

## Policy Recommendations and Recommended Investments for the State Board, Local School Boards, and Oregon Legislature

Many strategies can support the creation of positive, equitable learning environments and address the needs of ALL students. The Oregon Safe and Effective Schools for ALL Students Advisory Committee (“Committee”) discussed multiple strategies, actions, and activities that could best address the identified needs of ALL students in Oregon. Some of the policy recommendations also require resource investments by the Oregon Legislature to be implemented effectively.

Through the consensus-building activities across the Committee working sessions, the Committee decided upon a series of high-leverage actions that policymakers shall take to accomplish the goal of creating safe and effective schools for ALL students. The Committee emphasized the critical need for these recommendations to be taken under advisement by using language such as “shall” and “must.”<sup>1</sup> The Committee provides the following nine recommendations, in no particular order, for the State Board and the Oregon Legislature to consider.<sup>2</sup>

### ***Recommendation 1: Professional Learning***

All recommendations require adequate and sustained professional learning for those responsible for implementation—specifically, for those in day-to-day contact with children, students, and youth. Without adequate and sustained professional learning, the recommendations will remain ideas and aspirations.

In the state of Oregon, educators for prekindergarten to age 21 shall be trained in multiple inclusive and equitable approaches to support Oregon’s children, students, and youth. These multiple approaches shall include culturally responsive pedagogy, social and emotional learning, restorative practices, trauma-informed practices, differentiated instruction, [universal design for learning](#), and family engagement.

- The State of Oregon shall adopt the Learning Forward [Standards of Professional Learning](#) and ensure ALL professional learning for educators and school personnel is

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<sup>1</sup> The Oregon Department of Education (ODE) and the American Institutes for Research (AIR) emphasize that the Committee sought to use this language as opposed to softer language such as “should.”

<sup>2</sup> It is important to note that the following recommendations were combined and elaborated upon by the final subcommittee after the third full Committee meeting. The draft recommendations from the third Committee can be found in Appendix C. ODE and AIR did not make substantive changes to either set of recommendations, and the recommendations come from the Committee

aligned to these standards. Preservice programs shall be developed, reviewed, and approved by the Oregon Teacher Standards and Practices Commission and must provide detailed evidence that each of the approaches mentioned above are included in the academic program.

- School boards and superintendents shall be responsible for ensuring ALL educators – including classified staff, licensed staff, and administrators – are provided ongoing differentiated professional learning in each of the approaches listed previously.
- Culturally relevant frameworks shall be informed and guided by the recommendations and best practices named in Senate Bill 13 (Tribal History/Shared History), House Bill 2016 (African American/Black Student Education) and House Bill 2845 (Ethnic Studies).
- The Educator Advancement Council must work to include the recommendations of this committee in their work on professional learning, mentorship, and teacher leadership. Professional learning for preservice and in-service staff shall focus on the promotion of protective and resilience factors for ALL students in the following areas of prevention:
  - A. Bullying/harassment
  - B. Bias-based bullying/harassment
  - C. Youth suicide
  - D. Child abuse
  - E. Substance abuse

### ***Recommendation 2: Co-Location of Services***

The State of Oregon shall increase co-location of physical, mental, and behavioral health services at schools so that students and families receive the supports they need. The State shall provide technical assistance, break down barriers when needed, provide ongoing support, and identify promising practices across the state. The Oregon Department of Education, the Oregon Health Authority, and the Oregon Department of Human Services shall identify and implement models of collaboration to support co-location that will provide key services within individual school communities.

### ***Recommendation 3: Implementation***

The State of Oregon shall develop a framework of criteria to select, adopt, and implement evidence-based and promising practices, strategies, and programs. In development of the criteria, the state shall use the Oregon Equity Lens or another racialized equity lens and ALL student and family voices, which includes traditionally and historically underserved students and families, such as students of color; lesbian, gay, bisexual, transgender, questioning,

intersex, asexual, or two spirit (LGBTQIA2) students; female students; students with disabilities; American Indian/Alaska Native students; as well as other protected classes of individuals.

