

Regular School Board Meeting

Wednesday, August 12, 2026 6:00 PM

District Office , 150 SW Evergreen, Mill City, OR 97360

1. Call to Order

2. Flag Salute

3. Approval of / or Changes to the Agenda

4. Public Comment

Thank you for being at the Santiam Canyon School District 129J board meeting tonight. Hearing from our families and community is important to us. During this section, the board's role is to listen. While we may ask clarifying questions from time to time, we will not be engaging in dialogue with people making comments. When follow-up is warranted, that will usually be done through our superintendent. In accordance with policy BDDH, speakers may offer objective criticism of district operations and programs, but the board will not hear comments regarding any individual district staff member. Those comments can be submitted to the district in accordance with district policy. The board requests commenters be respectful and to please keep all comments to 3 minutes per person. As you begin, please state and spell your name for the record, and if you are representing an organization, please state the organization. Thank you.

5. Consent Agenda

5.1. June 10, 2026, Budget Hearing Minutes

5.2. June 10, 2026 Board Meeting Minutes

5.3. Resignations

5.3.1. Michelle Sisk - SJSHS Science Teacher

5.3.2. Kindra Gross - SJSHS Social Studies Teacher

5.4. Retirements

5.4.1. Deborah Tank - SJSHS Instructional Assistant

5.5. Hires

5.5.1. Phil Kelly - SJSHS Principal

5.5.2. Tabitha Stewart - SES Night Custodian

5.5.3. Natalie Sundseth - District AP Clerk

- 5.5.4. Hailey Hadleman - District Speech and Language Pathologist
- 5.5.5. Caroline Gillaspay - District Kitchen Aide
- 5.5.6. Bibiana Lopez - SES Instructional Assistant
- 5.5.7. Abigail Finley - SJSHS 6th Grade Teacher
- 5.5.8. Brooks Becker - SJSHS CTE Construction Teacher
- 5.6. Surplus

6. Staff Report

- 6.1. ORCA Report - Allison Galvin
- 6.2. Financial Report - Nichole Cooper
- 6.3. Superintendent Report - Krista Nieraeth

7. Action Items

- 7.1. 2026 -2027 Organizational Resolution
- 7.2. Santiam Jr./ Sr. High School Coaches Handbook
- 7.3. Approval of Administrative and Confidential Salaries - 2026.27 SY
- 7.4. Election of new board chairperson
- 7.5. Election of new board vice chairperson

8. Informational Items

- 8.1. Assist Education Proposal
- 8.2. First Reads
 - 8.2.1. BCB - Board Officers
 - 8.2.2. BD - Board Meetings, Notice and Communications
 - 8.2.3. BD/BDA - Board Meetings - DELETE
 - 8.2.4. BDC - Executive Session
 - 8.2.5. CBA - Qualifications and Duties of a Superintendent
 - 8.2.6. CBG - Evaluation of the Superintendent
 - 8.2.7. DIC - Financial Reports and Statements
 - 8.2.8. DJB - Petty Cash Accounts
 - 8.2.9. EBBA - Student Health Services

8.2.10. GBN/ JBA - Sexual Harrassment

8.2.11. GCDBB/GDBDD - Sick Time

8.2.12. IMB - District Improvement Program

8.2.13. JBA/ GBN - Sexual Harassment

8.2.14. KBA - Public Records Request

8.2.15. KNA - Immigration Enforcement on District
Property

8.3. Administrative Regulations

8.3.1. BBE - AR - Board Member Vacancy
Application

8.3.2. KBA - AR - Public Records Request

8.3.3. KNA - AR (1) - Interactions with
Immigration Enforcement

8.3.4. KNA - AR (2) - Federal Immigration
Enforcement Request Log

8.4. Annual State EL Report

9. Items for Next Meeting / Board Comments

10. Important Dates

10.1.
August 17th - Start of HS Sports Practices
August 24th - Staff Inservice / Start of MS
Sports and Practices
August 31st - 1st Day of School
September 7th - Labor Day - NO SCHOOL
September 11th - Teacher Inservice Day

11. Adjourn

Santiam Canyon School Board of Directors
Budget Hearing
June 10th, 2026 6:00 pm
Santiam Canyon District Office

Budget Board Members Present: Theresa Kirsch, Curtis Hansen

Board Members Present: Elizabeth Reeser, Melissa Allison, Carl Anderson, Doug Cole, Lynda Harrington

Staff Present: Jess Rist, Krista Nieraeth, Sam Proctor, Lisa Follis, Nichole Cooper,

Visitors: Alison Galvin

1.0 Call to Order:

Mr. Hansen called the budget meeting to order at 6:00 pm.

2.0 Flag Salute:

Mr. Hansen led the Pledge of Allegiance

3.0 Budget Discussion and Proposal of Changes Including Opportunity for Public Comment

Mr. Hansen stated the budget committee met and approved a budget that was presented to the board. Mr. Hansen stated there is a summary of resources and requirements that's posted on the school district's website. He then asked if there were any public comments on the budget. Mr. Hansen said with there being no questions or comments he would entertain a motion to close the budget meeting.

5.0 Motion to Adjourn

Mr. Anderson motioned to adjourn

Mrs. Kirsch second.

No Discussion

Motion passed 7-0

Meeting Adjourned at: 6:02 pm

Santiam Canyon School Board of Directors
Regular School Board Meeting
June 10th, 2026 6:00 pm
Santiam Canyon District Office

Board Members Present: Elizabeth Reeser, Melissa Allison, Carl Anderson, Doug Cole, Lynda Harrington

Staff Present: Krista Nieraeth, Blane Lazar, Alisha Hansen, Sam Proctor, Lisa Follis, Nichole Cooper, Jess Rist, Karen Baker,

Visitors: Allison Galvin

1.0 Call to Order:

Mrs. Reeser called the board meeting to order at 6:04 pm.

2.0 Flag Salute

Mrs. Reeser led the Pledge of Allegiance

3.0 Approval of/or Changes to the Agenda:

Mrs. Harrington motioned to accept the agenda as presented.

Mr. Anderson second.

No Discussion. Motion passed 5-0

4.0 Public Comment

None

5.0 Consent Agenda

Mrs. Allison motioned to accept the consent agenda.

Mr. Anderson seconded.

No Discussion. Motion passed 5-0

6.0 Staff Reports

6.1 ORCA - Mrs. Galvin

Ms. Galvin presented the ORCA report, which is available online.

Mrs. Reeser commented that she was pleased to see the opportunities available for online students to socialize with their peers. In response to a question from Mrs. Harrington, Ms. Galvin explained that ORCA receives a lower per-student funding rate than traditional schools and does not receive some Federal Funds, like Title funds. Board members discussed potential future changes to online school funding, and Ms. Galvin noted that she serves as a resource for the State on issues related to online education.

6.2 SES - Mrs. Hansen

Mrs. Hansen presented her report, which is available online.

Mrs. Harrington asked Mrs. Hansen in regards to attendance, what would personal contact look like? Mrs. Hansen said it would vary depending on the situation but it could be giving kudos for good attendance or having a conversation about the need to improve attendance. Mrs. Hansen said today the SES was at 91%, overall this year 68.22%, and in May of 2025 it was 57%.

6.3 SJSHS - Mr. Lazar

Mr. Lazar presented his report, which is available online.

Mrs. Harrington thanked Mr. Lazar for his time at Santiam and appreciates the level of care he showed the students.

6.4 Financial Report – Nichole Cooper

Mrs. Cooper presented her report to the board, which is available online.

Mrs. Harrington asked Mrs. Cooper if she was responsible for writing grants. Mrs. Cooper stated Ms. Nieraeth does a majority of the state and federal grant writing for our district.

6.5 Superintendent Report – Krista Nieraeth

Ms. Nieraeth presented her report, which is available online.

Mrs. Harrington expressed concern about Ms. Nieraeth assuming oversight of athletics in addition to her current responsibilities. Ms. Nieraeth explained that the arrangement is temporary and that she will work with the high school administration until the position is filled. In response to questions about staff resignations, Ms. Nieraeth reported that multiple applicants have applied for the open positions, noting that layoffs in other

districts have increased the applicant pool. She also stated that the District is reviewing vacancies to determine whether any positions can be absorbed to reduce costs.

6.6 Enrollment Report- Krista Nieraeth

Ms. Nieraeth presented the monthly Enrollment Report, which is available online. In response to questions about the enrollment decline, Ms. Nieraeth said there are a variety of contributing factors. Mrs. Cooper noted that enrollment has been declining over the past several years.

6.7 Regular Attenders Report- Krista Nieraeth

Ms. Nieraeth gave the Regular Attenders report, which is available online.

Ms. Nieraeth gave kudos to Mrs. Hansen and the SES staff for their work in getting their attendance numbers up.

7.0 Action Items

7.1 Second Read of Policies

- 7.1.a. BBAA - Board Member's Authority and Responsibilities
- 7.1.b. BDDC - Board Meeting Agenda
- 7.1.c. BDDG - Recordings and Minutes of Board Meetings
- 7.1.d. EBB - Integrated Pest Management
- 7.1.e. GBA - Equal Employment Opportunity
- 7.1.f. GBNAB/JHFE - Suspected Abuse of a Child Reporting Requirements**
- 7.1.g. JHFE/GBNAB - Suspected Abuse of a Child Reporting Requirements**
- 7.1.h. JECA - Admission of Resident Students**
- 7.1.i. KBCAA - News/Media - HIV, AIDS or HBV** - DELETE
- 7.1.j. KL - Public Complaints

Mr. Anderson motioned to approve or delete policies listed under Agenda Item 7.1 as presented.

Mrs. Allison seconded.

No Discussion.

Motion passed 5-0

7.2 Proposed 2026 - 2027 Budget Approval

7.2.1 **Resolution No. 25.26.02 - A Resolution Adopting The Budget And Making Appropriations For Fiscal Year 2026- 2027**

Mrs. Reeser asked for a motioned to approve Resolution No. 25.26.02 – A Resolution Adopting the Budget and Making Appropriations for Fiscal Year 2026-2027 as presented.

Mrs. Harrington motioned to approve.

Mr. Anderson seconded the motion.

No Discussion.

Motion passed 5-0

7.2.2 **Resolution 25.26.03 - A Resolution Imposing The Tax Rate And Categorizing Taxes For Fiscal Year 2026-2027**

Mrs. Reeser asked for a motion to approve Resolution No. 25.26.03 – A Resolution Imposing the Tax Rate and Categorizing Taxes for Fiscal Year 2026-2027 as presented.

Mrs. Allison motioned to approve.

Mr. Anderson seconded the motion.

Discussion:

Mrs. Harrington questioned if the school can decide on a bond without voter input. Mrs. Cooper stated these bond taxes being imposed were passed by the voters and the amount the school receives is determined by taxes paid each year and fluctuates based on tax payments. The other tax rate is the standard for the general fund.

Motion passed 5-0.

7.3 **Resolution No. 25.26.04 - Resolution To Designate Certain Funds Of The District As Committed For Reporting Purposes Under GASB 54 “Fund Balance Reporting And Governmental Fund Type Definition”**

Mrs. Reeser asked for a motion to approve Resolution No. 25.26.04 – Resolution to Designate Certain Funds of the District as Committed for Reporting Purposes under GASB 54 “Fund Balance Reporting and Governmental Fund Type Definitions” as presented.

Mrs. Harrington motioned to approve.

Mr. Anderson seconded the motion.

No Discussion.

Motion passed 5-0

7.4 **Resolution 25.26.05 - A Resolution to Transfer Appropriation for Fiscal Year 2025–2026**

Mrs. Reeser asked for a motion to approve Resolution No. 25.26.05 – A Resolution to Transfer Appropriation for Fiscal Year 2025 - 2026 as presented.

Mr. Anderson motioned to approve.

Mrs. Allison seconded the motion.

No Discussion.

Motion passed 5-0

8.0 Informational Items

8.1 Strategic Plan Work Session Date and Time Discussion

Ms. Nieraeth reported that she is working with Kyle Laier on a proposal to assist with the District's strategic planning process. She asked Board members to provide their availability in August or September to begin the work. Mrs. Allison asked whether the process should begin soon. Ms. Nieraeth said it would be helpful for Mr. Laier to meet with the Board at the next board meeting to explain the process and answer questions.

8.2 OSBA Summer Session Reminder

Ms. Nieraeth reminded the board to contact Mrs. Follis if they would like to attend the training and she will get you registered. Mrs. Reeser encouraged the board to attend the training.

8.3 2026-2027 School Handbooks

Ms. Nieraeth said Mr. Lazar and Mrs. Hansen have worked hard on the handbooks and they will be updated with new staff names once new staff have been hired. Ms. Nieraeth let the board know the handbooks reference school policy.

9.0 Items for the Next Meeting / Board Comments

Mrs. Harrington asked for an update on the QHut. Ms. Nieraeth said work is scheduled to begin on June 20th, 2026. Ms. Nieraeth went over the list of items scheduled to be worked on during the summer months.

10.0 Important Dates

June 11th - Last Day of School for Students

June 12th - Last Day for Certified Staff

August 12th - Regular Board Meeting

August 24th - 27th - Staff Inservice

August 31st - First Day of School

11.0 Motion to Adjourn

Mrs. Harrington motioned to adjourn.

Mr. Anderson second.

No Discussion

Motion passed 5-0

Meeting Adjourned at: 7:20 pm

Surplus for August 2026

- 25 Football Shoulder Pads
- 30 Red Football Helmets
- 1 - 76 ¼"x30"x40" Stainless Steel Cafeteria Cabinet with 2 garbage shoots



School Leader Report August 12, 2026

Enrollment

	Enrolled	Ready for Placement	Pre-Approved	Applicant	Enrolled and Pipeline
August 4, 2026	2,309	116	113	311	2,849
August 5, 2025	2,267	83	149	176	2,665
August 5, 2024	2,064	37	116	349	2,566

Honors and Celebrations

- Special Education Honor: For the fourth consecutive year, ORCA is thrilled to be the only charter school in Oregon honored as a 2026 NASET Exceptional Charter School in Special Education (SPED) by the National Association of Special Education Teachers (NASET). This achievement is a testament to the continuous efforts to provide personalized, inclusive, and high-quality education to all students, including those with special needs. NASET is a widely respected organization that recognizes educational institutions that have demonstrated remarkable commitment and proficiency in serving students with special needs. The selection process involved a rigorous evaluation of the school's programs, faculty expertise, student outcomes, and overall impact on the special education community.
- Summer School: Oregon Charter Academy successfully graduated 19 more students during summer school this year. Overall, 960 high school courses were completed, and students had a 95% pass rate for the summer programming. Our credit recovery lead teacher, Jodie Dodge, shared, "Those numbers represent so much more than completed courses. They represent students who stayed on track for graduation, students who didn't give up, and teachers who refused to give up on them. Every phone call, text message, email, and word of encouragement mattered." I am proud of our team for supporting students in achieving our most successful summer school yet!

Upcoming Events

- August 18 - Cabinet: Our teacher leaders who form our Cabinet group return on August 18 for an in-person meeting in Wilsonville. They are critical to helping plan the start of the year and guiding the direction.
- August 24 - ORCA Staff returns. New Teacher Training. All-Staff Picnic in Wilsonville: ORCA's first day back in action for the 2026-27 school year is full of introductions and welcoming our new staff. The no-host optional picnic in Wilsonville is a fun way for staff to connect with our new teammates and to foster that culture that makes ORCA so special.
- August 25 - All-Staff Meeting: ORCA's first all-staff meeting of the year is always fun with various professional development opportunities, staff pictures, and time focused on collaboration. This is an all-day event in Salem, and a great way to kick off the school year.



School Leader Report
August 12, 2026

COSA Virtual School Work Group: I have been invited to participate in the COSA-sponsored workgroup of superintendents to discuss virtual learning and the concerns around practices happening in some virtual schools around the state. I am honored to have been included in this group and was invited last week to present about how we serve students in a direct, dynamic, and responsive approach. There is still more work to do with this group, but I am cautiously optimistic that the schools using state funds in an unintended manner can be dealt with while not negatively impacting all virtual programs and virtual charter schools.



Santiam Canyon School District 129J

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Mill City, Oregon 97360
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Krista Nieraeth, Superintendent
Nichole Cooper, Business Manager
Lindsay Sloan, AP & Payroll
Lisa Follis, District Secretary

August 7, 2026

TO: Santiam Canyon Board
FROM: Nichole Cooper, Business Manager
RE: Financial Statements for fiscal year 2025-26

Board Members,

Attached you will find the 2025.26 financial statements through June 30, 2026. These statements include the General Fund Statement of Revenues Budget vs. Actual, General Fund Statement of Expenditures Budget vs. Actual, and total appropriations for the year.

For fiscal year 2025.26, the General Fund statements include the district's revenues and expenditures from July 1, 2025, through June 30, 2026. The information for 2025.26 is still estimated. The district is continuing to work through year-end processing and preparing for the annual audit. While we expect some minor changes to still occur as final entries are posted, the district remains in a strong financial position. After accounting for **\$1.88 million** in contingency and unappropriated ending fund balance, the remaining estimated ending fund balance is approximately **\$5.03 million**.

All of Santiam Canyon's investments are held in the Local Government Investment Pool (LGIP). As of July 31, 2026, the district's investments totaled **\$12,810,725.35** and were earning an annualized interest rate of **4.00%**.

Respectfully,
Nichole Cooper
Business Manager

Santiam Canyon School District 129J
General Fund: Statement of Revenues Budget Vs. Actual
For the Fiscal Year 2025-2026

Source	Budget 2025-2026	Actual YTD Rev. 6/30/2026	Projected through 6/30/2026	Total Estimated 2025-26	(Over)/Under Budget	Budget 2024-25	Actual YTD Rev. 6/30/2025
SSF Funding							
1111 Current Year Property Taxes	2,583,621	2,748,504		2,748,504	(164,883)	2,442,678	2,581,560
1112 Prior Year's Property Taxes	29,286	52,971		52,971	(23,685)	30,417	51,960
1114 Payment in Lieu of Poperty Taxes	13,370	13,170		13,170	-	12,523	11,772
1190 Penalties & Interest on Investments	13,567	-		-	-	10,112	4,794
2101 County School Funds	2,500	-		-	2,500	2,500	3,384
3101 State School Support Funds	39,521,666	39,812,627	-	39,812,627	(290,961)	34,313,011	35,047,829
3101 SSF - Due from ODE FY24/25		2,401,427		2,401,427	(2,401,427)		1,559,988
3101 SSF - Small HS Grant		29,775	-	29,775	(29,775)		30,566
3101 SSF - Small HS/HC disability FY24/25		33,479	-	33,479	-		49,564
3103 Common School Fund	465,672	154,786		154,786	310,886	415,262	140,220
3104 State Timber	300,000	1,366,784		1,366,784	(1,066,784)	300,000	455,858
Total SSF Funding	42,929,682	46,613,522	-	46,613,522	(3,664,129)	37,526,503	39,937,495
Total SSF Revenue	\$ 42,929,682	\$ 46,613,522	\$ -	\$ 46,613,522	\$ (3,664,129)	\$ 37,526,503	39,937,495
Non State School Support Formula Sources							
Local Sources							
1510 Earnings on Investments	450,000	582,006		582,006	(132,006)	300,000	550,732
1710 Admissions/Fees	10,000	10,454		10,454	(454)	10,000	5,803
1910 Rentals	1,000	8		8	992	5,000	300
1920 Donations from Private Sources	18,000	-	-	-	18,000	25,000	21,841
1943 Serv Provided to Charter School	1,535,796	1,554,338	-	1,554,338	(18,542)	1,314,999	1,418,175
1960 Recovery of Prior Year Expenditures		10,808	-	10,808	(10,808)	-	303
1980 Indirect Fees		-	-	-	-	-	54,054
1990 Miscellaneous Local Revenue	38,388	21,932		21,932	16,456	40,000	34,724
1991 Miscellaneous ERATE	6,500	6,221		6,221	279	6,500	11,757
Total Non Formula Local Sources	2,059,684	2,185,767	-	2,185,767		1,701,499	2,097,689
Intermediate Sources							
2102 ESD Apportionment	288,000	32,020	332,826	364,846	(76,846)	200,000	372,575
2199 - Other Inter. Sources (HERT)	500	1,062	-	1,062	(562)	-	985
2800 Revenue in Lieu of Taxes	500	-	-	-	500	500	-
Total Intermediate Sources	289,000	33,082	332,826	364,846	(76,346)	200,500	373,560
State/Federal Sources							
3299 Other Restricted Grants-In-Aid- YTP		-	-	-	-	-	9,979
4201 Foster Care Transportation	5,000	-	-	-	-	-	2,450
4703 Carl Perkins	2,500	6,755	-	6,755	-	-	-
4801 Federal Forest		62,007	-	62,007	-	-	10,253
Total State/Federal Sources	7,500	68,762	-	68,762	-	-	22,682
Other Sources							
5400 Beginning Fund Balance*	5,226,881	5,862,904		5,862,904	(636,023)	5,100,000	5,109,577
Total Other Sources	5,226,881	5,862,904	-	5,862,904	(636,023)	5,100,000	5,109,577
Total Non SSF Revenue	\$ 7,583,065	\$ 2,287,611	\$ 5,946,880	\$ 8,482,278	\$ (635,523)	\$ 7,001,999	7,603,508
Total Resources	\$ 50,512,747	\$ 54,764,037	\$ 5,946,880	\$ 55,095,801	\$ (4,299,652)	\$ 44,558,502	\$ 47,541,003
				\$ 48,188,988			
				\$ 6,906,812			
				\$ 1,881,338			
				\$ 5,025,474			

Keep EFB around 5.8 r
Can move 03-06 Objects from Wildfire late

Santiam Canyon School District 129J
General Fund: Statement of Expenditures Budget Vs. Actual
For the Fiscal Year 2025-2026

Function	Budget 2025-2026	Actual YTD EXP 6/30/2026	Projected through 6/30/2026	Total Estimated 2025-26	(Over)/ Under Budget	% Committed	Budget 2024-25	Actual YTD Exp. 6/30/2025
Instruction								
1111 Elementary, K-5 or K-6	1,853,942	1,574,110	852	1,574,962	278,980	84.95%	1,656,791	1,441,777
1121 Middle/Junior High Programs	858,829	758,275	-	758,275	100,554	88.29%	806,930	666,743
1122 Middle/Junior High School Extracurricular	101,947	55,940	-	55,940	46,007	54.87%	103,118	53,716
1131 High School Programs	1,405,712	1,271,727	-	1,271,727	133,985	90.47%	1,251,124	1,151,209
1132 High School Extracurricular	395,609	255,837	-	255,837	139,772	64.67%	338,941	310,250
1140 Pre-Kindergarten Program	35,000	-	-	-	35,000	0.00%	35,000	25,188
1210 Programs for the Talented and Gifted	6,729	3,646	-	3,646	3,083	54.19%	6,388	3,236
1220 Restrictive Pgms for Students w/Disabilities	750,378	628,850	-	628,850	121,528	83.80%	579,380	569,209
1223 Community Transition Centers	-	-	-	-	-	0.00%	12,233	-
1250 Programs for Students w/Severe Disabilities	529,991	506,430	-	506,430	23,561	95.55%	400,919	378,363
1271 Remediation	21,304	166	-	166	21,138	0.78%	29,133	20,583
1283 District Alternative Programs	30,800	12,935	-	12,935	17,865	42.00%	22,800	10,760
1288 Charter School Payments	36,325,251	34,811,592	-	34,811,592	1,513,659	95.83%	31,951,262	30,274,302
1288 Charter School Payments - May FY2425 ADJ		2,736,113	-	2,736,113	(2,736,113)	0.00%		1,804,085
1291 English Second Language Programs	25,948	68	-	68	25,880	0.26%	13,499	8,452
Total Instruction	\$ 42,341,440	\$ 42,615,689	\$ 852	\$ 42,616,541	\$ (275,101)		\$ 37,207,518	36,717,874
Support Services								
2112 Attendance Services	-	0.00	-	-	-		32,144	0.00
2120 Guidance Services	252,735	34,810	-	34,810	217,925	13.77%	230,218	120,103.22
2139 Health Servcies	3,100	29,111	-	29,111	(26,011)	939.05%	3,100	29,647
2143 Psychological Services	1,500	-	-	-	1,500	0.00%	1,500	-
2150 Speech Pathology and Audiology Services	36,800	-	-	-	36,800	0.00%	26,836	-
2190 Service Directions, Student Support Svcs	201,460	190,231	-	190,231	11,229	94.43%	107,110	120,659
2222 Library/Media Center	111,191	57,316	1,604	58,920	52,271	52.99%	106,073	96,406
2230 Assessment and Testing	9,100	728	-	728	8,372	8.00%	9,100	-
2240 Staff Development	63,447	69,481	-	69,481	(6,034)	109.51%	56,893	40,799
2310 Board of Education	101,500	81,022	-	81,022	20,478	79.82%	97,000	85,164
2321 Office of the Superintendent Services	486,416	457,288	357	457,645	28,771	94.09%	436,732	420,131
2410 Office of the Principal Services	607,208	757,845	-	757,845	(150,637)	124.81%	551,882	546,328
2520 Fiscal Services	274,045	243,364	-	243,364	30,681	88.80%	221,986	223,855
2542 Care and Upkeep of Building Services	1,532,994	1,269,717	630	1,270,347	262,647	82.87%	1,458,502	1,173,186
2543 Care and Upkeep of Grounds Services	196,061	146,487	-	146,487	49,574	74.71%	161,582	112,413
2544 Maintenance	-	-	-	-	-	0.00%	9,786	-
2550 Student Transportation Services	805,845	661,853	24,763	686,617	119,228	0.00%	781,867	525,333
2574 Printing, Publishing and Duplicating Services	48,250	44,378	-	44,378	3,872	91.97%	46,250	40,260
2649 Other Staff Services	5,200	2,716	-	2,716	2,484	52.23%	5,200	1,240
2669 Other Support Services-Central	330,707	296,873	-	296,873	33,834	89.77%	282,678	306,904
Total Support Services	\$ 5,067,559	\$ 4,343,219	\$ 27,354	\$ 4,370,573	\$ 696,986		\$ 4,626,439	\$ 3,842,427
Community Services								
3100 Food Service	55,110	39,874	-	39,874			53,240	23,986
Total Community Services	\$ 55,110	\$ 39,874	\$ -	\$ 39,874	\$ -	\$ -	\$ 53,240	\$ 23,986
Other Requirements								
4150 Building Acquisition, Construction, and Improvem	-	-	-	-	-	0.00%	5,000	-
5200 Transfers of Funds	1,167,000	1,162,000	-	1,162,000	5,000	99.57%	817,000	1,105,856
6000 Contingency	1,281,338	-	-	-	1,281,338	100.00%	1,299,305	-
7000 Unappropriated Ending Fund Balance	600,000	-	-	-	600,000	100.00%	550,000	-
Total Other Requirements	\$ 3,048,338	\$ 1,162,000	\$ -	\$ 1,162,000	\$ 1,886,338		\$ 2,671,305	\$ 1,105,856
Total Requirements	\$ 50,512,447	\$ 48,160,783	\$ 28,206	\$ 48,188,988	\$ 2,308,223		\$ 44,558,502	\$ 41,690,143

Santiam Canyon School District 129J

Appropriations: Budget Vs. Actual

For the Fiscal Year 2025-2026

General Fund (100)	Appropriations	YTD	Encumbrances	Totals	Resolutions	(Over)/Under Budget
1000 Instruction	\$ 42,341,440	\$ 42,615,689	\$ 852	\$ 42,616,541	\$ 700,000	\$ 424,899
2000 Support Services	\$ 5,067,559	\$ 4,343,219	\$ 27,354	\$ 4,370,573	\$ (700,000)	\$ (3,014)
3000 Community Services	\$ 55,110	\$ 39,874	\$ -	\$ 39,874		\$ 15,236
5200 Transfers	\$ 1,167,000	\$ 1,162,000	\$ -	\$ 1,162,000		\$ 5,000
6000 Contingency	\$ 1,281,338	\$ -	\$ -	\$ -		\$ 1,281,338
Sub Total	\$ 49,912,447	\$ 48,160,783	\$ 28,206	\$ 48,188,988		\$ 1,723,459
Special Revenue Funds						
1000 Instruction	\$ 3,349,972	\$ 2,072,279	\$ 5,994	\$ 2,078,273		\$ 1,271,699
2000 Support Services	\$ 1,455,488	\$ 721,925	\$ -	\$ 721,925		\$ 733,563
3000 Community Services	\$ 753,427	\$ 457,361	\$ 19,570	\$ 476,930		\$ 276,497
4000 Facility Acquisition	\$ 250,000	\$ 28,965	\$ 6,299	\$ 35,264		\$ 214,736
5100 Debt Service	\$ 34,487	\$ 16,452	\$ -	\$ 16,452		\$ 18,035
6000 Contingency	\$ 750,000	\$ -	\$ -	\$ -		\$ 750,000
Sub Total	\$ 6,593,374	\$ 3,296,982	\$ 31,863	\$ 3,328,845		\$ 3,264,529
PERS Bond Debt Service (302, 303, 304)						
2000 Support Services	\$ 20	\$ 1	\$ -	\$ 1		\$ 19
5100 Debt Service	\$ 1,685,267	\$ 1,680,265	\$ -	\$ 1,680,265		\$ 5,002
6000 Contingency	\$ 339,386	\$ -	\$ -	\$ -		\$ 339,386
Sub Total	\$ 2,024,673	\$ 1,680,265	\$ -	\$ 1,680,265		\$ 344,408
Facilities (400)						
4000 Facilities Acquisition	\$ 2,500,000	\$ 13,617	\$ -	\$ 13,617		\$ 2,486,383
6000 Contingency	\$ 250,000	\$ -	\$ -	\$ -		\$ 250,000
Sub Total	\$ 2,750,000	\$ 13,617	\$ -	\$ 13,617		\$ 2,736,383
Total Appropriations	\$ 61,280,494	\$ 53,151,647	\$ 60,069	\$ 53,211,715		\$ 8,068,779
Total Unappropriated	\$ 1,559,124	\$ -	\$ -	\$ -		\$ 1,559,124
TOTAL	\$ 62,839,618	\$ 53,151,647	\$ 60,069	\$ 53,211,715		\$ 9,627,903

Santiam Canyon School District 129J
General Fund: Statement of Revenues Budget Vs. Actual
For the Fiscal Year 2026-27

	Budget 2026-27	Actual YTD Rev. 7/31/2026	Projected through 6/30/2027	Total Estimated 2025-26	(Over)/Under Budget	Budget 2025-26	Actual YTD Rev. 6/30/2026
Source							
SSF Funding							
1111 Current Year Property Taxes	2,947,164	-	3,135,248	3,135,248	(188,084)	2,583,621	2,748,504
1112 Prior Year's Property Taxes	40,000	-	72,350	72,350	(32,350)	29,286	52,971
1114 Payment in Lieu of Property Taxes	13,370	-	13,170	13,170	-	13,370	13,170
1190 Penalties & Interest on Investments	5,800	-	-	-	-	13,567	-
2101 County School Funds	2,500	-	-	-	2,500	2,500	-
3101 State School Support Funds	45,103,091	7,064,459	41,183,437	48,247,896	(3,144,805)	39,521,666	42,277,307
3103 Common School Fund	493,472	-	164,026	164,026	329,446	465,672	154,786
3104 State Timber	300,000	-	340,097	340,097	(40,097)	300,000	340,097
Total SSF Funding	48,905,397	7,064,459	44,908,328	51,972,787	(3,073,390)	42,929,682	45,586,835
Total SSF Revenue	\$ 48,905,397	\$ 7,064,459	\$ 44,908,328	\$ 51,972,787	\$ (3,073,390)	\$ 42,929,682	45,586,835
Non State School Support Formula Sources							
Local Sources							
1510 Earnings on Investments	525,000	44,369	634,638	679,007	(154,007)	450,000	582,006
1710 Admissions/Fees	10,500	-	10,977	10,977	(477)	10,000	10,454
1910 Rentals	1,000	-	8	8	992	1,000	8
1920 Donations from Private Sources	5,000	-	-	-	5,000	18,000	-
1943 Serv Provided to Charter School	1,706,867	280,084	1,447,390	1,727,474	(20,607)	1,535,796	1,554,338
1960 Recovery of Prior Year Expenditures		-	-	-	-		10,808
1990 Miscellaneous Local Revenue	40,000	-	22,822	22,822	17,178	38,388	21,902
1991 Miscellaneous ERATE	6,500	-	6,221	6,221	279	6,500	6,221
Total Non Formula Local Sources	2,294,867	324,453	2,122,056	2,446,509		2,059,684	2,185,737
Intermediate Sources							
2102 ESD Apportionment	350,000	-	38,913	38,913	311,087	288,000	32,020
2199 - Other Inter. Sources (HERT)	500	-	1,062	1,062	(562)	500	1,062
2800 Revenue in Lieu of Taxes		-	-	-	-	500	-
Total Intermediate Sources	350,500	-	39,975	38,913	311,087	289,000	33,082
State/Federal Sources							
4201 Foster Care Transportation		-	-	-	-	5,000	-
4703 Carl Perkins		-	-	-	-	2,500	6,755
4801 Federal Forest		-	-	-	-		62,007
Total State/Federal Sources	-	-	-	-	-	7,500	68,762
Other Sources							
5400 Beginning Fund Balance*	5,865,688	-	5,865,688	5,865,688	-	5,226,881	5,862,904
Total Other Sources	5,865,688	-	5,865,688	5,865,688	-	5,226,881	5,862,904
		-					-
Total Non SSF Revenue	\$ 8,511,055	\$ 324,453	\$ 8,027,719	\$ 8,351,110	\$ -	\$ 7,583,065	8,150,485
Total Resources	\$ 57,416,452	\$ 7,388,912	\$ 58,801,735	\$ 60,323,897	\$ (3,073,390)	\$ 50,512,747	\$ 53,737,320
				\$ 49,836,935			
				\$ 10,486,962			
				\$ 4,928,242			
				\$ 5,558,720			

Santiam Canyon School District 129J
General Fund: Statement of Expenditures Budget Vs. Actual
For the Fiscal Year 2026-2027

Function	Budget 2026-27	Actual YTD EXP 7/31/2026	Projected through 6/30/2027	Total Estimated 2025-26	(Over)/ Under Budget	% Committed	Budget 2025-26	Actual YTD Exp. 6/30/2026
Instruction								
1111 Elementary, K-5 or K-6	1,849,979	1,773	1,568,972	1,570,745	279,234	84.91%	1,853,942	1,574,110
1121 Middle/Junior High Programs	845,803	143	746,632	746,774	99,029	88.29%	858,829	758,275
1122 Middle/Junior High School Extracurricular	80,909	-	44,396	44,396	36,513	54.87%	101,947	55,940
1131 High School Programs	1,401,270	164	1,267,545	1,267,708	133,562	90.47%	1,405,712	1,271,727
1132 High School Extracurricular	287,001	975	184,626	185,601	101,400	64.67%	395,609	255,837
1140 Pre-Kindergarten Program	30,000	-	-	-	30,000	0.00%	35,000	-
1210 Programs for the Talented and Gifted	6,712	-	3,637	3,637	3,075	54.19%	6,729	3,646
1220 Restrictive Pgms for Students w/Disabilities	798,671	986	668,336	669,322	129,349	83.80%	750,378	628,850
1223 Community Transition Centers	-	-	-	-	-	0.00%	-	-
1250 Programs for Students w/Severe Disabilities	619,358	1,244	590,580	591,824	27,534	95.55%	529,991	506,430
1271 Remediation	-	-	-	-	-	#DIV/0!	21,304	166
1283 District Alternative Programs	30,800	-	12,935	12,935	17,865	42.00%	30,800	12,935
1288 Charter School Payments	40,227,703	5,872,884	33,100,113	38,972,998	1,254,705	96.88%	36,325,251	34,811,592
1291 English Second Language Programs	1,601	-	4	4	1,597	0.26%	25,948	68
Total Instruction	\$ 46,179,807	\$ 5,878,168	\$ 38,187,777	\$ 44,065,945	\$ 2,113,862		\$ 42,341,440	\$ 42,615,689
Support Services								
2112 Attendance Services	-	0.00	-	-	-		-	0.00
2120 Guidance Services	41,096	33	5,627	5,660	35,436	13.77%	252,735	34,810
2139 Health Servcies	38,289	1,638	35,885	37,523	766	98.00%	3,100	29,111
2143 Psychological Services	1,500	-	-	-	1,500	0.00%	1,500	-
2150 Speech Pathology and Audiology Services	36,800	-	-	-	36,800	0.00%	36,800	-
2190 Service Directions, Student Support Svcs	203,659	13,558	178,750	192,308	11,351	94.43%	201,460	190,231
2222 Library/Media Center	70,940	35	36,533	36,568	34,372	51.55%	111,191	57,316
2230 Assessment and Testing	9,100	-	728	728	8,372	8.00%	9,100	728
2240 Staff Development	65,113	-	71,305	71,305	(6,192)	109.51%	63,447	69,481
2310 Board of Education	168,500	8,616	125,888	134,504	33,996	79.82%	101,500	81,022
2321 Office of the Superintendent Services	464,566	35,976	400,770	436,746	27,820	94.01%	486,416	457,288
2410 Office of the Principal Services	829,653	51,533	983,941	1,035,474	(205,821)	124.81%	607,208	757,845
2520 Fiscal Services	235,931	29,658	180,353	210,010	25,921	89.01%	274,045	243,937
2542 Care and Upkeep of Building Services	1,521,684	312,735	947,614	1,260,349	261,335	82.83%	1,532,994	1,269,717
2543 Care and Upkeep of Grounds Services	194,569	10,755	134,460	145,215	49,354	74.63%	196,061	146,328
2544 Maintenance	-	-	-	-	-	0.00%	-	-
2550 Student Transportation Services	854,002	3,356	672,735	676,090	177,912	0.00%	805,845	637,966
2574 Printing, Publishing and Duplicating Services	47,250	3,958	39,500	43,458	3,792	91.97%	48,250	44,378
2649 Other Staff Services	5,200	375	2,341	2,716	2,484	52.23%	5,200	2,716
2669 Other Support Services-Central	307,989	35,624	240,856	276,480	31,509	89.77%	330,707	296,873
Total Support Services	\$ 5,095,841	\$ 507,848	\$ 4,057,287	\$ 4,565,135	\$ 530,706		\$ 5,067,559	\$ 4,319,746
Community Services								
3100 Food Service	5,565	-	4,026	4,026			55,110	39,874
Total Community Services	\$ 5,565	\$ -	\$ 4,026	\$ 4,026	\$ -	\$ -	\$ 55,110	\$ 39,874
Other Requirements								
4150 Building Acquisition, Construction, and Improvem	-	-	-	-	-	0.00%	-	-
5200 Transfers of Funds	1,207,000	-	1,201,829	1,201,829	5,171	99.57%	1,167,000	1,162,000
6000 Contingency	3,428,242	-	-	-	3,428,242	100.00%	1,281,338	-
7000 Unappropriated Ending Fund Balance	1,500,000	-	-		1,500,000	100.00%	600,000	-
Total Other Requirements	\$ 6,135,242	\$ -	\$ 1,201,829	\$ 1,201,829	\$ 4,933,413		\$ 3,048,338	\$ 1,162,000
Total Requirements	\$ 57,416,455	\$ 6,386,017	\$ 43,450,918	\$ 49,836,935	\$ 7,577,981		\$ 50,512,447	\$ 48,137,309

Santiam Canyon School District 129J

Appropriations: Budget Vs. Actual

For the Fiscal Year 2026-2027

General Fund (100)	Appropriations	YTD	Encumbrances	Totals	Resolutions	(Over)/Under Budget
1000 Instruction	\$ 46,179,807	\$ 5,878,168	\$ 33,146,096	\$ 39,024,264		\$ 7,155,543
2000 Support Services	\$ 5,095,841	\$ 507,848	\$ 1,518,225	\$ 2,026,073		\$ 3,069,768
3000 Community Services	\$ 5,562	\$ -	\$ -	\$ -		\$ 5,562
5200 Transfers	\$ 1,207,000	\$ -	\$ -	\$ -		\$ 1,207,000
6000 Contingency	\$ 3,428,242	\$ -	\$ -	\$ -		\$ 3,428,242
Sub Total	\$ 55,916,452	\$ 6,386,017	\$ 34,664,320	\$ 41,050,337		\$ 14,866,115
Special Revenue Funds						
1000 Instruction	\$ 3,240,661	\$ 19,107	\$ 18,300	\$ 37,407		\$ 3,203,254
2000 Support Services	\$ 1,163,667	\$ 27,943	\$ 27,630	\$ 55,573		\$ 1,108,094
3000 Community Services	\$ 797,916	\$ 12,755	\$ 238,050	\$ 250,804		\$ 547,112
4000 Facility Acquisition	\$ 300,000	\$ -	\$ -	\$ -		\$ 300,000
5100 Debt Service	\$ 19,000	\$ 1,371	\$ 15,081	\$ 16,452		\$ 2,548
6000 Contingency	\$ 613,599	\$ -	\$ -	\$ -		\$ 613,599
Sub Total	\$ 6,134,843	\$ 61,175	\$ 299,060	\$ 360,236		\$ 5,774,607
PERS Bond Debt Service (302, 303, 304)						
2000 Support Services	\$ 20	\$ 0	\$ -	\$ 0		\$ 20
5100 Debt Service	\$ 1,741,656	\$ -	\$ -	\$ -		\$ 1,741,656
6000 Contingency	\$ 298,429	\$ -	\$ -	\$ -		\$ 298,429
Sub Total	\$ 2,040,105	\$ 0	\$ -	\$ 0		\$ 2,040,105
Facilities (400)						
4000 Facilities Acquisition	\$ 2,500,000	\$ -	\$ -	\$ -		\$ 2,500,000
6000 Contingency	\$ 1,200,000	\$ -	\$ -	\$ -		\$ 1,200,000
Sub Total	\$ 3,700,000	\$ -	\$ -	\$ -		\$ 3,700,000
Total Appropriations	\$ 67,791,400	\$ 6,447,192	\$ 34,963,381	\$ 41,410,573		\$ 26,380,827
Total Unappropriated	\$ 3,018,072	\$ -	\$ -	\$ -		\$ 3,018,072
TOTAL	\$ 70,809,472	\$ 6,447,192	\$ 34,963,381	\$ 41,410,573		\$ 29,398,899



Santiam Canyon School District 129J

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Krista Nieraeth, Superintendent
Nichole Cooper, Business Manager
Lindsay Sloan, AP & Payroll
Lisa Follis, District Secretary

Santiam Canyon School District Board Report August 2026

1. STAND TOGETHER- We celebrate our strengths and differences

a. STAFFING UPDATES

As noted in the Consent Agenda, the District has successfully filled several open positions. We continue to recruit for remaining vacancies at Santiam Junior/Senior High School, while Santiam Elementary School is currently fully staffed. As always, we are carefully reviewing the needs of each building to determine which responsibilities can be absorbed by existing staff and which positions must be filled to ensure we continue providing high-quality support for our students and staff.

