

FRSD School Board Meeting

Monday, August 21, 2023 Doors open at 6:15pm

Virtual Meeting, 88834 Territorial Road, Elmira, Oregon 97437

1. **Call to Order: Public - 6:30 p.m.**

2. **Flag Salute**

3. **Public Comment: The Fern Ridge School Board encourages public input. A person wanting to provide public comment will need to complete and submit an Intent to Speak form to the Board secretary by 1:00 pm on the day of the board meeting.**

Public comment is limited to this place on the agenda not to exceed a total of 30 minutes for all commenters. A person giving public comment is limited to an established time limit of (3) three minutes. While speakers may, during public meetings, offer objective criticism of school operations and programs, the Board will not hear personal complaints concerning district personnel nor against any person connected with the school system.

Please state your name and address. If speaking for an organization, state the name of the organization. The Board reserves the right to refer the matter to the administration.

4. **Monthly Items:**

4.A. Approval of Minutes - Board Action

5. **Business Office**

Presenter: Business Manager, Quanah Bennett

5.A. General Fund Revenue and Expenditure Report as of July 31, 2023

5.B. Unaudited Financial Report as of June 30, 2023

6. **Reports:**

6.A. Director of K12 Programs Report

Presenter: Director, Michelle Marshall

6.B. Superintendent's Report

7. **Discussion Items**

7.A. English Language Learners Report - Board Information

Presenter: Administrator, Olivia Johnson

7.B. Fern Ridge Middle School Curriculum Adoption - Board Action

7.C. Elmira High School Curriculum Adoption - Board Action

7.D. First Reading on Proposed Policy Updates

7.E. 2023-2024 Board Goals

7.F. School Board Meeting Recordings

7.G. OSBA Summer Conference Reports

Presenter: Directors
Mark, Andrea & Lisa

8. **Personnel**

8.A. Licensed Employees Resignations/New
Hires/Transfers/Other

8.A.1. None at this time

8.B. Non-Licensed Personnel Report

9. **Upcoming School Events**

9.A. New Student Registration: August 16
Returning Student Registration: August 23 - 25
August 23: New Teacher Academy Begins
August 28: All Staff In-Service
September 5: First Day of School
September 11: Kindergarten First Day

10. **Late Items/Closing Comments**

11. **Adjournment**



FERN RIDGE SCHOOL DISTRICT 28J
School Board Meeting Minutes

REGULAR MEETING of the FERN RIDGE SCHOOL BOARD

July 17, 2023

Zoom Webinar & In-Person Meeting
88834 Territorial Rd.
Elmira, Or 97437

CALL TO ORDER (Agenda Item 1): The regular meeting of the Fern Ridge School Board was called to order by Chair Boren at 6:30 pm.

In attendance were Directors Mark Boren, Andrea Larson, Barbara Graham-Adams, Kathleen Pizzola, Lisa McCann and Superintendent Gary Carpenter.

Business Manager Quanah Bennett was absent.

FLAG SALUTE (Agenda Item 2): Chair Boren led the flag salute.

OATH OF OFFICE (Agenda Item 3): Kathleen Pizzola, Position 1 and Lisa McCann, Position 5 read their School Board Member Oath of Office aloud and were officially sworn into duty by Chair Mark Boren.

RECEIVE THE COMMUNITY PLANNING COMMITTEE RECOMMENDATION (Agenda Item 4): Scott Rose attended the meeting virtually to present the community planning committee recommendation report to the board.

Mr. Rose reviewed the report including who the members of the community planning committee are, the scope of work that has been recommended along with estimated budgets.

There was discussion around the Oregon School Capital Improvement Matching (OSCIM). A state program that provides matching grants to districts that pass a general obligation bond.

The proposed projects total approximately \$12.2 million. If the district were to go out for and pass a bond and selected to receive the OSCIM grant, it could add an additional \$6 million dollars in matching grant funds.

At this time, no board action is required. The board is receiving the information and now has several months to review the report and ask clarifying questions of the superintendent and Mr. Rose.

PUBLIC COMMENT (Agenda Item 5): There was no public comment.

MONTHLY ITEMS (Agenda Item 6):

6. A. Approval of Minutes: The minutes from the June 26, 2023 regular board meeting were presented for approval.

Director Larson moved to approve the minutes from June 26, 2023 as written; seconded by Director Graham-Adams. There was no discussion. The motion carried with Directors Boren, Larson, Graham-Adams, Pizzola, and McCann voting yes. 5-0

REPORTS (Agenda Item 7):

7. A. Chartwell's 2022-2023 Report: Food Service Director, Bo Gottfried presented the 2022-2023 Chartwell's report to the board.

7. B. Superintendent's Report: Superintendent Carpenter reported on the following topics:

- **West Lane Tech Annual Report:** the report was sent to the school board earlier for information, no board action is required. This is the fifth year of the current five-year contract. This year, the district will hire OSBA to complete an evaluation of West Lane Charter and assist with making a recommendation to the board on whether or not to move forward with a contract renewal.
- **2023-2024 Staff/Student Handbook:** aside from minor edits and updates, the most significant change this year will be the elimination of school fees. The only fees K-12 in 2023-2024 will be: Year Books, PE Shirts, Parking Passes, ASB Stickers, and the optional Chromebook Insurance Protection.

Superintendent Carpenter requested board approval on the updated handbook

Director Graham-Adams made a motion to approve the 2023-2024 handbook; seconded by Director Larson. There was no discussion. The motion carried with Directors Boren, Larson, Graham-Adams, Pizzola, and McCann voting yes. 5-0

- **Boardroom Configuration:** the new board room tables were set up for the meeting. Superintendent Carpenter will add board room configuration to the August retreat agenda for discussion.

DISCUSSION ITEMS (Agenda Item 8):

8. A. August School Board Retreat: The 2023-2024 board retreat will be held on Tuesday, August 8th. The retreat is a public meeting and is open for the public to attend. Board members can email Superintendent Carpenter to add agenda items. The start time is to be determined.

8. B. Oregon School Board Association Summer Conference: Three board members are planning on attending the summer conference in Salem.

8. C. House Bill 2753 Stipend for School Board Directors: This bill passed in June and allows school boards to give themselves a monthly stipend.

If the board collectively decides to accept a monthly stipend (up to \$500 per month), an individual board member could opt out.

If the board collectively decides to decline a monthly stipend, there is no individual ability to opt-in.

Director Larson moved to reject the House Bill 2753 stipend for the entirety of the board; seconded by Director Graham-Adams. There was a time of discussion around when a decision needs to be made and where the funds would come from. Director Larson amended her motion to opt-out for the entire fiscal year; the amended motion was seconded by Director Graham-Adams. The motion carried with Directors Boren, Larson, Graham-Adams, Pizzola, and McCann voting yes. 5-0.

ANNUAL ORGANIZATION APPOINTMENTS FOR THE 2023-2024 SCHOOL YEAR – RESOLUTION #23-24/01 AND ELECTION OF BOARD CHAIR AND VICE CHAIR (Agenda Item 9):

9. A. Annual Organization Appointments for the 2023-2024 School Year:

Director Graham-Adams moved to approve Resolution #23-24/01 Annual Organization Appointments for the 2023-2024 School Year; seconded by Director Pizzola. There was no discussion. The motion carried with Directors Boren, Larson, Graham-Adams, Pizzola, and McCann voting yes. 5-0

9. B. Election of Board Chair and Vice Chair:

Director Graham-Adams made a motion to name Mark Boren as Chair and Andrea Larson as Vice-Chair; seconded by Director Larson. It was clarified that Mark is the current chair and Andrea is the current vice-chair. The motion carried with Directors Boren, Larson, Graham-Adams, Pizzola, and McCann voting yes. 5-0

PERSONNEL (Agenda Item 10):

10. A. Licensed Employees Resignations/New hires/Transfers/Other:

Hiring of Ralph Davis, 1.0 FTE Teacher at Fern Ridge Middle School, effective August 23, 2023.

Hiring of Courtney Roberts, 1.0 FTE Counselor at Elmira Elementary School, effective August 23, 2023.

Resignation of Ruth Larson, 1.0 FTE Teacher at Fern Ridge Middle School, effective June 19, 2023.

Director Larson moved to approve the employee resignations, new hires, transfers, and others as presented in 10.A. seconded by Director Pizzola. The motion carried with Directors Boren, Larson, Graham-Adams, Pizzola, and McCann voting yes. 5-0

9.B. Non-Licensed Personnel Report: The non-licensed personnel report was presented for review:

- Resignation of Jose Gonzalez, 8.00 Custodian, effective July 6, 2023.
- Hiring of Megan Full, 6.00 Title Instructional Assistant at Veneta Elementary, effective August 28, 2023.
- Hiring of Marilyn Pengra, 6.50 Special Education Instructional Assistant at Veneta Elementary, effective August 28, 2023.
- Hiring of Tyler Kohler, 7.00 Instructional Behavior Assistant at Elmira Elementary, effective August 28, 2023.
- Hiring of Kaishea Kegley, 8.00 Custodian, effective July 24, 2023.
- Transfer of Cara Foote from 6.50 Instructional Assistant to 7.00 Instructional Assistant.

LATE ITEMS/CLOSING COMMENTS (Agenda Item 11): Superintendent Carpenter introduced the new Elmira High School Principal, Mrs. Cydney Vandercar.

ADJOURNMENT (Agenda Item 12): Chair Boren adjourned the meeting at 7:27 pm.

Attest: _____
School Board Representative

Gary E. Carpenter, Jr., Superintendent



FERN RIDGE SCHOOL DISTRICT 28J
School Board Meeting Minutes

WORKSESSION of the FERN RIDGE SCHOOL BOARD

August 8, 2023

Zoom Webinar & In-Person Meeting
88834 Territorial Rd.
Elmira, Or 97437

CALL TO ORDER (Agenda Item 1): The special worksession is a retreat for th Board of Directors and Superintendent.

In attendance were Directors Mark Boren, Andrea Larson, Barbara Graham-Adams, Kathleen Pizzola, Lisa McCann and Superintendent Gary Carpenter.

INTRODUCTIONS (Agenda Item 2): Each board member introduced themselves.

OSBA Fall & Summer Conference (Agenda Item 3): Mark, Andrea, and Lisa will attend the summer board conference. The fall conference will be in Portland in November.

HOW DO BOARD MEMBERS FEEL ABOUT THE DIRECTION OF FRSD:

STRENGTHS/WEAKNESSES (Agenda Item 4): There was a time of discussion by the board on the strengths and challenges of the district.

HB 2753 (Agenda Item 5): This topic can be added to future board agendas and will be included for more discussion in early 2024.

FRMS Room 24 (Agenda Item 6): Director McCann reported that she spoke with Scott Rose and was excited about the plans that have been drafted for the room if/when funding is available.

SCHOOL BOARD MEETINGS (Agenda Item 7): There was a clarifying conversation on when discussions happen in school board meetings.

BOARD/SUPERINTENDENT OPERATING AGREEMENT (Agenda Item 8): Superintendent Carpenter reviewed the previous agreement and changes were discussed. A new draft will be given to board members to review and sign during the August 21, 2023 meeting.

SCHOOL ASSIGNMENTS (Agenda Item 9): There was a time of discussion around assigning board members to specific buildings. In lieu of building assignments, board members will attend building events and participate in appropriate ways as they are available.

BOARD ROOM CONFIGURATION (Agenda Item 10): The board agreed that the current room configuration will work with the audience chairs placed at a different angle.

WEEKLY SUPERINTENDENT REPORTS & MONTHLY BUILDING REPORTS (Agenda Item 11): The updates will continue into 2023-2024 with the Director of K12 Programs also providing a monthly written update.

POSTING SCHOOL BOARD MEETING RECORDINGS (Agenda Item 12): There was a discussion on posting school board meeting recordings. This will be an item on the August 21, 2023 board agenda.

SCHOOL BOARD PRE-MEETING SCHEDULE (Agenda Item 14): An updated schedule for 2023-2024 will be emailed out before the next board meeting.

STUDENT BOARD REPRESENTATIVES (Agenda Item 15): The two student representatives on the school board will begin attending meetings in September.

LATE ITEMS (Agenda Item 15): None at this time.

OSBA PRESENTATION: BOARD MEMBER ROLES AND RESPONSIBILITIES (Agenda Item 16): Kristin Miles from the Oregon School Board Association gave a presentation on the roles and responsibilities of board members.

ADJOURNMENT (Agenda Item 17): The retreat was adjourned at 2:48 pm.

