



ODE Rules Advisory Committee

November 3, 2022

Welcome and Group Share

→ In the chat, please list your:

◆ Name;

◆ Pronouns;

◆ Organization; and

◆ *Think of someone who values or looks up to you. How would they describe who you are, and how you make them feel?*

Agenda

9:00 am - 11:15 am

- I. Introductions & Opening Remarks
- II. Rules-at-a-Glance
 - A. OAR 581-021-0210 - Evaluating Student Transcripts - SB 1522, Sec 5 & 6
 - B. OAR 581-014-0007 - Charter School Eligibility for Student Investment Account Temp Rule
 - C. Every Day Matters OARs
 - D. Universal Screening for Risk Factors of Dyslexia OARs
 - E. Universal Screeners for Risk Factors of Dyslexia OARs: ODE Rule Advisory Committee Feedback
 - F. Optional Mental and Behavioral Health Targets
- III. Draft Rules
 - A. OAR 581-014-0001 - Economically Disadvantaged Definition
 - B. OAR 581-017-0765 to -0777 - Charter School Equity Grants
 - C. Fund Administration for Student Investment Account & High School Success
- IV. Open Space/Questions
- V. Closing

RAC Core Principles

- Rulemaking driven by engagement and consultation
- Intentionally collaborating with diverse perspectives
- Coordinating engagement opportunities and looping back with partners
- Providing multiple avenues for feedback and response in meetings
- Clearly defining roles and responsibilities within the rulemaking process

RAC Working Agreements

- Assume best intent, attend to impact, and earn trust
- Engage tension and commit to dialogue
- Speak your truth and represent your perspectives
- Respect different communication styles and embrace underrepresented voices
- Practice confidentiality when sharing outside the RAC

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.



Process and Rhythm

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 Draft Rule or Early Rule 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



ODE Rules-at-a-Glance

Credit for Educational Programs (SB 1522)

Subject: Acceptance of credits earned in educational programs as required by [Senate Bill 1522](#) | Amendment of [OAR 581-021-0210](#)

Concept: Requires the acceptance of credits earned in Oregon from Youth Corrections Educational Programs (YCEP), Juvenile Detention Education Programs (JDEP), Long Term Care & Treatment facilities, as well as hospital education programs, known collectively as educational programs. Requires the State Board of Education to update the related OAR.

This change is required by sections 5 & 6 of [Senate Bill 1522 \(2022\)](#).

Background: Currently, districts must evaluate credits earned in educational programs in Oregon and assign a value based on their internal policies and procedures. This differs from credits earned at standard school district programs, which must be accepted as if they had been earned in the enrolling district.

Proposed OAR Change: 581-021-0210

“...When evaluating student transcripts, the school district shall:

(1) Accept credits and attendance completed in ~~standard~~ **educational programs** in Oregon ~~schools~~ as if they had been earned in the enrolling district consistent with OAR 581-022-1131;

(2) As used in this rule, “**educational program in this state**” means an educational program that is:

(a) Provided by a school district, a public charter school, the Youth Corrections Education Program or the Juvenile Detention Education Program; or

(b) Funded as provided by ORS 343.243 for students in a long term care or treatment facility described in ORS 343.961 or a hospital identified in ORS 343.261;...”

Credit for Educational Programs

Proposed Rule Changes: To require enrolling districts to accept credits earned in educational programs as if they had been earned in the enrolling district.

Proposed Rule Impacts:

- **Racial Equity:** Students enrolled in educational programs are disproportionately likely to be BIPOC individuals and this rule would require districts honor the credits earned in those programs. This could potentially increase the likelihood of on time graduation for students who have experienced these programs.
- **Fiscal/Economic & Small Business Impact:** None noted.

Next Steps:

- Team will continue to gather feedback from the field via a survey and an open community engagement session on November 30, 2022.

“Students in various programs sometimes think that their work doesn't count. This is proof that it does - which is incredibly motivating. It also increases the likelihood of the youth staying on track or getting back on track.”

**-Survey Feedback
10/2022**

Charter School Eligibility for SIA - Temp Rule

Subject: This rule makes a temporary change to the source of data for economically disadvantaged students to determine charter school eligibility to apply independently.

