



**2023-24 Board of Directors**

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

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

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

**Superintendent**, Lee W. Loving

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

**Director of Human Resources**, Danielle Blackwell

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

**Director of Special Programs**, Brittney Spencer

**Director of Nutrition Services**, John Barnes

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

**Director of Facilities**, Dave Parsons

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

**Regular Session**

**Thursday, August 18, 2022 ~ 6:00 PM**

**NSSD District Office/Santiam Room**

**1155 N 3rd Ave**

**Stayton, OR 97383**

**<https://youtu.be/xwFfFHBb01Q>**

**NSSD VISION**

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

**NSSD MISSION STATEMENT**

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

**NSSD GUIDING PRINCIPLE**

*Do what is best for all kids*

**BOARD GOALS**

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

## 1. CALL REGULAR SESSION TO ORDER

*The Regular Session of the North Santiam School District's Board of Directors is called to order at 6:00 pm. It is an open meeting of the Board and the public is allowed to observe in-person and via Zoom livestream on YouTube. On the agenda is a place for public comment. Those attending in-person that wish to address the Board during this time must complete a public comment request available near the room entrance prior to this point in the agenda. Those attending virtually must have registered online prior to 4:00 pm in order to receive the Zoom meeting link.*

*Speakers may offer objective criticism of school operations and programs, however, the law prohibits the Board from hearing complaints regarding any personally identifiable District staff member. The Board asks anyone wishing to communicate a complaint of this manner to follow the proper administrative process in Board policy KL (Public Complaints). This information is available on the District website.*

ACKNOWLEDGEMENT OF BOARD MEMBERS PRESENT: ALISHA OLIVER

PLEDGE OF ALLEGIANCE: ALISHA OLIVER

## 2. APPROVAL OF THE AGENDA

Any changes to the agenda after posting on Aug 12, 2022 are noted below:

Added Attachments-

- 7.3-Policies GBA, IL & JHH
- 9.4- 2020-21 OR English Language Learners Report

Added Agenda Items-

- 7.3-Policy Updates
- 9.4- 2020-21 OR English Language Learners Report

**RECOMMENDED MOTION- AGENDA APPROVAL** *Motion that the Board approves the meeting agenda as modified.*

## 3. STUDENT BUSINESS

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

### 1. **Student Rep. to the School Board**

The Board will review the application for Student Representative from Rori Bentz. Once accepted, both applicants will take their oath of office. Omar Garcia was accepted by the Board at the June 16, 2022 meeting.

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

## 4. REPORTS

**1. Superintendent's Report: Lee W. Loving**

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

**2. Food Services Director's Report: John Barnes**

**3. Business Director's Report: Rhonda Allen/Jane Nofziger \*includes board action\***

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This standing agenda item is for the Board to receive the monthly financial report from the Business Director as well as other information relating to that department. Both the previous NSSD Business Director, Jane Nofziger, and the new director, Rhonda Allen, will present the financial report. This will include a request for a resolution to authorize a budget appropriation transfer from the general fund.

**RECOMMENDED MOTION-RESOLUTION #081822A**

*WHEREAS, the Board of Directors for the North Santiam School District hereby approves Resolution #081822A which authorizes the transfer of a budget appropriation in the general fund as follows*

**APPROPRIATION REQUEST**

*Reduce 100 Fund 6000 Planned Reserve Function by \$800,000  
Increase 100 Fund 5200 Transfer Function by \$800,000*

Appropriation Transfer Res 081822A	8
Capital Projects List	9
General Fund Board Financials 21.22	10
RESERVES AS OF 6.30.2022	11

**4. Student Success Act: Dave Bolin**

This agenda item is for the Board to receive regular reports regarding the activities and expenditures funded by the Student Success Act. He will briefly review the results from the parent, student and staff surveys.

**5. Licensed Union Report**

This standing agenda item is to receive regular reports from the Licensed Union representatives.

**5. PUBLIC COMMENT**

*The meeting will now be opened to receive public comment. We value the time and initiative members of the public take to share their thoughts with the Board. The Board's role during public comment is not to immediately respond, but to listen. If there is follow-up necessary, we will direct our Superintendent to do so. Remember that we all model the way for our students, and we ask that everyone share their thoughts respectfully. Should any public comment include complaints regarding a personally identifiable District staff member, the Board chair will direct the speaker to the proper administrative process found in Board policy KL which can be found on the table near the entrance of the room and on the District's website. Those who have completed a public comment card will be called one at a time to step forward (or turn on their cameras/mics) and state their name and relationship to the District. Please note that speakers will have three minutes to express their thoughts.*

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

## 6. CONSENT AGENDA

In order to make more efficient use of meeting time, items that are routine in nature are placed on the Consent Agenda when no debate is anticipated. Any item placed on the Consent Agenda may be removed at the request of any Board member prior to the time a vote is taken. All remaining items of the Consent Agenda are then disposed of in a single motion.

### 1. *Approval of Meeting Minutes*

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

06.16.22 Budget Hearing Minutes-DRAFT

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06.16.22 Regular Session Minutes-DRAFT

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### 2. *Revise Previously Adopted Designations and Authorizations*

The Board needs to revise previously adopted designations and authorizations to change the Deputy Clerk, Custodian of Funds,

- Chief Administrative Officer-Lee Loving
- District Clerk-Lee Loving
- Deputy Clerk-Jane Nofziger>Rhonda Allen
- Legal Counsel-Garrett Hemann Robertson PC and WESD
- Official Auditors for School Year- Accuity, LLC
- Budget Officer-Lee Loving
- Custodian of Funds-Jane Nofziger>Rhonda Allen
- Depositor for School Funds-LGIP, Columbia Bank
- Facsimile Signatures-Lee Loving, David Bolin and Jane Nofziger>Rhonda Allen
- Inter-Fund Borrowing Within Fiscal Year-Jane Nofziger>Rhonda Allen

### 3. *Licensed Staff Changes*

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School boards must approve the hiring and annual renewal and/or extensions of the Licensed staff contracts. The HR Director will be available to answer questions regarding changes in Licensed staff since the last board meeting.

#### New Hires (Board Action Required)

Kathrin Phillips- SES/Music

Teresa Gjonnes- ML/2nd Grade

Emma Martin- ML/5th Grade -Temporary last year

Jonathan Penrice- ML/8th grade LA/SS/Math

Kaycee Arase- SUB/Kindergarten

Bertha Moreno- SHS/Spanish

Caitlyn Biviano- SMS/7th grade Math

Elena Gerasimova- SHS/Biology

Maria Paradis- SIS/4th Grade

Alonso Gonzalez- SHS/Counselor

Kristin Frey- SHS/Art & Ceramic

Kelsi Glover- SHS/SPED LRC  
Julia Kuenzi- SHS/LA

**Resignations, retirements, transfers and administrative (non-licensed) changes do not require board action. This information is included in the attached report for informative purposes only.**

August 2022 Licensed Report 22

4. *Action on Consent Agenda*

**RECOMMENDED MOTION-CONSENT AGENDA**

*Motion that the Board approve the Consent Agenda including 6.1-Minutes from the 6/16/22 Budget Hearing and Regular Session, 6.2- Revisions to the 2022-23 Designations and Authorizations; 6.3-New hires: Kathrin Phillips, Teresa Gjonnes, Emma Martin, Kaycee Arase, Bertha Moreno, Caitlyn Biviano, Elena Gerasimova, Jonathan Penrice, Maria Paradis, Alonso Gonzalez, Kristin Frey, Kelsi Glover and Julia Kuenzi.*

7. **NEW BUSINESS**

1. **Future of School Resource Officer in NSSD**

The Board will discuss the possibility of implementing an SRO (School Resource Officer) into the District.

2. **NSSD Board Operating Protocol**

Annually, Board members reaffirm the NSSD Board Operating Protocol.

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Board Protocol 2022-23

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3. **Policy Updates**

The following policies have been included for the 1st Reading. They will be brought back for further review and possible adoption at the next Regular Session Board meeting.

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GBA-Equal Employment Opportunity

IL-Assessment Program

JHH-Student Suicide Prevention (new policy)

GBA -Equal Employment Opportunity-8.18.22

24

IL-Assessment Program D2 8.18.22

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JHH Student Suicide Prevention - 08.18.22

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8. **UNFINISHED BUSINESS**

**1. Community Engagement**

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

**2. Board Reflection**

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

**9. INFORMATION ONLY**

**1. Student Enrollment:**

As of August 18, 2022, there are 2063 students enrolled but these numbers are changing daily as new students arrive to register and the District is notified of other students who've moved away.

As of 8/18/22

Mari-Linn: 173

Sublimity: 346

Stayton Elementary: 313

Stayton Intermediate/Middle: 443

(SIS: 184 SMS: 259 )

Stayton High: 712

Options Academy: 76

**2. Future Agenda Items:**

**30**

A list of future planned agenda items is attached as part of the board packet.

Agenda Items Annual Calendar 11.21

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

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

Aug.- TBA,2022- Back to School Celebration

Sept. 15, 2022- Regular Session Board Meeting  
6:00 pm ~ Santiam Meeting Room/DO

Sept. 28, 2022-Special/Work Session  
6:00 pm ~ Santiam Meeting Room/DO

Oct. 20, 2022- Regular Session Board Meeting  
6:00 pm ~ Santiam Meeting Room/DO

Nov. 11-13 2022- OSBA Annual Conference  
Portland Marriott Downtown Waterfront

#### 4. **2020-21 OR English Language Learner Report**

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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. Each annual report looks back at the prior school year, which for this year is the 2020-21 school year, and is required to be provided to school board members by Sept. 1st.

Oregon\_English\_Learners\_Report\_2020-21\_Final

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#### 10. **BOARD MEMBER REPORTS/ANNOUNCEMENTS**

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

Board Greeter for Next Month:

Chamber Greeters NSSD Board Rep:

Possible Future Agenda Items:

#### 11. **ADJOURN**

Time:

#### EQUAL OPPORTUNITY EMPLOYER

*Equal employment opportunity and treatment shall be practiced by the North Santiam School District regardless of an individual's perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status, veterans' status, or of any other persons with whom the individual associates is able to perform the essential functions of the position, with or without reasonable accommodation. This meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 48 hours prior to the meeting. If you require special accommodations, please contact Tonia Whisman at the North Santiam School District Office at 503-769-4928.*

Superintendent  
Lee W. Loving



1155 N 3<sup>rd</sup> Avenue  
Stayton, Oregon 97383  
Phone: 503-769-6924  
Fax: 503-769-3578

**RESOLUTION TO AUTHORIZE APPROPRIATION TRANSFER  
100 GENERAL FUND – 2021-22 BUDGET  
August 18, 2022  
RESOLUTION 081822A**

WHEREAS, the Board of Directors for the North Santiam School District hereby authorizes the transfer of a budget appropriation in the general fund as follows

**APPROPRIATION REQUEST**

Reduce 100 Fund 6000 Planned Reserve Function by	\$800,000
Increase 100 Fund 5200 Transfer Function by	\$800,000

PURPOSE – To transfer unexpended one time funds out of the general fund into the Board Rainy Day Reserve and the Capital Projects Reserve.

Signed: Board Chair, Alisha Oliver

Date:

\_\_\_\_\_

\_\_\_\_\_

Signed: Superintendent, Lee W. Loving

Date:

\_\_\_\_\_

\_\_\_\_\_

**CAPITAL PROJECTS PROPOSED 2022-2023 (FUND 430)**

<b>PROJECT NAME</b>	<b>BALANCE OF ESTIMATED COST</b>	<b>OFFSETTING GRANT RESOURCES</b>	<b>BALANCE</b>	<b>CAPITAL PROJECTS RUNNING TOTAL</b>
<b>COMPLETE SHS COMMODITY FREEZER</b>	153,000	110,000	43,000	1,981,189
<b>REPAVE MARI-LINN PLAYGROUND</b>	50,000	0	50,000	1,931,189
<b>Excavate &amp; Gravel due to findings</b>	12,150		12,150	1,919,039
<b>MARI-LINN PLAYGROUND EQUIPMENT</b>	30,000	30,000	0	1,919,039
<b>SCHOOL SAFETY/COMMUNICATION</b>	250,000	0	250,000	1,669,039
<b>SHS FREEZER PAVEMENT REPAIR</b>	12,503	0	12,503	1,656,536
<b>SHS CAFETERIA IMPROVEMENTS</b>	50,000	0	50,000	1,606,536
<b>COMPLETE OPTIONS ACADEMICY</b>	220,000	0	220,000	1,386,536
<b>SES PARKING LOT LIGHT UPGRADE</b>	70,500	0	70,500	1,316,036
<b>SES FENCE REPAIR/REPLACE</b>	25,000	0	25,000	1,291,036
<b>SHS WALKWAY ROOF REPAIR</b>	450,000	0	450,000	841,036
<b>SES/MARI-LINN PLAYGROUND MULCH</b>	25,000	0	25,000	816,036

**NOTES:**

OPTIONS BUILDING IS THE AMOUNT OVER DUE TO CHANGE ORDERS  
PRICES INCREASE AND BUILDING MODIFICATION AS WE GO CAUSED THE INCREASES

