THE OREGON STATE BOARD OF EDUCATION

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

AGENDA
Regular Meeting
Zoom
Thursday, January 15, 2026

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

Please note: all times are approximate.

1. **Call to Order**
   - A. **Roll Call**
   Time: 9:00 AM
   - B. **Board Member Reports**
   Time: 9:05 AM
   - C. **Break**
   Time: 10:05 AM
   - D. **Director's Report** **3**
   Time: 10:10 AM
2. **Public Comment**
Time: 10:30 AM
   - A. The State Board of Education will hold space for **virtual** public comment. Individuals must register to provide virtual comment. Written public comment received will be posted to BoardBook. 20
3. **Consent Agenda**
Time: 11:00 AM
   - A. Transportation Supplemental Plan: Reynolds School District 85
4. **Adoptions**
   - A. 2025 Physical Education: Instructional Materials Criteria 111
   Time: 11:05 AM
   Deirdre Banning, Suzanne Hidde, Vanessa Martinez, and Alexa Pearson, Office of Teaching, Learning, and Assessment
   - B. Charter Schools Renewal Request: Four Rivers Community School 136
   Time: 11:10 AM
   Christen Kelly and Kate Pattison, Office of Relations, Management, and Support, and Chelle Robins, Four Rivers Community School
5. **Informational Reports**
   - A. Shared Accountability (SB 141) Update: Overview 274
   Time: 11:30 AM

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

Lindsay Baker and Dr. Charlene Williams, Office of the Director

6. **Break for Lunch**

Time: 12:00 PM

7. **Adoptions (continued)**

A. Senate Bill 141 (2025) Implementation: Interim Assessments: OAR 581-003-0035 295

Time: 1:00 PM

Dr. Candice Castillo and Dr. Charlene Williams, Office of the Director

8. **First Readings**

A. House Bill 2453 (2025) Bill Implementation: District Equity Committees: OAR 581-022-2307 333

Time: 1:45 PM

Erin Lair, Rebekah Ogimachi, and Cassie Medina, Office of Education Innovation and Improvement

B. Submission of Coordinator Contact Information: OAR 581-021-0650 and OAR 581-021-0655 359

Time: 2:00 PM

Marinda Peters, Kate Hildebrandt, and Emily Nazarov, Office of Relations, Management, and Support

C. State School Fund and Statewide Education Initiatives Account Fund Calculation for Approved Recovery Schools: OAR 581-030-4100 379

Time: 2:15 PM

Kate Pattison, Brittany Kintigh, and Tenneal Wetherell, Office of Relations, Management, and Support and Mike Wiltfong, Office of Finance

D. Updating the Technical Assistance Program's (TAP) Preference Points for New and Existing Grants: OAR 581-027-0005 and OAR 581-027-0030 387

Time: 2:25 PM

Leanna Heiman and Michael Elliott, Office of Finance, and Tenneal Wetherell, Office of Relations, Management, and Support

E. Manuals for Administration of State Assessments: OAR 581-022-2100 428

Written Report Only

9. **Adjourn**

Time: 2:40 PM

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ODE Director’s Report

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January 15, 2026

Dr. Charlene Williams, ODE Director

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Celebrating Successes

4

Career and Technical Education

- More than 161,000 high school students participated in CTE in 2023-24, and over 45,000 became concentrators
- CTE concentrators had a 95%+ graduation rate and a regular attender rate of 68%, compared to 55.4% for non-CTE students.
- Oregon approved **34 new secondary CTE Programs of Study** in 2024-25, a 3.1% increase and the largest annual gain since 2019-20.
- Postsecondary CTE concentrators who identify as students of color increased **35% since 2019-20.**

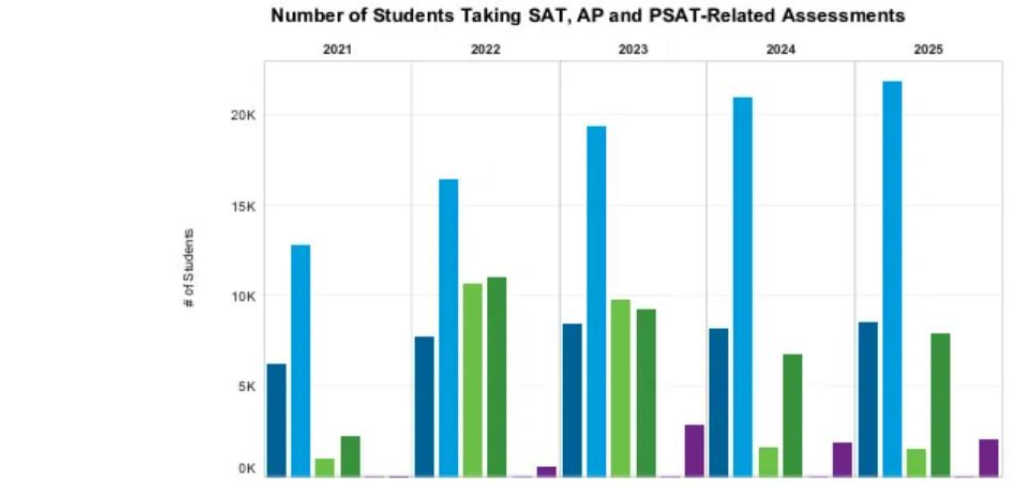
Advanced Placement

- Students participating in **AP courses** has increased by 70% since 2021, including:
  - 4% increase between 2024 and 2025.
  - 16.2% increase among Black/African American students & a 4.1% increase among Hispanic/Latinx students.
- Students taking **AP exams** increased by 12% since 2019.
- In 2025, 71.9% of Oregon AP exams received a qualifying score of 3, 4, or 5
  - 17.9% increase over 2024.
  - Higher than the national average of approximately 70%.

KTVZ 21

Education FOLLOW 3 Followers

Oregon students are showing increased college readiness through Advanced Placement courses, success



	2021	2022	2023	2024	2025
SAT Graduating Seniors	6,271	7,781	8,546	8,255	8,588
AP All Students	12,838	16,437	19,395	20,936	21,862
PSAT NMSQT/PSAT 10 - 10th Grade	1,090	10,726	9,878	1,689	1,593
PSAT NMSQT/PSAT 10 - 11th Grade	2,245	11,077	9,254	6,809	8,009
PSAT 8/9 - 8th Grade	57	64	75	61	63
PSAT 8/9 - 9th Grade	49	591	2,898	1,945	2,035

“Off and Away All Day” – West Linn-Wilsonville School District Cell Phone Policy

Wilsonville High School Visit – January 9, 2026

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Shared Accountability Updates

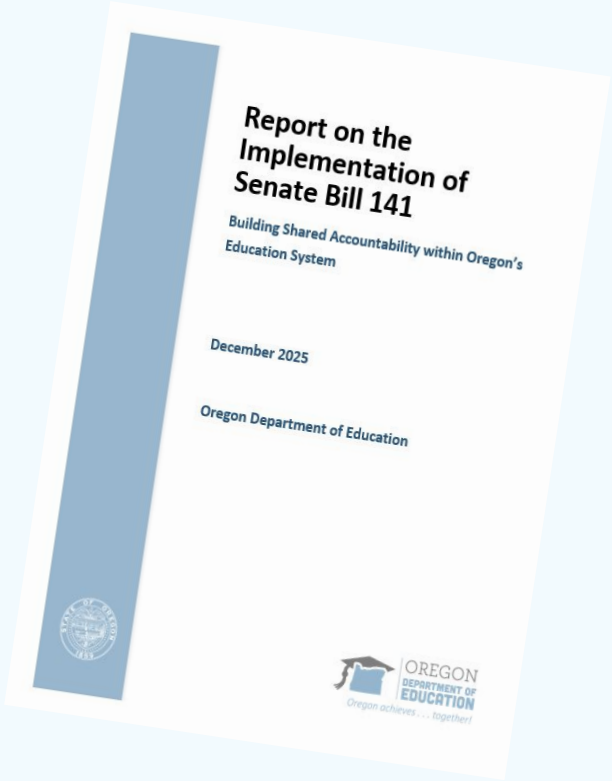
Three Key Areas Driving Change

1. **Reduce Bureaucracy to Improve Student Outcomes:** unified application to streamline process for programs, funding, and services.

2. **Expand and Strengthen Continuum of District Supports**: dynamic, differentiated support for districts.[9]

3. **Improve Public Transparency**: improved access to and clarity of information for districts, families, policy makers, and the public.

Implementing Senate Bill 141



- Fall - Winter 2025: Orient, organize, operationalize
- Winter 2025 - Summer 2026: Develop and adopt rules for statewide and district performance

10

- Spring 2026: Launching Unified Application (reducing administrative burden)
- **Informational Presentation later today…**

Modernizing the Chart of Accounts and the Public Accounting Administration Manual

Where We Are Now

- Ongoing public engagement and partner feedback sessions
- Entering second public comment period
- Preparing to return to the Board for rule adoption in March and April
- Transitioning from system design to implementation planning

Where We Are Headed

- Develop clear implementation guidance for districts and vendors
- Build a statewide training and technical assistance plan
- Launch a phased rollout with readiness supports for education agencies
- Partner with vendors to align systems and timelines
- Monitor early implementation and refine based on feedback

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ODE 2026-28 Strategic Plan

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We recently completed a Strategic Planning and Alignment Project

- **Not traditional** strategic planning
- Instead, **aligning and prioritizing** existing plans, strategies, and frameworks
- Aligned under **Three Pillars** and **Priorities for Student Success**
- Focused on **tangible, concrete, measurable** outcomes
- Developed by agency **steering committee** and agency **workgroup**
- Ultimately, we'll have a 2026-28 **Strategic Plan** and an **Implementation and Monitoring Plan**

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

VISION Every student will have access to and benefit from a world-class, well-rounded, and equitable educational system.

ODE uses policy, guidance, and professional development to direct and support education partners in their work:

ACADEMIC EXCELLENCE

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

Priority outcomes

- Increased English language arts scores
- Increased math scores
- Decreased opportunity gaps for focal student groups
- Increased graduation
- Increased postsecondary readiness

BELONGING AND WELLNESS

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

Priority outcomes

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

SHARED ACCOUNTABILITY

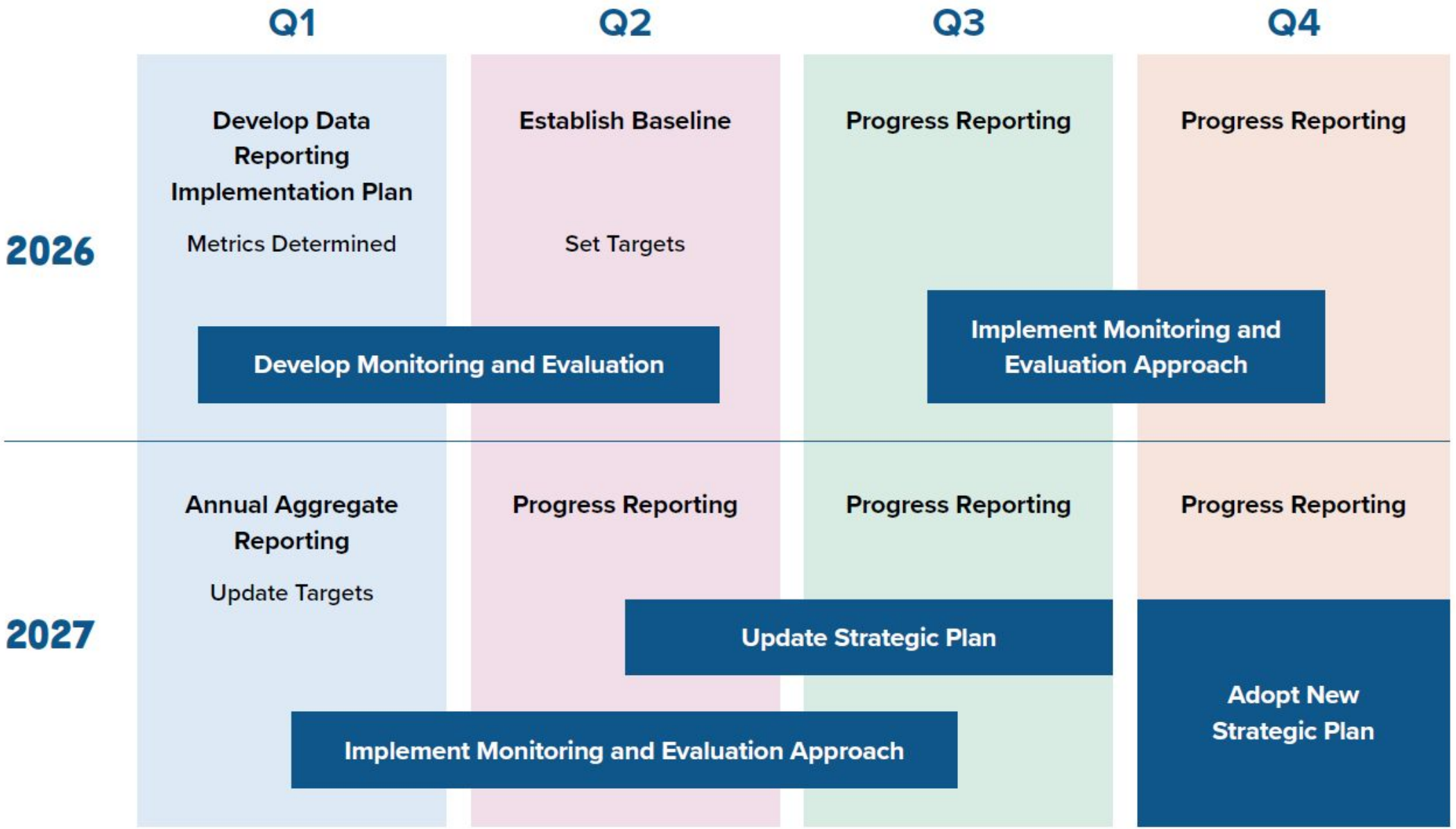
Engage and direct education partners in an integrated and transparent system of data, measures, and supports that drives continuous improvement within ODE and across districts and schools.

Priority outcomes

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

Education equity ensures fair policies, practices, and resource allocation to support historically and currently marginalized students and families, including civil rights-protected groups.

VALUES Equity | Excellence | Accountability | Integrity


Q1
Q2
Q3
Q4
2026
Develop Data Reporting Implementation Plan
Metrics Determined
Establish Baseline
Set Targets
Progress Reporting
Progress Reporting
Develop Monitoring and Evaluation
Implement Monitoring and Evaluation Approach
2027
Annual Aggregate Reporting
Update Targets
Progress Reporting
Progress Reporting
Progress Reporting
Update Strategic Plan
Implement Monitoring and Evaluation Approach
Adopt New Strategic Plan

Next Steps

- Develop Implementation and Monitoring Plan
- Establish targets and metrics
- Develop quarterly reporting tool and cadence of board updates

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Legislative Updates

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2026 Legislative Session Preview

- The 2026 Legislative Short Session starts **February 2nd and runs through March 8th**
- On average, **the agency analyzes over 150 bills in a short session**
- ODE has one **small technical fix** for the Interstate Military Compact that will be included in a House Education committee bill
- **ODE staff will provide a summary of legislation to the Board after session ends**

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Thank You!

19

From: Counts, Dusty
To: StateBoard Public Email
Cc: Susan Warner; carter.michael@lakeview.k12.or.us
Subject: Public Comment -- SB 141 -- Interim Assessments/ Waiver Option
Date: Tuesday, January 6, 2026 12:56:54 PM

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

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

Dear Members of the State Board,

Strong accountability and high-quality assessment tools are essential. easyCBM already meets the requirements outlined in SB 141, including demonstrated reliability, predictive validity, alignment with MTSS frameworks, and a solid research base.

Longitudinal data from easyCBM supports timely intervention and ongoing instructional improvement. Moving to a different system would be costly and disruptive for districts, without evidence of improved student outcomes.

Including a waiver option in SB 141 would allow districts to maintain effective, well-established systems while still meeting statewide expectations. I urge you to include a district waiver provision for current easyCBM users.

Thank you for your consideration,

Dustin Counts
Administrator – Fremont/AD Hay/Union Elementary Schools
Lake County School District #7
Lakeview, Oregon

UNIVERSITY OF OREGON

Date: December 15, 2025

To: Oregon State Board of Education c/o Board Administrator
Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310

Subject: Request for Agenda Item – January 2026 State Board of Education Meeting

Dear Chair Scurlock and Members of the Oregon State Board of Education, we respectfully request placement of an agenda item for the January 2026 meeting of the Oregon State Board of Education.

Proposed Topic: Informational Briefing on a District Waiver Pathway for Interim Assessment Requirements Using Existing Multi-Tiered System of Supports (MTSS) Assessment Systems

Purpose of the Presentation: This presentation proposes criteria for a district waiver pathway that would allow Oregon school districts to meet the interim assessment requirements of House Bill 141 through the continued use of existing Multi-Tiered System of Supports (MTSS) assessment systems. We focus on criteria that need to be provided in support of their waiver and present both justification for this proposal and potential implications.

Requested Action or Outcome: This request is for an informational briefing and discussion only; no formal Board action is requested. However, this information is important to consider in making any decisions related to accountability, equity, and instruction.

Requested Time: 10 minutes for presentation, with time for Board questions if available.

Presenters: Three individuals are proposed for articulating the key elements of this presentation.

- Dr. Gerald Tindal, Emeritus Professor and Director of Behavioral Research and Teaching (BRT), University of Oregon College of Education
- Dr. Brock Rowley, Co-Director of Behavioral Research and Teaching (BRT), University of Oregon College of Education
- Dr. Brian Megert, Director of Special Services, Springfield Public Schools

HB 141 (Interim Assessments) requires the Oregon Department of Education to implement a statewide, technically sound assessment system using valid, reliable, criterion-referenced measures aligned to academic standards. Districts must choose from four approved interim assessments, without changing accountability, reporting, or performance requirements under state or federal law.

BEHAVIORAL RESEARCH AND TEACHING
5262 University of Oregon, Eugene OR 97403-5262
(541) 346-3535 **brtprojects.org**

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Our specific proposal would allow school districts to waive the requirement for selection from only the four approved assessments and rather, use vendors with whom they currently contract for assessments associated with their Multi-Tiered Support System (MTSS). This proposal **does not seek a waiver from accountability or reporting requirements**, but rather flexibility in the selection of assessment tools used to meet HB 141 requirements, provided those tools meet defined technical and implementation criteria. Adopting already approved MTSS assessments is an important strategy for enhancing *coherence* and *continuity of student achievement data*, a systems-alignment issue. For example, ODE recently published *HB 4124 Legislative Report, District Assessment Inventory* (May 2024), identifying time spent on assessments across Oregon School Districts and highlighting current assessments' utility for decision-making (measure student progress, diagnose skills, and plan lessons).

The MTSS assessments are all criterion-referenced assessments that include performance-based assessments and content-based assessments. They are used to benchmark systems change three times per year (fall, winter, spring) and most importantly use these benchmarks to screen for students at risk of learning problems in reading and mathematics so that teachers can progress monitor them in evaluating instructional effectiveness. MTSS assessment systems must meet technical adequacy criteria comparable to those reviewed by the Oregon Department of Education, including evidence of reliability, validity, and fairness. MTSS assessments must have a presence on the National Center on Intensive Interventions (NCII) Academic Screening Tools Charts or comparable peer-reviewed evidence: https://charts.intensiveintervention.org/ascreening?_gl=1*1dqncfy*_ga*MTM3NjA0MzcyNC4xNzU5MTg5OTA1*_ga_8HTR3VBRFZ*czE3NjU2NDQ0MDIkbzYkZzAkdDE3NjU2NDQ0MDIkajYwJGwwJGgw

The MTSS assessment can fulfill the requirements of the four approved interim assessments as they measure progress toward mastery of the knowledge and skills of students' current grade level or course content level, determine their level of mastery, track and provide reports on the progress of student based on the information provided, and provide predictions of anticipated students' progress. This waiver is only for selecting *which* assessment is used to meet HB 141 requirements (**not a waiver from accountability itself**).

This policy change also has the advantage of achieving more coherence in the assessment landscape for Oregon School Districts and integrating the results with another component of the Bill: Performance Growth Metrics by using legacy data systems. Consequently, school personnel can maintain vigilance in monitoring the very subgroups highlighted in the Performance Growth Metrics legislation (as quoted):

(a) Economically disadvantaged students, as determined based on rules adopted by the State Board of Education
(b) Students from racial or ethnic groups that have historically experienced academic disparities, as determined under rules adopted by the State Board of Education
(c) Students with disabilities
(d) Students who are English language learners
(e) Students who are foster children, as defined in ORS 30.297
(f) Students who are homeless, as determined under rules adopted by the State Board of Education
(g) Any other student groups that have historically experienced academic disparities, as determined by the State Board of Education by rule.

Two Important disclosures:

- Dr. Tindal is a member of the Oregon Department of Education Technical Advisory Committee (TAC). He was part of the discussion on interim assessments and served as a reviewer of three submitted assessments. Under the leadership of Dr. Dan Farley, he has been supporting more coherence to the assessments required by federal, state, and district systems in Oregon.
- Dr. Tindal is an author of easyCBM, an MTSS assessment copyrighted to the University of Oregon and commercially distributed by Riverside Insights. Note that he did not recommend submission of easyCBM as an interim assessment, as he believed it a conflict of interest from having (a) non-public review context to the review criteria and (b) relations with others on the TAC review panel and personnel in ODE. Also note that this proposal is to use any currently contracted MTSS system (Dibels, Acadience, FastBridge, AimsWeb, etc.).

Thank you for your consideration. Should you be interested in further or different information, please contact us.

Respectfully submitted,

Gerald Tindal, PhD
Emeritus Professor – UO
Director – Behavioral Research and Teaching (BRT)
geraldt@uoregon.edu

cc:

Dr. Brock Rowley
Research Associate II – UO
Co- Director – BRT
brockr@uoregon.edu

Dr. Brian Megert
Special Education Director – UO
Springfield Public Schools
brian.megert@springfield.k12.or.us

Subject: Public Comment – SB 141 – Interim Assessments / Waiver Option

Dear Members of the State Board,

Implementation matters. easyCBM is reliable, predictive, MTSS-aligned, and research-supported—meeting SB 141's quality intent.

Our Charter School has utilized the easyCBM interim assessments for the past 8 years and our longitudinal data enables targeted interventions and efficient resource use. In the event that a switch would be required, then we would be forced to retrain staff, rebuild infrastructure, and jeopardize historical datasets without improving outcomes.

A waiver option keeps accountability intact while protecting effective district systems. Please include district waivers for easyCBM in SB 141.

Thank you,

Shelley Lake
Director
The Lighthouse School, Coos Bay OR

From: Janel Sorenson
To: StateBoard Public Email
Subject: Subject: Public Comment – SB 141 – Interim Assessments / Waiver Option
Date: Monday, December 29, 2025 4:07:58 PM

You don't often get email from janel.sorenson@sutherlin.k12.or.us. Learn why this is important

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Subject: Public Comment – SB 141 – Interim Assessments / Waiver Option

Dear Oregon State Board of Education,

We respectfully propose adding language to SB 141 that authorizes the Department to grant waivers to districts that demonstrate their existing assessment system meets or exceeds state technical and reporting requirements.

Our district has used easyCBM since 2007, providing nearly two decades of stable longitudinal data that allows us to monitor trends, evaluate the impact of instructional changes, and make evidence-based decisions to improve student outcomes. The assessment is affordable for districts of our size at $2.90 per child, our educators are trained and experienced in its administration and interpretation, and our families and community partners understand the information it provides about student growth. Maintaining continuity in assessment strengthens transparency, supports instructional coherence, and allows us to align interventions to student needs in real time.

Requiring a statewide transition to a new platform solely for the purpose of uniformity would create unnecessary financial and operational hardship, disrupt ongoing instructional work, and eliminate access to meaningful historic comparison data. A waiver option upholds statewide expectations while allowing districts with proven systems to maintain continuity and avoid a one-size-fits-all approach that may diminish the quality of locally responsive decision-making.

Thank you for considering this amendment and for your continued commitment to equitable, student-centered policy.

Sincerely,
Terry Prestianni
Superintendent, Sutherlin School District

Janel Sorenson
Sutherlin School District
Director of School Improvement

541-378-7781
541-459-2668 ex 3603

From: [redacted]
To: StateBoard Public Email
Subject: Hi Im Christina nicole Bruton
Date: Tuesday, December 16, 2025 1:02:51 PM

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1) $500 fine for the parents.

#2) Kids Anti bullying classes and learning about people with disabilities.

#3) in school Community service for the child.

#4) a teacher or school adult knowing that bullying or other going on and just turned the other way should get work leave for a wk without pay.

so in reality we are teaching our parents there's consequences teaching our students their consequences teaching our staff there are consequences holding accountability to those of those actions

Change needs to start at schools.

I have tons of ideals.

From:	Brian Megert
To:	StateBoard Public Email
Subject:	Public Comment -- (Agenda Item 7) Senate Bill 141 (2025) Implementation: Interim Assessments: OAR 581-003-0035
Date:	Friday, January 9, 2026 10:13:17 AM

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SB 141 Waiver Option

Subject Line: Public Comment -- Senate Bill 141 (2025) Implementation: Interim Assessments: OAR 581-003-0035 -- Waiver Option

To: StateBoard.PublicEmail@ode.oregon.gov

Date: January 9, 2026

Dear Members of the Oregon State Board of Education,

We commend the Board for its dedication to enhancing assessment practices through SB 141 and fully support the shared objective of advancing student achievement across the state.

The current version of SB 141, however, lacks a provision allowing waivers for districts that have already adopted research-validated assessment tools—such as easyCBM—that fulfill the legislation's intent and are firmly integrated into Oregon's multi-tiered systems of support (MTSS) and response to intervention (RTI) structures.

Our district respectfully urges the Board to incorporate a waiver mechanism for districts employing these established systems. Such a provision would:

- Uphold local autonomy while building on proven, evidence-based practices already in place
- Protect valuable longitudinal student growth data essential for making informed intervention decisions and supporting professional learning community (PLC) processes
- Avoid unnecessary instructional and budgetary disruptions that would result from mandating a shift to a different assessment tool
- Ensure greater continuity and stability for both educators and students

We are confident that adding this waiver pathway would advance the underlying aims of SB 141 without requiring districts to abandon effective, battle-tested resources that are already driving meaningful student progress.

Thank you for your thoughtful consideration of this request and for your ongoing commitment to the education of Oregon's students.

Todd Hamilton
Superintendent
Springfield Public Schools

--- and ----

Brian Megert, D.Ed.
Special Programs Director
Springfield Public Schools

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Thank you.
Springfield Public Schools

Reynolds School District
1204 NE 201st Ave
Fairview, OR 97024
(503) 661.7200 | reynolds.k12.or.us

01/09/2026

To: Oregon State Board of Education
Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310

RE: Interim Assessments

Dear Chair Scurlock and Members of the State Board of Education

The Reynolds School District respectfully submits the following statement of concerns regarding the selection of the four proposed interim assessments for K–5 English Language Arts (ELA). Accordingly, the district formally requests a waiver authorizing the continued use of Acadience Reading in satisfaction of the legal requirements outlined in SB 141.

Reynolds School District utilizes Acadience Reading for grades K–5 three times per year as an interim assessment to measure student literacy achievement and growth, as well as to meet Division 22 requirements related to universal screening for risk factors of dyslexia.

Reynolds School District emphasizes literacy instruction grounded in empirical research on how students acquire foundational literacy skills, including phonological awareness, phonics, fluency, vocabulary, and comprehension. In alignment with this research, the Reynolds School District has invested substantial resources to provide professional development for all elementary educators and administrators through Language Essentials for Teachers of Reading and Spelling (LETRS). LETRS equips educators with a deep understanding of the cognitive and linguistic processes underlying reading, enabling them to deliver systematic, evidence-based instruction across grades K–5. Complementing this instructional foundation, the district utilizes Acadience Reading, an assessment system which measures the critical component skills predictive of reading proficiency. By integrating LETRS-informed instruction with ongoing Acadience-based assessment, the district has established a cohesive, districtwide literacy system in which instruction, progress monitoring, and early intervention are aligned. The data from Acadience is shared with the Reynolds School Board three times per year, and is used to inform instructional decision-making, professional learning, and goal setting, thereby supporting consistent, research-based literacy practices across all elementary classrooms and facilitating early identification of students at risk for reading difficulties.

Because Acadience Reading was not among the four assessments selected through the Oregon Department of Education's procurement process, Reynolds School District would be required to undertake several substantial and resource-intensive actions. These include: (a) transitioning to a new K–5 early literacy assessment system; (b) conducting crosswalk and concordance psychometric analyses to establish new Board adopted literacy goals; (c) providing districtwide professional development on the new assessment in accordance with the Reynolds Education Association collective bargaining agreement; and (d) negotiating a new procurement contract with the selected vendor, (e) as well as amending existing Early Literacy Grant–related executed contracts. Moreover, all required components would need to be fully established and operational in advance of the Fall 2026 administration of the newly selected assessment.

The Reynolds School District is currently operating under significant fiscal constraints that further complicate implementation of the proposed interim assessment requirements. For the 2026–2027 school year, the district is planning budget reductions totaling approximately $12 million. In addition, during the 2025–2026 school year, the district implemented six unpaid furlough days for employees as part of broader cost-containment measures. Within this fiscal context, adoption of a new interim assessment would require additional, unbudgeted expenditures, including assessment licensing costs, district-wide professional development, and associated implementation supports. As these costs are not accompanied by additional state funding, the requirement functions as an unfunded mandate. The district will be compelled to reallocate resources from other critical budget areas, resulting in further impacts on instructional services.

Given Acadience Reading's demonstrated alignment with state requirements, the Science of Reading, and the success our students are seeing, Reynolds School District respectfully requests consideration of a waiver to continue use of Acadience Reading to ensure continuity, fiscal responsibility, and instructional coherence.

Sincerely,

Frank Caropelo
Superintendent

From: Kylee Harrison
To: StateBoard Public Email
Subject: Public Comment for Item 7A: Interim Assessment
Date: Monday, January 12, 2026 12:10:41 PM

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Dear Members of the Oregon State Board of Education,

This comment regarding interim assessments is submitted on behalf of the Southern Oregon Education Service District and its component districts in Jackson, Josephine, and Klamath Counties. While we support the need for clear and measurable statewide student success data, the recommendation under agenda item 7A does not adequately account for districts currently implementing non-selected, research-based interim assessments. In our region, 7 of our 13 districts would be required to adopt a new ELA interim assessment, math interim assessment, or both. Mandating a change in interim assessments would have several significant impacts. Districts would lose access to longitudinal data, limiting their ability to compare year-to-year student growth and effectively monitor cohort progress and instructional effectiveness. Educators would also face substantial demands on professional development and preparation time as they learn new platforms, align assessments to existing curricula, and interpret results for instructional and family engagement purposes—further compounding fatigue from ongoing statewide curriculum adoptions. Additionally, districts would incur new financial burdens, including potential early termination fees or overlapping vendor contracts, at a time of declining enrollment, constrained budgets, and increasing student needs.

Establishing a waiver process for districts that can demonstrate consistent and effective implementation of research-backed interim assessments would preserve longitudinal data, support responsible use of educator time and fiscal resources, and still uphold the intent of SB 141 to ensure district accountability statewide.

Thank you for your time and continued support of Oregon's students and educators.

Sincerely,

Kylee Harrison
Assistant Superintendent
Southern Oregon Education Service District

14445 NW Charlton Rd, Portland OR 97231
503-621-3426

Date: January 12, 2026

To: Oregon State Board of Education

From: Darla Meeuwsen, Executive Director, Sauvie Island School (Public Charter)

Subject: Public Comment on SB 141 Accountability Docket Item 7A:

- Proposed State List of Interim Assessments

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

Our public charter school core mission is to systematically and intentionally integrate the concepts of Place-Based Education, Project-Based Learning, and Thematic Instruction into a quality standards-based core curriculum so that students are engaged in their learning and connected to their community. We serve 210 students in grades K-8 across Multnomah, Washington, and Columbia Counties (approximately a span of 50 miles).

We submit this letter to provide public comment on the proposed state list of interim assessments. We also want to reinforce our support for the public comment submitted by K-12 association partners as well.

We value interim assessments because they help us measure students' knowledge, skills, and academic growth throughout the school year. The assessment data provide timely and actionable information for our team and staff, so that we can make adjustments to instruction, professional learning, and services to better support students.

As you consider the proposed state list of interim assessments, we wanted to share our implementation considerations and concerns before you take your final vote.

Agenda Item 7A. Proposed State List of Four Interim Assessments

The State Board of Education Board Docket posted on January 8, 2026 outlines the proposed list of four interim assessments on page 8.

1. Curriculum Associates (iReady)
2. Cambium Assessment, Inc. (Smarter Balanced Assessment Consortium Interims)
3. Renaissance (STAR Reading & Mathematics)
4. Houghton Mifflin Harcourt (MAP Growth)

14445 NW Charlton Rd, Portland OR 97231
503-621-3426

We do not currently utilize any of the interim assessments on the proposed list, which would mean that our public charter school funded at 80% of the State School Funds would need to adopt, purchase, and implement two new interim assessments – one for language arts, and one for math by this fall.

As a result of this proposed interim assessment list, we will have to navigate how to adopt, purchase, and implement **two new interim tests** without state funding or plan of support starting this fall.

Here are examples of some of the implementation considerations we currently face:

- Startup costs for pivoting to new interim assessments from the state list (ex: request for proposals, evaluation, adoption, and purchase) and lack of state funding and support
- Integration with current systems at the local level (ex. rostering data in Student Information Systems; aligning new tests with instructional models and professional learning)
- Time and support to train and provide professional learning for staff at the school and district level in rolling out and transitioning to new interim assessments in a short timeframe
- Develop a new MTSS dashboard that can integrate the new interim assessments, and progress monitoring, in conjunction with our existing.

We recognize the weight of your role and responsibilities you carry as members of the State Board, and are grateful for your service.

We need your help in working to ensure that districts and public charter schools have the support and resources necessary to adopt, purchase, and implement new interim tests.

Please do not hesitate to contact us with any requests for additional information and follow up questions. Thank you again for taking our implementation concerns into consideration.

Darla Meeuwsen
Executive Director
Sauvie Island School
503-621-3426
dmeeuwsen@sauvieislandschool.org

14445 NW Charlton Rd, Portland OR 97231
503-621-3426

BEND LA PINE SCHOOLS

OFFICE OF THE SUPERINTENDENT
Education Center
520 N.W. Wall Street
Bend, Oregon 97703-2699

Date: January 14, 2026

To: Oregon State Board of Education

From: Lisa Birk, Deputy Superintendent, Bend-La Pine Schools

Subject: Public Comment on SB 141 Accountability Docket Item 7A:
- Proposed State List of Interim Assessments

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

Our school district's core mission is to Educate Thriving Students. We focus on supporting students to experience a strong academic core, develop a passion, purpose, and plan for their future, and to experience wellness, inclusion, and belonging within our schools. In Bend-La Pine, we serve approximately 16,500 students in Deschutes County and our district spans approximately 1600 miles.

We submit this letter to provide public comment on the proposed state list of interim assessments. We also want to reinforce our support for the public comment submitted by K-12 association partners as well.

We value interim assessments because they help us measure students' knowledge, skills, and academic growth throughout the school year. The assessment data provide timely and actionable information for our team and staff, so that we can make adjustments to instruction, professional learning, and services to better support students.

As you consider the proposed state list of interim assessments, we wanted to share our implementation considerations and concerns before you take your final vote.

Agenda Item 7A. Proposed State List of Four Interim Assessments

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1. Curriculum Associates (iReady)
2. Cambium Assessment, Inc. (Smarter Balanced Assessment Consortium Interims)
3. Renaissance (STAR Reading & Mathematics)
4. Houghton Mifflin Harcourt (MAP Growth)

We do not currently utilize any of the interim assessments on the proposed list, which would mean

BEND LA PINE SCHOOLS

OFFICE OF THE SUPERINTENDENT
Education Center
520 N.W. Wall Street
Bend, Oregon 97703-2699

that our district/public charter school would need to adopt, purchase, and implement two new interim assessments – one for language arts, and one for math by this fall.

As a result of this proposed interim assessment list, we will have to navigate how to adopt, purchase, and implement two new interim assessments without state funding or plan of support starting this fall.

Here are examples of some of the implementation considerations we currently face:

- Startup costs for pivoting to new interim assessments from the state list (ex: ending current contracts, request for proposals, evaluation, adoption, and purchase) and lack of state funding and support
- Integration with current systems at the local level (ex. rostering data in Student Information Systems; aligning new tests with instructional models and professional learning)
- Time and support to train and provide professional learning for staff at the school and district level in rolling out and transitioning to new interim assessments in a short timeframe

We recognize the weight of your role and responsibilities you carry as members of the State Board, and are grateful for your service.

We need your help in working to ensure that districts and public charter schools have the support and resources necessary to adopt, purchase, and implement new interim tests.

Please do not hesitate to contact us with any requests for additional information and follow up questions. Thank you again for taking our implementation concerns into consideration.

DUFUR SCHOOL DISTRICT #29

802 NE 5th St. | Dufur, OR 97021
Phone: 541-298-5141 | Fax: 541-705-3129
Superintendent Kristin Whitley
Principal Tess Welk

Date: January 14, 2026

To: Oregon State Board of Education

From: Kristin Whitley, Superintendent, Dufur School District 29

Subject: Public Comment on SB 141 Accountability Docket Item 7A:
- Proposed State List of Interim Assessments

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

Dufur School District 29's core mission is, "In partnership, we are dedicated to educational excellence and lifelong learning, emphasizing communication, trust, and respect. We serve 360 students in Wasco County.

We submit this letter to provide public comment on the proposed state list of interim assessments. We also want to reinforce our support for the public comment submitted by K-12 association partners as well.

We value interim assessments because they help us measure students' knowledge, skills, and academic growth throughout the school year. The assessment data provide timely and actionable information for our team and staff, so that we can make adjustments to instruction, professional learning, and services to better support students.

As you consider the proposed state list of interim assessments, we wanted to share our implementation considerations and concerns before you take your final vote.

Agenda Item 7A. Proposed State List of Four Interim Assessments

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1. Curriculum Associates (iReady)
2. Cambium Assessment, Inc. (Smarter Balanced Assessment Consortium Interims)
3. Renaissance (STAR Reading & Mathematics)
4. Houghton Mifflin Harcourt (MAP Growth)

Our district currently uses Smarter Balanced interim assessments, which are only offered in grades 3 through 8. That means we would need to adopt, purchase, and implement new K-2 interim assessments in language arts and math. On top of this, we use DIBELS 8 to do interim

reading assessments in reading for grades K-5, possibly meaning the abandonment of DIBELS and re-training of staff on a different interim assessment program.

As a result of this proposed interim assessment list, we will have to navigate how to adopt, purchase, and implement two new interim tests without state funding or plan of support starting this fall.

Here are examples of some of the implementation considerations we currently face:

- Startup costs for pivoting to new interim assessments from the state list (ex: ending current contracts, request for proposals, evaluation, adoption, and purchase) and lack of state funding and support
- Integration with current systems at the local level (ex. rostering data in Student Information Systems; aligning new tests with instructional models and professional learning)
- Time and support to train and provide professional learning for staff at the school and district level in rolling out and transitioning to new interim assessments in a short timeframe

We recognize the weight of your role and responsibilities you carry as members of the State Board, and are grateful for your service.

We need your help in working to ensure that districts and public charter schools have the support and resources necessary to adopt, purchase, and implement new interim tests.

Please do not hesitate to contact us with any requests for additional information and follow up questions. Thank you again for taking our implementation concerns into consideration.

Sincerely,

Kristin Whitley
Superintendent
Dufur School District
kwhitley@dufur.k12.or.us
(541)298-5141

TO: Oregon State Board of Education
DATE: 13 January 2026
RE: Public Comment on Proposed Similar-District Accountability Methodology
FROM: Jonathan McIlroy, Salem-Keizer Public Schools

Dear Chair Scurlock, Vice-Chairs Montgomery and Richardson, and Members of the Board:

We Have Shared Values

The intent behind the proposed accountability framework is aligned with widely shared values. The state is seeking an approach that recognizes real differences in district context, avoids one-size-fits-all expectations, and holds districts accountable in a manner that is both fair and ambitious. The goal of comparing districts to others facing similar conditions is reasonable and, in principle, necessary.

We fully support an accountability system that centers on our students and creates performance goals that are rigorous, attainable, and equitable as well as the progress ODE and this board have made towards this vision.

The concern raised here is not with that intent, but with whether the specific methodology being proposed can realistically deliver on it.

But the Approach to Similar Districts is Fundamentally Flawed

We have raised this concern with ODE staff and leadership, as well as formally requested a change in clustering in collaboration with other similarly affected districts that was denied. We are now writing to you to raise a concern with the methodology for identifying similar districts that will form the foundation of state and district accountability targets.

The proposed approach uses a *clustering process* to group districts into sets that are considered "similar" and then uses those groups to set performance targets.

While these groupings may look reasonable at first glance, they have not been tested to show that they actually explain differences in student outcomes.

As a result, the system creates complex groupings without clearly showing why some districts are doing better than others.

Why Groups That "Seem Right" Can Still Miss the Mark

An analogy may be helpful. Suppose fruit are grouped to determine what makes a great pie. Grouping peaches, plums, and apricots together because they have pits seems sensible—and indeed, those fruits do make excellent pies. However, that same criterion would also require grouping avocados, olives, and mangoes. They, too, have pits, yet they do not meaningfully contribute to the outcome of interest.

The issue is not that the criterion is illogical. It is that the criterion does not reliably predict the outcome being measured.

In an accountability system, similarity only matters if it actually relates to the outcome being measured. Criteria that sound reasonable but do not clearly explain performance ultimately weaken, rather than strengthen, accountability.

Flaw 1: Poverty Is Central, but the System Is Working Against It

Poverty is appropriately central to any serious accountability framework. The metric used in the proposed system that uses counts of students in poverty is more representative of student needs than alternatives that merely estimate poverty, and that represents progress.

However, the stated purpose of the accountability system is to ensure districts are using their resources effectively to improve outcomes, while those same resources are allocated through a formula that undercounts–and therefore underfunds–the very students we are accountable for. This funding formula makes Oregon the fourth most regressively funded state in the country. (See Figure 1)

Performance and accountability are being measured using one definition of poverty, while funding is being provided using another. This misalignment does not create fairness; it creates a built-in contradiction that undermines the framework.

Flaw 2: Equity Measures Blur Important Differences

Some equity-oriented measures unintentionally flatten real disparities. Grouping students as “historically academically disadvantaged” treats all non-white students as equivalent for clustering purposes, despite persistent and well-documented differences in statewide outcomes. (See Figure 2)

While equity was clearly a motivating value in selecting these measures, equity requires consideration of the different supports each group needs for success--and differentiation among groups with different needs and outcomes. When measures obscure meaningful variation, they cease to advance equity and instead reduce clarity.

Equity depends on accurately recognizing different needs, not smoothing them away through broad groupings.

Flaw 3: Some Variables Add Confusion Instead of Clarity

Some variables included in the model do not meaningfully help explain differences in student outcomes.

For example, the distance to a post-secondary institution metric has a near-zero correlation to any outcomes. In fact, the district number (such as "24" in Salem-Keizer 24J) is more strongly correlated with more district performance outcomes than the distance metric. This near-zero correlation creates clusters that are arbitrary and misleading. (See Figure 3)

For an accountability system, every variable should clearly help explain why outcomes differ across districts and enable districts to meaningfully understand their progress and adapt their strategies. When variables do not do that, they weaken the system rather than strengthen it.

What This Means Once the System Is Used for Accountability

These issues would matter far less if the system were only being used for description or analysis. However, the proposed framework is intended to set performance targets under a high-stakes accountability system. In that context, the consequences are predictable.

The highest-performing districts within each cluster will be determined largely—and in some cases almost entirely—by poverty. The system's outcomes five years from now can be anticipated today, not because of instructional strategy or improvement, but because the grouping and clustering logic effectively predetermines them.

When an accountability system can forecast its highest performers in advance, it ceases to drive improvement and instead formalizes existing disparities.

Strengthening Accountability Instead of Undermining It

No one wants poverty to remain the strongest predictor of success under an accountability system. However, if the goal is to hold districts to targets that are both rigorous and attainable, the factors that materially shape outcomes must be acknowledged—and districts must be resourced in a manner consistent with those expectations.

Absent that alignment, accountability becomes punitive and predictable, rather than driving improvements.

This comment is not a call to abandon accountability, nor to abandon the use of similar-district comparisons. It is a call to better align methods with mission:

1. **Validate grouping criteria against outcomes**

2. **Ensure funding and accountability logic reinforce rather than contradict one another**
3. **Remove variables that add complexity without insight**

The state is attempting to take a meaningful step forward. **That step should be supported by a system that is aligned with Oregon's values and drives improvement.** Accountability is most effective when it is equitable, attainable, and grounded in evidence.

Sincerely,

Jonathan McIlroy
Executive Director, Strategy & Analytics
Salem-Keizer Public Schools
mcilroy_jonathan@salkeiz.k12.or.us

<See below for figures>

Figure 1: Regressivity of Oregon's School Funding

Source: Education Law Center, Making the Grade 2025

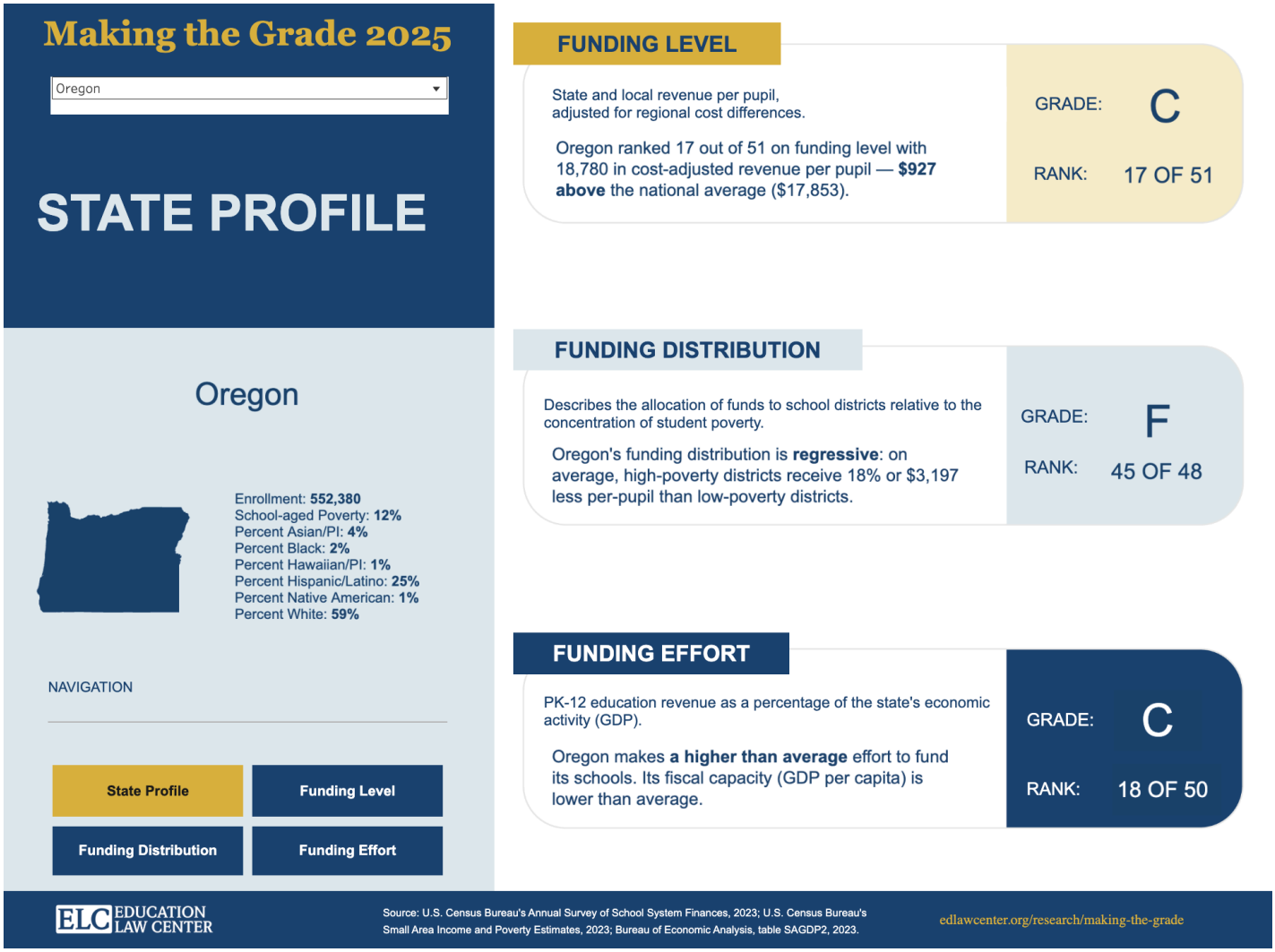


Figure 2: Statewide Performance on English Language Arts

Source: Oregon Online Report Card

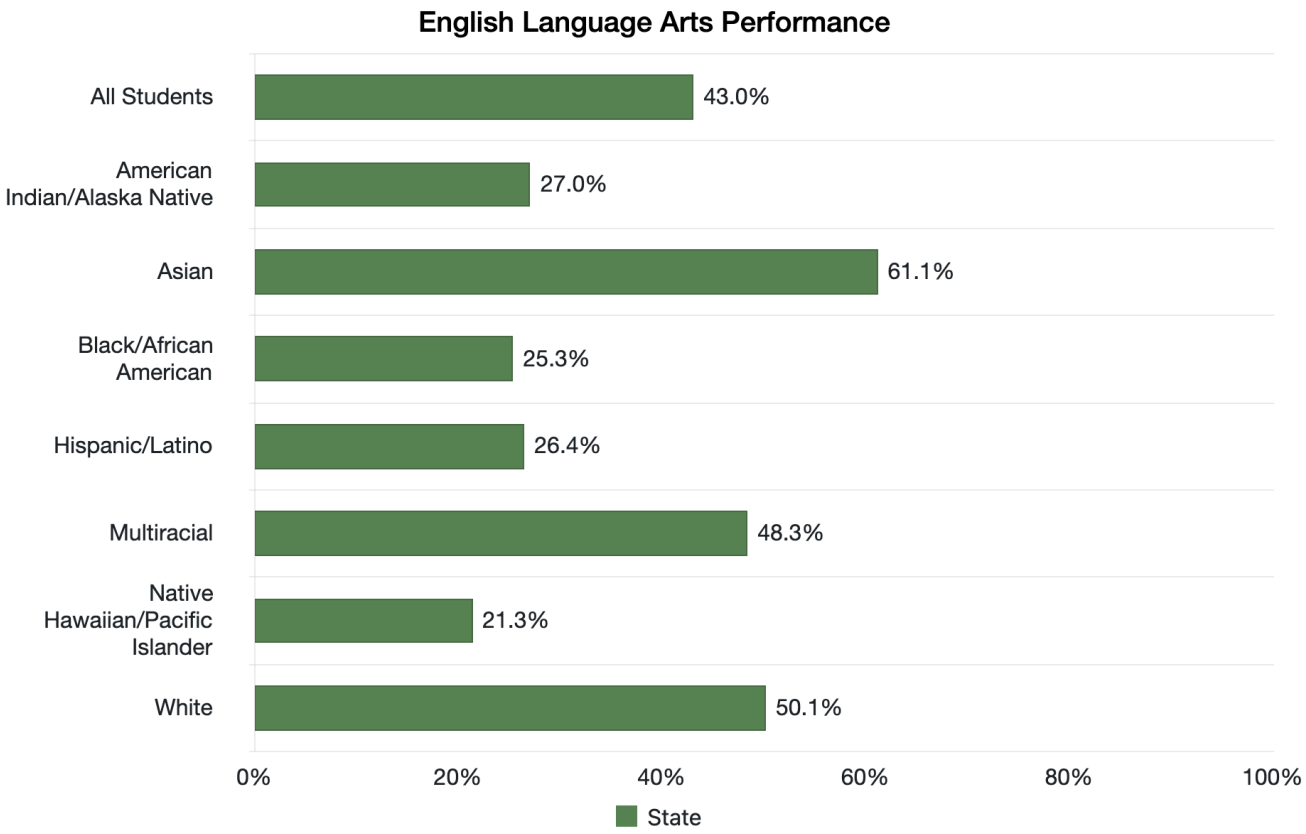
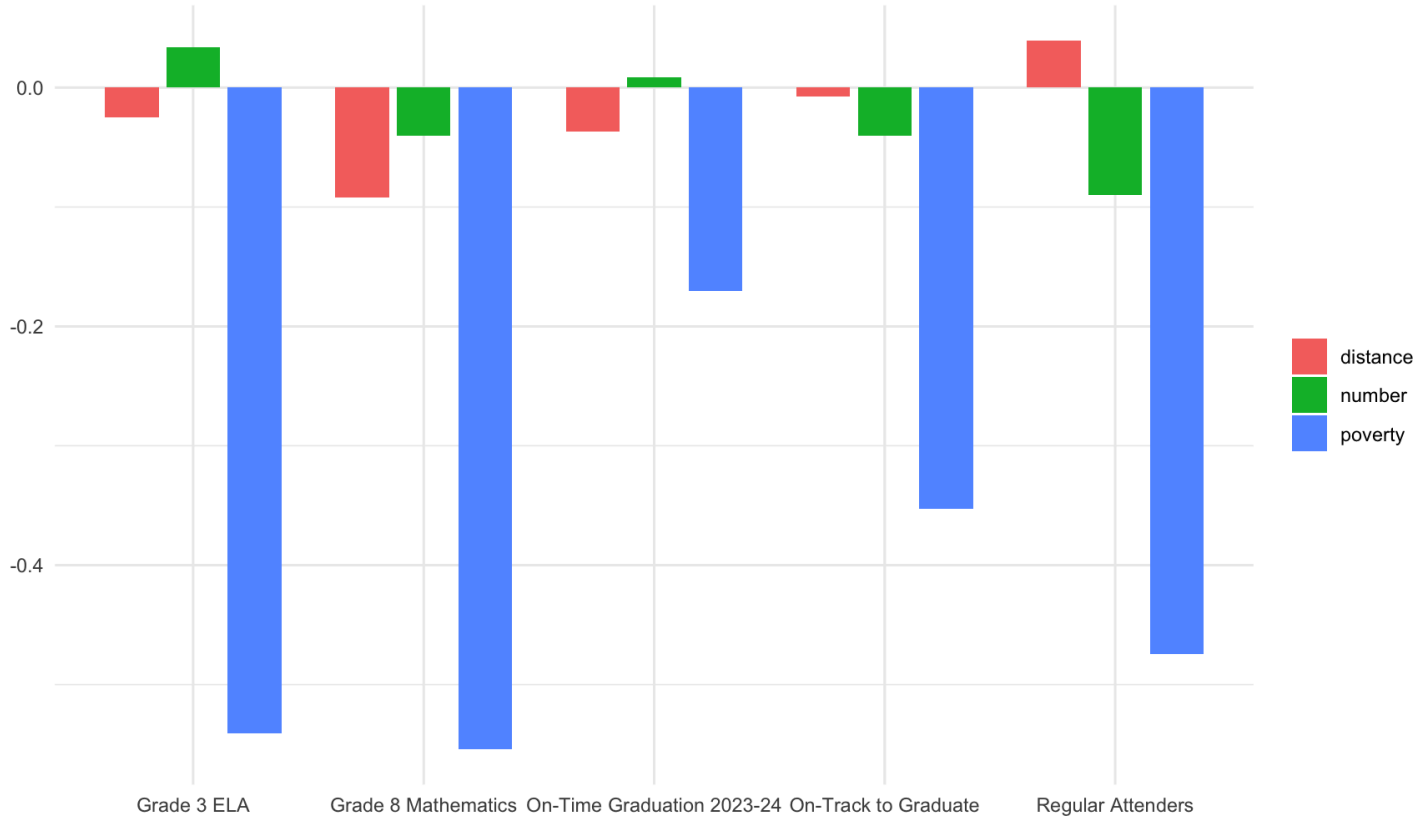


Figure 3: Correlation between outcomes and Poverty, Distance, and District Number

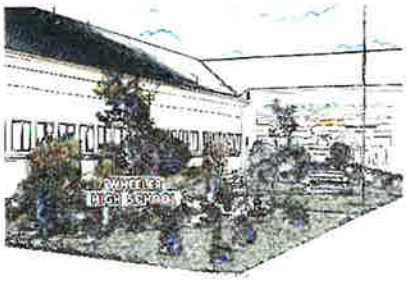
Source: Visual created in R from ODE Similar Districts data set and At-A-Glance media files.



Fossil Elementary

Fossil School District 21J
Fossil Charter School

PO Box 206 Fossil, OR 97830-0206
541-763-4303
Jon McMurray, Superintendent



Wheeler High School

Subject: Public Comment – SB 141 – Interim Assessments / Waiver Option

Dear Board Members,
I am writing to you to express our district's desire, and necessity, to have easyCBM and IXL listed as interim assessments that meet SB 141's expectations. Our district's easyCBM dataset spans multiple years, enabling valid growth analysis and continuous improvement for our students and easily accessible and familiar data collection for our staff.

These tools meet SB 141's quality expectations: reliability, predictive validity, MTSS alignment, and strong research.

Replacing these tools would break the longitudinal continuity we have spent years cultivating, it would require retraining of staff and some expense and would limit our ability to get functional data until we have completed staff training and spent some time with the new tools. In short, for us, and many other districts, it would increase costs without a corresponding benefit to students.

Please include a district waiver in SB 141 to maintain accountability while protecting proven systems like easyCBM and IXL.

Respectfully,

Jon McMurray
Superintendent
Fossil School District 21J

Date: January 13, 2026

To: Oregon State Board of Education

From: Jennifer Kubista, Superintendent, Central School District 13J

Subject: Public Comment on SB 141 Accountability Docket Item 7A:
- Proposed State List of Interim Assessments

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

Central School District 13J's core mission is to build an inclusive culture of belonging and learning for the success of the whole child, whole educator, and whole community. We serve over 2900 students in Polk County (Independence & Monmouth).

We submit this letter to provide public comment on the proposed state list of interim assessments. We also want to reinforce our support for the public comment submitted by K-12 association partners.

We value interim assessments because they help us measure students' knowledge, skills, and academic growth throughout the school year. Reading and Math interim assessments have been part of our process, three times a year, for the past four years. The assessment data provides timely and actionable information for our team and staff, so that we can make adjustments to instruction, professional learning, and services to better support students.

As you consider the proposed state list of interim assessments, we wanted to share our implementation considerations and concerns before you take your final vote.

Agenda Item 7A. Proposed State List of Four Interim Assessments

The State Board of Education Board Docket posted on January 8, 2026, outlines the proposed list of four interim assessments on page 8.

1. Curriculum Associates (iReady)
2. Cambium Assessment, Inc. (Smarter Balanced Assessment Consortium Interims)
3. Renaissance (STAR Reading & Mathematics)
4. Houghton Mifflin Harcourt (MAP Growth)

We currently utilize a different interim assessment (Fastbridge) than on the proposed list, which would mean that our district would need to purchase, train and implement two new interim assessments – one for language arts, and one for math – by this fall.

As a result of this proposed interim assessment list, we will have to navigate how to separate from our current contract, purchase, train, and implement two new interim tests without state funding or a realistic implementation plan of support starting this fall. Our initial interim assessments with Fastbridge was a12-month process (RFP, evals, adoption, purchase, integrating systems, training, implementation).

Here are examples of some of the implementation considerations we currently face:

- Startup costs for pivoting to new interim assessments from the state list (ex: ending current contracts, request for proposals – as districts will need to assess all four tools, evaluation, adoption, and purchase) and lack of state funding and support
- Integration with current systems at the local level (ex. rostering data in Student Information Systems; aligning new tests with instructional models and professional learning)
- Time and support to train and provide professional learning for staff at the school and district level in rolling out and transitioning to new interim assessments in a short timeframe (less than 9 months)

We recognize the weight of your role and responsibilities you carry as members of the State Board, and are grateful for your service.

We need your help in working to ensure that districts and public charter schools have the support, resources, and realistic implementation timeline necessary to adopt, purchase, train, and implement new interim tests.

Please do not hesitate to contact us with any requests for additional information and follow up questions. Thank you again for taking our implementation concerns into consideration.

From: [redacted]
To: ODE Front Desk; StateBoard Public Email
Subject: Phone Ban Policy Harms Students in Eugene
Date: Wednesday, January 14, 2026 9:23:46 AM

You don't often get email from [redacted]. Learn why this is important

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

Dear Oregon Department of Education,

My name is Kayden, and I am a high school student in the 4J School District, Senate District 7. I am writing to raise concerns about strict school phone bans and the significant negative impact they have on students' mental health, safety, and access to care.

Phones are essential tools for students: they help manage anxiety, facilitate communication with family, and allow participation in healthcare appointments during the school day. Restricting phone access can increase stress, anxiety, and vulnerability, especially in communities where ICE presence and other safety concerns exist.

Multiple students in our district are standing against this policy. I have already reached out to our state legislators and Governor Tina Kotek to ensure our voices are heard. We urge the Oregon Department of Education to consider guidance or policies that prioritize student well-being while maintaining classroom focus.

We request acknowledgment of this letter and information on what steps the Department will take to ensure student safety, mental health, and voice are respected in phone-related policies.

Sincerely,
Kayden Coryell

HILLSBORO SCHOOL DISTRICT
OFFICE FOR **SCHOOL PERFORMANCE**

Date: January 14, 2026

To: Oregon State Board of Education

From: Gina McLain, Director of Elementary Teaching and Learning, Hillsboro School District

Subject: Public Comment on SB 141 Accountability Docket Item 7A:
- Proposed State List of Interim Assessments

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

Our school district's core mission is to *Know, Value, and Empower Every Student to Achieve Their Dreams.* We serve approximately 18,000 students in Washington County.

We submit this letter to provide public comment on the proposed state list of interim assessments. We also want to reinforce our support for the public comment submitted by K-12 association partners as well.

We value interim assessments because they help us measure students' knowledge, skills, and academic growth throughout the school year. The assessment data provide timely and actionable information for our team and staff, so that we can make adjustments to instruction, professional learning, and services to better support students.

As you consider the proposed state list of interim assessments, we wanted to share our implementation considerations and concerns before you take your final vote.

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1. Curriculum Associates (iReady)
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3. Renaissance (STAR Reading & Mathematics)
4. Houghton Mifflin Harcourt (MAP Growth)

3083 NE 49th Place, AC 205 Hillsboro, OR 97124-6008
503-844-1500 ■ www.hsd.k12.or.us

We currently only partially utilize one of the interim assessments on the proposed list which is Curriculum Associates (iReady) math assessment for grades 7 & 8, which would mean that our district would need to adopt, purchase, and implement the additional language arts assessment for grades 7 & 8 and two new interim assessments for grades K-6 – one for language arts, and one for math by this fall.

As a result of this proposed interim assessment list, we will have to navigate how to adopt, purchase, and implement two new interim tests without state funding or plan of support starting this fall.

Here are examples of some of the implementation considerations we currently face:

- Startup costs for pivoting to new interim assessments from the state list (ex: ending current contracts, request for proposals, evaluation, adoption, and purchase) and lack of state funding and support. This initial cost would be approximately $175,000 for the adoption of the assessments K-8 for just the 2026-27 school year.
- Time and support to train and provide professional learning for staff at the school and district level in rolling out and transitioning to new interim assessments in a short timeframe.
    - The estimated cost of paying K-8 licensed staff to attend just an initial training could be upwards of $80,000 or more depending on the hours needed to complete the training through sub coverage and extended contract.
    - We will need staff to support the implementation. Implementation needs to be supported in order to change effective, evidence-based teaching practices around assessment which could incur costs upwards of $30,000 in addition to the $80,000.
    - The above does not include the cost that assessment vendors would charge to conduct the initial training, which based on our experience with Curriculum Associates could be around $35,000 for our K-8 licensed staff. Then more costs would be incurred for ongoing support, coaching and additional training throughout the year, which could include paying the vendor for additional services and district costs such as sub coverage and extended contract for staff.
- Integration with current systems at the local level (ex. rostering data in Student Information Systems; aligning new tests with instructional models and professional learning)

We recognize the weight of your role and responsibilities you carry as members of the State Board, and are grateful for your service.

We need your help in working to ensure that districts and public charter schools have the support and resources necessary to adopt, purchase, and implement new interim tests.

Please do not hesitate to contact us with any requests for additional information and follow up questions. Thank you again for taking our implementation concerns into consideration.

3083 NE 49th Place, AC 205 Hillsboro, OR 97124-6008
503-844-1500 ■ www.hsd.k12.or.us

Three Rivers School District
Quality Education Runs Deep
8550 New Hope Rd ● PO Box 160 ● Murphy, OR 97533 ● 541-862-3111 x5222
Dave Valenzuela ~ Superintendent

January 14, 2026

To: Oregon State Board of Education

From: Dave Valenzuela, Superintendent Three Rivers School District

Subject: Public Comment on SB 141 Accountability Docket Item 7A: Proposed State List of Interim Assessments

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

In Three Rivers School District, our mission is to ensure high levels of learning for all students. Each day, we strive to meet this mission for all 4,479 students in our district.

We submit this letter to provide public comment on the proposed state list of interim assessments. We also want to reinforce our support for the public comment submitted by K-12 association partners as well.

We value interim assessments because they help us measure students' knowledge, skills, and academic growth throughout the school year. The assessment data provide timely and actionable information for our team and staff, so that we can make adjustments to instruction, professional learning, and services to better support students.

As you consider the proposed state list of interim assessments, we wanted to share our implementation considerations and concerns before you take your final vote.

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4. Houghton Mifflin Harcourt (MAP Growth)

We do not currently utilize any of the interim assessments on the proposed list for English Language Arts, which would mean that our district would need to purchase, train, and implement this new interim assessments by this fall. This purchase is not in our budget and at this time, we are unsure where funding would come from for this new assessment.

As a result of this proposed interim assessment list, we will have to navigate how to purchase,

train, and implement MAP Growth for English Language Arts without state funding or plan of support starting this fall.

Here are examples of some of the implementation considerations we currently face:

- Startup costs for pivoting to new interim assessments from the state list (ex: ending current contracts, request for proposals, evaluation, and purchase) and lack of state funding and support
- Integration with current systems at the local level (ex. rostering data in Student Information Systems; aligning new tests with instructional models and professional learning)
- Time and support to train and provide professional learning for staff at the school and district level in rolling out and transitioning to new interim assessments in a short timeframe

We recognize the weight of your role and responsibilities you carry as members of the State Board, and are grateful for your service.

We need your help in working to ensure that districts and public charter schools have the support and resources necessary to adopt, purchase, and implement new interim tests.

Please do not hesitate to contact us with any requests for additional information and follow up questions. Thank you again for taking our implementation concerns into consideration.

Dave Valenzuela

Superintendent, Three Rivers School District

Jefferson School District 14J

1328 N. 2nd Street
Jefferson, Oregon 97352

Dawn Moorefield, Superintendent
Phone: 541-327-3337
Fax: 541-327-2960
www.jefferson14j.com

Date: January 14, 2026

To: Oregon State Board of Education

From: Dawn Moorefield, Superintendent, Jefferson School District 14J

Subject: Public Comment on SB 141 Accountability Docket Item 7A:
- Proposed State List of Interim Assessments

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

Our school district's school core mission is to prepare all students to successfully navigate their transition to life beyond high school by providing qualified, rigorous instruction, providing a safe environment, and fostering a culture of student learning. We serve 655 students in Marion County, Jefferson School District 14J.

We submit this letter to provide public comment on the proposed state list of interim assessments. We also want to reinforce our support for the public comment submitted by K-12 association partners as well.

We value interim assessments because they help us measure students' knowledge, skills, and academic growth throughout the school year. The assessment data provide timely and actionable information for our team and staff, so that we can make adjustments to instruction, professional learning, and services to better support students.

As you consider the proposed state list of interim assessments, we wanted to share our implementation considerations and concerns before you take your final vote.

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We do not currently utilize any of the interim assessments on the proposed list, which would mean that our district would need to adopt, purchase, and implement two new interim assessments – one for language arts, and one for math by this fall.

As a result of this proposed interim assessment list, we will have to navigate how to adopt, purchase, and implement two new interim tests without state funding or plan of support starting this fall.

Here are examples of some of the implementation considerations we currently face:

- Startup costs for pivoting to new interim assessments from the state list (ex: ending current contracts, request for proposals, evaluation, adoption, and purchase) and lack of state funding and support
- Integration with current systems at the local level (ex. rostering data in Student Information Systems; aligning new tests with instructional models and professional learning)
- Time and support to train and provide professional learning for staff at the school and district level in rolling out and transitioning to new interim assessments in a short timeframe

We recognize the weight of your role and responsibilities you carry as members of the State Board, and are grateful for your service.

We need your help in working to ensure that districts and public charter schools have the support and resources necessary to adopt, purchase, and implement new interim tests.

Please do not hesitate to contact us with any requests for additional information and follow up questions. Thank you again for taking our implementation concerns into consideration.

Sincerely,

Dawn Moorefield

Dawn Moorefield
Superintendent
Jefferson School District 14J

Date: January 14, 2026

To: Oregon State Board of Education

From: Gary Roberts, Superintendent, Coos Bay School District

Subject: Public Comment on SB 141 Accountability Docket Item 7A: Proposed State List of Interim Assessments

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

Our Coos Bay School District core mission is that each student is known by name, strength, and need, and that all students graduate with a plan of enrollment in post-secondary programs, employed in a job that will provide career longevity, or enlisted into a branch of service to provide a better future. We serve 2900 students in Coos County on the southern Oregon coast.

We submit this letter to provide public comment on the proposed state list of interim assessments. We also want to reinforce our support for the public comment submitted by K-12 association partners.

We value interim assessments because they help us measure students' knowledge, skills, and academic growth throughout the school year. The assessment data provides timely and actionable information for our team and staff, so that we can make adjustments to instruction, professional learning, and services to better support students.

As you consider the proposed state list of interim assessments, we wanted to share our implementation considerations and concerns before you take your final vote.

Agenda Item 7A. Proposed State List of Four Interim Assessments

The State Board of Education Board Docket posted on January 8, 2026 outlines the proposed list of four interim assessments on page 8.

1. Curriculum Associates (iReady)
2. Cambium Assessment, Inc. (Smarter Balanced Assessment Consortium Interims)
3. Renaissance (STAR Reading & Mathematics)
4. Houghton Mifflin Harcourt (MAP Growth)

333 S 10th St
Coos Bay, OR 97420-1298

Gary Roberts, Superintendent
Phone: 541-267-3104 FAX: 541-269-5366
www.cbd9.net

While Coos Bay Schools currently participate in interim assessments three times per year (beginning, middle, end) and the results are reported to the district administration and the school board via public board meeting, we do not utilize any of the interim assessments on the proposed list, which would mean that our district would need to adopt, purchase, and implement two new interim assessments – one for language arts, and one for math by this fall.

As a result of this proposed interim assessment list, we will have to navigate how to adopt, purchase, and implement two new interim tests without state funding or plan of support starting this fall.

Here are examples of some of the implementation considerations we currently face:

- Startup costs for pivoting to new interim assessments from the state list (ex: ending current contracts, request for proposals, evaluation, adoption, and purchase) and lack of state funding and support
- Integration with current systems at the local level (ex. rostering data in Student Information Systems; aligning new tests with instructional models, current interim assessments and professional learning)
- Time and support to train and provide professional learning for staff at the school and district level in rolling out and transitioning to new interim assessments in a short timeframe

We recognize the weight of your role and responsibilities you carry as members of the State Board and are grateful for your service.

We need your help in working to ensure that districts and public charter schools have the support and resources necessary to adopt, purchase, and implement new interim tests.

Please do not hesitate to contact us with any requests for additional information and follow-up questions. Thank you again for taking our implementation concerns into consideration.

Sincerely,

333 S 10th St
Coos Bay, OR 97420-1298

Gary Roberts, Superintendent
Phone: 541-267-3104 FAX: 541-269-5366
www.cbd9.net

ASHLAND PUBLIC SCHOOLS
JACKSON COUNTY SCHOOL DISTRICT #5

BOARD OF DIRECTORS
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Assistant Superintendent

STEVE MITZEL
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SHERRY ELY
Director, Business Services

APRIL HARRISON
Director, Student Services

Date: January 14, 2026

To: Oregon State Board of Education

From: Dr. Joseph Hattrick, Superintendent, Ashland School District

Subject: Public Comment on SB 141 Accountability Docket Item 7A:
- Proposed State List of Interim Assessments

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

The Ashland School District's core mission is to empower students to be lifelong learners, responsible citizens, and stewards of the world. We serve approximately 2,400 students in Jackson County located in Beautiful Southern, Oregon.

We submit this letter to provide public comment on the proposed state list of interim assessments. We also want to reinforce our support for the public comment submitted by K-12 association partners as well.

We value interim assessments because they help us measure students' knowledge, skills, and academic growth throughout the school year. The assessment data provide timely and actionable information for our team and staff, so that we can make adjustments to instruction, professional learning, and services to better support students.

As you consider the proposed state list of interim assessments, we wanted to share our implementation considerations and concerns before you take your final vote.

Agenda Item 7A. Proposed State List of Four Interim Assessments

The State Board of Education Board Docket posted on January 8, 2026 outlines the proposed list of four interim assessments on page 8.

1. Curriculum Associates (iReady)
2. Cambium Assessment, Inc. (Smarter Balanced Assessment Consortium Interims)
3. Renaissance (STAR Reading & Mathematics)
4. Houghton Mifflin Harcourt (MAP Growth)

ASHLAND SCHOOL DISTRICT 885 SISKIYOU BOULEVARD ASHLAND, OREGON 97520 541-482-2811 FAX 541-482-2185

During the 2025-26 School Year, the Ashland School District conducted a robust review and adoption process that selected an interim assessment that is not on the list. Our staff has done a great deal of work which takes time, money, and resources. Additionally, because the district was facing financial hardship, we entered into a three-year contract as it was a fiscally responsible decision only to now learn that this will cost the district more money if we are required to move to a new interim assessment.

As a result of this proposed interim assessment list, we will have to navigate how to adopt, purchase, and implement two new interim tests without state funding or plan of support starting this fall.

