DIVISION 22 STANDARDS/EVIDENCE

Internal Tracking Tool for Clatskanie School District
2025-2026 School Year Compliance

Please Note: The rule summaries included below are high-level and do not outline all requirements spelled out in rule. To ensure an accurate assessment of the district's compliance, access the linked rule for details and specifics. All schools operating in an online or remote capacity should refer to the Online and Remote Learning Guidance to ensure alignment with current policy. ODE also provides a Google Doc version of the tool.

ATTENTION: DO NOT USE THIS TRACKING TOOL AS YOUR DIVISION 22 COMMUNITY REPORT. All districts are required to use the standard community report template for that purpose; the template is posted on the D22 webpage. This tracking tool is intended for internal district use only.

High-Quality Learning Experiences for All Students

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**581-022-2000 Diploma Requirements	All requirements for a standard diploma. *****Credit requirements for students graduating on or after January 1, 2027 include 0.5 credit in Personal Financial Education and 0.5 credit in Higher Education & Career Path Skills.***	CMHS graduation requirements, course catalog, student transcripts, and counseling/credit-review procedures. District is implementing the new 0.5-credit Personal Financial Education and 0.5-credit Higher Education & Career Path Skills requirements for students graduating on/after Jan. 1, 2027.		YES
**581-022-2010 Modified Diploma	All requirements for the Modified Diploma. Annually provide parents information about diploma availability and requirements, and disclosure about certificates of attendance. On-site access to all courses required for a diploma at all high schools.	CMHS diploma procedures; special education transition/IEP processes; annual parent information regarding diploma options; access to required diploma coursework.		YES

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	*****Credit requirements for students graduating on or after January 1, 2027 include 0.5 credit in Personal Financial Education and 0.5 credit in Higher Education & Career Path Skills.***			
581-022-2015 Extended Diploma	All requirements for the Extended Diploma. Annually provide parents information about diploma availability and requirements, and disclosure about certificates of attendance. On-site access to all courses required for a diploma at all high schools.	CMHS diploma procedures; IEP/transition planning; annual parent information regarding diploma options; access to required diploma coursework.		YES
581-022-2020 Certificate of Attendance	All requirements for the Certificate of Attendance. Annually provide parents information about diploma availability and requirements, and disclosure about certificates of attendance. On-site access to all courses required for a diploma at all high schools.	CMHS graduation procedures and annual information to families regarding diploma options and certificates of attendance.		YES
581-022-2050 Human Sexuality Education	Districts must plan for and implement a K-12 comprehensive sexuality education program that meets the Health Education Standards, including providing instruction on child abuse prevention, healthy relationships, and healthy sexuality.	K-12 health/sexuality education curriculum aligned to Oregon standards; Erin's Law/child abuse prevention lessons; district health instructional materials and schedules.		YES
581-022-2055 Career Education	Districts must have a K–12 Career Education plan developed in conjunction with the Comprehensive School Counseling Program and embedded within the district's overall curriculum. The plan must address: ● Essential Skills ● Education Plan & Profiles ● Career Connected Learning ● Employability skills ● Postsecondary options	K-12 career education through comprehensive counseling, Education Plans & Profiles, career-connected learning, CTE, employability skills, and postsecondary planning. CMHS includes CTE pathways and career/workforce readiness activities.		YES

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	• Career and Technical Education (CTE), if applicable			
581-022-2263 Physical Education Requirements	Grade level time requirements for PE instruction. • K-5 requirement: 150 minutes/week (4 day week = 120 minutes). Students shall participate in PE instruction each week throughout the entire school year. • 6-8 requirement: 150 minutes/week, averaged over the course of the entire school year (4 day week = 120 minutes average). Must be taught by a licensed PE teacher.	CES/CMHS master schedules, PE course assignments, licensed PE staffing, and annual PE minutes reporting.		YES
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. **Staffing Guidelines**: at minimum, a district must employ a classified employee to oversee and maintain the media program at each school site. Ideally, the district would have a certificated media specialist overseeing the program. If a certificated media specialist is not employed by the district, the district may consult with Jennifer Maurer, the School Library Consultant at the State Library of Oregon, and should either consult with the local ESD, or a local public librarian to assist with program development, implementation, and maintenance.	School library/media collections, designated staff oversight, instructional technology resources, and procedures for maintaining materials.		YES
581-022-2350 Independent Adoptions of Instructional Materials	Requirements for conducting an independent adoption 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	Board-approved instructional materials procedures and records of any independent/digital core curriculum adoptions.	CSD does not have any independent adoptions	YES