IF THE BOARD APPROVES THE JUNE 30, 2022 TRANSFER  
IT WILL INCREASE THE BEGINNING BALANCE BY \$300,000

WE MAY WANT TO ADD A PROJECT FOR SMS ATHLETIC FIELDS IN COMBINATION  
WITH COMMUNITY DONATIONS AND A POSSIBLE A GRANT

THE AMOUNT BY SAFETY AND COMMUNICATION IS A TOTAL GUESS AT THIS TIME

**2021-22 BOARD FINANCIALS - GENERAL FUND  
REVENUE AND EXPENSE PROJECTIONS**

August 2022 Board Financials Report	ACTUALS												Totals	Budget	% of Budget	
REVENUES:	July	August	September	October	November	December	January	February	March	April	May	June				
Local Sources																
Property taxes -R1111:R1112	25,811	38,684	17,496	10,936	5,703,764	644,163	82,256	36,476	102,509	63,247	20,183	129,027	6,874,552	6,700,000	102.61%	
Electric Tax - 1200	0	0	1,568										1,568	0		
Investment Earnings -R1510	45,986	5,005	5,380	4,678	4,647	6,677	6,672	5,912	6,907	7,361	7,792	7,713	114,731	140,000	81.95%	
Admissions, Fees, Rents, R1710:R1910 & R1330	136	342	40	516	1,581	50	0	2,712	1,018	138	428	598	7,560	3,000	251.99%	
Other local Sources R1940:R1990	120	2,446	41,542	505	78	10	943	510	353	1,348	205	176,054	224,113	152,500	146.96%	
0								0				0	0			
County School Funds R2101	0	0	0	0	0	0	0	0	80,907	0	0	14,231	95,138	45,000	211.42%	
Interm. Revenue Heavy Equipment Tax 2199		6,301		0	0	0	3,269	0	2,596	0	0	1,414	13,581	10,000		
Restricted Revenue - PTP R2200 & R3299	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
WESD Transit Fund R2102	0	0	0	0	0	150,000	0	150,000	0	150,000	0	150,000	600,000	600,000	100.00%	
State Sources													0			
School Support Fund R3101	2,605,951	1,319,223	1,302,194	1,285,165	1,150,636	1,182,910	1,118,362	1,150,636	1,150,636	834,595	699,924	0	13,800,232	15,533,461	88.84%	
School Support Fund High School Disability	0	0	0	0	0	0	0	0	0	0	154,750	0	154,750	10,000		
St Sch Fd-Prior Year Adjustment R3101.5		0							0	0	178,439	0	178,439	(150,000)	-118.96%	
Common School Fund R3103	0	0	0	0	0	0	120,529	0	0	0	0	0	120,529	226,889	53.12%	
State Timber R3104	899,179	0	738,978	0	0	47,090	3,060	0	0	4,011	0	16,264	1,708,583	250,000	683.43%	
Federal Sources		0									0	0	0			
Federal Forest Fees R4801	0	0	0	0	0	0	0	0	0	0	0	0	0	10,000		
Bond Proceeds		14,634,899											14,634,899	14,743,334		
Accrued Interest			0										0	1,000		
Beginning Fund Balance - est R5400	3,640,909	0	0	0	0	0	0	0	0	0	0	0	3,640,909	2,400,000	151.70%	
Total Monthly Revenue	3,577,184	16,006,900	2,107,198	1,301,800	6,860,706	2,030,899	1,335,092	1,346,246	1,344,926	1,060,701	1,061,722	495,301	42,169,582	42,169,582	103.67%	
Cumulative Revenue	7,218,093	23,224,993	25,332,191	26,633,990	33,494,697	35,525,596	36,860,687	38,206,933	39,551,859	40,612,560	41,674,281	42,169,582	42,169,582	40,675,184	101.79%	
EXPENDITURES BY OBJECTS																
100 Salaries	227,142	266,712	977,157	1,004,240	988,327	976,161	946,894	958,734	981,362	942,525	933,575	2,282,591	11,485,418	12,083,287	95.05%	
200 Employee Benefits	137,616	168,795	669,495	602,930	597,529	591,137	571,339	589,178	585,754	585,491	583,656	1,445,299	7,128,218	7,939,982	89.78%	
300 Purchased Services	45,780	136,970	99,800	231,437	198,855	227,311	182,214	336,365	280,507	237,844	307,721	412,673	2,697,477	3,188,043	84.61%	
400 Supplies	18,923	60,675	39,266	72,506	30,049	21,328	26,692	22,108	31,047	123,265	41,009	67,666	554,534	810,633	68.41%	
500 Capital Outlay	1,760	69,526	4,526	24,026	20,101	4,526	4,526	8,878	87,685	41,452	4,526	44,470	316,000	142,335	0.00%	
600 Dues, Fees, Other	287,063	68,800	14,583,775	11,341	1,555	1,004	15,248	7,050	3,588	72,583	1,145	4,900	15,058,054	15,160,904	99.32%	
700 Transfers to other Funds	0	0	0	0	0	0	0	0	0	0	0	850,000	850,000	50,000	1700.00%	
800 Contingency/Unappropriated		0	0	0	0	0	0	0	0	0	0	0	0	1,300,000	0.00%	
Total Monthly Expenditure	718,284	771,477	16,374,018	1,946,481	1,836,416	1,821,466	1,746,913	1,922,313	1,969,942	2,003,160	1,871,633	5,107,599	38,089,701	40,675,184		
Cumulative Expenditure	718,284	1,489,761	17,863,779	19,810,260	21,646,676	23,468,142	25,215,054	27,137,368	29,107,309	31,110,470	32,982,103	38,089,701	38,089,701	40,675,184	93.64%	
EXPENDITURES BY FUNCTION													4,325,223			
1000 - Instruction	19,729	21,725	1,109,566	1,210,000	1,180,427	1,137,404	1,127,657	1,163,556	1,159,189	1,126,486	1,207,062	3,161,356	13,624,157	14,862,331	91.67%	
2000 - Support Services	653,518	680,657	694,215	731,981	655,989	679,562	616,061	758,757	830,217	804,827	664,571	1,089,853	8,860,207	9,588,099	92.41%	
3000 - Community Services	0	4,500	0	4,500	0	4,500	0	0	(13,500)	0	0	6,750	6,750	10,700	63.08%	
5000 - Debt Service / Transfers	45,037	64,595	14,570,237	0	0	0	3,195	0	0	71,848	0	849,640	15,604,552	14,914,054	104.63%	
6000 - Contingencies	0	0	0	0	0	0	0	0	0	0	0	0	0	800,000		
7000 - Unappropriated Balance	0	0	0	0	0	0	0	0	0	0	0	0	0	500,000	0.00%	
Total Monthly Expenditure	718,284	771,477	16,374,018	1,946,481	1,836,416	1,821,466	1,746,913	1,922,313	1,975,906	2,003,160	1,871,633	5,107,599	38,095,666	40,675,184		
Cumulative Expenditure	718,284	1,489,761	17,863,779	19,810,260	21,646,676	23,468,142	25,215,054	27,137,368	29,113,274	31,116,434	32,988,067	38,095,666	38,095,666	40,675,184	93.66%	
Month End Balance	6,499,809	21,735,232	7,468,411	6,823,730	11,848,021	12,057,454	11,645,633	11,069,565	10,444,549	9,502,090	8,692,179	4,079,881				

## RESERVES AS OF JUNE 30, 2022

RESERVE/FUND NAME	FUND NO.	FUND BALANCE
GENERAL FUND ENDING FUND BALANCE	100	4,808,000
BOARD RESERVE	201	501,791
TEXTBOOK RESERVE	202	515,000
CONSTRUCTION HOUSE BALANCE	205	137,800
MISC FUND - USED FOR SPECIAL PROJ.	210	41,607
PERS BOND DEBT SERVICE	310	1,669,268
FACILITIES VEHICLE REPLACEMENT	426	43,592
CAPITAL PROJECTS FUND	430	2,279,276
EXCISE TAX FUND	448	1,377,517
UNEMPLOYMENT FUND	610	325,534



**North Santiam School District**

**2021-22 Board of Directors**

**Board Chair:** Alisha Oliver    **Board Vice-Chair:** Laura Wipper

**Board Members:** Mike Wagner, Erin Cramer, Mark Henderson, Coral Ford & Mackenzie Strawn

**Student Representatives to the Board:** Tayven Whieldon & Sarah Wolf

**Superintendent:** Andy Gardner

**Assoc. Superintendent,** Dave Bolin,

**Business Director,** Jane Nofziger

**Human Resources Director,** Debi Brazelton

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

*Access to the agenda and meeting materials can be located on the District website at [www.nisantiam.k12.or.us](http://www.nisantiam.k12.or.us) > School Board > Agendas/Meeting Minutes*

**Thursday, June 16, 2022 Budget Hearing**

**NSSD District Office/Santiam Room, 1155 N 3rd Ave, Stayton, OR 97383 ~ 5:30 PM**

**MINUTES - DRAFT**

**1. CALL BUDGET HEARING TO ORDER:**

The Board Chair called the meeting to order at 6:00 pm. She noted which members were present (indicated below) and led everyone in the pledge of attendance.

Present: Erin Cramer, Laura Wipper, Coral Ford, Mike Wagner as well as Mark Henderson who was attending virtually from out of state. Mackenzie Strawn was absent with prior notice. Student Rep Sarah Wolf arrived at the meeting at 6:15 pm.

**2. APPROVAL OF THE AGENDA:**

Any changes to the board packet after posting on June 11, 2022 were acknowledged:

**Added or Revised Attachments to Board Packet-**

- 3.2-Resolutions Adopting 2022-23 Budget & GASB 54 Resolution

**MOTION-APPROVAL OF AGENDA**

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

**Motion Made By:** Laura Wipper

**Vote:** 6-0

**Result:** Motion passed

**3. BUDGET HEARING:**

**3.1 Approval of Budget Committee Minutes:**

The Budget Committee minutes from May 17, 2022 were attached for the Board's review and approval. The budget message presentation (PPT) from the Superintendent and Business Director was also included in the board meeting materials.

**MOTION-APPROVAL OF MINUTES**

*Motion that the Board approve the Budget Committee minutes from May 17, 2022 as submitted.*

**Motion Made By: Laura Wipper**

**Vote: 6-0**

**Result: Motion Passed**

**3.2 Review of Budget Resolutions:**

Jane Nofzier and Andy Gardner reviewed the proposed 2022-23 budget as approved by the NSSD Budget Committee on May 17, 2022 as well as the resolutions that the Board will be asked to adopt during the Regular Session.

**3.3 Public Comments and Discussion:**

There were no public comments on the proposed 2022-23 NSSD Budget.

**4. ADJOURN:**

The Board Chair adjourned the meeting at 5:52 pm.

EQUAL OPPORTUNITY EMPLOYER

*Equal employment opportunity and treatment shall be practiced by the North Santiam School District regardless of an individual's perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status, veterans' status, or of any other persons with whom the individual associates is able to perform the essential functions of the position, with or without reasonable accommodation. This meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 48 hours prior to the meeting. If you require special accommodations, please contact Tonia Whisman at the North Santiam School District Office at 503-769-4928.*



**2021-22 Board of Directors**

**Board Chair:** Alisha Oliver    **Board Vice-Chair:** Laura Wipper

**Board Members:** Mike Wagner, Erin Cramer, Mark Henderson, Coral Ford & Mackenzie Strawn

**Student Representatives to the Board:** Tayven Whieldon & Sarah Wolf

**Superintendent:** Andy Gardner

**Assoc. Superintendent,** Dave Bolin,

**Business Director,** Jane Nofziger

**Human Resources Director,** Debi Brazelton

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

*Access to the agenda and meeting materials can be located on the District website at [www.nisantiam.k12.or.us](http://www.nisantiam.k12.or.us) > School Board > Agendas/Meeting Minutes*

**Thursday, June 16, 2022 Regular Session**

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

**MINUTES - DRAFT**

**1. CALL REGULAR SESSION TO ORDER:**

The Board Chair called the meeting to order at 6:00 pm and acknowledged those members who were present (note below). She then led everyone in the Pledge of Allegiance.

Present: Erin Cramer, Laura Wipper, Coral Ford, Mike Wagner, Mark Henderson (who attended part of the meeting virtually from out of state) and Student Rep. Sarah Wolf. Also present was SHS incoming senior, Omar Garcia who submitted an application to be the Student Rep. for 2022-23.

Absent with notice: Mackenzi Strawn

**2. APPROVAL OF THE AGENDA:**

Changes to the agenda after posting on June 10, 2022 were acknowledged:

**Added Attachments-**

- 5.2-General Fund Board Financials
  - 7.1-5/3/22 Meeting Minutes-DRAFT
  - 8.1-Resolutions Adopting 2022-23 Budget & GASB 54 Resolution
  - 8.2-NSEA Collective Bargaining Agreement 2022-2025
- Added Agenda Items-
- 8.2-NSEA Collective Bargaining Agreement 2022-2025
  - 8.3.4-Excise Tax Annual Increase

## MOTION- AGENDA APPROVAL

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

Motion Made By: Mike Wagner

Vote: 6-0

Result: Motion Passed

### 3. **SPOTLIGHT:**

The Board acknowledged the contribution of the student representatives, Sarah Wolf and Tayven Whieldon (only Sarah was present at this point in the meeting). They also recognized the Board's Admin. Assistant, Tonia Whisman, for all her work to support the Board and the Superintendent. In addition, they honored Andy Gardner's 29 years of service to the North Santiam School District and especially his 12 years as the superintendent. To commemorate his contribution as he departed the District to become the superintendent for Greater Albany Public Schools, the Board presented him with the District's highest honor ~the Golden Eagle Award. They had also previously voted to change the name of one of the other board awards (Jack Adams Award) to the Superintendent's Award with a notation on the plaque that it was in his honor. However, days before the meeting, Dr Adams passed away and it was decided the name change would be postponed.

Board members shared personal sentiments about each individual and thanked them for everything they've done for the District.

### 4. **STUDENT BUSINESS:**

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

- Summer Kickoff was a success and well attended
- Spring sports recap
- Plans for more focus on mental health and whole-school social-emotional learning next year

Omar Garcia was present at the meeting to introduce himself. He will be a senior next year and will continue to be in ASB. He shared some of his inspirations for applying to be a student representative to the Board during 2022-2023.

### 5. **REPORTS:**

#### **5.1 Superintendent's Report:**

Supt. Gardner indicated he didn't have anything to report as he has been transitioning decision making over to the incoming superintendent, Lee Loving.

#### **5.2 Business Director's Report:**

This standing agenda item is for the Board to receive the monthly financial report from the Business Director as well as other information relating to that department. Business Director Jane Nofziger briefly reviewed the financials and also reported they had conducted interviews for a new Food Services Director earlier that day.

The Board inquired about the Beachie Creek Excise Tax waiver which was due to expire on June 30, 2022. Jane recommended allowing it to officially expire but that she would continue to accept applications from those who truly qualify for the exemption. In her opinion, most of those individuals have already applied and now it is mostly people who bought the empty lots where homes used to be and therefore do not qualify for the waiver.

### 5.3 Student Success Act:

This agenda item is for the Board to receive regular reports regarding the activities and expenditures funded by the Student Success Act. Assoc. Supt. Dave Bolin gave a report and his presentation is available to view under this agenda item at the following meeting link [06/16/22 Regular Session](#)

Board members spent some time discussing the use of the word “equity” and how it can mean different things and lead to misconceptions. They indicated a desire to provide clarity on the topic and possibly find alternative words that don’t have a negative connotation for some people.

*\*During this presentation, Mark Henderson left the meeting.*

### 5.4 Licensed Union Report:

Licensed Union President Paulie Lime was present and shared that the union was very pleased with the recent 3-year contract agreement that was reached between union representatives and the District. The teachers who voted to ratify the agreement did so unanimously and she believes this will benefit NSSD by both attracting new hires and encouraging current employees to stay.

## 6. PUBLIC COMMENT:

Katrina Kasas, Stayton, was present to introduce herself as the new Director of the Santiam Teen Center. She noted the center would be open during the summer for the first time. She also announced the center will be hosting a golf tournament in August.

## 7. CONSENT AGENDA:

### 7.1 Approval of Meeting Minutes:

The minutes from the previous month's meeting were submitted for Board approval.

### 7.2 Licensed Staff Changes:

School boards must approve the hiring and annual renewal and/or extensions of the Licensed staff contracts. HR Director Debi Brazelton reviewed changes in Licensed staff since the last board meeting.

#### **New Hires (Board Action Required)**

Kylie Kiser-SIS 4th grade  
Samantha Hauck-SMS 8th gr. Language Arts  
Amy Baxter-SIS 4th grade  
Sarah Mann- SIS 5th grade  
Jennifer Upchurch-SIS-5th grade  
Kenneth Purnell-SMS 7/8 gr. Science

#### **Resignations**

Tierra Lyman  
Chris Facha- Food Services Director  
Amber Gardner-SUB Kindergarten  
Victoria Roberts-SIS 5th grade  
Lindsey Michaud-SHS Geometry/Algebra  
Phil Peterson-SMS Science

**7.3 Action on Consent Agenda:**

**MOTION-CONSENT AGENDA**

*Motion that the Board approve the Consent Agenda including; 7.1-Minutes from the 5/3/22 Special Session and 5/19/22 Regular Session meetings and 7.2- New hires:- Kylie Kiser, Samantha Hauck, Amy Baxter, Sarah Mann, Jennifer Upchurch and Kenneth Purnell.*

**Motion Made By: Mike Wagner**

**Vote: 5-0 (Mark Henderson was no longer logged into the meeting virtually)**

**Result: Motion Passed**

**8. NEW BUSINESS:**

**8.1 NSSD 2022-23 BUDGET ADOPTION:**

Business Director Jane Nofziger reviewed the budget information and motions during the NSSD Budget Hearing (5:30 pm) that preceded this Regular Session. Meeting minutes from the May 17, 2022 Budget Committee meeting as well as the budget message PowerPoint presentation were included in the materials for that meeting and are available at this link: [06/16/22 Budget Hearing](#)

The Budget Committee voted on May 17, 2022 to approve the 2022-23 budget and it was presented to the Board of Directors for possible adoption.

**MOTION-ADOPTION OF THE 2022-23 BUDGET**

*Be it resolved that the Board approves Resolutions No. 061622A- Adopting the 2022-2023 Budget in the amount of \$47,872,123; No. 061622B- Making Appropriations; No. 061622C-Imposing the Tax Rate; No 061622D- Categorizing the Tax; and GASB Resolution No 061622E to make designations for 2021-22 ending fund balances and revenues for specific uses in 2022-23.*

**Motion Made By: Mike Wagner**

**Vote: 5-0**

**Result: Motion passed**

**8.2 NSEA COLLECTIVE BARGAINING AGREEMENT 2022-2025:**

The District reached an agreement with the NSEA (North Santiam Education Assoc) through the 2024-25 school year. Mike Wagner was the board representative on the bargaining committee. The entire board was asked to ratify this agreement.

