# Philomath School District 17J

## Regular Board Meeting September 17, 2026

**Date and Time**

Thursday September 17, 2026 at 7:00 PM PDT

**Agenda**

| | | Time |
|---|---|---|
| **I.** | **Opening Items** | **7:00 PM** |
| **A.** | Call the Meeting to Order | |
| **B.** | Open Session | 5 m |

1. Pledge of Allegiance
2. Approval of Consent Agenda
3. Request for Agenda Modifications
4. Public Comment: To comment, please arrive before the meeting begins and complete a request card, and turn it in to the board secretary prior to the start of the meeting. For virtual sharing or to email a comment, email michele.mcrae@philomath.k12.or.us by 3:00 pm on the day of the meeting.

| | | |
|---|---|---|
| **II.** | **REPORTS** | **7:05 PM** |
| **A.** | Association Reports | 5 m |

Time

- PEA
- OSEA
- ASB

**B.** Summer Learning Program 7 m

**C.** Piper Sandler - PERS Bond Presentation and Discussion 30 m

**D.** Superintendent's Report 10 m

**E.** Financial Report 5 m

**F.** English Learners in Oregon Annual Report 5 m

2024-2025 Annual Report

## III. DISCUSSION ITEMS 8:07 PM

**A.** Board Planning Session/Retreat Agenda 5 m

- Local Option Levy
- Board Liaison Roles
- Facility Replacement Schedule
- 2026-2027 District Objectives and Vision
- KVCS Audit (completed by OSBA)
- Integrated Guidance Annual Report
- Oregon State Report Cards
- Philomath Transportation Safety Action Plan (TSAP)

**B.** Superintendent's Evaluation 5 m

**C.** Board Self Evaluation 5 m

**D.** Field Trip Policy and Proposed Costa Rica Trip 15 m

- PHS - Alice Eldridge and Andrea Heidinger
- Proposed Dates: 3/18/2028 - 3/26/2028 (Spring Vacation)

**E.** OSBA Regional & Annual Meetings 5 m

OSBA Fall Regional Meeting at LBL-ESD: October 15th in Albany
OSBA Annual Convention: November 12-14 in Portland

| | | Time |
|---|---|---|
| **IV.** | **Action Items** | **8:42 PM** |
| **A.** | Second Reading Policies | 15 m |
| **B.** | Surplus Property | 5 m |
| **V.** | **Closing Items** | **9:02 PM** |
| **A.** | Next Meeting Agenda Items | 5 m |

October Meeting Agenda Items

a. District Objectives
b. Division 22 Assurances
c. December Meeting Date

| | | |
|---|---|---|
| **B.** | Board Recognition, Thanks and Requests | 5 m |
| **C.** | Adjourn Meeting | |

# Coversheet

## Open Session

| | |
|---|---|
| **Section:** | I. Opening Items |
| **Item:** | B. Open Session |
| **Purpose:** | Vote |
| **Submitted by:** | |
| **Related Material:** | Consent Agenda.pdf<br>Regular Board Meeting Minutes August 20, 2026.pdf |

# Philomath School District 17J

## CONSENT AGENDA

**September 17, 2026**

**Updated: 9/11/26 9:45 AM**

**A. Minutes:**
1. August 20, 2026, Regular Board Meeting Minutes

**B. Out of State Travel:** None

**C. Leave of Absence Requests**
1. Kathryn Russell 11/23/2026 – 12/18/2026
2. Karri McGovern One year leave of absence for the 26-27 SY

**D. Personnel/Staffing Adjustments**
1. **Retirements:** None
2. **Resignations:** None
3. **New Hires:**
   - **a.** Nicole Bruce PMS Health Teacher – 1.0 FTE
   - **b.** Evangelina Steiling PA Instructional Assistant - .475 FTE
   - **c.** Jessica Rosten Transition Specialist - .475 FTE
   - **d.** Emma Callaway CPS Instructional Assistant - .875 FTE
4. **Staff Reassignments/Changes in FTE/Adjustments:** None
5. **Coaches:**
   - **a.** Davis Fornos Boys Soccer Assistant Coach
6. **Extra Duty Assignments:** None

# REGULAR BOARD MEETING

## Meeting Minutes

PHILOMATH SCHOOL DISTRICT 17J
Philomath High School Community Conference Room
2054 Applegate Street, Philomath
8/20/2026 07:00 PM

## I. REGULAR SESSION

A. **Call to Order**: The Regular Session of the Philomath School District Board of Directors was called to order by Board Chair Tom Klipfel at 7:00 pm on August 20, 2026 at the Philomath High School Community Conference Room located at 2054 Applegate Street. Those in attendance included Philomath School District Board of Directors Tom Klipfel, Erin McMullen, Sandi Hering and Ryan Cheeke; Superintendent Susan Halliday; Business Manager Jennifer Griffith; Executive Assistant Michele McRae; Student Representative to the Board Wyatt Coen. Absent: Erin Gudge.

B. **Open Session**

1. **Pledge of Allegiance**: Wyatt Coen led us in the Pledge of Allegiance.
2. **Approval of Consent Agenda**: Director Hering moved to approve the Consent Agenda as presented. Director McMullen seconded the motion, and the Board approved it unanimously. Motion passed 4-0.
3. **Request for Agenda Modifications**: There were no agenda modifications.
4. **Public Comment**: No public comments tonight.

## II. REPORTS

A. **PHS Turf Project Update:** Levi Webber updated the Board on the progress of the baseball and softball field projects that began in 2022. He reported how much they have raised for the projects and that they are ready to start phase 2 this fall. They are asking the District for $20,000 this year to help finish phase 2 and $20,000 in 2027 to finish phase 3. Director Cheeke moved to allocate $7,500.00, $5,000.00 from the General Maintenance fund and $2,500.00 from Capital Projects fund, for the turf projects, if needed. Director Hering seconded the motion, and the Board approved it unanimously. Motion passes 4-0.

B. **Association Reports**

1. **PEA:** Alicia Moran, the PEA Vice-President, reported that they are looking forward to the start of the new school year, and they are looking forward to meeting all of the new hires.
2. **OSEA:** No report tonight.

C. **Superintendent's Report:** Superintendent Halliday's report was included in the packet. She reported that the administrators attended the COSA conference on August 3rd and 4th. She presented the statistics on summer activities and classes for students. On site school

registration took place yesterday. More students have registered for school than principals expected. Eric Neiman brought Indigenous materials that will benefit fourth grade students.

D. **Financial Report:** The financial report was included in the Board packet, and Jennifer Griffith, the District's Business Manager, reported that there has been some savings from new hires that has offset a shortfall. Benton County notified Jennifer that the District will receive state forest funding for last year and it will affect the 2025-2026 State School Fund reconciliation. The engagement letter has been received from the auditors for the 2025-2026 financial audit.

E. **Safety and Emergency Response:** Superintendent Halliday presented the safety flip book that will guide school staff in different situations. They will be in classrooms and there will be a companion piece to go with it. There will be training at each building.

## III. DISCUSSION ITEMS

A. **2026-2027 District Objectives - Overall Update:** Superintendent Halliday presented a document, Oregon's New Accountability System, and it's based on Senate Bill 141. She will be working with Linn Benton Lincoln ESD, and they will help set the District's targets. The targets are due August 31st.

**B. Inservice Meal Planning - 8/25/26:** The Board will plan to begin prepping for the all staff inservice meal at 9:00 am.

**C. Interdistrict Transfer Updates:** There was an updated inter-district transfer list presented to the Board. Due to higher than expected enrollments from Philomath residents, some of the grades were closed for inter-district transfers.

**D. Board Planning Session/Retreat Date and Agenda:** Director Klipfel expects the topics listed to take at least 2 - 2 hour sessions. Director Cheeke requested two sessions - the first to gather information, and the second session for planning. They decided to meet on the 6th and 13th in October beginning at 6pm.

- **Local Option Levy**
- **Board Liaison Roles**
- **Facility Replacement Schedule**
- **2026-2027 District Objectives**
- **Vision**
- **KVCS Audit**

E. **Superintendent's Evaluation:** Director Klipfel will begin to solicit feedback from staff and the Board by the end of September.

**F. Board Self Evaluation:** Director Klipfel will bring information to the Board about the self-evaluation.

**G. Classified CBA Update:** Superintendent Halliday said that a memorandum of understanding was signed by the classified union and the District. It clarifies vacation accrual, and the memorandum was included in the Board packet.

**H. Proposed Costa Rica Trip:** Superintendent Halliday reported that Alice Eldridge and Andrea Heidinger are proposing a trip for students to Costa Rica through an organization. They said they are not requesting anything from the District for the trip besides approval. This will be on next month's agenda.



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I. **Budget Committee Vacancies:** Jennifer Griffith reported that three budget committee members terms have expired, and two of them have expressed interest in reapplying. Jennifer will post the application packet on the District website.

**J. PERS Bond/Side Account Discussion:** Jennifer Griffith reported that the District needs to decide whether or not they want to continue with the PERS side account. She is proposing that Piper Sandler present more information in order to make a more informed decision. Piper Sandler will present at the September Board Meeting.

## IV. ACTION ITEMS

A. **Policies:** Superintendent Halliday explained that our policy does not require a first reading when adopting a policy, and the listed policies were brought forward due to timelines. Director McMullen moved to approve policy EEACC and policy EEACC-AR as presented. Director Cheeke seconded the motion, and the Board unanimously approved them. Motion passed 4-0.

- **EEACC: Student Conduct on School Buses**
- **EEACC-AR: Student Conduct on School Buses**
- **IKH: Credit for Proficiency**
- **IKH-AR: Credit for Proficiency**
- **KNA: Immigration Enforcement on District Property**
- **KNA-AR1**
- **KNA-AR2**
- **Guidance on Immigration Presence**

**B. Surplus Property:** Superintendent Halliday reported that the repair costs of the truck are not worth the value of the truck. The bus is not ODE approved to use for transporting students. Neither of the vehicles passed ODE inspections for emissions standards. No action was taken.

## V. CLOSING ITEMS

A. **Next Meeting Agenda Items**: Costa Rica trip, District objectives, policies, forestry vehicle surplus, Piper Sandler presentation/PERS information, ASB report.

B. **Board Recognition, Thanks and Requests**: Director Cheeke thanked all of the teachers for coming back. Director Hering is looking forward to seeing all of the staff next week.

C. **Board Requests**: No requests tonight.

D. **Adjournment**: Board Chair Tom Klipfel adjourned the meeting at 8:55 pm.

_____
Board Chair

_____
Superintendent

_____
Date

# Coversheet

## Superintendent's Report

**Section:** II. REPORTS
**Item:** D. Superintendent's Report
**Purpose:** FYI
**Submitted by:**
**Related Material:** 26_09_17 Superintendent Report.pdf
26_09_17 IDT Report.pdf
Crossing Main Street Safely.pdf

# Philomath School District 17J

Benton County School District No. 17J, 1620 Applegate Street Philomath OR 97370 (541) 929-3169


***Graduate EVERY student and transition each into a job, training, or college.***

**Philomath School District 17J**
**Board of Directors**
Superintendent Report
September 17, 2026

## Miscellaneous Meetings:

| | |
|---|---|
| Association Meetings (OSEA and PEA) | 1/ month |
| COSA Regional Off-the-Record | September 16, 2026 |
| EL Hub Governance Council | 1/ month |
| P-3 Alignment & Early Coordinating Council | 1/ month |
| First Student | 1/ week |
| Friday Forum (COSA) | Bi-Weekly |
| Philomath Community Network | 1/ month |
| Tragedy Response Conference | September 18, 2026 |
| VCSA (Valley Coast Superintendents) | 1/ month |
| | |
| Individual Departments | 1/ month |
| Individual Schools | 1/ week |
| PSD Administrators | 1/ week |
| PSD Leadership | 1/ month |
| Technology Department | 1/ week |

## Back-to-School Open House:

Our annual Back-to-School Open House took place yesterday, Wednesday, September 16, 2026. We adjusted our schedule a little this year, making the overlap time across schools a little tighter. Schools were open at the following times:

| Activity | Time | Location |
|---|---|---|
| Blodgett Elementary School | 2:30pm-4:00pm | All Rooms |
| Philomath Academy | 4:30pm-6:00pm | PA Classrooms |
| Clemens Primary | 4:30pm-6:00pm | All Rooms |
| Philomath Elementary School | 4:30pm-6:00pm | All Rooms |
| Philomath Middle School | 5:00pm-6:30pm | All Rooms |
| Philomath High School | 6:00pm-7:30pm | All Rooms |
| | | |
| **Special Events:** | | |
| Child Abuse and Neglect Reporting | 5:30pm-6:00pm | All Families (K-12)<br>PES Library |
| 6th Grade Outdoor School | 6:00pm-6:30pm | PMS 6th Grade Families<br>PMS Gym |
| Parent Square 101 | 5:00pm-5:30pm | All Families (K-12)<br>Philomath Middle School |

**TSAP (Transportation Safety Action Plan):**
Note: More detail at Work Session.

The City of Philomath, in collaboration with community partners, has drafted a Transportation Safety Action Plan. Aside from guiding helpful safety actions, this plan allows for access to various grant opportunities to meet plan goals.

*"The City of Philomath is committed to reducing the risk of fatalities and serious injury crashes on all roadways within the city, includingUS20/OR 34 (hereafter referred to as Main Street) and County roads within the Urban Growth Boundary (UGB). The Philomath Transportation Safety Action Plan (TSAP) provides a roadmap for improving transportation safety for everyone, whether they walk, bike, roll, use transit, or drive. The purpose of this TSAP is to identify strategies and projects to guide investments in transportation safety through a data-driven process that considers community input and analysis of past crash trends."*

Priority #1: 17th Street/ Main Street
Priority #2: South 19th Street/ Applegate Street
Priority #3: 19th Street/ Main Street
Priority #4: North 19th Street/ College Street
Priority #5: 26th Street/ Main Street
Priority #6: 9th Street Between Main Street and Marilyn Drive

**ParentSquare:**
Invitations for parents to sign up for this application went out to all district families on Tuesday, September 15, 2026. An informational session was held at Open House last evening.

- ParentSquare offers the district, schools, and staff a form of communication with parents and guardians.
- The App allows us to push school-related messages and emergency communications all from the same platform.
- An equitable platform that translates into numerous different languages using real-time and automatic translations.
- Parents and legal guardians have access.

**Interdistrict Transfer Activity Report:**
Separate Document

**Preliminary Enrollment Data:**
**(09/11/2026)**

| Grade | Blodgett | CPS | PES | PMS | | PHS | PA | Total | KVCS | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| K | 5 | 59 | | | | | | 64 | 22 | 86 |
| 1 | 7 | 90 | | | | | | 97 | 10 | 107 |
| 2 | 4 | | 77 | | | | | 81 | 16 | 97 |
| 3 | 6 | | 108** | | | | | 114 | 19 | 133 |
| 4 | 5 | | 96 | | | | | 101 | 17 | 118 |
| 5 | | | 115 | | | | | 115 | 17 | 132 |
| 6 | | | | 131 | | | | 131 | 20 | 151 |
| 7 | | | | 102 | | | | 102 | 20 | 122 |
| 8 | | | | 114 | | | | 114 | 19 | 133 |
| 9 | | | | | | 132 | 3 | 135 | 18 | 153 |
| 10 | | | | | | 129~ | 6 | 135 | 14 | 149 |
| 11 | | | | | | 106~ | 14 | 119 | 6 | 125 |
| 12 | | | | | | 90 | 14 | 104 | 13 | 117 |
| Transition | | | | | | | 10 | | | |
| | 27 | 149 | 396 | 347 | | 457 | 37* | 1,413 | 211 | 1,624 |
| | | | | | | | | | | |
| 09/12/2025 | 26 | 157 | 398 | 347 | | 462 | 55 | 1,445 | 201 | 1,646 |
| 10/03/2025 | 25 | 157 | 390 | 340 | | 452 | 61 | 1,425 | 204 | 1,629 |
| 06/11/2026 | 23 | 156 | 398 | 332 | | 424 | 64 | 1,397 | 196 | 1,593 |

*Does not include Transition.
**One "Exclude from State Reporting" (BB) Not Included.
~Two Concurrent Not Included.

## Dates to Remember:

- September 17, 2026 (Th) — PHS Girls Soccer vs. Molalla (4:00pm)
  PSD School Board Meeting (7:00pm @ PHS)
- September 18, 2026 (F) — PHS Football vs Molalla (7:00pm)
  School Picture Day @ Philomath Elementary School
- September 19, 2026 (S) — PHS Volleyball vs. Warrenton (2:00pm)
- September 21, 2026 (M) — PHS JV Football vs. Molalla (5:00pm)
- September 24, 2026 (Th) — Picture Re-Takes @ Philomath Middle School
  PHS Boys Soccer vs. Newport (4:00pm)
- September 25, 2026 (F) — PHS Volleyball vs Ontario (6:00pm)
- Sept. 28-Oct. 3, 2026 (M-S) — PHS Homecoming Week
  Spirit Week (CPS and PES)
- September 28, 2026 (M) — PHS JV Girls Soccer vs. Corvallis High (4:00pm)
  PHS JV Football vs. Central (7:00pm)
- September 29, 2026 (T) — School Picture Day @ Clemens Primary School
  PHS Girls Soccer vs. Taft (4:00pm)
  PHS Volleyball vs. Taft (4:30pm)
- September 30, 2026 (W) — PHS Powderpuff Game and Bonfire (5:00pm-9:30pm)
- October 1-31, 2026 — National Principals Month
- October 1, 2026 (Th) — PHS Boys Soccer vs. Cascade (4:00pm)
- October 2, 2026 (F) — National Custodial Workers Recognition Day
  School Picture Day @ Philomath Academy
  Homecoming Parade (9:40am)
  PHS Football vs. Cascade (7:00pm)
- October 3, 2026 (S) — PHS Homecoming Dance (7:00pm)
- October 6, 2026 (T) — Vision Screening @ CPS and PA
  PSD School Board Work Session (6:00pm)
  PHS Boys Soccer vs. Central
- October 8, 2026 (Th) — PMS Cross Country @ Crystal Lake Park (Corvallis)
  PHS Girls Soccer vs. Stayton (3:30pm)
  PHS Volleyball vs. Stayton (4:30pm)
- October 9, 2026 (F) — No School for Students
  - Grading/ Assessment Day @ Blodgett, CPS, & PES
  - Parent Conferences @ PA, PHS, and PMS
- October 10, 2026 (S) — Paul Mariman Invitational Cross Country Meet
- October 12, 2026 (M) — PHS JV Football vs. Gladstone (5:00pm)'
- October 13, 2026 (T) — PHS Girls Soccer vs. Newport (3:30pm)
  PHS Volleyball vs. Newport (4:30pm)
  PSD School Board Work Session (6:00pm)
  CPS/ PES PTO Meeting (6:30pm)
- October 15, 2026 (Th) — Philomath Chamber SOM Lunch (11:45am @ Peace Lutheran)
  PMS Cross Country @ Kings Valley
  PHS Boys Soccer vs. Taft (3:30pm)
  PSD School Board Meeting (7:00pm @ PHS)
- October 17, 2026 (S) — PHS JV2 Volleyball Tournament



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# Philomath School District 17J

Benton County School District No. 17J, 1620 Applegate Street Philomath OR 97370 (541) 929-3169


***Graduate EVERY student and transition each into a job, training, or college.***

**Philomath School District 17J**
**Board of Directors**
Interdistrict Transfer Activity Report
September 17, 2026

| School | Allocated Slots | Approved as of 08/11/2026 | Available Slots for Approval |
|---|---|---|---|
| Blodgett Elementary | 2 slots per grade level (K-4) | 0 slots | Initially Allocated Numbers |
| Clemens Primary | 10 slots for Kinder<br>10 slots for 1st | 10 slots for Kinder<br>1 slot for 1st | 0 slots for Kinder<br>9 slots for 1st |
| Philomath Academy | 5 slots for 9th<br>5 slots for 10th<br>2 slots for 11th<br>2 slots for 12th | 1 slot for 9th<br>1 slot for 10th<br>1 slot for 11th<br>0 slots for 12th | 4 slots for 9th<br>4 slots for 10th<br>1 slot for 11th<br>2 slots for 12th |
| Philomath Elementary | 8 slots for 2nd<br>2 slots for 3rd<br>4 slots for 4th<br>5 slots for 5th | 1 slot for 2nd<br>2 slots for 3rd<br>3 slots for 4th<br>5 slots for 5th | 7 slots for 2nd<br>0 slots for 3rd<br>1 slot for 4th<br>0 slots for 5th |
| Philomath High | 4 slots for 9th<br>2 slots for 10th<br>10 slots for 11th<br>10 slots for 12th | 4 slots for 9th<br>2 slots for 10th<br>0 slots for 11th<br>0 slots for 12th | 0 slots for 9th<br>0 slots for 10th<br>10 slots for 11th<br>10 slots for 12th |
| Philomath Middle | 7 slots for 6th<br>10 slots for 7th<br>4 slots for 8th | 7 slots for 6th<br>5 slots for 7th<br>2 slots for 8th | 0 slots for 6th<br>5 slots for 7th<br>2 slots for 8th |

*Pending = still awaiting resident district signature.
**Waiting = no more spaces or unique situation(s).

