

SEASIDE SCHOOL DISTRICT 10
2600 Spruce Drive, Suite 100, Seaside, Oregon 97138

2024-2025 Board of Directors

Board Chair: Shannon Swedenborg

Board Vice-Chair: Katherine Davidson

Board Members: Sondra Gomez, Jason Haag,
Kevin LaCoste, Chuck Mattocks, and Brian Taylor

Superintendent: Susan Penrod

Regular Meeting

Tuesday, September 16, 2025 at 6:00 PM

Location: Secondary School Library AND Virtual

2600 Spruce Drive, Suite 200

Seaside, OR 97138

Meetings may be held in-person only, virtual only, or most commonly, in-person with an option to join virtually. Please check the location above for the specifics of this meeting. Information regarding virtual meeting access is available on our website Meetings page - <https://www.seaside.k12.or.us/meetings>.

An opportunity for public comment is generally included in meeting agendas. When public comment is included in the agenda, those wishing to speak before the Board will have the opportunity to do so during the designated Public Comment time(s). Speakers may offer objective criticism of school operations and programs; however, the law prohibits the Board from hearing complaints regarding any personally identifiable District staff member. The Board asks anyone wishing to communicate a complaint of this nature to follow the process in Board policy [KL: Public Complaints](#).

Persons having requests for special needs and accommodations should contact the School District office at 2600 Spruce Drive, Suite 100, Seaside, OR 97138, 503-738-5591. Speech/hearing impaired individuals may reach the Oregon Relay Service by dialing 711. Requests should be made 48 hours in advance of the event.

1. **CALL TO ORDER**

1.1. Acknowledgement of Board Members Present

1.2. Pledge of Allegiance

2. **AGENDA REVIEW**

3. **REPORTS**

3.1. STUDENT BUSINESS

Speaker(s): Ella Crater

Description: *This standing agenda item is for monthly reports from the SSD Student Reps. to the Board and for other requests/reports from students.*

3.2. SUPERINTENDENT'S REPORT

Speaker(s): Susan Penrod

Description: *This standing agenda item is for the Board to receive a monthly report from the Superintendent.*

3.3. BUSINESS & FISCAL SERVICES REPORT

Speaker(s): Toni Vandershule

Description: *Description: This standing agenda item is for the Board to receive the monthly financial report from the Business Manager and other information relating to that department.*

3.3.1. Revenue & Expenditure by Function

Attachments:

1 Board Report By Function August 2025

7

Attachments}}

3.3.2. Revenue & Expenditure by Object

Attachments:

2 Board Report By Object August 2025

8

Attachments}}

3.4. ADMINISTRATIVE REPORTS

Speaker(s): School Administrators

Description: *This standing agenda item is for the Board to receive brief informal monthly reports from school and department administrators regarding general business that does not warrant a formal report.*

3.5. CANNON BEACH ACADEMY REPORT

Speaker(s): MaryEllen Rogozinski

Attachments:

Director's Report 9_25

9

Attachments}}

3.6. UNION REPORTS

Speaker(s): Union Representatives

Description: *This standing agenda item is to receive regular reports from Licensed and/or Classified union representatives.*

3.7. BUDGET COMMITTEE VACANCY

Speaker(s): Susan Penrod

Description: Per School Board Policy DBEA: At a meeting no later than October, the Board will identify vacant budget committee positions which must be filled by appointment of the Board. The Board will receive applications, then in November applications will be reviewed by the Board, and in December the Board will make appointments to fill vacancies. A Budget Committee application will be made available on the District website.

3.8. ENGLISH LANGUAGE LEARNERS REPORT

Speaker(s): Cate Blakesley

Attachments:

2023-2024-Oregon-English-Language-Learner-Report (1)

11

Attachments}}

4. **PUBLIC COMMENT**

Description: *The meeting will now be opened to receive public comment. We value the time and initiative members of the public take to share their thoughts with the Board. The Board's role during public comment is not to immediately respond, but to listen. If follow up is necessary, we will direct our Superintendent to do so. Remember that we are all role models for our students, please share your thoughts respectfully. Should any public comment include complaints regarding a personally identifiable staff member, the Board Chair will direct the speaker to the proper administrative process found in Board policy KL: Public Complaints. Speakers will have three minutes to express their thoughts.*

5. **CONSENT AGENDA - Action**

Description: *To make more efficient use of meeting time, items that are routine in nature are placed on the Consent Agenda when no debate is anticipated. If discussion is desired, any item placed on the Consent Agenda may be removed to Action items, at the request of any board member, before a vote is taken. All remaining items of the Consent Agenda are then disposed of in a single motion.*

2

5.1. Approve the Minutes of the August 16, 2025 Regular Meeting of the Board	
Attachments:	
Seaside SD 08-19-2025 SB Meeting Minutes	64
Attachments}}	
5.2. Leticia Campos Sepulveda/High School English Language Development Teacher/Employment.	
Attachments:	
Employment - Leticia Campos	74
Attachments}}	
5.3. Athletics Employment:	
• Middle School Volleyball - Assistant Coach - Hailee Wawro	
• High School Boys Soccer - Volunteer Coach - Zach Adamson	
Attachments:	
8-28-2025_Athletic Recommendations	75
Attachments}}	
5.4. Athletics Employment Action:	
• Withdrawal From Coaching - HS Volleyball - Christen Cottam	
Attachments:	
Coaching Withdrawal_ Cottam	76
Attachments}}	
5.5. Extended Duty Employment - Building Coordinator/Elementary - Julie Morrill	
Attachments:	
Building Coordinator_ Morrill	77
Attachments}}	
5.6. Extended Duty Employment/Elementary Teacher Leaders	
• Corinne Capodagli - Kindergarten	
• Danielle Nielsen - 1st Grade	
• Grace Bruncke - 2nd Grade	
• Erin Meyer - 3rd Grade	
• Erik Anderson - 4th Grade	
• Sarah Collins - 5th Grade	
• Kathryn Zacher, Special Education	
Attachments:	
Elementary Teacher Leaders 25-26	78
Attachments}}	
5.7. Extended Duty Employment/Secondary Schools	
High School Content Area Leaders:	
• English - Susan Baertlein	
• Math - Chris Wojturski	
• Science - Matt Johnson	
• Social Studies - Matt Klosterman	
• Health/PE - Chad Clouse	
• CTE/Performing Arts/Visual Arts/Foreign Language - Chelsea Archibald	

- Special Education - Tina Hess

5.8. High School Success Team (Freshman on Track):

- Lynne Addis
- Hailee Wawro
- Rebecca Miller
- Donald Zwahlen
- Ann Susee
- Ethan Guzman
- Jane Forman
- Jarom Bowles
- Matt Klosterman
- Kaley Waldemar
- Chelsea Archibald

5.9. Other Extended Duty:

- Natural Resources - Head - John Meyer
- Senior Class Advisor - Kriste York & Matt Klosterman (50/50 split)
- Junior Class Advisor - Susan Baertlein & Amber Schwegman (50/50 split)
- Sophomore Class Advisor - Tori Keller
- Freshman Class Advisor - Kaley Waldemar

Attachments:

Extended Duty - Secondary School (2)
Attachments}}

79

5.10. Extended Duty Employment/HS Robotics:

- Robotics Coach - Andrew Gooch (change from 1.0 FTE to 0.5 FTE)
- Robotics Coach - Danielle Nelson (0.5 FTE)
- Robotics Volunteer Coach - Brodie Woznaik
- Robotics Volunteer Coach - Greg Dotson
- Robotics Volunteer Coach - Jack Walker
- Robotics Volunteer Coach - Frank Erickson

Attachments:

Extended Duty_Robotics
Attachments}}

80

6. **ACTION ITEMS**

6.1. Request for Out of State Trip/Pacific Ridge Elementary

Attachments:

PRE - Out of State Trip_Ilwaco
Attachments}}

82

6.2. Request for Out-of-State/Overnight Trip/HS Softball to Phoenix Arizona

Attachments:

Out of State Trip_HS Softball_Arizona
Attachments}}

83

6.3. Gift Approval/Pacific Ridge Elementary/Silent Disco Headphones

Attachments:

Gift Approval_PRE_Silent Disco
Attachments}}

85

7. **BOARD REFLECTIONS/ANNOUNCEMENTS**

Description: *This standing agenda item allows the Board to reflect upon statements made during public comment or topics covered and to share announcements or reports of their board-related activities.*

7.1. Reminders:

- OSBA Regional Meeting - Monday, September 29 at the NWRES D Clatsop Service Center
- OSBA Annual Convention - SAVE THE DATE - November 6-8, 2025

8. **INFORMATION ONLY**

8.1. POLICY - AR Updates

Attachments:

IIA R 4 G1 NEW

91

IIA R 5 G1 NEW

95

IIA R 1 G1 NEW

97

IIA R 2 G1 NEW

99

IIA R 3 G1 NEW

87

Attachments}}

8.1.1. IIA-AR(1) - Instructional Materials (delete current version and introduce new version)

8.1.2. IIA-AR(2) - Reconsideration of Core Instructional Materials (delete current version and introduce new version)

8.1.3. IIA-AR(3) - Reconsideration of Supplemental Instructional Materials (delete current version and introduce new version)

8.1.4. IIA-AR(4) - Reconsideration of School or Classroom Library Materials (add new AR)

8.1.5. IIA-AR(5) - Request for Reconsideration of Instructional or Library Materials Form (add new AR)

9. **Recess Regular Session**

Description:

The Board will now take a recess from the Regular meeting to meet in Executive Session. Representatives of the news media are allowed to attend. All other members of the audience will be asked to leave, or be moved to the Zoom waiting room. Representatives of the news media are specifically directed not to report on any of the deliberations during the executive session, except to state the general subject of the session as announced on this agenda. No final decision may be made in executive session. At the end of the executive session, the meeting will return to open session and any waiting participants will be re-admitted to the meeting.

10. **EXECUTIVE SESSION**

10.1. Classified Negotiation Update

Description: Per ORS 192.660(2)(d) - To conduct deliberations with persons designated to carry on labor negotiations.

10.2. OSEA Grievance Hearing

Description: Per Executive Session ORS 192.660(2)(b) - To...hear complaints or charges brought against, a public officer, employee, staff member or agent, unless that person requests an open meeting.

10.3. Superintendent Evaluation/Goals Check-In

Description: Per ORS 192.660(2)(i) - To review and evaluate the performance of the superintendent or any other public officer, employee or staff member, unless that person requests an open hearing.

11. **Reconvene Regular Session**

11.1. Grievance Decision

Description: This agenda item resulted after the Board met in Executive Session to hear a grievance regarding Article 11.4.E - Vacation.

12. **ADJOURN**

**Seaside School District
Financial Report
2025-2026**

For Period Ending August, 2025

General Fund - Revenue & Expenditures by Function Code

	Budget	Actual	Encumbrances	% Remaining	Variance
Revenue:					
Local Revenue	\$ 22,598,580	\$ 35,959	\$ -	99.84%	\$ (22,562,621)
Intermediate Revenue	1,700,000	-	-	100.00%	(1,700,000)
State Revenue	450,000	-	-	100.00%	(450,000)
Federal Revenue	48,000	-	-	0.00%	(48,000)
Transfers	-	9,999	-	0.00%	9,999
Beginning Fund Balance *	8,396,763	-	-	100.00%	(8,396,763)
Total Revenues	\$ 33,193,343	\$ 45,958	\$ -	99.86%	\$ (33,147,385)

Expenditures:					
1000- Instruction	\$ 15,989,324	\$ 59,135	\$ 13,162,597	17.31%	\$ 2,767,592
2000- Support Services	10,292,719	1,432,336	7,104,907	17.06%	1,755,476
5200- Transfers	811,300	-	-	100.00%	811,300
6100- Operating Contingency	6,100,000	-	-	100.00%	6,100,000
Total Expenditures	\$ 33,193,343	\$ 1,491,471	\$ 20,267,504	34.45%	\$ 11,434,368

*Pending audit completion

For Period Ending August, 2025

Special Revenue Funds - Revenue & Expenditures by Function Code

	Budget	Actual	Encumbrances	% Remaining	Variance
Revenue:					
Local Revenue	\$ 1,268,666	\$ 82,382	\$ -	93.51%	\$ (1,186,284)
State Revenue	3,224,199	-	-	100.00%	(3,224,199)
Federal Revenue	1,785,752	-	-	100.00%	(1,785,752)
Interfund Transfers	195,000	-	-	100.00%	(195,000)
Sale of Fixed Assets	-	-	-	0.00%	-
Beginning Fund Balance *	708,808	-	-	100.00%	(708,808)
Total Revenues	\$ 7,182,425	\$ 82,382	\$ -	98.85%	\$ (7,100,043)

Expenditures:					
1000- Instruction	\$ 4,008,854	\$ 65,585	\$ 2,496,939	36.08%	\$ 1,446,330
2000- Support Services	1,695,255	110,205	833,972	44.30%	751,078
3000- Community Services	1,420,900	36,497	824,483	39.41%	559,920
4000- Facilities Acquisition & Const	-	-	-	0.00%	-
5100- Debt Services	28,710	2,295	22,950	0.00%	3,465
7000- Reserved for Next Yr	28,706	-	-	0.00%	28,706
Total Expenditures	\$ 7,182,425	\$ 214,582	\$ 4,178,344	38.84%	\$ 2,789,499

*Pending audit completion

**Seaside School District
Financial Report
2025-2026**

For Period Ending August, 2025

General Fund - Revenue & Expenditures by Object Code

	Budget	Actual	Encumbrances	Variance
Revenue:				
1111 Current Taxes	\$ 19,241,100	\$ -	\$ -	\$ (19,241,100)
1112 Prior Taxes	574,780	-	-	(574,780)
1114 PILOT (Payment In Lieu Of Taxes)	20,000	-	-	(20,000)
1121 Current Local Taxes	2,100,000	-	-	(2,100,000)
1122 Prior Local Taxes	57,000	-	-	(57,000)
1190 Interest on Taxes	-	-	-	-
1411 Transportation Fees/Other	-	-	-	-
1510 Interest	450,000	27,906	-	(422,094)
1740 Student Fees	5,700	-	-	(5,700)
1910 Rentals	20,000	-	-	(20,000)
1920 Contributions & Donations	-	-	-	-
1940 Services Provided To Others	-	-	-	-
1960 Recovery of Expenditures	-	-	-	-
1990 Miscellaneous Revenue	130,000	8,053	-	(121,947)
1991 E-Rate Reimbursement	-	-	-	-
Total Local Revenue	22,598,580	35,959	-	(22,562,621)
2101 County School Fund	1,600,000	-	-	(1,600,000)
2102 General Education Service District	100,000	-	-	(100,000)
2199 Other Intermediate Sources	-	-	-	-
Total Intermediate Revenue	1,700,000	-	-	(1,700,000)
3101 State School Fund Grant	-	-	-	-
3103 Common School Fund	200,000	-	-	(200,000)
3104 State Timber Revenue	250,000	-	-	(250,000)
3199 Unrestricted Revenue	-	-	-	-
3204 Driver Education	-	-	-	-
3299 Other Restricted Grants in Aid	-	-	-	-
Total State Revenue	450,000	-	-	(450,000)
4300/4500 Federal Revenue	48,000	-	-	(48,000)
4801 Federal Forest Fees	-	-	-	-
Total Federal Revenue	48,000	-	-	(48,000)
5200 Interfund	-	-	-	-
5300 Other Sources	-	9,999	-	9,999
5400 Beginning Fund Balance *	8,396,763	-	-	(8,396,763)
Total Other Sources	8,396,763	9,999	-	(8,386,764)
Total Revenues	\$ 33,193,343	\$ 45,958	\$ -	(33,147,385)

Expenditures:				
100 - Salaries	\$ 13,776,748	\$ 528,769	\$ 12,074,874	\$ 1,173,105
200 - Benefits	8,273,999	300,818	6,379,727	1,593,454
300 - Purchased Services	1,951,753	98,085	960,342	893,326
400 - Supplies & Materials	1,672,050	251,536	372,581	1,047,933
500 - Capital Outlay	100,000	228,046	26,084	(154,130)
600 - Other Objects	507,493	84,217	453,896	(30,620)
700 - Transfers	811,300	-	-	811,300
800 - Operating Contingency	6,100,000	-	-	6,100,000
800 - Unappropriated EFB	-	-	-	-
Total Expenditures	\$ 33,193,343	\$ 1,491,471	\$ 20,267,504	\$ 11,434,368

*Pending audit completion

For Period Ending August, 2025

Special Revenue Funds - Revenue & Expenditures by Object Code

	Budget	Actual	Encumbrances	Variance
Revenue:				
Local Revenue	\$ 1,234,634	\$ 82,382	\$ -	(1,152,252)
Intermediate Revenue	34,032	-	\$ -	(34,032)
State Revenue	3,224,199	-	-	(3,224,199)
Federal Revenue	1,785,752	-	-	(1,785,752)
Interfund Transfers	195,000	-	-	(195,000)
Sale of Fixed Assets	-	-	\$ -	-
Beginning Fund Balance *	708,808	-	-	(708,808)
Total Revenues	\$ 7,182,425	\$ 82,382	\$ -	(7,100,043)

Expenditures:				
100 - Salaries	\$ 2,688,956	\$ 78,006	\$ 2,631,838	(20,888)
200 - Benefits	1,441,427	27,634	1,201,341	212,452
300 - Purchased Services	592,242	93,297	114,068	384,877
400 - Supplies & Materials	2,400,383	12,341	208,147	2,179,895
500 & 600 - Capital & Other Objects	30,711	3,304	22,950	4,457
700 - Transits	-	-	-	-
800 - Reserved for Next Yr	28,706	-	-	28,706
Total Expenditures	\$ 7,182,425	\$ 214,582	\$ 4,178,344	\$ 2,789,499

*Pending audit completion



Director's Report

MaryEllen Rogozinski

September 2025

Enrollment: 33 Students, 15 - K/1/2 & 18 - 3/4/5

New Roof

The roof was finished just in time for the beginning of school and it looks so good! Our new skylights have been ordered and will be arriving soon. What a difference it will be to have natural light in the classrooms. A HUGE thank you to the City of Cannon Beach and Integrity Construction!

BEFORE



AFTER



Thank you, Mo's!

Mo's Restaurant purchased items from our Back-To-School Amazon Wishlist. We are so incredibly grateful for their generosity and continued support of our school!



First Week of School

PE games, an all-school art project, iReady Diagnostic testing, and an ice cream party were among the many things going on at Cannon Beach Academy at the beginning of September. It was a great first week of school!



Upcoming Events

September 9 - 3/4/5 Field Trip to CB Farmer's Market

September 13 - PTO Lemonade Stand at the Cottage Tours

September 29 - No School/Teacher Inservice

September 30 - 1st Running Club

October 1 - Picture Day

October 1 - 1st Chess Club

October 2 - 1st Art Club (Grades 2-5)

October 6 - 1st Eco Kids Club

English Learners in Oregon

Annual Report 2023-24

June 2025



Table of Contents

Acknowledgements	2
Executive Summary	3
Introduction.....	7
Why this report?	7
Structure of this report	8
Section 1: Demographics of English Learners in Oregon in 2023-24	10
Current and Former English Learners.....	10
Section 2: Participation in Targeted Programs.....	20
Students Experiencing Poverty	21
Special Education	21
Migrant Education	24
Talented and Gifted	25
Section 3: Language Development and Academic Outcomes for English Learners	26
Progress towards English Language Proficiency	26
Student Academic Outcomes in English Language Arts and Mathematics	29
Section 4: Attendance, Progress toward Graduation, Graduation, and Beyond.	31
Regular Attendance	31
On Track to Graduate	33
Four-Year Graduation	34
Oregon State Seal of Biliteracy	36
Postsecondary Enrollment.....	38
Dual Language Bilingual Education Programs.....	40
English Learners’ Access to Core Content.....	43
English Learners’ Sense of Belonging.....	45
Section 5: State Revenues and Expenditures for Current English Learners	47
Conclusion.....	49
References.....	51

Acknowledgements

We extend our appreciation to colleagues from across Oregon Department of Education who contributed to this report through data sharing, data analysis, and review of the findings.

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Executive Summary

ORS 327.016 directs the Oregon Department of Education (ODE) to prepare an annual report on English learner program funding and student outcomes. The report’s intention is to describe the population of English learners in Oregon and provide a summary of district and state progress towards meeting English learners’ needs and state’s objectives to meet those needs. Pursuant to this Statute, ODE has also developed the [Multilingual Learner Strategic Plan](#), with priority areas emphasizing community engagement, transformative educators, culturally responsive practices to ensure equity and success for all multilingual learners in Oregon’s public schools. This report is also available on [ODE’s legislative reports webpage](#).

Definitions

ORS 327.016 describes students who receive English language instruction, supports, and services as part of an English language development (ELD) program as English learners. While these students are learning English in an ELD program, the English learner designation only focuses on a singular dimension (i.e., learning English) and does not reflect the linguistic and cultural assets of the students (García, 2009). Thus, although this report will use the term “English learner” in order to comply with ORS 327.016, it is important to recognize that these students are multilingual learners who bring valuable linguistic and cultural assets.

The ODE annually reports on four groups of English learners: current, former, ever, and never English learners. Current English learners are multilingual students who were learning English in an ELD program during the 2023-24 school year¹. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2023-24 school year. Monitored English learners are a subset of former English learners who are monitored for four years after exiting the EL services. Ever English learners are the combination of current, monitored, and former English learners. Finally, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program before or during the 2023-24 school year.

Nearly 102,000 students in Oregon are Ever English learners.

As of May 1, 2024, 542,735 students were enrolled in Oregon public schools and districts. Among those students, 11.5 percent were current English learners (62,522 students), 4.3 percent were former English learners (23,310 students), 3 percent were monitored English learners (16,034 students), and 81.2 percent were never English learners (440,869 students). Both current, monitored, and former English learners (i.e., Ever English learners, constituting 18.8 percent of students) represent an incredibly diverse student population in 2023–24.

The distribution of current English learners varied across grade levels and districts in Oregon during the 2023–24 school year. Woodburn School District served the highest percentage of current English learners, with 45.8 percent of students learning English in an ELD program as of May 1, 2024. On the other hand, about

¹ Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.

65 percent of Oregon districts either had no current English learners or very few (i.e., fewer than 5 percent of all students).

Other key features of the English learner student population in the 2023-24 school year include the following:

- The majority of current English learners were in elementary grades (59.2 percent), while the majority of former English learners were in high school grades (55.6 percent).
- The population of English learners has been increasing while the overall student population has shown a decreasing trend.
- The number of recently arrived current English learners (i.e., new immigrant students) increased from 4,851 in 2022-23 to 6,647 students in 2023–24.
- Spanish was the predominant home language of current English learners (76 percent), but overall, there were 247 documented unique home languages (an increase of 25 languages from the previous year) spoken by current English learners. Other prevalent languages include Russian, Chinese, Vietnamese, Arabic, Chuukese, and Ukrainian.
- Approximately 77.2 percent of current English learners were Latino/a/x, and 34 percent of Latino/a/x students were current English learners. A similar percentage of Native Hawaiian/Pacific Islander students (32.4 percent) were current English learners.

English learners are overrepresented in special education and underrepresented in TAG programs.

The report also examines the involvement of English learners in targeted federal and state programs: Students experiencing poverty (SEP), special education, migrant education, and the talented and gifted (TAG) program.

Key findings include the following:

- A higher percentage of current, former, and monitored English learners experienced poverty compared to never English learners (52.8, 38.4, and 39.9 percent respectively vs. 30.1 percent).
- A higher percentage of current English learners received special education services and supports compared to never English learners (18.8 vs. 16.5 percent); however, former and monitored English learners had lower rates (5.3 and 7.3 percent, respectively).
- About 9.9 percent of current English learners (6,206 students) received services in migrant education programs. Additionally, 60.4 percent of the students in migrant education programs were current English learners, 16.8 percent were former English learners, and 12.2 percent were monitored English learners. In total, 89.4 percent of students in migrant education programs were Ever English learners.
- While across Oregon, 7.1 percent of Never English learners participated in TAG programs, this figure was 6.8 percent for former English learners, 5.2 percent for monitored English learners, and just 0.5 percent for current English learners.

Younger English learners are more likely to be on track to English Language Proficiency than their older peers.

Oregon monitors whether current English learners are on track to attain English language proficiency. In the 2023–24 school year, approximately 60 percent of ELs in elementary grades were on track to meet this goal. In contrast, only 26.1 percent of ELs in high school were on track, reflecting a significant decline as students progress through the grade levels. Among high school ELs with disabilities, the percentage was substantially lower—9.1 percent were on track.

Current English learners are meeting state standards in English Language Arts and Mathematics at substantially lower rates.

A substantially smaller percentage of current English learners in elementary schools (6.6 percent) met or exceeded state standards in English Language Arts in 2023–24, compared to 82.9 percent of former English learners, 55.7 percent of monitored English learners, and 47.3 percent of never English learners. A similar trend is observed at middle and high schools: in grades 6–8, 3.7 percent of current ELs, 47.3 percent of former ELs, 31.8 percent of monitored ELs, and 46.3 percent of never ELs met or exceeded standards; in grade 11, these rates were 4.1, 40.5, 24.1, and 49.9 percent, respectively.

Similarly, a substantially smaller percentage of current English learners in elementary schools (7.6 percent) met or exceeded state standards in mathematics in 2023–24, compared to 65.6 percent of former English learners, 45.3 percent of monitored English learners, and 40.1 percent of never English learners. In grades 6–8, 2.3 percent of current ELs, 28.8 percent of former ELs, 17.7 percent of monitored ELs, and 32.1 percent of never ELs met standards. In grade 11, the figures were 1.4, 12.6, 7.6, and 23.1 percent, respectively.

Attendance rates are higher for former and monitored ELs, but lower among current ELs, particularly in high school.

Monitored and former English learners had the highest levels of regular attendance in elementary school grades (80.1 and 77.9 percent, respectively), compared to 71.6 percent for never ELs. Current English learners had lower rates of regular attendance across all grade levels: 65.4 percent in elementary, 59.6 percent in middle, and 44.8 percent in high school. For middle school, monitored ELs had a regular attendance rate of 70.6 percent and 69.4 percent for former ELs, while never ELs were at 67.8 percent. In high school, monitored and former ELs had rates of 57.4 and 54.2 percent, respectively, compared to 58.9 percent among never ELs.

Current English learners are more likely to graduate with a modified diploma.

Former English learners graduated at rates better than never English learners (87.8 vs. 82.2 percent) in 2023–24; however, substantially fewer current English learners graduated in four years (68.0 percent). Moreover, current English learners who graduated in four years were over 2.5 times more likely to receive a modified rather than a regular diploma compared to never English learners.

