



ODE Rules Advisory Committee

March 7, 2024

Welcome and Group Share

→ In the chat, please list your:

- ◆ Name;

- ◆ Pronouns;

- ◆ Organization; and

- ◆ *What're you looking forward to for Spring?*

Agenda

9:00 am - 12:00 pm

- I. Introductions & Opening Remarks
- II. Rules-at-a-Glance
 - A. Early Literacy
 - B. Student Investment Account (SIA) Rule Revisions
 - C. Standards for Approval for Private Schools for School-Age Children
 - D. Speech Language Stipend Program
 - E. Temporary Rules for Summer Learning 2024
- III. Draft Rules
 - A. Community Eligibility Provision (CEP) Revision
 - B. Criteria for Professional Learning
 - C. Course Requirements for Personal Financial Education & Higher Education and Career Path Skills
- 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

Early Literacy Success Initiative

Subject: Early Literacy Success Initiative

Concept: Provides a shared set of definitions across the three types of grants, naming when a specific definition is for only one type of grant. Additionally, provides the full rule sets specific to each of the three types of grants to support implementation starting in the 2023-24 year.

Background: The Oregon Legislature passed HB 3198 during the 2023 session. This bill creates the Early Literacy Success Initiative, which includes the Early Literacy Success School Grants, Community Grants, and Tribal Grants. Previously, ODE brought narrowly focused temporary fund administration rules for the school district grants only to the RAC given HB 3198 requires the distribution of grant funds to school districts and public charter schools in the 2023-24 school year. The set we're bringing today is a more robust set of draft permanent rules for all three of the grants outlined in the Early Literacy Success Initiative.

Changes in Response to Public Input

School District Grants

Feedback heard: Feedback regarding inclusion of Pre-K in funding formula, clarification of Pre-K materials as an allowable use; expansion of “Students with Disabilities” to include Pre-K; various perspectives on maximum group size for high dosage tutoring.

- **Language updated (and why)**
 - Maximum group size for High Dosage Tutoring changed from 6 to 4 students in order to better align with research
 - Requirement for use of funds for instructional materials revised to clarify the inclusion of Pre-K.
 - Definition of “Students with Disabilities” expanded to include Pre-K students.
 - Technical fixes removing references to 4th/5th grade after the 23-25 biennium, per statute.
- **Language retained (and why)**
 - ODE, in consultation with DELC, is not putting forth rules at this time to include Pre-K in the funding formula. However, ODE and DELC are in alignment and agree with the need to consider prekindergarten enrollment as a potential future factor in allocation. As a next step, ODE and DELC will evaluate currently available prekindergarten data to determine ways to ensure accurate data sets and to assess the impact of adding prekindergarten data to the funding formula. ODE and DELC will make a final determination and if necessary, re-engage the permanent rule making process at a later date.
 - Note that this issue pertains only to prekindergarten data in the determination of allocation amounts to each grantee. Under the current rules, grantees can still spend Early Literacy funds on prekindergarten students within the allowable uses of the grant.

Community Grants

Feedback heard: Community Grant questions around eligibility of ESDs under “provider of early learning services”, and whether or not to include culturally-specific organizations as an eligible entity.

- Language retained to specify that research-aligned practices and services are provided, “outside of the school day” to clarify which ESDs would be eligible, depending on when early learning services are provided
- Language updated with a more detailed definition for the term *community-based organizations*, which allows only culturally specific organizations who meet the parameters of this CBO definition.

Early Literacy

Proposed Rule Impacts:

- **Racial Equity:** Oregon's Early Literacy Framework and these grants are built on a foundation of equity that places a students' sense of belonging as well as culturally responsive practice at its core. These grants by an extension of that framework and their interconnectedness with the Integrated Application, place equity and engagement with communities, specifically focal student groups, at the center of the grants.
- **Fiscal/Economic & Small Business Impact:** ODE anticipates some fiscal impact to school districts, public charter schools, and any organizations that apply for funding given these are new grant programs.

Next Steps:

- Processing final input
- Second read and adoption at the State Board meeting on 3/14

Student Investment Account (SIA) & High School Success (HSS) Revisions

Subject: SIA Fund Administration and HSS Fund Administration

Concept: These proposed rules provide technical fixes to both SIA and HSS fund administration rules by adding procedures on how to handle allocations to charter schools that may close during the academic year. The HSS rule set also adjusts the summer extension to align with SIA.

Background: As ODE continues to learn into the administration of the SIA and the HSS initiative, ODE has found additional areas of fund administration that need to be addressed in rule. First, is how to hand the reallocation of funding in the event a charter school closes mid year. Second, is a slight change to previously adopted rules adding a universal summer extension to HSS to align that program with SIA.

Changes in Response to Public Input

Feedback heard: Overall positive feedback from RAC and State Board.

No language has changed since the last RAC meeting.

Student Investment Account (SIA) & High School Success (HSS) Revisions

Proposed Rule Changes: Clarity on reallocation of funding should a charter school close mid year and alignment of summer extension between HSS and SIA.

Proposed Rule Impacts:

- **Racial Equity:** None, these are technical changes to fund administration of SIA and HSS.
- **Fiscal/Economic & Small Business Impact:** No anticipated fiscal impact for most grantees by allowing an additional 30 days for the use of HSS funding as well as the addition of language to address the reallocation of funding in the event of the closure of a charter school mid year.

