

Alsea School Board Meeting  
Tuesday, November 12, 2024  
6:00 PM  
Alsea School Library  
301 S 3rd St  
Alsea, OR 97324



Alsea School District 7J  
301 South 3<sup>rd</sup> Street  
Alsea, OR 97324  
541.487.4305

1. **Call to Order**
  - a. Flag Salute
  - b. Approval of Agenda
2. **Consent Agenda**
  - a. Approval of Minutes -  
Regular Board Meeting - October 9, 2024  
Work Session - October 9, 2024  
Work Session - November 5, 2024



Zoom Link: <https://us06web.zoom.us/j/81602970845?pwd=liJsQFbBKO0p51dZjT5g6gQwnErzhJ.1>  
BoardBook Link: <https://meetings.boardbook.org/Public/Organization/2548>

Board Members present: Risteen Follett, Soren Rounds, Jamie Olsen, Deb Lindberg, Russ Ceperich  
Board Members absent: None  
Staff/Patrons present: Krista Nieraeth, Nathan Roberts, Sara Littlefield, Brynn Campbell, Chris Giggy, Heather Shunk, Lora Nickle

**1. Call to Order - 6:37 PM**

a. Approval of Agenda

Agenda approved as presented.

**2. Consent Agenda**

- a. Approval of Minutes - September 11, 2024
- b. New Hire: Anthony Padilla - Bus Driver

Jamie Olsen moved to approve the consent agenda. Deb Lindberg seconded; Motion carried 5-0

**3. Patron Comments: None**

**4. Reports**

a. Superintendent Report

i. Superintendent Report

Ms. Nieraeth presented the Superintendent Report to the board. Documents are available online.

Regular Attenders

Ms. Nieraeth presented her report to the board. Documents are available online.

b. K-12 Brick and Mortar Principal Report

Ms. Nieraeth presented her building report to the board. Elementary highlights were the i-Ready, attendance popcorn parties. MS/HS highlights; College and Trade School visits, FFA Olympics, CTE building Open House, Grand Opening for the CTE building and an upcoming welding competition.

c. K-5 LaHO Principal Report

Ms. Shunk presented her report to the board. Documents are available online. Actively focused on reading development and building vocabulary in both Learn at Home and building students. High dosage tutoring for 2nd through 4th grade building students. Continuously working with parents to help their students at home.

d. Athletics and Activities

Ms. Nieraeth presented the Athletics and Activities report to the board. Documents are available online. Next week is homecoming week, the leadership class has been organizing various activities. Mr. Harris and Mark Summers, behavioral specialist, visited Monroe Elementary last week. Looking at their school wide behavior program.

e. Business Manager

Ms. Nieraeth presented the financials to the board. Documents are available online. An insurance pool was created starting this year, neither certified or classified staff have to pay for insurance. Ms. Nieraeth applied for a Fresh Veggie and Fruit Grant to provide these items to students for snacks.

f. Bond

Chris Giggy presented the bond report to the board. Documents are available online. The bond reports this month will be their last report for the bond now that the CTE building is completed. The seismic design is about 50% done. The testing for the seismic is almost complete. The new kitchen building designs are still in the works. The hope is to have the new kitchen completed this summer.



- g. Enrollment  
Ms. Nieraeth presented it to the board. Documents are available online.
- h. Safety  
Lora Nickle presented her report to the board. Documents available online.

## 5. New Business

- a. Family and Community Engagement Survey Results  
Alex Nalivaiko, LBLESD and Sara Littlefield, Alsea Family Liaison presented the results of the survey that was taken during the Open House in September. Documents are available online. All in all, it provided positive feedback.  
  
Break - 7:48 PM  
Return to session - 7:52 PM
- b. Division 22 Standards  
Ms. Nieraeth presented the Division 22 Standards Assurances to the Board for the 2023-24 school year. Documents are available online. She went over the rules and areas of the accountability model. She explained why districts need to provide this information to ODE. Any area where districts are out of compliance will have to have corrective actions presented to ODE. New for this year we need to have the following; K-12 instructional program for Social and Emotional Learning, Personal Finance and Career Path Skills for students grade 9-12, Substance Abuse and Prevention grade during the 2023-24 school year. Annually communicate to parents the different types of diplomas available.
- c. Transportation - Sub Salary based on type of license  
Ms. Nieraeth presented the recommendation to the board. Documents are available online. Deb Lindberg motioned to approve the Type 20 sub driver rate of pay at \$20.75 per hour. Russ Ceperich seconded. Motion carries 5-0.
- d. Schedule Work Session - KL and KL - AR Policy  
Risteen Follett spoke to the board regarding setting a work session to discuss this policy KL and KL-AR to see if any modifications need to be made to the current policy. The board discussed at length. A date was set for Tuesday, November 5th at 6:00 PM. Ms. Nickle will request OSBA's draft of the policy and AR as well as from surrounding districts for comparison. She will email this information to the board one week prior to the work session.
- e. Superintendent Goals  
Jamie Olsen motioned to accept the Superintendent Goals as presented in tonight's Work Session. Deb Lindberg seconded. The board did not have any questions. Motioned carried 5-0

## 6. Old Business

- a. Student Representative to Board  
Jamie Olsen presented her recommendation to the Board.  
Risteen Follet motioned to accept the 6 student applicants with the recommendation to invite them to the November board meeting adding a Student Representative section to the agenda under Reports to present. Russ Ceperich seconded the motion. The board discussed at length. Motion carried 5-0.

## 7. First Reading \*(Shaded words are new/strikethroughs are deleted)

## 8. Second Reading

## 9. Board Comments

Jamie Olsen commented that she would like to have more potential for community engagement. The board discussed different ideas.



Alsea Work Session  
Wednesday, October 9, 2024  
6:00 PM  
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Boardbook Link: <https://meetings.boardbook.org/Public/Organization/2548>

Board Members present: Risteen Follett, Soren Rounds, Jamie Olsen, Deb Lindberg, Russ Ceperich

Board Members absent: None

Staff/Patrons present: Krista Nieraeth, Nathan Roberts, Lora Nickle, Sara Littlefield

1. **Call to Order** – 6:03 PM
  - a. Flag Salute
2. **Approval of Agenda**

Agenda approved as presented.
3. **Establish Superintendent Goals**

Ms. Nieraeth presented her goals for the 2024-25 school year. Working on ongoing communication with the community, staff and students. Continued work to improve systems and processes to increase student test scores as well as growth in the elementary student literacy. Increase interventions with tutoring. The board discussed at length.
4. **Adjournment** – 6:32 PM

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Risteen Follett, Board Chair

Date

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Krista Nieraeth, Superintendent

Date

Alsea Work Session  
Tuesday, November 5, 2024  
6:00 PM  
Alsea School Library



Alsea School District 7J  
301 South 3<sup>rd</sup> Street  
Alsea, OR 97324  
541.487.4305

Board Members Present: Risteen Follett, Soren Rounds, Jamie Olsen, Deb Lindberg

Board Members Absent: Russ Ceperich

Staff Present: Krista Nieraeth, Lora Nickle

Patrons Present: None

1. Call to Order – 6:00 PM
  - a. Flag Salute
2. Approval of Agenda  
Approved with no additional items.
3. KL Policy Review
  - a. KL-AR Policy Review

Risteen Follett gave an overview of the KL and KL-AR Policy reviews. Policies are provided from, OSBA and surrounding districts. The Board did not request any changes to the KL Policy. The KL-AR; the Board looked at the different versions from the other districts and discussed at length.

Ms. Nieraeth will create a detailed description of the complaint process to be posted on the district website with the KL Policy and KL-AR to help the general public understand the process. Ms. Nieraeth and Risteen Follett will contact PACE and/or Legal regarding additional questions and concerns that the Board has to obtain guidance on the wording in the KL-AR to determine what can be added or omitted.

Adjournment – 7:16 PM

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Risteen Follett, Board Chair

Date

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Krista Nieraeth, Superintendent

Date

3. **Patron Comments:**

The Alsea School Board of Directors values the opinions and input of students, staff, parents, and community members. Although board meetings are held in public, they are not meetings of the public. Please keep your comments to 3 minutes or less. If you intend to speak to the board this evening, you will need to fill out one of the blue comment cards and hand it to the Board Secretary, Lora Nickle. Public comments may also be made via Zoom. If you intend to speak via Zoom, please put your name in the comments so that the board chair can call on you. Before you begin your comments, please state your name and if you are speaking for an organization, please state that organization. For more information about public comments at a board meeting, please see Alsea School District Policy BDDH.

4. **Reports**

- a. Superintendent Report and K-12 Principal Report  
**Speaker(s):** Krista Nieraeth

# Alsea School District

## November 2024 Board Meeting Board Report

Krista Nieraeth, Superintendent and Special Education Director

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### 1. CTE Building Update

Mr. Elbers and Mr. Stevens are completing final items before the County will completely sign off for full occupancy. They are currently working on installing the dust collector, which is the major component that needs to be completed. There were some issues with installation, but they are working through them. The hope is that they will have the installation done before the end of this month.

### 2. Coalition of Oregon School Administrators Association (COSA) visit

Cate Study from COSA visited Alsea last week to showcase Alsea's CTE building and the process that the district went through to complete the project. COSA highlighted us in their monthly newsletter, found at this link [https://www.cosa.k12.or.us/sites/default/files/images/november\\_cosa\\_newsletter\\_3.pdf](https://www.cosa.k12.or.us/sites/default/files/images/november_cosa_newsletter_3.pdf). They also did a video about the CTE building, with interviews with myself and Nancy Giggy. The video can be found here as well <https://www.youtube.com/watch?v=KvGEL4Bj-k0>. I'm very excited that Alsea's story is getting out to the state about the positive things that are happening here in Alsea.

### 3. Transportation Audit

Representatives from ODE's Transportation Department came to Alsea on Tuesday and WLA Wednesday to look over records, meet with Mr. Elbers, Mr. Staehely, and myself to ask questions about the processes, procedures and district policies related to transportation of Alsea School District, review the paperwork for personnel and vehicles, and check our buses to ensure they are in compliance with all applicable laws and regulations. Alsea has never had a transportation audit ever, so this was a good process for us to go through. Again, audits are not "GOTCHA" moments, but rather a way for the district to improve our processes and procedures. We are waiting for the final recommendations, but we did get some recommendations that Mr. Elbers, Mr. Staehely and I are already implementing, including updating some district policies that clarify language which are in the board packet, and training for our transportation department, as well as cleaning up and redoing filing systems for paperwork for personnel, mileage tracking systems, and mechanical/bus maintenance systems for better clarity and ease of access for our records if any issues arise. I am very proud of how Mr. Elbers and Mrs. Smallwood prepared with for this audit, and how our district was represented during the visit, especially since this is the transportation's first ODE audit ever.

### 4. Seismic Retrofit Update

We have been working with IMS, Chris and Nancy Giggy, through the process of picking a contractor for our Seismic Retrofit this summer. One major thing that we do know is that construction will need to start before school is out so that we can have our gymnasium, stage and locker rooms before school starts. The board will be presented with the construction firm recommendation at the November board meeting. Mr.

Elbers, Chris, Nancy, Meagan Baker – Wilmes from Soderstrom Architect, and I spend Friday, November 2<sup>nd</sup> conducting interviews with the construction firms who are interested in the project.

## **5. Oregon Association of School Business Managers (OASBO) Meeting**

On Monday, November 4<sup>th</sup>, I attended the Fall Meeting of the OASBO in Eugene to learn more about the business side of education. At this meeting, PERS was discussed, as well as the importance of the ODE reports that help fund each district each year. It was a very eye opening experience for me, as the superintendent, to work to understand truly the funding model of the educational system in Oregon.

## **6. Facilities Update**

Mr. Elbers is working with Erick Taylor on issues in the kitchen that need to be fixed. The sink system is not working properly with drainage, which was pointed out in our health inspection. We are working to problem solve that issue.

# Alsea School District

## November 2024 School Board Report – K-12 B&M School

Krista Nieraeth, Principal

### 1. HS Volleyball and Football State Playoffs

Congratulations to our HS Girls Volleyball and HS Boys Football teams for making the State Playoffs. Our girls traveled to Umpqua Valley Christian School in Roseburg, and while they were unsuccessful, they played a hard fought match. Our boys will be traveling to Echo to take on the Cougars of Echo High School. More to come...

### 2. Students of the Month for September

The character theme of September was Welcoming, which means students who are welcoming and accepting of all peers in the classroom and hallways, as well as to all adults.

Congratulations to the following students for being voted as Student of the Month:

- |                                  |                                    |
|----------------------------------|------------------------------------|
| Kinder – Thea Cantrell           | 7 <sup>th</sup> – Kora Thorson     |
| 1 <sup>st</sup> – OakLynn Burk   | 8 <sup>th</sup> – Lane VanLeuven   |
| 2 <sup>nd</sup> – Skylar Ostrom  | 9 <sup>th</sup> – Kyler Campbell   |
| 3 <sup>rd</sup> – Harley Wamsley | 10 <sup>th</sup> – Tamarra O’Brien |
| 4 <sup>th</sup> – Paige McElroy  | 11 <sup>th</sup> – Stetson White   |
| 5 <sup>th</sup> – Kayla Hamblin  | 12 <sup>th</sup> – Callie Rairden  |
| 6 <sup>th</sup> – Henry Dennis   |                                    |



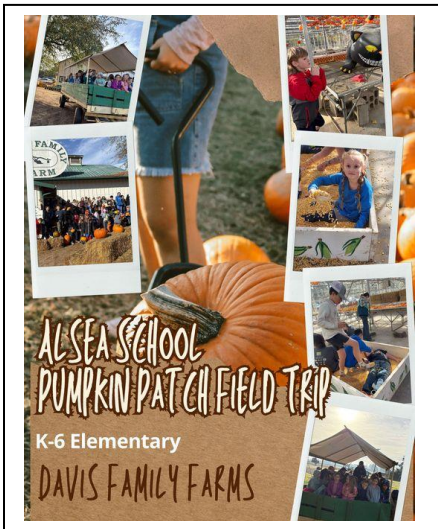
LIKE | SHARE | FOLLOW



### 3. High Dosage Tutoring

Using our data from the I – Ready and Core Phonics, the elementary school is piloting a High Dosage Tutoring program for a more one – on – one approach with students who need a little extra for phonics and reading. Using teachers from LaHO, the teachers and I picked 16 students from grades 2 – 4 to work on identified specific skills, such as blending sounds, CVC words, etc. to work intentionally for 10 minutes with trained teachers. The students are enjoying this extra time with staff. We will look at data after the next Core Phonics testing and adjust as needed.

### 4. Davis Family Farms



On October 24<sup>th</sup>, our K – 6 students and staff went to Davis Family Farms for a fall field trip. At this event, students were able to do a hayride, tackle the corn maze, and pick out a pumpkin while having Apple Cider and donuts. Thank you to our volunteers and staff for giving our students this fun time!

### 5. Volleyball All – League

Congratulations to Kendra Stone, Megan VanLeuven, Tamarra O’Brien, and Lila Follett for earning All – League Honors for Mountain West League for Volleyball.



### 6. Parent/Teacher Conferences

Parent/Teacher Conferences will be held on Wednesday, November 6<sup>th</sup>, and Thursday, November 7<sup>th</sup>. This is an important event for our school community, as it gives our families the opportunities to come into the school and meet with teachers about their students’ academic progress. This is also a great time for relationship building to happen between our families and teachers.

i. Regular Attenders



- b. K-5 LaHO Principal Report  
**Speaker(s):** Heather Shunk

# ALSEA SCHOOL DISTRICT BOARD REPORT

**Name:** Heather Shunk **Position:** Principal, LaHO

**BOARD MEETING DATE:** November 12, 2024

[Link for October Assembly Slide Deck](#) - Fun Fall Family Photos (staff and students), Birthday Celebrations, Words of Encouragement - parent submissions, Highlights from Classes, "FRIENDSHIP" is our theme of the year. October Character Trait - "Respect" Upcoming character trait for November is "Integrity". Genius Hour Passion Projects are starting soon!

[Link for November 2024 School-Wide Newsletter](#)

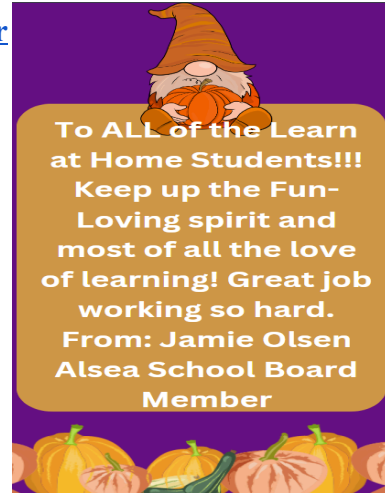
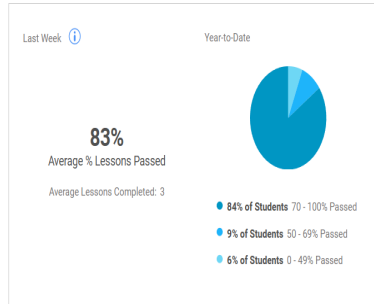
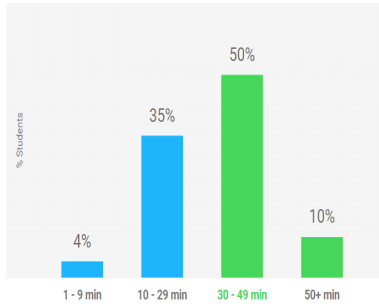
## I-Ready Reading - K-5

Students Using Instruction/Total (Last Week): 48/71

Students Completing Lessons/Total (YTD): 64/71

Lesson Time-on-Task Last Week

i-Ready Lessons Passed *i-Ready Pro not Included*



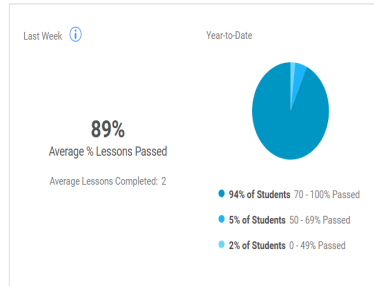
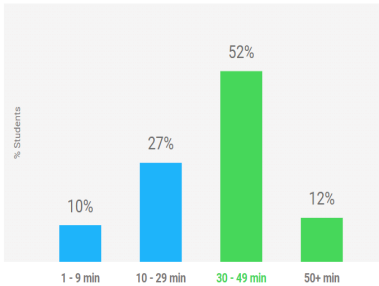
## I-Ready Math - K-5

Students Using Instruction/Total (Last Week): 52/71

Students Completing Lessons/Total (YTD): 65/71

Lesson Time-on-Task Last Week

Lessons Passed



**Literacy Footprints:** Each Learn at Home Oregon student has access to the digital library resource Literacy Footprints, which offers an extensive collection of books for all reading levels. This online library includes activities and books that students can use to support building foundational reading skills as well as chapter books covering a range of engaging, student-friendly topics. Through a diagnostic or teacher managed approach, students have access to books that are at their personal challenge and reading level. The platform supports students with comprehension checks for all books, tracks progress, as well as provides feedback and encouragement. Literacy Footprints provides an excellent way for our students to explore books and embrace a love for learning and reading.

District Dashboard Heather Shunk

Bookshelf: Waverek

- Leveled Books
- Decodable Books
- Literacy Footprints
- Phonics Launch
- Stepping Together
- Intervention Partner
- Reading Adventures
- In Tandem

Reading Goals: Waverek

Displaying all 12 students

Student Name	Weekly	Monthly	Yearly	Actions
[Student]	0 5	0 15	7 100	View
[Student]	10 5	20 15	27 100	View
[Student]	0 5	0 15	2 100	View

This week at a glance

- 242 Book Sessions
- 142 Books Read
- 0 Assignments Completed
- 12:50:41 Total Reading Time
- Digital Reader
- Schools: 1
- Students: 52
- Teachers: 6

Displaying books 1-30 of 1111 in total

- Now I Know My ABCs
- The Cat and the Fiddle and
- Down by the Bay

i. ELD Legislative Report

# ALSEA SCHOOL DISTRICT BOARD REPORT

**Name:** Heather Shunk **Position:** Special Programs Director

**BOARD MEETING DATE:** November 12, 2024

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## Summary of Annual ELD Report:

### Helpful Vocabulary:

- **Current EL:** Multilingual student currently enrolled in an ELD program during the 22-23 school year.
- **Former EL:** Previously enrolled student in an ELD program, and student has demonstrated proficiency.
- **Never EL:** Monolingual or multilingual student never enrolled in an ELD Program.
- **Ever EL:** The combination of both current and former English Learners.

### General Information

Similar to previous years, about 1 in 5 students in Oregon are either current or former EL students. The majority of current EL's in our state were in the elementary grades, (59.2 percent) while the majority of former EL's were in high school (55.6 percent). The number of recently arrived English Learners (new immigrant students) increased from 4,145 in 2021 to 4,851 in 2022-23. Current English learners speak about 222 different languages, and they bring valuable linguistic and cultural assets to the districts that serve them. The most prevalent language spoken at home is Spanish, and the four next most common are Russian, Chinese, Vietnamese, and Arabic.

Among all students in our Oregon schools (545,609 as of May 1, 2023) 10.9 percent were current EL students, 7.5 were former EL's and 81.6 were never English learners.

Oregon has 197 Districts. In 2022-23, 153 of these provided EL services. Over 80 districts participate in Title III funds in a consortium, as these districts have fewer than 77 identified English learners and therefore did not generate the federally required 10,000 minimum Title III sub grant. This is why our consortium is so important. Districts with small EL populations may experience challenges with the students being enrolled across grade levels, may have different English language proficiency levels, or may have limited ELD teachers. We support each other to ensure that our students are participating in grade level content along with their peers, and additionally, with proper scaffolding, getting many opportunities to practice speaking using academic language.

### Special Education and TAG

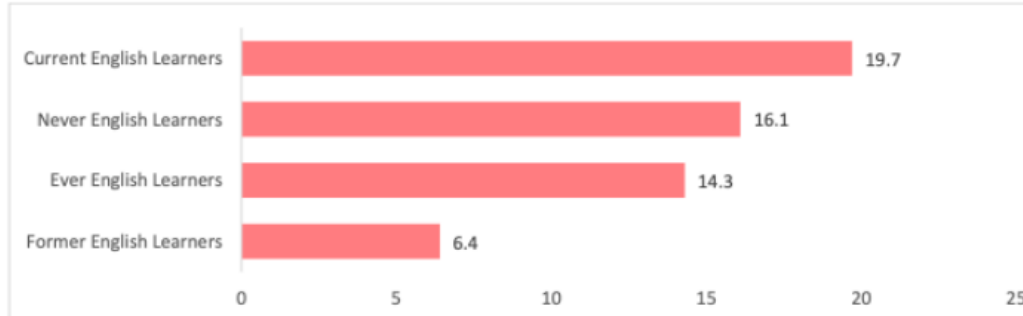
EL students continue to be overrepresented in special education and underrepresented in TAG programs. A higher percentage of both current and former EL's were eligible for free or reduced price meals as compared to students who were never English Learners (88.4 and 79.8 vs. 59 percent). 19.7 percent of current EL students receive special ed services, while 16.1 percent of never English learners receive this support. Almost 10.5 percent of current EL's received services in migrant education. Additionally, 57.5 percent of students in migrant ed were current EL's.

Regarding TAG programs, 7.0 percent of never English learners participate, 5.7 percent of former EL's, and just .5 of current EL's receive support in this area.

There is a concern in the field about the difficulty of accurately identifying current EL learners who need special ed services and supports. Schools may incorrectly identify current EL's 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 overlook genuine disabilities, assuming that current EL's just need more time to learn English. This is a challenge not only in Oregon but across the U.S

Most current EL's had a specific learning disability identified, and second was speech and communication disorder as their primary in 22-23.

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



### Attendance/Graduation Rates

In Oregon, students exhibit "regular attendance" at school if they attend more than 90 percent of school days during the school year. Former and never EL's have the highest levels of regular attendance in elementary grades, (75.2 and 64.9 respectively). Current EL's have substantially lower attendance rates in elementary, 58.3 percent. It declines from there, with middle at 56.2, and high is the lowest at 44.0 percent.

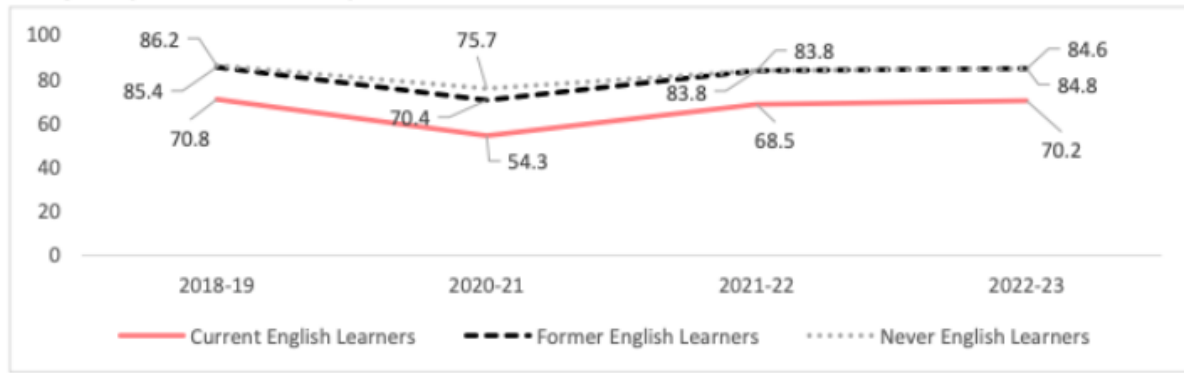
Former English learners graduated at rates better than never English learners (87.6 vs 81.5) in 22-23. Substantially fewer current EL's graduated in four years (68.1 percent, and this population was 2.8 times more likely to receive a modified diploma compared to their never English peers).

Post secondary college enrollment rates were at 55% for both former English learners and never English learners. Only 39% of current EL's went onto college within 16 months of high school graduation.

**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**



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



### Long Term Current English Learners

In 22-23, 21.9 percent of current EL's 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. This percentage includes students with and without disabilities.

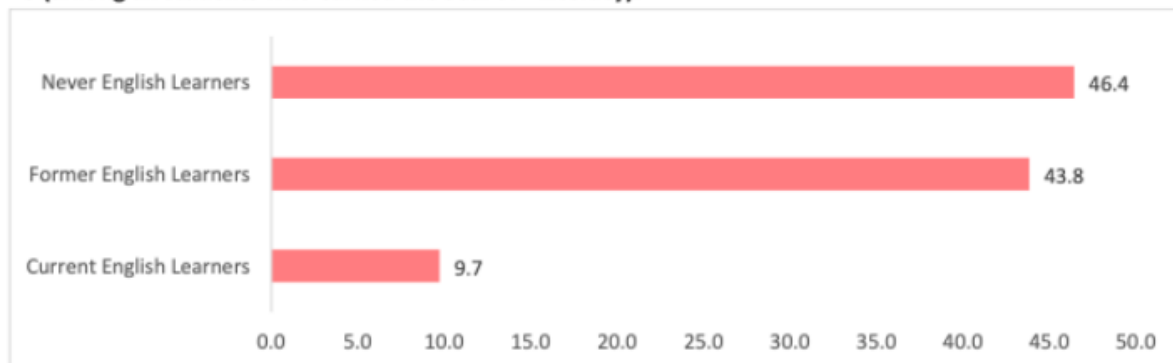
### SLIFE Students

Some current and former English learners had their education interrupted or received limited formal education before arriving in the United States school system. These students, who often spent time in refugee camps or whose process of immigration prevented them from attending school are known as **students with limited or interrupted formal education**. It is extremely important to know if you have these students in your population, because they face unique circumstances, and need to be served without placing them in classes with younger students, since forming relationships with peers is a factor that appears to improve academic outcomes. Districts reported 790 current students that fall under this category, and this number has been consistently increasing over time.

### Seal of Biliteracy

The Seal of Biliteracy offers recognition of the many cognitive, academic, and economic benefits of multilingualism. 37,710 students graduated in 2022-23, and 2,311 (about 6.1 percent) also received the Seal of Biliteracy. Among that population, 46.4 were never English learners, 43.8 percent were former EL's, and 9.7 percent were current EL's. Spanish was the most common language to show proficiency in among those recipients, at 82 percent.

**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).**



# English Learners in Oregon

Annual Report 2022-23

June 2024



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## **Acknowledgements**

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

### **Office of Teaching, Learning, and Assessment**

Jennifer Patterson, Assistant Superintendent  
Mary Martinez-Wenzl, Director  
Reza Norouzian, Research Analyst  
Kim Miller, Education Program Specialist

### **Office of Equity, Diversity, and Inclusion**

Deb Lange, Assistant Superintendent  
Kelly Kalkofen, Education Program Specialist  
Mirela Blekic, Education Program Specialist  
Mariana Praschnik-Enriquez, Education Program Specialist  
Ana Salas, Executive Support Specialist  
Susy Mekarski, Education Program Specialist

### **Office of Finance and Information Technology**

Kai Turner, Assistant Superintendent  
Lauren Holstein, Business Analyst

### **Office of Research, Assessment, Data, Accountability, and Reporting**

Dan Farley, Assistant Superintendent  
Jon Wiens, Director  
Andrea Lockard, Director  
Ben Wolcott, Education Program Specialist  
W. Joshua Rew, Psychometrician  
Greg Houser, Research Analyst  
Evan Fuller, Research Analyst  
Stephanie Evers, Research Analyst

## Executive Summary

ORS 327.016 directs the Oregon Department of Education (ODE) to prepare an annual report on English learner program funding and student outcomes. The report's 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 year<sup>1</sup>. 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).

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

## English Learners in Oregon

- The number of recently arrived current English learners (i.e., new immigrant students) 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 year<sup>2</sup>. 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.

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

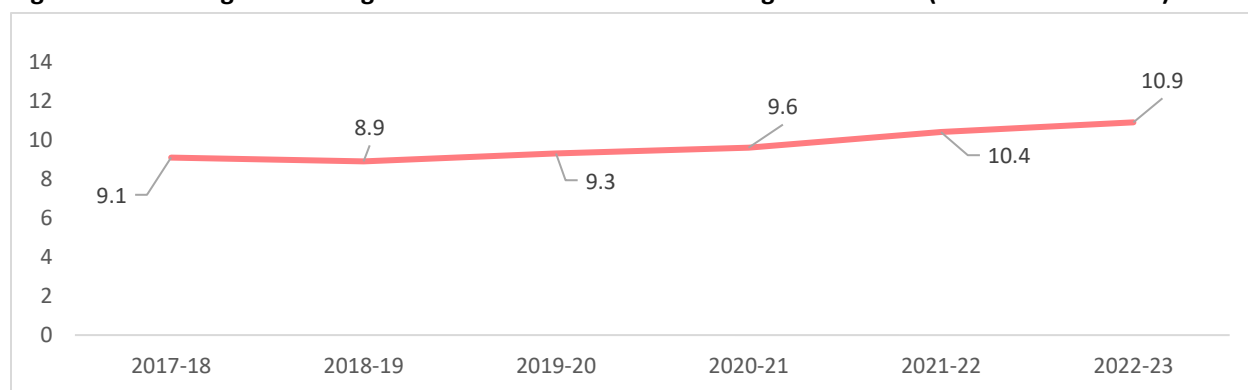
## Section 1: Demographics of English Learners in Oregon in 2022-23

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 year<sup>3</sup>. 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 learners<sup>4</sup> (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

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

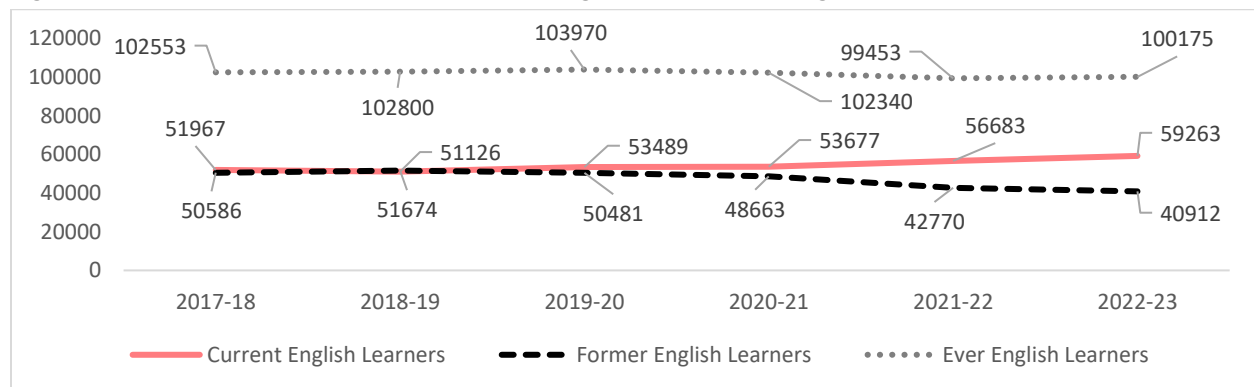
<sup>4</sup> The data for this portion of the report relies on student enrollments as of the first school day in May 2023.