Students designated as English learners in high school are less likely to go to college than their peers.

Post-secondary enrollment rates for former English learners were comparable to those of never English learners (52.8 vs. 54.5 percent). On the other hand, current English learners were less likely to enroll in post-secondary education institutions. About 34.5 percent of current English learners went on to college within 16 months of high school graduation.

The average expenditures-to-revenues ratio decreased in 2023-24.

As in reports from previous years, this report summarizes the ratio of total current English learner expenditures to revenues districts receive for these students. In 2023-24, this ratio is 0.83, which is lower than 0.87 for 2022-23.

Introduction

In the 2023–24 school year, students who received English language instruction, supports, and services through an English Language Development (ELD) program—as well as those who exited such programs in prior years—represented 18.8 percent of all students enrolled in Oregon public schools and districts (as of the first school day in May 2024). These multilingual learners are an essential part of our school communities, contributing rich cultural and linguistic assets that enhance learning environments across the state. Their diverse lived experiences, languages, and heritage knowledge are invaluable to both current and future generations of Oregonians.

Guided by our statewide vision as reflected in [Oregon Multilingual Learner Strategic Plan](#), this report is rooted in the belief that all adults share the responsibility of building educational systems where multilingual learners are recognized and celebrated. It highlights key data about this student population, tracks academic progress and achievement, and provides insight into the educational experiences and opportunities they encounter. Our mission calls us to transform Oregon’s education system to ensure that all multilingual learners receive culturally and linguistically responsive instruction, access to rigorous academic programming, and clear pathways to reach their college, career, and life goals—including graduation with the Oregon Seal of Biliteracy or Multiliteracy.

Why this report?

ORS 327.016 directs the Oregon Department of Education (ODE) to prepare an annual report on English learner program funding and student outcomes. The report’s intention is to describe the population of English learners in Oregon and provides a summary of district and state progress towards meeting English learners’ needs and objectives through ELD programs. ORS 327.016 requires ODE to include the following information in the annual report:

- English learner student demographics;
- Length of participation in ELD programs;
- Participation in special education and related services; and
- Other information identified by the ODE.

In addition, this annual report includes the following financial information:

- Allocations to each school district from the State School Fund for students enrolled in ELD programs;
- The extent to which districts expend these allocations for students enrolled in ELD programs; and
- The categories of expenditures for ELD program funding.

This annual report looks back at the prior school year, which for this year is the 2023-24 school year. This report will be available on the ODE website. State law requires the report to be available to the public at each district’s main office and on district websites. In addition to the annual reporting requirement to the public, ORS 327.016 also requires ODE to “submit to the interim legislative committees on education a summary of the two most recent reports prepared” prior to “January 1 of each odd-numbered year.”

Definitions

ORS 327.016 describes students who receive English language instruction, supports, and services as part of an ELD program as English learners. While these students are learning English in an ELD program, the English learner designation only focuses on a singular dimension (i.e., learning English) and does not reflect the linguistic and cultural assets of the students (García, 2009). Thus, although this report will use the term “English learner” in order to comply with ORS 327.016, it is important to recognize that these students are multilingual and value their linguistic and cultural assets.

The ODE annually reports four groups of English learners: current, former, monitored, ever, and never English learners. Current English learners are multilingual students who were learning English in an ELD program during the 2023-24 school year². Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program over four years prior to the 2023-24 school year. Monitored English learners are a subset of former English learners who are monitored for four years after exiting the EL services. Ever English learners are the combination of current, monitored, and former English learners. Finally, never English learners are monolingual or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program before or during the 2023-24 school year.

Structure of this report

This report consists of five sections:

Section 1: Demographics of English Learners

Section 2: Participation in Targeted Programs

Section 3: Language Development and Academic Achievement

Section 4: Attendance, Progress toward Graduation, Graduation, and Beyond

Section 5: State Revenues and Expenditures for English Learners

Several aspects of this year’s report differ from the reports the ODE issued in previous years. These changes are informed by the latest [Multilingual Learner Strategic Plan](#). The plan provides a clear roadmap for addressing various challenges faced by English learners, with priority areas emphasizing community engagement, transformative educators, culturally responsive practices that lead to various pathways multilingualism. To that end, where appropriate, this report provides comparisons to never English learners (i.e., students not eligible to receive services from an ELD program). Also, monitored English learners are now distinguished from former English learners. Additionally, new sections on Dual Language Bilingual Education (DLBE) programs, access to core content, and students’ sense of belonging are added to the report. Furthermore, in addition to describing statewide patterns, in some cases the report indicates which districts serve large numbers of certain types of students (e.g., students graduating with a state seal of biliteracy).

² Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.

English Learners in Oregon

Similar to last year, this year's report provides data insights into Student Academic Outcomes in English Language Arts and Mathematics as well. Finally, districts can access their district-level information for the 2023-24 school year via [District Data Profiles](#).

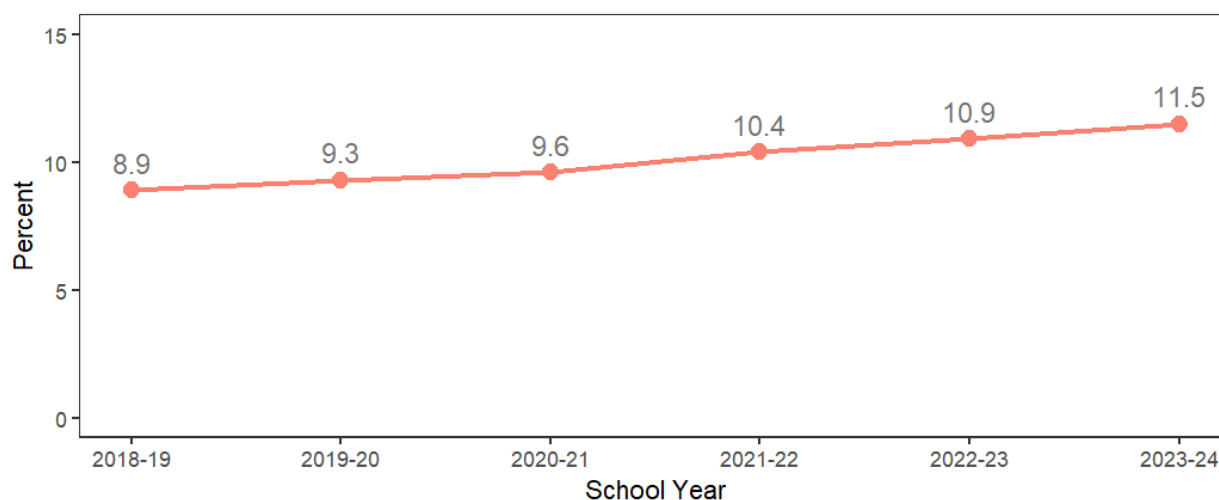
Section 1: Demographics of English Learners in Oregon in 2023-24

Almost one in five Oregon students has been designated as an English learner. As of the first school day in May 2024, 542,735 students enrolled in Oregon public schools and districts. Among those students, 11.5 percent were current English learners (62,522 students), 4.3 percent were former English learners (23,310 students), 3 percent were monitored English learners (16,034 students), and 81.2 percent were never English learners (440,869 students). Current, monitored, and former English learners were an incredibly diverse student population in 2023-24 (representing 18.8 percent of all students). These students brought a rich linguistic and cultural heritage to their classrooms, schools, and communities. This section summarizes the demographics of Oregon’s English learner population, considering grade levels, interruptions in formal education among newcomer immigrant students, and racial, ethnic, and linguistic diversity.

Current and Former English Learners

Current English learners are multilingual students for whom English is not their native language, or who come from an environment where a language other than English has had a significant impact on their English proficiency, who are learning English in an ELD program during the school year³. They receive English language instruction, supports, and services to help them become proficient in English. Identification of English learners is done using a Language Use Survey (LUS) as well as an English Language Proficiency Assessment (ELPA) screener. Figure 1 shows the increasing percentage of current English learners from 2018-19 to 2023-24 school years⁴.

Figure 1. Percentage of all Oregon students who were current English Learners (2018-19 to 2023-24)



A smaller number of students in 2023-24 (23,310 or 4.3 percent) were former or monitored (16,034 or 3 percent) English learners. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2023-24 school year. Monitored English learners are a

³ Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.

⁴ The data for this portion of the report relies on student enrollments as of the first school day in May 2024.

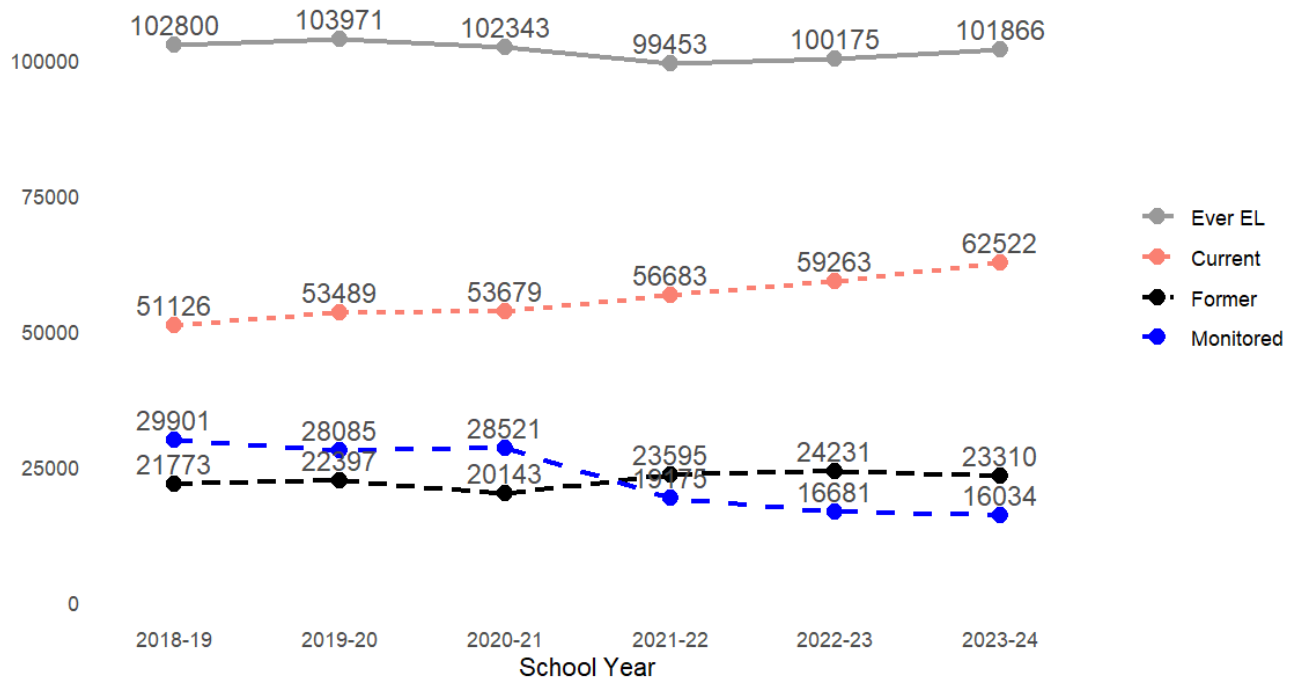
English Learners in Oregon

subset of former English learners who are monitored for four years after exiting the EL services. Research does suggest, however, that these English learners may still need support to develop high levels of proficiency in academic English (i.e., the language students need in order to be successful in school; see de Jong 2004; Flores, Batalova & Fix, 2012). Given its importance, during its Title III monitoring process, ODE reviews the ways in which the districts monitor the progress of former English learners and provides them with feedback to enhance the districts' ability to support former English learners' continued progress.

Comparisons between current, monitored, former, and ever English learners are useful to understand the experiences and outcomes of English learners over time, and to counter misperceptions about English learner achievement. Current English Learners tend to perform at lower levels while still developing English, particularly on assessments of content knowledge that are administered in English, which can negatively impact their performance. However, once current English learners attain English language proficiency, they often perform academically at significantly higher levels than their peers, including monolingual English speakers, indicating the value of bilingualism (Thompson, Umansky, & Rew, 2022; Hopkins, Thompson, Linquanti, Hakuta, & August, 2013).

Oregon has had a largely stable population of about 100,000 English learners (former, monitored, and current) over the past several years. Figure 2 shows the change in the count of current, former, and ever English learners in Oregon over the last six school years. In general, it displays a slightly fluctuating population of ever English learners in Oregon, starting at 102,800 in 2018-19 and, after increasing and declining for a couple years, reaching 101,866 students in 2023-24.

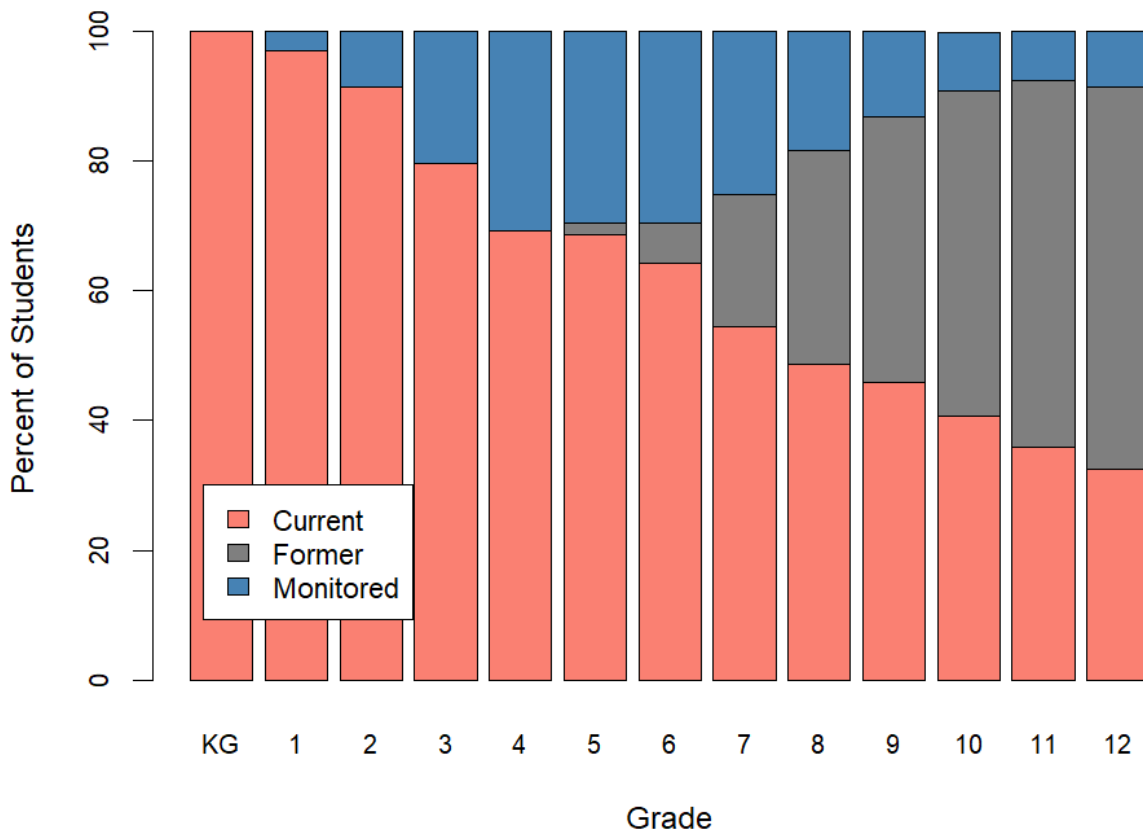
Figure 2. Number of current, monitored, former, and ever English Learners in Oregon (2018-19 to 2023-24)



The majority of current English Learners were in the elementary grades.

Figure 3 illustrates the distribution of Current English Learners (CEL), Former English Learners (FEL), and Monitored English Learners (MEL) across different grade levels. In early grades, such as Kindergarten (KG) and Grade 2, the majority of students (over 90%) are classified as Current English Learners (CEL), indicating that they are still in the process of acquiring English proficiency. This population is not static, and each grade also includes newcomers who may have schooling experiences from outside of the U.S. As students progress to upper elementary and middle school grades (Grades 4-7), the proportion of CELs decreases (54.4%), while the percentage of Former English Learners (20.4%) and Monitored English Learners (25.2%) gradually increases, reflecting the transition of students who have met proficiency criteria. By Grade 8 and beyond, the percentage of CELs drops below 50%, with a significant rise in FELs and MELs (combined nearly 70%), suggesting that most students have exited EL services. This pattern indicates that while younger students require more language support, a substantial number of students reach English proficiency as they move through middle and high school, transitioning into monitored or former EL status.

Figure 3. Comparison of the percentage of current, monitored, and former English learners by grade in 2023-24



English Learner enrollment varied across Oregon districts.

Oregon has 197 school districts, and 80 percent of them are serving students designated as English learners. In 2023-24, 157 districts provided English language instruction, supports, and services to current English learners. Of these districts, 69 districts received Title III funds as part of a consortium as these districts had fewer than 80 identified English learners and therefore did not generate the federally required \$10,000 minimum Title III sub-grant. These districts with small EL populations may experience challenges with the students being distributed across several grade levels and having different English language proficiency levels, as well as having limited access to ELD teachers. The remaining districts in Oregon (n = 40) did not have any enrolled English learners.

Figure 4 shows the distribution of current English learners across Oregon districts in 2023-24. There were eight districts with more than 2,000 current English learners. Thus, in 2023-24, districts differed in terms of both the number of current English learners and/or the percentage of their student population who received English language instruction, supports, and services.

A sizable proportion of Oregon districts did not have any current English learner enrollments in 2023-24. The 40 districts not currently serving English learners tended to be small in overall population (median 124 students).

The variation in English learner’s population across districts is also evident in table 1, which shows the ten districts with the highest numbers of current English learners.

Figure 4. Comparison of the number and percentage of current English learners by district in 2023-24

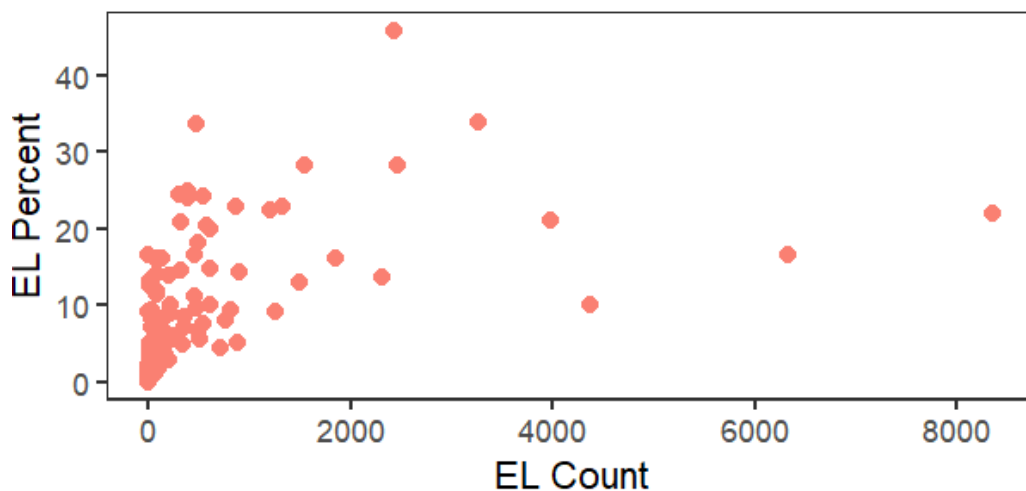


Table 1. Districts with the highest number of current English learners in 2023-24.

District Name	Percentage of Current English Learners	Number of Current English Learners
Salem-Keizer SD 24J	22.0	8,349
Beaverton SD 48J	16.6	6,320
Portland SD 1J	10.0	4,369
Hillsboro SD 1J	21.2	3,969
Reynolds SD 7	33.7	3,260
David Douglas SD 40	28.3	2,467
Woodburn SD 103	45.8	2,427
North Clackamas SD 12	13.7	2,307
Gresham-Barlow SD 10J	16.1	1,841
Centennial SD 28J	28.2	1,539

In addition, table 2 shows the ten districts with the highest percentage of current English learners. Note that some districts (Woodburn SD, Reynolds SD, David Douglas SD, Centennial SD) appear on both lists. This means that not only do these districts rank high on the number of current English learners in the state, but their current English learners also make up a notable portion of their overall student population.

Table 2. Districts with the highest percentage of current English learners in 2023-24.

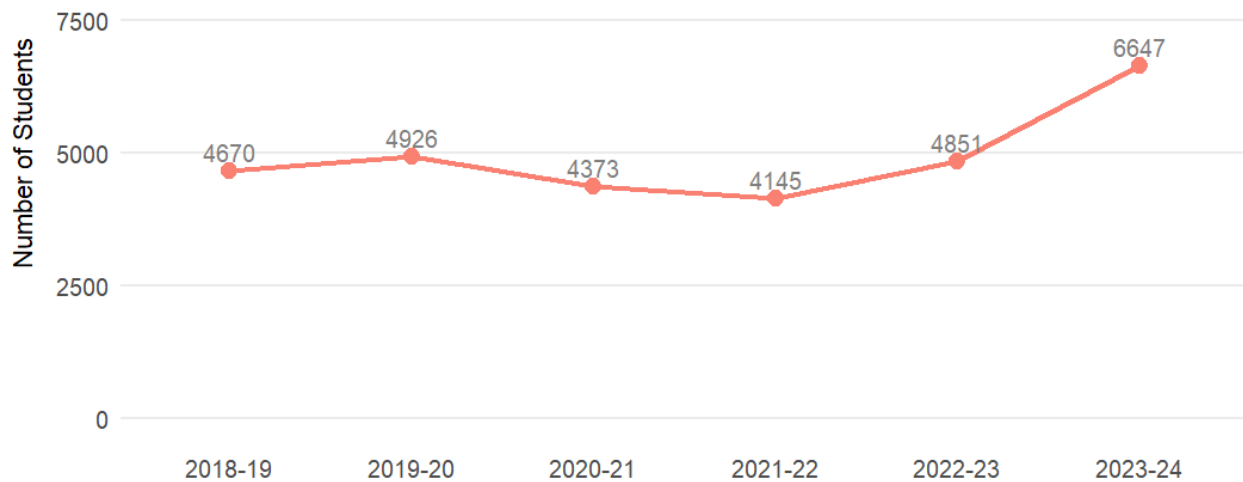
District Name	Number of Current English Learners	Percentage of Current English Learners
Woodburn SD 103	2,427	45.8
Reynolds SD 7	3,260	33.7
Umatilla SD 6R	473	33.6
David Douglas SD 40	2,467	28.3
Centennial SD 28J	1,539	28.2
Milton-Freewater Unified SD 7	386	24.9
Gervais SD 1	306	24.4
Morrow SD 1	538	24.3
North Marion SD 15	388	24.0
Forest Grove SD 15	1,318	23.0

The number of recently arrived English learners significantly increased by 37 percent in 2023-24.

The term “recent arrivers” refers to students who were born outside of the U.S. and Puerto Rico, and who have been educated in the U.S. for fewer than three cumulative years (i.e., these students are recent immigrants). They can be current, former, or never English learners; however, the majority are current English learners.

In 2023-24, 6,647 current English learners were recent arrivers. This number represents the largest count of recent arrivers over the last six years (see figure 5).

Figure 5. Number of current English learners who were recent arrivers in Oregon (2018-19 to 2023-24).



Most recently arrived English Learners (57.2 percent) were in the elementary grades, while 19.6 percent were in grades 6-8 and 23.2 percent were in high school. Current English learners who are recent arrivers in middle and high school contend with significant challenges, since they must learn the language while also using English-language textbooks and lectures to learn the content of their courses in a variety of subject areas (Short & Fitzsimmons, 2007). Recent arrivers in the secondary grades are known as adolescent newcomers, and districts sometimes design specialized programs to serve their unique language and cultural needs.

Statewide, the total number of current English learners who were adolescent newcomers in 2023-24 was 2,846. Five Oregon districts with the largest population of adolescent newcomers in 2023-24 are shown in Table 3.

Table 3. Districts with the largest population of adolescent newcomers in 2023-24.

District	Number of Adolescent Newcomers (Recently Arrived Current English Learners in Middle or High School)
Beaverton SD 48J	414
Salem-Keizer SD 24J	362
David Douglas SD 40	227
Portland SD 1J	186
Reynolds SD 7	138

In 2023-24, districts reported 934 current English learners had experienced interruptions in their education.

Some current and former English learners had their education interrupted or received limited formal education before arriving in the U.S. school system. Often, these were immigrant or refugee students who had spent time in refugee camps or whose process of immigration to the U.S. prevented them from attending school for a time. These students are known as students with limited or interrupted formal education (often abbreviated as SIFE or SLIFE). Students are SLIFE if they are immigrant students or English learners who enter school in the U.S. after grade two and experience all of the following:

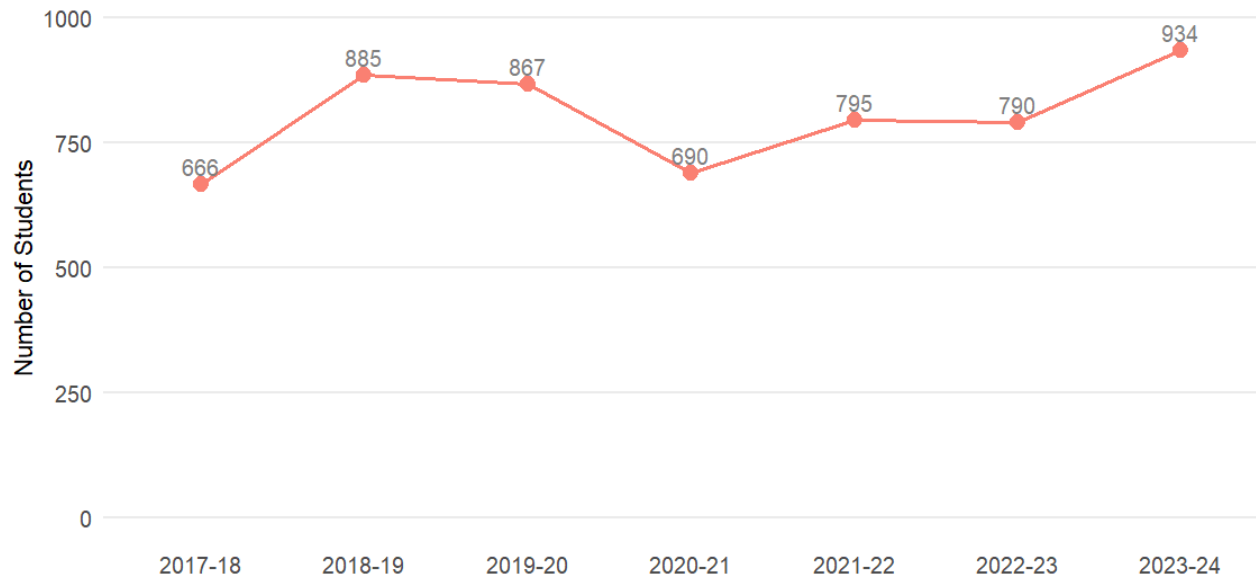
- a. Have at least two fewer years of schooling than their peers of the same age,
- b. Function at least two years below grade level expectations in reading and mathematics, and
- c. Are preliterate in their native language.⁵

SLIFE students face unique circumstances. In addition to having missed at least two years of schooling, some arrive having experienced significant trauma. Schools need to find ways to serve SLIFE students without placing them in classes with younger students, since forming relationships with peers, including never English learner peers, is a factor that appears to improve academic outcomes (Browder, 2014).

