



ODE Rules Advisory Committee

June 2, 2022

Agenda

9:00 am - 11:00 am

- I. Introductions & Opening Remarks
- II. ODE Rules-at-a-Glance
- III. ODE Updates
 - A. SB 744 Implementation Update
 - B. HB 4030 Non-essential Reporting Requirements
 - C. Complaint Rules Listening Sessions
- IV. ODE Draft Rules
 - A. Optional SIA Mental and Behavioral Health Targets
 - B. SB 732 Educational Equity Advisory Committees
- V. Open Space/Questions
- VI. Closing

Welcome & Opening Remarks

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

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

Suggested Protocol

- 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)

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 Education

Staff will take Oregon Administrative Rules to State Board of Education

RAC Meetings

Staff may bring back draft rules to RAC

State Board of Education

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.





ODE Rules-at-a-Glance

Intensive Program & Student Success Teams - OAR 581-017-0729 & OAR 581-017-0741

Subject: Intensive Program & Student Success Teams Funds

Concept: Revising rules to clarify funding for the duration of the program and to improve the ability to project funding for additional invitations to districts

Background: Previous rule adjustments to allow for “collaboration and coordination” expenses needed to be strengthened; revisions also clarify how the participating district’s total allocation for the program will be developed offering increased clarity for long-term planning.

Intensive Program & Student Success Teams

Proposed Rule Changes

581-017-0741 Intensive Program & Student Success Teams: Funding

- (1) The Initial Allocation will be determined as follows:
 - a. Available funds will be distributed at a rate of \$300 / ADMw.
 - b. The maximum allocation a district will receive will not exceed \$5,000,000.
 - c. The minimum allocation a district will receive will not fall below \$500,000.
- (2) The Total Allocation for the four years will be determined using a tapered distribution over the course of four years.
- (3) A portion of the Initial Allocation of at least \$50,000 but not to exceed 5% of the participating district's Initial Allocation may be used to support coordination and collaboration in the Planning Phase between The Department and the participating district.
- (4) All remaining funds will be spent in accordance with recommendations from the Student Success Teams, including whether or not to sustain the expenditures for coordination and collaboration in subsequent years of participation.

Intensive Program & Student Success Teams

Proposed Rule Changes:

Definitions

(5) “Initial Allocation” means the formula allocation developed for a participating school district for the first year of the program.

(8) “Planning Phase” means the period of time dedicated to establish the Student Success Team.

(15) “Total Allocation” means the four-year total grant in aid distributed to a participating district factoring in available funds for the entire program and participating districts.

Rule Timeline/Next Steps:

- SBE 2nd Read/Adoption in June

LGBTQ2SIA+ Student Success Grant Program

Permanent Rules

Subject: LGBTQ2SIA+ Student Success

Concept: Permanent Rules for LGBTQ2SIA+ Student Success Grant Program

Background: The LGBTQ2SIA+ Student Success Plan provides strategies and goals to work toward addressing the 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. \$2 Million per biennium, per SB 52 (2021).

LGBTQ2SIA+ Student Success Grant Program

Permanent Rules

Proposed Rule Changes:

- Student definition revised based on DOJ feedback:
 - (8) (a) “Plan Student” means a student enrolled in early childhood through post-secondary education who:
 - (A) May identify as LGBTQ2SIA+; and
 - (B) Has experienced disproportionate results in education due to historical practices and policies, as may be further identified by the State Board of Education by rule.
 - (b) For the purposes of this definition, “enrolled” means:
 - (A) enrollment in a school district K-12 educational program; or
 - (B) enrollment in a state-funded K-12 educational program, which includes but is not limited to educational programs provided by or in the following institutions: public charter schools, education service districts, long term care and treatment facilities, the Youth Corrections Education Program, the Oregon School for the Deaf, and Juvenile Detention Education Programs.

Next Steps:

- June 16: Second read and adoption, State Board of Education Meeting

General Supervision

Subject: Revise Compliance Monitoring Rule to General Supervision

Concept: This proposed amendment expands the current Compliance Monitoring rule (OAR 581-015-2015) into a more proactive General Supervision rule that will enable the Oregon Department of Education to implement a robust system of General Supervision to effectively monitor and support school districts' implementation of the Individuals with Disabilities Education Act (IDEA).

Background: The current rule provides clear authority for compliance monitoring, but limits the Department's authority in these activities to "monitoring on a regular basis." This amendment expands the Department's authority for general supervision to include additional activities which will more effectively enable the Department to meet Federal expectations for state monitoring and enforcement of the IDEA.

General Supervision

Proposed Rule Changes:

- No additional proposed rule changes at this time

Next Steps:

- Second Read at the June 16th board meeting

Standards for the 2022-2023 Academic Year

Subject: Succeeding [OAR 581-022-0106](#); State Standards for the 2021-2022 Academic Year. The new rule would be OAR 581-022-0107.

Concept: Continuing requirement for Operational Plans from school districts and public charter schools with a timeline and form determined by the ODE.

