

**AGENDA**  
**Regular Meeting**  
**Zoom**  
**Thursday, February 13, 2025**

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

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

**1. Call to Order**

**A. Roll Call**

*Time: 9:00 AM*

**B. Director's Report**

*Time: 9:05 AM*

**C. Board Member Reports**

*Time: 9:35 AM*

**D. Break**

*Time: 10:35 AM*

**2. Public Comment**

*Time: 10:45 AM*

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

**3. Consent Agenda**

*Time: 11:00 AM*

A. Technical Fix: Intensive Program Proposed Rule Changes 5

B. House Bill 2275 (2023) Implementation: Accelerated College Credit Grants 20

C. Funding for Youth Corrections and Juvenile Detention Rule Updates: OAR 581-015-2585 and OAR 581-015-2940 37

D. Early Literacy Tribal Grant Rule Amendment: OAR 581-017-0805 and 581-017-0807 50

E. Transportation Supplemental Plan: Ione School District 61

**4. First Readings**

A. School Bus Driver's Certificate and Permit: OAR 581-053-0220 70

*Time: 11:05 AM*

Brock Dittus, Pupil Transportation and Fingerprinting Team

B. Sign Language Interpreter Rulemaking: OAR 581-015-2035 77

*Time: 11:10 AM*



# 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.*

Georgeann Harty, Office of Enhancing Student Opportunities	
C. Repeal of Chapter 581 Division 49 Rules	85
<i>Time: 11:20 AM</i>	
Cassie Medina, Office of Education Innovation and Improvement	
<b>5. <u>Adoptions</u></b>	
<b>A. Division 22 Waiver Request: Mapleton School District</b>	<b>88</b>
<i>Time: 11:30 AM</i>	
Susan Payne, Office of Teaching, Learning, and Assessment	
<b>6. <u>Informational Reports</u></b>	
A. Oregon's National Assessment of Educational Progress (NAEP) 2024 Results	94
<i>Written Report Only</i>	
<b>7. <u>Adjourn</u></b>	
<i>Time: 12:00 PM</i>	

**From:** [Jenoge Sora Khatter](#)  
**To:** [StateBoard Public Email](#)  
**Subject:** Public comment: Climate education standards (HB 3365)  
**Date:** Wednesday, February 5, 2025 8:03:55 AM

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

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

Esteemed Board Members,

My name is Jenoge Khatter, and I'm a high school teacher in Eugene 4J, writing on behalf of Oregon Educators Climate Education. I'm a founder of Oregon Educators for Climate Education, the President of Oregon Council for the Social Studies, and Co-Chair for the Oregon Education Association's Climate Education Caucus.

We wanted to introduce (or possibly remind you of) a piece of education legislation headed for a House Education Committee hearing in a few days or weeks: [House Bill 3365](#) ([tinyurl.com/3365or](https://tinyurl.com/3365or)). (Including tinyurls in case the links don't otherwise transfer.) We have been involved in drafting HB 3365 with educators and students from across the state since 2020. We worked closely with (ret.) Senator Dembrow and his staff on it and the broader vision for Oregon's climate education future. Here is a [one-pager](#) ([tinyurl.com/op3365](https://tinyurl.com/op3365)) that describes the new legislation. One thing to note is that the bill's language is being amended to be simpler and less prescriptive, but we are insisting that the guiding principles around climate literacy, community resilience and youth mental/physical health be maintained.

We have official support of OEA, representing over 40,000 teachers, in addition to teacher organizations like Oregon Science Teacher Association, Oregon Council of Social Studies, among others. The bill was generated at the behest of students statewide (and nationally) requesting that we offer more comprehensive learning than a short unit in a science class, or a stand-alone elective.

You might recall that in the last legislative session (2023) that there was a similar bill (that we also played a role in drafting and submitting), but it never made it out of the Senate Education Committee, as it was overly prescriptive, left some uncertainties about the role of ESDs in implementation, and seemed to require more funding than we had anticipated.

HB 3365 is a simpler vision, that climate change and stewardship connections be embedded within the state standards of all relevant content areas. These Climate Literacy Principles are guided by [NOAA's Climate Literacy Guide](#) ([tinyurl.com/24noaa](https://tinyurl.com/24noaa)), and would be integrated as part of cyclical standards updates that the State Board and ODE are already a part of.

We are bringing this to your attention through public comment and would be pleased to discuss this at further length at your convenience. Please consider how you might demonstrate in support and advocacy for climate education in Oregon's learning and teaching standards.

Thank you,

Jenoge Khatter, D. Ed.

On behalf of the of the Oregon Educators for Climate Education Steering Committee:

Nicole Butler-Hooton

Instructional Coach, Bethel SD

Citizen of the Confederated Tribes of Siletz and San Carlos Apache Tribe

Breck Foster

Spanish & Social Studies Teacher, Lake Oswego SD

Darin Henry

Retired Campus Supervisor, Sheldon High School

Picuris Pueblo

Jenoge Khatter, D. Ed.

President, Oregon Council of the Social Studies

Niels Pasternak

Delegate, National Education Association

Sarah Ruggiero-Kirby

Science Specialist & Outdoor School Coordinator, Eugene SD

President, Oregon Science Teacher Association

Tana Shepard

Climate, Energy & Conservation Education Specialist, EWEB/4J

Sarah Stapleton, Ph.D

Assistant Professor, Education Studies & Environmental Studies, University of Oregon

Casey Tiemann

Teacher, Churchill High School

## Summary

**Meeting Date:** 2/13/2025

**Title:** Intensive Program Rules

**Status:** Second Reading/Adoption (no changes)

**Presentation:** No (Written Report Only/Consent)

**Key Staff:** Haedon Brunelle, Tim Boyd, Sarah Dey, Chelsea Mabie

**Topic Summary:** Due to a clerical filing notice error, rules relating to the Intensive Program Rules need to return for a vote. These rules initially passed on December 5th, 2024, but cannot be filed for adoption as the error didn't provide the required 51 filing notice. On January 16, 2025, the State Board voted to approve the rule changes as a temporary rule, so that districts can refer to updated rules now. On February 13, 2025, we are requesting the State Board votes for the permanent adoption of the rule amendments.

## 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 Intensive Program provides funding and support to the districts with the highest needs. Districts are selected through a combination of student outcomes and student demographic data. Currently, the program has four participating districts and will invite additional districts in early 2025. The anticipated start date for this newest cohort is July 1, 2025.

Designed as a collaborative partnership model between the district and ODE, the Intensive Program provides a systems approach through the following:

- **Student Success Team:** The Student Success Team works collaboratively with district staff, ODE staff, community members, contracted stewards, and others to make binding recommendations to improve district practice, funding, and outcomes.
- **Stewards:** Each district is assigned three stewards who bring external perspectives and deep knowledge and skills in the focal areas of leadership, teaching and learning, and community engagement. Stewards work to build trust and leverage dispositions of

transformational leaders in order to attend both to climate and culture challenges as well as instructional practices.

- **ODE Internal Alignment:** Staff from across the Agency meet regularly to support Intensive Program districts in an effort to examine ways to reduce burden, align processes, and reexamine policy to dismantle systems that are detrimental to student and district success.

The Stewarding Body formally approves recommendations which have been vetted by the Advisory Body. Districts must accept and implement any recommendations connected to grant-in-aid associated with the program, as well as Student Investment Account monies. Recommendations are specific to district system needs; recommendations from current districts range from starting new CTE pathways to district community engagement assessments. Current impacts of recommendations can be felt from the classroom level (e.g. infusing educational assistants to support early literacy initiatives), to the building level (e.g. hiring Climate and Culture TOSAs at each elementary school to support building a positive climate and culture), to district levels (e.g. reviewing assessments and audits to support reflection on current 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?**

ORS 327.222– Student Investment Account, Intensive Program. Statute provides an outline for the Intensive Program, but ODE staff do not anticipate any key decision points in these proposed rule changes to conflict with statute.

OAR 581-017-0732 through 0744 – Intensive Program rules

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

The State Board of Education adopted temporary rules to amend these rules on Thursday, January 16, 2025. In addition, read the rules as a first read on the same date. This was to address the filing error, which didn't allow the State Board-approved-rules, of the same text as proposed for this February meeting, to be filed, on Thursday, December 5, 2024. The information below, was provided in the December docket.

The Intensive Program ruleset was initially adopted by the State Board of Education on January 28, 2021. Out of the proposed changes, only the one related to collaboration and coordination funds has been the focus of additional rulemaking. The proposed rule changes would move collaboration and coordination funds from being a portion of the district's initial allocation to additional funding that all districts receive. Additional funding will particularly support small districts whose program allocation is limited.

# Oregon State Board of Education Docket



- 9/22/21- State Board adopted temporary rules allowing collaboration and coordination funds to support implementation of the program.
- 3/25/22- State Board adopted the same rules as permanent.
- 6/23/22- State Board adopted a minor language change related to collaboration and coordination funds, specifying that they would be used during the planning phase of the program.

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

While the State Board of Education approved these rules at the December 5, 2024, State Board of Education meeting, these rules could not be filed for adoption as a filing notice occurred. Meaning these rules did not issue a 51-day notice through the Secretary of State’s Office as required by law, and therefore could not be filed for permanent adoption. This item is returning to the State Board of Education to fix the filing error, as the rules are now eligible for a vote for the Thursday, February 13, 2025, meeting. The rule filing notice; to make the rules eligible for a vote on February 13<sup>th</sup>, were filed in December 2024, well before the 51-day requirement. Below is language from the December docket for this ruleset:

The Intensive Program is at a key moment in implementation. Our first participating district is just over halfway through their four year partnership. This district will begin examining exit criteria and what continued support could look like in the spring of this school year. Current rules outline how improvement is measured, with both participating districts as well as districts that have declined invitation, requesting additional clarity in this area. Since implementation began, the Agency has moved forward the Aligning for Student Success Integrated Plan. The Student Investment Account is a key component of the Integrated Application, so finding ways to align implementation and rule to reduce burden for districts is a pillar the Intensive Program wants to uphold. Updating exit criteria, as well as definitions, to align with the Integrated Application ahead of the first district exiting the program has provided the urgency to come to the Board now. In addition, the team is preparing to invite the next round of districts in early 2025. Having rule sets that incorporate the needed shifts from what the program has learned with the first two cohorts of districts, as well as providing greater clarity around how improvement is measured, feel essential in helping invited districts have the greatest clarity around the program they are considering opting into.

## 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

# Oregon State Board of Education Docket



- 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?

From the Equity Decision Tree, one of the most important questions that we considered as we planned our engagement around the proposed rule changes was how to solicit feedback in a way that builds relationships and creates a deeper sense of community. We knew that participating and invited districts were most likely to be affected as well as tribal communities in at least one participating district. We intentionally incorporated these districts as well as the Office of Indian Education in multiple rounds of engagement and ensured that their feedback was fully integrated into the proposed changes.

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

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

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

- N/A; this item does not intersect with other state entities.
- Oregon Health Authority (OHA)
- Department of Early Learning and Care (DELIC; formerly ELD)
- Educator Advancement Council (EAC)
- Higher Education Coordinating Commission (HECC)

# Oregon State Board of Education Docket



- Youth Development Oregon (YDO)
- Teacher Standards and Practices Commission (TSPC)
- Oregon Housing and Community Services (OHCS)
- Other: \_\_\_\_\_

**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: \_\_\_\_\_

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

The Intensive Program did multiple rounds of engagement with staff within the Office of Education Innovation and Improvement, the Office of Indian Education, the ORCA (early concept and first read), and with participating districts and steward contractors. During these engagement sessions with partners, common trends in feedback emerged:

- Strong support to allow continued participation beyond the statutorily required four years for districts, without a pause.
- A need to clarify how improvement will be measured and named in rule.
- Strong support for providing funding specifically for collaboration and coordination to strengthen implementation, especially in small districts.
- A need to refine definitions, and make small edits, to provide greater clarity for both participating districts as well as those invited.

The consistency in feedback helped prioritize areas of rules to refine as well as which areas of current rule sets needed greater clarity.

**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 team returned to the ORCA for a second read. ODE’s Rules Coordinator will update the ORCA on the filing error, temporary rule status, and new plan to pass these rules. No additional engagement opportunities are anticipated at this time.

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## FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS

# Oregon State Board of Education Docket



*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.**

**Proposed Change: Collaboration and Coordination Funds:** We anticipate that this change, which moves collaboration and coordination funds from a percentage of the district's initial allocation to additional funding, will have a positive fiscal impact on districts, especially small districts whose grant funds were significantly reduced by collaboration and coordination expenses.

**Proposed Change: Aligning Tribal Consultation with Current Requirements:** The Office of Indian Education requested that we align tribal consultation requirements for participating districts with existing ESSA requirements with the intention of reducing fiscal and administrative burden on tribes and 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?**

ODE staff do not anticipate a fiscal or administrative impact on any of these entities, including small businesses.

## **EQUITY IMPACT ANALYSIS**

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

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

**Proposed Change: Collaboration and Coordination Funds:** We anticipate that this change will have an outsized importance for small and rural school districts whose limited funding can be a

barrier to supporting students and their families, especially those who are systemically marginalized.

**Proposed Change: Aligning Tribal Consultation with Current Requirements:** The intent of this proposed change to the program’s approach to tribal consultation is to lessen the burden and deepen the engagement for both tribes and participating districts in order to allow both entities to better serve students and families.

**Proposed Change: Exit Criteria:** The Integrated Application hones in on four key goals and outcomes around them. By aligning exit criteria to those in the district’s Integrated Application, we’re both directing the district to focus on what we believe will support students and families, especially those who are systemically marginalized, as well as alleviating the burden of districts’ addressing multiple sets of outcomes.

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

We anticipate that these proposed changes will result in less administrative burden and more fiscal resources to support school districts and their employees.

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

ODE staff anticipate minimal short term impacts with the most significant being that participating districts will receive additional funds to support collaboration and coordination.

ODE staff anticipate more significant long-term impacts including: reduced administrative burden for participating districts and tribes through aligned requirements and exit criteria, strengthened collaboration and coordination between participating districts and the Department through the additional funds, and, ideally, stronger district, community, and student outcomes as a result of these changes.

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

If the proposed changes are not adopted, the Intensive Program will likely have a more limited impact on participating districts and communities by duplicative requirements, processes, and outcomes and limited funding to support collaboration and coordination.

**RECOMMENDED ACTION**

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## Oregon State Board of Education Docket



*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 Change: Collaboration and Coordination Funds:** ODE staff drafted language to allow for collaboration and coordination funds, if there are available programmatic funds. Also, the language specifies that these funds– and only these funds– are not required to be approved as a recommendation by the Stewarding Body.

**Proposed Change: Aligning Tribal Consultation with Current Requirements:** ODE staff consulted OIE on this language and copied the language related to tribal consultation requirements in other areas of rule.

**Proposed Change: Refining and Aligning Exit Criteria:** ODE staff reordered the existing exit criteria to prioritize the outcomes in the district's Aligning for Student Success integrated plan and provided more specifics across all criteria.