Concept: For the 2023-25 application cycle, the 2019 Spring Membership Report Economically Disadvantaged Count would be used to determine independent charter school eligibility.

Background: Due to the nutrition waiver from the federal government as pandemic relief and support, the economically disadvantaged data for the 2020-21 and 2021-22 school years are not reliable or accurate. If the latest economically disadvantaged data were to be used, it would cause charter schools to be eligible for a single grant application cycle that otherwise would not be eligible to apply independently in subsequent cycles. By using the 2019 Spring Membership for economically disadvantaged students, it will provide the most accurate list in line with the intent of the law given these data impacts and limit significant shifts in independent charter school eligibility application cycle to application cycle.

581-014-0007 Charter Eligibility for SIA

Proposed Rule Changes:

(1) (a) Before each application cycle, the Department of Education will publish a list of public charter schools that meet the eligibility requirements of ORS 327.185. The Department will make the determination of eligibility based on the most recent finalized Spring Membership report.

(b) To determine eligibility for the 2023-2025 application cycle, the Department will use the 2018 economically disadvantaged count from the Spring Membership report for determining charter eligibility under requirements of ORS 327.185. For all other determining factors the most recently finalized Spring Membership report will be utilized.

Proposed Rule Impacts:

- **Racial Equity:** This temporary rule only impacts a shift to the economically disadvantaged student focal group, it does not create any changes for students of color or students with disability as it pertains to independent charter school eligibility.
- **Fiscal/Economic & Small Business Impact:** N/A

Next Steps:

- Presentation to State Board in December for adoption as temp rule.

Every Day Matters

Subject: Every Day Matters Proposed Rule Changes

Concept: Every Day Matters supports districts and communities in addressing the root causes of chronic absenteeism. Every Day Matters is deepening this work with the specific focus of elevating family and community engagement to address the root causes of chronic absenteeism. To reflect this focus, we are requesting to update the EDM rule set.

Background: HB 4002 (2016) directed ODE and the former Chief Education Office to develop a statewide plan that would address chronic absenteeism. From 2018 - August 2020, Every Day Matters provided tiered support to districts in Oregon. Due to the global pandemic, funding was cut for the 2020-21 school year. Every Day Matters, which addresses chronic absenteeism through attention to student engagement, school culture, climate and safety, culturally sustaining pedagogy, and family and community involvement is the foundation for the other 5 initiatives in the *Aligning for Student Success: Integrated Guidance for Six ODE Initiatives*. The intent of the proposed rule changes and proposed new rule is to further center students, particularly focal student groups, align operational practice with rule, and establish community-centered approaches to addressing the root causes of chronic absenteeism.

Every Day Matters

Proposed Rule Changes: Proposed rule changes and the new grant rule: update language to be student-centered and include focal student groups, update the Regional Support Model. The new grant rule establishes an Integrated Community Partnership Grant, including eligible grant recipients, and funding and reporting standards. Since the RAC first read, the community-based organization definition has been updated to align with the definition used in the Integrated Planning and Budget Template for the Integrated Application.

- “(2) Community-Based Organization means Public, not-for-profit organizations or community agencies, which transparently collaborate with the intent to give voice and elevate community priorities by authentically engaging in interactive multi-modal, robust communication with residents in districts, educational service districts, institutions, and connection-centered programs. These community-powered partners and decision makers work to provide universal access to asset-based networks that advance racial and educational equity via community-oriented, linguistic-cultural resources to build sustainable and resilient communities. This includes but is not limited to agencies which serve as culturally-responsive and identity-affirming organizations and ensure multi-dimensional youth develop socio-emotionally, academically, professionally, and holistically.”

Every Day Matters

Proposed Rule Impacts:

- **Racial Equity:** The proposed rules aim to center historically marginalized students through increased inclusive and student-centered language, expand meaningful education-community partnerships, and deepen family and community engagement practices to collectively address the root causes of chronic absenteeism.
- **Fiscal/Economic & Small Business Impact:** There are no impacts to small business. Community-based organizations may be positively impacted due to the new grant funding.