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, Linquanti, 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.

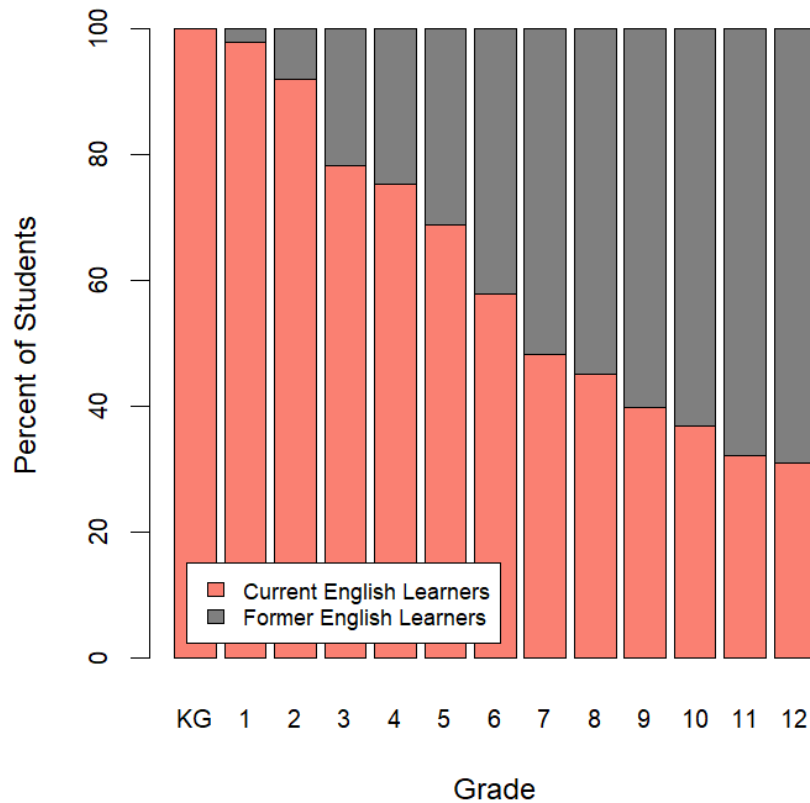
**Figure 2. Number of current, former, and ever English Learners in Oregon (2017-18 to 2022-23)**



**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.

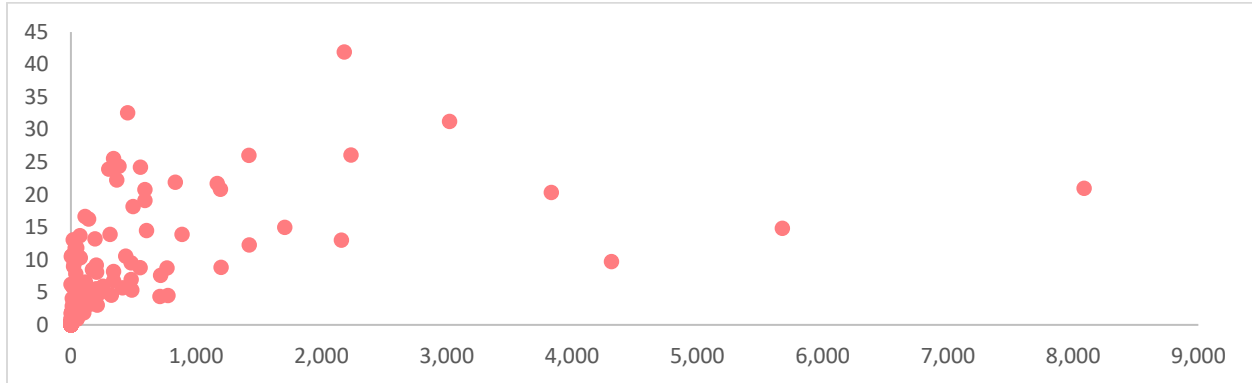
Figure 4 shows the distribution of current English learners across Oregon districts in 2022-23. There were eight districts with more than 2,000 current English learners. Thus, in 2022-23, districts differed in terms of both the number of current English learners and/or the percentage of their student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

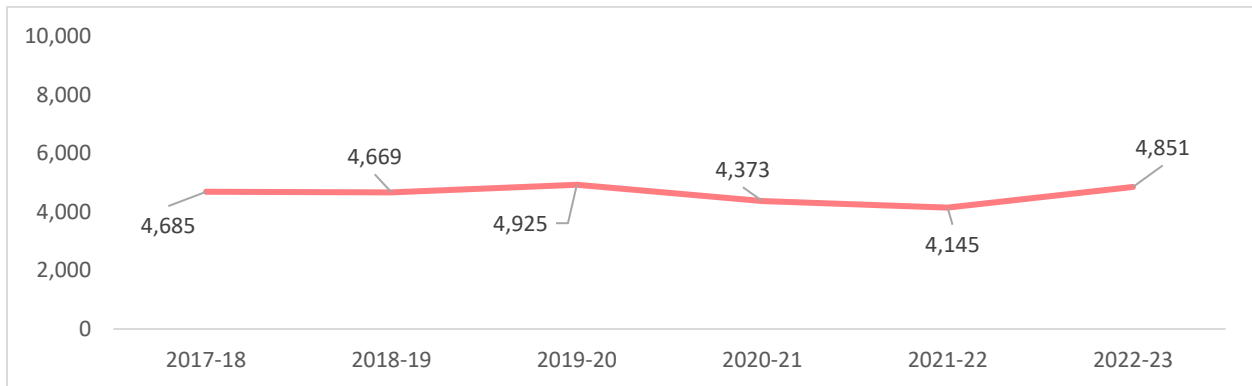
District Name	Percentage of Current English Learners
Woodburn SD 103	41.9%
Umatilla SD 6R	32.6%
Reynolds SD 7	31.3%
Centennial SD 28J	26.1%
David Douglas SD 40	26.1%
Nyssa SD 26	25.6%
Milton-Freewater Unified SD 7	24.4%
Morrow SD 1	24.2%
Gervais SD 1	23.9%
North Marion SD 15	22.3%

**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.<sup>5</sup>

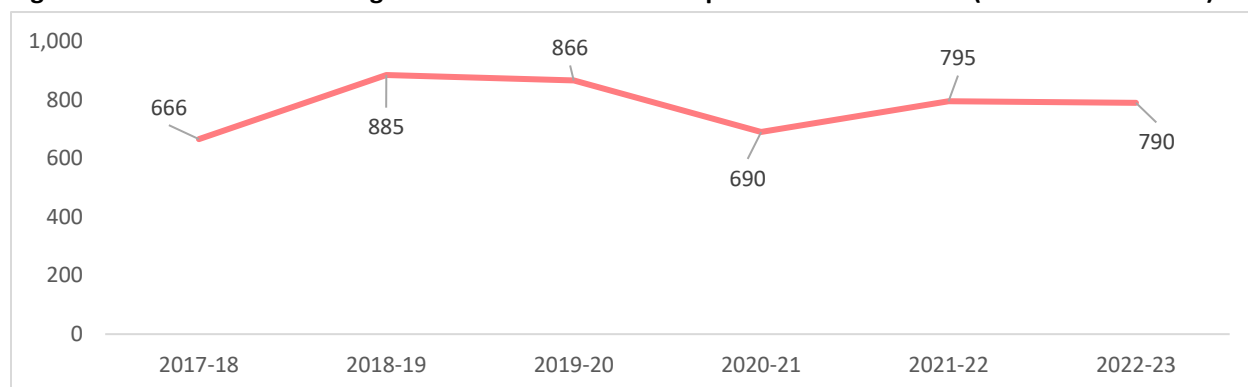
SLIFE students face unique circumstances. In addition to having missed at least two years of schooling, some arrive having experienced significant trauma. Schools need to find ways to serve SLIFE students without placing them in classes with younger students, since forming relationships with peers, including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

The ODE began collecting data on the number of students with limited or interrupted formal education in 2015-16. For the 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.

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

**Figure 6. Number of current English learners with an interrupted formal education (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

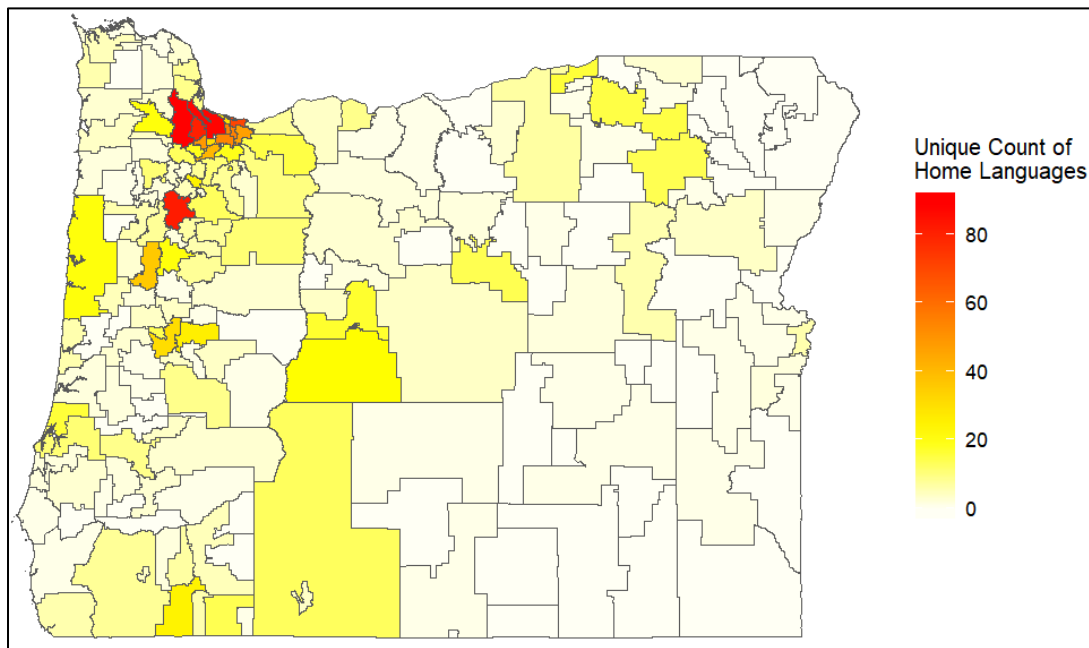
In 2020, ODE expanded the language of origin reporting options to include an additional 384 languages; many of which were Mesoamerican languages such as Mam, Q'anjobal, and K'iche. This was intended to reduce the prevalence of districts reporting an unknown home language. However, in 2022-23, districts 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.

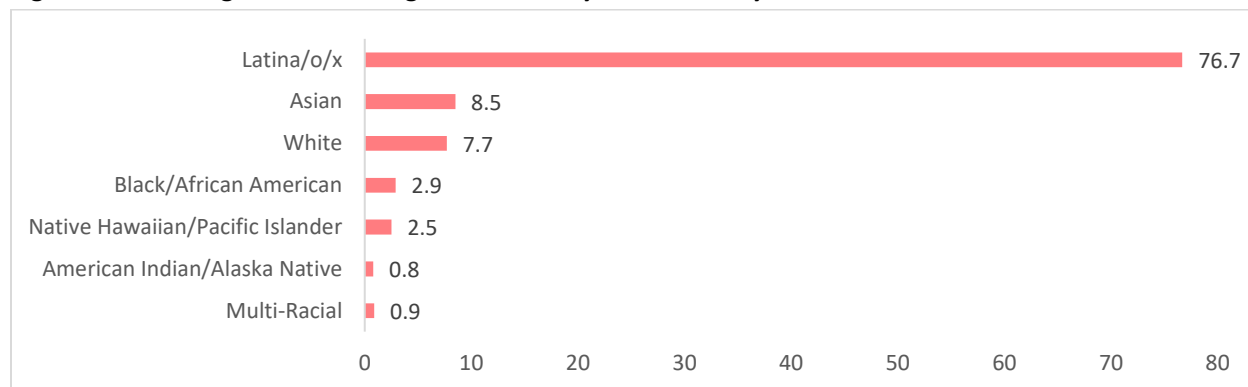
**Figure 7. Geographic distribution current English learner home languages across Oregon districts during 2022-23**



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

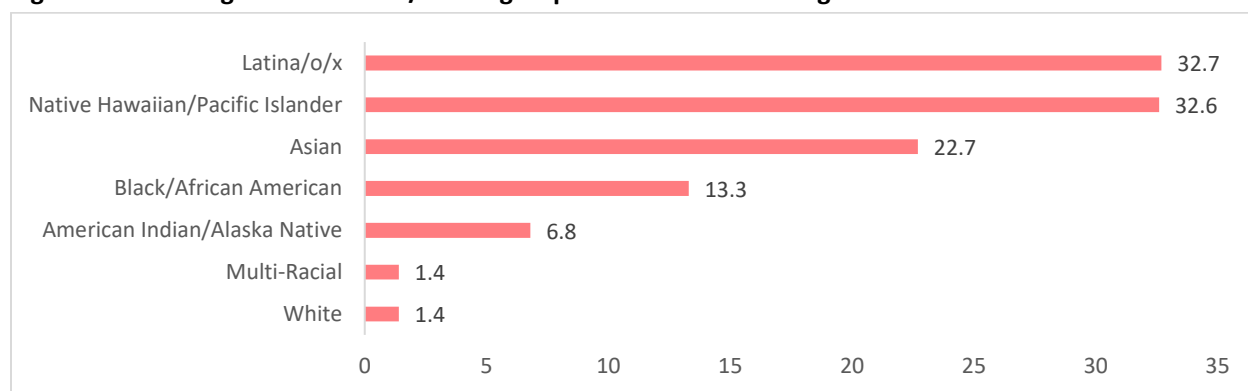
Of the 59,263 current English learners in Oregon during the 2022-23 school year, 45,463 (76.7 percent) were Latina/o/x. About 7.7 percent were White and 8.5 were Asian, while smaller percentages were Black/African American, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and Multi-Racial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

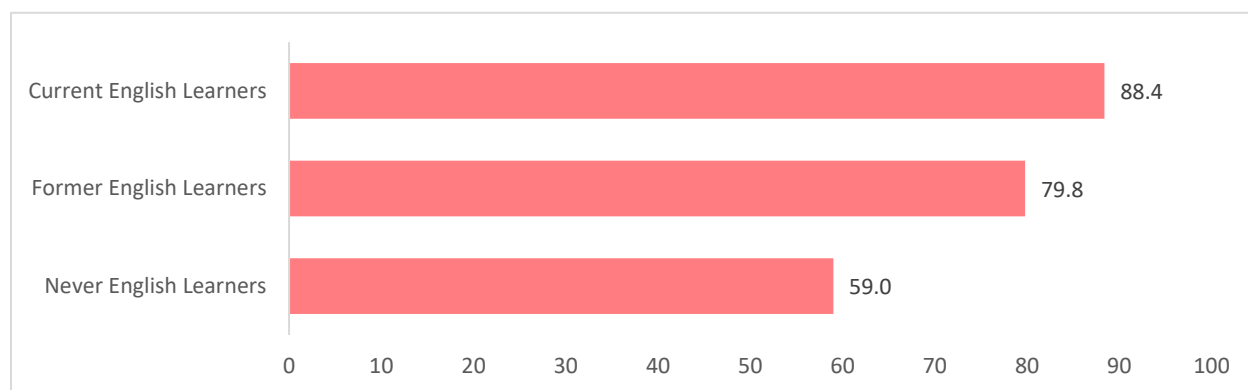
### Free or Reduced Price Meals

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 households<sup>6</sup>.

**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).

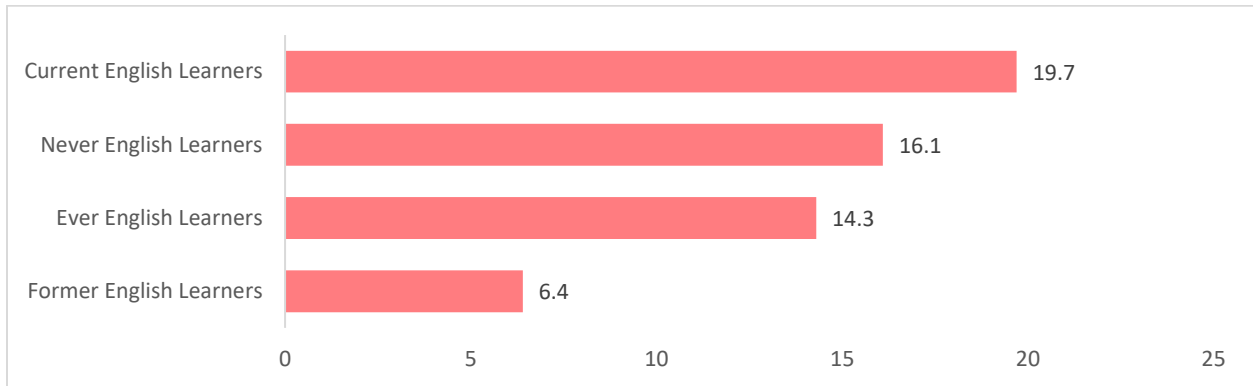
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<sup>6</sup> Although the COVID-19 related waivers issued by the USDA to allow meals to be served at no cost to all students ended in 2021-22 school year, about 54% of Oregon schools provided free meals to all their students in 2022-23 school year.

## English Learners in Oregon

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.

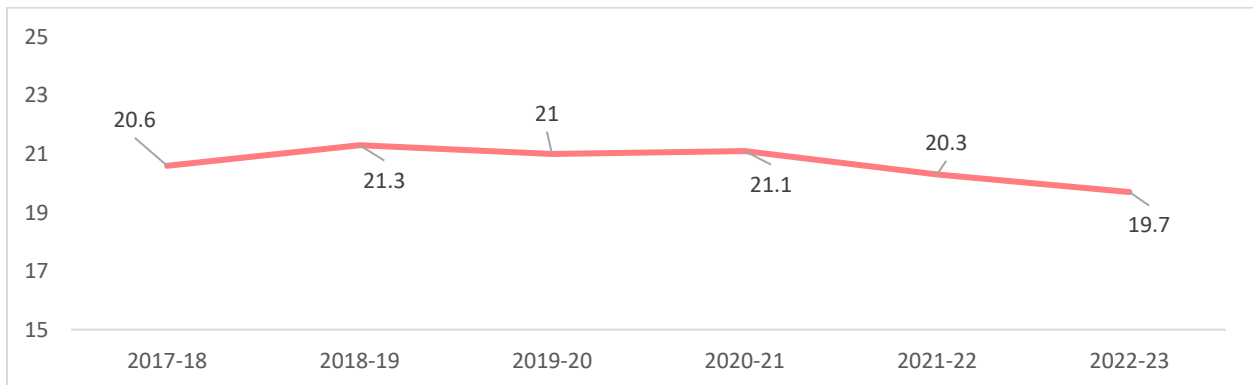
**Figure 11. Percentage of current, former, never, and ever English learners receiving special education services and supports in 2022-23.**



### **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.<sup>7</sup> Other primary disabilities, with 100 or more current English learners in 2022-23, included autism spectrum disorder, other health

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

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.<sup>8</sup>

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).

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<sup>8</sup> 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

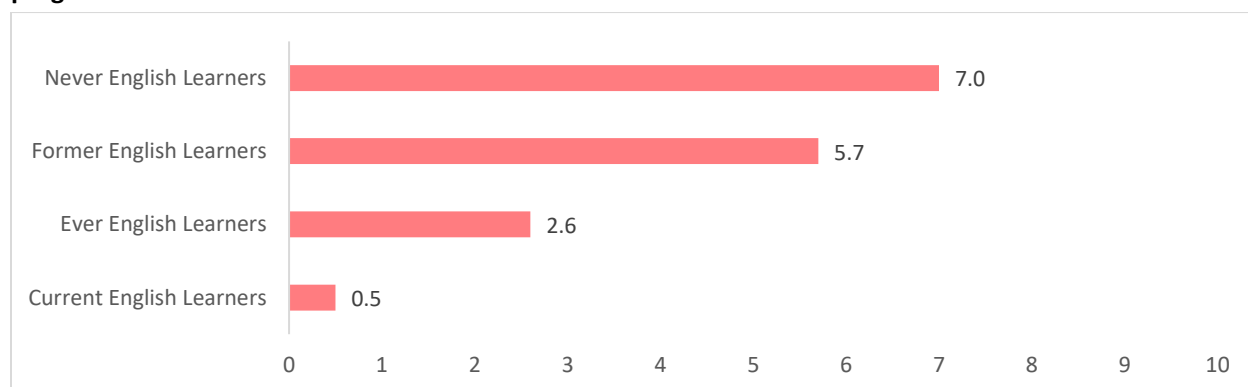
The state requires that all school districts establish policies and procedures to identify students to participate in TAG programs. These students may have high general intelligence and/or demonstrate unusual academic ability in one or more particular areas (Gubbins et al., 2020). State law requires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

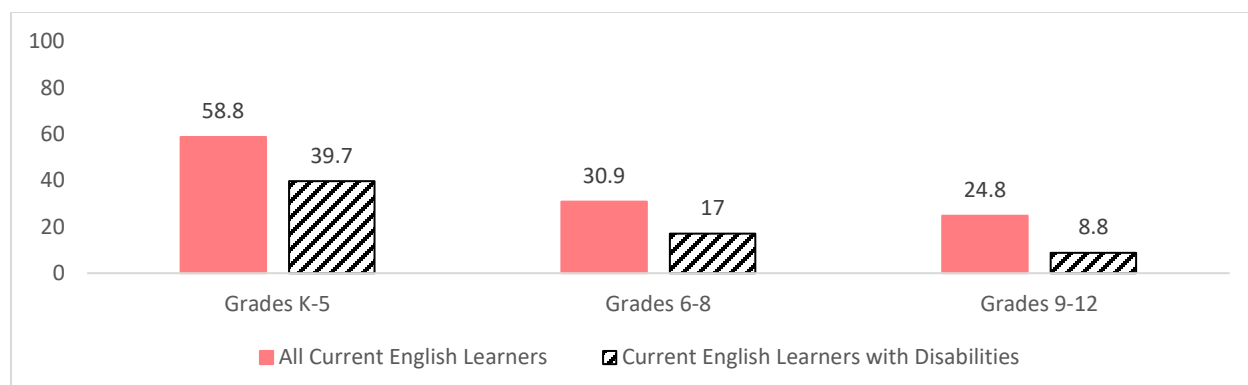
Students who are current English learners have to develop proficiency in English. In addition and at the same time, they must learn all the same academic content as other students in Oregon. This section of the report provides data about English language proficiency and academic outcomes of current English 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.

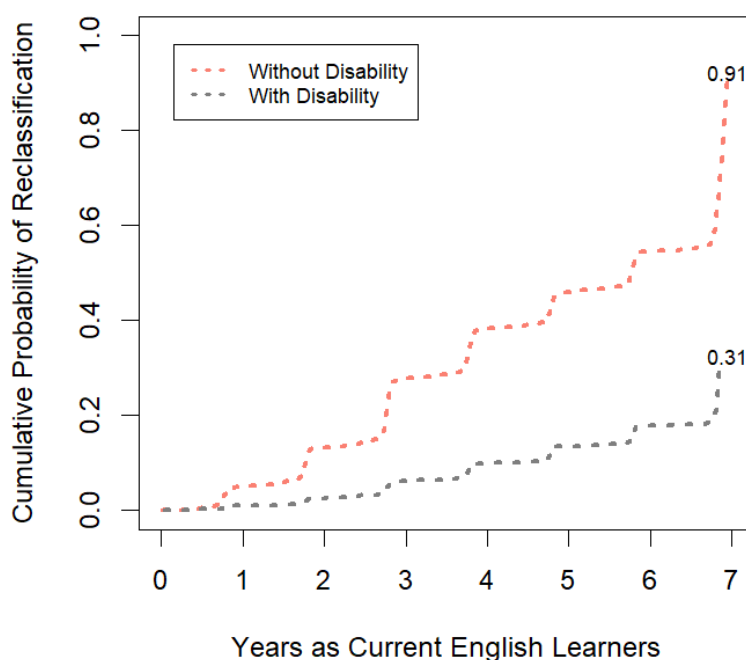
### **Approximately 31 percent of current English learners receiving special education services and supports developed English language proficiency in seven years.**

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 0.91<sup>9</sup> (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),

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

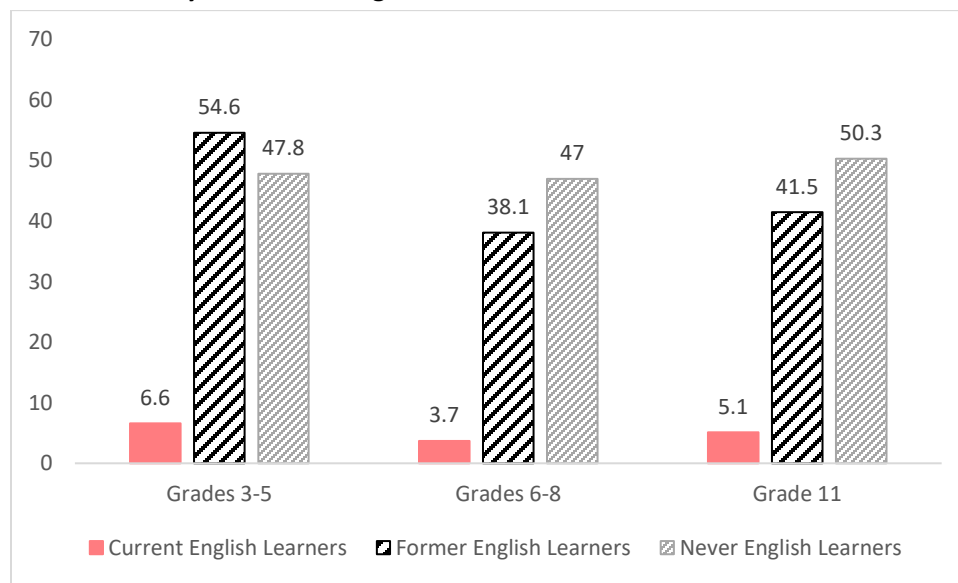
## English Learners in Oregon

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 districts<sup>10</sup> 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, 2022-23<sup>11</sup>**



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

At the elementary level, 7.1 percent of current ELs met or exceeded standards in math (Figure 17). In addition, 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.

<sup>10</sup> 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.

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

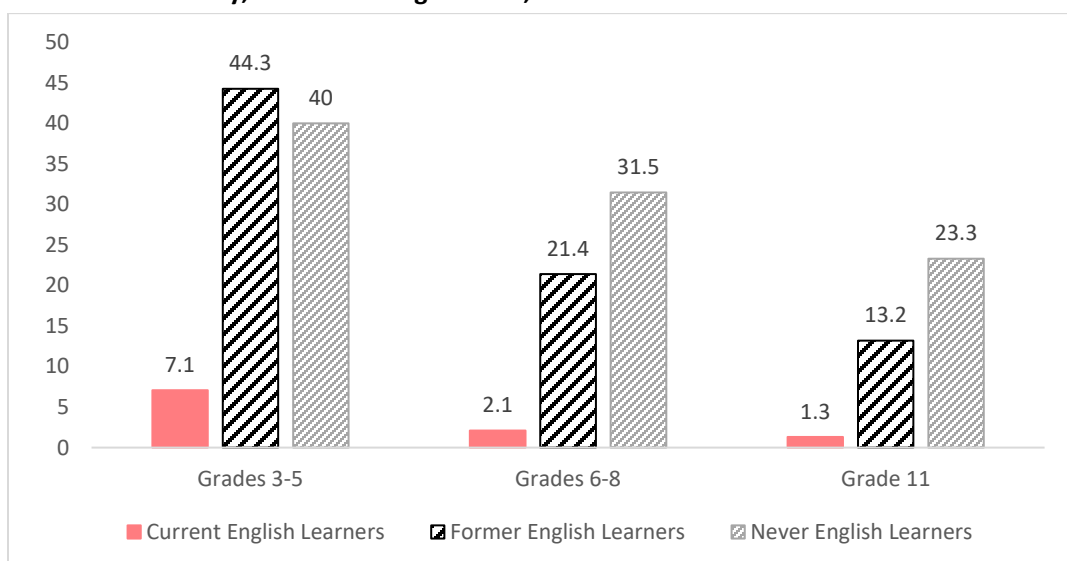
## English Learners in Oregon

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, 2022-23<sup>12</sup>**



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

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

### Regular Attendance

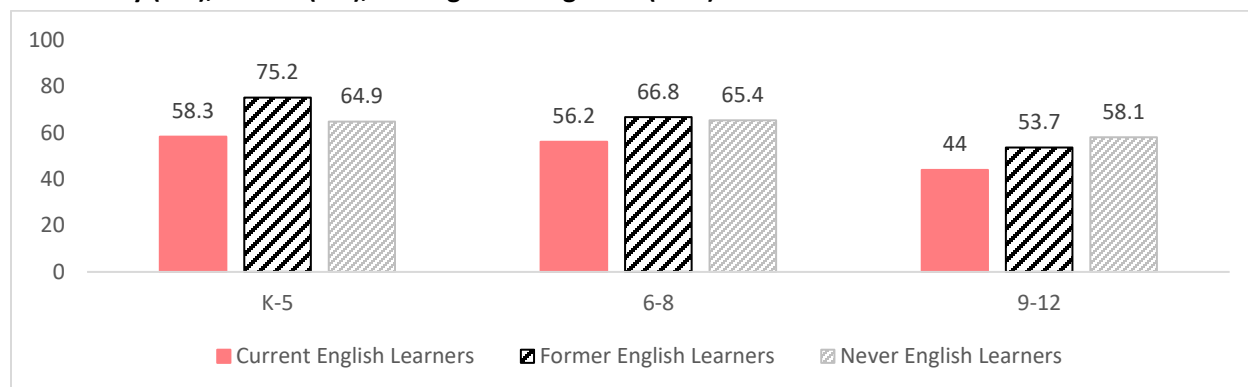
In recent years, researchers and educators alike have devoted increasing attention to ensuring students attend school on a regular basis. Research has shown that even moderate levels of absenteeism can have a profound impact on students' grades, performance on standardized assessments, graduation rates, 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.

