



2024-25 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, Lucas Joyce & Haley Butenschoen

Superintendent, Lee W. Loving

Director of Business & Fiscal Services, Rhonda Allen

Director of Human Resources, Danielle Blackwell

Director of Teaching & Learning, Nicole Duncan

Interim Director of Special Programs, Melissa Glover

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 22, 2024 ~ 6:00 PM

NSSD District Office/Santiam Room

1155 N 3rd Ave

Stayton, OR 97383

<https://youtube.com/live/-p-ZCpIUtZw?feature=share>

1. CALL REGULAR SESSION TO ORDER

6:00-6:05 (times for agenda items are estimated)

2. AGENDA APPROVAL

Changes to the agenda after posting on August 16, 2024 will be acknowledged:

Added Agenda Items-

*3.3- New ASB Club/Activity Request

Added Attachments-

*3.3- New ASB Club/Activity Request-Community Choir

*12.1- 06.24.24 Special Session Minutes-DRAFT

*12.2- August 2024 Licensed Report

RECOMMENDED MOTION-AGENDA APPROVAL

I move that the Board approve the agenda as modified.

3. STUDENT BUSINESS

3.1. Oath of Office

Lucas Joyce and Haley Butenschoen were approved as the 2024-25 Student Representatives to the School Board in the June meeting. They 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."

3.2. ASB Activities Report: Lucas Joyce/Haley Butenschoen

3.3. New ASB Club/Activity Request: Stayton High Community Choir **7**

Diane Allen-Jackson will be present to submit the request for a new ASB Club/Activity.

New ASB Club-Activity Request-Community Choir 7

4. BOARD OPERATING PROTOCOL **8**

6:15-6:20

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

Board Protocol 2024-25 8

5. CITY COUNCIL LIAISON REPORTS:

6:20-6:35

This standing agenda item is for reports from the Stayton, Sublimity and Lyons City Council Liaisons:

Stayton: David Patty

Sublimity: Tass Morrison/Michael Taylor

Lyons: Mike Wagner

6. SUPERINTENDENT'S REPORT: Lee W. Loving

6:35-6:50

7. TEACHING & LEARNING REPORT: Nicole Duncan **9**

6:50-7:05

AVID_Framework_Overview updated Nov 2021 9

BERC Four Habits RUBRIC 10

Teaching and Learning Board Presentation - August 2024 12

August 2024 Teaching and Learning Board Report 31

8. SPECIAL PROGRAMS REPORT: Melissa Glover **35**

7:05-7:15

Special Programs Board Report 8_22 35

9. BUSINESS & FISCAL SERVICES REPORT: Rhonda Allen **40**

7:15-7:25

Board Financial Report_July24 40

Accuity Engagement Letter_2324 53

10. LICENSED/CLASSIFIED UNION REPORTS: Union Reps.

7:25-7:30

11. PUBLIC COMMENT

7:30-7:50

12. CONSENT AGENDA

7:50-7:55

12.1. Action: Approval of Meeting Minutes **56**

The minutes from June's meetings are submitted for Board review and approval.

06.10.24 Special Session Minutes-DRAFT 56

06.20.24 Regular Session Minutes-DRAFT 58

06.20.24- Budget Hearing minutes-DRAFT 68

06.24.24 Special Session Minutes-DRAFT 70

12.2. Action: Approval of New Licensed Staff **72**

Newly hired licensed staff are submitted for board approval.

Stephanie Hull: SUB/ 0.5 PE

Adele Anderson-Kostic: SES/K-3 Lifeskills Teacher

Mia Mueller: SUB/Elementary Teacher (Temp)

Lisa Freauff: SIS/4th grade Teacher

Robin Joy: SIS/5th Grade Teacher

Brittany Zurcher: SIS/5th Grade Teacher

Nic Anundson: SHS/SS & Drama Teacher

The following contracts for employment were approved by the Board in June but have since been declined or rescinded:

Sydney Martindale

Tara McCafferty

Kaci Paffhausen

Justin Wilson-Gabor

August 2024 Licensed Report 72

12.3. Action: Approval of Consent Agenda

RECOMMENDED MOTION-CONSENT AGENDA

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

13. POLICY UPDATES/SECOND READING

73

7:55-8:05

These policy edits were presented for a first reading in the June meeting. They are now presented for a second reading and possible adoption.

CBG - Evaluation of the Superintendent (Alisha)

CCG- Evaluation of Administrators (Alisha)

EBBB- Injury/Illness Reports (Coral)

GBNAB/JHFE-Suspected Abuse of a Child Reporting Requirements (Mackenzie)

CBG -Eval of Supt. 6.20.24

73

CCG Eval of Administrators 6.20.24

75

EBBB Injury or Illness Reports 6.20.24

78

GBNAB_JHFE- Suspected Abuse of a Child, Reporting 6.20.24

80

14. POLICY UPDATES/FIRST READING

84

8:05-8:15

These policy edits are presented for a first reading and will be brought back in the following month for a second reading and possible adoption.

GCDA/GDDA- Criminal Records Checks and Fingerprinting

JEA- Compulsory Attendance

GCDA_GDDA -Criminal Records Checks & Fingerprinting

84

JEA -Compulsory Attendance 08.22.24

91

15. STRATEGIC PLANNING UPDATE: Laura Wipper/Alisha Oliver

8:15-8:25

16. DISCUSSION: 2025 OREGON LEGISLATIVE PRIORITIES

8:25-8:40

17. BOARD REFLECTIONS/ANNOUNCEMENTS

8:40-8:50

18. INFORMATION ONLY

8:50-8:55

18.1. Oregon English Learners Report

94

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 2022-23 school year, and is required to be provided to school board members by Sept. 1st.

2022-23 English Learners in Oregon June 2024

94

18.2. Student Enrollment:

Enrollment numbers are changing daily. The number of enrolled students as of 8/19/24 is 2087, excluding Preschool Promise students.

Mari-Linn: 149

Sublimity: 372

Stayton Elementary: 317

Stayton Intermediate/Middle: 475

Stayton High: 679

Locust Street Academy: 43

Stayton Virtual Academy: 53

18.3. Future Agenda Items:

Agenda Items Annual Calendar rev 04.24

130

130

18.4. Upcoming Board Events & Activities:

August 26, 2024: Start of the Year Celebration

7:45 am ~ Stayton High School auditorium

August 28, 2024: School Open-Houses

SIMS: 3:30-6:00

SES & SUB: 5:30-7:00

ML: 6:00-7:00

August 28, 2024: Special Session Board Meeting

6:00 pm ~ District Office/Santiam Meeting Room

September 19, 2024: Regular Session Board Meeting

6:00 pm ~ District Office/Santiam Meeting Room

19. ADJOURN

9:00 (estimated)

EQUAL OPPORTUNITY EMPLOYER

The North Santiam School District shall promote nondiscrimination and an environment free of harassment based on an individual's race, color, religion, sex, national origin, gender identity (including gender expression), sexual orientation, disability, marital status or age or because of the race, color, religion, sex, national origin, disability, marital status or age of any other persons with whom the individual associates. 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.

Establishing a Club

Request for Approval of New ASB Club or Activity

Name of Club or Activity requested Stayton High Community Choir

Describe proposed activities and goals of club. Building a solid foundation with our community with music! Providing at least 2 major concerts yearly.

Describe how money will be raised to fund activities. I will provide music needed for the group & then donate that music to choral library. We will have Spring fundraisers

Funds raised will be used to to raise money for the high school band & choir programs.

Combined

Name of proposed advisor in charge of activities Diane Allen-Jackson
Devon Garber will be Assistant Director

Submitted by _____
Name Date
Diane Allen-Jackson 7-30-24

Signature Represents Approval

Primary Advisor Diane Allen-Jackson 7-30-24
Signature Date

Principal [Signature] _____
Signature Date

Superintendent _____
Signature Date

Board Chairman _____
Signature Date

Reason for Denial: _____

Denied by (Please Print): _____



North Santiam School District

2024-25 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

Lucas Joyce & Haley Butenschoen, Student Representatives

What Does College and Career Readiness Mean?

No matter what postsecondary path high school graduates choose, students must develop certain essential skills to design their own futures: critical thinking, collaboration, reading, writing, and relationship building. The development of these skills is rooted in belief in self. If students believe they are capable, there is a foundational confidence to learn and a resiliency to overcome setbacks.

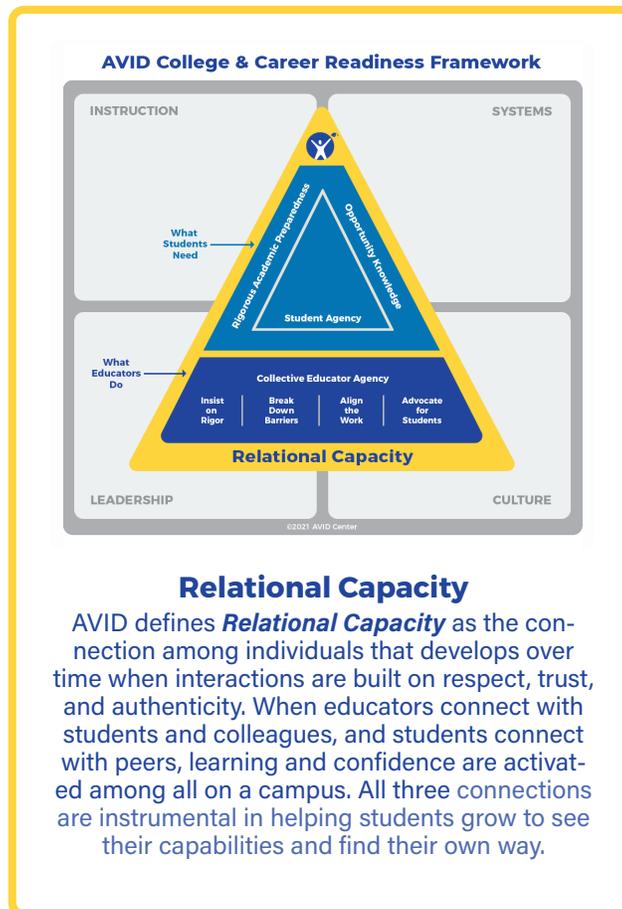
Ensure Student Success

Over four decades, we have seen that when school leaders focus on rigorous instruction, insist on access and equity for all students, align work to a common vision, and believe in students' potential, student outcomes improve. In addition to graduating more college-bound and career-ready students, schools are equipping their students with the social and emotional faculties they need for life and career success. By placing students in a learning setting that engages them in rigor with support, opportunities to explore their future pathways, and deliberate instruction in self-management and leadership, students develop the agency and skills that will serve them for life. With AVID, students excel regardless of their circumstances, socioeconomic status, ethnicity, or English proficiency.

What Students Need

AVID students receive intentional support and mentoring in three major areas that help them become confident individuals who can successfully navigate life and career:

- 1. Rigorous Academic Preparedness** — Students develop academic skills and can successfully complete rigorous college and career preparatory curriculum and experiences.
- 2. Opportunity Knowledge** — Students research opportunities, set goals, make choices that support their long-term aspirations, and successfully navigate transitions to the next level.
- 3. Student Agency** — Students believe in themselves and act intentionally to build relationships, persist through obstacles, and activate their academic, social, emotional, and professional knowledge and skills to reach their potential.



What Educators Do

Teachers and other adults on a school campus play an important role in student success. To bring about this transformation, educators must:

- **Insist on Rigor** — Educators provide learning experiences in which every student is challenged, engaged, and develops a greater ownership of their learning through increasingly complex levels of understanding.
- **Break Down Barriers** — Educators actively identify and work to eliminate structural and perceptual barriers that limit students' access to relevant and challenging learning opportunities.
- **Align the Work** — Educators increasingly align policies, practices, and beliefs to the shared vision of all students succeeding in college, career, and life.
- **Advocate for Students** — Educators extend social, emotional, and academic support to students and challenge policies, practices, or beliefs that limit potential.

Collective Educator Agency

AVID defines this as educators taking intentional actions based on shared beliefs and trust that, together, they can increase opportunity and measurable success for all students and each other. When Collective Educator Agency develops on a campus, the learning environment transforms into one where students are challenged, supported, and provided the tools needed to succeed.

9 **Your Program Manager will help your school leaders discover and apply AVID tools and resources to develop your AVID College and Career Readiness System.**

INSTRUCTIONAL HABITS RUBRIC

Alignment with How the Brain Learns

Not Aligned ←

3

Clearly Aligned →

	2 of 3 Indicators	2 of 3 Indicators	2 of 3 Indicators	All 3 Indicators
CONCEPTS & PROCESSING Model to Learn	<ul style="list-style-type: none"> Teacher provides information to students with the intent of students presenting the same information back to the teacher Teacher presents misinformation Content of the lesson is primarily based on reading/rote/recall/copying of factual information 	<ul style="list-style-type: none"> Teacher provides students the opportunity to develop conceptual understanding by having them use existing information (categorize, organize, sort, or sequence) to form deeper meaning Students communicate their understanding or application of knowledge and /or information to the teacher Students copy information into a visual or graphic organizer 	<ul style="list-style-type: none"> Teacher provides students the opportunity to develop conceptual understanding by having them use existing information (categorize, organize, sort, or sequence) to form deeper meaning Students communicate their understanding or application of knowledge/information to peers through multi-sensory (hands-on) learning activities Students create/use a model; some sort of visual/graphic organizer; or a non-linguistic representation of information (picture) to communicate conceptual understanding 	<ul style="list-style-type: none"> Teacher provides students the opportunity to develop conceptual understanding by having them use existing information (categorize, organize, sort, or sequence) to form deeper meaning Students communicate their understanding or application of knowledge/information to peers through multi-sensory (hands-on) learning activities Students create/use a model; some sort of visual/graphic organizer; or a non-linguistic representation of information (picture) to communicate conceptual understanding
				
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PURPOSE & EXPECTATIONS What to Learn	<ul style="list-style-type: none"> Teacher tells students what they will be doing during the lesson The purpose of the lesson does not appear to be clear to the students Lack of clear purpose is perhaps manifested by disruptive student behavior 	<ul style="list-style-type: none"> Teacher tells students what they will be doing during the lesson and why it is important or how it is connected to prior or future learning Teacher makes an effort to assure the task of the lesson is clear by calling on individual students Students work compliantly on-task with no reference to the purpose of the lesson 	<ul style="list-style-type: none"> Teacher tells students what they will be learning / thinking about during the lesson and why it is important or how it is connected to prior or future learning Students process the purpose of the lesson with peers: clarify the purpose of the lesson; discuss connections; explain/establish/review success criteria; or set personal goals Students and/or teacher revisit the purpose multiple times throughout the lesson, including final reflections 	<ul style="list-style-type: none"> Teacher tells students what they will be learning / thinking about during the lesson and why it is important or how it is connected to prior or future learning Students process the purpose of the lesson with peers: clarify the purpose of the lesson; discuss connections; explain/establish/review success criteria; or set personal goals Students and/or teacher revisit the purpose multiple times throughout the lesson, including final reflections
				
ENVIRONMENT & DIFFERENTIATION Ready to Learn	<ul style="list-style-type: none"> Rituals and routines are not clear or there is a negative environment Very little/no student purposeful peer interactions Student misbehavior disrupts lesson progression 	<ul style="list-style-type: none"> Teacher establishes a friendly environment with rituals and routines in place and good student behavior Students experience little/no peer interaction or If periodic student interactions do occur, students only share their answers with peers Students experience little/no differentiation 	<ul style="list-style-type: none"> Teacher establishes a friendly and welcoming environment, with rituals/routines set up to facilitate positive student interaction/behavior Students collaborate/interact with peers, provide social support for learning, or engage in academic discourse Students work in a differentiated environment that takes in to account their cultures, backgrounds, special needs, interests, goals, or personal choices 	<ul style="list-style-type: none"> Teacher establishes a friendly, welcoming, rigorous environment, with rituals/routines set up to facilitate positive student interaction/behavior Students collaborate/interact with peers, provide social support for learning, or engage in academic discourse Students work in a differentiated environment that takes in to account their cultures, backgrounds, special needs, interests, goals, or personal choices
				

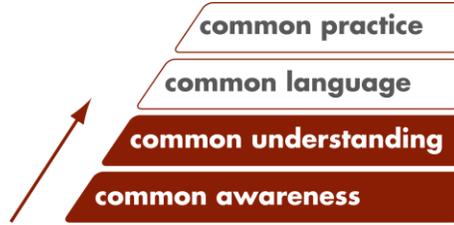
STAR LEARNING WALK: REFLECTION

The purpose of the STAR Learning Walk process is to:

- (1) develop common language and common practice around effective instruction; and
- (2) provide opportunities for teachers to reflect on their own instructional practices.

5 Step Reflection Process

- 1 What did I see?
- 2 What are some examples?
- 3 Where would we mark this on the continuum?
- 4 How could the indicator(s) have shown up more?
- 5 What can I apply to my own classroom?



REFLECTION 4	
HOW DID (OR HOW COULD HAVE) THE FOUR HABIT INDICATORS SHOW(N) UP DURING THE OBSERVATION?	
MODEL TO LEARN Concepts & Processes Use Existing Information; Organize, Sort, Sequence; Form Deeper Meaning Understanding & Application; Communicate to Peers; Multisensory Activities Create/Use Conceptual Model; Visual/Graphic Organizer; Non-linguistic Representation	TALK TO LEARN Question & Discussion Beyond Recall; HOT Questions; Open-ended Prompts Process with Peers; Explain Reasoning; Elaborate & Discuss Generate Ideas; Critique & Feedback; Success Criteria
WHAT TO LEARN Purpose & Expectations Learning or Thinking; Why Important; Prior/Future Learning Process Purpose; Clarify, Connect, Criteria; Personal Goals Revisit Purpose; Clarify, Connect, Criteria; Exit Slip	READY TO LEARN Environment & Differentiation Friendly & Welcoming; Rituals & Routines; Interaction & Behavior Peer Collaboration; Social Support; Academic Discourse Culturally Responsive; Background & Special Needs; Interests, Goals, Choice
COMMITMENT 5 WHAT CAN I APPLY TO MY OWN CLASSROOM?	
What instructional habits will I focus on?	When will I start?
11	Who will I share my commitment and outcomes with?

Teaching and Learning Board Report

August 22, 2024

Essential Question:

How do we ensure we are working collectively to positively impact student achievement, growth and belonging?

Mining the Mission

As you read the mission statement, what words stand out to you?

VISION: WE CHANGE KIDS' LIVES... THROUGH A COMMITMENT TO EXCELLENCE, INTEGRITY, EQUITY, AND COMMUNITY ENGAGEMENT.

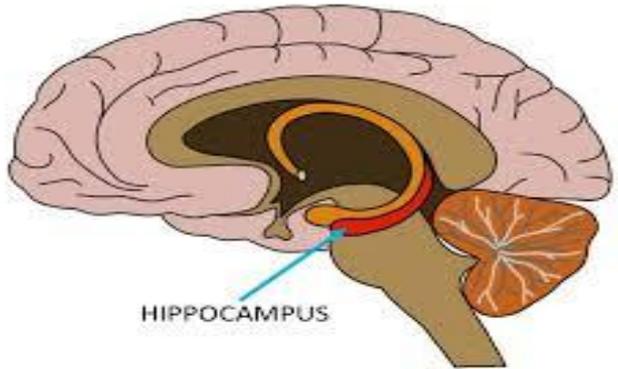
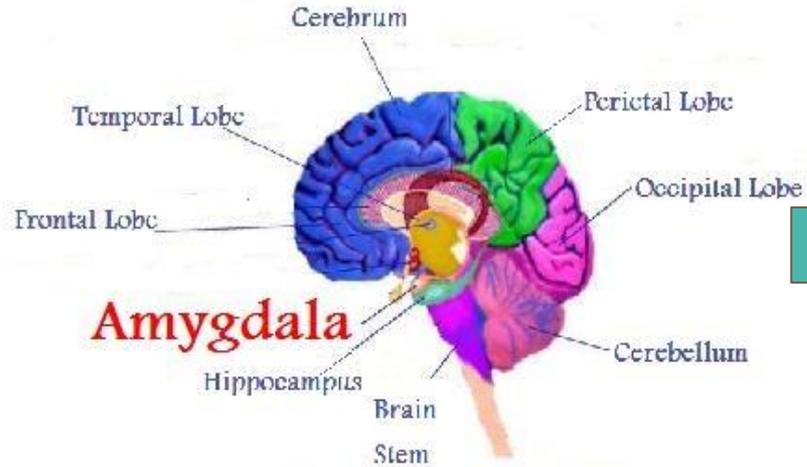
MISSION STATEMENT: ENSURE STUDENTS REACH THEIR HIGHEST ACADEMIC AND VOCATIONAL POTENTIAL AND DEVELOP INTO PRODUCTIVE CITIZENS.

GUIDING PRINCIPLE: DO WHAT IS BEST FOR ALL KIDS.



14





Source: The BERC Group, Dr. Duane Baker

Cognitive Neuroscience Research

Keep it Simple



SAFE



INTEREST



TALK



PICTURES

INSTRUCTIONAL HABITS RUBRIC

Alignment with How the Brain Learns

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KEYSTONE

HABITS

INSTRUCTIONAL HABITS RUBRIC

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ENVIRONMENT & DIFFERENTIATION Ready to Learn 18 	<ul style="list-style-type: none"> Rituals and routines are not clear or there is a negative environment Very little/no student purposeful peer interactions Student misbehavior disrupts lesson progression 	<ul style="list-style-type: none"> Teacher establishes a friendly environment and routines in place to facilitate positive student interaction/behavior Students experience little to no peer interaction or if peer-to-peer student interactions do occur, students only share their answers with peers Students experience little/no differentiation 	<ul style="list-style-type: none"> Teacher establishes a friendly and welcoming environment with rituals/routines set up to facilitate positive student interaction/behavior Students collaborate/interact with peers, provide social support for learning, or engage in academic discourse Students work in a differentiated environment that takes into account their races, cultures, backgrounds, interests, special needs, goals, or personal choices 	<ul style="list-style-type: none"> Teacher establishes a friendly, welcoming, rigorous environment, with rituals/routines set up to facilitate positive student interaction/behavior Students collaborate/interact with peers, provide social support for learning, or engage in academic discourse Students work in a differentiated environment that takes into account their races, cultures, backgrounds, interests, special needs, goals, or personal choices

BLOOM

MASLOW

STAR LEARNING WALK: REFLECTION

Alignment with How the Brain Learns

Not Aligned ←

Clearly Aligned →

	2 of 3 Indicators	2 of 3 Indicators	2 of 3 Indicators	All 3 Indicators
CONCEPTS & PROCESSES Model to Learn	<ul style="list-style-type: none"> Teacher provides information to students with the intent of students presenting the same information back to the teacher Teacher presents misinformation Content of the lesson is primarily based on reading/rote/recall/copying of factual information 	<ul style="list-style-type: none"> Teacher provides students the opportunity to develop conceptual understanding by having them use existing information (categorize, organize, sort, or sequence) to form deeper meaning Students communicate their understanding or application of knowledge and/or information to the teacher Students copy information into a visual or graphic organizer 	<ul style="list-style-type: none"> Teacher provides students the opportunity to develop conceptual understanding by having them use existing information (categorize, organize, sort, or sequence) to form deeper meaning Students communicate their understanding or application of knowledge/information to peers through multi-sensory (hands-on) learning activities Students create/use a model; some sort of visual/graphic organizer; or a non-linguistic representation of information (picture) to communicate conceptual understanding 	<ul style="list-style-type: none"> Teacher provides students the opportunity to develop conceptual understanding by having them use existing information (categorize, organize, sort, or sequence) to form deeper meaning Students communicate their understanding or application of knowledge/information to peers through multi-sensory (hands-on) learning activities Students create/use a model; some sort of visual/graphic organizer; or a non-linguistic representation of information (picture) to communicate conceptual understanding
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TEACHER-CENTERED

STUDENT-CENTERED

STAR WALK: REFLECTION

Alignment with How the Brain Learns

Not Aligned ←

Clearly Aligned →

	2 of 3 Indicators	2 of 3 Indicators	2 of 3 Indicators	All 3 Indicators
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 <h1>HIPPOCAMPUS MANAGEMENT</h1>				
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 <h1>AMYGDALA MANAGEMENT</h1>				
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Mining the Mission

How do we connect neuroscience to our mission?

VISION: WE CHANGE KIDS' LIVES... THROUGH A COMMITMENT TO EXCELLENCE, INTEGRITY, EQUITY, AND COMMUNITY ENGAGEMENT.

MISSION STATEMENT: ENSURE STUDENTS REACH THEIR HIGHEST ACADEMIC AND VOCATIONAL POTENTIAL AND DEVELOP INTO PRODUCTIVE CITIZENS.

GUIDING PRINCIPLE: DO WHAT IS BEST FOR ALL KIDS.



21



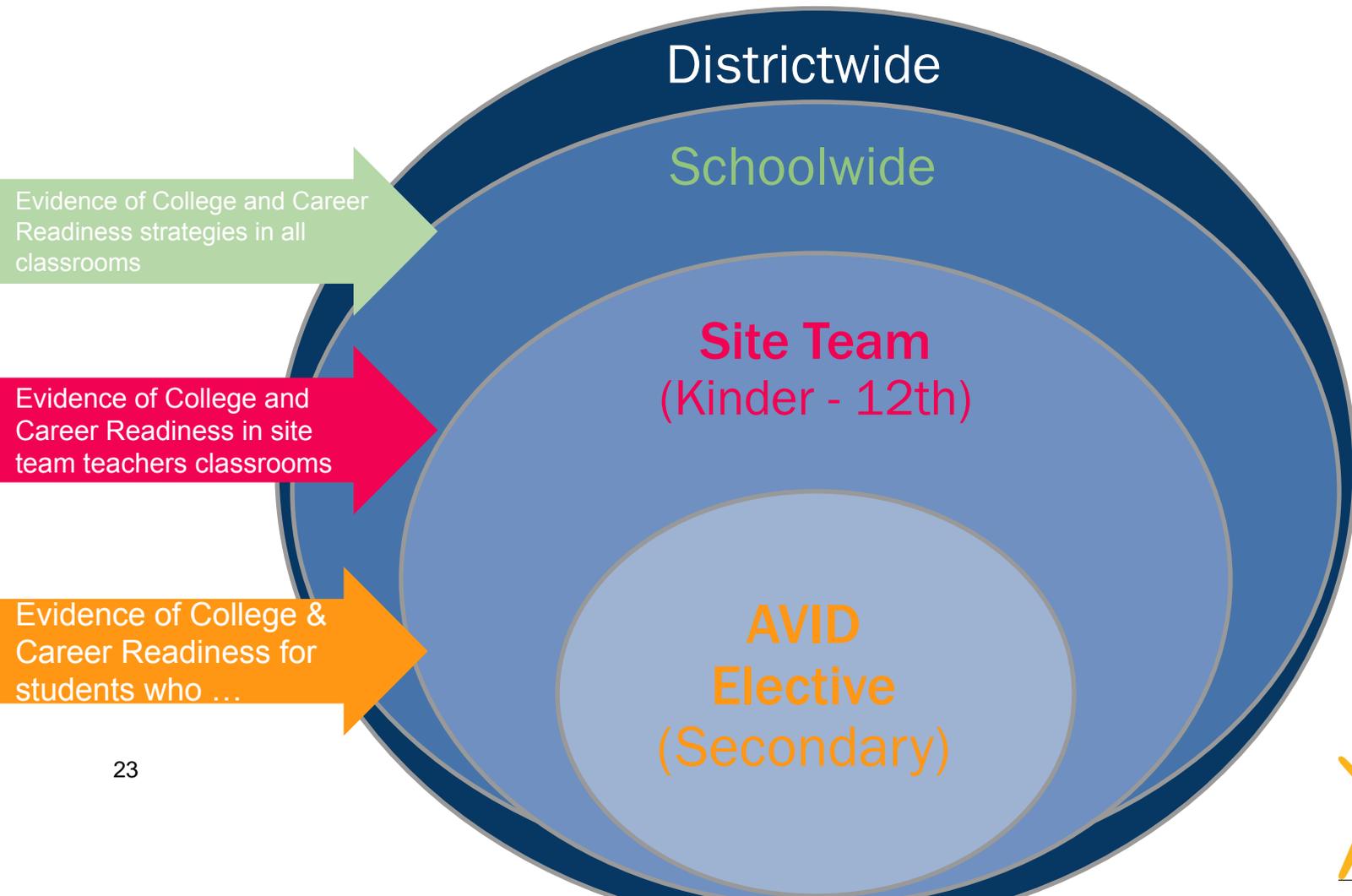
What do Educators do?



