

**BOARD OF EDUCATION
UMATILLA COUNTY SCHOOL DISTRICT 8R, HERMISTON**

**There will be a Special Meeting of the
Board of Education of the Umatilla County School District 8R
at Hermiston School District Offices
Boardroom
305 S.W. 11th Street.
Hermiston, Oregon 97838
Monday, September 28, 2026, 6:00
PM**

Rosa Cerda-Diaz
Executive Assistant to the
Superintendent and Board of Education

AGENDA

- 1. CALL TO ORDER SPECIAL MEETING*** *Vice Chair Ms. Luisi*
- 2. INTRODUCTORY ITEMS** *Vice Chair Ms. Luisi*
 1. Pledge of Allegiance
 2. Adoption of Agenda
- 3. PUBLIC COMMENTS** *Vice Chair Ms. Luisi* **2**

Welcome. This is the time we reserve in our meeting for public comment.
According to Board Policy KL, any complaint regarding a specific employee of the Hermiston School District must be routed through the superintendent's office.
The Hermiston School District Board of Education accepts public comments virtually and in person. Members of the public wishing to address the board virtually submitted written statements or requests by 4:00 p.m. prior to this meeting.
Those wishing to address the board in person should stand and be recognized, then move forward to the microphone at the center table. Prior to making your comments, state your first and last name and school or topic. Please limit your comments to a maximum of three (3) minutes and address them to me.
Is there anyone here tonight who would like to address the board?
- 4. PRESENTATION AND RECOGNITIONS**
 1. English Learners in Oregon State Report *Dr. Farley & Mr. Depew* **3**
- 5. REPORTS**
 1. Board of Education *Vice Chair Luisi*
- 6. ACTION ITEMS**
 1. Policy Review - Second Read KNA G1-KNA R 2 G1 **35**
- 7. CALENDAR AND FUTURE ITEMS**
 1. Future Agenda Item Discussion *Vice Chair Luisi*
 2. Calendar Review *Dr. Mooney* **47**
- 8. ADJOURN**

* Timing of agenda is not meant to be time specific. Instead, the time identified is for pacing purposes only. The Board of Education may modify the agenda and the order in which items are taken for consideration.

** Consent agenda items are considered for action as an entire group. Details for these items are available for public inspection at the District Office.

*** Members of the public are invited to address the Board of Education during Public Comments.

**BOARD OF EDUCATION
UMATILLA COUNTY SCHOOL DISTRICT #8R, HERMISTON
HERMISTON, OREGON**

PUBLIC COMMENT GUIDELINES

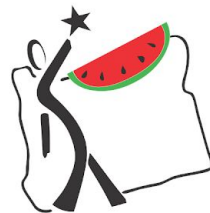
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HERMISTON
SCHOOL DISTRICT

ODE English Learners Report



64% Hispanic
31% White
5% Other

**61% Economically
Disadvantaged**

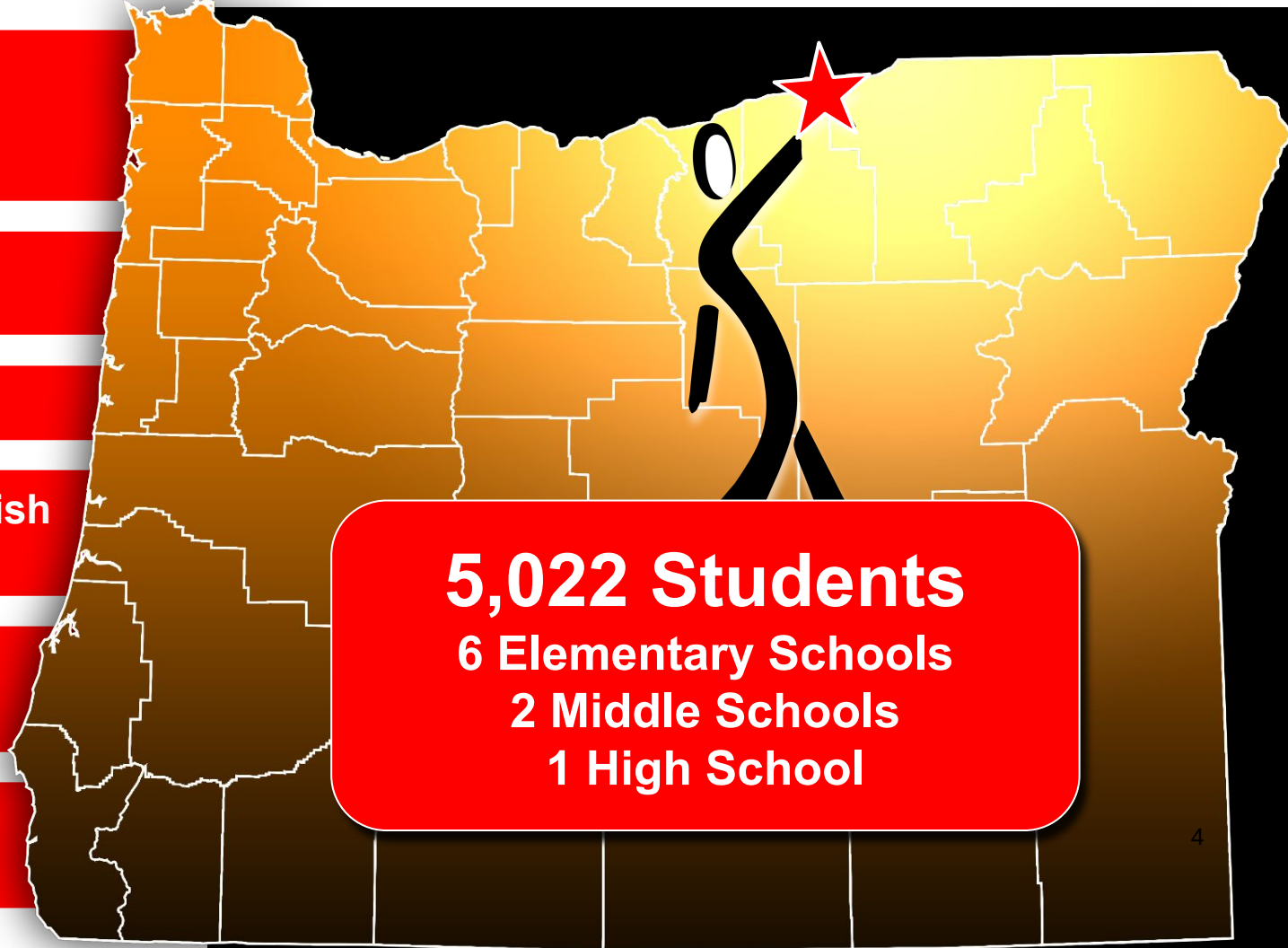
13% SpEd

**21% Current English
Learners**

**39% EVER English
Learners**

**6% Migrant
Students**

5,022 Students
6 Elementary Schools
2 Middle Schools
1 High School





English Learners - Key Data Points (P. 11)