<sup>12</sup> 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

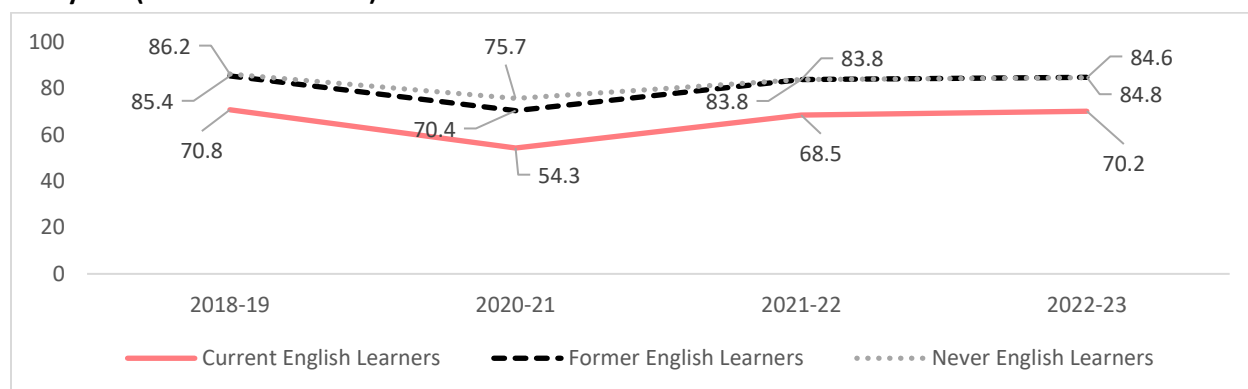
Around the country, states and districts track whether students in the 9<sup>th</sup> grade are on track to graduate within four years. They do this because ninth grade is a critical year for determining whether students will ultimately graduate from high school; identifying students who are not on track allows schools to provide supports and interventions to help keep students in school and progressing towards graduation. In Oregon, students in the 9<sup>th</sup> grade are on track to graduate if they earn at least six credits or 25 percent of the credits their district requires for graduation. However, one should note that ODE’s data 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.<sup>13</sup>

According to figure 19, former and never English learners in 9<sup>th</sup> grade are on track to graduate at substantially higher percentages than current English learners from 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

<sup>13</sup> Data representing the percentage of current, former, and never English learners who were on track to graduate in ninth grade were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon’s response to the COVID-19 pandemic (e.g., the cancellation of data collections that either capture the specific data or support the calculation of this measure at the district and state levels).

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 9<sup>th</sup> grade current, former, and never English learners on track to graduate within four years (2018-19 to 2022-23).**



### Four-Year Graduation

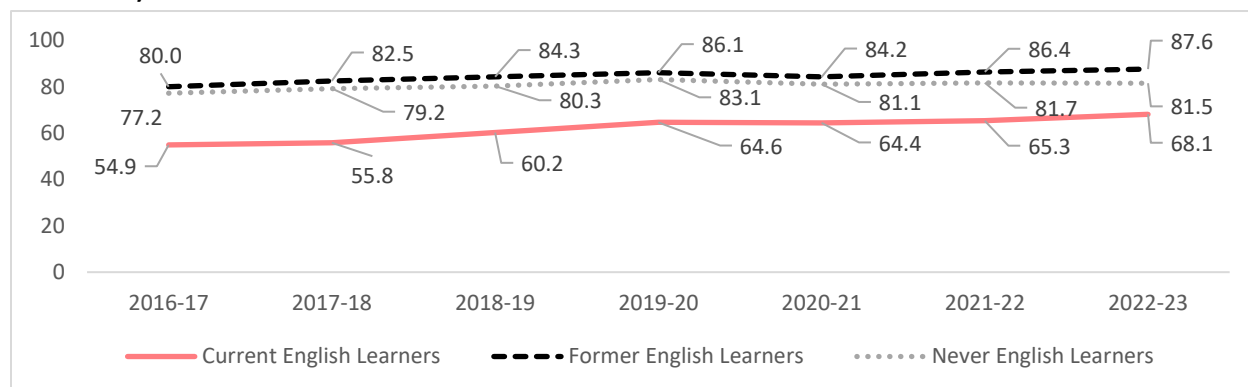
The ODE uses a cohort adjusted graduation rate to examine and monitor the percentage of students graduating within a specific number of years. The data for this section relies on the four-year cohort adjusted graduation rate for current, former, and never English learners. For the purposes of reporting 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:

## English Learners in Oregon

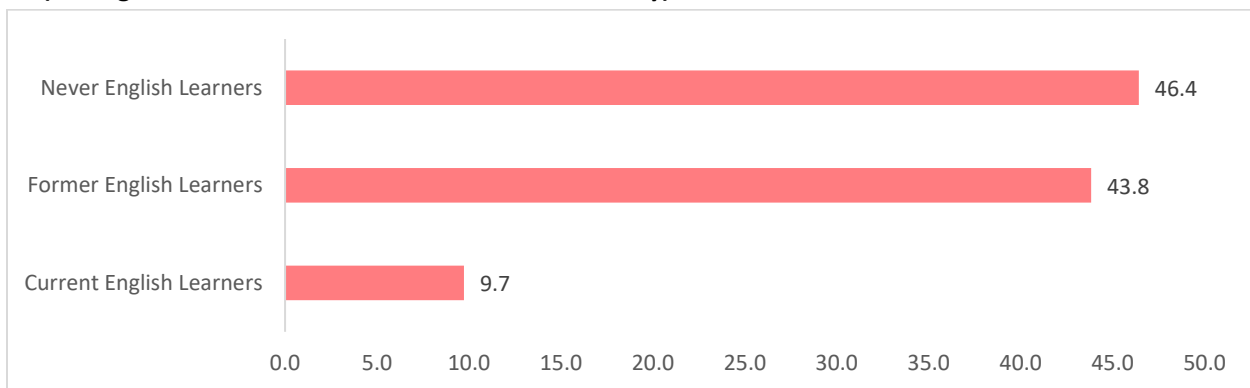
- Meet all graduation requirements, and
- score at the intermediate high level in listening, speaking, reading, and writing in a partner language.

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 learners<sup>14</sup> 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).**

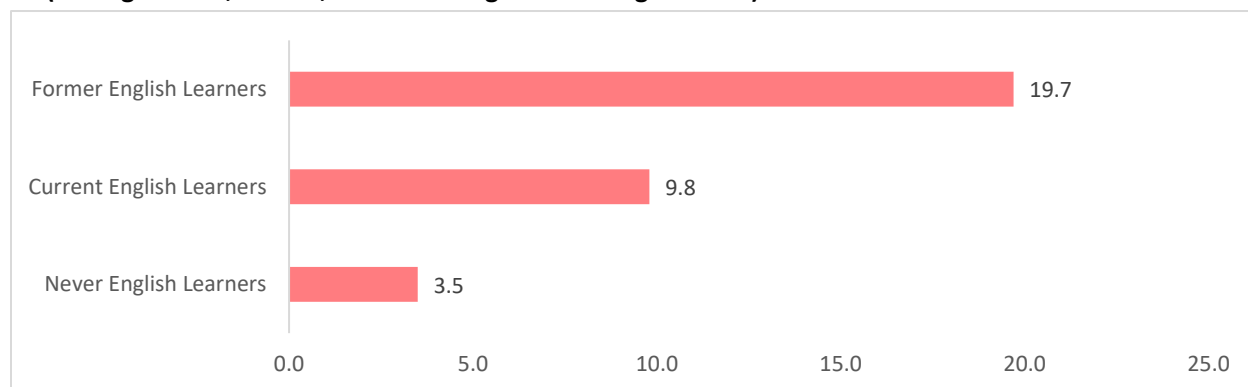


According to figure 22, among former English learners who graduated in 2022-23, 19.7 percent earned the Seal of Biliteracy. Moreover, 9.8 percent of current English learner graduates earned the Seal of Biliteracy in 2022-23. This means that, among ever English learners who graduated in 2022-23, 29.5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

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<sup>14</sup> For the purposes of reporting Seal of Biliteracy data in this report, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

**Figure 22. Percentage of current, former, and never English learners earning the Seal of Biliteracy in 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 2022-23<sup>15</sup>.**

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

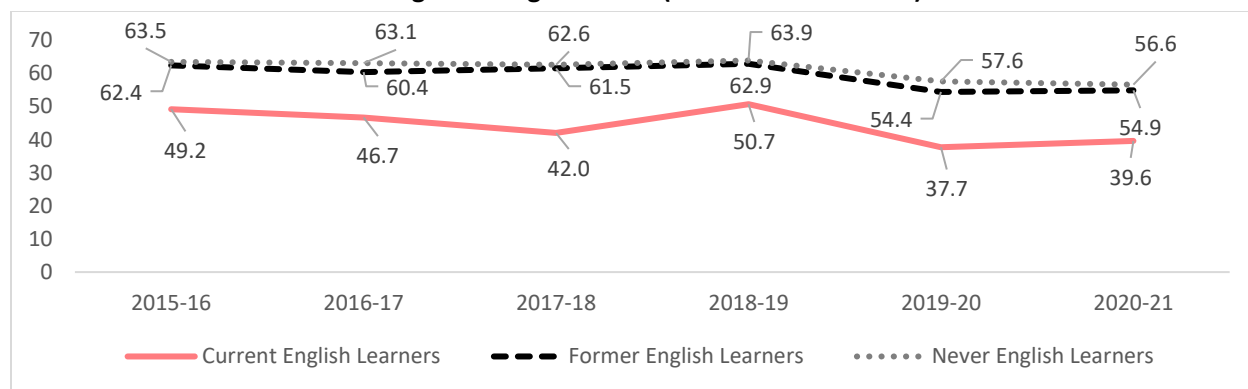
<sup>15</sup> Note that the counts in this table reflect students who graduated in 2022-23 (and were part of the four-year cohort adjusted graduation rate) and earned the Seal of Biliteracy.

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 learners<sup>16</sup> 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 2020-21<sup>17</sup>).**



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

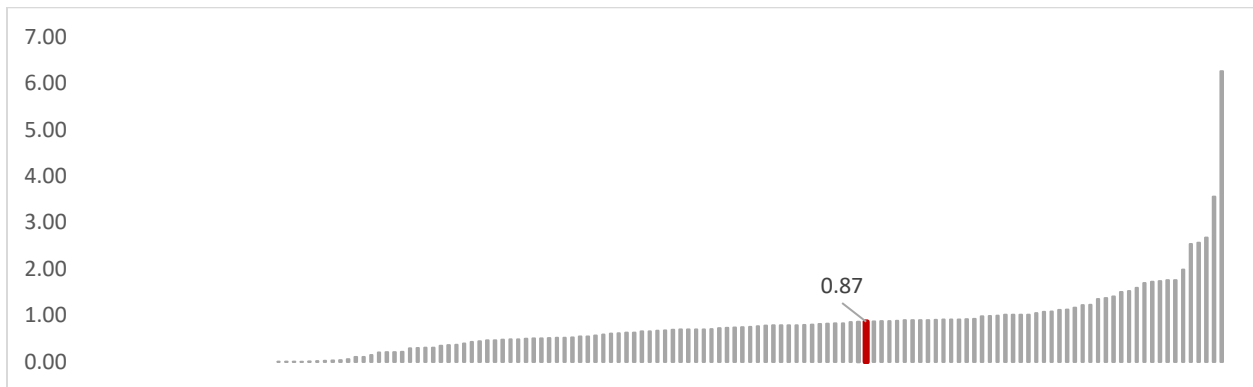
<sup>17</sup> The year (e.g., 2020-21) represents the school year in which students graduated from high school.

## 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.<sup>18</sup> In addition to this basic funding, districts receive additional state funds for each student enrolled in an ELD program. This amount is  $0.5 \times \$9,622$  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.

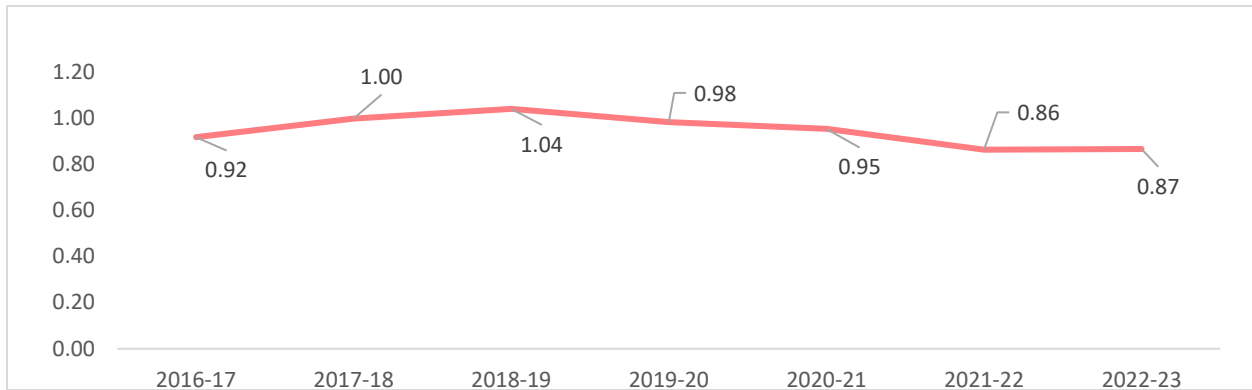
**Figure 24. Ratio of current English learner expenditures to revenues across districts in 2022-23.**



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.

<sup>18</sup> 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).<sup>19</sup>

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 services<sup>20</sup>. Additional information on the grant amounts is available on the [ODE website under Title III Allocations](#).

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

<sup>20</sup> Districts with fewer than 77 students could join other districts in a consortium to access these grants.

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## English Learners in Oregon

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- c. Athletics and Activities  
**Speaker(s):** Joe Harris

## Board Report – 11/12/24

### Summary:

Unfortunately, our volleyball season came to a close on October 30. After a competitive league tournament the weekend before, our girls lost in 3 sets to Umpqua Valley Christian in the first round of the state playoffs, again playing competitively. Although our ladies did not advance, they represented our school and community on and off the court with their hard work in their classes and their sportsmanship on the court, and we are very proud of them all.

Our football team will be playing in the first round of the state playoffs. The football team was very competitive in their win over Days Creek during the league cross-over tournament held at Cresswell high school on November 2. Thank you to all the attendees and those who came out to support our boys.

Parent/teacher conferences were held this week. At the same time Sarah Littlefield put together a well-attended resource/wellness fair for our community. This gave parents something to do while waiting for their appointments with the teachers.

Middle school basketball will start practices on Nov. 12<sup>th</sup> and High School basketball will begin practices on Nov. 18<sup>th</sup>. This year we will only have our men's team as the ladies will be co-op with Monroe. We are still looking for someone to run the clock for our home games. If anyone is interested, please reach out. The Clemens tournament will need some volunteers so please let me know if you can help with this as well. The dates for the tournament are the 26<sup>th</sup> – 28<sup>th</sup> of December.

I have the athletic handbook ready to go and will be getting that up on the website so look for that.

I am planning the fall sport awards night for Nov. 20<sup>th</sup> at 6pm. I hope everyone can attend. We will be serving some pizza and giving out individual and team awards.

I am working with behavioral specialist Mark Summers from LBLESD to begin working on our Positive Behavioral Support initiative. Right now, I have 14 people willing to work on improving the climate and culture of Alsea and look forward to our planning sessions. The goal is to be ready to start next year with our full-blown version. This year we have started using our positive postcards, and leadership has been planning our assemblies for SOTM and recognizing student birthdays. The postcards are a handwritten note from a teacher describing the great things students are doing in classes and then we mail them home.

Please let me know if you have any questions.

- d. Financial Report  
**Speaker(s):** Don Staehely

## Financial Summary – October 31, 2024

### General Fund Resources

- State School Support – The financial statements reflect projected figures for 23-24 and 24-25 using final attendance figures and transportation mileage and expenses for 23-24, and projected figures based on first quarter ADM for 24-25. It is estimated the district will owe \$6,000 for 24-25 and the state payments for 24-25 will be reduced by \$670,000 compared to initial payments. The major change in 24-25 is that the estimate payments were made on projected figures submitted to the ODE. Based on the 1<sup>st</sup> quarter figures, the district will again be a hold harmless district, and the funding will be based on the final 23-24 figures. The final allocation for 23-24 will not be made until May 25; however, the ODE will adjust the 24-25 figures in January based on the 2<sup>nd</sup> quarter figures. Included in the statements is a comparison for both years.
- 1510 - Earnings on investments – The earnings rate with the Local Government Investment Pool (LGIP) is 5.1%. The district presently is earning \$30,000 per month but this will be declining as the district uses beginning cash to maintain programs.
- All other revenues are projected as the budgeted amount.

### General Fund Expenditures

- All salaries and benefits are encumbered and included in the financial statements.
- The district received preliminary figures for cost of service paid to Linn Benton Lincoln ESD beyond the funding allocation to the district, which is estimated at \$63,188. Those costs are reflected in Support Services (2142,2152, and 2160).
- No other major changes.

### Special Revenue

- ESSER III – the grant has been finalized and all funds collected. The grant was spent on the HVAC upgrade.
- All Integrated Guidance Funds – Year 1 – have been finalized and funds have been either collected or invoiced to the ODE.
- After School Enrich Program – The district has received \$3,000 from the Benton Community Foundation for middle and high school after school programs. A resolution to accept the grant and increase appropriations is included in the Board packet.
- As shared last month, the district just received the two new buses for WLA. The purchase and leases have been reflected in the statements. The leases are over a 10-year period, which coincides with the ODE depreciation reimbursement schedule for buses. The district will be receiving from WLA 10% of the principal payment and 100% of the interest. The 90% is reimbursed through the SSF formula.

### Food Service Program

- Included are the financial statements, student participation, and per meal breakdown through 10/31/24. Currently, 67.6% of the students are participating in the breakfast program; 65.0% in the lunch program.
- The projected transfer from the General Fund will be approximately \$62,000. The average cost per meal is \$5.56 while reimbursement is \$3.80.

### Debt Service

- The current levy dollars will not be received from the counties starting in November.
- The 1<sup>st</sup> interest payment was made in October, with the 2<sup>nd</sup> interest payment and principal payment made in April.

### Capital Projects

- 400 – Capital Projects - reflects interest received on monies at the LGIP. Expenditures are the replacement of the windows and architectural services for the kitchen.
- 410 - Bond 2021 and OSCIM Grant – The district received the final invoice that can be charged to the OSCIM grant. The final claim will be made in November.
- 430 – Seismic Rehabilitation – represents approved service contracts. The district has submitted the first claim to the Oregon Business Development Department. Per the grant, claims will be made after each month end.

### Unemployment Reserve

- Funds (\$85,000) were accumulated in the unemployment liability account during 23-24 to cover quarterly claims. These dollars have been transferred to the Unemployment Reserve account and reflected in the revenue account. The current unemployment rate charged to all salaries is 3.3%, which will generate the remaining balance to total \$183,679. As shared during the budget development process, the reserve amount is based on the law change creating an estimated future liability to the district.
- The 1<sup>st</sup> quarter unemployment invoice totaled \$2,818. However, the new law has just been implemented.

**GENERAL FUND  
STATEMENT OF RESOURCES  
FOR THE FISCAL YEAR 2024-25  
As of October 31, 2024**

<u>LINE</u>	<u>SOURCE</u>	<u>BUDGET</u>	<u>Y-T-D 10/31/2024</u>	<u>PROJECTED</u>	<u>TOTAL 10/31/2024</u>	<u>BALANCE OVER/(UNDER)</u>	
<b>STATE SCHOOL SUPPORT FORMULA</b>							
1	1111	CURRENT YEAR'S TAXES	\$ 528,200.00	\$ -	524,200.00	\$ 524,200.00	\$ (4,000.00)
2	1112	PRIOR YEAR'S TAXES	1,000.00	3,406.95	1,593.05	5,000.00	4,000.00
3	1114	OTHER TAXES	-	3.45	(3.45)	-	-
4	1190	INTEREST ON TAX COLLECTIONS	800.00	112.26	687.74	800.00	-
5	2101	COUNTY SCHOOL FUND	-	-	-	-	-
6	3103	COMMON SCHOOL FUND	41,205.00	-	41,275.96	41,275.96	70.96
7	3101	STATE SCHOOL SUPPORT FUND	4,527,702.00	1,984,292.00	2,108,734.04	4,093,026.04	(434,675.96)
8	4801	FEDERAL FOREST FEES	-	-	-	-	-
9	<b>TOTAL 2024-25 SSSF SOURCES (Line 1 - Line 8)</b>		<b>5,098,907.00</b>	<b>1,987,814.66</b>	<b>2,676,487.34</b>	<b>4,664,302.00</b>	<b>(434,605.00)</b>
<b>STATE SCHOOL SUPPORT FORMULA (Prior Yr Adjustments)</b>							
10	STATE SCHOOL SUPPORT FUND 23-24		-	-	(5,866.00)	(5,866.00)	(5,866.00)
11	HIGH COST GRANT		-	-	-	-	-
12	<b>TOTAL SSSF PRIOR YR ADJ (Line 10 - Line 11)</b>		<b>-</b>	<b>-</b>	<b>(5,866.00)</b>	<b>(5,866.00)</b>	<b>(5,866.00)</b>
13	<b>TOTAL SSSF SOURCES (Line 9 + Line 12)</b>		<b>5,098,907.00</b>	<b>1,987,814.66</b>	<b>2,670,621.34</b>	<b>4,658,436.00</b>	<b>(440,471.00)</b>
<b>NON STATE SCHOOL SUPPORT FORMULA SOURCES</b>							
<b>LOCAL SOURCES</b>							
14	1510	EARNINGS ON INVESTMENTS	50,000.00	137,670.84	112,329.16	250,000.00	200,000.00
15	1710	ADMISSIONS - GATE FEES	7,500.00	1,605.00	7,500.00	9,105.00	1,605.00
16	1760	FUND RAISING	-	-	-	-	-
17	1910	RENTAL INCOME	3,600.00	1,536.00	2,064.00	3,600.00	-
18	1943	SERVICES PROVIDED CHARTER SCHOOLS	72,198.00	-	72,198.00	72,198.00	-
19	1960	RECOVER PRIOR YEAR'S EXPENDITURES	-	-	-	-	-
20	1920	DONATIONS	-	-	-	-	-
21	1980	FEES CHARGED OTHER GRANTS	-	-	-	-	-
22	1990	MISCELLANEOUS REVENUE	24,800.00	8,673.92	-	8,673.92	(16,126.08)
23	<b>TOTAL LOCAL SOURCES (Line 14 - Line 22)</b>		<b>158,098.00</b>	<b>149,485.76</b>	<b>194,091.16</b>	<b>343,576.92</b>	<b>185,478.92</b>
<b>OTHER SOURCES</b>							
24	2102	REVENUE THROUGH ESD	7,600.00	-	7,600.00	7,600.00	-
25	2199	OTHER INTERMEDIATE SOURCES	-	-	-	-	-
26	3203	SPECIAL EDUCATION PROGRAMS	-	-	-	-	-
27	5300	INSURANCE REIMBURSEMENT	-	-	-	-	-
28	5400	BEGINNING CASH	6,700,000.00	6,689,735.02	-	6,689,735.02	(10,264.98)
29	<b>TOTAL OTHER SOURCES (Line 24 - Line 28)</b>		<b>6,707,600.00</b>	<b>6,689,735.02</b>	<b>7,600.00</b>	<b>6,697,335.02</b>	<b>(10,264.98)</b>
30	<b>TOTAL NON SSSF SOURCES (Line 23 + Line 29)</b>		<b>6,865,698.00</b>	<b>6,839,220.78</b>	<b>201,691.16</b>	<b>7,040,911.94</b>	<b>175,213.94</b>
31	<b>TOTAL RESOURCES (Line 13 + Line 30)</b>		<b>\$ 11,964,605.00</b>	<b>\$ 8,827,035.44</b>	<b>\$ 2,872,312.50</b>	<b>\$ 11,699,347.94</b>	<b>\$ (265,257.06)</b>

**Alesea School District 7J  
State School Support Formula Estimate**

	<u>ODE</u>	<u>23-24</u>	<u>ODE</u>	<u>Estimated</u>	<u>Change</u>	<u>24-25</u>	<u>ODE</u>	<u>Estimate</u>	<u>Change</u>
<u>Weight</u>									
ADMr	1.00	268.77	268.77	265.48		295.00	295.00	234.50	
ESL	0.50	4.00	2.00	2.00		8.00	4.00	4.00	
Pregnant and Parenting	1.00	-	-				-		
IEP	1.00	29.56	29.56	29.20		42.00	32.45	25.80	
IEPs above 11%	1.00	2.30	2.30	2.30		25.40	25.40	2.30	
Students in Poverty	0.25	29.00	7.25	7.25		29.00	7.25	7.25	
Foster Care	0.25	1.00	0.25	0.25		-	-		
Remote Elementary	1.00	-	-			-	-		
Small High School	1.00	53.86	53.86	54.34		53.86	53.86	47.26	
Total ADMw		388.49	363.99	360.82		453.26	417.96	321.11	
Prior Yrs ADMw			613.44				363.99	360.82	
Greater ADMw Amt between Yrs			<b>613.44</b>	<b>613.44</b>			<b>417.96</b>	<b>360.82</b>	
Base Amount			\$ 4,500.00	\$ 4,500.00			\$ 4,500.00	\$ 4,500.00	
Teacher Experience Base Amount			\$ 25.00	\$ 25.00			\$ 25.00	\$ 25.00	
Experience			(2.30)	(2.30)			(2.30)	(2.30)	
Teacher Experience Amount			(57.50)	(57.50)			(57.50)	(57.50)	
Total Base Amount			\$ 4,442.50	\$ 4,442.50			\$ 4,442.50	\$ 4,442.50	
Ratio			2.24088649993	2.24088649993			2.33970839042	2.33970839042	
State School Funding Per ADMw			\$ 9,955.14	\$ 9,955.14			\$ 10,394.15	\$ 10,394.15	
General Purpose Grant		Rounding	\$ 78.00			Rounding	\$ 2.00		
			\$ 6,106,909	\$ 6,106,831			\$ 4,344,341	\$ 3,750,417	\$ (593,924)
<b>Transportaiton</b>			940,000.00				1,100,000.00		
Unaudited Expenses				866,215.00				892,201.45	
Depreciation				112,792.00				155,557.00	
Non reimbursed miles									
Capacity 20 or less		3,647		(5,833.00)		3,647		(5,833.00)	
Capacity 21 or more		8,333		(26,498.00)		8,333		(26,498.00)	
				946,676.00				1,015,427.45	
Percent			90%	90%			90%	90%	
Transportation Grant			\$ 846,000.00	\$ 852,008.00			\$ 990,000.00	\$ 913,885.00	\$ (76,115)
Rounding									
Total Formula Revenue			\$ 6,952,909	\$ 6,958,839	\$ 5,930		\$ 5,334,341	\$ 4,664,302	\$ (670,039)
<b>Less Local Collections</b>									
Property Taxes			500,000	511,796	(11,796)		530,000	530,000	
Common School			51,631	51,631	-		41,276	41,276	
County School			-	-			-	-	
Federal Forest Fees			-	-			-	-	
Total Local Offsets			551,631	563,427	(11,796)		571,276	571,276	
State School Support Payments			\$ 6,401,278	\$ 6,395,412	\$ (5,866)		\$ 4,763,065	\$ 4,093,026	\$ (670,039)

**GENERAL FUND  
STATEMENT OF EXPENDITUES COMPARED TO BUDGET  
FOR THE FISCAL YEAR 2024-25  
As of October 31, 2024**

		<u>ACTUAL</u>			<u>TOTAL</u>	<u>BALANCE</u> <u>FAVORABLE/</u>	<u>--%--</u>
		<u>BUDGET</u>	<u>Y-T-D</u>				
<b>INSTRUCTION</b>							
1111	Elementary, K-5	\$ 1,336,914.00	\$ 194,560.07	\$ 934,740.08	\$ 1,129,300.15	\$ 207,613.85	
1113	Elementary Extra-curricular	3,864.00	-	2,856.67	2,856.67	1,007.33	
1121	Middle/Junior High Programs	271,397.00	46,481.69	217,461.02	263,942.71	7,454.29	
1122	Middle/Junior High School Extra-curricular	36,686.00	11,111.13	13,520.26	24,631.39	12,054.61	
1131	High School Programs	390,968.00	70,854.35	285,299.89	356,154.24	34,813.76	
1132	High School Extra-curricular	149,995.00	33,988.82	47,564.44	81,553.26	68,441.74	
1250	Less Restrictive Programs: Students w/ Disability	636,673.00	64,152.94	246,400.84	310,553.78	326,119.22	
1291	English Second Language Programs	8,359.00	287.78	1,142.70	1,430.48	6,928.52	
	<b>TOTAL INSTRUCTION</b>	<b>2,834,856.00</b>	<b>421,436.78</b>	<b>1,748,985.90</b>	<b>2,170,422.68</b>	<b>664,433.32</b>	<b>76.56%</b>
<b>SUPPORT SERVICES</b>							
2113	Social Work Services	-	828.40	4,486.07	5,314.47	(5,314.47)	
2114	Student Accounting Services	28,801.00	9,715.21	19,870.69	29,585.90	(784.90)	
2134	Nurse Services	12,000.00	4,578.24	4,563.00	9,141.24	2,858.76	
2142	Psychological Testing Services	50,200.00	-	13,425.00	13,425.00	36,775.00	
2152	Speech Pathology Services	65,900.00	-	26,908.00	26,908.00	38,992.00	
2160	Other Student Treatment Services	39,500.00	-	22,855.00	22,855.00	16,645.00	
2190	Service Direction, Student Support Services	82,526.00	14,503.43	43,735.03	58,238.46	24,287.54	
2222	Library/Media Center	1,250.00	-	-	-	1,250.00	
2230	Assessment and Testing	4,368.00	1,078.98	3,213.45	4,292.43	75.57	
2240	Instructional Staff Development	26,000.00	123.60	-	123.60	25,876.40	
2310	Board of Education Services	161,200.00	17,862.70	29,972.08	47,834.78	113,365.22	

**GENERAL FUND  
STATEMENT OF EXPENDITURES COMPARED TO BUDGET  
FOR THE FISCAL YEAR 2024-25  
As of October 31, 2024**

		<u>BUDGET</u>	<u>ACTUAL</u> <u>Y-T-D</u>		<u>TOTAL</u> <u>10/31/2024</u>	<u>BALANCE</u> <u>FAVORABLE/</u> <u>(UNFAVORABLE)</u>	<u>--%--</u> <u>COMMITTED</u>
			<u>10/31/2024</u>	<u>ENCUMBERED</u>			
2321	Office of the Superintendent Services	266,441.00	88,752.85	135,974.93	224,727.78	41,713.22	
2410	Office of the Principal Services	502,660.00	105,685.62	339,155.22	444,840.84	57,819.16	
2520	Fiscal Services	355,450.00	76,451.45	162,802.06	239,253.51	116,196.49	
2540	Operation and Maintenance of Plant Services	609,241.00	185,312.13	196,160.65	381,472.78	227,768.22	
2550	Student Transportation Services	1,009,576.00	214,457.58	506,226.84	720,684.42	288,891.58	
2660	Technology Services	117,316.00	17,704.70	23,561.69	41,266.39	76,049.61	
2700	Supplemental Retirement Program	-	-	-	-	-	
<b>TOTAL SUPPORT SERVICES</b>		<b>3,332,429.00</b>	<b>737,054.89</b>	<b>1,532,909.71</b>	<b>2,269,964.60</b>	<b>1,062,464.40</b>	<b>68.12%</b>
<b>OTHER REQUIREMENTS</b>							
5200	Transfers of Funds						
5200 790	Food Service	123,405.00	-	61,762.79	61,762.79	61,642.21	
5200 792	Bus Fund	140,002.00	-	140,002.00	140,002.00	-	
5200 794	Capital Projects	700,000.00	-	-	-	700,000.00	
6110	Operating Contingency	500,000.00	-	-	-	500,000.00	
7000	Unappropriated Ending Fund Balance	4,333,913.00	-	-	-	4,333,913.00	
<b>TOTAL OTHER REQUIREMENTS</b>		<b>5,797,320.00</b>	<b>-</b>	<b>201,764.79</b>	<b>201,764.79</b>	<b>5,595,555.21</b>	<b>3.48%</b>
<b>TOTAL EXPENDITURES</b>		<b>\$ 11,964,605.00</b>	<b>\$ 1,158,491.67</b>	<b>\$ 3,483,660.40</b>	<b>\$ 4,642,152.07</b>	<b>\$ 7,322,452.93</b>	<b>38.80%</b>
<b>PROJECTED ENDING FUND BALANCE</b>		<b>\$ -</b>			<b>\$ 7,057,195.87</b>	<b>\$ 7,057,195.87</b>	