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	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.	Board-adopted instructional materials, curriculum adoption records, and accessible/NIMAS-aligned materials processes.	.	YES
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.	Instructional materials adoption records and any ODE postponement applications, if applicable.	CSD has not postponed any adoptions.	YES
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 approved training related to dyslexia. For purposes of compliance with this rule, training is considered approved if it was on the Department's current or previously approved list at the time of completion.	At least one K-5 teacher at CES has completed ODE-approved dyslexia training; training records maintained by district.		YES
581-022-2500 Programs and Services for TAG Students	Written plan required. Must include identification process, services, district philosophy and goals, description of nature of services to meet goals, and evaluation plan. Districts must post the plan on their district website using the template provided by ODE. Student plans must address level and rate of learning. District TAG contact information must be reported to ODE annually. Other rule requirements defined.	District TAG plan; identification and service procedures; student TAG plans addressing rate and level of learning; district TAG contact; family communication.		YES
581-022-2505 Alternative Education Programs	Policies and procedures relative to alternative education programs (district operated and private contracted).	Board policies/procedures for alternative education; placement/referral procedures; alternative education		YES

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		program records and annual ODE data collection.		

Aligned and Focused Educational Systems

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581-022-2025 Credit Options	Elective or content credit may be earned based on mastery of recognized standards, competencies and skills.	CMHS credit-award policies, course catalog, grading practices, and options for awarding credit based on demonstrated mastery.		YES
*581-022-2030 District Curriculum	Outlines all required components of a district's planned K–12 instructional program. **New requirements for 2024-25: a planned K-12 instructional program for Social and Emotional Learning; a planned 9-12 instructional program which includes the Personal Financial Education and Higher Education and Career Path Skills content standards.*	District K-12 curriculum, adopted instructional materials, course offerings, SEL instruction, and 9-12 planning for Personal Financial Education and Higher Education & Career Path Skills standards.		YES

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581-022-2060 Comprehensive School Counseling	Comprehensive district and school counseling program at each school based on Oregon's Framework for Comprehensive School Counseling Programs to support the academic, career, social-emotional and community involvement development of every student. Education and career plan and profile for all students in grades 7-12, that builds upon itself each year. Annual review of the district and each schools' comprehensive counseling program.	Comprehensive school counseling programs at CES and CMHS; Education Plans & Profiles for grades 7-12; academic, career, and social-emotional supports; annual program review.		YES
*581-022-2100 Administration of State Assessments	Definitions and policies related to Test Administration. **New for 2025-26:* ● *Added SEED Survey as required OSAS component* ● *Added mention of ELPA Screener as required OSAS component (not a new requirement, just making the rule more complete)* ● *Added clarification that districts must abide by ODE decisions regarding student test records*	District Test Administration Plan; trained test administrators; OSAS administration procedures; SEED Survey and ELPA Screener processes; secure student test records.		YES
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.	IEP/504 assessment participation procedures and parent opt-out/exemption processes; trained special education and assessment staff.	Verify no students were exempted by district without required parent request.	YES
581-022-2115 Assessment of Essential Skills	**Waiver – Assessment of Essential Skills graduation requirement is waived for students graduating through the 2027-28 school year. See section (22) of the rule.* ***Section 2: Local Performance Assessment requirement is not waived.*** Policies governing the Assessment of Essential Skills,	Local Performance Assessments/work samples in writing, speaking, math problem solving, and scientific inquiry using state scoring guides or district-adopted comparable measures.	Essential Skills graduation requirement is waived, but LPA requirement is not.	YES

