

The 2025 Legislative Session: Update on Key Bills



**COALITION OF
OREGON SCHOOL
ADMINISTRATORS**

COSA Policy & Advocacy Update
Small Schools Conference
April 2025

2025 Legislative Timeline and Key Dates

~~Week of January 13, 2025~~

~~January 17, 2025~~

~~January 21, 2025~~

~~February 21, 2025~~

~~February 25, 2025~~

~~**February 26, 2025**~~

~~March 2025~~

~~March 21, 2025~~

~~April 9, 2025~~

~~April 2025~~

~~May 9, 2025~~

May 14, 2025

~~May 21, 2025~~

~~June 18, 2025~~

~~June 29, 2025~~

~~Organizational Days, Swearing In and Trainings~~

~~LC Draft Request Deadline~~

~~Session Begins~~

~~LC Drafts Return~~

~~Measure Intro Deadline~~

~~**Revenue Forecast**~~

~~Ways and Means Co Chairs Budget~~

~~First Chamber Post Work Session Deadline~~

~~First Chamber Deadline~~

~~Ways and Means Roadshow~~

~~Second Chamber Post Work Session Deadline~~

Revenue Forecast

~~Second Chamber Deadline~~

~~Target Sine Die~~

~~Constitutional Sine Die~~

2025 Ways and Means Roadshow



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COSA Policy & Advocacy Update
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Ways and Means Roadshow: Remaining Dates

Members interested in testifying before the committee should sign up in advance for the hearing they plan to attend.

- Klamath Falls | Friday, April 25 (5:00pm – 7:00pm) Klamath CC, Building 4 Commons 7390 South 6th Street, Klamath Falls, OR 97603
[Register to Testify Here](#)

Update on Key Issues and Bills



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Labor and Bargaining Bills

- [Senate Bill 916](#) - Unemployment benefits for striking workers (all sectors, public and private).
 - Passed Senate Chamber.
 - Includes language that requires a two-week waiting period and allows K-12 to count unemployment benefits toward contracted salaries. i.e. - salary plus unemployment can't exceed yearly salary.
 - Fate uncertain in House - expect it to be scheduled soon.
- [House Bill 3652](#) - Class Size as a Mandatory Subject of Bargaining
 - Heard in House Education on March 5th.
 - Vote delayed six times in House Education.
 - Bill moved to House Rules Committee on April 10th - good sign it is struggling for support.
- [House Bill 3357](#) - Staff Injury Reporting System
 - Bill is not moving forward.

Funding Related Bills

- [Senate Bill 849](#) - PERS unfunded liability
 - Amended to direct funds to buy down K-12 employer rates in 25-27.
 - Estimated to drop PERS rates 1.68 percentage points.
 - Passed Senate 26-4.
- SPED Funding: [House Bill 2953](#) (Eliminates 11% Cap and adds funding) and [House Bill 2448](#) (Adds \$200 million to High Cost Disability Account)
 - Have both passed out of the House Education Committee.
 - Positive public hearing in House Revenue on March 13th.
- [Senate Bill 5515](#) (ODE Budget and Grant in Aid Budget) and [Senate Bill 5516](#) (State School Fund)
 - Grant in Aid public hearing March 26.
 - SSF public hearing March 27 - COSA President Dr. Majalise Tolan testified.
- [House Bill 3014](#) - Facilities Funding for Districts that Struggle to Pass Bonds
 - Public hearing in House Education March 17th - Moved to Ways and Means.

Other Key Bills

- [House Bill 2453](#) - Amended bill makes Educational Equity Advisory Committees advisory to the Superintendent and not subject to public meetings law.
 - Passed Oregon House on 4/15 with a 40-13 vote.
- [House Bill 3037](#) - Creates a funding floor for small districts (1650 or fewer) for key programs and grant funding.
 - Passed out of House Education and currently in the Ways and Means Committee.
- OSCIM bond funding and Seismic Rehabilitation Grants
 - \$100 million for Seismic
 - \$175 million for OSCIM
 - Public hearing held today!
 - Part of [Senate Bill 5505](#)

Accountability Update (SB 141 / HB 2009)

The Governor's K-12 Education Accountability Bills had two public hearings.

