Pleasant Hill School District No. 1

August 24, 2026

Board CHARGE & Regular Board Meeting

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Pleasant Hill School District

Review of OSBA Policy Update (Optional) – BDD: Board Meeting Procedures

Purpose

The purpose of this is to review the proposed revisions to Board Policy BDD, "Board Meeting Procedures," using the April 2026 Oregon School Boards Association (OSBA) model policy.

This discussion is intended to:

- Review current Oregon law governing Board meeting procedures.
- Clarify voting, parliamentary procedures, and Board member responsibilities.
- Discuss governance best practices that promote transparency and effective decision-making.
- Determine whether the Board wishes to adopt the updated OSBA model policy with any local modifications.

No Board action is requested during this review.

Background

Pleasant Hill School District's current policy establishes the basic rules governing Board meetings, including quorum, voting requirements, abstentions, and the use of Robert's Rules of Order.

The 2026 OSBA model modernizes the policy by incorporating recent changes to Oregon Public Meetings Law, strengthening transparency requirements, clarifying voting procedures, and providing additional guidance regarding parliamentary procedure.

Although many of the revisions are procedural, they help ensure consistent Board practices and reduce ambiguity during meetings.

Summary of Significant Changes

1. Quorum and Voting Requirements

The revised policy explicitly states that:

- a quorum for a five-member Board consists of three members; and
- three affirmative votes are required to exercise the Board's authority.

It also clarifies that Board votes are public except where Oregon law expressly authorizes voting in executive session, such as certain student discipline matters.

Discussion Question

Does the Board agree that expressly stating these requirements improves clarity for both Board members and the public?

2. Public Voting and Secret Ballots

One of the most significant revisions addresses transparency in Board voting.

The revised policy requires that:

- each Board member's vote be recorded by name;
- written ballots, if ever used, identify the Board member casting the vote;
- secret ballots are prohibited.

These revisions reinforce Oregon's commitment to open government.

Discussion Question

Does the Board support explicitly prohibiting secret ballots and requiring all votes to be attributable to individual Board members?

3. Abstentions and Conflicts of Interest

The current policy simply requires abstentions to be recorded.

The revised policy expands this section by:

- referencing Oregon Government Ethics Law;
- cross-referencing Board Policy BBFA regarding ethics and conflicts of interest; and
- continuing to require documentation of abstentions.

This change better aligns Board procedures with state ethics requirements.

Discussion Question

Would the Board find value in periodically reviewing conflict-of-interest requirements as part of its annual governance training?

4. Parliamentary Procedure

The revised policy continues to use *Robert's Rules of Order – Procedure in Small Boards* as the Board's parliamentary authority but adds two specific procedural expectations:

- motions will be seconded before discussion;
- motions to close or limit debate are permissible.

These additions provide greater consistency during Board deliberations.

5. Failure to Follow Robert's Rules

The revised policy adds an important clarification:

> Failure to follow Robert's Rules of Order does not invalidate an otherwise lawful Board decision.

This provision recognizes that parliamentary rules are intended to facilitate orderly meetings—not create procedural traps that invalidate otherwise legal Board actions.

Discussion Question

Does the Board agree that parliamentary procedure should guide discussion without becoming an unnecessary barrier to conducting business?

Discussion Items

A. Use of Robert's Rules

The Board may wish to discuss how formally it wishes to apply Robert's Rules during meetings.

Options include:

- using Robert's Rules as a practical guide for orderly meetings;
- applying Robert's Rules more formally during complex deliberations;

- relying on the Board Chair, with assistance from legal counsel or OSBA when necessary, to resolve procedural questions.

Administration recommends continuing Pleasant Hill's long-standing practice of using *Procedure in Small Boards* while maintaining flexibility appropriate for a five-member governing board.

B. Transparency in Voting

The revised policy emphasizes transparency by requiring that all votes be publicly attributable to individual Board members.

Administration recommends adopting this language without modification.

Public confidence is strengthened when the community clearly understands how each elected official voted on Board actions.

C. Conflicts of Interest

The Board may wish to discuss whether annual governance training should include a brief review of:

- conflicts of interest;
- actual versus potential conflicts;
- abstentions;
- required public disclosures.

Administration recommends incorporating this review into the Board's annual organizational meeting or governance retreat.

Superintendent Recommendation

Administration recommends adopting the OSBA model policy substantially as written.

The revised policy:

- aligns Board procedures with current Oregon law;
- strengthens transparency in Board voting;
- clarifies the handling of conflicts of interest;
- modernizes parliamentary procedures;
- reinforces that Robert's Rules are intended to facilitate effective governance rather than invalidate lawful Board actions.

Administration also recommends that the Board continue using *Robert's Rules of Order – Procedure in Small Boards* as its parliamentary guide while applying those rules in a practical manner that supports thoughtful discussion, efficient meetings, and informed decision-making.

Recommended Next Steps

Following Board discussion:

- Administration will prepare a final draft reflecting any Board direction.
- The revised policy will be presented at a regular Board meeting for First Reading.
- Formal adoption will be considered at a subsequent regular Board meeting.

Because this policy governs the procedures used at every Board meeting, administration recommends using this review as an opportunity to reaffirm the Board's expectations for respectful deliberation, transparent voting, and consistent governance practices. A shared understanding of meeting procedures helps ensure that Board meetings remain efficient, legally compliant, and focused on serving the best interests of the District and its students.

OSBA Model Sample Policy

Code: BDD
Adopted:

Board Meeting Procedures

1. Quorum

   A quorum of the Board is [three{[1]}] Board members.

2. Vote Needed for Exercise of Powers

   The affirmative vote of [three{[2]}] Board members will be necessary for exercising any of the Board's powers. All votes of the Board shall be taken by public vote, except when authorized in executive session under Oregon Revised Statute (ORS) 332.061.

3. Board Member Voting

   The results of all votes shall be recorded, including the vote of each member's vote by name, on all votes taken by the Board. A written ballot, if used, shall identify the individual Board member by name and their vote, and shall be announced during the meeting at which the vote occurred. Secret ballots are prohibited.

4. Abstaining from Vote

   Any conflicts of interest will be handled in accordance with ORS 244.120 and Board policy BBFA – Board Member Ethics and Conflicts of Interest. Board member abstentions will be documented in the meeting minutes or recording.

5. Parliamentary Procedure

   Official Board business will be transacted by motion or resolution at properly noticed[3] meetings.

   Except as otherwise provided by state law and/or Board policy, the rules of parliamentary procedure comprised in *Robert's Rules of Order Newly Revised, "Procedure in Small Boards"*[4] as modified by the Board will govern the Board in its deliberation. Modifications include the following: Motions

[1] {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.}

[2] {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.}

[3] See ORS 192.640, OAR 199-050-0040 and Board policy BD/BDA – Board Meetings for notice requirements. {In the June 2026 policy update, OSBA will be recommending policy BD/BDA be recoded and renamed: BD – Board Meetings, Notices and Communications.}

[4] See *Robert's Rules of Order*, 12th Edition, § 49:21.

will all be seconded prior to consideration for discussion by the Board and motions to close or limit debate will be acceptable.

The Board chair will decide all questions relative to points of order, subject to an appeal to the Board.

Failure to follow *Robert's Rules of Order* will not invalidate a lawful Board decision.

END OF POLICY

Legal Reference(s):

ORS 192.650
ORS 244.120(2)
ORS 332.045
ORS 332.055
ORS 332.057
ORS 332.107
OAR 199-050-0005 (9)
OAR 199-050-0055

38 OR. ATTY. GEN. OP. 1995 (1978)
41 OR. ATTY. GEN. OP. 28 (1980)

PROPOSED

Pleasant Hill School District 1

Code: **BDD**
Adopted: 1/10/00
Readopted: 9/13/10

Board Meeting Procedures

1. Quorum

   A quorum will consist of the majority of the Board members.

2. Vote Needed for Exercise of Powers

   The affirmative vote of a majority of Board members will be necessary for exercising any of the Board's powers.

3. Board Member Voting

   Each member's vote on all motions will be recorded in the minutes.

4. Abstaining from Vote

   If a Board member chooses to abstain from voting, such abstention will be recorded.

5. Parliamentary Procedure

   Official Board business will be transacted by motion or resolution at duly called regular or special meetings.

   Except as otherwise provided by state law and/or Board policy, the rules of parliamentary procedure comprised in *Robert's Rules of Order Newly Revised,* "Procedure in Small Boards" as modified by the Board will govern the Board in its deliberation.

   The chair will decide all questions relative to points of order, subject to an appeal to the Board.

END OF POLICY

Legal Reference(s):

ORS 192.650
ORS 332.045
ORS 332.055
ORS 332.057

38 OR. ATTY. GEN. OP. 1995 (1978)
41 OR. ATTY. GEN. OP. 28 (1980)

Pleasant Hill School District

Proposed New Policy (Highly Recommended) – BDDC: Board Meeting Agenda

Purpose

The purpose of this is to review the proposed adoption of Board Policy BDDC, "Board Meeting Agenda," based on the April 2026 Oregon School Boards Association (OSBA) model policy.

Unlike the previous policy reviews, Pleasant Hill School District does not currently have a separate Board policy governing agenda development. Adoption of this policy would establish a clear and transparent process for preparing Board meeting agendas while aligning District practice with Oregon Public Meetings Law and current governance best practices.

No Board action is requested during this review.

Why Adopt This Policy?

The Board agenda serves as the roadmap for every Board meeting. While the District has established administrative practices for developing agendas, those practices are not currently reflected in Board policy.

Adopting this policy would:

- establish a consistent agenda preparation process;
- clarify the roles of the Board Chair and Superintendent;
- provide transparency to Board members and the public;
- ensure compliance with Oregon Public Meetings Law;
- establish expectations regarding consent agendas and agenda amendments.

Summary of the Proposed Policy

1. Preparation of the Agenda

The proposed policy assigns responsibility for directing preparation of the Board agenda to the Board Chair.

The Chair may seek assistance from:

- the Superintendent; or
- another Board member.

Administration recommends that, in practice, agenda development continue as a collaborative process between the Board Chair, Vice Chair, and Superintendent.

Discussion Question

Does the Board agree that agenda development should remain a collaborative responsibility?

2. Requesting Agenda Items

The proposed policy allows agenda items to be suggested by:

- Board members;
- staff members;
- students;
- community members.

Requests are submitted to the Board Chair or Superintendent at least five working days before the meeting.

This provides sufficient time for staff review, preparation of supporting materials, and compliance with public notice requirements.

Discussion Question

Is five working days an appropriate deadline for agenda requests, or would the Board prefer a different timeframe?

3. Public Notice

The proposed policy requires that the agenda:

- identify the principal subjects anticipated for discussion;
- provide sufficient detail for members of the public to understand the topics to be considered;
- identify statutory authority for executive sessions when applicable.

These provisions align with Oregon Public Meetings Law and promote transparency.

4. Agenda Amendments

The proposed policy allows:

- the Board Chair to amend the agenda before it is posted; and
- the Board, by majority vote, to amend the agenda during the meeting, including adding items.

This provides flexibility while maintaining Board control of meeting business.

Discussion Question

Does the Board agree that agenda amendments during a meeting should require approval by a majority of the Board?

5. Consent Agenda

The proposed policy formally authorizes use of a consent agenda.

A consent agenda groups routine business into a single motion, allowing the Board to spend more time discussing substantive governance matters.

Any Board member may request removal of an item from the consent agenda before it is considered, after which the item is placed on the regular agenda for discussion.

Examples of appropriate consent agenda items include:

- approval of minutes;
- routine personnel actions;
- routine contracts;
- acceptance of reports;
- routine budget adjustments.

Items involving significant policy decisions, major expenditures, or substantial public interest should generally remain on the regular agenda.

Discussion Question

Does the Board wish to continue using consent agendas for routine business?

6. Distribution of Board Packets

The proposed policy recommends that Board members receive:

- the agenda; and
- supporting materials

at least three full working days before a meeting.

This provides adequate time for Board members to review materials and prepare thoughtful questions.

Administration recommends continuing this practice whenever possible.

7. Confidential Information

The proposed policy clarifies that copies of agendas distributed to the public and media will not include confidential materials contained in Board packets.

This protects confidential personnel, student, and legal information while maintaining transparency regarding Board business.

Discussion Items

A. Agenda Development Process

The Board may wish to discuss how agenda priorities are established.

Administration recommends continuing the current practice:

- Superintendent develops a draft agenda based upon operational needs, statutory requirements, and Board work plans.
- Board Chair and or Vice Chair reviews and approves the draft before publication.
- Board members request additions through the Board Chair or Superintendent.

This process maintains efficient operations while respecting the Board's governance role.

B. Consent Agenda Philosophy

The Board may wish to establish a shared understanding that consent agendas are intended to improve meeting efficiency—not reduce transparency.

Any Board member retains the right to remove an item for discussion without explanation.

Administration recommends adopting this approach.

C. Board Packet Distribution

The Board may wish to reaffirm its expectation that agenda materials be distributed at least three working days in advance whenever practical.

Timely distribution supports informed decision-making and allows Board members sufficient opportunity to prepare.

Superintendent Recommendation

Administration recommends adopting Policy BDDC substantially as written.

Because Pleasant Hill currently has no policy governing Board meeting agendas, adoption of this policy will:

- establish a transparent agenda development process;
- clarify the respective roles of the Board Chair and Superintendent;
- improve consistency in Board operations;
- strengthen compliance with Oregon Public Meetings Law;
- formally establish procedures for consent agendas and agenda amendments.

Administration further recommends that agenda development continue as a collaborative process between the Superintendent. Board Chair, and or Vice Chair with Board members encouraged to submit agenda requests through the Superintendent or Board Chair in accordance with the established timeline.

Recommended Next Steps

Following Board discussion:

- Administration will prepare a final draft reflecting any Board direction.
- The proposed policy will be presented at a regular Board meeting for First Reading.
- Formal adoption will be considered at a subsequent regular Board meeting.

Adopting this policy will complete an important component of the District's governance framework by documenting practices that have historically been handled administratively while providing greater transparency and consistency for future Boards.

OSBA Model Sample Policy

Code: BDDC
Adopted:

Board Meeting Agenda

{[1]}The Board chair will direct the preparation of an agenda for all meetings of the Board. The Board chair may seek assistance from the superintendent or another Board member. Items of business may be suggested by any Board member, staff member, student or patron of the district by notifying the Board chair or superintendent at least [five] working days prior to the meeting. The agenda will include the principal subjects anticipated to be considered at the meeting and be specific enough to permit the public to recognize the matters in which they are interested. When the agenda includes an executive session, the agenda shall identify the specific statutory citation 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.)

The Board chair may direct an amendment to the agenda until it is posted, including adding or removing items. The Board may also amend the agenda during a meeting by a majority vote of the Board. This includes adding items to the agenda during the meeting.

A consent agenda may be used by the Board. The consent agenda will consist of routine business that requires action but not necessarily discussion. These items may all be voted on and approved at the same time. An item on the consent agenda will be removed from the consent agenda upon request of a Board member prior to the consent agenda's consideration. The item removed from the consent agenda will then be placed on the regular agenda.

The agenda, together with supporting materials, will be distributed to Board members at least [three] full working days prior to the meeting. A copy of the agenda will be posted on the district website at least 48 hours prior to any regular meeting and 24 hours prior to any special meeting.

Copies of the agenda for the press and public will not contain any confidential information included in Board member packets.

END OF POLICY

Legal Reference(s):

ORS 192.630 ORS 192.640 OAR 199-050-0040

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

PROPOSED

[1] {The Board is encouraged to review current practices for agenda preparation and Public Meetings Law.}

Pleasant Hill School District

Review of OSBA Policy Update (Highly Recommended)– BDDG: Recordings and Minutes of Board Meetings

Purpose

The purpose of this is to review the proposed revisions to Board Policy BDDG, "Recordings and Minutes of Board Meetings," using the April 2026 Oregon School Boards Association (OSBA) model policy.

This discussion is intended to:

- Review recent changes to Oregon Public Meetings Law regarding Board meeting recordings.
- Clarify the District's responsibilities for maintaining official records of Board meetings.
- Discuss record retention and public access requirements.
- Determine whether the Board wishes to adopt the updated OSBA model policy with any local modifications.

No Board action is requested during this review.

Background

Pleasant Hill School District's current policy requires written minutes for all Board meetings and establishes the minimum information that must be included in those minutes. The policy also addresses executive session minutes and public access to Board records.

The 2026 OSBA model reflects significant statutory changes regarding meeting recordings, official records, and record retention. The revised policy recognizes that a video or audio recording may serve as the official record of a meeting, establishes posting requirements for recorded meetings, and clarifies long-term retention requirements.

Summary of Significant Changes

1. Recording of Board Meetings

The proposed policy incorporates Oregon's requirement that school districts with an ADMr of 50 or more record Board meetings that are open to the public and post those recordings within seven days after the meeting.

Because Pleasant Hill School District exceeds this enrollment threshold, this requirement applies to the District.

Discussion Question

Is the Board comfortable formally incorporating this legal requirement into Board policy?

2. Official Record of Meetings

The revised policy recognizes two acceptable methods for maintaining the official record of a Board meeting:

- a video or audio recording; or
- written minutes.

If written minutes are prepared, they are not required to be a verbatim transcript but must accurately reflect the meeting and include all information required by law.

This provides flexibility while maintaining compliance.

3. Required Contents of the Official Record

The revised policy continues to require that the official record include:

- Board members present;
- motions and resolutions;
- individual votes by name;
- the substance of discussion; and
- references to documents discussed during the meeting.

The addition of references to documents discussed during the meeting provides a more complete historical record.

Discussion Question

Does the Board support including references to Board materials and exhibits as part of the official meeting record?

4. Public Availability of Minutes

The revised policy continues the requirement that written minutes be made available within a reasonable time following the meeting.

The policy also contemplates publication of minutes on the District website in addition to making them available upon request.

Administration recommends continuing the District's current practice of publishing approved Board materials on the District website.

5. Executive Session Records

The revised policy updates the language regarding executive session records by clarifying that:

- recordings or minutes may be maintained for executive sessions;
- executive session records remain confidential except as authorized by law;
- student disciplinary executive sessions continue to receive additional statutory confidentiality protections.

These revisions align the policy with current Public Meetings Law.

6. Record Retention

One of the most significant additions establishes record retention expectations.

The revised policy provides that:

- either the recording or written minutes must be retained permanently;
- if written minutes are maintained as the permanent record, any meeting recording must be retained for at least one year after the minutes are created.

This provides a clear framework for records management while remaining consistent with Oregon archival requirements.

Discussion Items

A. Official Record of Meetings

The Board may wish to discuss which record should serve as the District's official permanent record.

Option 1

Maintain written minutes as the official permanent record while continuing to record and post Board meetings.

Advantages:

- Consistent with the District's historical practice.
- Easier to research historical actions.
- Concise permanent record.
- Video recordings remain available to the public for transparency.

Option 2

Designate recordings as the official record.

Advantages:

- Complete record of discussion.
- Less staff time preparing detailed written minutes.

Considerations:

- More difficult to research.
- Less user-friendly for future Boards and the public.

Administration Recommendation

Continue using written minutes as the District's official permanent record while recording and posting meetings in compliance with Oregon law. This approach provides both transparency and an efficient historical record of Board actions.

B. Website Publication

The Board may wish to reaffirm its commitment to posting:

- Board agendas;
- Board packets (as appropriate);
- meeting recordings;
- approved meeting minutes.

Providing these resources in one location enhances transparency and public engagement.

C. Executive Session Confidentiality

The Board should continue to recognize that executive session recordings and minutes are confidential unless disclosure is specifically required by law.

Administration recommends continuing current practices for secure storage and restricted access to executive session records.

Superintendent Recommendation

Administration recommends adopting the OSBA model policy substantially as written.

The revised policy:

- aligns District practice with current Oregon Public Meetings Law;
- incorporates statutory recording requirements;
- modernizes the District's records management practices;
- improves transparency through timely posting of meeting recordings;
- clarifies executive session recordkeeping requirements; and
- establishes clear long-term retention expectations.

Administration further recommends that Pleasant Hill continue its current practice of maintaining written minutes as the official permanent record of Board actions while using recorded meetings to enhance transparency and public access.

Recommended Next Steps

Following Board discussion:

- Administration will prepare a final draft reflecting any Board direction.
- The revised policy will be presented at a regular Board meeting for First Reading.
- Formal adoption will be considered at a subsequent regular Board meeting.

This policy complements the Board's broader governance framework by ensuring that Board decisions are accurately documented, publicly accessible, and preserved in accordance with Oregon law. Adoption of the revised policy will strengthen transparency while maintaining the District's long-standing practice of providing concise, reliable records of Board actions.

OSBA Model Sample Policy

Code: BDDG
Adopted:

Recordings and Minutes of Board Meetings

[{[1]}The Board will ensure a [{[2]}video] recording is made of all of its meetings and portions of meetings that are not held in executive session. These recordings will be posted on the district's website or social media site within seven days following the meeting.]

A video or audio recording of a meeting can be kept as the official record as long as all required content is included and it is kept in an allowable format[3]. Alternatively, the district may create written minutes. Written minutes do not need to be a verbatim transcript and can be kept in hard copy or electronic form[4].

The official record must give a true reflection of the matters discussed at the meeting and the views of the participants, and must include the following information:

1. All members of the Board present;

2. All motions, proposals, resolutions, orders, ordinances and measures proposed and their disposition;

3. The results of all votes and the vote of each member by name for all actions taken[5];

4. The substance of any discussion on any matter; and

5. A reference to any document discussed at the meeting.

If written minutes are created for meetings which do not take place in executive session, those minutes shall be available to the public within a reasonable time{[6]} after the meeting. These minutes [will be published to the district website and] may be requested from the district office.

PROPOSED

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[1] {ORS 192.655 requires districts with an ADMr of 50 or more to record board meetings, and post the recording within seven days. Districts with fewer than 50 ADMr are exempt from this requirement and do not need to adopt this language.}

[2] {If the district lacks broadband internet, an audio recording is sufficient. See ORS 192.655.}

[3] Oregon Administrator Rule (OAR) 166-017-0045(4) requires moving images or audio recordings be kept in MP2, MP3, MP4, or WAVE formats.

[4] Oregon Administrator Rule (OAR) 166-017-0045(4) requires textual data or still images be kept in XML, ODT, TXT, PDF, RTF, PREG, JFIF, PNG, or TIFF formats.

[5] If minutes are kept in a recorded form, all voting will use a roll call vote and if minutes are kept in written form the minutes will identify the vote of each member by name under each board action.

[6] {The Oregon Attorney General's *Public Records and Meetings Manual* says, "three weeks arguably is within the reasonable time allowed by statute."}

Recordings or minutes[7] of executive sessions will be kept in the same manner as other meetings of the Board. If disclosure of material from executive session recordings or minutes would be inconsistent with the purpose for which executive session was held under Oregon Revised Statute (ORS) 192.660, the material may be withheld from disclosure. Executive session minutes of a hearing held under ORS 332.061 shall contain only material not excluded under ORS 332.061(2) and information[8] will not be disclosed in accordance with ORS 332.061.

Either the recording or minutes of Board meetings will be kept permanently. If written minutes are created for any meetings of the Board, any recordings will be kept for at least one year after the minutes are created.

END OF POLICY

Legal Reference(s):

ORS 192.610 - 192.705
ORS 332.061

OAR 166-017-0005 - 0095
OAR 166-400-0010(9)

OAR 199-050-0060

Attorney General's PUBLIC RECORDS AND MEETINGS MANUAL.