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	including diploma requirements and local performance assessments. One worksample 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	**Waiver – This policy requirement relating to Assessment of Essential Skills graduation requirements is waived through the end of the 2027-28 school year. See section (4) of the rule.* Districts must adopt a policy delineating whether a student may demonstrate proficiency in the student's language of origin.	District policy/procedures addressing Essential Skills assessment for multilingual/English learner students.	Graduation requirement is waived through 2027-28.	YES
581-022-2130 Community Informed Information Gathering Process at Kindergarten	Volunteer school districts will pilot a Family Conversation where an educator and family meet at the start of kindergarten. The ultimate goal is to begin the process of developing meaningful relationships between educators and families while also collecting information about children's experiences prior to kindergarten to address programs and policy at all levels. ***Districts will not be required to report on this rule until the pilot has concluded and the new Community Informed Information Gathering Process is being implemented statewide.***	N/A - statewide implementation/reporting requirement not yet in effect.	No district reporting requirement for 2025-26 under this tracking tool.	N/A
581-022-2250 District Improvement Plan	Definitions and guidelines for requirements for district CIP. Must be done once every 4 years, unless there are	2025-27 Integrated Guidance Plan serves as district strategic/improvement plan; developed with community		YES

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	substantial changes, which are defined in the Standard. Community input and evaluation of the plan are critical components.	engagement, goals, strategies, and progress monitoring.		
581-022-2260- Records and Reports	Requirements for filing state records and reports; maintaining student records and policy for Student Activity Funds.	District state reporting processes; student records policies/procedures; business office and student activity fund policies and controls.		YES
581-022-2265 Report on PE Data	Provide data to ODE annually on PE minutes, as well as physical capacity and facilities.	Annual PE minutes/capacity/facilities data collection and ODE submission.		YES
581-022-2300 Standardization	Outlines methods of verifying compliance with Division 22 standards.	Annual Division 22 internal review, evidence collection, board/community reporting, and ODE assurance process.		YES
581-022-2305 District Assurances of Compliance with Public School Standards	Requirements for annual Division 22 Standards assurances process: make report to board in September or October, report to ODE by November 15, post community report on district website.	Annual Division 22 review; report to Board in fall 2026; community report posted to district website; ODE assurance submitted by Nov. 15.	2025-26 reported presented to Board on October19, 2026 and submitted to ODE by Nov. 15.	YES
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.	District special education program, IEP processes, child find, evaluation, placement, service delivery, procedural safeguards, and special education policies/handbook.		YES
**581-022-2320 Required Instructional Time	Requirements for instructional time in grades K-12: Grade 12 — 966 hours; Grades 9–11 — 990 hours; and Grades K–8 — 900 hours. For specific information related to instructional time requirements for online and remote learning models, refer to the Online and Remote Learning Guidance.	2025-26 adopted calendar, bell schedules, instructional-day calculations, and records of closures/make-up time.	Calculated and documented actual 2025-26 instructional hours by grade band.	YES

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	**Beginning in the 2026-27 SY, districts will annually report the student instructional time provided during the previous school year.			
*581-022-2323 Preserving Student Instructional Time	Requirements for restoring student instructional time. *Districts that reduced student instructional time levels during 2025-2026 or 2026-2027 school years must submit to ODE either a plan to restore student instructional time by the 2027-2028 school year or evidence of the district school board voting to not restore student instructional time and public justification for that decision. **A district may not reduce student instructional time during the 2026-2027 school year.	2025-26 and 2026-27 adopted calendars and instructional-time calculations.		YES
*581-022-2325 Identification of Academically Talented and Intellectually Gifted Students	Requirements for TAG identification. Use of local norms and percentile thresholds are determined at the district-level. Person who is responsible for identification must be trained in accordance with the identification requirements. *New for 2025-26: Any person may recommend a student they know to be screened throughout the school year. A definition of “screen” has also been added to the rule.	TAG identification procedures allow referrals/recommendations throughout the year; trained TAG identification staff; screening/assessment documentation.		YES
581-022-2335 Daily Class Size	Must maintain class sizes that promote effective practices consistent with expected outcomes.	Building master schedules, class rosters, staffing allocations, and administrative review of class size.		YES

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581-022-2400 Personnel	All teachers, specialists and administrators employed must be licensed	TSPC license verification and HR hiring/assignment procedures for teachers, specialists, and administrators.	.	YES
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. If a student shows risk factors for reading difficulties, school districts must screen for a family history of difficulty in learning to read.	Universal dyslexia risk-factor screening in kindergarten and for qualifying first-grade entrants; approved screening measures; family-history follow-up procedures.	.	YES