**Proposed Change: Allowing Districts to Participate Beyond Four Years:** Current rule restates statute: districts must remain in the program for a minimum of four years. ODE staff proposed changing the rule to allow a participating district's Student Success Team to request staying in the program until the end of the fiscal biennium if the district has not yet demonstrated improvement. This would allow the district, if needed, to be reinvited into the next cohort at the end of the current biennium and ensure that support was continuous.

**Proposed Change: Minor and Conforming Edits:** Additional edits include minor language changes to definitions and requiring districts to identify a district point person.

- 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](#)?**

Discussions with and among participating districts, invited districts, OIE, and Intensive Program staff spurred these proposed rule changes which are deeply aligned to the Board's equity-oriented mission, vision, and values. After multiple years of implementation, ODE staff recognized a need to adapt and innovate the current program to be more responsive to district needs, especially those serving systemically marginalized students and families. Engagement has reiterated these needs, and the proposed rule changes speak to the iterative and innovative nature of the program adjusting to current needs of districts in real-time.

# Oregon State Board of Education Docket



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

Following the second reading of these proposed rule changes, ODE staff recommend adoption of this item. One of the Department’s key priorities is reimagining accountability, and the Intensive Program– and specifically these proposed changes– are deeply in alignment with the vision of this work: a vision that centers shared accountability for the success of students and families.

**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?**

Since the First Reading of this item, we presented to the ORCA on November 7th. We did not receive any additional 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?**

# Oregon State Board of Education Docket



No.

- 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 any new learnings, but the Intensive Program staff have heard repeatedly from participating districts who are eager for news of the passed rules.

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

N/A

## **APPENDIX B: GRANT CONSOLIDATION**

*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?**

Updates to 581-017-0738 Intensive Program & Student Success Teams: Criteria, Agreement and Establishing Improvement are specifically intended to address administrative impacts for districts. Namely, the focus on how schools demonstrate improvement (exit criteria) proposed language is aligned with processes and tools required in the Aligning with Student Success Application. The intention is for districts to incorporate the work they are already undertaking for that application into the Student Success Team as a means to demonstrate progress for the Intensive Program.

## Oregon State Board of Education Docket

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The inclusion of coordination and collaboration funds will positively impact all districts during implementation but will be especially helpful for small or rural participants. Currently, our smallest district is setting aside nearly a quarter of their grant-in-aid to support implementation work through staffing a District Point Person. By freeing up specific funds to support implementation, more grant-in-aid can be used to support initiatives in these districts that support students and community

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

The Intensive Program rules currently include floor funding for grant-in-aid for the smallest districts since the amount of funds they would receive per their ADMw calculation would be very limited. As mentioned above, the shift in coordination and collaboration funding for implementation is particularly important for supporting small and rural districts. Beyond funding amounts, grant agreements are the same for small or rural schools as larger districts. However, implementation for each district is specific to their context. For example, the advisory body size is adjusted and right sized for the district size.

## PROPOSED RULE REVISIONS—September 5, 2024

### 581-017-0729

#### Intensive Program & Student Success Teams: Definitions

The following definitions apply to OAR 581-017-0729 to 581-017-0744:

- (1) “Advisory Body” means the entity which may include the following members: Education Service District staff, additional Department staff, district contracted personnel, additional district educators (principals, teachers and paraprofessionals), students, family, caregivers, and community members as defined by OAR 581-017-0729.
- (2) “Collaboration and Coordination” means activities and expenses that help the participating school district and the Department coordinate the program.
- (3) “Community Member” means:
  - (a) a representative of a community-based organization that serves the local community;
  - (b) a representative of a culturally specific organization that serves the local community;
  - (c) a representation of an organization that regularly partners with the school district to network resources and assist students in meeting state and local standards, and prepare students for post high school transitions; or
  - (d) a resident of the local community capable of representing underserved community voices.
- (4) “Community Steward” means the person designated by the Department who, among other things, brings expertise and experience in developing relational and operational community agreements aimed at fostering shared accountability for changing practice, policy and experiences.
- (5) “Department” means the “Oregon Department of Education”.
- (6) “District Point Person” means the designated school district employee who will support implementation of the program for the participating school district.
- (7) “Focal Student Group” means the specific groups of students outlined in ORS 327.180(2)(b).
- (8) “Initial Allocation” means the formula allocation developed for a participating school district for the first year of the program.
- (9) “Leadership Steward” means the person designated by the Department who, among other things, brings expertise and experience in transformational education leadership aimed at dismantling structures of systemic oppression.
- (10) “ODE Point Person” means the designated, full-time Department employee who will serve on the Student Success Team.
- (11) “School Districts” means an Oregon common school district, joint school district, or union high school district.

(12) “Stewarding Body” is the decision-making entity of the Student Success Team which must include the following members: the ODE point person, the Leadership Steward, the Teaching and Learning Steward, the Community Steward, the district superintendent, a school board member or community member, and a classroom teacher.

(13) “Student Success Team” includes both the Stewarding Body and Advisory Body.

(14) “Teaching and Learning Steward” means the person designated by the Department who, among other things, brings deep knowledge and expertise in culturally responsive, sustaining and inclusive instructional practices.

(15) “Total Allocation” means the total grant-in-aid distributed to a participating district over their participation in the program given available funds.

### **581-017-0732**

#### **Intensive Program & Student Success Teams: Purpose**

(1) The purpose of the intensive program is to assist school districts with the highest needs.

(2) For the purpose of assisting school districts participating in the intensive program, a Leadership Steward, a Teaching and Learning Steward, and a Community Steward will work with local personnel as part of the Stewarding Body of the Student Success Team.

### **581-017-0735**

#### **Intensive Program & Student Success Teams: Eligibility**

(1) The Department will review district demographic data and student outcome data to determine which school districts are most in need of additional support in the form of Student Success Teams. Districts who fall into the bottom quartile of the index will be eligible for invitation.

(2) The Department will develop a list of eligible districts once per biennium.

### **581-017-0738**

#### **Intensive Program & Student Success Teams: Criteria, Agreement and Establishing Improvement**

(1) The department will prioritize districts with the greatest need as determined by a review of data. Given available resources, the department will determine the number of districts to include in the program.

(2) The Department will invite a minimum of three school districts and no more than 10 districts per biennium.

(3) Acceptance of the invitation requires:

- (a) Participation in the program for a minimum of four years;
  - (b) Execution of a grant agreement to receive grant-in-aid:
    - (A) Grant-in-aid will continue until June 30th of the participating district's final school year of program participation;
  - (c) Including the Intensive Program into district requirements to engage in Tribal Consultation with Tribal Nations, for affected districts under Section 8538 of the Every Student Succeeds Act;
  - (d) Commitment to scheduling and supporting regular Student Success Team meetings;
  - (e) Ensuring that the decision-making process of the Stewarding Body centers students' perspectives, including represented focal student groups, as appropriate given the district's demographics;
  - (f) Identifying a District Point Person to support the Intensive Program within the district for each year of participation;
  - (g) Acceptance and implementation of the recommendations of the Student Success Team pursuant to terms outlined in ORS 327.222.
- (4) At the end of the fourth year of participation, school districts will have demonstrated improvement when:
- (a) The Student Success Team determines the district has made progress in achieving the stated outcomes outlined in the district's Aligning for Student Success integrated plan;
  - (b) A needs assessment, including community engagement, indicates that sufficient progress has been made;
  - (c) The school board and Student Success Team have established a sustainability plan to maintain and build on the progress and improvements made; and
  - (d) Student outcome data has improved since initial identification as measured by:
    - (A) Initial eligibility data; or
    - (B) The district is on-track to meet their longitudinal performance growth targets outlined in their Student Investment Account grant agreement.
- (5) Whether a participating district has demonstrated improvement will be determined by a progress monitoring tool created by the Department using the criteria outlined in OAR 581-017-0738 (4).
- (6) At the end of the fourth school year of participation, the Student Success Team may request that the district remain in the Intensive Program until the completion of the current fiscal biennium if the district has not yet demonstrated improvement.

## **581-017-0741**

### **Intensive Program & Student Success Teams: Funding**

- (1) The Initial Allocation will be determined as follows:
  - (a) Available funds will be distributed at a rate of \$300 / ADMw.
  - (b) The maximum initial allocation a district will receive will not exceed \$5,000,000.
  - (c) The minimum initial allocation a district will receive will not fall below \$500,000.
- (2) The Total Allocation for the four years will be determined using a tapered distribution over the course of four years.
- (3) Additional funding for subsequent years of participation will be determined based on the district's need to sustain existing initiatives and the available grant-in-aid funds available for the program.
- (4) The Department will provide additional funds to each participating district on an annual basis to support collaboration and coordination of the program at the district level.
  - (a) The Department will allocate additional funding to participating districts only if there are available programmatic funds;
  - (b) Each district's funding allocations will be based on a calculation determined by the Department;
  - (c) These funds are in addition to the participating district's Total Allocation;
  - (d) These funds will be provided for the duration of the district's participation in the program;
  - (e) Funds will be allocated annually and unspent funds will roll-over to the subsequent year;
  - (f) The participating district shall ensure that these funds are spent in accordance with federal and state law as well as Department guidance to support collaboration and coordination; and
  - (g) These funds are not required to be approved as a formal recommendation by the Stewarding Body.
- (5) With the exception of the collaboration and coordination funds referenced in 581-017-0741(3), all remaining funds will be spent in accordance with recommendations from the Student Success Teams.

## **581-17-744**

### **Intensive Program & Student Success Teams: Reporting**

- (1) Participating school districts must provide reports in the manner and form required by the Department and in accordance with ORS 327.222.

## Accelerated College Credit Grant Programs: Definitions DRAFT

The following definitions apply to 581-017-xxxx through 581-017-xxxx:

- (1) “Accelerated college credit programs” is defined as established in ORS 340.315; “two plus two” is defined as secondary/postsecondary partnership programs that provide Dual Credit, Sponsored Dual Credit, and/or Assessment Based Learning
- (2) “Community College district” is defined as established in ORS 341.005(5).
- (3) “Education Service District” is defined as established in ORS 334.003(2).
- (4) “Public post-secondary institution of education” is defined as the following public universities:
  - (a) University of Oregon;
  - (b) Oregon State University;
  - (c) Portland State University;
  - (d) Oregon Institute of Technology;
  - (e) Western Oregon University;
  - (f) Southern Oregon University;
  - (g) Eastern Oregon University;
  - (h) Oregon Health and Science University.
- (5) “Qualified as instructors of accelerated college credit program courses” is defined as:
  - (a) meeting the requirements of a high school’s higher education partner(s) to be able to teach a dual-credit, sponsored dual-credit, or assessment-based learning course that can award students college credit;
  - (b) receiving training to teach an International Baccalaureate course; or
  - (c) receiving training to teach an Advanced Placement Course.
- (6) “Historically underrepresented students” is defined as:
  - (a) “Economically Disadvantaged Students,” which means students who meet one or more of the following qualifications:
    - (A) are participating in Supplemental Nutrition Assistance Program funded by the United States Department of Agriculture;
    - (B) are participating in the Temporary Assistance for Needy Families program as defined in Title IV of the Social Security Act;
    - (C) are foster students; or
    - (D) are migrant students.
  - (b) “Students from Racial or Ethnic Groups that Have Historically Experienced Academic Disparities,” which is defined as including, but is not limited to American Indian and Alaska Native students, Black and African American students, Hispanic and Latino students, Asian students, Native Hawaiian and Pacific Islander students, and multiracial students and any other racial or ethnic

group identified by the eligible applicant as having historically experienced academic disparities.

- (c) “Students with Disabilities,” which means a child with a disability as defined in ORS 343.035(1) and ORS 343.035(14)(b).
- (d) “English Language Learners,” or “English learners,” which means a student who has limited English language proficiency because English is not the native language of the student or the student comes from an environment where a language other than English has had a significant impact on the student’s level of English language proficiency.
- (e) “Foster Students” as defined in ORS 30.297(5)(c).
- (f) “Students who are Homeless,” which has the same meaning as in section 725 of the McKinney-Vento Act, 42 USC § 11434a (2).
- (g) “LGBTQ2SIA+ Students,” which means students who may have one or multiple gender identities and/or sexual orientations including lesbian, gay, bisexual, pansexual, transgender, nonbinary, queer, questioning, two-spirit, intersex, and asexual. The plus sign (“+”) recognizes and includes the myriad ways to describe marginalized gender identities and sexual orientations.
- (h) “Students Recently Arrived,” which means a student who was NOT born in any state or US Territory and who has not been attending one or more schools in any one or more state for more than three full academic years.
- (i) “Migratory Students,” which means a student whose is a migratory worker or whose parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries and who has moved due to economic necessity between school districts in the last thirty-six months and is eligible to be a part of the Title 1-C Migrant Education Program.
- (j) “Justice involved youth” which means students who are pre or post adjudication, have been or are currently detained in a secure juvenile justice facility, and/or have been or are currently placed in a community juvenile justice program.
- (k) “Students who are Homeless” which has the same meaning as in section 725 of the McKinney-Vento Act, 42 USC § 11434a (2).
- (l) “Students who are Pregnant, Parenting, and/or Students who Experience any Pregnancy-related Condition,” which means students who are pregnant for any length of time, or who are actively caring for a child, whether biologically related to them or otherwise. This includes students with pregnancy-related conditions, including, but not limited to loss or termination of a pregnancy, childbirth, lactation, and/or mental health conditions.

(m) “Rural students,” which means students who live in an area where NCES Census Codes Corresponding to Districts Eligible for Funding under the Rural Education Achievement Program (REAP) apply:

(A) 32 - Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area;

(B) 33 - Town, Remote: Territory inside an urban cluster that is more than 35 miles from an urbanized area;

(C) 41 - Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster;

(D) 42 - Rural, Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster; and

(E) 43 - Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

Statutory/Other Authority: ORS 340.315, ORS 340.320, ORS 340.323, ORS 340.326

Statutes/Other Implemented: ORS 340.315, ORS 340.320, ORS 340.323, ORS 340.326

## Accelerated College Credit Instructor Grant Program Rule DRAFT

### Repeal:

**581-017-0640** Accelerated College Credit Instructor Grant Program: Definitions

**581-017-0642** Accelerated College Credit Instructor Grant Program: Eligibility

**581-017-0644** Accelerated College Credit Instructor Grant Program: Purpose

**581-017-0646** Accelerated College Credit Instructor Grant Program: Criteria

**581-017-0648** Accelerated College Credit Instructor Grant Program: Funding

**581-017-0650** Accelerated College Credit Instructor Grant Program: Reporting

### New Rule:

**581-017-xxxx**

#### **Accelerated College Credit Instructor Grant Program**

- (1) The Department will establish a process for eligible entities to apply for an Accelerated College Credit Instructor Grant.
- (2) The Department of Education shall select grantees in accordance with ORS 340.320, sections (1) through (4).
- (3) Applicants must submit a detailed budget that explains how grant funds will be used.
- (4) A grant recipient may use up to five percent of grant funds for administrative costs, including indirect costs, as determined by the grant agreement.
- (5) Grant recipients must report on the grant in the manner and form required by the Department of Education.
- (6) Prior to approving the final request for funds, the Department of Education may require grant recipients to submit a final report.

