

Requested by Representative WEBER

**PROPOSED AMENDMENTS TO  
HOUSE BILL 2166**

1 In line 2 of the printed bill, after the semicolon insert “creating new  
2 provisions; amending ORS 326.051, 342.120, 342.147, 342.437, 342.940 and  
3 348.295 and sections 4 and 5, chapter 756, Oregon Laws 2015;”.

4 After line 2, insert:

5 “Whereas an equitable system of education means a system that enables  
6 every child to have an equal chance for success in education; and

7 “Whereas an equitable system of education must take into consideration  
8 the whole child, including the child’s background, personal characteristics,  
9 family situation, mental health and social emotional development; and

10 “Whereas all children deserve to receive high quality, culturally respon-  
11 sive, developmentally appropriate and inclusive early childhood care and  
12 education regardless of race, ethnicity, language or disability; and

13 “Whereas not all children are given the same opportunity to succeed in  
14 education, based on race, ethnicity, language or disability; and

15 “Whereas there are limited opportunities for early childhood care and  
16 education professionals who serve some of this state’s most vulnerable low  
17 income families to access professional development resources that are cul-  
18 turally specific or language diverse or that are related to behavioral health;  
19 and

20 “Whereas providing resources and professional development to early  
21 childhood care professionals and educators could improve equity in educa-

1 tion; and

2 “Whereas social emotional learning is a central component of an inte-  
3 grated model of mental and emotional health that also includes racial equity,  
4 trauma-informed principles and practices and strengths-based multitiered  
5 systems of support; and

6 “Whereas social emotional learning skills, in conjunction with racial eq-  
7 uity, trauma-informed principles and practices and strengths-based multi-  
8 tiered systems of support, can contribute significantly to mental and  
9 emotional health and overall health promotion and can be an integral part  
10 of school culture, climate, safety and mental and physical health promotion  
11 efforts; and

12 “Whereas social emotional learning skills, in conjunction with racial eq-  
13 uity, trauma-informed principles and practices and strengths-based multi-  
14 tiered systems of support, can enable school communities to create just,  
15 equitable and inclusive cultures in which all students, staff and leaders be-  
16 long and feel respected, valued and affirmed in their individual and inter-  
17 sectional interests, talents, social identities, cultural values and  
18 backgrounds; and

19 “Whereas social emotional learning skills, in conjunction with racial eq-  
20 uity, trauma-informed principles and practices and strengths-based multi-  
21 tiered systems of support, can help schools cultivate understanding, examine  
22 biases, reflect on and address the impact of racism, build cross-cultural re-  
23 lationships and foster adult and student practices that close opportunity gaps  
24 and create more inclusive school communities that deliver high quality edu-  
25 cational opportunities and outcomes for all students; and

26 “Whereas social emotional learning should be incorporated into all aca-  
27 demic content standards as part of an integrated model of mental and emo-  
28 tional health, with the explicit goal being to promote antiracism and  
29 educational equity and to create conditions for all students to thrive; and

30 “Whereas this state’s commitment to equity includes a culturally respon-

1 sive educator workforce, which requires a vigorous and comprehensive com-  
2 mitment to relevant professional development and supports for educators who  
3 are serving this state’s diverse learners; and

4 “Whereas high quality educator preparation and ongoing, effective pro-  
5 fessional development and supports for educators are critical variables to an  
6 equitable education system, excellent teaching, educator retention and im-  
7 proved learning and development; and

8 “Whereas recent actions taken by the Legislative Assembly have empha-  
9 sized the need to address professional development for educators who serve  
10 children and students in early childhood and in kindergarten through grade  
11 12; and

12 “Whereas this state seeks to recruit and retain more diverse educators for  
13 the purposes of enhancing the capacity of all educators to create safe, equi-  
14 table and inclusive learning environments and addressing institutional  
15 racism that limits opportunities for many children and students; now, there-  
16 fore,”.

