



**2023-24 Board of Directors**

**Board Chair**, Erin Cramer    **Board Vice-Chair**, Mackenzie Strawn

**Board Members:** Mike Wagner, Laura Wipper, Mark Henderson, Coral Ford & Alisha Oliver

**Student Representatives to the Board**, Benjamin Perez & Lucas Joyce

**Superintendent**, Lee W. Loving

**Director of Business & Fiscal Services**, Rhonda Allen

**Director of Human Resources**, Danielle Blackwell

**Director of Teaching & Learning**, Nicole Duncan

**Director of Special Programs**, Brittney Spencer

**Director of Nutrition Services**, John Barnes

**Director of Safety, Security and Health Services**, Gary Rychard

**Director of Facilities**, Dave Parsons

**Superintendent/School Board Executive Assistant**, Tonia Whisman

**Regular Session**

**Thursday, August 17, 2023 ~ 6:00 PM**

**NSSD District Office/Santiam Room**

**1155 N 3rd Ave**

**Stayton, OR 97383**

<https://www.youtube.com/live/nv-D1C2NtNM?feature=share>

**NSSD VISION**

*We change kids' lives through a commitment to excellence, integrity, equity, and community engagement*

**NSSD MISSION STATEMENT**

*Ensure students reach their highest academic and vocational potential and develop into productive citizens*

**NSSD GUIDING PRINCIPLE**

*Do what is best for all kids*

**BOARD GOALS**

- 1) Offer the most comprehensive program possible for students and the appropriate staffing to support our commitment to doing what is best for all kids
- 2) Celebrate the successes of the District and community
- 3) Routinely monitor the effectiveness of District programs and services in order to better serve all kids
- 4) Build and sustain dynamic relationships with stakeholders of the District through proactive communication exchanges

1. **CALL REGULAR SESSION TO ORDER**

**(3 minutes)**

*The Regular Session of the North Santiam School District’s Board of Directors is called to order at 6:00 pm. It is an open meeting of the Board and the public is allowed to observe in-person and via livestream on YouTube. On the agenda is a place for public comment. Those attending in-person that wish to address the Board during this time must complete an Intent to Submit Public Comment form available near the room entrance prior to this point in the agenda. Those attending virtually must have registered online prior to 12:00 pm on the meeting date in order to receive the Zoom meeting link.*

*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 manner to follow the proper administrative process in Board policy KL (Public Complaints). This information is available near the room entrance and on the District website.*

ACKNOWLEDGEMENT OF BOARD MEMBERS PRESENT: ERIN CRAMER

PLEDGE OF ALLEGIANCE: ERIN CRAMER

2. **AGENDA APPROVAL**

**(2 minutes)**

Changes to the agenda after posting on August 11, 2023 will be acknowledged:

**Added Attachments-**

\*7.0- ISST Board Report August 2023

\*10.1- 6.15.23 Regular Session and Budget Hearing Meeting Minutes

**RECOMMENDED MOTION-AGENDA APPROVAL**

***I move that the Board approve the agenda as modified.***

3. **STUDENT BUSINESS**

**(5 minutes)**

This agenda item is for monthly reports from the NSSD Student Reps. to the Board and for other requests/reports from students. This month the student reps for 2023-24, Benjamin Perez and Lucas Joyce, will take the following oath of office.

" I \_\_\_\_\_, will support the Constitution and the laws of the United States, the state of Oregon and the laws thereof, and the policies of the North Santiam School District, and will discharge the duties of Student Representative to the NSSD Board to the best of my ability".

4. **BOARD OPERATING PROTOCOL**

**(10 MINUTES)**

The board will reaffirm its commitment to the Board Operating Protocol.

Board Protocol 2023-24

**8**

**8**

5. **SUPERINTENDENT'S REPORT: Lee W. Loving**

**(20 minutes)**

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

6. **BUSINESS DIRECTOR'S REPORT: Rhonda Allen**

**(10 minutes)**

This standing agenda item is for the Board to receive the monthly financial report from the Business Director as well as other information relating to that department.

7. **TEACHING & LEARNING REPORT: Nicole Duncan**

**(10 minutes)**

This standing agenda item is for the Board to receive regular reports regarding the Student Success Act, Curriculum & Instruction, Professional Development, Grants and other topics relating to teaching & learning.

**9**

ISST Board Report August 2023

**9**

8. **STAYTON CITY COUNCIL LIAISON REPORT: David Patty**

**(5 minutes)**

Homeless Task Force Flier - Info Sheet

**12**

**12**

9. **PUBLIC COMMENT**

**(15 minutes)**

*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 there is follow-up necessary, we will direct our Superintendent to do so. Remember that we all model the way for our students, and we ask that everyone share their thoughts respectfully. Should any public comment include complaints regarding a personally identifiable District staff member, the Board chair will direct the speaker to the proper administrative process found in Board policy KL which can be found on the table near the entrance of the room and on the District's website. Those who have completed a public comment card will be called one at a time to step forward (or turn on their cameras/mics) and state their name and relationship to the District. Please note that speakers will have three minutes to express their thoughts.*

*To submit questions for a follow-up response, please complete the form available near the room entrance or via this link [QUESTIONS](#)*

10. **CONSENT AGENDA**

**(2 minutes)**

*In order 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. Any item placed on the Consent Agenda may be removed at the request of any Board member prior to the time a vote is taken. All remaining items of the Consent Agenda are then disposed of in a single motion.*

1. *Approval of Meeting Minutes* 14

The minutes from the previous month's meeting are submitted for Board review and approval.

06.15.23 Budget Hearing Minutes-DRAFT 14

06.15.23 minutes-DRAFT 16

07.20.23 minutes-DRAFT 25

2. *Approval of New Hires* 28

School boards must approve the hiring and annual renewal and/or extensions of the Licensed staff contracts. Changes in licensed staff since the last board meeting are indicated below and on the attachment. Only new hires require board approval.

**New Hires (Board Action Required)**

Nicole Medley - SIS/4th

Corrie Boock - SHS/Dean of Students/AVID

Daryl O'Neill - SHS/Social Studies

Mary Kate Stahl - SHS/HS Success & Social Studies

Madisyn Pruett - SMS/Math

**Resignations**

Ryan Sheldon - SHS/Social Studies

Julia Kuenzi - SHS/Language Arts

Erica Vanderlinden - Behavior/Autism Specialist

**Transfers**

Renee Gilbreth - SIS to ML/4th

Jessica Roth - SMS to SMS Dean of Student Success

August 2023 Licensed Report 28

3. *Action on Consent Agenda*

**RECOMMENDED MOTION-CONSENT AGENDA**

*I move that the Board approve the Consent Agenda as [presented] [modified].*

11. **POLICY UPDATES/FIRST READINGS** 29  
**(20 minutes)**

These policy edits were recommended by the Oregon School Boards Assoc. (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. Policies identified with an -AR (Administrative Regulations) are detailed directions governing the operation of schools and do not require board approval.

*Typically, board members are tasked with providing an introduction and explanation for policy updates, but since these policies are almost all new, they've been assigned to NSSD*

staff for introductions.

Board Approval Required for next month

**GCBDF/GDBDF - Paid Family Medical Leave Insurance (NEW)**

**IIA- Instructional Resources/Instructional Materials**

Board Information Only

**IIA-AR - Instructional Materials Selection (NEW)**

**AC-AR-2 - Racial Harassment (NEW)**

GCBDF_GDBDF-Paid Family Medical Leave Insurance 8.17.23	29
IIA-Instructional Resources-Materials-8.17.23	30
IIA- AR - DRAFT 8.17.23	32
AC AR-2 -Racial Harassment 8.17.23	52

12. **BOARD/DISTRICT GOALS: Erin Cramer**  
**(10 minutes)**

13. **COMMUNITY ENGAGEMENT**  
**(15 minutes)**

This standing agenda item is for the Board to continue discussing the process of increasing the engagement of parents and the greater community in our schools.

14. **BOARD REFLECTION**  
**(7 minutes)**

This standing agenda item has been added to allow the Board to collectively reflect upon statements made during public comment or topics covered during the meeting.

15. **BOARD REPORTS/ANNOUNCEMENTS**  
**(7 minutes)**

**This item is for things such as reports from board members (E.g., conferences or community events they attended) or to request volunteers for upcoming activities.**

Board Buddy Update (Selections for '23-'24):

Board Greeter for Next Month:

16. **INFORMATION ONLY**

1. **2021-22 OR English Language Learner Report**

ORS 327.016 directs the Oregon Department of Education (ODE) to prepare an annual report on English learner program funding and student outcomes. The report intends to describe the population of English Learners in Oregon and summarize district and state progress toward meeting their needs and objectives in ELD programs. Each annual report is distributed in June and looks back at the prior school year. This report is for the 2021-22 school year, and is required to be provided to school board members by Sept.

56

1st.

Oregon\_English\_Learners\_Report\_2021-22\_Final

56

**2. Student Enrollment:**

Enrollment numbers are still fluid and will be reported in the September board meeting.

**3. Future Agenda Items:**

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A list of possible future agenda items is attached as part of the board packet. Board members may request that additional items be posted to this list.

Agenda Items Annual Calendar rev 8.23

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**4. Upcoming Board Events & Activities:**

Information regarding activities across the District can be found on the website at [www.nisantiam.k12.or.us](http://www.nisantiam.k12.or.us)

Lyons Fire Dept. Car Show: August 19, 2023

9:00 am - 2:30 pm ~ 1114 Main St, Lyons

Back to School Staff Celebration: August 28, 2023

7:45 am- 8:45 am @ Stayton HS auditorium

K-8 Back to School Open Houses: August 30, 2023

times TBA

First Day of School: September 5, 2023

Regular Session-Board Meeting: September 21, 2023

6:00 pm ~ Santiam Meeting Room/DO

Regular Session Board Meeting: October 19, 2023

6:00 pm ~ Santiam Meeting Room/DO

**17. ADJOURN**

Time:

EQUAL OPPORTUNITY EMPLOYER

*Equal employment opportunity and treatment shall be practiced by the North Santiam School District regardless of an individual's perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status, veterans' status, or of any other persons with whom the individual associates is able to perform the essential functions of the position, with or without reasonable accommodation. This*

*meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 48 hours prior to the meeting. If you require special accommodations, please contact Tonia Whisman at the North Santiam School District Office at 503-769-4928.*



North Santiam School District

## 2023-24 BOARD OF DIRECTORS' OPERATING PROTOCOL

**For the purpose of enhancing teamwork among members of the Board, Administrative/Leadership Team and staff, as members of the North Santiam School District Board of Directors, we publicly commit ourselves collectively and individually to the following protocol:**

1. To make decisions based on what is best for all kids in the District.
2. To operate with honesty, insight, and integrity.
3. To set clear goals for ourselves.
4. To communicate accurate and complete information at all times.
5. To encourage and welcome communications between staff, the Board, and the community.
6. To agree to follow the chain of command, and insist that others do by referring inquiries to the appropriate person and process to resolve concerns.
7. To understand individual board members do not have authority; only the Board as a whole has authority, with the understanding that the Board Chairperson will communicate the position(s) of the Board on controversial issues.
8. To agree to debate issues with care and to seek to understand and respect other members' points of view while keeping board meetings efficient and effective.
9. To agree to ask the Board Chairperson or the Superintendent to place an item on the agenda instead of bringing it up unexpectedly at the meeting, ultimately keeping surprises to other board members or to the Superintendent as the exception, not the rule.
10. To support training and educational opportunities in our schools, our District, and our community.
11. To recognize that our primary duties are planning, policy-making, budget, and public relations and that the management of the schools is the responsibility of the Leadership Team, led by the Superintendent.
12. To understand that Executive Sessions will be held only for a legally permissible reason and to maintain the confidentiality that is required for any discussion held in Executive Session.

\_\_\_\_\_  
Erin Cramer, Board Chair

\_\_\_\_\_  
Mackenzie Strawn, Board Vice-Chair

\_\_\_\_\_  
Laura Wipper, Board Member

\_\_\_\_\_  
Alisha Oliver, Board Member

\_\_\_\_\_  
Mark Henderson, Board Member

\_\_\_\_\_  
Coral Ford, Board Member

\_\_\_\_\_  
Mike Wagner, Board Member

\_\_\_\_\_  
Benjamin Perez & Lucas Joyce, Student Representatives



# North Santiam School District 29J

Serving Lyons, Mehama, Stayton, and Sublimity

*"We Change Kids' Lives"*

## **Instruction and Support Services Team Board Report August 2023**

### **Items for Board Approval:**

None.

### **Updates:**

#### **Synergy: Student Information System**

North Santiam will use Edupoint's Synergy Student Information System (SIS) for the 2023-2024 school year. This is in response to the sunset of the Linn-Benton Lincoln programs. This transition impacts every teacher, administrator, counselor, and office operation. We have been meeting with Cascade Technical Assistance (CTA) every Monday to prepare for the conversion of materials and how best to support our staff. CTA will conduct in-person training sessions for one hundred lead teachers and all essential staff from Aug 14 - Aug 16.

Ongoing Support: Teacher leaders will train all teachers during August in-service week. They will also host open office hours throughout the first month to support teachers as needed.

Parent Onboarding: Parents will receive login credentials for ParentVue and instructions on accessing this program during the first few weeks of school.

#### **English Language Arts: Training and Implementation**

The Language Arts instructional materials are arriving in NSSD and being processed by our ISST team to be delivered to classrooms. A comprehensive training workshop led by the publishers will be on August 31st.

- K-5: Fountas and Pinnell - SES Cafeteria
- 3-5: HMH Into Reading - SIS Classroom
- 6-12: HMH Into Literature/Writable - Santiam Room

Teachers will be trained on materials and have embedded planning time throughout the day. As we move forward, a small team of language arts PLC leaders will continue to receive ongoing support and professional development to ensure the successful implementation of the new materials by our publishers who are ready to provide real-time coaching and address barriers teachers may experience.



# North Santiam School District 29J

Serving Lyons, Mehama, Stayton, and Sublimity  
*"We Change Kids' Lives"*

## AVID Certification and AVID Summer Institute

During this past summer, twenty-nine educators participated in AVID Summer Institute. Mari-Linn team attended with the new Principal in Anaheim, while all other sites experienced learning in San Diego. When applied strategically and intentionally, professional learning can have powerful impacts beyond the obvious opportunities for staff to learn and grow. AVID Summer Institute allows our educators to take intentional actions based on shared beliefs and trust that can bring about success for all students and each other by aligning instructional practices and classroom experiences schoolwide.

Topics that were studied this year include Academic Language and Literacy, Implementing the Foundation of the AVID Elective, AVID Elementary, Cultivating Writing, Core Content - Science, Math, and ELA, Strategic Leadership, and Transforming Literacy. AVID shared the responses from our educator's experiences. We are excited about the implementation in the upcoming year.



We also want to celebrate that all North Santiam schools maintained their AVID implementation certification and supported College and Career Readiness during the 2023 school year. Additionally, the AVID Senior 2023 cohort earned over \$500,000 in scholarships and was accepted to universities, community colleges, and trade school programs. These accomplishments demonstrate the powerful implementation and commitment of our NSSD educators.

North Santiam School Dist..

Filter to an AVID District:

Click on an AVID District or School name in the table below to view data:

District Name	School Name	Program Type	Years With AVID	Program Status	Most Recent CCI Approved	Most Recent Site Data Approved	Most Recent Senior Data Approved
North Santiam School District	Mari-Linn Elementary School	Elementary	3	New Implemented Year 3+	2022-23	2022-23	Not Eligible
	Stayton Elementary School	Elementary	5	Certified	2022-23	2022-23	Not Eligible
	Stayton High School	Secondary	7	Certified	2022-23	2022-23	2022-23
	Stayton Intermediate/Middle School	Secondary	7	AVID Schoolwide Site	2022-23	2022-23	Not Eligible
	Sublimity School	Elementary	3	Certified	2022-23	2022-23	Not Eligible



# North Santiam School District 29J

Serving Lyons, Mehama, Stayton, and Sublimity

*"We Change Kids' Lives"*

## **New Staff Academy**

The New Staff support program encompasses a comprehensive curriculum tailored to meet the learning need of both our first-year and experienced teachers. New staff will engage in professional learning to learn foundational understandings of BERC, AVID, and other systems to help prepare them for success. We have fifteen new teachers joining us this year, including nine first-year teachers. Our program will continue to offer differentiated learning opportunities for BERC and AVID and will provide building mentorship, and strategic instructional coaching. New staff will be eligible to receive a stipend and college credit for this partnership. Our New Staff Academy will be August 21-25, 2023.

## **Upcoming:**

**Integrated Guidance: Aligning for Student Success**

**Division 22 Report**

**Mathematics Instructional Materials Review and Adoption**

**ELD Instructional Materials Review and Adoption**



# HOMELESS TASK FORCE INFO SHEET

## Why is the City of Stayton talking about homelessness?

House Bill (HB) 3115 was passed in 2021 and implemented via ORS 195.530, which set a deadline for cities to audit their codes and determine whether there were rules and regulations that would regulate the act of “sitting, lying, sleeping, or keeping warm and dry outdoors on public property that is open to the public” (for ease, we refer to this as camping).

If there were regulations, the City must ensure that they are “**objectively reasonable as to time, place and manner with regards to persons experiencing homelessness.**”

In other words, a City could regulate the act of sitting, lying, sleeping or keeping warm and dry outdoors on public property but it had to be reasonable. A City could not prohibit those acts on all public property; but could regulate it on some property as long as that regulation was reasonable from a time, place and manner standpoint.

The City had regulations that prohibited camping on all public property including parks and right of way. As a result, this was not “objectively reasonable” with regard to those persons experiencing homelessness.

## Homeless Task Force Formed

The City Council formed a Task Force to explore:

- 1) If we wanted to regulate the act of sitting, lying, sleeping or keeping warm and dry outdoors (referred to as camping) on public property; and
- 2) If we did want to regulate it, where and how.

## Phase 1 of Homeless Task Force

The Task Force considered all the public property including City Parks, right-of-way (streets, sidewalks, bike lanes), undeveloped right-of-way (areas that had been dedicated for street purposes but not developed as streets yet), City facilities (water quality facilities, library, water treatment plants, etc.) and City owned parcels that were not used for facility purposes.

The Task Force also sought input from residents through a public survey in April 2023. Based on the input received and discussion amongst themselves, the Task Force recommended changes that were ultimately modified and adopted by Council to comply with state laws.

(continued on next page)





# HOMELESS TASK FORCE INFO SHEET

## Current Regulations

It was determined to prohibit camping in all City parks, in and on all City Facilities, and in all City right of way (developed or not) and will remain unlawful to establish permanent or semi-permanent structures and people camping may only do so between the hours of 8:00 p.m. and 8:00 a.m.

Other City owned properties are not prohibited from camping. This does not mean that those sites are “designated” homeless camping sites, it just means that the police will not require someone to relocate if they are found to be sitting, lying, sleeping, or keeping warm and dry outdoors in these locations, provided they are complying with other applicable laws.

The City would still enforce regulations such as:

- 8.12.040 noise
- 8.12.040 (3) damage
- 8.12.040 (6) fires
- 8.12.050 alcohol (drinking in public)
- 8.04.050 scattering rubbish
- 9.20.010 public urination
- Other crimes listed under ORS like theft, criminal mischief, assaults, drugs

## What is next?

While the code has been updated to comply with the State regulations, it is understood that modifications and additional conversation is needed. The Homeless Task Force is continuing to meet to discuss how best to regulate where people can sit, lay, sleep, and keep warm and dry outdoors through the end of the year. There will be additional input opportunities for residents to share their thoughts. You can also add your name to the interested parties list to get updates.

## What is Homelessness?

There are many definitions of homelessness, from lack of stable and affordable housing to sleeping outdoors or in a vehicle. There are also many contributing factors to why someone may lack permanent and stable housing.

The City’s efforts are focused primarily on those sleeping outside or in vehicles, as that is what recent case law and state laws are related to. Below are resources that may be helpful for information and resources to those at risk or currently experiencing homelessness.

- Mid-Willamette Valley Community Action Agency (MWVCAA) — (503) 399-9080
- Recovery Outreach Community Center (ROCC) — (503) 393-4273
- Santiam Outreach Community Center (SOCC) — (971) 332-5676

*(This is not an all-inclusive list)*





**2023-24 Board of Directors**

**Board Chair**, Erin Cramer    **Board Vice-Chair**, Mackenzie Strawn

**Board Members:** Mike Wagner, Laura Wipper, Mark Henderson, Coral Ford & Alisha Oliver

**Student Representatives to the Board**, Benjamin Perez & Lucas Joyce

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**Director of Nutrition Services**, John Barnes

**Director of Safety, Security and Health Services**, Gary Rychard

**Director of Facilities**, Dave Parsons

**Superintendent/School Board Executive Assistant**, Tonia Whisman

**Budget Hearing Minutes - DRAFT**

**Thursday, June 15, 2023 ~ 5:30 PM**

**NSSD District Office/Santiam Room**

**1155 N 3rd Ave, Stayton, OR 97383**

<https://youtube.com/live/o5h958kxoyM?feature=share>

1. **CALL BUDGET HEARING TO ORDER**

The Board Chair called the meeting to order at 5:30 pm with the following members present: Laura Wipper, Erin Cramer, Coral Ford, and Mike Wagner and noted that Mark Henderson and Mackenzie Strawn were expected to arrive soon.

2. **APPROVAL OF THE AGENDA**

There were no changes to the agenda after posting on June 9, 2023.

**MOTION-APPROVAL OF AGENDA**

*Motion that the Board approves the agenda as modified.*

**Motion Made By: Erin Cramer**

**Vote: 5-0, motion passed**

*Mackenzie Strawn arrived at 5:36 pm*

3. **BUDGET HEARING**

**3.1 Review of Budget Resolutions: Rhonda Allen**

The NSSD Budget Committee approved the proposed 2023-24 budget on May 11, 2023. The

Director of Business and Fiscal Services reviewed the resolutions needed to adopt the budget that the Board would be asked to approve during the subsequent Regular Session. For reference, the May 11, 2023 meeting minutes and presentation slides from the budget message have been attached, in addition to the resolutions. All attachments can be viewed via the link below under this agenda item.

Attachments

- a. 3.2 2023- 24 Budget Committee Presentation
- b. 05.11.23 Budget Committee Meeting Minutes
- c. Resolution Adopting Budget\_061523A.docx
- d. Resolution Imposing Taxes\_061523B.docx
- e. Resolution GASB 54\_061523D.docx

4. **Public Comments and Discussion**

There was no public comment regarding the proposed budget.

5. **ADJOURN**

The Board Chair adjourned the Budget Hearing at 5:40 pm.

EQUAL OPPORTUNITY EMPLOYER



## North Santiam School District

### 2022-23 Board of Directors

**Board Chair:** Alisha Oliver    **Board Vice-Chair:** Erin Cramer

**Board Members:** Mike Wagner, Laura Wipper, Mark Henderson, Coral Ford & Mackenzie Strawn

**Student Representative to the Board:** Omar Garcia & Rori Bentz

**Superintendent:** Lee W. Loving

**Director of Teaching & Learning,** Nicole Duncan

**Director of Business & Fiscal Services,** Rhonda Allen

**Director of Human Resources,** Danielle Blackwell

**School Board/Superintendent Executive Secretary:** Tonia Whisman

*Access to the agenda and meeting materials can be located on the District website at*

*[www.nstantiam.k12.or.us](http://www.nstantiam.k12.or.us) > School Board > Agendas/Meeting Minutes*

### Regular Session Minutes - **DRAFT**

Thursday, June 15, 2023 6:00 pm

NSSD District Office/Santiam Room, 1155 N 3rd Ave, Stayton, OR 97383

<https://www.youtube.com/live/o5h958kxovM?feature=share>

#### 1. CALL REGULAR SESSION TO ORDER

The Board Vice-Chair called the meeting to order at 6:00 pm with all board members present, including the student representatives and led everyone in the pledge of attendance.