Here are examples of some of the implementation considerations we currently face:

- Startup costs for pivoting to new interim assessments from the state list (ex: breaking our current contracts, request for proposals, evaluation, adoption, and purchase) and lack of state funding and support.
- Integration with current systems at the local level (ex. rostering data in Student Information Systems; aligning new tests with instructional models and professional learning) including linking current data with new data in hopes that there can be some useful information for longitudinal review.
- Time and support to train and provide professional learning for staff at the school and district level in rolling out and transitioning to new interim assessments in a short timeframe.
- Potentially leaving the Ashland School District with a three-year void of useful interim assessment data for student growth due to our change this with followed by another potential change.

We recognize the weight of your role and responsibilities you carry as members of the State Board, and are grateful for your service.

We need your help in working to ensure that districts and public charter schools have the support and resources necessary to adopt, purchase, and implement new interim tests.

Please do not hesitate to contact us with any requests for additional information and follow up questions. Thank you again for taking our implementation concerns into consideration.

Respectfully Submitted,

Dr. Joseph Hattrick
Superintendent

Michelle Cuddeback
Assistant Superintendent

ASHLAND SCHOOL DISTRICT 885 SISKIYOU BOULEVARD ASHLAND, OREGON 97520 541-482-2811 FAX 541-482-2185

Corvallis
SCHOOL DISTRICT

Date: January 14, 2026

To: Oregon State Board of Education

From: Ryan Noss, Superintendent, Corvallis School District

Subject: Public Comment on SB 141 Accountability Docket Item 7A:
- Proposed State List of Interim Assessments

Subject: Public Comment on Proposed State List of Interim Assessments

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

Student voice is a core tenet of the Corvallis School Board, and we hold firmly that students' identities—including race, culture, socioeconomic and family status, national origin, language, ability, gender identity and expression, or sexual orientation—should never predict or predetermine success in school. In service of this belief, our Board has established goals focused on excellent and equitable learning experiences, relevant and engaging instruction, and healthy school communities where every student belongs and is supported to thrive.

The Corvallis School District serves approximately 5,700 students across Benton County. Our instructional and assessment decisions are guided by these board goals and by a commitment to creating systems that honor students' intersecting identities while maintaining high academic expectations for all learners.

We submit this letter as public comment on the proposed state list of interim assessments. While we appreciate the state's intent to increase coherence and consistency, we are concerned that limiting districts to four approved interim assessments will unintentionally disrupt effective local systems that are already aligned to student needs, legislative intent, and board priorities.

In Corvallis, interim assessments are a core component of our Multi-Tiered System of Supports (MTSS) and directly support our goals related to excellent learning experiences and equitable systems. Our current assessment system is administered three times annually, with additional progress monitoring as needed, and is embedded in instruction, professional learning, and continuous improvement across schools. The data are actively used by teachers, administrators, and district leaders to inform instruction, school improvement efforts, and reporting to our school board.

As outlined in Agenda Item 7A of the January 8, 2026, State Board of Education Board Docket, the proposed list of interim assessments includes:

- Curriculum Associates (i-Ready)
- Cambium Assessment, Inc. (Smarter Balanced Interim Assessments)
- Renaissance (STAR Reading & Mathematics)
- Houghton Mifflin Harcourt (MAP Growth)

Corvallis School District does not currently utilize any of these assessments in grades K–5. Adoption of the proposed list would require us to purchase and implement two, and potentially three (depending on dyslexia screening requirements) new interim assessments for language arts, dyslexia, and mathematics by fall 2026.

Implementing this shift without state funding, a coordinated transition plan, or sufficient time presents significant challenges for our district, including:

- Disruption to dual immersion and bilingual programming, as not all proposed assessments provide the side-by-side bilingual and dual-language reporting necessary for equitable instructional decision-making
- Misalignment with established literacy practices, particularly given that over 80 percent of our K–3 teachers have completed more than 40 hours of Science of Reading coursework through Eastern Oregon University
- Significant transition and startup costs, including ending existing contracts, issuing requests for proposals, evaluating new tools, and purchasing assessments, without state funding or implementation support
- Complex integration demands, including changes to student information systems, data dashboards, instructional routines, and professional learning structures that are already aligned to our MTSS framework
- Substantial training and capacity needs, requiring intensive professional learning for educators and administrators to ensure assessments are implemented responsibly and used to improve instruction rather than add compliance burden
- Tension with HB 141 implementation, as some assessments on the proposed list do not clearly or reliably meet the literacy screening and instructional alignment requirements outlined in statute

These concerns are grounded in experience. Our district previously used Renaissance STAR and made a deliberate decision to move away from it because it did not provide the depth or type of information needed to support our bilingual and dual immersion programs. We adopted a system that better serves both district-level improvement efforts and classroom-level instructional decision-making, and since that shift, our district reading outcomes have improved.

We also note that well-established, research-validated tools such as DIBELS—widely used and closely aligned with Science of Reading instruction—are not included on the proposed list. The exclusion of such tools limits districts' ability to select assessments that best support equitable outcomes and strong instructional alignment.

Requiring districts to abandon effective, embedded systems without funding or transition support places us in the position of either disrupting practices that educators trust and rely on or attempting to operate parallel assessment systems. Neither option supports excellent learning experiences, equitable systems, or healthy school communities.

Corvallis
SCHOOL DISTRICT

We respectfully urge the State Board of Education to consider greater flexibility for districts already using research-validated, HB 141–aligned assessment systems, including waiver options or alternative approval pathways, as well as funding and implementation support for districts required to transition to new assessments.

Thank you for your consideration and for your service to Oregon's students and communities. Please do not hesitate to contact us should additional information be helpful.

Sincerely,

Ryan Noss
Superintendent
Corvallis School District

Gaston School District

Date: January 14, 2026

To: Oregon State Board of Education

From: Summer Catino, Gaston School District, Superintendent

Subject: Public Comment on SB 141 Accountability Docket Item 7A: Proposed State List of Interim Assessments

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

The Gaston School District serves approximately 430 students across Washington and Yamhill counties. As a small, rural district, the heart of our mission is to ensure every student has equitable access to a high-quality education that supports academic growth, personal development, and preparation for future success.

We submit this letter to provide public comment on the proposed state list of interim assessments. We also wish to express our support for the public comment submitted by our K–12 association partners.

Interim assessments play an important role in our instructional system. They allow us to measure students' knowledge, skills, and academic growth throughout the school year and provide timely, actionable data. This information helps our educators and leadership teams make informed adjustments to instruction, professional learning, and student supports to better meet students' needs.

As you consider the proposed state list of interim assessments, we would like to share several implementation considerations and concerns prior to your final vote.

Agenda Item 7A: Proposed State List of Four Interim Assessments

The State Board of Education Board Docket posted on January 8, 2026, outlines the proposed list of four interim assessments on page 8:

- Curriculum Associates (iReady)
- Cambium Assessment, Inc. (Smarter Balanced Assessment Consortium Interims)
- Renaissance (STAR Reading & Mathematics)
- Houghton Mifflin Harcourt (MAP Growth)

At this time, Gaston School District does not utilize any of the interim assessments included on the proposed list. As a result, our district would be required to adopt, purchase, and implement

two new interim assessments—one for language arts and one for mathematics—by this fall.

Gaston School District currently uses Illuminate Education (FastBridge Assessments) in grades K–12. FastBridge is a research-based assessment system used to screen and monitor student progress in reading, mathematics, and social-emotional behavior. The tool provides teachers with actionable data to identify skill gaps, monitor growth over time, and inform instructional decisions.

The requirement to change systems presents significant challenges, particularly in the absence of state funding or a clear implementation support plan. Specifically, we would need to navigate the adoption, purchase, and rollout of new assessments within a very limited timeframe.

Some of the implementation considerations we currently face include:

- **Implementation and cost challenges**, including startup expenses for transitioning to new assessments without dedicated state funding, system integration with existing instructional models and student information systems, and the loss of data continuity from our current assessment tools.

- **Capacity and training constraints**, including the time and resources required to train staff and provide meaningful professional learning at both the school and district levels during a rapid transition period.

We recognize the responsibility and complexity of the role you carry as members of the State Board of Education, and we are grateful for your service to Oregon's students and school systems.

We respectfully ask for your support in ensuring that districts and public charter schools are provided with the resources, funding, and implementation guidance necessary to successfully adopt, purchase, and implement new interim assessments.

Please do not hesitate to contact us if you have questions or would like additional information. Thank you for your consideration of these implementation concerns.

Sincerely,

Summer Catino
Superintendent, Gaston School District

From: Ken Richardson
To: StateBoard Public Email
Subject: Public comment: Agenda 7.A. Senate Bill 141 (2025) Implementation: Interim Assessments
Date: Wednesday, January 14, 2026 3:19:48 PM

You don't often get email from ken_richardson@ddsd40.org. Learn why this is important

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

Date: January 14, 2026

To: Oregon State Board of Education

From: Ken Richardson, Superintendent, David Douglas School District

Subject: Public Comment on SB 141 Accountability Docket Item 7A: Proposed State List of Interim Assessments

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

Our school district core mission is to ensure that our students learn, grow and thrive. We serve 8500 students in Multnomah County.

We submit this letter to provide public comment on the proposed state list of interim assessments. We also want to reinforce our support for the public comment submitted by K-12 association partners as well.

We value interim assessments because they help us measure students' knowledge, skills, and academic growth throughout the school year. The assessment data provide timely and actionable information for our team and staff, so that we can make adjustments to instruction, professional learning, and services to better support students.

As you consider the proposed state list of interim assessments, we wanted to share our implementation considerations and concerns before you take your final vote.

Agenda Item 7A. Proposed State List of Four Interim Assessments

The State Board of Education Board Docket posted on January 8, 2026 outlines the proposed list of four interim assessments on page 8.

1. Curriculum Associates (iReady)

2. Cambium Assessment, Inc. (Smarter Balanced Assessment Consortium Interims)
3. Renaissance (STAR Reading & Mathematics)
4. Houghton Mifflin Harcourt (MAP Growth

Our district schools use Smarter Balanced interim assessments, which are only offered in grades 3 through 8. That means we would need to adopt, purchase, and implement new K-2 interim assessments in language arts and math.

As a result of this proposed interim assessment list, we will have to navigate how to adopt, purchase, and implement new interim tests)] without state funding or plan of support starting this fall.

Here are examples of some of the implementation considerations we currently face:

- Startup costs for pivoting to new interim assessments from the state list (ex: ending current contracts, request for proposals, evaluation, adoption, and purchase) and lack of state funding and support
- Integration with current systems at the local level (ex. rostering data in Student Information Systems; aligning new tests with instructional models and professional learning)
- Time and support to train and provide professional learning for staff at the school and district level in rolling out and transitioning to new interim assessments in a short timeframe

We recognize the weight of your role and responsibilities you carry as members of the State Board, and are grateful for your service.

We need your help in working to ensure that districts and public charter schools have the support and resources necessary to adopt, purchase, and implement new interim tests.

Please do not hesitate to contact us with any requests for additional information and follow up questions. Thank you again for taking our implementation concerns into consideration.

--
Ken Richardson
Superintendent
David Douglas School District
503.261.8201
Learn~Grow~Thrive
Confidentiality Notice: This message and the accompanying documents may contain information that is confidential. If the reader of this email is not the intended recipient, you are officially notified that you may not read, use, copy, disclose or distribute to anyone any information contained in this message. If you have received this message in error, please immediately notify the sender by replying and destroying all copies of the original message.

Date: January 14, 2026

To: Oregon State Board of Education

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

Subject: Public Comment on SB 141 Accountability regarding Agenda Item 7.A.
- Proposed State List of Interim Assessments
- Interim Assessment Administration

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

On behalf of the Coalition of Oregon School Administrators, Oregon Small Schools Association, Oregon Association of Education Service Districts, Oregon Association of School Business Officials, Oregon School Boards Association, and Oregon Coalition of Community Charter Schools, we submit this letter to provide public comment on SB 141 Accountability regarding Agenda Item 7.A, which contains two key parts:

- Proposed State List of Interim Assessments
- Interim Assessment Administration

As we have stated before, accountability is critical. As the State continues to make improvements to our education accountability model, the systems of support and details matter.

Interim assessments are important tools that are aligned with the learning standards and help districts accurately measure students' knowledge, skills, and academic growth throughout the school year. The data from these assessments provide timely and actionable information for educators to help inform instruction and support for students. There are also districts who currently use these assessments in their district accountability work.

As you consider the proposed state-approved list of interim assessments, and rules relating to the administration of interim assessments, we wanted to share our implementation considerations and concerns before you take your final vote on this agenda item.

Proposed State List of Four Interim Assessments

Senate Bill 141 requires the State Board of Education to adopt up to four interim assessments in language arts and math in grades K-8 – no later than January 31, 2026 – that school districts and public charter schools must administer three times a year, and report the test data to their respective building leaders and boards three times a year. The new interim assessment requirements go into effect in the 2026-27 school year.

The State Board of Education Board Docket posted on January 8, 2026 outlines the proposed list of four interim assessments on page 8.

1. Curriculum Associates (iReady)
2. Cambium Assessment, Inc. (Smarter Balanced Assessment Consortium Interims)
3. Renaissance (STAR Reading & Mathematics)
4. Houghton Mifflin Harcourt (MAP Growth)

We administered a survey in the fall of 2025 to gather information about what interim assessments districts and public charter schools currently administer. The survey garnered 192 responses representing both school districts and public charter schools. Furthermore, survey responses included representation from 104 small districts (1-999 students), 70 medium districts (1,000-6,999 students), and 18 large districts (7,000+ students).

COSA Interim Assessment Survey Summary (December 2025)

Language Arts Interim Assessment Most Utilized Tools	
i-Ready	45
MAP	41
STAR	37
IXL	15
Smarter Balanced	11
Acadience	8
Easy CBM	8
Fastbridge	6
AIMSWEB	4
Other	17

Math Interim Assessment Most Utilized Tools	
i-Ready	65
MAP	39
STAR	28
IXL	17
Smarter Balanced	8
Easy CBM	8
Fastbridge	7
Other	20

Based on the survey responses:

- Approximately 72 districts and public charter schools (37% of survey respondents) would need to adopt, purchase, and implement a new language arts interim test by this fall.
- Approximately 62 districts and public charter schools (32% of survey respondents) would need to adopt, purchase, and implement a new math interim test by this fall.
- Among the districts and charter schools that would need to pivot, approximately 52 districts and charter schools will need to adopt, purchase, and implement **both** a new math and language arts interim test by this fall.

As a result of this proposed interim assessment list, a little over one-third of districts and public charter schools will have to navigate how to adopt, purchase, and implement new interim assessments by this fall.

Implementation Challenges and Considerations

Here are examples of some of the implementation challenges and considerations these districts and public charter schools currently face:

- **Addressing the startup and implementation costs (staffing, time, and resources)**, including but not limited to: evaluating and selecting interims from the state list, adoption, and purchasing new K-8 interim assessments; staffing and time to train, pilot, roll out and administer new assessments
- **Ending existing multi-year contracts** with assessment vendors and incurring costly early termination penalties
- **Integrating new assessments with current systems** at the local level (ex. rostering data in Student Information Systems; aligning new tests with instructional models and professional learning)
- **Training and professional learning** for staff at the school and district level in rolling out and transitioning to new interim assessments in a short timeframe
- **Navigating budget reductions** due to current federal, state, and local dynamics
- **Purchasing new K-2 interim assessments** for language arts and math (note: even for districts and public charter schools that utilized Smarter Balanced interim tests, these interim tests are not currently offered in K-2)

Proposed Rule Language relating to the Administration of Interim Assessments

Since the first reading of this rule on October 16, 2025, there were no substantive changes outside of the addition to an adoption renewal cycle to this rule. We support the rules as currently drafted.

Closing and Recommended Action Steps

Before your final vote, we urge you to consider what state support will be necessary to ensure that we can adopt, purchase, and implement new interim tests, including but not limited to:

1. Ensuring that districts and public charter schools who will need to adopt and purchase a new interim assessment receive funding to support that transition **and** are provided with an adjusted on-ramp to shift to a new interim assessment system.
2. Launching regional Interim Tests Caravans to help ensure that districts and public charter schools have access to state-approved interim assessment vendors.
3. Providing state/regionally-negotiated rates to lower the costs, so that school districts and public charter schools across Oregon have access to state-approved interim tests.
4. Supporting districts and public charter schools with training and on-going professional learning around new interim tests and support with analyzing test data to inform shifts to help identify where adjustments need to be made in instruction, programs, and initiatives so that students are on track, and continue to grow and thrive.

We acknowledge that several of these steps may also require support and action from state lawmakers as well. Please continue to count on our organizations to advocate and work with state leaders to ensure that high-quality, consistent, and timely state supports are provided to implement SB 141. These supports and resources are critical to helping district and school leaders and staff do their best work in service to students across our state.

Thank you again for taking our feedback and concerns into consideration.

Findings from COSA's Survey of Interim Assessments

December 2025

Overview
Senate Bill 141 (Education Accountability Act of 2025) requires the State Board of Education to adopt up to four K–8 interim assessments that all districts and charter schools must choose from.

COSA's statewide survey demonstrates that Oregon's districts are currently using a highly diverse set of interim assessments, with significant existing investments, contracts, professional learning systems, and data structures built around those tools. The survey garnered 192 responses representing both school districts and public charter schools.

Furthermore, survey responses included representation from 104 small districts (1-999 students), 70 medium districts (1,000-6,999 students), and 18 large districts (7,000+ students).

Language Arts Interim Assessment Most Utilized Tools

i-Ready	**45**
MAP	**41**
STAR	**37**
IXL	**15**
Smarter Balanced	**11**
Acadience	**8**
Easy CBM	**8**
Fastbridge	**6**
AIMSWEB	**4**
Other	**17**

Math Interim Assessment Most Utilized Tools

i-Ready	**65**
MAP	**39**
STAR	**28**
IXL	**17**
Smarter Balanced	**8**
Easy CBM	**8**
Fastbridge	**7**
Other	**20**

Data Analysis:

- Of all Language Arts interim assessments utilized, i-Ready, MAP, STAR, and IXL, are the four most frequently used tools for districts and charters
- Of districts and charters surveyed, nearly all currently administer interim assessments three times per year
- Currently, 129 districts and charters hold contracts with interim assessment vendors varying from 1-7 years (63 districts and charters do not hold contracts)

Data Analysis:

- Of all Math interim assessments utilized, i-Ready, MAP, STAR, and IXL, are the four most frequently used tools for districts and charters
- Of districts and charters surveyed, nearly all currently administer interim assessments three times per year
- Currently, 133 districts and charters hold contracts with interim assessment vendors varying from 1-6 years (59 districts and charter do not hold contracts)

Findings from COSA's Survey of Interim Assessments

December 2025

Considerations: Addressing Fiscal impact and Operational Hurdles in K–8 Assessments

COSA and district leaders remain fully committed to Oregon's Accountability goals. Interim assessments can be a powerful lever for growth and improvement when implementation is supported. The transition to a statewide menu of four interim assessments has surfaced important considerations for Oregon's K–12 districts and charter schools. While some districts do not yet have a fully implemented interim assessment system, the majority do. Significant operational and fiscal challenges may occur for districts required to adopt a new interim assessment system if their current assessment system is not included among the four state-approved options.

Districts that have invested in established systems (such as i-Ready, STAR, MAP, IXL, and more) report that these assessments are deeply woven into their instructional models, professional learning structures, and data-based decision-making cycles. A required pivot to select a new interim assessment would introduce additional costs at a time when district budgets are already strained.

- For a district serving approximately 2,000 K-8 students, the cost of shifting to a new interim assessment system is significant. At an estimated average of $20.00 per student, the upfront licensing cost alone approaches $40,000 and does not include potential early-termination penalties for current contracts, required professional learning for teachers and administrators, or system upgrades needed to align with new assessments.

- Many districts and charters will also potentially need to modify or rebuild student information system integrations or data dashboards. This adds further cost and staff time at a moment when resources are stretched thin.

To ensure a smooth statewide transition, district leaders are asking important questions about how the state can partner in reducing barriers and supporting effective implementation. The Legislature has not provided state funding for school districts or public charter schools who may need to adopt new interim tests – and based on the current economic and revenue outlook, it is uncertain if funding would be earmarked in a future legislative session.

One key question is: Given the costs of purchasing and implementing new interim tests, how might ODE be able to support efforts to reduce cost barriers (for example, through an Interim Tests Caravan, state-negotiated rates to lower costs, or other strategies) so that all Oregon schools have equitable access to the state-approved interim tests?

COSA's Survey of Interim Assessments continues to highlight important implementation considerations as our state makes improvements to our K-12 accountability system through SB 141. COSA and district leaders are dedicated to improving our system of shared accountability for the right things, and with meaningful and effective support in place. Please continue to count on COSA as partners in this critical work so that **all** Oregon students reach their full potential and thrive.

Develop. Support. Lead.

Coalition of Oregon School Administrators

707 13th St. SE, Suite 100, Salem OR 97301

503-581-3141

www.cosa.k12.or.us

Eugene School District 4J
200 North Monroe Street
Eugene, OR 97402-4295

Date: January 14, 2026
To: Oregon State Board of Education
From: Dr. Miriam Mickelson, Superintendent
Eugene School District 4J
Subject: Public Comment on SB 141 Accountability
Docket Item 7A: Proposed State List of Interim Assessments

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

The mission of Eugene School District 4J is to educate every student to graduate prepared for success in college, career, and life. We serve more than 16,000 students across Lane County.

We submit this letter to provide public comment on the proposed state list of interim assessments under SB 141. We also wish to express our alignment with and support for the public comments submitted by our K–12 association partners.

We value interim assessments because, when thoughtfully selected and well implemented, they help us monitor students' knowledge, skills, and academic growth throughout the school year. Interim assessment data can provide timely, actionable information that supports instructional adjustments, professional learning, and targeted student services.

As you consider the proposed state list of interim assessments, we respectfully offer the following implementation considerations and unintended consequences for Eugene School District 4J prior to your final vote.

Agenda Item 7A
Proposed State List of Four Interim Assessments

The State Board of Education docket posted on January 8, 2026 outlines the following proposed interim assessments:

- Curriculum Associates (i-Ready)
- Cambium Assessment, Inc. (Smarter Balanced Assessment Consortium Interims)
- Renaissance (STAR Reading & Mathematics)
- Houghton Mifflin Harcourt (MAP Growth)

Eugene School District 4J does **not currently utilize any of the interim assessments on the proposed list**.

As a result, we would be required to **adopt, purchase, and implement at least two new interim assessments—one for English Language Arts and one for Mathematics—by Fall 2026**.

This transition would need to occur without designated state funding or a coordinated implementation support plan, while districts are already navigating significant fiscal and operational constraints.

Key Implementation Considerations for Eugene School District 4J
While districts must manage many considerations, the following three present the most significant impact for Eugene 4J:

1. Substantial New Fiscal Costs During a $30 Million Budget Reduction
Three of the four proposed assessments are **significantly more expensive** than easyCBM, our current interim assessment. Based on statewide average pricing data (excluding Smarter Balanced Interims, which do not have a per-pupil cost), the average per-pupil cost for interim assessments is approximately $9.83 per student per subject.

For Eugene 4J, this results in the following estimated annual costs:

- **K–8 Enrollment:** 10,319 students
- **Math Interim Assessment:** $101,435.77
- **ELA Interim Assessment:** $101,435.77
- **Total Estimated Annual Cost: $202,871.54**

These figures reflect per-pupil licensing costs only and do not include additional associated expenses such as professional learning time, system integration, contract transitions, instructional alignment, or data system adjustments.

This new, unfunded cost would be incurred while Eugene 4J is actively implementing a $30 million budget reduction for the 2026–27 school year. In the absence of state funding, districts will be required to make difficult trade-offs, potentially reducing investments in **intervention services, instructional coaching, mental health supports, or staffing stability**.

2. Compressed Adoption and Procurement Timeline
All four candidate assessments differ from what Eugene 4J currently uses, requiring a full assessment adoption process from the beginning. This process mirrors curriculum adoption timelines and typically takes several months before piloting can begin.
The statutory timeline is extremely compressed:

- **January 2026** – First read of the proposed list by the State Board of Education.
- **February 2026** – Second read and vote by the State Board of Education.

- **ODE negotiations** with vendors to establish statewide pricing (similar procurement processes have historically taken significant time).
- **Local adoption processes**, including evaluation, stakeholder engagement, and approval.
- **Required implementation by September 2026.**

This timeline significantly increases the risk that districts prioritize **compliance over quality**, limiting the instructional value of interim assessments and undermining the intent of SB 141 to support meaningful, timely instructional decision-making.

3. Training and Capacity Requirements for Staff
Effective implementation requires more than administering assessments; it requires deep understanding and instructional use of data.

In Eugene 4J, implementation would require training for:

- **More than 600 teachers**, and
- **Over 400 additional staff members** who support assessment administration, data analysis, and instructional decision-making.

Providing high-quality professional learning at this scale—while maintaining instructional continuity and avoiding assessment fatigue—would be extremely challenging within the current timeline and without additional support.

Unintended Consequences for Districts and Students
Without additional time, funding, or implementation support, the proposed interim assessment requirements create several unintended consequences for districts such as Eugene 4J:

- **Instructional disruption**, as educators are required to pivot to new assessments without sufficient piloting or alignment to local instructional models.
- **Reduced professional learning quality**, as training timelines prioritize compliance over instructional depth and data literacy.
- **Increased assessment fatigue** for students and staff during a period of systemwide change and budget reductions.
- **Resource diversion**, where limited district funds are shifted away from direct student services to cover unfunded assessment costs.
- **Inequitable implementation**, as districts with fewer fiscal and staffing resources experience greater strain and less capacity to implement new assessments effectively.

While we understand the importance of statewide coherence, uniform requirements without differentiated implementation support risk widening disparities between districts and undermining equity goals.

Request for Partnership and Support

We recognize and appreciate the State Board of Education's responsibility for implementing SB 141, and we share the goal of improving assessment coherence and instructional alignment across Oregon.

We respectfully encourage the State Board to consider options such as:

- Phased implementation timelines.
- State-supported funding or cost offsets.
- Flexibility for districts currently using effective interim assessments.

These steps would reduce unintended consequences while preserving the intent of SB 141 and supporting thoughtful, high-quality implementation.

Thank you for considering these implementation realities. Please do not hesitate to contact us if additional information or follow-up would be helpful.

With appreciation for your service,

Dr. Miriam Mickelson
Superintendent
Eugene School District 4J

WALT DAVENPORT – Superintendent

ADMINISTRATION OFFICE
300 Ash Street
Central Point, OR 97502
Phone: (541) 494-6201

www.district6.org walt.davenport@district6.org

CENTRAL POINT SCHOOL DISTRICT 6
CENTRAL POINT - GOLD HILL - SAMS VALLEY

Date: January 2026

To: Members of the Oregon State Legislature

From: Walt Davenport, Superintendent
Central Point School District 6

Subject: Implementation Considerations for Senate Bill 141 Interim Assessment Requirements

Dear Senator / Representative,

Central Point School District 6 appreciates the Legislature's continued commitment to improving student outcomes, strengthening literacy and mathematics achievement, and increasing transparency and accountability across Oregon's public education system.

We *support* the intent of Senate Bill 141, which seeks to ensure consistent monitoring of student progress through the adoption of interim assessments in English language arts and mathematics for grades K–8. At the same time, we respectfully share implementation considerations that we believe are critical to achieving the bill's goals without unintended consequences for districts and students.

Proposed Interim Assessment List

The State Board of Education Board Docket posted January 8, 2026 identifies the following proposed interim assessments:

Curriculum Associates – i-Ready
Cambium Assessment, Inc. – Smarter Balanced Interim Assessments (OSAS)
Renaissance – STAR Reading & Mathematics
Houghton Mifflin Harcourt – MAP Growth

Statewide Implementation Considerations

Oregon Department of Education assessment reporting indicates that the majority of Oregon districts currently rely on interim and MTSS assessment systems that are not included on the proposed approved list. As a result, SB 141 would require many districts to modify or replace assessment systems that are already embedded in local MTSS frameworks, professional learning investments, and instructional decision-making processes.

This scale of change presents significant challenges, including:

- Unfunded adoption and licensing costs.
- Time and support to train and provide professional learning for staff at the school and district level in rolling out and transitioning to new interim assessments in a short timeframe.
- Loss of instructional time during assessment transitions.
- Startup costs for pivoting to new interim assessments from the state list (ex: ending current contracts, request for proposals, evaluation, adoption, and purchase) and lack of state funding and support.
- Integration with current systems at the local level (ex. rostering data in Student Information Systems; aligning new tests with instructional models and professional learning).
- Disruption of longitudinal data used to inform MTSS decisions
    - For districts currently demonstrating improvement as a result of sustained literacy investments, these disruptions risk undermining systems that are producing measurable gains.
- The cumulative instructional and developmental impact of increased screen time associated with administering multiple, lengthy computer-based assessments (MAPS Growth, specifically) throughout the school year.
- It is also important that interim assessment requirements align with Oregon's approved dyslexia screening requirements for early grades, as misalignment may require districts to administer multiple assessments to meet statutory obligations. Cambium assessment is not an approved dyslexia screener.

Grade-Span Coverage and Platform Fragmentation

An additional concern is that Smarter Balanced Interim Assessments are only available for grades 3–8 and grade 11. This limitation would require districts to utilize multiple assessment platforms to meet SB 141 requirements across K–2 and grades 9–10.

Using multiple systems increases:

- Costs and contract complexity
- Staff training demands
- Data fragmentation across grade levels
- Challenges for educators and families interpreting results

This outcome runs counter to the goal of streamlined, coherent assessment systems.

District Planning and MTSS Alignment

Based on district implementation experience across Oregon, no single assessment system effectively serves all tiers of MTSS. Most districts intentionally pair assessment tools to balance instructional efficiency with MTSS effectiveness.

Within these models:

- AimswebPlus offers brief, research-based progress monitoring tools that allow educators to measure short-term student growth without excessive testing time or disruption to instruction.
- AimswebPlus typically presents the lowest testing time burden and is the strongest MTSS backbone for Tier 2/3.
- STAR offers a strong balance of efficiency and MTSS usability.
- Smarter Balanced Interims are best used selectively for instructional standards alignment, not as a primary MTSS assessment, due to length and design.

Local Context: Central Point School District 6

Central Point School District 6 has built a comprehensive MTSS framework centered on AimswebPlus, supported by three years of professional development funded through ODE grants (ELOP, ELSI, and CLSD). This work has resulted in measurable improvement in student outcomes, including significant gains in third-grade ELA achievement. The Oregon Department of Education recently invited CPSD6 to participate with a **Literacy Spotlight** interview to share this improvement story.

Requiring a rapid transition away from an effective, embedded system would disrupt instructional continuity and diminish the return on prior district investments.

Request for Legislative Consideration

We respectfully request that implementation of SB 141 include:

- Flexibility for districts to continue using existing, evidence-based MTSS systems.
- Allowance for multiple assessment tools by MTSS tier or grade span.
- Phased implementation timelines and/or implementation funding.
- Explicit consideration of K–2 and secondary grade-span limitations.

These considerations will help ensure that SB 141 strengthens, rather than disrupts, effective instructional and assessment practices statewide.

Thank you for your leadership and for considering the real-world implications of this legislation. We would welcome the opportunity to provide additional information or discuss our experience further.

Respectfully,

Walt Davenport
Superintendent

Central Point School District 6

Data Appendix: MTSS-Aligned Assessment Use and Implementation Considerations

A. Assessment Use Patterns Across Oregon & Central Point School District 6

Oregon Department of Education assessment reporting shows that most districts use multiple assessment systems across grade levels and instructional purposes. Many of these systems are not included on the proposed SB 141 approved list, indicating that implementation would require widespread system changes rather than alignment to existing practice. Central Point School District 6 has historical and current data using AimswebPlus to serve both universal benchmark assessments (Tier 1) and progress monitoring (Tiers 2 & 3).

B. MTSS-Aligned Assessment Matrix (Reading & Math)

Tier 1 – Universal Screening & Core Instruction Monitoring

Assessment System	Reading	Math	MTSS Notes
i-Ready	✔✔✔	✔✔✔	Strong diagnostic and instructional placement
STAR	✔✔✔	✔✔✔	Efficient; low testing time
MAP Growth	✔✔✔	✔✔✔	Growth-focused; strong longitudinal data
AimswebPlus	✔✔	✔✔	Designed explicitly for MTSS screening
Smarter Balanced Interims	❌	❌	Too long for universal screening

Tier 2 – Targeted Diagnostic & Progress Monitoring

Assessment System	Reading	Math	MTSS Notes
i-Ready	✔✔	✔✔	Diagnostic support
STAR	✔✔	✔✔	Efficient progress monitoring
MAP Growth	⚠	⚠	Limited use for intervention design
AimswebPlus	✔✔✔	✔✔✔	Gold standard for Tier 2 monitoring
Smarter Balanced IABs	⚠	⚠	Selective standards checks only

Tier 3 – Intensive Progress Monitoring

Assessment System	Reading	Math	MTSS Notes
i-Ready	⚠	⚠	Diagnostic only; avoid frequent use
STAR	✔	✔	Acceptable but less sensitive
MAP Growth	❌	❌	Not appropriate
AimswebPlus	✔✔✔	✔✔✔	Primary Tier 3 monitoring tool
Smarter Balanced	❌	❌	Not designed for Tier 3

D. Spanish Assessment Alignment (MTSS Context)

System	Spanish Tier 1	Spanish Tier 2/3
STAR	✔ **Full**	✔ **Progress Monitoring**
MAP Growth	✔ **Full**	⚠ **Limited**
i-Ready	✔ **(K–6 primarily)**	⚠ **Diagnostic only**
AimswebPlus	✔ Reading CBMs	❌ **Limited Math**
Smarter Balanced	❌	❌

Reynolds School District
1204 NE 201st Ave
Fairview, OR 97024
(503) 661.7200 | reynolds.k12.or.us

January 15, 2026

Dear Chair Scurlock, Vice-Chairs Montgomery and Richardson, and Members of the Oregon State Board of Education:

Thank you for the opportunity to provide public comment on the proposed similar-district accountability methodology.

Reynolds School District supports Oregon's goal of SB 141 of building an accountability system that is fair, rigorous, and grounded in real district context. We agree that all schools and districts should be held accountable for student outcomes, and that accountability should reflect the conditions districts operate in.

However, the proposed methodology raises a serious concern for districts like Reynolds that serve high concentrations of students in poverty and with complex needs.

The SB 141 accountability framework of similar district clusters must be validated to ensure that the districts being compared are truly operating on a level playing field. This includes accounting for poverty and student need and the funding that is provided by districts based on these factors. Oregon's funding system continues to underfund the very districts serving the highest-need students, yet the proposed district clusters in SB 141 assume we have the resources to overcome barriers that the funding system does not fully recognize or support. High-poverty districts are being asked to deliver outcomes comparable to better-resourced districts without comparable resources.

When accountability and funding are misaligned, the results become predictable. Districts with more resources will continue to outperform districts with fewer resources, regardless of effort, leadership, or strategy. That does not drive improvement. It reinforces existing disparities.

Reynolds is not asking the state to abandon accountability. We are asking the state to strengthen it by aligning the system with Oregon's values and with the lived reality in high-poverty districts. Before using similar-district groupings for accountability targets, we urge the Board to validate the methodology against outcomes, align accountability expectations with the funding model, and remove variables that add complexity without improving fairness or clarity.

Oregon can and should hold districts accountable for improvement. High-poverty districts must be held to ambitious expectations but coupled with funding for the student needs we are expected to address. If the state wants an accountability system that is fair and meaningful, it must ensure the system is aligned, equitable, and evidence-based.

Respectfully,

Dr. Frank Caropelo
Superintendent

Oregon State Board of Education
January 15, 2025

AGENDA ITEM: Supplemental Plan Revision for Reynolds SD

SUBJECT: Supplemental Plan Revision for Reynolds SD **STAFF NAME & OFFICE**: Brock Dittus, Pupil Transportation & Fingerprinting Reynolds SD has submitted a new supplemental plan for board approval. This will change the areas in which transportation will be provided / required for students who live within the statutory walk distance around schools.	☐ **Informational Presentation** ☒ **Written Report**

BACKGROUND

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

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

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

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

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

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

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

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

Oregon State Board of Education
January 15, 2025

AGENDA ITEM: Supplemental Plan Revision for Reynolds SD

SUMMARY OF PREVIOUS BOARD ACTION

The State Board approved Reynolds School District's original supplemental plan in 1992, with revisions in 2000, 2004, 2005 and 2012.

POLICY ISSUE OR CONCERNS

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

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

EQUITY IMPACT ANALYSIS

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

FISCAL ANALYSIS

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

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

ATTACHMENTS

Attachment 1: Reynolds Supplemental Plan 2025

Reynolds School District
1204 NE 201st Ave
Fairview, OR 97024
(503) 661.7200 | reynolds.k12.or.us

August 28, 2025

Dr. Charlene Williams, Director
Oregon Department of Education
255 Capitol St NE
Salem, OR 97310

RE: Supplemental Transportation Plan

Dear Dr. Williams,

Please see the enclosed updated Supplemental Transportation Plan. This plan was approved by the Reynolds School District Board of Directors on August 27, 2025.

Due to school attendance boundary adjustments, changes to the current plan include revisions to several schools that do not have safe walking paths. In addition to the updates being submitted, we request the current plans for the following schools remain on file:

- Fairview Elementary School
- Margaret Scott Elementary School
- Salish Ponds Elementary School
- Sweetbriar Elementary School
- Troutdale Elementary School
- Woodland Elementary School
- Reynolds Middle School
- Walt Morey Middle School
- Reynolds High School

If you have any questions, please call me at 503-661-7200.

Sincerely,

Frank Caropelo
Superintendent

Enclosures

Cc: Wade Bakley, Chief Operations Officer
Chris Ellison, Director of Transportation

Reynolds School District
Board of Education Business Meeting
Meeting Minutes

August 27, 2025
6:30 PM
Building I, Edgefield Campus

Present: Patty Carrera, Ana Gonzalez Muñoz, Aaron Muñoz, Michael Reyes, Joyce Rosenau, Cayle Tern,
Absent: Francisco Ibarra.

I. 5:00p - Executive Session

The Reynolds School Board and the Superintendent will meet in Executive Session at 5:00p, under ORS 192.660(2)(a) Personnel, ORS 192.660(2)(b) Grievance Hearing, and ORS 192.660(2)(d) Negotiations.

II. 6:30p - Call to Order

- Chair Michael Reyes called the August 27, 2025 Business Meeting to order at 6:30p.

A. Roll Call

B. Consider Approval of the August 27, 2025 Agenda

I move that the Board approve the August 27, 2025 agenda as presented. This motion, made by Aaron Muñoz and seconded by Ana Gonzalez Muñoz, Passed.

Yea: 6, Nay: 0

C. Pledge of Allegiance

D. Land Acknowledgement

- Read into the record by Director Aaron Muñoz.

E. Mission and Vision

- Read into the record by Chair Michael Reyes.

III. 6:40p - Executive Session Action

I move that the Board uphold the level II grievance findings for the appeal heard in executive session. This motion, made by Michael Reyes and seconded by Aaron Muñoz, Passed.

Yea: 6, Nay: 0

IV. 6:45p - Recognition

A. Resolution 2025-2026-002 National Hispanic and Latino Heritage Month

- Read into the record by Director Ana Gonzalez Muñoz.

V. 6:50p - Public to be Heard

Members of the public will address the board with comments and the board will listen only. Public Comment will be limited to 7 speakers with 3 minutes each. Forms must be turned in before the meeting start time.

DRAFT

VI. 7:00p - Presentation to the Board

A. Supplemental Transportation Plan

- This only shows *changes* to the supplemental plan.
- Includes areas with safety concerns previously discussed.

VII. 7:15p - Superintendent's Reports

A. Announcements/Reports

B. Financial Report

VIII. 7:30p - Consent Agenda

I move that the Board approve all Consent Agenda items as presented. This motion, made by Patty Carrera and seconded by Aaron Muñoz, Passed.

Yea: 6, Nay: 0

A. Approval of Personnel Order

B. Approval of Prior Meeting Minutes

C. Intergovernmental Agreement with Portland Public Schools for Columbia Regional Autism Services

D. Intergovernmental Agreement with Portland Public Schools for Columbia Regional Deaf and Hard of Hearing Classrooms

E. Authorization to Spend: Nutrition Services

F. Acceptance of National Education Association Foundation Grant

IX. 7:35p - Action Items

A. MOU with REA and OSEA on Furlough Days

I move that the Board approve the Memorandum of Understanding of Unpaid Furlough Days between Reynolds School District, Reynolds Education Association, and Oregon School Employees Association. This motion, made by Patty Carrera and seconded by Aaron Muñoz, Passed.

Yea: 6, Nay: 0

B. Supplemental Transportation Plan

I move that the Board approve the updated Reynolds School District Supplemental Walk Zone Plan as presented. This motion, made by Aaron Muñoz and seconded by Ana Gonzalez Muñoz, Passed.

Yea: 6, Nay: 0

C. Construction Excise Tax Rate

I move that the Board approve Resolution 2025-2026-003 Construction Excise Tax Limit and authorize the district to amend the existing IGAs with the cities of Fairview, Gresham, Troutdale, and Wood Village. This motion, made by Aaron Muñoz and seconded by Ana Gonzalez Muñoz, Passed.

Yea: 6, Nay: 0

X. 7:45p - Board Announcements and Discussion

A. Individual Board Members - Announcements and Reports

B. Upcoming Board Meetings

XI. 8:00p - Adjourn

- Chair Michael Reyes adjourned the August 27, 2025 meeting at 7:36p.

DRAFT

Reynolds School District

Supplemental Walk Zone Plan

2025 update

Introduction:

The Supplemental Walk Zone Plan (Plan) documents the analysis of hazards in school walk zones that may require a bus stop for safety. The Plan reports areas within a one mile walking distance from each elementary school (K-5) and 1.5 mile walking distance from each middle (6-8) and high school (9-12). The walk zones have been evaluated for safe walking conditions including speed and volume of vehicles, width and condition of the street, shoulders and sidewalks, visibility, crossings, intersections, light rail, and any other potential hazards.

The Supplemental Walk Zone Plan is submitted to the Oregon Department of Education for approval and funding (70% of expenses) for transportation services. All walk zone analyses and documentation were completed by the Transportation Services' Safety and Training Department.

It is important to note that adjustments and/or updates to existing Supplemental Plans on file with the Oregon Department of Education only need to address new hazards, removal of hazards, or boundary changes that may identify new or existing hazards from the previous school. If a Supplemental Walk Zone Plan does not change for a school, that school's Plan does not need to be included in the update.

Introduction and History:

In accordance with state law, the Reynolds School District (RSD) provides transportation for students in kindergarten through 5th grade who live more than 1 mile from their school, and for students 6th through 12 grade who live more than 1.5 miles from their school. RSD may provide transportation within these 1 mile and 1.5 mile areas when there are specific health and safety reasons for providing transportation.

The state reimburses 70% of the approved transportation expenses. The funding rules require that districts provide a Supplemental Plan to be approved by the State Board of Education in order to receive this reimbursement for students who live closer than the prescribed distances to their school.

In 1992, RSD created its first Supplemental Plan, which was approved by the State Board of Education. Since its creation in 1992, this plan has been:

- Updated and approved in 2000
- Updated in 2004 and approved in 2005
- Updated in 2011 and approved in 2012

Starting with the school year 2025/2026 Reynolds School District adjusted several of its schools' attendance boundaries to alleviate overcrowding and planned housing developments. This boundary adjustment necessitated a review and update to RSD's Supplemental Plan currently on file with the Oregon Department of Education.

2025 Supplemental Plan Overview/Updates

Total Approximate Students with SP Transportation: 3,417

Alder Elementary
Plan 1 – Delete section of Plan 1: E. Burnside St. – SE Stark St. / 165th Ave. – 172nd Ave. (now Hartley, no SP)
Plan 2 – No Changes from 2011 SP

Davis Elementary
Plan 1 – No Changes from 2011 SP
Plan 2 – No Changes from 2011 SP
Plan 3 – No Changes from 2011 SP
Plan 4 – New: NE Glisan St. – SE Stark St. / 181st Ave. – 188th Ave. (from Hartley)
Plan 5 – New: The Nash and The Pines Apartments: NE Couch Ln. – E Burnside St. / SE 188th Ave. – SE 190th Pl.

Fairview Elementary
Plan 1 – No Changes from 2011 SP
Plan 2 – No Changes from 2011 SP

Glenfair Elementary
Plan 1 – Delete section of Plan 1: E. Burnside St. – SE Stark St. / 160th Ave. – 162nd Ave. (now Wilkes, no SP)
Plan 2 – Delete entire area (now M. Scott, no SP)
Plan 2 (from Plan 3) – No Changes from 2011 SP
Plan 3 – Move to Plan 2

Hartley Elementary
Plan 1 – Delete section of Plan 1: NE Glisan – SE Stark St. / 181st Ave. – 188th Ave. (now Davis)
New section of Plan 1: NE Glisan St. – SE Stark St. / NE 169th St. – 181st Ave. (From Wilkes, no SP)
Plan 2 – No Changes from 2011 SP
Plan 3 – No Changes from 2011 SP

Margaret Scott Elementary
Plan 1 – No Changes from 2011 SP
Plan 2 – No Changes from 2011 SP

Salish Ponds Elementary
Plan 1 – No Changes from 2011 SP

Sweetbriar Elementary
Plan 1 – No Changes from 2011 SP

Troutdale Elementary
Plan 1 – No Changes from 2004 SP
Plan 2 – No Changes from 2004 SP
Plan 3 – No Changes from 2004 SP

Wilkes Elementary
Plan 1 – No Changes from 2011 SP
Plan 2 – New: NE Sandy Blvd. – Hwy 30/I-84 WB / NE 162nd Ave. – NE Fargo Circle (from M. Scott, no SP)

Woodland Elementary
Plan 1 – No Changes from 2011 SP
Plan 2 – No Changes from 2011 SP

HB Lee Middle
Plan 1 – Delete section of Plan 1: SE Stark St. - SE Market St. / SE 168th Ave. - SE 181st Ave. (now RMS, no SP)
Plan 2 – No Changes from 2011 SP
Plan 2A – Move to Plan 4
Plan 3 – No Changes from 2011 SP
Plan 4 (from Plan 2A) - No Changes from 2011 SP

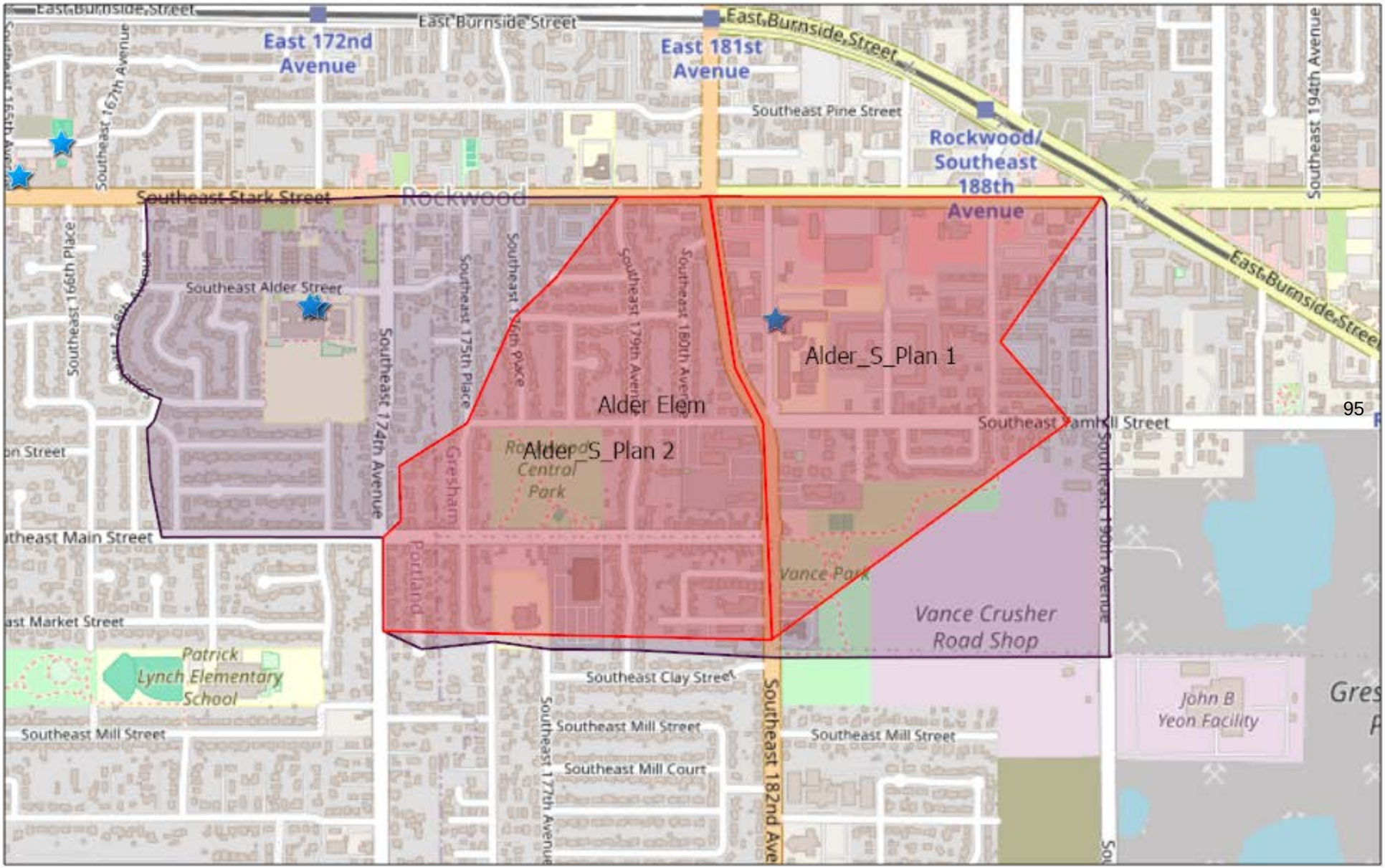
Reynolds Middle
Plan 1 – No Changes from 2011 SP
Plan 1A – No Changes from 2011 SP
Plan 2 – No Changes from 2011 SP
Plan 3 – No Changes from 2011 SP

Walt Morey Middle
Plan 1 – No Changes from 2011 SP
Plan 2 – No Changes from 2011 SP
Plan 3 – No Changes from 2011 SP

Reynolds High
Plan 1 – No Changes from 2004 SP
Plan 1A – No Changes from 2004 SP

Reynolds School District #7
Supplemental Plan for Alder Elementary School
July 23, 2025

General Area Key	Hazardous Conditions	Approx. No. of Students
PLAN 1		
SE Stark St - SE Market St / SE 182nd Ave - SE 190th Ave	Cross 4 Lane Traffic Heavy Traffic	K - 5th grade - 249
PLAN 2		
SE Stark St - SE Market St / SE 174th Ave - SE 182nd Ave	No Sidewalks	K - 5th grade - 60



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July 18, 2025

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0 0.13 0.25 0.5 km

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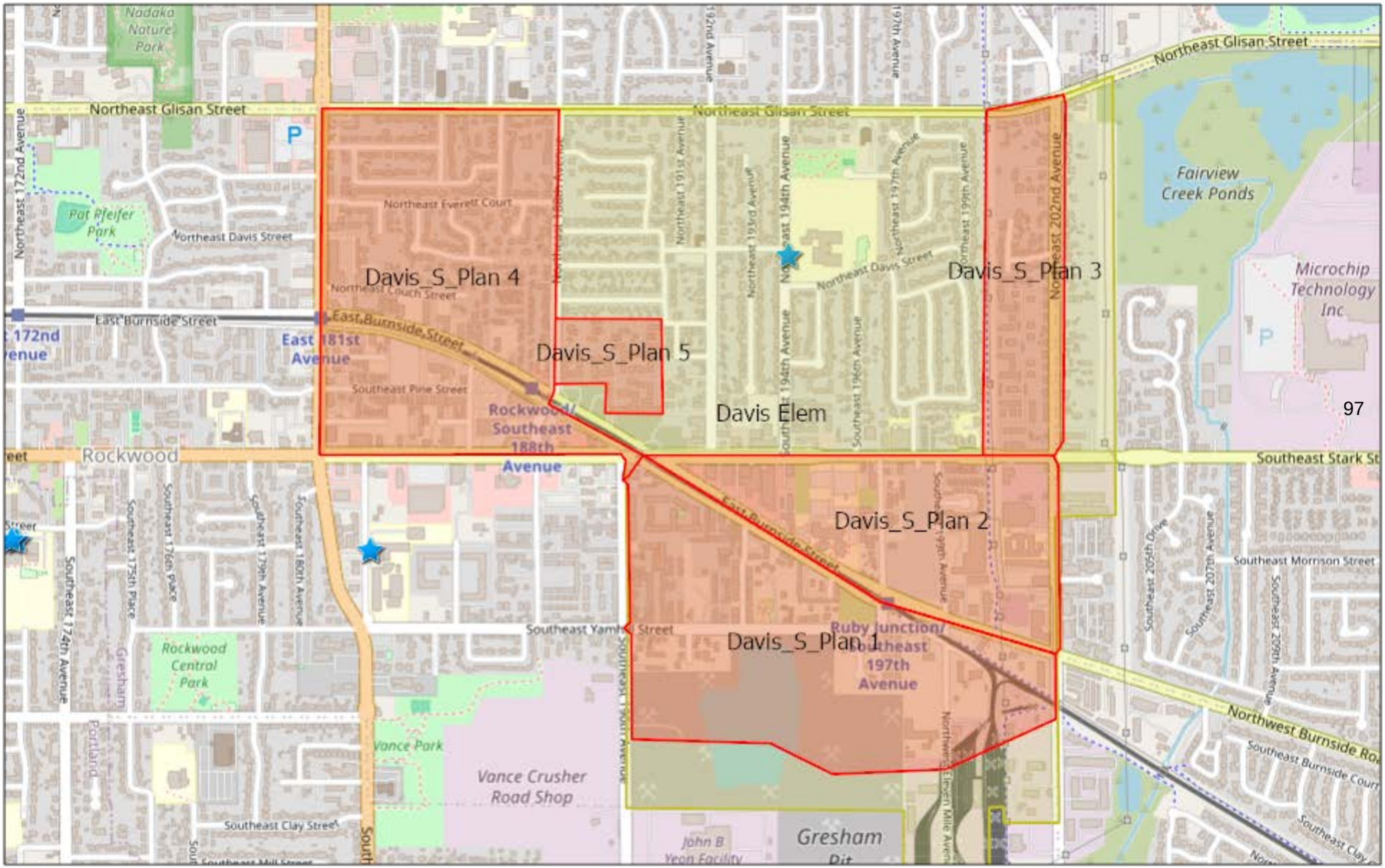
Reynolds School District #7
Supplemental Plan for Davis Elementary School
July 23, 2025

General Area Key	Hazardous Conditions	Approx. No. of Students
Plan 1 E Burnside St - South of SE Yamhill / SE 190th Ave - SE 202nd Ave	Lightrail Train Crossing	K - 5th grade - 164
Plan 2 E Burnside St - SE Stark St / SE 202nd Ave	Cross 4 Lane Traffic Heavy Traffic	K - 5th grade - 23
		96
Plan 3 NE Glisan St - SE Stark St / NE 202nd Ave - NE 201st Ave	No Sidewalks	K - 5th grade - 32
Plan 4 NE Glisan St - SE Stark St / 181st Ave to 188th Ave	No Sidewalks	K - 5th grade - 88
Plan 5 The Nash and The Pines Apartments NE Couch Ln. - E Burnside St. / SE 188th Ave - SE 190th Pl	No Sidewalks High Crime Area	K - 5th grade - 68



July 23, 2025

1:18,037

0 0.1 0.2 0.4 mi

0 0.15 0.3 0.6 km

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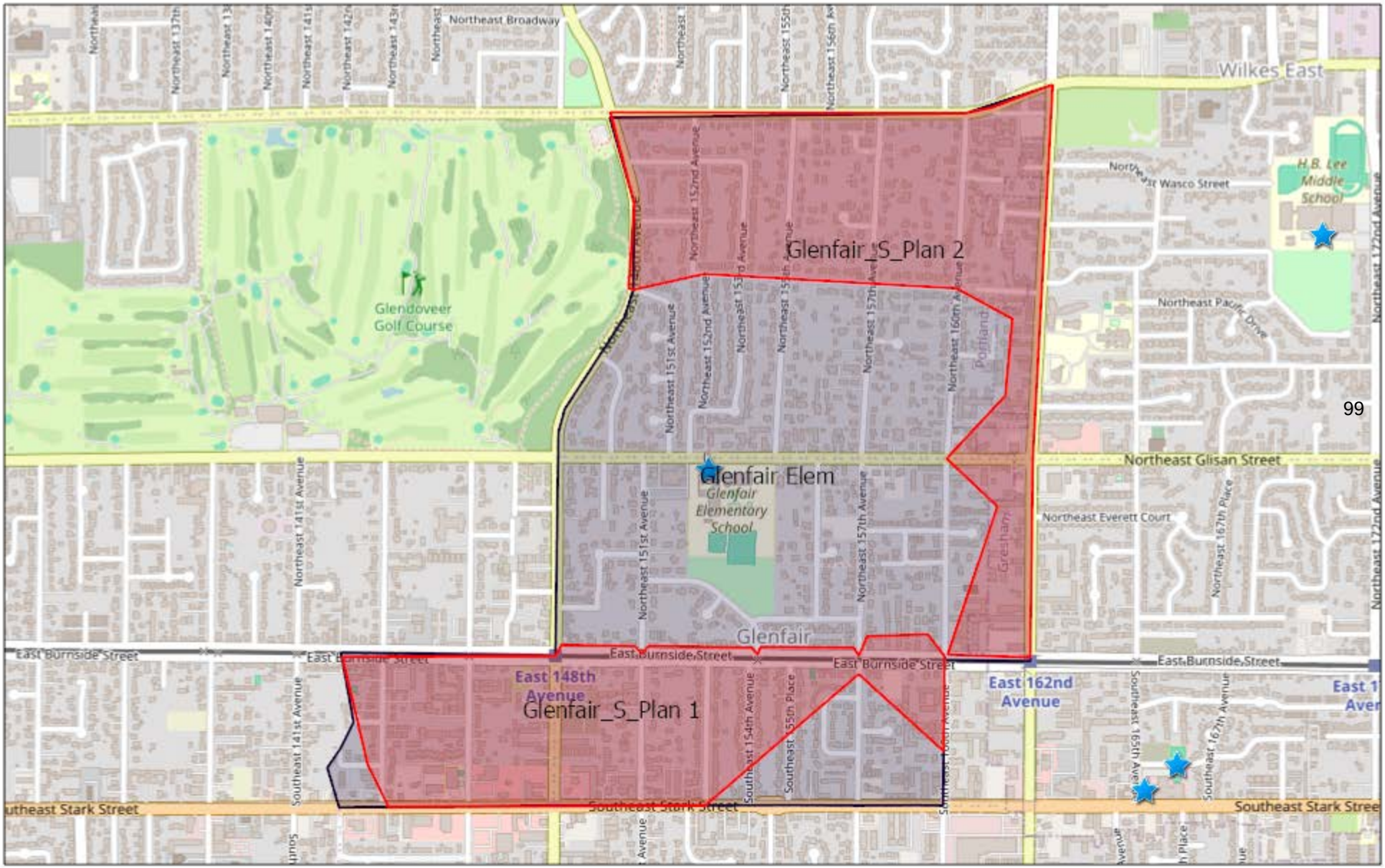
Reynolds School District #7
Supplemental Plan for Glenfair Elementary School
July 23, 2025

General Area Key	Hazardous Conditions	Approx. No. of Students
Plan 1		
SE 142nd Ave - SE 160th Ave / E Burnside St - SE Stark St	Lightrail Crossing Cross 4 Lane Traffic Heavy Traffic	K - 5th grade - 170
Plan 2		
NE 148th Ave - NE 162nd Ave / NE Halsey St - NE Holladay NE 160th Ave - NE 162nd Ave / NE Holladay - E Burnside St	No Sidewalks Heavy Traffic	K - 5th grade - 75



July 18, 2025

1:18,037

0 0.1 0.2 0.4 mi

0 0.15 0.3 0.6 km

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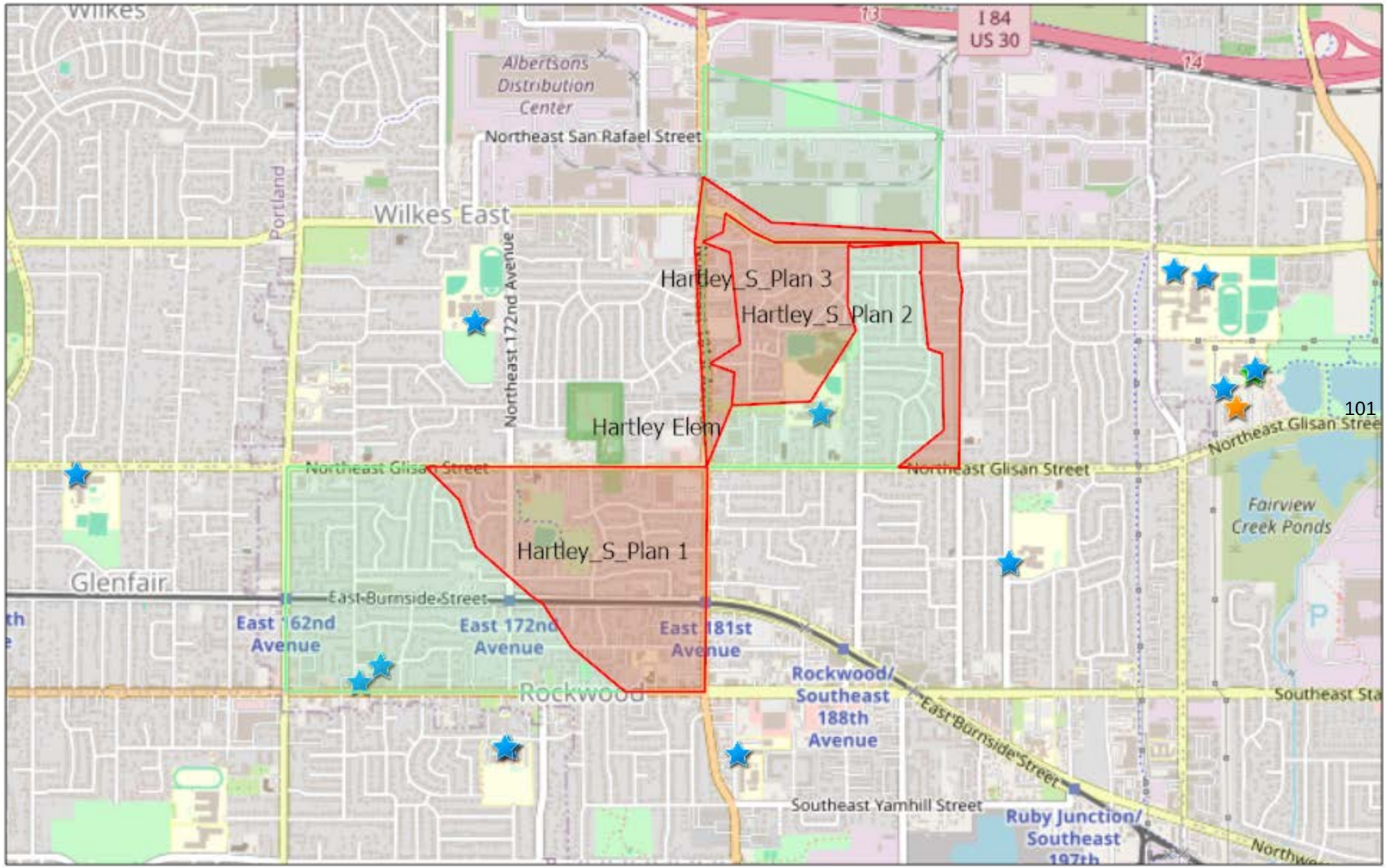
Reynolds School District #7
Supplemental Plan for Hartley Elementary School
July 23, 2025

General Area Key	Hazardous Conditions	Approx. No. of Students	
Plan 1			
NE 169th Ave - NE 181st Ave / NE Glisan St - SE Stark St	Lightrail Train Crossing Heavy Traffic Cross 4 Lane Traffic	K - 5th grade - 107	
Plan 2			
NE 181st Ave - NE 186th Ave / NE Halsey St - NE Oregon St NE 186th Ave - NE 192nd Ave / NE Halsey St - NE Glisan St	No Sidewalks Physical Barrier (chain link fence)	K - 5th grade - 71	100
Plan 3			
NE 181st Ave - NE 192nd Ave / North of NE Halsey St NE 181st Ave - NE 183rd Ave / NE Halsey St - NE Glisan St	No Sidewalks Heavy Traffic Physical Barrier (chain liink fence)	K - 5th grade - 20	



July 18, 2025

1:27,780

0 0.15 0.3 0.6 mi

0 0.25 0.5 1 km

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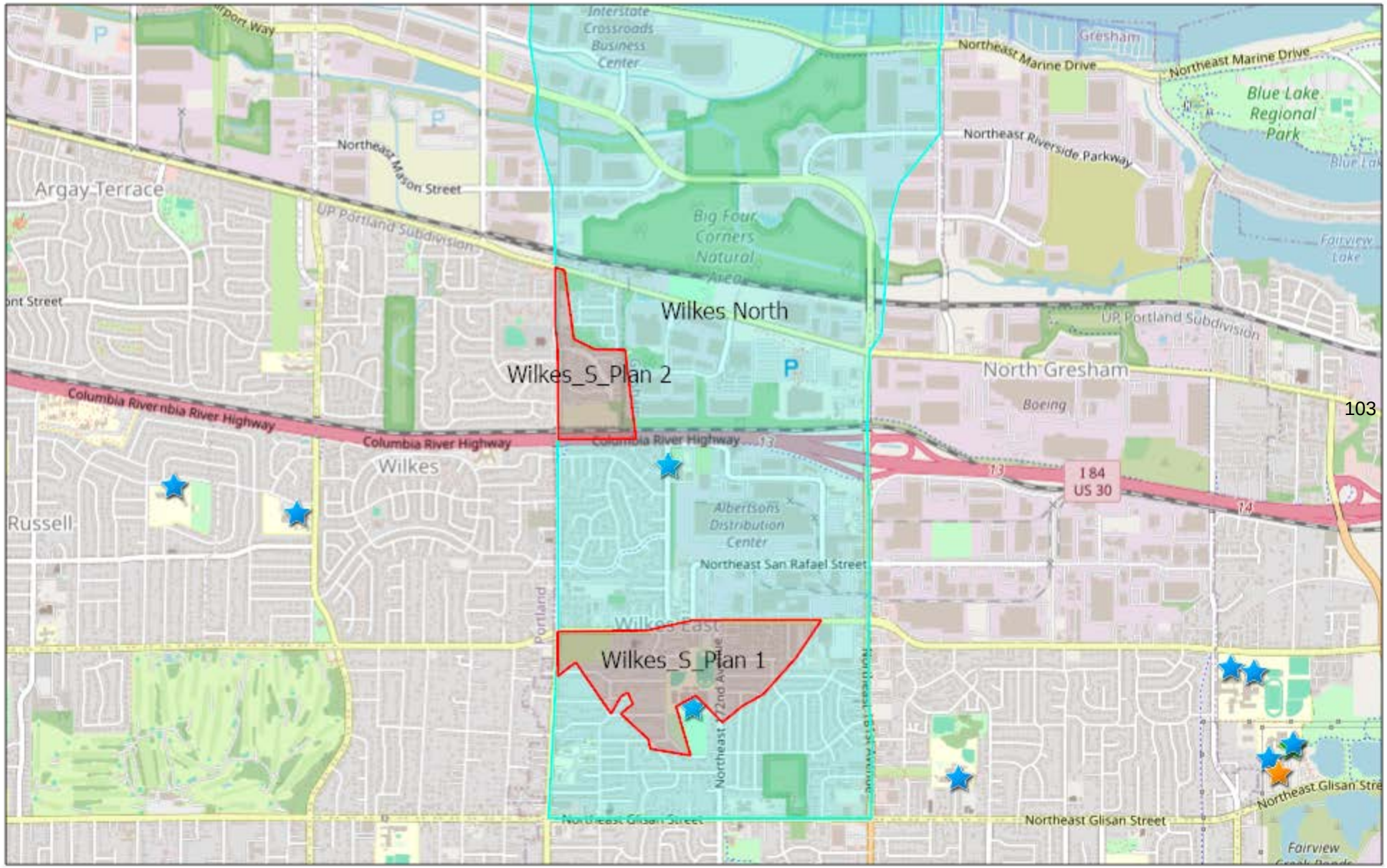
Reynolds School District #7
Supplemental Plan for Wilkes Elementary School
July 23, 2025

General Area Key	Hazardous Conditions	Approx. No. of Students
Plan 1 NE 162nd Ave - NE 178th Ave / NE Halsey St - NE Pacific Dr	Cross 4 Lane Traffic Heavy Traffic	K - 5th grade - 90
Plan 2 NE Sandy Blvd - Hwy 30/I-84 WB / NE 162 Ave - NE Fargo Circle	No Sidewalks Heavy Traffic	K - 5th grade - 6



July 18, 2025

1:36,074

0 0.2 0.4 0.8 mi

0 0.33 0.65 1.3 km

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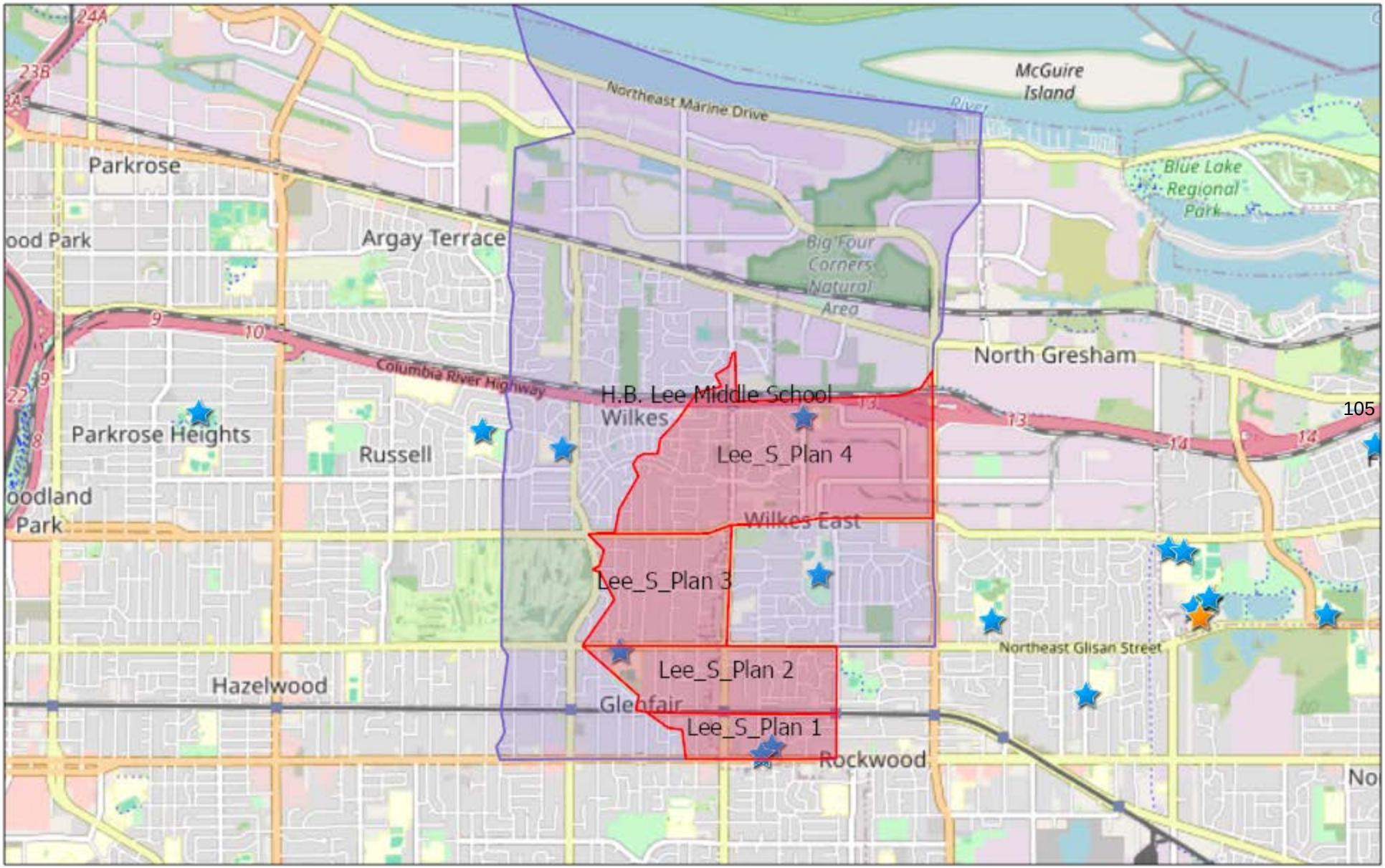
Reynolds School District #7
Supplemental Plan for H.B. Lee Middle School
July 23, 2025

General Area Key	Hazardous Conditions	Approx. No. of Students
Plan 1 SE 155th Ave - SE 172nd Ave / E Burnside St - SE Stark St	Lightrail Train Crossing Heavy Traffic Cross 4 Lane Traffic	6th - 8th grade - 72
Plan 2 NE 150th Pl - NE 172nd Ave / NE Glisan St - E Burnside St	Cross 4 Lane Traffic Heavy Traffic	6th - 8th grade - 120
Plan 3 NE 148th Ave - NE 162nd Ave / NE Halsey St - NE Glisan St	Heavy Traffic Cross 4 Lane Traffic No Sidewalks	6th - 8th grade - 45
Plan 4 NE 148th Ave - NE 181st Ave / NE Siskiyou St - NE Halsey St	Heavy Traffic	6th - 8th grade - 120



July 18, 2025

1:55,560

0 0.33 0.65 1.3 mi

0 0.5 1 2 km

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LEGEND

FUNCTIONAL CLASSIFICATION

STATE HWY	OTHER JURISDICTION
	INTERSTATE
	PRINCIPAL ARTERIAL
	MINOR ARTERIAL
	MAJOR COLLECTOR
	MINOR COLLECTOR
	LOCAL ROAD

FOR FURTHER FUNCTIONAL CLASSIFICATION INFORMATION, CONTACT ODOT REGION OFFICE.