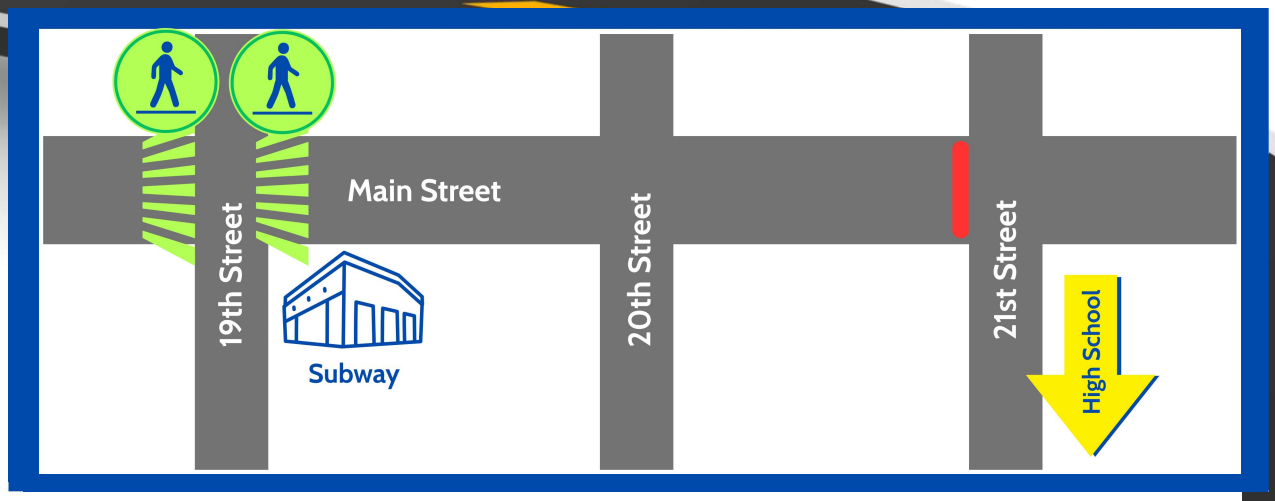
# Talk to Your Kids!

# Crossing Main Street Safely

The Oregon Department of Transportation (ODOT) is making ADA accessibility changes along Main St between 16th St and 21st St, including across the medians. The project includes new pedestrian crossing locations at 16th St, 18th St, and 21st St., though the **crossings will be unmarked**.

**Existing marked crossings** at 17th St and 19th St are designated **Safe Routes to School** crossings. Their high-visibility markings and enhanced features help **make pedestrians more visible** to drivers.




## Talk Tips

- Cross at corners with **crosswalks, lights, and/or crossing guards** even if you have to take more steps.
- **Set the example.** Use the Safe Routes crossings every time so children learn to choose the safest place to cross.

This informational flyer is not endorsed or sponsored by the school district. The City of Philomath has distributed this flyer as informational only. For more project information visit: tinyurl.com/2rm35jbp

# Coversheet

## Financial Report

**Section:** II. REPORTS
**Item:** E. Financial Report
**Purpose:** FYI
**Submitted by:**
**Related Material:** Board report September 2026.pdf
PES ASB 9.10.26.pdf
PMS ASB 9.10.26.pdf
PHS ASB 9.10.26.PDF
Appropriations 26-27 9.10.26.pdf
Enrollment 9.10.26.pdf

**Philomath School District 17J**
Benton County School District No. 17J, 1620 Applegate Street, Philomath, OR 97370 (541) 929-3169

September 17, 2026

Board Members:

Enrollment totals are included in the board reports. Total enrollment is down slightly from the beginning of last year. Some buildings saw a slight increase in numbers, while others have significant decreases. We are close to the estimate given to the state for State School Fund calculations, where we estimated a decline in enrollment. If we see a significant change in the next month we will update our numbers with the state for calculation purposes, however our State School fund allocation will still be calculated based on extended ADMw (the higher of the current or previous year).

Two of the Budget Committee members with expiring terms have expressed interest in continuing with another term. So, we still have one vacancy if the Board chooses to renew those terms. We have not received any new applications as of September 10. We will continue to accept applications through September 30, 2026. Review of the applications and appointments of the new committee members will take place at the regular October board meeting.

Included in the board packet are the following financial reports:

- Appropriations – preliminary, we are still finalizing payroll for the year
- ASB Student Activities reports

August 2026 General Fund Expenditures totaled $912,980. Expenditures that exceeded $25,000 are as follows:

| | | |
|---|---|---|
| • Pacific Power | $ 26,711 | (July power bill) |
| • SECURECOM | $ 26,805 | (Fire Alarm Panel Replacement PMS) |
| • PERS | $ 70,496 | (July PERS payments) |
| • Oregon Educators Benefit Board | $ 214,351 | (July Insurance premiums OEBB) |
| • Kings Valley Charter School | $ 269,038 | (August SSF payment to KVCS) |

Respectfully Submitted,
Jennifer Griffith
Business Manager

# Benton County School District 17J

## Student Activities Summary Report

**Fiscal Year: 2026-2027**

**From: 7/1/2026** **To: 6/30/2027**

☐ Print Detail ☐ Page Break by Activity

☐ Exclude Encumbrances ☑ Reverse Signs ☑ Subtotal By Journal

| | | Range Beg. Balance | Range Revenue | Range Expenditures | Balance | Encumbrances | Available Balance |
|---|---|---|---|---|---|---|---|
| 284.0000.9701.097.797.810 | PSD Food Pack Program | 16,975.30 | 300.00 | .00 | 17,275.30 | .00 | 17,275.30 |
| 284.0000.9701.097.797.812 | PES Blodgett | 4,802.98 | .00 | (256.76) | 4,546.22 | .00 | 4,546.22 |
| 284.0000.9701.097.797.815 | CPS Donations | 691.58 | .00 | 119.00 | 810.58 | .00 | 810.58 |
| 284.0000.9701.097.797.816 | PES Grants | 2,345.42 | .00 | (323.95) | 2,021.47 | .00 | 2,021.47 |
| 284.0000.9701.097.797.825 | PES Playground Donations Fund Balance | 2,672.20 | 100.00 | .00 | 2,772.20 | (1,555.00) | 1,217.20 |
| 284.0000.9701.097.797.826 | PES Field Trips | 10.00 | .00 | .00 | 10.00 | .00 | 10.00 |
| 284.0000.9701.097.797.827 | PES Library | 507.69 | .00 | .00 | 507.69 | .00 | 507.69 |
| 284.0000.9701.097.797.828 | PES Donations-Unrestricted | (2,237.74) | 16.95 | 2,978.29 | 757.50 | .00 | 757.50 |
| 284.0000.9701.097.797.830 | PES Music | 833.97 | .00 | .00 | 833.97 | .00 | 833.97 |
| 284.0000.9701.097.797.834 | Falcon Swag Fund Balance | 202.89 | 452.00 | .00 | 654.89 | .00 | 654.89 |
| 284.0000.9701.097.797.842 | PES Social Committee | 793.07 | 366.82 | .00 | 1,159.89 | .00 | 1,159.89 |
| 284.0000.9701.097.797.846 | PES Yearbook | 7,845.49 | .00 | (4,892.14) | 2,953.35 | .00 | 2,953.35 |
| 284.0000.9701.097.797.847 | PES Students in Need | 26.42 | .00 | .00 | 26.42 | .00 | 26.42 |
| 284.0000.9701.097.797.849 | CPS Students in Need | 20.20 | .00 | .00 | 20.20 | .00 | 20.20 |
| 284.0000.9701.097.797.850 | PES School Supplies | .00 | .00 | .00 | .00 | .00 | .00 |
| 284.0000.9701.097.797.851 | CPS Cub Swag Fund Balance | .00 | .00 | .00 | .00 | .00 | .00 |
| **GRAND TOTALS** | | 35,489.47 | 1,235.77 | (2,375.56) | 34,349.68 | (1,555.00) | 32,794.68 |

**End of Report**



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# Benton County School District 17J

## Student Activities Summary Report

**Fiscal Year: 2026-2027**

**From: 7/1/2026** **To: 6/30/2027**

☐ Print Detail ☐ Page Break by Activity

☐ Exclude Encumbrances ☑ Reverse Signs ☑ Subtotal By Journal

| | | Range Beg. Balance | Range Revenue | Range Expenditures | Balance | Encumbrances | Available Balance |
|---|---|---|---|---|---|---|---|
| 285.0000.9701.098.798.500 | PMS Apparel | .00 | .00 | .00 | .00 | .00 | .00 |
| 285.0000.9701.098.798.501 | PMS Art | 1,846.31 | 285.00 | .00 | 2,131.31 | .00 | 2,131.31 |
| 285.0000.9701.098.798.502 | PMS Athletics | 4,061.85 | .00 | .00 | 4,061.85 | .00 | 4,061.85 |
| 285.0000.9701.098.798.503 | PMS Band | 2,218.86 | .00 | (37.50) | 2,181.36 | .00 | 2,181.36 |
| 285.0000.9701.098.798.504 | PMS Band Repair/Replace | .01 | .00 | .00 | .01 | .00 | .01 |
| 285.0000.9701.098.798.506 | PMS Choir Beginning Balance | 1,995.19 | .00 | .00 | 1,995.19 | .00 | 1,995.19 |
| 285.0000.9701.098.798.507 | PMS Donations | 1,408.00 | .00 | .00 | 1,408.00 | (1,489.00) | (81.00) |
| 285.0000.9701.098.798.508 | PMS Drama | 23,324.46 | .00 | (774.55) | 22,549.91 | (1,193.00) | 21,356.91 |
| 285.0000.9701.098.798.510 | PMS Library | 145.47 | .00 | .00 | 145.47 | .00 | 145.47 |
| 285.0000.9701.098.798.511 | PMS Life Skills | 612.11 | .00 | .00 | 612.11 | .00 | 612.11 |
| 285.0000.9701.098.798.512 | PMS Lock Replacement | 1,710.17 | .00 | .00 | 1,710.17 | .00 | 1,710.17 |
| 285.0000.9701.098.798.515 | PMS Outdoor School | 17,079.91 | .00 | (17,079.91) | .00 | .00 | .00 |
| 285.0000.9701.098.798.516 | PMS Sports/Pay-to-Play | 25.00 | .00 | .00 | 25.00 | .00 | 25.00 |
| 285.0000.9701.098.798.519 | PMS School Enhancement | 917.97 | 109.80 | .00 | 1,027.77 | .00 | 1,027.77 |
| 285.0000.9701.098.798.520 | PMS Science | 512.14 | .00 | .00 | 512.14 | .00 | 512.14 |
| 285.0000.9701.098.798.521 | PMS Shop | 1,684.46 | 630.00 | .00 | 2,314.46 | .00 | 2,314.46 |
| 285.0000.9701.098.798.522 | PMS Struxness - Helping Families | 1,493.01 | .00 | .00 | 1,493.01 | .00 | 1,493.01 |
| 285.0000.9701.098.798.523 | PMS Student Body Fees | 2,400.62 | 7,914.00 | (310.08) | 10,004.54 | (1,465.50) | 8,539.04 |
| 285.0000.9701.098.798.524 | PMS Suspension Account | 755.19 | .00 | .00 | 755.19 | .00 | 755.19 |
| 285.0000.9701.098.798.525 | PMS Technology | 877.35 | .00 | .00 | 877.35 | .00 | 877.35 |
| 285.0000.9701.098.798.527 | PMS Textbook Damage/Replacement | 221.77 | .00 | .00 | 221.77 | .00 | 221.77 |
| 285.0000.9701.098.798.529 | PMS Student Wellness | 885.90 | 3,000.00 | .00 | 3,885.90 | .00 | 3,885.90 |



Powered by BoardOnTrack

## Student Activities Summary Report

**Fiscal Year: 2026-2027**

**From: 7/1/2026** **To: 6/30/2027**

☐ Print Detail ☐ Page Break by Activity

☐ Exclude Encumbrances ☑ Reverse Signs ☑ Subtotal By Journal

| | | Range Beg. Balance | Range Revenue | Range Expenditures | Balance | Encumbrances | Available Balance |
|---|---|---|---|---|---|---|---|
| 285.0000.9701.098.798.530 | PMS Oregon Research Institute | (12.23) | .00 | .00 | (12.23) | .00 | (12.23) |
| 285.0000.9701.098.798.531 | PMS Trip Club | 225.08 | .00 | .00 | 225.08 | .00 | 225.08 |
| 285.0000.9701.098.798.532 | PMS Health/PE | 1,384.05 | .00 | .00 | 1,384.05 | .00 | 1,384.05 |
| 285.0000.9701.098.798.533 | PMS Elective Rotation fee | .00 | .00 | .00 | .00 | .00 | .00 |
| 285.0000.9701.098.798.534 | PMS Battle of the Books | 815.88 | .00 | .00 | 815.88 | .00 | 815.88 |
| 285.0000.9701.098.798.535 | PMS School Supplies | 10.00 | .00 | .00 | 10.00 | .00 | 10.00 |
| 285.0000.9701.098.798.536 | PMS Turkey Bingo | 700.00 | .00 | .00 | 700.00 | .00 | 700.00 |
| 285.0000.9701.098.798.537 | PMS Fitness | (28.10) | .00 | .00 | (28.10) | .00 | (28.10) |
| 285.0000.9701.098.798.538 | PMS Engineering | 286.03 | 135.00 | .00 | 421.03 | .00 | 421.03 |
| 285.0000.9701.098.798.539 | MS Robotics PHRED FLL Fund Balance | 1,980.74 | .00 | .00 | 1,980.74 | (1,274.00) | 706.74 |
| 285.0000.9701.098.798.685 | PMS Lost or Damaged Technology | 490.00 | .00 | .00 | 490.00 | .00 | 490.00 |
| **GRAND TOTALS** | | 70,027.20 | 12,073.80 | (18,202.04) | 63,898.96 | (5,421.50) | 58,477.46 |

**End of Report**



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# Benton County School District 17J

## Student Activities Summary Report

**Fiscal Year: 2026-2027**

**From: 7/1/2026** **To: 6/30/2027**

☐ Print Detail ☐ Page Break by Activity

☐ Exclude Encumbrances ☑ Reverse Signs ☑ Subtotal By Journal

| | | Range Beg. Balance | Range Revenue | Range Expenditures | Balance | Encumbrances | Available Balance |
|---|---|---|---|---|---|---|---|
| 286.0000.9701.099.799.604 | PHS Art | 1,358.74 | 185.00 | .00 | 1,543.74 | .00 | 1,543.74 |
| 286.0000.9701.099.799.605 | PHS Art Club | 411.42 | .00 | .00 | 411.42 | .00 | 411.42 |
| 286.0000.9701.099.799.606 | PHS ASB | 3,252.47 | 23.45 | (60.00) | 3,215.92 | (806.80) | 2,409.12 |
| 286.0000.9701.099.799.607 | PHS Athletic Officials | 17,337.48 | 1,874.49 | .00 | 19,211.97 | (18,691.85) | 520.12 |
| 286.0000.9701.099.799.611 | PHS Athletics | 21,352.73 | 1,848.61 | (17,000.00) | 6,201.34 | (775.00) | 5,426.34 |
| 286.0000.9701.099.799.613 | PHS Baseball | 6,752.54 | .00 | (325.00) | 6,427.54 | .00 | 6,427.54 |
| 286.0000.9701.099.799.616 | PHS Botany | 1,734.60 | .00 | .00 | 1,734.60 | .00 | 1,734.60 |
| 286.0000.9701.099.799.617 | PHS Boys Basketball | 16,023.77 | 2,260.00 | .00 | 18,283.77 | .00 | 18,283.77 |
| 286.0000.9701.099.799.618 | PHS Cheerleading | 15,594.51 | 835.00 | (2,815.00) | 13,614.51 | (12,938.02) | 676.49 |
| 286.0000.9701.099.799.620 | PHS Community Service Club-G. Lake | 455.06 | .00 | .00 | 455.06 | .00 | 455.06 |
| 286.0000.9701.099.799.621 | PHS Cross Country | 15,372.59 | 1,300.00 | (310.00) | 16,362.59 | (660.00) | 15,702.59 |
| 286.0000.9701.099.799.622 | PHS Dance Team | 11,947.57 | .00 | (1,330.00) | 10,617.57 | .00 | 10,617.57 |
| 286.0000.9701.099.799.625 | PHS Donation | 2,206.87 | .00 | .00 | 2,206.87 | .00 | 2,206.87 |
| 286.0000.9701.099.799.627 | PHS Driver Education | 1,300.00 | 3,250.00 | .00 | 4,550.00 | .00 | 4,550.00 |
| 286.0000.9701.099.799.633 | PHS Robotics | 12,584.46 | 500.00 | .00 | 13,084.46 | .00 | 13,084.46 |
| 286.0000.9701.099.799.635 | PHS Foods | 5,553.21 | 525.00 | .00 | 6,078.21 | .00 | 6,078.21 |
| 286.0000.9701.099.799.636 | PHS Football | 17,754.10 | .00 | (868.90) | 16,885.20 | (913.00) | 15,972.20 |
| 286.0000.9701.099.799.637 | PHS Forestry | 12,265.04 | .00 | .00 | 12,265.04 | .00 | 12,265.04 |
| 286.0000.9701.099.799.639 | PHS German Class | 946.77 | .00 | .00 | 946.77 | .00 | 946.77 |
| 286.0000.9701.099.799.640 | PHS Girls Basketball | 21,967.14 | .00 | .00 | 21,967.14 | (300.00) | 21,667.14 |
| 286.0000.9701.099.799.641 | PHS Health Occ/Anatomy | 1,273.90 | 20.00 | .00 | 1,293.90 | .00 | 1,293.90 |
| 286.0000.9701.099.799.642 | PHS Green Team | 289.83 | .00 | .00 | 289.83 | .00 | 289.83 |

# Benton County School District 17J

## Student Activities Summary Report

**Fiscal Year: 2026-2027**

**From: 7/1/2026** **To: 6/30/2027**

☐ Print Detail ☐ Page Break by Activity

☐ Exclude Encumbrances ☑ Reverse Signs ☑ Subtotal By Journal

| | | Range Beg. Balance | Range Revenue | Range Expenditures | Balance | Encumbrances | Available Balance |
|---|---|---|---|---|---|---|---|
| 286.0000.9701.099.799.643 | PHS Racial Equity/Culture Club | 50.18 | .00 | .00 | 50.18 | .00 | 50.18 |
| 286.0000.9701.099.799.644 | PHS Unified Basketball | 4,509.64 | .00 | .00 | 4,509.64 | .00 | 4,509.64 |
| 286.0000.9701.099.799.645 | PHS Book Replacement | 210.86 | .00 | .00 | 210.86 | .00 | 210.86 |
| 286.0000.9701.099.799.646 | PHS Lifeguard | 114.00 | 96.00 | .00 | 210.00 | .00 | 210.00 |
| 286.0000.9701.099.799.648 | PHS Life Skills | 580.63 | .00 | .00 | 580.63 | .00 | 580.63 |
| 286.0000.9701.099.799.649 | PHS Mfg Technology | 6,971.76 | 225.00 | .00 | 7,196.76 | .00 | 7,196.76 |
| 286.0000.9701.099.799.653 | PHS Music Dept | 7,872.31 | .00 | .00 | 7,872.31 | .00 | 7,872.31 |
| 286.0000.9701.099.799.654 | PHS Music Choir | .00 | .00 | .00 | .00 | .00 | .00 |
| 286.0000.9701.099.799.655 | PHS Music Tour | 4,846.73 | .00 | .00 | 4,846.73 | .00 | 4,846.73 |
| 286.0000.9701.099.799.656 | PHS National Honor Society | 2,857.03 | 15.00 | .00 | 2,872.03 | .00 | 2,872.03 |
| 286.0000.9701.099.799.657 | PHS OWC Athletics Account | 3,640.02 | 462.50 | .00 | 4,102.52 | (2,984.32) | 1,118.20 |
| 286.0000.9701.099.799.658 | PHS OWC Activities Account | 5,524.75 | .00 | .00 | 5,524.75 | .00 | 5,524.75 |
| 286.0000.9701.099.799.659 | PHS Parking/Student Safety | 1,027.24 | 1,730.00 | (363.90) | 2,393.34 | .00 | 2,393.34 |
| 286.0000.9701.099.799.660 | PHS PE Fees | 380.60 | .00 | .00 | 380.60 | .00 | 380.60 |
| 286.0000.9701.099.799.664 | PHS PHS Pay to Play | 150.00 | 16,900.00 | .00 | 17,050.00 | .00 | 17,050.00 |
| 286.0000.9701.099.799.665 | PHS Preschool | 2,853.94 | 150.00 | (133.96) | 2,869.98 | .00 | 2,869.98 |
| 286.0000.9701.099.799.666 | PHS Prom | 7,508.16 | .00 | .00 | 7,508.16 | .00 | 7,508.16 |
| 286.0000.9701.099.799.668 | PHS Boys Golf | 2,221.54 | 600.00 | .00 | 2,821.54 | .00 | 2,821.54 |
| 286.0000.9701.099.799.669 | PHS Girls Golf | 1,568.42 | 600.00 | .00 | 2,168.42 | .00 | 2,168.42 |
| 286.0000.9701.099.799.670 | PHS Scholarship-Unrestricted | .00 | .00 | .00 | .00 | (500.00) | (500.00) |
| 286.0000.9701.099.799.674 | PHS School Enhancement | 6,285.73 | .00 | .00 | 6,285.73 | .00 | 6,285.73 |