Statutory/Other Authority: ORS 340.320

Statutes/Other Implemented: ORS 340.320

Accelerated College Credit Partnership Enhancement Grant Program rules DRAFT

581-017-xxxx

**Accelerated College Credit Partnership Enhancement Grant Program**

- (1) The Department will establish a process for eligible entities to apply for an Accelerated College Credit Partnership Enhancement Grant.
- (2) The Department of Education shall select grantees in accordance with ORS 340.326, sections (1) through (5).
- (3) Applicants must submit a detailed budget that explains how grant funds will be used.
- (4) A grant recipient may use up to five percent of grant funds for administrative costs, including indirect costs, as determined by the grant agreement.
- (5) Grant recipients must report on the grant in the manner and form required by the Department of Education.
- (6) Prior to approving the final request for funds, the Department of Education may require grant recipients to submit a final report.

Statutory/Other Authority: ORS 340.315, ORS 340.326, ORS 340.330

Statutes/Other Implemented: ORS 340.315, ORS 340.326, ORS 340.330

Accelerated College Credit Planning Partnership Grant Program rules DRAFT

581-017-xxxx

**Accelerated College Credit Planning Partnership Grant Program**

- (1) The Department will establish a process for eligible entities to apply for an Accelerated College Credit Partnership Enhancement Grant.
- (2) The Department of Education shall select grantees in accordance with ORS 340.323, section (3).
- (3) Applicants must submit a detailed budget that explains how grant funds will be used.
- (4) A grant recipient may use up to five percent of grant funds for administrative costs, including indirect costs, as determined by the grant agreement.
- (5) Grant recipients must report on the grant in the manner and form required by the Department of Education.
- (6) Prior to approving the final request for funds, the Department of Education may require grant recipients to submit a final report.

Statutory/Other Authority: ORS 340.315, ORS 340.323, OAR 340.330

Statutes/Other Implemented: ORS 340.315, ORS 340.323, OAR 340.330

## Summary

**Meeting Date:** 2/13/2025

**Title:** HB 2275 (2023): Accelerated Learning Grants

**Status:** Second Reading (no changes)

**Presentation:** No (Written Report Only/Consent)

**Key Staff:** Kristidel McGregor

**Topic Summary:** This item creates rules to govern three grants: Accelerated College Credit Planning Partnership Grant Program, Accelerated College Credit Partnership Enhancement Grant Program, and Accelerated College Credit Instructor Grant Program.

## ODE Education Equity

### Stance

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

## **BACKGROUND AND NEED**

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

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

In Oregon, student opportunities to take courses in high school that offer college credit is sometimes called accelerated learning. Students can apply the credit earned through these opportunities to industry certifications, two year degrees, and four year degrees. Creating equitable opportunities for all students to access accelerated college credit is critical to supporting and preparing students for their transition into career and college, and participation in these opportunities has been shown to support the key education outcomes of high school graduation, college enrollment, and college persistence.

According to [Oregon’s Accelerated Learning Dashboard](#), nearly one third of Oregon’s high school students (31%) participated in accelerated college credit courses between 2018-19 and 2021-22, but access to these programs is not equally available to all students. Rates of student participation in accelerated college credit opportunities vary widely across districts. Nine Oregon school districts have fewer than 10% of their students participating in a college credit granting opportunity while in high school, while 13 Oregon districts have rates above 40%.

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Opportunity gaps also exist for groups of students who have been historically underserved by these programs, most significantly for students who are English language learners, Alaska Native/American Indian students, Native Hawaiian/Pacific Islander students, and Hispanic/Latinx students.

Some of the challenges faced by postsecondary and high school partnerships that offer these programs include training and retaining staff qualified to teach these courses, making sure students have access to advising, and creating opportunities for high school staff to be well informed about these opportunities. Ensuring that students and their families know about these opportunities can also be a challenge, particularly in communities that have historically been underserved by these programs.

In 2019, the Oregon State Legislature passed House Bill 2263, which amended ORS 340 to require the Oregon Department of Education (ODE), in coordination with the Higher Education Coordinating Commission (HECC), to administer grants for three programs:

- Accelerated College Credit Planning Partnership Grant Program
- Accelerated College Credit Partnership Enhancement Grant Program
- Accelerated College Credit Instructor Grant Program

HB 2263 was the result of a two-year collaboration among the Sustainable Systems for Accelerated Learning Work Group that included community college leaders, school and district leadership, Education Service Districts (ESDs), and staff from ODE and HECC.

This bill included specific directions for funding the Accelerated College Credit Instructor Grant Program, and six rules were adopted at that time to support implementation (OAR 581-017-0640 through -0650). No rules were adopted for the other two grants.

The Governor's Recommended Budget in 2019 included instructions to restructure existing appropriations to the Oregon Department of Education. This restructuring attempted to consolidate the programs supporting Accelerated Learning into a single fund, as directed by the legislature in HB 2263 (2019). However, this portion of the budget was not approved by the Legislature, and so no consolidation occurred. No changes were made to the ODE budget to alter the use of funds, nor did the Legislative Fiscal Office provide an analyst adjustment to redirect funding provided for these programs to allocations for accelerated college credit grant programs.

As a result, the budget for the 21-23 biennium and the 23-25 biennium included a budget line for accelerated learning but did not include funding specifically directed for any of the accelerated college credit grants, and ODE was unable to offer these grants.

In preparation for the 25-27 biennium, ODE conducted engagement sessions with potential grant recipients and drafted administrative rules for the three grant programs that could potentially be offered. The new rules include the Accelerated College Credit Instructor Grant Program; therefore, the rule set that was adopted in 2019 will need to be repealed.

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

In 2023, the legislature passed HB 2275. Section 11, part 4 of this bill amended ORS 340.330 to include that “unless otherwise specified by the Legislative Assembly, the Department of Education, in collaboration with the Higher Education Coordinating Commission, shall determine for each biennium the amount to be distributed under each program.” This flexibility will likely allow for these grants to be offered in the future, which necessitates establishing grant rules.

ORS 340, which governs college credit in the high school in Oregon, describes the purpose, eligible grantees, and allowable activities for these grants. These are prescriptive. The rules propose standard grant operation language for the grants and define important terms from the statute, and these areas provide the Department and Board flexibility.

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

Rules for the Accelerated College Credit Instructor Grant program were adopted in 2019.

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

With the implementation of this bill, ODE plans to offer grants in the coming biennium if funding levels in the Accelerated Learning budget line allow. By having rules in place now, ODE will be able to get funds to future grantees in a more timely way.

**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?

These grants will have the most impact on the potential grant recipients and accelerated college credit practitioners. Their input was important for drafting these rules. ODE conducted a series of engagements with these stakeholders while drafting the accelerated college credit grant rules, including the High School Based College Credit Partnerships Oversight Committee, the Dual Credit Coordinators group, and general engagements with potential grant recipients.

7. After consulting with ODE's Rules Coordinator and the Office of Indian Education, did this item require Tribal Consultation and/or Tribal Communication with Oregon's nine federally recognized tribes? (For more information, please reference ODE's [Tribal Consultation Toolkit](#).)
- No
  - Yes – Both Consultation and Communication.
  - Yes – Only Communication.

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

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

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

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ODE and HECC work collaboratively on accelerated college credit in the high schools via the Accelerated Learning State Team. This cross-agency group consists of ODE and HECC employees, and provided feedback on potential grant rules. HECC will continue to be a collaborator as these grants move forward.

**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 sought broad engagement because this grant will be available to districts, ESDs, and postsecondary institutions across the state.

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

During engagements, ODE consistently heard that accelerated college credit practitioners are hopeful that these grants will increase equitable access for students. In particular, we heard about the need for support to increase the pool of qualified teachers and the need for support in developing more effective advising and outreach for historically underserved students and their communities.

Participants also shared that these grants should be focused on helping students earn credits with a purpose that will be useful and count towards student's future goals. Another common suggestion was that these grants should focus on transferable credits, such as classes that are part of the common course numbering system or the transfer maps. Participants were also excited that gathering information on effective/best practices in Oregon is an allowable activity that can be built into the program reporting. While much of this feedback is related to the purpose, potential grant recipients, and allowable activities spelled out by ORS 340 and will not impact rule making directly, this information will be useful when ODE is planning grant reporting.

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

No additional engagements are planned at this time.

## FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS

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

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

- No  
 Yes; please review Appendix B: Grant Consolidation below.

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

Board actions will make grant funds potentially available to districts, ESDs, and Oregon’s public colleges and universities to improve equitable access to accelerated college credit programs for Oregon students. Rural communities are specifically named as a historically underserved group, and some grants include provisions prioritizing access for these groups.

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

Board action will create a minimal fiscal impact on stage agencies, as administration of these grants can be done with current ODE resources. Board actions will not create costs for small businesses.

## EQUITY IMPACT ANALYSIS

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

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

Research shows that participation in Accelerated Learning has strong positive outcomes for Oregon students. One study showed that for Oregon students “in the class of 2015, accelerated learning participants were 30 percentage points more likely to graduate from high school, 25

percentage points more likely to enroll in college, and 22 percentage points more likely to persist in college than their peers who did not take accelerated learning in high school – and findings were consistent for students of color” (Hodara & Pierson, 2018). Data shows that these opportunities are not offered equally across the state, and that opportunity gaps persist for historically underrepresented groups.

The accelerated college credit grants support efforts to increase opportunities for students to earn accelerated college credit. This funding is targeted to increase access for those students who have historically been excluded from these opportunities. These grants increase available accelerated college credit programming, particularly in schools where those opportunities are limited by school or district size and location.

**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 grants will positively impact school district employees by helping more teachers to become qualified to teach accelerated college-credit courses, especially teachers who work in schools that have more limited college-credit granting opportunities. ODE consistently heard in engagements that if funding were available, teachers would be willing to seek this additional training, and that a lack of qualified instructors is a consistent barrier to equitable access to these programs.

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

Adopting these grant rules would allow ODE to offer these grants in future biennium, provided there is funding appropriated by the Legislature.

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

Without grant rules in place, ODE will not be able to offer these grants.

**RECOMMENDED ACTION**

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

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

Statute is very clear for these grants and requires minimal clarification through rule.

ODE is proposing a single rule for each grant that outlines some basic requirements:

- Applicants must submit a detailed budget that explains how grant funds will be used.
- A grant recipient may use up to five percent of grant funds for administrative costs, including indirect costs.
- Grant recipients must report on the grant in the manner and form required by the Department of Education.
- Prior to approving the final request for funds, the Department of Education may require grant recipients to submit a final report.

ODE is also proposing a single rule that lists any needed definitions for the grants, referencing existing definitions in law and rule whenever possible.

## **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](#)?**

Programs that provide college credit in high school have traditionally been programs of privilege. Equitable access to these programs for all students is a key metric for Oregon schools. All three of these grants will help Oregon's schools create accelerated college credit program opportunities for all. These grants support accelerated college credit programs in two ways: they increase the number of teachers who are qualified to teach these courses, and they support advising, coordination, and regional collaboration among the high school/college partnerships that offer these programs.

The proposed rules for these grants define "Historically underrepresented students" broadly, to maximize the potential of these grants to increase equitable access to college credit in the high school programs. The definition includes the following student groups:

- Economically Disadvantaged Students
- Students from Racial or Ethnic Groups that Have Historically Experienced Academic Disparities
- Students with Disabilities
- English Language Learners
- Students Recently Arrived
- Students who are Homeless
- LGBTQ2SIA+ Students
- Migratory Students
- Justice involved youth
- Students who are Pregnant or Parenting
- Foster Students
- Students from Rural areas

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This definition was also a main topic of engagements, and participants were asked if there were any additional groups that should be included. Whenever possible definitions for these groups were taken from existing OARs.

**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.**

Adopting these grant rules would allow the issuance of grants, provided there is funding appropriated by the Legislature, to increase equitable access to accelerated college credit opportunities for students who have historically been underserved or excluded from these programs. This supports an overall culture shift from thinking of these opportunities as programs of privilege for the few, to seeing them as part of all students’ pathways to their future.

**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?**

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These rules were presented to the ORCA on January 6<sup>th</sup>, 2025, and the committee was informed about the changes to the definitions rule based on their 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 public comment on this item has been received.

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

No new learnings have occurred since the First Reading of this item.

- 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 to these items 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?**

The statute that establishes these grants, ORS 340, is very clear on the grants purpose, eligible grantees, and allowable activities. These rules attempt to lessen administrative impacts of accepting a grant by allowing for administrative costs. There are no existing grant programs in this area.

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

The statute indicates that potential grantees can be part of a coalition of districts, districts and ESDs, districts or ESDs and postsecondary institutions, or of postsecondary institutions. Being a part of this kind of coalition will allow small and rural districts, colleges, and ESDs to be involved with taking on outsized administrative burdens.

## Summary

**Meeting Date:** 2/13/2025

**Title:** Funding for Youth Corrections and Juvenile Detention and OAR Updates

**Status:** Second Reading/Adoption (item has changed)

**Presentation:** No (Written Report Only/Consent)

**Key Staff:** Adam Henning

**Topic Summary:** Adding new legislative language to 581-015-2940 focused on funding Youth Corrections and Juvenile Detention Education Programs. Updating language in 581-015-2585 to include legislative language allowing education service districts to issue high school diplomas in Youth Corrections and Juvenile Detention Education Programs.

## 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?**

Youth Corrections and Juvenile Detention Education Programs are a responsibility of the Oregon Department of Education to serve students in juvenile justice setting within the state. These programs are housed within Oregon Youth Authority facilities and county juvenile detention facilities. Students in these programs have access to an education program from which they can earn a high school diploma.

- 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?**

581-015-2585 – ORS 336.585 & ORS 336.590. This is to update the language of the rule and include an education service district may issue high school diplomas in Youth Corrections and Juvenile Detention Education Programs.

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581-015-2940 – SB 1552. New legislation focused on funding for Youth Corrections and Juvenile Detention Education Programs.

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

Yes, 12/5/24, first reading

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

581-015-2585 – Updating rule references and adding education service districts can issue high school diplomas.

581-015-2940 – New legislation being added to the rule.

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

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

**ENGAGEMENT STRATEGY AND LEARNINGS**

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

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

The community partners operating the programs will be most impacted by this. We have conducted multiple engagement sessions with Youth Corrections and Juvenile Detention

## Oregon State Board of Education Docket



Education Program providers to solicit input on the proposed changes to these rules. We have also had multiple engagement sessions with the Oregon Youth Authority and the Juvenile Detention Directors and Managers to solicit input on the proposed changes to these rules.

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

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

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

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

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

N/A.

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

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

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

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We did not target any specific areas in the state. We did reach out to all areas of the state during our engagement process because we have programs statewide. We provided multiple opportunities for statewide input during our engagement sessions.

**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?**

Some of the key take aways include:

- Changing all classroom ratio's to 1:8 students is good
- Mixed responses to funding by statewide average – some like that it keeps a level funding amount for all sites, some are concerned there will be sites that get too much funding while other sites will not get enough funding.

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

N/A.

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

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

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

- No  
 Yes; please review Appendix B: Grant Consolidation below.

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

No

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

No

### **EQUITY IMPACT ANALYSIS**

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

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

Youth Corrections and Juvenile Detention Education Programs serve marginalized students. This action will give clarity to funding the programs and how the education services are provided.

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

No impact to school district employees and volunteers.