- INTERSTATE - US. ROUTE - ORE. ROUTE
- NATIONAL HIGHWAY SYSTEM ROUTE
- CITY LIMIT
- URBAN GROWTH BOUNDARY
- RAILROAD - AMTRAK PASSENGER STATION
- GRAVEL PIT - QUARRY - ODOT STOCKPILE
- ODOT MAINTENANCE STATION

- PUBLIC BUILDING
- COURTHOUSE
- HOSPITAL
- CITY HALL
- ARMORY
- POST OFFICE
- SCHOOL
- LIBRARY
- SAFETY REST AREA
- WEIGH STATION
- PARK & RIDE LOCATION
- INTERCITY - CITY TRANSIT
- COMMERCIAL - GENERAL AVIATION
- PORT FACILITY

Published by

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NORTH

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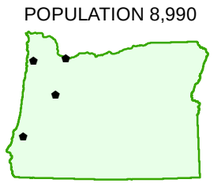
SCALE

0 600 1,200 2,400 Feet

0 175 350 106 700 Meters

FAIRVIEW
POPULATION 8,990



T. 1 N. R. 3 E. W.M.

OREGON TRANSPORTATION MAP

Showing Federal Functional Classification of Roads

City of

FAIRVIEW

MULTNOMAH COUNTY
2019 Edition

PARK & RIDE | INTERBUS | AMTRAK
AVAILABLE TRANSPORTATION SERVICES SHOWN WITH YELLOW BACKGROUND

PORT | AIRPORT | COMM. AIR
AVAILABLE TRANSPORTATION SERVICES SHOWN WITH YELLOW BACKGROUND

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Population numbers are based on current Oregon Population Report, College of Urban and Public Affairs, Portland State University, https://pdx.edu/prc

LEGEND

FUNCTIONAL CLASSIFICATION

STATE HWY / OTHER JURISDICTION

FOR FURTHER FUNCTIONAL CLASSIFICATION INFORMATION, CONTACT ODOT REGION OFFICE.

- INTERSTATE
- PRINCIPAL ARTERIAL
- MINOR ARTERIAL
- MAJOR COLLECTOR
- MINOR COLLECTOR
- LOCAL ROAD
- INTERSTATE - US. ROUTE - ORE. ROUTE
- NATIONAL HIGHWAY SYSTEM ROUTE
- CITY LIMIT
- URBAN GROWTH BOUNDARY
- RAILROAD - AMTRAK PASSENGER STATION
- GRAVEL PIT - QUARRY - ODOT STOCKPILE
- ODOT MAINTENANCE STATION

- PUBLIC BUILDING
- COURTHOUSE
- HOSPITAL
- CITY HALL
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SCALE

0 330 660 1,320 Feet

0 95 190 107 380 Meters

WOOD VILLAGE
POPULATION 3,920

T. 1 N. R. 3 E. W.M.

OREGON TRANSPORTATION MAP

Showing Federal Functional Classification of Roads
City of

WOOD VILLAGE

MULTNOMAH COUNTY
2019 Edition

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PORT | AIRPORT | COMM. AIR
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OREGON TRANSPORTATION MAP

Showing Federal Functional Classification of Roads

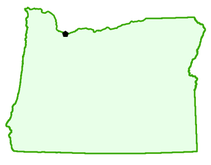
City of

TROUTDALE

MULTNOMAH COUNTY

2019 Edition

TROUTDALE
POPULATION 16,185



T. 1 N.-T. 1 S. R. 3-4 E. W.M.

LEGEND

FUNCTIONAL CLASSIFICATION

STATE HWY	OTHER JURISDICTION
	INTERSTATE
	PRINCIPAL ARTERIAL
	MINOR ARTERIAL
	MAJOR COLLECTOR
	MINOR COLLECTOR
	LOCAL ROAD

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- ODOT MAINTENANCE STATION

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- LIBRARY
- SAFETY REST AREA
- WEIGH STATION
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- INTERCITY - CITY TRANSIT
- COMMERCIAL - GENERAL AVIATION
- PORT FACILITY

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SCALE

0 875 1,750 3,500 Feet

0 230 460 920 Meters

PARK & RIDE | INTERBUS | AMTRAK

PARK & RIDE | INTERBUS | AMTRAK

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PORT | AIRPORT | COMM. AIR

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OREGON TRANSPORTATION MAP

Showing Functional Classification of Roads

City of

PORTLAND

MULTNOMAH COUNTY

2019 Edition

LEGEND

FOR FURTHER FUNCTIONAL CLASSIFICATION INFORMATION, CONTACT ODOT REGION OFFICE.

FUNCTIONAL CLASSIFICATION

STATE HWY	OTHER JURISDICTION	
		INTERSTATE
		PRINCIPAL ARTERIAL
		MINOR ARTERIAL
		MAJOR COLLECTOR
		MINOR COLLECTOR
		LOCAL ROAD

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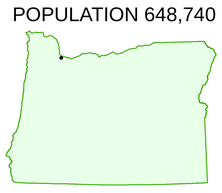
PORTLAND
POPULATION 648,740



T. 1 S.-T. 2 N. R. 1 W.-R. 2 E. W.M.

SCALE

0 3,500 7,000 Feet 14,000

0 950 1,900 Meters 3,800

PARK & RIDE — PARK & RIDE LOCATION

INTERBUS — INTERCITY - CITY TRANSIT

AMTRAK — RAILROAD - AMTRAK PASSENGER STATION

AVAILABLE TRANSPORTATION SERVICES SHOWN WITH YELLOW BACKGROUND

PORT — PORT FACILITY

AIRPORT — COMMERCIAL - GENERAL AVIATION

COMM. AIR — COMMERCIAL - GENERAL AVIATION

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OREGON TRANSPORTATION MAP

Showing Functional Classification of Roads

City of

GRESHAM

MULTNOMAH COUNTY

2019 Edition

LEGEND

FUNCTIONAL CLASSIFICATION

STATE HWY	OTHER JURISDICTION	
		INTERSTATE
		PRINCIPAL ARTERIAL
		MINOR ARTERIAL
		MAJOR COLLECTOR
		MINOR COLLECTOR
		LOCAL ROAD

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- ODOT MAINTENANCE STATION

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- PARK & RIDE LOCATION
- INTERCITY - CITY TRANSIT
- COMMERCIAL - GENERAL AVIATION
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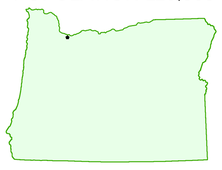
GRESHAM
POPULATION 110,505



T. 1 N.-T. 1 S. R. 2 E.-R. 4 E. W.M.

SCALE

0 — 2,850 — 5,700 — Feet 11,400

0 — 750 — 1,500 — Meters 3,000

110

PARK & RIDE — INTERBUS — AMTRAK

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PORT — AIRPORT — COMM. AIR

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Criteria for the Review and Adoption of Instructional Materials for:

Oregon Physical Education Grade-Bands: K-2, 3-5, 6-8, and 9-12

Legal Requirements Section

1. Basal Instructional Materials Requirement

The submitted materials must make up an organized system of instruction that provides opportunities for teaching the 2025 Physical Education Standards, including the four Domains, the majority of grade-band standards, and incorporates SHAPE AMERICA Appropriate Practices.

Does the program meet the above requirements for basal instructional materials?

Yes No

2. Nondiscriminatory Requirement

Submitted materials must provide models, selections, activities and opportunities for responses, which promote respect for all people described in ORS 659.850 and OAR 581-021-0045; materials must support program compliance standards described in OAR 581-021-0046. 111

Does the program meet the above nondiscrimination requirements?

Yes No

3. National Instructional Materials Accessibility Standard (NIMAS)

Submitted materials must include assurance from the publishers that they agree to comply with the most current NIMAS specifications regarding accessible instructional materials. NIMAS files must be submitted to the National Instructional Materials Access Center (NIMAC) by February 1, 2027.

Does the program meet the above requirements for NIMAS?

Yes No

4. Digital Manufacturing Standards and Specifications for Textbooks (MSST Form B and M):

Submitted materials must include assurance from the publishers agreeing to comply with the most current manufacturing standards and specifications (MSST Form B and M).

Does the program meet the above MSST requirements?

Yes No

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
Criterion 1.1 Alignment to Oregon Standards	Materials reflect grade-band standards and promote students' engagement in meaningful learning experiences that foster deep understanding and high expectations.	**COMPREHENSIVE** Materials demonstrate comprehensive alignment with all four domains and PE grade-band standards. The materials are designed to support developmentally appropriate, standards-based instruction that fosters sustained student engagement and advances progression toward lifelong physical literacy.	**DEPTH OF CONTENT** Materials promote grade-band understanding of the four domains and facilitate progressive motor skill development and application. Materials focus on personal and social skill growth and recognize the personal benefits of movement.	**DEPTH OF LEARNING** Activities and assignments are appropriately aligned with grade-band standards and require students to apply higher-order thinking and demonstration of skills.	**PHYSICAL EDUCATION PRACTICES** Materials consistently incorporate SHAPE America's Appropriate Practices by offering regular, authentic activities that give students numerous meaningful opportunities to apply their knowledge and skills while highlighting the interconnected nature of Oregon's PE standards.
Criterion 1.2: Strengths-Based Approach	Materials utilize a strengths-based approach that centers on individual and systemic protective factors to promote health and well-being, without imposing value judgments on health-related choices, behaviors, or conditions.	**SELF-EFFICACY** Materials emphasize the development of student confidence to make informed decisions using critical thinking and positive skill-building aligned with their personal values and goals.	**PROMOTING POSITIVE CLIMATE AND BEHAVIORS** Materials support the development of students' self-worth and avoid fear- or shame-based approaches. Materials refrain from the use of scare tactics, stereotypes, and/or disparaging messages about students, families, or community identities.	**COMMUNITY AND PEER CONNECTIONS** Materials encourage students to recognize and reflect on resources, strengths, values, and goals connected to self, family, and their community.	**TRAUMA-INFORMED** Materials provide educators with guidance to foster safe learning environments, approach sensitive topics with care, acknowledge students' personal experiences, and support both individual and collective wellness.

Part 1: Oregon Physical Education Baseline Criteria [K-HS]

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
Criterion 1.3: Scope and Sequence	Materials provide educators with a clear, coherent pathway for teaching content and skills in a standards-aligned sequence.	**COHERENT DESIGN** Materials are organized in a coherent scope and sequence that builds on prior knowledge and skills, progressively increasing in complexity across grade-bands.	**CONNECTIONS TO STANDARDS** Materials clearly demonstrate how the scope and sequence align with and support the relevant grade-band standards, including connections across the four domains.	**FLEXIBILITY** Materials offer guidance for adapting instruction to different timeframes, learning environments, and student needs while maintaining the overall coherence of the scope and sequence.	**INTENTIONAL DESIGN** Resources offer strategies for pacing instruction effectively, addressing necessary prerequisite knowledge and skills, and guiding content prioritization when appropriate.
Criterion 1.4: Practice and Skills	Materials align with SHAPE AMERICA Appropriate Practices for Physical Education, specifically those addressing standards 2.4 & 2.5.	**INQUIRY & ANALYSIS** Materials encourage learners to develop and ask their own questions and engage deeply with content to develop understanding.	**DISCIPLINARY THINKING & COMMUNICATION** Materials provide regular and varied opportunities for students to engage in discipline-specific thinking, reading, writing, listening, speaking, and analysis using diverse sources.	**TRANSFORMATIVE SOCIAL AND EMOTIONAL SKILLS** Materials provide various opportunities for students to collaborate in developing social and emotional skills, and to practice responsible behaviors. Instruction is intentionally designed to teach, reinforce, and apply these skills.	**APPLICATION** Materials support students in connecting their learning to authentic contexts and engaging in physical activities across diverse settings. The materials provide consistent opportunities for students to apply knowledge and skills beyond school with friends, family, and in the community.

Part 2: Equitable Student Engagement and Cultural Pedagogy Criteria [K-HS]

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
Criterion 2.1: Engagement & Relevance	Materials foster student-directed learning through meaningful connections to personally relevant topics and experiences and provide opportunities for students to investigate their own ideas, interests, and values.	**CULTURAL RELEVANCE** Materials reflect diverse cultures and backgrounds, connecting movement skills and health concepts to students' daily experiences and relevant authentic contexts.	**STUDENT AGENCY AND CHOICE** Materials offer multiple pathways for exploration and expression, encouraging students to pursue personal interests while achieving learning goals. Students have meaningful choices in how they engage with activities and demonstrate their understanding of physical skills and concepts.	**ADAPTABILITY AND EXTENSION** Materials provide adaptations and instructional strategies to support prior grade-level learning and offer extensions for students ready to deepen their understanding of grade-band content.	
Criterion 2.2: Culturally Responsive Instructional Support	Materials provide equitable inclusion and representation of diverse perspectives and experiences	**DIVERSE REPRESENTATION IN CONTENT** Materials promote culturally diverse perspectives and recognize contributions across various aspects of identity including race, ethnicity, gender, sexual orientation, ability, body types, socioeconomic status, geographic origin, and religion. Representations are multifaceted avoiding stereotypes and reflecting both historical and contemporary contexts.	**MULTIPLE PERSPECTIVES** Materials integrate multiple and diverse perspectives on historical and contemporary issues related to health, movement, and sport. Materials encourage students to make global and cultural connections, while fostering critical thinking about diversity, equity, and inclusion as essential elements of physical activity and wellness.	**COMMUNITY AND CULTURE AS ASSETS** Materials support educators in recognizing, valuing, and incorporating students' knowledge, experiences, and cultural practices from their homes and communities into instruction.	

Part 3: Technical Usability Criteria [K-HS]

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
Criterion 3.1: Supports for Teachers	The materials include opportunities for teachers to thoughtfully plan and utilize materials with integrity and to further develop their content expertise.	**SUPPORTING GUIDANCE** Materials include comprehensive teacher guidance with clear instructional strategies, lesson plans, and pacing suggestions. Materials provide the rationale for instructional choices, safety protocols, and anticipate student responses or misconceptions, and offer strategies for differentiation to support diverse learners.	**PEDAGOGICAL CONTENT KNOWLEDGE** Resources embed professional learning opportunities that strengthen educators' content knowledge and instructional strategies, with an emphasis on culturally relevant practices, inclusive teaching, and underrepresented histories in physical education, sport, and movement.	**HOME CONNECTION** Materials offer strategies for engaging all partners—including students, families, and caregivers - and provide guidance on how they can support student learning and achievement in physical education.	**SCALABLE AND EDITABLE CONTENT** Materials are designed to support teachers to differentiate content and vary modes of communication within lessons, tasks, and other activities to meet diverse student needs. Materials are designed to work in varied settings including gyms, fields, and small spaces. Adaptations for weather, class size, varying equipment, and resource constraints.
Criterion 3.2: Supports for Students	Materials offer targeted teacher support with practical routines and strategies to differentiate instruction and address the unique needs of each student.	**STRATEGIES FOR SPECIAL POPULATIONS** Materials provide scaffolds to support students from special populations—including multilingual learners, students with disabilities, and students identified as TAG—ensuring their full and active participation in developing physical literacy.	**MULTILINGUAL LEARNER SUPPORT** Materials provide strategies and support for students who read, write, and/or speak in a language other than English, ensuring their full participation in learning.	**STUDENT EDITABILITY** Materials include resources that allow students to demonstrate their understanding and comprehension through multiple modes of expression.	

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
Criterion 3.3: Digital Learning Design Elements ***This criterion is not required. Quality indicators are provided for evaluation if digital components are present.**	The materials are attentive to structural digital design elements, support for users, guidance, and adaptability of materials.	**MATERIALS USABILITY** The organizational structure of digital materials allows for intuitive navigation and meaningful interaction on a variety of devices.	**LEARNING RESOURCES** The digital materials provide support for users in a variety of settings, including: ● Professional learning resources to support educators' use of materials and content. ● Robust support to help families understand and utilize the materials while supporting their students at home. ● Support for students working independently. ● Support for multilingual learners. ● Support for students with disabilities.	**MEDIA INTEGRATION** Digital and multimedia elements support intended learning outcomes and instructional content, maximizing engagement while minimizing distraction.	**ADAPTABILITY OF MATERIALS** Digital materials allow teachers to modify resources—such as translation, reading-level adjustments, and offline access—to meet the needs of all learners.

Part 4: Assessment Criteria [K-HS]

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
Criterion 4.1: Formative Assessment Process	Materials embed non-stigmative and varied formative assessments throughout units to evaluate student learning progress and inform physical education instruction.	**MULTIPLE OPPORTUNITIES** Materials include diverse and strategically placed formative assessment opportunities throughout each unit. Assessment options are varied and non-stigmatizing. These may include skills checklists, exit tickets, discussion prompts, peer and self assessments, performance tasks, or short quizzes aligned with lesson objectives and providing ongoing insights into student understanding.	**LEARNING RELEVANCY** Formative assessments are designed to align with learning objectives and support student progress toward summative goals, and allow for timely interventions and adjustments in instruction. Assessments include the four domains, and address cognitive, affective and physical aspects of physical education. .	**INTERPRETATION OF FEEDBACK** Assessment tools provide clear guidance for using a strengths-based approach in interpreting student performance and responses and offer suggestions for targeted feedback. Materials include strategies for using assessment results to inform instruction, such as reteaching suggestions, extension activities, or differentiation options based on student performance.	**STUDENT REFLECTION** Materials incorporate opportunities for students to assess their own learning and reflect on their progress, rather than comparison. This may include self-check questions, peer review activities, or reflective journaling prompts that encourage metacognition and support students in taking ownership of their learning in physical education.
Criterion 4.2: Summative Assessments	Materials incorporate summative assessments that support students in demonstrating meaningful and comprehensive knowledge and skills within physical education content, concepts and application of skills.	**ALIGNMENT** Materials include performance tasks that are comprehensive, inclusive, and aligned with physical education standards including the concepts outlined in SHAPE AMERICA Appropriate Practices.	**VARIETY** Materials include multiple assessment formats that accommodate different learning styles and allow students to demonstrate their understanding in a variety of ways. These may include verbal or written responses, in-depth projects, presentations, or performance tasks that reflect authentic applications of physical education concepts.	**AUTHENTICITY** Assessments are designed to highlight personal growth and accomplishments over peer comparison or results.	**CLARITY & FEEDBACK** Materials offer transparent scoring criteria and built-in opportunities for students to receive feedback, reflect on their learning, and improve before completing final assessments.

Physical Education
K-12 Adoption Criteria

Suzanne Hidde, Health and Physical Education Specialist

Deirdre Banning, Instructional Materials Coordinator

Vanessa Martinez, Director of Standards and Instructional Support

Purpose

Second read of Physical Education instructional materials criteria

Relevant statutes:

- **ORS 337.035**: Instructional materials review guidelines
- **OAR 581-011-0117**: Adoption cycle
- **OAR 581-011-0065**: State Board's decision-making role

Instructional Materials Committee Engagement

OAR 581-011-0055 outlines required committee composition:

> *"no less than five members selected from among Oregon classroom teachers, curriculum specialists, and others having experience and expertise in the subject area under consideration"*

Prioritized diversity and Physical education expertise in committee membership.

10 Committee members, representation across 8 Oregon ESDs.

Physical Education Evaluation Timeline

June 2025

2025 Physical Education Standards Adopted

Sep.- Oct. 2025

Physical Education Instructional Materials Criteria Committee Convened

Training, work sessions, and consensus meeting.

Dec. 2025- Jan. 2026

Recommendation to State Board for K-12 criteria adoption for Physical Education Instructional Materials

Once criteria is approved, circular of information will be sent out to publisher partners.

Summer 2026

Evaluation of K-12 Physical Education Instructional Materials

K-12 Physical Education materials evaluated using Instructional Materials Evaluation Tool (IMET), which will be developed from the criteria.

October 2026

State Board adoption of K-12 Physical Education Instructional Materials

List with scores and publisher contact information posted on ODE website

Fall of 2027

Districts required to implement K-12 Physical Education Instructional Materials

Aligns with required implementation date of 2025 Physical Education Standards

PE is Powerful Education!

Oregon Department of Education

Foundational Inputs to 2025 Standards

2025 Oregon Physical Education Standards

Other State's Physical Education Standards (WA, CA, NY)

Transformative SEL Standards

Student Success Plans

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Oregon 2016 Standards

Oregon Laws

Criteria Design

1. Baseline Physical Education Criteria

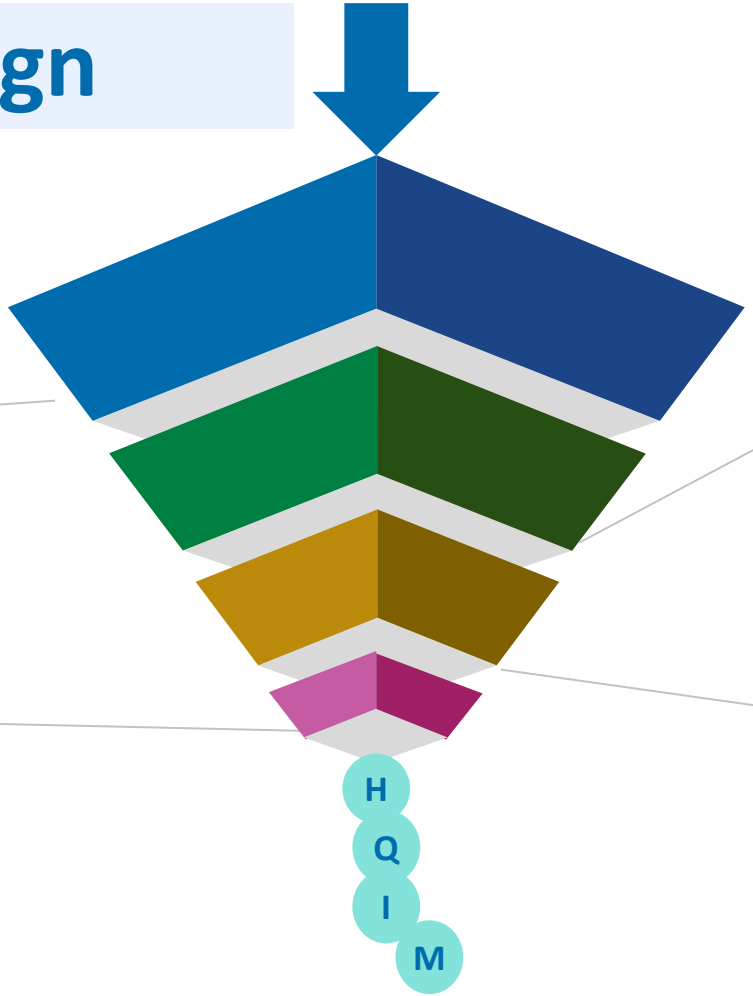
Ensures materials…

- *Align to 2025 Physical Education Standards*
- *Support the development of Physical Education disciplinary practices*

2. Equitable Student Engagement & Cultural Pedagogy Criteria

Ensures materials…

- *Are relevant & engaging*
- *Include representation in content & integrate multiple perspectives*
- *Empower educators to leverage students' assets*



3. Technical Usability Criteria

Ensures materials…

- *Include appropriate supports for teachers and students*

4. Assessment Criteria

Ensures materials…

- *Incorporate high quality formative and summative assessments*

Structure of the Physical Education IM Criteria

Part 1: Oregon Physical Education Baseline Criteria [K-HS]

- 1.1 - Alignment to Physical Education Standards
- 1.2 - Strengths-based approach
- 1.3 - Scope and Sequence
- 1.4 - Practice and Skills

Part 2: Equitable Student Engagement and Cultural Pedagogy Criteria [K-HS]

- 2.1 - Engagement & Relevance
- 2.2 - Culturally Responsive Instructional Support

Part 3: Technical Usability Criteria [K-HS]

- 3.1 - Supports for Teachers
- 3.2 - Supports for Students
- 3.3 - Digital Learning Design Elements

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Part 4: Assessment Criteria [K-HS]

- 4.1 - Formative Assessment Process
- 4.2 - Performance Assessments

Part 1: Physical Education Baseline Criteria

Example of Criterion 1.1

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
Criterion 1.1 Alignment to Oregon Standards	Materials reflect grade-band standards and promote students' engagement in meaningful learning experiences that foster deep understanding and high expectations.	**COMPREHENSIVE** Materials demonstrate comprehensive alignment with all four domains and PE grade-band standards. The materials are designed to support developmentally appropriate, standards-based instruction that fosters sustained student engagement and advances progression toward lifelong physical literacy.	**DEPTH OF CONTENT** Materials promote grade-band understanding of the four domains and facilitate progressive motor skill development and application. Materials focus on personal and social skill growth, and recognize the personal benefits of movement.	**DEPTH OF LEARNING** Activities and assignments are appropriately aligned with grade-band standards and require students to apply higher-order thinking and demonstration of skills.	**PHYSICAL EDUCATION PRACTICES** Materials consistently incorporate SHAPE America's Appropriate Practices by offering regular, authentic activities that give students numerous meaningful opportunities to apply their knowledge and skills while highlighting the interconnected nature of Oregon's PE standards.

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Questions & Comments

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Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Summary

Meeting Date: 1/15/2026
Title: Physical Education Instructional Materials Criteria Adoption
Status: Second Reading/Adoption (no changes)
Presentation: Yes
Key Staff: Suzanne Hidde, Deirdre Banning, Vanessa Martinez
Topic Summary: Second reading of the proposed criteria for the evaluation and adoption of Physical Education instructional materials in 2026.

ODE Education Equity Stance

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

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 State Board of Education has the responsibility of approving criteria for the evaluation and adoption of submitted instructional materials (OAR 581-011-0065). The current contracted period for instructional materials in Physical Education was established for the years 2018-2025. The current Physical Education content standards were adopted by the State Board in June 2025. The next phase in this process is for ODE to develop new adoption criteria to ensure that instructional materials align with the newly revised standards and current instructional practices.

In 2021, members of the Standards and Instructional Support Team, along with the Assessment Team and the Office of Equity, Diversity, and Inclusion developed a foundation for consistent and cohesive criterion that is grounded in the ODE Equity Stance and applies across content areas. This framework was adopted by the State Board of Education and implemented in the 2024 Health Instructional Materials evaluation and 2025 Social Science Instructional Materials evaluation.

In October 2025, following the guidelines provided in OAR 581-011-0055, ODE staff convened a diverse committee of teachers, curriculum specialists, and other content area experts in physical education to review, revise, and recommend the draft criteria attached to this docket. The 2025 Physical Education Instructional Materials Criteria Committee used the adopted 2025 Oregon Physical Education Standards and ODE's criteria framework, to develop, and tailor the Physical Education Instructional Materials criteria.

The draft adoption criteria for Physical Education Instructional Materials were supported by the committee and finalized on November 26, 2025. Upon adoption by the State Board, these criteria will be used in the 2026 evaluation of K-12 Physical Education Instructional Materials submitted for adoption.

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

OAR 581-011-0060 Guidelines for Criteria Development by Committees- primarily about developing criteria.

OAR 581-011-0055Guidelines for the Selection of Instructional Materials Criteria Committees – primarily about establishing and selecting committees.

OAR 581-011-0065 Approval of Criteria for Evaluation of Instructional Materials
Sets forth a timeline and deadline for the State Board of Education's review of the Instructional Materials Criteria:

> **"** (1) Criteria Committees, under the direction of the Department of Education staff, shall develop criteria to be submitted to the State Board of Education in the fall of the year preceding the adoption year.
>
> (2) The State Board of Education shall review the criteria which will be used in the evaluation of Instructional Materials submitted for adoption. The Board will adopt the criteria no later than its January meeting in the adoption year."

Physical Education Instructional Materials are scheduled to be evaluated and adopted in 2026. This second read is scheduled to be in alignment with part 1 and 2 of the above administrative rule, to ensure that the State Board of Education may review and adopt in January of 2026.

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

Yes, this is the second reading for the Criteria. The Physical Education Instructional Materials Criteria were submitted as a written first-read presentation in December 2025. The item received no comment. Prior to that, Oregon's Physical Education Standards were presented and adopted by the Board in June, 2025.

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

Per OAR 581-011-0055, Physical Education criteria are meant to be reviewed and adopted by the State Board of Education in January of the evaluation and adoption year. This is a key step for Physical Education to remain on track for a 2026 evaluation and adoption, including sharing the adopted criteria with Physical Education publishers in January during the announcement to publishers and the public.

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: Per OAR and ODE Instructional Materials Program and Schedule

ENGAGEMENT STRATEGY AND LEARNINGS

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

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

ODE's engagement strategy was directly supported by the equity decision tree, especially when considering recruitment and committee appointments, and striving for diverse representation of Oregon Physical Education educators. Additionally, the multiple drafts and versions of the

Physical Education Instructional Materials Criteria were reflective of the flexible and committee member-driven approach.

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

8. **Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon's students, or otherwise contribute to the climate of Oregon's school systems? If so, please select from the below list.**
   - ☒ N/A; this item does not intersect with other state entities.
   - ☐ Oregon Health Authority (OHA)
   - ☐ Department of Early Learning and Care (DELC; formerly ELD)
   - ☐ Educator Advancement Council (EAC)
   - ☐ Higher Education Coordinating Commission (HECC)
   - ☐ Youth Development Oregon (YDO)
   - ☐ Teacher Standards and Practices Commission (TSPC)
   - ☐ Oregon Housing and Community Services (OHCS)
   - ☐ Other: _____

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

   N/A

9. **Which geographic perspectives are intentionally represented in your office/team engagement strategy?**
   - ☒ Northeast Oregon
   - ☒ Central and Southeast Oregon
   - ☒ Southwest Oregon
   - ☒ Willamette Valley and Central Coast
   - ☒ Northwest Oregon
   - ☐ Tribal lands
   - ☐ Other: _____

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

The Instructional Materials team sought representation from all regions of Oregon, to ensure that the development and revision of the Physical Education criteria was reflective of the geographic diversity of the state. Overall, 8 of 18 Oregon ESDs were represented in the committee.

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 Instructional Materials Criteria Committee convenings, committee members both individually and collectively reviewed various drafts of the Physical Education Instructional Materials criteria, making suggestions, edits and comments. Committee members reviewed for alignment to the 2025 Physical Education Standards, appropriate content language and terminology, general scope and sequence, and usability of the criteria in evaluating Physical Education Instructional Materials.

    All comments and suggestions were carefully reviewed by committee members and ODE staff and adjusted in new versions. The final draft was reviewed in a consensus meeting, in which all committee members gave a rating of 4 or 5 (out of 5 points) to rate their level of support of the Physical Education Criteria, and made final recommendations. These recommendations were incorporated before a final review by ODE educators and staff.

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

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

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

    ☒ No

    ☐ Yes; please review Appendix B: Grant Consolidation below.

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

These criteria will likely have a positive impact on districts and ESDs, in conducting future Physical Education Instructional Materials Adoptions and Evaluations, and ensuring that Oregon students and educators have access to high-quality Physical Education Instructional Materials.

There will be a budgetary cost for Oregon school districts as they initiate and execute the process of adopting Physical Education Instructional Materials in the 2027-28 school year. This cost would include not only purchasing materials, but also establishing and paying Instructional Material selection committees, and ongoing professional development and curriculum-based professional learning (CBPL) to support implementation.

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

    This action will likely not have an impact.

EQUITY IMPACT ANALYSIS

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

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

    Board adoption of the Physical Instructional Materials Criteria will likely have a positive impact on students and families, in ensuring that districts adopt and provide free and equitable access to high-quality Physical Education Instructional Materials to every Oregon student. Updated and relevant Instructional Materials that are aligned with the 2025 Physical Education Standards will ensure that students gain a well-rounded and comprehensive education, which will prepare them for lifelong engagement with physical activity, health and wellbeing. Additionally, the criteria for the selection and review of culturally responsive programs will ensure that Oregon students receive culturally responsive materials representative of the diverse needs and identities of Oregon students.

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

    Please see the answer above.

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 action will align with administrative rule on Instructional Materials criteria and will allow the ODE Instructional Materials team to pursue the adopted and scheduled Physical Education Instructional Materials Evaluation and Adoption in 2026.

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

    Inaction on this item may result in a delay to the Instructional Materials Evaluation and Adoption process for Physical Education, and result in the State Board of Education and ODE being out of alignment with existing administrative 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?**

    ODE is recommending that the State Board of Education review and consider the proposed Physical Education Instructional Materials Criteria for adoption.

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?**

    Feedback and engagement was facilitated by appointing and convening an Instructional Materials Criteria Committee, which provided input on the drafted criteria. All parts were reviewed by the committee and ODE's Physical Education content specialist to ensure alignment with current content language and best practices, Oregon content standards, and national standards. In alignment with the Oregon State Boards Mission, Vision, and Values, Part 2 of the Criteria focuses on Equitable Student Engagement and Cultural Pedagogy. The criteria included in this section require that Instructional Materials are relevant to student experiences, allow for collaboration and connections with peers, and are culturally responsive. While culturally responsive instruction was identified in the previous Physical Education criteria, it was not a stand-alone and focused set of criteria as it is in Part 2 of the proposed criteria.

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 Standards and Instructional Support team in the Office of Teaching, Learning, and Assessment recommends the adoption of the Physical Education Instructional Materials Criteria.

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.

Four Rivers Community School

CHARTER RENEWAL APPLICATION

Submitted to:

Oregon Department of Education

October 22, 2025

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RENEWAL QUESTIONS

I. Executive Summary

Provide the enrollment and demographic information for the current school year (Table A). Then provide a brief (one to two page) description of the school, including an overview of the mission and vision, educational program, community and local connections, and leadership and governance.

School Overview

Four Rivers Community School (FRCS), established in 2003, is a state-sponsored K–12 dual language immersion charter school located in Ontario, Oregon. With a current enrollment of 369 students and a waiting list of 194, FRCS serves a diverse and vibrant learning community where 83% of students identify as Hispanic/Latino and 100% qualify for free and reduced lunch.

Mission:
Four Rivers Community School is dedicated to providing progressive dual-language instruction and whole family education. Our students and staff demonstrate Pride, Purpose, and Performance through everyday classroom activities and community involvement. We embrace diversity and cultural appreciation through instruction and practice.

Vision:
To build generations of bi-literate and culturally engaged learners who envision a future of possibilities.

Grounded in this mission and vision, Four Rivers empowers students to achieve academic excellence, bilingualism, and cultural competence. Through strong family engagement, community partnerships, and a focus on the whole child, FRCS nurtures learners who are confident, connected, and prepared to thrive in a multilingual world.

Educational Program and Student Outcomes

FRCS delivers a rigorous, research-based dual language program that develops bilingualism, biliteracy, and cross-cultural understanding from kindergarten through high school graduation. Students graduate with advanced language proficiency and cultural literacy, positioning them for success in college and career pathways.

Academic Achievement and Recognition:
Four Rivers' holistic approach to education has earned distinction at the local, state, and national levels. U.S. News & World Report (2023–24) ranked FRCS as the 14th Best High School in Oregon and the 2nd Best Charter School statewide—remarkable achievements for a school serving predominantly historically underserved populations.

FRCS students meet or exceed local district averages in English Language Arts (ELA) for grades 3–8 and 11. While math scores currently trail the district, the school has implemented targeted professional learning, evidence-based interventions, and data-driven instruction to sustain continuous growth, showing more than 6% improvement over the past two years.

Attendance and Engagement:
Student engagement and attendance are central to Four Rivers' mission. Regular attenders have increased from 70% in 2021–22 to 99% in 2024–25, achieving Level 5 status across all student groups. This success reflects a commitment to the whole child—supported by a bilingual social worker, physical wellness programs, and mental health supports that foster safety, connection, and belonging.

College and Career Readiness:
FRCS's early college partnership with Treasure Valley Community College (TVCC) provides students with extensive opportunities to earn college credit and explore career pathways.
- Accelerated Learning participation: 79% (vs. 29% statewide)
- 2023 graduates: 421 college credits earned (n=21)
- Class of 2025: projected to earn 700+ credits (n=23)
- Graduation rate: 95% (14 points above the state average)

- Latino graduation rate: 93% (vs. 80% statewide)

Students also earn Oregon Seals of Biliteracy (66% of graduates) and certificates in Community Interpreting, affirming the school's mission to develop bilingual leaders.

Whole-Child and Extracurricular Opportunities:
Inclusion and accessibility define student life at FRCS. The school's no-cut athletics program—now including 12 varsity sports—promotes teamwork, confidence, and equity. Students also engage in clubs such as SMILE (in partnership with OSU), National Honor Society, Academic Bowl, Japanese Garden Club, and Oregon Migrant Leadership.

Financial and Organizational Health

FRCS demonstrates long-term financial stability and sound stewardship. The five-year projected budget employs conservative revenue assumptions, sustainable staffing plans, and a 1% contingency reserve. The school consistently meets all financial obligations and is in good standing in every category of the authorizer's Performance Framework.

Strong board governance ensures oversight, transparency, and alignment with the school's mission. Through its Grow Your Own program, FRCS supports alumni, paraprofessionals, and teachers in earning advanced degrees and leadership credentials. This intentional succession planning sustains the school's culture and leadership pipeline well into the future.

Facilities and Future Plans

FRCS currently operates two campuses:
- Main Campus (K–8): 2449 SW 4th Ave, Ontario — owned by FRCS
- High School Campus (9–12): 676 SW 5th Ave, Ontario — leased space adjacent to TVCC

In 2025, Four Rivers initiated the purchase of a dedicated high school facility near TVCC, with plans to close in December 2025 and launch a capital campaign for renovations.

Looking forward, FRCS will:
- Continue to serve grades K–12 under the same educational mission and model
- Requests to maintain sibling and staff lottery waivers supporting recruitment and retention
- Requests to retain the 2.5% administrative fee for small high school funding
- Explore remote learning options aligned with Oregon Department of Education guidance to support students who travel or seek continued access to dual language learning and will implement upon school board approval.

Conclusion

For over two decades, Four Rivers Community School has embodied its mission of Pride, Purpose, and Performance—cultivating bilingual, biliterate, and culturally confident graduates who contribute to their families and communities.

With a proven record of academic excellence, financial integrity, and organizational strength, FRCS stands as a model for equitable and innovative education in Oregon. The school's vision—to build generations of bi-literate and culturally engaged learners who envision a future of possibilities—continues to guide its next chapter with optimism, stability, and purpose.

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC INFORMATION	
Total Enrollment	
Grades Served	K-12
# of Students Enrolled	369
# of Students on Waiting List	194
Gender	
# Male	186
# Female	183
Ethnicity/Race *	
# White	55 (15%)
# Black	4 (1%)
# Hispanic	302 (83%)
# Asian	
# Other	4 (1%)
Special Populations *	
# Students with Disabilities	36 (10%)
# Ever English Language Learners	153 (42%)
# Homeless Students	4 (.01%)
# Eligible for Free and Reduced Lunch	364 (100%)
PROJECTED ENROLLMENT & GRADES SERVED	
Total Enrollment	
Projected Grades Served	K-12
Maximum Projected Enrollment	369

*Ethnicity/Race & Special Populations Data is from the Validated Data for 24-25, not current enrollment

II. Looking Back: The Record of Performance

Section II is the school's opportunity to supplement or augment the performance record. Schools should use the Performance Framework and the annual reports produced by the school as a guide for this section. Responses should reference the specific criteria, expectations, and data in the Performance Framework and local assessment data used by the school.

Responses may include, but are not limited to, information about interim assessments or progress reports; evidence of performance on school- or mission-specific goals; and improvements undertaken at the school along with evidence of progress for any areas in which the school has not previously met or is not currently meeting the performance standard.

Responses should not include anecdotal information or evidence that is not relevant to the school's academic, financial, and organizational performance and the school's performance expectations as defined by the authorizer's Performance Framework and the school's charter contract.

Renewal Recommendations will be based on all evidence of school performance in the record, including but not limited to the school's responses in this section.

A. Academic Performance

1. **Using the results contained in the Performance Framework, explain whether or not the school has met its performance expectations.**

2. **Provide any academic performance-related evidence, supplemental data, or contextual information that may not be captured in authorizer records. Submissions may include supplements related to the Renewal Performance Report. Please reference the specific Performance Framework measures to which the information applies, as appropriate.**

Four Rivers' wholistic approach and student success has been noted at the local, state, and national level as FRCS was recently rated by U.S. News & World Report 2023-2024 as the 14th Best High School in Oregon and the 2nd Best Charter School in Oregon. These accolades are most notable, as FRCS students are predominantly from historically and educationally underserved populations. Four Rivers provides a unique dual language experience as well as access to supportive services and cultural activities that are not available to them at public schools in the area.

Four Rivers Community School participates in many State of Oregon initiatives including: Early Literacy, Student Investment Act, Charter Equity, High School Success, and Title programs. Using these programs, FRCS has designed strategies and expected outcomes that focus on: attendance, physical safety, mental health support, physical health, academic assistance, and accelerated learning opportunities. Student engagement, beginning with attendance, has been our highest priority. Four Rivers knows that attendance matters and is the key to academic achievement. FRCS has increased our Regular Attenders percentages every year (21/22 = 70%, 22/23 = 85%, 23/24 = 96%, 24/25 = 99%). Over the past four years, Four Rivers has moved from Level 2 on the Accountability Detail Report for Regular Attenders to a Level 5 across all student groups.

As we support the whole child at Four Rivers in mental and physical wellness, we count on our bilingual social worker and physical education teacher. Through the implementation of these resources and opportunities, we have seen an increase in student engagement and a decrease in disruptive student behavior, particularly at the K-5 level. We know that attendance and providing a healthy learning environment for the whole child is essential for the academic outcomes we are working to improve.

While FRCS is experiencing a lot of success for our graduates, it is important to bring attention to our challenge with the data at the primary grades. While dual language learners are advancing academically in two languages, setting state level performance targets for 3rd-grade reading remains challenging. Current literacy research on 3rd-grade reading focuses primarily on English-only schools and doesn't

account for multilingual students in dual language programs. Although the Oregon Department of Education (ODE) has shown support for dual language models, the standardized growth targets do not align with the unique needs of these programs. Based on best practice and research, dual language schools should not be evaluated on 3rd-grade reading in direct comparison to students in English-only schools, as this can lead to misunderstandings and unintended consequences for stakeholders who may not fully grasp the model, research, and time required for language acquisition.

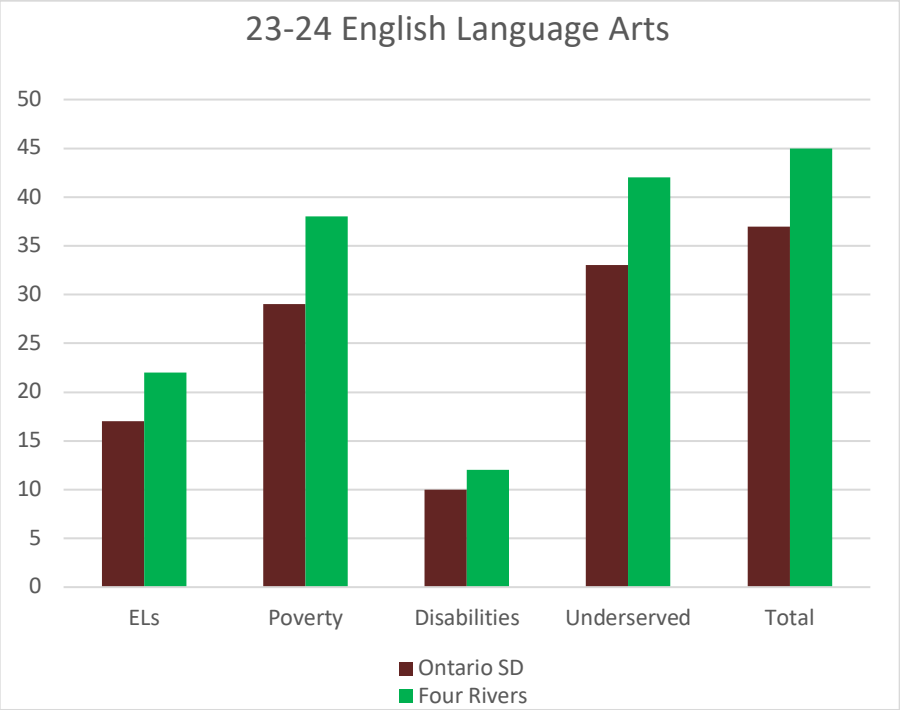
Beyond the challenges of using 3rd-grade reading as an indicator in dual language programs, schools with small class sizes also experience significant year-to-year score fluctuations. At Four Rivers, with only one class per grade level, the sample size is small—typically around 26 students. This small cohort means that the overall score can shift by 10% or more based solely on the class composition each year, making it challenging to set consistent annual targets. In our small school, a single teacher's results represent the entire measure, placing considerable weight on the performance of just 26 students. As a result, the 3rd-grade reading indicator is not a reliable measure of progress in a small dual language school.

As we move ahead and explore the success of high school students we can examine the Accelerated Learning Data (AL). During the 2022-23 school year, participation in Accelerated Learning by FRCS students in grades 9-12 was nearly three times the participation rate for grade 9-12 students statewide: out of all Oregon students in these grades during this time, 29% participated in at least some AL, whereas 79% of FRCS' students in these grades participated in AL. Further, of all students of color at FRCS, the participation rate was even higher: 84%. The total AL credits earned by FRCS' graduating class in 2023 was 421 college credits (n=21) and for the graduating class of 2025 was 700+ college credits (n=23).

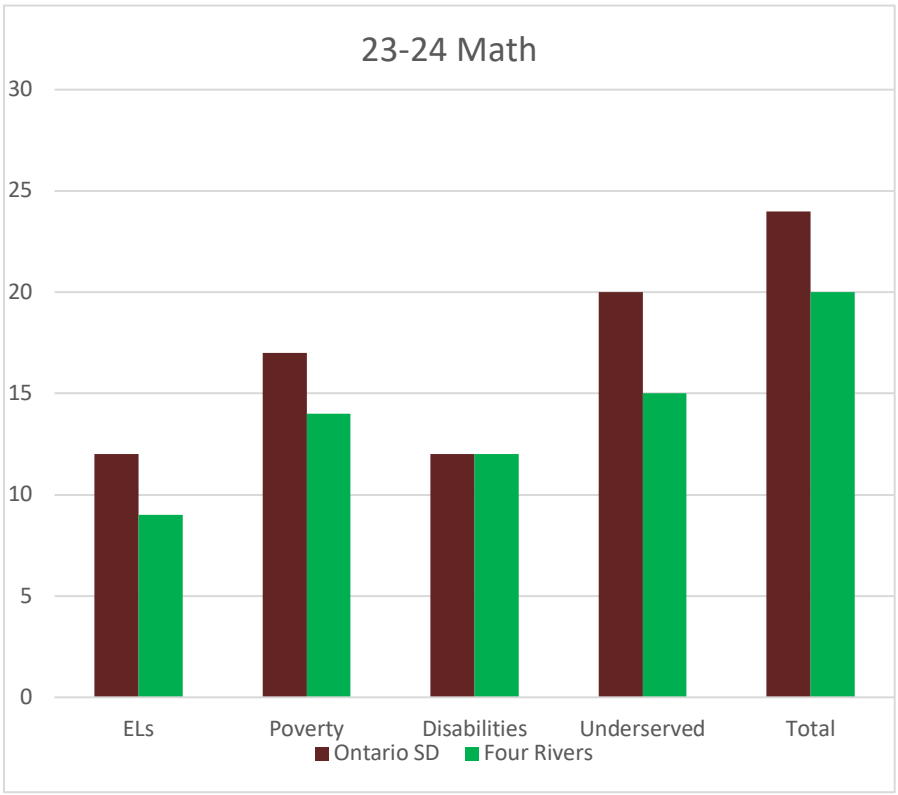
Through a long-running partnership with Treasure Valley Community College (TVCC), students may also pursue interests through career and technical education (CTE) courses as part of our early college model; these are direct-enrollment classes, where students join traditional TVCC students in the classroom. In 2023 two FRCS seniors each completed three welding certificates. In the summer of 2025, seven students took coursework and clinicals in a quest to obtain their Certified Nursing Assistant certificates.

Attendance statistics for FRCS have been steadily increasing post-pandemic, and currently also greatly exceed statewide stats on the "School Environment" section of Oregon Department of Education "Report Cards" for each school: 92 percent of students at FRCS show as "regular attenders" (i.e. they attended more than 90% of their enrolled school days) compared to 66 percent statewide. FRCS' on-time graduation rate is 95%--a full 14 percentage points higher than the statewide rate of 81%. For Latinos, the graduation rate for FRCS is also 93%, compared to the statewide rate for Latinos of 80%. Similar numbers show for FRCS students' five-year completion rate (earning a high school diploma or GED within five years) of 93%, compared to the Oregon average of 87%. Finally, FRCS' 2023-24 report card to ODE shows that 95% of FRCS students are on-track to graduate (i.e., earning one-quarter of graduation credits in their 9th grade year) compared to the Oregon average of 85%.

Using the Performance Framework and analyzing data from the Oregon State Assessment System, Four Rivers Community School is meeting and exceeding academic expectations in the area of English Language Arts (ELA) for grades 3-8 and 11. The framework requires a comparison between the charter and the local district. As referenced in the chart below, FRCS student scores are exceeding the local district for ELA.



Using the Performance Framework and analyzing data from the Oregon State Assessment System, Four Rivers Community School did not meet the academic expectations in the area of Math for grades 3-8 and 11. The framework requires a comparison between the charter and the local district. As referenced in the chart below, FRCS student scores were below the local district in math. Four Rivers has been making steady growth gains, >3% per year, over the past two years. Additional professional development, research-based math initiatives, and data teams have been fully implemented. While the 24-25 data has not been publicly released at the time of the application, the results demonstrating the growth can be added to the application at a later date.



Accessible opportunities are key to every decision we make. In an effort to bring accessible athletic programs to our students, Four Rivers joined the Oregon School Activities Association in 2016 with one sport. FRCS does not hold team tryouts, but instead provides opportunities for all students that wish to join; thus, every student can be part of a team without the need of a tryout or threat of a cut. Since that initial year, students have actively participated and asked for more options. To date, Four Rivers has middle level athletics and twelve Varsity sports. The programs are so popular that some sports now have junior varsity teams. This is an exciting testament for our accessible model and participation numbers. Our programs are experiencing tremendous success with several state qualifying teams, numerous appearances on Academic All-State, and collegiate-signed athletes. In the 2024-25 school year, Four Rivers had seven collegiate-signed athletes.

In addition to academics and athletics, Four Rivers hosts a variety of clubs including: Japanese Garden Club, Yearbook, Game Strategy, Oregon Migrant Leadership, Associated Student Body, Science and Math Investigative Learning Experiences (SMILE) in collaboration with Oregon State University, Academic Bowl, and National Honor Society.

3. Provide evidence of outcomes related to any mission-specific academic goals and measures established in the charter contract.

As a dual language charter school, Four Rivers is proud of the progress students have made through their K-12 experience in the area of language acquisition. High school students at Four Rivers are graduating with college credits in Spanish Language, Certificates of Community Interpreting and the State of Oregon Seal of Biliteracy. While some students enroll in Four Rivers later in their K-12 journey and may not meet this language achievement, a majority of the K-12 dual language students graduate with these accolades. Sixty-six percent of the total graduates have received the State of Oregon Seal of Biliteracy.

B. Financial Performance

1. Provide evidence that the school is current in meeting its liabilities, including but not limited to payroll taxes, debt service payments, and employee benefits.

2. Provide any financial performance-related evidence, supplemental data, or contextual information that may not be captured in authorizer records. Submissions may include, but are not limited to, updated financial records and other updates. Please reference the specific Performance Framework measures to which the information applies, as appropriate.

Financial Overview

The proposed five-year budget reflects a plan for continued financial stability. Budget assumptions are grounded in historical performance and conservative projections for enrollment, revenue, and expenditures. The plan prioritizes sustainable staffing levels, which will support high-quality instruction, and operational efficiency.

Revenue Assumptions

1. State School Fund (SSF)
    - The budget assumes stable enrollment with similar weights for ESL and poverty throughout the five-year period.
    - Funding levels are projected at 90% of ADMw for grades K-8 and 95% of ADMw for grades 9-12.
    - The Charter School SSF rate is modeled to decrease by 2.5% annually in Years 2 and 3. Modest growth is projected thereafter, with a 2% increase from Year 3 to Year 4 and a 6% increase from Year 4 to Year 5. This approach ensures conservative forecasting in early years with recovery built in during the later years.
2. Other Revenues
    - All other sources of revenue are estimated to increase by 2.5% annually with the exception of interest which is anticipated to increase by 4.24%.

Expenditure Assumptions

1. Personnel
    - Salaries, representing the largest portion of the budget, are projected to increase by approximately 3% annually.
    - Staffing levels remain consistent with projected revenues and enrollment, with adjustments in year 2 & 3 to ensure minimal disruption to student learning outcomes.
2. Benefits and Payroll Costs
    - Payroll-related expenses are projected to increase by an average of 3.4% per year.
3. Operational and Programmatic Costs
    - Non-personnel expenditures are projected to increase by 2.5% annually.
    - The budget prioritizes maintaining current service levels while still allowing for incremental investments necessary curriculum renewal, technology upgrades, and student supports.
4. Contingency
    - A contingency reserve equal to 1% of projected SSF revenue is maintained each year to mitigate unexpected financial fluctuations or emergency expenditures. It is anticipated that Four Rivers Community School will not need to utilize the contingency fund and will add the contingency to the school's fund balance at the end of each fiscal year.

Conclusion

The five-year financial plan positions the school for long-term viability. Even with projected declines in the SSF rate during Years 2 and 3, the conservative approach gives the school the ability to maintain a balanced budget. The projected increases in Years 4 and 5 will allow for modest reinvestment in personnel and programs, ensuring stability and continuous improvement in student outcomes. The school is supported by the strong oversight and responsiveness of the Board of Directors which further strengthens its financial resilience and gives the school the ability to respond quickly to emerging needs and opportunities.

C. Organizational Performance

1. Provide any organizational performance-related evidence, supplemental data, or contextual information that may not be captured in authorizer records. Submissions may include evidence of current compliance in areas for which the school was found previously to be non-compliant or other updates relevant to the Renewal. Please reference the specific Performance Framework measures to which the information applies, as appropriate.

Four Rivers Community school is meeting the Organizational Performance standards in all areas as measured by the Performance Framework.

2. Provide evidence of outcomes related to any school-established organizational goals, as appropriate.

Four Rivers has been seeking a long-term facilities solution for our Sr. Prep students in grades 9-12. In August 2025, Four Rivers made an offer to purchase a facility that is near Treasure Valley Community College. The school anticipates closing on the facility in December and will begin a capital campaign for renovations.

III. Looking Forward: Plans for the Next Charter Term

Section III is the school's opportunity to discuss plans for the next charter term. Schools should identify any anticipated changes to the school's educational program, governance model, and financial outlook and must identify any proposed changes that would require modification of a material provision in the school's charter contract or that are likely to impact the school's academic or organizational success or its financial sustainability. As a general rule, the school should identify any changes that are relevant or significant with respect to the performance outcomes that the school has agreed to meet or are otherwise relevant to the school's renewal and continued authorization and operation as a public charter school. The authorizer reserves the right to request additional information so that it may sufficiently assess the impact and planning for such changes. Even if proposed changes would occur several years into the next charter term, the authorizer strongly encourages applicants to outline them here.

NOTE: Consistent with ORS 338.065 and the terms of the charter contract, the authorizer will make its renewal decisions based on the school's track record of performance, and not on promises of future performance or improvement. Responses to the questions in Section III will not be the basis for the authorizer's decision for renewal or non-renewal. Any anticipated changes to the school's educational program, governance model, and financial outlook and any proposed material modifications to the school's current charter contract must be proposed below and are subject to successful contract negotiations with the authorizer consistent with authorizer policy and state law. If the school has any questions about whether particular information or a proposed change should be included, please contact the authorizer prior to submission of this application.

A. Educational Program

1. **Describe any significant changes to the essential terms of the school's educational program. Essential terms are those included, either directly or by incorporation, in the school's existing charter contract that relate to its educational program, including but not limited to the school's mission, course of study, instructional program, grade levels served, and, if applicable, any mission-specific goals.**

Four Rivers Community School will continue serving students in grades K-12. The essential terms of the existing charter will remain the same in regard to mission, course of study, grade levels and instructional program. In the next charter term, FRCS seeks to: continue waivers for siblings and staff children, retain the 2.5% administrative cost for the small high school funding, and explore/implement options for remote learning.

Waivers that include sibling and staff children have been a part of the Four Rivers Community School lottery system for the past two decades. These waivers are part of the school's employee recruitment and retention plan.

In May 2025, FRCS received the small high school weighting for the first time. This critical funding supports the higher costs of comprehensive programming at a small high school. In the new charter contract FRCS respectfully requests that this additional funding would not be subject to the 2.5% administrative costs to the Oregon Department of Education. As this is a new weight to our general fund that has not been part of our funding formula from 2003-2024, we believe this to be a reasonable strategy to keep the intent of the small high school funding with the high school students that it serves.

When exploring new and innovative practices that serve students, Four Rivers has explored the option of remote learning. Four Rivers has many students that travel with their families for more than 10 days over holiday breaks. The option of providing students with a remote learning opportunity would

decrease lost instructional time and improve educational continuity. In addition, there are some students that would like to access or would like to continue enrollment in a dual language model, but are unable to attend in person. Access to remote learning through Four Rivers could provide that opportunity. FRCS has explored options to fulfill the requirements of remote learning in Oregon using the Oregon Department of Education's Remote Learning guidance in alignment with Four Rivers' educational model and may pursue remote learning in the future.

B. Financial Plans

1. Provide a five-year projected budget for the next charter term. The budget narrative should make clear the assumptions on which the school bases its key revenue and expenditure projections. In addition, the budget and narrative should describe any anticipated changes to the school's financial position and clearly articulate the financial impact of any proposed modifications on other aspects of the school's education program and operations (e.g., new curriculum or instructional materials, modified staffing structure, decreased or increased enrollment, etc.).

Appendix A Balance Sheet

Appendix B 5-Year Budget Projection

C. Organizational Plans

1. Describe any anticipated changes to the governance of the school, including but not limited to board composition, committee structure, and/or amendments to by-laws.

Four Rivers Community School does not anticipate any changes to governance.

2. Describe any anticipated changes to the school leadership or staffing model and any proposed changes to the management of the school, including any changes to the school's relationship with a third-party education service provider, if one exists. If the school does not currently contract with an Education Service Provider (ESP) but intends to do so during the next charter term, if the school currently contracts with an ESP.

Four Rivers is continuously planning for succession. The Board of Directors and current school leadership understands the importance of succession planning for the long-term vitality of the school. FRCS has been actively supporting a Grow Your Own program that includes alumni, paraprofessionals, and teachers. With the support of our local Regional Educator's Network (REN) and grant funds, many of our employees have received scholarships to continue their education and grow to the next level of their educational goals. Four Rivers employs many alumni, and has financially supported teachers that are seeking additional degrees as well as administration licensure. While change in leadership is inevitable, Four Rivers has intentionally fostered programs to elevate existing personnel to preserve and protect the mission and vision of the school into the future.

does not intend to continue to do so during the next term, or if the school intends to make material modifications to its existing management agreement, the school must contact the authorizer for additional information prior to the submission of this application.

3. Describe the current status of the school facility and discuss any anticipated changes in facilities needs or location. *Ensure that the budget narrative in section B explains how the school's facilities plans are reflected in the budget*.

Four Rivers Community School has two campuses. The main campus is located at 2449 SW 4th Ave. Ontario, OR. 97914 and hosts the K-8 program. This campus is owned by Four Rivers Community School and has two instructional buildings, a gymnasium, an administrative services building, and a physical conditional/mental wellness building. The second campus, grades 9-12, is located at 676 SW 5th Ave. Ontario, OR 97914 at the Four Rivers Cultural Center. This is leased space is adjacent to Treasure Valley Community College and provides accessibility for our early college students. Four Rivers Community School is in the process of purchasing a building for the high school students. This transaction is set to conclude in December 2025. Renovations will need to be made to the new building before the high school could be relocated. A projected move date has not been set.

RENEWAL APPLICATION SIGNATURES

By signing this application, you assure the information provided is accurate to the best of your knowledge and you affirm your intent to continue operating a public charter school if approved for renewal.

_____ _____

Charter School Director/Administrator Date

_____ _____

Charter School Board Chairperson/President Date

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Appendix A Balance Sheet

Four Rivers Community School Inc.

Account Level Balance Sheet As of 07/31/2025

Fiscal Year: 2025-2026

		Year To Date
ASSET		
		YTD
100.0000.9101.000.000.0000	US Bank Checking	$1,518,945.69
100.0000.9102.000.000.0000	US Bank Savings	$1,403,503.27
100.0000.9103.000.000.0000	Petty Cash	$550.00
100.0000.9104.000.000.0000	Rogue Credit Union Checking	$3,426.65
100.0000.9105.000.000.0000	Rogue Credit Union Savings	$31,461.29
100.0000.9153.000.000.0000	Accounts Receivable	$7,959.22
100.0000.9153.000.000.2904	Accounts Receivable	$25.38
100.0000.9172.000.000.0000	Inventory - Uniforms/School Gear	$52,888.50
100.0000.9198.000.000.0000	Subscription Asset	$31,428.00
100.0000.9199.000.000.0000	Leased Assets	$146,023.00
100.0000.9211.000.000.0000	Sites	$320,187.00
100.0000.9231.000.000.0000	Building and Building Improvements	$4,683,984.10
100.0000.9232.000.000.0000	Accumulated Depreciation on Buildings and Building	($1,542,673.00)
100.0000.9241.000.000.0000	Machinery and Equipment	$1,079,955.76
100.0000.9242.000.000.0000	Accumulated Depreciation on Machinery and Equipmen	($916,949.00)
100.0000.9243.000.000.0000	Kitchen Equipment	$128,194.81
100.0000.9244.000.000.0000	Accumulated Depreciation Kitchen Equipment	($90,070.00)
211.0000.9101.000.000.0000	Title I (1) - Cash Account	($8,424.07)
213.0000.9101.000.000.0000	Title III (3) - Cash Account	($270.00)
213.0000.9153.000.000.2137	Title III - AR Adrian	$270.00
251.0000.9101.000.000.0000	SIA - Cash Account	($23,197.77)
252.0000.9101.000.000.0000	M98/HSS - Cash Account	($778.91)
261.0000.9101.000.000.0000	CSEG - Cash Account	($10,740.48)
266.0000.9101.000.000.0000	MENTE - Cash Account	($282.41)
266.0000.9153.000.000.2661	Accounts Receivable	$282.41
267.0000.9101.000.000.0000	SMILE - Cash Account	$400.00
267.0000.9153.000.000.0000	SMILE - AR	($2,821.15)
267.0000.9153.000.000.2671	SMILE - Accounts Receivable	$2,821.15
268.0000.9101.000.000.0000	OCF - Cash Account	$13,541.68
269.0000.9101.000.000.0000	STEM - Cash Account	($641.48)
269.0000.9153.000.000.2691	Accounts Receivable	$641.48
270.0000.9101.000.000.0000	Miller - Cash Account	$10,555.20
271.0000.9101.000.000.0000	WMG - Cash Account	$383.16
272.0000.9101.000.000.0000	Meyer - Cash Account	$83,828.38
274.0000.9107.000.000.0000	Jr. Prep Student Council/ASB, Columbia Bank	$735.69
275.0000.9108.000.000.0000	NHS - Columbia Bank	$3,198.93
276.0000.9110.000.000.0000	Sr. Prep Student Council, Columbia Bank	$197.62
277.0000.9109.000.000.0000	Yearbook. Columbia Bank	$282.02
279.0000.9101.000.000.0000	Food Pantry - Cash Account	$3,531.19
282.0000.9101.000.000.0000	Trailblazers - Cash Account	$2,107.83
299.0000.9101.000.000.0000	CNP - Cash Account	$156,657.76
299.0000.9153.000.000.0000	CNP - AR	($1,376.94)
ASSET		$7,089,741.96
LIABILITY		
		YTD
100.0000.8421.000.000.0000	GF Liab - Accounts Payable	($3,682.40)
100.0000.8457.000.000.0000	GF Liab - PERS EE	($11,291.09)
100.0000.8459.000.000.0000	GF Liab - PERS ER	($53,153.08)
100.0000.8460.000.000.0000	GF Liab - Health Insurance	($46,491.40)
100.0000.8467.000.000.0000	GF Liab - PMFLA	($0.07)
100.0000.8470.000.000.0000	GF Liab - Workmans Comp	($683.30)
100.0000.8471.000.000.0000	GF Liab - Flex Medical and Flex Child	($202.37)

Account Level Balance Sheet As of 07/31/2025

Fiscal Year: 2025-2026

		Year To Date
100.0000.8523.000.000.0000	GF Liab - US Bank Capital Loan	($1,136,878.73)
100.0000.8531.000.000.0000	GF Liab - Lease Obligations	($146,023.00)
100.0000.8590.000.000.0000	Subscription Liability	($31,428.00)
100.0000.8591.000.000.0000	GF Liab - Loan Fee US Bank	$16,950.05
100.0000.8592.000.000.0000	GF Liab - Loan Fee Amortization	($6,498.00)
267.0000.8481.000.000.0000	SMILE - Deferred Revenue	($400.00)
268.0000.8481.000.000.0000	OCF - Deferred Revenue	($17,708.40)
270.0000.8481.000.000.0000	Miller - Deferred Revenue	($10,555.20)
271.0000.8481.000.000.0000	Wal Mart - Deferred Revenue	($383.16)
272.0000.8481.000.000.0000	Meyer - Deferred Revenue	($83,828.38)
275.0000.8481.000.000.0000	NHS - (Default)	($2,445.11)
276.0000.8481.000.000.0000	Sr. Prep SC - Deferred Revenue	($164.37)
279.0000.8481.000.000.0000	Food Pantry - Deferred Revenue	($225.14)
282.0000.8481.000.000.0000	Trailblazers - Deferred Revenue	($2,107.83)
LIABILITY		($1,537,198.98)

FUND BALANCE

		YTD
100.0000.5400.000.000.0000	Beginning Fund Balance	($5,791,510.87)
100.0000.5400.000.000.2111	GF TI Match Beginning Fund Balance	$18,421.21
100.0000.5400.000.000.2671	GF SMILE Match Beginning Fund Balance	$6,514.74
100.0000.5400.000.000.2771	Beginning Fund Balance	$1,235.56
100.0000.5400.000.000.2902	GF Art Sale Beginning Fund Balance	($1,297.31)
100.0000.5400.000.000.2903	GF Uniform School Gear Beginning Fund Balance	$47,146.61
100.0000.5400.000.000.2904	GF Concession Beginning Fund Balance	$1,910.90
213.0000.5400.000.000.2131	Title III (3) - Fund Balance	($2,758.82)
213.0000.5400.000.000.2136	Title III (3) Vale Fund Balance	$2,758.82
260.0000.5400.000.000.0000	Outdoor School: Beginning Fund Balance	$130.99
260.0000.5400.000.000.2601	Outdoor Sch - Fund Balance	($130.99)
265.0000.5400.000.000.0000	Beginning Fund Balance	$1,195.78
265.0000.5400.000.000.2651	MwD - Fund Balance	($1,195.78)
266.0000.5400.000.000.0000	MENTE Beginning Fund Balance	$282.41
266.0000.5400.000.000.2661	MENTE - Fund Balance	($282.41)
269.0000.5400.000.000.0000	STEM Beginning Fund Balance	$641.48
269.0000.5400.000.000.2691	STEM - Fund Balance	($641.48)
273.0000.5400.000.000.0000	MESD Beginning Fund Balance	$5,979.83
273.0000.5400.000.000.2731	MESD - Fund Balance	($5,979.83)
274.0000.5400.000.000.2741	Jr. Prep Student Council/ASB - Fund Balance	($735.69)
275.0000.5400.000.000.2751	NHS - Fund Balance	($1,180.20)
276.0000.5400.000.000.2761	Sr. Prep Student Council/ASB - Fund Balance	($33.25)
277.0000.5400.000.000.2771	Yearbook - Fund Balance	($282.02)
279.0000.5400.000.000.0000	Food Pantry - Fund Balance	($3,306.05)
282.0000.5400.000.000.0000	Trailblazers - Fund Balance	($1,442.17)
282.0000.5400.000.000.2821	Trailblazer Beginning Fund Balance	$1,442.17
299.0000.5400.000.000.0000	CNP - Fund Balance	$194,491.27
299.0000.5400.000.000.2991	CNP Breakfast - Fund Balance	($134,458.19)
299.0000.5400.000.000.2992	CNP Lunch - Fund Balance	($216,140.53)
299.0000.5400.000.000.2993	CNP Snack - Fund Balance	($12,797.02)
299.0000.5400.000.000.2996	SCA Breakfast Beginning Fund Balance	($8,961.84)
299.0000.5400.000.000.2997	SCA Lunch Beginning Fund Balance	$8,961.84
FUND BALANCE		($5,892,020.84)

Total Liability & Fund Balance	($7,429,219.82)
Total (Income)/Loss	$339,477.86
Total Liability and Equity	($7,089,741.96)

Four Rivers Community School Inc.

Account Level Balance Sheet As of 07/31/2025

Fiscal Year: 2025-2026

	Year To Date

End of Report

Appendix B 5 Year Projected Budget

ASSUMPTIONS					
	Y1 - FY27	Y2 - FY28	Y3 - FY29	Y4 - FY30	Y5 - FY31
K-8 Student Count	250.8	250.8	250.8	250.8	250.8
K-8 ESL Weight	38	38	38	38	38
K-8 Poverty Weight	14.7475	14.7475	14.7475	14.7475	14.7475
K-9 Total ADMw	303.5475	303.5475	303.5475	303.5475	303.5475
Charter School Rate	$ 10,784	$ 10,514	$ 10,724	$ 11,368	$ 11,595
Charter Adjustment	90%	90%	90%	90%	90%
K-8 Funding	$ 2,945,974.02	$ 2,872,324.67	$ 2,929,771.16	$ 3,105,557.43	$ 3,167,668.58
9-12 Student Count	107.1	107.1	107.1	107.1	107.1
9-12 ESL Weight	7	7	7	7	7
9-12 Poverty Weight	6.3625	6.3625	6.3625	6.3625	6.3625
9-12 SHS	72.33	72.33	72.33	72.33	72.33
9-12 Total ADMw	192.7925	192.7925	192.7925	192.7925	192.7925
Charter School Rate	$ 10,784	$ 10,514	$ 10,724	$ 11,368	$ 11,595
Charter Adjustment	95%	95%	95%	95%	95%
9-12 Funding	$ 1,975,029	$ 1,925,653	$ 1,964,166	$ 2,082,016	$ 2,123,657
Total SSF - GENERAL SUPPORT	$ 4,921,003	$ 4,797,978	$ 4,893,938	$ 5,187,574	$ 5,291,325

INCOME					
	Y1 - FY27	Y2 - FY28	Y3 - FY29	Y4 - FY30	Y5 - FY31
SSF - General Support	$ 4,921,003	$ 4,797,978	$ 4,893,938	$ 5,187,574	$ 5,291,325
Interest	$ 3,158	$ 3,292	$ 3,432	$ 3,577	$ 3,729
Adult Meals	$ 570	$ 584	$ 599	$ 614	$ 629
Admissions	$ 4,013	$ 4,114	$ 4,217	$ 4,322	$ 4,430
Uniform & School Gear	$ 54,246	$ 55,602	$ 56,992	$ 58,417	$ 59,878
Activity Fees	$ 6,891	$ 7,063	$ 7,240	$ 7,421	$ 7,606
Contributions, Donations & Gen Fundraising	$ 2,245	$ 2,301	$ 2,358	$ 2,417	$ 2,478
Art Sale	$ 2,563	$ 2,627	$ 2,692	$ 2,760	$ 2,829
Athletic Fundraiser, Sponsorship, Donations	$ 23,299	$ 23,882	$ 24,479	$ 25,091	$ 25,718
Reimbursements	$ 436	$ 447	$ 458	$ 470	$ 481
Total Income	$ 5,018,424	$ 4,897,890	$ 4,996,404	$ 5,292,662	$ 5,399,103

EXPENSE					
	Y1 - FY27	Y2 - FY28	Y3 - FY29	Y4 - FY30	Y5 - FY31
INSTRUCTION					
Salaries	$ 1,540,544	$ 1,549,248	$ 1,572,042	$ 1,658,509	$ 1,707,503
PERS	$ 541,073	$ 557,305	$ 557,306	$ 574,025	$ 574,025
Payroll Tax	$ 158,673	$ 164,068	$ 169,645	$ 175,414	$ 181,378
Benefits	$ 381,788	$ 394,646	$ 407,942	$ 421,689	$ 435,905
Instructional Services	$ 15,478	$ 15,091	$ 16,261	$ 16,668	$ 17,084
Travel	$ 76,643	$ 77,434	$ 78,233	$ 79,041	$ 79,858
Supplies, Materials, and Textbooks	$ 67,176	$ 57,153	$ 65,266	$ 67,568	$ 69,257
Dues and Fees	$ 21,700	$ 21,158	$ 22,799	$ 23,369	$ 23,953
TOTAL INSTRUCTION	$ 2,803,075	$ 2,836,103	$ 2,889,494	$ 3,016,283	$ 3,088,963
SUPPORT SERVICES					
Salaries	$ 659,460	$ 666,204	$ 673,791	$ 698,770	$ 716,430
PERS	$ 212,308	$ 218,677	$ 218,677	$ 225,237	$ 225,237
Payroll Tax	$ 69,436	$ 71,797	$ 74,238	$ 76,762	$ 79,372
Benefits	$ 100,369	$ 103,743	$ 107,232	$ 110,840	$ 114,570
PD and Improvement Services	$ 14,274	$ 12,000	$ 12,000	$ 14,500	$ 14,563
Repairs and Maintenance	$ 151,251	$ 149,729	$ 155,049	$ 159,611	$ 164,311
Rentals	$ 9,710	$ 9,766	$ 9,822	$ 9,880	$ 9,939
Electricity/Gas/Water/Sewage/Garbage/Security	$ 75,997	$ 77,896	$ 79,843	$ 81,839	$ 83,885
Student Transportation	$ 91,421	$ 93,949	$ 95,567	$ 97,219	$ 98,904
Other Travel	$ 18,469	$ 10,060	$ 10,060	$ 19,267	$ 19,546
Internet & VOIP	$ 28,778	$ 29,133	$ 29,496	$ 29,868	$ 30,250
Communications/Printing/Advertising	$ 26,271	$ 25,966	$ 27,026	$ 28,291	$ 28,998
Professional Services (Audit, Legal, Other)	$ 35,264	$ 35,796	$ 43,695	$ 44,437	$ 45,198
Supplies and Materials	$ 76,730	$ 65,548	$ 71,290	$ 76,896	$ 78,819
Uniforms/School Gear	$ 49,906	$ 51,154	$ 52,433	$ 53,744	$ 55,087
Technology	$ 88,646	$ 77,098	$ 78,775	$ 94,259	$ 96,615
Improvements	$ 158,538	$ 13,736	$ 13,813	$ 94,871	$ 84,173
Dues and Fees	$ 92,412	$ 93,443	$ 95,797	$ 97,544	$ 99,327
Insurance and Judgements	$ 47,890	$ 49,089	$ 50,314	$ 51,572	$ 52,861
TOTAL SUPPORT SERVICE	$ 2,007,130	$ 1,854,784	$ 1,898,918	$ 2,065,407	$ 2,098,085
ENTERPRISE					
Supplies and Materials	$ 1,695	$ 1,710	$ 1,739	$ 1,783	$ 1,828
TOTAL ENTERPRISE	$ 1,695	$ 1,710	$ 1,739	$ 1,783	$ 1,828
OTHER					
Commercial Loan	$ 157,314	$ 157,314	$ 157,314	$ 157,314	$ 157,314
TOTAL OTHER	$ 157,314	$ 157,314	$ 157,314	$ 157,314	$ 157,314
CONTINGENCY					
CONTINGENCY	$ 49,210	$ 47,980	$ 48,939	$ 51,876	$ 52,913
TOTAL CONTINGENCY	$ 49,210	$ 47,980	$ 48,939	$ 51,876	$ 52,913
TOTAL EXPENSES	$ 5,018,424	$ 4,897,890	$ 4,996,404	$ 5,292,662	$ 5,399,103

State Board of Education
Public Charter School Performance Framework
And Annual Evaluation Report

Four Rivers Community School

2024-25

Oregon Department of Education
255 Capitol St NE
Salem, OR 97310

Prepared by Christen Kelly
Charter School Specialist
Oregon Department of Education

Introduction

Across Oregon, public charter schools provide additional options for students and families. The State Board of Education is a public charter school authorizer, or "sponsor" in the state as an appellate governing body. If an application to establish a public charter school is denied by a local school district, the charter school developers may appeal the district decision to the State Board of Education. If the application is deemed to meet the criteria, it is possible for the charter school to be authorized by the State Board of Education. While the state provides oversight and support to its sponsored charters, each charter school has autonomy over its budget, hiring, and the development and implementation of its educational program.