**SPECIAL REVENUE FUNDS**  
**STATEMENT OF GRANTS AND OTHER SPECIAL REVENUE FUNDS**

11

**REVENUE**

**EXPENDITURES**

#	Fund Title	End Date	Grant Amount	Beginning Cash	REVENUE			EXPENDITURES				
					Y-T-D	PROJECTED	Transfer from General Fund	TOTAL	Y-T-D	Encumbered	TOTAL	Balance
200	Donations			\$ 3,132.95	\$ -	-		\$ 3,132.95	\$ 75.00	\$ 500.00	\$ 575.00	\$ 2,557.95
203	Title I-A	9/30/2024	10,797.33	-		10,797.33		10,797.33	10,797.33		10,797.33	
203	Title I-A	9/30/2025	50,857.00			50,857.00		50,857.00	1,997.23	34,398.23	36,395.46	
203	<b>Total Title I</b>		<b>61,654.33</b>			<b>61,654.33</b>		<b>61,654.33</b>	<b>12,794.56</b>	<b>34,398.23</b>	<b>47,192.79</b>	<b>14,461.54</b>
205	Small Rural School Achievement (SRSA)	9/30/2025	54,607.00	-	39,954.58	14,652.42		54,607.00	42,154.58	-	42,154.58	12,452.42
207	Youth Transition Program	9/15/2024	4,972.97	-	4,972.97	-		4,972.97	4,972.97	-	4,972.97	-
207	Preemployment Transition Program	6/30/2025	40,000.00		5,475.00	34,525.00		40,000.00	1,499.94	-	1,499.94	38,500.06
208	E-Rate			26,354.88	-	-		26,354.88	26,204.57	-	26,204.57	150.31
210	IDEA Part B 611	9/30/2024	18,267.60	-		18,267.60		18,267.60	12,767.37	5,500.23	18,267.60	-
210	IDEA Part B 611	9/30/2026	59,957.87			59,957.87		59,957.87	(541.66)	60,499.53	59,957.87	
210	<b>Total IDEA Part B 611</b>		<b>78,225.47</b>			<b>78,225.47</b>		<b>78,225.47</b>	<b>12,225.71</b>	<b>65,999.76</b>	<b>78,225.47</b>	<b>-</b>
	IDEA Part B, Section 619 PassThru 2022-23	9/30/2024	3,119.00			3,119.00		3,119.00	-	-	-	
216	<b>Total IDEA Part B 619</b>		<b>3,119.00</b>			<b>3,119.00</b>		<b>3,119.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3,119.00</b>
220	Title II-A - Teacher Quality 23-24	9/30/2024	5,305.66	-	5,305.66	-		5,305.66	5,305.66	-	5,305.66	-
220	Title II-A - Teacher Quality 23-24	9/30/2025	7,236.00			7,236.00		7,236.00	1,153.11		1,153.11	6,082.89
220	Title IV-A - Student Support and Academic Enrichment 23-24	9/30/2024	10,000.00	-	10,000.00	-		10,000.00	10,000.00		10,000.00	-
220	Title IV-A - Student Support and Academic Enrichment 23-24	9/30/2025	10,981.00			10,981.00		10,981.00			-	10,981.00
220	<b>Title V- B REAP</b>		<b>33,522.66</b>		<b>15,305.66</b>	<b>18,217.00</b>		<b>33,522.66</b>	<b>16,458.77</b>	<b>-</b>	<b>16,458.77</b>	<b>17,063.89</b>
227	Early Literacy Grant	6/30/2025	59,749.82	-	-	59,749.82		59,749.82	10,286.44	44,728.31	55,014.75	4,735.07
228	After School Programs	6/30/2025	3,000.00	-	3,000.00	-		3,000.00	-	-	-	3,000.00
232	<b>ESSER</b> ESSER III	9/30/2024	91,992.21	-	91,992.21	-		91,992.21	91,992.21	-	91,992.21	-
226	<b>Integrated Guidance</b> Early Indicator Intervention	6/30/2025	\$ 806.31	\$ -	\$ -	\$ 806.31		\$ 806.31	\$ 107.33	\$ -	\$ 107.33	
248	Federal School Improvement Funds to CSI & TSI Schools 22-23	9/30/2025	51,290.93	-	-	51,290.93		51,290.93	9,077.34	40,069.47	49,146.81	2,144.12
251	Student Investment Account - Y1	9/30/2024	152,036.58	-	152,036.58	-		152,036.58	152,036.58	-	152,036.58	-
251	Student Investment Account - Y2	6/30/2025	518,906.68	-	129,726.67	389,180.01		518,906.68	70,793.66	387,605.51	458,399.17	60,507.51
252	High School Success M98 - Y1	8/31/2025	581.94			581.94		581.94	581.94		581.94	
252	High School Success M98 - Y2	6/30/2025	86,437.74			86,437.74		86,437.74	6,672.50	61,236.74	67,909.24	18,528.50
	<b>Total Integrated Guidance</b>		<b>810,060.18</b>		<b>281,763.25</b>	<b>528,296.93</b>	<b>-</b>	<b>810,060.18</b>	<b>239,269.35</b>	<b>488,911.72</b>	<b>728,181.07</b>	<b>81,879.11</b>

**SPECIAL REVENUE FUNDS  
STATEMENT OF GRANTS AND OTHER SPECIAL REVENUE FUNDS**

11

**REVENUE**

**EXPENDITURES**

#	Fund Title	End Date	Grant Amount	REVENUE				EXPENDITURES				
				Beginning Cash	Y-T-D	PROJECTED	Transfer from General Fund	TOTAL	Y-T-D	Encumbered	TOTAL	Balance
257	Baseball/Softball Program		-	3,706.92	-			3,706.92	-	-	-	3,706.92
256	Carl Perkins		6,234.08	-	4,415.53	1,818.55		6,234.08	6,234.08	-	6,234.08	-
259	Student Activity Funds		-	46,945.70	8,450.57			55,396.27	5,322.43	136.00	5,458.43	49,937.84
263	Outdoor School	6/30/2025	11,628.19	-	-	11,628.19		11,628.19	575.55	2,285.32	2,860.87	8,767.32
272	TAP Grant - Seismic		14,000.00	-	-	14,000.00		14,000.00	12,250.00	1,750.00	14,000.00	-
290	Bus Replacement Fund		-	87,316.04	324,918.00		140,002.00	552,236.04	416,146.00	24,453.00	440,599.00	111,637.04
299	Nutrition Services		-	-	26,302.99	106,159.07	\$61,762.79	194,224.85	32,749.59	161,475.26	194,224.85	-
120	Farm to School	6/30/2025	-	-	-	-		-	-	-	-	-
299	<b>Total Nutrition Services</b>		-		26,302.99	106,159.07	61,762.79	194,224.85	32,749.59	161,475.26	194,224.85	-
<b>TOTAL</b>				<b>167,456.49</b>	<b>806,550.76</b>	<b>932,045.78</b>	<b>201,764.79</b>	<b>2,107,817.82</b>	<b>931,211.75</b>	<b>824,637.60</b>	<b>1,755,849.35</b>	<b>351,968.47</b>

**24-25 Financial Projection - Food Service Program  
As of October 31, 2024**

<u>Account</u>	<u>Description</u>	<u>Budget</u>	<u>YTD</u>	<u>Projected</u>	<u>Total</u>
<b>Revenue</b>					
299.0000.1610.000.000.000	Daily Sales -Adult Sales	\$ 4,500.00	\$ 351.90	\$ 1,002.92	\$ 1,354.82
299.0000.3102.000.000.000	State School Fund - School Lunch Match	-	-	1,099.63	\$ 1,099.63
299.0000.3299.000.000.121	State: Breakfast	4,500.00	-	-	-
299.0000.3299.000.000.122	State: Lunch	7,300.00	-	-	-
299.0000.4500.000.000.123	SNP: Breakfast	58,000.00	6,571.90	40,880.92	47,452.82
299.0000.4500.000.000.124	SNP: Lunch	68,201.00	9,746.82	63,175.60	72,922.42
299.0000.4500.000.000.124	Supply Chain		9,632.37		9,632.37
299.0000.4910.000.000.000	Federal Commodities	1,000.00	-	-	-
	<b>Total Revenue</b>	\$ 143,501.00	\$ 26,302.99	\$ 106,159.07	\$ 132,462.06
<b>Expenditures</b>					
		<u>Budget</u>	<u>YTD</u>	<u>Encumbered</u>	<u>Total</u>
299.3100.0112.000.000.000	Classified Salaries	\$ 50,105.00	\$ 8,112.76	\$ 41,271.05	\$ 49,383.81
299.3100.0122.000.000.000	Substitutes - Classified	-	445.44	-	445.44
299.3100.0132.000.000.000	Additional Salary - Classified	1,200.00	-	-	-
299.3100.0211.000.000.000	Employer Contrib PERS	12,841.00	2,142.10	10,330.11	12,472.21
299.3100.0212.000.000.000	Employee Contribution Pick-Up	3,078.00	513.50	2,476.30	2,989.80
299.3100.0220.000.000.000	Social Sec/Medicare	3,925.00	654.72	3,157.30	3,812.02
299.3100.0231.000.000.000	Worker's Compensation	1,183.00	214.90	1,023.39	1,238.29
299.3100.0232.000.000.000	Unemployment Compensation	8,627.00	376.56	1,387.21	1,763.77
299.3100.0233.000.000.000	PFMLI	205.00	34.22	165.10	199.32
299.3100.0242.000.000.000	Group Health Insurance	32,400.00	3,604.30	18,021.51	21,625.81
299.3100.0342.000.000.000	Travel, Out of District	-	747.10	237.86	984.96
299.3100.0380.000.000.000	Non-instructional Professional and Technical Servi	2,000.00	917.00	-	917.00
299.3100.0410.000.000.000	Consumable Supplies and Materials	1,000.00	166.91	-	166.91
299.3100.0413.000.000.000	Freight for Commodities	-	-	-	-
299.3100.0450.000.000.000	FOOD	90,000.00	9,800.08	48,440.43	58,240.51
299.3100.0451.000.000.000	Federal Commodities	10,000.00	-	-	-
299.3100.0460.000.000.000	Non-consumable Items	1,000.00	-	-	-
299.3100.0470.000.000.000	Computer Software (Meal Time)	-	1,135.00	-	1,135.00
299.3100.0541.000.000.000	Initial and Additional Equipment Purchase	5,000.00	-	-	-
299.3100.0640.000.000.000	Dues and Fees (Corvallis/MealTime)	38,000.00	3,885.00	34,965.00	38,850.00
	<b>Total Expenses</b>	260,564.00	32,749.59	161,475.26	194,224.85
	<b>Net Profit/Loss</b>	(117,063.00)	(6,446.60)	(55,316.19)	(61,762.79)
<b>Other Income</b>					
299.0000.5200.000.000.000	Interfund Transfers	123,405.00	-	-	-
299.0000.5400.000.000.000	Resources - Beginning Fund Balance	-	-	-	-
	<b>Total Other Uses</b>	123,405.00	-	-	-
	<b>Ending Fund Balance</b>	\$ 6,342.00	\$ (6,446.60)	\$ (55,316.19)	\$ (61,762.79)

Participation

<u>Month</u>	<u>Days</u> <u>Service</u>	<u>Eligible</u> <u>Students</u>	<u>Participation</u>		<u>Avg per Day</u>		<u>Participation Percentage</u>		
			<u>Breakfast</u>	<u>Lunch</u>	<u>Breakfast</u>	<u>Lunch</u>	<u>Breakfast</u>	<u>Lunch</u>	
Aug	4	168	445	401	111.25	100.25	66.2%	59.7%	
Sept	17	170	1995	1866	117.35	109.76	69.0%	64.6%	
Oct	19	170	2136	2135	112.42	112.37	66.1%	66.1%	
Nov	15								
Dec	12								
Jan	15								
Feb	16								
Mar	13								
April	18								
May	17								
June	8								
Total/Average	40	169.3333333	4,576	4,402	114.4	110.05	67.6%	65.0%	

**299 - Food Service Program**

**Analysis per Meal**

	<b>Meals Served</b>	<b><u>Total</u></b>	<b><u>Costs per Meal</u></b>	<b><u>%</u></b>
<b><u>State Reimb per meal</u></b>				
Adult Sales	319	\$ 1,354.82	\$ 4.25	
Breakfast	17,618	47,452.82	\$ 2.69	
Lunch	16,948	72,922.42	4.30	
Other Sources		\$ 10,732.00		
Federal Commodities		-		
<hr/>				
<b>Total Revenue</b>	34,885	\$ 132,462.06	\$ 3.80	
Payroll Costs		\$ 93,930.47	\$ 2.69	48.4%
Food Costs		58,240.51	1.67	30.0%
Federal Commodities		-	-	0.0%
Fees		38,850.00	1.11	20.0%
Other		3,203.87	0.09	1.6%
<hr/>				
<b>Total Costs</b>		\$ 194,224.85	\$ 5.56	100%
<hr/>				
<b>Net Loss</b>		<b>\$ (61,762.79)</b>	<b>\$ (1.76)</b>	
<hr/> <hr/>				

**DEBT SERVICE  
STATEMENT OF EXPENDITURES COMPARED TO BUDGET  
FOR THE FISCAL YEAR 2024-25  
As of October 31, 2024**

		<u>BUDGET</u>	<u>ACTUAL Y-T-D 10/31/2024</u>	<u>ENCUMBERE D</u>	<u>TOTAL 10/31/2024</u>	<u>BALANCE FAVORABLE/ (UNFAVORABLE)</u>	<u>--%-- COMMITTED</u>
<b>RESOURCES</b>							
1111	CURRENT YEAR'S TAXES	\$ 94,940.00	\$ 5.45	94,934.55	94,940.00	-	
1112	PRIOR YEAR'S TAXES	500.00	589.20		589.20	89.20	
1190	OTHER TAXES	100.00	7.54		7.54	(92.46)	
1510	INTEREST EARNINGS	-	840.84		840.84	840.84	
5400	BEGINNING FUND BALANCE	22,392.00	26,055.15		26,055.15	3,663.15	
	<b>TOTAL INSTRUCTION</b>	<b>117,932.00</b>	<b>27,498.18</b>	<b>94,934.55</b>	<b>122,432.73</b>	<b>4,500.73</b>	
<b>EXPENDITURES</b>							
5110	Long-Term Debt Service						
5110 610	Redemption of Principal	35,000.00	-	35,000.00	35,000.00	-	
5110 621	Regular Interest	61,050.00	30,525.00	30,525.00	61,050.00	-	
7000	Unappropriated Ending Fund Balance	21,882.00	-	-	-	21,882.00	
	<b>TOTAL EXPENDITURES</b>	<b>117,932.00</b>	<b>30,525.00</b>	<b>65,525.00</b>	<b>96,050.00</b>	<b>21,882.00</b>	<b>81.45%</b>
<b>PROJECTED ENDING FUND BALANCE</b>		<b>\$ -</b>	<b>\$ (3,026.82)</b>	<b>\$ 29,409.55</b>	<b>\$ 26,382.73</b>	<b>\$ 26,382.73</b>	

**CAPITAL PROJECTS (400)**  
**STATEMENT OF EXPENDITUES COMPARED TO BUDGET**  
**FOR THE FISCAL YEAR 2024-25**  
**As of October 31, 2024**

		<u>ACTUAL</u>		<u>TOTAL</u>	<u>BALANCE FAVORABLE/ (UNFAVORABLE)</u>	<u>--%--</u>	
		<u>Y-T-D</u>					
		<u>BUDGET</u>	<u>10/31/2024</u>	<u>ENCUMBERED</u>	<u>10/31/2024</u>	<u>(UNFAVORABLE)</u>	<u>COMMITTED</u>
<b>RESOURCES</b>							
1510	Interest Earnings	\$ -	\$ 4,939.25		4,939.25	(4,939.25)	
5200	Transfer from General Fund	700,000.00	-		-	700,000.00	
5400	Beginning Fund Balance	274,748.00	282,454.52		282,454.52	(7,706.52)	
	<b>TOTAL INSTRUCTION</b>	<b>974,748.00</b>	<b>287,393.77</b>	-	<b>287,393.77</b>	<b>687,354.23</b>	
<b>EXPENDITURES</b>							
4150	Building Improvement	974,748.00	5,683.99	9,600.00	15,283.99	959,464.01	
7000	Unappropriated Ending Fund Balance	-	-	-	-	-	
	<b>TOTAL EXPENDITURES</b>	<b>974,748.00</b>	<b>5,683.99</b>	<b>9,600.00</b>	<b>15,283.99</b>	<b>959,464.01</b>	<b>1.57%</b>
<b>PROJECTED ENDING FUND BALANCE</b>		<b>\$ -</b>	<b>\$ 281,709.78</b>	<b>\$ (9,600.00)</b>	<b>\$ 272,109.78</b>	<b>\$ 272,109.78</b>	

**BOND 2021 AND OSCIM GRANT (410)**  
**STATEMENT OF EXPENDITUES COMPARED TO BUDGET**  
**FOR THE FISCAL YEAR 2024-25**  
**As of October 31, 2024**

		<u>ACTUAL</u>		<u>TOTAL</u>	<u>BALANCE</u> <u>FAVORABLE/</u>	<u>--%--</u>	
		<u>Y-T-D</u>					
		<u>BUDGET</u>	<u>10/31/2024</u>	<u>ENCUMBERED</u>	<u>10/31/2024</u>	<u>(UNFAVORABLE)</u>	<u>COMMITTED</u>
<b>RESOURCES</b>							
1510	Interest Earnings	\$ 12,000.00	\$ 7,968.51		7,968.51	(4,031.49)	
3299	State Grant	500,000.00	328,486.80	37,293.24	365,780.04	(134,219.96)	
5400	Beginning Fund Balance	888,000.00	1,194,155.91		1,194,155.91	306,155.91	
<b>TOTAL INSTRUCTION</b>		<b>1,400,000.00</b>	<b>1,530,611.22</b>	<b>37,293.24</b>	<b>1,567,904.46</b>	<b>167,904.46</b>	
<b>EXPENDITURES</b>							
4150	Building Improvement	1,400,000.00	1,381,574.69	96,394.99	1,477,969.68	(77,969.68)	
7000	Unappropriated Ending Fund Balance	-	-	-	-	-	
<b>TOTAL EXPENDITURES</b>		<b>1,400,000.00</b>	<b>1,381,574.69</b>	<b>96,394.99</b>	<b>1,477,969.68</b>	<b>(77,969.68)</b>	<b>105.57%</b>
<b>PROJECTED ENDING FUND BALANCE</b>		<b>\$ -</b>	<b>\$ 149,036.53</b>	<b>\$ (59,101.75)</b>	<b>\$ 89,934.78</b>	<b>\$ 89,934.78</b>	

**SEISMIC REHABILITATION GRANT (430)**  
**STATEMENT OF EXPENDITUES COMPARED TO BUDGET**  
**FOR THE FISCAL YEAR 2024-25**  
**As of October 31, 2024**

		<u>ACTUAL</u>		<u>TOTAL</u>	<u>BALANCE</u> <u>FAVORABLE/</u>	<u>--%--</u>	
		<u>Y-T-D</u>					
		<u>BUDGET</u>	<u>10/31/2024</u>	<u>ENCUMBERED</u>	<u>10/31/2024</u>	<u>(UNFAVORABLE)</u>	<u>COMMITTED</u>
<b>RESOURCES</b>							
1510	Interest Earnings	\$ -	\$ -	-	-		
3299	State Grant	2,480,080.00	-	-	(2,480,080.00)		
5400	Beginning Fund Balance	-	-	-	-		
<b>TOTAL INSTRUCTION</b>		<b>2,480,080.00</b>	<b>-</b>	<b>-</b>	<b>(2,480,080.00)</b>		
<b>EXPENDITURES</b>							
4150	Building Improvement	2,480,080.00	130,421.19	295,569.74	425,990.93	2,054,089.07	
7000	Unappropriated Ending Fund Balance	-	-	-	-	-	
<b>TOTAL EXPENDITURES</b>		<b>2,480,080.00</b>	<b>130,421.19</b>	<b>295,569.74</b>	<b>425,990.93</b>	<b>2,054,089.07</b>	<b>17.18%</b>
<b>PROJECTED ENDING FUND BALANCE</b>		<b>\$ -</b>	<b>\$ (130,421.19)</b>	<b>\$ (295,569.74)</b>	<b>\$ (425,990.93)</b>	<b>\$ (425,990.93)</b>	

**UNEMPLOYMENT RESERVE (610)  
STATEMENT OF EXPENDITUES COMPARED TO BUDGET  
FOR THE FISCAL YEAR 2024-25  
As of October 31, 2024**

		<u>ACTUAL</u> Y-T-D		<u>TOTAL</u>	<u>BALANCE</u> <u>FAVORABLE/</u>	<u>--%--</u>	
		<u>BUDGET</u>	<u>10/31/2024</u>	<u>ENCUMBERED</u>	<u>10/31/2024</u>	<u>(UNFAVORABLE)</u>	<u>COMMITTED</u>
<b>RESOURCES</b>							
1510	Interest Earnings	\$ -	\$ -	-	-		
1970	Services Provided Other Funds	183,679.00	112,829.11	-	112,829.11	(70,849.89)	
5400	Beginning Fund Balance	-	-	-	-	-	
	<b>TOTAL INSTRUCTION</b>	<b>183,679.00</b>	<b>112,829.11</b>	<b>-</b>	<b>112,829.11</b>	<b>(70,849.89)</b>	
<b>EXPENDITURES</b>							
2640	Unemployment	183,679.00	2,818.38	-	2,818.38	180,860.62	
7000	Unappropriated Ending Fund Balance	-	-	-	-	-	
	<b>TOTAL EXPENDITURES</b>	<b>183,679.00</b>	<b>2,818.38</b>	<b>-</b>	<b>2,818.38</b>	<b>180,860.62</b>	<b>1.53%</b>
<b>PROJECTED ENDING FUND BALANCE</b>		<b>\$ -</b>	<b>\$ 110,010.73</b>	<b>\$ -</b>	<b>\$ 110,010.73</b>	<b>\$ 110,010.73</b>	

- e. Construction Report  
**Speaker(s):** Krista Nieraeth



# Alsea School District Bond Projects Construction Manager's Report

Report Date: November 5, 2024

## GENERAL OVERVIEW

The Seismic Retrofit to the gym and adjacent office areas is in design. The next milestone is 75% design document review in early December which will include a cost estimate by a 3<sup>rd</sup>-party firm and our selected contractor.

CM/GC contractor proposals were reviewed on October 29 and interviews were conducted on November 1. The selection committee is recommending Todd Construction for Board approval for the Gym Seismic Retrofit.

The final element of the HVAC Upgrade was completed last Friday with the replacement coil for the gym rooftop unit. Final quality inspections by our 3<sup>rd</sup> party commissioning agent will be completed this month and the project will be closed.

A second seismic grant application for the High School classroom wing is in progress and will be submitted late this year for the next round of grants in the Spring.

## PROJECT TEAM

Todd Construction is recommended for Board approval as the CM/GC contractor for the Gym Seismic Retrofit project.

## BUDGET

The updated budget summary and details for both the bond projects and the seismic retrofit project are attached. Comments are noted below along with notes about the kitchen project costs.

### Bond Projects

The current program budget is \$4.77 million including ESSER funds, the OSCIM grant and bond interest.

The "Current Budget" column in Expenses shows the projected costs matched to the Revenue budget. All budget elements and final contractor change orders have been included and there is \$74k remaining in Owner's Contingency.

The "Committed Costs" column shows the value of work that has been contracted so far. There were no significant changes in the last month.

## Alsea School District Bond Program Construction Manager's Report

The "Paid to-Date" column shows the value of work that has been paid for. So far, \$4.69 million has been spent on completed work. The project management fee from IMS does not include a donated value of \$76k to-date.

### Seismic Retrofit

The current project budget is \$2.48 million from the seismic grant.

The "Current Budget" column in Expenses shows the projected costs for construction design, management and other associated elements. There is a projected value of \$187k in Owner's Contingency for actual construction costs or unforeseen items.

The "Committed Costs" column shows the value of work that has been contracted so far. There were additional costs for material testing contracted last month.

The "Paid to-Date" column shows the value of work that has been paid for. So far, \$147k has been spent on completed work.

## **SCHEDULE**

The 75% design documents for the Gym Seismic project are due for review December 3. Final permit and bid document are due in mid-February.

## **PROJECT-SPECIFIC ACTIVITY**

### Gym Seismic Design

Updated plans are pending the 75% design document release in early December.

## **COMMUNICATIONS**

IMS Monthly Reports are being provided to the School Board.

Nancy joined Krista on October 30 for an interview with the Chief of Staff with the Coalition of Oregon School Administrators (COSA) to discuss the recent completion of the CTE Building. An interview was released on the COSA website.

- f. Student Representative  
**Speaker(s):** Lila Follett

School has always been full of exciting experiences, but some moments stand out more than others. From just going to class to unforgettable field trips, I have my fair share of fun memories at school. Whether it was participating in spirit week, competing in a friendly sports match, or working on school projects with friends, each day brings something unique and memorable. Let me share some of the most fun things we have done that made school not just a place to learn, but a place to create unforgettable memories.

One of the most fun things I've done at school this year was participating in the Blue Bash, and Spirit Week, which happened in October. It is something I look forward to every year, because as a 5th-12th grade activity, and brings everyone together in a way that feels exciting and uplifting. Going along with Spirit Week was Powderpuff football where the boys coach the girls during a football game against the other 9-12 graders and Iron Man volleyball where the girls coach the boys for a game against the other grades., Doing things like this gets people out of their shells and is one of the most fun things i have done (not just because my team won this year). The students in grades K-6 went on a field trip to Davis Family Farms to do fun fall activities, and then they went on a parade around the school so that everyone got to see their super cool costumes for Halloween. These activities have helped foster a sense of community, sparked our curiosity, and encouraged us to think creatively, and collaboratively.

Getting into the sports part of the school year I'm sure the Middle School volleyball team is proud of how they did in their tournament, as they got 3rd in districts. The Middle School football team also did great this year with only 1 loss their entire season. The High School Football and Volleyball teams also did amazing both getting 3rd in districts and both going to state. The volleyball team went to Roseburg to play UVC and the football team went to Echo. It is moments like these that made me realize school isn't just about textbooks and exams—it's also about the friendships, laughter, and memories we create along the way.

g. Enrollment

**Speaker(s):** Krista Nieraeth



5. **New Business**

a. WayFinder Presentation

**Speaker(s):** Heather Shunk

# ALSEA SCHOOL DISTRICT BOARD REPORT

**Name:** Heather Shunk **Position:** Special Programs Director

**BOARD MEETING DATE:** November 12, 2024

**Wayfinder Website:** <https://www.withwayfinder.com/>

**Grades:** K-12, Brick&Mortar and LaHO

**Curriculum Information & Goals** - The Wayfinder Social-Emotional Learning (SEL) curriculum, originally developed at Stanford University's Institute of design (the Stanford d.school), was created to address growing concerns about youth mental health and purpose-driven engagement. Leveraging research from the Stanford Center on Adolescence, the curriculum was designed to foster a sense of purpose, belonging, and readiness for future challenges and life situations. **Wayfinder is structured to help students build essential skills in adaptability, empathy, collaboration, and agency, which are increasingly recognized as vital for well-being and preparation for life beyond school.** By integrating Wayfinder into our district's educational framework and weekly routines, we aim to enhance school culture, support students' social-emotional development, and equip them with durable skills for personal and academic success.

**Weekly Lesson Example**- Each weekly lesson in the Wayfinder curriculum is structured around a specific theme or skill, such as empathy or collaboration. For example, a lesson focused on empathy might guide students through scenarios in which they practice active listening and understanding others' perspectives. Lessons typically involve an engaging class activity followed by facilitated discussion, where students explore the theme in real-world context.

**Student Journal** - A key component of Wayfinder is the student journal, which serves as a personal space for students to reflect on the weekly lessons and activities. After each lesson, students might be prompted to write about a time they showed resilience or a personal goal they are working towards. This journaling helps them internalize and connect with the material, building self-reflection and growth over time.

**Class Activities** - Class activities are designed to be interactive and engaging, helping students practice the skills they are learning. For example, in a lesson about collaboration, students might work together on a group project that requires cooperation and role assignment. These activities emphasize practical application, allowing students to learn by doing in a supportive environment.

**Teacher Support & Resources** - Each lesson is designed with clear instructions, engaging activities, and age appropriate content, ensuring that teachers can easily guide meaningful discussions and skill development. Teachers are equipped with structured lesson plans and a rich array of teaching tools, including visual aids, student journals, and hands-on activities. These resources enable teachers to create a positive, inclusive environment where students build essential skills in self-awareness, empathy, and resilience.

**Current Teacher Perspectives** - All Alsea SD K-12 teachers were given the opportunity to share their experience so far with Wayfinder. Teachers shared that they appreciate its structured age-appropriate resources that support SEL learning with engaging slides and journals. Many students enjoy reflection activities and show improved empathy, grit, resilience, and emotional vocabulary that are being applied to situations outside of Wayfinder lessons, which is the goal. However, some teachers are finding it difficult to embed time for these lessons into their busy weekly schedule. Overall, Wayfinder is a valued new resource.

**Parent Involvement** - The Wayfinder SEL not only supports students in school but also helps bring social-emotional learning concepts home. The curriculum offers families valuable resources and tools that encourage deeper connections and meaningful interactions. With activities designed to build self-awareness, empathy, and collaboration, families can engage in shared experiences that support their child's social-emotional learning while strengthening family bonds. Each lesson includes family letters that outline the SEL topics being explored in class and offers practical ideas for how families can reinforce and amplify these lessons together. These resources help foster meaningful conversations and activities and conversations that build understanding and stronger family connections.



## Self-Awareness

You understand yourself on many levels, from how you function to what nourishes and sustains you.

## Adaptability

You are willing to try again when you make mistakes and are comfortable navigating uncertain situations with flexibility and openness.

## Empathy

You are in tune with the feelings and needs of others and willing to act for a common good.

## Collaboration

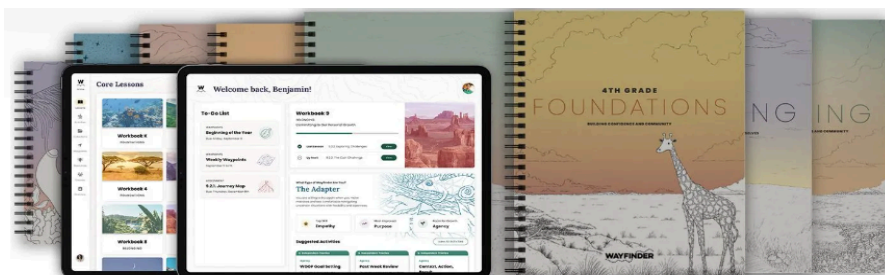
You are a relationship-builder who actively partners with others and facilitates belonging efforts across communities.

## Agency

You understand the value of your voice and seek opportunities to support and advance your communities.

## Purpose

Your decisions and interactions with the world are guided by a deep connection to your values.