I would also like to officially welcome Mr. Phil Kelly as the new Principal of Santiam Junior/Senior High School. Mr. Kelly joins us from the Salem-Keizer School District, where he most recently served as an administrator at McNary High School for the past nine years. Throughout his career, he has served in both teaching and administrative roles across multiple grade levels, bringing a wealth of experience and a strong understanding of the diverse needs of all learners.

Mr. Kelly will be an excellent addition to Santiam Canyon because he understands the importance of building strong relationships, engaging with the community, and creating systems that support the success of every student. His experience, collaborative leadership style, and unwavering commitment to serving students align closely with the District's vision, values, and long-term goals.

As I shared during the June Board meeting, I will be assuming Athletic Director responsibilities for the upcoming school year. Mr. Kelly and Mr. Greg Grenbemer will assist in ensuring adequate supervision of both middle school and high school athletic events, while also helping ensure that all activities are conducted in accordance with District and league expectations and Oregon School Activities Association (OSAA) requirements. In addition, Jessica Benavidez and Natalie Sundseth will provide support with the administrative and financial responsibilities associated with the District's athletic programs.

2. FIND YOUR PATH- We prepare for the future

a. Administration Retreat

The district administrative team participated in a two-day leadership work session focused on preparing for the upcoming school year and creating greater consistency across the district. We reviewed expectations around work calendars, leave, communication, district policies, required trainings, hiring and substitute procedures, and administrative meetings. We also discussed professional development opportunities that will help us continue to grow as instructional leaders and as an admin team that will better support our staff and schools.

A major focus of our time was the district maxims, student achievement, and accountability. We discussed what our maxims should look like in practice across our schools and how they connect to our work at the district and building levels. We also reviewed SB 141 (The Accountability Bill), including state, cluster group, and district Professional Growth Targets (PGTs), interim assessments, and testing expectations. We discussed how student achievement data will be presented to the Board throughout the year and, more importantly, how we can use that information to identify priorities and guide continuous improvement. We also reviewed Teach Boost, staff evaluation expectations and timelines, in-service plans, and building-specific professional development needs. Each administrator had time to develop professional development priorities and calendars for their building that align with district goals.

The two days also gave us an opportunity to strengthen relationships as a leadership team. We shared meals, had time for informal conversations and reflection, and participated in some recreational activities together. That time allowed us to get to know one another better, build trust, and strengthen the relationships that are important to working effectively as a team. The combination of focused work and time together was a great way to begin the year aligned and ready to support our staff, students, and schools.

b. Salem Hospital – Santiam Hospital Merger Support

I recently submitted a letter of support to the Oregon Department of Justice regarding the proposed merger between Santiam Hospital & Clinics and Salem Health. The letter emphasized the importance of maintaining accessible, local healthcare for our students, families, and the greater Santiam Canyon community. For the district, specifically, Santiam Hospital & Clinics is also an important district and community partner through the Santiam Integration Team, which we participate in monthly, which connects families with food, housing, behavioral health, and other resources.

I expressed support for the Emergency Exemption application because the partnership with Salem Health has the potential to preserve these services while expanding access to specialty care and other clinical resources. The letter encouraged the Oregon Department of Justice to approve the exemption to help ensure stable, accessible healthcare remains available in the Canyon.

3. NEVER GIVE UP- We push through to reach our goals

a. DISTRICT AND SCHOOL FACILITIES

The district has been busy completing a wide variety of facility improvements, maintenance projects, and campus upgrades in preparation for the upcoming school year. A tremendous amount of work has taken place throughout the district, reflecting our continued commitment to providing safe, clean, functional, and welcoming facilities for our students, staff, families, and community.

A special highlight this summer was the hiring of five student workers who assisted with many of our summer projects. They were amazing! These students demonstrated a strong work ethic, positive attitudes, and a willingness to take on whatever tasks were needed. We greatly appreciated their contributions to our district and were proud to have them as part of our summer team.

Summer facility and maintenance work includes:

- **Q-Hut Improvements:** A new roof was installed on the Q-Hut, helping protect the facility and extend its useful life. The exterior sides will also be repainted, and a new sign will be installed on the wall to give the building a fresh, updated appearance.
- **Parking Lot Improvements:** District parking lots received upgrades, including sealing, new striping, and the installation of parking blocks. These improvements enhance the safety, organization, and overall appearance of our campuses.
- **Track Improvements:** The track was repainted, giving the facility a fresh and ensuring that track markings are clear and ready for our students, athletes, and community.
- **Elementary Cafeteria:** Acoustical panels were installed to help reduce noise levels and improve the cafeteria environment. A new water fountain and storage cabinet were also installed to help improve the flow and efficiency of serving students during meal times.
- **5th Grade Classrooms:** New flooring was installed in the fifth-grade classrooms, providing a refreshed, durable, clean, and improved learning environment for students and staff.
- **Building & Sidewalk Cleaning:** Buildings and sidewalks throughout the district were power washed, giving our campuses a clean and refreshed appearance.
- **District Vehicles:** District vehicles were thoroughly washed and cleaned as part of our ongoing effort to properly care for district equipment and property.
- **Land Lot Maintenance:** The lot behind the District Office was cleaned and graded to improve the condition, appearance, and usability of the property. Work will continue throughout the fall and winter to establish an adequate water supply, install a gate and fencing to secure the property, and identify trees and bushes that need to be removed or trimmed for safety.
- **Custodial & Grounds Work:** Our custodial staff worked extremely hard throughout the summer to prepare our schools for the return of students and staff. Carpets were thoroughly cleaned, bathrooms were cleaned and sanitized, furniture cleaned, grounds were picked up, bushes and landscaping were trimmed, and the underground sprinkler system was checked and made operational.
- **Gym Floors:** The gym floors at both SES and SJSHS were sanded and refinished, providing a fresh, updated surface.

Santiam Canyon School District does not discriminate on the basis of race, religion, color, national origin, disability, marital status, sexual orientation, sex or age in providing or access to benefits of education services, activities and programs in accordance with Title VI, Title VII, Title IX and other civil rights or discrimination issues; Section 504 of the Rehabilitation Act of 1973, as amended; and the American with Disabilities Act.

The following has been designated to coordinate compliance with these legal requirements and may be contacted at the Santiam Canyon School District office for additional information and/or compliance issues; Title II Coordinator, Title IX Coordinator and Section 504 Coordinator: Director of Special Programs, 150 SW Evergreen St./PO Box 197, Mill City, OR 97360, (503) 897-2321

- **Kitchen Roof Exhaust Fans:** We experienced issues with the SJSHS kitchen exhaust system, and an inspection found that the fans were outdated and not pulling enough air during cooking. Additionally, one exhaust pipe was directed toward the AC unit, causing it to work harder to cool the kitchen. All fans were replaced, and the exhausts were rerouted away from the AC unit to improve ventilation and efficiency.
- **Track Restriping:** The track was in need of a complete restriping, as many of the lines were outdated, faded, and difficult to see. All of the lines on the track were repainted, along with the markings for the long jump and triple jump pits. This improvement has made a tremendous difference and gives the entire track a fresh, like-new appearance.

Much of the work that goes into preparing our schools happens behind the scenes, and we are extremely appreciative of the dedication of our custodial, maintenance, and facilities staff, along with our five outstanding student workers. Their hard work and attention to detail have made a noticeable difference across the district. We are ahead of schedule in ensuring that our buildings and grounds are thoroughly cleaned and ready for staff on August 24th.

As we prepare to welcome students and staff back, I am proud of the improvements that have been made throughout our facilities. These projects represent not only an investment in our buildings and grounds, but also an investment in creating an environment where our students and staff can learn, work, and take pride in their schools. Thank you again to our amazing custodial, maintenance, and grounds crew, and our student workers for all of their hard work.



Santiam Canyon School District 129J

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Krista Nieraeth, Superintendent
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Lisa Follis, District Secretary

Board Recommendation Form

To: Santiam Canyon School District 129J Board of Directors

Prepared By: Krista Nieraeth, Superintendent

Date: August 12, 2026

Background: Each fiscal year, the Board is required to establish the District's Organizational and Financial Authorities through the adoption of the annual Organizational Resolution, as required by various Oregon Revised Statutes (ORS). The Organizational Resolution, which is presented for Board approval at the August Board meeting, designates the District's financial authorities, authorized representatives, and other annual appointments necessary for District operations.

At the June Board meeting, the Board discussed moving its regular monthly meeting from the second Wednesday to a later date each month. This change would provide the Business Office with additional time to prepare accurate monthly financial reports for Board review.

Motion Requested: “I move to approve Resolution 26.27.01 – Annual Organizational Resolution as presented.”

OR

“I move to approve Resolution 26.27.01 – Annual Organizational Resolution as amended.”

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Santiam Canyon School District 129J
Resolution 26.27.01

Annual Organizational Resolution

Be it resolved that the Santiam School District 129J Board of Directors authorized the following appointments, identifications, and designations for the 2026-2027 school year as per state statute as follows:

1. Chief Administrative Officer	Krista Nieraeth	ORS 332.515
2. District School Clerk	Krista Nieraeth	ORS 332.515
3. Deputy Clerk/Business Manager	Nichole Cooper	ORS 332.515
4. Budget Officer	Krista Nieraeth	ORS 294.331
5. Custodian of Funds	Krista Nieraeth/Nichole Cooper	ORS 328.441
6. Depository of Funds	US National Bank and LGIP	ORS 328.441
7. Signors on Accounts	Krista Nieraeth/Nichole Cooper	ORS 328.445
8. Fidelity Bond - \$250,000	Krista Nieraeth/Nichole Cooper	ORS 332.525
9. Auditor Designation	Pauly, Rogers and Co., P.C.	ORS 297.405
10. Contract Review Board	Santiam Canyon School Board	ORS 297.055
11. Federal and State Grant Officer	Krista Nieraeth	
12. Insurance Agent of Record	Wilson-Heirgood Associates (WHA)	
District Insurance:	WHA insurance: \$20,000,000 aggregate liability	
13. Borrowing Limit	\$300,000 plus \$100,000 option	
14. Posting Assignment	The Canyon Weekly	
15. Substitute Licensed Teacher Pay Rate	\$265.80 per day as per ODE	
OAR 581-005-0001	1.125 x 1/190 base teacher pay per day after 8th consecutive day for same teacher	
16. Board Meeting Schedule	2 nd Wednesday at 6pm	
17. Set District Calendar	As per adopted District Calendar	
18. Attorney of Record	Garrett, Hemann, Robertson, P.C.	
19. Participation Fees	See Attached Fee Sheet	
20. Food Service Rates	Breakfast	Lunch
	K – 5 Free	Free
	6 – 12 Free	Free
	Adult \$3.05	\$5.35
	Milk Rate - \$0.65	

Santiam Canyon School District Board Chair

Date

Krista Nieraeth, Superintendent

Date



2026/2027 Santiam JR/SR High School Fee Sheet

STUDENT'S NAME _____

ASB CARD STICKER

_____ Student Body Card Sticker (ASB).....\$20.00
(Free or discounted admission for Athletics & Dances.)

ATHLETICS

6TH-8TH GRADE ATHLETIC FEES

_____ One Sport.....\$50.00
_____ Two Sports.....\$100.00
_____ Three Sports.....\$150.00
_____ *Annual Family Sports Fee Cap.....\$220.00

9th-12TH GRADE ATHLETIC FEES

_____ One Sport.....\$60.00
_____ Two Sports.....\$120.00
_____ Three Sports.....\$180.00
_____ *Annual Family Sports Fee Cap.....\$220.00

BAND

_____ Band Instrument Rental Fee.....\$30.00

YEARBOOK

_____ Yearbook (Pre-ordering required).....\$30.00

***Annual Family Sports Fee Cap:** A family's total out-of-pocket sports participation fees will not exceed **\$220.00 per school year**, regardless of the number of sports or participating students.

OFFICE USE ONLY

Total Amount Due:	Amount Paid:		
Payment Type:	Cash	Check#	Credit Card
Received by:	Date:	Receipt Number:	



Santiam Canyon School District 129J

Post Office Box 197
150 SW Evergreen St.
Mill City, Oregon 97360
Office (503) 897-2321

Krista Nieraeth, Superintendent
Nichole Cooper, Business Manager
Lindsay Sloan, AP & Payroll
Lisa Follis, District Secretary

Board Recommendation Form

To: Santiam Canyon School District 129J Board of Directors

Prepared By: Krista Nieraeth, Superintendent

Date: August 12, 2026

Background: The Santiam Jr./Sr. High School Coaches Handbook has been developed to provide coaches with a clear and comprehensive guide to district procedures, Board policies, state and federal laws, OSAA requirements, and expectations for athletic programs. It serves as a practical resource to promote consistency, answer common questions, and ensure coaches understand their roles and responsibilities.

Adopting this handbook supports compliance with applicable laws and regulations, District policies, and OSAA rules. It also helps reduce organizational risk while fostering safe, positive, and professional athletic programs that prioritize the well-being and success of our student-athletes.

SCSD District Policy CHCA states “The Board will review and approve district personnel handbooks in order that the contents may be accorded the legal status of Board-approved policy and regulation.”

Action Requested: To approve the Santiam Jr./Sr. High School Coaches’ Handbook as presented.

Motion Requested: “I motion to approve the Santiam Jr./Sr. High School Coaches Handbook as presented.”

Santiam Canyon School District does not discriminate on the basis of race, religion, color, national origin, disability, marital status, sexual orientation, sex or age in providing or access to benefits of education services, activities and programs in accordance with Title VI, Title VII, Title IX and other civil rights or discrimination issues; Section 504 of the Rehabilitation Act of 1973, as amended; and the American with Disabilities Act.

The following has been designated to coordinate compliance with these legal requirements and may be contacted at the Santiam Canyon School District office for additional information and/or compliance issues; Title II Coordinator, Title IX Coordinator and Section 504 Coordinator: Director of Special Programs, 150 SW Evergreen St./PO Box 197, Mill City, OR 97360, (503) 897-2321



Santiam Jr./Sr. High School
Coaches' Handbook

2026-27

Updated 7/29/26

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Preface

This handbook is for the coaches in the middle school and high school of the Santiam Canyon School District and Santiam Jr/Sr. High School. Its purpose is to provide important information related to many different aspects of the athletic program. Coaches are expected to read the handbook and operate within the guidelines stated in it. It is the responsibility of the Athletic Director to provide all coaches with a copy of the handbook and to review and discuss it with them so that they are knowledgeable of its content. The athletic program of the district is regarded as an important part of the total program of the district. It is the philosophy of the district that sound practices and procedures should be followed within the program. This handbook will be helpful in that regard.

This handbook is designed to provide answers and directions to common questions. It is not the intent of the handbook to be a guide for specific rules and regulations set forth by the League, Oregon School Activities Association, and the National Athletic Association. It is the responsibility of every coach in their respective sport to be knowledgeable and up to date on league, state, and national rules. These rules will be provided by the Athletic Director before the start of each season and upon request.

This manual will provide direction for you as a coach and provide you with a valuable resource for questions you may have. It does not, however, replace common sense. Coaches are to know and understand the guidelines outlined in this handbook. If you have a question that is not addressed, ask the Athletic Director for clarification before you act. **Ignorance is never an excuse for negligent or irresponsible actions.**

All District policies and procedures, as well as any applicable state or federal laws, shall supersede any provision of this handbook.

The Head Coach

The head coach is responsible for leading their athletic program in a manner that reflects the values and expectations of the district. Head coaches are expected to operate in the best interest of students and the school while complying with all policies and regulations established by the Oregon School Activities Association (OSAA), the School District, the School Principal, the Athletic Director, the league, and applicable Standard Operating Procedures (SOPs).

1. **Program Leadership** – Establish and communicate the philosophy, culture, and system of play for the program. Provide leadership to assistant coaches and promote continuity with feeder programs through collaboration, clinics, and camps when appropriate.
2. **Supervision of Assistant Coaches** – Assign responsibilities, provide direction, and hold assistant coaches accountable for following district, school, league, OSAA, and sport-specific expectations. Encourage professional growth and maintain regular communication throughout the season.
3. **Collaboration** – Work cooperatively with coaches from other sports, support multi-sport student - athletes, and promote a positive, unified athletic program.
4. **Leadership** – Model professionalism, integrity, sportsmanship, and ethical conduct while promoting academic success and respectful behavior.
5. **League Responsibilities** – Attend or ensure representation at all required league meetings.
6. **Team Expectations** – Develop written team rules, including varsity letter criteria, obtain athlete and parent signatures, and submit a copy to the Athletic Director prior to the season.
7. **Emergency Preparedness** – Maintain current emergency contact information and follow district emergency procedures during practices, contests, and team activities.

Assistant Coaches

Assistant coaches, including volunteer coaches, play a vital role in the success of the athletic program. Their cooperation and loyalty to the head coach, commitment to student - athletes, patience, enthusiasm, professionalism, and dedication are essential to creating a positive and successful experience for participants. Assistant coaches are expected to support the head coach and carry out all district, school, league, and OSAA policies and procedures.

All coaches, whether paid or volunteer, must meet all district and OSAA requirements before working with students in any official capacity or participating in practices, competitions, or other athletic activities on district property.

Mandatory Coach Trainings

Prior to the first official practice, all coaches must have the following documentation on file with the Athletic Director:

- NFHS Fundamentals of Coaching Certificate (or approved equivalent)
- Current Concussion Training Certificate
- Current Steroid Education Certificate
- Current Heat Illness Prevention Training Certificate
- Current Interrupting and Preventing Discriminatory Acts Training Certificate
- Any additional sport-specific certifications or trainings required by the OSAA

A complete list of required OSAA coaching certifications and trainings is available at <https://www.osaa.org/coaches>.

In addition to OSAA requirements, all coaches must complete the district's required training through the Vector Training System prior to the first contest.

Coaches who have not completed all required certifications and trainings before the first official practice will not be permitted to participate in practices, contests, or any other coaching activities until all requirements have been satisfied.

Attendance and Participation (Practice and Game)

To participate in a practice, contest, or school-sponsored activity, student-athlete must attend school for the entire school day and arrive no more than 10 minutes late to first period. Exceptions may be approved by school administration for prearranged absences, medical appointments, or emergencies. Appropriate documentation may be required to verify an excused absence.

Head coaches are responsible for verifying student attendance with the attendance secretary each day and enforcing the district's attendance policy.

In addition, coaches may establish team-specific attendance expectations and consequences for missed practices, provided they are communicated to student - athletes and families at the beginning of the season.

Bloodborne Pathogens

Due to the nature of athletics, coaches may be exposed to bloodborne pathogens, including HIV and Hepatitis B. All coaches are expected to follow universal precautions and appropriate infection control procedures whenever there is a risk of exposure to blood or other potentially infectious materials.

Coaches must wear disposable gloves when providing first aid if contact with blood is possible and ensure that appropriate cleanup and disposal procedures are followed. Coaches are also responsible for educating student-athlete on basic bloodborne pathogen safety and following all district health and safety protocols.

Budget, Inventory, and Purchasing

Head coaches are responsible for the care, inventory, and accountability of all equipment and supplies assigned to their program. A complete inventory must be submitted to the Athletic Director as soon as possible following the conclusion of the season. Coaches are also responsible for submitting a list of any student-athlete with outstanding equipment. Final coaching payment may be delayed until all equipment has been returned and the season inventory has been completed.

Coaches requesting technology equipment for their program, such as an iPad, camera, tripod, or other district-owned devices, must submit the request to the Athletic Director for approval and checkout. All technology equipment issued to athletic programs must be returned to the Athletic Director immediately following the conclusion of the season. Head coaches are responsible for the care, security, and timely return of all assigned equipment. Failure to return district-owned technology may result in the athletic program being charged the replacement cost of the missing equipment.

Purchasing:

1. Prior to each season, the Athletic Director will meet with head coaches to discuss program needs and establish the annual budget.
2. Coaches are expected to purchase equipment and supplies within their approved budget. Uniforms, first aid supplies, and rulebooks will be purchased separately unless otherwise directed.
3. All purchases must be approved in advance by the Athletic Director and School Principal and processed through the district purchase order system. Purchases made without prior approval are not eligible for reimbursement.
4. Requests for major equipment purchases that exceed the annual budget should be submitted to the Athletic Director at least one year in advance to allow for budget planning.
5. Equipment purchased with district funds remains the property of the district and the athletic program. Items purchased with ASB fundraising funds may become the property of individual student-athletes if approved by the Athletic Director and consistent with district policy.
6. All new equipment should be inventoried and labeled upon receipt.

Camps

Coaches wishing to conduct a camp or clinic through or at the school must obtain prior approval from the school administration. A facility use request must be submitted for any use of district facilities, and all camp dates and activities must comply with current OSAA rules and guidelines. In general, the use of school facilities as a profit-making mechanism for the coach or others is not acceptable unless the user pays for the use of the school facility.

Participation in a summer camp, clinic, or off-season program may not be required, nor may it be implied to be required, for participation on any school athletic team. All camps and clinics must comply with district policies and OSAA regulations.

Clinics

Coaches are encouraged to advance professionally through attendance at clinics and other events to improve coaching skills. Coaches need to budget for these expenditures through the budgeting process.

Coaching Certification

In accordance with OSAA requirements, all coaches—including head coaches, paid assistant coaches, and volunteer coaches—must complete all required certifications before participating in any practices, contests, or other coaching activities. Proof of certification must be on file with the Athletic Director prior to the first official practice.

If a certified coach is not present to supervise a contest, the contest may be forfeited in accordance with OSAA rules and the program will pay any fines associated with that forfeit. If the head coach is unable to attend or complete a contest, a paid certified coach must be available to assume coaching responsibilities.

Coaches with questions regarding certification requirements or available training opportunities should contact the Athletic Director.

Communication, Media, and Social Media

Coaches are expected to communicate professionally, consistently, and respectfully with student - athletes, families, the media, and the community while representing their team, the school, and Santiam Canyon School District.

Team Communication

All communication related to a district-sponsored athletic program must be conducted through the district-approved ParentSquare platform. Coaches may not create or use other communication platforms or messaging applications for official communication with student - athletes or families unless prior approval has been granted by the Superintendent.

Prior to the start of each season, coaches should work with the District Technology Director to ensure their team rosters and ParentSquare communication groups are properly established.

Coaches are encouraged to hold a preseason parent meeting, provide regular updates throughout the season, and respond to questions and concerns in a timely, respectful, and professional manner.

Coaches are strongly discouraged from using personal phone numbers or personal devices to communicate directly with student - athletes or families. Whenever possible, all communication should occur through ParentSquare to promote transparency, maintain appropriate professional boundaries, and ensure communications are properly documented. Coaches should also be aware that communications conducted on personal devices may be subject to disclosure or legal review as part of an investigation, litigation, or public records request, as permitted by law.

Social Media

Any social media account representing a district athletic program must be approved by the School Principal and monitored by the head coach. School administration must have access to all team social media accounts. Coaches are strongly encouraged to create and manage team social media accounts using a district email address rather than a personal account.

Coaches should remember that they are public representatives of their team, school, and district. All social media activity should reflect the professionalism and values of Santiam Canyon School District.

Media Relations and Contest Reporting

Head coaches are responsible for reporting contest results in a timely manner, including updating the OSAA Score Center and submitting results to local media outlets.

Coaches are encouraged to develop positive relationships with local media and promote the accomplishments of their student - athletes and athletic programs through accurate, timely, and positive communication.

Concussion Management

The safety of student - athletes is the district's highest priority. Coaches must follow all OSAA rules and Oregon law regarding the recognition and management of concussions.

Removal from Play

Any student - athlete who exhibits signs, symptoms, or behaviors consistent with a concussion following a blow or suspected blow to the head or body must be immediately removed from practice or competition. A student – athlete diagnosed with or suspected of having a concussion may not return to play, practice, or any other athletic activity on the same day.

When a student – athlete is suspected of sustaining a concussion, the coach must immediately notify the Athletic Director and follow the district's concussion management procedures.

The coach is responsible for completing the District Concussion Protocol Form and an Incident Report and submitting both to the school's front office no later than the next business day. Timely and accurate reporting is essential to ensure appropriate medical follow-up, compliance with district policy and state law, and the safe return of the student-athlete to participation.

Return to Play

A student – athlete who has sustained a concussion may not return to athletic participation until:

- They are symptom-free;
- They have completed an appropriate graduated return-to-play protocol, when applicable; and
- The district has received written medical clearance from an Oregon Qualified Health Care Professional authorized under ORS 336.490.

Coaches shall not permit a student – athlete to participate until all return-to-play requirements have been met and clearance has been received by the Athletic Director.

For current concussion management requirements and approved Qualified Health Care Professionals, coaches should contact the Athletic Director and the District Nurse.

Corporal Punishment

Oregon law (ORS 339.250) and district policy prohibit the use of corporal punishment by school employees and volunteers. Corporal punishment is defined as the use of physical force or the intentional infliction of pain as a form of discipline or punishment. While physical conditioning that is appropriate to athletic training is permitted, conditioning or physical activity that result in pain used as punishment is prohibited. The use of physical force with a student is unacceptable and may result in immediate removal from coaching duties and additional disciplinary action.

CPR/AED Certification

Beginning with the 2027–2028 school year, all coaches must possess a current, valid CPR/AED certification before the first official practice of the season they are coaching. Coaches are responsible for maintaining a valid certification throughout their coaching assignment.

For the 2026–2027 school year, CPR/AED certification is not required but is strongly encouraged. The district highly recommends that all coaches become CPR/AED certified to help ensure the safety and well-being of student-athletes and to be prepared to respond effectively in the event of a medical emergency.

Dual Participation

Dual participation will be permitted on a petition basis only. Student - athletes interested in participating in two concurrent school athletic activities must receive approval from both head coaches and the Athletic Director before beginning either sport. The Athletic Director will develop the criteria for allowing dual participation. The student - athlete will pay two participation fees if they choose to dual participate.

Eligibility

Student – athletes must meet all OSAA and district eligibility requirements to participate in interscholastic athletics.

1. Academic Eligibility (OSAA)

To be eligible, students must have passed at least five (5) classes during the preceding semester and **be** on track to graduate as defined by the OSAA:

End of 9th Grade: **4.5 credits**

End of 10th Grade: **10 credits**

End of 11th Grade: **17 credits**

Students who fail to pass five (5) classes in a semester are ineligible for competition during the following semester, beginning on the first day of that semester. Ineligible students may continue to practice but may not travel with the team, compete, or participate in other official team activities.

2. Transfer Eligibility

The OSAA has specific transfer rules designed to prevent athletic recruiting. Eligibility may be affected when a student transfers schools. Questions regarding transfer eligibility should be directed to the Athletic Director before a student participates.

3. Age Eligibility

Students who turn 19 years old before August 15 are ineligible for OSAA competition during that school year and thereafter. Students who turn 19 on or after August 15 remain eligible for the entire school year.

4. **Enrollment and Awards**

Students become ineligible upon graduation from high school. Following initial enrollment in high school, students are eligible to participate for four consecutive school years (eight semesters). OSAA also limits the types of awards student-athlete may receive while maintaining eligibility. Contact the Athletic Director with questions regarding awards.

5. **District Academic Standards**

To support academic success, the district has established the following expectations:

- After-school tutoring is available. Please contact the Principal for more information.
- Students earning an F in any class or with a GPA below 2.0 are required to attend after-school tutoring.
- Students who do not raise their GPA above 2.0 and eliminate all F grades by the next grading period will be ineligible to participate in contests. They may continue to practice unless otherwise prohibited by OSAA or school/district policy.

Ejections

Any player or coach who is ejected from a contest for an unsportsmanlike act must be reported to the Athletic Director as soon as possible. The Athletic Director and Commissioner of Officials will ensure the ejection is reported to the OSAA in accordance with OSAA requirements.

An ejected coach must leave the contest and school facility immediately and may have no further contact with the team for the remainder of the contest ("out of sight and sound"). An ejected player may remain with the team but must be out of uniform and may not participate further in the contest.

In accordance with OSAA rules, an ejected player or coach is ineligible to participate in the next scheduled contest. Coaches must also complete the required NFHS Sportsmanship Course before being reinstated following an ejection.

The OSAA assesses fines for ejections on a graduated scale by sport/program:

- **First ejection:** \$50
- **Second ejection:** \$100
- **Each subsequent ejection:** Fine increases by \$50 per occurrence.

Coaches and student-athletes are personally responsible for paying all OSAA ejection fines. District, school, or ASB funds may not be used to pay these fines. Individuals who have not paid their fine or completed all OSAA reinstatement requirements will not be permitted to participate until those obligations have been satisfied.

In addition to OSAA penalties, the district may impose further disciplinary action for conduct resulting in an ejection.

Equipment for Athletics

The district will provide all equipment necessary for participation, except for personal items (such as shoes and other individually required equipment). All equipment will be issued by the coach and is to be used only during official practices and competitions. Competition uniforms and warm-ups may only be worn for school-approved competitions unless prior administrative approval is granted.

All uniforms and equipment purchased with district or fundraising funds are the property of the athletic program. Game uniforms must receive approval from the Athletic Director prior to purchase.

Head coaches are responsible for the care, security, and collection of all equipment and uniforms assigned to their program. Student – athletes are responsible for returning all issued equipment at the end of the season. Lost or damaged equipment beyond normal wear may result in the student being charged the replacement cost.

Each team will be provided with a first aid kit for practices and contests. Please contact the Athletic Director for the first aid kit. Coaches are responsible for ensuring the kit is available at all team activities and notifying the Athletic Director when supplies need to be restocked. First aid supplies should be used appropriately and conserved, as they are shared district resources.

Ethics and Sportsmanship

Coaches are expected to uphold the highest standards of professionalism, integrity, and sportsmanship. As educators and role models, coaches play a significant role in shaping the character, attitudes, and behavior of student – athletes. Every coach is expected to model respectful conduct and foster an environment that emphasizes teamwork, accountability, and ethical decision-making.

Coaches Code of Ethics

Coaches will:

- Serve as positive role models by demonstrating honesty, integrity, professionalism, and ethical conduct.
- Treat every student – athlete with dignity and respect while promoting confidence, leadership, responsibility, and good judgment.
- Promote healthy lifestyles and establish team expectations that discourage the use of drugs, alcohol, tobacco, vaping products, and other prohibited substances.
- Provide a safe and supportive environment for practices and competitions, including an understanding of injury prevention and appropriate care.
- Teach and enforce the rules of the sport while emphasizing fair play and good sportsmanship.
- Demonstrate respect for officials, opponents, spectators, teammates, and fellow coaches at all times.
- Foster positive relationships with other coaches and support all district athletic programs. Coaches shall not publicly criticize or undermine colleagues or their programs.
- Communicate program expectations clearly with student - athletes and parents.
- Pursue professional growth through continued learning and coaching development.
- Demonstrate humility in victory and grace in defeat.
- Recognize that interscholastic athletics are educational opportunities designed to benefit students, not professional athletics.
- Encourage multi-sport participation and refrain from pressuring students to specialize in one sport.
- Respect the established OSAA sports seasons and avoid conducting activities that interfere with another coach's season.

Sportsmanship Expectations

Consistent with OSAA expectations, coaches are responsible for teaching, modeling, and promoting good sportsmanship throughout the year. Coaches are expected to:

- Know and follow all district policies, OSAA rules, and sport-specific regulations.

- Prepare student – athletes to compete with integrity, respect, and self-control.
- Clearly communicate expectations for athlete and spectator behavior before and throughout the season.
- Treat opponents as respected guests and demonstrate respect toward officials before, during, and after contests.
- Maintain composure during contests and model appropriate behavior for student - athletes, parents, and spectators.
- Address unsportsmanlike conduct promptly and take appropriate corrective action when necessary.
- Supervise student - athletes before, during, and after contests, including ensuring facilities and equipment are properly cared for.
- Promote positive relationships with opposing teams, officials, families, the media, and the community.

Coaches are expected to practice the behaviors they teach. Their conduct should consistently reflect the educational mission of interscholastic athletics and the values of Santiam Canyon School District. Failure to act in an ethical and sportsmanlike way may result in dismissal from the program.

Facilities/Facility Usage

Coaches and teams are responsible for maintaining the school facilities used by their programs. This includes preparing facilities for practices and contests, cleaning up after each use, properly storing equipment, reporting maintenance concerns to the Athletic Director, and helping keep all athletic areas safe and orderly.

Any use of district facilities outside of the regularly scheduled practice or competition schedule requires prior administrative approval and a completed facility use request. After each use, coaches are responsible for ensuring the facility is clean, equipment is properly stored, lights are turned off, and all doors are secured.

Regular practices will not be held on Sundays except under special circumstances with prior written approval from the School Principal or Athletic Director. Unless such approval has been granted, all district athletic facilities are closed to both district and non-district athletic teams.

Fundraising

Coaches must recognize that fundraising projects require the time and effort of the student - athletes, staff, parents and community members. When considering a fundraiser, coaches must have the approval of the Athletic Director and School Principal at least 14 days prior to beginning. Fundraising must meet all district specifications and a

Fundraising Request must be filled out and signed. Money raised in any school-related fundraiser must be deposited in the ASB account immediately after acquiring the money.

1. All fundraising events must be approved and reflect board policies concerning appropriateness. There is a Fundraising Request form that must be submitted at least 2 weeks in advance of the fundraising event.
2. Student - athletes should work in groups, never alone. They should dress appropriately for the event and there should be adult supervision for the safety of all.
3. Record keeping is important when handling money. All expenses should be recorded and receipts kept and turned in with all the money. Be sure to fill out the proper deposit form for turning in money so it is credited to the correct student account.
4. Before receiving any merchandise paid for by fundraising, be sure each athlete turns in their money. No student should receive merchandise until full payment is made.

Harassment, Hazing, Bullying, Intimidation, and Sexual Harassment

Santiam Canyon School District is committed to providing a safe, respectful, and inclusive environment for all students, staff, and community members. Hazing, harassment, bullying, intimidation, menacing, discrimination, retaliation, and sexual harassment are strictly prohibited and will not be tolerated in any athletic program, whether occurring during practices, competitions, team travel, camps, or other school-sponsored activities.

Coach Responsibilities

Coaches are expected to:

- Establish and maintain a team culture built on respect, inclusion, and positive relationships.
- Clearly communicate that hazing, bullying, harassment, discrimination, retaliation, and inappropriate behavior are prohibited.
- Actively supervise student - athletes and intervene immediately when inappropriate behavior is observed or reported.
- Report all allegations or incidents of harassment, hazing, bullying, intimidation, discrimination, retaliation, or sexual harassment to the Athletic Director and school administration as soon as possible. Coaches are mandatory reporters and are not responsible for investigating allegations.
- Cooperate fully with district investigations and maintain confidentiality to the extent permitted by law.
- Model respectful and professional conduct in all interactions with students, families, officials, opponents, and colleagues.

Hazing

Hazing of any kind is prohibited, regardless of a student's willingness to participate. Activities that humiliate, intimidate, endanger, abuse, or degrade another person as a condition of team membership or participation are strictly forbidden.

Cyberbullying

Harassment or bullying through electronic communication, including text messages, social media, email, or other digital platforms, may violate district policy and OSAA expectations when it impacts the school environment or athletic program. Coaches who become aware of such conduct should immediately notify school administration.

Sexual Harassment

Sexual harassment, including unwelcome verbal, nonverbal, or physical conduct of a sexual nature, is prohibited. Coaches must maintain appropriate professional boundaries with students at all times and immediately report any concerns or allegations to the Superintendent or Title IX Coordinator in accordance with district policy. Coaches also must ensure that students are maintaining appropriate boundaries with each other at all times and immediately report any concerns or allegations to the Superintendent or Title IX Coordinator in accordance with district policy.

Violations of these expectations may result in disciplinary action for students and coaches, including suspension or removal from athletic participation or coaching duties, as well as any additional consequences required by district policy, OSAA regulations, or law.

For complete definitions, reporting procedures, and investigation protocols, refer to District Policies **JFCF/JFCF-AR** (Harassment, Intimidation, Bullying, Menacing, and Cyberbullying) and **JBA/GBN** (Sexual Harassment/Title IX).

Inclement Weather (Games & Practices)

If school is canceled due to inclement weather, all games and practices are canceled for that day. If school initially opens in the morning but is closed due to inclement weather during the day with the students being sent home prior to the end of the school day, all games and practices are canceled for that day. If the opening of school is delayed in the morning, but staff and students are eventually required to report and conduct school as normal, all games and practices will be conducted as scheduled. Any variation to the above will have to have the approval of the Athletic Director and Superintendent.

Injuries / Incident Reporting

Player Safety First

As coaches, our top priority is the safety and well-being of our student - athletes. While we all strive for success on the field, it is essential to remember that no victory is worth compromising the health of our players. The philosophy we uphold is clear: *Winning is never more important than player safety.* Every decision we make should reflect this commitment to protecting our student - athletes.

Immediate Response to Injury

In the event of an injury during practice or a game, the first and most critical step is to ensure the athlete receives appropriate medical attention. If there is any doubt about the severity of the injury, err on the side of caution and stop the activity immediately. Assess the situation calmly, and if necessary, contact emergency medical services.

Reporting the Injury

After ensuring the injured athlete is safe and receiving care, the next step is to report the injury to the appropriate parties. This includes notifying the athlete's parents or guardians, as well as the Athletic Director or School Principal as soon as possible. Clear communication is vital to ensure that everyone involved is informed and can take the necessary steps to support the athlete's recovery.

Filling Out an Incident Report

It is mandatory to complete District Incident Report for any incident where an athlete is injured. This document should be filled out thoroughly and accurately. Submit this report to the School's Front Office within 24 hours of the injury, or if the injury happened on a weekend, by the Monday after the injury. Keep a copy for your records. Proper documentation is essential for the ongoing care of the athlete and for protecting the school and coaching staff.

Return-to-Play Protocol

An athlete who has been injured should only return to play after they have been cleared by an Oregon Qualified Health Care Professional authorized under ORS 336.490. Never rush this process. The athlete's health must be fully restored, and they should be mentally and physically prepared to return to full participation. Coaches should work closely with medical professionals, the athlete, and their family to develop a safe and effective plan for returning to play.

Ongoing Monitoring and Support

Even after an athlete has returned to play, it is important to continue monitoring their health closely. Coaches should be vigilant for any signs that the athlete is not fully recovered or is experiencing any new issues related to the injury. Encourage open communication, and make it clear to student - athletes that their health is the priority. Provide ongoing support and ensure they feel comfortable speaking up if they have any concerns.

By following these guidelines, we can ensure that our coaching practices reflect a commitment to the health and safety of our student - athletes. Remember, as coaches, we are responsible for more than just their athletic development—we are also guardians of their well-being.

Insurance (Student)

The district does not provide medical insurance for students participating in athletics. A participant must have school endorsed student insurance or a signed verification of insurance coverage covering the sport in which the student is participating. Continuous coverage is the responsibility of the parent. Verification of insurance by the School's Front Office and Athletic Director must be made before any participation (practice/games) occurs. School insurance is available through the school office.

Liability for Coaches and Administrators

Coaches are responsible for providing a safe environment for student - athletes and exercising reasonable care in all aspects of their program. To reduce risk and promote student safety, coaches should:

- Provide appropriate supervision during all team activities.
- Ensure individuals assigned coaching responsibilities are properly qualified and certified.
- Teach proper skills, techniques, and safety procedures.
- Maintain safe practice and competition environments.
- Regularly inspect, maintain, and properly store equipment, and teach student - athletes to inspect their own equipment.
- Plan and conduct practices appropriate to the age, skill level, and abilities of participants.
- Maintain accurate records, including attendance, injuries, equipment inventories, and required documentation.
- Follow established district, OSAA, and sport-specific policies and procedures.
- Match participants appropriately based on size, age, skill level, and experience when applicable.
- Administer first aid within the scope of their training and seek appropriate medical assistance when necessary.
- Inform student - athletes of the inherent risks associated with participation in their sport.
- Recognize, evaluate, and respond appropriately to injuries or suspected medical conditions, following district emergency procedures and return-to-play protocols.

