skills	**Waiver – Assessment of Essential Skills graduation requirement is waived for students graduating through the 2027-28 school year. See section (22) of the rule.* ***Section 2: Local Performance Assessment requirement is not waived.*** Policies governing the Assessment of Essential Skills, including diploma requirements and local performance assessments. One work sample per grade must be provided to students in grades 3-8 and one offered in high school, using Official State Scoring Guides, in the following areas: writing, speaking, math problem-solving, and scientific inquiry; or, comparable measure adopted by the district. Also defines Assessment of Essential Skills Review Panel (AESRP) policies/practices.
581-022-2120 Essential Skill Assessments for English Language Learners	**Waiver – This policy requirement relating to Assessment of Essential Skills graduation requirements is waived through the end of the 2027-28 school year. See section (4) of the rule.* Districts must adopt a policy delineating whether a student may demonstrate proficiency in the student's language of origin.
581-022-2130 Community Informed Information Gathering Process at Kindergarten	Volunteer school districts will pilot a Family Conversation where an educator and family meet at the start of kindergarten. The ultimate goal is to begin the process of developing meaningful relationships between educators and families while also collecting information about children's experiences prior to kindergarten to address programs and policy at all levels. ***Districts will not be required to report on this rule until the pilot has concluded and the new***

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	Community Informed Information Gathering Process is being implemented statewide.
581-022-2250 District Improvement Plan	Definitions and guidelines for requirements for district CIP. Must be done once every 4 years, unless there are substantial changes, which are defined in the Standard. Community input and evaluation of the plan are critical components.
581-022-2260- Records and Reports	Requirements for filing state records and reports; maintaining student records and policy for Student Activity Funds.
581-022-2265 Report on PE Data	Provide data to ODE annually on PE minutes, as well as physical capacity and facilities.
581-022-2300 Standardization	Outlines methods of verifying compliance with Division 22 standards.
581-022-2305 District Assurances of Compliance with Public School Standards	Requirements for annual Division 22 Standards assurances process: make report to board in September or October, report to ODE by November 15, post community report on district website.
581-022-2315 Special Education for Children with Disabilities	Mandates a district provide an educational program to serve eligible students with disabilities in accordance with all applicable OARs.
581-022-2320 Required Instructional Time	Requirements for instructional time in grades K-12: Grade 12 — 966 hours; Grades 9–11 — 990 hours; and Grades K–8 — 900 hours. For specific information related to instructional time requirements for online and remote learning models, refer to the Online and Remote Learning Guidance.
581-022-2325 Identification of Academically Talented and Intellectually Gifted Students	Requirements for TAG identification. Use of local norms and percentile thresholds are determined at the district level. Person who is responsible for identification must be trained in accordance with the identification requirements.
581-022-2335 Daily Class Size	Must maintain class sizes that promote effective practices consistent with expected outcomes.

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581-022-2400 Personnel	All teachers, specialists and administrators employed must be licensed
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	School districts must universally screen for risk factors of dyslexia in kindergarten, and for students entering Oregon schools for the first time in first grade, using a screening test that is on the Department's approved list. Districts may select a tool not on the approved list through a petition process outlined in the rule. If a student shows risk factors for reading difficulties, school districts must screen for a family history of difficulty in learning to read.
	Engaged Partners and Communities
581-022-2005 Veterans Diploma	Basic information regarding the requirement to offer Veterans Diploma.
581-022-2255 School and District Performance Report Criteria	Definitions and required components of state-provided district and school report cards. School districts must make a copy of the state-provided district and school report available to parent(s) or guardian(s) by 1/15. They may be mailed, sent electronically, or posted on the school or district website.
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	Includes requirements that districts establish proficiency-related assessment and grading systems. Requires that information on academic progress be reported to both teachers and parents or guardians.
581-022-2307 Educational Equity Advisory Committees **D22 reporting for the 2024-25 SY is only required for school districts with an average daily membership (ADM) of 10,000 or more.	Requires that districts establish a committee composed of parents, employees, students and community members to be selected by the school board and superintendent; outlines guidelines for member selection and the duties of the committee. ***For school districts with an average daily membership (ADM) of less than 10,000, the school district is required to first convene an educational equity advisory committee by September 15, 2025.*
581-022-2330 Rights of Parents of TAG Students	Parent right to notification at time of identification regarding services and programs offered, opportunity to provide input on their child's plan. Parents may opt their student out at any time.
581-022-2370 Complaint Procedures	Each district must have a written complaint policy describing the process; must be linked on website.

