

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

2024-2025 Board of Directors

Board Chair: Shannon Swedenborg

Board Vice-Chair: Katherine Davidson

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

Superintendent: Susan Penrod

Regular Meeting

Tuesday, August 19, 2025 at 6:00 PM

Location: Secondary School Library AND Virtual

2600 Spruce Drive, Suite 200

Seaside, OR 97138

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

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

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

1. **CALL TO ORDER**

Speaker(s): Board Chair

1.1. Acknowledgement of Board Members Present

Speaker(s): Board Chair

1.2. Pledge of Allegiance

Speaker(s): Board Chair

2. **AGENDA REVIEW**

REQUESTED ADDITIONS/REVISIONS TO THE AGENDA:

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

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

Speaker(s): Board Chair

3. **REPORTS**

3.1. STUDENT BUSINESS

Speaker(s): Ella Crater

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

3.2. TRANSPORTATION REPORT

Speaker(s): Chris Peters

Attachments:

Transportation Update - School Board - August 2025

7

Attachments}}

3.3. SUMMER SCHOOL REPORT

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

Attachments:

Summer School Board Presentation (1)

14

Attachments}}

3.4. SUPERINTENDENT’S REPORT

Speaker(s): Susan Penrod

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

3.5. BUSINESS & FISCAL SERVICES REPORT

Speaker(s): Toni Vandershule

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

3.5.1. Revenue & Expenditure by Function

Attachments:

July 2025 REVISED Board Report By Function 1 (1)

17

Attachments}}

3.5.2. Revenue & Expenditure by Object

3.6. ADMINISTRATIVE REPORTS

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

3.7. CANNON BEACH ACADEMY REPORT

Speaker(s): MaryEllen Kiffe

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

Attachments:

Director’s Report 8_25

18

Attachments}}

3.8. UNION REPORTS

Speaker(s): Union Representatives

2

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

4. **PUBLIC COMMENT**

Speaker(s): Board Chair

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

5. **CONSENT AGENDA - Action**

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

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

Attachments:

Seaside SD 07-15-2025 SB Meeting Minutes 20
Attachments}}

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

Attachments:

Seaside SD 07-15-2025 SB Work Session Minutes 26
Attachments}}

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

Attachments:

Sherry Becker - Recommendation for Hire Form 29
Attachments}}

5.4. Resignation/Dorota Haber-Lehigh/ELD Teacher

Attachments:

Haber-Lehigh, Dorota - Resignation 30
Attachments}}

5.5. Approve HS & MS Athletics Employment:

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

Attachments:

HS Athletics 8-4-2025 31
Attachments}}

5.6. Extended Duty Recommendations:

- HS - Fall Play - Head: Susan Baertlein
- HS - Fall Play - Assistant: Ann Susee
- HS - Winter Play - Head: Susan Baertlein/Ann Susee (50/50 split)

- HS - Musical - Head: Ann Susee
- HS - Musical - Assistant: Susan Baertlein
- HS - Activity Director (ASB): Hailee Wawro
- Athletic Director: Chad Clouse
- HS - FBLA: Mike Verhulst
- HS - Robotics: Andrew Gooch
- Music - Coral (Vocal): Jacob Brien
- Music - Instrumental: Josiah Glaser
- HS - Culinary Arts/Pro-Start: Chelsea Archibald
- HS - Yearbook/Seabreeze: Kriste York
- HS - Pacifica Project Coordinator: Kriste York/Matt Klosterman (50/50 split)
- MS - Activity Coordinator: Shelby Gagnon
- MS - Yearbook - Advisor: Shelby Gagnon
- MS - Team Leader (6th): Erin Thompson
- MS - Team Leader (7th): Angie Bice
- MS - Team Leader (8th): Karma Herd
- MS - Team Leader (Electives): Josiah Glaser
- MS - Team Leader (SPED): Candace Carver

Attachments:

25-26 MS-HS Extra Duty Attachments}} 32

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

Attachments:

DRAFT Translator-Interpreter Attachments}} 33

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

Attachments:

DRAFT Director of Curriculum and Instruction Attachments}} 37

5.9. High School Coaching Recommendations

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

6. **ACTION ITEMS**

6.1. 2025-2026 School Board Goals and Advisory Committees

Speaker(s): Shannon Swedenborg

Attachments:

Advisory Committees and Board Goals 2025-2026 Attachments}} 40

6.2. 2025-2026 Superintendent Goals

Speaker(s): Shannon Swedenborg

Attachments:

Proposed Superintendent Goals_ 2025-2026
Attachments}}

41

6.3. OSBA Elections

Description: From the OSBA Elections webpage:

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

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

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

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

Attachments:

EX2025LPCNominationForm

43

EX2025OSBABoardNominationForm

44

2025-Open-Board-Positions-With-Incumbents

42

Attachments}}

6.4. District Equity Lens - Recommend to Revise

7. **BOARD REFLECTIONS/ANNOUNCEMENTS**

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

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

8. **INFORMATION ONLY**

8.1. BOARD POLICY/FIRST READING

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

8.1.1. IIA-AR(1) - Instructional Materials

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

Attachments:

IIA R 1 G1 NEW

45

Attachments}}

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

Description: Recommend to delete current version and adopt new.

Attachments:

IIA R 2 G1 NEW

47

Attachments}}

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

Description: Recommend to delete current version and adopt new.

Attachments:

IIA R 3 G1 NEW

51

Attachments}}

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

Description: Recommend to adopt.

Attachments:

IIA R 4 G1 NEW

Attachments}}

55

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

Description: Recommend to adopt.

Attachments:

IIA R 5 G1 NEW

Attachments}}

59

8.2. **Classified/Confidential Employment Actions**

Classified Hires:

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

8.3. Classified Transfers:

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

8.4. Classified Resignations:

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

8.5. Confidential Employment:

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

8.6. 2025 Summary of Enacted Education Legislation (ODE)

Attachments:

Legislative Summary 2025a

Attachments}}

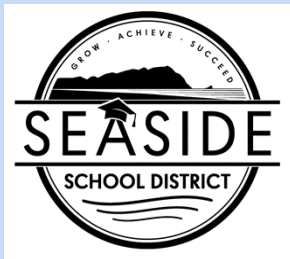
61

9. **ADJOURN**

August 2025

TRANSPORTATION UPDATE

School Bus Drivers Keep Education Moving



A Safe and Pleasant Ride for Everyone 7

Transportation Fun Facts 24-25

Rides To/From School



153,755

Miles Traveled



197,513

Trips Taken



513

Fuel Consumed (gallons)



23,435

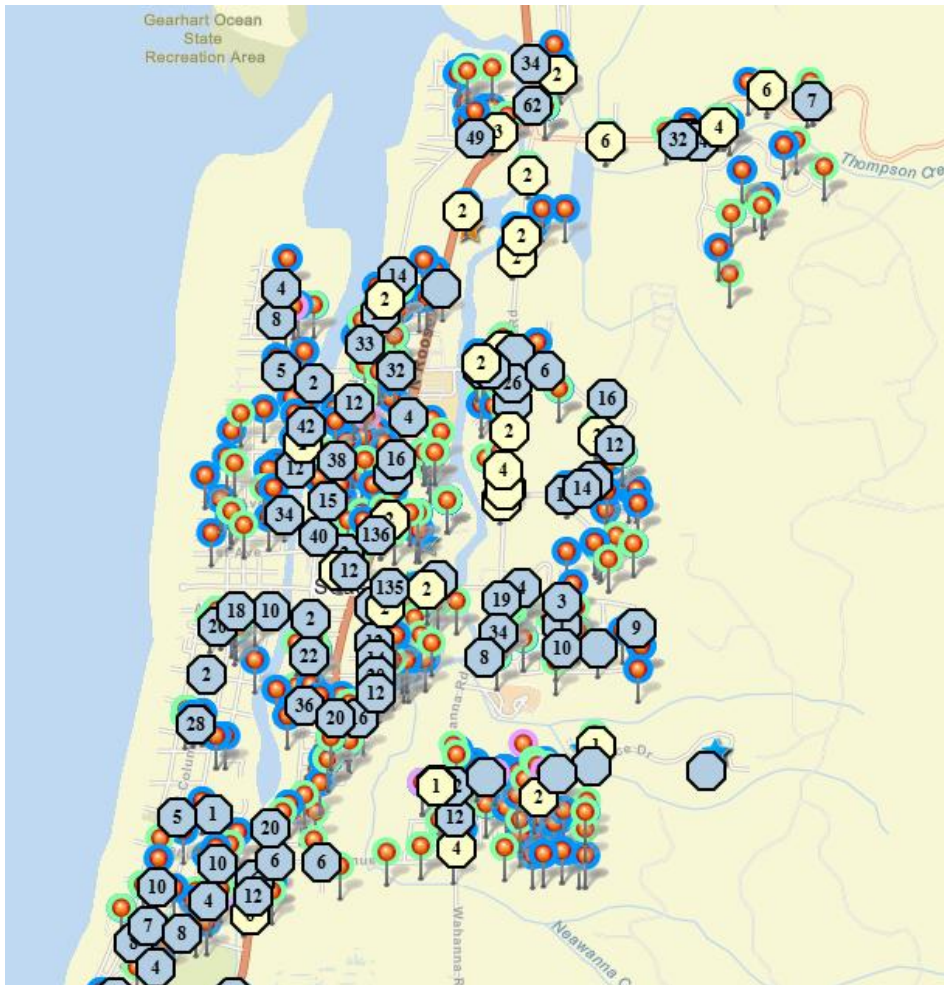
Staffing Summary

- **21 on staff (Full Time, Part Time, Substitute)**
- **24-25 Highlights**
 - 5 experienced drivers retired or left since June 2024
 - Hired/Trained 7 new drivers in 2024-2025 (6 with CDL)
 - Formed training partnerships with Beaverton & Warrenton
 - Added Head Secretary to support our drivers
- **New Services in 25-26**
 - Added a PM route (60% more students ride home)
 - Added a Van driver - NWRESD EI and Head Start
 - Staffed a full time Trip Driver

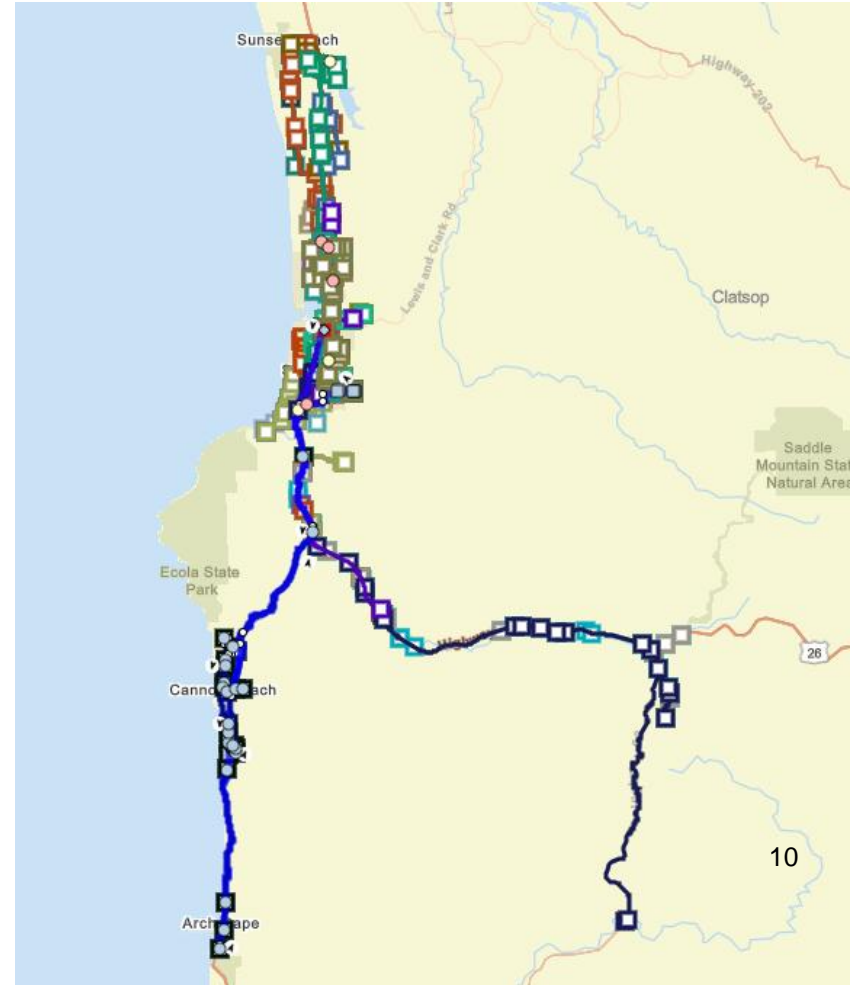
Routing Software Upgrade

Walk & Cross Restrictions * Group Stops & House Stops * OFFROAD vs ONROAD Pickup

Bus Stops – Seaside



Bus Routes – Entire District



Never miss the bus again

With My Ride K-12, missing the school bus is a thing of the past.

New Parent App & Web Site

Services Available through My Ride K-12

- Routing Schedule (Pick Up / Drop Off)
- Bus Stop Location
- Where is the bus (actual location)
- Is your student is on board
- Real time alerts if the bus is late
- Share routing with caregivers
- Trans → Parent communications
- Secure authentication (your student only)

<https://myridek12.tylerapp.com/>

The image shows two overlapping screenshots of the My Ride K-12 website and app interface. The left screenshot is the main website landing page, featuring the Seaside School District logo, a yellow school bus, and a welcome message. It includes sections for 'Real-time tracking' and 'Notifications', a 'Start Today' link to the app, and 'Questions or Concerns' contact information. The right screenshot is the app's user guide, titled 'My Ride K-12 Guía para los padres usuarios'. It lists eight steps for accessing the site, including registration, login, and sharing student information. It also shows a 'tyler' login screen and a 'Buscar su estudiante' search interface.

Real-time tracking

Know when your student gets on or off the bus



Notifications

Get notified when the bus is near your stop



<https://www.seaside.k12.or.us/transportation>

Stop Arm “Red Light” Runners 24-25

The most unsafe time transporting students is during loading and unloading



Over 1,041 drivers
failed to stop for our students loading
and unloading from Sept '24 to June '25

**National
School Bus
Illegal Passing
Survey**

May 27, 2025

23
one day

AM	22%
PM	78%
Front to Back	87%
Back to Front	13%
Left Side	100%
Right Side	0%

Vehicle Camera Upgrades - 2025

- Exterior Stop Arm Cameras Added
- Established Camera Standards for New Vehicles
- Wireless video uploading & improved telemetry
- All Route Buses Upgraded
- All Van & Activity Vehicles Upgraded



8 Camera
Full Size School Buses

6 Camera
Small Bus (T20)

2 Camera
Passenger Vans (T10)

PRE
Programming

Summer School

29 Students

This four week program focused primarily on supporting literacy learning. In addition, students got to practice math, science, and enjoy a trip to Haystack Rock. Students were visited by the Public Library as they worked on developing their literacy skills.