Attest: _____
School Board Representative

Gary E. Carpenter, Jr., Superintendent


FERN RIDGE SCHOOL DISTRICT 28J

General Fund Revenue and Expenditures

July 31, 2023	ADOPTED 23-24 BUDGET	2023-2024 JULY	TOTAL YTD	REMAINING BALANCE
Beginning Fund Balance	4,803,178	-	-	4,803,178
OPERATING REVENUE:				
PROPERTY TAXES	5,334,638	2,429	2,429	5,332,209
COUNTY SCHOOL FUNDS	20,000	-	-	20,000
COMMON SCHOOL FUND	209,012	-	-	209,012
STATE MANAGED COUNTY TIMBER	-	658,672	658,672	(658,672)
FEDERAL FOREST FEES	-	-	-	-
OTHER REVENUES	419,514	32,821	32,821	386,693
STATE SCHOOL FUND	11,334,714	2,004,655	2,004,655	9,330,059
OTHER RESTRICTED GRANTS	-	-	-	-
RESTRICTED FR FED/GOV ST	-	-	-	-
INTERUND TRANSFERS	-	-	-	-
SALE OF FIXED ASSETS	-	-	-	-
TOTAL OPERATING REVENUE	17,317,878	2,698,576	2,698,576	14,619,302

16%

**TOTAL BUDGETED REVENUE (INCLUDES
BEGINNING FUND BALANCE)** **22,121,056** **2,698,576**

OPERATING EXPENDITURES:				
SALARIES	7,840,816	146,183	146,183	7,694,633
BENEFITS	5,954,679	90,117	90,117	5,864,562
PURCHASED SERVICES	3,427,959	102,202	102,202	3,325,757
SUPPLIES & MATERIALS	470,217	27,150	27,150	443,067
CAPITAL OUTLAY	-	-	-	-
OTHER	255,287	235,491	235,491	19,796
TOTAL OPERATING EXPENDITURES	17,948,958	601,143	601,143	17,347,815

NON-OPERATING EXPENDITURES				
INTERFUND TRANSFERS	2,068,500	-	-	2,068,500
CONTINGENCY	2,103,598	-	-	2,103,598
TOTAL NON-OPERATING EXPENDITURES	4,172,098	-	-	4,172,098

3%

TOTAL BUDGETED EXPENDITURES **22,121,056** **601,143**


FERN RIDGE SCHOOL DISTRICT 28J

General Fund Revenue and Expenditures

Unaudited/Unadjusted 2022-2023	ADOPTED 22-23 BUDGET	TOTAL YTD	REMAINING BALANCE
Beginning Fund Balance	3,263,059	5,685,770	(2,422,711)
OPERATING REVENUE:			
PROPERTY TAXES	5,103,445	5,222,313	(118,868)
COUNTY SCHOOL FUNDS	53,000	48,684	4,316
COMMON SCHOOL FUND	172,885	201,060	(28,175)
STATE MANAGED COUNTY TIMBER	-	1,147,929	(1,147,929)
FEDERAL FOREST FEES	57,350	61,750	(4,400)
OTHER REVENUES	392,033	868,728	(476,695)
STATE SCHOOL FUND	10,780,665	9,719,069	1,061,596
OTHER RESTRICTED GRANTS	-	-	-
RESTRICTED FR FED/GOV ST	-	-	-
INTERUND TRANSFERS	-	-	-
SALE OF FIXED ASSETS	-	1,801	(1,801)
TOTAL OPERATING REVENUE	16,559,378	17,271,333	(711,955)

104%

**TOTAL BUDGETED REVENUE (INCLUDES
BEGINNING FUND BALANCE)** **19,822,437** **22,957,103**

OPERATING EXPENDITURES:			
SALARIES	7,582,257	7,033,290	548,967
BENEFITS	5,752,135	5,119,518	632,617
PURCHASED SERVICES	2,937,935	2,968,260	(30,325)
SUPPLIES & MATERIALS	319,661	297,663	21,998
CAPITAL OUTLAY	-	-	-
OTHER	235,810	225,979	9,831
TOTAL OPERATING EXPENDITURES	16,827,798	15,644,709	1,183,089

93%

NON-OPERATING EXENDITURES			
INTERFUND TRANSFERS	1,488,500	1,485,862	2,638
CONTINGENCY	1,506,139	-	1,506,139
TOTAL NON-OPERATING EXPENDITURES	2,994,639	1,485,862	1,508,777

TOTAL BUDGETED EXPENDITURES **19,822,437** **17,130,571**

Menstrual Dignity Act
School Board Update August

Menstrual Dignity Act (HB 3294, 2021) Background

- The Menstrual Dignity Act (HB 3294, 2021) created the requirement for school districts to provide free menstrual products for all menstruating students in public schools in Oregon, including elementary, middle, and high school students.
- This legislation created the Menstrual Dignity for Students Program in order to address an unmet need identified by students, school leaders, and medical and public health professionals over many years.
- The program helps students participate actively in classes and school activities by alleviating some of the economic strain and experiences of shame that are often barriers for menstruating students accessing their education.
- Research shows that one in four teens have missed class due to a lack of access to menstrual products. Similarly, one in five students has struggled to afford menstrual products. This disproportionately impacts students of color, students experiencing disabilities, and students experiencing poverty.
- Importantly, this law affirms the right to menstrual dignity for transgender, intersex, nonbinary, and two-spirit students by addressing the challenges that some students have managing menstruation while minimizing negative attention that could put them at risk of harm and navigating experiences of gender dysphoria during menstruation. Research also connects gender-affirming bathroom access to supporting student safety at school.
- According to a recent survey, 80% of teens feel there is a negative association with menstruation, “that they are gross or unsanitary.” These attitudes, combined with a lack of understanding around menstrual health and a lack of access to menstrual products can result in experiences that can impact a student’s mental and physical health as well as student attendance.

Four Pillars of Menstrual Dignity

In line with this legislation and legislative intent, these following four pillars of menstrual dignity guide and inform this toolkit and work.

Privacy	Inclusivity	Access	Education
<ul style="list-style-type: none">● Space● Autonomy● Personal safety	<ul style="list-style-type: none">● Cultural responsiveness● Gender affirming	<ul style="list-style-type: none">● For students of all abilities● For multilingual access● Options & choice	<ul style="list-style-type: none">● Menstrual health● Use of menstrual products● Positive, not fear- or shame- based

Requirements- Oregon Administrative Rules

- 581-021-0590 Menstrual Dignity for Students: Requirements**
 - (1) All education providers shall install in every student bathroom at least one dispenser that:
 - (a) Does not require inserting coins or money;
 - (b) Is clearly marked as free in at least two languages;
 - (c) Is ADA compliant;
 - (d) Is located in a place where all students can access products; and
 - (e) Provides a variety of products with consideration of absorbency and size.
 - (2) Notwithstanding subsection (1), for the 2021-22 school year, all education providers shall stock and maintain menstrual product dispensers in at least two student bathrooms in each public school building. Education providers shall determine where to prioritize dispenser installation considering all-gender access to menstrual products and student privacy.
- 581-021-0593 Menstrual Products Instruction and Safety: Requirements**
 - (2) All education providers shall provide instructions on how to use menstrual products within the bathroom. The instructions must:
 - (a) Be affirming of transgender, non-binary, two spirit and intersex students;
 - (b) Not be fear- or shame-based;
 - (c) Be age-appropriate;
 - (d) Be medically accurate.
 - (e) Be culturally responsive; and
 - (f) Be accessible for students with disabilities.
- 581-021-0593 and 581-022-2050 Menstrual Health Education in the Classroom**

FRSD 23-24 School Year

- MM walking through all buildings to get an idea of where we are at with dispensers and what more is needed
- All dispensers are clearly labeled as "FREE" in 2 languages and provide contact information
 - Important to note that we have had vandalism in the male restrooms
- Custodians/Director of Facilities should have a plan for ordering/replacing product as needed

Next steps

- Directions and instructions on use (has to be posted in bathrooms)
- Have to provide education in regards to information on menstrual health

ODE Resources

- [Menstrual Dignity for Students Toolkit](#)
- [One-Pager](#)

Opportunity to provide feedback to ODE

- 2023 Oregon K-12 Health Education Standards Public Comment**
 - The Oregon Department of Education is nearing its final stages of the Health Education Standards adoption process. ODE has spent the last year working in collaboration with a diversity of internal and external partners, including a statewide Health Education Panel, to develop these [draft 2023 Health Education Standards](#). In September of 2023, the draft Oregon K-12 Health Education Standards will be presented to the State Board of Education for a first read.

ODE is at a pivotal point in the process and needs your feedback. Your voice is important. Please note that responses [to this survey](#) are anonymous and subject to public record.

Health Education Public Survey

The survey window is from Wednesday, August 9 - September 1, 2023 @ 11:59 pm PST.

For questions, please email ode.healthed@ode.oregon.gov.

Fern Ridge School District

2023 Longitudinal Performance Growth Targets Presentation

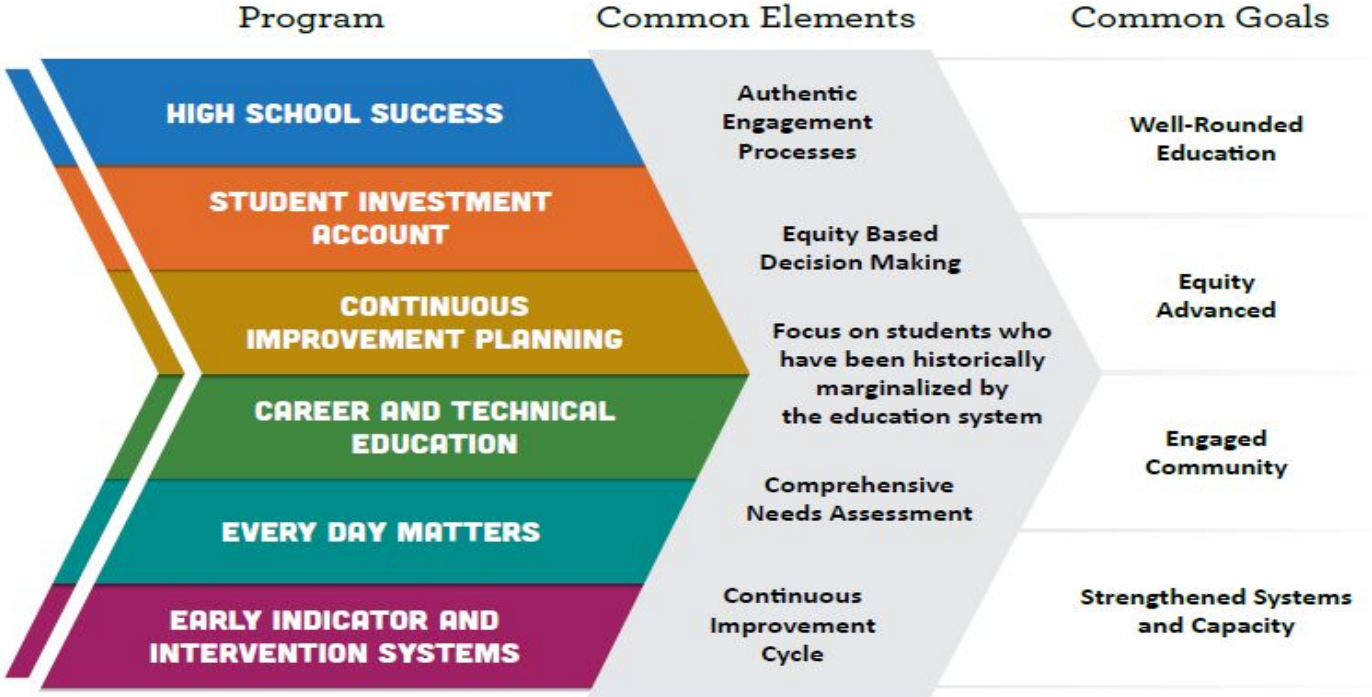
In Alignment with “Aligning for Student Success: Integrated Guidance for Six ODE Programs”

Purpose for Presentation



- 1) To share back information about Longitudinal Performance Growth Targets (LPGTs) and Local Optional Metrics (LOMs) and measuring progress related to the Integrated Plan for 6 ODE Programs
- 2) To provide additional context on LPGTs
- 3) Board approval required for the SIA Grant Agreement with embedded LPGTs and Local Optional Metrics

Background: Six Programs & Common Goals



Our Integrated Plan

These key strategies will help us achieve our intended outcomes:

- Establish and implement a district-wide plan to ensure that students and staff are known, seen, and valued.
- Establish and implement a cohesive student support process across K-12 that includes mental, behavioral, and academic targets.
- Create an ongoing process and system to encourage and utilize stakeholder feedback.
- Create a safe learning environment by providing targeted and embedded mental health and behavioral supports.
- Provide ongoing professional development for staff in areas of instructional improvement, student learning, and engagement.
- Establish and continue to build capacity in college and career readiness programming and offerings and supporting students in successful transitions.
- Develop and enhance engaging, student-centered, and well-rounded learning experiences.

Context for LPGTs

- The final stage of our application process
- Statutorily required under the Student Investment Account
- Embedded in our Grant Agreement
- Reported on Annually
- Performance Review Required every Four Years

Co-Development Process

- ODE has supported applicants in co-developing LPGTs & LOMs in collaboration with ESD Liaisons.
- This work will included finalizing baseline, stretch and gap-closing targets for each of the common metrics detailed on the next slide.
- The aim of this co-development effort was to create meaningful opportunities for grantees to re-analyze current data, center focal student groups, and support public transparency and learning, while not being penalized for complexities in the current available data.