# Benton County School District 17J

## Student Activities Summary Report

**Fiscal Year: 2026-2027**

**From: 7/1/2026** **To: 6/30/2027**

☐ Print Detail ☐ Page Break by Activity

☐ Exclude Encumbrances ☑ Reverse Signs ☑ Subtotal By Journal

| | | Range Beg. Balance | Range Revenue | Range Expenditures | Balance | Encumbrances | Available Balance |
|---|---|---|---|---|---|---|---|
| 286.0000.9701.099.799.675 | PHS School of Business | 356.76 | .00 | .00 | 356.76 | .00 | 356.76 |
| 286.0000.9701.099.799.676 | PHS Science | .00 | .00 | .00 | .00 | .00 | .00 |
| 286.0000.9701.099.799.678 | PHS Soccer Boys | 6,920.84 | 530.00 | .00 | 7,450.84 | (4,527.00) | 2,923.84 |
| 286.0000.9701.099.799.679 | PHS Soccer Girls | 1,505.84 | 3,451.36 | .00 | 4,957.20 | (2,880.00) | 2,077.20 |
| 286.0000.9701.099.799.680 | PHS Softball | 2,392.43 | 134.66 | .00 | 2,527.09 | .00 | 2,527.09 |
| 286.0000.9701.099.799.681 | PHS Spanish Class | 358.41 | .00 | .00 | 358.41 | .00 | 358.41 |
| 286.0000.9701.099.799.682 | PHS Youth Transition Program | 1,194.06 | .00 | .00 | 1,194.06 | .00 | 1,194.06 |
| 286.0000.9701.099.799.684 | PHS Student Body Fee | 1,620.00 | 14,960.00 | .00 | 16,580.00 | .00 | 16,580.00 |
| 286.0000.9701.099.799.685 | PHS Lost or Damaged Technology | 200.00 | 140.00 | .00 | 340.00 | .00 | 340.00 |
| 286.0000.9701.099.799.686 | PHS Swim Team | 119.76 | .00 | .00 | 119.76 | .00 | 119.76 |
| 286.0000.9701.099.799.687 | PHS Boys Tennis | 4,602.78 | 600.00 | .00 | 5,202.78 | .00 | 5,202.78 |
| 286.0000.9701.099.799.688 | PHS Girls Tennis | 4,795.00 | 600.00 | .00 | 5,395.00 | .00 | 5,395.00 |
| 286.0000.9701.099.799.689 | PHS Theatre | 10,884.48 | .00 | .00 | 10,884.48 | .00 | 10,884.48 |
| 286.0000.9701.099.799.690 | PHS Track | 2,790.60 | 1,800.00 | .00 | 4,590.60 | .00 | 4,590.60 |
| 286.0000.9701.099.799.692 | PHS Boys Volleyball | 927.38 | .00 | .00 | 927.38 | .00 | 927.38 |
| 286.0000.9701.099.799.693 | PHS Girls Volleyball | 8,839.21 | 3,335.00 | (200.00) | 11,974.21 | (872.75) | 11,101.46 |
| 286.0000.9701.099.799.695 | PHS Warrior Wellness | 2,617.33 | .00 | .00 | 2,617.33 | .00 | 2,617.33 |
| 286.0000.9701.099.799.696 | PHS Wrestling | (543.26) | 1,600.00 | .00 | 1,056.74 | .00 | 1,056.74 |
| 286.0000.9701.099.799.697 | PHS Yearbook | 7,223.30 | 17,240.00 | (500.00) | 23,963.30 | .00 | 23,963.30 |
| 286.0000.9701.099.799.698 | PHS Lagestee PTP Waiver Scholarship-Restricted | 10,758.40 | .00 | .00 | 10,758.40 | .00 | 10,758.40 |
| 286.0000.9701.099.799.705 | HS Student Transcript Fees | 306.05 | .00 | .00 | 306.05 | .00 | 306.05 |

# Benton County School District 17J

## Student Activities Summary Report

**Fiscal Year: 2026-2027**

**From: 7/1/2026** **To: 6/30/2027**

☐ Print Detail ☐ Page Break by Activity

☐ Exclude Encumbrances ☑ Reverse Signs ☑ Subtotal By Journal

| | Range Beg. Balance | Range Revenue | Range Expenditures | Balance | Encumbrances | Available Balance |
|---|---|---|---|---|---|---|
| **GRAND TOTALS** | 314,777.71 | 77,791.07 | (23,906.76) | 368,662.02 | (46,848.74) | 321,813.28 |

**End of Report**

9/10/2026

# PHILOMATH SCHOOL DISTRICT, 17J
## Appropriations, Budget vs. Actual
## Fiscal Year 2026-2027

## 2026-27 Appropriations

| | | Appropriations | Resolutions | YTD Expenditures | Encumbrances* | Total Projected Expenditures | (Over)/ Under Budget |
|---|---|---|---|---|---|---|---|
| **General Fund (100)** | 1000 Instruction | 17,002,908 | - | 686,273 | 14,777,797 | 15,464,070 | 1,538,838 |
| | 2000 Support Services | 9,896,590 | - | 1,349,370 | 7,815,906 | 9,165,276 | 731,314 |
| | 3000 Enterprise & Commun. | 1,000 | - | - | - | | 1,000 |
| | 4000 Facilities | 5,000 | - | - | - | - | 5,000 |
| | 5200 Transfers | 470,000 | - | - | - | - | 470,000 |
| | 6000 Contingency | 385,000 | - | - | - | - | 385,000 |
| | Sub Totals | 27,760,498 | - | 2,035,643 | 22,593,703 | 24,629,346 | 3,131,152 |
| **Local/State/Federal Programs Funds** | 1000 Instruction | 3,444,495 | - | 244,964 | 1,615,695 | 1,860,659 | 1,583,836 |
| **Special Revenue Fund (200)** | 2000 Support Services | 1,640,929 | - | 41,091 | 370,274 | 411,365 | 1,229,564 |
| (includes Pool Ops and ASB Funds) | 3000 Community Services | 1,257,360 | - | 42,972 | 863,735 | 906,707 | 350,653 |
| | 4000 Facilities | 165,000 | - | - | - | - | 165,000 |
| | 5200 Transfers | - | - | | | - | - |
| | Sub Totals | 6,507,784 | - | 329,027 | 2,849,704 | 3,178,731 | 3,329,053 |
| **Debt Service Funds (300)** | 5100 Debt Service | 21,911,005 | - | - | 1,094,400 | 1,094,400 | 20,816,605 |
| **Capital Improvement Funds (400)** | 2000 Support Services | 280,000 | - | 56,483 | 18,135 | 74,618 | 205,382 |
| | 4000 Facilities | 518,217 | - | 7,900 | - | 7,900 | 510,317 |
| | 5100 Debt Service | - | - | - | - | - | 0 |
| | Sub Totals | 798,217 | - | 64,383 | 18,135 | 82,518 | 715,699 |
| **Unemployment Fund (600)** | 2000 Support Services | 50,000 | - | 2,265 | 630 | 2,895 | 47,105 |
| **Trust & Agency Funds (700)** | 1000 Instruction | 107,216 | - | - | 71,690 | 71,690 | 35,526 |
| | 2000 Support Services | 147,987 | - | 3,263 | 25,296 | 28,559 | 119,428 |
| | 3000 Community Services | 2,400 | - | - | 2,400 | 2,400 | - |
| | Sub Totals | 257,603 | - | 3,263 | 99,386 | 102,649 | 154,954 |
| | | | | | | - | |
| | | | | | | - | |
| Total Appropriations | | **57,285,107** | **-** | **2,434,581** | **26,655,958** | **29,090,539** | **28,194,568** |
| Total Unappropriated | | 4,066,245 | - | - | - | - | **4,066,245** |
| **Total Adopted Budget** | | **61,351,352** | **-** | **2,434,581** | **26,655,958** | **29,090,539** | **32,260,813** |

**2026 / 2027 SCHOOL YEAR**

**ENROLLMENT FIGURES as of: September 17, 2026**

| | District | CPS | PES | BL | PMS | PHS | Academy | Part Time | KVCS | Part Time |
|---|---|---|---|---|---|---|---|---|---|---|
| Kindergarten | 82 | 59 | | 5 | | | 0 | 0 | 18 | |
| 1st | 107 | 90 | | 7 | | | 0 | 0 | 10 | |
| 2nd | 98 | | 77 | 4 | | | 0 | 1 | 16 | |
| 3rd | 134 | | 109 | 6 | | | 0 | 0 | 19 | |
| 4th | 118 | | 96 | 5 | | | 0 | 0 | 17 | |
| 5th | 132 | | 115 | | | | 0 | 0 | 17 | |
| 6th | 149 | | | | 129 | | 0 | 0 | 20 | |
| 7th | 122 | | | | 102 | | 0 | 0 | 20 | |
| 8th | 133 | | | | 114 | | 0 | 0 | 19 | |
| 9th | 155 | | | | | 134 | 3 | 0 | 18 | |
| 10th | 149 | | | | | 130 | 5 | 0 | 14 | |
| 11th | 124 | | | | | 107 | 11 | 0 | 6 | |
| 12th | 119 | | | | | 90 | 12 | 4 | 13 | |
| Totals | | 149 | 397 | 27 | 345 | 461 | 31 | 5 | 207 | |

**TOTAL FULL-TIME ENROLLMENT - All Schools** 1,617

**Philomath School District 17J - 2026-2027 School Year - Summary of Enrollment**

| School | 09/17 | Oct | 11/19 | Dec | 01/21 | 02/18 | 03/11 | 04/15 | 05/20 | 06/17 |
|---|---|---|---|---|---|---|---|---|---|---|
| CPS | 149 | | | | | | | | | |
| PES | 397 | | | | | | | | | |
| BL | 27 | | | | | | | | | |
| PMS | 345 | | | | | | | | | |
| PHS | 461 | | | | | | | | | |
| Academy | 31 | | | | | | | | | |
| KVCS | 207 | | | | | | | | | |
| SubTotal | 1,617 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Part-time students | 5 | | | | | | 0 | 0 | | |
| Total Enrollment | 1,622 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**Philomath School District 17J - 2025-2026 School Year - Summary of Enrollment**

| School | 09/11 | 10/09 | 11/13 | 12/11 | 01/08 | 02/19 | 03/12 | 04/16 | 05/21 | 06/18 |
|---|---|---|---|---|---|---|---|---|---|---|
| CPS | 157 | 157 | 157 | 152 | 156 | 155 | 156 | 154 | 156 | 156 |
| PES | 398 | 390 | 388 | 396 | 398 | 394 | 395 | 399 | 398 | 398 |
| BL | 26 | 25 | 24 | 24 | 24 | 24 | 24 | 23 | 23 | 23 |
| PMS | 347 | 340 | 338 | 339 | 337 | 338 | 338 | 333 | 333 | 331 |
| PHS | 462 | 452 | 447 | 432 | 432 | 426 | 426 | 427 | 426 | 426 |
| Academy | 55 | 61 | 62 | 69 | 65 | 64 | 65 | 66 | 67 | 60 |
| KVCS | 201 | 204 | 208 | 207 | 207 | 207 | 205 | 204 | 196 | 195 |
| SubTotal | 1,646 | 1,629 | 1,624 | 1,619 | 1,619 | 1,608 | 1,609 | 1,606 | 1,599 | 1,589 |
| Part-time students | 0 | 2 | 2 | 2 | 2 | 2 | 0 | 0 | 2 | 2 |
| Total Enrollment | 1,646 | 1,631 | 1,626 | 1,621 | 1,621 | 1,610 | 1,609 | 1,606 | 1,601 | 1,591 |

# Coversheet

## English Learners in Oregon Annual Report

**Section:** II. REPORTS
**Item:** F. English Learners in Oregon Annual Report
**Purpose:** FYI
**Submitted by:**
**Related Material:** EL Report.pdf

# English Learners in Oregon

## Annual Report 2024-25

**June 2026**

OREGON DEPARTMENT OF EDUCATION

*Oregon achieves . . . together!*

English Learners in Oregon

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English Learners in Oregon

## Acknowledgements

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

**Office of Equity, Diversity, and Inclusion**
Michael Essien, Assistant Superintendent
Mary Martinez-Wenzl, Director
Reza Norouzian, Research Analyst
Kim Miller, Education Program Specialist
Jennifer Fontana, Education Program Specialist

**English Learner Advisory Group**
Maranda Turner, George Fox University
Elena Collazo Santiago, Portland Public Schools
Manuel Vazquez Cano, Education Northwest
Jason Echeverria, Malheur Education Service District
Jessica Dougherty, Western Oregon University
Yannette Ayala, West Linn- Wilsonville School District
Araceli Farias, Gresham-Barlow School District
Kristen Rush, Teacher Standards and Practices Commission
Amanda Kibler, Oregon State University
Angelie Fitz-Cortez, Multnomah County
Kevin Blanco, Amity School District
Maria Lee, Phoenix-Talent School District
Trevor Flaherty, Redmond School District
Will Flores, Portland Public School District
Xinyu Luo, Beaverton School District

**Office of Information Technology**
Grisha Alpernas, Chief Information Officer
Lauren Holstein, Business Analyst

**Office of Research, Assessment, Data, Accountability, and Reporting**
Andrea Lockard, Assistant Superintendent
Jon Wiens, Director
Ben Wolcott, Education Program Specialist
Joshua Rew, Psychometrician
Greg Houser, Research Analyst
Evan Fuller, Research Analyst
Stephanie Evers, Research Analyst
Stephanie Gluck, Research Analyst
Kai Tyler, Research Analyst

## 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 English learners as students who are eligible to receive English language instruction, supports, and services through an English Language Development (ELD) program. 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.

English Learners in Oregon

## 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.

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## 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.

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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

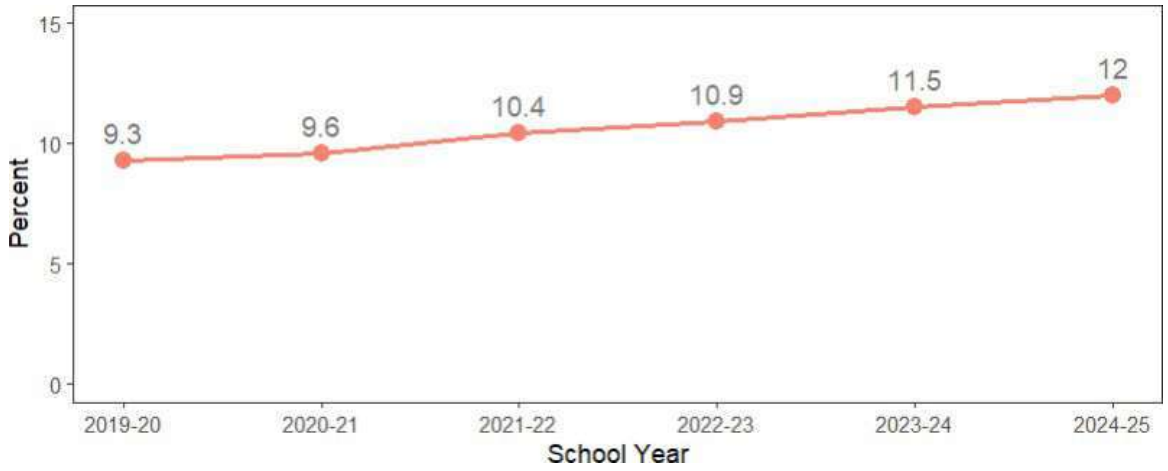
Comparisons between current, monitored, former, and ever English learners are useful to understand the experiences and outcomes of English learners over time, and to counter misperceptions about English learner achievement. Current English learners tend to perform at lower levels while still developing 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.

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

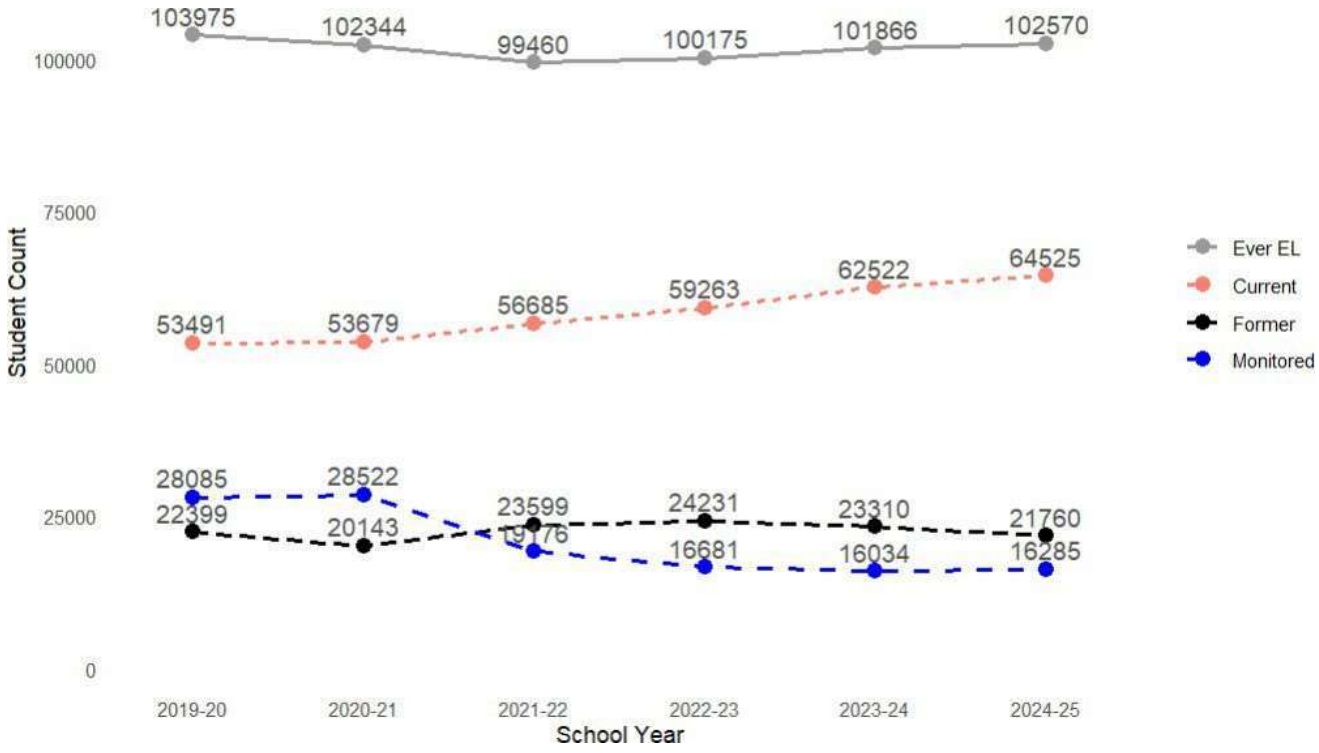



Although a relatively small proportion of students in 2024-25 were former (21,760; 4%) or monitored (16,285; 3%) English learners, these remain important student groups for continued support and monitoring. Former English learners are multilingual students who demonstrated English proficiency and exited 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.

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**Figure 2. Number of Current, Monitored, Former, And Ever English Learners in Oregon (2019-20 to 2024-25)**

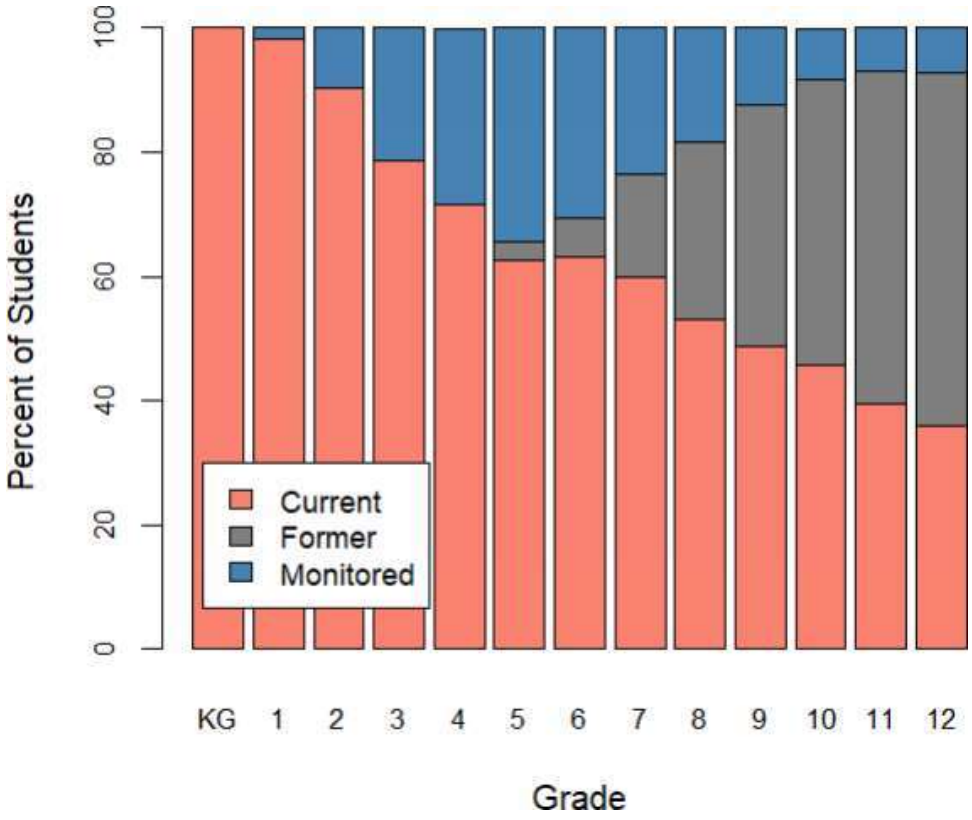



## The majority of current English Learners were in the elementary grades.

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**



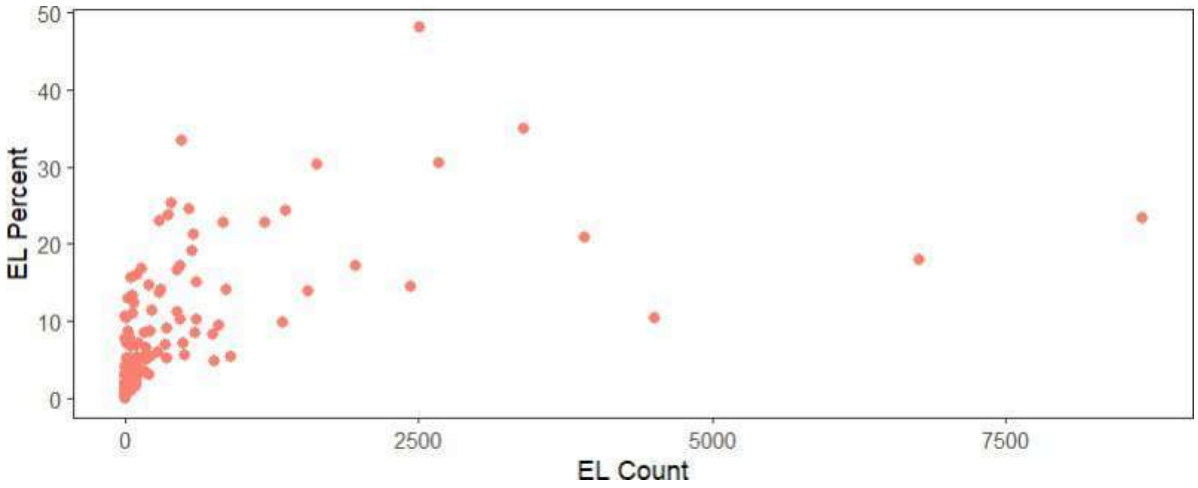

## English Learner enrollment varied across Oregon districts.

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.