The logo for Wayfinder, featuring the word "WAYFINDER" in a white, uppercase, sans-serif font. The text is enclosed within a white dashed-line outline that forms a shape resembling a cloud or a stylized path.

WAYFINDER

A photograph of three young people smiling and looking towards the left. A blonde woman is on the left, a young woman with long dark hair is in the center, and a young man with curly hair is on the right. They are all smiling broadly. The background is a bright, clear blue sky.

**MEET  
OREGON'S  
NEW SEL  
STANDARDS**

Standards Alignment Crosswalk

# Wayfinder's Alignment to the OR Standards

By July 2024, all Oregon Schools must implement the new [Transformative Social and Emotional Learning Framework + Standards](#). Wayfinder's Six Core Skills align with the Oregon SEL Standards, Practices, and Growth Indicators, making it easy to support students' progression towards meeting the standard with more focused knowledge and skills throughout their K-12 journey.



## OR SEL Standard: Self-Awareness + Identity

**Wayfinder Core Skill:** (✓) Self-Awareness

### Grades K-5

Students practice noticing feelings in their bodies, naming emotions, and articulating their needs + preferences.

### Grades 6-9

Students reflect on their actions, acknowledge their mistakes, and learn stress management techniques.

### Grades 10-12

Students dive deep into personal interests, explore different perspectives, and develop tools for building meaningful lives.

## OR SEL Standard: Self-Management + Agency

**Wayfinder Core Skill:** (✓) Agency

### Grades K-5

Students access the resources available to them, practice standing up for others, and learn to trust in themselves + their abilities.

### Grades 6-9

Students develop ways to set and follow through on personal + collective goals, practice assessing problems + brainstorming effective solutions, and reflect on their role in protecting personal + communal well-being.

### Grades 10-12

Students deepen critical thinking to analyze information, examine influences + pressures, and explore ethical decision-making.

## OR SEL Standard: Social Awareness + Belonging

**Wayfinder Core Skill:** (✓) Empathy

### Grades K-5

Students explore intent vs. impact, practice forgiving others, and celebrate others' achievements.

### Grades 6-9

Students deepen relationships with others + their community, work across differences, and foster a sense of communal belonging.

### Grades 10-12

Students explore ways to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.





## OR SEL Standard: Relationship Skills + Collaborative Problem-Solving

### Wayfinder Core Skill: ☑ Collaboration

#### Grades K-5

Students practice communicating, actively including others, and taking turns.

#### Grades 6-9

Students learn to notice + acknowledge emotions in interpersonal settings, deepen their compassion, and practice repair when harm is done.

#### Grades 10-12

Students build cultural competence, give + receive constructive feedback, and learn to approach situations with consideration of a common good.

## OR SEL Standard: Self-Management + Agency

### Wayfinder Core Skill: ☑ Adaptability

#### Grades K-5

Students acknowledge difficult emotions, explore curiosity, and consider the consequences of their actions.

#### Grades 6-9

Students develop growth mindsets, practice leadership skills, and learn to consider the impact of their choices on personal and communal well-being.

#### Grades 10-12

Students practice self-discipline + motivation, approach learning with a metacognitive lens, and connect meaning to their actions in + out of school.

## OR SEL Standard: Social Engagement

### Wayfinder Core Skill: ☑ Purpose

Wayfinder goes beyond typical SEL to help students develop a deeper sense of who they are, their unique skills, and how they can have a meaningful impact on the world.

#### Grades K-5

Students learn more about what they enjoy and appreciate, what they care about and why, and how they can make an impact on their community.

#### Grades 6-9

Students practice observant awareness, make connections between their experiences + the larger world, and begin to make meaning from daily occurrences + the impact of interconnectedness.

#### Grades 10-12

Students apply their learning to local, national, or global communities; practice encouraging understanding; and connect their personal interests + perspectives to larger contexts to set themselves on flexible, intentional + personally meaningful paths.



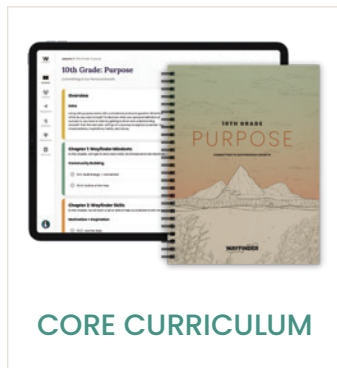
## Prepare Students for Success in Academics and Life with Wayfinder

The alignment between Wayfinder's Core Skills and Oregon's Transformative SEL Standards equips schools to enact the state's vision to provide every student with a well-rounded education that teaches to the whole child, builds on their strengths and contributions, guides the interactions and relationships between students and adults to support healthy school climates, and equips students with the skills needed for success in college, career, and life.

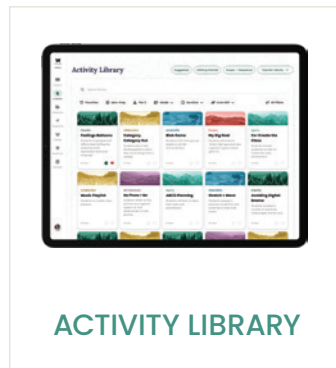


## A Flexible, Research-Based Approach to Improving Student Outcomes

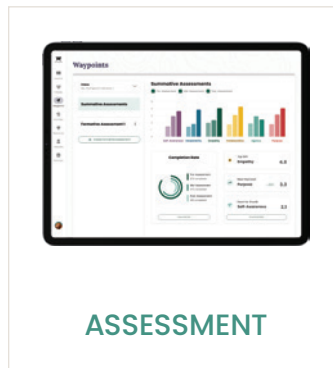
Developed at the Stanford d.school using the latest research from their Center on Adolescence and leaders in the field, Wayfinder's research-backed programming facilitates student belonging and purpose, building durable skills and future-ready students.



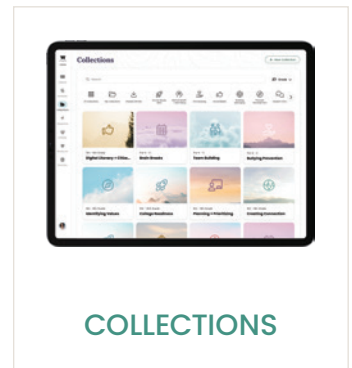
CORE CURRICULUM



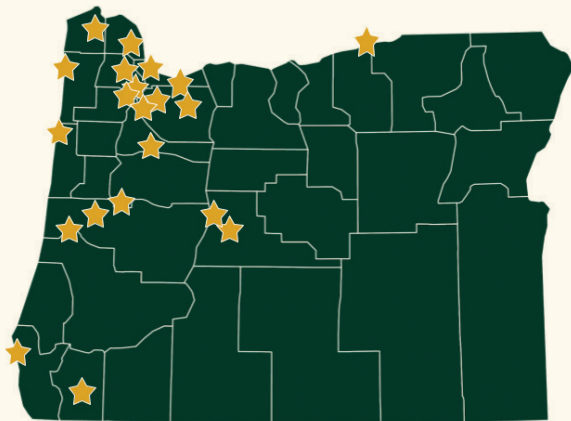
ACTIVITY LIBRARY



ASSESSMENT



COLLECTIONS



### Used by 25+ Districts Across Oregon

- Bend La-Pine
- Portland Public
- Gladstone
- Sherwood
- Salem-Keizer
- David Douglass
- Central Curry
- Crow-Applegate
- Oregon City
- Jewell School District
- Clackamas ESD
- West Linn-Wilsonville
- Rogue River
- St. Helens
- Marcola
- Eugene
- Sisters
- OES
- Umatilla
- And more...

Visit [withwayfinder.com](https://withwayfinder.com) to explore more

# WAYFINDER



## Curriculum Overview

# ELEMENTARY SCHOOL

Visit [withwayfinder.com](https://withwayfinder.com) to explore more

# Foundations

## KINDERGARTEN

### Exploring feelings and actions

This curriculum supports Kindergarteners to understand and manage their feelings and act with care when engaging in movement and play.



### Wayfinder Mindsets: Introduction Lessons

*Creating Community*

Our Kindergarten Intro lesson invites students to sing a song and meet Super Sea Star, who welcomes us to Wayfinder.

- + Intro: We're Going On a Journey
- + Community Agreements

### Wayfinder Skills: Core Lessons

*Deepening Our Practice*

#### Feelings + Space

How can we share our feelings?

- + We All Feel
- + Three Deep Breaths
- + Big Feelings, Bigger Me
- + Sharing Feelings

#### Play + Purpose

What are we enthusiastic about?

- + Roll Call Shabooya
- + My Family
- + My Favorite Things
- + I Am Strong and Careful

#### Care + Curiosity

How can we care for ourselves and others?

- + Caring for Things
- + Care for People
- + Would You Rather?
- + Wide Wondrous World

#### Communication

##### + Kindness

How can we be aware of ourselves and others?

- + The Sounds Around
- + I See How You're Feeling
- + Sharing Our Hearts
- + Helping Hands

### Wayfinder Reflections: Closing Lessons

*Integrating Our Learnings*

#### Closing Reflections

- + Personal Reflection: How I've Grown
- + Community Closing: Celebrate Us!

20  
min

**Caring For Things**  
Curriculum Lesson Guide

5  
min

**Feelings Balloons**  
Activity Library Practice

3  
min

**Feelings Balloons**  
Activity Library Video

# Foundations

## 1ST GRADE

### Caring for ourselves and others

This curriculum supports students to explore what it means to listen and cooperate with others by working and playing together.



#### Wayfinder Mindsets: Introduction Lessons

*Creating Community*

Our 1st grade Intro lesson takes students on an imaginary journey through the “Caring Jungle,” where we will meet animals and learn how to care for one another.

- + Intro: Our Adventure Begins
- + Community Agreements

#### Wayfinder Skills: Core Lessons

*Deepening Our Practice*

##### Care + Action

What do I do with these big feelings?

- + Noticing
- + Emotion Balloons
- + Working Together
- + Helping Myself

##### Listening + Awareness

How can we be more aware?

- + Listening
- + Listening Up!
- + Listening to Nature
- + Listening to Ourselves

##### Empathy + Practice

What do we learn when we practice?

- + Feeling Thankful, Feeling Good
- + Helping Others
- + Mistakes Help My Brain Grow!
- + Saying Sorry

##### Storytelling + Community

What is our story?

- + I Am Awesome
- + My Family’s Story
- + Our Joyful Classroom
- + Community Treasures

#### Wayfinder Reflections: Closing Lessons

*Integrating Our Learnings*

##### Closing Reflections

- + Personal Reflection: Caring Canopy
- + Community Closing: Strong Like a Forest

Sample  
Resources

**Mistakes Help My Brain Grow!**  
Curriculum Lesson Guide

20  
min

**World Record**  
Activity Library Practice

10  
min

# Foundations

## 2ND GRADE

### Growing and understanding ourselves

This curriculum supports students to understand themselves and their impact on others by exploring powerful feelings and important relationships.



#### Wayfinder Mindsets: Introduction Lessons

*Creating Community*

In our 2nd grade Intro lesson, we play a game that teaches us about working and growing together.

- + Intro: Evolving Together
- + Community Agreements

#### Wayfinder Skills: Core Lessons

*Deepening Our Practice*

##### Feelings + Follow Through

How are feelings like superpowers?

- + Feelings Are Powerful
- + Superpower Care
- + Harness the Power
- + Feeling, Thinking, Doing

##### Friends + Family

Who are our friends and family?

- + Super Power Family
- + When You Were My Age
- + Friendship Challenge
- + Practicing Kindness

##### Growing + Adapting

How can we show patience and determination when learning new skills?

- + Make Space for Patience
- + Patience With Yourself
- + Persistence
- + Patience With Others

##### Wonder + Exploration

What can we learn when we explore?

- + Taking Risks
- + The Power of Stories
- + Curiosity
- + Joy

#### Wayfinder Reflections: Closing Lessons

*Integrating Our Learnings*

##### Closing Reflections

- + Personal Reflection
- + Community Closing: Imaginary Amazing Race

Sample  
Resources

**Harness The Power**  
Curriculum Lesson Guide

20  
min

**Courage Collage**  
Activity Library Practice

15  
min

# Foundations

## 3RD GRADE

### Creating Connections and Fostering Curiosity

This curriculum supports students to build independence, understand themselves and support each other by exploring what is meaningful to them.



#### Wayfinder Mindsets: Introduction Lessons

*Creating Community*

Our 3rd grade Intro lesson teaches us about collaboration through an interactive game and helps us celebrate our uniqueness through drawing.

- + Intro: Better Together
- + Community Agreements

#### Wayfinder Skills: Core Lessons

*Deepening Our Practice*

##### Empathy + Compassion

How can we use our curiosity to make friends?

- + Meaningful Interviews
- + Making Generous Offers
- + School Lunches Around the World
- + In My Home We Like To...

##### Self-Knowledge + Action

How can I use my strengths?  
What do I care about?

- + This or That?
- + Stranded on an Island
- + I Care About...
- + Practice Makes Progress

##### Friendship

##### + Collaborating

How do we impact others?

- + Pep Talk Planes
- + Collaboration Taking Shape
- + The Secret Question
- + Stand Up!

##### Feelings + Emotional

##### Agency

How can we share what we are feeling?

- + How Would I Feel?
- + Say It. Feel It.
- + Listening to Hard Emotions
- + Celebrate Happiness

#### Wayfinder Reflections: Closing Lessons

*Integrating Our Learnings*

##### Closing Reflections

- + Personal Reflection: Celebrating Ourselves
- + Community Share: Crossing the River

Sample  
Resources

**Celebrate Happiness**  
Curriculum Lesson Guide

20  
min

**The Wind Blows: Happiness Edition**  
Activity Library Practice

15  
min

# Foundations

## 4TH GRADE

### Building confidence and community

This curriculum supports students to create belonging by exploring similarities and differences to help them make sense of the world at large.



#### Wayfinder Mindsets: Introduction Lessons

*Creating Community*

Our 4th grade Intro lesson uses games to demonstrate the power of collaboration and supporting one another.

- + Intro: Gaming Together
- + Community Agreements

#### Wayfinder Skills: Core Lessons

*Deepening Our Practice*

##### Confidence + Competence

How can I be a confident collaborator?

- + My Role in the Hive
- + Failing Fabulously
- + Escape the Cave
- + What's Your Style?

##### Ownership + Empathy

What does ownership look like?

- + Celebrating Differences
- + Taking Responsibility
- + Messages In Our Anger
- + Would You Forgive?

##### Belonging + Community

How can we build belonging in our community?

- + We All Belong
- + Cultivating Curiosity
- + I am an Expert
- + I've Got Your Back

##### Play + Practice

How does our positivity impact others?

- + Making an Impact
- + Laugh Out Loud
- + 2-4-6-8 Who Do We Appreciate?
- + Highs and Lows

#### Wayfinder Reflections: Closing Lessons

*Integrating Our Learnings*

##### Closing Reflections

- + Personal Reflection: This Year I...
- + Community Share: Human Knot

Sample  
Resources

**Escape The Cave**  
Curriculum Lesson Guide

20  
min

**Differences Make All the Difference**  
Activity Library Practice

10  
min

# Foundations

## 5TH GRADE

### Building empowered and engaged leaders

This curriculum supports students to develop leadership skills by exploring strengths and passions.



#### Wayfinder Mindsets: Introduction Lessons

*Creating Community*

Our 5th grade Intro lesson uses a class game to define and understand leadership.

- + Intro: Leadership Is...
- + Community Agreements

#### Wayfinder Skills: Core Lessons

*Deepening Our Practice*

##### Self-Expression + Humility

Who am I and how do I connect with others?

- + What's Worth the Risk?
- + Unique Me
- + Respectful Disagreement
- + That's What Friends Are For

##### Leadership + Compassion

How can we be compassionate leaders?

- + Team Work Makes the Dream Work
- + Being A Team Player
- + Community Scavenger Hunt
- + My Leadership Style

##### Well-Being + Resilience

What actions can we take to support our well-being?

- + Comfortably Uncomfortable
- + Stress Busting
- + Adaptability
- + Game Time

##### Purpose + Practice

What matters to me?

- + Personal Heroes
- + What Matters to Me?
- + Inventing Solutions
- + Who Do I Want to Be?

#### Wayfinder Reflections: Closing Lessons

*Integrating Our Learnings*

##### Closing Reflections

- + Personal Reflection
- + Community Closing: A Letter to Kindergarten

Sample  
Resources

**Respectful Disagreement**  
Curriculum Lesson Guide

20  
min

**Pep Talk Planes**  
Activity Library Practice

15  
min

**WAYFINDER**



## **Curriculum Overview**

# MIDDLE SCHOOL

Visit [withwayfinder.com](https://withwayfinder.com) to explore more

6th Grade

# Belonging: Foundations

## Building Connections Through Self-Awareness and Community

This curriculum supports students to build connections with themselves and others by exploring their experiences, emotions, and actions.



### Wayfinder Mindsets: Introduction Lessons

*Creating Community*

Our 6th grade Mindsets lessons take more time and space to build connection with additional lessons focused on group fun, movement, and games. The Myth Buster reveals the importance of creating a community in and out of the classroom, while the Intro lesson helps students to understand responsibilities and roles they play in group settings.

- + Build Energy
- + Build Connection
- + Myth Buster: You Are an Island
- + Intro: Our Shared Story
- + Choose Agreements
- + Commit to Agreements
- + Practice Agreements: Kindness

### Wayfinder Skills: Core Lessons

*Deepening Our Practice*

#### Self-Awareness + Values

What matters to me?  
What am I good at?

- + Truth Detective
- + Then + Now
- + Circle of Strengths
- + Own Your Perspective

#### Welcoming + Accepting Emotions

How can I make space for how I am feeling?

- + Getting to Know Your Emotions
- + Being + Feeling Emotions
- + Emotions as Information
- + Emotions as Energy

#### Social Awareness + Action

How do I impact those around me?

- + Understanding Boundaries
- + Intent vs. Impact
- + Navigating Conflict
- + Forgiveness

#### Power + Practice

What makes me powerful and how can I create change?

- + Step Into Power
- + Be Your Own Champion
- + Be a Community Champion
- + Meaningful Mistake Making

### Wayfinder Reflections: Closing Lessons

*Integrating Our Learnings*

#### Closing Reflections

- + Personal Reflection: Celebrating Yourself
- + Community Reflection: Compliment Blast
- + End of Year Circle

**Click to Download Sample Resources**



**Understanding Boundaries**  
Curriculum Lesson Guide

30 min

**Desert Island Objects**  
Activity Library Practice

5 min

7th Grade

# Belonging 1: Self

## Understanding, Valuing, and Accepting Ourselves

This curriculum supports students to explore who they are, what matters to them, and understand their own strengths and areas for growth.



### Wayfinder Mindsets: Introduction Lessons

*Creating Community*

Our 7th grade Myth Buster helps students grapple with the pressure to fit in while still being themselves, and the Intro lesson dives deeper into helping students focus on their unique qualities to experience true belonging.

- + *Build Energy + Connection*
- + *Choose + Commit to Agreements*
- + *Myth Buster: You Need to Be Like Everyone Else*
- + *Intro: Why Be Yourself?*

### Wayfinder Skills: Core Lessons

*Deepening Our Practice*

#### Exploration + Storytelling

Who are you?  
What is your story?

- + Tower of Strengths
- + Journey Map
- + Core Values
- + That's What I Like
- + Storytelling

#### Emotions + Awareness

How can we use self-awareness to work with different emotions?

- + Emotions as Sensations
- + Body Experiments
- + That's a Mood
- + Befriending Emotions
- + Sparking Joy

#### Goals + Habits

How can we build intentional practices?

- + Freeze Challenge
- + Practice Party
- + Goal Getter
- + WOOP, There It Is!
- + Habits of Mind

#### Pressures + Challenges

How can we navigate challenging experiences and celebrate growth?

- + Defining Pressures
- + Stress Stations
- + Pencil Challenge
- + Attitude of Gratitude
- + Celebrating Ourselves

### Wayfinder Reflections: Closing Lessons

*Integrating Our Learnings*

#### Closing Reflections

- + Personal Reflection: Self-Portrait
- + Community Reflection: Affirmation Circle

**Click to Download  
Sample Resources**

**Step Into Power**  
Curriculum Lesson Guide

30  
min

**Where's the Exit**  
Activity Library Practice

15  
min

## 8th Grade

# Belonging 2: Community

## Understanding, Valuing, and Accepting Each Other

This curriculum supports students to develop deep relationships with others and create a classroom community where every member can be their authentic selves.



### Wayfinder Mindsets: Introduction Lessons

*Creating Community*

Our 8th grade Myth Buster focuses on the importance of including multiple skills and perspectives in order to build a community characterized by belonging, and the Intro lesson helps students to realize ways that belonging and connection can improve their lives.

- + Build Energy + Connection
- + Choose + Commit to Agreements
- + Myth Buster: Everyone Needs to Be Like You
- + Intro: What Is Belonging?

### Wayfinder Skills: Core Lessons

*Deepening Our Practice*

#### Inclusion + Connection

How can we build belonging and connection with the world around us?

- + Conversation Starter Bingo
- + We Belong to Us
- + Category Mash-Up
- + The Power of Compliments
- + Learning Preferences

#### Relationships + Support

How can we authentically build relationships and support systems?

- + Support Crew
- + Good Friends
- + Digital Connections
- + #NoFilter
- + Your Support Language

#### Communication + Needs

How can we share and build community through different ways of communicating?

- + My Story, Your Story
- + Make Space, Take Space
- + More Than Words
- + Recharging Our Batteries
- + Staying True

#### Curiosity + Place

How can we use curiosity to better understand places we feel we belong?

- + The Color of the Door
- + Belonging Maps
- + Curiosity Crawl
- + Curious Questions
- + Risk Taking

### Wayfinder Reflections: Closing Lessons

*Integrating Our Learnings*

#### Closing Reflections

- + Personal Reflection: Collage
- + Community Reflection: Collage

**Click to Download  
Sample Resources**

30  
min

**Strengths as Resources**  
Curriculum Lesson Guide

10  
min

**Rock, Paper, Scissors Evolution**  
Activity Library Practice

4  
min

**Rock, Paper, Scissors Evolution**  
Activity Library Video



# WAYFINDER



## Curriculum Overview

# HIGH SCHOOL

Visit [withwayfinder.com](https://withwayfinder.com) to explore more

9th Grade

# Belonging 3: Action

## Proactively Building Belonging in Our Lives

This curriculum supports students to recognize how they can use their character, strengths, and interests to create belonging in their school community and the wider world.



### Wayfinder Mindsets: Introduction Lessons

*Creating Community*

In our 9th grade Myth Buster, students will work to understand how authentic belonging is built. The Intro lesson helps students to explore the importance of considering different life stages in relation to how they experience for connection with others.

- + Build Energy + Connection
- + Choose + Commit to Agreements
- + Myth Buster: Belonging is a Destination
- + Intro: Belonging Is a Journey

### Wayfinder Skills: Core Lessons

*Deepening Our Practice*

#### Strengths + Growth

How can we utilize our strengths to navigate challenges?

- + Strengths as Resources
- + Exploring Challenges
- + The Coin Challenge
- + The Adolescent Advantage
- + Past + Present

#### Habits + Social Support

How can we deepen relationships with ourselves and build healthy habits?

- + Life Hack Exchange
- + Our Digital Habits
- + Making Bank
- + Find the Exit
- + Lean on Me

#### Conflicts + Resolutions

How can we use our strengths to create positive change?

- + Content for Connection
- + Get Up, Stand Up
- + Exploring Conflict
- + Talk It Out
- + Walk The Talk

#### Interconnection + Humanity

How can we extend belonging to everyone, everywhere?

- + The First Social Network
- + You Feel Me?
- + High Schools Around the World
- + Carry It On
- + Golden Record

### Wayfinder Reflections: Closing Lessons

*Integrating Our Learnings*

#### Closing Reflections

- + Personal Reflection: Letter to a Future Wayfinder
- + Community Reflection: Showcase

**Click to Download  
Sample Resources**

**Passion Swap**  
Curriculum Lesson Guide

30  
min

**Convergence**  
Activity Library Practice

5  
min

## 10th Grade

# Purpose 1: Self

## Committing to Our Personal Growth

This curriculum supports students to understand what they need to lead lives of purpose by engaging them in meaningful reflection on their own values, motivations, and habits.



### Wayfinder Mindsets: Introduction Lessons

*Creating Community*

Our 10th grade curriculum allows students to understand what success means for them individually and allows them to unearth their passions while finding purpose within their communities and world.

- + Build Energy + Connection
- + Outline of the Year

### Wayfinder Skills: Core Lessons

*Deepening Our Practice*

#### Motivation + Inspiration

What are you authentically drawn toward?  
What lights you up?

- + Journey Map
- + Love It, Leave It, Live for It
- + Carrots + Sticks
- + Making Life Meaningful
- + Purpose Guide

#### Character + Values

How do you live out your values in big and small ways?

- + I Come From...
- + Values Spectrum
- + Bell or Buzzer?
- + Align + Collide
- + The Generosity Card

#### Routines + Habits

How do habits guide us toward meaning making?

- + Growth Is a Vibe
- + Blocks + Assists
- + Creatures of Habit
- + Tools + Traps
- + Flex That Muscle

#### Growth + Learning

How can we remain committed to growth and curiosity?

- + The Power of Rituals
- + From Daily Ritual to Lifelong Routine
- + Resourcing Yourself
- + Being a Resource
- + To Ask or Not to Ask?

### Wayfinder Reflections: Closing Lessons

*Integrating Our Learnings*

#### Closing Reflections

- + Community Reflection:  
Props, Gratitudes, + Appreciations

[Click to Download Sample Resources](#)

[Purpose Guide](#)  
Curriculum Lesson Guide

30 min

[Goal Graphs](#)  
Activity Library Practice

15 min

## 11th Grade

# Purpose 2: Community

## Discovering Our Impact and Influence

This curriculum supports students to develop and utilize leadership skills to find ways to meaningfully engage with their communities.



### Wayfinder Mindsets: Introduction Lessons

*Creating Community*

Our 11th grade curriculum supports students to explore how they are connected to and shaped by the world beyond themselves by helping students reflect on needs that inspire them, and how they might be able to use this knowledge to live purposefully.

- + Build Energy + Connection
- + Outline of the Year

### Wayfinder Skills: Core Lessons

*Deepening Our Practice*

#### People + Places

How can we map the physical and social worlds that we live in?

- + Map Your World
- + Relationship Web
- + Support Team
- + My Good Place
- + Digital Communities

#### Impact + Influence

How do we balance both being influenced and exerting influence?

- + Change My Mind
- + If I Were an Influencer...
- + Real Talk: Social Influence
- + Inspiration + Admiration
- + Making Ripples

#### Meaning + Action

How can we use our passions, strengths, and needs in our communities?

- + Purpose Compass 1
- + Passion Swap
- + Naming Strengths
- + Real Talk: Exploring Needs
- + Purpose Compass 2

#### Leadership + Accountability

How can we leverage our strengths and experiences to be strong leaders in our communities?

- + Leadership Style
- + Making Group Decisions
- + The Feedback Framework
- + Being Accountable
- + Leadership Commitments

### Wayfinder Reflections: Closing Lessons

*Integrating Our Learnings*

#### Closing Reflections

- + Community Reflection:  
Props, Gratitudes, + Appreciations

[Click to Download  
Sample Resources](#)

**Support Crew**  
Curriculum Lesson Guide

30  
min

## 12th Grade

# Purpose 3: Action

## Creating an Actionable Plan for the Future

This curriculum supports students to prepare for life beyond high school by equipping them with the concrete tools they need to lead a meaningful and successful life.



### Wayfinder Mindsets: Introduction Lessons

*Creating Community*

Our 12th grade curriculum helps students to acknowledge messages they've heard around defining success and a purposeful life trajectory. Students reflect on the why behind skill-building before heading out into the world to pave their own path.

- + Build Energy + Connection
- + Outline of the Year

### Wayfinder Skills: Core Lessons

*Deepening Our Practice*

#### Independence + Interdependence

How can we acknowledge new independence while also fostering interdependence?

- + The Big Year
- + Give + Take
- + The Lone Wolf + The Pack
- + Balanced Relationships
- + I Hear You

#### Goal Setting + Problem Solving

How do we balance the world's needs with our personal strengths, passions, and interests?

- + Dream Big
- + Working Backward
- + Design Thinking, Part 1
- + Design Thinking, Part 2
- + Purpose Compass

#### Productivity + Entrepreneurship

How can we build our future-ready toolkit to access and pursue opportunities?

- + 21st Century Success
- + Pivot or Persist
- + Shark Tank, Part 1
- + Shark Tank, Part 2
- + Shark Tank, Part 3

#### Agency + Integrity

How do our actions in the present make a meaningful difference in our future outcomes?

- + Decisions, Decisions
- + Real Talk: The Long View
- + The River Flows One Way
- + Practicing Gratitude
- + Pillars of Support

### Wayfinder Reflections: Closing Lessons

*Integrating Our Learnings*

#### Closing Reflections

- + Community Reflection: Props, Gratitudes, + Appreciations

**Click to Download Sample Resources**

**Purpose Compass**  
Curriculum Lesson Guide

30  
min

**Imaginary Class Reunion**  
Activity Library Practice

15  
min

**Imaginary Class Reunion**  
Activity Library Video

4  
min

## K.1: Intro + Agreements

In this module, we will play some games to begin to get to know each other and practice agreements that support a kind and caring classroom.

### Wayfinder Why + Research

Why is it important for children to introduce themselves and have classroom agreements? It's important for children to introduce themselves in the beginning of the year to build connections. Lessons in this module include learning classmate's names, and creating agreements for how the class should learn and play together. Research shows that both parents/caregivers and teachers agree that [listening and confidence](#) are the two most important skills that the kindergarten curriculum should emphasize.

### Wayfinder at Home Activity: Warming Up for Fun

Children prepare for learning by warming up their bodies, kind hearts, and attention.

#### Talking Points:

- Before athletes start a big game, they warm up to be ready to play!
- A team often does a warm-up together so they can encourage and support each other.
- The warm-up prepares their minds and bodies for what they're about to do.
- Before we do different kinds of learning, we can warm up to get ready, too.

- Our warm-up has three parts: a body warm-up, a kind heart warm-up, and an attention warm-up.

## Directions:

- **Family Tip!** If it is fun for you and your children, play the part of an encouraging athletic coach to increase enthusiasm for the game! If this game is played repeatedly and you have time, invite children to contribute ideas for warm-up activities.
- Invite children to warm up their bodies by...
- Breathing in as they reach up high and breathing out as they touch their toes
  - Doing five jumping jacks
  - Doing ten twists (hands on hips, rotate torso from one side to another)
- Invite children to warm up their kind hearts by...
  - Gently high-fiving (or elbow bumping) someone else
  - Saying, "I'm glad you're here" to others in the room
- Invite children to warm up their attention by...
  - Saying "Rub your hands together, make some energy, make some energy, and breathe" while rubbing hands together, then placing warmed hands over eyes (or on heart if preferred) and taking an intentional long inhale and exhale after the word "breathe."

**Family Tip!** Breathing activities should always be invitational. Children may breathe normally if taking an intentional breath doesn't support them.