LPGTs - What's Required

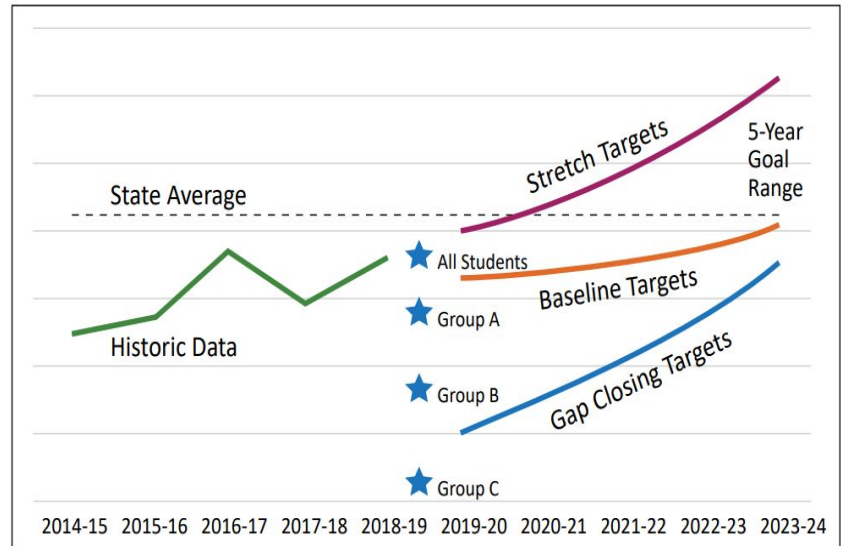
- **Four-year Graduation:** The percentage of students earning a regular or modified diploma within four years of entering high school.
- **Five-year Completion:** The percentage of students earning a regular, modified, extended or adult high school diploma, or a GED within five years of entering high school.
- **Third Grade Reading:** The percentage of students proficient on statewide English Language Arts (ELA) assessments in 3rd grade.
- **Ninth Grade On-Track:** The percentage of students earning at least one-quarter of their graduation credits by the end of the summer following their 9th grade year.
- **Regular Attenders:** The percentage of students attending more than 90 percent of their enrolled school days.

LPGTs – What’s Required, continued...

5 Year Targets

- Baseline – the minimum level of realistic growth
- Stretch – more ambitious, still realistic
- Gap Closing – reduction of academic disparities for focal student groups

Visual Example



LPGTs & LOMs Must Be: *Realistic and Attainable*

Districts and schools working with ODE considered:

1. Historic trends for that metric and 5 year averages
2. An evaluation of the likely impact of new or expanded programs on that metric
3. Statewide averages and trends for LPGTs

CoDeveloped Targets

Four Year Graduation

Metric	Target Type	23-24	24-25	25-26	26-27	27-28
4 Year Cohort Graduation	Baseline: All Students	84%	85.5%	87%	89%	91%
4 Year Cohort Graduation	Stretch: All Students	90.7%	92.2%	93.7%	96%	96%
4 Year Cohort Graduation	Gap-Closing Target: All Focal group Students	81%	83%	86%	89%	91%

FRSD 5 Year Average: 88.7%
 Lane County 5 Year Average: 75.8%
 Oregon 5 Year Average: 80.7%

CoDeveloped Targets

Fifth Year Completion

Metric	Target Type	23-24	24-25	25-26	26-27	27-28
5 Year Cohort Completion	Baseline: All Students	92.75%	93%	93.25%	93.5%	93.75%
5 Year Cohort Completion	Stretch: All Students	93.4%	93.9%	94.4%	94.9%	96%
5 Year Cohort Completion	Gap-Closing Target: All Focal group Students	88.8%	89.8%	90.8%	91.8%	92.8%

FRSD 5 Year Average: 92.4%

Lane County 5 Year Average: 83.4%

Oregon 5 Year Average: 86.5%

CoDeveloped Targets

Regular Attenders

Metric	Target Type	23-24	24-25	25-26	26-27	27-28
Regular Attenders	Baseline: All Students	74%	74.5%	75%	75.5%	76%
Regular Attenders	Stretch: All Students	75%	76.5%	78%	79%	80%
Regular Attenders	Gap-Closing Target: All Focal group Students	66%	68%	70%	72%	74%

FRSD 5 year Average: 72.4%

Lane County 5 Year Average: 75.6%

Oregon 5 Year Average: 75.2%

CoDeveloped Targets

3rd Grade ELA

Metric	Target Type	23-24	24-25	25-26	26-27	27-28
3rd Grade ELA Proficiency	Baseline: All Students	40%	42%	44%	46%	48%
3rd Grade ELA Proficiency	Stretch: All Students	50%	53%	56%	59%	62%
3rd Grade ELA Proficiency	Gap-Closing Target: All Focal group Students	28%	30.5%	33.5%	35.5%	38%

FRSD 5 year Average: 51.3%
 Lane County 5 Year Average: 46.7%
 Oregon 5 Year Average: 46%

CoDeveloped Targets

9th On-Track

Metric	Target Type	23-24	24-25	25-26	26-27	27-28
9th Grade On-Track	Baseline: All Students	79.2%	81%	82.8%	84.6%	86.4%
9th Grade On-Track	Stretch: All Students	81.2%	83.7%	86.2%	88.7%	91.2%
9th Grade On-Track	Gap-Closing Target: All Focal group Students	73%	76%	79%	82%	85%

FRSD 5 year Average: 77.2%

Lane County 5 Year Average: 81.2%

Oregon 5 Year Average: 81.8%

Questions & Comments

Next Steps

English Learners in Oregon

Annual Report 2021-22

June 2023



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Acknowledgements

Appreciation is extended to the following ODE staff members who have assisted districts to submit data included in this report, built and maintained ODE data collection systems, aided in the analysis and interpretation of data, and provided thoughtful feedback on the report.

Office of Teaching, Learning, and Assessment

Jennifer Patterson, Assistant Superintendent

Mary Martinez-Wenzl, Director

Reza Norouzian, Research Analyst

Kim Miller, Education Program Specialist

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Executive Summary

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

Definitions

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

The ODE annually reports four groups of English learners: current, former, ever, and never English learners. Current English learners are multilingual students who were learning English in an ELD program during the 2021-22 school year¹. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2021-22 school year. Ever English learners are the combination of both current and former English learners. Finally, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program before or during the 2021-22 school year.

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

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

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

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

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

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

English Learners in Oregon

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

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

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

Key findings include the following:

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

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

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

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

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

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

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

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

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

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

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

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

District revenues and expenditures

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

Introduction

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

Why this report?

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

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

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

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

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

Definitions

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

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

2021-22 school year². Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2021-22 school year. Ever English learners are the combination of both current and former English learners. Finally, never English learners are monolingual or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program before or during the 2021-22 school year.

Structure of this report

This report consists of five sections:

Section 1: Demographics of English Learners

Section 2: Participation in Targeted Programs

Section 3: Language Development and Academic Achievement

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

Section 5: State Revenues and Expenditures for English Learners

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

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

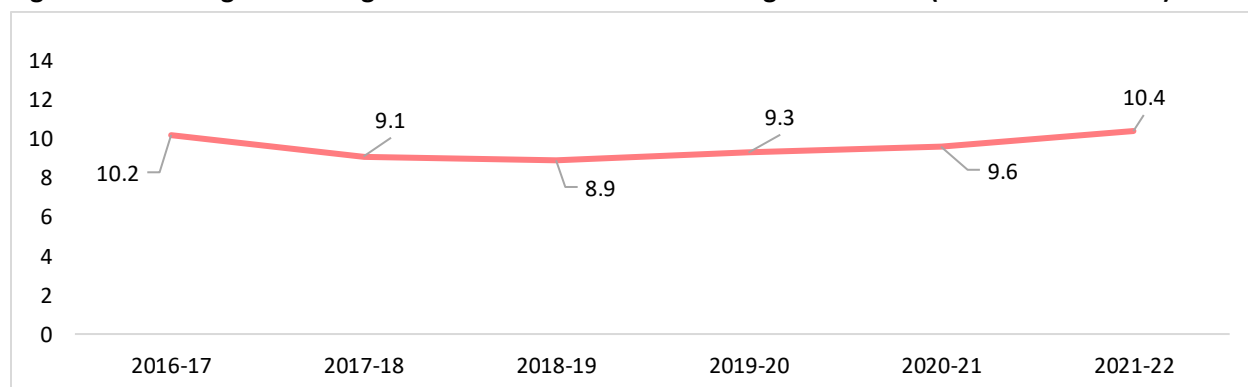
Section 1: Demographics of English Learners in Oregon in 2020-21

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

Current and Former English Learners

Current English Learners are multilingual students who are learning English in an ELD program during the school year³. They receive English language instruction, supports, and services because they are to help them become proficient in English. Identification of English learners is done using a Language use Survey (LUS) as well as an English Language Proficiency Assessment (ELPA) screener. In 2021-22, 56,683 of Oregon’s 546,726 K-12 students, or 10.4 percent, were current English learners⁴ (see figure 1).

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



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

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

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

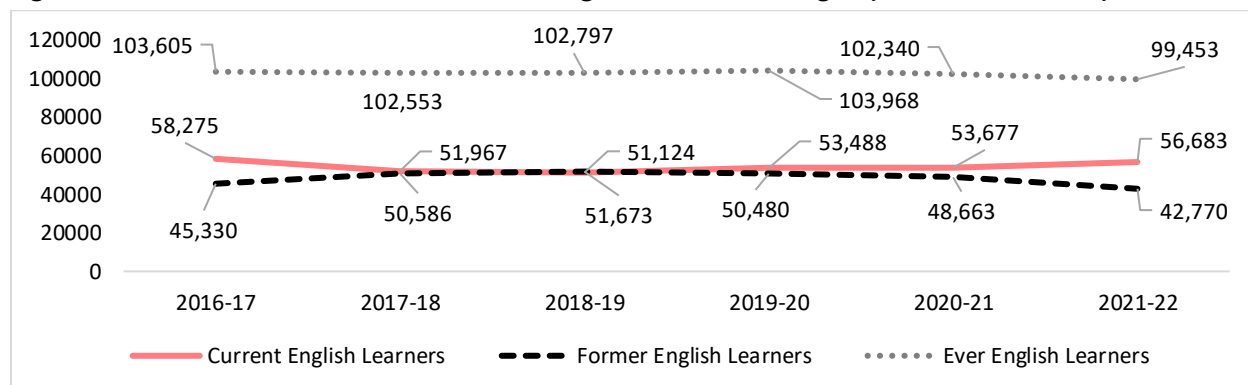
English Learners in Oregon

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

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

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

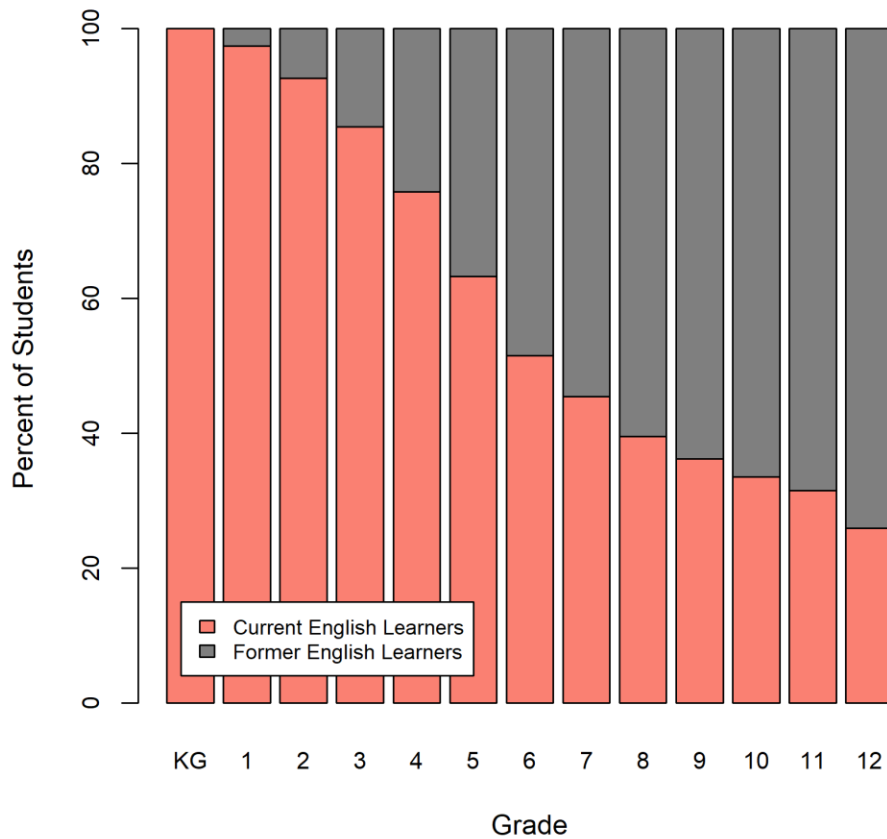
Figure 2. Number of current, former, and ever English Learners in Oregon (2016-17 to 2021-22)



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

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

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



English Learner enrollment was not uniform across Oregon districts.