Category / Data Point	Oregon Statewide	Hermiston (HSD)
Current English Learners	12%	21%
Former English Learners	4%	7%
Monitored English Learners	3%	9%
Ever English Learners	19%	37%
Never English Learners	81%	63%





EL Prevalence and Profile in Hermiston (24-25)

Program Overview

21.1%

Served in EL (-1.9%)
(1,060 / 5,022 students)

37.0%

“Ever ELs”
(1,858 students)

Grade Distribution

69%

Elementary

31%

Secondary

Language Diversity

86% Spanish speakers

12% Mayan dialects

(K'iche', Mam, Q'anjob'al, Akateco, Mixteco, Mayan)

2% Other languages

(Tagalog, Amharic, Punjabi, Khmer, Nepali, Japanese, Vietnamese, Mandarin)

Migrant Population

20%

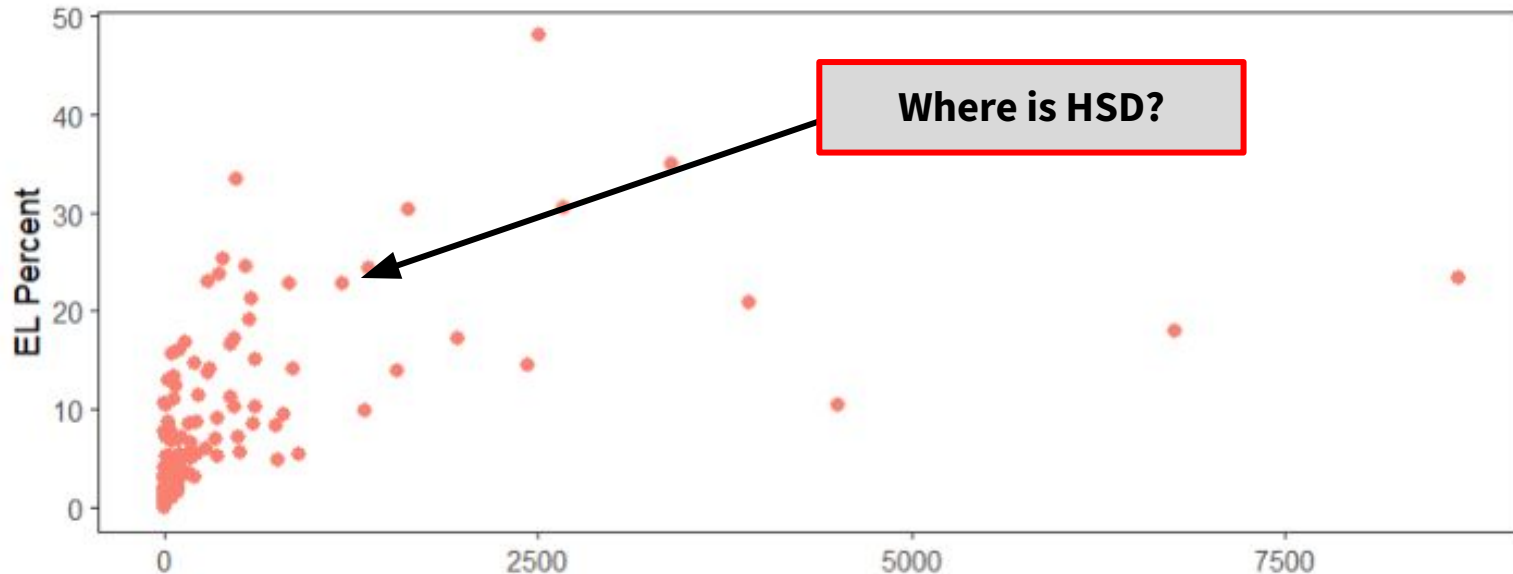
of HSD English Learners are Migrant





HSD Compared to the State (p.15)

Figure 4. Comparison of the number and percentage of Current English learners by district in 2024-25





HSD Compared to the State Cont...(p.15)

Total Student Count

~14th

Largest # of English Language Learners

Compared across all public school districts in Oregon

Student Proportion

~12th

Largest Percentage of EL Learners

Relative to total district enrollment statewide





SLIFE Prevalence and Profile in Oregon (p.16-17)

Statewide Prevalence

1,053

EL Students in Oregon categorized as SLIFE

(Increase of 119 from last Report)

1.6%

of all EL's in Oregon are categorized as SLIFE

Criteria for SLIFE (p.18)

1. 3rd grade and older
2. Two or fewer years of schooling
3. Two or more years below grade level in math and reading
4. Preliterate in native language

Many EL's categorized as SLIFE have experienced significant trauma





SLIFE Prevalence and Profile in HSD (p. 18-19)

HSD Prevalence & Profile

61 SLIFE Students in HSD

(-23 from last report)

5.2%

of HSD ELs are SLIFE (61/1,171)

(-2.3% from last report)

5.7%

of Oregon SLIFE Students attend HSD (61/1,053)

(-0.3% from last report)

HSD Ranks #5 in Oregon for SLIFE student enrollment

District	SLIFE Students
Hillsboro SD 1J	454
Beaverton SD 48J	143
McMinnville SD 40	79
Portland SD 1J	74
Hermiston SD 8	61
Woodburn SD 103	35
David Douglas SD 40	27
South Lane SD 45J3	23



Why Does Any of This Matter? Attendance.

Elementary Students regularly attending school

Never EL

73%

Standard baseline group attendance rate in elementary schools.

Former EL

HIGHEST RATE

87.1%

Former English Learners demonstrate the highest attendance levels across the state.

Current EL

65.9%

Crucial focus area. Attendance gaps directly impact academic growth and achievement.





Why Does Any of This Matter? Academics.

In Oregon, current English Learners' academic achievement in reading and math is lower than Never and Former English Learners, but Former English Learners demonstrate the highest achievement (p.33-34)

