

Frequently Asked Questions: Instructional Materials Adoption Schedule and Division 22 Rule Changes

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Background

In October 2026, Oregon’s State Board of Education adopted a new statewide instructional materials adoption schedule and related Division 22 requirements. These changes are intended to create a more sustainable and coherent approach to instructional materials adoption that gives districts sufficient time to plan, prepare educators, implement new materials, and learn from implementation before moving into the next major adoption.

To align with this change, Division 22 administrative rule revisions clarify the distinction between content areas included in the State Board of Education’s statewide adoption schedule and those for which districts will follow local timelines and conduct independent adoptions. Districts remain responsible for ensuring that instructional materials are adopted for all required areas of instruction, while ODE will differentiate the type of guidance and support it provides across content areas.

The questions below provide additional information about the changes, including the new adoption schedule, implementation supports, district responsibilities, reporting and compliance, and the transition to the revised approach. For more information, visit Oregon’s [HQIM webpage](#).



The New Adoption Schedule

1. What is changing?

The revised statewide instructional materials [adoption schedule](#) moves statewide adoptions from a seven-year cycle covering nine content areas to a nine-year cycle covering six content areas: English Language Arts, English Language Proficiency, Mathematics, Health, Science and Social Sciences. Spacing adoptions farther apart will provide districts with more time for planning, budgeting, professional learning, and implementation.

Physical Education, World Languages and the Arts will no longer follow recurring statewide adoption cycles. Districts will determine their own independent adoption timelines for these subjects as well as for Personal Financial Education and Higher Education and Career Path Skills. ODE, in partnership with ESD partners, will continue to provide standards, adoption criteria, and guidance for these areas.

2. Why did Oregon's HQIM Adoption Schedule change?

With the current adoption schedule ending in 2026, ODE conducted multiple phases of statewide engagement to inform a new schedule beginning in 2027. Education partners identified challenges with the overlapping content-area adoption schedule, insufficient time to implement materials effectively, and limited flexibility to align adoption decisions with local needs, capacity, and budget. The new schedule reflects adjustments made in direct response to this feedback.

Research finds[&] that simply adopting new instructional materials does not improve student outcomes. Improvements occur when educators have sufficient time, professional learning, coaching, and ongoing support to implement new materials effectively. District feedback also showed that overlapping adoption timelines, limited budgets, and competing priorities make implementation more challenging. The adoption schedule builds in more time between major adoptions so districts can focus on planning, training, and effective implementation.

3. What engagement informed the changes?

Throughout 2026, ODE strategically collected feedback from statewide education partners, counting over 235 total formal engagement touchpoints. This included a range of local educational associations and partners, including ESDs, educational organizations, district leadership, and classroom-level educators. Engagement partners were represented in all geographic regions of the state, and a wide range of districts in Oregon, including small, medium, large, and rural school districts. Engagement was conducted over three phases. During each phase, feedback was analyzed and integrated into the schedule and rule revisions, in addition to ongoing internal workgroups and review at ODE. The new schedule reflects feedback from districts and education partners, as well as current research on effective implementation of high-quality instructional materials. Rather than treating adoption as a single event, the revised approach creates more space between major adoptions for professional learning, implementation support, budget planning, and continuous improvement.

4. What is the new adoption schedule?

On October 15, 2026, the State Board of Education adopted the revised [2027-2035 Oregon High-Quality Instructional Materials \(HQIM\) Adoption Schedule](#) and corresponding Division 22 rule changes. These changes are designed to provide clearer, more flexible timelines and allow additional time for effective teacher implementation.

5. What are the changes to the instructional materials adoption schedule?

Physical Education, World Languages and the Arts will no longer follow recurring statewide adoption cycles. Districts will determine their own independent adoption timelines for these subjects as well as for Personal Financial Education and Higher Education and Career Path Skills.

6. How will ODE support district adoptions of PE, World Languages, and the Arts?

ODE is differentiating support of the adoption of instructional materials for content areas outside of the state board adoption schedule, ODE will:

- a. Provide statewide guidance and regular revision of standards,
- b. Develop adoption criteria for State Board review and approval
- c. Maintain and update guidance and resource lists, and
- d. Support regional collaboration opportunities with ESDs.