The ODE began collecting data on the number of students with limited or interrupted formal education in 2015-16. For the 2023-24 school year, districts reported 934 current English learners with limited or interrupted formal education (about 1.5 percent of all current English learners). As figure 6 illustrates, the number of students with limited or interrupted formal education increased from 2017-18 to 2019-20 but decreased in 2020-21 and once again increased in 2021-22 and 2023-24.

⁵ See [ESEA Title III English Learner Definitions](#) for more details.

Figure 6. Number of current English learners with an interrupted formal education (2017-18 to 2023-24).



Most students with limited or interrupted formal education were in high school (56.2 percent). Another 24.4 percent were in the middle school grades (grades 6-8), and only 19.4 percent were in the elementary grades.

In 2023-24, the distribution of current English learners with limited or interrupted formal education was not uniform across Oregon districts. Instead, current English learners with limited or interrupted formal education were, for the most part, concentrated in a few districts. Nine districts in Oregon, identified in table 4, provided English language instruction, supports, and services to at least 20 current English learners with limited or interrupted formal education in 2023-24. These nine districts alone enrolled 83.3 percent of all SLIFE students in Oregon. Note that three of the eight districts serving many adolescent newcomers (see table 3) also enroll a significant number of current English learners with interrupted formal education (i.e., Portland, Beaverton, and Reynolds).

Table 4. Districts serving at least 20 current English learners with interrupted formal education in 2023-24

District	Number of Current English Learners with Limited or Interrupted Formal Education
Hillsboro SD 1J	404
Beaverton SD 48J	121
Hermiston SD 8	84
Portland SD 1J	77
Woodburn SD 103	54
South Lane SD 45J3	26
Reynolds SD 7	26

Current English learners across the state spoke 247 unique home languages.

Statewide, current English learners spoke about 247 different languages at home. By far the most prevalent home language among Oregon current English learners was Spanish, spoken at home by 76.0 percent of all current English learners. The four next most common languages were Russian, Chinese, Vietnamese, and Arabic. Taken together, these top five languages represent 84.0 percent of home languages among current English learners (see Table 5). In recent years, the number of current English learners speaking Somali, Mesoamerican languages, and other languages has been increasing.

In 2020, ODE expanded the language of origin reporting options to include an additional 384 languages; many of which were Mesoamerican languages such as Mam, Q’anjobal, and K’iche. This was intended to reduce the prevalence of districts reporting an unknown home language. However, in 2023-24, districts⁶ reported an unidentified home language (listed as ‘*other languages*’ in Table 5) for 908 English learners, suggesting a need for continued training and support in this area.

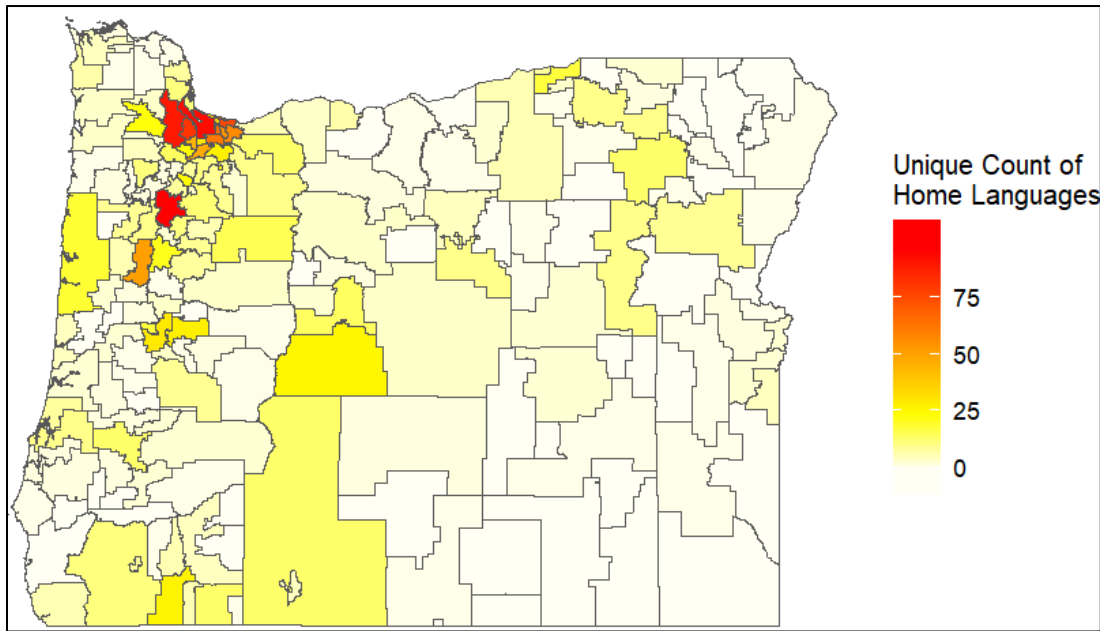
Table 5. Most prevalent home languages among current English learners in 2023-24.

Language	Number of Current English Learners with this Language	Percentage of Current English Learners with this Language
Spanish	47,529	76.00%
Russian	1,657	2.70%
Chinese	1,213	1.90%
Vietnamese	1,170	1.90%
Other languages	908	1.50%
Arabic	829	1.30%
Ukrainian	820	1.30%
Chuukese	811	1.30%
Somali	542	0.90%

Figure 7 provides a map illustrating the number of different home languages in different Oregon districts. A few districts, mostly in the Portland metropolitan area and Salem, provide English language instruction, supports, and services to students with over 60 unique home languages.

⁶ These districts in alphabetical order included: Beaverton SD 48J, Bend-LaPine Administrative SD 1, Bethel SD 52, Canby SD 86, Cascade SD 5, Centennial SD 28J, Coos Bay SD 9, Corvallis SD 509J, David Douglas SD 40, Estacada SD 108, Eugene SD 4J, Forest Grove SD 15, Fossil SD 21J, Greater Albany Public SD 8J, Gresham-Barlow SD 10J, Hillsboro SD 1J, Hood River County SD, Klamath County SD, McMinnville SD 40, Morrow SD 1, North Clackamas SD 12, North Santiam SD 29J, Oregon City SD 62, Oregon Trail SD 46, Parkrose SD 3, Philomath SD 17J, Portland SD 1J, Prairie City SD 4, Redmond SD 2J, Reynolds SD 7, Salem-Keizer SD 24J, Scio SD 95, Siuslaw SD 97J, Tigard-Tualatin SD 23J, Warrenton-Hammond SD 30, West Linn-Wilsonville SD 3J, Woodburn SD 103.

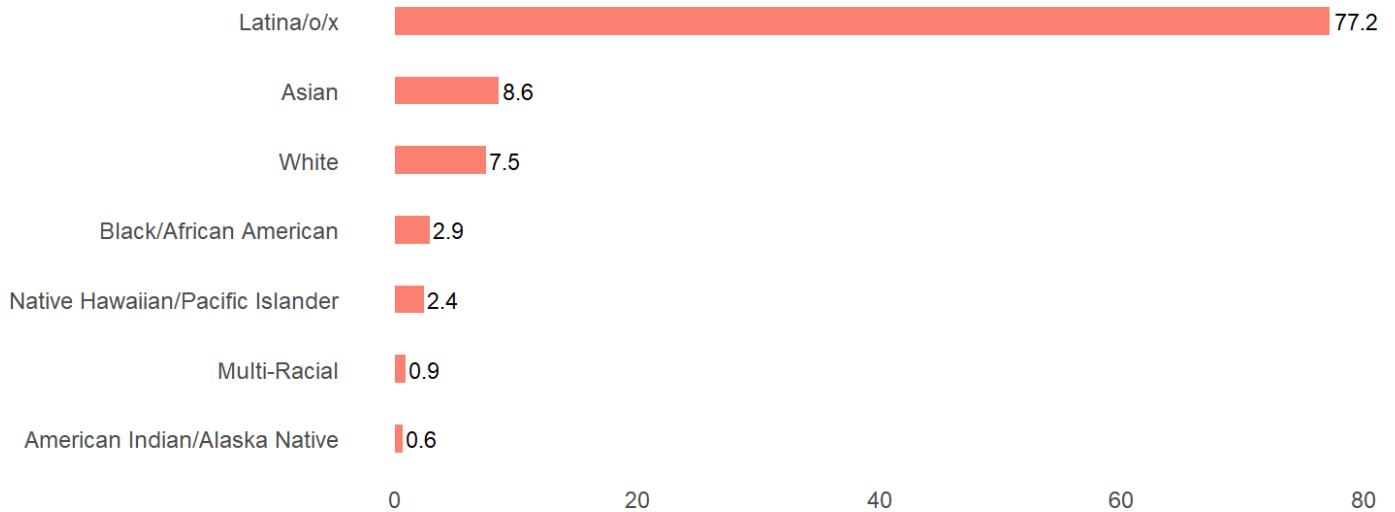
Figure 7. Geographic distribution current English learner home languages across Oregon districts during 2023-24



The vast majority of current English learners were Latina/o/x.

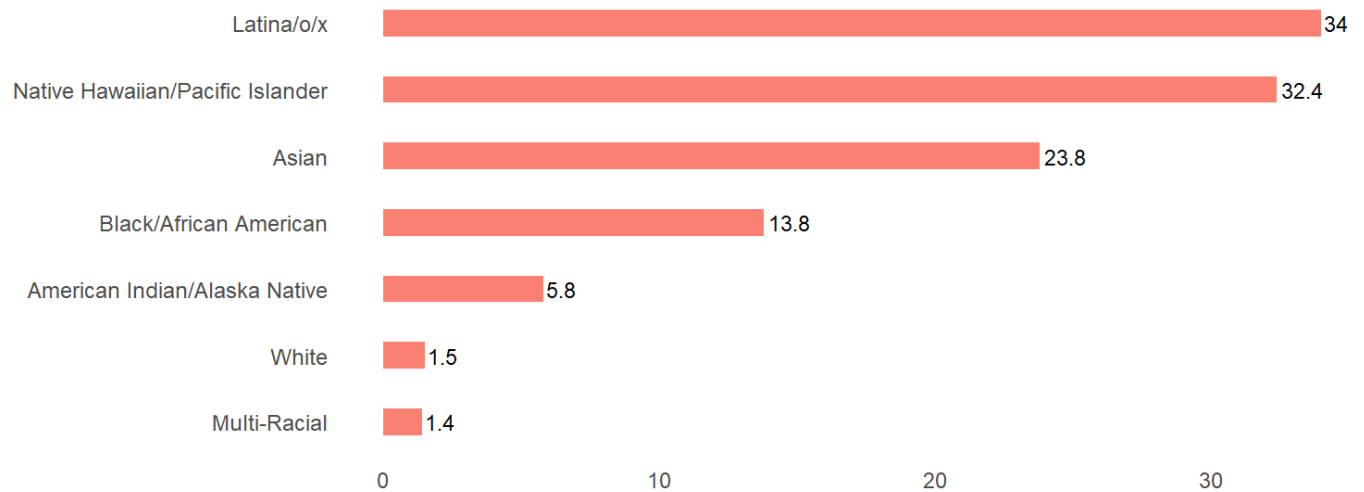
In the 2023–24 school year, Oregon served 62,522 current English learners (ELs), the vast majority of whom—48,243 students, or 77.2 percent—identified as Latina/o/x. This reflects the continuing trend in Oregon and nationally, where Latina/o/x students make up the largest share of the EL population. Asian students comprised the second-largest racial/ethnic group among ELs at 8.6 percent, followed by White students at 7.5 percent. Other racial and ethnic groups were represented in smaller proportions: Black/African American students accounted for 2.9 percent of current ELs, while Native Hawaiian/Pacific Islander students made up 2.4 percent. Students who identified as Multi-Racial represented 0.9 percent, and American Indian/Alaska Native students accounted for just 0.6 percent of the EL population. These data highlight the linguistic and cultural diversity of Oregon’s EL community, while also emphasizing the disproportionate representation of Latina/o/x students in EL programs. Understanding this demographic breakdown is important for tailoring supports, instructional models, and family engagement strategies that are responsive to students’ backgrounds and needs. It also underscores the importance of culturally and linguistically responsive practices, especially for the groups that make up smaller shares of the EL population and may face different access or inclusion challenges in school systems.

Figure 8. Percentage of current English learners by race/ethnicity in 2023-24.



It is also important to note that most Latina/o/x students in Oregon were not current English learners. In fact, according to figure 9, only 34 percent of Latina/o/x students were current English learners in 2023-24. Moreover, 32.4 percent of Native Hawaiian/Pacific Islander students were current English learners.

Figure 9. Percentage of each racial/ethnic group who were current English learners in 2023-24.



Section 2: Participation in Targeted Programs

Schools and districts deliver a range of programs that aim to address the needs of particular groups of students. These include students experiencing economic disadvantages (previously measured via free and reduced-price meals), special education, migrant education, and TAG programs. Most of these programs receive some federal funding; however, TAG programs receive only state funding. This section of the report describes the participation of English learners in each of these programs during the 2023-24 school year.

Students Experiencing Poverty

Prior to the 2023-24 school year, the identification of economically disadvantaged students relied on their eligibility for Free and Reduced Price (FRP) school meals. FRP, however, provides an imprecise measure, since some eligible students and families never apply to the program. In addition, following the COVID-19 pandemic, some schools have continued to allow meals to be served at no cost to all students, further invalidating FRP as a reliable measure for determining students experiencing economic disadvantages (English Learners in Oregon Report, 2024).

In the 2023-24 school year, the ODE began adopting a new composite indicator, replacing FRP, called “Students Experiencing Poverty” (SEP, Oregon Statewide Report Card, 2024). SEP includes those students that experienced one or more disadvantages including receiving Supplemental Nutrition Assistance (SNAP) or Temporary Assistance for Needy Families (TANF) benefits, being in foster care, experiencing homelessness, or receiving migrant education services.

Figure 10 illustrates the percentage of students identified as experiencing poverty (SEP) within four English Learner groups for the 2023–24 school year. The data reveals that Current English Learners are the most affected, with 52.8% identified as experiencing poverty, followed by Monitored English Learners (39.9%) and Former English Learners (38.4%). The group with the lowest SEP rate is Never English Learners, at 30.1%.

Figure 10. Percentage of current, former, monitored, and never English learners experiencing poverty in 2023-24.



Special Education

Students who are current English learners and receive special education services and supports are known as dual-identified students, since they receive instruction, supports, and services from two programs (i.e., English language and special education).

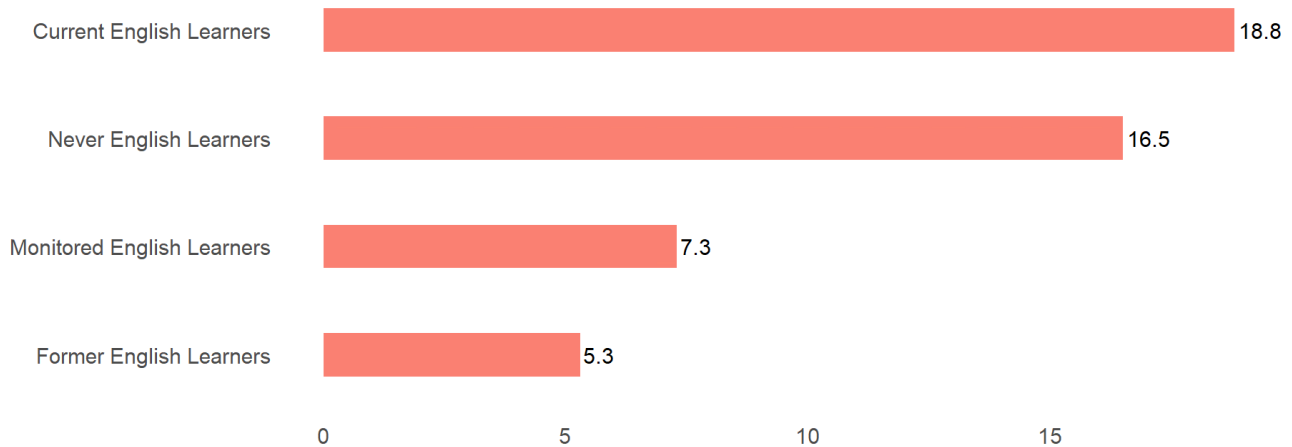
There is concern in the field about the difficulty of accurately identifying current English learners who need special education services and supports. Schools may incorrectly identify current English learners as having a learning disability when, in fact, it is their developing English proficiency that adversely influences their educational progress. On the other hand, some schools may overlook genuine disabilities, assuming that current English learners just need more time to learn English. Both identification challenges are present not

only in Oregon but across the United States (Artiles & Ortiz, 2002; Hamayan, Marler, Sanchez Lopez & Damico, 2007; Umansky, Thompson, & Díaz, 2017).

Current English learners received special education services and supports at a higher rate.

Figure 11 shows the percentage of English learner (EL) subgroups receiving special education services in Oregon during the 2023–24 school year. Current ELs had the highest rate at 18.8%, followed by never ELs at 16.5%. Monitored ELs and Former ELs had lower rates, at 7.3% and 5.3% respectively. These patterns suggest a higher identification of special education needs among students currently classified as English learners, highlighting the importance of careful evaluation practices to differentiate language needs from learning disabilities.

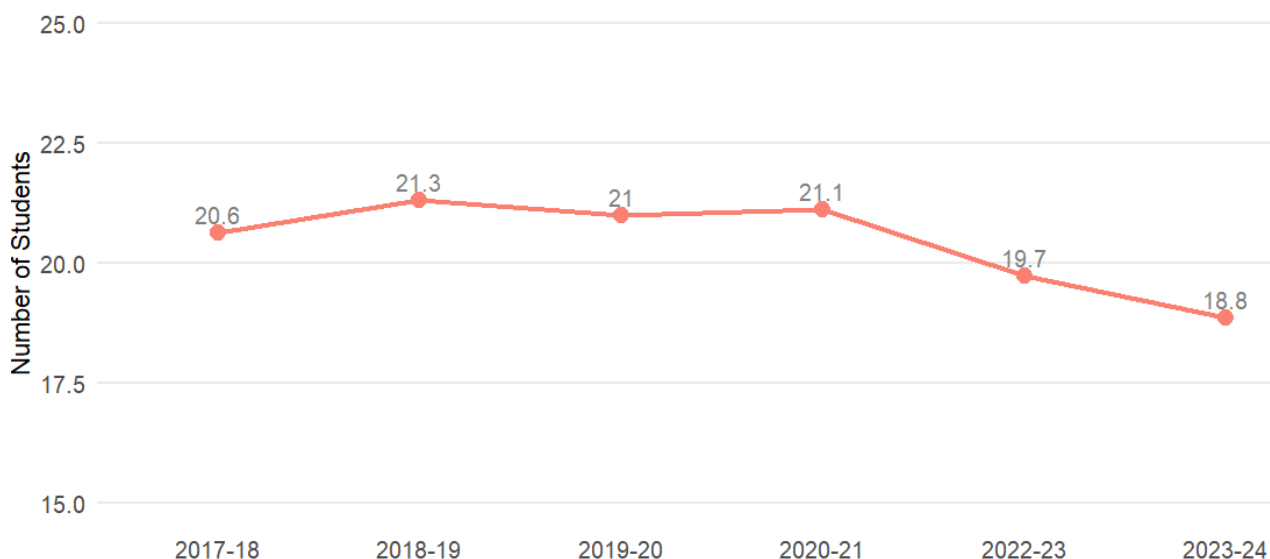
Figure 11. Percentage of current, former, monitored, and never English learners receiving special education services and supports in 2023-24.



The percentage of current English learners receiving special education decreased in 2023-24.

In 2023-24, 11,785 current English learners (18.8 percent) were receiving special education supports and services. Despite their higher rate of identification for special education services, the number of current English learners receiving special education services and supports in 2023-24 represents a slight decrease from the year before, when 19.7 percent of current English learners received special education services and supports (see figure 12).

Figure 12. Percentage of current English learners receiving special education services and supports (2017-18 to 2023-24).



Most current English learners with a disability in 2023-24 had a specific learning disability (3,643 students) or a speech or Language Impairment (2,683 students) as their primary disability.⁷ Other primary disabilities, with 100 or more current English learners in 2023-24, included autism spectrum disorder, other health impairments, developmental delay, intellectual disability, emotional behavior disability, and deaf or hard of hearing (see Table 6). It is also worth noting that 4.3 percent (2,682 students) of dually identified current ELs reported a Speech/Language Impairment which is over 1 percentage point higher than that for never ELs (3.1 percent).

Table 6. Primary disabilities involving 100 or more current English learners in 2023-24.

Disability Type	Number of Current English Learners	Percent of Current English Learners
Specific Learning Disability	3,643	5.8
Speech/Language Impairment	2,683	4.3
Autism Spectrum Disorder	1,260	2.0
Other Health Impairments	1,101	1.8
Developmental Delay 3-9yr	892	1.4
Intellectual Disability	703	1.1
Emotional Behavior Disability	242	0.4
Deaf or Hard of Hearing	161	0.3

⁷ A specific learning disability refers to a disorder in one or more of the basic psychological processes involved in understanding or using language that may manifest itself in difficulties in listening, thinking, speaking, reading, writing, spelling, or doing math calculations. A speech or language impairment refers to a communication disorder such as stuttering, impaired articulation, or a language or voice impairment that adversely affects a students' learning or educational performance.

Migrant Education

Some English learners also participate in migrant education programs. Students ages 3-21 can qualify for Title I-C migrant education programs (MEP) if they or their parents are engaging in qualifying agricultural or fishing work, and they have moved within the past 36 months to obtain or seek this type of work. Many migrant children experienced poverty, and when they move, they confront the challenges of having to adjust to different teachers with different instructional approaches and materials, as well as building new social connections. The intent of migrant education programs is to ensure that migrant children receive the support that addresses their unique situations and are able to receive supports necessary to succeed academically.

9.9 percent of current English learners received services from Migrant Education Programs in 2023-24.

Oregon has one of the largest migratory student populations nationally. As of first school day in May 2024, 6,206 current English learners participated in migrant education programs. That number translates to 9.9 percent of all current English learners. It also means that more than half (60.4 percent) of the 10,274 students in migrant education programs were current English Learners in 2023-24. Moreover, 16.8 percent of students in migrant education programs were former English learners, and 12.2 percent were monitored English learners. Overall, 89.4 percent of the 10,274 students who received services from migrant education programs were ever English learners.

During the 2023-24 school year, Oregon's Migrant Education Program was administered by 19 local subgrantees, known as MEP Regions. This program is federally funded through Title I, Part C for migrant education, and Regions receive federal funds based on federal and state allocation formulas for the local identification of migratory students and provision of MEP services in approximately 102 districts across the state. In 2023-24, Salem-Keizer SD had the largest number of migratory English Learners in the state, with 944 students, followed by Southern Oregon ESD, which had 898 migratory English Learners. (see table 7).

Table 7. Regions that participated as subgrantees of migrant education programs as of the first school day in May 2024.

MEP Regions	Current English Learners identified for MEP
Salem-Keizer SD	944
Southern Oregon ESD	898
Intermountain ESD	637
Willamette ESDL/Linn/Benton/Lincoln/Polk/Yamhill Counties	494
Woodburn	368
Lane ESD/Douglas County	348
Forest Grove SD	314
Hillsboro SD	312
Hood River County	277
High Desert ESD/ Wheeler Counties	255
Columbia George ESD	253
Beaverton SD	209
East Multnomah County	189
Clackamas ESD	173
Ontario/Annex SDs	155
Northwest Regional ESD/Carlton SD	140
Nyssa/Adrian/Vale SDs	131
Portland SD	84
Adrian/Vale	16

Talented and Gifted

The state requires that all school districts establish policies and procedures to identify students to participate in Talented and Gifted (TAG) services⁸. These students may have high general intelligence and/or demonstrate unusual academic ability in one or more particular areas (Gubbins et al., 2020). State law requires districts to develop a plan to provide programs and services beyond regular school programs in order to ensure that eligible students can develop and realize their potential (OAR 581-022-2500).

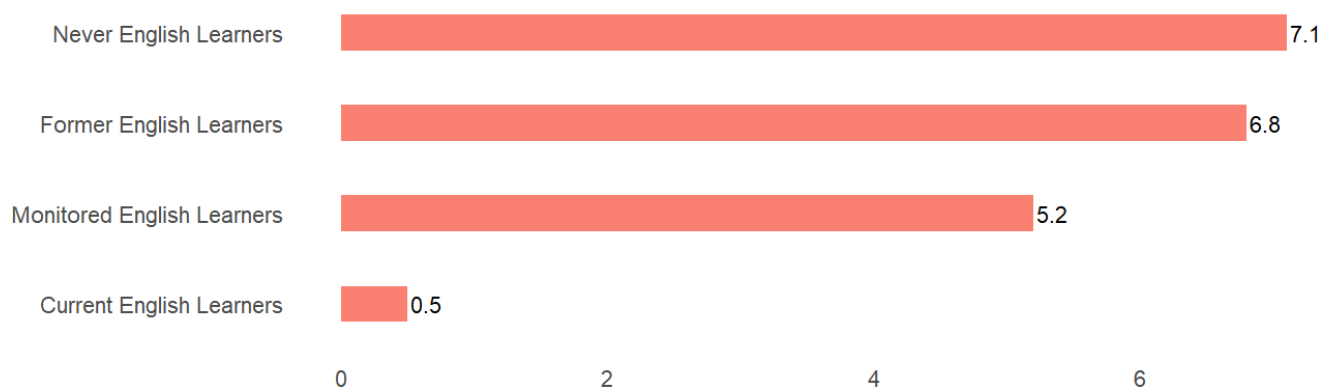
Correctly identifying students for TAG programs and providing specialized services is important because these students may have both unique talents and face unique challenges. For example, some TAG students struggle with perfectionism and the ability to cope with failure. Others engage only selectively at school and have high levels of absenteeism. Findings from the ODE suggest that approximately 10 percent of TAG students drop out of high school (Allen, 2016).

