

A Look Inside:

New & Noteworthy 2

Learn more about new requirements for maintaining electronic student records and which Division 22 requirements apply to your charter school.

Standards Spotlight 3

We address Frequently Asked Questions on Instructional Time Requirements and also provide clarification on the Physical Education minutes requirements.

Unpack this OAR 4

What exactly are the requirements for Comprehensive School Counseling Programs? These tools and resources will help you answer that question.

Reporting Highlights 5

Recognition of districts with exemplary reports.

Data Snapshot 6

Highlights and data from the most recent assurances.

Final Notes 7-8

Free professional learning opportunities are plentiful this spring! From Social Science and TSEL standards to substance use prevention, there's a lot to choose from!

Spring Brings Opportunities for Growth & Renewal

Spring is a paradoxical season. Sunny, warm days can fool us into believing that summer is just around the corner, but in reality there's quite a ways to go and too much to get done before it arrives. Inevitably, spring time brings opportunities for revisioning and iterating systems and structures in order to better serve students. At ODE, there is a strong focus this spring on "Reimagining Accountability," not only within our agency, but also in the Legislature and the Governor's Office. Streamlining reporting requirements is one of the top recommendations put forward in the recent **Reimagining Accountability** advisory report, and we are beginning work to determine what exactly that might look like and what it will take to get there.

We don't yet know how exactly the Division 22 standards and assurances process will be impacted, but certainly there will be opportunities for engagement and input from district leaders and other partners as we consider the path forward. Updates will be shared via this newsletter, on the Division 22 webpage, and via the Division 22 mailing list.

In the meantime, I encourage you to take advantage of the many free professional learning opportunities on offer this spring and summer. Descriptions and registration links are included in the Final Notes section of this issue. I have found that diving into new learning and connecting with other educators can bring joy in the most challenging of times.

Susan Payne

Education Standards & Systems Specialist

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Oregon is at a critical juncture. We cannot keep hoping for incremental change. This is a chance to renew our vision for educational accountability and commit to real partnership. The path forward depends on a clear and united vision – one that holds us all accountable.

DR. CHARLENE WILLIAMS

Division 22

New & Noteworthy



Updated OARs on Electronic Student Records Now in Effect

Technical revisions to OARs [581-021-0220](#) and [581-021-0255](#), were approved by the State Board of Education in January and are now in effect. The Division 22 rule that requires districts to maintain education records of students according to these provisions is [OAR 581-022-2260 Records and Reports](#).

These updates clarify that districts may transfer and store student records, including special education records, in electronic format. This replaces previous requirements that mandated maintaining and transferring physical hard copies.

The changes stem from recommendations to streamline the transfer of critical student information. Under the revised rules, districts may:

- Convert student records, including special education records, into electronic format for retention and transfer. An electronic record holds the same legal status as a paper original, per [ORS 192.050 and 192.108](#).
- Request student records in either electronic or paper format from the sending district.

The Oregon Department of Education (ODE) will communicate these changes to registrars this spring via a GovDelivery message and updates to the [records page on the ODE website](#).

For questions, please contact ODE.RecordsQuestions@ode.oregon.gov

Division 22 Standards Matrix for Charter Schools

A new resource, the [Charter School Division 22 Standards Matrix](#), is now available for Charter School leaders. This document is also posted on the [Charter Schools webpage](#).

Public charter schools are required to comply with ORS Chapter 338, which includes a list of applicable statutes and rules in ORS 338.115, as well as any other requirements outlined in the charter school contract, policies, or other agreements (e.g. grant agreements).

The regular assurances in Division 22 under OAR 581-022-2305 do not apply to public charter schools. This is a requirement of school districts. As public charter schools are reporting out to their sponsoring districts, the [Charter School Division 22 Standards Matrix](#) can be consulted.

For more information, contact ODE's Charter School Specialist Christen Kelly.