PROPOSED

[7] "...a record of any executive session may be kept in the form of a sound or video tape or digital recording, which need not be transcribed unless otherwise provided by law." ORS 192.650(2)

[8] ORS 332.061 prohibits the disclosure of:
1. The name of the minor student;
2. The issue, including a student's confidential records;
3. The discussion; and
4. The school board member's vote on the issue.

Pleasant Hill School District 1

Code: BDDG
Adopted: 1/10/00
Readopted: 9/13/10; 1/13/20

Minutes of Board Meetings

The Board secretary will take written minutes of all Board meetings. The written minutes will be a true reflection of the matters discussed at the meeting and the views of the participants. The minutes will include, but not be limited to, the following information:

1. All members of the Board who were present;

2. All motions, proposals, resolutions, orders and measures proposed and their disposition;

3. The results of all votes and the vote of each member by name;

4. The substance of any discussion on any matter;

5. Any other information required by law.

All minutes shall be available to the public within a reasonable time. The public and patrons of the district may receive, upon request, copies of minutes from the district office. A copy of the minutes of each regular and special Board meeting as they are drafted for approval will be distributed after such meeting to each Board member and administrator.

The district will maintain a hard copy[1] of the meeting minutes and make them available to staff and other interested patrons.

Minutes of executive sessions will be kept in accordance with the requirements of Oregon's Public Meetings Law with essentially the same level of detail as for public sessions. If disclosure of material in the executive session minutes would be inconsistent with the purpose for which executive session was held under Oregon Revised Statute (ORS) 192.660, the material may be withheld from disclosure.

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 a student's confidential records; the discussion; and each Board member's vote on the issue.

END OF POLICY

Legal Reference(s):

ORS 192.610 - 192.710 ORS 332.061 House Bill 2514 (2019)

Letter Opinion, Office of the OR Attorney General (Nov. 20, 1970).

[1] Oregon Administrative Rule 166-400-0010(9)

Pleasant Hill School District

Review of OSBA Policy Update (Required) – KNA: Immigration Enforcement on District Property

Purpose

The purpose of this discussion is to review proposed Board Policy KNA, “Immigration Enforcement on District Property,” and the accompanying administrative regulations KNA-AR(1) and KNA-AR(2), using the August 2026 Oregon School Boards Association (OSBA) model policy package developed in response to House Bill 4079 (2026).

This discussion is intended to:

- Review the new statutory requirements governing district response and notification when federal immigration authorities enter school property for immigration enforcement.
- Distinguish the matters that must be addressed in Board policy from operational procedures that may be addressed administratively.
- Review the required designation and training of district personnel responsible for coordinating the District’s response.
- Determine whether the Board supports a streamlined local policy focused on the requirements of the legislation, with implementation details contained in administrative regulations.

No Board action is requested during this review.

Background

House Bill 4079 (2026) requires school districts to adopt a policy providing notice when a federal immigration authority is confirmed to have entered school property for immigration enforcement. The policy must be consistent with applicable model policies published by the Oregon Attorney General.

OSBA’s proposed KNA package includes a Board policy and two administrative regulations. KNA establishes the district-level policy framework, KNA-AR(1) provides procedures for interactions with federal immigration authorities, and KNA-AR(2) provides a standardized request log for documenting an encounter.

The OSBA model also contains bracketed and optional language that goes beyond the core policy elements specifically identified in House Bill 4079. Administration recommends separating the Board's statutory policy obligations from operational practices and placing detailed response procedures in administrative regulation.

Summary of Significant Changes

1. Required Board Policy

House Bill 4079 requires the District to adopt a policy addressing notice when federal immigration authorities are confirmed to have entered school property for immigration enforcement. This is therefore a required policy area rather than an optional OSBA update.

The legislation also requires the policy to identify at least one administrator responsible for coordinating the District's response.

Discussion Question

Does the Board support limiting KNA to the policy requirements established by the legislation and placing detailed operational procedures in administrative regulation?

2. Designation of an Immigration Liaison

The OSBA model calls for an administrator to serve as the District's primary point of contact, or "immigration liaison," and allows the District to identify an alternate liaison.

Administration recommends:

- Primary Immigration Liaison: Superintendent.
- Alternate Immigration Liaison: Building Principal(s) when the Superintendent is unavailable.

This approach centralizes legal and operational decision-making while ensuring that an administrator is available when the Superintendent is off site.

Discussion Question

Does the Board support the Superintendent serving as the primary immigration liaison with the building principal serving as the alternate?

3. Required Notice

When a federal immigration authority is reported to have entered school property for immigration enforcement, the immigration liaison must confirm whether the authority is present for that purpose. Once confirmed, notice must be provided as required by law.

The OSBA model identifies the required recipients as:

- Students attending the affected school who are in the grade level established by the policy and above.
- Parents or guardians of students attending the affected school.
- Staff of the affected school.
- Community-based service providers that have requested to receive such notice.

The notice must identify the general location of the federal immigration authority and whether classes or school operations were affected. It may not disclose personally identifiable information, other legally protected information, or information whose disclosure could threaten health or safety.

Discussion Question

Does the Board support using the District's existing electronic communication systems to provide any notice required under the policy?

4. Notice When Student Information Is Provided

The proposed policy also provides that, unless otherwise prohibited by law or court order, the District will make reasonable efforts to notify a student, or the parent or guardian of a student, when the District has provided information related to that student to a federal immigration authority.

Administration recommends retaining this requirement in the streamlined policy because it is part of the statutory notification framework reflected in the OSBA model.

5. Training Requirements

The OSBA model identifies specific training requirements for the immigration liaison and alternate immigration liaison. Training must include the requirements of House Bill 4079, applicable Attorney General model policies, and the District's policy. Training must be provided when the individual is designated and at least once every two years thereafter.

The OSBA model also contains bracketed language providing one hour or more of training to all current staff at least every two years and training to new staff within 30 days of employment. That broader staff-training language is identified by OSBA as language included in the Attorney General's model policy rather than as the specific liaison-training requirement stated in the House Bill 4079 portion of the model.

Administration recommends that Board Policy KNA include the training requirements expressly associated with the designated immigration liaison and alternate. Any additional employee training necessary to implement District procedures can be addressed administratively.

Discussion Question

Does the Board support keeping the Board policy focused on the training requirements expressly tied to the designated immigration liaison and alternate, with broader implementation training handled administratively?

6. Administrative Regulations

KNA-AR(1) establishes the operational response procedures for staff and administrators. It addresses what staff may and may not do, referral to the immigration liaison, review of legal documents, Superintendent approval, documentation, school-sponsored events, transportation, and related procedures.

KNA-AR(2) is a standardized Federal Immigration Enforcement Request Log used to document the requesting officer, claimed authority, documents presented, Superintendent review, witnesses, outcome, and follow-up actions.

Administration recommends maintaining both administrative regulations, with local edits to identify Pleasant Hill positions and procedures. This keeps detailed operational direction outside of Board policy while providing employees with clear response protocols.

A. Scope of Board Policy

Administration recommends that KNA remain concise and address only the policy elements required by legislation. Detailed staff response procedures, document review, incident documentation, school-event procedures, transportation procedures, and similar operational matters should remain in administrative regulation.

Superintendent Recommendation

Administration recommends adopting only those policy provisions expressly required by HB 4079 (2026) and related Oregon statutes. Where the OSBA model includes optional language, administrative practices, or recommendations that exceed statutory requirements, administration recommends addressing those matters through administrative regulation or operational procedures rather than Board policy. This approach maintains legal compliance while avoiding unnecessary expansion of Board policy.

Recommended Next Steps

Following Board discussion:

- Administration will prepare a stripped-down draft of Board Policy KNA reflecting the Board's direction.
- Administration will finalize KNA-AR(1) and KNA-AR(2) with Pleasant Hill-specific positions and procedures.
- The proposed policy will be presented at a regular Board meeting for First Reading.
- Formal adoption will be considered at a subsequent regular Board meeting.

Code: KNA
Adopted:

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 website[2]. [The district will ensure a copy of the Oregon Attorney General's Model Public School Policies[3] and this policy and accompanying administrative regulations are provided to staff.]

Designation of Primary Point of Contact

The [position{[4]}] is the primary point of contact for coordinating interactions with federal immigration authorities occurring in the district ("immigration liaison"{[5]}). The [alternate position] 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] 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

[4] {House Bill 4079 (2026) requires the policy to "identify at least one administrator" for this purpose. The Board should consider whether a single administrator is sufficient for the district, or whether multiple administrators should be designated.}

[5] {The district can choose any title to use for this individual and should use it throughout this policy.}

1. Serving as the district's representative during encounters with federal immigration authorities;

2. Confirming when federal immigration authorities have entered school property for immigration enforcement purposes;

3. Ensuring federal immigration authorities engaging in enforcement activities at the district have notice of relevant district policies: JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information, JOB – Personally Identifiable Information and this policy;

4. Assisting staff in performing their duties in response to immigration enforcement efforts, including ensuring compliance with all district policies and procedures related to interactions with federal immigration authorities and immigration enforcement efforts;

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 [7] and above;
    b. Parents or guardians of students attending the school where the federal immigration authority is confirmed to be on school property for immigration enforcement;
    c. Staff of the school where the federal immigration authority is confirmed to be on school property for immigration enforcement; and
    d. Community-based service providers that have requested to receive notice when a federal immigration authority is confirmed to be on school property for immigration enforcement. Community-based service providers can request to receive such notifications by contacting [the immigration liaison at the district office].

2. Notice must include:

    a. The general location of the federal immigration authority; and
    b. Whether classes or school operations were affected by the presence of the federal immigration authority. [{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 information[6] 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

[6] Citizenship or immigration status or country of birth information is any information concerning:
1. Where a person was born; or
2. Whether a person is a citizen of the United States; or
3. Whether a person has lawful authority to be present in the United States.

4. The information is aggregated and not personally identifiable.

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

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

[{[7]}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

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).

[7] {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."}

OSBA Model Sample Administrative Regulation

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

Interactions with Immigration Enforcement

The [position] 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;

PROPOSED

(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 policies[1].

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

PROPOSED

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.]

6. [Volunteers

The district will determine which volunteers need to receive training or materials regarding this administrative regulation.]

PROPOSED

OSBA Model Sample Administrative Regulation

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

Federal Immigration Enforcement Request Log

School site: _____

Person Receiving Request: _____ Title: _____

1. Requesting Officer Information

   Officer name: _____ Badge #: _____

   Agency: _____

   Contact information: _____

2. Number of officers present: _____

3. Time, date and location of request: _____

4. Nature of the request:

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

5. Source of Authority for the request

   Authority cited by officer(s):

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

   Document Presented? ☐ Yes ☐ No

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

   Copy obtained? ☐ Yes ☐ No

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

Superintendent or Designee Review and Approval

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

Review Conducted By:

☐ Superintendent ☐ Superintendent's Designee

Name: _____

Title: _____

Date and Time of Review: _____

Response Authorized:

☐ Yes ☐ No ☐ Additional Legal Review Required ☐ Pending Further Information

Witnesses Present

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

How the Encounter Concluded

☐ Access to school property granted
☐ Access denied pending legal review
☐ Referred to Superintendent or Designee
☐ Other (describe): _____
☐ Referred to School Administrator
☐ Officers left without further action

PROPOSED

Detailed summary of outcome:

Additional notes:

Follow-Up Actions

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

Completed By: _____ (print name)

Title: _____

Signature: _____

Date: _____

Time Completed: _____

PROPOSED

Pleasant Hill School District

Board Policy Work Session

Review of Board Policy DL: Issuance of Payroll Checks

Purpose

The purpose of this is to review Board Policy DL, **"Issuance of Payroll Checks."**

Unlike many of the policies being reviewed during this governance cycle, there are no proposed Oregon School Boards Association (OSBA) revisions to this policy. Administration is recommending a single housekeeping revision to modernize the policy and align it with the District's current payroll practices.

No Board action is requested during this review.

Background

Board Policy DL establishes the District's procedures regarding payroll preparation, mandatory payroll deductions, and employee pay dates.

The policy provides that payroll will be administered in accordance with applicable collective bargaining agreements and state and federal law. It also establishes the District's monthly payday schedule and identifies how payday is adjusted when the 20th of the month falls on a weekend. Finally, the policy contains a provision addressing payroll distribution during school vacation periods.

Since the policy was last readopted, the District has transitioned from issuing physical payroll checks to utilizing a fully automated payroll system with direct deposit and electronic payroll processing.

Why This Policy Matters

This policy provides employees with assurance regarding:

- payroll processing;
- required payroll deductions;
- established pay dates; and
- consistency with negotiated collective bargaining agreements.

The policy also provides clear direction regarding payroll administration while ensuring compliance with Oregon wage and hour laws.

Summary of Proposed Revision

Removal of an Outdated Payroll Provision

The final sentence of the policy currently states that if the regular payday occurs during a school vacation period, such as winter or spring break, employees will instead be paid on the last school day before the vacation.

This provision reflected a time when payroll checks were physically printed and distributed through the schools.

Today, Pleasant Hill School District utilizes:

- automated payroll processing;
- direct deposit; and
- electronic banking systems.

Because employees no longer rely upon receiving physical payroll checks at their work location, advancing payroll simply because school is not in session is no longer operationally necessary.

Proposed Revision

Administration recommends deleting the final sentence of the policy while retaining the remainder of the paragraph.

The revised language would read:

> Pay day shall be the 20th day of the month or as otherwise specified by applicable provisions of the employee's collective bargaining agreement/group agreement with the district. If the 20th day of the month falls on a Saturday, then payday shall be the prior Friday; if the 20th day of the month falls on a Sunday, then payday shall be the following Monday.

This revision modernizes the policy without changing employee compensation, negotiated contract provisions, or payroll schedules.

Governance Discussion

This proposed revision is administrative in nature and does not alter employee rights or Board responsibilities.

Board Responsibilities

The Board:

- adopts policy governing payroll practices;
- establishes the District's payroll framework;
- ensures compliance with applicable laws and collective bargaining agreements.

Administrative Responsibilities

Administration:

- processes payroll;
- administers direct deposit;
- ensures timely payment of employees;
- withholds required deductions;
- maintains payroll records.

The proposed revision reflects current operational practice while maintaining the Board's existing policy framework.

Discussion Items for Board Consideration

A. Consistency with Current Operations

Administration recommends ensuring Board policies continue to reflect the District's current business practices.

Removing obsolete language helps maintain policies that are accurate, understandable, and relevant for future Boards and employees.

Superintendent Recommendation

Administration recommends retaining Board Policy DL with one minor housekeeping revision.

Administration recommends removing the final sentence of the policy while retaining all remaining provisions.

This revision modernizes the policy to reflect current payroll practices without affecting employee rights, negotiated collective bargaining agreements, or the District's established payroll schedule.

Recommended Next Steps

Following Board discussion:

- Administration will prepare a final draft reflecting the recommended housekeeping revision.
- The revised policy will be presented to the Board for First Reading.
- Formal adoption will be considered at a subsequent regular Board meeting.

This recommendation represents a routine policy modernization intended to keep the District's policy manual aligned with current operational practices while preserving the intent and purpose of the original policy.

Pleasant Hill School District 1

Code: **DL**
Adopted: 7/87
Readopted: 1/10/00, 10/25/10

Issuance of Payroll Checks

Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's collective bargaining agreement/group agreement with the district. Employee health, accident, dental and other types of insurance will be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law.

No other automatic deductions except those required by law and applicable provisions of collective/group agreements will be made from an employee's pay without authorization of the Board.

Pay day shall be the 20th day of the month or as otherwise specified by applicable provisions of the employee's collective bargaining agreement/group agreement with the district. If the 20th day of the month falls on a Saturday, then payday shall be the prior Friday; if the 20th day of the month falls on a Sunday, then payday shall be the following Monday; if the 20th day of the month falls within a school vacation period, such as winter or spring, then the payday shall be the last day of school preceding the vacation period.

END OF POLICY

Legal Reference(s):

ORS 243.650(10), (16)
ORS 243.666
ORS 243.820 - 243.830
ORS 332.505
ORS 332.534
ORS 652.110
ORS 652.120
ORS 652.610

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Commitment, Excellence, Community

PLEASANT HILL SCHOOL DISTRICT NO. 1
SCHOOL BOARD CHARGE MEETING MINUTES

Monday, July 20, 2026; 5:30 p.m.; Pleasant Hill Community Center

1) REVIEW AND DISCUSSION

a. Board Self-Evaluation Review and Discussion

The Board reviewed its self-evaluation and agreed that overall alignment is strong, while identifying a need for more intentional year-end debriefs on board goals each June/July. They affirmed continuing the core board goal of strengthening literacy across all grades, monitored through local STAR data, state OSAS results, and documented tier 2 and 3 interventions.

b. 2026-27 Board Goals/Objectives Discussion

Superintendent Crist outlined how scorecards and local assessments are used to drill down on student needs, support teacher goal-setting, and track system-level effectiveness, while noting the complexity of reading data and the lag in state test results. Board members and Mr. Crist discussed improving the clarity and focus of fall/winter/spring scorecard presentations, including cohort and trend views, and building a stronger culture of assessment seriousness among staff and students. The Board also explored setting an additional goal around advocacy and accountability to get a better understanding of the new accountability framework, engaging OSBA and legislators, and using work sessions to connect district performance, state benchmarks, and policy impacts.

2) POLICY REVIEW

a. BBAA – Individual Board Member's Authority and Responsibility **(Exhibit 2627.001)**

Superintendent Crist reviewed the policy with the Board. The Board and Mr. Crist discussed the changes in the OSBA sample policy from the current district policy. The Board decided to move forward with the OSBA sample policy for a first read approval at the next board meeting.

Items b-e moved to regular board meeting.

b. BBE – Vacancies on the Board **(Exhibit 2627.002)**
c. BD – Board Meetings, Notices, and Communications **(Exhibit 2627.003)**
d. BDC – Executive Session **(Exhibit 2627.004)**
e. CCC – Hiring of Licensed Administrators **(Exhibit 2627.005)**

3) Adjournment – 7:05 p.m.

Signed: _____, this _____ day of _____, 2026
Drew Gottfried, Board Chair

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Commitment, Excellence, Community

PLEASANT HILL SCHOOL DISTRICT NO. 1
REGULAR SCHOOL BOARD MEETING MINUTES

Monday, July 20, 2026; 7:00 p.m.; Pleasant Hill Community Center

1. CALL TO ORDER

Board of Directors Chair Drew Gottfried called the July 20, 2026 board meeting to order at 7:08 p.m. with the Pledge of Allegiance. Board of Directors present were Vice Chair Rusty Rexius, Stephen Hammond and Jennifer Woodland. Others present were Superintendent Jim Crist and Board Secretary Kimberly Silbernagel.

Director Gottfried read the mission statement.

2. CHANGES OR ADDITIONS TO THE AGENDA

Addition of 5.2 Policy Review and 5.3 Board Member Resignation

3. PUBLIC FORUM

There was no public comment.

4. ACTION ITEMS

4.1 Approve June 15, 2026 Regular Board Meeting Minutes **(Exhibit 2627.006)**

Jennifer Woodland moved to approve the June 15, 2026 Regular Board Meeting Minutes. The motion passed 4-0.

Oldham – Absent Gottfried – Yes Woodland – Yes Rexius – Yes Hammond – Yes

4.2 Approve Personnel Report **(Resolution 2627.007)**

Rusty Rexius moved to approve the Personnel Report. The motion passed 4-0.

Oldham – Absent Gottfried – Yes Woodland – Yes Rexius – Yes Hammond – Yes

4.3 Accept 4th Quarter Enrollment Report ending June 30, 2026 **(Exhibit 2627.008)**

Jennifer Woodland moved to approve the 4th Quarter Enrollment Report ending June 30, 2026. The motion passed 4-0.

Oldham – Absent Gottfried – Yes Woodland – Yes Rexius – Yes Hammond – Yes

5. BOARD COMMUNICATION

5.1 Notices

- OSBA Annual Convention, Portland Marriott, November 12-14, 2026
- All Staff District In-Service, HS Student Center, September 1, 2026, 8:00 to 9:30 a.m.

Superintendent Crist reviewed the upcoming events.

5.2 Policy Review

BBE – Vacancies on the Board **(Exhibit 2627.002)**

Superintendent Crist reviewed the policy with the Board. The Board and Mr. Crist discussed the changes in the OSBA sample policy from the current district policy. The Board decided to move forward with the OSBA sample policy for a first read approval at the next board meeting.

BD – Board Meetings, Notices, and Communications **(Exhibit 2627.003)**

Superintendent Crist reviewed the policy with the Board. The Board and Mr. Crist discussed the changes in the OSBA sample policy from the current district policy. The Board decided to move forward with the OSBA sample policy for a first read approval at the next board meeting. The Board will also delete the currently policy BD/BDA and replace it with policy BD.

BDC – Executive Session **(Exhibit 2627.004)**

Superintendent Crist reviewed the policy with the Board. The Board and Mr. Crist discussed the changes in the OSBA sample policy from the current district policy. The Board decided to move forward with the OSBA sample policy for a first read approval at the next board meeting.

CCC – Hiring of Licensed Administrators **(Exhibit 2627.005)**

Superintendent Crist reviewed the policy with the Board. The Board and Mr. Crist discussed changing the wording to include that the preferred method of hiring an administrator would be to conduct an open, completive selection process but that the superintendent may determine that an internal selection process limited to a qualified district administrator, is in the best interest of the district. The superintendent shall notify the Board of the intended selection process. The Board will move forward with first read approval with these changes at the next board meeting.

5.3 Board Member Resignation

On July 20, 2026 the Pleasant Hill Board of Directors received the resignation of John Oldham. Mr. Oldham was a board member for 19 years with the district. There were no objections to the resignation therefore the board accepted Mr. Oldham's resignation with gratitude for his years of service to Pleasant Hill School District.

The Board will discuss the next steps and timeline to fill the vacancy at the next board meeting.

6. OTHER BUSINESS

There was no other business.

7. NEXT MEETING

- Board Work Session (5:30 p.m.) and Regular Board Meeting (7:00 p.m.) – August 24, 2026; Pleasant Hill Community Center

8. ADJOURNMENT – 8:14 p.m.

Signed: _____, this _____ day of _____, 2026
Drew Gottfried, Board Chair

English Learners in Oregon

Annual Report 2024-25

June 2026

OREGON DEPARTMENT OF EDUCATION

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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 year[1]. 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 year[2]. 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.

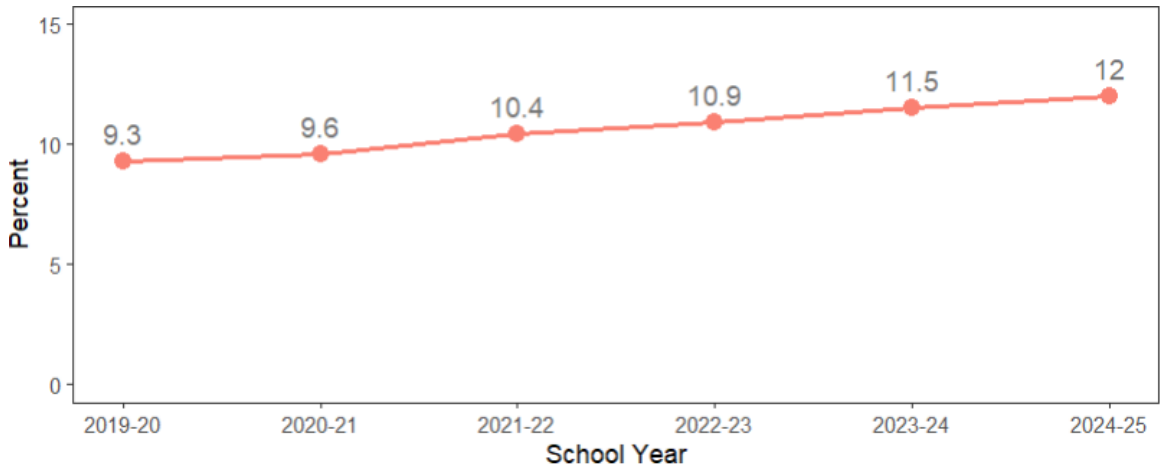
Current and Former English Learners

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, Linquanti, 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 year[3]. 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 years[4].