**MOTION-COLLECTIVE BARGAINING AGREEMENT**

*Motion that the Board ratifies the Collective Bargaining Agreement between the North Santiam Education Association and the North Santiam School District for school years 2023-2025.*

**Motion Made By: Coral Ford**

**Vote: 5-0**

**Result: Motion passed**

### 8.3 APPROVAL OF ANNUAL ORGANIZATIONS :

#### **8.3.1 Designations and Authorizations:**

The Board needs to approve the following designations and authorizations annually according to Oregon State statute:

- Chief Administrative Officer-Lee Loving
- District Clerk-Lee Loving
- Deputy Clerk-Jane Nofziger
- Legal Counsel-Garrett Hemann Robertson PC and WESD
- Official Auditors for School Year- Accuity, LLC
- Budget Officer-Lee Loving
- Custodian of Funds-Jane Nofziger
- Depositor for School Funds-LGIP, Columbia Bank
- Facsimile Signatures-Lee Loving, David Bolin and Jane Nofziger
- Inter-Fund Borrowing Within Fiscal Year-Jane Nofziger

#### **8.3.2 Grant and Consolidated Sub-Grant Authorization:**

The Board needs to approve the following authorizations annually according to Oregon State statute.

These grants include the following but are not limited to:

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

#### **8.3.3 2022-23 NSSD Board Regular Session Meeting Calendar:**

Boards must approve their annual Regular Session Meeting Calendar. It was noted there is no meeting planned for July 2022.

#### **8.3.4 Excise Tax Annual Adjustment:**

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

#### **8.3.5 Action on Organizational Agenda:**

### **MOTION- ANNUAL ORGANIZATIONAL ITEMS**

***Motion that the Board approves Organizational Agenda Items; 8.3.1-Designations and Authorizations, 8.3.2-Grant and Consolidated Sub-Grant Authorizations, 8.3.3-2022-23 NSSD Board Regular Session Meeting Calendar and 8.3.4-Excise Tax Annual Adjustment as submitted.***

**Motion Made By: Mike Wagner**

**Vote: 5-0**

**Result:**

### **8.4 NOMINATIONS FOR BOARD CHAIR & VICE-CHAIR:**

No later than the next meeting following July 1, the Board must elect a chair and vice chair to serve for one year.

#### **8.4.1 Board Chair Nominations/Vote:**

**Current Board Chair declared that nominations were open for the Board Chair for 2022-2023:**

*Motion to nominate Alisha Oliver to serve as Board Chair for the 2022-2023 school year and to close nominations.*

**Motion Made By: Mike Wagner**

**Vote: 5-0**

**Result: Motion Passed**

**8.4.2 Vice-Chair Nominations/Vote:**

**The Board Chair declared that nominations were open for the Board Vice-Chair for 2022-2023:**

Laura Wipper indicated that even though she is eligible to serve for another year, she would prefer to step down and allow another member to serve as vice-chair to allow them to gain experience in board leadership.

*Motion to nominate Erin Cramer to serve as Board Vice-Chair for the 2022-2023 school and to close nominations.*

**Motion Made By: Laura Wipper**

**Vote: 5-0**

**Result: Motion Passed**

**8.5 2022-23 SCHOOL BOARD STUDENT REP(S):**

The Board reviewed applications submitted for the role of student representative for the 2022-23 school year. The Board may select up to two students to serve. Applications were received from Omar Garcia and Rori Bentz. Only Omar Garcia was present so the Board voted to approve his application and postpone the vote on Rori's application until she was able to be present at a meeting.

**MOTION-STUDENT REPRESENTATIVE**

*Motion to accept Omar Garcia as Student Representative to the School Board for the 2022-2023 School Year.*

**Motion Made By: Coral Ford**

**Vote: 5-0**

**Result: Motion Passed**

The Board also discussed how they may expand opportunities for high school students from Options Academy to be represented in an equitable manner compared to Stayton High School. Ideas included changing the board policy to include both schools on the application form and adding a student report from Options Academy to the agenda under Student Business.

At this point in the meeting, Tayven Whieldon arrived and the Board stopped to acknowledge her contributions to their work during the school year.

## **9.0 UNFINISHED BUSINESS:**

### **9.1 Community Engagement:**

This standing agenda item is for the Board to continue discussing the process of increasing the engagement of parents and the greater community in our schools. The Board agreed that Laura Wipper, Coral Ford and Mike Wagner would meet with incoming Supt. Loving on July 1st to bring him up to date on the work they did, along with Mark Henderson, during their work session in May. They also recommitted to try to send a representative to the weekly Chamber Greeters event.

### **9.2 Board Reflection:**

This standing agenda item has been added to allow the Board to collectively reflect upon statements made during public comment or topics covered during Reports. Key points included:

- Erin shared that there are plans to increase the partnership between SHS and Santiam Memorial Hospital in Stayton relating to the Health career pathways. Alan Kirby noted the goal is to bring students into the hospital a couple of times each week to experience different areas and fields in the medical field.

## **10. INFORMATION ONLY:**

### **10.1 Field Trip Report:**

A list of the field trips taken and/or scheduled since the start of the school year was included in the board packet. New trips scheduled since the last board meeting are highlighted in yellow. Any overnight stays are indicated in red. The report can be viewed under this agenda item at the following meeting link [06/16/22 Regular Session](#).

### **10.2 Student Enrollment:**

Current enrollment is approximately 2,077 across the District. Numbers for each school are listed below. Refer to the attachment for a breakdown by grade at each location at the following meeting link [06/16/22 Regular Session](#).

Mari-Linn: 173  
Sublimity: 337  
Stayton Elementary:  
Stayton Intermediate/Middle: 446  
(SIS: 158 SMS:288 )  
Stayton High: 619  
Options Academy:136

### **10.3 Future Agenda Items:**

A list of planned future agenda items is attached as part of the board packet at the following meeting link [06/16/22 Regular Session](#).

### **10.4 Upcoming Board Events & Activities:**

Information regarding activities across the District can be found at the following meeting link [06/16/22 Regular Session](#)

## **11. BOARD MEMBER REPORTS/ANNOUNCEMENTS:**

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

## **12. ADJOURN:**

The Board Chair adjourned the meeting at 8:45 pm.

EQUAL OPPORTUNITY EMPLOYER

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<b>ACTION REQUIRED</b>			
<b>NEW HIRES</b>		<b>SCHOOL</b>	<b>NOTE</b>
Kathrin Phillips		SES	Music
Teresa Gjonnes		ML	2nd Grade
Emma Martin		ML	5th Grade -Temporary last year
Kaycee Arase		SUB	Kindergarten
Bertha Moreno		SHS	Spanish
Caitlyn Biviano		SMS	7th grade Math
Elena Gerasimova		SHS	Biology
Jonathan Penrice		ML	8th grade LA/SS/Math
Maria Paradis		SIS	4th Grade
Alonso Gonzalez		SHS	Counselor
Kristin Frey		SHS	Art & Ceramic
Kelsi Glover		SHS	SPED LRC
Julia Kuenzi		SHS	LA
<b>***FYI***</b>			
<b>TRANSFERS</b>			
Olempiada Anfilofieff		SHS	Life Skills
<b>NEW HIRES</b>	<b>DOH</b>	<b>SCHOOL</b>	<b>NOTE</b>
Rhonda Allen	8/1/2022	DO	Business Director
Danielle Blackwell	7/5/2022	DO	HR Director
John Barnes		DO	Food Service Director
<b>RESIGNATIONS</b>	<b>DOT</b>	<b>SCHOOL</b>	<b>NOTE</b>
Darin Schmidt	6/29/2022	SHS	Art
Mary Murphy	6/16/2022	SHS	CTE
Taylor Rash	6/16/2022	SHS	Life Skills
Laura Pettyjohn	6/16/2022	SIS	4th Grade
Tamra Rochetto	6/29/2022	SHS	Counselor
Megan Newquist	8/2/2022	SHS	SPED LRC
Jane Nofziger	7/31/2022	DO	Business Director
<b>RETIREMENTS</b>	<b>DOR</b>	<b>SCHOOL</b>	<b>NOTE</b>
Darren Shryock	6/24/2022	SHS	Working Back
<b>LEAVE OF ABSENCE</b>	<b>DOL</b>	<b>SCHOOL</b>	<b>NOTE</b>



August 2022 Licensed Staff Board Report



North Santiam School District

## 2022-23 BOARD OF DIRECTORS' OPERATING PROTOCOL

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

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

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Mike Wagner, Board Member

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Alisha Oliver, Board Chair

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Laura Wipper, Board Member

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Erin Cramer, Board Vice-Chair

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Mark Henderson, Board Member

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Coral Ford, Board Member

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Mackenzie Strawn, Board Member

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, Student Representatives

# North Santiam School District

Code: GBA  
Adopted: 2/26/98  
Readopted: 11/17/05; 12/17/09; 10/19/17  
Orig. Code: GBA

## Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the district regardless of race<sup>1</sup>, color, religion, sex, sexual orientation, gender identity<sup>2</sup>, national origin, marital status, pregnancy, childbirth or a related medical condition<sup>3</sup>, age, veterans' status<sup>4</sup>, service in uniformed service, familial status, genetic information, an individual's juvenile record that has been expunged, and disability<sup>5</sup> if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The superintendent will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act ~~and of 1990~~, the Americans with Disabilities Act Amendments Act ~~of 2008~~ (ADA), and Section 504 of the Rehabilitation Act ~~of 1973~~. The superintendent will also designate a Title IX coordinator to comply with the requirements of Title IX of the Education Amendments ~~of 1972~~. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number of the Title IX coordinator will be provided to all students and employees.

The superintendent will develop ~~such~~ other specific recruiting, interviewing and evaluation procedures as are necessary to implement this policy.

END OF POLICY

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### Legal Reference(s):

[ORS 174.100](#)  
[ORS 243.317 – 243.323](#)  
[ORS 326.051](#)  
[ORS 332.505](#)

[ORS 342.934](#)  
[ORS 408.225](#)  
[ORS 408.230](#)  
[ORS 408.235](#)

[ORS 652.210 - 652.220](#)  
[ORS 659.850](#)  
[ORS 659A.003](#)  
[ORS 659A.006](#)

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<sup>1</sup> 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)).

<sup>2</sup> ~~“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 behavior differs from that traditionally associated within the individual’s sex at birth.~~

<sup>3</sup> This unlawful employment practice related to pregnancy, childbirth or a related medical condition as described in House Bill 2341 (2019) (added to ORS 659A) applies to employers who employ six or more persons.

<sup>4</sup> The district grants a preference in hiring and promotion to veterans and disabled veterans. A veteran is eligible to use the preference any time when applying for a position at any time after discharge or release from service in the Armed Forces of the United States.

<sup>5</sup> This unlawful employment practice related to disability as described in ORS 659A.112 applies to employers who employ six or more persons (ORS 659A.106).

[ORS 659A.009](#)  
[ORS 659A.029](#)  
[ORS 659A.030](#)  
[ORS 659A.040](#)  
[ORS 659A.082](#)  
[ORS 659A.109](#)  
[ORS 659A.112](#)  
[ORS 659A.147](#)

[ORS 659A.233](#)  
[ORS 659A.236](#)  
[ORS 659A.309](#)  
[ORS 659A.321](#)  
[ORS 659A.409](#)  
[ORS 659A.820](#)  
[OAR 581-021-0045](#)  
[OAR 581-022-2405](#)

[OAR 839-003-0000](#)  
[OAR 839-006-0435](#)  
[OAR 839-006-0440](#)  
[OAR 839-006-0450](#)  
[OAR 839-006-0455](#)  
[OAR 839-006-0460](#)  
[OAR 839-006-0465](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

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

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2018); 29 C.F.R Part 1626 (2019).

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 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, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

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).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018).

Chevron USA Inc. v. Echazabal, 536 U.S. 736 (2002).

Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. §§ 4301-4303 (2018).

House Bill 2935 (2021)

House Bill 3041 (2021)

#### **Cross Reference(s):**

AC - Nondiscrimination

ACA - Americans with Disabilities Act

# North Santiam School District

Code: IL  
Adopted: 7/01/96  
Revised/Readopted: 5/21/98; 9/18/14; 10/19/17  
Orig. Code: IL

## Assessment Program\*\*

The district's assessment program ~~in the district~~ shall be designed for the purpose of determining district and school program improvement and individual student needs including the requirements of the Oregon Administrative Rules. Each year the district shall determine each student's progress toward achieving federal, state and local achievement requirements.

Assessments shall be used to measure the academic content standards and ~~Essential Skills and~~ to identify students who meet or exceed the performance standards ~~and Essential Skills~~ adopted by the State Board of Education.

Accordingly, the ~~The~~ district shall maintain the following assessment program:

1. Criterion-reference assessments, including performance-based assessments, content-based assessments and other valid methods as may be required by state and federal requirements;

~~2. Assessment of Essential Skills;~~

~~3.2.~~ Individual diagnostic and ability evaluations in all grades when ~~students~~ ~~individuals~~ have been referred and parental permission obtained;

~~4.3.~~ Assessments by individual teachers;

~~5.4.~~ Other schoolwide ~~Optional school wide~~ and grade level wide assessments, ~~as recommended by the superintendent and as approved by the Board.~~

It is the intent of the Board that progress be measured in a manner that clearly enables the student and parents to know whether the student is making progress toward meeting or exceeding academic content standards, ~~and Essential Skills~~. District, school and individual results shall be reported to the Board, parents and the community, as prescribed by law.

The district shall make additional services or alternative educational or public school options available to any student who has not met or has exceeded all of the state-required academic content standards. Additionally, students in schools receiving Title I moneys that have been identified by the Oregon Department of Education (ODE) will be provided supplemental services and public school options as required by law.

The district shall not discriminate in the methods, practices and materials used for assessment, evaluating and counseling students on the basis of race, color, national origin, religion, sex, sexual orientation, ~~gender identity~~, age, disability or marital status. Discrimination complaints shall be processed in accordance with established procedures.

Staff will receive in-service education in the use of designated assessments and interpretation of assessment results.

A parent on behalf of their student or an adult student may annually opt-out of taking a statewide summative assessment by completing ~~the Smarter Balanced~~ and submitting ODE’s opt-out form<sup>1</sup> ~~or alternate Oregon Extended Assessments in English language arts and mathematics as provided in state law. The district shall provide the required notice and necessary forms~~ to the school student. The district shall provide supervised study time for students who are excused from participating in the assessment. ~~A student may be excused from the Oregon Statewide Assessment Program for disability or religious reasons.~~ Parents and adult students will be provided the required notices<sup>2</sup> and access to forms by the district that include a time frame in which statewide assessments will take place, and an adult student’s or parent’s right to request an exemption from taking the statewide summative assessments.

The act of ~~district shall establish conduct and discipline consequences for~~ student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

The superintendent shall ensure a ~~A~~ periodic review and evaluation of the district’s assessment program ~~is will be~~ conducted.

END OF POLICY

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**Legal Reference(s):**

[ORS 40.245](#)  
[ORS 326.565](#)  
[ORS 326.575](#)  
[ORS 329.479](#)  
[ORS 329.485](#)  
[ORS 336.187](#)  
[ORS 659.850](#)

[OAR 581-021-0009](#)  
[OAR 581-021-0030](#)  
[OAR 581-022-2030](#)  
[OAR 581-022-2060](#)  
[OAR 581-022-2100](#)  
[OAR 581-022-2110](#)  
[OAR 581-022-2115](#)

[OAR 581-022-2250](#)  
[OAR 581-022-2270](#)  
[OAR 581-022-2310](#)  
House Bill 3041 (2021)  
Senate Bill 602 (2021)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2021).

Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2021).

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2018).