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

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

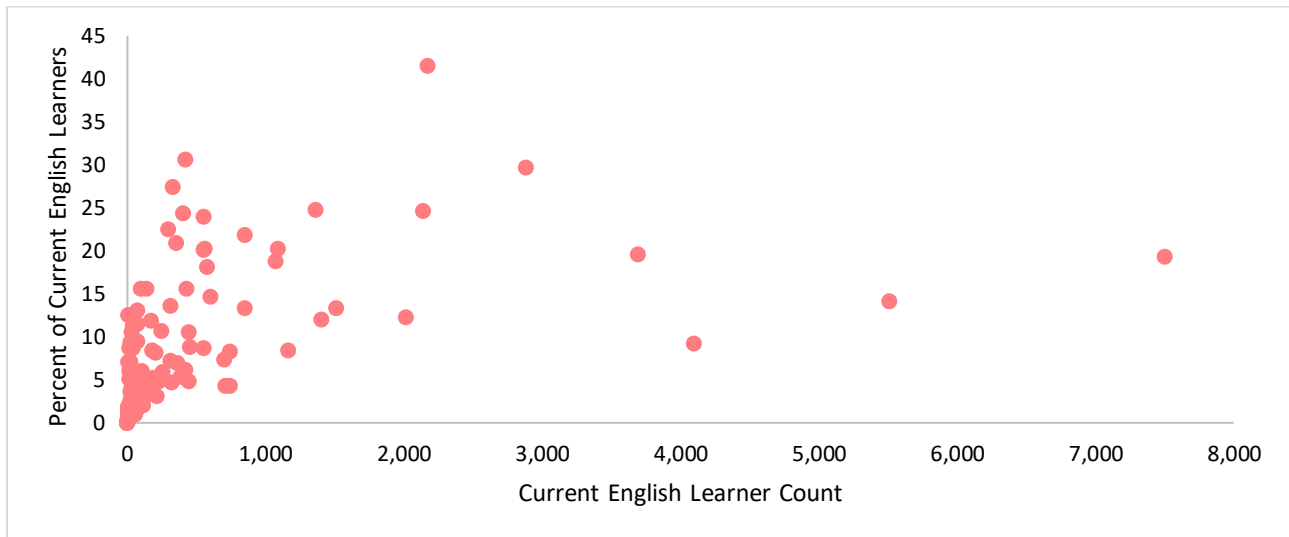
Statewide, about a quarter of Oregon districts (n = 46) provided English language instruction, supports, and services to between 1 and 19 current English learners. This suggests these districts have too few current English learners to be independently eligible for specific improvement efforts under state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

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

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

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



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

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

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

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

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

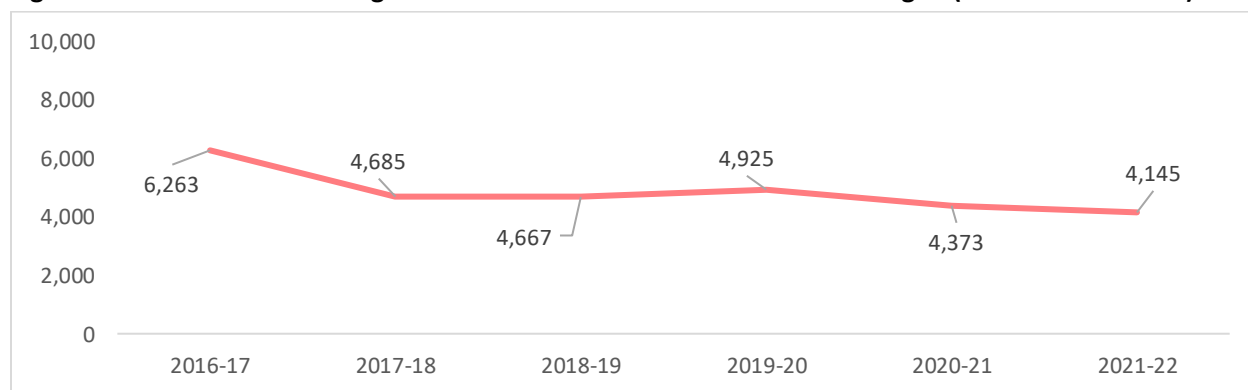
District Name	Percentage of Current English Learners
Woodburn SD	41.5%
Umatilla SD	30.7%
Reynolds SD	29.7%
Nyssa SD	27.5%
Centennial SD	24.8%
David Douglas SD	24.6%
Milton-Freewater Unified SD	24.4%
Morrow SD	24.0%
Gervais SD	22.5%
Hood River County SD	21.8%

The number of recent arrivers declined in 2021-22.

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

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

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



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

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

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

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

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

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

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

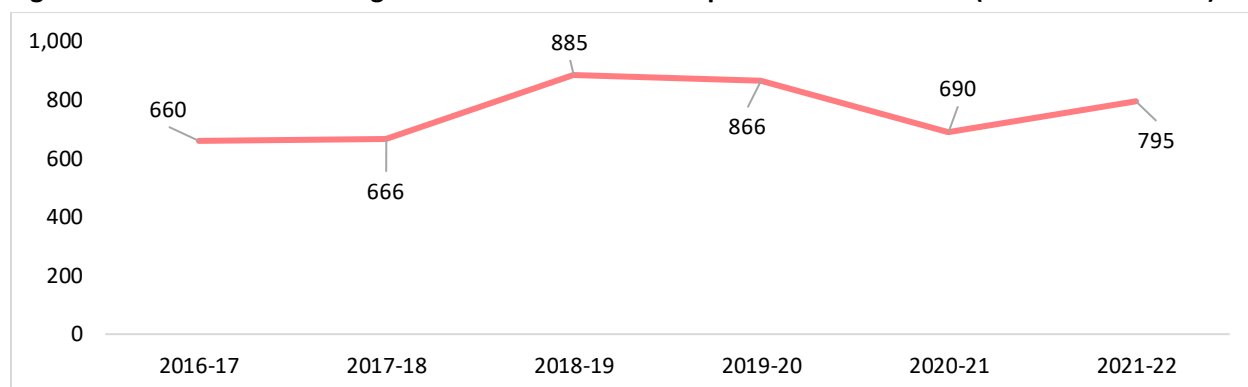
- a. Have at least two fewer years of schooling than their peers of the same age,
- b. Function at least two years below grade level expectations in reading and mathematics, and
- c. Are preliterate in their native language.⁵

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

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

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

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



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

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

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

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

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

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

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

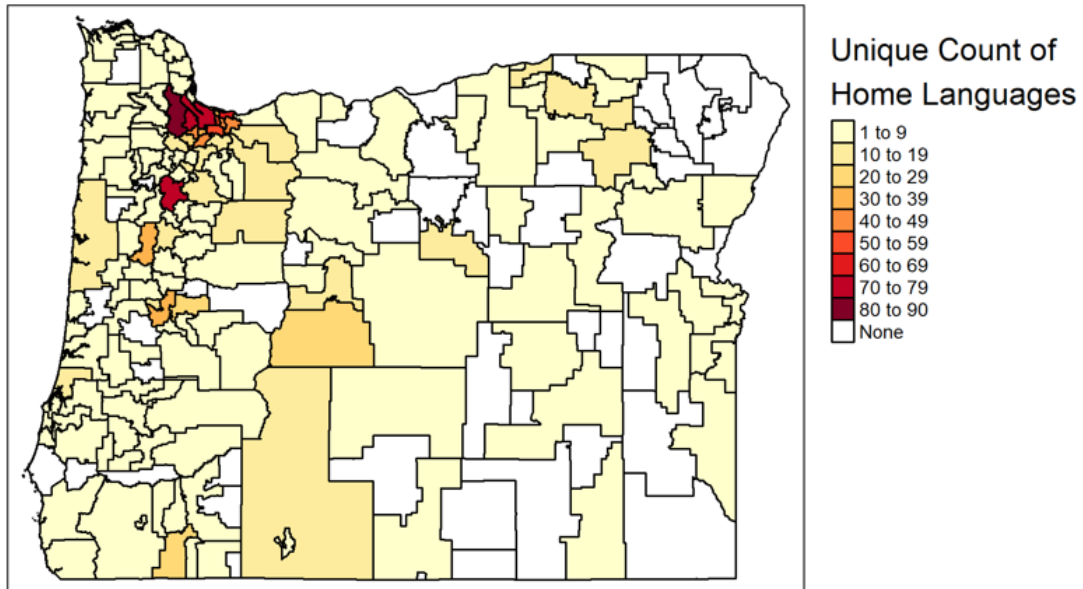
Table 5. Most prevalent home languages among current English learners in 2021-22

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

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

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

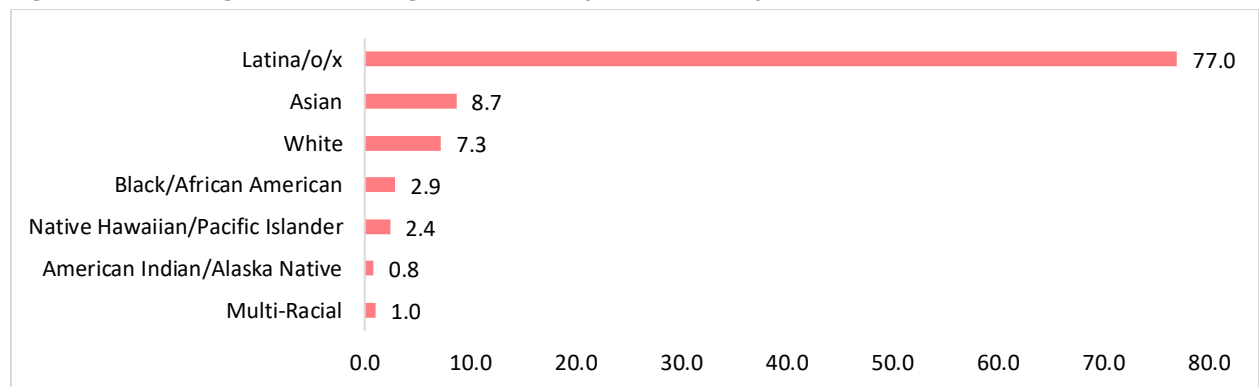
Figure 7. Geographic distribution current English learner home languages across Oregon districts during 2021-22



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

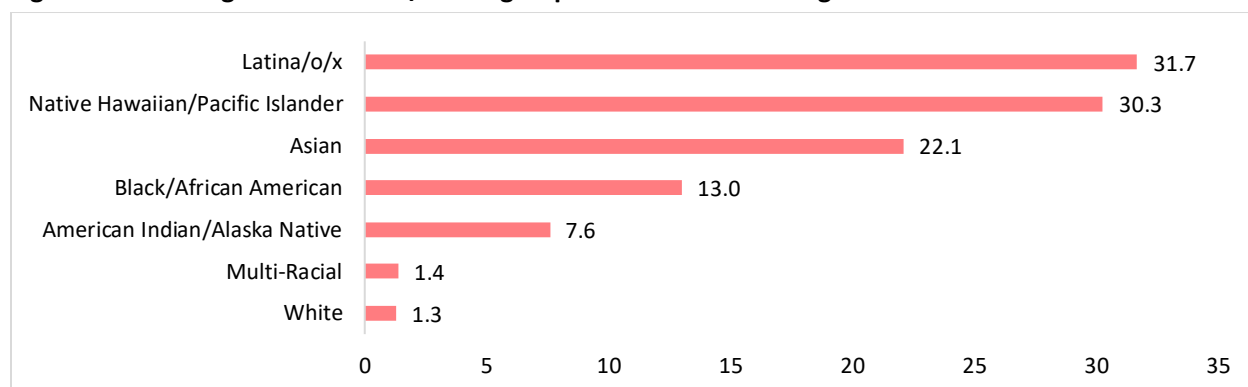
Of the 56,683 current English learners in Oregon during the 2021-22 school year, 43,629 (77%) were Latina/o/x. About 7.3 percent were White and 8.6 were Asian, while smaller percentages were Black/African American, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and Multi-Racial (see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

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



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

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



Section 2: Participation in Targeted Programs

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

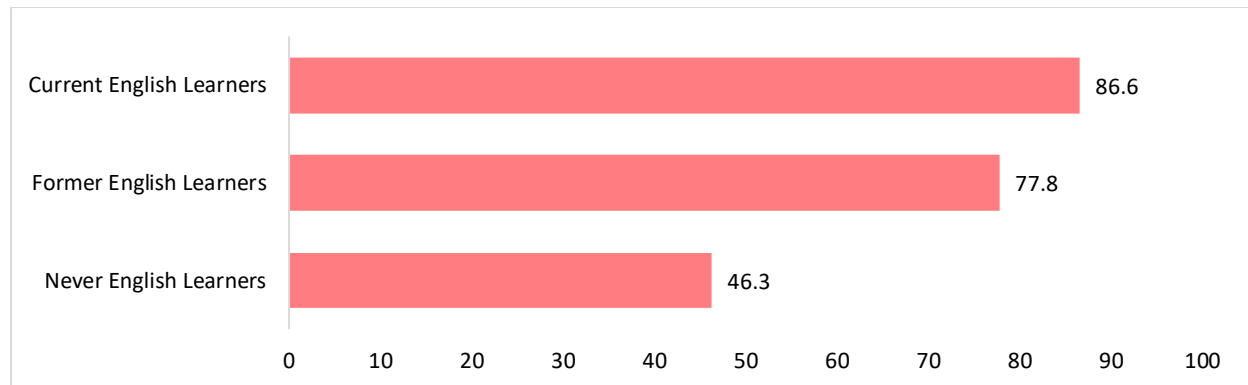
Free or Reduced Price Meals

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

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

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

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



Special Education

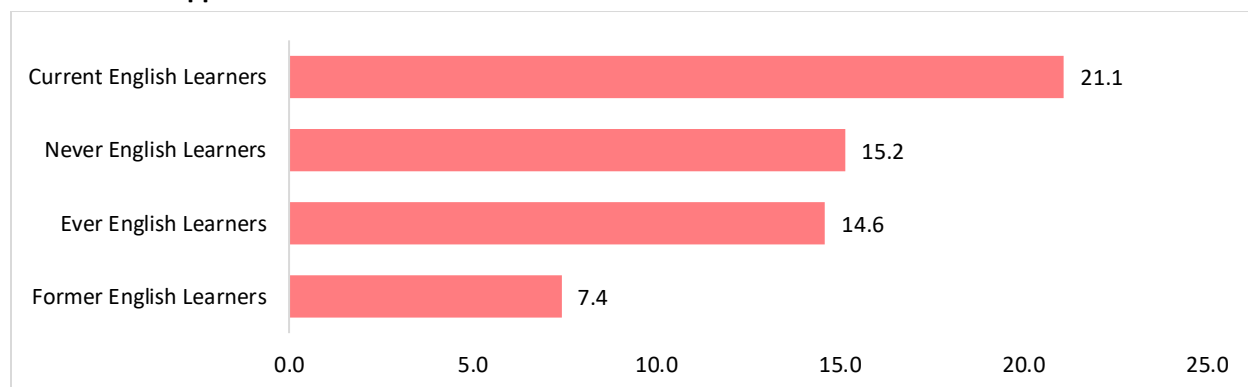
Students who are current English learners and receive special education services and supports are known as dual-identified students, since they receive instruction, supports, and services from two programs (i.e., English language and special education).