The State Board of Education is responsible for maintaining high standards for its sponsored charter schools, and for ensuring that charter schools are not only compliant with all applicable laws, but that their academic programs are successful, they are financially viable, and their organizations are effective and responsibly managed. The State Board of Education is particularly interested in analyzing equity issues within public charter schools and may continue to refine the tools with which it uses to evaluate a public charter school's effectiveness and quality.

In so doing, the State Board of Education has established the following performance framework, which is largely derived from the Core Performance Framework and Guidance developed by the National Association of Charter School Authorizers (NACSA). This performance framework is designed to measure each charter school's academic, financial, and organizational performance, and to "...guide practice, assess progress, and inform decision-making over the course of the charter term and at renewal".[1]

Because each charter school's story and perspective on its own performance are critical to a balanced evaluation process, each measure includes space for narrative explanation and/or further description from both the State Board and the charter school. It is our hope and goal that each charter school will fully engage in the process of program evaluation each year and at the renewal period, and that this process contributes to the continuous improvement of each State Board of Education public charter school.

Christen Kelly
Charter School Specialist
SCORE Team
Oregon Department of Education

[1] From NACSA's Core Performance Framework and Guidance.

Academic performance: data elements and sources

The purpose of the Academic Performance section of the Annual Report is to evaluate whether or not the charter school's educational program is showing success with its students.

Many of the indicators for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance", while the performance targets and ratings are aligned with the targets and ratings in the Oregon Report Card.

The following data elements and sources are used to complete the Academic Performance analysis:

- The charter school's Oregon Report Card
- The charter school's contract
- The charter school's whole school growth and performance on standardized tests in ELA and MATH
- The charter school's subgroup growth and performance on standardized tests in ELA and MATH
- The district's Oregon Report Card (for the district in which the charter school is located)
- Performance and growth information for comparison schools, as defined by the Oregon Department of Education
- The school's graduation rate (where applicable)
- The district's graduation rate (where applicable)
- The school's completion rate (where applicable)
- The district's completion rate (where applicable)
- The school's dropout rate (where applicable)
- The district's dropout rate (where applicable)
- The graduation, completion, and dropout rates of comparison schools, as defined by ODE (where applicable)
- The charter school's alignment to Common Core State Standards as evidenced by course syllabi, course descriptions, curriculum alignments, etc. (where applicable)

Academic Performance

1. Oregon School Rating System

Measure 1a Is the school meeting acceptable standards according to the Oregon State school rating system?
Exceeds standard: ☐ School received the highest rating from the state accountability system.
Meets standard: ☐ School received the highest rating from the state accountability system.
Does not meet standard: ☐ School did not receive passing rating from the state accountability system.
Falls far below standard: ☐ School identified for intervention or considered failing by the state accountability system.
State Board of Education comments: N/A
School comments:

Measure 1b Is the school meeting state designation expectations as set forth by the state and federal accountability system?
Exceeds standard: ☐ School was identified as a “Model” school.
Meets standard: ☐ School does not have a designation.
Does not meet standard: ☐ School was identified as a “Focus” school.
Falls far below standard: ☐ School was identified as a “Priority” school.
State Board of Education comments: N/A
School comments:

Measure 1c How are **Students Experiencing Poverty** achieving on state assessments in ELA compared to the **Students Experiencing Poverty** in the district?
Exceeds standard: ☐ School's average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%.
Meets standard: ☒ School's average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10%.
Does not meet standard: ☐ School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%.
Falls far below standard: ☐ School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 10% or more.
State Board of Education comments: FRCS score was 37.6 and OSD score was 28.1
School comments:

Measure 1d How are **Students Experiencing Poverty** achieving on state assessments in MATH compared to the **Students Experiencing Poverty** in the district?
Exceeds standard: ☐ School's average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%
Meets standard: ☐ School's average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10%.
Does not meet standard: ☒ School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%.
Falls far below standard: ☐ School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 10% or more.
State Board of Education comments: FRCS score was 18.3 and OSD score was 19.8
School comments:

Measure 1e How are **English Learners** achieving on state assessments in ELA compared to the **English Learners** in the district?
Exceeds standard: ☒ School's average subgroup achievement rate exceeds the average district performance of students

in the same subgroup in the same grades by at least 10%.
Meets standard: ☐ School's average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10%.
Does not meet standard: ☐ School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%.
Falls far below standard: ☐ School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 10% or more.
State Board of Education comments: FRCS score was 31.4 and OSD score was 16.8
School comments:

Measure 1f How are **English Learners** achieving on state assessments in MATH compared to the **English Learners** in the district?
Exceeds standard: ☐ School's average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%.
Meets standard: ☒ School's average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10%.
Does not meet standard: ☐ School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%.
Falls far below standard: ☐ School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 10% or more.
State Board of Education comments: FRCS score was 17.1 and OSD score was 12.3
School comments:

Measure 1g How are **Students with Disabilities** achieving on state assessments in ELA compared to the **Students with Disabilities** in the district?
Exceeds standard: ☒ School's average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%.
Meets standard: ☐ School's average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10%.
Does not meet standard: ☐ School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%.
Falls far below standard: ☐ School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 10% or more.
State Board of Education comments: FRCS score was 26.7 and OSD score was 8.7
School comments:

Measure 1h How are **Students with Disabilities** achieving on state assessments in MATH compared to the **Students with Disabilities** in the district?
Exceeds standard: ☐ School's average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%.
Meets standard: ☒ School's average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10%.
Does not meet standard: ☐ School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%.
Falls far below standard: ☐ School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 10% or more.
State Board of Education comments: FRCS score was 13.3 and OSD score was 8.7
School comments:

Measure 1i How are **Students of Underserved Races/Ethnicities** achieving on state assessments in ELA compared to the **Students of Underserved Races/Ethnicities** in the district?
Exceeds standard: ☒ School's average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%.
Meets standard: ☐ School's average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10%.
Does not meet standard: ☐ School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%.
Falls far below standard: ☐ School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 10% or more.
State Board of Education comments: FRCS score was 39.5 and OSD score was 26.7
School comments:

Measure 1j How are **Students of Underserved Races/Ethnicities** achieving on state assessments in MATH compared to the **Students of Underserved Races/Ethnicities** in the district?
Exceeds standard: ☐ School's average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%.
Meets standard: ☐ School's average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10%.
Does not meet standard: ☒ School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%.
Falls far below standard: ☐ School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 10% or more.
State Board of Education comments: FRCS score was 17.8 and OSD score was 18.7.
School comments:

2. Student Academic Growth

Measure 2a Are All students making expected annual academic growth in ELA compared to their peers? (3-year Average Combined Median Growth Percentile-CMGP)
Exceeds standard: ☐ Combined median growth percentile of 60 or more.
Meets standard: ☒ Combined median growth percentile of between 45 and 59.5.
Does not meet standard: ☐ Combined median growth percentile of between 40 and 44.5.
Falls far below standard: ☐ Combined median growth percentile of lower than 40.
State Board of Education comments: FRCS's 3-year average for ELA is 44.9. The state classifies this average as Level 3. The change in average gap score for this measure is 14, which is classified as level 5. This score is up 3 points from last year.
School comments:

Measure 2b Are students making expected annual academic growth in MATH compared to their peers? (3 -year Average Combined Median Growth Percentile)
Exceeds standard: ☐ Combined median growth percentile of 60 or more.
Meets standard: ☐ Combined median growth percentile of between 45 and 59.5.
Does not meet standard: ☐ Combined median growth percentile of between 40 and 44.5.
Falls far below standard: ☒ Combined median growth percentile of lower than 40.
State Board of Education comments: FRCS's 3-year average for MATH is 20. The state classifies this average as Level 2. The change in average gap score for this measure is 11, which is classified as level 4. This score is up 2 points from last year.
School comments:

3. Subgroup Growth

Measure 3a Is the school increasing academic performance in ELA over time for **Students Experiencing Poverty?** (3-year Average Combined Median Growth Percentile)
Exceeds standard: ☐ Combined median growth percentile of 60 or more.
Meets standard: ☐ Combined median growth percentile of between 45 and 59.5.
Does not meet standard: ☐ Combined median growth percentile of between 40 and 44.5.
Falls far below standard: ☒ Combined median growth percentile of lower than 40.
State Board of Education comments: FRCS's 3-year average for ELA is 38.2. The state classifies this average as Level 2. The change in average gap score for this measure is 17, which is classified as level 5. This score is up a point from last year.
School comments:

Measure 3b Is the school increasing academic performance in MATH over time for **Students Experiencing Poverty**? (3-year Average Combined Median Growth Percentile)
Exceeds standard: ☐ Combined median growth percentile of 60 or more.
Meets standard: ☐ Combined median growth percentile of between 45 and 59.5.
Does not meet standard: ☐ Combined median growth percentile of between 40 and 44.5.
Falls far below standard: ☒ Combined median growth percentile of lower than 40
State Board of Education comments: FRCS's 3-year average for MATH is 15.7. The state classifies this average as Level 2. The change in average gap score for this measure is 7, which is classified as level 3. This score is up 2 points from last year.
School comments:

Measure 3c Is the school increasing academic performance in ELA over time for **English Learner** students? (3-year Average Combined median Growth Percentile)
Exceeds standard: ☐ Combined median growth percentile of 60 or more.
Meets standard: ☐ Combined median growth percentile of between 45 and 59.5.
Does not meet standard: ☐ Combined median growth percentile of between 40 and 44.5.
Falls far below standard: ☒ Combined median growth percentile of lower than 40.
State Board of Education comments: FRCS's 3-year average for ELA is 27.4 The state classifies this average as Level 2. The change in average gap score for this measure is 21, which is classified as level 5. This score is up 4 points from last year.
School comments:

Measure 3d Is the school increasing academic performance in MATH over time for **English Learner** students? (3-year Average Combined median Growth Percentile)
Exceeds standard: ☐ Combined median growth percentile of 60 or more.
Meets standard: ☐ Combined median growth percentile of between 45 and 59.5.
Does not meet standard: ☐ Combined median growth percentile of between 40 and 34.5.
Falls far below standard: ☒ Combined median growth percentile of lower than 40.
State Board of Education comments: FRCS's 3-year average for MATH is 13.2. The state classifies this average as Level 2. The change in average gap score for this measure is 8, which is classified as level 3. This score is up 3 points from last year.
School comments:

Measure 3e Is the school increasing academic performance in ELA over time for **Students with Disabilities?** (3-year Average Combined Median Growth Percentile)
Exceeds standard: ☐ Combined median growth percentile of 60 or more.
Meets standard: ☐ Combined median growth percentile of between 45 and 59.5.
Does not meet standard: ☐ Combined median growth percentile of between 40 and 44.5.
Falls far below standard: ☒ Combined median growth percentile of lower than 40.
State Board of Education comments: FRCS's 3-year average for ELA is 16.3. The state classifies this average as Level 1. The change in average gap score for this measure is 5, which is classified as level 3. This score is up 2 points from last year.
School comments:

Measure 3f Is the school increasing academic performance in MATH over time for **Students with Disabilities?** (3-year Average Combined Median Growth Percentile)
Exceeds standard: ☐ Combined median growth percentile of 60 or more.
Meets standard: ☐ Combined median growth percentile of between 45 and 59.5.
Does not meet standard: ☐ Combined median growth percentile of between 40 and 44.5.
Falls far below standard: ☒ Combined median growth percentile of lower than 40.
State Board of Education comments: State Board of Education comments: FRCS's 3-year average for MATH is 12.2. The state classifies this average as Level 2.The change in average gap score for this measure is -12, which is classified as Level 2.
School comments:

Measure 3g Is the school increasing academic performance in ELA over time for students of **Underserved Races/Ethnicities**? (3-year Average Combined Median Growth Percentile)
Exceeds standard: ☐ Combined median growth percentile of 60 or more.
Meets standard: ☐ Combined median growth percentile of between 45 and 59.5.
Does not meet standard: ☒ Combined median growth percentile of between 40 and 44.5.
Falls far below standard: ☐ Combined median growth percentile of lower than 40.
State Board of Education comments: FRCS's 3-year average for ELA is 40.3. The state classifies this average as Level 2. The change in average gap score for this measure is 14, which is classified as level 5.This score is up 2 points from last year.
School comments:

Measure 3h Is the school increasing academic performance in MATH over time for students of **Underserved Races/Ethnicities**? (3-year Average Combined Median Growth Percentile)
Exceeds standard: ☐ Combined median growth percentile of 60 or more.
Meets standard: ☐ Combined median growth percentile of between 45 and 59.5.
Does not meet standard: ☐ Combined median growth percentile of between 40 and 44.5.
Falls far below standard: ☒ Combined median growth percentile of lower than 40.
State Board of Education comments: FRCS's 3-year average for MATH is 15.5. The state classifies this average as Level 2. The change in average gap score for this measure is 8, which is classified as level 3. This score is up 1 point from last year.
School comments:

4. Alignment of Curriculum to Common Core State Standards

Measure 4a Is the school aligning curriculum to Common Core State Standards?
Meets standard: ☒ School is offering all required core subjects and has aligned all classes in core subjects to Common Core State Standards and has articulated this through detailed syllabi, course descriptions, curriculum alignments, or other methods.
Does not meet standard: ☐ School is offering all required core subjects but has not fully aligned all classes in core subjects to Common Core State Standards, and/or has not provided evidence of this through detailed syllabi, course descriptions, curriculum alignments, or other methods.
Falls far below standard: ☐ School is not offering all required core subjects and/or has not aligned all classes in core subjects to Common Core State Standards, and has not provided evidence of this through detailed syllabi, course descriptions, curriculum alignments, or other methods.
State Board of Education comments: FRCS has developed comprehensive opportunities for staff to continually work on aligning curriculum to CCSS.
School comments:

5. Graduation and post-secondary readiness (high schools only)

Measure 5a What percentage of students is graduating within four years of entering high school as compared to other schools in the district?
Exceeds standard: ☒ School's average graduation rate exceeds the average district graduation rate by at least 10%.
Meets standard: ☐ School's average graduation rate meets or exceeds the average district graduation rate by up to 10%.
Does not meet standard: ☐ School's average graduation rate is less than the average district graduation rate by 1-10%.
Falls far below standard: ☐ School's average graduation rate is less than the average district graduation rate by 10% or more.
State Board of Education comments: FRCS's four year graduation rate for 2024-25 was 100%. Ontario SD was 84.2%
School comments:

Measure 5b What percentage of students is graduating within four years of entering high school as compared to their peers in like schools?
Exceeds standard: ☐ School's average graduation rate exceeds the average graduation rate of their peers in like schools by at least 10%.
Meets standard: ☐ School's average graduation rate meets or exceeds the average graduation rate of their peers in like schools by up to 10%.
Does not meet standard: ☐ School's average graduation rate is less than the average graduation rate of their peers in like schools by 1-10%.
Falls far below standard: ☐ School's average graduation rate is less than the average graduation rate of their peers in like schools by 10% or more.
State Board of Education comments: N/A
School comments:

Measure 5c What percentages of students receive a regular, modified, extended, or adult high school diploma or complete a GED within five years of entering high school as compared to other schools in the district?
Exceeds standard: ☒ School's average completion rate exceeds the average district completion rate by at least 10%.
Meets standard: ☐ School's average completion rate meets or exceeds the average district completion rate by up to 10%.
Does not meet standard: ☐ School's average completion rate is less than the average district completion rate by 1-10%
Falls far below standard: ☐ School's average completion rate is less than the average district completion rate by 10% or more.
State Board of Education comments: FRCS's five year completion rate for 2024-25 was 100%. Ontario SD was 84.4%
School comments:

Measure 5d What percentages of students receive a regular, modified, extended, or adult high school diploma or complete a GED within five years of entering high school as compared to their peers in like schools?
Exceeds standard: ☐ School's average completion rate exceeds the average completion rate of their peers in like schools by at least 10%.
Meets standard: ☐ School's average completion rate meets or exceeds the average completion rate of their peers in like schools by up to 10%.
Does not meet standard: ☐ School's average completion rate is less than the average completion rate of their peers in like schools by 1-10%.
Falls far below standard: ☐ School's average completion rate is less than the average completion rate of their peers in like schools by 10% or more.
State Board of Education comments: N/A.
School comments:

Measure 5e What percentage of students dropped out during the school year and did not re-enroll as compared to other schools in the district?
Exceeds standard: ☐ School's average dropout rate is less than the average district dropout rate by 4% or more.
Meets standard: ☐ School's average dropout rate meets or is less than the average district dropout rate by up to 4%.
Does not meet standard: ☐ School's average dropout rate exceeds the average district dropout rate by 1-4%.
Falls far below standard: ☐ School's average dropout rate exceeds the average district dropout rate by 4% or more.
State Board of Education: As of 12/2/2025, this information has not been published.
School comments:

Measure 5f What percentage of students dropped out during the school year and did not re-enroll as compared to their peers in like schools?
Exceeds standard: ☐ School's average dropout rate is less than the average dropout rate of their peers in like schools by 4% or more.
Meets standard: ☐ School's average dropout rate meets or is less than the average dropout rate of their peers in like schools by up to 4%.
Does not meet standard: ☐ School's average dropout rate exceeds the average dropout rate of their peers in like schools by 1-4%.
Falls far below standard: ☐ School's average dropout rate exceeds the average dropout rate of their peers in like schools by 4% or more.
State Board of Education comments: N/A
School comments:

COMMENDATIONS: ACADEMIC PERFORMANCE

- Continuing to make steady gains post-pandemic with 3 year average growth score. In sections 2 and 3, all but one category made marked improvements in scores by 2-4 points on average.
- Improving ELA and Math performance over time through dual language program.
- Hispanic/Latino students far exceed the state performance in ELA with 39.9% of students meeting standard vs 26.4% for the state average.
- More than 95% of the students attend school regularly even in grades 9-12.
- FRCS had 100% of students graduate within 4 years and a 100% 5 year completion rate.

RECOMMENDATIONS: ACADEMIC PERFORMANCE

- Continue to focus on early literacy in native language pre-K with families.
- Continue to prioritize interventions and supports for students struggling with Math. FRCS students' Math performance for 2024-25 was recorded as 23.1% meeting standard, which is below both the state and district performance levels.

Financial Performance: data elements and sources

The purpose of the Financial Performance section of the Annual Report is to evaluate whether or not the charter school is financially viable.

Many of the indicators, performance targets, and ratings for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance".

The following data elements and sources are used to complete the Financial Performance analysis:

- The charter school's contract
- The charter school's audited balance sheet and notes for the last three years
- The charter school's projected enrollment and actual enrollment
- The charter school's board-adopted budget
- The charter school's audited income statement and audited cash flow statement
- Annual principal and interest obligations
- Quarterly financial statements, including budget-to-actuals, profit and loss, balance sheet

Financial Performance

7. Near-Term Measures

Measure 7a Current ratio: Current assets divided by current liabilities.
Meets standard: ☒ Current ratio is greater than or equal to 1.1.
Does not meet standard: ☐ Current ratio is between .9 and 1.0 or equals 1.0.
Falls far below standard: ☐ Current ratio is less than or equal to .9.
State Board of Education comments: FRCS ratio for 2024-25 is 7.45
School comments:

Measure 7b Unrestricted days cash: Unrestricted cash divided by ((total expenses minus depreciation expense) / 365).
Meets standard: ☒ 60 days cash.
Does not meet standard: ☐ Days cash is between 15 and 30 days.
Falls far below standard: ☐ Fewer than 15 days cash.
State Board of Education comments: FRCS's unrestricted day's cash for 2024-25 is 181 days
School comments:

Measure 7c Enrollment variance: actual enrollment divided by enrollment projection in charter school board-approved budget.
Meets standard: ☐ Enrollment variance equals or exceeds 95% in the most recent year.
Does not meet standard: ☐ Enrollment variance is between 85-95% in the most recent year.
Falls far below standard: ☐ Enrollment variance is less than 85% in the most recent year.
State Board of Education comments: N/A. This was not evaluated in 2024-25
School comments:

Measure 7d Default
Meets standard: ☒ School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.
Falls far below standard: ☐ School is in default of loan covenant(s) and/or is delinquent with debt service payments.
State Board of Education comments: The school has not reported any default or delinquent debts.
School comments:

8. Sustainability Measures

Measure 8a & 8b Total Margin: Net income divided by total revenue. Aggregated total margin: Total 3-year net income divided by total 3-year revenues.
Meets standard: ☒ Aggregated 3-year total margin is positive and the most recent year total margin is positive.
Does not meet standard: ☐ Aggregated 3-year total margin is greater than -1.5%, but trend does not "meet standard" (above).
Falls far below standard: ☐ Aggregated three-year total margin is less than or equal to -1.5% and the most recent year total margin is less than -10%.
State Board of Education comments: FRCS' aggregated 3 year total margin is positive and the total margin for 2024-25 is positive 10%.
School comments:

Measure 8c Debt to asset ratio: Total liabilities divided by total assets.
Meets standard: ☒ Debt-to-asset ratio is less than .9.
Does not meet standard: ☐ Debt-to-asset ratio is between .9 and 1.0.
Falls far below standard: ☐ Debt-to-asset ratio is greater than 1.0.
State Board of Education comments: FRCS' debt to asset ratio is .73
School comments:

Measure 8d & 8e Cash flow: Multi-year cash flow = Year 3 total cash - Year 1 total cash. One-year cash flow: Year 2 total cash - Year 1 total cash.
Meets standard: ☒ Multi-year cumulative cash flow is positive and cash flow is positive each year.
Does not meet standard: ☐ Multi-year cumulative cash flow is positive, but trend does not "meet standard" (above).
Falls far below standard: ☐ Multi-year cumulative cash flow is negative.
State Board of Education comments: FRCS' multi-year cash flow and one-year cash flow are both positive.
School comments:

Measure 8f Debt service coverage ratio: (net income + depreciation + interest expense) / (annual principal, interest, and lease payments)
Meets standard: ☐ Debt service coverage ratio is equal to or exceeds 1.1.
Does not meet standard: ☐ Debt service coverage ratio is less than 1.1.
State Board of Education comments: N/A. Not reported and evaluated in 2022-23
School comments:

Measure 8g
Is the school meeting financial reporting and compliance requirements?

Meets standard:
☒ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial reporting requirements, including, but not limited to:

- Complete and timely submission of financial reports, including: annual budget, revised budgets (when applicable), quarterly financial reports, and annual municipal audit
- All other reporting requirements related to the use of public funds

Does not meet standard:
☐ The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to financial reporting requirements, including, but not limited to:

- Complete and timely submission of financial reports, including: annual budget, revised budgets (when applicable), quarterly financial reports, and annual municipal audit
- All other reporting requirements related to the use of public funds

State Board of Education comments: All required reports were either submitted on time or with an approved extension.

School comments:

Measure 8f
Is the school following Generally Accepted Accounting Principles (GAAP)?

Meets standard:
☒ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations by an annual independent audit, including, but not limited to:

- An unqualified audit opinion
- An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses
- An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report

Does not meet standard:
☐ The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to financial management and oversight expectations by an annual independent audit, including, but not limited to:

- An qualified audit opinion
- An audit containing significant findings or conditions, material weaknesses, or significant internal control weaknesses
- An audit that included a going concern disclosure in the notes or an explanatory paragraph within the audit report

State Board of Education comments: FRCS' annual audits meet all of the criteria.

School comments:

COMMENDATIONS: FINANCIAL PERFOMANCE

1. Impressive current ratio well above target.
2. Positive multi-year cash flow.
3. Impressive 160 days cash on hand – the highest number over the past 3 years.
4. Stable short term and long term financial indicators

RECOMMENDATIONS: FINANCIAL PERFORMANCE

1. Positive multi-year cash flow, however the school should continue to monitor the flow and aim for an increase each subsequent year.

Organizational Performance: data elements and sources

The purpose of the Organizational Performance section of the Annual Evaluation is to evaluate whether or not the charter school as an organization is effectively governed and well run.

Many of the indicators, performance targets, and ratings for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance".

The following data elements and sources are used to complete the Organizational Performance analysis:

- Site visit observations (both formal and informal)
- The charter school's contract
- Required reporting by the charter school, including all deliverables
- The school's adherence to deliverable and reporting due dates
- Feedback from parents, students, charter school staff, and other community stakeholders
- Student accounting reports
- The charter school's internal accountability systems
- Student enrollment forms
- The charter school's adopted board policies
- The charter school's parent/student/staff handbooks
- TSPC
- Assurances by the charter school and governing board that it is compliant with all applicable requirements

Organizational Performance

10. Education Program

Measure 10a Is the school implementing the material terms of the education program as defined in the current charter contract?
Meets standard: ☒ The school implemented the material terms of the education program in all material aspects and the education program in operation reflects the material terms as defined in the charter contract, or the school has gained approval for a modification to the material terms.
Does not meet standard: ☐ The school failed to implement the material terms of the education program in all material aspects and the education program in operation does not reflect the material terms as defined in the charter contract, or the schools implemented a modification to the material terms without approval and/or a mutually agreeable amendment to the contract.
State Board of Education comments: Four Rivers is demonstrating integrity with all elements of the education program as spelled out in its charter. The focus of Four Rivers is dual language instruction and all evidence supports that this educational philosophy is the focal point of the school's curriculum, staffing, budget and schedule.
School comments:

Measure 10b Is the school complying with applicable education requirements?
Meets standard: ☒ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to education requirements, including but not limited to: ● Instructional days and/or minutes requirements ● Graduation and promotion requirements ● Content standards, including Common Core State Standards ● The administration of state assessments ● Implementation of mandated programming as a result of state or federal funding
Does not meet standard: ☐ The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to education requirements, including, but not limited to: ● Instructional days and/or minutes requirements ● Graduation and promotion requirements ● Content standards, including Common Core State Standards ● The administration of state assessments ● Implementation of mandated programming as a result of state or federal funding
State Board of Education comments: Four Rivers has complied with all applicable education requirements. Four Rivers is faithful to the dual language model.
School comments:

Measure 10c
Is the school protecting the rights of students with disabilities?

Meets standard:

☒ Consistent with the school's status as a school in a district LEA, the school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:

- Equitable access and opportunity to enroll
- Identification and referral
- Appropriate involvement with development and implementation of Individualized Education Plans, and appropriate development of Section 504 plans
- Operational compliance, including appropriate inclusion in the school's academic program, assessments, and extracurricular activities.
- Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
- Access to the school's facility and program to students in a lawful manner and consistent with students' IEPs or 504 plans

Does not meet standard:

☐ Consistent with the school's status as a school in a district LEA, the school was materially out of compliance with one or more applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:

- Equitable access and opportunity to enroll
- Identification and referral
- Appropriate involvement with development and implementation of Individualized Education Plans, and appropriate development of Section 504 plans
- Operational compliance, including appropriate inclusion in the school's academic program, assessments, and extracurricular activities.
- Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
- Access to the school's facility and program to students in a lawful manner and consistent with students' IEPs or 504 plans

State Board of Education comments: The Special Education students are served by Ontario SD staff. Four Rivers' collaborates with Ontario SD and offers additional support in classrooms through instructional aides. The school handbook, board policies, staff handbook, schedule and facility are all in compliance with all applicable laws, rules, regulation and provisions of the charter contract.

School comments:

Measure 10d
Is the school protecting the rights of English Language Learner students?

Meets standard:
☒ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including Title III of the Elementary and Secondary Education Act, and US Department of Education authorities) relating to requirements of English Language Learners, including, but not limited to:

- Equitable access and opportunity to enroll
- Development and implementation of required plans related to the service of ELL students
- Proper steps for identification of students in need of ELL services
- Appropriate and equitable delivery of services to identified students
- Appropriate accommodations on assessments
- Exiting of students from ELL services
- Ongoing monitoring of exited students

Does not meet standard:
☐ The school failed to comply with one or more applicable laws, rules, regulations, and/or provisions of the charter contract (including Title III of the Elementary and Secondary Education Act, and US Department of Education authorities) relating to requirements of English Language Learners, including, but not limited to:

- Equitable access and opportunity to enroll
- Development and implementation of required plans related to the service of ELL students
- Proper steps for identification of students in need of ELL services
- Appropriate and equitable delivery of services to identified students
- Appropriate accommodations on assessments
- Exiting of students from ELL services
- Ongoing monitoring of exited students

State Board of Education comments: Four Rivers has an approved EL plan on file at ODE and administers Title III funds as a consortium lead. The school has developed plans and supports for serving new arrivers in secondary grades.

School comments:

11. Governance and Reporting

Measure 11a Is the school complying with applicable governance requirements?
Meets standard: ☒ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to governance by its board, including but not limited to: ● Board policies ● Board bylaws ● State open meetings law ● Code of ethics ● Conflicts of interest ● Board composition and/or membership rules
Does not meet standard: ☐ The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to governance by its board, including, but not limited to: ● Board policies ● Board bylaws ● State open meetings law ● Code of ethics ● Conflicts of interest ● Board composition and/or membership rules
State Board of Education comments: Four Rivers' Board membership has represented a wide range of expertise and community support. The Board and administration have worked with OSBA for policy development and currently has Board, financial, staff and student/parent policy handbooks. The school should consider making its Board policies available on the school website.
School comments:

Measure 11b
Is the school holding its administration accountable?

Meets standard:
☒ The school materially complies with applicable laws, rules, regulations, provisions of the charter contract, and its own internal policies and practices relating to oversight of school administration, including but not limited to:

- Board oversight of school administration that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement
- The board conducting an annual evaluation of the administrator's performance

Does not meet standard:
☐ The school was materially out of compliance with applicable laws, rules, regulations, provisions of the charter contract, and its own internal policies and practices relating to oversight of school administration, including but not limited to:

- Board oversight of school administration that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement
- The board conducting an annual evaluation of the administrator's performance

State Board of Education comments: The Board has a process for evaluating the administrator and should continue to update and improve the process as implemented.

School comments:

Measure 11c
Is the school complying with reporting requirements?

Meets standard:
☒ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the district, and the Oregon Department of Education, including but not limited to:

- Accountability planning and performance
- Attendance and enrollment reporting
- Compliance with the charter contract and all applicable laws
- Timely submission of all deliverables
- Additional information as requested by the district

Does not meet standard:
☐ The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to relevant reporting requirements to the district, and the Oregon Department of Education, including, but not limited to:

- Accountability planning and performance
- Attendance and enrollment reporting
- Compliance with the charter contract and all applicable laws
- Timely submission of all deliverables
- Additional information as requested by the district

State Board of Education comments: Four Rivers has complied with all reporting requirements.

School comments:

12. Students and Employees

Measure 12a
Is the school protecting the rights of all students?

Meets standard:
☒ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the rights of students, including but not limited to:

- Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)
- The collection and protection of student information
- Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction
- Conduct of discipline (discipline hearings, and suspensions and expulsion policies and practices)

Does not meet standard:
☐ The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to the rights of students, including, but not limited to:

- Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)
- The collection and protection of student information
- Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction
- Conduct of discipline (discipline hearings, and suspensions and expulsion policies and practices)

State Board of Education comments: Four Rivers complies with protecting the rights of all students as evidenced by board policy, family handbook, staff handbook, professional development, enrollment process and the education program.

School comments:

Measure 12b
Is the school meeting teacher and other staff credentialing requirements?

Meets standard:
☒ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to state certification requirements, including the federal Highly Qualified Teacher and Paraprofessional requirements, charter school licensure and registry requirements, and background check and fingerprinting requirements for all staff and volunteers.

Does not meet standard:
☐ The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to state certification requirements, including the federal Highly Qualified Teacher and Paraprofessional requirements, charter school licensure and registry requirements, and/or background check and fingerprinting requirements for all staff and volunteers.

State Board of Education comments: Four Rivers complies with all applicable laws, rules, regulations and provisions related to staff certification requirements.

School comments:

13. School Environment

Measure 13a
Is the school complying with facilities and transportation requirements?

Meets standard:
☒ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation, including, but not limited to:

- Americans with Disabilities Act
- Fire inspections and related records
- Viable certificate of occupancy or other required building use authorization
- Documentation of requisite insurance coverage
- Student transportation

Does not meet standard:
☐ The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation, including, but not limited to:

- Americans with Disabilities Act
- Fire inspections and related records
- Viable certificate of occupancy or other required building use authorization
- Documentation of requisite insurance coverage
- Student transportation

State Board of Education comments: Four Rivers has current occupancy and insurance certification.

School comments:

Measure 13b
Is the school complying with health and safety requirements?

Meets standard:
☒ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services, including, but not limited to:

- Appropriate nursing services and dispensing of pharmaceuticals
- Food service requirements

Does not meet standard:
☐ The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services,, including, but not limited to:

- Appropriate nursing services and dispensing of pharmaceuticals
- Food service requirements

State Board of Education comments: Four Rivers complies with all health and safety requirements. This is evidenced by the Family and Staff Handbook, Board policy. The school has been proactive in submitting all new reports required by ODE.

School comments:

Measure 13c
Is the school handling information appropriately?

Meets standard:
☒ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the handling of information, including, but not limited to:

- Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities
- Accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities
- Transferring of student records
- Proper and secure maintenance of testing materials

Does not meet standard:
☐ The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to the handling of information, including, but not limited to:

- Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities
- Accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities
- Transferring of student records
- Proper and secure maintenance of testing materials

State Board of Education comments: Four Rivers complies with all laws, rules, regulations and provisions of the charter contract relating to the handling of information. This is evidenced by the Handbooks, Board policy.

School comments:

14.Additional Obligations

Measure 14a
Is the school complying with all other obligations?

Meets standard:
☒ The school materially complies with all other applicable legal, statutory, regulatory, or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, including, but not limited to requirements from the following sources:

- Revisions to state charter law
- Intervention requirements required by the district
- Action items assigned by the district
- Requirements by other entities to which the charter school is accountable (e.g. ODE)

Does not meet standard:
☐ The school was materially out of compliance with applicable legal, statutory, regulatory, or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, included, but not limited to requirement from the following sources:

- Revisions to state charter law
- Intervention requirements required by the district
- Action items assigned by the district
- Requirements by other entities to which the charter school is accountable (e.g. ODE)

State Board of Education comments: The school was responsive to additional requests and updates to the law.

School comments:

COMMENDATIONS: ORGANIZATIONAL PERFORMANCE

- Leadership is strong and stable.
- Multigenerational staffing and grow-your-own model is serving the school and students well.
- Students are at the center of conversations around strategic planning and school improvement.
- Facilities investments for junior and senior prep school students create a strong sense of place and pride for students.
- Clear pathways of growth and connection for students create a sense of solidarity and community.
- FRCS continues to be a pillar in the community, having strong partnerships with the City of Ontario, TVCC, and FRCC.
- Strong communication team to promote the school and provide messaging for families.

RECOMMENDATIONS: ORGANIZATIONAL PERFORMANCE

- Formalize agreements with OSD in writing.
- Continue to promote full school weeks for students when possible.

SUMMARY OF ANNUAL EVALUATION COMMENDATIONS AND RECOMMENDATIONS

MEASURE	EXCEEDS STANDARD	MEETS STANDARD	DOES NOT MEET STANDARD	FALLS FAR BELOW STANDARD
Oregon rating system				
State and Federal accountability system				
Economically Disadvantaged-ELA		X		
Economically Disadvantaged-MATH			X	
ELL-ELA	X			
ELL-MATH		X		
Students with Disabilities-ELA	X			
Students with Disabilities-MATH		X		
Underserved-ELA	X			
Underserved-MATH			X	
All Student Growth-ELA		X		
All Student Growth-MATH				X
Growth: Economically Disadvantaged-ELA				X
Growth: Economically Disadvantaged-MATH				X
Growth: ELL-ELA				X
Growth: ELL-MATH				X
Growth: Students with Disabilities-ELA				X
Growth: Students with Disabilities-Math				X
Growth: Underserved-ELA			X	
Growth: Underserved-MATH				X
Alignment to CCSS		X		
Graduation/post-secondary readiness	X			
Graduation percent	X			
School completion/Diploma	X			
Drop out percentage				
Current Ratio: Assets/Liabilities		X		
Unrestricted Cash		X		
Enrollment Variance				
Loan Default		X		
Total Margin (income /revenue		X		
Debt to Asset Ratio		X		
Cash Flow		X		
Debt Service Coverage Ratio				
Reporting and Compliance		X		
GAAP		X		
Education Program Implementation		X		
Education Requirement Compliance		X		
Rights of Students with Disabilities		X		
Rights of ELL		X		
Governance Compliance		X		
Administration Accountability		X		
Reporting Requirement Compliance		X		
Rights of All Students		X		
Staff Credentialing Requirements		X		
Facilities and Transportation Requirements		X		
Health and Safety Requirements		X		
Student Information		X		
Other Obligations		X		

Commendations:

- Continuing to make steady gains post-pandemic with 3 year average growth score. In sections 2 and 3, all but one category made marked improvements in scores by 2-4 points on average.
- Improving ELA and Math performance over time through dual language program.
- Hispanic/Latino students far exceed the state performance in ELA with 39.9% of students meeting standard vs 26.4% for the state average.
- More than 95% of the students attend school regularly even in grades 9-12.
- FRCS had 100% of students graduate within 4 years and a 100% 5 year completion rate.
- Impressive current financial ratio well above target.
- Positive multi-year cash flow.
- Impressive 160 days cash on hand – the highest number over the past 3 years.
- Stable short term and long term financial indicators
- Leadership is strong and stable.
- Multigenerational staffing and grow-your-own model is serving the school and students well.
- Students are at the center of conversations around strategic planning and school improvement.
- Facilities investments for junior and senior prep school students create a strong sense of place and pride for students.
- Clear pathways of growth and connection for students create a sense of solidarity and community.
- FRCS continues to be a pillar in the community, having strong partnerships with the City of Ontario, TVCC, and FRCC.
- Strong communication team to promote the school and provide messaging for families.

Recommendations:

- Continue to focus on early literacy in native language pre-K with families.
- Continue to prioritize interventions and supports for students struggling with Math. FRCS students' Math performance for 2024-25 was recorded as 23.1% meeting standard, which is below both the state and district performance levels.
- Positive multi-year cash flow, however the school should continue to monitor the flow and aim for an increase each subsequent year.
- Formalize agreements with OSD in writing.
- Continue to promote full school weeks for students when possible.

BEFORE THE OREGON STATE BOARD OF EDUCATION

PUBLIC HEARING: Renewal Request for Four Rivers Community School

PUBLIC HEARING REPORT

The Department held a public hearing on November 20, 2025 from 5:00 – 6:15PM (PST), to receive public comment on the renewal request for Four Rivers Community School. Notice of hearing was published in a timely manner and was sent to interested parties and persons who requested notice. The public hearing was necessary to comply with ORS 338.065(5)(c). The hearing was held online via Zoom before Christen Kelly, Charter School Specialist; Jennifer Scurlock, Chair of the Oregon State Board of Education; Shimiko Montgomery, Vice Chair of the Oregon State Board of Education and Cynthia Richardson, 2nd Vice Chair of the Oregon State Board of Education. Kate Pattison, Director of the School Choice, Options and Recovery Education Team and Corey Rosenberg, State Board of Education Administrator, also represented the Department at the hearing.

A sign-up form was shared with interested parties with notice of the hearing and allowed members of the community to provide written testimony or indicate interest in speaking at the hearing.

- 48 members of the Four Rivers community attended the public hearing.
- 16 people spoke at the public hearing. Everyone who spoke was in favor of the renewal of the charter school.
- 68 people submitted written testimony through the sign-up form for the public hearing. No one provided written testimony that was opposed to the renewal.
- 58 people indicated support for the renewal through the sign-up form for the public hearing but did not speak or submit further written testimony.
- 13 people submitted written testimony via e-mail to the Charter School Specialist directly.

Participant testimonies overwhelmingly express strong support for renewing the charter of Four Rivers Community School. Parents, staff, students, alumni, and community members consistently highlight the school's unique role in providing high-quality, dual-language education in a safe, inclusive, and culturally affirming environment. Many families emphasize that Four Rivers offers opportunities unavailable elsewhere in the region, such as bilingual instruction from kindergarten through high school, early college programs, and individualized attention in small classes. These features are credited with helping students achieve academic success, develop confidence, and prepare for college and careers. Parents and alumni also note the school's impact on fostering respect, resilience, and leadership skills, while staff describe a collaborative culture that prioritizes student growth and family engagement.

Community partners and educators underscore the broader benefits of Four Rivers, including its commitment to diversity, equity, and college readiness, as well as its strong partnerships with local organizations and

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colleges. Testimonies repeatedly frame the school as a vital resource for Ontario and Malheur County, particularly for bilingual and bicultural families, and as a model for bridging cultural divides. Many contributors share personal stories of transformation—students thriving academically and socially, families feeling supported during hardships, and graduates using bilingual skills to succeed in higher education and professional careers.

Across all perspectives, the Four Rivers is portrayed as a safe, supportive, and transformative environment that not only benefits individual learners but also enriches the broader community.

Report compiled by Christen Kelly, Charter School Specialist

Christen Kelly

December 4, 2025

Name: Guadalupe L Martinez Zapata
Relationship to the school: College Instructor; Past Director and Chair, Oregon State Board of Education
Do you support the renewal? Yes

Testimony: Esteemed Chair Scurlock, Vice Chair Montgomery, Second Vice Chair Richardson, and Directors of the Board,

Bilingual education is not just an opportunity or benefit; it is a responsibility that must be advanced by all education leaders in our State. For this reason and because I have witnessed the social and academic impact of Four Rivers Community School, I am writing to advocate for the renewal and continued support of their charter by the State Board of Education.

I have publicly expressed the challenges I see with charter school in general. A controversial history and the advantage that charter schools can present to communities which are already engulfed in privilege, are the principal reasons for my common and frequent reservations. Then there are those few charter initiatives that have grown out of efforts to counteract the precise adverse impact of academic and social privileges that have historically disadvantaged children of non-traditional backgrounds. The footprint of these schools, in my experience, is compelling. Four Rivers Community School is one of these latter.

Eastern Oregon, while being the seat of deep Hispanic and Chicanx roots, is also a difficult place to belong for heritage Spanish-speaking children. I'm painfully familiar; I was raised on those prairies of wafting bovine, potato, and onion aroma. As fondly as I remember some of my teachers, neighbors, friends, and the land that my father lovingly tended, it was also a deliberate endeavor in overcoming language and ethnic exclusion.

I had many emotional reactions witnessing landmark decisions and momentous changes while serving on Oregon's State Board of Education, one being during my first visit to FRCS. Having children actively becoming and nurturing their bilingual brain gave me life. In the same SBE tenure, I learned of schools in our State with a near majority Latinx population where bilingual education programs have been cancelled, where children are still admonished for speaking their familial languages, where their parents are still being told that speaking anything other than English will prevent their children from assimilating and academic success. There are schools with a near majority Latinx population in our State where children don't participate in most sports because, "they're not interested." During a visit to Four Rivers, I watched kids honing their skills at playing tennis and reading, speaking, and knowing their bilingual brain is an asset and not a deficit. While there are fervent critics of affirming a child's whole self, the evidence points in the

direction that more confident, capable, and excelling students are a product of both validation and plentiful resources. FRCS has afforded validation. The school's upward performance trend, while a long way from ideal (and a titanic curve to improve within historical systemic barriers), is an encouraging sign especially in contrast with the performance of other schools where similar target demographics continue to flail.

My path has unexpectedly intersected with Four Rivers Community School on other occasions, including in my role as adjunct professor of Chicanx/Latinx Studies at Portland State University. I was heartened to witness the journey of students from FRCS through the university environment, to the university graduation stage. I have been eager for the opportunity to share the pride of witnessing this trajectory. It is here.

I whole heartedly believe FRCS is a model to follow in our State, and I urge the Board to approve the renewal of their charter.

With gratitude and respect,

Guadalupe L Martinez Zapata
College Instructor
Past Director and Chair, Oregon State Board of Education

Name: Angelene Mendez
Relationship to the school: Parent, Family Member, Guardian
Do you support the renewal? Yes

Testimony: I would like to voice my support for Four Rivers Community School and the opportunities that they have provided for our community. We live in such a small community and do not have many options for our children regarding education opportunities and I love the fact that Four Rivers Community School is available. The curriculum, the teachers, the attention and the support they offer is one of a kind. I am very thankful to Four Rivers and their staff for supporting our children throughout their grade school years and for showing them educational options beyond grade school. Four Rivers Community School has been such a blessing to us and our children for providing such a safe, caring and supportive environment.

Name: Jennifer Jimenez
Relationship to the school: Parent, Family Member, Guardian
Do you support the renewal? Yes

Testimony: To Whom It May Concern, I am writing to express my full and enthusiastic support for the renewal of Four Rivers Community School. Four Rivers plays a vital role in our community by offering a high-quality, student-centered educational option that continues to meet the needs of families in the Ontario area. Four Rivers Community School provides a safe, supportive and culturally rich learning environment where students are encouraged to grow academically and personally. The school's commitment to dual-language education and strong family engagement sets it apart as a model of innovation and community partnership. Students and families benefit from a dedicated staff who consistently demonstrate professionalism, compassion and a deep investment in student success and family involvement. I chose the Four Rivers because it offers an educational experience that reflects the values of diversity, inclusion and academic excellence. Its continued presence offers educational alternative opportunities in our region and provides families with meaningful choice within the public school system. I strongly support the renewal of Four Rivers Community School's charter. The school has proven its value through consistent community engagement, strong relationships with families and a demonstrated commitment to student achievement. Thank you for your time.

Name: Sheridon Dionne
Relationship to the school: Parent, Family Member, Guardian
Do you support the renewal? Yes

Written Testimony Regarding Four Rivers Community School Renewal

Testimony: I absolutely love this school and how they care for my children. They teach with care and are able to help my kids learn the best way possible. My older son was not really into speaking Spanish nor read it but he is doing such an amazing job with it.

Name: Juana López García
Relationship to the school: Parent, Family Member, Guardian
Do you support the renewal? Yes

Testimony: Mi nombre es Juana López. Cuando supe que existía la escuela 4 rios , me interesó que estuvieran mis hijos aquí. Ellos aprenden 2 idiomas y me me gusta que usen uniforme. La escuela ofrece ayuda a los niños que la necesiten y son siempre amables con las familias. Gracias por esta oportunidad de seguir con la renovación, es mi importante para todas las familias.

My name is Juana López. When I learned about the Four Rivers school, I was interested in having my children attend. They are learning two languages, and I like that they wear uniforms. The school offers support to children who need it and is always kind to families. Thank you for this opportunity to continue with the renovations; it's important for all the families.

Name: Thomas Segal
Relationship to the school: Parent, Family Member, Guardian
Do you support the renewal? Yes

Testimony: I am writing to urge you to renew the Four Rivers Community School Charter. Both of my children attend Four Rivers and we have nothing but good things to say about the education and support that our children have received from the staff at Four Rivers. Our children are receiving a quality education and becoming proficient in Spanish, something that is very important to us. Please, vote yes to renew this important community fixture.

Name: Jorge Mendieta
Relationship to the school: Staff
Do you support the renewal? Yes

Testimony: Mi nombre es Jorge Alberto Mendieta Tolentino, y he tenido el privilegio de trabajar en la escuela de Cuatro Ríos desde el 2017, cuando fui contratado para enseñar Biología en español e inglés para la recién formada preparatoria. Desde entonces, mi labor se ha expandido y hoy enseño todas las ciencias, además de algunas clases electivas que me permiten explorar otras pasiones con los estudiantes.

Escribo esta carta para expresar mi firme apoyo a Cuatro Ríos y su modelo educativo bilingüe. Como docente que ha sido parte de la comunidad escolar desde sus inicios, puedo dar testimonio del impacto positivo que la escuela tiene en los estudiantes, sus familias y en toda la comunidad. Esta carta refleja mi compromiso con la misión de la escuela y mi convicción de que Cuatro Ríos es un lugar que fomenta la excelencia académica, la identidad cultural y el desarrollo integral de los alumnos.

Soy originario de la Ciudad de México, donde recibí mi formación profesional en el Instituto Politécnico Nacional, en la Escuela Superior de Ingeniería y Arquitectura. Ahí completé un programa de cinco años y obtuve el título de Ingeniero Arquitecto. Paralelamente, me formé como docente a través de la Secretaría de Educación Pública, y más adelante estudié inglés en la Universidad Brigham Young, lo cual abrió muchas puertas en mi carrera.

A lo largo de mi trayectoria he tenido la oportunidad de enseñar una amplia variedad de materias: Física, Dibujo Técnico, Computación, Topografía, Diseño de Instalaciones, y Dibujo Arquitectónico con software especializado. Colaboré como docente en el Colegio Nacional de Educación Profesional Técnica y, más

tarde, en la Universidad Politécnica Metropolitana de Hidalgo, donde enseñé matemáticas avanzadas, Física, Fotografía y Artes, todo en inglés. Cada una de estas experiencias fue moldeando mi identidad como maestro y preparándome para lo que vendría después.

Buscando un mejor futuro para mi familia, me mudé a los Estados Unidos. Fue entonces cuando Cuatro Ríos me abrió sus puertas, reconociendo en mi perfil una oportunidad para brindar representación y servir como modelo a seguir para una población estudiantil mayoritariamente latina. El modelo bilingüe de la escuela permite a los estudiantes conservar la lengua y las tradiciones de sus familias, algo que considero invaluable para cualquier joven que esté construyendo su identidad entre culturas.

Al pensar en mis años en Cuatro Ríos, recuerdo momentos que realmente marcan la diferencia: ver a nuestros estudiantes participar con orgullo en la celebración anual del Día de los Veteranos, colaborar en actividades de voluntariado durante las festividades de Halloween, y al mismo tiempo honrar tradiciones como el Día del Niño o el Día de los Muertos. Como inmigrante latino, me conmueve ver cómo la escuela crea un espacio donde ambas culturas pueden convivir sin borrarse una a la otra. En eventos como la Bienvenida o el Baile de Graduación, me encanta ver la pista llena, con estudiantes de distintos orígenes bailando canciones en inglés y en español, como si las fronteras culturales simplemente no existieran.

También me llena de orgullo ver a nuestros exalumnos cursando estudios universitarios, graduándose o integrándose al mundo laboral, muchos de ellos usando su bilingüismo como una herramienta poderosa para servir mejor a nuestra comunidad diversa. Ese tipo de impacto es precisamente lo que me hace creer tanto en el modelo de Cuatro Ríos.

La escuela ofrece un camino sólido para el éxito académico y personal: desde oportunidades de colegio temprano hasta programas de formación técnica como soldadura o enfermería. He visto a estudiantes graduarse de la preparatoria con un Associate’s degree en mano, algo que cambia vidas y expande horizontes.

Trabajar aquí también me ha permitido crecer profesionalmente. He recibido apoyo continuo para desarrollo docente, incluyendo la oportunidad de cursar una maestría en educación superior para servir mejor a nuestros estudiantes.

Aunque no he trabajado en otra escuela dentro de esta área, no tengo duda de que Cuatro Ríos es el lugar donde debo estar. Aquí puedo ser un referente para jóvenes que están definiendo quiénes son y quiénes quieren llegar a ser. Veo el orgullo con que nuestros alumnos hablan de la escuela, y siento ese mismo orgullo cuando digo que pertenezco al cuerpo docente de Cuatro Ríos. Este no es solo mi lugar de trabajo; es una extensión de mi propia familia.

Sinceramente
Jorge A Mendieta

My name is Jorge Alberto Mendieta Tolentino, and I have had the privilege of working at Cuatro Ríos High School since 2017, when I was hired to teach Biology in both Spanish and English for the newly established high school. Since then, my role has expanded, and today I teach all the sciences, in addition to some elective courses that allow me to explore other passions with the students.

I am writing this letter to express my strong support for Cuatro Ríos and its bilingual educational model. As a teacher who has been part of the school community since its inception, I can attest to the positive impact the school has on students, their families, and the entire community. This letter reflects my

commitment to the school's mission and my conviction that Cuatro Ríos is a place that fosters academic excellence, cultural identity, and the holistic development of its students.

I am originally from Mexico City, where I received my professional training at the National Polytechnic Institute, in the Higher School of Engineering and Architecture. There, I completed a five-year program and earned a degree in Architectural Engineering. Simultaneously, I trained as a teacher through the Ministry of Public Education, and later studied English at Brigham Young University, which opened many doors in my career.

Throughout my career, I have had the opportunity to teach a wide variety of subjects: Physics, Technical Drawing, Computer Science, Surveying, Building Services Design, and Architectural Drafting using specialized software. I also taught at the National College of Professional Technical Education and, later, at the Metropolitan Polytechnic University of Hidalgo, where I taught advanced mathematics, Physics, Photography, and Art, all in English. Each of these experiences shaped my identity as a teacher and prepared me for what was to come.

Seeking a better future for my family, I moved to the United States. That's when Cuatro Ríos opened its doors to me, recognizing in my background an opportunity to provide representation and serve as a role model for a predominantly Latino student body. The school's bilingual model allows students to preserve their families' languages and traditions, something I consider invaluable for any young person building their identity across cultures.

Thinking back on my years at Cuatro Ríos, I recall moments that truly made a difference: seeing our students proudly participate in the annual Veterans Day celebration, volunteer during Halloween festivities, and simultaneously honor traditions like Children's Day and Day of the Dead. As a Latino immigrant, I'm deeply moved to see how the school creates a space where both cultures can coexist without one erasing the other. At events like Welcome Day or the Prom, I love seeing the dance floor packed with students from diverse backgrounds dancing to songs in English and Spanish, as if cultural boundaries simply didn't exist.

It also fills me with pride to see our alumni pursuing university studies, graduating, or entering the workforce, many of them using their bilingualism as a powerful tool to better serve our diverse community. That kind of impact is precisely what makes me believe so strongly in the Cuatro Ríos model.

The school offers a solid path to academic and personal success: from early college opportunities to technical training programs like welding or nursing. I have seen students graduate from high school with an Associate's degree in hand, something that changes lives and expands horizons.

Working here has also allowed me to grow professionally. I have received ongoing support for teacher development, including the opportunity to pursue a master's degree in higher education to better serve our students.

Although I haven't worked at another school in this area, I have no doubt that Cuatro Ríos is where I belong. Here, I can be a role model for young people who are defining who they are and who they want to become. I see the pride with which our students speak about the school, and I feel that same pride when I say that I belong to the Cuatro Ríos faculty. This isn't just my workplace; it's an extension of my own family.

Sincerely, Jorge A. Mendieta

Name: Brenda Barba
Relationship to the school: Parent, Family Member, Guardian
Do you support the renewal? Yes

Testimony: I have really seen progress in my son’s education. He tells me he enjoys going to school at Four Rivers and really likes his teachers and classmates. The staff there care very much about the students and their education. I could not imagine sending my kid to another school.

Written Testimony Regarding Four Rivers Community School Renewal

Name: Sugey Benitez
Relationship to the school: Parent, Family Member, Guardian
Do you support the renewal? Yes

Testimony: I am a Four Rivers alumni from the class of 2021, and my younger sibling is currently enrolled. I attended this Charter school from k-12 and I would not change it if I could. Four Rivers's community and bilingual opportunities helped me grow personally, into someone who is mission driven to achieve my college studies further and even pursue a career in international business and learn a third language. With their support I was given the opportunity to tackle these studies amongst a pandemic and uncertainty. I wish to continue seeing this school thrive and grow as someone who was there from the very start.

Name: Janie Mendez
Relationship to the school: Other: Director OCDC Malheur
Do you support the renewal? Yes

Testimony: Oregon Child Development Coalition in Malheur County provides Early Childhood Education services to prenatal moms up to children of pre-kinder age (children: 0-5.) The majority of our funding is dedicated to serving families who work in agricultural industries. Our agency also embraces dual language literacy in all aspect of our services: in the classroom, home visits, parent trainings, and professional development of our staff.
The partnership OCDC has established with Four Rivers Community School is critical to Head Start's best practices of Caregiving and Continuity of Care. "Kindergarten Transition" is a monumental phase of care for our children and their families. Four Rivers has championed the importance of fostering our partnership to ensure this transition is welcoming and intentional. The staff at Four Rivers have been responsive with engaging in opportunities to meet our families, initiate meaningful dialogues with our preschool teachers and family advocates, and we can always count on them to be present at parent events, community resource fairs and parent and staff trainings. Their dedication exemplifies community and commitment to successful and proven educational practices.

Name: Zach Glen
Relationship to the school: Student
Do you support the renewal? Yes

Testimony: I graduated from Four Rivers, a school that has given me opportunities I wouldn't have had anywhere else. The smaller classes, supportive teachers, friendly environment and flexibility helped me stay motivated and genuinely enjoy my experience throughout school. Not only did I grow academically, but personally, gaining confidence in my bilingual abilities, discipline, and a clear direction for success in my future. I am grateful that I attended this school for 12 years of my life, and I believe that it is continuing to impact the next generation of students for years to come.

Name: Patrick Barfield
Relationship to the school: Other
Do you support the renewal? Yes

Testimony: I attended and spoke at the Veterans Day Assembly on 11/11/2025 and wish to express my admiration for the faculty, students and support staff for their school, their respect for one and all and for the remarkable gift they all are for our community. Thank you.

Name: Sarah Weatherspoon
Relationship to the school: Staff
Do you support the renewal? Yes

Testimony: I have the privilege of serving as the yoga instructor for elementary students (K–5) at Four Rivers Community School. Each week, I work with students to supplement their PE curriculum by teaching

emotional regulation skills through mindfulness and meditation, along with classic yoga poses that support balance, strength, flexibility, and healthy movement.

I have been consistently impressed by the school's commitment to providing a well-rounded education—one that values not only academics, but also students' physical and emotional well-being. The opportunity for young learners to explore multiple tools for regulation, resilience, and self-awareness is truly special, and I see firsthand the positive impact this has on them.

For these reasons, I strongly support the renewal of Four Rivers Community School. I believe the school plays an essential role in offering students in our area an enriching educational experience.

Thank you for your time and consideration. Warmly, Sarah Weatherspoon, Yoga Instructor

Name: Matthew Stringer
Relationship to the school: Community Member
Do you support the renewal? Yes

Testimony: My name is Matthew Stringer. I grew up here in the Western Treasure Valley, moved to New York for 29 years and returned to my community. I was the Executive Director of the Four Rivers Cultural Center for 11 years, where I connected with FRCS. I am presently a governor appointed commissioner on the Oregon Arts Commission.

I have worked and engaged with Four Rivers Community School for 14 years now. I stay so impressed with their faculty, curriculum, insistence on parent engagement, and their proven record of success in getting their students to move on to college.

I worked with Superintendent Chelle Robbins to make a space for the school to start Senior Prep, their high school at the cultural center. Because the center is adjacent to Treasure Valley Community College, it put these students on a college campus, allowing kids to conveniently attend classes on the TVCC campus. Having the school in our facility is a wonderful thing. The kids learn the value of local non-profit organizations, volunteer as museum docents, theatre ticket takers/escorts, Japanese garden labor and help set up rooms for conferences.

College preparedness is a huge priority for the school. They have many exemplary students, bright, young pillars of the community and very capable scholars. On average there are 25 seniors every year, and a large percentage of them leave high school with an associates degree and go on to a four years school.

I attend all their award assemblies, sporting events, and other extracurricular activities and always attend graduation. I give a yearly scholarship to a deserving student, which is my way of supporting the school. I celebrate their success.

The children are remarkable, extremely capable, show respect, behave, speak well and are always more than presentable. It is a blessing that Ontario has a bilingual charter school. Ontario is a dramatically disadvantaged community. It is the poorest community in Oregon, with a one dimensional agriculture economy. It has the states highest crime rate, the most minimum wage jobs per capita of any community in Oregon. Drug use, single parent households and homelessness (including high schools students) is rampant. Ontario has the designated poorest neighborhood in Oregon, a neighborhood where many of these students live. FRCS students thrive with the support and solid teaching and nurturing of their teachers and administrators. There are so many single parent homes, children living in severe poverty. FRCS stand with the parents to not only educate their children, but to nurture the students and build their set of life skills. Still these kids stand proud, many carry a lot of burden, but with the support of the school, and hopefully a parent or parents they truly thrive.

Written Testimony Regarding Four Rivers Community School Renewal

Four Rivers Community school is REMARKABLE.

Thank you for your attention. If you would like to speak to me personally, please do. My phone is 917 705 4264 and my email address is mattwstringer#gmail.com

Name: Leticia Gonzalez
Relationship to the school: Parent, Family Member, Guardian
Do you support the renewal? Yes

Testimony: As a parent, I am deeply committed to my children's education. I believe that Four Rivers Community School offers the best opportunity for my children to not only receive a great education but also to develop as well-rounded individuals in a community that shares our family's values and cultural goals.

Name: Annie Whinery
Relationship to the school: Parent, Family Member, Guardian
Do you support the renewal? Yes

Testimony: 4 Rivers has been a blessing to my kids and our family. The staff is wonderful to work with, from the front office, teachers, custodial staff, and support staff. Everyone shows compassion, dedication, and confidence in what they do. My kids have thrived being here and learning a second language has helped them in leaps and bounds. I look forward to many more years of being part of the 4 Riv family.

Name: Glenda Portukalian-Lewis
Relationship to the school: Other
Do you support the renewal? Yes

Testimony: In the six years that I've substituted at Four Rivers Community School I see an increasing need for this charter school to continue in educating the youth of Mahlheur County. The need for the state of Oregon to have a rising generation of fluent, bilingual, well-educated individuals is imperative to the success of meeting the needs of all its residence.

Four Rivers Community School has and will continue to provide the education needed to raise up leaders for the state of Oregon. The small classes, the tailored education (close working-relationship with TVCC) and the overwhelming individual attention and support by both the staff and teachers, makes this school unique. Not only does the local community benefit from the quality of student graduating from Four Rivers, but I believe Oregon at large benefits as well.

I fully support this institution and believe that extending its charter status will in the long run, strengthen our state and improve the quality of life for all.

Name: Carlos Nunez
Relationship to the school: Parent, Family Member, Guardian
Do you support the renewal? Yes

Testimony: I have witnessed the positive impact that Four Rivers Community School has had in my kids and community first hand. I have had 3 kids and lots of close family members attend Four Rivers from kinder to high school and have seen how all of them have become productive members of society because of Four Rivers. At 4 rivers, my children have learned to respect their teachers and other members of the community. They have also learned how to seek and achieve their full academic potential. My kids have taken advantage of attending a small and family friendly environment by taking courses that have helped them shape their future in a positive way. My children have grown up in an environment that not only have encouraged them to have dreams but also that has given them the tools to achieve them. Having this said, my kids and close relatives have become fully bilingual, are currently attending college, have attained

multiple scholarships, are enrolled in leadership programs and all because of Four Rivers Community School. What Four Rivers can offer in our community has no match and I always hear positive comments about Four Rivers in the community and about the positive impact that it has had in the small community of Ontario Oregon. We need to keep supporting Four Rivers Community School because it helps our children achieve their full potential in sports, in community involvement and academic achievement.

Name: Alison Castro López
Relationship to the school: Student
Do you support the renewal? Yes

Testimony: I am a student here at Four Rivers Sr prep and I've been attending to this school since kinder. My first language is Spanish and I've learned how to read, talk, and write in English. I agree on the renewal for the school.

Name: Juan Rodriguez
Relationship to the school: Parent, Family Member, Guardian
Do you support the renewal? Yes

Testimony: From the moment you step through the doors at Four Rivers Community School, you are greeted with immediate kindness and a welcoming atmosphere. There is a clear sense that both your child and you, as a parent, belong here. The staff consistently goes the extra mile to meet every student's needs. Given all that Four Rivers offers, I am confident my child will be safe, respectful, and fully prepared for a successful future.

Name: Sonia Gonzalez
Relationship to the school: Parent, Family Member, Guardian
Do you support the renewal? Yes

Testimony: Actualmente mis 3 hijos asisten a esta escuela y estoy muy satisfecha con la educacion que han recibido a lo largo de su crecimiento siento a todo el personal de trabajadores tanto maestros como el grupo administrativo y el personal de apoyo como si fueramos una familia. Me siento muy tranquila cada dia de que mis hijos están en Cuatro Rios recibiendo educacion bilingüe.

Currently, my three children attend this school, and I am very satisfied with the education they have received throughout their development. I feel like all the staff—teachers, administrative team, and support personnel—are like family. I feel very at ease every day knowing that my children are in Cuatro Rios receiving a bilingual education.

Name: Ariana N Gastelum
Relationship to the school: Staff
Do you support the renewal? Yes

Testimony: It is a privilege to have a school that serves our dual bilingual community. Four Rivers Community School (FRCS) supports both the academic and real-world development of students by equipping them with bilingual skills that empower them to pursue their goals with confidence. Unlike traditional monolingual schools, FRCS does more than simply enroll students—it provides a strong, continuous foundation from kindergarten through twelfth grade and graduation. Each student receives individualized support, and ongoing communication with families creates a collaborative partnership essential to every child's success.

Ontario is fortunate to have a community dedicated to supporting FRCS. Over the past 23 years, the school has earned our respect, and I have personally witnessed its impact as my own children grew into educated, confident adults prepared for life's challenges. FRCS strengthens our ability to learn, communicate, and connect through two languages and cultures, enriching students and families from diverse backgrounds.

Written Testimony Regarding Four Rivers Community School Renewal

As a mother of three bright students and a member of the teaching team, I am proud to continue being part of the FRCS community.

Name: Lacey Edmunson
Relationship to the school: Parent, Family Member, Guardian
Do you support the renewal? Yes

Testimony: I have 2 children who have attended Four Rivers Community School since they started Kindergarten. My youngest is currently in 8th grade. My children and I have experienced nothing but success. We've always felt supported, especially going back to Covid. Our teachers did the very best they could and I felt like it was a organized as it could've been.

My kids have developed positive bonds with their teachers and coaches. They've been successful at having Spanish as their second language, at a very early age. My son likes the story I tell of him being in 1st grade, ordering his food in Spanish at a Mexican Restaurant and a Hispanic lady overhearing this lil Caucasian red head speaking Spanish clear as day, who then began talking to him in Spanish. This couldn't have ever happened, if they hadn't attended Four Rivers.

When there have been behavioral problems, school staff have communicated with me in a professional manner and have held my children accountable. They were fair and consistent. It is very apparent their teachers have high expectations of all the students, academically and behavioralllly which has benefitted my family.

In March of this year, my family experienced a traumatic circumstance and unfortunately it occurred at a school function. Many other families also experienced it, along with teachers and coaches. Again, my family had nothing but positive support after this. Parents of other students, teachers and other faculty checking in with me, and with my kids, showing support and checking in, in regards to their mental health. For all these years, this school has been a 2nd family to us, thanks to the school events, Family Fridays, field trips and sporting events.

Because of my employment, I also work with school faculty on a professional level within the community. They've never hesitated to reach out if they have concerns for other families who attend Four Rivers. They ask questions on how they can best handle situations. They reach out if they have questions on how to best assist families. They also advocate strongly for those they work with.

I've always been grateful that my children have had the opportunity to attend Four Rivers Community School.

Name: Kelly Gekeler
Relationship to the school: Parent, Family Member, Guardian
Do you support the renewal? Yes

Testimony: Although I am not available for public comment, I support renewing the charter for Four Rivers Community School. I have 3 children who all attend Four Rivers. Currently they are in 10, 9 and 2 grade. I respect and appreciate the educators at Four Rivers. I am grateful for those who have supported my children and helped them be successful not just as students in the classroom or members of the team, but as individuals who will grow up to be capable, confident adults that lead and serve in our community.

My children have had some struggles finding a place they fit in with their peers, but they've each had teachers who have encouraged them and helped them recognize and appreciate their strengths. They have become true mentors in every sense of the word and I will be forever grateful to them. I hope Four

Written Testimony Regarding Four Rivers Community School Renewal

Rivers continues to prioritize highly qualified, compassionate educators who will be able to support future students in this way.

Name: Michelle Glen
Relationship to the school: Parent, Family Member, Guardian
Do you support the renewal? Yes

Testimony: Both of my children have had the privilege to attend Four Rivers Community School since kindergarten. My oldest child graduated from FRCS four years ago. He had some challenges (being disruptive in class) in kindergarten and the school was able to identify the barrier and ensure his education was being met. The steps they took was moving him into Little First for English and kept him in kindergarten for Spanish. This helped him succeed and be successful in school. He graduated with his Seal of Biliteracy and a certified interpreter. With encouragement from the school, he continued onto college and obtained his associate's degree. Even though he graduated four years ago, administration has continued to connect with him to see how he is doing. I know that the school played a major role in him being successful with his education and he is now a bilingual employee with the Federal Government.

My youngest child is a Senior this year and has attended FRCS since kindergarten. Kindergarten through Third Grade was far from easy, he was "the runner." He did not want to get out of the car, did not want to go or stay in class and would kick, scream and may at one point in time swung and hit the Superintendent. The school could have easily terminated him from the school or put the ball in my hands to figure it out, but they did not. They took it in their hands and told me they would handle it and not worry and they did! Administration came to school in their tennis shoes, knowing they may be getting some exercise by ensuring my son was safe at school and obtaining the education they knew he needed. During his kindergarten year, the school expressed their concerns with moving my son directly into Big First and believed he needed to attend Little First and then Big First the year after. I was concerned with this decision and did not necessarily agree, but I put my trust in the school and followed their recommendation. BEST DECISION EVER! My son is a straight A student, a member of National Honor Society and participates in the SMILE Program. He has had the privilege to attend college classes during high school and will have over half of his credits towards his associate's degree.

Communication from the school is amazing. When there have been concerns with my children, they would immediately call. When I have brought concerns to the school's attention, they have always handled the matters appropriately and professionally in a timely manner. They then followed up surrounding the outcome and steps they took to address the concern. The teachers and staff have been a positive role model to the students, they show pride in the work they do and follow the school motto of pride, purpose, and performance for the students to be successful.

The teachers, staff and administration at FRCS are dedicated to the work they do and are passionate and affectionate to see the children succeed. I work with other school districts in Malheur County, and I can tell you by far that FRCS goes over and beyond to encourage diversity, allowing students to be who they are, teachers, staff and administration are kind, caring and strive to ensure the students receive the education they deserve.

FRCS has been dedicated in establishing their sports program, so students have the same opportunity to participate in extracurricular activities as the larger schools have. They encourage and pay for high school students to attend college classes. For those families who struggle financially in our community, they are giving those students the opportunity to be more successful and have an opportunity to obtain their Associates at the same time they graduate high school. This is a school and program that needs to stay within our community.

Written Testimony Regarding Four Rivers Community School Renewal

This is not just a school in our rural community; it is the future for the youth in Malheur County to be successful in their education. This is not just a school to me and my children; they are and always will be a part of our family. By not renewing FRCS license with the State Board of Education, would be a disservice not only to the community, but to the youth in our community that deserve a chance in life to be successful.

Thank you.

Name: Frances Halcom
Relationship to the school: Community Member
Do you support the renewal? Yes

Testimony: Four Rivers Community School is absolutely the best thing that happened for our education of children in our community. The involvement of the school in the community is critical. The children in our community gain, such an education from not only the school, but attending the college and being allowed to graduate with dual credits. I can't see our community without having the school. I've been personally involved with the school. They are consistently asking how to be involved in the community volunteering at the cultural center. It is amazing to see the children that attend, and the growth that happens within our community because of the school. truly, this is one of the best things that happened to Ontario.

Name: Aniiah Zacarias
Relationship to the school: Student
Do you support the renewal? Yes

Testimony: As a student this school has helped me a lot with getting a head with my education especially with my dual credit in college so I feel that this school has helping me a lot with that.

Name: Alexa Martinez
Relationship to the school: Student
Do you support the renewal? Yes

Testimony: This school matters to me because I've been going here since kindergarten and to me it's like a family. The benefits I have gotten from attending this school is that my English improved a lot since attending this school. I also have the opportunity to take college classes like HDEV and Health and fitness.

