

Division 22 Standards for Public Elementary and Secondary

Schools 2019-20 Assurances Report

By November 1 of each year, school district superintendents are required by [OAR 581-022-2305: Operating Policies and Procedures](#) to report to their school board the district's standing with respect to all of the Standards for Public Elementary and Secondary Schools as set out in Oregon Administrative Rules Chapter 581, Division 22. For the 2019-20 school year, the State Board of Education adopted [OAR 581-022-0103: State Standards for the 2019-20 School Year](#). This rule established a streamlined set of Division 22 standards in effect for the 2019-20 school year, accommodating for the shift to emergency distance learning in response to the COVID-19 pandemic. For the 2019-20 school year, school districts are required to report on the Division 22 standards included in OAR 581-022-0103; any standard not included in this rule is waived for the 2019-2020 school year.

Below is a summary of Riverdale School District's compliance with each of the standards included in [OAR 581-0103: State Standards for the 2019-20 School Year](#). For each standard reported as out of compliance, Riverdale has provided an explanation of why the school district was out of compliance and the school district's proposed corrective action plan to come into compliance by the beginning of the 2021-22 school year.

Summary of Compliance with Division 22 Requirements

Diploma Requirements

Compliance Status for 2019-20 school year: In Compliance

Explanation: *[Provide an explanation of why the school district was out of compliance]*

Proposed Corrective Action: *[Provide a description of the school district's proposed corrective plan to come into compliance by the beginning of the 2021-22 school year]*

Credit Options

Compliance Status for 2019-20 school year: In Compliance

Explanation: *[Provide an explanation of why the school district was out of compliance]*

Proposed Corrective Action: *[Provide a description of the school district's proposed corrective plan to come into compliance by the beginning of the 2021-22 school year]*

Distance Learning for All

Compliance Status for 2019-20 school year: In Compliance

Explanation: *[Provide an explanation of why the school district was out of compliance]*

Proposed Corrective Action: *[Provide a description of the school district's proposed corrective plan to come into compliance by the beginning of the 2021-22 school year]*

Special Education for Children with Disabilities

Compliance Status for 2019-20 school year: In Compliance

Explanation: *[Provide an explanation of why the school district was out of compliance]*

Proposed Corrective Action: *[Provide a description of the school district's proposed corrective plan to come into compliance by the beginning of the 2021-22 school year]*

Emergent Bilinguals

Compliance Status for 2019-20 school year: In Compliance

Explanation: *[Provide an explanation of why the school district was out of compliance]*

Proposed Corrective Action: *[Provide a description of the school district's proposed corrective plan to come into compliance by the beginning of the 2021-22 school year]*

Talented and Gifted

Compliance Status for 2019-20 school year: Out of Compliance

Explanation: Entering into 2020-2021 we have a new High School Principal and High school Counselor. Upon review of the implementation of TAG plans and supports for Talented and Gifted Students in 2019-2020, we did not find sufficient evidence of plans and annual review and implementation of the plans in grades 9-12. We are reviewing and strengthening processes K-12.

Proposed Corrective Action: Our proposed corrective action for 2020-2021 is as follows. Our HS Principal also has the role of Multi-Tiered Systems of Support Director (K-12). In this role, he oversees Talented and Gifted programming K-12. Additionally, we are adding stipends for each

school in addition to maintaining our School Counselors as the primary oversight for Talented and Gifted Programming. We are streamlining our support for K-12. We anticipate being in full compliance this school year.

Alternative Education Programs

Compliance Status for 2019-20 school year: In Compliance

Explanation: *[Provide an explanation of why the school district was out of compliance]*

Proposed Corrective Action: *[Provide a description of the school district's proposed corrective plan to come into compliance by the beginning of the 2021-22 school year]*

Equal Educational Opportunities

Compliance Status for 2019-20 school year: In Compliance

Explanation: *[Provide an explanation of why the school district was out of compliance]*

Proposed Corrective Action: *[Provide a description of the school district's proposed corrective plan to come into compliance by the beginning of the 2021-22 school year]*

School Counseling

Compliance Status for 2019-20 school year: Out of Compliance

Explanation: Entering into 2020-2021 we have a new High School Principal and High school Counselor. Upon review of School Counseling Programming 9-12 we did not find sufficient evidence of comprehensive school counseling including creating and maintaining an education plan and portfolio for 2019-2020.