Failure to fulfill these responsibilities may increase the risk of injury and expose both the coach and the district to liability.

Mandatory Child Abuse Reporting

All coaches, whether paid or volunteer, are mandatory reporters under Oregon law and are required to complete annual mandatory child abuse reporting training as required by the district.

Any coach who has reasonable cause to believe that a child has been abused or neglected must immediately report their concerns to the Oregon Child Abuse Hotline, regardless of whether the information was learned through coaching duties or another source. The responsibility to report belongs to the individual coach and cannot be delegated to another person.

Coaches are not required to notify the individual suspected of abuse or neglect, and no employee or administrator may discourage or prevent a coach from making a report. Coaches are encouraged to consult with the Athletic

Director or district administration if they have questions about the reporting process; however, such consultation does not replace the legal obligation to report suspected abuse.

Coaches are expected to fully cooperate with investigations conducted by the Oregon Department of Human Services (DHS) and law enforcement. Questions regarding mandatory reporting requirements or procedures should be directed to the Athletic Director or district administration.

Medical Kits

Each team is required to have a fully stocked first aid/medical kit available at all practices, contests, and team travel. Medical kits can be picked up at the start of the season from the District Office. At a minimum, the kit should include basic first aid supplies, disposable gloves, CPR mask or face shield, ice packs, bandages, gauze, athletic tape, antiseptic wipes, scissors, and any emergency medical information required for participating student-athletes. Coaches are responsible for inspecting their medical kit regularly and notifying the Athletic Director when supplies need to be replenished.

The medical kit must be immediately accessible during all team activities and should never be left unattended or stored where it cannot be quickly retrieved in an emergency. Coaches should also ensure they have access to emergency contact information, student emergency action plans, and any approved emergency medications for student-athletes. If a medical kit is missing or inadequately stocked, coaches should notify the Athletic Director before the next practice or contest.

Medications

The health and safety of student-athletes is our highest priority. Coaches are not authorized to administer medication to students unless they have been specifically designated and trained by the District Nurse in accordance with district policy and Oregon law. Students who require medication during practices, competitions, or school-sponsored activities must have the appropriate documentation on file with the school. Students who have been approved by the district may self-administer prescribed medications, such as inhalers or epinephrine auto-injectors, as authorized by their health care provider and parent/guardian.

Coaches should be aware of student – athletes with emergency medical conditions and know how to access their emergency action plans. In a medical emergency, including a suspected severe allergic reaction or opioid overdose, coaches should immediately call 911 and notify school administration. Coaches should never distribute prescription or over-the-counter medications to students unless specifically authorized and trained by the district. Any medication-related questions or requests should be directed to the Athletic Director or District Nurse. For complete procedures, refer to District Policy JHCD – Medications.

NCAA Regulations

Coaches are expected to be familiar with and comply with NCAA, NAIA, and other governing organizations' rules related to the recruitment and eligibility of prospective student-athlete. Coaches should avoid any actions that could jeopardize a student's future athletic eligibility and should direct students and families with questions regarding recruiting or eligibility to the Athletic Director or the appropriate governing organization.

Off-Season and Summer Activities

Coaches are expected to support the district's entire athletic program and encourage multi-sport participation. Student - athletes should never feel pressured or required to participate in off-season activities, including open

gyms, weight training, camps, or summer programs, in order to earn a roster spot or playing time during the season.

When planning off-season activities, coaches must give first consideration to in-season sports and avoid creating conflicts. Even well-intentioned comments may be interpreted by students as expectations; coaches should communicate carefully and support student - athletes' participation in multiple sports.

Open gyms and workouts may begin three weeks after the start of the school year and may not conflict with designated in-season practice times (4:00–6:00 p.m.). If an athlete is currently participating in an in-season sport, the coach must obtain permission from the in-season coach before the athlete participates in any off-season activity. Coaches should communicate regularly with one another to coordinate schedules and support shared student - athletes.

Any use of district facilities for off-season or summer activities must be scheduled through the Athletic Director and approved with a Facility Use Form prior to use.

Non-Santiam Canyon students may not participate in school-sponsored off-season or summer activities without prior approval from the Athletic Director.

All off-season and summer activities must comply with current OSAA rules, policies, and calendars, including the Rule of Two and all limitations on coach-athlete contact.

Overnight Procedures

Coaches are responsible for the supervision, safety, and conduct of student - athletes throughout all overnight trips. While on overnight travel, coaches are considered to be on duty at all times.

Coaches are expected to:

- Ensure student – athletes are assigned to the appropriate rooms, complete room check-in, and maintain an accurate rooming list.
- Clearly communicate curfew, behavioral expectations, and emergency procedures before the trip to student – athletes and their families.
- Conduct periodic room checks, particularly in the evening and early morning, to ensure student – athletes are in their assigned rooms and complying with team expectations.
- Monitor student – athlete conduct throughout the trip and promptly address any behavior that disrupts the safety of the team, violates hotel rules, or reflects negatively on the district.
- Be available and accessible to student – athletes at all times during the overnight stay in the event of an emergency.

Coaches may not consume alcohol or use illegal drugs, including marijuana, while supervising students on any school-sponsored trip. Violations of this expectation may result in disciplinary action, up to and including dismissal from coaching duties. Licensed educators may also be reported to the Teacher Standards and Practices Commission (TSPC) and other appropriate authorities.

By maintaining active supervision and enforcing clear expectations, coaches help ensure a safe, positive, and well-managed experience for all student - athletes.

Participation Requirements

Coaches are responsible for ensuring that student - athletes have met all district and OSAA participation requirements before allowing them to begin practice. This can be done through communication with the School's Front Office.

Prior to the first official practice, each student – athlete must:

1. Have a current physical examination on file with the school. Physicals are valid for two (2) years. New and transfer students must submit a completed physical before participating.
2. Provide proof of medical insurance or complete any required district insurance documentation.
3. Pay the required athletic participation fee or be enrolled in an approved payment or work program, if applicable.
4. Submit a signed Athletic Code of Conduct and all other required participation forms.
5. Meet all district and OSAA eligibility requirements.

The Athletic Director is responsible for verifying student eligibility at the beginning of each season. Student - athletes identified as ineligible may participate in practices only as permitted by OSAA and district policy and may not compete in contests until the Athletic Director confirms their eligibility.

Personnel

All coaching positions are filled and supervised by the school administration. While head coaches are expected to recommend assistant coaches and volunteers, all coaching appointments are subject to administrative approval before any coaching duties may begin.

All coaches must meet district and OSAA employment requirements, including completing all required trainings before working with students.

Head coaches are responsible for supervising and mentoring assistant coaches and providing input during post-season evaluations. Head coaches will be evaluated by the administration. Assistant coaches will be evaluated by the administration, with input from the head coach.

Coaching assignments are made on a seasonal basis and may be renewed or modified at the conclusion of each season. If it becomes necessary to remove a coach during the season, the district will follow applicable policies and due process procedures.

Practices

Practices, including weight trainings, should generally be approximately two hours in length and should not exceed three hours unless approved by the Athletic Director. Regular practices will not be held on Sundays without prior approval from the Athletic Director. District athletic facilities are otherwise closed to all district and non-district teams on Sundays. Coaches are expected to plan organized, purposeful practices that promote skill development, safety, and appropriate conditioning.

Coaches are responsible for:

- Providing direct supervision of student - athletes at all times during practices, including in locker rooms until students have left campus.
- Ensuring student - athletes are never permitted to practice without coach supervision.

- Cleaning and securing all facilities after each practice, including properly storing equipment, turning off lights, and locking all doors. The coach should be the last person to leave.
- Ensuring that only approved coaches and currently enrolled Santiam Canyon School District student - athletes participate in practices. Alumni, non-district students, or other unauthorized individuals may not participate without prior approval from the Athletic Director.

Purchasing Procedures

All purchases for athletic programs must be approved by the Athletic Director and processed through the district's purchase order (PO) system **before** any order is placed. No purchases may be made without an approved purchase order number. If a coach places an order without prior approval or an approved PO, the district may not honor the purchase, and the individual placing the order may be personally responsible for the cost.

The purchasing process is as follows:

1. Obtain approval for purchase from Athletic Director.
2. Obtain a quote from the vendor.
3. Complete a Purchase Order (PO) request and submit it to the Accounts Payable Clerk at the District Office.
4. After the PO has been approved, the head coach will receive a copy of the approved PO to provide to the vendor.
5. Place the order using the approved PO.
6. Submit the vendor receipt or order confirmation to the Accounts Payable Clerk at the District Office.
7. Upon receipt of the order, verify that all items were received and match the packing slip.
8. Submit the packing slip to the Accounts Payable Clerk at the District Office.
9. Ensure the vendor sends the invoice directly to the District Office. If the invoice is sent to the coach, it must be forwarded to the Accounts Payable Clerk at the District Office immediately.

The District Office must have the following documents before payment can be issued to a vendor:

- Approved Purchase Order
- Vendor receipt or order confirmation
- Packing slip
- Vendor invoice

Payment will not be processed until all required documentation has been received and the District Office has verified that the goods or services were received as ordered.

Release of Personally Identifiable Information

Schools can release information about individual students that has been designated as directory information without prior written consent unless the parents indicate they do not want this information released. Included in this category is names, photographs, dates and place of birth, participation in sports and activities, weight and height of student - athletes, dates of attendance, honors received, and previous schools attended. Addresses and telephone numbers of students MAY NOT be released publicly by school personnel, however, without written consent of the student's parent or a student that is 18.

Scheduling

The Athletic Director is responsible for scheduling all athletic contests and managing the official competition schedule. Coaches are expected to follow the approved schedule and may not independently schedule, reschedule, postpone, or cancel contests. Any modifications to the schedule, including postponements and cancellations, will

be coordinated and approved by the Athletic Director. The Athletic Director will collaborate with the head coach to develop a schedule that best meets the needs of the program while remaining consistent with league, district, and OSAA requirements.

All schedules and contests must comply with current OSAA regulations, including season dates, contest limitations, and playoff procedures.

Supervision of Student - Athletes

Coaches are responsible for the supervision of student - athletes from the time they arrive for a school-sponsored activity until they depart. Supervision means that a coach is present in all areas where student –athletes are present, including the locker rooms. Coaches must remain on site until all student - athletes have left and may not permit the use of school facilities without appropriate adult supervision.

Coaches should avoid being alone with a student whenever possible and should follow the Rule of Two and other professional boundary expectations. Any necessary physical contact with a student must be appropriate, limited to legitimate coaching or medical purposes, and conducted in a professional manner.

Activities requiring physical contact, such as taping an ankle or providing first aid, should be performed in a visible, public location whenever possible. If privacy is necessary, another approved adult should be present or the activity should occur in an area where it can be easily observed by others.

Coaches are expected to maintain appropriate professional boundaries with student - athletes at all times and avoid any conduct that could be perceived as inappropriate or create the appearance of impropriety.

Failure to properly supervise student – athletes may result in disciplinary action, up to and including dismissal from coaching duties. Licensed educators may also be reported to the Teacher Standards and Practices Commission (TSPC) and other appropriate authorities.

Transportation/Travel

Coach Responsibility

Coaches are responsible for the supervision, safety, and well-being of student - athletes from the time they are released into the coach's care until they are safely released to their parent/guardian or otherwise dismissed in accordance with district procedures. This responsibility extends beyond practices and competitions to include transportation, team travel, locker rooms, overnight trips, and all other school-sponsored athletic activities. Coaches are expected to provide appropriate supervision at all times, ensure student safety, enforce team and district expectations, and maintain a positive environment that reflects the values of Santiam Canyon School District.

Bus Supervision

Coaches are responsible for the supervision, safety, and conduct of student - athletes during all school-sponsored travel. Coaches must actively supervise students on the bus, enforce district and team expectations, and ensure student behavior reflects positively on the school and athletic program. Coaches should establish appropriate seating arrangements and, unless otherwise approved for safety or logistical reasons, maintain separate seating for male and female student - athletes, with coaches seated between the groups whenever possible. When mixed seating is necessary, coaches should provide appropriate supervision and maintain professional boundaries. At the conclusion of each trip, coaches are responsible for ensuring the bus is clean by having student - athletes

remove all trash and personal belongings before exiting and should conduct a final walk-through to verify that no equipment or personal items have been left behind.

Conduct as Guests

When visiting other schools or venues, student - athletes represent Santiam Canyon School District and the community. Coaches are responsible for ensuring their teams uphold the highest standards of conduct by demonstrating respect for opponents, officials, hosts, and spectators while exhibiting good sportsmanship at all times. Student - athletes are expected to care for host facilities, follow all venue rules and expectations, and conduct themselves in a manner that reflects positively on their team, school, and community. Coaches are responsible for clearly communicating, modeling, and enforcing these expectations throughout the trip.

Communication with Parents/Guardians

Prior to departure, coaches are responsible for ensuring that student - athletes and their parents/guardians have received all necessary information regarding travel plans, schedules, and team expectations. Any schedule changes or emergencies should be communicated promptly through the district-approved communication platform.

Coaches are responsible for supervising student - athletes until they are safely released at the conclusion of the trip. All team members are expected to travel to and from contests on district-provided transportation. The only exception is when a parent or legal guardian signs the student – athlete out in person with the coach following the contest. Requests for a student – athlete to ride home with an individual other than a parent or legal guardian must receive prior approval from the School Principal before the trip and require written authorization from the parent or guardian. Coaches must verify that all transportation release procedures have been followed before releasing a student-athlete.

Weekday Travel

Coaches are expected to follow the established departure and return times for all athletic trips. Departure times include loading equipment, taking attendance, and addressing any last-minute details, and teams should be prepared to leave promptly. Return times are based on direct travel and do not include scheduled stops. Meal stops will generally not be made on school nights; however, a brief stop at a grocery or convenience store may be permitted when appropriate. Meal stops may be scheduled on Fridays and Saturdays, provided the coach communicates those plans to the Athletic Director, student - athletes, and parents/guardians well in advance so families can plan accordingly and students can bring money if needed.

Overnight Trips

For overnight trips, the Athletic Director will make all hotel arrangements and will plan for per diem, if appropriate. Be proactive about planning ahead for these types of travel possibilities (state tournaments, etc.) and communicating with the Athletic Director. The athletic program will be responsible for the cost of travel for non-playoff events. Coaches should very seriously consider all supervision and liability issues that are inherent with these types of events. Please look at the Overnight Procedures section for more information.

Safety and Accountability

The safety and well-being of student - athletes is the highest priority during all school-sponsored travel. Coaches are responsible for ensuring that all transportation safety procedures are followed, including the use of seat belts when available, compliance with district and transportation rules, and conducting regular headcounts to ensure all student - athletes are accounted for throughout the trip. By maintaining active supervision and enforcing these expectations, coaches help provide a safe, organized, and positive travel experience while ensuring student - athletes represent Santiam Canyon School District with professionalism and respect.

Uniforms

Head coaches are responsible for issuing all equipment and uniforms to student - athletes and ensuring that each item fits properly, is safe, clean, and in good working condition. Varsity uniforms are maintained on a six-year replacement cycle, with retired varsity uniforms being reassigned to sub-varsity teams as appropriate.

At the beginning of each season, head coaches must complete an equipment inventory upon receiving program equipment and submit a copy to the Athletic Director prior to the first contest. Following the final contest of the season, coaches are responsible for collecting all issued equipment and uniforms from student - athletes and completing the end-of-season inventory. If a student – athlete has not turned in their school issued equipment, the coach must let the School’s Front Office know so that the student – athlete can be invoiced.

Checklists

Pre-Season

1. Complete all required certifications and district trainings:
 - NFHS Fundamentals of Coaching
 - First Aid/CPR
 - District Vector (SafeSchools) Training
 - Concussion Training
 - Heat Illness Prevention
 - Steroid Education
 - Interrupting and Preventing Discriminatory Acts Training
 - Any required sport-specific certifications
2. Program Planning
 - Attend the preseason coaches meeting.
 - Review the Coaches Handbook and district expectations.
 - Establish season goals and assign coaching responsibilities.
 - Develop practice plans and season schedule.
 - Schedule the parent meeting.
3. Athlete Preparation
 - Hold a preseason meeting with prospective student - athletes.
 - Distribute team rules, schedules, and expectations.
 - Submit the athlete roster to the Athletic Director.

In-Season

1. First Practice
 - Verify all student - athletes have been cleared by the Athletic Director before participating.
 - Review team rules, expectations, safety procedures, and any cut policies.
 - Invite families to the parent meeting.
 - Submit attendance to the Athletic Director, if requested.
2. Parent Meeting
 - Hold a preseason parent meeting.
 - Review program expectations, communication procedures, and team policies.
3. Equipment
 - Complete and submit equipment inventory to the Athletic Director.
 - Ensure all equipment is properly fitted, safe, and accounted for throughout the season.

Daily Practice

1. Verify attendance and check the daily absence list.
2. Follow a written practice plan.
3. Supervise student - athletes at all times, including locker rooms.
4. Properly store equipment and clean facilities.
5. Secure all facilities before leaving.

Game Day

1. Communicate departure and arrival times for away games.
2. Supervise student - athletes throughout the event and travel.
3. Model professionalism and sportsmanship.
4. Meet with the team following the contest.
5. Ensure student - athletes are properly released following away contests.
6. Report scores to the OSAA and local media, as required.
7. Ensure facilities are secured before leaving.

Post-Season

1. Collect all uniforms and equipment.
2. Complete the end-of-season equipment inventory.
3. Submit a list of any missing equipment to the Athletic Director.
4. Attend required league meetings.
5. Select team award recipients.
6. Complete assistant coach evaluations with Athletic Director (Head Coaches).
7. Meet with the Athletic Director for the end-of-season evaluation.

Suggested Parent/Guardian Orientation Meeting Agenda

Head coaches are expected to hold a parent/guardian meeting prior to the first contest of the season. This meeting provides an opportunity to establish expectations, communicate program information, and build positive relationships with families.

Meeting Tips

- Schedule the meeting early in the season, preferably before the first contest.
- Communicate the importance of attendance and encourage every family to participate.
- Keep the meeting focused and concise while allowing time for individual questions afterward.
- Keep a record of attendance and follow up with families who are unable to attend.

Suggested Agenda

1. **Welcome and Introductions**
 - Introduce the coaching staff and share relevant coaching experience and qualifications.
2. **Program Overview**
 - Review the program's philosophy, goals, culture, and expectations for student - athletes.
3. **Sport-Specific Information**
 - Discuss any unique aspects of the sport that families should understand.
4. **Sportsmanship**
 - Review expectations for student - athletes, coaches, and spectators, emphasizing respect for officials, opponents, and the game.
5. **Participant Safety**
 - Discuss the inherent risks associated with participation and the program's commitment to student safety.
6. **Season Information**
 - Practice schedules, attendance expectations, and time commitments.
 - Communication procedures, including ParentSquare and weather-related changes.
 - Season schedule and where to access contest information (OSAA.org).
 - Team selection procedures and movement between levels.
 - Required equipment and uniforms.
 - Team rules and expectations (provide a written copy).
 - Relevant district, OSAA, and school policies.
 - Varsity lettering criteria.
 - Expectations regarding vacations, holidays, and missed practices.
 - Student Code of Conduct and academic eligibility requirements.
 - Appropriate procedures for communicating with coaches, including preferred methods and response timelines.

A well-organized parent meeting establishes clear expectations, strengthens communication, and promotes a positive partnership between coaches and families throughout the season.



Santiam Canyon School District 129J

Post Office Box 197
150 SW Evergreen St.
Mill City, Oregon 97360
Office (503) 897-2321

Krista Nieraeth, Superintendent
Nichole Cooper, Business Manager
Lindsay Sloan, AP & Payroll
Lisa Follis, District Secretary

Board Recommendation Form

To: Santiam Canyon School District 129J Board of Directors

Prepared By: Krista Nieraeth, Superintendent

Date: August 12, 2026

Background: I am asking the board to approve a 4.75% raise for the administrative and confidential staff members. This raise aligns with the raise of certified staff members, which includes a 2.75% step and a 2% COLA. This raise was included in the 2026 – 2027 Budget adopted by the board for these classifications of staff members and does not increase the budget for salaries and benefits.

Action Requested: To approve a 4.75% raise for confidential and administrative staff.

Motion Requested: “I motion to approve the 4.75% raise for confidential and administrative staff as presented.

Santiam Canyon School District 129

Code: **BCB**
Adopted: 11/01/01
Readopted: 2/11/15
Orig. Code(s): BCB

Board Officers

At its first scheduled meeting after July 1, the Board will elect one of its members to serve as chair and one to serve as vice chair. No member of the Board may serve as chair more than four years in succession. If a Board member is unable to continue to serve as an officer, a replacement will be elected immediately. The replacement officer will serve the remainder of the officer's term until the following July.

The Board chair will:

1. Assist the superintendent in establishing the agenda for regular Board meetings;
2. Call special meetings when required;
3. Preside at all meetings of the Board and enforce the rules of order;
4. Sign the minutes and other official documents that require the signature of the chair;
5. Represent the district and the Board at official functions, unless this duty is delegated by the Board chair to another Board member;
6. Appoint all committees and will be an ex-officio member of all such committees unless otherwise ordered by the Board;
7. Have the right to discuss issues and vote.

In the absence, incapacitation or death of the chair, the vice chair will perform the duties of chair and, when so acting, will have the chair's powers. The vice chair will perform other functions as designated by the Board.

The superintendent will designate a staff member to serve as Board secretary and will directly supervise and evaluate the secretary. The secretary to the Board will take notes at Board meetings, compile minutes and perform related work as assigned by the superintendent or requested by the Board chair. These duties will include, but not be limited to, the following:

1. Record the disposition of all matters on which the Board considered action;
2. Prepare and distribute minutes in advance for approval at the next Board meeting;
3. Maintain properly authenticated official copies of the minutes;
4. Maintain the official record of Board policies.

Board or District Spokesperson

The Board may appoint one of its members, usually the chair, or another person to make authorized statements to the public or the media when the Board deems that, under the circumstances, the district's position should be articulated by a single voice. The spokesperson serves at the Board's direction and may be removed or replaced at any time by action of the entire Board.

END OF POLICY

Legal Reference(s):

[ORS 255.335](#)

[ORS 332.040](#)

[ORS 332.045](#)

[ORS 332.057](#)

Cross Reference(s):

BC/BCA - Board Organization/Board Organizational Meeting

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BC/BCA - Board Organization/Board Organizational Meeting

Consulting Service Agreement | Santiam Canyon School District

Agreement | ASSIST.26.019



Kyle Laier

Assist Education Services LLC

28558 SW Wagner Street

Wilsonville, OR 97070

(360) 931-1799

kyle.laier@gmail.com

Objective

Santiam Canyon School District (SCSD) will engage Assist Education Services (AES) to facilitate a comprehensive planning process that aligns Oregon Department of Education Integrated Guidance requirements with the district's strategic priorities.

Assist Education Services

Exists to provide services to school districts in Oregon. Our services include support and consultation to districts in need of assistance. These services are provided through highly qualified currently practicing and retired educational leaders in the areas of leadership, teaching and learning, human resources, communications, school finance, bond campaigns, project management, charter schools and operations.

The State of Oregon does not provide adequate funding for school districts to staff experts in all areas of the organization. Additionally, many of the 197 school districts in the state are relatively small with district and building administrators juggling many roles and responsibilities. With no expected solution to stable funding of schools or consolidation of districts in Oregon, districts will continue to lack experts in all areas vital to ensuring they are moving towards meeting the aspirations they have for their students. Assist is ready to support districts with their various and unique needs so they can focus on the students they serve.

Scope of Services

Assist Education Services (AES) will partner with district leadership to facilitate a comprehensive planning process that aligns Oregon Department of Education Integrated Guidance requirements with the district's strategic priorities. The process will result in:

- Meaningful stakeholder engagement
- Review of the current Strategic Plan
- Comprehensive needs assessment
- Integrated Guidance reporting
- Development of an updated Strategic Plan
- Clear implementation priorities and performance measures

Changes to Scope of Services Either party may propose changes to the scope of services by giving notice to the other party describing the proposed change. Promptly after receiving the notice, the receiving party will respond by sending notice of its decision to either accept or reject the proposed change or addition. If the parties agree on the changes to the services or compensation, such agreed changes will be documented.

Consultation Services

Contractors shall provide consultation and support to the School Board and District as requested by the Superintendent and agreed upon by Assist Education Services LLC. This includes but is not limited to pre-bond services. Assist Education Services LLC and its subconsultants provide recommendations only and all actions and decisions are the responsibility of the District.

Right of First Refusal

The District will provide Assist Education Services with right of first refusal for any pre-bond and/or communications related services. This excludes services previously contracted by the district with other entities.

Virtual Meetings

Available to participate in virtual meetings when preferred by district.

Payment Terms

Minimum monthly payment for services contracted. Net payment 15 days. Payments received more than 5 days past due date will receive a 2.5% interest charge on the next invoice.

Contract Term

August 1, 2026 through June 30, 2027 with option to extend during or following this term upon superintendent or school board approval if required by board policy.

Early Termination

District will provide Assist Education Services 90 days notice of early termination of contract.

Extended Term

Upon the expiration of the Initial Term or earlier, the parties may mutually agree in writing to extend the term of this Agreement (the "Extended Term") (collectively, the Initial Term and the Extended Term are referred to as the "Term"). The Extended Term will expire upon the earlier of (i) Representative's completion of the Services, (ii) 90 days after the issuance of a certificate of substantial completion for the Projects, or (iii) any length of time as the parties may agree, unless terminated earlier in accordance with this Agreement or unless otherwise agreed to in writing by the parties. The District reserves the right to continue with consulting or its subconsultant for project management services after successful post bond contract amendment negotiations.

Fee Schedule

NTE Amount

The NTE Amount for this project is \$50,000.00

Monthly Retainer

\$1400 per month for the regularly scheduled bi-weekly meetings for strategic and community engagement planning.

Project Management Services

Rate for services beyond the 4 hour meeting retainer will be charged at \$170 per hour. Services must be pre-approved by the superintendent.

Fiscal Services

Rate for services will be charged at \$150 per hour. Services must be pre-approved by the superintendent.

Communication Services

Rate for services will be charged at \$135 per hour. Services must be pre-approved by the superintendent.

Data Services

Rate for services will be charged at \$125 per hour. Services must be pre-approved by the superintendent.

Travel

Rate for travel to in-person meetings will be charged at \$50 per hour if travel is over 45 minutes from Assist Education Services LLC.

Hourly Rates

Rates may increase by 3% each fiscal year.

Deliverables

Project costs will be provided to the district at the request of the superintendent. Projects will be pre-approved by the superintendent or the school board when required by district policy.

Effective Date

The undersigned parties have executed this agreement on _____.

Owner: Santiam Canyon School District

Name: Krista Nieraeth

Title: Superintendent

Date Signed:

Signature:

Representative: Assist Education Services LLC

Name: Kyle Laier

Title: Owner

Date Signed: 1/20/2025

Signature:

A handwritten signature in blue ink, appearing to read 'Kyle Laier', with a stylized flourish at the end.

OSBA Model Sample Policy

Code: BCB
Adopted:

Board Officers

~~At~~ No later than the next regular ~~its first scheduled~~ meeting after July 1, the Board will elect one of its members to serve as chair and one to serve as vice chair. In an election year, this meeting must occur no later than the last day of July. No member of the Board may serve as chair more than four years in succession. ~~If a Board member is unable to continue to serve as an officer, a replacement will be elected immediately. The replacement officer will serve the remainder of the officer's term until the following July.~~

The Board chair will:

1. ~~[Work with the superintendent to]~~ ~~[Direct the superintendent or designee to]~~ establish Prepare the agenda for ~~regular~~ Board meetings in accordance with Board policy BDDC – Board Meeting Agenda;
2. Call special meetings ~~when required~~;
3. Preside at ~~all~~ meetings of the Board and enforce the rules of order. The Board chair has inherent authority to keep order and to impose any reasonable restrictions necessary for the efficient and orderly conduct of a meeting. If public comment is a part of the meeting, the Board chair may regulate the order and length of appearances and limit appearances to presentations of relevant points in accordance with Board policy BDDH – Public Comment at Board Meetings;
4. Sign ~~the minutes and other~~ official documents that require the signature of the chair;
5. Represent the district and the Board at official functions, unless this duty is delegated by the Board chair to another Board member;
6. Appoint ~~all~~ Board members to committees ~~[and will be an ex-officio member of all such committees]~~ unless otherwise ordered by the Board;
7. Have the right to discuss issues and vote; and
8. Perform such other duties as may be prescribed by law or by action of the Board.

In the absence, ~~incapacitation or death~~ of the chair, the vice chair will perform the duties of chair and, when so acting, will have the chair's powers. The vice chair will perform other functions as designated by the Board.

If a Board member is unable to continue to serve as an officer, a replacement will be elected. The replacement officer will serve the remainder of the officer's term, until the officer resigns or ceases to remain on the Board, or until the officer is removed or replaced by the Board.

~~The superintendent will designate a staff member to serve as Board secretary and will directly supervise and evaluate the secretary. [In absence of the designated Board secretary, the Board may name anyone~~

3/22/16 4/26 | RSPH

Board Officers – BCB

present to serve as secretary for that meeting.]The secretary to the Board will take notes at Board meetings, compile minutes and perform related work as assigned by the superintendent or requested by the Board chair. These duties will include, but not be limited to, the following:

- 1.——Record the disposition of all matters on which the Board considered action;
- 2.——Prepare and distribute minutes in advance for approval at the next Board meeting;
- 3.——Maintain properly authenticated official copies of the minutes;
- 4.——Maintain the official record of Board policies;
- 5.——Properly post public notice for all Board meetings.

Board ~~or District~~ Spokesperson

The Board may designate the chair, vice chair or another Board member as the Board's spokesperson. ~~The Board may appoint one of its members, usually the chair, or another person to make authorized statements to the public or the media when the Board deems that, under the circumstances, the district's position should be articulated by a single voice. The spokesperson serves at the Board's direction and may be removed or replaced at any time by action of a majority of the Board.~~ A Board member speaks on behalf of the Board only when specifically authorized by the Board. Official Board statements will be made using official district or Board communication channels, websites or social media accounts, or at official district events. When a Board member expresses personal opinions in public, the Board member is encouraged to clearly identify the opinions as personal. Comments made by Board members when not authorized by the Board are considered personal comments of the Board member.

END OF POLICY

Legal Reference(s):

[ORS 255.335](#)
[ORS 332.040](#)
[ORS 332.045](#)

[ORS 332.057](#)
[OAR 166-400](#)
[OAR 166-400](#)

[OAR 166-400-0010\(9\)](#)
[OAR 199-050-0050](#)

OSBA Model Sample Policy

Code: BD
Adopted:

Board Meetings, Notices and Communications

Definitions

“Communication” means the expression or transmission of information from one person to another through verbal, non-verbal, written, or electronic means. Non-verbal means include gestures, such as thumbs-up and thumbs-down, as well as sign language.

“Convening” means gathering in a physical location, using electronic, video or telephonic technology to be able to communicate contemporaneously among participants, using serial electronic written communication among participants, or using an intermediary to communicate among participants.

“Decision” means any determination, action, vote or final disposition upon a motion, proposal, resolution, order, ordinance or measure on which a vote of the Board¹ is required, at any meeting at which a quorum is present.

“Decision-making process” means the process the Board engages in to make a decision, such as: (a) identifying or selecting the nature of the decision to be made; (b) gathering information related to the decision to be made; (c) identifying and assessing alternatives; (d) weighing information; and (e) making a decision.

“Deliberation” means discussion or communication that is part of a decision-making process.

“Executive session” means any meeting or part of a meeting of the Board that is closed to certain persons for deliberation on certain matters.

“Intermediary” means a person who is used to facilitate communications among members of the Board about a matter subject to deliberation or decision by the Board, by sharing information received from a member of the Board with other members of the Board. The term “intermediary” can include a member of the Board.

“Meeting” means the convening of the Board for which a quorum is required in order to make a decision or to deliberate toward a decision on any matter. Meeting does not include any on-site inspection of any project or program or the attendance of members of the Board at any national, regional or state association to which the Board or the members belong.

“Public Meetings Law” means Oregon Revised Statutes (ORS) 192.610 – 192.705 and Oregon Administrative Rules (OAR) 199-040 and 199-050.

¹ This policy is written to apply to the Board. Other bodies, including Board committees, may be subject to public meeting laws. This policy may help other bodies understand what is required, but is intended as direction for the Board.

“Quorum” means the minimum number of members of the Board required to legally transact business. For the Board, a quorum is **three**² Board members.

“Work session” or “workshop” means meetings held for the purpose of either presenting information to the Board to prepare for a regular or special meeting, or to allow the Board to engage in preliminary discussions or deliberations.

Board Authority at Meetings

The Board has the authority to act only when a quorum is present at a properly noticed regular, special or emergency meeting. The affirmative vote of **three**³ members of the Board is required to transact any business.

Types of Meetings

The Public Meetings Law applies to all regular, special, emergency, executive session and work session meetings of the Board.

1. Regular Meetings

The regular meeting schedule will be established at the annual organizational meeting each year and may be changed by the Board with public notice. The purpose of each regular meeting will be to conduct the regular Board business.

2. Special Meetings

A special meeting may be scheduled when less than a quorum is present at a regular meeting and therefore no business may be conducted, additional business still needs to be conducted at the ending time of a meeting, conducting business prior to the next regular meeting would be advantageous to the district, or other reasons. Special meetings may be convened by the Board chair, upon request of three Board members, or by common consent of the Board.

3. Emergency Meetings

Emergency meetings may be called in the case of an actual emergency upon appropriate notice under the circumstances. Only topics necessitated by the emergency may be discussed or acted upon at the emergency meeting.

4. Work Sessions

The Board may use regular or special meetings for the purpose of conducting work sessions to provide its members with opportunities for planning and thoughtful discussion. Work sessions will

² ORS 332.055 establishes the quorum as a majority. If the Board has five members, three constitute a quorum. If the Board has seven members, four constitute a quorum. If the Board has nine members, five constitute a quorum.

³ ORS 332.055 provides “the affirmative vote of the majority of members of the board is required to transact any business.” If the Board has five members, three votes are required. If the Board has seven members, four votes. If the Board has nine members, five votes.

be conducted in accordance with Public Meetings Law. The Board may make official decisions during a work session.

5. Executive Sessions

Executive sessions may be held during regular, special or emergency meetings for a reason permitted by law. (See Board policy BDC – Executive Sessions).

Communications Outside of a Board Meeting (Serial Meetings Prohibited)

Private meetings where a quorum of the Board engages in discussions or communications that are part of the Board’s decision-making process on matters within the authority of the Board violate Public Meetings Law, except as part of an executive session.

A quorum of Board members shall not, outside of a meeting conducted in compliance with Public Meetings Laws, use a series of communications of any kind, directly or through intermediates, for the purpose of deliberating or deciding on any matter that is within the jurisdiction of the Board. This prohibition applies to using any one or a combination of the following methods of communication:

1. In-person;
2. Telephone calls;
3. Videos, videoconferencing, or electronic video applications;
4. Written communication, including electronic written communications, such as email, texts, and other electronic applications;
5. Use of one or more intermediaries to convey information among members; and
6. Any other means of conveying information.

Communications outside of a Board meeting may contain communications between or among members of the Board, including a quorum, that are:

1. Purely factual or educational in nature and that convey no deliberation or decision on any matter that might reasonably come before the Board;
2. Not related to any matter that, at any time, could reasonably be foreseen to come before the Board for deliberation and decision; or
3. Nonsubstantive in nature, such as communication relating to scheduling, leaves of absence and other similar matters.

E-mails sent to other Board members are encouraged to have the following notice:

Important: Please do not reply or forward this communication if this communication could constitute a decision or deliberation toward a decision between and among members of the district board. Board member electronic communications on district business are subject to Public Meetings and Public Records Law.

A quorum of Board members may attend social meetings or gatherings so long as no discussions or deliberations are had.

Meeting Location, Public Accommodations and Logistical Requirements

All meetings will be open to the public except as provided by law.

All Board meetings, including Board retreats and work sessions, will be held within district boundaries, except as allowed by law⁴. The Board may attend training sessions outside the district boundaries but may not deliberate or discuss district business. No meeting will be held at any place where discrimination on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, age or national origin is practiced. Meeting locations shall be accessible to persons with disabilities.

Any Board meeting may be held in person, through the use of electronic or telephonic means, or in some combination of in-person, electronic or telephonic means.

Access to and the ability to attend all meetings (excluding executive sessions) by telephone, video or other electronic or virtual means will be made available when reasonably possible. For Board meetings (excluding executive session) held by telephone or other electronic means of communication, the district shall make available a place or an electronic means by which the public can listen to or view the meetings in real time. The place provided may be a place where no Board member is present.

For executive sessions where the media are statutorily authorized to be present, if any person, including any Board member, is attending the executive session by telephone, video, or other electronic means, the district shall provide members of the media the same attendance option. The district may establish reasonable security measures to ensure the media's attendance by telephone, video, or other electronic means is conducted through a secure connection or method.

If requested to do so at least 48 hours before a meeting held in public, the Board shall make a good faith effort to provide an interpreter for persons who are deaf or hard of hearing. The request should include the name of the requester, sign language preference and any other relevant information requested. If the meeting is being held upon less than 48 hours' notice and a request for an interpreter is made, the Board shall make a reasonable effort to have an interpreter present. Other appropriate aids and services may be provided upon request and appropriate advance notice.

[If requested to do so at least 72 hours before a meeting held in public, the Board will make a reasonable effort to provide translation services. ^{5}]

Recordings or minutes will be kept for all meetings in accordance with state law and Board policy BDDG – Recordings or Minutes of Board Meetings.

All meetings shall comply with applicable provisions of the Oregon Indoor Clean Air Act.

⁴ ORS 192.630(4). Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside the jurisdiction if no deliberations toward a decision are involved.

⁵ {Districts are encouraged to evaluate translation needs and resources prior to adding this language. A district may decide that translating the agenda, minutes or other documents, or public comment is sufficient.}

The possession of a firearm, deadly weapon or any other instrument used as a dangerous weapon is prohibited at Board meetings, except as authorized by law.⁶

Public Notice Requirements

The district posts public notice⁷ of its meetings on the district's website or on a publicly accessible website hosted by a third-party that is linked to the district's website.

The public notice shall identify the following:

1. The time, date, location of the meeting, and, to the extent reasonably possible, will include the electronic link or telephone access information to allow members of the public to attend the meeting by telephone or electronic means;
2. The agenda or list of the principal subjects anticipated to be considered at the meeting and will be specific enough to permit the public to recognize matters in which they are interested. The Board may amend the agenda or may add or remove items from the list of principal subjects prior to or during a meeting. See Board policy BDDC – Board Meeting Agenda for additional meeting agenda information; and
3. The name, telephone number, and email address of a person at the district office to contact to request an interpreter or other communication aids or a statement that the district will provide a sign language interpreter or other communication aids at the meeting.

The district will provide notice to interested persons and news representatives who have requested notice through means reasonably calculated to provide actual notice to interested persons known to the Board.

For all regular meetings, the meeting notice shall be provided with as much advance notice as reasonably possible, but no less than 48 hours' advance notice.

For all special meetings, the meeting notice shall be provided with no less than 24 hours' advance notice.

For an emergency meeting, public notice shall be provided with as much advance notice as reasonably possible given the emergency circumstances. The district shall attempt to contact the media and other interested persons to inform them of the emergency meeting by telephone, email, social media, or other method reasonably calculated to provide actual notice. If reasonably possible under the emergency circumstances, the emergency meeting notice shall be conspicuously displayed on the district's website or on a publicly accessible website hosted by a third-party hosted and linked to the district's website.

⁶ ORS 166.670(1)(a) prohibits the possession of firearms or "any other instrument used as a dangerous weapon" on school grounds and in facilities occupied by the district, unless an exception applies. ORS 166.370(3)(g) provides an exception for persons "licensed under ORS 166.291 and 166.292 to carry a concealed handgun."

⁷ The public notice must be displayed conspicuously on the district's website. If the district does not maintain a publicly accessible website, the district shall satisfy the public notice requirements through other means such as posting on the Oregon Transparency Website, community postings, bulletin boards, newspaper notice, or any other means reasonably calculated to provide actual notice to the general public. Modify this sentence to communicate how the district publishes its public notices.

If a meeting will include an executive session, the notice shall comply with the above notice requirements and the notice shall also identify the specific statutory citation and appropriate subsection and paragraph authorizing the executive session, as well as a general description of the statutory authorization. Example:

“The Board will meet in executive session under ORS 192.660(2)(a) to consider the employment of a public officer, employee, staff member or individual agent.”