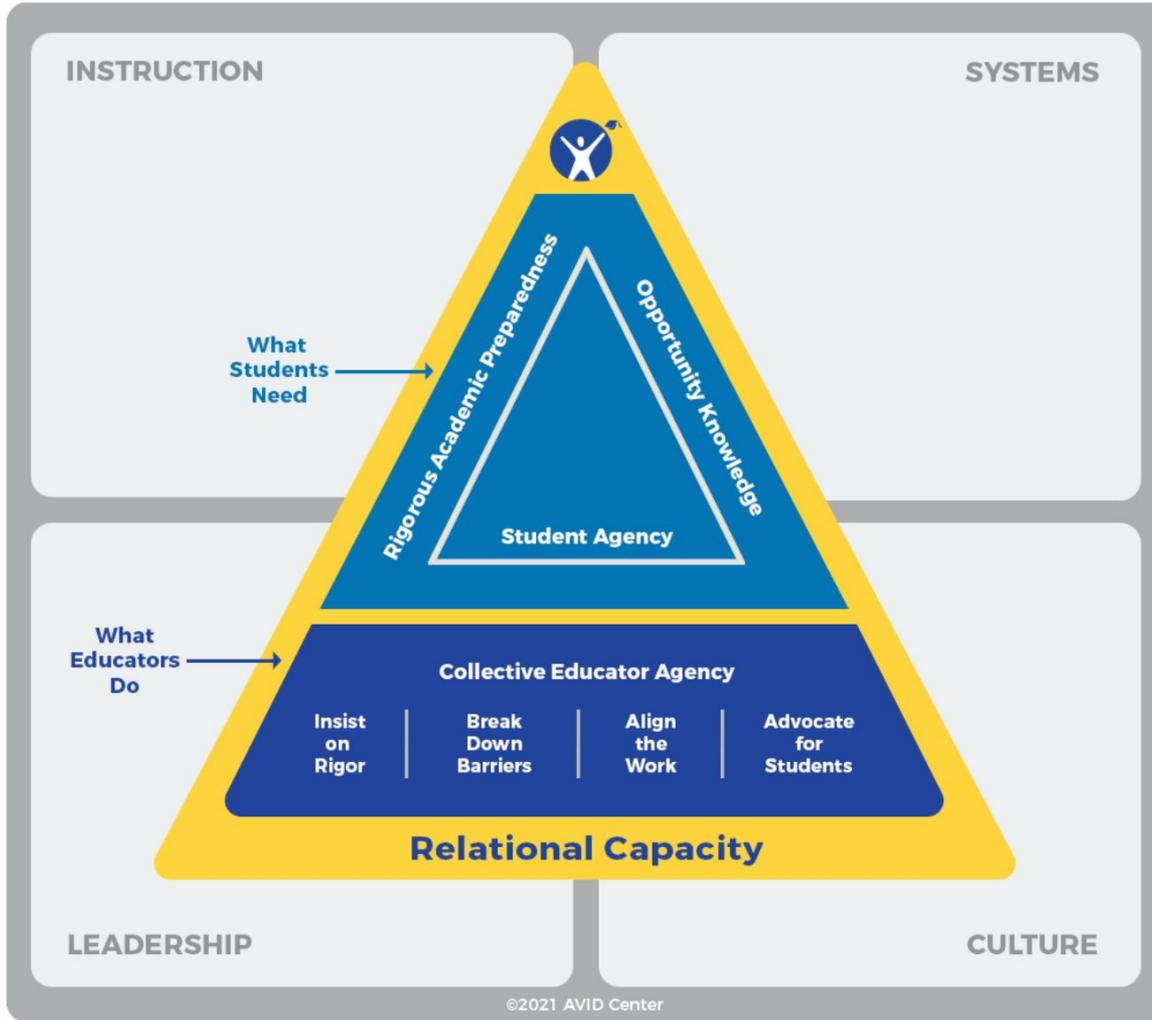
MISSION STATEMENT Ensure Students Reach Their Highest Academic And Vocational Potential And Develop Into Productive Citizens



AVID's mission is to **close the opportunity gap** by preparing **all students** for college and career readiness and success in a global society.

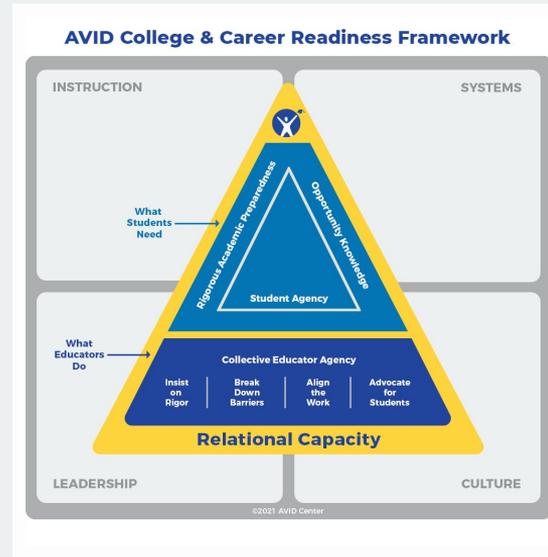


AVID College & Career Readiness Framework



How do we ensure we are working collectively to positively impact student outcomes?

It is not about individual contributions, but rather collective agency.





AVID®

WICOR

Writing

Writing is:

- A tool for communication, reflection, and learning
- Inquiry
- Visible organization of thought
- Communication with authentic audiences

26

Inquiry

Inquiry is:

- Uncovering one's understanding
- Critical thinking and questioning
- Exploring a variety of ways to solve problems
- Engaging in thinking, learning, and discussion to inspire innovation

Collaboration

Collaboration is:

- Positive group interactions
- Teamwork with shared responsibility
- Sharing of ideas, information, and opinions

Organization

Organization is:

- Managing materials, time, and self
- Practicing methodical study habits
- Planning and prioritizing school, work, and social tasks
- Engaging in goal-setting, planning, and reflection
- Strategically and intentionally taking responsibility for one's own learning

Reading

Reading is:

- Making connections between texts, self, and the world
- Navigating and comprehending rigorous texts
- Evaluating information from a variety of formats
- Organizing and applying text-based learning



AVID[®]

WICOR

Students who write:

- Engage frequently, in every content area and classroom
- Cite evidence to support their thinking
- Deepen their understanding of content
- Demonstrate command of academic vocabulary
- Communicate as a content expert

2 Communicate their thinking competently and confidently

Students who inquire:

- Analyze and synthesize materials or ideas
- Clarify their own thinking
- Probe others' thinking
- Work through ambiguity
- Solve authentic problems

Students who collaborate:

- Create a safe and supportive physical and philosophical environment
- Work through identified structures and roles to achieve a common goal
- Develop positive interdependence
- Clearly communicate verbally and nonverbally
- Listen effectively to decipher meaning
- Deepen the learning of others through inquiry and active engagement

Students who organize:

- Self-direct, self-evaluate, self-monitor, and self-advocate to reach academic goals
- Develop and use tools to organize thinking, resources, and time
- Develop and use processes, procedures, and tools to study effectively
- Prepare for rigorous courses and engage fully in instruction

Students who read:

- Activate, engage, and extend beyond the text
- Make predictions and create visual images as they read
- Understand text structures
- Question the text and engage in deep inquiry
- Become content experts
- Evaluate sources for accuracy and bias



AVID[®]

WICOR

AVID supports writing through blended learning experiences including:

- Disciplinary literacy
- Academic language and literacy scaffolds
- Learning-through-writing strategies
- The focused note-taking process
- The writing process in every content area
- Collaboration
- Tutorials, Collaborative Study Groups, and Scholar Groups

AVID supports inquiry through blended learning experiences including:

- Design thinking and problem-based learning
- Computational thinking
- Skilled questioning techniques
- Costa's Levels of Thinking
- Socratic Seminars
- Tutorials, Collaborative Study Groups, and Scholar Groups

AVID supports collaboration through blended learning experiences including:

- Academic language and literacy scaffolds
- Socratic Seminars
- Philosophical Chairs
- Jigsaw, World Café, Reciprocal Teaching, and Numbered Heads
- Synchronous and asynchronous peer editing groups
- Tutorials, Collaborative Study Groups, and Scholar Groups

AVID supports organization through blended learning experiences including:

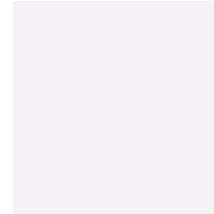
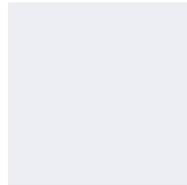
- Binders, eBinders, calendars, planners, and agendas
- The focused note-taking process
- Graphic organizers
- Project planning and SMART goal-setting
- Tutorials, Collaborative Study Groups, and Scholar Groups

AVID supports reading through blended learning experiences including:

- Disciplinary literacy
- Academic language and literacy scaffolds
- Culturally relevant texts
- The critical reading process
- The focused note-taking process
- Vocabulary building
- Summarizing
- Tutorials, Collaborative Study Groups, and Scholar Groups

Instructional Focus for the 2024-25 School Year:

The district-level leadership team has committed to developing a clear, systematic approach to rigor, student agency, and progress monitoring as the primary focus for the 2024-25 school year.



MISSION STATEMENT

Ensure Students
Reach Their Highest
Academic And
Vocational Potential
And Develop Into
Productive Citizens

Questions?



North Santiam School District 29J

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

Teaching and Learning Board Report August 2024

Items for Board Approval:

None.

Updates:

Mathematics: Training and Implementation

The Mathematics McGraw Hill: Reveal instructional materials are in classrooms. The publishers will lead a comprehensive training workshop on Tuesday, August 27th, from 12:30 to 3:30 p.m. in the following locations.

- K-5:- SES Cafeteria
- 6-12: Santiam Room

Teachers will receive comprehensive training on new math materials, with dedicated planning time integrated into their schedules. A selected group of math PLC leaders will participate in ongoing check-ins with the department to assess curriculum implementation. NSSD will continue its partnership with McCaw Consulting to enhance teachers' understanding of best practices in math instruction. Professional development sessions will address specific teacher needs, focusing on unit planning, assessment, differentiation, discourse, and student engagement. The approach aims to create engaging learning experiences for all students and improve math outcomes.

AVID and AVID Summer Institute



AVID Focus for the 2024-25 School Year: The district-level AVID leadership team has established developing a clear, systematic approach to rigor, student agency, and progress monitoring as the primary focus for the 2024-25 school year.

Rigorous Academic Preparedness

The district aims to ensure that all students develop the academic skills necessary to complete rigorous college and career preparatory coursework successfully. This will be achieved by emphasizing the following:



North Santiam School District 29J

Serving Lyons, Mehama, Stayton, and Sublimity

"We Change Kids' Lives"

- **Insisting on Rigor:** Educators will create challenging learning environments that foster student engagement and ownership.
- **WICOR Strategies:** Consistent implementation of Writing, Inquiry, Collaboration, Organization, and Reading strategies across all classrooms will be monitored through walkthroughs, peer coaching, self-reflection, and surveys.
- **Continuous Improvement:** The district will utilize the Continuous Improvement Cycle to assess college/career readiness and college-going culture, identify gaps, and set targeted goals.

Student Agency

The district is committed to cultivating students who believe in themselves and proactively pursue their goals. Critical components of this focus include:

- **Building Relationships:** Students will develop strong connections with peers and adults to create a supportive learning environment.
- **Persisting Through Obstacles:** Students will learn to set goals, monitor progress, seek help, and advocate for themselves.
- **Activating Knowledge and Skills:** Students will develop a strong sense of identity, leadership skills, and digital citizenship.

Professional Development

The district provided extensive professional development opportunities through the AVID Summer Institute to build educator capacity. Twenty-seven educators participated in various sessions focused on topics such as:

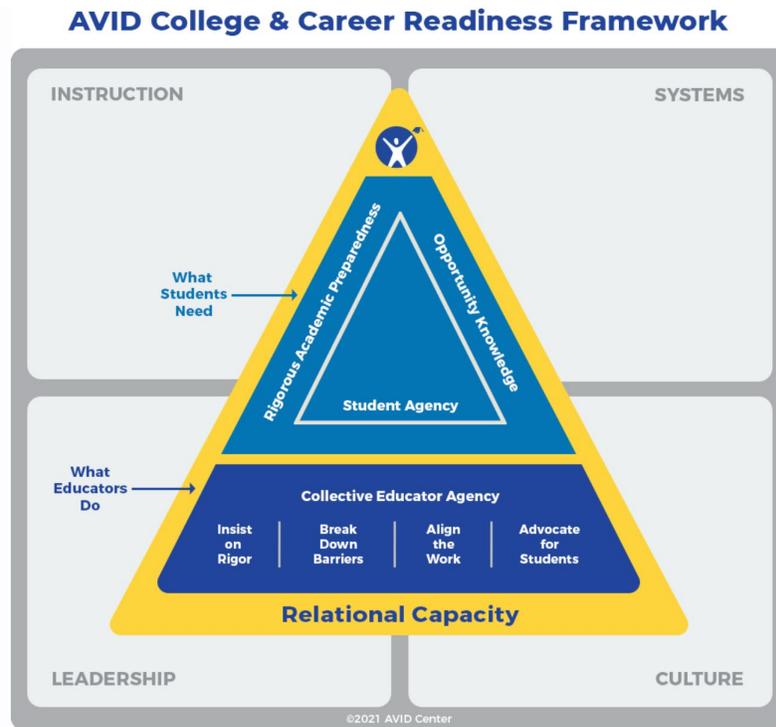
- AVID Elementary Implementation PreK-2 (4 teachers)
- Cultivating Writing Schoolwide Elementary (1 teacher)
- English Language Arts (1 teacher, 1 administrator)
- Enhancing School Community for College and Career Readiness for All (3 teachers)
- Foundations of Secondary Schoolwide Success (1 teacher)
- Mathematics: Cultivating a Discourse-Rich Classroom Elementary or Secondary (5 teachers, 2 administrators)
- Site Leadership (1 administrator)
- Strategic Leadership for College and Career Readiness (2 teachers, 2 administrators)
- Transformational Leadership (2 central office)
- Transforming Literacy Through Content-Area Reading Elementary or Secondary (2 teachers)

The district is dedicated to creating a learning environment where all students can thrive. By focusing on rigor, student agency, and progress monitoring, we aim to equip students with the skills and mindset necessary for college and career success.



North Santiam School District 29J

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"We Change Kids' Lives"



The AVID College and Career Readiness (CCR) Framework is a comprehensive approach to preparing all students for college and career success. It is designed to equip students with the skills, knowledge, and mindset needed to navigate higher education and the workforce.

Celebrations:

We proudly announce that all North Santiam schools maintained their AVID implementation certification throughout the 2024 school year, demonstrating a steadfast commitment to college and career readiness. Using the AVID College and Career Readiness Framework, our schools actively prepare students for future opportunities and success.

Additionally, the AVID Senior 2024 cohort achieved remarkable success, securing over \$275,000 in local and private scholarships and gaining acceptance to various post-secondary institutions, including universities, community colleges, and trade schools. These accomplishments are a testament to the dedication and effective implementation of AVID by our NSSD educators.



North Santiam School District 29J

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"We Change Kids' Lives"

New Staff Academy

The New Staff Academy encompasses a comprehensive curriculum tailored to meet the learning needs of both our first-year and experienced teachers. New staff will engage in professional learning to gain a foundational understanding of BERC, AVID, and other systems to help prepare them for a successful first year with NSSD. Nineteen new educators are joining us this year, including four first-year teachers. We are excited to continue supporting new staff with differentiated learning opportunities for BERC and AVID and will provide strategic instructional coaching. Additionally, we will implement an extra layer of support for first-year and second-year educators through our Early Educator Building Mentors. After applying for a mentor grant through the Oregon Department of Education, NSSD has received funding to develop this new program. The focus of our building mentors will be providing professional support in addition to the instructional support they receive through our New Staff Academy and our building instructional coaches. Staff participating in our year-long New Staff Academy will be eligible for a stipend and college credit through Corban University. Our New Staff orientation will be August 19-23, 2024.

Upcoming:

Integrated Guidance: Aligning for Student Success

Division 22 Report

Comprehensive School Counseling Plan

Social Emotional Learning Curriculum Review and Adoption

9-12 Science Review and Adoption

Special Programs Director: Melissa Glover

- 18th year in education
- Middle/High special education teacher
 - Federal Way, WA
 - Springfield, OR
- Oregon Department of Education
- Special Education Administrator and Director in Salem-Keizer
- Western Washington University and University of Oregon
- Currently at PSU for a Doctorate in SpEd Leadership



SpEd Camp 2024: Mandt Training

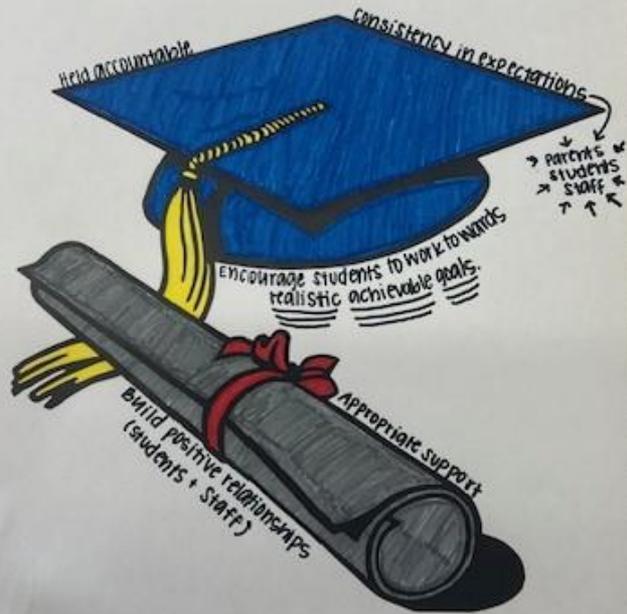


SpEd Camp 2024: First Aid/CPR



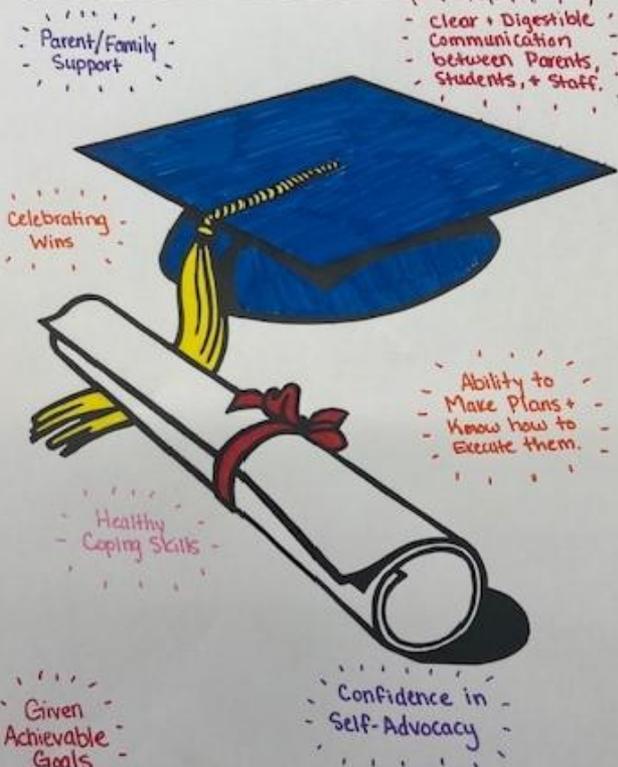
SpEd Camp 2024: Goal Setting

North Santiam School District Special Education Program



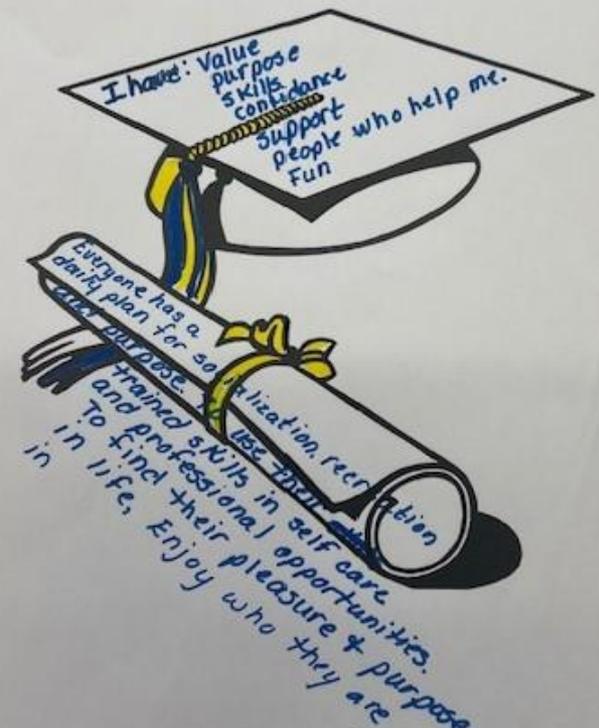
Post-School Outcomes

North Santiam School District Special Education Program



Post-School Outcomes

North Santiam School District Special Education Program



Post-School Outcomes

SpEd Camp 2024: Goal Setting

I will...

- “Help kids become confident in their skills and to know their own strengths”
- **“Talk more about college, DD Services, Vocational Rehabilitation, Employment options”**
- “Share information with parents about disability resources in the community”
- **“Build community connections”**
- “Celebrate successes”
- **“Build relationships based on trust so I can help them build confidence to grow”**
- “Have open communication with families so they will feel comfortable asking questions”



**Superintendent
Lee W. Loving**



**1155 N 3rd Avenue
Stayton, Oregon 97383**

**Phone: 503.769. 6924
Fax: 503.769. 3578**

August 13, 2024

TO: North Santiam SD Board of Directors
FROM: Rhonda Allen, Director of Business and Fiscal Services
RE: Financial Statements

Board Members,

Attached are the 2023-24 financial statements through June 30, 2024. These statements include the General Fund Statement of Revenues Budget vs. Actual, General Fund Statement of Expenditures Budget vs. Actual, Food Service Statement of Revenue and Expenditures Budget vs. Actual, total Appropriations for the budget year, Grant Fund balances, Debt Service Funds, Capital Improvement Funds, and Other Funds.

The General Fund statements include the actual revenues and expenditures from July 1, 2023, through June 30, 2024 (these are unaudited numbers). The estimated General Fund Ending Fund Balance is \$5,155,863. Contingency and Unappropriated Ending Fund Balance equal \$2,015,662 of the Fund Balance total.

The financial statements for 2024-25 will be presented in the September board meeting once the majority of payroll encumbrances are set.

The business office is in the process of closing out the 2023-24 fiscal year. The final audit is scheduled for November 14-15, 2024.

North Santiam's investments are held in the Local Government Investment Pool. Assets total \$16,959,749, yielding 5.27% through July 31, 2024.

Please let me know if you have any questions or concerns regarding these statements.

