

Division 22 Standards

August 2024 | Issue 5



NEWS

A LOOK INSIDE THIS ISSUE:

- [New & Noteworthy](#) (pp. 2-3)
New District Curriculum and Opioid Lesson Requirements were adopted by the State Board in the spring, along with revised definitions for Division 22.
- [Standards Spotlight](#) (p. 4)
Did you know that districts can request an exemption to the **Instructional Time Requirements** for alternative education programs or schools?
- [Unpack this OAR](#) (pp. 5-6)
What exactly are the requirements for **dyslexia screening and teacher training**? We break it down in plain language.
- [Odds & Ends](#) (pp. 7-8)
Registration for the **2024-25 D22 Professional Learning Series**, Fall 2024 assurances checklist, and more!

SUPPORT FOR PREPARING YOUR ANNUAL ASSURANCES

This year, districts will report on compliance with 56 rules in Division 22 - the minimum requirements all Oregon school districts must adhere to in order to be considered a standard school district. Tracking and monitoring compliance with all of the standards is no small feat, and the job comes with different challenges depending on the size of your district. During June's inaugural session of the Division 22 Standards Professional Learning Series, eight leaders from small, mid- size, and large districts shared about the systems they have in place. You will find recordings of these 25 minute panel presentations, along with all of the other session materials, archived on [the Division 22 Professional Learning page](#).

You'll also find the links to register for all four of the sessions in the upcoming 2024-25 SY series. The next session will take place on [September 13th from 9:00 - 10:30 am PT](#), and we will focus in part on providing just-in-time support and resources as districts prepare their assurances reports.

New this year: D22 Help Desk Office Hours will be held every Thursday and Friday afternoon from 1:30 to 4:30 pm. [Book an appointment](#) at your convenience. We are here to help!

Susan Payne
Education Standards and Systems Specialist

New & Noteworthy



ANNUALLY REQUIRED SUBSTANCE USE PREVENTION LESSONS FOR THE 2024-2025 SY

The Opioid Crisis continues to devastate young lives across our nation. The Oregon Legislature recently passed Senate Bill 238 which requires the development and implementation of Opioid Prevention lessons. ODE is in the process of developing lessons that school districts will be required to implement in the 2024-2025 school year. The lessons are specific to raising awareness of synthetic opioids with an emphasis on fentanyl, how to recognize an overdose, and the Good Samaritan Law. Beginning in the 2024-

25 school year, all Oregon school districts and public charter schools are required to implement one ODE developed Opioid Prevention lesson at each grade level (grade 6, 7, 8 and at least once in high school). The approved lessons will be posted on the [ODE Health Education webpage](#) by September 30, 2024.

Resources for information on Opioid and Fentanyl Awareness:

- American Journal of Health Education article: [United States Schools and the Opioid Crisis: Charting New Directions in US Schools](#).
- Oregon Health Authority - [Opioid Overdose and Misuse](#)
- Lane County Public Health - [Fentanyl Aware](#)

NEW DEFINITIONS

Curriculum: the planned instructional program, which includes the goals, essential skills, academic content standards, instructional materials as defined in OAR 581-011-0050, supplemental resources, instructional methods, and assessments needed to help students develop critical skills and knowledge.

Common Curriculum Goals: the knowledge and skills expected of all students as a result of their educational experience; defined by the state as:

- (a) The Essential Learning Skills which means essential skills as defined by this rule; and
- (b) The Content Standards as adopted by the State Board of Education.

When revisions to [OAR 581-022-2030 District Curriculum](#) were being drafted last Spring to incorporate new curricular requirements (Social and Emotional Learning, Personal Financial Education, and Higher Education and Career Path Skills), ODE staff recognized the opportunity to clarify and clean up outdated language in the rule. Thus, section (1) of the rule now contains a definition of “curriculum” (see callout) to help clarify that instructional materials are only one component of a district’s curriculum, or “planned instructional program.” Other changes to the language of the District Curriculum rule include:

1. Updating the use of the term “Common Knowledge and Skills in instructional programs” to the more commonly used term “Content Standards.” [OAR 581-022-0102 Definitions](#) was also updated to align with these changes.
2. Articulating more clearly which “Common Curriculum Goals” must be included in the district’s planned K-12 instructional program:
 - Content Standards adopted by the State Board of Education
 - Common Curriculum Goals for Technology (adopted at the district level, as ODE does not currently have adopted technology standards) the Essential Skills, and
 - Career education (outlined in [OAR 581-022- 2055](#)).