Elementary Reading Achievement

Never EL

47.6%

Baseline group

Former EL

79.9%

HIGHEST RATE

Strongest performance

Current EL

6.3%

Key focus area

Elementary Math Achievement

Never EL

40%

Baseline group

Former EL

68.3%

HIGHEST RATE

Strongest performance

Current EL

7%

Key focus area

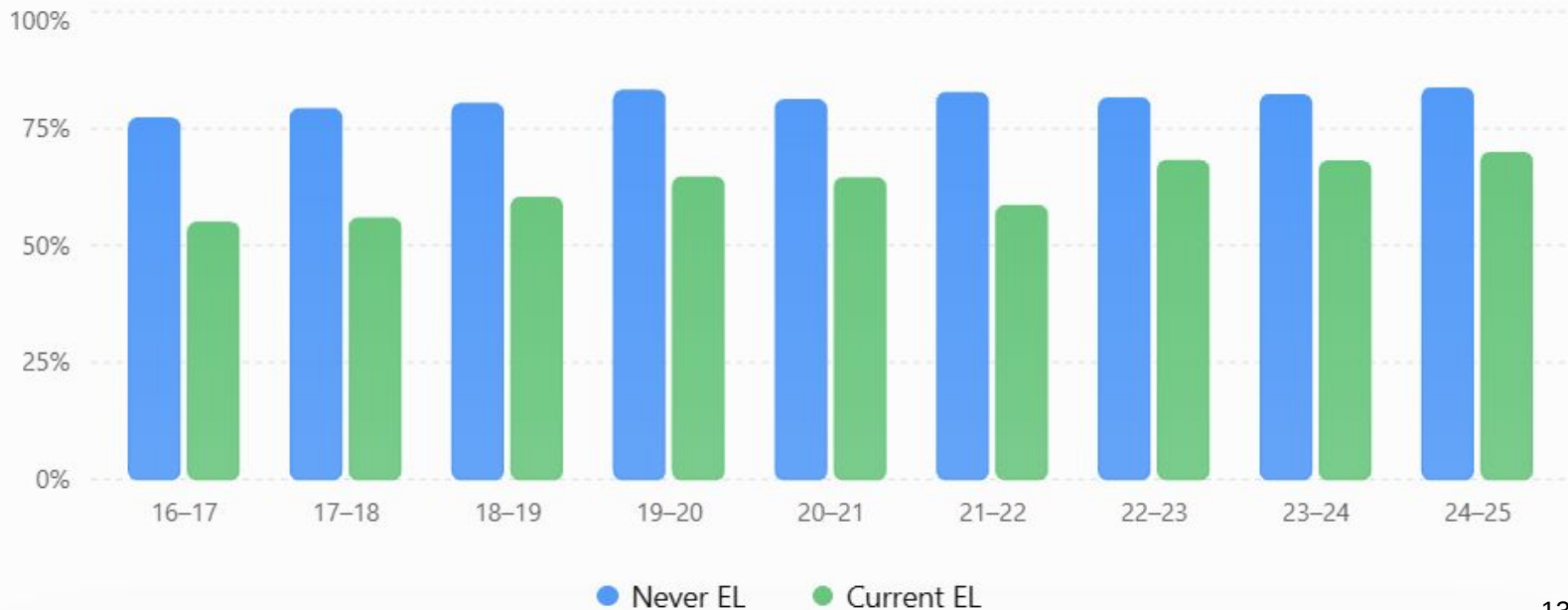




Why Does Any of This Matter? Graduation! (p.35)

HSD's Nine-Year Performance Comparison

Never EL and Current EL performance by reporting year.



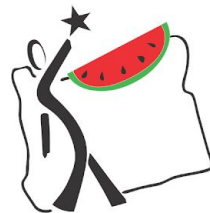


Why Does Any of This Matter? Graduation! (p.35)

HSD's Nine-Year Performance Comparison

Never EL and Former EL performance by reporting year.





HERMISTON
SCHOOL DISTRICT

HSD EL Glows & Grows



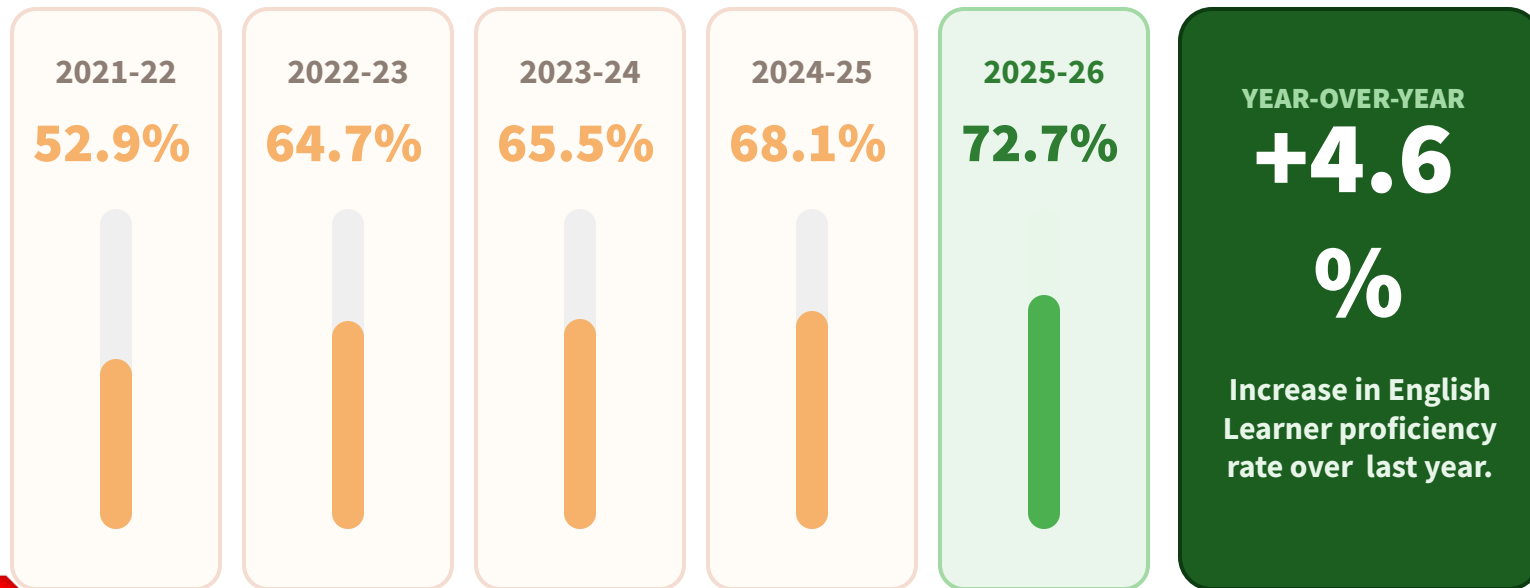
ELPA Summative Proficiency Rates

21-22 22-23 23-24 24-25 25-26





Elementary - On Track for EL Proficiency





Elementary - On Track for EL Proficiency

On Track to English Language Proficiency (ELP) Details

District: Hermiston SD 8

Level: Elementary (Grades K-5)

The On Track to English Language Proficiency (ELP) indicator displays the percentage of students who are on track to attain ELP, the denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating.