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**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 |

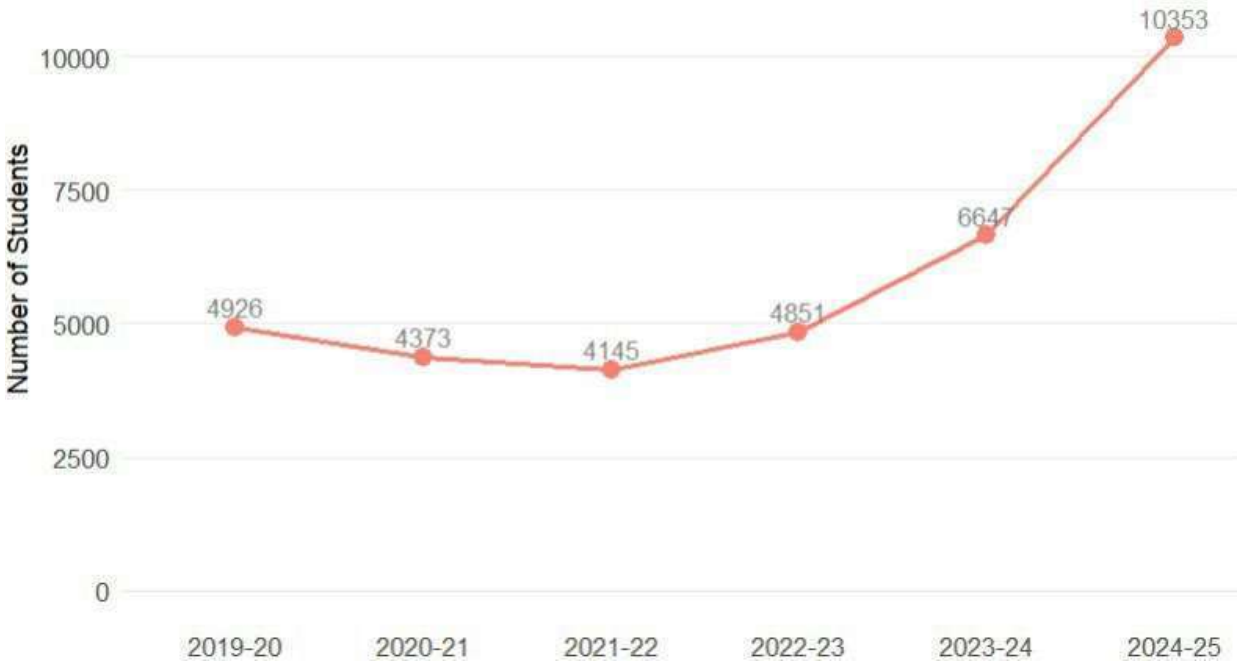
## The number of recently arrived English learners increased substantially during the last two school years.

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).

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**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]

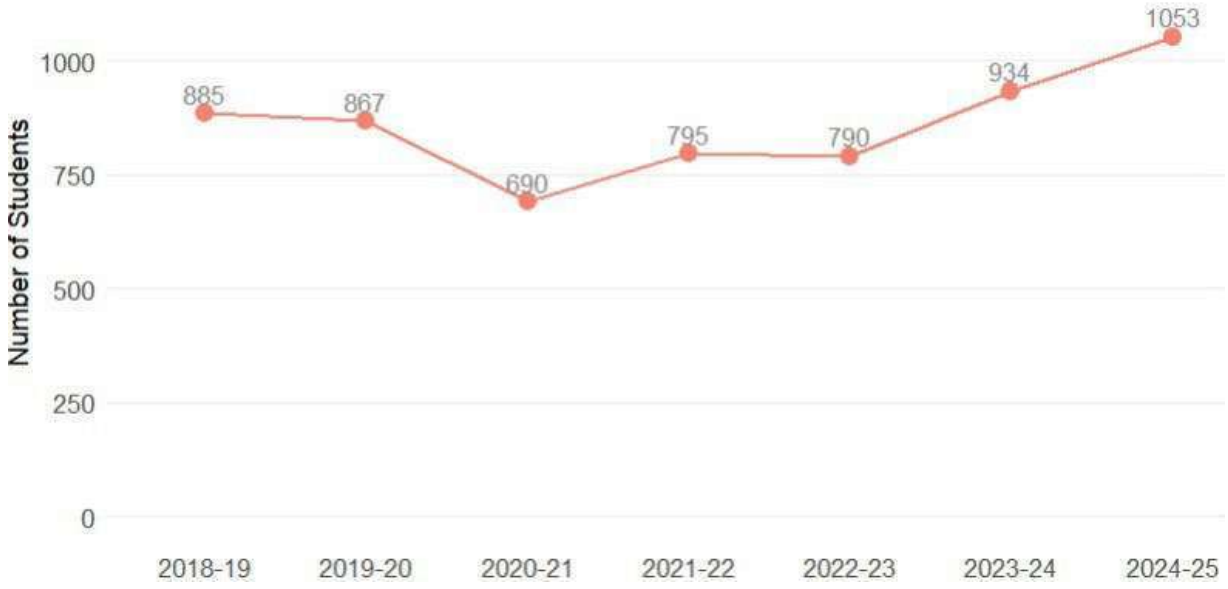
SLIFE students face unique circumstances. In addition to having missed at least two years of schooling, some arrive having experienced significant trauma. Schools need to find ways to serve SLIFE students without placing them in classes with younger students, since forming relationships with peers, including 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.

English Learners in Oregon

**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.**

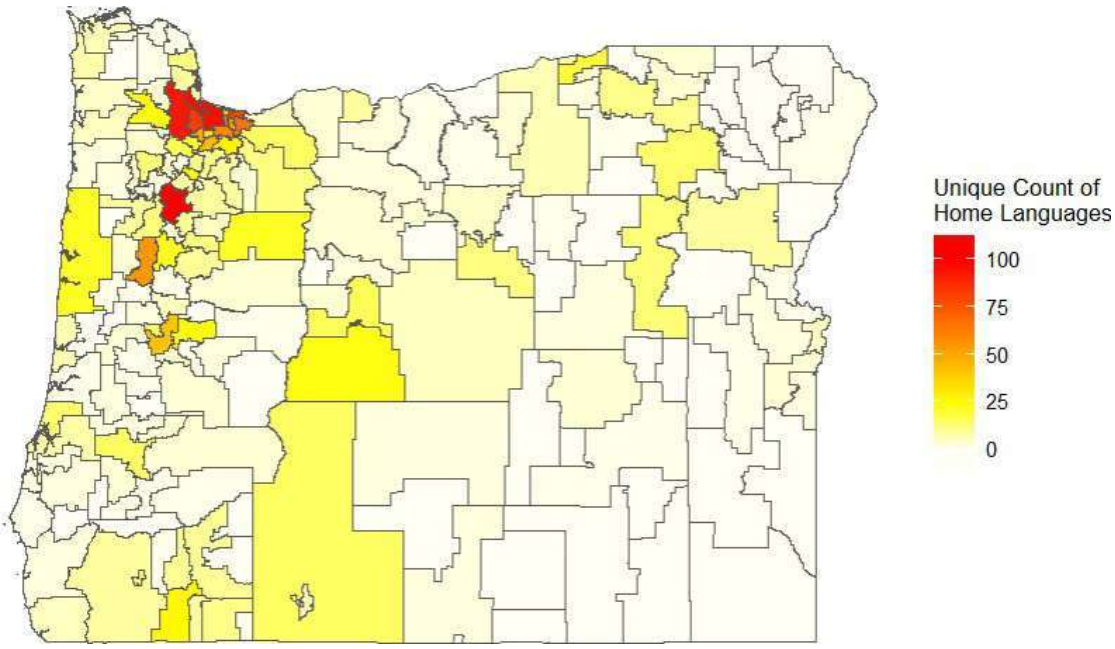
| Language | Number of Current English Learners with this Language | Percentage of Current English Learners with this Language |
|---|---|---|
| Spanish | 48,740 | 75.50% |
| Russian | 1,605 | 2.50% |
| Chinese | 1,233 | 1.90% |
| Vietnamese | 1,191 | 1.80% |
| Ukrainian | 896 | 1.40% |
| Other languages | 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.

English Learners in Oregon

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

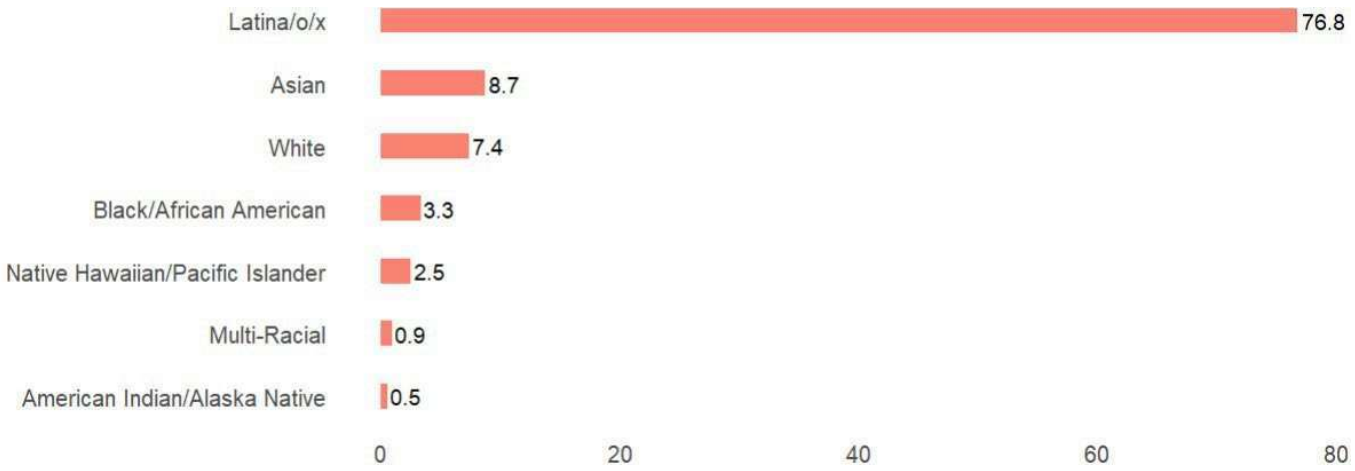



## The vast majority of current English learners were Latina/o/x.

In the 2024-25 school year, Oregon served 64,525 current English learners (ELs), the vast majority of whom—49,555 students, or 76.8%, identified as Latina/o/x. This reflects the continuing trend in Oregon and nationally, where Latina/o/x students make up the largest share of the English learner population. Asian students comprised the second-largest racial/ethnic group among English learners at 8.7%, followed by White students at 7.4%. Other racial and ethnic groups were represented in smaller proportions: Black/African American students accounted for 3.3% of current English learners, while Native Hawaiian/Pacific Islander students made up 2.5%. Students who identified as multi-racial represented 0.9%, and American Indian/Alaska Native students accounted for 0.5% of the English learner population. These data highlight the linguistic and cultural diversity of Oregon's English learner community, while also emphasizing the high representation of Latina/o/x students in English learner programs. Understanding this demographic breakdown is important for tailoring supports, instructional models, and family engagement strategies that are responsive to students' backgrounds and needs. It also underscores the importance of culturally and linguistically responsive practices, especially for the groups that make up smaller shares of the English learner population and may face different access or inclusion challenges in school systems.

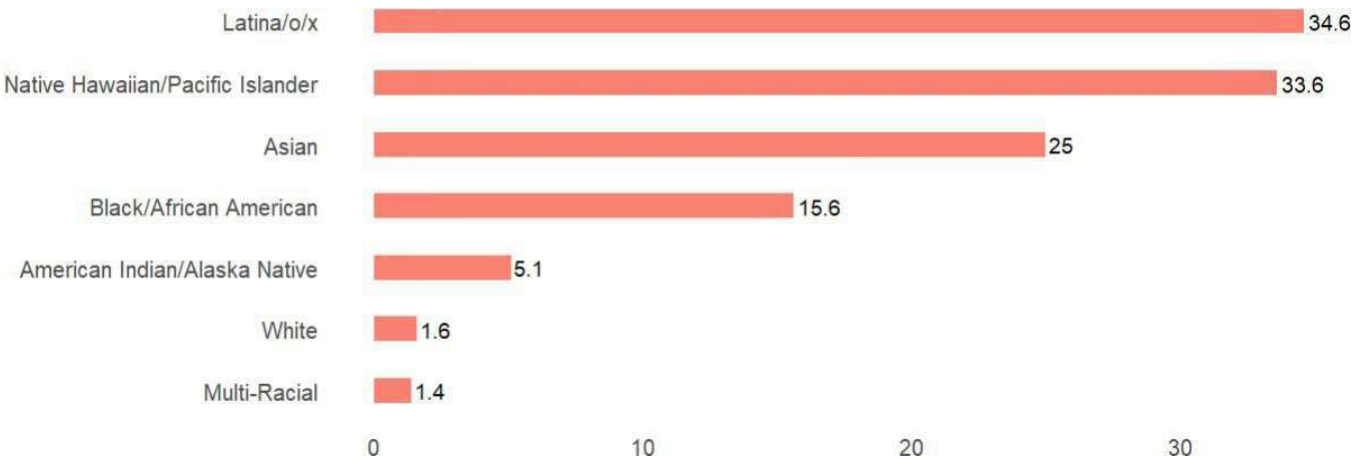
English Learners in Oregon

**Figure 8. Percentage of Current English learners by race/ethnicity in 2024-25.**




It is also important to note that most Latina/o/x students in Oregon were not current English learners. In fact, according to Figure 9, only 34.6% of Latina/o/x students were current English learners in 2024-25. Moreover, 33.6% of Native Hawaiian/Pacific Islander students were current English learners.

**Figure 9. Percentage of each racial/ethnic group who were Current English learners in 2024-25.**




## Section 2: Participation in Targeted Programs

Schools and districts deliver a range of programs that aim to address the needs of particular groups of students. These include students experiencing economic disadvantages (previously measured via free and reduced price meals), special education, migrant education, and TAG programs. Most of these programs receive some federal funding; however, TAG programs receive only state funding. This section of the report describes the participation of English learners in each of these programs during the 2024-25 school year.

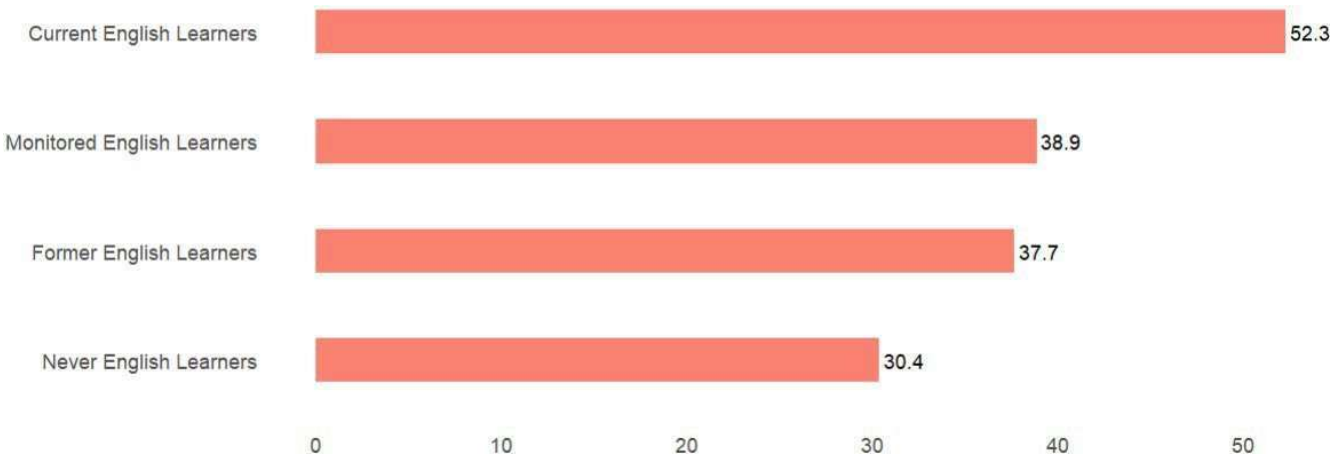
## Students Experiencing Poverty

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

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

Figure 10 illustrates the percentage of students identified as experiencing poverty within four English learner groups for the 2024-25 school year. The data reveal that Current English Learners are the most affected, with 52.3% identified as experiencing poverty, followed by Monitored English Learners (38.9%) and Former English Learners (37.7%). The group with the lowest SEP rate is Never English Learners, at 30.4%.

**Figure 10. Percentage of Current, Monitored, Former, and Never English learners experiencing poverty in 2024-25.**




## Special Education

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

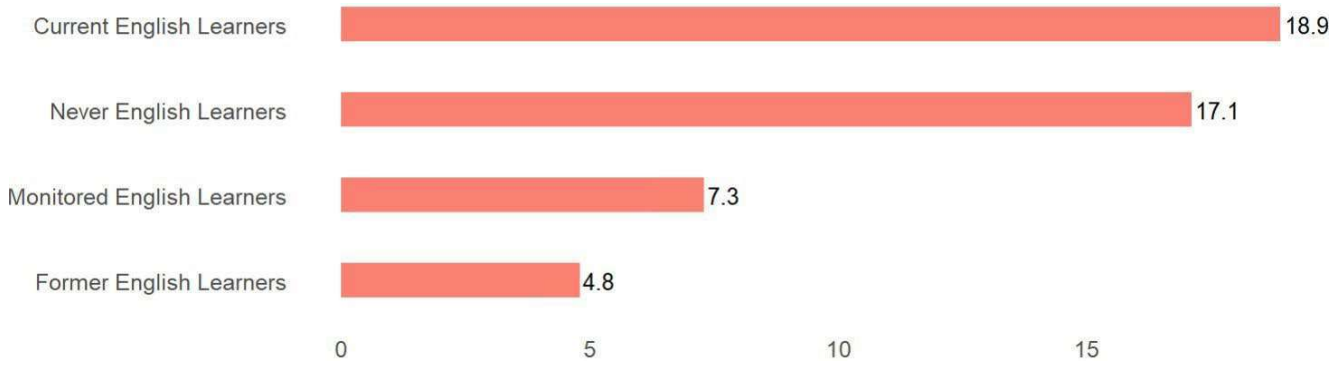
There is some concern in the field about the difficulty of accurately identifying current English learners who may need special education services and supports. Because students are simultaneously developing English proficiency and academic skills, it can be challenging to distinguish language acquisition processes from disability-related needs. As a result, some students may be incorrectly identified for special education services, while others with genuine disabilities may not be identified in a timely manner. These identification

challenges are present not only in Oregon but across the U.S. (Artiles & Ortiz, 2002; Hamayan, Marler, Sanchez Lopez, & Damico, 2007; Umansky, Thompson, & Díaz, 2017).

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

Figure 11 shows the percentage of English learner subgroups receiving special education services in Oregon during the 2024-25 school year. Current English learners had the highest rate at 18.9%, followed by never English learners at 17.1%. Monitored English learners and former English learners had lower rates, at 7.3% and 4.8%, respectively. While current English learners had a slightly higher rate of special education participation than never English learners, the two groups had broadly similar rates. In contrast, former and monitored English learners had substantially lower rates. These patterns highlight the importance of careful evaluation practices to distinguish language acquisition needs from disability-related needs.

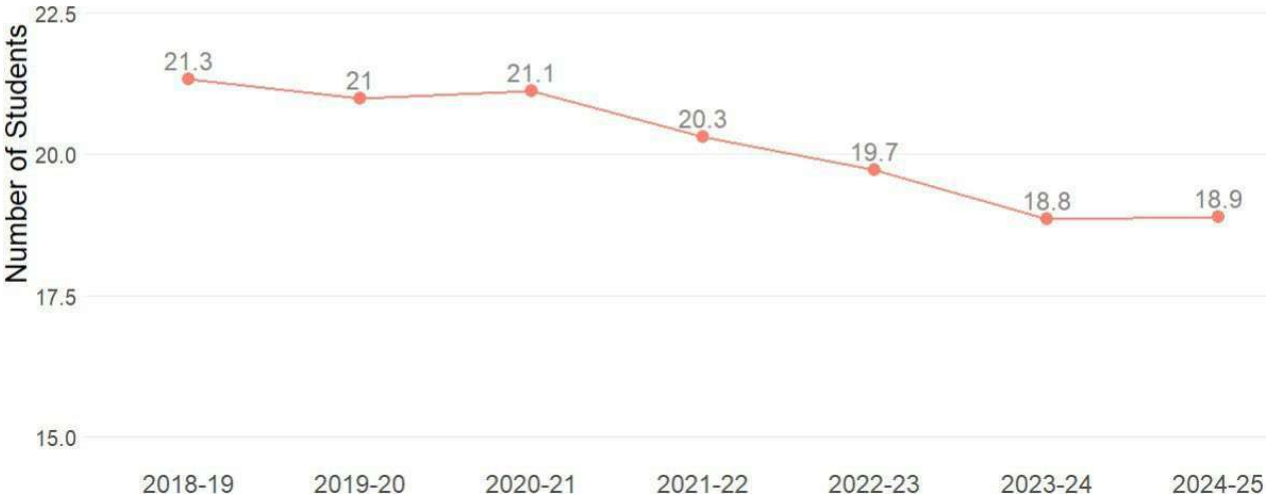
**Figure 11. Percentage of Current, Monitored, Former, and Never English learners receiving special education services and supports in 2024-25.**




## The percentage of current English learners receiving special education decreased in 2024-25.

In 2024-25, 12,187 current English learners (18.9%) were receiving special education supports and services. Despite their higher rate of identification for special education services, the percentage of current English learners receiving special education services and supports remained relatively stable compared to the previous year, increasing slightly from 18.8% in 2023-24 (see Figure 12).