Jump Start Kindergarten

25 Students

This two week program supports students as they transition to kindergarten. Students got some basic academic practice while also getting to know the building. They took part in learning stations, outdoor explore time, specials, and carpet time.

Tutoring

8 students

Some students in grades 2-4 got targeted one on one instruction in 14 reading. The focus was on lagging phonics skills to help fill some learning gaps.



Summer School

Assessments were completed at the start and end of the program. 23 students were there for both assessment windows. Of those students, 20 made growth in at least 2 areas. With many making growth in 4 or more areas.



Jump Start Kindergarten

All students were able to write their name by the end of programming. We also saw growth in students letter recognition.

More importantly, we saw the students gain confidence and comfort in their time together!



HIGH SCHOOL SUMMER SCHOOL RESULTS

33 students signed up

36 .5 credits earned (26 .5 credits in 24)

5 more .5 credits by start of school

3 teachers -- Susee, Greene, and Gooch

Summer

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

REVISED 8/19/25

For Period Ending July, 2025 REVISED 8/19/25

General Fund - Revenue & Expenditures by Function Code

	Budget	Actual	Encumbrances	% Remaining	Variance
Revenue:					
Local Revenue	\$ 22,598,580	\$ 16,505	\$ -	99.93%	\$ (22,582,075)
Intermediate Revenue	1,700,000	-	-	100.00%	(1,700,000)
State Revenue	450,000	-	-	100.00%	(450,000)
Federal Revenue	48,000	-	-	0.00%	(48,000)
Transfers	-	9,999	-	0.00%	9,999
Beginning Fund Balance *	8,396,763	-	-	100.00%	(8,396,763)
Total Revenues	\$ 33,193,343	\$ 26,504	\$ -	99.92%	\$ (33,166,839)

Expenditures:					
1000- Instruction	\$ 15,989,324	\$ 8,346	\$ 13,192,035	17.44%	\$ 2,788,943
2000- Support Services	10,292,719	676,307	8,076,456	14.96%	1,539,956
5200- Transfers	811,300	-	-	100.00%	811,300
6100- Operating Contingency	6,100,000	-	-	100.00%	6,100,000
Total Expenditures	\$ 33,193,343	\$ 684,653	\$ 21,268,491	33.86%	\$ 11,240,199

*Pending audit completion

For Period Ending July, 2025 REVISED 8/19/25

Special Revenue Funds - Revenue & Expenditures by Function Code

	Budget	Actual	Encumbrances	% Remaining	Variance
Revenue:					
Local Revenue	\$ 1,268,666	\$ 13,260	\$ -	98.95%	\$ (1,255,406)
State Revenue	3,224,199	-	-	100.00%	(3,224,199)
Federal Revenue	1,785,752	-	-	100.00%	(1,785,752)
Interfund Transfers	195,000	-	-	100.00%	(195,000)
Sale of Fixed Assets	-	-	-	0.00%	-
Beginning Fund Balance *	708,808	-	-	100.00%	(708,808)
Total Revenues	\$ 7,182,425	\$ 13,260	\$ -	99.82%	\$ (7,169,165)

Expenditures:					
1000- Instruction	\$ 4,008,854	\$ 15,549	\$ 2,513,539	36.91%	\$ 1,479,766
2000- Support Services	1,695,255	3,474	912,224	45.98%	779,557
3000- Community Services	1,420,900	20,340	893,211	35.71%	507,349
4000- Facilities Acquisition & Const	-	-	-	0.00%	-
5100- Debt Services	28,710	-	25,245	0.00%	3,465
7000- Reserved for Next Yr	28,706	-	-	0.00%	28,706
Total Expenditures	\$ 7,182,425	\$ 39,363	\$ 4,344,219	38.97%	\$ 2,798,843

*Pending audit completion



Director's Report

MaryEllen Rogozinski

August 2025

Anticipated Fall Enrollment: 36 Students, 18 - K/1/2 & 18 - 3/4/5

Teaching Staff

We have two new teachers joining us for the 2025/2026 school year. Erin Gill will be teaching grades 3/4/5. She recently moved to Cannon Beach from Cornelius. Erin comes with over 12 years of teaching experience. Her most recent position was with a Waldorf school where she taught a group of students starting at third grade and guided them through their eighth grade year.

Jocelyn Milliren will be teaching grades K/1/2. She is a native to the coast and attended Cannon Beach Elementary as a youth. Jocelyn has had many years of experience working with elementary school children, primarily in Kindergarten and Special Education. We are thrilled to have both of these experienced and knowledgeable teachers join our team at Cannon Beach Academy!

Hannah Clark will continue to work with our ELD students as well as teach Spanish this next school year. We are excited to offer Spanish instruction again. Betty Gearen will be teaching garden class and heading up the after school Eco Club again. Ananda Osterhaus will be teaching Art and co-coaching the after school Running Club with me. I will be working with small groups in math, reading, and writing as well as teaching PE along with my administrative duties. We are looking forward to this new school year!

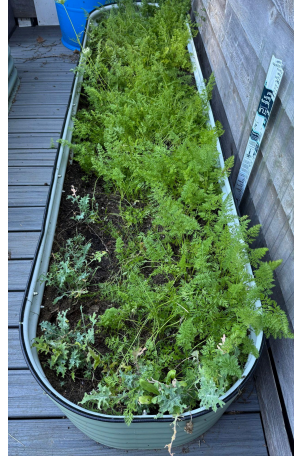
New Roof

The City of Cannon Beach is in the process of replacing our tired, worn out roof. We are excited to get this big project underway and should be finished up when the kids return to school. The best part...the skylights are coming back!



Garden

Our school garden has mostly been put to rest for the summer...however, the wildflower seed balls that the kids made for the Earth Day Fair have bloomed in front of the school. What a welcome sight it's been walking into work! We also have carrots galore! A few families have stopped by to harvest and enjoy the bounty.



Upcoming Events

August 25-28 - Teacher Inservice/Classroom Set-Up

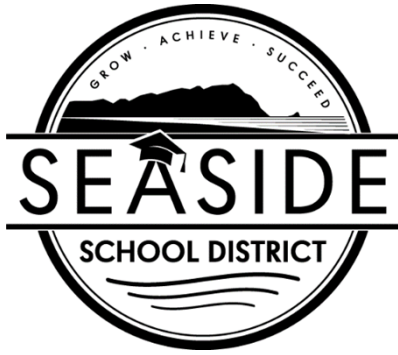
August 25 - Staff Breakfast

August 26 - iReady & Narcan Training

August 27 - Playground Work Party

August 28 - Back to School Open House from 3-4pm

September 2 - First Day of School



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

MINUTES

Regular Meeting
Tuesday, July 15, 2025, 6:00 pm

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

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

1. CALL TO ORDER

Speaker(s): Board Chair

Discussion: The meeting was called to order at 6:01 pm.

1.1. Acknowledgement of Board Members Present

Discussion: Sondra Gomez and Kevin LaCoste were absent.

1.2. Pledge of Allegiance

2. SWEARING IN OF NEW NEW MEMBERS

Speaker(s): Susan Penrod

Discussion: New members Jason Haag and Chuck Mattocks were sworn in, along with re-elected members Brian Taylor and Katherine Davidson.

3. ELECTION OF 2025-2026 BOARD OFFICERS

Speaker(s): Board Chair

3.1. Election of Board Chair

Discussion: Brian Taylor nominated Shannon Swedenborg for Board Chair. Swedenborg nominated Katherine Davidson for Board Chair. There being no additional nominations, nominations were closed. Swedenborg and Davidson both indicated that they are willing to serve as Board Chair.

A roll call vote was taken:

- Chuck Mattocks voted for Shannon Swedenborg.
- Katherine Davidson voted for Shannon Swedenborg.

- Brian Taylor voted for Shannon Swedenborg.
- Shannon Swedenborg voted for Katherine Davidson
- Jason Haag voted for Shannon Swedenborg.

Shannon Swedenborg was named the new Board Chair and moved to the head of the table to continue the meeting.

3.2. Election of Board Vice-Chair

Discussion: Chair Swedenborg called for nominations for a Vice-Chair. Jason Haag nominated Katherine Davidson for Vice-Chair. Shannon Swedenborg nominated Brian Taylor for Vice-Chair. There being no additional nominations, nominations were closed.

A roll call vote was taken:

- Chuck Mattocks voted for Katherine Davidson
- Katherine Davidson voted for herself
- Shannon Swedenborg voted for Katherine Davidson
- Brian Taylor voted for Katherine Davidson
- Jason Haag voted for Katherine Davidson

Katherine Davidson was named the new Vice-Chair.

4. AGENDA REVIEW

Speaker(s): Board Chair

Action(s): I move to approve the agenda with the removal of the fiscal documents. This motion, made by Brian Taylor and seconded by Katherine Davidson, Carried.

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

Voting Summary: Yea: 5, Nay: 0, Absent: 2

Discussion: Superintendent Penrod noted that the business office is closing out last year along with completing an audit and requested to remove the two finance report documents from the Business and Fiscal Services Report.

5. REPORTS

5.1. STUDENT BUSINESS

Speaker(s): Ella Crater

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

Discussion: None.

5.2. SUPERINTENDENT'S REPORT

Speaker(s): Susan Penrod

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

Discussion: Superintendent Penrod reviewed a Superintendent Report presentation.

Jason Haag asked if we put out a press release to let folks know we are augmenting lost federal funding? Superintendent Penrod answered that no press release has been issued, but she was recently interviewed by the newspaper. COSA is working on behalf of Oregon Districts, and she has sent letters to the White House and our legislators expressing her concerns.

Haag wondered about planning around federal funds for the fiscal year - when do you see an end to the uncertainty around the 3.19 million? Penrod said that she doesn't know - July 1 is when we are *supposed* to get funding. What she expects is a reduction in Medicaid, Title I, and Special Education. Penrod confirmed that there is no expected loss in services for the year.

Haag asked what the expected attendance is for summer school programs. She noted that we usually get summer school funding much sooner; this year we got it about two weeks ago, and many students already have summer plans at this point. Penrod said we usually get about 50 students at elementary and a total of about 100 overall. Haag asked if the late receipt of funding for summer school impedes our ability to recruit students - and wondered if we should be thinking about budgeting for summer school in future years. Penrod noted that it would be very hard for us to fund the literacy program without grants. She said that next month she will be able to provide additional information.

Chuck Mattocks asked how many credit recovery students attend. Penrod said about 50.

Attachments:

July 15, 2025 Supt Report

5.3. BUSINESS & FISCAL SERVICES REPORT

Speaker(s): Toni Vandershule

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

Discussion: Vandershule noted that there are no reports this month as we close out last year and begin the new year. The most recent audit is complete, and it is a clean audit. She noted that our TANS loan will be in our account this Friday and we secured a 4.19 % interest rate.

5.3.1. Revenue & Expenditure by Function

5.3.2. Revenue & Expenditure by Object

5.4. UNION REPORTS

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

Discussion: None.

6. **PUBLIC COMMENT**

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

Discussion: None.

7. **CONSENT AGENDA - Action**

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

Action(s): I move to approve the consent agenda as presented. This motion, made by Brian Taylor and seconded by Jason Haag, Carried.

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

Voting Summary: Yea: 5, Nay: 0, Absent: 2

7.1. Approve Minutes of the June 17, 2025 Regular Meeting of the Board

Attachments:

7.2. Licensed Employment Actions

7.2.1. Employment of Robyn Valov/Elementary Special Education Teacher

Attachments:

Valov, Robyn - Elem SPED Teacher

7.2.2. Employment of Halie Korff/Elementary Teacher

Attachments:

Korff, Halie - Elem Teacher

7.2.3. Employment of Christen Cottam/Middle School Math Teacher

Attachments:

Cottam, Christen - MS Math Teacher

7.2.4. Employment of Skyler Neyenhuis/Elementary Music Teacher

Attachments:

Neyenhuis, Skyler - Elem Music Teacher

8. **ACTION ITEMS**

8.1. Strategic Plan Update

Speaker(s): Susan Penrod

Action(s): I move to approve the updated Strategic Plan [as presented]. This motion, made by Brian Taylor and seconded by Chuck Mattocks, Carried.

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

Voting Summary: Yea: 5, Nay: 0, Absent: 2

Discussion: Penrod noted that this is an update/extension of our previous strategic plan. She thanked Chair Swedenborg and Cate Blakesley for their work on this. She explained that she is recommending a three-year extension, with the mission, vision, and core values unchanged. She noted the new history page, as well as the letter from the Superintendent page. Penrod said members may recognize the page on Educational Equity which was developed a couple of years ago. She continued with a review of the information about the various grants we receive, under the umbrella of ODE Integrated Guidance. She noted that one thing that wasn't well outlined in the original document was accountability and noted the goals being proposed. In terms of accountability, Penrod explained that in addition to regular reports to the Board, this year's leadership team meetings are being structured to focus on monthly review of data, to track progress. Penrod continued, bringing the Board's attention to the Progress Toward Strategic Goals document which outline progress made so far.

Taylor said he is glad to see this moving forward. Swedenborg agreed, noting that the data moving forward will be really important.

Mattocks asked for clarification about the two goals. He asked if there are sub-goals to work toward ALL students meeting these goals, noting that 100% is a great goal to work toward, but may not be realistic. Penrod said we will be looking at ODE longitudinal goals data as a measure. She noted that we want to aim for all students to meet the goal, but that is not always possible.

A motion was made to approve the updated Strategic Plan.

Haag said he thinks a three-year extension makes sense. He would like to see more details on the measures of progress. He asked what the quantitative measurements are that are reported and how often the board will get reports. Penrod explained that she reports out regularly and that we track student progress quarterly. She noted STAR assessment data and MTSS data that is used as a measure. She indicated that we are still working on good measures at the HS level.

Haag said he thinks it would be really helpful for the Board to get quarterly reports that give us progress, along with the barriers and problems that need solving, and then let the Board help with the resource constraints and support. He asked that the Board be tasked with knowing and helping the larger community understand how things are going. Penrod said she thinks this is a good idea and noted how important it is to have the Business Manager involved in these discussions in terms of budget allocations.

Penrod noted that attendance is going to be a big push this year - kids don't learn if they aren't here. Mattocks commented that an important question is what makes kids want to be here. Shannon noted that our CTE program has shown great improvement in attendance. There was discussion about extracurricular activities, parent involvement, and other factors that affect attendance.

Haag asked if we can carve out time for the Board to get quarterly data reports on the Strategic Plan. Penrod said yes!

Attachments:

Progress Toward Strategic Goals
SSD Updated Strategic Plan - July 2025

9. **BOARD REFLECTIONS/ANNOUNCEMENTS**

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

9.1. OSBA Annual Convention - November 6-8, 2025

Speaker(s): Susan Penrod

Discussion: Penrod announced the OSBA Annual Convention and asked members to mark their calendar for November 6-8 and noted that the District funds this event. Taylor encouraged members to prioritize this opportunity. There was discussion about the process for registration and it was noted that Leslie will work with members to facilitate the process.

Taylor said he appreciates Shannon for stepping up for the Board Chair position and noted that Gainor Minot was the last female School Board Chair (many years ago).

