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# ODE Rules Advisory Committee

November 9, 2021

# Agenda Overview

9:00 am- 12:30 pm

- I. Introductions & Opening Remarks
- II. ODE Rules-at-a-Glance
  - A. LGBTQ2SIA+ Temporary Rules; Farm-to-School Program OARs; HB 2935 CROWN Act; HB 3041 Gender Identity - OAR 581-021-0045; Identification of Talented and Gifted (OAR 581-022-2325); Programs and Services for Talented and Gifted Students (OAR 581-022-2500)
- III. ODE Updates/Policies
  - A. SB 744 Implementation Update
  - B. Legislative Concept Process
  - C. Remote Learning Program Standards
- IV. ODE Draft Rules & Early Rule Concept and Considerations
  - A. [SB 513 - Civics requirement for graduation](#)
  - B. SIA Rules for Focal Group Students
- V. Open Space/Questions
- VI. Closing





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# Nine Federated Tribes of Oregon: Confederated Tribes of Siletz



## Long Awaited Celebration in Siletz

VOL. IX NO. 39  
SEPTEMBER 23.

**SILETZ:** Ceremonies celebrating the restoration of the Siletz Indian Reservation took place last weekend, under threatening skies that seemed to break into sunshine at all the right times.

The ceremonies began at 10 a.m. on Government Hill, with speeches by the tribal council and former council members. Tribal chairman Art Bensell spoke for many of the native Americans when he stated he had been born on Government Hill and was now assured he would rest there, among his people.

In the park below the hill a crowd of about 200 people observed the emotion-charged ceremony as a representative from the Bureau of Land Management handed the deed over to Bensell. He waved it aloft in triumph as



*Tonya Brown, Miss Siletz, was among the many happy and proud participants in the Siletz Powwow and ceremonies this weekend.*

restoration of their native lands meant to them. Mary Alice Munsie, tribal council member, was among the speakers. She said she had been born on the hill and grew up there. "This is like coming home," she said.

A banquet followed in the evening, where salmon, beef and venison stew was served. In the old Indian tradition of the young taking care of the old, the young people took the seniors in hand, seated and served them.

Dances and drumming at the Siletz School continued on into the evening. All three Confederated Tribes of Siletz area offices were represented: Salem, Springfield and Siletz. People came from as far away as Canada, Washington, Idaho, Montana, California, and



# Welcome, Opening Remarks

- Technical and Virtual reminders
- Suggested Protocol and Dialogue
- How to use shared Notespace/Workspace during presentation



# Suggested Protocol for Dialogue

- Trust is earned - *and* let's attempt to move in conversation like we've got several years working together already behind us.
- Engage tension, don't indulge drama.
- Listen to your gut!
- Share space - help collectively balance the insights of verbal and quick processors with the wisdom of those who might appear more reticent.
- Confidentiality - this is not a social-media space. Lessons can be shared but leave the details.
- Dialogue, not selling - let's converse not pitch.
- Assume best intent, attend to impact
- Pay attention (neighbors, yourself, group process and dynamics)

# Core Principles

- Collaborative Rulemaking Process
- Engagement/Consultation Before Pen Hits Paper
- Coordinating Engagement Opportunities to Not Overburden Partners
- In-Person Engagement (when possible)
- Different Perspectives in the Same Room (when possible)
- Advisory to ODE Staff (State Board of Education is statutorily responsible for promulgating rules.)
- Not One-Size Fits All
- Engage Community Partners, including those who will be directly affected by the rules
- Loop Back to Partners - to explain how their input shaped (or did not shape) the outcome or administrative rules

# Process

RAC is Advisory to ODE Staff who make final recommendations to SBE for final decision.

Notification

Agenda will be sent out by RAC Coordinator

RAC Meetings

Discuss Early Draft Rule or Policy Concepts

State Board of Ed

Staff will take Oregon Administrative Rules to State Board of Education

RAC Meetings

Staff may bring back draft rules to RAC

State Board of Ed

Final adoption of rules or policies



# Engagement Opportunities for Administrative Rules

## Oregon Department of Education

Ensures rules comply with state law.

## Staff technical advisory committee

Ensures rules align with program/grant purpose. Discuss how rules will impact affected communities.

## State Board of Education

Ensures rules align and advance ODE Education Equity Stance. Provides staff with direction on administrative rules. Adopts administrative rules and sets educational policy and standards for all public school districts.

## ODE Rules Advisory Committee

Ensures rules comprehensively address impact on affected communities. Address fiscal, small business & racial equity impacts.



## The General Public

Submits oral or written public testimony and/or comments at scheduled OAR Hearings and State Board meetings.





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# ODE Rules-at-a-Glance

# LGBTQ2SIA+ Student Success Plan

**Subject:** LGBTQ2SIA+ Student Success Plan

**Concept:** Temporary Rules for LGBTQ2SIA+ Grant Program

**Background:** The LGBTQ2SIA+ Student Success Plan provides strategies and goals to work toward addressing educational and social-emotional needs of LGBTQ2SIA+ students. The plan addresses:

- the need for professional development among Oregon educators
- equitable access to appropriate educational curriculum, facilities and activities, as well as,
- necessary data collection through an annual climate survey and student advisory group to inform future decision making regarding this student population.

One of the ways the plan will be implemented is through grants for programming to local entities.

We held three virtual engagement sessions to gather feedback on the proposed temporary rules.