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	Safe & Inclusive Schools
*581-022-2045 Substance Use Prevention and Intervention Plan	**Updated requirements for 2024-25: Requires a written comprehensive plan for substance use prevention and intervention. Includes K-12 substance use prevention education that meets the Health Education Standards; requires a minimum of 1 ODE Opioid Prevention Education lesson in grades 6, 7, and 8 and once in High School. The plan must also include: school policies and procedures on substance use; resources and referral processes; and training and procedures for staff.*
581-022-2205 Policies on Reporting of Child Abuse	School Boards must adopt policies on Child Abuse Reporting. Outlines all requirements that the policy must include.
581-022-2210 Anabolic Steroids and Performance Enhancing Substances	Includes training requirements for coaches and athletic directors and utilization of evidence-based programs, e.g. ATLAS and ATHENA.
581-022-2215 Safety of School Sports–Concussions	Definitions and policies for athletic participation, including training requirements.
581-022-2220 Health Services	Policies/practices that govern district health programs and services. Requires districts to have a prevention-oriented health services plan for all students that includes: ● a school-level communicable disease prevention and response plan ● services for all students, including those who are medically fragile, complex, and nursing dependent ● a process to assess student health needs, including availability of a nurse for assessment ● guidelines for the management of students' health needs across their school day, including in transit to and during school-sponsored activities ● availability of staffed and equipped health care space ● health screenings (hearing, vision, and dental) ● medication administration ● and medical emergency response for each building. Establishes a first aid/CPR/AED staff ratio of 1:60 and requires all contracted health services to be comprehensive, medically accurate, and inclusive.

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581-022-2223 Healthy and Safe Schools Plan	Regulations for establishing and updating HASS Plans, annual statements/final test results re: lead in water tested as per ODE schedule outlined in the HASS plan.
581-022-2225 Emergency Plans and Safety Programs	Requirements for Emergency and Safety Plan, which includes staff and student safety training. Procedure for Accident Reports. Required drills for fire, earthquake, lockdown, lockout, shelter in place, and evacuation.
581-022-2230 Asbestos Management Plans	Asbestos Management Plan requirements. Training requirement for custodial and maintenance staff-OSHA.
581-022-2267 Annual Report on Restraint and Seclusion	Public education programs must submit an annual report completed via the ODE Restraint and Seclusion Incidents Data Collection and the ODE Seclusion Rooms Data Collection. Reports must be available at the local level, including on the district website.
581-022-2308 Agreements Entered Into with Voluntary Organizations	Requires adoption of a policy governing participation in a voluntary organization that administers interscholastic activities. Voluntary organization must adopt and implement policies prohibiting discrimination, maintain a complaint process with sanctions, and administer an annual survey.
581-022-2310 Equal Education Opportunities	Policies regarding Equal Opportunity and prohibition of harassment, intimidation, bullying, and cyberbullying
581-022-2312 Every Student Belongs	Requires adoption of a policy that (among other things) prohibits the use or display of hate symbols, establishes procedures for addressing bias incidents. Districts that sponsor public charter schools are also assuring their charter schools have adopted the appropriate policy.
581-022-2345 Auxiliary Services	Compliance with statute and rules regarding transportation, food, custodial, facilities, equipment and materials services.
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	Compliance with OAR 581-021-0511
581-022-2510 Suicide Prevention Plan	Requires adoption of a policy and plan for suicide prevention for students in K-12. The plan must include:

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	1. Procedures for prevention, intervention, postvention, and reentry into school after an event. 2. Identified school/district designee and flowchart for referrals 3. Procedure to request a review of response. 4. Equity and racial equity centered procedures to support youth who are at high risk of suicide, specifically youth from historically and currently underserved communities 5. Staff training plan in suicide prevention 6. Plans must be publicly available and posted on district website.
581-022-2515 Menstrual Dignity for Students	Requires free and accessible menstrual products (tampons and pads) in every school bathroom K-12, instructions on use of menstrual products within bathrooms, and Menstrual Health education in the classroom as part of the health and sexuality education program.
	Committed and Supportive Staff
581-022-2405 Personnel Policies	District must adopt personnel policies that include: Affirmative action, staff development, Equal Employment Opportunity, Evaluation Procedures, Employee Communication System, release of information in employee file for anyone convicted of a crime under ORS 342.143. Includes requirements for bonded employees.
**581-022-2410 Teacher and Administrator Evaluation and Support	Districts must establish local teacher and administrator evaluation systems aligned to the requirements in the Oregon Framework for Teacher and Principal Evaluation and Support. ***By September 30, 2027, districts must align administrator evaluations to the updated standards.*
581-022-2415 Core Teaching Standards	Core teaching standards must be used to evaluate teachers. There are 10 standards in the following 4 categories: 1. The Learner and Learning. 2. Content 3. Instructional Practice 4. Professional Responsibility
**581-022-2420 Educational Leadership - Administrator Standards	Administrators must be evaluated on adopted leadership standards aligned with the *Professional Standards for Educational Leadership:*

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	1. *Mission, Vision, and Core Values* 2. *Ethics and Professional Norms* 3. *Equity and Cultural Responsiveness* 4. *Curriculum, Instruction, and Assessment* 5. *Community of Care and Support for Students* 6. *Professional Capacity of School Personnel* 7. *Professional Community for Teachers and Staff* 8. *Meaningful Engagement of Families and Community* 9. *Operations and Management* 10. *School Improvement* ***The Professional Standards for Educational Leadership are the same standards used by the Teacher Standards and Practices Commission for administrator licensure. These standards have more specific, detailed language and a greater focus on key issues such as equity, talent development, leadership capacity, and instructional leadership. Districts must align administrator evaluations to the updated standards by September 30, 2027.*