Engaged Partners and Communities

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581-022-2005 Veterans Diploma	Basic information regarding the requirement to offer Veterans Diploma.	Board policy and district procedures provide for issuance of a Veterans Diploma when statutory eligibility requirements are met.		YES

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581-022-2255 School and District Performance Report Criteria	Definitions and required components of state-provided district and school report cards. School districts must make a copy of the state-provided district and school report available to parent(s) or guardian(s) by 1/15. They may be mailed, sent electronically, or posted on the school or district website.	ODE district/school report cards distributed electronically and/or posted on district/school website for families.		YES
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	Includes requirements that districts establish proficiency-related assessment and grading systems. Requires that information on academic progress be reported to both teachers and parents or guardians.	District assessment/grading systems, report cards, progress reports, ParentSquare/family communication, and student information system records.		YES
*581-022-2307 Educational Equity Advisory Committees **All districts are required to report on this rule for the 2025-26 SY.**	Requires that districts establish a committee composed of parents, employees, students and community members to be selected by the superintendent; outlines guidelines for member selection and the duties of the committee. **For school districts with an average daily membership (ADM) of less than 10,000, the school district was required to first convene an educational equity advisory committee by September 15, 2025.* **Key changes as a result of HB 2453/rule revisions:** • **Advisory Role**: Committees now advise the superintendent, not the school board. • **Public Meeting Law**: Committees are no longer subject to public meeting requirements • **Membership Selection**: The superintendent now selects committee members; board approval is no longer required	Educational Equity Advisory Committee established with parents, employees, students, and community members; 16-member committee convened during 2025-26 and advises the superintendent.		YES

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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.	TAG identification notices, service plans, family input procedures, and parent opt-out process.		YES
581-022-2370 Complaint Procedures	Each district must have a written complaint policy describing the process; must be linked on website.	Board complaint policy/procedure and complaint information linked on district website.		YES

Safe & Inclusive Schools

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581-022-2045 Substance Use Prevention and Intervention Plan	Requires a written comprehensive plan for substance use prevention and intervention. Includes K-12 substance use prevention education that meets the Health Education Standards; requires a minimum of 1 ODE Opioid Prevention Education lesson in grades 6, 7, and 8 and once in High School. The plan must also include: school policies and procedures on substance use; resources and referral processes; and training and procedures for staff.	K-12 health/substance-use prevention curriculum; district substance-use policies; referral resources; staff procedures/training; opioid prevention instruction.	Verify written comprehensive plan and required opioid prevention lesson in grades 6, 7, 8 and once in high school.	VERIFY

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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.	Board policies on child abuse reporting; annual mandatory reporter training and staff procedures.	District provided annual mandatory reporting/sexual abuse prevention training. Verify policy contains all required elements.	VERIFY
581-022-2210 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.	Athletic department/coach training records and evidence-based substance/performance-enhancing drug prevention program.	Verify 2025-26 AD/coach training and program documentation.	VERIFY
581-022-2215 Safety of School Sports–Concussions	Definitions and policies for athletic participation, including training requirements.	Athletic concussion policy, coach training, parent/student information, and return-to-play procedures.	Verify 2025-26 training completion and records.	VERIFY
581-022-2220 Health Services	Policies/practices that govern district health programs and services. Requires districts to have an annually updated prevention-oriented health services plan for all students that includes: ● a school-level communicable disease prevention and response plan ● services for all students, including those who are medically fragile, complex, and nursing dependent ● a process to assess student health needs, including availability of a nurse for assessment ● guidelines for the management of students' health needs across their school day, including in transit to and during school-sponsored activities ● availability of staffed and equipped health care space ● health screenings (hearing, vision, and dental) ● medication administration	Annual district health services plan; school nurse/health services; communicable disease plans; health screenings; medication procedures; emergency response; CPR/first aid/AED trained staff.	Verify annual plan and 1:60 first aid/CPR/AED staffing ratio at each site.	VERIFY

