

Division 22 Standards

April 2024 | Issue 4

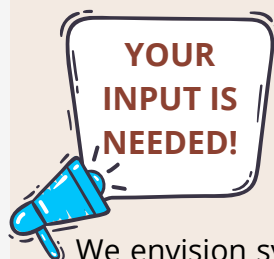


NEWS

A LOOK INSIDE THIS ISSUE:

- [Reporting Highlights \(p. 2\)](#)
Recognition of districts that went above and beyond the reporting floor and links to **exemplar reports**.
- [New & Noteworthy \(p. 3\)](#)
The **Prevention Education in Drugs and Alcohol** rule is being revised to align with statutory changes from SB 238.
- [Standards Spotlight \(p. 4\)](#)
An update on the rulemaking process taking place as part of the implementation of **Senate Bill 3**.
- [Unpack this OAR \(pp. 5-6\)](#)
What is the definition of **Instructional Time** and which activities can be counted?
- [Data Snapshot \(pp. 7-8\)](#)
Assurances data summaries and an update on the **implementation of PE instructional time**.

DIVISION 22 STANDARDS PLC: LEARN. COLLABORATE. IMPROVE.



With the goal of providing support to districts for improvement in areas within Division 22, ODE is planning to launch a Division 22 Standards professional learning community beginning in June 2024.

We envision synchronous meetings taking place three times a year with a focus on:

- featuring speakers/panels from districts that are innovating and implementing best practices
- sharing practical tools and exemplars
- collaborating on problems of practice
- fostering connections among district and school leaders

We need your input to help us determine the best learning design for this community. Please take a few minutes to respond to [this brief survey](#), telling us if this proposed focus and structure would meet your needs and providing input on what resources and learning opportunities would be most useful and meaningful.

Thank you!
Susan Payne
Education Standards and Systems Specialist

D22 COMMUNITY REPORTS: GOING ABOVE AND BEYOND

Reporting Highlights



Providing Evidence of Compliance

We'd like to recognize the efforts of district leaders who shared Division 22 compliance reports that go beyond the minimum requirements with their boards and communities. **The following district reports are exemplary:**

- **Gervais SD** includes detailed explanations and evidence for compliance on all of the standards.
- **Jefferson SD** posts its report on the District "About" page just below the strategic plan, which not only makes it easy to find, but also signifies its importance.
- **Medford SD** provides its Board with an Executive Summary that includes a detailed update on corrective action completed in the previous year.

Kudos to the following districts for including evidence and explanations for compliance on some or all of the standards:

- David Douglas SD
- Fernridge SD
- Mapleton SD
- Pleasant Hill SD
- Eugene SD
- Glendale SD
- Morrow County SD
- Phoenix-Talent SD
- Falls City SD
- Imbler SD
- North Powder SD
- Wallowa SD
- Willamina SD: Note: Superintendent Carrie Zimbrick shares an annual comprehensive report with the school community that incorporates the standard Division 22 report template.



Building Understanding

Providing context for the report by posting the slides from the board presentation is another step in the right direction to build understanding of what the standards are and why they are important. Some districts also posted the video of their board presentation. Shout out to **Centennial SD, David Douglas SD, Forest Grove SD, Mapleton SD, and North Marion SD**, with a special tip of the hat to:

- **Central SD**: Posted the slide deck from board presentation which outlines the district process for determining compliance on its "District Information" page.
- **North Wasco SD**: Has a robust Division 22 webpage that includes the current report, detailed corrective action plans, and links to previous years' reports.

Each district's report is linked from the ODE Division 22 Standards webpage, which also houses a video explaining what the Division 22 Standards are, how the Assurance process works, and how to interpret the reports.

Including Speakers of Other Languages

Thirty districts provided reports in languages other than English, a 210% increase over last year! A special shout out to:

- **Beaverton SD** for posting a copy of their report in six different languages.
- **Hillsboro SD, North Clackamas SD, and Woodburn SD** for posting their reports in English and two additional languages.