10. **INFORMATION ONLY**

10.1. Employment Actions/Classified

Description:

- Meghan McKeown/from: Health Assistant, to: Educational Assistant-SPED/Transfer
- Liliana Sedano/Secondary Translator-Interpreter/Employment (continued, from temporary to regular)
- Audrey Kunde/Middle School Head Secretary/Employment
- Angela MacLean/Educational Assistant-SPED/Employment
- Joe Peitsch/Substitute Bus Driver/Resignation
- Alaina Gilmour/Substitute Bus Driver/Termination

10.2. Employment Actions/Confidential

Description:

- Susanna Fry/ from: Payroll & Support Specialist (0.5/0.5 FTE), to: Support Specialist (1.0 FTE)

11. **ADJOURN**

Discussion: The meeting was adjourned at 6:52 pm.



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

MINUTES

Work Session
Tuesday, July 15, 2025, - beginning after a brief recess
following the 6:00 pm Regular Board Meeting

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

1. **CALL TO ORDER**

Discussion: The meeting was called to order at 6:59 pm.

2. **AGENDA REVIEW**

3. **SUPERINTENDENT ADVISORY COMMITTEES**

Discussion: Penrod explained the structure of the advisory committees. There was discussion about who might be on which committee. Penrod noted that the committees meet monthly and she will be in touch to setup good days/times.

4. **BOARD GOALS**

Discussion: There was discussion about committee goals vs. board goals.

Taylor spoke about the previous goal for more Board development and thought continuing training is always good.

Haag said he feels additional background and history work would be helpful.

Penrod said the Board has previously expressed interest in the 'Portrait of a Graduate' process. This is an engagement and visioning process that OSBA could help facilitate. Members agreed this would be a good goal.

Swedenborg noted that we previously had a master plan for the campus as a goal and wondered if we should continue that goal.

Taylor said he wants to be sure we continue community outreach. Talking about the foundation, fundraising, etc. There was discussion about what community engagement might look like. Outreach via social media was discussed.

Mattocks suggested getting students involved in events.

Board Secretary Leslie Garvin outlined what she has been hearing during this discussion:

1. Continue the goal to develop a comprehensive master plan for the campus.
2. Continue the goal to seek out Board development opportunities, including Portrait of a Graduate.
3. Set a goal for increased community outreach and engagement, with at least one significant event this year.

It was agreed that the Board Chair and the Superintendent will refine a Board Goals document for adoption at the August meeting.

4.1. 2024-2025 Board Goals (for reference)

Attachments:

Advisory Committees and Board Priorities 2024-2025

4.2. 2023-2024 Board Goals (for reference)

Attachments:

Advisory Committees and Board Priorities 2023-2024

5. **SUPERINTENDENT GOALS**

Discussion: Penrod reviewed her proposed goals for 2025-2026.

In regard to the third goal, an Equity Committee, Penrod noted that this is required by ODE and that she has started this work. Davidson asked what the ODE expected outcomes are for the equity committee. Penrod noted that there are expectations to have a diverse group and that the committee will look at district practices and advise.

In regard to the Attendance goal Haag said he would like to understand where we are right now with attendance so that next year we can be very deliberate about how to allocate resources. Penrod noted that she reports quarterly to the Board on her goal progress. There was a discussion about student attendance and how tricky it can be to parse the variables. There was discussion about the attendance goal being a long-term multi-year goal.

Members did not object to the proposed goals. The Superintendent Goals will be presented to the Board in August for action/adoption.

5.1. 2025-2026 Proposed Superintendent Goals (for reference)

Attachments:

Proposed Superintendent Goals_ 2025-2026

5.2. 2024-2025 Superintendent Goals (for reference)

Attachments:

Superintendent Goals_ 2024-2025

5.3. 2023-2024 Superintendent Goals

Attachments:

Superintendent Goals_ 2023-2024

6. **ADJOURN**

Discussion: The meeting was adjourned at 7:46 pm.

Recommendation for Hire Form - *submit to HR office*

Individual to Hire: **Sherry Becker** Start date: **August 13, 2025** Position: **High School Special**

Education Teacher Job posting #: **(25063)**

Changes to position terms as specified in the job posting:

FTE: _____ Temporary: term _____

Work schedule: **Secondary Teacher**

Reasoning for hire: (Ex. references, experience, etc.)

Additional misc information:

Mrs. Becker has over 20 years of experience working in special education, serving as an educational assistant, teacher, and director. Her skill set and depth of experience will be an outstanding addition to our secondary special education team.

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

Dates of pre-planned absences: _____

PROGRAM APPROVAL: ***Jenny Risner, August 7, 2025***

FOR OFFICE USE ONLY: _____
Superintendent Date

Submit to School Board for approval Issue hire letter



Fwd: Letter of resignation

1 message

----- Forwarded message -----

From: Haber-Lehigh, Dorota <dhaberlehigh@seasidek12.org>

Date: Fri, Aug 8, 2025 at 12:31 PM

Subject: Letter of resignation

To: jroberts@seasidek12.org <jroberts@seasidek12.org>

Cc: spenrod@seasidek12.org <spenrod@seasidek12.org>, <Sweateley@seasidek12.org>

Hello

Please accept my letter of resignation due to personal and family medical reasons for the 2025-2026 academic year. I leave with deep sadness and immense gratitude for the opportunity to work at Seaside for the past 26 years. I have taught 6-12 grades in subjects ranging from Art, Introduction to Foreign Languages, Spanish, Language and Culture, Art of Ethobotany, ESL and Newcomers. I have coached swimming, volleyball and track. I have been a Spanglish Club mentor for 8 years, organizing many events for the club and memorable field trips including Cinco de Mayo Downtown Celebration, Newport Aquarium, Japanese Garden, Portland Art Museum and Latino Club at CCC get togethers. I have facilitated SHS students' attendance at Cesar Chavez Conference at Western Oregon University for 5 years inclusive of driving the mini bus so the students could attend. For the past 15 years I have also mentored Pacifica Projects for ESL students, the most notable being the mentorship of the community garden for over 7 years. I have also been the "de facto" interpreter for the past 26 years.

If a 0.5 FTE position is needed I would be interested, however due to demands caring for my husband and my parents I can't be my best at the current assignment.

Kindly

Dorota Haber_Lehigh

Please confirm that you have received my letter

Dorota Haber-Lehigh

<https://namedrop.io/dorotahaberlehigh>

Yo hablo Español!

Mówię po polsku.

ELD Teacher

Seaside High School/Seaside Middle School

(Ancestral lands of the Clatsop and the Chinook)

dhaberlehigh@seasidek12.org



SEASIDE HIGH SCHOOL
SEASIDE MIDDLE SCHOOL

GROW, ACHIEVE, SUCCEED

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

August 4th, 2025

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

Dear Supt. Penrod:

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

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

Sincerely,

Jeff Roberts
Principal

Chad Clouse
Athletic Director



SEASIDE HIGH SCHOOL
SEASIDE MIDDLE SCHOOL

GROW, ACHIEVE, SUCCEED

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

August 8, 2025

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

Dear Supt. Penrod:

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

Fall Play – Head: Susan Baertlein
Fall Play – Assistant: Ann Susee
Winter Play – Head: Susan Baertlein/Ann Susee (0.50 Split)
Musical – Head: Ann Susee
Musical – Assistant: Susan Baertlein
Activity Director: Hailee Wawro
Athletic Director: Chad Clouse
FBLA: Mike Verhulst
Robotics: Andrew Gooch
Music - Choral: Jacob Brien
Music – Instrumental: Josiah Glaser
Culinary Arts/Pro-Start: Chelsea Archibald
HS Yearbook/Seabreeze: Kriste York
Pacifica: Kriste York/Matt Klosterman (0.50 Split)
MS Activity Coordinator: Shelby Gagnon
MS Yearbook Advisor: Shelby Gagnon
6th Grade Team Leader: Erin Thompson
7th Grade Team Leader: Angie Bice
8th Grade Team Leader: Karma Herd
MS Electives Team Leader: Josiah Glaser
MS Special Education Team Leader: Candace Carver

**Seaside School District
Job Description**

Job Title: Translator/Interpreter [Spanish]
Reports To: Building Administrators
FLSA Status: Non-Exempt

JOB SUMMARY

Supporting students and their families in their native language is essential in establishing trust and understanding. This position will support students and their families to promote connection and full participation in the school community. This position facilitates communication by supporting staff, students and families through interpreting in the school office, meetings, classrooms, and other venues, to enhance communication. This position will also translate a variety of documents and school communications, in various formats intended for dissemination to the school community. The Translator/Interpreter will support behavior management and tutoring as needed.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

1. Follows and maintains knowledge of all District policy(ies) and procedures.
2. Facilitates communication for students and parents of the limited or non-English speaking community in various settings, to promote open communication, trust, and full participation in the school/educational experience.
3. Provides exact interpreting between school/district personnel and the limited or non-English speaking community, students, and parents at school-related activities and meetings, including but not limited to telephone calls, assemblies, conferences, meetings, and hearings.
4. Provides exact written translations of school/district related materials and forms, including but not limited to: evaluation reports, education forms, online platforms/programs, and parent communications.
5. Supports outreach liaison and guidance services to assist in resolving student issues in areas such as attendance, academics, behavior, and health; working with parents, teachers, and others in developing and implementing strategies, goals, and objectives for resolving student issues.
6. Serves as an informational resource to parents, staff, and others concerning school programs, services, attendance and other matters; responds to inquiries and provides information regarding related activities, standards, guidelines, practices, goals, policies, and procedures.
7. Provides tutoring to individual and small groups of students to enhance skills and knowledge and resolve academic issues in various subject areas; assist students in understanding and completing assignments, homework, and projects.
8. Provides direct interpretation to students in a classroom setting.
9. Assists in providing behavior management support to individual and small groups of students to promote conflict resolution, responsibility, and problem solving.
10. Compose, distribute and respond to a variety of correspondence; initiate and receive telephone calls; schedule and arrange various student, parent and other appointments as assigned. Contact parents to discuss student needs, issues and progress and provide assistance in meeting student

goals and objectives; follow up on student issues, progress and problems with staff, teachers and others to assure needs are being met.

11. Assists families in making appointments and completing forms within the school/district as well as with outside agencies.
12. Provides support for the student information system (SIS), including data input, ParentVue/StudentVue, and online student registration.
13. Maintains various records related to assigned activities.
14. Provides lunch/break coverage as needed for school office personnel.
15. Reports safety, sanitary and fire hazards immediately to supervisor.
16. Maintains appropriate certifications and training hours as required.
17. Complies with applicable District, state, local and federal laws, rules and regulations.
18. Interacts thoughtfully and courteously with students, staff and community while maintaining confidentiality.
19. Attends work regularly and is punctual.

MARGINAL DUTIES AND RESPONSIBILITIES

Marginal duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

1. Attends in-service trainings as requested.
2. Attends staff meetings as requested.
3. Reports issues to authorities as necessary.
4. Other duties as assigned

SUPERVISORY RESPONSIBILITIES

All school employees have some responsibility for supervising students and assisting in maintaining a safe environment.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- High school diploma or General Education Diploma (GED). Two years prior successful experience working with students or families in a social service or educational environment strongly preferred.
- Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with staff, students, parents and public.
- Ability to communicate fluently verbally and in writing in English and a designated second language, as demonstrated by a score of seven (7) or higher on the STAMP 4S Test of Language Proficiency. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations to students and other school staff. Ability to verbally respond to common inquiries from students. Ability to read and interpret documents

such as safety rules, IEPs, operating and maintenance instructions, procedure manuals and governmental regulations. Ability to write routine reports and correspondence.

- Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to compute rate, ratio and percent.
- Ability to define problems, collect data, establish facts and draw valid conclusions. Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule or diagram form. Ability to solve practical problems and deal with a variety of concrete variables in standard situations.
- General knowledge of computer usage. Ability to proficiently use assigned programs and equipment as applicable to the essential duties of the position. Specialized training may be required.
- Ability to meet timelines and exercise good judgment while working in a dynamic environment.
- Certificates as determined by the District. Ability to obtain a valid CPR/First Aid card and Oregon Driver License.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to walk, stand, sit, use hands for fine manipulation, handle or feel and reach with hands and arms using a keyboard and video display terminal. The employee is occasionally required to stoop, kneel or crouch. The employee must regularly lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, ability to adjust focus and peripheral vision.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment combines standard office setting including standard office equipment (fax, copier, phone, computer, 10-key, etc.) with the standard school setting. The noise level in the work environment is usually low to moderate, but occasionally high depending upon student population and activities. The employee is occasionally exposed to wet or humid conditions and outdoor weather conditions. Employee may be exposed to bloodborne pathogens.

OTHER

Note: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

Board Approved: PENDING - August 19, 2025

I have read and understand this job description.

Signature:

Date:

**Seaside School District
Job Description**

Job Title: Director of Curriculum and Instruction
Reports To: Superintendent
FLSA Status: Exempt

JOB SUMMARY

Direct the development, implementation, and evaluation of the district's K-12 curriculum, instruction, assessment, evaluation, and staff development. Plans and leads instructional staff development focused on ensuring that content specific instructional staff have the skills, materials and knowledge to increase student achievement. Oversees Federal Title programs, as well as summer, and enrichment programs.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

1. Follows and maintains knowledge of all District policy(ies) and procedures.
2. Maintains current information concerning federal, state and local guidelines governing federal and state education programs and ensures compliance.
3. Coordinates Title programs as assigned and ensures compliance.
4. Oversees the English Language Development Program - Title III
5. Manages other budget allocations, as assigned by the Superintendent.
6. Oversees Curriculum adoptions and implementations.
7. Responsible for staff professional development and support of professional learning communities.
8. Oversees District instructional coaching staff.
9. Oversees District data and assessment areas.
10. Oversees Talented and Gifted (TAG) program.
11. Assists Superintendent in support of District Strategic Plan.
12. Provides leadership in the resolution of complex problems and issues.
13. Works with Superintendent on grant management, new grant opportunities, and grant writing.
14. Oversees summer programs and enrichment/intervention programs.
15. Collaborates with the Superintendent on implementation of State and Federal initiatives (such as the Student Success Act, Student Investment Account, and others).
16. Understands and leads through the continuous improvement and design thinking processes.
17. Work with Superintendent to implement all state and federal mandates.
18. Establish and maintain effective working relationships with those contacted in the course of work, including District administrators, staff, private and public agencies, interest groups, and the public.
19. In collaboration with the Superintendent, plan and lead weekly leadership team meetings.
20. Attend regular meetings of the School Board and special meetings as requested.
21. Maintain confidentiality in all areas.
22. Perform other duties and responsibilities as required by the Superintendent or School Board.
23. Maintains appropriate certifications and training hours as required.
24. Complies with applicable District, state, local and federal laws, rules and regulations.
25. Attends work regularly and is punctual.

MARGINAL DUTIES AND RESPONSIBILITIES

Marginal duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

1. Attends in-service trainings.
2. Attends/facilitates staff meetings.
3. Serve on building and District and school committees and councils.
4. Report issues to authorities as necessary, animal control, suspicious activity, etc.