Questions about the New Opioid Lessons?

Contact ODE's Health and PE Specialist
Suzanne.Hidde@ode.oregon.gov

More New & Noteworthy



OAR 581-022-2030 DISTRICT CURRICULUM REQUIRES K-12 INSTRUCTIONAL PROGRAM FOR SOCIAL EMOTIONAL LEARNING

In June 2023, the State Board of Education adopted the first [Oregon Transformative Social and Emotional Learning Framework and Standards](#) that represent K-12 social and emotional learning (SEL) learning expectations for students. Oregon's Transformative SEL Framework is intended to enact ORS 329.045 and strengthen equity-focused school cultures that support student and adult wellbeing. In order to meet the requirements, districts will be required to teach and integrate the Transformative SEL standards throughout the school day.

To fulfill the vision of Transformative SEL, districts can review Oregon's [Transformative SEL Framework](#) and ensure that a planned K-12 instructional program for SEL is in place (as required by [OAR 581-022-2030 District Curriculum](#)). Districts will first report on compliance with this requirement in November 2025 on their Division 22 Standards assurances report for the 2024-2025 school year.

To support implementation by July 2024, Oregon's [Transformative Social Emotional Learning Framework and Standards Implementation Guidance](#) provides tools and resources to help districts determine next steps and to plan. This guidance provides resources and recommendations to implement the new standards and framework, with an understanding that every district, school, and community across Oregon is unique, and there is no one-size-fits-all approach to implementing schoolwide and community-wide Transformative SEL. The [Transformative Social Emotional Learning Framework and Standards Implementation Guidance](#) as well as additional resources can be found on the [ODE SEL Website](#).

Key Points about Transformative Social Emotional Learning



- The purpose and goal of Transformative Social Emotional Learning is designed to construct schools and classrooms where everyone's stories, cultures, history and voices are represented.
- Transformative Social Emotional Learning helps to foster and nurture a culture of care, belonging, inclusion, and agency.
- Transformative Social Emotional Learning is Culturally Responsive, Community Responsive, Strengths-Based, Trauma Informed, and Grounded in Neuroscience and the Science of Learning.
- Transformative Social Emotional Learning works in alignment with [Oregon's Integrated Model of Mental Health](#).
- Districts, schools, and classrooms should start from where they are with their current practices, initiatives, and approaches for building strong relationships and climate and cultures that nurture well-being for all.
- [The CASEL Three Signature Practices](#) can be integrated with adults and students to support instruction, planning, meetings, and professional learning
- The [instructional materials evaluation tool \(IMET\) for Transformative Social and Emotional Learning \(TSEL\)](#) assists districts in the review and adoption of instructional materials, curricula, and practices for TSEL instruction.
- Oregon's Transformative SEL Standards are life-long and essential for preparing students for college and career.

Questions about Oregon's Transformative SEL Framework?

Contact ODE's Social Emotional Learning Education Specialist
Xylecia.Fynn-Aikins@ode.oregon.gov

INSTRUCTIONAL TIME REQUIREMENTS

EXEMPTION FOR ALTERNATIVE SCHOOLS AND PROGRAMS

One of the Division 22 rules that people are most familiar with is the OAR that sets out instructional time requirements. This is not surprising, given that there is wide agreement that students need to be in school with access to opportunities for rich learning experiences. Similarly, ensuring that programming and schedules meet or exceed the minimum hourly requirements is a priority for district and school leaders, as well as the communities they serve.

OAR 581-022-2320 Required Instructional Time states that “each school district shall ensure that at least 92% of all students in the district and at least 80% of all students at each school operated by the district are scheduled to receive annually the following minimum hours of instructional time:

- Grade 12: 966 hours
- Grades 9-11: 990 hours; and
- Grades K-8: 900 hours

The goal for all school districts should be to meet instructional hours requirements to ensure that all students participate in high-quality educational programming. In some cases, a district may offer programming to meet the specific needs of a subset of students in an alternative school or program. Depending on the type of alternative school or program, or the students served therein, a school district may provide fewer instructional hours than are required by Division 22. In such cases, districts may request an exemption from this requirement for a school year.