Christen.Kelly@ode.oregon.gov

OAR 581-022	TITLE	APPLICABLE	NOTES
2000	Diploma Requirements	YES	ORS 338.115(1)(j).
2005	Veteran's Diploma	YES	Names public charter schools
2010	Modified Diploma	YES	ORS 338.115(1)(j).
2015	Extended Diploma	YES	ORS 338.115(1)(j).
2020	Certificate of Attendance	YES	ORS 338.115(1)(j).
2025	Credit Options	YES	ORS 338.115(1)(v).
2030	District Curriculum	MIXED	YES ORS 329.045 and 338.115(1)(i). NO: 581-022-2030(2)(i) Comprehensive School Counseling does not apply to charter schools.
2045	Substance Use Prevention and Intervention Plan	YES	ORS 338.115(1)(z).
2050	Human Sexuality Education	YES	ORS 338.115(1)(z).
2055	Career Education	NO	
2060	Comprehensive School Counseling	NO	
2300	Administration of State Assessments	YES	ORS 338.115(1)(l) and ORS 329.485.
2310	Exception of Students with Disabilities from State Assessments	YES	ORS 338.115(1)(l) and ORS 329.485. Also ORS 659.850.
2315	Assessment of Essential Skills	YES	Names public charter schools
2320	Assessment for English Language Learners	YES	Names public charter schools



Standards Spotlight

Frequently Asked Questions: Instructional Time Requirements

The Spring 2024 Division 22 newsletter included a one-page [“Unpack this OAR” for Instructional Time Requirements](#). In the Fall issue, we provided information about the instructional time exemption for alternative education schools and programs. The following Q&A provides additional clarification.

Q: How long do the exemptions for alternative programs last?

Approved exemptions remain valid as long as the alternative program remains unchanged. The expectation is for the to district notify ODE of any changes, and ODE staff will check-in every two years to ensure consistency.

Q: Should a district report the exemption on its assurances?

While it is not a requirement, ODE recommends that the district include the exemption in its Division 22 Standards Assurances community report posted to the district website. The exemption does not need to be reported to ODE.

Q: When should a district request local school board approval for allowable exemptions and/or exceptions that are included in OAR 581-022-2320?

Requests for approval of the inclusion of recess, professional development, and conferences in the district’s calculation of instructional time should be made **prior to or at the beginning of the school year** during which this time will be included.

Requests for exemptions of specific student groups may be made at any time during the school year during which they apply.

PE REQUIREMENTS FAQ

Districts have been implementing creative solutions to increase the amount of Physical Education instructional time that students receive. [This new FAQ](#) addresses some common misconceptions and clarifies requirements.

Physical Education
Instructional Time Requirements FAQ

The purpose of this document is to address common questions and concerns from districts as they implement comprehensive physical education, ensuring students meet the required minimum number of participation minutes:

- K-5(6): 150 minutes per week for the entire school year
- 6-8: 150 minutes per week averaged over the course of the entire school year.

Table of Contents

General Questions	1
Grades K-5(6)	2
Grades 6-8	3
Special Considerations: Dance	3
Grades 9-12	4

General Questions

What are the Oregon Revised Statutes (ORS) and Oregon Administrative Rules (OARs) that govern PE instructional time?

- [ORS 329.496](#) Physical education participation; professional development; instruction without endorsement; rules.
- [OAR 581-022-2263](#) Physical Education Requirements.

Additional FAQs relating to PE reporting, graduation requirements, research, and more are addressed on the [ODE Physical Education webpage](#).

Is there a one-page summary of the PE instructional time requirements and examples of approaches districts are using to meet the minutes?

This one pager, [Physical Education Instructional Requirements](#), can be found on the [ODE Physical Education webpage](#), along with many other helpful resources.

What's the difference between physical activity and PE?

- [Physical education](#) is an academic, sequential, skill-based class aligned to state standards to reach specific outcomes. Best practice is for this content to be taught by a licensed PE teacher. In Oregon, licensed teachers are required to teach PE at MS and HS levels.
- [Physical activity](#) is any physical movement, unstructured or structured that is not aligned to state PE standards, it therefore does not count as physical education.

Can a parent/guardian opt their student out of physical education?

The only exemptions allowed are to accommodate a student's disability or religious beliefs ([OAR 581-021-0009](#) Exemptions). Accommodation for disabilities must be included in the student's IEP and afford students the least restrictive environment. (IDEA).