SUPERVISORY RESPONSIBILITIES

Supervises, evaluates and directs the work of classified, licensed and confidential employees according to District policy. Resolves grievances and other employee relations issues while working closely with the District office and disciplines employees appropriately. All school employees have some responsibility for supervising students and assisting in maintaining a safe environment.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- **Education and/or Experience:** Master's degree (MA/MS) or equivalent and at least three years related experience. Prior successful experience working in a school setting directing and supervising staff and students required.
- **Interpersonal Skills:** Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Ability to lead and motivate staff and communicate effectively with students, staff, and community.
- **Language Skills:** Excellent written and oral communication skills; Ability to communicate fluently verbally and in writing in English. Ability to respond to common inquiries or complaints from students, parents, staff, regulatory agencies or members of the community. Ability to effectively present information to directors, administrators and the Superintendent. Ability to read and interpret documents such as safety rules, operating and maintenance instructions and procedure manuals. Ability to write reports and business correspondence. Bilingual proficiency strongly preferred.
- **Mathematical Skills:** Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to compute rate, ratio and percent and to draw and interpret bar graphs.
- **Reasoning Ability:** Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram or schedule form. Ability to analyse problems, identify alternative solutions, project consequences of proposed actions and implement recommendations.
- **Computer Skills:** General knowledge of computer usage. Ability to proficiently use assigned programs and equipment as applicable to the essential duties of the position. Specialized training may be required.
- **Other Skills and Abilities:** Ability to train, supervise and build strong team relationships; Ability to appropriately communicate with staff at all levels and others including vendors, law enforcement and

other agencies. Ability to exercise good judgment and work in an environment with frequent interruptions and competing priorities.

- **Certificates, Licenses, Registrations:** Certificates as determined by the District. Must have a valid administrator’s license through the Teachers Standards and Practices Commission (TSPC), ability to obtain a valid CPR/First Aid card, and Oregon Driver License.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to walk, sit, use hands for fine manipulation, handle or feel and reach with hands and arms using a keyboard and video display terminal. The employee is occasionally required to stand and stoop, kneel, crouch or crawl. The employee must regularly lift and/or move up to 10 pounds and occasionally up to 25 pounds. The employee may occasionally climb stairs or ladders. Specific vision abilities required by this job include close, distance and peripheral vision, depth perception and ability to adjust focus.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

As an exempt employee, occasionally perform work beyond a normal 40-hour workweek when workload requires.

The work environment is a standard office setting including standard office equipment (fax, copier, phone, computer, 10-key, etc.) The noise level in the work environment is usually low to moderate, but occasionally high depending upon student population and activities. The employee is occasionally exposed to wet or humid conditions and outdoor weather conditions. The employee may be exposed to bloodborne pathogens.

OTHER

<p>Note: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time, as it deems advisable.</p>

<p>Board Approved: PENDING – August 19, 2025</p>
--

I have read and understand this job description.

Signature:

Date:

Director of Curriculum and Instruction

Goals 2025-2026

Seaside School District Board of Directors

Goals *(Pending Adoption)*

1. Continue development of a comprehensive campus plan and identify goals for future projects, including ways to brand our district within the community.
2. Continue seeking out Board development opportunities, including participation in *Portrait of a Graduate* this year.
3. Identify opportunities for the Board to increase community outreach and engagement, with at least one significant community event on campus this year.

Superintendent Board Advisory Committees

Name of Committee	Scope of the Work	Members
<i>Strategic and Operational Planning/Budget Development</i>	<i>This team focuses on facilities, transportation, and other operational aspects of the district, as well as the budget.</i>	<u>Board Members</u> Katherine Davidson Jason Haag
<i>Performance Monitoring</i>	<i>This team focuses on instructional improvement, monitoring the strategic plan, and curriculum.</i>	<u>Board Members</u> Chuck Mattocks Kevin LaCoste
<i>Community Stakeholder Relations</i>	<i>This team focuses on communication with our families, businesses, and greater community, and how we can partner with them to enhance each student's educational experience.</i>	<u>Board Members</u> Sondra Gomez Brian Taylor

Susan Penrod Superintendent Proposed Goals: 2025-2026

1. Continue to develop the Seaside School District Foundation.

Performance Indicators:

- Appoint a seven member foundation board.
- Develop and adopt foundation by-laws.
- Complete design of performing arts center to use for fundraising.
- Develop a foundation webpage that includes all information and processes.
- Begin fundraising efforts.

2. Develop and implement a plan to increase district-wide attendance.

Performance Indicators:

- Research improvement strategies used by other districts.
- Work with the NWRESD Behavior, Attendance, and Social Emotional Systems (BASES) team to develop a plan of action.
- Attend the 2025-26 3-part training BASES Collaborative series with the Leadership Team.
- Support each school to develop an attendance improvement plan.
- Review attendance improvement data once per trimester.
- Develop a community-wide campaign to support improved attendance for all students.

3. Develop and implement a district-wide equity advisory committee, as outlined by the Oregon Department of Education Division 22 assurances.

Performance Indicators:

- Develop a district-wide equity advisory committee, including staff, parents, students, and community members.
- Meet monthly with the team to develop an improvement plan based on the equity audit results and recommendations.
- Meet all requirements of the Division 22 assurances.
- Provide quarterly reports to the school board.

2025 Open Board of Directors Positions with Incumbents

Position	Region name	Incumbent Name	Organization
Position 2	Gorge	Vacant	
Position 4	Southeast	Steve Lowell	Klamath County
Position 6	Lane	Linda Hamilton	Lane ESD
Position 7; one year term	Clackamas	Glenn Wachter	Clackamas 12
Position 8; Secretary-treasurer	Clackamas	Chrissy Reitz	Hood River County
Position 10	Linn/Benton/Lincoln	Luhui Whitebear	Corvallis 509J
Position 11; one year term	Marion	Karina Guzmán Ortiz	Salem Keizer 24J
Position 12	Marion	Alonso Oliveros	Willamette ESD
Position 14	N. Coast	Greg Kintz	Vernonia 47J
Position 16	Washington	Tristan Irvin	Tigard-Tualatin 23J
Position 18	Multnomah	Kris Howatt	Gresham Barlow 10
Position 20	Washington	Nancy Thomas	Hillsboro 1J

2025 Open Legislative Policy Committee Positions with Incumbents

Position	Region name	Incumbent Name	Organization
Position 1	Eastern	Bruce Kevan	La Grande 1
Position 2	Gorge	Vacant	
Position 3	Central	Courtney Snead	Jefferson Co 509J
Position 4	Southeast	Vacant	
Position 5	Southern	Vacant	
Position 6	Lane	Judy Newman	Eugene 4J
Position 7	Clackamas	Vacant	
Position 8	Clackamas	Kirsten Aird	Lake Oswego 7J
Position 9	Douglas/S. Coast	Vacant	
Position 10	Linn/Benton/Lincoln	Jason Curtis	Central Linn 552
Position 11	Marion	Vacant	
Position 12	Marion	Jeffrey Crapper	Willamette ESD
Position 13	Yamhill/Polk	Abbie Warmbier	McMinnville 40
Position 14	N. Coast	Sondra Gomez	Seaside 10
Position 15	Washington	Melissa Potter	Beaverton 48J
Position 16	Washington	Becky Tymchuk	Beaverton 48J
Position 17	Multnomah	Brenda Rivas	Parkrose 3
Position 18	Multnomah	Jessica Arzate	Multnomah ESD
Position 19	Multnomah	David Linn	Centennial 28J
Position 20	Washington	Jill Zurschmeide	Tigard-Tualatin 23J

NOMINATION FORM
OSBA LEGISLATIVE POLICY COMMITTEE (LPC)
REGIONAL MEMBER

Date _____

TO: Dawn Watson, OSBA President-
Elect Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: elections@osba.org

**Nominations are due by 5 pm,
September 30, 2025.**

Return this form and all candidate information forms to the OSBA office by email at elections@osba.org, or mail to Oregon School Boards Association, 1201 Court St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the _____ Region, Position # _____.

LPC CANDIDATE INFORMATION

Name: _____
District/ESD/Community College: _____
Address: _____
City: _____ Oregon ZIP: _____
E-mail: _____ Phone: _____

**This nomination was approved by official action of our board of directors at a duly called meeting on _____
(date)**

(Board Chair signature)

Board Chair name: _____
District: _____
Address: _____
City, State, Zip: _____

NOMINATION FORM

OSBA BOARD OF DIRECTORS

REGIONAL MEMBER

Date: _____

TO: Dawn Watson, OSBA President-
Elect Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: elections@osba.org

**Nominations are due by 5 pm,
September 30, 2025**

Return this form and all candidate information
forms to the OSBA office by email at
elections@osba.org, or mail to Oregon
School Boards Association, 1201 Court
St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the
_____ Region, Position # _____.

BOARD CANDIDATE INFORMATION

Name: _____

District/ESD/Community College: _____

Address: _____

City: _____ Oregon ZIP: _____

E-mail: _____ Phone: _____

**This nomination was approved by official action of our board of directors at a duly called meeting on
_____.**
(date)

(Board Chair signature)

Board Chair name: _____

District: _____

Address: _____

City, State, Zip: _____

OSBA Model Sample Administrative Regulation

Code: IIA-AR(1)

Revised/Reviewed:

Instructional Materials

Core Instructional Materials¹

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

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

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

Supplemental Instructional Materials³

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

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

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

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

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

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

School Library Materials⁴

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

Classroom Library Materials⁵

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

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

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

OSBA Model Sample Administrative Regulation

Code: IIA-AR(2)

Revised/Reviewed:

Reconsideration of Core Instructional Materials

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

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

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

1. Concern

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

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

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

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

2. Request for Reconsideration

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

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

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

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

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

3. Procedures for the Reconsideration Committee

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

² {An odd number of members is recommended.}

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

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

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

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

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

g. Procedures for voting:

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

4. Board Review

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

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

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

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

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

OSBA Model Sample Administrative Regulation

Code: IIA-AR(3)

Revised/Reviewed:

Reconsideration of Supplemental Instructional Materials

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

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

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

1. Concern

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

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

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

2. Request for Reconsideration

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

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

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

3. Reconsideration Committee

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

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

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

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

4. Procedures for the Reconsideration Committee

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

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

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

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

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

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

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

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

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

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

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

j.i. Procedures for voting:

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

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

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

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

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

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

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

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

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

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

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

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

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

OSBA Model Sample Administrative Regulation

Code: IIA-AR(4)

Revised/Reviewed:

Reconsideration of School or Classroom Library Materials

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

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

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

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

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

1. Concerns about School or Classroom Library Materials

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

2. Request for Reconsideration of School or Classroom Library Materials

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

3. Reconsideration Committee

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

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

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

4. Procedures for the Reconsideration Committee

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

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

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

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

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

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

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

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

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

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

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

i.h. Procedures for voting:

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

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

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

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

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

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

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

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

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

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

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

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

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

OSBA Model Sample Administrative Regulation

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

Request for Reconsideration of Instructional or Library Materials Form

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

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

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

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

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

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

Request initiated by: _____ Phone _____

Address _____ City _____ Zip _____

Email: _____

Book or other material:

Title: _____ Author _____

Publisher: _____ Publication Date: _____

Type of material: Article Audio recording Book Textbook Video Website

Other: _____

Producer/Source (if known): _____

Please respond to the following questions.

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

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

If yes, on what date? _____

Please provide a summary of the conversation: _____

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

2. Did you review the entire material? Yes No

If not, what sections did you review? _____

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

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

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

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

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

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

Signature

Date

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

Date

References:

2025 SUMMARY OF ENACTED EDUCATION LEGISLATION

Government Relations & External Affairs Team

August 2025



Legislative Summary of Education Enacted Laws

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SUMMARY

The 2025 Legislative Session has come to a close in Oregon, with the House and the Senate concluding their business on Friday, June 27th, two days shy of the constitutional sine die of June 29th. While many difficult decisions were made by the Legislature with less than anticipated revenue and federal funding uncertainty, the Oregon Department of Education achieved key wins that ranged from technical improvements to transformative policy changes.

Highlights include:

- [SB 141 – Accountability](#): Builds a more transparent, responsive education accountability system that spans every level—ODE, the Legislature, ESDs, school districts, education partners, Tribes, and local communities—focused on improving outcomes for all students. Learn more about ODE’s work in the June 2025 [Accountability Implementation Action Plan](#).
- [HB 2007 – Summer Learning](#): Establishes stable, ongoing funding for summer programs, especially for students not yet meeting grade-level standards in English Language Arts.
- [HB 3040 – Early Literacy](#): Expands literacy professional development funding to include instructional assistants and extends support to 4th and 5th grades for curricula purchases, enabling districts to better align their resources with the practical needs of curriculum implementation.
- [HB 2140 – School Funding \(Current Service Level\)](#): Brings more fiscal certainty to districts by refining the State School Fund calculation process.
- [HB 3037 – Grant Alignment](#): Streamlines grant reporting for small school districts; updates eligibility and aligns funding formulas for certain Student Success Act grants.
- [HB 3038 – Adjustments for Education Services](#): Makes minor statutory updates related to STEM, recovery schools, Oregon School for the Deaf, and emergency plans for schools to ensure clarity and improve on educational services provided throughout Oregon.
- [HB 3041 – Educator Advancement Council](#): Removes administrative barriers so the EAC can function more efficiently and transparently.
- [SB 867 – Complaints & Investigations](#): Makes many changes and clarifications to ODE’s complaints and investigations processes to enhance protections and services for

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students experiencing discrimination or misconduct.

- [SB 868 – Regional Inclusive Services](#): Directs ODE to deliver a detailed report to help the Legislature determine adequate service levels for Regional Inclusive Services, which provides critical services to students who experience low-incidence disabilities.

These bills represent the collective work of so many, pushing every layer of the education system to better serve each of our students. They are not just statute changes, but reflect the effort to more clearly define what responsibilities we each hold in the effort to educate the next generation.

Thank you again for your time, energy, and dedication. Together, we’re building a better future for Oregon’s students.

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A special thank you to all the legislative coordinators, bill managers and the fiscal team within ODE.

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MOVING EDUCATION EQUITY FORWARD

HB 2815 – RELATING TO TRIBAL EARLY LEARNING SERVICES

House Vote: Carried by Hudson. Passed. Ayes, 54; Nays, 2; Excused, 4.
Senate Vote: Carried by Weber. Passed. Ayes, 27; Nays, 2; Excused, 1.

[House Bill 2815](#) directs the Department of Early Learning and Care to develop and implement a statewide Tribal Early Learning Plan for serving children up to eight years of age who are members of a tribal community and enrolled in early childhood care or education programs. The agency is directed to establish an 18-member Oregon Tribal Early Learning Alliance advisory committee to advise the department on the development of the plan and administration of a corresponding grant program.

HB 3063 – RELATING TO STUDENTS IN HOSPITAL PROGRAMS

House Vote: Carried by Neron. Passed. Ayes, 54; Excused, 6.
Senate Vote: Carried by Robinson. Passed. Ayes, 26; Excused, 3.

[House Bill 3063](#) requires that a student enrolled in a hospital education program remain enrolled as a resident of their home school district prior to hospitalization for the purpose of maintaining access to curricular materials and related technology.