Background: [OAR 581-022-0106](#) was used to enforce State Standards of OAR Chapter 581, Division 22 for the 2021-2022 academic year, as well as have public schools provide safety information on how they will operate in-person learning during the COVID-19 pandemic.

Proposed rule for the 2022-2023 Academic Year will continue those state standards as well as have schools create COVID-19 Management Plans to manage COVID-19 during the 2022-2023 academic year.

Standards for the 2022-2023 Academic Year

Proposed Rule Changes: No changes; continuity of Emergency Plan requirements would be renewed.

Actions taken since the May 5, 2022 RAC Meeting: The State Board of Education (SBE) was given a first reading of the draft rule, while also receiving a presentation from Kati Moseley during the May 19th SBE meeting.

Next Steps:

- Provide this update to the RAC today, collect any feedback.
- Attend the June 16th SBE meeting for a second reading of the draft rule, with hopes of it being approved by the Board that day.



ODE Updates/Policies



HB 4030

Suspending Reporting Requirements

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Office of Enhancing Student Opportunities

HB 4030: Suspension of Records

Subject: Identify reports that can be suspended to address workload and workforce issues as a result of the pandemic.

Concept: HB 4030 section 13 (2022) directed ODE to suspend nonessential reporting requirements. The State Board adopted a definition for nonessential reporting requirements that enables ODE to determine specific reports to which HB 4030 applies. Reporting requirements suspended under HB 4030 will be suspended from July 1, 2022 through June 30, 2023

Background: In order to implement this section of the bill, the State Board of education had to determine what constitutes an essential reporting requirement. Internal and external engagement was conducted on the definition. The request at the May board meeting was approve the definition of essential and direct ODE to apply the definition and come back to the board in June with a list of reports that are to be suspended. The board took this action and ODE is currently in the process of identifying reports that may be suspended. School districts and partners will be made aware of the reports that will be suspended quarterly through net school year.

HB 4030 Suspension of Reports

Proposed Rule Changes: No rule changes rather an adoption of a definition. The definition was adjusted from the last RAC meeting, noted in red and was adopted as shown.

Essential reporting requirements are those that meet any of the following criteria:

- Federal requirement (explicitly stated in regulation or law)
- State (state rule and statute) or federal requirement that is tied to school funding or accountability
- Reports that provide critical information that allow ODE to implement equity initiatives
- **Governmental audits, independent audits** and reports used by the Secretary of State Audits Division
- Legal cases that require data collection
- **Requests for voluntary information required for rules adoptions, policy adjustments and changes to internal ODE processes**

Next Steps: Identify reports that can be suspended and report to the board in June and quarterly thereafter if additional reports are identified.



A Shared Vision for Graduation

Rules Advisory Committee
June 2, 2022

“When people feel appreciated and comfortable in school, they will meet the benchmarks. Engage the whole child, you’ll get what you want.”

- *SB 744 engagement participant*

Noteworthy RAC Contributions

- Identified the term “research” as being concerning, as it centers dominant cultural ways of knowing
 - ODE replaced the term with “review” which is what SB 744 called for
- Emphasized that the SB 744 timeline should show the mutual influence of the review and engagement processes
 - ODE adjusted the diagram to convey this more accurately, as they were mutually informing
- Identified sharing of sources for information used during the review process as supporting transparency
 - ODE developed a publicly shared source document that identifies all 50 states’ graduation requirements (Rules & Policies webpage)

