



YAMHILL CARLTON SCHOOL DISTRICT

120 N. Larch Place - Yamhill, OR 97148 | PH: 503-852-6980 - FX: 503-662-4931 | www.ycsd.k12.or.us

BOARD OF DIRECTORS

REGULAR SESSION AGENDA

LOCATION: YCSD BOARDROOM: 120 N. LARCH PL. YAMHILL OR 97148

Or VIA ZOOM <https://us06web.zoom.us/j/91341315065>

Password: sW66uH

Tuesday, August 26, 2025

Work Session: 6:00pm

AGENDA

- I. Call to Order Work Session
- II. Flag Salute
- III. Board Goals
- IV. Superintendent Updates
- V. Adjournment

Note: Unless approved, Regular Meetings of the Board of Directors will be no longer than 3 hours in length at any single session. **INTERPRETERS FOR THE HEARING IMPAIRED:** To request interpreter services for this meeting call 503-852-6980 at least 24 hours prior to the meeting.

2025 Board Self Evaluation Results

Standard 1: Vision-Directed Planning

- The board collaborates with the community to articulate core values and beliefs for the district
- Board members can clearly articulate the vision and strategic goals of the district
- The board collaborates with the superintendent to develop long-range strategic goals for improving student learning
- The board regularly monitors the progress of strategic goals focused on improving student learning
- The board adopted a budget that aligned resources to the district vision and strategic goals
- The board establishes and models a culture of high expectations for all students
- The board promotes a vision and expectation for excellence beyond the present performance

Board performance score for Standard 1: 1.8

Comments:

--With the strategic plan in place, we have reasonably good ideas about where we're trying to go as a board. However, there are weak areas (notably, Math) where we and the administration haven't envisioned a clear and credible plan for achieving improvement.

--We are developing in this area. I am unable to recite the mission and vision from memory. We are still working on how to collaborate with the superintendent to improve student learning, and we are still working on monitoring what we do set as goals. I do believe we promote a vision and expectation for excellence beyond the present performance.

Standard 2: Community Engagement

- The board promotes practices that solicit input and involvement from all segments of the community
- The board ensures that vision and goals are collaboratively developed with input from staff, parents, students, and the broader community
- The board recognizes and celebrates the contributions of school and community members to school improvement efforts
- The board is responsive and respectful to community inquiry and feedback
- The board advocates for public policy that supports education through relationships with community leaders, city, and county government officials and state legislators

Board performance score for Standard 2: 1

Comments:

- This needs to become excellent if we want to have a successful bond campaign in the future. I considered a "good" rating, but the expectations must improve. I recommend that the board develop its own voice in addition to staff and administration.
- We are still developing in this area as well. We are responsive and respectful to community inquiry and feedback, but we fall short in the other elements of community engagement
- As a board, we could improve in this area.

Standard 3: Effective Leadership

- Board members are visible in the community
- Board members develop professional community relationships to improve student learning and opportunities for students
- Board activities, analysis, and decision-making are aligned to vision and strategic goals
- The board solicits input from multiple sources to assist in making informed decisions
- The board establishes and sustains relationships with community leaders, city, and county government officials, and state legislators
- Board members model an empowering leadership style
- The board enacts strategic goals and policies to define hiring practices that ensure employees fit into the culture and core values of the district
- Board members promote change through dialogue and collaboration
- Board members understand and are knowledgeable about school improvement initiatives and their role in supporting those initiatives

Board performance score for Standard 3: 1.6

Comments:

- Erin has become an articulate chair, urging us toward greater functionality. The board has given improved direction to the Superintendent. But leadership regarding facilities improvement is still emerging.
- Board members work hard to engage with community members and to be visible. I think we can do more to collaborate.

Standard 4: Accountability

- The board ensures funding to implement accountability measures
- The board regularly reflects on its performance and makes substantive change based on the results of self-evaluation
- The board models a culture of high expectations throughout the district
- The board's priority and focus are on the student learning and student success in alignment with the district's strategic goals
- The board ensures the budget aligns resources based on student learning priorities
- The board supports rewards, consequences, and recognition systems to encourage advancement of the district's strategic goals
- Disaggregated student results and growth are measures against expectations set by district strategic goals
- The board conducts an effective superintendent evaluation focused on monitoring progress on the district's strategic goals
- The board regularly establishes performance goals for itself
- The board ensures the superintendent and staff clearly understand their roles and responsibilities in creating and supporting a culture of high expectations throughout the system

Board performance score for Standard 4: 1.8

Comments:

- I applaud Erin's efforts at pushing us toward effectiveness even though I personally find goal-directed efforts distasteful. Self-accountability is really the only major accountability that works with the board, in my experience.
- We have made a lot of progress over the last two years on this standard. We could improve by developing a way to encourage advancement of the district's strategy and this would coincide with making sure we develop expectations and a good way to measure that we are meeting those expectations.

Standard 5: Using Data for Continuous Improvement and Accountability

- The board uses, and expects the superintendent to use, a variety of types of relevant data in decision-making
- Programs approved by the board have effective data collection requirements and measurable results
- The board uses data to identify discrepancies between current and desired outcomes
- The board identifies and addresses priority needs based on data analysis
- The board communicates to the public how policy decisions are linked to student learning data
- The board creates a culture that encourages the use of data to identify learning needs throughout the system
- The board ensures data used in decision-making is disaggregated, culturally representative, and provides the ability to monitor the district's strategic goals

Board performance score for Standard 5: 1.6

Comments:

- We're seeing lots of data, better than in the past. I'm not sure that the board is really using it, though we see staff using MTSS data, test scores, and other statistical indicators. I'm delighted at breakthroughs like high school graduation, and still frustrated by lagging Math achievement.
- We are getting more data and learning to read it. We are also working on getting the data regularly and basing decisions off of that data. What we aren't able to do yet very well is determine what priorities needs might be based on data analysis. We are also still learning what data is out there that will show us how we are doing, and we are still trying to figure out what is possible to achieve.