# LGBTQ2SIA+ Student Success Plan

## Proposed Rule Changes:

1. Definitions
2. Establishment describes basic details of the grant program, such as:
  - a. The program's purpose,
  - b. Program requirements, and
  - c. Objectives the program aims to meet, which are aligned with other SSA programs, such as AABS and Latino/a/x Student Success
3. Eligibility
  - a. To be eligible to receive a Grant, an applicant must:
    - i. Be a Community-Based Organization, early learning hub, provider of early learning services, school district, education service district, tribal government, or post-secondary institution of education; and
    - ii. Demonstrate the majority of the students served by the proposed project are students served by the plan and their families.



# LGBTQ2SIA+ Student Success Plan

## Proposed Rule Changes:

4. Criteria
  - a. Application successfully implements the strategies provided in the LGBTQ2SIA+ Student Success Plan;
  - b. Application authentically and consistently engages Community Voice in the proposed project
  - c. Application demonstrates equitable distribution of Grant funds and resources in Partnership.
5. Funding
  - a. Administrative costs, which include indirect costs, will be allowed as a percentage of the Grant funds disbursed as follows:
    - i. Up to five percent for school districts, education service district, early learning hubs, or post-secondary institutions of education; or
    - ii. Up to fifteen percent for tribal governments, community-based organizations, or providers of early learning services.
6. Reporting

# LGBTQ2SIA+ Student Success Plan

## Timeline and Next Steps:

- Community Engagement
  - October/November 2021
- ODE Rules Advisory Committee
  - November 9, 2021
- State Board of Education
  - December 9, 2021
- Next Steps:
  - Permanent Rule Adoption Process

## Background Check Fees

**Subject:** OARs 581-021-0511, 581-021-0512, 581-045-0586, and 581-045-0586

**Concept:** Background Check Fees

**Background:** Specific numeric costs for background checks related to classified employment or volunteering with public or private schools have been established in OAR; these revisions attempt to remove some specificity to allow for fluctuating costs.



# Background Check Fees

## Proposed Rule Changes:

- Removes “\$59” as the established cost for background checks in rule text and provides for an established schedule of fees for this service to be drafted, adopted, and published as an office unit policy rather than a matter of rule. This would permit the unit to adjust fees as necessary to account for increase or decrease in fees from Oregon State Police & Federal Bureau of Investigation, as well as staff labor cost for processing, under ORS 181A.190(9)(b).

## Previous RAC Feedback:

- No previous review

## Next Steps:

- Present to State Board of Education for approval

# ODE Farm to School Grant - Child Nutrition Program

**Subject:** Second read of Permanent Rule changes

**Concept:** The Farm to School Grant has six components to it:

- Non Competitive Reimbursement of Oregon Grown Foods
- Competitive Reimbursement of Oregon Foods
- Competitive Farm to School Education Grant
- Competitive Technical Assistance Grant
- Competitive ODA Producer Infrastructure Grant
- Evaluation

When we started this grant in 2012, it was one small grant. Each time we introduced new components, we kept changing the rules and it's become necessary to clean up the language to ensure the different components are clear and understandable.

# ODE Farm to School Grant - Child Nutrition Program

## Proposed Changes:

- Mostly semantics, moving rule components to proper grant categories, re-naming the different components so they reflect a more clear understanding of the grant components, and to match the bill giving the grant authority better.
- “Significant” changes: Changed language to reflect the addition of Child and Adult Care Food Programs
- For the Education Grant, reduced the range of awards from \$200,000 back to original \$100,000 ceiling as it will spread the award out to more Oregonians.



# ODE Farm to School Grant - Child Nutrition Program

**Changes to Rule Draft since previous RAC meeting:** None.

**State Board Feedback/Questions (if any):** This was a very Stakeholder-driven process. We feel that we have an adequate grasp on stakeholder input, as our Oregon Farm to School And School Garden Network (representing 1,900 stakeholders) worked with us to suggest the changes represented.

**Next Steps:** Present for final reading in December.

# HB 2935 - The CROWN Act

**Subject:** HB 2935 - The CROWN Act

**Proposed Rule Changes:** Discrimination Prohibited and Program Compliance Standards

**Concept:**

Inclusion and clarification of language from HB 2935 relating to discrimination; amending ORS 659.850

**Objectives 1 & 2:**

1. Clarifies meaning of race to include natural hair, hair texture, hair type and protective hairstyles for purposes of prohibited discrimination under antidiscrimination statutes.
2. Clarifies that valid dress code or policy may not have disproportionate adverse impact on members of protected class

# OAR 581-021-0045 Proposed Amendment

- (c) “National origin” includes:
- (A) An individual’s or individual’s parent’s or guardian’s place of origin;
  - (B) Latinx and other protected class ethnicities;
  - (C) An individual’s religious or cultural ancestry that the individual associates with their personal identity;
  - (E) Physical characteristics that are historically associated with a place of origin, protected class ethnicity, or religious or cultural ancestry; including but not limited to individuals who identify as Syrian, Muslim, Middle Eastern, Arab, Sikh, and Jewish, and
  - (F) An individual whose first spoken language is not English or who is not proficient in speaking English, or who is under the custody of a parent or guardian whose first spoken language is not English or who is not proficient in speaking English.



# OAR 581-021-0046 Proposed Amendment

## Proposed Rule Change:

(b) (A) Does not have a disproportionate adverse impact on members of a protected class, including age, disability, national origin, race, color, marital status, religion, sex, sexual orientation, or gender identity, to a greater extent than the policy impacts persons generally.