CORRECTION

Information on **SB 819** and **Abbreviated Day** rules in the Fall 2024 issue article on Instructional Time Exemptions for Alternative Schools and Programs included the following note:

In alternative schools and programs where less than 50% of students qualify for Special Education, Abbreviated Day protocols will not apply. Consult ODE’s Abbreviated Day website for more information.

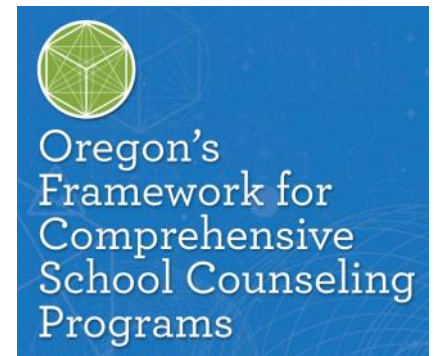
Please note that not all alternative schools and programs are exempt from Abbreviated School Day Program (ASDP) requirements, and they must meet additional qualifications to be exempt. See page 24 of [ODE’s ASDP guidance](#) for more detail. Or reach out to ODE.SB819Questions@ode.oregon.gov for more information.

UNPACK THIS OAR

OAR 581-022-2060
**Comprehensive School
Counseling**

Improving Comprehensive School Counseling Programs

School districts across Oregon are making significant strides in enhancing their Comprehensive School Counseling Programs to better support students' academic, career, and social-emotional development. By aligning with [Oregon's Framework for Comprehensive School Counseling](#), districts are refining their approach to meet students where they are, helping them set educational and career goals, build transformative social and emotional learning skills, and prepare for their futures. Districts are aligning their counseling services with best practices to ensure every student has the resources they need to succeed. From helping students develop career goals to providing mental and behavioral health supports, these improvements are designed to create the conditions for a more supportive and responsive school environment for all.



Tools to Support Understanding, Implementation, and Improvement Efforts

As part of this effort, districts are incorporating tools and strategies to enhance counseling services. These resources help streamline program evaluation and implementation efforts, while providing valuable data for continuous improvement plans.

- [Comprehensive School Counseling Programs District Self-Reflection Tool](#) - This tool can be used as a reference point for conversations between the Superintendent and counseling program leads in reviewing compliance with the OAR requirements.
- [Comprehensive School Counseling Modules](#) - The modules are designed to walk individuals and teams through the steps of developing and improving a comprehensive school counseling program that meets OAR requirements.
- **Student Service Providers - Defining Roles & Responsibilities Tool** - **coming soon!** - This tool helps district and school administrators identify and clarify the roles and responsibilities of student service providers inside and outside of the buildings, while offering some considerations and suggested strategies for further definement.

By leveraging these tools, district leaders, school counselors, school social workers and other school staff can ensure every student receives the services, support, and encouragement they need to thrive in school and beyond!

Learn More!

Please join the [April 11th Division 22 Professional Learning session](#) to hear updates and learn how other districts are strengthening their school counseling programs across the state. If you are unable to attend the session, you can access the recording of the main session, as well as individual breakouts, on the [Division 22 Professional Learning webpage](#).

Reporting Highlights

Going Above & Beyond

Providing Evidence of Compliance

We'd like to recognize the efforts of district leaders who shared Division 22 compliance reports that go beyond the minimum requirements with their boards and communities. **The following districts' 2023-24 community**

- [Astoria](#)
- [David Douglas](#)
- [Eugene 4j](#)
- [Gervais](#)
- [Gresham-Barlow](#)
- [Medford](#)
- [Morrow County](#)
- [Phoenix-Talent](#)
- [South Umpqua](#)
- [West Linn-Wilsonville](#)

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

- Bethel
- Coos Bay
- Coquille
- Crook County
- Culver
- Days Creek
- Falls City
- Fern Ridge
- Glendale
- Jefferson
- La Grande
- McKenzie
- Newberg
- North Marion
- Oakridge
- Pleasant Hill
- Riddle
- St. Paul

Building Understanding

Providing context for the report by posting the slides from the board presentation is another step in the right direction to build the district community's understanding of what the standards are and why they are important. Some districts also post the video of the board presentation. A dedicated Division 22 Standards landing page makes the report easy to find and many districts archive reports from the last few years there, as well.

