



WEST LINN - WILSONVILLE SCHOOL DISTRICT

To: Dr. Kathy Ludwig, Superintendent

From: Barb Soisson, Assistant Superintendent of Teaching and Learning

Re: Division 22 Standards Assurances

October 4, 2021

Oregon school districts report their compliance with the Standards for Public Elementary and Secondary Schools as described in the Oregon Administrative Rules 581-022-2305 annually. District staff reports to the school board and submits board meeting minutes documenting that report along with their compliance status for the full list of standards to the Oregon Department of Education by November 1.

District staff follows a process for evaluating compliance for the Division 22 Assurances. The Superintendent's Cabinet meets every Monday for 2-4 hours to review, plan for, and check practices on the events, initiatives, and areas of responsibility within schools and departments. School Board Policies and OARs corresponding to areas of responsibility are listed on the agenda. Cabinet members cross check plans and practices with policies and OARs. Cabinet members include Assistant Superintendents on the Teaching and Learning Team who support primary, middle and high schools, Directors of Special Education, Information Technology, District Operations, Human Resources, and Communication, and the Chief Financial Officer.

The Assistant Superintendent for Teaching and Learning participates in monthly Curriculum, Instruction, and Evaluation meetings at the Clackamas County ESD where OARs are regularly reviewed and checkpoints for compliance are examined and discussed. Representatives from ODE provide information and consult for these meetings. The Director of Special Education also participates in monthly meetings with Clackamas County ESD partners. Work with OARs is a significant part of the agenda and there is often representation from ODE. The information and checkpoints for compliance are brought back to the district, worked with by Cabinet and then disseminated and checked at schools. The district conducts a formal policy review and update about every five years. Rick Stucky from OSBA completed this process with the district in spring 2016 by working directly with the Cabinet for two full days and through School Board Work Sessions to review and update policies. Policy revisions occur each school year in response to legislation, state regulation and district reviews of practices. As part of this process, corresponding OARs are identified, evidence of compliance is reviewed and discussed, and changes to practice are initiated. Additional work groups that include district office staff, supervised by an assistant superintendent, review documents and practices in specific areas identified for further evaluation and then lead the implementation of action steps at the district level and within schools to make revisions needed for compliance with the OARs.

This report verifies compliance with all of the standards within the Division 22 Assurances for the 2020-2021 school year. The table below includes all of the standards for the 2020-2021 school year. New standards added this year are highlighted.

Standard Number and Title	Summary
581-022-0104(5) Ready Schools, Safe Learners Guidance	School districts and public charter schools must comply with the <i>Ready Schools, Safe Learners Guidance</i> issued by the Oregon Department of Education. OAR 581-022-0104 also includes all rule modifications and waivers for the 2020-21 school year.
581-022-2000 Diploma Requirements	School districts and public charter schools must comply with all requirements set out in OAR 581-022-2000 except sections (7), (8), (9), (10), and (11). All requirements for standard diploma.
581-022-2005 Veterans Diploma	Basic information about required offer of the Veterans Diploma.
581-022-2010 Modified Diploma	School districts and public charter schools must comply with all requirements set out in OAR 581-022-2010 except sections (9) and (12). All requirements for the Modified Diploma.
581-022-2015 Extended Diploma	All requirements for the Extended Diploma.
581-022-2020 Alternative Certificate	All requirements for the Alternative Certificate.
581-022-2025 Credit Options	Elective or content credit may be earned based on mastery of recognized standards, competencies and skills.
581-022-2030 District Curriculum	Outlines all required components of a district’s planned K–12 instructional program.
581-022-2045- Prevention Education in Drugs and Alcohol	Emphasizes prevention strategies, availability of school/community resources, management of peer pressure, responsible decision-making, positive health choices. Includes staff training re: referral procedures and staff responsibilities.
581-022-2050 Human Sexuality Education	Districts must plan for and implement K-12 comprehensive sexuality education program that meets the Health Education Standards, including providing instruction on child abuse prevention, healthy relationships, and healthy sexuality.
581-022-2055 Career Education	K-12 Career Education as part of Comprehensive School Counseling.
581-022-2060 Comprehensive School Counseling	Comprehensive plan to meet academic, career, social-emotional and community involvement development of every student. Plan/Profile for all students in grades 7-12, that builds upon itself year to year. Annual Review of District Plan required.
581-022-2100 Administration of State Assessments	Definitions and policies related to Test Administration.
581-022-2110 Exception of Students with Disabilities from State Assessments	Applies to students with disabilities with an IEP or a Section 504 plan. States that a public entity cannot exempt a student from state testing, unless the parent has made a request for exemption.
581-022-2115 Assessment of Essential Skills	The Essential Skills graduation requirement and local performance assessment requirement for grades 3 - 8 and high school set out in OAR 581-022-2115 are waived. Policies governing the Assessment of Essential Skills, including diploma requirements and local performance assessments.