17 Delete lines 4 through 15 and insert:

18

19 **“SOCIAL EMOTIONAL LEARNING STANDARDS**

20

21 **“SECTION 1. (1) The Department of Education, in consultation with**  
22 **the Early Learning Division and the Teacher Standards and Practices**  
23 **Commission, shall convene an advisory group to propose for adoption**  
24 **by the State Board of Education:**

25 **“(a) Social emotional learning standards for public school students**  
26 **in kindergarten through grade 12; and**

27 **“(b) A statewide social emotional framework for public school stu-**  
28 **dents in kindergarten through grade 12.**

29 **“(2) The standards and framework proposed by the advisory group**  
30 **must:**

1       “(a) Be developmentally appropriate;

2       “(b) Align with other models and practices of the department re-

3 lated to mental health;

4       “(c) Include racial equity and trauma-informed principles and

5 practices within strengths-based multitiered systems of support;

6       “(d) Increase public school students’ social emotional development;

7       “(e) Promote self-awareness, awareness of others, critical thinking

8 and understanding regarding the interaction between systemic social

9 structures and histories, contributions and perspectives of individuals

10 who:

11       “(A) Are Alaska Native, Native American, Black, African American,

12 Asian, Native Hawaiian, Pacific Islander, Latinx or Middle Eastern;

13       “(B) Are women;

14       “(C) Have disabilities;

15       “(D) Are immigrants or refugees;

16       “(E) Are lesbian, gay, bisexual, transgender, queer, two-spirit,

17 intersex, asexual, nonbinary or another minority gender identity or

18 sexual orientation; or

19       “(F) Have experienced disproportionate results in education due to

20 historical practices; and

21       “(f) Promote the creation of school cultures that support kindness,

22 care, connection, equity, diversity and inclusion.

23       “(3) The advisory group shall submit a report to the board that de-

24 scribes the proposed standards and framework. The board shall con-

25 sider the report when adopting the standards and framework.

26       “(4) Subject to the direction from the board, the department shall

27 determine the number and frequency of meetings to be held by the

28 advisory group prior to the submission of the report required under

29 subsection (3) of this section.

30       “SECTION 2. (1) The Department of Education shall convene the

1 advisory group required by section 1 of this 2021 Act no later than  
2 September 1, 2021.

3 “(2) The report required under section 1 of this 2021 Act must be  
4 submitted to the State Board of Education no later than September  
5 15, 2022.

6 “(3) The board shall adopt social emotional learning standards and  
7 the social emotional framework described in section 1 of this 2021 Act  
8 no later than September 15, 2023.

9 “(4) The board shall require school districts to implement the  
10 standards and framework no later than July 1, 2024.

11 “SECTION 3. Sections 1 and 2 of this 2021 Act are repealed on Jan-  
12 uary 2, 2025.

13

14

#### “EDUCATOR EQUITY

15

16 “SECTION 4. ORS 342.437 is amended to read:

17 “342.437. (1) As a result of this state’s commitment to equality for the  
18 diverse peoples of this state, the goal of the state is that the percentage of  
19 diverse educators employed by a school district or an education service dis-  
20 trict reflects the percentage of diverse students in the public schools of this  
21 state or the percentage of diverse students in the district.

22 “(2) [*The Department of Education*] **The State Board of Education, in**  
23 **consultation with the Educator Advancement Council,** shall use federal  
24 reports on educator equity to monitor school district and education service  
25 district progress on meeting the goal described in subsection (1) of this sec-  
26 tion, in relation to the recruitment, hiring and retention of diverse educa-  
27 tors.

28 “SECTION 5. ORS 326.051 is amended to read:

29 “326.051. Subject to ORS 417.300 and 417.305:

30 “(1) In addition to such other duties as are prescribed by law and pursu-

1 ant to the requirement of ORS chapter 183, the State Board of Education  
2 shall:

3 “(a) Establish state standards for public kindergartens and public ele-  
4 mentary and secondary schools consistent with the policies stated in ORS  
5 326.011.