⁸ These instructional services mainly include services to students identified as TAG in general education classrooms (push-in/full inclusion).

Current English Learners were rarely identified for TAG Services.

According to figure 13, 7.1 percent of never English learners (32,225 students) were identified for TAG services in 2023-24. While 6.8 percent of former English learners were identified (1,594 students), 5.2 percent of monitored English learners were identified (836 students), and only 0.5 percent of current English learners were identified for TAG programs in 2023-24 (283 students). Never English learners were over 14 times ($7.1 \div 0.5$) more likely to be identified for TAG programs than current English learners in 2023-24.

Figure 13. Percentage of current, former, ever, and never English learners who participated in a TAG program in 2023-24.



Section 3: Language Development and Academic Outcomes for English Learners

Students who are current English learners have to develop proficiency in English. In addition, and at the same time, they must learn all the same academic content as other students in Oregon. This section of the report provides data about English language proficiency and academic outcomes of current English learners (with comparisons to former, ever, and never English learners).

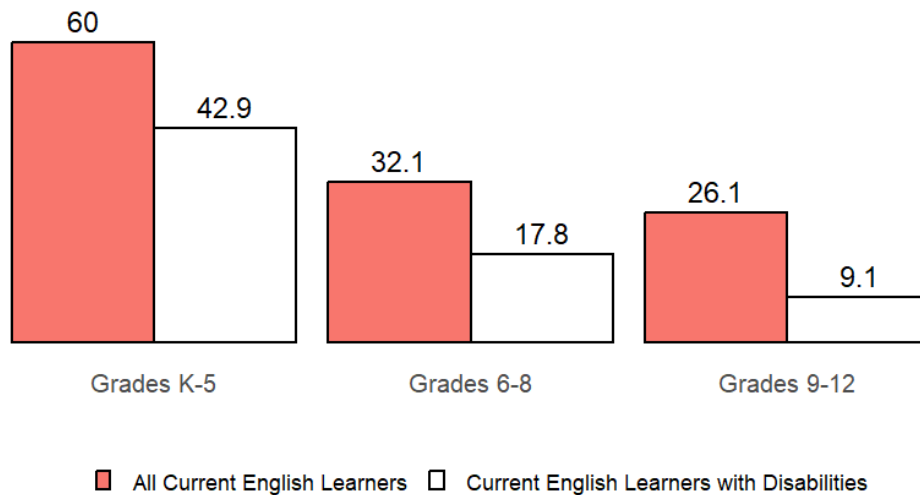
Progress towards English Language Proficiency

Title I-A of the Every Student Succeeds Act (ESSA) requires current English learners to take an English language proficiency assessment (ELPA) annually. The ELPA measures a student’s proficiency in the domains of listening, reading, speaking, and writing. Students who demonstrate proficiency on all four ELPA domains are ready to exit the ELD program. Since 2017-18, the ODE monitors whether current English learners are on track to attain English language proficiency using a trajectory expectation model. Current English learners are on track if their current ELPA domain performance meets or exceeds trajectory expectations given (1) initial ELPA domain performance, (2) years identified as a current English learner, and (3) disability and/or an interrupted formal education status. These expectations are in line with trajectory expectations indicated by research on English learners (see Hakuta, Goto Butler, & Witt, 2000; Robinson, Cimpian, Thompson, & Umansky, 2016; Umansky & Reardon, 2014), as well as SIFE, and dual-identified English learners (see Burke, Morita-Mullaney, & Singh, 2016; Conger, 2009; Kieffer & Parker, 2016; Thompson, 2015; Umansky &

Reardon, 2014). Interested readers are also referred to the Oregon’s ESSA Consolidated State Plan (2017) for Oregon’s trajectory expectations (pp. 43-44).

As illustrated in figure 14, as the grade level increases, the percentage of current English learners on track to attain English language proficiency decreases from 60 percent in elementary school grades to 26.1 percent in high school grades. Furthermore, the same pattern is evident for current English learners with disabilities where the percentage decreases from 42.9 percent in elementary school grades to 9.1 percent in high school grades. To some extent, the decrease in the percentage of current English learners on track to attain English language proficiency from elementary to high school grades is not a surprise due to the annual exiting of current English learners and the annual enrollment of new ELs. This has a considerable impact on the composition of current English learners across grade levels. Thus, inferences and comparisons across grade levels and between groups of current English learners (e.g., those with and without disabilities) must use caution.

Figure 14. Percentage of all current English learners and current English learners with disabilities on track to attain English language proficiency by elementary (K-5), middle (6-8), and high school grades (9-12) in 2023-24.



Long-term current English learners made up 21.9 percent of all current English learners.

Parents and communities have concerns about the ability of Oregon’s schools and districts to ensure current English learners attain English language proficiency and exit an ELD program within an appropriate amount of time. Current English learners who are unable to meet proficiency expectations after a period of time are known as long-term current English Learners. The ODE defines a long-term current English learner as a student who receives English language instruction, supports, and services in an ELD program for more than seven years.

In 2023-24, most current English learners (77.7 percent) were not long-term English learners; however, this means that 21.3 percent of current English learners received English language instruction, supports, and

services for more than seven years. This is a concern because slower development of English language proficiency is highly predictive of other academic challenges (Menken & Kleyn, 2009; Danahy Ebert & Reilly, 2022). An important point to consider is the ability of Oregon’s schools and districts to meet the needs of current English learners. This is particularly salient given that 40.8 percent of current English learners with disabilities in 2023-24 were long-term English learners.

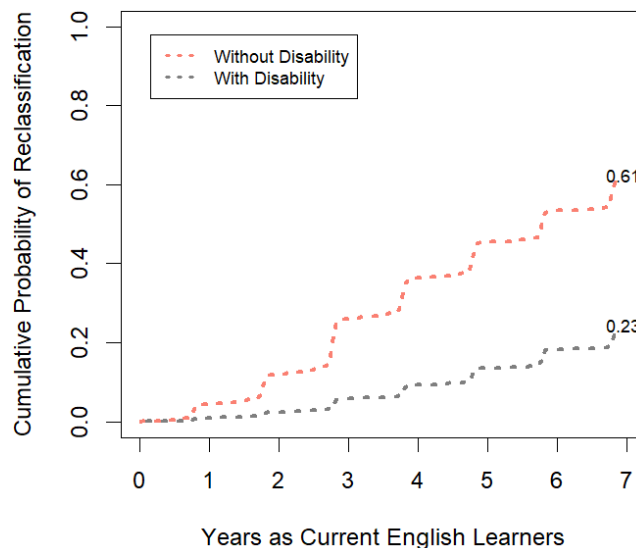
Approximately 23 percent of current English learners receiving special education services and supports developed English language proficiency in seven years.

It is also useful to look at the development of English language proficiency from another angle, namely, what proportion of current English learners develop proficiency within a particular amount of time?

This measure uses data for all current English learners who received English language instruction, supports, and services in an ELD program in 2023-24 regardless of the length, start, or end of enrollment. While most of the data in this report rely on the first school day in May 2024 as a snapshot, this measure includes all current English learners (even those not enrolled on the first school day in May 2024).

Figure 15 addresses this question for current English learners with and without disabilities. For current English learners without disabilities who began receiving English language instruction, supports, and services on or after July 1, 2017, the probability of reclassification (i.e., attaining English language proficiency and exiting an ELD program) after seven years is 0.61 (or, after multiplying by 100, 61 percent). That is, 61 percent of the current English learners without disabilities attained English language proficiency and exited EL services in seven years. On the other hand, 23 percent of current English learners with disabilities attained English language proficiency and exited an ELD program in seven years. Succinctly put, ELs without a disability are, on average, about three times as likely to exit the EL program in 7 years than their EL peers with a disability.

Figure 15. Probability of reclassification for current English learners with and without disabilities after seven years (July 1, 2017 to June 30, 2024).



Student Academic Outcomes in English Language Arts and Mathematics

Each year, all Oregon students in grades 3-8 and 11 take state assessments in English language arts and mathematics. Some of these assessments such as English Language Arts which are offered only in English⁹, may be especially challenging for ELs who are still developing proficiency. For both subjects, a performance level of three or higher meets the state standards. Overall, statewide, most Oregon students are not meeting our proficiency standards.

Former ELs outperformed or matched never ELs in ELA in early grades, while current ELs met state standards at significantly lower rates across all grades.

According to figure 16, across all grade levels, Current ELs have the lowest percentage of students meeting or exceeding standards, with only 6.6% in Grades 3–5, 3.7% in Grades 6–8, and 4.1% in Grade 11.

Former ELs, on the other hand, perform significantly better, especially in Grades 3–5, where 82.9% meet or exceed standards—the highest percentage across all groups and grade levels. Their performance decreases in later grades, with 47.3% in Grades 6–8 and 40.5% in Grade 11, but remains notably higher than that of Current and Monitored ELs.

Monitored ELs, who are reclassified from EL status within the past four years, demonstrate moderate performance. In Grades 3–5, 55.7% meet or exceed standards, which declines to 31.8% in Grades 6–8 and further to 24.1% in Grade 11. This downward trend suggests that some reclassified ELs may struggle to maintain academic proficiency as curriculum demands increase.

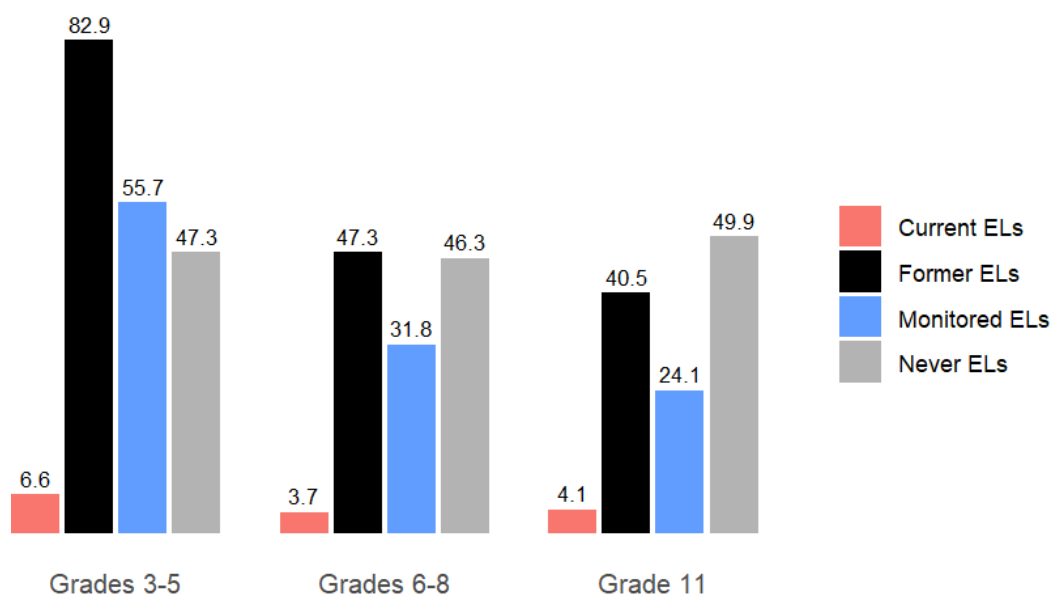
Never ELs, students who have never been classified as English Learners, generally outperform Current and Monitored ELs but underperform Former ELs in elementary grades. Their percentages remain relatively stable across grades: 47.3% (Grades 3–5), 46.3% (Grades 6–8), and 49.9% (Grade 11).

Overall, the data indicate that while Current ELs face the greatest challenges in ELA, students who successfully exit EL status—especially in early grades—can achieve or exceed proficiency at rates higher than their never-EL peers, underscoring the importance of effective EL instruction and support¹⁰.

⁹ It is worth noting that state mathematics summative tests allow for a Spanish-English toggle feature that may be set up by test administrators upon request prior to the test.

¹⁰ In addition to state assessments, in the 2023–24 National Assessment of Educational Progress (NAEP) ELA assessment in Oregon, English learners showed significantly lower performance compared to all students. In 4th grade, only 1% of ELs reached proficiency, compared to 19% of all students, and 93% of ELs scored below basic. In 8th grade, 1% of ELs were proficient, with 86% scoring below basic, while 24% of all students were proficient.

Figure 16. Percentage of current, former and never ELs meeting or exceeding state standards in English Language Arts in elementary, middle and high school, 2023-24¹¹



In Math, Former ELs outperformed Never ELs in elementary grades while current ELs met standards across all grades at a significantly lower rate.

Based on figure 17, across all grade levels, Current ELs consistently exhibit the lowest achievement in mathematics. Only 7.6% of Current ELs in Grades 3–5 meet or exceed standards, and this percentage declines sharply to 2.3% in Grades 6–8 and 1.4% in Grade 11. This trend highlights the significant challenges faced by Current ELs in mastering mathematical concepts and academic language.

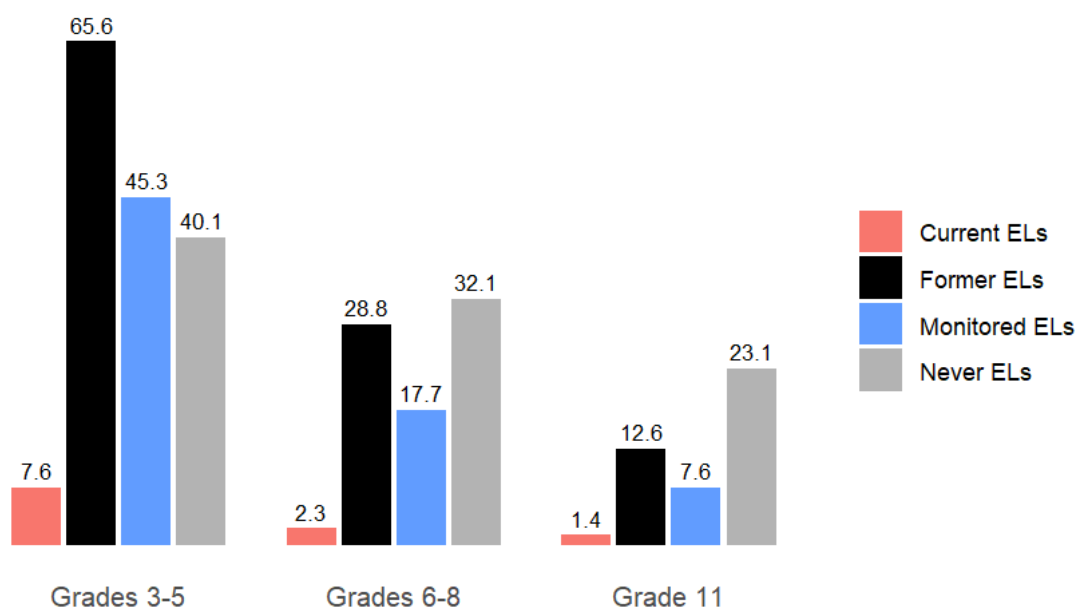
Former ELs show relatively strong performance, especially in elementary grades, where 65.6% meet or exceed standards—surpassing all other groups. However, their performance declines with grade level, dropping to 28.8% in Grades 6–8 and 12.6% in Grade 11. This pattern suggests diminishing returns over time or increasing difficulty in advanced math content for reclassified students.

Monitored ELs, who recently exited EL status, outperform Current ELs at every level but do not consistently surpass Never ELs. In Grades 3–5, 45.3% of Monitored ELs meet standards, compared to 40.1% of Never ELs. However, this advantage disappears in later grades, with Monitored ELs trailing Never ELs in Grades 6–8 (17.7% vs. 32.1%) and Grade 11 (7.6% vs. 23.1%).

¹¹ In this chart, the group “current EL” includes only students who were classified as current ELs at the time of testing. In some other state accountability reports, the performance of current and recently reclassified ELs are reported together.

Overall, the data reveal a persistent achievement gap in mathematics for Current ELs and indicate that early gains among Former and Monitored ELs may decrease over time, highlighting a need for sustained academic support throughout students’ educational trajectories¹².

Figure 17. Percentage of current, former, monitored and never ELs meeting or exceeding state standards in mathematics in elementary, middle and high school, 2023-24¹³



Section 4: Attendance, Progress toward Graduation, Graduation, and Beyond

This section of the report examines several important outcomes for English learners. These are attendance, ninth grade progress towards graduation, four-year graduation, earning a Seal of Biliteracy, and post-secondary enrollment.

Regular Attendance

In recent years, researchers and educators alike have devoted increasing attention to ensuring students attend school on a regular basis. Research has shown that even moderate levels of absenteeism can have a profound impact on students’ grades, performance on standardized assessments, graduation rates, and success in college (Allensworth & Evans, 2016; Ginsburg, Jordan, & Chang, 2014). In Oregon, students exhibit “regular attendance” at school if they attend more than 90 percent of school days during the school year.

¹² In addition to state assessments, the 2023–24 National Assessment of Educational Progress (NAEP) for Oregon, English learners (ELs) scored significantly lower than all students. In 4th grade, only 4% of ELs reached the proficient level compared to 25% of all students, with 70% of ELs scoring below basic. The disparity was even greater in 8th grade: just 1% of ELs were proficient, while 90% scored below basic, compared to 45% of all students.

¹³ Also in this chart, the group “current EL” includes only students who were classified as current ELs at the time of testing.

Current English learners consistently have lower rates of regular attendance across all grade levels, with engagement declining considerably in high school.

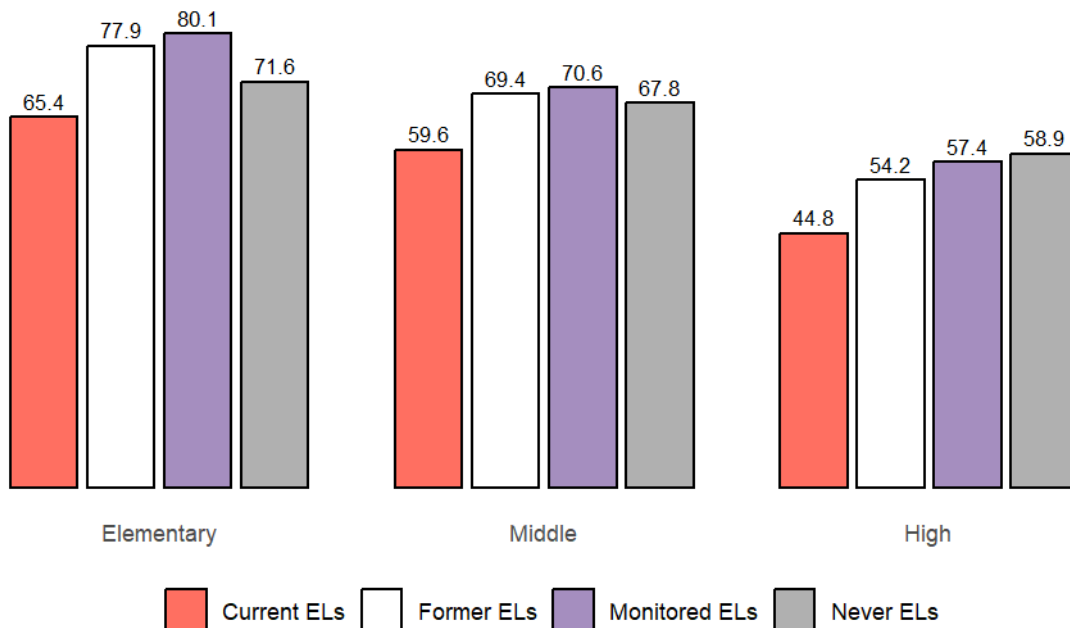
As shown in figure 18, across all grade levels, Current ELs consistently exhibit the lowest rates of regular attendance compared to former and never English learners, beginning with 65.4% in elementary school, declining to 59.6% in middle school, and reaching a low of 44.8% in high school.

Former ELs and Monitored ELs demonstrate the highest rates of regular attendance in elementary and middle school, with Monitored ELs leading at 80.1% in elementary and 70.6% in middle school. Former ELs follow closely with 77.9% and 69.4%, respectively. These figures suggest that students who have exited EL services, especially recently monitored ones, are more engaged with school in the earlier grades.

By high school, attendance declines across all groups, but Former ELs (54.2%) and Monitored ELs (57.4%) still maintain higher attendance rates than Current ELs. Notably, Never ELs show a steadier attendance pattern, with 71.6% in elementary, 67.8% in middle, and 58.9% in high school.

Overall, the data highlight the need for targeted attendance interventions, particularly for Current ELs—whose engagement appears to decrease most significantly in secondary school. Supporting this group with culturally and linguistically responsive attendance strategies may be critical to improving long-term educational outcomes (also see the section on *sense of belonging*).

Figure 18. Percentage of current, former, and never English learners regularly attending school by elementary (K-5), middle (6-8), and high school grades (9-12) in 2023-24



On Track to Graduate

Around the country, states and districts track whether students in the 9th grade are on track to graduate within four years¹⁴. They do this because ninth grade is a critical year for determining whether students will ultimately graduate from high school; identifying students who are not on track allows schools to provide supports and interventions to help keep students in school and progressing towards graduation. Note that In Oregon, students in the 9th grade are on track to graduate if they earn at least six credits or 25 percent of the credits their district requires for graduation. However, one should note that ODE’s data only captures the number of the credits earned and not the specific courses associated with those credits. From 2018-19 to 2023-24, a higher percentage of former and never English learners were on-track to graduate compared to current English learners.¹⁵

According to figure 19, across all years, Former EL students consistently outperform the current and never ELs in terms of being on track to graduate. Their rates rose steadily from 70.4% in 2020–21 to 87.7% in 2023–24, marking a 17.3 percentage point increase over four years. This pattern may reflect differences in the educational opportunities and support systems afforded to students once they exit EL services. Former ELs may benefit from access to broader academic opportunities not always available to Current ELs. These systemic differences in resources, expectations, or placement may contribute to their higher on-track rates.

Never EL students also demonstrated consistent improvement, increasing from 75.7% in 2020–21 to 85.9% in 2023–24. Though they started higher than Former ELs in 2020–21, they were eventually surpassed by Former ELs beginning in 2021–22, highlighting the exceptional progress of the latter group.

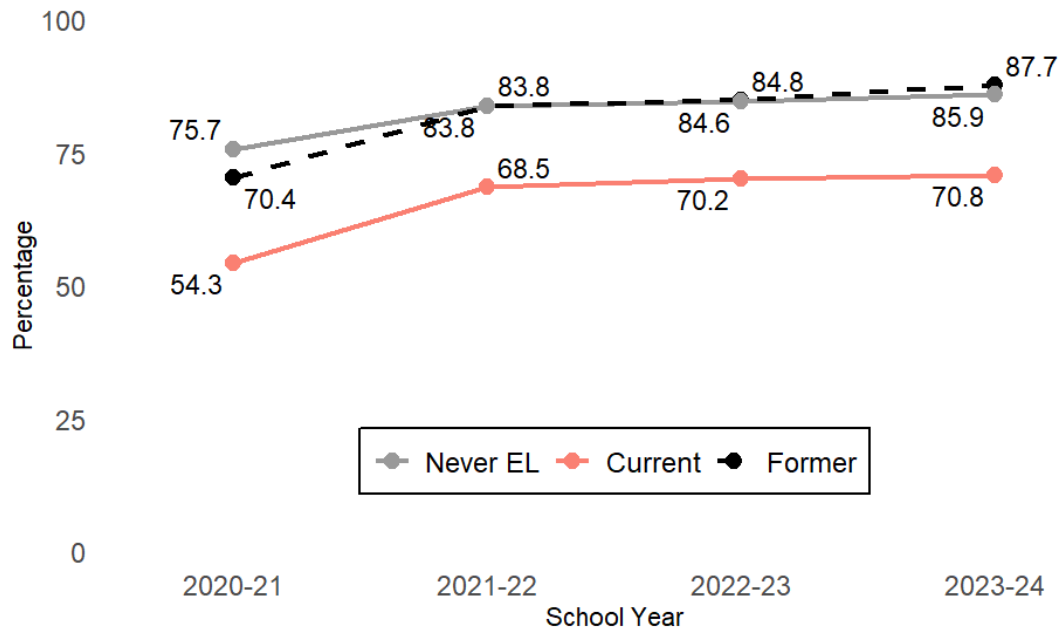
Current EL students had the lowest on-track rates across all years, though they showed improvement from 54.3% in 2020–21 to 70.8% in 2023–24—a 16.5 percentage point gain. While this progress is encouraging, the persistent gap between Current ELs and the other two groups (approximately 15–17 percentage points in 2023–24) signals a continued need for targeted support and resources.

Overall, the data reveal positive trends for all groups, especially for Former EL students. However, the ongoing disparities highlight the importance of addressing the specific challenges that Current EL students face to ensure equitable outcomes in graduation readiness.

¹⁴ Note that the data in for 9th grade on track defines former English learners as multilingual students who attained English language proficiency and exited an ELD program which also includes monitored English Learners.

¹⁵ Data representing the percentage of current, former, and never English learners who were on track to graduate in ninth grade were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon’s response to the COVID-19 pandemic (e.g., the cancellation of data collections that either capture the specific data or support the calculation of this measure at the district and state levels).

Figure 19. Percentage of 9th grade current, former, and never English learners on track to graduate within four years (2020-21 to 2023-24).



Four-Year Graduation

The ODE uses a cohort adjusted graduation rate to examine and monitor the percentage of students graduating within a specific number of years. The data for this section relies on the four-year cohort adjusted graduation rate for current, former, and never English learners. For the purposes of reporting graduation data to the public, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school, which for cohort adjusted graduation rates also includes monitored English Learners. (see [Cohort Graduation Rate Policy and Technical Manual, 2021](#)).

Former English learners graduated at rates similar to or better than never English learners; however, substantially fewer current English learners graduated in four years. According to figure 20, former EL students consistently had the highest graduation rates, increasing from 82.5% in 2017–18 to 87.8% in 2023–24. Their rates remained above both other groups each year, reflecting strong long-term outcomes for students who have exited English learner services. Graduation rates ranged from 0% to 100% across districts, with the caveat that the rates closer to 100% were more common among districts with smaller current and former EL graduation adjusted cohorts.