- [HB 2009](#) (Gov. Kotek and Speaker Fahey) - House Education (3/10/25, 4/7/25)
- [SB 141](#) (Gov. Kotek and President Wagner) - Senate Education (3/12/25, 4/7/25)

An informational session for both Education Committees was held on April 2, 2025:

- [Meeting Recording](#)
- [Governor's Office / ODE Presentation](#)

Amendment (-5) was adopted by both Education Committees on April 9, 2025:

- [-5 Amendment](#)
- [Governor Office's Oral Remarks Re: Legislative Intent](#)

Latest Update: Both bills – which are identical – passed the Education Committees on April 9th and were referred to the Ways and Means Committee.

Accountability Update: ODE Reports and Implementation Deadlines (SB 141 / HB 2009)

ODE Report to the Legislature re: Implementation (Sec. 34, pg. 54) - Due December 15, 2025

- The administrative and organizational changes made to the department between January 1, 2025, and December 1, 2025, to:
 - Improve grant consolidation, reporting, data collection and public transparency before the 2026-2027 school year;
 - Improve and align internal operations across programs and offices in the department before the 2026-2027 school year; and
 - Organize state and regional efforts to elevate best practices and responsive support for school districts before the 2026-2027 school year.
- Update on the status of the implementation of the provisions of this 2025 Act.

ODE Annual Reports on Sections 2-5 of the 2025 Act (Sec. 10, pg. 12) - Begin February 1, 2028 based on data from 2026-27 SY.

- Sec. 2 - Definitions and metrics
- Sec. 3 - Statewide and district performance growth targets
- Sec. 4 - Implementation of metrics
- Sec. 5 - Continuum of supports and interventions
- Includes annual performance review of each school district

Accountability Update: Definitions and Performance Growth Metrics (SB 141 / HB 2009)

Definition of School District (Sec. 2, pg. 2, starting ln 22)

- **Includes:** School districts, ESDs, public charter schools, approved recovery schools, YCEP and JDEP programs, Oregon School for the Deaf, and Long Term Care and Treatment programs)
- **ESD clarification** - “education service district that has enrolled students in any grade from kindergarten through grade 12 for specialized services”

Three New Metrics (Sec. 2, pg. 1, starting ln 14)

- **K-2 Attendance, 8th Grade Math Proficiency, and Local Metric***, in addition to the current five common metrics.
 - *For the Local Metric, the State Board will adopt **five** local metrics, and **districts must choose one** (Sec. 3, pg. 4 ln 6-7).
- **2025-26 SY** - Current five common metrics – regular attenders, third grade reading proficiency, ninth grade on track, 4-year graduation rate, and 5-year completer rate (Sec. 4, pg. 6, ln 5-10)
- **2026-27 SY** - New metrics added (Sec. 4, pg. 6, ln 11-15)

Statewide and District Performance Growth Targets for Total of 8 Metrics (Sec. 3, pg. 3, starting ln 25)

- State Board shall develop statewide targets for all metrics
- ODE shall establish district targets for similar school districts, and disaggregate for focal student populations. ODE shall collaborate with each school district to develop performance growth targets.
- State Board will do rulemaking for differentiated performance growth targets for: ESDs, approved recovery schools, YCEP and JDEP programs, Oregon School for the Deaf, and LTCT programs.

Accountability Update: Performance Growth Targets, Cont'd and Audits (SB 141 / HB 2009)

School District Progress toward Meeting Performance Growth Targets (Sec. 5, pg. 6, starting ln 16)

- Results of the school district's review of progress made toward meeting performance growth targets must be:
 - Made available at the main office of the school district and on the school district's website.
 - Presented to the governing body of the school district at an open meeting, following:
 - Oral presentation of the results by an administrator of the school district to the governing body of the school district; and
 - Opportunity for the public to comment on the results at an open meeting
 - Provided to ODE.