Name: Jakhary Cooke
Relationship to the school: Student
Do you support the renewal? Yes

Testimony: They accepted me for who I am. To make new friends and get to graduate with a college degree.

Name: Alison Castro López
Relationship to the school: Student
Do you support the renewal? Yes

Testimony: I Am a student here at Four Rivers Sr prep and I've been attending at this school since kindergarten. My first language is Spanish and I learned how to talk, read, and write. Getting to Sr prep, it offers free College classes and earn college credit. This helps a lot because I want to go to college but it would be hard if I had to pay. I am also in ASB and NHS and it makes me feel like a leader and looks great on resumes. Teachers and staff and really supportive about what we want to do and have classes. It feels a like family.

Name: AnnaSophia Moreno
Relationship to the school: Student
Do you support the renewal? Yes

Written Testimony Regarding Four Rivers Community School Renewal

Testimony: This school matters to me because it helps share the Hispanic culture. This school matter because since kindergarten all the way till now I am able to feel the support. I never have to feel like im struggling in a class because the teachers are always able to help out. Because of this school it was able to help me find what I want to do after high school.

Name: Januel Perez
Relationship to the school: Student
Do you support the renewal? Yes

Testimony: During my years of four Rivers since first grade it has changed a lot even for middle school and now that I'm in high school i hope things will turn out the same for high school.

Name: Eimmy Mora
Relationship to the school: Student
Do you support the renewal? Yes

Testimony: This school is inspiring because they care about students. They always make sure kids grades are good, and if they're not they try to help you. This school us important to me because it really helped me with my bilingualism when I was struggling. This school also gives us free college classes which helps me with my education and finances.

Name: Elijah Grimaldo
Relationship to the school: Student
Do you support the renewal? Yes

Testimony: I love Four Rivers!

Name: Mark Redmond
Relationship to the school: Other
Do you support the renewal? Other

Testimony: I would just like to say that Malheur ESD has a great working relationship with Four Rivers Community School, as we do with all our districts. We support them and the students at Four Rivers to the best of our abilities, and treat them just like we do every other district in our region, providing technical assistance and support as requested.

Name: Estevan Madera
Relationship to the school: Alumni
Do you support the renewal? Yes

Testimony: Hello, My name Is Estevan, I am a Four Rivers Community School alumni. I graduated in the senior class of 2024, after attending Kindergarten through 12th grade. Four Rivers was one of the most important parts of my life. All of the staff made sure I always felt safe, welcomed, and encouraged to do well in my studies. There were times where I was struggling with personal and family issues, and I can undoubtedly say that I was always asked about or checked up on. With the class sizes being small, it has made a huge impact on my education and communication skills. With the smaller classrooms I felt like a group member not just a number on a list. I was able to ask teachers questions without feeling ignored or judged. Four Rivers has not only made me feel like I belonged, but it prepared me for my future and future education. It encourages students to be active members in the school and the community. It does community service events and presents opportunities for community service. It also helps students prepare for college. Not only by giving speeches and having guest speakers, but actually walking students through the process and offering to write letters of recommendation. Most of all the school is set on a foundation of respect and professionalism. The way we presented ourselves as individuals, inside or outside of school was important. It was heavily encouraged to take pride in our actions and to perform and present ourselves to the best of our abilities. Uniform is a requirement for all students. Some years back I

really disliked putting on the uniform, but as the years went on I realized that it was a way to practice discipline and being proud of the amazing school that we attended. Although my parents did educate me on how to dress and how to carry myself, because of Four Rivers I know how to tie a tie, how to help my peers tie ties, and to keep myself and my peers in check regarding our uniform. It may not seem like much but all of the small things that we were taught add up and help us become more professional young people. I now attend Oregon State University and am pursuing a bachelor's degree in Architectural Engineering. I have no doubt in my mind that Four Rivers is the reason I decided to set such big goals for my future. All of the motivation, help, and guidance the school and the staff have offered me is unmeasurable. Thank you, Estevan Madera

Name: Ashley Hicks
Relationship to the school: Staff/Parent
Do you support the renewal? Yes

Testimony: I am writing in strong support of the renewal of Four Rivers Charter School, both as a parent and as a staff member who works in the classroom. This school has been an important part of my children's education, and it has also been a place where I have seen firsthand how deeply students are supported.

As a parent, Four Rivers has provided my children with the academic help, communication, and genuine care they have needed to succeed. The staff takes time to truly understand each child, and my kids have benefited not only from strong teaching but also from opportunities such as building a foundation in a second language. Their background in Spanish has allowed them to excel in additional Spanish classes outside of Four Rivers, which is a testament to the school's commitment to meaningful learning.

As a classroom assistant, I see every day how impactful it is for students to have more than one adult available to guide them. Having assistants in the classroom ensures that support is shared among many students rather than concentrated on only one. This structure allows more children to receive attention, clarification, and confidence-building help throughout the day. I have witnessed how this makes a real difference in both academic progress and student well-being.

Another reason this renewal matters so much to me is the environment Four Rivers creates. My children feel safe, comfortable, and equal to their peers. This sense of belonging is something I have not always seen in traditional public school settings, and it is one of the greatest strengths of this charter school. Students know they are valued here—not just as learners, but as people.

Additionally, continuing to have another strong education option in our county is incredibly valuable. Families deserve choices that fit their children's needs, and Four Rivers offers a unique and supportive approach that benefits many students who may not thrive in other settings.

For all these reasons, I strongly support renewing Four Rivers Charter School. As both a parent and a staff member, I see the positive impact this school has on students from every angle. Four Rivers provides a safe, supportive, and effective learning environment, and continuing this charter is in the best interest of both current and future families.

Thank you - Ashley Hicks

Name: Viola White
Relationship to the school: Staff
Do you support the renewal? Yes

Testimony: I have been teaching at Four Rivers for 21 years. Four Rivers has always supported students, families, and teachers, creating a community that works together for the success of every student. We

work hard every day to engage students and help them grow into respectful individuals who feel empowered to reach their goals.

I have had the great pleasure of teaching a generation of students who now bring their own children to Four Rivers because they appreciate how deeply the school has impacted their lives. They believe in us, and as a result, former students—now in college—are returning as practicum students, student teachers, and even full-time teachers. I have been blessed to witness this and am excited to see future generations continue to be part of such an important mission.

As colleagues, we collaborate closely because we share the same purpose: to help students become bilingual and biliterate in English and Spanish. Our leadership is strong and supportive, guiding us and helping us grow as educators.

As a team at Four Rivers, we have worked tirelessly to build our school into what it is today. I respectfully ask that you support our community by granting a renewal of the Charter School contract for another 10 years. Thank You, Viola White, 2/3 Grade Teacher

Name: Marc Wilson
Relationship to the school: Professor of English and Philosophy, Treasure Valley Community College
Do you support the renewal? Yes

Testimony: I am writing to express my strong support for the charter renewal of Four Rivers Community School, an institution that has become an invaluable educational asset to our region.

As a professor at Treasure Valley Community College, I have had the privilege of teaching several FRCS students in my college-level courses. Their academic preparedness reflects the school's values in cultivating well-rounded and culturally aware young adults. Students from FRCS consistently enrich the classroom environment. Their bilingual foundations form the basis of a broader capacity for empathy and communication. These students are adept at navigating cultural nuance and at helping to foster inclusive and respectful learning communities. Their presence in the classroom benefits their own educational paths and elevates the learning of their peers.

In addition to the wonderful educational opportunities FRCS provides, I would also like to speak to the broader significance of FRCS in our community. I have lived and worked in this region long enough to witness both the beauty and the challenges of a community with large Spanish-speaking and English-speaking populations. Too often, these communities live parallel lives: close in proximity but separated by language barriers that can inadvertently limit understanding and shared civic life. What FRCS provides is more than bilingual instruction. It offers a bridge. It gives families a place where their home languages are respected, where children learn to communicate across differences, and where linguistic diversity becomes a strength rather than an obstacle. I have seen the impact of this work firsthand. The students I meet in my classroom are confident cultural learners, and, through their presence, they help stitch together a more cohesive and compassionate classroom community.

Moreover, the school plays a vital role in our community environment. It provides families with access to high-quality bilingual education in an era when linguistic and cultural competence are increasingly essential but rarely adequately funded. At a time when Oregon continues to grow in linguistic and cultural diversity, the mission of FRCS is not only relevant but essential. The school is doing the work that strengthens neighborhoods and future generations. Its graduates arrive at college or in the workforce as young people who have already practiced what many adults still strive for, namely the ability to listen across differences, to communicate graciously, and to understand others deeply.

It is for these reasons I enthusiastically support the renewal of FRCS's charter. The school continues to fulfill a vital role in our community and in our public education system. Its contributions should be

measured by the lived experience of a community better connected through shared languages, respect, and understanding.

Thank you for your consideration, and please contact me if you require further explanations or follow-up. All the best, Marc Wilson

Name: Tara Lopez
Relationship to the school: Parent, Family Member, Guardian
Do you support the renewal? Yes

Testimony: My experience here at Four Rivers has been absolute heaven sent, the staff, the community the school and the education. My father was born in Mexico and is full Hispanic and I know no Spanish. It was definitely a blessing to have a school that is committed to teaching the kids a second dual language that is very needed in our society today. I have been in Four Rivers now for 10 years and i have had 8 total girls go through the Four Rivers charter and the different levels needed have been met on every level. I have a dyslexic daughter who attended public school and was failing pretty bad. Since coming she had gained confidence in herself she never had and is able to read aloud now. I lost my husband 5 years ago and this school and the support and structure it carries is what got us through some of our very hard days. They are compassionate and understanding. Not all my girls learned at the same pace and some of them struggle and the after school program that allows the children extra help is absolutely amazing. My 5th grader is soooo proud of herself now for being able to do a 2 minute time test and get a good score before she wasn't completing them. The accountability of our students action is handled promptly and accordingly. As a mom of a lot of girls this school has shown up for us in ways u can't even pay someone for. My girls are confident in their studies and the teachers believing in them makes them stronger as people. The smaller classrooms and the one on one time the teachers are able to give the students is something u pray for as a mom. To make sure no one is left behind is pretty to see all the class on the same level. The girls have faced their struggles in life but the structure here allow them to hold themselves to a higher level of achievements. They know how to show up for each other and aren't afraid to ask for help due to embarrassment from being behind or doesn't understand, to me as a mom is huge. Asking for help isn't easy but if you are somewhere u feel safe and heard it does make it easier for the kid to get the help they need. OHANA was huge for my late husband which means no one is left behind and he lays said this school definitely leads with those values. The extra time and effort put into some days for the kids to just have a good day is awesome .. even in the high school I have had a couple girls with some serious mental health issues where hospitalization was required for saving them from there thoughts, this school never made me feel less than or like the kids were screwed up because they were having problems, instead they showed up with me to support them an make sure they felt safe and understood and that no matter what when i can't be there that the community we have as a whole here helps step in to help me while I am away from them. It truly takes a village and as a widow mom of 9 girls 6 of whom I adopted when times are tough they truly are the greatest team I have to get through the moments. The school is the perfect thing for every kid to have a voice to be heard to be understood to be valued for them as a person not as a number. I grew up in public schools and by far I prefer the structure efforts and time this school puts into our children. Our kids are our future not only our babies and making good accountable responsible reliable humans is a good goal. I am willing to speak on behalf of the school if needed.

Name: Clint Benson
Relationship to the school: Fire Chief, Ontario Fire and Rescue
Do you support the renewal? Yes

Testimony: I want to express my strong support for the renewal of Four Rivers Community School's charter renewal. I have seen the value of this school both as a parent and as a supervisor of student firefighters from Four Rivers Community School (FRCS) who have come through our Junior Firefighter Program.

Written Testimony Regarding Four Rivers Community School Renewal

My daughter, Leah, completed all twelve grades at FRCS, graduating with the Biliteracy Certification and over a year of completed college credits. She reads, writes, and speaks fluent English and Spanish. Leah has greatly benefited from her time at FRCC and obtained valuable education and life skills that will serve her and others well for many years to come.

At Ontario Fire and Rescue, we have had the privilege of several FRCC high school students taking part in our Junior Firefighter Program. Currently, we have one FRCC student enrolled in the program. Through my work in other schools in the area, I've noticed distinct characteristics like respect and professionalism from FRCC students. This stands out to me and shows that FRCC cares about the kids' character. Graduates from FRCC's program have bright futures with the skills, knowledge, and abilities learned while attending the school and serving the public.

Renewing FRCC's charter school license will ensure that the vital work being done by FRCC with the youth in our community continues.

Sincerely, Clint Benson Fire Chief

Name: Toby Baigrie
Relationship to the school: SRCI Minimum Facility, Institution Work Program Coordinator, Oregon Department of Corrections
Do you support the renewal? Yes

Testimony: It is with great joy I write to display the utmost support of the Four Rivers Community School. Their school has been chosen as the beneficiary of one of our Opening Minds of the Communities Club's (OMCC) fundraisers in each of the last three years. After hearing about the how FRCS passionately works to innovatively exceed not only the academic needs of its students but also the needs of the diverse families enrolled and the greater community as a whole there was never any doubt for the adult in custody run club to target this great school for outreach. The OMCChas donated $6,727.47 to FRCS since 2023. These donations have specifically been used to support the FRCS food pantry, a food drive, school supplies, and seed money for a stand alone senior prep building!

With each donation the FRCS staff has graciously accepted invitations to come to the Snake River Correctional Institution Minimum (SRCM). The FRCS staff, Chelle Robins and Tanya Navarrete have given presentations to around thirty OMCC members each time. In every presentation, interaction with individuals, and declaration of gratitude you can see the passion FRCS has in sharing the intentionality, sacrifice and hard work that is poured into creating a thriving community ... no family, at Four Rivers Community School. This willingness to in-reach to our prison community is inspiring others to change their motivation, their narrative, their direction, their community, their family, their future!

We are grateful that FRCS is part of our local community and look forward to a continuing partnership long into the future. Sincerely, Toby Baigrie, SRCI Minimum Facility Institution Work Program Coordinator

Name: Eric Caldwell
Relationship to the school: SRCI Minimum Facility, Opening Minds of the Communities Club President, Oregon Department of Corrections
Do you support the renewal? Yes

Testimony: The Opening Minds of The Communities Club has worked with the Four Rivers Community School family on multiple occasions, and every time it's a pleasure. This last visit and donation on October 28, 2025, were by far the most meaningful. During that visit we were told that not only did our donation support a food drive for local families, but half the donation was being put forth as seed money for a new school building! It really put into perspective how anyone really can help. It was huge to learn that our club has done something so tremendously huge from inside these walls.

To some, the fish on the wall of donors may not seem much, but to us, knowing that our mission to make an impact/difference is truly working is a real humbling experience. Having an organization like Four Rivers

Written Testimony Regarding Four Rivers Community School Renewal

Community School truly is a blessing, it gives another option other than public schools, and puts more focus on each student's wellbeing and success for the future. It offers another option that if didn't exist some of these students may not even be enrolled in school at all due to demographics. It's huge what Four Rivers Community School is doing, and on behalf of the Opening Minds of The Communities we'd like to thank the staff involved in making things like this happen and for the school continuing to work with us. Thank you, Eric Caldwell, SRCI Minimum Facility, Opening Minds of the Communities Club President

Name: Michael Gonzalez
Relationship to the school: Parent, Family Member, Guardian
Do you support the renewal? Yes

Testimony: I am writing to strongly support the renewal of Four Rivers Community School charter contract. The opportunities, the guidance, and the structure I have observed are definitely helping the youth in our community. The numerous paths and bilingual education they offer for students really set them up for a successful future. MG

Name: Dathan Villanueva
Relationship to the school: Student
Do you support the renewal? Yes

Testimony: I started Four Rivers halfway through the 6th grade but in just that short amount of time to now I feel like I'm a part of the Four Rivers family and I feel like I can learn so much more with all the support that I have from my Falcon family.

Name: Priscilla Valero Hernandez
Relationship to the school: Parent, Family Member, Guardian
Do you support the renewal? Yes

Testimony: I am a parent of children currently attending Four Rivers Community School.
As a Four Rivers parent, I have seen firsthand the impact Four Rivers has on my children. My kids are growing academically, socially, and culturally because they are learning in an environment that values and integrates two languages. The values and beliefs of our heritage are taught and celebrated. This would not be possible in another school. Their confidence has grown, their problem-solving skills have strengthened, and they are developing a deep appreciation for the diverse community they are part of with friends from similar backgrounds.
Four Rivers doesn't just teach language, it broadens students' perspectives, opens doors for future opportunities, and creates a learning space where different cultures are celebrated rather than overlooked.
At Four Rivers, we are part of a family and the student-centered curriculum, takes teachers and myself in helping my children grow, which otherwise would not be possible in a bigger school.
I support the continued growth and availability of Four Rivers Community School because I've seen how transformative it can be for kids and families. My children are proof of that.
Thank you for your time and I am in support of the renewal for Four Rivers Community School.

Name: Belinda Riojas
Relationship to the school: Staff
Do you support the renewal? Yes

Testimony: Dear Members of the Oregon Department of Education,

I am writing to you as both a school social worker at Four Rivers Community School and as a sister of a fourth grader in our Community School (K–5). I am deeply passionate about our school, and I strongly urge you to approve the renewal of Four Rivers' charter license.

Written Testimony Regarding Four Rivers Community School Renewal

Every day, I see firsthand how our staff go above and beyond to ensure that students are not only supported academically, but also recognized as full individuals with strengths, challenges, and rich personal stories. In my role, I work closely with students and families, and I am continually impressed by the way our teachers, administrators, and support staff collaborate to meet academic, social-emotional, and cultural needs. The culture at Four Rivers is rooted in respect, empathy, and inclusion—fully aligned with the school's mission to provide progressive dual-language instruction and its vision of creating bi-literate, culturally engaged learners.

My brother's experience is a powerful reflection of that mission in action. Spanish is his first language, yet at his previous school he often felt embarrassed and unwelcome when speaking it. When he transferred to Four Rivers in second grade, everything changed. Here, his bilingualism was celebrated, not discouraged. He felt accepted by peers and adults, and for the first time he began to recognize the value of speaking Spanish. Over time, he has grown not only more confident academically, but also more proud of his heritage. He now willingly speaks Spanish—something he once felt ashamed to do—and this transformation speaks directly to Four Rivers' commitment to affirming students' cultural identities.

Four Rivers is more than a school; it is a community that lifts families, honors home languages, and creates learning environments where every student can belong and thrive. The staff's dedication to whole-child development is exceptional, and it is the reason so many children—including my brother—experience growth that extends far beyond the classroom.

Renewing the charter of Four Rivers Community School means sustaining a place where students are supported academically, emotionally, and culturally. It means preserving a school that truly lives its mission and makes a meaningful difference in the lives of students and families.

Thank you for your time and thoughtful consideration. Please feel free to reach out if you would like additional insight. Sincerely, Belinda Riojas, CSWA

Name: Tomasa Tello de Riojas
Relationship to the school: Parent, Family Member, Guardian
Do you support the renewal? Yes

Testimony: I am writing to express my wholehearted support for the renewal of Four Rivers Community School's charter license. As a parent of a student who attends the school, I have seen firsthand the positive impact it has had on my child, and I believe it is important to highlight the growth he has made since starting at Four Rivers Community School.
My son continues to face some challenges with behavior, at times, but the difference in his experience at Four Rivers has been remarkable. At his previous school, he often struggled to feel confident and supported in the classroom. At Four Rivers, however, the staff have been incredibly understanding, working closely with me to develop strategies that help him succeed. While there are still ups and downs, I can see that the environment at Four Rivers is truly helping him to make progress, and he now approaches each day with a more positive attitude.
What stands out to me most about Four Rivers is the sense of community and partnership. It truly feels like a family or a team. I have worked closely with his teachers to ensure that we are all aligned in supporting his growth, and I always feel like they are genuinely invested in his success. The communication is open, and I know that if I ever have any concerns, the staff is always willing to listen and work with me to find the best solutions for my son. This collaborative approach has been invaluable to me as a parent and has made all the difference in my son's experience at school.
Additionally, my son has made significant strides in his language skills, particularly in Spanish. He has become much more confident in speaking Spanish, something he struggled with in the past. He now looks

forward to using his bilingual skills, and I know that Four Rivers has played an important role in fostering this positive attitude toward his cultural identity.
Four Rivers Community School has created an environment where my son not only feels supported but also truly valued. I am grateful for the incredible work the school does for all of its students, and I believe it is essential that the school's charter be renewed so it can continue to make a meaningful impact.
Thank you for your time and consideration. I fully support the renewal of Four Rivers Community School's charter and believe it is deserving of the opportunity to continue its important work.
Sincerely, Tomasa Tello de Riojas; Nickolas Riojas 4th Grade

Name: Judy Snyder
Relationship to the school: Four Rivers Community School Board Member
Do you support the renewal? Yes

Testimony: I am currently a Board member at Four Rivers Community School and prior to that I audited the finances of the School. I have experienced the administration when they started out in a warehouse and their funds were limited. The administration still has the same beliefs and attitudes as before. The administration is very budget minded. The School and the administration care for the kids and giving them the best education they can get. Another experience I have had while auditing at the School was a kindergarten student came into school and then turned to run out the door, because they were new there. The Superintendent, Chelle, took his hand and talked to him and walked him to his class. That student will graduate this year from Senior Prep (from Four Rivers Community School high school). Judy Snyder, Board Member

Name: Osvaldo Benitez
Relationship to the school: Staff
Do you support the renewal? Yes

Testimony: Four Rivers Community School has become a staple to my family. I got to see aunts and uncles become teachers and have the privilege to educate students at Four Rivers. Among those students are three of my siblings and a long list of cousins.

I truly feel that this school kept my family close because they got to grow with the school. I have some cousins and two of my siblings that were part of the school when it was in its infancy. They got to see its first building, the expansion of the playground, development of sports and so many other events. I remember when my two older sisters were excited because the school was getting its new building and that it was going to have an "elevator". That is a priceless memory that I will forever hold.

I didn't get the chance to be a student at Four Rivers Community School, but I now hold a role as an educator and a coach at Senior Prep. I got the opportunity to see many of my younger cousins graduate from Senior Prep and move on to college. I have a sister that graduated with a marketing degree and a cousin with an engineering degree.

These are many examples of the success that Four Rivers Community School has had in the educational development of the students and its positive impact in the community.

Name: Jackquelyn Felix Romulo
Relationship to the school: Student
Do you support the renewal? Yes

Testimony:
I am a part of the Four Rivers Community School as a student. The benefits of me attending four rivers from what I have seen for us is for the Hispanic community that do not attend the school is that they often do not speak Spanish that well compared to four rivers students. My understanding of why this is that they

do not speak Spanish often with their peers thus they don't speak it at all. This is why Four Rivers Community school is impotent for students like me.

Name: Ana Espinoza
Relationship to the school: Community Member
Do you support the renewal? Yes

Testimony: My son went to school at Four Rivers Community School and graduated in 2012/2013.

Name: Alexxis Ponce
Relationship to the school: Other
Do you support the renewal? Yes

Testimony: There are so many reasons that this school is important to me. Not only do my children attend, but I did (as well as their dad) and I learned and perfected my second language, Spanish. I created lifelong best friends and built some of my most important relationships not only with friends but staff members as well. This school was my home for 9 years and I can only try to explain how important the school and programs truly are to me.
The school is even more important to me now that my children attend for the same reasons that it was important for me to attend. They are learning a second language, building lifelong relationships, and as they get older, they will be offered so many academic opportunities and experiences. I am especially grateful to have this school for each of my kids. For my son who needs extra help and the progressive first grade class is something that was extremely helpful to him. For my daughter who attended a different school until 5th grade and had a hard transition but was welcomed with the warmest arms by her new classmates and my old teachers. Lastly, for my youngest who is in a kindergarten class that is only Spanish which has helped her learn so much in such a small amount of time.
The flexibility and wide range of diverse classes that the school is able to offer by being a charter is extremely important to so many families in our community and we hope to see it continue. By learning the second language of Spanish and becoming biliterate, my kids get to stay connected to their roots and will have so many lifelong opportunities. Without this charter certificate this experience and success would not be attainable for our children.
Four Rivers has the kindest and warmest sense of community within, and I am so proud to be former student and so grateful for my kids to now be a part of the same community.
Sincerely, Alexxis Ponce

Name: Alfredo Ponce
Relationship to the school: Parent, Family Member, Guardian
Do you support the renewal? Yes

Testimony: I was born and raised here in Ontario. I went to school on the other side of the tracks, you know, where all the brown kids go to school and the select few white kids. Now during that time it was frowned upon that we speak in a different language than English. So a lot of my generation has grown up having lost that part of our culture. Four Rivers Community School (FRCS) changed all that. They were the first full-time immersion dual language school on this side of the state. What, a school that encourages that speaking in both English and Spanish and doesn't care what nationality you are.
Since the inception of Four Rivers Community School, I have seen it grow from its first building where they used partition dividers to separate the classes and teach all the little students. All through the building the classrooms were filled with kids learning in two different languages. That was almost twenty years ago, when my daughters attended FRCS. Now I have three grandchildren who attend FRCS. And I can say that the same caring, nurturing and fostering belief in the dual immersion program is still alive and well. All three of my grandkids had their doubts because they knew no Spanish and now they are all picking it so fast. Thank you for your time, Alfredo Ponce

Written Testimony Regarding Four Rivers Community School Renewal

Name: Hanna Swanson
Relationship to the school: Staff
Do you support the renewal? Yes

Testimony: How can we begin to explain Four Rivers Community School? The impact of the program sends shock waves through our town because we are the epitome of why school choice is important. When you walk through our halls you see no doors but open pathways where students feel secure, safe and supported. You hear two languages being taught equitably, culture celebrated and dreamers building a foundation of possibilities.
I have been working at Four Rivers for 14 years and truly would not live in this town where I grew up, if Four Rivers wasn't an option. Ontario's Hispanic community is typically underserved, but at Four Rivers it is embraced, celebrated and thriving. I've spent my career with Jr. Prep (6th - 8th grade students) and if you know middle school aged kids, you know that 14 years is quite a long time to stay in one school and I don't take this work lightly. We are providing a middle school experience that is building strong caring leaders, who then get to continue their High School career in the school that helped raise them. The Jr. Prep students would say they are "6-7" and I would say that they are all inspiring.
Today, I am lucky enough to work alongside former students who have become incredible colleagues and friends. I am also fortunate enough to have my daughters attend school here, where they are learning compassion for language, culture and have Latinx leaders as their role models. As native English speakers, my daughters play with Barbie's in Spanish at home together and get to understand and honor a culture that has too often been marginalized.
The work teachers and staff are doing is vital and Superintendent Robins' vision for this charter school should easily be replicated and modeled. I am confident that the Oregon Department of Education already knows the strength of this program but I appreciate the chance to speak for our small but mighty Falcon nest.

Name: Rhiannon Raymond
Relationship to the school: Student
Do you support the renewal? Yes

Testimony: I like going to school here. I can't wait to graduate as a person who has been here since kindergarten.

Name: Brian Navarrete
Relationship to the school: Parent, Family Member, Guardian
Do you support the renewal? Yes

Testimony: I would like to express my full support for the renewal of Four Rivers Community School in Ontario, Oregon. Four Rivers has consistently demonstrated a strong commitment to providing quality education through its excellent staff, who go above and beyond to ensure every student succeeds. The school fosters a tight-knit, caring community where families, staff, and students feel connected and supported.

As a parent of a student, I have seen firsthand the careful attention, easy accessibility, and outstanding communication from the staff. They truly take the time to understand each child's needs and keep families informed and involved, which makes a tremendous difference.

Four Rivers offers an exceptional learning environment—one that encourages curiosity, growth, and confidence in all students. The atmosphere is positive, inclusive, and built around helping each child reach their full potential. This school is an invaluable asset to our community, and its continued success is essential for the students and families who rely on it.

Written Testimony Regarding Four Rivers Community School Renewal

I strongly affirm and support the renewal of Four Rivers Community School.

Name: Easton Barahona
Relationship to the school: Student
Do you support the renewal? Yes

Testimony: Hello, I'm Easton Barahona. I'm an 8th grader and I have been going to this school since kindergarten. I used to go to Aiken. This school has changed me and made me more confident. When I talk I love my teachers here. They have supported me through speaking and being more confident in what I do, my parents wanted me to go here to have a better education and to learn a new language. My dad is also bilingual so my mom wanted me and my brother to come here. He graduated from Four Rivers Community School. A special moment I have had here is making best friends, and when I went on my 6th grade field trip staying with my friends and playing games. The best part was when we played shaving cream baseball, the teachers put shaving cream in a wilful ball and we had the best time ever. This school definitely pushes you to your full potential and to be confident in what you do. They're by your side and are there to help when in need of assistance.

Name: Elena Ramirez
Relationship to the school: Student
Do you support the renewal? Yes

Testimony: Four Rivers matters to me because it gives students a lot more opportunities than an average public school. I have been here since kindergarten and my two older siblings have been in school as well. I feel as if I have benefited in this school by not having to worry about my safety. First of all, all the doors in 4RCS are locked, and they don't let random people in. Plus, since this school is smaller you know everyone around you, so you don't have to worry about acts of bullying.
What I like about this school and the reason my parents enrolled me is because they adjust to your learning level, and they are bilingual. Plus, our school offers college classes in the high school. Lastly, I love how all the teachers and coaches are friendly, help out a lot and feel as if you can talk to them. Thank you, Elena Ramirez

Name: Gerald Whinery (winner-ee)
Relationship to the school: Other
Do you support the renewal? Yes

Testimony: My testimony comes from two different perspectives: a teacher, and a parent.

As a teacher, Four Rivers Community School offered me a place to work where I truly felt seen and respected as a teacher. I had an opportunity to work at a local high school and the differences in how I felt are incomparable. The administration values what I bring to the table as a teacher who can teach multiple subjects and they are willing to work with me to help meet my needs and goals. The teachers and admin have come through for me during some challenging moments in my time as a teacher and instead of replacing me like a cog in a machine they saw my value and worked to build on something better.

As a parent, the dual language model has helped to immerse my family into a culture that they otherwise would not be exposed to at the public schools in Ontario. My children are provided with a content rich education that is grounded in student-first teaching. Each teacher works to make a connection with my children and they care about doing what is best for them. This school matters to my family.

Without sounding potentially generic, it is important to recognize the power of choice within our community. Just as we as consumers love to have freedom of choice in purchases, so to should we have a freedom to choose where our children go to school. Four Rivers Community School as been an amazing

piece of diversity and equity within Ontario. More and more people are choosing FRCS as their home because they want something different than what our public schools are offering. Though there are limitations on student numbers, I would be willing to bet that a majority of families would choose FRCS over the public schools in the area based on the rigor, and the high standards that each of us have for this school. We are different. Families are noticing. And we love it.

Name: Oliver McDowall
Relationship to the school: Student
Do you support the renewal? Yes

Testimony: Four Rivers is like a second home to me. I have been going here since kindergarten and the staff and my classmates feel like family. The atmosphere is very welcoming and everyone knows each other by name. The support I receive through sports is great, the entire school signing a poster for me for state, and getting congratulated not only from fellow students, but also teachers and staff. If I ever have a problem I never feel afraid to go up to a teacher and ask for help or advice. not only am I able to take advanced Spanish, but also, I get the privilege of taking college classes as a high school student. In conclusion, I feel proud to call myself a falcon.

Name: Mary Clark
Relationship to the school: Other
Do you support the renewal? Yes

Testimony: Four Rivers is very valuable to our community- great atmosphere & the children learn a dual language which is needed for students future. My granddaughter is doing very well.

Name: Idalia Stam
Relationship to the school: Community Member
Do you support the renewal? Yes

Testimony: I support the renewal.. this school has been a great influence to our community. Kids have exceeded their expectations over the years.

Name: Daney Peña
Relationship to the school: Staff
Do you support the renewal? Yes

Testimony: I am writing to provide my formal testimony regarding my experience as an educator at Four Rivers Community School, where I have proudly served for more than eight years. During this time, Four Rivers has become far more than my workplace—it has become my second home. This community has supported me through some of the most challenging moments in my life with unparalleled compassion, understanding, and encouragement. I have never worked in an environment where I felt as deeply valued, respected, and connected as I do here. Whenever I am asked where I work, I share with pride that I am part of Four Rivers Community School; the consistently positive feedback I receive from others is a testament to the exceptional reputation our school has earned.

Four Rivers Community School is rooted in a truly student-centered mission. Every decision made reflects a commitment to creating a safe, inclusive, and enriching learning environment. Our administration wholeheartedly supports teachers by providing the resources, guidance, and professional development opportunities necessary for us to excel. They seek our input, value our expertise, and cultivate genuine collaboration. I can say with confidence that I would not be the educator I am today without their outstanding leadership. The positive, caring culture they have established empowers both students and staff to thrive.

As a teacher in our dual language program, I am proud to contribute to a learning model that develops

bilingual, biliterate, and culturally confident students. Each day, I witness the ways in which we embrace families as partners in learning and celebrate the cultural and linguistic diversity that makes our school community so vibrant. Watching students grow and excel in two languages—gaining academic, cognitive, and social advantages that will benefit them throughout their lives—is one of the greatest privileges of my career.

Our dual language program does more than teach languages; it brings our community together. It strengthens cultural understanding, builds meaningful connections across diverse backgrounds, and prepares students to succeed in an increasingly interconnected world. I am grateful to work at a school that fully embraces bilingualism and fosters an environment where every student and family feels included, valued, and supported. It is an honor to be part of such a nurturing, uplifting, and forward-thinking community.

Thank you for the opportunity to provide this testimony.
Respectfully, Daney Peña

Name: Leslie Serrano
Relationship to the school: Other
Do you support the renewal? Yes

Testimony: La escuela comunitaria Cuatro Ríos siempre ha sido un lugar de apoyo, seguridad y bondad. Desde el primer día que puse un pie aquí como estudiante, hace trece años, sentí la calidez y el respaldo de una familia. Siendo apenas mi segundo año en este país y sin saber inglés, la escuela se encargó de brindarme las herramientas necesarias para aprender y salir adelante.
Algunos de los mejores recuerdos de mi adolescencia nacieron en estos pasillos. La cultura y la diversidad que ofrece FRCS fueron lo que más me ayudó en ese tiempo, haciéndome extrañar un poco menos mi hogar en México. La comunidad que ofrece esta escuela no la encuentras en muchos lugares.
Aparte de eso, me preparó académicamente para convertirme en alguien importante en mi futuro. En tan solo tres años aprendí bastante del idioma, y de una manera bilingüe, lo cual me abrió muchísimas puertas. También me enseñó la disciplina necesaria para ser una estudiante fuerte. Y, sobre todo, me enseñaron que todo se puede lograr mientras luches con dedicación y perseverancia.
Ahora me encuentro de regreso en esta escuela con un papel doble que me llena de orgullo: no solo como maestra, sino también como madre de familia. Este año cumplo cuatro años de haber vuelto a ser parte de esta increíble familia. En estos cuatro años he sido testigo de lo que realmente sucede dentro de nuestras paredes. Cuatro Ríos se encarga de brindar a nuestros estudiantes una formación completa en cada aspecto. Cada maestro se esfuerza para que cada niñ@ esté listo y preparado para ser exitoso en su vida. Como maestra, me enorgullece ser parte de este equipo y del trabajo que hacemos cada día.
Esto es lo que nuestra comunidad necesita: un lugar donde nuestros niños se sientan libres de ser ellos mismos. Un lugar que les ofrezca aprendizaje, un espacio lleno de cultura y diversidad. Un lugar donde estén seguros. Un lugar donde nuestros niños no sean solo un número, sino personas con un futuro exitoso. Y les puedo asegurar que nuestra escuela marca cada una de esas casillas.
En esta generación, lo que nuestros estudiantes necesitan es guía y apoyo. Por eso, nuestra escuela tiene que mantenerse abierta.

Cuatro Ríos Community School has always been a place of support, safety, and kindness. From the first day I set foot here as a student, thirteen years ago, I felt the warmth and support of a family. Being only my second year in this country and not knowing English, the school took it upon itself to provide me with the necessary tools to learn and succeed.

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Some of my best teenage memories were born in these halls. The culture and diversity that FRCS offers were what helped me the most during that time, making me miss my home in Mexico a little less. The community this school offers is unique.

Besides that, it academically prepared me to become someone important in my future. In just three years, I learned a great deal of the language, and bilingually, which opened countless doors for me. It also taught me the discipline necessary to be a strong student. And, above all, it taught me that anything is possible with dedication and perseverance.

Now I find myself back at this school with a dual role that fills me with pride: not only as a teacher, but also as a parent. This year marks four years since I returned to be part of this incredible family. In these four years, I have witnessed what truly happens within our walls. Cuatro Ríos is committed to providing **our** students with a well-rounded education in every aspect. Each teacher strives to ensure that every child is ready and prepared to succeed in life.

As a teacher, I am proud to be part of this team and the work we do every day.

This is what our community needs: a place where our children feel free to be themselves. A place that offers them learning, a space full of culture and diversity. A place where they are safe. A place where our children are not just a number, but individuals with a successful future. And I can assure you that our school ticks every one of those boxes.

In this generation, what our students need is guidance and support. That is why our school must remain open.

Name: Mariah Whinery
Relationship to the school: Parent, Family Member, Guardian
Do you support the renewal? Yes

Testimony: Hello, My name is Mariah and I'd love to share a little about the importance of what having a biliterate school in our community means to my family.

I had the unique opportunity to attend Aiken Elementary through grades K-5, here in Ontario, back when it offered a bilingual program. Unfortunately, that program is no longer active for some reason despite the value that it offered the students and community. Because of that program, I was able to find success in continuing my education in Spanish while in middle school, high school, and college.

However, that didn't come without challenge. The program, as it was designed, failed me personally in a lot of ways. I may be able to understand and read the language, but speaking as well as writing correctly in Spanish is of extreme challenge for me. That is why the Four Rivers biliterate program is of so much more value to not only our community but our state. It includes bilingual teaching to learn to understand and speak another language but it also allows for communication with complex written content. I lament in sharing that I don't recall ever being corrected in conjugation as a child so having to unlearn something that I practiced incorrectly for years has taken perseverance to undo. Still when I speak, I sound illiterate. I do not wish that for my kids or any of their peers.

My husband and I feel very passionate about Four Rivers Community School because we see the great effort put in by the teachers to instruct the children correctly in both languages. For the kids, it's so immersive it becomes inherent that by the end they are set up for success having unlocked their brain to a world of opportunity. The students have had practice in critical thinking at a whole new level that the two years of high school second language courses many take simply cannot be compared to.

Having a school that is K-12 with an emphasis on earning a biliterate seal AND being an early college model is of great value to the community. In my personal opinion, this sets each student up to be a forever

learner, which is exactly what I want as a parent. I want kids who seek understanding, truth, wisdom, and value critical thinking. I want kids who can explore both sides of a conversation without resorting to violence because they feel misunderstood. I want empathetic kids who celebrate differences and see the value in them. The different schools in our town should be celebrated for their diversity rather than looked at as rivals. There is so much to learn from one another.

After all, the phrase is it takes a village. And in our case here in Ontario, at least on the Four Rivers campuses, it takes a community. The community school atmosphere is so unique. Parents show up to volunteer and assist the staff. One of the goals is to all work together to raise these children up to be honorable, filled with integrity, service-driven human beings who go out into the world and are noticeably different.
As someone who went through all of K-12 in Ontario School District schools, I rarely saw a parent after 3rd grade inside the classroom or school beyond a conference or sporting event. Four Rivers is in the business of raising the bar. The school is different for the better and it is in my humble opinion that the community needs this school. What it offers is immeasurable.

Thank you so much for your time, Mariah Strobeck-Whinery

Name: Kelvin Rivera
Relationship to the school: Student
Do you support the renewal? Yes

Testimony: Taught me how to read and write in Spanish better

Name: Jaime Grimaldo
Relationship to the school: Four Rivers Community School Board Member
Do you support the renewal? Yes

Testimony: I have served on the 4RCS board for about four years. I am honored to be able to provide input and insight from the parent perspective. The other board members bring such a wealth of knowledge and experience to the table. We all believe in the mission of Four Rivers and are invested in seeing the school continue to succeed in preparing its students for success beyond its walls.

As a parent of two Falcons- one graduated and one currently a Sophomore- I hold the school in the highest of regards. The faculty and staff take great pride and ownership in the school. They build meaningful relationships with the students. Senior Prep students being able to take college courses through TVCC gives them a huge advantage- both in terms of educational value and preparing students to succeed in a college setting. There are several extracurricular activities and clubs to participate in. The sports programs are routinely competitive and have qualified for State in multiple sports. Earlier this year, our oldest son was one of 12 in-state, and 24 total nationally, to be named as a University of Oregon Stamps Scholars Program recipient. Receiving the university's most prestigious and generous scholarship can directly attributed to the impact and totality of opportunities that Four Rivers Community School provides their students. My wife and I are forever grateful to the faculty, staff, and administration for putting their hearts and souls into the students and the school.

Name: Ana Martinez
Relationship to the school: Student
Do you support the renewal? Yes

Testimony: Hello my name is Ana, I am in 8th grade here at 4riv. I have been here since kindergarten. My parents have me here because all of m y siblings have come here. Now my little brother is coming to this school. They picked this school because it is bilingual. They liked that we switched languages every other week. It helps me because I can talk to anyone I need to specifically to people who only speak Spanish I am

able to communicate to them. Something we do that not other schools do is for example like Dia de los ninos. Another thing is that four river schools let us express ourselves even with uniforms. For example we are allowed to dye our hair and we don't get in trouble. Ee can wear nails and show interest in what we like. Recently my friends and I have made a kindness group called manos amables. We recently went to a facility home to go play bingo with elderly people. This is special because no other schools have something like this. That can spread kindness and make bonds with them.
Thank you for your time and i hope you put this in consideration

Name: Estrella Cruz Santiago
Relationship to the school: Student
Do you support the renewal? Yes

Testimony: Por medio de este presente, deseo expresar mi sincero agradecimiento por la experiencia que he tenido en esta institución. Llegar a Estados Unidos desde México representó un gran cambio en mi vida, especialmente por la adaptación a un idioma nuevo y a un sistema escolar diferente. Sin embargo, desde el primer día, la escuela me brindó un ambiente de apoyo y comprensión que hizo este proceso mucho más accesible.
El modelo bilingüe fue una ayuda fundamental para mí, ya que me permitió continuar aprendiendo mientras fortalecía mi inglés poco a poco. Los profesores jugaron un papel muy especial en mi adaptación. No solo me enseñaron los contenidos académicos, sino que también me ofrecieron paciencia, orientación y motivación cuando más lo necesité. Gracias a su dedicación, pude sentirme incluida, avanzar con confianza y superar los desafíos que enfrenté al llegar a un país nuevo.
Quiero reconocer también el ambiente positivo que caracteriza a esta escuela. El respeto, la comunicación abierta y el compromiso con el bienestar de los estudiantes crean un entorno donde todos podemos crecer, independientemente de nuestro origen o nivel de idioma. Me siento profundamente agradecida por formar parte de una comunidad educativa que valora la diversidad y se preocupa genuinamente por el éxito de cada alumno.
Agradezco de corazón todo el apoyo que la escuela y sus profesores me han brindado. Llevaré conmigo las lecciones aprendidas y el impacto positivo que esta institución ha dejado en mi vida.
Atentamente, Estrella Cruz Santiago.

Through this letter, I wish to express my sincere gratitude for the experience I have had at this institution. Arriving in the United States from Mexico represented a significant change in my life, especially due to adapting to a new language and a different school system. However, from the very first day, the school provided me with a supportive and understanding environment that made this process much more manageable.

The bilingual program was a fundamental help to me, as it allowed me to continue learning while gradually strengthening my English. The teachers played a very special role in my adjustment. They not only taught me the academic content but also offered me patience, guidance, and motivation when I needed it most. Thanks to their dedication, I was able to feel included, move forward with confidence, and overcome the challenges I faced upon arriving in a new country.

I also want to acknowledge the positive atmosphere that characterizes this school. Respect, open communication, and a commitment to student well-being create an environment where we can all grow, regardless of our background or language level. I am deeply grateful to be part of an educational community that values diversity and genuinely cares about the success of every student.

I sincerely appreciate all the support the school and its teachers have given me. I will carry with me the lessons I have learned and the positive impact this institution has had on my life. Sincerely, Estrella Cruz Santiago.

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Name: Samuel Lopez
Relationship to the school: Staff
Do you support the renewal? Yes

Testimony: Throughout my time of more than 11 years at FRCS, I witnessed notable achievements such as the opening of grades 9th through 12th early college model, and numerous times of students reflecting both their academic progress and confidence. Collaborating with the FRCS team enhanced my instructional methods, underscoring the importance of adaptive teaching, ongoing professional development, and cross-disciplinary teamwork to better support diverse learners. The continuation of FRCS is essential, as it provides a structured, nurturing environment that enables students to reach their fullest potential and enriches the broader community with a culture of learning and engagement.

Name: Zayden Glenn
Relationship to the school: Student
Do you support the renewal? Yes

Testimony: Hello my name is Zayden Glenn and I'm a senior at four rivers community school Sr. Prep and I have been attending this school scene kindergarten. Four Rivers is a bilingual school and I have been learning Spanish for almost my whole life and I'm grateful for that opportunity. I can get my biliteracy seal while graduating and this is a big opportunity and can help with my future. I have never really liked school, when I was a kid I just didn't want to be there, while I may not like going to school I do love this school with all my heart. It has helped me so much in life. Mrs. Robins is an amazing principle and has done everything in her power to help the students in any way possible she was the one that encouraged me to take certain collage classes to help with my future. I'm grateful for Mrs. Robins and the school for all they have done to help me reach my goals and have a bright future. This school has an amazing environment everyone is friendly and welcoming. There is no bullying that I know of, I know that it is rare to find a school without bullying and this school is that, or in my experience it has been.

I support the renewal because this school has done a lot for me and other kids and when you get down to it this school is not just a school we are a family we help each other, bring each other up and while I am graduating this year I will always and forever be a Four Rivers Falcon.

Name: Alan Maxfield-Okuda
Relationship to the school: Student
Do you support the renewal? Yes

Testimony: Four Rivers Community School is such a good place for everyone involved. The parents are involved and experience a welcome environment. The staff are all friendly and helpful, and the students are well-behaved and learning. And, there are almost never any quarrels between students, as due to the smaller size of the school, everyone knows each other and everyone is friendly with each other. This kind of dynamic helps the overall vibe of the building, which contributes to the aforementioned learning experience. Though, I've never been to other schools, I've heard of many frequent issues that occur at the other schools in the area. That kind of thing never happens at Four Rivers Community School, so I believe it should be able to stay open so that students are able to learn in a healthy environment.

Name: Adriana Lopez
Relationship to the school: Staff
Do you support the renewal? Yes

Testimony: My time at Four Rivers has truly been the best. From kindergarten through becoming part of the first graduating class, I learned so much. I was taught from a young age to acknowledge people with kindness, from a simple “good morning” to “have a good day!” My Spanish has evolved tremendously, and

Written Testimony Regarding Four Rivers Community School Renewal

Four Rivers shaped me not only as a student but also as an educator. I loved this school so much that I came back to give to others what was given to me.

During the winter of 2015, my family and I went through a life-changing experience. My sisters and I were removed from a basement, and my school was there for me every step of the way. It was one of the hardest things we had ever faced. On Christmas morning, I woke up on an air mattress with all seven of my sisters, and my father—who had tears in his eyes—told me that people were there to see us. I was greeted by all of my teachers and Mrs. Robins, who brought gifts because our whole lives had been turned upside down and they wanted us to still have a Christmas. Seven little girls' dreams came true that morning because of Four Rivers. They never had to remind me that I was loved—I could feel it.

A couple of years later, my father passed away, another life-changing experience. Mrs. Robins and the Four Rivers staff came to the hospital to be there for us. This might be a bit TMI, but at that moment I was so lost. I walked outside the hospital, not knowing what to do, and I was so overwhelmed I started getting sick. I felt a hand on my back, and once again, it was my Four Rivers family there to support us.

This school will always hold a special place in my heart. No matter where I go, I know that Four Rivers will always be a part of my life. Even now, as a staff member, I have close relationships with my former teachers—who have become close friends. Sincerely, Adriana Lopez

Name: Leonel Dionicio Martinez
Relationship to the school: Parent, Family Member, Guardian
Do you support the renewal? Yes

Testimony: Nos sentimos muy orgullosos de que mis hijos pertenecen a este plantel educativo.

We are very proud that my children belong to this educational institution.

Name: Cathy Yasuda
Relationship to the school: Community Member
Do you support the renewal? Yes

Testimony: As a community member and the Executive Director of the Treasure Valley Community College Foundation, I have seen the tremendous growth and transformation that Four Rivers Community School has undergone. FRCS and TVCC have formed a partnership to provide high school students at FRCS to take college levels courses right on our campus. We have enjoyed having these students on our campus and having the opportunity to earn college credits while they are still in high schools. The benefits are great and many of these students have matriculated to TVCC after graduation and some have even earned their two- year associate's degree while still in high school.

FRCS provides a welcoming and supportive environment for students to learn in a bilingual setting that is high quality, engaging and well-rounded. Four Rivers is active in the community providing their students with outreach and ways in which to contribute and give back through community service and other projects.

I fully support the renewal of the charter for Four Rivers Community School. They are an integral part of our education system and our community.

Name: Amanda Villagómez
Relationship to the school: Other
Do you support the renewal? Yes

Testimony: I was a teacher at Four Rivers Community School from 2008-2011 and 2012-2013, as well as a parent from 2008-2013. As a teacher, I loved working alongside colleagues who thought deeply about literacy and language development, as well as community. The students and families formed a tight-knit community with many siblings and cousins within the small school environment. As a parent, I loved the

care that teachers provided my daughters, as well as the way my students invested in the younger students' development. Innovation was a focus at the school and Director Chelle Robins was supportive of opportunities for on-going professional development in order to better meet the needs of our students. Four Rivers was the hardest aspect of leaving the Ontario community when we decided to move back home to Union County for both my daughters and me. It has been my great joy to have some of my former Four Rivers' students as students at the university level and to continue to see them thrive. I highly support the renewal of Four Rivers' charter so that it can continue to impact generations to come.

Name: Katelyn "Katie" Tensen
Relationship to the school: Student
Do you support the renewal? Yes

Testimony: My education at Four Rivers Community School started in the fall of 2006 and continued through the 8th grade in 2015. My nine years in the classroom at Four Rivers will forever hold a special place in my heart. Numerous peers, teachers, and administrators at Four Rivers became my lifelong friends. I was recently the maid of honor in the wedding of a fellow classmate and it was so special to think of where our friendship started all of those years ago. Four Rivers gave me the opportunity to tour 6+ colleges and universities before I was even in high school. I was able to think critically about my future education thanks to the time Four Rivers spent preparing us for that next step. Unfortunately, I have lost most of my fluency in speaking Spanish during the last 10 years but I am still thankful for that education and hold a forever love of the Spanish language and culture that we celebrated. I credit my time at Four Rivers for helping me succeed in public high school and at a 4-year university. I graduated Valedictorian with an Honors Diploma and served as an FFA chapter officer for 3 years in high school. Last year, I completed my Bachelors of Science in Animal Science from Montana State University. I fully support renewing Four Rivers Community School for the next 10 years. Katelyn Tensen, FRCS Alumni

Name: Martin Mendoza
Relationship to the school: Parent, Family Member, Guardian
Do you support the renewal? Yes

Testimony: Hello, My name is Martin Mendoza, and I am a parent of two students at Four Rivers Community School, Elijah (5th grade) and Aracely (3rd grade). I wanted to share my support for the school's charter renewal and offer my view as a parent who has seen a positive impact on both of my kids.

Since enrolling at the school, both of my kids have grown tremendously academically. Their confidence in reading, math, and problem solving has improved and I credit a lot of that to the school's smaller class sizes. Teachers are able to give students more one on one attention and it shows.

Communication between teachers and parents is also excellent. When something comes up, big or small, teachers reach out quickly and directly. I always feel informed, respected, and included in my children's learning. As a parent with a very busy schedule, that kind of communication helps so much.

The school also does a wonderful job supporting families and building community. Their family events are welcoming and enjoyable for students and parents. My son Elijah loves the after school "Smile Club," which has been a huge positive for him. My daughter Aracely loves everything about school and I am very impressed with her Spanish speaking skills (second language).

Another positive is the school's diversity. Students come from many different backgrounds and the environment is inclusive, respectful, and enriching. It's important for my kids to grow up in a setting that reflects the diversity of our community and FRCS does that.

In short, this school has helped my children thrive both academically and personally. The teachers and culture make a real difference for students and families. I strongly support the renewal of their charter and believe continued operation of this school is a huge benefit to our community. Please feel free to contact me if you need any other information. Thank you, Martin Mendoza Jr.

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Name: Jeaneth & Martin Mendoza Sr.
Relationship to the school: Parent, Family Member, Guardian
Do you support the renewal? Yes

Testimony: We are writing to share our support for renewing the charter for Four Rivers Community School. Our family has been part of FRCS for many years, and we've seen firsthand how much the school helps students succeed.

Two of our children graduated from FRCS and received opportunities that truly set them up for the future. Our son, Alejandro, earned college credits while he was still in high school and is now attending Oregon State University, where he is working toward his bachelor's degree and will graduate in 2026. Our daughter, Gabriella, graduated this year and also earned many college credits while attending FRCS. She is now attending Oregon State as well and started her first year.

We believe the strong academic foundation and support they received at FRCS played a big part in where they are today.

Now, our grandchildren, Janessa, Elijah and Aracely are students at FRCS too. It means a lot to see the next generation thriving in the same positive environment. They are growing academically, supported by caring teachers and benefitting from the same community focused school that helped their uncle and aunt succeed.

We will soon have another grandchild, Aaron, starting kindergarten next year and we are very excited for him to join FRCS as well.

FRCS has made a meaningful difference for our family and we want to see it continue serving students in our community. Thank you for your time, Jeaneth & Martin Mendoza Sr.

Name: Four Rivers Community School K-5 Teachers
Relationship to the school: Staff
Do you support the renewal? Yes

Testimony: Good evening members of the Board,

Thank you for the opportunity to speak on behalf of the elementary teaching staff of Four Rivers Community School. We are here in strong support of our charter renewal because we deeply believe in the mission, values, and life-changing impact of this school.

Many of us have dedicated decades of our lives to Four Rivers. One teacher was a student here for six years, volunteered for four more, and has now taught here for seven years—seventeen years invested in the school that raised her. Another has been part of the community since 2005 as a volunteer, substitute, and teacher—twenty years of service. Our kindergarten teacher first joined as a parent, then an instructional assistant for seven years, and now teaches—thirteen years in total. One of our bilingual Spanish teachers has taught here for eighteen years while raising her bicultural children in this community. One teacher has been teaching for twenty-one years, shaping multiple generations of students who now return as parents, student teachers, and staff. Another bilingual Spanish teacher has been part of this school for sixteen years as a parent, assistant, and teacher. Another teacher has been part of Four Rivers for over eight years, describing the school as her second home and highlighting the support, care, and professional growth it provides.

Altogether, the elementary teaching staff represents over 130 years of dedication to Four Rivers—a true testament to our stability and commitment.

As one teacher shared:
"Four Rivers has always supported students, families, and teachers, creating a community that works together for the success of every student. We collaborate closely to help students become bilingual and

Written Testimony Regarding Four Rivers Community School Renewal

biliterate, and we see generations of families choosing this school because they know the difference it makes."

Four Rivers takes pride in hiring from within our community, creating a close-knit culture of trust and investment. Our students celebrate their bilingual, bicultural identities, developing empathy, equity, and understanding in a multilingual world. Our dual-language program empowers students to become bilingual, biliterate, and culturally confident, while fostering strong partnerships with families and preparing students to thrive in a global society.

Our message is clear: Four Rivers changes lives. It strengthens families. It builds opportunity and hope. And it is worth investing in. We respectfully ask for your support in renewing our charter so this vital work may continue.

The Elementary Teaching Staff of Four Rivers Community School

Written Testimony: 81

Students in support of renewal for Four Rivers Community School who did not provide additional written testimony:

1.) Dustin Mason
2.) Alexus Sorensen
3.) Eduardi Navarro
4.) Estrella Cruz Santiago
5.) Oliver McDowall
6.) Daniela Mendoza
7.) Bailey Bueno
8.) Guadalupe Martinez
9.) Sophie Cheatham
10.) Alexander Martinez
11.) Andy Villa
12.) Dominic Hernandez
13.) Jose Luna
14.) Aubriana Montoya
15.) Alivia Lopez
16.) Alexia Castro
17.) Tylor Ishida
18.) Perla Alonso

Staff Members in support of renewal for Four Rivers Community School who did not provide additional written testimony:

1.) Kim McDowall
2.) Aaron Alder
3.) Tori Wilson
4.) Kelly Tolman
5.) Leslie Serrano
6.) Samantha Reynolds
7.) Rhonda Flores
8.) Chelle Robins
9.) Gisela Lopez

Written Testimony Regarding Four Rivers Community School Renewal

Four Rivers Community School Board Members in support of renewal for Four Rivers Community School who did not provide additional written testimony:

1. Ramon Palomo
2. Pam Wettstein
3. Penny Walters

Parent, Family Member, Guardians in support of renewal for Four Rivers Community School who did not provide additional written testimony:

1.) Erlinda Carpio
2.) Monica Flores
3.) Misael Salazar
4.) Rhonda Hawker
5.) Estevan Madera
6.) Alma smith
7.) Olivia Gutierrez
8.) Dustie Villalobos
9.) Katy Lopez
10.) Leonardo Canchola
11.) Jahmel Cooke
12.) Lili Clayton
13.) Margarita Cheatham
14.) Joseph Cheatham
15.) Nick Cheatham
16.) Anthony Montoya

Community Members in support of renewal for Four Rivers Community School who did not provide additional written testimony:

1.) Ana Aguilar
2.) Joceline Avalos
3.) Dan P Joyce
4.) Marcy Sundquist
5.) Zuri Montoya
6.) Jace Carpenter
7.) Monique Herrera

People in support of renewal for Four Rivers Community School who did not list a specific relationship to the school and did not provide additional written testimony:

1. Joel Sandoval
2. Isabel Brito
3. Jacob Wilson
4. Michelle Clinton
5. Simon Wilson

Ontario School District 8C
195 SW 3rd Ave. Ontario, Oregon 97914
Phone: 541-889-5374 **Fax:** 541-889-8553

November 12, 2025

VIA CERTIFIED MAIL AND EMAIL

Chair and Members, State Board of Education Oregon

State Board of Education 255 Capitol Street NE Salem, OR 97310

Email: ODE.StateBoard@ode.oregon.gov

Subject: Formal Request for Charter School Renewal Documentation and Assurance Regarding Enrollment Impact and Future Expansion of Four Rivers Charter School.

Dear Chair and Members of the State Board of Education,

Ontario School District (OSD) formally submits this request concerning the upcoming charter renewal process for Four Rivers Charter School (FRCS).

As the local school district responsible for the education and financial well-being of all students within our geographic boundaries, we have a vested interest in any decision that impacts student enrollment and the equitable distribution of public resources. Given that the financial model for public education is based on per-pupil enrollment, fluctuations caused by charter school activity directly affect our ability to maintain programs and services for our district's students.

To ensure transparency and allow for proper fiscal planning and due diligence on behalf of our community, we respectfully request the following:

1. Provision of Charter Renewal Documentation

We request to be immediately provided with a complete copy of the renewal request, proposal, and all supporting documentation submitted by the governing body of FRCS. This should include, but not be limited to:

- The charter school's annual performance reports as required by statute.
- The annual audit of accounts for the most recent operating period.
- A comprehensive summary of student performance goals and achievements over the current charter term.
- Any proposed changes to the educational program, grade levels served, or facilities usage as part of the renewal.

2. Assurance Regarding Enrollment Limits and Expansion

Our primary concern is that the State Board of Education grants assurances that the renewed charter agreement will not contain any provisions allowing for future expansion, whether in terms of physical facilities, grade levels, or student enrollment cap increases, that would negatively affect the enrollment and operational stability of the FRCS. This was agreed upon when the OSD filed numerous complaints regarding the failure of ODE and the State Board of Education's lack of oversight of Four Rivers and our further claims that Four Rivers had violated their own charter agreements multiple times. OSD was disappointed at that time by the lack of follow through by the board regarding the complaints that were launched by OSD.

This concern is heightened by the recent action by the charter school's governing body to purchase a secondary building to house their high school operations, an expansion that clearly exceeds their currently authorized scope (Again, guaranteed by the state board of education at their last renewal). In addition, FRCS admitted to looking forward to their expansion in recent messaging put out by school officials.

Specifically, we request that the State Board affirm that the renewed charter agreement will:

- Maintain the charter school's current maximum authorized enrollment cap.
- Explicitly prohibit the addition of new grade levels or satellite campuses within the District's boundaries for the duration of the renewed term.
- Require the charter school to adhere strictly to the terms of the renewed charter regarding scope and student population, ensuring a predictable and stable educational landscape for the entire community.

3. Unfunded Mandates and Disproportionate Fiscal Burden

Beyond the direct loss of per-pupil funding, the District is currently forced to bear significant financial and administrative burdens for the Charter School as a non-sponsoring Local Education Agency (LEA). We must formally object to the statutory obligation that requires our District to serve as the fiscal or operational pass-through for certain costs related to the Charter School's students. This includes, but is not limited to, the provision of high-cost special education services (Child Find, Individualized Education Program (IEP) implementation, and related due process) and the administration of expensive, state-mandated assessments and reporting for students who are not directly enrolled in our schools. This results in "stranded costs" for the District, where we lose the per-pupil revenue but retain the disproportionate fixed and administrative costs associated with these services, unfairly redirecting local taxpayer resources away from the students directly enrolled in OSD.

4. Enrollment Equity and Socioeconomic Disparity

We must formally raise a critical concern regarding the demographic composition of the charter school compared to the demographic data of the students residing within the District and County boundaries.

Our District data indicates that over **85%** of our students are classified as low-income (eligible for Free or Reduced-Price Lunch), while data submitted to us directly from FRCS public school percent of poverty is **38.94%**. This dramatic and sustained disparity raises serious concerns regarding the charter school's adherence to the principle of open access required of all public schools, as this level of disproportionate enrollment could be inferred as the charter being selective in nature as it enrolls students.

We request that the State Board thoroughly review this demographic data disparity as part of the

renewal evaluation and mandate specific, verifiable corrective measures, such as a weighted lottery and targeted outreach plan, to ensure that the renewed charter school adheres to equitable, non-discriminatory enrollment practices and reflects the socioeconomic diversity of the community it is intended to serve.

We look forward to receiving the requested documentation and to working collaboratively with the State Board to uphold the statutory requirements for public charter school oversight while protecting the interests and equitable educational access of the students and taxpayers of Malheur County.

Please direct all correspondence regarding this matter to:

Ontario School District, Nicole Albisu, Email: nalbisu@ontario.k12.or.us, Phone: 541-889-5374

Sincerely,

Nicole Albisu, Superintendent Ontario School District

2024-25 ESSA Accountability Details Report

Public Version - November 20, 2025

District: Oregon Department of Education
School: Four Rivers Community School

The Accountability Details Report displays the data for indicators used to identify schools for comprehensive or targeted supports as required by Oregon's State Plan under the Every Student Succeeds Act (ESSA). The accountability system uses nine indicators for combined schools. For more information concerning indicators and their definitions and calculations, please refer to the Accountability Details Policy and Technical Manual. Arrows (up ↑ or down ↓) indicate the change in the rating level of the indicator from the previous year.

Indicator Ratings Table

Student Group	ESSA Supports	ELA Achievement	ELA Change	Math Achievement	Math Change	Regular Attenders	On Track to ELP	9th Grade On-Track	Four-Year Cohort	Five-Year Complete
All Students	Not Identified	Level 3 ↑	Level 5 ↑	Level 2	Level 4 ↑	Level 5 ↑	Level 3	Level 5	Level 5	Level 4
Students Experiencing Poverty	Not Identified	Level 2	Level 5	Level 2	Level 3	Level 5 ↑		Level 5	Level 5	Level 3 ↓
English Learners	Not Identified	Level 2	Level 5	Level 2	Level 3 ↑	Level 5 ↑	Level 3	Not Rated	Not Rated	Not Rated
Students with Disabilities	Not Identified	Level 1	Level 3	Level 2	Level 2	Level 5 ↑		Not Rated	Not Rated	Not Rated
Underserved Race/Ethnicity	Not Identified	Level 2	Level 5 ↑	Level 2	Level 3 ↑	Level 5 ↑		Level 5	Level 5	Level 4
American Indian/ Alaska Native	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated		Not Rated	Not Rated	Not Rated
Native Hawaiian/ Pacific Islander	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated		Not Rated	Not Rated	Not Rated
Black/African American	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated		Not Rated	Not Rated	Not Rated
Hispanic/Latino	Not Identified	Level 2	Level 5 ↑	Level 2	Level 3 ↑	Level 5 ↑		Level 5	Level 5	Level 4
Asian	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated		Not Rated	Not Rated	Not Rated
White	Not Identified	Level 4 ↑	Level 5 ↑	Level 3 ↑	Level 5 ↑	Level 5 ↑		Not Rated	Not Rated	Not Rated
Multi-racial	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated		Not Rated	Not Rated	Not Rated

Suggested Level of Support: **Not Identified** Year Identified: **Not Identified**

Met ELA and Math Participation target (95%) for all student groups: **Yes** (details on pages 4 and 7)

Received Title I Funds in 2024-25: **Yes**

Please note the following:

- Indicator ratings that display 'Not Rated' refer to student groups that do not meet the minimum n-size of 20 to receive a rating.
- The Students Experiencing Poverty student group includes students that received SNAP/TANF benefits, were in foster care, experienced homelessness, or received migrant services. Students Experiencing Poverty replaced the formerly used Economically Disadvantaged student group.
- The English Learner student group has different inclusion rules depending on the indicator.
- The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.
- Impact of adjustments made to the English Language Arts and Math Average Gap Score Change indicators will take effect for the 2025-26 Accountability Details.

English Language Arts Academic Achievement Details

District: Oregon Department of Education

School: Four Rivers Community School

English Language Arts Achievement Level	Cut
Level 5	80
Level 4	62
Level 3	43
Level 2	18
Level 1	<18

The English Language Arts (ELA) Achievement indicator displays the percentage of students meeting the ELA achievement standard, the adjusted denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

State Long Term Goal: 80%

Student Group	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	43.9	45.4	45.3	44.9	Level 3
All Students - Adjusted Denominator	180	185	181	546	
Students Experiencing Poverty - Percent	39.3	37.6	37.6	38.2	Level 2
Students Experiencing Poverty - Adjusted Denominator	107	93	93	293	
English Learners - Percent	28.0	22.4	31.4	27.4	Level 2
English Learners - Adjusted Denominator	75	67	70	212	
Students with Disabilities - Percent	11.8	11.8	26.7	16.3	Level 1
Students with Disabilities - Adjusted Denominator	17	17	15	49	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Adjusted Denominator	*	*	*	*	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Adjusted Denominator	*	*	*	*	
Hispanic/Latino - Percent	39.9	41.6	39.5	40.3	Level 2
Hispanic/Latino - Adjusted Denominator	153	154	152	459	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	39.9	41.6	39.5	40.3	Level 2
Underserved Race/Ethnicity - Adjusted Denominator	153	154	152	459	
Asian - Percent	*	*	*	*	Not Rated
Asian - Adjusted Denominator	*	*	*	*	
White - Percent	65.2	62.1	77.8	69.2	Level 4
White - Adjusted Denominator	23	29	27	78	
Multi-racial - Percent	*	*	*	*	Not Rated
Multi-racial - Adjusted Denominator	*	*	*	*	

English Language Arts Average Gap Score Change Details

District: Oregon Department of Education

School: Four Rivers Community School

ELA Average Gap Score Change	Cut
Level 5	14
Level 4	7
Level 3	0
Level 2	-20
Level 1	<-20

The English Language Arts (ELA) Average Gap Score Change indicator uses the difference between a student's score and the cut score for the assessment, called a gap score. The table displays the average gap score by the school years listed, the change in the average gap score, the count of students tested, and the corresponding rating for each student group. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

Student Group	Average Gap 2021-22 & 2022-23	Average Gap 2023-24 & 2024-25	Change in Average Gap	Level
All Students	-32	-18	14	Level 5
All Students - Denominator	320	317		
Students Experiencing Poverty	-47	-30	17	Level 5
Students Experiencing Poverty - Denominator	193	168		
English Learners	-63	-42	21	Level 5
English Learners - Denominator	146	131		
Students with Disabilities	-88	-83	5	Level 3
Students with Disabilities - Denominator	30	29		
American Indian/Alaska Native	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*		
Black/African American	*	*	*	Not Rated
Black/African American - Denominator	*	*		
Hispanic/Latino	-42	-28	14	Level 5
Hispanic/Latino - Denominator	270	266		
Native Hawaiian/Pacific Islander	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*		
Underserved Race/Ethnicity	-42	-28	14	Level 5
Underserved Race/Ethnicity - Denominator	270	266		
Asian	*	*	*	Not Rated
Asian - Denominator	*	*		
White	13	29	16	Level 5
White - Denominator	43	46		
Multi-racial	*	*	*	Not Rated
Multi-racial - Denominator	*	*		

English Language Arts Participation Details

District: Oregon Department of Education

School: Four Rivers Community School

All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The data table displays the percentage of students who took a statewide assessment by school year and student group. Student groups are assigned a rating based on the three-year average. 'Not Rated' means the student group did not meet minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

Participation Target: 94.5%

Student Group	2022-23	2023-24	2024-25	3-year Average	Status
All Students - Percent	100.0	99.0	98.9	99.3	Met
All Students - Denominator	180	191	187	558	
Students Experiencing Poverty - Percent	100.0	100.0	100.0	100.0	Met
Students Experiencing Poverty - Denominator	107	96	94	297	
English Learners - Percent	100.0	100.0	100.0	100.0	Met
English Learners - Denominator	75	69	73	217	
Students with Disabilities - Percent	100.0	100.0	100.0	100.0	Met
Students with Disabilities - Denominator	17	17	15	49	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Denominator	*	*	*	*	
Hispanic/Latino - Percent	100.0	100.0	99.4	99.8	Met
Hispanic/Latino - Denominator	153	157	157	467	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	100.0	100.0	99.4	99.8	Met
Underserved Race/Ethnicity - Denominator	153	157	157	467	
Asian - Percent	*	*	*	*	Not Rated
Asian - Denominator	*	*	*	*	
White - Percent	100.0	93.5	96.4	96.3	Met
White - Denominator	23	31	28	82	
Multi-racial - Percent	100.0	100.0	100.0	100.0	Not Rated
Multi-racial - Denominator	4	3	2	9	

Mathematics Academic Achievement Details

District: Oregon Department of Education

School: Four Rivers Community School

Mathematics Achievement Level	Cut
Level 5	80
Level 4	56
Level 3	32
Level 2	8
Level 1	<8

The Mathematics Achievement indicator displays the percentage of students meeting the Mathematics achievement standard, the adjusted denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

State Long Term Goal: 80%

Student Group	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	16.7	20.0	23.2	20.0	Level 2
All Students - Adjusted Denominator	180	185	181	546	
Students Experiencing Poverty - Percent	15.0	14.0	18.3	15.7	Level 2
Students Experiencing Poverty - Adjusted Denominator	107	93	93	293	
English Learners - Percent	13.3	9.0	17.1	13.2	Level 2
English Learners - Adjusted Denominator	75	67	70	212	
Students with Disabilities - Percent	11.8	11.8	13.3	12.2	Level 2
Students with Disabilities - Adjusted Denominator	17	17	15	49	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Adjusted Denominator	*	*	*	*	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Adjusted Denominator	*	*	*	*	
Hispanic/Latino - Percent	13.7	14.9	17.8	15.5	Level 2
Hispanic/Latino - Adjusted Denominator	153	154	152	459	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	13.7	14.9	17.8	15.5	Level 2
Underserved Race/Ethnicity - Adjusted Denominator	153	154	152	459	
Asian - Percent	*	*	*	*	Not Rated
Asian - Adjusted Denominator	*	*	*	*	
White - Percent	30.4	41.4	51.9	42.3	Level 3
White - Adjusted Denominator	23	29	27	78	
Multi-racial - Percent	*	*	*	*	Not Rated
Multi-racial - Adjusted Denominator	*	*	*	*	

Mathematics Average Gap Score Change Details

District: Oregon Department of Education

School: Four Rivers Community School

Math Average Gap Score Change	Cut
Level 5	18
Level 4	9
Level 3	0
Level 2	-17
Level 1	<-17

The Mathematics Average Gap Score Change indicator uses the difference between a student's score and the cut score for the assessment, called a gap score. The table displays the average gap score by the school years listed, the change in the average gap score, the count of students tested, and the corresponding rating for each student group. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

Student Group	Average Gap 2021-22 & 2022-23	Average Gap 2023-24 & 2024-25	Change in Average Gap	Level
All Students	-76	-65	11	Level 4
All Students - Denominator	320	318		
Students Experiencing Poverty	-85	-78	7	Level 3
Students Experiencing Poverty - Denominator	193	168		
English Learners	-93	-85	8	Level 3
English Learners - Denominator	146	131		
Students with Disabilities	-154	-166	-12	Level 2
Students with Disabilities - Denominator	30	29		
American Indian/Alaska Native	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*		
Black/African American	*	*	*	Not Rated
Black/African American - Denominator	*	*		
Hispanic/Latino	-85	-77	8	Level 3
Hispanic/Latino - Denominator	270	267		
Native Hawaiian/Pacific Islander	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*		
Underserved Race/Ethnicity	-85	-77	8	Level 3
Underserved Race/Ethnicity - Denominator	270	267		
Asian	*	*	*	Not Rated
Asian - Denominator	*	*		
White	-35	-4	31	Level 5
White - Denominator	43	46		
Multi-racial	*	*	*	Not Rated
Multi-racial - Denominator	*	*		

Mathematics Participation Details

District: Oregon Department of Education

School: Four Rivers Community School

All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The data table displays the percentage of students who took a statewide assessment by school year and student group. Student groups are assigned a rating based on the three-year average. 'Not Rated' means the student group did not meet minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

Participation Target: 94.5%

Student Group	2022-23	2023-24	2024-25	3-year Average	Status
All Students - Percent	100.0	99.0	98.9	99.3	Met
All Students - Denominator	180	191	187	558	
Students Experiencing Poverty - Percent	100.0	100.0	100.0	100.0	Met
Students Experiencing Poverty - Denominator	107	96	94	297	
English Learners - Percent	100.0	100.0	100.0	100.0	Met
English Learners - Denominator	75	69	73	217	
Students with Disabilities - Percent	100.0	100.0	100.0	100.0	Met
Students with Disabilities - Denominator	17	17	15	49	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Denominator	*	*	*	*	
Hispanic/Latino - Percent	100.0	100.0	99.4	99.8	Met
Hispanic/Latino - Denominator	153	157	157	467	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	100.0	100.0	99.4	99.8	Met
Underserved Race/Ethnicity - Denominator	153	157	157	467	
Asian - Percent	*	*	*	*	Not Rated
Asian - Denominator	*	*	*	*	
White - Percent	100.0	93.5	96.4	96.3	Met
White - Denominator	23	31	28	82	
Multi-racial - Percent	100.0	100.0	100.0	100.0	Not Rated
Multi-racial - Denominator	4	3	2	9	

Regular Attenders Details

District: Oregon Department of Education

School: Four Rivers Community School

Regular Attenders Level	Cut
Level 5	93
Level 4	82
Level 3	71
Level 2	57
Level 1	<57

The Regular Attenders indicator displays the percentage of students attending for more than 90 percent of their enrolled school days, the denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

State Long Term Goal: 93%

Student Group	Grade Range	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	K-5	84.9	>95	>95	93.4	Level 5
All Students - Denominator		166	*	*	*	
Students Experiencing Poverty - Percent	K-5	88.0	94.7	>95	93.6	Level 5
Students Experiencing Poverty - Denominator		83	75	*	*	
English Learners - Percent	K-5	85.2	>95	>95	94.4	Level 5
English Learners - Denominator		54	*	*	*	
Students with Disabilities - Percent	K-5	88.0	>95	>95	94.1	Level 5
Students with Disabilities - Denominator		25	*	*	*	
American Indian/Alaska Native - Percent	K-5	*	*	*	*	Not Rated
American Indian/Alaska Native - Denominator		*	*	*	*	
Black/African American - Percent	K-5	*	*	*	70.0	Not Rated
Black/African American - Denominator		*	*	*	*	
Hispanic/Latino - Percent	K-5	85.1	>95	>95	93.8	Level 5
Hispanic/Latino - Denominator		134	*	*	*	
Native Hawaiian/Pacific Islander - Percent	K-5	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator		*	*	*	*	
Underserved Race/Ethnicity - Percent	K-5	83.9	>95	>95	93.2	Level 5
Underserved Race/Ethnicity - Denominator		137	*	*	*	
Asian - Percent	K-5	*	*	*	*	Not Rated
Asian - Denominator		*	*	*	*	
White - Percent	K-5	88.9	>95	>95	93.6	Level 5
White - Denominator		27	*	*	*	
Multi-racial - Percent	K-5	*	*	*	*	Not Rated
Multi-racial - Denominator		*	*	*	*	

On Track to English Language Proficiency (ELP) Details

On Track to ELP Level	Cut
Level 5	80
Level 4	63
Level 3	46
Level 2	25
Level 1	<25

District: Oregon Department of Education

School: Four Rivers Community School

The On Track to English Language Proficiency (ELP) indicator displays the percentage of students who are on track to attain ELP, the denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating.