	One work sample per grade must be provided to students in grades 3-8 and one offered in high school, using Official State Scoring Guides, in the following areas: writing, speaking, math problem-solving, and scientific inquiry; or, comparable measure adopted by the district. Also defines Assessment of Essential Skills Review Panel (AESRP) policies/practices.
581-022-2120 Essential Skill Assessments for English Language Learners	Districts must determine policy whether to allow students to demonstrate proficiency in the student’s native language.
581-022-2130 Kindergarten Assessment	<i>Waived for 2020-21 and 2021-22.</i> KA measures school readiness, which may include the following: physical and social-emotional development, early literacy, language, cognitive, logic and reasoning.
581-022-2205 Policies on Reporting of Child Abuse	School Boards must adopt policies on Child Abuse Reporting. Outlines all requirements that the policy must include.
81-022-2210 Anabolic Steroids and Performance Enhancing Substances	Includes training requirements for coaches and athletic directors and utilization of evidence-based programs, e.g. ATLAS and ATHENA.
581-022-2215 Safety of School Sports – Concussions	Definitions and policies for athletic participation, including training requirements..
581-022-2220 Health Services	<i>School districts and public charter schools must comply with all requirements set out in OAR 581-022-2220 except section (1)(f).</i> Policies/practices that govern district health, including: school nurse services, prevention of communicable disease, availability of health rooms/space, vision and hearing screenings, health records, staff CPR training requirements, medically fragile student services, medication administration, and medical emergency response for each building.
581-022-2223 Healthy and Safe Schools Plan	Definitions, HASS Plan requirements, final plan due by 7/1/19. Building lead levels checked every 6 years, testing requirements defined.
581-022-2225 Emergency Plans and Safety Programs	Regulations for establishing and updating HASS Plans, annual statements/final test results re: lead in water tested as per ODE schedule set forth in HASS plan.
581-022-2230 Asbestos Management Plans	Asbestos Management Plan requirements. Training requirement for custodial and maintenance staff- OSHA.
581-022-2250 District Improvement Plan	Definitions and guidelines for requirements for district CIP. Must be done once every 3 years, unless there are substantial changes, which are defined in the Standard. Community input and evaluation of the plan are critical components.
581-022-2255 School and District Performance Report Criteria	Definitions and required components of state, district and school report cards, based on identified performance standards. State Superintendent must make available to the public and media by 12/15. School districts must make a copy of the state provided district and school to parent(s) or guardian(s) by 1/15. They may be mailed, sent electronically, or posted on the school or district website.
581-022-2260- Records and Reports	Requirements for filing state records and reports; maintaining student records and policy for Student Activity Funds.
581-022-2263 Physical Education Requirements	School districts and public charter schools must comply with the requirement in OAR 581-022-2263(2)(a) to ensure that each public school student in kindergarten through grade eight will receive

	physical education throughout the entire school year. All other requirements in OAR 581-022-2263 are waived for the 2020-21 school year. Grade level time requirements for PE instruction, includes addition of time for grades K-8 (this will apply in the 2021-22 school year).
581-022-2265 Report on PE Data	Provide data to ODE annually on PE minutes, physical capacity and facilities.
581-022-2267 Annual Report on Restraint and Seclusion	Definitions and guidance on requirements for annual report completed via the ODE Restraint and Seclusion Incidents Data Collection and the ODE Seclusion Rooms Data Collection.
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	Includes requirements for proficiency-based instruction and assessment, grading systems, and annual reports on student progress.
581-022-2300 Standardization	Outlines methods of verifying compliance with Division 22 standards.
581-022-2305 District Assurances of Compliance with Public School Standards	Requirements for annual Division 22 Standards assurances process. Recent revisions to this rule shift the timeline for assurances to November; must use ODE provided form for report to community, post report on district website and provide ODE with link to precise location.
581-022-2310 Equal Education Opportunities	Policies regarding Equal Opportunity and prohibition of harassment, intimidation, bullying, and cyberbullying,
581-022-2312 Every Student Belongs	Requires adoption of a policy that (among other things) prohibits the use or display of hate symbols, establishes procedures for addressing bias incidents.
581-022-2315 Special Education for Children with Disabilities	Mandates a district provide an educational program to serve eligible students with disabilities in accordance with all applicable OARs.
581-022-2320 Required Instructional Time	During the 2020-21 school year, districts were allowed to include in the calculation of required instructional time up to an additional 60 hours for staff professional development and up to an additional 60 hours for parent teacher communication to facilitate student learning, including parent teacher conferences, training, and support for distance learning. This allowance is in addition to the 30 hours allowed under OAR 581-022-2320(6)(d) and (e), respectively. Requirements for instructional time in grades K-12: Grade 12 — 966 hours; Grades 9–11 — 990 hours; and Grades K–8 — 900 hours.
581-022-2325 Identification of Academically Talented and Intellectually Gifted Students	The identification of talented and gifted students as required in OAR 581-022-2325 is waived. Guidelines for TAG identification.
581-022-2330 Rights of Parents of TAG Students	Parent right to notification at time of identification regarding services and programs offered, opportunity to provide input on their child’s plan. Parents may opt their student out at any time.
581-022-2335 Daily Class Size	Must maintain class sizes that promote effective practices consistent with expected outcomes.
581-022-2340 Media Programs	Provides guidelines for a cohesive K-12 media program, including expectations around facilities and materials, staffing, program development, instructional goals, and program maintenance. In regards to staffing, at minimum, a district must employ a classified employee to oversee and maintain the media program. If a certificated media specialist is not employed by the district, the district should consult with Jennifer Maurer, the School Library