#### 2. AGENDA APPROVAL

Changes to the agenda after posting on June 9, 2023 were acknowledged:

##### **Added Attachments-**

\*6.0-May 2023 Board Financial Report

\*11.2-June 2023 Licensed Report (revised due to new hire)

\*11.5-Low Impact Pesticide List NSSD-Product 29J

\*16.0-2023-24 WESD LSP

##### **Added Agenda Items-**

\*11.5-Low Impact Pesticide List NSSD-Product 29J

\*14.0-Resolution Authorizing Pass Through Payments

#### **MOTION-AGENDA APPROVAL**

*Motion that the Board approve the agenda as modified.*

**Motion Made By: Laura Wipper**

**Vote: 7-0, motion passed**

#### 3. BOOSTER CLUB PRESENTATION: Randy Forrette

Stayton Booster Club representative Randy Forrette was present to provide an annual update. He

provided a general overview of the ways the Boosters have supported SHS athletes and clubs and reviewed their annual revenues and expenditure totals from the last eight years. The primary focus of the report was regarding plans for the future *Ty Hart Memorial Fitness Center*. This facility will be located at Stayton HS and will be available to all students. Many organizations have stepped forward with donations to allow it to move forward as a fully funded project. These include, but are not limited to, Freres, Emery & Sons Construction, Wolf Construction and, in large part, the Ty Hart Foundation. Ty Hart was an SHS alumni and served as a U.S Marine CH-53E Super Stallion helicopter crew chief. He was one of 12 killed on January 14, 2016 during a night ops training mission of the coast of Oahu.

Randy shared photos and drawings indicating what the center will look like and be located. He noted that current fencing and a roadway will need to be moved to accommodate the size of the building and that will be included in the project. The hope is that the facility will be ready for student use in the fall of 2024. His presentation can be viewed under this agenda item via this link [06/15/23](#).

#### 4. STUDENT BUSINESS

This agenda item is for monthly reports from the NSSD Student Reps. to the Board and for other requests/reports from students.

##### 4.1 Student Acknowledgements

The Board acknowledged the efforts of the student reps. during the 2022-23 school year. They also presented Omar Garcia with the Santiam Award for his selection as the Rotary Future First Citizen. Omar read the speech he gave at the Stayton Sublimity Chamber awards banquet.

##### 4.2 SHS ASB/Activities Report: Omar Garcia & Rori Bentz

- Rori shared recaps of the Summer Kickoff event and graduation
- Omar shared a statement he wrote summarizing his four years at SHS as well as a recap of spring sports which included a 1st place finish in the girl's 800-meter run and seven other podium placements at the Track & Field championships.

*Alisha Oliver left the meeting at 6:30 pm to attend another school function.*

##### 4.3 2023-24 Student Rep. Applications

The Board reviewed the two applications for 2023-24 Student Representative to the Board (two positions available). Benjamin Perez-Senior and Lucas Joyce-Junior were present to introduce themselves and answer questions from the board. The board voted to accept both applicants for the 2023-24 school year.

*Motion to accept Lucas Joyce and Benjamin Perez as the 2023-24 Student Representatives to the school board.*

**Motion Made By: Laura Wipper**

**Vote: 6-0**

#### 5. SUPERINTENDENT'S REPORT: Lee W. Loving

This standing agenda item is for the Board to receive a monthly report from the Superintendent. Key points included:

- the bond refinance will save NSSD taxpayers an estimated \$1.3 million over the next eight years which is considerably higher than anticipated. This is in large part due to the high bond rating that the District received which made it highly attractive to investors.
- negotiations with the Classified Union reps. are continuing and going well
- the annual NSSD Leadership Team Goals Workshop is coming up in August and he is planning to change the format. He will report more in the July 20th Board Worksession.

- summer meals will be starting in July and the Director of Nutrition Services is partnering with the Stayton Library to coordinate mealtimes with book readings to help increase participation numbers at both. The District will plan to drive prepared meals up to Mari-Linn School as long as kids continue to participate. There will also be service at Stayton Middle School.
- the District will be contracting with a consultant to help with the upcoming math curriculum adoption that will occur in 2023-24.
- some summer projects being undertaken by the NSSD's Facilities staff include:
  - SES- roof repair/replacement
  - SES- additional parking lot lighting
  - SES- rubber mulch to replace wood chips on the playground
  - SMS- walkway (leading to front entrance) replacement
  - SMS- soccer field netting (to keep balls out of the backyards of neighboring homes)
  - SMS- boiler replacement
  - SMS- gym pad replacements
  - DO Annex- office remodel to add an additional office space

**6. BUSINESS DIRECTOR'S REPORT: Rhonda Allen**

This standing agenda item is for the Board to receive the monthly financial report from the Business Director as well as other information relating to that department. The report can be viewed under this agenda item at the link below.

[May2023 Board Financial Report](#)

**7. STUDENT SERVICES REPORT\*includes board motion\*: Nicole Duncan**

This standing agenda item is for the Board to receive regular reports regarding the Student Success Act, Curriculum & Instruction, Professional Development, Grants, and other topics relating to student services. This month's report included a request to postpone math instructional materials and can be viewed at the link below. She noted that ODE has already approved the extension, but it required the Board's approval.

After hearing more information about the consultant that will be helping to facilitate the curriculum adoption committee, the Board approved the request for postponement.

**MOTION-ADOPTION POSTPONEMENT**

*Motion that the Board approves the postponement of the mathematics instructional materials adoption to the 2023-24 school year.*

**Motion Made By: Mike Wagner**

**Vote: 6-0**

[ISST Board Report June 2023.docx](#)

**8. LICENSED UNION REPORT: Union Rep.**

This standing agenda item is to receive regular reports from Licensed Union representatives. Pauli Lime was present to give this month's report.

- Scholarship update:
  - \$750 - Tristan Phillips and Emmett Riedman (4-year college)
  - \$750 - Gavin Berning (community college)
  - \$1,000 - Karen Garcia and Laurel Bjornstedt (studying education)
- 2 new teacher grants will be awarded for the 2023-24 school year in the amount of \$500 each. The announcements will be made during in-service week.

- 40 days of sick leave were donated to the pool during the 2022-23 school year. Many of the days were used during the year but there is a small amount left to be carried forward.

9. **STAYTON CITY COUNCIL LIAISON REPORT: David Patty**

This standing agenda item is for reports from the Stayton City Council Liaison, David Patty. He was not present due to a scheduling conflict.

10. **PUBLIC COMMENT**

Dr Stephen Robertson, Sublimity- spoke on the requirement that SHS 9<sup>th</sup> graders must take the High School Success elective class (equal to .5 credit) which can negatively impact students who are on the path for an Honors diploma and offered some alternatives.

11. **CONSENT AGENDA**

*In order 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.*

**11.1 Approval of Meeting Minutes**

The minutes from the previous month's meetings were submitted for Board review and approval.

**Attachments**

05.04.23 Special Session Minutes-DRAFT

05.18.23 meeting minutes-DRAFT

**11.2 Approval of New Hires**

School boards must approve the hiring and annual renewal and/or extensions of the Licensed staff contracts. Changes in licensed staff since the last board meeting were noted.

**New Hires (Board Action Required)**

Ronald Rose-SHS/Special Ed

Jayne Peppler-SUB/2nd

Megan Newquist-SHS/Resource Room

Juli Olson-SES/Kindergarten

Sophia Duerst - ML/Principal

Brad Emmert-SHS/OA, Asst. Principal/Coord of Alt. Ed

Michael Folger-CTE/Woods/Construction

**Transfers**

Shaylee Serry-ML to SIS/4th

**Resignations**

Alan Kirby-OA/CTE

Shani Thomas-SES

Alexandria Jenks-SHS

James John-OA

Stephanie Anderson-SHS

**Retirements**

Rodney Weeks-SHS

**June 2023 Licensed Report**

**11.3 Designations and Authorizations**

The Board was presented the following designations and authorizations to approve annually as required by Oregon State statute:

- Chief Administrative Officer-Lee Loving
- District Clerk-Lee Loving
- Deputy Clerk-Rhonda Allen
- Legal Counsel-Garrett Hemann Robertson PC and WESD

- Official Auditors for School Year- Accuity, LLC
- Budget Officer-Lee Loving
- Custodian of Funds-Rhonda Allen
- Depositor for School Funds-LGIP, Umpqua Bank
- Facsimile Signatures-Lee Loving, Danielle Blackwell and Rhonda Allen
- Inter-Fund Borrowing Within Fiscal Year-Rhonda Allen

***Grant and Consolidated Sub-Grant Authorizations***

The Board was presented the following authorizations to approve annually as required by Oregon State statute.

These grants include the following but are not limited to:

- Title Grant Applications
- NCLB/eCIP Consolidated Grant Applications
- ESEA Grant Applications
- All State and Federal Grant Applications
- All Non-Profit Grant Applications

***Annual Pesticide Product List***

According to ORS 634.705 (5), the governing body of a school district shall adopt a list of low-impact pesticides for use with its integrated pest management plan. Three items have been added to the list since the last adoption (highlighted in yellow).

[Low Impact Pesticide List NSSD-Product29J](#)

***2023-24 NSSD Board Regular Session Meeting Calendar***

Boards must approve their annual Regular Session Meeting Calendar.

[2023-24 Board Calendar-proposed](#)

***Action on Consent Agenda***

**MOTION-CONSENT AGENDA**

*Motion that the Board approve the Consent Agenda as presented.*

**Motion Made By: Laura Wipper**

**Vote: 6-0, motion passed**

**12. EXCISE TAX ANNUAL ADJUSTMENT**

As part of the annual designations, the Board must accept the new excise tax rate each year as stipulated by the Oregon Dept. of Revenue (SB 1036).

[Excise Tax Resolution\\_061523C.docx](#)

**MOTION-EXCISE TAX, RESOLUTION #061523C**

***NOW THEREFORE BE IT RESOLVED that the North Santiam School District Board approves the Construction Tax Increases as published by the Oregon Department of Revenue for 2023-24 at \$1.56 per square foot for residential and \$.78 per square foot for non-residential. The Non-Residential maximum per building permit is \$39,100.***

**Motion Made By: Laura Wipper**

**Vote: 6-0**

**13. NOMINATIONS FOR BOARD CHAIR & VICE-CHAIR**

***Board Chair Nominations/Vote***

**The Board Vice-Chair declared that nominations were open for the 2023-24 Board Chair.**

Laura Wipper nominated Erin Cramer and moved that nominations be closed.

**The Board Vice-Chair asked for any additional nominations and upon hearing none, declared the nominations for Board Chair closed and called for a vote.**

The vote was 6-0 in favor of Erin Cramer being named the 2023-24 Board Chair.

***Vice-Chair Nominations/Vote***

**The (current) Board Vice-Chair declared that nominations were open for the 2023-24 Board Vice-Chair.**

Laura Wipper nominated Mackenzie Strawn and moved that nominations be closed.

**The (current) Board Vice-Chair called for any other nominations.**

Coral Ford nominated Mark Henderson (declined by Mark due to his work schedule)  
Mark Henderson nominated Coral Ford

**The (current) Board Vice-Chair offered a last call for nominations and upon hearing none, asked for a second to the motion to close nominations.**

**It was seconded by Mackenzie Strawn.**

**After paper ballots were tallied by the Executive Assistant to the School Board, Mackenzie Strawn was announced as the 2023-24 Board Vice-Chair. The votes are recorded as follows:**

Erin Cramer: Coral Ford  
Laura Wipper: Mackenzie Strawn  
Coral Ford: Mackenzie Strawn  
Mackenzie Strawn: Mackenzie Strawn  
Mark Henderson: Coral Ford  
Mike Wagner: Mackenzie Strawn  
Alisha Oliver: absent  
Mackenzie Strawn=4, Coral Ford=2

**14. RESOLUTION AUTHORIZING PASS THROUGH PAYMENTS**

The 2013 bond refinance closed on the meeting day (6-15-2023). The issuance costs were wired directly to NSSD instead of the service providers. NSSD received the funds as bond proceeds revenue, so the Business Director needs to expense the issuance cost to each provider. This requires appropriation authority to create these expenditures. The appropriation in the debt service fund for the expense can be increased as Pass Through Funds by Resolution. A resolution to transfer appropriations will keep the District from being over-appropriated at year-end.

**MOTION-RESOLUTION 061523E**

***BE IT RESOLVED that the Board of Directors of the North Santiam School District hereby authorizes pass through payments in the Debt Service Fund to expense issuance costs for the 2013 GO Bond refinance.***

**Motion Made By: Mike Wagner  
Vote: 6-0, motion passed**

**15. [NSSD 2023-24 BUDGET ADOPTION: Rhonda Allen](#)**

The Director of Business & Fiscal Services reviewed the budget information and motions during the NSSD Budget Hearing that preceded the Regular Session. Meeting minutes from the May 11, 2023 Budget Committee meeting as well as the budget message PowerPoint presentation were included in the materials for that meeting and are available at this link: [05/11/23](#)

The Budget Committee voted on May 11, 2023 to approve the 2023-24 budget and it is now presented to the Board of Directors for adoption.

**MOTIONS-ADOPTION OF THE 2023-24 BUDGET**

**MOTION-Resolution 061523A**

**BE IT RESOLVED** that the Board of Directors of the North Santiam School District 29J hereby adopts the budget for the fiscal year 2023-2024 in the sum of \$51,104,942.

**Motion Made By: Coral Ford**

**Vote: 6-0, motion passed**

**MOTION-Resolution 061523B**

**BE IT RESOLVED** that the Board of Directors of the North Santiam School District 29J hereby imposes the taxes provided for in the recommended budget:

**At the rate per \$1,000 of the assessed value of \$4.3973 for operations;**

**In the amount of \$2,140,000 for debt service on general obligation bonds.**

**Motion Made By: Laura Wipper**

**Vote: 6-0, motion passed**

**MOTION-Resolution 061523D**

***NOW, THEREFORE, BE IT RESOLVED*** the Board of Directors for North Santiam School District 29J hereby makes the designations, as outlined in Resolution 061523D, of the 2023-2024 ending fund balances in accordance with GASB 54.

**Motion Made By: Mike Wagner**

**Vote: 6-0, motion passed**

**Attachments**

Resolution Adopting Budget\_061523A.docx

Resolution Imposing Taxes\_061523B.docx

Resolution GASB 54\_061523D.docx

The Board Vice-Chair called for a recess from 7:50-8:00.

**16. [WESD LOCAL SERVICE PLAN: Supt. Loving](#)**

Supt. Loving reviewed the services purchased by NSSD for the upcoming 2023-24 school year from the WESD (Willamette Education Service District) and answered questions. Some key points included:

- the District is utilizing \$50,000 to bring a communications specialist from WESD into the district office 2 days a week. This individual, as well as the rest of the WESD

Communications Department, will also be available the other three days should an urgent issue arise.

- the District is currently paying for more slots in the Willamette Career Academy than are being filled by NSSD students. NSSD made a financial commitment by agreeing to purchase slots, along with other school districts, to enable the program to get started but will likely re-evaluate the number of slots purchased each year unless enrollment by NSSD students increases significantly.

The attachment can be viewed under this agenda item at the link below:

[WESD LSP 23-24](#)

*Alisha Oliver returned to the meeting at 8:12 pm.*

## **17. COMMUNITY ENGAGEMENT**

This standing agenda item is for the Board to continue discussing the process of increasing the engagement of parents and the greater community in our schools.

Laura Wipper shared that she attended the Soup with the Supt. that was translated into Spanish. While only one parent attended, they did receive good feedback on how to increase engagement for future events.

## **18. BOARD REFLECTION**

This standing agenda item has been added to allow the Board to collectively reflect upon statements made during public comment or topics covered during the meeting.

- Multiple members thanked Dr. Robertson for his comments and affirmed their commitment to meeting all students where they are in their individual learning capacities
- Mike Wagner shared something he learned in a seminar many years ago which is that if voters/stakeholders only see board members when they are seeking a bond (asking for money), they may be less likely to vote yes. Building trust and relationships over time and through repeated exposure is key to successfully and consistently passing bond measures.
- Alisha Oliver reflected on her time as board chair and acknowledged her appreciation for how board members have continually treated each other with kindness and respect throughout stressful times, especially when they may not have agreed on the topic at hand.
- Mark Henderson and Coral Ford thanked Alisha for her time, energy and efforts over the last two years.
- Erin Cramer presented her with a commemorative clock from the entire board honoring her service as chair.

## **19. BOARD REPORTS/ANNOUNCEMENTS**

**This item is for things such as reports from board members (E.g., conferences or community events they attended) or to request volunteers for upcoming activities.**

- July Board Greeter: Coral Ford
- Mackenzie Strawn sat in on the interview for the new Woods teacher at SHS
- Alisha Oliver attended the family bbq at SES
- Mike Wagner attended the ML 8<sup>th</sup> grade promotion ceremony
- Erin Cramer and Coral Ford attended the SIMS 8<sup>th</sup> grade promotion ceremony

## **20. INFORMATION ONLY**

### **20.1 Field Trip Report:**

A list of the field trips taken and/or scheduled since the start of the school year was included in the board packet. It can be viewed under this agenda item at the link below.

[June 2023 Fieldtrips Board Report](#)

**20.2 Student Enrollment:**

Current enrollment was approximately 2,141 across the District. Numbers for each school are listed below. Refer to the attachment under this agenda item for a breakdown by grade at each location.

Mari-Linn: 176  
Sublimity: 358  
Stayton Elementary: 361  
Stayton Intermediate/Middle: 456  
(SIS: 199 SMS: 266)  
Stayton High: 649  
Options Academy: 141

[June 2023 Enrollment Totals](#)

**20.3 Future Agenda Items:**

A list of possible future agenda items was attached as part of the board packet. The attachment can be viewed under this agenda item at the link below.

[Agenda Items Annual Calendar rev 5.23](#)

- there was a suggestion to review the timeline for the superintendent annual evaluation

**20.4 Upcoming Board Events & Activities:**

Information included here can be viewed under this agenda item at the links above across the District can be found on the website at [www.nisantiam.k12.or.us](http://www.nisantiam.k12.or.us)

**21. [EXECUTIVE SESSION-ORS 192.660\(2\)\(i\)](#)**

The Board entered into Executive Session at 8:40 pm under ORS 192.660(2)(i) for the annual evaluation of the performance of the superintendent. This portion of the meeting was not open to the public.

**22. [RETURN TO OPEN SESSION](#)**

The Board Vice-Chair returned the meeting to open session at 8:54 pm and invited the public back into the room.

**23. [APPROVAL OF SUPERINTENDENT CONTRACT](#)**

**MOTION-SUPERINTENDENT CONTRACT**

*Motion to approve the superintendent employment contract for 2023-26 between Lee Loving and the governing board of the North Santiam School District 29J of Marion and Linn Counties, OR as presented.*

**Motion Made By: Mike Wagner**

**Vote: 7-0, motion passed**

**24. [ADJOURN](#)**

The Board Vice-Chair adjourned the meeting at 8:55 pm.

EQUAL OPPORTUNITY EMPLOYER



**2023-24 Board of Directors**

**Board Chair**, Erin Cramer    **Board Vice-Chair**, Mackenzie Strawn

**Board Members:** Mike Wagner, Laura Wipper, Mark Henderson, Coral Ford & Alisha Oliver

**Student Representatives to the Board**, Benjamin Perez & Lucas Joyce

**Superintendent**, Lee W. Loving

**Director of Business & Fiscal Services**, Rhonda Allen

**Director of Human Resources**, Danielle Blackwell

**Director of Teaching & Learning**, Nicole Duncan

**Director of Special Services**, Brittney Spencer

**Director of Nutrition Services**, John Barnes

**Director of Safety, Security, and Health Services**, Gary Rychard

**Director of Facilities**, Dave Parsons

**Superintendent/School Board Executive Assistant**, Tonia Whisman

**Regular Session Minutes-DRAFT**

**Thursday, July 20, 2023 ~ 6:00 PM**  
**NSSD District Office/Santiam Room**  
**1155 N 3rd Ave**  
**Stayton, OR 97383**

<https://youtube.com/live/Aa45z3-wSjE?feature=share>

**1. CALL REGULAR SESSION TO ORDER**

The Board Chair called the meeting to order at 6:02 and noted that all members were present except Mike Wagner who was expected to arrive shortly.

**2. AGENDA APPROVAL**

Changes to the agenda after posting on July 14, 2023 were acknowledged:

**Added Attachments-**

\*4.0-Agenda Items Annual Calendar

\*5.0-District/Board Goals 2019-2023 & 2022-23 Strategies

**MOTION-AGENDA APPROVAL**

*Motion that the Board move agenda item 5 (board goals) to occur prior to agenda item 4 (Annual Agenda/Sub Committees) and approve the agenda as modified.*

**Motion Made By: Laura Wipper**

**Vote: 6-0, motion passed**

### **3. OATH OF OFFICE**

Newly re-elected board members took their oaths of office for the 2023-2027 term.

Erin Cramer - Director Position 2, Zone 2-Stayton

Coral Ford - Director Position 6, Zone 2-Stayton

Mark Henderson - Director Position 5, At-Large #1

*(see below for Mike Wagner - Director Position 4, Zone 3-Mari-Linn)*

### **5. BOARD/DISTRICT GOALS**

Supt. Loving shared his thoughts in general about NSSD's board and district goals and how they integrate with a superintendent's goals. He shared handouts with the board and they can be viewed under this agenda item via the link below (attachments)

*Mike Wagner arrived at 6:14 pm.*

Long-standing members shared some historical context of NSSD's current goals and mission, vision and guiding principle. It was noted that the majority of the board has been elected since the current goals have been in place and while there doesn't appear to be a strong desire to vastly deviate from them, there is a benefit in the newer members having an opportunity to contribute.

Multiple members expressed a desire to make their goals more specific, measurable and actionable by them directly and discussed the pros and cons of combining the board and district goals. There was also a discussion about rearranging or restructuring the existing vision, mission statements and guiding principles as well as some or all of the goals. Some suggestions included switching the vision and mission statements and taking some of the goals that are less measurable and making them guiding principles.

The Board Chair requested that any board members who were interested in working with other members prior to the upcoming NSSD Leadership Team Goals Workshop on August 9, 2023 to contact Supt. Loving.

#### **[Attachments](#)**

[Supt. Loving's PPT-July Board Work Session](#)

[District-Board Goals 2019-2023 & 2022-23 Strategies](#)

*Mike Wagner took his oath of office at the conclusion of this agenda item.*

### **4. ANNUAL AGENDA/SUPT. SUB-COMMITTEES**

The Superintendent explained the difference between a Superintendent Sub-Committee and a Board Sub-Committee. The key difference is when a school board sub-committee meets, all public meeting laws apply. This includes requirements regarding meeting notices, minutes and live streaming. If the group is deemed a superintendent's sub-committee, they report directly to the superintendent and, so long as no more than three board members are present, the public meeting laws do not apply. The superintendent would then be responsible for reporting the actions of the committee to the entire board.

In addition, Supt. Loving noted he is very interested in reconvening the Long-Range Facilities Master Planning Committee either in the fall or winter. He reminded the board the District has received a [TAP](#) grant for \$25,000. This program helps districts plan for capital improvements and expansion so they can better inform their communities about deferred maintenance needs, future enrollment, and explore sources of funding for school facilities.