An additional kudos to the following districts that posted a copy of their report in both English and Spanish:

- Ashland
- Bend-La Pine
- Bethel
- Cascade
- Eagle Point
- Eugene 4j
- Gaston
- Gresham-Barlow
- Harrisburg
- Hermiston
- Hood River
- Jefferson County
- Klamath County
- Lebanon
- Medford
- Milton-Freewater
- Neah-Kah-Nie
- North Santiam
- Ontario
- Phoenix-Talent
- Redmond
- Scappoose
- Sherman County
- Silver Falls
- Tigard-Tualatin
- Tillamook



REMINDER Extension Requests

All corrective action must be complete by the beginning of the 24-25 school year. **Requests** to extend the deadline are due to ODE by September 1, 2024.

New & Noteworthy



SUBSTANCE USE PREVENTION & INTERVENTION PLAN (OAR 581-022-2045)



This existing standard requires districts to have a comprehensive plan for Prevention Education in Drugs and Alcohol. The rule covers a number of items that districts must have in place, including: classroom instruction and an age-appropriate curriculum; policies, rules, and procedures; and a public information program.

With the passage of SB 238, the revised statute requires ODE to collaborate with the Oregon Health Authority, and Alcohol and Drug Policy Commission to develop curricula supplements to be implemented by school districts related to:

- Dangers of synthetic opioids, including fentanyl or any substituted derivative of fentanyl, and counterfeit and fake drugs; and
- Laws that provide immunity or other protections for persons who report drug or alcohol use or who seek medical treatment.

The Division 22 rule is being updated to align with statute; adoption of the revised rule is anticipated to take place at the State Board of Education meeting in May.

Curricula Supplements & Other Supports

ODE conducted engagement sessions to inform the development of lesson plans for grades 6-12 that address the requirements of the new law in alignment with the 2023 Health Education Standards. These curricula supplements have been reviewed by health educators and local and state public health professionals. The lessons will be posted on ODE's Health Webpage this spring and will be required to be taught starting in the 2024-25 school year as part of a district's comprehensive Substance Use Prevention and Intervention plan. Districts will be required to implement one lesson in each grade for grades 6 - 8, and once in high school as part of a more comprehensive substance use prevention unit.

Due to the passage of HB 5204 in the recent legislative short session, ODE will be providing additional resources to support district substance use prevention efforts.

MENSTRUAL DIGNITY FOR STUDENTS (OAR 581-022-2515)

In October, the Oregon State Board of Education adopted a new Oregon Administrative Rule that links requirements of the Menstrual Dignity for Students Rules (OAR 581-021-0587 through OAR 581-021-0596) to Division 22 (Oregon's Standards for Public Elementary and Secondary Schools). The new rule, OAR 581-022-2515, responds to feedback by strengthening school district accountability and providing communities an avenue to voice concerns. While the new rule does not change the requirements or intention of the original Menstrual Dignity Act, it does enhance ODE's ability to provide technical support to schools and districts in their efforts to provide menstrual product options that are free and privately accessible to all students. Districts will be reporting on compliance with this rule for the current school year on their November 2024 assurances.

For support or questions, please contact the Menstrual Dignity for Students Team at ODE.Menstrual-Dignity@ode.oregon.gov.

[Join the Menstrual Dignity for Students quarterly listserv!](#)



Questions about new or existing Division 22 rules?

Contact ODE's Education Standards & Systems Specialist
Susan.Payne@ode.oregon.gov



SENATE BILL 3

IMPLEMENTATION & RULEMAKING

In June 2023, the Oregon Legislature passed, and Governor Kotek signed Senate Bill 3. Together, this new legislation and the [Senate Bill 744 community informed recommendations for graduation](#) requirements provide momentum to help create more equitable, inclusive, and accessible diploma requirements. The Oregon Department of Education (ODE) began rulemaking for [Senate Bill 3](#) (SB 3), which adds two half-credit requirements to the Oregon diploma: 0.5 for Personal Financial Education and 0.5 for Higher Education and Career Path Skills.