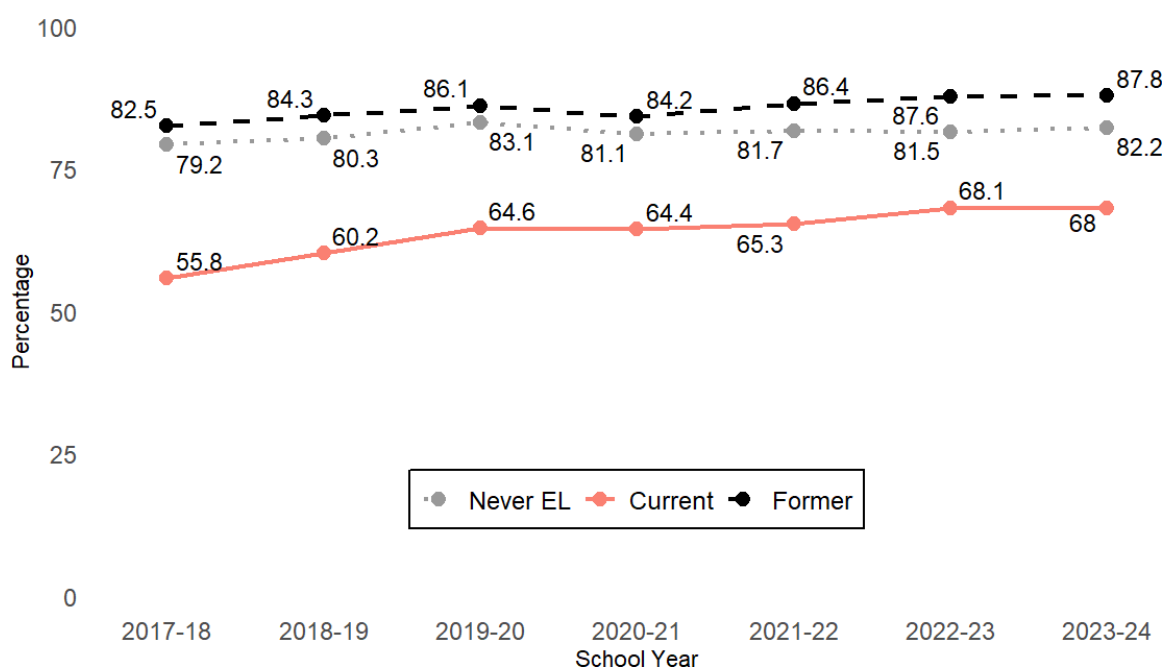
Never EL students followed a relatively stable trend, with graduation rates hovering between 79.2% and 83.1%, and ending at 82.2% in 2023–24. Although this group generally performs well, they have been consistently outpaced by Former EL students since the beginning of the trend.

English Learners in Oregon

Current EL students showed steady improvement, rising from 55.8% in 2017–18 to 68% in 2023–24—a 12.2 percentage point increase. While this represents meaningful progress, a large gap (nearly 20 percentage points) remains between Current ELs and their peers, signaling persistent inequities.

Overall, the data suggest that while graduation outcomes have improved across all groups, former ELs outperform both their peers who never received services and those currently receiving them. Continued focus is needed to close gaps for Current ELs and support equitable graduation outcomes.

Figure 20. Percentage of current, former, and never English learners graduating within four years (2017-18 to 2023-24).



Current English learners graduating in four years were over 2.5 times more likely to receive a modified diploma

Modified diplomas are designed for students who meet certain criteria listed in OAR 581-022-2010¹⁶. Modified diplomas require fewer credits to graduate compared to a regular high school diploma. Among the current English learners who graduated in four years in 2023-24 (i.e., 2,548 students), 249 students (9.8 percent) received a modified diploma (see table 8). By contrast, among the former English learners that graduated in 4 years in 2023-24 (i.e., 5,238 students), 91 students (1.7 percent) received a modified diploma. Finally, among the never English learners who graduated in four years in 2023-24 (i.e., 30,984 students), 1,195 students (3.9 percent) received a modified diploma.

In addition, among the students that graduated in four years in 2023-24, current English learners were more than 2.5 times (9.8 percent ÷ 3.9 percent) more likely to receive a modified diploma compared to that for

¹⁶ For the list of the criteria please visit:

<https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=323056>

never English learners. This ratio slightly decreases to 2.6 times (11.4 percent ÷ 4.3 percent) for cohorts that graduated in five years.

Table 8. Percentage of students receiving regular vs. modified diplomas

Student (Diploma Type)	Four-Year Cohort	Five-Year Cohort
Current English Learners (Modified)	9.80%	11.40%
Former English Learners (Modified)	1.70%	2.30%
Never English Learners (Modified)	3.90%	4.30%
Current English Learners (Regular)	90.20%	88.60%
Former English Learners (Regular)	98.30%	97.70%
Never English Learners (Regular)	96.10%	95.70%

Oregon State Seal of Biliteracy

Bi- and multilingualism offer many cognitive, academic, and economic benefits. The Oregon State Seals of Biliteracy and Multiliteracy recognize student proficiency in two or more languages. Students are eligible to earn a Seal of Biliteracy or Multiliteracy if they meet the following requirements:

- Meet all state and district graduation requirements, and
- Demonstrate ACTFL Intermediate High proficiency in listening, speaking, reading, and writing in any two or more languages.

The data for this section relies on students who graduated in 2023-24 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this section will examine the count and percentage of current, former, and never English learners¹⁷ who earned the Seal of Biliteracy in 2023-24.

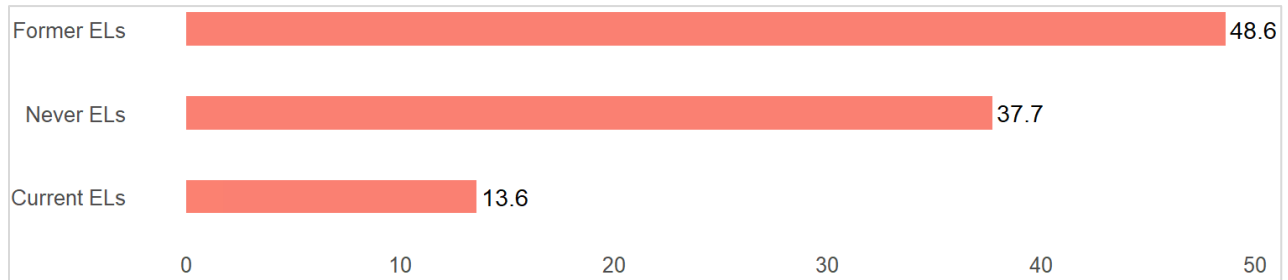
The majority of students who earned the Seal of Biliteracy in 2023-24 were ever English learners.

Of the 38,773 students who graduated in 2023-24, 2,567 students (about 6.6 percent) also earned the Seal of Biliteracy. Among those 2,567 students, 37.7 percent were never English learners, 48.6 percent were former English learners, and 13.6 percent were current English learners (see figure 21). In other words, 62.2 percent of those who earned the Seal of Biliteracy were ever English learners (i.e., current plus former English

¹⁷ For the purposes of reporting Seal of Biliteracy data in this report, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

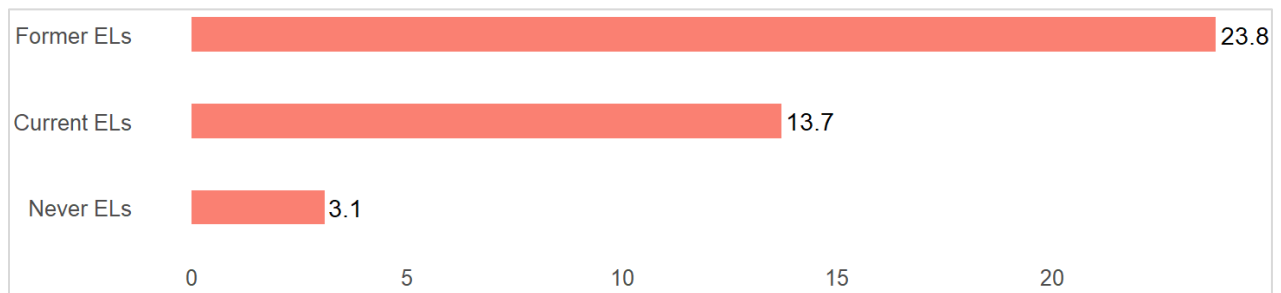
learners). The majority of students who earn the Seal of Biliteracy are (1) ever English learners or (2) never English learners who are native speakers of languages in addition to English.

Figure 21. Percentage of current, former, and never English learners graduating with the Seal of Biliteracy in 2023-24 (among all students who graduated with the Seal of Biliteracy).



According to figure 22, among former English learners who graduated in 2023-24, 23.8 percent earned the Seal of Biliteracy. Moreover, 13.7 percent of current English learner graduates earned the Seal of Biliteracy in 2023-24. Among ever English learners who graduated in 2023-24, 20.5 percent also earned the Seal of Biliteracy.

Figure 22. Percentage of current, former, and never English learners earning the Seal of Biliteracy in 2023-24 (among current, former, and never English learner graduates).



Students earned the Seal of Biliteracy in a diversity of language combinations; however, English-Spanish was the most common combination.

Students who graduated with a Seal of Biliteracy (2,567 students) demonstrated proficiency in a combination of languages. English-Spanish was the most common combination of those languages (85 percent). Other notable combinations of languages in which students demonstrated their proficiency included English-French (4 percent), English-Japanese (2 percent), and English-Chinese (1 percent).

Graduating students across Oregon achieved recognition for biliteracy in 2023–24.

Table 9 highlights the ten Oregon districts with the highest number of 2023–24 graduates earning the Seal of Biliteracy. Beaverton SD 48J leads with 366 students, followed by Salem-Keizer SD 24J with 329 students. It is important to note that while large districts, like Beaverton and Salem-Keizer SD 24J, had large graduating cohorts, other typically smaller districts achieved higher percentages of graduates earning the Seal of Biliteracy (e.g., St Paul SD 45: 37%; Umatilla SD 6R: 21.3%).

Table 9. Ten Oregon districts with the highest numbers of 2023-24¹⁸ graduates earning the Seal of Biliteracy.

District	Student Count	District	Student Count
Beaverton SD 48J	366	Bend-LaPine Administrative SD 1	113
Salem-Keizer SD 24J	329	North Clackamas SD 12	106
Woodburn SD 103	213	Corvallis SD 509J	80
Eugene SD 4J	165	Lake Oswego SD 7J	71
Hillsboro SD 1J	124	Medford SD 549C	69

Postsecondary Enrollment

The ODE annually examines and publicly reports the percentage of high school graduates who enroll in post-secondary education institutions in Oregon and across the U.S. (e.g., public and private, 2-year and 4-year, etc.). A post-secondary education affords students a wide range of advantages, including greater employment opportunities, financial security, opportunities to contribute to their community, and greater life satisfaction. The data for this measure uses students who graduated in 2020-21 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this portion of the report examines the count and percentage of current, former, and never English learners¹⁹ who enrolled in a post-secondary education institution within sixteen months after graduation.

¹⁸ Note that the counts in this table reflect students who graduated in 2023-24 (and were part of the four-year cohort adjusted graduation rate) and earned the Seal of Biliteracy.

¹⁹ For the purposes of reporting post-secondary enrollment data in this report, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

Never English learners were more likely to enroll in post-secondary education institutions than current English learners; however, former English learners had comparable post-secondary enrollment rates as never English learners.

Figure 23 displays the percentage of Current, Former, and Never English Learners (ELs) enrolling in post-secondary institutions within 16 months of high school graduation from 2016–17 to 2021–22.

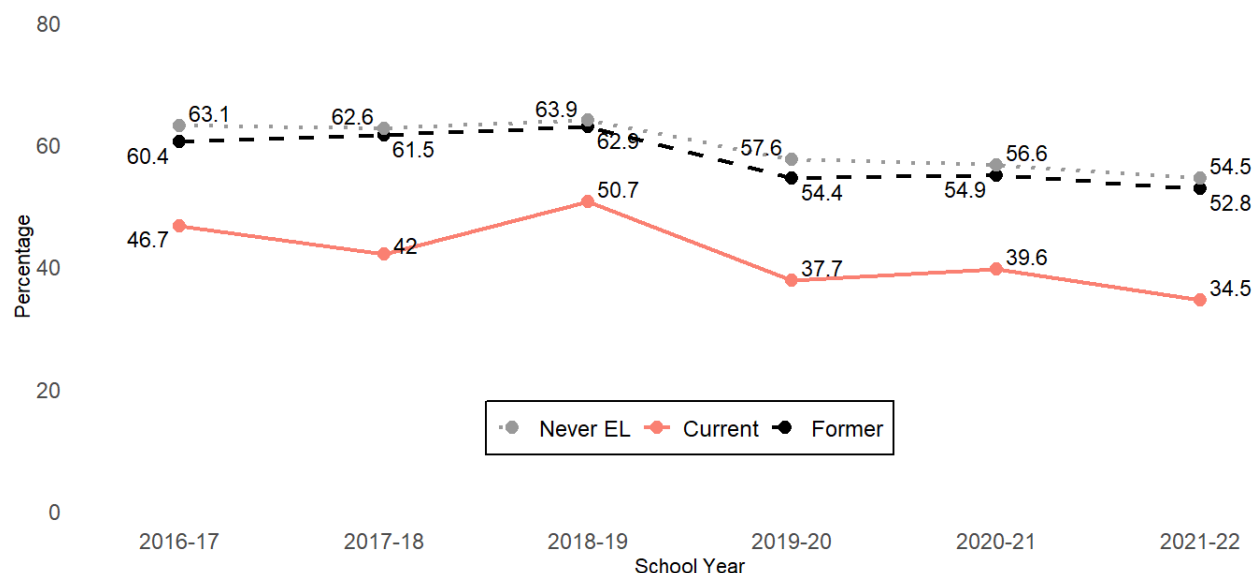
Across all years, Never EL and Former EL students consistently had higher post-secondary enrollment rates than Current ELs. Never EL students began at 63.1% in 2016–17 and declined steadily to 54.5% by 2021–22. Similarly, Former ELs started at 60.4% in 2016–17 and decreased to 52.8% in 2021–22. Despite relatively small year-to-year fluctuations, both groups show a clear downward trend, reflecting an overall decline in post-secondary enrollment during this period.

Current English Learners faced the steepest decline in college enrollment, dropping over 12 percentage points since 2016–17.

Current EL students consistently had the lowest enrollment rates and experienced the sharpest decline. From a starting point of 46.7% in 2016–17, their enrollment dropped to 34.5% by 2021–22—a 12.2 percentage point decrease. Notably, their rate peaked at 50.7% in 2018–19, briefly narrowing the gap, but then fell dramatically in subsequent years. The COVID-19 pandemic likely exacerbated existing barriers to enrollment for this group, such as limited access to college guidance, financial challenges, and language-related hurdles.

By 2021–22, the gap between current ELs and their peers had widened considerably, particularly when compared to former ELs (18.3 percentage points). This suggests a pressing need for targeted supports Current EL students navigate the transition to post-secondary education and address the long-term decline in enrollment observed across all groups especially newcomers who have significant gaps in their schooling.

Figure 23. Percentage of current, former, and never English learners enrolling in post-secondary institutions within 16 months of high school graduation (2016-17 to 2021-22²⁰).



Dual Language Bilingual Education Programs

Dual Language Bilingual Education (DLBE) programs are a research-based approach to educating English learners that promote bilingualism, biliteracy, academic achievement, and cross-cultural understanding (Soltero, 2018). These programs provide instruction in both English and a partner language, allowing students to develop high levels of proficiency in both languages. For English learners, dual language education offers meaningful access to academic content while supporting continued development of their home language. Research consistently shows that ELs in DLBE programs outperform their peers in English-only settings on academic outcomes (Vazquez Cano & Motamedi, 2024). DLBE programs also have shown to be superior to other instructional models (e.g., Pull-out, ELD Class Period) in promoting English proficiency (Motamedi, et al., 2019). These programs also align with the state’s goals for equity and inclusion by valuing multilingualism as an asset. Expanding access to high-quality dual language programs is a key strategy for supporting EL success and a priority under the Oregon’s ML strategic plan.

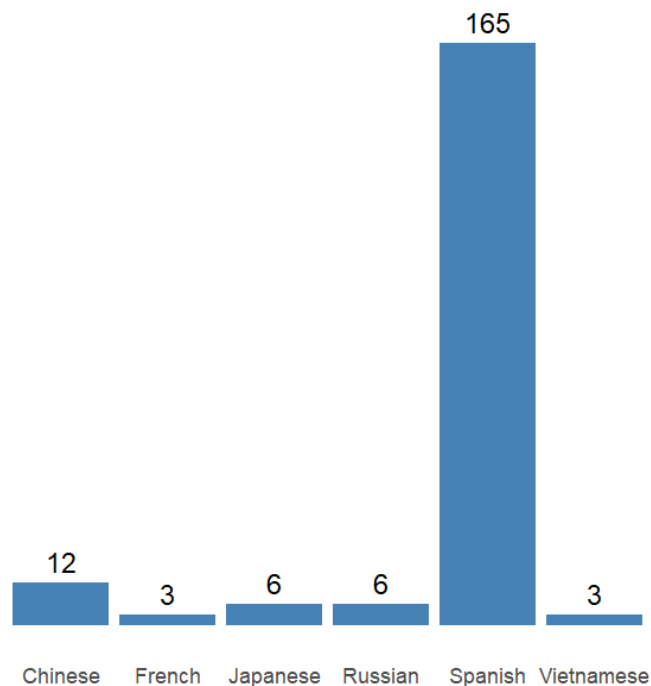
Despite their empirical appeal, there is limited up-to-date information available about DLBE programs in Oregon. While a valuable [DLBE directory](#) was publicly introduced in 2023 by Oregon State University (OSU), the information it contains reflects an earlier snapshot of program features and may not fully represent recent developments. To address this, the Oregon Department of Education (ODE) recently launched an effort to update OSU’s directory. This involved reaching out to multilingual program leaders across the state and inviting them to review and revise their program data. The following provides a brief overview of the languages and school types represented among the 195 schools across 39 school districts offering DLBE programs, based on the DLBE directory.

²⁰ The year (e.g., 2021-22) represents the school year in which students graduated from high school.

In Oregon, DLBE programs are available in multiple partner languages.

As shown in Figure 24, Dual Language Bilingual Education programs in Oregon span six distinct partner languages. Of the 195 schools offering DLBE programs across the state, Spanish is used as the partner language in 165 programs, accounting for approximately 84.6% of all DLBE offerings. The second most common partner language is Chinese, featured in 12 programs, representing 6.2% of the total. Japanese and Russian are each used in 6 DLBE programs statewide, comprising 3.1% respectively. Finally, French and Vietnamese are the least represented, with 3 programs each—1.5% of the total.

Figure 24. Distribution of DLBE programs by partner languages (2023-24).



DLBE programs are offered in various school types.

The distribution of these programs by school type is presented in Table 10. This wide coverage reflects both the diversity of student populations and district-specific strategies for promoting bilingualism.

The majority of DLBE offerings are found in elementary schools, with 96 schools—representing 49.2% of all DLBE schools statewide—serving as the foundational entry point for dual language education.

Middle schools account for 52 of the 195 DLBE schools, or 26.7% of the total. These programs frequently serve as the second stage of a K-12 pathway, continuing language and content instruction in the partner language for students who began in elementary DLBE.

High schools represent a smaller portion of DLBE participation, with 36 schools (18.5%) offering dual language instruction. These programs typically emphasize biliteracy and academic content in the partner language, with course offerings such as language arts, social studies, and language-specific electives.

Finally, the remaining 11 schools (5.6%) classified as “Other” include K-8 schools, charter schools, and alternative educational settings that span multiple grade levels or use non-traditional organizational structures.

Table 10. The number of DLBE programs by school type (2023-24)

School Type	Number of Schools
Elementary	96
Middle School	52
High School	45
Other	11

DLBE programs narrow the opportunity gap between ever and never English learners in Oregon.

Dual Language Bilingual Education programs are a powerful tool for narrowing opportunity gaps between students who were ever classified as English learners and those who were never ELs. For example, empirical evidence (Vazquez Cano & Motamedi, 2024) from Beaverton School District shows that DLBE programs play a significant role in closing academic opportunity gaps between students who are current or former English learners and those who have never been classified as English learners. English learners participating in DLBE programs demonstrated stronger performance on state assessments in English language arts and mathematics compared to their peers in English-only programs. They also showed faster academic growth and were more likely to be on track to graduate by grade 9. Notably, participation in DLBE programs reduced the achievement gap between ever-English learners and never-English learners by nearly half by middle school. These outcomes suggest that DLBE programs not only support academic success but also advance educational equity by providing linguistically and culturally responsive instruction that affirms the identities and strengths of multilingual learners.

DLBE programs are superior to other instructional models in promoting English proficiency in Oregon.

In addition to their impact on academic outcomes, Dual Language Bilingual Education programs consistently outperform other instructional models, such as pull-out, ELD class periods, co-teaching, in supporting English language proficiency among English learner students. Research (Motamedi, et al., 2019) indicates that EL students in DLBE programs make significantly greater grade-to-grade growth in reading, writing, listening, and speaking compared to those in pull-out programs or whose families waived EL services. Interestingly, although students in pull-out programs entered school with higher English proficiency, those in DLBE

programs caught up and often surpassed their peers by the end of elementary school. Furthermore, DLBE students demonstrated stronger outcomes on standardized English language arts assessments, even when matched with demographically similar peers. In contrast, increasing the quantity of daily EL instruction time—beyond 50 minutes—did not correlate with improved English proficiency, and in some cases was associated with lower performance. These findings highlight the effectiveness of DLBE programs in promoting long-term English development.

English Learners' Access to Core Content

Ensuring that English learners have access to core academic content is essential for promoting equitable educational outcomes and long-term success (Umansky, Shin, Thompson, Avelar, & Bovee, 2024; Vazquez Cano, Umansky, & Thompson, 2021). Core content courses serve as foundational gateways for graduation, college readiness, and career opportunities. However, systemic barriers—including restrictive course placement policies, language support structures that limit course enrollment, and misconceptions about ELs' academic potential—often exclude ELs from full participation. Access to core content is not only a matter of educational equity but a civil right. Schools, districts, and state education agencies must actively dismantle policies and practices that limit access and instead implement evidence-based strategies to expand opportunity. When English learners are fully included in academic pathways, they are more likely to thrive academically and participate meaningfully in the broader educational landscape.

As a way to measure their course access, the next section explores various groups of English Learners' participation in Advanced Placement or International Baccalaureate (AP/IB) as well as Career and Technical Education (CTE) courses.

Former English Learners enrolled in the Advanced Placement or International Baccalaureate courses at the highest rate while current English Learners had the lowest rate.

The data presented in Table 11 highlights an important disparity in access to Advanced Placement (AP) and International Baccalaureate (IB) courses for English Learners. In the 2023–24 academic year, only 2.4% of ELs were enrolled in AP/IB classes, a stark contrast to 22.6% of former ELs, 5.2% of monitored ELs, and 8.0% of students who were never classified as ELs.

This significant underrepresentation could suggest that ELs face systemic barriers that inhibit their full participation in advanced academic pathways. These barriers may include restrictive course placement policies, insufficient language support structures, and prevailing misconceptions about ELs' academic readiness and potential.

Table 11. The number and percentage of current, former, monitored, and never English Learners enrolled in an AP/IB class (2023-24)

Description	Count	Total in EL Status	Percent
ELs in an AP/IB Class	1597	65,965	2.4
Former ELs in an AP/IB Class	5521	24,467	22.6
Monitor ELs in an AP/IB Class	843	16364	5.2
Never ELs in an AP/IB Class	34564	433885	8.0

Current English Learners are enrolled in the Career and Technical Education (CTE) courses at a lower rate than other students.

In addition to lower AP/IB course participation, Table 12 reveals that English Learners (ELs) are also significantly underrepresented in Career and Technical Education (CTE) courses compared to their peers. In the 2023-24 academic year, only 11.6% of ELs were enrolled in a CTE class, whereas 49.5% of former ELs, 14.3% of monitor ELs, and 18.5% of students who were never ELs participated in CTE. This disparity suggests that ELs may face structural obstacles such as limited access to information, scheduling conflicts, language-related barriers, or insufficient guidance in navigating course options. CTE courses provide critical opportunities for students to gain hands-on experience and build skills aligned with workforce demands.

The low participation rate among current ELs raises equity concerns, as it limits their access to pathways that support high school completion, career readiness, and economic mobility. Schools and districts must take proactive steps to ensure ELs have equitable access to CTE programs by addressing systemic barriers and promoting inclusive enrollment practices.

Table 12. The number and percentage of current, former, monitored, and never English Learners enrolled in a CTE class (2023-24)

Description	Students Enrolled	Total in EL Status	Percent
ELs in a CTE Class	7,628	65,965	11.6%
Former ELs in a CTE Class	12,116	24,467	49.5%
Monitor ELs in a CTE Class	2,339	16,364	14.3%
Never ELs in a CTE Class	80,432	433,885	18.5%

English Learners' Sense of Belonging

While academic outcomes like test scores, graduation rates, and similar measures offer important insights into student success, they do not capture the full picture—particularly for English learners. A growing body of research highlights the critical role that “sense of belonging” plays in students’ academic and emotional wellbeing (Allen, Kern, Vella-Brodrick, Hattie, & Waters, 2018; Gillen-O’Neel, 2021). For ELs, feeling welcomed, valued, and represented in their school communities is especially important given the additional cultural, linguistic, and social transitions they often navigate. A strong sense of belonging can improve motivation, engagement, and resilience, and is linked to better attendance and higher academic achievement (Gillen-O’Neel, 2021; Jacoby, 2023).