Next Steps:

- Second read and adoption at the State Board meeting on 4/18

SIA Focal Group Definitions

Subject: SIA Focal Student Group Definitions

Concept: Updating and adding to the SIA Focal Student Group Definitions

Background: The Student Investment Account originally contained definitions for focal student groups as applicable for the determination of independent charter school eligibility. Following the first two years of implementation, it was determined that in addition to charter school eligibility, ODE needed to expand focal student group definitions for community engagement and Longitudinal Performance Growth Targets (LGPTs) processes. In spring 2022, ODE brought forward an expanded set of focal student group definitions, which was ultimately adopted by the State Board.

Changes in Response to Public Input

Feedback heard:

Overall positive feedback received from RAC and State Board.

- **Language updated (and why)**
 - Rules have now been alphabetized to be consistent with other rule sets

SIA Focal Group Definitions

Proposed Rule Changes: Adjusting language to align with other SSA Statewide Student Success Plans and add an additional focal student group

Proposed Rule Impacts:

- **Racial Equity:** The proposed rules continue to expand the spirit of the SIA by aligning SIA focal group definitions with the various SSA Statewide Student Success Plans as well as expanding community engagement with the inclusion of an additional named focal group.
- **Fiscal/Economic & Small Business Impact:** The fiscal impact would be limited for districts, eligible charter schools, and YCEPs/JDEPs as community engagement is already a requirement to receive SIA funds. Ongoing community engagement is also an allowable use of SIA funds.

Next Steps:

- Second read and adoption at the State Board meeting on 4/18

Standards for Approval for Private Schools for School-Age Children

Subject: The Oregon Administrative Rule [581-015-2280](#) is the process for approval of private alternative schools to contract with public agencies. As per OAR 581 015 2280, private alternative schools must complete an application process with Oregon Department of Education (ODE) to provide special education services. The Office of Enhancing Student Opportunities (OESO) collaborates with the private alternative schools to complete the approval on a particular timeline.

Concept: The current timeline for initial and renewal of approval requires private alternative schools to complete the process with a sometimes-unattainable short timeline for renewal and on specific dates. OESO would like to adjust the timeline for approval within this OAR to reduce duplication of effort for private alternative schools, remove timeline barriers, remove specific dates, and to clarify the language explaining the timeline.

- Example of timeline change: Currently, under this OAR, if a private alternative school applies for approval to provide special education in March 2024, they would be expected to “reapply” August 2024.

Background: This rule originated in 1978 and was updated with IDEA revisions and renumbered in 2007. OESO held engagement sessions and provided an input survey for private school leaders and special education directors in Fall of 2023 to gain insight about how best to change the OAR language to reduce barriers

Changes in Response to Public Input

Feedback heard:

- Overall supportive feedback or no comment from Private School Leaders and Special Education Directors.
- Only one suggested edit to the proposed changes

Language edit suggestion from one private school administrator

- Can the dates for this approval align with the approval dates for private alternative school registry?

Language retained (why/why not)

- OESO took this suggestion into consideration; however, if OESO aligned the “due dates” of the private school approval for special education with the March 31 annual due date of private alternative school registration it would negate the purpose of our proposed change.
- The intent of our proposed change is to provide ability for private schools to apply year round for approval in order to support students with disabilities that may be placed at any point in time during the school year.

Process for RENEWAL Approval of Private School or Preschool as a Contractor with Public Agencies

- **Proposed Rule Changes**

- **RENEWAL APPLICATION PROCESS**

2) Renewal: (a) After a private school or preschool receives initial approval of an application, the private school or preschool must submit annual applications for renewal in accordance with OAR 581-015-2270 and 581-015-2275, respectively.

~~(b) The Department will begin accepting a private school's or preschool's annual application for renewal on April 1 of each year. The Department will notify the private school or preschool of its decision to renew or deny renewal of approval within 45 days of receipt of the completed application. The period of approval for a private school requesting renewal will be one year beginning on the 15th day of August.~~

(b) To maintain continuous approval, a private school must demonstrate ongoing compliance and reporting obligations as well as submit evidence of updated insurance, fire, and health inspections with their renewal application 30 days prior to the expiration date which is one year from the initial approval date.

(c) The ODE will review the complete application and compliance documentation then issue a decision to either grant or deny a renewal approval to provide special education services by the expiration date.

- **Summary of Proposed Changes**

- Remove specific date of “April 1” as the date schools can begin applying for renewal
- Remove specific date “15th of August” as date for beginning the period of approval
- Change “ODE...decision to renew or deny renewal of approval within 45 days of receipt of the completed application”
To
“a private school must demonstrate ongoing compliance and reporting obligations as well as submit evidence of updated insurance, fire, and health inspections with their renewal application 30 days prior to the expiration date which is one year from the initial approval date. “

Process for INITIAL Approval of Private School or Preschool as a Contractor with Public Agencies

- **Proposed Rule Changes**

- **INITIAL APPLICATION PROCESS**

(1) Initial approval: A private school or private preschool applying for initial approval may submit an application to the Department at any time pursuant to OAR 581-015-2270 and 581-015-2275, respectively. ~~The private school or preschool will be notified by the Department of its approval or denial as quickly as possible but no later than 45 days after receipt of the completed application. The period of approval of the private school or preschool receiving initial approval will be from the date of notification of approval by the Department until the 15th day of August.~~

Within 30 calendar days of receiving the application, the ODE will review the submitted materials and may request additional documentation or clarification from the applicant to complete the application. The ODE will issue a decision after receiving a complete application. This decision will either grant or deny approval to provide special education services to students with disabilities placed or referred by public schools as per IDEA Sections 300.145-300.147 as a private alternative education facility

- **Summary of Proposed Changes**

- Change from “no later than 45 days” to “Within 30 calendar days of receiving the application, the ODE will review the submitted materials and may request additional documentation or clarification from the applicant to complete the application.”
- Remove specific date “15th of August” as date for beginning the period of approval

Standards for Approval for Private Schools for School-Age Children

Proposed Rule Impacts:

- This rule impacts students with disabilities who are a historically underserved community. This rule amendment addresses the needs of students who are eligible for special education and placed by a school district in a private alternative school.
- The adoption of the rule change will not affect racial equity in the state.
- No state agencies, local governments, and/or members of the public are likely to be economically affected by the rule change.
- The proposed rule change does not create a cost of compliance on small business.