*(B) For purposes of this paragraph, “disproportionate adverse impact” means an impact that is not appropriate or fair in consideration of the individual’s protected class status.*

## Definition:

A voluntary organization (is an entity) that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities.

# OAR 581-021-0045/46 Proposed Amendments

## Previous RAC Feedback:

1. State culture and ethnicity specifically.
2. Align with equity terminology.
3. Define terms “disproportionate” and “voluntary organizations”

## Next steps:

1. Present rules for State Board approval at December 9, 2021 meeting

# HB 3041 - Gender Identity Discrimination

**Subject:** Discrimination, gender identity

**Concept:** Adds gender identity to the list of protected classes in Oregon discrimination law

**Background:** Oregon has previously prevented discrimination based on gender identity by incorporating it into the definition of sexual orientation. HB3041 adds gender identity as a standalone protected class, removes it from the definition of gender identity, and creates a new definition of gender identity in statute.



# HB 3041 - Gender Identity Discrimination

## Proposed Rule Changes:

- Add gender identity to the list of protected classes to OAR 581-021-0038.
- Removes gender identity from the definition of sexual orientation; adds a standalone definition of sexual orientation.

## Previous RAC Feedback:

- Provides districts with support and resources for implementation
- Look into future changes to update the definition of sexual orientation

## Next Steps:

- Present for final reading to the State Board in December
- Provide implementation support to districts

# OAR 581-022-2325 - TAG Identification

**Subject:** Equitable identification practices for talented and gifted students

**Concept:** Resives language, requirements, and practices to reflect and align with research based in equity specific to talented and gifted education.

**Background:** Based on data collected by ODE, the need to revise identification rules, centering on equity, was evident. Based on the frequency of district requests seeking guidance and promising practices specific to TAG identification, the department will publish a toolkit to accompany new rules.

# OAR 581-022-2325 - TAG Identification

## Proposed Rule Changes:

- Shifts in evidence collection (more options that are culturally and linguistically appropriate)
- Removed 97th percentile threshold
- Inclusive of local norms

## Previous RAC Feedback:

- Concerns with training *all* educators, perpetuating an elitist program, language (omitting, “outstanding,” “ability,” “capability,” etc.), and lack of culturally responsive practices.

## Next Steps:

- Continue working with external partners (including RAC members), the Oregon TAG advisory group, and national researchers and colleagues through November and early December for final edits/revisions
- 1st read to the SBE - December 2021



# OAR 581-022-2500 - TAG Programs and Services

**Subject:** District TAG Plans - SB 486

**Concept:** revises language in current OARs based on SB 486. Requires districts to post plans in locations optimizing accessibility to the community. Requires plans to include district TAG contact information (reported to ODE annually).

**Background:** Current OAR language is ambiguous and lacks pertinent information to better inform communities and ODE. The revised OAR based on SB 486 must include the opportunity for parents and students to discuss their plan of services and/or programs with the district.

# OAR 581-022-2500 - TAG Programs and Services

## Proposed Rule Changes:

- Require districts to submit contact information annually to ODE
- Require districts to provide an opportunity for students and parents to discuss and provide input regarding the programs and services available to the TAG identified student
- Requires districts to post TAG plans and district contact information of their websites

## Previous RAC Feedback:

- No feedback was given during the September 9, 2021 RAC meeting.
- One question was asked regarding the timeline.

## Next Steps:

- 1st read to the SBE - December 2021



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# ODE Updates/Policies





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# Senate Bill 744 Implementation

Jennifer Patterson & Dan Farley  
Office of Teaching, Learning, and  
Assessment

# Senate Bill 744 Background

**Subject:** [Senate Bill 744](#)

**Concept:** Maintains Oregon's challenging high school credit requirements for graduation. Students are required to have knowledge and skill in reading, writing, and math to graduate with a diploma in Oregon.

