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

2026-27 BOARD & STAFF
Board Chair, Mackenzie Strawn **Board Vice-Chair,** Alisha Oliver
Board Members: Mike Wagner, Erin Cramer, Mark Henderson, Coral Ford & Brunk Conley
Student Representatives to the Board, Amalia Bell & Aliya Maciel
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, Melissa Glover
Director of Ancillary Services, John Barnes
Director of Operations & Facilities, Travis King
Superintendent/School Board Executive Assistant, Tonia Whisman

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

NSSD Board of Directors Regular Session
Thursday, August 20, 2026 ~ 6:00 PM
NSSD District Office/Santiam Room, 1155 N 3rd Ave, Stayton, OR 97383
https://youtube.com/live/kgJAsrBc5vc?feature=share

1. CALL REGULAR SESSION TO ORDER
6:00 pm (times for agenda items are estimated)

2. AGENDA APPROVAL
Changes to the agenda after posting on August 14, 2026 will be acknowledged:

Added Agenda Items-
*14-Detroit Dam Drawdown
Added Attachments-
*3.1-06.11.26 meeting minutes & Budget Hearing minutes
*3.1-06.29.26 meeting minutes
*7.0-Board_Cash_Flow_Summary_Report
*13.1-JHCCF-AR: Pediculosis
Revised Attachments-
*3.2-August 2026 Licensed Staff Board Report

RECOMMENDED MOTION-AGENDA APPROVAL
I move that the Board approve the agenda as modified.

3. CONSENT AGENDA

3.1. ***Action: Approval of Meeting Minutes*** ***5***
06.11.26 Budget Hearing minutes-DRAFT ***5***
06.11.26 minutes-DRAFT ***7***
06.29.26 meeting minutes-DRAFT ***14***

3.2. ***Action: Approval of New Hires*** ***16***

New Hires (Board Action Required)
Karilea Landolt: SIMS/4th Grade Teacher
Faith Kraemer: SIMS/5th Grade Teacher
Jeremy Campbell: SIMS/6th Grade Science
Karen Huff:SUB/1st Grade Teacher
Kaleb Anundi: SUB/0.5 PE Teacher
Shelby Markham Schmidt: SES/Counselor
Catherine Watson: SES/.05 1st grade Teacher (job share)
Matthew Bartlett: SHS/Health Teacher

EXISTING STAFF/NEW POSITIONS
Megan Scheidler: ML/Dean of Students
Brittany Zurcher: ML/Title I Interventionist

Resignations (Informational only-see attachment for details)

August 2026 Licensed Staff Board Report ***16***

3.3. ***Receive: Annual Restraint/Seclusion Report*** ***17***
NSSD Restraint-Seclusion Report 2025-26 ***17***

3.4. ***Receive: Oregon English Learners Report*** ***18***
ORS 327.016 directs the Oregon Department of Education (ODE) to prepare an annual report on English learner program funding and student outcomes. Each annual report is distributed in June and looks back at the prior school year. This report is for the 2024-25 school year, and is required to be provided to school board members by Sept. 1st.
Oregon English Learners Report 2024-25 ***18***

3.5. ***Action: Approval of Consent Agenda***
RECOMMENDED MOTION-CONSENT AGENDA
I move that the Board approve the Consent Agenda as [presented] [modified].

4. STUDENT BUSINESS:
6:05 pm
Amalia Bell and Aliya Maciel will take their oaths of office for the 2026-27 school year.

"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."

5. CITY COUNCIL LIAISON REPORTS:
6:10 pm
This standing agenda item is for reports from the Stayton, Sublimity and Lyons City Council Liaisons.

6. TEACHING & LEARNING REPORT: Nicole Duncan **77**

6:20 pm
This month's report includes a request to approve new calculus instructional materials.
Aug 2026 Teaching & Learning Board Report ***77***

6.1. AP Calculus Curriculum Adoption

RECOMMENDED MOTION-CALCULUS CURRICULUM
I move that the Board approve the adoption of the OpenStax Calculus instructional materials for Advanced Placement courses to be implemented in the fall of 2026.

7. BUSINESS & FISCAL SERVICES REPORT: Rhonda Allen 78

6:35 pm
This month's report includes a motion to approve Resolution 082026A, which establishes a level of significance for accounting changes and error corrections in accordance with GASB Statement 103.

RECOMMENDED MOTION-RESOLUTION 082026A
I move that the Board approve Resolution 082026A as presented.
Financial Board Report_July2026 ***78***
Board_Cash_Flow_Summary_Report ***88***
Resolution 082026A GASB 103 ***89***
Financial Report PPT - July 2026 ***90***

8. SUPERINTENDENT'S REPORT: Lee W. Loving 98

6:45 pm

2026 - Supt Board Meeting Reports - Google Slides ***98***

9. LICENSED/CLASSIFIED UNION REPORTS: Union Reps.

6:55 pm

10. PUBLIC COMMENT

7:00 pm

11. RECESS

7:20 pm

12. 2027-'28 STUDENT INSTRUCTIONAL TIME: Supt. Loving

7:25 pm

13. POLICY UPDATES

7:40 pm

13.1. Second Reading 114

JHCCF-Pediculosis (intro by Erin, includes the suggested verbiage presented during the June 11, 2026 meeting)

Additionally, OSBA recommends that districts delete the accompanying AR for this policy so once JHCCF is approved, JHCCF-AR will be removed from board policy.

JHCCF Pediculosis(Head Lice) 08.20.26 ***114***
JHCCF-AR (delete) Pediculosis 08.20.26 ***116***

13.2. First Readings **118**
7:45 pm
(intros by Supt Loving)
EI- Insurance Programs
KNA (new)- Immigration Enforcement on District Property
EI-Insurance Programs ***118***
KNA Immigration Enforcement on District Property ***120***

14. DETROIT DAM DRAWDOWN

The Board will consider joining the City of Stayton and Marion County in supporting legal action against the US Army Corps of Engineers over the Detroit Reservoir drawdown plan scheduled for the fall of 2026.

15. BOARD REFLECTIONS/ANNOUNCEMENTS

7:50 pm

16. INFORMATION ONLY

8:00 pm

16.1. Future Agenda Items **124**
Agenda Items Annual Calendar rev 04.26 ***124***

16.2. Upcoming Board Events & Activities

Aug. 25, 2026-Back to School Kick-off

Aug. 26, 2026: Open House events at all K-8 schools
Stayton Elementary, grades 1-3 only: 5:00-7:00 pm
Stayton Inter/Middle: 3:30-6:00 pm
Mari-Linn: 5:00-6:30 pm
Sublimity: 5:30-7:00 pm

Sept. 17, 2026: Regular Session Board Meeting
6:00 pm ~ District Office/Santiam Room

17. ADJOURN

8:00 pm (estimated)

EQUAL OPPORTUNITY EMPLOYER

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2025-26 Board of Directors
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Thursday, June 11, 2026 Budget Hearing
NSSD District Office/Santiam Room, 1155 N 3rd Ave, Stayton, OR 97383 ~ 5:30 PM
https://www.youtube.com/@northsantiamschooldistrict7812/streams

MINUTES – DRAFT

1. CALL BUDGET HEARING TO ORDER

The Budget Hearing was called to order at 5:30 pm. The Board Chair noted that Mark Henderson and Coral Ford were expected to arrive shortly and that the other five members were present. The Board Chair led everyone in the Pledge of Allegiance.

(Mark Henderson joined the meeting virtually during the Pledge of Allegiance; Coral Ford did not arrive prior to the hearing being adjourned)

2. APPROVAL OF THE AGENDA

MOTION-APPROVAL OF AGENDA
Motion that the Board approve the agenda as modified.
Motion Made By: Erin Cramer
6-0, motion passed

3. BUDGET HEARING

3.1. Review of Budget Resolutions:

The Director of Business and Fiscal Services reviewed the proposed 2026-27 budget resolutions that the Board would be asked to adopt during the Regular Session.
Resolution 061126A Adopting Budget
Resolution 061126B Imposing Taxes 5
Resolution 061126C Excise Tax

Resolution 061126D GASB 54
Proposed Budget_2627 FINAL

3.2. Public Comments and Discussion

There were no comments from the public regarding the proposed budget.

4. ADJOURN

The meeting was adjourned at 5:36 pm.

EQUAL OPPORTUNITY EMPLOYER

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NSSD District Office/Santiam Room, 1155 N 3rd Ave, Stayton, OR 97383 ~ 6:00 PM
https://www.youtube.com/@northsantiamschooldistrict7812/streams

MINUTES – DRAFT

1. CALL REGULAR SESSION TO ORDER

The meeting was called to order at 5:58 pm with all board members present (Mark Henderson attended virtually). Student rep. Rylie Worcester was present, and Student Rep. Amalia Bell was absent with notice. The Board Chair led everyone in the Pledge of Allegiance.

2. AGENDA APPROVAL

Changes to the agenda after posting on June 6, 2026 were acknowledged:
Added Attachments-
***3.2- June 2026 Licensed Report**
***6.1- Financial Report May 2026**
***8.1- June 2026 Teaching & Learning Report**
Revised Attachments-
***3.1-05.21.26 meeting minutes-DRAFT**

MOTION-AGENDA APPROVAL
Motion that the Board approve the agenda as modified.
Motion Made By: Alisha Oliver
Vote: 7-0, motion passed

3. CONSENT AGENDA

3.1. *Action: Approval of Meeting Minutes*

05.21.26 minutes-DRAFT 7

3.2. ***Action: Approval of New Hires***

New Hires (Board Action Required)
Kathryn Santana: SIMS/Behavior Specialist
Sarah Lertora: SUB/Counselor
Aimee Hampton: SUB/SpEd Teacher (LRC)
Hailey Counes: SUB/ELA Teacher
Reassignments (Informational Only)
Megan Scheidler: Moving from TOSA at SHS to 4th-grade Teacher at SIMS
Hollie Carlile: Moving from Reading Specialist at ML to 2nd-grade Teacher at SES
Grace Bromley: Counselor moved from SIMS to SES
Tanner Ramsden: Counselor moved from SHS to ML & SVA
June 2026 Licensed Report

3.3. ***Action: Approval of Designations and Authorizations***

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

3.4. ***Action: Approval Grant and Consolidated Sub-Grant Authorizations***

These grants include the following but are not limited to:

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

3.5. ***Action: Approval of Third-party Alternative Ed. Programs***

*Willamette Career Academy
*Chemeketa Community College (Early College & GED)
*Polk Adolescent Day Treatment Center (PADTC)
*Children's Farm Home
*Willamette Education Services District (WESD) - Phoenix School (formerly Oasis)
*Meadowlark Day Treatment
*SchoolsPLP, BYU Independent Study, (Stayton Virtual Academy)
*Oregon School for the Deaf
*Graduation Alliance (for credit recovery at SHS)

3.6. ***Action: Approval of Annual Pesticide Product List***

2026-27 Low Impact Pesticide List

3.7. ***2026-27 NSSD Board Regular Session Meeting Calendar***

2026-27 Board Meeting Calendar- proposed

3.8. ***Action: Approval of Consent Agenda***

MOTION-CONSENT AGENDA
Motion that the Board approve the Consent Agenda as presented.
Motion Made By: Alisha Oliver
Vote: 7-0, motion passed

4. STUDENT BUSINESS:

4.1. Santiam Award Presentation

The Board presented the Santiam Award to Owen Mitzel for being selected as the 2025 Rotary Future First Citizen.

4.2. Final ASB Report: Rylie Worcester/Amalia Bell

The presentation can be viewed at the link below:

June 2026 SHS Activities Report

4.3. Acknowledgment of 25-26 Student Reps

The Board presented gifts of appreciation to both student representatives for their efforts during the 2025-26 school year.

4.4. Request for Club Account

The Board reviewed a request from the Unified Club at Stayton HS to create a budget account code for club fundraising and expenditures.

Motion that the Board approve the creation of a Unified Club account code as presented.
Motion Made By: Alisha Oliver
Vote: 7-0, motion passed
Unified Club Budget Account Req

5. CITY COUNCIL LIAISON REPORTS:

There were no city council reports.

6. BUSINESS & FISCAL SERVICES: Rhonda Allen

6.1. Monthly Financial Report

The statements include both actual revenues and expenditures from July 1, 2025, to May 31, 2026, and projections through June 30, 2026. The projected General Fund Ending Fund Balance is $3,931,790, and the Contingency and Unappropriated Ending Fund Balance equals $1,420,716.
Financial Board Report_May2026

6.2. 2026-27 Budget Resolutions

MOTION-BUDGET ADOPTION RESOLUTION 061126A
BE IT RESOLVED that the Board of Directors of the North Santiam School District 29J hereby adopts the budget for the fiscal year 2026-2027 in the sum of $58,114,931 as stipulated in Resolution 061126A.
Motion Made By: Alisha Oliver
Vote: 7-0, motion passed
Resolution 061126A Adopting Budget

MOTION-IMPOSING TAX RATE RESOLUTION 061126B
BE IT RESOLVED that the Board of Directors hereby imposes the permanent tax rate of $4.3973 per $1,000 of the assessed value for operations and $2,400,000 for debt service on general obligation bonds as stipulated in Resolution 061126B.
Motion Made By: Erin Cramer
Vote: 7-0, motion passed
Resolution 061126B Imposing Taxes

MOTION-EXCISE TAX RESOLUTION 061126C
BE IT RESOLVED that the Board of Directors approves the Construction Tax Increases as

published by the Oregon Department of Revenue for Fiscal Year 2026-2027 at $1.70 per square foot for residential and $.85 per square foot for non-residential as stipulated in Resolution 061126C.
Motion Made By: Mike Wagner
Vote: 7-0, motion passed
Resolution 061126C Excise Tax

MOTION-GASB 54 RESOLUTION 061126D
BE IT RESOLVED that the Board of Directors hereby makes the following designations of 2025-2026 ending fund balances in accordance with GASB 54 as stipulated in Resolution 061126D.
Motion Made By: Alisha Oliver
Vote: 7-0, motion passed
Resolution 061126D GASB 54

7. FACILITIES SUMMER PLAN: David Parsons

Outgoing Facilities Director David Parsons was joined by incoming Director Travis King to present a quick recap of projects completed since the last board meeting report and the list of planned summer projects. The presentation can be viewed at the link below:
June 2026_Board Report Facilities

8. TEACHING & LEARNING REPORT: Nicole Duncan

This month's report included a request to approve two new curriculum purchases for Advanced Placement (AP) courses.

8.1. Monthly Teaching & Learning Report

June 2026 Teaching & Learning Board Report
2026 June T&L Board Presentation

8.2. AP Pre-Calculus Curriculum Adoption

MOTION-PRECALCULUS CURRICULUM
Motion that the Board approve the adoption of the OpenStax PreCalculus instructional materials for Advanced Placement courses to be implemented in the fall of 2026.
Motion Made By: Alisha Oliver
Vote: 7-0, motion passed

8.3. AP US History Curriculum Adoption

MOTION-HISTORY CURRICULUM
Motion that the Board approve the adoption of the McGraw-Hill American History instructional materials for Advanced Placement courses to be implemented in the fall of 2026.
Motion Made By: Alisha Oliver
Vote: 6-1, motion passed (Mike-yes, Brunk-yes, Alisha-yes, Mackenzie-no, Coral-yes, Erin-yes, Mark-yes)

9. SUPERINTENDENT'S REPORT: Lee W. Loving

Key points included a recap of the graduation ceremony and a review of attendance data. His presentation can be viewed at the link below.

2025-26 - June Supt Board Meeting Report

10. LICENSED/CLASSIFIED UNION REPORTS: Union Reps.

There were no reports from the union reps.

11. PUBLIC COMMENT

There was no comment from the public.

12. RECESS

The meeting was recessed from 7:26 pm to 7:37 pm.

13. RATIFY OSEA AGREEMENT

The 2026-2029 Collective Bargaining Agreement for classified employees was approved by union members on June 10, 2026. The Board was asked to ratify the agreement.