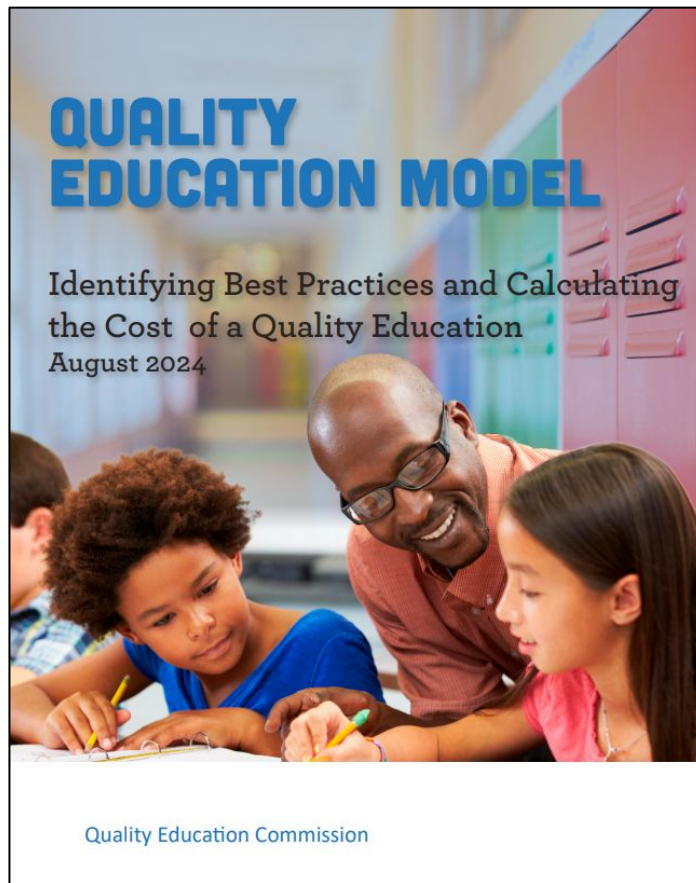
On Track to ELP Level	Cut
Level 5	80
Level 4	63
Level 3	46
Level 2	25
Level 1	<25

State Long Term Goal: 80%

Student Group	2023-24	2024-25	2025-26	3-year Average	Level
Current English Learners - Percent	65.5	68.1	72.7	68.6	Level 4
Current English Learners - Denominator	521	495	472	1488	



Assessment Results





ALMS - On Track for EL Proficiency

On Track to English Language Proficiency (ELP) Details

District: Hermiston SD 8

School: Armand Larive Middle School

The On Track to English Language Proficiency (ELP) indicator displays the percentage of students who are on track to attain ELP, the denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating.

On Track to ELP Level	Cut
Level 5	80
Level 4	63
Level 3	46
Level 2	25
Level 1	<25

State Long Term Goal: 80%

Student Group	2023-24	2024-25	2025-26	3-year Average	Level
Current English Learners - Percent	31.2	41.4	40.9	37.9	Level 2
Current English Learners - Denominator	138	140	149	427	



Assessment Results



SMS - On Track for EL Proficiency

On Track to English Language Proficiency (ELP) Details

District: Hermiston SD 8

School: Sandstone Middle School

The On Track to English Language Proficiency (ELP) indicator displays the percentage of students who are on track to attain ELP, the denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating.

On Track to ELP Level	Cut
Level 5	80
Level 4	63
Level 3	46
Level 2	25
Level 1	<25

State Long Term Goal: 80%

Student Group	2023-24	2024-25	2025-26	3-year Average	Level
Current English Learners - Percent	32.1	37.8	32.4	34.0	Level 2
Current English Learners - Denominator	84	90	111	285	





High School - On Track for EL Proficiency

On Track to English Language Proficiency (ELP) Details

District: Hermiston SD 8

School: Hermiston High School

The On Track to English Language Proficiency (ELP) indicator displays the percentage of students who are on track to attain ELP, the denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating.

On Track to ELP Level	Cut
Level 5	80
Level 4	63
Level 3	46
Level 2	25
Level 1	<25

State Long Term Goal: 80%

Student Group	2023-24	2024-25	2025-26	3-year Average	Level
Current English Learners - Percent	25.0	23.0	25.6	24.5	Level 1
Current English Learners - Denominator	160	196	227	583	





LTEL Students by School

SMS

Sandstone Middle School

92.1%

Percent LTEL

LTEL Students: **74**

Total ELD: 85

ALMS

Armand Larive Middle School

58.1%

Percent LTEL

LTEL Students: **60**

Total ELD: 114

HHS

Hermiston High School

70.6%

Percent LTEL

LTEL Students: **187**

Total ELD: 258



ELD

iELD (Integrated English Language Development)

Collaborative Support for English Learners

Oregon's **Integrated ELD model** embeds English language development within core academic instruction rather than separating it into a pull-out program. Content teachers and ELD specialists **collaborate to intentionally integrate language and content standards**, allowing students to build English proficiency while learning grade-level content in meaningful, authentic contexts.

Key Message: English learners receive language development **within rigorous, grade-level instruction**—not separate from it.

Secondary ELD Opt-Outs

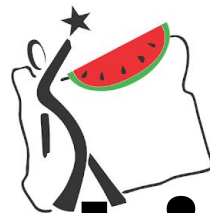
Dramatic reduction in opted-out students

2023–2024: **84** students

2024–2025: **16** students

2025–2026: **5** students!

*Over 94% decrease in service opt-outs over
3 years!*



Looking Forward

ELD Vision 26-27





Next Steps



Ongoing Initiatives

Standards-Based Grading

- Prioritizing PS, Rubrics, and Benchmarks
- **PLC+ Practices**
 - Implemented within ELD
 - Collaboration with Grade Teams to enhance alignment

SIOP Strategies

- Continued integration across curriculum



Upcoming Milestones

Implementation of SIOP Strategies

- Expanding instructional focus to deepen language support.

PSUs (4th Grade)

- Targeted unit development and alignment.





Elementary ELD Work

Priority 1: Alignment in S&S & Assessment/Data



Teacher-Led Alignment

- ELD Vision & Priority Standards
- Benchmark Assessments
- Consistent Data Recording & Analysis
- Alignment with Core ELA
- PLC Practices & CFA Development
- Standards-Based Grading
- Rubrics & CFAs
- Learning Targets & Success Criteria



Program Implementation

PSU's (4th Grade)

- Targeted unit development and structural alignment.

Implementation of SIOP

- Systematic classroom integration and strategy deployment.
- **Instructional Data Decisions**
- Pre-teach / Re-teach cycles
- Flexible Grouping (Homo- to Heterogeneous)
- Targeted student interventions





Elementary ELD Work cont...

Priority 2: Support - Instructional Coaches as a Source of Support



Current Model

Coaching Vested with All Teachers

Instructional coaching is currently distributed broadly across all classroom teachers rather than deeply integrated into specialized language program structures.



Active ELD Involvement

"Our Coaches are Effective Instructors and what is ELD if not Language Instruction..."

To support effectively, coaches must be intimately involved in:

- ELD Curriculum & Assessments
- Mapping & monitoring student needs
- Strategic program implementation





Elementary ELD Work cont...