Section (4) of the rule states that a district may request permission to exempt an alternative school or program from meeting the required minimums. However, an exemption would only be necessary if the inclusion of students in a district’s alternative programs results in the district not meeting the minimum percentage thresholds outlined above (92% and 80% respectively).



As used in ORS 336.615, **“alternative education program”** means a school or separate class group designed to best serve students’ educational needs and interests and assist students in achieving the academic standards of the school district and the state.



Instructional time exemption requests should be made proactively prior to the start of the school year for which the request is being made. Requests must be submitted in writing to ODE’s Division 22 Standards Specialist, who will collaborate with the Alternative Education Options Specialist and assess for sufficiency. Request will then be forwarded to ODE Director, Dr. Charlene Williams for final review and approval.

The letter of request should include:

- The date of the meeting at which the request was approved by the district’s school board;
- A description of the instructional strategies being utilized in the program, and rationale for utilizing flexible time options;
- The number of instructional hours for which students will be scheduled;
- A description of the process for assessment and placement in the alternative learning environment;
- The number of students in the program, and percentage of students impacted, if applicable.

Additional item for consideration: SB 819 and Abbreviated Day rules. Please 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.

Questions about Alternative Education?

Contact ODE’s Alternative Education Options Specialist
Annie.Marges@ode.oregon.gov



Dyslexia Rules: Training & Screening

Supporting students experiencing reading difficulties, including dyslexia, is crucial to ensuring every child thrives academically and personally. Oregon has established a framework for early identification and prevention of reading difficulties through its dyslexia policies.

OAR 581-022-2440 Teacher Training Related to Dyslexia

In July of 2015, [Senate Bill 612](#) was passed by the Oregon Legislature requiring the Oregon Department of Education (ODE) to 1) designate a Dyslexia Specialist to provide school districts with support and [resources](#) to assist students with dyslexia and their families and 2) develop and communicate annually a list of training opportunities related to dyslexia. Additionally, the bill required each school district to ensure that at least one K-5 teacher in each K-5 school receive training related to dyslexia including content in all of the following areas: 1) Understanding and recognizing dyslexia; 2) Using evidence-based practices to systematically and explicitly teach the foundational skills in reading; and 3) Intensifying instruction to meet the needs of students with severe reading difficulties, including dyslexia. This requirement, outlined in [OAR 581-022-2440 Teacher Training Related to Dyslexia](#), went into effect in 2018, at which time the Department began annually publishing a [List of Approved Dyslexia-Related Training Opportunities](#) based on criteria included in [OAR 581-002-1805](#) and in alignment with the [International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading](#).

OAR 581-022-2445 Universal Screenings for Risk Factors of Dyslexia

[Senate Bill 1003](#) was passed during the 2017 legislative session and carried forward the dyslexia-related training requirements from SB 612. SB 1003 extended the deadline for completion of the dyslexia-related training and included requirements for districts to universally screen for risk factors of dyslexia in kindergarten (and in first grade for students who first enroll in a public school in Oregon in first grade) using a screening tool identified by the Department of Education.



This requirement, outlined in [OAR 581-022-2445 Universal Screenings for Risk Factors of Dyslexia](#), went into effect in the 2018-19 school year. At that time, the Department began publishing a [List of Approved Universal Screening Tools for Risk Factors of Dyslexia](#) based on criteria included in [OAR 581-002-1820](#).

SB 1003 required the Department to:

1. Develop [guidance for districts regarding screening and instructional support](#) for students who demonstrate risk of reading difficulties, including dyslexia; and
2. Submit a [report](#), including recommendations for legislation, to the interim committees of the Legislative Assembly related to education about best practices for screening students for risk factors of dyslexia and instructional support for students who show risk for or who are identified as having dyslexia.

Questions about Oregon's dyslexia-related requirements?