MOTION-RATIFY OSEA AGREEMENT
Motion that the Board ratifies the Collective Bargaining Agreement between the Oregon School Employees Association North Santiam Chapter 122 and the North Santiam School District.
Motion Made By: Erin Cramer
Vote: 7-0, motion passed

14. POLICY UPDATES

14.1. Second Readings

IGBHE-Expanded Options Program
Motion to approve policy IGBHE as presented.
Motion Made By: Mackenzie Strawn
Vote: 7-0, motion passed
IGBHE -Expanded Options Program 05.21.26

JHCCF-Pediculosis
Erin Cramer suggested alternative language for the policy. The Board agreed to the suggested change, so the policy will be presented as shown below for a second reading at an upcoming meeting.

A student suspected of having head lice shall be screened by trained, designated staff. Screenings are conducted privately and with sensitivity to student dignity.

If head lice are identified, staff shall notify the parent or guardian and provide information on recommended treatment options. Consistent with guidance from the Oregon Department of Education, Oregon Health Authority, and the Centers for Disease Control and Prevention, pediculosis is not grounds for exclusion from school; students are not removed from the educational setting based on a head lice finding.

The district shall follow communicable disease guidance issued by ODE and OHA, and consult CDC best practices, in implementing this policy.
JHCCF Pediculosis(Head Lice) 05.21.26 (policy as presented for a first reading)

LBEA-Resident Student Denial for Virtual Public Charter School Attendance
Motion to approve policy LBEA as presented.
Motion Made By: Alisha Oliver
Vote: 7-0
LBEA -Resident Student Denial for Virtual Public Charter School Attendance 5.21.26

(The Board Chair moved the board leadership nominations for 2026-27 from #17 to #15)

15. NOMINATIONS FOR 2026-27 BOARD CHAIR & VICE-CHAIR

15.1. *Board Chair Nominations/Vote*

The Board Chair opened nominations. Erin Cramer nominated Mackenzie Strawn to serve a second year as Chair.

MOTION-BOARD CHAIR
Motion that the Board approve Mackenzie Strawn as the 2026-27 Board Chair.
Motion Made By: Alisha Oliver
Vote: 7-0, motion passed

15.2. *Vice-Chair Nominations/Vote*

The Board Chair opened nominations for Vice-Chair. Coral Ford nominated Alisha Oliver to serve a second year as Vice-Chair.

MOTION-BOARD VICE-CHAIR
Motion that the Board approve Alisha Oliver as the 2026-27 Vice-Chair.
Motion Made By: Coral Ford
Vote: 7-0, motion passed

16. BOARD REFLECTIONS/ANNOUNCEMENTS

Highlights included:

- Discussion on reframing the way attendance data is communicated to the public.

17. INFORMATION ONLY

17.1. Field Trip Report

June 2026 Field Trip Report

17.2. Student Enrollment

Refer to the attachment for a breakdown by grade at each location and totals from previous months in the school year.
Mari-Linn: 163
Sublimity: 402
Stayton Elementary: 317
Stayton Intermediate/Middle: 451
Stayton High: 581
Locust Street Academy: 30
Stayton Virtual Academy: 64
Total: 2008 (2036 w/ PreK)
June 5, 2026 Enrollment Totals

17.3. Future Agenda Items

Agenda Items Annual Calendar rev 12.25

- Request to discuss the future of the Board CTE Scholarship

17.4. Upcoming Board Events & Activities

The Board discussed the possibility of meeting on August 12 for a workshop.

18. RECESS INTO EXECUTIVE SESSION PER ORS 192.660(2)(i) -To review and evaluate the employment-related performance of the chief executive officer

The Board recessed into Executive Session at 8:18 pm per ORS 192.660 (2) (i).

19. RECONVENE TO OPEN SESSION

The Board reconvened to open session at 8:50 pm.

20. APPROVAL OF SUPERINTENDENT'S CONTRACT RENEWAL

MOTION: SUPT. CONTRACT

Motion that the Board approve the Superintendent's Employment Contract with the listed modifications for 2026-2029 as discussed in the executive session.

Motion Made By: Mike Wagner

Vote: 7-0

21. ADJOURN

The meeting was adjourned at 8:51 pm.

EQUAL OPPORTUNITY EMPLOYER

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Monday, June 29, 2026 Special Session
Virtual Meeting, Remotely Via Zoom, Stayton, OR 97383 ~ 6:00 PM
https://youtube.com/live/4brl5p2BMnA?feature=share

MINUTES - DRAFT

1. CALL SPECIAL SESSION TO ORDER

The virtual meeting was called to order at 6:00 pm. The Board Chair noted that six board members were present (Mark Henderson attended the meeting virtually and was having technical difficulties at this point in the agenda). He then led everyone in the Pledge of Allegiance.

2. LONG-RANGE FACILITIES PLAN REPORT

The Board discussed the need to approve the 2026 NSSD Long-Range Facility Plan, so the district can apply for the OSCIM Grant in accordance with the July 1st application deadline. The grant would provide additional matching funds should the district pass a bond in the November 2026 election. It was noted that the deadline for filing for the November election is August 14, 2026.

Supt. Loving reviewed recent polling data showing a slight increase in voter favorability for the November 2026 election compared with May 2027. He also discussed options available to the district regarding timelines for potential bond packages and refinancing. It was clarified that, if the Facility Plan is approved, the Board would have 60 days to revise it while remaining within the OSCIM Grant's application parameters.

MOTION-RESOLUTION #062926A
Motion that the Board adopt Resolution 062926A as presented.
Motion Made By: Mike Wagner
Vote: 6-0 (Mark abstained due to missing some of the discussion due to technical difficulties)

2026 NSSD Long-Range Facilities Plan - Res. #062926A

MOTION-BOARD WORK SESSION
Motion that the Board directs the Superintendent to establish a public board work session within the 60-day window to review and discuss the presented Facilities Plan and allow for potential board-directed amendments prior to the deadline in the OSCIM Grant application.
Motion Made By: Erin Cramer
Vote: 7-0, motion passed

The Board agreed to meet on July 16, 2026, for a Special Session to discuss the plan in more detail and determine if additional meetings are needed. They indicated that they would like representatives from SAJ Architecture to be present for part of the meeting.

3. ADJOURN

The meeting was adjourned at 6:32 pm.

EQUAL OPPORTUNITY EMPLOYER

ACTION REQUIRED			
NEW HIRES		**SCHOOL**	**NOTE**
Karilea Landolt		SIMS	4th grade Teacher
Faith Kraemer		SIMS	5th grade Teacher
Jeremy Campbell		SIMS	6th grade Science
Karen Huff		SUB	1st grade Teacher
Kaleb Anundi		SUB	0.5 PE Teacher
Shelby Markham Schmidt		SES	Counselor
Catherine Watson		SES	.05 1st grade Teacher (job share)
Matthew Bartlett		SHS	Health Teacher
EXISTING STAFF/NEW POSITIONS		**SCHOOL**	**NOTE**
Megan Scheidler		ML	Dean of Students
Brittany Zurcher		ML	Title I Interventionist
EXISTING STAFF/NEW APPOINTMENT		**SCHOOL**	**NOTE**
FYI			
TRANSFERS			
NEW HIRES	**DOH**	**SCHOOL**	**NOTE**
RESIGNATIONS	**DOT**	**SCHOOL**	**NOTE**
Stephanie Hull	6/11/2026	SUB	0.5 PE Teacher
Aaron Muhic	6/11/2026	SHS	Health Teacher
Grace Bromley	6/11/2026	SES	Counselor
Erika Alderson	6/11/2026	SES	0.5 1st grade Teacher (Job Share)
Kevin Wise	6/11/2026	ML	Dean of Students
RETIREMENTS	**DOR**	**SCHOOL**	**NOTE**
LEAVE OF ABSENCE	**DOL**	**SCHOOL**	**NOTE**

NSSD
North Santiam School District

August 2026 Licensed Staff Board Report

North Santiam School District 29J

Serving Lyons, Mehama, Stayton, and Sublimity

Date: July 13, 2026

To: Superintendent Loving and the North Santiam School District Board of Directors
From: Melissa Glover, Director of Special Programs
Re: Annual Restraint/Seclusion Report Per Board Policy **JGAB**

Dear Superintendent Loving and Board;

Each year we are required to make an annual report per Board Policy **JGAB** of our restraint and seclusion uses during the school year. This report will reflect several areas in the reporting requirements. Those areas are as follows with each area total.

1. Total number of incidents involving restraint: **7**
2. Total number of incidents involving seclusion: **1**
3. Total number of seclusions in a locked room: **0**
4. Total number of students placed in a restraint: **5**
5. Total number of students placed in seclusion: **1**
6. Total number of incidents that resulted in injuries or death to students or staff as a result of the use of restraint or seclusion: **0**
7. Total number of students placed in restraint or seclusion more than 10 times in a school year and an explanation of what steps have been taken by the district to decrease the use of restraint and seclusion for each student: **0**
8. Total number of restraints or seclusion incidents carried out by untrained individuals: **0**
9. The demographic characteristics of all students upon whom the restraint or seclusion was imposed: ***Suppressed to protect personally identifiable information***
10. Total number of rooms available for use by the district for the seclusion of a student and a description of the dimensions and design of the rooms: **0**

The annual report shall be made public and available to the public at the district main office and on the district website.

1155 N 3rd Ave, Stayton, Oregon 97383
P: 503.769.6924 F: 503.769.3578
www.nsantiam.k12.or.us ~ communications@nsantiam.k12.or.us

English Learners in Oregon

Annual Report 2024-25

June 2026

OREGON DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

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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 purpose is to describe the population of English learners in Oregon and provide a summary of district and state progress towards meeting English learners' needs and the state's objectives to meet those needs. Pursuant to this statute, ODE has also developed the Multilingual Learner Strategic Plan, with priority areas emphasizing community engagement, transformative educators, culturally responsive practices, and pathways to multilingualism to ensure equity and success for all multilingual learners in Oregon's public schools. The current English learner report is also available on ODE's Public Transparency webpage.

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 designation 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 term "English learner" in alignment with ORS 327.016, it is important to recognize that these students are multilingual learners who bring valuable linguistic and cultural assets.

ODE annually reports on 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 2024-25 school year[1]. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2024-25 school year. (Monitored English learners are a subset of former English learners who are monitored for four years after exiting an ELD program.) Ever English learners are the combination of current, monitored, 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 2024-25 school year.

Oregon's English learner population continues to grow, driven in part by increases in recently arrived students.

As of May 1, 2025, 539,521 students were enrolled in Oregon public schools and districts. Among those students, 12% were current English learners (64,525 students), 4% were former English learners (21,760 students), 3% were monitored English learners (16,285 students), and 81% were never English learners (436,951 students). Collectively, current, monitored, and former English learners (i.e., Ever English learners, constituting over 102,000 or 19% of students) represent an incredibly diverse student population in 2024-25. Guided by Oregon's vision for multilingual learners, this report highlights student demographics, academic

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

outcomes, educational experiences, and opportunities for current, former, and monitored English learners across the state.

What's New in the 2024-25 Report

Several notable changes occurred in the English learner student population and outcomes during the 2024-25 school year:

- The number of current English learners increased to 64,525 students, a 3.2% increase from 62,522 students in 2023-24, while overall statewide enrollment declined to 539,521 students.
- The number of recent arrivers in Oregon has more than doubled over the past five years. In 2024-25, 10,353 current English learners were recent arrivers, representing the highest count observed during the six-year period examined. Most of this growth occurred during the last two school years.
- Ever English learners represented 19% of Oregon's student population, up slightly from 18.8% in 2023-24.
- The average expenditures-to-revenues ratio increased from 0.87 in 2023-24 to 0.95 in 2024-25.
- To support future alignment with Oregon Senate Bill 141 (2025), this report includes additional analyses related to third-grade English language arts achievement, eighth-grade mathematics achievement, regular attendance, and five-year completion rates.

The distribution of current English learners varied across grade levels and districts in Oregon during the 2024-25 school year. Woodburn School District served the highest percentage of current English learners, with 48.1% of students learning English in an ELD program as of May 1, 2025. On the other hand, 59 Oregon districts had less than 5% of their students learning English in an ELD program.

Other key features of the English learner student population in the 2024-25 school year include the following:

- Most current English learners were in elementary grades (55.3%) while the majority of former English learners were in high school grades (80.1%).
- Between 2019-20 and 2024-25, overall statewide enrollment declined by 6.7%, while the number of current English learners increased by 20.6%.
- The number of recently arrived current English learners (i.e., new immigrant students) increased by 56%, from 6,647 in 2023-24 to 10,353 students in 2024-25.
- Spanish was the predominant home language of current English learners (75.5%), but overall, there were 247 documented unique home languages (unchanged from the previous year) spoken by current English learners. Other prevalent languages include Russian, Chinese, Vietnamese, Ukrainian, Chuukese, and Arabic.
- Approximately 77% of current English learners were Latino/a/x, and 35% of Latino/a/x students were current English learners. A similar percentage of Native Hawaiian/Pacific Islander students (about 34%) were current English learners.

Current English learners were more likely to receive special education services and less likely to participate in TAG programs.

The report also examines the involvement of English learners in targeted federal and state programs: students experiencing poverty (SEP), special education, migrant education, and the talented and gifted (TAG) program.

Key findings include the following:

- A higher percentage of current, former, and monitored English learners experienced poverty compared to never English learners (approximately 52, 39, and 38%, respectively, vs. 30%).
- A higher percentage of current English learners received special education services and supports compared to never English learners (about 19 vs. 17%); however, former and monitored English learners had lower rates (about 5 and 7%, respectively).
- About 9% of current English learners (5,869 students) received services in migrant education programs. Additionally, about 63% of the students in migrant education programs were current English learners, 15% were former English learners, and over 11% were monitored English learners. In total, 90% of students in migrant education programs were ever English learners.
- While across Oregon, 7.6% of never English learners participated in TAG programs, this figure was 7.3% for former English learners, 6.9% for monitored English learners, and just 0.6% for current English learners.

Younger English learners are more likely to be on track to English language proficiency than their older peers.

Oregon monitors whether current English learners (ELs) are on track to attain English language proficiency. In 2024-25, approximately 62.5% of ELs in elementary grades (K-5) were on track to meet this goal. The percentage declined substantially in middle school (35.2%) and high school (27.9%), indicating that ELs in middle and high school grades were less likely to be on track to attain English language proficiency within seven years than ELs in elementary grades. Among ELs with disabilities, the percentages were considerably lower at every grade span, with only 10.7% of high school ELs with disabilities on track to attain English language proficiency.

Former English learners consistently met or exceeded state standards at the highest rates.

Although proficiency rates varied across student groups, English language arts (ELA) and mathematics achievement remained below 50% for many student groups and grade spans statewide. Current English learners had the lowest rates of meeting or exceeding state standards in both ELA and Mathematics across all grade levels in 2024-25. In ELA, only 6.3% of current ELs in grades 3-5 met or exceeded standards, compared to 79.9% of former ELs, 56.5%% of monitored ELs, and 47.6% of never ELs. Similar patterns were observed in middle school and high school, where only 4.1% of current ELs in grades 6-8 and 4.6% of current ELs in grade 11 met or exceeded ELA standards.

A similar achievement gap exists in Mathematics. In grades 3-5, only 7.0% of current ELs met or exceeded standards, compared to 68.3% of former ELs, 43.2% of monitored ELs, and 40.0% of never ELs. In grades 6-8, only 3.1% of current ELs met standards, while in grade 11, just 2.4% met standards. Across both subjects and all grade spans, former English learners consistently met or exceeded state standards at the highest rates among current, former, monitored, and never English learner groups.

Attendance rates are higher for former and monitored ELs, but lower among current ELs, particularly in high school.

Former and monitored English learners had the highest rates of regular attendance across most grade spans in 2024-25. At the elementary level, 87.1% of former ELs and 79.9% of monitored ELs were regular attenders, compared with 73.0% of never ELs and 65.9% of current ELs. Similar patterns were observed in middle school, where monitored ELs (73.7%) and former ELs (73.0%) had higher attendance rates than never ELs (68.7%) and current ELs (60.6%).

Attendance declined for all student groups in high school, but the decline was most pronounced among current ELs. Only 45.3% of current ELs in grades 9-12 were regular attenders, compared with 54.3% of former ELs, 61.6% of monitored ELs, and 59.3% of never ELs. Across all grades (K-12), current ELs had the lowest regular attendance rate at 60.0%.