The Board reviewed the list of proposed agenda items for typical school years and any possible assignments to Superintendent Sub-Committees. [Agenda Items Annual Calendar rev 7.23](#)

They noted the following:

- TELL Survey results are not yet available so it may be prudent to move it back to Sept. or Oct.
- SIA Quarterly report name should be changed since it is not technically done quarterly
- Buddy School selections are currently listed for Aug but are typically done at the same time the board chair and vice-chair are selected
- the annual approval of third-party alternative education programs was not included anywhere
- the Supt. goal check-ins will be moved to Dec & Feb and the Supt eval. to March
- Options Academy will present its school spotlight every December (there will be a tour but the facility is not big enough to accommodate a board meeting)
- Integrated Guidance approvals need to be placed on the month prior to ODE submission deadlines
- Possible new agenda item to honor the board scholarship award winner from SHS and the potential creation of a sub-committee to oversee the future of the scholarship program
- board members will receive personal invites to curriculum displays so they will have multiples opportunities to review them prior to the board presentation
- add a new agenda item in Dec or Feb for planning activities that could increase the number of applications for student representative to the board.

Prior to adjourning, board members indicated their availability for the Summer Fest event on July 30, 2023.

## **6. ADJOURN**

The Board Chair adjourned the meeting at 8:00 pm.

*EQUAL OPPORTUNITY EMPLOYER*



North Santiam  
School District

Code: **GCBDF/GDBDF**  
Adopted:

**Paid Family Medical Leave Insurance \***

The district provides an equivalent plan for paid family and medical leave and does not participate in Paid Leave Oregon. This plan has been approved by the Employment Department.<sup>1</sup> The district will file the Oregon Quarterly Tax Report as required.

The district will make available a notice poster that outlines the requirements and procedures for the equivalent plan.<sup>2</sup> This poster will be displayed in each of the district's buildings or worksites in an area that is accessible to and regularly frequented by employees. This poster will be provided<sup>3</sup> to remote employees upon hire or assignment to remote work.

END OF POLICY

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**Legal Reference(s):**

<sup>1</sup>Deadlines for the district to file an exemption application can be found on OAR 471-070-2205. Application requirements can be found in OAR 471-070-2210.

<sup>2</sup>For poster requirements, see OAR 471-070-2330.

<sup>3</sup>By hand delivery, regular mail, or through an electronic delivery method.

[ORS 657B.210 – 657B.260](#)

[OAR 471-070-2200 - 2460](#)

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## Summary

House Bill 3041 revised the statutory definition of sexual orientation (removed gender identity) and created a new definition for gender identity.

## Collective Bargaining Impact

None

## Local District Responsibility

Review the board's policy manual for the policies listed herein and if present, revise and readopt.

# North Santiam School District

Code: IIA  
Adopted: 10/19/17

## Instructional Resources/Instructional Materials

The Board believes that proper care and judgment should be exercised in selecting basic instructional materials. While the Board retains the authority to approve district instructional materials adoptions, it authorizes the superintendent to develop and implement administrative regulations~~procedures~~ governing how selections are determined. Such procedures will provide for administrator, staff, parent, student and community involvement and employ suitable selection criteria to ensure that the recommended instructional materials will meet the needs of the program, students, teachers and community.

The district will review instructional materials in accordance with the State Board of Education adoption cycle. Each instructional program and basic instructional materials will be reviewed on a seven-year cycle and recommendations for appropriate instructional materials will be made.

Recommended instructional resources and materials will be free of racial, color, national origin, religious, disability, age, marital status, gender identity, ~~sexual bias or~~ sexual orientation or sexual bias. The instructional materials will; contain appropriate readability levels; support the district's adopted curriculum content; provide ease of teacher use; be attractive and durable and be purchased at a reasonable cost.

The district will establish a process and timeline for regularly determining and considering whether the textbooks and other instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge.

All basic instructional materials recommended for adoption need to be approved for use by the Board. Prior to Board approval, parents and interested district patrons will have the opportunity to review the recommended instructional materials and be encouraged to provide opinions about them and their use in the classrooms.

All supplementary materials and library media resources will be selected cooperatively by teachers, principals, and librarians. Recommended supplementary materials and library media resources will also be free of racial, color, national origin, religious, disability, age, marital status, gender identity, sexual orientation or sexual bias. The instructional materials will; contain appropriate readability levels; support the district’s adopted curriculum content; provide for ease of teacher use; be attractive and durable and be purchased at a reasonable cost.

To be in compliance with the requirements of federal law, the Board directs the superintendent to distribute curriculum materials and instructional supplies to district schools in such a manner that ensures all schools receive equivalent materials.

END OF POLICY

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**Legal Reference(s):**

<a href="#">ORS 336.035</a>	<a href="#">ORS 337.511</a>	<a href="#">OAR 581-022-2310</a>
<a href="#">ORS 336.840</a>	<a href="#">ORS 339.155</a>	<a href="#">OAR 581-022-2340</a>
<a href="#">ORS 337.120</a>		<a href="#">OAR 581-022-2350</a>
<a href="#">ORS 337.141</a>	<a href="#">OAR 581-011-0050 - 0117</a>	<a href="#">OAR 581-022-2355</a>
<a href="#">ORS 337.150</a>	<a href="#">OAR 581-021-0045</a>	
<a href="#">ORS 337.260</a>	<a href="#">OAR 581-021-0046</a>	

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).

House Bill 3041 (2021).

**Cross Reference(s):**

INB - Studying Controversial Issues  
KH - Public Gifts/Donations to the District  
KL - Public Complaints

Code: IIA-AR  
Revised/Reviewed: Dates

## Instructional Materials Selection

The school board delegates the responsibility for selecting instructional materials for board approval to the superintendent. The superintendent, or designee, shall be responsible for establishing the selection procedures, appointing appropriate committees, accepting recommendations from committees assigned to the task, and approving the final recommendation when instruction materials are to be approved by the board.

Policy also states that teachers, administrators, and residents of the community shall be involved in a process designed to ensure that each student will be educated to the fullest by means of a wide variety of materials which will be provided to meet curricular needs and the greatest possible diversity of student interests. To the extent possible, all adopted instructional materials used as part of the educational curriculum of a student shall be approved by the board. To the extent possible, instructional materials will be available for inspection upon request by families or guardians of the student prior to their use.

### Definitions:

#### Instructional Material

Oregon law defines as “any organized system which constitutes the major instructional vehicle for a given course of study, or any part thereof.” **OAR 581-011-0050**. The district defines these materials as instructional content provided to the student through textbooks, supplemental texts, and library books regardless of format, encompassing printed or representational, audiovisual, and electronic or digital materials. This includes books, novels, periodicals, newspapers, pictures, videos, video recordings, internet sources, software, and audio recordings.

#### Core District-Adopted Instructional Materials:

Instructional materials adopted and paid for by the District for use by all teachers with all students in a core academic subject or course of study (associated with the Oregon Core instructional materials adoption process).

#### Supplemental District-Selected Instructional Materials:

Instructional materials selected and paid for by the district, in addition to the Core Adopted Instructional Materials. These may be included during the regular adoption window or selected later in response to student performance data. These materials are selected by the district for use as additional support based upon the needs of students and staff.

## **Teacher-Selected Additional Instructional Materials:**

Instructional materials selected by teachers for use in individual classrooms, in addition to the other district-adopted instructional materials.

### **Selection Criteria for Instructional Materials**

Materials selected will be carefully evaluated based on the following selection standards and guidelines. In most instances, the selected materials should meet a significant number of the relevant criteria listed below, although a single resource need not meet all the criteria in order to be selected. Materials will be selected for their strengths rather than rejected for their weaknesses. These criteria apply to the selection of new materials for multiple school use, single school use, and individual classroom and library use, as well as materials donated to the district.

- Standard 1: Materials shall be consistent with the district's vision, mission, and goals, the selected program goals, and the objectives of specific courses as outlined in the district's planned course statements.
- Standard 2: Materials shall contain high standards of quality content, educational significance, readability, artistic quality and/or literary style presentation, physical format, and technical quality.
- Standard 3: Materials shall be appropriate for the ability level, learning styles, emotional and social development of the students for whom the materials are selected.
- Standard 4: Materials shall promote growth in factual knowledge and critical thinking.
- Standard 5: Materials shall stimulate growth in the areas of literary appreciation, varied social values, aesthetic values, and ethical standards.
- Standard 6: Selected materials shall support a balanced approach to sensitive or controversial topics/issues that will include representation of various points of view even when those opinions represented are sensitive or controversial. The inclusion of sensitive or controversial materials does not imply endorsement of the ideas by district personnel.
- Standard 7: Materials shall represent the contribution of all people regardless of age, gender; gender identity; belief system (e.g., religious, spiritual, political, social); racial, ethnic, and cultural origin; socio-economic background, diverse ability or disability.
- Standard 8: Materials selected will be in compliance with all criteria and procedures as outlined on OAR 581-011-0050 to -0117 and ORS Chapter 337.

## **Selection of Adopted Instructional Materials**

1. As a part of the district's curriculum review process, a committee, hereby known as the adoption team, consisting of teachers and administrators, will be established and will include applicable input from students and parents as part of the process. The Board shall affirm the list of members of the adoption team. The adoption team shall be charged with determining the necessary characteristics of instructional materials to be selected for a particular subject area of discipline. Such characteristics must be consistent with the following:
  - a. existing state and district board policies and administrative regulations
  - b. state achievement standards for students
  - c. the curricular and instructional philosophy of the district
  - d. state and district selection criteria for instructional materials (see page 2)
  - e. any guidelines unique to the curricular area which are established through the review process by the adoption team.
2. The adoption team will oversee the review of available materials and recommend materials which meet the developed criteria;
3. The materials under consideration shall be available for a 14 calendar day period of time for interested residents to review, study and make suggestions if they wish. Comments and recommendations from community residents will be thoroughly considered by the adoption team. In addition, appropriate notices will be placed in district publications sent too shared with area residents concerning the curriculum review process and timeline;
4. The adoption team shall prepare a budget for purchase of the recommended materials. Costs shall reflect the per student expenditure needed to provide the materials that are essential, in line with the state recommendation. In the event that an independent adoption is recommended, the above detailed cost guidelines still apply.
5. The superintendent or designee will review materials recommendations submitted by the adoption committee for recommendation to the Board.
6. The Board will review, discuss and adopt the instructional materials to be used in schools during the ensuing adoption cycle for each curricular area;
7. If applicable, the superintendent shall notify ODE within 30 days of the Board independently adopting instructional materials.
8. Teachers will choose instructional materials for use in classrooms and with students from among the materials approved by the Board;

9. Every student must have access to the adopted materials necessary for instruction and be able to access such materials at home as needed.
10. Parents and guardians shall have access to all adopted instructional materials for review.

### **Supplemental District-Selected Instructional Materials:**

1. The district may revise learning targets/standards between state adoption years, prompted by changing state standards, emerging research, student need, or program changes. Should the district find that adopted materials and staff development do not adequately facilitate student learning as evidenced by a lack of student achievement growth on state standards and district learning targets/standards, the superintendent or designee may:
  - a. Authorize further data gathering and analysis.
  - b. Authorize further targeted staff development.
  - c. Form a team to consider and select potential additional supplemental materials adoptions that address learning targets based on data gathered and analyzed.

### **Teacher-Selected Additional Instructional Materials**

1. Teachers may use their professional judgment to select additional learning materials in accordance with Selection Criteria for Instructional Materials contained within this document to supplement and enrich the instructional program.
2. All Teacher-Selected Additional Materials required by the teacher for student use shall be carefully previewed by the teacher to ensure the instructional value is appropriate to their student's age level and classroom subject matter. These materials must be used within legal copyright limits and publisher licensing agreements.
3. Parents and guardians are to be informed of the use of any supplementary materials that may include sensitive content or be considered controversial.
4. To the extent possible, all supplementary, teacher-selected instructional materials that constitute a significant portion of the content being taught shall be available for inspection by the parents or guardians of the student prior to their use.
5. When the proposed materials may conflict with district criteria and/or may include sensitive or controversial content, the teacher shall complete the following process:
  - a. Submit a [Teacher-Selected Additional Instructional Materials Approval Form](#) to their principal or designee.

- b. If use of the additional materials is approved, the teacher will then inform parents/guardians regarding the intended use of these materials.
  - i. [Sample Parental Permission Form for Teacher-Selected Instructional Materials](#)
  - ii. [Sample Parental Permission Form for Film/Video](#)
  - iii. If a parent/guardian opts their student out of the additional materials, the teacher shall provide equivalent, relevant, and appropriate alternative instructional materials for that student.

## **Library and Electronic Resources**

1. Principals may delegate the responsibility of selecting library materials, including any gifts and donations, to library staff who will accept input from faculty, students, and parents. The library staff shall select materials by examining literary reviews, lists of recommended books, and standard bibliographic tools. The selection of library materials, including any gifts and donations, reflects the district's educational philosophy, district educational goals, and the standards for selection criteria for instructional materials. In addition, the district endorses the American Library Association Bill of Rights and the American Association of School Librarians' statement of Access to Resources and Services.
2. Principals are responsible for ensuring that technological resources purchased are used in accordance with the "Electronic Communication System" guidelines provided in Board policy IIBGA and administrative regulation IIBGA-AR.

## **Film/Video Use**

1. The showing of movies and videos must be limited to specific educational purposes. A full-length movie, a clip of a movie, or a video may only be shown in school if the content is relevant to the curriculum and specific educational objectives, is appropriate to the age and maturity of the students, is a productive use of class time and will not cause classroom disruption. For specific details, refer to the Guidelines for the Fair Use of Copyrighted Materials EGAAA.
2. A movie or video with a G, TV-Y, or TV-G rating may be shown to any grade (K-12) with teacher discretion. An equivalent, relevant, and appropriate alternative assignment must be provided for any student whose parent or guardian denies consent to viewing a film/video.
3. Staff shall follow District Board Policy, INB - Studying Controversial Issues before requiring student use of sensitive or controversial learning resources.  
PG, PG-13, and R-rated movies, movie clips, and videos and TV-Y7, TV-PG, TV-14, and TV-MA television programs or clips shall be considered sensitive or controversial within

the meaning of this policy and require prior approval of the principal and parent notification/permission according to the following guidelines:

- a. PG, PG-13 and R-rated films/videos or TV-PG, TV-14 or TV-MA television programs shall be considered sensitive or controversial at the elementary level;
- b. PG-13 and R-rated films/videos or TV-14 and TV-MA television programs shall be considered sensitive or controversial at the middle level;
- c. R-rated films/videos or TV-MA television programs shall be considered sensitive or controversial at the high school level;
- d. X or NC-17 films/videos shall not be used in the North Santiam School District.

## **Play/Musical Selection**

1. Theatre Arts specialists (Drama Director) will complete the [Play/Musical Rationale & Comment Form](#) and submit it and a copy of the script to the building principal prior to publicizing the production or casting.
2. The building principal may review the rationale and comment form to identify evidence of educational value and any concerns about potential sensitivity of topics in the recommended piece in a timely manner determined by the building administrator and Theatre Arts Specialist. If there is mutual agreement of support for the proposed play/musical selection, the process should move ahead to step 4.
3. The building principal and the Theatre Arts Specialist may begin a dialogue regarding the educational value of the piece as well as discuss any concerns over its topic and/or content. If concerns exist, the building principal, in consultation with the Theatre Specialist, will invite others into the conversation to assist in the decision-making process. Invitees could include representatives from Site Council, classroom teachers, the school neighborhood community, and others to be determined by the play selection team at the site. The outcome of the conversations would either be a recommendation to move forward with production or a recommendation to make another choice of plays to perform. Ultimately, the principal will be responsible for the final decision.
4. Theatre Arts Specialists will publicly announce selected play/musical titles two weeks prior to auditions and after steps 2 or 3. In the absence of expressed concerns, play production will proceed. Should community members express concerns within that time frame, the site may decide to stop production planning and begin the collaboration process in step 3.

## **Public Displays of Art on School Grounds**

It is essential to consider permanent public displays of art for long-term display carefully. Examples: murals painted on school walls, statues or themed displays in courtyards or entryways, and artwork

displayed permanently on athletic fields or grounds. This policy is not directly addressing short-term displays of student art: painting hanging in school hallways or art displays of a temporary manner.

1. The art should be appropriate in scale, material, form, and content for the school environment.
2. The work of art should complement and enhance the building or facility and its purpose.
3. The work of art should be appropriate and fitting for the beliefs and values of the school district and community standards.
4. Works of art will be examined for durability, taking the environment and the condition of the piece into consideration. Extremely fragile items or those that are potential targets for vandalism may not be appropriate for school settings.
5. When selecting a work of art, schools will take into consideration any security issues, the cost of installation, and the cost of maintaining the work over its lifetime. The schools will create a budget for estimated costs. Start-up and ongoing costs for cleaning and mounting will also be considered.
6. Art displays will not be selected or accepted that create unsafe conditions or contain other factors that may bear public liability.
7. Constituents must complete the Public Displays of Art Selection Rational / Comment Form and submit it to the principal and review committee.

### Process for Approval

The principal will create a committee to review the proposed display. The review committee will recommend that the principal approve or deny the request to display the art on the school grounds. The principal will review the recommendation presented by the committee and present it to the superintendent or designee. The District, in its sole discretion, will determine whether to review and accept or reject any proposed publicly displayed artwork.

### **Reconsideration of Instructional Materials**

Although care is always exercised in selecting instructional materials, there will be occasions when a community member, staff, or a district administrator may find certain classroom or library instructional materials inappropriate and wish to request a reconsideration of their use. In such an event, the concerned individual shall contact the teacher or librarian in an attempt to resolve the issue informally but should understand that under no circumstances should the materials in question be removed from circulation as a way to reach agreement.

If the concerned individual cannot resolve the concerns informally with the teacher or librarian, they shall share their concerns with the building principal but should understand that under no circumstances should the materials be removed from their intended use. The principal shall try to resolve the matter informally using the [Instructional Materials Conversation Guide for Principals](#). The principal shall acknowledge receipt of all written or verbal requests for reconsidering the use of instructional materials throughout the process.

If the concerned individual is not able to resolve the concerns with the principal, this formal process shall be followed:

1. The concerned individual will complete the form for [Request for Reconsideration of Library and/or Instructional Materials](#) and submit it to the school principal. If the principal is raising the concern, he/she should also complete the form;
2. The principal shall notify all staff members who are directly involved in the request;
3. The principal shall forward the “Request for Reconsideration of Library and/or Instructional Material” and other relevant documentation to the administrator for Curriculum, Instruction, and Assessment;
4. The principal and the Administrator for Teaching and Learning shall ensure that the materials in question shall continue to be used for their designated purpose as originally intended until the formal procedure is complete;
5. The Administrator for Teaching and Learning shall notify the Superintendent or designee of the request for reconsideration;
6. The Superintendent or designee will review the documentation to ensure that the steps have been followed. When this has been confirmed, the Superintendent or designee will charge the Administrator for Teaching and Learning to form and chair a committee to review the request for reconsideration. The Administrator for Teaching and Learning will personally contact the individual requesting reconsideration to clarify the issue;
7. Final action on a request shall be taken by the administration no later than 25 school days after the principal receives the completed “Request for Reconsideration of Library and/or Instructional Material”;
8. The individual making the request for reconsideration may withdraw the request at any time during the review process.

## **Establishment of a Review Committee**

The Superintendent or designee will charge the Director of Teaching and Learning to establish a review committee and serve as chair. The membership shall be representative of the school district by including teachers (2) from the same grade level or subject at which the material(s) is being used, members of the community (2), parents/guardians (3), district librarians (1), and a principal(s). The committee may also include student(s). There will be an odd number of participants on the committee, and the Chair is a nonvoting member. The specific number of representatives from the various categories will be dependent upon the nature and use of the material in question.

## **Committee Review Procedure**

1. Committee members will receive copies of the completed Instructional Materials Conversation Guide for Principals and the Request for Reconsideration of Library and/or Instructional Material.
2. The committee will meet in an open session.
3. Opportunity shall be afforded to the person(s) or group questioning the material to meet with the committee and to present their opinions. Committee members may ask the presenter(s) questions for the purpose of better understanding or clarifying their presentations.
4. The committee will review the material in question and form opinions based on the material taken on a whole. The committee should take into account the applicable instructional objectives and materials selection criteria as well as the age and development of the students using the material.
5. The committee will formulate its recommendations and prepare a written report for the Superintendent or designee using the [Instructional Materials Reconsideration Review Committee Report](#). This report will present both majority and minority opinions and include a recommendation to retain the material in its original location, to relocate the material to an advisory location, or to remove the material.
6. If the majority report is supported by less than  $\frac{2}{3}$  of the committee, then the Superintendent or designee shall convene a three-person panel in Teaching & Learning of two administrators from the appropriate level and an Executive Administrator.

## **Action Taken**

1. Disposition of the request shall be made known to all parties in the action, including committee members, the person submitting the request, the principal, the teacher involved, and all

teachers in that subject area.

2. The final decision shall be sent to all district administrators.

Legal References:

[OAR 581-011-0050 to 0117](#)  
[ORS 337](#)

Instructional Forms:

- [Teacher-Selected Instructional Materials Approval Form](#)
- [Sample Parental Permission Form for Teacher-Selected Instructional Materials](#)
- [Sample Letter to Parents Regarding Use of Film/Video](#)
- [Play/Musical Selection Rationale/Comment Form](#)
- [Permanent/Long-Term Public Displays of Art Selection Rationale/Comment Form](#)
- [Instructional Materials Conversation Guide for Principals](#)
- [Request for Consideration of Library and/or Instructional Material](#)
- [Instructional Materials Reconsideration Review Committee Report](#)

## Teacher-Selected Instructional Materials Approval Form

This form must be completed and approved by your principal/designated school administrator prior to classroom use of supplemental materials conflicting with the II/IIA-AR criteria for Instructional Materials.

<p>The material will be used in this class: _____ Number of students: _____</p> <p>Date(s) material will be used in the class(es): _____</p>
<p>Title: _____</p> <p>Author/Distributor/Publisher: _____</p> <p>Copyright date: _____</p>
<p>Type of Material:</p> <p style="text-align: center;">___ Book ___ Magazine/Newspaper ___ Film/Video ___ Audio ___ Simulation</p> <p style="text-align: center;">___ Internet resource ___ Television recording ___ Other (describe) _____</p> <p>Film/video/TV recording:</p> <p style="text-align: center;">_____ Show in entirety _____ # of minutes _____ Rating</p> <p style="text-align: center;">_____ Excerpt shown _____ # of minutes</p> <p>Book: _____ Read entire book _____ Reading selection(s) only, list page</p>
<p>Describe the relationship to course objectives and curriculum and explain how you will incorporate this instructional material into your classroom activities:</p>   
<p>Describe sensitive or controversial content:</p>   
<p>I previewed the material completely and certify that this is a legally obtained copy that meets the Guidelines for the Use of Copyrighted Materials EGAAA. If available, reviews are attached.</p> <p>Teacher's Signature: _____ Date: _____</p>
<p>Approved for use on the dates above with the listed class(es).</p> <p>Administrator's Signature: _____ Date: _____</p>

## Sample Parental Permission Form for Teacher-Selected Instructional Materials

Dear Parent or Guardian:

We are currently studying \_\_\_\_\_ in \_\_\_\_\_ class. The North Santiam School District encourages teachers to select and use enrichment materials to supplement Board-adopted curricula. To enhance your student's learning experience and understanding, I selected the material listed below which has been approved for use by our principal. Because portions of the material contain content of a sensitive or controversial nature, I am notifying you of its use.

- Title of material:
  
- Author:
  
- Description of sensitive or controversial content:
  
- Significance of the selection material(s) to lesson/course/curriculum objectives:

Please email me regarding any questions or concerns.

Please return the form below only if you wish your student to be excused from participating in this part of the lesson. I will gladly provide an equivalent, relevant and appropriate alternative assignment.