**Background:** Senate Bill 744 directs ODE to use a transparent process that is equitable, accessible and inclusive to:

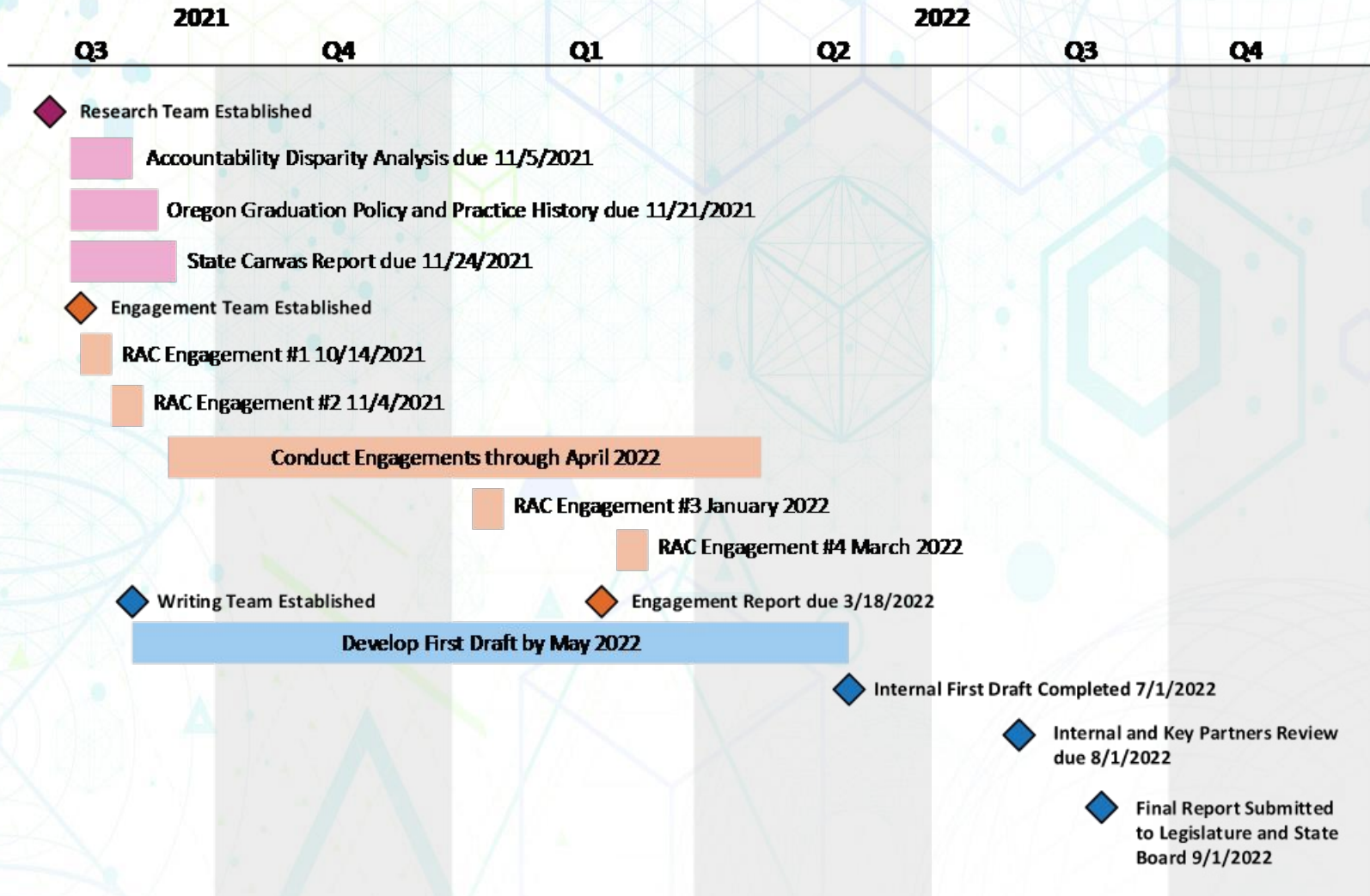
- Review existing state requirements for earning each of the diplomas and alternative certificates as prescribed by state law and rules adopted by the State Board of Education.
- Review equity and disparities that may exist including identification of the causes of disparities that have resulted from the requirements and whether the requirements have been applied inequitably to different student populations.

## Senate Bill 744 Background (cont.)

- Research other state graduation models, to compare requirements.
- Examine local implementation and the expectations of employers and post-secondary institutions by engaging with Oregon's diverse communities, educators, and business and industry partners to hear what Oregonians value and expect of the Oregon Diploma.
- Temporarily suspends the requirement for students to demonstrate proficiency in the Essential Skills. The purpose is to research the current requirements to ensure that they are equitable, accessible, and inclusive.
- Produce a report to the Legislature and the State Board of Education by September 1, 2022 that includes a summary of the review and research conducted. The report will also make recommendations regarding graduation policy for legislative and State Board consideration.



# SB 744 Implementation Expected Timeline



# SB 744 Research

# Research Activities for SB 744 Implementation

## *Determine Impact*

- Review existing state requirements for earning each of the diplomas and alternative certificates
- Review equity and disparities that may exist including identification of the causes of disparities that have resulted from the requirements and whether the requirements have been applied inequitably to different student populations.

## *Canvas Other State Graduation Policies & Practices*

- Research other state graduation models, to compare requirements

# Research Update

1. Reviewing the history of Oregon high school graduation policy and practice is underway
2. Review of the impact of graduation policies and practices is also being studied:

*Percentages of students, disaggregated by race/ethnicity, disability, and English learner status, to review the following:*

- Students who graduated on each diploma path (Oregon, modified, extended, and alternate certificate)
- Students who have met requirements with each assessment option 1) state summative, 2) other standardized test, 3) work samples, or 4) district assessment
- Study those not included (i.e., dropped out, not recorded)



# Research Update - Initial Findings

- Being on track to graduate in 9th Grade, regular attendance, enrollment, mobility, and discipline are highly predictive of on-time graduation ([ODE, High School Success](#), 2019)
- Alternative diplomas are not helping students experiencing disabilities to graduate at expected rates ([The Hechinger Report](#), 2017)
- A Nevada high school exit examination suppressed graduation rates for students of color, students experiencing disabilities, and students who are emerging bilinguals ([The Guinn Center](#), 2021)

# SB 744 Engagement

# Oregon Kitchen Table Partnership

ODE is partnering with the [Oregon Kitchen Table](#) (OKT) program within Portland State University



*“Oregon’s Kitchen Table creates opportunities for public engagement to allow Oregonians to weigh in on policy questions posed by elected officials and public managers. Oregon’s Kitchen Table has been used at the state, local and regional levels to gather feedback from a wide variety of Oregonians on a range of topics, including state budgeting priorities, county budgeting, kindergarten readiness, school boundaries, regional economic development priorities, and values and beliefs.”*