[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.

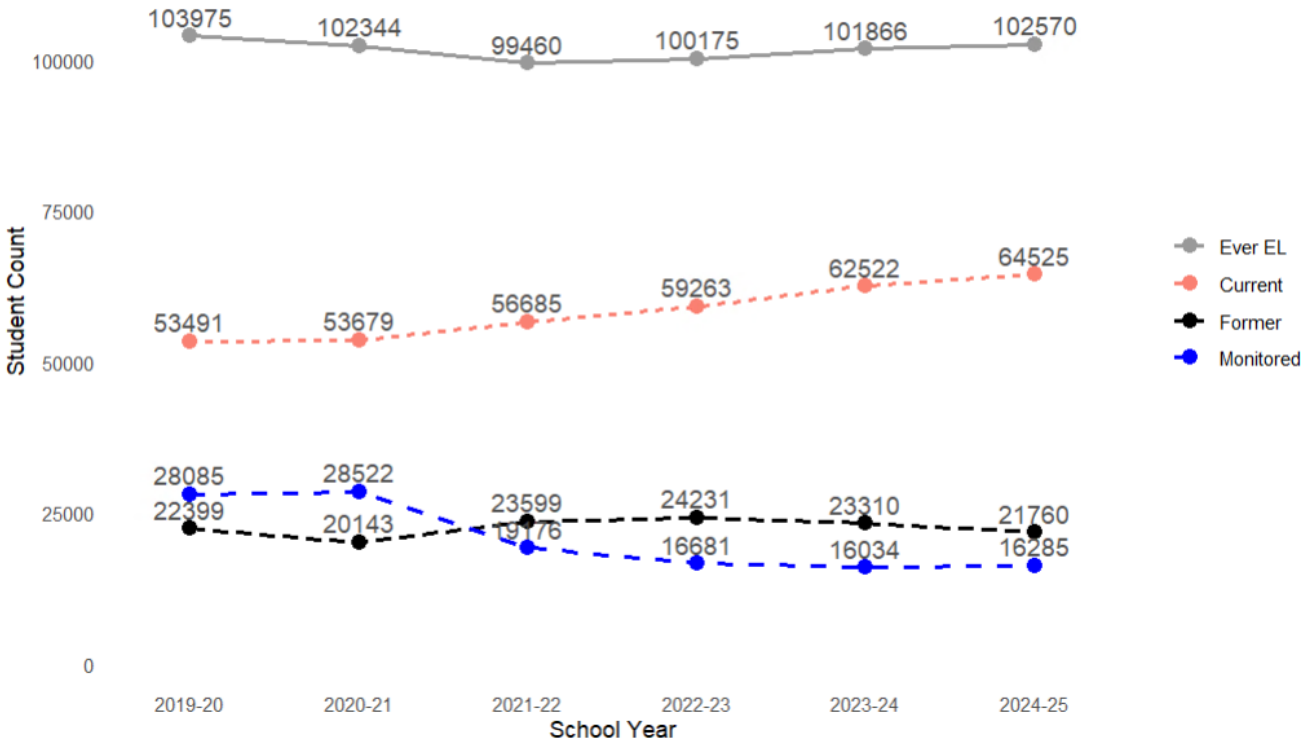
Figure 1. Percentage of all Oregon students who were Current English Learners (2019-20 to 2024-25)



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)

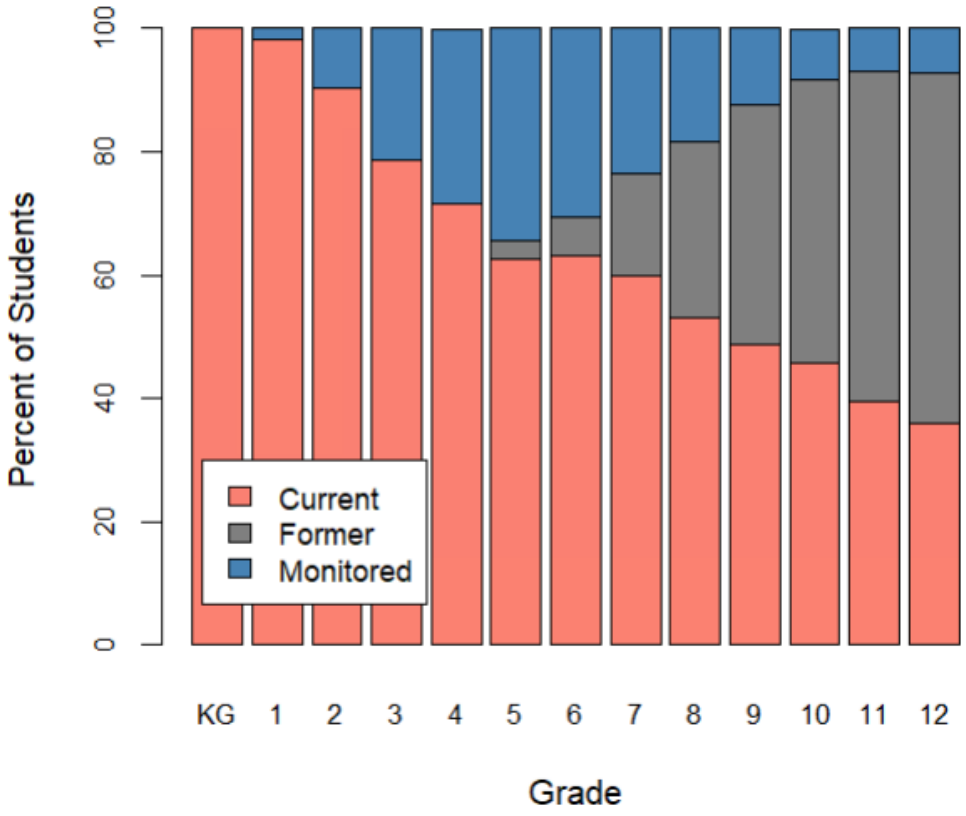


The majority of current English Learners were in the elementary grades.

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

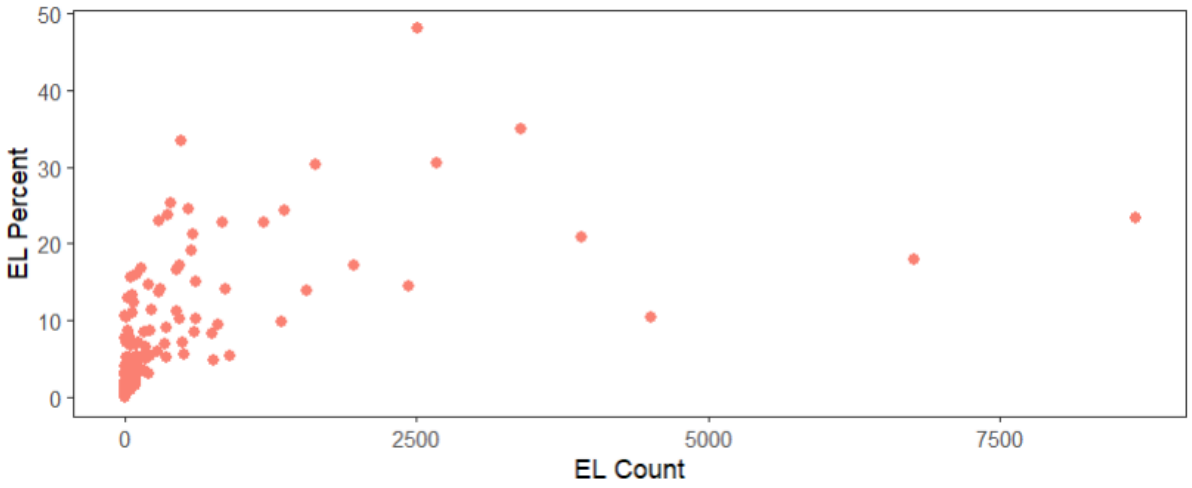


English Learner enrollment varied across Oregon districts.

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.

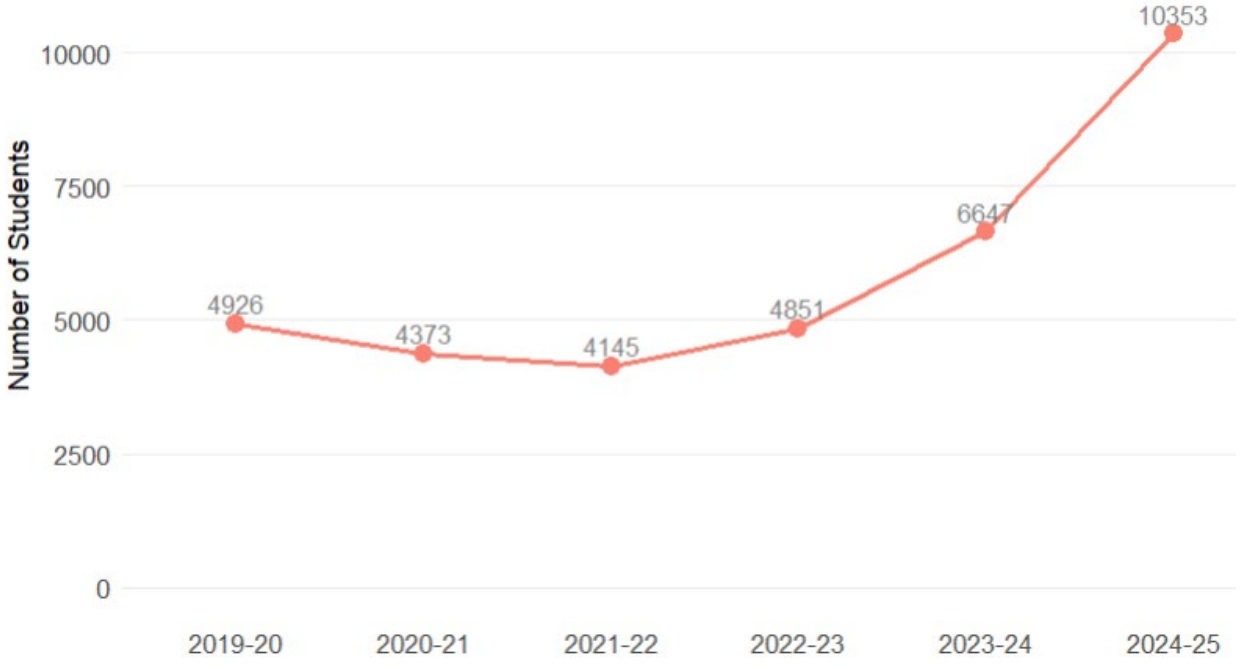
District Name	Number of Current English Learners	Percentage of Current English Learners
Woodburn SD 103	2,508	48.1
Reynolds SD 7	3,397	34.9
Umatilla SD 6R	487	33.4
David Douglas SD 40	2,677	30.6
Centennial SD 28J	1,638	30.4
Milton-Freewater Unified SD 7	391	25.4
Morrow SD 1	544	24.5
Forest Grove SD 15	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 arrivers 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 arrivers in middle and high school contend with significant challenges, since they must learn the language while also using English-language textbooks and lectures to learn the content of their courses in a variety of subject areas (Short & Fitzsimmons, 2007). Recent arrivers in the secondary grades are known as adolescent newcomers, and districts sometimes design specialized programs to serve their unique language and cultural needs.

Statewide, the total number of current English learners who were adolescent newcomers in 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:

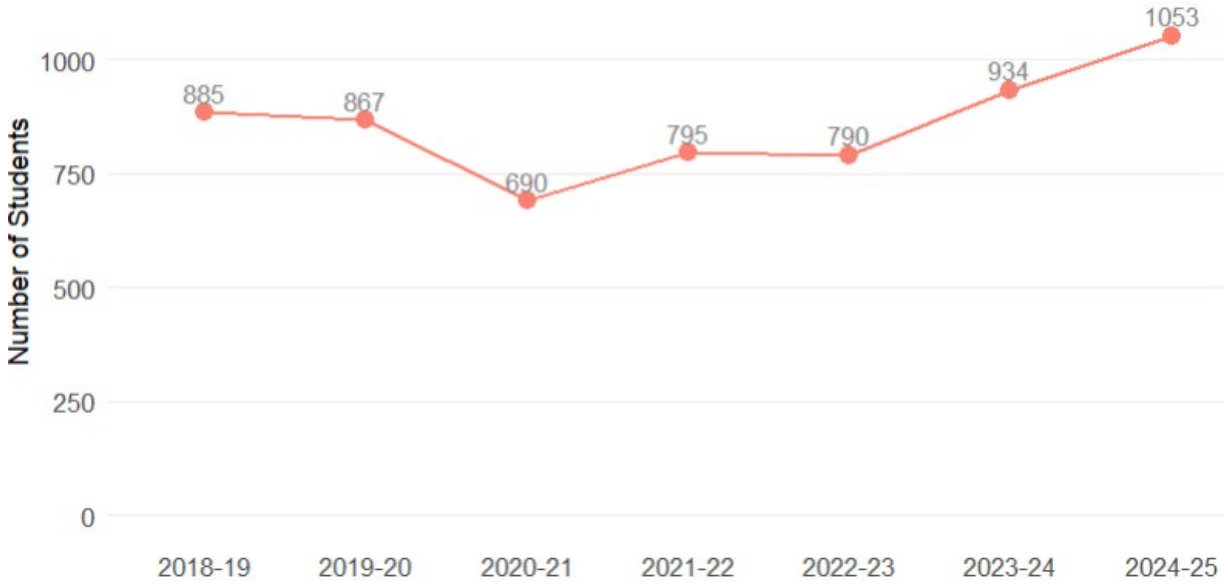
a. Have at least two fewer years of schooling than their peers of the same age,
b. Function at least two years below grade level expectations in reading and mathematics, and
c. Are preliterate in their native language.[5]

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, districts[6] 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.

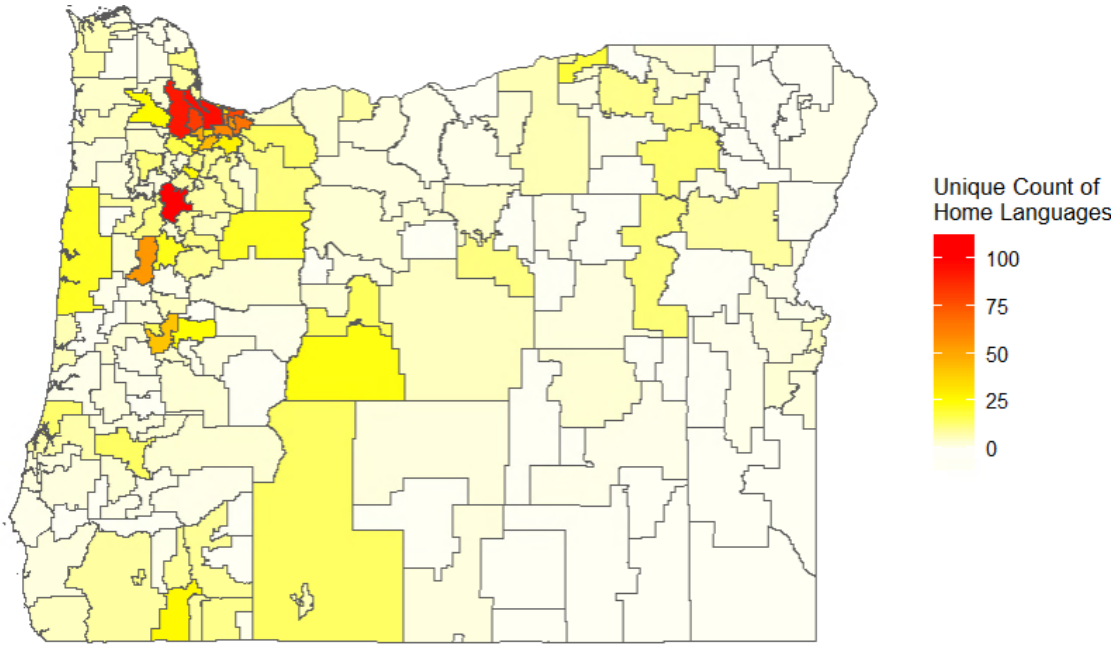
Table 5. Most prevalent home languages among current English learners in 2024-25.

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.

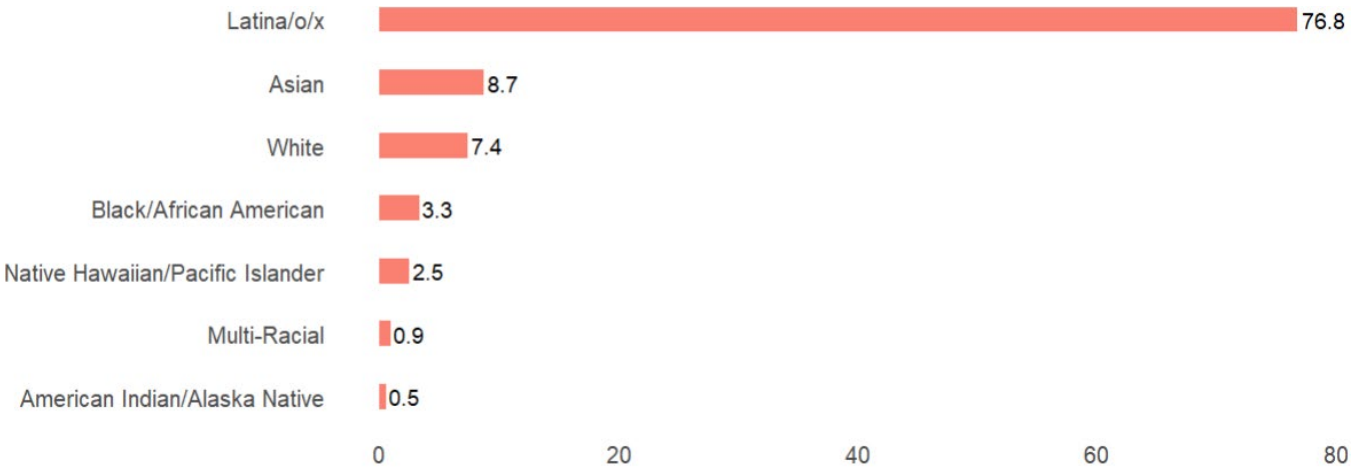
Figure 7. Geographic distribution Current English learner home languages across Oregon districts during 2024-25



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

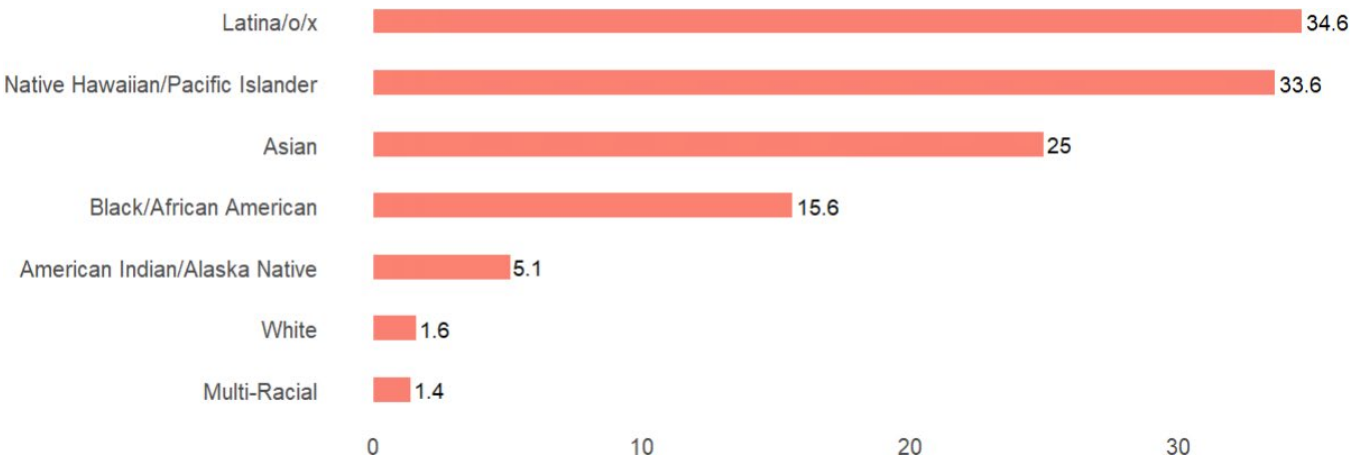
In the 2024-25 school year, Oregon served 64,525 current English learners (ELs), the vast majority of whom—49,555 students, or 76.8%, identified as Latina/o/x. This reflects the continuing trend in Oregon and nationally, where Latina/o/x students make up the largest share of the English learner population. 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 larner 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.

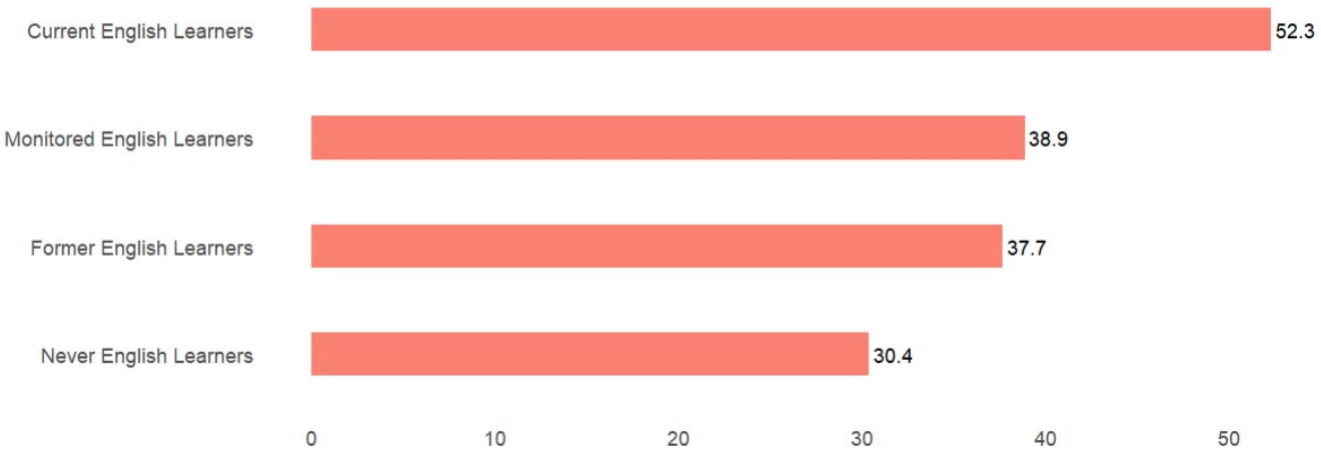
Students Experiencing Poverty

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).