Sincerely,

[Teacher Name]

[Email address]

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Please return form to school by [insert date] only if you deny permission for your student to participate.

Name of student: \_\_\_\_\_

Title of material: \_\_\_\_\_

Class: \_\_\_\_\_

I do not wish for my student to participate in the use of this material and understand my student is responsible for completing an equivalent, relevant and appropriate alternative assignment.

Signature of Parent or Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

## Sample Letter to Parents Regarding Use of Film/Video

Dear Parent/Guardian:

We are currently studying \_\_\_\_\_ in \_\_\_\_\_ class. To enhance your student's learning experience and understanding, I am planning to show the film/film excerpts from \_\_\_\_\_ on \_\_\_\_\_ [list date/dates].

The film is rated \_\_\_\_\_ due to \_\_\_\_\_ [mention how the film was reviewed]. I believe in its learning value and assure you the film will be shown in appropriate context including discussion and activities before and after viewing. [Explain the learning goals this film or the specific scenes you plan to show will help you achieve.] The use of this film/excerpt has been reviewed and approved by our principal.

Please complete the form below authorizing or exempting your student from viewing by \_\_\_\_\_ [date].

Please email me regarding any questions or concerns.

Please return the form below only if you wish your student to be excused from participating in this part of the lesson. An equivalent, relevant and appropriate alternative assignment will be given.

If you do not wish to have your student view this film, I will gladly provide an equivalent, relevant and appropriate alternative assignment. Please email me regarding any questions or concerns.

Sincerely,

[Teacher Name]

[Email address]

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Please return form to school by [insert date] only if you deny permission for your student to participate.

Name of student: \_\_\_\_\_

Film title: \_\_\_\_\_

Class: \_\_\_\_\_

I do not wish for my student to view the film/excerpts of the film and understand my student is responsible for completing an equivalent, relevant and appropriate alternative assignment.

Signature of Parent or Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

**NSSD Play/Musical Selection Rationale/Comment Form**

Theater Arts Specialist:

Date:

Title of selected work:

**Questions:**

1. How does the selected play/musical reflect your program's educational theatre philosophy?

2. How does the selected play/musical meet the district-adopted learning targets?

3. State the validity of the play/musical as dramatic art.

4. Describe the theme(s) and the directorial concept of the production.

5. Identify any props resembling weaponry and educational justification for the inclusion of item(s).

6. How is the material age appropriate for students?

7. Might the production be considered controversial? (Does it contain profanity, sexist, racist, liberal, or conservative issues, infringe on the separation of church and state, or include controversial topics?)

Give completed form and a copy of the script to the school principal for approval.

**Permanent/Long-Term Public Displays of Art Selection Rationale/Comment Form**

Instructor:

Date:

Title of Display:

Location of Display:

Questions:

1. How does the display reflect the district's public image and values? *(Remember that images can be interpreted differently by different groups of people.)*

2. Describe the intended message the display is representing.

3. Might the display be considered sensitive or controversial? *(Does it contain profanity? Does it contain or refer to sexist or racist themes? Does it infringe on the separation of church and state, or include sensitive or controversial topics?)*

Give completed form and a copy of the public art proposed to the school principal for approval.

## Instructional Materials Conversation Guide for Principals

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

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### Preparing for a Conversation

- The goal is to resolve complaints informally whenever possible.
- Greet the person with a smile. Listen more than talk.
- Communicate an openness to receive inquiries and take any concerns seriously.
- Acknowledge the individual's concern.
- As the parent, you are the most important teacher for your child.
- You have options. We will work with you to find an alternative.
- Talk about freedom of choice, the school's role in serving all people, and the responsibility of parents to supervise their own child's book use.
- Avoid giving personal opinions.
- Be prepared to explain the NSSD procedures for registering a request for reconsideration.

### Selection Criteria for Instructional Materials

Materials selected will be carefully evaluated based on the following selection standards and guidelines. In most instances, the selected materials should meet a significant number of the criteria listed below, although a single resource need not meet all the criteria in order to be selected. Materials will be selected for their strengths rather than rejected for their weaknesses. These criteria apply to the selection of new materials for multiple school use, single school use, and individual classroom and library use, as well as materials donated to the district.

- Standard 1: Materials shall be consistent with the district's general educational goals, its selected program goals, and the objectives of specific courses as outlined in the district's planned course statements.
- Standard 2: Materials shall contain high standards of quality content, educational significance, readability, artistic quality and/or literary style presentation, physical format, and technical quality.
- Standard 3: Materials shall be appropriate for the ability level, learning styles, emotional and social development of the students for whom the materials are selected.
- Standard 4: Materials shall promote growth in factual knowledge and critical thinking.
- Standard 5: Materials shall stimulate growth in the areas of literary appreciation, varied social values, aesthetic values, and ethical standards.
- Standard 6: Selected materials shall support a balanced approach to sensitive or controversial issues that will include representation of various points of view even when those opinions represented are sensitive or controversial. The inclusion of sensitive or controversial materials does not imply endorsement of the ideas by district personnel.
- Standard 7: Materials shall represent the contribution of all people regardless of age; gender; gender identity; belief system (e.g., religious, spiritual, political, social); racial, ethnic, and cultural origin; socio-economic background, diverse ability or disability.
- Standard 8: Materials selected will be in compliance with all criteria and procedures as outlined on OAR 581-011.

## Instructional Materials Conversation Guide for Principals

### SCHOOL:

Type of material:    Book    DVD    Journal    Drama Script    Audio    Other: \_\_\_\_\_

Title:

Author:

Publisher or Producer:

Request Initiated by:

Phone:

Email:

Street Address:

City:

Zip:

### Question/Discussion Prompts:

1. How was the item acquired by your student? (required reading, free choice selection, etc.)

2. Have you taken these concerns to the teacher? If yes, what resulted from this conversation?

3. Was an alternate choice of instructional materials given to your student?

4. How can we make sure your family's needs are met for your student regarding instructional materials?

5. Have you seen or read this material in its entirety?

6. To what do you object and why?

Completed by Principal:

Date:

\_\_\_\_\_ I am satisfied with the results of this conversation and my concerns have been resolved.

\_\_\_\_\_ I want to complete the Request for Reconsideration form to continue the process.

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

## REQUEST FOR RECONSIDERATION OF LIBRARY AND/OR INSTRUCTIONAL MATERIAL

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

School:

Please check type of material:

Book     DVD     Journal     Drama Script     Audio recording     Other \_\_\_\_\_

Title:

Author:

Publisher or Producer:

Request Initiated by:

Phone:

Email:

Street Address:

State:

City:

Zip:

Please respond to the following questions.

1. How was the item acquired by the student? (required reading, free choice selection, etc.)

2. Did you take your concerns to the teacher? Yes / No

a. If so, on what date?

b. Summary of conversation:

3. Have you seen or read this material in its entirety? Yes / No

*If not, what sections did you review?*

4. What do you believe is the main idea or purpose of this material?	
5. Does the item include beneficial or informative sections? Yes / No If yes, please list:	
6. To what do you object and why? Please cite evidence from the material:	
7. What do you feel might be the result of a student using this material?	
8. For what age group would you recommend this material?	
9. What action are you requesting the committee consider?	
10. What material do you recommend in its place that would provide information on the subject?	
Signature:	Date:
Received by Principal:	Date:

Please return the completed form to the school principal.

**Instructional Materials Reconsideration Review Committee Report**

Committee Chair:

Date:

Committee Members:

**Title of Material:**

Type of material:

Book    DVD    Journal    Drama Script    Audio    Other: \_\_\_\_\_

Title:

Publisher or Producer:

Has every member of the committee read the material in its entirety? If not, why?

Resources consulted (include policies, articles, reviews, etc.):

**Review Committee Recommendation**

**Majority Report**

Number of Review Committee members:

Justification and comments:

**Minority Report**

Number of Review Committee members:

Justification and comments:

This report is forwarded to the Superintendent.

# North Santiam School District

Code: AC- AR (2)

Adopted:

## Racial Harassment/ **DRAFT**

### Purpose and Scope

All forms of racially harassing conduct are harmful to the district’s mission, values and goals, and combatting expressions of personal racism in district schools is a legal and moral imperative. The district is committed to providing an inclusive educational environment, free from racial harassment. The district also acknowledges the central role that educators have in recognizing and interrupting demonstrations of personal prejudice, educating persons who have violated this policy, teaching inclusion, and in creating an inclusive learning and working environment.

This regulation applies in all programs and activities of the district, including on school grounds and the area immediately adjacent to school grounds, on district online programs and platforms, on school-provided transportation, at any school bus stop, or at any activity, program, athletic or other event, internship or trip sponsored by the district. It applies to all persons in the district, including students, staff, board members, event attendees and other third parties. This regulation may be applied to off campus racial harassment only to the extent that it substantially disrupts the educational environment, or targets particular individuals and is so serious or severe as to deny or limit their ability to participate in or benefit from the educational program.

### Definitions, Expectations and Consequences

Racially harassing conduct means unwelcome physical, verbal or nonverbal conduct based on the person’s actual or perceived race, color, national origin or ethnicity; or physical characteristics historically associated with race, a place of origin, protected class ethnicity or religious or cultural ancestry. It creates a hostile environment when the conduct is so severe, persistent or pervasive so as to interfere with or limit a person’s ability to participate in or benefit from the district’s educational program or activity or creates an intimidating, threatening, hostile or offensive educational or employment environment.

This regulation seeks to prevent, and prohibits, all forms of racially harassing conduct in district programs and activities, even if the conduct does not include an intent to harm; is not directed at a specific target; does not involve repeated incidents or result in tangible injury or detriment; or does not constitute a hostile environment or bias incident<sup>1</sup>. However, context and intent will be factored in the response to the conduct.

Examples of the type of harassing conduct and behavior covered by this regulation, regardless of intent, include but are not limited to: racial slurs or epithets; race-based chants or comments against student athletes; unwelcome gestures or acts of physical aggression based on the person’s race or ethnicity; derogatory language about a person’s skin color, accent, appearance or dress when linked to ethnicity or ancestry; statements or display of graffiti or printed material promoting racial stereotypes; offensive jokes or comments about a religious group when based on actual or perceived shared ancestry, ethnic

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<sup>1</sup> As provided in policy ACB – Every Student Belongs, a “bias incident” means a person’s hostile expression of animus toward another person, relating to, among other things, the other person’s perceived race, color, religion or national origin, of which criminal investigation or prosecution is impossible or inappropriate.

characteristics or residency in a country with a distinct religious identity; display of symbols of hate as defined by board policy ACB; and verbal or nonverbal slights or insults which communicate hostile, derogatory or negative messages to persons based on their race or ethnicity.

This regulation does not prohibit the display of symbols or language used in the teaching curriculum or other learning opportunities that are aligned to state standards and support the goals of policy AC or this regulation.

Students are expected to follow the standards for student behavior established in this policy and the Student Code of Conduct / Student Handbook, and to hold their peers to the standards established by this policy.

Teachers and other staff who have knowledge of racial harassment are responsible for taking action to stop the behavior, report it that day to the school administrator and prioritize the safety and well-being of persons impacted.

The school administrator has overall responsibility for compliance with this policy at the school, investigations of and responses to racial harassment at the school level. A building administrator will investigate reports of racial harassment as soon as possible and take prompt and effective remedial action.

Students who violate this policy are subject to discipline as provided in the Student Code of Conduct/Student Handbook. Staff members who violate this policy, including by failing to stop or appropriately respond to a report of racial harassment, are subject to discipline up to and including termination. Others who violate this policy may be excluded from district premises.

### **Reporting and Administrative Action Upon Receipt of a Report**

Students and families are encouraged to report their concerns promptly. Reports may be made in writing or verbally to a school administrator or other trusted school employee. Reports may also be made through Safe Oregon at 1-844-4-SAFE-OR (text or call) or [www.safeoregon.com](http://www.safeoregon.com). A discrimination complaint form is available on the district website. (See Regulation AC-AR(1)). Reports by staff members and others are expected to be made promptly to the school administrator or department supervisor. Reports may be made anonymously.

Any report alleging a violation of this policy by a person to whom a report would ordinarily be made shall instead be made to or filed with the superintendent, or the district's Civil Rights Coordinator.<sup>2</sup>

Upon a report or knowledge of a potential racial harassment incident, the school administrator, department director or designee shall, without delay:

1. Acknowledge receipt of the report and inform the person(s) at whom the behavior was directed, the person alleged to have committed the behavior if known, and the parents of such persons that an investigation has been initiated;

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<sup>2</sup> Reports against the superintendent should be made to the board chair. Reports against a board member shall be made to the board chair.

2. Take interim actions necessary to maintaining a safe learning environment and commit to preventing further harm against persons impacted. This will include a description of resources and supports appropriate to the circumstances;
3. Inform the district Civil Rights Coordinator;
4. Assess the allegations, consider whether the behavior violates other board policies or civil rights laws, and follow requirements of applicable policies. Potential violations of policy ACB – Every Student Belongs shall be processed in accordance with regulation ACB-AR Bias Incident Complaint Procedure in addition to any procedures required by this policy.
5. Conduct a thorough, sensitive and timely investigation of all racial harassment allegations as soon as possible, find facts and determine responsibility. Should an investigation not be completed within 10 work days, an update should be provided to impacted persons.
6. Provide an appropriate response for the offender, impacted person(s), and school community that is tailored to the circumstances.
  - The response must be reasonably calculated to stop the harassing conduct or discrimination, prevent its recurrence, and include educational components that promote understanding of and respect for human rights and diversity. The administrator will prioritize practices that repair the violator’s connection with the school community, and promote social-emotional learning, growth and transformation of the individual who caused harm. When appropriate and voluntarily agreed to by all parties, the response may include structured communication with the impacted person(s).
  - The response must address any continuing effect on the impacted person(s), through means such as offers of counseling, tutoring, safety planning or access to other support structures.
  - The administrator will investigate and implement needed measures in the school community to address climate issues, promote transformation in the school culture, and prevent recurrence of incidents
7. Notify the impacted person(s) and perpetrator(s), and their parents or guardians if they are students, regarding the outcome of the investigation. Communicate that retaliatory behavior of any kind against any complainant or any participant in the complaint process is defined as harassment and will not be tolerated.
8. Document each racial harassment allegation and investigation and provide documentation required by the district office in a timely fashion.
9. Monitor the school climate and promptly address problems that could lead to harassment.

### **Formal Grievance Procedure**

If a person is dissatisfied with the school or district’s action or inaction in responding to alleged racial harassment or discrimination, or if the school fails to render a decision within 10 school days of the report, they may file an appeal with the superintendent’s office. In such a case, the superintendent or designee shall hear the appeal at step two, and the appeal procedures and timelines in administrative regulation AC-AR(1), will apply. These procedures provide for an appeal of final district decisions to the Oregon Deputy Superintendent of Public Instruction as provided in OAR 581-002-0001 to 581-002-0023.

## **Additional Administrative Responsibilities**

The district will:

1. Provide an educational program that teaches students to be respectful of others in a diverse society and to understand the impact of racial harassment on students, staff and community;
2. Provide information and orientation to students, families and employees every year about harassment and student rights and responsibilities under policy AC and this regulation, including how to make reports;
3. Publicize the district's notice of nondiscrimination and in student and family handbooks and to employees;
4. Provide mandatory training and orientation of staff on policy AC. Training will include teaching staff how to create positive educational environments; and prevent, recognize, discourage and respond to racial harassment;
5. Ensure appropriate documentation of reported incidences, and maintenance of records;
6. Ensure appropriate educational, corrective and remedial measures are implemented; and
7. Maintain partnerships in the community that will enhance the district's ability to prevent and comprehensively respond to major incidents.

## **Retaliation**

Anyone reporting or participating in an investigation into racial harassment shall be free from retaliation. Retaliation includes harassment, intimidation, threats, coercion and discrimination against a person because that person has in good faith reported information that the person believes is evidence of a violation of this policy. Retaliation shall be considered a serious violation of board policy independent of whether a complaint is substantiated.

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights.

Any person found to knowingly make false accusations of racial harassment shall be subject to discipline.

END OF POLICY

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### **Legal Reference(s):**

[ORS 659A.030](#)  
[ORS 659.850](#)

[OAR 581-021-0045](#)  
[OAR 581-021-0050](#)

Title VI of the Civil Rights Act of 1964, 42 USC § 2000d (2018)  
Title VII of the Civil Rights Act of 1964, 42 USC § 2000e (2018)

# English Learners in Oregon

Annual Report 2021-22

June 2023



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## Executive Summary

ORS 327.016 directs the Oregon Department of Education (ODE) to prepare an annual report on English learner program funding and student outcomes. The report's intention is to describe the population of English Learners in Oregon and provide a summary of district and state progress towards meeting their needs and objectives. This report is also available on [ODE's legislative reports webpage](#). Any member of the public can contact the Government Relations and External Affairs Director to request a copy of this report.

### Definitions

ORS 327.016 describes students who receive English language instruction, supports, and services as part of an English language development (ELD) program as English learners. While these students are learning English in an ELD program, the English learner label only focuses on a singular dimension (i.e., learning English) and does not reflect the linguistic and cultural assets of the students (García, 2009). Thus, although this report will use the English Learner label in order to comply with ORS 327.016, we recognize these students are multilingual learners who bring valuable linguistic and cultural assets.

The ODE annually reports four groups of English learners: current, former, ever, and never English learners. Current English learners are multilingual students who were learning English in an ELD program during the 2021-22 school year<sup>1</sup>. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2021-22 school year. Ever English learners are the combination of both current and former English learners. Finally, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program before or during the 2021-22 school year.

### Nearly 100,000 students in Oregon are current or former English learners.

As of May 1, 2022, 546,726 students enrolled in Oregon public schools and districts. Among those students, 10.4 percent were current English learners (56,683 students), 7.8 percent were former English learners (42,770 students), and 81.8 percent were never English learners (447,273 students). Both current and former English learners (i.e., ever English learners constituting 18.2 percent of students) were an incredibly diverse student population in 2021-22.

The distribution of current English learners varied across grade levels and districts in Oregon during the 2021-22 school year. Woodburn School district served the highest percentage of current English learners, with 41.5 percent of students learning English in an ELD program as of May 1, 2022. On the other hand, 67.5 percent of Oregon districts either had no current English learners or very few (i.e., less than 5% of all students).

Other key features of the English learner student population in the 2021-22 school year include the following:

- The majority of current English learners were in elementary grades (61.1%) while the majority of former English learners were in high school grades.

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<sup>1</sup> Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.

## English Learners in Oregon

- The number of recently arrived current English learners (i.e., new immigrant students) declined from 4,373 in 2020-21 to 4,145 students in 2021-22.
- Spanish was the predominant home language of current English learners (76.6%), but overall there were 199 documented unique home languages (an increase of 18 languages from 2020-21) spoken by current English learners. Other prevalent languages include Russian, Vietnamese, Chinese, Arabic, Chuukese, and Somali; each being the home language of about 2 percent of current English learners.
- Approximately 77 percent of current English learners were Latino/a/x, and 31.7 percent of Latino/a/x students were current English learners. A similar percentage of Native Hawaiian/Pacific Islander students (30.3%) were current English learners.

### **English learners are overrepresented in special education and underrepresented in TAG programs.**

The report also examines the involvement of English learners in targeted federal and state programs: free or reduced price meals, special education, migrant education, and the talented and gifted (TAG) program.

Key findings include the following:

- A higher percentage of current English learners received special education services and supports as compared to never English learners (20.3 vs. 15.4%); however, ever English learners and never English learners had similar percentages of students receiving special education services and supports (14.5 vs. 15.4%).
- Almost 9.0 percent of current English learners received services in migrant education programs (i.e., 5,131 students). Additionally, 51.4 percent of the students in migrant education programs were current English Learners
- While across Oregon 6.5 percent of never English learners participated in TAG programs, this figure was 4.9 percent for former English learners and just 0.4 percent for current English learners.

### **Younger English learners are more likely to be on track to English Language Proficiency than their older peers.**

Oregon monitors whether or not current English learners are on-track to attain English language proficiency within seven years. More than half of current English learners (53.2%) in elementary school grades were on track. In contrast, current English learners in middle or high school grades as well as current English learners with disabilities were much less likely to be on track.

### **Very few current English learners are meeting state standards in English Language Arts and Mathematics.**

A substantially smaller percentage of current English learners in elementary schools (7.0%) versus former (38.7%) and never English learners (47.8%) met or exceeded state standards in English Language Arts in 2021-22. A similar trend is observed at middle and high schools.

Similarly, a substantially smaller percentage of current English learners in elementary schools (7.1%) versus former (36.9%) and never English learners (39.2%) met or exceeded state standards in mathematics in 2021-22. A similar trend is observed at middle and high schools.

### **Attendance tends to be higher in elementary grades, particularly among former English learners**

Former and never English learners have the highest levels of regular attendance (76.1 and 68.7%) in elementary school grades. Current English learners have rates of regular attendance substantially lower in elementary (60.3%), middle (56.1%), and high school (43.5%) grades. Regular attendance rates decline for current, former, and never English learners in middle and high school grades.

### **Current English learners are more likely to graduate with a modified diploma**

Former English learners graduated at rates better than never English learners (86.4 vs. 81.7%) in 2021-22; however, substantially fewer current English learners graduated in four years (65.3%). Moreover, current English learners that graduated in four years were over 2.7 times more likely to receive a modified rather than a regular diploma compared to that for never English learners. This ratio increased to 3.4 times for the cohorts that graduated in five years.

### **Students designated as English learners in high school are less likely to go to college than their peers.**

Postsecondary enrollment rates for former English learners were comparable to those of never English learners; in both cases, about 55 percent of high school graduates enroll in college within 16 months of graduation. On the other hand, current English learners were less likely to enroll in postsecondary education institutions. About 38 percent of current English learners went on to college within 16 months of high school graduation.

### **District revenues and expenditures**

As in reports from previous years, this report summarizes the ratio of expenditures to revenues. In 2021-22, that ratio was 0.86, decreased from 0.95 in 2020-21.

## Introduction

In 2021-22, students who received English language instruction, supports, and services in an English language development (ELD) program as well as students who exited the ELD program prior to the 2021-22 school year made up 18.2 percent of all students in Oregon public schools and districts (as of the first school day in May 2022). They form a vital part of our student communities and bring a variety of cultural and linguistic assets that enrich our schools and districts. This report describes this diverse population of students, examines their academic progress and achievement, and summarizes information about key aspects of the education they receive in our state.

### Why this report?

ORS 327.016 directs the Oregon Department of Education (ODE) to prepare an annual report on English learner program funding and student outcomes. The report's intention is to describe the population of English Learners in Oregon and provide a summary of district and state progress towards meeting their needs and objectives in ELD programs. ORS 327.016 requires ODE to include the following information in the annual report:

- English learner student demographics;
- Length of participation in ELD programs;
- Participation in special education and related services; and
- Other information identified by the ODE.

In addition, the annual report must include the following financial information:

- Allocations to each school district from the State School Fund for students enrolled in ELD programs;
- The extent to which districts expend these allocations for students enrolled in ELD programs; and
- The categories of expenditures for ELD program funding.

Each annual report looks back at the prior school year, which for this year is the 2021-22 school year. This report will be available on the ODE website, submitted to House and Senate Education Committees, and provided to district school boards. State law requires the report to be available to the public at each district's main office and on district websites.

### Definitions

ORS 327.016 describes students who receive English language instruction, supports, and services as part of an ELD program as English learners. While these students are learning English in an ELD program, the English learner label only focuses on a singular dimension (i.e., learning English) and does not reflect the linguistic and cultural assets of the students (García, 2009). Thus, although this report will use the English Learner label in order to comply with ORS 327.016, we recognize these students are multilingual and value their linguistic and cultural assets.