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

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

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

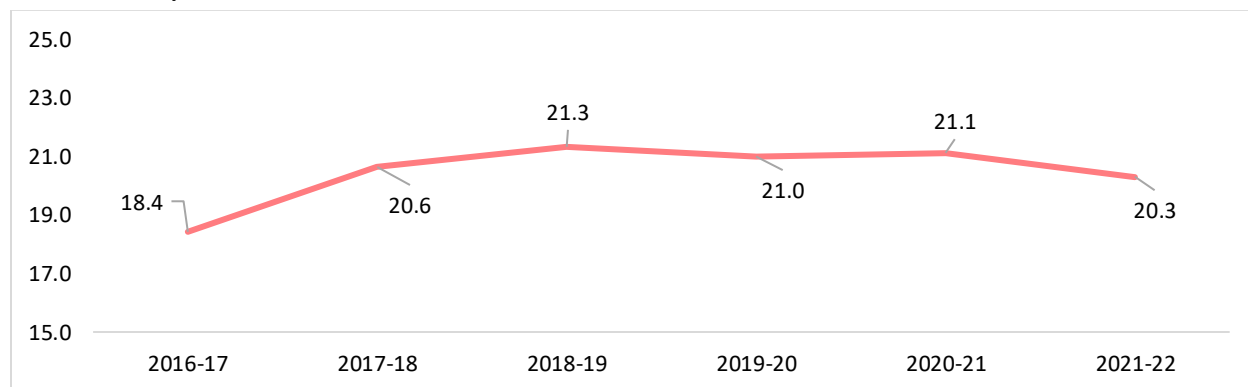
Figure 11. Percentage of current, former, never, and ever English learners receiving special education services and supports in 2021-22



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

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

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



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

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

Migrant Education

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

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

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

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

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

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

Talented and Gifted

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

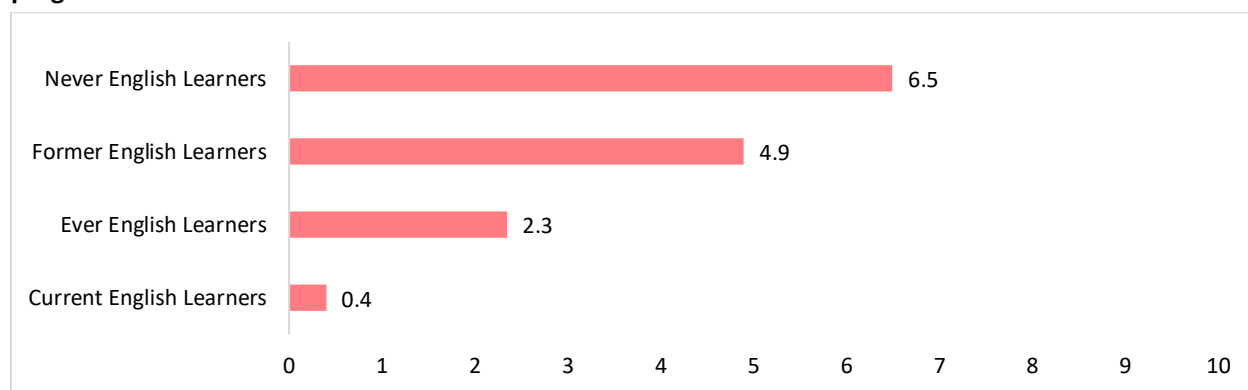
⁸ The data for this portion of the report relies on student enrollments as of the first school day in May 2022.

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

Current English Learners were rarely identified for TAG Programs.

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

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



Section 3: Language Development and Academic Outcomes for English Learners

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

Progress towards English Language Proficiency

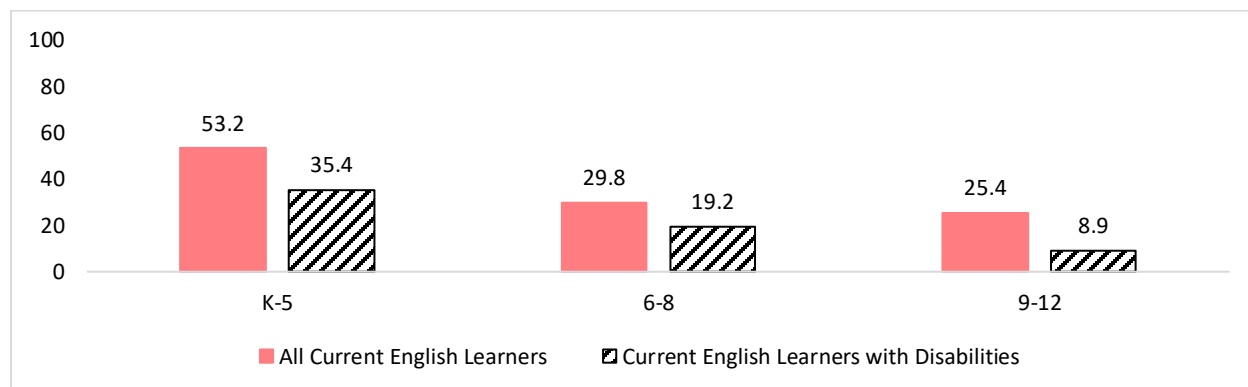
Title I-A of the Every Student Succeeds Act (ESSA) requires current English learners to take an English language proficiency assessment (ELPA) annually. The ELPA measures a student's proficiency in the domains of listening, reading, speaking, and writing. Students who demonstrate proficiency on all four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

English Learners in Oregon

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

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

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



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

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

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

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

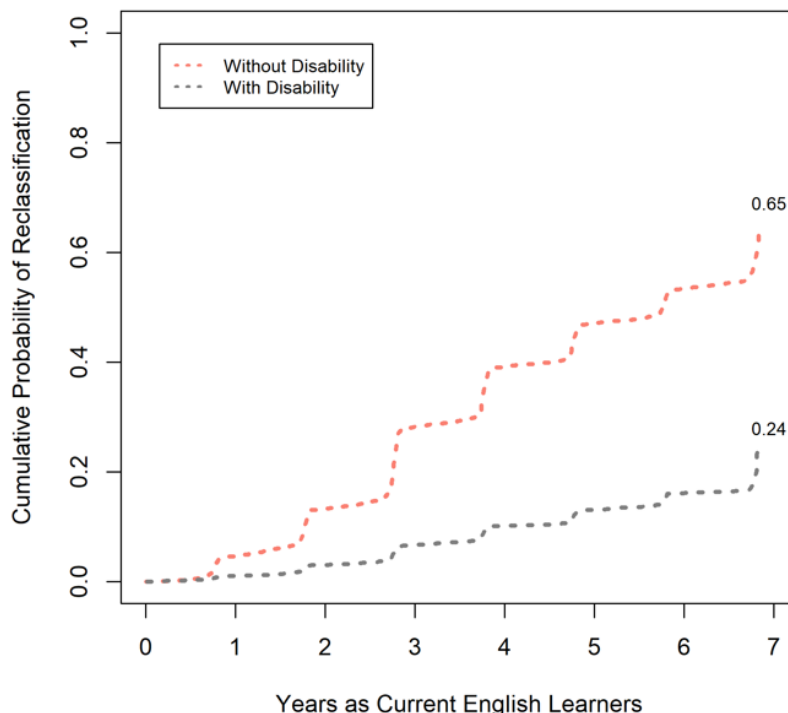
Approximately 24 percent of current English learners receiving special education services and supports developed English language proficiency in six years.

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

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

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

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



Student Academic Outcomes in English Language Arts and Mathematics

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

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

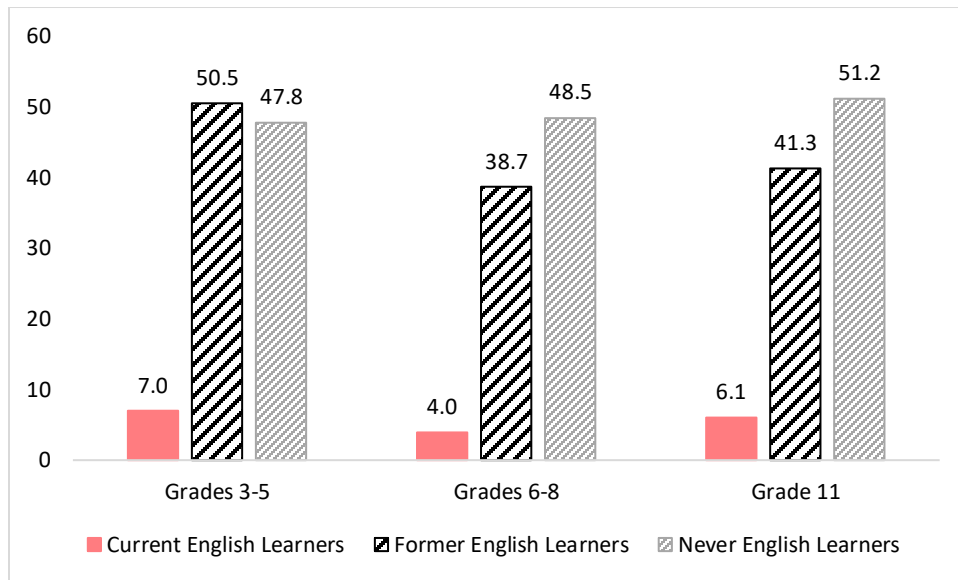
At the elementary level (grade 3-5), 7.0 percent of current ELs met or exceeded state standards in English language arts. In contrast, 50.5 percent of former ELs in elementary hit this benchmark. This was close to the percentage of never ELs meeting or exceeding standards, 47.8 percent. In fact in many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

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

Among high school students (grade 11), 6.1 percent of current ELs, 41.3 percent for former ELs, and 51.2 percent of never ELs met or exceeded state standards. At the high school level, there were 39 districts⁹ in which a higher percentage of former ELs than never ELs met the benchmark in English language arts.

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

Figure 16. Percentage of current, former and never ELs meeting or exceeding state standards in English Language Arts in elementary, middle and high school, 2021-22¹⁰



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

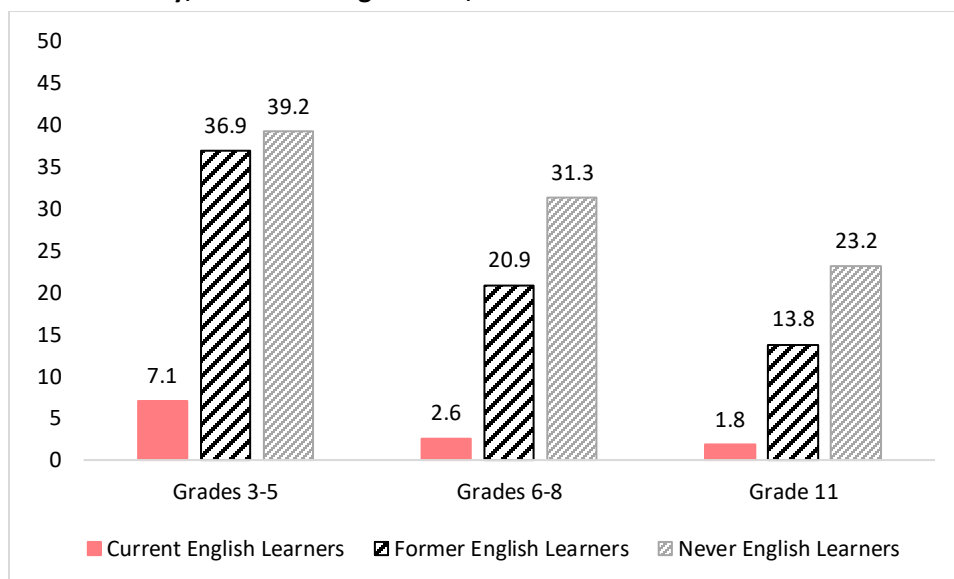
At the elementary level, 7.1 percent of current ELs met or exceeded standards in math (Figure 17). In addition, 36.9 percent of former ELs met or exceeded standards in math. The percentage of never ELs meeting or exceeding standards was somewhat higher, 39.2 percent.