**Figure 12. Percentage of Current English learners receiving special education services and supports (2018-19 to 2024-25).**




Most current English learners with a disability in 2024-25 had a Specific Learning Disability (3,748 students) or a Speech/Language Impairment (2,625 students) as their primary disability. Other primary disabilities, with 100 or more current English learners in 2024-25, included Autism Spectrum Disorder, Other Health Impairments, Developmental Delay, Intellectual Disability, Emotional Behavior Disability, and Deaf or Hard of Hearing (see Table 6). It is also worth noting that 4.1% (2,625 students) of dually identified current English learners reported a Speech/Language Impairment, which remains over 1 percentage point higher than the rate observed among never English learners (about 3.0%).

**Table 6. Primary disabilities involving 100 or more current English learners in 2024-25.**

| Disability Type | Number of Current English Learners | Percent of Current English Learners |
|---|---|---|
| Specific Learning Disability | 3,748 | 5.8 |
| Speech/Language Impairment | 2,625 | 4.1 |
| Autism Spectrum Disorder | 1,459 | 2.3 |
| Other Health Impairments | 1,161 | 1.8 |
| Developmental Delay 3-9yr | 881 | 1.4 |
| Intellectual Disability | 697 | 1.1 |
| Emotional Behavior Disability | 290 | 0.4 |
| Deaf or Hard of Hearing | 174 | 0.3 |

## Migrant Education

Some English learners also participate in migrant education programs. Students ages 3-21 can qualify for Title I-C migrant education programs (MEP) if they or their parents are engaging in qualifying agricultural or fishing work, and they have moved within the past 36 months to obtain or seek this type of work. Many migrant

children experience poverty, and when they move, they confront the challenges of having to adjust to different teachers with different instructional approaches and materials, as well as building new social connections. The intent of migrant education programs is to ensure that migrant children receive the support that addresses their unique situations and can receive supports necessary to succeed academically.

## Over 9% of current English learners received services from Migrant Education Programs in 2024-25.

Oregon has one of the largest migratory student populations nationally. As of the first school day in May 2025, 5,869 current English learners participated in MEPs. That number translates to 9.1% of all current English learners. It also means that more than half (63.2%) of the 9,287 students in MEPs were current English learners in 2024-25. Moreover, 15.6% of students in MEPs were former English learners, and 11.2% were monitored English learners. Overall, 90% of the 9,287 students who were identified for services from MEPs were ever English learners.

During the 2024-25 school year, Oregon's MEP was administered by 18 local subgrantees, known as MEP Regions. This program is federally funded through Title I, Part C for migrant education, and regional programs receive federal funds based on federal and state allocation formulas for the local identification of migratory students and provision of MEP services in approximately 117 districts across the state. In 2024-25, Salem-Keizer SD had the largest number of migratory English learners in the state, with 958 students, followed by Southern Oregon ESD, which had 803 migratory English learners (see Table 7).[7]

[7] In the 2024-25 school year, Oregon identified a total of 12,810 migratory students for the Migrant Education Program, as identification and provision of services with Title I-C funds continue throughout the summer session.

**Table 7. Regions that participated as subgrantees of migrant education programs as of the first school day in May 2025.**

| MEP Regions | Current English Learners identified for MEP |
|---|---|
| Salem-Keizer SD | 958 |
| Southern Oregon ESD | 803 |
| Intermountain ESD | 622 |
| Willamette ESDL/Linn/Benton/Lincoln/Polk/Yamhill Counties | 431 |
| Woodburn | 405 |
| Lane ESD/Douglas County | 371 |
| Forest Grove SD | 300 |
| Hillsboro SD | 278 |
| Hood River County | 254 |
| High Desert ESD/ Wheeler Counties | 248 |
| Columbia George ESD | 229 |
| Beaverton SD | 229 |
| East Multnomah County | 203 |
| Clackamas ESD | 176 |
| Ontario/Annex SDs | 154 |
| Northwest Regional ESD/Carlton SD | 105 |
| Nyssa | 91 |
| Non-project Areas | 12 |

## Talented and Gifted

Research suggests that multilingual learners may possess strengths and talents that are not always recognized through traditional gifted identification processes. Nationally, English learners have historically been underrepresented in gifted and talented programs, prompting researchers and educators to examine more equitable approaches to identifying gifted potential among multilingual learners (Mun et al., 2021). Understanding participation in TAG programs among English learners can help districts ensure that advanced learning opportunities are accessible to all students. The state requires that all school districts establish policies and procedures to identify students to participate in Talented and Gifted (TAG) 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).

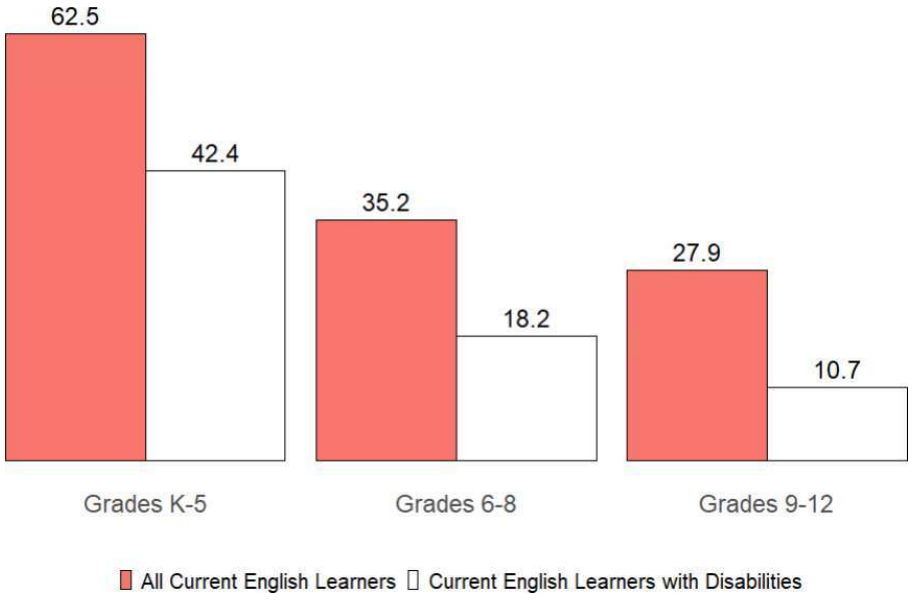
### Progress Towards English Language Proficiency

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.

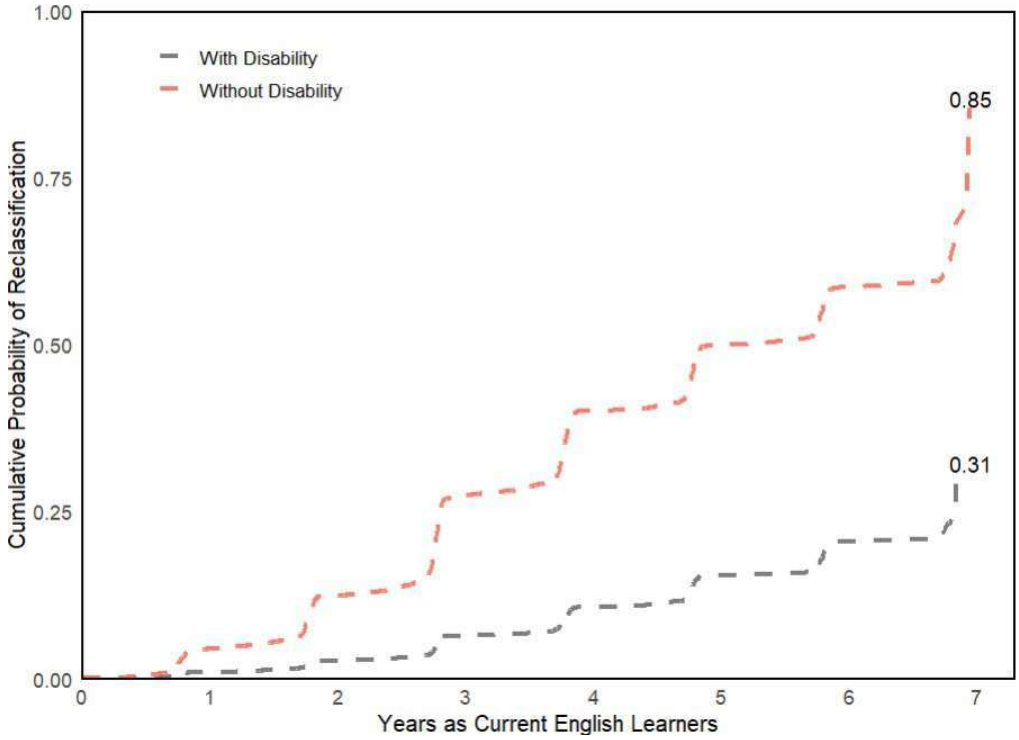
## Approximately 31% of current English learners receiving special education services and supports developed English language proficiency in seven years.

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.

English Learners in Oregon

## 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.

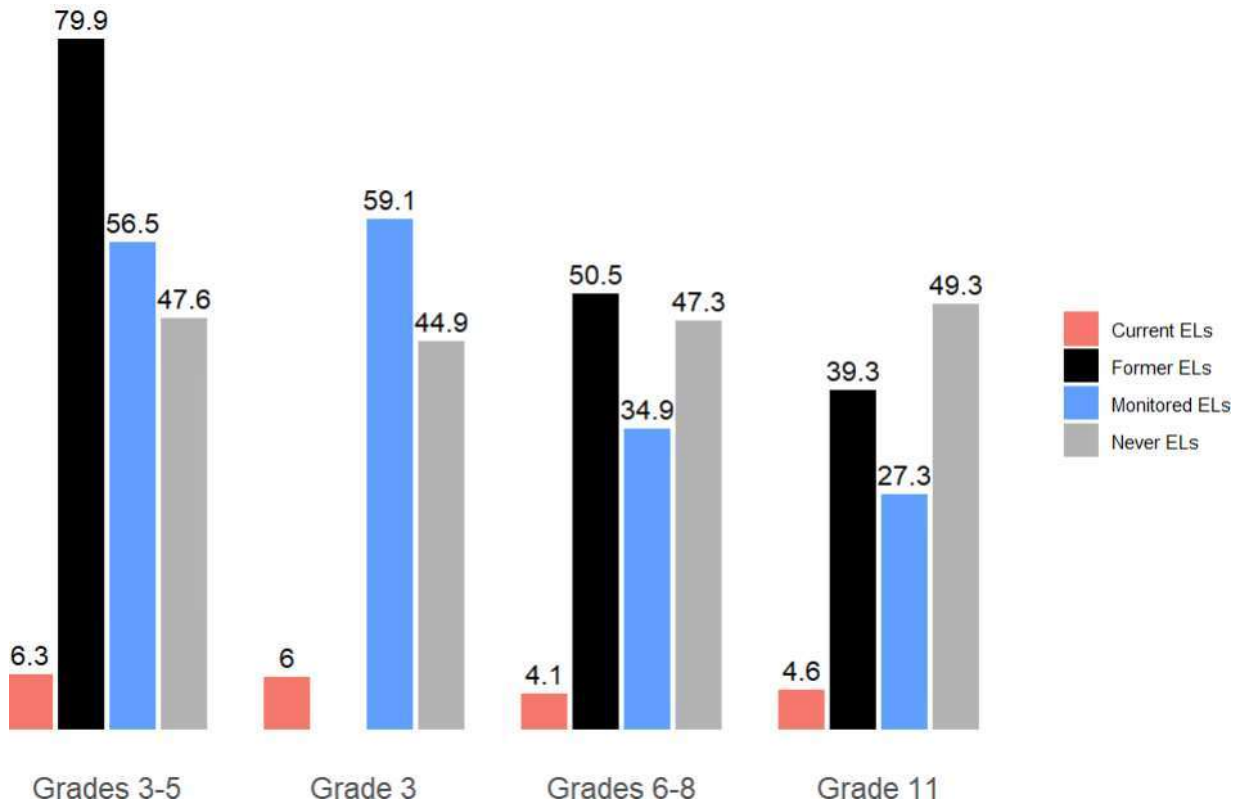
Never English learners generally outperformed current and monitored English learners but underperformed former English learners in elementary and middle school grades. Their percentages remained relatively stable across grade spans: 47.6% (Grades 3–5), 44.9% (Grade 3), 47.3% (Grades 6–8), and 49.3% (Grade 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.

English Learners in Oregon

**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.

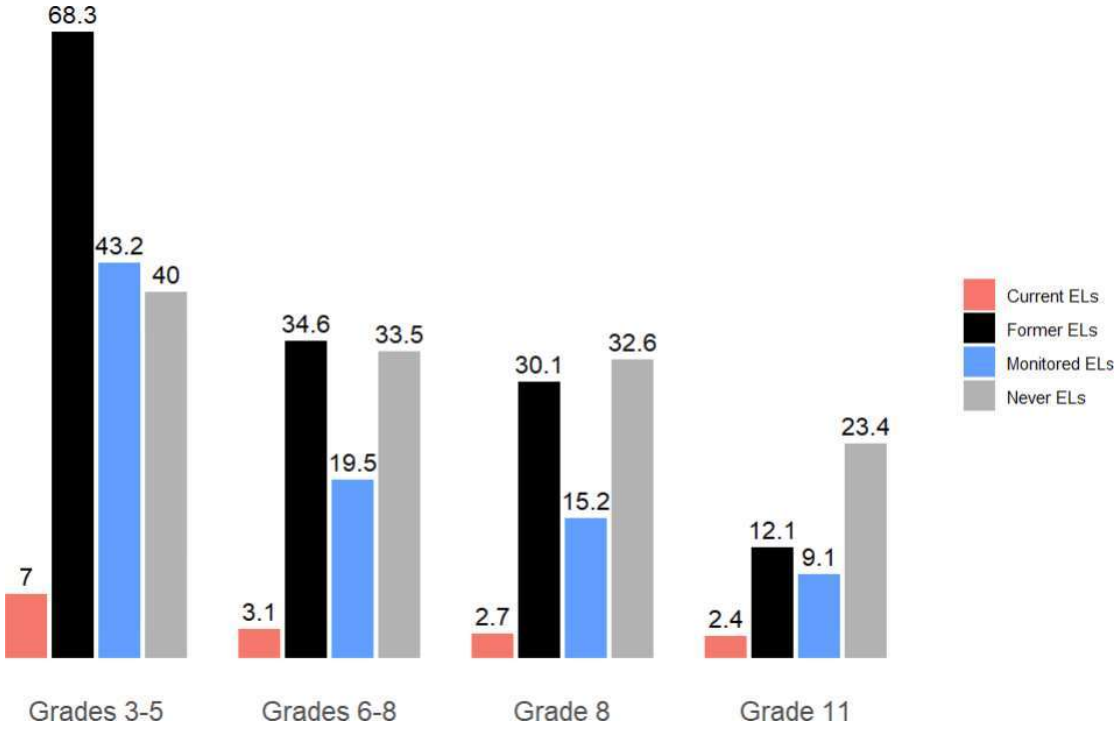
[11] In this chart, the group “current EL” includes only students who were classified as current ELs at the time of testing. In some other state accountability reports, the performance of current and recently reclassified ELs are reported together.

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.

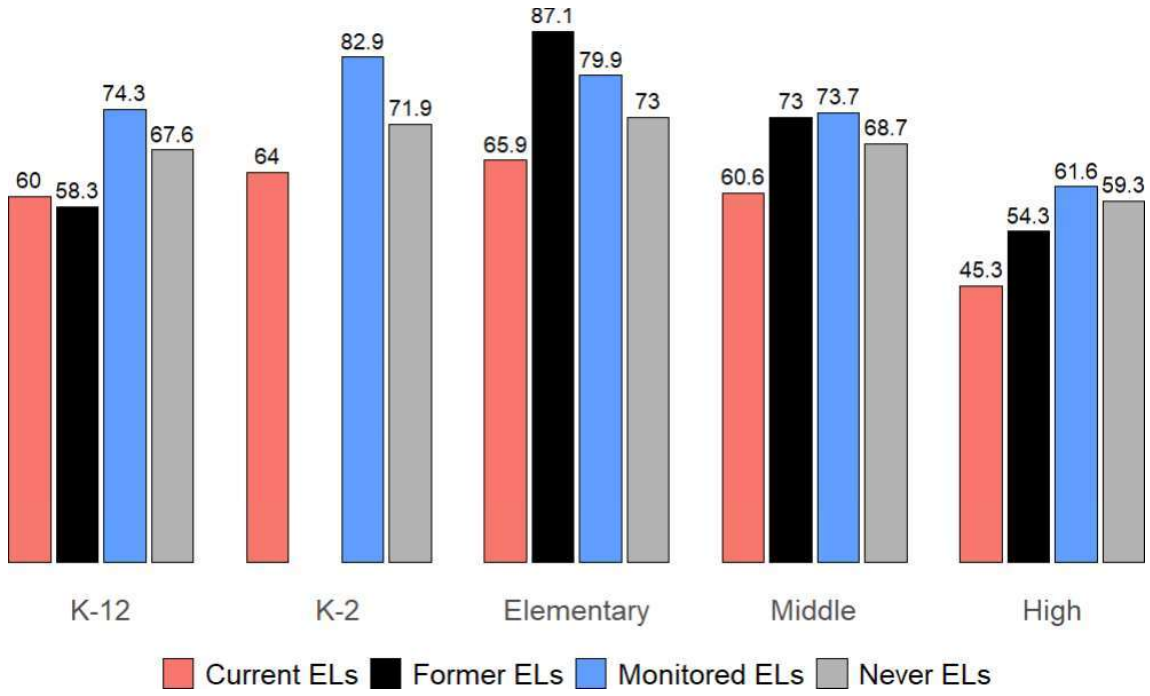
As shown in Figure 18, current English learners consistently exhibited the lowest rates of regular attendance compared to former, monitored, and never English learners, beginning with 65.9% in elementary school, declining to 60.6% in middle school, and reaching a low of 45.3% in high school. Across all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

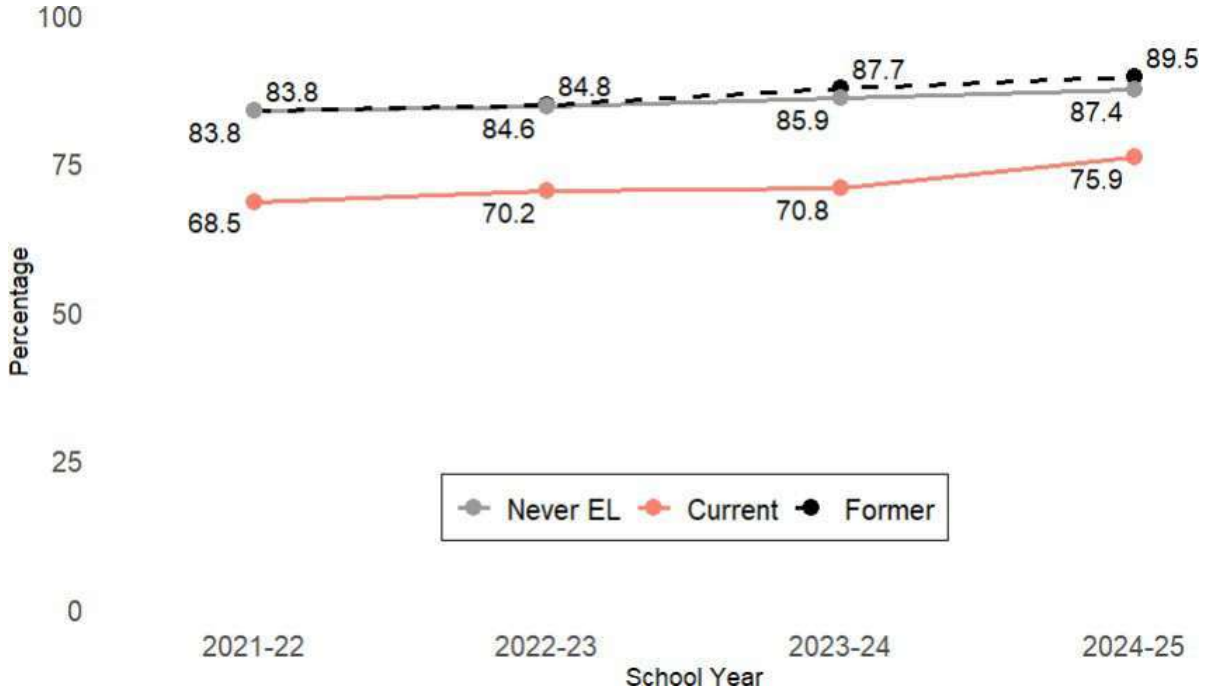
## Current EL Students Increased Their On-Track Rates by More Than Seven Percentage Points

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.