The ODE annually reports four groups of English learners: current, former, ever, and never English learners. Current English learners are multilingual students who were learning English in an ELD program during the

2021-22 school year<sup>2</sup>. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2021-22 school year. Ever English learners are the combination of both current and former English learners. Finally, never English learners are monolingual or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program before or during the 2021-22 school year.

### Structure of this report

This report consists of five sections:

Section 1: Demographics of English Learners

Section 2: Participation in Targeted Programs

Section 3: Language Development and Academic Achievement

Section 4: Attendance, Progress toward Graduation, Graduation, and Beyond

Section 5: State Revenues and Expenditures for English Learners

Several aspects of this year's report differ from the reports the ODE issued in previous years. For example, where appropriate, this report provides comparisons to never English learners (i.e., students not eligible to receive services from an ELD program). Furthermore, in addition to describing statewide patterns, in some cases the report indicates which districts serve high percentages of certain types of students (e.g., students participating in migrant education programs). Finally, this year's report provides data insights into Student Academic Outcomes in English Language Arts and Mathematics that were not available during the period impacted by the COVID-19 pandemic.

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<sup>2</sup> Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.

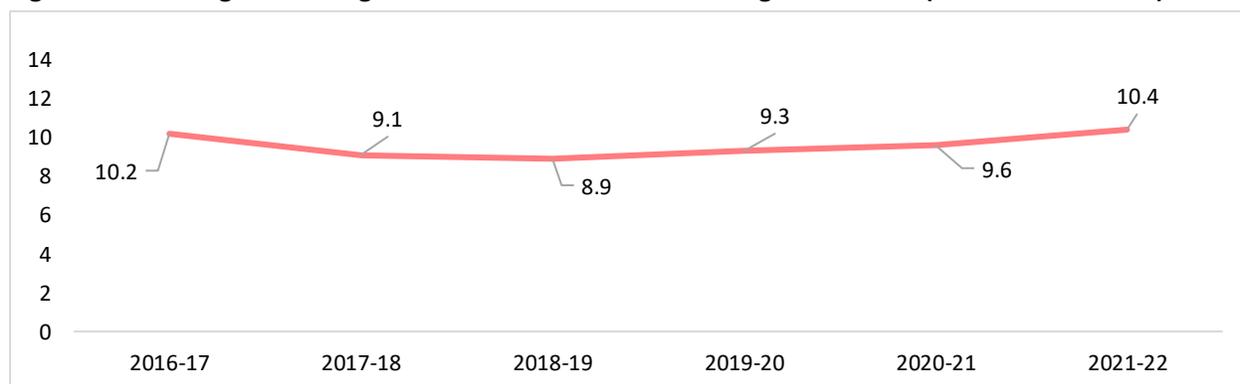
## Section 1: Demographics of English Learners in Oregon in 2020-21

Almost one in five Oregon students has been designated as an English learner. As of the first school day in May 2022, 546,726 students enrolled in Oregon public schools and districts. Among those students, 10.4 percent were current English learners (56,683 students), 7.8 percent were former English learners (42,770 students), and 81.8 percent were never English learners (447,273 students). Both current and former English learners were an incredibly diverse student population in 2021-22 (representing 18.2 percent of all students). These students brought a rich linguistic and cultural heritage to their classrooms, schools, and communities. This section summarizes the demographics of Oregon’s English learner population, considering grade levels, interruptions in formal education among newcomer immigrant students, and racial, ethnic, and linguistic diversity.

### Current and Former English Learners

Current English Learners are multilingual students who are learning English in an ELD program during the school year<sup>3</sup>. They receive English language instruction, supports, and services because they are to help them become proficient in English. Identification of English learners is done using a Language use Survey (LUS) as well as an English Language Proficiency Assessment (ELPA) screener. In 2021-22, 56,683 of Oregon’s 546,726 K-12 students, or 10.4 percent, were current English learners<sup>4</sup> (see figure 1).

**Figure 1. Percentage of all Oregon students who were current English Learners (2016-17 to 2021-22)**



A smaller number of students in 2021-22 (42,770 or 7.8%) were former English learners. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2021-22 school year. Research does suggest, however, that former English learners may still need support to develop high levels of proficiency in academic English (i.e., the language students need in order to be successful in school; see de Jong 2004; Flores, Batalova & Fix, 2012). Districts are required to monitor the academic progress for four years following an English learner exiting as proficient from the English language development program per ESSA Title III. Given its importance, during its monitoring process, ODE reviews

<sup>3</sup> Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.

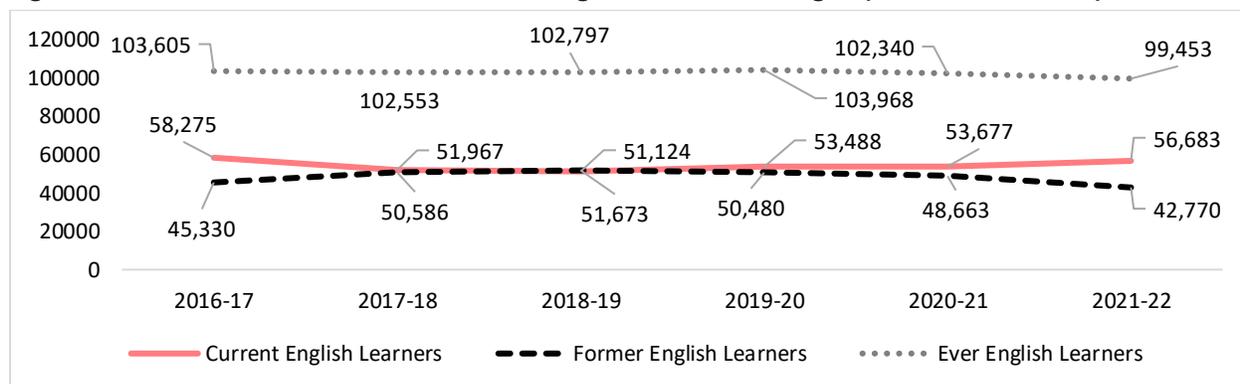
<sup>4</sup> The data for this portion of the report relies on student enrollments as of the first school day in May 2022.

the ways in which the districts monitor the progress of former English learners and provides them with feedback to enhance the districts' ability to support former English learners continued progress.

Comparisons between current, former, ever, and never English learners are useful to understand the experiences and outcomes of English learners over time, and to counter misperceptions about English learner achievement. Current English Learners tend to perform at lower levels while still developing English, particularly on assessments of content knowledge that are administered in English, which can negatively impact their performance. However, once current English learners attain English language proficiency, they often perform academically at significantly higher levels than their peers, including monolingual English speakers indicating the value of bilingualism (Thompson, Umansky, & Rew, 2022; Hopkins, Thompson, Linquanti, Hakuta, & August, 2013).

Oregon has had a largely stable population of approximately 100,000 English learners (former and current) over the past several years. Figure 2 shows the change in the count of current, former, and ever English learners in Oregon over the last six school years. In general, it displays a slightly fluctuating population of ever English learners in Oregon, starting at 103,605 in 2016-17 and, after increasing and declining for a couple years, reaching 99,453 students in 2021-22.

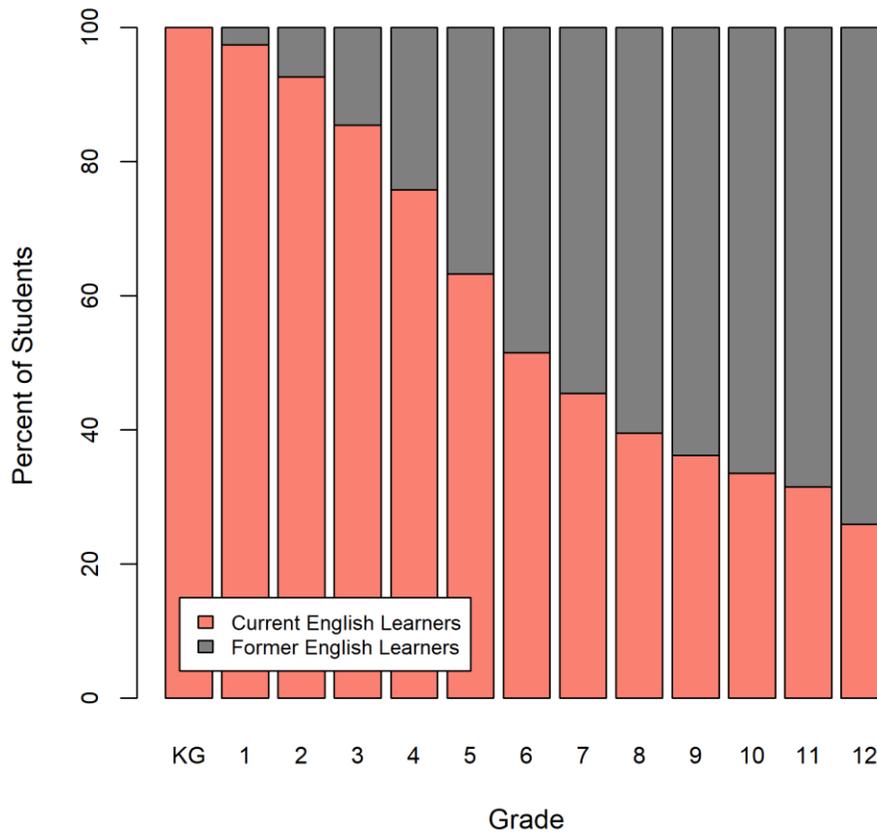
**Figure 2. Number of current, former, and ever English Learners in Oregon (2016-17 to 2021-22)**



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

Although there were current English learners at every grade level, approximately two-thirds (61.1%) were in kindergarten through fifth grade. Far fewer current English learners were in middle school (grades 6-8; 19.7%) or in high school (grades 9-12; 19.2%). Figure 3 shows the percent of current and former English learners by grade in 2021-22. As the grade level increases from kindergarten to twelfth grade, the percent of current English learners decreases as they attain English proficiency and exit their ELD programs (subsequently, this results in an increase of former English learners). For example, across the elementary grades, the percentage of elementary students who are English learners ranges from 63.2 percent to 100 percent, while in the secondary grades it ranges from 39.5 percent to 51.5 percent, and in high school it ranges from 25.9 percent to 36.2 percent.

**Figure 3. Comparison of the percentage of current and former English learners by grade in 2021-22**



**English Learner enrollment was not uniform across Oregon districts.**

Oregon has 197 school districts. In 2021-22, 146 districts provided English language instruction, supports, and services to current English learners. Over 80 districts participate in Title III funds in a consortium as these districts have fewer than 65 identified English learners and therefore do not generate the federally required \$10,000 minimum Title III sub-grant. These districts with small EL populations may experience challenges with the students being enrolled across several grade levels, may have different English language proficiency levels, or may have limited ELD teachers. The remaining districts in Oregon currently do not have any enrolled English learners.

Figure 4 shows the distribution of current English learners across Oregon districts in 2021-22. There were eight districts with more than 2,000 current English learners. Thus, in 2021-22, districts differed in terms of both the number of current English learners and/or the percentage of their student population who received English language instruction, supports, and services.

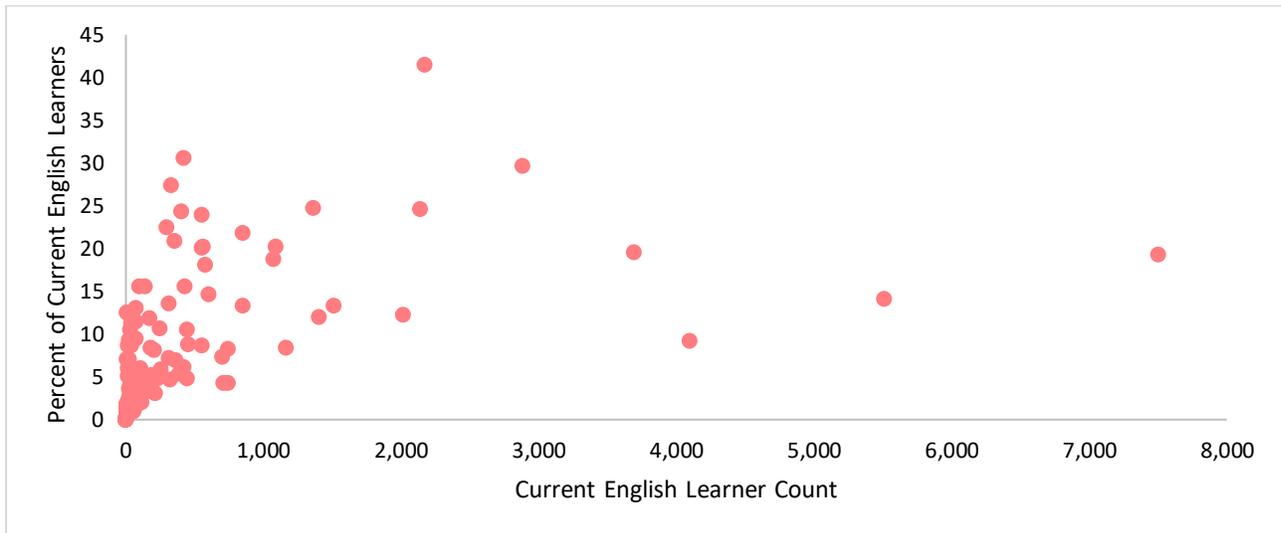
Statewide, about a quarter of Oregon districts (n = 46) provided English language instruction, supports, and services to between 1 and 19 current English learners. This suggests these districts have too few current English learners to be independently eligible for specific improvement efforts under state and federal

## English Learners in Oregon

accountability initiatives. However, such districts can always form or join a consortium of districts to become eligible for the improvement efforts under state and federal accountability initiatives.

A sizable proportion of Oregon districts did not have any current English learner enrollments in 2021-22. The 47 districts not currently serving English learners tended to be small in overall population (median 142 students).

**Figure 4. Comparison of the number and percentage of current English learners by district in 2021-22**



This variation across districts is also evident in table 1, which shows the ten districts with the highest numbers of current English learners.

**Table 1. Districts with the highest number of current English learners in 2021-22**

District Name	Number of Current English Learners
Salem-Keizer SD	7,499
Beaverton SD	5,510
Portland SD	4,100
Hillsboro SD	3,693
Reynolds SD	2,878
Woodburn SD	2,173
David Douglas SD	2,140
North Clackamas SD	2,012
Gresham-Barlow SD	1,505
Tigard-Tualatin SD	1,404

In addition, table 2 shows the 10 districts with the highest percentage of current English learners. Note that Woodburn and Reynolds appear on both lists.

**Table 2. Districts with the highest percentage of current English learners in 2021-22**

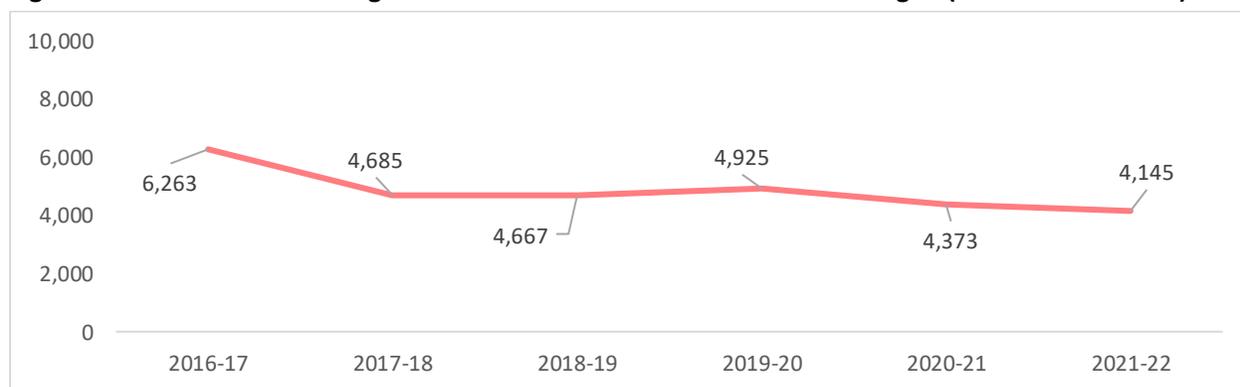
District Name	Percentage of Current English Learners
Woodburn SD	41.5%
Umatilla SD	30.7%
Reynolds SD	29.7%
Nyssa SD	27.5%
Centennial SD	24.8%
David Douglas SD	24.6%
Milton-Freewater Unified SD	24.4%
Morrow SD	24.0%
Gervais SD	22.5%
Hood River County SD	21.8%

**The number of recent arrivers declined in 2021-22.**

The term recent arrivers refers to students who were born outside of the U.S. and Puerto Rico, and who have been educated in the U.S. for fewer than three cumulative years (i.e., these students are recent immigrants). They can be current, former, or never English learners; however, the majority are current English learners.

In 2021-22, 4,145 current English learners were recent arrivers. This number represents the smallest count of recent arrivers over the last six years and continues the reduction (likely due to the COVID pandemic) from 2019-20 (4,925; see figure 5).

**Figure 5. Number of current English learners who were recent arrivers in Oregon (2016-17 to 2021-22)**



Most recent arrivers (60.1%) were in the elementary grades, while 16.5 percent were in grades 6-8 and 22.4 percent were in high school. Current English learners who are recent arrivers in middle and high school contend with significant challenges, since they have to learn the language while also using English-language textbooks and lectures to learn the content of their courses in a variety of subject areas (Short &

Fitzsimmons, 2007). Recent arrivers in the secondary grades are known as adolescent newcomers, and districts sometimes design specialized programs to serve their unique language and cultural needs.

Statewide, the total number of current English learners who were adolescent newcomers in 2021-22 was 1,614. Not all districts provided English language instruction, support, and services to adolescent newcomers; however, five Oregon districts with the largest population of such students in 2021-22 are shown in Table 3.

**Table 3. Districts with the largest population of adolescent newcomers in 2021-22**

District	Number of Adolescent Newcomers (Recently Arrived Current English Learners in Middle or High School)
Beaverton SD 48J	254
Salem-Keizer SD 24J	166
Reynolds SD 7	120
David Douglas SD 40	100
Portland SD 1J	83

**In 2021-22, districts reported 795 current English learners had experienced interruptions in their education.**

Some current and former English learners had their education interrupted or received limited formal education before arriving in the U.S. school system. Often, these were immigrant or refugee students who had spent time in refugee camps or whose process of immigration to the U.S. prevented them from attending school for a time. These students are known as students with limited or interrupted formal education (often abbreviated as SIFE or SLIFE). Students are SLIFE if they are immigrant students or English learners who enter school in the U.S. after grade two and experience all of the following:

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

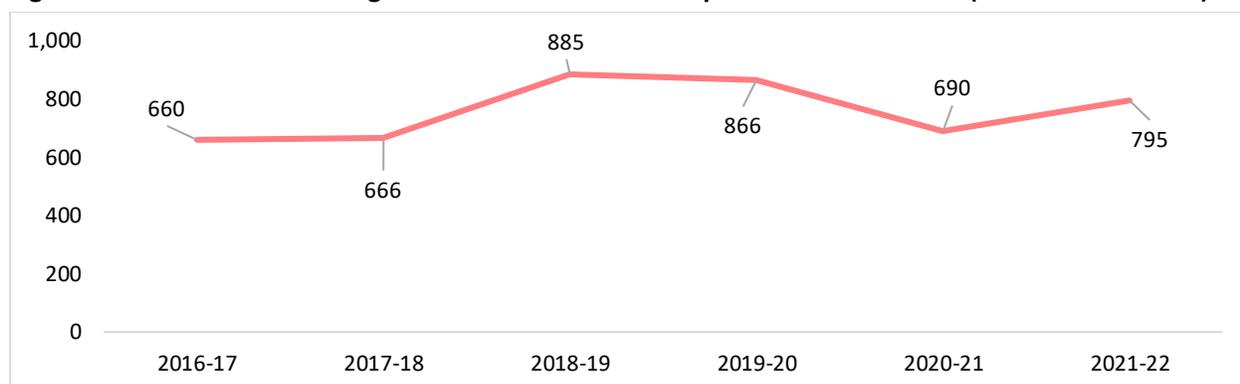
SLIFE students face unique circumstances. In addition to having missed at least two years of schooling, some arrive having experienced significant trauma. Schools need to find ways to serve SLIFE students without placing them in classes with younger students, since forming relationships with peers, including never English learner peers, is a factor that appears to improve academic outcomes (Browder, 2014).

The ODE began collecting data on the number of students with limited or interrupted formal education in 2015-16. For the 2021-22 school year, districts reported 795 current English learners with limited or interrupted formal education (about 1.4 percent of all current English learners). As figure 6 illustrates, the number of students with limited or interrupted formal education increased from 2016-17 to 2019-20 but decreased in 2020-21 and once again increased in 2021-22.

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<sup>5</sup> See [ESEA Title III English Learner Definitions](#) for more details.

**Figure 6. Number of current English learners with an interrupted formal education (2016-17 to 2021-22)**



Most students with limited or interrupted formal education were in high school (60.8%). Another 27.7 percent were in the middle school grades (grades 6-8), and only 11.6 percent were in the elementary grades.

In 2021-22, the distribution of current English learners with limited or interrupted formal education was not uniform across Oregon districts. Instead, current English learners with limited or interrupted formal education were, for the most part, concentrated in a few districts. Eight districts in Oregon, identified in table 4, provided English language instruction, supports, and services to at least 20 current English learners with limited or interrupted formal education in 2021-22. These eight districts alone enrolled 81 percent of all SLIFE students in Oregon. Note that three of the eight districts serving many adolescent newcomers (see table 3) also enroll a significant numbers of current English learners with interrupted formal education (i.e., Portland, Beaverton, and Reynolds).

**Table 4. Districts serving at least 20 current English learners with interrupted formal education in 2021-22**

District	Number of Current English Learners with Limited or Interrupted Formal Education
Hillsboro SD 1J	235
Hermiston SD 8	106
Portland SD 1J	81
Beaverton SD 48J	70
Reynolds SD 7	56
Woodburn SD 103	45
Morrow SD 1	30
South Lane SD 45J3	21

**Current English learners across the state spoke 199 unique home languages.**

Statewide, current English learners spoke about 199 different languages at home. By far the most prevalent home language among Oregon current English learners was Spanish, spoken at home by 76.3 percent of all current English learners. The four next most common languages were Russian, Vietnamese, Chinese, and Arabic. Taken together, these top five languages represent 84.7 percent of home languages among current English learners (see table 5). In recent years, the number of current English learners speaking Somali, Mesoamerican languages, and other languages has been increasing.

In 2020, ODE expanded the language of origin reporting options to include an additional 384 languages; many of which were Mesoamerican languages such as Mam, Q’anjobal, and K’iche. This was intended to reduce the prevalence of districts reporting an unknown home language. However, in 2021-22, districts reported an unidentified home language for 1,348 students, suggesting a need for more training and support in this area.