Among graduates, current English learners were more likely to earn a modified diploma.

Among students who graduated, former English learners earned regular diplomas at the highest rates. In the four-year cohort, 98.0% of former English learner graduates earned a regular diploma, compared with 96.1% of never English learner graduates and 90.5% of current English learner graduates. Current English learner graduates were more likely to earn a modified diploma, with 9.5% of four-year cohort graduates and 9.7% of five-year cohort graduates earning modified diplomas, compared with 2.0% and 1.8% of former English learner graduates, respectively.

Students designated as English learners in high school are less likely to enroll in post-secondary education than their peers.

Post-secondary enrollment rates for former English learners were comparable to those of never English learners. In 2022-23 (as reported in 2024-25), 55.2% of former ELs enrolled in a post-secondary institution within 16 months of high school graduation, compared with 56.0% of never ELs. Current English learners enrolled at substantially lower rates relative to their population, with only 33.4% continuing to post-secondary education. Across the six years examined, former ELs consistently enrolled in post-secondary education at rates similar to or slightly higher than never ELs, while current ELs enrolled at markedly lower rates.

The average expenditures-to-revenues ratio increased in 2024-25.

As in reports from previous years, this report summarizes the ratio of total current English learner expenditures to revenues districts receive for these students. In 2024-25, this ratio is 0.95, which is higher than 0.87 for 2023-24.

Introduction

In the 2024-25 school year, students who received English language instruction, supports, and services through an English Language Development (ELD) program, as well as those who exited such programs in prior years, represented 19.0% of all students enrolled in Oregon public schools and districts (as of the first school day in May 2025). These multilingual learners are an essential part of our school communities, contributing rich cultural and linguistic assets that enhance learning environments across the state. Their diverse lived experiences, languages, and heritage knowledge are invaluable to both current and future generations of Oregonians.

Guided by our statewide vision as reflected in the Oregon Multilingual Learner Strategic Plan, this report is rooted in the belief that all adults share the responsibility of building educational systems where multilingual learners are recognized and celebrated. It highlights key data about this student population, tracks academic progress and achievement, and provides insight into the educational experiences and opportunities they encounter. Our mission calls us to transform Oregon's education system to ensure that all multilingual learners receive culturally and linguistically responsive instruction, access to rigorous academic programming, and clear pathways to reach their college, career, and life goals, including graduation with the Oregon State Seal of Biliteracy or Multiliteracy.

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 describes the population of English learners in Oregon and provides a summary of district and state progress towards meeting English learners' needs and objectives through ELD programs. Senate Bill 141 (2025) further amended ORS 327.016 to require reporting on English learner progress toward statewide performance growth targets, including measures related to academic achievement, attendance, and completion outcomes. ORS 327.016 requires ODE to include the following information in the annual report:

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

In addition, this annual report includes the following financial information:

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

This annual report looks back at the prior school year, which is the 2024-25 school year. This report will be available on the ODE website. State law requires the report to be available to the public at each district's main office and on district websites. In addition to the annual reporting requirement to the public, ORS 327.016 also requires the ODE to "submit to the interim legislative committees on education a summary of the two most recent reports prepared" prior to "January 1 of each odd-numbered year."

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 designation 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 term "English learner" in order to comply with ORS 327.016, it is important to recognize that these students are multilingual and value their linguistic and cultural assets.

ODE annually reports four groups of English learners: current, former, monitored, ever, and never English learners. Current English learners are multilingual students who were learning English in an ELD program during the 2024-25 school year[2]. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program over four years prior to the 2024-25 school year. (Monitored English learners are a subset of former English learners who are monitored for four years after exiting an ELD program.) Ever English learners are the combination of current, monitored, and former English learners. Finally, never English learners are monolingual or multilingual students who were not designated to receive English language instruction, supports, and services in an ELD program before or during the 2024-25 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 reports issued in previous years. These changes are informed by Oregon's Multilingual Learner Strategic Plan, which envisions educational systems where multilingual learners are valued for the rich languages, cultures, lived experiences, and knowledge they bring to Oregon schools and communities. Consistent with that vision, this report highlights student demographics, academic outcomes, educational experiences, and opportunities for current, former, and monitored English learners across the state. The report also reflects the Strategic Plan's priority areas of authentic and responsive community engagement, systems and instructional improvements, transformative educators and administrators, and pathways to multilingualism. To that end, where appropriate, this report provides comparisons to never English learners (i.e., students not eligible to receive services through an ELD program). Additionally, monitored English learners are now distinguished from former English learners. New sections on

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

Dual Language Bilingual Education (DLBE) programs, access to core content, and students' sense of belonging have also been added.

Furthermore, in addition to describing statewide patterns, in some cases the report indicates which districts serve large numbers of certain types of students (e.g., students graduating with a state seal of biliteracy).

Similar to last year, this report provides insights into student academic outcomes in English language arts (ELA) and Mathematics. In addition, consistent with amendments to ORS 327.016 resulting from Oregon Senate Bill 141, the report includes information on newly established performance growth target indicators, including 3rd grade ELA achievement, 8th grade mathematics achievement, kindergarten through second-grade regular attendance, K-12 regular attendance, and five-year completion rates for multilingual learners and their peers. To provide additional context, Oregon has established statewide performance growth targets for the 2029-30 school year, including 82.0% for kindergarten through grade 2 attendance, 78.3% for kindergarten through grade 12 attendance, 52.6% for third-grade English language arts proficiency, 52.0% for eighth-grade mathematics proficiency, 94.9% for ninth-grade on-track status, 92.3% for four-year graduation, and 95.4% for five-year completion. These targets reflect the long-term outcomes Oregon is working toward achieving statewide.

Finally, districts can access district-level English learner demographic and outcome data for the 2024-25 school year through the District Data Profiles; however, the profiles do not currently include all the new statewide accountability indicators discussed in this report.

Section 1: Demographics of English Learners in Oregon in 2024-25

Almost one in five Oregon students has been designated as an English learner. As of the first school day in May 2025, 539,521 students were enrolled in Oregon public schools and districts. Among those students, 12.0% were current English learners (64,525 students), 4.0% were former English learners (21,760 students), 3.0% were monitored English learners (16,285 students), and 81.0% were never English learners (436,951 students). Current, monitored, and former English learners, collectively referred to as ever English learners, represented 19.0% of all students (102,570 students) in 2024-25. 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

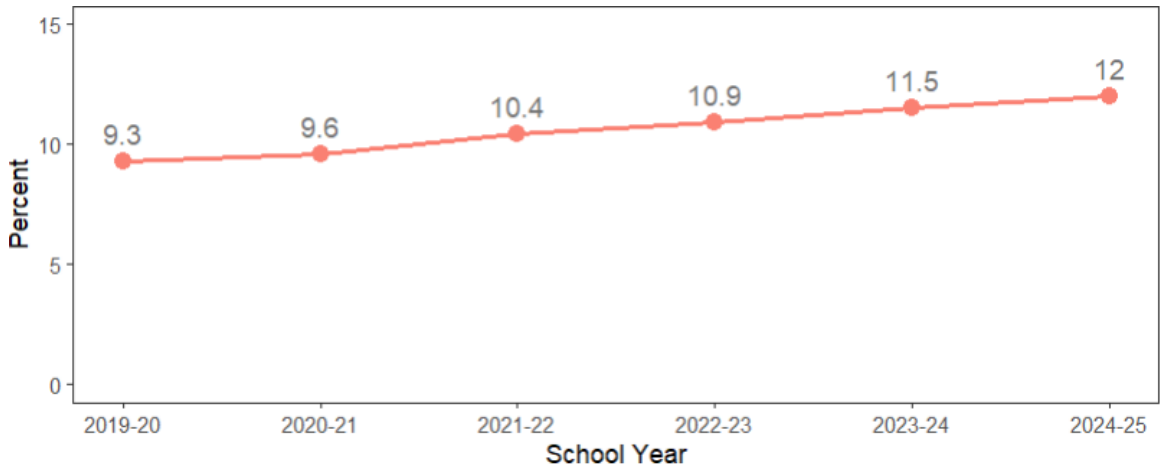
Comparisons between current, monitored, former, and ever English learners are useful to understand the experiences and outcomes of English learners over time, and to counter misperceptions about English learner achievement. Current English learners tend to perform at lower levels while still developing English, particularly on assessments of content knowledge that are administered in English, which can negatively impact their performance. However, once current English learners attain English language proficiency, they often perform academically at significantly higher levels than their peers, including monolingual English speakers, indicating the value of bilingualism (Thompson, Umansky, & Rew, 2022; Hopkins, Thompson, Linquanti, Hakuta, & August, 2013).

Current English learners are multilingual students for whom English is not their native language, or who come from an environment where a language other than English has had a significant impact on their English proficiency, and who are learning English in an ELD program during the school year[3]. They receive English language instruction, supports, and services to help them become proficient in English. Figure 1 shows the increasing percentage of current English learners from the 2019-20 to 2024-25 school years[4].

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

[4] The data for this portion of the report relies on student enrollments as of the first school day in May 2024.

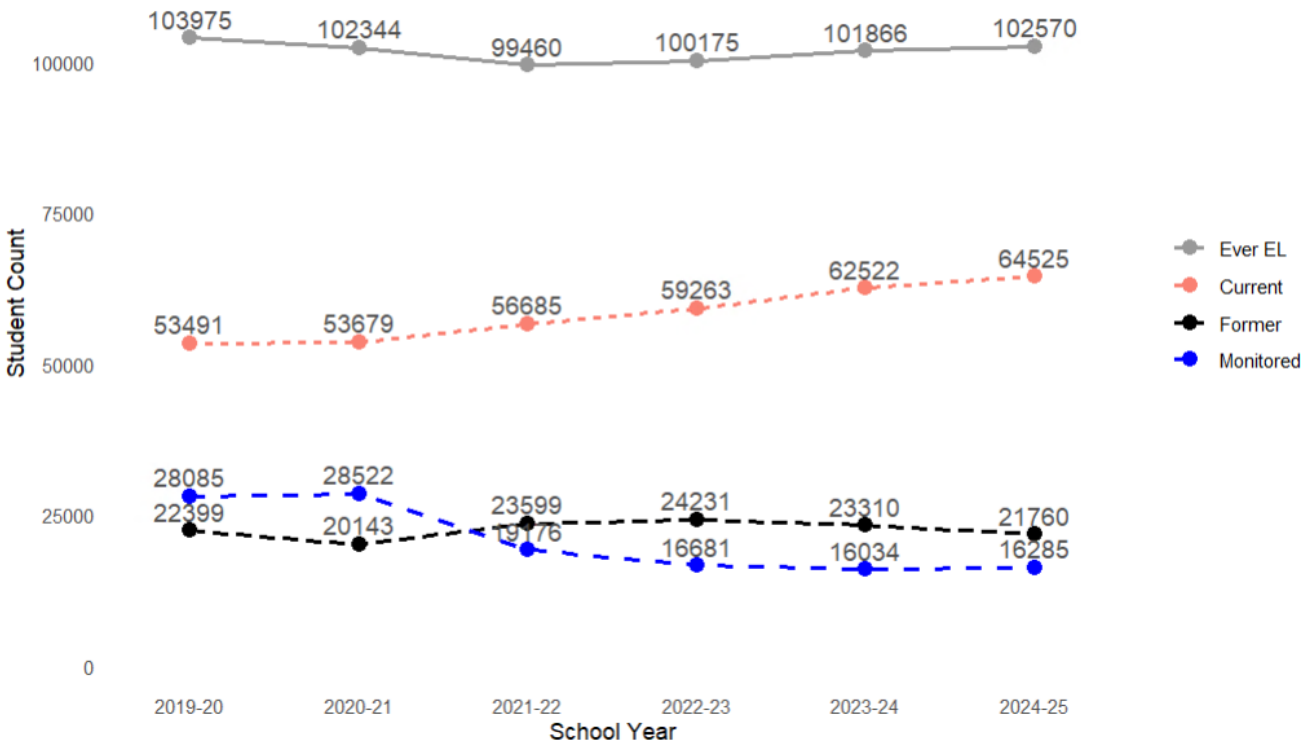
Figure 1. Percentage of all Oregon students who were Current English Learners (2019-20 to 2024-25)



Although a relatively small proportion of students in 2024-25 were former (21,760; 4%) or monitored (16,285; 3%) English learners, these remain important student groups for continued support and monitoring. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2024-25 school year. Monitored English learners are a subset of former English learners who are monitored for four years after exiting EL services. Research suggests that, even after attaining English proficiency, some former English learners may continue to need support in developing high levels of academic English necessary for success in school. Consistent with this need, ODE's Title III monitoring process includes reviewing how districts monitor the progress of former English learners and support their continued academic success.

Although the composition of the English learner population has changed over time, Oregon has maintained a relatively stable population of more than 100,000 ever English learners (current, former, and monitored English learners combined) over the past six years. Figure 2 shows the change in the count of current, former, and ever English learners in Oregon over the last six school years. In general, it displays a slightly fluctuating population of ever English learners in Oregon, starting at about 104,000 in 2019-20 and, following a decline and increase for a few years, reaching over 102,000 students in 2024-25.

Figure 2. Number of Current, Monitored, Former, And Ever English Learners in Oregon (2019-20 to 2024-25)

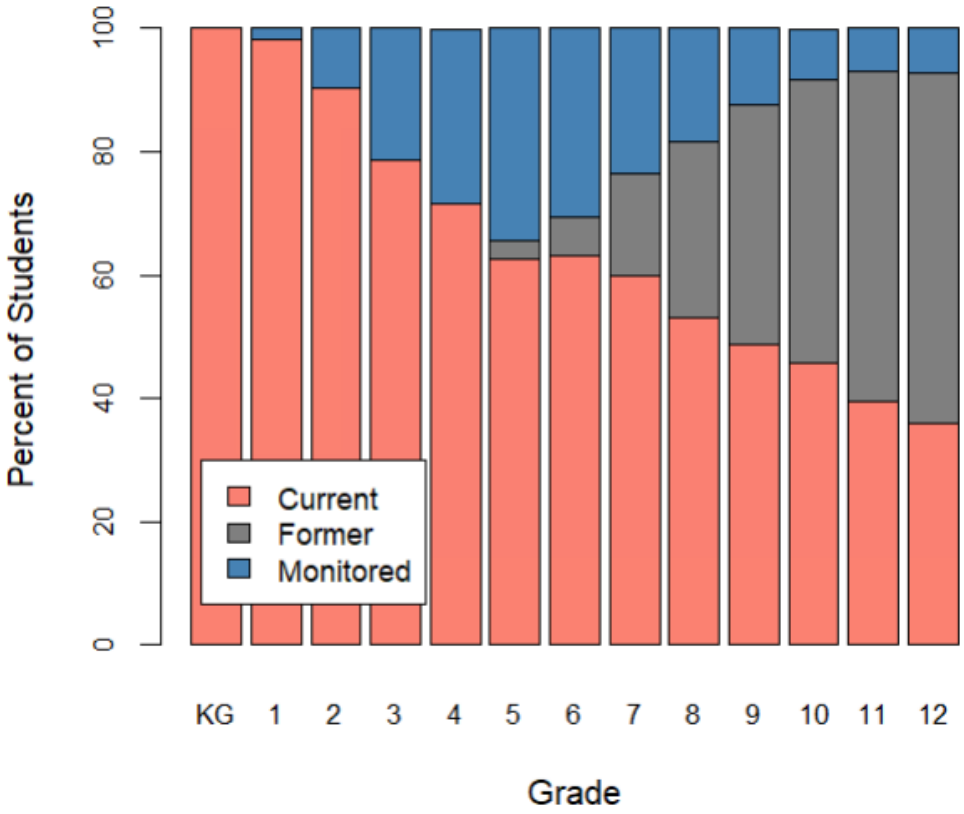


The majority of current English Learners were in the elementary grades.

Figure 3 illustrates the distribution of current English learners, former English learners, and monitored English learners across grade levels. In the early grades, nearly all ever English learners were classified as current English learners, with monitored English learners accounting for 100% of ever English learners in Kindergarten, 98.1% in Grade 1, and 90.3% in Grade 2. This population is not static, and each grade includes newcomers who may have schooling experiences from outside of the United States.