English Learners in Oregon

**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.

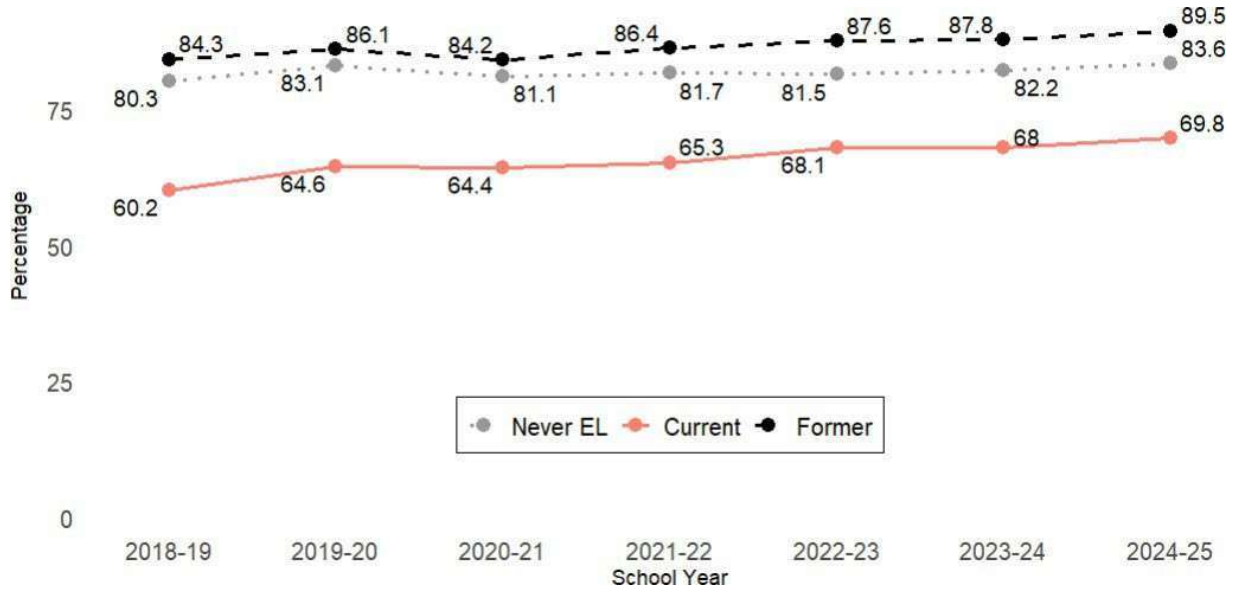
Never English learner students followed a relatively stable trend, with graduation rates ranging between 80.3% and 83.6%, ending at 83.6% in 2024-25. While graduation rates remained relatively high, they were still below Oregon's statewide 2029-30 target of 92.3% and consistently lower than those of former English learner students.

English Learners in Oregon

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.

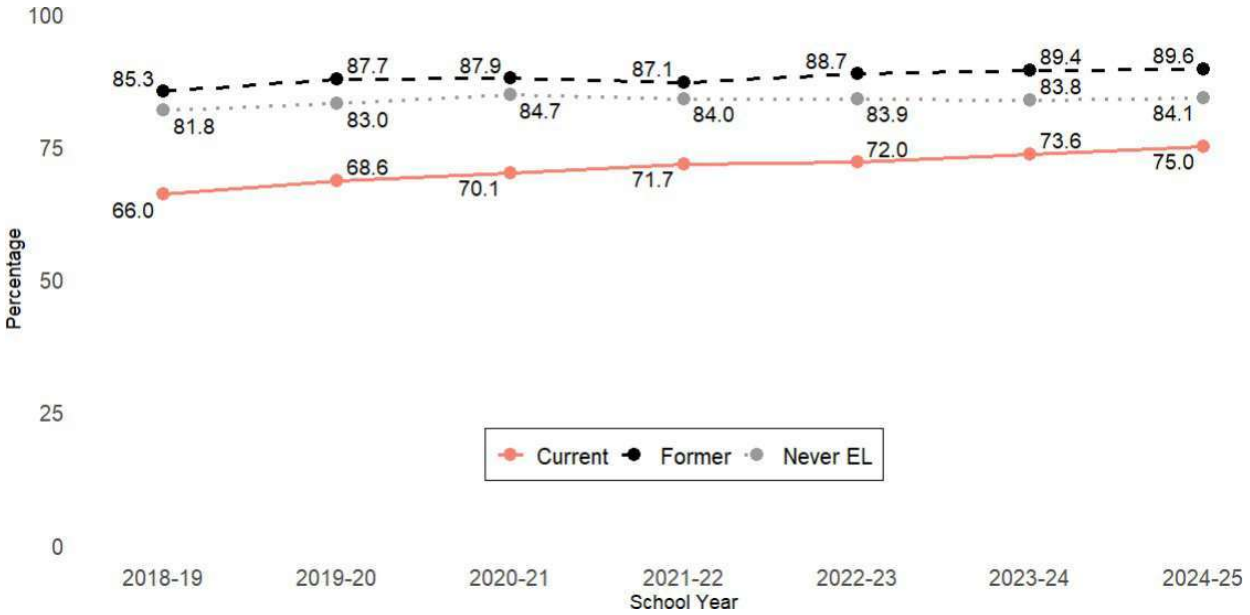
Figure 21 below presents Oregon's five-year completion rates for these groups from 2018-19 through 2024-25. Several important patterns emerge. Former English learners consistently had the highest completion rates across all years, increasing from 85.3% in 2018-19 to 89.6% in 2024-25. This indicates that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

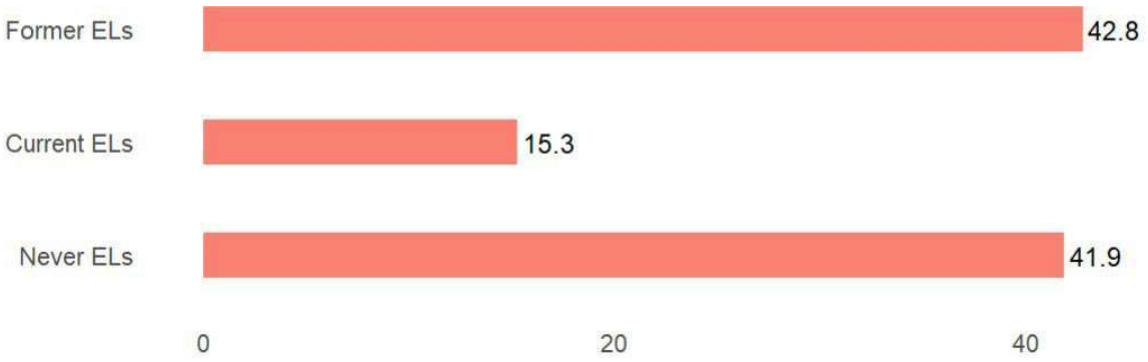
The data for this section relies on students who graduated in 2023-24 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this section will examine the count and percentage of current, former, and never English learners[16] who earned the Seal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

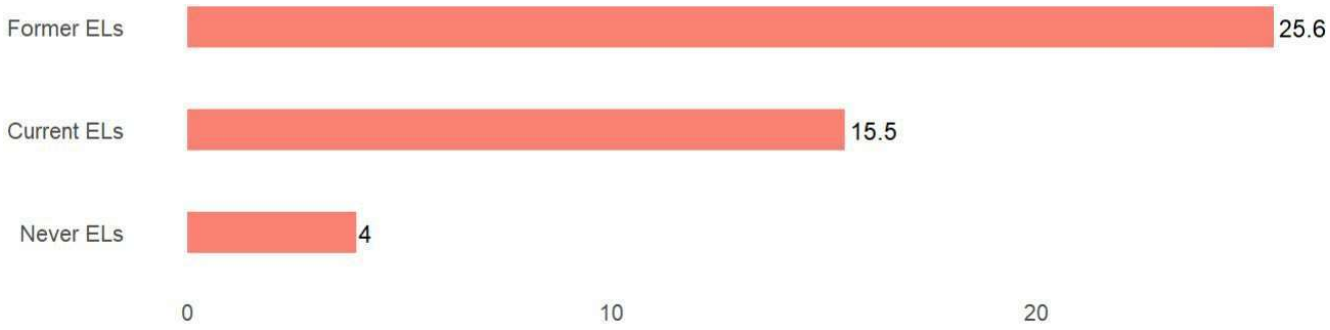



According to Figure 23, among former English learners who graduated in 2024-25, 25.6% earned the Seal of Biliteracy. Moreover, 15.5% of current English learner graduates earned the Seal of Biliteracy in 2024-25. Among never English learners who graduated in 2024-25, 4.0% also earned the Seal of Biliteracy.

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.

English Learners in Oregon

**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.

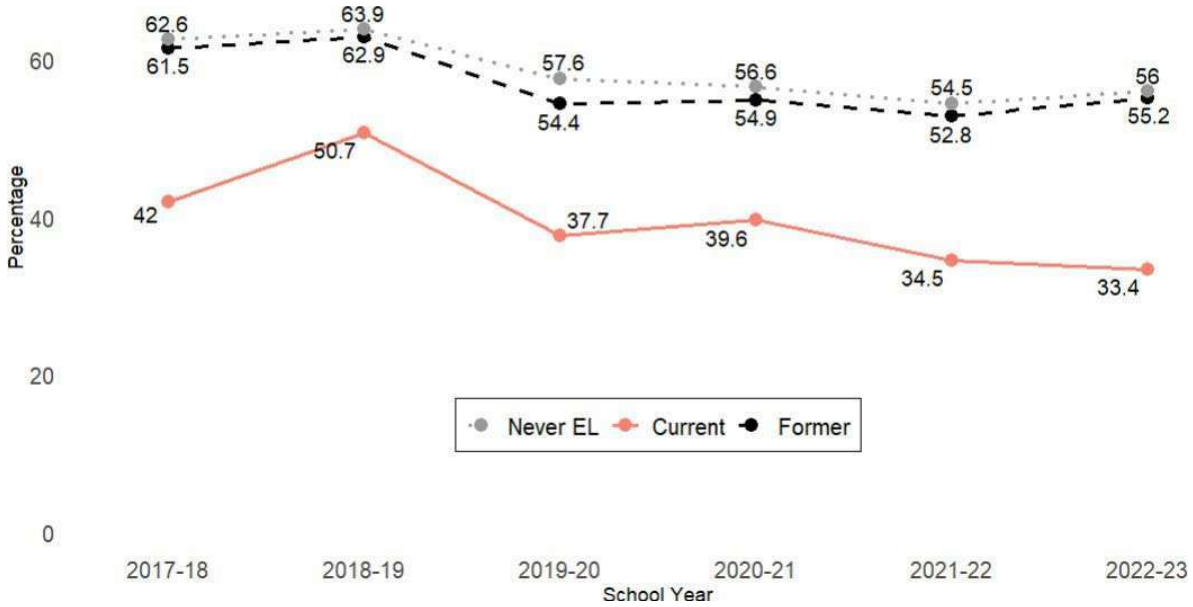
groups show a clear downward trend, reflecting an overall decline in post-secondary enrollment during this period.

## 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.

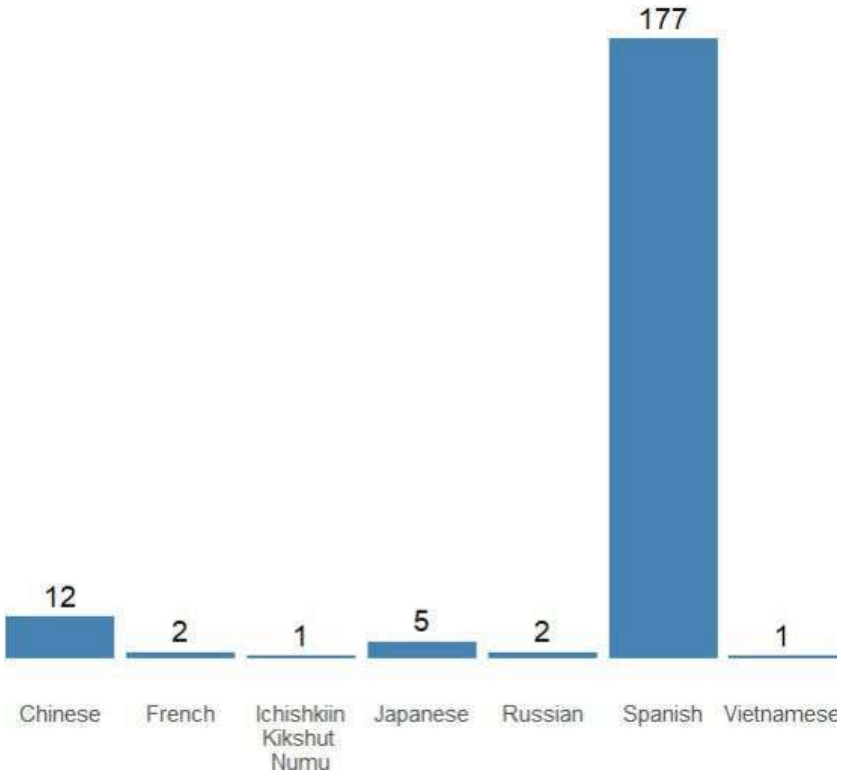
Despite their empirical appeal, there is limited up-to-date information available about DLBE programs in Oregon. While a valuable DLBE directory was publicly introduced in 2023 by Oregon State University (OSU), the information it contains reflects an earlier snapshot of program features and may not fully 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).

English Learners in Oregon

**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.

English Learners in Oregon

**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.

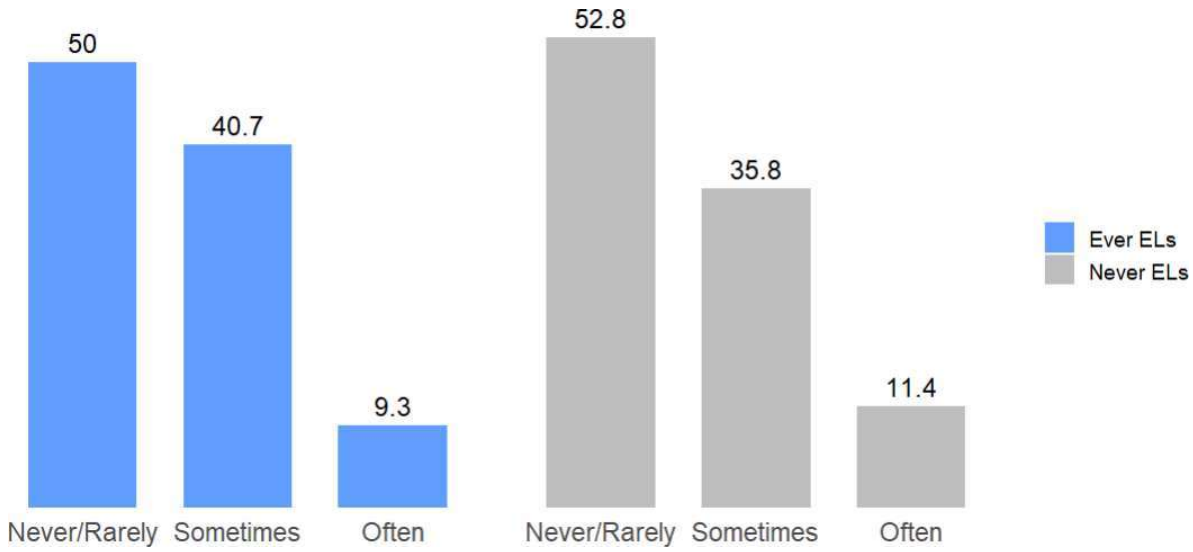
### English learners report low levels of identity representation in school assignments.

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.

English Learners in Oregon

**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.

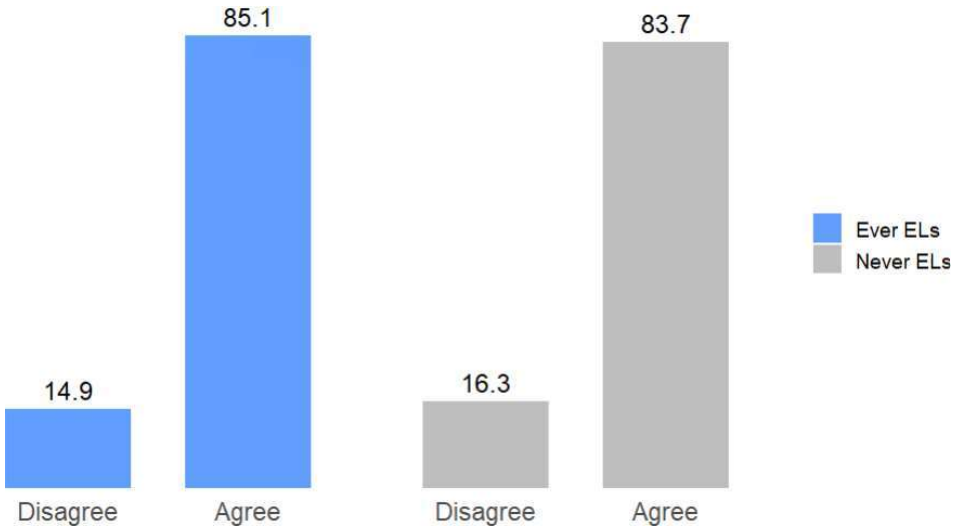
The responses reveal only minor differences in students' sense of belonging. The vast majority of students, regardless of English Learner status, reported feeling welcome at school. Among Ever ELs, 85.1% agreed with the statement, compared to 83.7% of Never ELs. The percentage who disagreed was similarly 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.

English Learners in Oregon

**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

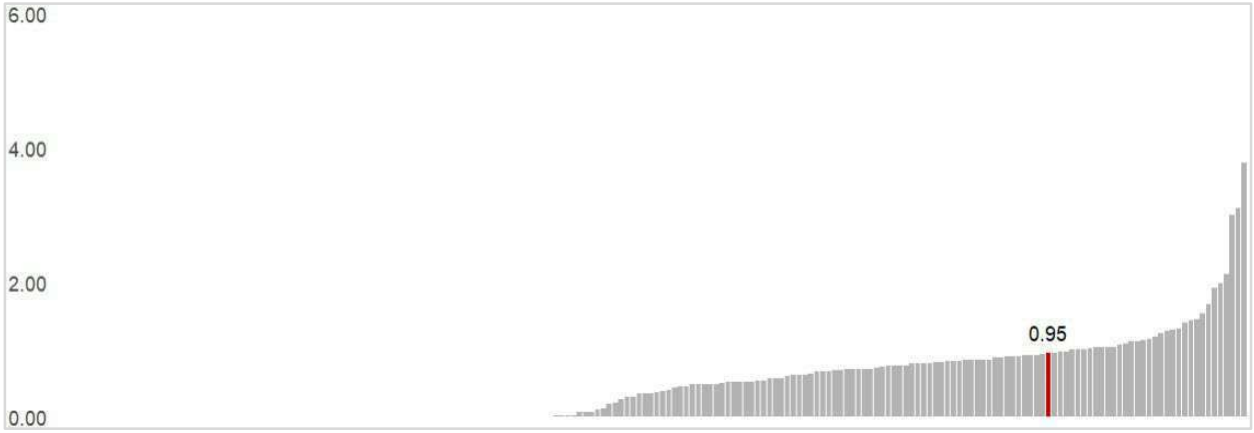
Each year, Oregon's State School Fund provides funding to districts through General Purpose Grants. The amount of the grant relies on a formula that considers the number of students in the district (known as average daily membership weighted or ADMw). On average, the per-pupil funding amount in 202425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

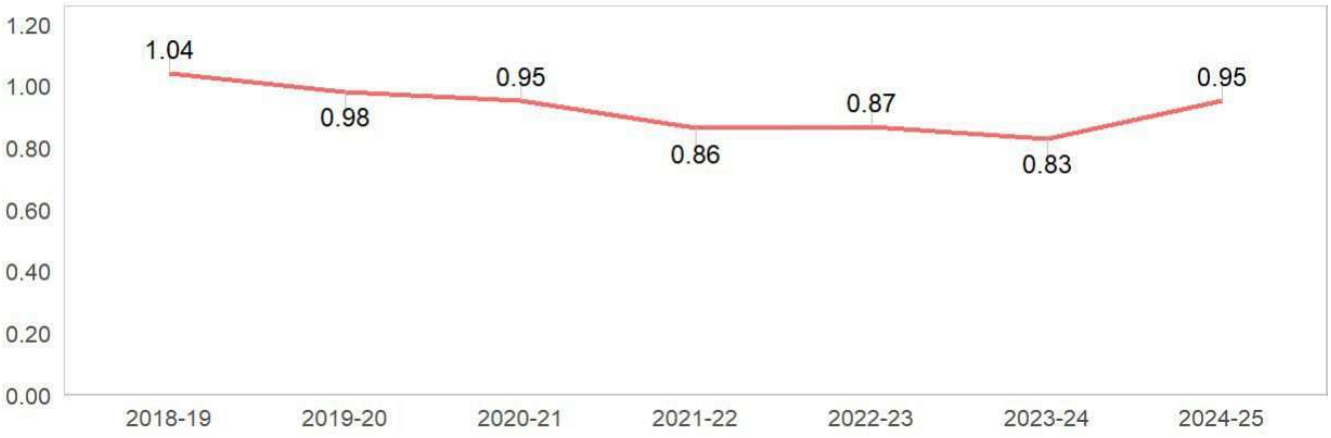
former and never English learners, rather than calculating the percentage spent solely on current English learners.