North Santiam Schools ~ We Change Kids' Lives!
www.nstantiam.k12.or.us
communications@nsantiam.k12.or.us

GENERAL FUND REVENUE
Statement of Revenue Budget Vs. Actual
Fiscal Year 2023-24, As of 06/30/2024

	2023-24 Budget	Actual YTD Rev. 6/30/2024	Projected Revenue 6/30/2024	Total Estimated 2023-24	(Over)/Under Budget
1000 Revenue From Local Sources					
1111 Current Year's Taxes	7,202,430	7,226,431		7,226,431	(24,001)
1112 Prior Year's Taxes	150,000	160,682	-	160,682	(10,682)
1114 Payments in Lieu of Property Taxes	-	1,398	-	1,398	(1,398)
1190 Interest Earnings	-	3,856		3,856	
1200 REV from Local Gov't Unit Other Than Districts	-	1,879	-	1,879	(1,879)
1510 Interest on Investments	100,000	896,173		896,173	(796,173)
1700 Fees	3,836	26,576		26,576	(22,740)
1910 Rentals	-	2,109		2,109	(2,109)
1920 Contributions and Donations	-	-	-	-	-
1960 Recovery of Prior Year Funds	-	1,087	-	1,087	(1,087)
1980 Fees Charged to Grants	100,000	158,784		158,784	(58,784)
1990 Miscellaneous	2,500	97,674		97,674	(95,174)
Total Revenue From Local Sources	\$ 7,558,766	8,576,648	-	8,576,648	(1,014,026)
2000 Revenue from Intermediate Sources					
2101 County School Funds	55,000	17,132	-	17,132	37,868
2102 General Education Service District Funds	405,573	-	-	-	405,573
2199 Intermediate Rev Heavy Equipment Tax	10,000	-	-	-	10,000
2800 Heavy Equipment Rent Tax	-	6,384	-	6,384	(6,384)
Total Revenue from Intermediate Sources	\$ 470,573	23,515	-	23,515	447,058
3000 Revenue From State Sources					
3101 State School Fund—General Support	17,224,157	17,876,731		17,876,731	(652,574)
3103 Common School Fund	245,000	290,645		290,645	(45,645)
3104 State Managed County Timber	250,000	196,370	-	196,370	53,630
3105 STATE SCH FUND PRIOR YRS ADJ	-	-	-	-	-
3107 State School Fund High Cost Disability	50,000	274,931		274,931	(224,931)
Total Revenue From State Sources	\$ 17,769,157	18,638,678	-	18,638,678	(869,521)
4000 Revenue From Federal Sources					
4801 Federal Forest Fees	10,000	9,174		9,174	826
Total Revenue From Federal Sources	\$ 10,000	9,174	-	9,174	826
5000 Revenue From Other Sources					
5110 Bond Proceeds	-	-		-	-
5400 Beginning Fund Balance	5,521,992	5,521,992		5,521,992	-
Total Revenue From Other Sources	\$ 5,521,992	5,521,992	-	5,521,992	-
Total Resources	\$ 31,330,488	\$ 32,770,008	\$ -	32,770,007.73	(1,435,663.73)
				\$ 27,614,145	
				\$ 5,155,863	
				\$ 2,015,662	
				\$ 3,140,201	

GENERAL FUND EXPENDITURES
Statement of Expenditures Budget Vs. Actual
Fiscal Year 2023-24, As of 06/30/2024

Expenditure Functions	2023-24 Budget	Actual YTD EXP 6/30/2024	Projected Expenditures 6/30/2024	Total Estimated 2023-24	(Over)/ Under Budget
1000 Instruction					
1111 Elementary, K-5 or K-6	4,995,253	4,803,987	-	4,803,987	191,266
1120 AVID Instruction	5,800	5,704	-	5,704	96
1121 Middle/Junior High Programs	2,676,039	2,581,477	-	2,581,477	94,562
1122 Middle/Junior High School Extracurricular	163,891	141,827	-	141,827	22,064
1127 After School Program	15,000	-	-	-	15,000
1131 High School Programs	3,212,302	3,169,447	-	3,169,447	42,855
1132 High School Extracurricular	640,981	606,052	-	606,052	34,929
1220 Restrictive Pgms for Students w/Disabilities	2,032,724	1,645,354	-	1,645,354	387,370
1250 Programs for Students w/Severe Disabilities	858,879	768,824	-	768,824	90,055
1271 Remediation	326,045	519,188	-	519,188	(193,143)
1272 Title I-A	42,750	111,395	-	111,395	(68,645)
1281 Alternative Education High School	70,000	105,141	-	105,141	(35,141)
1285 District Options Academy	389,997	531,793	-	531,793	(141,796)
1289 Other Alternative Programs	-	-	-	-	-
1291 English Second Language Programs	570,040	437,488	-	437,488	132,552
1292 Teen Parent Program	6,100	-	-	-	6,100
1460 Summer School, Middle/Jr High	14,805	8,911	-	8,911	5,894
Total Instruction	\$ 16,020,606	\$ 15,436,588	-	\$ 15,436,588	\$ 584,018
2000 Support Services					
2110 Attendance and Social Work Services	-	-	-	-	-
2111 Safety and Security Service Area Direction	64,558	68,145	-	68,145	(3,587)
2113 Social Work Services	-	-	-	-	-
2115 Student Safety	35,800	134,139	-	134,139	(98,339)
2120 Guidance Services	210,180	190,877	-	190,877	19,303
2134 Nurse Services	252,070	214,651	-	214,651	37,419
2139 Other Health Services	-	5,033	-	5,033	(5,033)
2143 Psychological Counseling Services	79,927	9,879	-	9,879	70,048
2152 Speech Pathology Services	172,503	120,794	-	120,794	51,709
2160 Other Student Treatment Services	99,797	84,848	-	84,848	14,949
2190 Service Direction, Student Support Services	230,841	166,900	-	166,900	63,941
2210 Improvement of Instruction Services	45,586	-	-	-	45,586
2211 Teaching and Learning Service Area Direction	247,470	265,821	-	265,821	(18,351)
2213 Curriculum Development	178,956	110,716	-	110,716	68,240
2219 Other Improvement of Instruction Svcs	159,645	213,191	-	213,191	(53,546)
2220 Educational Media Services	279,406	283,357	-	283,357	(3,951)
2230 Assessment and Testing	105,885	2,539	-	2,539	103,346
2240 Instructional Staff Development	20,000	32,045	-	32,045	(12,045)
2310 Board of Education Services	102,500	126,107	-	126,107	(23,607)
2320 Executive Administration Services	397,757	381,016	-	381,016	16,741
2410 Office of the Principal Services	2,452,596	2,352,675	-	2,352,675	99,921
2490 Other Services Office of the Principal	-	41,087	-	41,087	-
2510 Direction of Business Support Services	216,093	211,759	-	211,759	4,334

GENERAL FUND EXPENDITURES
Statement of Expenditures Budget Vs. Actual
Fiscal Year 2023-24, As of 06/30/2024

Expenditure Functions	2023-24 Budget	Actual YTD EXP 6/30/2024	Projected Expenditures 6/30/2024	Total Estimated 2023-24	(Over)/ Under Budget
2520 Fiscal Services	371,480	382,800	-	382,800	(11,320)
2528 Risk Management Services	290,840	296,702	-	296,702	(5,862)
2540 Operation and Maintenance of Plant Services	-	-	-	-	-
2541 Maintenance & Facilities Service Area Direction	253,736	252,496	-	252,496	1,240
2542 Care and Upkeep of Buildings Services	2,481,843	2,177,657	-	2,177,657	304,186
2543 Care and Upkeep of Grounds Services	138,099	127,187	-	127,187	10,912
2549 Other Operation and Maintenance Services	9,639	8,757	-	8,757	882
2550 Student Transportation Services	1,068,250	909,176	-	909,176	159,074
2558 Special Education Transportation Services	252,000	265,718	-	265,718	(13,718)
2626 Grant Writing Services	-	-	-	-	-
2630 Information Services	68,539	69,132	-	69,132	(593)
2633 Public Information Services	-	-	-	-	-
2640 Staff Services	240,419	250,386	-	250,386	(9,967)
2641 Human Resources Service Area Direction	212,027	212,307	-	212,307	(280)
2649 Employee Liabilities	-	2,381	-	2,381	(2,381)
2660 Technology Services	875,922	618,366	-	618,366	257,556
2661 IT Service Area Direction	83,805	-	-	-	83,805
2680 Interpretation and Translation	351	335	-	335	16
Total Support Services	\$ 11,698,520	\$ 10,588,982	\$ -	\$ 10,588,982	\$ 1,150,625
3000 Enterprise and Community Services	-	-	-	-	-
3360 Welfare Activities Services	10,700	3,575	-	3,575	7,125
Total Enterprise and Community Services	\$ 10,700	\$ 3,575	\$ -	\$ 3,575	\$ 7,125
5000 Other Uses	-	-	-	-	-
5110 Long Term Debt Service	-	-	-	-	-
5200 Transfers of Funds	1,585,000	1,585,000	-	1,585,000	-
5400 PERS Ual Lump Sum Payment to PERS	-	-	-	-	-
Total Other Uses	\$ 1,585,000	\$ 1,585,000	\$ -	\$ 1,585,000	\$ -
6000 Contingencies	-	-	-	-	-
6110 Operating Contingency	1,085,000	-	-	-	1,085,000
Total Contingencies	\$ 1,085,000	\$ -	\$ -	\$ -	\$ 1,085,000
7000 Unappropriated Ending Fund Balance	-	-	-	-	-
7000 Unappropriated Ending Fund Balance	930,662	-	-	-	930,662
Total Unappropriated Ending Fund Balance	\$ 930,662	\$ -	\$ -	\$ -	\$ 930,662
GENERAL FUND EXPENDITURES GRAND TOTAL	\$ 31,330,488	\$ 27,614,145	\$ -	\$ 27,614,145	\$ 3,757,430

Special Revenue Funds

Fiscal Year 2023-24

As of 06/30/2024

Special Revenue Funds: MISC	Allocation	Beginning Fund Bal	YTD Revenue	YTD Exp/Enc	Fund Balance
201: Board Reserve	\$ -	\$ 1,001,791	\$ -	\$ -	\$ 1,001,791
202: Textbook Reserve	\$ -	\$ 915,000	\$ 222,000	\$ 130,650	\$ 1,006,350
205: CTE Construction House	\$ -	\$ 13,093	\$ 75,000	\$ 40,178	\$ 47,915
206: CTE SHS Grants	\$ -	\$ 4,985	\$ -	\$ 4,985	\$ 0
211: United Way	\$ -	\$ 3,716	\$ -	\$ 3,716	\$ -
216: Misc Grants	\$ -	\$ 8,017	\$ 7,925	\$ 7,516	\$ 8,426
230: Technology Services	\$ -	\$ 12,102	\$ 734	\$ -	\$ 12,836
231: After School Grant	\$ -	\$ 28,340	\$ -	\$ 16,577	\$ 11,763
240: E-Rate Category 1	\$ -	\$ 42,284	\$ 45,564	\$ -	\$ 87,848
241: Nike Grant	\$ -	\$ 12,390	\$ -	\$ 12,390	\$ -
243: District Grants	\$ -	\$ 1,567	\$ 1,619	\$ 1,567	\$ 1,619
244: E-Rate Category 2	\$ -	\$ (5,987)	\$ 21,694	\$ 15,707	\$ -
249: SB 1149	\$ -	\$ 63,851	\$ 74,759	\$ -	\$ 138,610
278: Communication/Community Engagement	\$ -	\$ -	\$ 41,689	\$ 150	\$ 41,539
280: Homeless Support	\$ -	\$ 322	\$ 400	\$ 722	\$ 0
281: PERS Increase Reserve	\$ -	\$ 375,000	\$ 400,000	\$ -	\$ 775,000
284: SHS Athletic Improvement Fund	\$ -	\$ 17,447	\$ 6,333	\$ 3,065	\$ 20,715
TOTALS	\$ -	\$ 2,493,918	\$ 897,717	\$ 237,224	\$ 3,154,412

Special Revenue Funds: GRANTS	Allocation	Beginning Fund Bal	YTD Revenue	YTD Exp/Enc	Grant Balance
204: ARP HCY I	\$ 26,928	\$ -	\$ 21,382	\$ 21,382	\$ 5,546
209: ESSER III	\$ 98,378	\$ -	\$ 55,282	\$ 55,282	\$ 43,096
215: Title IV	\$ 60,914	\$ -	\$ 56,296	\$ 56,296	\$ 4,618
219: Title III	\$ 28,428	\$ -	\$ 19,209	\$ 19,209	\$ 9,219
221: IDEA 611	\$ 1,094,349	\$ -	\$ 730,927	\$ 730,927	\$ 363,423
222: Carl Perkins CTE	\$ 10,645	\$ (1,268)	\$ 11,914	\$ 10,645	\$ (0)
224: HB3499 EL Transformation	\$ 125,000	\$ -	\$ 125,000	\$ 125,000	\$ -
225: IDEA 611 ARP	\$ 24,581	\$ -	\$ 24,581	\$ 24,581	\$ (0)
227: Title I-A	\$ 473,518	\$ -	\$ 424,190	\$ 424,190	\$ 49,328
228: Title II-A	\$ 96,525	\$ -	\$ 50,064	\$ 50,064	\$ 46,462
232: Outdoor School	\$ 67,196	\$ (28,105)	\$ 28,105	\$ 67,196	\$ (0)
247: IDEA 619	\$ 11,593	\$ -	\$ 7,358	\$ 7,358	\$ 4,235
251: Student Investment Act	\$ 2,015,076	\$ 598,176	\$ 1,203,862	\$ 1,802,038	\$ 811,214
252: High School Success	\$ 647,085	\$ -	\$ 410,261	\$ 410,261	\$ 236,824
255: Preschool Promise	\$ 502,500	\$ -	\$ 352,884	\$ 352,884	\$ 149,616
259: Career Pathways Program	\$ 60,500	\$ -	\$ -	\$ -	\$ 60,500
274: SIA - EHS	\$ 6,208	\$ -	\$ 6,208	\$ 6,208	\$ 0
275: Oregon Community Foundation	\$ 22,229	\$ -	\$ 22,229	\$ 22,229	\$ -
276: OSU Grant	\$ 395	\$ -	\$ 395	\$ 395	\$ -
277: TAP Grants	\$ 25,000	\$ -	\$ 22,650	\$ 22,650	\$ 2,350
279: Early Literacy Grant	\$ 147,501	\$ 52,016	\$ 147,501	\$ 95,485	\$ 52,016
282: Oregon Extended Assessment	\$ 549	\$ -	\$ -	\$ -	\$ 549
283: PEEK Grant	\$ 65,000	\$ -	\$ 65,000	\$ 65,000	\$ -
299: Breakfast After the Bell	\$ 3,158	\$ -	\$ -	\$ -	\$ 3,158
299: Farm to CNP Base AY25	\$ 14,430	\$ -	\$ 14,429	\$ 14,429	\$ 0
299: Local Food for Schools (LFS)	\$ 10,319	\$ -	\$ 10,319	\$ 10,319	\$ -
TOTALS	\$ 5,638,006	\$ 620,819	\$ 3,810,046	\$ 4,394,029	\$ 1,842,153

FOOD SERVICE FUND
Statement of Revenues and Expenditures Budget Vs. Actual
Fiscal Year 2023-24, As of 06/30/2024

	2023-24 Budget	Actual as of 6/30/2024	Encumbered as of 6/30/2024	Total Estimated 2023-24	(Over)/Under Budget
REVENUE					
1610/1620 Daily Sales	117,319	106,672		106,672	10,647
1630 Special Functions	-	-		-	-
1940 Services Provided Other LEA's	6,200	-		-	6,200
1960 Recovery of Prior Yr Funds	-	300		300	(300)
1990 Miscellaneous Revenue	8,000	3,407		3,407	4,593
3102 SSF - School Lunch Match		-		-	-
3299 State Breakfast/Lunch SSA	110,626	229,189		229,189	(118,563)
4500 Farm to School Grant	-	13,575		13,575	(13,575)
4513 NSLP Breakfast	300,000	164,641		164,641	135,359
4515 NSLP Lunch	515,000	606,212		606,212	(91,212)
4518 NSLP Snack		2,657		2,657	(2,657)
4519 Farm to School	15,000	-		-	15,000
4525 Summer Lunch	20,000	10,685		10,685	9,315
4910 USDA Commodities	90,000	-	90,000	90,000	-
4526 Federal Revenue Summer Lunch	1,500	-		-	1,500
5200 Interfund Transfers	-	10,167		10,167	(10,167)
5400 Beginning Fund Balance	400,000	221,388		221,388	178,612
TOTAL REVENUE	\$ 1,583,645	\$ 1,368,893	\$ 90,000	\$ 1,458,893	\$ 124,752
EXPENDITURES					
Enterprise and Community Services					
3100-100 Salaries	414,011	433,717.11		433,717	(19,706)
3100-200 Payroll Costs	358,384	315,445.51		315,446	42,938
3100-300 Contracted Services	24,750	8,556.69		8,557	16,193
3100-410 Supplies and Materials	24,000	41,256.74		41,257	(17,257)
3100-411 Fuel	1,000	252		252	748
3100-415 USDA Commodities	90,000	-	90,000	90,000	-
3100-450 Food	605,529	524,125		524,125	81,404
3100-460 Non-Consumable	36,471	9,668		9,668	26,803
3100-470 Computer Software	4,000	4,695		4,695	(695)
3100-480 Computer Hardware	1,500	-		-	1,500
3100-540 Equipment Replacement	15,000	-		-	15,000
3100-640 Dues and Fees	9,000	8,963		8,963	37
TOTAL EXPENDITURES	1,583,645	\$ 1,346,679	\$ 90,000	\$ 1,436,679	\$ 146,966
				FOOD SERVICE EST EFB	\$ 22,215

APPROPRIATIONS
 Budget Vs. Actual
 Fiscal Year 2023-24, As of 06/30/2024

	Appropriations	YTD	Encumbrances	Totals	Resolutions	(Over)/Under Budget
General Fund (100)						
1000 Instruction	15,785,712	15,436,588	-	15,436,588	234,894	584,018
2000 Support Services	11,498,520	10,588,981	-	10,588,981	200,000	1,109,539
3000 Community Services	10,700	3,575	-	3,575	-	7,125
5100 Debt Service	-	-	-	-	-	-
5200 Transfers	185,000	1,585,000	-	1,585,000	1,400,000	-
6000 Contingency	1,085,000	-	-	-	-	1,085,000
Sub Total	\$ 28,564,932	\$ 27,614,145	\$ -	\$ 27,614,145	\$ 1,834,894	\$ 2,785,681
Special Revenue Funds (200)						
1000 Instruction	3,987,577	2,220,137	-	2,220,137	-	1,767,440
2000 Support Services	2,816,849	2,593,042	-	2,593,042	606,005	829,812
3000 Community Services	223,122	94,758	-	94,758	-	128,364
4000 Facilities Acquisition	200,000	-	-	-	-	200,000
5200 Transfers	135,000	-	-	-	-	135,000
5300 Apportionment of Funds by ESD	24,304	-	-	-	-	24,304
6000 Contingency	1,791,792	-	-	-	400,000	2,191,792
Sub Total	\$ 9,178,644	\$ 4,907,937	\$ -	\$ 4,907,937	\$ 1,006,005	\$ 5,276,712
Food Service Funds (299)						
3000 Community Services	1,583,645	1,346,679	-	1,346,679	-	236,966
Sub Total	\$ 1,583,645	\$ 1,346,679	\$ -	\$ 1,346,679	\$ -	\$ 236,966
PERS Bond Debt Service (310.321.375)						
5100 Debt Service	4,935,560	4,932,058	-	4,932,058	-	3,502
6000 Contingency	1,851,935	-	-	-	-	1,851,935
Sub Total	\$ 6,787,495	\$ 4,932,058	\$ -	\$ 4,932,058	\$ -	\$ 1,855,437
Facilities (400,401,420,425,426,430,448)						
1000 Instruction Services	100,000	8,631	-	8,631	-	91,369
2000 Support Services	404,600	172,992	-	172,992	-	231,608
4000 Facilities Acquisition	1,649,340	179,476	-	179,476	500,000	1,969,864
5110 Debt Service	40,260	40,531	-	40,531	500	229
5200 Transfers	75,000	75,000	-	75,000	-	-
6000 Contingency	1,422,390	-	-	-	-	1,422,390
Sub Total	\$ 3,691,590	\$ 476,631	\$ -	\$ 476,631	\$ 500,500	\$ 3,715,459
Internal Service Funds (600)						
2000 Support Services	80,900	4,878	-	4,878	150,000	226,022
6000 Contingency	261,205	-	-	-	128,000	389,205
Sub Total	\$ 342,105	\$ 4,878	\$ -	\$ 4,878	\$ 278,000	\$ 615,227
Trust and Agency Fund (700)						
2000 Support Services	25,869	7,500	-	7,500	-	18,369
Sub Total	\$ 25,869	\$ 7,500	\$ -	\$ 7,500	\$ -	\$ 18,369
Total Appropriations	50,174,280	39,289,828	-	39,289,828	3,619,399	14,503,851
Total Unappropriated	930,662	-	-	-	-	930,662
APPROPRIATION TOTAL	\$ 51,104,942	\$ 39,289,828.04	\$ -	\$ 39,289,828.04	\$ 3,619,399.00	\$ 15,434,513

DEBT SERVICE FUNDS
Statement of Revenues and Expenditures Budget Vs. Actual
Fiscal Year 2023-24, As of 06/30/2024

FUND 310 - 2003 PERS UAL BOND	2023-24 Budget	ACTUAL 6/30/2024	PROJECTED 6/30/2024	TOTAL ESTIMATE 2023-24	(Over)/Under Budget
REVENUE					
1510 Interest on Investments	10,000	56,957	-	56,957	(46,957)
1970 Services to Other Funds	2,001,840	2,094,172	-	2,094,172	(92,332)
5400 Beginning Fund Balance	1,716,540	1,750,718	-	1,750,718	(34,178)
TOTAL REVENUE	\$ 3,728,380	\$ 3,901,847	\$ -	\$ 3,901,847	\$ (173,467)
EXPENDITURES					
Enterprise and Community Services					
5110-610 Redemption of Principal	1,525,000	1,525,000	-	1,525,000	-
5110-621 Regular Interest	468,100	468,100	-	468,100	-
5110-810 Planned Reserve	24,750	-	-	-	24,750
TOTAL EXPENDITURES	2,017,850	\$ 1,993,100	\$ -	1,993,100	24,750
			2003 PERS UAL BOND	\$ 1,908,747	
FUND 321 - 2021 PERS PENSION BOND					
REVENUE					
1510 Interest on Investments	3,500	8,310	-	8,310	(4,810)
1970 Services to Other Funds	800,870	792,792	-	792,793	8,077
5400 Beginning Fund Balance	46,100	56,916	-	56,916	(10,816)
TOTAL REVENUE	\$ 850,470	\$ 858,018	\$ -	\$ 858,019	\$ (7,549)
EXPENDITURES					
Enterprise and Community Services					
5110-610 Redemption of Principal	500,000	500,000	-	500,000	-
5110-621 Regular Interest	302,460	302,460	-	302,460	-
5110-810 Planned Reserve	48,010	-	-	-	48,010
TOTAL EXPENDITURES	850,470	\$ 802,460	\$ -	802,460	48,010
			2021 PERS PENSION BOND	\$ 55,559	
FUND 375 - 2023 GO BOND					
REVENUE					
1111 Current Year's Taxes	2,033,000	2,303,890	-	2,303,890	(270,890)
1112 Prior Year's Taxes	60,000	43,067	-	43,067	16,933
1190 Interest on Taxes	-	2,076	-	2,076	(2,076)
5400 Beginning Fund Balance	115,645	147,316	-	147,316	(31,671)
TOTAL REVENUE	\$ 2,208,645	\$ 2,496,349	\$ -	\$ 2,496,349	\$ (287,704)
EXPENDITURES					
Enterprise and Community Services					
5110-610 Redemption of Principal	1,400,000	1,405,000	-	1,405,000	(5,000)
5110-621 Regular Interest	740,000	731,500	-	731,500.00	8,500
5110-810 Planned Reserve	68,645	-	-	-	68,645
TOTAL EXPENDITURES	2,208,645	\$ 2,136,500	\$ -	2,136,500	72,145
			2023 GO BOND	\$ 359,849	

CAPITAL IMPROVEMENT FUNDS
Statement of Revenues and Expenditures Budget Vs. Actual
Fiscal Year 2023-24, As of 06/30/2024

FUND 420 - ATHLETICS CAPITAL PROJECTS	2023-24 Budget	ACTUAL 6/30/2024	PROJECTED 6/30/2024	TOTAL ESTIMATE 2023-24	(Over)/Under Budget
REVENUE					
1990 Miscellaneous Revenue	16,728	18,357		18,357	(1,629)
5400 Beginning Fund Balance	112,345	115,161	-	115,161	(2,816)
TOTAL REVENUE	\$ 129,073	\$ 133,518	\$ -	\$ 133,518	\$ (4,445)
EXPENDITURES					
Enterprise and Community Services					
4190 - 530 Improvements Other than Buildings	129,073	-		-	-
TOTAL EXPENDITURES	129,073	\$ -	\$ -	-	-
ATHLETICS CAPITAL PROJECTS				\$133,518	
FUND 426 - VEHICLE REPLACEMENT					
REVENUE					
1990 Miscellaneous Revenue	5,000	7,047		7,047	(2,047)
5400 Beginning Fund Balance	49,600	60,872		60,872	(11,272)
TOTAL REVENUE	\$ 54,600	\$ 67,919	\$ -	\$ 67,919	\$ (13,319)
EXPENDITURES					
Enterprise and Community Services					
2115 - 541 Safety and Security Equipment Purchase	3,000	-		-	3,000
2542 - 541 Facilities Equipment Purchase	51,600	15,557		15,557	36,043
TOTAL EXPENDITURES	54,600	\$ 15,557	\$ -	\$ 15,557	\$ 39,043
VEHICLE REPLACEMENT				\$52,362	
FUND 430 - CAPITAL PROJECTS					
REVENUE					
5200 Transfer from Other Fund	820,000	674,833	-	674,833	145,167
5400 Beginning Fund Balance	1,678,236	1,687,588	-	1,687,588	(9,352)
TOTAL REVENUE	\$ 2,498,236	\$ 2,362,421	\$ -	\$ 2,362,421	\$ 135,815
EXPENDITURES					
Enterprise and Community Services					
1132 - 530 SHS Improvements Other than Buildings	100,000	-		-	100,000
2542 - 322 Facilities Repair and Maintenance	150,000	84,922		84,922	65,078
2542 - 390 Facilities Professional Services	-	656		656	(656)
2542 - 460 Facilities NonConsumables	-	34,701		34,701	(34,701)
2542 - 541 Facilities Equipment Purchase	200,000	0		-	200,000
4150 - 520 Buildings Acquisition	1,110,267	22,157		22,157	1,088,110
4150 - 530 Improvements Other than Buildings	200,000	16,261		16,261	183,739
4150 - 541 Equipment Purchase	210,000	50,493		50,493	159,507
5200 - 711 Fund Modifications	75,000	75,000		75,000	-
6110 - 810 Planned Reserve	452,969	0		-	452,969
TOTAL EXPENDITURES	2,498,236	\$ 284,191	\$ -	\$ 284,191	\$ 2,214,045
CAPITAL PROJECTS				\$2,078,230	

CAPITAL IMPROVEMENT FUNDS
Statement of Revenues and Expenditures Budget Vs. Actual
Fiscal Year 2023-24, As of 06/30/2024

	2023-24	ACTUAL	PROJECTED	TOTAL ESTIMATE	(Over)/Under
FUND 448 - EXCISE TAX					
REVENUE					
1130 Construction Excise Tax Revenue	80,000	237,942	-	237,942	(157,942)
5400 Beginning Fund Balance	1,429,681	1,458,671	-	1,458,671	(28,990)
TOTAL REVENUE	\$ 1,509,681	\$ 1,696,613	\$ -	\$ 1,696,613	\$ (186,932)
EXPENDITURES					
Enterprise and Community Services					
1132 - 542 SMS Improvements Other than Buildings	-	8,631		8,631	(8,631)
2542 - 460 Facilities Nonconsumable		554		554	(554)
2542 - 542 Facilities Replacement Equipment Purchase	-	36,597		36,597	(36,597)
4150 - 520 Building Acquisition	500,000	43,938		43,938	456,062
4150 - 530 Improvements Other than Buildings	-	46,626		46,626	(46,626)
5110 - 610 Principal	35,860	35,894		35,894	(34)
5110 - 621 Interest	4,400	4,637		4,637	(237)
6110 - 810 Planned Reserve	969,421	-		-	969,421
TOTAL EXPENDITURES	\$ 1,509,681	\$ 176,877	\$ -	\$ 176,877	\$ 1,332,804
			EXCISE TAX	\$1,519,736	

UNEMPLOYEMNT FUND
Statement of Revenues and Expenditures Budget Vs. Actual
Fiscal Year 2023-24, As of 06/30/2024

FUND 610 UNEMPLOYMENT FUND	2023-24 Budget	ACTUAL 6/30/2024	PROJECTED 6/30/2024	TOTAL ESTIMATE 2023-24	(Over)/Under Budget
REVENUE					
1970 Services Provided Other Funds	20,000	(245)		(245)	20,245
5200 Interfund Transfers	278,000	278,000		278,000	-
5400 Beginning Fund Balance	322,105	322,050	-	322,050	55
TOTAL REVENUE	\$ 620,105	\$ 599,805	\$ -	\$ 599,805	\$ 20,300
EXPENDITURES					
Enterprise and Community Services					
2520 - 232 Unemployment Compensation	230,000	2,265		2,265	227,735
2520 - 640 Dues and Fees	900	2,614		2,614	(1,714)
6110 - 810 Planned Reserve	389,205	-		-	389,205
TOTAL EXPENDITURES	\$ 620,105	\$ 4,879	\$ -	\$ 4,879	\$ 615,226
			UNEMPLOYMENT FUND	\$ 594,926	

SCHOLARSHIP FUND

Statement of Revenues and Expenditures Budget Vs. Actual
Fiscal Year 2023-24, As of 06/30/2024

FUND 701 SCHOLARSHIP FUND	2023-24 Budget	ACTUAL 6/30/2024	PROJECTED 6/30/2024	TOTAL ESTIMATE 2023-24	(Over)/Under Budget
REVENUE					
1920 Contributions/Donations from Private Sources	9,900	37,572	-	37,572	(27,672)
5400 Beginning Fund Balance	15,969	17,220	-	17,220	(1,251)
TOTAL REVENUE	\$ 25,869	\$ 54,792	\$ -	\$ 54,792	\$ (28,923)
EXPENDITURES					
Enterprise and Community Services					
2520 - 371 Tuition Payments	19,079	7,500		7,500	11,579
2520 - 410 Supplies	6,790	-		-	6,790
TOTAL EXPENDITURES	\$ 25,869	\$ 7,500	\$ -	\$ 7,500	\$ 18,369
			SCHOLARSHIP FUND	\$47,292.00	

STUDENT BODY FUNDS

Fiscal Year 2023-24

As of 05/31/2024

STUDENT BODY FUND BALANCES		BALANCE AT 6-30-2024
MARI LINN FUND 267		\$9,601.88
	TOTAL MARI LINN	\$9,601.88
SUBLIMITY ASB FUND 268		\$14,943.78
SUBLIMITY FUNDRAISER ACCOUNT FUND 261		\$30,778.24
	TOTAL SUBLIMITY	\$45,722.02
STAYTON ELEMENTARY ASB FUND 264		\$16,095.28
STAYTON ELEMENTARY FUNDRAISER ACCOUNT FUND 262		\$8,297.09
	TOTAL STAYTON ELEMENTARY	\$24,392.37
STAYTON INTERMEDIATE MIDDLE ASB FUND 271		\$11,045.71
STAYTON INTERMEDIATE MIDDLE FUNDRAISER ACCOUNT FUND 263		\$23,760.82
	TOTAL STAYTON INTERMEDIATE MIDDLE	\$34,806.53
STAYTON HIGH SCHOOL ASB FUND 272		\$211,678.76
STAYTON HIGH SCHOOL PRINCIPAL ACCOUNT FUND 265		\$42,814.60
	TOTAL STAYTON HIGH	\$254,493.36
	GRAND TOTAL ALL STUDENT BODY FUNDS	\$369,016.16



July 1, 2024

Board of Directors
North Santiam School District
1155 North Third Ave.
Stayton, OR 97383

Board of Directors:

We are engaged to audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of North Santiam School District for the year ended June 30, 2024. Professional standards require that we provide you with the following information related to our audit. We would also appreciate the opportunity to meet with you to discuss this information further since a two-way dialogue can provide valuable information for the audit process.