Proposed edits to the OAR would provide:

- Opportunity for Private Schools to apply to be approved to provide special education on any date throughout the school year to better meet the needs of their students who are eligible for special education services
- Quicker turnaround time for decision from ODE if private school provides completed application
- Each renewal also gives the Private School a period of approval of one full year from the date of application approval

Next Steps:

- Acknowledge feedback and responses from RAC or SBE and edit accordingly
- Consider any further feedback from Private School Leaders or Special Education Directors
- If proposal to change timeline is approved, OESO will provide training/ information about the approval process changes to Private School Leaders and Special Education Directors as well as update the actual application protocol with these changes.

Speech Language Stipend Program

Subject:

- Stipends for Speech Language Pathologist (SLP) and Speech Language Pathologist Assistants (SLPA)
- Modifies requirements for participation in program to increase number of licensed speech language pathologists and certified speech-language pathology assistants employed in education service districts and school districts.

Concept:

- SB 215 updates the SLP/SLPA stipend program to recruit and retain these hard to fill positions. This program will provide a stipend to program participants after two years of employment and supervision and mentoring at an ESD or School district.
- The Department of Education shall establish a program to increase the number of licensed speech-language pathologists and certified speech-language pathology assistants [in Oregon] employed in the education service districts and school districts of this state.

Background:

- This OAR establishes the program per ORS 348.394-348.406. The OAR updates and clarifies the expectations for the program and dissemination of funding.

Changes in Response to Public Input

Feedback heard:

- **Language updated (and why)**
 - Change Department of Education to Department. Department is the understood language.
- **Language retained (and why)**
 - No other changes in feedback.

(Larger implementation needs:)

We are completing a guidance package and information sessions for spring/summer.

Speech Language Stipend Program

Proposed Rule Changes: New OAR for Speech Language Pathology Program

Proposed Rule Impacts:

- **Racial Equity:** Students experiencing low incidence disabilities, inclusive of the myriad of intersecting identities (i.e. race, class, gender, socioeconomic status, linguistic background, and family constellation) being served in districts birth-21, will have more access to Speech and Language Services.
- **Fiscal/Economic & Small Business Impact:** No Fiscal impact

Next Steps:

- State Board of Education had no changes
- Second read for RAC
- Second presentation to State Board of Education
- Continue to create guidance and information sessions

HB 4082: Temporary Rules for Summer Learning 2024

HB 4082- Two Steps: Immediate Funding with a Plan for the Future

Subject: **Temporary Rules** to Establish a Prioritization and Funding Formula for Summer Learning Programs in 2024

Goal: Establish an efficient and **streamlined grant process** that promotes fast implementation, flexibility, and accountability while **ensuring the delivery of high-quality programming**.

Concept:

- The bill directs ODE to allocate \$30 million directly to districts with pre-existing plans for summer programming while prioritizing collaboration with community partners.
- Serve focal populations of historically underserved students.

Background: Summer learning investments made in 2021 and 2022 were a part of budget bills. HB 4082 provides a structured plan for summer 2024.

Grants Structured for Quality



1. Must already have a plan for summer programming.
2. Must be able to provide a minimum of 80 hrs of programming.
3. The 80 hours of programming must meet all of these goals on their own or through partnership:
 - a. **Academic enrichment** (based on state standards)
 - b. **Youth development** (including hands-on and social emotional learning)
 - c. **Equitable access and family partnership** (culturally and linguistically responsive)
4. Must have at least one partnerships which includes a written letter of support from the partner entity with a description of services to be provided.

Meeting the Challenge of Expedited Funding

Timing Challenges:

- The legislative session concludes on March 10th, followed by the bill's signing by the Governor shortly afterward.
- With summer programming starting three months later, the window for rulemaking to establish a funding formula and post district allocations is limited.

Solution:

- Engaging in the temporary rule-making process to ensure efficient establishment of the funding formula and prompt posting of district allocations, allowing adequate time for planning and implementation.
- Ongoing engagement through Governor's workgroup to inform the process and gather feedback on formula strategy and through HB 4082 workgroup designed to continue dialogue on implementation practices for future sustainable state-funded summer programs.

Temporary Rules Follow Three Step Grant Process

Step 1

Grant Prioritization & Funding

ODE determines and releases a list of eligible school districts with funding allocations to provide summer learning programs in 2024.

Step 2

Accept/Decline Initial Eligibility

Eligible school districts accept or decline initial eligibility and submit an application demonstrating they meet the program requirements.

Step 3

Application

ODE reviews applications to ensure program requirements are met and supports implementation with technical assistance.

Step 1: Grant Prioritization & Funding Process

District Prioritization

- ODE will develop an eligibility formula prioritizing districts with the highest combined percentages of focal student groups outlined in [ORS 327.180](#) and [OAR 581-014-0001](#).