Priority 3: Professional Development



Monthly PLC Meetings

- Facilitated by Coaches and Jerad
- Lead data reflection processes for ELD teachers
- Support fidelity to agreements around Priority Standards, Assessments, and SBG
- Assist teachers in active implementation of these initiatives



PD & Collaboration

Ongoing Professional Development

- Continued focus on SIOP methodology and prioritizing critical SIOP strategies.

All-Day Collaboration Days

- 3 sessions scheduled throughout the term, with the first session launching on 10/2.

Secondary EL Priorities



1. Rigorous Learning

Ensure EL students develop academic language while engaging in rigorous, grade-level content.



2. Access & Progress

Accelerate LTEL progress while removing barriers to credits, CTE, electives, and on-time graduation.



3. Equipped Teachers

Build the capacity of every secondary teacher to intentionally support language development through strong Tier 1 instruction.

BOTTOM LINE: Language development is not separate from learning—it happens through high-quality instruction in every classroom.

Rigorous Grade-Level Learning + Language Development

English learners develop language through meaningful access to grade-level content.



Keep grade-level learning at the center.

Provide language support that helps students access rigorous content rather than replacing grade-level learning.



Make language visible in every lesson.

Plan intentionally for the reading, writing, speaking, explaining, and academic vocabulary students need to demonstrate learning.



Build on existing instructional practices.

Use clear learning targets and success criteria, modeling and think-alouds, structured student talk, Everybody Writes, and frequent checks for understanding.

iELD

Language development
embedded within rigorous,
grade-level instruction

KEY QUESTION: Are EL students doing the thinking, talking, reading, and writing required to learn the content?

Accelerated Progress + Access to Graduation Pathways

Target LTEL progress while protecting access to the full secondary experience.



Make LTEL progress a specific secondary focus.

Identify which students are not progressing, determine the specific barrier, and adjust instruction and support accordingly.



Connect language growth to student success.

Monitor language development alongside attendance, credit accumulation, 9th-grade on-track status, and graduation progress.



Protect opportunity and access.

Continue reducing barriers to electives, CTE pathways, and other experiences that connect students to graduation and life after high school.

92.1%

SMS LTEL

58.1%

ALMS LTEL

70.6%

HHS LTEL

KEY QUESTION: Which EL students are not progressing, what is getting in the way, and what are we changing?

Every Teacher Equipped to Support English Learners

Language development becomes part of strong Tier 1 instruction in every secondary classroom.



Build shared ownership.

ELD specialists provide expertise, but every content-area teacher intentionally supports academic language development.



Develop a small set of high-impact practices.

Prioritize structured academic discourse, explicit vocabulary and language modeling, writing-to-learn, scaffolds that are gradually removed, and meaningful participation.



Use the support system already in place.

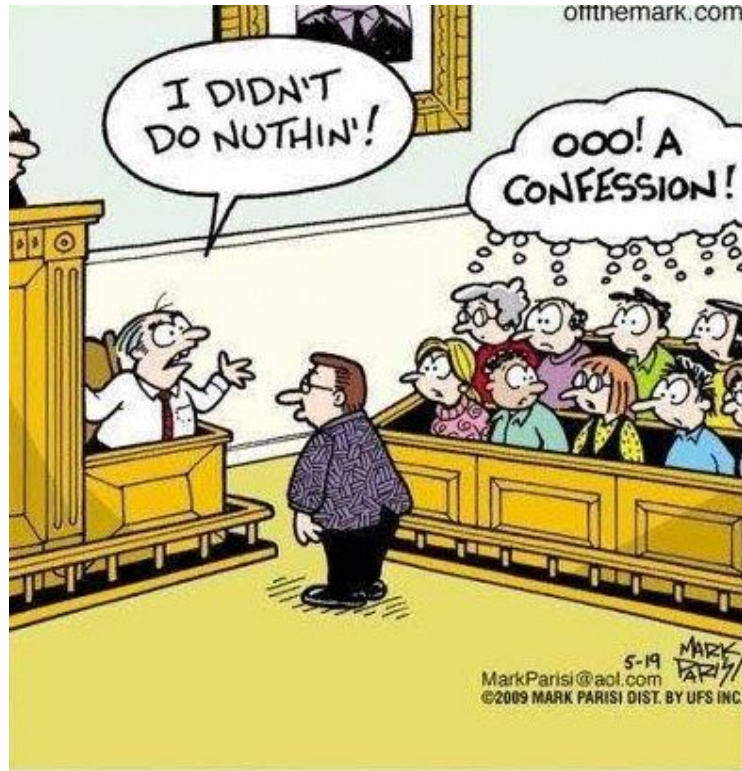
Leverage instructional coaches, ELD specialists, PLCs, and existing professional development to strengthen implementation rather than creating a separate initiative.

84 → 5

Secondary ELD opt-outs from
2023–24 to 2025–26

KEY QUESTION: What should an EL student consistently experience in every secondary classroom?

Questions???



JURY OF ENGLISH MAJORS

 Looking

ELD Vision 25-26

**BOARD OF EDUCATION
UMATILLA COUNTY SCHOOL DISTRICT #8R, HERMISTON
HERMISTON, OREGON**

September 28, 2026

SUPERINTENDENT'S RECOMMENDATION

6.0. ACTION ITEMS

6.1. TOPIC: Policy Review – Second Read KNA G1-KNA R 2 G1

It is recommended.

RECOMMENDATION:

That the Board of Education adopts the list of policies as included.

KNA G1	Immigration Enforcement on District Property
KNA R 1 G1	Interactions with Immigration Enforcement
KNA R 2 G1	Federal Immigration Enforcement Request Log

OSBA Model Sample Policy

Code:
Adopted:

KNA

Immigration Enforcement on District Property

The district complies with state and federal law, including Oregon Revised Statute (ORS) 180.805 and ORS 181.826, and this policy and accompanying administrative regulations KNA-AR(1) – Interactions with Immigration Enforcement and KNA-AR(2) – Federal Immigration Enforcement Request Log when responding to requests from federal immigration authorities regarding immigration enforcement. [Absent a judicially authorized subpoena, warrant or court order, district staff must not allow federal immigration authorities access to the district’s records or facilities not open to the public for the purposes of immigration enforcement and must verify the validity of any subpoena, warrant or court order involving immigration enforcement presented to them by federal immigration authorities to ensure it is judicially authorized. Examples of judicial and administrative warrants and subpoenas can be found in the Oregon Attorney General’s Model Public School Policies.¹ The superintendent or designee must review and approve any response to a request involving immigration enforcement. The district will provide ongoing training to designated staff to ensure compliance with this policy.]

This policy will be made available in the student handbook and on the district’s website.

Designation of Primary Point of Contact

The Superintendent is the primary point of contact for coordinating interactions with federal immigration authorities occurring in the district (immigration liaison). The Assistant Superintendent shall serve as an alternative point of contact during the immigration liaison’s absence or unavailability (alternate immigration liaison).