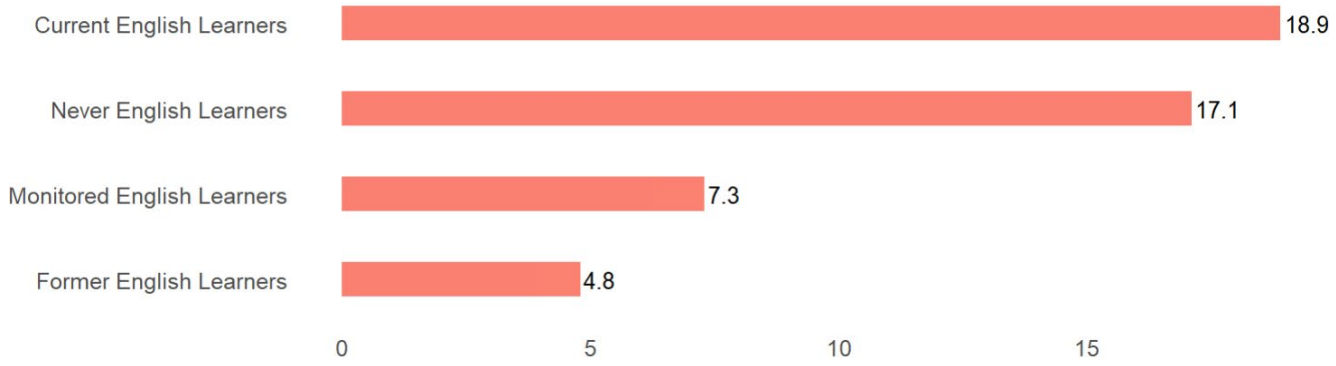
There is some concern in the field about the difficulty of accurately identifying current English learners who may need special education services and supports. Because students are simultaneously developing English proficiency and academic skills, it can be challenging to distinguish language acquisition 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 learnersLs at 17.1%. Monitored English learners and former English larners 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, fFormer 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.

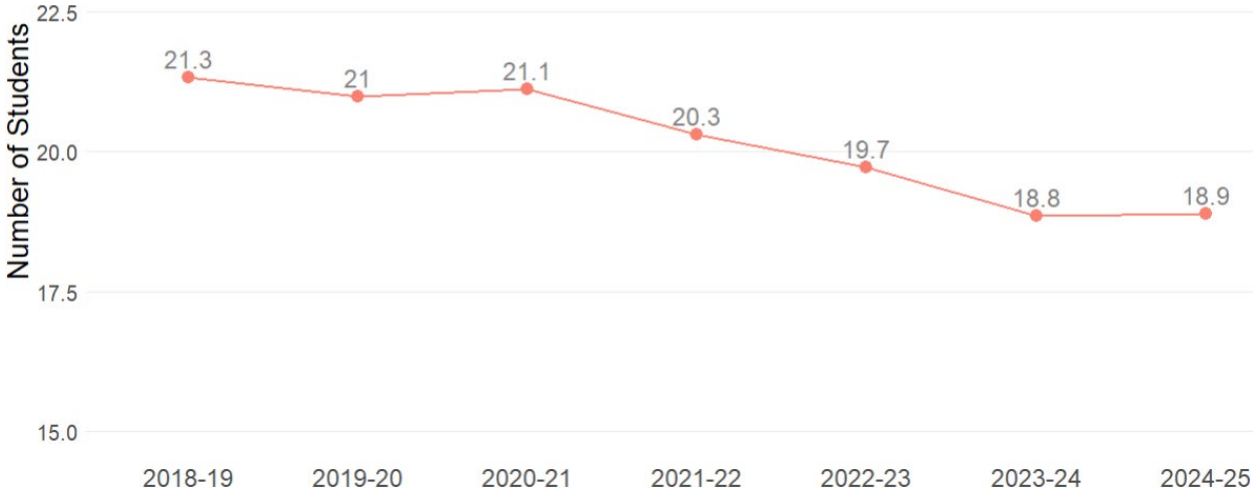
Figure 11. Percentage of Current, Monitored, Former, and Never English learners receiving special education services and supports in 2024-25.



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) services[8]. 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

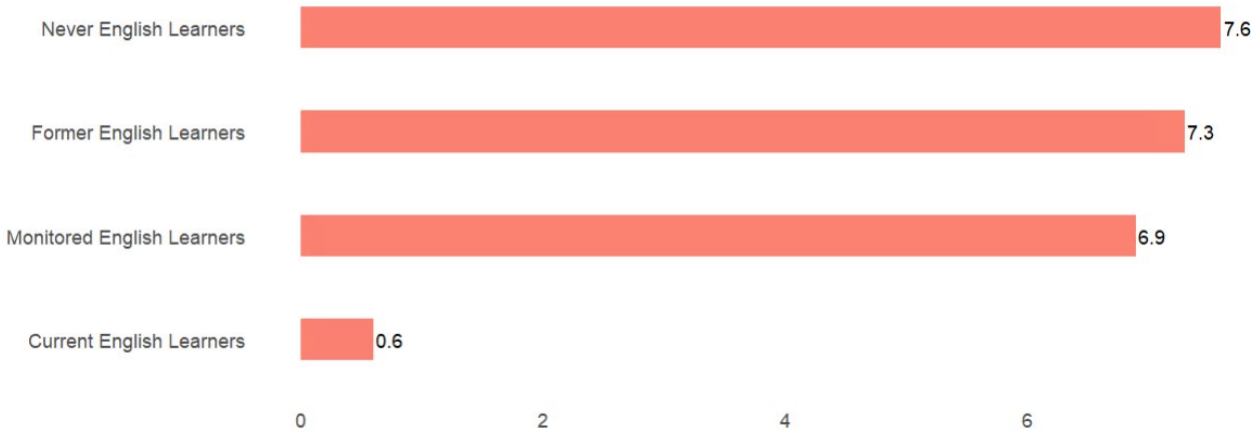
[8] These instructional services mainly include services to students identified as TAG in general education classrooms (push-in/full inclusion).

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).

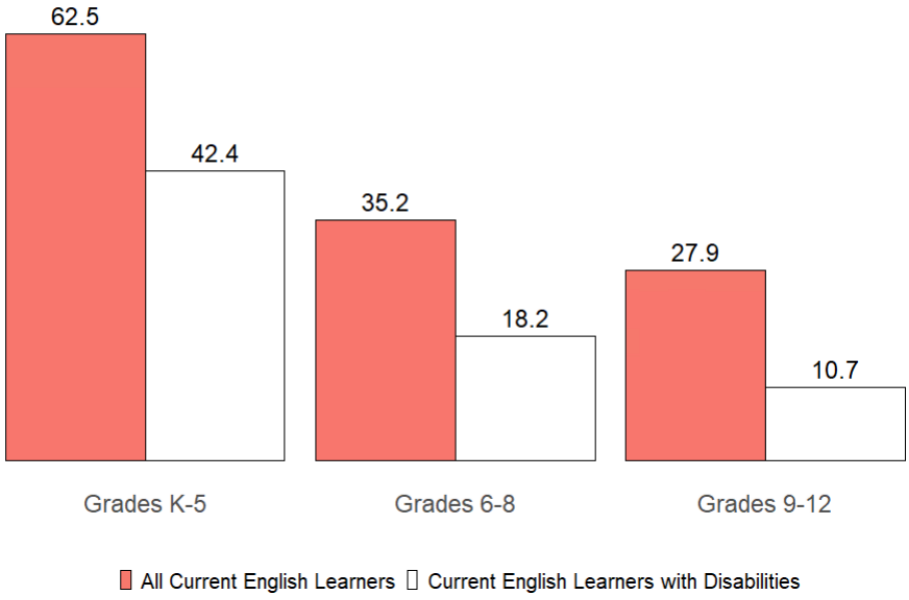
Progress Towards English Language Proficiency

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.

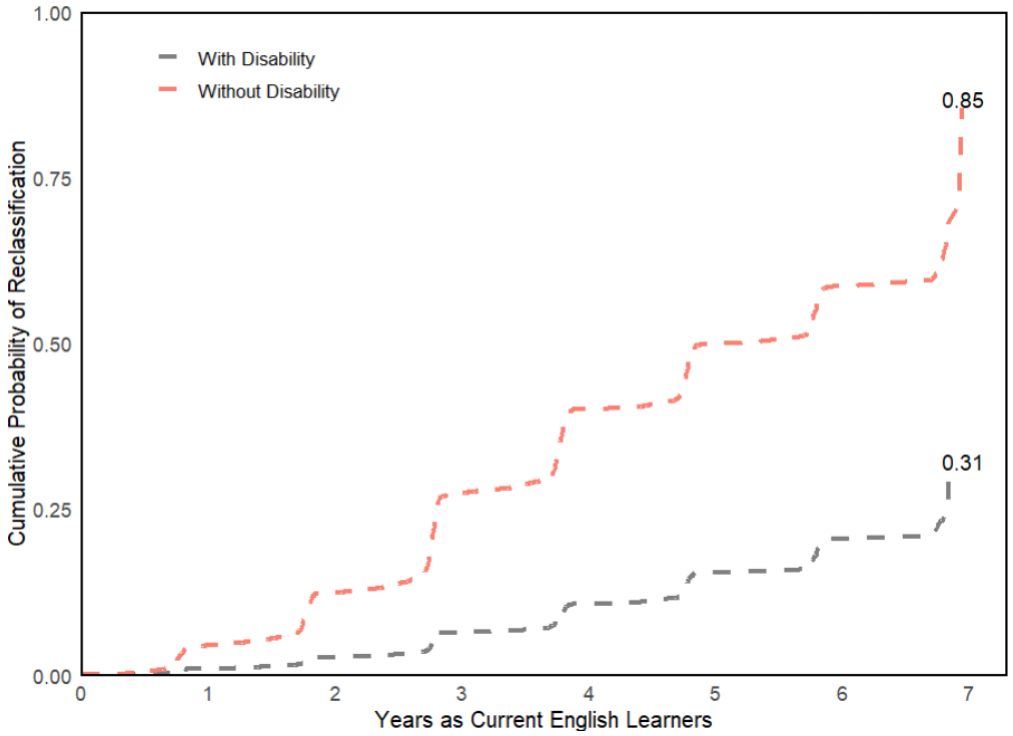
Approximately 31% of current English learners receiving special education services and supports developed English language proficiency in seven years.

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 students[9].

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.

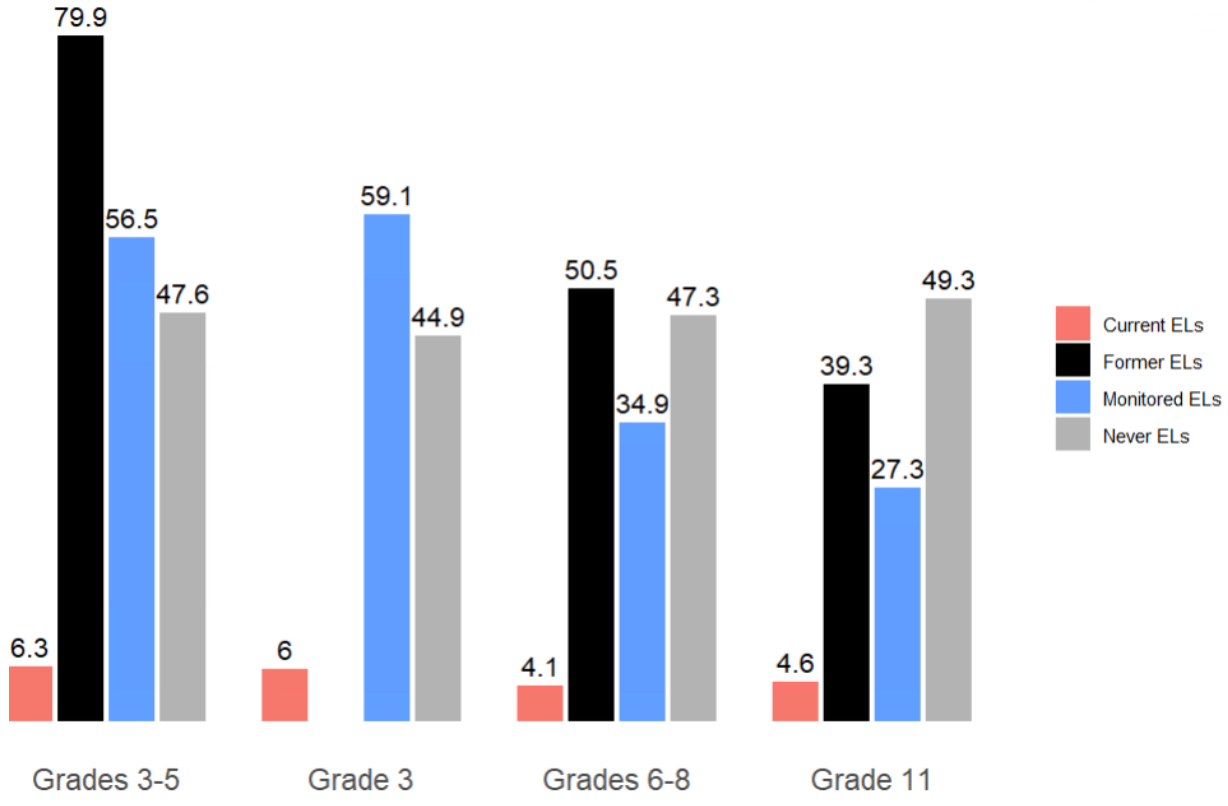
Monitored English learners who were reclassified from English learner status within the past four years demonstrated moderate performance. In Grades 3-5, 56.5% met or exceeded standards, increasing to 59.1% in Grade 3, before declining to 34.9% in Grades 6-8 and 27.3% in Grade 11. This downward trend 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, 2024-25[11]



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.

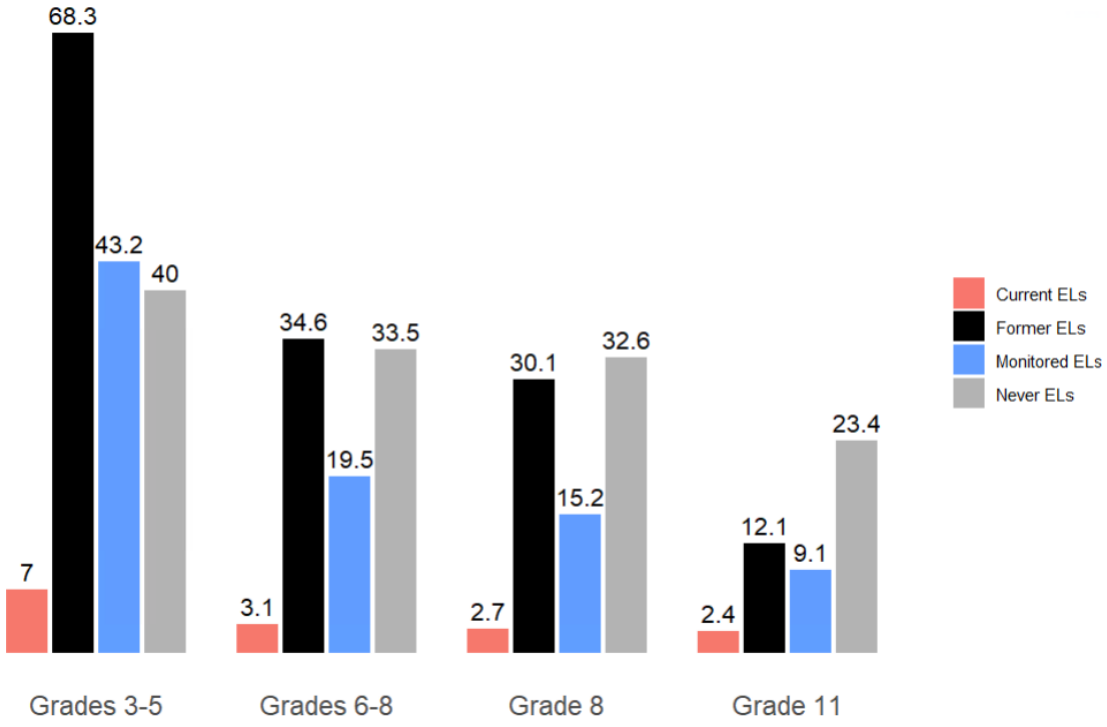
[11] In this chart, the group "current EL" includes only students who were classified as current ELs at the time of testing. In some other state accountability reports, the performance of current and recently reclassified ELs are reported together.

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, 2024-25[13]



[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.

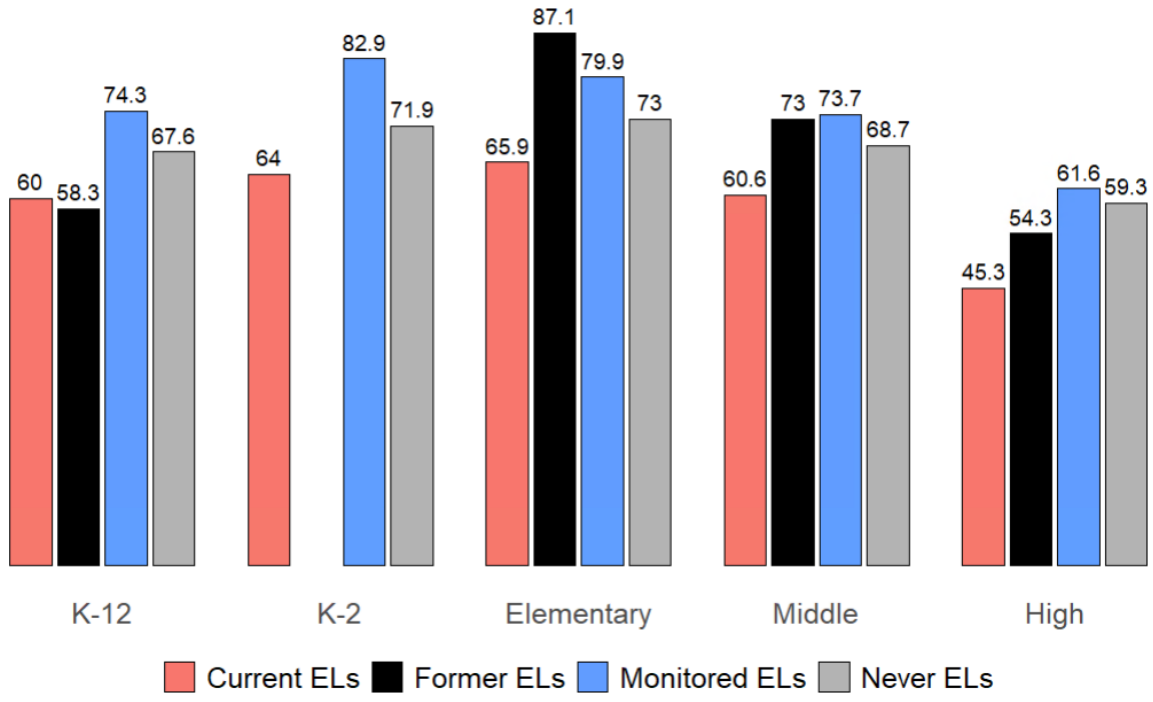
As shown in Figure 18, current English learners consistently exhibited the lowest rates of regular attendance compared to former, monitored, and never English learners, beginning with 65.9% in elementary school, declining to 60.6% in middle school, and reaching a low of 45.3% in high school. Across all 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 years[14]. 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.

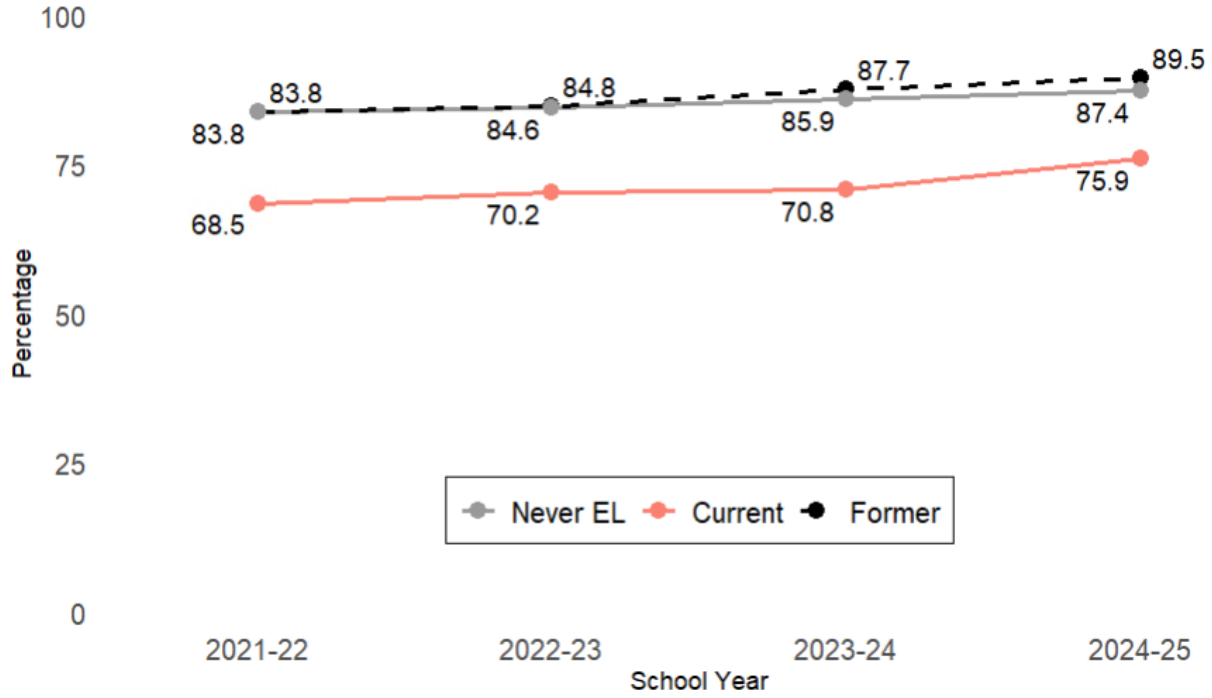
Never English learner students also demonstrated consistent improvement, increasing from 83.8% in 2021-22 to 87.4% in 2024-25. Although the two groups had identical rates in 2021-22, former English learners maintained a slight advantage in subsequent years, highlighting the strong performance of the 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).

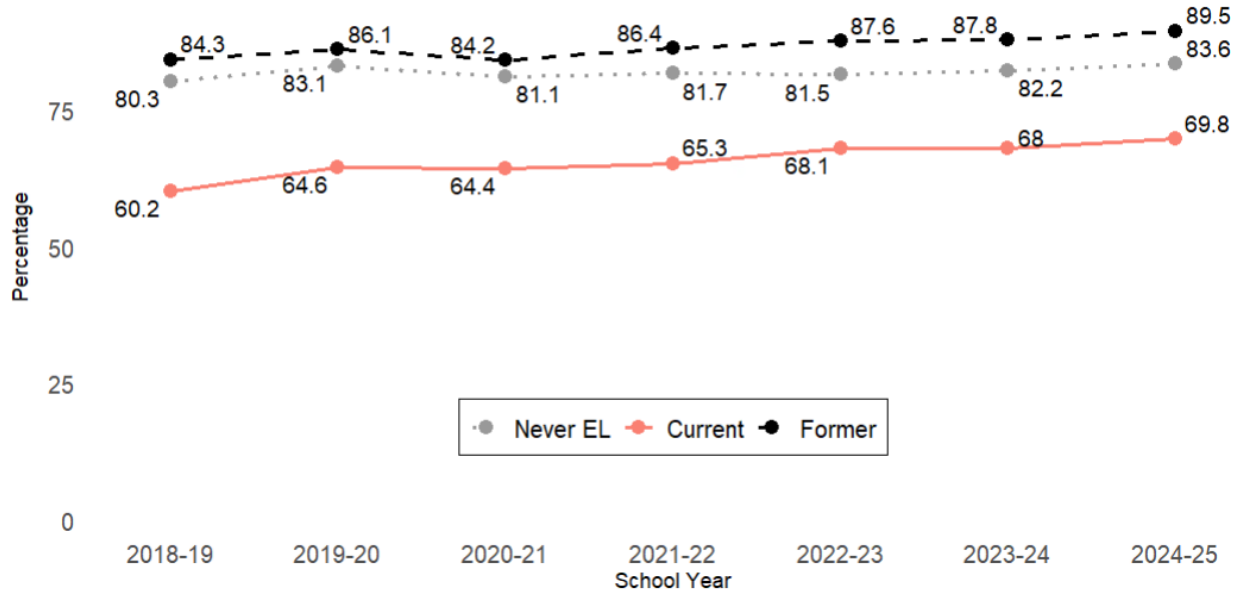
Former English learners graduated at rates similar to or better than never English learners; however, substantially fewer current English learners graduated in four years. According to Figure 20, former English learner students consistently had the highest graduation rates, increasing from 84.3% in 2018-19 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

completion outcomes for English learner student groups, including current English learners, former English learners, and never English learners, within statewide accountability and reporting systems.