Allocation Formula

- Once district prioritization is determined, a formula to commit funds will be developed until the \$30 million is exhausted.
- Allocation will scale up per-student according to estimated number of students served

Minimum grant: \$20,000

- Ensures adequate resources for small districts, covering expenses such as staffing, partnerships, transportation, and building maintenance for one fully operational classroom.

Maximum grant: \$2.5 million

- Expands to additional districts while refining fund allocation precision, informed through an analysis of 2021-22 state summer learning grant expenditures.

Step 2: Accept or Decline Eligibility

- Eligible school districts will be notified of their **initial eligibility** and invited to submit an application demonstrating compliance with grant requirements.
- Districts have the option to **decline funds**.
- Declined funds will be **reallocated** to additional school districts on the **prioritized waiting list**.

Charter Schools & ESDs

- Charter Schools are included in their sponsoring district's allocation and must apply as part of the district's application.
- ESDs are eligible entities and will receive the minimum grant amount to provide services in coordination with eligible school districts in their service area and/or provide programming to students directly.

Step 3: Application

- **Describes** how eligible entity will meet three goals of the program
 1. **Academic enrichment** (based on State academic standards)
 2. **Youth development** (including hands-on and social emotional learning)
 3. **Equitable Access and Family Partnership** (culturally and linguistically responsive)
- **Describes** how eligible entity will provide culturally responsive practices

- **Provides** a copy of a existing summer learning plan
- **Provides** letter of support by at least one partner as described in HB 4082
- **Provides** a schedule demonstrating required minimum 80 program hours.
- **Assures** eligible entities will comply with reporting requirements

Proposed Temporary Rule Impacts

Racial Equity:

- District prioritization is based on combined percentage of focal students, including underserved race/ethnicity student groups.
- Application must detail culturally responsive practices for programming, outreach and engagement to ensure equity and inclusivity.

Fiscal/Economic & Small Business Impact:

- The proposed rules allocate \$30 million to districts with existing summer programs, fostering collaboration with community partners and stimulating economic activity.
- Streamlining the rulemaking and grant process expedites eligibility and allocations to districts, facilitating efficient resource allocation and bolstering local economic impact.

Next Steps:

- Ongoing engagement through Governor's workgroup to inform the process and gather feedback on formula strategy.
- **State Board of Education vote on Thursday, March 14, 2024**

Questions

- Are there any other considerations or feedback the committee believes are essential for optimizing the three step grant process for summer learning funds in 2024?
- What are your thoughts on the minimum and maximum grant amounts? Adequate?
- What potential challenges or concerns do you foresee in implementing the proposed rules and plan?



ODE Draft Rules



Community Eligibility Provision (CEP) Incentive Program Revision

Jessica Visinsky (she/her)

Child Nutrition Programs

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Community Eligibility Provision (CEP) Incentive Program Revision

Subject: Technical Fixes to CEP Incentive Program Rule OAR 581-051-0610

Concept: Technical fixes to OAR to match revised federal rules

Background:

- CEP is a federal program that allows eligible schools to offer all students breakfast and lunch at no charge, under USDA meal program
- Eligibility for CEP is based on percentage of total students enrolled in a federal assistance program (known as identified student percentage)
- Previous federal threshold for eligibility in CEP was 40% ISP, USDA lowered this threshold to 25% in October 2023
- Student Success Act (SSA) Child Nutrition Initiatives provide supplemental reimbursement for schools that participate in CEP
- Rules changes for CEP Incentive Program would align the definition of an eligible school with federal requirements

Community Eligibility Provision (CEP) Incentive Program Revision

Timeline:

- Any previous engagements?
 - **Extensive stakeholder discussions**
- What previous feedback have you heard?
 - **Legislators, school districts, and advocates have encouraged the rule revision to align with federal requirements and ensure equitable distribution of SSA supplemental funding**
- Where are you in the process of rulemaking?
 - March 7 - First reading with RAC
 - March 14 - First reading with SBE
 - Rule Effective date - July 2024

Community Eligibility Provision (CEP) Incentive Program Revision

- **Proposed Rule Changes**

(A) ~~Has an identified student percentage of at least 40 percent, as of April 1 of the school year prior to participating. Effective beginning School Year 2024-2025 and thereafter, meets all federal regulations and requirements for participating~~ in the Community Eligibility Provision per 7 CFR 245.9(f);

(b) Notwithstanding paragraph (a) of this subsection, the department may calculate an alternative supplemental meal reimbursement at a lower rate for schools and districts participating in the program that have an identified student percentage that is equal to or greater than ~~30~~15 percent, but less than ~~40~~25 percent, as of April 1 of the fourth year of the school or district's four-year community eligibility cycle, and are continuing on the Community Eligibility Provision for a fifth year.

Proposed Rule Impacts: Community Eligibility Provision (CEP) Incentive Program Revision

Racial Equity:

- ***Revising the current OAR will allow a greater number of schools to receive SSA supplemental funding, encouraging greater participation in CEP and a larger number of students receiving school breakfast and lunch at no charge***

Fiscal/Economic & Small Business Impact:

- ***Change in this rule will not hold any additional fiscal impact to ODE, nor any measurable financial impact to small businesses***

Community Eligibility Provision (CEP) Incentive Program Revision

Engagement:

- **Advocates - Partners for Hunger Free Oregon, Oregon Food Bank**
- **Meetings with Legislators and Legislative Fiscal Office**
- **Presented to House Committee on Education**
- **Presented to school stakeholders at annual conference**

Community Eligibility Provision (CEP) Incentive Program Revision

- **Current rule changes are technical fixes to align with federal statute and regulations**
- **Further engagement with stakeholders and communities to roll out changes**