The immigration liaison’s responsibilities include:

1. Serving as the district’s representative during encounters with federal immigration authorities;
2. Confirming when federal immigration authorities have entered school property for immigration enforcement purposes;
3. Ensuring federal immigration authorities engaging in enforcement activities at the district have notice of relevant district policies: JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information, JOB – Personally Identifiable Information and this policy;
4. Assisting staff in performing their duties in response to immigration enforcement efforts, including ensuring compliance with all district policies and procedures related to interactions with federal immigration authorities and immigration enforcement efforts;

¹ <https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf>

5. Reviewing and responding to requests from federal immigration authorities, in coordination with, and under the direction of, the superintendent or designee;
6. Facilitating the district's compliance with lawful immigration enforcement efforts in a manner that does not unnecessarily disrupt the school environment or invade the privacy of students, staff, or volunteers;
7. Providing notice as required in this policy when a federal immigration authority has been confirmed to have entered school property for immigration enforcement.

Required Notice

When a federal immigration authority is reported to have entered school property for the purpose of immigration enforcement the immigration liaison shall confirm whether federal immigration authorities have entered school property for immigration enforcement and when confirmed, shall provide notice as follows:

1. Notice must be provided to:
 - a. Students who attend the school where the federal immigration authority is confirmed to be on school property for immigration enforcement and who are in grades 9 and above;
 - b. Parents or guardians of students attending the school where the federal immigration authority is confirmed to be on school property for immigration enforcement;
 - c. Staff of the school where the federal immigration authority is confirmed to be on school property for immigration enforcement; and
 - d. Community-based service providers that have requested to receive notice when a federal immigration authority is confirmed to be on school property for immigration enforcement. Community-based service providers can request to receive such notifications by contacting the immigration liaison at the district office.
2. Notice must include:
 - a. The general location of the federal immigration authority; and
 - b. Whether classes or school operations were affected by the presence of the federal immigration authority.
3. Notice must not disclose:
 - a. Personally identifiable information;
 - b. Other information that may not be legally disclosed; or
 - c. Other information when the disclosure may threaten the health or safety of students or staff of the district or is prohibited by a court order.

The required notice will be provided as expeditiously as possible using existing methods used for providing electronic communications.

Unless otherwise prohibited by law or court order, the district will make reasonable efforts to provide notice to a student, or to the parent of guardian of a student, when the district has provided information related to the student to a federal immigration authority.

Confidentiality of School Records

Except when required by a judicially authorized warrant, subpoena, or order, Oregon law prohibits the district from disclosing protected information to federal immigration authorities for the purpose of enforcing federal immigration laws. Protected information includes information relating to a person's:

1. Address;
2. Workplace or hours of work;
3. School or school hours;
4. Contact information, including telephone number, electronic mail address or social media account information;
5. Known associates or relatives; and
6. Date, time or location of the person's hearings, proceedings or appointments with a public body that are not matters of public record.

Oregon law also prohibits sharing any of the above information about a person's relatives or known associates with federal authorities for immigration enforcement purposes.

Oregon law generally prohibits the district from sharing or disclosing citizenship or immigration status or country of birth information⁶ that the district collects, unless one of the following exceptions applies:

1. The disclosure is required by state or federal law (other than federal immigration law);
2. The disclosure is required by a judicially authorized warrant, order, or subpoena;
3. The information being shared with a person concerns only that person or their dependents; or
4. The information is aggregated and not personally identifiable.

In addition to the prohibitions described above, federal and state laws make records and information related to students confidential and permit disclosure only in limited circumstances. The district's policies with respect to student records can be found in Board policies JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information and JOB – Personally Identifiable Information. To ensure compliance with applicable federal and state law, the district's staff shall not disclose any school records or information to federal immigration authorities except as provided in these policies.

Staff must also maintain the confidentiality of school records and other information about students, staff, and volunteers when communicating with other students, parents, or community members about immigration enforcement activities involving students, staff, or volunteers of the district or occurring on

⁶ Citizenship or immigration status or country of birth information is any information concerning:

1. Where a person was born; or
2. Whether a person is a citizen of the United States; or
3. Whether a person has lawful authority to be present in the United States.

district property. Staff should direct anyone with questions about immigration enforcement activities occurring on district property to the immigration liaison.

Training

The district will provide the immigration liaison and alternate immigration liaison with training as follows:

1. The training must include information on the requirements of House Bill 4079 (2026), any applicable model policies published by the Attorney General, and this policy; and
2. The training must be provided at the time of designation and at least once every two years thereafter.

END OF POLICY

Legal Reference(s):

[ORS 180.810](#)
[ORS 180.805](#)

[ORS 181.826](#)
[OAR 581-021-0371](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

[Oregon Attorney General's K12 School Model Policy](#)

Senate Bill 1538 (2026).

Senate Bill 1594 (2026).

House Bill 4079 (2026).

OSBA Model Sample Administrative Regulation

Code: KNA-AR(1)
Revised/Reviewed:

Interactions with Immigration Enforcement

The Superintendent is designated as the “immigration liaison.”

1. Staff, contractors and volunteers shall adhere to all district policies when interacting with federal immigration authorities and the following administrative regulations:
 - a. Unless expressly authorized by the superintendent or designee, or by the immigration liaison on behalf of the superintendent or designee, staff shall not:
 - (1) Provide federal immigration authorities with records or information about students, staff, or volunteers;
 - (2) Confirm whether a student, staff member, or volunteer is present or make the student, staff member, or volunteer available;
 - (3) Allow access to non-public areas of the district’s facilities or property;
 - (4) Sign documents presented by federal immigration authorities; or
 - (5) Give consent to any immigration enforcement action.
 - b. Staff may not interfere with lawful immigration enforcement actions or physically obstruct federal immigration authorities in any manner. However, staff should immediately report to the immigration liaison if they observe any conduct or enforcement activities by federal immigration authorities that violate state or federal law, or district policies, or that otherwise present a security threat or potential danger to students, staff, volunteers, or visitors.
 - c. Staff who receive a request related to immigration enforcement must immediately notify the immigration liaison. The immigration liaison is responsible for interacting with the federal immigration authorities until the matter is concluded or the federal immigration authorities have been referred to the superintendent or designee.
 - d. The immigration liaison or alternate immigration liaison should meet the federal immigration authorities at the school door or other area designated by the superintendent or designee for this purpose.
 - e. The immigration liaison shall provide federal immigration authorities with a copy of this policy and explain that school staff are required to follow these steps in this policy. The immigration liaison should inform the immigration authorities that school staff must contact the office of the superintendent or designee for guidance before providing access to school facilities, records, or other information.
 - f. The immigration liaison should direct another staff member to contact the superintendent or designee while the immigration liaison remains with the federal immigration authorities.
 - g. The immigration liaison must document the request from federal immigration authorities to the fullest extent possible under the circumstances. At a minimum, the documentation shall include the following information, if available:
 - (1) The name, badge number, and agency of the law enforcement officer making the request;
 - (2) The number of officers present;

P

- (3) Time, date, and location of the request;
- (4) The nature of the request;
- (5) The source of authority for the request, including whether the request is administratively or judicially authorized;
- (6) Whether the request requires an immediate response;
- (7) The identification of witnesses present; and
- (8) How the encounter concluded.