Interagency Workgroup

The rulemaking process kicked off with an interagency collaboration between ODE, the Higher Education Coordinating Commission (HECC) and Teacher Standards and Practices Commission (TSPC) to revise Oregon Administrative Rules to implement the requirements outlined by SB 3. The interagency workgroup, which convened in January 2024, determined that one additional administrative rule must be developed and six currently existing Division 22 OARs require revision to align with SB 3. Below is an infographic outlining the rules identified during the initial rule review.

Public Engagement

ODE conducted the initial engagement period for draft rules in February 2024. Public engagement sessions with educators, district administrators, business and industry partners, and parents throughout Oregon were conducted during late February 2024. The feedback collected during the sessions will be used to further refine the draft rules language before being presented to the State Board of Education in April.

Rule Adoption

The timeline for rulemaking is as follows:

- ODE will present a first read of rules at the April 2024 State Board of Education meeting.
- A first read of the draft standards for Higher Education and Career Path Skills and Personal Financial Education will be presented at the May 2024 State Board of Education meeting.
- Both items are anticipated to be adopted at the June 2024 State Board of Education meeting.
- Guidance regarding updated requirements and newly adopted standards is expected to be developed and released over the summer.

Future events such as engagement sessions, webinars, and office hours will be posted on the [Oregon Diploma webpage](#) as they are announced.

Rule Review for Senate Bill 3



OAR 581 022 2000
DIPLOMA
REQUIREMENTS

OAR 581 022 2010
MODIFIED
DIPLOMA

OAR 581 022 2030
DISTRICT
CURRICULUM

OAR 584 210 0170
ATYPICAL
ASSIGNMENTS

NEW OAR

**COURSE
REQUIREMENTS FOR
PERSONAL
FINANCIAL
EDUCATION AND
HIGHER EDUCATION
AND CAREER PATH
SKILLS**



OAR 581 022 0102
DEFINITIONS

OAR 581 022 2055
CAREER EDUCATION

Questions about Senate Bill 3?

Contact ODE's SB3 Implementation Team
ODE.StateGraduationRequirements@ode.oregon.gov



Required Instructional Time

OAR 581-022-2320

Did you know that there are actually two rules in Division 22 where the requirements for instructional time live? Many of you are probably most familiar with OAR 581-022-2320 Required Instructional Time, which requires districts to provide a minimum number of instructional hours and ensure that a certain percentage of students are scheduled to receive the minimum hours.

This standard also outlines allowable exemptions, which may pertain to specific students at the high school level (section (2) (a)) as well as alternative education programs (section (4)). It's important to note that any exemptions require the approval of the local school board.

Definition of Instructional Time

If you are looking for a definition of instructional time, you will find it in OAR 581-022-0102 Definitions. In section (30) of this rule, instructional time is defined as time in which students are both:

- Engaged in regularly scheduled instruction, learning activities, or learning assessments that are designed to meet Common Curriculum Goals and academic content standards.
- Learning under the direction and supervision of a licensed or registered teacher, licensed CTE instructor, licensed practitioner, or Educational Assistant (who is assigned instructionally related activities and is working under the supervision of a licensed or registered teacher as required by OAR 581-037-0015).

Minimum Number of Required Hours

As outlined in OAR 581-022-2320, each school district, including charter schools, must ensure that at least 92% of all students in the district and at least 80% of all students at each school operated by the district are scheduled to receive annually the following minimum hours of instructional time:

- Grade 12 — 966 hours;
- Grades 9–11 — 990 hours; and
- Grades K–8 — 900 hours.

Questions about Required Instructional Time?

Contact ODE Education Specialist Jamie Ramage
Jamie.Ramage@ode.oregon.gov



Required Instructional Time

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What “counts” as instructional time?

When it comes to determining what activities a district or school may include in its calculation of instructional time, each of the two rules referenced above provide clarification. In the Instructional Time rule, section (6) specifies three activities that may be counted toward the total:

- Up to 60 hours of recess for grades K - 3; (or up to 30, if a kindergarten program offers less than 900 hours);
- Up to 30 hours for staff professional development; and
- Up to 30 hours for parent teacher conferences.

Additional parameters for what can or cannot be included are contained in the Division 22 Definitions rule, as follows.