5 Minute Break



Criteria for Professional Learning Related to Teaching Inclusive Social Science Standards

Amit Kobrowski (he,him)

Rebecca Bahr (she,her)

Standards & Instructional Support | Office of Teaching, Learning and Assessment

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Criteria for Professional Learning Related to Teaching Inclusive Social Science Standards

Subject: Professional Learning - SB 1050

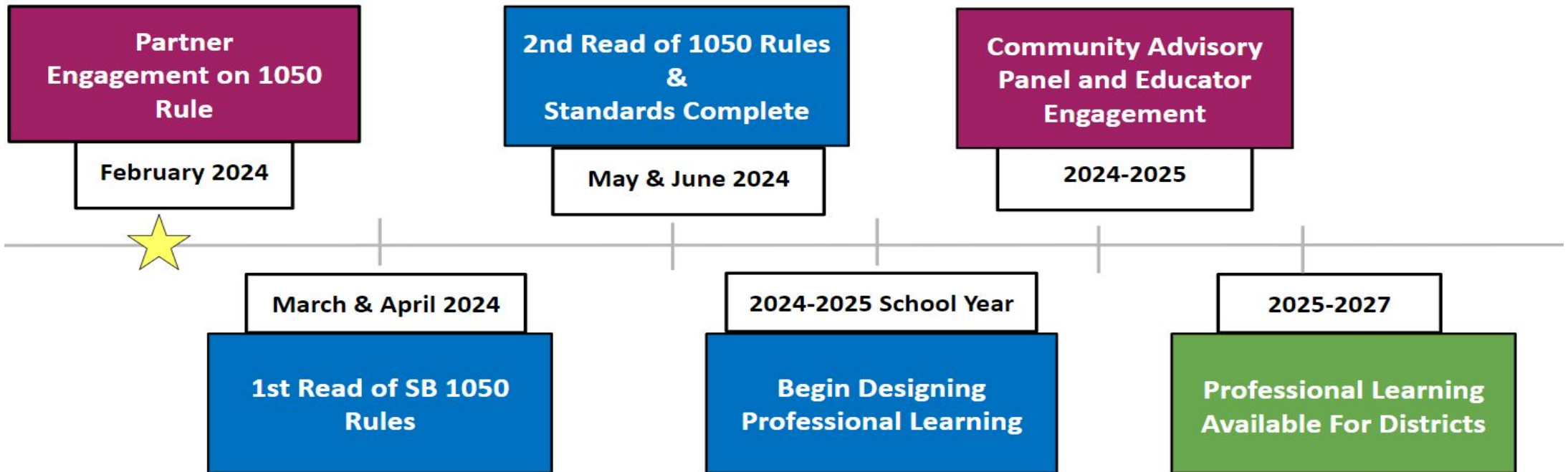
Concept: Provides professional learning for educators to address inclusive social science standards including Holocaust and genocide studies and ethnic studies. The rule creates criteria to help guide the development of the professional learning.

Background:

- The passage of SB 664 and HB 2845 requires K-12 educators to address the histories, contributions, and perspectives of traditionally underrepresented individuals. SB 1050 recognizes the need for educators to improve content knowledge and culturally responsive pedagogies. It provides \$2,250,000 for professional learning to ensure school districts offer instruction aligned to the academic social science content standards, including specific focus on Holocaust/genocide studies no later than the 2026-2027.

Criteria for Professional Learning Related to Teaching Inclusive Social Science Standards

Anticipated Timeline For Implementation



SB 1050 Bill Language

(3) The State Board of Education shall adopt rules that establish standards and any other **criteria for the professional learning** required under this section.

Directs Oregon Department of Education to:

- develop criteria for professional learning.
- develop professional learning opportunities aligned with the criteria.



Proposed Rule Language

- (1) For purposes of this rule, “Culturally responsive” means the implicit recognition and incorporation of the cultural knowledge, experience, and ways of being and knowing of learners in teaching, learning, and assessment.
- (2) Professional learning pursuant to SB 1050 must:
 - (A) Improve educators’ knowledge of the histories, contributions and perspectives of the individuals and groups named in [ORS 329.494](#) and [ORS 329.045\(1\)\(b\)\(B\)](#)
 - (B) Utilize best practices for culturally responsive professional learning with opportunities for ongoing and follow-up engagements with participants extending throughout the school year
 - (C) Improve educators’ understanding of culturally responsive pedagogy for the classroom
 - (D) Encourage and guide the revision of curriculum to better address the histories, contributions, and perspectives of individuals and groups related to ORS 329.494 and ORS 329.045 (1)(b)(B)

Proposed Rule Equity and Fiscal Impact

Equity Impact

- The criteria require providers to create learning opportunities to strengthen teaching understanding of the events, histories, and contributions of the communities and identities named in the social science standards.
- The inclusion of traditionally underrepresented identities and perspectives in the standards creates a more complete and equitable view of the past.
- Professional learning builds teacher knowledge and skills to support student inquiry and discourse for racial equity and justice.

Fiscal Impact

- There may be minimal costs for school district associated with staff training time. No anticipated cost for small business.

Previous Engagement

Public engagement sessions
February 13, 15, and 16th.

Additional Engagement:

- Joint Ways and Means Committee
- ESD School Improvement Coordinators

Engagement Responses:

- Appreciation for the definition of “culturally responsive” within the rule
- Interest in content knowledge building for educators
- Recognition of need for teacher training to address new standards

Engagement Clarifications:

- Potential need for additional definition of terms (curriculum)
- Recognition of different contexts and needs across the state
- Refinement of the professional learning content based on feedback from local culturally-specific organizations and educators

Feedback on Proposed Rule



- What language may be added or changed to clarify or improve the rule?
- Is there anything else you would like our team to know as we finalize draft rule language?