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

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<sup>1</sup> Oregon Department of Education page for: [30-day notice and opt-out form](#)

<sup>2</sup> Districts are required to provide notice twice each year: once at the beginning of the year; and second time at least 30 days prior to the administration of the test. ~~The 30-day notice must first be provided during the 2015-2016 school year. The beginning-of-the-year notice must first be provided during the 2016-2017 school year.~~

# North Santiam School District

Code: JHH

Adopted:

## Student Suicide Prevention\*\*

(new required policy)

The district shall develop a comprehensive student suicide prevention plan for students in kindergarten through grade 12.

The district may consult with state or national suicide prevention organizations, the Oregon Department of Education (ODE), Willamette Education Service District (WESD), school-based mental health professionals, parents, guardians, employees, students, administrators and school boards associations when developing the required plan.

The plan shall include, at a minimum:

1. Procedures relating to suicide prevention, intervention and activities that reduce risk and promote healing after a suicide;
2. Identification of the school officials responsible for responding to reports of suicidal risk;
3. A procedure by which a person may request the district to review the actions of a school in responding to suicidal risk;
4. Methods to address the needs of high-risk groups, including:
  - a. Youth bereaved by suicide;
  - b. Youth with disabilities, mental illness or substance abuse disorders;
  - c. Youth experiencing homelessness or out of home settings, such as foster care; and
  - d. Lesbian, gay, bisexual, transgender, queer and other minority gender identity and sexual orientation, Native American, Black, Latinx, and Asian students.
5. A description of, and materials for, any training to be provided to employees as part of the plan, which must include:
  - a. When and how to refer youth and their families to appropriate mental health services; and
  - b. Programs that can be completed through self-review of suitable suicide prevention materials.
6. Supports that are culturally and linguistically responsive;
7. Procedures for reentry into a school environment following a hospitalization or behavioral health crisis<sup>1</sup>; and

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<sup>1</sup> “Behavioral health crisis” as defined by Oregon Administrative Rule (OAR) 581-022-2510, means a disruption in an individual’s mental or emotional stability or functioning resulting in an urgent need for immediate treatment to prevent a serious deterioration in the individual’s mental or physical health.

8. A process for designating staff to be trained in an evidence-based suicide prevention program.<sup>2</sup>

The plan must be written to ensure that a district employee acts only within the authorization and scope of the employee's credentials or licenses.

The plan must be available annually to the community of the district, including district students, their parents and guardians, and employees and volunteers of the district, and readily available at the district office and on the district website.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.107](#)

[ORS 339.343](#)

[OAR 581-022-2510](#)

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<sup>2</sup> ODE will provide a list of available programs.



North Santiam School District  
**BOARD OF DIRECTORS**  
**SCHOOL YEAR ANNUAL AGENDA ITEMS CALENDAR**  
Version 2, Updated 11/08/21

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

1. Spotlight/Recognition/Awards (*may not occur every month*)
2. Reports:
  - ASB Report-ASB President or designee
  - Superintendent's Report
  - Business Director's Report
  - COVID-19 Report
  - Student Success Act –Supt or Assoc Supt
  - Informational Reports including: field trips, enrollment & upcoming events
3. Approval of Meeting Minutes & Licensed Staff Changes
4. First and/or second readings of updates to NSSD board policies

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

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

**July**

**Traditional Location: Santiam Room**

**Annual Agenda Items:**

1. Approve Board Goal Strategies for upcoming year (done annually)
2. (Next Applicable in 2022) Approve Board/District Goals – every three years
3. Supt. Evaluation Document Approval
4. Approval of Board Operating Protocol
5. Annual Organizational Agenda Items (list copied from OSBA website)  
*(the Annual Organizational Items must occur before July 31 but can be done in June during a non-election year, if the Board chooses to not have a July meeting)*
  - Swear in recently elected and appointed directors, who must take an oath of office before assuming duties. Elect the board chair and vice chair. (ORS 332.005(2), 332.040)

*\*\*\*if a new student representative has been selected, they can swear in during the month of the first meeting they attend\*\**

- Make sure the following positions are designated:
  - Chief administrative officer (the superintendent) as school district clerk or another individual, if there is no chief administrative officer. (ORS 332.515)
  - Business manager or deputy clerk, or both.
  - Custodian of funds who will sign checks or, if the school board so authorizes, utilize a facsimile signature for that purpose. (ORS 328.441, 328.445)
  - Budget officer, who shall prepare or supervise preparation of the budget document under the direction of the executive officer. (ORS 294.331)
  - Financial auditors for the school year, who may be contracted for through the administrative office of the county in which the administrative office of the school district is located. (ORS 328.465, 327.137, 297.405)
  - Legal counsel.
- Determine fidelity-bond amounts for those authorized to handle district funds and ensure they are bonded by a surety company authorized in Oregon. (ORS 332.525)
- Set a borrowing limit for the custodian of funds.
- Establish dates, time and place of regular monthly board meetings.
- Establish depository(ies) for school funds. (ORS 328.441, 294.805-294.895)
- Review status of Local Public Contract Review Board and rules. (ORS 279A.060)
- Under new business:
  - Appoint members of standing committees.
  - Approve personnel changes.
  - Approve contracts for payment. (ORS 332.075(2-3))

## **Other Activities/Events**

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

## August

### **Traditional Location: SES Cafeteria**

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

1. Review standing Board/District Goals and present any new Board strategies
2. Receive end of year reports & upcoming year goals from NSSD Leadership Team

### **Traditional Location: Santiam Room**

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

1. Projected Student Enrollment
2. New Excise Tax Rate Approval
3. Board members choose their “buddy school”
4. TELL Survey Results

## **Other Activities/Events**

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

## September

### **Traditional Location: Santiam Room**

#### **Annual Agenda Items:**

1. Possible nominations for NSSD board member wishing to run for an OSBA board position
2. TAG Program Report
  - a. Number of Student Identified and the screening process
  - b. Supports/Programs offered
3. Previous Stayton High school year data
  - a. Graduation/Completer rates
  - b. On-Track to Graduate rates for upcoming 10-12 graders
  - c. College Credits Earned
  - d. CTE Enrollment (demographics if possible)
  - e. Percentage of Students Involved in Co-Curricular Activities
  - f. Percentage of Students Involved in Activities/Clubs with Service

#### **Other Activities/Events**

- Safe Schools Training on Mandatory Reporting-due to be completed this month

## October

### **Traditional Location: Santiam Room**

#### **Annual Agenda Items:**

1. Stayton Booster Club Report (projects, membership, etc) - Club President
2. Division 22 Report-Assoc. Superintendent
3. Professional Development Report – Assoc. Superintendent or designee
4. Evaluation of Ed Effectiveness (findings from teacher observations)-Supt or designee

#### **Other Activities**

- State-Wide Licensed In-Service Day
- Lyons Fire Dept Chili Cook-off
- OSBA Regional Meetings

## November

### **Traditional Location: Santiam Room**

#### **Annual Agenda Items:**

1. Exit Interview Survey Results (Oct or Nov)- HR Director
2. OSBA Elections
3. Leadership Team Current Year Goal Update (in report form)
  - SHS Report should include On-Track to Graduate percentages

4. Master Facilities Plan Review and Revisions—Facilities Director
5. State/District Report Cards-Assoc Supt (Nov or Dec)

### **Other Activities/Events**

- OSBA Annual Conference

## December

### **Traditional Location: Santiam Room**

#### **Annual Agenda Items:**

1. District-wide AVID Report – District AVID Coordinator/Assoc Supt.
2. Special Education Report -Special Ed Director
  - a. Must include the Abbreviated School Day Notice & Acknowledgement (see ISST)

## January

### **Traditional Location: Stayton Middle School**

#### **Annual Agenda Items:**

1. Board Appreciation Month-Staff/Schools
2. School Spotlight-School Admin
3. WESD Local Service Plan Approval (every 2 years)-Superintendent
4. Proposed List of Budget Committee Members and Budget Calendar-Business Director
5. Audit Review-Business Director (may also be joined by reps from auditing firm)
6. Current Year Goals Progress -Superintendent

### **Other Activities/Events**

- Classified In-Service Day

#### **Board Secretary Tasks:**

- File notice of district board election ([see Marion Co Calendar for deadline](#))
- Provide filing information to anyone seeking election/re-election (only in odd numbered years)

## February

### **Traditional Location: Stayton Elementary School**

#### **Annual Agenda Items:**

1. School Spotlight-School Admin
2. Proclamation for Classified Appreciation Week (occurs in March)
3. Approval of Budget Committee Members and Calendar-Business Director
4. Leadership Team Current Year Goal Updates (in written form)
  - SHS Report should include On-Track to Graduate percentages

#### **Board Secretary Tasks:**

- Provide filing information to anyone seeking election/re-election (only in odd numbered years)

#### **Other Activities/Events**

- Licensed In-Service Day
- Stayton Sublimity Chamber of Commerce Awards Banquet
- Booster Club Annual Auction

## March

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

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

1. Renewal of Contracts (Licensed/Administrative)

### **Traditional Location: Mari-Linn School**

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

1. School Spotlight-School Admin
2. School Calendar Adoption (typically between now and May)
3. Superintendent Evaluation Forms to Board members
4. Projected Enrollment for Budget (review of 2<sup>nd</sup> period ADM)-in Bus. Director's report

#### **Board Secretary Tasks:**

- Distribute Evaluation Forms/Links to Board members
- Provide Reminder of Board Elections Filing Due Date (if applicable)

## April

**\*Prior to April meeting, the individual scores from the Supt Eval must be compiled so they are available to review during the meeting\* - Board Volunteer or Board Secretary**

**Traditional Location: Sublimity School**

**Annual Agenda Items:**

1. School Spotlight-School Admin
2. Adopt resolution for Teacher Appreciation Week (first week of May)
3. Review Board Goal Strategies/Schedule work session (if needed) to revise in order to be adopted in July
4. (Next Applicable 2022) Review Board/District Goals and schedule work session (if needed) to revise in order to be adopted in July – only done every three years.
5. (Next Applicable 2021) Discuss timelines for board self-evaluation (ever two years). The process should be completed by the June board meeting.
6. Review Consolidated Scores~ Superintendent Evaluation (Board only/Exec session)

**After April Meeting**

The Board Chair and Vice Chair review Salary/Benefits comparisons with the HR Director. Then they review the compiled scores/comments from the evaluation with Superintendent and negotiate the extension of the contract.

**Board Secretary Tasks**

- Coordinate with current student board representative and SHS admin to announce the student representative position opening for the upcoming school year. Applications should be submitted to the principal by June 1<sup>st</sup>.
- After meeting, send Board self-evaluation forms

## May

**Traditional Location: Stayton High School**

**Prior to Board Meeting:**

The Board Chair and Vice Chair review Salary/Benefits comparisons with the HR Director. Then they review the compiled scores/comments from the evaluation with Superintendent and negotiate the extension of the contract.

**Annual Agenda Items:**

1. School Spotlight-School Admin
2. Student awards @ SHS-Valedictorian, Salutatorian, Future First Citizen

3. Board Awards – Santiam, Jack Adams, Community Partner, Eagle Award (as recommended by the Community Engagement Committee)
4. WESD Local Service Plan List of Services Taken-Supt or Business Director
5. Establish the number of student transfer requests into the District for coming year
6. Review results of annual parent survey
7. Review Supt. Evaluation as a group with the Superintendent (Board only/Exec Session)
8. Approve contract extension of Superintendent

**Board Secretary Tasks**

- Coordinate with current student board representative and SHS admin to collect student representative applications for the upcoming school year. Applications should be submitted to the principal by June 1<sup>st</sup>.

**June**

**Traditional Location: Santiam Room**

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

Review of Budget Documents/Resolutions: Business Director

**Regular Session Annual Agenda Items:**

1. Budget Approval
2. Resolution~ Budget Reserves (DBDB)-Business Director
3. Professional Development Report – Assoc. Superintendent or designee
4. Select student representative to the school board for following year (June-Aug)
5. Community Wide Activities in Schools for Previous Year (in written report)
6. Goal Workshop Prep (discuss who can attend, who will present)

# English Learners in Oregon

Annual Report 2020-21

June 2022



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## **Acknowledgements**

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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 the [ODE website](#). 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 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 2020-21 school year<sup>1</sup>. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2020-21 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 2020-21 school year.

### English Learners in Oregon's K-12 schools

As of May 1, 2021, 557,723 students enrolled in Oregon public schools and districts. Among those students, 9.6 percent were current English learners (53,677 students), 8.7 percent were former English learners (48,663 students), and 81.7 percent were never English learners (455,383 students). Both current and former English learners (i.e., ever English learners and 18.3 percent of students) were an incredibly diverse student population in 2020-21. These students brought rich linguistic and cultural heritages to their classrooms, schools, and communities.

The distribution of current English learners varied across grade levels and districts in Oregon during the 2020-21 school year. The district with the highest percentage of current English learners was Woodburn School District, with 36.2 percent of its student population learning English in an ELD program as of May 1, 2021. On the other hand, 49 percent of Oregon districts either had no current English learners or very few (i.e., less than 5 percent of all students).

Other key features of the English learner student population in the 2020-21 school year include the following:

---

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

## English Learners in Oregon

- The majority of current English learners were in elementary grades (62.7 percent), while the majority of former English learners were in high school grades.
- The number of recently arrived current English learners (i.e., new immigrant students) declined from 4,925 in 2019-20 to 4,373 students in 2020-21.
- Spanish was the predominant home language of current English learners (76.3 percent), but overall there were 181 unique home languages spoken by current English learners. Other prevalent languages include Russian, Vietnamese, Chinese, Arabic, Chuukese, and Somali.
- Approximately 76.6 percent of current English learners were Latino/a/x, and 29.8 percent of Latino/a/x students were current English learners. Nearly the same percentage of Native Hawaiian/Pacific Islander students (28.5 percent) were current English learners.

### Participation in targeted programs

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

Key findings include the following:

- A higher percentage of both current and former English learners were eligible for free or reduced price meals as compared to students who were never English Learners (86.3 and 79.2 percent vs. 58.8 percent).
- A higher percentage of current English learners received special education services and supports as compared to never English learners (21.1 vs. 15.2 percent); however, ever English learners and never English learners had similar percentages of students receiving special education services and supports (14.6 vs. 15.2 percent).
- Almost 11.0 percent of current English learners received services in migrant education programs (i.e., 5,930 students).
- While across Oregon 7.2 percent of never English learners participated in TAG programs, this figure was 5.6 percent for former English learners and just 0.3 percent for current English learners.

### Progress towards English Language Proficiency

Oregon monitors whether or not current English learners are on-track to attain English language proficiency within seven years. A little more than half of current English learners (55 percent) in elementary school grades were on track. In contrast, current English learners in middle or high school grades as well as current English learners with disabilities were much less likely to be on track.

### Student Academic Outcomes in English Language Arts and Mathematics

Data pertaining to English language arts and mathematics achievement for current, former, and never English learners are unavailable due to low and uneven assessment participation in 2020-21.

### Attendance

Former and never English learners have the highest levels of regular attendance in elementary school grades. Current English learners have rates of regular attendance substantially lower in elementary, middle, and high school grades. Regular attendance rates decline considerably for current, former, and never English learners in middle and high school grades.

### **Graduation**

Former English learners graduated at rates similar to or better than never English learners (84.2 vs. 81.1 percent); however, substantially fewer current English learners graduated in four years (64.4 percent).

### **Post-secondary enrollment**

Post-secondary enrollment rates for former English learners were very similar to those of never English learners; in both cases, about 62.0 percent of high school graduates enroll in college within 16 months of graduation. On the other hand, current English learners were less likely to enroll in post-secondary education institutions. About 42.0 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 2020-21, that ratio was 0.95, slightly less than it was in 2019-20.

## Introduction

In 2020-21, 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 2020-21 school year made up 18.0 percent of all students in Oregon public schools and districts (as of the first school day in May 2021). 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.
- 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.
- The categories of expenditures for ELD program funding.

