

What is ADM?

ADM = Average Daily Membership. ADM refers to how many students are in a district.

What are ELs?

English Learners

(previously ESOL, ESL, ELD)

Monitoring includes: Consulting with teachers, communicating with parents, checking in with students who are planning to graduate or transition grade levels, struggling with online learning or academics In Person.

Special Education Census Data

2019-Fall 2021

	2019-2020	2020-2021	Fall 2021
ADM-student membership	1,195	1,087	1,039
Special Education	14.1% (169)	13.9% (151)	14.4% (150)

Most common disabilities include: Specific Learning Disability (SLD), Other Health Impairment (OHI), Communication Disorder (CD), Autism Spectrum Disorder (ASD).

English Language Development

Census Data

2019-Fall 2021 (ODE)

	2019-2020	2020-2021	Fall 2021
ADM	1,195	1,087	1,039
EL Census-direct services not including consult (monitoring)	.02% 26 active	.02% 21 active	.02% 25 active + monitoring-12 students. 12 HS (8-12) 4 MS 0 4th and 5th 4 2nd and 3rd 5 Kinder 37 students total

Top three home languages include: Spanish, Russian/Ukraine, Romanian and then there are students who speak Nepali, Akan (African Dialect), Mandarin (Chinese).

Student Services Board Report January 2022

Currently Student Services includes learning specialists at all schools with one new lifeskills (self contained) secondary program located at the high school.

Counselors at each building. One behavior specialist/counselor serving K-12.

Related Services include: Speech, Occupational Therapy, Counseling, Behavior, Autism (Columbia Regional Services).

Youth Transition Program (YTP) Specialist: Cathy Noles services YTP/Vocational Rehabilitation (VR) qualified students who are typically 18-21 years old.

Recovery Services

What are they?

Oregon Department of Education

7/15/21

OAR 581-015-2228.

Overview of Individualized COVID-19 Recovery Services...students will re-enter schools full time for in-person instruction, all students will have unfinished learning. Children experiencing a disability, it is particularly important that each child's individual needs and circumstances are fully considered and that those students receive the services necessary to ensure they are able to receive (Free Access to a Public Education) FAPE and access the general curriculum.

Examples of how districts will consider each student's need for Recovery Services:

- The IEP team for each eligible child with a disability shall consider the need for Individualized COVID-19 Recovery Services at least at each initial IEP meeting or annually.
- Where appropriate decisions cannot yet be made based on the professional judgment of the team, IEP teams may need a period of time to gather additional data on the student's performance and assess their skills in relation to preCOVID-19 closure and their learning rate compared to peers and with consideration of the educational experiences being offered by the school district.
- Individualized COVID-19 Recovery Services should be unique, specific to the student, and determined by the IEP Team. Individualized COVID-19 Recovery Services should be considered based on the totality of student circumstances and do not need to be a minute for minute replacement for services.
- IEP teams should document the plan for delivering Individualized COVID-19 Recovery Services. Educators and related service providers (if applicable) should also document the Individualized COVID-19 Recovery Services provided to students experiencing disability, and monitor and track individual student progress. (Take data throughout this school year and review last two year's data as well).