Performance and Just Cause Audits (Sec. 5, pg. 7, starting ln 5)

- Through State Board of Education rulemaking, ODE may establish a procedure for conducting:
 - Performance audits on a random basis; or
 - Just cause audits.

Accountability Update: Continuum of Supports and Interventions (SB 141 / HB 2009)

Professional Learning and Technical Assistance Available to All Districts - (Sec. 3, pg. 5, ln 26-29).

- ODE shall make available technical assistance to school districts to assist school districts in meeting performance growth targets. The technical assistance must include identifying and implementing best practices for meeting performance growth targets

Directed Coaching (Required after 2 years, if targets aren't met) - (Sec. 5, pg. 7, ln 12-17)

- ODE shall advise and counsel a school district on how to meet performance growth targets and shall assist a school district with ongoing professional development and peer collaboration.

Intensive Coaching Program (Required after 3 years or more, if targets aren't met) - (Sec. 5, pg. 7, ln 18-24)

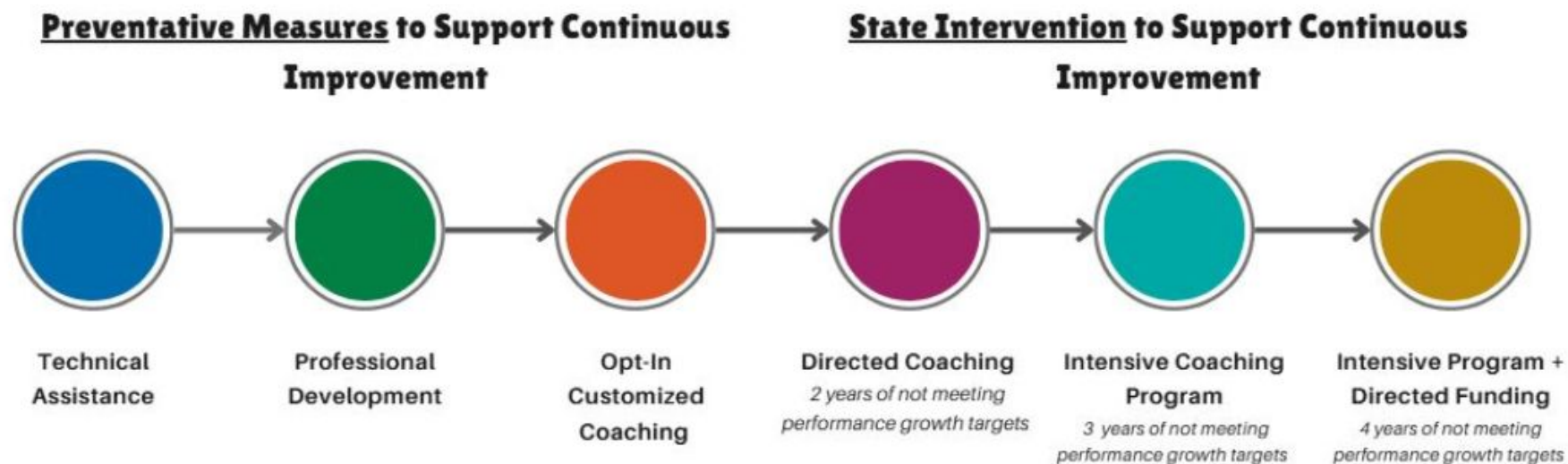
- ODE shall provide additional funding and intensive coaching for districts.