Each annual report looks back at the prior school year, which for this year is the 2020-21 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 the district's main office and on the district's website.

## 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

2020-21 school year<sup>2</sup>. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2020-21 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 2020-21 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).

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

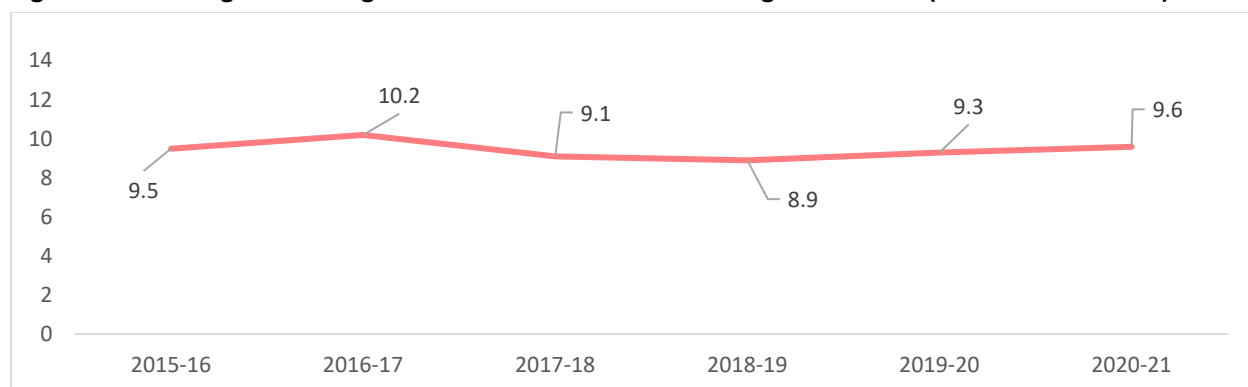
## Section 1: Demographics of English Learners in Oregon in 2020-21

As of the first school day in May 2021, 557,723 students enrolled in Oregon public schools and districts. Among those students, 9.6 percent were current English learners (53,677 students), 8.7 percent were former English learners (48,663 students), and 81.7 percent were never English learners (455,383 students). Both current and former English learners were an incredibly diverse student population in 2020-21 (representing 18.3 percent of all students). These students brought a rich linguistic and cultural heritage to their classrooms, schools, and communities. This section summarizes the demographics of Oregon’s English learner population, considering grade levels, interruptions in formal education among newcomer immigrant students, and racial, ethnic, and linguistic diversity.

### Current and Former English Learners

Current English Learners are multilingual students who are learning English in an ELD program during the school year<sup>3</sup>. They receive English language instruction, supports, and services because they are not proficient in English. The reason for the lack of English proficiency is because English is not their native language or they come from an environment where a language other than English has had a significant impact on their English proficiency. In 2020-21, 53,677 of Oregon’s 557,723 K-12 students, or 9.6 percent, were current English learners<sup>4</sup> (see figure 1).

**Figure 1. Percentage of all Oregon students who were current English Learners (2015-16 to 2020-21).**



A similar number of students in 2020-21 (48,663 or 8.7 percent) were former English learners. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2020-21 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).

Comparisons between current, former, ever, and never English learners are useful to understand the experiences and outcomes of current English learners. Note that ever English learners are the combination of

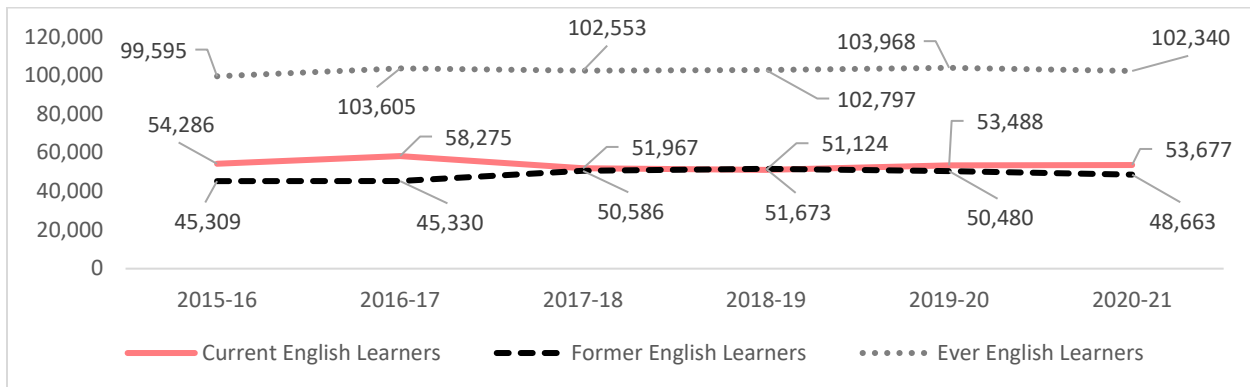
<sup>3</sup> Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.

<sup>4</sup> The data for this portion of the report relies on student enrollments as of the first school day in May 2021.

current and former English learners, and never English learners are monolingual English or multilingual students who are not eligible to receive English language instruction, supports, and services in an ELD program before or during the school year. Without these comparisons, it can be easy to underestimate the achievement of current English Learners, who tend to perform at lower levels while still developing English. However, once current English learners attain English language proficiency, they often perform academically at significantly higher levels (Thompson, Umansky, & Rew, 2022; Hopkins, Thompson, Linqianti, Hakuta, & August, 2013).

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 99,595 in 2015-16 and, after increasing and declining for a couple years, reaching 102,340 students in 2020-21.

**Figure 2. Number of current, former, and ever English Learners in Oregon (2015-16 to 2020-21).**

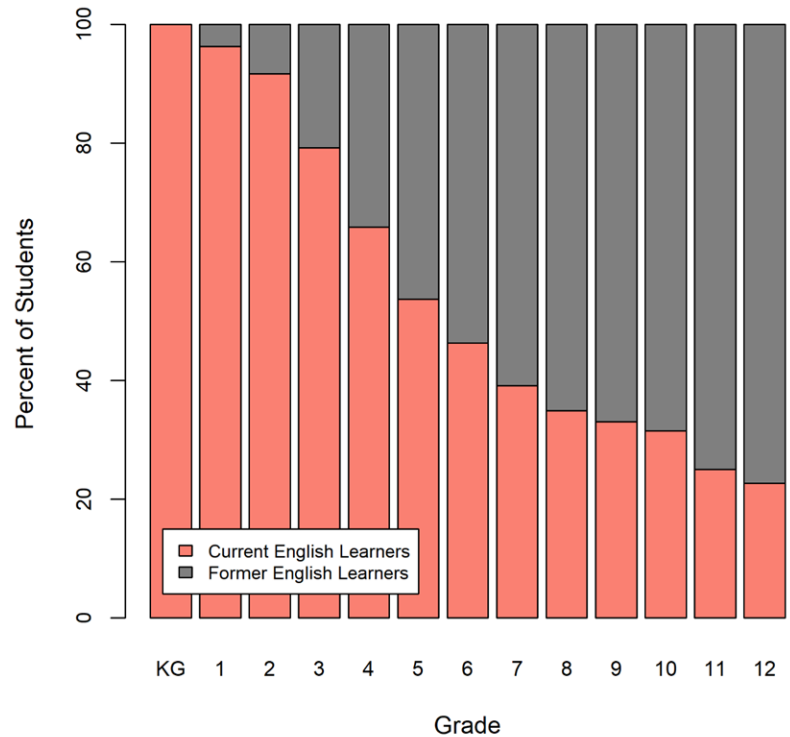


## Characteristics of current English Learners in Oregon

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

Although there were current English learners at every grade level, approximately two-thirds (62.7 percent) were in kindergarten through fifth grade. Far fewer current English learners were in middle school (grades 6-8; 19.2 percent) or in high school (grades 9-12; 18.1 percent). Figure 3 shows the percent of current and former English learners by grade in 2020-21. 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).

**Figure 3. Comparison of the percentage of current and former English learners by grade in 2020-21.**

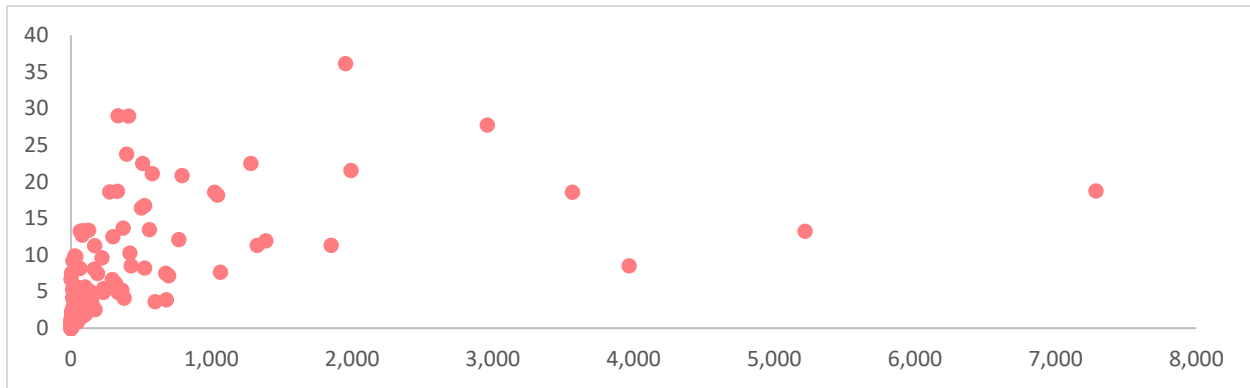


**English Learner enrollment was not uniform across Oregon districts.**

Oregon has 196 school districts. In 2020-21, 146 districts provided English language instruction, supports, and services to current English learners; however, 50 districts did not have any current English learner enrollments. An additional 47 districts 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 eligible for specific improvement efforts under state and federal accountability initiatives.

Figure 4 shows the distribution of current English learners across Oregon districts. The total number of current English learners in 2020-21 is on the x-axis. While most districts are at the left hand corner, with zero or few current English learners, there were five districts with more than 2,000 current English learners. As some of those districts were larger, however, even large populations of current English learners might make up fewer than 8 percent of the student population (see the y-axis). Thus, in 2020-21, districts experienced very different situations 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.

**Figure 4. Comparison of the number and percentage of current English learners by district in 2020-21.**



This variation across districts is also evident in table 1, which shows the five districts with the highest numbers of current English learners (i.e., Salem-Keizer, Beaverton, Portland, Hillsboro, and Reynolds), as well as the five districts with the highest percentage of current English learners (i.e., Woodburn, Nyssa, Umatilla, Reynolds, and Milton-Freewater). Note that only Reynolds appears in both lists. Moreover, many of those districts with the highest percentage of current English learners have comparatively small numbers of students.

**Table 1. Districts with the highest number and percentage of current English learners in 2020-21.**

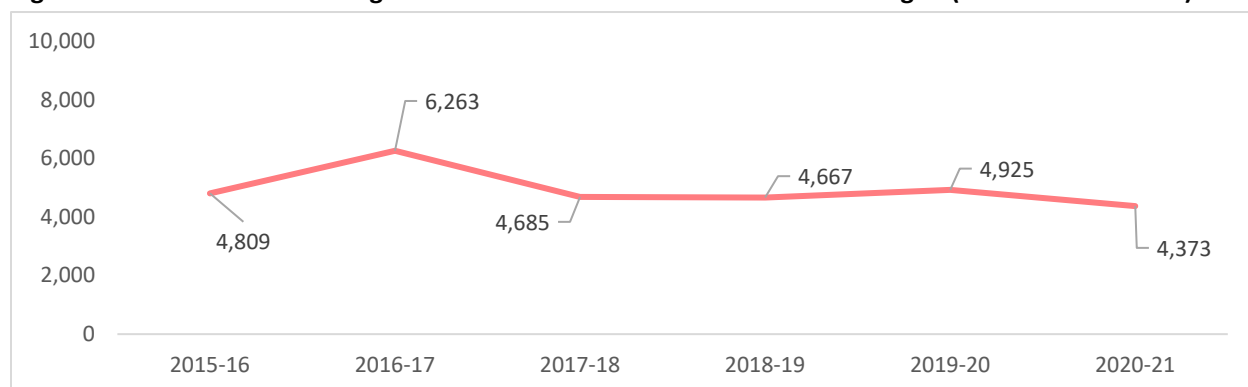
District Name	Number of Current English Learners	Percentage of Current English Learners
Salem-Keizer	7,286	18.8%
Beaverton	5,219	13.2%
Portland	3,968	8.5%
Hillsboro	3,565	18.6%
Reynolds	2,961	27.8%
David Douglas	1,991	21.6%
Woodburn	1,953	36.2%
Nyssa	336	29.0%
Umatilla	411	29.0%
Milton-Freewater	396	23.8%

**The number of recent arrivers declined in 2020-21.**

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 2020-21, 4,373 current English learners were recent arrivers. This number represents the smallest count of recent arrivers over the last six years and continues the reduction from 2016-17 (6,263; see figure 5).

**Figure 5. Number of current English learners who were recent arrivers in Oregon (2015-16 to 2020-21).**



Most recent arrivers (60.6 percent) were in the elementary grades, while 16.3 percent were in grades 6-8 and 23.1 percent were in high school. Current English learners who are recent arrivers in middle and high school generally face particularly big 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 2020-21 was 1,723. Not all districts provided English language instruction, support, and services to adolescent newcomers; however, five Oregon districts had at least 100 such students in 2020-21 (see table 2).

**Table 2. Districts providing English language instruction, support, and services to at least 100 adolescent newcomers in 2020-21.**

District	Number of Adolescent Newcomers (Recently Arrived Current English Learners in Middle or High School)
Beaverton	226
Salem-Keizer	199
Portland	183
Reynolds	148
David Douglas	100

**In 2020-21, 690 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,

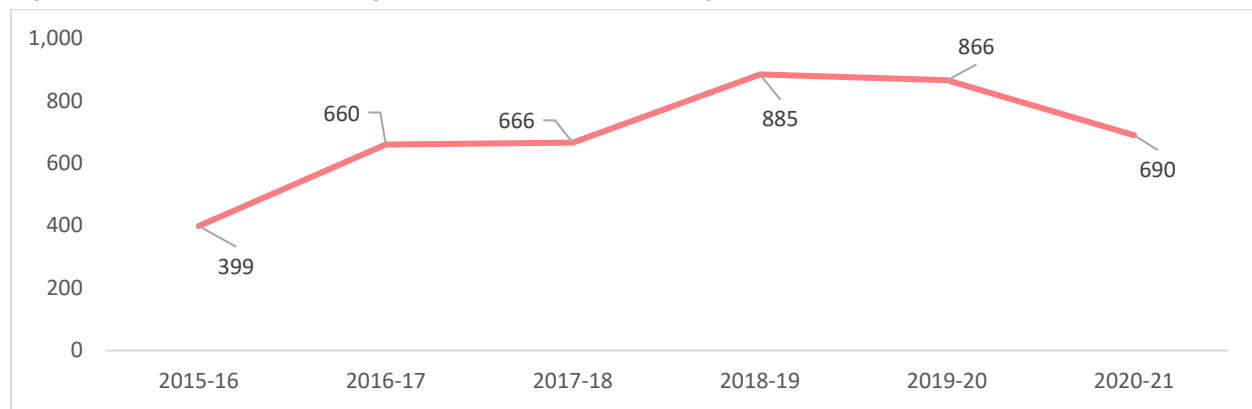
## English Learners in Oregon

- b. function at least two years below grade level expectations in reading and mathematics, and
- c. be preliterate in their native language.<sup>5</sup>

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

The ODE began collecting data on the number of students with limited or interrupted formal education in 2015-16. For the 2020-21 school year, districts reported 866 current English learners with limited or interrupted formal education (about 1.6 percent of all current English learners). As figure 6 illustrates, the number of students with limited or interrupted formal education increased from 2015-16 to 2018-19 but decreased in 2020-21.