6 “(b) Adopt rules for the general governance of public kindergartens and  
7 public elementary and secondary schools.

8 “(c) Prescribe required or minimum courses of study.

9 “**(d) Adopt rules for public kindergartens and public elementary and**  
10 **secondary schools consistent with the policy stated in ORS 342.437.**

11 “[*d*] (e) Adopt rules regarding school and interscholastic activities.

12 “[*e*] (f) Adopt rules that provide that no public elementary or secondary  
13 school shall discriminate in determining participation in interscholastic ac-  
14 tivities. As used in this paragraph, ‘discrimination’ has the meaning given  
15 that term in ORS 659.850.

16 “[*f*] (g) Adopt rules that will eliminate the use and purchase of ele-  
17 mental mercury, mercury compounds and mercury-added instructional mate-  
18 rials by public elementary and secondary schools.

19 “(2) The State Board of Education may:

20 “(a) Consistent with the laws of this state, accept money or property not  
21 otherwise provided for under paragraph (b) of this subsection, which is do-  
22 nated for the use or benefit of the public kindergartens and public elemen-  
23 tary and secondary schools and use such money or property for the purpose  
24 for which it was donated. Until it is used, the board shall deposit any money  
25 received under this paragraph in a special fund with the State Treasurer as  
26 provided in ORS 293.265 to 293.275.

27 “(b) Apply for federal funds and accept and enter into any contracts or  
28 agreements on behalf of the state for the receipt of such funds from the  
29 federal government or its agencies for:

30 “(A) Educational purposes, including but not limited to any funds avail-

1 able for the school lunch program;

2 “(B) Career and technical education programs in public elementary and  
3 secondary schools; and

4 “(C) Any grants available to the state or its political subdivisions for  
5 general federal aid for public kindergartens, public elementary schools and  
6 public secondary schools and their auxiliary services, improvement of  
7 teacher preparation, teacher salaries, construction of school buildings, ad-  
8 ministration of the Department of Education and any other educational ac-  
9 tivities under the jurisdiction of the State Board of Education.

10 “(c) Adopt rules to administer the United States Department of  
11 Agriculture’s National School Lunch Program and School Breakfast Program  
12 for public and private prekindergarten through grade 12 schools and resi-  
13 dential child care facilities.

14 **“SECTION 6.** ORS 342.147, as amended by section 8, chapter 756, Oregon  
15 Laws 2015, and section 2, chapter 317, Oregon Laws 2017, is amended to read:

16 “342.147. [(1)(a)] (1) The Teacher Standards and Practices Commission  
17 shall establish by rule standards for approval of educator preparation pro-  
18 vidors and educator preparation programs.

19 **“(2) Standards for approval of an educator preparation provider may**  
20 **allow approval of an institution of higher education, a school district,**  
21 **an education service district or any other entity that sponsors or**  
22 **provides an educator preparation program.**

23 “[b)] (3)(a) Standards for approval of an educator preparation program  
24 must include:

25 “(A) Requiring an educator preparation program to be accredited by a  
26 national organization that represents teachers, policymakers and teacher  
27 educators and that provides accreditation based on nationally recognized  
28 standards and on evidence-based measures; and

29 “(B) Approving a public educator preparation program of more than four  
30 years’ duration only if educator preparation programs that are reasonably

1 attainable in a four-year period, **or the equivalent**, are also available in the  
2 system of higher education and are designed to culminate in a baccalaureate  
3 degree that qualifies their graduates for entry-level teaching licenses.

4 “[c)] **(b)** Standards for approval of an educator preparation program for  
5 early childhood education, elementary education, special education or read-  
6 ing must require that:

7 “(A) The program provide instruction on dyslexia and other reading dif-  
8 ficulties; and

9 “(B) The instruction on dyslexia be consistent with the knowledge and  
10 practice standards of an international organization on dyslexia.