As students progress through elementary and middle school, the proportion of current English learners steadily declines while the percentages of former English learners and monitored English learners increase, reflecting students who have attained English proficiency and exited English learner services. By Grade 8, current English learners represented 53.2% of ever English learners, while former and monitored English learners combined accounted for 46.8%. By high school, current English learners comprised less than half of ever English learners, declining to 36.0% by Grade 12, while former and monitored English learners together represented 64.0%. This is because students attain English proficiency as they progress through the K-12 system and transition into monitored or former English learner status.

Figure 3. Comparison of the percentage of Current, Monitored, and Former English learners by grade in 2024-25

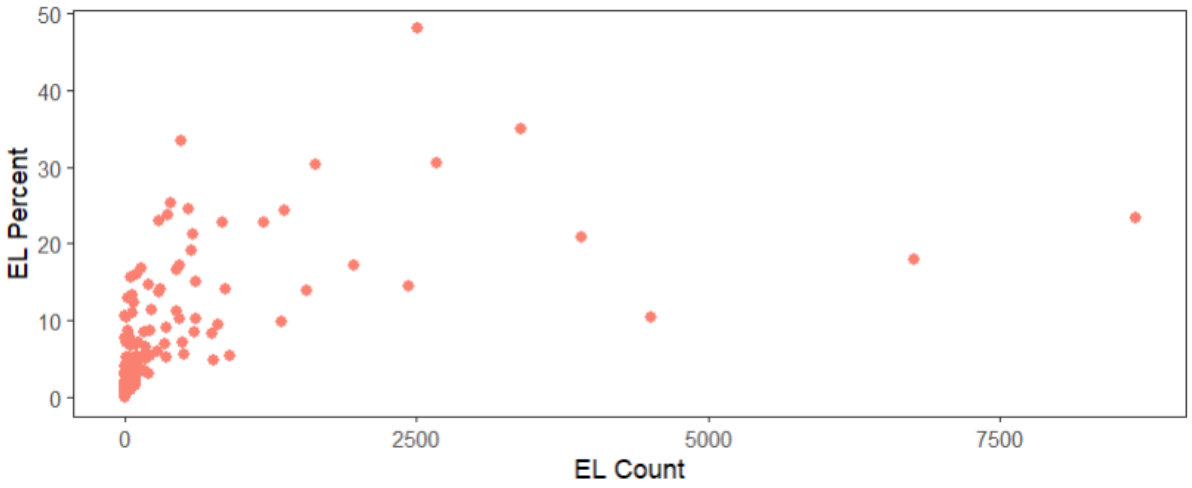


English Learner enrollment varied across Oregon districts.

Oregon has 197 school districts, and 80% of them are serving students designated as English learners. In 2024-25, 155 districts provided English language instruction, supports, and services to current English learners. Of these districts, 132 districts serving current English learners accessed federal Title III funding either directly or through a consortium, which in 2024-25 provided an additional $113 per student for supplemental English learner services. In contrast, 42 districts in Oregon did not have any enrolled English learners.

Figure 4 shows the distribution of current English learners across Oregon districts in 2024-25. There were eight districts with more than 2,000 current English learners. The figure illustrates substantial variation across districts in both the number and percentage of current English learners. While most districts served relatively small numbers of English learners and had English learner percentages below 10%, a smaller number of districts served either large numbers of English learners, high concentrations of English learners, or both. Notably, districts with the highest percentages of English learners were not always the districts with the largest English learner enrollments.

Figure 4. Comparison of the number and percentage of Current English learners by district in 2024-25



A sizable proportion of Oregon districts did not have any current English learner enrollments in 2024-25. The 42 districts not currently serving English learners tended to be small in overall population (median 108 students).

The variation in English learner's population across districts is also evident in Table 1, which shows the 10 districts with the highest numbers of current English learners.

Table 1. Districts with the highest number of Current English learners in 2024-25

District Name	Number of Current English Learners	Percentage of Current English Learners
Salem-Keizer SD 24J	8,663	23.4
Beaverton SD 48J	6,761	18
Portland SD 1J	4,514	10.5
Hillsboro SD 1J	3,909	20.9
Reynolds SD 7	3,397	34.9
David Douglas SD 40	2,677	30.6
Woodburn SD 103	2,508	48.1
North Clackamas SD 12	2,432	14.5
Gresham-Barlow SD 10J	1,966	17.3
Centennial SD 28J	1,638	30.4

In addition, Table 2 shows the 10 districts with the highest percentages of current English learners. Several districts, including Woodburn SD, Reynolds SD, David Douglas SD, Centennial SD, and Salem-Keizer SD, appear on both lists. This indicates that these districts not only serve large numbers of current English

learners, but that current English learners also comprise a substantial share of their overall student populations. Notably, nearly half of all students in Woodburn SD (48.1%) were current English learners, while current English learners represented more than one-third of students in Reynolds SD (34.9%) and approximately one-third of students in David Douglas SD (30.6%) and Centennial SD (30.4%).

Table 2. Districts with the highest percentage of Current English learners in 2024-25.

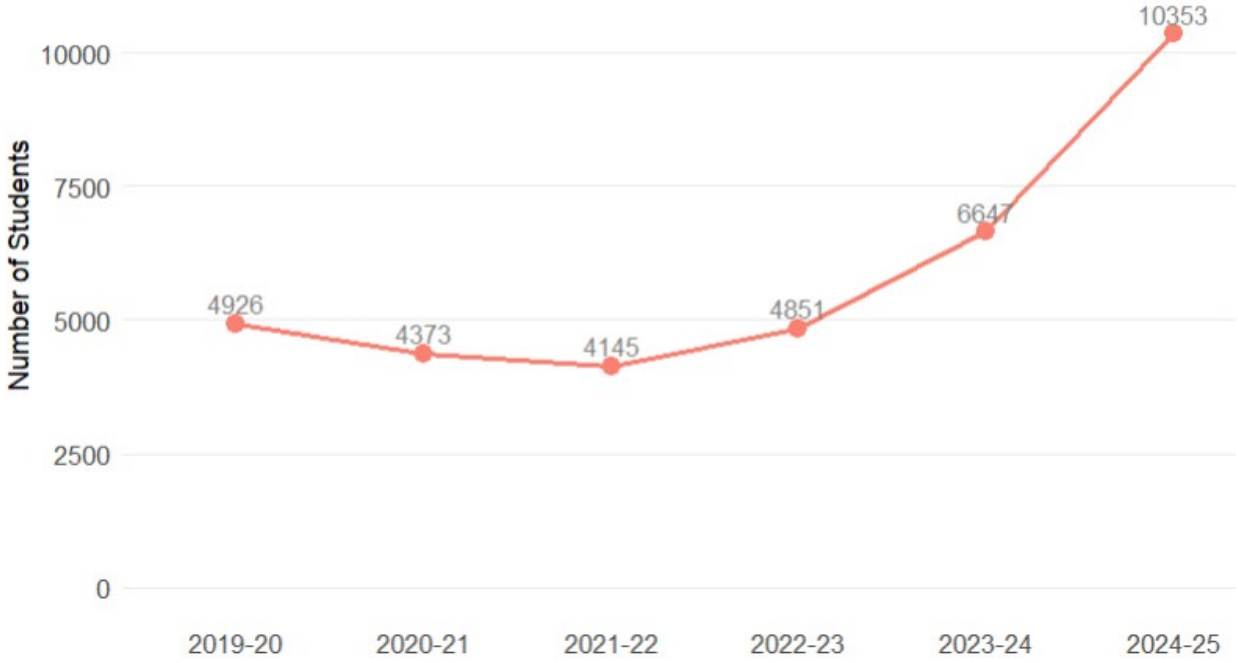
District Name	Number of Current English Learners	Percentage of Current English Learners
Woodburn SD 103	2,508	48.1
Reynolds SD 7	3,397	34.9
Umatilla SD 6R	487	33.4
David Douglas SD 40	2,677	30.6
Centennial SD 28J	1,638	30.4
Milton-Freewater Unified SD 7	391	25.4
Morrow SD 1	544	24.5
Forest Grove SD 15	1,373	24.3
North Marion SD 15	373	23.8
Salem-Keizer SD 24J	8,663	23.4

The number of recently arrived English learners increased substantially during the last two school years.

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.

The number of recent arrivers in Oregon has doubled in the past five years. In 2024-25, 10,353 current English learners were recent arrivers. This number represents the largest count of recent arrivers over the last six years (see figure 5).

Figure 5. Number of Current English learners who were recent arrivers in Oregon (2019-20 to 2024-25).



Most recently arrived English Learners (over 54%) were in the elementary grades, while about 21% were in grades 6-8 and over 24% were in high school. Current English learners who are recent arrivers in middle and high school contend with significant challenges, since they must learn the language while also using English-language textbooks and lectures to learn the content of their courses in a variety of subject areas (Short & Fitzsimmons, 2007). Recent arrivers in the secondary grades are known as adolescent newcomers, and districts sometimes design specialized programs to serve their unique language and cultural needs.

Statewide, the total number of current English learners who were adolescent newcomers in 2024-25 was 6,850. Five Oregon districts with the largest population of adolescent current EL newcomers in 2024-25 are shown in Table 3.

Table 3. Districts with the largest population of EL adolescent newcomers in 2024-25.

District	Number of Adolescent Newcomers (Recently Arrived Current English Learners in Middle or High School)
Salem-Keizer SD 24J	577
Beaverton SD 48J	501
Portland SD 1J	436
David Douglas SD 40	373
Hillsboro SD 1J	256

In 2024-25, districts reported over 1,000 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 period of time. These students are known as students with limited or interrupted formal education (often abbreviated as SIFE or SLIFE). Students are SLIFE if they are immigrant students or English learners who enter school in the U.S. after grade two and experience all of the following:

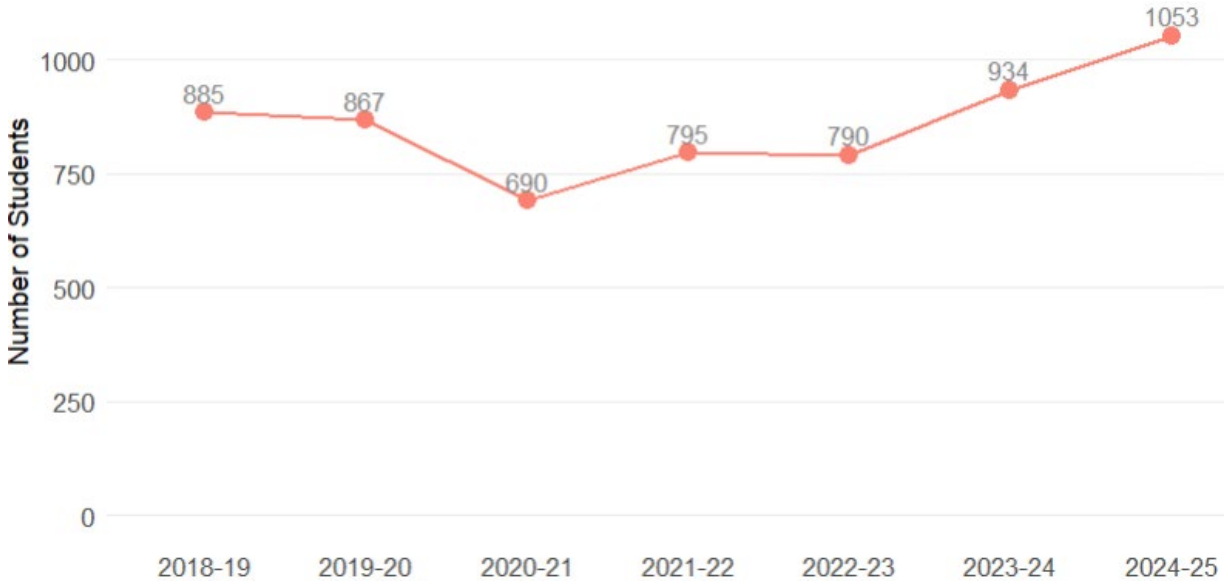
a. Have at least two fewer years of schooling than their peers of the same age,
b. Function at least two years below grade level expectations in reading and mathematics, and
c. Are preliterate in their native language.[5]

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

ODE began collecting data on the number of students with limited or interrupted formal education in 2015-16. For the 2024-25 school year, districts reported 1,053 current English learners with limited or interrupted formal education (over 1.6% of all current English learners). As figure 6 illustrates, the number of current English learner students with limited or interrupted formal education decreased from 2018-19 to 2022-23 but increased in 2023-24 and 2024-25.

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

Figure 6. Number of Current English learners with an interrupted formal education (2018-19 to 2024-25).



Most students with limited or interrupted formal education were in high school (over 57%). Another 25.7% were in the middle school grades (grades 6-8), and only 16.9% were in the elementary grades.

In 2024-25, 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. Table 4 identifies districts that provided English language instruction, supports, and services to at least 20 current English learners with limited or interrupted formal education in 2024-25. These districts alone enrolled the majority of all SLIFE students in Oregon. Note that some of the districts serving many adolescent newcomers (see Table 3) also enroll a significant number of current English learners with interrupted formal education (e.g., Portland and Beaverton).

Table 4. Districts serving at least 20 Current English learners with interrupted formal education in 2024-25

District	Number of Current English Learners with Limited or Interrupted Formal Education
Hillsboro SD 1J	454
Beaverton SD 48J	143
McMinnville SD 40	79
Portland SD 1J	74
Hermiston SD 8	61
Woodburn SD 103	35
David Douglas SD 40	27
South Lane SD 45J3	23

Current English learners across the state spoke 247 unique home languages.

Statewide, current English learners spoke over 247 different languages at home. By far the most prevalent home language among Oregon current English learners was Spanish, spoken at home by over 75% of all current English learners. The four next most common languages were Russian, Chinese, Vietnamese, and Arabic. Taken together, these top five languages represent 84.0% of home languages among current English learners (see Table 5). In recent years, the number of current English learners speaking Somali, Mesoamerican languages, and other languages has been increasing.

In 2020, ODE expanded the language of origin reporting options to include an additional 384 languages, many of which were Mesoamerican languages such as Mam, Q'anjobal, and K'iche. This was intended to reduce the prevalence of districts reporting an unknown home language. However, in 2024-25, districts[6] reported an unidentified home language (listed as '*other languages*' in Table 5) for 861 English learners, suggesting a need for continued training and support in this area.

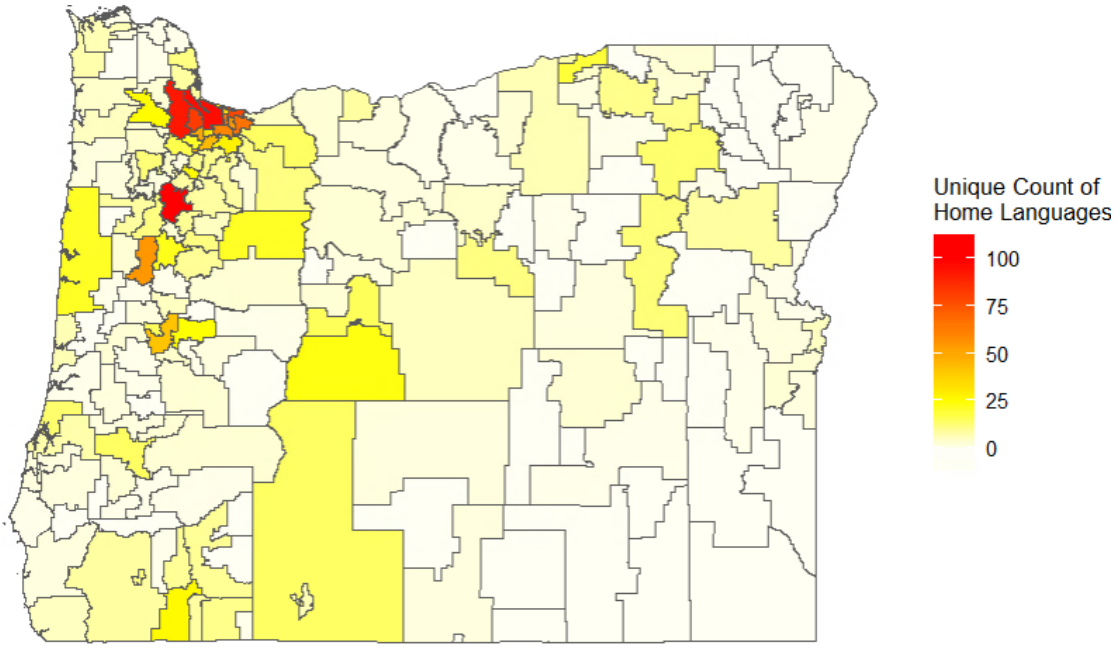
Table 5. Most prevalent home languages among current English learners in 2024-25.