Next Steps in Criteria for Professional Learning Related to Teaching Inclusive Social Science Standards

Rulemaking Process

- Rules Advisory Committee (March and April)
- State Board of Education (March and April)

Continued Partner Engagement (2024 - 2025)

- Community Advisory Panel

Professional Learning

- Begin Designing Professional Learning (2024)
- Professional Learning Available for Districts (2025 - 2027)





Rulemaking for Senate Bill 3 (2023) Implementation

Beth Wigham (she, her) & Aujalee Moore (she, her)

Standards and Instructional Support | Office of Teaching, Learning and Assessment

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Rulemaking for Senate Bill 3 (2023) Implementation

Subject: Oregon's Newest High School Diploma Requirements

Concept: The bill directs the State Board of Education to adopt content standards for 0.5 credit of higher education and career path skills and 0.5 credit of personal financial education as part of the 24 credit requirements for a high school diploma.

Background:

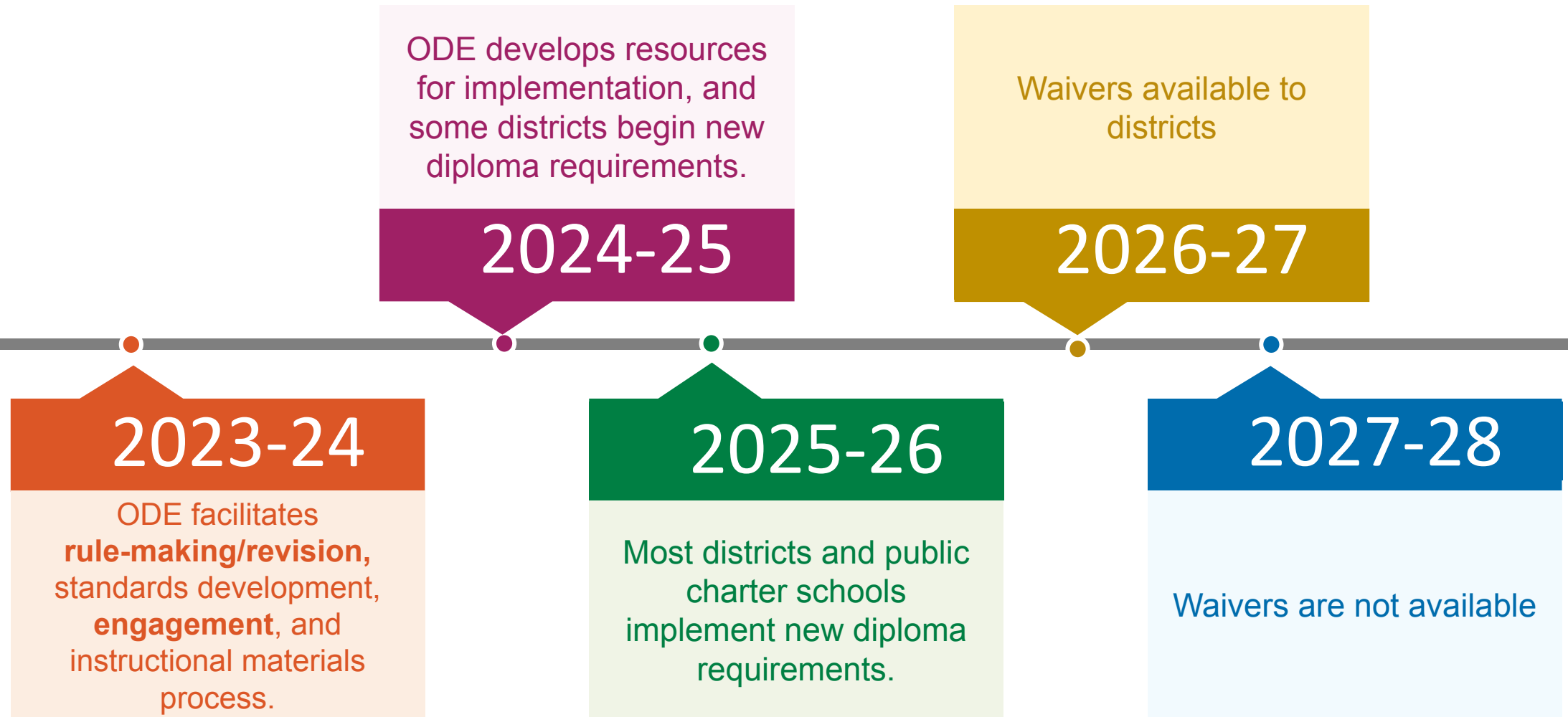
- Districts must ensure that students who will be awarded high school diplomas on or after January 1, 2027 are able to satisfy these credit requirements.
- Districts may request a waiver if they are unable to provide courses necessary for students to satisfy the credit requirements due to a lack of educators qualified to provide the courses. If approved, the waiver is for one year only.

Senate Bill 3: Rules for Course Requirements & Teachers of Courses



The bill authorizes the State Board of Education to **adopt by rule requirements for the courses, including teachers of courses, that allow the courses to satisfy multiple credit requirements for a high school diploma, including mathematics.**

Draft Timeline for Implementation





SB 3 Equity Impacts

Creating Opportunities



Oregon Department of Education

Senate Bill 3:

- **Acknowledges** that information about future planning and personal finance are essential for the success of future generations.
- **Provides students access** to the knowledge and skills needed for navigating systems that have previously benefited some over others.