Contact ODE's Early Language & Literacy Intervention Specialist

Sarah.Thorud@ode.oregon.gov



Dyslexia Rules: Training & Screening

Screening for Family History

The Universal Screening rule further states that if a student demonstrates risk factors for reading difficulties, including dyslexia, school districts must screen for a family history of difficulty in learning to read. Specifically, a student is considered to show risk factors for reading difficulties if (a) based on test developer guidelines, the student shows risk on the universal screening test; and (b) the student does not make adequate progress, as indicated by the progress monitoring measures aligned with the universal screener, as the result of evidence-based reading intervention provided in addition to regular core instruction.

Oregon's Early Literacy Framework (page 67) presents a model for screening and instructional support that aligns with the requirements of OAR 581-022-2445. This model offers schools an iterative approach to providing support for those students who show risk of reading difficulty, which includes monitoring student growth, and intensifying instruction as needed. Screening alone is inadequate and must be positioned as just the first step in a more comprehensive approach. In addition to a coherent, comprehensive, and continuous assessment system, the success of this model depends upon the provision of data-informed, explicit, systematic, evidence-based instruction provided across all tiers of support by qualified educators. Implementation of the Early Literacy Framework and the programs associated with Oregon's Early Literacy Success Initiative aim to increase school and district capacity to implement systems and practices designed to support the strengths and needs of all students, including those experiencing dyslexia, as they grow in their literacy learning.

Universal Screening for Risk Factors of Dyslexia Guidance on Parent Notification

outlines an optional plan that districts may use to communicate with families throughout the universal screening and instructional support process. ODE recommends that schools and districts share general information related to their universal screening and instructional support process as part of routine communication with all families. While the current legislation does not include an explicit requirement for districts to notify parents of the results of the screening for risk factors of dyslexia, ODE recommends that school staff be in close communication with parents regarding performance, progress, and any instructional support or intervention being implemented.

OAR 581-022-2440

Teacher Training Related to Dyslexia

To be compliant with this rule:

- School districts **must** ensure that at least one kindergarten through grade five teacher in each kindergarten through grade five school has received training related to dyslexia.
- The training **must** be from the Department approved list.
- The training **must** include content in all of the required focus areas (Understanding and Recognizing Dyslexia; Using Evidence-Based Practices to Teach the Foundational Skills in Reading; and Intensifying Instruction).

Related Rules:

- OAR 581-002-1800 - Dyslexia-Related Training: Definitions
- OAR 581-002-1805 - Annual List of Dyslexia-Related Training Opportunities
- OAR 581-002-1810 - Waiver from Teacher Training Requirements

OAR 581-022-2445

Universal Screenings for Risk Factors of Dyslexia

To be compliant with this rule:

- School districts **must** universally screen all students for risk factors of dyslexia in kindergarten (and in first grade for students who are new to Oregon public school in first grade.)
- School districts **must** use a screening test that is on the Department's approved list and administer the measures in each required area with fidelity as per guidelines of the test developers.
- If a student shows risk factors for reading difficulties, including dyslexia (as defined in OAR 581-002-1800), school districts **must** screen for a family history of difficulty in learning to read.

- OAR 581-002-1815 Universal Screening for Risk Factors of Dyslexia: Definitions
- OAR 581-002-1820 List of Approved Universal Screeners for Risk Factors of Dyslexia
- OAR 581-002-1825 Waiver for Universal Screening of Risk Factors of Dyslexia in a Student's Native Language Other Than English

NEW DIVISION 22 STANDARDS PROFESSIONAL LEARNING SERIES

Over 75 district and school leaders participated in the June 25th kick-off session for the Division 22 Standards Professional Learning Series. Attendees especially appreciated the opportunity to attend panel presentations and learn from peers about the systems they use to track and manage the standards; these 25-minute breakouts were organized by district size and are available on-demand in the Series Archives. The ODE updates section and the panel on implementing the required PE instructional minutes are also available to view on-demand. All resources shared during the session are linked in the agenda and slide deck.

Register for the 2024-25 Series!

We are excited to announce the series dates for the 2024-25 school year. Sessions will be held from 9 - 10:30 am (PT) on the following dates:

- [Friday, September 13, 2024](#)
- [Friday, January 10, 2025](#)
- [Friday, April 11, 2025](#)
- [Tuesday, June 24, 2025](#)

Please use the links above to register via zoom for each individual session. You will then be provided with the meeting link, and you will be able to add each session to your calendar. All registrants will have access to the meeting materials and session recordings.