11 **“(4)(a) Notwithstanding subsection (3)(a)(A) of this section, stan-**  
12 **dards for approval of an educator preparation program may allow an**  
13 **educator preparation program to operate provisionally without ac-**  
14 **creditation by a national organization if the educator preparation**  
15 **program is a nontraditional pathway to licensure program.**

16 **“(b) A nontraditional pathway to licensure program shall be con-**  
17 **sidered an approved educator preparation program if the nontradi-**  
18 **tional pathway to licensure program complies with standards**  
19 **established by the commission. The commission shall establish stan-**  
20 **dards for nontraditional pathway to licensure programs that:**

21 **“(A) Are substantially similar to standards established by the com-**  
22 **mission for educator preparation programs; and**

23 **“(B) Require the commission to consider the capacity of educator**  
24 **preparation programs to meet this state’s educator workforce demands**  
25 **prior to approval.**

26 **“(c) Nothing in this subsection requires a nontraditional pathway**  
27 **to licensure program to:**

28 **“(A) Culminate in the granting of a degree; or**

29 **“(B) Prohibit a candidate from being employed as an educator while**  
30 **participating in the program.**

1       “(d) An approved educator preparation program that operates pro-  
2 visionally as provided by this subsection may not operate provisionally  
3 for more than seven years from the date that the educator preparation  
4 program first received approval to operate provisionally.

5       “[(2)] (5) The commission shall adopt rules that:

6       “(a) Require approved educator preparation programs for early childhood  
7 education, elementary education, special education or reading to demonstrate  
8 that candidates enrolled in the programs receive training to provide in-  
9 struction that enables students to meet or exceed third-grade reading stan-  
10 dards and become proficient readers by the end of the third grade, as  
11 designated by the State Board of Education. For the purposes of this para-  
12 graph, an approved educator preparation program may make the demon-  
13 stration through course curriculum, approved textbooks or other program  
14 requirements.

15       “(b) Allow approved educator preparation programs leading to graduate  
16 degrees to commence prior to the candidate’s completion of baccalaureate  
17 degree requirements and to combine undergraduate and graduate level course  
18 work in achieving program completion.

19       “[(3)] (6) Whenever any educator preparation provider or educator prepa-  
20 ration program is denied approved status or has such status withdrawn, the  
21 denial or withdrawal must be treated as a contested case under ORS chapter  
22 183.

23       “[(4)] (7) Nothing in this section is intended to grant to the Teacher  
24 Standards and Practices Commission any authority relating to granting de-  
25 grees or establishing degree requirements that are within the authority of  
26 the Higher Education Coordinating Commission or any of the public uni-  
27 versities listed in ORS 352.002, or that are within the authority of the gov-  
28 erning board of any private institution of higher education.

29       “**SECTION 7.** Section 4, chapter 756, Oregon Laws 2015, as amended by  
30 section 10, chapter 756, Oregon Laws 2015, is amended to read:

1       **“Sec. 4.** (1) The Teacher Education Program Accreditation Account is  
2 established in the State Treasury, separate and distinct from the General  
3 Fund. Interest earned by the Teacher Education Program Accreditation Ac-  
4 count shall be accredited to the account.

5       “(2) Moneys in the Teacher Education Program Accreditation Account are  
6 continuously appropriated to the Teacher Standards and Practices Commis-  
7 sion to award grants to educator preparation programs for the purpose of  
8 having the programs accredited by the organization described in ORS 342.147  
9 [(1)(b)(A)] **(3)(a)(A)**, as amended by section 8 [*of this 2015 Act*], **chapter 756,**  
10 **Oregon Laws 2015, section 2, chapter 317, Oregon Laws 2017, and sec-**  
11 **tion 6 of this 2021 Act.**

12       **“SECTION 8.** Section 5, chapter 756, Oregon Laws 2015, is amended to  
13 read:

14       **“Sec. 5.** (1) The Teacher Education Program Accreditation Account es-  
15 tablished by section 4 [*of this 2015 Act*], **chapter 756, Oregon Laws 2015,**  
16 is abolished on July 1, [2022] **2025.**