- h. The immigration liaison shall direct another staff member to transmit copies, photos, or other documentation provided by federal immigration authorities to the superintendent or designee, along with other information documented pursuant to this policy. The superintendent or designee must approve any response to a law enforcement request related to immigration enforcement as provided in Section 3 of this administrative regulation.

2. Determination of Validity of Judicial Warrant, Subpoena or Order

- a. If presented with a warrant, subpoena or order by federal immigration authorities, the immigration liaison shall verify the validity of the warrant, subpoena or order by determining whether the warrant, subpoena or order is judicially authorized. An administrative warrant, subpoena, order or other legal process that has not been authorized by a judicial officer does not authorize the district to provide law enforcement with access to records or information, or facilities for purposes of immigration enforcement.

A judicially authorized warrant, subpoena or order contains the following key features:

- (1) A caption, near the top of the document, identifying the court that issued the order (typically the federal district court for the District of Oregon);
- (2) A signature block, near the end of the document, including the name of the person who signed the order, and identifying that individual as a judge, magistrate, clerk of court, or other person signing on behalf of a judge or magistrate, and the date of the signature; and
- (3) An indication that the warrant, subpoena or order has not expired.

Examples of warrants and subpoenas are available in the Attorney General's model policies¹.

- b. The immigration liaison shall notify the superintendent or designee of the warrant, subpoena or order and whether the warrant, subpoena or order appears on its face to be judicially authorized.
- c. The immigration liaison should request a copy of the warrant, subpoena or order and transmit a copy of the warrant, subpoena or order for review by the superintendent or designee, or legal counsel.
- d. The superintendent or designee shall make the final determination regarding the validity of any warrant, subpoena or order and whether, and to what extent, federal immigration will have access to district records or information, or facilities. If the superintendent or designee is uncertain as to the validity or scope of the warrant, subpoena or order, the superintendent or

¹ <https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf>

designee should immediately consult legal counsel or a statewide or regional education organization.

3. Approval of Response by Superintendent

- a. The immigration liaison shall notify the superintendent or designee of a request related to immigration enforcement prior to responding to the request. The superintendent or designee will only honor requests from immigration enforcement officers or other agencies enforcing federal immigration laws if the request is judicially authorized. If the superintendent or designee is uncertain as to the lawfulness or scope of the request, the superintendent or designee should immediately consult legal counsel or a statewide or regional education organization prior to approving a response.
- b. If the superintendent or designee determines that a response is not authorized by a judicial subpoena issued as part of a court proceeding or by another compulsory court-issued legal process, such as a warrant, the superintendent or designee shall direct the immigration liaison to decline the request.

Upon direction of the superintendent or designee, the immigration liaison shall decline the request, refer the federal immigration enforcement authorities to the superintendent or designee, and request that they leave the premises.

The immigration liaison shall ensure that the information documented pursuant to this administrative regulation is submitted to the Oregon Criminal Justice Commission as provided in ORS 181A.826.

- c. If the request is accompanied by a subpoena, warrant or order that appears on its face to be judicially authorized, the superintendent or designee must review and approve the immigration liaison of district's response to the request.

The superintendent or designee shall ensure that the district's response provides no greater access to records or information, or facilities, than that required by the subpoena, warrant or order.

- d. If the request involves a warrant that appears to be valid and authorizes the arrest of a particular person, the superintendent shall direct the immigration liaison to request that the arrest be conducted in a manner that is the least disruptive to the school environment and to the person's wellbeing, which may include bringing the arrestee to the federal immigration authorities.

4. School-Sponsored Events

If federal immigration authorities appear at a school-sponsored event open to the general public (e.g., field trip, athletic event, band event), staff should document their observations, notify the immigration liaison and follow any guidance provided by the immigration liaison.

5. School Transportation/Buses

If federal immigration authorities request to board a school bus or other vehicle transportation, the driver should ask them to wait outside the bus/vehicle, close the doors, and immediately call the immigration liaison and follow any guidance provided by the immigration liaison.

PROPOSED

OSBA Model Sample Administrative Regulation

Code: KNA-AR(2)
Revised/Reviewed:

Federal Immigration Enforcement Request Log

School site: _____

Person Receiving Request: _____ Title: _____

1. Requesting Officer Information

Officer name: _____ Badge #: _____

Agency: _____

Contact information: _____

2. Number of officers present: _____

3. Time, date and location of request: _____

4. Nature of the request:

- | | |
|---|---|
| ☐ Request to enter school property | ☐ Request to access school facilities or buildings |
| ☐ Request to interview a student | ☐ Request to interview staff member |
| ☐ Request to locate a student | ☐ Request to obtain student records |
| ☐ Request to detain or take custody of an individual | |
| ☐ Other (describe): _____ | |

5. Source of Authority for the request

Authority cited by officer(s):

- | | |
|---|--|
| ☐ Administrative Warrant | ☐ Administrative Subpoena |
| ☐ Judicial Warrant | ☐ Judicial Subpoena |
| ☐ Court Order | ☐ Other Authority (describe): _____ |

Document Presented? ☐ Yes ☐ No

If yes, identify the document and any identifying numbers: _____

Copy obtained? ☐ Yes ☐ No

6. Does the request require an immediate response? ☐ Yes ☐ No

Superintendent or Designee Review and Approval

The superintendent or designee must review the request and approve any response to a law enforcement request related to immigration enforcement.

Review Conducted By:

☐ Superintendent

☐ Superintendent's Designee

Name: _____

Title: _____

Date and Time of Review: _____

Response Authorized:

☐ Yes

☐ No

☐ Additional Legal Review Required

☐ Pending Further Information

Witnesses Present

Name	Title or Role	Contact Information
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Name	Title or Role	Contact Information
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Name	Title or Role	Contact Information
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How the Encounter Concluded

☐ Access to school property granted

☐ Referred to School Administrator

☐ Access denied pending legal review

☐ Officers left without further action

☐ Referred to Superintendent or Designee

☐ Other (describe): _____

Detailed summary of outcome:

P

R

Additional notes:

O

P

Follow-Up Actions

- ☐ Legal counsel notified
- ☐ Superintendent notified and copies, photographs, or other documentation transmitted to the superintendent or designee.
- ☐ Law enforcement documentation copied and retained

Completed By: _____ (print name)