HB 3218 – RELATING TO SCHOOL ATTENDANCE

House Vote: Carried by Dobson. Passed. Ayes, 53; Excused, 7.
Senate Vote: Carried by Frederick. Passed. Ayes, 26; Nays, 2; Excused, 2.

[House Bill 3218](#) requires the Oregon Department of Education (ODE) to study, in conjunction with the Commission on Indian Services, opportunities to expand the Tribal Attendance Promising Practices grant program, including increases in funding for the program. It requires ODE and the Commission to submit a report to the interim committees of the Legislative Assembly related to education by September 15, 2026.

HB 3449 – RELATING TO A PILOT PROGRAM TO PROVIDE SUPPORT TO FOSTER CHILD STUDENTS

House Vote: Carried by McLain. Passed. Ayes, 53; Excused, 7.
Senate Vote: Carried by Neron Misslin. Passed. Ayes, 25; Nays, 2; Excused, 3.

[House Bill 3449](#) modifies the pilot program that was enacted in House Bill 4084 (2024). It requires grants to be made to school districts rather than individual schools and limits the pilot programs to middle and high schools. The measure applies these changes to grants awarded prior to, on, or after the effective date and extends the timeline of the pilot programs to January 2, 2028.

SB 450 – RELATING TO RUBY BRIDGES WALK TO SCHOOL DAY

House Vote: Carried by Nelson. Passed. Ayes, 52; Nays, 1; Excused, 7.

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Senate Vote: Carried by Frederick, Patterson. Passed. Ayes, 29; Excused, 1.

[Senate Bill 450](#) makes November 14 of each year Ruby Bridges Walk to School Day.

ABUSE AND INVESTIGATIONS

SB 805 – RELATING TO COMPLAINTS FILED WITH THE TEACHER STANDARDS AND PRACTICES COMMISSION

House Vote: Carried by McIntire. Passed. Ayes, 52; Excused, 7.

Senate Vote: Carried by Sollman. Passed. Ayes, 18; Nays, 10; Excused, 2.

[Senate Bill 805](#) reduces the duration of time that the Teacher Standards and Practices Commission is required to wait for verification that attempts were made to resolve a complaint through the processes of the school district before the commission no longer has a duty to investigate the complaint. It also authorizes the Commission to impose a civil penalty against a person who has engaged in conduct constituting grounds for discipline.

SB 867 – RELATING TO INVESTIGATIONS BY THE DEPARTMENT OF EDUCATION

House Vote: Carried by Hudson. Passed. Ayes, 35; Nays, 15; Excused, 9.

Senate Vote: Carried by Frederick. Passed. Ayes, 28; Nays, 2.

[Senate Bill 867](#) allows ODE to order districts to provide student specific services to students who suffer discrimination, closes an identified safety gap when it comes to sexual conduct reports involving students and seasonal contractors, agents, or volunteers, and makes technical changes to ensure the investigation process is efficient and clear.

EDUCATOR ADVANCEMENT

HB 3041 – RELATING TO EDUCATOR ADVANCEMENT COUNCIL

House Vote: Carried by McLain. Passed. Ayes, 35; Nays, 19; Excused, 6.

Senate Vote: Carried by Sollman. Passed. Ayes, 17; Nays, 11; Excused, 1.

[House Bill 3041](#) replaces the intergovernmental agreement for the Educator Advancement Council (EAC) with an organization supported by staff from ODE. The measure provides for the transition from the current arrangement to the proposed organizational structure.

HB 3026 – RELATING TO THE HIGHER EDUCATION COORDINATING COMMISSION

House Vote: Carried by Fragala. Passed. Ayes, 35; Nays, 24; Excused, 1.

Senate Vote: Carried by Sollman. Passed. Ayes, 18; Nays, 10; Excused, 2.

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[House Bill 3026](#) modifies public meeting requirements and membership requirements for certain subcommittees of the Transfer Council, grants procurement authority to the Higher Education Coordinating Commission, modifies the Oregon Teacher Scholars Program, requires HECC to study reporting requirements for public institutions of higher education and HECC, and extends the deadline for HECC's forestry workforce study to December 31, 2025.

EDUCATION OVERSIGHT

HB 2307 – RELATING TO FLUORESCENT LAMPS PURCHASED BY SCHOOL DISTRICTS

House Vote: Carried by Mannix. Passed. Ayes, 49; Nays, 1; Excused, 10.

Senate Vote: Carried by Robinson. Passed. Ayes, 26; Nays, 1; Excused, 3.

[House Bill 2307](#) exempts school districts from the prohibition on the sale or distribution in or into Oregon of compact fluorescent lamps and linear fluorescent lamps until January 2, 2030. The exemption applies to lamps used in school buildings. The measure declares an emergency and takes effect on passage.

HB 2421 – RELATING TO DIRECT ADMISSIONS

House Vote: Carried by Hudson. Passed. Ayes, 52; Excused, 8.

Senate Vote: Carried by Frederick. Passed. Ayes, 25; Excused, 4.

[House Bill 2421](#) allows private non-profit universities to participate in the direct admissions program established by the Higher Education Coordinating Commission.

HB 2453 – EDUCATIONAL EQUITY ADVISORY COMMITTEES

House Vote: Carried by McIntire. Passed. Ayes, 39; Nays, 14; Excused, 7.

Senate Vote: Carried by Neron Misslin. Passed. Ayes, 18; Nays, 11; Excused, 1.

[House Bill 2453](#) modifies laws relating to educational equity advisory committees to remove those committees' relationships to school district boards. It allows equity advisory committees' annual reports to be shared with school district boards either by the district superintendent or as a presentation at the request of the school district board.

HB 2508 – RELATING TO STUDENT DATA

House Vote: Carried by Ruiz. Passed. Ayes, 33; Nays, 8; Absent, 1; Excused, 18.

Senate Vote: Carried by Weber. Passed. Ayes, 20; Nays, 8; Excused, 2.

[House Bill 2508](#) directs ODE to develop and implement a standardized method to be used by school districts, education service districts, public charter schools, and the Department to electronically create, collect, use, maintain, disclose, transfer, and access student data from multiple platforms. The method must, among other things, facilitate easy and fast electronic transfers of student records; facilitate the

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interoperability of electronic health records and the ability to maximize Medicaid billing; minimize reporting burdens on school districts and education service districts; and establish student data standards. The measure also directs ODE to establish a 29-member technical advisory committee to assist in the development and implementation of the method.

HB 2511 – RELATING TO EDUCATION WORKFORCE DATA

House Vote: Carried by Neron. Passed. Ayes, 44; Nays, 13; Yunker; Excused, 3.
Senate Vote: Carried by Gelser Blouin. Passed. Ayes, 17; Nays, 10; Excused, 2.

[House Bill 2511](#) requires ODE to collect certain information on all individuals employed by school districts or education service districts, not just licensed teachers and administrators. It requires school districts and education service districts to provide the requested information.

HB 3037 – EDUCATION GRANT ALIGNMENT

House Vote: Carried by McLain. Passed. Ayes, 41; Nays, 1; Absent, 1; Excused, 17.
Senate Vote: Carried by Frederick. Passed. Ayes, 29; Excused, 1.

[House Bill 3037](#) awards minimum grant awards to school districts with less than 1,650 students unless a minimum grant award is established in statute. Additionally, the measure adjusts the eligibility for the High School Graduation and College Readiness Act Grants, Early Warning System Grants, and the Student Investment Account Grants to include the Oregon School for the Deaf, eligible day treatment programs, Youth Correction Education Programs, and Juvenile Detention Education Programs.

HB 3038 – TECHNICAL ADJUSTMENTS TO EDUCATION STATUTES

House Vote: Carried by Hudson. Passed. Ayes, 33; Nays, 7; Excused, 20.
Senate Vote: Carried by Frederick. Passed. Ayes, 23; Nays, 5; Excused, 2.

[House Bill 3038](#) makes changes to STEM statutes to clarify the types of entities eligible for funding in a STEM network. It also clarifies that approved recovery schools that are public charter schools are exempt from provisions governing the State School Fund. It makes changes to the admissions process for the Oregon School for the Deaf. The measure changes school emergency procedures and instruction.

HB 3199 – RELATING TO SCHOOL ATTENDANCE

House Vote: Carried by Nguyen H. Passed. Ayes, 51; Absent, 1; Excused, 8.
Senate Vote: Carried by Weber. Passed. Ayes, 28; Nays, 1; Excused, 1.

[House Bill 3199](#) requires the Legislative Policy and Research Director to conduct a study on statewide attendance initiatives. The measure directs ODE to convene an advisory committee to review the study and to recommend for adoption by the State Board of Education a policy regarding the improvement of school attendance.

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SB 141 – EDUCATION ACCOUNTABILITY ACT

House Vote: Carried by Ruiz. Passed. Ayes, 39; Nays, 15; Excused, 6.

Senate Vote: Carried by Sollman. Passed. Ayes, 18; Nays, 11; Excused, 1.

[Senate Bill 141](#)—known as the 2025 Education Accountability Act—marks a pivotal advancement in Oregon’s approach to public education. The bill calls for a reimagined accountability system that emphasizes partnership, shared accountability, student outcomes, equity, transparency, and streamlined state oversight. This system of accountability extends across every level of Oregon’s education landscape, including ODE, the Legislature, education service districts, Tribes, school districts, education partners, and community organizations. Each plays a critical role in advancing a shared vision for student success and collective responsibility.

ODE has developed an [Accountability Implementation Action Plan](#) to fulfill the statutory requirements of the bill and to drive meaningful, lasting improvements across Oregon’s education system. The plan focuses on two key areas: advancing internal transformation to enhance alignment, transparency, and accountability within ODE and beyond, and fostering strong partnerships with districts and communities to improve student outcomes statewide.

SB 315 – RELATING TO THE RECORDING OF STUDENT ABSENCES

House Vote: Carried by Dobson. Passed. Ayes, 49; Nays, 3; Excused, 7.

Senate Vote: Carried by Weber. Passed. Ayes, 27; Nays, 2; Excused, 1.

[Senate Bill 315](#) requires ODE to review and make recommendations for recording of student absences by school districts and school districts' responses to student absences that exceed 10 days. It requires ODE to develop a common coding system for school districts to record and report student absences. It requires ODE to submit a report to the Legislative Assembly and the State Board of Education summarizing the review, recommendations, and best practices of recording attendance, summarizing the common coding system developed, and recommending any additional changes in administrative rules and additional legislation by May 31, 2026.

SB 982 – RELATING TO OUT-OF-STATE RESIDENTIAL PLACEMENTS OF STUDENTS

House Vote: Carried by Hudson. Passed. Ayes, 44; Nays, 12; Excused, 3.

Senate Vote: Carried by Gelser Blouin. Passed. Ayes, 21; Nays, 5; Excused, 4.

[Senate Bill 982](#) establishes standards under which school districts may use public funds to place a student in an out-of-state agency. The standards include licensing criteria and the inclusion of certain provisions in the school district's contract with the agency. The measure also requires school districts to review their contracts prior to placing students with an agency and does not apply to other states' schools for the deaf or schools for the blind. It allows the Department of Human Services to charge school districts for licensing, investigation, and oversight costs. The measure declares an emergency and takes effect on passage.

Legislative Summary of Education Enacted Laws

EMPLOYMENT

HB 2802 – RELATING TO LUMP SUM PAYMENTS OF PERMANENT PARTIAL DISABILITY AWARDS

House Vote: Carried by Munoz. Passed. Ayes, 58; Excused, 2.

Senate Vote: Carried by Taylor. Passed. Ayes, 28; Excused, 1.

[House Bill 2802](#) establishes the circumstances in which an insurer is required to make a lump sum payment of a permanent partial disability award.

HB 2900 – RELATING TO TEACHERS

House Vote: Carried by Neron. Passed. Ayes, 42; Nays, 12; Excused, 6.

Senate Vote: Carried by Neron Misslin. Passed. Ayes, 20; Nays, 9; Excused, 1.

[House Bill 2900](#) creates a maximum probationary period of two years for teachers who have already completed the initial three-year probationary term in another Oregon school district.

HB 2944 – RELATING TO PENALTIES FOR FAILURE TO COMPLY WITH CERTAIN REQUIREMENTS

UNDER THE LAWS GOVERNING PUBLIC EMPLOYEE COLLECTIVE BARGAINING

House Vote: Carried by Grayber. Passed. Ayes, 35; Nays, 21; Excused, 3.

Senate Vote: Carried by Patterson. Passed. Ayes, 16; Nays, 11; Excused, 3.

[House Bill 2944](#) requires the Employment Relations Board to impose specified civil penalties against a public employer for any repeat or subsequent violations of certain requirements of the Public Employees Collective Bargaining Act (PECBA). It waives the specified civil penalty for repeat or subsequent violations of certain requirements of the PECBA if the employer establishes the violation resulted from a natural disaster, a computer crime, or destruction by fire, flood, or other catastrophic event at the employer's place of business that significantly disrupted the public employer's operations relating to the violation.

HB 2948 – RELATING TO SCHOOLS

House Vote: Carried by Nelson. Passed. Ayes, 54; Excused, 6.

Senate Vote: Carried by Gelser Blouin. Passed. Ayes, 29; Excused, 1.

[House Bill 2948](#) specifies that a school nurse, or registered nurse with school nursing coordination responsibilities, must coordinate school nursing activities to the intent that the care is within the nurse's scope of practice. Clarifies that an administrator or other staff member may supervise or direct a nurse's work only for purposes related to the nurse's role as a school employee but may not direct the nurse in the practice of nursing.

Legislative Summary of Education Enacted Laws

HB 2957 – RELATING TO TIME LIMITATIONS ASSOCIATED WITH VIOLATIONS OVER WHICH THE BUREAU OF LABOR AND INDUSTRIES HAS ENFORCEMENT AUTHORITY

House Vote: Carried by Grayber. Passed. Ayes, 36; Nays, 18; Excused, 6.
Senate Vote: Carried by Taylor. Passed. Ayes, 16; Nays, 6; Excused, 8.

[House Bill 2957](#) prohibits employers from entering into agreements that shorten the statute of limitations with respect to violations over which the Bureau of Labor and Industries (BOLI) has enforcement authority. It designates a violation of the prohibition as an unlawful employment practice and establishes time limits for when the Commissioner of BOLI must issue a notice of rights to complainants. The measure clarifies that BOLI will not issue a notice for matters that have been resolved by a settlement agreement. It also establishes time limits for filing a civil action after issuance of the notice.

HB 3024 – RELATING TO THE REDUCTION OF UNEMPLOYMENT BENEFITS DUE TO DISQUALIFICATION

House Vote: Carried by Grayber. Passed. Ayes, 35; Nays, 22; Excused, 3.
Senate Vote: Carried by Taylor. Passed. Ayes, 18; Nays, 10; Excused, 2.

[House Bill 3024](#) eliminates the reduction of an individual's maximum benefit amount by eight times the individual's weekly benefit amount after the individual is disqualified from the receipt of benefits for cause and has not earned at least four times the individual's weekly benefit amount.