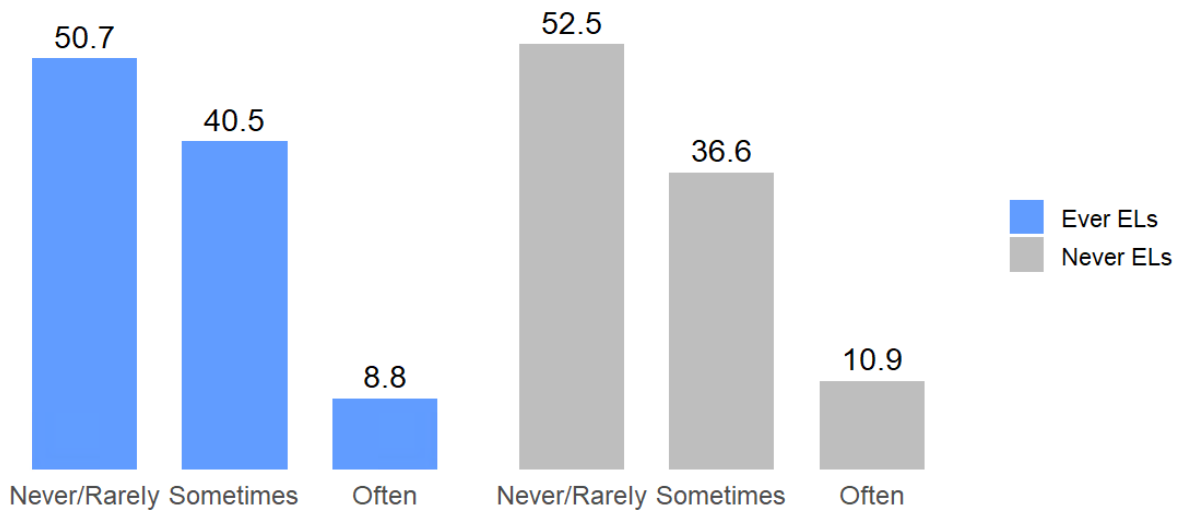
In Oregon, the *Student Educational Equity Development* (SEED) Survey captures students' voices on their school experiences, including how supported and connected they feel. In 2023-24, about 15% of the 169,000 SEED respondents were ELs. By monitoring EL students’ sense of belonging, Oregon takes a critical step toward ensuring that every student, regardless of language background, experiences school as a place of safety, connection, and inclusion. The SEED Survey included items assessing both social identity (e.g., identity representation in curriculum) and emotional connection (e.g., feeling welcome at school). In the following, we explore two survey items that examine how often EL’s social identity and emotional connection is represented in schools and how it compares to that by other groups of English Learners.

English Learners report low levels of identity representation in school assignments.

Figure 25 presents data from the 2023–24 SEED Survey, which captures perceptions of identity representation in curriculum among Oregon students in grades 3–11. The survey item asked: “*Think about your assignments from this school year. How often did they have pictures or stories of people who are like you and your family?*” Responses are disaggregated by English Learner (EL) status: Current ELs, Former ELs, Monitored ELs, and Never ELs. Over half of both groups responded “Never/Rarely” (50.7% for Ever ELs, 52.5% for Never ELs), while fewer than 11% in either group selected “Often.” However, Ever ELs reported slightly more frequent identity representation than Never ELs, with a higher percentage selecting “Sometimes” (40.5% vs. 36.6%) and “Often” (8.8% vs. 10.9%).

These findings suggest that EL students, particularly those no longer receiving support, often do not see themselves or their families reflected in classroom content. This underrepresentation may contribute to feelings of alienation, lower academic engagement, and weakened sense of belonging. The results point to a critical need for schools to incorporate culturally responsive curriculum materials that reflect and affirm students’ diverse identities and lived experiences, especially those from multilingual backgrounds.

Figure 25. Response rates²¹ (%) for identity representation in school assignments among ever and never English Learners (2023-24)



Feeling welcome at school varies significantly across English learner groups.

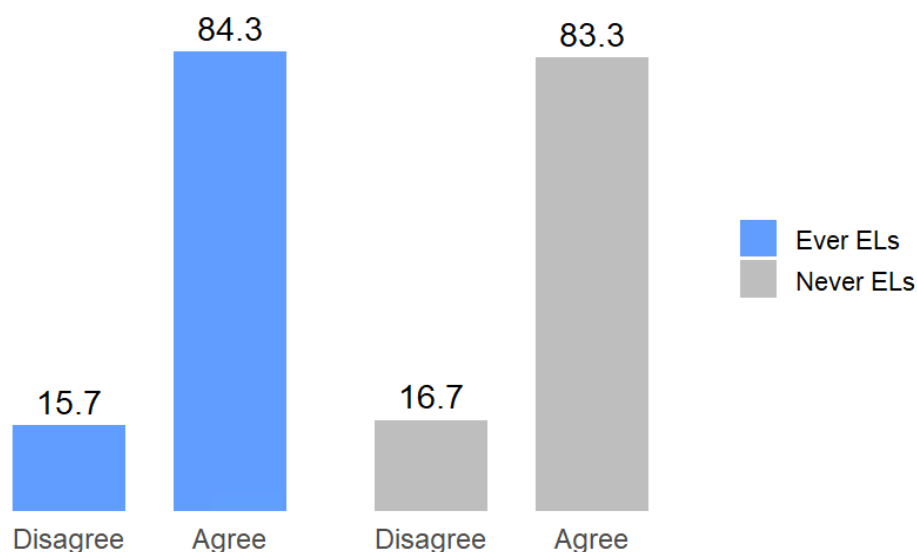
Figure 26 presents the results from the 2023-24 Student Educational Equity Development (SEED) Survey, specifically student responses to the item: *“Think about this school year and the people at your school. How much do you agree with each statement? I feel welcome at my school.”* Once again, this data is disaggregated by English Learner (EL) status: Current ELs, Former ELs, Monitored ELs, and Never ELs.

The responses reveal notable differences in students’ sense of belonging. Vast majority of students, regardless of English Learner status, reported feeling welcome at school. Among Ever ELs, 84.3% agreed with the statement, compared to 83.3% of Never ELs. The percentage who disagreed was also similar—15.7% for Ever ELs and 16.7% for Never ELs.

These patterns suggest that while many students feel welcomed, Current ELs may face unique challenges that impact their school experience. These disparities highlight the need for targeted support to foster inclusive environments for linguistically diverse students, particularly those still navigating English language development programs.

²¹ Percentages exclude respondents who skipped the item and may not sum to 100 due to rounding.

Figure 26. Response rates²² (%) for feeling welcome at school among ever and never English Learners (2023-24)



Section 5: State Revenues and Expenditures for Current English Learners

Each year, Oregon’s State School Fund provides funding to districts through General Purpose Grants. The amount of the grant relies on a formula that considers the number of students in the district (known as average daily membership weighted or ADMw). On average, the per-pupil funding amount in 2023-24 was \$10,104.²³ In addition to this basic funding, districts receive additional state funds for each student enrolled in an ELD program. This amount is $0.5 \times \$10,104$ or \$5,051.99 per current English learner. Altogether, the state allocated \$272,834,469 for these additional English learner funds in the 2023-24 school year.

Figure 27 depicts the relationship between current English learner revenues the state allocated to districts via the State School Fund Formula and the total current English learner expenditures from the General Fund expressed as a ratio. Statewide, the ratio of expenditures to revenues in 2023-24 was 0.83, meaning that district expenditures on current English learners reflected 83 percent of the funds the state allocated to districts via the State School Fund Formula. Some districts (n=47) spent about average or more than this percentage (up to about 1800 percent), while others (n=93) reported spending less (as little as 0 percent). The values on the extreme ends of the range, however, may reflect variations in the way that some districts report data. Some districts with few current English learners report revenue received from the state, but do not identify expenditures specific to current English learners, even though they may expend funds for English learner services. Other districts on the high end of the spending ratio may include expenses for dual-language

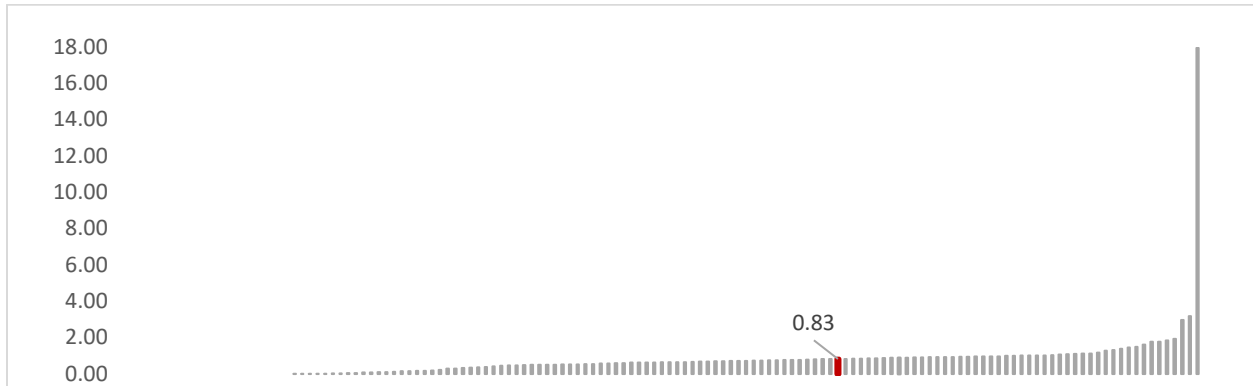
²² Percentages exclude respondents who skipped the item and may not sum to 100 due to rounding.

²³ While \$10,104 is the average amount, the grant amount can vary a bit for different districts because of the way the formula is set up.

English Learners in Oregon

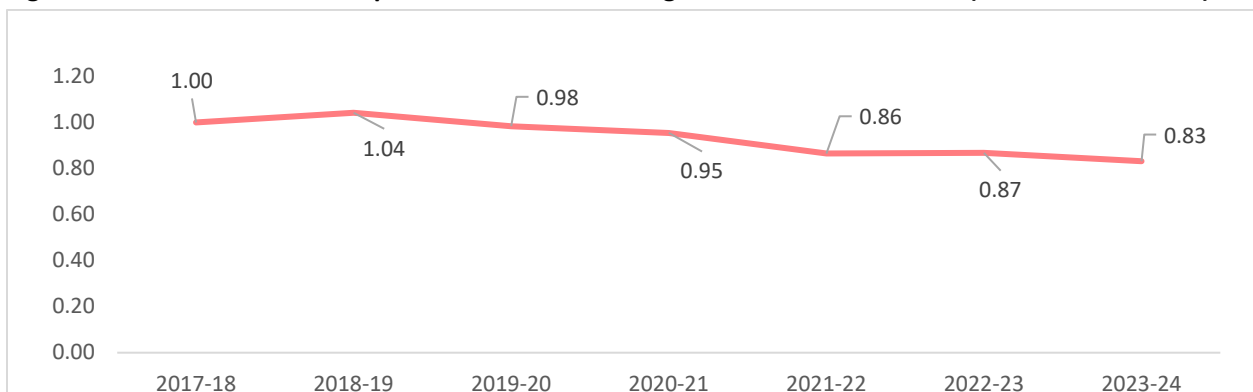
programs that also educate former and never English learners, rather than calculating the percentage spent solely on current English learners.

Figure 27. Ratio of current English learner expenditures to revenues across districts in 2023-24.



As figure 28 illustrates, the statewide ratio increased from 2017-18 to 2018-19; however, in 2019-20 through 2023-24, the ratio decreased below 1.0.

Figure 28. Ratio of statewide expenditures on current English learners to revenues (2017-18 to 2023-24).



Expenditures from the General Fund on current English learners either belong to Function 1291 (covering expenditures for instruction and interventions to help current English learners learn English) or Area of Responsibility 280 (covering other supports for current English learners, such as interpretation services or transportation).²⁴

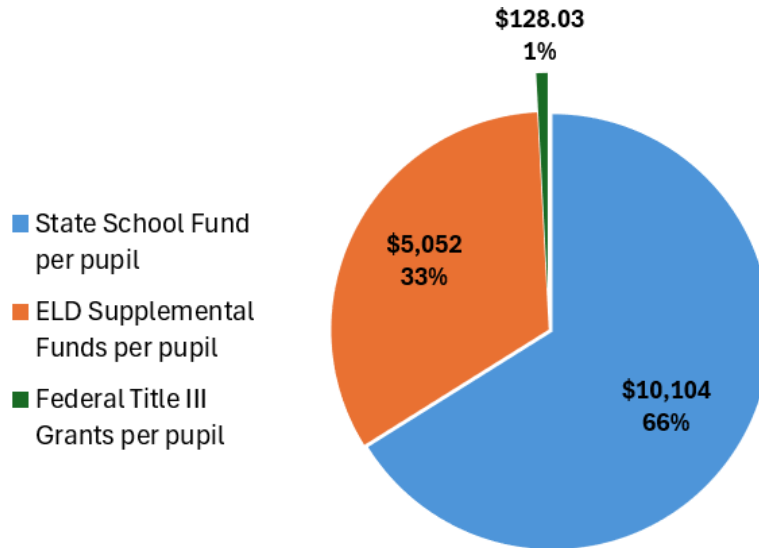
Current English learner expenditures for 2023-24 totaled \$226,409,301. Districts accounted for approximately 84.8 percent of the expenditures (\$191,943,630) using Function 1291 and 15.2 percent of the expenditures (\$34,465,671) using Area of Responsibility 280.

In addition to this state funding, districts with at least 80 current English learners may access federal Title III grants, which in 2023-24 provided an additional \$128.03 per student for supplemental current English learner

²⁴ For a more detailed description of the accounting system categories, see [Oregon's Program Budgeting and Accounting Manual](#).

services²⁵. Figure 29 summarizes the percentage of the state and federal per-pupil funding for English Learners in 2023-24 school years.

Figure 29. Percentage of state and federal per-pupil funding for English Learners in 2023-24



As Figure 29 indicates, overall, about 99 percent (66 percent + 33 percent) of the funding allocated to ELs comes from the state which in turn reflects a strong state-level commitment to education equity for EL students. Additional information on the grant amounts is available on the [ODE website under Title III Allocations](#).

Conclusion

The data trends in this report underscore both meaningful progress and persistent challenges in supporting the state's multilingual students. Nearly 102,000 Oregon students are current, monitored, or former English learners—a testament to the state's growing linguistic diversity. Encouragingly, former and monitored English learners often achieve academic outcomes that meet or exceed those of their never-EL peers, demonstrating the long-term benefits of effective English Language Development (ELD) services and the resilience of these students.

Notable progress is evident in several areas. For example, a growing share of English learners—particularly those who have exited EL services—are earning the Oregon Seal of Biliteracy, highlighting bilingualism as both a personal asset and a statewide educational goal. Graduation rates for former English learners have improved steadily, outpacing never-ELs, and additionally postsecondary enrollment rates for these students now closely match those of their peers.

Despite these successes, persistent gaps underscore the need for continued investment and reform. Current English learners face significant academic disparities. Fewer than 10 percent meet state standards in English Language Arts or Mathematics, and their regular attendance and on-time graduation rates lag considerably

²⁵ Districts with fewer than 80 students could join other districts in a consortium to access these grants.

behind those of other student groups. Furthermore, English learners remain underrepresented in Talented and Gifted (TAG) programs and are more likely to receive modified diplomas, signaling inequities in both access and expectation. Another key concern is the overrepresentation of English learners in special education, raising questions about accurate identification practices.

Schools and districts should continue to strengthen culturally and linguistically responsive supports. Enhanced professional development, better data-driven decision-making, and equitable funding are essential. Additionally, sustained attention is needed to ensure students transitioning out of ELD programs—especially monitored ELs—continue to receive academic support as they navigate the demands of advanced coursework and postsecondary preparation.

In 2024, Oregon Department of Education introduced its latest [Multilingual Learner Strategic Plan](#). The plan provides a clear roadmap for addressing these challenges, with priority areas emphasizing community engagement, transformative educators, culturally responsive practices that lead to various pathways multilingualism. Actions outlined in the plan, such as expanding pathways to academic and linguistic success, fostering inclusive school environments, and enhancing teacher training, are critical to addressing existing disparities.

By leveraging the strategies in the plan and aligning resources to meet the unique needs of ELs, Oregon can improve outcomes in future years, ensuring that every English learner has equitable opportunities to excel academically and linguistically to support their full participation and success in school and beyond.

Ultimately, Oregon's commitment to its multilingual learners should go beyond compliance—it must affirm their full academic potential and cultural contributions to our state.

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SEASIDE SCHOOL DISTRICT 10
2600 Spruce Drive, Suite 100, Seaside, Oregon 97138

MINUTES

Regular Meeting
Tuesday, August 19, 2025, 6:00 PM

Secondary School Library AND Virtual
2600 Spruce Drive, Suite 200
Seaside, OR 97138

- Katherine Davidson: Present
- Sondra Gomez: Present
- Jason Haag: Present
- Kevin LaCoste: Absent
- Chuck Mattocks: Present
- Shannon Swedenborg: Present
- Brian Taylor: Present

The meeting was adjourned at

1. CALL TO ORDER

Speaker(s): Board Chair

Discussion: The meeting was called to order at 6:00 pm.

1.1. Acknowledgement of Board Members Present

Speaker(s): Board Chair

Discussion: Member Kevin LaCoste was absent, all other members were present.

1.2. Pledge of Allegiance

Speaker(s): Board Chair

2. AGENDA REVIEW

REQUESTED ADDITIONS/REVISIONS TO THE AGENDA:

- **BUSINESS AND FISCAL SERVICES REPORT** Corrections
Finance Reports
 - Revenue & Expenditure by Funtion
 - Rebenue & Expenditure by Object
- **CONSENT AGENDA Addition**
High School Coaching Recommendations
 - Audrey Larson - Girls Soccer - Assistant Coach
 - Christen Cottam - Volleyball - Assistant Coach

- Anna Huddleston - Volleyball - Volunteer Coach
- Jolyn Montgomery - Volleyball - Volunteer Coach
- **ACTION ITEMS Addition**
 - **District Equity Lens - Recommend to Revise**

Speaker(s): Board Chair

Action(s): I move to modify the agenda to include the requested additions and corrections as noted. This motion, made by Brian Taylor and seconded by Sondra Gomez, Carried.

Voting Detail: Katherine Davidson: Yea, Sondra Gomez: Yea, Jason Haag: Yea, Kevin LaCoste: Absent, Chuck Mattocks: Yea, Shannon Swedenborg: Yea, Brian Taylor: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

Discussion: Superintendent Penrod noted the additional items that are being requested for inclusion in the agenda.

3. **REPORTS**

3.1. STUDENT BUSINESS

Speaker(s): Ella Crater

Description: *This standing agenda item is for monthly reports from the SSD Student Reps. to the Board and for other requests/reports from students.*

Discussion: Student Representative Ella Crater reported that ASB has not yet officially met this year. She noted that sports have started, and a band camp is happening this week.

3.2. TRANSPORTATION REPORT

Speaker(s): Chris Peters

Discussion: Transportation Supervisor Chris Peters introduced himself and shared a transportation presentation. He spoke about his appreciation for the transportation staff and other school and district staff who support transportation. He reviewed some fun facts, spoke about staffing challenges and needs, an update to the routing software program, the introduction of a parent app called My Ride, cameras on buses, and illegal passes of school buses with red lights on and the implementation of stop arm cameras.

Member Kat Davidson asked who monitors the cameras. Peters said that recordings can be pulled as needed.

Member Jason Haag said that as work on illegal passes continues, he requests that the Board get regular reports. He also suggested that if the Board could find out about other resources that may be needed, that would be helpful. Haag wondered about seeing how the new software affects costs going forward, so the Board can determine what makes sense in terms of future investments. Peters agreed and noted that he also has an interest in digging into this kind of data to continue to focus on efficiency.

Member Sondra Gomez said she appreciates Peters' clear enthusiasm for his job. Superintendent Penrod seconded this and stated that Peters has been doing a great job.

Attachments:

Transportation Update - School Board - August 2025

3.3. SUMMER SCHOOL REPORT

Speaker(s): Cate Blakesley, Grace Bruncke and Ann Susee

Discussion: Cate Blakesley introduced teachers Ann Sussee and Grace Brucke and a summer school presentation was shared.

Blakesley said she wanted to answer a couple of lingering questions from the last School Board

meeting. In regard to who is being served, she noted that this year the focus was on literacy. She noted that baseline data and growth data were reviewed and students who were not quite meeting grade level were identified for summer school. She also explained that students who are significantly below grade level are generally already being served through an IEP. Blakesley noted that there were additional 9th grade and extended year programs this summer.

Grace Bruncke reported that at the elementary level 29 students were served in a program that was literacy focused (80 hours total), 25 incoming kindergartners were served in Jump Start Kindergarten (40 hours total), and 8 students were served with tutoring (hours varied).

Ann Susee reported that 33 students signed up for high school summer school. She reported that about 40 half-credits were earned by students during the summer. Susee noted that she felt most students took ownership of their work and progress really well this year. She reported on the Bridge program for students coming into middle school and their progress toward building relationships for the transition.

Superintendent Penrod asked Susee to address how Apex, the credit recovery program, works. Susee noted that the system is built to assess whether students already know content and, if they do, they can move forward more quickly, allowing them to focus on the content they need to master and to complete classes more quickly.

Member Haag asked what the metrics were to determine who should participate in summer school and what the metrics are to determine if it was successful. Bruncke said that who participates is determined by several factors, including whether families want to participate. Blakesley spoke about the willingness of staff to work for summer school and whether there are staff available to manage certain behaviors, which can also determine who is invited to participate. Penrod noted that this year was challenging because the grant funding came so late. She said that next year she anticipates a much longer lead time for planning. Haag explained that he would like to see the Board looking at this program during budget season so that programs that are priorities can be planned for further ahead of time. Penrod noted that we had plenty of funding this year, but the funding notice was short. She said that districts are giving the State feedback about funding and timelines, and they seem to be listening which is encouraging.

Member Chuck Mattocks asked if staffing is an issue next year, can the District reach out to the sub pool. Penrod noted that this would be possible.

Attachments:

Summer School Board Presentation (1)

3.4. SUPERINTENDENT'S REPORT

Speaker(s): Susan Penrod

Description: *This standing agenda item is for the Board to receive a monthly report from the Superintendent.*

Discussion: Superintendent Susan Penrod shared her Superintendent's Report, beginning with review of staff activities. Mattocks asked if staff are compensated for the Aug 18-22 work. Penrod said staff are compensated for time worked prior to their regular contract period beginning.

Ella Crater asked, when there are extra funds who decides where those go. Penrod said that each year administrators and supervisors have discussions about what the priorities are. She also noted that there is a Superintendent Advisory Committee that reviews this information and gives input.

Penrod continued with review of the development of a new committee required by the State, the Equity

Advisory Committee. She also reviewed State funding for Title programs. Davidson asked what Outdoor School funding is. Penrod noted that it is an overnight program that fifth graders attend. Wozniak explained that our schools/parents used to have to pay out of pocket for students, then a grant was implemented, and we started applying for that. With the reduced funding from the State, the District is going to pick up the gap this year.

Mattocks asked about the equity committee, and he wondered how the students are being chosen. Penrod noted that she will be reaching out to student groups to make sure we have a diverse group.

Attachments:

August 19, 2025 Supt Report (1)

3.5. BUSINESS & FISCAL SERVICES REPORT

Speaker(s): Toni Vandershule

Description: *Description: This standing agenda item is for the Board to receive the monthly financial report from the Business Manager and other information relating to that department.*

Discussion: Business Manager Toni Vandershule reported that she revised the finance reports and the recent reports are accurate. She said we are looking good for the start of the fiscal year. Vandershule reported that our Payroll Specialist has parted ways with the District and the job has been posted. She said that she would be handling payroll in the interim. She also reported on timber revenue.

3.5.1. Revenue & Expenditure by Function

Attachments:

July 2025 REVISED Board Report By Function 1 (1)

3.5.2. Revenue & Expenditure by Object

Attachments:

July 2025 REVISED Board Report By Object 2 (1)

3.6. ADMINISTRATIVE REPORTS

Description: *This standing agenda item is for the Board to receive brief informal monthly reports from school and department administrators regarding general business that does not warrant a formal report.*

Discussion: Cate Blakesley reported on new staff orientation and gave a shout-out to the IT department for their work on getting staff onboard with their technology. She also expressed appreciation for the leadership team for their hard work and commitment.

Jeff Roberts reported about how great it is to have folks back in the building, noting it was terrific to work with new teachers this week. He reported that the secondary building should be fully staffed by the end of the week.

Jason Boyd thanked the custodial staff, who are short-handed, for their hard work in getting the building ready. He reported that the Superintendent has brought back a focus on attendance this year and noted that folks should start to see 'Every Day Matters' signs going up around the community. He encouraged the Board to help get the message out about the importance of attendance and 'Every Day Matters'. Boyd also reported on three convex boxes that are in place with supplies for emergency preparedness in the event of a major event, allowing some stability until other resources are able to arrive. He noted that a company, RMD who specializes in this work, is partnering with us to complete this project. Gomez asked how long the food/MRS last. Boyd said he is not sure yet, but he believes there is usually about a 20-year cycle for replacement. Penrod noted that an annual review of inventory is generally recommended.

Karolina Gage reported on the positive vibe in the air in the buildings, work on the Student Handbook (including the addition of use of AI), the scheduling of Hispanic Parent Nights, and the disc golf project.

Wendy Crozier reported on being excited to get students back in the building. She noted that a new elective 'Creative Expressions' (a precursor to CTE) is being introduced at the middle School.

Juli Wozniak gave shout-out to custodial and office staff for their work over the summer, reported that PRE is almost fully staffed, and she introduced new assistant principals Desiree Graetz and Ellie Irish-Jones.

3.7. CANNON BEACH ACADEMY REPORT

Speaker(s): MaryEllen Kiffe

Description: *This standing agenda item is for the Board to receive a brief informal report from the Cannon Beach Academy regarding general business that does not warrant a formal report.*

Discussion: MaryEllen Rogozinski noted her new last name, reported on two new teachers at CBA, and that she will be stepping back from being a homeroom teacher to focus on admin and other teaching duties. She noted that CBA is getting a new roof and thanked the City of Cannon Beach for paying for it.

Attachments:

Director's Report 8_25

3.8. UNION REPORTS

Speaker(s): Union Representatives

Description: *This standing agenda item is to receive regular reports from Licensed and/or Classified union representatives.*

Discussion: SEA - Jane Crater reported that she has been involved this week in meeting new teachers, in SEA leadership training over the summer, and being ready to begin the new school year.

OSEA - None

4. PUBLIC COMMENT

Speaker(s): Board Chair

Description: *The meeting will now be opened to receive public comment. We value the time and initiative members of the public take to share their thoughts with the Board. The Board's role during public comment is not to immediately respond, but to listen. If follow up is necessary, we will direct our Superintendent to do so. Remember that we are all role models for our students, please share your thoughts respectfully. Should any public comment include complaints regarding a personally identifiable staff member, the Board Chair will direct the speaker to the proper administrative process found in Board policy KL: Public Complaints. Speakers will have three minutes to express their thoughts.*

Discussion: There was no public comment.

5. CONSENT AGENDA - Action

Description: *To make more efficient use of meeting time, items that are routine in nature are placed on the Consent Agenda when no debate is anticipated. If discussion is desired, any item placed on the Consent Agenda may be removed to Action items, at the request of any board member, before a vote is taken. All remaining items of the Consent Agenda are then disposed of in a single motion.*

Action(s): I move to approve the Consent Agenda, including the additional high school coaching recommendations. This motion, made by Katherine Davidson and seconded by Brian Taylor, Carried.