Our Responsibility under U.S. Generally Accepted Auditing Standards and Government Auditing Standards

As stated in our engagement letter dated June 2024, our responsibility, as described by professional standards, is to express opinions about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities.

In planning and performing our audit, we will consider North Santiam School District's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinions on the financial statements and not to provide assurance on the internal control over financial reporting. We will also consider internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with the Uniform Guidance.

As part of obtaining reasonable assurance about whether North Santiam School District's financial statements are free of material misstatement, we will perform tests of its compliance with certain provisions of laws, regulations, contracts, and grants. However, providing an opinion on compliance with those provisions is not an objective

of our audit. Also in accordance with the Uniform Guidance, we will examine, on a test basis, evidence about North Santiam School District's compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Compliance Supplement applicable to each of its major federal programs for the purpose of expressing an opinion on North Santiam School District's compliance with those requirements. While our audit will provide a reasonable basis for our opinion, it will not provide a legal determination on North Santiam School District's compliance with those requirements.

Generally accepted accounting principles provide for certain required supplementary information (RSI) to supplement the basic financial statements. Our responsibility with respect to management's discussion and analysis, schedules of funding progress and employer contributions, if applicable, and schedules of the government's proportionate share of the net pension and OPEB liabilities and government contributions, if applicable, which supplement(s) the basic financial statements, is to apply certain limited procedures in accordance with generally accepted auditing standards. However, the RSI will not be audited and, because the limited procedures do not provide us with sufficient appropriate evidence to express an opinion or provide any assurance, we will not express an opinion or provide any assurance on the RSI.

The following RSI is required by the Governmental Accounting Standards Board and will be subjected to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS and will provide an opinion on it in relation to the financial statements as a whole:

1. Schedules of Revenues, Expenditures, and Changes in Fund Balance - Budget and Actual - General Fund and Major Special Revenue Funds, if any

We have been engaged to report on combining balance sheet and combining statement revenues, expenditures, and changes in fund balances for all nonmajor governmental funds, if any, schedules of revenues, expenditures, and changes in fund balance - budget and actual - nonmajor special revenue funds, debt service funds, and capital projects funds, if any, and schedule of expenditures of federal awards, which accompany the financial statements but are not RSI. Our responsibility for this supplementary information, as described by professional standards, is to evaluate the presentation of the supplementary information in relation to the financial statements as a whole and to report on whether the supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Planned Scope, Timing of the Audit, Significant Risks, and Other

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested.

Our audit will include obtaining an understanding of the entity and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Material misstatements may result from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity. We will generally communicate our significant findings at the conclusion of the audit. However, some matters could be communicated sooner, particularly if significant difficulties are encountered during the audit where assistance is needed to overcome the difficulties or if the difficulties may lead to a modified opinion. We will also communicate any internal control related matters that are required to be communicated under professional standards.

We have identified the following significant risk(s) of material misstatement as part of our auditing planning:

1. Revenue recognition (presumptive risk)

We expect to begin our audit on approximately November 14, 2024, and issue our report on approximately December 31, 2024. Glen Kearns is the engagement partner and is responsible for supervising the engagement and signing the report or authorizing another individual to sign it.

This information is intended solely for the use of the Board of Directors and management of North Santiam School District and is not intended to be, and should not be, used by anyone other than these specified parties.

If you have any questions, please contact my office at your convenience.

Very truly yours,


Accuity, LLC



North Santiam School District
1155 N 3rd Ave - Stayton, OR 97383
www.nssd29j.org

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, Jeri Harbison
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

Access to the agenda and meeting materials can be located on the District website at www.nssd29j.org > [Board of Directors](#) > [Agendas/Meeting Minutes](#)

Monday, June 10, 2024 Special Work Session
NSSD District Office/Santiam Room, 1155 N 3rd Ave, Stayton, OR 97383 ~ 6:00 PM

MINUTES - DRAFT

1. CALL SPECIAL WORK SESSION TO ORDER

The Board Chair called the meeting to order at 6:00 pm and noted that members were present. He then led everyone in the pledge of allegiance.

2. AGENDA APPROVAL

There were no changes to the agenda after the posting date.

MOTION-AGENDA APPROVAL

Motion that the Board approve the agenda as presented.

3. SURVEY/FORUM DATA REVIEW

Laura Wipper and Alisha Oliver shared the themes identified from surveys and forums conducted with students, staff, parents, and community members between January and April of 2024. They received responses from approximately 300 individuals. The three main questions asked of participants were:

- 1) What are their desired characteristics of a Stayton HS graduate?
- 2) What is working well in the district?
- 3) What can be improved?

Board members reviewed the themes of the responses and asked clarifying questions. They also discussed various strategies to improve student learning and well-being. They noted the recurring theme of the need to provide equal access to rigorous coursework for all students, regardless of their academic level or background. Additionally, there is a repeated emphasis on the importance of character development, life skills, and readiness for future endeavors.

There was also a focus on supporting staff who may be feeling overwhelmed by the increasing social & emotional needs of students.

Board members were encouraged to dive deeper into the data and come prepared to discuss how the themes should be incorporated into the mission/vision/values at the work session on June 24th.

4. ADJOURN

The Board Chair adjourned the meeting at 8:03 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
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Access to the agenda and meeting materials can be located on the District website at www.nssd29j.org > [Board of Directors](#) > [Agendas/Meeting Minutes](#)

Thursday, June 20, 2024 Regular Session
NSSD District Office/Santiam Room, 1155 N 3rd Ave, Stayton, OR 97383 ~ 6:00 PM
<https://youtube.com/live/IaGGF0JxyDs?feature=share>

MINUTES - **DRAFT**

1. CALL REGULAR SESSION TO ORDER

The Board Chair called the meeting to order at 6:00 pm and noted that all members were present, including Student Rep., Lucas Joyce (Benjamin Perez was absent with notice). He then led everyone in the pledge of allegiance.

2. AGENDA APPROVAL

Changes to the agenda after posting on June 14, 2024 were acknowledged:

Added Attachments-

*11.1-05.16.24 meeting minutes-draft

*19.2-June 2024 Enrollment Totals 06.05.24

MOTION-AGENDA APPROVAL

Motion that the Board approve the agenda as modified.

Motion Made By: Laura Wipper

Vote: 7-0, motion passed

3. STUDENT BUSINESS

3.1. Activities Report: Lucas Joyce

Lucas spoke about activities planned for the summer, which include training for those students who plan to be counselors at Outdoor School for Stayton Middle School in September and for those who will be LINK crew leaders. The ASB class will also host a retreat/planning session during the summer. It is meant to help onboard incoming freshmen and to start pre-planning for school events that happen shortly after school begins, such as Homecoming.

3.2. Student Rep. Recognition: Erin Cramer

The Board Chair acknowledged the work of both student representatives and presented Lucas with a gift of appreciation from the board. (Benjamin Perez was not able to attend the meeting due to a scheduling conflict).

4. 2024-25 STUDENT REP. APPLICATIONS

The Board reviewed the two applications received to be the student representatives to the Board for the 2024-25 school year, which included Lucas Joyce and Haley Butenschoen. Lucas was present; however, Haley was participating in a district-sponsored summer athletic event. The Board agreed to accept both applications and to swear them in when they are both present in August.

MOTION-STUDENT REPS.

Motion that the Board approve both candidates for student board representatives for the 24-25 school year.

Motion Made By: Laura Wipper

Vote: 7-0, motion passed

5. CITY COUNCIL LIAISON REPORTS:

This standing agenda item is for reports from the Stayton, Sublimity and Lyons City Council Liaisons:
Stayton: David Patty - Councilor Patty shared a video that discussed how city streets are funded, budgeted and the city’s goals for capital improvement. He also noted there is a survey for city residents to share their input regarding where improvements are needed and finance strategies.

Sublimity: Tass Morrison - Highlights from Councilor Morrison’s included:

- Jim Kingsbury resigned as mayor at the last council meeting and Michael Taylor was sworn in as Mayor.
- Vivian Tran from Sublimity School won a recent contest held by the council to design an entry for their newest city park (Sunrise Park).
- Street safety project on Church St is planned for this summer to increase safety measures for students walking to Sublimity School from the surrounding neighborhood.
- The Cottage Bakery and Cafe opened in Sublimity in April and has a meeting room that can accommodate 25 is now available.
- An invitation to join the city for an event on 6/28/24 at 11:30 am. They will welcome the Oregon Motorcycles Veterans Association as they stop in Sublimity during their ride across the state to acknowledge POW/MIA soldiers.
- The Council recently adopted the city budget for 2024-25

Lyons: Mike Wagner - Councilor Wagner shared about the all-weather shelter that was recently installed at Freres Park and noted that work related to the Safe Routes to School grant is ongoing.

6. SUPERINTENDENT'S REPORT: Lee W. Loving

Key points from the Superintendent’s report included:

- He has completed summative conferences with building principals and department directors in which they reflect on their work and identify areas for growth prior to their subsequent annual evaluations.

- In the coming week, the principals will be reporting on their 2023-24 building goals and board members were invited to join the sessions.
- The Summer Meals program will be happening at Stayton Intermediate/Middle and Mari-Linn schools this year. Meals will be served from July 9-Aug. 9 at SIMS and July 9-Aug. 2 at ML.

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

Nicole Duncan, Director of Teaching & Learning, presented her monthly report, which can be viewed at the link below. In addition, the curriculum adoption committees presented their recommendations for a new math curriculum for grades K-5 and a new English Language Development (ELD) for grades K-12. Their presentations can also be viewed via the applicable links.

[Teaching and Learning Board Report June 2024.docx](#)

7.1. **Math Curriculum Recommendation**

As indicated in their presentation at the May 2024 board meeting, the curriculum committee was confident in making a recommendation for a new math curriculum for grades 6-12 but needed additional time for grades K-5. They spent more time reviewing the options and were ready to make their recommendation to the board. The board asked some clarifying questions regarding course requirements and offerings at the high school.

[June Teaching and Learning Math Instructional Materials Adoption Board Presentation](#)

MOTION-MATH ADOPTION

Motion that the Board accepts the math committee's recommendation and adopts the math curriculum McGraw Hill: Reveal for grades K-5, and OpenStax: College Algebra.

Motion Made By: Laura Wipper

Vote: 7-0, motion passed

7.2. **English Language Development**

[EL Instructional Materials Adoption Board Presentation](#)

MOTION-ELD ADOPTION

Motion that the Board accepts the English Learner committee's recommendation and adopts the English Language Development curriculum Vista Learning: Get Ready! for grades K-3 and HMH: English 3D for grades 4-12.

Motion Made By: Alisha Oliver

Vote: 7-0, motion passed

8. **LICENSED/CLASSIFIED UNION REPORTS: Union Reps.**

There were no reports this month.

9. **BOARD STATEMENT**

The Board Chair read the following prepared statement on behalf of the entire NSSD board.

As chair, speaking on behalf of the North Santiam School Board of Directors and its Superintendent, I apologize to Dr. Nakeia Daniels and the members of her family, three of whom have been students in our district, for the racially harassing incident that occurred in October 2022 at a high school activity, and for our missed opportunity in making a timely and appropriate public response about it. We recognize that the incident was not an isolated experience for you and your family, and hope that this apology contributes to healing, reconciliation, and transformation, as one of several actions and efforts we are making.

Additionally, I apologize for the occurrence of, and our response to, the additional incidents that were outlined in our February 21, 2023 communication to you. We appreciate, in ways we did not previously, that racially harassing incidents can be greatly impactful to students and families of color, even when they are not directly targeted or subjected. We acknowledge that it takes concerted, ongoing efforts by leaders at all levels to address and repair harm to persons impacted and to create and support conditions in which such incidents do not recur.

Your complaint and communication highlighted where the district has fallen short in its duty, and I appreciate the effort you undertook in this regard. We are committed to becoming the institution that you and your children deserved for us to be when these incidents occurred. We are thankful that you have raised our awareness of our failures and for the opportunity that we now have to learn from our past mistakes, improve our current and future practices, and to meet our obligation to ensure that every student feels safe, welcome and that they belong in our community schools.

10. PUBLIC COMMENT

Dr. Nakeia Council Daniels - thanked the board for their statement and the sentiment in which it was given. She recounted three racially harassing incidents that occurred on NSSD campuses between 2018 and 2022 and their impact on her family. She acknowledged the work the district has done to combat racism and emphasized the need for it to continue.

Steven Robertson - expressed concern about high school graduates' readiness for the workforce due to a lack of high standards and rigor in coursework and expectations.

Brenda Moore perceives a shift from striving for academic excellence to one of lowered expectations so everyone can be successful. She also noted that she does not agree with the decision to prohibit all valedictorians from speaking at graduation.

Jennifer Stutzman - expressed support for all valedictorians to be allowed the opportunity to speak at graduation and asked the board to intervene with the decision to no longer allow it.

11. CONSENT AGENDA

The attachments can be viewed by clicking on the applicable link.

11.1. Action: Approval of Meeting Minutes

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

[05.16.24 Special Session Minutes-DRAFT](#)

[05.16.24 Regular Session Minutes-DRAFT2](#)

11.2. Action: Approval of New Hires

School boards must approve the hiring of Licensed staff contracts. Changes in licensed staff since the last board meeting are indicated below.

New Hires (Board Action Required)

Lindsay Fenton: SUB/Special Ed LRC

Aidan King: SHS/Chemistry

Aiden Littau: SHS/Language Arts

Justin Wison-Gabor: SHS/English

Kyle Hughes: SHS/Advanced Math

Karen Macedo: SES/Special Ed SLP

Amanda Vinson: SUB/Reading Specialist

Jennifer Rowan: DO/TOSA: Special Program Coordinator

Genny Siewell: ML/MS English; was on a temporary contract for 2023-24

Resignations

Sarah Connolly 6/14/2024 SHS Chemistry

Evan Tait 6/14/2024 SHS English; Theater

Maria Paradis 6/14/2024 SMS 4th grade

[June 2024 Licensed Staff Report](#)

11.3. *Designations and Authorizations*

The Board needs to approve the following designations and authorizations annually according to 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

11.4. *Grant and Consolidated Sub-Grant Authorizations*

The Board needs to approve the following authorizations annually according to Oregon State statute. These grants include the following but are not limited to:

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

11.5. *Annual Restraint/Seclusion Report*

According to policy JGAB, an annual report on the use of restraint and seclusion during the preceding school year shall be submitted to ODE and the Board and posted to the district website.

[2023-24 NSSD Restraint-Seclusion Report](#)

11.6. *Title IA Compliance*

In compliance with policy IGBC, federal law and the Oregon Department of Education guidelines, the district shall meet with parents and families to provide information regarding their school's participation in the Title IA program and its requirements.

[Special Programs June Report 2023-24](#)

11.7. *2024-25 School Meal Prices*

[2024-2025 NSSD Second Meal pricing](#)

11.8. *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. The list of products has been included as an attachment to this agenda item.

[Low Impact Pesticide List NSSD-Product29J 24-25](#)

11.9. *2024-25 NSSD Board Regular Session Meeting Calendar*

Boards must approve their annual Regular Session Meeting Calendar.

[2024-25 Board Calendar 6.20.24](#)

11.10. *Action on Consent Agenda*

MOTION-CONSENT AGENDA

Motion that the Board approve the Consent Agenda as presented.

Motion Made By:

Vote: 7-0, motion passed

It was noted at this point in the meeting that the Business Director's report was inadvertently omitted from the agenda. Since it was not discovered until after the approval of the agenda, the Board Chair asked for a motion to approve the addition of this item.

MOTION-AGENDA APPROVAL

Motion that the board approve the addition of the Business Director's Report to the agenda.

Motion Made By: Alisha Oliver

Vote: 7-0, motion passed

The Director of Business & Fiscal Services, Rhonda Allen, provided the May 2024 financial report which included the General Fund Statement of Revenues Budget vs. Actual, General Fund Statement of Expenditures Budget vs. Actual, Food Service Statement of Revenue and Expenditures Budget vs. Actual, total Appropriations for the budget year, Grant Fund balances, Debt Service Funds, Capital Improvement Funds, and Other Funds. To view her report, click the link below.

[Financial Board Report_May 2024](#)

Laura Wipper stepped out of the room at 7:52 pm.

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).

MOTION-EXCISE TAX

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 2024-25, at \$1.63 per square foot for residential and \$.82 per square foot for non-residential. The Non-Residential maximum per building permit is \$40,800.

Motion Made By: Alisha Oliver

Vote: 6-0, motion passed

[Excise Tax Resolution_062024D.docx](#)

13. GASB 54 DESIGNATIONS

GASB 54 requires fund balances to be reported in classifications that comprise a hierarchy based primarily on the extent to which the government is bound to honor constraints on the specific purposes for which amounts in those funds can be spent.

MOTION-GASB 54

NOW, THEREFORE, BE IT RESOLVED the Board of Directors for North Santiam School District 29J hereby makes designations of 2023-2024 ending fund balances, as stipulated in Resolution 062024C, in accordance with GASB 54.

Motion Made By: Alisha Oliver

Vote: 6-0, motion passed

[Resolution GASB 54_062024C.docx](#)

14. NSSD 2024-25 BUDGET ADOPTION: Rhonda Allen

The Director of Business & Fiscal Services reviewed the budget information and motions during the NSSD Budget Hearing (5:30 pm) that preceded this Regular Session. The Budget Committee voted on

May 9, 2024, to approve the 2024-25 budget, and it was presented to the Board of Directors for adoption.

MOTIONS-ADOPTION OF THE 2024-25 BUDGET

MOTION-Resolution 062024A

BE IT RESOLVED that the Board of Directors of the North Santiam School District 29J hereby adopts the budget for the fiscal year 2024-2025 in the sum of \$57,003,249.

Motion Made By: Mackenzie Strawn

Vote: 6-0, motion passed

[Resolution Adopting Budget_062024A](#)

MOTION-Resolution 062024B

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 \$2,202,000 for debt service on general obligation bonds.

Motion Made By: Alisha Oliver

Vote: 6-0, motion passed

[Resolution Imposing Taxes_062024B](#)

THE BOARD CHAIR CALLED FOR A RECESS AT 7:57 PM. HE CALLED THE MEETING BACK TO ORDER AT 8:05 PM WITH ALL MEMBERS PRESENT.

15. POLICY UPDATES/SECOND READING

These policies were presented for a first reading and were presented for a second reading and possible adoption. The name in parentheses is the board member who introduced the policy.

AC- Nondiscrimination (Erin)

Motion to adopt policy AC as presented.

Vote: 7-0, motion passed

EBC/EBCA (delete)-Emergency Procedures & Disaster Plans

>replace with: BC-Emergency Plans & First Aid and EBCA-Safety Threats (Coral)

Motion to delete EB/EBCA adopt policies BC and EBCA as presented.

Motion Made By: Coral Ford

Vote: 7-0, motion passed

GBN/JBA- Sexual Harassment (Mark)

Motion to adopt policy GBN/JBA as presented.

Motion Made By: Mark Henderson

Vote: 7-0, motion passed

IGBAF-Special Education - Individualized Education Program (IEP) (Supt Loving)

Motion to adopt policy IGBAF, IGBAG and JBAA as presented.

Motion Made By: Mike Wagner

Vote: 7-0, motion passed

Attachments

[AC - Nondiscrimination 5.16.24](#)

[EBC EBCA -delete-Emergency Procedures & Disaster Plans 5.16.24](#)

[EBC -Emergency Plan and First Aid 05.16.24](#)

[EBCA -Safety Threats 5.16.24](#)

[GBN JBA -Sexual Harassment 05.16.24](#)

[IGBAF-Special Education-Individualized Education Program IEP 5.16.24](#)

[IGBAG Special Education - Procedural Safeguards 5.16.24](#)

[JBAA Section 504 – Students 5.16.24](#)

16. POLICY UPDATES/FIRST READING

These policies were presented for a first reading in the previous month's meeting and were submitted for a second reading and possible adoption. The name in parentheses is the board member who introduced the policy.

CBG - Evaluation of the Superintendent (Alisha)

CCG- Evaluation of Administrators (Alisha)

EBBB- Injury/Illness Reports (Coral)

A request was made to have the district's insurance carrier review the policy prior to the second reading in August to ensure it aligns with their procedures. Supt. Loving indicated he could have the Director of Safety & Security speak on the policy in that meeting.

GBNAB/JHFE-Suspected Abuse of a Child Reporting Requirements (Mackenzie)

Attachments

[CBG -Eval of Supt. 6.20.24](#)

[CCG Eval of Administrators 6.20.24](#)

[EBBB Injury or Illness Reports 6.20.24](#)

[GBNAB JHFE- Suspected Abuse of a Child, Reporting 6.20.24](#)

17. ADMINISTRATIVE REGULATION UPDATES

Administrative Regulations (identified with an -AR) are detailed directions, based upon board policies, governing the operation of schools and do not require board approval. The edits were either recommended by the Oregon School Boards Assoc. (OSBA) as part of their Policy Plus service or by NSSD staff to bring the AR into alignment with current practices.

GBNAB/JHFE-AR1 - Reporting of Suspected Abuse of a Child

[GBNAB JHFE-AR1 -Reporting of Suspected Abuse of a Child 6.20.24](#)

18. BOARD REFLECTIONS/ANNOUNCEMENTS

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

- Coral shared that she participated on the board's CTE scholarship selection committee. The \$1,000 scholarship was awarded to Brooke Herman. She acknowledged Mackenzie Strawn for presenting the scholarship during the ceremony on behalf of the board.
- Mike expressed his feelings regarding whether the excise tax on new construction should be applied equally to new homes and new businesses.

- Alisha noted appreciation for the public comment submitted that evening. She also shared that she attended the end-of-the-year bbq at SES and was pleased to see Supt. Loving there, and interacting with students and families.
- Mark attended a festival at Sublimity School and was very impressed with the level of engagement. He also relayed that he heard a news story that Oregon ranks in the bottom 10 states for K-12 education and that COVID is likely a continuing factor.
- Erin remarked that he was thankful that those who gave public comment were able to convey their thoughts respectfully and with the best of intentions.
- Lucas added his support to the requests to allow all valedictorians the opportunity to speak at graduation

Board Greeter for Next Month: Alisha

19. INFORMATION ONLY

19.1. **Field Trip Report:**

A list of the field trips taken and/or scheduled since the start of the school year has been included.

[June 2024 Fieldtrips Board Report](#)

19.2. **Student Enrollment:**

Enrollment as of 6/5/24 is listed below. Refer to the attachment for a breakdown by grade at each location and totals from previous months in the school year.

Mari-Linn: 159

Sublimity: 351

Stayton Elementary: 355

Stayton Intermediate/Middle: 433

Stayton High: 606

Locust Street Academy: 36

Stayton Virtual Academy: 76

Total: 2016

[June 2024 Enrollment Totals 6.05.24](#)

19.3. **Future Agenda Items:**

A list of possible future agenda items was attached.

[Agenda Items Annual Calendar rev 01.24](#)

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

Information regarding board activities was included.

20. NOMINATIONS FOR 2024-25 BOARD CHAIR & VICE-CHAIR

20.1. *Board Chair Nominations/Vote*

The Board Chair declared nominations were open for the Board Chair for 2024-2025.

Nomination: Erin Cramer **By:** Laura Wipper

The Board Chair offered a last call for nominations. Upon hearing none, the Board Chair declared nominations closed.

The Board Chair called for a vote.

All those in favor of Erin Cramer as Board Chair for 2024-25

Vote: 7-0

20.2. *Vice-Chair Nominations/Vote*

The Board Chair declared that nominations were open for Vice-Chair for 2024-2025.

Nomination: Mackenzie Strawn **By:** Laura Wipper

The Board Chair offered a last call for nominations. Upon hearing none, the Board Chair declared nominations closed.

The Board Chair called for a vote.

All those in favor of Mackenzie Strawn as Board Vice-Chair for 2024-25

Vote: 7-0

21. RECESS INTO EXECUTIVE SESSION-ORS 192.660(2)(i)

The Board recessed into Executive Session at 8:53 pm under ORS 192.660(2)(i) for the annual evaluation of the performance of the superintendent.

22. RECONVENE TO OPEN SESSION

The Board Chair reconvened to open session at 9:20 pm.

23. APPROVAL OF SUPERINTENDENT CONTRACT

Motion to approve the superintendent's contract as presented.

Motion Made By: Alisha Oliver

Vote: 7-0, motion passed.

24. ADJOURN

The Board Chair adjourned the meeting at 9:21 pm.

EQUAL OPPORTUNITY EMPLOYER



North Santiam School District
1155 N 3rd Ave - Stayton, OR 97383
www.nssd29j.org

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, Jeri Harbison
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

*Access to the agenda and meeting materials can be located on the District website at
www.nssd29j.org > [Board of Directors](#) > [Agendas/Meeting Minutes](#)*

Thursday, June 20, 2024 Budget Hearing
NSSD District Office/Santiam Room, 1155 N 3rd Ave, Stayton, OR 97383 ~ 5:30 PM

MINUTES - DRAFT

1. CALL BUDGET HEARING TO ORDER

Alisha Oliver called the Budget Hearing to order at 5:30 pm and noted that Erin Cramer and Mackenzie Strawn were expected shortly. The Board Chair, Erin Cramer, arrived at 5:31 pm and led everyone in the pledge of allegiance.

2. APPROVAL OF THE AGENDA

There were no changes to the board packet after the posting on June 14, 2024.

MOTION-APPROVAL OF AGENDA

Motion that the Board approves the agenda as presented.

Motion Made By: Laura Wipper

Vote: 6-0

3. BUDGET HEARING

3.1. Review of Budget Resolutions:

The Director of Business and Fiscal Services reviewed the resolutions to adopt the proposed 2024-25 budget in the proceeding Regular Session, as approved by the NSSD Budget Committee on May 9, 2024.

To review the Budget Message and/or video from the Budget Committee meeting, click on this link: <https://meetings.boardbook.org/Public/Agenda/1548?meeting=635351> and scroll to May 9, 2024.