**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]

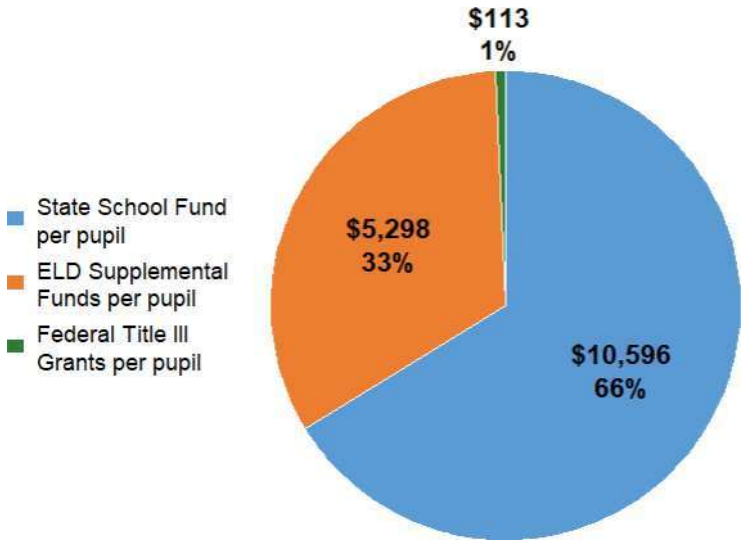
[23] For a more detailed description of the accounting system categories, see Oregon's Program Budgeting and Accounting Manual.

English Learners in Oregon

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.

English Learners in Oregon

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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# Coversheet

## Superintendent's Evaluation

**Section:** III. DISCUSSION ITEMS
**Item:** B. Superintendent's Evaluation
**Purpose:** Discuss
**Submitted by:**
**Related Material:** Proposed Superintendent's Evaluation Process.pdf

# Superintendent Evaluation Process Proposal

## Methodology

The superintendent will be evaluated on both the “what” progress she has made against the district objectives and the “how” she achieved that progress and delivered her day-to-day responsibilities. We will use the performance standards outlined in the Oregon School Board Association’s (OSBA) and Coalition of Oregon School Administrators’ (COSA) Superintendent Evaluation Handbook. Feedback will be solicited from 15-20 employees, partners, and community members, which will be kept anonymous.

District Objectives

1) Create a broader career planning program at the middle and high schools to expose students to the full range of options (job, college, trade training, etc.) and help them transition to one at graduation.
2) Continue and enhance programs that encourage regular school attendance across all grades.
3) Connect every student with an adult in the district to check in with them at least once per week.
4) Develop a program where teachers at all levels identify students at risk of not graduating and provide support across all future grades for those students.
5) Initiate the long-term facility planning process that outlines capital improvement priorities six months before the bond-renewal election date.

Performance Standards

1) Vision district leadership
2) Ethics and professional norms
3) Inclusive district culture
4) Culturally responsive instructional leadership and improvement
5) Communication and community relations
6) Effective organizational management
7) Effective financial management
8) Policy, governance, and advocacy

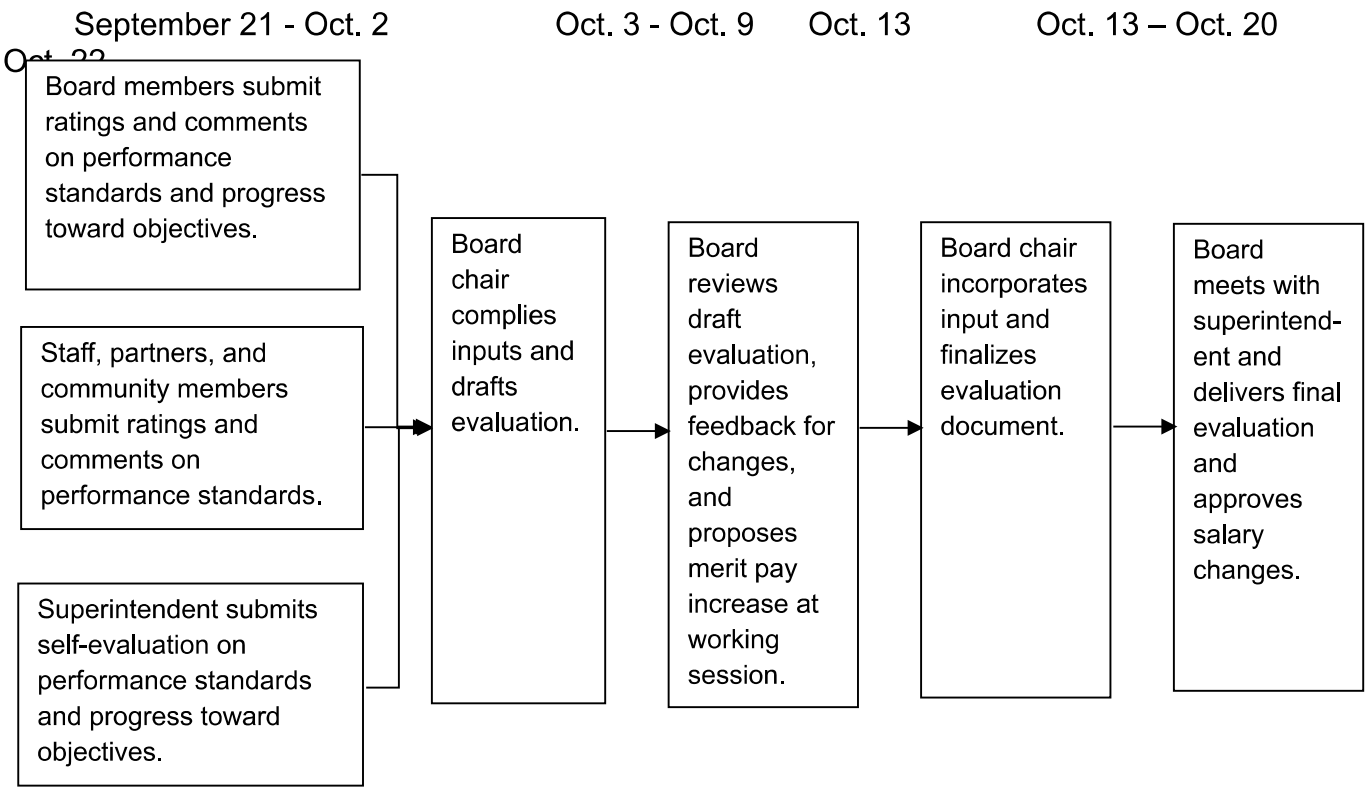
## Feedback Solicitation

Both the members of the school board and the superintendent will provide written comments and a numeric rating against both the progress toward the objectives and performance standards. In addition, a range of 15-20 staff, partners, and community members will be solicited to provide feedback on the performance standards.

Rating Scale

- Accomplished - 4
- Effective – 3
- Developing – 2
- Ineffective – 1
- Unable to assess - Not Applicable

## Process and Timeline


September 21 - Oct. 2
Oct. 3 - Oct. 9
Oct. 13
Oct. 13 – Oct. 20
Oct. 22
Board members submit ratings and comments on performance standards and progress toward objectives.
Staff, partners, and community members submit ratings and comments on performance standards.
Superintendent submits self-evaluation on performance standards and progress toward objectives.
Board chair complies inputs and drafts evaluation.
Board reviews draft evaluation, provides feedback for changes, and proposes merit pay increase at working session.
Board chair incorporates input and finalizes evaluation document.
Board meets with superintend-ent and delivers final evaluation and approves salary changes.

# Coversheet

## Board Self Evaluation

| | |
|---|---|
| **Section:** | III. DISCUSSION ITEMS |
| **Item:** | C. Board Self Evaluation |
| **Purpose:** | Discuss |
| **Submitted by:** | |
| **Related Material:** | Board Self-Evaluation Process.pdf |

# 2026 School Board Self-Evaluation Proposal

## Methodology

The board chair will issue a feedback solicitation form via email to the five board members and the superintendent. The board will evaluate itself on both progress on the district objectives (listed below) and the nine performance standards (listed below) and as outlined in the Oregon School Board Association's Board Self-Evaluation booklet. Each evaluator will be requested to give a numeric ranking and provide comment for each objective and standard.

District Objectives

1) Create a broader career planning program at the middle and high schools to expose students to the full range of options (job, college, trade training, etc.) and help them transition to one at graduation.
2) Continue and enhance programs that encourage regular school attendance across all grades.
3) Connect every student with an adult in the district to check in with them at least once per week.
4) Develop a program where teachers at all levels identify students at risk of not graduating and provide support across all future grades for those students.
5) Initiate the long-term facility planning process that outlines capital improvement priorities six months before the bond-renewal election date.

Performance Standards

1) Leadership: mission, vision, and goals
2) Policy and governance
3) Community relations
4) Cultural responsiveness and educational equity
5) Accounting and performance monitoring
6) Board operations: meetings
7) Board operations: board member communications
8) Board operations: board-staff relations
9) Board operations: board-superintendent relations

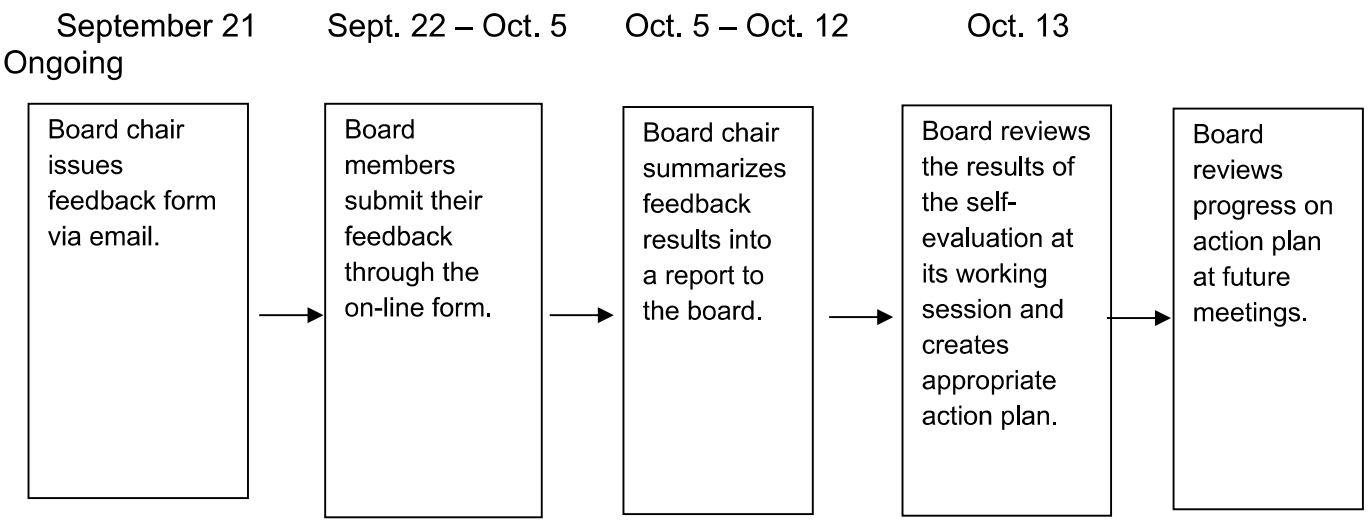
Rating Scale

- **0 UNACCEPTABLE** - No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.
- **1 NEEDS IMPROVEMENT** - Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.
- **2 GOOD** - At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.
- **3 EXCELLENT** - Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.
- **4 OUTSTANDING** - All of the indicators for this standard have been completed. This is an area of model performance for the board.
- **N/A - Not able to evaluate**



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## Process and Timeline



# Coversheet

## Field Trip Policy and Proposed Costa Rica Trip

**Section:** III. DISCUSSION ITEMS
**Item:** D. Field Trip Policy and Proposed Costa Rica Trip
**Purpose:** Discuss
**Submitted by:**
**Related Material:** 26_09_18 Policy Compare Travel.pdf

Philomath School District
Policy Comparison

| **IGDK**<br>Non-School Sponsored Study and Athletic Tours/ Trips/ Competitions | **IICA**<br>Field Trips and Special Events |
|---|---|
| The district does not sponsor, endorse or financially contribute to the variety of outside-sponsored study and athletic tours/trips/competitions available to students. | The district recognizes the value of special activities to the total school program. Further, students need to be allowed to participate in and profit from carefully planned learning experiences which fall outside the normal school program/day. |
| The district does not recruit for, or have input into, the selection of programs, many of which are not open to all students. Such tours, trips and competitions are under the sole guidance and control of the sponsoring organizations/groups. | Field trips and other curricular/co-curricular activities involving travel may be authorized by the superintendent or designee when such trips or activities contribute to the achievement of desirable educational/social/cultural goals. |
| Students who raise funds for their personal participation in such activities may not raise moneys for such travel as a representative of the school. The district or individual school name may not be used unless the communication clearly identifies the sponsor as a group other than the school. Students may not use school supplies, materials or facilities in conjunction with such trips or their related fund raising. | In planning and authorizing such trips, primary consideration will be given to educational values derived, the safety and welfare of students involved, community standards of conduct and behavior on the part of all participants and the selection of appropriate adult supervision, either from within the school staff or from the parent and community volunteer pool. |
| Staff members are prohibited from using their contact with students to advertise or recruit for summer or other holiday travel which involves their supervision of students. Staff will not advise parents regarding selection of such trips or tours for their children. The school office may contain pamphlets which will assist parents who have questions about selection of such a tour. | Written parental permission must be obtained for field trips and special events. The signed form showing parental approval and acknowledgment of student conduct guidelines will be maintained on file for a period of one year. |

| | |
|---|---|
| Parents are advised to consider carefully the activities that are available to their children. Parents have an obligation to ensure that patrons of the district do not assume such activities are school sponsored or funded. | All overnight trips must be approved by the superintendent. All out-of-state travel must have prior Board approval. Such approval is predicated on an acceptable plan for travel arrangements, parental involvement, orientation of students and supervisors and support of the appropriate administrator(s). |
| | |
| **So What?** | **So What?** |
| No Required Administrator Involvement | Requires Administrator Involvement |
| No District Liability | District Liability |
| Sponsor Group Other Than School | School-Sponsored (or co-sponsored) |
| Fundraising Not Allowed at School | Fundraising Allowed at School |
| No District Financial Commitment | Possible to Request District Financial Commitment |

# Coversheet

## Second Reading Policies

| | |
|---|---|
| **Section:** | IV. Action Items |
| **Item:** | A. Second Reading Policies |
| **Purpose:** | Vote |
| **Submitted by:** | |
| **Related Material:** | CBG - Evaluation of the Superintendent.pdf<br>EBB - Integrated Pest Management.pdf<br>GBA - Equal Employment Opportunity.pdf<br>GBA-AR - Veteran and State Servicemember Preference.pdf<br>IKH - Credit for Proficiency.pdf<br>IKH-AR - Credit for Proficiency.pdf<br>KNA - Immigration Enforcement on District Property.pdf<br>KNA-AR1.pdf<br>KNA-AR2.pdf |

# Philomath School District 17J

Code: CBG
Adopted: 4/20/06
Revised/Readopted: 10/18/18; 5/16/24
Orig. Code: CBG

## 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 superintendent's job description, any applicable standards of performance, Board policy and progress in attaining any goals for the year established by the superintendent and/or the Board.

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

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

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

END OF POLICY

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**Legal Reference(s):**

ORS 192.660
ORS 332.107
ORS 332.505
OAR 199-040-0027
OAR 199-040-0030
OAR 581-022-2405

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

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

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

**Cross Reference(s):**

BDC - Executive Sessions
CB - Superintendent
CBA - Qualifications and Duties of the Superintendent

# Philomath School District 17J

Code: EBB
Adopted: 9/17/12
Revised/Readopted: 11/15/18
Orig. Code: EBB

## Integrated Pest Management

To ensure the health and safety concerns of student, staff and community members, the Board shall adopt an integrated pest management plan (IPM){~~)~~[1]} which emphasizes the least possible risk to students, staff and community members and shall adopt a list[2] of low-impact pesticides for use with the IPM plan. The IPM plan and list shall be available to the public through the district's website[3].

The IPM plan is a proactive strategy that:

1. Focuses on the long-term prevention or suppression of pest problems through economically sound measures that:

   a. Protect the health and safety of students and staff;
   b. Protect the integrity of district buildings and grounds;
   c. Maintain a productive learning environment; and
   d. Protect local ecosystem health.

2. Focuses on the prevention of pest problems by working to reduce or eliminate conditions of property construction, operation and maintenance that promote or allow for the establishment, feeding, breeding and proliferation of pest populations or other conditions that are conducive to pests or that create harborage for pests;

3. Incorporates the use of sanitation, structural remediation or habitat manipulation or of mechanical, biological and chemical pest control measures that present a reduced risk or have a low-impact and, for the purpose of mitigating a declared pest emergency, the application of pesticides that are not low-impact pesticides;

4. Includes regular monitoring and inspections to detect pests, pest damage and unsanctioned pesticide usage;

5. Evaluates the need for pest control by identifying acceptable pest population density levels;

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[1] {See ~~Model~~ Integrated Pest Management Program~~Plan~~ for Oregon Schools at . The program includes access to Resources & Forms including Model plans~~http://www.ipmnet.org/tim/IPM_in_Schools/IMP_Materials.htmlhttp://www.ipmnet.org/tim/IPM_in_Schools/IPM_Materials.html (See Model Plan~~ for large school districts and small school districts.}~~Large School Districts or Model Plan for Small School Districts)~~

[2] See ORS 634.705(5).

[3] Inclusion of the list and IPM in the district's Healthy and Safe Schools Plan satisfies this requirement as long as it is posted on the district's website.

6. Monitors and evaluates the effectiveness of pest control measures;

7. Excludes the application of pesticides on a routine schedule for purely preventive purposes, other than applications of pesticides designed to attract or be consumed by pests;

8. Excludes the application of pesticides for purely aesthetic purposes;

9. Includes school staff education about sanitation, monitoring, inspection and pest control measures;

10. Gives preference to the use of nonchemical pest control measures;

11. Allows the use of low-impact pesticides if nonchemical pest control measures are ineffective; and

12. Allows the application of a pesticide that is not a low-impact pesticide only to mitigate a declared pest emergency or if the application is by, or at the direction or order of, a public health official.

The ~~[lead maintenance worker]~~ facilities director is designated~~district shall designate the Lead Maintenance worker~~ as the Integrated Pest Management Plan Coordinator and has~~give them~~ the authority for overall implementation and evaluation of the IPM plan.

**Integrated Pest Management Plan Coordinator**

The IPM Plan Coordinator shall:

1. Attend not less than six hours of IPM training each year. The training shall include at least a general review of integrated pest management principles and the requirements of IPM as required by Oregon statute;

2. Ensure appropriate prior notices are given and posted warnings have been placed when pesticide applications are scheduled;

3. Oversee pest prevention efforts;

4. Ensure~~Ensuring~~ identification and evaluation of pest situation;

5. Determine the means of appropriately managing pest damage that will cause the least possible hazard to people, property and the environment;

6. Ensure the proper use and application of pesticide applications when non-pesticide controls have been unsuccessful;

7. Evaluate pest management results;~~ and~~

8. Keep for at least four years following the application date, records of applied pesticides that include:

    a. A copy of the label;
    b. A copy of the ~~Data~~ Safety Data Sheet (SDS);~~;~~
    c. The brand name and U.S. Environmental Protection Agency (USEPA) registration number of the product;
    d. The pest condition that prompted the application;
    e. The approximate amount and concentration of pesticide applied;

f. The location and description of the area where the pesticide was applied;
g. The type of application and whether the application was effective;
h. The name(s) of the person(s) applying the pesticide;
i. The pesticide applicator's license numbers and pesticide trainee or certificate numbers of the person applying the pesticide;
j. The dates and times for the placement and removal of warning signs; and
k. Copies of all required notices given, including the dates the IPM Coordinator(s) gave the notices.

9. Respond to inquiries about the IPM plan and refer complainants to Board policy KL - Public Complaints; and

10. Conduct outreach to district staff about the district's IPM plan.

At least once every five years, the Board shall review the IPM plan, make any necessary updates and readopt the IPM plan.[4] The final IPM plan shall include the day, month and year the Board adopted or readopted the plan.

END OF POLICY

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**Legal Reference(s):**

ORS 634.116
ORS 634.700 - 634.750

**Cross Reference(s):**

EB - Safety Program
GBE - Staff Health and Safety

[4] For IPMs adopted prior to January 1, 2026, the Board shall review, update and readopt the IPM no later than January 1, 2027, or five years from the date of the most recent approval of the plan, whichever is later.

# Philomath School District 17J

Code: GBA
Adopted: 11/15/10
Revised/Readopted: 8/19/19; 12/16/21
Orig. Code: GBA

## Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the district regardless of race[1], color, religion, sex, sexual orientation, gender identity, national origin, marital status, pregnancy, childbirth or a related medical condition[2], age, veterans' status[3], service in a uniformed service, familial status, genetic information, an individual's juvenile record that has been expunged, and disability[4] if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The district administers preference in hiring or promotion decisions in accordance with Oregon law for applicants claiming preference as a veteran, disabled veteran, state servicemember or former state servicemember.

The superintendent will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act and the Americans with Disabilities Act Amendments Act (ADA), and Section 504 of the Rehabilitation Act. The superintendent will also designate a Title IX coordinator to comply with the requirements of Title IX of the Education Amendments. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number of the Title IX coordinator will be communicated~~provided~~ to all students, parents of students and employees through handbooks and will be published on the district website.