Voting Detail: Katherine Davidson: Yea, Sondra Gomez: Yea, Jason Haag: Yea, Kevin LaCoste: Absent, Chuck Mattocks: Yea, Shannon Swedenborg: Yea, Brian Taylor: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

5.1. Approve Minutes of the July 15, 2025 Regular Meeting of the School Board

Attachments:

Seaside SD 07-15-2025 SB Meeting Minutes

5.2. Approve Minutes of the July 15, 2025 Work Session Meeting of the School Board

Attachments:

Seaside SD 07-15-2025 SB Work Session Minutes

5.3. Employment/Sherry Becker/High School Special Education Teacher

Attachments:

Sherry Becker - Recommendation for Hire Form

5.4. Resignation/Dorota Haber-Lehigh/ELD Teacher

Attachments:

Haber-Lehigh, Dorota - Resignation

5.5. Approve HS & MS Athletics Employment:

- Anastasia (Stacie) Gilligan - Extra Duty
- Wally Hamer - MS Boys Basketball - Volunteer Coach
- Jane Forman - MS Cross Country - Assistant Coach
- James Lawrie - HS Boys Soccer - Assistant Coach
- Austin Wells - HS Strength & Conditioning - Volunteer Coach

Attachments:

HS Athletics 8-4-2025

5.6. Extended Duty Recommendations:

- HS - Fall Play - Head: Susan Baertlein
- HS - Fall Play - Assistant: Ann Susee
- HS - Winter Play - Head: Susan Baertlein/Ann Susee (50/50 split)
- HS - Musical - Head: Ann Susee
- HS - Musical - Assistant: Susan Baertlein
- HS - Activity Director (ASB): Hailee Wawro
- Athletic Director: Chad Clouse
- HS - FBLA: Mike Verhulst
- HS - Robotics: Andrew Gooch
- Music - Coral (Vocal): Jacob Brien
- Music - Instrumental: Josiah Glaser
- HS - Culinary Arts/Pro-Start: Chelsea Archibald
- HS - Yearbook/Seabreeze: Kriste York
- HS - Pacifica Project Coordinator: Kriste York/Matt Klosterman (50/50 split)
- MS - Activity Coordinator: Shelby Gagnon
- MS - Yearbook - Advisor: Shelby Gagnon

- MS - Team Leader (6th): Erin Thompson
- MS - Team Leader (7th): Angie Bice
- MS - Team Leader (8th): Karma Herd
- MS - Team Leader (Electives): Josiah Glaser
- MS - Team Leader (SPED): Candace Carver

Attachments:

25-26 MS-HS Extra Duty

5.7. Adopt Job Description: Translator/Interpreter (New)

Attachments:

DRAFT Translator-Interpreter

5.8. Adopt Job Description: Director of Curriculum and Instruction (New)

Attachments:

DRAFT Director of Curriculum and Instruction

5.9. High School Coaching Recommendations

- Audrey Larson - Girls Soccer - Assistant Coach
- Christen Cottam - Volleyball - Assistant Coach
- Anna Huddleston - Volleyball - Volunteer Coach
- Jolyn Montgomery - Volleyball - Volunteer Coach

Attachments:

08192025_Seaside High School Coaching Recommendations

6. **ACTION ITEMS**

6.1. 2025-2026 School Board Goals and Advisory Committees

Speaker(s): Shannon Swedenborg

Action(s): I move to approve the 2025-2026 School Board Goals and Advisory Committee assignments. This motion, made by Brian Taylor and seconded by Sondra Gomez, Carried.

Voting Detail: Katherine Davidson: Yea, Sondra Gomez: Yea, Jason Haag: Yea, Kevin LaCoste: Absent, Chuck Mattocks: Yea, Shannon Swedenborg: Yea, Brian Taylor: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

Discussion: Chair Shannon Swedenborg read aloud the Board Goals document.

Attachments:

Advisory Committees and Board Goals 2025-2026

6.2. 2025-2026 Superintendent Goals

Speaker(s): Shannon Swedenborg

Action(s): I move to approve the 2025-2026 Superintendent Goals. This motion, made by Katherine Davidson and seconded by Brian Taylor, Carried.

Voting Detail: Katherine Davidson: Yea, Sondra Gomez: Yea, Jason Haag: Yea, Kevin LaCoste: Absent, Chuck Mattocks: Yea, Shannon Swedenborg: Yea, Brian Taylor: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

Discussion: Chair Swedenborg noted that the Board worked with Superintendent Penrod on these goals during a Work Session on July 15, 2025.

Superintendent Penrod read aloud her proposed goals.

Attachments:

Proposed Superintendent Goals_ 2025-2026

6.3. OSBA Elections

Description: From the OSBA Elections webpage:

In odd-numbered years, member boards vote to elect regional representatives for even-numbered positions on the **OSBA Board of Directors**. Member boards also vote to elect all regional representatives on the **Legislative Policy Committee**.

In even-numbered years, member boards vote to elect regional representatives for odd-numbered positions on the OSBA Board of Directors.

Nominations are now open for the OSBA 2025 election. *Candidates for the OSBA Board of Directors and Legislative Policy Committee (LPC) must be nominated by official action of a member board within their region.* Completed candidate nomination, questionnaire, and resume forms will be posted in the Candidate and Resolution Information section as they are received.

Nominations close on **September 30, 2025**.

Action(s): I move to nominate Sondra Gomez for the OSBA Legislative Policy Committee Position #14. This motion, made by Brian Taylor and seconded by Sondra Gomez, Carried.

Voting Detail: Katherine Davidson: Yea, Sondra Gomez: Yea, Jason Haag: Yea, Kevin LaCoste: Absent, Chuck Mattocks: Yea, Shannon Swedenborg: Yea, Brian Taylor: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

Discussion: Chair Swedenborg noted that OSBA positions open for nominations are the Board and the Policy Committee. There was discussion about the incumbents and how the meetings are held (mostly online, sometimes in Salem). Sondra said that she would be interested.

Attachments:

2025-Open-Board-Positions-With-Incumbents

EX2025LPCNominationForm

EX2025OSBABoardNominationForm

6.4. District Equity Lens - Recommend to Revise

Action(s): I move to approve the revisions to the District Equity Lens. This motion, made by Katherine Davidson and seconded by Brian Taylor, Carried.

Voting Detail: Katherine Davidson: Yea, Sondra Gomez: Yea, Jason Haag: Yea, Kevin LaCoste: Absent, Chuck Mattocks: Yea, Shannon Swedenborg: Yea, Brian Taylor: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

Discussion: Superintendent Penrod reviewed the proposed revisions/corrections to the District Equity Lens.

Attachments:

EQUITY LENS 2025

7. **BOARD REFLECTIONS/ANNOUNCEMENTS**

Description: *This standing agenda item allows the Board to reflect upon statements made during public comment or topics covered and to share announcements or reports of their board-related activities.*

Discussion: Member Gomez thanked Members Mattocks and Haag for joining the Board.

Member Taylor thanked Ella Crater for joining as our Student Representative.

It was noted that Brian Taylor will be the greeter for the September 16 Regular meeting.

7.1. Reminder: August 25 All Staff Back to School Breakfast

Discussion: Superintendent Penrod reminded the Board about this traditional back-to-school event for staff. She noted that administrators and Board Members help cook and serve breakfast to the staff; in addition the Superintendent and the Board Chair deliver their back-to-school messages.

8. **INFORMATION ONLY**

8.1. BOARD POLICY/FIRST READING

Description: These policy actions were recommended by the Oregon School Board Association (OSBA) as part of their Policy Plus service, typically as a result of new legislation or to revise outdated language. They are presented for a first reading and will be brought back in the following month for a second reading and possible adoption.

8.1.1. IIA-AR(1) - Instructional Materials

Description: Recommend to delete current version and adopt new version.

Attachments:

IIA R 1 G1 NEW

8.1.2. IIA-AR(2) - Reconsideration of Core Instructional Materials

Description: Recommend to delete current version and adopt new.

Attachments:

IIA R 2 G1 NEW

8.1.3. IIA-AR(3) - Reconsideration of Supplemental Instructional Materials

Description: Recommend to delete current version and adopt new.

Attachments:

IIA R 3 G1 NEW

8.1.4. IIA-AR(4) - Reconsideration of School or Classroom Library Materials

Description: Recommend to adopt.

Attachments:

IIA R 4 G1 NEW

8.1.5. IIA-AR(5) - Request for Reconsideration of Instructional or Library Materials Form

Description: Recommend to adopt.

Attachments:

IIA R 5 G1 NEW

8.2. **Classified/Confidential Employment Actions**

Classified Hires:

- Kelly Smith - Elementary Educational Assistant
- Kathryne Cantu - Elementary Educational Assistant/SPED
- Carrie Collins - Secondary Educational Assistant/SPED
- Tim Widmer - Full-Time Bus Driver (from Substitute Bus Driver)

8.3. Classified Transfers:

- Joy Duff - From: Educational Assistant/SPED, To: Educational Assistant/Gen Ed

8.4. Classified Resignations:

- Lisa Sanders - Elementary Educational Assistant/SPED
- Brenna Asami-Howell - MS Educational Assistant/ELD
- Esther Perry - Preschool Educational Assistant
- Angela Alcala - Elementary Educational Assistant

8.5. Confidential Employment:

- Janeigh Bettis - Resignation - Payroll Specialist
- Donna Perdun - Employment - Temporary Human Resources Specialist

8.6. 2025 Summary of Enacted Education Legislation (ODE)

Attachments:

Legislative Summary 2025a

9. **ADJOURN**

Discussion: The meeting was adjourned at 7:36 pm.

Recommendation for Hire Form - submit to HR office

Individual to Hire: LETICIA CAMPOS Start date: 8/26/25

Position: HS ELD Job posting #: ~~21667~~ 25068

Changes to position terms as specified in the job posting:
 FTE: 1.0 Temporary: term _____

Work schedule: 8AM - 4PM

Reasoning for hire:

• SENIOR AS ELD 1A FOR 9 YRS @ SHS
• ESOL ENDORSEDD
• NATIVE SPANISH SPEAKER

(Ex. references, experience, etc.)

Licensed positions:

Required Endorsements: ESOL

Candidate holds or is eligible to hold the required endorsement(s) as specified in the job posting.

Superintendent and HR have been made aware that the candidate will require District sponsorship for a provisional license (i.e. LCA, Emergency Teaching) and the candidate is aware of the need to work toward obtaining the required license/endorsement.

Additional misc information:

Does the candidate have already scheduled days (trip, vacation, etc.) that they have indicated they are unable to work? By listing the days below, you, the administrator, are indicating you approve the absences, including the use of unpaid time.

Dates of pre-planned absences: NO

PROGRAM APPROVAL: [Signature] 8/26/25
Administrator/Supervisor Date

FOR OFFICE USE ONLY: [Signature] 8/26/25
Superintendent Date

Submit to School Board for approval

Issue hire letter



SEASIDE HIGH SCHOOL
SEASIDE MIDDLE SCHOOL

GROW, ACHIEVE, SUCCEED

JEFF ROBERTS, PRINCIPAL
WENDY CROZIER, ASSOCIATE PRINCIPAL
JASON BOYD, ASSISTANT PRINCIPAL
KAROLINA GAGE, ASSISTANT PRINCIPAL
CHAD CLOUSE, ATHLETIC DIRECTOR

August 28th, 2025

Susan Penrod, Superintendent
Seaside School District
2600 Spruce Dr. Suite 100
Seaside, OR 97138

Dear Supt. Penrod:

I would like to recommend the following people for High School Athletic positions for the 2025-2026 school year.

Hailee Wawro- MS Volleyball Assistant
Zach Adamson- HS Boys Soccer Volunteer

Sincerely,

Jeff Roberts
Principal

Chad Clouse
Athletic Director

SP



Garvin, Leslie <lgarvin@seasidek12.org>

Fwd: Coaching Trainings

1 message

Clouse, Chad <cclouse@seasidek12.org>
To: Leslie Garvin <lgarvin@seasidek12.org>

Thu, Aug 21, 2025 at 9:29 AM

--
Chad Clouse
Seaside High and Middle School Athletic Director
Seaside Physical Education
Seaside Middle School Shark Football, Boys and Girls Basketball

----- Forwarded message -----
From: **Cottam, Christen** <ccottam@seasidek12.org>
Date: Wed, Aug 20, 2025, 2:31 PM
Subject: Re: Coaching Trainings
To: Clouse, Chad <cclouse@seasidek12.org>
Cc: Wendy Crozier <wcrozier@seasidek12.org>

Hi Chad,

I am going to step away from coaching for the school year. I am new to teaching math and I am teaching all three grades at the middle school, and I need to dedicate my energy to hitting it out of the park for those kiddos. I apologize for any inconvenience this might cause, but I really do want to take this year to acclimate to math and middle school. I will also let Laurie know.

Give me a shout if you have any questions.

Christen



PACIFIC RIDGE ELEMENTARY SCHOOL
2000 SPRUCE DRIVE * SEASIDE, OR 97138
503-738-5161 *503-738-7303, fax

Strengthening community, inspiring possibility, ensuring opportunity.

September 5th, 2025

Mrs. Susan Penrod, Superintendent
Seaside School District
2600 Spruce Drive, Suite 100
Seaside, OR 97138

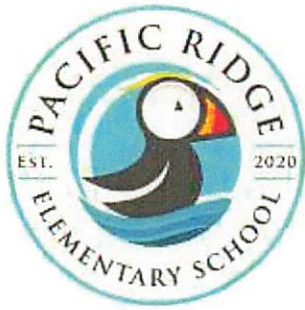
Dear Mrs. Penrod:

I would like to recommend the District hire Julie Morrill for the extra duty position of Building Coordinator – Elementary at Pacific Ridge Elementary School for the 2025-2026 school year. I am confident in her ability to serve our school in this capacity.

Sincerely,

Juliann Wozniak

Principal



PACIFIC RIDGE ELEMENTARY SCHOOL
2000 SPRUCE DRIVE * SEASIDE, OR 97138
503-738-5161 *503-738-7303, fax

Strengthening community, inspiring possibility, ensuring opportunity.

September 5th, 2025

Mrs. Susan Penrod, Superintendent
Seaside School District
2600 Spruce Drive, Suite 100
Seaside, OR 97138

Dear Mrs. Penrod:

I would like to recommend the District hire the staff listed below for the extra duty positions of Teacher Leader – Elementary at Pacific Ridge Elementary School for the 2025-2026 school year. I am confident in their ability to serve our school in this capacity.

- Corinne Capodagli, Kindergarten
- Danielle Nielsen, 1st Grade
- Grace Bruncke, 2nd Grade
- Erin Meyer, 3rd Grade
- Erik Anderson, 4th Grade
- Sarah Collins, 5th Grade
- Kathryn Zacher, Special Education

Sincerely,

Juliann Wozniak

Principal



SEASIDE HIGH SCHOOL

GROW, ACHIEVE, SUCCEED

JEFF ROBERTS, PRINCIPAL
JASON BOYD, ASSISTANT PRINCIPAL
CHAD CLOUSE, ATHLETIC DIRECTOR
TRAVIS CAVE, COUNSELOR
RENEE MEIER, COUNSELOR
JANE FORMAN, COUNSELOR

September 8, 2025

Susan Penrod, Superintendent
Seaside School District
2600 Spruce Dr. Suite 100
Seaside, OR 97138

Dear Supt. Penrod:

I would like to recommend the following people for the Seaside High School extracurricular/stipend positions listed below for the 2025-26 school year.

HS Department Chair/Content Chair:

English – Susan Baertlein
Math – Chris Wojturski
Science – Matt Johnson
Social Studies – Matt Klosterman
Health/PE – Chad Clouse
CTE/Performing Arts/Visual Arts/Foreign Language – Chelsea Archibald
Special Education – Tina Hess

High School Success Team (Freshmen on Track)

Lynn Addis
Hailee Wawro
Rebecca Miller
Donald Zwahlen
Ann Susee
Ethan Guzman
Jane Forman
Jarom Bowles
Matt Klosterman
Kaley Waldemar
Chelsea Archibald

Natural Resources – John Meyer

Senior Class Adviser – Kriste York & Matt Klosterman (0.50 Split)
Junior Class Adviser – Susan Baertlein & Amber Schwegman (0.50 Split)
Sophomore Class Adviser – Tori Keller
Freshman Class Adviser – Kaley Waldemar

Sincerely,

Jeff Roberts, Principal

2600 SPRUDE DR SUITE 200 • SEASIDE, OR 97138 • 503-738-5586 • FAX 503-738-5589

[HTTPS://SHS.SEASIDEK12.ORG](https://shs.seasidek12.org)



SEASIDE HIGH SCHOOL
SEASIDE MIDDLE SCHOOL
 GROW, ACHIEVE, SUCCEED

JEFF ROBERTS, PRINCIPAL
 WENDY CROZIER, ASSOCIATE PRINCIPAL
 JASON BOYD, ASSISTANT PRINCIPAL
 KAROLINA GAGE, ASSISTANT PRINCIPAL
 CHAD CLOUSE, ATHLETIC DIRECTOR

September 10, 2025

Susan Penrod, Superintendent
 Seaside School District
 2600 Spruce Dr. Suite 100
 Seaside, OR 97138

Dear Supt. Penrod:

I would like to recommend the following people for the Seaside High extracurricular/stipend positions listed below for the 2025-26 school year. Please note the change in stipend assignment for the Robotics program. Andrew Gooch was previously approved as the sole adviser to Robotics and there will be a change moving forward that splits the stipend. I have attached a copy of an email from Mr. Gooch that acknowledges the change in stipend.

- Robotics:** Andrew Gooch & Danielle Nelson (0.50 Split)
- Robotics Assistant Volunteer:** Brodie Wozniak
- Robotics Assistant Volunteer:** Greg Dotson
- Robotics Assistant Volunteer:** Jack Walker
- Robotics Assistant Volunteer:** Frank Erickson

Sincerely,

Jeff Roberts

SRP



Roberts, Jeff <jroberts@seasidek12.org>

robotics coaches and volunteer mentors

Gooch, Andrew <agooch@seasidek12.org>
To: "Roberts, Jeff" <jroberts@seasidek12.org>

Wed, Sep 10, 2025 at 9:33 AM

I understand and acknowledge that I will be splitting the stipend with Dani.
[Quoted text hidden]

A handwritten signature in black ink, appearing to be "JP".

Dear Board,

We are seeking approval for an out of state field trip for our second graders. We took the trip last year and the kids had a blast! The trip is in Ilwaco, WA on September 25th and 26th (two trips due to the number of students). We spend time at the Cape Disappointment Coast Guard station learning about what they do and getting to try out some gear before getting a tour of the 47s that are used for water rescues. Then we take a walk over to North Head Lighthouse for lunch and exploring. We are back to campus before the end of the school day. We look forward to taking the students on this out of state trip!

Thank you,

2nd Grade Team





**SEASIDE
HIGH SCHOOL**

GROW, ACHIEVE, SUCCEED

JEFF ROBERTS, PRINCIPAL
JASON BOYD, ASSISTANT PRINCIPAL
CHAD CLOUSE, ATHLETIC DIRECTOR
TRAVIS CAVE, COUNSELOR
RENEE MEIER, COUNSELOR
JANE FORMAN, COUNSELOR

9/11//2025

Superintendent Penrod,

I am seeking board approval to attend an athletic competition in Arizona for the following activity and date.

HS Softball @ Phoenix Arizona March 25-31

See attached email for more information

Thank you,

Chad Clouse
Athletic Director

Jeff Roberts
Principal



Clouse, Chad <cclouse@seasidek12.org>

Out of State Softball Contest Request

Corder, Chris <ccorder@seasidek12.org>
To: Chad Clouse <cclouse@seasidek12.org>

Tue, Sep 9, 2025 at 4:30 PM

Chad,

SHS Softball is requesting an out of state trip to Arizona in the spring again and we are looking to make travel arrangements to keep costs down and plan for our fundraising efforts. We appreciate your support and have provided some details below including location, time frame, amount of contests, travel squad and impact on the students.

- Dates are March 25 - 31
- Location: Chandler, AZ
- Travel by Airplane and Passenger Vans in AZ
- Host site to be Seton Catholic High School
- 3-4 contests anticipated
- Students would miss 2 school days potentially as they return on Wednesday April 1.
- Varsity team of 12 is anticipated to travel with 3 coaches and some supporting parents
- We will fundraise for this and ask for some family contributions to make the trip doable during spring break

Let me know if you have any questions regarding the requested trip.

Thank you for your support!

Best,

--

GO GULLS!

Chris Corder
Seaside Softball Varsity Head Coach

"Success is where preparation and opportunity meet!" - Bobby Unser



GIFT APPROVAL

Donor: Donors Choose - Loft in New York
Proposed Gift: Silent disco headphones
Value: \$1,880¹⁸
To Site/School: Pacific Ridge
Location on Site: F-5 ~ MR. Svec-Dir
Safety Concerns: N/A

Related Cost

Installation:

Plumbing _____
Electrical _____
Storage N/A _____
Structural _____

Operation:

Electricity _____
Water N/A _____
Manpower _____

Serial # _____ Model _____ Make _____



Building Administrator



Superintendent

School Board Action



Wozniak, Juliann <jwozniak@seasidek12.org>

DonorsChoose Project

1 message

Svec-Orr, Hunter <hsvec-orr@seasidek12.org>
 To: Juliann Wozniak <jwozniak@seasidek12.org>

Mon, Sep 8, 2025 at 9:49 AM

Hi Juli!

Here is a blurb that I wrote about the project that I created. I've also attached the cost of the project.

I created a project on DonorsChoose to help fund a class set of silent disco headphones. The idea behind the project is to allow students a choice of music/sound in the classroom during work times. It would also be possible for the other 3rd, 4th, and 5th grade teachers to borrow the set of headphones for class celebrations. We had the entire project funded through LOFT in New York.

Project Cost:

MATERIALS	COST	QUANTITY	TOTAL
Silent Sound System Silent Disco 3-Channel LED Headphone Package (25 RF Headphones / 3 Transmitters) Black • AMAZON BUSINESS	\$1,550.00	1	\$1,550.00
Materials cost			\$1,550.00
Vendor shipping charges			FREE
Sales tax			\$0.00
3rd party payment processing fee			\$23.25
Fulfillment labor & materials			\$30.00
Total project cost			\$1,603.25
Suggested donation to help DonorsChoose reach more classrooms			\$282.93
Total project goal			\$1,886.18
Still needed View calculation			\$0.00

Thanks!
 Hunter Svec-Orr
 3rd Grade
 Pacific Ridge Elementary
 Rm. F-5

OSBA Model Sample Administrative Regulation

Code: IIA-AR(3)

Revised/Reviewed:

Reconsideration of Supplemental Instructional Materials

Any staff member, student or their parent or guardian, or resident of the district may raise concern about supplemental instructional materials¹ used in the district's educational program. This procedure is meant to provide a forum for those persons in the schools and the community who are not directly involved in the selection process. Access to materials under reconsideration will not be restricted during the reconsideration process.

Complaints alleging a material constitutes protected-class discrimination may be submitted through the district's discrimination complaint policy and procedures.

This reconsideration process will be completed in its entirety and not subverted or ended prematurely. The person making a request for reconsideration may withdraw their reconsideration request at any time during the process.

1. Concern

- a. Any concern made regarding supplemental instructional materials by any staff member, student or their parent or guardian, or resident of the district will be made known to the {principal}.
- b. The {principal} will arrange to meet with the person(s) with the concern [, and may include the staff member(s) most directly involved with its use,] in an effort to resolve the issue informally, within {15} days of receipt of the concern.

The {principal ~~or staff member~~} will explain to their best ability the particular place the material in question occupies in the educational program and its intended educational usefulness or include someone who can identify and explain the use of the material.

- c. The {principal} will inform the person(s) submitting the concern that if the person is not satisfied with the outcome of the informal inquiry, they may file a written request for reconsideration within {10} days of the conclusion in 1.b. The initial contact from the person and any outcome of a meeting or conversation will be documented and maintained by the {principal}.

2. Request for Reconsideration

- a. A staff member, student or their parent or guardian, or resident of the district wishing to file a request for reconsideration of supplemental instructional materials must complete Step 1 above prior to filing a request for reconsideration.

¹ "Supplemental instructional materials" means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

- b. All requests for reconsideration will be in writing ~~{on the form prepared for this purpose} {~~, signed by the complainant,~~}~~ and must be submitted to the ~~{principal}~~. If a request for reconsideration involves more than one material, a separate form must be completed for each material. A request to reconsider multiple titles in a series may be submitted on a single form. All school offices will make forms available.
- c. Upon receipt of a written reconsideration request, the ~~{principal}~~ will appoint a reconsideration committee ~~{by random selection} ~~{from a pool of previously identified interested individuals}~~.~~
- d. Use of the material identified in the request for reconsideration will not be suspended during the reconsideration process. Materials will not be removed for discriminatory reasons.