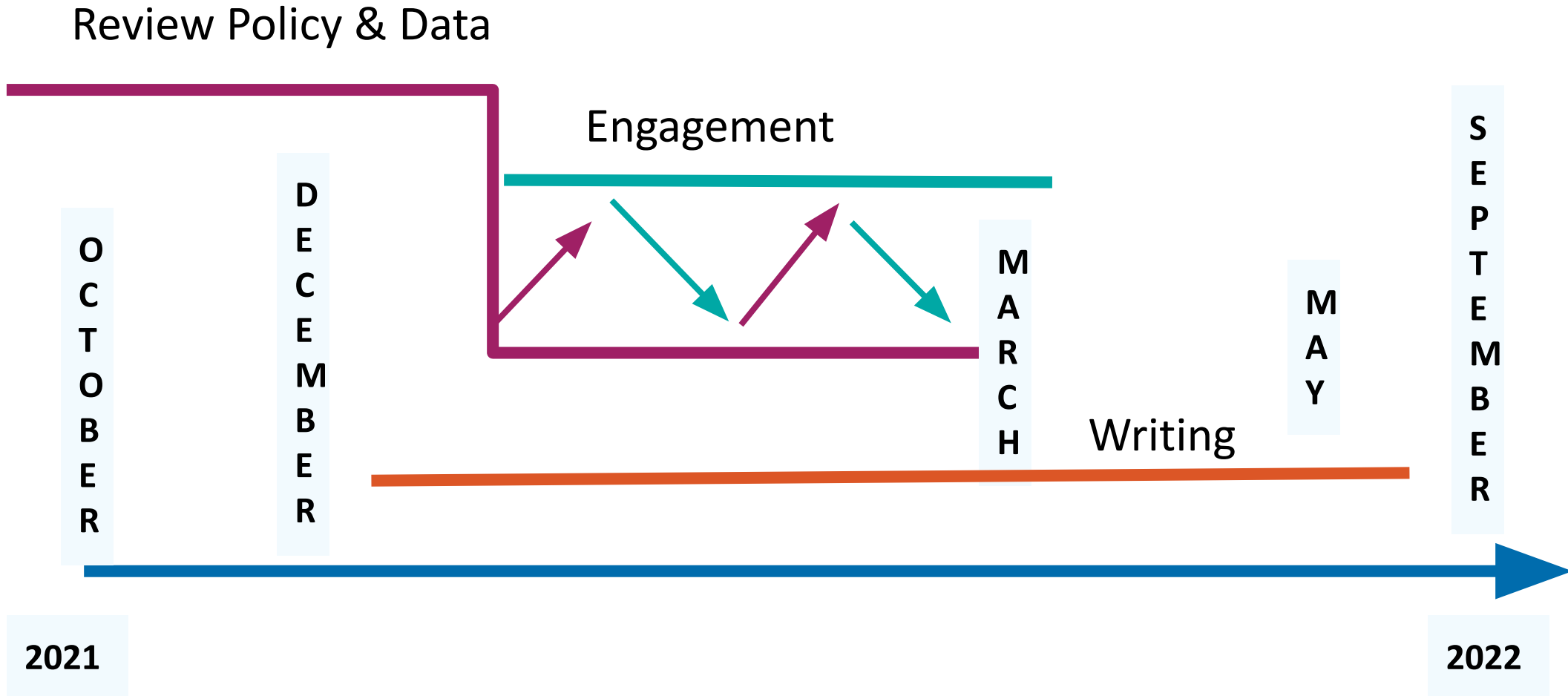
SB 744 - Our Time Today

- Timeline & Review Process
- Engagement Themes
- Planned Writing & Recommendations Synthesis Process
- Observations, Concerns, and Questions



Timeline & Review Process

SB 744 Implementation Timeline





Engagement Update

Survey and Community Conversations

- **State Survey - 3,114 total responses**
 - Every county in Oregon is represented
 - 300+ were high school students/recent graduates
 - 56% of the respondents identified with one or more of the following:
 - LGBTQ2SIA+
 - English learner
 - Experiencing a disability
 - Experienced homelessness
 - Immigrant or refugee
 - Migrant worker or student
 - Child in foster care
 - Student who has changed high schools
 - ~200 paper surveys were summarized by OKT
- **19 Regional Community Conversations Completed**
 - 203 total (between 1 and 33 per session)

Community Connector & Paper Survey

- **Community Connectors**
 - 24 held
 - 300+ total participants (Between 2 and 30 per session)
 - ~50% participating in languages other than English (Spanish, Chinese, Vietnamese)
- The final report on the engagement process from Oregon's Kitchen Table was received early this week

Educator and Administrator Connections

- ODE educator and administrator engagements
 - COSA Administrators of Color - 3/16/22
 - Oregon Association of Latino Administrators - 4/8/22
 - COSA Principals Conference - 4/24/22
 - Oregon High School Counselors - 4/28/22
 - Oregon Secondary School Administrators - 5/3/22
 - Survey of Oregon educators who are equity leaders, special education directors, English language delivery coordinators, migrant education coordinators, & high school counselors (89 participants) - 5/3/22

Note: Oregon Association of Student Councils participated in an engagement on 5/3/22

Engagement Report Quotation

More people (61%) believe that “Earning an Oregon diploma should mean that all students’ strengths and interests are recognized, even if they are different from each other.”

On the other hand, 39% think that “Earning an Oregon diploma should mean that all students know and are able to do basically the same things.”

Engagement Themes - Slide #1

- Flexibility is a shared value among many Oregonians
- It is important to acknowledge that inequities in educational outcomes are caused by many factors beyond high school graduation requirements themselves
- People recognize and appreciate students' individual strengths, different learning styles, and the variety of environments that students are in, both in school and outside of school

Engagement Themes - Slide #2

- Culturally appropriate supports throughout school environments are key for helping students meet graduation requirements, particularly for families who identify as Black, Indigenous or Native and for families from immigrant and refugee communities. LGBTQ2SIA+ students also pointed to supports like affinity groups and school social workers as critical to helping them meet requirements

Engagement Themes - Slide #3

- While people generally view subjects like math, reading, and writing as core to learning, there is a desire to further explore how Oregon currently considers both the required credits in those subjects as well as how proficiency in those subjects is assessed
- Many people viewed math requirements in particular as a barrier for students and are interested in seeing math requirements for graduation reflect students' interests as well as have direct, practical application for careers, education, and other paths in life after graduation

Engagement Themes - Slide #4

- There is also interest in further examining whether Oregon's current system of multiple diploma options is serving students well, particularly students experiencing disabilities. In addition, clear and early communications in multiple languages about what these options are and their implications beyond high school is very important to families
- There are particular skills and knowledge that many people would like to see students attain in order to be successful after high school. The ones that came up most frequently are: financial literacy, critical thinking, civics, and various types of communication, workplace, social, and interpersonal skills.