If an executive session is to be part of an open regular, special, or emergency meeting, the notice shall comply with the above notice requirements and prior to entering the executive session, the Board chair shall make a public announcement and identify in open session the specific statutory provision and appropriate subsection and paragraph authorizing the executive session, as well as a general description of the statutory authorization (See Board policy BDC – Executive Sessions for additional information on executive sessions.)

Complaints

Complaints regarding Public Meetings Laws can be filed in accordance with Public Meetings Law complaint procedures outlined in Board policy KL – Public Complaints. Complaints must be filed within 30 days of the alleged violation.

⁸Mandatory Training

Every member of the Board shall attend or view a training on Public Meetings Law as required by ORS 192.700 and Board policy BBAA – Board Member’s Authority and Responsibilities.

END OF POLICY

Legal Reference(s):

[ORS Chapter 192](#)

[ORS 332.040 - 332.061](#)

[ORS 332.107](#)

[ORS 433.835 - 433.875](#)

[OAR 199-050-0005 – 199-050-0085](#)

⁸ {Training is only required for districts with annual fiscal expenditures of \$1M or more. See ORS 192.700.}

1st Read

Santiam Canyon School District 129

Code: BD/BDA
Adopted: 12/03/09
Readopted: 2/11/15; 1/16/26
Orig. Code: BD/BDA

Board Meetings

The Board has the authority to act only when a quorum is present at a duly called regular, special or emergency meeting. “Meeting” means the convening¹ of a quorum of the Board as the district’s governing body to make a decision² or to deliberate³ toward a decision on any matter. This includes meeting for the purpose of gathering information to serve as the basis for a subsequent decision or recommendation by the Board, i.e. a work session. “Meeting” does not include any on-site inspection of any project or program the attendance of members of the Board at any national, regional or state association to which the Board or its members belong.

The affirmative vote of the majority of members of the Board is required to transact any business.

All regular, special and emergency meetings of the Board will be open to the public except as provided by law. Access to and the ability to attend all meetings (excluding executive sessions) by telephone, video or other electronic or virtual means will be made available when reasonably possible. All meetings will be conducted in compliance with state and federal statutes. For information how to give or submit public comment, it is outlined in Board policy BDDH - Public Comment at Board Meetings⁴.

All Board meetings, including Board retreats and work sessions, will be held within district boundaries, except as allowed by law⁵. The Board may attend training sessions outside the district boundaries but cannot deliberate or discuss district business. No meeting will be held at any place where discrimination

¹ “Convening” means: (a) Gathering in a physical location; (b) Using electronic, video or telephonic technology to be able to communicate contemporaneously among participants; (c) Using serial electronic written communications among participants; or (d) Using an intermediary to communicate among participants.

² “Decision” means any determination, action, vote or final disposition upon a motion, proposal, resolution, order, ordinance or measure on which a vote of a governing body is required, at any meeting at which a quorum is present.

³ “Deliberation” means discussion or communication that is part of a decision-making process.

⁴ When telephone or other electronic means of communication is used during a meeting open to the public, the Board shall make at least one place available to the public where, or at least one electronic means by which, the public can listen during the meeting. At all meetings of the Board open to the public, the public will be provided an opportunity, to the extent reasonably possible, to access and attend the meeting by telephone, video or other electronic or virtual means. If in-person oral testimony (or public comment) is allowed, the public will be provided, to the extent reasonably possible, an opportunity to submit oral testimony during the meeting, at the designated portion of the agenda, by telephone, video or other electronic or other means. If in-person written testimony is allowed, the public will be provided, to the extent reasonably possible, an opportunity to submit written testimony including by email or other electronic means, so that the Board is able to consider the submitted testimony in a timely manner.

⁵ ORS 192.630(4). Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside the jurisdiction if no deliberations toward a decision are involved.

on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, age or national origin is practiced.

The Board will give public notice reasonably calculated to give actual notice to interested persons, including the news media which have requested notice, of the time and place for all Board meetings and of the principal subjects to be considered. The Board may consider additional subjects at a meeting, even if they are not included in the notice.

If requested to do so at least 48 hours before a meeting held in public, the Board shall make a good faith effort to provide an interpreter for hearing-impaired persons. If the meeting is being held upon less than 48 hours' notice and a request for an interpreter is made, the Board shall make a reasonable effort to have an interpreter present. Other appropriate auxiliary aids and services will be provided upon request and appropriate advance notice.

If requested to do so at least 72 hours before a meeting held in public, the Board will make a reasonable effort to provide translation services.

All meetings held in public shall comply with the Oregon Indoor Clean Air Act.

The possession of dangerous or deadly weapons and firearms, as defined in law and Board policy, is prohibited on district property.

1. Regular, Special and Emergency Meetings

Generally, a regular Board meeting will be held each month. The regular meeting schedule will be established at the annual organizational meeting and may be changed by the Board with proper notice. The purpose of each regular monthly meeting will be to conduct the regular Board business.

No later than the next regular meeting following July 1, the Board will hold the annual organizational meeting to elect Board officers for the coming year and to establish the year's schedule of Board meetings.

Special meetings can be convened by the Board chair, upon request of three Board members, or by common consent of the Board at any time to discuss any topic. A special meeting may be scheduled if less than a quorum is present at a meeting, additional business still needs to be conducted at the ending time of a meeting, conducting business prior to the next regular meeting would be advantageous to the district or other reasons. At least 24 hours' notice must be provided to all Board members, the news media which have requested notice, and the general public for any special meeting.

Emergency meetings can be called by the Board in the case of an actual emergency upon appropriate notice under the circumstances. The minutes of the emergency meeting must describe the emergency. Only topics necessitated by the emergency may be discussed or acted upon at the emergency meeting.

2. Communications Outside of Board Meetings

Communications, to, by and among a quorum of Board members outside of a legally called Board meeting, in their capacity as Board members, shall not be used for the purpose of discussing district business. This includes electronic, video or telephonic communications, serial electronic

communications among participants and using an intermediary to communicate among participants. Such communications among Board members shall be limited to messages not involving deliberation, debate, decision-making or gathering of information on which to deliberate.

Communications outside of a Board meeting may contain:

- a. Communications to, between or among members of a governing body that are:
 - (1) Purely factual or educational in nature and that convey no deliberation or decision on any matter that might reasonably come before the Board (including agendas and information concerning agenda items);
 - (2) Not related to any matter that, at any time, could reasonably be foreseen to come before the Board for deliberation and decision; or
 - (3) Nonsubstantive in nature, such as communication relating to scheduling, leaves of absence and other similar matters; or
- b. Individual responses to questions posed by community members, subject to other limitations in Board policy.

E-mails sent to other Board members will have the following notice:

Important: Please do not reply or forward this communication if this communication constitutes a decision or deliberation toward a decision between and among a quorum of a governing body which could be considered a public meeting. Electronic communications on district business are governed by public meetings law.

3. Private or Social Meetings

Private or social meetings of a quorum of the Board for the purpose of making a decision or to deliberate toward a decision on any matter are prohibited by public meetings law.

4. Work Sessions

The Board may use regular or special meetings for the purpose of conducting work sessions to provide its members with opportunities for planning and thoughtful discussion. Work sessions will be conducted in accordance with state law on public meetings, including notice and minutes. Generally, Boards do not take official action during work sessions, although there is no legal prohibition to do so.

5. Executive Sessions

Executive sessions may be held as an agenda item during regular, special or emergency meetings for a reason permitted by law. (See Board policy BDC - Executive Sessions)

Complaints regarding public meetings laws can be filed with the Board in accordance with Board Policy KL – Public Complaints. The Board will respond and provide a copy of the complaint and response to the Oregon Government Ethics Commission within 21 days in accordance with state law.⁶

⁶ See House Bill 2805 (2023) Section 5(2) for requirements of the response.

⁷**Mandatory Training**

Every member of the Board shall attend or view a training on public meetings law prepared or approved by the Oregon Government Ethics Commission (OGECE) at least once during the Board member's term of office and shall verify attendance in accordance with OGECE procedures.

END OF POLICY

Legal Reference(s):

[ORS Chapter 192](#)

[ORS 255.335](#)

[ORS 433.835 - 433.875](#)

[ORS 332.040 - 332.061](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

OR. ATTY. GEN. Public Records and Meetings Manual.

Cross Reference(s):

ACA - Americans with Disabilities Act

BDC - Executive Sessions

BDDA - Notification of Board Meetings

⁷ This is required for Board members in districts with total expenditures for a fiscal year of \$1 million or more. This number will be reviewed by OGECE at least once every five years. If the district has total expenditures of less than \$1 million, this language can be kept, but "shall" should be replaced with "is encouraged to."

OSBA Model Sample Policy

Code: BDC
Adopted:

Executive Sessions

The Board may meet in executive session to discuss subjects allowed by statute under Oregon Revised Statute (ORS) 192.660 or ORS 332.061 but may not take final action in executive session except for the expulsion of a student and matters pertaining to or examination of the confidential records of the student in accordance with ORS 332.061.

An executive session may be included as an agenda item of a meeting open to the public in accordance with Board policy BDDC - Board Meeting Agenda or held as its own meeting. Public notice is required as outlined in Board policy BD – Board Meetings, Notices and Communications.

If an executive session is held as part of a meeting open to the public, the Board chair will announce the executive session in compliance with Board policy BD – Board Meetings, Notices and Communications and include and identify the appropriate statutory citation, appropriate subsection and the paragraph authorizing the session under ORS 192.660 or ORS 332.061 for holding such session and by noting the general subject of the executive session.

Example:

“The Board will now meet in executive session under ORS 192.660(2)(a) to consider the employment of a public officer, employee, staff member or individual agent.”

Prior to or at the beginning of the executive session, the Board chair may read the following¹:

“Representatives of the news media and designated staff shall be allowed to attend the executive session. All other members of the audience are asked to leave the room. Representatives of the news media are specifically directed not to report on or otherwise disclose any of the deliberations or anything said about these subjects during the executive session, except to state the general subject of the session as previously announced. No decision may be made in executive session. At the end of the executive session, we will return to open session and welcome the audience back into the room.”

The Board may hold an executive session:

1. To consider the employment of a public officer, employee, staff member or individual agent; may not include a discussion or negotiation of compensation (including salaries and benefits).²

¹ This statement should be amended if ORS 192.660 does not require that representatives of the news media be allowed to attend, ORS 332.061 allows the Board to vote in executive session, or the Board will not be returning to open session following the executive session. This statement can also be included on the agenda.

² This provision does not apply to the filling of a vacancy in elective office or on any public committee, commission or other advisory group; or for the consideration of general employment policies. It also does not apply to the employment of the chief executive officer, other public officers, employees and staff members of the district unless:

- a. The vacancy has been advertised;
- b. Regular hiring procedures have been adopted;
- c. If hiring an officer, the public has had the opportunity to comment on the employment of the officer; and

(ORS 192.660(2)(a))

2. To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer³, employee, staff member or individual agent who does not request an open hearing⁴; may not include a discussion or negotiation of compensation (including salaries and benefits). (ORS 192.660(2)(b))
3. To conduct deliberations with persons designated by the governing body to carry on labor negotiations. (ORS 192.660(2)(d))
4. To conduct deliberations with persons designated by the governing body to negotiate real property transactions. (ORS 192.660(2)(e))
5. To consider information or records that are exempt by law from public inspection.⁵ (ORS 192.660(2)(f))
6. To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed.⁶ (ORS 192.660(2)(h))
7. To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing⁷; may not include a discussion or negotiation of compensation (including salaries and benefits or a general

d. If hiring a chief executive officer, the Board has adopted hiring standards, criteria and policy directives in meetings open to the public in which the public has had the opportunity to comment on the standards, criteria and policy directives.

³ To determine whether the individual involved is considered a public officer, consult with legal counsel.

⁴ Notice must be provided to the public officer, employee, staff member or individual agent in accordance with OAR 199-0040-0030. The public official must receive written notice of the meeting no less than one business day or 24 hours, whichever is greater, in advance of the meeting. The notice must include:

- a. Identification of the governing body before which the matter will be considered (the Board);
- b. The time, date and location of the meeting;
- c. The purpose for which the governing body proposes to convene the executive session, including the citation to the applicable section of ORS 192.660 and the fact that the governing body will be considering the dismissal or disciplining of, hearing complaints or charges against, or reviewing and evaluating the performance of the public official receiving the notice; and
- d. Information on how the public official may make a request for an open hearing.

⁵ Consider including a reference to the law that exempts the information or records from public inspection in the notice.

⁶ Legal counsel must be present in the executive session, either in-person or via electronic or telephonic communications.

⁷ Notice must be provided to the chief executive officer, public officer, employee or staff member in accordance with OAR 199-0040-0030. The public official must receive written notice of the meeting no less than one business day or 24 hours, whichever is greater, in advance of the meeting. The notice must include:

- a. Identification of the governing body before which the matter will be considered (the Board);
- b. The time, date and location of the meeting;
- c. The purpose for which the governing body proposes to convene the executive session, including the citation to the applicable section of ORS 192.660 and the fact that the governing body will be considering the dismissal or disciplining of, hearing complaints or charges against, or reviewing and evaluating the performance of the public official receiving the notice; and
- d. Information on how the public official may make a request for an open hearing.

evaluation of an agency, goal, objective or operation or any directive to personnel concerning agency goals, objectives, operations or programs.
(ORS 192.660(2)(i))

8. To consider matters relating to school safety or a plan that responds to safety threats made toward a school. (ORS 192.660(2)(k))
9. To consider matters relating to the safety of the governing body and of public body staff and volunteers and the security of public body facilities and meeting spaces. (ORS 192.660(2)(o))
10. To consider matters relating to cyber security infrastructure and responses to cyber security threats. (ORS 192.660(2)(p))
11. To review the expulsion of a minor student from a public elementary or secondary school. (ORS 332.061(1)(a))
12. To review matters pertaining to or examination of the confidential records of a student. (ORS 332.061(1)(b))

Members of the press may attend executive sessions except those matters pertaining to:

1. Deliberations with persons designated by the Board to carry on labor negotiations;
2. Hearings on the expulsion of a minor student or examination of the confidential records of a student; and
3. Current litigation or litigation likely to be filed if the member of the news media is a party to the litigation or is an employee, agent or contractor of a news media organization that is a party to the litigation.

If an executive session is held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including the student's confidential records; the discussion; and each Board member's vote on the issue.

Recordings or minutes shall be kept for all executive sessions in accordance with state law and Board policy – BDDG – Recordings and Minutes of Board Meetings.

Content discussed in executive sessions and recordings or minutes for executive sessions are confidential except as provided by law. Board members, district employees and the media are instructed not to disclose information obtained in executive session except when specifically authorized to do so or as required or allowed by law.

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)
[ORS 192.685](#)
[ORS 192.705](#)
[ORS 332.045](#)

[ORS 332.061](#)
[OAR 199-040-0015 - 0060](#)
[OAR 199-050-0015](#)
[OAR 199-050-0040](#)

[OAR 199-050-0050](#)
[OAR 199-050-0060](#)

1st Read

OSBA Model Sample Policy

Code: CBA
Adopted:

Qualifications and Duties of the Superintendent

The Board requires the superintendent be a strong educational leader who has the following professional experience and training:

1. A current license that qualifies the individual to serve as superintendent of the district;
2. A master's degree or higher in the field of education, preferably in educational administration;
3. Successful teaching experience at the elementary or secondary school level;
4. Service as a superintendent or administrative experience in the central administration of a school system.

In lieu of the experience and training requirements above, the Board may consider as a candidate for its superintendent's position an individual who meets alternative licensure requirements. The Board may take steps to assist an individual to qualify for such a license.

The superintendent will have the following personal and professional qualities:

1. Success in leadership roles with staff, community and professional peers;
2. Ability to communicate effectively, both orally and in writing;
3. Scholarship, intelligence and excellent ability to plan and organize;
4. Training, experience and success in personnel selection, evaluation and development;
5. Knowledge of curriculum development, implementation and evaluation;
6. Knowledge of business and support service systems which facilitate planning, control and accountability;
7. Experience in administering collective bargaining agreements;
8. Ability to motivate other administrators and significantly involve them in the decision-making process;
9. Strong management skills; and the desire and ability to motivate and innovate, taking advantage of the district's strengths.

General Functions

1. The superintendent is the chief executive officer of the district and, under the direction of the Board, is responsible for control and operation of the school system, and for implementing the decisions and policies of the Board.
2. The superintendent has the authority to formulate and delegate duties and responsibilities to subordinate administrative personnel. The delegation of such duties and responsibilities, however, will not relieve the superintendent of responsibility for the action taken under such delegation.

Specific Functions

The superintendent will have the duty and authority to perform the following specific functions:

1. Review data regularly and lead the district in enacting equitable changes to improve educational outcomes for every student;
2. Serve as educational leader to the Board, staff and community;
3. Act as the district's chief administrative officer;
4. Serve as district school clerk, performing such duties as required by law or by the Board;
5. Support the Board with scheduling meeting places, ~~prepare an agenda~~ providing for required notices, and ensuring any required recordings or minutes are created for all Board meetings and ~~other~~ for all committee meetings authorized by the Board, as appropriate;
6. Attend all regular and special meetings of the Board, except when excused;
7. Serve as executive officer of the budget committee and prepare an educational plan that is the basis for formulating the district's budget;
8. Administer adopted Board policies;
9. Regularly review adopted Board policies and make recommendations for needed changes;
10. Advise, inform and make recommendations to the Board on matters of policy and other required action(s), and inform the Board on all phases of district operation;
11. Provide an ongoing program of communication to and from the community, staff and Board concerning district programs and activities;
12. Assess trends and changing procedures in salary negotiations and assist the Board in collective bargaining and salary consultation with district employee groups;
13. Serve as a member of the Board's salary consultation and negotiations teams, and make recommendations to the Board on all issues;
14. Direct the implementation and administration of all agreements resulting from the consultation or negotiation process;
15. Develop and file a complete list of position descriptions, with job descriptions within each classification for all classes of personnel; review and change those descriptions as needed or directed by the Board;
16. Formulate and recommend for Board adoption such personnel policies as may be necessary for efficient functioning of the district staff;
17. Make rules and reasonable regulations to govern routine matters and see that such rules and regulations are communicated to employees concerned;
18. Resolve problems of operations and settle disputes referred through administrative channels;
19. Work with staff organizations and committees in the development of sound personnel practices and procedures and provide for their implementation;

20. Assume responsibility for the development, maintenance and operation of a constructive program of in-service, training and education for all school system employees. For this responsibility, the superintendent may employ lecturers, grant temporary leave from work, approve reimbursement for extension or college courses and develop professional library facilities as required, subject to Board approval;
21. Recommend to the Board, the appointment, renewal, contract extension, contract nonrenewal, contract non-extension or dismissal of licensed district employees in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;
22. Appoint, promote, demote or discharge classified and non-represented employees as provided by state law, Board policy, collective bargaining agreements and meet and confer agreements, as applicable;
23. Assign or transfer all district employees in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;
24. Evaluate the performance of all district administrative personnel in accordance with state law and Board policy, and make recommendations for those positions to the Board before March 15 of each year;
25. Provide for ~~Evaluate the~~ performance evaluations of licensed and classified personnel in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;
26. Assign and control the promotion of students;
27. Maintain a continuous inventory of all district property, furniture, material and supplies;
28. Recommend plans for repairs to district property and for new construction and see that all plans adopted by the Board are properly executed;
29. Establish procedures to involve teachers, principals, supervisory personnel and representatives from student and community groups in the preparation and selection of courses of study and other instructional materials;
30. Recommend instructional materials, instructional supplies and school equipment to be purchased by the district;
31. Direct the preparation of the budget, prepare the budget message for presentation to the budget committee, supervise the administration of all fiscal policies of the district and serve as custodian of all district funds;
32. Develop and recommend to the Board long-range plans for educational programs, facilities and financial resources that are consistent with population trends, district goals and community needs;
33. Direct the district in its relationships with federal, state and local government agencies;
34. Cooperate with universities and colleges in their student-teacher training programs;
35. Attend local, state and national meetings, conferences and workshops as deemed beneficial to the interests of the district;
36. Visit, as may be required, all district schools as a regular part of a schedule and institute and carry out such regulations, as may be necessary, to attain their efficient operation;

37. Direct the administrative staff in establishing and changing, as needed, school attendance area boundaries subject to Board approval;
38. In cases of matters not specifically covered by Board policies, take appropriate action and report such action to the Board no later than the next regular Board meeting;
39. Have other power and duties as may be approved by the Board, and as may be necessary to fulfill the functions of the office of superintendent.

END OF POLICY

Legal Reference(s):

[ORS 332.075](#)
[ORS 342.143](#)
[ORS 342.173](#)

[ORS 342.850](#)
[OAR 584-020-0000 - 0035](#)
[OAR 584-046-0003 - 0024](#)

[OAR 584-080-0151](#)
[OAR 584-080-0152](#)
[OAR 584-080-0161](#)

OSBA Model Sample Policy

Code: CBG
Adopted:

Evaluation of the Superintendent

{Required policy. OAR 581-022-2405 requires districts to “adopt and implement personnel policies which address...evaluation procedures.” Review the superintendent contract before adopting to ensure there is no conflicting language; modify policy as needed.}

The Board will formally evaluate the superintendent’s job performance [at least once each year]. The evaluation will be based on the superintendent’s job description, any applicable standards of performance, Board policy and progress in attaining any goals for the year established by the superintendent and/or the Board.

Additional criteria for the evaluation, if any, will be developed at a public board meeting prior to conducting the evaluation. The superintendent will be notified of the additional criteria prior to the evaluation.

The Board’s discussion and conferences with and about the superintendent and their performance will be conducted in an executive session, unless the superintendent requests a session open to the public.¹ Such an executive session will not include a general evaluation of any district goal, objective or operation or of any directive to personnel concerning district goals, objectives, operations or programs. Results of the evaluation will be written and placed in the superintendent’s personnel file.

At the Board’s discretion, it may notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the Board provided written notice pursuant to the prior sentence, if the Board determines the superintendent’s performance remains unsatisfactory, the Board may dismiss or non-renew the superintendent pursuant to Board policy, the superintendent’s employment contract and state law and rules. In those situations where the superintendent’s employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedent over this policy.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\)\(i\), \(8\)](#)
[ORS 332.107](#)
[ORS 332.505](#)

[OAR 199-040-0027](#)
[OAR 199-040-0030](#)
[OAR 581-022-2405](#)

¹ Notice must be provided to the superintendent in accordance with OAR 199-0040-0030. The superintendent must receive written notice of the meeting no less than one business day or 24 hours, whichever is greater, in advance of the meeting. The notice must include:

- a. Identification of the Board;
- b. The time, date and location of the meeting;
- c. The purpose for which the Board proposes to convene the executive session, including the citation to the applicable section of ORS 192.660 and the fact that the Board will be reviewing and evaluating the performance of the superintendent; and
- d. Information on how the superintendent may make a request for an open hearing.

1st Read

OSBA Model Sample Policy

Code: DIC
Adopted:

Financial Reports and Statements

The Board will receive monthly financial reports that include estimates of expenditures for the general fund in comparison to budget appropriations, actual receipts in comparison to budget estimates and the district's overall cash condition. Supplementary reports on other funds or accounts will be furnished upon request of the Board or superintendent.

The Board may receive a preaudit report from the ~~[district's auditor]~~ [business manager] recapping the year-end closure of financial statements prior to the annual audit.

Appropriate staff will be available at any Board meeting, upon the Board's request, to respond to questions and to present current financial information. The superintendent will notify the Board at any time of substantial deviations in the anticipated revenues and/or expenditures.

END OF POLICY

Legal Reference(s):

[ORS 294.155](#)
[ORS 294.311](#)
[ORS Chapter 297](#)

[ORS 328.465](#)
[ORS 332.105](#)

[OAR 162-010-0000 to -0330](#)
[OAR 162-040-0000 to -0160](#)
[OAR 581-023-0037](#)

OR. DEP'T OF EDUC, PROGRAM BUDGET AND ACCOUNTING MANUAL.

OSBA Model Sample Policy

Code: DJB
Adopted:

Petty Cash Accounts

Petty cash funds will be established annually in the amount ~~[sufficient]~~ [of \$250] for each school building and for the central administrative office. Such funds will be used for the payment of properly itemized bills of nominal amounts and under conditions calling for immediate payment. Allowances, responsibility, security and accounting of petty cash funds will be in accordance with Board policy and requirements of law.

Petty cash will not be used to thwart or circumvent established purchasing procedures. It is a convenient accommodation to facilitate immediate acquisition of low-cost goods and services in an efficient manner.

END OF POLICY

Legal Reference(s):

[ORS 294.311](#)

OR. DEP'T. OF EDUCATION, PROGRAM BUDGET AND ACCOUNTING MANUAL.

OSBA Model Sample Policy

Code: EBBA
Adopted:

Student Health Services */**

Although the district's primary responsibility is to educate students, the students' health and general welfare is also an important Board responsibility. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices. A health services plan shall be developed, implemented, and updated annually. The plan shall describe a health services program for all students at each facility that is owned or leased where students are present for regular programming.

The district shall maintain a written prevention-oriented health services plan for all students. The health services plan will¹:

1. Explain available health care space that is appropriately supervised and adequately equipped for providing health care and administering medication or first aid;
2. Refer to available communicable disease prevention and management plan that includes school-level protocols²;
3. Outline a district-to-school communication plan³;
4. Provide information about health screenings, including immunizations and TB certificate requirements;
5. Describe how services for all students, including those who are medically complex, medically fragile or nursing dependent, and those who have approved 504 plans, individual education program plans, and individualized health care plans or special health care needs are managed⁴;
6. Integrate school health services with school health education programs and coordinate with health and social service agencies, public and private;
7. Describe how hearing, vision and dental screenings are managed and/or verified for required students⁵;
8. Include a process to assess and determine a student's health services needs, including availability of a nurse to assess student nursing needs upon, during, and following enrollment with one or more

¹ For exact language and complete requirement, see OAR 581-022-2220(1).

² For specific protocol content requirements, see OAR 581-022-2220(1)(b).

³ For requirements of this plan see OAR 581-022-2220(1)(c).

⁴ For more information regarding these requirements see ORS 336.201 and 339.869, OARs 581-021-0037, 581-015-2040, 581-015-2045, 851-045-0040 – 0060, and 851-047-0010 – 0030.

⁵ For vision screening or eye examination or dental screening information see ORS 336.211 and 336.213.

new medical diagnose(s) impacting a student's access to education, and implement a student's individual health plan prior to attending school⁶;

9. Comply with OR-OSHA Bloodborne Pathogens Standards for all persons who are assigned to job tasks which may put them at risk for exposure to body fluids⁷;
10. Refer to adopted policy and procedures for medications in accordance with Oregon law⁸;
11. Include guidelines for the management of students who are medically complex, medically fragile, or nursing dependent as defined by ORS 336.201, including students with life-threatening food allergies and adrenal insufficiency while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before-school or after-school care programs on school-owned property, and in transit to or from school or school-sponsored activities⁹.

Any nurse(s) employed by the district and providing services to students on behalf of the district shall be licensed in Oregon to practice as a registered nurse or nurse practitioner or be a licensed practical nurse (LPN) in alignment with LPN supervision requirements of OAR 851-045-0050 – 0060.

A nurse employed by the district shall follow all applicable requirements of ORS Chapter 678 and OAR Chapter 851. This includes, but is not limited to, delegation in accordance with OAR 851-047, which includes performing a nursing assessment of a student prior to delegation, providing adequate supervision during the delegation, and evaluating the skills, ability and willingness of the delegee.¹⁰

An administrator or other staff who is not a nurse may supervise, evaluate or direct a school nurse or registered nurse for purposes related to the nurse's role as a school employee, including but not limited to assigning the nurse's work hours, locations and workload and other matters addressed through a collective bargaining agreement. An administrator may not direct the school nurse or registered nurse in the practice of nursing.

A nurse employed by the district will function as an integral member of the instructional staff, serving as a resource person to teachers in securing appropriate information and materials on health-related topics.

END OF POLICY

Legal Reference(s):

[ORS 329.025](#)
[ORS 332.107](#)
[ORS 336.201](#)
[ORS 336.204](#)

[ORS 336.211 – 336.214](#)
[ORS 342.458](#)
[OAR 581-021-0017](#)
[OAR 581-021-0031](#)
[OAR 581-021-0587](#)
[OAR 581-021-0590](#)
[OAR 581-022-2050](#)
[OAR 581-022-2220](#)

⁶ For definitions for this policy see ORS 336.201.

⁷ OAR 437-002-0360 lists various health and safety regulations that apply in the employment setting.

⁸ Medication laws can be found in ORS 339.866 – 339.874 and OAR 581-021-0037; relevant Board policy includes JHCD/JHCDA - Medications.

⁹ For guideline requirements see OAR 581-022-2220(1)(k).

¹⁰ For additional delegation requirements see OAR [581-047-0030](#).

Every Student Succeeds Act, 20 U.S.C. § 7928 ~~(2018)~~(2024).

Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ~~(2018)~~(2024).

1st Read

OSBA Model Sample Policy

Code: GBN/JBA
Adopted:

Sexual Harassment

{Required policy. The requirement for this policy comes from ORS 342.700 et. al., OAR 581-021-0038 and federal Title IX laws.}

The district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints^{1} or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (*see* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure and GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures^{2}.

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties³ shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
 - a. Interferes with a student's educational activity or program;
 - b. Interferes with a school or district staff member's ability to perform their job; or

¹ {Some districts choose not to use the terms "complaint" and "complainant" because they feel the stigma associated with the terms discourage victims from reporting conduct. The terms used in this policy are consistent with those included in the law. If the district chooses to change these terms, new terms must be consistent and clear. Note, "complainant" is defined under federal law.}

² {Common complaint procedures that may also be involved include: Nondiscrimination and Civil Rights (Board policy AC), Workplace Harassment (Board policy GBEA), [Hazing,] Harassment, Intimidation, Bullying, [Menacing,] Cyberbullying, Teen Dating Violence and Domestic Violence – Student (Board policy JFCF), and Reporting Requirements for Suspected Sexual Conduct with Students (Board policy GBNA/JHFF).}

³ "Third party" means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) at a school-sponsored activity or program; or 3) off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

- c. Creates an intimidating, offensive, or hostile environment.

3. Assault when sexual contact occurs without consent⁴.^{5}

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person's actions, offensive because of that other person's sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, [^{6}]physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance].

Oregon Procedures

Reports and complaints of sexual harassment should be made to the following individual(s):

^{7}[Name], [position] at [phone] or [email]

[This] [These] individual[s] [is] [are] responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. [This person is also designated as the Title IX coordinator.^{8}] See GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure.

Response

Any staff member who becomes aware of behavior that may violate this policy shall [immediately] report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;
2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

⁴ "Without consent" means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.

⁵ {The statutory definition (ORS 342.704) for sexual harassment includes separate definitions with slightly different language for students, staff members and third parties. The language used in this policy comes from OAR 581-021-0038(1). If the district would like to include the full statutory definition, it can do so.}

⁶ {OAR 581-021-0038 requires that the policy include a "examples of harassing behaviors covered by policy". The bracketed list in this policy reflects OSBA's recommendations. The district has discretion in what is included in this list. If listing behaviors not reflected in OSBA recommendations, please have the list reviewed by the district's legal counsel.}

⁷ {The district must designate person(s) to receive reports or complaints regarding sexual harassment. More than one staff member may be designated to receive reports or complaints of sexual harassment.}

⁸ {This must be communicated elsewhere, but it is a good reason to specify it here as well.}

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to **[immediately]** report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

Investigation

All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. [Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and
6. Use of third-party investigator.]

The district will use [a reasonable person] standard when determining whether a hostile environment exists. [A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment. ^{9}]

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment:

1. [Discipline of staff and students engaging in sexual harassment;
2. Removal of third parties engaged in sexual harassment;
3. Additional supervision in activities;
4. Additional controls for district electronic systems;
5. Trainings and education for staff and students; and
6. Increased notifications regarding district procedures and resources.]

When a student or staff member is harassed by a third party, the district will consider the following:

⁹ {OSBA strongly recommends that the Board receive input from district administration prior to adopting a standard here. Of note, Title IX's definition of sexual harassment includes "unwelcome conduct determined by a reasonable person to be..." 34 CFR 106.30(a), emphasis added. It is important to consider the different definitions under Oregon law and Title IX when determining which standards will apply for the Oregon process.}

1. [Removing that third party's ability to contract or volunteer with the district, or be present on district property;
2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;
3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;
4. Limiting attendance at district events; and
5. Providing for additional supervision, including law enforcement if necessary, at district events.]

No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or
2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Notices

When a person¹⁰ who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;
2. If appropriate, any impacted person who is not a reporting person;
3. Each reported person; and
4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include¹¹:

¹⁰ Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

¹¹ Remember confidentiality laws when providing any information.

1. Name and contact information for all persons designated by the district to receive complaints;
2. The rights of the person that the notification is going to;
3. Information about the internal complaint processes available through the school or district that the [student, student's parents, staff member, person or person's parent] [person] who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines;
4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;
7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
 - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
 - b. For the reported persons, information about and contact information for state and community-based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and
9. Prohibition of retaliation.

~~Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.~~

The notice must:

1. Be written in plain language that is easy to understand;
2. Use print that is of a color, size and font that allows the notification to be easily read; and
3. Be made available to students, students' parents, staff members and member of the public at each office, at the district office and on the website of the school or district.

Additionally, notice must be provided to the person who initiated the complaint and, if applicable, the person's parents, when an investigation is initiated and when it is concluded. The notification at the conclusion of the investigation must include whether a violation of the policy was found to have occurred, to the extent allowable under state and federal student confidentiality laws.

[Oregon Department of Education (ODE) Support

The ODE will provide technical assistance and training upon request.]

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity¹²;
3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. "Domestic violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or
6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Federal Procedures

The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. *See* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.

Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX coordinator receiving the person's verbal or written report. The report can be made at any time.

¹² "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. § 106.44(a))

[Person or position] is designated as the Title IX coordinator [and can be contacted at [insert phone number]]. The Title IX coordinator will coordinate the district's efforts to comply with its responsibilities related to this AR. The district prominently will display the contact information for the Title IX coordinator on the district website and in each handbook. {¹³}

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.¹⁴ The district shall treat complainants and respondents equitably by providing supportive measures¹⁵ to the complainant and by following a grievance procedure¹⁶ prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.¹⁷

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.¹⁸ The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

Notice

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX coordinator(s);

¹³ {Note the difference in requirements for Title IX and Oregon law. It makes sense to align these requirements.}

¹⁴ (Title 34 C.F.R. § 106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

¹⁵ (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment.¹⁵ The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

¹⁶ This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

¹⁷ The Title IX coordinator may also discuss that the Title IX coordinator has the ability to file a formal complaint.

¹⁸ The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and
3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

[Inquiries about the application to Title IX and its requirements may be referred to the Title IX coordinator or the Assistant Secretary¹⁹, or both.]

No Retaliation

Neither the district or any person may retaliate²⁰ against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

Publication

This policy shall be made available to students, parents of students and staff members. This policy [and contact information for the Title IX coordinator] shall be prominently published in the [school] [district] student handbook and on the [school] [district] website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any [student, parent of a student, school or district staff member, or third party] [person] upon request.

END OF POLICY

Legal Reference(s):

[ORS 243.706](#)
[ORS 332.107](#)
[ORS 342.700](#)
[ORS 342.704](#)
[ORS 342.708](#)
[ORS 342.850](#)
[ORS 342.865](#)
[ORS 659.850](#)
[ORS 659A.006](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[OAR 581-021-0038](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

¹⁹ Of the United States Department of Education.

²⁰ Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 (1998).

OSBA Model Sample Policy

Code: GCBDD/GDBDD

Adopted:

Sick Time *

{ORS 653.606 requires employers to “implement a sick time policy and provide notice to employees of sick time policies and procedures. OSBA does not interpret this as a requirement for school boards to adopt a policy on sick time. Rather, school districts are required to have practices and procedures to implement the requirements of this law. Having a board-adopted policy may help the district meet legal requirements. Many districts bargain aspects of this leave; policy language should not conflict with language in collective bargaining agreements.}

“Employee” means an individual who renders personal services at a fixed rate to the district if the district either pays or agrees to pay for personal services or permits the individual to perform personal services. The definition does not include volunteers, ~~or~~ independent contractors or others excluded by law.

Employees qualify to begin earning and accruing sick time on the first day of employment with the district and are eligible to use sick time beginning on the 91st calendar day of employment with the district and may use sick time as it is accrued.

[The district employs {1} 10 or more employees and therefore shall allow an eligible employee to access up to 40 hours of paid sick time per year. [Paid sick time shall accrue at the rate of at least one hour of paid sick time for every 30 hours the employee works, or 1-1/3 hours for every 40 hours the employee works for full-time represented classified employees, substitutes, and other part-time employees working less than 4.5 hours per day.] [Paid sick time of 40 hours shall be {2} front-loaded to all full-time represented licensed employees and full-time nonrepresented employees at the beginning of each fiscal year. Paid sick time of 40 hours shall be front-loaded to part-time represented licensed and nonrepresented employees working 4.5 hours or more a day.]]

OR

[The district employs {3} 10 or more employees and has established and invokes the “undue hardship” exception of ORS 653.621 (1)(b); therefore, 56 hours of paid sick time shall be {4} front loaded to an eligible employees at the beginning of each year.]

¹ {If the district is located in a city with a population exceeding 500,000, the threshold is whether the district employs at least six employees working anywhere in this state.}

² {For employees employed by an employer for less than a full year, “front-load” means to assign and make available to an employee as soon as the employee becomes eligible to use sick time a number of hours of sick time that is the pro rata percentage of the hours the employee would be entitled to for an entire year based on the number of hours the employee was actually employed by the employer for the year. ORS 653.601(5)(b)}

³ {If the district is located in a city with a population exceeding 500,000, the threshold is whether the district employs at least six employees working anywhere in this state.}

⁴ {For employees employed by an employer for less than a full year, “front-load” means to assign and make available to an employee as soon as the employee becomes eligible to use sick time a number of hours of sick time that is the pro rata percentage of the hours the employee would be entitled to for an entire year based on the number of hours the employee was actually employed by the employer for the year. ORS 653.601(5)(b)}

OR

~~[The district employs fewer than 10 employees and therefore shall provide access for an eligible employee of at least 40 hours of unpaid sick time or unpaid time off. [Unpaid sick time or time off shall accrue at the rate of at least one hour of paid sick time for every 30 hours the employee works, or 1 1/3 hours for every 40 hours the employee works.] [Unpaid sick time or time off shall be front loaded to an employee at the beginning of each year.]]~~

The employee may carry up to 40 hours of unused sick time from one year to the subsequent year. [An employee is limited to ~~accruing no more than 80 hours of sick time~~] ~~[and]~~ [using no more than 40 hours of sick time in a year].]

[Sick time shall be taken in hourly increments] ~~[Sick time may be used in increments of less than one hour]~~, except for substitutes who must take sick time in 4-hour increments, and may be used for the employee's or a family member's⁵ mental or physical illness, injury or health condition, need for medical diagnosis, care or treatment of a mental or physical illness, injury or health condition, or need for preventive care, or for reasons consistent with qualifying Family and Medical Leave (FMLA), Paid Family and Medical Leave Insurance (PFMLI) or Oregon Family Leave (OFLA).

Sick time earned by an employee may also be used for the following reasons:

1. ~~in~~ In the event of a public health emergency ~~or~~ compliant with Oregon Revised Statute (ORS) 653.616;
2. To donate blood in connection with a voluntary program for the donation of blood that is approved or accredited by the American Association of Blood Banks or the American Red Cross; or
3. ~~for~~ For leave to address domestic violence, harassment, sexual assault, bias, or stalking under ORS 659A.272 (safe leave).

~~[When sick time is used to care for, or to deal with the death of, an individual related by blood or affinity whose close association with the district employee is the equivalent of a family relationship, the district requires an attestation form signed and submitted by the employee.]~~

The use of sick time may not lead to, or result in, an adverse employment action against the employee.

The district reserves the right, after an employee uses sick time for more than five consecutive scheduled workdays, to require verification or certification in accordance with law of the need for the sick time, including a medical verification or certification⁶ paid for by the district. If an employee fails to provide verification or certification or fails to provide other evidence as required by the district, the employee shall be subject to appropriate disciplinary action, up to and including dismissal.

When the reason for sick time is consistent with FMLA, PFMLI or OFLA leave, sick time leave and qualifying FMLA, PFMLI or OFLA leave may run concurrently.

⁵ "Family member" is defined in OAR 839-007-0000.

⁶ In the case of need for leave under ORS 659A.272, the district may not require the verification or certification to explain the nature of the illness or details related to the domestic violence, sexual assault, harassment, bias, or stalking, which necessitates the use of sick time.

When the reason for sick time is consistent with ORS 332.507, sick time leave and leave pursuant to ORS 332.507 may run concurrently.

If the reason for sick time is a foreseeable absence, the district requires an employee to provide advance notice of the intention to use sick time {⁷} 10 days prior to when the requested sick time is to begin or as soon as otherwise practicable. When an employee uses sick time for a foreseeable absence, the employee shall take reasonable effort to schedule the sick time in a manner that does not unduly disrupt the operations of the district (e.g., grading deadlines, inservice training, mandatory meetings). ~~[The district may discipline an employee if the employee fails to make a reasonable effort to schedule leave in a manner that does not unduly disrupt the operations of the district.]~~

If the reason for sick time is unforeseeable, such as an emergency, accident or sudden illness, the employee shall notify the district **[consistent with the reporting time established by the district]** ~~[at least 24 hours in advance]~~ ~~[before the start of the employee's shift]~~, or when circumstances prevent the employee from providing notice as required, as soon as practicable.