**Table 5. Most prevalent home languages among current English learners in 2021-22**

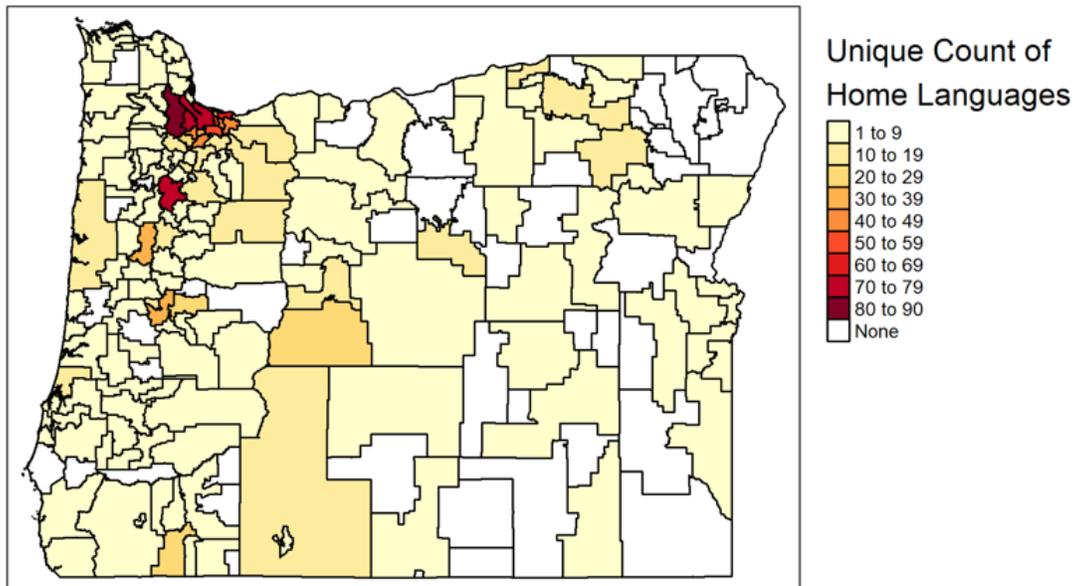
Language	Number of Current English Learners with this Language	Percentage of Current English Learners with this Language
Spanish	43,419	76.6%
Russian	1,345	2.37%
Vietnamese	1,251	2.21%
Chinese	1,200	2.12%
Arabic	830	1.46%
Chuukese	688	1.21%
Somali	600	1.06%
English <sup>6</sup>	561	0.99%
Ukrainian	417	0.74%
Japanese	367	0.65%
Marshallese	352	0.62%
Korean	269	0.47%

Home languages other than Spanish tend to concentrate in a few districts. Figure 6 provides a map illustrating the number of different home languages in different Oregon districts. A few districts, mostly in the Portland metropolitan area and Salem, provide English language instruction, supports, and services to students with over 60 unique home languages.

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<sup>6</sup> All 561 current English Learners with English as the home language were American Indian/Alaska Native students.

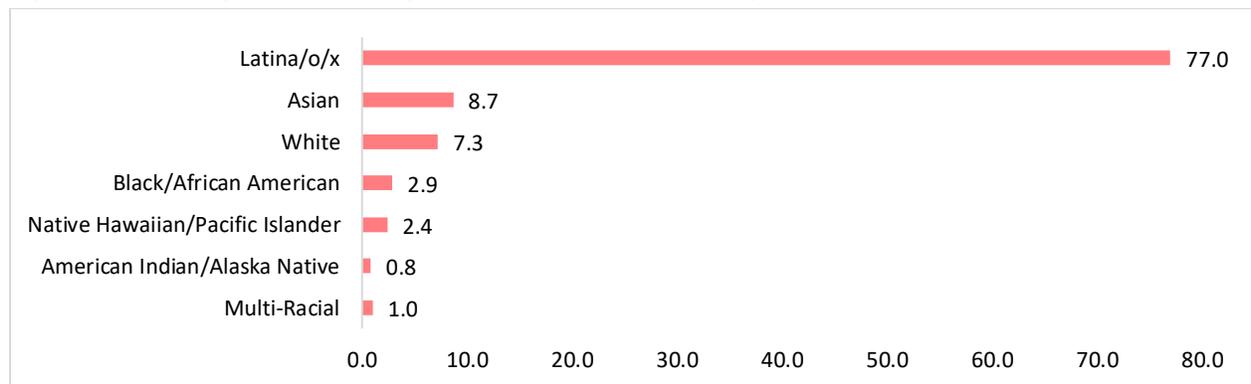
**Figure 7. Geographic distribution current English learner home languages across Oregon districts during 2021-22**



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

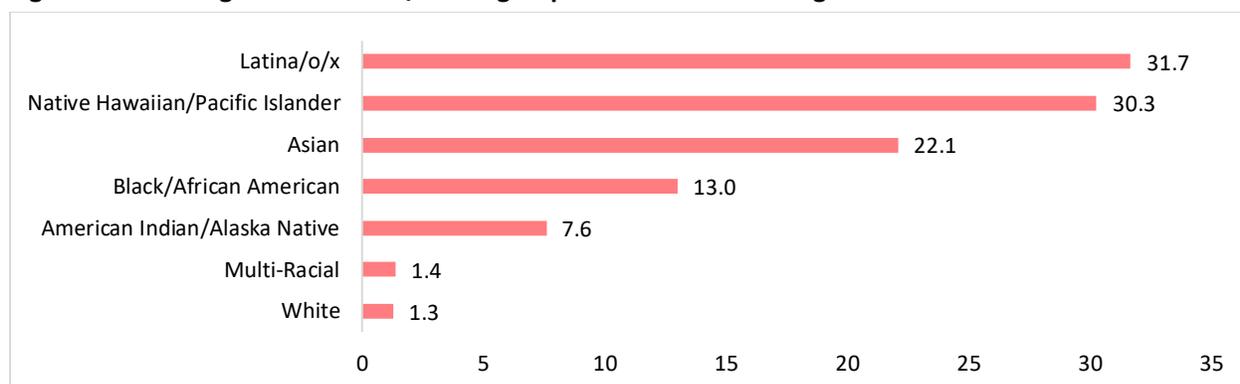
Of the 56,683 current English learners in Oregon during the 2021-22 school year, 43,629 (77%) were Latina/o/x. About 7.3 percent were White and 8.6 were Asian, while smaller percentages were Black/African American, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and Multi-Racial (see figure 8).

**Figure 8. Percentage of current English learners by race/ethnicity in 2021-22**



It is important to note that most Latina/o/x students in Oregon were not current English learners. In fact, according to figure 9, only 31.7 percent of Latina/o/x students were current English learners in 2021-22. Moreover, 30.3 percent of Native Hawaiian/Pacific Islander students were current English learners.

**Figure 9. Percentage of each racial/ethnic group who were current English learners in 2021-22**



## Section 2: Participation in Targeted Programs

Schools and districts deliver a range of programs that aim to address the needs of particular groups of students. These include free or reduced price meals, special education, migrant education, and TAG programs. Most of these programs receive some federal funding; however, TAG programs receive only state funding. This section of the report describes the participation of English learners in each of these programs during the 2021-22 school year.

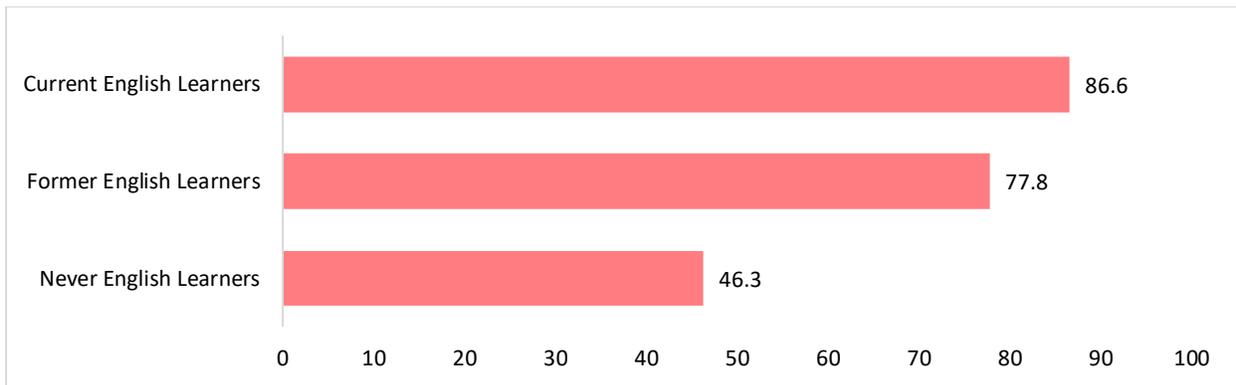
### Free or Reduced Price Meals

Students who come from low-income families (those earning below 185 percent of the federal poverty line) are eligible for free or reduced price meals. The percentage of students receiving free or reduced price meals is an estimate of the level of poverty or economic disadvantage in a school. It is an imprecise measure, since some eligible students and families never apply to the program; however, it provides the best data currently available to compare poverty and economic disadvantage levels across schools and districts.

However, as mentioned in the statewide annual report card (2022), “due to COVID-19, USDA issued a suite of waivers for the School Nutrition Program for the 2020-21 and 2021-22 school years that allowed meals to be served at no cost to all children and eliminated the need for schools to collect Free and Reduced Price Lunch eligibility data. Therefore, there is no accurate eligibility data available for 2021-22” (p. 54).

As a reminder, however, the latest data prior to the COVID-19 pandemic (2019-20) are provided in figure 10. According to the figure, current and former English learners were much more likely than never English learners to be eligible for free or reduced price meals. This suggested that households for current and former English learners were more likely to experience poverty and economic disadvantage. Overall, 86.6 percent of current English learners came from economically disadvantaged households.

**Figure 10. Percentage of current, former, and never English learners receiving free or reduced price meals in 2019-20**



## Special Education

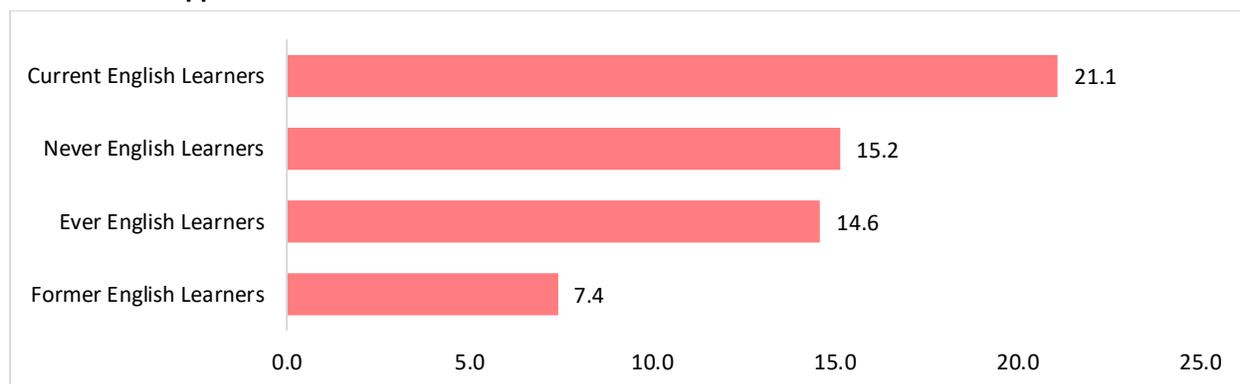
Students who are current English learners and receive special education services and supports are known as dual-identified students, since they receive instruction, supports, and services from two programs (i.e., English language and special education).

There is concern in the field about the difficulty of accurately identifying current English learners who need special education services and supports. Schools may incorrectly identify current English learners as having a learning disability when, in fact, it is their developing English proficiency that adversely influences their educational progress. On the other hand, some schools may overlook genuine disabilities, assuming that current English learners just need more time to learn English. Both identification challenges are prevalent not only in Oregon but across the United States (Artiles & Ortiz, 2002; Hamayan, Marler, Sanchez Lopez & Damico, 2007; Umansky, Thompson, & Díaz, 2017).

### **Ever English learners and never English learners received special education services and supports at about the same rate.**

As figure 11 illustrates, a far higher rate of current English learners (21.1%) received special education services and supports as compared to former (7.4%) and never English learners (15.2%). However, the percentage of ever English learners (the combination of current and former English learners) receiving services and supports is very similar to that for never English learners.

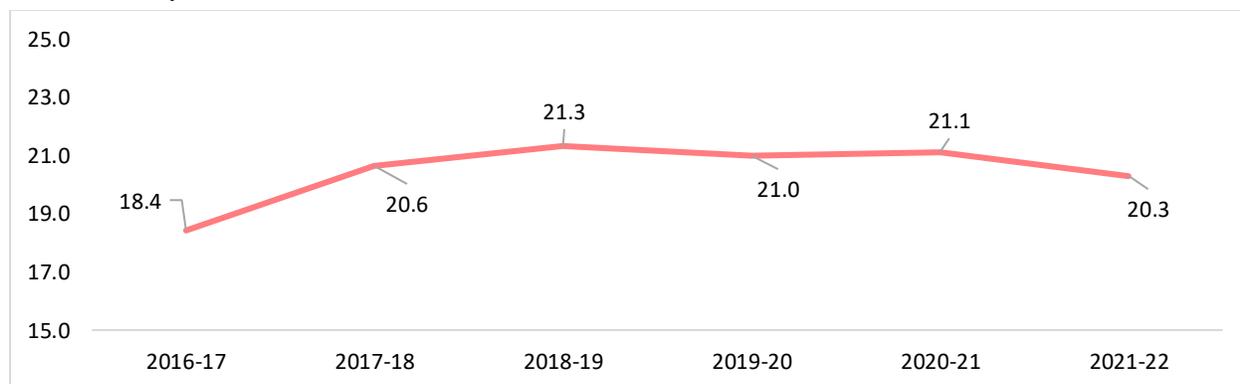
**Figure 11. Percentage of current, former, never, and ever English learners receiving special education services and supports in 2021-22**



**The percentage of current English learners receiving special education remained consistent in 2021-22.**

In 2021-22, 11,508 current English learners (20.3%) were receiving special education supports and services. The number of current English learners receiving special education services and supports in 2021-22 represents a slight decrease from the year before, when 21.1 percent of current English learners received special education services and supports (see figure 12).

**Figure 12. Percentage of current English learners receiving special education services and supports (2016-17 to 2021-22)**



Most English learners with a disability in 2021-22 had a specific learning disability (3,590 students) or a speech or communication disorder (2,992 students) as their primary disability.<sup>7</sup> Other primary disabilities, in order of frequency in 2021-22, included other health impairments, autism, intellectual disability, emotional behavior disability, deaf or hard of hearing, orthopedic impairment, visual impairments including blindness, traumatic brain injury, and deaf-blindness.

<sup>7</sup> A specific learning disability refers to a disorder in one or more of the basic psychological processes involved in understanding or using language that may manifest itself in difficulties in listening, thinking, speaking, reading, writing, spelling, or doing math calculations. A speech or language impairment refers to a communication disorder such as stuttering, impaired articulation, or a language or voice impairment that adversely affects a students’ learning or educational performance.

## Migrant Education

Some English learners also participate in migrant education programs. Students are eligible for migrant education programs if students aged 3-21 can qualify for the Title 1-C program, or/and if they or their parents are engaging in qualifying agricultural or fishing work, and they have moved within the past 36 months to obtain or seek this type of work. Many migrant children experienced poverty, and when they move, they confront the challenges of having to adjust to different teachers with different instructional approaches and materials, as well as building new social connections. The intent of migrant education programs is to ensure that migrant children receive the support that addresses their unique situations and are able to receive supports necessary to succeed academically.

### 9 percent of current English learners were eligible for Title 1-C Migrant Education Programs services in 2021-22.

Oregon has one of the largest migratory student populations nationally. Across the state in the 2021-22, 5,114 current English learners participated in migrant education programs. That number translates to 9.0 percent of all current English learners. It also means that more than half (51.4 percent) of the 9,947 students in migrant education programs were current English Learners in 2021-22. Moreover, 37.4 percent of students in migrant education programs in 2021-22 were former English learners. This also implies that 88.8 percent of the 9,947 students who received services from migrant education programs were ever English learners.<sup>8</sup>

Approximately 97 districts received federal funds in the 2021-22 school year to support their migrant education programs. Districts that did not receive federal funding in 2021-22 did not have eligible students enrolled in their schools and programs. Ten districts with the largest population of English learners participating in their migrant education program in 2021-22 (see table 6).

**Table 6. Districts with the largest number of English learners participating in migrant education programs in 2021-22**

District	Number of Current ELs in Migrant Education	District	Number of Current ELs in Migrant Education
Salem-Keizer SD 24J	513	Klamath County SD	164
Woodburn SD 103	426	Hood River County SD	149
Hillsboro SD 1J	386	Phoenix-Talent SD 4	145
Medford SD 549C	360	Eagle Point SD 9	142
Forest Grove SD 15	280	Beaverton SD 48J	138

## Talented and Gifted

The state requires that all school districts establish policies and procedures to identify students to participate in TAG programs. These students may have high general intelligence and/or demonstrate unusual academic ability in one or more particular areas. State law requires districts to develop a plan to provide programs and services beyond regular school programs in order to ensure that eligible students can develop and realize their potential (OAR 581-022-2500).

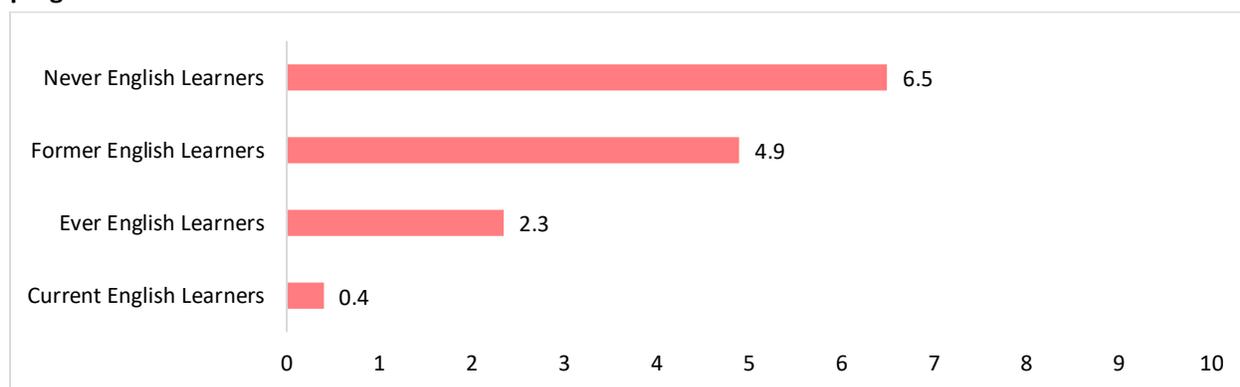
<sup>8</sup> The data for this portion of the report relies on student enrollments as of the first school day in May 2022.

Correctly identifying students for TAG programs and providing specialized services is important because these students may have both unique talents and face unique challenges. For example, some TAG students struggle with perfectionism and the ability to cope with failure. Others engage only selectively at school and have high levels of absenteeism. Recent findings from the ODE suggest that approximately 10 percent of TAG students drop out of high school (Allen, 2016).

### Current English Learners were rarely identified for TAG Programs.

According to figure 13, 6.5 percent of never English learners (29,092 students) were eligible for TAG programs in 2021-22. While 4.9 percent of former English learners were eligible (2,107 students) and 5.3 percent of ever English learners were eligible (2,336 students), less than 1 percent (0.4%) of current English learners were eligible for TAG programs in 2021-22 (229 students). Never English learners were over 16.2 times more likely to be eligible for TAG programs than current English learners in 2021-22.

**Figure 13. Percentage of current, former, ever, and never English learners who participated in a TAG program in 2021-22**



## Section 3: Language Development and Academic Outcomes for English Learners

Students who are current English learners have to develop proficiency in English. In addition and at the same time, they must learn all the same academic content as other students in Oregon. This section of the report provides data about English language proficiency and academic outcomes of current English learners (with comparisons to former, ever, and never English learners).

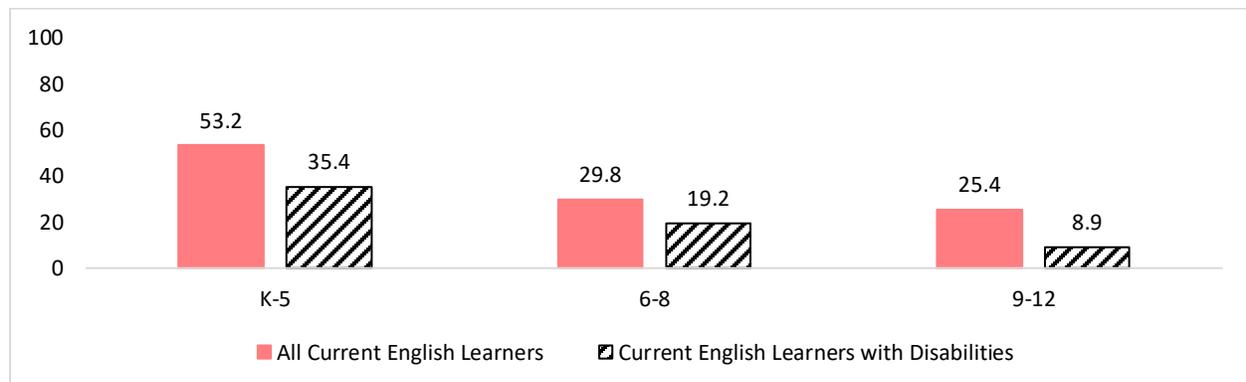
### Progress towards English Language Proficiency

Title I-A of the Every Student Succeeds Act (ESSA) requires current English learners to take an English language proficiency assessment (ELPA) annually. The ELPA measures a student’s proficiency in the domains of listening, reading, speaking, and writing. Students who demonstrate proficiency on all four ELPA domains are ready to exit the ELD program. Since 2017-18, the ODE monitors whether current English learners are on track to attain English language proficiency using a trajectory expectation model. Current English learners are on track if their current ELPA domain performance meets or exceeds trajectory expectations given (1) initial ELPA domain performance, (2) years identified as a current English learner, and (3) disability and/or an interrupted formal education status. These expectations are in line with trajectory expectations indicated by research on English learners (see Hakuta, Goto Butler, & Witt, 2000; Robinson Cimpian, Thompson, &

Umansky, 2016; Umansky & Reardon, 2014), as well as SIFE, and dual-identified English learners (see Burke, Morita-Mullaney, & Singh, 2016; Conger, 2009; Kieffer & Parker, 2016; Thompson, 2015; Umansky & Reardon, 2014). Interested readers are also referred to the Oregon’s ESSA Consolidated State Plan (2017) for Oregon’s trajectory expectations (pp. 43-44).

According to figure 14, as the grade level increases, the percentage of current English learners on track to attain English language proficiency decreases from 53.2 percent in elementary school grades to 25.4 percent in high school grades. Furthermore, the same pattern is evident for current English learners with disabilities where the percentage decreases from 35.4 percent in elementary school grades to 8.9 percent in high school grades. To some extent, the decrease in the percentage of current English learners on track to attain English language proficiency from elementary to high school grades is not a surprise due to the annual exiting of current English learners. This has a considerable impact on the composition of current English learners across grade levels. Thus, inferences and comparisons across grade levels and between groups of current English learners (e.g., those with and without disabilities) must use caution.

**Figure 14. Percentage of all current English learners and current English learners with disabilities on track to attain English language proficiency by elementary (K-5), middle (6-8), and high school grades (9-12) in 2021-22**



**Long-term current English learners made up 21.2 percent of all current English learners.**

Parents and communities have concerns about the ability of Oregon’s schools and districts to ensure current English learners attain English language proficiency and exit an ELD program within an appropriate amount of time. Current English learners who are unable to meet proficiency expectations after a period of time are known as long-term current English Learners. The ODE defines a long-term current English learner as a student who receives English language instruction, supports, and services in an ELD program for more than seven years.

In 2021-22, most current English learners (78.8%) were not long-term current English learners; however, this means that 21.2 percent of current English learners received English language instruction, supports, and services for more than seven years. This is a concern because slower development of English language proficiency is highly predictive of other academic challenges (Menken & Kleyn, 2009; Danahy Ebert & Reilly, 2022). An important point to consider is the ability of Oregon’s schools and districts to meet the needs of

current English learners. This is particularly salient given that 39.8 percent of current English learners with disabilities received English language instruction, supports, and services for more than seven years in 2021-22.