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

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

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

Figure 17. Percentage of current, former and never ELs meeting or exceeding state standards in mathematics in elementary, middle and high school, 2021-22¹¹



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

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

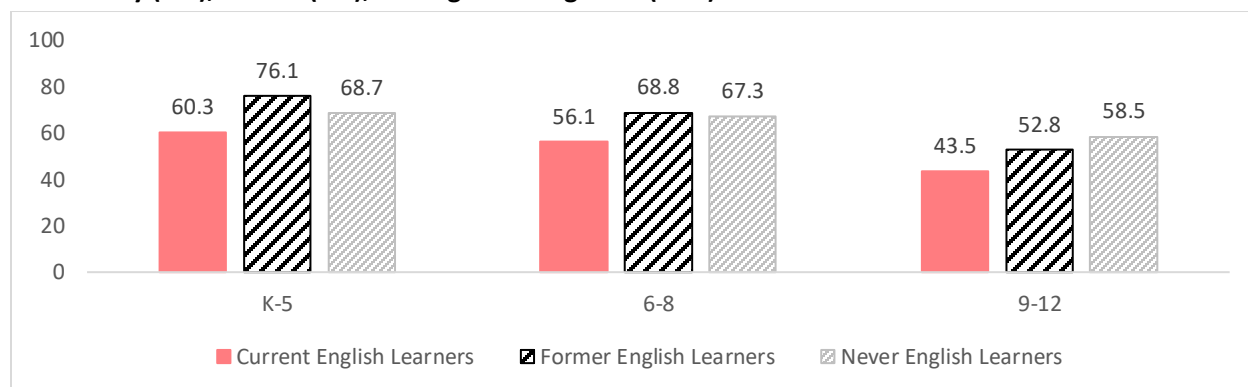
Regular Attendance

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

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

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

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



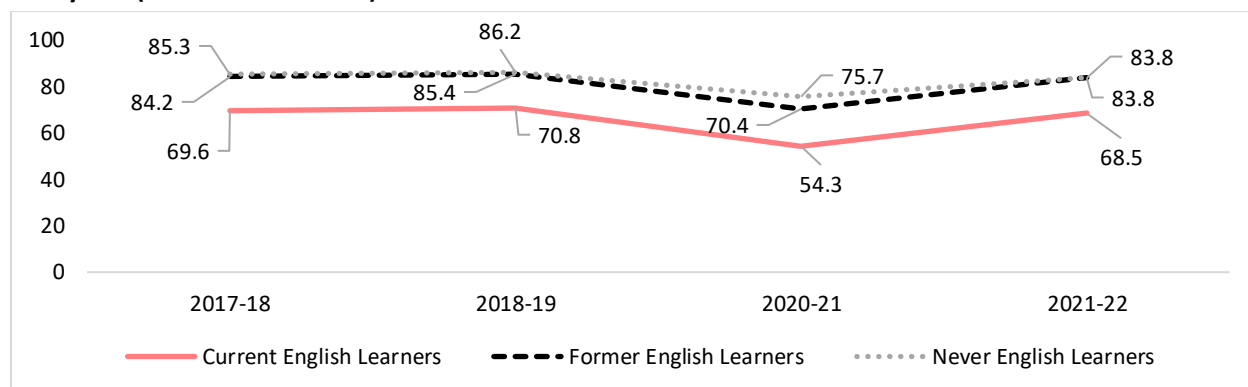
On Track to Graduate

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

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

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

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



Four-Year Graduation

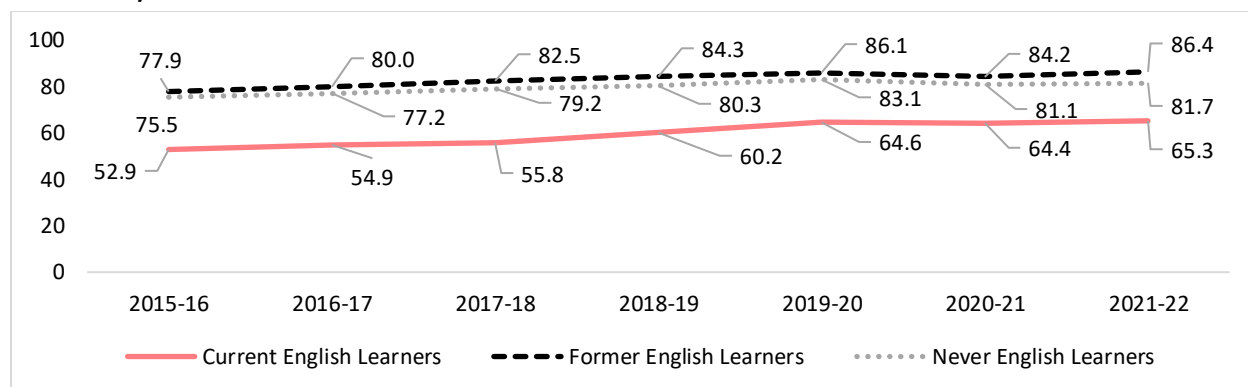
The ODE uses a cohort adjusted graduation rate to examine and monitor the percentage of students graduating within a specific number of years. The data for this section relies on the four-year cohort adjusted graduation rate for current, former, and never English learners. For the purposes of reporting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

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

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

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

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



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

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

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

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

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

Oregon State Seal of Biliteracy

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

- Meet all graduation requirements, and

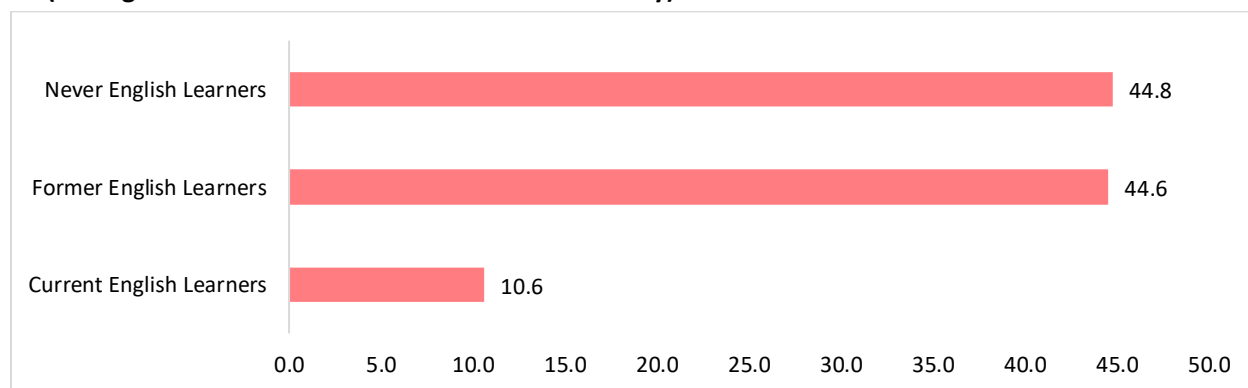
- score at the intermediate high level in listening, speaking, reading, and writing in a partner language.

The data for this section rely on students who graduated in 2021-22 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this section will examine the count and percentage of current, former, and never English learners¹³ who earned the Seal of Biliteracy in 2021-22.

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

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

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



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

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

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



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

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

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

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

Table 7. Districts with 50 or more students earning the Seal of Biliteracy in 2021-22¹⁴

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

Postsecondary Enrollment

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

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

year, etc.). A postsecondary education affords students a wide range of advantages, including greater employment opportunities, financial security, opportunities to contribute in their community, and greater life satisfaction. The data for this measure uses students who graduated in 2018-19 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations.¹⁵ Moreover, this portion of the report will examine the count and percentage of current, former, and never English learners¹⁶ who enrolled in a postsecondary education institution within 16 months after graduation.

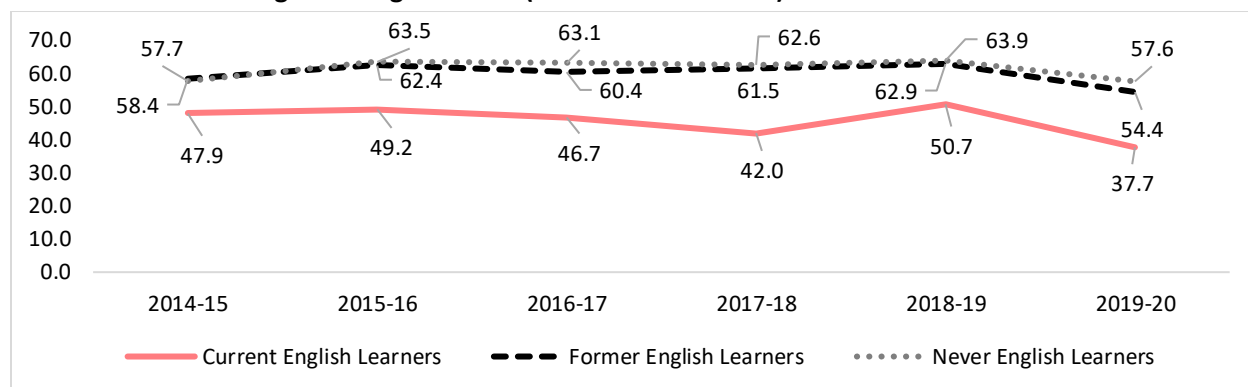
Never English learners were more likely to enroll in postsecondary education institutions than current English learners; however, former English learners had comparable postsecondary enrollment rates as never English learners.

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

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

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

Figure 23. Percentage of current, former, and never English learners enrolling in postsecondary institutions within 16 months of high school graduation (2014-15 to 2019-20¹⁷)



Section 5: State Revenues and Expenditures for Current English Learners

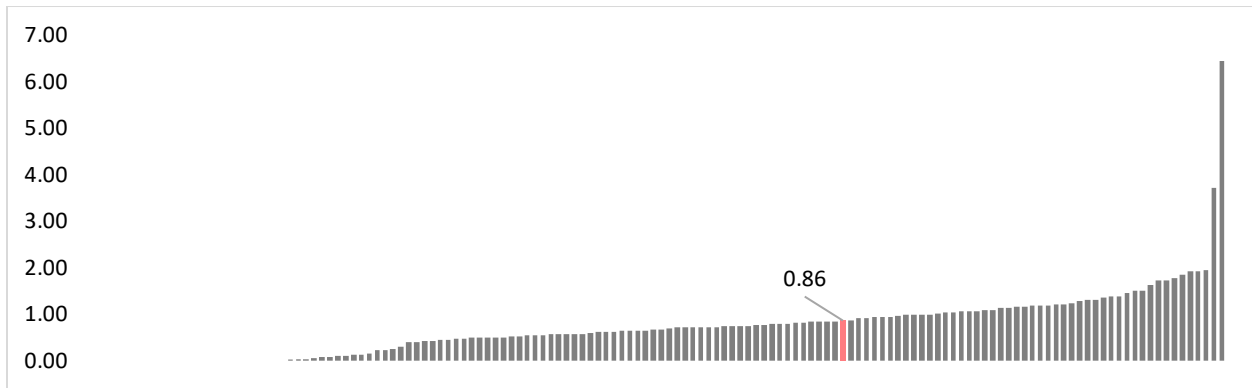
Each year, Oregon’s State School Fund provides funding to districts through General Purpose Grants. The amount of the grant relies on a formula that considers the number of students in the district (known as average daily membership weighted or ADMw). On average, the per-pupil funding amount in 2021-22 was \$9,167.¹⁸ In addition to this basic funding, districts receive additional state funds for each student enrolled in an ELD program. This amount is $0.5 \times \$9,167$ or \$4,584 per current English learner. Altogether, the state allocated \$228,013,853 for these additional English learner funds in the 2021-22 school year.