Next Steps:

- Develop technical assistance and resources based on feedback from engagement sessions, including:
 - learning from COVID-19 to keep education accessible to all students, whether or not student's are in a physical classroom; connecting with various focal student groups; implementing culturally responsive practices; data sharing best practices between education partners and districts that protect student safety; and best/promising practices to address the root causes of chronic absenteeism.
- Second read and anticipated adoption by SBE in December.

Universal Screening for Risk Factors of Dyslexia OARs

Subject:

581-002-1815 *Universal Screening for Risk Factors of Dyslexia: Definitions* & 581-002-1820 *List of Approved Universal Screeners for Risk Factors of Dyslexia*

Concept:

Seeking permanent rule adoption. Both rules are currently established as temporary rules and are set to expire on 12/31/22.

Background:

In 2018, ODE facilitated a well-informed RAC and rulemaking process to implement universal screening for risk factors of dyslexia in accordance with [ORS 326.726](#). These rules were adopted by the SBE in April 2018, however, two of the rules, [OAR 581-002-1815](#), pertaining to adopting definitions for screening, and [OAR 581-002-1820](#), directing ODE to develop a list of approved tests and providing screener criteria, were not filed with the Secretary of State's office. Unfortunately, due to this inadvertent administrative oversight these rules were not effective or valid. When this error was discovered, ODE immediately sought adoption of temporary rules to prevent any disruptions to the universal screening of students conducted by districts in accordance with Division 22. ODE is now seeking permanent adoption of these rules. There is no substantive changes to these rules since they were first adopted by the State Board in 2018.

Universal Screening for Risk Factors of Dyslexia OARs

Summary of Proposed Rule Changes:

There are no proposed changes to the temporary rules that were adopted by SBE in June 2022.

([Proposed, and Currently-Adopted, Rule Language](#))

Proposed Rule Impacts:

- **Racial Equity:** These rules support ODE in providing districts with a list of approved universal screening tools that are designed to identify students demonstrating risk factors of dyslexia and other reading struggles. Screening students early, with valid and reliable measures, provides educators with critical information needed to address instructional needs and provide early intervention, which is a key factor in reducing disproportionate reading outcomes for historically underserved and marginalized groups, including students experiencing disability.
- **Fiscal/Small Business Impact:** No impact.

Universal Screening for Risk Factors of Dyslexia OARs

Next Steps:

- [Universal Screeners for Risk Factors of Dyslexia OARs: ODE Rule Advisory Committee Feedback](#)
- December 8: State Board of Education: 2nd Read/Adoption

Optional Targets for Mental & Behavioral Health

Subject: Optional Targets for Mental & Behavioral Health for the SIA

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.

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

Proposed Rule Impacts:

- **Racial Equity:** This rule set is being advanced to create parameters for setting optional targets for students' mental and behavioral health needs to avoid confusion among district, school, and program leaders that could inhibit effective implementation of this technical change. While all students can benefit from investments and optional targets set for meeting students' mental and behavioral health needs, at the core of the SIA is equity and focusing on students who have historically experienced academic disparities. The creation of growth targets and skilled use by districts in choosing to use them could help illuminate important areas of investment and improvement that might otherwise go unnoticed.
- **Fiscal/Economic & Small Business Impact:** ODE anticipates the fiscal impact to grantees is minimal to non-existent given grantees already need to go through the co-development process to set LPGTs and any local optional metrics, inclusive of mental and behavioral health optional metrics.

Next Steps:

- Second read and adoption at December State Board Meeting



ODE Draft Rules



Economically Disadvantaged Definition

Jon Wiens

Office of Research, Assessment, Data, Accountability and Reporting

jon.wiens@ode.oregon.gov

Economically Disadvantaged Definition

Subject: The legislature required ODE to adopt the definition of economically disadvantaged by rule for purposes of the Student Investment Account, in OAR 581-014-0001.

Concept: ODE has long used eligibility for free or reduced priced lunch as the definition of economically disadvantaged. However, more than 50% of schools are providing free meals to all students this year. We must change this definition if we want to collect actionable information. Temporary rule (using our current definition) will expire in December.

Background:

- Economically disadvantaged students are a focal group in the Student Success Act, and are a required student group for federal school accountability. ODE calculates and publishes data on this group so that the educational impacts of poverty can be better understood, and to help direct resources and supports to low-income students.