[Resolution Adopting Budget 062024A](#)
[Resolution Imposing Taxes 062024B.docx](#)

3.2. Public Comments and Discussion

There was no public comment or further discussion.

4. ADJOURN

The Board Chair adjourned the meeting at 5:36 pm.
(Mackenzie Strawn did not arrive prior to 5:36 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
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Superintendent/School Board Executive Assistant, Tonia Whisman

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Monday, June 24, 2024 Special Work Session
NSSD District Office/Santiam Room, 1155 N 3rd Ave, Stayton, OR 97383 ~ 6:00 PM

MINUTES - DRAFT

1. CALL SPECIAL WORK SESSION TO ORDER

The Board Chair called the meeting to order at 6:00 pm. He noted that all board members were present, with Makenzie Strawn attending via phone (Supt. Loving was also present). He then led everyone in the pledge of allegiance.

2. AGENDA APPROVAL

There were no changes to the agenda after it was posted.

MOTION-AGENDA APPROVAL

Motion that the Board approve the agenda as modified.

Motion Made By: Alisa Oliver

Vote: 6-0 (Mackenzie Strawn's vote not verified)

3. STRATEGIC PLANNING

3.1. Mission/Vision/Values

The Board agreed to work on the foundation for the mission/vision/values and then have Laura and Alisha work with Supt. Loving in July to prepare draft statements and strategies for the August 7th goals workshop. This would negate the need for the July 8th board work session.

The group then divided into four groups (Coral/Laura, Erin/Mark, Mike/Lee & Alisha/Mackenzie) and compiled input to the following questions. Each group contributed multiple ideas but they settled on some key points.

What is the primary service provided by the district?

- *Skill-based Education
- Safe Environment

*Skill-based includes: critical thinking, problem-solving, punctuality, effective work ethic, confidence, team player, time management, conflict resolution

What are the primary means of providing the services?

- Strategic Sustainable Budget
- Retaining & Hiring Highly Effective People
- Community Collaboration

Why are we providing this - what is the desired outcome?

- Future-ready graduates with a strong academic foundation
- Future-ready graduates with strong critical thinking, communication, and problem-solving skills

What are our values; what's important about how we do the work?

- Integrity
- Resilience
- Readiness
- Stewardship

3.2. Strategy Themes & Outcomes

The following were identified as priorities:

Rigor	Quality People	Opportunities	Fiscal Stewardship
Resiliency	Competency/Confidence	Community Collaboration	College/Career Ready
Knowledge	Thriving Community	Lifelong Learners	Self-Advocating
Belonging	Social/Emotional Readiness	Stakeholder Engagement	High Expectations (w/ follow-through)
Decreasing distractions to learning			

4. ADJOURN

The Board Chair adjourned the meeting at 7:57 pm.

EQUAL OPPORTUNITY EMPLOYER

Summary

With the passage of Senate Bill 283 (2023), the law was revised regarding superintendent contracts to remove mention of laws relevant to education service district boards added by Senate Bill 1521 in 2022 to ORS 332.505.

Corrected paragraphs are inserted into the body of the document if there were significant changes in the preceding paragraph that could impair reading comprehension. These will be noted with a box around the corrected version.

North Santiam School District

Code: CBG
Adopted: 7/01/96
Readopted: 8/21/97; 7/19/07; 12/14/17
Orig. Code: CBG

Evaluation of the Superintendent

The Board will formally evaluate the superintendent's job performance at least once each year. The evaluation will be ~~yearly~~ based on the superintendent's ~~a combination of the adopted Superintendent Qualifications, the job description, any applicable standards of performance, Board policy and/or progress in attaining any goals for the year established~~ ~~previously~~ by the superintendent and/or the Board.

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

The Board's discussion and conferences ~~will be shared~~ with and about the superintendent and their ~~the superintendent, and appropriate indicators of accomplishment will be mutually identified prior to the evaluation. Timelines for the evaluation of said criteria will also be identified.~~

~~The superintendent's evaluation/assessment of~~ performance will be conducted in an executive session, unless the superintendent requests ~~an open~~ session open to the public. Such an executive session will not include ~~directives about or~~ a general evaluation of any district goal, objective or operation. Results of the evaluation will be written, ~~signed by the Board chair and superintendent,~~ and placed in the superintendent's personnel file.

Corrected Paragraphs: The Board's discussion and conferences with and about the superintendent and their performance will be conducted in an executive session, unless the superintendent requests a session open to the public. Such an executive session will not include a general evaluation of any district goal, objective or operation. Results of the evaluation will be written and placed in the superintendent's personnel file.

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

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\), \(8\)](#)
[ORS 332.107](#)

[ORS 332.505](#)

[OAR 581-022-2405](#)

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

Cross Reference(s):

BDC - Executive Sessions

CB - Superintendent

CBA - Qualifications and Duties of the Superintendent

Summary

There are not significant changes to the policy, however, it has been included in this update as a reminder to the board to review policy on evaluation of the superintendent to ensure current practice and contract language align, and for the superintendent to review administrator contract language with the same lens. If needed, revise policy language if different terms now apply. (OSBA has marked this update as "Required" along with policy CBG-Evaluation of the Supt)

North Santiam School District

Code: CCG
Adopted: 5/15/14
Revised/Readopted: 12/14/17; 3/01/18
Orig. Code: CCG

Evaluation of Administrators

The superintendent will implement and supervise an evaluation system for administrators ~~administrative personnel~~. The purpose of administrator evaluations is to assist an administrator with developing and strengthening ~~his/her~~ professional abilities, to improve the instructional program and management of the school system, and for supervisors to make recommendations regarding their employment and/or salary status.

Evaluation and support systems established by the district must evaluate administrators on a regular cycle. A formal evaluation will be conducted ~~regularly at least once each year~~.

The evaluation shall be conducted according to the following guidelines:

1. Evaluative criteria for each position will be in written form and made available to the administrator;
2. Evaluations will be made by the superintendent and/or a qualified, licensed designee;
3. Evaluations will be in writing and discussed with the administrator by the person who conducts the evaluation; and
4. The administrator being evaluated will have the right to attach a memorandum to the written evaluation, and have the right of appeal through established grievance procedures, if applicable.

An administrator's evaluation shall use the following educational leadership-administrator standards¹ adopted by the State Board of Education.

1. Visionary leadership;
2. Instructional improvement;
3. Effective management;

¹ These standards are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituents Council (ELCC) standards for Education Leadership.

4. Inclusive practice;
5. Ethical leadership; and
6. Socio-political context.

Administrator evaluations shall be based on the core administrator standards adopted by the Oregon State Board of Education. The standards shall be customized based on collaborative efforts with the administrators and any exclusive bargaining representative of the administration.

Local evaluation and support systems established by the district for administrators must be designed to meet or exceed the requirements defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, including:

1. Four performance level ratings of effectiveness;
2. Consideration of multiple measures of administrator practice and responsibility which may include, but are not limited to:
 - a. Classroom-based assessments including observations, lesson plans and assignments;
 - b. Portfolios of evidence;
 - c. Supervisor reports; and
 - d. Self-reflections and assessments.
3. Consideration of evidence of student academic growth and learning based on multiple measures of student progress including performance data of students, schools and districts that is both formative and summative. Evidence may also include other indicators of student success;
4. A summative evaluation method for considering multiple measures of professional practice, professional responsibilities, and student learning and growth to determine the administrator's professional growth path;
5. Customized by the district, which may include individualized weighting and application of the standards.

An evaluation using the administrator standards must attempt to:

1. Strengthen the knowledge, skills, disposition and administrative practices of the administrator;
2. Refine the support, assistance and professional growth opportunities offered to the administrator, based on the individual needs of the administrator and the needs of the students, the school and the district;
3. Allow the administrator to establish a set of administrative practices and student learning objectives that are based on the individual circumstances of the administrator, including other assignments of the administrator;
4. Establish a formative growth process for each administrator that supports professional learning and collaboration with other teachers and administrators;
5. Use evaluation methods and professional development, support and other activities that are based on curricular standards and are targeted to the needs of the administrator; and

6. Address ways to help all educators strengthen their culturally responsive practices.

~~Evaluation and support systems established by the district must evaluate administrators on a regular cycle.~~ The superintendent shall regularly report to the Board on the implementation of the evaluation and support systems and educator effectiveness.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\),\(8\)](#)

[ORS 332.505](#)

[ORS 342.120](#)

[ORS 342.815](#)

[ORS 342.850](#)

[ORS 342.856](#)

[OAR 581-022-2405](#)

[OAR 581-022-2410](#)

[OAR 581-022-2420](#)

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

Summary

The State Board of Education adopted revisions to Oregon Administrative Rule (OAR) 581-022-2220 on health services. The changes result in a requirement to develop “a written prevention-oriented health services plan for all students” (OAR 581-022-2220(1)). The plan requirements include a variety of topics, including but not limited to, plan for health care space, communicable disease prevention, communication strategies, health screenings, and hearing, vision and dental screenings.

As a result of these changes, the following changes are recommended for this AR is recommended. The entire rule can be accessed here: [OAR 581-022-2220](#).

Corrected paragraphs are inserted into the body of the document if there were significant changes in the preceding paragraph that could impair reading comprehension. These will be noted with a box around the corrected version.

North Santiam School District

Code: EBBB
Adopted: 7/01/96
Revised/Readopted: 12/18/98; 6/15/17; 3/01/18
Orig. Code: EBBB

Injury~~/~~ or Illness Reports

All injuries ~~or~~ illnesses¹, sustained by the employee while in the actual performance of the duty of the employee, occurring on district premises, in district vehicles, at a district-sponsored activity or involving staff members who may be elsewhere on district business will be reported immediately to a supervisor. Staff members will report self-administered first-aid² treatment to an immediate supervisor. All accidents involving employees, students, visiting public or district property will be reported immediately to a supervisor.

A written report will be submitted within 24 hours to the district’s safety officer. Reports will cover property damage as well as personal injury.

In the event of a work-related³ illness or injury to an employee resulting in in-patient~~an overnight~~

¹ The Oregon Occupational Safety and Health Division provides: “Injury or illness” means an abnormal condition or disorder. Injuries include cases such as, but not limited to, a cut, fracture, sprain, or amputation. Illnesses include both acute and chronic illnesses, such as, but not limited to, skin disease, respiratory disorder, or poisoning (record injuries and illnesses only if they are new, work-related cases that meet one or more of the recording criteria). (OAR 437-001-0015(39))

² For employees, “first aid” means any one-time treatment and subsequent observation of minor scratches, cuts, burns, splinters, or similar injuries that do not ordinarily require medical care. Such one-time treatment and subsequent observation is considered first aid even though it is provided by a physician or registered professional personnel. (OAR 437-001-0015(34))

³ An injury or illness is work related if an event or exposure in the work environment either caused or contributed to the resulting condition or significantly aggravated a preexisting injury or illness. (OAR 437-001-0700(6))~~pre-existing condition.~~

hospitalization for medical treatment⁴ other than first aid, loss of an eye, amputation or avulsion⁵ the district safety officer shall report the incident to the Oregon Occupational Safety and Health Division (OR-OSHA). ~~This report will be made~~ within 24 hours after notification to the district of an illness or injury. Fatalities or catastrophes⁶ shall be reported⁷ to OSHA within eight hours.

ALL injuries or illnesses sustained by an employee, while in the actual performance of the duty of the employee or by a student or visiting public and accidents involving district property, employees, students or visiting public will be promptly investigated. As a result of the investigation any corrective measures needed will be acted upon.

The district safety officer will maintain records on ~~and reports on serious~~ injuries, illnesses, and ~~including~~ accidents involving district property, employees, students or visiting public. These records will include prevention measures taken, reporting information, ~~publics, and~~ periodic statistical reports on the number and types of injuries, illnesses and accidents occurring in the district, and ~~as well as on the measures being taken to prevent such accidents in the future.~~

~~The records will include~~ monthly and annual analyses ~~reporting information and an analysis~~ of accident ~~the~~ data, and ~~trends will be conducted at least annually.~~ Such reports will be submitted to the superintendent ~~for review annually.~~

Corrected Paragraph:

The district safety officer will maintain records on injuries, illnesses, and accidents involving district property, employees, students or visiting public. These records will include prevention measures taken, reporting information, periodic statistical reports on the number and types of injuries, illnesses and accidents occurring in the district, and monthly and annual analyses of accident data. Such reports will be submitted to the superintendent.

END OF POLICY

Legal Reference(s):

[ORS 339.309](#)

[OAR 437-001-0700](#)

[OAR 437-002-0360](#)

[OAR 437-001-0015](#)

[OAR 437-001-0704](#)

[OAR 437-002-0377](#)

[OAR 437-001-0760](#)

[OAR 581-022-2225](#)

Cross Reference(s):

GBE - Staff Health and Safety

⁴ “Medical treatment” is the management ~~includes managing~~ or care of ~~earing for~~ a patient to combat ~~for the purpose of combating~~ disease or disorder. The following are not considered medical treatment: visits to a physician ~~doctor~~ or other licensed health-care professional solely for observation or counseling; diagnostic procedures, such as x-rays and blood tests, including administering prescription medications ~~used~~ solely for diagnostic purposes; ~~or and~~ any procedure that can be labeled first aid according to OAR 437-001-0700(8)(d)(A)(iii).

⁵ Amputations and avulsions are only required to be reported if they result in bone loss. (OAR 437-001-0704(4))

⁶ “Catastrophe” ~~A catastrophe~~ is an accident in which two or more employees are fatally injured, or three or more employees are admitted to a hospital or an equivalent medical facility. (OAR 437-001-0015(11))

⁷ Reporting must be done in person or by telephone. (OAR 437-001-0704(3))

Summary

The Oregon Department of Human Services (DHS) reports the purpose of Senate Bill 231(2023) was to align state law with the agency's current process for receiving child abuse reporting, through a centralized child abuse reporting system established by DHS. Reports must still be submitted to DHS as directed or to a law enforcement agency.

Corrected paragraphs are inserted into the body of the document if there were significant changes in the preceding paragraph that could impair reading comprehension. These will be noted with a box around the corrected version.

North Santiam School District

Code: GBNAB/JHFE
Adopted: 2/16/23
Orig. Code: JHFE

Suspected Abuse of a Child Reporting Requirements**

Any district employee who has reasonable cause to believe that **any child** with whom the employee has come in contact has suffered abuse¹ shall ~~orally report or cause an oral report~~ immediately make a report ~~by telephone or otherwise~~ to the ~~local office of the~~ Oregon Department of Human Services (DHS) through the centralized child abuse reporting system² ~~or its designee~~ or to ~~a~~ the law enforcement agency within the county where the person making the report is located at the time of the contact, ~~pursuant to Oregon Revised Statute (ORS) 419B.010~~. Any district employee who has reasonable cause to believe that **any person**³ with whom the employee is in contact has abused a child shall immediately report in the same manner described above.

Corrected Paragraph: Any district employee who has reasonable cause to believe that **any child** with whom the employee has come in contact has suffered abuse¹ shall immediately make a report to the Oregon Department of Human Services (DHS) through the centralized child abuse reporting system¹ or to a law enforcement agency within the county where the person making the report is located at the time of the contact. Any district employee who has reasonable cause to believe that **any person**¹ with whom the employee is in contact has abused a child shall immediately report in the same manner described above.

The report must contain, if known, ~~or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419B.010. If known, the report shall contain~~ the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the abuse and the identity of a possible perpetrator.

¹ Includes the neglect of a child; abuse is defined in ORS 419B.005.

² How to report abuse or neglect: [Oregon DHS](#). Call 855-503-SAFE (7233)

³ "Person" could include adult, student or other child.

Abuse of a child by district employees, contractors⁴, agents⁵, volunteers⁶, or students is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative ~~regulations~~**regulation**.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to ~~the Oregon Department of Human Services (DHS through)~~**or its centralized child abuse reporting system** or to a ~~designee or the local~~ law enforcement agency ~~pursuant to ORS 419B.015~~, and to ~~a~~**the** designated licensed administrator.

The district will designate a licensed administrator and an alternate licensed administrator, in the event that the designated licensed administrator is the suspected abuser, for each school building to receive reports of suspected abuse of a child by district employees, contractors, agents, volunteers or students.

If the superintendent is the alleged perpetrator, the report shall be submitted to the Director of Human Resources who shall also report to the Board chair.

The district will post the names and contact information of the designees for each school building, in the respective school, designated to receive reports of suspected abuse and the procedures in GBNAB/JHFE-AR(1) - Reporting of Suspected Abuse of a Child the designee will follow upon receipt of a report, the contact information for making a report to ~~local~~ law enforcement ~~and~~ **the centralized child abuse reporting system of local DHS office or its designee**, and a statement that this duty to report suspected abuse is in addition to the requirements of reporting to a designated licensed administrator.

When a designee receives a report of suspected abuse, the designee will follow procedure established by the district and set forth in administrative regulation GBNAB/JHFE-AR(1) - Reporting of Suspected Abuse of a Child. All such reports of suspected abuse will be reported to a law enforcement agency or DHS, ~~or its designee~~, for investigation, and the agency will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged abuser.

When there is reasonable cause to support a report, a district employee suspected of abuse shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety. When there is reasonable cause to support a report, a district contractor, agent or volunteer suspected of abuse shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify the person, as allowed by state and federal law, who was subjected to the suspected abuse about any actions taken by the district as a result of the report.

⁴ "Contractor" means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

⁵ "Agent" means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁶ "Volunteer" means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

The initiation of a report in good faith, pursuant to this policy, may not adversely affect any terms or conditions of employment or the work environment of the person initiating the report or who may have been subjected to abuse. If a student initiates a report of suspected abuse of a child by a district employee, contractor, agent, volunteer or student, in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer. Intentionally making a false report of abuse of a child is a Class A violation.

The district shall provide information and training each school year to district employees on the prevention and identification of abuse, the obligations of district employees under ORS 339.388 and ORS 419B.005 - 419B.050 and as directed by Board policy to report suspected abuse of a child, and appropriate electronic communications with students. The district shall make available each school year the training described above to contractors, agents, volunteers, and parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees. The district shall provide each school year information on the prevention and identification of abuse, the obligations of district employees under Board policy to report abuse, and appropriate electronic communications with students to contractors, agents and volunteers. The district shall make available each school year training that is designed to prevent abuse to students attending district-operated schools.

The district shall provide to a district employee at the time of hire, or to a contractor, agent, or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute abuse;
2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors, and agents when they attempt to obtain a new job, as provided under ORS 339.378. [A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable or probable cause to believe the district employee, contractor or agent engaged in abuse, unless criteria found in ORS 339.378(2)(c) are applicable.]

Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The district shall make available to students, district employees, contractors, agents, and volunteers a policy of appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail, using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is prohibited.

The superintendent shall develop administrative regulations as are necessary to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 339.370](#) - 339.400

[ORS 419B.005](#) - 419B.050

[OAR 581-022-2205](#)

[ORS 418.257](#) - 418.259

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011).

Summary

Newly revised rules regarding fingerprint collection offer the addition of a statewide vendor identified by DAS as an authorized fingerprint collector and remove the option for volunteers to appeal to ODE on a fitness determination issued by ODE. If the changes are accepted, it eliminates the need for an accompanying AR.

The proposal is to delete the version in red located at the bottom of this document and replace it with the version in black.

North Santiam School District

Code: GCDA/GDDA

Adopted:

Criminal Records Checks and Fingerprinting * (Proposed)

In a continuing effort to ensure the safety and welfare of students and staff, the district shall require certain individuals to submit to a criminal records check and fingerprinting as required by law. This includes employees, contractors, volunteers and others.

Requirements for Employees not Licensed, Certified or Registered by the Teachers Standards Practices Commission (TSPC)

All newly hired employees¹ not identified under Oregon Revised Statutes (ORS) 342.223² are required to submit to a criminal records check and fingerprinting as required by law. A newly hired employee is not subject to fingerprinting if the district has evidence on file that the person successfully completed a state and national criminal records check for a previous employer that was a school district³ or private school, and has not resided outside the state between the two periods of employment⁴.

An individual shall be subject to the collection of fingerprint information, only after the offer of employment from the district. Fees associated with criminal records checks and fingerprinting for individuals applying for employment with the district and not requiring licensure shall be paid by the individual. An individual may request the fee be withheld from the amount otherwise due the individual. The district will withhold this amount only upon request of the subject individual.

¹ Any individual hired within the last three months. This does not include an employee hired within the last three months if the district has evidence on file that meets the definition in Oregon Administrative Rule (OAR) 581-021-0510(11)(b).

² ORS 342.223 includes teachers, administrators, personnel specialist, school nurses, persons participating in supervised clinical practice experience, practicum or internship as a teacher, administrator or personnel specialist. See statute for details.

³ As is defined in OAR 581-021-0510(9); includes school districts, the Oregon School for the Deaf, and educational program under the Youth Corrections Education Program, public charter schools and ESDs.

⁴ {Additional exception applies through July 1, 2024. See ORS 326.603(4)(b).}

The district shall not begin the employment of an individual before the return and disposition of the required criminal records checks.

When the criminal records check indicates an individual has been convicted of any crimes⁵ prohibiting employment, the individual will not be employed, or if employed will be terminated. When the criminal records check indicates an individual has knowingly made a false statement as to the conviction of any crime, the individual will not be employed by the district, or if employed by the district will be terminated. An individual who fails to disclose the presence of convictions that would not otherwise prohibit employment or contract with the district as provided by law will not be employed by the district. Employment termination shall remove the individual from any district policies, collective bargaining provisions regarding dismissal procedures and appeals and the provisions of Accountability for Schools for the 21st Century Law.

Requirements for individuals in positions requiring licensure, certification or registration with Teacher Standards and Practices Commission (TSPC) are outlined in ORS 342.223.

Requirements for Contractors

All individuals employed as or by a contractor and considered by the district to have direct, unsupervised contact with students⁶ or unsupervised access to children are required to submit to a criminal records check and a fingerprint-based criminal records check.

The superintendent or designee will identify contractors who are subject to such requirements.

A contractor or an employee of a contractor required to submit to a criminal records check and fingerprinting in accordance with law and Board policy will be terminated from contract status, or withdrawal of offer of contract will be made by the district upon:

1. Refusal to consent to a criminal records check and fingerprinting; or
2. Notification⁷ from the Superintendent of Public Instruction that the individual has a conviction of any crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number.

A subject individual will be terminated from contract status upon notification from the Superintendent of Public Instruction that the individual has knowingly made a false statement as to the conviction of any crime.

⁵ See OAR 581-021-0511(8).

⁶ “Direct, unsupervised contact with students” means contact with students that provides the person opportunity and probability for personal communication or touch when not under direct supervision. (OAR 581-021-0510)

⁷ Prior to making a determination that results in this notification and opportunity for a hearing, the Superintendent of Public Instruction may cause an investigation pursuant to OAR 581-021-0511; involved parties shall cooperate with the investigation pursuant to law.

Requirements for Volunteers

The district shall require a fingerprint-based criminal records check for volunteers allowed direct, unsupervised contact with students, in the following positions:

1. Head coach;
2. Assistant coach;
3. Overnight chaperone;
4. Volunteers transporting students, other than their own, in a private vehicle off district property for a district-sponsored activity;
5. List of other positions subject to this fingerprinting, if any.

The service of a volunteer into a position identified by the district as requiring a fingerprint-based criminal records check will not begin before the return and disposition of a state and national criminal records check based on fingerprints.

Volunteers allowed by the district into a position designated by the district to have direct, unsupervised contact with students shall submit to an in-state criminal records check.

The service of a volunteer allowed to have direct, unsupervised contact with students will not begin before the return and disposition of a criminal records check.

A volunteer that is not likely to have direct, unsupervised contact with students, as determined by the district, may not be required to submit to an in-state criminal records check.

A volunteer who knowingly made a false statement on a district volunteer application form or has a conviction of a crime listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number will result in immediate termination from the ability to volunteer in the district.

Fees associated with a required fingerprinting for volunteers shall be paid by the district. Fees associated with required non-fingerprinting criminal records checks for volunteers shall be paid by the district.

A volunteer who refuses to submit, when required, to a criminal records check or a fingerprint-based criminal records check in accordance with law and Board policy will be denied such ability to volunteer in the district.

Requirements for Others

Any community college faculty member providing instruction at the site of an early childhood education program, at a school site as part of an early childhood program or at a grade K through 12 school site during the regular school day is required to submit to a criminal records check and a fingerprint-based criminal records check.

Any individual who is an employee of a public charter school and not identified under ORS 342.223 is required to submit to a criminal records check and a fingerprint-based criminal records check.

Notification

The district will provide written notice about the requirements of fingerprinting and criminal records checks through means such as staff handbooks, employment applications, contracts or volunteer forms.

The district will provide the following notification to individuals subject to criminal records checks and fingerprinting:

1. Such criminal records checks and fingerprinting are required by law or Board policy;
2. All employment or contract offers or the ability to volunteer are contingent upon the results of such checks;
3. A refusal to consent to a required criminal records check and fingerprinting shall result in immediate termination from employment, or contract status or the ability to volunteer in the district;
4. A determination by the Oregon Department of Education (ODE) which affects an individual's eligibility to be employed, or contracted with, by the district may be appealed to the Superintendent of Public Instruction under ORS 183.413 – 183.470;
5. An individual determined to have knowingly made a false statement as to the conviction of any crime on district employment applications, contracts, or ODE forms (written or electronic) will result in immediate termination from employment or contract status;
6. An individual determined to have been convicted of any crime that would prohibit employment or contract will be immediately terminated from employment or contract status;
7. A volunteer candidate who knowingly made a false statement or has a conviction of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number will result in immediate termination from the ability to volunteer in the district. The district will remove the volunteer from the position allowing direct, unsupervised contact with students.

Processing and Reporting Procedures

Immediately following an offer and acceptance of employment or contract, an individual subject to criminal records checks and fingerprinting shall complete the appropriate forms authorizing such checks and report to an authorized fingerprinter as directed by the district. The district shall send such authorization, any collection of fingerprint information, and the request to ODE pursuant to law.

Fingerprints may be collected by one of the following:

1. Employing district staff;
2. Contracted agent of employing district;
3. Local or state law enforcement agency; or

4. Statewide vendor identified by the Oregon Department of Administrative Services.

To ensure the integrity of the fingerprinting collection and prevent any compromise of the process, the district will provide the name of the individual to be fingerprinted to the authorized fingerprinter.

The authorized fingerprinter will obtain the necessary identification and fingerprinting and notify ODE of the results. ODE will then review and notify the district of said results as well as the identity of any individual it believes has knowingly made a false statement as to conviction of a crime or has a conviction of a crime prohibiting employment, or contract or volunteering.

A copy of the fingerprinting results will be kept by the district. The district’s use of criminal history must be relevant to the specific requirements of the position, services or employment.

END OF POLICY

Legal Reference(s):

ORS 181A.180	ORS 336.631	OAR 581-022-2430
ORS 181A.230	ORS 342.143	OAR 584-050-0012
ORS 326.603	ORS 342.223	OAR 584-050-0100
ORS 326.607	OAR 414-061-0010 – 061-0030	
ORS 332.107	OAR 581-021-0510 – 021-0512	

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. seq. (2018).