~~[The district may discipline an employee for violating workplace policies and procedures if the employee fails to provide notice as required.]~~

The district shall establish a standard process to track the eligibility for sick time of a substitute.

END OF POLICY

Legal Reference(s):

[ORS 332.507](#)

[ORS 342.545](#)

[ORS 342.610](#)

[ORS 653.601](#) - 653.661

[ORS 659A.150](#) - 659A.186

[OAR 839-007-0020](#) – 007-0065

⁷ {ORS 653.621(3): "...not to exceed 10 days"}

Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12213 (20182024); 29 C.F.R. Part 1630 (20232025); 28 C.F.R. Part 35 (20232025).
Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654 (20182024); Family and Medical Leave Act, 29 C.F.R. Part 825 (20232025).

1st Read

OSBA Model Sample Policy

Code: IMB
Adopted:

Student AchievementDistrict Improvement Program

(Required only if the district has a school in improvement as designated by ODE.)

The Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the district. ~~Student achievement will be defined by the district and include, but not be limited to, improved assessment results, increased student attendance and reduced drop-out rates and diploma attainment.~~ The district will accomplish this through ~~its~~ continued evaluation and improvement of its programs.

The superintendent will ensure development and implementation of a comprehensive, collaborative planning and self-evaluation process that [engages the school community] in the district's goal setting and continuous ~~student achievement~~ improvement program efforts.

The district's program will be consistent with Oregon Department of Education requirements and reflected in school and district ~~continuous~~ improvement plans.

The ~~Board~~ district will, in striving for continuous improvement ~~of student achievement~~, annually review district and individual school data on student achievement and prioritize, allocate and realign resources as necessary. The district will annually review and report test results and progress to the community.

The superintendent will develop administrative regulations as needed to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 329.095](#)
[ORS 332.107](#)

~~[OAR 581-022-2000](#)~~
~~[OAR 581-022-2010](#)~~

[OAR 581-022-2250](#)

OSBA Model Sample Policy

Code: JBA/GBN
Adopted:

Sexual Harassment

{Required policy. The requirement for this policy comes from ORS 342.700 et. al., OAR 581-021-0038 and federal Title IX laws.}

The district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (*see* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure and GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures^{1}.

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties² shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
 - a. Interferes with a student's educational activity or program;
 - b. Interferes with a school or district staff member's ability to perform their job; or
 - c. Creates an intimidating, offensive, or hostile environment.

¹ Common complaint procedures that may also be involved include: Nondiscrimination and Civil Rights (Board policy AC), Workplace Harassment (Board policy GBEA), Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence and Domestic Violence – Student (Board policy JFCF), and Reporting Requirements for Suspected Sexual Conduct with Students (Board policy GBNA/JHFF).

² “Third party” means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) at a school-sponsored activity or program; or 3) off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

3. Assault when sexual contact occurs without consent^{3,4}

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person's actions, offensive because of that other person's sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, ⁵physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

Oregon Procedures

Reports and complaints of sexual harassment should be made to the following individual(s):

Krista Nieraeth, Superintendent krista.nieraeth@santiam.k12.or.us (503) – 897 – 2321

This individual is responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. This person is also designated as the Title IX coordinator. *See* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure.

Response

Any staff member who becomes aware of behavior that may violate this policy shall [immediately] report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;
2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to [immediately] report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

³ “Without consent” means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.

⁴ The statutory definition (ORS 342.704) for sexual harassment includes separate definitions with slightly different language for students, staff members and third parties. The language used in this policy comes from OAR 581-021-0038(1).

⁵ OAR 581-021-0038 requires that the policy include a “examples of harassing behaviors covered by policy”.

Investigation

All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and
6. Use of third-party investigator.

The district will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment:

1. Discipline of staff and students engaging in sexual harassment;
2. Removal of third parties engaged in sexual harassment;
3. Additional supervision in activities;
4. Additional controls for district electronic systems;
5. Trainings and education for staff and students; and
6. Increased notifications regarding district procedures and resources.

When a student or staff member is harassed by a third party, the district will consider the following:

1. Removing that third party's ability to contract or volunteer with the district, or be present on district property;
2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;
3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;
4. Limiting attendance at district events; and
5. Providing for additional supervision, including law enforcement if necessary, at district events.

No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint,

reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or
2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Notices

When a person⁶ who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;
2. If appropriate, any impacted person who is not a reporting person;
3. Each reported person; and
4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include⁷:

1. Name and contact information for all persons designated by the district to receive complaints;
2. The rights of the person that the notification is going to;
3. Information about the internal complaint processes available through the school or district that the person who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines;
4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;

⁶ Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

⁷ Remember confidentiality laws when providing any information.

7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
 - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
 - b. For the reported persons, information about and contact information for state and community-based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and
9. Prohibition of retaliation.

~~Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.~~

The notice must:

1. Be written in plain language that is easy to understand;
2. Use print that is of a color, size and font that allows the notification to be easily read; and
3. Be made available to students, students' parents, staff members and member of the public at each office, at the district office and on the website of the school or district.

Additionally, notice must be provided to the person who initiated the complaint and, if applicable, the person's parents, when an investigation is initiated and when it is concluded. The notification at the conclusion of the investigation must include whether a violation of the policy was found to have occurred, to the extent allowable under state and federal student confidentiality laws.

Oregon Department of Education (ODE) Support

The ODE will provide technical assistance and training upon request.

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity⁸;

⁸ "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. § 106.44(a))

3. “Sexual assault”: an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. “Dating violence”: violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. “Domestic violence”: felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction; or
6. “Stalking”: engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person’s own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district’s treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Federal Procedures

The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. *See* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.

Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX coordinator receiving the person’s verbal or written report. The report can be made at any time.

The superintendent is designated as the Title IX coordinator and can be contacted at (503) 897 – 2321. The Title IX coordinator will coordinate the district’s efforts to comply with its responsibilities related to this AR. The district prominently will display the contact information for the Title IX coordinator on the district website and in each handbook.

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.⁹ The district shall treat complainants and respondents equitably by providing supportive measures¹⁰ to the complainant and

⁹ (Title 34 C.F.R. § 106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

¹⁰ (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district’s educational environment, or deter sexual harassment.¹⁰ The district must maintain

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by following a grievance procedure¹¹ prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.¹²

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.¹³ The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

Notice

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX coordinator(s);
2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and
3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

No Retaliation

Neither the district or any person may retaliate¹⁴ against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

¹¹ This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

¹² The Title IX coordinator may also discuss that the Title IX coordinator has the ability to file a formal complaint.

¹³ The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

¹⁴ Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

Publication

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX coordinator shall be prominently published in the school student handbook and on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any person upon request.

END OF POLICY

Legal Reference(s):

[ORS 243.706](#)
[ORS 332.107](#)
[ORS 342.700](#)
[ORS 342.704](#)
[ORS 342.708](#)

[ORS 342.850](#)
[ORS 342.865](#)
[ORS 659.850](#)
[ORS 659A.006](#)
[ORS 659A.029](#)

[ORS 659A.030](#)
[OAR 581-021-0038](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 (1998).

OSBA Model Sample Policy

Code: KBA
Adopted:

Public Records Request**

~~“Public record” means any information that:~~

- ~~1. Is prepared, owned, used or retained by the district;~~
- ~~2. Is related to an activity, transaction or function of the district; and~~
- ~~3. Is necessary to satisfy the fiscal, legal, administrative or historical policies, requirements or needs of the district.~~

A request to inspect or receive a copy of a public record shall be in writing and will be presented to the [district] office.

A “public record” includes any writing that contains information relating to the conduct of the public’s business, prepared, owned, used or retained by the district regardless of physical form or characteristics, unless otherwise exempted by law.¹ ~~“Writing” includes~~ means handwriting, typewriting, printing, photographing and every means of recording, including letters, words, pictures, sounds, or symbols or combination thereof and all papers, maps, files, facsimiles or electronic recordings. Public record does not include any writing that does not relate to the conduct of the public’s business and that is contained on a privately owned computer ~~messages on voice mail or on other telephone message storage and retrieval systems, or spoken communication that is not recorded.~~²

~~A request to inspect or receive a copy of a public record shall be in writing and will be presented to the [superintendent’s] office.~~

~~Board meetings and records will be matters of public information subject to such restrictions as are set by federal law or regulation, by state statute or by pertinent court rulings.~~

~~The Board’s official minutes, its written policies and its financial records will be available at the superintendent’s office for inspection by any citizen desiring to examine them during hours when the superintendent’s office is open.~~ All such information will be made available to individuals with disabilities in ~~any appropriate~~ an accessible format, upon request and with appropriate advanced notice. Auxiliary aids and services available to ensure equally effective communications to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.

¹ There are multiple definitions for “public record” in ORS 192. This definition comes from ORS 192.311 and applies to the inspection of records.

² In accordance with *Bialostosky v. Cummings*, 319 Or. App. 352 (2022), an individual board member may be considered a public body for public record purposes. Consequently, records created and retained solely by individual board members may be considered public records.

The Board supports the right of the people to know about programs and services of their schools and will make ~~reasonable~~^{every} efforts to disseminate information. Each principal is authorized to use ~~all~~^{available} means ~~available~~ to keep parents and others ~~of his/her~~ in the particular school's community informed about the school's program and activities.

~~No records will be released for inspection by the public or any unauthorized persons—either by the superintendent or any other person designated as custodian for district records—if such disclosure would be contrary to the public interest, as described in state law.~~

The Board reserves the right to establish a fee schedule which will reasonably reimburse the district for the actual cost of making public records available pursuant to law. The district will not be obligated to complete a request for which the requester has not paid the fee as permitted by state law. There will be no additional charge for auxiliary aids and services provided for ~~qualified~~ persons with disabilities.

Employee and volunteer ~~personal residential~~ addresses, ~~personal~~ electronic mail addresses ~~(other than district electronic mail addresses assigned by the district to district employees)~~, social security numbers, dates of birth and ~~personal telephone~~ or cellular numbers, and other information listed in Oregon Revised Statute (ORS) 192.355 as exempt, contained in personnel records maintained by the district are exempt from public disclosure pursuant to ~~Oregon Revised Statute (ORS)~~ 192.363 - 368 and ORS 192.355(3). ~~District electronic mail addresses assigned by the district to district employees are not exempt. Such information may be released only upon the written request of the employee or volunteer or as otherwise provided by law.~~ This exemption does not apply to a substitute teacher, as defined in ORS 342.815, when requested by a professional education association of which the substitute teacher may be a member. ~~District electronic mail addresses assigned by the district to district employees are not exempt.~~

The district will not disclose the identification badge or card of an employee without the employee's written consent if the badge or card contains the employee's photograph and the badge or card was prepared solely for internal use by the district to identify district employees. A duplicate of the photograph used on the badge or card shall not be disclosed.

The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

The district shall retain and maintain its public records in accordance with Oregon Administrative Rule (OAR) ~~166-005-0010~~ and Chapter 166, Division 400 ~~and ORS Chapter 192~~.

END OF POLICY

Legal Reference(s):

[ORS 180.805](#)
[ORS Chapter 192](#)

[OAR 137-004-0800\(1\)](#)
[OAR 166-005-0010](#)

[OAR 166-400](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012~~8~~); 29 C.F.R. Part 1630 (2017~~2021~~); 28 C.F.R. Part 35 (2017~~2021~~).

OREGON DEP'T OF JUSTICE, OREGON ATTORNEY GENERAL, *Public Records and Meetings Manual* (2014).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

Bialostosky v. Cummings, 319 Or. App. 352 (2022).

OSBA Model Sample Policy

Code:
Adopted:

KNA

Immigration Enforcement on District Property

{House Bill 4079 (2026) requires districts to “adopt a policy for providing notice when a federal immigration authority is confirmed to have entered school property for immigration enforcement.” This policy must be “consistent with applicable model policies published by the Attorney General as provided by ORS 180.810.”}

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

This policy will be made available in the student handbook and on the district’s website². [The district will ensure a copy of the Oregon Attorney General’s Model Public School Policies³ and this policy and accompanying administrative regulations are provided to staff.]

Designation of Primary Point of Contact

The [superintendent] is the primary point of contact for coordinating interactions with federal immigration authorities occurring in the district (“immigration liaison”). The [Director of Student Services] shall serve as an alternative point of contact during the immigration liaison’s absence or unavailability (“alternate immigration liaison”).

The immigration liaison’s responsibilities include:

1. Serving as the district’s representative during encounters with federal immigration authorities;
2. Confirming when federal immigration authorities have entered school property for immigration enforcement purposes;

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

² Must be provided in culturally appropriate languages that are used to communicate effectively with parents and guardians of students in the district, as determined by the Board. {The district is encouraged to evaluate language needs in the district in order to effectively communicate with all parents and guardians.}

³ <https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf>

3. Ensuring federal immigration authorities engaging in enforcement activities at the district have notice of relevant district policies: JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information, JOB – Personally Identifiable Information and this policy;
4. Assisting staff in performing their duties in response to immigration enforcement efforts, including ensuring compliance with all district policies and procedures related to interactions with federal immigration authorities and immigration enforcement efforts;
5. Reviewing and responding to requests from federal immigration authorities, in coordination with, and under the direction of, the superintendent or designee;
6. Facilitating the district’s compliance with lawful immigration enforcement efforts in a manner that does not unnecessarily disrupt the school environment or invade the privacy of students, staff, or volunteers;
7. Providing notice as required in this policy when a federal immigration authority has been confirmed to have entered school property for immigration enforcement.

Required Notice

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

1. Notice must be provided to:
 - a. Students who attend the school where the federal immigration authority is confirmed to be on school property for immigration enforcement and who are in grades [9] and above;
 - b. Parents or guardians of students attending the school where the federal immigration authority is confirmed to be on school property for immigration enforcement;
 - c. Staff of the school where the federal immigration authority is confirmed to be on school property for immigration enforcement; and
 - d. Community-based service providers that have requested to receive notice when a federal immigration authority is confirmed to be on school property for immigration enforcement. Community-based service providers can request to receive such notifications by contacting [superintendent].
2. Notice must include:
 - a. The general location of the federal immigration authority; and
 - b. Whether classes or school operations were affected by the presence of the federal immigration authority. ~~{Districts may include resources available to those impacted by immigration enforcement actions.}~~
3. Notice must not disclose:
 - a. Personally identifiable information;
 - b. Other information that may not be legally disclosed; or

- c. Other information when the disclosure may threaten the health or safety of students or staff of the district or is prohibited by a court order.

The required notice will be provided as expediently as possible using ~~[insert communication methods the district will use]~~ [existing methods used for providing electronic communications].

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

[Confidentiality of School Records]

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

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

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

Oregon law generally prohibits the district from sharing or disclosing citizenship or immigration status or country of birth information⁴ that the district collects, unless one of the following exceptions applies:

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

In addition to the prohibitions described above, federal and state laws make records and information related to students confidential and permit disclosure only in limited circumstances. The district's policies

⁴ Citizenship or immigration status or country of birth information is any information concerning:

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

with respect to student records can be found in Board policies JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information and JOB – Personally Identifiable Information. To ensure compliance with applicable federal and state law, the district’s staff shall not disclose any school records or information to federal immigration authorities except as provided in these policies.

Staff must also maintain the confidentiality of school records and other information about students, staff, and volunteers when communicating with other students, parents, or community members about immigration enforcement activities involving students, staff, or volunteers of the district or occurring on district property. Staff should direct anyone with questions about immigration enforcement activities occurring on district property to the immigration liaison.]

Training

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

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

~~[[⁵] Upon the adoption of this policy and not less than once every two years thereafter, the district will provide training to all current district staff of one hour or more regarding federal and state laws, and the district’s policies, relating to interacting with federal immigration authorities and responding to immigration enforcement efforts. The district will provide the required training to all new staff within 30 days of beginning employment.]~~

END OF POLICY

Legal Reference(s):

[ORS 180.810](#)
[ORS 180.805](#)
[ORS 181.826](#)
[OAR 581-021-0371](#)

⁵ {This language is included in the Attorney General’s *K12 School Model Policy*. House Bill (HB) 4079 (2026) requires that districts adopt policies that are “consistent with applicable model policies published by the Attorney General as provided by ORS 180.810.”}

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

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

Senate Bill 1538 (2026).

Senate Bill 1594 (2026).

House Bill 4079 (2026).

PROPOSED

OSBA Model Sample Administrative Regulation

Code: BBE-AR
Revised/Reviewed:

Board Member Vacancy Application

When a Board vacancy is declared, the Board will appoint a qualified person in accordance with Board policy BBE – Vacancies on the Board. To be considered for appointment, this form must be submitted to the district office by the deadline communicated by the district. Submitted applications become public records and may be disclosable upon request.

Name: _____

Motivation and Experience

Why do you want to serve on the Board?

Which experiences or perspectives will help you represent and serve all students and families?

How will you help advance the district's mission and goals?

How will you engage respectfully with individuals whose viewpoints differ from your own?

Knowledge, Time Commitment and Governance

Availability: Board meetings, work sessions, and committee service often occur in the evenings and occasionally during the daytime. How will you balance Board obligations with other commitments?

Laws applying to public entities: Briefly share any familiarity you have with Oregon public meetings and public records laws: _____

Policy and Budget: What experience do you have with policy development, budgets, or strategic planning?

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Student-Centered Decision-Making: How will you ensure decisions reflect student outcomes, safety, and well-being?

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This page is intended for internal and verification purposes. It is not intended to be provided to the Board or discussed at a Board meeting. Once submitted, it is a public record and may be subject to disclosure.

Contact and Personal Information

Name (as it appears on voter registration): _____

Preferred name (if different): _____

Position applying for: _____

Note: Your address is used only to verify residency within the district/zone, as required by Oregon law. Verification may be required.

Home street address (as it appears on voter registration): _____

City: _____ State: OR

Primary phone: _____ Alternative phone: _____

Email: _____

Best way to contact you? ☐ Phone ☐ Email ☐ Text

Accessibility and Accommodations

We welcome applicants with disabilities. Do you need an accommodation to participate in interviews or meetings (e.g., ASL interpreter, materials in alternative formats, physical access, assistive technology)?

☐ No ☐ Yes (please describe): _____

Attestations (Required)

- ☐ The information I have provided is true and complete to the best of my knowledge.
- ☐ I meet the statutory eligibility for appointment: registered elector and one-year residency (ORS 332.018).
- ☐ [I reside in the zone corresponding to this vacancy (ORS 332.030 and ORS 332.122).]
- ☐ I am not disqualified by employee status (ORS 332.016).
- ☐ I understand the appointment duration (through June 30 after the next regular district election) (ORS 332.030(4)).

Signature: _____ Date: _____

OSBA Model Sample Policy

Code: KBA-AR
Revised/Reviewed:

Public Records Request

In compliance with Oregon law the following guidelines apply to the dissemination, inspection and examination of the public records of the district:

1. A public records request shall be submitted in writing through the Santiam Canyon District Office at 150 SW Evergreen St, Mill City, OR to Lisa Follis, District Secretary.
2. Upon receipt of a written request, the district shall respond within five business days¹ acknowledging receipt of the request or completing² the district's response to the request.

If the district provides an acknowledgment of the request, it must:

- a. Confirm that the district is the custodian of the requested record;
 - b. Inform the requester that the district is not the custodian of the requested record; or
 - c. Notify the requester that the district is uncertain whether the district is the custodian of the requested record.
3. If the district is the custodian of the requested record, as soon as reasonably possible but not later than 10 business days after the date the district is required to acknowledge receipt of the request as described above, the district shall:
 - a. Complete its response to the public records request in accordance with ORS 192.329(2). If the district determines that a record is exempt from public disclosure, the district will include a statement to that effect and that the requester may appeal the decision pursuant to state law; or
 - b. Provide a written statement that the district is still processing the request and a reasonable estimated date by which the district expects to complete its response based on the information currently available.
4. The time periods, established by Oregon law and identified above in Section 2 or 3, will not apply to the district if compliance would be impracticable because:
 - a. The staff or volunteers³ necessary to complete a response to the public records request are unavailable;
 - b. Compliance would demonstrably impede the district's ability to perform other necessary services; or

¹ "Business day" means a day other than Saturday, Sunday or a legal holiday, and on which at least one paid employee of the district is scheduled to and does report to work. Business day does not include any day on which the central administration offices of the district are closed.

² The district response to a public records request will be considered complete when it complies with criteria in Oregon law (ORS 192.329).

³ Staff member or volunteers who are on leave or are not scheduled to work are considered to be unavailable.

- c. Of the volume of the public records request being simultaneously processed by the district.

In these situations, the district shall, as soon as practicable and without unreasonable delay, acknowledge a public records request and complete the response to the request.

5. The district may request additional information or clarification from the requester for the purpose of expediting the district's response to the request as permitted by law. If the district requests additional information or clarification, in good faith, the obligation to complete the request is suspended until the requester provides the requested information or clarification or affirmatively declines to provide the information or clarification. If the requester fails to respond within 60 days to a good faith request from the district for information or clarification, the district shall close the request.
6. If a copy of a public record is requested, the district will provide a single copy. If a request to inspect a public record is made and the record is maintained in a machine readable or electronic form, the custodian shall provide the record in the form requested, if available. If the public record is not available in the form requested, it will be made available in the form the record is maintained.
7. If a person who is a party to a civil judicial proceeding to which the district is a party or who has filed notice under Oregon Revised Statute (ORS) 30.275(5)(a) asks to inspect or to receive a copy of a public record that the person knows relates to the proceeding or notice, the individual must submit the request in writing to the designated custodian of district records and at the same time to the district's attorney.
8. Information will be made available to individuals with disabilities in an accessible format upon request and advance notice. Auxiliary aids and services available to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.
9. Where the labor effort exceeds 15 minutes, labor, material and out-of-pocket charges will be charged to the requester.

⁴Costs will be as follows:

- a. Clerical time: \$40 per hour;
- b. Administrator time: \$90 per hour;
- c. Attorney time: \$300 per hour;
- d. Printing: \$0.25 per page.

Auxiliary aids and services for qualified persons with disabilities will be available at no additional charge.

Fifty percent of the total labor, material and out of pocket charges must be paid to the district before the district will fulfill the request.

If the district has informed the requester of a permitted fee, the obligation of the district to complete its response to the request is suspended until the fee has been received by the district. If the requester fails to pay the fee within 60 days of the date they were informed of the fee or fails to pay the fee

⁴ ORS 192.324(7) requires the public body to include "the amounts of and the manner of calculating fees that the public body charges for responding to requests of public records." Dollar amounts should be reviewed to reflect actual district costs.

within 60 days of the date on which the district informed them of the denial of the fee waiver, the district shall close the request.

INFO ONLY

OSBA Model Sample Administrative Regulation

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

Interactions with Immigration Enforcement

The superintendent is designated as the “immigration liaison.”

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

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

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

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

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

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

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

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

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

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

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

3. Approval of Response by Superintendent

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

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

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

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

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

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

4. School-Sponsored Events

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

5. School Transportation/Buses

If federal immigration authorities request to board a school bus or other vehicle transportation, the driver should ask them to wait outside the bus/vehicle, close the doors, and immediately call the immigration liaison and follow any guidance provided by the immigration liaison. The immigration liaison shall notify the superintendent or designee and coordinate an approved response as outlined in this policy.

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OSBA Model Sample Administrative Regulation

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

Federal Immigration Enforcement Request Log

School site: _____

Person Receiving Request: _____ Title: _____

1. Requesting Officer Information

Officer name: _____ Badge #: _____

Agency: _____

Contact information: _____

2. Number of officers present: _____

3. Time, date and location of request: _____

4. Nature of the request:

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

5. Source of Authority for the request

Authority cited by officer(s):

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

Document Presented? ☐ Yes ☐ No

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

Copy obtained? ☐ Yes ☐ No

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

Superintendent or Designee Review and Approval

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

Review Conducted By:

☐ Superintendent

☐ Superintendent's Designee

Name: _____

Title: _____

Date and Time of Review: _____

Response Authorized:

☐ Yes

☐ No

☐ Additional Legal Review Required

☐ Pending Further Information

Witnesses Present

Name	Title or Role	Contact Information
------	---------------	---------------------

Name	Title or Role	Contact Information
------	---------------	---------------------

Name	Title or Role	Contact Information
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How the Encounter Concluded

☐ Access to school property granted

☐ Referred to School Administrator

☐ Access denied pending legal review

☐ Officers left without further action

☐ Referred to Superintendent or Designee

☐ Other (describe): _____

Detailed summary of outcome:

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R

Additional notes:

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Follow-Up Actions

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

O

S

Completed By: _____ (print name)

Title: _____

Signature: _____

Date: _____

Time Completed: _____

E

D

English Learners in Oregon Annual Report 2024-2025

Full Report





Helpful Vocabulary

01

Current English Learners

Multilingual student currently enrolled in an ELD Program during the 24-25 School Year

02

Former English Learners

Previously enrolled student in an ELD program, and student has demonstrated proficiency in English. Monitored EL's are a subset of former EL learners who are monitored for 4 yrs after exiting EL services.

03

Ever English Learners

The combination of both current, monitored and former EL's. Since English is not the student's first language, the student is learning English throughout their lifetime.

04

Never English Learners

Monolingual or multilingual speakers never enrolled in an ELD program (ineligible or never enrolled)

- Just like in previous years, about 1 in 5 students in Oregon are either current, former, or monitored EL students. The majority of current EL students are in the elementary grades (about 50%) and the majority of former EL students are in high school (about 80%)
- **The EL population has been increasing, while the overall student population has shown a decreasing trend.**
- The number of recent arrivers in Oregon has more than doubled over the past five years. In 2024-25, 10,353 current EL students were recent arrivers, the highest number recorded during the six year period examined. The majority of this growth occurred during the past two years.
- While the predominant home language is Spanish (75.5%), current English learners speak 247 documented unique languages, and they bring valuable linguistic and cultural assets to the districts that serve them. Other common languages are Russian, Chinese, Vietnamese, Arabic, Chuukese, and Ukrainian.
- Oregon has over 197 districts, and 80% of them are serving designated EL students. In 2024-2025, 155 provided EL instruction, supports and services to current English language learners. Of these districts, 132 received Title III funds either directly or as part of a consortium, which in 2024-25 provided an additional \$113 per student for supplemental English learner services.
- Our consortium supports these districts that experience unique challenges, due to students being distributed across many grade levels with a wide range of English proficiency. They often have limited access to ELD teachers, and few peers that share backgrounds similar to their own. We support each other to ensure that our students are getting access to and participating in grade level content along with their peers.

Students with Interrupted or Limited Formal Education



Some current and former English learners had their education interrupted or received limited formal education before arriving in the U.S. These might have been 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 referred to as SIFE (Student with interrupted formal education) or SLIFE (Student with limited or interrupted formal education) These students:

- 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 math and
- c. Are preliterate in their native language. During the 2024-25 school year:

57% of these students were in high school

25.7 % of these students were in middle school

16.9 % of these students were in elementary

These students face unique circumstances, and they need to be served without placing them in classes with younger students, since forming relationships with peers is a factor that appears to improve academic outcomes. Attendance is also a key factor in determining future academic success.

► Students Experiencing Poverty

01 Current English Learners ●► 52.3%

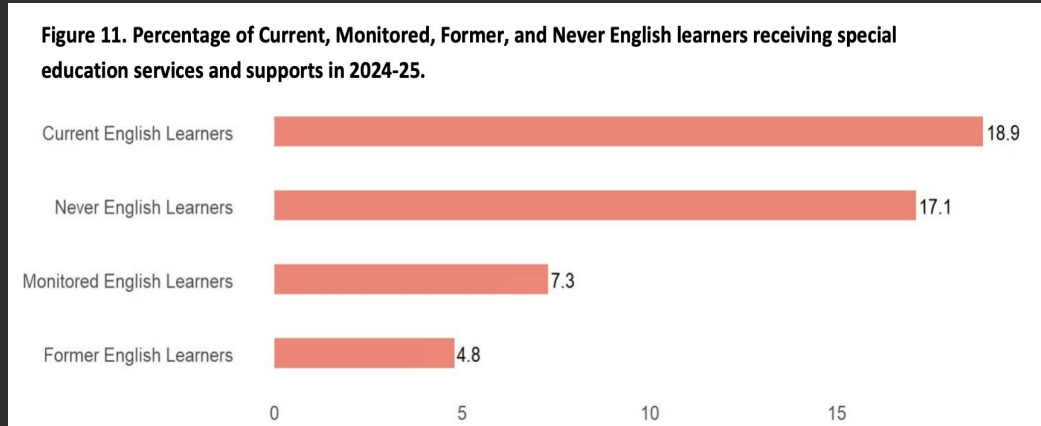
02 Monitored English Learners ●► 38.9%

03 Former English Learners ●► 37.7%

04 Never English Learners ●► 30.4%

Special Education Services

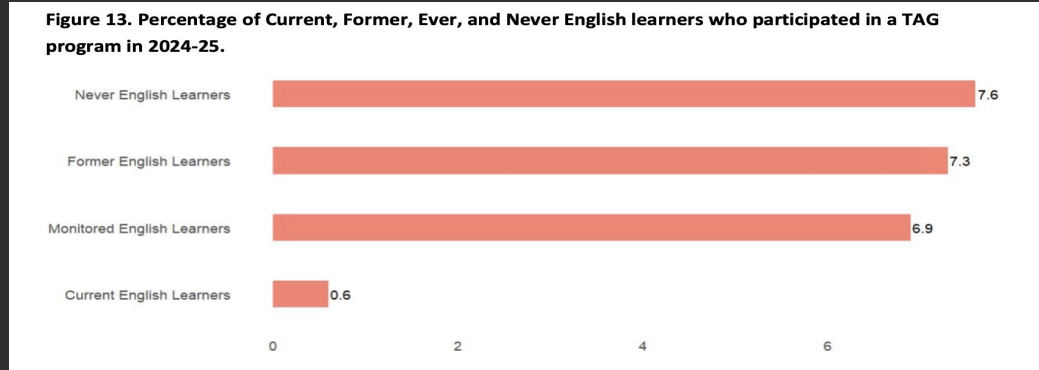
EL students continue to be overrepresented in special education programs. 18.9% of current EL students receive special ed services, while 17.1 % of never English learners receive this support.



These patterns highlight the importance of careful evaluation practices to differentiate language needs from learning disabilities.

TAG Identification

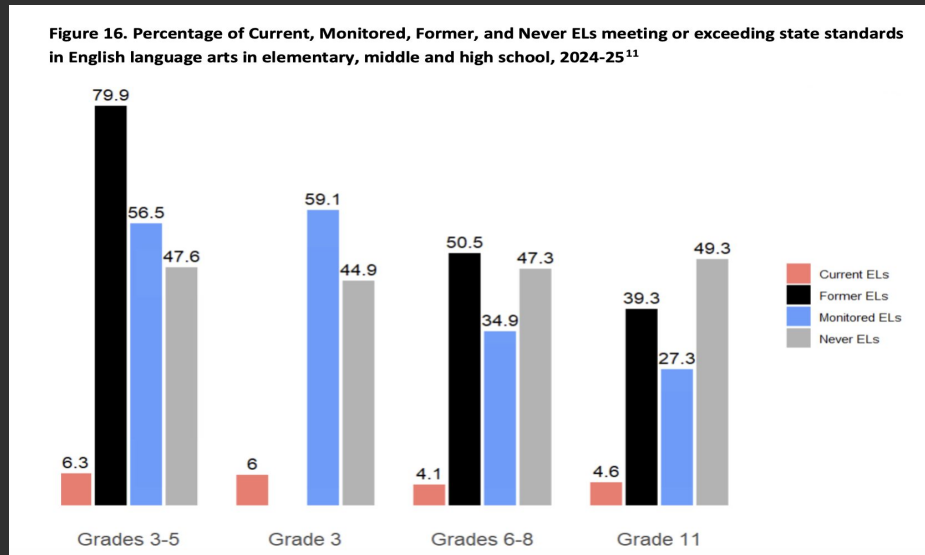
EL students continue to be under represented in TAG programs. 7.6% of Never English learners were identified for TAG services in 2024-25. While 7.3% of former ELs, 6.9% of monitored, and only .6% of current English learners were identified for TAG support. Never English learners were over 12 times more likely to be identified for TAG support than current EL's.



There is a constant need to be able to accurately and consistently identify EL's for TAG support. Often bilingualism, particularly in districts where the overall EL population is low, is seen as a deficit instead of an asset, and therefore student academic strength is overlooked.

Academic Outcomes: English Language Arts State Standards

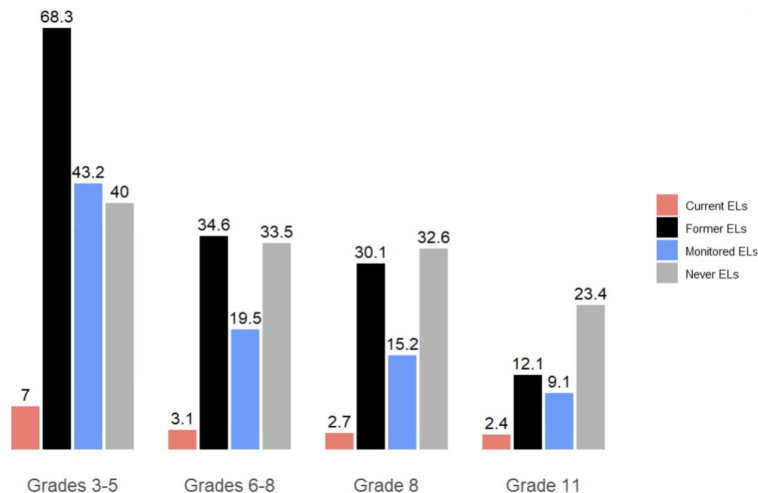
The ELA assessment can be especially challenging for ELs who are still developing proficiency. However, students who successfully exit EL status, especially in the early grades, can achieve or exceed proficiency rates higher than their Never EL peers (see Grades 6-8 below), underscoring the importance of effective EL instruction and support.



Academic Outcomes: Math State Standards

According to figure 17, the data reveal a persistent achievement gap in mathematics for Current EL's and indicate that early success among Former and Monitored ELs decreases over time, highlighting a need for improved instruction using proven strategies for multilingual learners throughout students' educational trajectories.

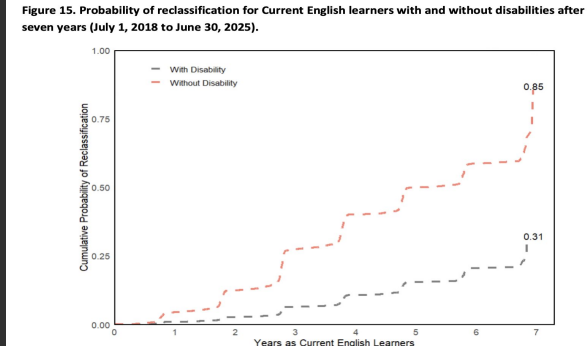
Figure 17. Percentage of Current, Monitored, Former, And Never ELs meeting or exceeding state standards in mathematics in elementary, middle and high school, 2024-25¹³



Long Term EL Students

This term is used for students who are unable to meet proficiency expectations in English. ODE defines long term current EL's as a student who received English language instruction, supports, and services in and ELD program for more than seven years.

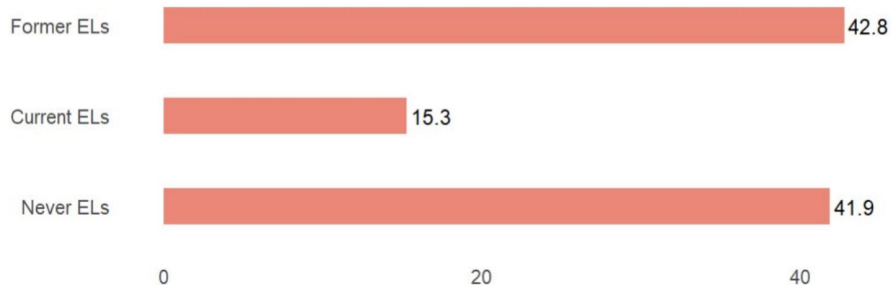
During the 2024-25 school year, 22.5% of current EL students were in this category. This is concerning, because EL proficiency is highly predictive of other academic challenges. In addition, 39.4% of current EL's with disabilities were long term EL's. Figure 15 shows the reclassification within 7 years of current EL's with and without disabilities.



Seal of Biliteracy

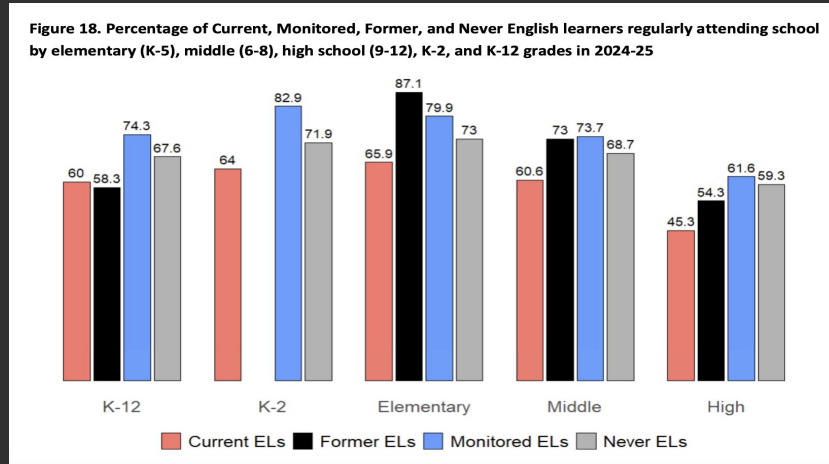
The Oregon State Seals of Biliteracy and Multiliteracy recognize student proficiency in two or more languages. Ever English learners represented a majority (58.1%) of Seal recipients, these findings also suggest that many multilingual students, particularly former English learners, may not be earning the Seal. This is an opportunity to expand awareness, access, and participation in the Seal of Biliteracy program among eligible students.

Figure 22. Percentage of Current, Former, and Never English learners graduating with the Seal of Biliteracy/Multiliteracy in 2024-25 (among all students who graduated with the Seal of Biliteracy)



Attendance

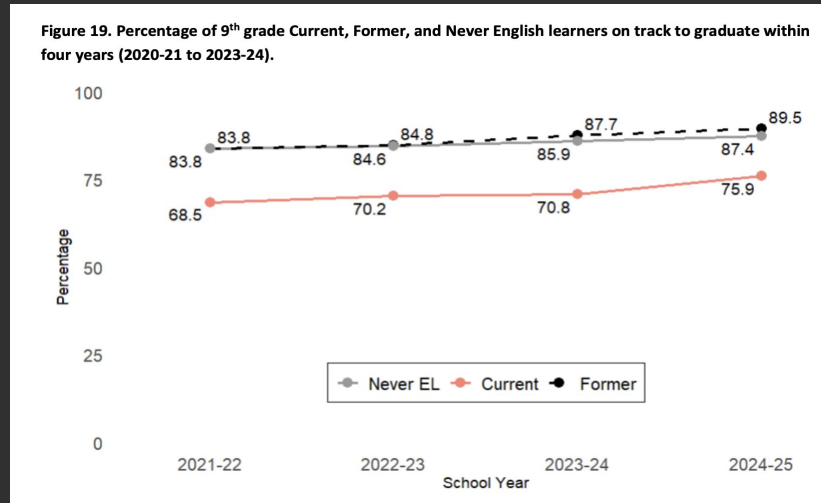
Current EL's consistently exhibit the lowest rates of regular attendance (calculated as attending 90% of the time) compared to former and never English learners. Students who have exited EL services, especially recently monitored ones, are more engaged with school in the earlier grades and are more likely to continue this attendance pattern in middle and high.



This highlights the need for targeted attendance interventions, particularly for current EL's whose engagement decreases most significantly in secondary grades.

Graduation Rates

According to figure 19, across all years, Former EL student consistently outperform current and never EL's in terms of being on track to graduate. Their rates rose steadily, marking a 5.7 percentage point increase over four years. Never ELs also demonstrated consistent improvement.



AP/IB Class and Career Tech Representation

English learners have limited access to many academic pathways that are essential for promoting equitable educational outcomes and long term success. Table 11 and 12 highlight the important disparity in access to these programs. Restrictive course placement policies, insufficient language support structures, and prevailing misconceptions about EL's academic readiness and potential are all factors that support systematic barriers, and fail to promote inclusive enrollment practices.