State Long Term Goal: 80%

Student Group	2022-23	2023-24	2024-25	3-year Average	Level
Current English Learners - Percent	60.0	48.6	45.3	51.7	Level 3
Current English Learners - Denominator	75	70	64	209	

9th Grade On-Track Details

District: Oregon Department of Education

School: Four Rivers Community School

9th Grade On-Track Level	Cut
Level 5	95
Level 4	90
Level 3	85
Level 2	60
Level 1	<60

The 9th Grade On-Track indicator displays the percentage of students on track to graduate, the denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

State Long Term Goal: 95%

Student Group	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	93.3	>95	>95	>95	Level 5
All Students - Denominator	30	*	*	*	
Students Experiencing Poverty - Percent	>95	90.9	>95	>95	Level 5
Students Experiencing Poverty - Denominator	*	11	*	*	
English Learners - Percent	*	*	*	90.0	Not Rated
English Learners - Denominator	*	*	*	*	
Students with Disabilities - Percent	*	*	*	>95	Not Rated
Students with Disabilities - Denominator	*	*	*	*	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Denominator	*	*	*	*	
Hispanic/Latino - Percent	>95	>95	>95	>95	Level 5
Hispanic/Latino - Denominator	*	*	*	*	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	>95	>95	>95	>95	Level 5
Underserved Race/Ethnicity - Denominator	*	*	*	*	
Asian - Percent	*	*	*	*	Not Rated
Asian - Denominator	*	*	*	*	
White - Percent	*	*	*	92.3	Not Rated
White - Denominator	*	*	*	*	
Multi-racial - Percent	*	*	*	*	Not Rated
Multi-racial - Denominator	*	*	*	*	

Four-Year Cohort Graduation Details

District: Oregon Department of Education

School: Four Rivers Community School

Four-Year Cohort Graduation Level	Cut
Level 5	90
Level 4	86
Level 3	81
Level 2	67
Level 1	<67

The Four-Year Cohort Graduation on indicator displays the percentage of students who earn a regular or modified diploma within four years of entering high school, the denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average Student groups are assigned a rating based on the three-year average. The years in the table header represent the cohort year. Cohort year is the school year in which the students enrolled in high school for the first time. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged.

State Long Term Goal: 90%

Student Group	2018-19	2019-20	2020-21	3-year Average	Level
All Students - Percent	93.3	95.0	100.0	96.3	Level 5
All Students - Denominator	15	20	19	54	
Students Experiencing Poverty - Percent	91.7	>95	>95	>95	Level 5
Students Experiencing Poverty - Denominator	12	13	12	37	
English Learners - Percent	*	*	*	>95	Not Rated
English Learners - Denominator	*	*	*	*	
Students with Disabilities - Percent	*	*	*	*	Not Rated
Students with Disabilities - Denominator	*	*	*	*	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Denominator	*	*	*	*	
Hispanic/Latino - Percent	92.9	94.7	>95	>95	Level 5
Hispanic/Latino - Denominator	14	19	16	49	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	92.9	94.7	>95	>95	Level 5
Underserved Race/Ethnicity - Denominator	14	19	16	49	
Asian - Percent	*	*	*	*	Not Rated
Asian - Denominator	*	*	*	*	
White - Percent	*	*	*	*	Not Rated
White - Denominator	*	*	*	*	
Multi-racial - Percent	*	*	*	*	Not Rated
Multi-racial - Denominator	*	*	*	*	

Five-Year Completers Details

District: Oregon Department of Education

School: Four Rivers Community School

Five-Year Completers Level	Cut
Level 5	97
Level 4	92
Level 3	87
Level 2	70
Level 1	<70

The Five-Year Completers indicator displays the percentage of students who earn a diploma or a GED within five years of entering high school, the denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. The years in the table header represent the cohort year. Cohort year is the school year in which the students enrolled in high school for the first time. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged.

State Long Term Goal: 97%

Student Group	2017-18	2018-19	2019-20	3-year Average	Level
All Students - Percent	91.3	93.3	100.0	94.8	Level 4
All Students - Denominator	23	15	20	58	
Students Experiencing Poverty - Percent	81.8	91.7	>95	91.7	Level 3
Students Experiencing Poverty - Denominator	11	12	13	36	
English Learners - Percent	*	*	*	83.3	Not Rated
English Learners - Denominator	*	*	*	*	
Students with Disabilities - Percent	*	*	*	*	Not Rated
Students with Disabilities - Denominator	*	*	*	*	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*	*	*	
Black/African American - Percent	*	*	*	*	Not Rated
Black/African American - Denominator	*	*	*	*	
Hispanic/Latino - Percent	88.9	92.9	>95	94.1	Level 4
Hispanic/Latino - Denominator	18	14	19	51	
Native Hawaiian/Pacific Islander - Percent	*	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	88.9	92.9	>95	94.1	Level 4
Underserved Race/Ethnicity - Denominator	18	14	19	51	
Asian - Percent	*	*	*	*	Not Rated
Asian - Denominator	*	*	*	*	
White - Percent	*	*	*	*	Not Rated
White - Denominator	*	*	*	*	
Multi-racial - Percent	*	*	*	*	Not Rated
Multi-racial - Denominator	*	*	*	*	

OREGON DEPARTMENT OF EDUCATION

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OREGON AT-A-GLANCE SCHOOL PROFILE

Four Rivers Community School

PRINCIPAL: Chelle Robins | GRADES: K-12 | 2449 SW 4th Ave, Ontario 97914 | 541-889-3715

2024-25

Students We Serve

364
Student Enrollment

DEMOGRAPHICS

American Indian/Alaska Native	
Students	0%
Teachers	0%
Asian	
Students	0%
Teachers	0%
Black/African American	
Students	1%
Teachers	0%
Hispanic/Latino	
Students	83%
Teachers	61%
Multiracial	
Students	1%
Teachers	0%
Native Hawaiian/Pacific Islander	
Students	0%
Teachers	0%
White	
Students	15%
Teachers	39%

42% Ever English Learners

2 Languages Spoken

10% Students with Disabilities

95% Required Childhood Vaccinations

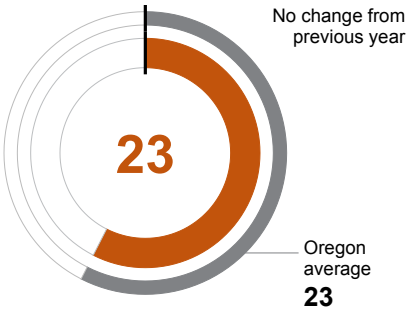
45% Students Experiencing Poverty

*<10 students or data unavailable

School Environment

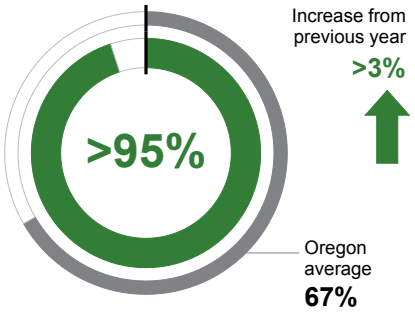
CLASS SIZE

Median size of classes in core subjects.



REGULAR ATTENDERS

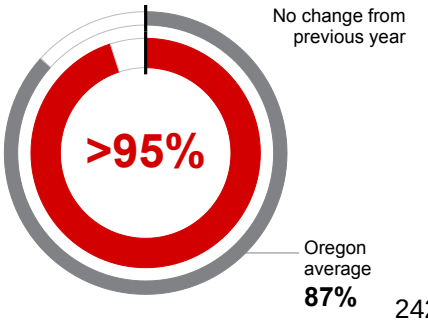
Students who attended more than 90% of their enrolled school days.



Academic Progress

ON-TRACK TO GRADUATE

Students earning one-quarter of graduation credits in their 9th grade year.

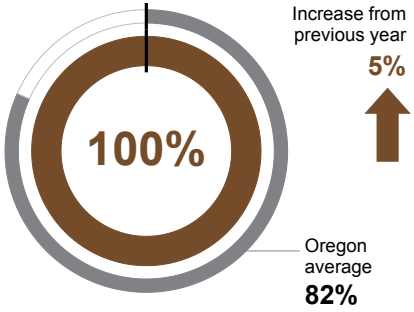


242

Academic Success

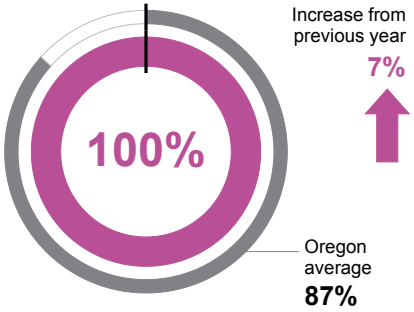
ON-TIME GRADUATION

*Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2020-21 graduating in **2023-24**.*



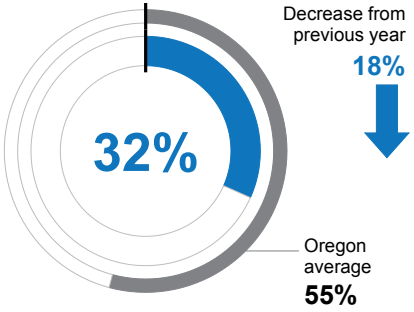
FIVE-YEAR COMPLETION

*Students earning a high school diploma or GED within five years. Cohort Includes students who were first-time ninth graders in 2019-20 finishing in **2023-24**.*



COLLEGE GOING

*Students enrolling in a two or four year college within 12 months of completing high school in **2022-23**. Data from the National Student Clearinghouse.*



School Goals

Four Rivers promotes bilingualism and biculturalism for all students through its dual language immersion school. In addition to language and cultural education, Four Rivers strives to provide accessible academic, athletic, and community engagement opportunities for all students. Through academic growth and achievement in two languages, Four Rivers provides a college prep learning environment for enrolled students.

State Goals

The Oregon Department of Education is partnering with school districts and communities statewide to reach a 90% on-time graduation rate by 2027. Anchored in the pillars of Academic Excellence, Belonging & Wellness, and Accountability, ODE prioritizes evidence-based strategies that strengthen early literacy, improve attendance, and deepen student engagement. We are committed to eliminating opportunity and achievement gaps for historically underserved students. By investing in culturally responsive practices, cultivating inclusive school environments, and fostering a culture of continuous improvement, we can help ensure every student thrives.

Safe & Welcoming Environment

As a dual language immersion school with a mission of "whole family education", Four Rivers provides an inclusive family environment for all families. Families are welcome and encouraged to support classroom activities and whole school events. In addition, Four Rivers makes safety a top priority by securing buildings, monitoring campus activities and providing emergency trainings for students and staff.

School Website: www.4riverscs.org

OREGON DEPARTMENT OF EDUCATION

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OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

Four Rivers Community School

2024-25

Our Staff (rounded FTE)

20 Teachers

8 Educational assistants

1 Counselors/ Psychologists/ Social Workers

88% Average teacher retention rate over the past three years

100% % of licensed teachers with more than 3 years of experience

Yes Same principal in the last 3 years

Outcomes

	REGULAR ATTENDERS	ON-TRACK TO GRADUATE	ON-TIME GRADUATION
American Indian/Alaska Native	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Asian	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Black/African American	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Hispanic/Latino	>95%	>95%	>95%
Multiracial	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Native Hawaiian/Pacific Islander	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
White	91%	<10 students or data unavailable	<10 students or data unavailable
Students Experiencing Poverty	95%	>95%	>95%
Ever English Learner	>95%	>95%	<10 students or data unavailable
Students with Disabilities	>95%	<10 students or data unavailable	<10 students or data unavailable
Migrant	>95%	<10 students or data unavailable	<10 students or data unavailable
Homeless	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Military Connected	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Female	95%	>95%	>95%
Male	>95%	>95%	<10 students or data unavailable
Non-Binary	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable

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About Our School

ADVANCED COURSEWORK

As a college prep model, all students have accessible opportunities to take advanced coursework. As an Early College Model High School, Four Rivers Sr. Prep students have access to advanced-level Spanish courses and college coursework at Treasure Valley Community College (TVCC). Students that demonstrate readiness are eligible to enroll as a TVCC student while attending Four Rivers Sr. Prep.

CAREER & TECHNICAL EDUCATION

As an early college high school, Four Rivers and partner, Treasure Valley Community College, provide CTE opportunities to students in grades 10-12.

EXTRACURRICULAR ACTIVITIES

Student Council
SMILE
(Science & Math Investigative Learning Experiences)
National Honor Society
Middle and High School Level Athletics
XC, Soccer, Wrestling, Basketball, Track, Cheer and Tennis

PARENT & COMMUNITY ENGAGEMENT

Four Rivers engages parents as partners in education. Partnerships with families and early childhood programs begin in pre-K and build throughout the K-12 program. Opportunities for engagement include: home visits, cultural events, academic family nights, student performances, grade level parent meetings and routine parent communication.

Data are suppressed to protect confidential student information.

For more information please visit: www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Accountability-Measures.aspx

Oregon
Tina Kotek, Governor

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Dr. Charlene Williams
Director of the Department of Education

December 23, 2025

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

Thank you for the thoughtful questions and discussion during the December Board meeting regarding the renewal of Four Rivers Community School (FRCS). We appreciate the Board's careful review and due diligence, and we welcome the opportunity to provide additional information and clarification to support the Board's decision-making process.

This letter responds directly to the topics raised by the Board, including: (1) issues outlined in correspondence from the Ontario School District (OSD); (2) the legal requirements and criteria governing charter school renewal under Oregon law; and (3) enrollment, demographics, and equity considerations, including FRCS enrollment policies and procedures.

Ontario School District Correspondence and Department Response

On November 4, 2025, Department staff notified the Ontario School District Superintendent of the renewal request and upcoming State Board meetings. The Department received a letter from OSD dated November 12, 2025, outlining concerns related to documentation, enrollment limits, expansion, administrative burden, and socioeconomic demographics.

Throughout the duration of the current charter contract, the Department has not received any formal complaints nor documented concerns raised by OSD regarding FRCS.

1. Request for Provision of Charter Renewal Documentation

The Department responded to OSD's documentation requests as follows:

- A copy of the renewal request/proposal was emailed to Superintendent Albisu on November 21, 2025.
- The charter school's annual performance reports, student performance goals, and achievements over the current charter term are included within the renewal docket.
- Financial audits and required annual reporting materials have been submitted in accordance with statute.

2. Enrollment Limits and Expansion

OSD requested assurances related to enrollment caps, grade levels, and expansion. The Department notes:

- Any enrollment caps, grade configurations, location, and scope of the educational program are governed by the charter contract.
- FRCS is authorized as a K–12 school, which is the maximum grade span available.
- The high school (Senior Prep) program is currently housed in leased space at the Four Rivers Cultural Center adjacent to Treasure Valley Community College (TVCC). The school recently purchased a nearby building to permanently house these same students and grades. This relocation does not constitute an expansion or the addition of a satellite campus.
- Following a renewal decision, the State Board and FRCS will enter into charter contract negotiations, during which enrollment limits, scope, and location may be addressed.

3. Unfunded Mandates and Fiscal Obligations

OSD formally objects to the statutory obligation that requires the district to adhere to fiscal pass-through responsibilities. The Department notes that these obligations are statutory requirements under ORS 338.155 and ORS 338.165 and are not discretionary or subject to waiver by the State Board. OSD retains a portion of the general education funding generated by FRCS and the full weight generated by students who qualify for special education. Over the past five years, OSD has retained $1,677,480.24. In practical terms, this looks like this:

	FRCS Annual Amount Received	OSD Annual Amount Received	ODE Annual Amount Received
2020-21	$ 3,555,317.16	$ 171,111.74	$ 163,036.94
2021-22	$ 3,411,218.03	$ 164,692.14	$ 164,692.14
2022-23	$ 3,623,254.45	$ 452,793.23	$ 185,957.63
2023-24	$ 3,895,249.92	$ 525,283.84	$ 202,723.84
2024-25	$ 4,012,970.26	$ 534,711.03	$ 206,418.13
TOTAL	$ 14,942,692.66	$ 1,677,480.24	$ 759,791.74

4. Enrollment, Demographics, and Equity Considerations

OSD requested that the State Board review socioeconomic demographic disparities to ensure equitable, non-discriminatory enrollment practices.

Students Experiencing Poverty (SEP) data includes students participating in SNAP or TANF, students experiencing houselessness, students in foster care, and students in Migrant Education. SEP rates for FRCS and OSD are as follows:

SEP Data	2023-24	2024-25
OSD	65%	66%
FRCS	47%	45%

ODE does not have access to student-level SNAP/TANF participation data. However, FRCS and OSD report similar rates of students in foster care and migrant education. Differences in students experiencing houselessness—historically ranging from 6–8% for OSD and consistently below 5% for FRCS—likely contribute to overall SEP variation.

Prior to 2023–24, ODE reported National School Lunch Program (NSLP) data as a proxy for economic disadvantage. Under NSLP reporting, FRCS and OSD were both consistently rated above 95% during the current charter term.

FRCS utilizes a weighted lottery and maintains non-discriminatory enrollment practices in accordance with ORS 338.125. Attached to this letter are the school's enrollment and lottery policies to reference.

Statutory Renewal Criteria and Legal Requirements

Pursuant to ORS 338.065, the State Board of Education must base its renewal decision on specific statutory criteria. Department staff evaluated Four Rivers Community School using these required criteria, supported by evidence from the charter contract, performance frameworks, annual reports, audits, and compliance monitoring conducted over the current charter term.

Based on this review, Four Rivers Community School has met the statutory renewal criteria in all categories, as summarized below:

ORS 338.065 Renewal Criteria	ODE Evaluation
(A) Compliance with ORS Chapter 338 and all other applicable state and federal laws	Yes – FRCS is maintaining compliance with state and federal laws, as evidenced by their policies, procedures, assurances submitted to ODE, and regular contractual reporting submitted to ODE.

(B) Compliance with the charter of the public charter school	Yes – FRCS has demonstrated consistency with meeting the performance expectations in the charter contract, as evidenced by annual performance frameworks, and ongoing progress monitoring by Department staff.
(C) Meeting or working toward meeting student performance goals and agreements	Yes – FRCS is meeting or working toward meeting the student performance goals and agreements in the charter contract and performance framework.
(D) Fiscal stability and use of a sound financial management system	Yes – FRCS is fiscally stable and adhering to internal controls as part of a sound financial management system. This is evidenced by their annual audits, and fiscal policies and procedures.
(E) Compliance with any renewal criteria specified in the charter	Yes – FRCS has demonstrated consistency with meeting the performance expectations in the charter contract. This includes: ● Increased choices of learning opportunities for students; ● Meeting students' academic needs and interests; ● Building strong working relationships between educators, parents, and community members; ● The use of different and innovative teaching method; and ● Opportunities for flexibility and innovation in small learning environments.

The evidence used by the Department reflects the requirements of ORS 338.065 and the expectations outlined in the charter contract.

Equity Impact and Educational Outcomes

Four Rivers Community School was established to build generations of biliterate and culturally engaged learners. Located in Malheur County, FRCS serves 369 students and provides a dual language, early college K–12 program designed to increase access to postsecondary opportunities.

	2021-22		2022-23		2023-24		2024-25	
Demographic	**FRCS**	**OSD**	**FRCS**	**OSD**	**FRCS**	**OSD**	**FRCS**	**OSD**
Hispanic/Latino	80%	64%	81%	64%	82%	65%	83%	67%
White	18%	31%	17%	31%	16%	30%	15%	28%
Black/African American	<1%	1%	1%	1%	1%	<1%	1%	0%
Multiracial	1%	3%	1%	4%	1%	4%	1%	5%

Student Demographics FRCS' Hispanic/Latino demographic is consistently higher than the Ontario School district, and their staffing reflects this enrollment as well. FRCS has invested in recruiting and retaining a diverse workforce, with 61% of teachers and 86% of instructional assistants identifying as ethnically and linguistically diverse. The school employs a "grow your own" staffing model and has begun hiring program graduates. Over the years, the school has supported instructional assistants to become teachers, and teachers to work in administration. This model continues to be a strong feature of FRCS that builds a culture that reflects the school's community.

FRCS provides transportation, universal meals, and reduced-cost afterschool programming and athletics to reduce access barriers.

We appreciate the State Board's careful consideration and the opportunity to provide additional clarity and information. We are committed to supporting a transparent, thorough, and legally grounded renewal process and are happy to respond to any additional questions or requests as the Board moves forward.

Sincerely,

Christen Kelly

Christen Kelly
Charter School Specialist
School Choice, Options, and Recovery Education
Oregon Department of Education | Office of Relations, Management, and Support
Phone: 503-931-5976
christen.kelly@ode.oregon.gov

Four Rivers Community School

Enrollment Policy

Adopted: 3.28.2024

Purpose

The purpose of the enrollment policy is to ensure fairness and equity in the enrollment and re-enrollment process and to allow applicants opportunity for admissions regardless of the previous enrollment status.

Enrollment

To be considered for enrollment, prospective students must complete an enrollment application. To be eligible for enrollment, the prospective student must reside in the District at least 51% of the time. In addition, the student must be eligible for the grade level offered at Four Rivers Community School. To be eligible for the kindergarten lottery, the prospective student must be five (5) by September 1st.

Priority Admissions

Upon initial application, Four Rivers Community School may give priority for admissions to new students who have siblings who are presently enrolled in the school and who were enrolled in the school the prior year. In addition, employees' and board member children may receive priority admissions. If the number of priority admission applicants exceeds the number of student spaces available, a lottery will be instituted followed by a wait list for students wanting to be admitted once seats become available.

Lottery

Annually, a public lottery will be held in February of each year for kindergarten; double or triple weights may be used to ensure at least 50% of the students are native Spanish speaking. Lotteries for other grade levels will take place as needed when classroom seats come available. The following lottery process is completed for each grade, Kindergarten through 12th:

- Parents are informed how many seats are available.
- Parents are informed of double or triple weights.
- Parents are informed that Ontario residents are drawn first, Vale second, and Nyssa has a separate draw.
- Birth dates will be verified to ensure that prospective kindergarten students are five (5) by September 1st.
- Drawing slips will be completed for each eligible enrollment application.
- Slips are folded in half and placed in a container for drawing.
- Slips are drawn and names are placed on the enrollment list until available seats are filled.
- After seats are filled, drawing is continued and names are placed on the waiting list.
- Parents are notified via phone in the event their child has been selected for enrollment.
- Parents of those who have not been selected for kindergarten enrollment may view the waiting list posted on Four Rivers Community school website.

In the event a selected student declines enrollment or a seat becomes available, the parents of the prospective student will be notified in the order they are placed on the waiting list.

Re-enrollment

Students who withdraw or who have been withdrawn from the school, forfeit sibling, employee, and/or board member preference upon reapplication. To be considered for re-enrollment, a prospective student must complete an application for enrollment and meet with administration. Administration may choose to accept or deny the application. If the application is approved by administration, the student may enter the lottery process for the opportunity to re-enroll. If the application is denied by administration, students may submit a written appeal to the school board for reconsideration on the re-enrollment status.

Four Rivers Community School

Lottery

Four Rivers Community School, a public charter school, will select students through an equitable lottery defined in ORS 338.125 3 (a).

Four Rivers Community School will hold a lottery for kindergarten in January of each year for the kindergarten class that will be entering in the upcoming fall. Students must be five years of age by September 1st of the year they start kindergarten. Four Rivers Community School does not make any exceptions to the age requirement.

Four Rivers Community School will also hold lotteries for available seats in grades first through sixth. This lottery is held in January of each year.

Four Rivers Community School will give priority admissions to students who:

1. were enrolled in the school the prior year
2. have a sibling that was enrolled in the prior year
3. children of classroom teachers, administrators and board members

   (as granted by a State Board of Education waiver, February 2017)

As of June 14, 2021, with the passage of HB 2954, public charter schools in Oregon are allowed to implement a weighted lottery to give enrollment preference to historically underserved students. Under the new law, historically underserved students are defined as students who are "at risk because of any combination of factors including their race, ethnicity, English language proficiency, socioeconomic status, gender, sexual orientation, disability, and geographic location." The intent of this law is to ameliorate the impact of discrimination against historically underserved students.

In response to HB 2954, Four Rivers Community School will use a weighted lottery for enrollment. Demographic data demonstrates that Four Rivers Community School has lower rates of enrollment of students from the following historically underserved student categories:

1. English language learners
2. Students that attend a head start or migrant preschool program

Section 338.125 (3) (c) provides charter schools the authority to give additional weighting to students that are "historically underserved". Students that are native speakers of languages other than English will receive a *triple weight* as authorized through ORS 338.125 (3) and HB 2954. For the purpose of the lottery, Four Rivers Community School defines Native speakers of languages other than English as:

1. The first language that was spoken to your child
2. The first language that your child spoke
3. The language that is used in your home a majority of the time

Process:

1. Parents/Guardians may submit an application to the office via email, mail or in person up to 24 hours before the lottery is to be held. The official date and time for each year can be obtained from the school office. Lottery tickets are filled out with students' names and placed together with all the other applicants. Students that qualify for additional weights as defined above, will receive two additional lottery tickets, for a total of three entries.
2. At the time of the lottery, all students that are given priority admissions as defined above will be displayed
3. Names will be drawn for the remaining seats and recorded up to the class size limit
4. If there are more applicants than spaces, the remaining lottery tickets will be drawn and placed on a waiting list.

Parents/ Guardians will be notified of their child's placement via mail. Upon placement into the kindergarten program, parents are required to attend monthly meetings February through June.

CUATRO RÍOS
EST. 2003
COSECHA NUESTRO FUTURO

Four Rivers Community School
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Kindergarten Recruitment: Spanish-Language Marketing and Community Engagement Summary

As part of our kindergarten recruitment strategy, we implement a targeted Spanish-language marketing campaign designed to reach and engage Spanish-speaking families in our community. This campaign features Spanish-only social media posts, culturally responsive print and digital advertising, and direct partnerships with local preschools that offer bilingual programs or serve Spanish-speaking families, for example, our local Oregon Child Development Coalition Migrant Head Start.

Through these partnerships, we build meaningful relationships with families by participating in outreach events, distributing Spanish-language enrollment materials, and maintaining continuous communication. In addition, we collaborate with prominent Hispanic-owned businesses across the community to display Spanish-language flyers and QR codes, ensuring year-round visibility and accessibility of kindergarten enrollment information.

These coordinated efforts have strengthened our connections with Spanish-speaking families, increased awareness of our kindergarten program, and supported measurable growth in engagement and lottery participation within our bilingual communities.

Submitted by the Office of Community Engagement

Four Rivers Community School

Tanya Navarrete, Community Engagement Specialist

Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
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Summary

Meeting Date: 1/15/2026
Title: Four Rivers Community School Charter Renewal (State Board Sponsored)
Status: Second Reading/Adoption (no changes)
Presentation: Yes
Key Staff: Christen Kelly, Charter School Specialist ODE; Kate Pattison, SCORE Team Director ODE; Chelle Robins, Superintendent, Four Rivers Community School
Topic Summary: The Board must evaluate and decide whether to renew Four Rivers Community School for a ten-year charter term.

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

The Four Rivers Community School (FRCS) is one of four Oregon State Board of Education sponsored charter schools. FRCS originally opened in September 2003 and has successfully operated in Oregon as the longest running state sponsored charter school. The school is currently in its 22nd year of operation, serving 369 students in grades K-12 as a model dual language immersion school in Malheur County. The vision of the school is to build generations of biliterate and culturally engaged learners who envision a future of possibilities.

The State Board of Education received an official written request from FRCS for renewal of the charter contract pursuant to ORS 338.065. This is FRCS' fifth request to renew their charter contract. The school's renewal request is for a ten-year charter contract.

- On November 20, 2025, Department staff conducted a public hearing via Zoom for the FRCS community to provide input regarding the renewal. Forty-eight members of the community attended, including parents, staff, students, and FRCS board members. Sixteen people provided spoken testimony at the meeting in favor of the renewal. The Oregon Department of Education (ODE) also received written testimony from 68 people through the sign-up form for the public hearing. No one provided written testimony that was opposed to the renewal.

- 58 people indicated support for the renewal through the sign-up form for the public hearing but did not speak or submit further written testimony.
- A summary of the hearing and all written testimony can be read in the Public Hearing Officer's Report attached to this docket.

Renewal Process:

Public charter schools must be renewed by their authorizing board to continue operating. The renewal process and criteria for evaluating the school's performance is outlined in ORS 338. Over the last five years, ODE staff have visited the school and met with school leadership many times. The school received a formal visit each year as well as informal visits; including observations of the charter school board meetings and professional development for instructional staff. During the COVID-19 pandemic response, ODE conducted virtual visits and observations. As part of ongoing oversight and accountability, the school participated in formal visits, required training, and submitted reports to ODE. The information gathered from the visits and reports presented in three categories (academic performance, organizational performance, and fiscal performance), serves as the foundation for staff recommendation regarding the renewal of this school. The specific performance expectations for each category are mutually agreed upon in the Performance Framework and are included in the charter contract.

FRCS completed a renewal application and submitted it along with the formal request for renewal on October 22, 2025. The application includes an overview of the school's prior academic, operational and financial performance, as well as a description of what the school intends to accomplish over the next ten years. This renewal application, with appendices, is included as an attachment.

Academic:

FRCS delivers a rigorous dual language program that develops biliteracy, bilingualism, and cross cultural understanding for its students. Their approach to education has earned distinction at the local, state and national levels. For 2023-24, US News and World Report ranked FRCS as the 14th Best High School in Oregon and the 2nd Best Charter School statewide.

FRCS has generally performed well academically. When measuring the school's performance on the ELA standards in the state assessment for English Learners, the school has consistently either met or exceeded the expectations included in the Performance Framework for all four categories: Students Experiencing Poverty, English Language Learners, Students with Disabilities and Underserved Race/Ethnicities.

Pre-pandemic, FRCS met or exceeded performance measures all around for both ELA and Math. Post-pandemic, the school generally did not meet 3-year growth expectations in Math for identified student groups according to the Framework metrics (Figure 2), however, this past year has shown improvement in Math scores from previous post-pandemic years. It is important to note that the ESSA accountability metrics are different than the Framework metrics. According to the ESSA accountability metrics, FRCS is

making stready post-pandemic growth in the area of Math for all student groups. (See Attachment 6: Four Rivers Community School Accountability Details 2024-25.)

The school has actively implemented targeted professional learning, evidence-based interventions and data driven instruction to sustain continuous growth, showing more than 6% improvement over the past several years.

High school students at FRCS have high graduation and 5-year completion rates, with a majority of students graduating with college credits in Spanish Language, Certificates of Community Interpreting, and the State of Oregon Seal of Biliteracy.

In March 2020, FRCS quickly pivoted to comprehensive distance learning (CDL) and was able to start providing instruction to students after spring break. For distance learning, staff had a system in place to ensure that each student had access to a Chromebook or other device. FRCS met the requirements of Distance Learning for All and brought students back on campus through Limited In-Person Instruction (LIPI) opportunities as soon as the option was available.

Throughout the pandemic, as the school shifted to LIPI, families and staff worked together to help students navigate the ever-changing requirements and guidance. The school leadership ensured all executive orders and guidance was followed, working closely with the Local Public Health Authority, Department of Education, and families. This attention to guidelines allowed the instructional staff to focus on student learning and well being.

During the COVID-19 pandemic, the Department monitored the school and connected regularly with school leadership virtually to ensure responsive instruction and student supports were in place. The school implemented CDL, limited in-person instruction, and school systems that supported the dual-language mission of the school. In the spring of 2022, the Department was able to visit the school in-person and conducted a simplified site visit. In 2022-23, the site visit returned to full in-person focus groups and observations. Over this period, ODE has observed the school prioritize academic rigor and teacher development. This focus has been necessary as part of the pandemic response, in addition to further strengthening their program. Through these efforts, school leadership has made strategic investments to grow their own staff, training and employing alumni as instructional assistants and teaching staff.

Over 2023-24 and 2024-25, FRCS has continued to focus on impoving ELA and Math over time while maintaing fidelity to their dual language program. Teachers are working closely with leadership to evaluate and prioritize the Math program to address areas where students need different lessons, interventions, and support.

Figure 1 - FRCS and OSD Academic Performance Indicator and Framework Ratings 2024-25

2024-25 Indicator	FRCS Grades 3-8, 11	Ontario SD Grades 3-8, 11	Framework Rating
ELA - Achievement			
• All Students	45.3	32.4	Not Rated
• Students Experiencing Poverty	37.6	28.1	Meets
• English Learner	31.4	16.8	Exceeds
• Special Education	26.7	8.7	Exceeds
• Underserved Race/Ethnicity	39.5	27.6	Exceeds
MATH – Achievement			
• All Students	23.2	22.7	Not Rated
• Students Experiencing Poverty	18.3	19.8	Does Not Meet
• English Learner	17.1	12.3	Meets
• Special Education	13.3	8.7	Meets
• Underserved Race/Ethnicity	17.8	18.7	Does Not Meet

Figure 2 – Four Rivers Community School Academic Performance Framework Ratings 2017-2025

**The state assessment system was waived for the 2020-22 school years because of the COVID-19 pandemic.*

MEASURE		2017-18 Rating	2018-19 Rating	2019-20 Rating*	2020-21 Rating*	2021-22 Rating*	2022-23 Rating	2023-24 Rating	2024-25 Rating
1c	Economically Disadvantaged/ Students Experiencing Poverty-ELA	**Exceeds**	**Exceeds**	*No Rating*	*No Rating*	*No Rating*	**Meets**	**Meets**	**Meets**
1d	Economically Disadvantaged/ Students Experiencing Poverty -MATH	**Meets**	**Meets**	*No Rating*	*No Rating*	*No Rating*	**Does not meet**	**Does not meet**	**Does not meet**
1e	English Learners - ELA	**Exceeds**	**Exceeds**	*No Rating*	*No Rating*	*No Rating*	**Exceeds**	**Meets**	**Exceeds**
1f	English Learners - MATH	**Meets**	**Meets**	*No Rating*	*No Rating*	*No Rating*	**Meets**	**Does not meet**	**Meets**
1g	Students with Disabilities-ELA	**Meets**	**Meets**	*No Rating*	*No Rating*	*No Rating*	**Meets**	**Meets**	**Exceeds**

1h	Students with Disabilities-MATH	**Meets**	**Meets**	*No Rating*	*No Rating*	*No Rating*	**Meets**	**Meets**	**Meets**
1i	Underserved-ELA	**Meets**	**Meets**	*No Rating*	*No Rating*	*No Rating*	**Meets**	**Meets**	**Exceeds**
1j	Underserved-MATH	**Meets**	**Meets**	*No Rating*	*No Rating*	*No Rating*	**Does not meet**	**Does not meet**	**Does not meet**
2a	All Student Growth-ELA	**Meets**	**Meets**	*No Rating*	*No Rating*	*No Rating*	*No Rating*	**Does Not Meet**	**Meets**
2b	All Student Growth-MATH	**Meets**	**Meets**	*No Rating*	*No Rating*	*No Rating*	*No Rating*	**Falls Far Below**	**Falls Far Below**
3a	Growth: Economically Disadvantaged/ Students Experiencing Poverty ELA	**Exceeds**	**Exceeds**	*No Rating*	*No Rating*	*No Rating*	*No Rating*	**Falls Far Below**	**Falls Far Below**
3b	Growth: Economically Disadvantaged/ Students Experiencing Poverty-MATH	**Meets**	**Meets**	*No Rating*	*No Rating*	*No Rating*	*No Rating*	**Falls Far Below**	**Falls Far Below**
3c	Growth: English Learners - ELA	**Meets**	**Meets**	*No Rating*	*No Rating*	*No Rating*	*No Rating*	**Falls Far Below**	**Falls Far Below**
3d	Growth: English Learners - MATH	**Meets**	**Meets**	*No Rating*	*No Rating*	*No Rating*	*No Rating*	**Falls Far Below**	**Falls Far Below**
3e	Growth: Students with Disabilities-ELA	**Exceeds**	**Exceeds**	*No Rating*	*No Rating*	*No Rating*	*No Rating*	**Falls Far Below**	**Falls Far Below**
3f	Growth: Students with Disabilities-MATH	**Meets**	**Meets**	*No Rating*	*No Rating*	*No Rating*	*No Rating*	**Falls Far Below**	**Falls Far Below**
3g	Growth: Underserved-ELA	**Exceeds**	**Exceeds**	*No Rating*	*No Rating*	*No Rating*	*No Rating*	**Does Not Meet**	**Does Not Meet**
3h	Growth: Underserved-MATH	**Meets**	**Meets**	*No Rating*	*No Rating*	*No Rating*	*No Rating*	**Falls Far Below**	**Falls Far Below**
4a	Alignment to CCSS	**Meets**	**Meets**	**Meets**	**Meets**	**Meets**	**Meets**	**Meets**	**Meets**
5a	Graduation: Four Year Completion compared to District	*N/A*	*N/A*	**Exceeds**	**Exceeds**	**Meets**	**Meets**	**Exceeds**	**Exceeds**
5c	5 year Completion	*N/A*	*N/A*	**Exceeds**	**Exceeds**	**Exceeds**	**Meets**	**Meets**	**Exceeds**

	compared to District								
5e	Dropout Rate-compared to District	*N/A*	*N/A*	**Exceeds**	**Meets**	**Meets**	**Meets**	***Meets***	*Data not yet released*

**Items 5b, 5d and 5f.are removed due to a comparison group of like-schools not being identified or used in the framework throughout the contract. School agreed to focus on comparison to the school district.*

Operational:

FRCS has maintained strong compliance with all areas of operational performance expectations. A primary focus of the COVID years was the health and safety of the FRCS community, and ensuring the school was compliant with the executive orders and pandemic guidance. Through regular meetings, phone calls, virtual oversight, and site visits, FRCS has demonstrated high levels of operational compliance.

FRCS made strategic investments in staff and empowered staff to pursue programs that are responsive to the school community. Facilities investments for the junior and senior prep school create a strong sense of place and pride for students. Over the last charter term, FRCS has demonstrated excellent stability with leadership, staff and an engaged school board. There is student centered discourse with all strategic planning elements of the school. FRCS also has created strong partnerships with the City of Ontario, Treasure Valley Community College, and the Four Rivers Community Center.

Additionally, during the contract term, FRCS maintained necessary governance, policies, and compliance with education reporting requirements. The school is making continuous improvement efforts to ensure school systems are strengthened and updated as state policies and priorities evolve.

Figure 3– Four Rivers Community School Operational Performance Framework Ratings 2021-2025

MEASURE		2021-22 Rating	2022-23 Rating	2023-24 Rating	2024-25 Rating
10a	Education Program Implementation	**Meets**	**Meets**	**Meets**	**Meets**
10b	Education Requirement Compliance	**Meets**	**Meets**	**Meets**	**Meets**
10c	Rights of Students with Disabilities	**Meets**	**Meets**	**Meets**	**Meets**
10d	Rights of ELL	**Meets**	**Meets**	**Meets**	**Meets**
11a	Governance Compliance	**Meets**	**Meets**	**Meets**	**Meets**
11b	Administration Accountability	**Meets**	**Meets**	**Meets**	**Meets**
11c	Reporting Requirement Compliance	**Meets**	**Meets**	**Meets**	**Meets**

MEASURE		2021-22 Rating	2022-23 Rating	2023-24 Rating	2024-25 Rating
12a	Rights of All Students	Meets	Meets	Meets	Meets
12b	Staff Credentialing Requirements	Meets	Meets	Meets	Meets
13a	Facilities and Transportation Requirements	Meets	Meets	Meets	Meets
13b	Health and Safety Requirements	Meets	Meets	Meets	Meets
13c	Student Information	Meets	Meets	Meets	Meets
14a	Other Obligations	Meets	Meets	Meets	Meets

Financial:

The school has completed annual municipal audits and submitted financial reports to the Department each year of the charter contract. The school has consistently met all the performance indicators and is taking steps to further strengthen the school's internal controls. FRCS often has impressive current asset to liability ratios that are well above target. FRCS continuously demonstrates stable short-term and long-term financial indicators. In the years when the school did not meet the expectation within an indicator, the school provided context and plans to be within target in the coming years.

The Department will continue to monitor financial management closely over the next term to see how the school is adhering to internal controls and managing decisions about the facility.

Figure 4 – Four Rivers Community School Financial Performance Framework Ratings 2021-2025

MEASURE		2021-22 Rating	2022-23 Rating	2023-24 Rating	2024-25 Rating
7a	Current Ratio: Assets/Liabilities	Meets	Meets	Meets	Meets
7b	Unrestricted Cash	Meets	Meets	Meets	Meets
7d	Loan Default	Meets	Meets	Meets	Meets
8a	Total Margin (income /revenue)	Meets	Meets	Meets	Meets
8b	Aggregated Total Margin	Meets	Meets	Meets	Meets
8c	Debt to Asset Ratio	Falls Below	Meets	Meets	Meets
8d, 8e	Cash Flow	Meets	Meets	Does Not Meet	Meets
8g	Reporting and Compliance	Meets	Meets	Meets	Meets
8h	*GAAP*	Meets	Meets	Meets	Meets

Note: Financial indicators include only 2-3 levels of performance, removing the "exceed" level. Therefore, "meets" is the highest level.

SUMMARY OF PREVIOUS BOARD ACTION

On June 25, 2015, the State Board of Education approved a 10-year contract to renew FRCS.
On May 20, 2021, the State Board of Education approved a mid-year review that allowed FRCS to continue operation according to the current charter contract through June 30, 2026.

HAS THE ITEM CHANGED SINCE LAST BOARD MEETING?

☒ No; same as last month

POLICY ISSUE OR CONCERNS

Statutory Renewal Criteria Evaluation
ORS 338.065 requires the board to use the following review criteria as the basis for the decision:

Four Rivers Community School has met the evaluation criteria in all categories.

Figure 5 - Statutory Renewal Criteria Evaluation

ORS 338.065 Renewal Criteria	ODE Evaluation
(A) Is in compliance with this chapter and all other applicable state and federal laws;	**YES** – FRCS is maintaining compliance with state and federal laws.
(B) Is in compliance with the charter of the public charter school;	**YES** – FRCS has demonstrated consistency with meeting the performance expectations in the charter contract.
(C) Is meeting or working toward meeting the student performance goals and agreements specified in the charter or any other written agreements between the sponsor and the public charter school governing body;	**YES** – FRCS Is meeting or working toward meeting the student performance goals and agreements in the charter contract and the performance framework.
(D) Is fiscally stable and has used the sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter under this section; and	**YES** – FRCS is fiscally stable and adhering to internal controls as part of a sound financial management system.
(E) Is in compliance with any renewal criteria specified in the charter of the public charter school.	**YES** – FRCS has demonstrated consistency with meeting the performance expectations in the charter contract.

Ontario School District
On November 4, 2025, Department staff sent a notice of the renewal and State Board meetings to the Superintendent for Ontario School District (OSD). The district raised concerns outlined in a letter dated

November 12, 2025. The letter outlined a request for documents including the school's annual performance reports and audit, as well as concerns around enrollment limits, school expansion, the district's administrative burden, and socioeconomic demographic disparity. The Department has not received any complaints or documented any concerns raised by OSD throughout the duration of the current contract.

1: Provision of Charter Renewal Documentation

Request	Comment
Copy of the Renewal Request/Proposal	Emailed to Superintendent Albisu on November 21, 2025
2025 Annual Audit	
A comprehensive summary of student performance goals and achievements over the current charter term.	The charter school's performance goals, achievements, and annual performance reports (frameworks) over the current charter term are outlined within this docket.
The charter school's annual performance reports as required by statute.	

2: Assurance Regarding Enrollment Limits and Expansion

Request	Comment
Maintain the charter school's current maximum authorized enrollment cap.	This is something to be considered for the renewed charter contract.
Explicitly prohibit the addition of new grade levels or satellite campuses within the District's boundaries for the duration of the renewed term.	FRCS is a K-12 school, which is the maximum grade levels to be offered. The school's high school grades are housed in leased space from the Four Rivers Cultural Center adjacent to the Treasure Valley Community College (TVCC) campus. FRCS recently purchased a building to relocate and permanently house their senior prep students in a FRCS owned building, also adjacent to TVCC. This relocation is not an expansion or satellite campus. The FRCS purchased building will house the same students and grades with continued access to TVCC.
Require the charter school to adhere strictly to the terms of the renewed charter regarding scope and student population, ensuring a predictable and stable educational landscape for the entire community.	The charter contract governs the grade levels, school size, location, and educational program for the charter school. Following a renewal decision, the Board and FRCS will enter into negotiations. During this process, the Board and FRCS can consider these topics.

3. Unfunded Mandates and Disproportionate Fiscal Burden

Concern	Comment
OSD formally objects to the statutory obligation that requires our District to serve as the fiscal or operational pass-through for certain costs related to the Charter School's students.	This is a statuatory requirement of ORS 338.155 and 338.165 and cannot be waived.

4. Unfunded Mandates and Disproportionate Fiscal Burden

<table>
<tr><th>Request</th><th>Comment</th></tr>
<tr><td>OSD requests that the State Board review low income and Students Experiencing Poverty demographic data disparity to ensure that the renewed charter school adheres to equitable, non-discriminatory enrollment practices and reflects the socioeconomic diversity off the community it is intended to serve.</td><td>Students Experiencing Poverty Data (SEP) includes the following categories of students:
Students who are participating in SNAP or TANF programs
Students who are experiencing houselessness
Students who are in foster care
Students in Migrant Education
The rates for SEP between FRCS and OSD are as follows:<table><tr><th></th><th>2023-24</th><th>2024-25</th></tr><tr><td>SEP - OSD</td><td>65%</td><td>66%</td></tr><tr><td>SEP - FRCS</td><td>47%</td><td>45%</td></tr></table>Based on the data available for the aforementioned categories, ODE cannot analyze student-level SNAP/TANF participation data. However, both institutions have similar rates for foster care and migrant education. With students experiencing houselessness, OSD’s enrollment rates have fluctated between 6-8% since 2023, while FRCS enrollment rates in this category has been consistently <5%. This factor is likely contributing to the differences in SEP percentages.

2023-24 was the first year ODE began using and reporting SEP data. In prior years, ODE reported the National School Lunch Program (NSLP) free and reduced-priced meals data to determine economic disadvantage percentages for schools and districts. Throughout the contract, FRCS was comparable to OSD and both were rated >95%.

FRCS holds a weighted lottery and continues to practice non-discriminatory enrollment practices in accordance with ORS 338.125.

ODE will continue to monitor FRCS data and enrollment trends to ensure equitable access.</td></tr>
</table>

EQUITY IMPACT ANALYSIS

Four Rivers was established with the mission to build generations of bi-literate and culturally engaged learners who envision a future of possibilities. The school is located in Malheur County (Ontario SD) and has positioned itself as a unique educational choice school for students in the region. FRCS currently serves 369 students and strives to create a culturally inclusive school community for families and staff while providing an academically rigorous and equitable K-12 education. The senior prep (grades 9-12) continues dual language instruction in an early college model where most students graduate with college credits, a biliteracy seal, and professional certifications.

Figure 6 – 2024-25 Spring Student Enrollment Report Demographics

Race/Ethnicity	FRCS	Ontario SD
American Indian/Alaska Native	**0%**	**0%**
Asian	**0%**	**0%**
Native Hawaiian/Pacific Islander	**0%**	**0%**
Black/African American	**1%**	**0%**
Hispanic/Latino	**83%**	**67%**
White	**15%**	**28%**
Multi-Racial	**1%**	**5%**

The school has worked hard to recruit and retain teachers and staff who reflect the students and the community they serve. Currently, 61% of teachers and 86% of instructional assistants are ethnically and linguistically diverse. FRCS has continually invested in a "grow your own" model to support staff in professional opportunities and further education. The school has now begun hiring graduates.

FRCS implements a college-going culture for all students by creating opportunities for students to visit College campuses starting in grade four. Students in the middle school (Junior Prep), wear uniforms sponsored by various colleges and universities with school logos. The high school (Senior Prep) campus is currently located adjacent to the Treasure Valley Community College where all students have access to college courses. Many of the students who attend FRCS are first-generation high school graduates.

Embedded throughout the FRCS operational and curricular model are opportunities for students, families, and staff to access a rigorous, bi-cultural, dual language immersion, college-going K-12 school of choice. The school is accessible to students because of home-to-school transportation provided by FRCS, universal school meals (breakfast, lunch, and snack) provided to all students for free, and after school enrichment activities provided at reduced cost to families.

In 2025, 93.3% of high school twelfth grade students graduated on time. 19 out of 23 graduates earned a biliteracy seal, and one student earned an associate's degree. The graduating class collectively earned 764 college credits and 15 out of 23 students enrolled in a post-secondary educational option. For the class of 2026, 100% of twelfth grade students are on track to graduate and 14 students are projected to earn a biliteracy seal on their diploma.

FISCAL ANALYSIS

The Department of Education receives a portion of the ADMw generated by the school; 5% for students in grades K-8 and 2.5% for students in grades 9-12. A decision to not renew Four Rivers Community School would result in a loss of about $412,000 per biennium. This is equivalent to about 38% of the funds the Department receives from the state sponsored charter schools that are used to fund all charter school staff and programs at ODE.

EFFECT OF A "YES" OR "NO" VOTE

"Yes" = Four Rivers Community School will be allowed to operate for another 10 years so long as it operates according to the law and any specific requirements or terms negotiated in a new contract.

"No" = Four Rivers Community School would be able to finish the current school year and would be eligible to file for a judicial review of the Board's decision. If the charter school files for judicial review, the court may remand the decision back to the Board for reconsideration. The charter school could also choose not to file for judicial review and close at the end of the school year.

STAFF RECOMMENDATION

☒ Approve ☐ Approve next month ☐ No recommendation at this time

ATTACHMENTS

Attachment 1: Four Rivers Community School Renewal Application *(signed copy on file)*
Attachment 2: Four Rivers Community School Performance Framework 2024-25
Attachment 3: Four Rivers Community School Public Hearing Officer Report 2025
Attachment 4: Letter from Ontario School District
Attachment 5: Four Rivers Community School At-A-Glance Profile 2024-25
Attachment 6: Four Rivers Community School Accountability Details 2024-25
Attachment 7: Letter to SBE – FRCS Renewal Reply with Attachments

Four Rivers Community School Charter Renewal

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January 15, 2026

Christen Kelly, Charter School Specialist
Kate Pattison, SCORE Team Director

Update

Four Rivers recognized as a high-achieving dual language program.
Center for Applied Linguistics, Washington DC
ACCREDITED
cognia
NCA CASI | NWAC | SACS CASI
BEST HIGH SCHOOLS
U.S.News & WORLD REPORT
CHARTER
2025-2026
BEST HIGH SCHOOLS
U.S.News & WORLD REPORT
NATIONAL
2025-2026

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Outcomes

4-Yr Grad Rates	
20-21	100%
21-22	91.3%
22-23	93.3
23-24	95%
24-25	100%

YEAR	Number of Graduates	Biliteracy Seal Earned	College Credits Earned	TVCC AA Earned	K1-12 DL Student
Class of 2020	24	17	921	4	11
Class of 2021	22	16	705	2	9
Class of 2022	14	10	455	3	7
Class of 2023	22	10	360	2	9
Class of 2024	19	10	473	-	9
Class of 2025	23	19	764	1	17
TOTAL	**124**	**82**	**3,678**	**12**	**62**

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EDUCATION

Response to Board Questions

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Response to State Board Questions

Students Experiencing Poverty Data (SEP)

	2023-24	2024-25
OSD	65%	66%
FRCS	47%	45%

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Both institutions have similar rates for foster care and migrant education. With students experiencing houselessness, OSD's enrollment rates have fluctuated between 6-8% since 2023, while FRCS enrollment rates in this category have been consistently <5%. This factor is likely contributing to the differences in SEP percentages.

Response to State Board Questions

	2021-22		2022-23		2023-24		2024-25	
Demographic	FRCS	OSD	FRCS	OSD	FRCS	OSD	FRCS	OSD
Hispanic/Latino	80%	64%	81%	64%	82%	65%	83%	67%
White	18%	31%	17%	31%	16%	30%	15%	28%
Black/African American	<1%	1%	1%	1%	1%	<1%	1%	0%
Multiracial	1%	3%	1%	4%	1%	4%	1%	5%

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Response to State Board Questions

State School Fund passthrough amounts required by ORS 338.155 and 338.165.

	FRCS Annual Amount Received	OSD Annual Amount Received	ODE Annual Amount Received
2020-21	$ 3,555,317.16	$ 171,111.74	$ 163,036.94
2021-22	$ 3,411,218.03	$ 164,692.14	$ 164,692.14
2022-23	$ 3,623,254.45	$ 452,793.23	$ 185,957.63
2023-24	$ 3,895,249.92	$ 525,283.84	$ 202,723.84
2024-25	$ 4,012,970.26	$ 534,711.03	$ 206,418.13
TOTAL	$ 14,942,692.66	$ 1,677,480.24	$ 759,791.74

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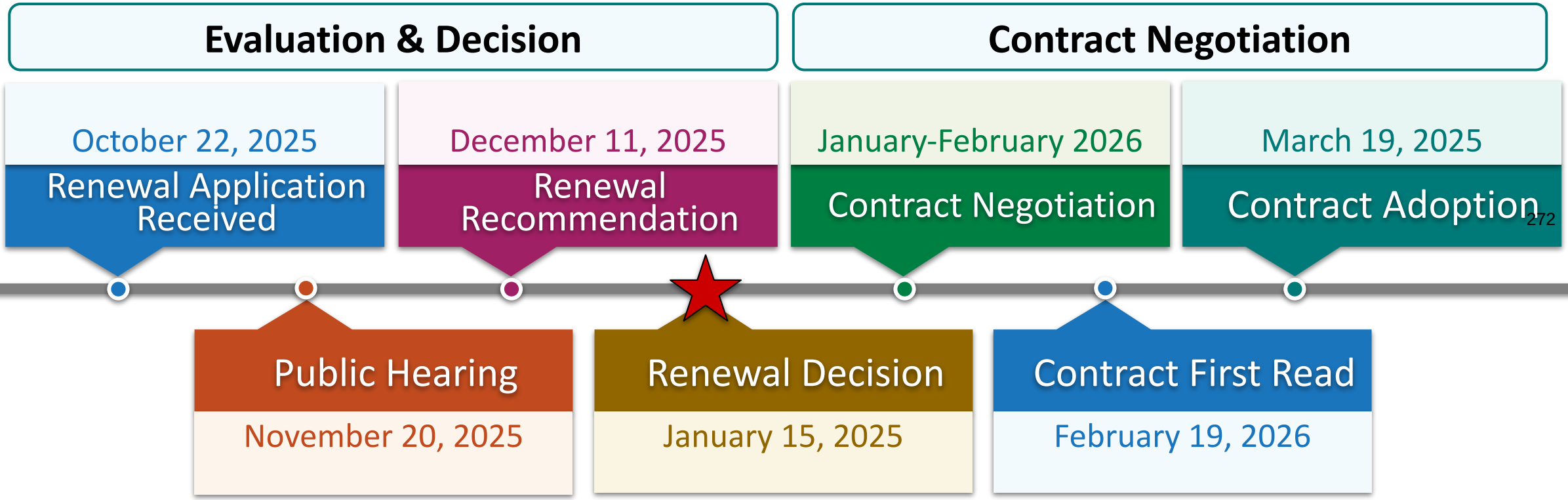
Renewal Phases



Statutory Renewal Criteria

ORS 338.065 Renewal Criteria	ODE Evaluation
(A) Is in compliance with this chapter and all other applicable state and federal laws;	**YES** – FRCS is maintaining compliance with state and federal laws.
(B) Is in compliance with the charter of the public charter school;	**YES** – FRCS has demonstrated consistency with meeting the performance expectations in the charter contract.
(C) Is meeting or working toward meeting the student performance goals and agreements specified in the charter or any other written agreements between the sponsor and the public charter school governing body;	**YES** – FRCS Is meeting or working toward meeting the student performance goals and agreements in the charter contract and the performance framework.
(D) Is fiscally stable and has used the sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter under this section; and	**YES** – FRCS is fiscally stable and adhering to internal controls as part of a sound financial management system.
(E) Is in compliance with any renewal criteria specified in the charter of the public charter school.	**YES** – FRCS has demonstrated consistency with meeting the performance expectations in the charter contract.

Shared Accountability (SB 141) Update

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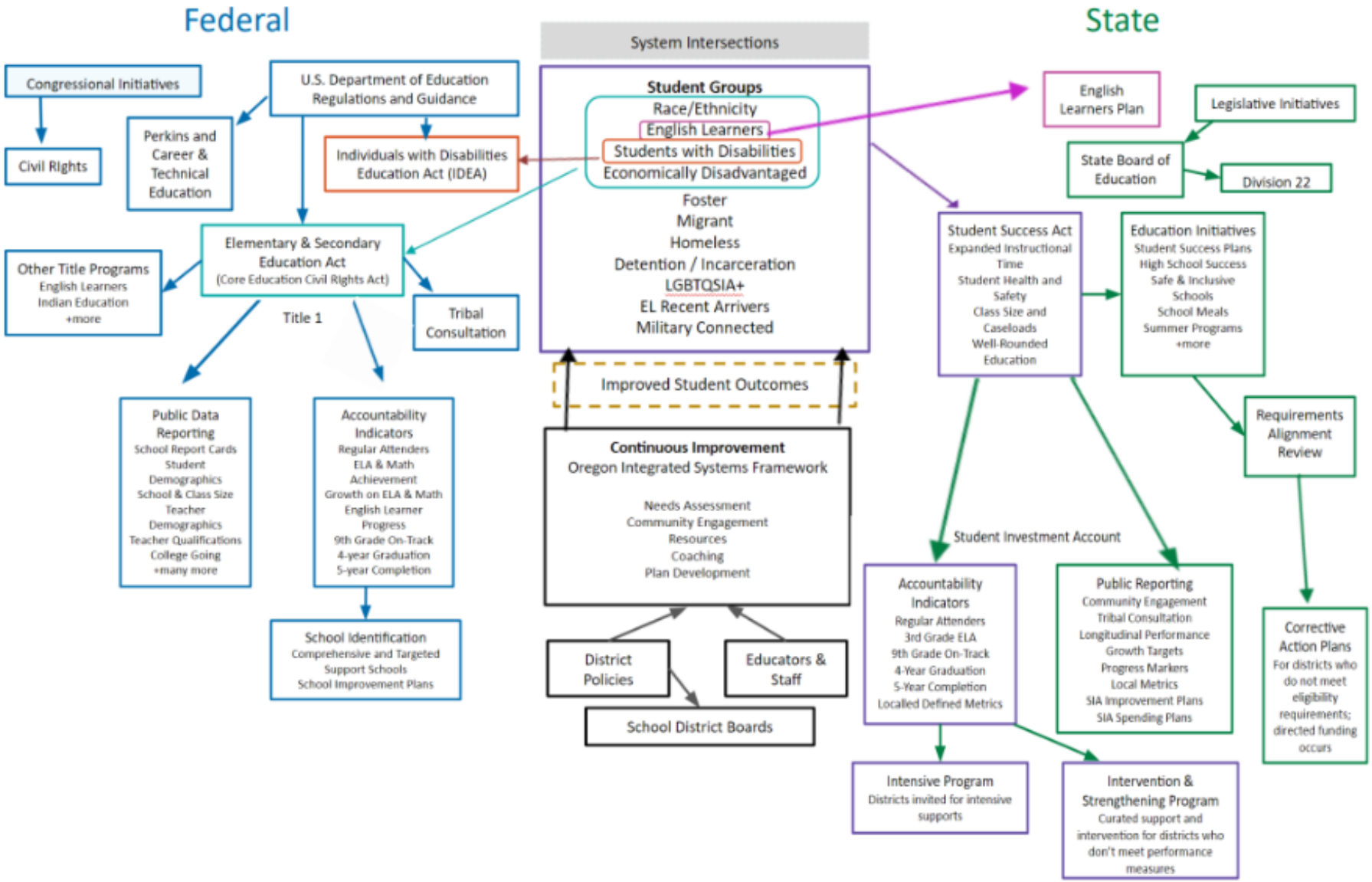
Dr. Charlene Williams, ODE Director

Lindsay Baker, Strategic Initiatives Officer

Oregon's Accountability Ecosystem

Partial List of Components



Oregon’s Education Outcomes

- Currently, Oregon’s education system is not delivering for students.*
- Senate Bill 141:
  - Establishes a clear set of evidence-based metrics to track student outcomes and requires districts to set clear goals for improvement starting in 2026-27.
  - Provides clear authority to ODE to monitor districts’ progress, reinforce success, and support and direct districts, as necessary.
  - Reduces administrative barriers that take time and focus away from the critical work of teaching and learning.
- In partnership with districts and communities, ODE seeks to improve the state’s educational outcomes and prepare every scholar for the future.
- Focus on what’s working today, to deliver what works for tomorrow.

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*Source: The Nation's Report Card State Comparison Tool (2024)

SB 141: 2025 Education Accountability Act

- Adds New Performance Metrics
- Requires Interim Assessments be Administered
- Repeals Publisher Fees (strengthens high quality instructional materials)
- Directs review and revision of Division 22 and Division 24 process
- Reduces Bureaucracy to Improve Student Outcomes
- Expands and Strengthens Continuum of District Supports
- Improves Public Transparency
- Realigns Internally to Better Support Externally

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Shared Accountability

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Three Key Areas Driving Change

1. **Reduce Bureaucracy to Improve Student Outcomes**: unified application to streamline process for programs, funding, and supports.

1. **Expand and Strengthen Continuum of District Supports**: dynamic, differentiated support for districts.

1. **Improve Public Transparency**: improved access to and clarity of information for districts, families, policy makers, and the public.

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Reduce Bureaucracy to Improve Student Outcomes (Unified Grant Application)

Today:

- Fragmented application landscape across programs and funding *(89 district grants, 300+ questions, 46 different submission methods, 93 ODE contacts).*
- Redundant and siloed district requests; limited visibility into district data for ODE staff
- Districts operate without clear state priorities, responding only to program-level requirements.

Future State (5 Years):

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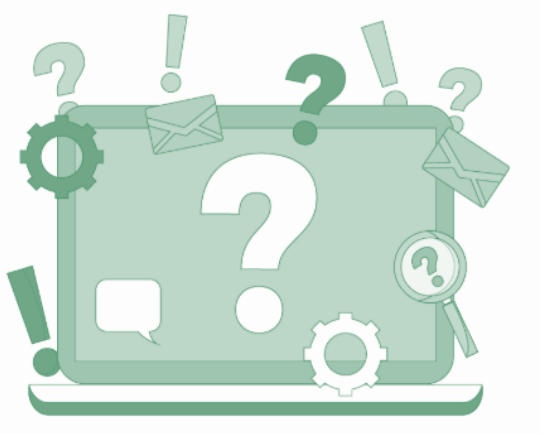
- Districts operate within a single, aligned planning and budgeting process
- District leaders spend less time on paperwork and more on student learning
- Centralized access to district data for ODE staff, allowing for tailored supports
- State priorities are clearly defined and integrated into the unified grant application

Why It Matters:

- Improves quality and consistency of information across programs
- Saves time and resources for districts and agency teams
- Enables strategic alignment of funding and services
- Focuses district planning and support on the state's top priorities

Reduce Bureaucracy to Improve Student Outcomes

(Unified Grant Application)



What's Been Done:

- ✓ 34 Phase I districts identified
- ✓ 18 Phase I in-scope programs determined
- ✓ Priority questions developed
- ✓ Phase I platform developed

What's Still Ahead:

- Finalize priority questions, compliance questions and unified budget
- Phase I launching March 2026
- Feedback and refinement for statewide implementation
- Phase II in development - est launch March 2027

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Expand and Strengthen Continuum of District Support

Today:

- Support for districts is fragmented and largely static.
- Limited differentiation for individual district needs.
- Often reactive approach rather than proactive, early planning.

Future State (5 Years):

- Dynamic, differentiated continuum of support tailored to district needs and context.
- Integrated systems enable proactive interventions.
- Support provided is clearly aligned with the five priorities for student success.
- Defined entry and exit points based on data and performance indicators.

Why It Matters:

- Ensures equitable access to resources and guidance.
- Builds capacity for sustained improvement across districts.
- Positions the agency to deliver consistent, high-quality support statewide.

Expand and Strengthen Continuum of District Support

What's Been Done:

- ✓ Launched shift to regional support team delivery model
- ✓ Identified data sources to evaluate district progress*
- ✓ Identified 25 essential practices in alignment with five Priorities for Student Success

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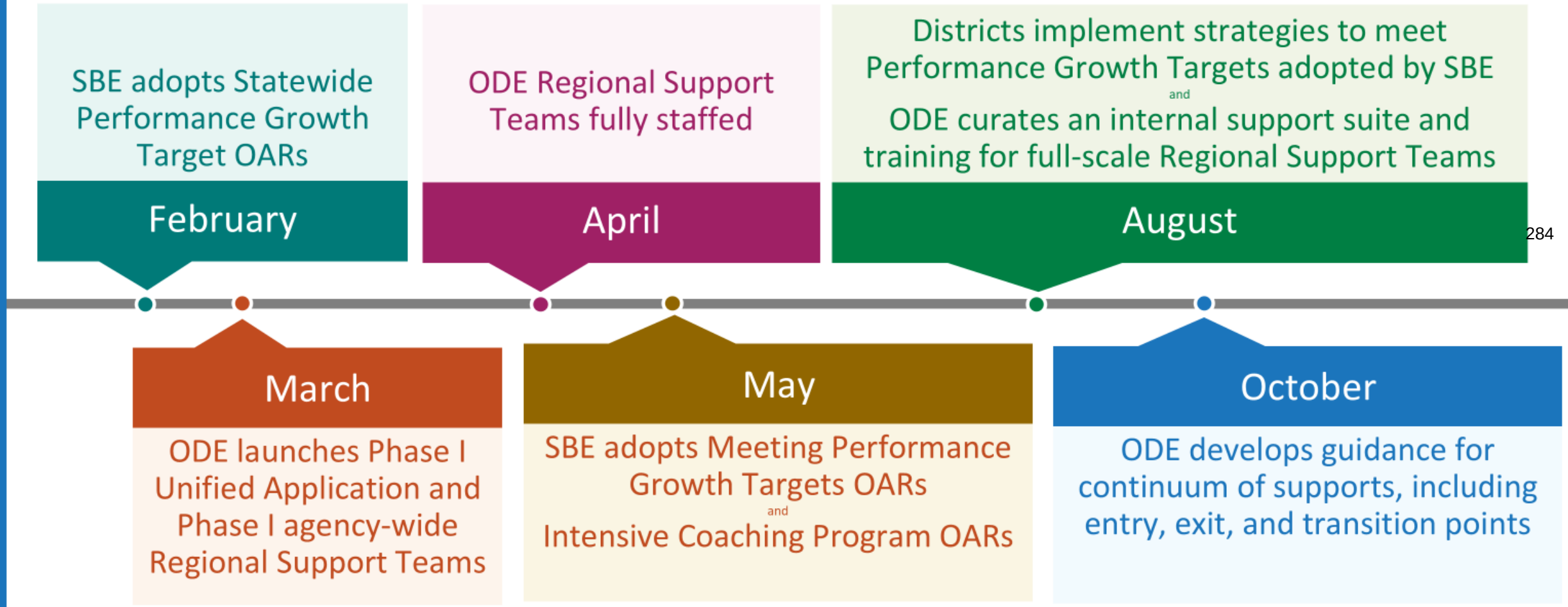
What's Still Ahead:

- Determine critical skills for regional support teams and train ODE staff
- Developing support suite materials (internal-facing and district-facing)
- Developing entry/exit points and steps along support continuum

*SBE-adopted performance metrics and targets become foundational inputs for evaluating district progress and performance

Expand and Strengthen Continuum of District Support



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Improve Public Transparency

Today:

- Limited visibility into program outcomes and resource allocation.
- Data systems are siloed and difficult for stakeholders to access.
- Public information lacks clarity, consistency, and context.

Future State (5 Years):

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- Comprehensive, user-friendly public dashboards for accountability and performance.
- Integrated data systems enabling real-time insights.
- Clear, consistent reporting aligned with system performance goals and statutory requirements.

Why It Matters:

- Builds trust through transparency and accessibility.
- Empowers stakeholders with actionable information.
- Supports data-driven decision-making at all levels.

Improve Public Transparency

What's Been Done:

- ✓ Developed Oregon online report card
- ✓ Developed fiscal transparency dashboard
- ✓ Evaluated data collection and fiscal landscape to inform one-stop-shop dashboard development

What's Still Ahead:

- **Consolidate public data access**
  - Achieve 50% reduction in duplicated links
  - Create one centralized landing page for core data resources

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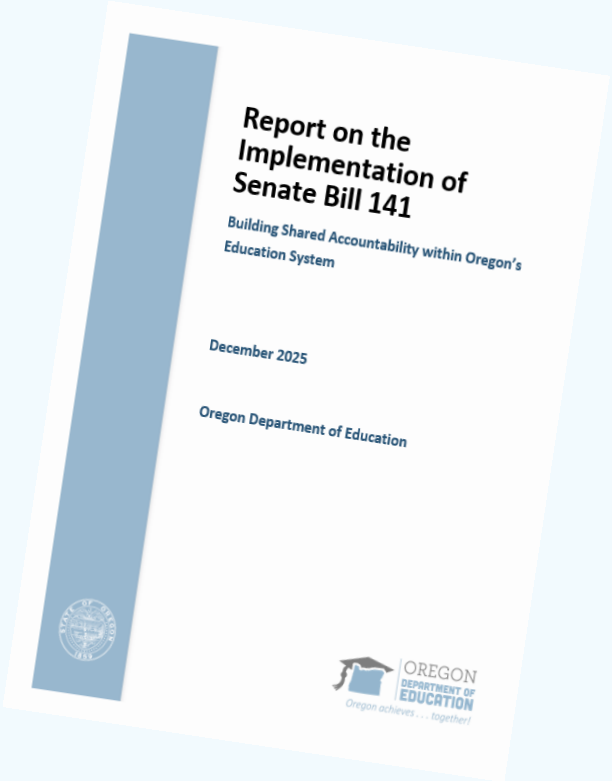
- **Launch year-over-year data visualizations**
  - Develop web-based dashboards showing trends over time
  - Enable side-by-side comparisons across years and key indicators

- **Improve usability and navigation**
  - Standardize naming and layout across public data pages
  - Reduce time and clicks needed to find information

- **Establish performance tracking**
  - Finalize metrics for usage, accessibility, and stakeholder feedback
  - Use analytics to continuously improve public-facing tools

Implementing Senate Bill 141



December 2025 Progress Report

Reduce Bureaucracy to Improve Student Outcomes

- Reviewed school district reporting requirements
- Contracted consultants to guide reducing requirements

Expand and Strengthen Continuum of District Supports

- Shifted to regional district support team delivery model
- Identified data sources to evaluate district progress toward student success outcomes

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Improve Public Transparency

- Launched a fiscal transparency dashboard on school, district, and state resource and spending allocations
- Conducted needs assessment of the agency's data governance and business intelligence architecture

2025 State Board Rule Adoption

Repeal Publisher Fees

- Reduces financial and equity barriers related to instructional materials.

Expand Definitions

- Provides clarity for student groups, third grade reading proficiency, and eighth grade reading proficiency, aligning the definitions with those used for the Student Investment Account.