17       “(2) Any moneys remaining in the account on July 1, [2022] **2025,** that are  
18 unexpended, unobligated and not subject to any conditions shall be trans-  
19 ferred to the General Fund on July 1, [2022] **2025.**

20       **“SECTION 9.** ORS 342.120 is amended to read:

21       “342.120. As used in this chapter, unless the context requires otherwise:

22       “(1) ‘Administrator’ includes but is not limited to all superintendents,  
23 assistant superintendents, principals and academic program directors in  
24 public schools or education service districts who have direct responsibility  
25 for supervision or evaluation of licensed teachers and who are compensated  
26 for their services from public funds.

27       “(2) ‘Administrative license’ means a license issued under ORS 342.125  
28 (3)(f) or (g).

29       “(3) ‘Approved educator preparation program’ means a licensure program  
30 that:

1       “(a) Prepares persons to become educators in any grade from pre-  
2 primary through grade 12;

3       “(b) Is offered by an approved educator preparation provider [*and*]; and

4       “(c) Meets the standards of the Teacher Standards and Practices Com-  
5 mission, as provided by ORS 342.147.

6       “(4) ‘Approved educator preparation provider’ means [*an entity*] a sponsor  
7 or provider of an educator preparation program that meets the standards  
8 of the Teacher Standards and Practices Commission [*for preparation of li-*  
9 *icensed educators for preprimary programs through grade 12*], as provided by  
10 ORS 342.147.

11       “(5) ‘Instruction’ includes preparation of curriculum, assessment and di-  
12 rection of learning in class, in small groups, in individual situations, online,  
13 in the library and in guidance and counseling, but does not include the  
14 provision of related services, as defined in ORS 343.035, to a child identified  
15 as a child with a disability pursuant to ORS 343.146 to 343.183 when provided  
16 in accordance with ORS 343.221.

17       “(6) ‘Instructional assistant’ means a classified school employee who does  
18 not require a license to teach, who is employed by a school district or edu-  
19 cation service district and whose assignment consists of and is limited to  
20 assisting a licensed teacher in accordance with rules established by the  
21 Teacher Standards and Practices Commission.

22       “(7) ‘Teacher’ includes all licensed employees in the public schools or  
23 employed by an education service district who have direct responsibility for  
24 instruction or coordination of educational programs and who are compen-  
25 sated for their services from public funds. ‘Teacher’ does not include a school  
26 nurse as defined in ORS 342.455 or an instructional assistant.

27       “(8) ‘Teaching license’ means a license issued under ORS 342.125 or  
28 342.144.

29       “(9) ‘Underrepresented person’ means:

30       “(a) A person having origins in any of the black racial groups of Africa,

1 but who is not Hispanic;

2 “(b) A person of Hispanic culture or origin;

3 “(c) A person having origins in any of the original peoples of the Far  
4 East, Southeast Asia, the Indian subcontinent or the Pacific Islands; or

5 “(d) An American Indian or [*Alaskan*] **Alaska** Native having origins in  
6 any of the original peoples of North America.

7 **“SECTION 10.** ORS 348.295 is amended to read:

8 “348.295. (1) In addition to any other form of student financial aid au-  
9 thorized by law, the Higher Education Coordinating Commission may award  
10 scholarships to culturally and linguistically diverse teacher candidates to use  
11 at approved educator preparation providers, as defined in ORS 342.120, for  
12 the purpose of advancing the goal described in ORS 342.437.

13 “(2) Scholarships awarded under this section shall be in amounts of  
14 [*\$5,000*] **\$10,000** each academic year, for a maximum of two academic years.

15 “(3) The commission shall adopt rules necessary for the implementation  
16 and administration of this section in consultation with the Educator Ad-  
17 vancement Council and the Department of Education.

18 **“SECTION 11.** ORS 342.940 is amended to read:

19 “342.940. (1) As used in this section and ORS 342.943, ‘educator’ means a  
20 teacher, administrator or other school professional who is licensed, regis-  
21 tered or certified by the Teacher Standards and Practices Commission.