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

No perceived consequences from Board action on these rules.

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

No perceived consequences from inaction on these rules.

### **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?**

581-015-2585 - This is an update to the language within the rule and to add language allowing education service district to issue high school diplomas in Youth Corrections and Juvenile Detention Education Programs.

581-015-2940 - New legislation focused on funding for Youth Corrections and Juvenile Detention Education Programs. Included is the legislation is a Juvenile Justice Education Fund

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creation, Target Level Funding for the programs, an appeals process for the program providers, and a new legislative report requirement.

**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 aligns with the majority of the feedback received. The proposed rule updates are focused on the needs of students and providing an educational program within the juvenile justice settings in Oregon.

**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.**

This is the second read/adoption by the Board of these proposed updates. These rules are focused on providing an educational program to marginalized students resulting in a successful transition back to the community.

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

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

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

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

### APPENDIX A: SECOND READING

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

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

None

- 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

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

None

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

Clarified language in 581-015-2940, (8)(c), all appeals can be reviewed at the same time and response timeline is based off of the appeals window, not when an appeal is received.

First Read version 581-015-2940, (8)(c):

(c) All appeals will be reviewed by the Department of Education and a written response will be issued within 45 calendar days of receiving the appeal.

Second Read, final version 581-015-2940, (8)(c):

(c) All appeals will be reviewed at the close of the 30 calendar day appeals period and a written response will be issued within 45 calendar days from the closing date for appeals.

**581-015-2585**

**Youth (Juvenile) Corrections Education and Juvenile Detention Education Programs**

(1) Definitions:

(a) "Youth Corrections Education Program" means the provision of educational services to youths in youth correction facilities of the Oregon Youth Authority, and includes secure regional youth facilities, regional accountability camps, residential academies and satellites, camps and branches of those facilities.

(b) "Juvenile Detention Education Program" means the provision of educational services to youths lodged overnight who receive educational services on consecutive days within a detention facility.

(2) Youth Corrections Education Program: The following administrative rules apply to education programs for youth housed in Oregon Youth Authority youth correctional facilities:

(a) Special Education Rules, OAR 581-015-2000 through 581-015-2070, 581-015-2080 through 581-015-2255, 581-015-2300 through 581-015-2445, 581-015-~~0607~~ 2540 through 581-015-2565, and 581-015-~~2585~~ 2930 through 581-015-~~2590~~ 2940.

~~(b) School Improvement and Professional Development Rules, OARs 581-020-0005 through 581-020-0200;~~

~~(c) School Governance and Student Conduct, OARs 581-021-~~0037~~ 0003 through 581-021-~~0440~~ 0009, 581-021-0022, 581-021-0030, 581-021-0037, 581-021-0038, 581-021-0045, 581-021-0046, 581-021-0050, 581-021-0210 through 581-021-0512, 581-021-0550 through 581-021-0570, and 581-021-0580 through 581-021-0665;~~

~~(d) Standards for Public Elementary and Secondary Schools, OARs 581-022-0102 through 581-022-~~0413~~ 2030, 581-022-~~0606~~ 2050 through 581-022-2120, 581-022-2205, 581-022-2220 through 581-022-2225, 581-022-2250 through 581-022-2270, 581-022-2310 through 581-022-2315, 581-022-2325 through 581-022-2330, 581-022-2355, 581-022-2500, and 581-022-2510; 581-022-0610, 581-022-0705, 581-022-1020 through 581-022-1210, 581-022-1310 through 581-022-1340, 581-022-1420, 581-022-1440, 581-022-1520, 581-022-1610 through 581-022-1670, 581-022-1710 through 581-022-1730;~~

~~(e) Funds to State and Local Agencies to Provide Employment and Training Services Under the Workforce Investment Act (formerly the Job Training Partnership Act (JPTA), OARs 581-060-0010 through 581-060-0020;~~

~~(f) Teacher Standards and Practices Commission Rules.~~

~~(g) Education service districts will grant high school diplomas in accordance with all standards for Public Elementary and Secondary Schools OARs listed in subsection (c) of this section.~~

~~(3) Students enrolled in a Youth Corrections Education Program may not be suspended or expelled from the program.~~

(34) Juvenile Detention Education Program: All rules applicable to education programs for ~~OYA~~ Oregon Youth Authority youth correction facilities, as set out in sections (12) of this rule, apply to educational programs for juvenile detention facilities.

(a) Students may not be suspended or expelled from juvenile detention education programs.

(b) Juvenile directors and the school district or education service district responsible for the education of students in a juvenile detention education program under contract with the Department will sign a letter of agreement establishing each agency's areas of responsibility and duties.

(45) Notwithstanding OAR 581-015-2190(6)(b), the school district or ESD responsible for the special education of students in a juvenile detention program or juvenile-youth corrections program is not required to provide notice of meetings to the parent after rights transfer to the student pursuant to OAR 581-015-2325.

**Statutory/Other Authority:** ORS 326.021

**Statutes/Other Implemented:** ORS 326.695-326.712 & 34 CFR 300.520(a)(2)

**History:**

Renumbered from 581-015-0301, ODE 10-2007, f. & cert. ef. 4-25-07

ODE 6-2003, f. 4-29-03, cert. ef. 4-30-03

EB 3-1997, f. & cert. ef. 4-25-97

**581-015-2940**

**Corrections Education Program Funding Formula**

(1) The Department of Education shall administer the Youth Corrections Education Program and provide State School Funding to the Juvenile Detention Education Program (JDEP) in a manner that provides youths in those programs with a quality education based on anticipated Average Daily Membership times 1.5 ADMw for the school year.

(2) The Superintendent of Public Instruction may contract with an education service district or a school district to provide teachers, counselors or other personnel for the youth Corrections Education Program and the Juvenile Detention Education Program. Department of Education shall provide State School Funding to the Youth Corrections Education Programs (YCEP) based on anticipated Average Daily Membership times 2.0 ADMw for the school year.

(a) When a contract is entered into with an education service district, the Youth Corrections Education Program and the Juvenile Detention Education Program are not considered a component district of the education service district and the youth enrolled in the program may not be counted when determining the number of pupils in average daily membership for the purpose of ORS 334.175 (5).

(3) When determining the amount to be paid under a contract entered into, the following shall be taken into consideration:

(a) The number of youths to be provided educational services;

(b) The characteristics of the facility where the educational services will be provided, including the number of classrooms required to provide educational services;

(c) The diversity of the population of youths to be provided educational services, including the number and percentage of youths who are from historically underserved populations;

(d) The number and percentage of youths to be provided educational services who qualify for special education and related services; and

(e) The level of transition support provided to the youths.

(4) The Juvenile Justice Education Fund is established in the State Treasury, separate and distinct from the General Fund. Interest earned by the Juvenile Justice Education Fund shall be credited to the fund. Moneys in the Juvenile Justice Education Fund are continuously appropriated to the Department of Education for the distribution to the Youth Corrections Education Program and the Juvenile Detention Education Program, as those terms are defined in ORS 326.695, to provide educational services to youths in those programs under contracts entered into as provided by ORS 326.695. The Juvenile Education Fund shall consist of:

(a) Moneys allocated from the State School Fund for students enrolled in the Youth Corrections Education Program and the Juvenile Detention Education Program in ORS 327.026;

(b) Moneys made available for the Youth Corrections Education Program and Juvenile Detention Education Program from the Statewide Education Initiatives Account under ORS 327.254;

(c) Money appropriated or otherwise transferred to the fund by the Legislative Assembly; and

(d) Other amounts deposited into the Juvenile Justice Education Fund from any source.

(e) Federal Funds will not be deposited into the Juvenile Justice Education Fund.

(5) Under ORS 327.036, the Department of Education shall provide State School Funds to provide education programs in the Youth Corrections Education Program and the Juvenile Detention Education Program.

(a) The Department of Education shall provide State School Funding to the Youth Corrections Education Program based on anticipated Average Daily Membership times 2.0 Average Daily Membership weighted for the school year.

(b) The Department of Education shall provide State School Funding to the Juvenile Detention Education Program based on anticipated Average Daily Membership times 1.5 Average Daily Membership weighted for the school year.

~~(3)~~ (36) The Department of Education shall determine the number of classrooms to be funded at each Youth Corrections Education Program and each Juvenile Detention Education Program JDEP and each YCEP school using the methodology of a classroom for every 8 Average Daily Membership for Youth Corrections Education Program and Juvenile Detention Education Program.:

~~(a) A classroom for every 8 ADM for JDEP and YCEP schools with 48 ADM or below;~~

~~(b) An additional classroom for every 10 ADM above 48 ADM; and~~

~~(c) Based on the cost of operating a JDEP or YCEP classroom, with input from stakeholders, the Department of Education will determine the level of funding per classroom.~~

~~(4)(a) Based on available funding, the Department of Education will fund each classroom.~~

~~(b) If the total state funding available for all JDEP and YCEP schools is less than the total state funding needed to fully fund each classroom, the amount of state funding for each classroom determined under paragraph (3) of this subsection will be prorated.~~

~~(5) Based on remaining available funding after the allocations for the classrooms have been determined and calculated, each JDEP school and each YCEP school may apply for funding based on the below criteria:~~

~~(a) The diversity of the student population being served, including the number or percentage of youth from historically underserved populations.~~

~~(b) The characteristics of the facility, including the number of classrooms in use.~~

~~(c) The number of students who are enrolled in the school.~~

~~(d) The percentage of students qualifying for special education services.~~

~~(e) The level of re-entry transition support offered by the educational provider.~~

~~(6) Oregon State Funding may be transferred between the JDEP and YCEP programs.~~

7)(a) The target funding level of the Juvenile Justice Education Fund shall be calculated by multiplying:

(A) The average funding level per classroom, as calculated based on all classrooms operated under the Youth Corrections Education Program and the Juvenile Detention Education Program; and

(B) The total number of classrooms the Department of Education expects to be operated under the Youth Corrections Education Program and the Juvenile Detention Education Program for the following biennium.

(b) For the purpose of determining the average funding level per classroom, the Department of Education shall:

(A) Determine the average funding level per classroom for the previous biennium; and

(B) Adjust the amount determined under subparagraph (A) of this paragraph based on the same percentage by which the amount appropriated to the State School Fund increased for the biennium in which the calculation is being made as compared with the amount appropriated for the previous biennium.

(c) The Department of Education shall estimate the expected difference between the target funding level calculated and the amount anticipated to be made available to the Juvenile Justice Education Fund. If, after all funding available has been accounted for, the Department of Education determines that the amount required for the target funding level for the fund has not been met, The Department of Education may transfer from the Statewide Education Initiatives Account to fund any needed amounts.

(d) If, at any time during the biennium, the amount available in the Juvenile Justice Education Fund and from other sources is not sufficient to pay for costs incurred in relation to the Youth Corrections Education Program or the Juvenile Detention Education Program, the Department of Education shall inform the Legislative Assembly or the Emergency Board of the lack of funding and shall provide and accounting of the amount needed to pay those costs.

(e) Oregon State Funding may be transferred between the Youth Corrections Education and Juvenile Detention Education programs.

(f) In each even year by August 31, the Department of Education will submit a report to the Governor and Legislature explaining the Target Funding Level.

(8) A school district or education service district may appeal the amount received in the contract to provide educational services at a Youth Corrections Education Program and or a Juvenile Detention Education Program.

(a) The appeal must be in writing using the Juvenile Corrections Education Funding Appeal Form provided by the Department of Education within 30 calendar days of notice of the estimated funding contract amount;

(b) The appeal must include an accounting of the purpose and use of the additional funds and impacts of not receiving the requested funding;

(c) All appeals will be reviewed at the close of the 30 calendar day appeals period and a written response will be issued within 45 calendar days from the closing date for appeals.

**Statutory/Other Authority:** ORS 327.026 & HB 5014 (2023)

**Statutes/Other Implemented:** ORS 327.026

**History:**

[ODE 31-2024, adopt filed 06/14/2024, effective 06/14/2024](#)

## Summary

**Meeting Date:** 2/13/2025

**Title:** *Early Literacy Tribal Grant Rule Amendment*

**Status:** Second Reading/Adoption (no changes)

**Presentation:** No (Written Report Only/Consent)

**Key Staff:** April Campbell

**Topic Summary:** This item proposes amendments to OARs 581-017-0805 and 581-017-0807 to honor tribal sovereignty by establishing standalone rules for Tribal Early Literacy grants and including Tribal federal indirect cost rates. These amendments address clarity and alignment with sovereignty and equity. The Office of Indian Education seeks the Board’s support for these changes to strengthen culturally responsive education for Tribes.

## 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?**

Situated within the broader Early Literacy Initiative, the Tribal Early Literacy Grants support the nine federally recognized Tribes of Oregon in developing and enhancing their early literacy and language preservation programs. These programs are critical for fostering foundational literacy skills while ensuring the preservation and revitalization of Indigenous languages, which are integral to tribal identity and culture.

By aligning literacy development with cultural values and language preservation, the grants aim to support Native youth and families, ultimately contributing to improved educational outcomes and cultural continuity.

- 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?**

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House Bill 3198 and OARs 581-017-0805 and 581-017-0807 provide the foundation for the Board to take action on this item.

House Bill 3198 establishes the legislative framework for the Early Literacy Initiative. The OARs provide flexibility for the Board of Education and the Oregon Department of Education, Office of Indian Education by allowing discretion in defining how grant funding is structured, administered, and evaluated. While the rules set clear parameters for eligibility and compliance, they give the Board and the Department the flexibility to adapt implementation processes, timelines, and administrative requirements to best serve the goals of the initiative and honor tribal sovereignty.

This flexibility ensures that the Board and the Oregon Department of Education, Office of Indian Education can respond to unique circumstances, collaborate effectively with Tribes, and refine processes as needed to achieve equitable and culturally responsive outcomes.

**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 come before the Board previously. The Board last took action in October 2024, approving temporary rules (OAR 541-017-0805) to include Tribal federal indirect rates in the grant administration process. This item came before the board again last month on January 16, 2025 for the first read for the permanent rules.

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

This item is coming before the Board now to establish permanent rules regarding Tribal federal indirect rates before the temporary rules expire and to address the broader need for standalone rules for Tribal Early Literacy grants.

**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

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- 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 the engagement strategy by emphasizing intentional inclusion of those most affected by the proposed rules. The need for these rule changes emerged from internal Early Literacy Meetings, along with informal discussions at Government to-Government Education Clusters and AI/AN Advisory Committee meetings.

The individuals most likely to be affected are tribal youth and families, as these rules directly impact the resources and structures supporting early literacy and language programs. The engagement process ensured their priorities and insights were considered in alignment with equity and sovereignty principles

**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 (DELG; 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 office focused on tribal lands because these grants are specifically designated to support the nine federally recognized Tribes of Oregon.

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

During the engagement process, Tribes present at the Government-to-Government Education Cluster and AI/AN Advisory Committee meetings expressed agreement on the need for standalone rules to honor tribal sovereignty and to include Tribal federal indirect rates.

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

There are no additional engagement opportunities planned at this time prior to asking the Board to take action on this item.

**FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS**

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

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

# Oregon State Board of Education Docket



- 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 is not expected to create fiscal or administrative impacts on districts, ESDs, or community-based organizations. For the nine federally recognized Tribes of Oregon, allowing Tribal federal indirect rates will have a positive impact by enabling Tribes to recover administrative costs, supporting financial sustainability and flexibility in their early literacy and language preservation efforts.

In small, rural, or remote tribal communities, this policy could have an even more significant effect by addressing longstanding funding disparities and supporting the operational capacity necessary to implement culturally aligned early literacy initiatives. The anticipated long-term effect is an increase in equitable access to resources and improved outcomes for tribal youth, families and tribal 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?**

Board action will not create a fiscal or administrative impact on state agencies, units of local government, or the public, nor will it increase compliance costs for small businesses.

**EQUITY IMPACT ANALYSIS**

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

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

Board action will honor tribal sovereignty by enabling Tribes to lead early literacy efforts that reflect their cultural values and educational goals. This supports historically and currently marginalized tribal youth, families, and tribal communities while uplifting cultural preservation efforts.

**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?**

This item does not impact school district employees or volunteers.

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

Short-term, Board action will establish clear rules that honor tribal sovereignty and support Tribes in implementing early literacy and language preservation programs. Long-term, this will enhance educational outcomes for tribal youth, support cultural preservation efforts, and strengthen partnerships between Tribes and the education system.

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

Inaction would result in the expiration of temporary rules, preventing Tribes from accessing their indirect costs, which are often higher than other entities. High indirect rates reflect the unique operating costs of cultural programs and services. This could hinder their ability to fully implement early literacy and language preservation programs, negatively impacting tribal youth, families, and tribal communities by reducing resources and support for culturally aligned education efforts.

**RECOMMENDED ACTION**

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

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

581-017-0805: Amended to include Tribal federal indirect rates, which were not included in the original rule. Temporary rules addressing this were filed in October 2024.

581-017-0807: Amended to establish Tribal Early Literacy grant rules as standalone rules, distinct from the Community Grants rules, in order to honor tribal sovereignty.

The key decision for the Board is to approve these amendments to ensure clarity, fairness, and alignment with tribal sovereignty

**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?**

## Oregon State Board of Education Docket



The proposed language directly responds to the needs identified during the engagement process by ensuring that the rules honor tribal sovereignty and address the unique challenges faced by Tribes in implementing early literacy and language preservation programs. The inclusion of Tribal federal indirect rates and the establishment of standalone Tribal Early Literacy grant rules reflect feedback from Tribes, who emphasized the importance of sovereignty and the need for greater flexibility. This approach aligns with the Board's mission to provide equitable policies that support the success of every Oregon student, particularly Native students. It also reflects the Board's vision of an education system that honors its diverse student body and ensures that all students, including tribal students, have access to a culturally responsive and effective education. The focus on tribal sovereignty and engagement is in line with the Board's values of centering diversity, equity, and inclusion, as well as valuing the sovereignty of tribal nations in shaping educational policies.

**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 Oregon Department of Education, Office of Indian Education recommends that the Board adopt the amended rules for OARs 581-017-0805 and 581-017-0807. These amendments include Tribal federal indirect rates and establish standalone rules for Tribal Early Literacy grants, distinct from Community Grants rules. This action reflects the Department's commitment to academic excellence by ensuring Tribes have the resources and flexibility to implement culturally relevant early literacy programs. It fosters a sense of belonging and wellness by honoring tribal sovereignty and providing support for culturally responsive education that meets the unique needs of Native students. Additionally, this action aligns with reimagining accountability by creating systems that are equitable, transparent, and responsive to the needs and voices of tribal communities, ensuring that policies are inclusive and effectively support 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: \_\_\_\_\_

## Oregon State Board of Education Docket

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### 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.

ADOPT: 581-017-0805

RULE TITLE: Early Literacy Community Grants Program: Funding

NOTICE FILED DATE: 01/23/2024 RULE SUMMARY: This rule requires Early Literacy Community Grants Program applicants to submit a detailed budget on how the grants from this program will be used.

RULE TEXT:

(1) Applicants must submit a detailed budget that explains how Grant funds will be used. Expenditures for community grants must be approved prior to being incurred and align with agency policy.

(2) Indirect costs will be allowed as a percentage of the direct costs of the Grant award disbursed as follows:

(a) up to five percent for school districts, education service districts, public charter schools, early learning hubs, or postsecondary institutions of education;

(b) up to fifteen percent for community-based organizations, public libraries, or providers of early learning services;

(c) indirect costs for partnerships or consortiums will be allowed based on the lead entity's organization type;

(d) for Tribes, up to fifteen percent or the Tribe's federally recognized indirect rate, as provided in the grant agreement.

(3) Applicants may use Grant funds only for authorized purposes.

STATUTORY/OTHER AUTHORITY: ORS 327.254, ORS 327.274, ORS 327.800, ORS 327.843

STATUTES/OTHER IMPLEMENTED:

ADOPT: 581-017-0807

RULE TITLE: Early Literacy Tribal Grants

NOTICE FILED DATE: 01/23/2024

RULE SUMMARY: ~~The Early Literacy Tribal Grants require communication and collaboration with the nine federally recognized tribes in Oregon on the co-creation of Project Plans development between each Tribe and ODE. This rule establishes the Early Literacy Tribal Grants program, outlining the eligibility, criteria, funding, and reporting requirements for Sovereign Tribal Nations.~~

RULE TEXT:

~~The Early Literacy Tribal Grants require communication and collaboration with the nine federally recognized tribes in Oregon on the co-creation of Project Plans development between each Tribe and ODE.~~

(1) Establishment of Early Literacy Tribal Grants:

(a) the Early Literacy Tribal Grants program is established in ORS 327.827 to support the 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;  
(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.

(2) Eligibility for Early Literacy Tribal Grants:

(a) eligibility for Early Literacy Tribal Grants is limited to the nine federally recognized Tribes of 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) Criteria for Early Literacy Tribal Grants:

(a) submit 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, and

(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

(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.

(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;

(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

STATUTES/OTHER IMPLEMENTED: ORS 327.825 to 327.827, ORS 327.843 to 327.845

# Ione School District #2

445 Spring St., P.O. Box 167, Ione, Oregon 97843

## Ione School District Goals

### District and Community Engagement

*Ione Community School will foster and enhance relationships while continuing to improve two-way communications with students, families, staff, and community stakeholders.*

### School Climate

*Ione Community School will create and cultivate a positive and safe school environment that promotes high levels of connection, engagement, and overall well-being throughout the school community.*

### Facilities Planning

*The Ione School District will establish a Facilities Task Force to complete a review and analysis of the recently completed Long Range Facilities Plan. In addition, the FTC will provide long-term capital planning direction for the district.*

### Student Achievement

*The Ione School District will continuously review and refine curriculum, instructional practices, and professional development for staff in order to support student growth and academic achievement for all students from birth through high school graduation.*

## IONE SCHOOL DISTRICT BOARD OF DIRECTORS

December 3, 2024

Work Session 5:00 PM – Regular Board Meeting 5:30 PM

### MEETING MINUTES

#### Board Members:

**Lisa Rietmann, chair**

**Ed Rietmann**

**Rob Crum**

**virtual- Lea Mathieu**

#### Administrative:

**Tracey Johnson, superintendent**

**Lea Hagenauer, Board secretary**

**virtual- Kara Taylor, business manager**

**Ryan Rudolf, AD/Dean of Students**

**guests: Doug Carl**

### **I. CALL TO ORDER, ROLL CALL AND FLAG SALUTE**

**meeting called to order at 5:32pm by Lisa Rietmann.**

### **II. AWARDS, RECOGNITION AND CORRESPONDENCE**

- a. ASB Report- presenter not in attendance
- b. Union Report- presenter not in attendance
- c. Committee Report
  - i. Tracey presented the Cardinal Community Committee met recently, a new playground committee has been formed.
- d. Bond Report
  - i. Doug presented: pavement has been put down, work has been progressing along inside the building.
  - ii. Change orders are not very large- with the exception of the canopy being added back into the bond project.
  - iii. Rob asked for a tentative finish date on the new building, and Doug mentioned that there is a delay getting electrical components, but we are on track to move in at the end of March or beginning of April.

- iv. Doug mentioned that the new building may need to be heated before it is finished in order for construction to continue; paint won't cure, drywall process is delayed, etc.
- v. Rob asked what would happen if move in date was moved significantly, Doug assured that the move from the high school to the new building could be done over a weekend. Phase 2 of the building would likely not be done by the beginning of the following school year.
- vi. Furnishings have been picked out and have a bid on it, the goal is to get it ordered before Christmas. We are in a good spot furniture-wise because we are 'off season' for ordering furniture.
- vii. Rob asked what the last steps are for track and field- set scoreboard, percolation tests, finalize the modular building- no sewer or power hookups currently, the rest of the project is completed.

**III. PUBLIC PARTICIPATION-none**

**IV. ADJUSTMENTS TO AGENDA- none**

**V. CONSENT AGENDA**

- Approval of October 15th Regular Board meeting minutes and October 28th Work Session and Regular Board Meeting Minutes
- HR Report

**BE IT RESOLVED, that the Ione School Board approves the review and updates, as presented. presented by Ed Rietmann, seconded by Rob Crum. Motion passed unanimously.**

**VI. REPORTS**

A. Enrollment Report

- a. enrollment number is still the same as before- we lost 1 and gained 1

B. Principal Report/Superintendent Report

a. School Update

- i. end of quarter- conferences and book fair were held
- ii. Wizard of Oz held both conference days- great turnout, huge number of students were a part of the play
- iii. NED came before Thanksgiving break to speak to k-8 grade, a yoyo has been purchased by ICABO for each of those students
- iv. Thanksgiving feast had great elementary turnout, handful of middle school/high school parents attended as well.
  1. High school student, Elizabeth Doherty, coordinated for students who did not have family coming to have an older student eat with them at the feast.
- v. Dec 11 Christmas concert PreK-6th grade

- vi. Basketball bonanza this upcoming weekend- booster club will be doing concessions
- vii. Ryan presented about the STEM activity with students the 2 days before Thanksgiving break- all grade levels enjoyed the hands on activity that they were given, all free from Eastern Oregon University
- b. State Update
  - i. November- chronic absenteeism (10% or more of the school year)
  - ii. December- state funds- significantly larger amount forecasted for 25-27 budgets, but inflation, PERS, and state mandates will offset some of this.
  - iii. Special Ed stipend will compensate specific staff members in the upcoming year or so, because of a new bill passed by the state.
  - iv. School accountability- discussion about reporting and ODE information
- C. Dean of Students/Athletic Director Report
  - a. Sports Update
    - i. basketball tournament this weekend, Echo, North Powder, North Lake participating
    - ii. 21 high school boys playing, 14 girls, 6 middle school girls, 5 middle school boys
    - iii. middle school first game is on Monday, Ed Rietmann helps coach the middle school boys
    - iv. 1 home middle school game on December 19th
- D. Annual Report
  - a. Kara, Jennifer Panbrun, and Tracey worked on report, information is based on previous year.
  - b. Budget is not very flexible, but we utilize grants when available.
  - c. excessive student absences have not been a large issue with our students.
  - d. growth targets- achieving collective growth, not just individual student growth
  - e. Cardinal Community Committee continues to meet, WayFinder SEL has been utilized, personal finance and career exploration
  - f. broke down account balances between Student Investment Accounts, High School Success, Early Indicator & Intervention Systems, and Early Literacy Success
  - g. Tracey opened up to questions or comments about the integrated guidance.

## **VII. FISCAL OVERVIEW AND APPROVAL OF FINANCIAL REPORT**

- A. Financial Summary and Cash Flow
  - a. Kara presented- 2% increase due to PERS rate increase
  - b. financial update- October and November
    - i. collected usual amounts for Special Revenue over October and November
    - ii. significant expenses:
      - 1. bond related: Alliance Management, KCDA, Alliance Management and Consulting, etc
      - 2. City of Ione, Kirby, a garbage disposal, fees for counsel, Les Schwab for winter tires, HVAC maintenance, etc.

**BE IT RESOLVED, that the Ione School Board approves the financial summary, as presented. presented by Rob Crum, seconded by Ed Rietmann. Motion passed unanimously.**

**VIII. OLD BUSINESS**

- A. Second Reading of Ione School District Policies
- JHFE/GBNAB-AR(2)- Abuse of a Child Investigations Conducted on District Premises

**BE IT RESOLVED, that the Ione School Board approves the above policy updates, as presented. presented by Rob Crum, seconded by Ed Rietmann. Motion passed unanimously.**

**IX. NEW BUSINESS**

- A. OSBA Resolution (Legislative Priorities and Principles)
- a. Lisa mentioned that she got recommendations to vote against all resolutions, because smaller districts pay more per individual student. OSBA funding doesn't come from dues, it comes from endowments.
  - b. Reviewed OSBA bylaws

**BE IT RESOLVED, that the Ione School Board approves the Resolution 1 to OSBA elections to adopt. Presented by Rob Crum, seconded by Ed Rietmann. Motion passed unanimously.**

**BE IT RESOLVED, that the Ione School Board approves the Resultion 2 to OSBA elections to abstain. Presented by Rob Crum, seconded by Ed Rietmann. Motion passed unanimously.**

**BE IT RESOLVED, that the Ione School Board approves the Resolution 3 to OSBA elections to adopt. Presented by Lea Mathieu, seconded by Rob Crum. Motion passed unanimously.**

- B. MidCo transportation update/supplemental plan
- a. Tracey presented letter and map stating that students on Emert Dr addition
  - b. opened up for questions and discussion
- C. Bond PCCO #8 and bond PCCO #9
- D.

**BE IT RESOLVED, that the Ione School Board approves the MidCo supplemental plan and Bond PCCO #8 and Bond PCCO #9, as presented. Presented by Rob Crum , seconded by Ed Rietmann . motion passed unanimously.**

**X. FOR THE GOOD OF THE ORDER**

Important Dates to Remember:

- 1) January 21, 2025 Board Meeting 5:30pm, work session 5pm

**XI. ADJOURN**

**Meeting adjourned at 6:50 by Lisa Rietmann.**

# Oregon State Board of Education

February 13, 2025

AGENDA ITEM: Supplemental Plan Revision for Ione SD

<p><b>SUBJECT:</b> Supplemental Plan Revision for Ione SD <b>STAFF NAME &amp; OFFICE:</b> Brock Dittus, Pupil Transportation &amp; Fingerprinting</p> <p>This district 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 minimum for transportation.</p>	<p><input type="checkbox"/> <b>Informational Presentation</b></p> <p><input checked="" type="checkbox"/> <b>Written Report</b></p>
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## BACKGROUND

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

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

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

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

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

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

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

The supplemental plan submitted by this school district accounts for attendance boundary changes within the walk distance areas and local hazards acknowledged by school leadership and residents. Proponents and opponents of the submitted plan had the opportunity to be heard at the local level. This plan establishes the first supplemental plan requested by the district.

# Oregon State Board of Education

February 13, 2025

AGENDA ITEM: Supplemental Plan Revision for Lone SD

## SUMMARY OF PREVIOUS BOARD ACTION

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The State Board has not previously established a supplemental plan for Lone School District due to a lack of previous need.