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	• and medical emergency response for each building. Establishes a first aid/CPR/AED staff ratio of 1:60 and requires all contracted health services to be comprehensive, medically accurate, and inclusive.			
581-022-2223 Healthy and Safe Schools Plan	Regulations for establishing and updating HASS Plans, annual statements/final test results re: lead in water tested as per ODE schedule outlined in the HASS plan.	Healthy and Safe Schools Plan (HASS), required annual statement, lead-in-water testing/results, and district website postings.	Verify 2025-26 annual statement/testing schedule and website posting.	VERIFY
**581-022-2225 Emergency Plans and Safety Programs	Requirements for Emergency and Safety Plan, which includes staff and student safety training. **Updated Requirements: Plans and drills required for procedures related to: Evacuate (fire drill), Lockdown, Secure, Shelter, Hold, and Earthquakes. Tsunami plans and drills required for schools in the inundation zone. School boards must consider an emergency alert system if not in use.	District Emergency Operations Plan; school emergency procedures; staff training; 2025-26 drills for fire/evacuate, lockdown, secure, shelter, hold, and earthquake as applicable. District partnered with Columbia County Emergency Management on EOP updates and trained staff in Standard Response Protocol.	Updated requirements include the full set of SRP procedures. Verify 2025-26 drill logs by building and Board consideration of emergency alert system if applicable.	VERIFY
581-022-2230 Asbestos Management Plans	Asbestos Management Plan requirements. Training requirement for custodial and maintenance staff-OSHA.	District asbestos management plans, required inspections/notifications, and OSHA training for custodial/maintenance staff.	Verify plans are current at each applicable facility and training records are retained.	VERIFY
581-022-2267 Annual Report on Restraint and Seclusion	Public education programs must submit an annual report completed via the ODE Restraint and Seclusion Incidents Data Collection and the ODE Seclusion Rooms Data Collection. Reports must be available at the local level, including on the district website.	ODE Restraint and Seclusion Incidents Data Collection and Seclusion Rooms Data Collection; annual local report posted to district website.	Confirm 2025-26 submissions and website posting.	VERIFY

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581-022-2308 Agreements Entered Into with Voluntary Organizations	Requires adoption of a policy governing participation in a voluntary organization that administers interscholastic activities. Voluntary organization must adopt and implement policies prohibiting discrimination, maintain a complaint process with sanctions, and administer an annual survey.	Board policy governing participation in OSAA/other voluntary interscholastic organizations; athletic nondiscrimination and complaint procedures.	Verify policy and OSAA annual survey/requirements.	VERIFY
581-022-2310 Equal Education Opportunities	Policies regarding Equal Opportunity and prohibition of harassment, intimidation, bullying, and cyberbullying	Board policies on equal educational opportunity, harassment, intimidation, bullying, and cyberbullying; complaint/investigation procedures.	Verify policies current and implemented.	VERIFY
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. Districts that sponsor public charter schools are also assuring their charter schools have adopted the appropriate policy.	Every Student Belongs board policy; bias incident/hate symbol response procedures; staff/family complaint processes.	Verify policy and procedures current; district does not sponsor a charter school if applicable.	VERIFY
581-022-2345 Auxiliary Services	Compliance with statute and rules regarding transportation, food, custodial, facilities, equipment and materials services.	District transportation, nutrition services, custodial/maintenance, facilities, equipment, and materials programs; applicable inspections, licenses, and operational procedures.	Verify department-specific compliance records.	VERIFY
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	Compliance with OAR 581-021-0511	HR fingerprinting/background-check procedures for classified and other subject individuals; personnel files documenting clearance.	Verify all subject individuals were cleared before service as required.	VERIFY