HB 3187 – RELATING TO AGE-BASED EMPLOYMENT DISCRIMINATION

House Vote: Carried by Sosa. Passed. Ayes, 42; Nays, 16; Excused, 2.
Senate Vote: Carried by Patterson. Passed. Ayes, 20; Nays, 9; Excused, 1.

[House Bill 3187](#) makes it an unlawful employment practice for employer, prospective employer, or employment agency, prior to completing initial interview or making conditional offer of employment, to request or require disclosure of applicant's age or date of birth or when applicant attended or graduated from any educational institution. The measure permits the information to be requested if it is necessary to affirm that applicant meets bona fide occupational qualifications or to comply with any provision of federal, state or local law, rule or regulation. It repeals a provision permitting an apprenticeship program to not select an apprentice who is unable to complete required apprenticeship training before age 70.

SB 69 – RELATING TO LAWS CONCERNING JOB-PROTECTED LEAVE FROM WORK

House Vote: Carried by Grayber. Passed. Ayes, 42; Nays, 10; Excused, 8.
Senate Vote: Carried by Bonham. Passed. Ayes, 24; Nays, 5; Excused, 1.

[Senate Bill 69](#) makes administrative and technical modifications within Paid Leave Oregon and the Oregon Family Leave Act.

Legislative Summary of Education Enacted Laws

SB 170 – RELATING TO ASSAULTS IN THE WORKPLACE

House Vote: Carried by Kropf. Passed. Ayes, 48; Nays, 4; Excused, 7.

Senate Vote: Carried by Prozanski. Passed. Ayes, 30.

[Senate Bill 170](#) elevates specified occupational assaults in the fourth degree from Class A misdemeanors to Class C felonies.

SB 731 – RELATING TO PUBLIC EMPLOYER POLICIES REGARDING LANGUAGE PAY DIFFERENTIALS

House Vote: Carried by Boshart Davis. Passed. Ayes, 53; Excused, 6.

Senate Vote: Carried by Gelser Blouin. Passed. Ayes, 27; Nays, 1; Excused, 2.

[Senate Bill 731](#) specifies that when a public employer's employment policies provide a pay differential for a public employee's use of bilingual or multilingual skills in performing assigned duties, the policies must also provide a pay differential for an employee's use of American Sign Language in performing assigned duties.

SB 802 – RELATING TO THE TEACHER STANDARDS AND PRACTICES COMMISSION

House Vote: Carried by Wright. Passed. Ayes, 54; Excused, 6.

Senate Vote: Carried by Gelser Blouin. Passed. Ayes, 29; Nays, 1.

[Senate Bill 802](#) changes when a person may be employed as a licensed educator in a public school without a license from 90 days after the submission of an application for a license to 90 days after a person satisfies the background check requirements as determined by the Teacher Standards and Practices Commission.

SB 808 – RELATING TO PREFERENCE GIVEN TO SERVICEMEMBERS IN PUBLIC EMPLOYMENT

House Vote: Carried by Tran. Passed. Ayes, 50; Excused, 9.

Senate Vote: Carried by Smith DB, Woods. Passed. Ayes, 28; Excused, 2.

[Senate Bill 808](#) adds current and former members of the Oregon National Guard to existing hiring preferences for veterans of the Armed Forces of the United States applying to, or seeking promotion in, civil service positions.

SB 851 – RELATING TO ADMINISTRATION OF PUBLIC EMPLOYEES RETIREMENT SYSTEM MEMBER ACCOUNT DATA

House Vote: Carried by Grayber. Passed. Ayes, 35; Nays, 17; Excused, 8.

Senate Vote: Carried by Pham. Passed. Ayes, 23; Nays, 5; Excused, 2.

Legislative Summary of Education Enacted Laws

[Senate Bill 851](#) modifies statutory provisions relating to employer reporting and member data. It raises the amount when the Public Employees Retirement (PERS) Board is permitted to waive recovery of overpayments or improperly made payments to a person not entitled to receive such payments for payment(s) from less than \$50 to less than \$200. The measure adds exceptions to prohibition on participating public employer making modification to specified employment data submitted to determine a member's retirement benefit after last date for filing written notice of dispute has passed. It adds exceptions to comply with a verification of retirement data that was submitted prior to the member's effective date of retirement, or in response to the board's request. The measure defines "major fraction of a month" for purposes of PERS for Tier One, Tier Two, and Oregon Public Service Retirement Plan for purpose of calculating accrual of retirement credit.

SB 858 – RELATING TO THE ADMINISTRATION OF THE FAMILY AND MEDICAL LEAVE INSURANCE PROGRAM

House Vote: Carried by Munoz. Passed. Ayes, 43; Nays, 9; Excused, 8.

Senate Vote: Carried by Taylor. Passed. Ayes, 24; Nays, 5; Excused, 1.

[Senate Bill 858](#) makes technical changes to statutory provisions concerning the administration of the family and medical leave insurance program.

SB 859 – RELATING TO ACCOUNTING ADJUSTMENTS CONCERNING THE PAID LEAVE PROGRAM

House Vote: Carried by Fragala. Passed. Ayes, 44; Nays, 8; Excused, 8.

Senate Vote: Carried by Taylor. Passed. Ayes, 22; Nays, 7; Excused, 1.

[Senate Bill 859](#) authorizes the Director of the Employment Department to compromise or adjust certain debts and overpayments relating to the paid family and medical leave program.

SB 906 – RELATING TO TRANSPARENCY CONCERNING EMPLOYER DEDUCTIONS FROM WAGES

House Vote: Carried by Nosse. Passed. Ayes, 35; Nays, 17; Excused, 7.

Senate Vote: Carried by Taylor. Passed. Ayes, 20; Nays, 7; Excused, 3.

[Senate Bill 906](#) requires an employer to provide all employees, at the time of hire, a written explanation of earnings and deductions shown on the required itemized statements provided to employees on regular paydays and at other times there are payment of wages, salary, or commission. Specifies what the written explanation must include and how an employer may provide this information to employees. The measure requires employers to review and update this information by January 1 of each year. It directs the Bureau of Labor and Industries (BOLI) to develop and make available to employers a model written guidance document that employers may use and customize to satisfy this requirement. The measure permits the BOLI Commissioner to assess a civil penalty not to exceed a \$500 against any person who violates this written explanation requirement.

Legislative Summary of Education Enacted Laws

SB 916 – RELATING TO UNEMPLOYMENT INSURANCE BENEFITS FOR EMPLOYEES UNEMPLOYED DUE TO A LABOR DISPUTE

House Vote: Carried by Grayber. Passed. Ayes, 35; Nays, 22; Excused, 3.
Senate Vote: Carried by Taylor. Passed. Ayes, 16; Nays, 12; Excused, 2.

[Senate Bill 916](#) provides that an individual otherwise eligible for unemployment insurance benefits is not disqualified for any week that the individual's unemployment is due to a labor dispute in active progress at the individual's place of employment. Provides that individuals unemployed due to a strike are disqualified for benefits for one week before eligibility begins, with the usual unpaid waiting week, subject to a limit based on the tax schedule in effect at the time. Provides for the collection of benefits overpaid during a strike due to the later receipt of back pay. Requires a school district to deduct from an employee's future wages benefits charged for weeks during a labor dispute.

SB 968 – RELATING TO DEDUCTIONS FROM EMPLOYEE WAGES

House Vote: Carried by Grayber. Passed. Ayes, 34; Nays, 14; Excused, 12.
Senate Vote: Carried by Taylor. Passed. Ayes, 21; Nays, 8; Excused, 1.

[Senate Bill 968](#) provides conditions and procedures under which a public employer may deduct amounts of erroneous overpayments from a public employee's wage.

SB 1108 – RELATING TO PAID TIME OFF FOR EMPLOYEES TO DONATE BLOOD

House Vote: Carried by Nelson. Passed. Ayes, 44; Nays, 4; Excused, 11.
Senate Vote: Carried by Frederick. Passed. Ayes, 28; Excused, 1.

[Senate Bill 1108](#) makes blood donation that is made in connection with a voluntary program that is approved or accredited by the American Association of Blood Banks or the American Red Cross a permissible use of sick time.

FUNDING

HB 2140 – RELATING TO FUNDING OF THE STATE SCHOOL FUND

House Vote: Carried by McLain. Passed. Ayes, 50; Nays, 1; Excused, 8.
Senate Vote: Carried by Weber. Passed. Ayes, 30.

[House Bill 2140](#) changes the way the Oregon Department of Administrative Services and the Legislative Fiscal Office estimate the projected costs of programs funded by the State School Fund. It also enacts into law the practice of dividing school districts' State School Fund distributions into two portions: 49 percent in the first year of each biennium and 51 percent in the second year of each biennium.

HB 2514 – RELATING TO EDUCATION SERVICE DISTRICT INDEBTEDNESS

Legislative Summary of Education Enacted Laws

House Vote: Carried by Hudson. Passed. Ayes, 42; Nays, 15; Excused, 3.
Senate Vote: Carried by Frederick. Passed. Ayes, 18; Nays, 11; Excused, 1.

[House Bill 2514](#) establishes a limit on the aggregate principal amount of bonded indebtedness for education service districts (ESDs) of 7.95 percent (0.0795) of the real market value of all taxable property within the ESD. The bonds can be used to finance capital costs for the ESD. It allows the use of bond funds for component school districts within the ESD.

HB 5006 – END OF SESSION BILL

House Vote: Carried by Sanchez. Passed. Ayes, 48; Nays, 2; Excused, 10.
Senate Vote: Carried by Lieber. Passed. Ayes, 23; Nays, 4; Excused, 3.

[House Bill 5006](#) is the omnibus budget reconciliation bill that implements the remaining adjustments to state agencies' legislatively adopted budgets for the 2025-27 biennium.

Highlights from this bill include:

- \$14 million Other Funds expenditure limitation increase for currently enrolled licensees to complete their programs with the Educator Advancement Council's Grow Your Own program and the Oregon Administrator Scholars program
- \$50 million Other Funds expenditure limitation for the Oregon School Capital Improvement Matching program
- \$15 million Other Funds expenditure limitation for the Connecting Oregon School Fund for expanding internet connectivity in schools

HB 5047 – SUMMER LEARNING FUNDING

House Vote: Carried by Ruiz. Passed. Ayes, 56; Excused, 4.
Senate Vote: Carried by Sollman. Passed. Ayes, 24; Nays, 4; Excused, 2.

[House Bill 5047](#) appropriates moneys from the General Fund to ODE and limits expenditures from the Summer Learning Grant Program Fund.

SB 10 – 2023-25 PROGRAM CHANGE BILL

House Vote: Carried by Drazan. Passed. Ayes, 51; Excused, 9.
Senate Vote: Carried by McLane. Passed. Ayes, 27; Nays, 1; Excused, 2.

[Senate Bill 10](#) is the Program Change bill for 2023-25. The measure transfers moneys between funds and delays the sunset of the School Stabilization Subaccount for Wildfire-impacted School Districts.

SB 849 – RELATING TO THE SCHOOL DISTRICTS UNFUNDED LIABILITY FUND

House Vote: Carried by Scharf. Passed. Ayes, 57; Excused, 3.
Senate Vote: Carried by Taylor. Passed. Ayes, 26; Nays, 4.

Legislative Summary of Education Enacted Laws

[Senate Bill 849](#) requires the Public Employees Retirement System (PERS) Board to apply all moneys in the School Districts Unfunded Liability Fund (SDULF), as of February 28, 2025, against all school district employers' individual 2025-27 employer contribution rates. The measure requires the moneys in the SDULF be applied by June 30, 2025 and be applied to school districts in equal amounts. The measure applies any money that comes into the SDULF after February 28, 2025 to the school district contribution rates for the biennium after the distribution. The measure declares an emergency and is effective upon passage.

SB 904 – RELATING TO SELF-INSURED EMPLOYERS

House Vote: Carried by Dobson. Passed. Ayes, 35; Nays, 17; Excused, 7.

Senate Vote: Carried by Taylor. Passed. Ayes, 24; Nays, 5; Excused, 1.

[Senate Bill 904](#) adds school districts to the list of self-insured employers who may apply for exemption from the rule requiring self-insured employers to establish proof of financial ability with the Director of the Department of Consumer and Business Services.

SB 960 – 2025-27 PROGRAM CHANGE BILL

House Vote: Carried by Sanchez. Passed. Ayes, 51; Excused, 9.

Senate Vote: Carried by Lieber. Passed. Ayes, 29; Excused, 1.

[Senate Bill 960](#) is the Program Change bill for 2025-27. The measure makes necessary changes in statutes and session law to support the 2025-27 legislatively adopted budget, including repealing the Summer Learning Fund and transferring any balance to the General Fund.

SB 5505 – BOND AUTHORIZATION BILL

House Vote: Carried by Nosse. Passed. Ayes, 50; Excused, 10.

Senate Vote: Carried by Girod. Passed. Ayes, 27; Nays, 2; Excused, 1.

[Senate Bill 5505](#) limits the maximum amount of bonds and third-party financing agreements that state agencies may issue and the amount of revenue state agencies may raise from such issuance. Bond authorizations include:

- \$151.5 million of Article XI-M and Article XI-N bonds for seismic rehabilitation grants to schools and emergency services facilities.
- \$50.5 million of Article XI-P bonds to fund matching grants to school districts for capital improvements.

SB 5515 – ODE BUDGET BILL

House Vote: Carried by Ruiz. Passed. Ayes, 38; Nays, 11; Excused, 11.

Senate Vote: Carried by Sollman. Passed. Ayes, 19; Nays, 11.

Legislative Summary of Education Enacted Laws

[Senate Bill 5515](#) is the budget bill for ODE. The 2025-27 budget totals \$5.5 billion and 636 positions, which is 622.45 FTE.

This budget includes a \$24.6 million Other Funds increase for mandated caseload growth in the Long Term Care and Treatment program, Youth Corrections and Juvenile Detention Education Programs, and the Early Intervention and Early Childhood Special Education program; \$13 million Other Funds for increased literacy efforts across the state; \$6 million General Fund on a one-time basis for IT modernization projects related to the State School Fund distribution system and the electronic grants management system; and \$1.6 million General Fund for permanent Summer Learning staff.

The budget includes a series of reductions from the Fund for Student Success to maximize available resources, mitigate impacts on academic success, and balance the Fund. Balancing actions include reducing the Fund for Student Success reserve from \$200 million to \$100 million; funding the Student Investment Account at 50% of available revenues, or \$1.1 billion; reducing High School Success by \$23.8 million to correct a calculation error and fully fund the program at \$977 per high school student; funding \$20 million for Student Success Grants to consolidate and streamline the grantmaking process; reducing \$9 million from Summer Program Grants, which is being replaced with Summer Learning Program Grants approved in HB 5047; and carrying forward three reductions recommended by the Governor.

SB 5516 – STATE SCHOOL FUND BILL

House Vote: Carried by Ruiz. Passed. Ayes, 44; Nays, 6; Excused, 10.

Senate Vote: Carried by Sollman. Passed. Ayes, 26; Nays, 3; Excused, 1.