22 “[*(2)(a) The Educator Advancement Council is created, as provided by ORS*  
23 *190.010 (5) and with the authority described in ORS 190.110, for the purposes*  
24 *of providing resources related to educator professional learning and other ed-*  
25 *ucator supports.*]

26 “[*(b) The council shall function through an intergovernmental agreement,*  
27 *as provided by ORS 190.003 to 190.130. The intergovernmental agreement shall*  
28 *outline the governance framework and the administrative details necessary for*  
29 *the efficient and effective implementation of the duties of the council.*]

30 “[*(3)(a) The council shall consist of members who are representatives of the*

1 *members of the intergovernmental agreement creating the council, including*  
2 *representatives of state agencies, school districts and education service*  
3 *districts].*

4 *“(b) In addition to the members of the council specified in paragraph (a)*  
5 *of this subsection, the council shall consist of members who are:]*

6 *“(A) Practicing educators, early learning providers and professionals and*  
7 *school district board members; and]*

8 *“(B) Representatives of educator preparation providers, education-focused*  
9 *nonprofit organizations, education-focused philanthropic organizations, profes-*  
10 *sional education associations, community-based education organizations that*  
11 *represent families and students, post-secondary institutions of education and*  
12 *federally recognized tribes of this state.]*

13 *“(c) The majority of the members of the council identified under para-*  
14 *graphs (a) and (b) of this subsection may identify additional members of the*  
15 *council.]*

16 **“(2) The Educator Advancement Council shall be established and**  
17 **function under an intergovernmental agreement, pursuant to ORS**  
18 **190.003 to 190.130. The purposes of the council are to provide resources**  
19 **related to educator professional learning and to provide other educator**  
20 **supports.**

21 **“(3) Parties to the intergovernmental agreement establishing the**  
22 **council must include:**

23 **“(a) The Department of Education;**

24 **“(b) The Early Learning Division;**

25 **“(c) The Teacher Standards and Practices Commission;**

26 **“(d) The Higher Education Coordinating Commission;**

27 **“(e) A school district; and**

28 **“(f) An education service district.**

29 **“(4) The intergovernmental agreement establishing the council shall**  
30 **outline the governance framework and the administrative details nec-**

1 **essary for the efficient and effective implementation of the duties of**  
2 **the council, including:**

3 **“(a) Designating the maximum number of members of the council.**

4 **“(b) Identifying the process for the council to select the chairperson**  
5 **of the council. The chairperson must be one of the members of the**  
6 **council and shall be responsible for overseeing official council busi-**  
7 **ness.**

8 **“(c) Identifying the process for the council to appoint the executive**  
9 **director of the council. Appointment of the executive director must**  
10 **be by written order, filed with the Secretary of State, and the execu-**  
11 **tive director shall serve at the pleasure of the council. The executive**  
12 **director shall be responsible for the daily operations of the council,**  
13 **including the appointment of all subordinate officers and employees**  
14 **of the council. Officers and employees of the council shall be consid-**  
15 **ered persons in state service for purposes of ORS chapter 240, and,**  
16 **subject to ORS chapter 240, the executive director shall prescribe their**  
17 **duties and fix their compensation.**

18 **“(5)(a) The council shall consist of:**

19 **“(A) Members who are representatives of the parties to the inter-**  
20 **governmental agreement establishing the council, as identified in**  
21 **subsection (3) of this section.**

22 **“(B) No more than 10 members who are practicing educators, early**  
23 **learning providers and professionals and school district board mem-**  
24 **bers.**

25 **“(C) No more than 10 members who are representatives of educator**  
26 **preparation providers, education-focused nonprofit organizations,**  
27 **education-focused philanthropic organizations, professional education**  
28 **associations, community-based education organizations that represent**  
29 **families and students, post-secondary institutions of education and**  
30 **federally recognized Indian tribes of this state.**