Standard 6: Cultural Responsiveness

- Board outreach and community engagement activities accommodate cultural differences in values and communication
- The board actively encourages and expects the superintendent to facilitate the participation of culturally diverse groups
- The board has a process to review policies for cultural responsiveness and bias
- Board members approach decision-making considering the many facets of cultural diversity including those indicated in the cultural responsiveness standard

- The board ensures district employees are representative of the values and culture of the community
- A climate of caring, respect, and the valuing of students' cultures is established through board policies and goals
- The board ensures the superintendent holds all employees accountable for high standards and expectations for each and every student

Board performance score for Standard 6: 2

Comments:

- Our community doesn't really have a difficult or complicated culture, and I think the Board and the District alike are a good match for the culture of our community.
- Board members do consider cultural diversity in decision making and expects schools to provide a climate of caring, respect and the valuing of students' cultures.

Standard 7: Culture and Climate

- The board models relationships built on trust and respect
- The board takes time to reflect and improve internal and external relationships
- The board regularly assesses, holds the district accountable, and provides support for the improvement of the district culture and climate
- The board creates a system in which high levels of student learning are expected.
- The board establishes policies and ensures practices to foster a safe, positive learning climate for students
- The board models and holds the district responsible for improving a culture of service

Board performance score for Standard 7: 2

Comments:

- I think the schools are making real progress here, and it has a lot to do with Tanner and Amanda.
- I can't think of a single part of this standard that our board does not demonstrate, but I can't think of specific examples where we are explicit in these actions. That would be the next step, to be intentional about attaching activities we regularly do.

Standard 8: Learning Organization

- Board policies nurture leadership capabilities across the organization
- The board creates and pursues opportunities to learn about research-based strategies that ensure continuous improvement for the next generation of learners
- Board members promote positive change through dialogue and collaboration
- The board encourages professional development that increases learning and empowerment
- The board fosters an environment of mutual cooperation, emotional support, and personal growth throughout the organization

Board performance score for Standard 8: 1.6

Comments:

- MTSS is a significant good. Organizing for a breakthrough in Math achievement District-wide needs an organizational approach.
- We are working closely with the superintendent to ensure that development is intentional and financially supported.

Standard 9: Systems Thinking

- The board works to avoid policy decisions that shift problems from one part of the system to another
- The board encourages an organizational structure that enables creative processes
- The board engages in process thinking, seeing beyond the immediate situation and easy solutions
- The board analyzes issues for their impact on other parts of the system
- The board team is solution-oriented
- The board works collaboratively with other agencies to encourage dialogue that fosters continual growth

Board performance score for Standard 9: 1.4

Comments:

- I'm not sure what this means, really.
- As I review the various components of this standard, it stands out that we are still learning about the system such that process thinking is still difficult to do. I'm at a loss for how to better develop this standard. I might reach out to OSBA for some support in this area.

Standard 10: Innovation and Creativity

- Board members create time and opportunities for their own creative thinking
- Board members partner with community and educational organizations to remove real and perceived barriers to creativity and innovation
- The board sets meeting agendas that allow it to proactively identify and explore strategic issues
- The board incorporates flexibility into its future plans to enable the district to look and move in unforeseen directions in response to unexpected events
- The board recognizes the risk inherent in creativity and innovation and promotes employee knowledge, awareness, creativity, self-initiated action, and experimentation

Board performance score for Standard 10: 1.4

Comments:

- The Board isn't all that innovative or creative, but I'm not sure it needs to be. Administration and teachers definitely need to be!
- I'm not sure I know what this would look like. I would need examples.

Standard 11: Board Member Conduct, Ethics, and Relationship with the Superintendent

- Each member of the board understands and respects the distinction between the board's responsibilities and the superintendent's duties
- The board and superintendent trust and respect one another
- Board members represent the interests of the entire district
- Board members preserve the confidentiality of items discussed in executive session
- Board members do not use their office for personal gain or advancement
- Board members do not attempt to individually speak on behalf of the entire board or commit the board
- Board members direct complaints and requests to the superintendent rather than attempting to solve them directly
- The board and superintendent agree on the information needed by the board, and when and how the board receives that information
- The board and superintendent participate in learning opportunities as a team
- Board members come to the meeting familiar with the agenda and prepared to discuss, ask questions, and take action on agenda items

Board performance score for Standard 11: 2.4

Comments:

- With Clint, the Board is wisely pursuing a balanced relationship of warmth and pointed expectations. I haven't seen any misbehavior by my fellow Board members.
- We could improve by participating in learning opportunities as a team and through a high level of engagement in agenda items and by asking more questions.

Standard 12: Budgeting and Financial Accountability

- Board members are knowledgeable of the district budgeting process
- Budgeting decisions are based on student needs, adopted district policy and goals, and the district's financial ability to meet those needs
- Board members have a basic understanding of district revenues and expenses
- The board reviews monthly financial statements provided by the superintendent and understand their role in the oversight of the budget

Board performance score for Standard 12: 2.6

Comments:

No area to add comments on the survey.

Board Goals Self Evaluation Results

Goal 1: Prioritize facility needs according to stakeholder feedback, initiate implementation, and monitor the progress of completed achievements.

Score: 2

Comments:

- We're kind of in a holding pattern, seeming unsure of next steps.
- I would like to see a list of the completed achievements.

Goal 2: Monitor the successful implementation of the communication plan between the schools, parents, and the broader community including city governments and civic organizations.