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

Including Speakers of Other Languages

Sixty districts provided reports to their communities in languages other than English; that is 31% of all districts in the state. A special shout out to:

- **Beaverton SD** for posting a copy of their report in ten different languages;
- **David Douglas** for posting their report in six additional languages;
- **Centennial SD, North Clackamas SD, and Woodburn SD** for posting their reports in at least 2 languages in addition to English.





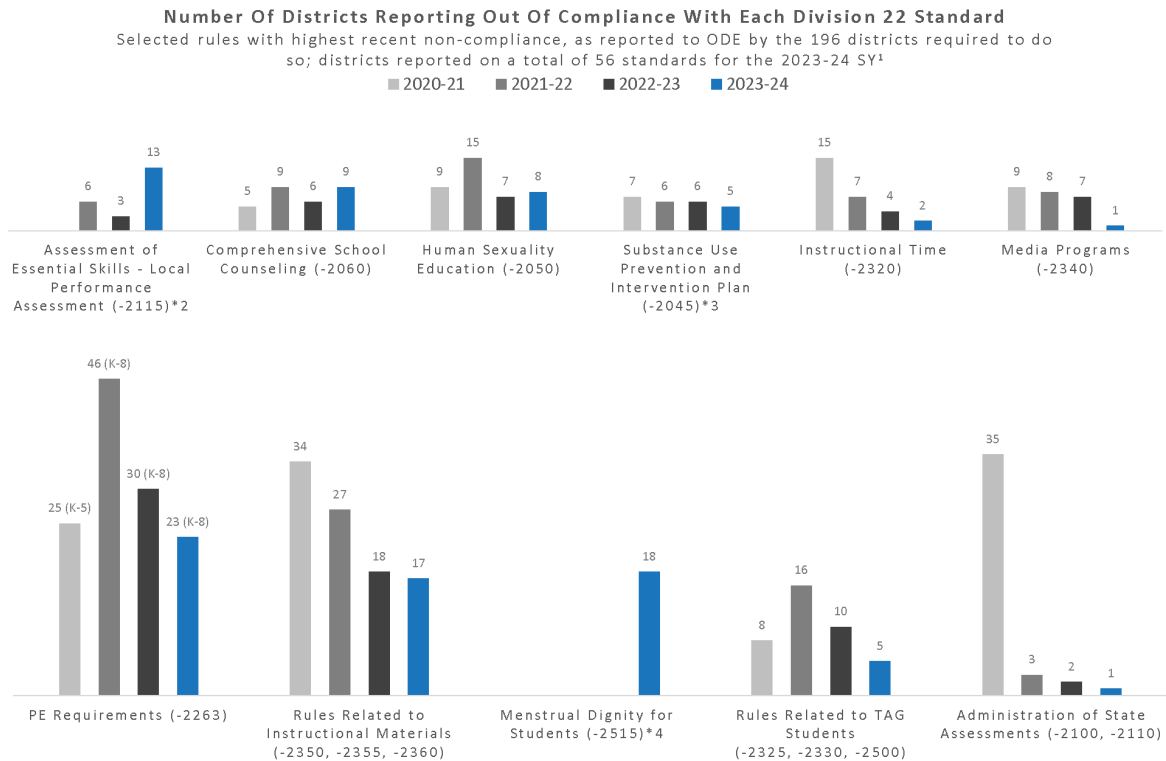
Data Snapshot

DIVISION 22 STANDARDS ASSURANCES DATA

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

The graph below shows selected rules that had the highest number of non-compliance reports during the last four years.

Division 22 Standards: Assurances Summary



[An accessible version of this data is available here.](#)



Final Notes 1

2024-25 Division 22 PL Series Wraps Up on June 24

Join us Tuesday, June 24 from 9:00-10:30 AM PT for the final professional learning session of the 24-25 school year focusing on **Substance Use Prevention and Intervention Plans**. We'll highlight districts who have worked with WestEd over the past year to create model plans. We will share a number of resources to support you in creating or revising your district's plan, as well as provide an update on any new legislation that may impact Division 22.