1       **“(b) Subject to any limits designated as provided by the intergov-**  
2 **ernmental agreement establishing the council, the majority of the**  
3 **members of the council identified under paragraph (a) of this sub-**  
4 **section may propose additional members of the council. The inclusion**  
5 **of additional members on the council shall be subject to the proce-**  
6 **dures established by the council under the intergovernmental agree-**  
7 **ment.**

8       “[(4)] **(6)** The council shall:

9       “(a) Establish a system of educator networks, as described in ORS 342.943,  
10 by which every educator in this state has access to professional learning  
11 opportunities;

12       “(b) Coordinate the distribution of moneys to educator networks from the  
13 Educator Advancement Fund based on the needs of the educators identified  
14 by the networks;

15       “(c) Connect educator networks and facilitate communications within and  
16 among the networks to improve teaching and learning; and

17       “(d) Continuously assess the needs of educators in this state and coordi-  
18 nate priorities based on the moneys available for distribution from the Edu-  
19 cator Advancement Fund.

20       “[(5)] **(7)** The Department of Education shall provide support to the stra-  
21 tegic direction of the council by:

22       “(a) Conducting and coordinating research to monitor:

23       “(A) Teaching and learning conditions;

24       “(B) Educator workforce supply and demand; and

25       “(C) Common outcomes and measures anticipated to promote improvement  
26 in teaching and learning.

27       “(b) Assisting the council in coordinating and connecting educator net-  
28 works, supporting professional learning priorities, enabling access to profes-  
29 sional learning and supports, leveraging funding sources and managing  
30 innovation funds.

1 “(c) Recommending statutory and agency rule changes needed to support  
2 the purposes of the council.

3 “(d) Supporting programs that help to achieve the purposes of the Edu-  
4 cators Equity Act.

5 “(e) Supporting a statewide plan for increasing:

6 “(A) The supply of culturally diverse teacher candidates; and

7 “(B) The successful recruitment of effective educators to work in high-  
8 need schools and in practice areas with a shortage of educators.

9 “(f) Identifying high-leverage educator practices to be developed by edu-  
10 cators throughout their careers.

11 “(g) Providing accountability of the council by ensuring that the council:

12 “(A) Gives preference, when making recommendations about funding dis-  
13 tributions, to entities that have demonstrated success in improving student  
14 indicators.

15 “(B) Considers the delivery of services for the benefit of all regions of this  
16 state when establishing the system of educator networks.

17 “(C) Works toward improving student progress indicators identified by the  
18 Department of Education or set forth in ORS 350.014.

19 “(D) Includes and connects education providers and leaders from  
20 prekindergarten through post-secondary education.

21 “(h) Providing staff support for the administrative functions of the coun-  
22 cil.

23 “(i) Developing a system that allows for the statewide dissemination of  
24 emerging practices and evidence-based models.

25 “(j) Providing technical assistance to the council, including online sys-  
26 tems for sharing professional learning resources and supporting educator  
27 networks.

28 “(k) Administering the distribution of grant and contract funds for pro-  
29 grams described in this section.

30 “(L) Providing administrative support to the educator networks, includ-

1 ing:

2 “(A) Making recommendations to the council about the selection of the  
3 sponsors of educator networks;

4 “(B) Providing technical assistance to educator networks; and

5 “(C) Entering into grant agreements or contracts for the distribution of  
6 funds to educator networks.

7 “[~~(6)(a)~~] **(8)(a)** The State Board of Education and the Teacher Standards  
8 and Practices Commission may adopt any rules necessary at the request of  
9 the council to support the council or to perform any duties assigned to the  
10 board or commission under this section.

11 “(b) The council may adopt rules pursuant to ORS chapter 183 for the  
12 purpose of ORS 342.943.

13 **“(9) The council shall be considered a board for purposes of ORS  
14 chapter 180.**

15 **“SECTION 12. This 2021 Act being necessary for the immediate  
16 preservation of the public peace, health and safety, an emergency is  
17 declared to exist, and this 2021 Act takes effect July 1, 2021.”.**

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