# Oregon Kitchen Table Coordinated Engagements



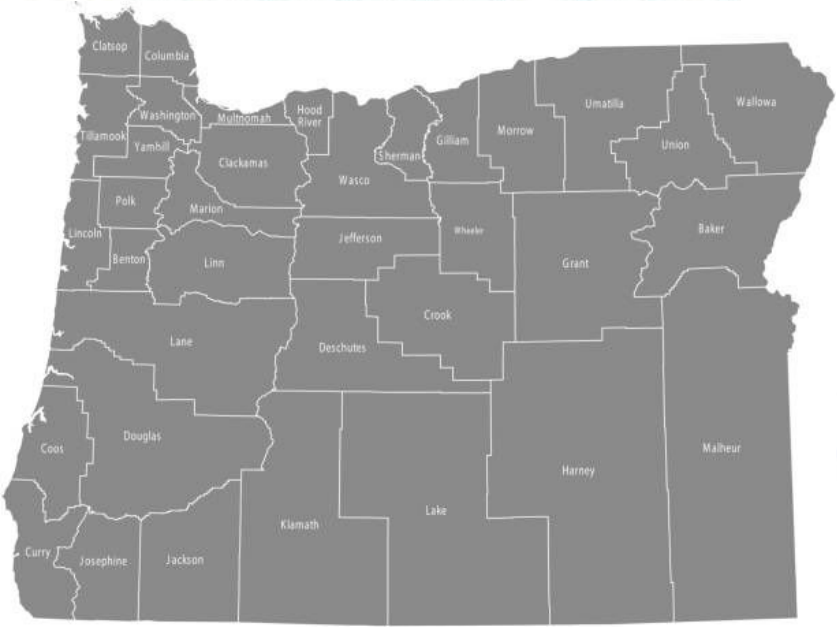
# Roundtable Engagements with Students & Community Groups



# Community Conversations Across 19 ESD Regions



# Statewide Survey in Six Languages



# ODE Coordinated Engagements *(in addition to the RAC)*





# SB 744 Engagement Summary

## **ODE will coordinate the following engagements with OKT:**

- Engagements with student groups and community partners
- Regional Community Conversations across Oregon's 19 ESDs
- State survey tool for general public access in six languages

## **ODE will organize the following engagements independently:**

- Government to Government
- ODE/SBE Rules Advisory Committee

# Initial Communication Plan

- Formal Monthly SB 744 Informational Updates, beginning with October, to be shared with all engagement partners and interested parties
  - Update on project milestones and benchmarks
  - Engagement Information (region, times, and registration process)
- Communication Toolkit
  - One-Page Overview of SB 744 (posted on [ODE's Rules and Policies webpage](#))
  - To be Posted on 11/9/2021 (today)
    - SB 744 Talking Points
    - Sample District Communication Letter Template
    - SB 744 Implementation October Monthly Status Report
- Social Media (*Meta/Twitter* Updates)

# SB 744: Impact on Oregon Administrative Regulations



# SB 744 Implementation Proposed Rule Changes

## Proposed Rule Changes:

Pursuant to SB 744, students are not required to demonstrate proficiency in relation to Essential Skills in order to receive an Oregon Diploma through the 2023-24 school year

- The State Board will be asked to extend the suspension of the Assessment of Essential Skills at OAR 581-022-2115  
(22) The Essential Skills graduation requirements established by Sections 3, 4, and 5 of this rule are waived for students graduating in the 2021-2022, 2022-23, & 2023-24 school years

# SB 744 Implementation Proposed Rule Impacts

## *Racial Equity:*

- Oregon's graduation rates show that Oregon's historically and currently underserved students are not experiencing equitable access to learning resources in our education systems
  - Students who are Indigenous and Tribal Members
  - Students of Color
  - Students Experiencing Disability
  - Students who are Emerging Bilinguals
- In addition, the ways that Oregon's historically and currently underserved students meet graduation requirements conveys the same opportunity disparities
- Systems that continue to generate inequitable outcomes must be interrogated for differences in student opportunity

## *Fiscal/Small Business Impact:*

- Oregon's business community maintains interest in ensuring that the Oregon diploma denotes that students have achieved a certain level of employability.

# SB 744 Implementation Questions

## Questions for Input:

SB 744 requires that ODE “use a transparent process that is equitable, accessible, and inclusive.”

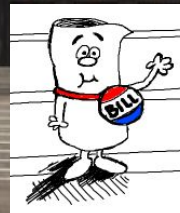
- *Question #1: What questions do you want to make sure that ODE asks as part of the engagement process?*
- *Question #2: What questions, concerns, and/or recommendations do you have regarding the updated research and engagement process?*
- *Question #3: What questions, concerns, and/or recommendations do you have regarding the initial communication plan?*

Please check [ODE's Rules and Policies webpage](#), Senate Bill 744 Section, for updates, information, and communication resources



# Legislative Concept Process

*Government Relations & External Affairs Team*



*Office of the Director*



# STRATEGIC PLAN VISION

The Oregon Department of Education will set a foundation for agency-wide culture change by building awareness, skill and capacity throughout the agency to more consistently and effectively interrupt historical and current patterns of neglect and oppression in order to create and ensure educational equity in Oregon's school systems.

# ANTI-RACIST IN POLICY MAKING

## Antiracist

One who is supporting an antiracist policy through their actions or expressing an antiracist idea

## Antiracist Policy

An antiracist policy is any measure that produces or sustains racial equity between racial groups.