Intensive Coaching Program and Directed Spending (Required after 4 years or more, if targets aren't met, ODE directs spending of SIA allocation + up to 25% of SSF) - (Sec. 5, pg. 7, starting ln 25)

- **Intensive Coaching.** ODE shall continue to provide additional funding and intensive coaching.
- **Authorization.** ODE will require the school district to authorize ODE to do directed spending - all of a district's Student Investment Account allocation and up to 25% of SSF.
- **Directed Spending** (Sec. 5, pg. 8, starting ln 28) - ODE shall:
 - Enter into a partnership with an organization that specializes in K-12 finance to provide training and consultation services for a school district.
 - Present the proposed uses of the moneys to the governing body of the school district at an open meeting no later than Jan. 31 of the preceding school year.
 - **Noted on the oral record (4/7 House Ed):** In compliance with local budget laws and contracts.

Accountability Update: Continuum of Supports and Interventions (SB 141 / HB 2009)

Continuum of Supports



Source: [April 2, 2025 - ODE Presentation](#)

Accountability Update: Student Success Teams, Coaching, and Entry/Exit (SB 141 / HB 2009)

Student Success Teams (Sec. 8, pg. 10-11)

- **Prioritize On-Site Support.** To the greatest extent practicable, student success teams shall assist school districts in person and while on site at the school district.
- **Experience.** Student Success Teams shall be led by a person who has at least seven years of relevant experience, as determined by the department, in systems change, curriculum and instruction, leadership, finance, human resources, school district board governance, local district continuous improvement plans, labor and management relations or community engagement; and supported by personnel with expertise in school and school district improvement strategies, including the use of differentiated instruction and inclusionary practices.

Coaching (Sec. 5 and 6, pgs 8-9)

- ODE may enter into a contract with any entities the Department determines are qualified to provide coaching (Sec. 5, pg. 8, ln 23-25).
- A school district may first be required to accept coaching and support for the 2028-29 SY (Sec. 6, pg. 9, ln 18-20).
- **Noted on the oral record (4/9 Senate Ed):** ODE will take into consideration a variety of factors, including size of district and community (rural, urban, suburban).

Entry/Exit Criteria (Sec. 5, pg. 9, ln 7-15)

- State Board shall adopt rules regarding timelines and criteria for reconsideration. Criteria must take into consideration data from summative **and** interim assessments.
- May allow ODE to determine that a school district is making satisfactory progress toward meeting performance growth targets and is no longer subject to intervention.

Accountability Update: Interim Assessments (SB 141 / HB 2009)

Interim Assessments (Sec. 24, starting on pg. 44)

- **Noted on the oral record (4/9 in House Ed).** The following requirements would apply to school districts and public charter schools in traditional settings.

Administration. Districts must administer interim assessments in language arts and math at least 3 times a year.

- **Noted on the oral record (4/9 in Senate Ed and House Ed):** Interim assessments would be K-8 focused.

State approved list. State adopts four interim assessments that districts must choose from.

- **Noted on the oral record (4/9 in Senate Ed and House Ed):** Intention to provide funding for districts to adopt interim assessments from the approved list.

Districts shall review interim data with:

- All building principals at least 3x/year (K-8 in LA and math)
- Governing board at public meeting at least 3x/year (K-8 in LA and math)

Accountability Update: Additional Sections (SB 141 / HB 2009)

Early Literacy Curricula Standards and Training (Sec. 26, starting on pg. 48)

- May require the school district or public charter school to adopt textbooks or other instructional materials from the State Board list for early literacy.
- May require the school district or public charter school to participate in school or school district training or improvement activities for early literacy.
- Removes publisher's fee (Sec. 27, pg 29, ln 26).

Reduction of Redundancies (Sec. 28, starting on pg. 49) - Report due no later than Dec. 15, 2026.

- ODE shall study reporting requirements imposed on school districts. Study shall focus on:
 - State reporting requirements that can be decreased in frequency, eliminated or consolidated;
 - State reporting requirements that can be aligned with federal reporting requirements, including any necessary changes to state programs to align with federal programs; and
 - Statutory changes that would provide for the alignment of grants, programs, planning, reporting and monitoring processes.