Table 11. The number and percentage of Current, Monitored, Former and never English Learners enrolled in an AP/IB class (2024-25)

Description	Count	Total Highschoolers	Percent
ELs in an AP/IB Class	17,65	15,164	11.6%
Former ELs in an AP/IB Class	5,488	17,439	31.5%
Monitored ELs in an AP/IB Class	738	3,104	23.8%
Never ELs in an AP/IB Class	34,923	140,604	24.8%

Table 12. The number and percentage of current, former, monitored, and never English Learners enrolled in a CTE class (2024-25)

Description	Students Enrolled	Total Highschoolers	Percent
ELs in a CTE Class	8,101	15,164	53.4%
Former ELs in a CTE Class	11,320	17,439	64.9%
Monitored ELs in a CTE Class	2,122	3,104	68.4%
Never ELs in a CTE Class	81,755	140,604	58.1%

A Sense of Belonging & Identity Representation

A growing body of research highlights the critical role that sense of belonging and identity representation in content plays in students emotional and academic wellbeing. Feeling welcomed, valued, and represented in their school communities is especially important given the additional cultural, linguistic, and social transitions they navigate. A strong sense of belonging can improve motivation, engagement and resilience. It is also linked to a better attendance, and higher academic achievement.

Figure 26. Response rates²⁰ (%) for identity representation in school assignments among Ever and Never English Learners (2024-25)

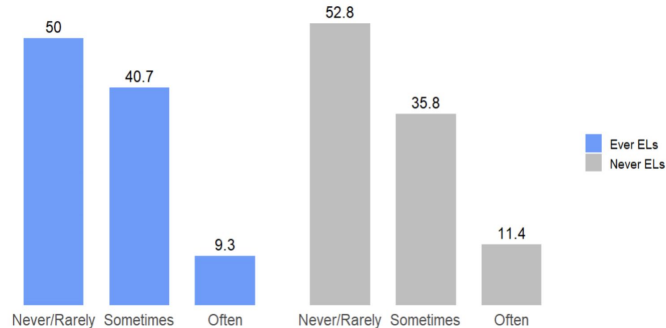


Figure 27. Response rates²¹ (%) for feeling welcome at school among Ever and Never English Learners (2024-25)

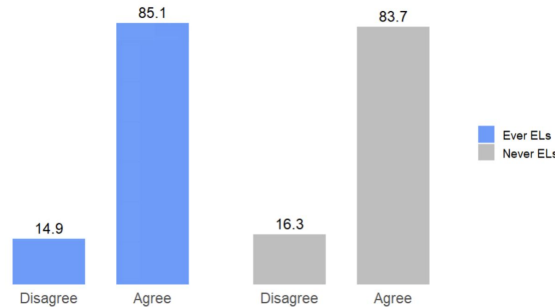
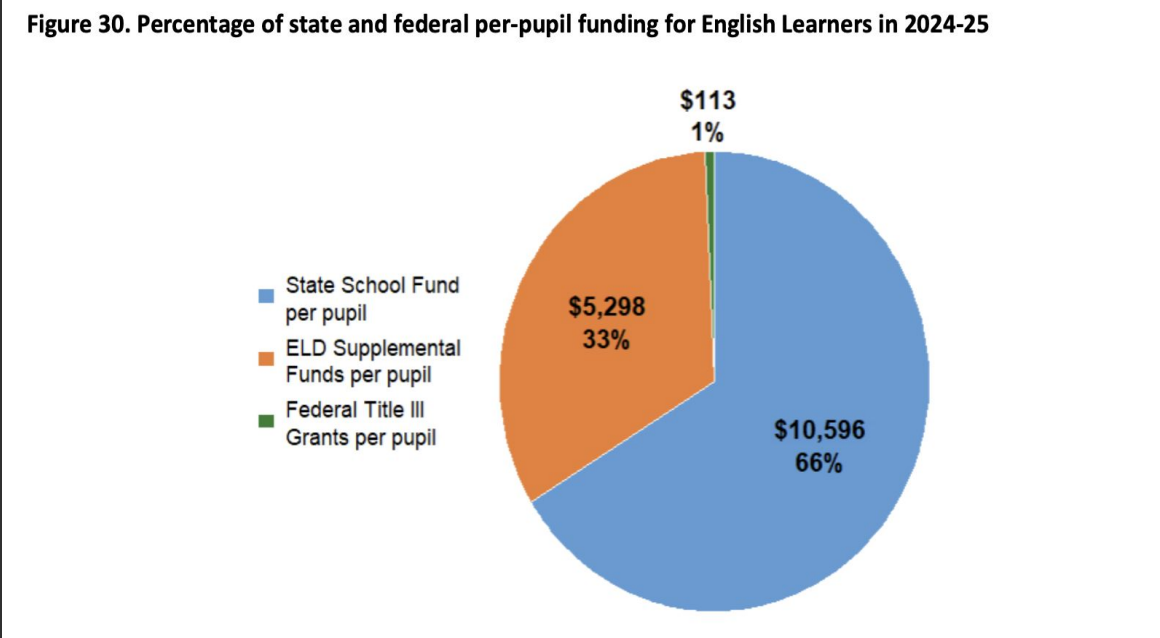


Figure 30 indicates, overall, about 99% of the funding allocated to English learners comes from the state, which in turn, reflects a string state-level commitment to education equity for English learner students.



Conclusion

Notable progress is evident in several areas. ELs that have exited EL services are increasingly earning the Seal of Biliteracy, graduating at higher rates than previous years, and enrolling in postsecondary education.

Despite these successes, the persistent gaps highlighted in this report represent the need for investment and reform. Current ELs face significant academic disparities. To begin to address these challenges, ODE has created an action plan, which can be accessed here:

[The Oregon Multilingual Learner Strategic Plan](#)

The plan emphasizes:

Community Engagement
Transformative Educators
Culturally Responsive Practices
Expanding Pathways to Academic Success
Fostering Inclusive School Environments
Enhancing Teacher Training

By leveraging the strategies in the plan, 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.

English Learners in Oregon

Annual Report 2024-25

June 2026



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

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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 purpose 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 the 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, and pathways to multilingualism to ensure equity and success for all multilingual learners in Oregon's public schools. The current English learner report is also available on [ODE's Public Transparency 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 alignment with ORS 327.016, it is important to recognize that these students are multilingual learners who bring valuable linguistic and cultural assets.

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 2024-25 school year¹. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2024-25 school year. (Monitored English learners are a subset of former English learners who are monitored for four years after exiting an ELD program.) 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 2024-25 school year.

Oregon's English learner population continues to grow, driven in part by increases in recently arrived students.

As of May 1, 2025, 539,521 students were enrolled in Oregon public schools and districts. Among those students, 12% were current English learners (64,525 students), 4% were former English learners (21,760 students), 3% were monitored English learners (16,285 students), and 81% were never English learners (436,951 students). Collectively, current, monitored, and former English learners (i.e., Ever English learners, constituting over 102,000 or 19% of students) represent an incredibly diverse student population in 2024-25. Guided by Oregon's vision for multilingual learners, this report highlights student demographics, academic

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.

outcomes, educational experiences, and opportunities for current, former, and monitored English learners across the state.

What's New in the 2024-25 Report

Several notable changes occurred in the English learner student population and outcomes during the 2024-25 school year:

- The number of current English learners increased to 64,525 students, a 3.2% increase from 62,522 students in 2023-24, while overall statewide enrollment declined to 539,521 students.
- The number of recent arrivers in Oregon has more than doubled over the past five years. In 2024-25, 10,353 current English learners were recent arrivers, representing the highest count observed during the six-year period examined. Most of this growth occurred during the last two school years.
- Ever English learners represented 19% of Oregon's student population, up slightly from 18.8% in 2023-24.
- The average expenditures-to-revenues ratio increased from 0.87 in 2023-24 to 0.95 in 2024-25.
- To support future alignment with Oregon Senate Bill 141 (2025), this report includes additional analyses related to third-grade English language arts achievement, eighth-grade mathematics achievement, regular attendance, and five-year completion rates.

The distribution of current English learners varied across grade levels and districts in Oregon during the 2024-25 school year. Woodburn School District served the highest percentage of current English learners, with 48.1% of students learning English in an ELD program as of May 1, 2025. On the other hand, 59 Oregon districts had less than 5% of their students learning English in an ELD program.

Other key features of the English learner student population in the 2024-25 school year include the following:

- Most current English learners were in elementary grades (55.3%) while the majority of former English learners were in high school grades (80.1%).
- Between 2019-20 and 2024-25, overall statewide enrollment declined by 6.7%, while the number of current English learners increased by 20.6%.
- The number of recently arrived current English learners (i.e., new immigrant students) increased by 56%, from 6,647 in 2023-24 to 10,353 students in 2024-25.
- Spanish was the predominant home language of current English learners (75.5%), but overall, there were 247 documented unique home languages (unchanged from the previous year) spoken by current English learners. Other prevalent languages include Russian, Chinese, Vietnamese, Ukrainian, Chuukese, and Arabic.
- Approximately 77% of current English learners were Latino/a/x, and 35% of Latino/a/x students were current English learners. A similar percentage of Native Hawaiian/Pacific Islander students (about 34%) were current English learners.

Current English learners were more likely to receive special education services and less likely to participate 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 (approximately 52, 39, and 38%, respectively, vs. 30%).
- A higher percentage of current English learners received special education services and supports compared to never English learners (about 19 vs. 17%); however, former and monitored English learners had lower rates (about 5 and 7%, respectively).
- About 9% of current English learners (5,869 students) received services in migrant education programs. Additionally, about 63% of the students in migrant education programs were current English learners, 15% were former English learners, and over 11% were monitored English learners. In total, 90% of students in migrant education programs were ever English learners.
- While across Oregon, 7.6% of never English learners participated in TAG programs, this figure was 7.3% for former English learners, 6.9% for monitored English learners, and just 0.6% 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 (ELs) are on track to attain English language proficiency. In 2024-25, approximately 62.5% of ELs in elementary grades (K-5) were on track to meet this goal. The percentage declined substantially in middle school (35.2%) and high school (27.9%), indicating that ELs in middle and high school grades were less likely to be on track to attain English language proficiency within seven years than ELs in elementary grades. Among ELs with disabilities, the percentages were considerably lower at every grade span, with only 10.7% of high school ELs with disabilities on track to attain English language proficiency.

Former English learners consistently met or exceeded state standards at the highest rates.

Although proficiency rates varied across student groups, English language arts (ELA) and mathematics achievement remained below 50% for many student groups and grade spans statewide. Current English learners had the lowest rates of meeting or exceeding state standards in both ELA and Mathematics across all grade levels in 2024-25. In ELA, only 6.3% of current ELs in grades 3-5 met or exceeded standards, compared to 79.9% of former ELs, 56.5% of monitored ELs, and 47.6% of never ELs. Similar patterns were observed in middle school and high school, where only 4.1% of current ELs in grades 6-8 and 4.6% of current ELs in grade 11 met or exceeded ELA standards.

A similar achievement gap exists in Mathematics. In grades 3-5, only 7.0% of current ELs met or exceeded standards, compared to 68.3% of former ELs, 43.2% of monitored ELs, and 40.0% of never ELs. In grades 6-8, only 3.1% of current ELs met standards, while in grade 11, just 2.4% met standards. Across both subjects and all grade spans, former English learners consistently met or exceeded state standards at the highest rates among current, former, monitored, and never English learner groups.

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

Former and monitored English learners had the highest rates of regular attendance across most grade spans in 2024-25. At the elementary level, 87.1% of former ELs and 79.9% of monitored ELs were regular attenders, compared with 73.0% of never ELs and 65.9% of current ELs. Similar patterns were observed in middle school, where monitored ELs (73.7%) and former ELs (73.0%) had higher attendance rates than never ELs (68.7%) and current ELs (60.6%).

Attendance declined for all student groups in high school, but the decline was most pronounced among current ELs. Only 45.3% of current ELs in grades 9-12 were regular attenders, compared with 54.3% of former ELs, 61.6% of monitored ELs, and 59.3% of never ELs. Across all grades (K-12), current ELs had the lowest regular attendance rate at 60.0%.

Among graduates, current English learners were more likely to earn a modified diploma.

Among students who graduated, former English learners earned regular diplomas at the highest rates. In the four-year cohort, 98.0% of former English learner graduates earned a regular diploma, compared with 96.1% of never English learner graduates and 90.5% of current English learner graduates. Current English learner graduates were more likely to earn a modified diploma, with 9.5% of four-year cohort graduates and 9.7% of five-year cohort graduates earning modified diplomas, compared with 2.0% and 1.8% of former English learner graduates, respectively.

Students designated as English learners in high school are less likely to enroll in post-secondary education than their peers.

Post-secondary enrollment rates for former English learners were comparable to those of never English learners. In 2022-23 (as reported in 2024-25), 55.2% of former ELs enrolled in a post-secondary institution within 16 months of high school graduation, compared with 56.0% of never ELs. Current English learners enrolled at substantially lower rates relative to their population, with only 33.4% continuing to post-secondary education. Across the six years examined, former ELs consistently enrolled in post-secondary education at rates similar to or slightly higher than never ELs, while current ELs enrolled at markedly lower rates.

The average expenditures-to-revenues ratio increased in 2024-25.

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 2024-25, this ratio is 0.95, which is higher than 0.87 for 2023-24.

Introduction

In the 2024-25 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 19.0% of all students enrolled in Oregon public schools and districts (as of the first school day in May 2025). 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 the [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 State 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 describes 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. Senate Bill 141 (2025) further amended ORS 327.016 to require reporting on English learner progress toward statewide performance growth targets, including measures related to academic achievement, attendance, and completion outcomes. 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 is the 2024-25 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 the 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.

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 2024-25 school year². Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program over four years prior to the 2024-25 school year. (Monitored English learners are a subset of former English learners who are monitored for four years after exiting an ELD program.) 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 designated to receive English language instruction, supports, and services in an ELD program before or during the 2024-25 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 reports issued in previous years. These changes are informed by Oregon's [Multilingual Learner Strategic Plan](#), which envisions educational systems where multilingual learners are valued for the rich languages, cultures, lived experiences, and knowledge they bring to Oregon schools and communities. Consistent with that vision, this report highlights student demographics, academic outcomes, educational experiences, and opportunities for current, former, and monitored English learners across the state. The report also reflects the Strategic Plan's priority areas of authentic and responsive community engagement, systems and instructional improvements, transformative educators and administrators, and pathways to multilingualism. To that end, where appropriate, this report provides comparisons to never English learners (i.e., students not eligible to receive services through an ELD program). Additionally, monitored English learners are now distinguished from former English learners. New sections on

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.

Dual Language Bilingual Education (DLBE) programs, access to core content, and students' sense of belonging have also been added.

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).

Similar to last year, this report provides insights into student academic outcomes in English language arts (ELA) and Mathematics. In addition, consistent with amendments to ORS 327.016 resulting from Oregon Senate Bill 141, the report includes information on newly established performance growth target indicators, including 3rd grade ELA achievement, 8th grade mathematics achievement, kindergarten through second-grade regular attendance, K-12 regular attendance, and five-year completion rates for multilingual learners and their peers. To provide additional context, Oregon has established statewide performance growth targets for the 2029-30 school year, including 82.0% for kindergarten through grade 2 attendance, 78.3% for kindergarten through grade 12 attendance, 52.6% for third-grade English language arts proficiency, 52.0% for eighth-grade mathematics proficiency, 94.9% for ninth-grade on-track status, 92.3% for four-year graduation, and 95.4% for five-year completion. These targets reflect the long-term outcomes Oregon is working toward achieving statewide.

Finally, districts can access district-level English learner demographic and outcome data for the 2024-25 school year through the [District Data Profiles](#); however, the profiles do not currently include all the new statewide accountability indicators discussed in this report.

Section 1: Demographics of English Learners in Oregon in 2024-25

Almost one in five Oregon students has been designated as an English learner. As of the first school day in May 2025, 539,521 students were enrolled in Oregon public schools and districts. Among those students, 12.0% were current English learners (64,525 students), 4.0% were former English learners (21,760 students), 3.0% were monitored English learners (16,285 students), and 81.0% were never English learners (436,951 students). Current, monitored, and former English learners, collectively referred to as ever English learners, represented 19.0% of all students (102,570 students) in 2024-25. 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

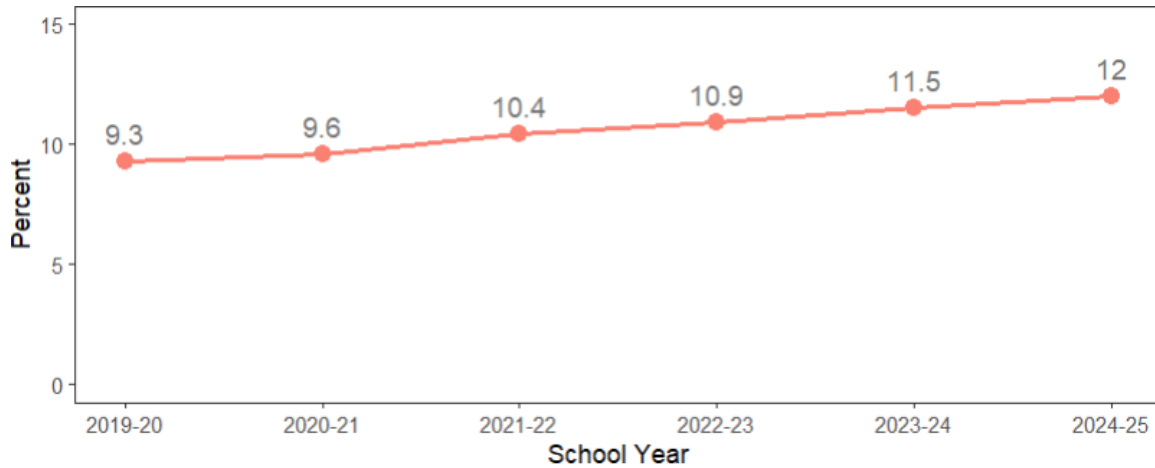
Comparisons between current, monitored, former, and ever English learners are useful to understand the experiences and outcomes of English learners over time, and to counter misperceptions about English learner achievement. Current English learners tend to perform at lower levels while still developing 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, Linqianti, Hakuta, & August, 2013).

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, and 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. Figure 1 shows the increasing percentage of current English learners from the 2019-20 to 2024-25 school years⁴.

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.

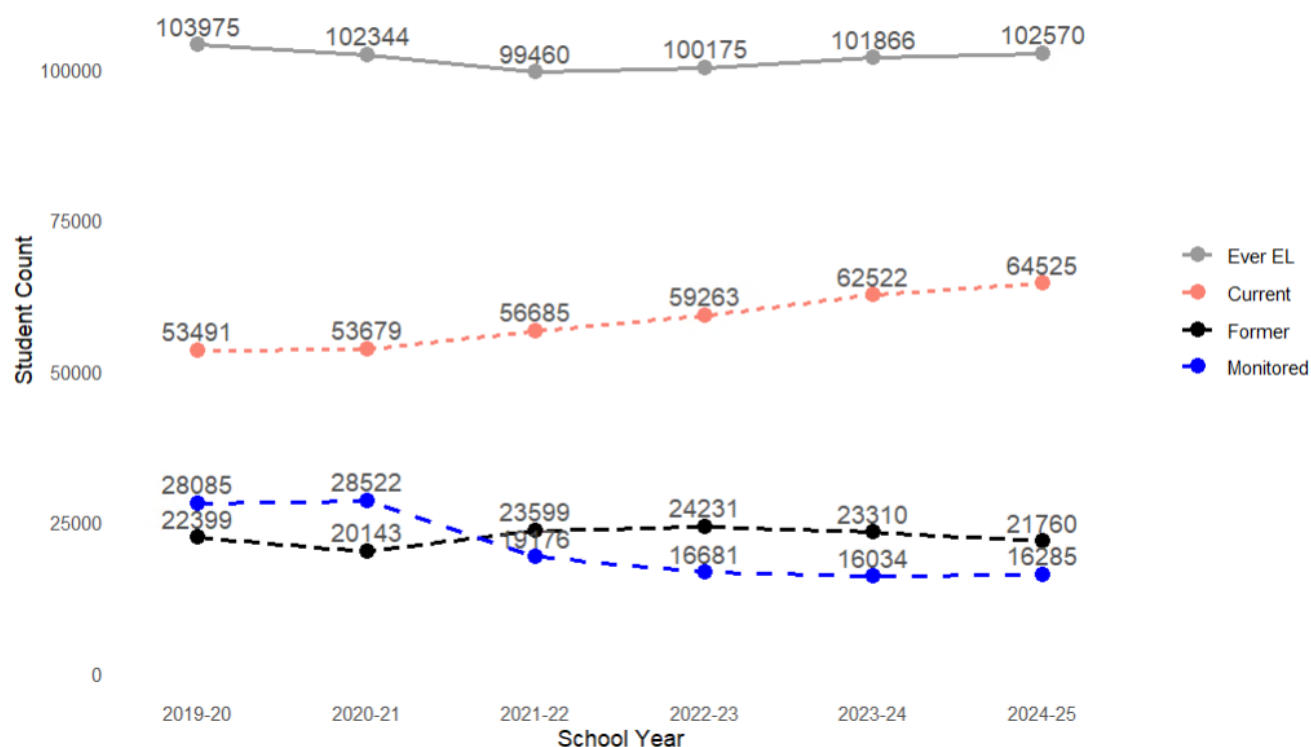
Figure 1. Percentage of all Oregon students who were Current English Learners (2019-20 to 2024-25)



Although a relatively small proportion of students in 2024-25 were former (21,760; 4%) or monitored (16,285; 3%) English learners, these remain important student groups for continued support and monitoring. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2024-25 school year. Monitored English learners are a subset of former English learners who are monitored for four years after exiting EL services. Research suggests that, even after attaining English proficiency, some former English learners may continue to need support in developing high levels of academic English necessary for success in school. Consistent with this need, ODE's Title III monitoring process includes reviewing how districts monitor the progress of former English learners and support their continued academic success.

Although the composition of the English learner population has changed over time, Oregon has maintained a relatively stable population of more than 100,000 ever English learners (current, former, and monitored English learners combined) over the past six 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 about 104,000 in 2019-20 and, following a decline and increase for a few years, reaching over 102,000 students in 2024-25.

Figure 2. Number of Current, Monitored, Former, And Ever English Learners in Oregon (2019-20 to 2024-25)

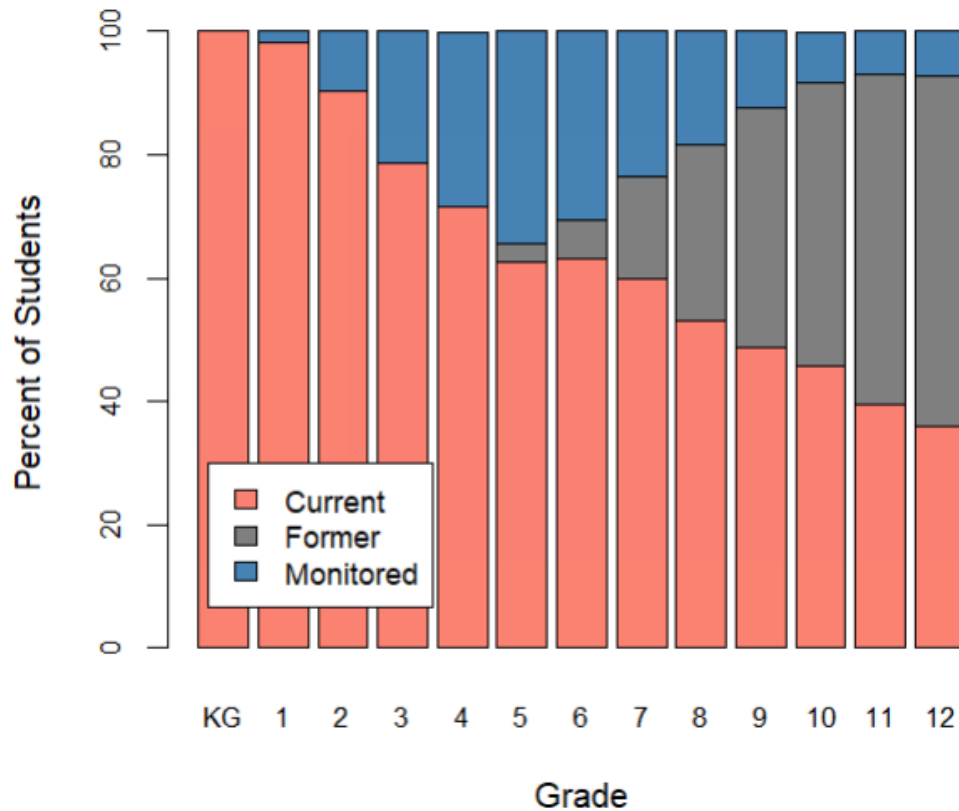


The majority of current English Learners were in the elementary grades.

Figure 3 illustrates the distribution of current English learners, former English learners, and monitored English learners across grade levels. In the early grades, nearly all ever English learners were classified as current English learners, with monitored English learners accounting for 100% of ever English learners in Kindergarten, 98.1% in Grade 1, and 90.3% in Grade 2. This population is not static, and each grade includes newcomers who may have schooling experiences from outside of the United States.

As students progress through elementary and middle school, the proportion of current English learners steadily declines while the percentages of former English learners and monitored English learners increase, reflecting students who have attained English proficiency and exited English learner services. By Grade 8, current English learners represented 53.2% of ever English learners, while former and monitored English learners combined accounted for 46.8%. By high school, current English learners comprised less than half of ever English learners, declining to 36.0% by Grade 12, while former and monitored English learners together represented 64.0%. This is because students attain English proficiency as they progress through the K-12 system and transition into monitored or former English learner status.

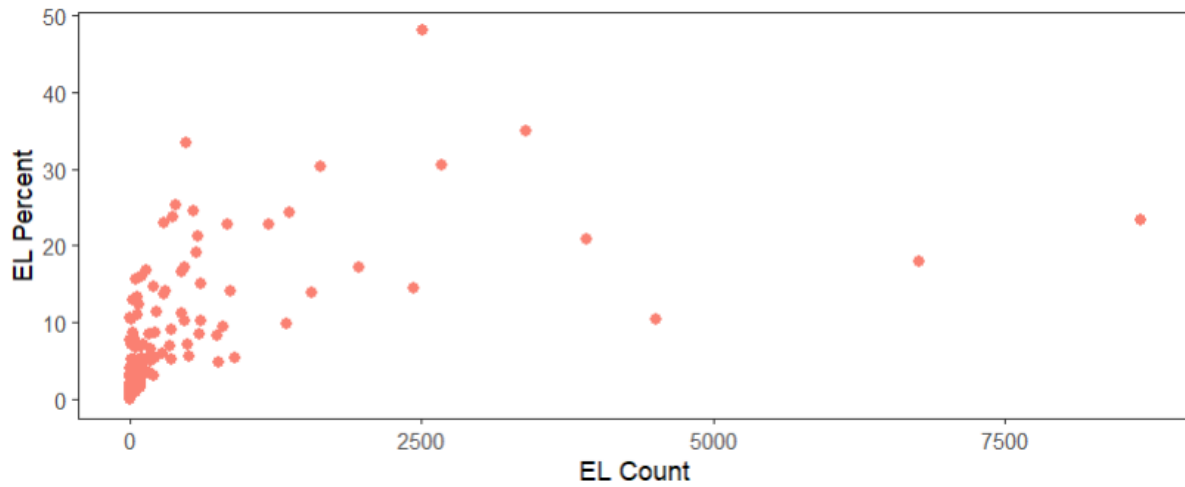
Figure 3. Comparison of the percentage of Current, Monitored, and Former English learners by grade in 2024-25



English Learner enrollment varied across Oregon districts.

Oregon has 197 school districts, and 80% of them are serving students designated as English learners. In 2024-25, 155 districts provided English language instruction, supports, and services to current English learners. Of these districts, 132 districts serving current English learners accessed federal Title III funding either directly or through a consortium, which in 2024-25 provided an additional \$113 per student for supplemental English learner services. In contrast, 42 districts in Oregon did not have any enrolled English learners.

Figure 4 shows the distribution of current English learners across Oregon districts in 2024-25. There were eight districts with more than 2,000 current English learners. The figure illustrates substantial variation across districts in both the number and percentage of current English learners. While most districts served relatively small numbers of English learners and had English learner percentages below 10%, a smaller number of districts served either large numbers of English learners, high concentrations of English learners, or both. Notably, districts with the highest percentages of English learners were not always the districts with the largest English learner enrollments.

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

A sizable proportion of Oregon districts did not have any current English learner enrollments in 2024-25. The 42 districts not currently serving English learners tended to be small in overall population (median 108 students).

The variation in English learner's population across districts is also evident in Table 1, which shows the 10 districts with the highest numbers of current English learners.

Table 1. Districts with the highest number of Current English learners in 2024-25

District Name	Number of Current English Learners	Percentage of Current English Learners
Salem-Keizer SD 24J	8,663	23.4
Beaverton SD 48J	6,761	18
Portland SD 1J	4,514	10.5
Hillsboro SD 1J	3,909	20.9
Reynolds SD 7	3,397	34.9
David Douglas SD 40	2,677	30.6
Woodburn SD 103	2,508	48.1
North Clackamas SD 12	2,432	14.5
Gresham-Barlow SD 10J	1,966	17.3
Centennial SD 28J	1,638	30.4

In addition, Table 2 shows the 10 districts with the highest percentages of current English learners. Several districts, including Woodburn SD, Reynolds SD, David Douglas SD, Centennial SD, and Salem-Keizer SD, appear on both lists. This indicates that these districts not only serve large numbers of current English

learners, but that current English learners also comprise a substantial share of their overall student populations. Notably, nearly half of all students in Woodburn SD (48.1%) were current English learners, while current English learners represented more than one-third of students in Reynolds SD (34.9%) and approximately one-third of students in David Douglas SD (30.6%) and Centennial SD (30.4%).

Table 2. Districts with the highest percentage of Current English learners in 2024-25.

District Name	Number of Current English Learners	Percentage of Current English Learners
Woodburn SD 103	2,508	48.1
Reynolds SD 7	3,397	34.9
Umatilla SD 6R	487	33.4
David Douglas SD 40	2,677	30.6
Centennial SD 28J	1,638	30.4
Milton-Freewater Unified SD 7	391	25.4
Morrow SD 1	544	24.5
Forest Grove SD 15	1,373	24.3
North Marion SD 15	373	23.8
Salem-Keizer SD 24J	8,663	23.4

The number of recently arrived English learners increased substantially during the last two school years.

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.

The number of recent arrivers in Oregon has doubled in the past five years. In 2024-25, 10,353 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 arrivals in Oregon (2019-20 to 2024-25).

Most recently arrived English Learners (over 54%) were in the elementary grades, while about 21% were in grades 6-8 and over 24% were in high school. Current English learners who are recent arrivals 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 arrivals 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 2024-25 was 6,850. Five Oregon districts with the largest population of adolescent current EL newcomers in 2024-25 are shown in Table 3.

Table 3. Districts with the largest population of EL adolescent newcomers in 2024-25.

District	Number of Adolescent Newcomers (Recently Arrived Current English Learners in Middle or High School)
Salem-Keizer SD 24J	577
Beaverton SD 48J	501
Portland SD 1J	436
David Douglas SD 40	373
Hillsboro SD 1J	256

In 2024-25, districts reported over 1,000 current English learners had experienced interruptions in their education.

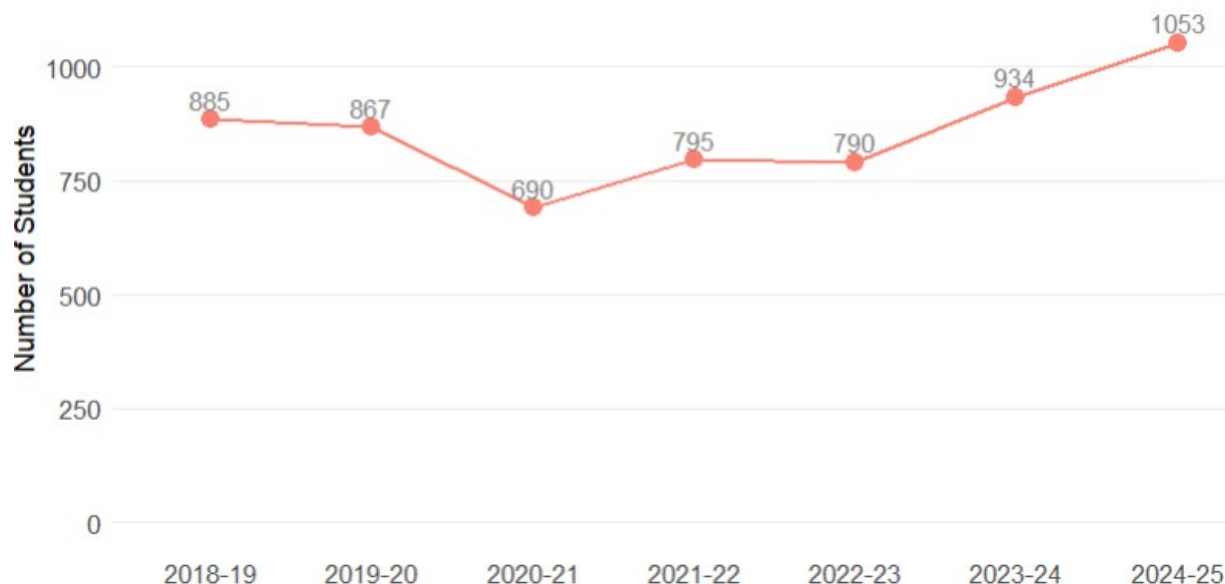
Some current and former English learners had their education interrupted or received limited formal education before arriving in the U.S. school system. Often, these were immigrant or refugee students who had spent time in refugee camps or whose process of immigration to the U.S. prevented them from attending school for a period of 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).

ODE began collecting data on the number of students with limited or interrupted formal education in 2015-16. For the 2024-25 school year, districts reported 1,053 current English learners with limited or interrupted formal education (over 1.6% of all current English learners). As figure 6 illustrates, the number of current English learner students with limited or interrupted formal education decreased from 2018-19 to 2022-23 but increased in 2023-24 and 2024-25.

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

Figure 6. Number of Current English learners with an interrupted formal education (2018-19 to 2024-25).

Most students with limited or interrupted formal education were in high school (over 57%). Another 25.7% were in the middle school grades (grades 6-8), and only 16.9% were in the elementary grades.

In 2024-25, 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. Table 4 identifies districts that provided English language instruction, supports, and services to at least 20 current English learners with limited or interrupted formal education in 2024-25. These districts alone enrolled the majority of all SLIFE students in Oregon. Note that some of the districts serving many adolescent newcomers (see Table 3) also enroll a significant number of current English learners with interrupted formal education (e.g., Portland and Beaverton).

Table 4. Districts serving at least 20 Current English learners with interrupted formal education in 2024-25

District	Number of Current English Learners with Limited or Interrupted Formal Education
Hillsboro SD 1J	454
Beaverton SD 48J	143
McMinnville SD 40	79
Portland SD 1J	74
Hermiston SD 8	61
Woodburn SD 103	35
David Douglas SD 40	27
South Lane SD 45J3	23

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

Statewide, current English learners spoke over 247 different languages at home. By far the most prevalent home language among Oregon current English learners was Spanish, spoken at home by over 75% 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% 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 2024-25, districts⁶ reported an unidentified home language (listed as '*other languages*' in Table 5) for 861 English learners, suggesting a need for continued training and support in this area.

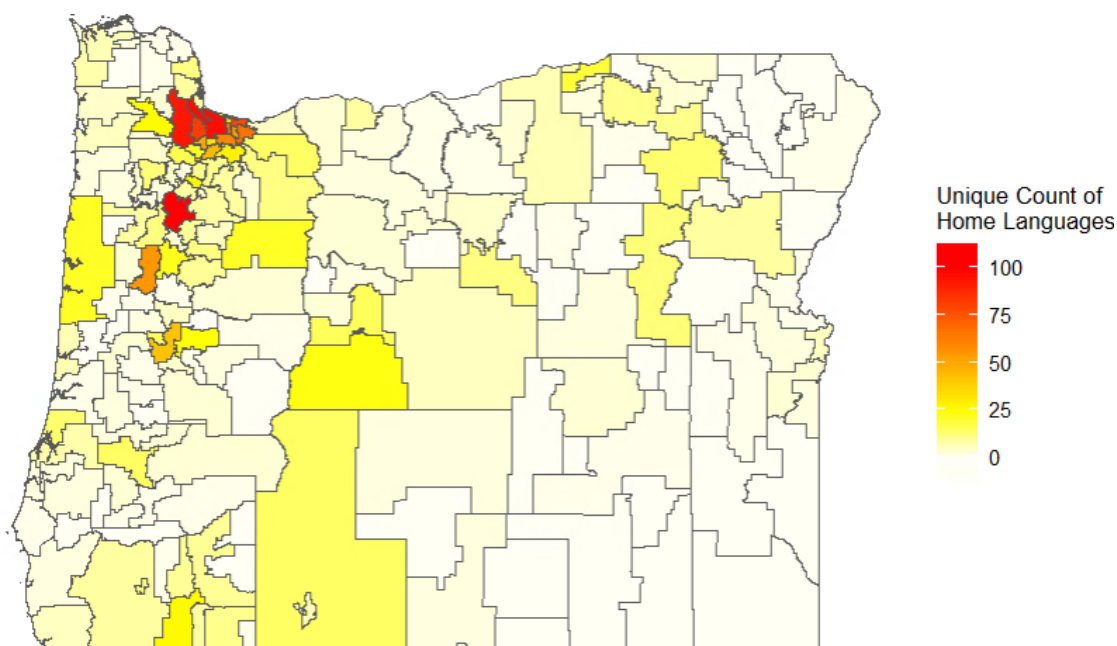
Table 5. Most prevalent home languages among current English learners in 2024-25.

Language	Number of Current English Learners with this Language	Percentage of Current English Learners with this Language
Spanish	48,740	75.50%
Russian	1,605	2.50%
Chinese	1,233	1.90%
Vietnamese	1,191	1.80%
Ukrainian	896	1.40%
Other languages	861	1.30%
Chuukese	835	1.30%
Arabic	820	1.30%
Somali	545	0.80%

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, Centennial SD 28J, Coos Bay SD 9, Corvallis SD 509J, David Douglas SD 40, Eagle Point SD 9, Estacada SD 108, Eugene SD 4J, Greater Albany Public SD 8J, Gresham-Barlow SD 10J, Hillsboro SD 1J, Hood River County SD, Klamath County SD, Lake Oswego SD 7J, Lincoln County SD, McMinnville SD 40, Mitchell SD 55, Morrow SD 1, Mt. Angel SD 91, North Clackamas SD 12, Oregon City SD 62, Oregon Trail SD 46, Parkrose SD 3, Pendleton SD 16, Portland SD 1J, Prairie City SD 4, Redmond SD 2J, Reynolds SD 7, Riverdale SD 51J, Salem-Keizer SD 24J, Scio SD 95, Siuslaw SD 97J, Springfield SD 19, Tigard-Tualatin SD 23J, Warrenton-Hammond SD 30, and Woodburn SD 103.

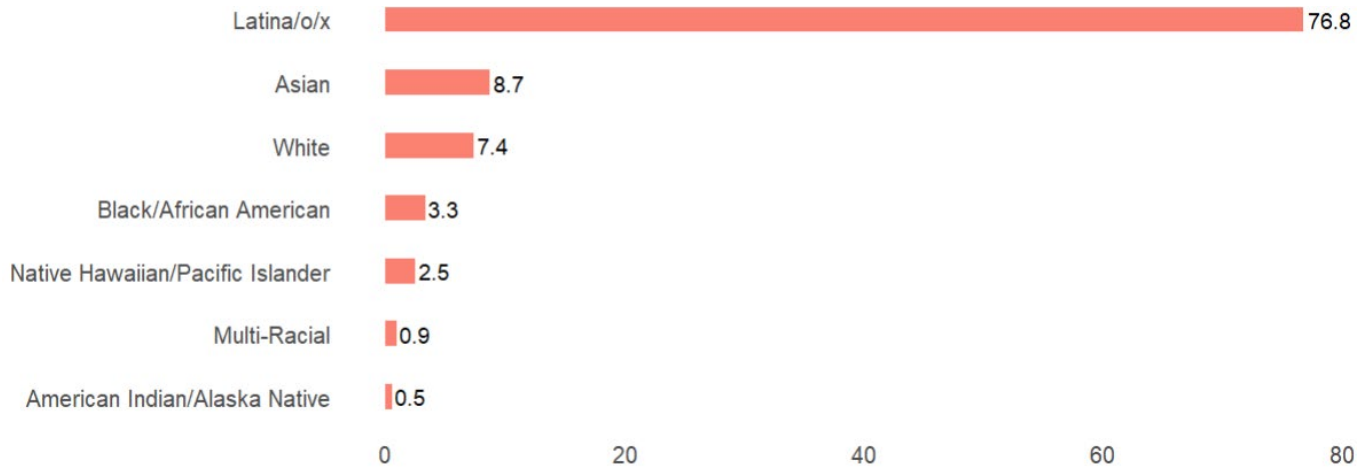
Figure 7. Geographic distribution Current English learner home languages across Oregon districts during 2024-25



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

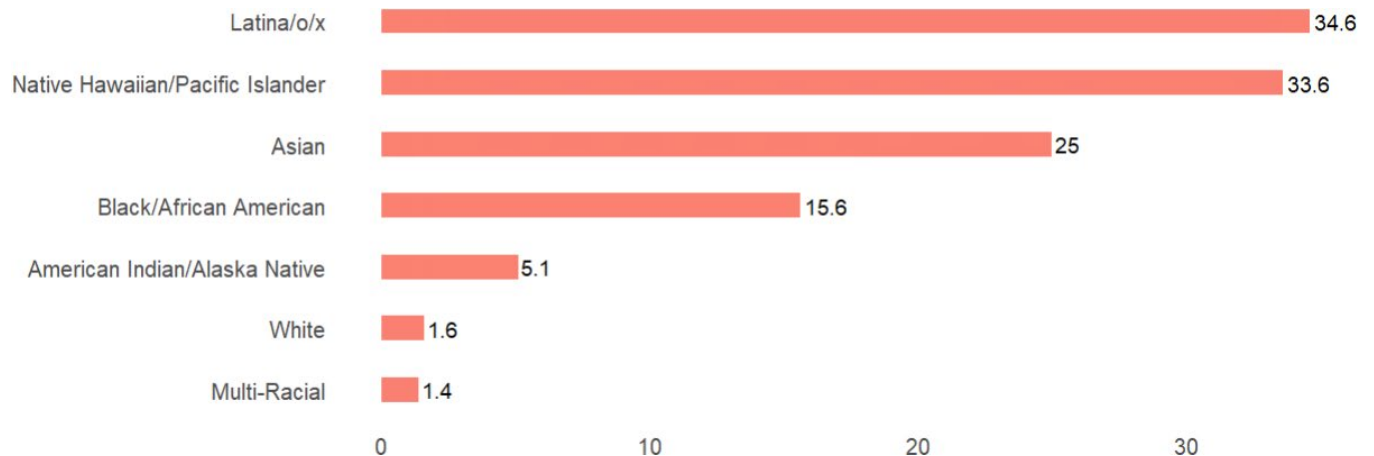
In the 2024-25 school year, Oregon served 64,525 current English learners (ELs), the vast majority of whom—49,555 students, or 76.8%, identified as Latina/o/x. This reflects the continuing trend in Oregon and nationally, where Latina/o/x students make up the largest share of the English learner population. Asian students comprised the second-largest racial/ethnic group among English learners at 8.7%, followed by White students at 7.4%. Other racial and ethnic groups were represented in smaller proportions: Black/African American students accounted for 3.3% of current English learners, while Native Hawaiian/Pacific Islander students made up 2.5%. Students who identified as multi-racial represented 0.9%, and American Indian/Alaska Native students accounted for 0.5% of the English learner population. These data highlight the linguistic and cultural diversity of Oregon’s English learner community, while also emphasizing the high representation of Latina/o/x students in English learner 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 English learner population and may face different access or inclusion challenges in school systems.