3. Reconsideration Committee

- a. The reconsideration committee shall be made up of at least ~~{seven}~~ members:
 - (1) ~~{Two}~~ teacher~~{s}~~ ~~{designated by the principal}~~ and will be from the grade level of the material under reconsideration;
 - (2) ~~{One librarian designated ~~{annually}~~ by the principal;}~~
 - (3) ~~{One administrator designated ~~{annually}~~ by the principal;}~~
 - (4) ~~{~~{Two}~~ members from the community ~~{having expressed willingness to serve on this committee}~~ appointed by the principal;}~~
 - (5) ~~{One student selected ~~{annually}~~ by the ~~principal~~ student council.}~~

~~{The reconsideration committee may include equity, Title IX, and/or Section 504 personnel in discussions about concerns which relate to an underrepresented group or a protected class.}~~

~~{Committee members directly associated with the selection of the material under reconsideration will be excused from the committee. The ~~{principal}~~ may appoint a replacement for the excused committee member, but such replacement will be of the same general qualifications as the person excused.}~~

~~{The committee selected will only serve to consider the material, which is the subject of the request for reconsideration, unless otherwise specified. After completion of the reconsideration committee's responsibilities, committee members will be returned to the pool.}~~

4. Procedures for the Reconsideration Committee

- ~~a. ~~{^{2}} Designate a committee member to keep minutes of the committee.}~~~~
- ~~b.a. Every request for reconsideration will be acted upon by the committee. However, the committee may consider requests with similar concerns together.~~
- ~~e.b. ~~{Review applicable materials such as a copy of the district or school mission statement, professional reviews of the materials being reconsidered, when available, state standards and curriculum planning.}~~~~
- ~~d.c. Be responsible for documenting all proceedings; adhering to established procedures and guidelines; and preparing and representing the recommendations to the ~~{principal}~~.~~
- ~~e.d. ~~{Establish a calendar for review of the material.}~~~~

² ~~{Will the district provide staff to keep minutes or will the committee be responsible for keeping its own minutes?}~~

f.e. Review the material under reconsideration in its entirety, considering the theme, concept, vocabulary, and illustrations (if any) as they apply to:

- (1) [The suitability of the material for the instructional objectives established for the lesson(s) in which it was used, including its presentation and follow-up;
- (2) The alignment of the material with the standards and curriculum;
- (3) The material's reading level and intended audience (literary level to comprehend the words as opposed to difficult topics);
- (4) The suitability of the material for the students it was used with; and
- (5) Professional review sources for the title/material, when available.]

g.f. An opportunity will be provided to the person who filed the request and staff member(s) involved to offer oral or written testimony on the reconsideration; outside consultants, lay people, other staff members, or other individuals may be offered an opportunity to provide oral or written testimony on the reconsideration within such procedures and limitations as may be established by the committee.

h.g. The person who made the request will be kept informed by the superintendent~~principal~~ or designee concerning the status of the request throughout the committee process. The person and known interested parties will be given notice of such meetings.

i.h. Review and discuss possible options for decision, including:

- (1) Continued use of the material as used, with no restrictions;
- (2) Restricted or modified use of the material in terms of [subject area, grade level, districtwide, related to the specific request];
- (3) Removal of the material from the educational setting in which it was used.

[The reconsideration committee will consider the material's suitability in the context in which the request for reconsideration was made.]

Following the discussion and review of possible options for recommendation, a committee member may offer a motion outlining the committee's recommendation. Action will be taken on the motion and any subsequent motions within the procedures outlined above and consistent with Oregon law.

The written recommendation and its justification from the committee will be forwarded to the [principal] within [seven] days of issuance of the recommendation. Within [seven] days of receipt of the recommendation by the superintendent, a copy of the recommendation will be sent by the superintendent or designee to the person who made the request for reconsideration and to the Board.

j.i. Procedures for voting:

- (1) A quorum³ will be present to act upon any business to come before the committee.
- (2) All outcomes of motions and votes will be recorded and reported in the minutes of the meeting(s).

³ A quorum is a majority (one-half of an odd number of members rounded up to the next whole number; one-half of an even number of members plus one). A quorum of a five-member committee is three; a quorum of a six-member committee is four; a quorum of a seven-member committee is four.

- (3) Only votes of the members present at the time of the vote will be recorded⁴.
- (4) A vote in the affirmative from a majority of those present is required for a motion to pass.

~~k.j.~~ The decision from the reconsideration committee will be issued within [45] days of receipt of the written request for reconsideration by the principal. The response to the request for reconsideration will include the committee's decision [and information regarding an appeal to the {superintendent}]~~[Board]~~. The decision will be copied to the involved parties, including the {principal}. The {principal} will also communicate the decision to the affected staff [and to the public].

~~l. — [The committee's decision will be the final decision of the district.]~~

5. [Appeal to the {Superintendent}]~~[Board]~~

A decision from the reconsideration committee may be appealed by {⁵the person who requested the reconsideration} to the {superintendent}]~~[Board]~~ by submission of the appeal to the {superintendent}]~~[Board chair]~~ within [15] days from issuance of the committee's decision. A copy of all procedural documents, recommendations, and decisions will be made available to the {superintendent.}]~~[Board]~~. ~~[The Board will review the appeal and information at a Board meeting.]~~ [The {superintendent}]~~[Board]~~ should review whether the correct procedure was followed. If the correct procedure was followed, the decision of the committee should be affirmed.]~~[The Board will make a decision regarding the appeal at a Board meeting.]~~ The {superintendent}]~~[Board]~~ will issue a written decision to the involved parties within [30] days of receipt of the appeal.]

[If an appeal is made, the decision made by the reconsideration committee [is suspended pending the appeal (meaning, if applicable, that the material may remain in use until the appeal decision is made)]~~[remains in effect until the appeal is decided].]~~

The timelines in this administrative regulation may be modified by the district based on the availability of staff and/or committee participants. Notice of a modified timeline must be provided to the person who made the request and staff member(s) involved.

Requests for reconsideration of the same materials will not be accepted for at least ~~five~~[two] calendar year[s] following issuance of a decision on those materials.

⁴ Committee members may attend virtually. Members attending virtually are considered present for quorum and voting purposes.

⁵ {Does the district want to limit who can file an appeal? Consider:

- Communication regarding the reconsideration committee's decision (if any member of the public can file an appeal, should the decision be communicated to the public);
- The impact of the decision (if the decision applies throughout the entire district, should the entire district be able to appeal the decision).}

OSBA Model Sample Administrative Regulation

Code: IIA-AR(4)

Revised/Reviewed:

Reconsideration of School or Classroom Library Materials

{Student choice reading is endorsed by the district as a key component of literacy and reading instruction. Students select reading materials with the understanding that parents or guardians will discuss concerns and expectations with them.}

Any staff member, student or their parent or guardian, or resident of the district may raise concerns about the materials available to students through the district's school and classroom libraries. This procedure is to provide a forum for those persons in the schools and the community who are not directly involved in the selection process. Access to materials under reconsideration will not be restricted during the reconsideration process.

Concerns and requests for reconsideration alleging a material constitutes protected-class discrimination may be submitted through and will be processed in accordance with the district's discrimination complaint policy and procedures.

Meetings of the reconsideration committee are subject to Public Meeting Law.

This reconsideration process will be completed in its entirety and not subverted or ended prematurely. The person filing the request may withdraw their reconsideration request at any time during the process.

1. Concerns about School or Classroom Library Materials

- a. Any concern made regarding school or classroom library materials by any staff member, student or their parent or guardian, or resident of the district will be made known to the person responsible for the selection. For school library materials, share concerns with the ~~{building's designated district}~~ librarian}. For classroom library materials, share concerns with the classroom teacher.
- b. The person responsible for the selection of the material in question will respond and attempt to resolve the issue informally. Alternatively, the person responsible for selection may move the concern to the {principal} in 1.d. An initial response will be provided within {15} days of receipt of the concern.
- c. If the person who made the inquiry is not satisfied, they can request a meeting with the {principal}.
- d. The {principal} will meet with the person, attempt to resolve the concern, and document the meeting. The staff member responsible for selection may be requested to attend this meeting. The {principal} will issue a follow-up communication about the outcome of the meeting to the person who made the informal inquiry and relevant staff within {10} days of receipt in 1.c.
- e. If the person who made the request is not satisfied with the outcome of the informal inquiry, they may file a written request for reconsideration within {10} days of the conclusion in 1.d. The initial contact from the person and any outcome of a meeting or conversation will be documented and maintained by the {principal}.
- f. No materials will be removed or restricted from use as a result of an informal concern.

2. Request for Reconsideration of School or Classroom Library Materials

- a. A staff member, student or their parent or guardian, or resident of the district wishing to file a request for reconsideration of school or classroom library materials must complete Step 1 above, prior to filing a request.
- b. All requests for reconsideration will be in writing {on the form prepared for this purpose} {, signed by the complaint,} and must be submitted to the {principal}. If a request for reconsideration involves more than one material, a separate form must be completed for each material. A request to reconsider multiple titles in a series may be submitted on a single form. All school offices will make forms available.
- c. Upon receipt of a request for reconsideration, the {principal} will notify all staff member(s) who are directly involved in the request {, and forward the request to the {district librarian}}; a copy will be forwarded to the superintendent {or designee}.
- d. The {district librarian} {principal} {curriculum director} will, within [15] days, appoint a reconsideration committee {by random selection} {from a pool of previously identified interested individuals}.
- e. Use of the material identified in the request for reconsideration will not be suspended during the reconsideration process. Materials will not be removed for discriminatory reasons.

3. Reconsideration Committee

- a. The reconsideration committee will be made up of at least {seven} members:
 - (1) {Two} teacher{s} {designated by the principal} and will be from the grade level of the material under reconsideration;
 - (2) {One librarian designated {annually} by the principal;};
 - (3) {One administrator designated {annually} by the principal;};
 - (4) {{Two} members from the community {having expressed willingness to serve on this committee} appointed by the principal;};
 - (5) {One student selected {annually} by the student council.}

{The reconsideration committee may include equity, Title IX and/or Section 504 personnel in discussions about requests that relate to an underrepresented group or a protected class.}

{The committee selected will only serve to consider the material, which is the subject of the request for reconsideration, unless otherwise specified. After completion of the reconsideration committee's responsibilities, committee members will be returned to the pool.}

4. Procedures for the Reconsideration Committee

- ~~a.~~ ~~{¹} Designate a committee member to keep minutes of the committee.}~~
- ~~b.a.~~ Every request for reconsideration will be acted upon by the committee. However, the committee may consider requests with similar concerns together.
- ~~e.b.~~ {Review applicable materials such as a copy of the district or school library mission statement and professional reviews of the materials being reconsidered, when available.}
- ~~d.c.~~ Be responsible for documenting all proceedings; adhering to established procedures and guidelines; and preparing and representing the recommendations to the {principal}.

¹ {Will the district provide staff to keep minutes, or will the committee be responsible for keeping its own minutes?}

e.d. Review the material under reconsideration in its entirety, considering the theme, concept, vocabulary, and illustrations (if any) as they apply to:

- (1) [The material’s availability for student selection from the school or classroom library;
- (2) The alignment of the material with the school or classroom library material selection criteria;
- (3) The material’s reading level and intended audience (literary level to comprehend the words as opposed to controversial topics);
- (4) The suitability of the material for the students it is available for; and
- (5) Professional review sources for the title/material, when available.]

f.e. An opportunity will be provided to the person who filed the request and staff member(s) involved to offer oral or written testimony on the reconsideration; outside consultants, lay people, other staff members, or other individuals may be offered an opportunity to provide oral or written testimony on the reconsideration within such procedures and limitations as may be established by the committee.

g.f. The person who made the request will be kept informed by the principal or designee concerning the status of the request throughout the committee process. The person and known interested parties will be given notice of such meetings.

h.g. Review and discuss possible options for a decision, including:

- (1) Continued use of the material as used, with no restrictions;
- (2) Restricted or modified use of the material in terms of [subject area, grade level, district-wide related to the specific request]; or
- (3) Removal of the material from the educational setting.

[The reconsideration committee will consider the material’s suitability in the context in which the request for reconsideration was made.]

Following the discussion and review of possible options for recommendation, a committee member may offer a motion outlining the committee’s recommendation. Action will be taken on the motion and any subsequent motions within the procedures outlined above and consistent with Oregon law.

The written recommendation and its justification from the committee will be forwarded to the [principal] within [seven] days of issuance of the recommendation. Within [seven] days of receipt of the recommendation by the [principal], a copy of the recommendation will be sent by the [principal or designee] to the person who requested the reconsideration and to the Board.

i.h. Procedures for voting:

- (1) A quorum² will be present to act upon any business to come before the committee.
- (2) All outcomes of motions and votes will be recorded and reported in the minutes of the meeting(s).

² A quorum is a majority (one-half of an odd number of members rounded up to the next whole number; one-half of an even number of members plus one). A quorum of a five-member committee is three; a quorum of a six-member committee is four; a quorum of a seven-member committee is four.

- (3) Only votes of the members present at the time of the vote will be recorded³.
- (4) A vote in the affirmative from a majority of those present is required for a motion to pass.

j.i. The decision from the reconsideration committee will be issued within [45] days of receipt of the written request for reconsideration by the [principal]. The response to the request for reconsideration will include the committee's decision [and information regarding an appeal to the [superintendent] [Board]]. The decision will be copied to the involved parties, including the [principal]. The [principal] will also communicate the decision to the affected staff [and to the public].

k. — ~~[The committee's decision will be the final decision of the district.]~~

5. [Appeal to the [Superintendent] [Board]]

A decision from the reconsideration committee may be appealed by [{⁴}the person who requested the reconsideration] to the [superintendent] [Board] by submission of the appeal to the [superintendent] [Board chair] within [10] days from issuance of the committee's decision. A copy of all procedural documents, recommendations, and decisions will be made available to the [superintendent] [Board]. ~~[The Board will review the appeal and information at a Board meeting.]~~ [The [superintendent] [Board] should review whether the correct procedure was followed. If the correct procedure was followed, the [superintendent] [Board] should affirm the decision of the committee.] ~~[The Board will make a decision regarding the appeal at a Board meeting.]~~ The [superintendent] [Board] will issue a written decision within [30] days of receipt of the appeal to the involved parties.]

[If an appeal is made, the decision made by the reconsideration committee [is suspended pending the appeal (meaning, if applicable, that the material may remain in use until the [superintendent] [Board] makes its decision).] ~~[remains in effect until the appeal is decided by the [superintendent] [Board].]~~

The timelines in this administrative regulation may be modified by the district based on the availability of staff and/or committee participants. Notice of a modified timeline must be provided to the person who requested the reconsideration and staff member(s) involved.

Requests for reconsideration of the same materials will not be accepted for at least five ~~[two]~~ calendar year[s] following issuance of a decision on those materials.

³ Committee members may attend virtually. Members attending virtually are considered present for quorum and voting purposes.

⁴ {Does the district want to limit who can file an appeal? Consider:

- Communication regarding the reconsideration committee's decision (if any member of the public can file an appeal, should the decision be communicated to the public);
- The impact of the decision (if the decision applies throughout the entire district, should the entire district be able to appeal the decision).}

OSBA Model Sample Administrative Regulation

Code: IIA-AR(5)
Revised/Reviewed:

Request for Reconsideration of Instructional or Library Materials Form

(Submit to Superintendent~~(Principal)~~)

{Student choice reading is endorsed by the district as a key component of literacy and reading instruction. Student choice in reading materials is honored, with the understanding that parents/guardians have the final decision in what their child is reading. When materials are challenged, the principles of the freedom to read, listen, and view will also be considered for all students.}

Please complete this form in its entirety for consideration. This document will become a public record and is subject to public records requests.

Requests for reconsideration will be processed in accordance with the following:

1. Core instructional materials: IIA-AR(2) - Reconsideration of Core Instructional Materials
2. Supplemental instructional materials: IIA-AR(3) - Reconsideration of Supplemental Instructional Materials
3. School and classroom library materials: IIA-AR(4) - Reconsideration of School or Classroom Library Materials

People who wish to file a request for reconsideration of {supplemental and/or school or classroom library materials} must follow the informal process for concerns related to those instructional materials prior to filing this request for reconsideration.

Request initiated by: _____ Phone _____

Address _____ City _____ Zip _____

Email: _____

Book or other material:

Title: _____ Author _____

Publisher: _____ Publication Date: _____

Type of material: Article Audio recording Book Textbook Video Website

Other: _____

Producer/Source (if known): _____

Please respond to the following questions.

1. Did you discuss your concerns with the teacher or other involved staff? Yes No

If no, you must first discuss your concerns with the teacher or other involved staff before filing a request for reconsideration.

If yes, on what date? _____

Please provide a summary of the conversation: _____

What is the name of the staff member(s)? _____

2. Did you review the entire material? Yes No

If not, what sections did you review? _____

3. How was the material acquired by the student (i.e., required reading, free choice selection, etc.)?

4. To what in the material do you object and why? (Please be specific and cite pages, frames, etc.)

5. What material do you recommend in its place which would provide information on the subject?

6. What action are you requesting the reconsideration committee consider? _____

7. Do you wish to provide oral or written testimony to the reconsideration committee?
 Yes, oral testimony Yes, written testimony No

If yes, please call the superintendent's ~~[principal's]~~ office at {503-738-5591_____}.

Signature

Date

Received by superintendent~~[principal]~~: _____

Date

References:

OSBA Model Sample Administrative Regulation

Code: IIA-AR(1)

Revised/Reviewed:

Instructional Materials

Core Instructional Materials¹

The Board selects core instructional materials. The responsibility to ensure procedures on selection and recommendations for core instructional materials are followed rests with the superintendent. The responsibility for coordinating the distribution of core instructional materials to classes also rests with the superintendent. It is the principal's responsibility to implement and maintain the core instructional materials, and teachers are expected to use selected core instructional materials in the classroom.

Materials selection committees will be appointed by the administration at the time necessary adoption areas are determined. The committee will review the materials and the general criteria for materials selection and provide a recommendation to the superintendent. The superintendent may make changes to the recommendation and shall submit a recommendation(s) to the Board for adoption prior to use. ~~[[²]; The meetings of a selection committee for core instructional materials will follow Public Meetings Law.]~~

~~[[If the district chooses to adopt core instructional materials which are not on the state-approved list, the rules outlined in OAR 581-022-2350 will apply [and are represented in administrative regulation IIA-AR(6) – Independent Adoption of Core Instructional Materials].]~~

Supplemental Instructional Materials³

The responsibility for evaluating and selecting supplemental instructional materials is delegated to ~~[[teachers, principals, librarians, and/or others, as determined appropriate],~~ who may collaborate as part of the process. Other authoritative matter experts may be included when practicable, as determined by the district.

1. Materials will contain suitable readability levels and support the district's adopted curriculum content.
2. Recommendations for selection may be solicited from staff and may include students.

¹ "Core instructional material," sometimes referred to as basal, means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include adaptive or personalized learning programs, digital textbooks and print textbooks and are adopted and paid for by the district. Core instructional materials may include such instructional materials as a hardbound or a softbound book or books, or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

~~² [[Depending on the structure of the committee and who the committee reports to, Public Meetings Law may apply to the committee meetings.]]~~

³ "Supplemental instructional materials" means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

3. Donated materials will be evaluated using the district’s selection criteria and will be accepted or rejected based on those criteria.
4. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria and the replacement of lost and worn materials still of educational value.

School Library Materials⁴

1. In selecting materials for the school library or media center, a librarian, under supervision of the principal, will evaluate the existing collection and the curriculum needs. The librarian will consult reputable, professionally prepared selection aids and other professional sources. Materials will contain suitable readability levels.
2. Recommendations for selection may be solicited from staff and students.
3. Donated materials will be evaluated using the established selection criteria and will be accepted or rejected based on those criteria.
4. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria and the replacement of lost and worn materials still of educational value.

Classroom Library Materials⁵

1. When selecting materials for a classroom library, the teacher may consult staff and/or accept recommendations from staff and students.
2. Donated materials will be evaluated and may be accepted or rejected by the teacher.
3. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria.

⁴ “School library materials” means materials that are kept in the school library for student selection and use. The use of these materials may not be required for a particular class, but they may be selected by students to use. These may include books, media, newspapers, magazines, videos, websites, or databases, including in digital or print, etc. These materials are not adopted by the Board.

⁵ “Classroom library materials” means materials that are kept in the classroom for student selection and use. The use of these materials is not required for the class, but they may be selected by students to use. These may include books, media, newspapers, magazines, videos, etc. These materials are not adopted by the Board.

OSBA Model Sample Administrative Regulation

Code: IIA-AR(2)

Revised/Reviewed:

Reconsideration of Core Instructional Materials

Any staff member, student or their parent or guardian, or resident of the district may raise concern about core instructional materials¹ used in the district’s educational program. This procedure is meant to provide a forum for those persons in the schools and the community who are not directly involved in the selection process. Access to materials under reconsideration will not be restricted during the reconsideration process.

Complaints alleging a material constitutes protected-class discrimination should be submitted through the district’s discrimination complaint policy and procedures.

This reconsideration process will be completed in its entirety and not subverted or ended prematurely. The person making a request for reconsideration may withdraw their request at any time during the process.

1. Concern

- a. Concerns about core instructional materials should be submitted to the {principal}. If a staff member receives an informal inquiry, the staff member is to forward the inquiry to the {principal} {promptly}.
- b. Any concern made to the {principal} about core instructional materials by any person(s) will be made known to the staff member(s) most directly involved with its use.
- c. The {principal} will arrange to meet with the person(s) with the concern[, and may include the staff member(s) most directly involved with its use,] in an effort to resolve the issue informally, within {15} days of receipt of the concern.
 - (1) The {principal} initially receiving a concern will explain to the person the district’s selection procedure.
 - (2) The {principal} initially receiving a concern will explain to their best ability the particular place the material in question occupies in the educational program and its intended educational usefulness or include someone who can identify and explain the use of the material.
- d. The {principal} will inform the person(s) submitting the concern that if they are not satisfied with the outcome of the informal inquiry process above, they may file a written request for reconsideration of the material within {10} days of the conclusion of 1.c. The initial contact

¹ “Core instructional material,” sometimes referred to as basal, means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include adaptive or personalized learning programs, digital textbooks, and print textbooks and are adopted and paid for by the district. Core instructional materials may include such instructional materials as a hardbound or a softbound book or books or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

Concerns and requests for reconsideration of supplementary instructional materials or school or classroom library materials will be processed in accordance with the applicable administrative regulation.

from the person and any outcome of a meeting or conversation will be documented and maintained by the {principal}.

2. Request for Reconsideration

- a. {A staff member, student or their parent or guardian, or resident of the district wishing to file a request for reconsideration of core instructional materials must complete Step 1 above prior to filing a request for reconsideration.}
- b. All requests for reconsideration will be in writing {on the form prepared for this purpose} {, signed by the complainant,} and must be submitted to the superintendent. All school offices will make forms available.
- c. Upon receipt of a written request for reconsideration, the superintendent {or designee} will appoint a reconsideration committee.
- d. The reconsideration committee will be made up of at least {nine^{2}} members:
 - (1) {Two} teacher{s} designated {annually} by the superintendent {or designee};
 - (2) {One} school librarian designated {annually} by the superintendent {or designee};
 - (3) {One} administrator designated {annually} by the superintendent {or designee};
 - (4) {Four} members from the community {having expressed willingness to serve on this committee} appointed annually by the Board;
 - (5) {One} student selected {annually} by the student council.

~~{The reconsideration committee may include other designated district personnel in discussions about complaints which relate to an underrepresented group or a protected class.}~~

{The committee selected will only serve to consider the material, which is the subject of the request for reconsideration, unless otherwise specified. ~~After completion of the reconsideration committee's responsibilities, committee members will be returned to the pool.~~}

The use of the material identified in the request for reconsideration will not be suspended during the reconsideration process. Materials will not be removed for discriminatory reasons.

- e. The reconsideration committee will convene to consider the request for reconsideration received by the district. The committee will receive the request for reconsideration and copies of related materials and instructions on procedure during this committee meeting.

3. Procedures for the Reconsideration Committee

- a. The procedures for the reconsideration committee are as follows:
 - (1) Select a chair {and a secretary}. ~~{The chair of the committee will [not] be an employee of the district. The secretary will be an employee of the district;}~~
 - (2) Be responsible for documenting all proceedings; adhering to Public Meetings Law, when required; and established procedures and guidelines; and preparing and representing the recommendations to the superintendent;
 - (3) {Establish a calendar for review of the material;}
 - (4) Review copies of the request for reconsideration;

² {An odd number of members is recommended.}

- (5) {Review applicable materials such as a copy of the district or school mission statement; professional reviews of the materials being reconsidered, when available; state standards; and curriculum planning;}
 - (6) Review copies of material being reconsidered, as available;
 - (7) Consider the material’s suitability in the context of the original use and the context in which the request for reconsideration was made;
 - (8) Review the material under reconsideration in its entirety, considering the theme, concept, vocabulary, and illustrations as they apply to:
 - (a) The suitability of the material for the instructional objectives established for the lesson(s) in which it was used, including its presentation and follow-up;
 - (b) The material’s level of difficulty; and
 - (c) The age group(s) with which it was used.
- b. An opportunity will be provided to the person who filed the request and staff member(s) involved to offer oral or written testimony on the reconsideration; outside consultants, lay people, other staff members, or other individuals may be offered an opportunity to provide offer oral or written testimony on the reconsideration within such procedures and limitations as may be established by the chair with the consensus of the committee.
 - c. The person who made the request for reconsideration will be kept informed by the superintendent or designee concerning the status of the request throughout the committee process. The person and known interested parties will be given notice of committee meetings.
 - d. Every request for reconsideration will be acted upon by the committee. However, the committee may consider requests with similar concerns together.
 - e. Review and discuss possible options for decision, including:
 - (1) Continued use of the material as used, with no restrictions;
 - (2) Restricted or modified use of the material in terms of subject area, grade level, and/or districtwide, related to the specific request for reconsideration; or
 - (3) Removal of the material from the educational setting in which it was used.

{The reconsideration committee will consider the material’s suitability in the context in which the request for reconsideration was made.}

Following the discussion and review of possible options for recommendation, a committee member may offer a motion outlining the committee’s recommendation. Action will be taken on the motion and any subsequent motions within the procedures outlined above and consistent with Oregon law.

- f. The reconsideration committee’s final recommendation will be issued within {45} days of receipt of the request by the district.

The written recommendation and its justification from the committee will be forwarded to the superintendent within {seven} days of issuance of the recommendation. Within {seven} days of receipt of the recommendation by the superintendent, a copy of the recommendation will be sent by the superintendent or designee to the person who requested the reconsideration and to the Board.

g. Procedures for voting:

- (1) A quorum³ will be present to act upon any business to come before the committee.
- (2) All outcomes of motions and votes by name will be recorded and reported in the minutes of the meeting(s).
- (3) Only votes of the members present at the time of the vote will be recorded⁴.
- (4) A vote in the affirmative from a majority of those present is required for a motion to pass.

4. Board Review

The Board will review the final recommendation and announce its decision at a Board meeting. If the Board's decision is contrary to the committee's recommendation, the reasons will be communicated, in writing, to the superintendent. The Board's decision, at minimum, should include a reference to grade level and subject area, for which the subject material can be used, if any. The Board will issue a decision within ~~{30}~~ days of receipt of the reconsideration committee's recommendation. The district will provide a copy of the Board's decision to the person who requested the reconsideration.

The timelines may be modified by the district based on the availability of staff and/or committee participants. Notice of a modified timeline must be provided to the person who made the request, and the staff member(s) involved.

Requests for reconsideration of the same material will not be accepted for at least ~~five~~~~[two]~~ calendar year[s] following issuance of a decision on said material.

³ A "quorum" is a majority (one-half of an odd number of members rounded up to the next whole number; one-half of an even number of members plus one). A quorum of a five-member committee is three; a quorum of a six-member committee is four; a quorum of a seven-member committee is four.

⁴ Committee members may attend virtually. Members attending virtually are considered present for quorum and voting purposes.