Creating Opportunities & Rebuilding Systems



Oregon Department of Education

SB 3 provides **access to:**

- **knowledge** that may have not been available across generations for historically and currently marginalized students.
- **instruction** that helps students identify opportunities for a successful future, regardless of where the student is heading post-secondary.
- **academic content standards** that create an equal “floor” for instruction related to future planning.

Proposed Rule Impacts: Rulemaking for Senate Bill 3 (2023) Implementation

Fiscal Impact on Districts:

- Potential impacts to staffing levels (FTE) depending on who is identified to teach the courses.
 - Additional professional learning and training may be necessary to prepare educators for the courses.
- Instructional materials may require a cost to districts.
- If CTE educators are required to offer Personal Financial Education in lieu of offering a full Program of Study, this could impact funding for CTE.

Fiscal/Economic & Small Business Impact:

- Publishers of instructional materials may benefit from districts needing instructional and supplemental materials.
- Financial institutions may financially benefit from offering professional learning to districts.

Clarifying Questions about Senate Bill 3?

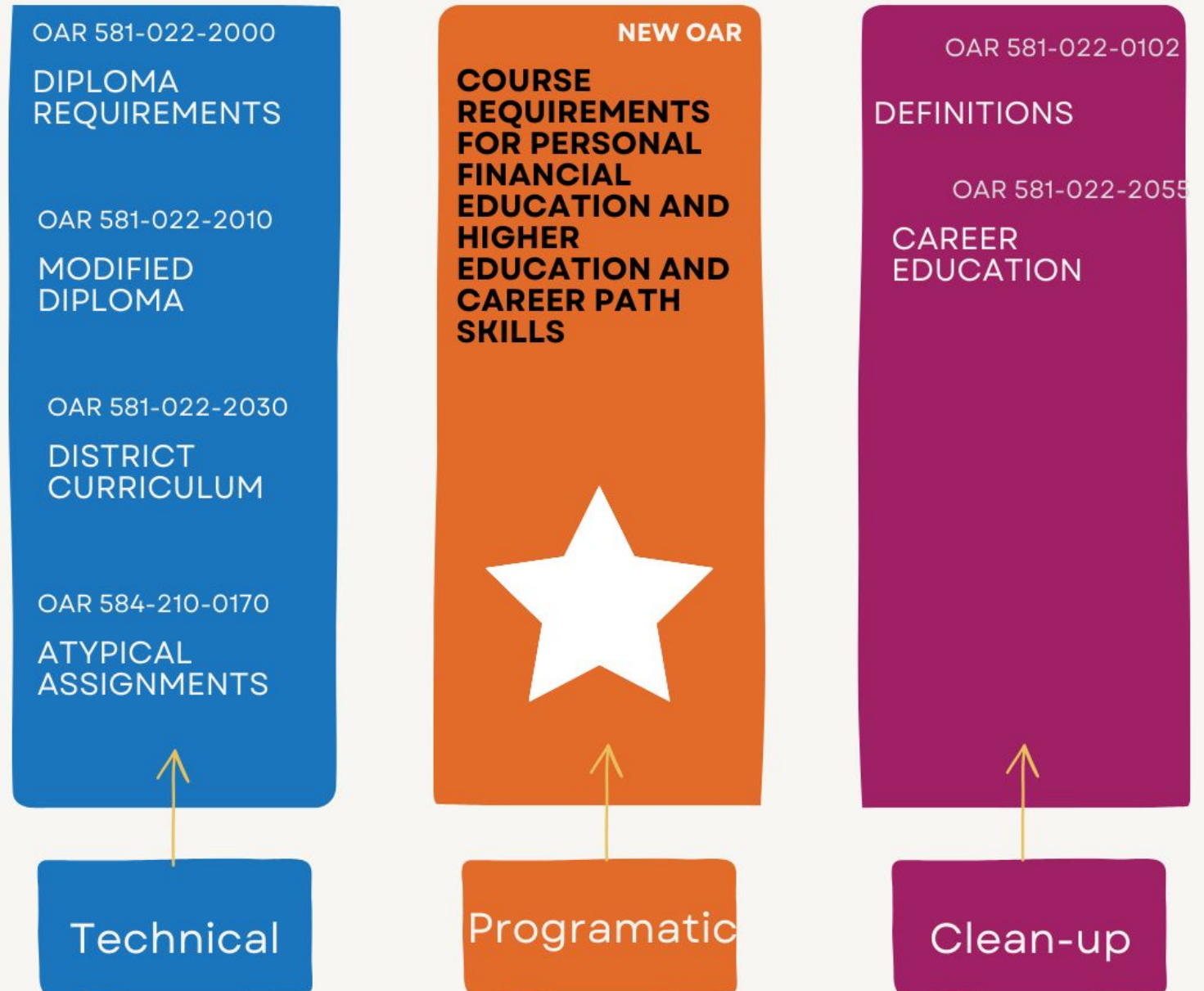


What has changed?