Score: 2

Comments:

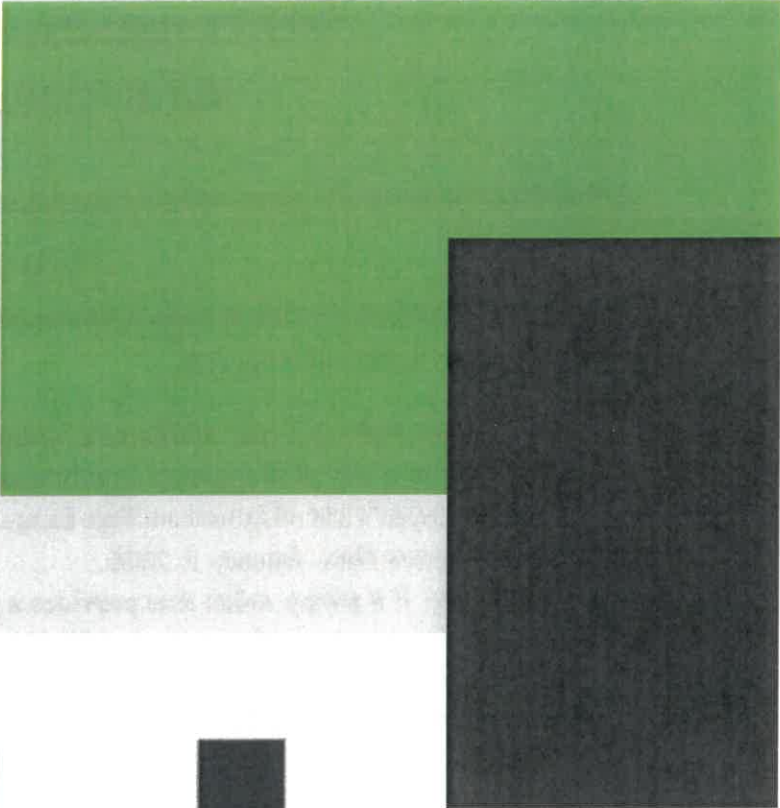
- Significant progress has been made, but we're still not close to where we want to be in order to successfully pass a bond.
- We have suggested areas that we would like to continue to improve communication in especially within the schools.

Goal 3: Establish and implement a monitoring plan for the Yamhill Carlton School District five-year strategic plan.

Score: 2

Comments:

- We are still developing the monitoring plan.



2025

Legislative Session

ghr

Legislative Update

K-12

2025 Legislative Session Summary for K-12 Public Schools

PERSONNEL

SB 731- Pay Differential for ASL

- When there is a pay differential within a public employer's employment policies for employee use of bilingual or multilingual skills, a differential must also be provided for an employee's use of American Sign Language in performing assigned duties.
- Effective Date: January 1, 2026.

Action Item: If a policy exists that provides a pay differential to bilingual or multilingual staff, that policy must be revised to include ASL if it is used in a similar manner in which bilingual or multilingual staff who receive the differential use their skills. Also review collective bargaining agreement articles related to bilingual pay differential to determine if a MOU is necessary to implement SB 731.

SB 802- TSPC Licensing Timing

- Modifies the provision that used to allow teachers to work without a teaching license 90 days after the application submission date to 90 days after the commission determines a person has satisfied the background check requirements. This extends the amount of time a teacher can work while awaiting licensure.
- Effective date: July 1, 2025.

Action Item: Inform new hires HR staff of this change.

SB 805- TSPC Investigations/Sanctions

- Amends the law to allow for the closure of a complaint after six months (rather than 12 months) if it does not receive verification from the complainant of their attempts to resolve the complaint at the district level first. This does not apply to sexual conduct complaints. (Effective January 1, 2026)
- Adds a provision that permits the Teacher Standards and Practices Commission to impose a civil penalty as a disciplinary action against the person charged.

- The TSPC will adopt rules that determine the monetary penalty amount. The maximum amount for a single violation is \$1,000. The penalties collected will be deposited to the state treasury. (Effective July 1, 2026)
- Effective Date: July or January 1, 2026.

Action Item: None.

SB 808- Oregon National Guard/Veteran Preferences

- Amends the definition of state servicemember to now include a current member of the Oregon National Guard or former member of the Oregon National Guard who was discharged under honorable conditions.
- Adds current or former members of the Oregon National Guard to be included in federal hiring preferences for US veterans.
- Effective Date: January 1, 2026.

Action Item: Inform hiring staff about this new hiring preference.

SB 849- PERS- School Districts Unfunded Liability Fund

- This legislation directs PERS to apply all funds in the “School Districts Unfunded Liability Fund” (as of February 28, 2025) against all school district employers individual 2025-2027 employer contribution rates.
- This practice will continue for all funds credited to this Unfunded Liability Fund for the biennium following the crediting.
- Effective Date: May 5, 2025.

Action Item: None.

SB 851- Changes to PERS Reporting

- Adds a provision in the Public Employee Retirement System that increases the threshold for waiving recovery of overpayments from less than \$50 to less than \$200.
- Adds exceptions to the prohibition on modifying employment data after dispute filing deadlines.
- Defines “major fraction of the month” as a month in which an active member is employed for more than one-half of the total calendar days in that calendar month and in which the member is being paid a salary by a participating public employer for hours worked in that calendar month.
- Effective Date: January 1, 2026.

Action Item: None.

SB 858- Updates to PFMLI

- Updates provisions to disqualify employees who are eligible for unemployment benefits from also qualifying for paid family and medical leave insurance benefits.
- Empowers authorized agents to take action related to PFMLI claims on behalf of a covered individual who is deceased or incapacitated and had not yet completed the Paid Leave Oregon claim process.
- Clarifies timeline for employer and employee contributions when going with an approved plan.
- Effective Date: January 1, 2026 (first bullet point); September 26, 2025 (other bullet points).

Action Item: Inform human resources department about the changes and additions.

SB 867- Updates to Penalties for Discrimination in Education/ODE's role in sexual conduct investigations.