Title: _____

Signature: _____

Date: _____

Time Completed: _____

BOARD MEMBERS CALENDAR

Mon Sept 28, 2026

HHS Homecoming Week September 28 – October 3

Calendar: Board Members

Created by: Rosa Cerda-Diaz



8:30am-9:30pm Board Finance Committee Meeting

Where: DO

Calendar: Board Members

Created by: Rosa Cerda-Diaz



6:00pm-8:00pm Special Board Meeting

Where: DO Boardroom

Calendar: Board Members

Created by: Rosa Cerda-Diaz

Tue Sept 29, 2026

HHS Homecoming Week September 28 – October 3

Calendar: Board Members

Created by: Rosa Cerda-Diaz

4:00pm – 5:30pm Girls Varsity Softball-Slow Pitch @ Sageview HS

Where: Varsity Softball Field, 6091 Burns Rd, Pasco, WA

Calendar: Board Members

Created by: Rosa Cerda-Diaz

5:00pm – 8:00pm Girls Varsity Swimming @ Richland HS

Where: RHS, 930 Long Ave, Richland, WA

Calendar: Board Members

Created by: Rosa Cerda-Diaz

5:00pm – 9:00pm Girls Varsity Swimming @ Hanford HS

Where: Hanford High School, 450 Hanford St, Richland, WA

Calendar: Board Members

Created by: Rosa Cerda-Diaz

5:30pm – 7:00pm Girls Varsity Softball-Slow Pitch @ Sageview HS

Where: Varsity Softball Field, 6091 Burns Rd, Pasco, WA

Calendar: Board Members

Created by: Rosa Cerda-Diaz

7:00pm – 9:00pm Girls Varsity Soccer vs Kennewick HS

Where: Kennison Field, Hermiston High School

Calendar: Board Members

Created by: Rosa Cerda-Diaz

7:00pm – 9:00pm Girls Varsity Volleyball @ Pasco HS

Where: Main Gym, 1108 N 10th Ave, Pasco, WA

Calendar: Board Members

Created by: Rosa Cerda-Diaz

BOARD MEMBERS CALENDAR

Wed Sept 30, 2026

HHS Homecoming Week September 28 – October 3

Calendar: Board Members

Created by: Rosa Cerda-Diaz

Thu Oct 1, 2026

HHS Homecoming Week September 28 – October 3

Calendar: Board Members

Created by: Rosa Cerda-Diaz

4:00pm – 5:30pm Girls Varsity Softball-Slow Pitch vs Walla Walla HS

Where: Varsity Softball Field, Hermiston High School

Calendar: Board Members

Created by: Rosa Cerda-Diaz

5:30pm – 7:00pm Girls Varsity Softball-Slow Pitch vs Walla Walla HS

Where: Varsity Softball Field, Hermiston High School

Calendar: Board Members

Created by: Rosa Cerda-Diaz

7:00pm – 9:00pm Girls Varsity Soccer vs Richland HS

Where: RHS, 930 Long Ave, Richland, WA

Calendar: Board Members

Created by: Rosa Cerda-Diaz

7:00pm – 9:00pm Girls Varsity Volleyball vs Kennewick HS

Where: Main Gym, Hermiston High School

Calendar: Board Members

Created by: Rosa Cerda-Diaz

Fri Oct 2, 2026

HHS Homecoming Week September 28 – October 3

Calendar: Board Members

Created by: Rosa Cerda-Diaz

5:00pm – 8:00pm Girls Varsity Swimming @ Richland HS

Where: RHS, 930 Long Ave, Richland, WA

Calendar: Board Members

Created by: Rosa Cerda-Diaz

7:00pm – 10:00pm Boys Varsity Football @ Southridge HS

Where: Kennison Field, Hermiston High School

Calendar: Board Members

Created by: Rosa Cerda-Diaz

Mon Oct 5, 2026

4:00pm – 5:30pm Girls Varsity Softball-Slow Pitch @ Pasco HS

Where: Pasco Sporting Complex, 6520 Homerun Rd, Pasco, WA

Calendar: Board Members

Created by: Rosa Cerda-Diaz

BOARD MEMBERS CALENDAR

5:30pm – 7:00pm Girls Varsity Softball-Slow Pitch @ Pasco HS

Where: Pasco Sporting Complex, 6520 Homerun Rd, Pasco, WA

Calendar: Board Members

Created by: Rosa Cerda-Diaz

Tue Oct 6, 2026

4:00pm – 5:30pm Girls Varsity Softball-Slow Pitch @ Chiawana HS

Where: Chiawana HS, 8125 W. Argent Rd, Pasco, WA

Calendar: Board Members

Created by: Rosa Cerda-Diaz

5:00pm – 9:00pm Girls Varsity Swimming @ Richland HS

Where: RHS, 930 Long Ave, Richland, WA

Calendar: Board Members

Created by: Rosa Cerda-Diaz

5:30pm – 7:00pm Girls Varsity Softball-Slow Pitch @ Chiawana HS

Where: Chiawana HS, 8125 W. Argent Rd, Pasco, WA

Calendar: Board Members

Created by: Rosa Cerda-Diaz

7:00pm – 7:30pm Girls Varsity Swimming @ Kamiakin HS

Where: Kamiakin HS, 600 N Arthur St, Kennewick, WA

Calendar: Board Members

Created by: Rosa Cerda-Diaz

7:00pm – 9:00pm Girls Varsity Soccer vs Walla Walla HS

Where: Kennison Field, Hermiston High School

Calendar: Board Members

Created by: Rosa Cerda-Diaz

Wed Oct 7, 2026

Desert View Elementary Fall Book Fair

Where: DVES, 1225 SW 9th St, Hermiston, OR

Calendar: Board Members

Created by: Rosa Cerda-Diaz

Thu Oct 8, 2026

Desert View Elementary Fall Book Fair

Where: DVES, 1225 SW 9th St, Hermiston, OR

Calendar: Board Members

Created by: Rosa Cerda-Diaz

7:00pm – 9:00pm Girls Varsity Soccer vs Chiawana HS

Where: Chiawana HS, 8125 W. Argent Rd, Pasco, WA

Calendar: Board Members

Created by: Rosa Cerda-Diaz

BOARD MEMBERS CALENDAR

7:00pm – 9:30pm Girls Varsity Volleyball @ Sageview HS

Where: Sageview HS, 6091 Burns Rd, Pasco, WA

Calendar: Board Members

Created by: Rosa Cerda-Diaz

Fri Oct 9, 2026

Non-Student Day (I/W)

Where: HSD

Calendar: Board Members

Created by: Rosa Cerda-Diaz

7:00pm – 9:30pm Boys Varsity Football @ Kennewick HS

Where: Lampson Stadium, 505 S Garfield St, Kennewick, WA

Calendar: Board Members

Created by: Rosa Cerda-Diaz

Mon Oct 12, 2026

Columbus Day

Calendar: Board Members

Created by: Rosa Cerda-Diaz



6:00pm – 8:00pm Regular Board Meeting

Where: DO Boardroom

Calendar: Board Members

Created by: Rosa Cerda-Diaz