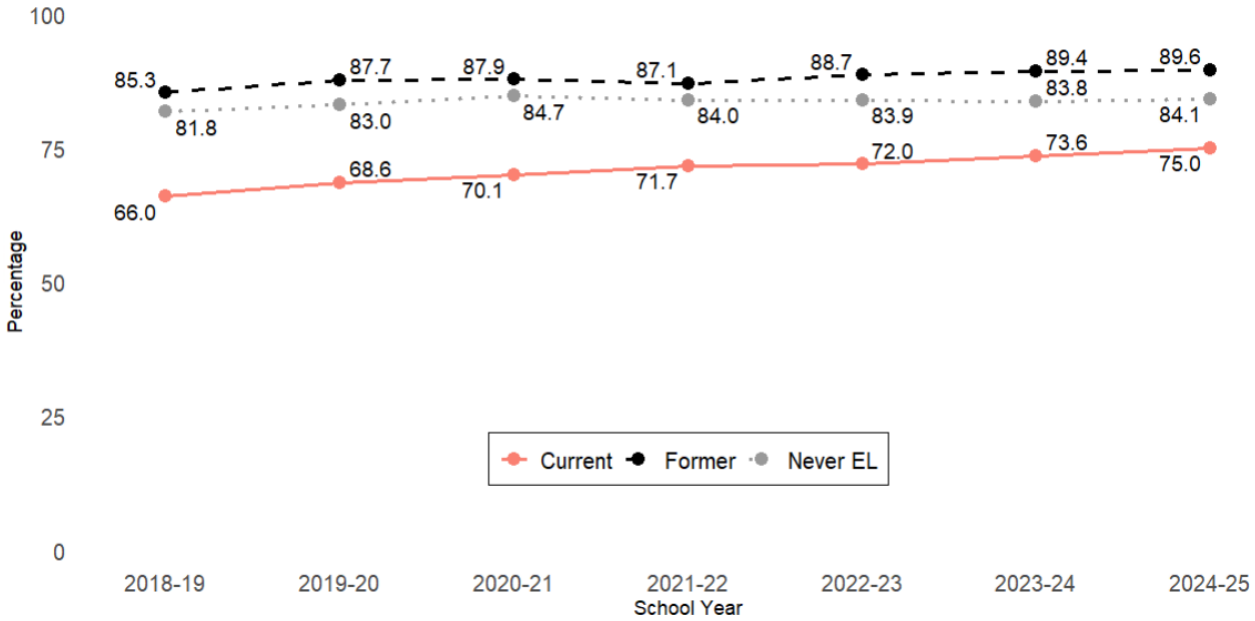
Figure 21 below presents Oregon's five-year completion rates for these groups from 2018-19 through 2024-25. Several important patterns emerge. Former English learners consistently had the highest completion rates across all years, increasing from 85.3% in 2018-19 to 89.6% in 2024-25. This indicates that 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.

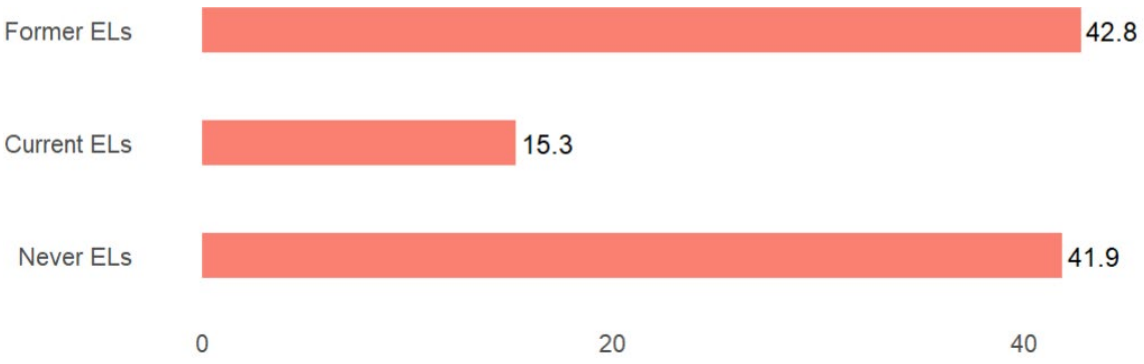
The data for this section relies on students who graduated in 2023-24 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this section will examine the count and percentage of current, former, and never English learners[16] who earned the Seal 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.

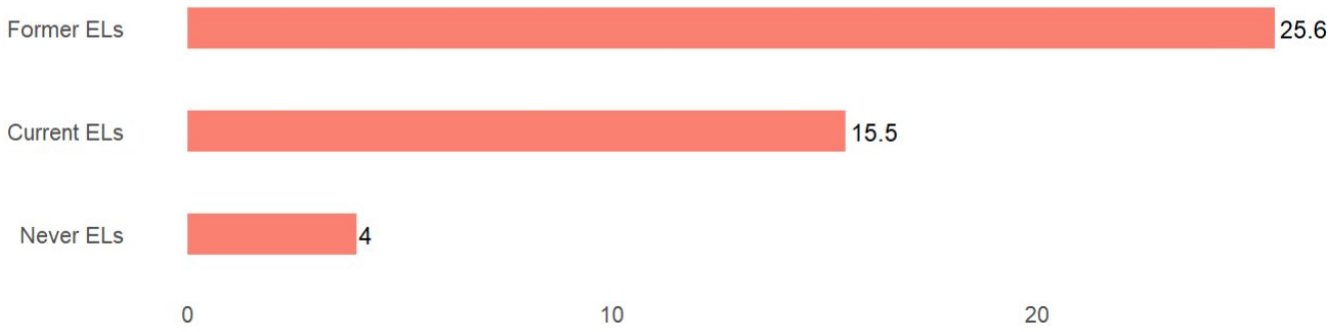
Figure 22. Percentage of Current, Former, and Never English learners graduating with the Seal of Biliteracy/Multiliteracy in 2024-25 (among all students who graduated with the Seal of Biliteracy)



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 2024-25[17] 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 learners[18] 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.

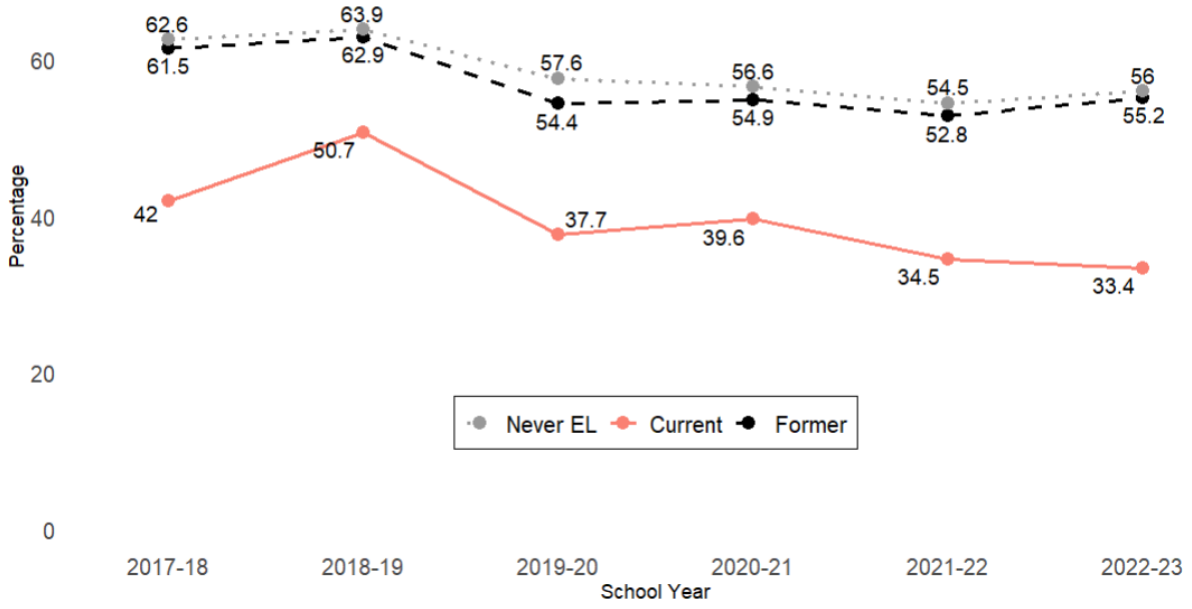
groups show a clear downward trend, reflecting an overall decline in post-secondary enrollment during this period.

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 2022-23[19]).



[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

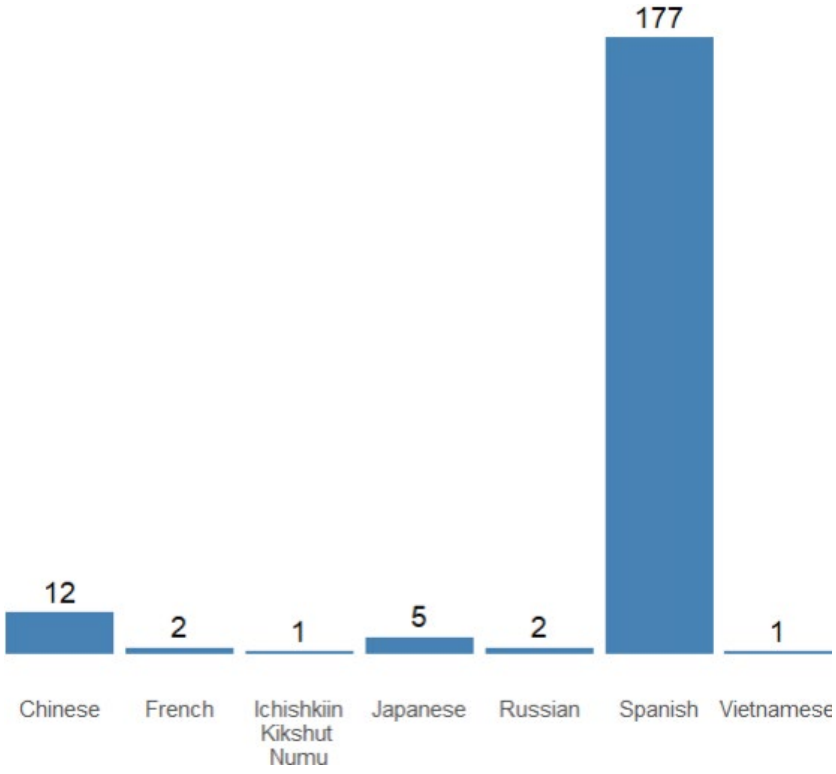
Dual Language Bilingual Education (DLBE) programs are a research-based approach to educating English learners that promote bilingualism, biliteracy, academic achievement, and cross-cultural understanding (Soltero, 2018). These programs provide instruction in both English and a partner language, allowing 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).

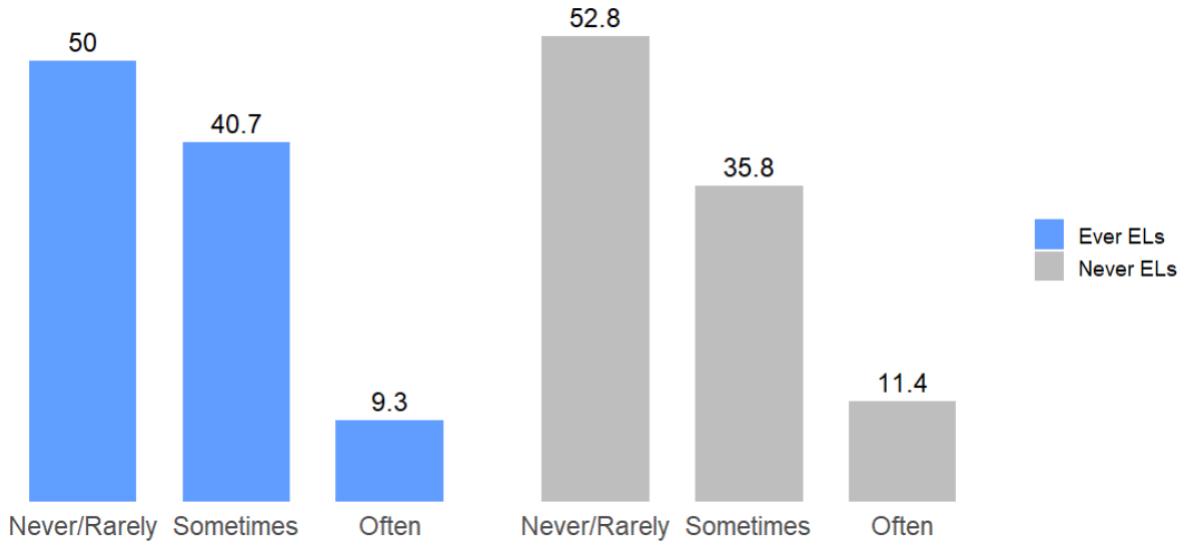
In Oregon, the *Student Educational Equity Development* (SEED) Survey captures students' voices on their school experiences, including how supported and connected they feel. In 2024-25, about 15% of the 180,076 SEED respondents were English learners. By monitoring English learner students' sense of belonging, 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 rates[20] (%) for identity representation in school assignments among Ever and Never English Learners (2024-25)



Feeling welcome at school varies significantly across English learner groups.

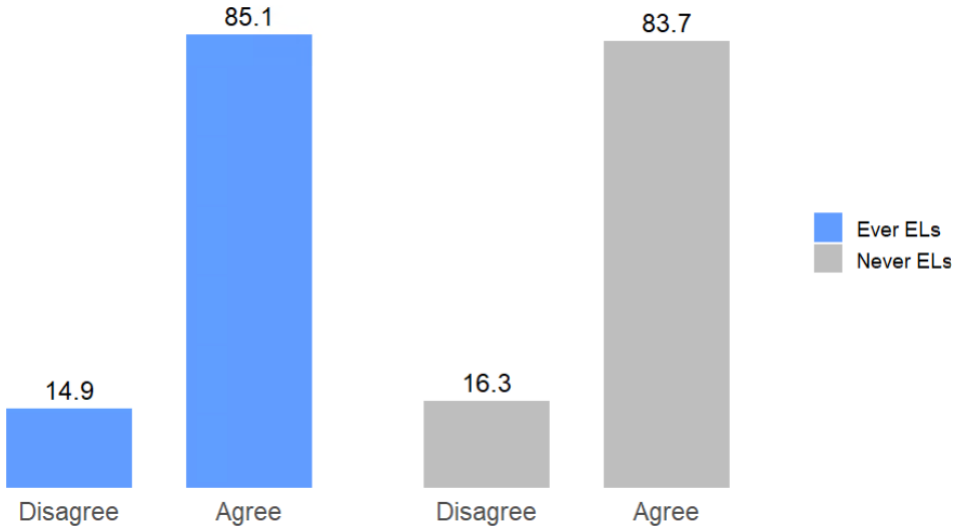
Figure 27 presents the results from the 2024–25 Student Educational Equity Development (SEED) Survey, specifically student responses to the item: *"Think about this school year and the people at your school. How much do you agree with each statement? I feel welcome at my school."* The data are disaggregated 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 rates[21] (%) for feeling welcome at school among Ever and Never English Learners (2024-25)



Section 5: State Revenues and Expenditures for Current English Learners

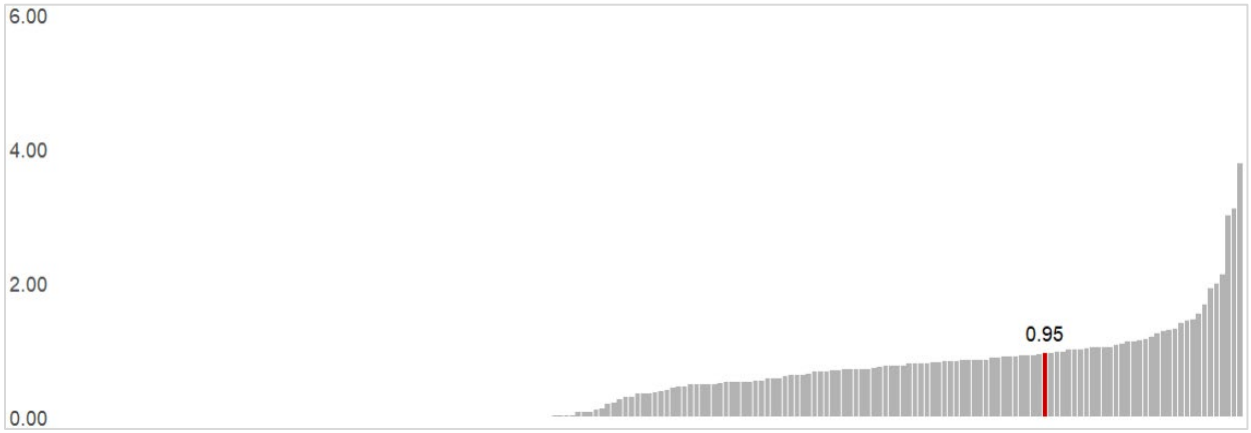
Each year, Oregon's State School Fund provides funding to districts through General Purpose Grants. The amount of the grant relies on a formula that considers the number of students in the district (known as average daily membership weighted or ADMw). On average, the per-pupil funding amount in 202425 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 × $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.

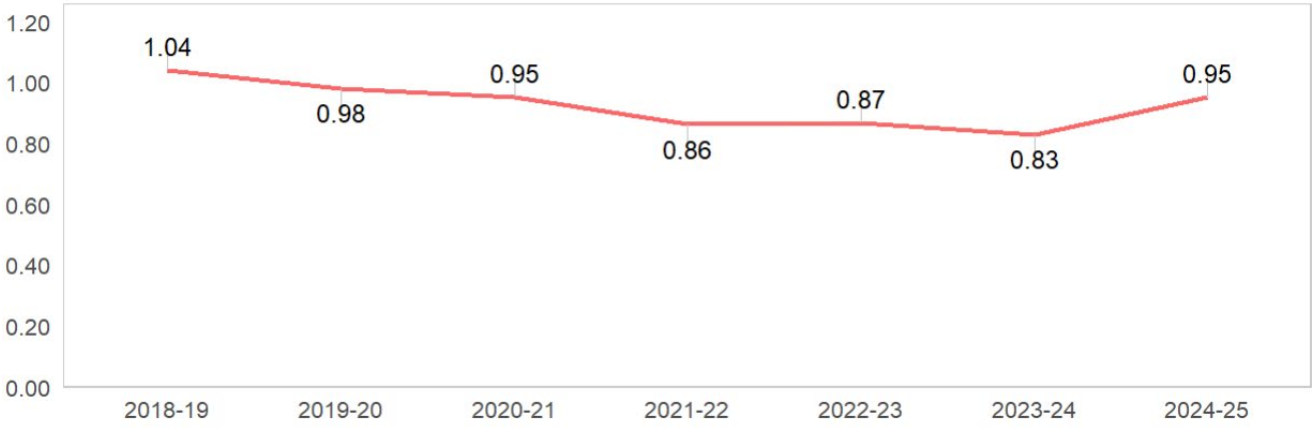
former and never English learners, rather than calculating the percentage spent solely on current English learners.

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).



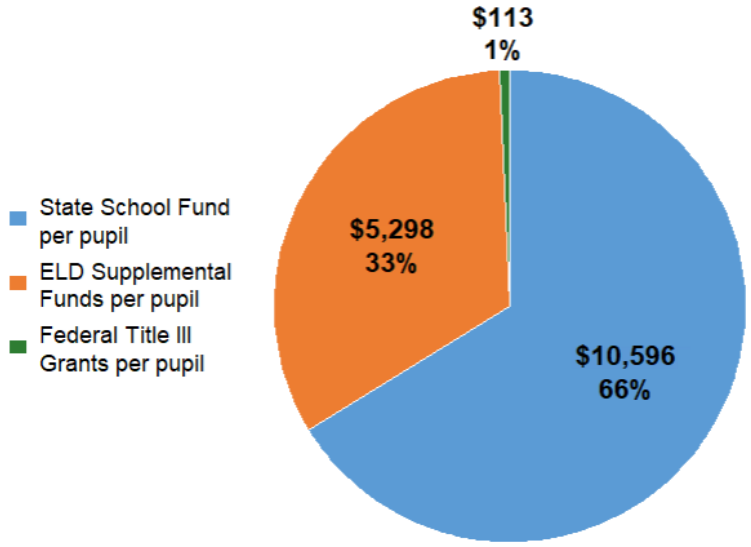
Expenditures from the General Fund on current English learners either belong to Function 1291 (covering expenditures for instruction and interventions to help current English learners learn English) or Area of Responsibility 280 (covering other supports for current English learners, such as interpretation 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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Date: May 18, 2026
Resolution: 2627.17

Personnel Action

Relevant Data:

Each month the Board of Directors is asked to approve personnel action involving licensed employees. Tonight the Board is being asked to approve the attached new hire. If the Board of Directors would like to discuss any of these recommendations in executive session, in accordance with ORS 192.660(2)(f) Exempt Public Records, the employee should be identified by the number and it will be withdrawn pending further instruction from the Board.

Wesley Scott

Wesley Scott is being recommended for the CTE Industrial Arts (Metals) teaching position for the 2026–27 school year. Mr. Scott brings extensive industry experience in welding, fabrication, industrial maintenance, electrical systems, hydraulics, pneumatics, and equipment troubleshooting. He also served as a Welding Instructor and Instructional Specialist at Lane Community College from 2023–2025, where he taught advanced welding and fabrication coursework, including metallurgy, blueprint interpretation, multiple welding processes, plasma cutting, and CNC operations.

Mr. Scott is being hired on a temporary basis while the District supports him through the Oregon TSPC licensure process and he completes the requirements necessary for full licensure. Administration believes his combination of industry expertise and prior instructional experience will provide strong support for students in the District's CTE Industrial Arts program.

Recommendation:

It is recommended that the Board of Directors approve the personnel action for licensed employees as reflected in this resolution and any addendum presented along with this resolution. Categories include:

- Temporary Licensed Hire

Submitted and Recommended By:

Jim Crist
Superintendent

NO	NAME OR EMPLOYEE ID	CURRENT STATUS	FTE	EFFECTIVE DATE	NOTES
	NEW HIRES				
1	WESLEY SCOTT	TEMPORARY	1.0	8/28/2026	
	RESIGNATIONS				
	RETIREMENTS				

Date: August 6, 2026

Pleasant Hill School District 2025-26
Financial Report as of June 30, 2026

General Fund Revenues:

• We have received $3,873,213 in current year property taxes, and $85,904 in other tax related income.

• We have received $8,876,213 in State School Fund (SSF) payments.

• We have received $562,654 in interest from investments.

• We have received $158,975 for our Common School Fund payment, $50,691 in our Small High School Grant and $67,044 in our High Cost Disability Grant.

• We have received $380,076 in other revenue, which includes $10,508 in facility rentals.

General Fund Expenditures:

• Salary expenditures through June is $6,701,014.

• Benefits total $3,856,722.

• Purchased services total $1,674,777.

• Supplies, capital outlay and other expenditures is $648,431.

• Transfers to reserves is $2,330,000.