Districts remain responsible for their own local evaluation and adoption on timelines established by the district.

7. What support will ODE provide for HQIM implementation?

Implementation support years are built into the schedule between assessed content area adoptions, giving districts time for professional learning, refining practices, completing implementation activities, and accessing coaching. The adoption schedule also eases the budget and resources strain associated with back-to-back adoptions. This work is grounded in current research on effective HQIM implementation, which treats rollout as a multi-year and phased process.

Across all subjects, ODE's support includes:

- Setting a statewide vision and guide for HQIM implementation
- Tools and resources to support district and school leaders with implementation
- Defining clear expectations for ODE, ESDs, school leaders, and teachers at each phase of implementation
- Investing in and piloting partnerships with ESDs for regional implementation support
- Promoting curriculum-based professional learning
- Building a more centralized system for tracking adoption and implementation progress, including a unified reporting tool and statewide data dashboard

Division 22 Rule Changes

8. What is changing?

Three rules within Division 22 have been revised and one new rule has been added.

New Rule

- **OAR 581-022-2035 Standard Curriculum** defines which content areas are included in the State Board adopted schedule, including English Language Arts, English Language Proficiency, Mathematics, Health, Science, and Social Sciences.

Revised Rules

- **OAR 581-022-2030 District Instructional Program** (formerly called District Curriculum): Renamed as “District Instructional Program” as the rule defines all required K-12 instructional programming, content areas, and components of instruction. The instructional program defines all required instructional areas, including the five content areas that require independent adoption: World Languages, the Arts, Physical Education, and 9-12 subjects Higher Education Career Path Skills (HECPS, and Personal Financial Education (PFE).
- **OAR 581-022-2355 Instructional Materials Adoption:** Revisions outline the requirements for instructional materials adoption timelines, distinguishing between content areas that are included in the standard curriculum and those that are not.
- **OAR 581-022-2350 Independent Adoptions of Instructional Materials:** Revisions outline the requirements for independent adoption timelines, distinguishing between content areas that are included in the standard curriculum and those that are not.

9. Why did the Division 22 rules governing instructional materials and district curriculum change?

In the process of developing the proposed adoption schedule, ODE conducted a thorough policy review and identified some misalignment between the corresponding Division 22 rules and the proposed adoption schedule and HQIM program vision. The administrative rules needed to clearly distinguish between subjects that follow the State Board of Education's statewide adoption schedule and those for which districts determine their own adoption timelines. The revisions clarified these responsibilities and aligned administrative rules with existing statute. In addition, the revised rules more clearly reflect the statutory requirement that adopted HQIM are required for each grade and content area identified in the District Instructional Program rule (formerly known as District Curriculum). To meet this requirement, when a district selects materials that are not on a State Board adopted list, the rules now clearly outline the requirement that those materials must go through an independent adoption process.

10. What is the difference between "Standard Curriculum" and "District Instructional Program"?

The District Instructional Program covers every required area of instruction for K-12 public school districts, while the Standard Curriculum is the subset of those subjects that are included on the State Board-adopted schedule: English Language Arts (ELA), English Language Proficiency (ELP), Mathematics, Health, Science, and Social Sciences. The other content areas in the District Instructional Program that have State Board-adopted content standards must also have adopted instructional materials, which shall be independently adopted on a locally-determined timeline. Those content areas include:

- Physical Education, World Language, the Arts
- Personal Financial Education (PFE) and Higher Education & Career Path Skills (HECPS) 9-12 courses

For more information, see [the table summarizing the distinctions](#) between state-supported and independent local adoptions, including timelines, requirements, reporting, and ODE support.

11. Are districts required to adopt instructional materials for Comprehensive School Counseling and Transformative Social Emotional Learning (TSEL)?

Comprehensive School Counseling and Transformative Social Emotional Learning (TSEL) are in the District Instructional Program rule and have State Board-adopted standards; however, both content areas are framework-based and not tied to course credit. The standards are developmental rather than grade level. These standards may be integrated into other subject areas, and therefore, these areas do not require a separate materials adoption. This exemption is codified in Section (3) of OAR 581-022-2030.