Economically Disadvantaged Definition

Timeline:

- June 2021 – RAC presentation on the project to re-define economically disadvantaged
- October 2022 – RAC presentation of the draft rule for feedback.
- October 2022 – State Board first reading of the draft rule.
- December 2022 – State Board second reading and likely adoption
- July 2023 – Implementation for the 2023-2024 school year
- 2023 and beyond – we do hope to continue to enhance/refine this definition over time

Economically Disadvantaged Definition

- **Proposed Rule Change to OAR 581-014-0001**

(14) Effective July 1, 2023, “Economically disadvantaged students” means students who meet one or more of the following qualifications:

- (a) are participating in Supplemental Nutrition Assistance Program funded by the United States Department of Agriculture;
- (b) are participating in the Temporary Assistance for Needy Families program as defined in Title IV of the Social Security Act;
- (c) are foster students;
- (d) are migrant students; or
- (e) are students who are homeless

Economically Disadvantaged Definition

State Board Feedback

- Director Wheeler asked if foster students in custody of tribes are included.
 - Answer: no, DHS data only includes children in the custody of the state. We would need separate agreements with each tribe to access those data. We do have a significant number of tribal students in the DHS data.
- Director Montgomery asked about students from the Compact of Free Association, indicating that those students are not eligible for SNAP, and asked if they would be included in the group.
 - Answer: COFA students have a special non-immigrant status that unfortunately doesn't make them eligible for SNAP. They are eligible for Medicaid. COFA laws are up for renewal in the next two years, and advocates hope for a technical fix to allow for SNAP and TANF benefit.

Proposed Rule Impacts: Economically Disadvantaged Definition

Racial Equity:

- The proposed rule seeks a definition that is more uniform across all school types. This definition relies on data available from various state sources. It includes fewer students overall. It likely will increase the relative identification of students who are federally-identified as Black/African American or multi-racial, while lowering the relative percentage of students who are federally-identified as Asian or are English learners (based on 2018-19 data)

Fiscal/Small Business Impact:

- There are no known impacts on small businesses, but some community-based organizations may use this new measure when applying for grants



Charter School Equity Grants

Debbie Green

Office of Director

Government & Legal Affairs Team

debbie.green@ode.oregon.gov

Charter School Equity Grant

Subject:

- SSA Public Charter School Equity Grants Rule Revision (ORS 327.362)
OARs 581-017-0765, 0768, 0774

Technical Revision:

- Current rules use the **most recent finalized Spring Membership data** to determine charter school grant eligibility. This excludes charter schools in their first year of operation due to Spring Membership data not being available until the next fall. **We propose to include Fall Membership data and December Special Education Child Count data for new charter schools in their first year of operation to include them in the eligibility determination.**

Background:

- This grant was established by HB 2166 during the regular 2021 regular session. Now in statute, it funds charter schools with student populations composed of 65% or more of students from racial or ethnic groups that have historically experienced academic disparities or students experiencing disabilities. Grant allocations are effectively equivalent to the difference between the ADMw the school generates and what is passed through by their sponsoring district according to their charter contract.

How this works - Current Rules

- New Charter School with 65% of student demographics meeting eligibility requirements begins operation in September 2022.
- Next grant cycle is 2023-25 biennium - application window in March 2023.
- Spring Membership data used for 2023-25 eligibility does **not** include the new school.
- The New Charter School cannot apply for the two-year grant in 2023-25 due to no data available at time of application.
- Next opportunity to apply for the grant will be 2025-27 biennium - application window in March 2025. New Charter School will first receive grant funds in 4th year of operation.

How this works - Proposed Rules

- New Charter School with 65% of student demographics meeting eligibility requirements begins operation in September 2022.
- Next grant cycle is 2023-25 biennium - application window in March 2023.
- Use Spring Membership data to determine eligibility for schools that have been in operation for one or more years.
- Use Fall Membership and Special Education Child Count data to determine eligibility for schools in their first year of operation. Fall Membership data is available in February 2023 and the December Child Count data is available in April 2023. Eligibility for New Charter School is determined in two phases with final eligibility completed before State School Fund has final allocations in May-June 2023.
 - In February 2023, newly operating charter schools with >65% focal race/ethnicity data in the Fall Membership report would be eligible to apply.
 - In April 2023, newly operating charter schools with >65% students with IEPs in December Child Count data would be eligible to apply. (It will be very rare that any new charter school will rely solely on Special Education Child Count data to apply for these grant dollars as the threshold is so high. No charter schools in Oregon currently meet this threshold for eligibility. As a required component of this grant, we would still check those numbers in April of 2023.)
- New Charter School will first have access to grant funds in their 2nd year of operation. If a new charter school opens mid-cycle, they will have data in the next spring membership report and eligible in next grant cycle.