Language	Number of Current English Learners with this Language	Percentage of Current English Learners with this Language
Spanish	48,740	75.50%
Russian	1,605	2.50%
Chinese	1,233	1.90%
Vietnamese	1,191	1.80%
Ukrainian	896	1.40%
Other languages	861	1.30%
Chuukese	835	1.30%
Arabic	820	1.30%
Somali	545	0.80%

Figure 7 provides a map illustrating the number of different home languages in different Oregon districts. A few districts, mostly in the Portland metropolitan area and Salem, provide English language instruction, supports, and services to students with over 60 unique home languages.

[6] These districts in alphabetical order included: Beaverton SD 48J, Bend-LaPine Administrative SD 1, Bethel SD 52, Canby SD 86, Centennial SD 28J, Coos Bay SD 9, Corvallis SD 509J, David Douglas SD 40, Eagle Point SD 9, Estacada SD 108, Eugene SD 4J, Greater Albany Public SD 8J, Gresham-Barlow SD 10J, Hillsboro SD 1J, Hood River County SD, Klamath County SD, Lake Oswego SD 7J, Lincoln County SD, McMinnville SD 40, Mitchell SD 55, Morrow SD 1, Mt. Angel SD 91, North Clackamas SD 12, Oregon City SD 62, Oregon Trail SD 46, Parkrose SD 3, Pendleton SD 16, Portland SD 1J, Prairie City SD 4, Redmond SD 2J, Reynolds SD 7, Riverdale SD 51J, Salem-Keizer SD 24J, Scio SD 95, Siuslaw SD 97J, Springfield SD 19, Tigard-Tualatin SD 23J, Warrenton-Hammond SD 30, and Woodburn SD 103.

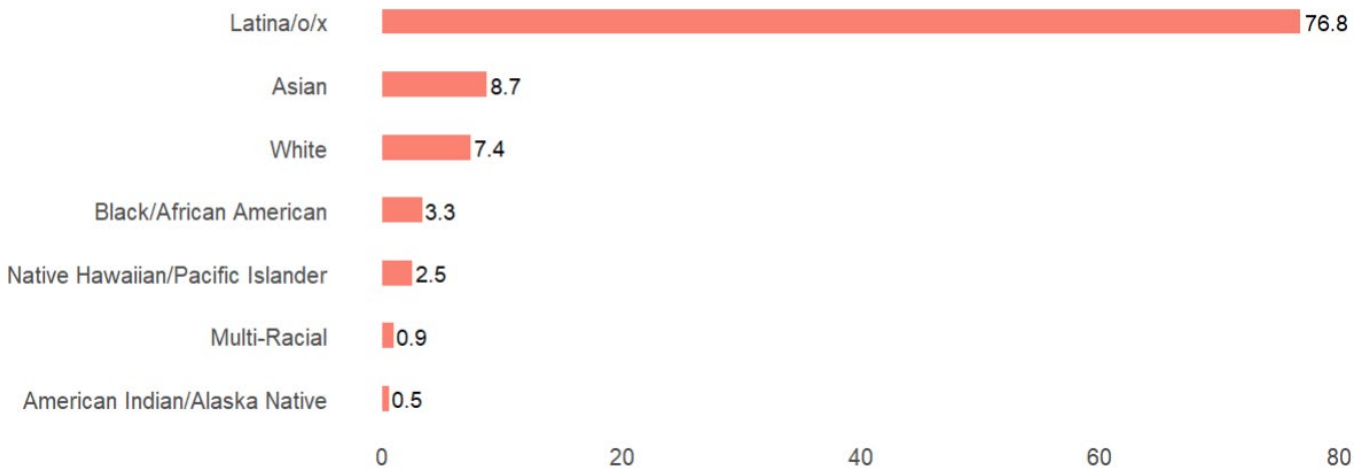
Figure 7. Geographic distribution Current English learner home languages across Oregon districts during 2024-25



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

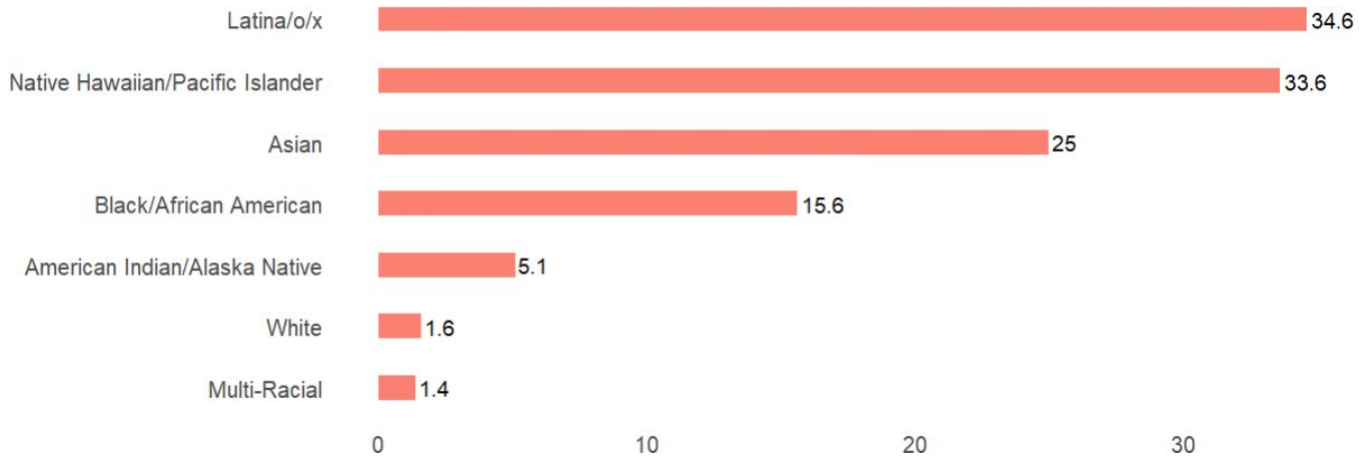
In the 2024-25 school year, Oregon served 64,525 current English learners (ELs), the vast majority of whom—49,555 students, or 76.8%, identified as Latina/o/x. This reflects the continuing trend in Oregon and nationally, where Latina/o/x students make up the largest share of the English learner population. Asian students comprised the second-largest racial/ethnic group among English learners at 8.7%, followed by White students at 7.4%. Other racial and ethnic groups were represented in smaller proportions: Black/African American students accounted for 3.3% of current English learners, while Native Hawaiian/Pacific Islander students made up 2.5%. Students who identified as multi-racial represented 0.9%, and American Indian/Alaska Native students accounted for 0.5% of the English learner population. These data highlight the linguistic and cultural diversity of Oregon's English learner community, while also emphasizing the high representation of Latina/o/x students in English learner programs. Understanding this demographic breakdown is important for tailoring supports, instructional models, and family engagement strategies that are responsive to students' backgrounds and needs. It also underscores the importance of culturally and linguistically responsive practices, especially for the groups that make up smaller shares of the English larner population and may face different access or inclusion challenges in school systems.

Figure 8. Percentage of Current English learners by race/ethnicity in 2024-25.



It is also important to note that most Latina/o/x students in Oregon were not current English learners. In fact, according to Figure 9, only 34.6% of Latina/o/x students were current English learners in 2024-25. Moreover, 33.6% of Native Hawaiian/Pacific Islander students were current English learners.

Figure 9. Percentage of each racial/ethnic group who were Current English learners in 2024-25.



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 students experiencing economic disadvantages (previously measured via free and 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 2024-25 school year.

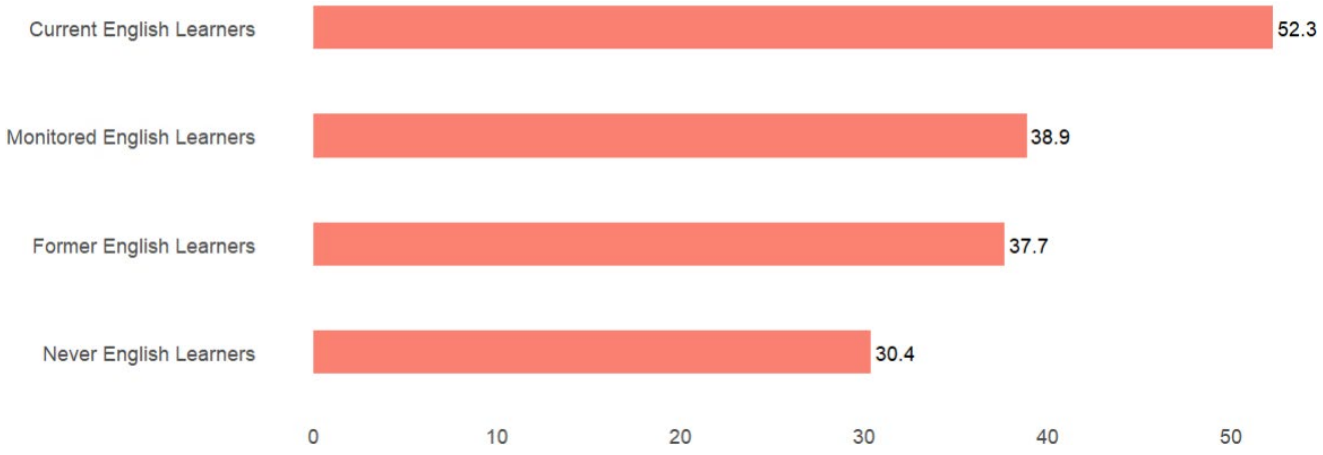
Students Experiencing Poverty

Prior to the 2023-24 school year, the identification of economically disadvantaged students relied on their eligibility for free and reduced price (FRP) school meals. FRP, however, provides an imprecise measure, since some eligible students and families never apply to the program. In addition, following the COVID-19 pandemic, some schools have continued to allow meals to be served at no cost to all students, further invalidating FRP as a reliable measure for determining students experiencing economic disadvantages (English Learners in Oregon Report, 2024).

Since the 2023-24 school year, ODE began adopting a new composite indicator, replacing FRP, called "Students Experiencing Poverty" (SEP, Oregon Statewide Report Card, 2024). SEP includes those students that experienced one or more disadvantages, including receiving Supplemental Nutrition Assistance (SNAP) or Temporary Assistance for Needy Families (TANF) benefits, being in foster care, experiencing homelessness, or receiving migrant education services.

Figure 10 illustrates the percentage of students identified as experiencing poverty within four English learner groups for the 2024-25 school year. The data reveal that Current English Learners are the most affected, with 52.3% identified as experiencing poverty, followed by Monitored English Learners (38.9%) and Former English Learners (37.7%). The group with the lowest SEP rate is Never English Learners, at 30.4%.

Figure 10. Percentage of Current, Monitored, Former, and Never English learners experiencing poverty in 2024-25.



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 development and special education).

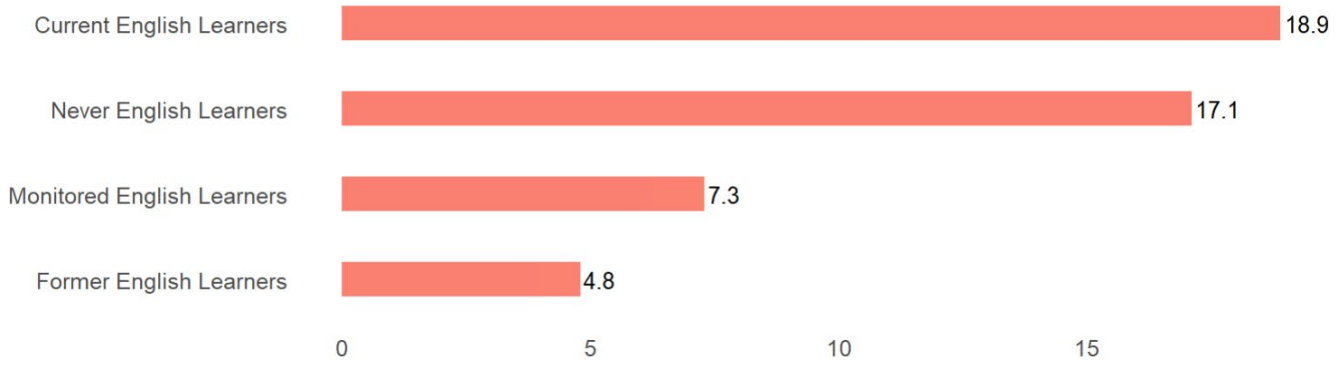
There is some concern in the field about the difficulty of accurately identifying current English learners who may need special education services and supports. Because students are simultaneously developing English proficiency and academic skills, it can be challenging to distinguish language acquisition processes from disability-related needs. As a result, some students may be incorrectly identified for special education services, while others with genuine disabilities may not be identified in a timely manner. These identification

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

Current English learners received special education services and supports at a higher rate.

Figure 11 shows the percentage of English learner subgroups receiving special education services in Oregon during the 2024-25 school year. Current English learners had the highest rate at 18.9%, followed by never English learnersLs at 17.1%. Monitored English learners and former English larners had lower rates, at 7.3% and 4.8%, respectively. While current English learners had a slightly higher rate of special education participation than never English learners, the two groups had broadly similar rates. In contrast, fFormer and monitored English learners had substantially lower rates. These patterns highlight the importance of careful evaluation practices to distinguish language acquisition needs from disability-related needs.

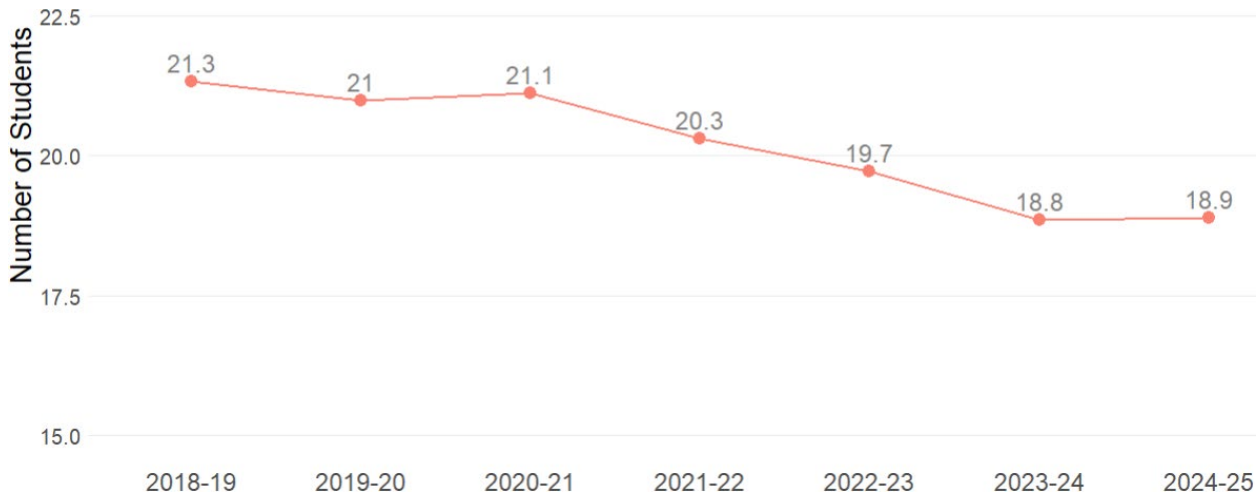
Figure 11. Percentage of Current, Monitored, Former, and Never English learners receiving special education services and supports in 2024-25.



The percentage of current English learners receiving special education decreased in 2024-25.

In 2024-25, 12,187 current English learners (18.9%) were receiving special education supports and services. Despite their higher rate of identification for special education services, the percentage of current English learners receiving special education services and supports remained relatively stable compared to the previous year, increasing slightly from 18.8% in 2023-24 (see Figure 12).