The superintendent will develop other specific recruitment, interview~~recruiting, interviewing~~ and evaluation procedures ~~as are~~ necessary to implement this policy. These procedures will seek to provide an equal employment opportunity and eliminate the effects of past and present discrimination, intended or unintended, on the basis of all of the identities listed in the first paragraph. ~~[, intended or unintended, on the basis of race, religion, national origin, age, sex, marital status or physical or mental disabilities].~~

END OF POLICY

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**Legal Reference(s):**

ORS 174.100
ORS 243.305
ORS 326.051
ORS 332.505
ORS 408.225 – 408.237
ORS 652.210 - 652.220

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[1] Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001. ~~(as amended by House Bill 2935 (2021)).~~

[2] [Certain protections~~This unlawful employment practice~~ related to pregnancy, childbirth or a related medical condition apply~~as described in House Bill 2341 (2019) (added to ORS 659A) applies~~ to employers who employ six or more persons (ORS 659A.106 and ORS 659A.148).] {Remove this footnote if district has six or more employees.}~~.~~

~~[3] The district grants a preference in hiring and promotion to veterans and disabled veterans. A veteran is eligible to use the preference any time when applying for a position at any time after discharge or release from service in the Armed Forces of the United States.~~

[4] [Certain protections~~This unlawful employment practice~~ related to disability apply only~~as described in ORS 659A.112 applies~~ to employers who employ six or more persons (ORS 659A.106).] {Remove this footnote if district has six or more employees.}~~).~~

ORS 659.850
ORS 659A.003
ORS 659A.006
ORS 659A.009
ORS 659A.029
ORS 659A.030
ORS 659A.082
ORS 659A.109
ORS 659A.112
ORS 659A.147
ORS 659A.820

OAR 581-021-0045
OAR 581-022-2405
OAR 839-006-0435 - 0480

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2024).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e, et. seq. (2024).
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2024); 29 C.F.R Part 1626 (2025).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2024).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2024).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 794 (2024); 34 C.F.R. Part 104 (2025).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2024); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12213 (2024); 29 C.F.R. Part 1630 (2025); 28 C.F.R. Part 35 (2025).
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2024).
Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2024).
Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. §§ 4301-4303, 4311 (2024).

**Cross Reference(s):**

AC - Nondiscrimination
ACA - Americans with Disabilities Act

# Philomath School District 17J

Code: GBA-AR
Revised/Reviewed: 8/19/19

## Veteran and State Servicemember Preference

Oregon law~~Oregon's Veterans' Preference Law~~ requires the district to grant a preference to qualified and eligible veterans, ~~and~~ disabled veterans, state servicemembers and former state servicemembers at each stage during~~in~~ the hiring or~~and~~ promotion process who claim a preference.~~.~~ To be **qualified** for ~~veterans'~~ preference, an applicant~~a veteran or disabled veteran~~ must meet the minimum qualifications and any other special qualifications required for the position sought. To be **eligible** for ~~veterans'~~ preference[1] an applicant ~~a veteran or disabled veteran~~ must provide certification they are a veteran, ~~or~~ disabled veteran, state servicemember or former state servicemember as defined by Oregon law[2].

The district is not obligated to hire or promote a qualified and eligible veteran, ~~or~~ disabled veteran, state servicemember or former state servicemember. The district is obligated to interview all minimally qualified veterans or disabled veterans, and is also obligated to hire or promote a qualified or eligible veteran, ~~or~~ disabled veteran, state servicemember or former state servicemember if the individual~~he or she~~ is equal to or better than the top candidate after the ~~veterans'~~ preference has been applied.

~~A veteran may submit a written request to the district for an explanation of the reasons why they were not selected for the position.[3] The district shall provide the reasons for not selecting the candidate when requested.~~

### Recruitment Procedures

All job postings or announcements will include a concise list of minimum qualifications and any special qualifications required for the position. Job postings will include a statement that the district's policy is to provide a~~veterans and disabled veterans with~~ preference as required by Oregon law and the job posting

[1] See Oregon Revised Statute (ORS) 408.235.

[2] See Oregon Revised Statute (ORS) 408.225 for definitions~~: definition~~ of veteran, disabled veteran, state servicemember and former state servicemember.

~~[3] Oregon Revised Statute (ORS) 408.230(5)~~

will require applicants to provide certification[4] of eligibility for preference, in addition to other requested materials.[5]

**Selection Procedures**{[6]}

Step 1: Before the review of any applications the ~~[human resources director]~~ hiring manager will establish an evaluation scoring guide based on the minimum qualifications and any special qualifications listed in the job posting.

Step 2: The superintendent or designee will review the application materials using the ~~above~~ evaluation scoring guide to determine which applicants meet the minimum and any special qualifications listed in the job posting. In assessing the applicant materials of a veteran or disabled veteran the superintendent or designee shall evaluate whether the skill experience obtained in service~~the military~~ are transferable skills to the posted position. ~~In this step the district **does not** apply a veterans' preference.~~ Any applicants that do not meet the minimum and any special qualifications shall be removed from the applicant pool.

Step 3: Based on Step 2, the superintendent of designee determines who will be interviewed. All qualified and eligible veterans or disabled veterans shall be given an opportunity to interview.

Step 4: Interview questions and scoring sheets will be developed and each scoring sheet must be completed after each interview by the interviewers.

Step 5: Following completion of the interviews, the superintendent or designee shall complete the selection matrix and score the applicants based on the scoring sheets completed during interviews. Preference shall~~Veterans' preference must~~ be applied by adding 5 percentage points~~percent~~ to an eligible veteran, state servicemember or former state servicemember and 10 percentage points~~percent~~ to an eligible disabled veteran.[7]

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[4] An applicant claiming veteran's or disabled veteran's preference will submit a copy of their Certificate of Release or Discharge from Active Duty (DD Form 214 or 215) or a certification that the veteran is expected to be discharged or released from active duty under honorable conditions not later than 120 days after the submission of the certification. A disabled veteran may also submit a copy of their letter from the U.S. Department of Veterans Affairs, unless the information is included in the DD Form 214/215 or a certification that the veteran is expected to be medically separated from active duty under honorable conditions not later than 120 days after the submission of the certification. (OAR 839-006-0465) An applicant claiming to be a former state servicemember must meet the definition of "former state servicemember." An applicant is treated as a former state servicemember if they meet the definition, except for the requirement that the applicant was discharged or released under honorable conditions and submits certification that the individual is expected to be discharged or released from Oregon National Guard under honorable conditions no later than 120 days after the submission of the certification. (ORS 408.235)

~~[5] **Verification of Veteran's Preference**~~

~~A veteran will submit: (a) a copy of their Certificate of Release or Discharge from Active Duty (DD Form 214 or 215); or (b) proof of receiving a nonservice-connected pension from the U.S. Department of Veterans Affairs. A disabled veteran will submit a copy of their letter from the Department of Veterans Affairs verifying disabled veteran status.~~

[6] {~~OSBA recommends use of a scored system.~~ If the district chooses not to use a scored system the law requires that the district give special consideration in the district's hiring decision to veterans, ~~and~~ disabled veterans, state servicemembers and former state servicemembers and the district will need to be able to demonstrate the method used for providing special consideration.~~"~~ ORS 408.230(2)(c).}~~).~~

~~[7] If a 100 point scoring matrix is not used, the district must use a multiplier equivalent to 5 percent for a veteran and 10 percent for a disabled veteran, or the equivalent.~~

Step 6: The district will appoint an otherwise qualified ~~superintendent of designee makes the offer to the~~ applicant claiming preference to the position if the applicant's results of their application examination, when combined with the preference, are equal to or better than the results for the top candidate.

~~highest final score.~~ The district may base a decision~~is~~ not to appoint the applicant claiming preference solely on the applicant's merits~~obligated to hire or promote a qualified and eligible veteran~~ or qualifications with respect to the position~~disabled veteran~~.

In the event the district chooses not to appoint an applicant covered by this administrative regulation, the district shall provide the reasons it chose not to appoint the applicant for the position upon a written request from the applicant.

**Filing a Complaint**

A veteran, ~~or~~ disabled veteran, state servicemember or former state servicemember is encouraged to contact the superintendent's office if there are~~they have~~ any concerns or questions concerning the application of or the process used for ~~veterans'~~ preference.
An applicant
~~A veteran or disabled veteran~~ claiming to be aggrieved by a violation of Board policy GBA - Equal Employment Opportunity or this administrative regulation, may file a written complaint with the Civil Rights Division of the Bureau of Labor and Industries (BOLI) in accordance with Oregon Revised Statute (ORS) 659A.820.

# Philomath School District 17J

Code: IKH
Adopted:

## Credit for Proficiency

The district shall grant required and elective credit toward a diploma or a modified diploma, provided the method for accruing such credit is described in the student's personal education plan and the student earns the credit by one or more of the options below.

A district may grant credit to a student if the student demonstrates defined levels of proficiency or mastery of recognized standards, i.e., knowledge and skills (e.g., state academic content standards and essential skills, industry-based or other national or international standards) by one or more of the following options:

1. Successfully completing classroom or equivalent work (e.g., supervised independent study, career-related learning experiences, project-based learning) that meets Common Curriculum Goals and academic content standards required by Oregon Administrative Rule (OAR) 581-022-1210;
2. Successfully completing classroom or equivalent work, in class or out of class, where hours of instruction may vary;
3. Successfully passing an appropriate exam;
4. Providing a collection of work or other assessment evidence; or
5. Providing documentation of prior learning activities or experiences (e.g., certification of training, letters, diplomas, awards).

The Board directs the superintendent to develop an administrative regulation that establishes criteria for granting proficiency credit.

END OF POLICY

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**Legal Reference(s):**

ORS 329.885
ORS 332.107
ORS 336.615 to -336.665
OAR 581-022-0102
OAR 581-022-1130
OAR 581-022-1131
OAR 581-022-1140
OAR 581-022-1350
OAR 581-023-0008

## Philomath School District 17J

Code: IKH - AR
Adopted:

### Credit for Proficiency

**Proficiency-Based Credit**

Credit awarded by the Philomath School District may be based upon evidence of proficiency in mastering recognized standards associated with each credit. The district shall have the latitude to determine which courses may be offered in a proficiency-based mode. Proficiency is defined as sufficient evidence of student-demonstrated knowledge and skills that meet or exceed defined levels of performance. Students will have the opportunity to earn credit through:

1. Classroom based courses through the demonstration of proficiency.
2. Community based learning through the demonstration of proficiency.
3. Credit through the demonstration of proficiency for home schooled students entering high school after the first semester of the 9th grade year.

The intent of offering credit for proficiency is to:
1. Base the award of course credit on proficiency.
2. Provide more options for students.
3. Encourage student engagement in learning beyond the classroom in real-world contexts.
4. Personalize and bring increased relevance to a student's high school education.

**General Guidelines:**

**Credit for In School Courses by Evidence of Proficiency**
1. Teachers may award credit and grades for approved district courses based on evidence that the students enrolled in that course have met the state and district standards identified for that course. If no Oregon state standards for the course exist, standards may be determined and approved by the school principal (in consultation with a teacher knowledgeable in the content area) using another industry-based, national, or state recognized set of standards.
2. If a course is offered in a credit for proficiency model, teacher prepared assessments will correspond with the standards identified by the principal and the teacher and will assess student mastery of each standard.
3. Students taking courses offered in a proficiency based model must master all selected standards for the course to receive credit. Students who have not mastered all standards by the end of the term will receive an incomplete with the expectation of continuing to work toward mastery of each standard. If the student demonstrates mastery of all standards

within the following semester, the teacher will replace the incomplete with a grade and the student will receive credit.

**Credit for Community-Based Learning by Proficiency: Classes or Experiences**

1. Students may earn credit for courses outside a regular school program if the district currently offers the same course in a proficiency based model. The student must demonstrate mastery of the standards for that course through assessments used in the district course. The student will be assigned a letter grade which will be transcripted along with the course credit. As proscribed by No Child Left Behind, a highly qualified teacher must evaluate the assessments if the credit is in a content area covered by highly qualified rules.
2. Students may earn credit for courses or community experiences not offered in the district if the following criteria are met:
    a. Student must discuss the planned proposal with an administrator and receive permission to proceed.
    b. Student must find a teacher willing to oversee the student's proposed course activities and to mentor the student as needed. If the course is in a content area covered by highly qualified rules, the teacher mentor must be highly qualified in that content area.
    c. Student shows evidence of meeting recognized state standards or, if no state standards for a course exist, standards from another industry based, national, or state recognized source as determined and approved by the building principal (in consultation when possible with a teacher knowledgeable in the content area).
    d. Student submits a proficiency-based credit application according to the school's timeline. As part of the application, the student will complete a Planned Course Statement detailing the learning, the proficiency standards, the criteria for assessing the standards, a timeline for completion, and the amount of credit to be awarded.
    e. At least one administrator will review the application. The student will be notified within 30 days if the application and the teacher mentor have been approved or denied. If an application is denied, the specific reason(s) will be communicated to the student with suggestions for revision, if revision will be allowed. Otherwise, the site decision is final.
    f. The student will complete the assessment/evidence of proficiency according to criteria provided by the school and in compliance with the timeline.
    g. The assessments/evidence will be reviewed by the administrator approving the initial application, at least one teacher, and if the teacher is not an expert in the field of study, one expert in the field of study who is approved by the administrator. The student may be required to attend all or part of a review session. The adult evaluation team will determine whether the evidence satisfies the proficiency criteria for the course and assign credit with a grade of Pass (P). The determination

will be recorded on an evaluation form. A copy of this form will be kept on file at the school. Another copy will be given to the student.

h. If the evaluation team grants credit, the mentor teacher will award the credit

**Credit for Home Schooling Through the Demonstration of Proficiency**

After the first semester of what would have been the student's 9th grade year, home schooled students entering high school may demonstrate proficiency for credit through one or more of the following means:

1. Examination or demonstration approved by a highly qualified teacher.
2. Nationally or state recognized examination(s).
3. Portfolio of evidence approved by a highly qualified teacher.
4. Successful completion of a more advanced standards based course requiring mastery of prerequisite knowledge in a lower level course.

The purpose of this policy is to allow for the possibility of a home-schooled student to enter high school and graduate in a timely way.

The evidence demonstrating proficiency must show that the student has met the standards for the course for which the student is receiving credit.

END OF POLICY

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**Application and Planned Course Statement for Credit for Proficiency**

*Applies to Community-Based Learning Experiences Not Offered in the Philomath School District*

Administrative Signature Indicating Pre-Approval of Proposal: _____ Date: _____

Student Name: _____ Grade: _____ School: PA PHS Term: TI T2 T3 SI 52 (Circle)

Address: _____ Student E-Mail: _____

Phone Number: _____ Timeline for Course Completion: _____ MM/VY

Proposed Amount of Credit to Be Awarded: _____ Teacher Mentor Signature: _____

The student will demonstrate proficiency on the following standards:

| Standard | Evidence of Meeting Standard | Criteria for Evaluating Proficiency |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

Source of Standards: Philomath School District Oregon Department of Education

If no State or District Standards exist, provide the source of State or National Standards including a way for the district to verify these standards.

Student Signature: _____ Parent Signature: _____ Date: _____

**For School Use Only:**

Application Status: Approved Denied If denied, reason is _____

Student May Revise: Yes No Revision Suggestions: _____

Administrator Signature: _____ Date: _____

**Evaluation of Credit for Proficiency for Community-Based Learning Experience Not Offered in the Philomath School District**

Student Name: _____ Grade: _____ School: PA PHS Term: TI T2 T3 SI S2 (Circle)

| Standard | Evidence of Meeting Standard<br>Please note whether evidence was provided as agreed in the application and planned course statement. | Criteria for Evaluating Proficiency<br>Please note whether the evidence meets the criteria for demonstrating proficiency in the standard. |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

The student has met all standards agreed upon in the application and planned course statement: Yes No

Credit with a grade of 'Pass' will be awarded as agreed in the application and planned course statement: Yes No

Revision to earn credit will be allowed: Yes No **N/A**

Suggested Revision, if applicable:

Deadline for Submission of Revisions: _____(Month/ Day/ Year)

Signatures of Evaluation Committee: Completion of Formal Evaluation Completed on _____
Date

_____ Administrator

_____ Teacher

_____ Expert in Field

# Philomath School District 17J

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 superintendent is the primary point of contact for coordinating interactions with federal immigration authorities occurring in the district, acting as the immigration liaison. The Student Services Director shall serve as an alternative point of contact during the immigration liaison's absence or unavailability, acting as the alternate immigration liaison.

Proposed

[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.

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

The immigration liaison's responsibilities include :

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

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

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

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

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



Proposed

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 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.

Proposed

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[4] that the district collects, unless one of the following exceptions applies:

1. The disclosure is required by state or federal law (other than federal immigration law);

2. The disclosure is required by a judicially authorized warrant, order, or subpoena;

3. The information being shared with a person concerns only that person or their dependents; or

4. The information is aggregated and not personally identifiable.

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

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

Proposed

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

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

1. The training must include information on the requirements of House Bill 4079 (2026), any applicable model policies published by the Attorney General, and this policy; and

2. The training must be provided at the time of designation and at least once every two years thereafter.

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

END OF POLICY

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**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 (2026).
Oregon Attorney General's K-12 School Model Policy
Senate Bill 1538 (2026).
Senate Bill 1594 (2026).
House Bill 4079 (2026).

Proposed

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

## Philomath School District 17J

Code: KNA – AR (1)
Adopted:

### Interactions with Immigration Enforcement

The superintendent or their designee is 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:

        i. Provide federal immigration authorities with records or information about students, staff, or volunteers;
        ii. Confirm whether a student, staff member, or volunteer is present or make the student, staff member, or volunteer available;
        iii. Allow access to non-public areas of the district's facilities or property;
        iv. Sign documents presented by federal immigration authorities; or
        v. 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:
    i. The name, badge number, and agency of the law enforcement officer making the request;
    ii. The number of officers present;
    iii. Time, date, and location of the request;
    iv. The nature of the request;
    v. The source of authority for the request, including whether the request is administratively or judicially authorized;
    vi. Whether the request requires an immediate response;
    vii. The identification of witnesses present; and
    viii. 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:

i. 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);
ii. 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
iii. 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 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.

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

b. If the superintendent or designee determines that a response is not authorized by a judicial subpoena issued as part of a court proceeding or by another compulsory court-issued legal process, such as a warrant, the superintendent or designee shall direct the immigration liaison to decline the request.

   Upon direction of the superintendent or designee, the immigration liaison shall decline the request, refer the federal immigration enforcement authorities to the superintendent or designee, and request that they leave the premises.
   The immigration liaison shall ensure that the information documented pursuant to this administrative regulation is submitted to the Oregon Criminal Justice Commission as provided in ORS 181A.826.

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

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

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

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

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

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

## Philomath School District 17J

Code: KNA – AR (2)
Adopted:

### Federal Immigration Enforcement Request Log

**School Site:**

- ☐ Blodgett Elementary School
- ☐ Clemens Primary School
- ☐ King Valley Charter School
- ☐ Philomath Academy
- ☐ Philomath Elementary School
- ☐ Philomath High School
- ☐ Philomath Middle School

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 Request:
   - ☐ Request to Enter School Property
   - ☐ Request to Interview a Student
   - ☐ Request to Locate a Student
   - ☐ Request to Detain or Take Custody of an Individual
   - ☐ Request to Access School Facilities or Buildings
   - ☐ Request to Interview Staff Member
   - ☐ Request to Obtain Student Records
   - ☐ Other (Describe) _____

5) Source of Authority for Request:
   Authority Cited by Officer(s):

   - ☐ Administrative Warrant
   - ☐ Judicial Warrant
   - ☐ Court Order
   - ☐ Subpoena
   - ☐ Other Authority (Describe)

Document Presented: ☐ Yes ☐ No

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

Copy Obtained: ☐ Yes ☐ No

6. Does 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 immigrant enforcement.

Review Conducted By:
☐ Superintendent ☐ Designee

Name: _____

Title: _____

Response Authorized:
☐ Yes ☐ No ☐ Additional Legal Review Required ☐Pending Further Information

**Witnesses Present:**

| Name | Role or Title | Contact Info |
|---|---|---|
| Name | Role or Title | Contact Info |
| Name | Role or Title | Contact Info |

**How Encounter Concluded:**
☐ Access to School Property Granted
☐ Access Denied Pending Legal Review
☐ Referred to Superintendent or Designee
☐ Referred to School Administrator
☐ Officer Left Without Further Action
☐ Other (Describe)



Powered by BoardOnTrack

**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.

**Form Completed By:**

Name (Print): _____

Title: _____

Signature: _____

Date/ Time Completed: _____

# Coversheet

## Surplus Property

**Section:** IV. Action Items
**Item:** B. Surplus Property
**Purpose:** Vote
**Submitted by:**
**Related Material:** Surplus Equipment.pdf

## Benton County School District 17J

**Disposal Form** **Fiscal Year: 2026-2027**

### REQUEST FOR AUTHORIZATION TO DISPOSE OF EQUIPMENT

SCHOOL District DEPARTMENT Forestry HS

CHECK ONE: TRADE-IN _____ SALE _____ LOSS _____ TRANSFER _____ OTHER _____

FROM: _____ TO: _____

| Tag No. | Description (Include Model Number) | Serial No. | Date Acquired | Recorded Cost/Value | Sale/Trade-in Amount |
|---|---|---|---|---|---|
| NT10414 | '99 Ford pickup F350 | Plate E251610 | 2009* | *$5,503.50 | $4500 |
| | Serial 1FTSW31L5XED89099 | | | | |
| | | | | | |
| | | | | | |
| | *purchased from Miller Timber | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

REASON FOR DISPOSITION: Repairs needed to truck to allow student transport per inspection - cost more than value of truck

SIGNATURE _____ DATE 08-04-2026 _____
Superintendent Board Approval Date

Notes:

Deleted from GFA listing by: _____ DATE _____

Printed: 08/05/2026 4:13:22 PM CST Report: rptFADisposalForm DR:2026.2.0711 Page: 1