[Senate Bill 5516](#) is the budget bill for the State School Fund. The State School Fund is the primary funding source for the general operations of school districts and educational service districts that serve just more than 545,000 Oregon students from kindergarten through grade 12.

The budget reflects \$11.4 billion for the 2025-27 biennium. This is an increase of \$1.16 billion, or 11.4%, over the 2023-25 legislatively approved budget. Counting local revenues dedicated to schools, school formula funding in the upcoming biennium is estimated at approximately \$16.7 billion.

SB 5530 – ALLOCATIONS BILL

House Vote: Carried by Sanchez. Passed. Ayes, 50; Excused, 10.

Senate Vote: Carried by Lieber. Passed. Ayes, 26; Nays, 3; Excused, 1.

[Senate Bill 5530](#) allocates Lottery Funds and revenue from the Criminal Fine Account, Oregon Marijuana Account, Fund for Student Success, and Tobacco Settlement Funds Account. This includes the Student Investment Account, the Statewide Education Initiatives Account, Early Learning Account, Outdoor School Education Fund, and physical education related grants.

SB 5531 – LOTTERY BOND AUTHORIZATION BILL

House Vote: Carried by Nosse. Passed. Ayes, 50; Excused, 10.

Legislative Summary of Education Enacted Laws

Senate Vote: Carried by Girod. Passed. Ayes, 27; Nays, 2; Excused, 1.

[Senate Bill 5531](#) authorizes the issuance of lottery revenue bonds for specified projects. This includes \$15 million to provide school districts, education service districts, and public charter schools with matching funds for broadband access.

SB 5550 – 23-25 BUDGET REBALANCE BILL

House Vote: Carried by Sanchez. Passed. Ayes, 34; Nays, 17; Excused, 9.

Senate Vote: Carried by Lieber. Passed. Ayes, 23; Nays, 5; Excused, 2.

[Senate Bill 5550](#) relates to state financial administration and is the omnibus budget bill that rebalances state agency budgets, makes statewide adjustments for debt service, and includes other select budgetary changes for the 2023-25 biennium, including the State School Fund and the School Stabilization Subaccount for Wildfire-impacted School Districts.

HEALTH AND SAFETY

HB 2530 – RELATING TO SCHOOL BUSES

House Vote: Carried by Wright. Passed. Ayes, 44; Nays, 7; Excused, 9.

Senate Vote: Carried by Neron Misslin. Passed. Ayes, 22; Nays, 7; Excused, 1.

[House Bill 2530](#) requires an education provider to be in agreement with a law enforcement agency and allows the education provider to enter into a contract with a private organization when installing stop arms cameras. It adds a rebuttable presumption to the requirements for an officer to issue a citation that a warning sign is posted on the bus and the bus safety lights were activated and operational, meaning that a court will assume the lights were active and operational unless the citation recipient provides evidence to the contrary. It requires that when an organization submits and satisfies the requirements for a certificate of nonliability, the citation must be issued and mailed to the individual identified in the certificate. It requires the city or county to distribute the money from a conviction to the education provider if the citation was based on the stop arm camera's evidence and the education provider installed the stop arm camera.

HB 2684 – RELATING TO INTEGRATED PEST MANAGEMENT

House Vote: Carried by Hudson. Passed. Ayes, 43; Nays, 12; Excused, 5.

Senate Vote: Carried by Gorsek. Passed. Ayes, 23; Nays, 4; Excused, 3.

[House Bill 2684](#) requires that a school integrated pest management plan be reviewed at least once every five years. It also requires that the school integrated pest management plan and the list of low-impact pesticides be made available to the public on a website.

Legislative Summary of Education Enacted Laws

HB 3007 – RELATING TO ACCOMMODATIONS FOR STUDENTS DIAGNOSED WITH A BRAIN INJURY

House Vote: Carried by Hudson. Passed. Ayes, 51; Excused, 8.

Senate Vote: Carried by Neron Misslin. Passed. Ayes, 30.

[House Bill 3007](#) enacts new requirements for the form used when a student is diagnosed with a concussion or other brain injury, including determinations about physical activity, descriptions of challenges and symptoms, and communications with teachers and other employees. It requires public education providers to develop and implement temporary accommodations plans when informed in writing of a student's diagnosis by a health care professional. It requires ODE to establish a procedure and sample form, and to make that procedure and sample form available to all public education providers. It also establishes uses for temporary accommodations plans, requires identified accommodations to be in effect within 10 days after the public education provider receives written notification, and requires the plan to be reviewed at least every two months. The measure first applies to the 2025-26 school year, declares an emergency, and takes effect on passage.

HB 3083 – RELATING TO SCHOOL SAFETY

House Vote: Carried by Levy E. Passed. Ayes, 50; Excused, 10.

Senate Vote: Carried by Broadman. Passed. Ayes, 28; Excused, 2

[House Bill 3083](#) requires every kindergarten through grade 12 public school to have emergency safeguards to protect the safety and well-being of students and staff at the school. The measure adds policies and procedures relating to school building security to the emergency safeguards schools must develop. The measure requires schools to consider adding a panic alarm system consisting of either a wireless or wearable panic alarm, capable of connecting to emergency services to coordinate between multiple agencies, and integrating with 9-1-1 calls.

HB 3643 – RELATING TO OREGON YOUTH SUICIDE AWARENESS DAY

House Vote: Carried by Elmer. Passed. Ayes, 56; Excused, 4.

Senate Vote: Carried by Starr. Passed. Ayes, 30.

[House Bill 3643](#) designates October 9 of each year as Oregon Youth Suicide Awareness Day.

SB 844 – RELATING TO PUBLIC HEALTH

House Vote: Carried by Nelson. Passed. Ayes, 39; Nays, 5; Excused, 16.

Senate Vote: Carried by Patterson. Passed. Ayes, 20; Nays, 9; Excused, 1.

[Senate Bill 844](#) broadens the Oregon Health Authority's ability to enter into contracts for purposes of supporting school-based health centers.

SB 846 – RELATING TO HEALTH CARE OF CHILDREN SERVED BY COORDINATED CARE ORGANIZATIONS

Legislative Summary of Education Enacted Laws

House Vote: Carried by Pham H. Passed. Ayes, 32; Nays, 17; Excused, 10.

Senate Vote: Carried by Reynolds. Passed. Ayes, 25; Nays, 4; Excused, 1.

[Senate Bill 844](#) modifies the requirements for how the Oregon Health Authority monitors the progress of coordinated care organizations in improving access to and the quality of health care for children and youth in the areas served by coordinated care organizations.

SB 905 – RELATING TO THE ACCESSIBILITY OF INFORMATION UNDER A HEALTHY AND SAFE SCHOOLS PLAN

House Vote: Carried by Hudson. Passed. Ayes, 49; Excused, 10.

Senate Vote: Carried by Taylor. Passed. Ayes, 28; Excused, 2.

[Senate Bill 905](#) removes the requirement for school districts, education service districts, and schools to provide a printed version of the Healthy and Safe School test results and annual statements. The measure requires districts or schools to maintain a website to post test results and annual statements.

PUBLIC CHARTER SCHOOLS

HB 3953 – RELATING TO PUBLIC CHARTER SCHOOL SPONSORSHIP

House Vote: Carried by Sanchez. Passed. Ayes, 50; Excused, 9.

Senate Vote: Carried by Broadman. Passed. Ayes, 29; Excused, 1.

[House Bill 3953](#) allows federally recognized Tribes to apply directly to the State Board of Education for sponsorship of a charter school. The measure requires that a federally recognized Indian Tribe may submit a proposal to the State Board of Education for a charter school only if it does not already operate a public charter school sponsored by the State Board, only if the proposed public charter school will be located on the Tribe's reservation or within a school district that enrolls students who are members if it does not have a reservation, and only if the Tribe provides notice to the local school board.

STATE AGENCIES/GOVERNANCE

HB 2069 – RELATING TO TRIBAL CONSULTATION

House Vote: Carried by Sanchez. Passed. Ayes, 56; Excused, 4.

Senate Vote: Carried by Gorsek. Passed. Ayes, 28; Nays, 1; Excused, 1.

[House Bill 2069](#) establishes the Task Force on Tribal Consultation 2025 and specifies the task force membership. Requires the task force to identify and clarify requirements of state agencies to engage in tribal consultation. Requires the task force to report findings and recommendations on tribal consultation to an interim committee of the Legislative Assembly related to government by September 15, 2026.

Legislative Summary of Education Enacted Laws

HB 2336 – RELATING TO INTERNAL AUDITS

House Vote: Carried by Boice. Passed. Ayes, 54; Excused, 6.
Senate Vote: Carried by Robinson. Passed. Ayes, 28; Excused, 2.

[House Bill 2336](#) modifies the timing of internal audits performed by state agencies and reporting on internal audits by the Oregon Department of Administrative Services.

HB 2337 – RELATING TO PREFERENCES FOR SMALL BUSINESSES IN PUBLIC PROCUREMENT

House Vote: Carried by Watanabe. Passed. Ayes, 36; Nays, 6; Absent, 1; Excused, 17.
Senate Vote: Carried by Meek. Passed. Ayes, 26; Nays, 3; Excused, 1.

[House Bill 2337](#) directs the Oregon Department of Administrative Services to establish a small business preferences program for state procurement. Specifies minimum requirements for the program and powers that the department has to implement the program. Requires the department to report to the Governor and the Legislative Assembly on the implementation of the program. Requires the department to plan for and implement a response to the recommendations of the state's 2023 disparity study with respect to public procurement.

HB 2680 – RELATING TO CERTIFICATIONS REQUIRED FOR WORK WITH FENESTRATION SYSTEMS IN PUBLIC BUILDINGS

House Vote: Carried by Nosse. Passed. Ayes, 34; Nays, 17; Excused, 9.
Senate Vote: Carried by Meek. Passed. Ayes, 19; Nays, 10; Excused, 1.

[House Bill 2680](#) requires that a public agency that provides public funds to install, repair, or remodel a fenestration product or system in a public building that a public agency constructs, remodels, or repairs and owns or leases on a public works project of \$25 million or more for new construction and \$5 million or more for remodel work, to require the following: the contractor must have all licenses and insurance required in Oregon and have a national certification as a glazing contractor, and at least one of the workers or technicians must have a national certification as an architectural glass and metal technician, operative July 1, 2027. The measure also requires the contractor, operative July 1, 2028, to demonstrate that 25 percent of the contractor's employees have a national certification as an architectural glass and metal technician. The measure defines fenestration product or system, national certification, public agency, and public funds.

HB 2688 – RELATING TO THE APPLICATION OF A PREVAILING RATE OF WAGE TO OFF-SITE CUSTOM WORK FOR USE IN PUBLIC WORKS

House Vote: Carried by Hudson. Passed. Ayes, 31; Nays, 22; Excused, 7.
Senate Vote: Carried by Frederick. Passed. Ayes, 16; Nays, 13; Excused, 1.

[House Bill 2688](#) expands the definition of public works for prevailing wage purposes to include certain types of off-site work that are fabricated, preconstructed, assembled, or constructed according to

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specifications for use in public works or that become part of public works.

HB 2924 – RELATING TO THE SYSTEM OF CARE ADVISORY COUNCIL

House Vote: Carried by Nosse. Passed. Ayes, 55; Excused, 5.

Senate Vote: Carried by Reynolds. Passed. Ayes, 27; Nays, 2.

[House Bill 2924](#) increases the size of the System of Care Advisory Council from 25 to 29 members and specifies the qualifications of the new members.

HB 2930 – RELATING TO CONFLICT OF INTEREST REQUIREMENTS

House Vote: Carried by Pham H. Passed. Ayes, 53; Excused, 7.

Senate Vote: Carried by Thatcher. Passed. Ayes, 20; Nays, 2; Excused, 8.

[House Bill 2930](#) adds a person who resides with a public official or candidate to the conflict of interest laws.

HB 2932 – RELATING TO EXCEPTIONS TO PROHIBITED USE OF OFFICIAL POSITION OR OFFICE

House Vote: Carried by Kropf. Passed. Ayes, 42; Nays, 14; Excused, 4.

Senate Vote: Carried by Golden. Passed. Ayes, 20; Nays, 4; Excused, 6.

[House Bill 2932](#) allows a public official to accept compensation from any post-secondary institution for teaching at least one course.

HB 3224 – RELATING TO BACKGROUND CHECKS

House Vote: Carried by Nathanson. Passed. Ayes, 55; Excused, 5.

Senate Vote: Carried by Gelser Blouin. Passed. Ayes, 30

[House Bill 3224](#) directs the Oregon Department of Human Services (ODHS) to review statutes and rules to identify instances of background checks of subject individuals, study similarities and differences in background checks, and review options to consolidate the number of different background checks. It also requires ODHS to study methods to ensure a person does not have to undergo an additional background check for certain purposes if they have passed a background check in the previous 12 months. The measure requires ODHS to submit reports on the studies to the Legislative Assembly by specified dates.

HB 3569 – RELATING TO RULES ADVISORY COMMITTEES

House Vote: Carried by Gamba. Passed. Ayes, 43; Nays, 9; Excused, 7.

Senate Vote: Carried by Thatcher. Passed. Ayes, 30.

[House Bill 3569](#) requires an agency to invite the first chief sponsor, or another sponsor designated by the first chief sponsor, for legislation sponsored by a member, or committee chair or another member

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of the committee designated by the chair, for committee-sponsored legislation, to participate as a nonvoting rules advisory committee member if the agency appoints an advisory committee for rulemaking that implements enacted legislation. It also requires the Small Business Rules Advisory Committee (SBRAC) to invite the first chief sponsor, or another sponsor designated by the first chief sponsor, for legislation sponsored by a member, or committee chair or another member of the committee designated by the chair, for committee-sponsored legislation, to participate as a nonvoting member when an agency uses the SBRAC for rulemaking that implements enacted legislation. The invitation requirement applies to committees appointed, or rule review requests made, on or after January 1, 2026.

HB 3646 – RELATING TO CONTRACT PREFERENCES IN PUBLIC PROCUREMENT FOR EMPLOYEE-OWNED BUSINESSES

House Vote: Carried by Tran. Passed. Ayes, 31; Nays, 27; Excused, 2.

Senate Vote: Carried by Patterson. Passed. Ayes, 19; Nays, 10; Excused, 1.

[House Bill 3646](#) adds entities in which employees own at least 50 percent of the ownership interest directly or through an employee stock ownership plan, to the list of sources to which a contracting agency may give preference in procuring goods or services for public contracts. Operative January 1, 2026.

HB 3653 – RELATING TO ENERGY PERFORMANCE CONTRACTS

House Vote: Carried by Levy E, Levy B. Passed. Ayes, 51; Excused, 9.

Senate Vote: Carried by Smith DB. Passed. Ayes, 26; Nays, 1; Excused, 3.

[House Bill 3653](#) allows authorized state agencies to enter into energy performance contracts without requiring a competitive procurement if the authorized state agency follows rules that the Attorney General adopts, negotiates a performance guarantee, and enters into the contract with a qualified energy service company that the Oregon Department of Energy prequalifies and approves.