Figure 8. Percentage of Current English learners by race/ethnicity in 2024-25.



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 34.6% of Latina/o/x students were current English learners in 2024-25. Moreover, 33.6% of Native Hawaiian/Pacific Islander students were current English learners.

Figure 9. Percentage of each racial/ethnic group who were Current English learners in 2024-25.



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 2024-25 school year.

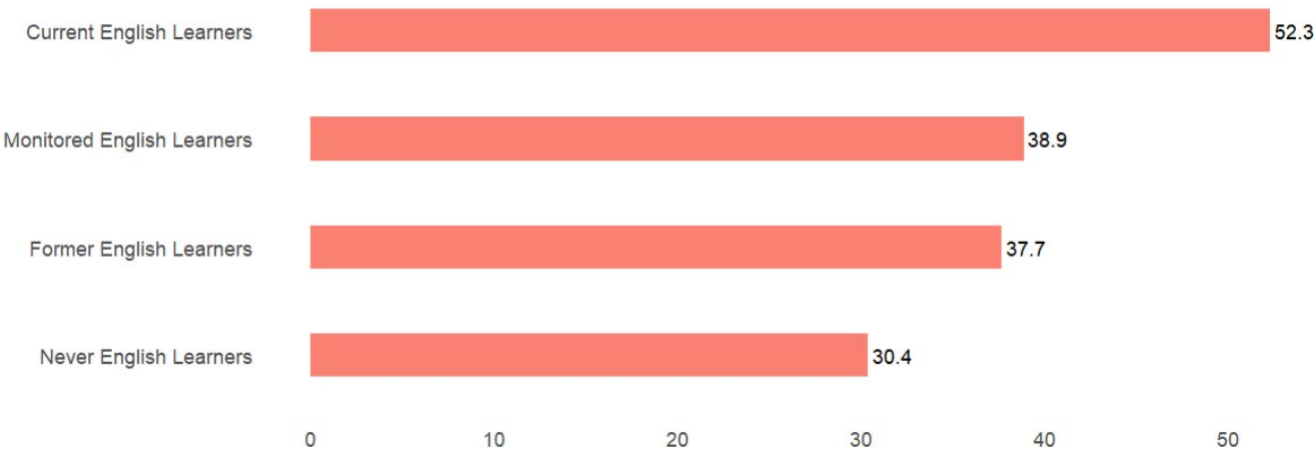
Students Experiencing Poverty

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).

Since the 2023-24 school year, 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 within four English learner groups for the 2024-25 school year. The data reveal that Current English Learners are the most affected, with 52.3% identified as experiencing poverty, followed by Monitored English Learners (38.9%) and Former English Learners (37.7%). The group with the lowest SEP rate is Never English Learners, at 30.4%.

Figure 10. Percentage of Current, Monitored, Former, and Never English learners experiencing poverty in 2024-25.



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 development and special education).

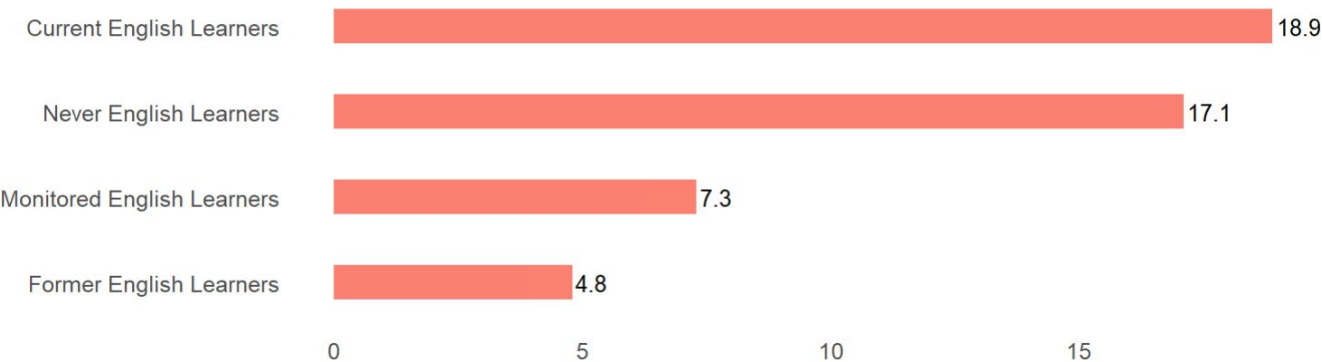
There is some concern in the field about the difficulty of accurately identifying current English learners who may need special education services and supports. Because students are simultaneously developing English proficiency and academic skills, it can be challenging to distinguish language acquisition processes from disability-related needs. As a result, some students may be incorrectly identified for special education services, while others with genuine disabilities may not be identified in a timely manner. These identification

challenges are present not only in Oregon but across the U.S. (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.

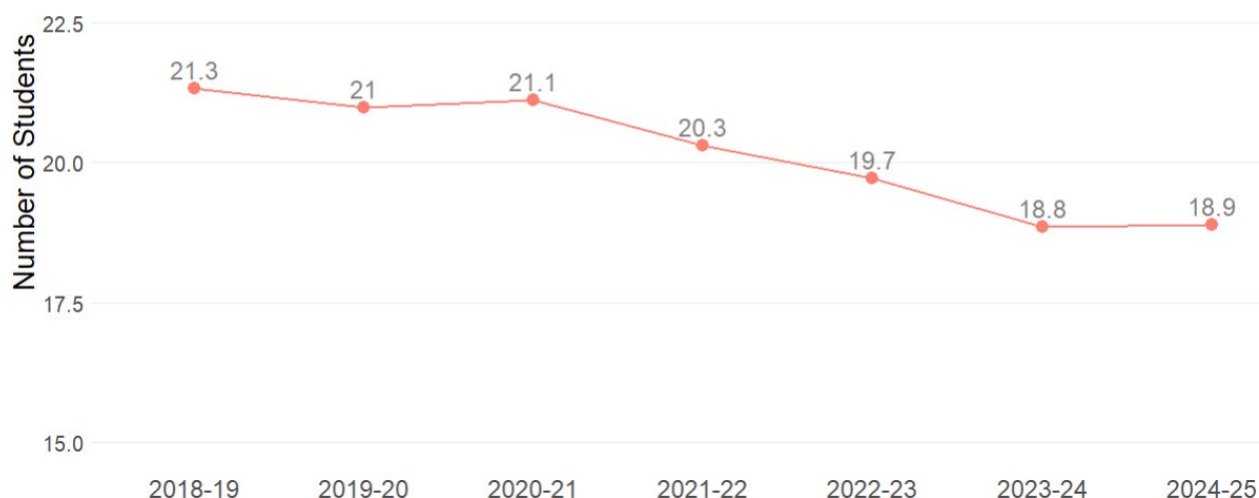
Figure 11 shows the percentage of English learner subgroups receiving special education services in Oregon during the 2024-25 school year. Current English learners had the highest rate at 18.9%, followed by never English learners at 17.1%. Monitored English learners and former English learners had lower rates, at 7.3% and 4.8%, respectively. While current English learners had a slightly higher rate of special education participation than never English learners, the two groups had broadly similar rates. In contrast, former and monitored English learners had substantially lower rates. These patterns highlight the importance of careful evaluation practices to distinguish language acquisition needs from disability-related needs.

Figure 11. Percentage of Current, Monitored, Former, and Never English learners receiving special education services and supports in 2024-25.



The percentage of current English learners receiving special education decreased in 2024-25.

In 2024-25, 12,187 current English learners (18.9%) were receiving special education supports and services. Despite their higher rate of identification for special education services, the percentage of current English learners receiving special education services and supports remained relatively stable compared to the previous year, increasing slightly from 18.8% in 2023-24 (see Figure 12).

Figure 12. Percentage of Current English learners receiving special education services and supports (2018-19 to 2024-25).

Most current English learners with a disability in 2024-25 had a Specific Learning Disability (3,748 students) or a Speech/Language Impairment (2,625 students) as their primary disability. Other primary disabilities, with 100 or more current English learners in 2024-25, 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 4.1% (2,625 students) of dually identified current English learners reported a Speech/Language Impairment, which remains over 1 percentage point higher than the rate observed among never English learners (about 3.0%).

Table 6. Primary disabilities involving 100 or more current English learners in 2024-25.

Disability Type	Number of Current English Learners	Percent of Current English Learners
Specific Learning Disability	3,748	5.8
Speech/Language Impairment	2,625	4.1
Autism Spectrum Disorder	1,459	2.3
Other Health Impairments	1,161	1.8
Developmental Delay 3-9yr	881	1.4
Intellectual Disability	697	1.1
Emotional Behavior Disability	290	0.4
Deaf or Hard of Hearing	174	0.3

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 experience 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 can receive supports necessary to succeed academically.

Over 9% of current English learners received services from Migrant Education Programs in 2024-25.

Oregon has one of the largest migratory student populations nationally. As of the first school day in May 2025, 5,869 current English learners participated in MEPs. That number translates to 9.1% of all current English learners. It also means that more than half (63.2%) of the 9,287 students in MEPs were current English learners in 2024-25. Moreover, 15.6% of students in MEPs were former English learners, and 11.2% were monitored English learners. Overall, 90% of the 9,287 students who were identified for services from MEPs were ever English learners.

During the 2024-25 school year, Oregon's MEP was administered by 18 local subgrantees, known as MEP Regions. This program is federally funded through Title I, Part C for migrant education, and regional programs receive federal funds based on federal and state allocation formulas for the local identification of migratory students and provision of MEP services in approximately 117 districts across the state. In 2024-25, Salem-Keizer SD had the largest number of migratory English learners in the state, with 958 students, followed by Southern Oregon ESD, which had 803 migratory English learners (see Table 7).⁷

⁷ In the 2024-25 school year, Oregon identified a total of 12,810 migratory students for the Migrant Education Program, as identification and provision of services with Title I-C funds continue throughout the summer session.

Table 7. Regions that participated as subgrantees of migrant education programs as of the first school day in May 2025.

MEP Regions	Current English Learners identified for MEP
Salem-Keizer SD	958
Southern Oregon ESD	803
Intermountain ESD	622
Willamette ESDL/Linn/Benton/Lincoln/Polk/Yamhill Counties	431
Woodburn	405
Lane ESD/Douglas County	371
Forest Grove SD	300
Hillsboro SD	278
Hood River County	254
High Desert ESD/ Wheeler Counties	248
Columbia George ESD	229
Beaverton SD	229
East Multnomah County	203
Clackamas ESD	176
Ontario/Annex SDs	154
Northwest Regional ESD/Carlton SD	105
Nyssa	91
Non-project Areas	12

Talented and Gifted

Research suggests that multilingual learners may possess strengths and talents that are not always recognized through traditional gifted identification processes. Nationally, English learners have historically been underrepresented in gifted and talented programs, prompting researchers and educators to examine more equitable approaches to identifying gifted potential among multilingual learners (Mun et al., 2021). Understanding participation in TAG programs among English learners can help districts ensure that advanced learning opportunities are accessible to all students. 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 TAG 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 multilingual learners may demonstrate giftedness in ways that are not always recognized through traditional

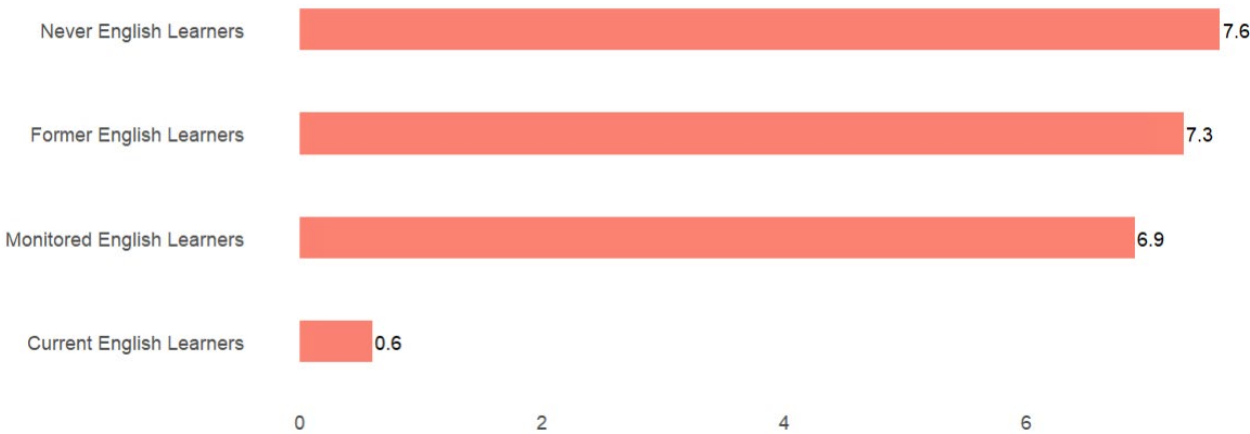
⁸ These instructional services mainly include services to students identified as TAG in general education classrooms (push-in/full inclusion).

identification processes. English learners may be overlooked for TAG services when language proficiency is mistaken for a lack of advanced academic potential, resulting in underrepresentation in gifted programs (Mun et al., 2021). Ensuring equitable identification practices helps districts recognize the strengths, talents, and academic potential of multilingual learners and provide them with appropriate advanced learning opportunities. Findings from ODE suggest that approximately 10% of TAG students drop out of high school (Allen, 2016).

Current English Learners were rarely identified for TAG Services.

According to Figure 13, 7.6% of never English learners (34,311 students) were identified for TAG services in 2024-25. While 7.3% of former English learners were identified (1,583 students), 6.9% of monitored English learners were identified (1,123 students), and only 0.6% of current English learners were identified for TAG programs in 2024-25 (397 students). Never English learners were over 12 times more likely to be identified for TAG programs than current English learners in 2024-25.

Figure 13. Percentage of Current, Former, Ever, and Never English learners who participated in a TAG program in 2024-25.



Section 3: Language Development and Performance on State Assessments

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 never English learners 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).

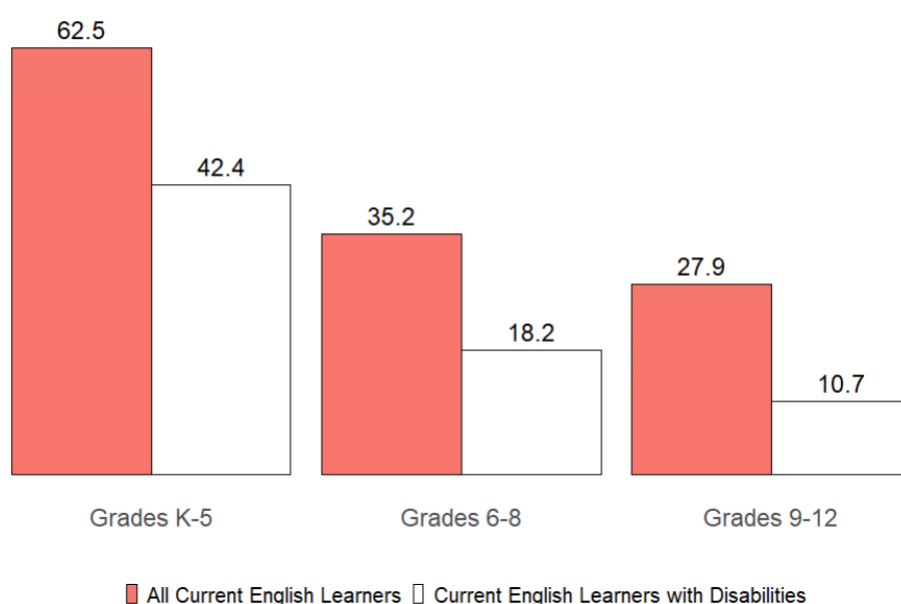
Progress Towards English Language Proficiency

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, ODE monitors whether current English learners are on track to attain English language proficiency using a trajectory expectation model. Under this model, most current English learners are expected to attain English language proficiency within seven years, while

students with disabilities and/or limited or interrupted formal education are expected to attain proficiency within eight years. 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 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 students with limited or interrupted formal education (SLIFE) 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 Oregon's ESSA Consolidated State Plan (2017, pp. 43-44) for additional information regarding Oregon's trajectory expectations.

As illustrated in Figure 14, as grade level increases, the percentage of current English learners on track to attain English language proficiency decreases from 62.5% in elementary school grades to 27.9% in high school grades. Furthermore, the same pattern is evident for current English learners with disabilities, where the percentage decreases from 42.4% in elementary school grades to 10.7% 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 surprising due to the annual exiting of current English learners and the annual enrollment of new English learners. 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 be made with 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 2024-25.



Long-term current English learners made up 22.5% of all current English learners.

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. 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. In Oregon, the current average number of years in the English learner program is over 4.6 years (i.e., about 4 years and 8 months).

In 2024-25, most current English learners (77.5%) were not long-term English learners; however, this means that 22.5% of current English learners received English language instruction, supports, and services for more than seven years, which is similar to 2023-24 (23%). 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 39.4% of current English learners with disabilities in 2024-25 were long-term English learners.

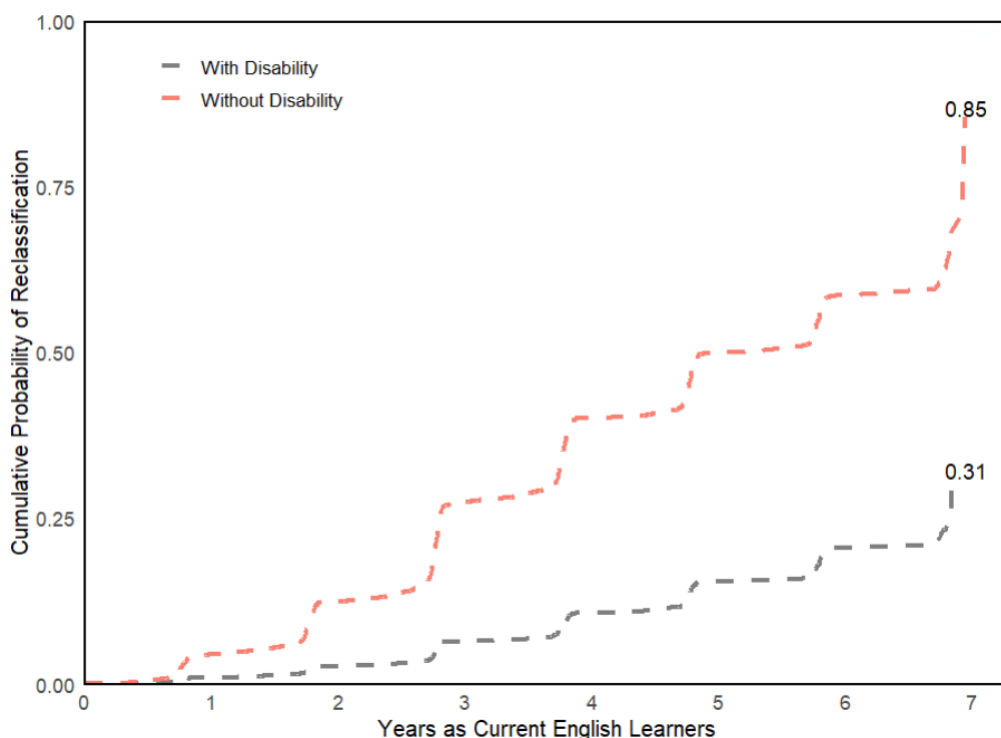
Approximately 31% of current English learners receiving special education services and supports developed English language proficiency in seven years.

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 2024-25 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 2025 as a snapshot, this measure includes all current English learners (even those not enrolled on the first school day in May 2025).

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, 2018, the probability of reclassification (i.e., attaining English language proficiency and exiting an ELD program) after seven years is 0.85 (or 85%). That is, 85% of the current English learners without disabilities attained English language proficiency and exited English learner services in seven years. On the other hand, 31% of current English learners with disabilities attained English language proficiency and exited an ELD program in seven years. Succinctly put, English learners without a disability are, on average, nearly three times as likely to exit the English learner program in seven years than their English learner peers with a disability.

Figure 15. Probability of reclassification for Current English learners with and without disabilities after seven years (July 1, 2018 to June 30, 2025).



Performance on English Language Arts and Mathematics Assessments

Each year, all Oregon students in grades 3–8 and 11 take state assessments in English language arts (ELA) and mathematics. These assessments are a key measure of academic progress and help inform Oregon's statewide educational goals and accountability targets. In particular, literacy achievement is closely tied to Oregon's efforts to improve 3rd grade reading outcomes and long-term student success. ELA is assessed only in English, which may present additional challenges for English Learners who are still developing English proficiency. The math assessment is offered in English with language access supports available to eligible students⁹.

Oregon has established statewide performance growth targets for the 2029-30 school year, including 82.0% for K-2 attendance, 78.3% for K-12 attendance, 52.6% for 3rd grade ELA proficiency, 52.0% for 8th grade mathematics proficiency, 94.9% for 9th grade on-track status, 92.3% for four-year graduation, and 95.4% for five-year completion. These targets provide a statewide benchmark for evaluating progress toward Oregon's long-term educational goals.

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.

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.

Consistent with Oregon Senate Bill 141, the [Education Accountability Act](#), Figure 16 now includes ELA results for Grade 3 in addition to elementary, middle, and high school grades.

According to Figure 16, across all grade levels, current English learners had the lowest percentage of students meeting or exceeding standards, with only 6.3% in Grades 3-5, 6.0% in Grade 3, 4.1% in Grades 6-8, and 4.6% in Grade 11.

Former English learners, on the other hand, performed significantly better, especially in Grades 3-5, where 79.9% met or exceeded standards, the highest percentage across all groups and grade spans. This performance exceeded Oregon's 2029-30 statewide target of 52.6% for 3rd grade ELA proficiency. Although performance declined in later grades, with 50.5% in Grades 6-8 and 39.3% in Grade 11, former English learners continued to outperform current and monitored English learners.

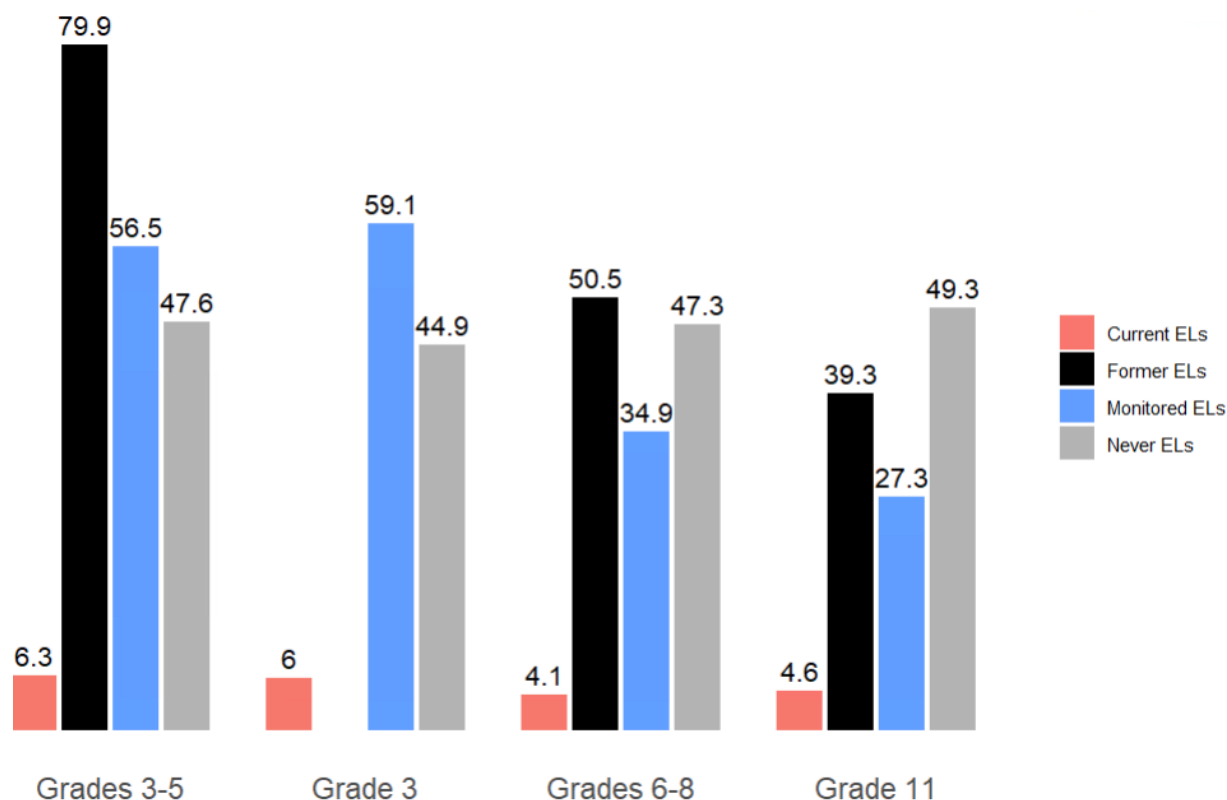
Monitored English learners who were reclassified from English learner status within the past four years demonstrated moderate performance. In Grades 3-5, 56.5% met or exceeded standards, increasing to 59.1% in Grade 3, before declining to 34.9% in Grades 6-8 and 27.3% in Grade 11. This downward trend suggests that some reclassified English learners may struggle to maintain academic proficiency as curriculum demands increase.

Never English learners generally outperformed current and monitored English learners but underperformed former English learners in elementary and middle school grades. Their percentages remained relatively stable across grade spans: 47.6% (Grades 3–5), 44.9% (Grade 3), 47.3% (Grades 6–8), and 49.3% (Grade 11).

Overall, the data indicate that current English learners face the greatest challenges in ELA, while former English learners, particularly in elementary grades, demonstrate higher rates of proficiency than other English learner groups and, in some cases, their never English learner peers. Relative to Oregon's 2029-30 statewide target of 52.6% for 3rd grade ELA proficiency, performance varied considerably across English learner groups, with former English learners in Grades 3-5 exceeding the target and current English learners remaining below it. These patterns highlight persistent differences in outcomes across student groups and underscore the importance of continued efforts to improve literacy achievement for English learners.¹⁰

¹⁰ In addition to state assessments, in the 2024 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, Monitored, Former, and Never ELs meeting or exceeding state standards in English language arts in elementary, middle and high school, 2024-25¹¹



In Math, Former ELs outperformed Never ELs in elementary and middle school grades, while Current ELs met standards across all grade levels at substantially lower rates.

Figure 17 now includes results for Grade 8 in addition to elementary, middle, and high school grades, which is one of Oregon's key student outcomes for accountability.

Based on Figure 17, across all grade levels, current English learners consistently exhibited the lowest achievement in mathematics. Only 7.0% of current English learners in Grades 3-5 met or exceeded standards, and this percentage declined sharply to 3.1% in Grades 6-8, 2.7% in Grade 8, and 2.4% in Grade 11. This trend highlights the significant challenges faced by current English learners in mastering mathematical concepts and navigating the language demands of mathematics assessments administered in English.

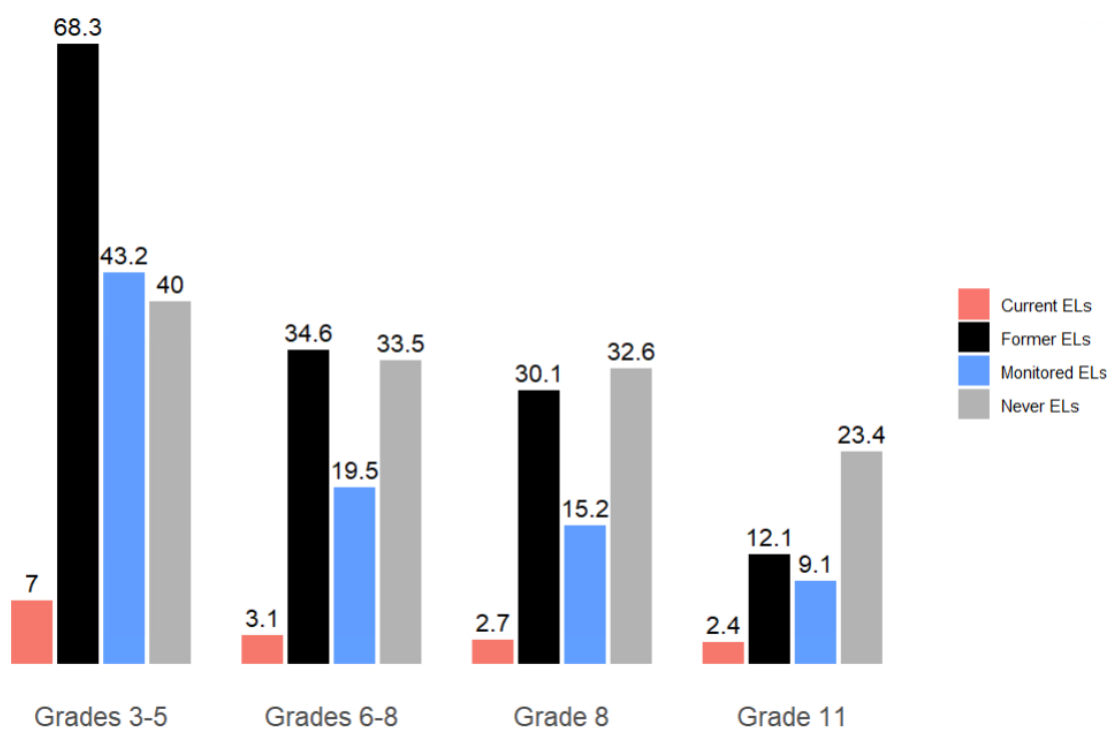
¹¹ In this chart, the group “current EL” includes only students who were classified as current ELs at the time of testing. In some other state accountability reports, the performance of current and recently reclassified ELs are reported together.

Former English learners showed relatively strong performance, especially in elementary grades, where 68.3% met or exceeded standards—surpassing all other groups. However, their performance declined with grade level, dropping to 34.6% in Grades 6-8, 30.1% in Grade 8, and 12.1% in Grade 11. This pattern suggests increasing challenges in maintaining mathematics achievement as academic expectations become more rigorous.

Monitored English learners who recently exited English learners status outperformed current English learners at every grade level but did not consistently surpass never English learners. In Grades 3-5, 43.2% of monitored English learners met standards, compared to 40.0% of never English learners. However, this advantage disappeared in later grades, with monitored English learners trailing never English learners in Grades 6-8 (19.5% vs. 33.5%), Grade 8 (15.2% vs. 32.6%), and Grade 11 (9.1% vs. 23.4%).

Overall, the data reveal a persistent achievement gap in mathematics for current English learners and indicate that early gains among former and monitored English learners may diminish over time, highlighting a need for sustained academic support throughout students' educational trajectories.¹²

Figure 17. Percentage of Current, Monitored, Former, And Never ELs meeting or exceeding state standards in mathematics in elementary, middle and high school, 2024-25¹³



¹² In addition to state assessments, the 2024 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.

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

This section of the report examines several important outcomes for English learners. These are attendance, 9th grade progress towards graduation, four-year graduation, earning a Seal of Biliteracy/Multiliteracy, 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% of school days during the school year.

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

Consistent with Oregon Senate Bill 141, Figure 18 includes regular attendance rates for K-2 and K-12 students (common metrics for statewide performance) in addition to elementary, middle, and high school grades.

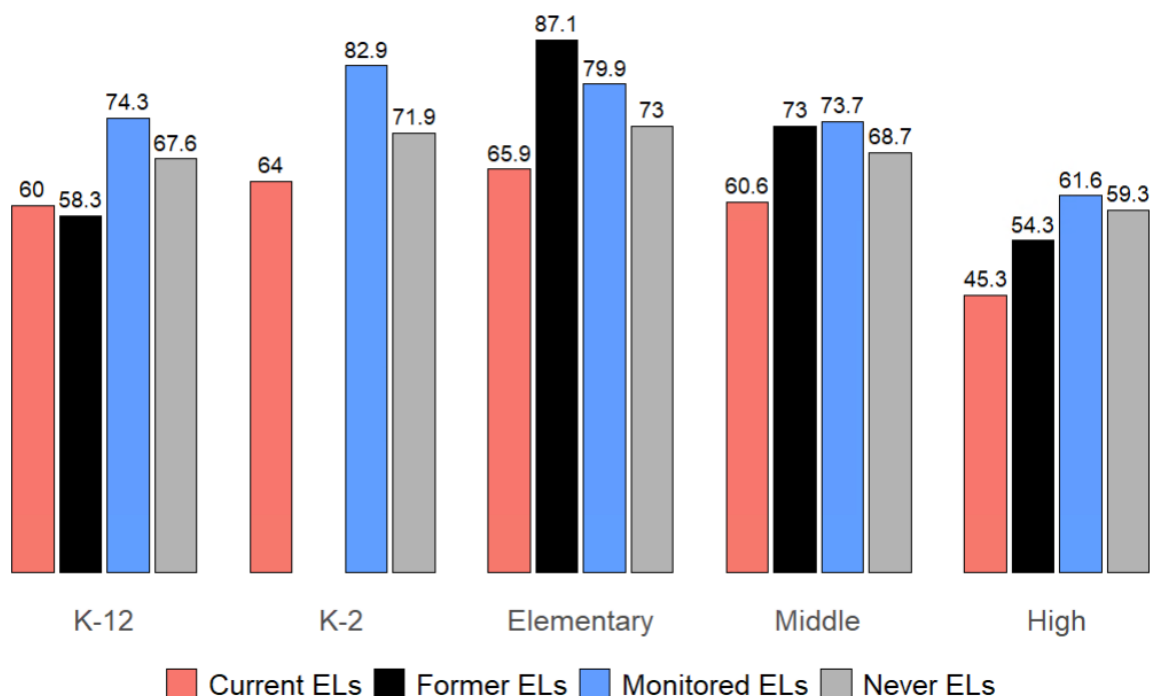
As shown in Figure 18, current English learners consistently exhibited the lowest rates of regular attendance compared to former, monitored, and never English learners, beginning with 65.9% in elementary school, declining to 60.6% in middle school, and reaching a low of 45.3% in high school. Across all grades (K-12), only 60.0% of current English learners were regular attenders.

Former monitored English learners demonstrated the highest rates of regular attendance in elementary and middle school, with former English learners leading at 87.1% in elementary school and 73.0% in middle school. Monitored English learners followed closely with 79.9% and 73.7%, respectively. In K-2 grades, monitored English learners had the highest attendance rate at 82.9%.

By high school, attendance declined across all groups, but former English learners (54.3%) and monitored English learners (61.6%) still maintained higher attendance rates than current English learners. Never English learners showed a steadier attendance pattern, with 73.0% in elementary school, 68.7% in middle school, and 59.3% in high school.

Overall, the data highlight the need for targeted attendance interventions, particularly for current English learners—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, Monitored, Former, and Never English learners regularly attending school by elementary (K-5), middle (6-8), high school (9-12), K-2, and K-12 grades in 2024-25



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 9th 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% of the credits their district requires for graduation. However, one should note that ODE's data only captures the number of credits earned and not the specific courses associated with those credits. From 2021-22 to 2024-25, a higher percentage of former and never English learners were on track to graduate compared to current English learners.¹⁵

Former EL Students Show Strong and Consistent Growth in Ninth-Grade On-Track Rates

According to Figure 19, across all years, former English learner students consistently outperformed current and never English learner students in terms of being on track to graduate. Their rates increased steadily from

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).

83.8% in 2021-22 to 89.5% in 2024-5, marking a 5.7 percentage point increase over four years. While this rate remains below Oregon's statewide 2029-30 target of 94.9% for 9th grade on-track status, the upward trend reflects substantial progress toward that goal.

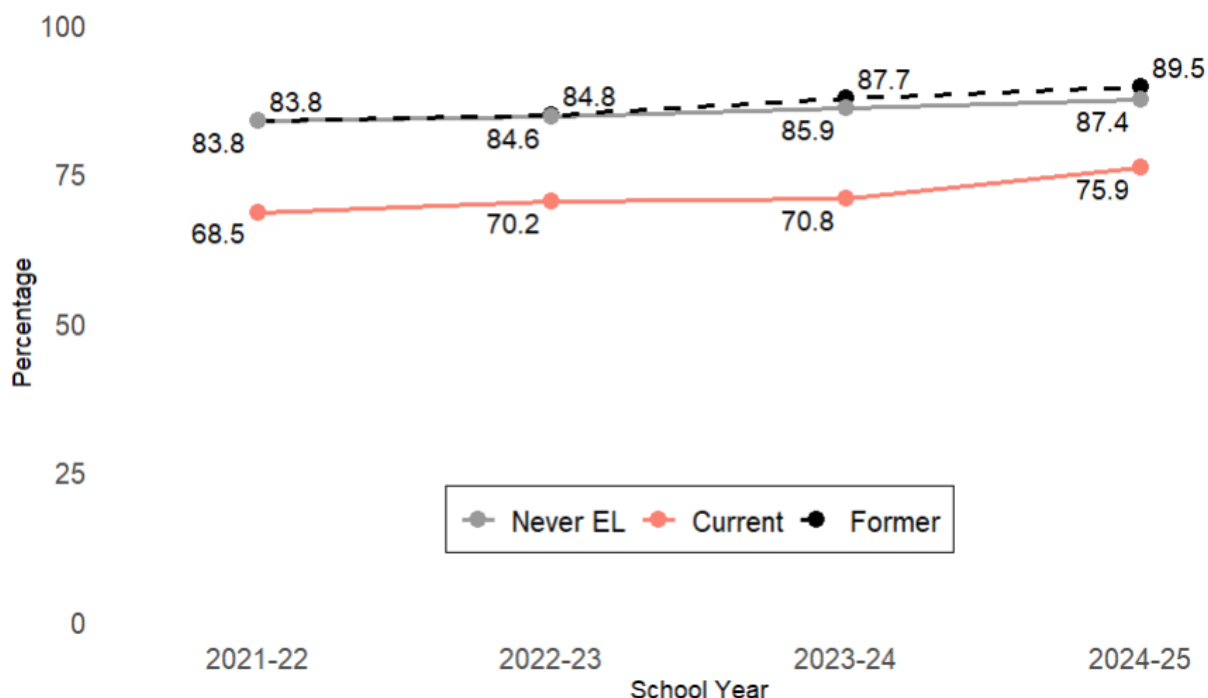
Never English learner students also demonstrated consistent improvement, increasing from 83.8% in 2021-22 to 87.4% in 2024-25. Although the two groups had identical rates in 2021-22, former English learners maintained a slight advantage in subsequent years, highlighting the strong performance of the former English learner group.

Current EL Students Increased Their On-Track Rates by More Than Seven Percentage Points

Current English learner students had the lowest on-track rates across all years, though they showed improvement from 68.5% in 2021-22 to 75.9% in 2024-25, a 7.4 percentage point gain. While this progress is encouraging, the persistent gap between current English learners and the other two groups (approximately 12-14 percentage points in 2024-25) signals a continued need for targeted support and resources.