- The framework shall include universal, targeted, and individualized intervention practices, strategies, and programs that address disproportionality in local communities (e.g., over and under representation of specific groups). In addition, the framework must acknowledge and respect the government-to-government relationship with Oregon’s federally recognized tribes.
- In order to support the implementation of the framework, the State of Oregon shall develop policies, procedures, and guidance including evaluation of implementation and efficacy informed by and responsive to the needs of local communities. Adequate resources will be provided to support the development and implementation. Training and implementation support (across ALL school personnel and students, families and community members as relevant) include the following:
  - Restorative practices
  - Inclusive practices
  - Proactive behavior support/strategies for de-escalation of crisis
  - Trauma-informed practices
  - Culturally responsive and sustaining teaching/practices
  - Community, families, and student engagement/responsiveness
  - Social, cultural, and emotional learning
  - Bullying/harassment prevention
  - Bias-based bullying/harassment prevention
  - Youth suicide prevention
  - Child abuse prevention
  - Substance abuse prevention
  - Developmentally appropriate practices
  - De-escalation practices

#### ***Recommendation 4: Equity***

School districts shall be aligned with the Oregon Equity Lens with regard to school safety, student discipline, and prevention programs to mitigate the impact on students of color; students who identify as lesbian, gay, bisexual, transgender, questioning, intersex, asexual, or two spirit (LGBTQIA2); female students; students with disabilities; American Indian/Alaska Native students; as well as other protected classes of individuals. The State of Oregon shall acknowledge and respect the government-to-government relationship with Oregon’s federally recognized tribes.

**Recommended investment:** The Oregon Department of Education shall develop a process of routine school and district evaluation to ensure alignment with the Oregon Equity Lens. This will include the establishment of positions at both the state and district levels to support the integration of the Equity Lens locally and across Oregon. In alignment with current state law, school districts shall implement the policies set forth in Senate Bill 13 (Tribal History/Shared History), House Bill 2016 (African American/Black), and House Bill 2845 (Ethnic Studies).

#### **Recommendation 5: Early Indicators**

The State of Oregon shall make available an Early Indicator and Intervention System (EIS) for use by school districts to identify needs and intervene in real time.

#### **Recommendation 6: Data**

The State of Oregon shall collect and make available data about exclusionary and disproportionate practices, including specific data about children excluded from school due to behavior, put on an abbreviated school day, or those receiving in-school suspension. To support implementation, the State shall conduct an inventory of current data collections to identify existing data and gaps in data and review to inform policies and measure progress toward improved safe and effective environments and experiences for ALL students.

**Recommended investment:** The State of Oregon shall invest in resources to successfully enact this policy recommendation, which includes funding to review and develop data systems; professional development for school personnel to access, integrate, and use data; and Oregon Department of Education full-time equivalent staff dedicated to the collections and systems design, data review, update, and sharing of the data with stakeholders.

#### **Recommendation 7: Representative Workforce**

The State of Oregon shall use promising practices to recruit and retain a diverse educator workforce, reflective of the population of Oregon students. To support the implementation of this policy, the Oregon Department of Education shall partner with the Oregon Teacher Standards and Practices Commission on teacher preparation, certification requirements, and guidelines for teacher retention. The goals of this partnership shall be to develop recruitment strategies, create teacher retention mechanisms, and clear the pathway to certification for preservice teachers of diverse backgrounds.

#### **Recommendation 8: Transitions**

The State of Oregon must provide resources and supports to school districts to develop policies and procedures to support transitions throughout a student's educational experience, including

transitioning between schools of the same grades or advancing grades; first contact with U.S. public education; reintroduction of incarcerated youth; and those transitioning between programs of support (e.g., special education, English language learner, homeschool, “brick and mortar” school building, or online school).

**Recommended investment:** The State of Oregon shall invest in resources to successfully enact this policy recommendation to include professional learning and technical assistance, the Oregon Department of Education compiles and shares promising practices and technical assistance to support school boards to draft policy and procedures related to these populations.

### **Recommendation 9: Student and Family Voice**

The State of Oregon shall provide a process for students and families to have a voice to engage in all levels of decision-making and pathways (1) for feedback to build a community environment, (2) to build trust and relationships, and (3) for students to see their interests, values, and cultural heritage reflected in their school curriculum and their extracurricular activities. By recognizing student and family voices, stakeholders will likely find more value in, and engage with, their school environment.

**Recommended investment:** The Oregon Department of Education shall establish a statewide student board to provide input on Oregon Department of Education policy and express the concerns of students across Oregon. School districts shall establish student representative positions to provide input on local school policy and express concerns within the school district. School administrators shall create student and parent advisory committees and forums to assist in school-specific decisions that will affect quality of life, education, activities, and to express any concern. These representative positions shall fully represent the diversity of the Oregon student population, including the inclusion of students with disabilities. Teachers shall receive student feedback in classrooms routinely, through surveys or similar means.