**LESSON**  
12.1.1.

**TIME**  
30 minutes

**CORE SKILL**  
Collaboration

LESSON

# Build Energy + Connection

**How can we energize each other?**

<b>QUOTE</b>	A dream you dream alone is only a dream. A dream you dream together is reality. — John Lennon (1940 – 1980) was an English singer, songwriter and musician.
<b>PREP</b>	N/A Optional: Step 1 can be student-led. Slide deck recommended.
<b>MATERIALS</b>	N/A
<b>LEARNING OBJECTIVE(S)</b>	Students will be able to develop and deepen relationships with peers to build community.
<b>THE WAYFINDER WHY</b>	Why is it important to get to know each other? Taking the time to participate in activities to learn about each other helps strengthen our relationships and connections with one another.
<b>LESSON BACKGROUND</b>	<b>Research:</b> Students need to feel <a href="#">safety and belonging</a> in order to learn. Classrooms that incorporate fun, trust, and collaboration support whole-student development and <a href="#">personally meaningful learning</a> . Studies have shown that even the most basic <a href="#">feelings of belonging in the classroom</a> increase student motivation, engagement, and achievement. The more students feel they belong, the better they do and feel.

## Opening Ritual (Optional)

**Opening +  
Introduction:  
Single Question**

**Directions:**

- Pick one of the following prompts for your class to respond to.
  - Say your full name and anything you know about it (why do you have that name, where in the world does it come from, who were you named for, what does your name mean, do you have any nicknames, or just "I don't know")
  - Say your full name again, plus three words you would use to describe yourself.
  - Say one thing you want to contribute to this class and one thing you want to get out of it.
  - What's the meaning of life—in 30 seconds or less? ("I don't know," is a perfectly good answer for anyone who doesn't feel like saying more.)

3 min

- After each student answers the question, invite them to say "thank you" so the class knows they are finished speaking.

📌 **Educator Tip!**

Encourage everyone to give their full attention to whoever is talking. Saying "thank you" after speaking is an important part of the ritual. If students forget, gently remind them. You know your students best. Feel free to use a prompt that feels most relevant to them.

---

## Step 1

### Introduce Yourself Twice

*This activity invites students to learn more about each other through an introduction game.*

13 min

**Directions:**

- Invite students to form a large circle in the middle of the room or where there is space.
- One at a time, students will take their turns to introduce themselves with their names and three things they like. Encourage students to be as specific as possible and share things that most people in the class wouldn't know.
  - Ex: Hi, my name is Erin and I like playing beach volleyball, watching Love Island, and going to Bad Bunny concerts.
- When everyone in the circle has had a turn, round 1 is complete. Begin round 2 by inviting students to introduce themselves a second time.
- This time, students should share three of their dislikes after they introduce themselves.
  - Ex: Hi my name is Erin and I really dislike bananas, waking up before 8am, and hearing people chew.

📌 **Educator Tip!**

Model two introductions to share more about yourself with your students.

---

## Step 2

### Four Corners

*This activity invites students to physically align themselves with their feelings about a statement.*

10 min

**Directions:**

- Identify each corner of the room as Always, Sometimes, Rarely, or Never.
- Explain to students that you'll be giving them prompts and they'll move to the corner of the room that best describes their answer.
- Remind students that there is no right or wrong answer.
- Invite a couple of students from each corner to share their reasoning after each round (or choose a few rounds depending on how quickly you are moving through the activity).

- Statements:
    - I think grades are the most important part of school
    - Over the summer, I felt really excited about entering senior year
    - I like staying up late rather than going to bed early
    - I'd rather be around other people than spend time alone
    - I can be shy when I first meet new people
    - I like to be in charge when I'm in a group
    - I think homework is an important part of learning.
    - I like speaking in front of a group of people
    - I need all of the information I can get before I make a decision
    - I like to get things done quickly
    - I have a hard time saying no to people
    - I prefer having a few really close friends than one big group of people that I spend time with
    - Phones should be allowed to be used in school the entire school day
- 

## Step 3

### Wrap-Up

2 min

#### Talking Points:

- Today we began our Wayfinder class with a few get-to-know-each-other activities.
- With Wayfinder this year, we're going to be exploring topics like entrepreneurship, design thinking, and planning for what comes next after graduation.
- You will learn lots of important skills that aren't a normal part of your school day or the academic curriculum.
- In the next lesson, we'll focus on previewing the topics for what we'll be learning about together this year.

#### Learning Support

##### Learning Supports [Discussion]:

###### • Preview Vocab

- Entrepreneurship: The process of starting and running a business or organization.
  - Design thinking: A problem-solving method that focuses on understanding users' needs and finding creative solutions to meet those needs.
- 

## Closing

### Ritual

### (Optional)

#### Props, Gratitudes, + Appreciations

2 min

#### Directions:

- Invite students to share PGAs for anything they noticed or appreciated in class, as well as outside of class and school.
- Possible PGA themes include:
  - For oneself, because it's important to acknowledge when we show up for ourselves
  - For other positive things witnessed from peers or teachers
  - For people or circumstances outside of school
  - For elements of the natural world
  - For the place(s) students are from

### 🕒 **Educator Tip!**

PGAs can be shared in a number of ways: "popcorn style," in a circle, etc. They can be done totally free form, with a topic/theme of your choice, or as a combination of both.

#### **Talking Points:**

- Practicing gratitude is as much about the benefits to the giver as the receiver.
- When we think, feel, and speak our gratitude and good will, it has a deeply positive effect on our lives.
- While it's definitely enjoyable to receive PGAs, it's equally meaningful to offer them.

---

## **Deeper Dive**

Click [here](#) for additional resources or activities from the Wayfinder Activity Library related to this lesson.

- b. SIA Annual Report  
**Speaker(s):** Krista Nieraeth



**Alsea School District 7J  
Board Recommendation Form**

**To:** The Board of Directors of Alsea School District  
**Prepared By:** Krista Nieraeth, Superintendent  
**Date:** November 12, 2024

**Background:**

The Oregon Department of Education requires that the superintendent of each district presents an annual report in regards to the SIA plan implementation for the prior year. Attached are the two questions required to be answered by the district for this year's SIA report.

**Action Requested:**

There is no action that must be taken by the board. This is informational only.

**Motion Requested:**

N/A

## **SIA Annual Questions 2023 – 2024 School Year**

### **Question #1**

**As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?**

**Discuss at least one Outcome where you have seen progress in implementation.**

As we evaluate our progress in implementing the outcomes listed in our Integrated Guidance Plan, we are confident that we are making meaningful strides toward achieving the goals set by our Longitudinal Planning Growth Targets (LPGT). A key example of this progress can be seen in the creation of a full-time academic and college/career advisor position for our 7-12 grade students. This position, previously filled by a licensed staff member who was only on-site one to two days a week, is fully funded through SIA. Having a dedicated, full-time staff member in this role has allowed us to more effectively track student progress toward meeting graduation requirements and academic success. As a result, our 9th Grade On-Track metric has improved significantly, rising from 61.5% in the 2022-2023 school year to 100% in 2023-2024. The consistent, daily support provided by this position has been instrumental in achieving this positive outcome.

Another notable example of progress is seen in our efforts to improve student attendance, supported by the SIA grant funding for a Family Liaison position and attendance incentives. In the 2022-2023 school year, Alsea's regular attendance rate was 50.8%. Through the 2023-2024 school year, we have seen a significant increase, with our attendance rate rising to 68.3%. This improvement can be directly attributed to the work of our Family Liaison, who has helped connect families to ensure students' basic needs are met, as well as the implementation of systems to track and support student attendance. Daily phone calls to families of absent students, along with incentives such as shirts, sweatshirts, and public recognition for students with 90% or higher attendance, have all contributed to this increase. By prioritizing the importance of regular attendance and publicly acknowledging those who consistently attend, we are working to foster a culture of accountability and engagement, leading to tangible improvements in attendance rates.

## **Question #2**

**Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?**

**Discuss at least one Outcome where you have seen challenges or barriers to implementation.**

Our primary challenge in advancing toward the desired outcomes and strategies lies in establishing systems and structures that, while effective in the short term, may not be sustainable in the long term due to anticipated declines in funding, driven by a decrease in student ADM (Average Daily Membership). One of the key objectives outlined is the full implementation of a Multi-Tiered System of Supports (MTSS) that effectively tracks student growth and progress, in addition to having an instructional coach provide curriculum and behavioral coaching for staff. While we made significant strides in implementing these systems last year, the district is faced with the reality of reduced budgets in the coming years, requiring us to plan for a foundation that can be maintained with fewer resources, both in terms of Full-Time Equivalents (FTEs) and financial support for programming.

It is important to recognize that the successful implementation of these systems and structures requires more than one year of effort. As such, we are confronted with the dual challenge of adjusting budgets for FTEs and supplies, while ensuring that the quality and sustainability of these systems are not compromised. This remains a key barrier, which we continue to address through collaborative problem-solving. Additionally, we are working at weaving other funding sources, to support the ongoing implementation and maintenance of our schoolwide MTSS framework at the necessary level of effectiveness.

- c. Girls Basketball Co-op with Monroe  
**Speaker(s):** Joe Harris



**Alsea School District 7J  
Board Recommendation Form**

**To:** The Board of Directors of Alsea School District  
**Prepared By:** Joe Harris, Athletic Director  
**Date:** November 12, 2024

**Background:**

Alsea High School does not have enough HS girls this year to field a full HS Girls Basketball team. Alsea co-oped with Monroe High School for HS Girls Basketball in the 2022 – 2023 school year due to low numbers that year as well. Based on this past relationship, we asked Bill Crowson, superintendent of Monroe SD, and Beau Sisneros, Principal and Athletic Director of Monroe HS, if Monroe would be interested in co-oping again with us. Both agreed that the co-op would be good for Monroe as well as Alsea. We currently have four girls who are interested in playing basketball.

**Action Requested:** That Alsea School District approves the High School Girls Basketball co – op with Monroe School District for the 2024 – 2025 school year.

**Motion Requested:**

“I motion that Alsea School District approves the High School Girls Basketball co – op with Monroe School District for the 2024 – 2025 school year.”

- d. Contractor Approval for Gym Seismic Project  
**Speaker(s):** Krista Nieraeth



**Alsea School District 7J  
Board Recommendation Form**

**To:** The Board of Directors of Alsea School District  
**Prepared By:** Krista Nieraeth  
**Date:** November 12, 2024

**Background:**

The Board approved the CM/GC process for bid for a construction company in August for the Seismic grant project, with construction starting in the spring of 2025. The district received three proposals from construction companies for the project.

**Action Requested:**

Based on the scoring of the proposals, I am recommending that the Board approves the hiring of Todd Construction as the CM/GC contractor for the Gym Seismic Retrofit project that will be starting Spring of 2025.

**Motion Requested:**

“I motion to hire Todd Construction as the CM/GC contractor for the Gym Seismic Retrofit project.”

e. Resolution for After-School Program Monies - Benton Community Foundation Grant

# Alsea School District 7J

## RESOLUTION 25-03

### RESOLUTION TO INCREASE SPECIAL REVENUE RESOURCES AND APPROPRIATIONS FY24-25

**WHEREAS**, Oregon Revised Statute 294.338(2) allows for the recognition of revenue from a donation, grant, gift or bequest and the related appropriations by resolution; and

**WHEREAS**, the District was awarded a grant from the Benton Community Foundation (BCF) to support an After School Enrichment Program; and

**WHEREAS**, the District did not anticipate the receipt of the grant when the FY24-25 budget was proposed and approved;

**NOW THEREFORE**, be it resolved that the Board of Directors approve the receipt of the BCF After School Enrichment Program Grant and adopted additional resources and appropriations as follows:

Special Revenue Fund	228 After School Enrichment Program
<b>Resources</b>	
Local Sources	\$3,000
Intermediate Sources	
State Sources	
Federal Sources	
Other Sources	
Total Resources	<b>\$3,000</b>
<b>Appropriations</b>	
Instruction Services	\$3,000
Support Services	
Enterprise & Community Services	
Facility Acquisition Services	
Debt Service	
Total	<b>\$3,000</b>

**PASSED AND ADOPTED** at a regular meeting of the Board of Directors of Alsea School District 7J on the 12<sup>th</sup> day of **November** 2024 by the following vote:

AYES: \_\_\_\_\_ NAYS: \_\_\_\_\_ ABSENT: \_\_\_\_\_ ABSTAIN: \_\_\_\_\_

\_\_\_\_\_  
Risteen Follett, Chair Board of Directors

\_\_\_\_\_  
Krista Nieraeth, Superintendent

ATTEST:

\_\_\_\_\_  
Lora Nickle, Executive Secretary

- f. OSBA Elections and Resolutions
  - i. Election - Board of Directors Position 10
    - a. Clyde Rood

# OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Address: \_\_\_\_\_

City/Zip: \_\_\_\_\_

Business phone: \_\_\_\_\_

Residence phone: \_\_\_\_\_

Cell phone: \_\_\_\_\_

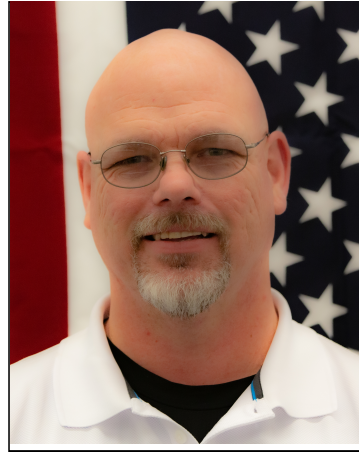
E-mail: \_\_\_\_\_

District/ESD/CC: \_\_\_\_\_

Term expires: \_\_\_\_\_ Years on board: \_\_\_\_\_

Region: \_\_\_\_\_

Position #: \_\_\_\_\_



*I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.*

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

***Be brief; please limit your responses to 50 words per question.***

1. Describe in your own words the mission and goals of OSBA.
  
  
  
  
  
  
  
  
  
  
2. What do you want to accomplish by serving on the OSBA board of directors?
  
  
  
  
  
  
  
  
  
  
3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.



# OSBA Board of Directors

## CANDIDATE PERSONAL/PROFESSIONAL RESUME

**Work or service performed for OSBA or local district** (include committee name and if you were chair):

**Other education board positions held/dates:**

**Occupation** (Include at least the past five years):

Employers:

Dates:

**Schools attended** (Include official name of school, where and when):

High school:

College:

Degrees earned:

**Education honors and/or awards:**

**Other applicable training or education:**

**Activities, other state and local community services:**

**Hobbies/special interests:**

**Business/professional/civic group memberships; offices held and dates:**

**Additional comments:**

Email to [OSBAelections@osba.org](mailto:OSBAelections@osba.org), or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301  
Deadline: September 29, 2023, 5 p.m.

*Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.*

b. Luhui Whitebear

# OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Address: \_\_\_\_\_

City/Zip: \_\_\_\_\_

Business phone: \_\_\_\_\_

Residence phone: \_\_\_\_\_

Cell phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

District/ESD/CC: \_\_\_\_\_

Term expires: \_\_\_\_\_ Years on board: \_\_\_\_\_

Region: \_\_\_\_\_

Position #: \_\_\_\_\_



*I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.*

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

***Be brief; please limit your responses to 50 words per question.***

1. Describe in your own words the mission and goals of OSBA.
  
  
  
  
  
  
  
  
  
  
2. What do you want to accomplish by serving on the OSBA board of directors?
  
  
  
  
  
  
  
  
  
  
3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.



# OSBA Board of Directors

## CANDIDATE PERSONAL/PROFESSIONAL RESUME

**Work or service performed for OSBA or local district** (include committee name and if you were chair):

**Other education board positions held/dates:**

**Occupation** (Include at least the past five years):

Employers:

Dates:

**Schools attended** (Include official name of school, where and when):

High school:

College:

Degrees earned:

**Education honors and/or awards:**

**Other applicable training or education:**

**Activities, other state and local community services:**

**Hobbies/special interests:**

**Business/professional/civic group memberships; offices held and dates:**

**Additional comments:**

- c. Election - Legislative Policy Committee Position 10
  - i. Soren Rounds

# OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: Soren Rounds

Date: 9/18/27

Address: 15213 Lobster Valley Road

City/Zip: Alsea 97324

Business phone: \_\_\_\_\_

Residence phone: 541-486-4101

Cell phone: 541-510-8758

E-mail: Soren.rounds@alsea.k12.or.us

District/ESD/CC: Alsea 7J

Term expires: 2027 Years on board: 1.5

Region: Linn Benton Lincoln 10



Position #: 10

*I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.*

Soren Rounds

9/18/24

Name

Date

***Be brief; please limit your responses to 50 words per question.***

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?

I would like to advance the interests of primary and secondary education in Oregon.

2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.

In my role as director of pharmacy for a local hospital, managing all pharmacy personnel, operations, and policy development, I strived to utilize inclusion. During that time I oversaw the implementation of a new electronic medical record system which was viewed with much skepticism by most employees. Building the drug library, order sets, and protocols took a year of work. In order to reduce pessimism I included every pharmacy employee rotating them in and out of the build team. This resulted in near-universal ownership and acceptance.

3. What do you see as the two most challenging legislative issues faced by OSBA?

Equalizing financial support with needs and expectations is probably the biggest challenge. Less of a problem but also significantly important is ensuring the educating people remains the goal of the educational system, resisting "culture war" related policy.

4. What do you see as the two most challenging legislative issues faced by your region?

Obtaining adequate financial support is the latest challenge in my region, as it likely is everywhere. Resisting the addition of added reporting requirements is important particularly for small districts of which there are many in region 10.

5. What is your plan for communicating with boards in your region about legislative issues?

I hope to actively solicit questions and make myself generally available for discussion once boards are familiar with my position and contact in formation.

Email to [OSBAelections@osba.org](mailto:OSBAelections@osba.org), or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

*Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.*

# OSBA Legislative Policy Committee

## CANDIDATE PERSONAL/PROFESSIONAL RESUME

### Work or service performed for OSBA or local district (include committee name and if you were chair):

Board vice-chair, 2023-present

Member, superintendent search committee, 2022-23

### Other education board positions held/dates:

### Occupation (Include at least the past five years):

#### Employers:

Pharmacist, Peacehealth Riverbend Hospital

#### Dates:

2008-2017

Pharmacy Director, McKenzie-Willamette Medical Center

2007-2008

### Schools attended (Include official name of school, where and when):

High school: Alsea High School, Alsea Oregon, 1989-1992

College: Lane Community College 1993-1995; University of Oregon 1998-2000; Oregon State University 2000-2004

Degrees earned: Associate of Applied Science, Automotive Technology; Bachelor of Science, General Science; Doctor of Pharmacy

### Education honors and/or awards:

### Other applicable training or education:

### Activities, other state and local community services:

Cascade Medical Team Foundation, past board member 2010-2015

Cascade Medical Team Guatemala mission pharmacy leader, 2007-2015

Friends of the Corvallis-Benton County Public Library current board member and active volunteer

### Hobbies/special interests:

Gardening, reading, automotive repair and restoration

### Business/professional/civic group memberships; offices held and dates:

### Additional comments:

I am not completely certain of the activities performed by the ideal LPC member, but I hope to learn how to best advance the interests of education in Oregon through advocacy in the community, to organizations, and to governing bodies. I am currently retired and have time to dedicate to this purpose

Email to [OSBAelections@osba.org](mailto:OSBAelections@osba.org), or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

ii. Jason Curtis

## OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: Jason E. Curtis Date: 9/26/24  
Address: 809 Washburn St.  
City/Zip: Brownsville, OR 97327  
Business phone: (541) 619-5340  
Residence phone: Same  
Cell phone: Same  
E-mail: jason.curtis@centrallinn.k12.or.us  
District/ESD/CC: Central Linn School District #552  
Term expires: 6/30/27 Years on board: 2  
Region: Linn Benton Lincoln ESD Position #: 10



*I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.*

Jason E. Curtis  
Name

9/26/24  
Date

**Be brief; please limit your responses to 50 words per question.**

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?  
I want give a voice to smaller rural districts in the larger conversation with regards to policy creation in Salem.
  
2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.  
My leadership style is to include all voices in the process. I was instrumental in the creation of our current policy committee itself along with the guidelines of operation. This committee has allowed for student, teacher, and community voices to engage in policy creation in our district.
  
3. What do you see as the two most challenging legislative issues faced by OSBA?  
I see getting truly representative data into the decision making process, along with achieving full understanding in Salem of the issues directly affecting school districts in Oregon as two prominent challenges faced by the OSBA.
  
4. What do you see as the two most challenging legislative issues faced by your region?  
I see unfunded policy requirements and under funding in general as the two most challenging legislative issues in our region. Laying off staff, cutting back on necessary programs, and ultimately spending large amounts of administrative time on requirements not directly benefitting student outcomes make running a small district more difficult.
  
5. What is your plan for communicating with boards in your region about legislative issues?  
My plan would be to send out monthly e-mail to boards in our region keeping them up to date with legislative issues and seeking their input/questions.

**Email to [OSBAelections@osba.org](mailto:OSBAelections@osba.org), or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301**  
*Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.*

# OSBA Legislative Policy Committee

## CANDIDATE PERSONAL/PROFESSIONAL RESUME

**Work or service performed for OSBA or local district (include committee name and if you were chair):**

I proposed and assisted with the creation of our district policy committee creation as well as serving on the committee. I also serve on the budget committee for our district.

**Other education board positions held/dates:**

No other educational board positions other than current Zone 5 position for CLSD

**Occupation (Include at least the past five years):**

Employers:		Dates:
Sand Ridge Charter School	Full Time Teacher	2001-2003
Curtis Excavation, LLC	Owner	2003-Present

**Schools attended (Include official name of school, where and when):**

High school: Lebanon Union High School, Lebanon OR, 1993-1997

College: Oregon State University, Corvallis OR, 1997-2001

Degrees earned: BS in Elementary Education

**Education honors and/or awards:**

National Honor Society Member

**Other applicable training or education:**

N/A

**Activities, other state and local community services:**

Brownsville Rural Fire Dept. Volunteer (Current), Brownsville Recreation Center Volunteer Coach (Current), AYSO Soccer Volunteer Coach/Ref. (Past)

**Hobbies/special interests:**

Attending my children's sporting events, motocross racing, reading (primarily non-fiction), community events

**Business/professional/civic group memberships; offices held and dates:**

Sharing Hands, Board Member 2014-2018  
Brownsville Fire Association, Secretary, VP, President 2013-Present  
Brownsville Chamber of Commerce, Member 2015-Present

**Additional comments:**

Thank you for your consideration!

Email to [OSBAelections@osba.org](mailto:OSBAelections@osba.org), or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301  
*Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.*

ii. Dues Schedule Resolution - Amend the OSBA Dues Schedule



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## Resolution to Amend the OSBA Dues Schedule

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WHEREAS, the Oregon School Boards Association (OSBA) dues revenue as a percentage of OSBA's total revenues is declining. OSBA's dues revenue as a percentage of OSBA's operating costs to support the services OSBA provides to members is also declining;

WHEREAS, the percentage of dues revenue as a proportion of total association revenue has fallen 19.1 percent since the 1996-97 fiscal year to 6.4 percent of total association revenue. If dues do not increase, this percentage of total association revenue will continue to decline;

WHEREAS, the OSBA dues schedule has not increased since the 1998-99 fiscal year;

WHEREAS, OSBA retained The Coraggio Group to do an in-depth analysis of the value of the programs and services OSBA offers to its members and develop a 3-5 year sustainable business plan with member engagement;

WHEREAS, based on the survey data obtained by The Coraggio Group, OSBA members overwhelmingly agree that they receive great service for what they currently pay. Current annual member dues are as low as \$250. Given the costs associated with providing no cost or highly subsidized services available to members, \$250 is very low in comparison.

WHEREAS, The Coraggio Group in collaboration with OSBA staff, has recommended a phased increase in the dues schedule. This approach aims to provide financial stability for the organization and align the dues with other state associations, thereby enabling the association to continue offering its high-quality programs and services.

WHEREAS, the proposed dues increase, which was reviewed by the OSBA Finance Committee, and approved by the OSBA Board of Directors on June 15, 2024, supports the recommendation to amend the OSBA Dues Schedule.

THEREFORE, BE IT RESOLVED in recognition of the current financial situation of Oregon districts and the need for an OSBA dues adjustment, the OSBA Board of Directors recommends that the dues schedule be amended in a manner so that OSBA member school districts and education service districts (ESDs) paying more than \$1,500 annually will experience a dues increase of 15% annually for five consecutive years beginning in the 2025-2026 fiscal year. Beginning in the 2030-31 fiscal year, the dues will increase annually as a percentage in alignment with the Consumer Price Index;

THEREFORE, BE IT FURTHER RESOLVED, the OSBA Board of Directors recommends a membership dues floor be established at \$1,500 and a maximum dues rate of \$25,000 per fiscal year. For OSBA member school districts, ESDs, and community colleges who are below this floor, dues will increase \$250 per year until the floor is reached. For school districts and ESDs that reach the floor before the 2030-31 fiscal year, dues will increase by 15% per year until the 2030-31 fiscal year. Beginning in the 2030-31 fiscal year, dues for all school districts, ESDs, and community colleges will increase annually as a percentage in alignment with the Consumer Price Index.

BE IT FURTHER RESOLVED by the OSBA Board of Directors that the proposed amendments to the OSBA Dues Schedule be submitted to the membership for consideration during the 2024 OSBA election; and

BE IT FURTHER RESOLVED by the OSBA Board of Directors that the proposed amendments to the OSBA Dues Schedule and a copy of this resolution be forwarded to all OSBA member boards in accordance with the OSBA Board of Directors' adopted elections calendar.

*Submitted by: OSBA Board of Directors*

DISTRICT	24-25 DUES	25-26 DUES	26-27 DUES	27-28 DUES	28-29 DUES	29-30 DUES	30-31 DUES**
District Member 01 (under 100)*	\$ 250.25	\$ 500.25	\$ 750.25	\$ 1,000.25	\$ 1,250.25	\$ 1,500.00	\$ 1,560.00
District Member 02 (100-249)*	\$ 541.25	\$ 791.25	\$ 1,041.25	\$ 1,291.25	\$ 1,541.25	\$ 1,772.44	\$ 1,843.34
District Member 03 (250-499)*	\$ 778.00	\$ 1,028.00	\$ 1,278.00	\$ 1,528.00	\$ 1,757.20	\$ 2,020.78	\$ 2,101.61
District Member 04 (500-999)	\$ 1,420.50	\$ 1,633.58	\$ 1,878.61	\$ 2,160.40	\$ 2,484.46	\$ 2,857.13	\$ 2,971.42
District Member 05 (1000-1999)	\$ 2,503.00	\$ 2,878.45	\$ 3,310.22	\$ 3,806.75	\$ 4,377.76	\$ 5,034.43	\$ 5,235.80
District Member 06 (2000-2499)	\$ 3,450.00	\$ 3,967.50	\$ 4,562.63	\$ 5,247.02	\$ 6,034.07	\$ 6,939.18	\$ 7,216.75
District Member 07 (2500-3999)	\$ 5,952.75	\$ 6,845.66	\$ 7,872.51	\$ 9,053.39	\$ 10,411.40	\$ 11,973.11	\$ 12,452.03
District Member 08 (4000-4999)	\$ 7,035.00	\$ 8,090.25	\$ 9,303.79	\$ 10,699.36	\$ 12,304.26	\$ 14,149.90	\$ 14,715.89
District Member 09 (5000-9999)	\$ 8,658.25	\$ 9,956.99	\$ 11,450.54	\$ 13,168.12	\$ 15,143.33	\$ 17,414.83	\$ 18,111.43
District Member 10 (10000-25000)	\$ 10,823.00	\$ 12,446.45	\$ 14,313.42	\$ 16,460.43	\$ 18,929.49	\$ 21,768.92	\$ 22,639.68
District Member 11 (over 25000)***	\$ 18,940.00	\$ 21,781.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 26,000.00
						\$	-
ESD Membership Dues 01 (under 1000)*	\$ 473.75	\$ 723.75	\$ 973.75	\$ 1,223.75	\$ 1,473.75	\$ 1,694.81	\$ 1,762.61
ESD Membership Dues 02 (1000-2500)*	\$ 710.50	\$ 960.50	\$ 1,210.50	\$ 1,460.50	\$ 1,679.58	\$ 1,931.51	\$ 2,008.77
ESD Membership Dues 03 (2500-5000)*	\$ 947.00	\$ 1,197.00	\$ 1,447.00	\$ 1,664.05	\$ 1,913.66	\$ 2,200.71	\$ 2,288.73
ESD Membership Dues 04 (5000-7500)*	\$ 1,082.50	\$ 1,332.50	\$ 1,582.50	\$ 1,819.88	\$ 2,092.86	\$ 2,406.78	\$ 2,503.06
ESD Membership Dues 05 (7500-10000)	\$ 1,556.00	\$ 1,789.40	\$ 2,057.81	\$ 2,366.48	\$ 2,721.45	\$ 3,129.67	\$ 3,254.86
ESD Membership Dues 06 (10000-15000)	\$ 2,029.50	\$ 2,333.93	\$ 2,684.01	\$ 3,086.62	\$ 3,549.61	\$ 4,082.05	\$ 4,245.33
ESD Membership Dues 07 (15000-25000)	\$ 2,367.75	\$ 2,722.91	\$ 3,131.35	\$ 3,601.05	\$ 4,141.21	\$ 4,762.39	\$ 4,952.89
ESD Membership Dues 08 (25000-50000)	\$ 3,111.75	\$ 3,578.51	\$ 4,115.29	\$ 4,732.58	\$ 5,442.47	\$ 6,258.84	\$ 6,509.19
ESD Membership Dues 09 (above 50000)	\$ 4,667.50	\$ 5,367.63	\$ 6,172.77	\$ 7,098.68	\$ 8,163.49	\$ 9,388.01	\$ 9,763.53
State Board of Education	\$ 67.75	\$ 77.91	\$ 89.60	\$ 103.04	\$ 118.50	\$ 136.27	\$ 141.72
Community College Association****	\$ 4,601.00	\$ 8,851.00	\$ 13,101.00	\$ 17,351.00	\$ 21,601.00	\$ 25,500.00	\$ 26,520.00

\*Add \$250 annually until floor is reached, then increase 15% through year 5

\*\*Reflects an estimated CPI increase of 4%

\*\*\* \$25,000 cap prior to CPI

\*\*\*\*Reflects an increase of \$250 per year, per community college (17) annually until the community colleges reach the \$1,500 floor amount per college. (\$25,500)

- iii. PRIDE Caucus Resolution - Amend OSBA Bylaws Relating to Composition of the Board of Directors



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## **Resolution to Amend Oregon School Boards Association's Bylaws Relating to Composition of the Board of Directors**

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WHEREAS, the Oregon School Boards Association (OSBA) was formed in 1946 as a volunteer association of locally elected public school boards and transitioned to a nonprofit public benefit corporation under Oregon Revised Statute Chapter 65 as of July 1, 2018;

WHEREAS, the Oregon LGBTQIA2S+ School Board Members Advisory Committee has been operating as an OSBA board appointed advisory committee since September 22, 2023; has a record of regular meetings; has draft bylaws; has identified goals that align with the mission, vision and goals of OSBA; has draft action plans; and a draft budget;

WHEREAS, the Oregon LGBTQIA2S+ School Board Members Advisory Committee is ready to elect officers and their Leadership Assembly;

WHEREAS, the Oregon LGBTQIA2S+ School Board Members Advisory Committee has articulated its mission as follows: "To promote quality education for all students with an emphasis on the unique needs of LGBTQIA2S+ students, staff and board members.";

WHEREAS, OSBA's Board of Directors recognizes the importance of the Oregon LGBTQIA2S+ School Board Members Advisory Committee's mission and goals; and

WHEREAS, the Oregon LGBTQIA2S+ School Board Members Advisory Committee has respectfully requested that the Board of Directors submit a resolution to the membership creating the Oregon School Board Members PRIDE Caucus (OSBM PRIDE) and designate a seat on the OSBA Board of Directors and Legislative Policy Committee.

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the proposed bylaws amendment designating an Oregon School Board Members PRIDE Caucus representative as a voting member of the OSBA Board of Directors and Legislative Policy Committee be submitted to the membership for consideration during the 2024 OSBA election; and

BE IT FURTHER RESOLVED that the draft bylaws and a copy of this resolution be forwarded to all association member boards in accordance with OSBA's adopted elections calendar.