Quarterly Reports:

• General Fund Summary

This is a summary of our revenues and expenditures for the period from April 1, 2026 to June 30, 2026.

• Cash and Investments Report

This report shows the changes in our cash and investment accounts for the last three months. Our current cash and investments total $11,489,192.

• Reserve and Special Revenue Funds

This report provides a snapshot of our reserve accounts and our special revenue accounts. Most budgeted transfers have been made and are included in the Resources column, along with the beginning fund balances.

Our Preschool remained self supporting and has $19,352 as a beginning fund balance into next year.

The Food Service Fund also has a beginning fund balance for next year and did not need the proposed budget transfer.

Submitted by: Sheri Longobardo, Business Manager

PLEASANT HILL SCHOOL DISTRICT #1

2025-26 GENERAL FUND REVENUES AND EXPENDITURES - MONTHLY ACTIVITY - Prior to Audit

August 10, 2026

	BUDGET	7/25	8/25	9/25	10/25	11/25	12/25	1/26	2/26	3/26	4/26	5/26	6/26	YTD TOTAL	BALANCE OVER / (UNDER) BUDGET
Resources															
Beginning Fund Balance	**$8,560,951**													**$8,341,019**	**($219,932)**
Current Year's Taxes	$3,856,873	$0	$0	$3,319	$0	$2,665,859	$911,279	$47,467	$25,986	$90,584	$16,295	$27,802	$84,622	$3,873,213	16,340
Prior Year's Taxes	30,000	$0	$0	$2,243	$6,283	$10,541	$1,290	$3,434	$2,744	$2,712	$3,006	$29,201	$8,012	$69,466	39,466
Payment in Lieu Prop Tax	5,000	$0	$0	$0	$0	$1,471	$0	$0	$1,400	$0	$0	$925	$0	$3,795	(1,205)
Penalties & Int on Taxes	20,000	$0	$0	$888	$571	$1,382	$453	$730	$660	$705	$873	$653	$5,729	$12,644	(7,356)
Transportation Fees	5,000	$0	$0	$0	$0	$0	$512	$2,388	$0	$0	$0	$1,388	$7,651	$11,938	6,938
Interest on Investments	450,500	$45,555	$45,626	$42,748	$42,759	$41,834	$55,234	$55,118	$48,016	$51,864	$48,750	$46,295	$38,855	$562,654	112,154
Other Curricular Activity	100,000	$450	$17,067	$17,827	$9,008	$6,320	$7,060	$8,427	$7,872	$14,850	$3,140	$400	$0	$92,421	(7,579)
Rentals	6,000	$2,810	$530	$1,075	$160	$1,526	$528	$680	$360	$410	$360	$470	$1,600	$10,508	4,508
Miscellaneous	50,000	$7,526	$58,123	$6,620	$1,860	$5,672	$14,031	$855	$18	$11,965	$7,660	$9,869	$4,392	$128,591	78,591
Fingerprint Rev	1,500	$0	$210	$140	$140	$70	$0	$420	$375	$0	$0	$0	$75	$1,430	(70)
County / Intermediate	35,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$99,543	$99,543	64,543
Lane ESD Stipends	105,000	$0	$546	$212	$0	$614	$26,158	$0	$0	$738	$1,516	$1,337	$4,522	$35,644	(69,356)
State School Fund	9,247,469	$1,489,047	$744,077	$744,077	$745,797	$745,797	$745,251	$745,251	$745,251	$806,811	$806,811	$558,043	$0	$8,876,213	(371,256)
Common School Fund	150,000	$0	$0	$0	$0	$0	$0	$0	$79,487	$0	$0	$0	$79,487	$158,975	8,975
Small School Grant	56,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$50,691	$0	$50,691	(5,309)
High Cost Disability Grant	70,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$67,044	$0	$67,044	(2,956)
Interfund Transfers	1,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	(1,000)
Total Revenues	**$14,189,342**	**$1,545,388**	**$866,179**	**$819,149**	**$806,578**	**$3,481,087**	**$1,761,795**	**$864,769**	**$912,170**	**$980,640**	**$888,411**	**$794,116**	**$334,489**	**14,054,770**	**($134,572)**
Total Resources	**$22,750,293**													**$22,395,790**	**($354,503)**
Expenditures															
Salaries	$6,735,593	$78,922	$146,387	$519,257	$581,357	$610,791	$570,312	$583,334	$600,588	$564,085	$569,361	$604,063	$1,272,556	$6,701,014	($34,579)
Associated Payroll Costs	4,226,279	$46,647	$81,125	$301,116	$333,693	$330,336	$314,732	$323,632	$318,757	$311,651	$318,908	$328,567	$847,559	3,856,722	($369,557)
Purchased Services	2,817,062	$59,949	$52,956	$74,250	$153,039	$186,551	$163,063	$144,103	$143,478	$145,537	$177,906	$137,253	$236,692	1,674,777	($1,142,285)
Supplies and Materials	548,873	$15,385	$23,021	$12,899	$36,249	$32,347	$24,695	$17,814	$20,222	$23,294	$165,659	$26,258	$27,180	425,023	($123,850)
Cap Outlay	14,000	$0	$384	$0	$0	$5,940	$0	$0	$0	$0	$884	$560	$0	7,768	($6,232)
Other Objects	237,925	$19,320	$162,679	$4,615	$5,649	$4,464	$6,028	$2,106	$1,770	$2,179	$2,020	$1,816	$2,993	215,640	($22,285)
Transfers	2,595,000	$0	$2,330,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	2,330,000	($265,000)
Contingency/Beg Fund Bal	5,575,561	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	($5,575,561)
Total Expenditures	**$22,750,293**	**$220,224**	**$2,796,553**	**$912,138**	**$1,109,987**	**$1,170,429**	**$1,078,830**	**$1,070,989**	**$1,084,816**	**$1,046,746**	**$1,234,738**	**$1,098,517**	**$2,386,980**	**$15,210,945**	**($7,539,348)**
Ending Fund Balance														**$7,184,845**	**$7,184,845**

PLEASANT HILL SCHOOL DISTRICT #1
2025-26 GENERAL FUND - Quarter Ended June 30, 2026 - Prior to Audit
August 10, 2026

	BUDGET	ACTUAL			
RESOURCES	**Adopted Budget**	**6/30/26**	**Encumbrances**	**YTD plus Encumbr.**	**Over / (Under) Budget**
Beginning Fund Balance	**$8,560,951**	**$0**	**$0**	**$8,341,019**	**($219,932)**
Revenues					
State School Fund					
Current Years Taxes	$3,856,873	$3,873,213	$0	$3,873,213	$16,340
Prior Years Taxes, Other	$55,000	85,904	0	85,904	30,904
County School Fund	$35,000	99,543	0	99,543	64,543
Common School Fund	$150,000	158,975	0	158,975	8,975
State School Fund	$9,247,469	9,029,067	0	9,029,067	(218,402)
SSF Prior Year Adjustment	$0	(152,855)	0	(152,855)	(152,855)
Small High School Grant	$56,000	50,691	0	50,691	(5,309)
High Cost Disability Grant	$70,000	67,044	0	67,044	(2,956)
Total SSF Revenue	**$13,470,342**	**$13,211,583**	**$0**	**$13,211,583**	**($258,759)**
Interest on Investments	$450,500	562,654	$0	$562,654	$112,154
Other Revenue	$267,500	280,533	$0	$280,533	$13,033
Transfers In	$1,000	0	0	0	(1,000)
Total Revenues	**$14,189,342**	**$14,054,770**	**$0**	**$14,054,770**	**($134,572)**
TOTAL RESOURCES	**$22,750,293**	**$14,054,770**	**$0**	**$22,395,790**	**($354,503)**

REQUIREMENTS					
Salaries	$6,735,593	$6,701,014	$0	$6,701,014	($34,579)
Benefits	4,226,279	3,856,722	-	3,856,722	(369,557)
Purchased Services	2,817,062	1,674,690	-	1,674,690	(1,142,372)
Supplies	548,873	425,110	-	425,110	(123,763)
Capital Outlay	14,000	7,768	-	7,768	(6,232)
Other Objects	237,925	215,641	-	215,641	(22,284)
Transfers	2,595,000	2,330,000	-	2,330,000	(265,000)
Contingency	5,575,561	0	-	0	(5,575,561)
TOTAL REQUIREMENTS	**$22,750,293**	**$15,210,945**	**$0**	**$15,210,945**	**($7,539,348)**
ENDING FUND BALANCE	**$0**				**$7,184,845**
% of Total Revenues	0.0%				

PLEASANT HILL SCHOOL DISTRICT #1

2025-26 CASH AND INVESTMENTS REPORT - Quarter Ended June 30, 2026 - Prior to Audit

August 10, 2026

CASH ACCOUNTS	4/1/2026	ADDITIONS	DISBURSEMENTS	INTEREST	FEES*	ENDING BALANCE 6/30/26	YIELD
General Checking	**$293,697**	$3,516,009	$3,397,382	$24	$0	**$412,348**	0.02%
Payroll	**$10,217**	2,104,452	2,104,669	2	0	**$10,001**	0.02%
TOTAL CASH ACCOUNTS	**$303,913**	$5,620,461	$5,502,051	$27	$0	**$422,350**	

INVESTMENTS	4/1/2026	ADDITIONS	DISBURSEMENTS	INTEREST	FEES*	ENDING BALANCE 6/30/26	YIELD
Local Government Investment Pool	**$14,748,764**	$1,751,402	$6,325,000	$128,821	$10	**$10,303,977**	4.00%
Pleasant Hill School District Money Market	**$464,164**	5,000,000	4,773,835	5,052	0	**$695,381**	3.56%
Stan Smith Scholarship Fund (COD)	**$4,358**	0	0	4	0	**$4,363**	0.10%
Pleasant Hill High School Money Market	**$62,575**	0	0	548	0	**$63,123**	3.56%
TOTAL INVESTMENTS	**$15,279,861**	$6,751,402	$11,098,835	$134,426	$10	**$11,066,843**	

TOTAL CASH AND INVESTMENTS	**$15,583,774**	**$12,371,863**	**$16,600,887**	**$134,452**	**$10**	**$11,489,192**

PLEASANT HILL SCHOOL DISTRICT #1

2025-26 RESERVES AND SPECIAL REVENUE FUNDS - Quarter Ended June 30, 2026 - Prior to Audit

August 10, 2026

FUND	RESERVE	RESOURCES AS OF 6/30/2026	EXPENDITURES AS OF 6/30/2026	RESOURCES - EXPENDITURES
271	Insurance / Benefit	$576,996	$124,168	$452,828
282	K-12 Enrichment	78,463	8,774	69,689
283	Equipment Repair / Replacement	216,973	75,693	141,280
284	Maintenance	858,586	216,929	641,657
285	Capital Projects	1,627,228	1,301,975	325,253
286	Technology	246,138	167,116	79,022
287	Instructional Materials	411,706	171,532	240,174
289	Field Repair and Replacement Reserve	628,874	583,937	44,937
TOTAL RESERVES		**$4,644,964**	**$2,650,124**	**$1,994,840**

OTHER SPECIAL REVENUE FUNDS				
244	PHSD Preschool Program	101,831	82,478	19,352
299	Food Service Fund	793,500	659,209	134,291
TOTAL OTHER SPECIAL REVENUE FUNDS		**$895,331**	**$741,687**	**$153,643**

TOTAL RESERVES AND OTHER	**$5,540,294**	**$3,391,811**	**$2,148,483**

Date: August 24, 2026

Pleasant Hill School District 2026-27
Financial Report as of July 31, 2026

Revenues:

- We have received our first two State School Fund (SSF) payments totaling $1,639,228.
- We have received $38,587 in interest from investments.
- We have received $1,570 in curricular activity such as athletic fees and gate fees.

Expenditures:

- Salary expenditures for July total $80,882.
- Benefits total $49,082
- Purchased Services total $65,281.
- Supplies total $25,278.
- Other Objects total $192,813.
- Transfers have not yet been made from the General Fund to Reserves.

Submitted by: Sheri Longobardo, Business Manager

PLEASANT HILL SCHOOL DISTRICT #1
2026-27 GENERAL FUND REVENUES AND EXPENDITURES - MONTHLY ACTIVITY
August 10, 2026

	BUDGET	7/25	8/25	9/25	10/25	11/25	12/25	1/26	2/26	3/26	4/26	5/26	6/26	YTD TOTAL	BALANCE OVER / (UNDER) BUDGET
Resources															
Beginning Fund Balance	**$6,534,313**													**$7,184,845**	**$650,532**
Current Year's Taxes	$4,011,704	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	(4,011,704)
Prior Year's Taxes	30,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	(30,000)
Payment in Lieu Prop Tax	3,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	(3,000)
Penalties & Int on Taxes	10,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	(10,000)
Transportation Fees	3,500	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	(3,500)
Interest on Investments	450,000	$38,587	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$38,587	(411,413)
Other Curricular Activity	93,000	$750	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$750	(92,250)
Rentals	7,500	$810	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$810	(6,690)
Miscellaneous	50,000	$10	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$10	(49,990)
Fingerprint Rev	1,875	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	(1,875)
County / Intermediate	33,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	(33,000)
Lane ESD Stipends	20,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	(20,000)
State School Fund	9,552,285	$1,639,228	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$1,639,228	(7,913,057)
Common School Fund	140,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	(140,000)
Small School Grant	58,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	(58,000)
High Cost Disability Grant	70,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	(70,000)
Interfund Transfers	0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	0
Total Revenues	**$14,533,864**	**$1,679,385**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**1,679,385**	**($12,854,479)**
Total Resources	**$21,068,177**													**$8,864,230**	**($12,203,947)**
Expenditures															
Salaries	$7,173,790	$80,882	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$80,882	($7,092,908)
Associated Payroll Costs	4,270,469	$49,082	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$49,082	($4,221,387)
Purchased Services	2,666,562	$65,281	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$65,281	($2,601,281)
Supplies and Materials	591,048	$25,278	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$25,278	($565,770)
Cap Outlay	15,000	$192,813	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$192,813	$177,813
Other Objects	256,175	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	($256,175)
Transfers	2,345,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	($2,345,000)
Contingency/Beg Fund Bal	3,750,133	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	($3,750,133)
Total Expenditures	**$21,068,177**	**$413,336**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$413,336**	**($20,654,841)**
Ending Fund Balance														**$8,450,893**	**$8,450,893**

Date: August 24, 2026
Exhibit: 2627.20

Board Policy – First Read

Relevant Data:

From time to time, changes in laws or operating practice requires changes or additions to board policies. In addition, the district subscribes to a policy review service with Oregon School Boards Association and receives samples that are used to develop policy for Pleasant Hill Schools.

The following policy is presented for Board approval as a first reading and review to reflect updated procedures in the district

- BBAA – Board Member's Authority and Responsibility

Recommendation:

It is recommended that the Board of Directors approve the first read of the board policy.

Submitted and Recommended By:

Jim Crist
Superintendent

Pleasant Hill School District 1

Code: BBAA
Adopted:

Board Member's Authority and Responsibilities

An individual Board member exercises the authority and responsibility of their position when the Board is in a meeting which is being held in accordance with Oregon's Public Meetings Law. A Board member has the authority to act in the name of the Board only when authorized by a specific Board motion. The affirmative vote of the majority of members of the Board is required to transact any business.

When authorized to act as the district's designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to subsequent approval by the Board.

Board members may speak on behalf of the Board or district only when specifically authorized to do so. Any other statements do not represent the position of the Board or district. When expressing personal opinions in public, Board members are encouraged to clearly identify the opinions as their own.

All Board members shall maintain awareness of relevant district information and participate in Board functions and professional Board development activities.

All members of the Board will adhere to the following in carrying out the responsibilities of membership:

1. Request for Records

   Any individual Board member who desires a copy of an existing record may make such a request to the superintendent. Requests involving confidential records or significant staff time will be referred to the Board for approval.

2. Requests for Legal Opinions

   Requests for legal advice or opinions by a Board member that will incur a cost for the district must be approved by a majority vote of the Board before the request is made to legal counsel. The Board chair is authorized to obtain legal advice or opinions if advantageous to do so prior to the next meeting (e.g., advice regarding an executive session or a decision to invite district legal counsel) without a need for Board approval. Legal counsel is responsible to the Board.

3. Action on Complaints or Requests Made to a Board Member

   When a Board member receives complaints or requests for action from staff, students or members of the public, the Board member will direct the staff, students, members of the public to the public complaint policy Board policy KL – Public Complaints. Such information will be conveyed to the superintendent. An individual Board member is not authorized to independently act on complaints.

4. Board Member's Communication with Administration

   No individual Board member may direct the superintendent or other staff to action without Board authorization. No Board member will intervene in the administration of the district or its schools.

5. Contracts or Agreements

   All district contracts must be approved by the Board, unless otherwise delegated by the Board to the superintendent or designee for approval before an order can be drawn for payment. If a contract is made without authority of the Board, the individual making such contract shall be personally liable.

6. Visits to Schools

   A Board members may visit schools in accordance with Board policy BG – Board–Staff Communications.

7. Public Meetings Law

   All Board members will comply with Public Meetings Law, including participating in an approved[2] training at least once during each term of office.

8. Mandatory Reporting

   A Board member having reasonable cause to believe that any child with whom the Board member comes in contact has suffered abuse or that any person with whom the Board member comes in contact has abused a child shall immediately make an oral report or cause an oral report be made to Department of Human Services[4] or local law enforcement.

9. Oregon Ethics Laws

   All Board members will adhere to Oregon Government Ethics laws, including filing the statement of economic interest as required by Oregon Revised Statute (ORS) 244.

10. Confidential Information

    All Board members will not disclose confidential information received as part of Board service.

11. Other Laws, Policies, Agreements and Procedures

    All Board members will follow all laws, Board policies, working agreements, and any other procedures established by the district.

END OF POLICY

Legal Reference(s):

ORS 192.311 – 192.478	ORS 332.045	ORS 332.075
ORS 192.610 – 192.705	ORS 332.055	ORS 332.107
ORS Chapter 244	ORS 332.057	ORS 419B.010

38 OR. ATTY. GEN. OP. 1995 (1978)
S. Benton Educ. Ass'n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).

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[2] Approved by the Oregon Government Ethics Commission.

[4] (855) 503-SAFE (7233)

Date: August 24, 2026
Exhibit: 2627.21

Board Policy – First Read

Relevant Data:

From time to time, changes in laws or operating practice requires changes or additions to board policies. In addition, the district subscribes to a policy review service with Oregon School Boards Association and receives samples that are used to develop policy for Pleasant Hill Schools.

The following policy is presented for Board approval as a first reading and review to reflect updated procedures in the district

- BBE – Vacancies on the Board

Recommendation:

It is recommended that the Board of Directors approve the first read of the board policy.

Submitted and Recommended By:

Jim Crist
Superintendent

Pleasant Hill School District 1

Code: BBE
Adopted:

Vacancies on the Board

Vacancies on the Board will be filled through the following procedures:

1. At a Board meeting, the Board will declare the vacancy[1];

2. The Board or designee will establish an application period of at least 20 days. Applicants will be required to submit an application to the district office by the designated date. Deadlines and instructions will be posted on the district website. The Board can vote to extend or re-open the application period at any time;

3. After the application period has ended, the superintendent or designee will verify applicant eligibility. Applicants must:

   a. Be an elector of the district.[2] This requires being registered to vote within the district;
   b. Have resided in the district for a period of one year immediately preceding the appointment;
   c. Not be an employee of the district or a charter school located within the district, except as a substitute bus driver in accordance with ORS 332.016.

4. The Board will review applicant materials in an open Board meeting;

5. The Board may select applicants to interview. Any interview will be held in an open Board meeting;

6. During an open Board meeting, the Board will vote to appoint one of the applicants. In the event that no applicant receives a majority of votes[4], the Board may re-vote or vote to re-open the application period;

7. The newly appointed Board member(s) will take an oath of office before assuming the duties of office and will be seated immediately thereafter.

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[1] In accordance with ORS 332.030, the Board shall declare a vacancy upon any of the following:
1. The death or resignation of any Board member;
2. When a Board member is removed from office or the election of the Board member has been declared void by the judgment of any court;
3. When a Board member ceases to be a resident of district or zone from which nominated (see exception for board members who move out of the zone, but remain residents of the district in ORS 332.030(2) - (3));
4. When a Board member ceases to discharge the duties of office for two consecutive months unless prevented by sickness or other unavoidable cause;
5. When a Board member ceases to discharge the duties of office for four consecutive months for any reason; or
6. When a Board member is recalled.

[2] ORS 254.005(4) provides "'Elector' means an individual qualified to vote under section 2, Article II, Oregon Constitution." District staff may verify this with local elections officials.

[4] ORS 332.055 requires the affirmative vote of a majority of Board members to transact any business. Consequently three votes are necessary to appoint a board member, regardless of how many vacancies exist.

The appointee will serve until June 30 following the next election. At that election, either the remainder of the term for the position, or a full term for the position will be on the ballot.

If the offices of a majority of Board members are vacant at the same time, the directors of the Lane Education Service District shall appoint persons to fill the vacancies from qualified individuals.

END OF POLICY

Legal Reference(s):

ORS 249.865 - 249.877
ORS 254.005
ORS 255.245
ORS 255.335
ORS 332.030
ORS 332.122
ORS 332.124

Date: August 24, 2026
Exhibit: 2627.22

Board Policy – First Read

Relevant Data:

From time to time, changes in laws or operating practice requires changes or additions to board policies. In addition, the district subscribes to a policy review service with Oregon School Boards Association and receives samples that are used to develop policy for Pleasant Hill Schools.

The following policy is presented for Board approval as a first reading and review to reflect updated procedures in the district

- BD – Board Meetings, Notices, and Communications

Recommendation:

It is recommended that the Board of Directors approve the first read of the board policy.

Submitted and Recommended By:

Jim Crist
Superintendent

Pleasant Hill School District 1

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 Board[1] 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.

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

[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.

"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 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 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 law[4]. 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.

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.

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.

Public Notice Requirements

The district posts public notice 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:

[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.

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.

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.

Mandatory 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

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

Date: August 24, 2026
Exhibit: 2627.23

Board Policy – First Read

Relevant Data:

From time to time, changes in laws or operating practice requires changes or additions to board policies. In addition, the district subscribes to a policy review service with Oregon School Boards Association and receives samples that are used to develop policy for Pleasant Hill Schools.

The following policy is presented for Board approval as a first reading and review to reflect updated procedures in the district

- BDC – Executive Session

Recommendation:

It is recommended that the Board of Directors approve the first read of the board policy.

Submitted and Recommended By:

Jim Crist
Superintendent

Pleasant Hill School District 1

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 following[1]:

> "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 officer[3], employee, staff member or individual agent who does not request an open hearing[4]; 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 hearing[7]; may not include a discussion or negotiation of compensation (including salaries and benefits or a general

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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

OR. ATTY. GEN. *Public Records and Meetings Manual*.
OREGON GOVERNMENT ETHICS COMMISSION, Staff Advisory Opinion No. 22-106S

Date: August 24, 2026
Exhibit: 2627.24

Board Policy – First Read

Relevant Data:

From time to time, changes in laws or operating practice requires changes or additions to board policies. In addition, the district subscribes to a policy review service with Oregon School Boards Association and receives samples that are used to develop policy for Pleasant Hill Schools.

The following policy is presented for Board approval as a first reading and review to reflect updated procedures in the district

- CCC – Hiring of Licensed Administrators

Recommendation:

It is recommended that the Board of Directors approve the first read of the board policy.

Submitted and Recommended By:

Jim Crist
Superintendent

Pleasant Hill School District 1

Code: CCC
Adopted: 1/10/00
Readopted: 10/11/10

Hiring of Licensed Administrators

When an administrative vacancy occurs, the district's preferred practice is to conduct an open, competitive selection process that provides qualified applicants an opportunity to apply for the position.