Local & Differentiated Metrics

- Establishes five local metrics, differentiated metrics for entities that are not a school district or charter local education agency (LEA), which will comprise Performance Growth Targets.

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2026 State Board Rule Adoption

Interim Assessments (January)

- Provides opportunities to collect student progress that can be used to adjust and support real-time feedback for program changes and inform educators, students, and families. Captures data more frequently to inform instruction and system-level support.

Statewide Performance Growth Targets (February)

- Sets specific targets comprised of seven common metrics, five local metrics, differentiated metrics, and any additional optional metrics.

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Chart of Accounts (March)

- Assists with fiscal and data transparency by reporting and tracking expenditures connected to improving specific student outcomes.

Meeting Performance Growth Targets (May)

- Formalizes the review process to determine whether districts are meeting or not meeting targets and allows ODE to provide a tailored approach to support.

Intensive Coaching Program (May)

- Aligns existing rule with new and/or differing provisions outlined in Senate Bill 141.

Division 22/24 Review

Today:

- Attestation- and complaint-driven compliance process
- Abundance of standards have accreted over time; inconsistently tied to student outcomes and district performance
- Many unrelated standards and requirements live within a few oversight processes

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Future State:

- Clear standards aligned with clear goals
- Understandable and easily navigable complaint processes
- Distinguish regulatory oversight and compliance from achievement of academic and holistic educational outcomes

Why it matters:

- Strong system to serve students, families, and educators
- Reduce administrative, regulatory burden on districts
- Focus on support toward and enforcement of high performance standards

Division 22/24 Review

What's Been Done:

- ✓ Onboarded third party consultant
- ✓ Initial scoping interviews
- ✓ Landscape scan

What's Still Ahead:

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- July 2026: Consultant review complete
- Sept 2026: Launch rulemaking
- Dec 2026: Legislative report submitted; rule revisions complete

Interim Assessments*

- **Current Status:** Vendor selection process has concluded.
- **Statutory Requirement:** SBE adoption of vendor selection by Jan 31, 2026; district implementation for 2026–27 academic year.
- **Challenges:**
  - Vendor contracts and phase-in.
  - Data reconciliation across systems.
  - Utility of assessment data (performance vs. improvement input).

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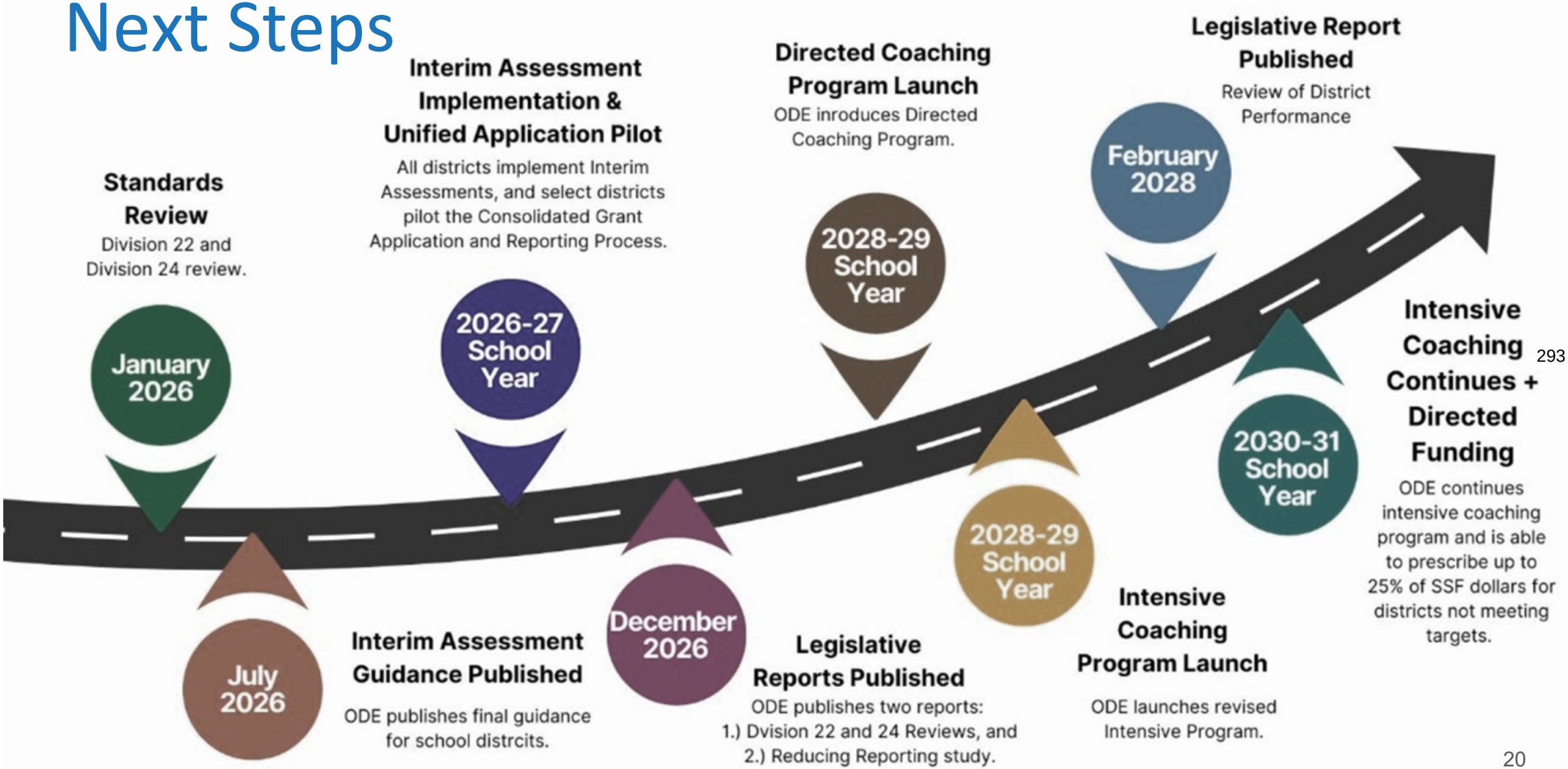
*Specific presentation on Interim Assessments during January SBE meeting

Next Steps


Standards Review
Division 22 and Division 24 review.
January 2026
July 2026
Interim Assessment Guidance Published
ODE publishes final guidance for school distrcits.
Interim Assessment Implementation & Unified Application Pilot
All districts implement Interim Assessments, and select districts pilot the Consolidated Grant Application and Reporting Process.
2026-27 School Year
December 2026
Legislative Reports Published
ODE publishes two reports:
1.) Dvision 22 and 24 Reviews, and
2.) Reducing Reporting study.
Directed Coaching Program Launch
ODE inroduces Directed Coaching Program.
2028-29 School Year
2028-29 School Year
Intensive Coaching Program Launch
ODE launches revised Intensive Program.
February 2028
Legislative Report Published
Review of District Performance
2030-31 School Year
Intensive Coaching Continues + Directed Funding
ODE continues intensive coaching program and is able to prescribe up to 25% of SSF dollars for districts not meeting targets.

Questions?

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Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Summary

Meeting Date: 1/15/2026
Title: Interim Test Selection Process
Status: Second Reading/Adoption (item has changed)
Presentation: Yes
Key Staff: Dr. Charlene Williams & Dr. Candice Castillo
Topic Summary: The Oregon Department of Education is proposing rules for implementation of the Oregon Education Accountability Act related to the selection of interim tests and subsequent administration, reporting (including data collection), and adoption cycle pursuant to the requirements in ORS 329.485. This rule adoption includes approval of a list of up to four approved interim test vendors that ODE will maintain.

ODE Education Equity Stance

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

BACKGROUND AND NEED

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

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

   The Oregon Education Accountability Act (Senate Bill 141) requires the State Board of Education to adopt up to four interim assessments in language arts and mathematics in Grades K-8 that will be administered and reported to school boards and education administrators three times per year during public meetings. The Oregon Department of Education developed technical and Oregon-specific criteria for review of prospective interim test vendor products and published a Request for Qualifications on September 19, 2025. Responses were due from vendors by October 20, 2025 at 4:00 PM Pacific Time. The RFQ process is complete, and four vendors will be recommended for SBE adoption pursuant to this statute and as referred to in the rule.

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

The Oregon Education Accountability Act (Senate Bill 141; Section 24) was signed into law during the 2025 long session and is housed within ORS 329.485. The bill requires the Oregon State Board of Education to adopt no more than four approved interim assessments for district selection. It is anticipated that districts must begin implementing interim assessments beginning in the 2026-27 school year.

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

   This is a new bill; the first read of the initial rule language was presented to the Board on October 16, 2025.

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

   The Oregon Education Accountability Act requires the Board to adopt the approved list of no more than four interim tests by January 31, 2026. The requirement is also included in the proposed rule language for OAR 581-003-0035, presented for its second reading at the January 2026 meeting. To meaningfully involve the Oregon Rules Committee Advisory and the Board and meet the timeline, the presentation began at the October Board meeting to review the initial rule language. Based on ORCA and other community partner feedback, the updated rule language is included here for a second read, along with the recommended list of four tests for approval that is named in both the statute and 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 engagement process for interim selection intentionally engaged measurement experts and those who will be impacted by the bill, including education administrators and policy advocates. The engagement process for developing the criteria to select the interim tests could not be broad, given the competitive nature of the RFQ procurement process. ODE connected with district staff for two advisory committee meetings in October. Measurement experts, Oregon educators, and community members participated in the interim qualification review process in October and November of 2025, respectively.

   The criteria centered on students, ensuring they were of high quality by meeting technical requirements and being responsive to local context, such as the need for tests developed in Spanish for schools with Dual Language Immersion programs whose target language is Spanish. By ensuring alignment between the selected tests and the state's adopted standards, teachers will have additional information to better empower students as partners in the teaching and learning process through collaborative goal setting based on multiple data points, including the required interims. In addition, Section 3 of the proposed rule language requires ODE to engage with a work group to draft guidance. ODE has begun consulting with the Assessment Advisory Committee, comprising building and district administrators, District Test Coordinators (DTCs), classroom teachers, and Instructional Coaches, on potential elements to include in the guidance the workgroup will draft in the spring.

   Engagement with a broader community is incorporated into the OAR to address bill implementation following completion of the interim selection process.

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

8. **Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon's students, or otherwise contribute to the climate of Oregon's school systems? If so, please select from the below list.**
   - ☒ N/A; this item does not intersect with other state entities.
   - ☐ Oregon Health Authority (OHA)

☐ Department of Early Learning and Care (DELC; formerly ELD)
☐ Educator Advancement Council (EAC)
☐ Higher Education Coordinating Commission (HECC)
☐ Youth Development Oregon (YDO)
☐ Teacher Standards and Practices Commission (TSPC)
☐ Oregon Housing and Community Services (OHCS)
☐ Other: _____

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

N/A

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

☐ Northeast Oregon
☐ Central and Southeast Oregon
☐ Southwest Oregon
☐ Willamette Valley and Central Coast
☐ Northwest Oregon
☐ Tribal lands
☒ Other: Statewide perspectives were solicited

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

In addition to the representatives on ORCA, who were able to offer feedback on the rule language, urban, rural, and regional perspectives were represented in the intentionally small sample of education and community partners who were engaged in the development of the technical and Oregon-specific criteria that were used to evaluate vendors' interim test product documentation. Measurement experts from Oregon's Assessment and Accountability Technical Advisory Committee were also consulted, as were ODE staff who are measurement experts. Those criteria had to be kept strictly confidential to ensure an open, competitive Request for Qualifications process.

The project of reviewing vendors was conducted in two phases:

- *Phase 1 – Technical Review*: From October, Measurement experts from Oregon's assessment and accountability Technical Advisory Committee and ODE measurement experts evaluated the technical adequacy of vendor documentation (reliability/validity, accessibility).
- *Phase 2 – Oregon-Specific Review*: A representative group of Oregon educators and community members, and programmatic staff from ODE who support students who are

multilingual learners and students experiencing disabilities, participated in a review of Oregon-specific criteria (e.g., fiscal impact, Spanish language arts version).

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?**

    Relevant to the Interim Test RFQ review process, ODE responded to feedback from our TAC by conducting a multi-phase Request for Qualifications Process and simplifying the technical criteria. The Oregon-specific criteria were developed in partnership with Oregon administrators and reflect the values of those administrators and the department.

    ODE has also heard from the Ongoing Rules Community Advisory (ORCA) and district partners that there is a desire for the rule to provide more clarity about test windows, reporting requirements (including data collection), and an interim test adoption cycle. The proposed Oregon Administrative Rule includes this specific content for that reason.

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

    If the OAR is advanced as written, ODE will engage district and community partners to develop expectations and guidance to support implementation, including test windows, reporting requirements, and an adoption cycle. ODE will also work with districts to design interim test data collection processes and to support staff and district partners in developing protocols to guide the consideration of interim test results during Performance Growth Target discussions.

FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS

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

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

    ☒ No

    ☐ Yes, please review Appendix B: Grant Consolidation below.

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

    Yes. Many districts and charter schools in Oregon administer interim assessments in language arts and mathematics for these grade levels. If the assessments they are using are ultimately

adopted as approved by the Board, there will be minimal to no additional expense. If, however, the tools they use are not on the approved list, districts and charter schools will need to determine whether to transition entirely to an approved interim assessment or maintain both their current tools and the new interim assessment. There are vendor and staff professional development costs associated with both options that are challenging to predict. There are also a small number of districts and charter schools that do not have interim assessments in place, for whom vendor and staff professional development costs would be added.

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

The Assessment & Student Reporting Team and the Research & Measurement Team in the Office of Research, Assessment, Data, Accountability, and Reporting (RADAR) are impacted by this decision administratively, as the team and RADAR leadership have been charged with designing and conducting the RFQ process and supporting district implementation. The teams will also need to engage with education and community partners to establish interim test administration windows, reporting requirements (including data collection for interim tests), and an adoption cycle.

EQUITY IMPACT ANALYSIS

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

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

If implemented well, interim tests can be used to identify areas of strength to build from and areas where growth is needed periodically across the school year. This can allow for meaningful responses to student learning needs during the school year. These interim test results will also be shared publicly, which is common practice in some districts but will be new for others. Public reporting will shine a light on how schools and districts are serving students during the school year, which can be compared to student performance on end-of-year state summative test results.

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

The impact on school district employees will vary depending on their current interim assessment use. The meaningful benefits for most of Oregon's students, including those who have and continue to be systemically marginalized, will come in the form of the public reporting

requirements. Families and students who are served by Oregon's districts will have three additional data points to consider (fall/winter/spring) in considering how well students in their child's school and district are being served. These data will be reported by students' group in cases where individual student privacy can be maintained.

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

If implemented as intended, interim tests can be positioned to guide student learning decisions periodically across the school year at key points. The best tools provide educators with information on how well students have learned the content they were just taught and point to instructional resources that can help students make their next learning moves. The short-term consequence is increased awareness and public transparency about student achievement and change across the school year. In the long term, if implemented as intended, Oregon students should demonstrate higher proficiency on Oregon's state summative tests. These increases will reflect that students are college and career-ready.

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

District assessment practices would continue as they are currently situated. There would be no requirement to administer or publicly report interim assessment results.

RECOMMENDED ACTION

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

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

The following OAR 581-003-0035 is put forward for the Board to adopt, pursuant to Senate Bill 141.

OAR 581-003-0035
Interim Assessments

(1) School districts and public charter schools shall administer interim assessments in accordance with ORS 329.485.
(2) In administering interim assessments under this rule, school districts and public charter schools shall select interim assessments from among the most recently approved list of interim assessments adopted by the State Board of Education.

(3) The Oregon Department of Education will engage with education and community partners to develop guidance for interim test administration windows, reporting requirements, and the timeline for an adoption renewal cycle for the purposes of implementing ORS 329.485(5).

[ED. NOTE: The list of interim assessments referenced is available from the Oregon Department of Education upon request.]

Statutory/Other Authority: ORS 329.485

Statutes/Other Implemented: ORS 329.485

Pursuant to the results of the open, competitive RFQ process, the four vendors who received the highest relative ranking after the technical and Oregon-specific reviews of vendor documentation are the following:

(1) Curriculum Associates (*iReady*)
(2) Cambium Assessment, Inc. (delivering *Smarter Balanced Assessment Consortium Interims*)
(3) Renaissance (*STAR Reading & Mathematics*)
(4) Harcourt Houghton Mifflin (*MAP Growth*)

Once adopted, the department will maintain this list, post it on our ODE webpages, and make it available upon request.

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

The proposed language reflects the requirements of the Oregon Education Accountability Act, as well as feedback the department received from ORCA after two readings and from education partners following advisory committee meetings conducted in October 2025.

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

We recommend that the State Board adopt the proposed rule and the list of the four interim test vendors.

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: Engagement with education and community partners in spring 2026

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 on October 16, 2025, the department has engaged with two advisory committees composed of Oregon educators and advocates on October 17 & 18, 2025. The department engaged with ORCA on November 10, 2025. The department also completed the technical and Oregon-specific review panels, composed of measurement experts and Oregon educators, advocates, and community members, respectively.

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?**

   The department understands that fiscal impacts on districts are a serious concern that is associated with the implementation timeline for this aspect of Senate Bill 141. The department has also worked with education and community partners, as well as the Board, to establish academic growth as a local metric option. Growth will be measured using these interim/benchmark tests for districts that select the local metric option.

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

ODE will do everything within our purview to support districts in bill implementation. ODE will continue to partner with the Legislature, the Governor's Office, and the Board to assess and address district needs.

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: N/A

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?**

   N/A

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

   N/A

OAR 581-003-0035

Interim Assessments

(1) School districts and public charter schools shall administer interim assessments in accordance with ORS 329.485.

(2) In administering interim assessments under this rule, school districts and public charter schools shall select interim assessments from among the most recently approved list of interim assessments adopted by the State Board of Education.

(3) The Oregon Department of Education will engage with education and community partners to develop guidance for interim test administration windows, reporting requirements, and the timeline for an adoption renewal cycle for the purposes of implementing ORS 329.485(5).

[ED. NOTE: The list of interim assessments referenced is available from the Oregon Department of Education upon request.]

Statutory/Other Authority: ORS 329.485

Statutes/Other Implemented: ORS 329.485

Interim Assessment Selection Process

306

Second Read

OAR 581-003-0035

January 15, 2026

Dr. Charlene Williams, Director & Dr. Candice Castillo, Deputy Director

Oregon Department of Education

Our Time Today

- Senate Bill 141 - Sections 24 & 25 (Interim Test Requirements)
- Interim Test Adoption Timeline
- Understanding Interim Tests
- Request for Qualifications: A Principled Process for Oregon's Districts & Charter Schools [307]
- Engagement Process
- Proposed Rule Language and Four Recommended Vendors List
- Supporting Implementation

Senate Bill 141 (2025) - Sections 24 & 25

Section 24

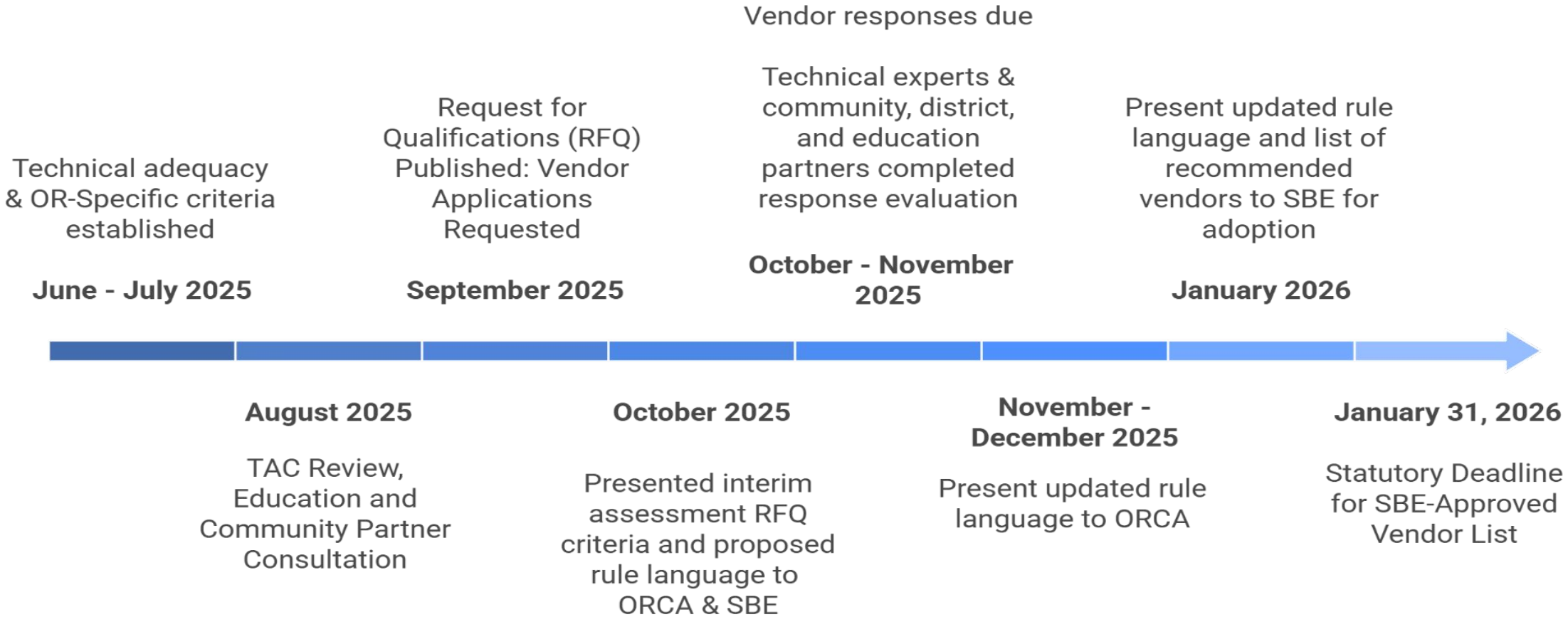
- Administer interim tests in math & language arts at least 3 times per year in Grades K-8.
- Select interim assessments from the list adopted by the State Board.
- Review data at least three times each school year:
  - with administrators of each school and public charter school
  - during a public meeting, for the superintendent of the school district, the school district board/governing body of the public charter school.

308

Section 25

- The State Board of Education shall adopt a list of approved interim assessments to measure student performance growth no later than January 31, 2026.
- The bill first applies in the 2026-2027 school year.

Interim Test Adoption Timeline



309

Made with Napkin

Equity at the Center of Accountability

How ODE integrates Equity Decision Tools into the SB 141 Interim Assessment Timeline

1. Centering Perspectives & Feasibility

The Decision Tree

- ✓ **Phase 2 RFQ Review** (Nov 17-22, 2025) *with diverse perspectives*
- ✓ **Broad Coalition** of Education and Community Partners
- ✓ **Feasibility & Consortium Pricing Agreements** for Smaller Districts

2. Addressing Disproportionality

Deepening Questions

- ✓ **Accessibility** & Spanish Language Arts Requirements
- ✓ **Focus** on Focal Student Groups
- ✓ **Modeling Growth** June–Aug 2027

3. Navigating Complex Dilemmas

Consultancy Protocol

- ✓ **Assessment Advisory Committee** (Oct 2025 & Mar 2026)
- ✓ Collaborative Guidance Drafting Process
- ✓ Guidance on Complex Challenges

Understanding Interim Tests

311

What Is an Interim Test & Why Is This Information Important?

Interim Tests

Focused & Targeted
Measures specific groups of standards within a particular content area.

Most Valuable in the Classroom
Teachers use results to immediately adjust instruction and provide targeted support.

Periodic & Standards-Based
Gauges system-level progress toward specific content standards throughout the year.

Benchmark Tests

Broad & Comprehensive
Includes large groups of standards

Valuable for Aggregated Data
Data can be combined to understand what students have learned across classrooms.

Administered at Key Points
Typically given during fall, winter, and spring sessions.

Why the Distinction Matters

Understand What is Being Measured
Knowing the test type clarifies how the results are intended to be used.

Both Help Track Student Learning
They show progress when used with other data points.

Sampled District Current Usage

Language Arts Interim Test	# Districts & Charters Using	Mathematics Interim Test	# Districts & Charters Using
i-Ready	45	*i*-Ready	65
MAP	41	MAP	39
STAR	37	STAR	28
IXL	15	IXL	17
OSAS	11	OSAS	8
easyCBM	8	easyCBM	8

313

Request for Qualifications: A Principled Process for Oregon's Districts & Charter Schools

314

What is a Request for Qualifications (RFQ)?

An RFQ is an open, competitive procurement process regulated by Oregon **statute and rule**. Its primary purpose is not to award a single contract, but to create a list of qualified vendors who have been vetted against a specific set of criteria.

The Guiding Principles of Our Process

Fairness

An open, competitive process regulated by statute.

Expertise

Criteria developed in consultation with trusted educators.

Transparency

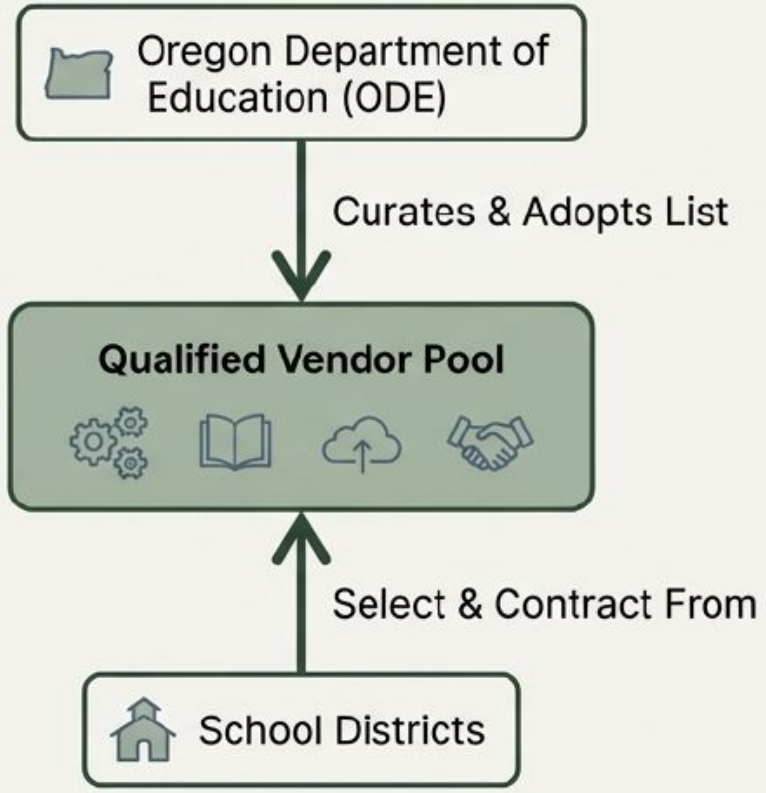
A clear, documented process with a defined timeline.

Local Control

Empowering districts with a list of qualified options.

The Right Process for Interim Assessments

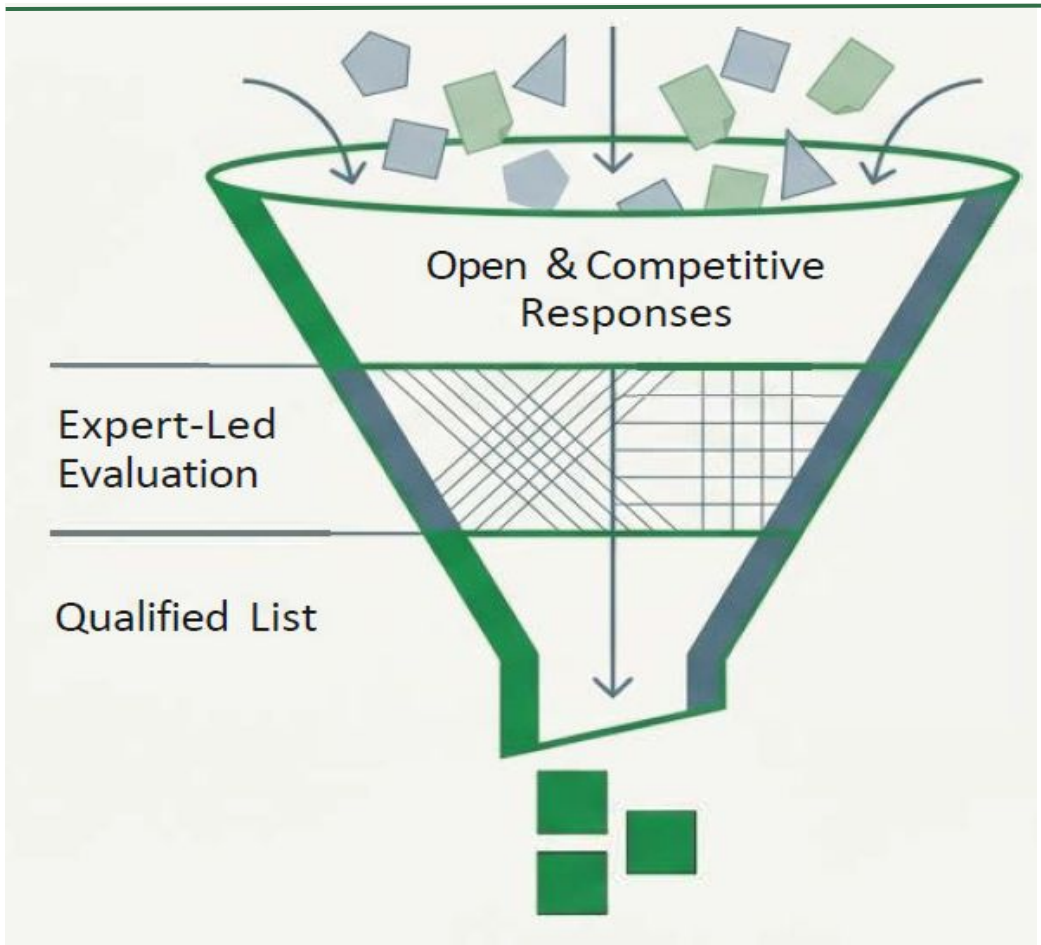
Districts Retain Control



Consistent Approach for State Requirements

A similar process is used for other ODE requirements, such as creating the state's adopted list of High-Quality Instructional Materials.

The RFQ Process: From Open Application to Curated List



ODE consulted a panel of experts and trusted educators in developing the criteria used for the evaluation. 318

Ensuring a Fair and Level Process Through Confidentiality

Pre-RFQ Posting Period & Criteria Development

To maintain the integrity and fairness of the open, competitive process, the evaluation criteria were required to be held in strict confidence until the RFQ was officially posted on September 19 with responses due on October 20.

September 19, 2025

Phase 1: Technical Quality Review

Psychometricians and national experts from ODE's Statewide Assessment &Accountability Technical Advisory Committee (TAC) members assess accessibility, reliability, and validity.

October 27 - November 7, 2025

Phase 2: Oregon-Specific Requirements Review

ODE staff, education & community partners, and educators evaluate Oregon-specific criteria.

November 17, 2025

Key Impact
This necessary confidentiality limited the depth of broader engagement processes that could be conducted prior to the posting date as well as during the evaluation process. This was a deliberate choice to ensure no vendor had an unfair advantage.

The Resulting Benefits

For Students & Families

Increased Visibility of Learning: Public reporting shows student learning across the year

Multiple Data Points: Families and students have multiple sources of information to let them know how well their children are being served.

Empowering Partnerships: More frequent snapshots can support deeper connections and discussion about student learning.

For Districts

Access to quality: Vendors on the list are the highest quality of those that applied.

320

Local authority: Districts retain full authority to select & contract with any vendor on the list.

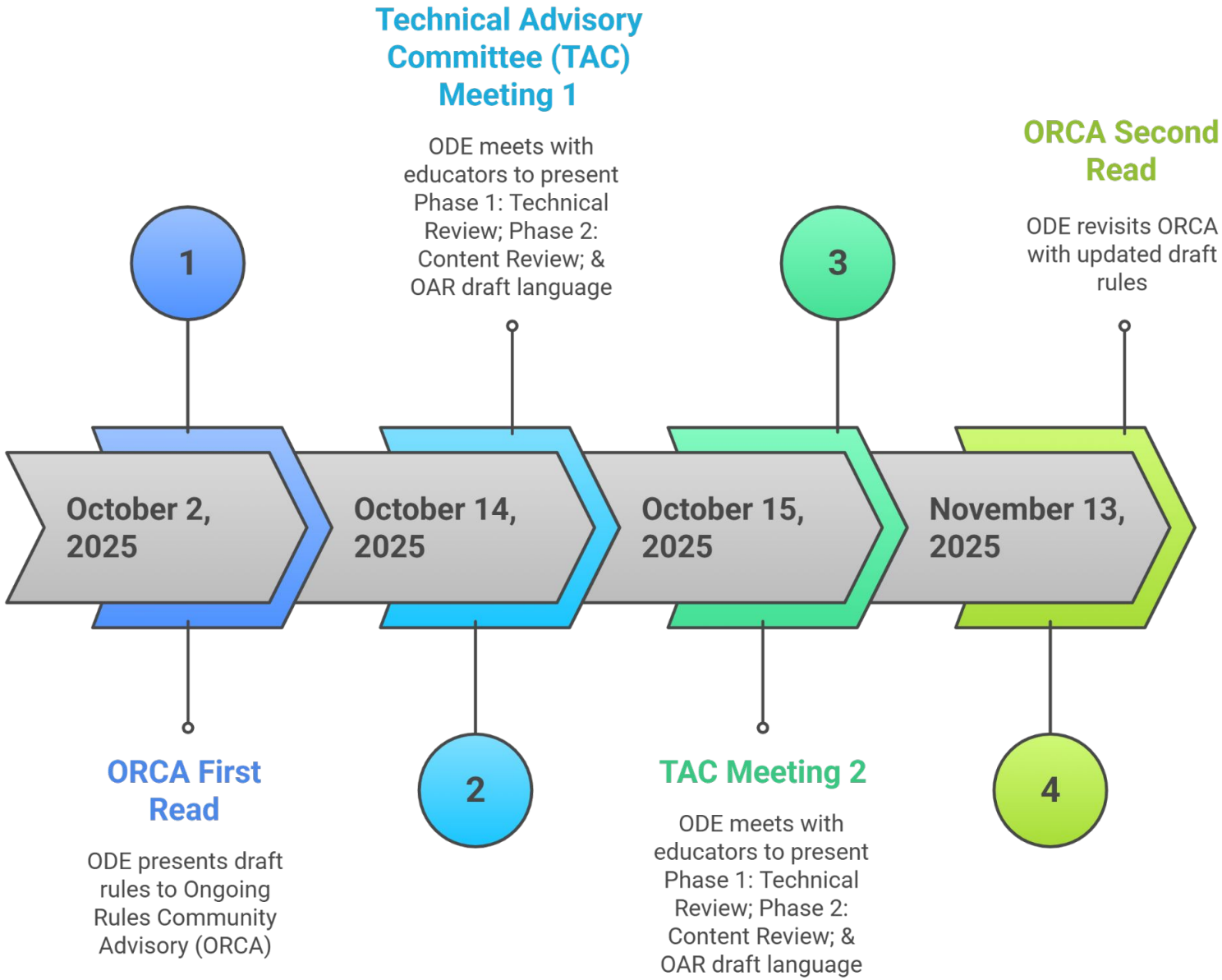
Streamlined process: Pre-qualification simplifies local procurement processes.

Engagement Process

321

ODE Engagement Since First Read

(October-November 2025)



322

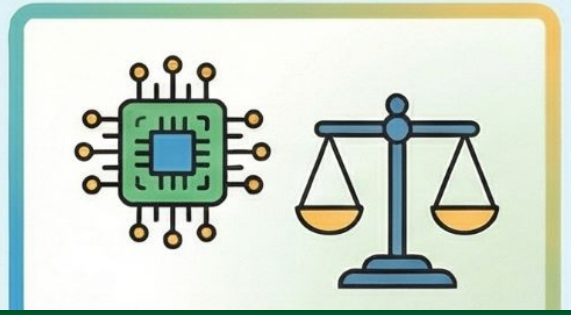
Engagement Since First Read

Technical & Evaluation Committees

COSA

Leads Key Panels

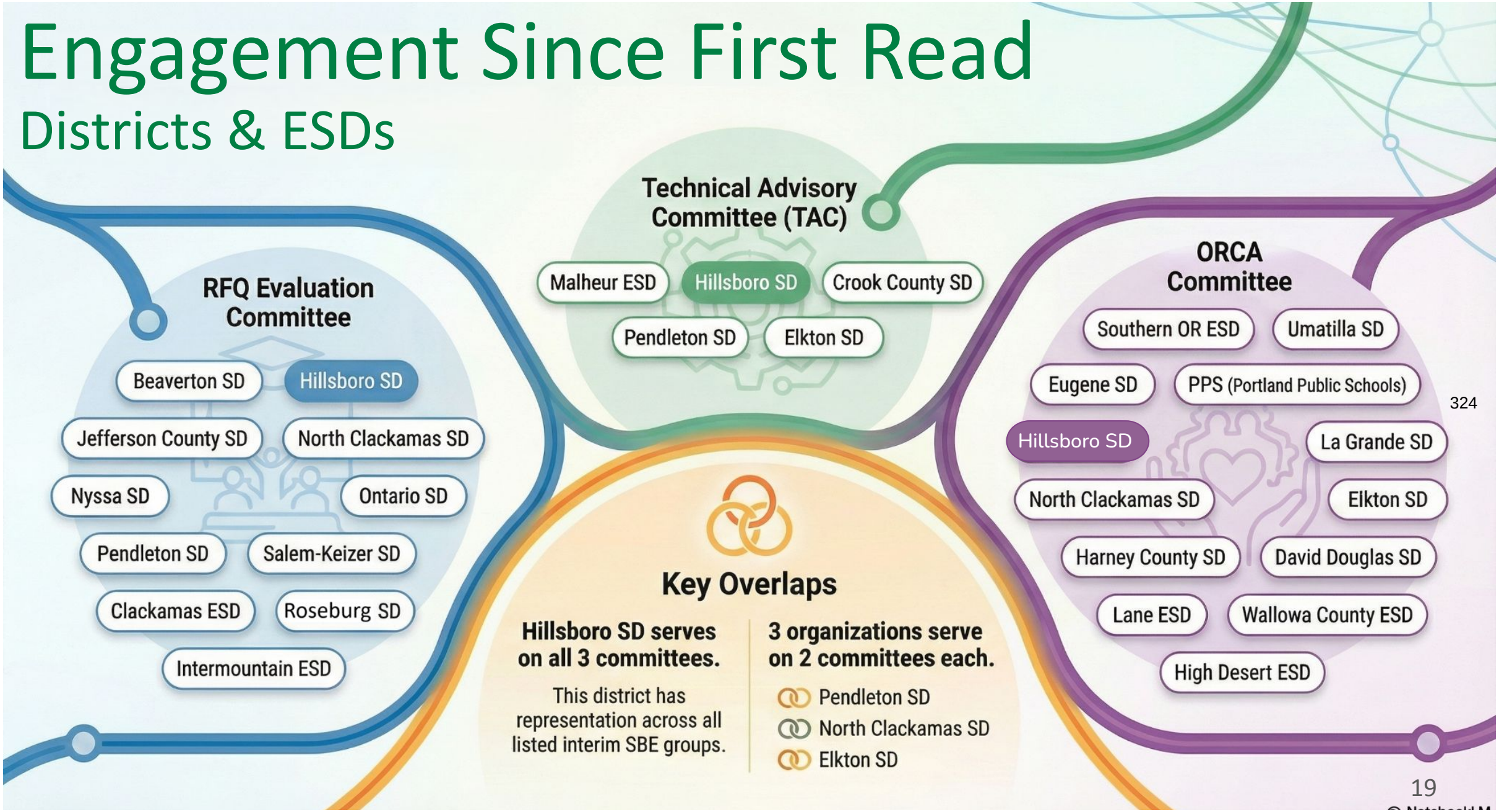
The Coalition of Oregon School Administrators (COSA) serves on both the RFQ Evaluation Panel and the Technical Advisory Committee.



Representation Across Diverse Sectors

Engagement Since First Read

Districts & ESDs



A Summary of Feedback & Our Commitments

Process & Procedure

What We Heard: Partners need more information on the guidance writing process, and it should be formalized in the rule.

Our Commitment: The collaborative process is now codified in Section 3 of the OAR. We will actively engage partners to develop guidance and provide technical assistance.

Financial Viability

What We Heard: Concerns were raised about additional costs for switching vendors and the lack of dedicated funding for interim tools.

Our Commitment: We will pursue statewide pricing agreements and are arranging a "vendor caravan" across six locations for regional product demonstrations.

325

Implementation Timeline

What We Heard: The 2026-27 operational deadline is a significant challenge for contracting, IT systems, and professional learning.

Our Commitment: We are facilitating the statewide vendor caravan to provide districts early access to tools and will commit all available resources to support districts in meeting this deadline.

State Reporting Requirements

What We Heard: Feedback on adding a statewide reporting requirement evolved over the course of the engagements, with a specific request from ORCA to add it.

Our Commitment: We will add the reporting requirement as outlined in Section 5 of the bill and will work directly with districts to co-develop the process and content.

Proposed Rule Language & Four Recommended Vendors List

326

Proposed Rule

OAR 581-003-0035

Interim Assessments

(1) School districts and public charter schools shall administer interim assessments in accordance with ORS 329.485.

(2) In administering interim assessments under this rule, school districts and public charter schools shall select interim assessments from among the most recently approved list of interim assessments adopted by State Board of Education. 327

(3) The Oregon Department of Education will engage with education and community partners to develop guidance for interim test administration windows, reporting requirements, and the timeline for an adoption renewal cycle for the purposes of implementing ORS 329.485(5).

[ED. NOTE: The list of interim assessments referenced is available from the Oregon Department of Education upon request.]

Statutory/Other Authority: ORS 329.485

Statutes/Other Implemented: ORS 329.485

Recommended List for Approval

Based on the Request for Qualification process that was aligned with Oregon procurement law, the following four vendors received the highest relative rankings:

1. Curriculum Associates (*i*Ready)
2. Cambium Assessment, Inc. (content provided by Smarter Balanced)
3. Renaissance (STAR)
4. Houghton Mifflin Harcourt (MAP)

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OREGON
DEPARTMENT OF
EDUCATION

Supporting Implementation [329]

Next Steps

Forward-Facing Engagement & Implementation Planning

February - April 2026

Establish data collection requirements

May - June 2026

Develop Guidance: Establish test windows, public reporting requirements, and adoption cycle determinations

August - November 2026

Develop methods for modeling within-year academic growth in language arts and mathematics using interim test data

August 2026 - June 2027

Collect interim test data and conduct pilot academic growth modeling process

2027-28 School year

Implement academic growth modeling process for Performance Growth Targets

330

Guidance Development

- Convene a work group of district partner representing multiple perspectives from different roles, regions, and lived experiences, particularly inviting members who also serve on Student Success Plan Advisories
- Share draft progress with the Assessment Advisory Committee (AAC) for additional insight
- Finalize initial implementation draft and develop a year 1 continuous improvement cycle for the guidance document including ongoing touchpoints with the AAC and other groups

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OREGON
DEPARTMENT OF
EDUCATION

Questions

332

Oregon State Board of Education Docket

Summary	ODE Education Equity Stance
Meeting Date: 1/15/2026 **Title:** House Bill 2453 (2025) Bill Implementation: District Equity Committees: OAR 581-022-2307 **Status:** First Reading **Presentation:** Yes **Key Staff:** Erin Lair and Rebekah Ogimachi **Topic Summary:** The Department is bringing forward draft permanent rules to replace the current temporary rules in OAR 581-022-2307 pertaining to District Equity Committees.	Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

BACKGROUND AND NEED

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

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

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

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

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

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

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

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

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

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

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

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

   In September 2025, the Board adopted temporary rules to align OAR 581-022-2307 with the changes made by HB 2453 (2025). These temporary rules went into effect October 1, 2025.

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

   The Department is pursuing permanent rule changes to replace the temporary rules currently on file for OAR 581-022-2307 before they expire on March 30, 2026.

   These permanent rules build upon the temporary rules currently in place, which aligned OAR 581-022-2307 with the updated statute as of HB 2453's passage. Whereas District Equity Committees were previously advisory to both the superintendent and the school board, HB2453 makes them advisory to the superintendent only. An important impact of this change is that District Equity Committees are now no longer subject to public meeting law requirements.

Additionally, the superintendent now holds formal responsibility for selecting committee members, as HB 2453 removes the requirement for board approval.

5. **Who requested or brought about the need for this item? (Select all that apply.)**
   - ☒ ODE Staff
   - ☐ Students
   - ☐ Families
   - ☐ Community-Based Organizations
   - ☐ Culturally Specific Organizations
   - ☐ School Districts
   - ☐ Education Service Districts
   - ☐ Charter Schools
   - ☒ Oregon State Legislature
   - ☐ Educational Associations
   - ☐ Racial Justice Council
   - ☐ Federal Government
   - ☐ One or more of Oregon's nine federally recognized tribes: _____
   - ☐ Other: _____

ENGAGEMENT STRATEGY AND LEARNINGS

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

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

All Oregon school districts are impacted by the changes HB 2453 makes to how District Equity Committees operate. The Equity Decision Tree informed our engagement planning with school, district ESD leaders and community partners to shape permanent rule amendments to OAR 581-022-2307.

We know Oregon has diverse regions and school districts, which vary by size, distance, and population and two-thirds are predominantly rural or small districts. Therefore, with intentionality, we have reached out to diverse community partners for input on rules and lessons learned from early implementation of District Equity Committees.

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

8. **Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon's students, or otherwise contribute to the climate of Oregon's school systems? If so, please select from the below list.**
   - ☒ N/A; this item does not intersect with other state entities.
   - ☐ Oregon Health Authority (OHA)
   - ☐ Department of Early Learning and Care (DELC; formerly ELD)
   - ☐ Educator Advancement Council (EAC)
   - ☐ Higher Education Coordinating Commission (HECC)
   - ☐ Youth Development Oregon (YDO)
   - ☐ Teacher Standards and Practices Commission (TSPC)
   - ☐ Oregon Housing and Community Services (OHCS)
   - ☐ Other: _____

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

   Please enter your answer here

9. **Which geographic perspectives are intentionally represented in your office/team engagement strategy?**
   - ☒ Northeast Oregon
   - ☒ Central and Southeast Oregon
   - ☒ Southwest Oregon
   - ☒ Willamette Valley and Central Coast
   - ☒ Northwest Oregon
   - ☐ Tribal lands
   - ☐ Other: _____

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

   We began with targeted outreach to ESDs and districts who ODE has previously partnered with on early District Equity Committee implementation. This was in an effort to give partners from varied size and geographically located districts and ESDs the opportunity to give early feedback on our temporary rules. The proposed rule changes will affect all districts in Oregon, with

differently felt impacts for small and rural districts. We also extended engagement opportunities to all ESD liaisons and district and ESD superintendents.

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?**

    One rule change we gathered input about would have added a requirement for districts to post on their website about their District Equity Committee, provide a point of contact, share about the membership process, and provide a channel for community members to submit a topic for consideration by the District Equity Committee. This proposed change came about in response to engagement with partners in our temporary rulemaking in fall 2025. Through our more recent engagement efforts, we heard feedback that while partners agreed with the intention of transparency, adding this requirement would not effectively achieve the desired result. Partners shared a concern for DEC members' safety if districts were required to post more publicly about the DEC, potentially counteracting some of the desired effects of HB 2453's changes to the committee structure. In response, the Department has removed this proposed change.

    We also heard feedback that while the budget committee requirement rule change seeks to acknowledge an important reality (the difficulty districts face in recruiting DEC members who can also serve on the budget committee), the current language may reach beyond rulemaking authority. While this language currently remains in our draft rules, the Department is continuing to explore exactly what falls within rulemaking authority regarding this area of the ruleset.

    The rule change to codify the regional partnership option for small districts is one the Department is still considering as we explore rulemaking authority for aligning this accommodation with HB 3037.

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

    We will bring our updated draft rules back to the Ongoing Rules Community Advisory for a second reading on February 5th.

FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS

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

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

☒ No

☐ Yes; please review Appendix B: Grant Consolidation below.

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

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

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

No

EQUITY IMPACT ANALYSIS

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

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

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

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

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

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

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

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

Without passing updated permanent rules, the current temporary rules will expire on March 30, 2026 and the administrative rules guiding implementation of District Equity Committees would not align with the authorizing statute for District Equity Committees. This would lead to confusion for districts about the requirements for District Equity Committees and impede District Equity Committee implementation.

RECOMMENDED ACTION

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

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

The proposed rule amendments include the following:

- Updating the definitions for "Underrepresented" and "Underserved"

- Expanding upon the requirement for a district equity committee member to serve on the district's budget committee
- Naming that small districts may choose to form a district equity committee in regional partnership with other districts/ESD, using the definition of "Small ADM school district" from HB 3037.

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

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

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

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

This is the first reading of draft permanent rules changes to OAR 581-022-2307, which will clarify the requirements of a District Equity Committee for school districts, in accordance with HB 2453 amendments to statute. We are recommending adoption of permanent rule changes in March 2026. These clarifications will strengthen the basis for District Equity Committee implementation. District Equity Committees are a tool for greater inclusion of community voice (including students and families) in conversations and decisions about what helps or hinders the success of students who Oregon's educational systems have historically excluded, impacted, marginalized, or underserved.

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

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

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

☒ N/A; this item has not previously been before the Board

☐ No; same as last month

☐ Yes; please review Appendix A: Second Reading below.

OAR 581-022-2307

Educational Equity Advisory Committees

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

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

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

(B) A foster parent of a student**;**

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

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

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

(b) “Student” means a school-aged individual.

(c) “Community Member” means:

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

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

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

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

(d) “Small ADM school district” is defined as in Section 2, House Bill 3037 (2025).

([*d*]**e**) “Underrepresented” refers to communities, groups, families and students that due to systemic barriers and intersectional oppression have been excluded from or have limited proportionate access to the dominant or mainstream educational system despite efforts to participate. This includes [*students of colo*r]**students from racial or ethnic groups that have historically experienced academic disparities**, tribal students, [*English language learners*]**multilingual learners**, LGBTQ2SIA+ students, *[students experiencing and surviving poverty and houselessness*]**economically disadvantaged students, students in foster care, students who are navigating homelessness**, students with disabilities, [*women/girls, and students from rural communities*] **students recently arrived migratory students, justice involved youth, students who are pregnant, parenting, and/or who experience any pregnancy-related conditions**.

([*e*]**f**) "Underserved" refers to communities, groups, families and students that the dominant or mainstream educational system has historically and currently excluded, impacted, marginalized, underserved and/or refused service due to institutionalized and intersectional racism and systemic oppression. This includes [*students of color*]**students from racial or ethnic groups that have historically experienced academic disparities**, tribal students, [*English language learners*]**multilingual learners**, LGBTQ2SIA+ students, *[students experiencing and surviving poverty and houselessness*]**economically disadvantaged students, students in foster care, students who are navigating homelessness**, students with disabilities, [*women/girls, and students from rural communities*] **students recently arrived migratory students, justice involved youth, students who are pregnant, parenting, and/or who experience any pregnancy-related conditions**.

(2) There shall be established at each school district an educational equity advisory committee. **In "small ADM school districts", an educational equity advisory committee may form in regional partnership or consortium with other school districts and/or education service districts. Each school district is responsible for completing the Assurances of Compliance process set forth in OAR 581-022-2305 for this rule.**

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

(b) The school district superintendent is responsible for coordinating the member nomination process and appointing members, ensuring that membership is primarily representative of underserved student groups.

(c) For the purpose of selecting members, the school district superintendent:

(A) May not deny members based on language;

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

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

(D) May not appoint a voting member of the school board or themself to an educational equity advisory committee; and

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

(d) The school district superintendent, in consultation with the educational equity advisory committee, shall fill vacancies on the committee in the same manner as original appointments.

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

district board.] **If the member of the educational equity advisory committee declines to serve on the budget committee, and if the district school board otherwise fills the vacancy, the superintendent must document and keep records on the superintendent's and school board's good faith attempt to fill the budget committee seat with a member of the educational equity advisory committee.**

(f) Each school district, in consultation with the educational equity advisory committee, is required to provide sufficient support to educational equity advisory committee members to participate in meetings, including, but not limited to, access to district-managed emails, translation and interpretation services, and relevant public meeting and security trainings.

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

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

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

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

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

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

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

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

(b) Consider topics submitted by the school district board and school district superintendent.

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

(d) Prepare an annual report that:

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

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

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

(B) Is shared with the school district board:

(i) By the school district superintendent; and

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

(C) Is made available by being:

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

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

(iii) Sent to the State Board of Education.

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

Statutory/Other Authority: ORS 329.711
Statutes/Other Implemented: ORS 329.711
History:
ODE 39-2022, adopt filed 06/24/2022, effective 06/24/2022

District Equity Committees

HB 2453 (2025) Bill Implementation

Erin Lair (she/her) and Rebekah Ogimachi (she/her)

Office of Education Innovation and Improvement

Erin.Lair@ode.oregon.gov

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District Equity Committees: An Overview

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

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District Equity Committees: Legislative Context

- House Bill 2453 (2025) made substantial changes to how District Equity Committees (DEC) operate:
  - **Advisory Role**: Committees now advise the superintendent, not the school board.
  - **Public Meeting Law**: Committees are no longer subject to public meeting requirements
  - **Membership Selection**: The superintendent now selects committee members; board approval is no longer required
- OAR 581-022-2307 must be permanently amended to align with current statute. Currently, temporary rules are in place and will expire March 30, 2026.

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Change #1:

Definitions: Underrepresented, Underserved

Updates definitions for “Underrepresented” and “Underserved”

- Reference: (1)(e) and (f)

(e) “Underrepresented” refers to communities, groups, families and students that due to systemic barriers and intersectional oppression have been excluded from or have limited proportionate access to the dominant or mainstream educational system despite efforts to participate. This includes students from racial or ethnic groups that have historically experienced academic disparities, tribal students, multilingual learners, LGBTQ2SIA+ students, economically disadvantaged students, students in foster care, students who are navigating homelessness, students with disabilities, students recently arrived, migratory students, justice involved youth, students who are pregnant, parenting, and/or who experience any pregnancy-related condition.

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(The groups named in (e) and (f) will match.)

- **Why is this change being proposed?** To align to definitions of focal group students as named in other administrative rules or statewide plans

Change #2:

Budget Committee Requirement

Expands upon the requirement for a District Equity Committee member to serve on the district's budget committee

- Reference: (3)(e)

(e) The school district board, in consultation with the superintendent, must select a member of the educational equity advisory committee to serve on the school district budget committee when a vacancy arises and a member of the educational equity advisory committee is not currently on the budget committee. If the member of the educational equity advisory committee declines to serve on the budget committee, and if the district school board otherwise fills the vacancy, the superintendent must document and keep records on the superintendent's and school board's good faith attempt to fill the budget committee seat with a member of the educational equity advisory committee.

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Why is this change being proposed? In recognition of potential logistical challenges to filling a budget committee vacancy with a district equity committee member, despite best efforts on the part of the district, this change names steps the superintendent can take to document a good faith attempt to comply with what is outlined in statute.

Change #3:

Codifying Regional Partnership Option

Names that small districts may choose to form a district equity committee in regional partnership with other districts/ESD and uses the definition of "Small ADM school district" from HB 3037.

- Reference: (1)(f) and (2)

(f) "Small ADM school district" is defined as in ORS 327.XXX

(2) There shall be established at each school district an educational equity advisory committee. In "small ADM school districts", an educational equity advisory committee may form in regional partnership or consortium with other school districts and/or education service districts. Each school district is responsible for completing the Assurances of Compliance process set forth in OAR 581-022-2305 for this rule.

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Why is this change being proposed? To codify the accommodation available to small districts to implement a district equity committee in regional partnership with other districts and/or their ESD where geography, distance, and population size is a potential barrier, and to align the definition of small districts to HB 3037 for clarity and consistency.

District Equity Committees: Engagement Efforts

- Early engagement included:
  - District and Education Service Districts (ESD) partners who have previously engaged with ODE around early implementation of District Equity Committees
  - Partner Associations
  - Ongoing Rules Community Advisory
- Open Engagement Session and asynchronous survey (December 2025) shared to:
  - District and ESD Superintendents, ESD Liaisons, Civil Rights Coordinators, with the request that administrators share with their DEC members
  - About 24 session participants and 24 survey responses

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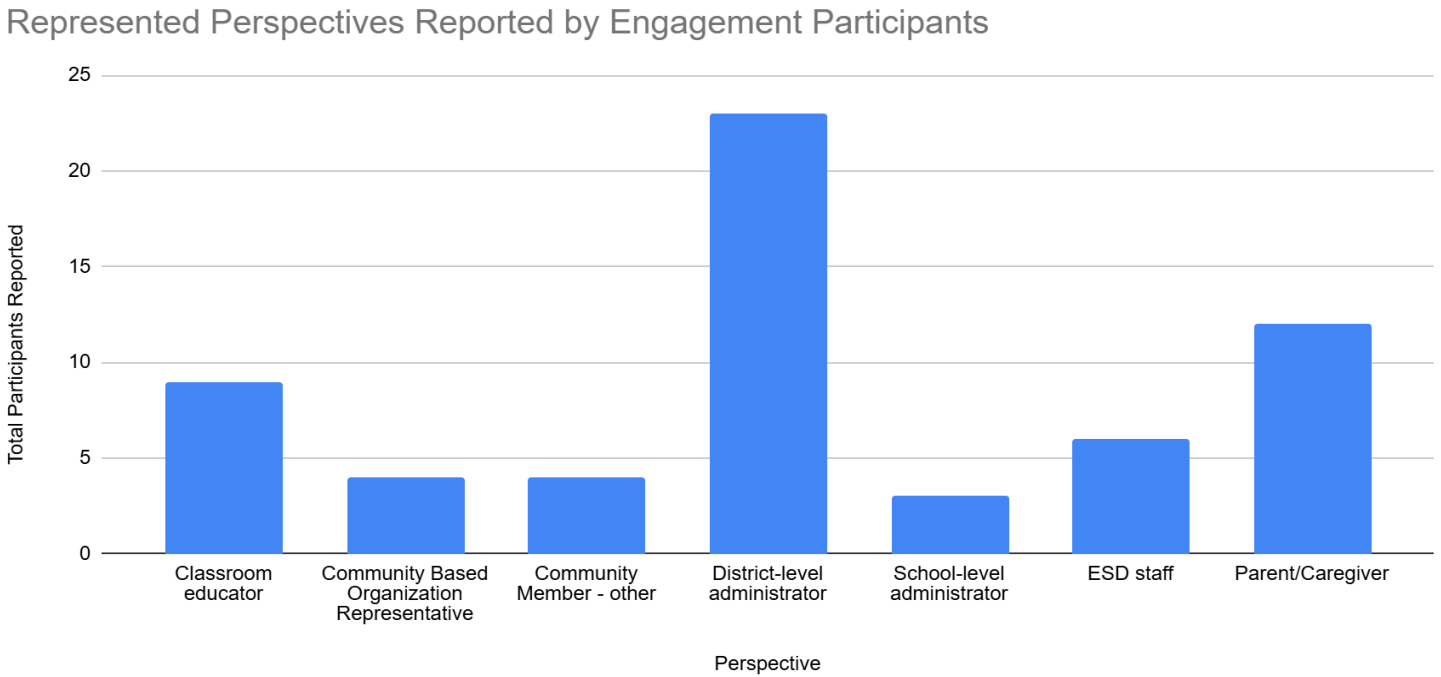
District Equity Committees: Summary of December Engagement Participation (Session + Survey)



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District Equity Committees: Feedback Themes (1/2)

Agreement with the alignment of **definitions** (Underrepresented and Underserved)

Resonance with the intention but concern about the rulemaking authority tied to the **budget committee member requirement** and feedback that the current language around "documenting good faith effort" is vague

- *"Appreciate alignment across statute, rule, and guidance."*
- *"Anytime there can be alignment with definitions makes sense."*
- *"Practically, I agree that districts should do what they can and document attempts, but they are not complying with statute if they don't have an EEAC member on the budget committee."*

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- *"'Supt must document in key records' - vague, not sure what that means - is it phone calls, emails? Know we don't want to get in the weeds, but if we want documentation, we need to offer a specific example of what that means."*

District Equity Committees: Feedback Themes (2/2)

Ongoing questions about how the **regional partnership accommodation** should be codified

- *"That [accommodation] is really important for those smallest districts. I'm in Eastern OR and the regional consortia model is a structure we use often anyway. Tokenism is a burden that can otherwise have a high likelihood; partnership within consortia supports each other. Allowing for flexibility, clarification, and specificity allows for this to be built and work in each area."*

- *"I think it should go in guidance instead of rule. Every district has to follow all elements of the statute, and the statute does not mention this inter-district committee for small districts."*

- *"Very large concerns about codifying this in rule and making it so that 66% of districts can do regional approach and not their own committee, without specific approval/oversight by the Department."*

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

- Updating the definitions for “Underrepresented” and “Underserved”
- Expanding upon the requirement for a district equity committee member to serve on the district’s budget committee
- Naming that small districts may choose to form a district equity committee in regional partnership with other districts/ESD, using the definition of “Small ADM school district” from HB 3037.

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District Equity Committees: Next Steps

- Continuing to explore bounds of rulemaking authority for rule amendments tied to the **budget committee member requirement**
- Continuing to explore the best way to codify the **regional partnership option** for small districts, including anchoring to the definition of “Small ADM school district” from HB 3037.
- Ongoing Rules Community Advisory - 2nd Reading on February 5th
- SBE – 2nd Reading on March 19th

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Questions

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Below, you will find the proposed changes to the Oregon Department of Education's rule relating to the definitions for OARs related to Civil Rights Coordinators. The proposed new text is bold.

Current Rule Link: Oregon Administrative Rule (OAR) 581-021-0650

Rule Number: 581-021-0650
Rule Title: Definitions for OAR 581-021-0650 to 581-021-0665

Definitions for OAR 581-021-0650 to [*581-021-0660*] **581-021-0665**

Under OAR 581-021-0650 to [*581-021-0660*]: **581-021-0665:**

(1) "Discrimination" has the meaning given that term in ORS 659.850.

(2) "District" means a school district or a public charter school.

(3) "Public charter school" means an elementary or secondary charter school offering a comprehensive instructional program under a written agreement entered into between a sponsor and an applicant pursuant to ORS chapter 338.

(4) "Sponsor" means:

(a) The board of the school district that has developed a written charter to create a public charter school.

(b) The State Board of Education pursuant to ORS 338.075

Statutory/Other Authority: ORS 326.051, ORS 332.505, ORS 338.115 & ORS 659.855
Statutes/Other Implemented: ORS 332.505, ORS 338.115, & ORS 659.850
History:
ODE 27-2024, adopt filed 05/22/2024, effective 05/22/2024

Below, you will find the proposed changes to the Oregon Department of Education's rule relating to the submission of coordinator contact information. The proposed new text is bold, and the proposed text to remove is in bracketed italics.

Current Rule Link: Oregon Administrative Rule (OAR) 581-021-0655

Rule Number: 581-021-0655
Rule Title: Submission of Coordinator Contact Information

[Applicability Clause] **Submission of Coordinator Contact Information**

[A civil rights coordinator designated under OAR 581-021-0655 before July 1, 2024, must complete the training required by OAR 581-021-0660 (2) by June 30, 2025.]

(1) In a time and manner required by the Oregon Department of Education, each district shall provide the department with the contact information of:

(a) Each civil rights coordinator designated by or for the district pursuant to OAR 581-021-0655; and

(b) Each coordinator designated by the district pursuant to Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

(2) The contact information required by subsection (1) of this rule shall include, at a minimum, each coordinator's name or title, work address, email address, and telephone number.

Statutory/Other Authority: ORS 326.051, ORS 332.505, ORS 338.115 & ORS 659.855
Statutes/Other Implemented: ORS 332.505, ORS 338.115, & ORS 659.850
History:
ODE 50-2024, amend filed 10/23/2024, effective 10/23/2024
ODE 36-2024, temporary amend filed 06/14/2024, effective 06/14/2024 through 12/10/2024
ODE 27-2024, adopt filed 05/22/2024, effective 05/22/2024

Civil Rights Coordinators Rules

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Submission of Coordinator Contact Information

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Topic Summary

School districts are required to designate one or more **Civil Rights Coordinator**(s) to oversee compliance with state and federal civil rights laws (ORS 332.505(2)) and Coordinators pursuant to **Title IX** of the Education Amendments of 1972, **Section 504** of the Rehabilitation Act of 1973, and **Title II of the Americans with Disabilities Act** of 1990. 362

However, Coordinator contact information is not reported to the Department.

Reporting contact information will support efforts to ensure students' civil rights protections and in prompt and appropriate responses to allegations of discrimination.

Coordinator Requirements

Title IX
Federal requirement

Section 504
Federal requirement

Title II
Federal Requirement

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Civil Rights
State requirement - requires school districts and public charter schools to designate one or more Civil Rights Coordinators to oversee the implementation of civil rights law (ORS 332.505).

Background

- HB 2281 was introduced in the 2023 legislative session and went into effect on January 1, 2024. It requires districts to designate one or more Civil Rights Coordinators to oversee compliance with state and federal nondiscrimination law.
- ODE engaged in rulemaking pursuant to the requirements in Winter/Spring 2024 (OARs 581-021-0650, 0655, and 0660)
- The Civil Rights Coordinator program is overseen by the Civil Rights Unit at ODE.
- Civil Rights Specialists also provide training and technical assistance to Civil Rights Coordinators and to the federally required Coordinators
- When a civil rights concern is brought to the attention of the Unit, district Civil Rights Coordinators and/or other federally required Coordinators are engaged, as appropriate.

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Need for Rulemaking

- Currently, ODE does not have the ability to maintain a comprehensive list of Coordinators.
- Parents and members of the school community often reach out to ODE in need of appropriate district-level contacts when civil rights issues arise.
- In August 2025, ODE launched an Institution Staff Maintenance Application which helped mitigate the burdens associated with submissions requested from different offices.
- The US Department of Education Office for Civil Rights and other federal agencies expect that state education agencies collect this information.

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Engagement Strategy & Learnings

Engagement for the Rules Adopted in 2024: Included communities and families, school districts and education partners. Targeted groups:

- Student Success Advisory Groups
- Governor's Racial Justice Council
- OSBA and COSA

Feedback: Community and advisory groups wanted reporting requirements. District partners concerned that requiring the reporting would create administrative burden if not part of a universal/centralized reporting system, which was not yet established at that time.

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Current Engagement: Targeting education partners

Rationale: To understand district-level concerns.

Feedback: Consolidate data collection. Assure multiple offices are not requesting the same information.

Proposed Rule Language

Submission of Coordinator Contact Information

(1) In a time and manner required by the Oregon Department of Education, each district shall provide the department with the contact information of:

(a) Each civil rights coordinator designated by or for the district […]

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(b) Each coordinator designated by the district pursuant to Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

(2) The contact information […] shall include, at a minimum, each coordinator's name or title, work address, email address, and telephone number.

Fiscal & Administrative Impact Analysis

This rule will:

- Have no fiscal impacts on district
- Initially cause minimal administrative burden
- Result in a net reduction in administrative burden, as discrimination concerns and complaints will be directed to the appropriate Coordinators immediately, rather than involving multiple staff members before Coordinator engagement

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Equity Impact Analysis

Voting in favor of this rule will ultimately:

- Give students and their families better access to information on their civil rights, including information on how to file a local discrimination complaint and well as options for informal resolutions;
- Give school districts better access to information on state and federal civil rights laws and more efficient communication from the Department; and
- Have the cumulative effect of increased access to accurate and timely information.

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Questions

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Oregon State Board of Education Docket

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Summary

Meeting Date: 1/15/2026
Title: Submission of Coordinator Contact Information
Status: First Reading
Presentation: Yes
Key Staff: Marinda Peters
Topic Summary: School districts are required to designate one or more Civil Rights Coordinator(s) to oversee compliance with state and federal civil rights laws (ORS 332.505(2)) and Coordinators pursuant to Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990. However, Coordinator contact information is not reported to the Department. Reporting contact information will support efforts to ensure students' civil rights protections and in prompt and appropriate responses to allegations of discrimination.

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 2281 was introduced in the 2023 legislative session and went into effect on January 1, 2024, ORS 332.505(2)). It requires every district and public charter school to designate one or more Civil Rights Coordinators to oversee compliance with state and federal nondiscrimination law. The Civil Rights Coordinator program is overseen by the Civil Rights Unit at ODE. Training and technical assistance is provided by Civil Rights Specialists within that unit. Civil Rights Coordinators are required to undergo training upon designation and annually thereafter. Civil Rights Specialists also provide training and technical assistance to the federally required Coordinators pursuant to Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990. When a civil rights concern is brought forward, including when it is brought to the attention of the Civil Rights Unit, district Civil Rights Coordinators and/or other federally required Coordinators are engaged, as appropriate. The goal is often to resolve the concern at the local level, when possible, and help students regain access to their education.

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

   ORS 332.505(2)(a)(E) – flexibility for adopting rules regarding the designation of one or more Civil Rights Coordinators: "Comply with any rules adopted by the State Board of Education for the purpose of implementing this paragraph"
   ORS 659.850(3) – flexibility for adopting rules regarding discrimination in education prohibited: "Adopt rules that provide that no public elementary or secondary school shall discriminate in determining participation in interscholastic activities"

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

   This specific rule has not been brought before the State Board. However, HB 2281(Civil Rights Coordinators) was introduced in the 2023 legislative session and went into effect on January 1, 2024. ODE engaged in rulemaking. The State Board voted in favor of that set of proposed rules in 2024 (OARs 581-021-0650, 0655, and 0660).

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

   Engagement for the Civil Rights Coordinator rules adopted in 2024 included communities and families, school districts and education partners, including Student Success Advisory Groups, the Governor's Racial Justice Council, OSBA and COSA. The feedback indicated that groups generally wanted Coordinator reporting requirements but expressed concern that requiring this information would create administrative burden if not part of a universal reporting system. ODE now utilizes the Institution Staff Maintenance application which reduces burdens associated with submitting required staff contact information to the Department. ODE's Civil Rights Unit is actively engaging with Civil Rights Coordinators and federally required Coordinators to provide free training, technical assistance, and to route local discrimination complaints back to the district. Access to reported Coordinator contact information would support those efforts.

5. **Who requested or brought about the need for this item? (Select all that apply.)**
   - ☒ ODE Staff
   - ☐ Students
   - ☒ Families
   - ☐ Community-Based Organizations
   - ☐ Culturally Specific Organizations

☐ School Districts
☐ Education Service Districts
☐ Charter Schools
☐ Oregon State Legislature
☐ Educational Associations
☒ Racial Justice Council
☒ Federal Government
☐ One or more of Oregon's nine federally recognized tribes: _____
☐ Other: _____

ENGAGEMENT STRATEGY AND LEARNINGS

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

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

   The Equity Decision Tree clarified that reporting Coordinator contact information is a long-term foundational decision with minimal variables at play. Reporting Coordinator contact information to the Department is feasible and will ultimately build relationships between districts and parents/community members. The group most affected by the requirement to report Coordinator contact information are district officials who hold the responsibility of submitting required information to ODE, such as district security administrators and business managers. For that reason, COSA and OSBA have been intentionally incorporated into the engagement strategies.

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

8. **Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon's students, or otherwise contribute to the climate of Oregon's school systems? If so, please select from the below list.**
   ☒ N/A; this item does not intersect with other state entities.
   ☐ Oregon Health Authority (OHA)
   ☐ Department of Early Learning and Care (DELC; formerly ELD)

☐ Educator Advancement Council (EAC)
☐ Higher Education Coordinating Commission (HECC)
☐ Youth Development Oregon (YDO)
☐ Teacher Standards and Practices Commission (TSPC)
☐ Oregon Housing and Community Services (OHCS)
☐ Other: _____

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

N/A

9. **Which geographic perspectives are intentionally represented in your office/team engagement strategy?**
   ☐ Northeast Oregon
   ☐ Central and Southeast Oregon
   ☐ Southwest Oregon
   ☐ Willamette Valley and Central Coast
   ☐ Northwest Oregon
   ☐ Tribal lands
   ☐ Other: _____

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

   Reporting Coordinator contact information impacts all Oregon regions equally and no region was intentionally targeted for engagement.

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

    Engagement for the Civil Rights Coordinator rules adopted in 2024 included communities and families, school districts and education partners. The feedback indicated that community groups wanted Coordinator accountability measures and reporting requirements. District partners expressed concern that requiring the reporting of this information would create administrative burden if not part of a universal reporting system, which was not yet established at that time. For that reason, the Civil Rights Coordinator rules adopted in 2024 did not include reporting Coordinator contact information. In August of 2025, the ODE's Office of Finance and Information Technology launched the Institution Staff Maintenance system, which has allowed district staff contact information to be submitted through a centralized application. The improved system mitigates district partners' concerns. Ongoing engagement with those district

partners will both refine the draft rule and the mechanisms for how the Department will enhance systems internally and externally to ensure a seamless submission process.

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

    ODE's Civil Rights Unit will continue to offer engagement opportunities to education partners including OSBA and COSA as needed until the Board takes action on this item.

FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS

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

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

    ☒ No

    ☐ Yes; please review Appendix B: Grant Consolidation below.

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

    There are no fiscal impacts on districts. There is a minimal administrative burden because districts will submit Civil Rights Coordinator, Title IX Coordinator, Section 504 Coordinator, and Title II/ADA Coordinator contact information to the Department through the newly established centralized application. This rule does not create new Coordinator requirements, however. These individuals are already required to be designated. Small, rural, or remote communities are more likely to have one staff member hold multiple Coordinator roles and may have less contact information in their submissions.

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

    No.

EQUITY IMPACT ANALYSIS

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

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

Voting in favor of this rule will ultimately give students and their families better access to information on their civil rights. This includes information on how to file a local discrimination complaint as well as options for informal resolutions and preventing future acts of discrimination.

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

Board action on this rule will ultimately give school district employees and volunteers better access to information on state and federal civil rights laws. This includes information on the local discrimination complaint process and preventing discrimination in education programs and activities.

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

The short-term impact of the Board's action on this rule will be on districts. Districts will need to develop an internal protocol for communicating Coordinator contact information to district security administrators, business managers or other staff responsible for submitting reports to ODE. In the long term, once this protocol is established, the ongoing burden on districts is expected to be minimal.