[Register here](#). Recordings and resources will be shared with all registrants.

Division 22 PL Session Videos Now Have Chapters!

We've added chapters to the informational portions of our professional learning series! We know your time is valuable, so we want to make sure you are able to quickly find the information you're seeking. To use this feature, simply drag your mouse along the video progress bar on YouTube. You will see chapter lists appear, letting you skip to the relevant section. You can also find time stamps in the video description, or a sidebar navigation window that will show up on desktop computers.

You can view our past learning sessions at the links below or through the [Division 22 Professional Learning page](#), under the "Session Materials Archive."

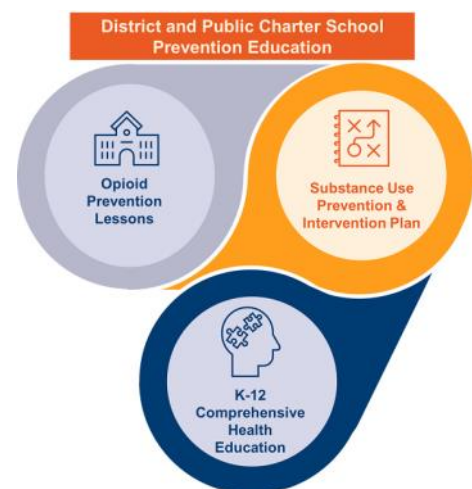
- [June 2024 Playlist](#) – Diploma Requirements, Instructional Materials, Social and Emotional Learning, and PE Implementation Panel
- [September 2024 Playlist](#) – Voluntary Organization Agreements, Media Programs, TAG Requirements, and Division 22 Basics
- [January 2025 video](#) – Assurances Review 23-24, Records and Reports, Opioid Lesson Implementation, Educational Equity Advisory Committees, TSEL

Substance Use Prevention Virtual Professional Learning Series in May

Join school professionals from across the state in this comprehensive professional learning opportunity designed to equip Oregon's educators and school administrators with essential knowledge and resources to prevent opioid misuse, support at-risk students, and foster prevention-awareness in a proactive school-based climate.

[Register here](#) for one or more of the virtual learning sessions:

- ⇒ **Session 1: Substance Use Prevention in Oregon**
Wednesday, May 7th, 3:30-4:30 PM PT
- ⇒ **Session 2: Opioid Awareness and Youth Impact**
Wednesday, May 14th, 3:30-4:30 PM PT
- ⇒ **Session 3: Lesson Plan Development for Effective Prevention Education**
Wednesday, May 21st, 3:30-4:30 PM ET
- ⇒ **Session 4: Education-based Support and Resources in Oregon**
Wednesday, May 28th, 3:30-4:30 PM PT





Final Notes 2

Professional Learning to Support Implementation of Social Science and TSEL Standards

Join ODE and WestEd for in-person professional learning sessions for Oregon educators to dive deeper into the updated [Oregon Social Science Standards](#) and prepare for implementation in their districts and schools. [Registration](#) deadline is **April 7**.

- April 29–30, 2025 in Bend
- May 1–2, 2025 in Eugene
- May 7, 2025 in Clackamas

Summits in Bend and Eugene include one day of professional learning on implementing [Oregon's Transformative SEL Framework & Standards](#) and one day of professional learning on Social Science. This series is

open to instructional leaders, teacher-leaders, instructional coaches, teachers on special assignment, and others providing professional learning and support to social science teachers.

Registration will be confirmed based on site capacity. Click here for [additional summit details](#).

Contact Tiffany Katanyoutanant with registration questions for the statewide summits. tkatany@wested.org



“What has not and will not change is our tireless commitment to the **safety, well-being, and success** of every scholar. Our mission is clear: **to equip students with the knowledge, skills, and dispositions they need to thrive academically, socially, and emotionally** – especially in times like these.”

Dr. Charlene Williams,
ODE Director;
[ODE Bulletin February 10, 2025](#)