## POLICY ISSUE OR CONCERNS

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The School District submitted a supplemental plan for State Board approval after the local school board 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 plan to account for students with special needs who would otherwise face 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, among other hazards.

## EQUITY IMPACT ANALYSIS

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ODE does not conduct a separate analysis of a supplemental plan adopted by a local school board except to verify that the supplemental plan is being submitted for health or safety reasons as required by statute. In this case, the proposed changes will not have any negative impact on any students living in the affected areas, and may support an increased equity for students who might be subject to the listed hazards.

## FISCAL ANALYSIS

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There is no fiscal analysis because supplemental plans do not usually have a significant impact on agency funds. There is no requirement for ODE to act as a result of this action. There may be a very small change in impact to the State School Fund Transportation Grant as a result of providing this transportation; however, in most cases the buses / routes that will be transporting these students will pick them up on their way in from other mandated transportation areas around the district.

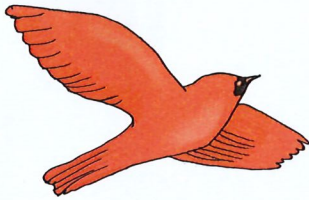
Adoption of these plans will not have an effect on any other school district, and will allow the districts to be reimbursed at their current rate for the transportation of these students as part of their transportation grant.

## ATTACHMENTS

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Attachment 1: Lone SD Supplemental Plan

Attachment 2: Lone School Board minutes indicating approval



# Ione School District #2

445 Spring St.  
P.O. Box 167  
Ione, Oregon 97843

December 3, 2024

**SUPERINTENDENT**  
Mrs. Tracey Johnson

**PRINCIPAL**  
Mrs. Tracey Johnson

**Dean of Students**  
Ryan Rudolf

**BOARD OF DIRECTORS**  
Rob Crum  
Ed Rietmann  
Vice Chair  
Liz Peterson  
Lisa Rietmann  
Chair  
Lea Mathieu

I am submitting this letter and the attached document in support of the "Supplemental Plan" for Ione School district. This plan has been developed as a result of safety concerns for our students.

This plan has been developed as a result of the health and safety reasons including special education students that live within the defined walk boundaries in Ione, Or. The targeted students who would be transported are students who attend Ione school district.

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For students who live in the Emmert Addition, they would have to cross hwy 74 with limited/no sidewalks and crosswalks. Therefore we provide bussing for all students living there.

I have enclosed a resolution passed by the board of directors at their December 3, 2024 School Board meeting.

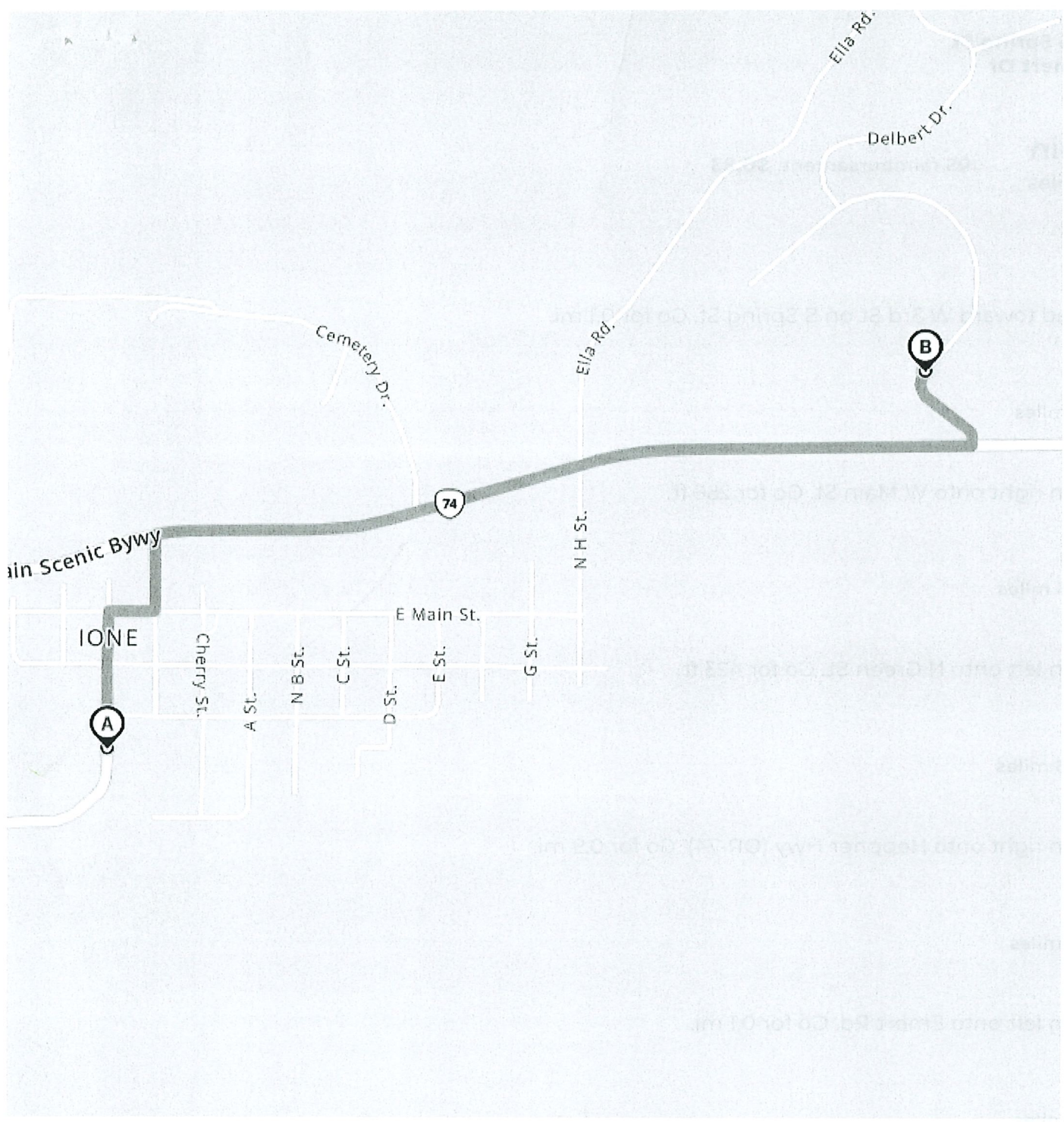
I have also included a map that indicates school walk boundaries in blue and the shade area is our request for approval of the supplemental plan.

If you have any questions, feel free to contact me -541-422-7131 or 541-314-3881.

Sincerely,

Tracey Johnson  
Superintendent/Principal  
Ione Community School  
[tracey.johnson@ionesd.org](mailto:tracey.johnson@ionesd.org)

*"Never doubt that a small group of thoughtful, committed citizens can change the world"*



**581-053-0220**

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

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

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

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

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

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

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

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

(A) The employer will:

(i) Immediately notify ODE if the employer learns of any changes to the applicant's driving and criminal records that could disqualify them from driving under OAR 581-053-0050 Driving and Criminal Records;

(ii) Be in compliance with 49 CFR Part 382 FMCSA Controlled Substances and Alcohol Use and Testing; and

(iii) Ensure the driver complies with all applicable OARs.

(B) The applicant demonstrates the knowledge and ability to perform the duties of a school bus driver.

(f) Completes approved behind-the-wheel training.

(A) Training shall be for a minimum of 15 hours in actual operation of the vehicle(s) that the applicant will be expected to drive, except training may be to a minimum of four hours if:

(i) The applicant has regularly driven a school bus for a period of six months within the last three years;

(ii) The school bus was of a size and type similar to that which the applicant will be expected to drive; and

(iii) The employer has documentation from the applicant's previous employer regarding previous experience.

(B) Hours counted in paragraph (A) of this subsection shall be spent with a certified Behind-the-Wheel Trainer, or a certified Assistant Trainer working under the direction of a Behind-the-Wheel Trainer, as outlined in OAR 581-053-0130 Assistant Trainer Certificate.

(g) Reads and speak the English language sufficiently to converse with the general public, understand highway signs and traffic signals in the English language and respond to official inquires and make entries on reports and records; and

(h) Complies with 49 CFR Part 382, FMCSA Controlled Substances and Alcohol Use and Testing.

(i) Has not held a valid School Bus Driver's Permit or Certificate within the last year.

(3) ODE shall issue an original School Bus Driver's Certificate to applicants who:

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

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

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

(d) Are not disqualified based on driving or criminal record as required in OAR 581-053-0050;

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

(A) The employer will:

(i) Immediately notify ODE if the employer learns of any changes to the applicant's driving and criminal records that could disqualify them from driving under OAR 581-053-0050;

(ii) Be in compliance with FMCSA Controlled Substances and Alcohol Use and Testing regulations at 49 CFR 382; and

(iii) Ensure that the driver complies with all applicable OARs.

(B) The applicant:

(i) Demonstrates the knowledge and ability to perform the duties of a school bus driver;

(ii) Has completed the Core Course for school bus drivers taught by a certified Core instructor within the last four years; and

(iii) Is trained in first aid;

(f) Complete approved behind-the-wheel training.

(A) Training shall be for a minimum of 15 hours in actual operation of the vehicle(s) that the applicant will be expected to drive, except the training shall be for a minimum of four hours if:

(i) The applicant has regularly driven a school bus for a period of six months within the last three years;

(ii) The school bus was of a size and type similar to that which the applicant will be expected to driver; and

(iii) The employer has documentation from the applicant's previous employer regarding previous experience.

(B) Hours counted in paragraph (A) of this subsection shall be spent with a certified Behind-the-Wheel Trainer, or a certified Assistant Trainer working under the direction of a Behind-the-Wheel Trainer, as outlined in OAR 581-053-0130 Assistant Trainer Certificate;

(g) Read and speak the English language sufficiently to converse with the general public, understand highway signs and traffic signals in the English language, and respond to official inquiries and make entries on reports and records; and

(h) Comply with 49 CFR Part 382 FMCSA Controlled Substances and Alcohol Use and Testing regulations.

(i) Notwithstanding any other provision of this section, ODE shall issue a School Bus Driver's Certificate to an applicant who holds a valid School Bus Driver's Permit issued under section (2) of this rule, and who submits a School Bus Driver's Permit Conversion Card signed by a local supervisor certifying that the applicant has:

(A) Completed the Core Course for school bus drivers taught by a certified Core Instructor within the last four years; and

(B) Is trained in first aid.

(4) ODE shall renew a School Bus Driver's Certificate for an applicant who:

(a) Possesses or has possessed within the last 12 month period a valid School Bus Driver's Certificate;

(b) Possesses a valid CDL with proper endorsements for the type of vehicle being driven;

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

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

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

(A) The employer will:

(i) Immediately notify ODE if the employer learns of any changes to the applicant's driving and criminal records that could disqualify them from driving under OAR 581-053-0050;

(ii) Be in compliance with 49 CFR Part 382 FMCSA Controlled Substances and Alcohol Use and Testing; and

(iii) Ensure that the driver complies with all applicable OARs.

(B) The applicant:

(i) Demonstrates the knowledge and ability to perform the duties of a school bus driver;

(ii) Has completed a Core or Core Refresher Course for school bus drivers, taught by a Core or Core Refresher instructor within the last four years;

(iii) Is trained in first aid; and

(iv) Has completed training averaging at least eight hours annually, while certified as a school bus driver during the preceding four-year period. Training must meet the requirements in OAR 581-053-0225 Approved Training for School Bus Drivers and be received by ODE to qualify.

(v) Complies with 49 CFR Part 382 FMCSA Controlled Substances and Alcohol Use and Testing.

(f) Additional tests may be required by ODE if reasonable doubt of driver competency exists or as required by rule.

(5) ODE may approve a person who does not currently possess a valid School Bus Driver's Certificate or Permit as a temporary driver. If approved, a driver shall not drive more than 10 days as a temporary driver during the approval period. ODE shall only approve a temporary driver if the driver:

(a) Submits a Request for Approval of a Temporary Driver form, signed by a supervisor;

(b) Is judged competent by the local supervisor;

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

(d) Possesses a valid medical certificate;

(e) Has passed a driving and criminal records check as required in OAR 581-053-0050 Driving and Criminal Records; and

(f) Meets all other requirements listed on the Request for Approval of a Temporary Driver form.

(6) Expiration:

(a) School Bus Driver's permits expire 120 days after issuance, or on the date of medical certificate expiration, whichever occurs first. Permits may not be renewed. The holder of a valid permit may apply for a School Bus Driver's Certificate, provided that all requirements have been met for such certificate.

(b) School Bus Drivers' Certificates shall expire two years from the date of the physical examination required in OAR 581-053-0040, except:

(A) Certificates for applicants 55 years of age and older shall expire one year from the date of physical examination required in OAR 581-053-0040;

~~(B) Certificates for applicants who are diabetic shall expire one year from the date of the physical examination required in OAR 581-053-0040; and~~

~~(C) Certificates for applicants who have had a physical examination as required in OAR 581-053-0040 and have been issued a medical certificate with an expiration date that is prior to the expiration dates outlined in this subsection shall expire on the date the medical certificate expires.~~

(c) An approval of a temporary driver expires on July 1, following approval.

(7) Age Restrictions: To obtain an original School Bus Driver's Certificate or Permit, or to renew a School Bus Driver's Certificate following a person's 70th birthday, an applicant must comply with all certification requirements and successfully complete an ODE behind-the-wheel test no more than 30 days before the date of application. The test must be administered by a behind-the-wheel trainer. A copy of the test shall be attached to the application form.

(8) A driver shall notify ODE, in writing, of any change in the driver's name, address or employer within 30 days of the change. A duplicate certificate will be issued if necessary.

(9) A School Bus Driver's Permit or Certificate shall be invalid anytime that:

(a) A transportation entity or contractor notifies ODE that the driver is no longer active;

(b) The driver is no longer trained in first aid (School Bus Certificate Only);

(c) The driver no longer meets the physical requirements outlined in OAR 581-053-0040; or

(d) The driver does not maintain or falsifies records required of a diabetic driver outlined in OAR 581-053-0040.

(10) A School Bus Driver's Permit or Certificate shall be valid again if:

(a) The permit or certificate was invalid under subsection (9)(a) of this rule when a transportation entity or contractor notifies ODE that they are ensuring the driver's compliance with these OARs.

(b) The certificate was invalid under subsection (9)(b) of this rule when the driver is trained in first aid.

(c) The permit or certificate was invalid under subsection (9)(c) of this rule when the driver meets the physical requirements outlined in OAR 581-053-0040.

(d) The permit or certificate was invalid under subsection (9)(d) of this rule when the driver is able to produce two weeks of medical records demonstrating compliance with the physical requirements for diabetic drivers outlined in 581-053-0040.

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

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

**History:**

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

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

# Oregon State Board of Education

February 13, 2025

AGENDA ITEM: 4.A.