Further Engagement Recommended

- Decisions related to changes that will directly impact specific populations of students, such as regarding diploma options and students experiencing disabilities
- Implementing any changes that might be made, with a particular focus on ensuring that schools have the capacity and resources to support students in meeting the new requirements.

*HECC Pre- and Post- Assessment of ES Study

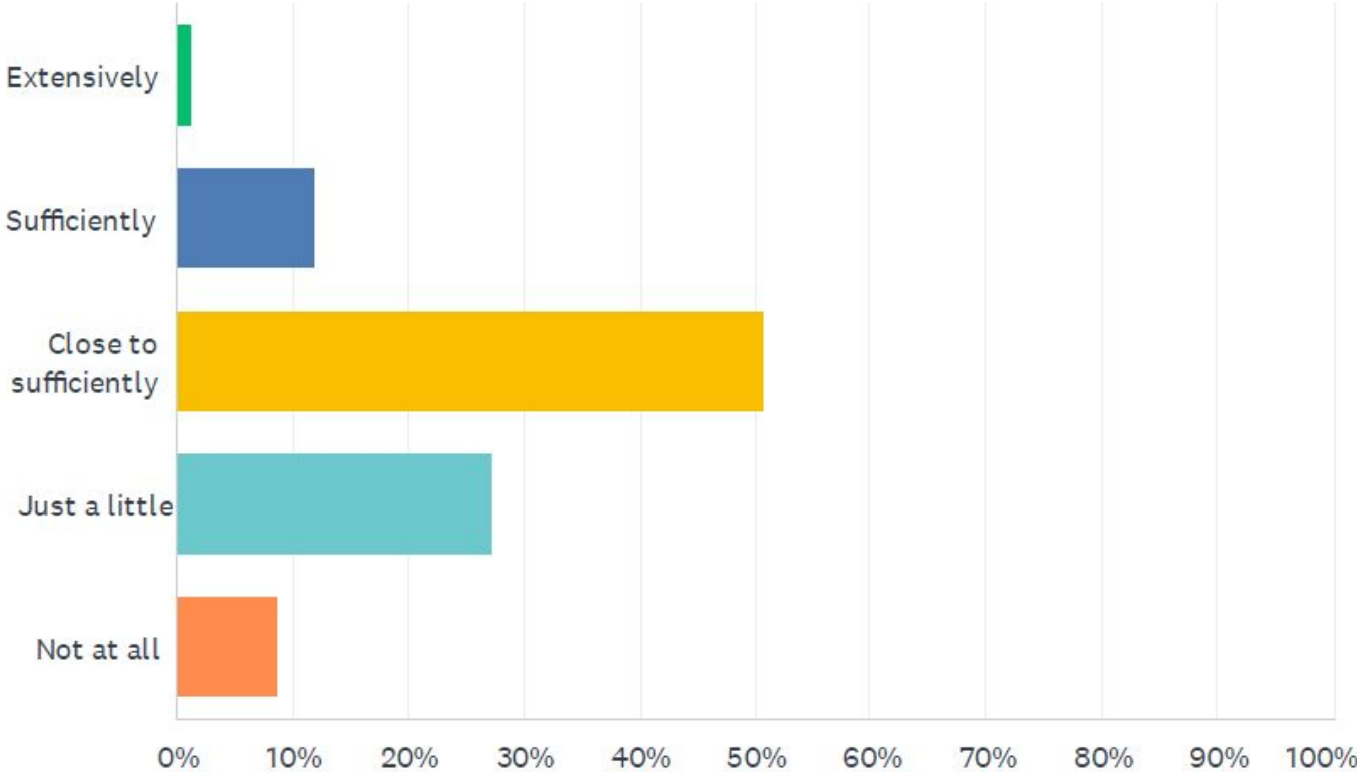
- Looked at pre- and post- assessment of essential skills policy implementation
- Disaggregated indicators by race/ethnicity, IEP status, and EL status
- Reviewed any changes for those groups with regard to the following indicators:
 - Credits attempted/completed
 - Coursework completion in reading, writing, or mathematics
 - Freshman year cumulative GPA
 - First year retention

- There were no differences noted in postsecondary outcomes for these student groups

**Final Report Pending*

Q3 In your experience in your role, how prepared are today's Oregon high school graduates to be successful in postsecondary education and training after high school?

Answered: 150 Skipped: 0



Evaluating undergraduate applicants without test scores is here to stay. 80% of schools are ACT/SAT-optional or test-blind for current high school seniors. More than three-fifth of all colleges and universities in the nation have already committed to remaining test-optional or test-blind for fall 2023 applicants. We expect the final percentage to be substantially higher.