**Policy:** Written and unwritten law, rules, procedures, processes, regulations, and guidelines that govern people.

# ODE EQUITY STRATEGIC PLAN

**G3: We continually expand our capacity for & commitment to diverse & inclusive partnerships in service of Education equity**

**Strategy 3A: Seek opportunities to develop and deepen equitable partnership and collaboration with the federally recognized tribal governments in Oregon.**

**Strategy 3C: systemize use of ODE Equity Lens to evaluate proposed agency concepts & policy options packages**

**Strategy 3C Outcome: Agency can demonstrate processes and protocols with the state legislature and other state agencies sustain the ODE equity lens at the center regardless of individuals in role**

# 560,907 Students

(Enrollment was 582,661 in 2019-20) More than 200 languages spoken



## 197 Districts

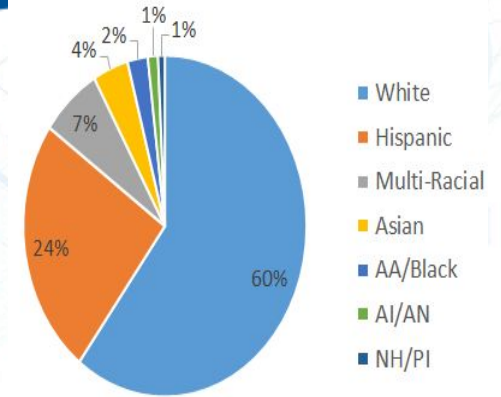
## 1,124 Schools

133 Charter Schools

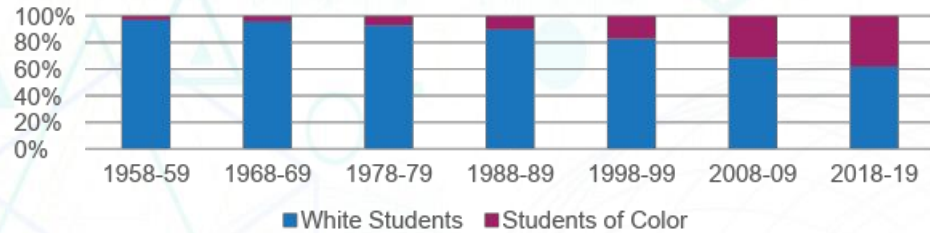
19 Education Service Districts



- Economically Disadvantaged: 52.7%
- Ever English Learners: 18.0%
- Homeless: 3.6%
- Lesbian/Gay /Bisexual: 12.6%
- Mobile Students: 12%
- Students with Disabilities: 14.2%



### Rapidly Diversifying Population



## 31,983 Teachers

### Staff of Color

- 11.4% of Teachers
- 12.3% of Administrators
- 16.4% of Counselors
- 21.1% of Educational Assistants



- **Legislative Concept:**
  - Draft of an idea for legislation prepared by Legislative Counsel. If the draft is introduced, it is given a bill number.
- **Policy Option:**
  - Funding need to support existing or new programs.
- **Bill:**
  - A measure that creates new law, amends or repeals law, appropriates money, prescribes fees, transfer functions from one agency to another, provides penalties or takes other action.

# Legislative Concepts for 2023

2021

## December

- LC Concepts Due 17
- Review concepts

2022

## January - March

- Short session
- meetings with Gov's staff

## Sept-December

- Gov's Approves concepts

## January-March

- Meetings with staff
- Present LC's to ODE Director
- Seek approval by ODE Leadership

## April- August

- community & association engagement
- Concepts are due to DAS
- Budget process begins



## Legislative Concepts (LC's):

- Meet with supervisor to discuss LC and review LC form.
- Understand ODE's Equity Stance & Equity Strategic Plan and use it to guide your proposal.



## Engagement

- Reach out to community partners, other agencies, or organizations affected by this proposal.
- ODE staff will seek input, feedback, gather any concerns, and information on how to improve the proposal.



## Finalize Legislative Concept Form

- Write legislative concept form.
- Seek approval of supervisor before submitting the request.
- Use the 2023 Legislative SmartSheet Form to submit LC. LC's due on 11-19-2021



## Review of Legislative Concepts

- Government Relations Director reviews LC's.
- Government Relations Director will coordinate meetings with staff to review concepts.



## ODE Leadership Review

- ODE Director will review LC's with Legislative Director.
- Both will take a proposal to ODE Leadership team for final approval.
- Legislative Director will submit all ODE LC's to DAS & Governor's Office.

# Things to consider

- **Center Equity & Anti-Racism**
- **Engagement**
- **Timelines:**
  - **When does the concept become law? Operative date? Emergency Clause?**
  - **Reports Due**
- **Advisory Groups**
  - **Do you need an advisory group? When do they need to meet? What is their purpose? Do you need funding for this?**
- **Funding**
  - **Do you need a position to accomplish this work? If so, how many?**
- **Stay within your policy area & K-12 education!**
  - **Please do not repeal ODE**
  - **Will not accept concepts relating powers the Gov's office**
- **These need to be approved by supervisor or superintendent before being submitted to me.**





# Other Things To Consider

- **The internal process is dictated by the deadlines created by DAS and Governor's Office**
  - **Racial Justice Council, Education Recovery Committee & System of Care Advisory Council**
- **Deadline**
  - **External & internal**
- **Colt, Carmen and Cindy will approve final draft legislative agenda with input from E-Team members.**
  - **However, the Governor's has final say**
- **Legislative concepts your office submits must be about your program areas.**
  - **No getting rid of the Governor, SBE or the Government.**
- **My team does not write the bills.**
  - **Legislative Council writes the bills. We can submit draft language but it does not mean legislative attorneys will take our language.**
- **Government Relations Director's Role**
  - **meet with staff to understand concepts**
  - **make recommendations to Colt, Carmen & Cindy**
  - **upon approval, submit both fiscals and concepts to DAS/ Gov's Office**
  - **Upon getting preliminary approval from DAS/Govs Office, engage community & partners on draft legislation.**
  - **Upon final approval from Gov/DAS, lobby for ODE's legislative concepts**