- ODE currently can only impose financial sanctions when a district is found to be non-compliant with discrimination laws. This allows ODE to issue more sanctions, including requiring districts to change policy, attend trainings, or make some information available to the public. Additionally for violations concerning discrimination against a child in a manner that takes away from their educational experience, the school must provide the student with access to the missed education or extracurricular activity or service or reimburse the student/their parents for costs incurred from obtaining comparable services/education/activities.
- Updates the sexual conduct law as follows:
 - Exempts pre-K programs from education providers subject to the sexual conduct law, except if the pre-K program is under the direct control of a school district.
 - Allows ODE to investigate sexual conduct for any non-TSPC licensed employee, contractor or volunteer if they provided services within two calendar years prior to when the suspected conduct was committed.
 - Allows ODE to provide less information to a person making a sexual conduct report following the completion of the investigation.
- Effective Date: January 1, 2026.

Action Item: None.

SB 906- Explanation of Earning and Deductions

- Adds a provision that requires employers to provide all employees *upon hire* a written explanation for all earnings and deductions including 1) the employers established regular pay period; 2) a list of eligible pay rates, all benefits and contributions, and deductions that may apply; 3) the purpose of deductions during any pay period; 4) allowances claimed as a part of minimum wage; 5) employer provided benefits; and all payroll codes and their detailed descriptions.
- This can be satisfied by posting this information on the district's website, emailing the information, or posting a physical document at a central location.
- The district must review and update this information annually on January 1, of each year.
- BOLI will provide a template for employers to customize for use.
- Adds provision that will allow fines of \$500 against any person who violates the above statute (ORS 652.610 (5)).
- Effective Date: January 1, 2026.

Action Item: Inform school district payroll and human resource departments of the new requirements for onboarding paperwork as well as the consequences for not providing certain information to new hires.

SB 916- Unemployment Insurance for Striking Workers

- Individuals unemployed due to an employer lockout are no longer disqualified from receiving unemployment benefits or waiting week credit.
- Individuals unemployed due to a strike are disqualified for benefits only during the first week of the strike. After the first week:
 - If the tax schedule in effect is Fund Adequacy Percentage Ratio I-IV, benefits are available for up to 10 weeks.
 - If the tax schedule in effect is Fund Adequacy Percentage Ratio V-VIII, benefits are available for up to 8 weeks.
- Back pay awarded to resolve a strike must be reduced by the amount of unemployment benefits received during the strike period.
- Overpayments due to back pay received for resolving a strike are recoverable, and individuals are liable to repay the amount to the Unemployment Compensation Trust Fund.
- Effective Date: January 1, 2026.

Action Item: Notify HR administrators of this change to unemployment benefits for striking workers.

SB 968- Allows Public Employers to Deduct Overpayments to Employees

- Allows public employers to deduct the overpayment of an employee's wages if the overpayment occurred in the 364 days preceding the date the employer provided the public employer a written statement with the following information 10 calendar days prior to the deduction:
 - A written statement itemizing the overpayment amount and purpose of each deduction;
 - A written statement that provides that in no event may the total amount of a deduction exceed five percent of the public employee's gross pay each pay period, unless the public employee otherwise requests and specifies that a greater percentage or amount be deducted; and
 - A written statement informing the public employee that, if the public employee is terminated or otherwise separates from employment, the public employer can recoup the balance owed from the public employee's final paycheck.
- Effective Date: September 26, 2025.

Action Item: Notify payroll employees of the option. Review collective bargaining provisions related to overpayment collections; consult with legal counsel related to whether further negotiation is needed.

SB 1098- Library Materials

- No teacher, administrator, district school board or anyone else entrusted to select or retain library materials may prohibit the selection or retention of certain books based on a perspective, storyline, or individual within the book of which discrimination would be prohibited in Oregon.
- The same prohibition applies to school board's rejection of textbook or instructional materials.
- Besides the person responsible for selection and retention, library materials/books may only be removed following a formal written request by a parent/guardian of a student or a school employee. A committee reviews the request if after consideration agrees to removal, then the committee provides a written explanation for the removal to the public.
- Textbooks and educational materials may only be removed in a process similar to that for library materials: A parent/guardian/employee written formal request, board review; board acceptance and formal explanation letter to the public.
- Effective Date: June 17, 2025.

Action Item: Update teachers, staff, administration, and especially library personnel on the new procedure for challenging textbook/educational material/library material and on what basis books cannot be challenged.

HB 2900- Max Probationary Period for Teachers who Previously were Contract Teachers

- Changes the maximum probationary period for a contract teacher to be two years if that teacher has already been a contract teacher in another Oregon district for the initial three-year probationary period.
- Districts may also agree to a shorter probationary period of not less than one year for teachers who have already satisfied the initial three-year probation period at an Oregon school district.
- Effective Date: January 1, 2026.

Action Item: Inform administration and hiring staff of the change and update employment documents.

HB 2930- Ethics Law Expansion to Include Member of the Household

- Modifies ORS 244.020 to include “member of the household” to the list of those subject to the conflict of interest provisions. Current law only applies to the public official and their relative.
- Effective Date: January 1, 2026.

Action Item: None.

HB 2932- Ethics Law Exception for Teaching at a Post-Secondary Institution

- Provides that public officials may receive compensation for teaching courses at any Oregon public or non-profit post-secondary institution without there being an ethics issue. This is a new exception to the rule that public officials may not gain financially from their position in a way that wouldn’t have been likely without their position.
- Effective Date: January 1, 2026.

Action Item: None.

HB 2948- School Nurse Supervision

- School nurses shall be responsible for coordinating nursing services within the scope of their practice. School administrators may supervise or direct a nurses’ work as is relates to their role as a school employee, but not as it relates to the practice of nursing.
- This does not require school districts to employ a clinical supervisor for the nurse and does not prevent school employees from conferring with the nurse related to a student safety issue.
- Effective Date: January 1, 2026.