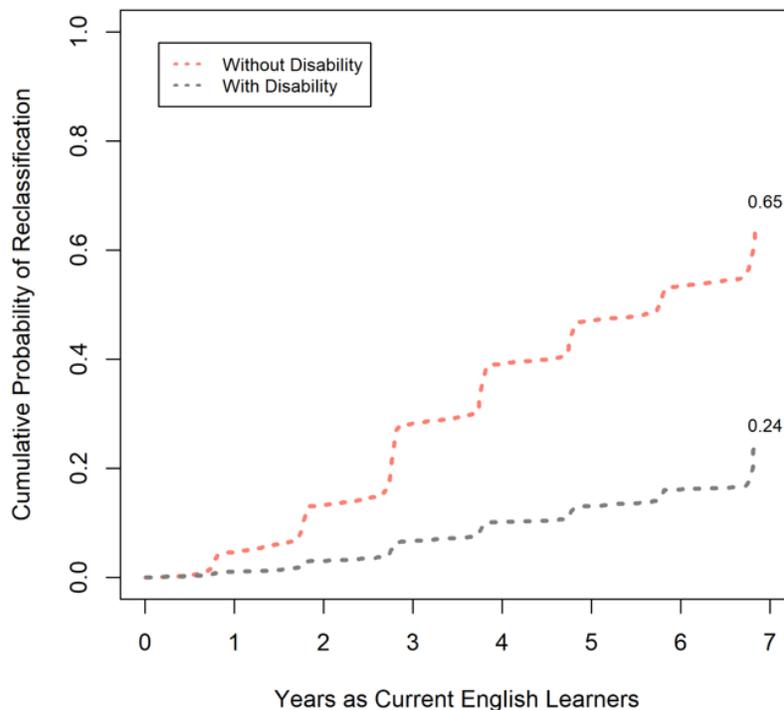
**Approximately 24 percent of current English learners receiving special education services and supports developed English language proficiency in six years.**

It is also useful to look at the development of English language proficiency from another angle, namely, what proportion of current English learners develop proficiency within a particular amount of time?

This measure uses data for all current English learners who received English language instruction, supports, and services in an ELD program in 2021-22 regardless of the length, start, or end of enrollment. While most of the data in this report rely on the first school day in May 2022 as a snapshot, this measure includes all current English learners (even those not enrolled on the first school day in May 2022).

Figure 15 addresses this question for current English learners with and without disabilities. For current English learners without disabilities who began receiving English language instruction, supports, and services on or after July 1, 2015, the probability of reclassification (i.e., attaining English language proficiency and exiting an ELD program) after six years is 0.65 (or, after multiplying by 100, 65%). That is, 65 percent of the current English learners without disabilities attained English language proficiency and exited an ELD program within six years. On the other hand, only 24 percent of current English learners with disabilities attained English language proficiency and exited an ELD program with six years. Succinctly put, ELs without a disability are, on average, over twice as much likely to exit the EL program within six years than their EL peers with a disability.

**Figure 15. Probability of reclassification for current English learners with and without disabilities within six years (July 1, 2016 to June 30, 2022)**



## Student Academic Outcomes in English Language Arts and Mathematics

Each year, all Oregon students in grades 3-8 and 11 take state assessments in English language arts and mathematics. These assessments, offered in English, may be especially challenging for ELs who are still developing proficiency. For both subjects, a performance level of three or higher meets the state standards.

### **Former ELs performed similarly or slightly below never ELs in English language arts, while few current ELs met or exceeded state standards.**

At the elementary level (grade 3-5), 7.0 percent of current ELs met or exceeded state standards in English language arts. In contrast, 50.5 percent of former ELs in elementary hit this benchmark. This was close to the percentage of never ELs meeting or exceeding standards, 47.8 percent. In fact in many districts (74), a higher percentage of former ELs, compared to never ELs, met benchmark in elementary English language arts.

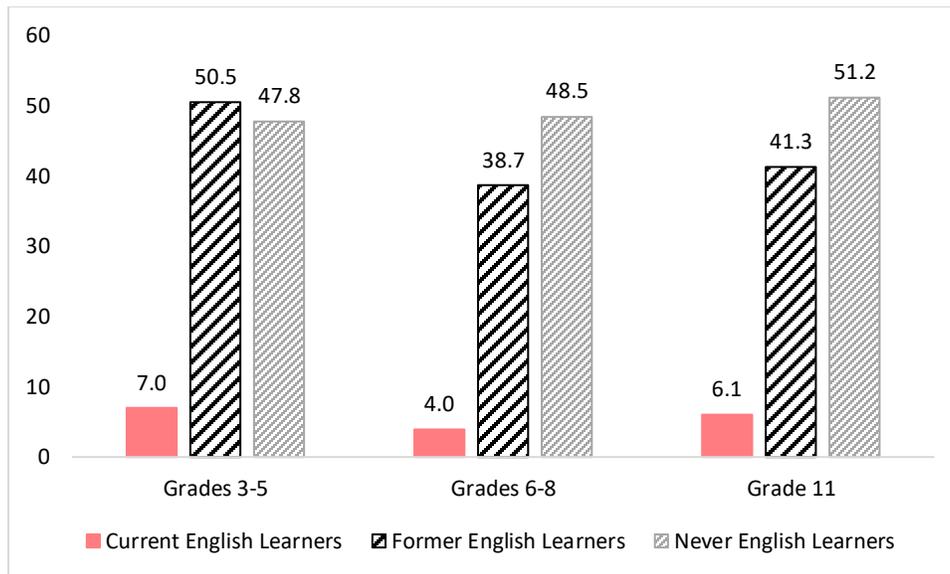
At the middle school level (grades 6-8), 4.0 percent of current ELs met or exceeded state standards in English language arts. Additionally, 38.7 percent of former ELs and 48.5 percent of never ELs met or exceeded standards. In 39 districts, a higher percentage of former ELs, compared to never ELs, met benchmark.

Among high school students (grade 11), 6.1 percent of current ELs, 41.3 percent for former ELs, and 51.2 percent of never ELs met or exceeded state standards. At the high school level, there were 39 districts<sup>9</sup> in which a higher percentage of former ELs than never ELs met the benchmark in English language arts.

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<sup>9</sup> These districts include: Baker SD, Gladstone SD, Astoria SD, Coquille SD, Bandon SD, Elkton SD, City SD, Phoenix-Talent SD, Ashland SD, Central Point SD, Eagle Point SD, Culver SD, Baker SD, Gladstone SD, Astoria SD, Coquille SD, Bandon SD, Elkton SD, Prairie City SD, Phoenix-Talent SD, Ashland SD, Central Point SD, Eagle Point SD, Culver SD, Three Rivers/Josephine County SD, Klamath, Falls City Schools, Klamath County SD, Fern Ridge SD, Creswell SD, Bethel SD, Siuslaw SD, Harrisburg SD, Scio SD, Santiam Canyon SD, Adrian SD, Vale SD, Gervais SD, Jefferson SD, Parkrose SD, Reynolds SD, Centennial SD, David Douglas SD, Dallas SD Milton-Freewater Unified SD, Stanfield SD, Powder SD, Gaston SD, Mitchell SD, Sheridan SD, Knappa SD, Ione SD.

**Figure 16. Percentage of current, former and never ELs meeting or exceeding state standards in English Language Arts in elementary, middle and high school, 2021-22<sup>10</sup>**



**In math, former ELs performed below never ELs, especially in middle and high school, while less than 10 percent of current EL met or exceeded state standards.**

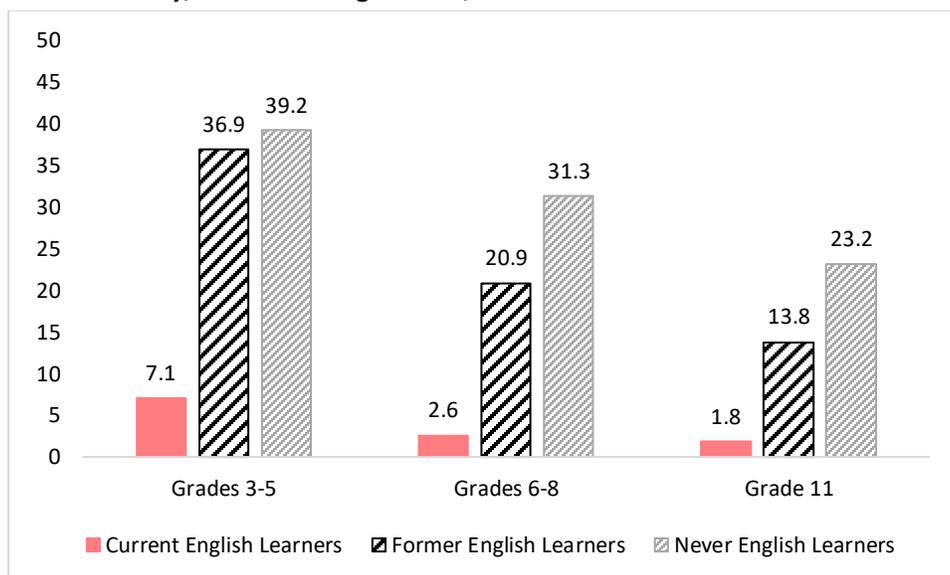
At the elementary level, 7.1 percent of current ELs met or exceeded standards in math (Figure 17). In addition, 36.9 percent of former ELs met or exceeded standards in math. The percentage of never ELs meeting or exceeding standards was somewhat higher, 39.2 percent.

Among middle school students, 2.6 percent of current ELs met or exceeded standards in math, compared to 20.9.2 percent of former ELs and 31.3 percent of never ELs.

Among students in grade 11, 1.8 percent of current ELs, 13.8 percent of former ELs, and 23.2 percent of never ELs met or exceeded standards in math. At all levels and among all groups, fewer students met or exceeded standards in math than in English language arts.

<sup>10</sup> In this chart, the group “current EL” includes only students who were classified as current ELs at the time of testing. In some other state accountability reports, the performance of current and recently reclassified ELs are reported together.

**Figure 17. Percentage of current, former and never ELs meeting or exceeding state standards in mathematics in elementary, middle and high school, 2021-22<sup>11</sup>**



## Section 4: Attendance, Progress toward Graduation, Graduation, and Beyond

This section of the report examines several important outcomes for English learners. These are attendance, ninth grade progress towards graduation, four-year graduation, earning a Seal of Biliteracy, and postsecondary enrollment.

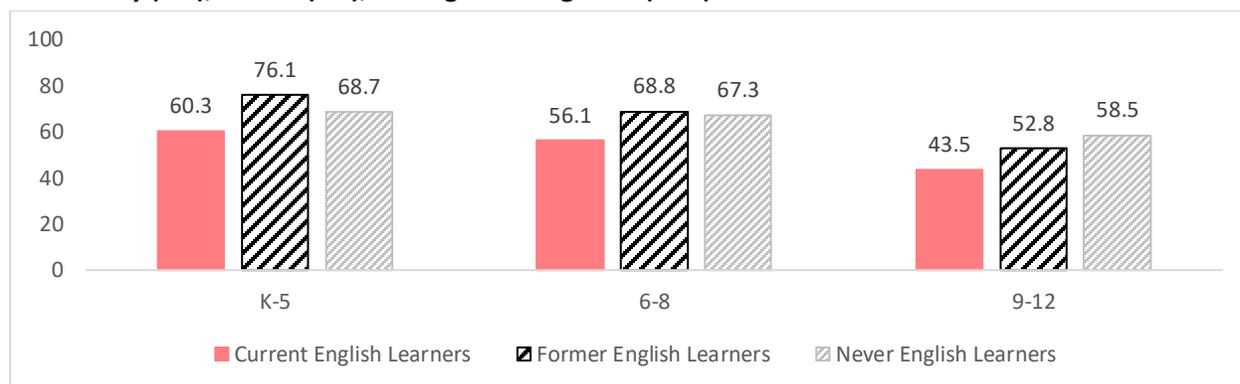
### Regular Attendance

In recent years, researchers and educators alike have devoted increasing attention to ensuring students attend school on a regular basis. Research has shown that even moderate levels of absenteeism can have a profound impact on students’ grades, performance on standardized assessments, graduation rates, and success in college (Allensworth & Evans, 2016; Ginsburg, Jordan, & Chang, 2014). In Oregon, students exhibit “regular attendance” at school if they attend more than 90 percent of school days during the school year.

Among elementary grades in 2021-22, former and never English learners have the highest levels of regular attendance (see figure 18). Current English learners, on the other hand, have lower rates of regular attendance in elementary, middle, and high school grades. In fact, regular attendance rates decline considerably for current, former, and never English learners in middle and high school grades (with current and former English learners declining by approximately 17 and 23 percentage points between elementary and high school grades).

<sup>11</sup> Also in this chart, the group “current EL” includes only students who were classified as current ELs at the time of testing.

**Figure 18. Percentage of current, former, and never English learners regularly attending school by elementary (K-5), middle (6-8), and high school grades (9-12) in 2021-22**



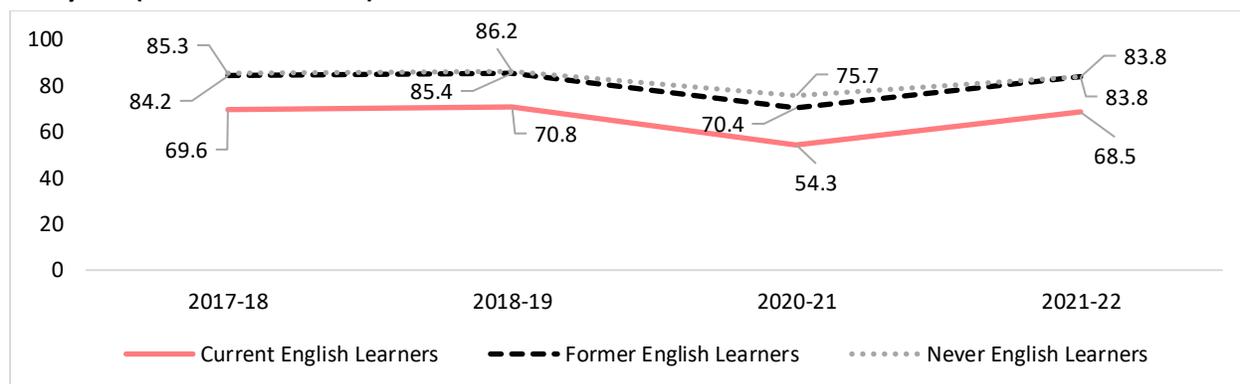
## On Track to Graduate

Around the country, states and districts track whether students in the 9<sup>th</sup> grade are on track to graduate within four years. They do this because ninth grade is a critical year for determining whether students will ultimately graduate from high school; identifying students who are not on track allows schools to provide supports and interventions to help keep students in school and progressing towards graduation. In Oregon, students in the 9<sup>th</sup> grade are on track to graduate if they earn at least six credits or 25 percent of the credits their district requires for graduation. However, one should note that ODE’s data is limited to the number of credits earned and not the specific courses credits earned. From 2016-17 to 2021-22, a higher percentage of former and never English learners were on-track to graduate compared to current English learners.<sup>12</sup>

According to figure 19, former and never English learners in 9<sup>th</sup> grade are on track to graduate at substantially higher percentages than current English learners from 2017-18 to 2021-22. Former and never English learners have very similar percentages. Their gap shrinks from 1.1 percentage points in 2017-18 to 0.8 percentage points in 2018-19. Indeed, the gap between former and never English learners completely closes in 2021-22. From 2017-18 to 2018-19, current, former, and never English learners exhibited some improvement in the percentage of students on-track to graduate. Current English learners’ rates improves by 1.2 percentage points. Despite a considerable decline in 2020-21 due to the impact of the COVID-19 pandemic, all three groups of students experience a sizeable improvement in 2021-22 with the current and former English learners increasing by 14.2 and 13.4 percentage points since 2020-21. It must be noted also that as part of Senate Bill 744 passed in 2021, these students were not required to demonstrate proficiency for three of the nine essential skills as one of their non-credit graduation requirements.

<sup>12</sup> Data representing the percentage of current, former, and never English learners who were on track to graduate in ninth grade were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon’s response to the COVID-19 pandemic (e.g., the cancellation of data collections that either capture the specific data or support the calculation of this measure at the district and state levels).

**Figure 19. Percentage of 9<sup>th</sup> grade current, former, and never English learners on track to graduate within four years (2017-18 to 2021-22)**



### Four-Year Graduation

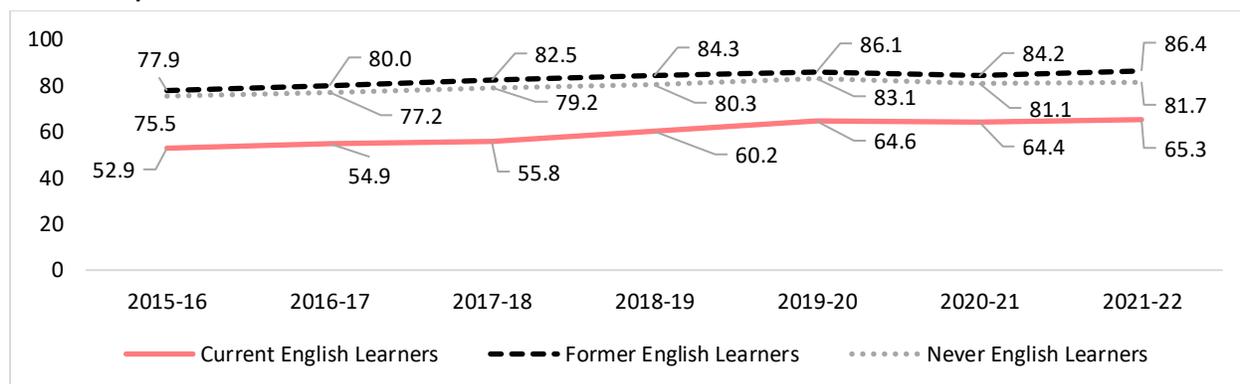
The ODE uses a cohort adjusted graduation rate to examine and monitor the percentage of students graduating within a specific number of years. The data for this section relies on the four-year cohort adjusted graduation rate for current, former, and never English learners. For the purposes of reporting graduation data to the public, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

Former English learners graduated at rates similar to or better than never English learners; however, substantially fewer current English learners graduated in four years.

According to figure 20, former and never English learners graduate in four years at relatively similar rates; however, although similar, the rate for former English learners was higher from 2015-16 to 2021-22. Indeed, consistently since years 2015-16, the four-year graduation rate for former English learners was higher than the rate for never English learners.

Current English learners, on the other hand, graduated in four years at lower rates than former and never English learners; however, it is important to note that the four-year graduation rate for current English learners has grown considerably from 2015-16 to 2021-22 (an increase of 12.4 percentage points).

**Figure 20. Percentage of current, former, and never English learners graduating within four years (2015-16 to 2021-22).**



### Current English learners graduating in four years were over 2.7 times more likely to receive a modified diploma

Modified diplomas are designed for students who meet certain criteria listed in OAR 581-022-2010. Modified diplomas require fewer credits to graduate compared to a regular high school diploma. Among the current English learners who graduated in four years in 2021-22 (i.e., 1,841 students), 202 students (11%) received a modified diploma (see table 7). By contrast, among the former English learners that graduated in 4 years in 2021-22 (i.e., 5,435 students), 117 students (2.2%) received a modified diploma. Finally, among the never English learners who graduated in four years in 2021-22 (i.e., 30,535 students), 1,216 students (4%) received a modified diploma.

In addition, among the students that graduated in four years in 2021-22, current English learners were more than 2.7 times (11 percent ÷ 4%) more likely to receive a modified diploma compared to that for never English learners. Indeed, this ratio increases to 3.4 times (15.4 percent ÷ 4.5%) for cohorts that graduated in five years.

**Table 7. Percentage of students receiving regular vs. modified diplomas**

Student (Diploma Type)	Four-Year Cohort	Five-Year Cohort
Current English Learners (Modified)	11%	15.4%
Former English Learners (Modified)	2.2%	2.7%
Never English Learners (Modified)	4.0%	4.5%
Current English Learners (Regular)	89.0%	84.6%
Former English Learners (Regular)	97.8%	97.3%
Never English Learners (Regular)	96.0%	95.5%

### Oregon State Seal of Biliteracy

The Seal of Biliteracy offers recognition of the many cognitive, academic, and economic benefits of bilingualism. Students can earn a Seal of Biliteracy on their diplomas if they meet the following requirements:

- Meet all graduation requirements, and

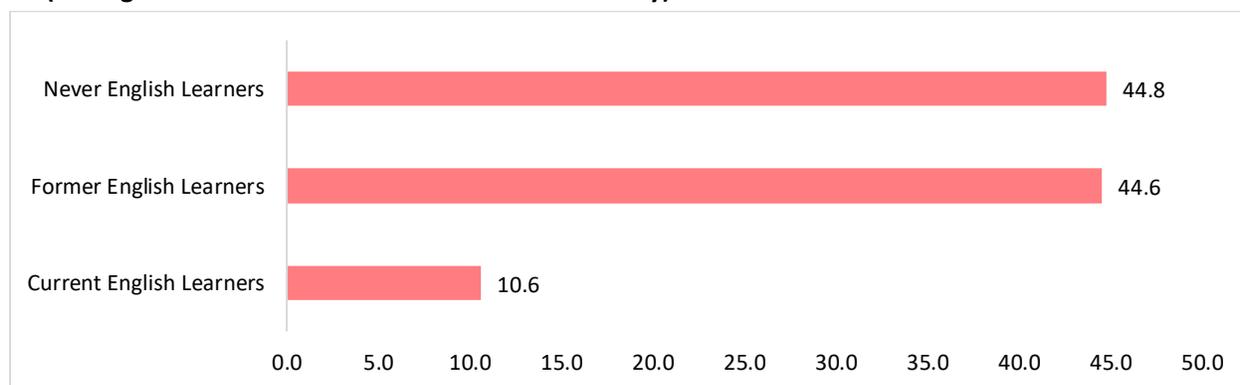
- score at the intermediate high level in listening, speaking, reading, and writing in a partner language.

The data for this section rely on students who graduated in 2021-22 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this section will examine the count and percentage of current, former, and never English learners<sup>13</sup> who earned the Seal of Biliteracy in 2021-22.

**The majority of students who earned the Seal of Biliteracy in 2021-22 were ever English learners and never English learners who are native speakers of languages in addition to English.**

Of the 37,814 students who graduated in 2021-22, 2,078 students (about 5.5%) also earned the Seal of Biliteracy. Among those 2,078 students, 44.8 percent were never English learners, 44.6 percent were former English learners, and 10.6 percent were current English learners (see figure 21). In other words, 55.2 percent of those who earned the Seal of Biliteracy were ever English learners. Note that the majority of students who earn the Seal of Biliteracy are (1) ever English learners and (2) never English learners who are native speakers of languages in addition to English.