12. What are the instructional materials requirements for subjects or courses that do not have State Board-adopted standards?

- **CTE:** No State Board-adopted standards or materials exist. Districts must still have materials for all CTE courses taught.
- **Tribal History Shared History (TH/SH):** Districts continue to use lesson plans provided by [ODE and the Office of Indian Education](#).
- **Advanced Placement (AP) and International Baccalaureate (IB):** Districts with these programs will follow the independent adoption process in alignment with either program ([OAR 581-022-2350](#)).

Division 22 Compliance and Reporting

13. Are districts still required to adopt PE materials for implementation in fall 2027?

No. PE adoption timing is now set by the district. Because a State Board of Education adopted materials list will be published in October 2026 as part of the previous cycle, districts may either adopt from the list or conduct an independent adoption.

14. Are districts required to independently adopt for content areas not on the State Adoption Schedule?

Yes. Under OAR 581-022-2355 districts remain responsible for providing instructional materials for every program and course in grades K-12. For any content area that is not explicitly exempted, districts will independently adopt instructional materials on a schedule determined by the district. In the event that a current state adopted list is available for a content area not on the state curriculum list, districts may also adopt from the state adopted list to meet adoption requirements.

15. What are the reporting requirements?

Districts will report annually to the local school board and to ODE on compliance with the instructional materials rules on the Division 22 Standards Assurances report. For content areas included in the Standard Curriculum, districts must report whether they have adopted materials in accordance with the State Board-adopted schedule. For content areas listed in the District Instructional Materials Rule, but not included in the Standard Curriculum, districts must provide an assurance that materials have been adopted. Districts that have conducted independent adoptions must report on whether or not all requirements were followed. For more information, please visit ODE's [Division 22 Requirements and Assurances of Compliance webpage](#).

16. How do these policy changes affect charter schools?

Instructional materials requirements are established in Oregon Revised Statutes [337.120 and 337.150](#) and implemented through rules in Division 22 of the Oregon Administrative Rules. The [Charter School Division 22 Standards Matrix](#) outlines which Division 22 requirements apply to charters by law; however requirements for individual public charter schools may vary based on the contract with the sponsoring district.

Contracts, Budgeting & Transition

17. How will the revised schedule impact publisher contracts?

The adoption schedule does not change existing publisher contracts. Districts should continue to follow the terms of their current agreements while planning for future adoption timelines and contract negotiations.

18. How will this affect district budgeting and pricing for instructional materials?

The longer cycle is intended to give districts more predictability and time to plan budgets, professional learning, and implementation. However, there may be more variability in pricing for districts in conducting additional independent adoptions. It is important for districts to review existing and future contracts held with HQIM publishers, to avoid any lapses in contract, or unexpected shifts in pricing.

19. How will this affect districts that already planned adoptions under the current cycle?

The current state HQIM adoption schedule ends in 2026 with the adoption of Physical Education instructional materials in October. In continuity with prior schedules, English Language Arts remains next on the statewide adoption schedule, and the State Board-approved list remains on track for release in fall 2027.

20. The current schedule includes adopting Physical Education in October 2026, with a district adoption date of the beginning of the 2027-2028 school year. Is this still happening?

With the State Board of Education's adoption of the new State Adoption Schedule, and Division 22 rule changes, PE adoption timeline is now set by the district. The State Board-adopted PE materials list will be published as a recommendation, and districts may adopt from the state list, or conduct an independent adoption, on a timeline established by the district.

21. If the state holds a current World Languages or PE contract with a publisher and program at the time of a district adoption, does the district still need to pursue an independent adoption?

If there is a current state-adopted list in place (including current contracts held with publishers), districts may adopt from the list in lieu of conducting an independent adoption. However, districts should still ensure that they meet all adoption requirements under Division 22 rule. Districts would still be expected to follow updates to the State Board-adopted content area standards and instructional materials, and apply the most current standards and criteria for evaluation and adoption. Districts should also note the State Board-adopted list contract duration dates, to plan accordingly for any state-publisher contracts that may end before a district intended adoption timeline.