Accountability Update: Additional Sections, Cont'd (SB 141 / HB 2009)

Division 22 and 24 Standards (Sec. 29, starting on pg. 50) - Report due no later than Dec. 15, 2026.

- ODE shall contract a public or private entity to review Division 22 and 24 standards.
- Review shall identify:
 - Standards that best support student outcomes and that should be prioritized by the department and districts;
 - Standards that make less significant contributions to the support of student outcomes and can be removed;
 - Effective methods for enforcing whether a district is standard;
 - A process for a person who resides in the district, or a parent or guardian of a student who attends school in the district, to submit a complaint about noncompliance with a standard, including timelines for investigating and resolving the complaint. The process may require the person, parent or guardian to first attempt to resolve the complaint with the district when the complaint involves specific types of standards.

Early Literacy Bill (HB 3040)

Early Literacy Success - Technical Fix. [HB 3040](#) (Governor's Office / Rep. Kropf is the carrier): [-4 amendment](#) was adopted and passed House Education on 4/9. Heads to Ways and Means next.

Professional development and coaching (Sec. 1, pg. 1, starting ln 15)

- Must be provided to teachers and administrators
- May be provided to instructional assistants in early elementary and to any other staff identified through State Board of Education rulemaking

Adoption and implementation of curricula that uses research-aligned literacy strategies (Sec. 1, pg. 2, ln 17-19). Permits the use of spending K-5 for only these purposes.

Early literacy plans (Sec. 2, pg. 4, ln 19-20) - adjusts the requirement for communicating and engaging with elementary schools, families, and community members.

Reporting (Sec. 3, pg. 5, starting ln 28) - updates requirements

- Number and percentage of administrators, instructional assistants, and other staff receiving PD and coaching.
- Number and percentage of students participating in high-dosage tutoring at the school level and the school district level.
- Adjusts the deadline when ODE reports to the Legislature to February 1.

Early Literacy Bill (HB 3040), Cont'd

Textbooks and instructional materials (Sec. 4, pg 7, ln 14-17): ODE may require school districts or public charter schools to adopt textbooks and other instructional materials from SBOE approved list for literacy.

Training and improvement activities (Sec. 4, pg 7, ln 18-20): ODE may require school districts or public charter schools to participate in school or school district training and improvement activities.

ODE's early literacy coaching program (Sec. 7, pg 9, starting ln 8): Establishes a program at ODE with no more than 10 regions to support school districts, schools and educators with:

- Curriculum-based professional learning
- Educator capacity in evidenced-based literacy instruction
- Differentiated instruction and intervention
- Collaborative planning and practices
- Equitable access to high-quality instruction in research-aligned literacy strategies and grade level standards
- Data-driven decision-making

ODE may conduct a competitive process for regional contracts. Eligible entities including (Sec. 7):

- | | |
|--------------------------------|--|
| - School district | - Regional educator network |
| - Education service district | - Non-profit organization |
| - Higher education institution | - Other entity identified through State Board rulemaking |

Early Literacy Bill (HB 3040), Cont'd

ODE may conduct a competitive process for identifying and funding entities to support and implement the early literacy coaching program (Sec. 7, pg. 10, starting ln 11).

- Any needed design, operationalization, resource development or support of the early literacy coaching program and coaching providers
- Support of coaching providers throughout the coaching process

Prioritization (Sec. 7, pg. 10, ln 25-27). State Board of Education may adopt rules to prioritize schools and school districts to participate in the early literacy coaching program.

- **Noted for the oral record (4/9 House Ed):** Intended to support for schools and districts that have the highest needs in terms of students needing to be reading at grade level; data will be based on diagnostic assessments.