Instructional time shall include:

(A) Time that a student spends traveling between the student’s school and a CTE center, internship, work experience site, or post-secondary education facility;

(B) Time that a student spends in statewide performance assessments; and

(C) Up to fifteen minutes each day of the time that a student spends consuming breakfast in the classroom if instruction is being provided while the student is consuming breakfast.

Instructional time shall not include: time that a student spends passing between classes, at recess, in non-academic assemblies, on non-academic field trips, participating in optional school programs, or in study periods or advisory periods where attendance is not required and no instructional assistance is provided.

Instructional Time Adjustments Due to Inclement Weather

In response to the devastating impacts of the January winter storm, the State Board adopted [OAR 581-002-0035 Waivers and Permissions](#) on February 15. Under this temporary rule, districts can request permission to count towards the instructional time requirement up to 14 hours for emergency school closures due to adverse weather conditions and facilities failures. More information can be found in Dr. Williams’ February 16 memo: [Inclement Weather & Instructional Time: Temporary Rule Adopted](#).

Permission requests must be submitted via [this form](#) on or before May 1, 2024. There is no requirement that a district pursue this waiver. For districts that do apply, there is no requirement that they request the full allowable 14 hours.

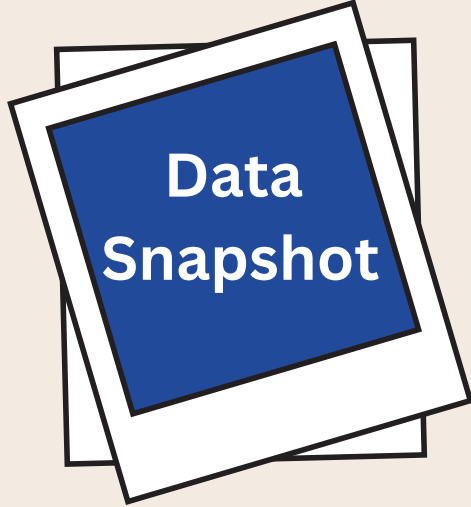


ONLINE AND REMOTE LEARNING

Instructional time requirements for online instruction are included in section (7) of the Required Instructional Time rule. Additional guidance can be found in Appendix B of [ODE’s Online & Remote Learning Guidance](#), as well as questions 7-12 of the [Remote and Online Learning Policy FAQ](#).

Questions about Instructional Time for Online Programs?