The superintendent may determine that an internal selection process limited to qualified district administrators, is in the best interest of the district. Prior to taking action to initiate an open, internal or transfer process, the superintendent shall notify the Board of the intended selection process.

Except when the superintendent determines that a direct transfer of an existing administrator is appropriate, the following procedures shall be followed in the selection of all administrative personnel below the rank of superintendent:

1. For an open, competitive process, the administrative vacancy shall be announced publicly prior to the first interview, providing sufficient time for interested applicants to submit applications. For an internal process, notice of the vacancy shall be provided to eligible district administrator(s), providing sufficient time for submission of applications;
2. Applications shall be in writing and directed to the superintendent. It shall be the responsibility of the superintendent/designee to complete the pre-employment file with credentials furnished by or at the request of the applicant;
3. A screening committee shall be appointed by the superintendent;
4. Selected applicants shall be granted a personal interview following the deliberations of the screening committee;
5. Upon completion of all interviews, the screening committee shall make a recommendation for the position under consideration; and
6. The superintendent's recommendation shall be presented to the Board for consideration and appointment to the position.

An administrator shall serve a probationary period that does not exceed three years, unless the administrator and the district mutually agree to a shorter time period.

END OF POLICY

Legal Reference(s):

ORS 332.505
ORS 342.845

BOARD – SUPERINTENDENT OPERATING AGREEMENT

PURPOSE:

The Board of Directors is the educational policymaking body for the Pleasant Hill School District. To effectively meet the system's challenges the School Board and Superintendent must function together as a leadership team. To ensure unity among team members, effective group agreements must be in place. The following are the group agreements for the Board and Superintendent.

COLLABORATIVE GOVERNANCE:

1. Place the district's mission, vision, and goals above personal interests.
2. Respect the boards responsibility to establish policy and the superintendent's responsibility to manage the district.
3. Maintain appropriate confidentiality with district information.
4. Members of the Board and the Superintendent shall work together as a team; modeling lifelong learning and collaboration.
5. Board members shall recognize and respect the Superintendent's responsibility to manage the school district and to direct employees in district and school matters.
6. Board members shall give careful consideration, listening to all perspectives, to all issues brought to the board by individuals and district leadership.
7. The Board shall make decisions only at properly called meetings. Board members recognize that individual members have no authority to take action on behalf of the board.

COMMUNICATION AGREEMENTS:

1. Board members shall follow the chain-of-command and communicate directly with the Superintendent when a question arises, or a concern or complaint is voiced by a staff member, student, parent or community member.
2. Board Members shall communicate directly with the Superintendent or Board Chair prior to meetings of the board to address questions and/or concerns about agenda items.
3. Board members and the Superintendent shall communicate one-on-one, when an individual concern arises, with any member of the board-superintendent team as appropriate.
4. In order to avoid surprises, board members will communicate directly with the superintendent whenever possible:
    - When a question, concern or complaint is voiced by a staff member, student, parent, community member or by an individual board member.
    - When a board member has a concern about the superintendent.
    - Prior to meetings of the board to address questions or concerns about agenda items, and when possible at least one business day prior to the meeting.
    - When an individual board member requests district information and documents outside the meeting.
5. The superintendent will communicate directly with the board:
    - In a regularly established scheduled communication process for information sharing.
    - When an individual board member requests information, it shall be disseminated to all members of the board.
    - In anticipation of an adverse event or adverse media coverage.
    - When a serious incident involving staff, students, parents or community members occurs.
    - When the superintendent has concern about an individual board member.
    - When requested to do so by a majority of the board.

Individual board members make statements as individuals. If a statement is made on behalf of the board, the designation of a spokesperson shall follow policy BCB. If an individual response to constituents is made, the board member has the responsibility to make it clear that they are speaking as an individual and not on behalf of the board.

The following expectations are to be a priority for the upcoming school year 2026-27.

BOARD EXPECTATIONS OF THE SUPERINTENDENT:

-
-
-

SUPERINTENDENT EXPECTATIONS OF THE BOARD:

-
-
-

SIGNATURES OF AGREEMENT:

Date: _____

_____ _____

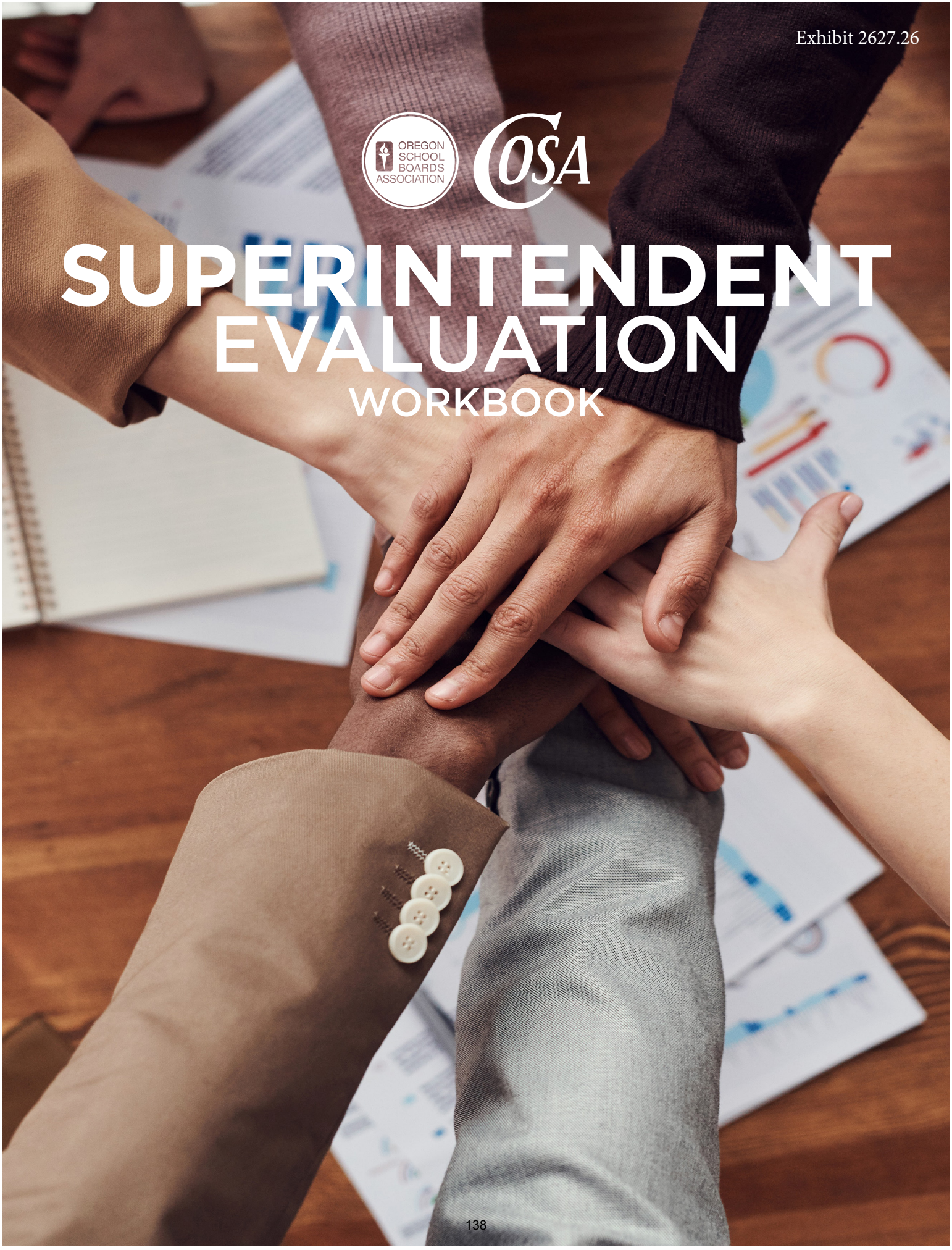
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OREGON SCHOOL BOARDS ASSOCIATION
1201 Court St NE, Ste 400 | Salem, OR 97301 | 503-588-2800 or 800-578-6722
www.osba.org | info@osba.org | *rev 6/2019*



OREGON SCHOOL BOARDS ASSOCIATION

OSBA

SUPERINTENDENT EVALUATION WORKBOOK

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COALITION OF OREGON SCHOOL ADMINISTRATORS
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rev 6/2020

June 1, 2020

Dear Oregon School Boards and Superintendents,

The research is clear — a healthy and productive relationship between a school board and its superintendent is essential to the sustained success of any school district or ESD. Simply put, when superintendents and school boards work effectively together, especially over the long term, their schools and students do better.

The role of the superintendent is critical — and together with support provided by the school board through constructive direction, guidance and evaluation of the superintendent, sets the foundation and ensures success. The evaluation of the superintendent is the responsibility of the school board. This OSBA and COSA endorsed process is intended to guide the evaluation process between the school board and their superintendent with a collaborative approach that is designed to continuously improve not only the performance of the superintendent, but also the system they lead. The evaluation of the superintendent, if done well, should provide useful feedback to the superintendent, as well as clear accountability for the superintendent and the school board.

In the 2019-20 school year, OSBA and COSA partnered to produce this co-endorsed superintendent evaluation process. The purpose of this endeavor was to bring clarity and consistency to school boards' performance expectations of superintendents and to provide guidance to boards and superintendents for an effective evaluation process based on evidence-based practices and continuous improvement. The process for developing this handbook included many opportunities for superintendents and school board members to provide input.

The responsibility for evaluating the superintendent resides with the school board; however, this process should be done in a collaborative manner. School boards may choose to work with a consultant to assist them in this process. This process should be an iterative cycle that helps guide and focus the key work in Oregon districts and supports the continuous improvement of Oregon superintendents.

Sincerely,



Jim Green, OSBA Executive Director



Craig Hawkins, COSA Executive Director

SUPERINTENDENT EVALUATION OVERVIEW

Selecting the superintendent and evaluating their performance is one of the school board's most important responsibilities.

This workbook is designed to help boards and superintendents navigate the evaluation process together and it is intended to be collaborative and keep the board's role at the forefront.

A HIGH-QUALITY SUPERINTENDENT EVALUATION:

- develops good board/superintendent relationships
- clarifies roles
- identifies superintendent professional development opportunities
- provides a mechanism for public accountability
- provides input and feedback to the superintendent to guide continuous improvement

PERFORMANCE EVALUATIONS ARE MOST EFFECTIVE WHEN THEY ARE DESIGNED AND USED FOR:

- strengthening the board/superintendent relationship
- reviewing past performance
- communicating future expectations and goals
- determining future professional development for the superintendent
- making ongoing employment decisions (contract extension and compensation)

FIVE-PART EVALUATION TOOL

OSBA and COSA have developed a five-part tool for evaluating superintendents.

- PART 1 **SUPERINTENDENT PERFORMANCE STANDARDS. (Appendix A)**
  These are based on the Professional Standards for Educational Leaders (PSEL, 2015) and District Level National Educational Leadership Preparation Standards (NELP, 2018) and augmented by standards jointly developed by the Coalition of Oregon School Administrators (COSA) and the Oregon School Boards Association (OSBA).
- PART 2 **SUPERINTENDENT GOALS. (Appendix B)**
  This section evaluates progress toward the superintendent's goals established by the board and superintendent at the beginning of the evaluation cycle.
- PART 3 **EVIDENCE OF PERFORMANCE. (Appendix C)**
  This consists of the superintendent's self-evaluation and their regular reporting to the board on progress toward standards and goals. This area may be supported by artifacts or documents specifically in those areas where the board may lack direct knowledge.

- PART 4 **FEEDBACK ON PERFORMANCE. (OPTIONAL, Appendix D)**
  This consists of a targeted feedback survey (TFS)[1] of the superintendent's performance by selected staff and members of the community that have frequent, consistent interactions with the superintendent.

- PART 5 **EVALUATION SUMMARY. (Appendix E)**
  This is the summary of the evaluation the board writes to share its unified message with the superintendent and the public.

School board members typically complete ratings in Parts 1 and 2 individually and should consider information gathered in Parts 3 and 4 (if used) in these ratings. The individual board member ratings are then compiled and summarized into one comprehensive evaluation. Part 5 is a written report given by the board for discussion with the superintendent and placed in the superintendent's personnel file. A summary of the evaluation is shared with the public at the conclusion of the formal evaluation cycle. It is important that the board speak with one voice that represents the consensus of the board.

HOW CAN WE EVALUATE OBJECTIVELY AND FAIRLY?

Objective and fair evaluations take into consideration policy, the superintendent's employment contract, standards, goals, articles of evidence and targeted feedback surveys. At the beginning of each evaluation cycle, the board should review the superintendent's contract and its own policy regarding superintendent evaluation. With that information, the board then determines the criteria, process and timeline so there are no surprises when the formal evaluation occurs. To be fair and objective, boards should only introduce additional criteria during the year in extenuating circumstances and should follow policy CBG for guidance on doing so. **It is the board's responsibility to ensure that policy and contractual timelines are met.**

DOCUMENTATION

The processes outlined in this workbook are more than a checklist. They require the objective consideration of evidence demonstrating the degree to which each standard has been met. This evidence can be through direct interaction and observation of the superintendent's performance or may be obtained through the superintendent's self-evaluation and/or information gained through a targeted feedback survey. Documentation may be provided by the superintendent orally, as written lists, or as specific documents. Some boards and superintendents may select an artifacts of evidence approach[1].

EVALUATION CONFERENCES AND CHECK-INS

Face-to-face conversations between the board and superintendent during the evaluation cycle are essential to an effective process. Regular reports to the board by the superintendent and check-in meetings should occur at least quarterly throughout the year. This provides the superintendent and board an opportunity to be updated on the superintendent's progress toward meeting the goals and performance standards, and to provide feedback on any concerns the board might have. This also allows the superintendent an opportunity to seek further guidance and support from the board, or provide further clarification about the progress needed to meet the targets, and make mid-year corrections on the path to achieving goals and standards. The final evaluation conference is where the board and superintendent meet to discuss the superintendent's performance and an evaluation report is presented.

[1] Described later in this workbook

SUPERINTENDENT EVALUATION AT A GLANCE

Time to start thinking about next year!

MARCH THROUGH AUGUST | PRE-EVALUATION

In collaboration with the superintendent, adopt all standards, goals and evaluation procedures. This includes adopting materials for Parts 1 and 2, and adopting a schedule for Parts 3 and 4 (if used).

AUGUST THROUGH MARCH* | CHECK-IN MEETINGS

Check-in meetings occur at least quarterly. These check-ins give the superintendent the opportunity to provide information related to goals and standards, and for the board to ask questions about progress and provide additional guidance and support. This also includes a final check-in in which the superintendent can present their self-evaluation. These meetings are generally conducted in executive session. This correlates to Part 3.

JANUARY THROUGH MARCH* | GATHER INFORMATION

The superintendent's self-evaluation is presented to the board. Board members rate the superintendent on Parts 1 and 2 individually, and then compile ratings and comments into a summary document. If a targeted feedback survey is used, the survey would be conducted in this phase.

MARCH* | EVALUATION RESULTS

By March 15th, or at a date specified in the superintendent's contract, the board meets with the superintendent to review the evaluation results. This meeting is conducted in executive session unless the superintendent requests the meeting be conducted in public. Generally, the board crafts a short narrative statement about the evaluation to be shared at a regular board meeting. This correlates to Part 4.

MARCH* | EVALUATION CONCLUSION

The board adopts the short narrative summary in open session. This corresponds to Part 5.

*Review the superintendent's contract and district policy for any applicable deadlines.

PERFORMANCE RATINGS

PART 1 (In Appendix A) includes eight standards with descriptors. Board members should not rate descriptors but, rather, consider them as a whole in determining the overall rating for that performance standard.

The scoring guide for each standard uses the following four categories:
4 = ACCOMPLISHED | 3 = EFFECTIVE | 2 = DEVELOPING | 1 = INEFFECTIVE

Read each standard's descriptions carefully while considering your rating and select the score that most closely matches your judgment and the evidence provided of the superintendent's work in this area.

PART 2 (In Appendix B) includes any goals that were set for the superintendent during the evaluation cycle. The superintendent's goals should be rated with the same scale. It is highly recommended that the superintendent provides a self-evaluation on their performance in the standards, goals and any other criteria determined for the evaluation cycle. This self-evaluation and any accompanying evidence provided in Part 3 shall be provided to the board prior to conducting their evaluation of the superintendent's performance.

WRITTEN COMMENTS

Written comments from individual members of the board help clarify ratings on standards and goals; however, they are not intended as direct feedback to the superintendent. They may contribute to the board's one-voice message to the superintendent that can help clarify the evaluation feedback.

The written comments may be prepared by a board member or consultant working on behalf of the board. This provides the board with the opportunity to deliver specific constructive criticism and/or accolades and provides the superintendent with useful information for continuous performance improvement. Again, the board should speak with one voice in making written comments on the final evaluation report and summary to the superintendent and the community.

PUBLIC MEETINGS LAW

A governing body such as a school board, ESD board or community college board may hold an executive session to evaluate the job performance of its chief executive officer, so long as the person being reviewed does not request an open session (ORS 192.660(2)(i)). However, the executive session for evaluation does not allow the board to discuss the superintendent's salary, conduct a general evaluation of a district goal or give directives to personnel about district goals (ORS 192.660(8)). The governing body must give advance notice of the performance evaluation to allow the person whose performance will be evaluated to choose whether to conduct the evaluation in open session or executive session.

The Attorney General's Public Records and Meetings Manual states that disclosure of the performance evaluation for the chief executive officer generally is not an unreasonable invasion of privacy, and therefore disclosable to the public even though the actual evaluation was held in executive session. This disclosure is in contrast to the disclosure of a record of discipline about a public officer, which is conditionally exempt from disclosure. OSBA and COSA recommend that a narrative summary of the performance evaluation be presented to the public after the evaluation is complete.

TIMELINE AND ACTION

1. PRE-EVALUATION (March, April or as soon as a new superintendent begins employment)

Before the new evaluation cycle begins, and prior to the completion of the district's budget, the board should review any statues, recent legislation, policies and the superintendent's contract for any specific criteria regarding evaluation that must be followed by the board. Following that review, the board and superintendent should mutually establish the evaluation timeline, process, and criteria (goals and expectations, and standards). The board and superintendent should meet to develop a clear set of goals for the superintendent that are related to the goals for the organization for the coming year. OSBA and COSA jointly recommend the performance standards provided in this document which are based on national standards for district leaders. In some cycles it is prudent for the board to emphasize and prioritize certain standards based on previous evaluations, the tenure of the superintendent or the strategic priorities of the district.

2. CHECK-IN MEETINGS (July, October and January or quarterly, based upon when a new superintendent begins employment)

The board and the superintendent meet to discuss the superintendent's progress toward meeting the formally-adopted goals, to talk about any specific concerns related to the superintendent's performance, and to offer support to the superintendent. It is recommended that the superintendent, in the January board meeting, provides the self-evaluation (Part 3) for board members to consider when they each complete Parts 1 and 2 of the process.

3. GATHER INFORMATION (By March 15 or date specified in contract)

Compiling results from individual board members can be confusing if there are conflicting perspectives; therefore, it is best done by discussion among all board members sitting together in executive session. Some boards work with a consultant to assist in the evaluation process including facilitating the TFS and compiling individual board member ratings into one unified rating. Since the superintendent works for the board (as a whole, not its individual members), it is critical that board members recognize the importance of coming to a consensus and speaking with one voice in the evaluation. The evaluation should result in areas for celebration, in steps for professional development for the superintendent, and in a plan for informing the community about the results of the evaluation and status of the district's goals.

4. EVALUATION RESULTS (March)

OSBA and COSA recommend that a narrative summary of the performance evaluation be presented to the public after the evaluation is complete. Before the beginning of the next evaluation year, the board and superintendent should meet to begin the next cycle of goal setting and evaluation, which allows the superintendent time to plan for the ensuing year. The goals should be formally adopted by the board and made public to keep the district and community informed.

5. EVALUATION CONCLUSION

In the final year of the superintendent's contract the board must provide notice of renewal or non-renewal by March 15 or a date specified in the contract (ORS 342.513). There may also be renewal provisions in the superintendent's contract, so boards should review the contract for any additional requirements. If you have questions regarding the terms and renewal provisions in the superintendent's contract or are considering nonrenewal, we recommend that you consult with legal counsel. The superintendent evaluation process provides the board with an opportunity to share the school district's progress with the community. A short summary of the board's evaluation of the superintendent should be prepared based on the data and evidence gathered in the evaluation process.

HOW WILL AN INDIVIDUAL FILLING THE DUAL ROLES OF SUPERINTENDENT AND PRINCIPAL BE EVALUATED?

"An individual filling the dual roles of principal and superintendent is a superintendent who has some principal duties, and therefore need only be evaluated as a superintendent. Since the superintendent role supersedes the principal role and superintendents are not included under the evaluation requirements for SB 290, it is up to local school boards to determine how these individuals are evaluated." (ODE Teacher and Administrator Evaluation and Support Systems Frequently Asked Questions, Revised August 2018, Question #8.)

PERTINENT OREGON REVISED STATUTES (ORS) AND OREGON ADMINISTRATIVE RULES (OAR)

ORS 192.660 Executive sessions permitted on certain matters; procedures; news media representatives' attendance; limits.

(1) ORS 192.610 to 192.690 do not prevent the governing body of a public body from holding executive session during a regular, special or emergency meeting, after the presiding officer has identified the authorization under ORS 192.610 to 192.690 for holding the executive session.

(2) The governing body of a public body may hold an executive session: ...

(i) 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 hearing...

(8) A governing body may not use an executive session for purposes of evaluating a chief executive officer or other officer, employee or staff member to conduct a general evaluation of an agency goal, objective or operation or any directive to personnel concerning agency goals, objectives, operations or programs.

OAR 199-040-0020 Permitted Topics for Executive Session

(3) Compensation, including salaries and benefits, must not be discussed or negotiated during an executive session under ORS 192.660(2)(a), (b) or (i).

ORS 342.513 Renewal or nonrenewal of contracts for the following year.

(1) Each district school board shall give written notice of the renewal or nonrenewal of the contract for the following school year by March 15 of each year to all teachers and administrators in its employ who are not contract teachers as defined in ORS 342.815 (Definitions for ORS 342.805 to 342.937). In case the district school board does not renew the contract, the material reason therefore shall, at the request of the teacher or administrator, be included in the records of the school district, and the board shall furnish a statement of the reason for nonrenewal to the teacher or administrator.

(2) This section is not effective unless teachers or administrators notify the board in writing on or before April 15 of acceptance or rejection of the position for the following school year.

ORS 342.120(1) "Administrator" includes but is not limited to all superintendents, assistant superintendents, principals and academic program directors in public schools or education service districts who have direct responsibility for supervision or evaluation of licensed teachers and who are compensated for their services from public funds.

OREGON SCHOOL BOARDS ASSOCIATION SELECTED SAMPLE POLICY CBG

Adopted:

EVALUATION OF THE SUPERINTENDENT

The board will formally evaluate the superintendent's job performance at least once each year. The evaluation will be based on the administrative 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. Such an executive session will not include a general evaluation of any district goal, objective or operation. 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 precedence over this policy.

END OF POLICY

LEGAL REFERENCE(S):

ORS 192.660(2), (8)

ORS 332.107

ORS 332.505

ORS 342.513

ORS 342.815

OAR 581-022-2405

Hanson v. Culver Sch. Dist. (FDAB 1975).

(There are no OSBA-recommended Administrative Regulations (ARs) associated with this policy. If your district has an AR for this policy, we recommend you delete it.)