# QUESTIONS

*Please contact us!*

## Government Relations Team

### Nicole Peterson

Legislative Coordinator

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# ODE Early Rule Concept and Considerations



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# SB 513

## Civics Graduation Credit

Amit Kobrowski-Social Science Specialist  
Office of Teaching, Learning, and Assessment  
Standards & Instructional Support

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# Civics Graduation Credit Requirement

**Subject:** Social Science - High School Civics

**Concept:** SB 513 creates a 0.5 credit requirement in civics for graduation.

**Background:** Improve civics education requiring all high school students earn 0.5 civics credit. Intended to create a “stand-alone” course allowing students and teachers to focus on civics

# Civics Graduation Credit Requirement

## Timeline:

- Required for graduation 2026- Current 8th grade students
- June-November 2021 Updates to social science teachers and engagement with social science TOSAs
- First engagement with RAC. Looking to pull together formal advisory group prior to January 2022
- Provide communication to school districts for possible scheduling by January 2022. Rule adoption SBE March
- Considerations- How many schools will be required to create a new course (Civics & Gov't 0.5 credit)? What is the impact?

# Civics Graduation Credit Requirement

- **Current Rule: OAR 581-022-2000**

(6) Unit of Credit Requirements for students who were first enrolled in grade 9 during the 2010–2011 school year or first enrolled in grade 9 in any subsequent school year:

(a) Each student shall earn a minimum of 24 units of credit to include at least:

(D) Social Sciences 3 — (including history, civics, geography and economics (including personal finance))



# Civics Graduation Credit Requirement

- Proposed Rule Changes: OAR 581-022-2000

(6) Unit of Credit Requirements for students who were first enrolled in grade 9 during the 2022-2023 school year or first enrolled in grade 9 in any subsequent school year:

(a) Each student shall earn a minimum of 24 units of credit aligned to the Oregon State Board adopted standards to include:

(D) Social Science 3— (Shall include .5 unit of US civics credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for U.S. History, World History, geography, economics, and financial literacy)



# Civics Graduation Credit Requirement

## Questions for Input/Engagement:

- What is the FTE impact on creating a “stand-alone” 0.5 civics course?
- What communication is needed for school districts?
- What training may be needed for social science teachers?

# Civics Graduation Credit Requirement

## Next Steps:

- Feedback from school districts and teachers
- Future RAC meeting (January 2022)
- Communication to school districts (Dec-Feb 21'-22')
- SBE Engagement 2022



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# Student Investment Account: Definitions & Community Engagement

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# SIA Definitions & Community Engagement

**Subject:** SIA Definitions (rule change to 581-014-0001) & Community Engagement (new rule set)

**Concept:** An update to the SIA Definitions is being proposed to add additional focal groups to those named in statute. The Community Engagement rule set is being proposed to provide clarity on the community engagement requirements with the addition of new focal groups.

**Background:** Section 9 of the statute named and defined some focal groups, while also naming that the State Board of Education could define some focal groups and name additional focal groups.



# SIA Definitions & Community Engagement

## Definitions Currently Defined in Rule:

- Students from racial or ethnic groups that have historically experienced academic disparities
- Students with disabilities
- Students who are homeless

These definitions are currently in rule for charter school eligibility rules.

Add definitions for other identified focal student groups.

# SIA Definitions & Community Engagement

## Community Engagement:

- Not currently defined in rule
- Add a new rule section outlining community engagement requirements
- Name focal groups
- Use as an opportunity to add additional focal groups for the purpose of community engagement
- Identify areas where focal groups may be identified but not be able to be included in Longitudinal Performance Growth Targets (LPGTs)

# SIA Definitions & Community Engagement

## Timeline & Next Steps:

- Draft rules at January 2022 RAC meeting
- Incorporate feedback from RAC
- Updated draft rules at February 2022 meeting
- First read at State Board in March 2022
- Second read at State Board in April 2022





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# ODE Updates/Policies





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# Remote Learning Program Standards

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# Remote Learning Program Standards

**Subject:** Remote Learning Program Standards

**Concept:** Two-year process to update and revisit policies related to remote learning in Oregon in order to ensure equitable opportunities and outcomes for all students. This covers a wide array of topics involving online, home-based, and other remote learning where students and teachers are not in the same physical location for more than half of the student's instructional time.

## **Background:**

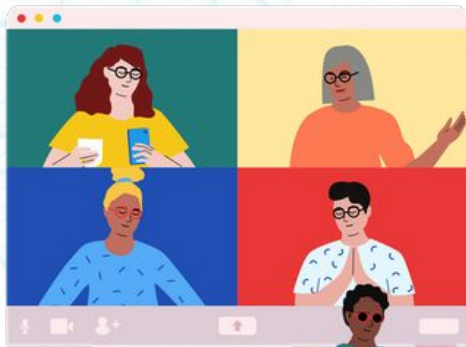
- Focused Engagement Sessions
- School Visits
- Research regarding best practices in remote learning, and
- Remote Learning Advisory Committee to support this work

# Remote Learning Program Standards

Generally, any educational model of instruction where the student and the teacher are not in the same physical location for more than half of the instructional time.