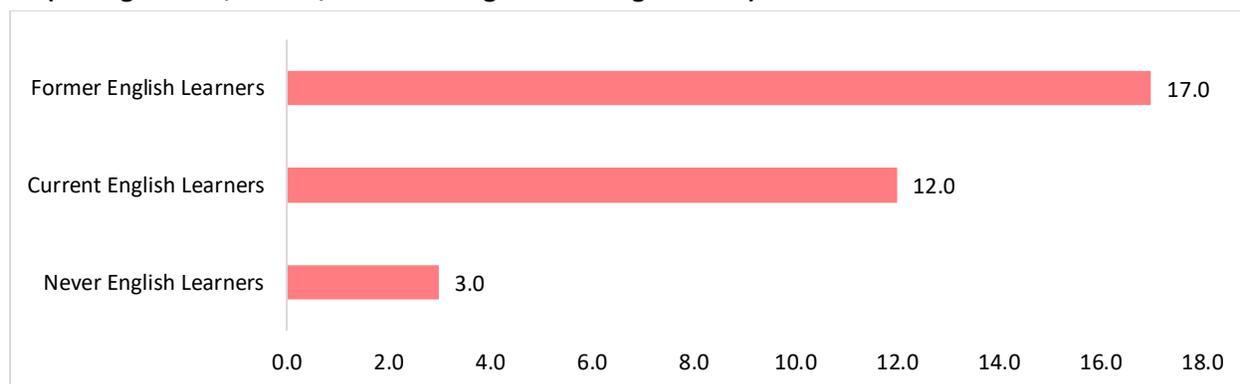
**Figure 21. Percentage of current, former, and never English learners earning the Seal of Biliteracy in 2021-22 (among all students who earned the Seal of Biliteracy)**



According to figure 22, among former English learners who graduated in 2021-22, 17 percent earned the Seal of Biliteracy. Moreover, 12 percent of current English learner graduates earned the Seal of Biliteracy in 2021-22. This means that, among ever English learners who graduated in 2021-22, 29 percent also earned the Seal of Biliteracy.

<sup>13</sup> For the purposes of reporting Seal of Biliteracy data in this report, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

**Figure 22. Percentage of current, former, and never English learners earning the Seal of Biliteracy in 2021-22 (among current, former, and never English learner graduates)**



**Students earned the Seal of Biliteracy for their knowledge of 20 different partner languages; however, Spanish was the most common partner language.**

More than three-quarters of students earning the Seal of Biliteracy (78.2%) had Spanish as their partner language. The next three partner languages, in order of the number of students, were French, Chinese, and Korean, all with 50 or more students earning the Seal of Biliteracy in that language. Spanish, Chinese, Korean, and Russian were the partner languages with the most current and former English learners earning the Seal of Biliteracy. On the other hand, the top three partner languages among never English learners who earned the Seal of Biliteracy in 2021-22 were Spanish, French, Japanese, and Chinese.

**Nine districts had 50 or more students earning the Seal of Biliteracy.**

In 2021-22, nine districts had 50 or more students earning the Seal of Biliteracy (see table 7). Moreover, among Woodburn’s students who graduated in 2021-22, 53.6 percent earned the Seal of Biliteracy. Three other districts in 2021-22 had 10 percent or more of their high school graduates earning the Seal of Biliteracy.

**Table 7. Districts with 50 or more students earning the Seal of Biliteracy in 2021-22<sup>14</sup>**

District	Number of Students	District	Number of Students
Portland SD 1J	344	Corvallis SD 509J	91
Beaverton SD 48J	330	North Clackamas SD 12	81
Salem-Keizer SD 24J	193	Hillsboro SD 1J	79
Woodburn SD 103	156	West Linn-Wilsonville SD 3J	68
Eugene SD 4J	93		

**Postsecondary Enrollment**

The ODE annually examines and publicly reports the percentage of high school graduates who enroll in postsecondary education institutions in Oregon and across the U.S. (e.g., public and private, 2-year and 4-

<sup>14</sup> Note that the counts in this table reflect students who graduated in 2021-22 (and were part of the four-year cohort adjusted graduation rate) and earned the Seal of Biliteracy. There were students who earned the Seal of Biliteracy in 2021-22 but were part of the five-year cohort or another cohort.

year, etc.). A postsecondary education affords students a wide range of advantages, including greater employment opportunities, financial security, opportunities to contribute in their community, and greater life satisfaction. The data for this measure uses students who graduated in 2018-19 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations.<sup>15</sup> Moreover, this portion of the report will examine the count and percentage of current, former, and never English learners<sup>16</sup> who enrolled in a postsecondary education institution within 16 months after graduation.

**Never English learners were more likely to enroll in postsecondary education institutions than current English learners; however, former English learners had comparable postsecondary enrollment rates as never English learners.**

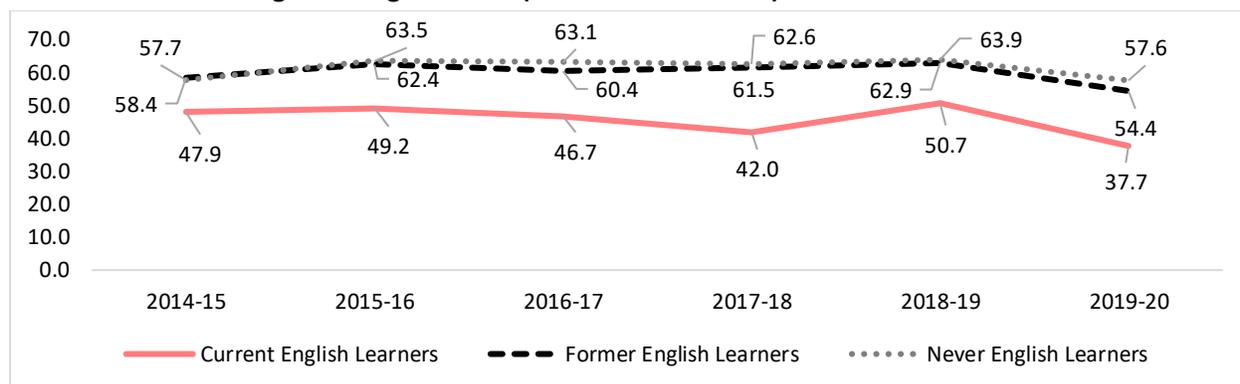
Figure 23 shows the postsecondary enrollment rates by graduation year for three groups of Oregon students. The postsecondary enrollment rates for never English learners, represented by the gray dotted line, ranged from 57.7 to 57.6 percent from 2014-15 to 2019-20. The salmon line displays the same information for students who were current English Learners. Current English learners enrolled in postsecondary institutions at substantially lower rates than never and former English learners. The postsecondary enrollment rates for current English learners annually increased from 47.9 percent in 2014-15 to 49.2 percent in 2015-16; however, they decreased in both 2016-17 and 2018-19 to levels similar to 2014-15. The black dashed line shows the postsecondary enrollment rates for former English learners. The postsecondary enrollment rates for former English learners increased from 58.4 percent in 2014-15 to 62.4 percent in 2015-16. Moreover, since 2015-16, former English learners had postsecondary enrollment rates that were reasonably comparable to never English learners.

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<sup>15</sup> Post-secondary enrollment data for current, former, and never English learners who graduated from high school in 2019-20 were unavailable as of the publication of this report.

<sup>16</sup> For the purposes of reporting post-secondary enrollment data in this report, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

**Figure 23. Percentage of current, former, and never English learners enrolling in postsecondary institutions within 16 months of high school graduation (2014-15 to 2019-20<sup>17</sup>)**



## Section 5: State Revenues and Expenditures for Current English Learners

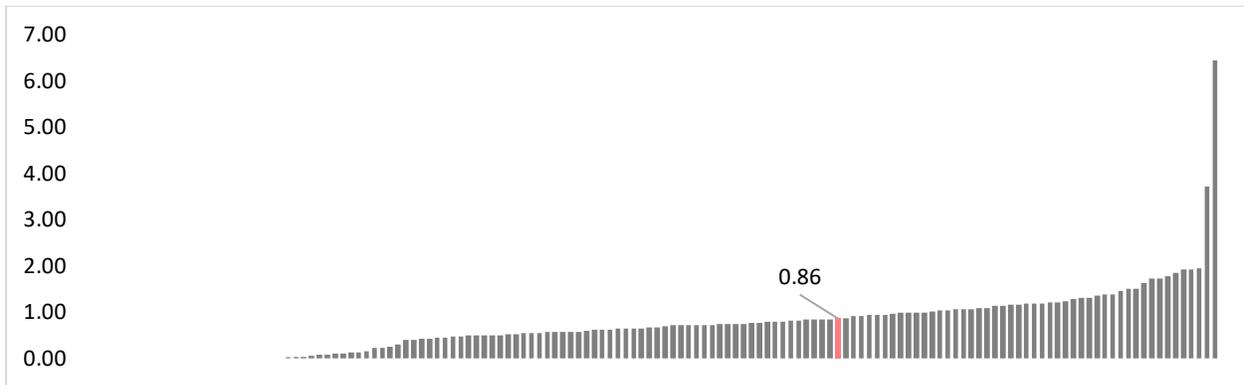
Each year, Oregon’s State School Fund provides funding to districts through General Purpose Grants. The amount of the grant relies on a formula that considers the number of students in the district (known as average daily membership weighted or ADMw). On average, the per-pupil funding amount in 2021-22 was \$9,167.<sup>18</sup> In addition to this basic funding, districts receive additional state funds for each student enrolled in an ELD program. This amount is  $0.5 \times \$9,167$  or \$4,584 per current English learner. Altogether, the state allocated \$228,013,853 for these additional English learner funds in the 2021-22 school year.

Figure 24 depicts the relationship between current English learner revenues the state allocated to districts via the State School Fund Formula and the total current English learner expenditures from the General Fund expressed as a ratio. Statewide, the ratio of expenditures to revenues in 2021-22 was 0.86, meaning that district expenditures on current English learners reflected 86 percent of the funds the state allocated to districts via the State School Fund Formula. Some districts spent more than this percentage (up to 644%), while others reported spending less (as little as 0%). The values on the extreme ends of the range, however, may reflect variations in the way that some districts report data. Some districts with few current English learners report revenue received from the state, but do not identify expenditures specific to current English learners, even though they may expend funds for English learner services. Other districts on the high end of the spending ratio may include expenses for dual-language programs that also educate former and never English learners, rather than calculating the percentage spent solely on current English learners.

<sup>17</sup> The year (e.g., 2019-20) represents the school year in which students graduated from high school.

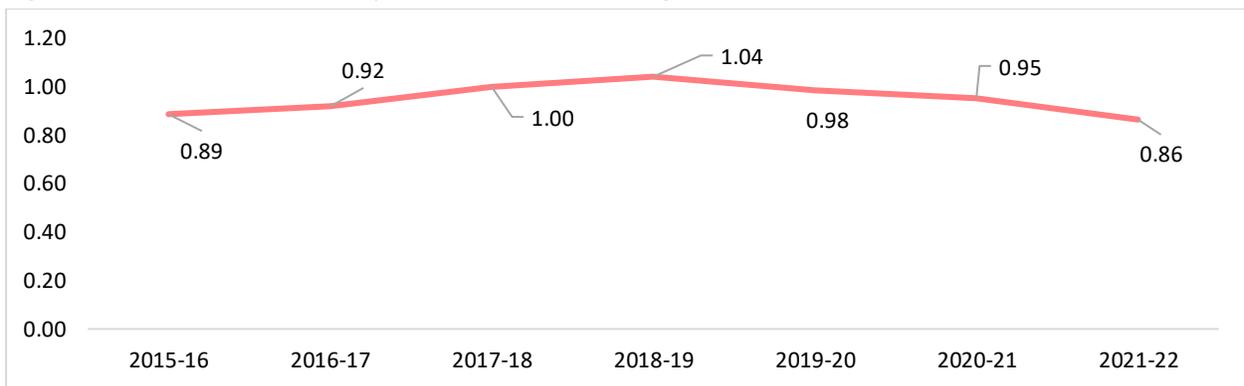
<sup>18</sup> While \$9,167 is the average amount, the grant amount can vary a bit for different districts because of the way the formula is set up.

**Figure 24. Ratio of current English learner expenditures to revenues across districts in 2021-22**



As figure 25 illustrates, the statewide ratio increased steadily from 2015-16 to 2018-19; however, in 2019-20 through 2021-22, the ratio decreased below 1.0.

**Figure 25. Ratio of statewide expenditures on current English learners to revenues (2015-16 to 2021-22)**



Expenditures from the General Fund on current English learners either belong to Function 1291 (covering expenditures for instruction and interventions to help current English learners learn English) or Area of Responsibility 280 (other supports for current English learners, such as interpretation services or transportation).<sup>19</sup>

Current English learner expenditures for 2021-22 totaled \$196,738,499. Districts accounted for approximately 83.3 percent of the expenditures (\$163,859,331) using Function 1291 and 16.7 percent of the expenditures (\$32,879,169) using Area of Responsibility 280.

In addition to this state funding, districts with at least 69 current English learners may access federal Title III grants, which in 2021-22 provided an additional \$137.29 per student for supplemental current English learner services<sup>20</sup>. Additional information on the grant amounts is available on the [ODE website under Title III Allocations](#).

<sup>19</sup> For a more detailed description of the accounting system categories, see [Oregon’s Program Budgeting and Accounting Manual](#).

<sup>20</sup> Districts with fewer than 69 students can join other districts in a consortium to access these grants.

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North Santiam School District  
**BOARD OF DIRECTORS**

**SCHOOL YEAR ANNUAL AGENDA ITEMS CALENDAR**

Updated 08/2023

**These agenda items typically occur every month so have not been repeated below:**

1. Spotlight/Recognition/Awards (*may not occur every month*)
2. Reports:
  - ASB Report-ASB President or designee
  - Superintendent's Report
  - Business Director's Report
  - Student Services/Teaching & Learning Report
  - Licensed Union Rep. Report
  - Stayton City Council Liaison Report
  - Informational Reports including: field trips, enrollment & upcoming events
3. Approval of Meeting Minutes & Licensed Staff Changes
4. First and/or second readings of updates to NSSD board policies

**These items will appear as needed but do not happen at the same time every year:**

1. Long Range Facility Master Planning Committee/Bond Planning
2. OSBA (in-house) training or other group learning opportunities
3. Budget Appropriations/Funding Resolutions
4. Curriculum Adoptions

**July**

*\*items 1-5 may be approved in June or August if the Board chooses to hold a work session in July (no business items) or skip the July meeting all together*

**Traditional Location: Santiam Room**

**Annual Agenda Items:**

1. Approve Board Goal Strategies for upcoming year (done annually)
2. (Next Applicable in 2023) Approve Board/District Goals – every three years
3. Supt. Evaluation Document Approval
4. Approval of Board Operating Protocol
5. Board members choose their “buddy school”
6. Annual Organizational Agenda Items (list copied from OSBA website)  
*(the Annual Organizational Items must occur before July 31 but can be done in June during a non-election year, if the Board chooses to not have a July meeting)*

- Swear in recently elected and appointed directors, who must take an oath of office before assuming duties. Elect the board chair and vice chair. (ORS 332.005(2), 332.040) If a new student representative has been selected, they can swear in during the month of the first meeting they attend.
- Designate the following positions:
  - Chief administrative officer (the superintendent) as school district clerk or another individual, if there is no chief administrative officer. (ORS 332.515)
  - Business manager or deputy clerk, or both.
  - Custodian of funds who will sign checks or, if the school board so authorizes, utilize a facsimile signature for that purpose. (ORS 328.441, 328.445)
  - Budget officer, who shall prepare or supervise preparation of the budget document under the direction of the executive officer. (ORS 294.331)
  - Financial auditors for the school year, who may be contracted for through the administrative office of the county in which the administrative office of the school district is located. (ORS 328.465, 327.137, 297.405)
  - Legal counsel.
- Determine fidelity-bond amounts for those authorized to handle district funds and ensure they are bonded by a surety company authorized in Oregon. (ORS 332.525)
- Set a borrowing limit for the custodian of funds.
- Establish dates, time and place of regular monthly board meetings.
- Establish depository(ies) for school funds. (ORS 328.441, 294.805-294.895)
- Review status of Local Public Contract Review Board and rules. (ORS 279A.060)
- Approve contracts for payment (ORS 332.075(2-3))
- Appoint members of standing committees

**Other annual reports or approvals as require by law or per NSSD policy/practice**

- Receive English Learners In Oregon Annual Report (distributed by ODE in June)
- Approve list of low-impact pesticides for use according to the integrated pest management plan ORS 634.705 (5)
- Approve Excise Tax annual adjustment for the upcoming school year
- Approve list of third-party alternative education programs

**Other Activities/Events**

- OSBA Annual Conference (Bend)
- SummerFest (last Saturday in July)

**August**

**Traditional Location: varies**

**Leadership Team Goal Workshop (early August)**

**Traditional Location: Santiam Room**

**Regular Session Annual Agenda Items:**

1. Projected Student Enrollment
2. Oaths of Office of newly elected/re-elected member, including any student representatives (if not done in July)

**Other Activities/Events**

- Safe Schools Training on Mandatory Reporting (online)
- Lyons Fire Dept Car Show
- Welcome Back to School-Staff (last week in August)
- Back to School Open Houses (see school calendars for dates)

## September

**Traditional Location: Santiam Room**

### **Annual Agenda Items:**

1. Possible nominations for NSSD board member wishing to run for an OSBA board position
2. TELL Survey Results
3. TAG Program Report
  - a. Number of Student Identified and the screening process
  - b. Supports/Programs offered

### **Other Activities/Events**

- Safe Schools Training on Mandatory Reporting-due to be completed this month
- **National School-Related/Staff Appreciation Days This Month-** I.T. Professionals Day, Arts in Education Week

## October

**Traditional Location: Santiam Room**

### **Annual Agenda Items:**

1. Stayton Booster Club Report (projects, membership, etc) - Club President
2. Division 22 Report-Director of Teaching & Learning
3. Professional Development Report – Director of Teaching & Learning or designee
4. Student Investment Account Report (due to ODE 10/31)-Director of Teaching & Learning
5. Previous Stayton High school year data
  - a. Graduation/Completer rates
  - b. On-Track to Graduate rates for upcoming 10-12 graders
  - c. College Credits Earned
  - d. CTE Enrollment (demographics if possible)
  - e. Percentage of Students Involved in Co-Curricular Activities
  - f. Percentage of Students Involved in Activities/Clubs with Service

### **Other Activities**

- State-Wide Licensed In-Service Day
- OSBA Regional Meetings
- **National School-Related/Staff Appreciation Days This Month-**Custodial Workers, School Bus Safety Week, Farm to School Month, Walk to School Day, Coaches Day, School Lunch Week, Red Ribbon Week, Bullying Prevention Month, School Principal Month

## November

**Traditional Location: Santiam Room**

### **Annual Agenda Items:**

1. Exit Interview Survey Results (Oct or Nov)- Director of Human Resources
2. OSBA Elections
3. Master Facilities Plan Review and Revisions—Director of Facilities
4. State/District Report Cards-Director of Teaching & Learning (Nov or Dec)

### **Other Activities/Events**

- OSBA Annual Conference
- **National School-Related/Staff Appreciation Days This Month**-School Psychologist Week, School Resource Officer Day, Education Support Professionals Day, Substitute Educators Day

## December

**Traditional Location: Santiam Room**

### **Annual Agenda Items:**

1. School Spotlight – Options Academy
2. District-wide AVID Report – District AVID Coordinator
3. Special Education Report -Director of Special Services
  - a. Must include the Abbreviated School Day Notice & Acknowledgement (see ISST)
4. Superintendent’s Goals/Evaluation Check-in
5. School Board Student Representative Recruitment Strategies (Dec. or Feb.)

### **Board Secretary Tasks:**

1. Distribute copies of NSSD audit report to board members so they can review before the January meeting.

## January

**Traditional Location: Stayton Middle School**

### **Annual Agenda Items:**

1. Board Appreciation Month-Staff/Schools
2. School Spotlight-School Admin
3. WESD Local Service Plan Approval (every 2 years, next due 2025)-Superintendent
4. Proposed List of Budget Committee Members and Budget Calendar- Director of Business & Fiscal Services
5. Audit Review- Director of Business & Fiscal Services (may be joined by rep. from auditing firm)
6. Student Investment Account Report (due to ODE 01/31)-Director of Teaching & Learning

7. Annual report of all pesticide applications from the previous year-IPM Program Coord

**Other Activities/Events**

- Classified In-Service Day

**Board Secretary Tasks:**

- File notice of district board election, next due 2025 ([see Marion Co Calendar for deadline](#))
- Provide filing information to anyone seeking election/re-election (next due 2025)

**February**

**Traditional Location: Stayton Elementary School**

**Annual Agenda Items:**

1. School Spotlight-School Admin
2. Proclamation for Classified Appreciation Week (occurs in March)
3. Integrated Guidance Application Review
4. Approval of Budget Committee Members and Calendar- Director of Business & Fiscal Services
5. Superintendent's Goals/Evaluation Check-in

**Other Activities/Events**

- Board members complete annual superintendent evaluation forms
- Licensed In-Service Day
- Stayton Sublimity Chamber of Commerce Awards Banquet (schedule may vary)
- Booster Club Annual Auction
- **National School-Related/Staff Appreciation Days This Month**-School Bus Driver Appreciation Day

**March**

**\*Prior to March meeting, the individual scores from the Supt Eval must be compiled so they can be reviewed during the meeting\* - Board Volunteer or Board Secretary**

**Traditional Location: District Office/Santiam Room**

**Special Session:( first week in March)**

1. Renewal of Contracts (Licensed/Administrative)

**Traditional Location: Mari-Linn School**

**Regular Session Annual Agenda Items:**

1. School Spotlight-School Admin
2. School Calendar Adoption

3. Review Consolidated Scores on the annual Superintendent Evaluation (Board only/Exec session)
4. Approve Board Chair & Vice-Chair (or designees) to negotiate contract extension on behalf of whole board.

**Board Secretary Tasks:**

- Provide Reminder of Board Elections Filing Due Date (if applicable)
- **National School-Related/Staff Appreciation Days This Month**-Music in our Schools Month and Classified School Employee’s Week

**After March Meeting**

The Board Chair and Vice Chair review Salary/Benefits comparisons with the Director of Human Resources. Then they review the compiled scores/comments from the evaluation with Superintendent and negotiate the extension of the contract prior to April meeting.

**April**

**Traditional Location: Sublimity School**

**Annual Agenda Items:**

1. School Spotlight-School Admin
2. Adopt resolution for Teacher Appreciation Week (first week of May)
3. Student Investment Account Report (due to ODE 4/31)-Director of Teaching & Learning
4. Review Board Goal Strategies/Schedule work session (if needed) to revise in order to be adopted in July
5. (Next Applicable 2026) Review Board/District Goals and schedule work session (if needed) to revise in order to be adopted in July.
6. Review Supt. Evaluation as a group with the Superintendent (Board only/Exec Session)
7. Approve contract extension of Superintendent

**Board Secretary Tasks**

- Coordinate with current student board representative and SHS admin to announce the student representative position opening for the upcoming school year. Applications should be submitted to the principal by June 1<sup>st</sup>.
- **National School-Related/Staff Appreciation Days This Month**- School Library Month, Administrative Professional Day

## May

**Traditional Location: Stayton High School**

### **Annual Agenda Items:**

1. School Spotlight-School Admin
2. Student awards @ SHS-Valedictorian, Salutatorian, Future First Citizen
3. Board Awards – Santiam, Jack Adams, Community Partner, Eagle Award (as recommended by the Community Engagement Committee)
4. WESD Local Service Plan List of Services Taken-Supt or Director of Business & Fiscal Services
5. Establish the number of student transfer requests into the District for coming year
6. Review results of annual parent survey (if available)

### **Board Secretary Tasks**

- Coordinate with current student board representative and SHS admin to collect student representative applications for the upcoming school year. Applications should be submitted to the principal by June 1<sup>st</sup>.
- **National School-Related/Staff Appreciation Days This Month**-Teacher Appreciation Week, Principal’s Day, School Lunch Hero Day, School Nurse Day, Speech Pathologists Day

## June

**Traditional Location: Santiam Room**

### **Special Session/Budget Hearing (prior to Regular Session):**

Review of Budget Documents/Resolutions: Director of Business & Fiscal Services

### **Regular Session Annual Agenda Items:**

1. Resolutions to adopt budget- Director of Business & Fiscal Services
2. Professional Development Report – Director of Teaching & Learning
3. Acknowledge student reps. for service on the board
4. Select student representative to the school board for following year (June-Aug)