	Consultant at the State Library of Oregon, and either the local ESD, or a local public librarian to assist with program development, implementation, and maintenance.
581-022-2345 Auxiliary Services	Compliance with statute and rules regarding transportation, food, custodial, facilities, equipment and materials services.
581-022-2350 Independent Adoptions of Instructional Materials	Districts that use digital content as core curriculum for a course of study or any part thereof must complete an independent adoption of the digital instructional materials. If districts did not do this process in the 2020-21 school year, they will need to indicate this in their Division 22 reporting in November 2021, and complete the process to resolve this non-compliance. Districts must provide their local school board with the information in sections 1 through 7 of OAR 581-022-2350 to inform the local school board's review and independent adoption of instructional materials.
581-022-2355 Instructional Materials Adoption	Districts must follow the adoption cycle established by the State Board of Education and provide free and appropriate instructional materials that meet the NIMAS guidelines.
581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials	Postponement of instructional materials adoption, based on the state adoption cycle, requires an application to the State.
581-022-2370 Complaint Procedures	Each district must have a written complaint policy, describing the process.
581-022-2400 Personnel	All teachers, specialists and administrators employed must be licensed.
581-022-2405 Personnel Policies	District must adopt personnel policies that include: Affirmative action, staff development, Equal Employment Opportunity, Evaluation Procedures, Employee Communication System, release of information in employee file for anyone convicted of a crime under ORS 342.143. Includes requirements for bonded employees.
581-022-2410 Teacher and Administrator Evaluation and Support	Districts must establish local evaluation systems aligned to the requirements in the Oregon Framework for Teacher and Principal Evaluation and Support .
581-022-2415 Core Teaching Standards	Core teaching standards must be used to evaluate teachers. InTASC standards defined. <ol style="list-style-type: none"> 1. The Learner and Learning. 2. Content 3. Instructional Practice 4. Professional Responsibility
581-022-2420 Educational Leadership - Administrator Standards	Administrators must be evaluated on adopted leadership standards. <ol style="list-style-type: none"> 1. Visionary Leadership 2. Instructional Improvement 3. Effective Management 4. Inclusive Practice 5. Ethical Leadership 6. Socio-political context
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	Compliance with OAR 581-021-0510

581-022-2440 Teacher Training Related to Dyslexia	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. A waiver may be obtained using the process outlined in 581-002-1810.
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	School districts must universally screen for risk factors of dyslexia in kindergarten, and for students entering Oregon schools for the first time in first grade, using a screening test that is on the Department's approved list . Districts may select a tool not on the approved list through a petition process outlined in the rule. .
581-022-2500 Programs and Services for TAG Students	Written plan required. Must include: Identification process, Services, Statement of district philosophy, Statement of district goals, Description of nature of services to meet goals, Evaluation plan. Student plans must address level and rate of learning. Other rule requirements defined.
581-022-2505 Alternative Education Programs	Policies and procedures relative to alternative education programs.
581-022-2510 Suicide Prevention Plan	Requires adoption of a policy on suicide prevention for students, particularly focused on LGBTQ2SIA+ (lesbian, gay, bisexual, transgender/non-binary, queer/questioning, two-spirit, intersex, asexual, and the myriad other ways to describe sexual and gender identities) youth, foster youth, youth with disabilities, BIPOC (Black, Indigenous, and People of Color) and tribal communities/members/students as well as historically and currently underserved youth, in kindergarten through grade 12. Includes requirements of the plan.

The district is in compliance for 2020-2021 and there is work underway for next year's Division 22 Assurances in these areas:

1. Physical Education Requirements- As required, the district submits instructional time data for Physical Education. Current legislation requires an increase in the amount of PE time during the school day in grades K-8. The purpose of the legislation is to ensure that students have adequate amounts of physical activity. Oregon districts are encouraged to look at the entire school day and options for increasing activity within it rather than only considering increasing PE class time. District staff is participating in state and ESD planning sessions to develop a plan and program with increased time for physical activity.

2. Human Sexuality Education- The district community Health and Sexuality Education Task Force, comprised of teachers, parents, counselors, nurses and administrators, started meeting in April 2019 to continue developing the curriculum, communication practices and use of data for the *Comprehensive Sexuality Education Plan* that was adopted in February 2019. Although the regular sessions were interrupted by the pandemic, the Task Force work is resuming this school year in preparation for the updated *Comprehensive Sexuality Education Plan* that will be brought to the school board for approval this spring.

3. Program and Services for TAG- There is continued work on Gifted Education offerings, with an emphasis on pacing the curriculum, providing interaction with academic peers, applications of learning, and access to advanced learning.