- Bob Schaeffer, Executive Director, Fair Test
([December 2021](#))

Admissions Information Sources

Among applicants, what information does your institution consider to determine college readiness?

| Description | Percentage |
|---|------------|
| High School GPA | 53 |
| Scores on Placement Tests (e.g., ALEKS, SBAC) | 47 |
| Grades in High School Reading/Writing/English Courses | 45 |
| Level of Last High School Math Course | 42 |

Note: Type of high school diploma (Regular or Modified) was the lowest at 15%

Professional Skills - Workforce & Industry

531 Participants
Multiple work sectors represented

- | | |
|-----|--|
| 1. | Work Ethic (Ability to initiate and follow through on tasks) |
| 2. | Professionalism (Responsible and respectful of people and processes) |
| 3. | Communication Skills (Listen and speak to others effectively) |
| 4. | Collaboration (Engages effectively with a team) |
| 5. | Critical Thinking (Able to analyze problems and explore alternatives) |
| 6. | Cultural Awareness and Humility (Openness to learn from people of different backgrounds and beliefs) |
| 7. | Resiliency (Ability to bounce back from difficulty) |
| 8. | Analysis Solution Mindset (Eager and able to solve problems) |
| 9. | Digital Fluency (Skilled with technology) |
| 10. | Entrepreneurial Mindset (Attitude of initiative, creativity, and perseverance) |

Educator-Identified Barriers to Graduation

| | |
|--|--------|
| Essential Skills Assessment Requirements | 19.11% |
| Prescriptive Math Credit Requirements | 11.2% |
| Lack of Flexibility in the Graduation Requirements | 10.1% |
| Other K-12 Barriers | 28.1% |



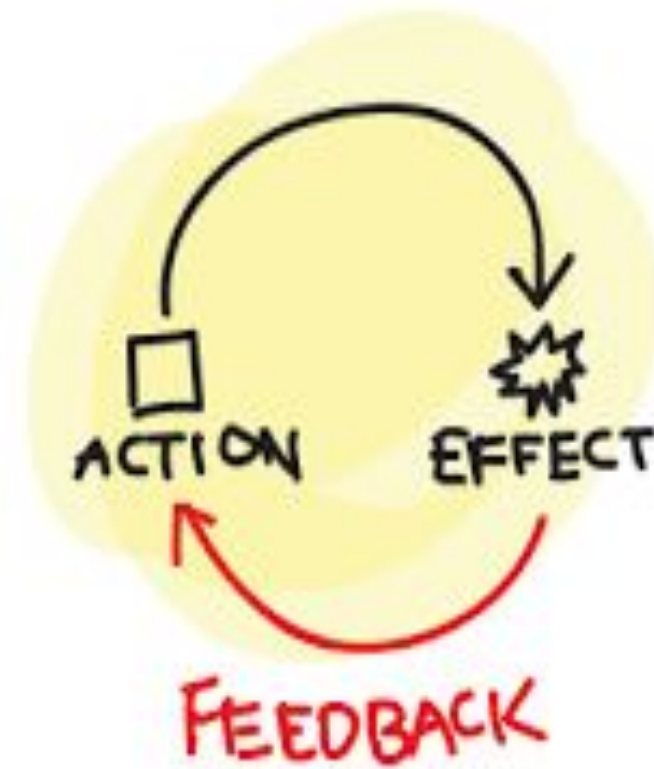
Planned Writing Process

Synthesizing Recommendations

- ODE reached out to equity leaders in K-12, higher education, and workforce partners
- SB 744 Synthesis Panel was constituted composed of that membership
- Panel convened on May 10, 12, and 19 to synthesize recommendations based on review process findings and engagement in four critical areas:
 - Assessment of Essential Skills
 - Credit Requirements
 - Oregon Diploma Requirements
 - Personalized Learning Requirements
- Refinement of recommendations will occur throughout the summer of 2022
- Final Report to the Legislature and SBE by September 1, 2022
- ODE will engage with RAC members thereafter to discuss those recommendations

Feedback Loop

- *Observations*
- *Concerns*
- *Questions*





**Thank you for
your time and
your perspective**

Photo by [Daoudi Aissa](#) on [Unsplash](#)



Complaint Rules Listening Sessions

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ODE Draft Rules



Optional SIA Mental & Behavioral Health Targets

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Optional Targets for Mental & Behavioral Health

Subject: Optional SIA Mental & Behavioral Health Targets

Concept: [HB 2060](#) (ORS 327.190) establishes that targets related to students mental and behavioral health needs will be established by the State Board of Education (SBE) by rule. To that end, ODE has begun to engage and seek input to assist in development of this rule set.