POST-EVALUATION TASKS

As soon as one evaluation cycle is complete, a new one begins. It is important that the momentum from the previous cycle be maintained and that a new cycle with standards, goals and expectations begins immediately.

Based on the outcomes of the previous year's goals, as well as current and future district initiatives, the superintendent should draft goals for the next evaluation period, which the board should consider, discuss, potentially amend, and then formally adopt. This must be done in open session. These goals should be measurable and should reflect the superintendent's role in the overall vision and/or goals of the district.

The board should ensure that the standards, process, components and timeline that the board adopts are consistent with evaluation language in the superintendent's contract. This should be done prior to adopting the process and tool for the new cycle.

The board should also adopt the standards to measure the superintendent's performance, the timeline of the new evaluation cycle and determine whether a targeted feedback survey will be conducted as part of the evaluation cycle.

A critical element of the evaluation cycle is scheduling designated evaluative check-ins between the board and superintendent, which may take place in executive session if they meet legal criteria. This allows the conversation to occur candidly. These are more than just updates at board meetings; these check-ins are meant to focus specifically on the superintendent's performance throughout the year, reflecting progress on goals, performance against standards and any specific concerns the board may have.

An overall performance evaluation should never be a surprise to a superintendent or the board; evaluative check-ins throughout the year allow the superintendent to understand the board's perspective on the superintendent's performance, make any course corrections necessary, and ask for support where needed. We recommend that these check-ins occur quarterly and be embedded in the evaluation timeline adopted by the board.

TIMELINE

MAR.	APR.	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.
	JAN.	FEB.	MAR.		APR.				

PRE-EVALUATION

Adopt all standards, goals and evaluation procedures. This includes adopting materials for Parts 1 and 2, and adopting a schedule for Parts 3 and 4.

CHECK-IN MEETINGS

We recommend that these occur at least quarterly. These check-ins give the superintendent the opportunity to provide information related to goals and standards, and for the board to ask questions about progress. This also includes a final check-in in which the superintendent can present their self-evaluation. These are generally done in executive session. This correlates to Part 3.

GATHER INFORMATION

Board members rank the superintendent on Parts 1 and 2. If the board chose to have additional stakeholders fill out surveys or provide information, now is the time to conduct those surveys.

EVALUATION RESULTS

APPENDICES

APPENDIX A

PART 1

EVALUATION COMPONENT
PERFORMANCE STANDARDS

INSTRUCTIONS

1. Following are descriptors of each of the eight performance standards. Each board member should rate all eight of the performance standards. Performance indicators are listed below each performance standard. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall performance standard.

2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation form.

3. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board.

4. The superintendent will be presented with the final summary report from the full board, not the individual evaluation forms. It is important that the board speak with one voice in evaluating the superintendent.

SUPERINTENDENT EVALUATION STANDARDS AND DESCRIPTORS

KEY:

4 = ACCOMPLISHED PERFORMANCE
Performance in this area is routinely outstanding and acts as a model for others.

3 = EFFECTIVE PERFORMANCE
Performance in this area consistently meets the standard.

2 = DEVELOPING
Performance occasionally meets the standard but is not yet consistent.

1 = INEFFECTIVE
Performance currently does not meet the standard.

Rate each of the following superintendent standards based on national standards (NELP).
If you have no basis for a rating, please mark “NA” for not applicable. Support your ratings with comments for each section.

STANDARD 1

VISIONARY DISTRICT LEADERSHIP

DESCRIPTORS

- Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.
- Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision.
- Implements the district's continuous improvement plan and communicates its progress.

RATING 4 3 2 1 N/A

COMMENTS

STANDARD 2

ETHICS AND PROFESSIONAL NORMS

DESCRIPTORS

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

RATING 4 3 2 1 N/A

COMMENTS

STANDARD 3

INCLUSIVE DISTRICT CULTURE

DESCRIPTORS

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

RATING 

COMMENTS

STANDARD 4

CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

DESCRIPTORS

- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
- Implements coordinated systems of support, including coaching and professional development for staff.
- Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

RATING 4 3 2 1 N/A

COMMENTS

STANDARD 5

COMMUNICATION AND COMMUNITY RELATIONS

DESCRIPTORS

- Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
- Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.
- Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.
- Goes beyond the district and local community to advocate for students at the county, regional and/or state level.

RATING 4 3 2 1 N/A

COMMENTS

STANDARD 6

EFFECTIVE ORGANIZATIONAL MANAGEMENT

DESCRIPTORS

- Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.
- Establishes productive relationships with associations while managing labor relations and contracts effectively.
- Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.
- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

RATING 4 3 2 1 N/A

COMMENTS

STANDARD 7

EFFECTIVE FINANCIAL MANAGEMENT

DESCRIPTORS

- Develops a proposed budget in accordance with board priorities and district direction.
- Manages the equitable implementation of district resources aligned with the budget adopted by the board.
- Communicates the budget priorities and ensures regular updates on implementation of the budget.

RATING 

COMMENTS

STANDARD 8

POLICY, GOVERNANCE AND ADVOCACY

DESCRIPTORS

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

RATING 4 3 2 1 N/A

COMMENTS

APPENDIX B

PART 2

EVALUATION COMPONENT
GOALS

INSTRUCTIONS

In addition to the performance standards, boards and superintendents may wish to develop one to three specific superintendent goals to be used in the evaluation process. These goals should be based on the superintendent's previous evaluation and/or the district's current strategic initiatives or goals. Ideally, these goals should be developed collaboratively. The superintendent's goals should reflect his/her role in achieving the overall goals of the district but are not the same as the overall district goals.

1. Each board member should rate the superintendent's performance in meeting their evaluative goals agreed to by the superintendent and the board at the beginning of the evaluation process.
2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation report.
3. The board will meet in executive session to discuss the results and prepare a final summary evaluation report representing the consensus of the board.
4. The superintendent will be presented with the final summary report from the full board, not the individual evaluations. **It is important that the board speaks with one voice in evaluating the superintendent.**

SAMPLE
GOAL STATEMENT 1:

PERFORMANCE INDICATORS:
(Insert indicators of success here)

1.1

1.2

1.3

1.4

1.5

SUMMARY RATING — GOAL 1: *(check one)* 4 3 2 1 N/A

COMMENTS:

APPENDIX C

PART 3

EVALUATION COMPONENT
ARTIFACTS OF EVIDENCE/SELF-EVALUATION

The superintendent may be asked to provide additional information to support the board in their evaluation of the performance standards/evaluation goals. In an ideal board-superintendent relationship the board may have very little direct knowledge of the superintendent's day-to-day operations. Artifacts of evidence are intended to give the board objective information concerning specific performance standards/evaluation goals. The following table is intended to give some possible examples for each standard; this is not intended to be an exhaustive list. These artifacts may be collaboratively identified at the beginning of the evaluation cycle by the board and superintendent. Artifacts of evidence may also be used in the informal check-in process throughout the performance cycle.

STANDARD 1: VISIONARY DISTRICT LEADERSHIP

DESCRIPTORS	ARTIFACTS
• Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities. • Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision. • Implements the district's continuous improvement plan and communicates its progress.	• Evidence of how you have constructed and enacted an equity vision and mission across the district and community: · Newspaper, school banners, website, photo, or other media · Actions communicating clear and coherent vision: newsletter, professional development, etc. · Meetings or presentations to collaborate and implement vision, mission, goals and plans • Models learning through attending professional development opportunities and applying knowledge (transparency) • Presentation of at least one plan (e.g., CIP or SIA application) • Resources are clearly aligned with the vision and strategic initiatives: · Budget examples of how funds support the vision/strategic initiatives · Staffing patterns that reflect where there is an identified need · Data support goals that are aligned to student learning and growth • Personalized SMART goals focused on student learning and achievement that are specific enough to address short- and long-term plans

STANDARD 2: ETHICS AND PROFESSIONAL NORMS

DESCRIPTORS	ARTIFACTS
• Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparence, trust, collaboration and perseverance. • Makes ethical and legal recommendations to the board. • Models ethical behavior in their own conduct and cultivates ethical behavior in others.	• Agendas and/or minutes from meetings (e.g., community planning, key communicators/advisory meetings, administrative, curriculum team, District Leadership Team, etc.) that demonstrate transparency and equitable practices • Evidence of ability to confront conflict and build consensus • Record of solicitation of feedback (collaboration and transparency) and evidence of reflective practice and adaptation • Reflective journals and evidence of adaptative behavior • Equity and inclusion plan • Agendas and/or minutes from meetings that demonstrate collaboration with external partners

STANDARD 3: INCLUSIVE DISTRICT CULTURE

DESCRIPTORS	ARTIFACTS
• Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture. • Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student. • Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.	• Discipline trends (# of expulsions, days of suspension, disaggregated data by sub-groups and groups of interest, # of restraints/seclusions, etc.) • Diversity training/awareness plan; evidence of an equity lens and implementation of the plan • Sections in employee handbooks that demonstrate an inclusive district culture • External reviews and audits (e.g., budget, nutrition, transportation, safety, OCR, etc.) • Evidence that all student needs are addressed equitably • Response to staff or public concerns/issues (documentation) • State plans and reports (ELL, SPED, CIP, Title, etc.) • Student learning data from a variety of sources (SBAC, benchmark/ interim assessments, etc.) to monitor progress and achievement (including disaggregated data) • Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest) • Evidence of staff use of equitable instructional practices such as culturally responsive pedagogy and strategies

STANDARD 4: CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

DESCRIPTORS

- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
- Implements coordinated systems of support, including coaching and professional development for staff.
- Manages an appropriate system of assessments and data collection, and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

ARTIFACTS

- Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, District Leadership Team, etc.)
- Common teacher instructional planning time (agendas, outcome date, samples, etc.)
- Comprehensive School/District Improvement Plan (CIP)
- Curriculum and/or instructional audit (documentation)
- Documentation of coaching and evaluation of administrative staff in instructional practices, curriculum and assessment
- Instruction related professional development/growth plans (with related data on student achievement)
- Models learning through attendance and application of knowledge from professional development opportunities (documentation)
- Evidence of annual review of district's mission statement and alignment to practice
- Evidence of teachers examining and using student achievement data to improve teaching/learning
- Facilitation of District Leadership Team (learning team with all levels of stakeholders from board to classified)
- Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.)
- Student learning data from a variety of sources (SBAC, benchmark/interim assessments, etc.) to monitor progress and achievement
- Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest)

STANDARD 5: COMMUNICATION AND COMMUNITY RELATIONS

DESCRIPTORS	ARTIFACTS
• Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups. • Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning. • Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs. • Goes beyond the district and local community to advocate for students at the county, regional and/or state level.	• Evidence of participation in community/school events • Accounts of school and district accomplishments and communications in various forms of public media (including website, newsletters, podcasts, public engagement documents, etc.) • Administrative "calendar" – critical dates calendar (due dates, etc.) and board presentation cycle/annual reports • Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, collaborative group, stakeholder groups, District Leadership Team, etc.) • Communication vehicles or methods that make the school vision visible to stakeholders including using technology, number of visits to website, etc. • Formal or informal community partnership agreements and plans to support collaborative efforts to achieve district goals/priorities • Memberships and participation with community organizations (e.g., PTA, city council, etc.) • Participation in state, regional and national initiatives (documentation) • Presentations to stakeholders (including civic groups, staff, parents, community groups, etc.) • Response to public and/or stakeholder concerns/issues (documentation) • Union collaboration (e.g., minutes, negotiations, grievances, etc.) • Visible support for district goals and priorities from stakeholders and community leaders, such as educational foundation, civic clubs, city council, law enforcement, etc. • An internal or external communication plan • Schedules of staff meetings, administrative council meetings, etc.

STANDARD 6: EFFECTIVE ORGANIZATIONAL MANAGEMENT

DESCRIPTORS	ARTIFACTS
• Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success. • Establishes productive relationships with associations while managing labor relations and contract effectively. • Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning. • Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.	• Staff recruitment and retention plan (including demographics to match student and community population) • Union collaboration (minutes, negotiations, grievances, etc.) • Uses data from a variety of sources to inform labor trends, negotiations and bargaining • Hiring process (guidelines, procedures, schedules, plan for retention and recruitment, mentoring, focus on diversity, etc.) • Staff attendance and retention rates • Development plans for improving the capacity of leadership at all levels • Documentation of coaching for instruction, curriculum, assessment and inclusion • Meaningful engagement of staff to improve cultural competency and equitable practice (documentation) • Staff evaluations are complete and include evidence of coaching and evaluation of administrative leaders

STANDARD 7: EFFECTIVE FINANCIAL MANAGEMENT

DESCRIPTORS	ARTIFACTS
• Develops a proposed budget in accordance with board priorities and district direction. • Manages the equitable implementation of district resources aligned with the budget adopted by the board. • Communicates the budget priorities and ensures regular updates on implementation of the budget.	• District budget reflects priorities and expectations • Economic vision that includes participation with community development groups/stakeholders • Enrollment trend forecasts • External reviews and audits (e.g., budget, child nutrition, transportation, safety, etc.) • Financial plan: end-of-year budget status report, three- to five-year plan, long-range plan, etc. • Grants received/applied for that are aligned with goals of the district, plans for sustainability • Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavior al supports, bullying/harassment, character education, etc.) • Construction project(s) management, including timelines, budgets and implementation techniques • Policies/procedures for management of funds and other resources to make progress or achieve district goals

STANDARD 8: POLICY, GOVERNANCE AND ADVOCACY

DESCRIPTORS	ARTIFACTS
• Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations. • Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district. • Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.	• Administrative team meeting agendas • Board and administrative goals • Board meeting agendas • Timeliness of board packets • Board policy and administrative regulation enforcement that is reflective of the vision with supporting materials • Collaborative partners (documentation) • Comprehensive District Improvement Plan • External reviews and audits (e.g., budget, policy, child nutrition, transportation, safety, etc.) • Onboarding plan for board members to understand roles and responsibilities • Meaningful interpretive reports of student achievement data delivered in accessible language • Notes from state officials • Participation in state, regional, national initiatives (documentation) • State plans and reports (ELL, SPED, CIP, Title, etc.) • State Report Card data (including disaggregated data by sub-groups and groups of interest) • Work with city council on city/school initiatives (documentation) • Participation in state off-the-record meetings, legislative priority meetings, Education Leadership Coalition meetings, etc.

APPENDIX D

PART 4

EVALUATION COMPONENT
TARGETED FEEDBACK SURVEY

The targeted feedback survey (TFS) is an optional component meant to give the superintendent and board additional feedback about the performance of the superintendent. The process asks a "targeted" group of stakeholders for feedback via a survey, with questions tied to superintendent performance standards and goals. The board and superintendent should develop an agreed upon list of individuals that will receive the survey. An independent party should conduct the TFS and summarize the results of the survey to report back to the board.

Suggested participants in the TFS may include district administrators, school administrators, union leaders, teacher leaders, confidential staff, families and community leaders. Multiple participants reflect the collective wisdom of groups who work closely with the superintendent. The feedback survey provides a variety of stakeholders an opportunity to share their understanding of how the top education leader for their district is performing. It Is highly recommended that participants have regular interaction with the superintendent in order to give helpful feedback via the survey.

STEPS FOR CONDUCTING A TARGETED FEEDBACK SURVEY

- **STEP 1**
  It is recommended that the superintendent and board work with an independent consultant to determine the questions for the feedback survey. The consultant should administer the survey and provide the results to the board. Questions should reflect the superintendent's goals, performance standards and district priorities; these are unique to each district. If you purchase this service, OSBA will work with the board to develop questions appropriate for each group of participants, administer the survey, collect the data and provide the information to the board for consideration in their evaluation of the superintendent.

- **PART 2**
  The OSBA consultant will work with your board to develop questions for the TFS. The questions will be aligned to the standards in this workbook and should reflect the expected experience of each group being surveyed. For example, classroom teachers will have a different kind of communication with and access to the superintendent than families will; it is critical that survey questions be appropriately tailored to each group. The board should mitigate barriers to accessibility for the survey, particularly with respect to language and access to technology.

- **STEP 3**
  Select the participants to respond to the TFS. The participants should represent an appropriate range of constituent groups that have regular interactions with the superintendent. Responses from participants should be anonymous. The number or participants should be manageable in terms of compiling the results.

- **STEP 4**
  The OSBA consultant will distribute the feedback survey electronically with an introductory section explaining the purpose of the survey and assurance that the individual survey results are completely confidential. Approximately two to three weeks should be provided for survey responses to be completed. Frequent reminders may need to be sent to the survey group about completion of the survey.

- **STEP 5**
  The OSBA consultant will review the survey results with the board in executive session, highlighting areas of strength identified in the survey and noting any areas for targeted focus and/or improvement.

- **STEP 6**
  The board should utilize the survey results as one source of data when evaluating the superintendent. This information should be considered along with the superintendent's self-evaluation, artifacts of evidence and board members direct experience and observation of the superintendent's performance.

APPENDIX E

PART 5

SAMPLE
EVALUATION SUMMARY

Below is a sample summary of a board's evaluation of its superintendent.

The board of directors of the (name) school district has completed the annual evaluation of Superintendent (name) for (year). All (number) board members have served on the board for at least one full year and have been able to observe and be a part of the successes achieved this year.

The evaluation focused on 1) eight professional standards and 2) superintendent goals.

Regarding the eight professional standards, we determined that Superintendent (name)'s performance was exemplary in the areas of visionary leadership, communications and community relations, and effective management. In the areas of policy and governance, curriculum planning and development and labor relations, the board felt his/her performance was strong. Instructional leadership, resource management and ethical leadership all received a rating of average.

The board determined that Superintendent (name) has done an outstanding job of attaining the goal set by the board and superintendent in August of last year to update and align the elementary language arts and reading curriculum. His/her success at achieving the goal of improving staff morale and retaining professional staff was rated good. Success in meeting the third goal, raising high school math competency and performance on tests, was also rated good.

[The board and superintendent chose to distribute a targeted feedback survey to members of the staff and community for feedback on his/her performance. The results of this survey were one source of data in the consideration of the performance of the superintendent. We have received the results of that feedback, which reflects that staff morale has improved and that significant curriculum results have been achieved at the elementary level. He/she also shared with us his/her desire to further improve staff morale and focus on bringing the community together in support of the schools.]

We will be working with Superintendent (name) over the next several weeks to develop goals for the superintendent aligned with our district goals and look forward to working together to continue the success of our district.

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Superintendent Evaluation Timeline/Process for 2026-27 School Year

Action	***Date***	***Person(s)***
● Board/superintendent reviews the evaluation process, standards, additional goals, forms and timelines to be used this school year.	8/24/2026	Board & Superintendent
● Board formally adopts the evaluation process, standards, goals, forms and timeline to be used this school year.	9/21/2026	Board
● Superintendent reports interim progress on selected (not all) evaluation standards and goals to the board. Progress is reported in open session, ***any specific evaluative feedback from the board to the superintendent can be done in executive session***.	12/14/2026	Superintendent
● Evaluation documents sent to the board and superintendent.	1/11/2027	Board Secretary (or designee)
● ***Superintendent presents their self-evaluation to the Board. The Board may ask clarifying questions. Superintendent exits upon completion.*** ● ***The Board will develop a single summative evaluation based on their direct knowledge, and the superintendent self-evaluation.***	2/8/2027 Reg. Meeting OR 2/22/27 Reg. Meeting if Needed	Board & Superintendent
● ***Board members meet to complete their single summative evaluation.***	2/22/2027	Board
● ***Board and superintendent meet to discuss and clarify the summative evaluation document. Superintendent exits executive session.*** ● ***Changes to the evaluation may be made as a result of the discussion.*** ● Board votes in open session to approve the summative evaluation and a short summary of the evaluation. ● A copy of the final written summative evaluation form is placed in the superintendent's personnel folder.	3/8/2027	Board & Superintendent

Proposed 2026–27 Superintendent Goals

Goal 1: Strengthen Literacy and Student Learning

During the 2026–27 school year, lead the implementation and monitoring of the district's literacy and student-learning priorities by establishing a consistent system for reviewing achievement data, identifying instructional needs, supporting school-level responses, and communicating progress to the Board.

Performance indicators

1. Establish a district assessment and reporting calendar that includes fall, winter, and spring progress reviews.
2. Establish Board scorecard and data reports (Fall, Winter, Spring) that include current performance, longitudinal trend data when available, progress toward adopted targets, and explanations of significant changes.
3. Work with administrators and instructional teams to identify specific instructional responses based on assessment results.
4. Monitor the implementation and effectiveness of identified instructional strategies and student supports.

Applicable standards

- **Primary: Standard 4 — Culturally Responsive Instructional Leadership and Improvement**
    - Establishes coherent systems of instruction, assessment, data analysis, professional support, and instructional improvement.
- **Supporting: Standard 1 — Visionary District Leadership**
    - Implements and communicates progress toward the district's continuous improvement plan and strategic priorities.
- **Supporting: Standard 8 — Policy, Governance and Advocacy**
    - Provides meaningful and accessible reports of student achievement data to the Board.

Potential evidence

- Assessment and reporting calendar
- Fall, winter, and spring scorecards
- Achievement and trend data

Goal 2: Expand Community Partnerships to Support Students and Families

During the 2026–27 school year, establish and advance sustainable community partnerships that expand access to food and after-school programming.

Performance indicators

1. Work with Food for Lane County to evaluate the feasibility of establishing a food center or regular food-distribution location in the Pleasant Hill community.
2. Identify potential locations, community needs, operational requirements, staffing, funding, and partner responsibilities for the food center.
3. Work with United Way and district staff to develop or expand an after-school program that provides student supervision, academic support, and enrichment opportunities..

Applicable standards

- **Primary: Standard 5 — Communication and Community Relations**
    - Develops partnerships with families, community organizations, civic groups, and regional partners to strengthen student learning and address school and community needs.
- **Supporting: Standard 3 — Inclusive District Culture**
    - Advocates for equitable access to the opportunities and resources necessary to support each student's success and well-being.
- **Supporting: Standard 7 — Effective Financial Management**
    - Identifies grants, external resources, funding responsibilities, and sustainable financial plans aligned with district priorities.
- **Supporting: Standard 1 — Visionary District Leadership**
    - Aligns community partnerships with the district's mission, strategic objectives, and continuous improvement priorities.

Potential evidence

- Meeting agendas and correspondence with Food for Lane County and United Way
- Partnership agreements or memoranda of understanding
- Program proposals and implementation plans
- Board progress reports

Goal 3: Implement a Districtwide Electronic Evaluation and Professional-Growth System

During the 2026–27 school year, develop and implement a consistent electronic evaluation and professional-growth system for all staff. The system will improve consistency, timeliness, documentation, feedback, goal-setting, and compliance.

Performance indicators

1. Select or configure an electronic platform capable of supporting the district's different employee groups and evaluation requirements.
2. Develop standardized electronic workflows.
3. Align forms and processes with collective bargaining agreements, Board policy, employment agreements, and applicable state requirements.
4. Train administrators, supervisors, and employees in the appropriate use of the system.

Applicable standards

- **Primary: Standard 6 — Effective Organizational Management**
    - Creates effective personnel systems, develops staff capacity, supports professional growth, and ensures staff evaluations are completed.
- **Supporting: Standard 2 — Ethics and Professional Norms**
    - Promotes fairness, transparency, consistency, integrity, and trust in personnel practices.
- **Supporting: Standard 8 — Policy, Governance and Advocacy**
    - Ensures district personnel practices comply with Board policy, contracts, state law, rules, and regulations.
- **Supporting: Standard 4 — Culturally Responsive Instructional Leadership and Improvement**
    - Uses evaluation, coaching, feedback, and professional-growth processes to strengthen instructional and leadership practices.

Potential evidence

- Platform selection or configuration documentation
- Electronic evaluation forms and workflows
- Training and participation records
- Completion and compliance reports