Figure 12. Percentage of Current English learners receiving special education services and supports (2018-19 to 2024-25).



Most current English learners with a disability in 2024-25 had a Specific Learning Disability (3,748 students) or a Speech/Language Impairment (2,625 students) as their primary disability. Other primary disabilities, with 100 or more current English learners in 2024-25, included Autism Spectrum Disorder, Other Health Impairments, Developmental Delay, Intellectual Disability, Emotional Behavior Disability, and Deaf or Hard of Hearing (see Table 6). It is also worth noting that 4.1% (2,625 students) of dually identified current English learners reported a Speech/Language Impairment, which remains over 1 percentage point higher than the rate observed among never English learners (about 3.0%).

Table 6. Primary disabilities involving 100 or more current English learners in 2024-25.

Disability Type	Number of Current English Learners	Percent of Current English Learners
Specific Learning Disability	3,748	5.8
Speech/Language Impairment	2,625	4.1
Autism Spectrum Disorder	1,459	2.3
Other Health Impairments	1,161	1.8
Developmental Delay 3-9yr	881	1.4
Intellectual Disability	697	1.1
Emotional Behavior Disability	290	0.4
Deaf or Hard of Hearing	174	0.3

Migrant Education

Some English learners also participate in migrant education programs. Students ages 3-21 can qualify for Title I-C migrant education programs (MEP) if they or their parents are engaging in qualifying agricultural or fishing work, and they have moved within the past 36 months to obtain or seek this type of work. Many migrant

children experience poverty, and when they move, they confront the challenges of having to adjust to different teachers with different instructional approaches and materials, as well as building new social connections. The intent of migrant education programs is to ensure that migrant children receive the support that addresses their unique situations and can receive supports necessary to succeed academically.

Over 9% of current English learners received services from Migrant Education Programs in 2024-25.

Oregon has one of the largest migratory student populations nationally. As of the first school day in May 2025, 5,869 current English learners participated in MEPs. That number translates to 9.1% of all current English learners. It also means that more than half (63.2%) of the 9,287 students in MEPs were current English learners in 2024-25. Moreover, 15.6% of students in MEPs were former English learners, and 11.2% were monitored English learners. Overall, 90% of the 9,287 students who were identified for services from MEPs were ever English learners.

During the 2024-25 school year, Oregon's MEP was administered by 18 local subgrantees, known as MEP Regions. This program is federally funded through Title I, Part C for migrant education, and regional programs receive federal funds based on federal and state allocation formulas for the local identification of migratory students and provision of MEP services in approximately 117 districts across the state. In 2024-25, Salem-Keizer SD had the largest number of migratory English learners in the state, with 958 students, followed by Southern Oregon ESD, which had 803 migratory English learners (see Table 7).[7]

[7] In the 2024-25 school year, Oregon identified a total of 12,810 migratory students for the Migrant Education Program, as identification and provision of services with Title I-C funds continue throughout the summer session.

Table 7. Regions that participated as subgrantees of migrant education programs as of the first school day in May 2025.

MEP Regions	Current English Learners identified for MEP
Salem-Keizer SD	958
Southern Oregon ESD	803
Intermountain ESD	622
Willamette ESDL/Linn/Benton/Lincoln/Polk/Yamhill Counties	431
Woodburn	405
Lane ESD/Douglas County	371
Forest Grove SD	300
Hillsboro SD	278
Hood River County	254
High Desert ESD/ Wheeler Counties	248
Columbia George ESD	229
Beaverton SD	229
East Multnomah County	203
Clackamas ESD	176
Ontario/Annex SDs	154
Northwest Regional ESD/Carlton SD	105
Nyssa	91
Non-project Areas	12

Talented and Gifted

Research suggests that multilingual learners may possess strengths and talents that are not always recognized through traditional gifted identification processes. Nationally, English learners have historically been underrepresented in gifted and talented programs, prompting researchers and educators to examine more equitable approaches to identifying gifted potential among multilingual learners (Mun et al., 2021). Understanding participation in TAG programs among English learners can help districts ensure that advanced learning opportunities are accessible to all students. The state requires that all school districts establish policies and procedures to identify students to participate in Talented and Gifted (TAG) services[8]. These students may have high general intelligence and/or demonstrate unusual academic ability in one or more particular areas (Gubbins et al., 2020). State law requires districts to develop a TAG plan to provide programs and services beyond regular school programs in order to ensure that eligible students can develop and realize their potential (OAR 581-022-2500).

Correctly identifying students for TAG programs and providing specialized services is important because multilingual learners may demonstrate giftedness in ways that are not always recognized through traditional

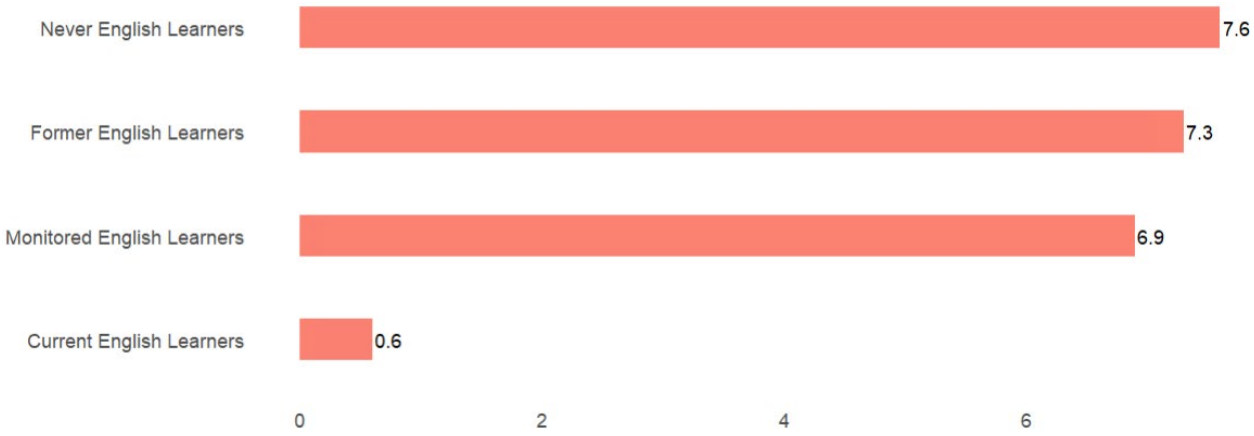
[8] These instructional services mainly include services to students identified as TAG in general education classrooms (push-in/full inclusion).

identification processes. English learners may be overlooked for TAG services when language proficiency is mistaken for a lack of advanced academic potential, resulting in underrepresentation in gifted programs (Mun et al., 2021). Ensuring equitable identification practices helps districts recognize the strengths, talents, and academic potential of multilingual learners and provide them with appropriate advanced learning opportunities. Findings from ODE suggest that approximately 10% of TAG students drop out of high school (Allen, 2016).

Current English Learners were rarely identified for TAG Services.

According to Figure 13, 7.6% of never English learners (34,311 students) were identified for TAG services in 2024-25. While 7.3% of former English learners were identified (1,583 students), 6.9% of monitored English learners were identified (1,123 students), and only 0.6% of current English learners were identified for TAG programs in 2024-25 (397 students). Never English learners were over 12 times more likely to be identified for TAG programs than current English learners in 2024-25.

Figure 13. Percentage of Current, Former, Ever, and Never English learners who participated in a TAG program in 2024-25.



Section 3: Language Development and Performance on State Assessments

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 never English learners in Oregon. This section of the report provides data about English language proficiency and academic outcomes of current English learners (with comparisons to former, ever, and never English learners).

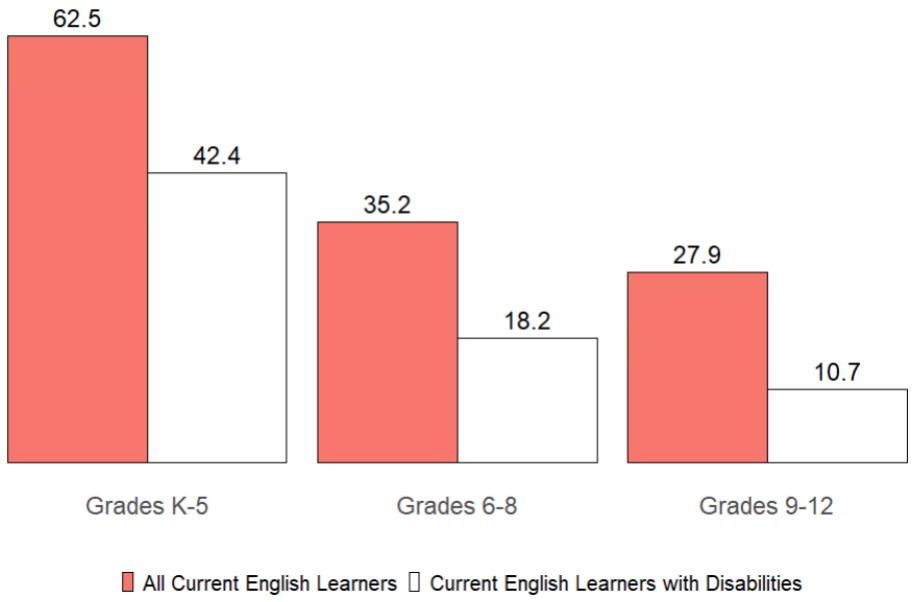
Progress Towards English Language Proficiency

Title I-A of the Every Student Succeeds Act (ESSA) requires current English learners to take an English language proficiency assessment (ELPA) annually. The ELPA measures a student's proficiency in the domains of listening, reading, speaking, and writing. Students who demonstrate proficiency on all four ELPA domains are ready to exit the ELD program. Since 2017-18, ODE monitors whether current English learners are on track to attain English language proficiency using a trajectory expectation model. Under this model, most current English learners are expected to attain English language proficiency within seven years, while

students with disabilities and/or limited or interrupted formal education are expected to attain proficiency within eight years. 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 interrupted formal education status. These expectations are in line with trajectory expectations indicated by research on English learners (see Hakuta, Goto Butler, & Witt, 2000; Robinson, Cimpian, Thompson, & Umansky, 2016; Umansky & Reardon, 2014), as well as students with limited or interrupted formal education (SLIFE) and dual-identified English learners (see Burke, Morita-Mullaney, & Singh, 2016; Conger, 2009; Kieffer & Parker, 2016; Thompson, 2015; Umansky & Reardon, 2014). Interested readers are also referred to Oregon's ESSA Consolidated State Plan (2017, pp. 43-44) for additional information regarding Oregon's trajectory expectations.

As illustrated in Figure 14, as grade level increases, the percentage of current English learners on track to attain English language proficiency decreases from 62.5% in elementary school grades to 27.9% in high school grades. Furthermore, the same pattern is evident for current English learners with disabilities, where the percentage decreases from 42.4% in elementary school grades to 10.7% 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 surprising due to the annual exiting of current English learners and the annual enrollment of new 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 be made with caution.

Figure 14. Percentage of all Current English learners and Current English learners with disabilities on track to attain English language proficiency by elementary (K-5), middle (6-8), and high school grades (9-12) in 2024-25.



Long-term current English learners made up 22.5% of all current English learners.

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. 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. In Oregon, the current average number of years in the English learner program is over 4.6 years (i.e., about 4 years and 8 months).

In 2024-25, most current English learners (77.5%) were not long-term English learners; however, this means that 22.5% of current English learners received English language instruction, supports, and services for more than seven years, which is similar to 2023-24 (23%). This is a concern because slower development of English language proficiency is highly predictive of other academic challenges (Menken & Kleyn, 2009; Danahy Ebert & Reilly, 2022). An important point to consider is the ability of Oregon's schools and districts to meet the needs of current English learners. This is particularly salient given that 39.4% of current English learners with disabilities in 2024-25 were long-term English learners.

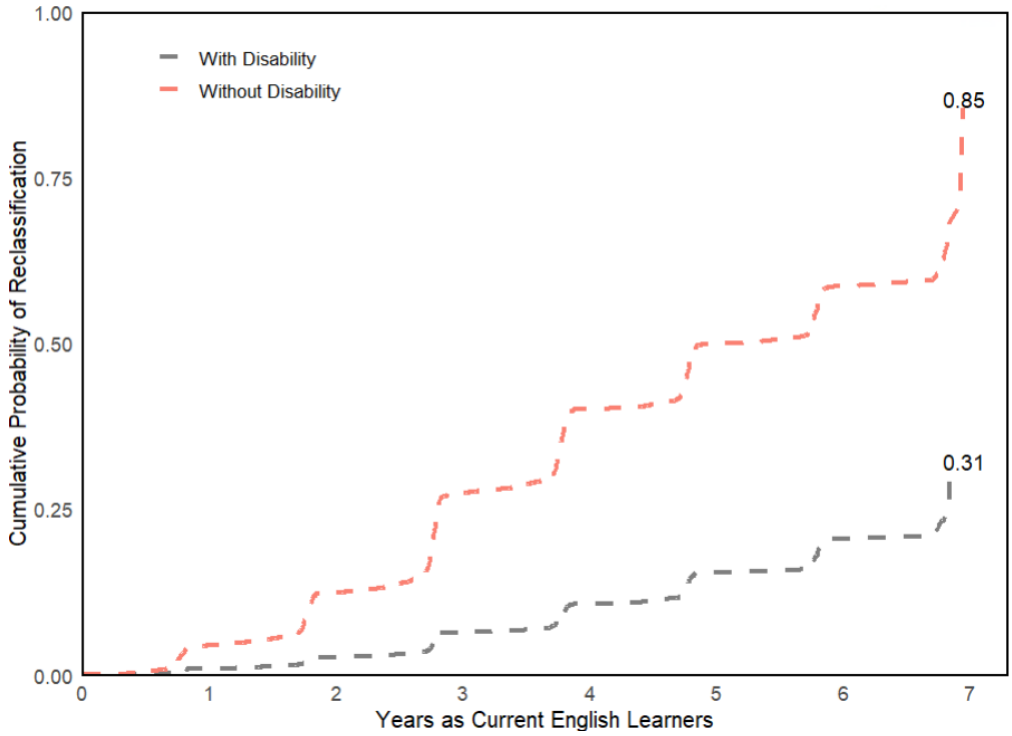
Approximately 31% of current English learners receiving special education services and supports developed English language proficiency in seven years.

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

This measure uses data for all current English learners who received English language instruction, supports, and services in an ELD program in 2024-25 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 2025 as a snapshot, this measure includes all current English learners (even those not enrolled on the first school day in May 2025).

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, 2018, the probability of reclassification (i.e., attaining English language proficiency and exiting an ELD program) after seven years is 0.85 (or 85%). That is, 85% of the current English learners without disabilities attained English language proficiency and exited English learner services in seven years. On the other hand, 31% of current English learners with disabilities attained English language proficiency and exited an ELD program in seven years. Succinctly put, English learners without a disability are, on average, nearly three times as likely to exit the English learner program in seven years than their English learner peers with a disability.

Figure 15. Probability of reclassification for Current English learners with and without disabilities after seven years (July 1, 2018 to June 30, 2025).



Performance on English Language Arts and Mathematics Assessments

Each year, all Oregon students in grades 3–8 and 11 take state assessments in English language arts (ELA) and mathematics. These assessments are a key measure of academic progress and help inform Oregon's statewide educational goals and accountability targets. In particular, literacy achievement is closely tied to Oregon's efforts to improve 3rd grade reading outcomes and long-term student success. ELA is assessed only in English, which may present additional challenges for English Learners who are still developing English proficiency. The math assessment is offered in English with language access supports available to eligible students[9].

Oregon has established statewide performance growth targets for the 2029-30 school year, including 82.0% for K-2 attendance, 78.3% for K-12 attendance, 52.6% for 3rd grade ELA proficiency, 52.0% for 8th grade mathematics proficiency, 94.9% for 9th grade on-track status, 92.3% for four-year graduation, and 95.4% for five-year completion. These targets provide a statewide benchmark for evaluating progress toward Oregon's long-term educational goals.

[9] It is worth noting that state mathematics summative tests allow for a Spanish-English toggle feature that may be set up by test administrators upon request prior to the test.