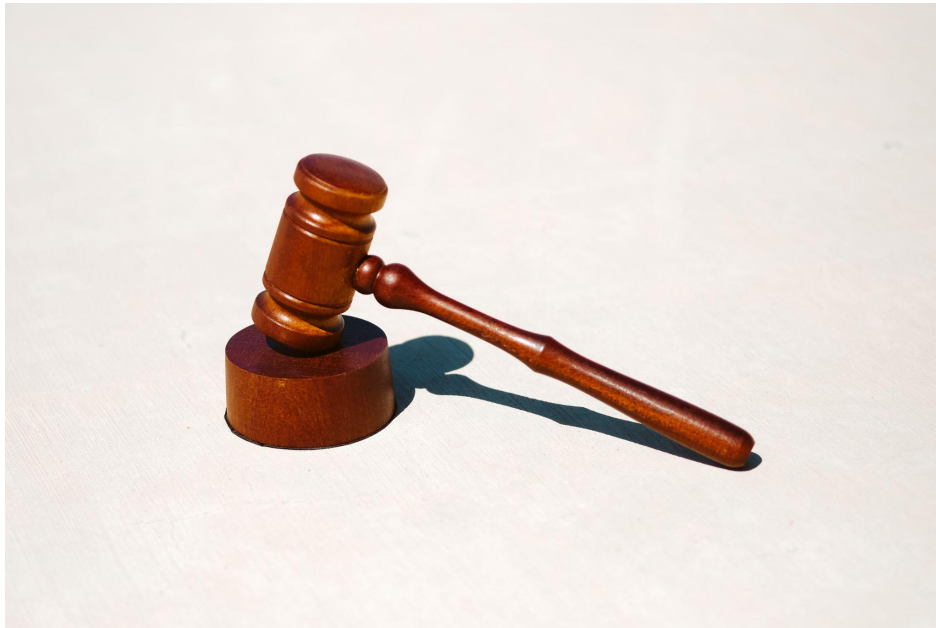


Oregon Department of Education

RULE REVIEW FOR SENATE BILL 3



Rulemaking for Senate Bill 3 (2023) Implementation



The RAC may provide feedback and suggested language on ***Course Requirements for Personal Financial Education and Higher Education and Career Path Skills***.

Proposed revisions contained in the Technical Changes table align language of current OARs with new statute language. Please flag proofreading edits only.

Due to the timeline set by the legislature, ODE is required to adopt rules by June 2024.

ODE will present at first-read to the State Board in April and propose adoption of revised rules in June.

Sections of the New OAR



The proposed new OAR includes three sections that cover the following:

1. Who can teach the course
2. How courses are organized
3. Waiver process

Rulemaking for Senate Bill 3 (2023) Implementation

Public engagement sessions were held February 21, 23, 26, and 27th.

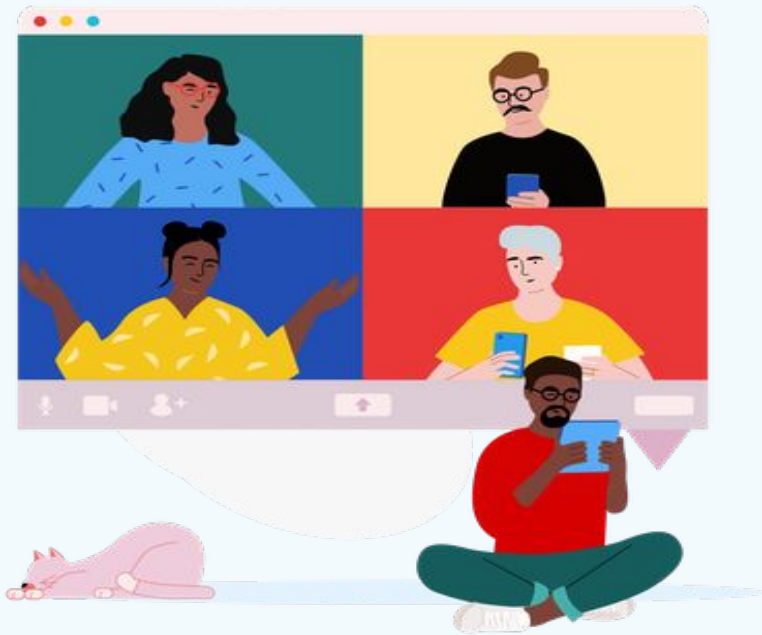
- ODE facilitated breakout sessions with 163 individuals during the meetings.
- Participants included high school teachers, administrators, school counselors, content experts, ESD staff, higher education personnel, business and industry partners, and parents from across Oregon.

Feedback submitted during the sessions highlighted:

- Feedback from districts for flexibility in who can teach the course and how they are organized
- These concepts and skills are important to student success and the rule should support the intent of the law.

ODE has drafted proposed rule revisions and is working to incorporate feedback into draft language before presenting to State Board of Education in April.

Providing Feedback: Breakout Rooms



1. Provide feedback by:
 - a. Adding to the RAC Note Taking Document for your discussion group.
 - b. Responding to the guiding questions in the document.
2. Feedback will be collected in writing via the notes document or email through March 13th.

Rulemaking for Senate Bill 3 (2023) Implementation

Next Steps:

March

- Continued engagement as necessary
- Consideration and incorporation of feedback from RAC and engagement sessions
- Refinement of draft language

April

- State Board of Education first-read
- Incorporation of feedback received from the State Board and via public comment

May

- Final engagement with RAC

June

- Proposed adoption of revised OARs by State Board of Education

Preview of April 4, 2024 Agenda

- Rules-at-a-Glance:
 - Examination of Children Instructed by Parent, Legal, Guardian, or Private Teacher
 - Safe School Culture Grants
 - Recovery Schools
 - Criteria for Professional Learning Related to Teaching Inclusive Social Science Standards
 - CEP Rule Revisions
 - Civil Rights Rulemaking
 - Prevention Education in Drugs and Alcohol
- Draft Rules:
 - Medication Administration
 - Corrections Education Funding

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...**