Background: Until HB 2060 passed, SIA grantees were able to create optional metrics based only on guidance. With the passage of HB 2060, in addition to calling out the five common required metrics, it is now in law that grantees can create optional metrics and, specifically, optional targets around student mental and behavioral health needs. The intent of the new rule set is to establish rules for optional targets SIA grantees can consider to support student' mental and behavioral health needs, inclusive of all students while also focusing on students from focal student groups.

Optional Targets for Mental & Behavioral Health

Timeline:

- March 2022: Established an Optional Mental & Behavioral Health Targets Advisory Council, which has primarily focused on providing input for the development of this rule set. This Advisory Council has continued to meet on a monthly basis and will conclude in June 2022.
- April 2022: Presented an early rules concept at the RAC.
- June 2022: Presenting our first draft of the rule set for input and feedback by the RAC.
- August 2022: Will present our second draft of the rule set for input and feedback by the RAC.
- September 2022: Anticipate a first read of the rules to the SBE.
- October 2022: Anticipate a second read and adoption of the rules to the SBE.

Mental & Behavioral Health Advisory Council

External Organizations:

- Community Counseling Solutions
- Foundations for a Better Oregon
- Oregon Education Association
- Oregon Family Support Network
- Oregon Health Authority
- Oregon School Based Health Alliance
- Trauma Informed Oregon/Portland State University
- Umatilla County CARES Program
- University of Oregon
- Willamette Educational Service District

ODE Offices:

- Office of the Director
- Office of Indian Education
- Office of Equity, Diversity, and Inclusion
- Office of Enhancing Student Opportunities
- Office of Teaching, Learning and Assessment
- Office of Education Innovation & Improvement

Optional Targets for Mental & Behavioral Health

- **Proposed Rule Set**
 - Components of the Rule Set
 - Definitions - Aim to define key components of SIA and areas of mental and behavioral health
 - Purpose - Name the aim behind creating this rule set
 - Criteria - Define the requirements that grantees must meet in order to set optional targets
 - Administration & Reporting - Share how optional targets will be administered and reported on

Definitions

- What are we defining?
 - Student Investment Account
 - Focal Student Group
 - Eligible Applicant
 - Optional Targets
 - Evidence-based
 - Culturally Responsive
 - Disaggregated Data
 - Disproportionate
 - Social Emotional Learning
 - Trauma-Informed Principles and Practices
 - Well-being
 - Belonging
 - School Culture
 - School Climate
 - School Safety and Prevention

Purpose

- 1) This rule set is to establish optional targets related to student mental and behavioral health needs eligible applicants may consider setting to monitor and evaluate Student Investment Account investments in mental and behavioral health.
- 2) Local optional metrics are designed to allow eligible applicants to set and monitor metrics that are connected to expected outcomes set forward in an eligible applicants' plan.
- 3) Optional progress markers are sets of indicators set forth in an eligible applicants' plan that identify the kinds of changes that ODE would expect to see in policies, practices, and approaches over the next three years that lead to an eligible applicant reaching planned outcomes.
- 4) Optional targets are intended to provide grantees with a means to address how investments might show positive impacts in student and/or educator well-being, belonging, and health which could also include a measure of school culture or climate. Any optional targets address systems of care, whole child initiatives, and/or school safety and prevention measures could be included.

Criteria

- 1) Eligible applicants can develop optional targets to monitor student, staff, and system changes as long as they meet the following criteria:
 - a) Are measurable in a consistent way each time new data is available;
 - b) Are evidence-based;
 - c) Can be disaggregated by focal student groups to the extent possible;
 - d) Are culturally responsive;
 - e) Align with the purpose of optional targets; and
 - f) Connect to an investment.
- 2) Optional targets not meeting these criteria must be approved by ODE prior to a grant agreement being executed.

Administration & Reporting

- 1) Established optional targets are required to be included in eligible applicants' grant agreement and required to adhere to the requirements for grant agreements pursuant to ORS 327.190.
- 2) (a) Optional targets are required to be reviewed at least annually.
(b) Optional targets that can only be reviewed once in a biennium based on available data must be approved by ODE prior to a grant agreement being executed.

Questions for Input

- Are there additional definitions that we should consider adding? Some we have considered but not yet added include: health, whole child, and system of care.
- Are there additional criteria you think applicants should meet when setting optional targets?
- Is there anything else we should consider including in the administration and reporting section? What?
- What are we missing?

Optional Targets for Mental & Behavioral Health

- June 2022: Final Mental & Behavioral Health Advisory Council meeting
- August 2022: Second draft of rules for input and feedback by RAC
- September 2022: First reading of rules at SBE
- October 2022: Second reading and adoption of rules at SBE

Optional Targets for Mental & Behavioral Health

Racial Equity: Mental & Behavioral Health Targets

- The proposed rule set aims to provide clarity on the types of optional targets that can be developed by grantees. The proposed optional targets rules are to support historically marginalized all students and support students from identified focal groups to improve mental and behavioral health.