*Submitted by: OSBA Board of Directors*

# BYLAWS

OREGON SCHOOL BOARD MEMBERS PRIDE CAUCUS  
OF THE OREGON SCHOOL BOARDS ASSOCIATION

DRAFT

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# ARTICLE 1

## CHARTER

The Oregon School Boards Association (the “OSBA”) exists solely to perform essential governmental functions and all its income must accrue to the State of Oregon or its political subdivisions as required under IRC Section 115. OSBA’s mission is to improve student success and education equity through advocacy, leadership and service to Oregon public school boards.

OSBA is aware and acknowledges that diversity is a core value of OSBA. OSBA desires to identify areas of concern and causation, convene a caucus of stakeholders, and create a plan to better promote and support the success of students, school staff and school board members who identify as part of the LGBTQIA2S+ communities.

To this end, The OSBA Board of Directors has formally recognized the Oregon School Board Members PRIDE Caucus (the “Caucus”) to serve as a resource and provide guidance and leadership for these initiatives to the OSBA Board of Directors.

The activities of the Caucus shall align with OSBA bylaws as well as complement, not duplicate, OSBA’s efforts on behalf of all local governing boards.

# ARTICLE 2

## NAME, MISSION AND GOALS

**2.1 Name.** This organization shall be known as the Oregon School Board Members PRIDE Caucus (OSBM PRIDE) of the Oregon School Boards Association (OSBA).

**2.2 Mission.** To promote quality education for all students with an emphasis on the unique needs of LGBTQIA2S+ students, staff and board members.

**2.3 Goals.**

**2.3.1** The implementation of ODE’s “Oregon LGBTQ2SIA+ Student Success Plan.”

**2.3.2** Promoting positive and effective relationships among LGBTQIA2S+ school board members, their communities, political leaders, partner organizations and OSBA.

**2.3.3** Building and increasing capacity of LGBTQIA2S+ school board members and support a pipeline for LGBTQIA2S+ people to run for school board seats.

**2.3.4** Serving as a resource.

**2.3.5** Developing, promoting, and advancing legislation to improve educational opportunities and outcomes for LGBTQIA2S+ students, staff and families.

**2.3.6** Equipping and advancing LGBTQIA2S+ board members to serve in the general OSBA leadership.

**2.3.7** Building capacity of the general board membership in understanding the issues of LGBTQIA2S+ people and inclusion.

## ARTICLE 3

### MEMBERSHIP

**3.1 Qualification.** All members must support the purposes and goals of the Caucus as set forth in Article 2.

**3.2 Members.** The Caucus members may include any elected or appointed member of any public board of education in Oregon who are active members in good standing with the Oregon School Boards Association and identify as a member of the LGBTQIA2S+ communities. Caucus members may participate in all discussions, vote, and serve as an officer of the Caucus. Members must attend the meeting in person, via telephone, or via virtual meeting platform (e.g., Zoom) to vote. Voting by proxy shall not be permitted.

**3.3 Attendees.** The Caucus may, in its discretion, invite to participate in any meeting or event any other individuals who support the purpose and goals of the Caucus as set forth in Article 2.

**3.4 Membership List.** The Membership list shall be maintained by the Secretary.

## ARTICLE 4

### BUDGET

**4.1 Budget.** The Caucus shall submit an annual budget request as outlined under the OSBA budget process, including approval by the OSBA Board of Directors. The request shall set forth the areas of concern, recommended actions, and annual goals.

## ARTICLE 5

### MEETINGS

**5.1 Annual Meetings.** An annual meeting of the Caucus shall be in conjunction with the OSBA Annual Convention at which time the Caucus shall elect officers and shall conduct other business as may properly be brought before the meeting of the Caucus.

## **5.2 Regular and Special Meetings.**

**5.2.1 Regular Meetings.** The Caucus shall meet as often as required to achieve the goals outlined in its annual Work Plan. These meetings shall be scheduled for the year at the Annual Meeting.

**5.2.2 Special Meetings.** Special meetings of the members for any purpose may be called, either in writing or by e-mail, by the President or by a majority of the Executive Committee. Such a request shall state the purpose or purposes of the proposed meeting.

**5.2.3 Place of Meetings.** Regular and special meetings of the Caucus shall be held at any location within Oregon, by virtual meeting platform, or a combination of the two, as designated by the President or the Executive Committee.

## **5.3 Notice.**

**5.3.1** Notice of every annual meeting of members, stating the time and place thereof, will be provided with an agenda no less than 15 days prior to such meeting.

**5.3.2** Notice of every regular or special meeting of members, stating the time and place thereof, shall be provided with an agenda no less than 10 days prior to such meeting.

**5.4 Quorum.** Except as otherwise provided by law, the presence at any meeting of a majority of the Executive Committee shall constitute a quorum.

**5.5 Organization.** The President may determine in their sole discretion whether any meeting of the Caucus shall be held in accordance with Robert's Rules of Order.

**5.6 Records.** The President shall see that all correspondence, minutes, agendas, and Charter be sent to and kept on file with OSBA.

**5.7 OSBA Staff Liaison.** The Executive Director of OSBA shall designate a staff member to serve as a liaison representative to the Caucus. The designee shall not have voting rights.

**5.8 Compliance with Open Meetings Laws.** The Caucus shall comply with the open meetings law requirements of ORS chapter 192 at every convening of its membership in which a quorum is required in order to make a decision or to deliberate toward a decision on any matter.

# **ARTICLE 6**

# CAUCUS LEADERSHIP COUNCIL

**6.1 Composition.** The Leadership Council of the Caucus shall include the President(s), Vice President, Secretary, Treasurer, Regional Directors and two Members of the Caucus.

**6.2 Term.** Leadership Council members shall serve a two-year term. The President may only serve one consecutive term. The Vice President, Secretary, Treasurer, Regional Members, and Members-at Large may serve any number of consecutive terms. Each officer shall hold office until the term has expired or until a successor has been duly elected and qualified for the position, or until the officer can no longer hold the position because they no longer qualify to be a member of the Caucus as defined in Article 3 above, or because of removal or death.

## 6.3 Nomination and Election

**6.3.1 Nomination.** Leadership Council members may be nominated by either the nominating committee or a caucus member at the annual meeting.

**6.3.2 Election.** The members shall elect the Leadership Council by majority vote at the annual meeting in even numbered years.

## 6.4 Designations

**6.4.1 President.** The President shall preside at all meetings of the Caucus and the Executive Committee. The President shall appoint all standing and special committees and shall be an ex-officio member of all committees, except the nominating committee, with voting power. The President shall sign all official reports of the Caucus. Two persons may share the position of President, or one person may serve as President and another as Vice President.

**6.4.2 Vice President.** In the absence of the President, the Vice President shall have and perform all the powers and duties of the President.

**6.4.3 Immediate Past President.** The Immediate Past President shall advise and counsel with other officers. The Immediate Past President chairs the officer succession planning process. The past president serves for two calendar years.

**6.4.4 Secretary.** The Secretary shall keep the minutes and records, maintain a roster of the current membership, and shall see that all notices are duly given in accordance with the provisions of law and this Charter, and such other duties as from time to time may be assigned by the Executive Committee.

**6.4.5 Treasurer.** The Treasurer shall have the responsibility for receiving and disbursing all funds related to the Caucus in coordination with the OSBA liaison. The Treasurer shall report regularly to the Executive Committee, shall prepare a written yearly financial

report to be distributed to the members at each annual meeting, and shall perform other duties assigned by the Executive Committee.

**6.4.6 Regional Caucus Directors.** There shall be one Regional Director for each congressional district apportioned to Oregon for election at the Oregon general election held in the year of the Caucus' annual meeting. (For reference, there shall be six Regional Directors starting in 2025.) The Regional Directors shall live in the region which they represent. The Regional Directors shall report issues from their region to the Caucus and shall perform other duties assigned by the Executive Committee. The regions shall be based on Oregon's congressional districts.

**Future positions:**

**6.4.7 At-Large Members.** There shall be two At-Large Directors.

**6.5 Resignation.** A Leadership Council member may resign by filing a written resignation with the President or Secretary of the Caucus or the President of OSBA.

**6.6 Vacancies.** Any vacancy in any office may be appointed for the unexpired portion of the term by a majority of the officers at the next regular or special meeting.

**6.7 Removal.** Any member of the Caucus who misses more than two meetings out of any four consecutive meetings, unless they are excused by the board for a valid reason, may have their office vacated by action of the board.

## ARTICLE 7

### EXECUTIVE COMMITTEE

**7.1 Composition.** There shall be an Executive Committee made up of the President(s), Vice President, Immediate Past President, Secretary, and Treasurer.

**7.2 Responsibilities.** The Executive Committee shall have the following responsibilities and powers:

- (a) To respond to any inquiry or question from OSBA.
- (b) To act on behalf of the Caucus when deemed necessary by the President.
- (c) To review plans and programs to be presented to the Caucus at its meetings.
- (d) To give direction to the OSBA liaison on legislative action to come before the state legislature on which there is no formal Caucus policy or resolution.

(e) The Executive Committee shall act as the Nominating Committee and nominate a candidate for each office of the Caucus. A nominating committee report will be included in the notice of the annual meeting of the membership.

**7.3 Ratification.** Any actions by the President shall be reported to the Executive Committee as soon as the action has taken place. All actions of the Executive Committee shall be subject to ratification by the Caucus at the next meeting of the members.

**7.4 Administration.** The Executive Committee may use the guidance of Robert's Rules of Order for all procedures. The Executive Committee shall keep regular minutes of its proceedings and all actions by the Executive Committee shall be reported promptly to the membership. Such actions shall be subject to review by the membership, provided that no rights of third parties shall be affected by such review.

## **ARTICLE 8**

### **COMMITTEES**

The President or Executive Committee may establish committees of two or more members to serve at the discretion of the President or the Executive Committee. These committees may consist of such persons and perform such duties as the President designates from time to time. The committees may not act on behalf of the Caucus but may make recommendations to the Caucus for approval. The Chair of any such committee shall be a member of the Executive Committee.

## **ARTICLE 9**

### **SEAT ON THE OSBA'S BOARD OF DIRECTORS**

The Caucus shall appoint one officer from the Leadership Council to serve as liaison to the OSBA Board of Directors and to be a member of the OSBA Board of Directors. The appointee must be an elected or appointed member of any public board of education in Oregon and an active member in good standing with the Association.

## **ARTICLE 10**

### **GENERAL PROVISIONS**

## **10.1 Amendment of Bylaws**

**10.1.1** Bylaws may be altered, amended, or replaced by the members of Caucus as approved by voting members at the annual meeting by a majority vote.

**10.1.2** Notice of proposed bylaws changes shall be in the annual meeting agenda and sent to all members 15 days prior to the annual meeting.

**10.1.3** Omissions from this Charter shall be governed by Robert's Rules of Order when they do not conflict with the Charter.

## **10.2 Seat on OSBA'S Legislative Policy Committee (LPC)**

**10.2.1** The Caucus shall appoint one caucus member to serve as liaison to the OSBA Legislative Policy committee and to be a member of the LPC. The appointee must be an elected or appointed member of any public board of education in Oregon who is an active member in good standing with the Association.

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*The foregoing charter was adopted by the active membership of OSBM PRIDE on August 10, 2024.*

iv. Bylaws Update Resolution - Amend the OSBA 2023 Bylaws



### Resolution to Amend the OSBA 2023 Bylaws

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WHEREAS, the Oregon School Boards Association (OSBA) was formed in 1946 as a volunteer association of locally elected public school boards;

WHEREAS, in 2017, through a vote of the OSBA membership, OSBA was incorporated under ORS chapter 65 as a public benefit non-profit corporation and the OSBA bylaws replaced the OSBA constitution;

WHEREAS, in 2018, through a vote of the OSBA membership, the OSBA bylaws were amended to expand the OSBA board of directors and legislative policy committee with representatives from the Oregon school board members of color caucus;

WHEREAS, in 2023, through a vote of the OSBA membership, the OSBA bylaws were amended to expand the OSBA board of directors and legislative policy committee with representatives from the Oregon rural school board members caucus and additional revisions to the bylaws;

WHEREAS, in 2024, the OSBA board of directors reviewed the OSBA bylaws and proposes to amend the OSBA bylaws as reflected in the attached draft OSBA bylaws with changes highlighted in the attached draft OSBA bylaws crosswalk document; and

WHEREAS, the substantive changes to the draft OSBA bylaws are the following:

- Allowing caucuses to have an additional director on the OSBA board of directors in the circumstance where the OSBA president or immediate past president is a director from a caucus. This revision is intended to provide the same opportunity for representation for caucuses as is currently provided to regionally elected directors.
- Clarify that OSBA board of directors must comply with the Oregon government ethics laws with respect to conflicts-of-interest.
- Require OSBA caucuses to submit an annual year end fiscal report to the OSBA board of directors.
- Create officer eligibility criteria that requires candidates for officer positions and directors in officer positions to be voting members of the OSBA board of directors.
- Expand the OSBA board of directors and legislative policy committee with representatives from the Oregon school board members PRIDE caucus.
- Edits to grammar, punctuation, and language for readability.

THEREFORE, BE IT RESOLVED by the OSBA board of directors that the proposed draft OSBA bylaws be submitted to the membership for consideration during the 2024 OSBA election; and

BE IT FURTHER RESOLVED that the proposed draft OSBA bylaws, the draft OSBA bylaws crosswalk document and a copy of this resolution be forwarded to all OSBA member boards in accordance with the OSBA board of directors' adopted elections calendar.

**Submitted by: OSBA Board of Directors**



# BYLAWS

As Amended by the Membership: December 2023

Proposed Edits: September 14, 2024

## SECTION 1 PURPOSE

The Oregon School Boards Association (the “Association” or “OSBA”) exists solely to perform essential governmental functions and all of its income accrues to the State of Oregon or its political subdivisions as required under IRC Section 115. In particular, the Association’s mission and purpose are as follows:

- A. To work for the general advancement and improvement of the education of all public school children of the State of Oregon.
- B. To gather and disseminate information pertinent to the successful operation of public schools.
- C. To work for the most efficient and effective organization of public schools of this state. “Public schools” include local school districts, education service districts, the State Board of Education, and community colleges classified as a political subdivision.
- D. To work for adequate and dependable financial support for the public schools of this state.
- E. To study all legislation which affects the public schools of Oregon and to support and work for that which appears to be desirable and to keep members informed thereof. To propose and work for the enactment of proper educational legislation.
- F. To encourage the establishment and maintenance of best practices and high standards in the conduct and operation of the public school educational system.
- G. To study and interpret educational programs and to relate them to the needs of pupils.
- H. To promote public understanding of the role of school boards and school board members in the improvement of education.
- I. To conduct seminars, conferences, and research projects in the various aspects of education for the benefit of members.
- J. To endeavor to implement the policies, beliefs, and resolutions of the Association members and board of directors.
- K. To do such other things as the member boards or board of directors may deem appropriate for the accomplishment of these and other purposes which tend to improve public education.
- L. To enter into such cooperative agreement with members for the pooling of resources and the provision of services as may result in the more efficient utilization of district resources and accrue to their financial advantage.

## SECTION 2 MEMBERS

**2.1 Admission.** All members must qualify as (1) a “political subdivision” as defined under Treas Reg § 1.103-1(b) and Revenue Ruling 78-276, 1978-2 CB 256 and (2) as one of the following:

- 2.1.1 ~~Local~~ School District as defined under ORS Chapter 332;
- 2.1.2 Education Service District as defined under ORS Chapter 334;
- 2.1.3 Community College District as defined under ORS Chapter 341;
- 2.1.4 State Board of Education as defined under ORS Chapter 326; and

2.1.5 Any other governmental educational organization qualifying as a political subdivision, as approved by resolution of the board of directors.

**2.2 Dues.** Annual dues shall be set by majority vote of the members and shall be based on resident Average Daily Membership (ADMr) as of December 31 of the preceding year as reported to the Oregon Department of Education. Dues shall be payable on July 1 of each year and shall become delinquent on September 1 of each year. Member status shall automatically terminate for members failing to pay dues by September 1 unless an extension is requested and granted by the board of directors.

**2.3 Reserved Powers of the Members.** The following corporate actions require the consent and approval of the members:

2.3.1 Election and removal of directors except as set forth in Section 3.8;

2.3.2 Election and removal of the Legislative Policy Committee (“LPC”) members except as set forth in Section 4.1.3(g);

2.3.3 Approval of resolutions to effectuate any of the following:

(a) Adoption, amendment, or restatement of the articles of incorporation or bylaws;

(b) Modification to the region descriptions set forth in Section 2.6.1; and ~~the~~

(c) Dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the Association’s assets.

**2.4 Voting Power.**

2.4.1 Election of Directors and LPC Members. For the purposes of nominating and electing directors and LPC members, each member shall have one vote.

2.4.2 Resolution. For the purposes of approving a resolution, each member shall have one vote on all resolutions except as follows:

(a) K-12 Local Districts with an ADMr between 15,600 and 23,400 shall have two votes.

(b) K-12 Local Districts with an ADMr between 23,400.1 and 31,200 shall have three votes.

(c) K-12 Local Districts with an ADMr between 31,200.1 and 39,000 shall have four votes.

(d) K-12 Local Districts with an ADMr of 39,000.1 or more shall have five votes.

**2.5 Process of Approval of Member Resolutions.**

2.5.1 Generally, members shall approve resolutions annually by ballot vote. Members or the board of directors may submit a resolution for member approval. Such resolutions shall be submitted to the board of directors no later than September 30~~th~~. The board of directors shall distribute all timely submitted resolutions, together with an official ballot, to the members no later than October 15. Members shall vote by ballot submitted to the board of directors no later than December 15.

2.5.2 ~~The board of directors may call a special meeting of the members under Section 2.9, as necessary.~~

## 2.6 Regional Election of Directors and LPC Members.

2.6.1 Regional Voting. For the purposes of nominating and electing the board of directors and LPC members, the Association members shall be organized into and represented by region:

- (a) Eastern Region includes all of the members located in the counties of Baker, Grant, Malheur, Union, Wallowa, and Wheeler.
- (b) Gorge Region includes all of the members located in the counties of Gilliam, Morrow, Sherman, Umatilla, and Wasco.
- (c) Central Region includes all of the members located in the counties of Crook, Deschutes, and Jefferson.
- (d) Southeast Region includes all of the members located in the counties of Harney, Klamath, and Lake.
- (e) Southern Region includes all of the members located in the counties of Jackson and Josephine.
- (f) Lane Region includes all of the members located in the county of Lane.
- (g) Clackamas Region includes all of the members located in the counties of Clackamas and Hood River.
- (h) Douglas/South Coast Region includes all of the members located in the counties of Coos, Curry, and Douglas.
- (i) Linn, Benton, Lincoln Region includes all of the members located in the counties of Benton, Lincoln, and Linn.
- (j) Marion Region includes all of the members located in the county of Marion.
- (k) Yamhill, Polk Region includes all of the members located in the counties of Polk and Yamhill.
- (l) North Coast Region includes all of the members located in the counties of Clatsop, Columbia, and Tillamook.
- (m) Washington Region includes all of the members located in the county of Washington.
- (n) Multnomah Region includes all of the members located in the county of Multnomah.

2.6.2 Members shall be assigned to the region in which their main administrative office is located. If a member's district boundaries span more than one region, the member board must declare which region it intends to vote and shall vote only in that region.

2.6.23 Regional elections shall be determined ~~taken~~ by a majority of votes cast by members within of the members within the region.

- 2.7 Modification of Regions.** A formal review of the regional organizations described in Section 2.6.1 shall be conducted by the board of directors at least every three years commencing with 2017. Any recommended changes to the regional organization shall be submitted to the members in the form of a resolution in accordance with the provisions of Section 2. ~~115.~~
- 2.8 Annual Meetings.** An annual meeting of members shall be held in November of each year unless a different date or time is fixed by the board of directors and stated in the notice of the meeting. Failure to hold an annual meeting on the stated date shall not affect the validity of any corporate action. At the annual meeting, the president and secretary-treasurer of the board of directors, and any other officer or person whom the president may designate, shall report on the state of the Association, ~~the its~~ activities, and its financial condition ~~of the Association.~~
- 2.9 Special Meetings.** A special meeting of members shall be held upon the call of the president or 25 percent of the board of directors. All members shall be officially notified of a special meeting by written notice, mailed via U.S. mail or electronic mail, to all members at least 15 days prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the members, the place and time of the meeting, and instructions describing the method by which members can participate by telephone or video. Notice shall also comply with all procedures and include any information as required by ORS Chapter 192.
- 2.10 Telephonic/Video Meetings.** The board of directors may permit any member to participate in any annual or special meeting of the membership, or conduct the meetings through, the use of any means of communication by which all persons participating may simultaneously hear each other during the meeting. A member participating in the meeting by this means is deemed to be present ~~in person~~ at the meeting.
- 2.11 Place of Meetings.** Meetings of the members shall be held at any place, in ~~or out of~~ Oregon, designated by the board of directors. If a meeting place is not designated by the board of directors, the meeting shall be held at the Association's principal office.
- 2.12 Action by Written Ballot.** Any action required of the members will be taken by written ballot, and the Association will deliver a written ballot to every member entitled to vote on the matter. Once delivered, a written ballot may not be revoked.
- 2.13 Quorum.** A quorum of the members shall consist of a majority of members in good standing at the time the ballots are to be returned to the association.
- 2. ~~13.114~~ Approval:** With the exception of approving amendments to the Association's bylaws, which is as outlined in Section 7.1 ~~of these bylaws~~, and with the exception of regional elections outlined in 2.6.3, approval by written ballot is effective ~~when~~ at the end of the voting period when:
- (a) The number of votes cast by ballot equals or exceeds a quorum of the members; and
  - (b) The number of approvals equals or exceeds a majority of the number of returned ballots.

## SECTION 3 DIRECTORS

- 3.1 Powers.** Except as provided under Section 2. ~~23~~, all corporate powers shall be exercised by or under the authority of ~~and the affairs of, are managed under the direction of~~ the board of

directors. The board of directors shall adopt policies defining specific obligations of the board of directors.

**3.2 Qualifications.** Directors must serve on the board of a member of the Association throughout the duration of their term, with the exception of the director serving as past president.

**3.3 Number.** The board of directors shall consist of not fewer than three nor more than 25 persons. The number of directors may be fixed or changed periodically, within the minimum<sup>7</sup> and maximum<sup>2</sup> by the members.

**3.4 Term.** Directors shall take office on January 1 and shall serve for a term of two calendar years or until their successors are elected and qualified. Terms shall be staggered as per the election calendar.

3.4.1 Directors who took office prior to January 1, 2018, and are re-elected may serve for any number of terms as long as they continuously remain members of the board of directors.

3.4.2 Directors taking office on or after January 1, 2018, may serve five consecutive two-year terms and, if eligible, may rerun after a two-year hiatus.

3.4.3 If a director serving as immediate past president requires additional time beyond the term limits outlined above, the term limits will be held in abeyance to allow the director to complete their term as immediate past president.

**3.5 Composition.** The board of directors will be comprised of up to ~~23~~<sup>22</sup> regionally elected directors, one designated director as defined in the bylaws of the Oregon School Board Members of Color Caucus, ~~and~~ one designated director as defined in the bylaws of the Oregon Rural School Boards Members Caucus, ~~and one designated director as defined in the bylaws of the -Oregon school board members PRIDE caucus and ex-officio nonvoting members advisors as delineated in Section 3.5.4.~~

3.5.1 Regional Elected Directors. Each region, as described under Section 2.6.1, shall elect one director except as follows:

(a) Clackamas Region shall elect two directors;

(b) Marion Region shall elect two directors;

(c) Washington Region shall elect three directors; and

(d) Multnomah Region shall elect three directors.

(e) ~~Provided, however, that i~~ If the president or immediate past president of the board of directors is a representative director from a region that elects only one director, that region shall elect an additional director or directors to serve for the duration of the president and/or the immediate past president's term.

3.5.2 Regional Election.

(a) The nomination and election of directors shall be in accordance with the elections calendar annually adopted by the board. The board of directors shall distribute notice of position vacancies, candidate information packets, and official nomination forms to all incumbent directors and members in electing regions.

(b) Each regional candidate for a director position shall be nominated by a member within the region by means of a nomination form. ~~The board of directors shall distribute notice of position vacancies, candidate information packets, and official nomination forms to all incumbent directors and members in electing regions.~~ To nominate a director candidate, one or more of the members in the region must timely submit to the board of directors a formal resolution or motion of the member and the completed nomination form(s). Nominations in regions where there is more than one open director position shall indicate the numbered position for which the nomination is being submitted.

(c) Each member in a region shall have one vote in the regional elections for the board of directors. The director candidate receiving a majority of the votes ~~cast by the~~ members within the region shall be elected.

~~(a)~~(d) In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes cast, a second regional ballot shall be required between the two candidates receiving the highest number of votes; the one receiving a majority of the votes is elected.

3.5.3 ~~Designated-Caucus~~ Representatives. In accordance with their bylaws, caucuses of OSBA shall appoint a representative of the Caucus to serve as a director of the Association. The representative must be an elected or appointed member of any public board of education in Oregon ~~who that~~ is an active member in good standing with the Association. All Association bylaws and policies shall apply to the designated representative serving as the Caucus' director of the Association.

If the president or immediate past president of the board of directors is a representative director from a caucus, then the caucus shall elect an additional director to serve for the duration of the president and/or the immediate past president's term.

3.5.4 Ex-Officio. The following individuals or their designee may serve as ex-officio, nonvoting, advisors to the board of directors:

- (a) Any director of the National School Boards Association elected from Oregon;
- (b) ~~Any officer of the National School Boards Association, National School Boards Advocacy Committee, or an officer of the NSBA Pacific Region.~~
- (c) ~~The immediate past president of the Oregon Association of School Executives;~~
- (d) The ~~immediate past president~~ Executive Director of the Confederation Coalition of School Administrators;
- (e) The ~~board section president~~ Chair-Elect of the Oregon Association of Education Service Districts;
- (f) The board ~~section~~ president of the Oregon Community College Association;
- (g) The chair of the State Board of Education; and
- (h) Any other person ~~as that~~ the board of directors may appoint.

Ex-officio advisors do not attend executive sessions of the board of directors unless they hold a separate position that entitles them to attend executive session, or they are invited to attend by the board of directors.

Ex officio advisors are not eligible for travel reimbursement from OSBA unless they hold a separate position for which travel reimbursement is provided.

**3.6 Vacancies.** In the event that any director position, other than the president or immediate past president serving as a second director for a region as set out in Section 3.5.1(e), is vacant during the term of office, the remaining directors may appoint an interim director from the same region to serve until December 31 of the same year.

If the board of directors cannot recruit a candidate from the region, they may appoint a person from a contiguous region to serve as director representing the open region. An individual appointed as a director from a contiguous region is not eligible to serve as an officer of the board.

All appointed interim directors must run for regional election during the next election cycle following appointment in order to be eligible to continue service on the board of directors past December 31 of the election year. The members shall elect, using the procedures in Section 3.5.2, an interim director to serve from January 1 of the next year until the end of the remaining term.

If there is a vacancy in an OSBA caucus-designated director position, then the caucus shall, as set forth in Section 3.5.3, appoint a new caucus representative to serve the remaining term.

**3.7 Resignation.** A director may resign at any time by delivering written notice to the president or the secretary. A resignation is effective when notice is effective under ORS 65.034 unless the notice specifies a later effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the board of directors.

**3.8 Removal.** A director may be removed for cause by vote of two-thirds majority of the directors. A director may be removed with or without cause by a majority vote of the members who elected the director. The board may provide guidance or adopt and amend policies regarding what types of actions the board considers to be sufficient cause for removal.

**3.9 Regular Meetings.** An annual meeting of the board of directors shall be held immediately after, and at the same place as, the annual meeting of members. The board of directors may schedule additional regular meetings to occur during a calendar year. ~~If the time and place of any other directors' meeting is regularly scheduled by the board of directors, the meeting is a regular meeting.~~ All other meetings are special meetings.

**3.10 Special Meetings.** A special meeting of the board of directors may be called by the president or the president-elect or 20 percent of the board of directors. All directors shall be officially notified of a special meeting by written notice delivered personally, by telephone, or electronic mail at least 48 hours prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the directors, the place and time of the meeting, and instructions describing the method by which directors can participate by telephone or video. No matter may be considered at a special meeting other than the matter(s) specified in the notice.

**3.11 Place of Meetings.** The board of directors may hold annual, regular, or special meetings at any location in the State of Oregon.

**3.12 Telephonic/Video Meetings.** The board of directors may conduct meetings through the use of any means of communication by which all persons participating may simultaneously hear each other during the meeting. A director participating in the meeting by this means is deemed to be present at the meeting.

**3.1013 Notice of Meetings.** All ~~members~~ directors shall be officially notified of a special meeting by written notice delivered personally, by telephone or electronic mail to all directors at least 48 hours prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the directors, the place and time of the meeting, and instructions describing the method by which directors can participate by telephone or video. Notice of meetings shall ~~also~~ comply with all procedures and include any information as required by ORS Chapter 192.

**3.1114 Waiver of Notice.** A director may at any time waive any notice required by these bylaws. A director's attendance at or participation in a meeting waives any required notice to the director of the meeting unless the director, at the beginning of the meeting or promptly upon the director's arrival, objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to any action taken at the meeting. Except as provided in the preceding sentence, any waiver must be in writing, must be signed by the director entitled to the notice, must specify the meeting for which the notice is waived, and must be filed with the minutes or the corporate records.

**3.1215 Quorum.** A quorum of the board of directors shall consist of a majority of the number of directors in office at the time the meeting begins.

**3.1316 Voting.** If a quorum is present when a vote is taken, the affirmative vote of a majority of the directors present when the action is taken is the act of the board of directors except to the extent that the articles of incorporation, these bylaws, or applicable law require the vote of a greater number of directors.

**3.1417 Presumption of Assent.** A director who is present at a meeting of the board of directors when corporate action is taken is deemed to have assented to the action taken unless:

- (a) The director objects at the beginning of the meeting, or promptly upon the director's arrival, to holding the meeting or transacting the business at the meeting; and
- (b) The director's dissent from the action taken is entered in the minutes of the meeting.

**3.1518 Compensation.** Directors and members of committees may receive reimbursement of such expenses as may be determined by resolution or policy of the board of directors to be just and reasonable. Directors shall not otherwise be compensated for service in their capacity as directors.

**3.1619 Director Conflict of Interest.** The Association shall maintain a Conflict of Interest policy, the terms of which comply with ORS 65.361 and ORS Chapter 244. The board of directors shall annually review and notify ~~its members and the~~ directors of the current Conflict of Interest policy. ~~Each director shall annually complete and return a Conflict of Interest statement.~~

## SECTION 4 COMMITTEES AND CAUCUSES

4.1 **Standing Committees.** The board of directors shall maintain the standing committees described below:

4.1.1 Executive Committee. The executive committee shall consist of the five officers of the board of directors: the president as chairman ~~and as an ex-officio voting member pursuant to section 5.5.1 of the Bylaws~~, the president-elect, the vice president, the secretary-treasurer, and the immediate past president. The executive committee ~~may act, pursuant to its delegation delegated~~ of authority to ~~such committee by the board of directors, act~~ in place and instead of the board of directors between board meetings on all matters except those specifically reserved to the board under the terms of the bylaws. Actions of the executive committee shall be reported to the board ~~of directors by mail, email, on a timeframe consistent with the seriousness and urgency of the matter and within two weeks if practicable. Additionally, executive committee actions will be reported~~ ~~or~~ at the next regular board meeting.