Action Item: Make known to administrators and other staff that they are not to interfere with the direction of a registered school nurse's nursing services, but may direct in other areas such as work hours, locations, workload, and other matters addressed through a collective bargaining agreement.

HB 2957- Prohibition Against Shortening BOLI statutes of limitations

- It is unlawful for an employer to enter into an agreement with an employee that would have the effect of shortening the statute of limitations for employment violations that the Bureau of Labor and Industries oversees.
- Also establishes time periods for when the employee must file a lawsuit or when BOLI must issue a notice of rights
- Effective Date: June 24, 2025.

Action Item: Contracts between employers and employees cannot include provisions that shorten statute of limitations of employee's ability to file a complaint. Current contracts should be revised, and future contracts should not include any SOL shortening provisions.

HB 3187- Prohibition Against Requesting DOB or Graduation Date from Applicant

- It is unlawful for an employer to request an applicant's date of birth, or date of graduation from an educational institution prior to completing the initial interview or making conditional offer of employment if there is no initial interview.
- The information can be requested for a bona fide occupational qualification or to comply with law, like if there are jobs with age-based restrictions due to safety or other specific requirements.
- Effective Date: September 26, 2025.

Action Item: Update hiring protocols, including information needed for criminal background checks, to be obtained post-initial interview.

HB 3789- Prohibition Against Impersonating Union Representative

- It is unlawful to "use fraud or misrepresentation to make a verbal or written communication that purports to be authorized or otherwise approved by a labor organization but that has not, in fact, been authorized or approved by the labor organization, with the intent to undermine or interfere with the operations of the labor organization, or otherwise negatively impact the labor organization."
- Provides that only the union may designate "union representative"
- Provides for fine of \$6,250.
- Effective Date: January 1, 2026.

Action Item: None.

STUDENT ISSUES

SB 141- Education Accountability

- Requires all school districts who receive state funding to measure certain learning outcomes including on-time graduation rate, five-year completion rate, ninth grade on-track rate, eighth-grade mathematics proficiency rate, third grade reading proficiency rate, regular attendance rate, regular early-grade attendance rate, and local metric rates
- Requires the State Board of Education to develop statewide targets for the aforementioned metrics.
- Requires ODE to determine whether each district met its growth targets.
- Provides consequences for districts who do not meet their growth targets: after two years the district must accept coaching and support from ODE, after three years intensive coaching by ODE will be provided, and after four or more years of a district not meeting their growth targets the district will be required to allow ODE to allocate district funds where ODE sees fit within the district to meet the district's growth targets
- Requires that school district growth targets be first assessed for the 2026-2027 school year and coaching be available for the 2028-2029 school year.
- Effective Date: June 24, 2025.

Action Item: If not already doing so, school districts should measure and maintain a record of all of the following metrics: on-time graduation rate, five-year completion rate, ninth grade on-track rate, eighth-grade mathematics proficiency rate, third grade reading proficiency rate, regular attendance rate, regular early-grade attendance rate, and local metric rates. School districts should also stay informed on the growth targets stipulated by the State Board of Education.

SB 315- Coding System to Record Student Absences

- Requires ODE to review current practices and create new practices relating to student absence recording and school district response to student absences that exceed 10 days due to concerns about significant declines in attendance post-COVID.
- Additionally requires ODE to develop a common coding system to be used by school districts to record and report student absences.
- Effective Date: January 1, 2026.

Action Item: Prepare staff to learn new coding system to record and report absences.

SB 450- Designated November 14th as Ruby Bridges Walk to School Day

- Provides that November 14th will be designated as Ruby Bridges Walk to School Day.
- Effective Date: June 20, 2025.

Action Item: Update 2025-26 school calendars as appropriate.

SB 548- Legal Marriageable Age Minimum 18

- The age of consent to marriage is moved from 17 to 18 for both men and women.
- Effective Date: January 1, 2026.

Action Item: None.

SB 729- Mental Health Treatment for those with Intellectual Disabilities

- Extends the prohibition of denying mental health services to those with intellectual disabilities *of any age* to all public bodies including the Oregon Health Authority, the Department of Human Services, the Department of Education, the Oregon Medical Board.
- Effective Date: September 26, 2025.

Action Item: None.

SB 735- Abbreviated School Day and Public Charter Schools

- Statutory abbreviated school day requirements do not apply to students enrolled in public charter schools when that charter school:
 - Serves a student population where the majority do not have disabilities;
 - The school is not designed for students with challenging behaviors or complex medical needs;
 - The school has a longer school year than the district's typical school year;
 - The school's regular schedule provides at least 95% of the total hours provided to the majority of students of the same grade in the district's other public schools; and
 - The student is not restricted to attending fewer hours of instruction/educational services than the majority of students of the same grade who attend the same public charter school.
- Effective Date: May 19, 2025.

Action Item: Inform special education administrators and public charter school administrators of the change in requirements and provisions related to abbreviated school days.

SB 742- Abbreviated School Day Meeting and foster parents

- Provides that parents or foster parents may waive their option to an in-person meeting and consent to a telephone or otherwise electronic IEP meeting during which an abbreviated school day program is discussed.
- A telephone or electronic meeting is also an appropriate option if there is a public health emergency.
- Effective Date: May 19, 2025.

Action Item: Informing special education staff of the options for telephonic or electronic IEP meetings relating to abbreviated school days and when those options are appropriate.

SB 745- Abbreviated School Day Meeting Requirements

- Allows a parent or foster parent of a terminally ill child to consent to meeting with the student's individualized education program team about the student's abbreviated school day program no more than once per year.
- Effective Date: May 19, 2025.

Action Item: Inform special education staff of this change that will affect the frequency of meetings related to abbreviated day in this limited circumstance.