DELETE-DELETE-DELETE-DELETE-DELETE-DELETE-DELETE

North Santiam School District

Code: GCDA/GDDA
 Adopted: 2/26/98
 Revised/Readopted: 12/17/15; 10/19/17; 4/20/23
 Orig. Code: GCDA/GDDA

Criminal Records Checks/Fingerprinting

(Current Version - See version above in black for recommended edits)

In a continuing effort to ensure the safety and welfare of students and staff, the district shall require all newly hired, full-time and part-time employees⁸ not requiring licensure under Oregon Revised Statute (ORS) 342.223 to submit to a criminal records checks and fingerprinting as required by law. Other individuals, as determined by the district, that will have direct, unsupervised contact with students shall

⁸ Any individual hired within the last three months. A subject individual does not include an employee hired within the last three months if the district has evidence on file that meets the definition in Oregon Administrative Rule (OAR) 581-021-0510(11)(b).

submit to criminal records checks and/or fingerprinting, as established by Board policy and as required by law.

“Direct, unsupervised contact with students” means contact with a student that provides the person opportunity and probability for personal communication or touch when not under direct supervision.

Pursuant to state law, a criminal records check or fingerprint-based criminal records checks shall be required of the following individuals⁹:

1. All individuals employed as contractors, whether employed part-time or full-time, and considered by the district to have direct, unsupervised contact with students;
2. Any community college faculty member providing instruction at the site of an early childhood education program, at a school site as part of an early childhood education program or at a grade K through 12 school site during the regular school day;
3. Any individual who is an employee of a public charter school and not requiring licensure under ORS 342.223; and
4. Any individual considered for volunteer service with the district who is allowed to have direct, unsupervised contact with students.¹⁰

The district will provide written notice about the requirements of fingerprinting and criminal records checks through means such as staff handbooks, employment applications, contracts or volunteer forms. The district shall require a fingerprint-based criminal records check for volunteers allowed direct, unsupervised contact with students, in the following positions:

1. Coach;
2. Overnight chaperone.

The procedure for processing fingerprint collection is further outlined in GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting.

A subject individual shall be subject to the collection of fingerprint information, only after the offer of employment or contract from the district and may be charged a fee by the district. A subject individual may request the fee be withheld from the amount otherwise due the individual.

The district shall not begin the employment of a subject individual or terms of a district contractor before the return and disposition of the required criminal records checks.

When the district is notified of a subject individual who has been convicted of any crimes prohibiting employment or contract the individual will not be employed or contracted, or if employed will be

⁹ Subject individuals and requirements are further outlined in GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting.

¹⁰ If the district allows volunteer service and the volunteers have direct, unsupervised contact with students, this policy language is required, and districts are required to conduct criminal records checks on these volunteers.

terminated. When the district is notified of a subject individual who knowingly made a false statement as to the conviction of any crime, the individual will not be employed or contracted with by the district, or if employed by the district will be terminated. A subject individual who fails to disclose the presence of convictions that would not otherwise prohibit employment or contract with the district as provided by law will not be employed or contracted with by the district.

The district's use of criminal history must be relevant to the specific requirements of the position, services or employment. The service of a volunteer allowed to have direct, unsupervised contact with students will not begin before the return and disposition of a criminal records check.

The service of a volunteer into a position identified by the district as requiring a fingerprint-based criminal records check will not begin before the return and disposition of a state and national criminal records check based on fingerprints.

A volunteer who knowingly made a false statement or has a conviction of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number will result in immediate termination from the ability to volunteer in the district.

The superintendent shall develop administrative regulations as necessary to meet the requirements of the law.

Appeals

A subject individual may appeal a determination from ODE that prevents employment or eligibility to contract with the district to the Superintendent of Public Instruction as a contested case under ORS 183.413 – 183.470.

A volunteer may appeal a determination from a fingerprint-based criminal records checks by ODE that prevents the ability to volunteer with the district to the Superintendent of Public Instruction as a contested case under ORS 183.413 – 183.470.

END OF POLICY

Legal Reference(s):

ORS 181A.180	ORS 336.631	OAR 581-022-2430
ORS 181A.230	ORS 342.143	OAR 584-050-0012
ORS 326.603	ORS 342.223	OAR 584-050-0100
ORS 326.607	OAR 414-061-0010 – 061-0030	
ORS 332.107	OAR 581-021-0510 – 021-0512	

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. seq. (2018).

Cross Reference(s):

ICC - School Volunteers

These edits bring the policy into compliance with current laws regarding compulsory attendance, such as removing the Class C violation and related fees, court costs, and fines associated with juvenile delinquency matters.

North Santiam School District

Code: JEA
Adopted: 5/17/01
Revised/Readopted: 1/17/13; 2/21/13; 8/15/13;
10/19/17; 3/01/18
Orig. Code: JEA

Compulsory Attendance**

Except when exempt by Oregon law, all ~~children~~ **students** between ages 6 and 18, who have not completed the 12th grade, are required to regularly attend a public, full-time school during the entire school term.

All ~~children~~ **students** five years of age who have been enrolled in a public school are required to attend regularly while enrolled in the public school.

Persons having legal control of a ~~child~~ **student** between ages 6 and 18, who has not completed the 12th grade, are required to have the ~~child~~ **student** attend school and maintain the child in regular attendance during the entire school term. Persons having legal control of a student who is five years of age and has enrolled the child in a public school are required to have the student attend and maintain the child in regular attendance during the school term.

Attendance supervisors shall monitor and report any violation of the compulsory attendance law to the superintendent or designee. ~~Failure to send a student to school and to maintain a student in regular attendance is a Class C violation.~~

~~The district will develop procedures for issuing a citation.~~

A parent who is not supervising their ~~child~~ **student** by requiring school attendance may also be in violation of Oregon Revised Statute (ORS) 163.577 (1)(c); ~~failing~~ **Failing** to supervise a child is a Class A violation.

~~In addition, under Board policy JHFDA—Suspension of Driving Privileges, the district may report students with 10 consecutive days of unexcused absences or 15 cumulative days unexcused absence in a single semester to the Oregon Department of Transportation.~~

Exemptions ~~From~~ Compulsory School Attendance

In the following cases, ~~children~~ **students** shall not be required to attend public, full-time schools:

Children

1. **Students** being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools.

2. Children ~~Students~~ proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools.
3. Children ~~Students~~ who have received a high school diploma or a modified diploma.
4. Children ~~Students~~ being taught, by a private teacher, the courses of study usually taught in kindergarten through grade 12 in the public school for a period equivalent to that required of students attending public schools.
5. Children ~~Students~~ being educated in the home by a parent, ~~or~~ guardian or private teacher:
 - a. When a student is taught or is withdrawn from a public school to be taught by a parent or private teacher, the parent or teacher must notify the Willamette Education Service District (ESD) in writing within 10 days of such occurrence. In addition, when a home-schooled student moves to a new ESD, the parent shall notify the new ESD in writing, ~~within~~with 10 days, of the intent to continue home-schooling. The ESD ~~superintendent~~ shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, school districts of home-schooled students who reside in their district;
 - b. Each child ~~student~~ being taught by a parent or private teacher shall be examined no later than August 15~~th~~, following grades 3, 5, 8 and 10:
 - (1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew;
 - (2) If the child ~~student~~ never attended public or private school, the first examination shall be administered prior to the end of grade 3; ~~and~~
 - (3) Procedures for home-schooling ~~home-schooled~~ students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029; ~~;~~
 - c. Examinations testing each child ~~student~~ shall be from the list of approved examinations from the State Board of Education;
 - d. The examination must be administered by a neutral, individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
 - e. The person administering the examination shall score the examination and report the results to the parent. Upon request of the ESD superintendent, the parent shall submit the results of the examination to the ESD;
 - f. All costs for the test instrument, administration and scoring are the responsibility of the parent; ~~and~~
 - g. In the event the ESD superintendent finds that the child ~~student~~ is not showing satisfactory educational progress, the ESD superintendent shall ~~provide the parent with a written statement of the reasons for the finding, based on the test results and shall~~ follow the guidelines in Oregon Revised Statutes (~~ORS~~) and Oregon Administrative Rules. ~~OARs~~.
6. Children whose sixth birthday occurred on or before September 1 immediately ~~preceding~~proceeding the beginning of the current school year, if the parent or guardian notified the child's resident district in writing that the parent or guardian is delaying the enrollment of their child for one school year to better meet the child's needs for cognitive, social or physical development, as determined by the parent or guardian.

7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.
8. Children ~~Students~~ excluded from attendance as provided by law.
9. Children who are eligible military children¹ are exempt up to 10 days after the date of military transfer or pending transfer indicated in the official military order.
10. An exemption may be granted to the parent or guardian of any child ~~student~~ 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college or an alternative education program as defined in ORS 336.615.
11. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 ~~to~~ 419B.558.

END OF POLICY

Legal Reference(s):

ORS 153.018	ORS 339.990	OAR 581-021-0026
ORS 163.577	ORS 807.065	OAR 581-021-0029
ORS 339.010 - 339.095	ORS 807.066	OAR 581-021-0076
ORS 339.139		OAR 581-021-0077

Cross Reference(s):

IGBHC - Alternative Education Notification

¹ “Military child” means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

English Learners in Oregon

Annual Report 2022-23

June 2024



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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 2022-23 school year¹. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2022-23 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 2022-23 school year.

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

As of May 1, 2023, 545,609 students enrolled in Oregon public schools and districts. Among those students, 10.9 percent were current English learners (59,263 students), 7.5 percent were former English learners (40,912 students), and 81.6 percent were never English learners (445,434 students). Both current and former English learners (i.e., ever English learners constituting 18.4 percent of students) were an incredibly diverse student population in 2022-23.

The distribution of current English learners varied across grade levels and districts in Oregon during the 2022-23 school year. Woodburn School district served the highest percentage of current English learners, with 41.9 percent of students learning English in an ELD program as of May 1, 2023. On the other hand, 67.9 percent of Oregon districts either had no current English learners or very few (i.e., less than 5 percent of all students).

Other key features of the English learner student population in the 2022-23 school year include the following:

- The majority of current English learners were in elementary grades (59.2 percent), while the majority of former English learners were in high school grades (55.6 percent).

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

- The number of recently arrived current English learners (i.e., new immigrant students) increased from 4,145 in 2021-22 to 4,851 students in 2022-23.
- Spanish was the predominant home language of current English learners (76 percent), but overall, there were 222 documented unique home languages (an increase of 23 languages from 2021-22) spoken by current English learners. Other prevalent languages include Russian, Chinese, Vietnamese, Arabic, Chuukese, and Ukrainian; 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 32.7 percent of Latino/a/x students were current English learners. A similar percentage of Native Hawaiian/Pacific Islander students (32.6 percent) 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 both current and former English learners were eligible for free or reduced price meals as compared to students who were never English Learners (88.4 and 79.8 percent vs. 59 percent).
- A higher percentage of current English learners received special education services and supports as compared to never English learners (19.7 vs. 16.1 percent); however, ever English learners and never English learners had comparable percentages of students receiving special education services and supports (14.3 vs. 16.1 percent).
- Almost 10.5 percent of current English learners received services in migrant education programs (i.e., 6,232 students). Additionally, 57.5 percent of the students in migrant education programs were current English Learners.
- While across Oregon 7.0 percent of never English learners participated in TAG programs, this figure was 5.7 percent for former English learners and just 0.5 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 (58.8 percent) 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 (6.6 percent) versus former (54.6 percent) and never English learners (47.8 percent) met or exceeded state standards in English Language Arts in 2022-23. A similar trend is observed at middle and high schools.

Similarly, a substantially smaller percentage of current English learners in elementary schools (7.1 percent) versus former (44.3 percent) and never English learners (40.0 percent) met or exceeded state standards in mathematics in 2022-23. A similar trend is observed at middle and high schools.

Attendance rates are lower among current ELs, particularly in high school.

Former and never English learners have the highest levels of regular attendance (75.2 and 64.9 percent) in elementary school grades. Current English learners have rates of regular attendance substantially lower in elementary (58.3 percent), middle (56.2 percent), and high school (44.0 percent) 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 (87.6 vs. 81.5 percent) in 2022-23; however, substantially fewer current English learners graduated in four years (68.1 percent). Moreover, current English learners that graduated in four years were over 2.8 times more likely to receive a modified rather than a regular diploma compared to that for never English learners. This ratio was only slightly smaller (2.5 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.

Post-secondary 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 post-secondary education institutions. Over 39 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 total current English learner expenditures to revenues districts receive for these students. In 2022-23, this ratio is 0.87, which is only slightly higher than 0.86 for 2021-22.

Introduction

In 2022-23, 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 2022-23 school year made up 18.4 percent of all students in Oregon public schools and districts (as of the first school day in May 2023). 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 2022-23 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

2022-23 school year². Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2022-23 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 2022-23 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, like last year, 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.

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

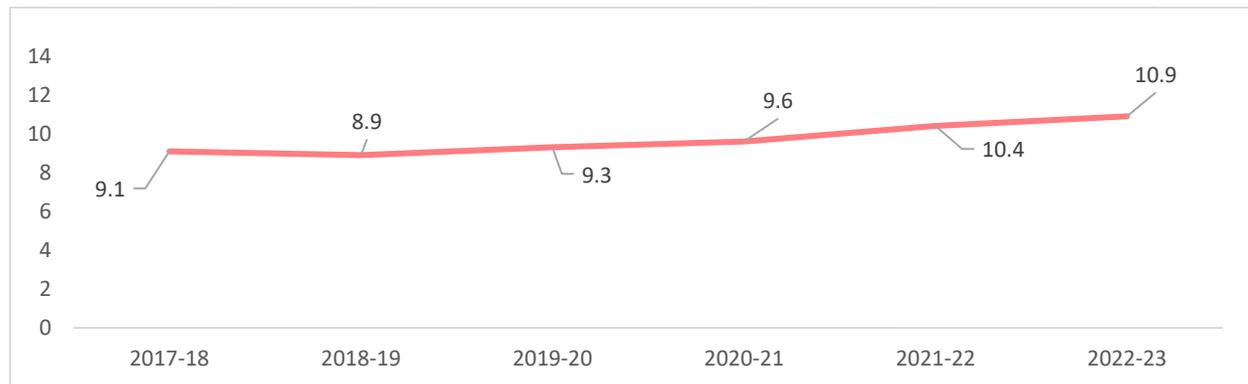
Section 1: Demographics of English Learners in Oregon in 2022-23

Almost one in five Oregon students has been designated as an English learner. As of the first school day in May 2023, 545,609 students enrolled in Oregon public schools and districts. Among those students, 10.9 percent were current English learners (59,263 students), 7.5 percent were former English learners (40,912 students), and 81.6 percent were never English learners (445,434 students). Both current and former English learners were an incredibly diverse student population in 2022-23 (representing 18.4 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 year³. They receive English language instruction, supports, and services because they are to help them become proficient in English. The reason for the lack of English proficiency is because English is not their native language, or they come from an environment where a language other than English has had a significant impact on their English proficiency. Identification of English learners is done using a Language Use Survey (LUS) as well as an English Language Proficiency Assessment (ELPA) screener. As noted earlier, in 2022-23, 59,263 of Oregon’s 545,609 K-12 students, or 10.9 percent, were current English learners⁴ (see figure 1).

Figure 1. Percentage of all Oregon students who were current English Learners (2017-18 to 2022-23)



A smaller number of students in 2022-23 (40,912 or 7.5 percent) were former English learners. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2022-23 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). Given its importance, during its

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

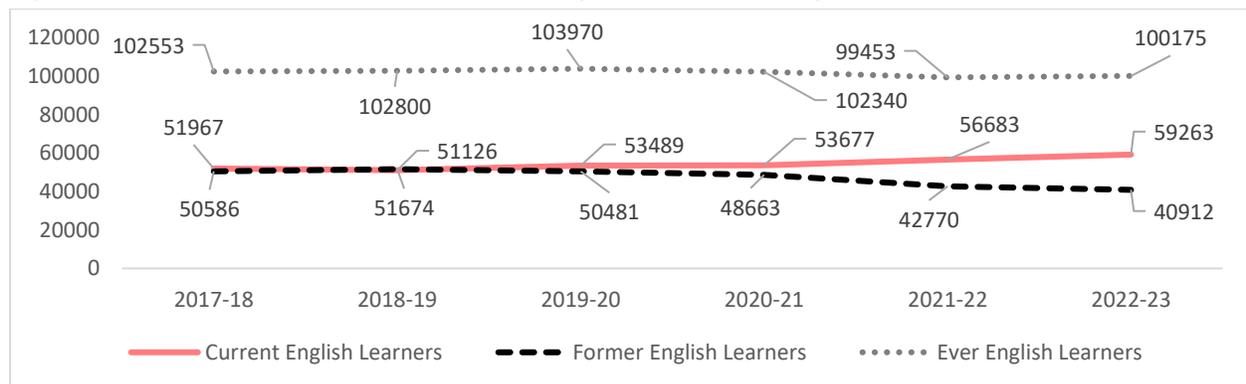
⁴ The data for this portion of the report relies on student enrollments as of the first school day in May 2023.

monitoring process, ODE reviews 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, Linqunti, Hakuta, & August, 2013).

Oregon has had a largely stable population of about 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 102,553 in 2017-18 and, after increasing and declining for a couple years, reaching 100,175 students in 2022-23.

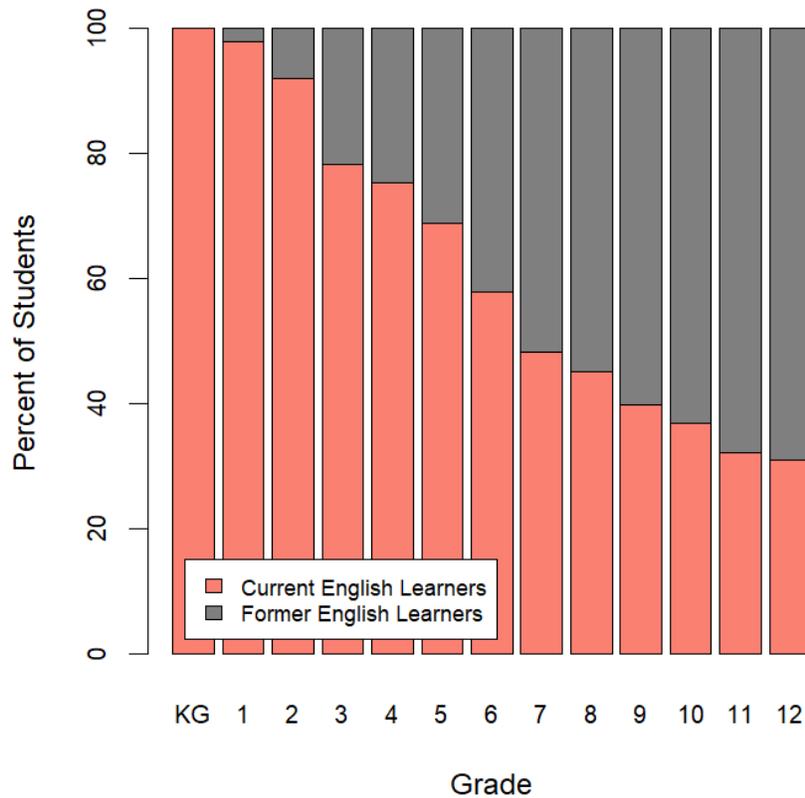
Figure 2. Number of current, former, and ever English Learners in Oregon (2017-18 to 2022-23)



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

Although there were current English learners at every grade level, approximately two-thirds (59.2%) were in kindergarten through fifth grade. Far fewer current English learners were in middle school (grades 6-8; 20.1 percent) or in high school (grades 9-12; 20.6 percent). Figure 3 shows the percent of current and former English learners by grade in 2022-23. 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 current English learners ranges from 68.8 percent to 100 percent, while in the secondary grades it ranges from 45.0 percent to 57.7 percent, and in high school it ranges from 30.9 percent to 39.7 percent.

Figure 3. Comparison of the percentage of current and former English learners by grade in 2022-23



English Learner enrollment varied across Oregon districts.

Oregon has 197 school districts. In 2022-23, 153 districts provided English language instruction, supports, and services to current English learners. Over 80 districts participated in Title III funds in a consortium as these districts had fewer than 77 identified English learners and therefore did 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 (n = 44) did not have any enrolled English learners.

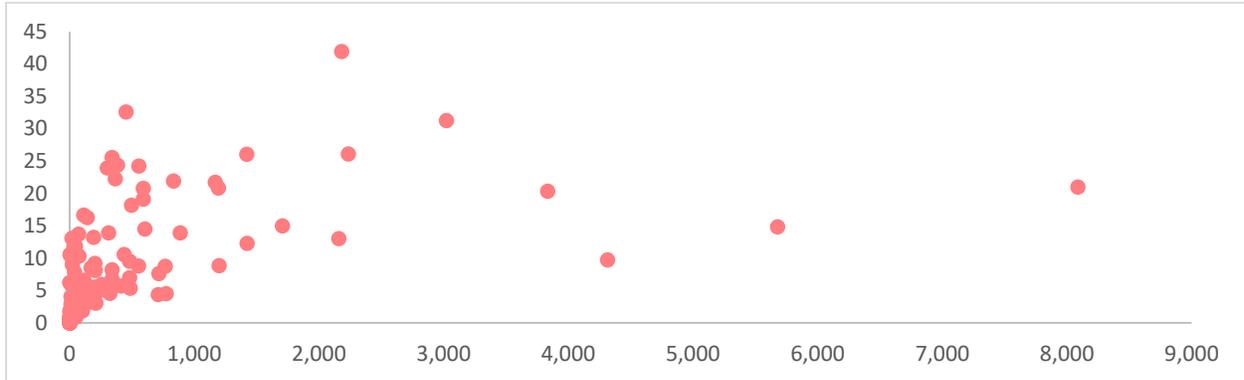
Figure 4 shows the distribution of current English learners across Oregon districts in 2022-23. There were eight districts with more than 2,000 current English learners. Thus, in 2022-23, districts differed in terms of both the number of current English learners and/or the percentage of their student population who received English language instruction, supports, and services.

Statewide, about a quarter of Oregon districts (n = 51) 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 Federal Title III subgrant. 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.

English Learners in Oregon

A sizable proportion of Oregon districts did not have any current English learner enrollments in 2022-23. The 44 districts not currently serving English learners tended to be small in overall population (median 122 students).

Figure 4. Comparison of the number and percentage of current English learners by district in 2022-23



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 2022-23.

District Name	Number of Current English Learners
Salem-Keizer SD 24J	8,088
Beaverton SD 48J	5,680
Portland SD 1J	4,314
Hillsboro SD 1J	3,836
Reynolds SD 7	3,023
David Douglas SD 40	2,236
Woodburn SD 103	2,182
North Clackamas SD 12	2,160
Gresham-Barlow SD 10J	1,707
Tigard-Tualatin SD 23J	1,423

In addition, table 2 shows the ten districts with the highest percentage of current English learners. Note that some districts (ex. Woodburn SD 103) appear on both lists. This means that not only do these districts rank high on the number of current English Learners in the state, but their current English learners also make up a notable portion of their own overall student population.

Table 2. Districts with the highest percentage of current English learners in 2022-23.

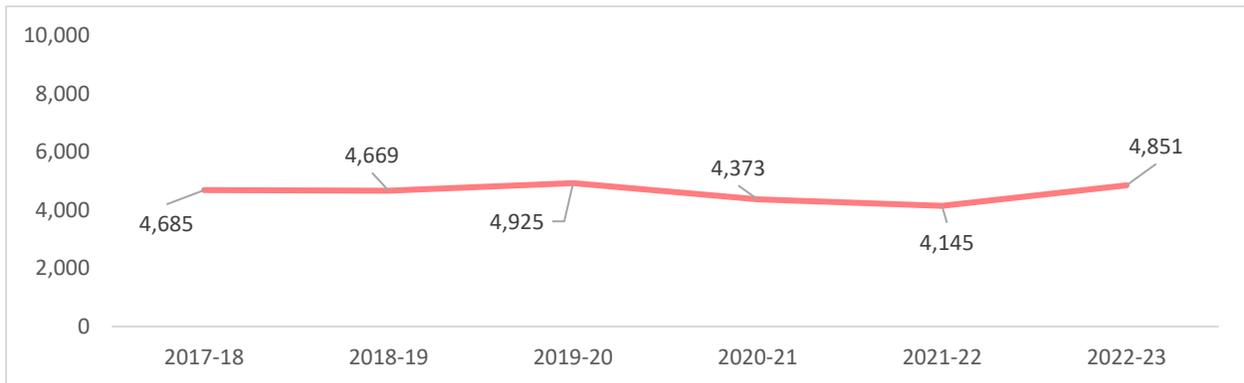
District Name	Percentage of Current English Learners
Woodburn SD 103	41.9%
Umatilla SD 6R	32.6%
Reynolds SD 7	31.3%
Centennial SD 28J	26.1%
David Douglas SD 40	26.1%
Nyssa SD 26	25.6%
Milton-Freewater Unified SD 7	24.4%
Morrow SD 1	24.2%
Gervais SD 1	23.9%
North Marion SD 15	22.3%

The number of recent arrivers increased in 2022-23.

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 2022-23, 4,851 current English learners were recent arrivers. This number represents one of the largest counts of recent arrivers over the last six years (see figure 5).

Figure 5. Number of current English learners who were recent arrivers in Oregon (2017-18 to 2022-23).



Most recent arrivers (58.9 percent) were in the elementary grades, while 17.1 percent were in grades 6-8 and 24.0 percent were in high school. Current English learners who are recent arrivers in middle and high school contend with significant challenges, since they must learn the language while also using English-language textbooks and lectures to learn the content of their courses in a variety of subject areas (Short & Fitzsimmons, 2007). Recent arrivers in the secondary grades are known as adolescent newcomers, and districts sometimes design specialized programs to serve their unique language and cultural needs.

Statewide, the total number of current English learners who were adolescent newcomers in 2022-23 was 1,995. 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 2022-23 are shown in Table 3.

Table 3. Districts with the largest population of adolescent newcomers in 2022-23.

District	Number of Adolescent Newcomers (Recently Arrived Current English Learners in Middle or High School)
Beaverton SD 48J	338
Salem-Keizer SD 24J	240
David Douglas SD 40	194
Reynolds SD 7	124
Gresham-Barlow SD 10J	91

In 2022-23, districts reported 790 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:

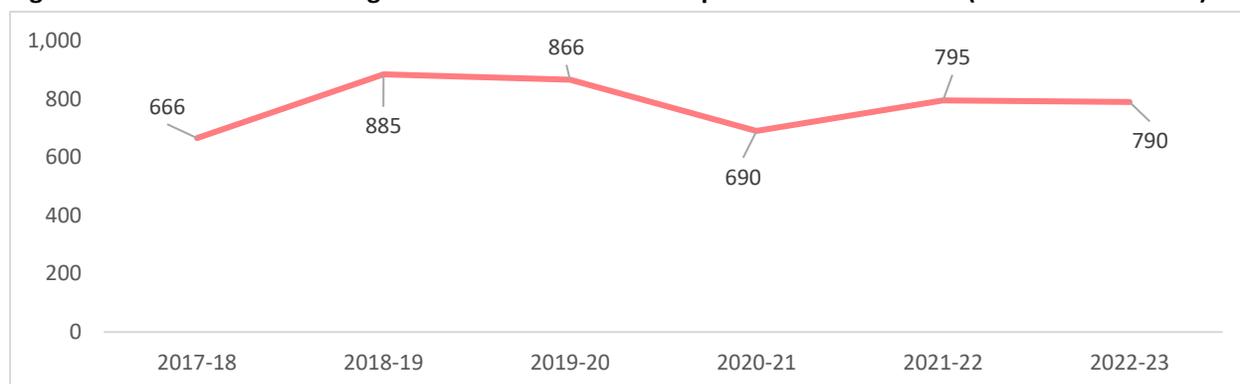
- a. Have at least two fewer years of schooling than their peers of the same age,
- b. Function at least two years below grade level expectations in reading and mathematics, and
- c. Are preliterate in their native language.⁵

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

The ODE began collecting data on the number of students with limited or interrupted formal education in 2015-16. For the 2022-23 school year, districts reported 790 current English learners with limited or interrupted formal education (about 1.3 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 and 2022-23.