**Figure 6. Number of current English learners with an interrupted formal education (2015-16 to 2020-21).**



Most students with limited or interrupted formal education were in high school (62.2 percent). Another 25.1 percent were in the middle school grades (grades 6-8), and only 12.8 percent were in the elementary grades.

In 2020-21, 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. Six districts in Oregon, identified in table 3, provided English language instruction, supports, and services to at least 20 current English learners with limited or interrupted formal education in 2020-21. These six districts alone enrolled 75.5 percent of all SLIFE students in Oregon. Note that three of the five districts serving many adolescent newcomers (see table 2) also enroll a significant numbers of current English learners with interrupted formal education (i.e., Portland, Beaverton, Reynolds, and Hillsboro).

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

**Table 3. Districts serving at least 20 current English learners with interrupted formal education in 2020-21.**

District	Number of Current English Learners with Limited or Interrupted Formal Education
Hillsboro	147
Hermiston	96
Portland	89
Beaverton	81
Reynolds	79
Morrow	29

### Current English learners across the state spoke 181 unique home languages.

Statewide, current English learners spoke about 181 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 4). In recent years, the number of current English learners speaking Somali, Mesoamerican languages, and other languages has been increasing. The ODE is updating the way districts report the home languages of current English learners to allow for more accurate reporting in the future.

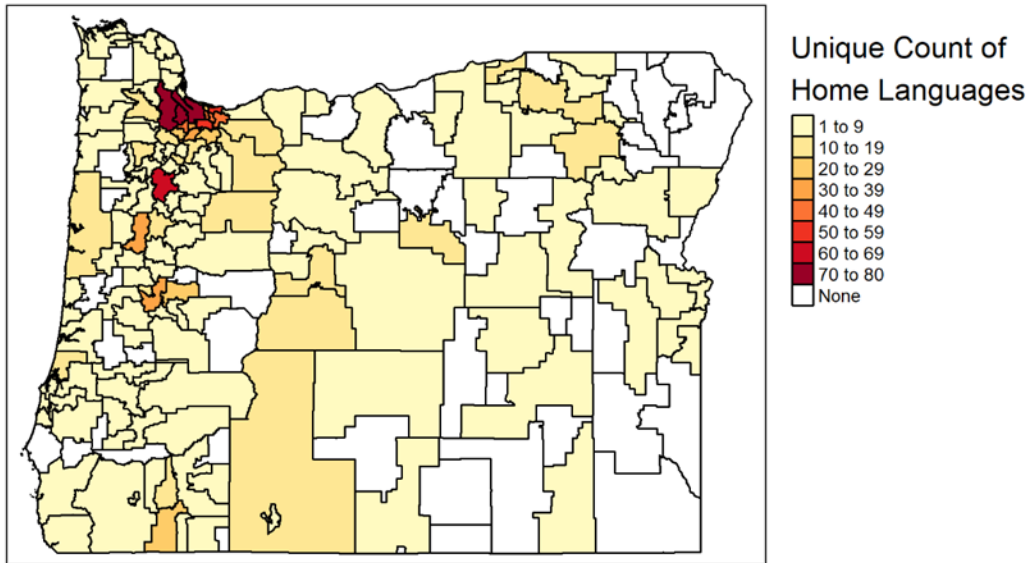
**Table 4. Most prevalent home languages among current English learners in 2020-21.**

Language	Number of Current English Learners with this Language	Percentage of Current English Learners with this Language
Spanish	40,973	76.3
Russian	1,360	2.5
Vietnamese	1,235	2.3
Chinese	1,082	2.0
Arabic	829	1.5
Chuukese	626	1.2
English <sup>6</sup>	613	1.1
Somali	580	1.1
Ukrainian	391	0.7
Japanese	342	0.6
Marshallese	342	0.6
Mayan languages	273	0.5

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.

<sup>6</sup> All 613 current English Learners with English as the home language were American Indian/Alaska Native students.

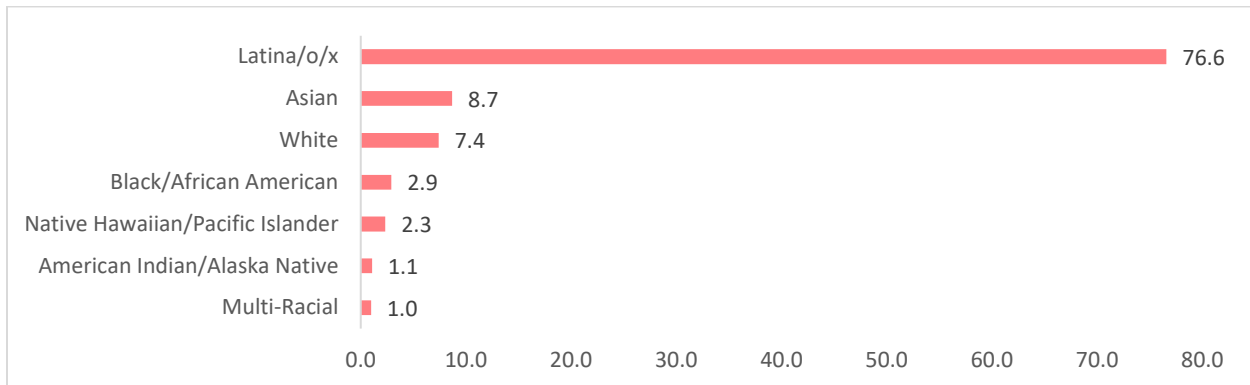
**Figure 7. Geographic distribution current English learner home languages across Oregon districts during 2020-21.**



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

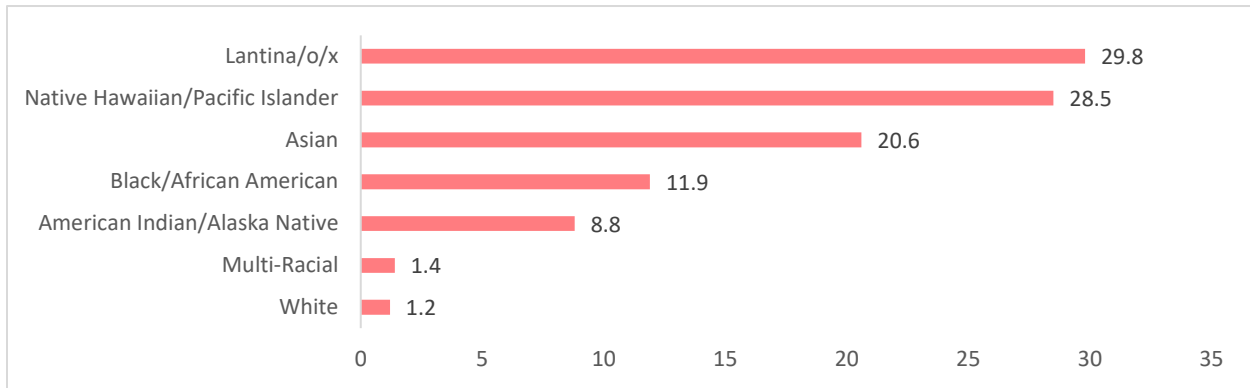
Of the 53,677 current English learners in Oregon during the 2020-21 school year, 41,110 (76.6 percent) were Latina/o/x. Slightly over 16.1 percent were White and Asian, while smaller percentages were Black/African American, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and Multi-Racial (see figure 8).

**Figure 8. Percentage of current English learners by race/ethnicity in 2020-21.**



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 29.8 percent of Latina/o/x students were current English learners in 2020-21. Moreover, 28.5 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 2020-21.**



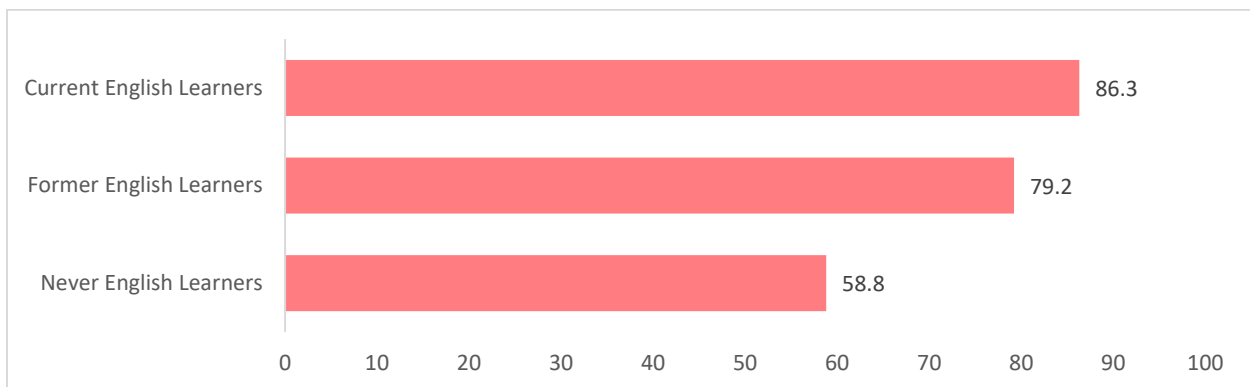
## Section 2: Participation in Targeted Programs

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 2020-21 school year.

### Free or Reduced Price Meals

Students who come from low-income families (those earning below 185 percent of the federal poverty line) are eligible for free or reduced price meals. The percentage of students receiving free or reduced price meals is an estimate of the level of poverty or economic disadvantage in a school. It is an imprecise measure, since some eligible students and families never apply to the program; however, it provides the best data currently available to compare poverty and economic disadvantage levels across schools and districts. According to figure 10, current and former English learners are much more likely than never English learners to be eligible for free or reduced price meals. This suggests that households for current and former English learners are more likely to experience poverty and economic disadvantage. Overall, 86.3 percent of current English learners come from economically disadvantaged households.

**Figure 10. Percentage of current, former, and never English learners receiving free or reduced price meals in 2020-21.**



## Special Education

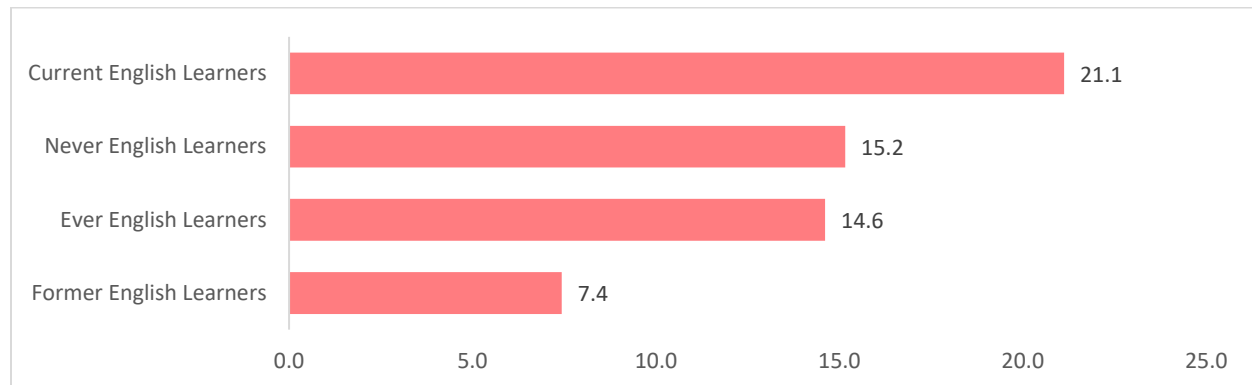
Students who are current English learners and receive special education services and supports are known as dual-identified students, since they receive instruction, supports, and services from two programs (i.e., English language and special education).

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).

### **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 percent) received special education services and supports as compared to former (7.4 percent) and never English learners (15.2 percent). 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.

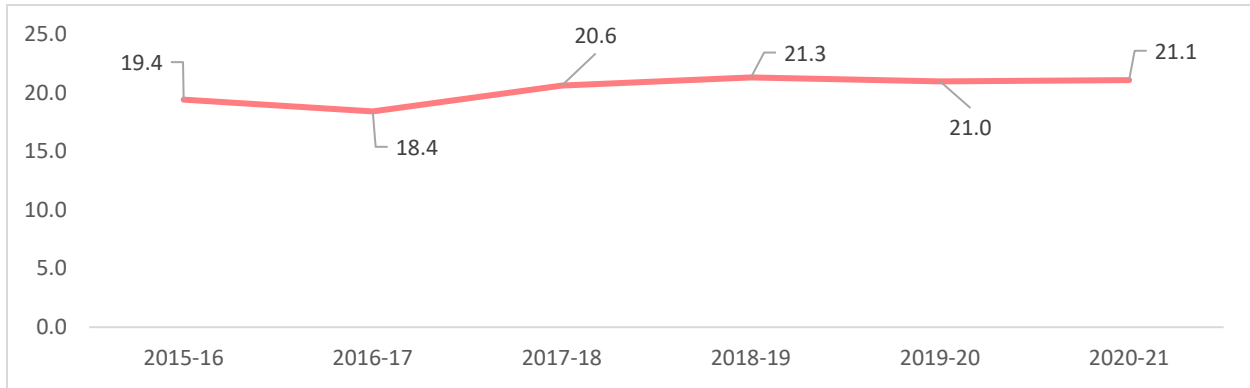
**Figure 11. Percentage of current, former, never, and ever English learners receiving special education services and supports in 2020-21.**



### **The percentage of current English learners receiving special education slightly increased in 2020-21.**

In 2020-21, 11,337 current English learners (21.1 percent) were receiving special education supports and services. The number of current English learners receiving special education services and supports in 2020-21 represents a very slight increase from the year before, when 21.0 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 (2015-16 to 2020-21).**



Most dual-identified students in 2020-21 had a specific learning disability (3,665 students) or a speech or language impairment (3,092 students) as their primary disability.<sup>7</sup> Other primary disabilities, in order of frequency in 2020-21, include 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.

### Migrant Education

Some English learners also participate in migrant education programs. Students are eligible for migrant education programs if their parent or guardian is a migratory worker and they move from one school district to another during the regular school year. Many migrant children live in 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 intention of migrant education programs is to ensure that migrant children receive the support that addresses their unique situation and are able to receive supports to succeed academically.

### 11 percent of current English learners received services from Migrant Education Programs in 2020-21.

Across the state in the 2020-21, 5,930 current English learners participated in migrant education programs. That number translates to 11.0 percent of all current English learners. It also means that approximately half (49.7 percent) of the 11,943 students in migrant education programs were current English Learners in 2020-21. Moreover, 39.0 percent of students in migrant education programs in 2020-21 were former English learners. This also implies that 88.7 percent of the 11,943 students who received services from migrant education programs were ever English learners.<sup>8</sup>

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

<sup>8</sup> The data for this portion of the report relies on student enrollments as of the first school day in May 2021.

Approximately 103 districts received federal funds in the 2020-21 school year to support their migrant education programs. Districts that did not receive federal funding in 2020-21 did not have eligible students enrolled in their schools and programs. Ten districts had more than 150 current English learners participating in their migrant education program in 2020-21 (see table 5).