Report on early literacy coaching program (Sec. 7, starting pg 10, ln 28). No later than Feb. 1 each year, ODE must provide a summary of:

- The number of school districts who participated in the program
- Effectiveness of supports to school districts, schools, and educators, and allocation of resources
- Impact of the program on statewide early literacy outcomes

Biennial reviews (Sec. 7, pg. 11, ln 9-13). ODE shall conduct biennial reviews of the early literacy coaching program and shall consult with school districts, educators, and other entities.

Summer Learning Bill (HB 2007 + HB 5047)

Summer Learning Grant Program (amends HB 4082). (Speaker Fahey, Rep. Ruiz, and Sen. Sollman) ([HB 2007](#)) - Passed House Chamber 4/9.

On-Going Funding for Summer Learning. ([HB 5047](#)) - Passed House Chamber on 4/9.

- \$35 million (GF) for Summer of 2025
- \$47 million (GF) for Summer of 2026, and the start of the Summer of 2027
- The funding is intended to be ongoing at \$70 million per biennium to cover summer learning program support (and eventually part of CSL with additive funding).

Summer learning programs must focus on improving student's reading proficiency by (Sec. 1, pg. 1):

- Prioritizing improvement of academic outcomes;
- Incorporating evidence-based literacy instruction and interventions designed to support students who are reading below grade level; and
- Using a variety of learning strategies that: aligned with academic standards; are focused on evidence-based literacy, math, science or language arts; and assist with credit recovery.
- **Noted on the oral record (4/9 House floor):** Intended to support literacy K-12.

Academic enrichment (Sec. 1). A summer learning program may include academic enrichment activities (designed to improve student academic outcomes and combined with evidence-based interventions).

Eligible applicants (Sec. 1, pg 2, ln 16-18). School district, ESD, public charter school, or federally recognized tribe, or any combination thereof.

Summer Learning Bill (HB 2007 + HB 5047)

Awarding grants (Sec. 1, pg. 3, ln 17-23). ODE shall prioritize applicants that:

- Submit a summer learning plan that uses research-aligned literacy strategies
- Have the lowest rates of reading proficiency
- Have focused interventions that target students who have demonstrated academic needs, including students who are not at grade level

Administrative expenses (Sec. 1, pg. 4, ln 8-14)

- 5% for administrative costs (excluding student transportation) - if the grantee is partnering with another entity that is administering the program
- 10% for administrative costs (excluding student transportation) - for the grantee

Partnerships (Sec. 1, pg. 2-3, starting ln 43)

- Applicants may partner with: school districts, ESDs, public charter schools, institution of higher education, local government or service district, federally recognized tribe, community-based organization, or non-profit entity. Partnership entity must have demonstrated ability to assist with literacy instruction or academic enrichment.

ODE prioritization in the future (Sec. 1, pg. 5, ln 1-3)

- Each biennium, the ODE shall review statewide student academic outcomes to determine which academic content areas to prioritize for summer learning programs for the upcoming biennium.

Summer Learning Bill (HB 2007 + HB 5047)

Grantees must report on (Sec. 1, pg. 4, ln 16-40):

- ☐ Number and demographics of students served by the summer learning program
- ☐ Activities of the summer learning program, including the number of hours for each activity
- ☐ Information regarding staffing levels of the summer learning program and training provided to staff of the summer learning program
- ☐ A description of how activities of the summer learning program supported the grant requirements
- ☐ An evaluation of the assessments provided at the beginning of the summer learning program and at the end of the summer learning program to identify changes in students' academic outcomes and to determine the effectiveness of the program
- ☐ The identification of any successful activities or strategies and of any activities or strategies that may need to be modified
- ☐ The identification of the number of credits earned by participants of the summer learning program, if applicable
- ☐ A budget report on how the grant moneys were used

ODE must report on (Sec. 1, pg. 4, ln 41-45):

- ☐ A summary of reports provided by grantees
- ☐ Preliminary report - no later than January 15 of each year
- ☐ Final report - no later than February 15 of each year

Questions?



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