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

Figure 6. Number of current English learners with an interrupted formal education (2017-18 to 2022-23).



Most students with limited or interrupted formal education were in high school (62.2 percent). Another 22.7 percent were in the middle school grades (grades 6-8), and only 15.2 percent were in the elementary grades.

In 2022-23, 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. Nine 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 2022-23. These nine districts alone enrolled 83.3 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 number 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 2022-23

District	Number of Current English Learners with Limited or Interrupted Formal Education
Hillsboro SD 1J	291
Portland SD 1J	91
Beaverton SD 48J	82
Hermiston SD 8	47
Reynolds SD 7	41
Woodburn SD 103	31
South Lane SD 45J3	28
Morrow SD 1	26
Klamath County SD	21

Current English learners across the state spoke 222 unique home languages.

Statewide, current English learners spoke about 222 different languages at home. By far the most prevalent home language among Oregon current English learners was Spanish, spoken at home by 76.0 percent of all current English learners. The four next most common languages were Russian, Chinese, Vietnamese, and Arabic. Taken together, these top five languages represent 84.0 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.

English Learners in Oregon

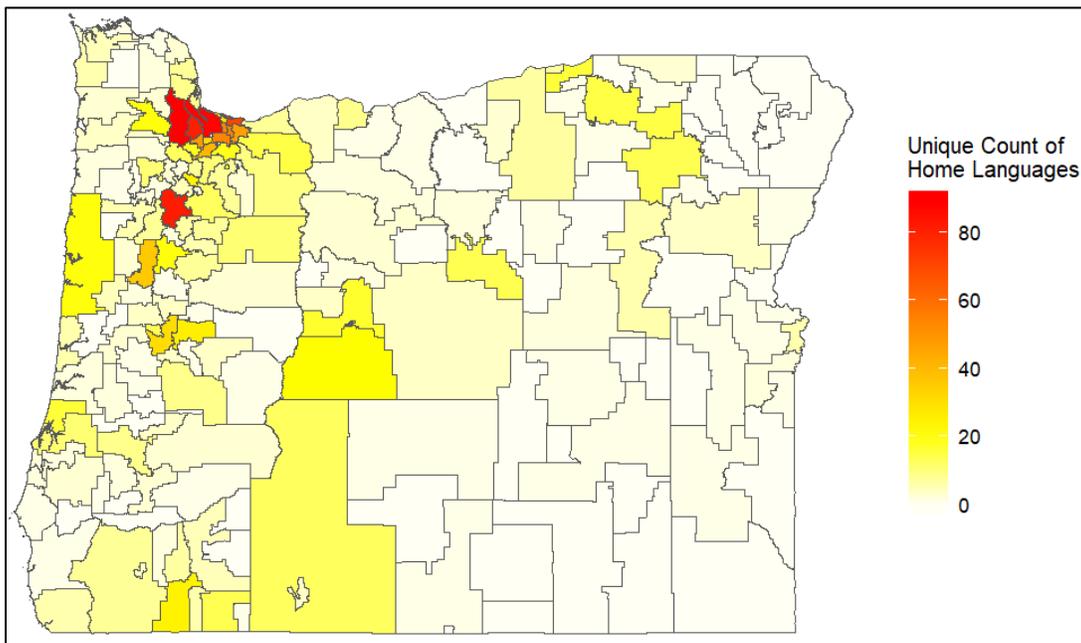
In 2020, ODE expanded the language of origin reporting options to include an additional 384 languages; many of which were Mesoamerican languages such as Mam, Q’anjobal, and K’iche. This was intended to reduce the prevalence of districts reporting an unknown home language. However, in 2022-23, districts reported an unidentified home language (listed as ‘*other languages*’ in Table 5) for 772 English learners, suggesting a need for continued training and support in this area.

Table 5. Most prevalent home languages among current English learners in 2022-23.

Language	Number of Current English Learners with this Language	Percentage of Current English Learners with this Language
Spanish	45,035	76.0%
Russian	1,548	2.6%
Chinese	1,178	2.0%
Vietnamese	1,172	2.0%
Arabic	820	1.4%
Chuukese	782	1.3%
Other languages	772	1.3%
Ukrainian	735	1.2%
Somali	571	1.0%

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.

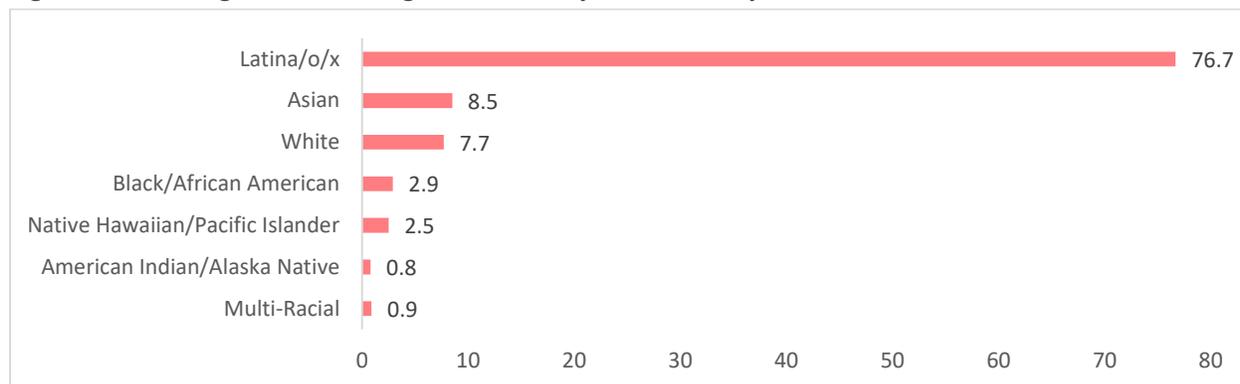
Figure 7. Geographic distribution current English learner home languages across Oregon districts during 2022-23



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

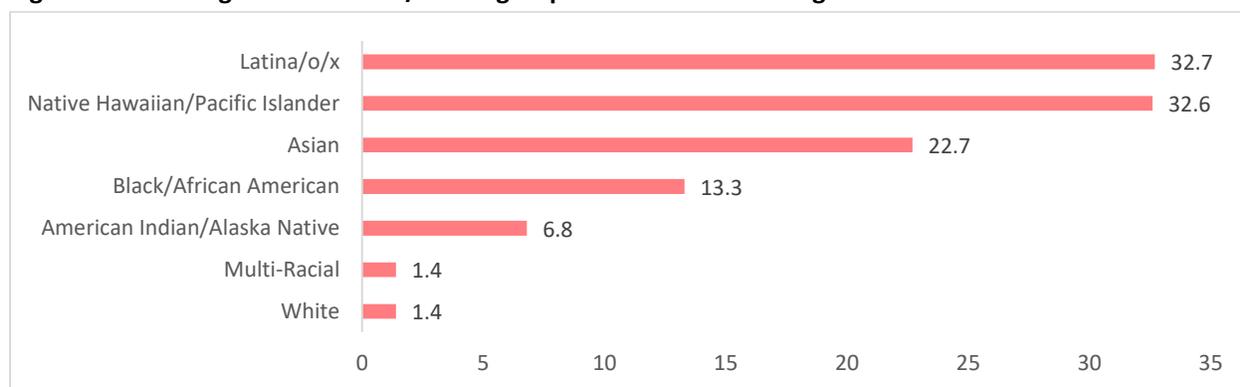
Of the 59,263 current English learners in Oregon during the 2022-23 school year, 45,463 (76.7 percent) were Latina/o/x. About 7.7 percent were White and 8.5 were Asian, while smaller percentages were Black/African American, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and Multi-Racial (see figure 8).

Figure 8. Percentage of current English learners by race/ethnicity in 2022-23.



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 32.7 percent of Latina/o/x students were current English learners in 2022-23. Moreover, 32.6 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 2022-23.



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 2022-23 school year.

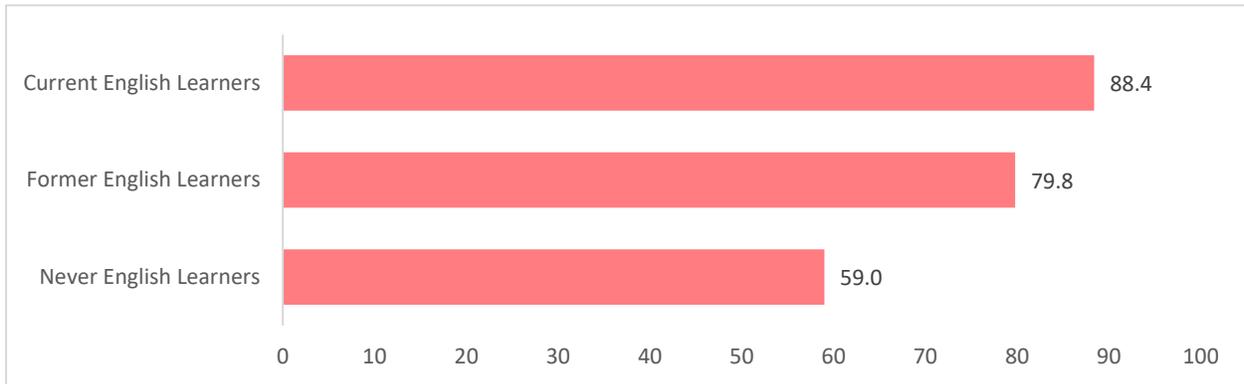
Free or Reduced Price Meals

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.

According to figure 10, current and former English learners are much more likely than never English learners to be eligible for free or reduced price meals. This suggests that households for current and former English learners are more likely to experience poverty and economic disadvantage. Overall, 88.4 percent of current English learners come from economically disadvantaged households⁶.

Figure 10. Percentage of current, former, and never English learners receiving free or reduced price meals in 2022-23.



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

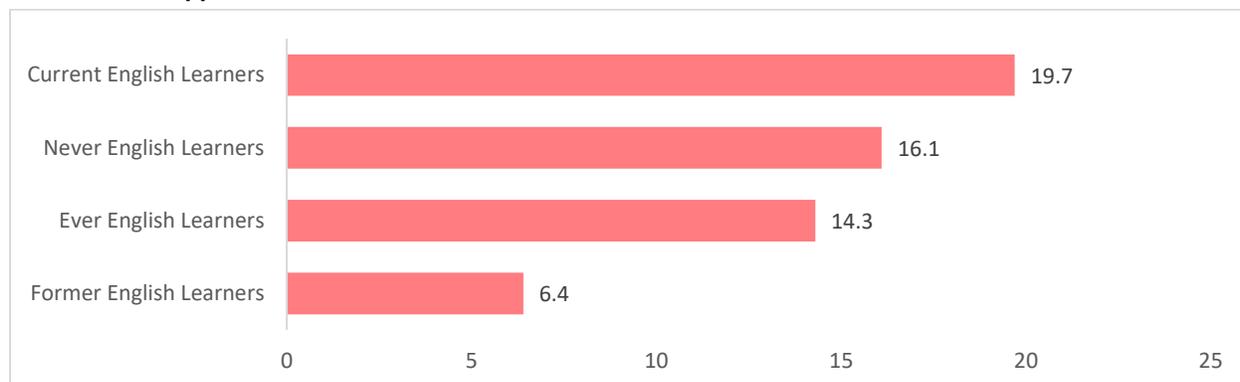
Ever English learners and never English learners received special education services and supports at about the same rate.

As figure 11 illustrates, a far higher rate of current English learners (19.7 percent) received special education services and supports as compared to former (6.4 percent) and never English learners (16.1 percent).

⁶ Although the COVID-19 related waivers issued by the USDA to allow meals to be served at no cost to all students ended in 2021-22 school year, about 54% of Oregon schools provided free meals to all their students in 2022-23 school year.

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.

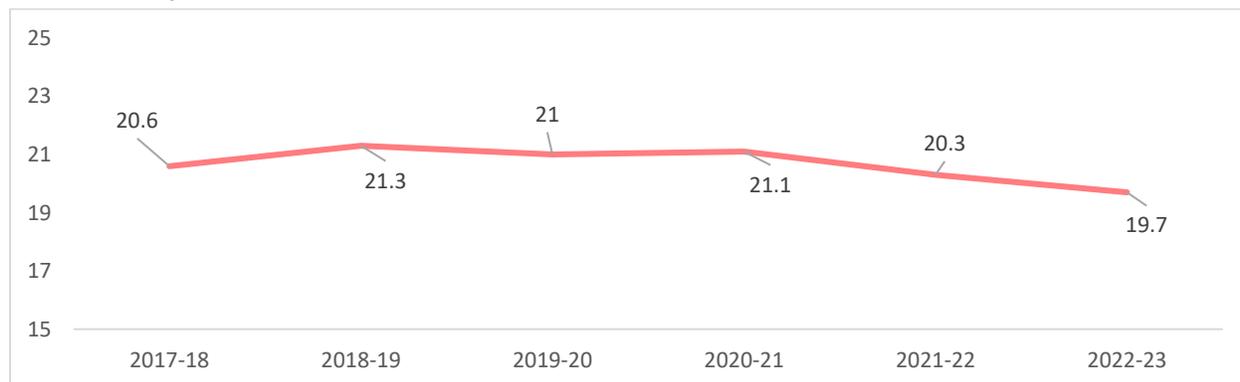
Figure 11. Percentage of current, former, never, and ever English learners receiving special education services and supports in 2022-23.



The percentage of current English learners receiving special education slightly decreased in 2022-23.

In 2022-23, 11,694 current English learners (19.7 percent) were receiving special education supports and services. The number of current English learners receiving special education services and supports in 2022-23 represents a slight decrease from the year before, when 20.3 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 (2017-18 to 2022-23).



Most current English learners with a disability in 2022-23 had a specific learning disability (3,611 students) or a speech or communication disorder (2,816 students) as their primary disability.⁷ Other primary disabilities, with 100 or more current English learners in 2022-23, included autism spectrum disorder, other health

⁷ 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.

impairments, developmental delay, intellectual disability, emotional behavior disability, deaf or hard of hearing, hearing impairment (see Table 6).

Table 6. Primary disabilities involving 100 or more current English learners in 2022-23.

Disability Type	Number of Current English Learners	Percent of Current English Learners
Specific Learning Disability	3,611	6.1%
Communication Disorder	2,816	4.8%
Autism Spectrum Disorder	1,096	1.8%
Other Health Impairments	1,084	1.8%
Developmental Delay	801	1.4%
Intellectual Disability	683	1.2%
Emotional Disturbance	237	0.4%
Hearing Impairment	186	0.3%

Migrant Education

Some English learners also participate in migrant education programs. Students ages 3-21 can qualify for Title I-C migrant education programs services 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.

10.5 percent of current English learners received services from Migrant Education Programs in 2022-23.

Oregon has one of the largest migratory student populations nationally. Across the state in the 2022-23, 6,232 current English learners participated in migrant education programs. That number translates to 10.5 percent of all current English learners. It also means that more than half (57.5 percent) of the 10,844 students in migrant education programs were current English Learners in 2022-23. Moreover, 31.4 percent of students in migrant education programs in 2022-23 were former English learners. This also implies that 88.8 percent of the 10,844 students who received services from migrant education programs were ever English learners.⁸

Approximately 101 districts in 2022-23 school year enrolled students who qualified for migrant education programs. Ten districts with the largest population of English learners participating in their migrant education program in 2022-23 (see table 7).

⁸ The data for this portion of the report relies on student enrollments as of the first school day in May 2023.

Table 7. Districts with the largest number of English learners participating in migrant education programs in 2022-23.

District	Number of Current ELs in Migrant Education	District	Number of Current ELs in Migrant Education
Salem-Keizer SD 24J	928	Hood River County SD	261
Hillsboro SD 1J	358	North Wasco County SD 21	253
Medford SD 549C	348	Hermiston SD 8	243
Woodburn SD 103	318	Beaverton SD 48J	205
Forest Grove SD 15	290	Nyssa SD 26	168

Talented and Gifted

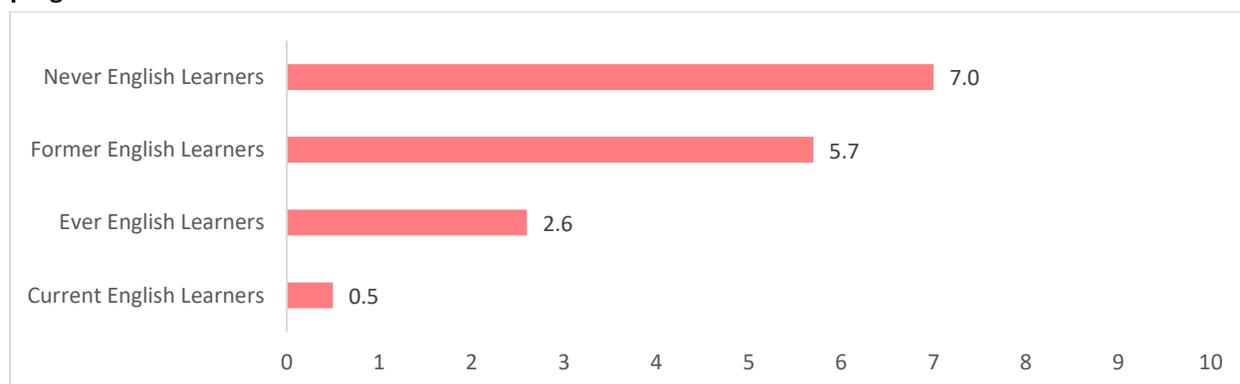
The state requires that all school districts establish policies and procedures to identify students to participate in TAG programs. These students may have high general intelligence and/or demonstrate unusual academic ability in one or more particular areas (Gubbins et al., 2020). State law requires 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).

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. 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 (31,032 students) were identified for TAG programs in 2022-23. While 5.7 percent of former English learners were identified (2,345 students) and 5.3 percent of ever English learners were identified (2,336 students), less than 1 percent (0.5% percent) of current English learners were identified for TAG programs in 2022-23 (283 students). Never English learners were about 14 times more likely to be identified for TAG programs than current English learners in 2022-23.

Figure 13. Percentage of current, former, ever, and never English learners who participated in a TAG program in 2022-23.



Section 3: Language Development and Academic Outcomes for English Learners

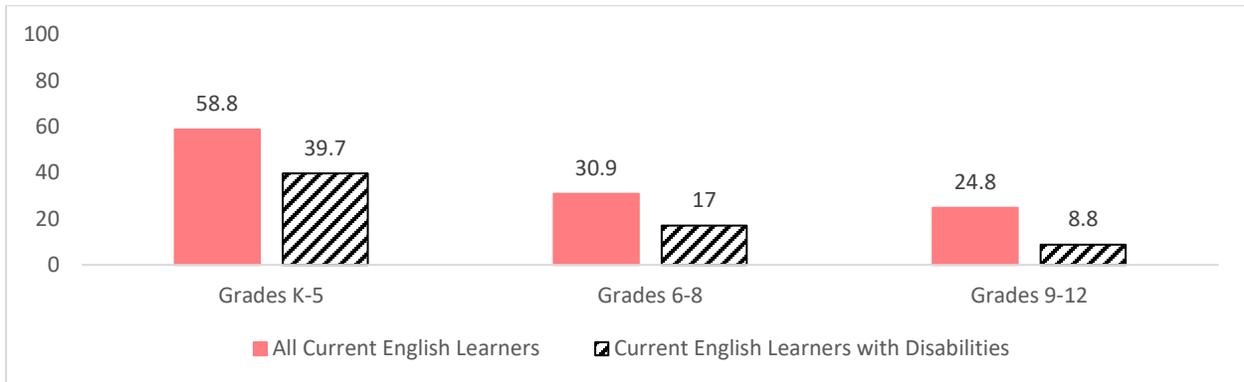
Students who are current English learners have to develop proficiency in English. In addition and at the same time, they must learn all the same academic content as other students in Oregon. This section of the report provides data about English language proficiency and academic outcomes of current English 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 58.8 percent in elementary school grades to 24.8 percent in high school grades. Furthermore, the same pattern is evident for current English learners with disabilities where the percentage decreases from 39.7 percent in elementary school grades to 8.8 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 and the annual enrollment of new ELs. 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 2022-23.



Long-term current English learners made up 21.9 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 2022-23, most current English learners (78.1 percent) were not long-term current English learners; however, this means that 21.9 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 40.5 percent of current English learners with disabilities received English language instruction, supports, and services for more than seven years in 2022-23.

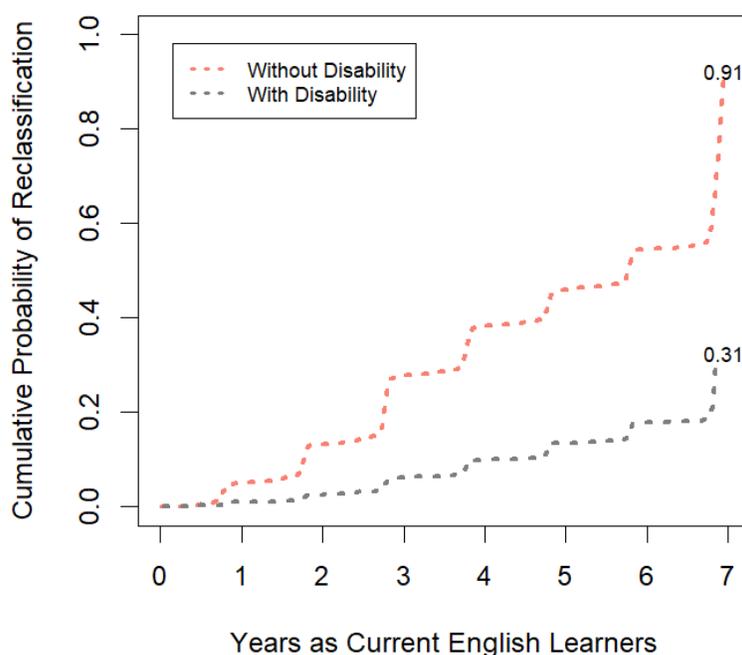
Approximately 31 percent of current English learners receiving special education services and supports developed English language proficiency in seven years.

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

This measure uses data for all current English learners who received English language instruction, supports, and services in an ELD program in 2022-23 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 2023 as a snapshot, this measure includes all current English learners (even those not enrolled on the first school day in May 2023).

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, 2016, the probability of reclassification (i.e., attaining English language proficiency and exiting an ELD program) after seven years is 0.91⁹ (or, after multiplying by 100, 91 percent). That is, 91 percent of the current English learners without disabilities attained English language proficiency and exited an ELD program after seven years. On the other hand, 31 percent of current English learners with disabilities attained English language proficiency and exited an ELD program after seven years. Succinctly put, ELs without a disability are, on average, about three times as much likely to exit the EL program in 7 years than their EL peers with a disability.

Figure 15. Probability of reclassification for current English learners with and without disabilities after seven years (July 1, 2016 to June 30, 2023).



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), 6.6 percent of current ELs met or exceeded state standards in English language arts. In contrast, 54.6 percent of former ELs in elementary hit this benchmark. This was higher than the percentage of never ELs meeting or exceeding standards, 47.8 percent. In fact, in many districts (n = 74),

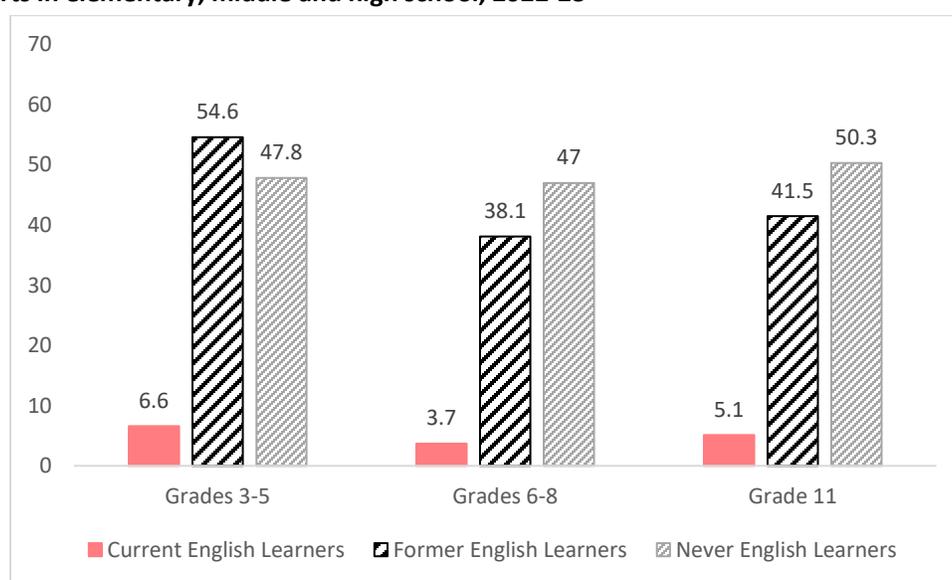
⁹ Because ELPA21 was introduced in 2015 and its EL exit data became available in 2016, this value is inflated.

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), only 3.7 percent of current ELs met or exceeded state standards in English language arts. Additionally, 38.1 percent of former ELs and 47.0 percent of never ELs met or exceeded standards. In 46 districts, a higher percentage of former ELs, compared to never ELs, met benchmark.

Among high school students (grade 11), 5.1 percent of current ELs, 41.5 percent for former ELs, and 50.3 percent of never ELs met or exceeded state standards. At the high school level, there were 36 districts¹⁰ in which a higher percentage of former ELs than never ELs met the benchmark in English language arts.

Figure 16. Percentage of current, former and never ELs meeting or exceeding state standards in English Language Arts in elementary, middle and high school, 2022-23¹¹



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, 44.3 percent of former ELs met or exceeded standards in math. The percentage of never ELs meeting or exceeding standards was somewhat lower, 40 percent.

¹⁰ These districts include: Baker SD 5J, Oregon Trail SD 46, Gladstone SD 115, Scappoose SD 1J, North Bend SD 13, Crook County SD, Douglas County SD 4, Winston-Dillard SD 116, Central Point SD 6, Eagle Point SD 9, Culver SD 4, Three Rivers/Josephine County SD, Klamath County SD, Lake County SD 7, Fern Ridge SD 28J, Siuslaw SD 97J, Central Linn SD 552, Nyssa SD 26, Mt Angel SD 91, Reynolds SD 7, Centennial SD 28J, Corbett SD 39, David Douglas SD 40, Tillamook SD 9, Echo SD 5, Milton-Freewater Unified SD 7, Pendleton SD 16, Stanfield SD 61, La Grande SD 1, North Powder SD 8J, Mitchell SD 55, Yamhill Carlton SD 1, Amity SD 4J, Dayton SD 8, Sheridan SD 48J, North Wasco County SD 21.