Contact ODE's Program Analyst for Digital Learning
Sol.Joye@ode.oregon.gov

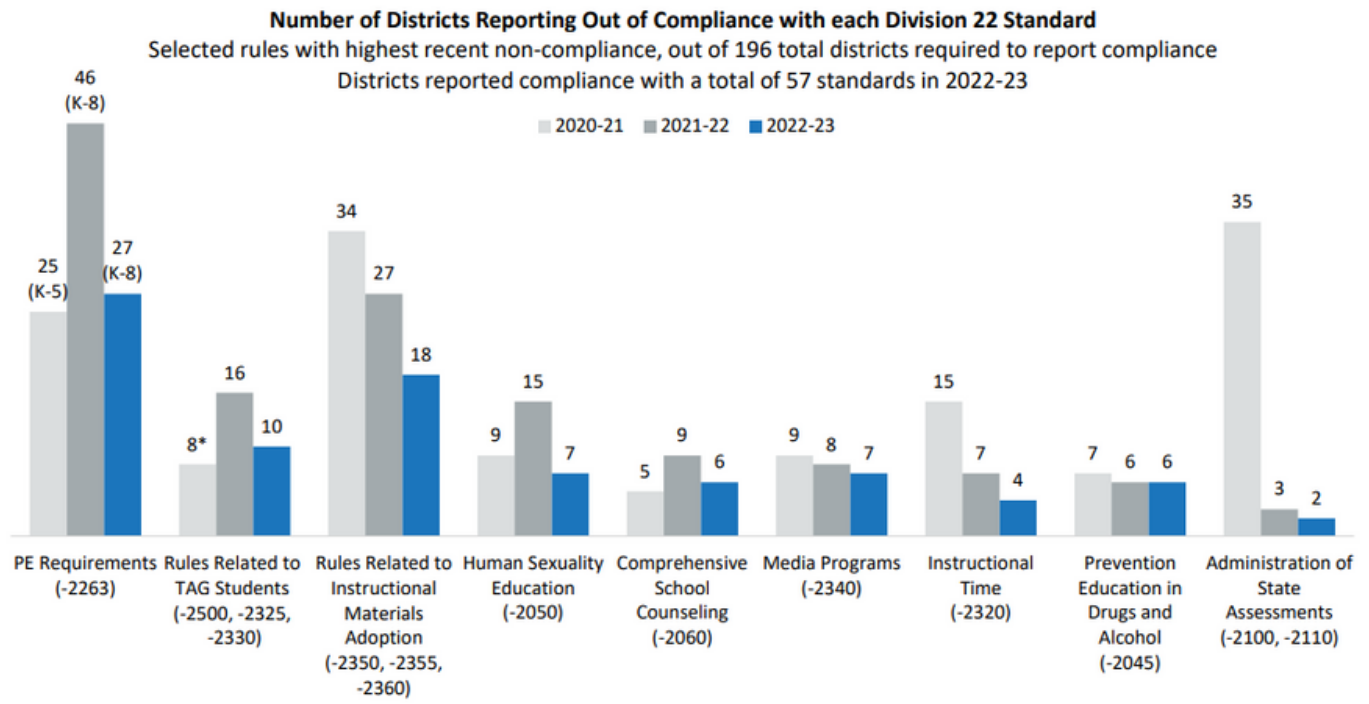


DIVISION 22 STANDARDS ASSURANCES DATA

In January, ODE posted [an overview of Division 22 Standards compliance data](#) for the most recent reporting year, which also includes historical comparison data. This report shows the number of districts reporting out of compliance and the number of rules with one or more districts reporting out of compliance for the last 5 years. It also includes an out of compliance count by rule for the current reporting year, with comparison numbers from the previous year and the 2018-19 school year (pre-pandemic numbers).

Below you will find a summary of rules with the highest recent non-compliance over the past three years.

Division 22 Standards: Assurances Summary



*OAR 581-022-2325 Identification of TAG Students was waived in the 2020-21 school year, and is not included in the total presented here.

Full Division 22 Standards Assurances data, including all standards, is available in the [Division 22 Standards Assurances Data Report](#).

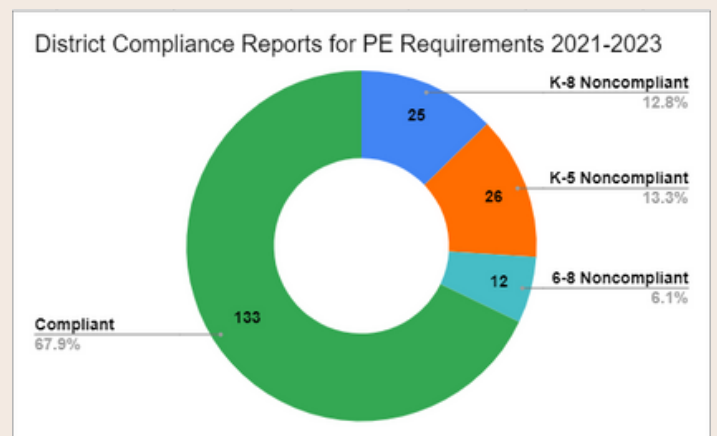
PE INSTRUCTIONAL TIME REQUIREMENTS IMPLEMENTATION UPDATE

An accessible version of this content can be found [on the ODE website](#)

Districts Reporting Out of Compliance with OAR 581-022-2263 PE Requirements

Over the last three years, one third of Oregon school districts (63) have reported out of compliance with OAR 581-022-2263 PE Requirements:

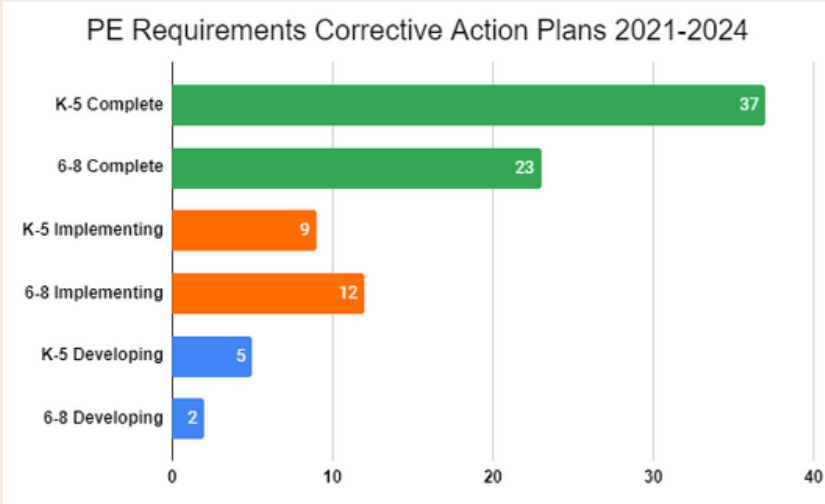
- 25 districts reported out of compliance for both elementary and middle levels;
- 26 districts reported out of compliance at grades K-5 only;
- 12 districts reported out of compliance at grades 6-8 only.



PE IMPLEMENTATION UPDATE, CONTINUED

Corrective Action Outcomes

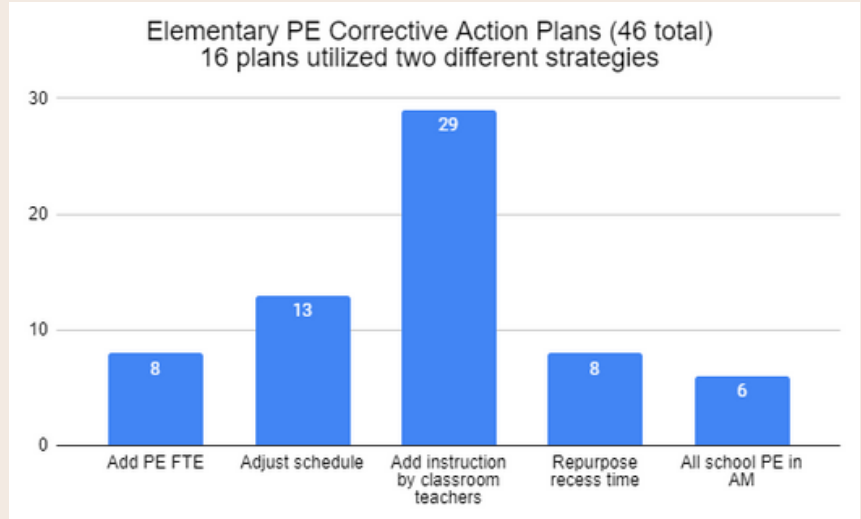
ODE has provided technical assistance to 52 districts, supporting the development of corrective action plans that meet the requirements of statute and rule. To date, ODE has confirmed successful implementation of approved corrective action for a total of 40 districts: 37 elementary level plans and 23 middle level plans. Eighteen districts are still implementing approved corrective action plans (6 elementary, 9 middle school, 3 both levels). Five districts are still developing their plans (3 for elementary only, 2 for both elementary and middle school).