Proposed Corrective Action: Our proposed corrective action for 2020-2021 is as follows. Our HS Principal also has the role of Multi-Tiered Systems of Support Director (K-12). In this role, he oversees Counseling programming K-12. We are adding the Career Inventory System and Panorama as tools to assist with in meeting the Counseling standards. Additionally, we have identified a retired mentor Counselor to guide and assist our new to Riverdale School High School Counselor in creating a comprehensive 9-12 School Counseling Program that also reaches back to grades 7-8th at Riverdale Grade School in planning and preparation for the high school transition. This work is well underway and we anticipate being in compliance this year.

Student Safety

Compliance Status for 2019-20 school year: In Compliance

Explanation: *[Provide an explanation of why the school district was out of compliance]*

Proposed Corrective Action: *[Provide a description of the school district's proposed corrective plan to come into compliance by the beginning of the 2021-22 school year]*

Personnel

Compliance Status for 2019-20 school year: In Compliance

Explanation: *[Provide an explanation of why the school district was out of compliance]*

Proposed Corrective Action: *[Provide a description of the school district's proposed corrective plan to come into compliance by the beginning of the 2021-22 school year]*

Fingerprinting of Subject Individuals in Positions not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses

Compliance Status for 2019-20 school year: In Compliance

Explanation: *[Provide an explanation of why the school district was out of compliance]*

Proposed Corrective Action: *[Provide a description of the school district's proposed corrective plan to come into compliance by the beginning of the 2021-22 school year]*

Individual Student Assessment and Reporting

Compliance Status for 2019-20 school year: In Compliance

[If out of compliance, complete the Explanation and Corrective Action sections below. If in compliance, delete the Explanation and Corrective Action sections.]

Explanation: *[Provide an explanation of why the school district was out of compliance]*

Proposed Corrective Action: *[Provide a description of the school district's proposed corrective plan to come into compliance by the beginning of the 2021-22 school year]*

Student Education Records

Compliance Status for 2019-20 school year: In Compliance

Explanation: *[Provide an explanation of why the school district was out of compliance]*

Proposed Corrective Action: *[Provide a description of the school district's proposed corrective plan to come into compliance by the beginning of the 2021-22 school year]*

Record and Reports

Compliance Status for 2019-20 school year: In Compliance

[If out of compliance, complete the Explanation and Corrective Action sections below. If in compliance, delete the Explanation and Corrective Action sections.]

Explanation: *[Provide an explanation of why the school district was out of compliance]*

Proposed Corrective Action: *[Provide a description of the school district's proposed corrective plan to come into compliance by the beginning of the 2021-22 school year]*

Complaint Procedures

Compliance Status for 2019-20 school year: In Compliance

Explanation: *[Provide an explanation of why the school district was out of compliance]*

Proposed Corrective Action: *[Provide a description of the school district's proposed corrective plan to come into compliance by the beginning of the 2021-22 school year]*

Assurances (area out of compliance)

Compliance Status for 2019-20 school year: Out of Compliance for Counseling & Talented and Gifted (9-12)

[If out of compliance, complete the Explanation and Corrective Action sections below. If in compliance, delete the Explanation and Corrective Action sections.]

Explanation: Counseling

Entering into 2020-2021 we have a new High School Principal and High school Counselor. Upon review of School Counseling Programming 9-12 we did not find sufficient evidence of comprehensive school counseling including creating and maintaining an education plan and portfolio for 2019-2020.

Proposed Corrective Action: **Proposed Corrective Action:** Our proposed corrective action for 2020-2021 is as follows. Our HS Principal also has the role of Multi-Tiered Systems of Support Director (K-12). In this role, he oversees Counseling programming K-12. We are adding the Career Inventory System and Panorama as tools to assist with in meeting the Counseling

standards. Additionally, we have identified a retired mentor Counselor to guide and assist our new to Riverdale School High School Counselor in creating a comprehensive 9-12 School Counseling Program that also reaches back to grades 7-8th at Riverdale Grade School in planning and preparation for the high school transition. This work is well underway and we anticipate being in compliance this year.

Talented and Gifted

Compliance Status for 2019-20 school year: Out of Compliance

Explanation: Entering into 2020-2021 we have a new High School Principal and High school Counselor. Upon review of the implementation of TAG plans and supports for Talented and Gifted Students in 2019-2020, we did not find sufficient evidence of actual plans and annual review and implementation of the plans in grades 9-12. We are reviewing and strengthening processes K-12.

Proposed Corrective Action: Our proposed corrective action for 2020-2021 is as follows. Our HS Principal also has the role of Multi-Tiered Systems of Support Director (K-12). In this role, he oversees Talented and Gifted programming K-12. Additionally, we are adding stipends for each school in addition to maintaining our School Counselors as the primary oversight for Talented and Gifted Programming. We are streamlining our support for K-12. We anticipate being in full compliance this school year.