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

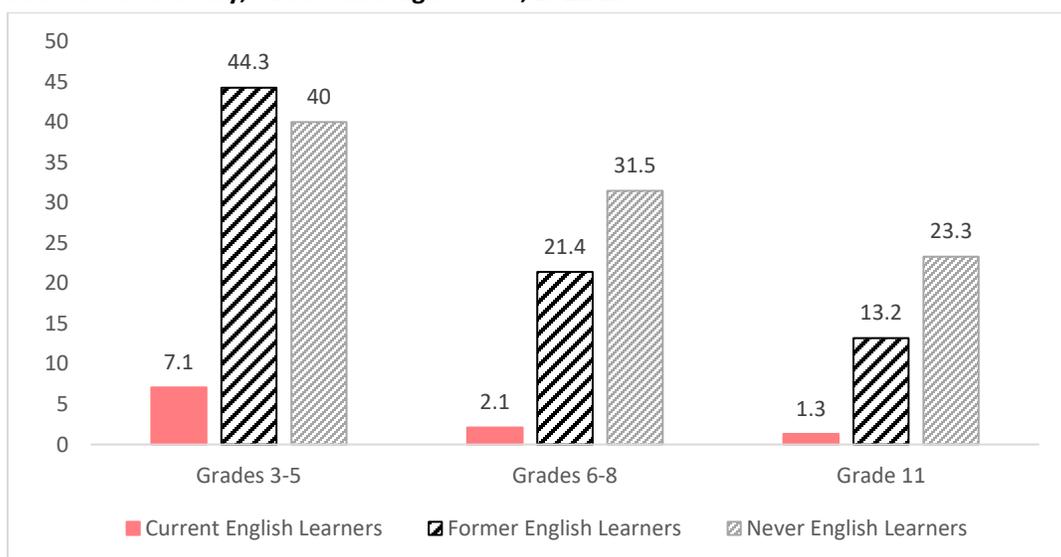
English Learners in Oregon

Among middle school students, 2.1 percent of current ELs met or exceeded standards in math, compared to 21.4 percent of former ELs and 31.5 percent of never ELs.

Among students in grade 11, 1.3 percent of current ELs, 13.2 percent of former ELs, and 23.3 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.

Overall, similar patterns emerge in Math as in ELA, with higher levels of proficiency at the elementary level than other educational levels.

Figure 17. Percentage of current, former and never ELs meeting or exceeding state standards in mathematics in elementary, middle and high school, 2022-23¹²



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 post-secondary enrollment.

Regular Attendance

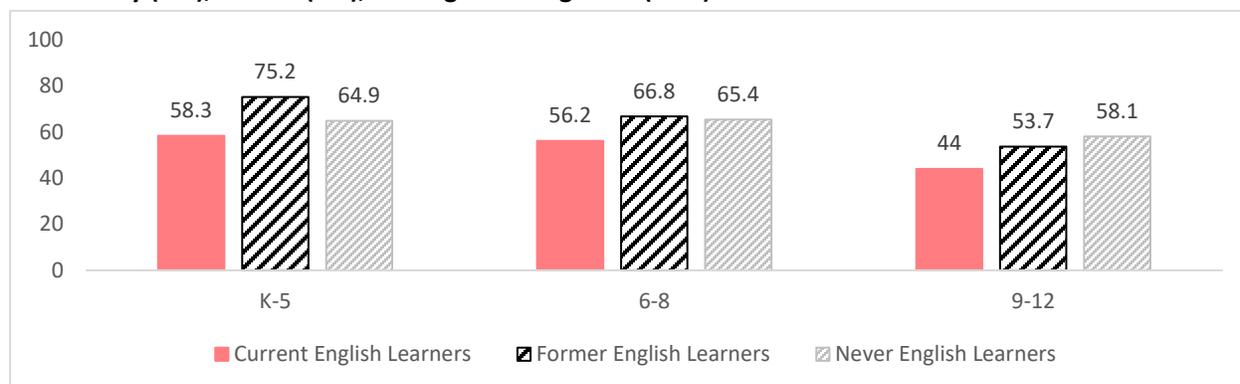
In recent years, researchers and educators alike have devoted increasing attention to ensuring students attend school on a regular basis. Research has shown that even moderate levels of absenteeism can have a profound impact on students' grades, performance on standardized assessments, graduation rates,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

¹² Also in this chart, the group "current EL" includes only students who were classified as current ELs at the time of testing.

English Learners in Oregon

Among elementary grades in 2022-23, 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 14.3 (i.e., 58.5 – 44.0) and 21.5 (i.e., 75.2 – 53.7) percentage points between elementary and high school grades).

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 2022-23



On Track to Graduate

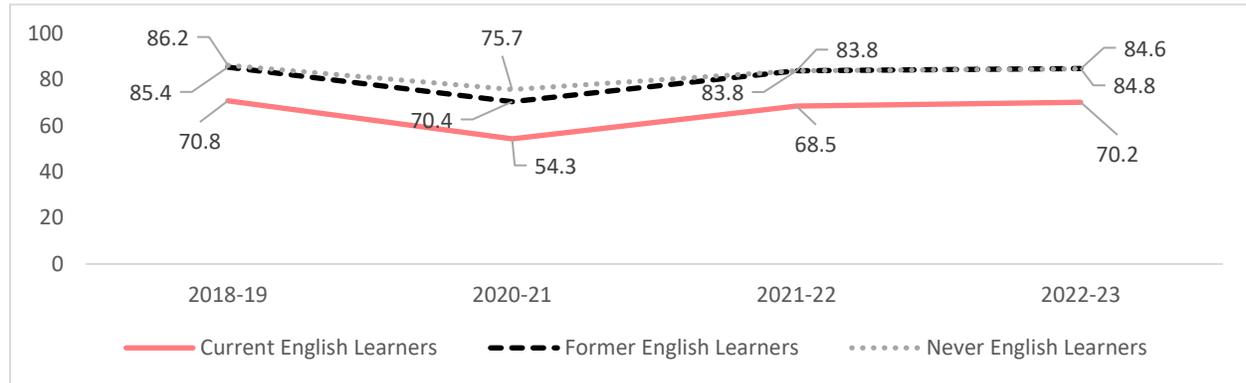
Around the country, states and districts track whether students in the 9th grade are on track to graduate within four years. They do this because ninth grade is a critical year for determining whether students will ultimately graduate from high school; identifying students who are not on track allows schools to provide supports and interventions to help keep students in school and progressing towards graduation. In Oregon, students in the 9th 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 only captures the number of the credits earned and not the specific courses associated with those credits. From 2018-19 to 2022-23, a higher percentage of former and never English learners were on-track to graduate compared to current English learners.¹³

According to figure 19, former and never English learners in 9th grade are on track to graduate at substantially higher percentages than current English learners from 2018-19 to 2022-23. Former and never English learners have very similar percentages. Their gap widens from 0.8 percentage points in 2018-19 to 5.3 percentage points in 2020-21. However, the gap between former and never English learners completely closes in 2021-22. Despite a considerable decline in 2020-21 likely due to the impact of the COVID-19 pandemic, current, former, and never English learners 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. Finally, all three groups of students continued to grow in 22-23, with current English learners improving by 1.7 percentage points, former English learners by 1.0 percentage point, and never English learners by 0.8

¹³ 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).

percentage points. 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.

Figure 19. Percentage of 9th grade current, former, and never English learners on track to graduate within four years (2018-19 to 2022-23).



Four-Year Graduation

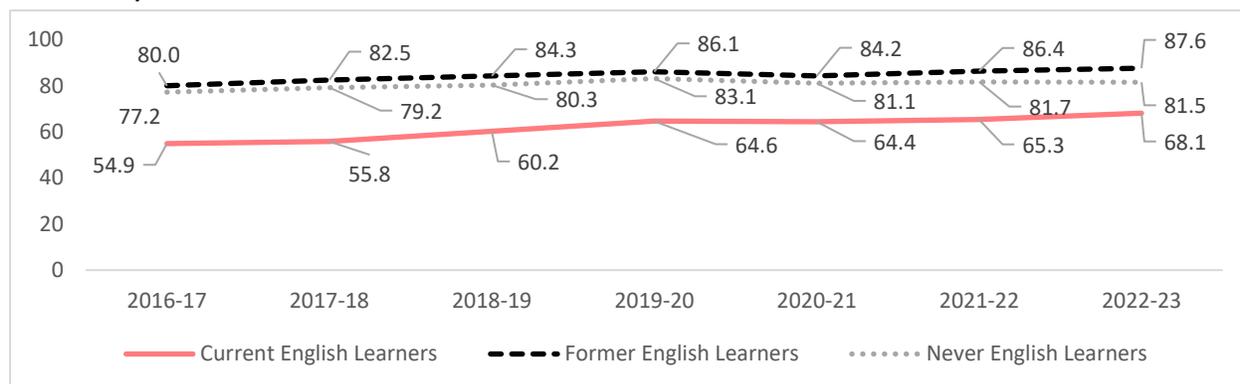
The ODE uses a cohort adjusted graduation rate to examine and monitor the percentage of students graduating within a specific number of years. The data for this section relies on the four-year cohort adjusted graduation rate for current, former, and never English learners. For the purposes of reporting 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 2016-17 to 2022-23. Indeed, consistently since years 2016-17, 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 2016-17 to 2022-23 (an increase of 13.2 percentage points).

Figure 20. Percentage of current, former, and never English learners graduating within four years (2016-17 to 2022-23).



Current English learners graduating in four years were over 2.8 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 2022-23 (i.e., 2,297 students), 261 students (11.4 percent) received a modified diploma (see table 8). By contrast, among the former English learners that graduated in 4 years in 2022-23 (i.e., 5,140 students), 112 students (2.2 percent) received a modified diploma. Finally, among the never English learners who graduated in four years in 2022-23 (i.e., 30,270 students), 1,201 students (4.0 percent) received a modified diploma.

In addition, among the students that graduated in four years in 2022-23, current English learners were more than 2.8 times (11.4 percent ÷ 4 percent) more likely to receive a modified diploma compared to that for never English learners. This ratio slightly decreases to 2.6 times (11.1 percent ÷ 4.3 percent) for cohorts that graduated in five years.

Table 8. Percentage of students receiving regular vs. modified diplomas

Student (Diploma Type)	Four-Year Cohort	Five-Year Cohort
Current English Learners (Modified)	11.4%	11.1%
Former English Learners (Modified)	2.2%	2.3%
Never English Learners (Modified)	4.0%	4.3%
Current English Learners (Regular)	88.6%	88.9%
Former English Learners (Regular)	97.8%	97.7%
Never English Learners (Regular)	96.0%	95.7%

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:

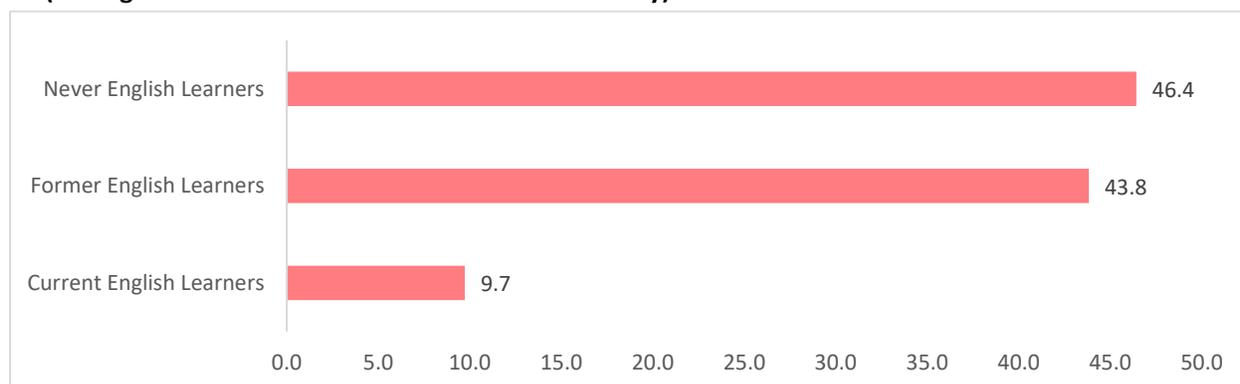
- Meet all graduation requirements, and
- score at the intermediate high level in listening, speaking, reading, and writing in a partner language.

The data for this section rely on students who graduated in 2022-23 (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 learners¹⁴ who earned the Seal of Biliteracy in 2022-23.

The majority of students who earned the Seal of Biliteracy in 2022-23 were ever English learners.

Of the 37,710 students who graduated in 2022-23, 2,311 students (about 6.1 percent) also earned the Seal of Biliteracy. Among those 2,311 students, 46.4 percent were never English learners, 43.8 percent were former English learners, and 9.7 percent were current English learners (see figure 21). In other words, 53.6 percent of those who earned the Seal of Biliteracy were ever English learners (i.e., current plus former 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.

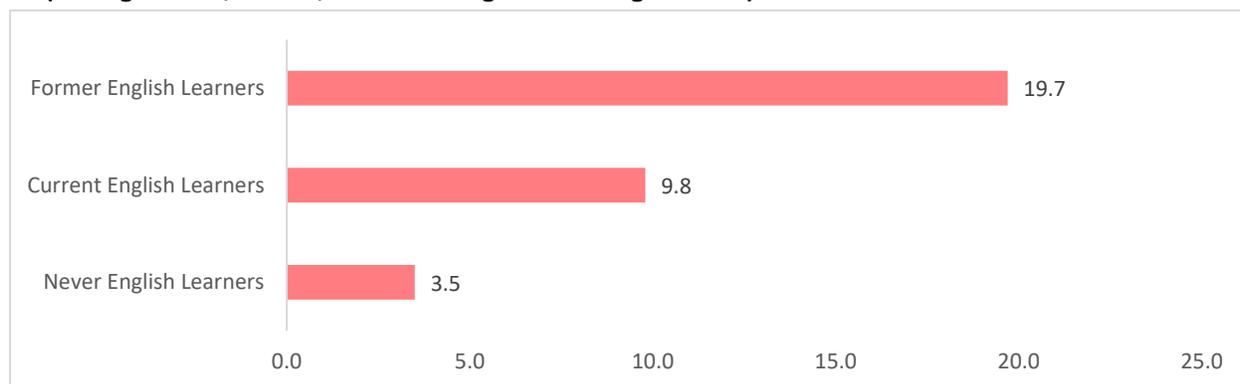
Figure 21. Percentage of current, former, and never English learners earning the Seal of Biliteracy in 2022-23 (among all students who earned the Seal of Biliteracy).



According to figure 22, among former English learners who graduated in 2022-23, 19.7 percent earned the Seal of Biliteracy. Moreover, 9.8 percent of current English learner graduates earned the Seal of Biliteracy in 2022-23. This means that, among ever English learners who graduated in 2022-23, 29.5 percent also earned the Seal of Biliteracy.

¹⁴ 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 2022-23 (among current, former, and never English learner graduates).



Students earned the Seal of Biliteracy for their knowledge of a diverse combination of languages; however, English-Spanish was the most common combination.

Among the students who graduated with a Seal of Biliteracy (2,311 students), a vast majority demonstrated proficiency in a combination of languages. Specifically, English-Spanish was the most common combination of those languages (82 percent). Other notable combinations of languages in which students demonstrated their proficiency included English-French (5 percent), English-Japanese (3 percent), and English-Chinese (3 percent).

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

In 2022-23, eleven districts had 50 or more students earning the Seal of Biliteracy (see table 9). Moreover, among Woodburn’s students who graduated in 2022-23, 52.4 percent earned the Seal of Biliteracy. Four other districts in 2022-23 had 10 percent or more of their high school graduates earning the Seal of Biliteracy.

Table 9. Districts with 50 or more students earning the Seal of Biliteracy in 2022-23¹⁵.

District	Number of Students	District	Number of Students
Portland SD 1J	365	Corvallis SD 509J	102
Salem-Keizer SD 24J	265	North Clackamas SD 12	78
Beaverton SD 48J	247	West Linn-Wilsonville SD 3J	64
Woodburn SD 103	195	Bend-LaPine Administrative SD 1	60
Eugene SD 4J	157	Lake Oswego SD 7J	55
Hillsboro SD 1J	111		

Postsecondary Enrollment

The ODE annually examines and publicly reports the percentage of high school graduates who enroll in post-secondary education institutions in Oregon and across the U.S. (e.g., public and private, 2-year and 4-year, etc.). A post-secondary education affords students a wide range of advantages, including greater

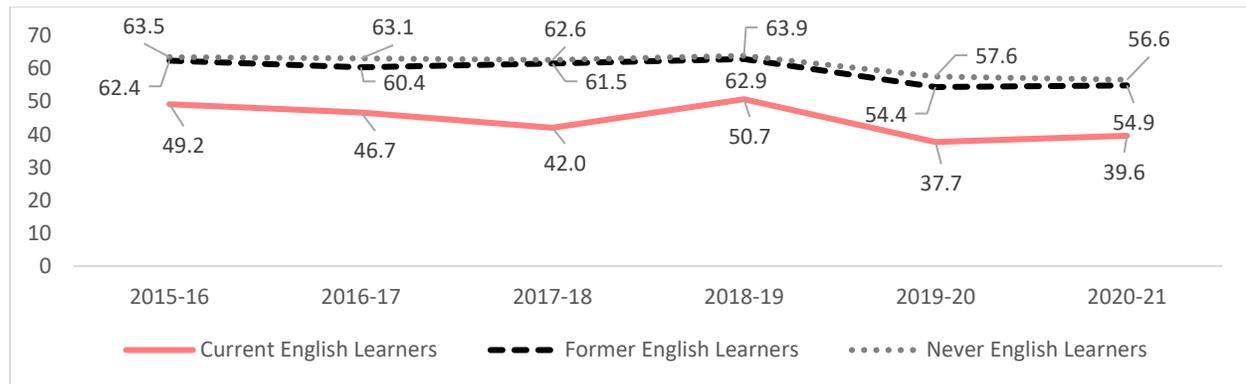
¹⁵ Note that the counts in this table reflect students who graduated in 2022-23 (and were part of the four-year cohort adjusted graduation rate) and earned the Seal of Biliteracy.

employment opportunities, financial security, opportunities to contribute to their community, and greater life satisfaction. The data for this measure uses students who graduated in 2019-20 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this portion of the report will examine the count and percentage of current, former, and never English learners¹⁶ who enrolled in a post-secondary education institution within sixteen months after graduation.

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

Figure 23 shows the post-secondary enrollment rates by graduation year for three groups of Oregon students. The post-secondary enrollment rates for never English learners, represented by the gray dotted line, ranged from 63.5 to 56.6 percent from 2015-16 to 2020-21. The salmon line displays the same information for students who were current English Learners. Current English learners enrolled in post-secondary institutions at substantially lower rates than never and former English learners. The post-secondary enrollment rates for current English learners annually decreased from 49.2 percent in 2015-16 to 46.7 percent in 2016-17. They also decreased in 2017-18; however, they increased in 2018-19. The black dashed line shows the post-secondary enrollment rates for former English learners. The post-secondary enrollment rates for former English learners decreased from 62.4 percent in 2015-16 to 60.4 percent in 2016-17. Moreover, since 2015-16, former English learners had post-secondary enrollment rates that were reasonably comparable to never English learners.

Figure 23. Percentage of current, former, and never English learners enrolling in post-secondary institutions within 16 months of high school graduation (2015-16 to 2020-21¹⁷).



¹⁶ 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.

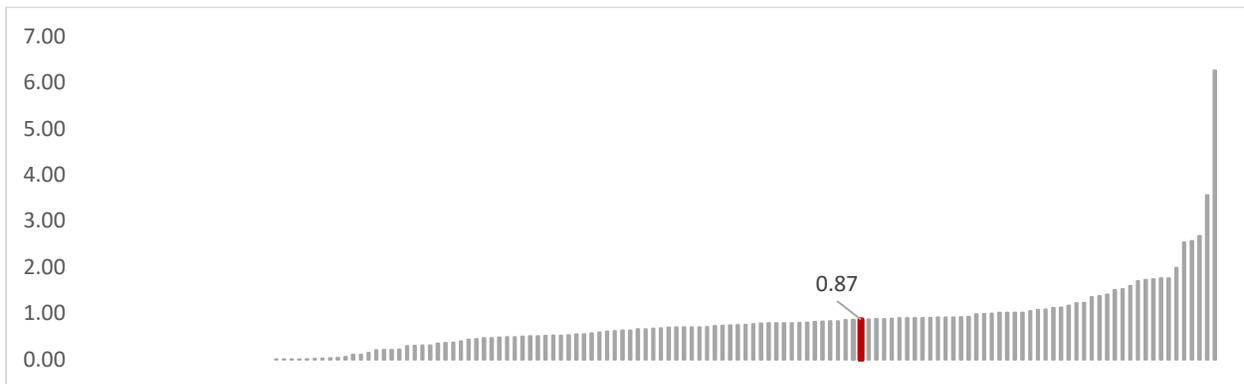
¹⁷ The year (e.g., 2020-21) represents the school year in which students graduated from high school.

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 2022-23 was \$9,622.¹⁸ In addition to this basic funding, districts receive additional state funds for each student enrolled in an ELD program. This amount is $0.5 \times \$9,622$ or \$4,811 per current English learner. Altogether, the state allocated \$250,092,649 for these additional English learner funds in the 2022-23 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 2022-23 was 0.87, meaning that district expenditures on current English learners reflected 87 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 percent), while others reported spending less (as little as 0 percent). 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.

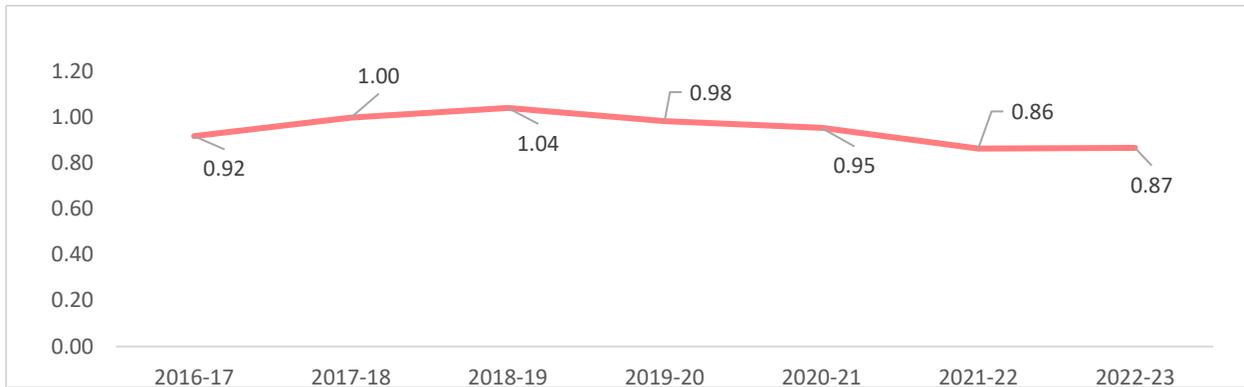
Figure 24. Ratio of current English learner expenditures to revenues across districts in 2022-23.



As figure 25 illustrates, the statewide ratio increased steadily from 2016-17 to 2018-19; however, in 2019-20 through 2022-23, the ratio decreased below 1.0.

¹⁸ While \$9,622 is the average amount, the grant amount can vary a bit for different districts because of the way the formula is set up.

Figure 25. Ratio of statewide expenditures on current English learners to revenues (2016-17 to 2022-23).



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).¹⁹

Current English learner expenditures for 2022-23 totaled \$216,663,622. Districts accounted for approximately 81.2 percent of the expenditures (\$175,970,409) using Function 1291 and 18.8 percent of the expenditures (\$40,693,213) using Area of Responsibility 280.

In addition to this state funding, districts with at least 77 current English learners may access federal Title III grants, which in 2022-23 provided an additional \$132.95 per student for supplemental current English learner services²⁰. Additional information on the grant amounts is available on the [ODE website under Title III Allocations](#).

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

²⁰ Districts with fewer than 77 students could 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 4/2024

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
 - Teaching & Learning Report
 - Licensed Union Rep. Report
 - City Council Liaison Reports
 - Informational Reports including: field trips, enrollment & upcoming events
3. Consent Agenda: Approval of Meeting Minutes & Licensed Staff Changes
4. First and/or second readings of updates to NSSD board policies
5. Board Reflections/Announcements

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

According to [ORS 255.335](#), each district board shall hold a regular organizational meeting following the regular district election and not later than the last day of July of that year.

According to [ORS 332.040](#), No later than at the next regular meeting following July 1, the district school board shall meet and organize by electing a chairperson and a vice chairperson from its members.

During election years when there are no newly elected board members, items 2-6 may be approved in June if the Board chooses to hold a work session in July (no business items) or skip the July meeting all together. During election years when new members are seated, the organizational meeting will occur in July. During non-election years, the meeting can occur in July or August (7/31 deadline does not apply so items don't need to be approved in June)

Traditional Location: Santiam Room

Annual Agenda Items:

1. Oath of office for newly elected members
2. Approve Board Goal Strategies for upcoming year (done annually)
3. (Next Applicable in 2023) Approve Board/District Goals – every three years
4. Supt. Evaluation Document Approval
5. Approval of Board Operating Protocol
6. Board members choose their “buddy school”
7. Annual Organizational Agenda Items (list copied from OSBA website)
(in an election year, the Annual Organizational Items must be approved before July 31)

- Elect chair and vice-chair (incumbent chair presides until a successor is elected). No member of the Board may serve as chair more than two years in succession unless the Board approves an extension of this period by a motion in June.
- 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.
 - Civil Rights Coordinator
- Designate the 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)
- Designate the Board as the Local Public Contract Review Board as per policy DJC
- Approve contracts for payment (ORS 332.075(2-3) (e.g. transportation contract, contracts related to bond projects)
- Establish depository(ies) for school funds. (ORS 328.441, 294.805-294.895)
- Establish dates, time and place of regular monthly board meetings.
- Appoint members of standing committees
- Appoint board member to participate on the district negotiation team (as board representative)

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

- SummerFest (last Saturday in July)

August

Traditional Location: Santiam Room

Regular Session Annual Agenda Items:

1. Projected Student Enrollment

2. Oaths of Office of newly re-elected members, including any student representatives (if not done in July)

Other Activities/Events

- Leadership Team Goal Workshop (2nd week in August)
- OSBA Annual Conference (Salem)
- 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. OSES (Oregon Statewide Educator Survey) Survey Results

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 (may vary depending on status of current projects)
2. Division 22 Report- Director of Teaching & Learning
3. Professional Development Report – Director of Teaching & Learning or designee
4. 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)
5. TAG Program Report
 - a. Number of Student Identified and the screening process
 - b. Supports/Programs offered

Other Activities/Events

- OSBA Annual Conference (Portland)
- **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. Integrated Guidance Annual Report-Director of Teaching & Learning
5. Superintendent’s Goals/Evaluation Check-in (Exec. Session)

Board Secretary Tasks:

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

Other Activities/Events

National School-Related/Staff Appreciation Days This Month- Special Education Day,

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. Audit Review- Director of Business & Fiscal Services (may be joined by rep. from auditing firm)
5. School Board Student Representative Recruitment Strategies
6. 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

Board Secretary Tasks:

- Notify Budget Committee of approved meeting dates

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**

Meeting #1 Traditional Location: District Office/Santiam Room

Special Session: (first Thursday in March)

1. Renewal of Contracts (Licensed/Administrative)

Meeting #2 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 (or designee) 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. Review Board Goal Strategies/Schedule work session (if needed) to revise in order to be adopted in July
4. (Next Applicable 2026) Review Board/District Goals and schedule work session (if needed) to revise in order to be adopted in July.
5. Review Supt. Evaluation as a group with the Superintendent (Board only/Exec Session)
6. 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 1st.
- **National School-Related/Staff Appreciation Days This Month-** School Library Month, Administrative Professional Day

May

NSSD Budget Committee traditionally meets in the second week of 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 1st.
- **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. Annual Restraint & Seclusion Report – Director of Special Programs
4. Acknowledge student reps. for service on the board
5. Select student representative to the school board for following year (June-Aug)