<p><b>SUBJECT:</b> 581-053-0220</p> <p><b>STAFF NAME &amp; OFFICE:</b> Brock Dittus, Pupil Transportation &amp; Fingerprinting</p> <p>Technical update and fix to the Division 53 rules based on field observations and feedback, industry changes, and ODE staff recommendation.</p> <p><input type="checkbox"/> New Rule</p> <p><input checked="" type="checkbox"/> Amend Existing Rule</p> <p><input type="checkbox"/> Repeal Rule</p>	<p><input checked="" type="checkbox"/> <b>First Reading</b></p> <p><input type="checkbox"/> Presentation</p> <p><input checked="" type="checkbox"/> <b>No</b></p> <p><b>Presentation</b></p> <p><input type="checkbox"/> <b>Action</b></p> <p><input type="checkbox"/> Temp Rule</p> <p><input type="checkbox"/> Presentation</p> <p><input type="checkbox"/> No</p> <p><b>Presentation</b></p>
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## BACKGROUND

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Oregon Department of Education has been given the responsibility by the legislature for oversight and regulation of school transportation since the late 1970s, and in that time has maintained an excellent safety record among its district partners, contracted transportation providers, and other operators serving K-12 education programs. A significant reason for this success in safe and equitable transportation has been the development and maintenance of detailed regulations on what is permissible for use in the transportation of students.

A few things contribute to this slate of rulemaking. ODE staff has noticed a lack of clarity on established departmental requirements and technical alignments needed based on conversations with district partners.

A summary of the proposed changes follows:

- 581-053-0220: Removing one-year restriction to a diabetic driver's certificate to align with changes to the physical examination rule requirement leaving the determination of a driver's fitness to the medical examiner.

This is a “technical fix” rulemaking, addressing a matter related to pupil transportation within the state of Oregon. It is anticipated that these changes will result in an equal or greater degree of safety for the pupils and program staff transported in Oregon, and should present no burden or inconvenience to the students enrolled in Oregon schools.

## SUMMARY OF PREVIOUS BOARD ACTION

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The board has reviewed the associated previous proposed changes for the September 2024 meeting, and had no questions. It adopted the rules that this rulemaking aims to align with at the October meeting.

## HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

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# Oregon State Board of Education

February 13, 2025

AGENDA ITEM: 4.A.

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

## **POLICY ISSUE OR CONCERNS**

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Aside from promulgating the desired result of increased safety for all students receiving transportation services, no concerns regarding these changes have been identified.

## **EQUITY IMPACT ANALYSIS**

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The proposed changes have no anticipated detrimental impacts to racial equity across the state, may possibly present a slight improvement, and should increase the safety of all students attending Oregon schools.

## **FISCAL ANALYSIS**

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No significant fiscal impact has been identified as a result of these changes, nor has any significant cost of compliance for small businesses.

## **EFFECT OF A "YES" OR "NO" VOTE**

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A "yes" vote would implement the changes summarized above, maintaining the safety in transportation for students within the state.

A "no" vote would result in the persistence of misalignment with newest administrative rule changes, increase the chance of continued problems with driver credentialing through our agency.

## **STAFF RECOMMENDATION**

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

## **ATTACHMENTS**

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Attachment 1: proposed revision to OAR 581-053-0220

## Summary

**Meeting Date:** 2/13/2025

**Title:** Sign Language Interpreter Minimum requirements

**Status:** First Reading

**Presentation:** Yes

**Key Staff:** Georgeann Harty

**Topic Summary:** OAR 581-015-2035 was updated following the passage of House Bill 2696 (2023), which directed the Oregon Health Authority’s (OHA) Health Licensing Office (HLO) to establish a licensing board for educational, medical, and legal sign language interpreters. The HLO is still in the process of finalizing the implementation of this licensing system. In the meantime, a temporary adjustment to our OAR is necessary until the process is complete.

## 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 2696, which was passed in June 2023, establishes a comprehensive regulatory framework for licensing sign language interpreters in Oregon, under the oversight of the Health Licensing Office (HLO). The bill defines various types of sign language interpreters, including supervisory, educational, medical, and legal interpreters, each requiring distinct licenses. It also sets clear qualifications for each license type, including adherence to professional codes of conduct, education, experience, and fee requirements.

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

HB 2696 and OAR 581-015-2035 govern this program. The underlying legislation clearly transferred these responsibilities from the ODE to the OHA’s HLO. As such, there is minimal discretion for the Department and Board.

# Oregon State Board of Education Docket



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

In June 2024, the State Board of Education (SBE) approved revisions to OAR 581-015-2035 to align with the HLO’s anticipated rule, expected to be adopted by the newly established Sign Language Interpreting Board that same month. However, due to unforeseen challenges, the Health Licensing Board has not yet finalized the licensure process. As a result, OAR 581-015-2035 currently includes a requirement for an HLO license that is not yet available.

In response to this delay, the Board approved a temporary amendment to OAR 581-015-2035 that removed the requirement for HLO licensure for sign language interpreters until December 31, 2024.

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

HLO has taken a longer period of time to get licensure into place.

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

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

**ENGAGEMENT STRATEGY AND LEARNINGS**

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

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

## Oregon State Board of Education Docket



The Oregon Department of Education (ODE) engaged with school administrators, teachers of the deaf, sign language interpreters, deaf citizens, and the Department of Justice to gather input on the necessary changes to the OAR.

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

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

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

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

**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.**

Currently, the Oregon Department of Education has a representative attending Health Licensing Office (HLO) Rules Advisory Committee and State Board of Education meetings related to sign language interpreter licensure.

**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: All

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

It is a part of our Regional Inclusive Services for students living across our state.

**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 was contacted with serious concerns from teachers of the deaf, sign language interpreters, parents, and school administrators regarding the potential lack of sign language interpretation services for children and students in schools.

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

N/A.

## **FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS**

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

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

No

Yes; please review Appendix B: Grant Consolidation below.

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

No impact is anticipated.

**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?**

Sign language interpreters will need to pay for a licensure. This will be the added fiscal impact to the public.

## **EQUITY IMPACT ANALYSIS**

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## Oregon State Board of Education Docket



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

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

The temporary amendment to OAR 581-015-2035, postponing the licensure requirement for sign language interpreters until December 31, 2024, is crucial to ensuring equitable access to education for deaf or hard of hearing students, particularly those from historically underserved populations. This change helps prevent service disruptions that could disproportionately affect marginalized students, including those who are economically disadvantaged, from rural areas, or from communities of color. By maintaining access to sign language interpretation, the amendment upholds students' right to a Free Appropriate Public Education (FAPE) under IDEA and ensures that all students, regardless of background, can fully participate in their education.

**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 rules will help ensure that districts are able to hire sign language interpreters while abiding the requirements or rule. It also ensures that interpreters can provide services in compliance with the law.

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

This temporary amendment is essential to ensure the continuity of services for students who are deaf or hard of hearing and to allow school districts to employ sign language interpreters legally.

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

Without this change, school districts and sign language interpreters would be out of compliance with licensing requirements, potentially disrupting services for children and students who are deaf or hard of hearing.

### **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 would like to update the OAR to remove the language “hold an educational interpreter license” as there is not yet a process for interpreters to acquire these licenses.

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

This language is in direct response to feedback received through the engagement process, including teachers of the deaf, sign language interpreters, parents, and school administrators regarding the potential lack of sign language interpretation services for children and students in schools. It is also at the request of the HLO, which continues to work on the licensure component.

**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.**

Access to sign language interpretation is a mandated service under the Individuals with Disabilities Education Act (IDEA) to guarantee a Free Appropriate Public Education (FAPE) for students who are deaf or hard of hearing. ODE recommends adoption of this revised rule to ensure that children and students continue to be served by our education system.

**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

## Oregon State Board of Education Docket

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Yes; please review Appendix A: Second Reading below.

[581-015-2035](#)

**Minimum Standards for Sign Language Interpreters Serving Students in Public Schools**

(1) Definitions. For purposes of this rule, the following definitions shall apply:

- (a) "CI" means Certificate of Interpretation issued by RID.
- (b) "CT" means Certificate of Transliteration issued by RID.
- (c) "EI/ECSE" means Early Intervention and Early Childhood Special Education.
- (d) "EIPA" means the Educational Interpreter Performance Assessment®, including both the written and performance components.
- (e) "NIC" means the National Interpreter Certification by RID.
- (f) "Public School" means a public agency or school district or as defined in OAR 581-015-2000.
- (g) "RID" means Registry of Interpreters for the Deaf Inc.
- (h) "Sign Language Interpreter" means a person who provides educational interpreting services to students with hearing impairments.
- (i) "Student" means a student with a hearing impairment who is:
  - (A) Eligible for EI/ECSE or special education services under OAR 581-015-2150; or
  - (B) A qualified student with a disability under Section 504 as defined in OAR 581-015-2390.

(2) Minimum Standard. A public school may employ or contract for the services of a sign language interpreter for a student only if the sign language interpreter ~~is licensed through the Health Licensing Office, and~~ meets the following minimum standards:

- (a) The sign language interpreter must achieve a passing score of 3.5 or above on the EIPA Performance Test or hold RID NIC, CI or CT Certification; and
- (b)(A) Hold a Bachelor's or Associate's Degree from an Interpreter Education Program or in a related educational field; or
- (B) Achieve a passing score on the EIPA Written test.

**Statutory/Other Authority:** ORS 185.225 & ORS 343.041

**Statutes/Other Implemented:** ORS 185.110 & ORS 185.225

**History:**

[ODE 33-2024, amend filed 06/14/2024, effective 06/14/2024](#)

ODE 11-2008, f. & cert. ef. 4-21-08

# Oregon State Board of Education

February 13, 2025

AGENDA ITEM: 4.C.

<p><b>SUBJECT: Repeal of STANDARDS FOR THE ACCREDITATION OF EMERGENCY MEDICAL TECHNOLOGY EDUCATION AND TRAINING PROGRAMS OAR 581-49-000 through 581-49-0040</b></p> <p><b>STAFF NAME &amp; OFFICE:</b> Jennell Ives, EII</p> <p>The State Board of Education no longer oversees the Community College and Workforce Development Office and has no authority over its rules.</p> <p><input type="checkbox"/> New Rule <input type="checkbox"/> Amend Existing Rule <input checked="" type="checkbox"/> Repeal Rule</p>	<p><input checked="" type="checkbox"/> <b>First Reading</b> <input checked="" type="checkbox"/> <b>Presentation</b> <input type="checkbox"/> <b>No Presentation</b></p> <p><input type="checkbox"/> <b>Action</b> <input type="checkbox"/> <b>Temp Rule</b> <input type="checkbox"/> <b>Presentation</b> <input type="checkbox"/> <b>No Presentation</b></p>
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## BACKGROUND

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

1. History:

The State Board of Education was the authority over both the Oregon Department of Education and the Office of Community College and Workforce Development (CCWD). In 2011/2012, the Office of Community College and Workforce Development was moved under the Higher Education Coordinating Commission (HECC). Along with this move the statutory authority governing rules around community college including Emergency Medical technician certification moved to the HECC.

2. Purpose

There are still rules regulating Emergency Medical Technician (EMT) under the State Board of Education even though the State Board no longer has statutory authority over these rules. This repeal will help clean up these rules and is prompted by a request from HECC as they are revising their own rules on EMT as OHA intends to make statutory changes.

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

The Board does not have discretion over these rules as they do not have authority over this body of work.

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

CCWD / HECC is seeking the repeal of these rules. There are no unforeseen impacts from the repeal of these rules.

## SUMMARY OF PREVIOUS BOARD ACTION

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

No.

## HAS THE RULE CHANGED SINCE LAST BOARD MEETING?

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N/A; first read—hasn't been before board

No; same as last month

# Oregon State Board of Education

February 13, 2025

AGENDA ITEM: 4.C.

Yes – As follows:

## POLICY ISSUE OR CONCERNS

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These policy issues or concerns could be from the field, stakeholder groups, statements submitted during the comment period, or discussions among ODE staff.

There are no policy issues or concerns related to the repeal of these rules.

## EQUITY IMPACT ANALYSIS

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The following questions are designed to examine how the proposed rule, policy or action systematically affect historically underserved students and/or communities.

1. Will historically underserved populations be impacted by this docket item?

No

1. Examine the potential impact of the rule changes, policy, or action on historically underserved populations in Oregon. Describe this ongoing and/or foreseeable impact, using as much detail as possible.

There should be no impact on historically underserved populations.

## FISCAL ANALYSIS

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

There is no impact of the rule on the agency or school districts. The HECC will benefit from not having community members seeing outdated rules on the State Board of Education site.

## EFFECT OF A “YES” OR “NO” VOTE

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

Outdated rules will remain and could confuse community members if the board does not repeal these rules.

## STAFF RECOMMENDATION

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**Repeal OAR 581-49-000 through 581-49-0040**

Approve  Approve next month  No recommendation at this time

**Prompted by:**  State law changes  Federal law changes  other

# Oregon State Board of Education

**February 13, 2025**

AGENDA ITEM: 4.C.

## **ATTACHMENTS**

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Attachment 1:

# Oregon State Board of Education

February 13, 2025

AGENDA ITEM: 5.A.

<p><b>SUBJECT:</b> Division 22 Waiver Request: Mapleton School District <b>STAFF NAME &amp; OFFICE:</b> Susan Payne, Office of Teaching, Learning and Assessment</p> <p>Mapleton School District is requesting a waiver of the Division 22 Standards Substance Use Prevention and Intervention Plan and Human Sexuality Education for the 2024-25 school year.</p>	<p><input type="checkbox"/> <b>First Reading</b> <input type="checkbox"/> Presentation <input type="checkbox"/> No <b>Presentation</b></p> <p><input checked="" type="checkbox"/> <b>Action</b> <input type="checkbox"/> Temp Rule <input checked="" type="checkbox"/> Presentation <input type="checkbox"/> No <b>Presentation</b></p>
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## BACKGROUND

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### Division 22 Standards

The State Board of Education has established educational standards every district must implement. Those standards are set forth in OAR Chapter 581, Division 22 (“Division 22 standards”). Districts are required to annually report their compliance with Division 22 standards to the district school board and submit assurances of their compliance to the Department.

Districts may apply for a waiver of a Division 22 standard under [OAR 581-002-0035](#):

- (1) Waiver of a specific standard: To address an immediate concern or need, a school district may petition the State Superintendent of Public Instruction for a waiver of a specific standard. A petition shall specify the reason(s) the district is seeking the waiver and other relevant information. If it is determined that the request conforms with the intent of the standards, the State Superintendent shall recommend the waiver to the State Board. Waivers under this provision may be granted for up to one year.

### Request for Waiver

Mapleton School District is requesting a one-year waiver of the Division 22 Standards OAR 581-022-2045 Substance Use Prevention and Intervention Plan and OAR 581-022-2050 Human Sexuality Education. This waiver is for the current 2024-25 school year.

Mapleton SD first reported out of compliance with the Human Sexuality Education and Prevention Education in Drugs and Alcohol rules on its 2021-22 assurances submitted in November 2022, along with 10 other rules. The proposed corrective action plans indicated that the district would need more than the standard timeline to complete the corrective action (by the beginning of the 2023-24 SY) :

- **Human Sexuality Education**
  - Explanation: While our curriculum and programming meets many requirements, we do not have a communicated and approved plan within the last two years.

# Oregon State Board of Education

February 13, 2025

AGENDA ITEM: 5.A.