Timeline & Initial Feedback

Where are you in the process of rulemaking?

- First RAC meeting today
- State Board of Education Proposed First Reading on December 8, 2022
- Gathering additional engagement information before the State Board meeting

What previous feedback have you heard?

- The new data sources we propose using are solid collections for racial/ethnicity and Special Education students on IEPs.
- Charter school level data will be in the State School Fund (SSF) by March and semi-finalized for the May SSF reconciliation. Using 2nd period ADM collection (new schools have to be in operation between September-December 1).
- This revision fits in with the intent of the grant for focused funding students in charter schools meeting these demographics in a timely manner.
- Interest and excitement from 1:1 engagement with a Charter School who will likely be eligible for this grant in the future.
- This may impact 1-2 charter schools each grant cycle and shouldn't have a significant funding decrease for those charter schools who are already eligible for the grant.

Proposed Rule Changes

OAR 581-017-0765 (Definitions)

(4) “Fall Membership” means the data report that represents students attending public schools and programs on the first school day in October, as derived from the 1st period cumulative average daily membership collection. Rules governing the Fall Membership report are contained in the most recent edition of the Oregon Student Membership Manual, published by the Oregon Department of Education.

(8) “December Special Education Child Count” means the data report that represents the requirement of school districts to count students ages 5-21 that have an Oregon Eligibility for Special Education, a current Individualized Education Plan (IEP) or Service Plan, and are receiving services on December 1.

OAR 581-017-0768 (Eligibility)

(2)(a) For public charter schools that have been in operation for one or more years. The Department will make the determination of eligibility based on the most recent finalized Spring Membership report.

(b) For public charter schools that are in their first year of operation during a grant cycle year the Department will make the determination of eligibility based on the most recent finalized Fall Membership report and the December Special Education Child Count report.

OAR 581-017-0774 (Distribution of Funds)

(2) For purposes of establishing the amount of grant funds apportioned to eligible applicants for the **upcoming school year** the Oregon Department of Education will use the most current finalized ADMw from the State School Fund from the prior year at the time when the list of eligible public charter schools was published according to OAR 581-017-0768.

Proposed Rule Impacts

Racial Equity:

- *Adoption of this rule will positively impact students at charter schools meeting the 65% threshold of students historically experiencing academic disparities and students with disabilities with focused money to meet their needs in the critical first years of the new charter schools operation. The purpose of this law is to support students in these focal groups and bridge the gap between what districts receive in funding for the charter students versus what the charter school receives in pass through dollars for these focal students.*
- *Allowing new charter schools to be eligible in their first year of operation during an application window for the grant will make grant funds available to the new charter school within their first three years of operation.*

Fiscal/Economic & Small Business Impact:

- *Fiscal impact may be a smaller allocation to already eligible charter schools though no fiscal impact to ODE or the grant. We already prorate the grant when the allocations exceed the annual funding or charter schools decide not to participate.*
- *No Economic & Small Business Impact*

Charter School Equity Grant Engagement

- October 18
Public Notice to Charter Leaders and those who follow Charter School issues through our ODE listserv. A request for feedback was made along with a detailed description of the proposed technical rule changes.
- October 19
Met with current grantees to discuss proposed rule changes. Grantees were all supportive of this rule change, though there was discussion about how to increase the fund that provides these grants in future years
- November 9
At Charter School Leaders Office Hours, this proposed rule change will be on the agenda and feedback will be requested.

Questions & Feedback:

- We welcome any considerations, feedback, questions, or suggestions to our proposed technical rule changes.