This likely includes:

- Virtual public charter schools
- Online schools/programs (full virtual and focus virtual)
- Schools/programs that provide non-virtual, home-based instruction
- Asynchronous
- Synchronous
- Hybrid
- And other forms of personalized learning





# Remote Learning Program Standards

## Short-Term Timeline and Engagement Outcomes

- Develop shared understanding of the opportunities/challenges of remote learning instructional models currently operating in Oregon
- Identify any policy/systems-level changes that may impact SY 2022-2023

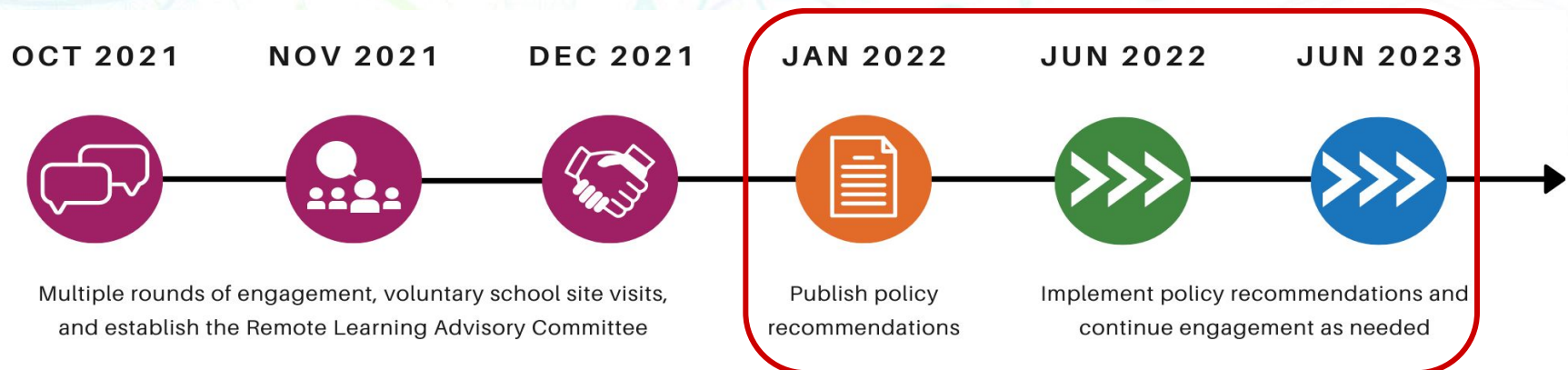




# Remote Learning Program Standards

## Long-Term Timeline and Engagement Outcomes

- Continue to cultivate a shared vision of remote learning as an important component of Oregon's K-12 education system
- Continue to develop, clarify and/or improve policies/systems that create equitable opportunities and outcomes of remote learning



# Remote Learning Program Standards

## Engagement to Date:

- Multiple engagement sessions with education leaders (108)
- Met with Ed Partners, QEC, Legislators
- Established Remote Learning Advisory Group (30)
- Voluntary remote school and program virtual visits (15)
- Survey for families and students in November-December
- Presentation to Government to Government Ed Cluster scheduled
- Presentations to representative advisory groups scheduled

OCT 2021

NOV 2021

DEC 2021

JAN 2022

JUN 2022

JUN 2023



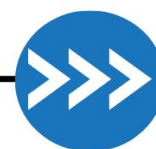
Multiple rounds of engagement, voluntary school site visits, and establish the Remote Learning Advisory Committee



Publish policy recommendations



Implement policy recommendations and continue engagement as needed



# Remote Learning Program Standards

## Increase the Impact of Current Policy

- Identify remote learning standards that already exist in current rule and statute.
- Elevate these through communication to increase shared understanding.
- Create clarity on how to best monitor and support compliance.

## Improve Policy

- Identify gaps and/or areas of improvement in current policy
- Continue engagement, including with the RAC and SBE as necessary.



# Remote Learning Program Standards

## Input from the Rules Advisory Committee

- Questions or feedback





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# Other RAC Logistics

# 2021 Rules Reviewed

- **22 Rule Topics**
  - 8 topics from the Office of Teaching, Learning, and Assessment
  - 5 topics from the Office of the Director
  - 3 topics from Office of Child Nutrition, Fingerprinting & Transportation
  - 2 topics from the Office of Enhancing Student Opportunities
  - 1 topic from the Office of Finance and Information Technology
  - 1 topic from the Office of Education Innovation and Improvement
  - 1 topic from the Office of Equity, Diversity, and Inclusion
- **9 Rule Topics adopted by the State Board of Education**

# Upcoming 2022 RAC Meeting Dates

- The remainder of tentative RAC meeting dates for the year are as follows:
  - January 6, 2022
  - February 3, 2022
  - March 3, 2022
  - April 7, 2022
  - May 5, 2022
  - June 2, 2022
- Changing from the 2nd Thursday to the 1st Thursday of the month.



# Preview of January 6, 2022 Agenda

- Rules-at-a-Glance:
  - Suspension of Assessment of Essential Skills; Remote Learning Program Standards; Rules Pertaining to Type 10 Drivers; HB 2056 Access to Linguistic Inclusion
- Updates/Policies:
  - SB 744 Implementation Update
- Draft Rules:
  - Latino/a/x Rule change
  - SIA Rules for Focal Group Students





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A central rectangular image with a soft, warm gradient background (yellow to orange) showing the silhouettes of a family of six people (two adults and four children) holding hands and walking. The image is overlaid on a larger background of faint, light blue and green geometric patterns, including hexagons, circles, and lines.

# Thank you!





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# OPEN SPACE

**Any further questions or comments  
on any agenda item or any topic not  
on our agenda...**