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

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

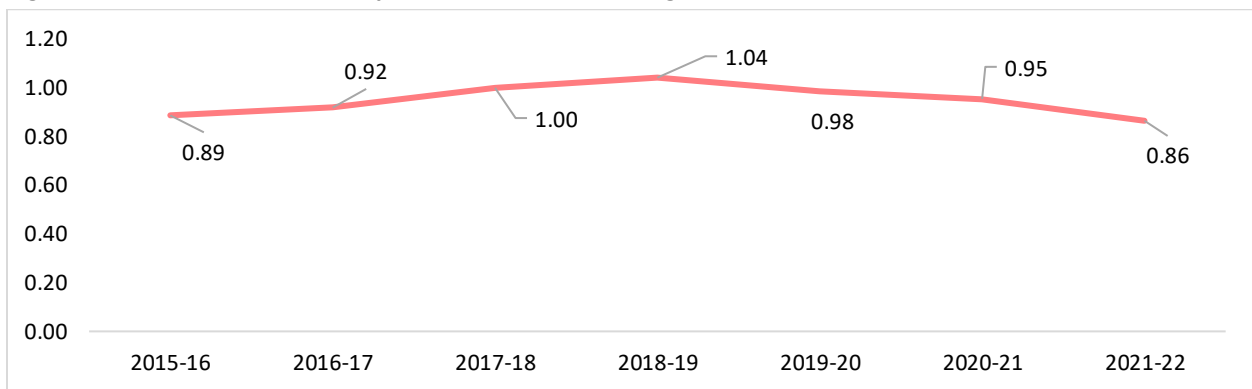
¹⁸ While \$9,167 is the average amount, the grant amount can vary a bit for different districts because of the way the formula is set up.

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



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

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



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

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

In addition to this state funding, districts with at least 69 current English learners may access federal Title III grants, which in 2021-22 provided an additional \$137.29 per student for supplemental current English learner services²⁰. Additional information on the grant amounts is available on the [ODE website under Title III Allocations](#).

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

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

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English Learners in Oregon

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FORM 401

SIGNATURES REQUIRED FOR A PROPOSED CHANGE IN THE CURRICULUM

Fern Ridge School District

PROPOSAL IDENTIFICATION: Orienteering Class

INITIATOR: Oliver Johnson / Ralph Davis

1. Submitted to: _____ Date: _____
(Curriculum Associate)

Signature: _____ Date: _____

2. Submitted to: Oliver Johnson Date: 7/31/23
(Supervising Administrator)

Signature: Ol Johnson Date: _____

3. Submitted to: Nichelle Marshall Date: 7/31/23
(Curriculum Council Chairperson)

Recommendations of the Curriculum Council: Approved pending
Sept. approval

Signature: Nichelle Marshall Date: 7/31/23

4. Submitted to: [Signature] Date: 8-1-23
(Superintendent)

Final action taken: _____ Implementation as submitted is authorized
_____ Implementation with specified modification is authorized
_____ Implementation is not authorized

Explanation: _____

Signature: _____ Date: _____

FORM 400

CURRICULUM PROPOSAL

Fern Ridge School District 28J

1. Name of Course or Activity Orienteering
 School Fern Ridge Middle Department _____
2. Check One: Change in old course New Course
3. Implementation Dates: Begin 9/23 End _____
 (if short term)
4. Target Group: 8th graders
5. Course Description: Attach the completed "Planned Course Statement".
6. Rationale: (What problem or need will this proposal resolve? How will this goals be accomplished? Use additional pages if necessary.)

Transforming high maintenance students into low maintenance students and transforming low impact students to high impact students. Orienteering will cover the following:

- Team Building activities
- 10 Essential Knots
- Basic 1st Aid
- Basic parts of the compass + how it works
- Know your pacing for 100 meters
- topographic maps.
- topographic symbols - Complete 3 orienteering challenges

7. Budget Estimate:	Amount	Explanation
Personnel	_____	_____
Supplies	_____	_____
Equipment	_____	_____
Travel	_____	_____
Other	_____	_____
Total:	_____	_____

(?)
0

Initiator(s) Ralph Davis Position 8th grade LA Teacher
 School Middle School Date 7/29/23

Content standards

P.E.

- standard 1 demonstrates competency in a variety of motor skills
- standard 2 applies knowledge of concepts . . . related to movement and performance.
- standard 4 exhibits responsible personal and social behavior that respects self and others.

S.S.

- 8.19 interpret maps to identify growth and development of U.S.

Science

body of knowledge and the processes and practices used to add to that body of knowledge
explanations are subject to revision and improvement in light of new evidence.

Humanities

Collaboration and connection with others in the enjoyable inclusive environment as we learn, solve and create.

Fern Ridge Middle School

Teacher and Room Number: Ralph Davis Rm. 9
E-Mail: Phone:

Course Name: Orienteering and survival in the Northwest

Course Description: Finding your way in your backyard, Oregon forests. This class is for the assiduous (active). Yes, Orienteering

Orienteering includes: Team challenges, using a compass, using Topographic maps, first aid, shelter building, orienteering techniques, basic fire building, Topographic symbols...

Content Covered:

- 1) 10 Basic Survival Knots
- 2) Parts of a Compass / declination
- 3) Plants - Good, Bad, and Ugly
- 4) Basic First Aid
- 5) Shelter Building
- 6) Building a Fire
- 7) Pacing
- 8) Topographical maps
- 9) Topo symbols
- 10) Orienteering simple to / challenging

Prioritized Content Standards:

8RI.4 determining words/phrases in a text
8RI.1 Analyze what the text say explicitly
** (on Back) **

Text(s): Outward Bound Top + Compass Handbook
Orienteering by Ron Henry
Boy Scout manual for orienteering

Course Goal(s):

- SWBAT work together with respect
- SWBAT complete all the basic content areas
- SWBAT lead, plan, and lead a group into the woods safely reaching their destination. (This will be demonstrated in the classroom using

Materials Needed:

- Compasses
- Topo maps (make copies + purchase)
- high lighters
- rope (I need to purchase)

Classroom Rules:

1. Be on time
2. Be ready/respectful
3. Be engaged
4. Be

How Students Will Be Graded:

Students will be graded on participation and completing final tasks accurately.

Scope and Sequence Planning Sheet

For each week list the target/objective and major activities.

Week One

Getting to know & work with your peers through team building challenges. (checkerboard challenge, circle challenge, puzzle challenge, I Am challenge)
Procedures, expectations, and grading

Week Two

Pacing and Challenges

Week Three

Northwest Plants — The Good, The Bad, and The Ugly

Week Four

Compass Parts/declination

Week Five

5 Basic survival knots

Week Six

5 more Basic survival knots

Week Seven

First Aid (cuts, scrapes, stings ...)

Week Eight

Building the basic shelter to survive

Week Nine

Building a fire

Week Ten

Topographical Maps (symbols +)

Week Eleven

Topographical Maps (symbols +)

Week Twelve

Draw a Topographical Map of Fern Ridge Middle Property.

Week Thirteen

Locating a lost person using a topographical map

Week Fourteen

Top 10 things you carry when orienteering in the wilderness

Week Fifteen

Basic pacing following compass directions ✓

Week Sixteen

3 orienteering challenges

Week Seventeen

Final demonstration test

Knots

Fire Building

Shelter Building

Compass parts

Reading a Topo map

Identify plants

Basic First Aid

FORM 400

CURRICULUM PROPOSAL

Fern Ridge School District 28J

1. Name of Course or Activity Theater Production
 School Elmira High School Department Elective
2. Check One: Change in old course New Course
3. Implementation Dates: Begin Fall 2023 End _____
 (if short term)
4. Target Group: all ATS students
5. Course Description: Attach the completed "Planned Course Statement".
6. Rationale: (What problem or need will this proposal resolve? How will this goals be accomplished? Use additional pages if necessary.)

The problem this course will solve is the barriers students faced to participate in the afterschool Drama Club. many students were unable to participate who wanted to due to lack of transportation, other extra curriculars ~~such~~ such as sports and part time employment. this also will increase quality of the productions as well as fulfill the purpose of the stipend set in the contract for a theater production. By having this as a class, students who are unable to attend an after school club will be able to participate and the teacher will have dedicated, paid, planning time to organize the production.

7. Budget Estimate:		
	Amount	Explanation
Personnel	<u>\$ 847</u>	<u>stipend as laid out in contract</u>
Supplies	<u>_____</u>	<u>admission tickets should cover supplies</u>
Equipment	<u>\$ 300</u>	<u>new lightbulbs, wiring for sound/lights as needed</u>
Travel	<u>_____</u>	<u>_____</u>
Other	<u>_____</u>	<u>_____</u>
	Total: <u>\$ 1,147</u>	

Initiator(s) Desirae Wright-Rendon Position Teacher
 School Elmira High School Date 8/15/23

Attachment E

Form 402

EVALUATION OF COURSE OF STUDY CHANGE

This form is to be submitted by the initiators of every Form 401. It is to be completed at the end of the course or one year, whichever comes first. Copies of this form (402) should be sent according to the following schedule:

A copy will be sent to the Executive Director who will distribute copies to all persons involved.

★★

- A. With reference to the original objectives of this proposal, which of the objectives were met and to what degree?

- B. What were the factors contributing to the failure of those objectives not met?

- C. What techniques were used in evaluating this program?

- D. What recommendations do you have for improving this program?

- E. Do you recommend continuation of this program?

- F. Additional Comments:

Persons Evaluating: _____ Date of implementation of
_____ program: _____

School: _____ Dept. _____

Date of evaluation: _____

FORM 401

SIGNATURES REQUIRED FOR A PROPOSED CHANGE IN THE CURRICULUM

Fern Ridge School District

PROPOSAL IDENTIFICATION: Theater Production

INITIATOR: DesiRae Wright-Rendon

1. Submitted to: _____ Date: _____
(Curriculum Associate)

Signature: _____ Date: _____

2. Submitted to: Cydney Vandercar Date: _____
(Supervising Administrator)

Signature: Cydney Vandercar Date: _____

3. Submitted to: Michelle Marshall Date: _____
(Curriculum Council Chairperson)

Recommendations of the Curriculum Council: Approved, noting
that we are still working to
review stipend

Signature: Michelle Marshall Date: 8/16/23

4. Submitted to: _____ Date: _____
(Superintendent)

Final action taken: _____ Implementation as submitted is authorized
 Implementation with specified modification is authorized
_____ Implementation is not authorized WILL BE RESUBMITTED
STIPEND.

Explanation: _____

Signature: _____ Date: 8-16-23

Curriculum Change Process

Any teacher, student, lay person, or Curriculum Sub-Committee may propose a curriculum change by following the procedures outlined below.

1. A person or committee making a proposal for a curriculum change should submit it on a Form 400 with a Form 401 attached.
 - A. "Curriculum change" is defined as one of the following:
 1. A new course or program offering
 2. Changes in program or course goals
2. The process for making a curriculum change is as follows:
 - A. Forms 400 and 401 will be submitted to the curriculum associate responsible for the subject area to be changed. This proposal will then be reviewed by the appropriate sub-committee.
 - B. The sub-committee will make teachers, grade levels, or departments affected by the change aware of the proposal and may obtain feedback concerning the new proposal.
 - C. The sub-committee will then prepare a written statement recommending action on the proposal and forward it, along with the Forms 400 and 401, to the Curriculum Council.
 - D. The Curriculum Council will vote to either accept or reject the sub-committee's recommendation and then forward all of the recommendations and forms to the principal or supervising administrator involved with the curriculum change.
 - E. The principal or supervising administrator will make his/her recommendation concerning the proposed curriculum change and will forward all of the recommendations to the superintendent.
 - F. The superintendent will make his or her own study of the proposal. If the superintendent approves the proposal, he/she will present it to the Board of Education for its approval and action. If the superintendent does not approve the proposal, he/she will return it along with written recommendations to the chair of the Curriculum Council.

Elmira High School: Theater Production

Mrs. Wright-Rendon - Room 25/Theater

Teacher Contact Information:

Parents: Please use ParentSquare!

Students: Please use Schoology!

Communication Policy:

- School days 7:45am-3:45pm, if contacted outside of these hours expect a reply the following school day.
- Please contact me first if you have any questions or concerns. I am happy to communicate with you!

Course Length/Description:

This is a one semester course. This course will cover the elements of theater design and production. The course will conclude with a class production of a selected play.

Daily Supplies:

- Highlighters, Pens, Pencil
- Spiral Notebook for notes
- Chromebook
- Folder (for paperwork)

Chromebooks will be used as a tool and not the primary modality of learning and instruction. Students will need a notebook and folder as we will be doing more assignments on paper this year in my classroom.

Expectations:

Classroom Rules (Behavior):

1. Students are to treat each other, the teacher, classroom, and supplies with respect.
2. Students are to accept responsibility for their actions.
3. Students will keep track of their assignments and grades.
4. Students will arrive on time and ready for class.
5. Students will communicate with the teacher.
6. Students will put their best hardworking effort forward each day. This may look different day to day, but everyday they will use their time wisely and get done what they can.
7. Generally, I do not do homework outside of study guides. This however is subject to how well class time is used. Meaning, homework will be assigned and expected to be completed by the next class period if we did not finish an assignment due to student work ethic, attitude, disruptive behavior, etc.
8. Students will follow classroom cell phone policy.