Fiscal/Small Business Impact:

- Impacts are limited to none



SB 732: Educational Equity Advisory Committees

Corey Rosenberg

State Board of Education Administrator

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SB 732 Summary

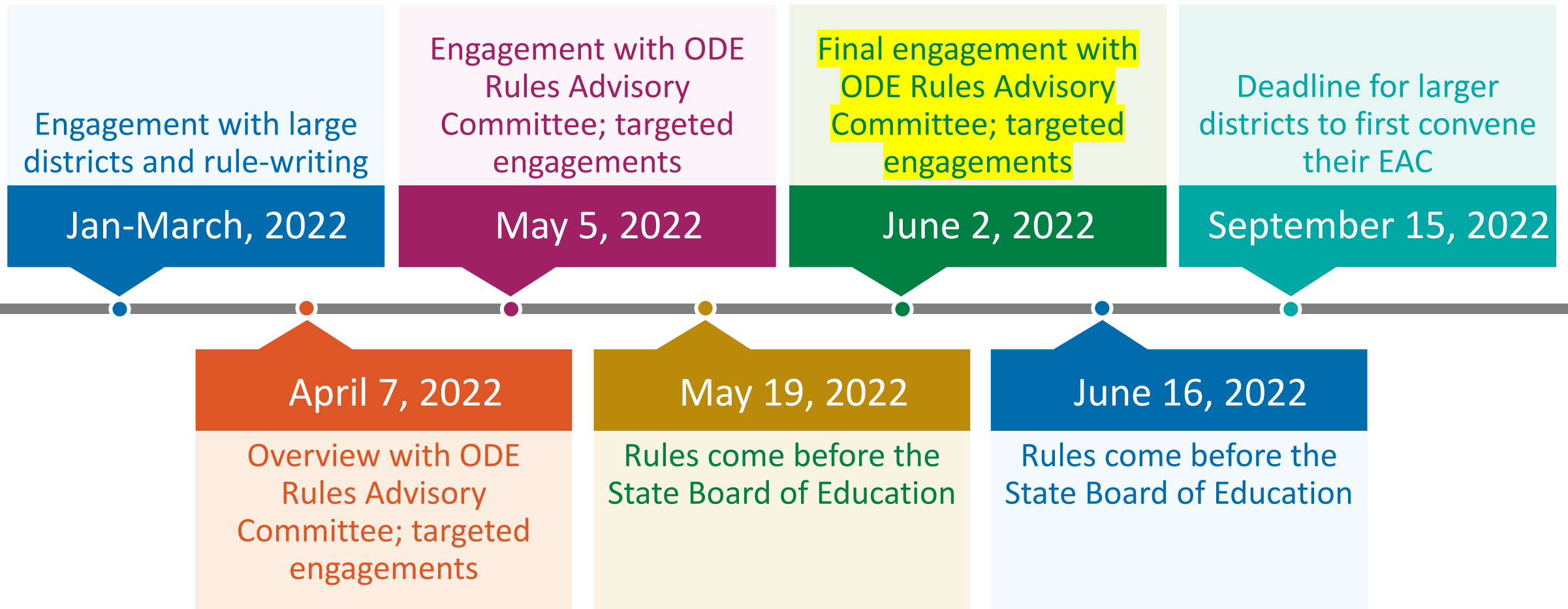
Subject: School District Educational Equity Advisory Committees

Concept: Adopting rules to properly implement Senate Bill 732 (SB 732) and support the educational equity advisory committees it creates.

Background:

- In 2021, the Oregon Legislature passed SB 732.
- SB 732 requires each school district to convene an educational equity advisory committee, and specifies certain committee responsibilities, membership selection requirements, and an optional annual report that committees are allowed to produce.
- The bill allows the State Board of Education to adopt rules in a number of places.

SB 732 Implementation Timeline



SB 732 May Learnings

Continued Engagements (including RAC feedback)

- Desire for clarity around membership requirements and definitions
- Consideration for how best leadership can support committees.
- Questions around sufficient support for committee members.

SBE Feedback

- Desire to ensure that “employee” captures a wide range of voices.
- Importance of creating real value and change with these committees.
- Value of guidance and best practices.

SB 732 Updated Language

Updates since the May 5th RAC meeting

- General language updates to enhance clarity - membership selection, duties
- Updated and expanded definitions for membership groups - students, parents, community members
- Specific pathways for committees to include and engage with district leadership
- Specific pathway for committees to include and engage with tribal representatives, in certain districts
- Questions around sufficient support - emails for committee members, additional resources for student members

SB 732 Potential Resources

Topics named in engagement

- Membership selection - best practices and guidance
- Committee administration - template charters and agendas
- Supporting members - suggested trainings and resources
- Use of an equity lens - examples or guidance on creation
- Opportunities for partnership with existing groups

SB 732 Rule Language - Definitions

(a) "Parent" means:

(A) One or more of the following persons:

(i) A biological or adoptive parent of a student;

(ii) A foster parent of a student,

(iii) A legal guardian, other than a state agency;

(iv) 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 student's welfare; or

(v) 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.