SB 784- Dual Credit Programs/HECC

- Requires that the Higher Education Coordinating Commission create statewide standards for and implement dual credit programs in agriculture, forestry, and natural resources in public high schools, community colleges, and public universities.
- In addition to earning college credit for completion of these courses and requiring that educators teaching these programs collaborate to create the curriculum, an added provision requires that career and technical student organizations also collaborate to ensure cohesiveness in content and objectives for the course programs.
- Effective Date: January 1, 2026.

Action Item: Inform teachers who regularly teach these classes of the new provisions and connect with other programs across the state to create cohesive and consistent program curriculum that meets the standards that will be created by the HECC.

SB 798- In-State Tuition for Out-Of-State Oregon National Guard

- Includes members of the Oregon National Guard and their families who reside outside of Oregon the opportunity to attend higher education in Oregon for in-state tuition.
- Effective Date: January 1, 2026.

Action Item: Inform college financial aid offices and potentially high school guidance counselors of this change and how it may allow some students (who are members/families are members of the Oregon National Guard) to attend an Oregon college for in-state tuition without being an Oregon resident.

SB 868- ODE Report on Cost of Operating Special Education Program

- Directs ODE to study the cost of operating and administering a local, county, or regional special education program to develop a formula for the cost of an “efficient and effective funding of the program.”
- This information will be presented to the Governor’s office, along with information related to the identification of the difference between this formula and action funding.
- Effective Date: January 1, 2026.

Action Item: None.

SB 934- TAG Screening

- Provides that anybody who knows a student can recommend the child undergo the Talented and Gifted screening. Districts must provide TAG screenings for any recommended child to address concerns about underrepresentation of students in traditionally marginalized groups, like students with disabilities or bilingual students.
- Parents must be directly informed about the recommendation process for TAG screening, and it should also be provided on the school district’s website.
- Effective Date: January 1, 2026.

Action Item: Inform school districts of the requirement to provide TAG recommendation process information to parents and to the district website. Inform staff that any student with a recommendation for TAG screening must be tested.

SB 982- Placement in Out-of-State Agency

- Permits school districts to use public funds to place students in out-of-state child-caring agencies if:
 - The out-of-state agency satisfies Oregon licensing criteria;
 - The school district has a current contract with the child-caring agency; and
 - The contract between the school district and the child-caring agency 1) requires the child-caring agency to provide a list of all entities for which they provide services, 2) requires the agency to notify the school district no later than 15 days after accepting a child from a new entity, and 3) the child-caring agency properly makes

mandatory reports of child abuse and complies with all mandatory reporting requirements.

- School districts are to review their contracts before placing children with out-of-state agencies
- These provisions do not apply to other states' schools for the deaf or schools for the blind
- Attempts to align with previous change to the law that allowed DHS to place children or youth in out-of-state care facilities.
- Effective Date: June 5, 2025.

Action Item: Provide school district staff who oversee transferring children to out-of-state agencies with updated information regarding contractual requirements and the requirements of the out-of-state agencies before placement.

HB 2508- ODE Development of Standardized method for Student Data Collection

- Directs ODE to develop and implement a standardized method to be used by school district, ESDs and ODE to electronically "create, collect, use, maintain, disclose, transfer and access student data from multiple platforms."
- Intent is to facilitate faster transfers of student records, to maximize Medicaid building, and to streamline reporting.
- ODE will then facilitate training of school and ESD staff on the new method and will develop a schedule for the transition to this standardized method.
- The timeline for transition to the new method will be the later of the date ODE first enters into a contract to provide a standardized method to share student data or the date of the expiration of district and ESD contracts with a student information systems provider.
- This law will also be applicable to charter schools.
- Effective Date: Awaiting Governor's Signature.

Action Item: Review expiration date of contract with student information systems provider. Do not enter into new contract term without first checking in with ODE on status of development of new student data model.

HB 2586- Asylum Seekers In-State Tuition

- Amends the law to include asylum seekers in receiving resident tuition rates at public universities in Oregon and Oregon Health Sciences University (both undergraduate and graduate degrees).
- Public universities in Oregon include the University of Oregon, Oregon State University, Portland State University, Oregon Institute of Technology, Western Oregon University, Southern Oregon University, and Eastern Oregon University.
- Effective Date: May 27, 2025.

Action Item: None.

HB 3007- Changes to Concussion Response Requirements

- Creates provisions that require ODE to establish a procedure for schools to follow when a student has a documented concussion or brain injury. This includes both immediate and temporary plans for accommodating these students to reduce the risk of reinjury or worsening of the injury.
- ODE is also required to prepare and provide a form to assist districts with this protocol.
- The plan requires the public education provider to assess what limitations the student has or needs to prevent further injury, the present symptoms, potential academic and social-emotional accommodations that might need implementation, and to communicate these accommodations with teachers and staff who interact with the student.
- Implements timing requirements for this concussion/brain injury procedure: accommodations are in effect no later than 10 school days after written notification has been received by the education provider; and the accommodations are reviewed when necessary but no later than every two months
- Effective Date: June 9, 2025.

Action Item: Adopt ODE's form when submitted; inform building administrators and special education staff of the new requirements and update procedures accordingly.

HB 3063- Residency for Student in Hospital Educational Program

- Requires that a student remain enrolled in their home school district even when enrolled in a hospital education program to maintain access to curriculum and technology.
- Effective Date: January 1, 2026.

Action Item: Update registrar of change for this specific situation.

HB 3449- Foster Student Support Funds

- Modifies the provision for the pilot program that provides support for students in the foster care system. The Department of Education will provide grants to specific school districts for distribution to any of the middle school or high schools in the district to improve the educational outcomes of students in the foster care system.
- ODE will select three school districts to participate in this pilot program and distribute funds to the middle and high schools in those districts.
- Effective Date: May 28, 2025.

Action Item: None.