HIGH SCHOOL COMPLETION RULE AMENDMENTS

[Senate Bill 992 \(2023\)](#) introduced significant changes to Oregon Revised Statutes concerning high school completion requirements. Additional information about these changes can be found in [this message to superintendents about updated OARs](#). Among other changes, this legislation removed the alternative certificate as a completion option; districts and charters may now award a certificate of attendance to students meeting specific requirements.

In June 2024, the Oregon State Board of Education approved updates to the following Division 22 administrative rules to align with SB 992:

- OAR 581-22-2000 - Diploma Requirements
- OAR 581-22-2010 - Modified Diploma
- OAR 581-22-2015 - Extended Diploma
- OAR 581-22-2020 - Certificate of Attendance (previously Alternative Certificate)

For support or questions, please contact:

ODE.RecordsQuestions@ode.oregon.gov

Odds & Ends



TO DO: FALL 2024 DIVISION 22 ASSURANCES

June - August:

Gather and review evidence of compliance

September 1:

Deadline to request an extension of the deadline to complete corrective action from the previous year

Thursday/Friday afternoons in the Fall:

Division 22 Standards Help Desk Office Hours - [Book an appointment](#) or call 503-580-6814 for questions or support

September or October:

Present the assurances report to the local school board in a public meeting

By November 1:

Post the community report on the district website

By November 15:

Submit your report to ODE using the Smartsheet form

Questions about the Division 22 Assurances or PL Series?

Contact ODE's Education Standards & Systems Specialist
Susan.Payne@ode.oregon.gov

DEADLINE APPROACHING: MENSTRUAL DIGNITY FOR STUDENTS

Districts, ESDs, and Charter Schools have [funds available](#) to support new Division 22 requirements. Here is how to claim these funds:

1. Sign and return the agreement from ODE. If you have not received an agreement, please email ODE.Menstrual-Dignity@ode.oregon.gov
2. Fill out this [reimbursement form](#). Even if you have not signed and returned a grant agreement, you may still request reimbursement, which will allow you to claim funds more quickly in EGMS once your agreement is processed.
3. Claim the exact amount of funds in EGMS.

The form may be submitted and funds claimed on a rolling basis until August 14, 2024. Please Note: EGMS will be shut down to external users from July 24 - August 4, 2024. This will leave a 10-day window in which to claim for the 23-24 school year. Questions? Contact [Danise Elijah](#), ODE's Menstrual Dignity Act Program Analyst.

HOW DOES ODE MONITOR COMPLIANCE?

PROCESS	DESCRIPTION
ONGOING COACHING AND PROFESSIONAL LEARNING	In its ongoing work with districts, ODE is continually monitoring where there might be gaps or misunderstandings about the standards. ODE staff provide coaching, support, and learning opportunities to districts as appropriate.
COMPLAINTS	Every district is required to have a complaint process. A parent or guardian of a student, a student, or a person who resides in the district may file a Division 22 Standards complaint. Division 22 Standards complaints are filed first at the district level and then may be appealed to ODE using the process outlined on the ODE Complaints and Appeals webpage.
ASSURANCES	The Division 22 Standards assurances process is governed by OAR 581-022- 2305: District Assurances of Compliance with Public School Standards. Districts are required to provide an assurance report to the community in a school district board meeting and post the report on the district website. Districts must then submit the assurances to ODE. For each Division 22 Standard, the district either certifies that the district is in compliance or states that the district is out of compliance and proposes corrective action. Once ODE has received all of the assurances, staff go through a process of reviewing and following up with districts that have self-reported non-compliance with one or more Division 22 Standards. ODE specialists are responsible for reviewing and approving districts' corrective action plans, as well as providing technical assistance.



An accessible version of this table with active links lives on the [Division 22 Webpage](#) under the "Accountability & Monitoring Compliance" dropdown.

Questions about Monitoring D22 Standards Compliance?

Contact ODE's Education Standards & Systems Specialist
Susan.Payne@ode.oregon.gov