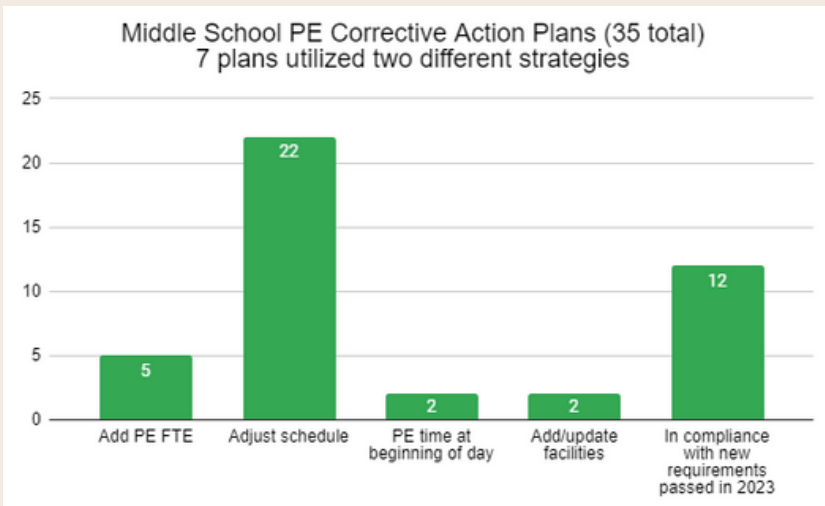
Corrective Action Strategies

ODE distributed a one-page overview of the Physical Education Instruction Requirements to support districts as they developed their corrective action plans. This document contains approaches and considerations for both primary grades K-5 and middle grades 6-8, outlining specific requirements to keep in mind when implementing various strategies.

The most widely implemented strategy for adding PE instructional time at the **elementary level** is to incorporate additional instruction by classroom teachers into the daily or weekly schedule. This approach has been utilized by 63% of the 46 districts with ODE approved plans.



At the **middle school level** (grades 6-8), about a third of districts that had reported out of compliance (for the 2022-23 SY or earlier) did not end up needing to implement corrective action. This was due to the change in the requirements that resulted from the passing of HB 3199. The ability to average weekly totals over the course of the school year was significant for many districts. For the 23 districts that were still not meeting the new requirements, 95% had to make adjustments to the schedule in order to come into compliance.



PEEK-8 Grants: The Teacher Hire (TH) Physical Education Expansion K-8 (PEEK-8) grant was established by the 2007 Oregon Legislature

(ORS 329.501), and during the 2021 Legislative Session additional funding allocations were approved for the 2023-25 biennium. Six districts that moved into compliance by hiring PE teachers did so with the support of a PEEK-8 Grant. An additional twelve districts maintained compliance with the help of this funding.

Questions about Division 22 Standards, Assurances, & Technical Assistance?

Contact ODE's Education Standards & Systems Specialist
Susan.Payne@ode.oregon.gov

HEALTH SERVICES PLAN SUPPORT

The Oregon Department of Education has created a [tool](#) to assist districts with implementing requirements found in the recently updated [OAR 581-022-2220](#) (Health Services Rule). This tool is designed to support districts, public charter schools, and education service districts in creating their prevention-oriented health services plan and ensuring that all other rule requirements are met.

The [implementation tool](#), [instructions](#), and recordings of two related Office Hours may be found on ODE's new [OAR 581-022-2220 \(Health Services\) Resources webpage](#).

COMPREHENSIVE SCHOOL COUNSELING COURSE

The Oregon Department of Education (ODE) has just launched the new [Comprehensive School Counseling course](#) to help district, school teams and individuals to develop and improve their programs based on [OAR 581-022-2060](#) and [Oregon's Framework for Comprehensive School Counseling Programs](#). The course modules include rubrics, reflection sheets, and a guide that walks teams and individuals step-by-step through the process, while providing a wealth of examples and resources to support implementation. The course takes about 30 hours to complete and can be returned to at any time for further development of the program.

Come drop into the CSCP Course [Office Hours](#) (offered twice a month through June) to learn more about how other districts and schools are developing and implementing their programs, and receive information and guidance to support you in implementing yours.

Resource Roundup



CSCP COURSE FEATURES

- Free, asynchronous online course
- 30 hours to complete (independently or as a team)
- 5 Modules include:
 - Introduction and Foundations
 - Counseling Advisory Councils, Needs Assessment, and Vision/Mission/Belief Statements
 - Establishing Program Outcomes, Identifying Evidence-based Interventions, and Planning Delivery
 - Program Management and Improvement
 - Next Steps & Additional Resources
- Course completion certificate

Questions about the School Counseling Course?

Contact ODE's School Counseling Systems Specialist
Beth.Wigham@ode.oregon.gov