Grading:

- ❖ *Daily Participation: 20% of grade*
 - Due to the nature of a theater class participation is encouraged. Students without a role in productions will still be expected to participate in warm ups and exercises as well as have a daily task to work on.
- ❖ *Classwork: 30% of grade*
 - Any tangible assignments will be included in the classwork grade for this class.
- ❖ *Quizzes: 10% of grade*
- ❖ *Roles and Responsibilities: 30% of grade*
 - In the course of putting on a production certain deadlines will need to be met. Depending on the student's role at the beginning of the week an expectation or goal will be set by them or the teacher and progress toward that goal will be graded based on completion and attainability of that goal.
 - *Example:* For someone working on costuming their goal one week may be that they research what women wore in the time that the play is set in and create a "vision board" of options.
- ❖ *Final Production Participation: 10% of grade PLEASE READ*

- Each student will fulfill a role in the production of the play whether onstage or backstage or with production.
- They will be expected to stay after school during run-through and dress rehearsal weeks.
- Tentative dates where students will be required to stay after school:
 - January 3rd-11th
- Tentative show dates and times:
 - January 12th and 19th evening
 - January 13th and 20th afternoon
- Attendance, involvement, and engagement during the after school practices and performances will factor into their final grade.

Academic Policy: PLEASE READ

Since onstage students will be representing Elmira High School to the public, we will be following the same academic policy as sports. Students will be expected to be passing all classes with a D or higher a week prior to performances in order to perform. If a student who has a part is not passing come performances they will be expected to fulfill a role backstage and help in the ticket booth. If they bring their grades to passing by the last weekend of performances they may be onstage.

Course/Unit Outline:

- Unit 1: Stage Basics and Elements of Production (2 weeks)
- Unit 2: Monologues/One Acts (2 weeks)
- Unit 3: Play Production (remainder of the class)

Casting Note: PLEASE READ

Casting of characters will be given to the best person for that role regardless of gender assigned at birth. Theater has a long history of cross casting and most production companies allow cross casting as long as the character's integrity is maintained. There may be roles that require a stage kiss (no lip to lip contact) or mild swearing and students are to communicate their comfortability with these prior to auditioning. If your parents/guardian may have issues with any of the following please communicate with them prior to accepting the role.

Parents, if you have any concerns about casting please contact me. *Casting concerns does not include size of part or lead/understudy assignment. These are based on reliability and previous demonstration of effort as well as academics.*

Parent/Guardian and Student Signatures: Theater Production

Student Name: _____
(printed)

Student Statement: I understand the expectations and requirements of this course. I will reach out to my teacher when I need help or with any concerns.

(sign)

Parent/Guardian Statement: I understand the expectations and requirements of my student for this course. I will reach out to the teacher when my student needs help or with any concerns.

(sign)

OSBA Model Sample Policy

Code: IGBHA

Adopted:

Alternative Education Programs**

The Board is dedicated to providing educational options for all students. It is recognized there will be students in the district whose needs and interests are best served by participation in an alternative education program.

“Alternative education program” means a school or separate class group designed to best serve students’ educational needs and interests and assist students in achieving the academic standards of the school district and the state.

A list of alternative education programs will be approved by the Board annually. The superintendent may provide for the involvement of staff, parents **or guardians** and the community in recommending alternative education programs for Board approval, **and in the development of related Board policy and an administrative regulation.** Annual evaluation of alternative education programs will be made in accordance with Oregon Revised Statute (ORS) 336.655 and **Oregon Administrative Rule (OAR) 581-022-13502505.** The superintendent will develop administrative regulations as necessary to **implement this requirement evaluate the district’s alternative education programs.**

Alternative education programs will consist of instruction or instruction combined with counseling. These programs may be public or private. **A private alternative education programs** shall be registered with the Oregon Department of Education. Alternative education programs must meet all the requirements set forth in **state law and rules, and federal law, as applicable. ORS 336.625, 336.631 and 336.637**

Students, **upon parent request, after consultation with a parent or guardian,** may be placed in an alternative education program if the district determines that the placement serves the student’s educational needs **and interests,** and **the program** assists the student in achieving district and state academic content standards. Such placement must have the approval of the student’s resident district and, as appropriate, the attending district. The district will also consider and propose alternative education programs for students prior to expulsion or leaving school as required by law.

The district shall pay the actual **cost of an** alternative education program **cost** or an amount equal to 80 percent of the district’s estimated current year’s average per-student net operating expenditure, whichever is less, **and the district is not obligated to provide nor pay for transportation or any fees. The district will enter into a written contract with district approved private alternative education programs limiting fees to cover instruction for Division 22 Standards and State Assessment Standards.** When contracting with a private alternative education program, the district’s contract will meet the requirements of law.

If a student is 16 years of age or older and voluntary withdraws from the school, the district must provide the same documentation of alternative programs; however, the district has no obligation to pay for such a program(s).

If a student is not successful in an alternative program, there is no obligation to propose or fund a second alternative program.

END OF POLICY

Legal Reference(s):

R7/01/17 | 10/05/21 | PHLF

Alternative Education Programs** – IGBHA

[ORS 329.485](#)
[ORS 332.072](#)
[ORS 336.014](#)
[ORS 336.175](#)
[ORS 336.615](#) - 336.665
[ORS 339.030](#)

[ORS 339.250](#)

[OAR 581-021-0045](#)
[OAR 581-021-0065](#)
[OAR 581-021-0070](#)
[OAR 581-021-0071](#)

[OAR 581-022-2320](#)
[OAR 581-022-2505](#)
[OAR 581-023-0006](#)
[OAR 581-023-0008](#)

OSBA Model Sample Policy

Code: IGBI
Adopted:

Bilingual Education**

Students whose primary language is ~~a language~~ other than English ~~may~~ will be provided ~~with~~ appropriate assistance until they are able to use English in a manner that allows effective, relevant participation in regular classroom instruction ~~and other educational activities~~.

Parents who are not able to use English in a manner that allows effective, relevant participation in educational planning for their ~~child~~ student will be provided with relevant written, ~~or~~ verbal ~~or signed~~ communication in a language they can understand.

END OF POLICY

Legal Reference(s):

~~ORS 336.074~~
~~ORS 336.079~~

[OAR 581-021-0046](#)
[OAR 581-022-2310](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (~~2012~~2018).
Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6801-7014 (~~2012~~2018).

OSBA Model Sample Policy

Code: JB
Adopted:

Equal Educational Opportunity**

Every student of the district will be given equal educational opportunities regardless of age, sex, sexual orientation¹, gender identity, race², religion, color, national origin, disability, marital status, familial status, parental status, linguistic background, culture, socioeconomic status, capability or geographic location.

No student will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the district or denied access to facilities in the district.

A student or parent may also access and use the district's general complaint procedure through Board policy KL - Public Complaints.

All reports, complaints or information will be investigated.

The district will communicate the availability of policy and available complaint procedures to students and their parents through available district communication systems and will be published to the district website and made available at the district office during regular business hours.

A student of the district may not be subjected to retaliation by the district for the reason that the student has in good faith reported information that the student believes is evidence of a violation of a state or federal law, rule or regulation.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 192.630](#)
[ORS 326.051](#)
[ORS 329.025](#)
[ORS 332.107](#)
[ORS 336.086](#)
[ORS 659.850](#)

[ORS 659.852](#)
[ORS 659A.001](#)
[ORS 659A.003](#)
[ORS 659A.006](#)
[ORS 659A.103 - 659A.145](#)
[ORS 659A.400](#)
[ORS 659A.403](#)

[ORS 659A.406](#)
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-022-2310](#)
[OAR 839-003-0000](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

¹ ~~“Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behaviors differs from that traditionally associated with the individual’s sex at birth.~~

² Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12333 (2018).

House Bill 2935 (2021).

House Bill 3041 (2021).

OSBA Model Sample Policy

Code: JFC

Adopted:

Student Conduct**

The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the district's policies, administrative regulations, school and classroom written rules, pursue the prescribed course of study, submit to the lawful authority of teachers and school officials and conduct themselves in an orderly manner during the school day and during district-sponsored activities.

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions and maintain a productive learning environment.

Students are subject to discipline for conduct while traveling to and from school, at the bus stop, at school-sponsored events, while at other schools in the district and while off campus whenever such conduct causes a substantial and material disruption of the educational environment or the invasion of the rights of others.

The following forms or displays of student misconduct, including but not limited to, shall be subject to discipline, suspension or expulsion as per Oregon Revised Statute (ORS) 339.250:

1. Assault;
2. Hazing, harassment, intimidation, bullying, cyberbullying or teen dating violence as prohibited by Board policy JFCF -Hazing/Harassment/Intimidation/Bullying/Cyberbullying/Teen Dating Violence/Domestic Violence – Student **and accompanying administrative regulation**;
3. Coercion;
4. Threats of violence or harm as prohibited by Board policy JFCM - Threats of Violence;
5. Disorderly conduct;
6. Bringing, possessing, concealing or using a weapon as prohibited by Board policy JFCJ - Weapons in the Schools;
7. Vandalism, malicious mischief or theft as prohibited by Board policies ECAB - Vandalism, Malicious Mischief or Theft and JFCB - Care of District Property by Students, or willful damage or destruction of private or district property on district premises or at district-sponsored activities;
8. Sexual harassment as prohibited by Board policy JBA/GBN - Sexual Harassment and accompanying administrative regulation;
9. **Possession, distribution or** use of tobacco **products, inhalant delivery systems**, alcohol, drugs **or other controlled substances** as prohibited by Board policy(ies) JFCG/JFCH/JFCI - Use of Tobacco Products, Alcohol, Drugs or Inhalant Delivery System;

10. Use or display of profane or obscene language;
11. Disruption of the school environment;
12. Open defiance of a teacher’s authority, including persistent failure to comply with the lawful directions of teachers or school officials;
13. Violation of law, Board policy, administrative regulation, school or classroom rules.

The district recognizes that under the Unsafe School Choice Option of the Every Student Succeeds Act of 2015 (ESSA), a school can be deemed unsafe as a whole entity or for an individual student based on expulsions for weapons violations, violent behavior or expulsions for students arrested for the following criminal offenses occurring on district grounds, on district-sponsored transportation and/or at district-sponsored activities:

1. Assault;
2. Manufacture or delivery of a controlled substance;
3. Sexual crimes using force, threatened use of force or against incapacitated persons;
4. Arson;
5. Robbery;
6. Hate/Bias crimes;
7. Coercion; or
8. Kidnapping.

The district will record and report these infractions to the Oregon Department of Education, as required.

The district will provide the opportunity for all students in any district school identified as persistently dangerous or for any victim of a violent criminal offense occurring in or on the grounds of the school the student attends, to the extent feasible, the opportunity to transfer to a safe school within the district.

Students are prohibited from making knowingly false statements or knowingly submitting false information in bad faith as part of a complaint or report, or associated with an investigation into misconduct.¹

Parents, students and employees shall be notified by handbook, code of conduct or other document of acceptable behavior, behavior subject to discipline and the procedures to address behavior. These procedures will include a system of consequences designed to correct student misconduct and promote acceptable behavior.

¹ The district is prohibited from retaliating against any student “for the reason that the student has in good faith reported information that the student believes is evidence of a violation of a state or federal law, rule or regulation.” ORS 659.852.

END OF POLICY

Legal Reference(s):

[ORS 339.240](#)
[ORS 339.250](#)

[ORS 659.850](#)

[OAR 581-021-0050 - 0075](#)

Nondiscrimination on the Bases of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Tinker v. Des Moines Sch. Dist., 393 U.S. 503 (1969).

Hazelwood Sch. District v. Kuhlmeier, 484 U.S. 260 (1988).

Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).

Shorb v. Grotting and Powers Sch. Dist., Case No. 00CV-0255 (Coos County Circuit Ct.) (2000).

Ferguson v. Phoenix Talent Sch. Dist. #4, 172 Or. App. 389 (2001).

Every Student Succeeds Act, 20 U.S.C. § 7912 (2012).

Morse v. Frederick, 551 U.S. 393, 127 S. Ct. 2618 (2007).

C.R. v. Eugene S.D. 4J, No. 12-1042, U.S. District Court of OR (2013).

Fern Ridge School District 28J



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Classified/Confidential/Manager/Coach Employees Resignations/New Hires/Transfers/Other Report

August 21, 2023

Resignations/Retirements

1. Resignation of Alese Williams, 6.50 Title Instructional Assistant at Veneta Elementary School, effective July 30, 2023.

New Hires/Transfers

1. Hiring of Michelle Lasby, 7.00 Instructional Behavior Assistant at Elmira Elementary School, effective August 28, 2023.
2. Hiring of Makaylah Hammontree, 5.25 Instructional Assistant at Elmira High School, effective August 28, 2023
3. Hiring of Cody Brock, 6.00 Instructional Assistant at Elmira High School, effective August 28, 2023.
4. Hiring of Ethan Davis, 6.50 Instructional Assistant at Elmira High School, effective August 28, 2023.
5. Hiring of Ryan Chambers, 6.50 Instructional Assistant at Fern Ridge Middle School, effective August 28, 2023.
6. Transfer of Cortnie Peeler, 6.00 Instructional Assistant to 7.00 Instructional Assistant at Elmira High School, effective August 28, 2023.
7. Transfer of Shelby Douberly from 3.50 Instructional Assistant to 7.00 Title Instructional Assistant at Elmira Elementary School, effective August 28, 2023.

Other

1. None at this time.

Coaches

1. Hiring of John Rhodes, Head JV Football Coach at Elmira High School, effective the 2023-2024 season.
2. Hiring of Emmy Erwin, JV Volleyball Coach at Elmira High School, effective the 2023-2024 season.

The Fern Ridge School District is an equal opportunity educator and employer.