Former ELs outperformed or matched never ELs in ELA in early grades, while current ELs met state standards at significantly lower rates across all grades.

Consistent with Oregon Senate Bill 141, the Education Accountability Act, Figure 16 now includes ELA results for Grade 3 in addition to elementary, middle, and high school grades.

According to Figure 16, across all grade levels, current English learners had the lowest percentage of students meeting or exceeding standards, with only 6.3% in Grades 3-5, 6.0% in Grade 3, 4.1% in Grades 6-8, and 4.6% in Grade 11.

Former English learners, on the other hand, performed significantly better, especially in Grades 3-5, where 79.9% met or exceeded standards, the highest percentage across all groups and grade spans. This performance exceeded Oregon's 2029-30 statewide target of 52.6% for 3rd grade ELA proficiency. Although performance declined in later grades, with 50.5% in Grades 6-8 and 39.3% in Grade 11, former English learners continued to outperform current and monitored English learners.

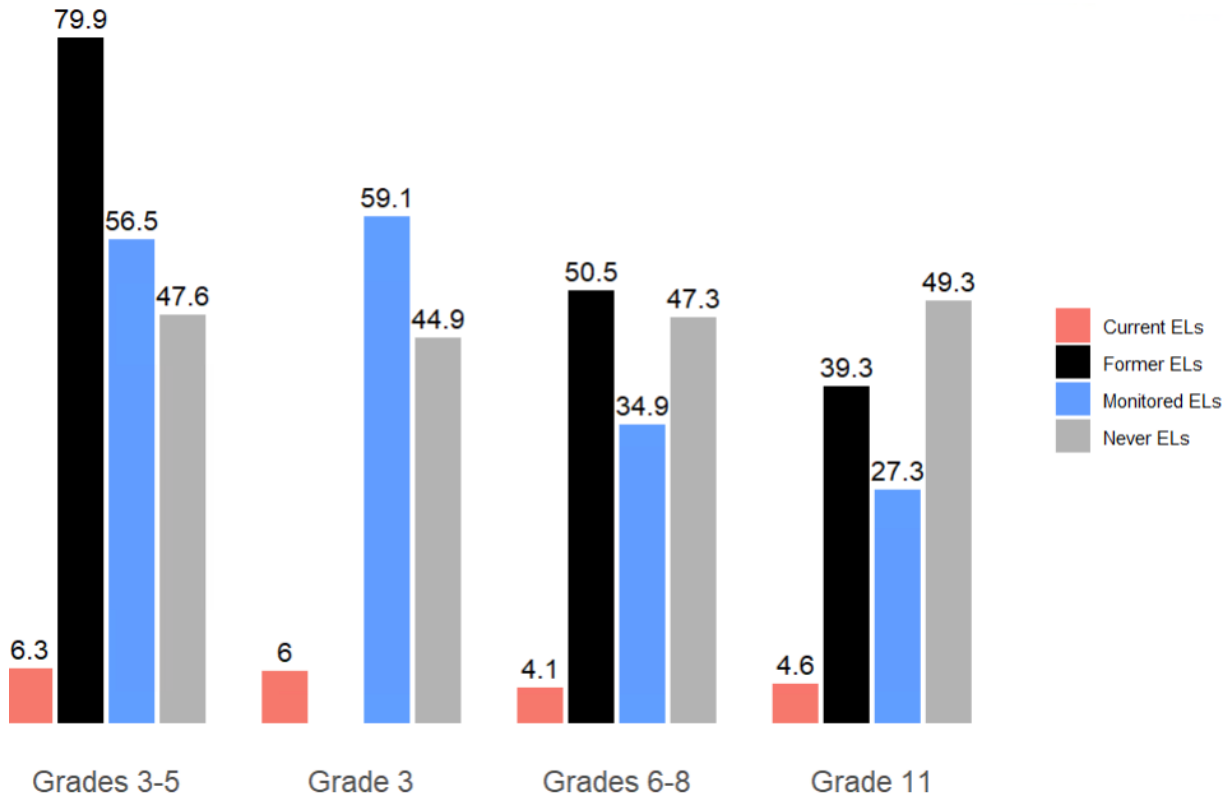
Monitored English learners who were reclassified from English learner status within the past four years demonstrated moderate performance. In Grades 3-5, 56.5% met or exceeded standards, increasing to 59.1% in Grade 3, before declining to 34.9% in Grades 6-8 and 27.3% in Grade 11. This downward trend suggests that some reclassified English learners may struggle to maintain academic proficiency as curriculum demands increase.

Never English learners generally outperformed current and monitored English learners but underperformed former English learners in elementary and middle school grades. Their percentages remained relatively stable across grade spans: 47.6% (Grades 3–5), 44.9% (Grade 3), 47.3% (Grades 6–8), and 49.3% (Grade 11).

Overall, the data indicate that current English learners face the greatest challenges in ELA, while former English learners, particularly in elementary grades, demonstrate higher rates of proficiency than other English learner groups and, in some cases, their never English learner peers. Relative to Oregon's 2029-30 statewide target of 52.6% for 3rd grade ELA proficiency, performance varied considerably across English learner groups, with former English learners in Grades 3-5 exceeding the target and current English learners remaining below it. These patterns highlight persistent differences in outcomes across student groups and underscore the importance of continued efforts to improve literacy achievement for English learners.[10]

[10] In addition to state assessments, in the 2024 National Assessment of Educational Progress (NAEP) ELA assessment in Oregon, English learners showed significantly lower performance compared to all students. In 4th grade, only 1% of ELs reached proficiency, compared to 19% of all students, and 93% of ELs scored below basic. In 8th grade, 1% of ELs were proficient, with 86% scoring below basic, while 24% of all students were proficient.

Figure 16. Percentage of Current, Monitored, Former, and Never ELs meeting or exceeding state standards in English language arts in elementary, middle and high school, 2024-25[11]



In Math, Former ELs outperformed Never ELs in elementary and middle school grades, while Current ELs met standards across all grade levels at substantially lower rates.

Figure 17 now includes results for Grade 8 in addition to elementary, middle, and high school grades, which is one of Oregon's key student outcomes for accountability.

Based on Figure 17, across all grade levels, current English learners consistently exhibited the lowest achievement in mathematics. Only 7.0% of current English learners in Grades 3-5 met or exceeded standards, and this percentage declined sharply to 3.1% in Grades 6-8, 2.7% in Grade 8, and 2.4% in Grade 11. This trend highlights the significant challenges faced by current English learners in mastering mathematical concepts and navigating the language demands of mathematics assessments administered in English.

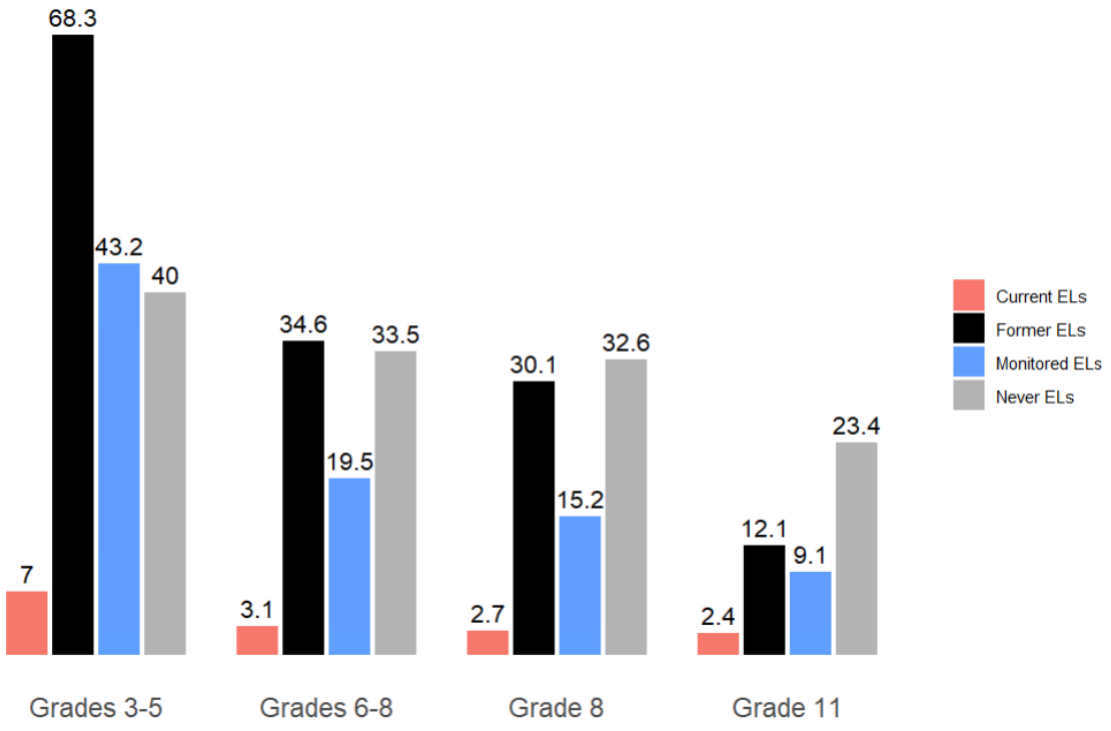
[11] In this chart, the group "current EL" includes only students who were classified as current ELs at the time of testing. In some other state accountability reports, the performance of current and recently reclassified ELs are reported together.

Former English learners showed relatively strong performance, especially in elementary grades, where 68.3% met or exceeded standards—surpassing all other groups. However, their performance declined with grade level, dropping to 34.6% in Grades 6-8, 30.1% in Grade 8, and 12.1% in Grade 11. This pattern suggests increasing challenges in maintaining mathematics achievement as academic expectations become more rigorous.

Monitored English learners who recently exited English learners status outperformed current English learners at every grade level but did not consistently surpass never English learners. In Grades 3-5, 43.2% of monitored English learners met standards, compared to 40.0% of never English learners. However, this advantage disappeared in later grades, with monitored English learners trailing never English learners in Grades 6-8 (19.5% vs. 33.5%), Grade 8 (15.2% vs. 32.6%), and Grade 11 (9.1% vs. 23.4%).

Overall, the data reveal a persistent achievement gap in mathematics for current English learners and indicate that early gains among former and monitored English learners may diminish over time, highlighting a need for sustained academic support throughout students' educational trajectories.[12].

Figure 17. Percentage of Current, Monitored, Former, And Never ELs meeting or exceeding state standards in mathematics in elementary, middle and high school, 2024-25[13]



[12] In addition to state assessments, the 2024 National Assessment of Educational Progress (NAEP) for Oregon, English learners (ELs) scored significantly lower than all students. In 4th grade, only 4% of ELs reached the proficient level compared to 25% of all students, with 70% of ELs scoring below basic. The disparity was even greater in 8th grade: just 1% of ELs were proficient, while 90% scored below basic, compared to 45% of all students.

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

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

This section of the report examines several important outcomes for English learners. These are attendance, 9th grade progress towards graduation, four-year graduation, earning a Seal of Biliteracy/Multiliteracy, 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% of school days during the school year.

Current English learners consistently have lower rates of regular attendance across all grade levels, with engagement declining considerably in high school.

Consistent with Oregon Senate Bill 141, Figure 18 includes regular attendance rates for K-2 and K-12 students (common metrics for statewide performance) in addition to elementary, middle, and high school grades.

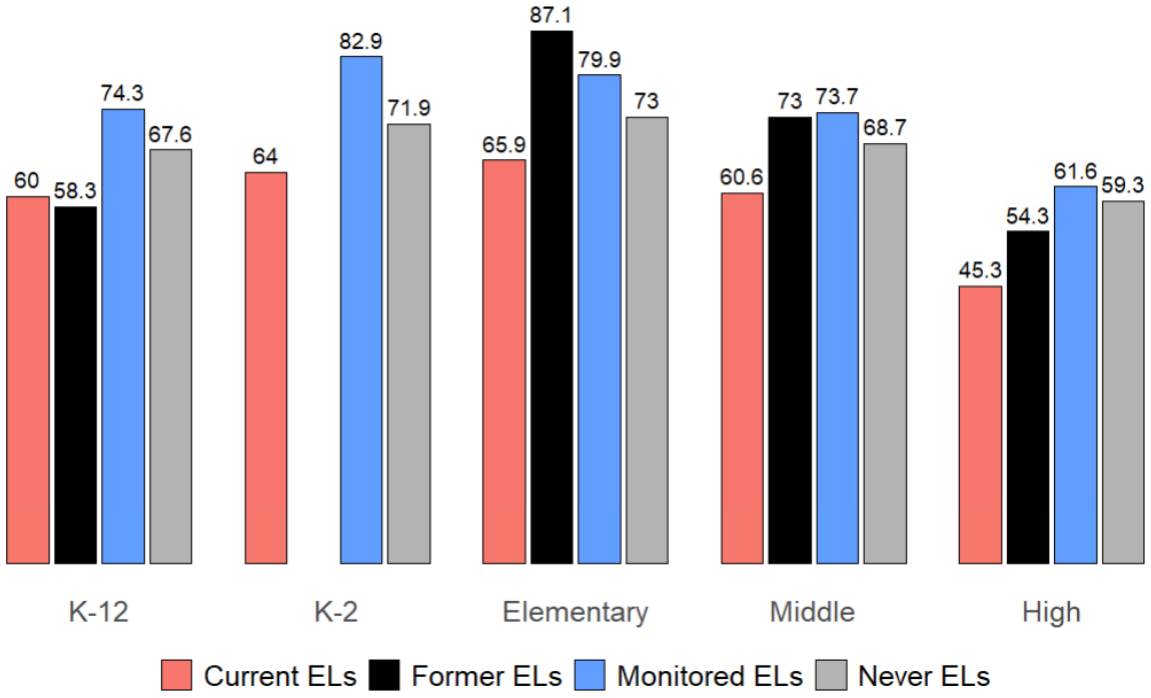
As shown in Figure 18, current English learners consistently exhibited the lowest rates of regular attendance compared to former, monitored, and never English learners, beginning with 65.9% in elementary school, declining to 60.6% in middle school, and reaching a low of 45.3% in high school. Across all grades (K-12), only 60.0% of current English learners were regular attenders.

Former monitored English learners demonstrated the highest rates of regular attendance in elementary and middle school, with former English learners leading at 87.1% in elementary school and 73.0% in middle school. Monitored English learners followed closely with 79.9% and 73.7%, respectively. In K-2 grades, monitored English learners had the highest attendance rate at 82.9%.

By high school, attendance declined across all groups, but former English learners (54.3%) and monitored English learners (61.6%) still maintained higher attendance rates than current English learners. Never English learners showed a steadier attendance pattern, with 73.0% in elementary school, 68.7% in middle school, and 59.3% in high school.

Overall, the data highlight the need for targeted attendance interventions, particularly for current English learners—whose engagement appears to decrease most significantly in secondary school. Supporting this group with culturally and linguistically responsive attendance strategies may be critical to improving long-term educational outcomes (also see the section on *sense of belonging*).

Figure 18. Percentage of Current, Monitored, Former, and Never English learners regularly attending school by elementary (K-5), middle (6-8), high school (9-12), K-2, and K-12 grades in 2024-25



On Track to Graduate

Around the country, states and districts track whether students in the 9th grade are on track to graduate within four years[14]. They do this because 9th 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. Note that In Oregon, students in the 9th grade are on track to graduate if they earn at least six credits or 25% of the credits their district requires for graduation. However, one should note that ODE's data only captures the number of credits earned and not the specific courses associated with those credits. From 2021-22 to 2024-25, a higher percentage of former and never English learners were on track to graduate compared to current English learners.[15]

Former EL Students Show Strong and Consistent Growth in Ninth-Grade On-Track Rates

According to Figure 19, across all years, former English learner students consistently outperformed current and never English learner students in terms of being on track to graduate. Their rates increased steadily from

[14] Note that the data in for 9th grade on track defines former English learners as multilingual students who attained English language proficiency and exited an ELD program which also includes monitored English Learners.
[15] 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).

83.8% in 2021-22 to 89.5% in 2024-5, marking a 5.7 percentage point increase over four years. While this rate remains below Oregon's statewide 2029-30 target of 94.9% for 9th grade on-track status, the upward trend reflects substantial progress toward that goal.