SB 732 Rule Language - Definitions

(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

SB 732 Rule Language - Definitions

(d) **“Underrepresented”** refers to communities, groups, families and students that due to systemic barriers and intersectional oppression have been excluded and limited proportionate access to the dominant or mainstream educational system despite efforts to participate. This includes students of color, tribal students, English language learners, LGBTQ2SIA+ students, students experiencing and surviving poverty and homelessness, students with disabilities, women/girls, and students from rural communities.

(e) **“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, tribal students, English language learners, LGBTQ2SIA+ students, students experiencing and surviving poverty and homelessness, students with disabilities, women/girls, and students from rural communities.

SB 732 Rule Language - Timelines

(2) There shall be established at each school district an educational equity advisory committee.

(a) For school districts with an average daily membership of 10,000 or more, the school district is required to first convene an educational equity advisory committee by September 15, 2022.

(b) For school districts with an average daily membership of 10,000 or less, the school district is required to first convene an educational equity advisory committee by September 15, 2025.

SB 732 Rule Language - Membership

(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 proposing finalists to the school district board.

(c) The school district board is responsible for approving members from those proposed by the superintendent, and ensuring that membership is primarily representative of underserved student groups.

SB 732 Rule Language - Membership

(d) For the purpose of selecting members, the school district board and 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 the school district superintendent 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.

SB 732 Rule Language - Membership

(e) The school district board and school district superintendent, in consultation with the educational equity advisory committee, shall fill **vacancies on the committee in the same manner as original appointments.**

(?) A school district participating in Tribal Consultation, as required by section 8538 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, must invite each consulted tribe to participate in educational equity advisory committee meetings by providing a representative.

SB 732 Rule Language - Membership

(f) The school district board, in consultation with the educational equity advisory committee, must select at least one member of the educational equity advisory committee to serve on the school district 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.

(g) 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. For student members, this may also include counseling support, mental health support, tutoring, or an adult mentor.

SB 732 Rule Language - Duties

- (4) The duties of an educational equity advisory committee shall include:
- (a) Advising the school district board and the school district superintendent about the educational equity impacts of policy decisions; and
 - (b) Informing the school district board and school district superintendent of the larger district-wide climate and the experiences of underserved student groups, and advising the board and superintendent on how best to support.
 - (A) Informing the school district board and school district superintendent when a situation arises in a school of the school district that negatively impacts underrepresented students, and advising the board and superintendent on how best to handle that situation.
 - (B) Informing the school district board and school district superintendent when a situation arises in a school of the school district that positively impacts underrepresented students, and advising the board and 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.

SB 732 Rule Language - Direction

- (a) An educational equity advisory committee may 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) An educational equity advisory committee may consider topics submitted by the school district board and school district superintendent.
- (c) An educational equity advisory committee may select a single member to serve as an advisor to the school district board, for the purpose of providing updates and acting as a liaison between the educational equity advisory committee and the school district board and school district superintendent.
- (d) An educational equity advisory committee may invite a member of the school district board or the school district superintendent to participate in meetings of the educational equity advisory committee.

SB 732 Rule Language - Direction

- (d) An educational equity advisory committee may 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 board and school district superintendent, and the actions that were taken in response to those recommendations;
 - (B) 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;
 - (iii) Presented to the school district board in an open meeting with adequate opportunity for public comment; and
 - (iv) Sent to the State Board of Education.

(e) The State Board of Education and Oregon Department of Education shall review submitted annual reports and present findings in a meeting of the full board. Members of the State Board of Education shall have access to all submitted reports.



Rules Reviewed this Year & RAC Moving into Next Year

Rules, Updates, and Policies Reviewed This Year

- Administrative Rules
 - 42 OAR Topics
 - Office of Teaching, Learning, and Assessment 11 topics
 - Office of the Director 9 topics
 - Office of Child Nutrition, Fingerprinting, & Transportation 6 topics
 - Office of Education, Innovation & Improvement 5 topics
 - Office of Enhancing Student Opportunities 5 topics
 - Office of Equity, Diversity & Inclusion 4 topics
 - Office of Finance & Information Technology 2 topics
- ODE Updates & Policies
 - 12 Topics include: SB 744 Graduation requirements review updates, Alternate English Language Proficiency Assessment Standards (Alt-ELPA Standards), and various Legislative Updates.

Tentative Calendar of Dates for the 2022-23 Year

- Aug 2022
 - Sept 1, 2022
 - Oct 6, 2022
 - Nov 3, 2022
 - Jan 5, 2023
 - Feb 2, 2023
 - Mar 2, 2023
 - Apr 6, 2023
 - May 4, 2023
 - June 1, 2023
- No December meeting
 - 1st Thursday of the month.

Thank you



The background is a dark space filled with numerous small white stars. On the left side, there are two larger stars: a bright white one and a smaller yellow one. On the right side, there is a large, detailed blue planet with visible atmospheric bands and a slight shadow on its surface.

OPEN SPACE

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