- Proposed corrective action plan: Develop subcommittee and partner with Lane County Public Health and Lane ESD staff to develop through community engagement. Spring-Fall 2024
- **Substance Use Prevention and Intervention Plan**
  - Explanation: While our curriculum and programming meets many requirements, we do not have a communicated district plan.
  - Proposed corrective action plan: Partnership with Lane County Public Health and Lane ESD staff to develop and process with community. Summer & Fall 2023

A team of specialists from ODE met with Superintendent Sue Wilson on April 5, 2023 to gather information and provide technical assistance on a number of rules, including the two referenced above. ODE staff verified the accuracy of the proposed corrective action timelines for the Human Sexuality Education rule and Substance Use Prevention and Intervention Plan rule. ODE's content specialists in these areas (Suzanne Hidde, Health and PE Specialist and Sasha Grenier, Human Sexuality Education Specialist) concurred that given the scope of the work, it was reasonable to need an additional year to support thorough and effective implementation. ODE staff informed the superintendent that she would need to request an extension, and the district would need to be in compliance by Fall 2024 at the latest (if the extension was approved by the Director).

On August 7, 2023, Mapleton School District submitted extension requests for five rules, including OAR 581-022-2050: Human Sexuality Education and OAR 581-022-2045: Substance Use Prevention and Intervention Plan. The requested date for the extension was August 25, 2025, which is a two-year extension. [ORS 327.103](#) states that extensions may not exceed 12 months. On August 14, 2023, ODE staff contacted Superintendent Wilson via email to reiterate that extensions may only be granted for up to one year and to share that the district could do an independent health adoption during the 2023-24 SY. In her reply, Superintendent Wilson stated that the district would schedule the health adoption for Spring and Summer of 2024.

In November of 2023, ODE received the Mapleton School District Division 22 Assurances. The update provided by the district on their assurance submission to ODE for the rules in question was the same for both rules:

*We meet many of the requirements of these rules and are working towards a formal districtwide plan as part of the Health adoption process. According to the timeline included in your district's extension request, the corrective action must be completed by August 25, 2024.*

As part of the review of assurances, ODE staff reviewed the video of the Mapleton SD board meeting where the Division 22 community report was made. The content of this report raised concerns that the district might not be on track to meet compliance with these rules by the beginning of the 2024-25 SY.

ODE staff met with Superintendent Wilson on January 22, 2024 to provide technical assistance to support the district in meeting the August 25, 2024 deadline established by the approved extension. ODE shared three options with Superintendent Wilson:

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1. Complete an independent health adoption in the spring using newly adopted criteria and create the plans at the same time (This option aligns with the corrective action plan that had already been submitted by the district and approved by ODE and would bring the district into compliance by August 2024.)
2. Focus on meeting the minimum requirements of the rules by having a School Board approved plan of instruction for each of the two rules in place by the beginning of 24-25 SY. This could be done prior to completing a health instructional materials adoption. The district could then make the initial plan more robust when the Health adoption takes place (either in 2024-25 or 2025-26).
3. If the district does not have plans in place by the beginning of the 2024-25 school year, the district's only option would be to request a one-year waiver from the State Board of Education.

Superintendent Wilson stated that she preferred option 2 and that she would move forward with working on the plans in the spring and throughout the summer and then schedule plan adoptions on the August 2024 school board meeting agenda. ODE content specialists provided numerous resources to support plan development, including several sample Comprehensive Sexuality Education plans and an example of a Drug and Alcohol Prevention Plan.

ODE Division 22 staff sent a deadline reminder via email on June 21, 2024, and then on September 16, 2024, ODE requested an update on the district's corrective action on four rules, including the Human Sexuality Education and Substance Use Prevention and Intervention Plan rules. ODE received a response to this request from Superintendent Wilson on November 22, 2024, as follows:

- *Substance Use Prevention and Intervention Plan: We continue to move towards compliance and are meeting at 7-12; however, are still working to meet elementary requirements and communicate these to our community. This will be our next completed item.*
- *Human Sexuality Education: We are moving more slowly in this area, building trust and being transparent with Board and community. Erin's Law articulation (we are doing some of this well and need to grow at early elementary) is next area of emphasis.*

The Superintendent added, *"I know these are slower than provided extensions - I promise we are working continuously to improve in each of these (and many other) areas."*

ODE received the official Mapleton School District assurances submission for the 2023-24 SY on November 25, 2025. That same day, ODE Division 22 staff communicated to Superintendent Wilson via email that it would not be possible for ODE to grant an additional extension of the corrective action deadlines and that the district had the option to request waivers from the State Board of Education. Without waivers in place, ODE could take action to begin withholding funds.

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On December 6, 2024, ODE requested a meeting with Superintendent Wilson to discuss Mapleton’s Division 22 report and corrective action regarding five rules, including OAR 581-022-2050: Human Sexuality Education and OAR 581-022-2045: Substance Use Prevention and Intervention Plan. The meeting took place on January 10, 2025. ODE staff told Superintendent Wilson that the district’s waiver request must include a detailed plan that clearly outlines how compliance for the two rules will be achieved by the beginning of the 2025-26 SY. ODE content specialists were also in attendance to again provide technical support; they shared additional resources that had been developed by ODE in the past year.

## SUMMARY OF PREVIOUS BOARD ACTION

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The vast majority of waiver requests that have come before the Board in recent years have been for OAR 581-022-2320 Required Instructional Time (outlined below). Two recent exceptions include:

2022-23 SY: In May 2023, a one-year waiver was granted to **Eugene 4j** for **OAR 581-022-2050: Human Sexuality Education and OAR 581-022-2045: Substance Use Prevention and Intervention Plan**. Eugene 4j’s corrective action plan was dependent upon a curricular adoption and the timeline for completion was impacted in part by the COVID-19 pandemic.

2021-22 SY: **Mt. Angel School District** was granted a one-year waiver for the **Media Programs** rule. Impacts from the pandemic and the scope of the corrective action plan (reestablishing the high school library space and program) were key factors in the district’s inability to complete corrective action within the standard time frame.

### Instructional Time Waivers

2022-23 SY: The State Board granted a waiver of OAR 581-022-2320 Required Instructional Time to the Oakridge School District for the 2022-23 school year, because of school closures due to forest fires.

2021-22 SY: The State Board granted a waiver of OAR 581-022-2320 Required Instructional Time to the Centennial School District for the 2021-22 school year, because of school closures due to inclement weather and staff absences from COVID-19.

2020-21 school year: The Centennial School District was previously granted a waiver of OAR 581-022-2320 Required Instructional Time by the Board for the 2020-21 school year. A cybersecurity incident, fires, and inclement weather/power outages were all factors that led to unanticipated school closures. The State Board also granted waivers of the Division 22 standard Required Instructional Time to the North Santiam, Oakridge, Paisley, Phoenix-Talent, and Pleasant Hill School Districts. These districts were primarily impacted by forest fire.

2017-18 school year: The State Board granted waivers of the Division 22 standard Required Instructional Time to Brookings Harbor School District, Central Curry School District, and

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Corbett School District. Brookings Harbor School District and Central Curry School District were impacted by the Chetco Bar fire; Corbett was impacted by the Eagle Creek Fire.

## HAS THE ITEM CHANGED SINCE LAST BOARD MEETING?

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

## EFFECT OF A "YES" OR "NO" VOTE

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If the Board approves the waiver, Mapleton School District will have a one-year waiver for the Division 22 Standards OAR 581-022-2045 Substance Use Prevention and Intervention Plan and OAR 581-022-2050 Human Sexuality Education during the 2024-25 SY. The district will continue to implement its approved corrective action plan to come into compliance with these standards by the beginning of the 2025-26 school year. With a waiver in place, the district will not be subject to withholding of state school fund moneys. ODE will continue to monitor the district's progress and provide technical assistance as needed throughout the rest of the 2024-25 school year and the summer of 2025.

If the Board does not approve the waiver, Mapleton School District will be subject to the provisions of [ORS 327.103](#) Standard school presumed, and the Department may begin to withhold 5% of State School Fund moneys allocated to the District from a future distribution.

## STAFF RECOMMENDATION

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

## ATTACHMENTS

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Attachment 1: Letter requesting waiver from Sue Wilson, Superintendent of Mapleton School District



# Mapleton School District #32

1000 N. Rd  
453

Superintendent

January 27, 2025

Dear Dr. Charlene Williams, Deputy Superintendent and Director of Public Instruction,

As the superintendent of Mapleton School District, I am officially requesting that the Oregon State Board of Education temporarily waive our Division 22 requirements: Substance Use Prevention and Intervention Plan (OAR 581-022-2045) and Human Sexuality Education (OAR 581-022-2050). This request is specific to the current 2024-2025 academic year.

During a change of leadership for the 22-23 school year, Mapleton SD initially reported non-compliance with these two standards, along with 10 others, for the 21-22 school year. We have moved towards compliance with nine others and are in the process of adopting instructional materials to be back on schedule with the state seven year cycle. In August 2023, we requested a one-year extension of the corrective action deadline to August 25, 2024. We did not meet this deadline due to both capacity (we are a small school working towards multiple priorities) and non-aligned timelines for material adoption. We have increased instructional focus in both areas, substance prevention and human sexuality education; however, we needed to align this work with health instructional materials adoption so that we were not repeating the work with the new adoption this coming year. Additionally, we felt it important to move both plans forward at the same time in order to highlight the connections between harm reduction approaches in both areas of prevention work.

Our staff is currently working with Lane ESD on state approved Health Instructional materials adoption. We are also excitedly awaiting new elementary instructional resources provided by the Oregon Department of Education in both areas, as the My Future, My Choice middle school curriculum has been an important resource for our program. We are kicking off formal committees for both plans in March, so that their work can align to our formal adoption process.

I assure the State Board of Education and ODE that the required standards will be in place for the onset of the 2025-26 school year. We are grateful for the communication and guidance provided by the ODE staff. Mapleton SD is committed to implementing both OAR 581-022-2045 and OAR 581-022-2050 with fidelity and through a transparent process with our community.

We thank you for your consideration of our waiver request.

Sincerely,

Sue Wilson  
Mapleton SD  
Superintendent

# Oregon State Board of Education

February 13, 2025

AGENDA ITEM: Oregon's NAEP 2024 Results

<p><b>SUBJECT:</b> Oregon's National Assessment of Educational Progress (NAEP) 2024 results</p> <p><b>STAFF NAME &amp; OFFICE:</b> Dan Farley and Beth LaDuca, Office of Research, Assessment, Data, Accountability and Reporting</p> <p>On January 29, 2025, the National Center for Education Statistics released the 2024 NAEP results for Oregon and the nation in mathematics and reading for grades 4 and 8. This report summarizes Oregon's results.</p>	<p><input type="checkbox"/> Informational Presentation</p> <p><input checked="" type="checkbox"/> Written Report</p>
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## BACKGROUND

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1. History:
  - a. The National Assessment of Educational Progress (NAEP) has conducted national assessments since 1969 in many content areas. Since 1990, NAEP has produced reports on student achievement at the state as well as the national level in mathematics and reading.
2. Purpose
  - a. NAEP is the only source of comparable achievement data from all 50 states.
  - b. NAEP has tracked trends in academic achievement for over 30 years.
  - c. NAEP administers surveys to students, teachers, and principals as well as administering assessments in mathematics and reading.
3. Does the board have any areas of discretion on this policy and/or update? No
4. Stakeholder voice/input (individual and collective i.e., groups)  
Approximately 7,200 Oregon students, their teachers, and principals in about 200 schools participated in NAEP 2024.

## SUMMARY OF PREVIOUS BOARD ACTION

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1. This report follows the December 2022 report to the Board on the NAEP 2022 results.

## POLICY ISSUE OR CONCERNS

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Oregon 4<sup>th</sup> graders had an average score below the national average on the NAEP mathematics assessment. Oregon's average score was also below the average for Washington. Scores at the 10<sup>th</sup>, 25<sup>th</sup>, and 50<sup>th</sup> percentiles for Oregon 4<sup>th</sup> graders declined from 2015 to 2024, while scores for students at the 75<sup>th</sup> and 90<sup>th</sup> percentile were statistically not different in 2015 and 2024. In other words, scores for lower-performing students are declining, while scores for higher-

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AGENDA ITEM: Oregon's NAEP 2024 Results

performing students are at the same level as in 2015. The percentage of students below the NAEP Basic achievement level increased from 21% in 2015 to 33% in 2024.

Oregon 8<sup>th</sup> graders had an average score below the national average on the NAEP mathematics assessment. Oregon's average score was also below the average for Washington. Scores at the 10<sup>th</sup>, 25<sup>th</sup>, 50<sup>th</sup>, and 75<sup>th</sup> percentiles for Oregon 8<sup>th</sup> graders declined from 2015 to 2024, while the score for students at the 90<sup>th</sup> percentile was statistically not different in 2015 and 2024. This means that scores for lower-performing and some higher-performing students are declining; only the score for the highest-performing 8<sup>th</sup> graders is at the same level as in 2015. The percentage of students below the NAEP Basic achievement level increased from 27% in 2015 to 45% in 2024.

Oregon 4<sup>th</sup> graders had an average score below the national average on the NAEP reading assessment. Oregon's average score was also below the average for Washington. Scores at the 10<sup>th</sup>, 25<sup>th</sup>, 50<sup>th</sup>, and 75<sup>th</sup> percentiles for Oregon 4<sup>th</sup> graders declined from 2015 to 2024, while the score for students at the 90<sup>th</sup> percentile was statistically not different in 2015 and 2024. This means that scores for lower-performing and some higher-performing students are declining, while only scores for the highest-performing 4<sup>th</sup> graders remain steady. The percentage of students below the NAEP Basic achievement level increased from 34% in 2015 to 48% in 2024.

Oregon 8<sup>th</sup> graders had an average score at the national average on the NAEP reading assessment. Oregon's average score was below the average for Washington. Scores at the 10<sup>th</sup>, 25<sup>th</sup>, 50<sup>th</sup>, 75<sup>th</sup> and 90<sup>th</sup> percentiles for Oregon 8<sup>th</sup> graders all declined from 2015 to 2024. While the score decline for higher-performing students occurred between 2019 and 2024, the score decline for lower-performing students pre-dates the pandemic. The percentage of students below the NAEP Basic achievement level increased from 21% in 2015 to 35% in 2024.

## EQUITY IMPACT ANALYSIS

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The NAEP 2024 results show continued high percentages of Oregon students performing below the NAEP Basic level at grades 4 and 8 in both reading and math. This is a serious equity concern, as students scoring below NAEP Basic are disproportionately students experiencing poverty, students from underserved races/ethnicities, students with disabilities, students eligible for English language development services, and students from households headed by adults without a college degree. Compared to high-performing students (those scoring at or above the NAEP Proficient level), a smaller percentage of students performing below NAEP Basic report having access to resources such as a computer and internet at home, while a larger percentage report a low level of confidence in their math and reading skills. Students performing below NAEP Basic may require extensive supports to achieve grade level expectations. Many teachers will not have seen such a large percentage of students in the Below NAEP Basic level in decades and some may never have seen this in their careers.

# Oregon State Board of Education

**February 13, 2025**

AGENDA ITEM: Oregon's NAEP 2024 Results

## **FISCAL ANALYSIS**

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Are there any fiscal impacts that the Board should consider as part of this update or report? Does the proposed rule change impact other stakeholders? No

## **ATTACHMENTS**

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Attachment 1: None.