**Table 5. Districts with over 150 current English learners participating in migrant education programs in 2020-21.**

District	Number of Current ELs in Migrant Education	District	Number of Current ELs in Migrant Education
Salem-Keizer	616	Nyssa	244
Hillsboro	482	Beaverton	184
Woodburn	447	Hood River County	173
Medford	346	Canby	160
Forest Grove	302	North Wasco County	155

### Talented and Gifted

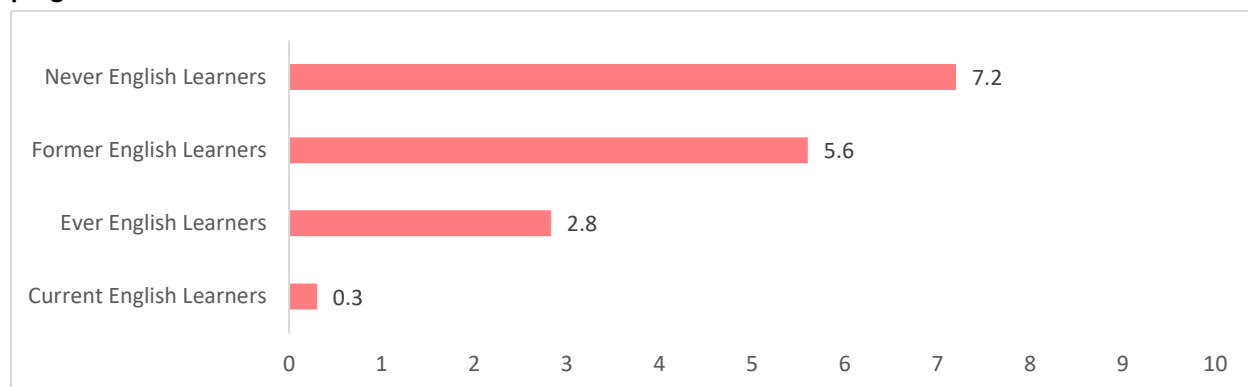
The state requires that all school districts establish policies and procedures to identify students to participate in TAG programs. These students may have high general intelligence and/or demonstrate unusual academic ability in one or more particular areas. State law requires districts to develop a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

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 eligible for TAG Programs.

According to figure 13, 7.2 percent of never English learners (32,616 students) were eligible for TAG programs in 2020-21. While 5.6 percent of former English learners were eligible (2,725 students) and 5.9 percent of ever English learners were eligible (2,893 students), less than 1 percent of current English learners were eligible for TAG programs in 2020-21 (168 students). Never English learners were 24 times more likely to be eligible than current English learners in 2020-21 (7.2 percent ÷ 0.3 percent = 24).

**Figure 13. Percentage of current, former, ever, and never English learners who participated in a TAG program in 2020-21.**



### 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).

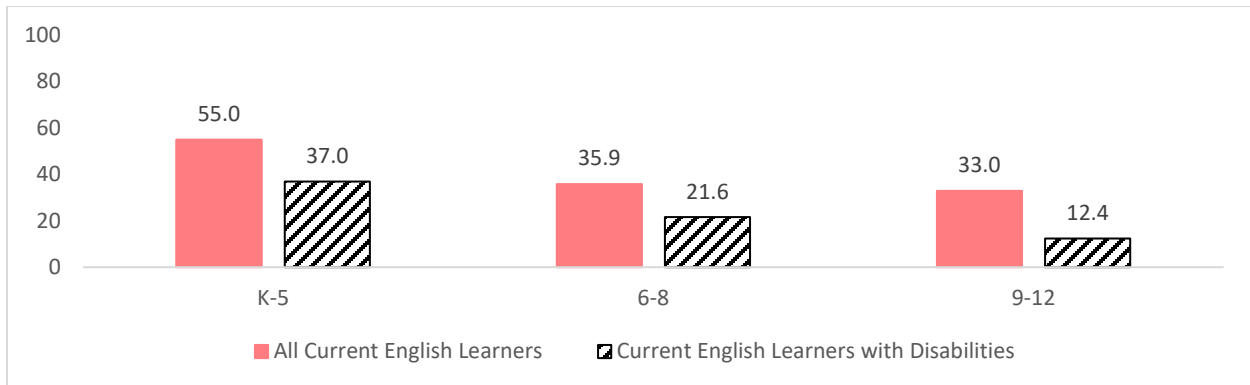
#### Progress towards English Language Proficiency

Title III 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 2016-17, 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.

According to figure 14, as the grade level increases, the percentage of current English learners on track to attain English language proficiency decreases from 55.0 percent in elementary school grades to 33.0 percent in high schools grades. Furthermore, the same pattern is evident for current English learners with disabilities where the percentage decreases from 37.0 percent in elementary school grades to 12.4 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.<sup>9</sup>

<sup>9</sup> It is also important to note that ELPA participation was low and uneven in 2020-21 (i.e., the participation rate was approximately 38 percent). Not all current English learners had a safe and in-person opportunity to take the ELPA.

**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 2020-21.**



**Long-term current English learners made up 20.0 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 2020-21, most current English learners (80.0 percent) were not long-term current English learners; however, this means that 20.0 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). 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 37.8 percent of current English learners with disabilities received English language instruction, supports, and services for more than seven years in 2020-21.

**Approximately 15 percent of current English learners receiving special education services and supports developed English language proficiency in six years.**

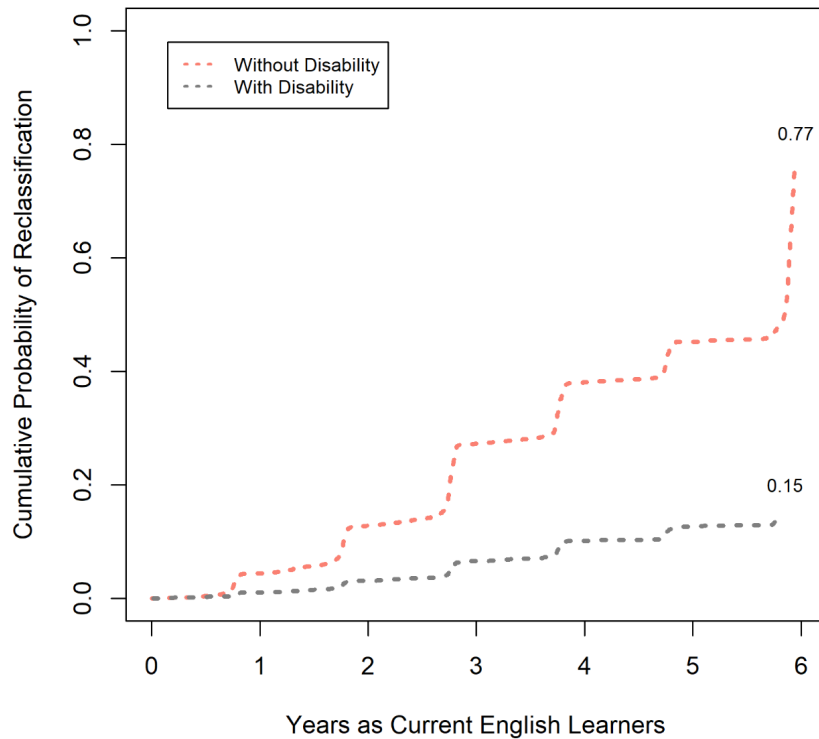
It is also useful to look at the development of English language proficiency from another angle, namely, what proportion of current English learners develop proficiency within a particular amount of time?

This measure uses data for all current English learners who received English language instruction, supports, and services in an ELD program in 2020-21 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 2021 as a snapshot, this measure includes all current English learners (even those not enrolled on the first school day in May 2021).

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 0.77 (or, after multiplying by 100, 77 percent). That is, 77 percent of the current English learners without disabilities attained English language proficiency and exited an ELD program after six years. On the other hand, only 15 percent of current English learners with disabilities attained English language proficiency and exited an ELD program after six years.

**Figure 15. Probability of reclassification for current English learners with and without disabilities after six years (July 1, 2015 to June 30, 2021).**



## Student Academic Outcomes in English Language Arts and Mathematics

Per the ESSA, all students must take annual summative assessments in English language arts and mathematics in grades 3 through 8 and 11. Although these assessments provide tools, supports, and accommodations for current and former English learners (e.g., English/Spanish language side-by-side in mathematics, glossaries available in 12 languages<sup>10</sup>, and test directions available in 20 languages<sup>11</sup>), they may be challenging for students who are still developing English language proficiency.

In the 2020-21 school year, the ODE [received](#) an assessment waiver from the U.S. Department of Education. The waiver provided temporary flexibility in terms of the administration of summative assessments in certain grades. That is, instead of taking English language arts and mathematics assessments in grades 3 through 8

<sup>10</sup> Glossaries are available in English, Spanish, Arabic, Cantonese and Mandarin, Ilokano and Tagalog, Korean, Punjabi, Russian, Ukrainian, and Vietnamese.

<sup>11</sup> Test directions are available in Arabic, Burmese, Cantonese, Dakota, Ilokano and Tagalog, French, Haitian Creole, Hmong, Japanese, Korean, Lakota, Mandarin, Punjabi, Russian, Somali, Spanish, Ukrainian, Vietnamese, and Yup'ik.

and 11, the waiver only requires students to take the English language arts assessment in grades 3, 6, 7, and 11, and the mathematics assessment in grades 4, 7, 8, and 11. Despite the flexibility, assessment participation was very low and uneven across grades for current, former, and never English learners in 2020-21<sup>12</sup>. Thus, English language arts and mathematics achievement is only representative of the students who had a safe, in-person opportunity to participate in each assessment and is not comparable across schools, districts, student groups (e.g., current, former, and never English learners), and school years. For these reasons, this report will not display English language arts and mathematics achievement for the 2020-21 school year. Please see [statewide assessment results](#) for more information about the assessment waiver, participation, and achievement.

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

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

### Regular Attendance

In recent years, researchers and educators alike have devoted increasing attention to ensuring students attend school on a regular basis. Research has shown that even moderate levels of absenteeism can have a profound impact on students' grades, performance on standardized assessments, graduation rates, and success in college (Allensworth & Evans, 2016; Ginsburg, Jordan, & Chang, 2014). In Oregon, students exhibit "regular attendance" at school if they attend more than 90 percent of school days during the school year.<sup>13</sup>

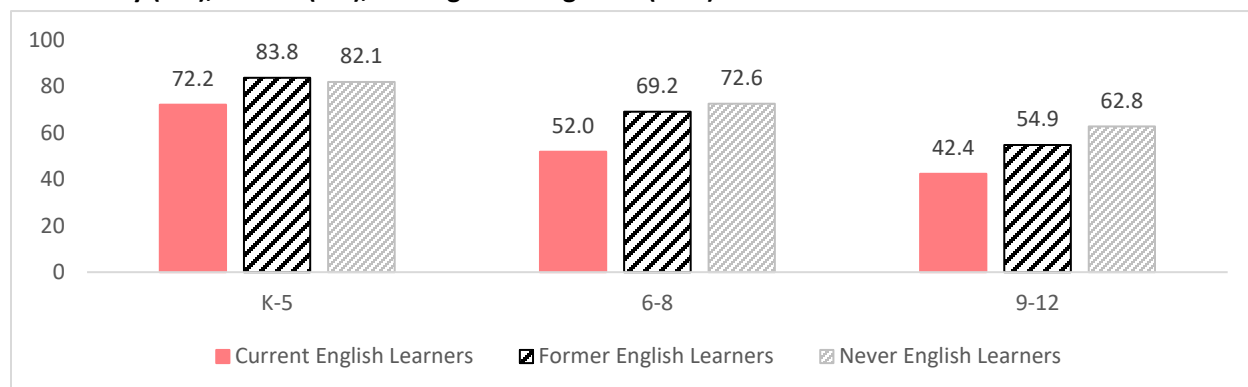
Among elementary grades in 2020-21, former and never English learners have the highest levels of regular attendance (see figure 16). Current English learners, on the other hand, have rates of regular attendance lower in elementary, middle, and high school grades. In fact, regular attendance rates decline considerably for current, former, and never English learners in middle and high school grades (with current and former English learners declining by approximately 30 and 29 percentage points between elementary and high school grades).

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<sup>12</sup> English language arts assessment participation ranges from approximately 7 percent in 11<sup>th</sup> grade for current English learners to 40 percent in 3<sup>rd</sup> grade for never English learners. Mathematics assessment participation ranges from approximately 6 percent for current English learners to 40 percent in 4<sup>th</sup> grade for never English learners.

<sup>13</sup> Note that regular attendance in 2020-21 is not comparable to prior years due to the impact of the COVID-19 pandemic and substantive policy changes to support remote learning.

**Figure 16. 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 2020-21.**



## On Track to Graduate

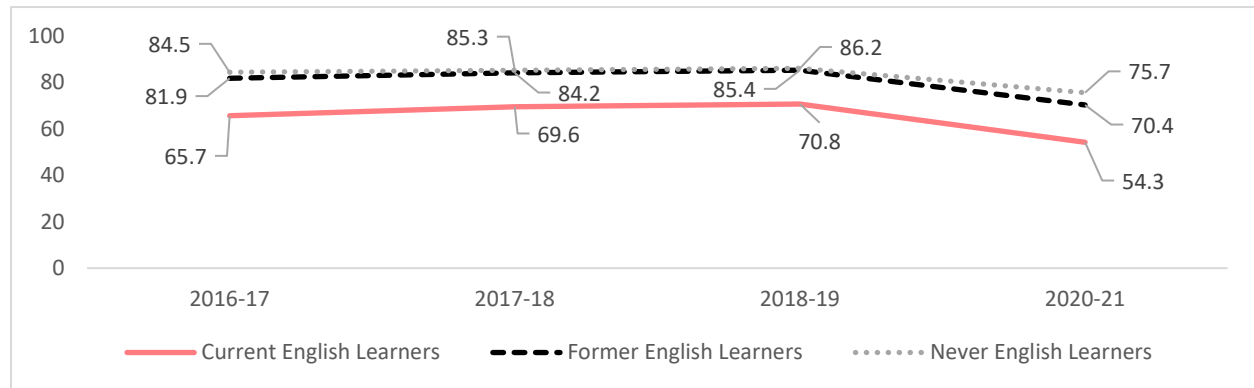
Around the country, states and districts track whether students in the 9<sup>th</sup> grade are on track to graduate within four years. They do this because ninth grade is a critical year for determining whether students will ultimately graduate from high school; identifying students who are not on track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

### **From 2016-17 to 2020-21, a higher percentage of former and never English learners were on-track to graduate in comparison to current English learners.<sup>14</sup>**

According to figure 17, former and never English learners in 9<sup>th</sup> grade are on track to graduate at substantially higher percentages than current English learners from 2016-17 to 2020-21. Former and never English learners have very similar percentages. Their gap shrinks from 2.6 percentage points in 2016-17 to 0.8 percentage points in 2018-19; however, the gap between former and never English learners widens in 2020-21 (i.e., 5.3 percentage points). From 2016-17 to 2018-19, current, former, and never English learners exhibited considerable improvement in the percentage of students on-track to graduate. Current English learners demonstrated the largest improvement with 5.1 percentage points. However, all three groups of students experience a sizeable decline in 2020-21 with current and former English learners decreasing by 16.5 and 15.0 percentage points since 2018-19. The considerable decline is due to the impact of the COVID-19 pandemic on students, families, communities, and schools.

<sup>14</sup> Data representing the percentage of current, former, and never English learners who were on track to graduate in ninth grade were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon's response to the COVID-19 pandemic (e.g., the cancellation of data collections that either capture the specific data or support the calculation of this measure at the district and state levels).

**Figure 17. Percentage of 9<sup>th</sup> grade current, former, and never English learners on track to graduate within four years (2016-17 to 2020-21).**



### 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.<sup>15</sup>

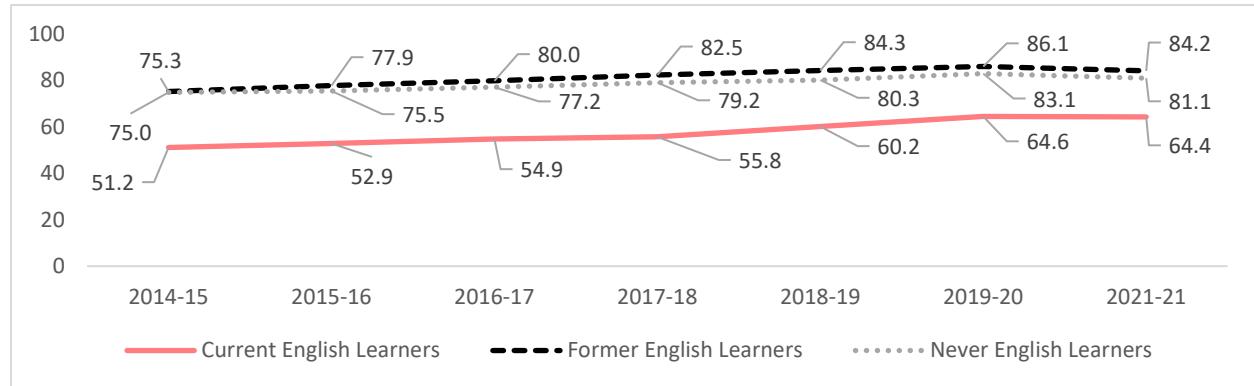
#### **Former English learners graduated at rates similar to or better than never English learners; however, substantially fewer current English learners graduated in four years.**

According to figure 18, 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 2014-15 to 2020-21. In some years (e.g., 2018-19), the four-year graduation rate for former English learners was higher than the rate for never English learners (84.3 percent vs. 80.3 percent).