Overall, the data reveal positive trends for all groups, especially for former English learner students. While former English learner students reached 89.5% in 2024-25, all groups remained below Oregon's statewide 2029-30 target of 94.9% for 9th grade on-track status. The persistent disparities between current English learner students and their peers highlight the importance of continued efforts to improve graduation readiness and support equitable outcomes for English learners.

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

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](#)).

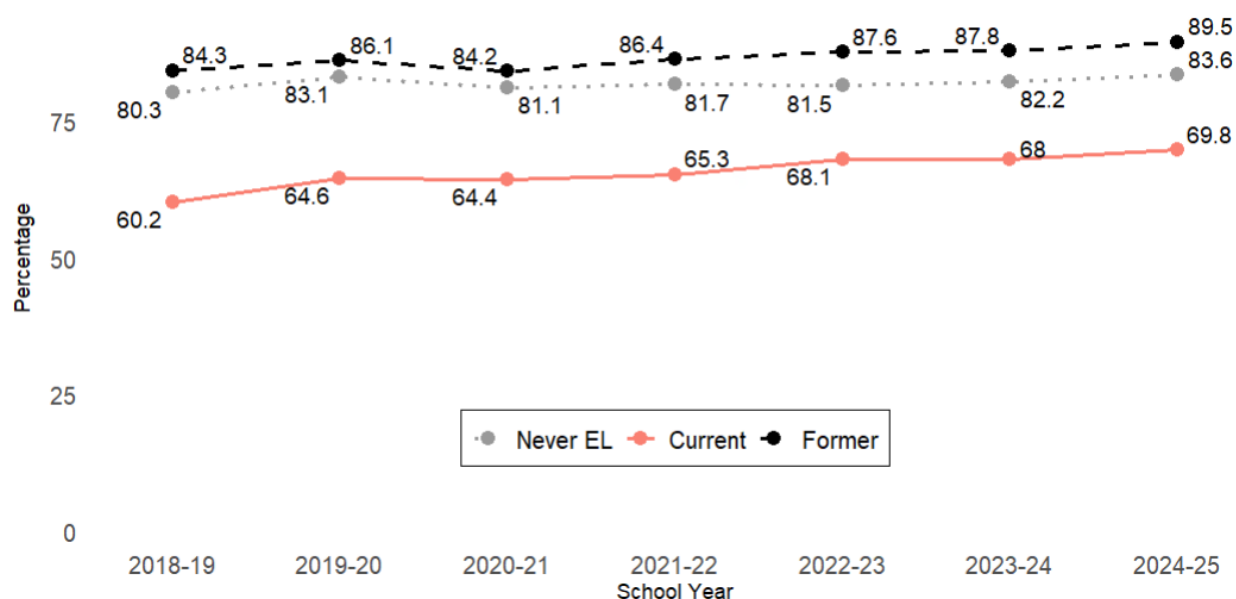
Former English learners graduated at rates similar to or better than never English learners; however, substantially fewer current English learners graduated in four years. According to Figure 20, former English learner students consistently had the highest graduation rates, increasing from 84.3% in 2018-19 to 89.5% in 2024-25. At the current rate of improvement, former English learner students would be expected to meet or exceed Oregon's 2029-30 statewide four-year graduation target of 92.3%. Their rates remained above those of other groups each year, reflecting strong long-term outcomes for students who have exited English learner services.

Never English learner students followed a relatively stable trend, with graduation rates ranging between 80.3% and 83.6%, ending at 83.6% in 2024-25. While graduation rates remained relatively high, they were still below Oregon's statewide 2029-30 target of 92.3% and consistently lower than those of former English learner students.

Current English learner students showed steady improvement, rising from 60.2% in 2018-19 to 69.8% in 2024-25; a 9.6 percentage point increase. While this represents meaningful progress, a large gap (nearly 20 percentage points) remains between current English learner and their peers, signaling persistent inequities.

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

Figure 20. Percentage of Current, Former, and Never English learners graduating within four years (2018-19 to 2024-25).



Five-Year Completer Rates

The five-year cohort completer rate is a measure of the percentage of students in an adjusted cohort who complete high school within five years, and is one of Oregon's common metrics for accountability under SB 141. Similar to the graduation rate, it tracks whether students successfully finish high school, but it uses a broader definition of completion. In addition to students earning a standard or modified diploma, the completer rate also includes students who earn other approved completion credentials, such as extended diplomas, adult high school diplomas, or GEDs. The adjusted cohort consists of students who first enrolled in high school together, plus students who transferred into the cohort, minus students who transferred out (Cohort Graduation Rate Manual, 2021).

Under SB 141, graduation and completion outcomes are included as part of the state's broader accountability framework focused on improving long-term student success. As part of this work, Oregon reports five-year

English Learners in Oregon

completion outcomes for English learner student groups, including current English learners, former English learners, and never English learners, within statewide accountability and reporting systems.

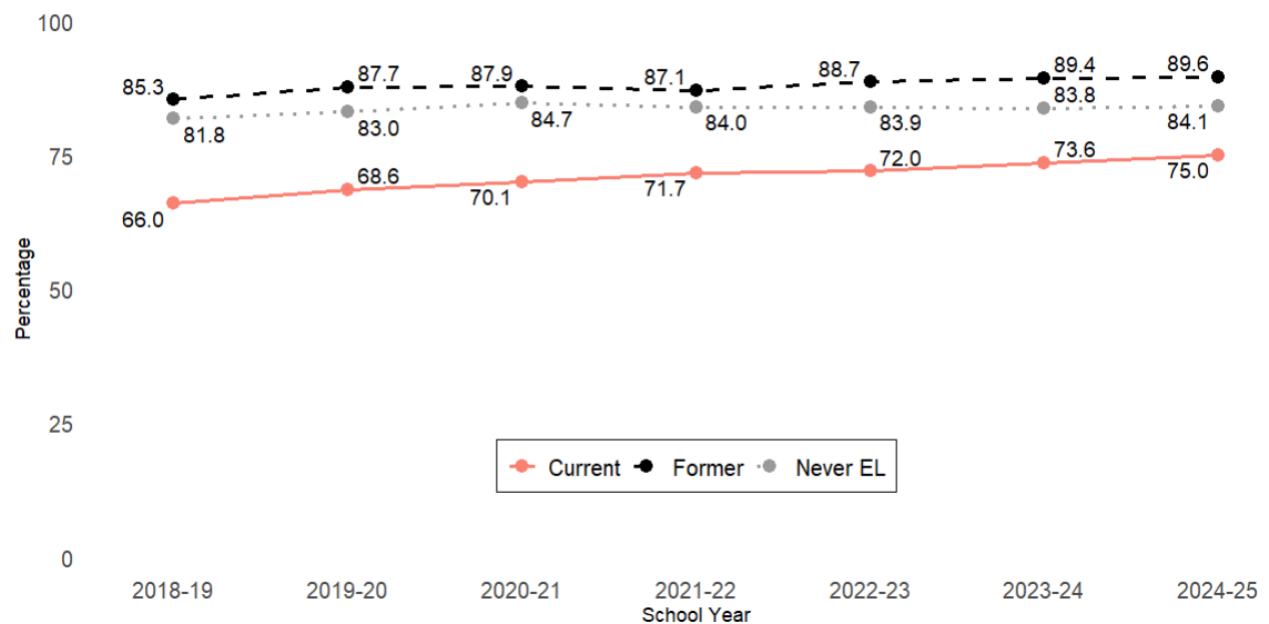
Figure 21 below presents Oregon's five-year completion rates for these groups from 2018-19 through 2024-25. Several important patterns emerge. Former English learners consistently had the highest completion rates across all years, increasing from 85.3% in 2018-19 to 89.6% in 2024-25. This indicates that students who successfully exited English learner services completed high school at very high rates over time.

Current English learners had substantially lower completion rates than former English learners, but demonstrated steady improvement throughout the period. Their five-year completion rate increased from 66.0% in 2018-19 to 75.0% in 2024-25, representing a 9.0 percentage point increase. This upward trend suggests a gradual improvement in high school completion outcomes among students who were still receiving English learner services.

Never English learner students also showed modest improvement over time, rising from 81.8% in 2018-19 to 84.1% in 2024-25. Across all years, never English learner completion rates remained below former English learner rates but above current English learner rates.

Overall, the data indicate that five-year completion outcomes improved over time, particularly among current English learners. However, substantial gaps between current English learners and former English learners remained across all years, highlighting the continued importance of academic, linguistic, and graduation supports for students who are still developing English proficiency while progressing through high school.

Figure 21. Five-year completion rates for Current, Former, and Never English learners (2018-19 to 2024-25).



Current English learners graduating in four and five years were more than twice as likely to receive a modified diploma.

Modified diplomas are designed for students who meet certain criteria listed in [OAR 581-022-2010](#). Modified diplomas require fewer credits to graduate compared to a regular high school diploma. Among current English learners who graduated in four years in 2024-25, 9.5% received a modified diploma (see Table 8). By contrast, 2.0% of former English learners and 3.9% of never English learners who graduated in four years received a modified diploma.

In addition, among students who graduated in four years in 2024-25, current English learners were more than 2.4 times more likely to receive a modified diploma compared to never English learners. This ratio remained similar for cohorts that graduated in five years, where current English learners were more than twice as likely to receive a modified diploma than never English learners.

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

Student (Diploma Type)	Four-Year Cohort	Five-Year Cohort
Current English Learners (Modified)	9.5%	9.7%
Former English Learners (Modified)	2.0%	1.8%
Never English Learners (Modified)	3.9%	4.1%
Current English Learners (Regular)	90.5%	90.3%
Former English Learners (Regular)	98.0%	98.2%
Never English Learners (Regular)	96.1%	95.9%

Oregon State Seal of Biliteracy/Multiliteracy

Multilingualism offers many cognitive, academic, and economic benefits. The Oregon State Seals of Biliteracy and Multiliteracy recognize student proficiency in two or more languages and are one of the local metrics districts may adopt under the Oregon's Education Accountability Act. Students are eligible to earn a Seal of Biliteracy or Multiliteracy if they:

- 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.

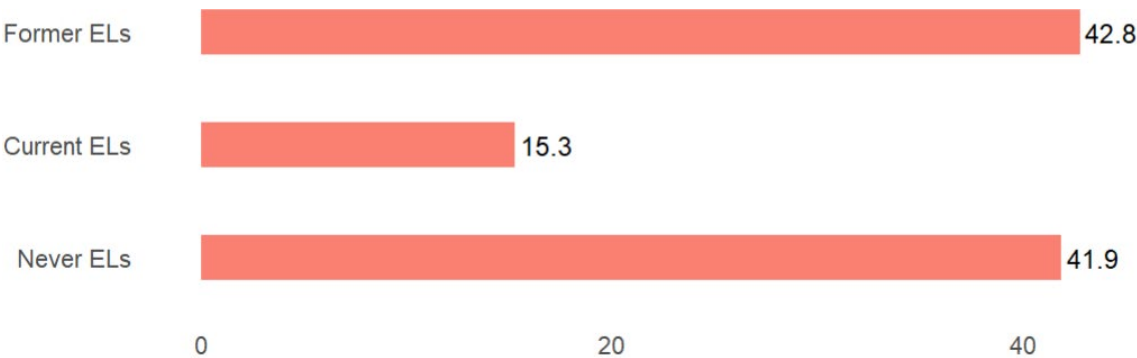
The data for this section relies on students who graduated in 2023-24 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this section will examine the count and percentage of current, former, and never English learners¹⁶ who earned the Seal of Biliteracy in 2023-24.

¹⁶ 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

Seal of Biliteracy Participation Highlights Opportunities to Better Recognize Multilingual Students

Of the 3,073 students who earned the Seal of Biliteracy or Multiliteracy in 2024-25, 42.8% were former English learners and 13.6% were current English learners. Although ever English learners represented a majority (58.1%) of Seal recipients, these findings also suggest that many multilingual students, particularly former English learners who have already demonstrated English proficiency, may not be earning the Seal. This may represent an opportunity to expand awareness, access, and participation in the Seal of Biliteracy program among eligible students.

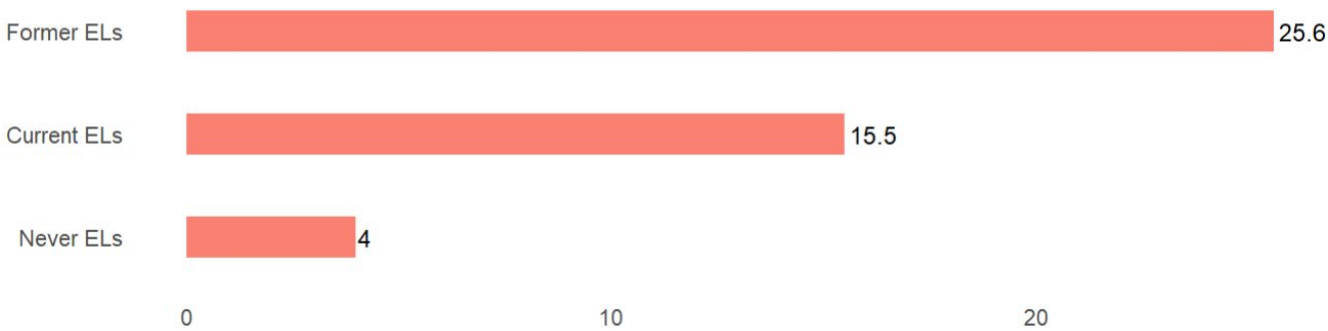
Figure 22. Percentage of Current, Former, and Never English learners graduating with the Seal of Biliteracy/Multiliteracy in 2024-25 (among all students who graduated with the Seal of Biliteracy)



According to Figure 23, among former English learners who graduated in 2024-25, 25.6% earned the Seal of Biliteracy. Moreover, 15.5% of current English learner graduates earned the Seal of Biliteracy in 2024-25. Among never English learners who graduated in 2024-25, 4.0% also earned the Seal of Biliteracy.

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.

Figure 23. Percentage of Current, Former, and Never English learners earning the Seal of Biliteracy in 2024-25 (among Current, Former, and Never English learner graduates).



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

Students who graduated with a Seal of Biliteracy (3,073 students) demonstrated proficiency in a combination of languages. English-Spanish was the most common combination of those languages (83%). Other notable combinations of languages in which students demonstrated their proficiency included English-French (4%), English-Japanese (4%), and English-Chinese (2%).

Ever English Learner Graduates Across Oregon Achieved Recognition for Biliteracy in 2024–25.

Table 9 highlights the Oregon districts with the highest numbers of ever English learner graduates earning the Seal of Biliteracy in 2024-25. Salem-Keizer SD 24J led with 235 students, followed by Woodburn SD 103 with 208 students, and Hillsboro SD 1J with 165 students. These districts had the highest numbers of ever English learner graduates earning the Seal of Biliteracy. Examining Seal attainment among ever English learners provides insight into how multilingual students are being recognized for demonstrating proficiency in English and at least one additional language. District-level participation varied, reflecting differences in the size of multilingual student populations as well as local implementation and participation patterns.

Table 9. Ten Oregon districts with the highest numbers of 2024-25¹⁷ Ever EL graduates earning the Seal of Biliteracy.

District	Student Count	District	Student Count
Salem-Keizer SD 24J	235	North Clackamas SD 12	76
Woodburn SD 103	208	Bend-LaPine Administrative SD 1	76
Hillsboro SD 1J	165	Forest Grove SD 15	69
Beaverton SD 48J	140	Tigard-Tualatin SD 23J	55
Reynolds SD 7	83	Portland SD 1J	54

Postsecondary Enrollment

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, two-year and four-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. For the current report, the data for this measure uses students who graduated in 2022-23 (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 learners¹⁸ who enrolled in a post-secondary education institution within 16 months after graduation.

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 24 displays the percentage of current, former, and never English learners enrolling in post-secondary institutions within 16 months of high school graduation from 2017-18 to 2022-23.

Across all years, never English learners and former English learner students consistently had higher post-secondary enrollment rates than current English learner students. Never English learner students began at 62.6% in 2017-18 and declined steadily to 56.0% by 2022-23. Similarly, former English learners started at 61.5% in 2017-18 and decreased to 55.2% in 2022-23. Despite relatively small year-to-year fluctuations, both

¹⁷ Note that the counts in this table reflect students who graduated in 2024-25 (and were part of the four-year cohort adjusted graduation rate) and earned the Seal of Biliteracy.

¹⁸ 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.

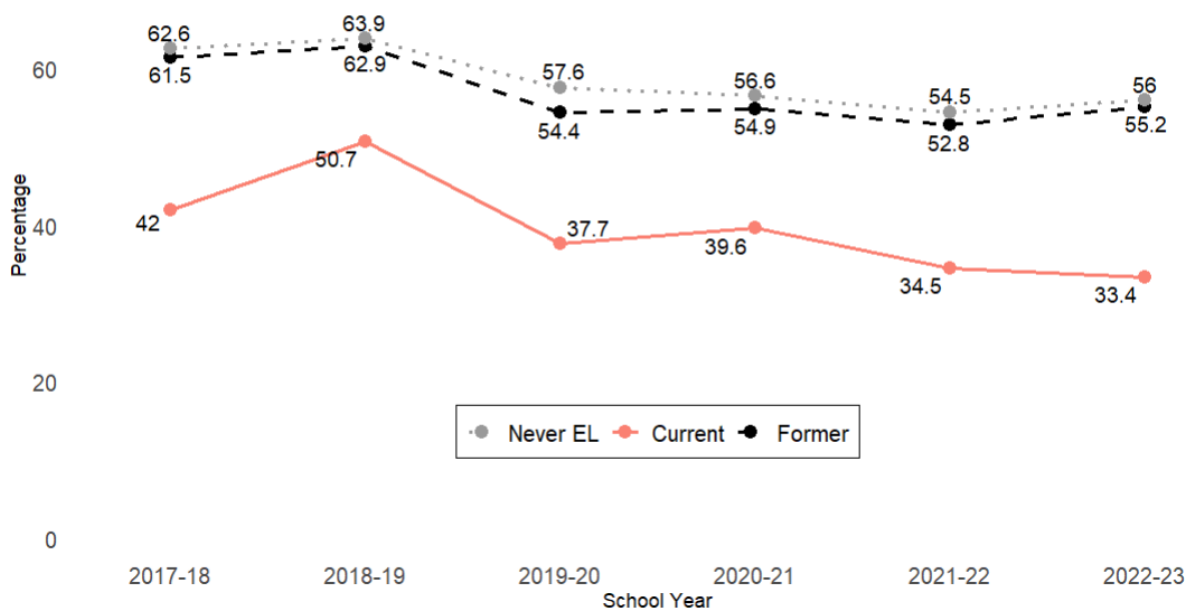
groups show a clear downward trend, reflecting an overall decline in post-secondary enrollment during this period.

Current English Learners faced the steepest decline in college enrollment, dropping nearly 9 percentage points since 2017–18.

Current English learner students consistently had the lowest enrollment rates and experienced the sharpest decline. From a starting point of 42.0% in 2017-18, their enrollment dropped to 33.4% by 2022-23—an 8.6 percentage point decrease. Notably, their rate peaked at 50.7% in 2018-19, briefly narrowing the gap, but then fell substantially 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 2022-23, the gap between current English learners and their peers had widened considerably, particularly when compared to former English learners (21.8 percentage points). This suggests a pressing need for targeted supports to help current English learner 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 24. Percentage of Current, Former, and Never English learners enrolling in post-secondary institutions within 16 months of high school graduation (2017-18 to 2022-23¹⁹).



¹⁹ The latest year shown (2022-23) represents the school year in which students graduated from high school constituting the latest data for the current report.

Dual Language Bilingual Education Programs

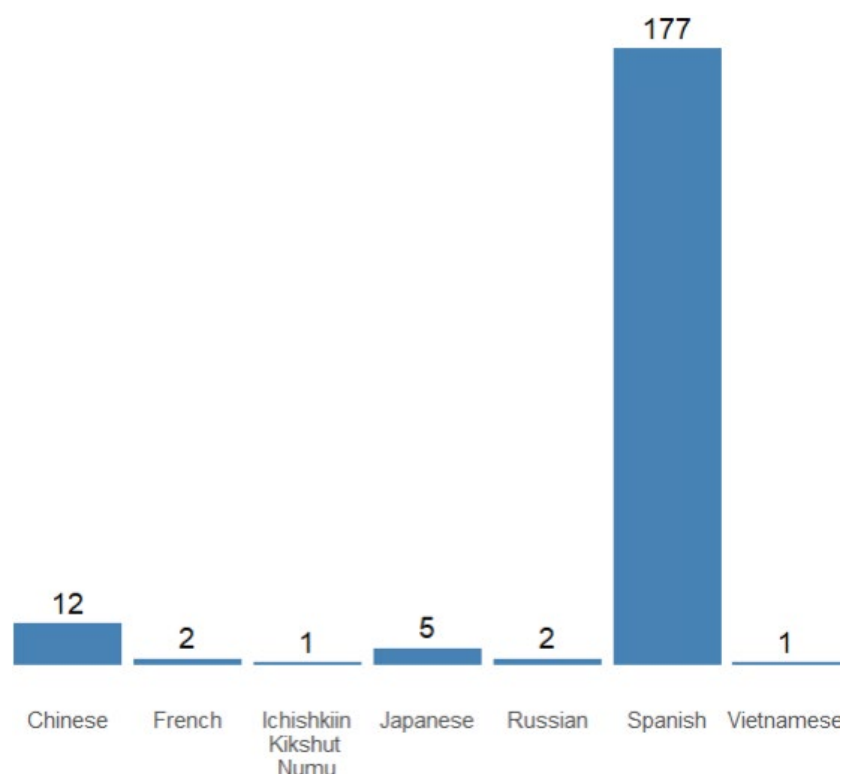
Dual Language Bilingual Education (DLBE) programs are a research-based approach to educating English learners that promote bilingualism, biliteracy, academic achievement, and cross-cultural understanding (Soltero, 2018). These programs provide instruction in both English and a partner language, allowing 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 English learners 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 English learner success and a priority under 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, 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 200 schools across 38 school districts offering DLBE programs, based on the DLBE directory.

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

As shown in Figure 25, DLBE programs in Oregon span seven distinct partner languages. Of the 200 DLBE programs across the state, Spanish is used as the partner language in 177 programs, accounting for 88.5% of all DLBE offerings. The second most common partner language is Chinese, featured in 12 programs, representing 6.0% of the total. Japanese is used in five DLBE programs statewide (2.5%). French and Russian are each used in two programs (1.0% each), while Vietnamese and Ichishkiin Kiksht Numu are each represented in one program statewide (0.5% each).

Figure 25. Distribution of DLBE programs by partner languages (2024-25).



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 101 schools, representing 50.5% of all DLBE program offerings statewide, serving as the foundational entry point for dual language education.

Middle schools account for 40 of the 200 DLBE program offerings, or 20.0% 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 47 program offerings (23.5%) providing 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 12 program offerings (6.0%) 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 (2024-25)

School Type	Number of Schools
Elementary	101
Middle School	40
High School	47
Other	12

Research suggests that DLBE programs may help narrow opportunity gaps for English Learners.

Research from Oregon suggests that DLBE programs may help reduce opportunity gaps between English learners and their peers. While statewide Oregon student outcome data comparing DLBE and non-DLBE participants are not currently available, existing studies provide important insights into the potential benefits of these programs. For example, research by Vazquez Cano and Motamedi (2024) in the Beaverton School District found that DLBE programs played a significant role in narrowing academic opportunity gaps between current and former English learners and students who were never classified as English learners. English learners participating in DLBE programs demonstrated stronger performance on state assessments in English language arts and mathematics than 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 findings suggest that DLBE programs may support academic success while promoting educational equity through linguistically and culturally responsive instruction that affirms the identities and strengths of multilingual learners.

Research suggests that DLBE programs may support English language development.

Existing research indicates that students participating in DLBE programs often demonstrate strong English language development outcomes. While statewide Oregon data are not currently available to evaluate these outcomes across DLBE programs, existing studies provide important insights into the potential benefits of these programs.

In addition to their impact on academic outcomes, research suggests that DLBE programs may support English language proficiency more effectively than some other instructional models, such as pull-out services, stand-alone ELD class periods, or co-teaching approaches. For example, Motamedi et al. (2019) found that English learner students in DLBE programs demonstrated significantly greater grade-to-grade growth in reading, writing, listening, and speaking than students in pull-out programs or whose families waived English

learner services. Although students in pull-out programs entered school with higher levels of English proficiency, students in DLBE programs often caught up to and 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 amount of daily English learner instruction beyond 50 minutes was not associated with improved English proficiency and, in some cases, was associated with lower performance. Collectively, these findings suggest that DLBE programs may support long-term English language development while promoting bilingualism and biliteracy.

English Learners' Access to Core Content

Access to rigorous academic content is widely recognized as an important factor in promoting educational equity and long-term student success. Existing research provides important context for understanding why access to core academic content matters. Core content courses serve as foundational gateways to graduation, college readiness, and career opportunities (Umansky, Shin, Thompson, Avelar, & Bovee, 2024; Vazquez Cano, Umansky, & Thompson, 2021). However, systemic barriers, including restrictive course placement policies, language support structures that limit course enrollment, and misconceptions about English learners' academic potential, can reduce opportunities for participation. Schools, districts, and state education agencies can help address these barriers by implementing evidence-based strategies that expand access to rigorous coursework and academic pathways. 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 one indicator of access to rigorous coursework, the next section examines English learners' participation in Advanced Placement or International Baccalaureate (AP/IB) and Career and Technical Education (CTE) courses in Oregon high schools.

Former English Learners in high school enrolled in Advanced Placement and International Baccalaureate courses at the highest rate, while Current English Learners had the lowest rate.

The data presented in Table 11 highlight important differences in participation in Advanced Placement (AP) and International Baccalaureate (IB) courses among high school English learner groups. In the 2024-25 academic year, 11.6% of current English learner high school students were enrolled in AP/IB classes, compared to 31.5% of former English learner high school students, 23.8% of monitored English learner high school students, and 24.8% of high school students who were never classified as English learners.

Current English learner high school students participated in AP/IB coursework at substantially lower rates than their peers. In contrast, former English learner high school students participated at rates exceeding both monitored and never English learner students. These differences may reflect barriers that limit access to advanced academic coursework for current English learners, including course placement practices, scheduling constraints, language support needs, and perceptions regarding students' academic readiness and potential.

Table 11. The number and percentage of Current, Monitored, Former and never English Learners enrolled in an AP/IB class (2024-25)

Description	Count	Total Highschoolers	Percent
ELs in an AP/IB Class	17,65	15,164	11.6%
Former ELs in an AP/IB Class	5,488	17,439	31.5%
Monitored ELs in an AP/IB Class	738	3,104	23.8%
Never ELs in an AP/IB Class	34,923	140,604	24.8%

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 participation, Table 12 shows that current English learner high school students participate in Career and Technical Education (CTE) courses at lower rates than other student groups. In 2024-25, 53.4% of current English learner high school students were enrolled in a CTE course, compared with 64.9% of former English learner high school students, 68.4% of monitored English learner high school students, and 58.1% of high school students who were never classified as English learners.

The lower participation rate among current English learner high school students may limit access to pathways that support high school completion, career readiness, and economic mobility. Schools and districts should continue working to ensure equitable access to CTE opportunities by addressing 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 (2024-25)

Description	Students Enrolled	Total Highschoolers	Percent
ELs in a CTE Class	8,101	15,164	53.4%
Former ELs in a CTE Class	11,320	17,439	64.9%
Monitored ELs in a CTE Class	2,122	3,104	68.4%
Never ELs in a CTE Class	81,755	140,604	58.1%

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 English learners, 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).

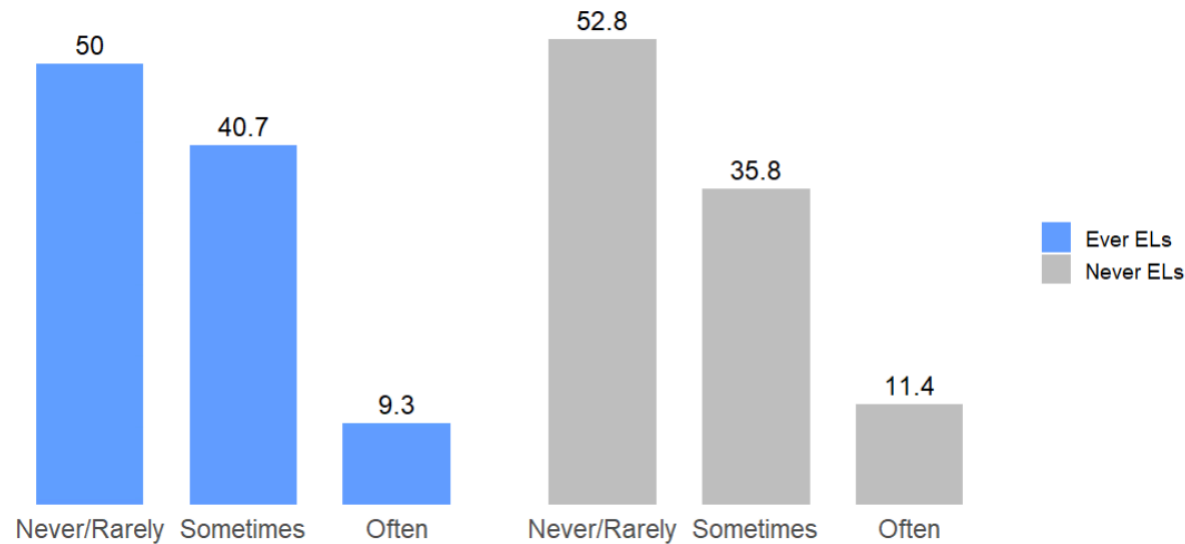
In Oregon, the *Student Educational Equity Development* (SEED) Survey captures students' voices on their school experiences, including how supported and connected they feel. In 2024-25, about 15% of the 180,076 SEED respondents were English learners. By monitoring English learner students' sense of belonging, 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 English learners' 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 26 presents data from the 2024-25 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 ever English learner (Ever EL) status and never English learner (Never EL) status. About half of both groups responded "Never/Rarely" (50.0% for Ever ELs and 52.8% for Never ELs), while relatively few students selected "Often" (9.3% and 11.4%, respectively). Ever ELs reported slightly more frequent identity representation than Never ELs, with a higher percentage selecting "Sometimes" (40.7% vs. 35.8%).

These findings suggest that many students, including Ever ELs, do not regularly see themselves or their families reflected in classroom content. This underrepresentation may contribute to feelings of alienation, lower academic engagement, and a weaker sense of belonging. The results point to a continued 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 26. Response rates²⁰ (%) for identity representation in school assignments among Ever and Never English Learners (2024-25)



Feeling welcome at school varies significantly across English learner groups.

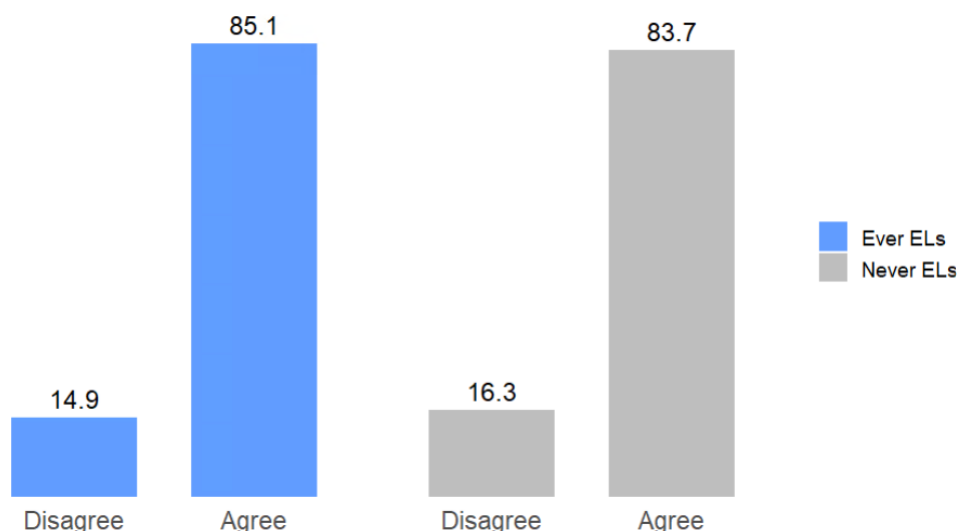
Figure 27 presents the results from the 2024–25 Student Educational Equity Development (SEED) Survey, specifically student responses to the item: *“Think about this school year and the people at your school. How much do you agree with each statement? I feel welcome at my school.”* The data are disaggregated by ever English learner (Ever EL) status and never English learner (Never EL) status.

The responses reveal only minor differences in students’ sense of belonging. The vast majority of students, regardless of English Learner status, reported feeling welcome at school. Among Ever ELs, 85.1% agreed with the statement, compared to 83.7% of Never ELs. The percentage who disagreed was similarly low, 14.9% for Ever ELs and 16.3% for Never ELs.

These patterns suggest that most students feel welcomed at school regardless of English learner status. While the results are generally positive, schools should continue fostering inclusive environments that support the belonging and engagement of multilingual learners and their peers.

²⁰ Percentages exclude respondents who skipped the item and may not sum to 100 due to rounding.

Figure 27. Response rates²¹ (%) for feeling welcome at school among Ever and Never English Learners (2024-25)



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 202425 was \$10,596.²² In addition to this basic funding, districts receive additional state funds for each student enrolled in an ELD program. This amount is $0.5 \times \$10,596$ or \$5,298 per current English learner. Collectively, the state allocated \$285,570,839 for these additional English learner funds in the 2024-25 school year.

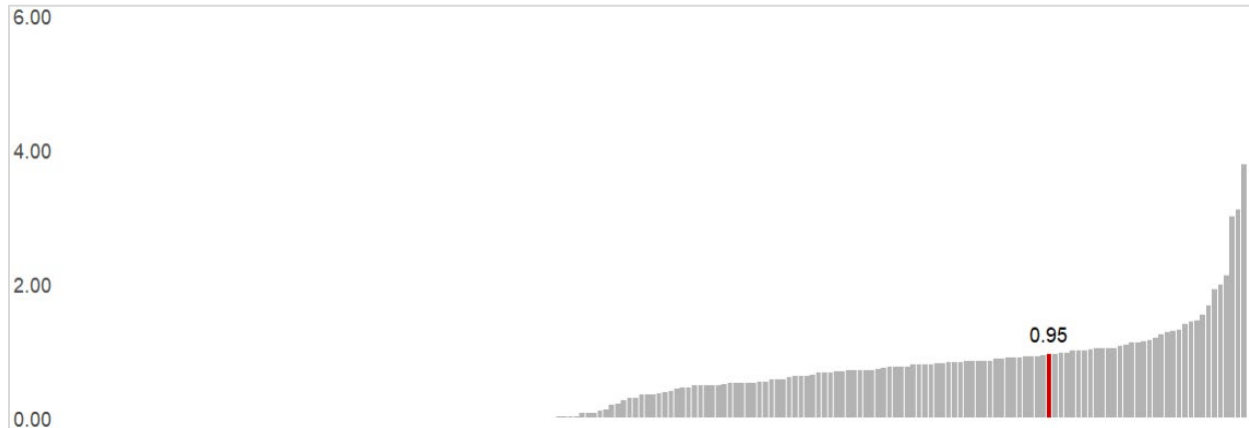
Figure 28 depicts the relationship between current English learner revenues the state allocated to districts via the State School Fund Formula and the total current English learner expenditures from the General Fund expressed as a ratio. Statewide, the ratio of expenditures to revenues in 2024-25 was 0.95, meaning that district expenditures on current English learners reflected 95% of the funds the state allocated to districts via the State School Fund Formula. Some districts ($n=33$) spent about average or more than this percentage (up to about 378%), while others ($n=164$) reported spending less (as little as 0%). 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 programs that also educate

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

²² While \$10,596 is the average amount, the grant amount can vary a bit for different districts because of the way the formula is set up.

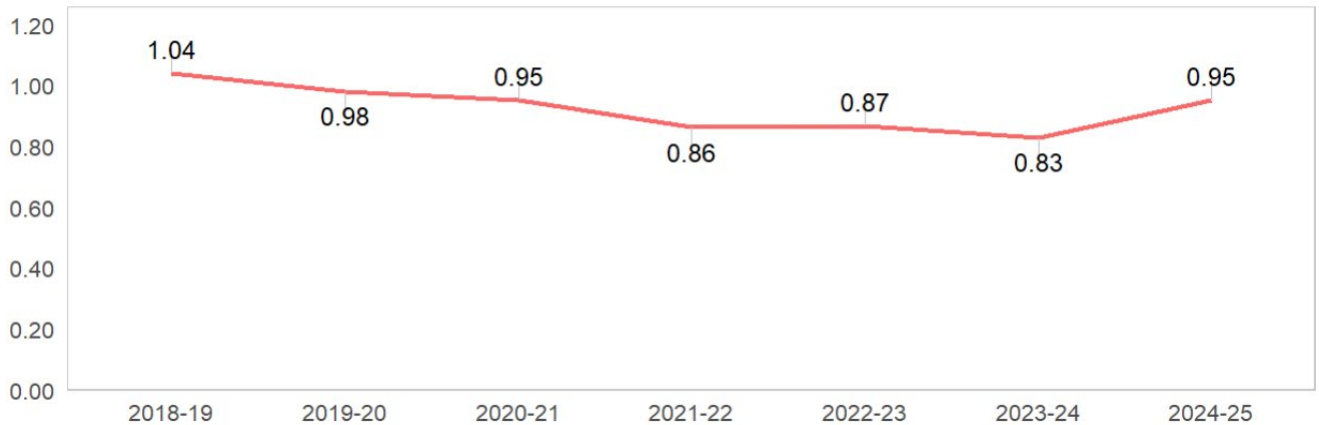
former and never English learners, rather than calculating the percentage spent solely on current English learners.

Figure 28. Ratio of Current English learner expenditures to revenues across districts in 2024-25.



As figure 29 illustrates, the statewide ratio decreased from 2018-19 to 2021-22; however, the ratio generally increased from 2021-22 to 2024-25.

Figure 29. Ratio of statewide expenditures on current English learners to revenues (2018-19 to 2024-25).



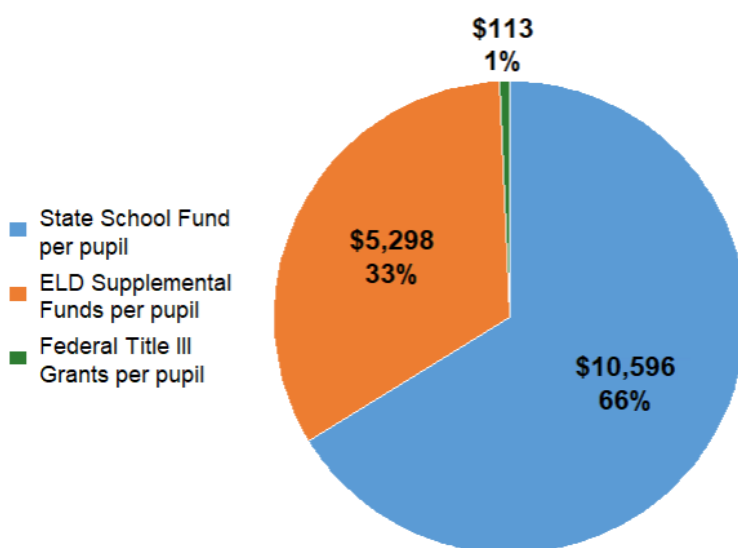
Expenditures from the General Fund on current English learners either belong to Function 1291 (covering expenditures for instruction and interventions to help current English learners learn English) or Area of Responsibility 280 (covering other supports for current English learners, such as interpretation services or transportation).²³

²³ For a more detailed description of the accounting system categories, see [Oregon's Program Budgeting and Accounting Manual](#).

Current English learner expenditures for 2024-25 totaled \$272,020,347. Districts accounted for approximately 87.1% of the expenditures (\$236,837,340) using Function 1291 and 12.9% of the expenditures (\$35,183,006) using Area of Responsibility 280.

In addition to state funding, 132 districts serving current English learners accessed federal Title III funding either directly or through a consortium, which in 2024-25 provided an additional \$113 per student for supplemental English learner services. Figure 29 summarizes the percentage of the state and federal per-pupil funding for English learners in the 2024-25 school year.

Figure 30. Percentage of state and federal per-pupil funding for English Learners in 2024-25



As Figure 30 indicates, overall, about 99% (66% + 33%) of the funding allocated to English learners comes from the state, which in turn, reflects a strong state-level commitment to education equity for English learner 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. Over 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 English learner peers, demonstrating the long-term benefits of effective 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 English learner 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 English learners, 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% meet state standards in English language arts or mathematics, and their regular attendance and on-time graduation rates lag considerably behind those of other student groups. Furthermore, English learners remain underrepresented in TAG programs and are more likely to receive modified diplomas, signaling potential 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 English learners, continue to receive academic support as they navigate the demands of advanced coursework and postsecondary preparation.

In 2024, ODE 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, and culturally responsive practices that lead to various multilingualism pathways. Actions outlined in the plan, such as expanding pathways to academic and linguistic success, fostering inclusive school environments, providing access to dual language education, 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 English learners, 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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