MISCELLANEOUS

SB 179- Recreational Immunity Expansion

- Extends recreational immunity to landowners who allow the public to use their land for recreational purposes such as walking, running, bicycling, gardening, woodcutting, or harvesting forest products without charging for the use.
- Effective Date: January 1, 2026.

Action Item: None.

SB 360- Pesticide Use

- Employees of certain government bodies (including school districts) are not required to hold a license to apply pesticides using machine powered devices so long as 1) the pesticide is not restricted-use, 2) the machine is powered by an electric battery and has no more than 5 gallons of pesticide, 3) the application is not made on a school campus, and 4) the employee has completed the specified training.
- The employer must provide training to employees before they apply pesticides.
- Effective Date: September 26, 2025.

Action Item: Update pesticide procedures for machine powered application for non-school campus properties.

SB 426- Joint and Several Liability for Unpaid Wages related to Construction Contract

- Provides that owners entering construction contracts with direct contractors are jointly and severally liable for unpaid wages, including fringe benefit contributions and penalties, owed to unrepresented employees of the direct contractor and subcontractors for labor performed on the project.
- Subcontractors must provide specific records to direct contractors and owners upon request.
- Effective Date: Applies to labor performed by workers on a project for a direct contractor or subcontractor on or after January 1, 2026.

Action Item: None.

SB 904- Workers' Compensation Self-Insured Exemption with DCBS

- Adds “school districts” to the list of entities that may submit a written application to be exempt from a rule that requires self-insured employers for the purposes of workers' compensation insurance to establish proof of financial ability with the Director of the Department of Consumer and Business Services (DCBS).
 - This application must include a copy of the most recent annual audit of the entity (school district), information regarding the establishment of a loss of reserve account for the payment of compensation to injured workers, and any other information the director requests.
 - The director will approve the exemption if the entity has been self-insured in compliance with the requirements for three consecutive years prior to the application and the entity has a loss of reserve account that meets all of the necessary requirements
- Effective Date: January 1, 2026.

Action Item: None.

SB 905- Removal of Hard Copy Publication Requirement for Health & Safe Schools Plan Test Results

- Districts no longer have to have a printed hard copy of the annual report results of the Healthy and Safe Schools Plan at the District office; this requirement can be met by continuing to post the results on the district website and emailing the results to staff, students and parents.
- Effective Date: January 1, 2026.

Action Item: Inform administrative staff that a print version is no longer required.

SB 983- Board Members Allowed to Vote on Budget Notwithstanding Actual Conflict

- Allows board members to vote on adoption of local budget even if the budget contains compensation for the board member or their relative.
- The intent of this is to allow school board members to vote to adopt monthly stipends following the passage of HB 2753 in 2023 and the subsequent Oregon Government Ethics Commission opinion which limited a school board's options for doing so.
- Effective Date: June 26, 2025.

Action Item: Consider renewing discussion with school board on the adoption of stipends for the next budget cycle.

SB 1099- Preschool in Places of Worship

- Childcare, preschool, or prekindergarten are permitted to take place on property that also serves as a place of worship. Cities and counties are required to allow this.
- Effective Date: June 3, 2025.

Action Item: None.

SB 1109- Recording Board Meetings

- Amends public meetings laws to require all school district, ESD, community college and public universities to record all **board of director** meetings. Previously the law used the more ambiguous term “governing body” to refer to which meetings must be recorded.
- If meetings cannot be videotaped due to an internet issue, they are to be audio recorded and uploaded to the public body’s website or social media page.
- Effective Date: May 28, 2025, but applies to all meetings occurring on or after January 1, 2025.

Action Item: Ensure board meeting recordings are posted to the district website within 7 days of the meeting.

HB 2007- Summer Learning Program Grant Changes

- Modifies the requirements for summer learning program grant eligibility from meeting three requirements to improving students’ reading proficiency by 1) prioritizing improvement, 2) incorporating evidence-based literacy instruction and interventions designed for students with below-grade level reading skills, and 3) utilization of various learning strategies. It also allows for the use of enrichment activities if those activities are also intended to improve student academic outcomes and use evidence-based interventions.
- Adds “federally recognized Indian tribe in this state” to the list of entities that may apply to receive a grant for a summer learning program.
- Provides additional information required within an application for the grant including the assessments that will be administered at the beginning and the end of the program to measure progress and a description of how the funds for the program will be budgeted.
- Requires ODE to prioritize applications from districts that 1) submit a summer learning plan that uses research-aligned literacy strategies, 2) have the lowest rates of reading proficiency, and 3) have focused interventions that target students who have demonstrated academic need.
- Adds that the grant funds may be used to provide food when snacks or meals are not provided through the US Department of Agriculture’s Summer Food Service Program or through a summer meals program that is part of a national lunch program.

- Requires recipients of the grant to provide the Department of Education a report that also includes 1) the number of hours for each activity in the program, 2) an evaluation of the assessment provided at the end and beginning of the program, 3) the identification of successful activities or strategies and activities or strategies that need improvement, 4) identification of the number of credits earned by participant so the summer learning program, and 5) a budget report for how funds were dispersed.
- Effective Date: April 23, 2025.

Action Item: Review new requirements for summer learning program grant approval and new documentation requirements with appropriate staff.

HB 2307- Fluorescent Lamps in Schools

- Exempts school districts from prohibition on sale/distribution of compact and linear fluorescent lamps until 2030.
- Effective Date: May 28, 2025.

Action Item: None.

HB 2453- Changes to Educational Equity Advisory Committees

- Modifies the policy relating to school districts, school boards, and the educational equity advisory committees to explicitly state that school district superintendents may act on the recommendations of the educational equity advisory committee without approval from the school district board. The intent was to clarify that these committees need not be subject to public meetings law as a committee of the superintendent (rather than the board).
- Effective Date: June 20, 2025.