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 2014-15 to 2020-21 (an increase of 13.2 percentage points).

<sup>15</sup> 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. 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 18. Percentage of current, former, and never English learners graduating within four years (2014-15 to 2020-21).**



### 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.

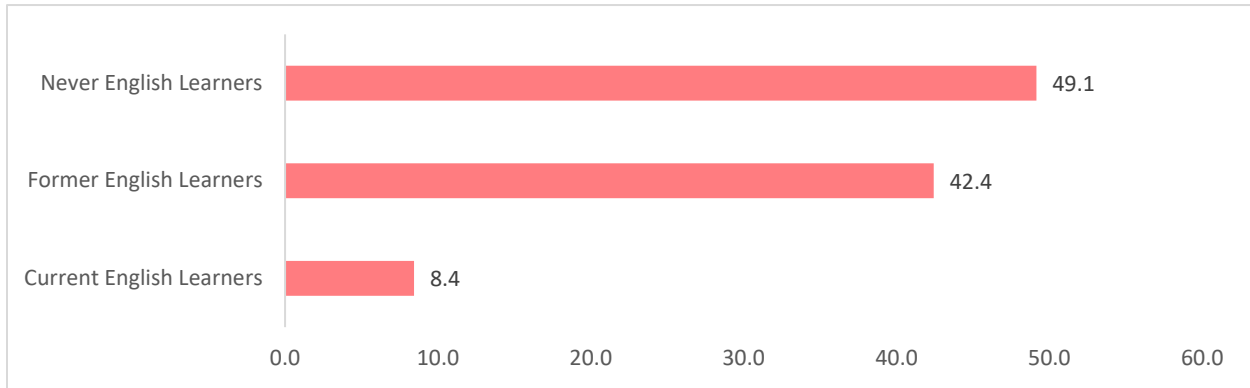
The data for this section relies on students who graduated in 2020-21 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this section will examine the count and percentage of current, former, and never English learners<sup>16</sup> who earned the Seal of Biliteracy in 2020-21.

### The majority of students who earned the Seal of Biliteracy in 2020-21 were ever English learners and never English learners who are native speakers of languages in addition to English.

Of the 37,320 students who graduated in 2020-21, 1,874 students (or 5.0 percent) also earned the Seal of Biliteracy. Among those 1,874 students, 49.1 were never English learners, 42.4 percent were former English learners, and 8.4 percent were current English learners (see figure 19). 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.

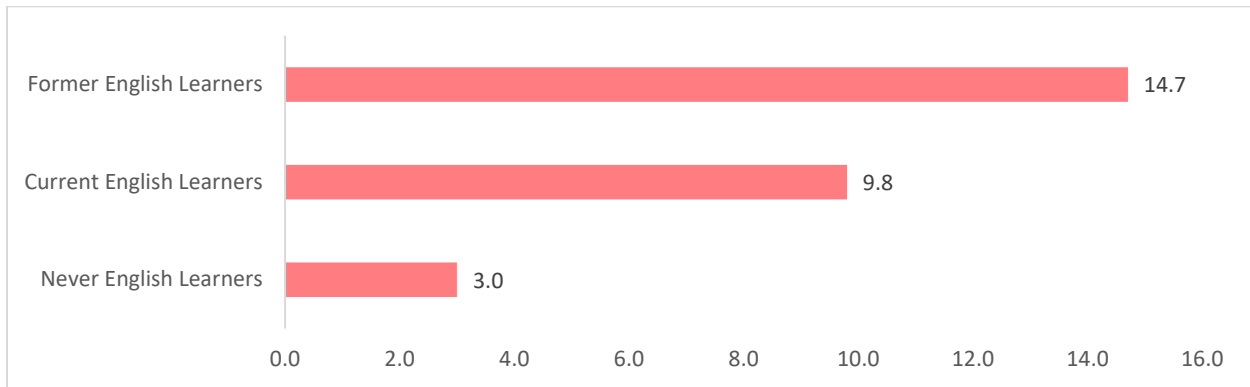
<sup>16</sup> For the purposes of reporting Seal of Biliteracy data in this report, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Note that current English learners included students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

**Figure 19. Percentage of current, former, and never English learners earning the Seal of Biliteracy in 2020-21 (among all students who earned the Seal of Biliteracy).**



According to figure 20, among former English learners who graduated in 2020-21, 14.7 percent earned the Seal of Biliteracy. Moreover, 9.8 percent of current English learner graduates earned the Seal of Biliteracy in 2020-21. This means that, among ever English learners who graduated in 2020-21, 24.5 percent also earned the Seal of Biliteracy.

**Figure 20. Percentage of current, former, and never English learners earning the Seal of Biliteracy in 2020-21 (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 (79.2 percent) had Spanish as their partner language. The next three partner languages, in order of the number of students, were French, Chinese, and Japanese, all with 50 or more students earning the Seal of Biliteracy in that language. Spanish, Russian, and Chinese 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 2020-21 were Spanish, French, and Japanese.

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

In 2020-21, nine districts had 50 or more students earning the Seal of Biliteracy (see table 6). Moreover, among Woodburn’s students who graduated in 2020-21, 60.1 percent earned the Seal of Biliteracy. Six other districts in 2020-21 had 10 percent or more of their high school graduates earning the Seal of Biliteracy.

**Table 6. Districts with 50 or more students earning the Seal of Biliteracy in 2020-21<sup>17</sup>.**

District	Number of Students	District	Number of Students
Portland	350	Hillsboro	73
Beaverton	242	West Linn/Wilsonville	71
Woodburn	184	Corvallis	62
Salem-Keizer	170	North Clackamas	60
Eugene	143		

## Post-Secondary Enrollment

The ODE annually examines and publicly reports the percentage of high school graduates who enroll in post-secondary education institutions in Oregon and across the U. S. (e.g., public and private, 2-year and 4-year, etc.). A post-secondary education affords students a wide range of advantages, including greater employment opportunities, financial security, opportunities to contribute in their community, and greater life satisfaction. However, it is important to be clear that enrollment in a post-secondary institution is not the only meaningful and advantageous post-high school opportunity available to students. Others may include military service, community or religious service, and competitive employment. The data for this measure uses students who graduated in 2018-19 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations.<sup>18</sup> Moreover, this portion of the report will examine the count and percentage of current, former, and never English learners<sup>19</sup> who enrolled in a post-secondary education institution within sixteen months after graduation.

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

Figure 21 shows the post-secondary enrollment rates by graduation year for three groups of Oregon students. The post-secondary enrollment rates for never English learners, represented by the gray dotted line, ranged from 61.9 to 62.6 percent from 2012-13 to 2018-19. The salmon line displays the same information for students who were current English Learners. Current English learners enrolled in post-secondary institutions at substantially lower rates than never and former English learners. The post-secondary enrollment rates for current English learners annually increased from 41.2 percent in 2012-13 to

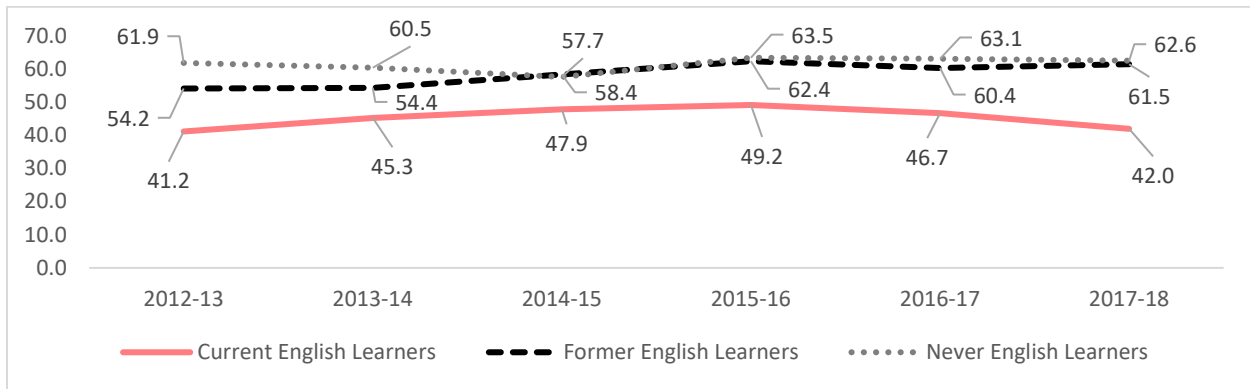
<sup>17</sup> Note that the counts in this table reflect students who graduated in 2020-21 (and were part of the four-year cohort adjusted graduation rate) and earned the Seal of Biliteracy. There were students who earned the Seal of Biliteracy in 2020-21 but were part of the five-year cohort or another cohort.

<sup>18</sup> Post-secondary enrollment data for current, former, and never English learners who graduated from high school in 2019-20 were unavailable as of the publication of this report.

<sup>19</sup> For the purposes of reporting post-secondary enrollment data in this report, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

49.2 percent in 2015-16; however, they decreased in both 2016-17 and 2018-19 to levels similar to 2012-13. The black dashed line shows the post-secondary enrollment rates for former English learners. The post-secondary enrollment rates for former English learners increased from a low of 54.2 percent in 2012-13 to a high of 62.4 percent in 2015-16. Moreover, since 2015-16, former English learners had post-secondary enrollment rates that were reasonably comparable to never English learners.

**Figure 21. Percentage of current, former, and never English learners enrolling in post-secondary institutions within 16 months of high school graduation (2012-13 to 2018-19<sup>20</sup>).**



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

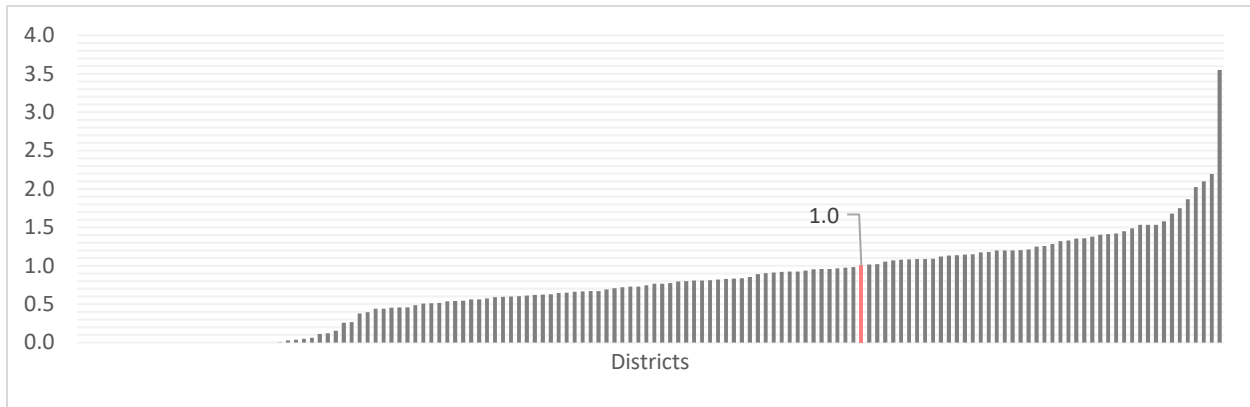
Each year, Oregon’s State School Fund provides funding to districts through General Purpose Grants. The amount of the grant relies on a formula that considers the number of students in the district (known as average daily membership weighted or ADMw). On average, the per-pupil funding amount in 2020-21 was \$8,754.<sup>21</sup> In addition to this basic funding, districts receive additional state funds for each student enrolled in an ELD program. This amount is  $0.5 \times \$8,754$  or \$4,377 per current English learner. Altogether, the state allocated \$217,742,292 for these additional English learner funds in the 2020-21 school year.

Figure 22 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 2020-21 was 1.0, meaning that district expenditures on current English learners reflected 100 percent of the funds the state allocated to districts via the State School Fund Formula. Some districts spent more than this percentage (up to 355%), while others spent less (as little as 0%). The values on the extreme ends of the range, however, may reflect variations in the way that some districts report data. Some districts with few current English learners report revenue received from the state, but do not identify expenditures specific to current English learners, even though they may expend funds for English learner services. Other districts on the high end of the spending ratio may include expenses for dual-language programs that also educate former and never English learners, rather than calculating the percentage spent solely on current English learners.

<sup>20</sup> The year (e.g., 2012-13) represents the school year in which students graduated from high school.

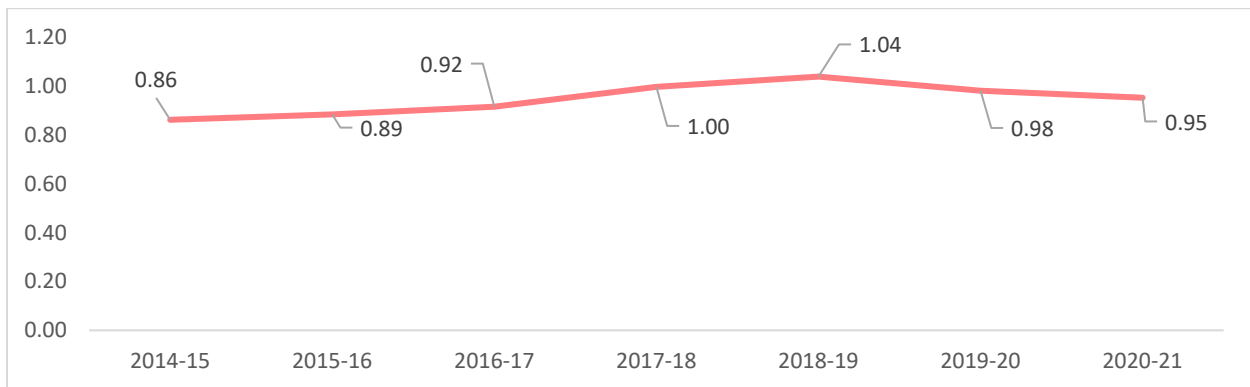
<sup>21</sup> While \$8,754 is the average amount, the grant amount can vary a bit for different districts because of the way the formula is set up.

**Figure 22. Ratio of current English learner expenditures to revenues across districts in 2020-21.**



As figure 23 illustrates, the statewide ratio increased steadily from 2014-15 to 2018-19; however, in 2019-20 and 2020-21, the ratio decreased below 1.0.

**Figure 23. Ratio of statewide expenditures on current English learners to revenues (2014-15 to 2020-21).**



Expenditures from the General Fund on current English learners either belong to Function 1291 (covering expenditures for instruction and interventions to help current English learners learn English) or Area of Responsibility 280 (other supports for current English learners, such as interpretation services or transportation).<sup>22</sup>

Current English learner expenditures for 2020-21 totaled \$207,663,788. Districts accounted for approximately 80 percent of the expenditures (\$166,065,893) using Function 1291 and 20 percent of the expenditures (\$41,597,895) 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 2020-21 provided an additional \$135.58 per student for supplemental current English learner services<sup>23</sup>. A description of these federal funds is beyond the scope of this report but information on the grant amounts are available on the [ODE website under Title III Allocations](#).

<sup>22</sup> For a more detailed description of the accounting system categories, see [Oregon’s Program Budgeting and Accounting Manual](#).

<sup>23</sup> Districts with fewer than 69 students can join other districts in a consortium to access these grants.

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