HB 3789 – RELATING TO UNION MISREPRESENTATION

House Vote: Carried by Grayber. Passed. Ayes, 33; Nays, 22; Excused, 4.

Senate Vote: Carried by Broadman. Passed. Ayes, 18; Nays, 12.

[House Bill 3789](#) makes it unlawful to falsely impersonate a union representative. The measure provides that a labor organization shall have, as a matter of internal governance, the sole authority to identify and designate the union representatives associated with the labor organization. It also provides a cause of action for a union representative alleging a violation of the prohibition against falsely impersonating a union representative.

HB 3936 – RELATING TO THE SECURITY OF STATE ASSETS

House Vote: Carried by Edwards. Passed. Ayes, 52; Excused, 7.

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Senate Vote: Carried by Robinson. Passed. Ayes, 27; Excused, 3.

[House Bill 3936](#) prohibits any hardware, software or service that uses artificial intelligence from being installed or downloaded onto or used or accessed by state information technology assets if the artificial intelligence is developed or owned by a covered vendor.

HB 3970 – RELATING TO YOUTH HOMELESSNESS

House Vote: Carried by Levy E. Passed. Ayes, 42; Absent, 1--Harbick; Excused, 17.

Senate Vote: Carried by Reynolds. Passed. Ayes, 28; Absent, 1; Excused, 1.

[House Bill 3970](#) expands eligibility for emergency housing assistance for individuals and families with school aged children who are homeless or at risk of becoming homeless to include those who are pregnant or have children between the ages of birth and five.

SB 729 – RELATING TO MENTAL HEALTH SERVICES FOR INDIVIDUALS WITH DISABILITIES

House Vote: Carried by Nosse. Passed. Ayes, 52; Excused, 7.

Senate Vote: Carried by Reynolds. Passed. Ayes, 30.

[Senate Bill 729](#) expands an existing prohibition against denying access to mental health services on the basis that an individual has an intellectual or development disability that currently applies to the Oregon Health Authority, education providers, licensed medical providers and practitioners, community mental health programs, and coordinated care organizations to include all public bodies. The measure expands the prohibition to apply all individuals regardless of age, rather than individuals up to age 21.

SB 950 – RELATING TO SIGN LANGUAGE INTERPRETERS

House Vote: Carried by Walters. Passed. Ayes, 51; Excused, 8.

Senate Vote: Carried by Sollman. Passed. Ayes, 26; Excused, 4.

[Senate Bill 950](#) specifies requirements for sign language interpreters from other states to practice in Oregon, repeals provisions for specialty licenses, and modifies renewal requirements.

SB 983 – RELATING TO THE ADOPTION OF LOCAL BUDGETS

House Vote: Carried by Elmer. Passed. Ayes, 51; Excused, 9.

Senate Vote: Carried by Frederick. Passed. Ayes, 27; Excused, 3.

[Senate Bill 983](#) permits local public officials to participate in discussion and debate and to vote on the adoption of a local budget that includes compensation for the public official or a relative of the public official after announcing an actual conflict of interest.

SB 1090 – RELATING TO INFORMATION TECHNOLOGY

House Vote: Carried by Nguyen D. Passed. Ayes, 51; Excused, 9.

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Senate Vote: Carried by Frederick. Passed. Ayes, 29; Excused, 1.

[Senate Bill 1090](#) directs the State Chief Information Officer to adopt a policy and procedure for state agencies to follow in requesting funding for information technology budgets and projects. Requires state agencies that intend to request funding for a budget or project to submit requests to the State Chief Information Officer for review. Directs the State Chief Information Officer to collaborate with the Legislative Fiscal Office to establish criteria for assigning priorities among state agency requests and directs the office of Enterprise Information Services to collaborate with state agencies to set priorities for the State Chief Information Officer's approval.

SB 1109 – RELATING TO EDUCATION

House Vote: Carried by Javadi. Passed. Ayes, 38; Nays, 10; Excused, 11.

Senate Vote: Carried by President Wagner. Passed. Ayes, 25; Nays, 4; Excused, 1.

[Senate Bill 1109](#) modifies requirements enacted in Senate Bill 1502 (2024) relating to recordings of education governing bodies' meetings. It applies the provisions only to boards of directors of school districts and education service districts, boards of education for community college districts, and boards of trustees of public universities. The measure applies to meetings occurring after January 1, 2025, declares an emergency, and takes effect on passage.

SCR 31 – COMMENDING THE LEGISLATIVE COMMISSION ON INDIAN SERVICES ON ITS 50TH ANNIVERSARY

House Vote: Carried by Sanchez, McIntire. Adopted. Ayes, 54; Excused, 5.

Senate Vote: Carried by President Wagner, Anderson. Adopted. Ayes, 28; Excused, 1.

[Senate Concurrent Resolution 31](#) commends the Legislative Commission on Indian Services on its 50th anniversary.

ENHANCING STUDENT OPPORTUNITIES

HB 2682 – RELATING TO SERVICES FOR YOUNG CHILDREN WITH SPECIAL NEEDS

House Vote: Carried by Neron. Passed. Ayes, 55; Nays, 2; Excused, 3.

Senate Vote: Carried by Gelsner Blouin. Passed. Ayes, 19; Nays, 9; Excused, 1.

[House Bill 2682](#) directs ODE to establish an advisory committee to study and develop recommendations to modernize the adequate service levels for early intervention and early childhood special education. It establishes the advisory committee's membership and requires consideration of research and family experiences. The measure requires the advisory committee to submit a report with recommendations to the Legislative Assembly by September 15, 2026.

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SB 735 – RELATING TO THE APPLICATION OF ABBREVIATED SCHOOL DAY PROGRAM REQUIREMENTS TO STUDENTS WHO ARE ENROLLED IN A PUBLIC CHARTER SCHOOL

House Vote: Carried by McIntire. Passed. Ayes, 53; Excused, 7.

Senate Vote: Carried by Gelser Blouin. Passed. Ayes, 29; Excused, 1.

[Senate Bill 735](#) excludes students who are voluntarily enrolled in public charter schools from statutory provisions regulating abbreviated school days if the majority of the students enrolled in the public charter school are not students with disabilities, the public charter school is not designed to serve students with challenging behavior or complex medical needs, the regular schedule provides at least 95 percent of the total number of hours as other schools in the district, the student is not restricted to attending fewer hours than other students at the school, and the charter school has a longer school year than its district. The measure declares an emergency and takes effect on passage.

SB 742 – RELATING TO ELECTRONIC MEETINGS TO DISCUSS AN ABBREVIATED SCHOOL DAY PROGRAM PLACEMENT

House Vote: Carried by Hudson. Passed. Ayes, 53; Excused, 7.

Senate Vote: Carried by Gelser Blouin. Passed. Ayes, 27; Excused, 3.

[Senate Bill 742](#) modifies statutory provisions regulating abbreviated school days to allow parents or foster parents to consent to online or telephonic meetings, and allows for online or telephonic meetings if public health emergencies prohibit in-person meetings. The measure declares an emergency and takes effect on passage.

SB 745 – RELATING TO THE FREQUENCY OF MEETINGS REGARDING ABBREVIATED SCHOOL DAY PROGRAMS FOR STUDENTS WHO ARE TERMINALLY ILL

House Vote: Carried by McIntire. Passed. Ayes, 53; Excused, 7.

Senate Vote: Carried by Gelser Blouin. Passed. Ayes, 27; Excused, 3.

[Senate Bill 745](#) modifies statutory provisions relating to abbreviated school days to allow for annual review meetings for certain terminally ill students. The measure declares an emergency and takes effect on passage.

SB 810 – RELATING TO DEVELOPMENTAL DISABILITIES SERVICES

House Vote: Carried by Hartman. Passed. Ayes, 51; Excused, 8.

Senate Vote: Carried by Gelser Blouin. Passed. Ayes, 27; Nays, 1; Excused, 2.

[Senate Bill 810](#) directs the Oregon Department of Human Services (DHS) and ODE to appoint statewide and regional Employment First advisory committees to make recommendations to ODHS regarding opportunities for individuals with intellectual or developmental disabilities (IDD) to obtain competitive integrated employment (CIE). It directs ODHS and ODE to annually collect and report employment

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outcome data to the state advisory committee. The measure requires ODHS to ensure that employment services and vocational rehabilitation are designed to help individuals obtain CIE and do not take place in sheltered work settings and directs ODHS to collaborate with other state agencies to establish a State as Model Employer program. The measure modifies statutory definitions and provisions relating to employment and vocational services for individuals with IDD.

SB 868 – RELATING TO SPECIAL EDUCATION FOR CHILDREN WITH A LOW INCIDENCE DISABILITY

House Vote: Carried by Dobson. Passed. Ayes, 54; Excused, 6.

Senate Vote: Carried by Gelser Blouin. Passed. Ayes, 27; Nays, 2; Excused, 1.

[Senate Bill 868](#) requires ODE to develop a formula to calculate the costs of operating and administering a regional special education program, and to prepare, submit, and post online a report each even-numbered year about the differences in funding from the formula and the approved funding, the reasons for the differences in funding, and the amount of state funding needed based on the formula.

TEACHING & LEARNING

HB 2007 – RELATING TO SUMMER LEARNING

House Vote: Carried by Ruiz. Passed. Ayes, 56; Excused, 4.

Senate Vote: Carried by Sollman. Passed. Ayes, 25; Nays, 4; Excused, 1.

[House Bill 2007](#) requires ODE to establish and administer a grant program to fund summer learning programs. It specifies the program elements and number of program hours for grant eligibility, establishes grant application requirements and the types of organizations that may apply for grants, and directs ODE to prioritize grants for programs using research-aligned literacy strategies and focused interventions to serve students in areas with the lowest rate of reading proficiency. The bill contains annual reporting requirements, and it directs ODE to review statewide student academic outcomes to determine which academic areas to prioritize in upcoming biennia.

HB 3040 – RELATING TO EARLY LITERACY

House Vote: Carried by Hudson. Passed. Ayes, 48; Excused, 12.

Senate Vote: Carried by Sollman. Passed. Ayes, 24; Nays, 3; Excused, 3.

[House Bill 3040](#) adjusts the Early Literacy grant program statutes to include accountability measures. It clarifies that research-aligned literacy strategies apply across all K-5 grades and expands allowable funding uses to include professional development of instructional assistants in elementary schools. The measure contains reporting and data collection requirements for school districts and defines ODE's authority to require school districts that are not meeting proficiency goals to adopt specific textbooks or other instructional materials.

HB 3365 – RELATING TO CLIMATE CHANGE INSTRUCTION IN PUBLIC SCHOOLS

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House Vote: Carried by Hudson. Passed. Ayes, 32; Nays, 21; Excused, 7.

Senate Vote: Carried by Gelser Blouin. Passed. Ayes, 18; Nays, 10; Excused, 2.

[House Bill 3365](#) directs the State Board of Education to ensure that any revisions to the academic content standards for certain core subjects include standards that address the causes and effects of climate change and strategies for mitigating, adapting to and strengthening community resilience to those causes and effects.

SB 784 – RELATING TO DUAL CREDIT PROGRAMS

House Vote: Carried by Levy B. Passed. Ayes, 50; Nays, 1; Excused, 8.

Senate Vote: Carried by Nash. Passed. Ayes, 27; Nays, 1; Excused, 2.

[Senate Bill 784](#) requires the Higher Education Coordinating Commission (HECC) to develop statewide standards for dual credit programs in agriculture, forestry, and natural resource programs. It requires HECC to develop standards to ensure the quality and alignment of approved Career and Technical Student Organization programs.

SB 934 – RELATING TO THE IDENTIFICATION OF TALENTED AND GIFTED CHILDREN

House Vote: Carried by McIntire. Passed. Ayes, 56; Excused, 3.

Senate Vote: Carried by Taylor. Passed. Ayes, 26; Nays, 1; Excused, 3.

[Senate Bill 934](#) modifies the requirements for school districts to identify talented and gifted children. It adds requirements that any person who knows a child be permitted to recommend screening, districts provide screening for any child recommended, districts inform parents of the process for recommending a child for screening, and districts provide information about the recommendation process on their websites.

SB 1098 – RELATING TO ACCESS TO MATERIALS IN SCHOOLS

House Vote: Carried by Nelson. Passed. Ayes, 34; Nays, 21; Excused, 5.

Senate Vote: Carried by Frederick. Passed. Ayes, 18; Nays, 10; Excused, 2.

[Senate Bill 1098](#) prevents licensed teachers, schools, and school districts from prohibiting the selection, retention, or use of library materials, textbooks, or instructional materials on the basis that the materials contain perspectives, stories, or are created by individuals or groups that are members of protected classes under Oregon's antidiscrimination law. It requires a request for the removal of materials to be made in writing by a parent or guardian of a student or by an employee of the school and requests to be reviewed by a committee from the school district. The measure requires ODE and the State Board of Education to establish guidelines and technical support for schools to comply with the measure. The measure declares an emergency and takes effect on passage.

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BUDGET NOTES

There were no budget notes addressed to ODE in the 2025 session.

REPORTS - ODE GENERATED / ODE PARTICIPATING

BILL #	SUMMARY	REPORT DUE
HB 2007	Summer Learning Grants Report	Report on Summer Learning programs; preliminary report due January 15 of each year and final report due February 15 of each year
HB 2508	Student Information System Report	Reports on implementation of the student information system; due October 1 of each even-numbered year
HB 2682	Early Intervention and Early Childhood Special Education Advisory Committee Report	Report on recommendations for Early Intervention and Childhood Special Education adequate service levels; due September 15, 2016
HB 3040	Early Literacy Success School Grant Report	Report due date changed from December 31 of each year to February 1 of each year
HB 3199	Improving School Attendance	<ul style="list-style-type: none"> • Report from the Legislative Policy and Research Director on statewide attendance initiatives; due September 30, 2026 • Report from ODE regarding advisory committee review of the study and recommendations on improving school attendance; preliminary report due November 30, 2026 and final report due February 15, 2027

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HB 3218	Tribal Attendance Promising Practices grant program study	Report from ODE and the Commission on Indian Services on the Tribal Attendance Promising Practices grant program; due September 15, 2026
SB 141	Education Accountability Act	<ul style="list-style-type: none"> • Report summarizing the administrative and organizational changes made between January 1 and December 1, 2025; due December 15, 2025 • Report on grant consolidation and streamlined reporting; due December 15, 2026 • Report on the implementation of the performance growth targets and Continuum of Supports; due annually beginning February 1, 2028 • Adding performance growth targets to existing English Language Learner annual report; due January 1 of each odd-numbered year • Report on review of Division 22 and Division 24 administrative rules; due December 15, 2026
SB 315	Student Absences and Common Coding System	Report on common coding system and recommendations on practices related to student absences; due May 31, 2026
SB 810	Report to the statewide employment first advisory committee on employment outcome data for individuals with intellectual or developmental disabilities	The Department of Human Services, in collaboration with ODE, report to statewide employment first advisory committee on employment outcome data for individuals with intellectual or

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		developmental disabilities; due annually
SB 868	Regional Inclusive Services Funding Report	Report on the cost of operating Regional Inclusive Services and state funding provided; due September 1 of each even-numbered year