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581-022-2510 Suicide Prevention Plan	Requires adoption of a policy and plan for suicide prevention for students in K-12. The plan must include: 1. Procedures for prevention, intervention, postvention, and reentry into school after an event. 2. Identified school/district designee and flowchart for referrals 3. Procedure to request a review of response. 4. Equity and racial equity centered procedures to support youth who are at high risk of suicide, specifically youth from historically and currently underserved communities 5. Staff training plan in suicide prevention 6. Plans must be publicly available and posted on district website.	Board-adopted K-12 suicide prevention policy and plan; prevention/intervention/postvention/reentry procedures; designated staff/flowchart; staff training; publicly posted plan.	Verify plan includes equity/racial-equity-centered procedures and is posted on district website.	VERIFY
581-022-2515 Menstrual Dignity for Students	Requires free and accessible menstrual products (tampons and pads) in every school bathroom K-12, instructions on use of menstrual products within bathrooms, and Menstrual Health education in the classroom as part of the health and sexuality education program.	Free menstrual products and instructions available in every K-12 school bathroom; menstrual health education included in health/sexuality curriculum.	Verify product availability in all student bathrooms and instructional implementation.	VERIFY

Committed and Supportive Staff

Rule Number & Title *New Rules/Requirements for reporting on the 2025-26 SY are highlighted in yellow **New Rules/Requirements for implementation in the 2026-27 SY are highlighted in blue	Summary ** Changes and waivers for 2025-26 are in italics and highlighted in yellow* ***Changes for 2026-27 (or later) are in italics and highlighted in blue*	Evidence that supports meeting requirements of the rule (policy, program, systems/process, etc.)	Notes	Compliance Status Yes No
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.	Board personnel policies addressing affirmative action, staff development, EEO, evaluation, employee communication, employee-file disclosures, and bonded employees as applicable.	Verify policy set against all rule elements.	VERIFY
**581-022-2410 Teacher and Administrator Evaluation and Support	Districts must establish local teacher and administrator evaluation systems aligned to the requirements in the Oregon Framework for Teacher and Principal Evaluation and Support. ***By September 30, 2027, districts must align administrator evaluations to the updated standards.*	District teacher and administrator evaluation systems; CEL 5D+ adopted for licensed staff; evaluation cycles, professional/student growth goals, observations, feedback, and summative evaluations.	CSD implemented CEL 5D+ during 2025-26. Verify local system alignment with Oregon Framework and collective bargaining/policy requirements. Updated administrator standards must be aligned by Sept. 30, 2027.	VERIFY
581-022-2415 Core Teaching Standards	Core teaching standards must be used to evaluate teachers. There are 10 standards in the following 4 categories: 1. The Learner and Learning. 2. Content 3. Instructional Practice 4. Professional Responsibility	Teacher evaluation rubric/system aligned to Oregon Core Teaching Standards; evaluation records and administrator training.	Verify CEL 5D+ crosswalk/alignment to all required Core Teaching Standards.	VERIFY
**581-022-2420 Educational Leadership - Administrator Standards	Administrators must be evaluated on adopted leadership standards aligned with the *Professional Standards for Educational Leadership*: *1. Mission, Vision, and Core Values* *2. Ethics and Professional Norms* *3. Equity and Cultural Responsiveness*	Administrator evaluation system and adopted leadership standards; annual goals, evidence, feedback, and summative evaluation process.	Verify 2025-26 administrator evaluation standards. Plan alignment to updated standards by Sept. 30, 2027.	VERIFY

Rule Number & Title *New Rules/Requirements for reporting on the 2025-26 SY are highlighted in yellow **New Rules/Requirements for implementation in the 2026-27 SY are highlighted in blue	Summary ** Changes and waivers for 2025-26 are in italics and highlighted in yellow* ***Changes for 2026-27 (or later) are in italics and highlighted in blue*	Evidence that supports meeting requirements of the rule (policy, program, systems/process, etc.)	Notes	Compliance Status Yes No
	4. Curriculum, Instruction, and Assessment *5. Community of Care and Support for Students* *6. Professional Capacity of School Personnel* *7. Professional Community for Teachers and Staff* *8. Meaningful Engagement of Families and Community* *9. Operations and Management* *10. School Improvement* ***The Professional Standards for Educational Leadership are the same standards used by the Teacher Standards and Practices Commission for administrator licensure. These standards have more specific, detailed language and a greater focus on key issues such as equity, talent development, leadership capacity, and instructional leadership. Districts must align administrator evaluations to the updated standards by September 30, 2027.*			

DRAFT REVIEW NOTE: "VERIFY" and "IN PROCESS" entries require district documentation review before the superintendent makes the final compliance assurance. Do not submit this internal tracking tool as the Community Report.