Action Item: Update any procedures related to educational equity advisory committees.

HB 2511- Increase in Information Gathered by ODE

- Requires the Department of Education to collect the same information that ODE uses to administer ORS 327.013(1)(b)(B) (the Teacher Experience Factor) for all individuals who are employed by the school district or an ESD. Previously, ODE only collected information related to licensed teachers and administrators.
- The school districts should supply the requested information to ODE in a timely manner
- Effective Date: January 1, 2026.

Action Item: School districts should be prepared to supply the required information (the same information used to calculate the Teacher Experience Factor) to ODE upon request.

HB 2514- Bonded Indebtedness for ESDs

- Permits ESD boards to contract bonded indebtedness to finance capital costs to serve the ESD and its school districts. The maximum aggregate principal amount of bonded indebtedness is 7.95% of the real market value of all taxable property within the ESD.
- Effective Date: September 26, 2025.

Action Item: None.

HB 2530- Stop Arm Cameras and Agreement with Law Enforcement

- Technical changes to allow for school districts to use a private contractor to install the stop arm cameras, so long as this is approved by the law enforcement partner.
- Creates rebuttable presumption that the bus safety lights were operational and activated at time of violation. For the installation, operation, and maintenance of stop arm cameras on school busses, an education provider may enter a contract with a private entity, so long as there is law enforcement approval.
- Effective Date: January 1, 2026.

Action Item: Inform appropriate personnel that stop arm camera installers must be approved by law enforcement partner.

HB 2680- Fenestration Certification

- Requires proof to the funding public agency that in order to provide public funds to install, repair, or remodel a fenestration system (windows, skylights, and window walls), 1) the contractors have the necessary licenses and insurance; 2) the contractors have a national certification as a glazing contractor; and 3) one or more of the workers or technicians that provide the labor or oversee the project have a national certification as an architectural glass and metal technician.
- Effective Date: September 26, 2025.

Action Item: Inform district staff who contract and select contractors/subcontractors for construction projects of the new requirements for fenestration system construction.

HB 2684- Pest Management

- At least once every five years the school board must update and readopt the integrated pest management plan. The plan must be available to the public through the district's website.
- The list of low-impact pesticides must also be made available to the public. This can be done by adding the list to the Healthy and Safe Schools Plan.
- School gardens have been added to the list of places included in the definition of "campus."
- Effective Date: September 26, 2025.

Action Item: Update board agenda planning to ensure there is a board meeting about the integrated pest management plan at least once every five years.

HB 2944- PECBA Civil Penalties

- Requires certain civil penalties for public employers related to repeated violations of Oregon's labor law requiring the public employer to provide employee information (i.e. name, date of hire, contact information) within certain timelines, or to remit union dues within a specific timeframe.
- If the Employer Relations Board finds that the employer was in violation of certain rules and the employer has previously violated either provision, then the penalty should be between \$1,000 and \$5,000. For subsequent violations the penalty should be between \$5,000 and \$10,000.
- Requires the board to consider proven extenuating circumstances when determining the penalty amount.
- Effective Date: January 1, 2026.

Action Item: None.

HB 3037- Updates to ODE Grant Requirements

- Allows for creation of minimum grant amount for schools with an ADM of less than 1,650 students.
- Updates multiple grants to clarify recipients and definitions.
- Effective Date: July 1, 2025.

Action Item: Provide legislation to grant-writing and fiscal personnel to be informed of updates for potential changes to grant proposals and/or funding.

HB 3040- Early Literacy

- Creates new provision that requires schools who receive certain grants (from the Early Literacy Success Initiative) use the funds to provide teachers and administrators in early elementary ages professional development and coaching. Also permits this type of instruction for instructional assistants in early elementary grades and some other staff.
- Adds new provisions relating to how schools may be able to progress in the early literacy success plan when ODE must intervene. Provides that certain textbooks or materials may be required to be adopted into the curriculum and that the school district may be required to participate in training or improvement activities.
- Effective Date: September 26, 2025.

Action Item: If a district is participating in this program, inform the staff that certain professional development trainings might be required and that certain materials might be required.

HB 3083- Panic Alarm Systems

- School districts are required to have emergency safeguards including emergency drills and policies and procedures relating to building security.
- Districts must *consider* the installation of a panic alarm system that is wireless, capable of connecting to many emergency services technologies, and can integrate with local public safety answering points to transmit 911 calls.
- Effective Date: January 1, 2026.

Action Item: Confirm Board policy and procedures related to school safety have been adopted. When the Board reviews such policies, consider installation of panic alarm systems.

HB 3199- Study to Improve Student Attendance

- Requires the Legislative Policy and Research Office (LPRO) Director to study and submit a report on policies, programs, and other initiatives implemented in Oregon intended to improve school attendance.
- Requires ODE to create an advisory committee to recommend a policy and requires ODE to submit a report on improving school attendance.
- ODE must publish and update attendance data on its website quarterly and to recommend a best practice for recording student absences of more than 10 days.
- Effective Date: July 17, 2025.

Action Item: None.

HB 3365- Updates to Academic Content Standards to Include Climate Change Information

- Requires the State Board of Education, when reviewing and revising academic content standards for science, health, history, geography, economics and civics, to include standards that address the causes and effects of climate change and strategies for mitigating, adapting to and strengthening community resilience to those causes and effects.
- Effective Date: Applies to all academic content standards revisions after June 26, 2025.

Action Item: None.

HB 3953- Tribal Public Charter Schools

- Federally recognized Tribes can apply to be a charter school to the State Board of Education instead of first applying to the school district board first.
- A Tribe can apply directly to the State Board of Education if 1) the tribe does not already operate a public charter school, 2) the school will be located on the reservation or will enroll members of the Tribe if there is no reservation, and 3) the tribe provides notice of their intent to apply.
- Effective Date: September 26, 2025

Action Item: None.

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