For students and families, the cumulative effect will be increased access to accurate and timely information. For districts, it will result in more efficient communication from the Department to designated Coordinators. Overall, school systems are likely to experience a net reduction in administrative burden, as discrimination concerns and complaints will be directed to the appropriate Coordinators immediately, rather than involving multiple staff members before Coordinator engagement.

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

The short and long-term consequences of inaction would be less access to accurate and timely information on civil rights for students, families, and designated district Coordinators. This may result in discrimination not being addressed at the local level and designated Coordinators not receiving required training or technical assistance from the Department.

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?

Language of the proposed rule for board feedback:

Submission of Coordinator Contact Information
(1) In a time and manner required by the Oregon Department of Education, each district shall provide the department with the contact information of:
(a) Each civil rights coordinator designated by or for the district pursuant to OAR 581-021-0655; and
(b) Each coordinator designated by the district pursuant to Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
(2) The contact information required by subsection (1) of this rule shall include, at a minimum, each coordinator's name or title, work address, email address, and telephone number.

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?

Previous engagement on the Civil Rights Coordinator rules indicated that accountability regarding identifying a Civil Rights Coordinator would better assure equitable access for all students especially when discrimination has occurred. This directly aligns with the Board's mission of providing equitable policies and practices that lead to the educational and life success of every Oregon student.

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 ODE Civil Rights Unit is recommending the Board adopt the rule to reflect the Department's commitment to reimagining accountability by providing another mechanism to support student belonging when discrimination occurs.

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

☐ N/A; this item does not require any additional support.

☒ Communications plan
☐ Technical assistance, professional development, and/or coaching
☐ Direct or differentiated support for small, rural, or remote school districts
☐ Corrective Action Processes
☐ Safety measures
☐ Organizational culture or practice changes (change management)
☐ Materials and/or supplies
☐ Guidance and/or supplemental resources
☐ Other: _____

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

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

Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Summary

Meeting Date: 1/15/2026
Title: State School Fund and Statewide Education Initiatives Account Fund Calculation for Recovery School OAR Revision
Status: First Reading
Presentation: Yes
Key Staff: Kate Pattison, Brittany Kintigh
Topic Summary: Revisions to the fund calculations for Approved Recovery Schools to ensure alignment with statute and practical administration.

ODE Education Equity Stance

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

BACKGROUND AND NEED

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

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

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

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

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

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

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

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

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

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

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

   These OARs were adopted by the State Board in September 2025 as temporary OARs. There are no changes since the temporary OARs were adopted.

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

   The new program statutes have proven difficult to implement as written. Previous rules attempted to solve conflicts within statute. As part of the rulemaking process:
   - The Secretary of State transmits all adopted, amended, and repealed rules to the Office of Legislative Counsel; and
   - Legislative Counsel determines whether the adoption, amendment, or repeal is within the scope of the enabling legislation.

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

   We brought temporary OAR to State Board to ensure alignment with statute and because new allocations were needed for the 25-26 school year. Now permanent OARs are needed.

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?**

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

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

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

The permanent OARs were presented to the ORCA on December 4, 2025 and will be presented again on February 5, 2026 before coming back to the State Board for adoption on February 19th.

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

8. **Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon's students, or otherwise contribute to the climate of Oregon's school systems? If so, please select from the below list.**
   - ☒ N/A; this item does not intersect with other state entities.
   - ☐ Oregon Health Authority (OHA)
   - ☐ Department of Early Learning and Care (DELC; formerly ELD)
   - ☐ Educator Advancement Council (EAC)
   - ☐ Higher Education Coordinating Commission (HECC)
   - ☐ Youth Development Oregon (YDO)
   - ☐ Teacher Standards and Practices Commission (TSPC)
   - ☐ Oregon Housing and Community Services (OHCS)
   - ☐ Other: _____

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

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

9. **Which geographic perspectives are intentionally represented in your office/team engagement strategy?**
   - ☒ Northeast Oregon
   - ☒ Central and Southeast Oregon
   - ☒ Southwest Oregon
   - ☒ Willamette Valley and Central Coast
   - ☒ Northwest Oregon
   - ☒ Tribal lands
   - ☐ Other: _____

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

   Oregon's first three approved recovery schools are located in Multnomah, Clackamas, and Marion Counties. However, the intent of the legislation is for schools to be established in

geographically diverse regions to ensure access to communities across the state. The Department is continuing to support and partner with representatives in each region.

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

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

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

    Activities are described above.

FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS

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

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

    ☒ No

    ☐ Yes; please review Appendix B: Grant Consolidation below.

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

    No.

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

    No.

EQUITY IMPACT ANALYSIS

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

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

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

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

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

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

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

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

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

RECOMMENDED ACTION

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

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

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

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

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

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

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

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

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

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

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

OAR 581-030-04100

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

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

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

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

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

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

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

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

Oregon Department of Education

Chapter 581

Division 27
SCHOOL FACILITIES PROGRAMS

581-027-0005
Definitions

The following definitions and abbreviations apply to rules within OAR Chapter 581, Division 27:

(1) “Acoustics” means the properties or qualities of a room or building that determine how sound is transmitted.

(2) “Adjusted Assessed Property Value per ADM” means the value calculated per OAR 581-027-0010 to determine the ranking of Districts on the Priority List for Funding.

(3) “Adjusted ADMr” means average daily membership as calculated under OAR 581-023-0006(5)-(7) reduced by the Average Daily Membership of virtual public charter schools in the District.

(4) “Adjusted ADMw” means the number of students in a District as calculated under ORS 327.061 and includes all weights, and extended Average Daily Membership weighted, as calculated under ORS 327.013(1)(c) reduced by the Average Daily Membership of virtual public charter schools in the District.

(5) “ADM” means Average Daily Membership.

(6) “ADMr” or “Resident Average Daily Membership” means average daily membership as calculated under OAR 581-023-0006(5)-(7).

(7) “Air Quality” means the degree to which the classrooms are ventilated to avoid high levels of carbon dioxide, and the indoor air is free from pollutants such as radon, asbestos, mold, and particulate matter.

(8) “Asbestos Environmental Hazard Assessment” or “Asbestos Management Planning & Inspections” means an inspection, periodic re-inspection, and surveillance for asbestos-containing material in accordance with the Asbestos Hazard Emergency Response Act of 1986 as amended by Public Law 100.368 and subsequent rule published in the Friday, October 30, 1987, Federal Register (40 CFR Part 763).

(9) “Assessed Value” means the total assessed value of all tangible property within the boundaries of the District as published by the Oregon Department of Revenue.

(10) “Average Daily Membership” or “ADMw” means the number of students in a District as calculated under ORS 327.061 and includes all weights, and extended Average Daily Membership weighted, as calculated under ORS 327.013(1)(c).

(11) “Campus” means the grounds and buildings of a school where academic learning takes place.

(12) “Certified Assessor” means an entity or person who has gone through the process established by the Department that will certify the entity or person is qualified to perform the work.

(13) “Closing” means the date on which a District receives some or all of the proceeds of its Local GO Bonds.

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

(15) “District” or “Districts” means school districts, as defined in ORS 328.001(3), that are eligible to apply for a State Matching Grant.

(16) “DOGAMI” means the Oregon Department of Geology and Mineral Industries.

(17) “Educational Adequacy Review Standards” means the qualitative measures used to help districts identify elements that are conducive to a healthy and comfortable indoor learning environment that are set forth in OAR 581-027-0043.

(18) “Education Service District” means a district created under ORS 334.010.

(19) “Engineered Wood Roof Systems Assessment” means a visual, engineer-led evaluation of the condition of engineered wood trusses and glue-laminated beams in long-span facilities, including documentation of observed deficiencies and recommended actions.

(2019) “Extended ADMw” means as that term is described in ORS 327.013(1)(c).

(2120) “Facility Assessment” means an assessment that evaluates one or more facilities in a District according to the requirements set forth in OAR 581-027-0035.

(2221) “First in Time” means that portion of the Oregon School Capital Improvement Matching Account that is to be awarded to Districts based on the order in which the Department receives the applications.

(2322) “Funding Cycle” means the period of time, as determined by the Department under OAR 581-027-0020(3), before and after a May or a November general election during which the Department will accept applications, issue commitments, award grants, and finalize grant agreements for State Matching Grants under the OSCIM Program.

(2423) “Gross Square Footage” means the total square footage of the building as measured by the outside wall of the building.

(25) “Instructional Facility” means a building that is owned by a public school or education service district with a capacity of 250 or more persons that is routinely used for student activities.

(2624) “Lighting” means the level of illumination in a room or building.

(2725) “Local GO Bonds” means general obligation bonds approved by voters for the benefit of a District during the Funding Cycle for which the District applied for a State Matching Grant.

(2826) “Long-Range Facility Plan” means a plan that determines the long-range needs and goals of a District according to the requirements set forth in OAR 581-027-0040.

(29) “Long-Span Facility” means a building that houses a large-volume space which includes, but is not limited to, a gymnasium, cafeteria, auditorium, or a room that serves multiple such purposes.

(3027) “Oregon School Capital Improvement Matching Account” means an interest-bearing account established in the State Treasury, separate and distinct from the General Fund, that consists of net proceeds from Article XI-P bonds issued under Article XI-P (School District Capital Costs) of the Oregon Constitution.

(3128) “Oregon School Capital Improvement Matching Program” or “OSCIM Program” means the program created by Article XI-P of the Oregon Constitution and ORS 286A.769 to 286A.806.

(3229) “Priority List” means the list created by the Department each biennium pursuant to ORS 286A.801 and the formula outlined in OAR 581-027-0010.

(3330) “Radon Environmental Hazard Assessment” means an assessment of a District’s radon exposure as one of the potential environmental hazards to be assessed as set forth in ORS 332.331.

(3431) “Rapid Visual Screening” means the standard adopted by the Oregon Department of Geology and Mineral Industries to assess the seismic hazard potential of K-12 public school buildings.

(3532) “School Capacity” means the total number of students who could be served in a given school building based on one of the following standards established by the district:

(a) The number of teaching stations, target number of students per classroom, and a classroom utilization factor to reflect the amount of time classrooms can be used for teaching each day; or

(b) The number of square feet in a classroom divided by the number of classroom square feet required per student per grade level.

(3633) “Seismic Assessment” means an assessment that evaluates one or more facilities in a District according to the requirements set forth in OAR 581-027-0045.

(3734) “State Matching Grant” means the grant funds provided by the State through the OSCIM Program to match the proceeds of a District’s Local GO Bonds.

(3835) “Statewide School Facility Assessment Program” means the assessment conducted under ORS 326.125(1)(g).

(3936) “Students in Poverty” means the number of children, age 5 to 17, in families in poverty as described by the Small Area Income Poverty Estimate published by the U.S. Census Bureau.

(4037) “Technical Assistance Grant” means a grant provided by the Department to a District such that a District can conduct an assessment as described in ORS 326.125 or these rules.

(4138) “Waitlist Ranking” means the list of Districts not initially awarded a State Matching Grant, based on either the District’s position on the Priority List or the District’s First in Time status, during any Funding Cycle.

Statutory/Other Authority: SB 447 (2015)
Statutes/Other Implemented: SB 285 (2023), ORS 286A.796 - ORS 286.806 & ORS 326.125
History:
ODE 35-2025, amend filed 06/18/2025, effective 06/18/2025
ODE 2-2024, amend filed 02/16/2024, effective 02/16/2024

ODE 37-2021, amend filed 10/26/2021, effective 10/26/2021
ODE 42-2020, amend filed 10/22/2020, effective 10/22/2020
ODE 21-2019, amend filed 06/25/2019, effective 06/25/2019
ODE 32-2018, amend filed 10/19/2018, effective 10/21/2018
ODE 4-2017, f. & cert. ef. 3-1-17
ODE 41-2016, f. & cert. ef. 7-20-16
ODE 30-2016, f. & cert. ef. 4-28-16

581-027-0010
Calculations for Oregon School Capital Improvement Matching Program Priority List

(1) For each Funding Cycle, the Department shall provide State Matching Grants to Districts from designated resources in the Oregon School Capital Improvement Matching Account. The Department shall determine and apportion the amount of funds available divided among the Funding Cycles in each biennium. The total amount of State Matching Grant funds available and awarded by the Department may vary during each Funding Cycle.

(2) The Department shall post on its website the amounts that will be available for OSCIM Grants for each Funding Cycle within a reasonable time after the Legislature determines the level of funding for the Oregon School Capital Improvement Matching Account.

(3) If the Legislature does not determine the amount of funding for the Oregon School Capital Improvement Matching Account until after the application period opens for a given Funding Cycle, the application period will run as normal. However, any posting of results will be delayed until such time as the Legislature determines the amount of funding for the Oregon School Capital Improvement Matching Account.

(4) If the Legislature does not appropriate any funds for the OSCIM Program for a biennium, or any part of the biennium, then the OSCIM Program will cancel open application periods and future application periods until funding is restored.

(5) Sixty-six percent (66%) of designated grant resources in the Oregon School Capital Improvement Matching Account shall be awarded based on the Priority List.

(6) The Priority List shall be based on a District's Assessed Value, Percentage of Students in Poverty, and Average Daily Membership.

(7) The Department shall update the Priority List every biennium. The Priority List will be updated no later than June 1 before the start of the next biennium. The updated Priority List will be effective at the start of the next biennium. To update the list, the Department will use the data from the most recent year for which all three sources have reported actual data.

(8) The Priority List shall be calculated as follows:

(a) The District's Students in Poverty shall be multiplied by twenty (20) to determine the Weighted Number of Students in Poverty.

(b) The District's Weighted Number of Students in Poverty shall be divided by the District's Extended ADMw less virtual charter school enrollment to arrive at the District's Weighted Percentage of Students in Poverty.

(c) The District's Assessed Value shall be divided by one (1) plus the Weighted Percentage of Students in Poverty to determine the District's Adjusted Assessed Property Value per ADM.

(d) The Districts will be ranked from the lowest Adjusted Assessed Property Value per ADM to the highest.

Statutory/Other Authority: SB 447 (2015)
Statutes/Other Implemented: SB 285 (2023) & ORS 286A.796 - ORS 286.806
History:
ODE 35-2025, amend filed 06/18/2025, effective 06/18/2025
ODE 2-2024, amend filed 02/16/2024, effective 02/16/2024
ODE 42-2020, amend filed 10/22/2020, effective 10/22/2020
ODE 21-2019, amend filed 06/25/2019, effective 06/25/2019
ODE 7-2017, f. & cert. ef. 6-1-17
ODE 4-2017, f. & cert. ef. 3-1-17
ODE 30-2016, f. & cert. ef. 4-28-16

581-027-0015
Calculations for Oregon School Capital Improvement Matching Program Funding Formula

(1) The Department shall provide State Matching Grants to Districts from available resources in the Oregon School Capital Improvement Matching Account.

(2) Sixty-six percent (66%) of the available resources in the Oregon School Capital Improvement Matching Account for a biennium shall be awarded based on the Priority List.

(3) Thirty-four percent (34%) of the available resources in the Oregon School Capital Improvement Matching Account for a biennium shall be awarded based on the order in which applications are received during the application period established by the Department for the Funding Cycle.

(4) The Department shall use a funding formula to determine the amount of State Matching Grant funds each District is eligible to receive from the Oregon School Capital Improvement Matching Account. This funding formula will be used to determine eligibility for State Matching Grants awarded through both the Priority List and First in Time application process.

(5) The District's Assessed Property Value shall be divided by the District's Extended ADMw less virtual charter school enrollment to determine the district's Assessed Value per ADMw.

(6) The Districts shall be ranked from the lowest Assessed Value per ADMw as the top ranked district to the highest Assessed Value per ADMw as the lowest rank and receive a grant as follows:

(a) Districts ranked 1 through 50 based on Assessed Value per ADMw shall receive a grant up to $12,000,000;

(b) Districts ranked 51 through 99 based on Assessed Value per ADMw shall receive a grant up to $10,000,000;

(c) Districts ranked 100 through 148 based on Assessed Value per ADMw shall receive a grant up to $8,000,000; and

(d) Districts ranked 149 through 197 based on Assessed Value per ADMw shall receive a grant up to $6,000,000.

(7) A District's maximum grant shall be modified as follows:

(a) If a District passes a local general obligation bond that is greater than or equal to $360 million, then the district shall receive a State Matching grant of $12 million regardless of the District's eligibility based on its ranking per Assessed Value per ADMw; and

(b) A District that passes a local general obligation bond that is less than or equal to the amount of the State Matching Grant based on section (8) above, shall receive a State Matching grant equal to the lesser of total proceeds from the sale of the Local GO Bonds exclusive of underwriter's discount and other costs of issuance or the original amount requested by the District.

(8) Under no circumstances shall the grant amount exceed the bonded debt limit as stated in ORS 328.425.

(9) By June 1 of each odd numbered year, the Department's Office of School Facilities shall publish inflation-adjusted State Matching Grant amounts based on the Consumer Price Index for All Urban Consumers, West Region (All Items), as published by the Bureau of Labor Statistics of the United States Department of Labor.

(10) Local GO Bonds used by a District to qualify for the OSCIM Program must be closed within nine (9) months of the date of the election at which the Local GO Bonds were approved.

Statutory/Other Authority: SB 447 (2015)
Statutes/Other Implemented: SB 285 (2023) & ORS 286A.796 - ORS 286.806
History:
ODE 35-2025, amend filed 06/18/2025, effective 06/18/2025
ODE 2-2024, amend filed 02/16/2024, effective 02/16/2024
ODE 42-2020, amend filed 10/22/2020, effective 10/22/2020
ODE 21-2019, amend filed 06/25/2019, effective 06/25/2019
ODE 7-2017, f. & cert. ef. 6-1-17
ODE 4-2017, f. & cert. ef. 3-1-17
ODE 30-2016, f. & cert. ef. 4-28-16

581-027-0020
Oregon School Capital Improvement Matching Program Application

(1) The Department shall create one application for Districts to apply for State Matching Grants from the Oregon School Capital Improvement Matching Account.

(2) The Department shall post the application on the Department's web page.

(3) The Department shall open applications for each Funding Cycle as follows:

(a) On the July 15 that precedes the November Funding Cycles in a biennium; and

(b) On the December 15 that precedes the May Funding Cycles in a biennium.

(4) If one of those dates falls on a weekend or holiday, then the application period will be opened the Friday preceding.

(5) Applicants must submit their application electronically. Districts may submit applications only for an open and current Funding Cycle. The Department will not accept applications for later Funding Cycles.

(6) If a District's application does not meet the application requirements:

(a) The Department may agree to an extension of time, but no more than sixty (60) days from the deadline for submission, for the District to correct the deficiencies; and

(b) The Department may allow the District to continue to apply to the OSCIM Program even if the additional time extends beyond the application window.

(7) If a District fails to make the corrections within the agreed upon time, the Department shall cancel the District's application and readjust the pre-election commitments made.

(8) A District that submits an application for a Funding Cycle may withdraw the application no later than sixty (60) days from the application deadline.

(9) A District that applies during a Funding Cycle but either fails to withdraw under subsection (8) or fails to pass a Local GO Bond may apply for the next consecutive Funding Cycle.

(10) A District that applies for two consecutive Funding Cycles and fails to pass a Local GO Bond shall wait one Funding Cycle before applying again.

(11) Districts that withdraw from a Funding Cycle under subsection (8) shall not have that Funding Cycle count against them under subsection (10).

(12) The Department shall:

(a) Rank complete applications from Districts for each Funding Cycle according to the Priority List formula;

(b) Make funding commitments to Districts with the highest ranking on the priority list until sixty-six percent (66%) of the available resources for that Funding Cycle are used;

(c) Make funding commitments to the remaining Districts in accordance with the First in Time process for that Funding Cycle.

(d) If a District receives a partial commitment in a Funding Cycle, the Department shall not round up that partial commitment by reducing funds available to other Funding Cycles.

(13) In order to promote equity across the state, the Department shall deem all applications received within a specified period for each Funding Cycle as being received at the same time.

(a) The Department shall establish the following periods for reception of applications:

(A) 8:00 a.m. to 12:30 p.m. will be the initial application period; and

(B) 12:31 p.m. to 5:00 p.m. will be the second application period.

(b) All applications received during one of the above time periods will be deemed to have been received at the same time for the purpose of awarding First in Time commitments.

(c) The Department shall commit First in Time funding to applications received during the initial application period. If any funding remains, then the Department shall allocate the remaining funds to the second period.

(d) If the First in Time funding is insufficient to provide a commitment to all Districts within a given period for that Funding Cycle, the Department shall randomly select the Districts by a lottery process to determine which Districts will receive an award commitment.

(e) The lottery process shall be determined by the Department.

(f) All lottery results are final.

(14) The Department shall notify Districts that receive a funding commitment from the Oregon School Capital Improvement Matching Account within two weeks of the close of the application period for a Funding Cycle.

(15) The Department shall post the eligibility and ranking of all Districts that applied during that Funding Cycle on the Department's website. Districts that applied but did not receive a commitment will be notified of where they fall on the Waitlist Ranking.

(16) All funding commitments are contingent upon the District subsequently Closing the required Local GO Bonds within nine (9) months of that Funding Cycle's bond election.

(17) Any Districts on the Waitlist Ranking may choose to seek voter approval for Local GO Bonds in that Funding Cycle with the understanding that State Matching Grant funds may become available for that Funding Cycle if a District that has received a commitment is unsuccessful in passing their Local GO Bonds.

(18) All funding commitments to Districts that successfully pass their Local GO Bonds in the Funding Cycle will be officially awarded a State Matching Grant upon the execution of a grant agreement prescribed by the Department.

(19) All funding commitments to Districts that are not successful in passing their Local GO Bonds will be recommitted to Districts that have successfully passed Local GO Bonds in that election in the following order:

(a) All Districts that received a partial commitment that passed a Local GO Bond will receive funding up to the full award.

(b) All Districts on the First in Time Waitlist Ranking that passed a Local GO Bond, will receive an award from the uncommitted First in Time funds.

(c) All Districts that received an award from the First in Time Waitlist Ranking will be removed from the Priority List Waitlist Ranking.

(d) All Districts remaining on the Priority List Waitlist Ranking that passed a Local GO Bond will receive any funds remaining from Districts that received a commitment but failed to pass a Local GO Bond.

(20) Districts will have to reapply each Funding Cycle to receive a commitment for that Funding Cycle. A District will not be able to carry forward any commitments made in previous Funding Cycles.

(21) All decisions of the Department regarding the completeness of the application or ranking under either the Priority List or First in Time process are final.

(22) Any funding remaining after all awards have been made for a Funding Cycle shall be moved forward to the next Funding Cycle.

(23) If there are funds that remain available after the last election in a biennium, those funds will be distributed as follows:

(a) Districts with a partial commitment will be funded starting in order from the first election of the biennium;

(b) Districts that applied for the OSCIM Program and passed a Local GO Bond, but did not receive any funds will be funded starting in order from the first election of the biennium.

(24) When a state of emergency is declared pursuant to ORS 401.165 et. seq., the Department shall determine if the emergency will negatively impact a Funding Cycle and may:

(a) Change any application deadlines stated in (3) or OAR 581-027-0023(2) if the emergency interferes with Districts' abilities to submit the required documents by those deadlines; and

(b) Allow Districts to withdraw from the election during the affected Funding Cycle and hold their election during the next Funding Cycle.

(25) If Districts withdraw from the affected Funding Cycle, the Department may:

(a) Transfer funding commitments made to Districts during the affected Funding Cycle to the next Funding Cycle; and

(b) Apply the waitlist ranking of the affected Funding Cycle to the next Funding Cycle.

(26) The transfer of funding commitments and waitlist ranking made during the affected Funding Cycle do not impact or change funding commitments or waitlist ranking for the next Funding Cycle that have already been made by the Department.

(27) A District is considered to have withdrawn from an election when it sends its intention to withdraw from the election in writing to the Department.

(28) If multiple Funding Cycles are affected by the declared state of emergency, the Department shall review each Funding Cycle separately.

Statutory/Other Authority: SB 447 (2015)
Statutes/Other Implemented: SB 285 (2023) & ORS 286A.796 - ORS 286.806
History:
ODE 35-2025, amend filed 06/18/2025, effective 06/18/2025
ODE 2-2024, amend filed 02/16/2024, effective 02/16/2024
ODE 16-2021, amend filed 05/25/2021, effective 05/25/2021
ODE 42-2020, amend filed 10/22/2020, effective 10/22/2020
ODE 16-2020, temporary amend filed 04/23/2020, effective 04/23/2020 through 10/19/2020
ODE 21-2019, amend filed 06/25/2019, effective 06/25/2019
ODE 7-2017, f. & cert. ef. 6-1-17
ODE 4-2017, f. & cert. ef. 3-1-17
ODE 30-2016, f. & cert. ef. 4-28-16

581-027-0023
Submission of Facility Assessments and Long-Range Facility Plans as part of Oregon School Capital Improvement Matching Program Grant Application

(1) In order to qualify for an OSCIM Program matching grant, Districts must submit a Facility Assessment and Long-Range Facility Plan as part of their OSCIM Program application. Failure to submit a Facility Assessment and Long-Range Facility Plan will disqualify the District from participation in the OSCIM Program application for that Funding Cycle.

(2) Districts shall submit their Facility Assessment and Long-Range Facility Plan as follows:

(a) On the July 1 that precedes the November Funding Cycles in a biennium; and

(b) On the December 1 that precedes the May Funding Cycles in a biennium.

(3) The Facility Assessment and Long-Range Facility Plan must be submitted electronically to the Department.

(4) The Department will review all Facility Assessment and Long-Range Facility Plan submissions to ensure compliance with requirements.

(5) If the Department determines a District's submission does not meet the requirements, the Department will notify the District of the deficiencies.

(6) The Department may agree to an extension of time, but no more than sixty (60) days from the deadline for OSCIM Program application submission, for the District to correct the deficiencies.

(7) If a District fails to make the corrections within the agreed upon time, the Department will cancel the District's application and readjust the pre-election commitments made.

(8) The Facility Assessment must meet the following requirements:

(a) Comply with the standards set forth in OAR 581-027-0035 or be completed as part of the Statewide School Facility Assessment program.

(b) Cover buildings that will be included in the OSCIM Program grant application. A District may include Facility Assessments for more buildings than would be improved using OSCIM Program funds; and

(c) Cover a District's current buildings even if the District is applying for the OSCIM Program only for the construction of a new building.

(9) The Long-Range Facility Plan must meet the following requirements:

(a) Comply with the standards set forth in OAR 581-027-0040; and

(b) Demonstrate how the new buildings proposed to be built are integrated into the Long-Range Facility Plan.

(10) Districts are not required to use a Certified Assessor to complete the Facility Assessment or the Long-Range Facility Plan.

(11) A District may use the same Facility Assessment and Long-Range Facility Plan as a basis for an OSCIM Program application for four (4) years from the year in which the plan was completed.

(12) The Department's determination of the adequacy of the Facility Assessment and Long-Range Facility Plan is final.

Statutory/Other Authority: SB 447 (2015)
Statutes/Other Implemented: SB 285 (2023) & ORS 286A.801(2)
History:
ODE 35-2025, amend filed 06/18/2025, effective 06/18/2025
ODE 2-2024, amend filed 02/16/2024, effective 02/16/2024
ODE 16-2021, amend filed 05/25/2021, effective 05/25/2021
ODE 42-2020, amend filed 10/22/2020, effective 10/22/2020
ODE 21-2019, amend filed 06/25/2019, effective 06/25/2019
ODE 7-2017, f. & cert. ef. 6-1-17

581-027-0025
Oregon School Capital Improvement Matching Program Grant Restrictions

(1) A District that receives a State Matching Grant will be ineligible for additional State Matching Grant funds for six (6) years from the year in which the District successfully passed their Local GO Bond.

(2) A District may not use State Matching Grant funds to refinance other general obligation bonds issued by the District.

(3) A District must use State Matching Grant funds for capital costs as defined in ORS 286A.796(3).

(4) A District may use State Matching Grant funds to reimburse the District for capital costs incurred by the District prior to the Funding Cycle in which the District was awarded a grant only if:

(a) The Department approves the use of State Matching Grant funds for such purpose; and

(b) The District complies with all requirements of the OSCIM Program.

(c) The Department's approval or disapproval of the use of State Matching Grant funds is final.

(5) State Matching Grant funds shall be used only to match the proceeds of Local GO Bonds authorized by an election in the same Funding Cycle in which the District applied for State Matching Grant funds.

Statutory/Other Authority: Sec. 2, 5, ORS 783 & SB 447 (2015)
Statutes/Other Implemented: SB 447 (2015) & Sec. 2, 4, 5, ORS 783
History:
ODE 2-2024, amend filed 02/16/2024, effective 02/16/2024
ODE 34-2020, minor correction filed 08/28/2020, effective 08/28/2020
ODE 21-2019, amend filed 06/25/2019, effective 06/25/2019
ODE 7-2017, f. & cert. ef. 6-1-17
ODE 4-2017, f. & cert. ef. 3-1-17
ODE 30-2016, f. & cert. ef. 4-28-16

581-027-0030
Technical Assistance Grant Program Procedures

(1) The Department shall open the application period for the Technical Assistance Grant Program on January 15 of each year and close the application period on February 15 of the same year. If either of those dates falls on a weekend or holiday, the preceding Friday will be the effective date of the opening or closing respectively.

(2) The Department shall establish a separate application for each type of grant available.

(3) Each District and Education Service District must submit a separate application for each grant type for which it chooses to apply.

(4) All Districts and Education Service Districts are eligible for each type of grant.

(5) All applications are due by the date established by the Department. No late applications will be accepted.

(6) The Department shall evaluate each completed application by awarding preference points as established by this rule.

(7) An application will receive one (1) point, or if specified, two (2) points for each preference that the application meets.

(8) An application will receive a final score that is the total of the application's points.

(9) Applications will be funded from highest to lowest score.

(10) If there is not enough funding to provide a Technical Assistance Grant to all applications that have equal scores, then the Department shall create a lottery to determine which applications will receive a Technical Assistance Grant.

(11) By June 1 of each odd numbered year the Department's Office of School Facilities shall publish inflation-adjusted Technical Assistance Grant amounts based on the Consumer Price Index for All Urban Consumers, West Region (All Items), as published by the Bureau of Labor Statistics of the United States Department of Labor.

(12) The preference points for Districts applying for the Facility Assessment grant are:

(a) District has fifteen percent ~~twenty-fi~~(15%~~ve percent (25%)~~) or more of its ADMr identified as Students in Poverty;

(b) District has under 1,650~~2,500~~ ADMr according to the annual reports for the same school year as used to calculate the Priority List under OAR 581-027-0010;

(c) District has not conducted a Facility Assessment within ten (10) years or less;

(d) District has not passed a general obligation bond within fifteen (15) years or less;

(e) District's ADMr has changed by ten percent (10%) or more over the last five (5) years based on the latest annual reports submitted to the Department; and

(f) District has completed its annual electronic submission of its building and bond data to the Department by February 15 of each year.

(13) The preference points for Education Service Districts applying for the Facility Assessment grant are:

(a) The Education Service District has an average of twelve percent (12%) or more of its component school districts' ADMr identified as Students in Poverty;

(b) The Education Service District has under 20,000 Extended ADMw according to the annual reports for the same school year as used to calculate the State School Fund allocations;

(c) The Education Service District has at least one building used for instruction with a student capacity of 10 or more;

(d) The Education Service District has not conducted a Facility Assessment within ten (10) years or less; and

(e) The Education Service District has completed its annual electronic submission of its building and bond data to the Department by February 15 of each year.

(14) The preference points for Districts applying for the Long-Range Facility Plan grant are:

(a) District has fifteen percent (15%)~~twenty-five percent (25%)~~ or more of its ADMr identified as Students in Poverty;

(b) District has under 1,650~~2,500~~ ADMr according to the annual reports for the same school year as used to calculate the Priority List under OAR 581-027-0010;

(c) District has not conducted a Long-Range Facility Plan within ten (10) years or less;

(d) District has not passed a general obligation bond within fifteen (15) years or less;

(e) District's ADMr has changed by ten percent (10%) or more over the last five (5) years based on the latest annual reports submitted to the Department; and

(f) District has completed its annual electronic submission of its building and bond data to the Department by February 15 of each year.

(15) The preference points for Education Service Districts applying for the Long-Range Facility Plan grant are:

(a) The Education Service District has an average of twelve percent (12%) or more of its component school districts' ADMr identified as Students in Poverty;

(b) The Education Service District has under 20,000 Extended ADMw according to the annual reports for the same school year as used to calculate the State School Fund allocations;

(c) The Education Service District has at least one building used for instruction with a student capacity of 10 or more;

(d) The Education Service District has not conducted a Long-Range Facility Plan within ten (10) years or less; and

(e) The Education Service District has completed its annual electronic submission of its building and bond data to the Department by February 15 of each year.

(16) The preference points for Districts applying for the Seismic Assessment grant are:

(a) District has fifteen percent (15%) ~~twenty-five percent (25%)~~ or more of its ADMr identified as Students in Poverty;

(b) District has under 1,650~~2,500~~ ADMr according to the annual reports for the same school year as used to calculate the Priority List under OAR 581-027-0010;

(c) District has selected at least one instructional facility with a student capacity of 250 or more for assessment; ~~District has not conducted an assessment for Business Oregon's Seismic Rehabilitation Grant Program;~~

(d) District identifies the schools it intends to assess and at least fifty percent (50%) are listed as "High" or "Very High" for collapse potential in the Rapid Visual Screening data created by the Department of Geology and Mineral Industries;

(e) District's Mapped Spectral Acceleration for a 1-second period (Ss) is greater than 0.6 as calculated by the United States Geological Survey; and

(f) District has completed its annual electronic submission of its building and bond data to the Department by February 15 of each year.

(17) The preference points for Education Service Districts applying for the Seismic Assessment grant are:

(a) The Education Service District has an average of twelve percent (12%) or more of its component school districts' ADMr identified as Students in Poverty;

(b) The Education Service District has under 20,000 Extended ADMw according to the annual reports for the same school year as used to calculate the State School Fund allocations;

(c) The Education Service District has selected at least one instructional facility with a student capacity of 250 or more for assessment; ~~The Education Service District has at least one building used for instruction with a student capacity of 10 or more;~~

(d) The Education Service District's Mapped Spectral Acceleration for a 1-second period (Ss) is greater than 0.6 as calculated by the United States Geological Survey; and

(e) The Education Service District has completed its annual electronic submission of its building and bond data to the Department by February 15 of each year.

(18) The preference points for Districts applying for the Asbestos Environmental Hazard Assessment grant are:

(a) District has fifteen percent (15%) ~~twenty-five percent (25%)~~ or more of its ADMr identified as Students in Poverty;

(b) District has under 1,650~~2,500~~ ADMr according to the annual reports for the same school year as used to calculate the Priority List under OAR 581-027-0010;

(c) District has at least 50% or more of its schools built before 1980;

(d) District needs to provide training to a staff person to oversee asbestos-related activities and/or needs to provide asbestos awareness training to custodial staff;

(e) District is due to conduct its 3-year re-inspection of asbestos-containing material in each school facility; and

(f) District has completed its annual electronic submission of its building and bond data to the Department by February 15 of each year.

(19) The preference points for Education Service Districts applying for the Asbestos Environmental Hazard Assessment grant are:

(a) The Education Service District has an average of twelve percent (12%) or more of its component school districts' ADMr identified as Students in Poverty;

(b) The Education Service District has under 20,000 Extended ADMw according to the annual reports for the same school year as used to calculate the State School Fund allocations;

(c) The Education Service District needs to provide training to a staff person to oversee asbestos-related activities and/or needs to provide asbestos awareness training to custodial staff;

(d) The Education District is due to conduct its 3-year re-inspection of asbestos-containing material in each facility; and

(e) The Education Service District has completed its annual electronic submission of its building and bond data to the Department by February 15 of each year.

(20) The preference points for Districts applying to the Engineered Wood Roof Systems Assessment grant are:

(a) District has fifteen percent (15%) or more of its ADMr identified as Students in Poverty;

(b) District has under 1,650 ADMr according to the annual reports for the same school year as used to calculate the Priority List under OAR 581-027-0010;

(c) One (1) point for a District with up to two (2) long-span facilities that are 50 years of age or older, and two (2) points for a District with three (3) or more long-span facilities that are 50 years of age or older;

(d) District has a majority of its facilities located in snow-prone areas at elevations of 1,000 feet or more as determined by the elevation of the district's main office building; and

(e) District has completed its annual electronic submission of its building and bond data to the Department by February 15 of each year.

(21) The preference points for Education Service Districts apply to the Engineered Wood Roof Systems Assessment grant are:

(a) The Education Service District has an average of twelve percent (12%) or more of its component school districts' ADMr identified as Students in Poverty;

(b) The Education Service District has under 20,000 Extended ADMw according to the annual reports for the same school year as used to calculate the State School Fund allocations;

(c) The Education Service District has one (1) or more long-span facilities that are 50 years of age or older;

(d) The Education Service District has a majority of its facilities located in snow-prone areas at elevations of 1,000 feet or more as determined by the elevation of the District's main office building; and

(e) The Education Service District has completed its annual electronic submission of its building and bond data to the Department by February 15 of each year.

(2220) The preference points for Districts applying to the Radon Environmental Hazard Assessment grant are:

(a) District has fifteen percent (15%) ~~twenty-five percent (25%)~~ or more of its ADMr identified as Students in Poverty;

(b) District has under 1,6502,500 ADMr according to the annual reports for the same school year as used to calculate the Priority List under OAR 581-027-0010;

(c) District has school and administrative buildings that have not been tested for radon~~, or district has school and administrative buildings that had testing completed after July 1 of the preceding year~~;

(d) District's radon risk level is either "High" or "Not Assigned" according to information published by the Oregon Health Authority that provides for radon risk levels based on geography;

(e) District has a school that qualifies as a remote small elementary school per ORS 327.077; and

(f) District has completed its annual electronic submission of its building and bond data to the Department by February 15 of each year.

(2321) The preference points for Education Service Districts applying to the Radon Environmental Hazard Assessment grant are:

(a) The Education Service District has an average of twelve percent (12%) or more of its component school districts' ADMr identified as Students in Poverty;

(b) The Education Service District has under 20,000 Extended ADMw according to the annual reports for the same school year as used to calculate the State School Fund allocations;

(c) The Education Service District has instructional spaces or administrative buildings that have not been tested for radon in the last 10 years or more;

(d) The Education Service District's radon risk level is either "High" or "Not Assigned" according to information published by the Oregon Health Authority that provides for radon risk levels based on geography; and

(e) The Education Service District has completed its annual electronic submission of its building and bond data to the Department by February 15 of each year.

(2422) A District or Education Service District that is awarded a Technical Assistance Grant must:

(a) Enter into a grant agreement with the Department by the time specified by the Department;

(b) Use a Certified Assessor to perform a Facility Assessment or Long-Range Facility Plan;

(c) Provide the Department with an electronic copy of any final reports required by the Technical Assistance Grant; and

(d) Provide the Department with an electronic copy of invoices showing expenses incurred in performing the work for the specific Technical Assistance Grant.

(2523) A District or Education Service District must reapply each time a new grant application is announced if it did not receive a grant in the previous grant application period.

~~(24) A District or Education Service District may apply to the Technical Assistance Program to be reimbursed for assessments previously completed if:~~

~~(a) The previous assessment work was started within six (6) months of the application period;~~

~~(b) The previous assessments meet all requirements set forth for the type of assessment in these administrative rules; and~~

~~(c) The Grantee submits a final copy of the report and all invoices within the required period for a Technical Assistance Program grant.~~

(2625) Grantees must submit all final reports and invoices by the date specified by the Department. If a Grantee does not meet that deadline, the Department may rescind their grant funds.

(2726) A District or Education Service District that receives a Technical Assistance Program grant will be ineligible to reapply for that specific grant for four (4) years from the year the grant was issued.

Statutory/Other Authority: ORS 326.125 & SB 285 (2023)
Statutes/Other Implemented: SB 285 (2023)
History:
ODE 35-2025, amend filed 06/18/2025, effective 06/18/2025
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ODE 42-2020, amend filed 10/22/2020, effective 10/22/2020
ODE 21-2019, amend filed 06/25/2019, effective 06/25/2019
ODE 32-2018, amend filed 10/19/2018, effective 10/21/2018
ODE 7-2017, f. & cert. ef. 6-1-17
ODE 4-2017, f. & cert. ef. 3-1-17
ODE 41-2016, f. & cert. ef. 7-20-16

581-027-0035
Facility Assessment Requirements

Each Facility Assessment shall contain:

(1) Name of Building.

(2) Building ID Number.

(3) Physical Address.

(4) Gross Square Footage.

(5) Original Construction Date.

(6) Original Construction Type.

(7) Additions:

(a) Construction Date;

(b) Construction Type;

(c) Construction Square footage; and

(d) Addition Construction Usage.

(8) Renovations:

(a) Construction Date;

(b) Construction Type;

(c) Construction Square Footage; and

(d) Renovation Construction Usage.

(9) UNIFORMAT II Infrastructure Assessment: An assessment of each applicable building element as listed in the American Society for Testing and Materials (ASTM) UNIFORMAT II Classification (October 1999) of Building Elements Level 3 that provides the following:

(a) ASTM Number;

(b) System Name;

(c) Description of System;

(d) Number of systems or square footage of system in need of repair or want of replacement;

(e) Level of repair/replacement needed. The percent of the building affected should be noted to assist in cost estimating; and

(f) Notes as to what specifically needs to be done to repair or replace the system.

(10) Additional items:

(a) A safety and security analysis of the facility that determines if the facility meets current best practices for providing a safe and secure environment;

(b) An ADA assessment and listing of deficiencies;

(c) Assessment of technology infrastructure in the facility including bandwidth, type of internet connection, presence of wireless networks, and other means of providing access to information technology;

(d) Assessment of indoor air quality; and

(e) Presence of harmful substances such as lead or asbestos in the facility based on District reports.

(11) Value Assessment:

(a) The current replacement value of the building using cost per square foot standards as determined by the Department and updated annually; and

(b) The Facilities Condition Index of the building as calculated by dividing the total estimated construction costs to completely repair the building by the current replacement value of the building.

(12) All information submitted electronically to the Department on a Department-established template which shall be used by Districts and Certified Assessors.

Statutory/Other Authority: ORS 326.125 & SB 447 (2015)
Statutes/Other Implemented: SB 285 (2023)
History:
ODE 36-2025, minor correction filed 06/18/2025, effective 06/18/2025
ODE 2-2024, amend filed 02/16/2024, effective 02/16/2024
ODE 42-2020, amend filed 10/22/2020, effective 10/22/2020
ODE 21-2019, amend filed 06/25/2019, effective 06/25/2019
ODE 7-2017, f. & cert. ef. 6-1-17
ODE 4-2017, f. & cert. ef. 3-1-17
ODE 41-2016, f. & cert. ef. 7-20-16

581-027-0040
Long-Range Facility Plan Requirements

Each Long-Range Facility Plan shall contain the following information:

(1) Population projections by school age group for the next ten (10) years using U.S. Census or Census partner data.

(2) Collaboration with local government planning agencies (city and/or county) that results in:

(a) Identification of suitable school sites if needed; and

(b) Site acquisition schedules and programs.

(3) Evidence of community involvement in:

(a) Determining educational vision of local community;

(b) Reviewing the costs of identified improvements;

(c) Prioritizing the identified improvements; and

(d) Determining potential sources of funds for the improvements.

(4) Identification of buildings on historic preservation lists including the National Historic Register, Oregon State Historic Preservation Office, and local historic building lists.

(5) A rating or indication of the degree to which the instructional spaces at each of the District's or Education Service District's campuses meet the Department's Educational Adequacy Review Standards as described in OAR 581-027-0043.

(6) If current facilities are unable to meet Department Educational Adequacy Review Standards, the District will then:

(a) Identify changes needed to bring current facilities up to a good or excellent rating against the Department's Educational Adequacy Review Standards; and

(b) Identify potential alternatives to new construction or major renovation of current facilities.

Statutory/Other Authority: ORS 326.125 & SB 447 (2015)
Statutes/Other Implemented: SB 285 (2023)
History:
ODE 37-2025, minor correction filed 06/18/2025, effective 06/18/2025
ODE 2-2024, amend filed 02/16/2024, effective 02/16/2024
ODE 37-2021, amend filed 10/26/2021, effective 10/26/2021
ODE 42-2020, amend filed 10/22/2020, effective 10/22/2020
ODE 21-2019, amend filed 06/25/2019, effective 06/25/2019
ODE 7-2017, f. & cert. ef. 6-1-17
ODE 4-2017, f. & cert. ef. 3-1-17
ODE 41-2016, f. & cert. ef. 7-20-16

581-027-0043
Educational Adequacy Review Standards

The standards are to be used for facilitating discussions around capital planning and improvement. These standards focus on five primary facets of school facilities that directly correlate to student outcomes.

(1) The Acoustic Educational Adequacy Standard reviews whether:

(a) The sound-conditioning in a given space is acoustically comfortable to permit instructional activities to take place;

(b) Sound is transmitted without interfering with adjoining instructional spaces; and

(c) The ventilation system does not transmit an inordinate sound level to the instructional program.

(2) The Air Quality Education Adequacy Standard reviews whether the District implements an Indoor Air Quality Management Program at each of its campuses.

(3) The Lighting Educational Adequacy Standard reviews whether:

(a) Light design generates an illumination level that provides comfortable and adequate visual conditions in each educational space;

(b) Ceilings and walls are white or light-colored for high reflectance unless the function of space dictates otherwise;

(c) Lights do not produce glare or block the line of sight;

(d) Window treatment allows entrance of daylight but does not cause excessive glare or heat gain; and

(e) Fixtures provide an even light distribution throughout the learning area.

(4) The Temperature Education Adequacy Standard reviews whether the school's heating and cooling system provides consistent thermal comfort to students and teachers year-round.

(5) The School Capacity Educational Adequacy Standard reviews whether:

(a) The school can support its projected enrollment; and

(b) The student population is within the limits of the school's capacity based on the district's classroom loading standards.

(6) Districts and Certified Assessors may use additional educational adequacy review standards as deemed appropriate for the facilities.

(7) The required educational adequacy review standards may only be substituted for more comprehensive and/or quantitative standards if the District and Certified Assessor agree this is needed.

Statutory/Other Authority: SB 447 (2015) & ORS 326.125
Statutes/Other Implemented: SB 285 (2023)
History:
ODE 38-2025, minor correction filed 06/18/2025, effective 06/18/2025
ODE 2-2024, amend filed 02/16/2024, effective 02/16/2024
ODE 37-2021, adopt filed 10/26/2021, effective 10/26/2021

581-027-0045
Seismic Assessment Requirements

Each Seismic Assessment shall contain the following:

(1) Name of Building.

(2) Gross Square Footage of Building.

(3) Physical Address.

(4) Original Construction Date.

(5) Original Construction Type.

(6) Additions:

(a) Construction Date;

(b) Construction Type;

(c) Construction Square Footage; and

(d) Construction Usage.

(7) Procedures used to determine the building's ability to meet the Basic Performance Objective for Existing Buildings (BPOE) in ASCE 41-17. Specifically:

(a) The building's ability to perform to the Limited Safety Structural Performance Level at the BSE-2E hazard level in ASCE 41-17 if building is categorized as Risk Category III, school buildings, not including areas which may be used as emergency shelters, under OAR 123-051-0600; or

(b) The building's ability to perform to the Life Safety Structural Performance Level at BSE-2E hazard level AND the Immediate Occupancy Structural Performance Level at the BSE-1E hazard level in ASCE 41-17 if building is categorized as Risk Category IV, emergency service buildings and school areas that may be used as emergency shelters, under OAR 123-051-0600.

(8) List of deficiencies that need to be corrected to qualify building to meet the Basic Performance Objective for Existing Buildings in accordance with ASCE 41-17.

(9) List of drawings illustrating schematic rehabilitation tasks to rectify listed deficiencies in accordance with ACSE 41-17 standard.

(10) Cost estimate provided by professional with knowledge about the type of work to be done that includes contingencies built into all budget categories.

(11) Certification of the final assessment provided by registered Structural Engineer licensed in the State of Oregon.

Statutory/Other Authority: SB 447 (2015) & ORS 326.125
Statutes/Other Implemented: SB 285 (2023)
History:
ODE 39-2025, minor correction filed 06/18/2025, effective 06/18/2025
ODE 2-2024, amend filed 02/16/2024, effective 02/16/2024
ODE 42-2020, amend filed 10/22/2020, effective 10/22/2020
ODE 21-2019, amend filed 06/25/2019, effective 06/25/2019
ODE 12-2019, amend filed 04/22/2019, effective 04/22/2019
ODE 42-2018, amend filed 12/10/2018, effective 12/10/2018
ODE 7-2017, f. & cert. ef. 6-1-17
ODE 4-2017, f. & cert. ef. 3-1-17
ODE 41-2016, f. & cert. ef. 7-20-16

581-027-0050
Assessor Certification Program

(1) The Department shall establish a program whereby entities or individuals can apply to become Certified Assessors for the Technical Assistance Program.

(2) The program shall contain a portion of instruction on the methods to be used by Certified Assessors in performing Facility Assessment and Long-Range Facility Plan work.

(3) The program shall contain a test such that those that pass will become Certified Assessors.

(4) The Department shall post on its website specific information for each time the training program is held.

(5) The requirements for individuals to apply to the Certified Assessor Program are:

(a) The applicant must be legally able to work under a public contract in the State of Oregon;

(b) The applicant must be an architectural and/or engineering professional who has at least 5 years of experience working with K-12 schools.

(c) The applicant must demonstrate capacity for assessing whole-building systems for schools.

(6) No individual may become a Certified Assessor unless:

(a) They meet the requirements to apply for the program;

(b) Attend and complete the training for Certified Assessors; and

(c) Pass a written examination at the end of the training program.

Statutory/Other Authority: ORS 326.125
Statutes/Other Implemented: ORS 326.125
History:
ODE 40-2025, minor correction filed 06/18/2025, effective 06/18/2025
ODE 2-2024, amend filed 02/16/2024, effective 02/16/2024
ODE 37-2021, amend filed 10/26/2021, effective 10/26/2021
ODE 35-2020, minor correction filed 08/28/2020, effective 08/28/2020
ODE 21-2019, amend filed 06/25/2019, effective 06/25/2019
ODE 7-2017, f. & cert. ef. 6-1-17
ODE 4-2017, f. & cert. ef. 3-1-17
ODE 41-2016, f. & cert. ef. 7-20-16

Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Summary

Meeting Date: 1/15/2026
Title: Updating the Technical Assistance Program's Preference Points for New and Existing Grants
Status: First Reading
Presentation: Yes
Key Staff: Leanna Heiman and Michael Elliott
Topic Summary: The Office of School Facilities is requesting Board approval of updates to the Technical Assistance Program (TAP) administrative rules to support implementation of a new Engineered Wood Roof Systems Assessment Grant. These changes are being brought forward now to ensure TAP application rankings align with this new grant offering. Board approval will allow TAP to establish six preference points for this grant type and make limited, related updates to preference criteria across other TAP grants, supporting effective program administration.

ODE Education Equity Stance

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

BACKGROUND AND NEED

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

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

   The Technical Assistance Program (TAP) supports Oregon school districts with early-stage planning and assessment for school facility needs. TAP provides targeted grants to districts to help offset the costs of facilities condition assessments, long-range facility planning, seismic assessments, and environmental hazard assessments. By helping districts better understand the condition, safety, and capacity of their school buildings, TAP enables informed decision-making, transparent communication with communities, and strategic use of resources, ultimately supporting safe, functional learning environments for students across Oregon.

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

   The State Board of Education's authority to take action on this item is provided in ORS 326.125 (Office of School Facilities; rules). Specifically, ORS 326.125(1)(d) authorizes the Board to

establish, by administrative rule, the requirements a school district must meet to receive a grant under the Technical Assistance Program. The statute is prescriptive in setting maximum grant award amounts for each assessment type, with awards capped at $40,000 for facilities assessments, long-range facility plans, environmental hazard assessments, and seismic or other specialized assessments.

Within these statutory limits, the Board and Department retain flexibility to define program eligibility, application requirements, evaluation criteria, and preference criteria through rulemaking, allowing TAP to respond to evolving facility needs while remaining aligned with legislative intent.

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

   No. These changes to the OARs are new.

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

   This item is coming before the Board now to ensure administrative rule changes are in place to guide the review, ranking, and award of applications for the 2026 Technical Assistance Program grant cycle, including implementation of the new Engineered Wood Roof Systems Assessment grant. Board approval is also needed to adopt revised preference points that better align application prioritization with district need and promote more equitable funding outcomes, with awards announced by March 1, 2026.

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: Oregon School Boards Association-PACE, insurance pool for Oregon school districts

ENGAGEMENT STRATEGY AND LEARNINGS

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

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

   The Equity Decision Tree guided our engagement strategy by helping identify who would be most affected by changes related to aging engineered wood trusses and potential impacts on insurance coverage. Beginning July 1, 2025, PACE, the insurance pool for Oregon school districts, will exclude coverage for engineered wood trusses that are more than 50 years old. Coverage may be added back if the cause of loss is due to a named peril, there is no evidence of preexisting structural damage, or the trusses have been repaired or deemed structurally sound by a licensed structural engineer within an inspection interval recommended by the engineer. Recognizing that this primarily affects districts with older facilities, the Office of School Facilities engaged its Advisory Group, which includes school district financial staff, representatives from the Oregon School Boards Association, the Coalition of Oregon School Administrators, the Oregon Association of School Business Officials, and the Oregon School Facilities Management Association, as well as architects, structural engineers, and project managers. Input from PACE representatives was also included to ensure that guidance and grant requirements align with insurance considerations, promoting equitable access to resources and minimizing risk for all districts.

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

8. **Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon's students, or otherwise contribute to the climate of Oregon's school systems? If so, please select from the below list.**
   - ☒ N/A; this item does not intersect with other state entities.
   - ☐ Oregon Health Authority (OHA)
   - ☐ Department of Early Learning and Care (DELC; formerly ELD)
   - ☐ Educator Advancement Council (EAC)
   - ☐ Higher Education Coordinating Commission (HECC)
   - ☐ Youth Development Oregon (YDO)

☐ Teacher Standards and Practices Commission (TSPC)
☐ Oregon Housing and Community Services (OHCS)
☐ Other: _____

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

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: All Oregon Districts

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

   The changes to PACE property coverage affect all school districts across 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, the Advisory Group highlighted the need to define "Long-Span Facilities" in the initial proposal. Additionally, there was a request for clearer guidance to support districts in understanding the new grant. In response, we worked with a structural engineer from ZCS Engineering & Architecture to develop a clear definition of Long-Span Facilities and created a guidance document for districts, ensuring they have the information needed to participate effectively.

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

    Prior to asking the Board to take action, the updated proposal and grant guidance for the Engineered Wood Roof Systems Assessment grant will be shared again with the Advisory Group. While the Advisory Group has already supported moving forward, this final review will confirm alignment on key term definitions and provide an opportunity to identify any remaining questions or feedback before the item is finalized.

FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS

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

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

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

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

Board action is not expected to create any fiscal or administrative impacts on districts, ESDs, community-based organizations, or the nine federally recognized tribes. The new Engineered Wood Roof Systems Assessment grant will provide districts with funding to inspect aging long-span engineered wood roof systems and generate reports that can be shared with PACE, the districts' insurance provider, helping to ensure continued coverage for these buildings without imposing additional burdens, including for small or rural 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?

No.

EQUITY IMPACT ANALYSIS

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

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

Board action on this item does not have a direct or disproportionate impact on any specific student group. However, by supporting the Technical Assistance Program's assessment grants, the Board helps districts offset the costs of evaluating school facility needs, allowing local resources to be directed more effectively toward educational services and supports for

students. Over time, this supports safer, more functional learning environments for students and greater fiscal capacity for districts to address the needs of students and their families.

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 is not expected to have a direct or disproportionate impact on school district employees or volunteers, including those who have been and continue to be systemically marginalized. By supporting the Technical Assistance Program's assessment grants, the Board helps districts better understand facility conditions and plan needed improvements, which can contribute to safer and more functional school environments for all staff 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?**

    In the short term, Board approval will allow TAP to implement the new Engineered Wood Roof Systems Assessment grant and apply revised preference points for the 2026 cycle, ensuring applications are reviewed, ranked, and awarded efficiently. In the long term, these updates will help districts better assess and plan for facility needs, supporting safer, well-maintained school buildings. While there is no direct or disproportionate impact on specific students, families, or staff, improved facility planning and targeted grant support may enable districts to allocate resources more strategically, ultimately benefiting students, educators, and communities across Oregon.

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

    If the Board does not act, TAP will still implement the new Engineered Wood Roof Systems Assessment grant and revised preference points, but the program would lack formally adopted administrative rules to reference. This could make it harder to provide clear guidance to districts or respond to questions about eligibility, application ranking, or award decisions. While the grants themselves would still be available, having adopted rules helps ensure consistency, transparency, and clarity for districts and program staff.

RECOMMENDED ACTION

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

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

The proposed rule changes include definitions for Engineered Wood Roof Systems Assessment, Instructional Facility, and Long-Span Facility and updates to TAP preference points to better prioritize small and high-poverty districts. Key adjustments include lowering the enrollment threshold for the small district preference from 2,500 to 1,650 ADMr and expanding the poverty preference from 25% to 15% of students in poverty. Preference points for the Seismic Assessment grant are aligned with Business Oregon's SRGP eligibility, and the new Engineered Wood Roof Systems Assessment grant includes points for districts with multiple long-span facilities built before 1975 and those in snow-prone areas, prioritizing districts with the greatest structural risk. The Board is being asked to approve these definitions and preference point updates.

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

    This language is responsive to feedback from the Advisory Group, which highlighted the need to define key terms and ensure grant criteria are equitable and accessible to small and high-poverty districts. Adjustments to preference points reflect these needs by expanding eligibility and prioritizing districts with the greatest facility risk. The language aligns with the Board's Mission, Vision, and Values by promoting safe, well-maintained learning environments, equitable access to resources, and data-informed decision-making that supports student success and community trust.

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

    We recommend the Board adopt the proposed rule changes to support the implementation of the new Engineered Wood Roof Systems Assessment grant and updated preference points. This action reflects the Department's commitment to academic excellence, belonging, and wellness by helping districts proactively assess and plan for safe, well-maintained learning environments. Streamlined application requirements and equitable prioritization also reduce administrative burden, particularly for small and rural districts, supporting fair access to resources and more effective accountability.

22. **Please note any additional support the Department is (or will be) providing to ensure successful implementation of this item.**
    - ☐ N/A; this item does not require any additional support.
    - ☐ Communications plan
    - ☐ Technical assistance, professional development, and/or coaching
    - ☐ Direct or differentiated support for small, rural, or remote school districts
    - ☐ Corrective Action Processes
    - ☐ Safety measures

☐ Organizational culture or practice changes (change management)
☐ Materials and/or supplies
☒ Guidance and/or supplemental resources
☐ Other: _____

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

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

APPENDIX B: GRANT CONSOLIDATION

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

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

☐ Conduct a needs assessment
☐ Gather and provide additional data
☒ Submit an application to ODE
☒ Submit a report to ODE
☐ Submit a plan to ODE
☐ Submit a budget to ODE
☐ Conduct community engagement
☒ Other: Submit invoices to ODE

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?

Within the Office of School Facilities, TAP reduces administrative burden for districts, particularly small or rural districts with limited staff, by calculating preference points on their behalf using existing data from the State School Fund, and ODE's Building Collection. Districts complete a simple online application, providing only basic contact information, school locations for the seismic assessment, and minimal Yes/No responses, avoiding duplicative data requests and time-consuming reporting. TAP grant outputs align with other state programs: Facility Assessment and Long-Range Facility Plan reports support the Oregon School Capital Improvement Matching (OSCIM) grant applications, and Seismic Assessments support Business Oregon's Seismic Rehabilitation Grant Program. By streamlining the process and leveraging existing data, TAP promotes equitable access to resources while minimizing administrative impacts on districts.

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

The grant requirements are the same for all districts, including small and rural schools, because they are already minimal. Each grant type uses a streamlined application that requires basic contact information, and no more than 2 questions such as the year the district passed a General Obligation bond (Long-Range Facility Planning grant), school building names (Seismic Assessment grant), a Yes/No question on whether the district needs to provide asbestos-related training to a staff (Asbestos Hazard Assessment grant), and a count of long-span facilities built before 1975 (Engineered Wood Roof Systems Assessment grant). This approach helps ensure the process is accessible and manageable for districts of all sizes.

Changes to TAP's Administrative Rules

419

Leanna Heiman *(she, her)*

Office of Finance | Office of School Facilities

leanna.heiman@ode.oregon.gov

Technical Assistance Program (TAP): Program Overview

- Established in 2015 under ORS 326.125
- Operated by the Office of School Facilities

Purpose

- Helps districts plan for capital improvements, growth, and deferred maintenance
- Supports informed community discussions and funding decisions

420

TAP helps districts prepare for future funding and to meet unfunded state and federal mandates.

Technical Assistance Program (TAP): Need for Rulemaking

- Statewide School Facility Assessment allows TAP to repurpose Facility Assessment grant
- Recent roof failures reveal hidden deterioration and design vulnerabilities
- 59% of school buildings in Oregon are 50 years of age or older
- New Engineered Wood Roof Systems Assessment Grant requires ranking criteria
- Rule updates establish preference points and align criteria across TAP grants

421

Who asked for this?
Office of School Facilities, in coordination with OSBA-PACE (school district insurance pool)

Without adopted rules, TAP could offer the new grant but lack clear, consistent guidance on eligibility and rankings.

Technical Assistance Program (TAP): Engagement Strategy

- Presented proposed administrative rule updates to the **Office Of School Facilities Advisory Group**, which includes school district representatives
- PACE will require inspections or repairs for trusses over 50 years old to maintain coverage (effective July 1, 2025)
- PACE coverage changes affect **all Oregon school districts**.
- OSF engaged districts, education associations, facilities experts, and PACE to align grant guidance, insurance needs, and equitable access
- OSF consulted structural engineers to develop grant guidance and establish a clear definition of **Long-Span Facilities**

422

Technical Assistance Program (TAP): Timeline

Jul – Nov 2025

Engagement with Partners & Advisory Group

Jan 15, 2026

SBE 1st Read & TAP Grant Application Window Opens

Feb 2026

SBE 2nd Read (Rule Changes Adopted)

Mar 13, 2026

2026 TAP Awards Announced

423

Technical Assistance Program (TAP): Summary of Changes

OAR 581-027-0005 Definitions: Adds definition related to Engineered Wood Roof Systems, Instructional Facility, and Long-Span Facility.

OAR 581-027-0030 Technical Assistance Grant Program Procedures: Establishes **six** new preference points for school districts and **five** new preference points for ESDs and updates existing preference points to promote greater equity and improve prioritization of districts with higher need in the TAP grant selection process.

424

Technical Assistance Program (TAP): Equity Impact

- No direct or disproportionate impact on specific student groups
- TAP assessment grants help districts offset facility evaluation costs
- Frees local resources to better support students and educational services
- Supports safer, more functional learning environments over time
- Benefits students, staff, families, and communities statewide through improved planning
- Updates TAP preference points to better prioritize small and high-poverty districts.

425

Technical Assistance Program (TAP): Fiscal Impact

- No anticipated fiscal or administrative impacts on districts, ESDs, community-based organizations, or federally recognized tribes
- New grant provides funding for inspections of aging long-span wood truss systems
- Assessment reports can be shared with PACE to help maintain insurance coverage
- Supports districts—especially small and rural—without adding administrative burden

426

Technical Assistance Program (TAP): Discussion

- Are these rules as clear and accessible as they can be?
- Does the State Board of Education have any additional feedback to provide?

427

581-022-2100
Administration of State Assessments

(1) Definitions. As used in this rule:

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

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

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

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

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

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

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

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

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

(ij)(A) “Oregon Statewide Assessment System” means:

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

(i) Science;

(ii) Mathematics;

(iii) English Language Arts (ELA);

(iv) English Language Proficiency (ELP);

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

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

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

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

(lm) "School district" means:

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

(B) The Oregon School for the Deaf;

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

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

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

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

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

(no) “Test Administration Manual”, “Oregon Accessibility Manual”, and “SEED Survey Administration Manual" means arefer to manuals published annually by ODE that includes descriptions of the specific policies and procedures that school districts are required to follow when administering any components of the Oregon Statewide Assessment System. References

to the Test Administration Manualese manuals refer to the edition in effect at the time of test administration and include appendices and any addenda published in accordance with ODE's revision policypublished on August 1, 2025 and approved by the State Board of Education on March 19, 2026.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Statutory/Other Authority: ORS 326.051, ORS 329.075 & ORS 329.078
Statutes/Other Implemented: ORS 329.075, ORS 329.485 & ORS 329.078
History:
ODE 29-2025, amend filed 06/16/2025, effective 06/16/2025
Renumbered from 581-022-0610 by ODE 16-2017, f. & cert. ef. 7-5-17
ODE 26-2015, f. & cert. ef. 12-21-15
ODE 34-2014, f. & cert. ef. 6-24-14
ODE 7-2011, f. & cert. ef. 7-1-11
ODE 7-2010, f. & cert. ef. 5-27-10
ODE 12-2009, f. & cert. ef. 12-10-09
ODE 30-2008, f. 12-16-08, cert. ef. 12-19-08
ODE 16-2002, f. & cert. ef. 6-10-02
ODE 6-2002(Temp), f. & cert. ef. 2-15-02 thru 6-30-02
Reverted to 1EB 2-1985, f. 1-4-85, ef. 1-7-85
EB 14-1990(Temp), f. & cert. ef. 3-5-90
1EB 2-1985, f. 1-4-85, ef. 1-7-85

Oregon State Board of Education Docket

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Summary

Meeting Date: 1/15/2026
Title: Annual Assessment Manual Renewal
Status: First Reading
Presentation: No (Written Report Only/Consent)
Key Staff: Andrea Lockard, Audrey Lingley, Ben Wolcott
Topic Summary: Each year, ODE updates important manuals that spell out requirements for test administration. OAR 581-022-2100 lists which manuals those are and specifies that districts must abide by the requirements in those manuals. ODE asks the State Board of Education to renew its approval of OAR 581-022-2100 yearly so that the most recent editions of the testing manuals have the needed regulatory force.

ODE Education Equity Stance

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

BACKGROUND AND NEED

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

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

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

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

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

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

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

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

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

   ODE updates the TAM, OAM, and SAM every year. Reapproving OAR 581-022-2100 will grant enforceability to the most current versions (which outline the most current requirements).

5. **Who requested or brought about the need for this item? (Select all that apply.)**
   - ☒ ODE Staff
   - ☐ Students
   - ☐ Families
   - ☐ Community-Based Organizations
   - ☐ Culturally Specific Organizations
   - ☐ School Districts
   - ☐ Education Service Districts
   - ☐ Charter Schools
   - ☐ Oregon State Legislature
   - ☐ Educational Associations
   - ☐ Racial Justice Council
   - ☐ Federal Government
   - ☐ One or more of Oregon's nine federally recognized tribes: _____
   - ☐ Other: _____

ENGAGEMENT STRATEGY AND LEARNINGS

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

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

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

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

8. **Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon's students, or otherwise contribute to the climate of Oregon's school systems? If so, please select from the below list.**
   - ☒ N/A; this item does not intersect with other state entities.
   - ☐ Oregon Health Authority (OHA)
   - ☐ Department of Early Learning and Care (DELC; formerly ELD)
   - ☐ Educator Advancement Council (EAC)
   - ☐ Higher Education Coordinating Commission (HECC)
   - ☐ Youth Development Oregon (YDO)
   - ☐ Teacher Standards and Practices Commission (TSPC)
   - ☐ Oregon Housing and Community Services (OHCS)
   - ☐ Other: _____

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

   N/A

9. **Which geographic perspectives are intentionally represented in your office/team engagement strategy?**
   - ☐ Northeast Oregon
   - ☐ Central and Southeast Oregon
   - ☐ Southwest Oregon
   - ☐ Willamette Valley and Central Coast
   - ☐ Northwest Oregon
   - ☐ Tribal lands
   - ☐ Other: _____

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

   N/A

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

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

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

    We are asking the Board to reapprove an update to OAR 581-022-2100 that specifies districts must follow the 25-26 versions of the aforementioned assessment manuals. ODE will continue to review these manuals, accept feedback from partners, and consider updates for subsequent school years.

FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS

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

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

    ☒ No

    ☐ Yes; please review Appendix B: Grant Consolidation below.

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

    No

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

    No

EQUITY IMPACT ANALYSIS

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

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

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

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

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

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

Updating assessment manuals annually is a crucial step towards ensuring a successful assessment year.

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

In September 2025, the State Board temporarily reapproved OAR 581-022-2100, granting enforceability to the 25-26 editions of the assessment manuals mentioned in the rule. Inaction on this item would remove enforceability from these manuals and return it to the 24-25 editions. ODE and districts would then have to compare the versions of these manuals and reestablish testing requirements.

RECOMMENDED ACTION

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

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

The language of OAR 581-022-2100 has been updated to include the publication dates of the manuals endorsed by the rule.

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

The Board approved an update to OAR 581-022-2100 in June 2025 and reapproved it temporarily in September 2025. Since that time, ODE has received feedback that the rule should include the specific publication dates of the manuals concerned. That feedback has been incorporated into the rule language.

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

We recommend the State Board reapprove OAR 581-022-2100. As a reminder, this reapproval grants enforceability to finalized versions of ODE's 25-26 TAM, OAM, and the SAM.

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

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

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

- ☒ N/A; this item has not previously been before the Board
- ☐ No; same as last month

☐ Yes; please review Appendix A: Second Reading below.

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

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Dr. Andrea Lockard, Dr. Audrey Lingley, Ben Wolcott

Research, Assessment, Data, Accountability, and Reporting (RADAR)

January 15, 2026

Refresher and Overview

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

The rule lists:

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

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Why this topic?

Rule text now includes dates of manual publication.

Q: This seems like a very minor change. Why bring it before the State Board?
A: OAR 581-022-2100 provides enforceability for the requirements detailed in three test and survey administration manuals. These three manuals are updated every year. We need annual *re-approval* of OAR 581-022-2100 by the State Board of Education to ensure that the updated requirements inherit the enforceability enjoyed by their predecessors.

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

How are manuals updated?

The three manuals mentioned in the rule are:

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

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

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

Student impact

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

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

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

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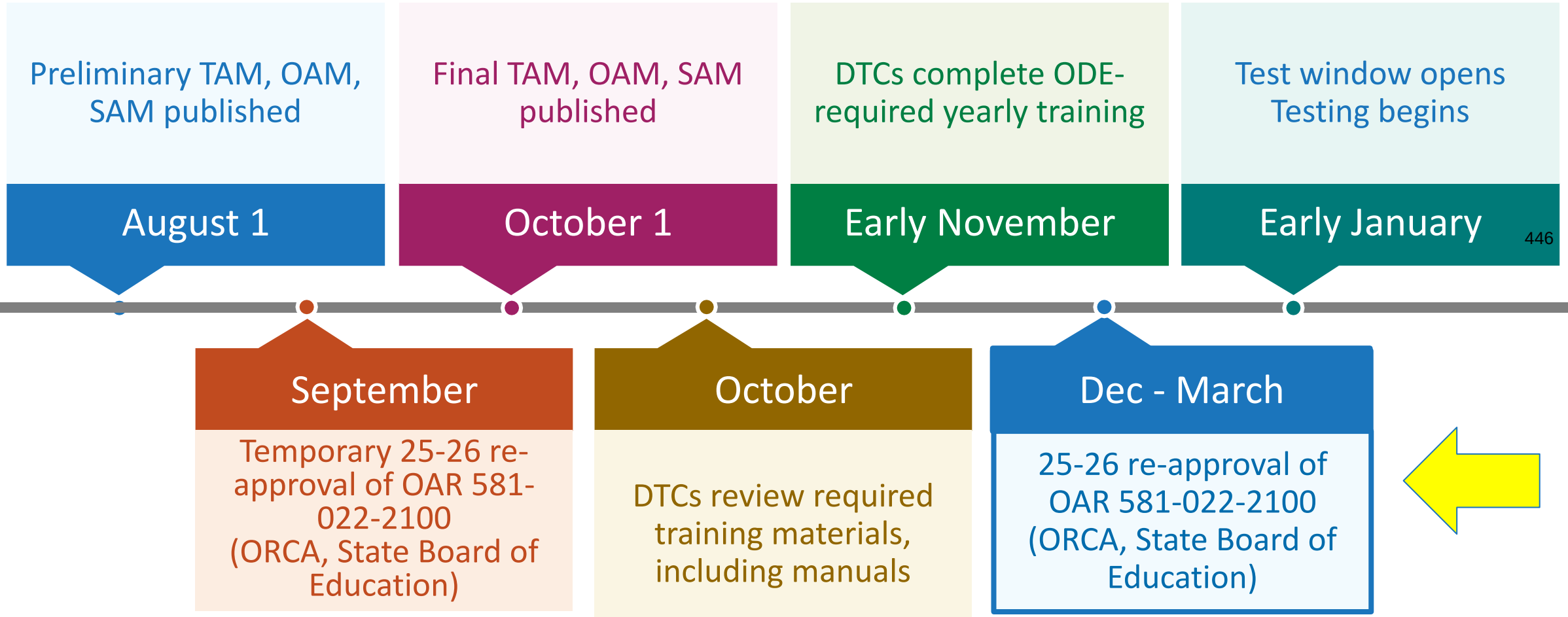
The requirements exist to ensure secure, appropriate testing. For example, following the requirements means providing students with needed accessibility supports.

Manual update timeline

- ODE's Assessment Team records feedback from districts, ESDs, and community members about the contents of the three manuals throughout the year**.**
- Assessment Team also confers internally to identify areas for revision.
- A Preliminary TAM, OAM, and SAM are published every year on or prior to **August 1**.
- A Final TAM, OAM, and SAM are published every year on or prior to **October 1**. 445
- District Test Coordinators have until roughly the **first weekday in November** to review these *required* training materials.
- District Test Coordinators must complete required ODE-required training in November so that they can train their test administration staff and make other associated preparations in time for the opening of the yearly test window in **early January**.

These timelines are largely *non-negotiable*.

Manuals update timeline (visual)



We'll see you again soon

- We will return for a second read.
- After the second read, we will be back seeking reapproval for 2026-27 manuals.

Thank you for your time!

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