Fund Administration for Student Investment Account

Blake Whitson & Rachael Moser

Office of Education Innovation & Improvement

Blake.Whitson@ode.oregon.gov & Rachael.Moser@ode.oregon.gov

SIA Fund Administration

Subject: Changing the current rule to create a universal summer extension for the expenditure of funds

Concept: Remove the ability for recipients to opt out of the summer extension

Background:

- The original SIA Fund Administration rules contained an option for recipients to request an extension to expend funds until September 30 annually. Based on the number of extensions requests received, a change was made to the rule to make the extension universal with a provision allowing recipients to opt out if they wished. Last year, ODE received three such requests to opt out of the summer extension. Given the amount of administrative time for both grantees and ODE to implement grant amendments due to the opt out, we are proposing this rule change to remove the opt out provision. All other provisions will remain the same.

SIA Fund Administration

Timeline:

- Presented at the October RAC as a rule concept
- Presenting here at the November RAC as a draft rule
- Next steps are to present to the State Board in December for first reading
- January second read with RAC with any final adjustments before second read and adoption with RAC

SIA Fund Administration

- **Proposed Rule Changes**

SIA Fund Administration Rule Change

581-014-0004

Fund Administration for Student Investment Account

(6)(a) Grant recipients will be eligible for a universal extension to expend funds until September 30 each year. Any allocated funds that are not used by a grant recipient by September 30 each year will be returned to the Student Investment Account for distribution in the next biennium.

~~(b) A Grant recipient may request to decline the universal extension to expend funds by September 30 each year. A grant recipient must notify the Department in writing by June 1 each year. Any allocated funds that are not used by a grant recipient by June 30 each year will be returned to the Student Investment Account for distribution in the next biennium.~~

Proposed Rule Impacts: SIA Fund Administration

Racial Equity:

- *None, this is a technical change to the universal summer extension*

Fiscal/Economic & Small Business Impact:

- *No anticipated fiscal impact for most grantees as they did not opt out of the universal summer extension. For the grantees that did opt out, there may be limited fiscal impact given they may need to set up a way to track multiple years of funding simultaneously since they will no longer have the ability to opt out of the summer extension.*



Fund Administration for High School Success

Michael Lindblad and Maggie Mashia

Office of Innovation and Improvement

michael.lindblad@ode.oregon.gov & Maggie.Mashia@ode.oregon.gov

Fund Administration for High School Success

Subject: Adding a universal summer extension for the expenditure of funds

Concept: Remove the need for recipients to request a summer extension

Background: The original High School Success (HSS) Fund Administration required recipients to request a summer extension. However, over 90% of recipients requested this every summer. Given the amount of time and paperwork required for recipients to request a summer extension, granting a universal extension will alleviate administrative burden.

Fund Administration for High School Success

Timeline:

- Presented at the October RAC as a rule concept
- Presenting here at the November RAC as a draft rule
- Next steps are to present to the State Board in December for first reading
- January second read with RAC with any final adjustments before second read and adoption with RAC

Proposed Rule Changes: Fund Administration for HSS

- **Proposed Rule Changes:** HSS Fund Administration Rule Change

OAR 581-013-0015(3)(a-b):

~~(3)(a)~~ Funds that are apportioned to a school district or charter school for a given biennium must be ~~used~~ **apportioned** by the school district, charter school, or ESD in that biennium. **School districts, charter schools, or ESDs will have the first two months of the following biennium to spend funds previously apportioned.** Funds that are not used by a school district, charter school, or ESD during year one of a given biennium may be carried over and used in year two of that same biennium. Any funds that are not used by a school district, charter school, or ESD at the end of a biennium will be returned to the High School Graduation and College and Career Readiness Fund and reapportioned among all school districts and charter schools in the next biennium.

~~(b) Notwithstanding subsection(a) of this rule, a school district or charter school may request an extension to spend funds apportioned during a given biennium during the first two months of the next biennium. A request must be made to the Department of Education. The Department of Education will approve the request if the where the spending aligns to the School district's or charter school's biennial plan. (seeking universal extension for all)~~

Proposed Rule Impacts: HSS Fund Administration

Racial Equity:

- *None*

Fiscal/Economic & Small Business Impact:

- *None*

Reminders

- No December RAC meeting. Next Meeting is January 5, 2023.

Thank you



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

OPEN SPACE

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