4.1.2 Finance Committee. The finance committee shall be appointed by the president and shall be composed of members from Oregon public school districts, education service districts, and community colleges with boards that meet all criteria to be Association voting members. The members shall include, but are not limited to, the President as an ex-officio voting member pursuant to section 5.5.1 of the Bylaws, the Association secretary/treasurer and vice president, one ~~Association board director trustee~~ from the PACE board, one district business official, and one at-large board member.

~~Finance committee members serve for a term of two (2) years unless they are appointed to replace a member who left the committee before finishing their two-year term, in which case the member will serve the remainder of the two-year term. The trustee from the PACE board is recommended by the PACE Board of trustees, appointed by the President, subject to approval by the Board, and will serve a two-year term, with no term limits. The district business official and the at-large board member will be recommended by OSBA staff, appointed by the President, subject to approval by the Board, will serve two-year terms, with no term limits, and staggered start dates starting in January.~~

The finance committee shall operate within the corporation's investment guidelines and the Finance Committee ~~e~~Operating ~~g~~Guidelines.

4.1.3 Legislative Policy Committee. The board of directors shall maintain a Legislative Policy Committee ("LPC").

(a) Purpose. The LPC shall develop legislative policies which are recommended to and approved by the members as a resolution proposed by the board of directors and voted on by the membership in accordance with Section 2.4 and 2.5. The LPC also advises the executive director and staff during legislative sessions.

(b) Composition. The LPC shall be composed of the voting members of the board of directors, the President as an ex-officio voting member pursuant to section 5.5.1 of the Bylaws, ~~and the~~ regional representatives elected under the procedures defined in Section 4.1.3(c) and (d), ~~and~~ one designated voting member as defined in the bylaws of the Oregon School Board Members of Color Caucus, ~~and one designated~~

voting member as defined in the bylaws of the Oregon Rural School Boards Members Caucus, and one designated voting member as defined in the bylaws of the Oregon school board members PRIDE caucus. All committee members must be elected or appointed directors of a member as defined in Section 2.1. The vice president of the board of directors shall chair the LPC.

~~(b)~~(c) Qualifications. LPC representatives must serve on the board of a member of the Association throughout the duration of their term.

~~(c)~~(d) Nomination. The board of directors shall cause the nomination form to be distributed to all members in eligible regions. A member may To nominate a candidate to the LPC, and shall do so one or more of the members in the region must timely submit to the board of directors by a formal resolution or motion of the member and timely submission of the nomination form(s) to the office of the Association and the completed nomination form(s). Nominations in regions where there is more than one representative position shall indicate the numbered position for which the nomination is being submitted. The Nominations and election of the LPC representatives will be closed by a date identified in shall be in accordance with the elections calendar adopted by the board.

~~(d)~~(e) Election. Each LPC member shall be elected by majority of member boards of a region. Each member in a region shall have one vote in the regional elections for the LPC representative. The LPC representative candidate receiving a majority of the votes cast by the members within the region shall be elected. Each region shall elect the number of LPC members as described in Section 3.5, without regard to Section 3.5.1 ~~(de)~~. Such elections shall be held using the procedures described in Section 3.5.2.

(f) Term. Each committee member shall take office on January 1 in even numbered years and serve for a term of two (2) years.

~~(e)~~(g) Vacancies. In the event that there is a vacancy on the LPC, the board of directors may appoint an interim LPC member from the same region to fill the unexpired term of office. If the board of directors cannot recruit an LPC member from the region, they may appoint a person from a contiguous region to serve to represent the open region to fill the unexpired term of office.

~~4.1.4 PACE Trustees. The board of directors shall appoint the trustees of the OSBA Property and Casualty Coverage for Education Trust ("PACE"). As per the PACE Restated Trust Agreement, the PACE trustees shall nominate trustee candidate(s) to the OSBA board of directors. If the list of candidates is not acceptable by the board of directors, the PACE trustees will continue to submit nominated candidate(s) for consideration until accepted by the board of directors.~~

~~PACE trustees taking office on or after January 1, 2023, may serve three consecutive three year terms and, if eligible, may return after a one year hiatus.~~

**4.2 Other Board Committees.** The board of directors may create one or more committees of the board of directors and appoint directors and representatives of members to serve on such committee. The creation of a committee and the appointment of directors and member representatives to the committee must be approved by a majority of all directors in office when the action is taken. The provisions of these bylaws governing meetings, action without meetings,

notice and waiver of notice, and quorum and voting requirements of the board of directors shall apply to committees and their members as well. Committees of the board of directors may, to the extent specified by the board of directors, exercise the authority of the board of directors; provided, ~~however,~~ that no committee of the board of directors may:

- (a) Authorize distributions, provided that this restriction does not apply to payment of value for property received or services performed or payment of benefits in furtherance of the Association's purposes;
- (b) Approve or recommend dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the Association's assets;
- (c) Elect, appoint, or remove directors or fill vacancies on the board or on any of its committees; or
- (d) Adopt, amend, or repeal the articles of incorporation or bylaws.

**4.3 Advisory Committees.** The board of directors may create one or more other committees. Members of these committees need not be members or directors, but at least one director shall serve on each such committee. These committees shall have no power to act on behalf of, or to exercise the authority of, the board of directors, but may make recommendations to the board of directors.

**4.4 Caucuses.** Caucuses shall exist to enhance the work of the Association by addressing the unique needs of member districts. ~~Caucuses shall:~~

4.4.1 ~~Caucuses shall~~ clearly articulate the vision, mission, and goals of the Caucus.

4.4.2 ~~Caucuses shall~~ adopt bylaws for operating, programming, and governing within the context of the Association bylaws described herein.

4.4.3 ~~Caucuses shall~~ comply with Association policies and guidelines.

4.4.4 Caucuses shall be added or eliminated to this provision through the bylaw's amendment process described in Section 8.1~~these bylaws~~.

4.4.5 Caucuses shall submit an end of fiscal year report to the Board of Directors that includes the following:

4.4.5.1 The caucus is meeting regularly;

4.4.5.2 An accounting of the prior year's budget allocation;

4.4.5.3 Identified officers and current bylaws;

4.4.5.4 A summary of the Caucus current goals, the prior year's Caucus activities that support those goals, and how the Caucus goals align with the mission, vision, and goals of OSBA.

The end of fiscal year report will be submitted at the first regularly scheduled board of directors meeting following the end of the fiscal year.

4.4.~~5~~6 The Oregon School Board Members of Color Caucus was established by a vote of the membership in 2018.

4.4.57 ~~With the adoption of this section, t~~The Oregon Rural School Boards Members Caucus ~~is~~  
was established by a vote of the membership in 2023.

4.4.8 The Oregon school board members PRIDE caucus was established by a vote of the membership in 2024.

4.5 **Administration.** Each committee and caucus shall prepare minutes of each of its meetings, and such minutes shall be kept on file at the Association's principal office and made available on request to any member of the board of directors. Each committee and caucus shall also report on its activities at the regular meetings of the board of directors. Each committee and caucus shall comply with the public meetings laws requirements under ORS Chapter 192.

## SECTION 5 OFFICERS OF THE BOARD OF DIRECTORS

5.1 **Eligibility.** Effective January 1, 2026, to hold an officer position on the Board of Directors other than the immediate past president, candidates and officers must be a voting member of the OSBA Board of Directors.

5.12 **Appointment.** The board of directors shall elect officers by majority vote ~~at least 10 days~~ prior to the November member meeting. In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes, a second ballot shall be required between the two candidates receiving the highest number of votes. The one receiving a majority of the votes is elected.

5.23 **Designation.** The officers of the Association shall be a president, president-elect, past president, vice president, a secretary-treasurer, and such other officers as the board of directors may appoint.

5.34 ~~Compensation and~~ **Term of Office.** Officer terms are one calendar year. No officer, except the secretary-treasurer, shall serve two consecutive terms in the same office, unless the director ~~completed~~completes ~~athe~~ term ~~for~~of another officer who was unable to complete ~~atheir~~ term, and is then voted into the same position the following year. The secretary-treasurer may serve up to two consecutive one-year terms.

### 5.5 Compensation

~~Directors and members of committees~~Officers may receive reimbursement of such expenses as may be determined by resolution of the board of directors to be just and reasonable. ~~Directors~~  
Officers shall not otherwise be compensated for service in their capacity as ~~directors~~officers.

5.46 **Removal and Resignation.** Any officer may be removed, either with or without cause, at any time by action of the board of directors. An officer may resign at any time by delivering notice to the board of directors, the president, or the secretary-treasurer. A resignation is effective when the notice is effective under ORS 65.034 unless the notice specifies a later effective date. If a resignation is made effective at a later date and the Association accepts the later effective date, the board of directors may fill the pending vacancy before the effective date if the board of directors provides that the successor does not take office until the effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the board of directors. No removal or resignation shall prejudice the rights of any party under a contract of employment.

**5.57 Officers.** The officers of the Association are as follows:

- 5.57.1 President: The president shall preside at all member meetings of the Association and of the board of directors; shall appoint, any committees positions not otherwise designated in these bylaws or OSBA adopted policy, subject to the approval of the board of directors; shall call all regular and special meetings as provided herein; shall be an ex-officio voting member of all committees established under sections 4.1 and 4.2 of these bylaws. The president shall automatically serve as immediate past president for the following term. The president serves for a term of one calendar year.
- 5.57.2 President-elect: In the absence of the president, the president-elect shall assume the powers and duties of the president, and when a vacancy occurs in the office of president, shall serve in that capacity for the remainder of the term. The president-elect shall automatically serve as president for the following term, even if required to fill an uncompleted term as president. In addition, the president-elect shall assume duties related to the oversight of Association member elections and resolutions processes and such other administrative duties as are assigned by the president. The president-elect serves for a term of one calendar year.
- 5.57.3 Vice president: In the absence of the president-elect, the vice president shall assume the powers and duties of the president-elect. The vice president shall also serve as the chair of the LPC. The vice president serves for one calendar year.
- 5.57.4 Secretary-treasurer: The secretary-treasurer shall be responsible for keeping ~~in a suitable minute book~~ accurate minutes of all board of director meetings in electronic format in accordance with OSBA's record retention schedule; shall carry on official correspondence of the Association; shall arrange for proper banking facilities; ~~and~~ shall receive, account for, and disburse funds in a businesslike manner as provided for by the board of directors; shall see that the minutes of the previous meetings are ~~read~~ approved by the board of directors; and shall give an itemized and detailed report of the financial condition of the Association at each annual meeting and at such other times as may be required by the board of directors. Such duties of the secretary-treasurer as may be specified by the board of directors may be delegated to the executive director or a designated member of the staff. The secretary-treasurer serves for a term of one calendar year.
- 5.57.5 Immediate past president: The immediate past president shall advise and counsel ~~with~~ other officers. The immediate past president chairs the officer succession planning process. The past president serves for one calendar year.
- ~~5.57.6 Assistants: The board of directors may appoint or authorize the appointment of an assistant to the secretary treasurer. Such assistant may exercise the powers of the secretary treasurer, as the case may be, and shall perform such duties as are prescribed by the board of directors.~~

## SECTION 6 NONDISCRIMINATION

The Association shall not discriminate in providing services, hiring employees, or otherwise, upon the basis of gender identity, race, creed, marital status, sex, sexual orientation, religion, color, age, disability, or national origin.

## SECTION 7 OSBA PROPERTY AND CASUALTY FOR EDUCATION TRUST

PACE Trustees. The board of directors shall appoint the trustees of the OSBA Property and Casualty Coverage for Education Trust ("PACE") as provided in As per the PACE Restated Trust Agreement. ,the PACE trustees shall nominate trustee candidate(s) to the OSBA board of directors. If the list of candidates is not acceptable by the board of directors, the PACE trustees will continue to submit nominated candidate(s) for consideration until accepted by the board of directors.

It is the policy of OSBA with respect to PACE trustees taking office on or after January 1, 2023, that such trustees will be appointed to no more than may serve three consecutive three-year terms and, if eligible, may return after a one-year hiatus.

## SECTION ~~7~~8 GENERAL PROVISIONS

### ~~7~~8.1 Amendment of Bylaws.

- ~~7~~8.1.1 Amendments to the bylaws may be initiated by the board of directors or submitted by a member to the board of directors.
- ~~7~~8.1.2 The board of directors shall provide written notice to the members containing a statement that the members will be asked to approve the amendment and a copy of the proposed amended bylaws.
- ~~7~~8.1.3 Action by Written Ballot: The Association will deliver a written ballot to every member entitled to vote on the matter. The ballot shall set forth each proposed action and provide an opportunity to vote for or against each proposed action and specify a reasonable time by which a ballot must be received by the Association in order to be counted. Once delivered, a ballot may not be revoked.
- ~~7~~8.1.4 Approval: Approval by written ballot shall be valid only when the number of votes cast by ballot equals or exceeds a quorum of the members, and the number of approvals equals or exceeds two-thirds majority of the number of the returned ballots.
- ~~7~~8.1.5 Quorum: A quorum of the members shall consist of a majority of members in good standing at the time the ballots are to be returned to the Association.
- ~~7~~8.1.6 Whenever an amendment or new bylaw is adopted, it shall be ~~copied in the minute book~~ saved in electronic format in accordance with OSBA's record retention schedule with the original bylaws in the appropriate place. If any bylaw is repealed, the fact of repeal and the date on which the repeal occurred shall be stated in such book and place.

### ~~7~~8.2 Inspection of Books and Records. All books, records, and accounts of the Association shall be open to inspection by the directors in the manner and to the extent required by law.

- 78.3 Checks, Drafts, Etc.** All checks, drafts, and other orders for payment of money, notes, or other evidences of indebtedness issued in the name of or payable to the Association shall be signed or endorsed by such person or persons and in such manner as shall be determined by resolution of the board of directors.
- 78.4 Deposits.** All funds of the Association not otherwise employed shall be deposited to the credit of the Association in those banks, trust companies, or other depositories as the board of directors or officers of the Association designated by the board of directors select, or be invested as authorized by the board of directors.
- 78.5 Loans or Guarantees.** The Association shall not borrow money and no evidence of indebtedness shall be issued in its name unless authorized by the board of directors. This authority may be general or confined to specific instances. Except as explicitly permitted by ORS 65.364, the Association shall not make a loan, guarantee an obligation, or modify a pre-existing loan or guarantee to or for the benefit of a director or officer of the Association.
- 78.6 Execution of Documents.** The board of directors may, except as otherwise provided in these bylaws, authorize any officer or agent to enter into any contract or execute any instrument in the name of and on behalf of the Association. Such authority may be general or confined to specific instances. Unless so authorized by the board of directors, no officer, agent, or employee shall have any power or authority to bind the Association by any contract or engagement, or to pledge its credit, or to render it liable for any purpose or for any amount.
- 78.7 Insurance.** The Association may purchase and maintain insurance on behalf of an individual against liability asserted against or incurred by the individual who is or was a director, officer, employee, or agent of the Association, or who, while a director, officer, employee, or agent of the Association, is or was serving at the request of the Association as a director, officer, partner, trustee, employee, or agent of another foreign or domestic business or nonprofit corporation, partnership, joint venture, trust, employee benefit plan, or other enterprise; provided, however, that the Association may not purchase or maintain such insurance to indemnify any director, officer, or agent of the Association in connection with any proceeding charging improper personal benefit to the director, officer, or agent in which the director, officer, or agent was adjudged liable on the basis that personal benefit was improperly received by the director, officer, or agent.
- 78.8 Fiscal Year.** The fiscal year of the Association shall begin on the first day of July and end on the last day of June in each year.
- 78.9 Severability.** A determination that any provision of these bylaws is for any reason inapplicable, invalid, illegal, or otherwise ineffective shall not affect or invalidate any other provision of these bylaws.

\* \* \* \* \*

The foregoing bylaws were approved by the membership of the Oregon School Boards Association on December 15, 2023. The original bylaws were duly adopted by the Board of Directors of OSBA on September 15, 2017, and approved by the membership on December 15, 2017.

6. **Old Business**
7. **First Reading \*(Shaded words are new/strikethroughs are deleted)**
  - a. EEA - Student Transportation Services

# OSBA Model Sample Policy

Code: EEA  
Adopted:

## Student Transportation Services

School transportation services will be provided for students to and from school and for transporting students to and from curricular and extracurricular activities sponsored by the district, transporting from one school or facility to another, and school-sponsored field trips that are extensions of classroom learning experiences. Transportation will be provided for students experiencing homelessness to and from the student's school of origin<sup>1</sup> as required by the Every Student Succeeds Act (ESSA). Services shall be provided throughout the regularly scheduled year and during the regular school day as determined by the superintendent.

Elementary students in grades K-6 who live more than one mile from school will be transported. Secondary students in grades 7-12 who live more than one and one-half miles from school will be transported. Mileage exceptions for health, safety or disability will be made in accordance with the district's approved supplemental plan.

~~Students living within specified attendance boundaries shall receive transportation services to their respective schools. In addition, students, including those receiving special education, may be eligible for transportation for health or safety reasons.~~

Miles from school will be determined by the superintendent or designee in accordance with Oregon Administrative Rule (OAR) 581-023-0040(1)(e).

The district may use Type 10 School Activity Vehicles to transport students from home to school, school to home and from district-sponsored activities.

The district may also provide transportation using federal funds<sup>2</sup> or through cooperative agreements with local victims assistance units for a student to attend a safe district school<sup>3</sup> out of the student's attendance area for any student who is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends or the student attends a school identified as persistently dangerous.

If there are no other schools within the district a student may transfer to, the district may establish a cooperative agreement with other districts in the area for a transfer. Transportation for students who transfer for such purposes will be provided in accordance with the agreement.

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<sup>1</sup> "School of origin" means the school that a student attended when permanently housed or the school in which the student was last enrolled. When the student has completed the final grade served by the school of origin, the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools.

<sup>2</sup> "Federal funds" means funds available through Title IV, Part A, and Title V, Part A.

<sup>3</sup> If there is not another school in the district to which students can transfer, districts are encouraged, but not required, to explore other appropriate options, i.e., an agreement with a neighboring district.

Students attending any private, parochial or public charter school under the compulsory school attendance laws will, where the private, parochial or public charter school is along or near the bus route, be provided equally the riding privileges given to public school students.

Transportation will be provided for students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.

Preschool students with disabilities who have transportation as a related service and children from birth to age three who are enrolled in an eligible program shall be provided home to school transportation.

A seat that fully supports each person and meets the minimum standards and specifications of law will be provided at all times. A person who weighs 40 pounds or less must be properly secured with a child safety system that meets the minimum standards and specifications established by the Oregon Department of Transportation under Oregon Revised Statute (ORS) 815.055. A person over 40 pounds or who has reached the upper weight limit for the forward-facing car seat must use a booster seat until they are four feet nine inches tall or age eight and the adult belt properly fits.<sup>4</sup> A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under ORS 815.055. In accordance with ORS 811.210 and 811.215 vehicles in excess of 10,000 pounds used for student transportation are exempt from statutory requirements unless they have been equipped with lap belts. Vehicles in excess of 10,000 pounds that have been equipped with lap belts must meet child car seat requirements as set forth in law.

School buses carrying students will be considered extensions of the school experience. All students using school transportation will abide by the code of conduct posted in each school bus. Violations of such code, as well as other conduct which is improper or which jeopardizes the safety of self or others, will be reported by the school bus [or vehicle] driver to the transportation supervisor. The transportation supervisor will, as soon as possible, inform the **superintendent building administration** of such occurrence. Violators may be denied use of transportation for a period of time as deemed proper by the **superintendent building administration** and transportation supervisor.

The **superintendent building principal** or designee shall ensure transportation officials and drivers receive notification of students having special medical or behavioral protocols identified in student records.

Appropriate training related to specific protocols, including confidentiality requirements, will be provided to drivers.

Aides or assistants that ride a school bus shall receive training on emergency procedures and their role in the safe transportation of all students on the bus.

The school bus [or vehicle] driver will be responsible for the school bus [or vehicle] at all times from departure until return. The driver will not participate in any activities that might impair their driving abilities.

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<sup>4</sup> "Proper fit" means the lap belt of the safety belt or safety harness is positioned low across the thighs and the shoulder belt is positioned over the collarbone and away from the neck.

The district will comply with all state and federal laws and regulations pertaining to school bus transportation.

END OF POLICY

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**Legal Reference(s):**

<a href="#">ORS 327.006</a>	<a href="#">ORS 815.080</a>	<a href="#">OAR 581-053-0040</a>
<a href="#">ORS 327.033</a>	<a href="#">ORS 820.100 - 820.190</a>	<a href="#">OAR 581-053-0053</a>
<a href="#">ORS 327.043</a>		<a href="#">OAR 581-053-0060</a>
<a href="#">ORS 332.405</a>	<a href="#">OAR 581-021-0050 - 0075</a>	<a href="#">OAR 581-053-0070</a>
<a href="#">ORS 332.415</a>	<a href="#">OAR 581-022-2345</a>	<a href="#">OAR 581-053-0210</a>
<a href="#">ORS 339.240 - 339.250</a>	<a href="#">OAR 581-023-0040</a>	<a href="#">OAR 581-053-0220</a>
<a href="#">ORS 343.155 - 343.246</a>	<a href="#">OAR 581-053-0002</a>	<a href="#">OAR 581-053-0230</a>
<a href="#">ORS 343.533</a>	<a href="#">OAR 581-053-0003</a>	<a href="#">OAR 581-053-0240</a>
<a href="#">ORS 811.210</a>	<a href="#">OAR 581-053-0004</a>	<a href="#">OAR 735-102-0010</a>
<a href="#">ORS 811.215</a>	<a href="#">OAR 581-053-0010</a>	
<a href="#">ORS 815.055</a>	<a href="#">OAR 581-053-0031</a>	Senate Bill 905 (2019)

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6315, 7912 (2018).  
McKinney-Vento Homeless Assistance Act, 42 U.S.C. §§ 11431-11435 (2012).

b. EEA-AR - School Bus Scheduling and Routing

# OSBA Model Sample Policy

Code: EEA-AR  
Revised/Reviewed:

## School Bus Scheduling and Routing

Actual bus stops and routes will be determined by the [transportation supervisor] and will be based upon efficiency, safety, Board policy and applicable state and federal laws and rules.

The determination of safe roads for school bus travel will be made by the [superintendent in consultation with the transportation supervisor].

The superintendent [or designee] will:

1. Annually review and assess school bus routes, stops and loading zones for safety, changing student population and supervision of students;
2. Advise parents of any changes in transportation policy affecting their students as early as possible and be responsive to parents' calls for assistance in seeking alternatives to busing; and
3. Work with cities, the county and other appropriate governmental agencies on a continuing basis regarding transportation issues.

School bus routes will be planned and organized to ensure student safety and receive the maximum bus use efficiency.

1. Student safety will be the major part of any route decisions.
2. Bus routing will be the responsibility of the transportation supervisor, or delegated representative, with the administrator's assistance.
3. Anyone requesting a route change will be referred to the transportation supervisor or delegated representative.
4. Route conditions will be reviewed routinely.
5. Routes will be planned to ensure the least possible amount of time elapsing from first pick-up to school, commensurate with economical efficiency.
6. Bus routes will traverse city, county, state or federal roads using district discretion.
7. Students living within one mile of school may be transported for health, safety and disability reasons when an approved supplemental plan is on file.
8. Secondary students eligible for bus transportation may be expected to walk up to one and one-half miles to a bus stop. Elementary students may be expected to walk up to one mile to a bus stop.
9. Where feasible, bus stops will be designated and students will be expected to gather at the assigned stop.

10. A fully supported seat shall be provided each student. Students must not stand.
11. Students may be transferred directly from one bus to another while being transported to and from school.
12. Transportation of students for nonschool group activities during regular school to home routes shall, in order to ensure adequate space, require written request from the parent and prior approval from the transportation supervisor.

c. EEACA - School Bus Driver Examination and Training

# OSBA Model Sample Policy

Code: EEACA  
Adopted:

## School Bus Driver Examination and Training

School bus driver selection procedures will be developed to ensure acceptance of drivers whose capabilities are commensurate with job responsibilities. Each new school bus driver will be selected for their potential for improving the fleet's record and performance.

1. School bus driver selection will be based on: investigating application references; a motor vehicles report from the department of motor vehicles; a criminal records check; a drug [and alcohol] test; other physical requirements; a planned oral interview; tests conducted by the district; a driver training program; and verification that the driver's physical examination was certified by a medical examiner. This medical examiner's certificate must have been listed in the Federal Motor Carrier Safety Administration's, National Registry of Certified Medical Examiners as of the date of the issuance for the bus driver's examination certificate.
2. No school bus driver shall be placed on a route or in any vehicle transporting students without a school bus [\[permit\]](#) or [\[certificate\]](#) issued by the Oregon Department of Education (ODE).
3. No school bus driver shall be placed in any vehicle subject to commercial driver's license requirements or permitted to perform any other safety-sensitive functions who does not comply with applicable provisions of the Omnibus Transportation Employee Testing Act of 1991.
4. In emergencies, only school bus drivers who are on the ODE emergency drivers' list will be used.

All school bus drivers are required to inform the district within 15 days of any change in their driving or criminal records that could affect their eligibility to maintain the necessary ODE approval for licensing.

A school bus manufacturer, school bus dealer or school bus mechanic is not required to have a school bus endorsement while operating a school bus that is not transporting students.

END OF POLICY

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### Legal Reference(s):

<a href="#">ORS 659.840</a>	<a href="#">ORS 807.038</a>	<a href="#">OAR 581-053-0004</a>
<a href="#">ORS 659A.300</a>	<a href="#">ORS 820.110</a>	<a href="#">OAR 581-053-0031</a>
<a href="#">ORS 659A.306</a>		<a href="#">OAR 581-053-0040</a>
<a href="#">ORS Chapters 801, 802, 807, 809, 811, 813</a>	<a href="#">OAR 581-053-0002</a>	<a href="#">OAR 581-053-0053</a>
	<a href="#">OAR 581-053-0003</a>	<a href="#">OAR 581-053-0060</a>

Omnibus Transportation Employee Testing Act of 1991, 49 U.S.C. §§ 31301-31317; 49 C.F.R. Parts 40, 382, 391-395 (2016).  
Federal Motor Carrier Safety Administration Regulations, 49 C.F.R. Part 391, §§ 391.41, 391.43 (2016).

d. EEACCA - Video Cameras on Transportation Vehicles

# OSBA Model Sample Policy

Code: EEACCA

Adopted:

## Video Cameras on Transportation Vehicles \*

The Board recognizes the district's continuing responsibility to maintain and improve discipline, and ensure the health, welfare and safety of its staff and students on school transportation vehicles.

The Board, after having carefully weighed and balanced the rights of privacy of students and staff with the district's duty to ensure discipline, health, welfare and safety of staff and students on school transportation vehicles, supports the use of video cameras on its transportation vehicles.

Video cameras may be used to monitor student behavior on school transportation vehicles that transport students to and from curricular and extracurricular activities.

Such equipment may also be used to monitor the performance of district employees in the fulfillment of their duties in school transportation vehicles that are transporting students to and from curricular and extracurricular activities.

Students in violation of district conduct rules shall be subject to disciplinary action in accordance with established Board policies and administrative regulations governing student conduct and discipline.

Staff shall be subject to established Board personnel policies, administrative regulations and collective bargaining agreements including provisions related to evaluation, discipline and dismissal.

Video recordings, depending on how they are used in student disciplinary proceedings, may become a part of a student's education record. In such cases, the district shall comply with all applicable state and federal laws related to education records. Such records will also be subject to established district procedures regarding education records including access, review and release of such records.

The superintendent shall develop procedures for the notification of staff, students, parents and others as necessary of the use of video cameras on school transportation vehicles and such other procedures as may be required for the implementation of this policy.

END OF POLICY

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### Legal Reference(s):

[ORS 30.864](#)  
[ORS 192.420 to -192.505](#)  
[ORS 326.565](#)  
[ORS 326.575](#)

[ORS 332.107](#)  
[ORS 336.187](#)  
[ORS 342.850](#)

[OAR 166-400-0010 to -0065](#)  
[OAR 581-021-0210 to -0430](#)  
[OAR 581-022-2260](#)  
[OAR 581-053-0240\(11\)](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2012).  
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

e. EEACCA-AR - Video Cameras on Transportation Vehicles

# OSBA Model Sample Policy

Code: EEACCA-AR

Revised/Reviewed:

## Video Cameras on Transportation Vehicles \*

### Education Records

1. The district will comply with provisions of state and federal law regarding education records requirements including the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA) as applicable to the district's use of video recordings. Video recordings which become a part of a student's education record will be maintained in accordance with established education record procedures governing access, review and release of education records.
2. The district will include notice in parent/student handbooks that video cameras may be used on district transportation vehicles transporting students to and from curricular and extracurricular activities. The district will include, as a part of its notice procedures, a copy of the district's video camera policy and procedures to all students and parents accompanied by a form to be signed and returned to the district as an acknowledgment of being read and understood.
3. Students ~~will~~ **will not** be notified when video camera is "on board" and in use on district vehicles.

### Staff Records

1. Video recordings considered for retention as part of the employee's personnel record will be maintained in accordance with established Board personnel policies, administrative regulations and collective bargaining agreements governing access, review and release of employee personnel records.
2. The district will include notice in personnel handbooks that video cameras may be used on district transportation vehicles that transport students to and from curricular and/or extracurricular activities.
3. Staff ~~will~~ **will not** be notified when video camera is "on board" and in use in district vehicles.

### Storage/Security

1. All video recordings will be stored and secured to ensure confidentiality.
2. Video recordings will be stored for **five** days after the initial recording, unless a request is made to view a recording. These recordings will then be erased unless they become part of a student's education record.
3. Video recordings held for review of student or staff incident will be maintained in their original form pending resolution. The recording will then be either erased or retained as necessary as a part of the student's education record and/or employee's personnel record in accordance with the established district policy and procedures.

## Use

1. Video cameras will be ~~used on all district transportation vehicles transporting students to and from curricular or extracurricular activities at the discretion of the [transportation supervisor] [superintendent]]~~ ~~rotated on district transportation vehicles that transport students to and from curricular or extracurricular activities at the discretion of the transportation supervisor/superintendent]~~ **used on district transportation vehicles as determined by the [transportation supervisor] and [superintendent]].**
2. Staff and students are prohibited from tampering with or otherwise interfering with video camera equipment.

## Viewing Requests

1. Requests for viewing video recordings will be limited to district officials, including teachers whom the district has determined to have legitimate educational interests, parent(s) or the student 18 years of age or older or others specified in state and federal law and accompanying regulations.
2. Requests for viewing may be made to the **[superintendent]** ~~[principal]~~ within **[five]** school days of the date of recording.
3. Only the portion of the video recording concerning a specific incident(s) will be made available for viewing.
4. Approval/Denial for viewing will be made within **[five]** school days of receipt of request and so communicated to the requesting individual(s).
5. Video recordings will be made available for viewing within **[three]** school days of the request approval.

## Viewing

1. Actual viewing will be permitted at district-related sites only, including the [transportation office,] and ~~[in schools,]~~ at the **[district office]** or as otherwise required by law.
2. A written log will be maintained of those viewing video recordings including the date of viewing, the reason for viewing, the date the recording was made, the vehicle and driver recorded and the signature of the viewer.
3. Video recordings remain the property of the district and may be reproduced only in accordance with law, including applicable district education records policy and procedures and district personnel records policy, procedures and applicable collective bargaining agreements.

8. **Second Reading**

9. Executive Session

- **ORS 192.660(2)(i) - To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing.**

10. **Board Comments**

11. **Future Agenda Items**

12. **Key Dates**

Red Cross Blood Drive - November 13

School in Session - November 15

School Board Work Session - November 18

Early Release - November 27

Thanksgiving - November 28

Regular School Board Meeting - December 10

Winter Break - December 23-January 3

Teacher Work Day - January 6, No Students

Students Return - January 7