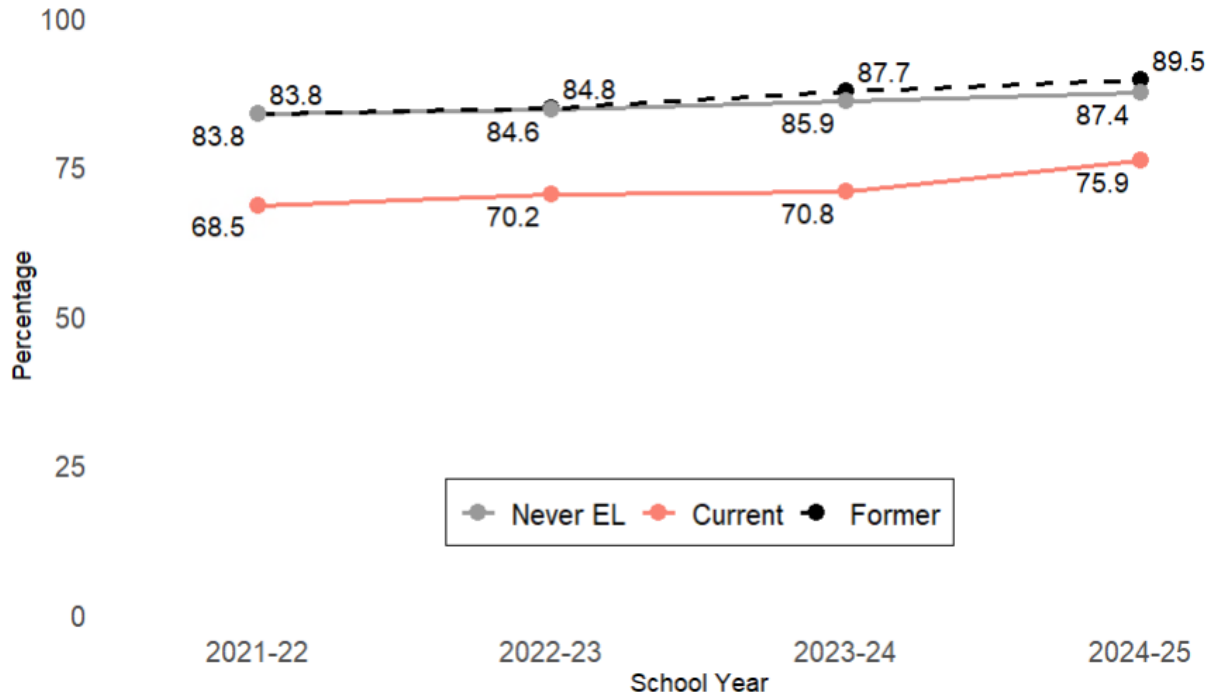
Never English learner students also demonstrated consistent improvement, increasing from 83.8% in 2021-22 to 87.4% in 2024-25. Although the two groups had identical rates in 2021-22, former English learners maintained a slight advantage in subsequent years, highlighting the strong performance of the former English learner group.

Current EL Students Increased Their On-Track Rates by More Than Seven Percentage Points

Current English learner students had the lowest on-track rates across all years, though they showed improvement from 68.5% in 2021-22 to 75.9% in 2024-25, a 7.4 percentage point gain. While this progress is encouraging, the persistent gap between current English learners and the other two groups (approximately 12-14 percentage points in 2024-25) signals a continued need for targeted support and resources.

Overall, the data reveal positive trends for all groups, especially for former English learner students. While former English learner students reached 89.5% in 2024-25, all groups remained below Oregon's statewide 2029-30 target of 94.9% for 9th grade on-track status. The persistent disparities between current English learner students and their peers highlight the importance of continued efforts to improve graduation readiness and support equitable outcomes for English learners.

Figure 19. Percentage of 9th grade Current, Former, and Never English learners on track to graduate within four years (2020-21 to 2023-24).



Four-Year Graduation

ODE uses a cohort adjusted graduation rate to examine and monitor the percentage of students graduating within a specific number of years. The data for this section relies on the four-year cohort adjusted graduation rate for current, former, and never English learners. For the purposes of reporting graduation data to the public, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school, which, for cohort-adjusted graduation rates, also includes monitored English learners (see Cohort Graduation Rate Policy and Technical Manual, 2021).

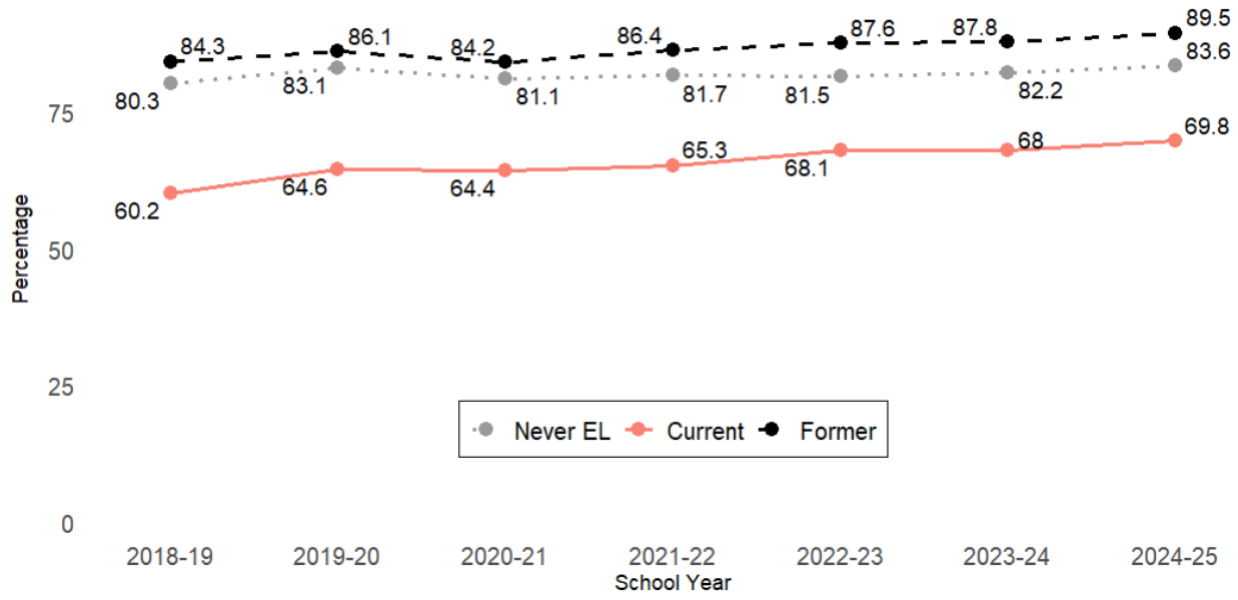
Former English learners graduated at rates similar to or better than never English learners; however, substantially fewer current English learners graduated in four years. According to Figure 20, former English learner students consistently had the highest graduation rates, increasing from 84.3% in 2018-19 to 89.5% in 2024-25. At the current rate of improvement, former English learner students would be expected to meet or exceed Oregon's 2029-30 statewide four-year graduation target of 92.3%. Their rates remained above those of other groups each year, reflecting strong long-term outcomes for students who have exited English learner services.

Never English learner students followed a relatively stable trend, with graduation rates ranging between 80.3% and 83.6%, ending at 83.6% in 2024-25. While graduation rates remained relatively high, they were still below Oregon's statewide 2029-30 target of 92.3% and consistently lower than those of former English learner students.

Current English learner students showed steady improvement, rising from 60.2% in 2018-19 to 69.8% in 2024-25; a 9.6 percentage point increase. While this represents meaningful progress, a large gap (nearly 20 percentage points) remains between current English learner and their peers, signaling persistent inequities.

Overall, the data suggest that while graduation outcomes have improved across all groups, former English learners outperform both their peers who never received services and those currently receiving them. Continued focus is needed to close gaps for current English learners and support equitable graduation outcomes.

Figure 20. Percentage of Current, Former, and Never English learners graduating within four years (2018-19 to 2024-25).



Five-Year Completer Rates

The five-year cohort completer rate is a measure of the percentage of students in an adjusted cohort who complete high school within five years, and is one of Oregon's common metrics for accountability under SB 141. Similar to the graduation rate, it tracks whether students successfully finish high school, but it uses a broader definition of completion. In addition to students earning a standard or modified diploma, the completer rate also includes students who earn other approved completion credentials, such as extended diplomas, adult high school diplomas, or GEDs. The adjusted cohort consists of students who first enrolled in high school together, plus students who transferred into the cohort, minus students who transferred out (Cohort Graduation Rate Manual, 2021).

Under SB 141, graduation and completion outcomes are included as part of the state's broader accountability framework focused on improving long-term student success. As part of this work, Oregon reports five-year

completion outcomes for English learner student groups, including current English learners, former English learners, and never English learners, within statewide accountability and reporting systems.

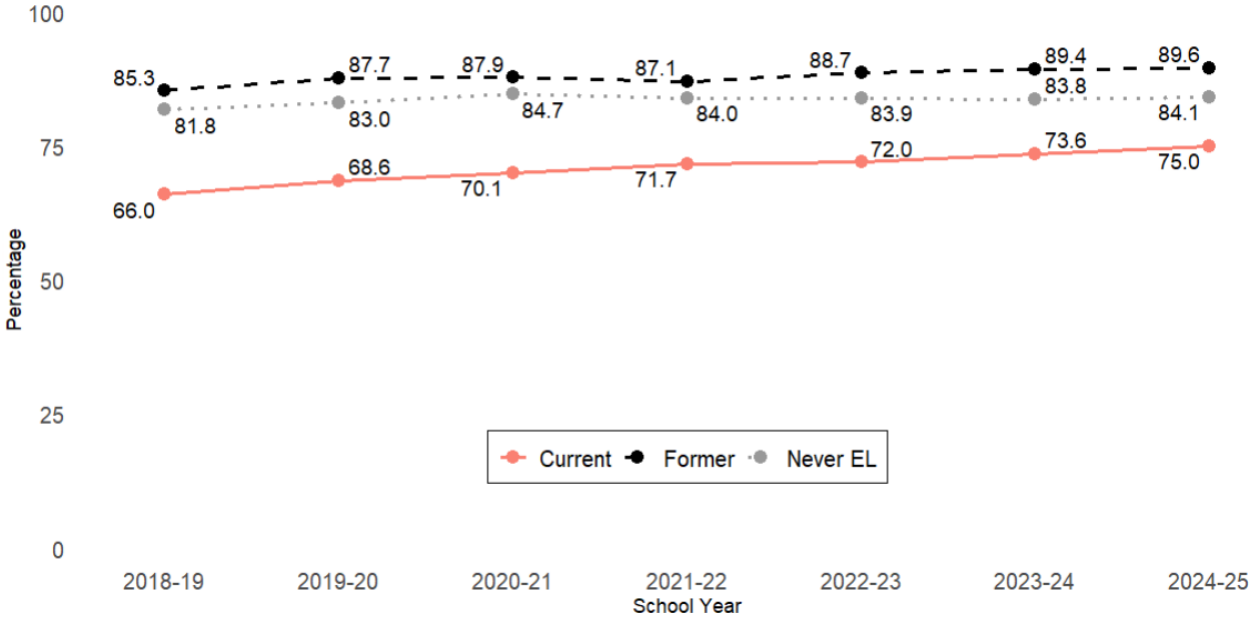
Figure 21 below presents Oregon's five-year completion rates for these groups from 2018-19 through 2024-25. Several important patterns emerge. Former English learners consistently had the highest completion rates across all years, increasing from 85.3% in 2018-19 to 89.6% in 2024-25. This indicates that students who successfully exited English learner services completed high school at very high rates over time.

Current English learners had substantially lower completion rates than former English learners, but demonstrated steady improvement throughout the period. Their five-year completion rate increased from 66.0% in 2018-19 to 75.0% in 2024-25, representing a 9.0 percentage point increase. This upward trend suggests a gradual improvement in high school completion outcomes among students who were still receiving English learner services.

Never English learner students also showed modest improvement over time, rising from 81.8% in 2018-19 to 84.1% in 2024-25. Across all years, never English learner completion rates remained below former English learner rates but above current English learner rates.

Overall, the data indicate that five-year completion outcomes improved over time, particularly among current English learners. However, substantial gaps between current English learners and former English learners remained across all years, highlighting the continued importance of academic, linguistic, and graduation supports for students who are still developing English proficiency while progressing through high school.

Figure 21. Five-year completion rates for Current, Former, and Never English learners (2018-19 to 2024-25).



Current English learners graduating in four and five years were more than twice as likely to receive a modified diploma.

Modified diplomas are designed for students who meet certain criteria listed in OAR 581-022-2010. Modified diplomas require fewer credits to graduate compared to a regular high school diploma. Among current English learners who graduated in four years in 2024-25, 9.5% received a modified diploma (see Table 8). By contrast, 2.0% of former English learners and 3.9% of never English learners who graduated in four years received a modified diploma.

In addition, among students who graduated in four years in 2024-25, current English learners were more than 2.4 times more likely to receive a modified diploma compared to never English learners. This ratio remained similar for cohorts that graduated in five years, where current English learners were more than twice as likely to receive a modified diploma than never English learners.

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

Student (Diploma Type)	Four-Year Cohort	Five-Year Cohort
Current English Learners (Modified)	9.5%	9.7%
Former English Learners (Modified)	2.0%	1.8%
Never English Learners (Modified)	3.9%	4.1%
Current English Learners (Regular)	90.5%	90.3%
Former English Learners (Regular)	98. 0%	98.2%
Never English Learners (Regular)	96.1%	95.9%

Oregon State Seal of Biliteracy/Multiliteracy

Multilingualism offers many cognitive, academic, and economic benefits. The Oregon State Seals of Biliteracy and Multiliteracy recognize student proficiency in two or more languages and are one of the local metrics districts may adopt under the Oregon's Education Accountability Act. Students are eligible to earn a Seal of Biliteracy or Multiliteracy if they:

- Meet all state and district graduation requirements, and
- Demonstrate ACTFL Intermediate High proficiency in listening, speaking, reading, and writing in any two or more languages.

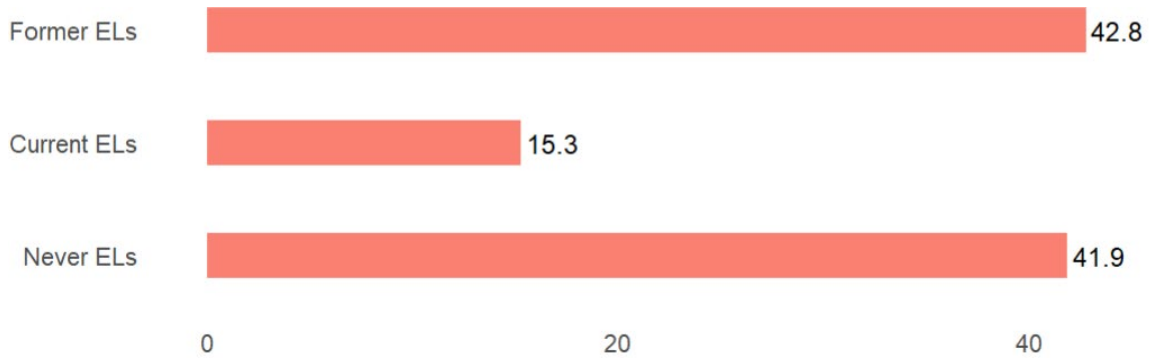
The data for this section relies on students who graduated in 2023-24 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this section will examine the count and percentage of current, former, and never English learners[16] who earned the Seal of Biliteracy in 2023-24.

[16] 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

Seal of Biliteracy Participation Highlights Opportunities to Better Recognize Multilingual Students

Of the 3,073 students who earned the Seal of Biliteracy or Multiliteracy in 2024-25, 42.8% were former English learners and 13.6% were current English learners. Although ever English learners represented a majority (58.1%) of Seal recipients, these findings also suggest that many multilingual students, particularly former English learners who have already demonstrated English proficiency, may not be earning the Seal. This may represent an opportunity to expand awareness, access, and participation in the Seal of Biliteracy program among eligible students.

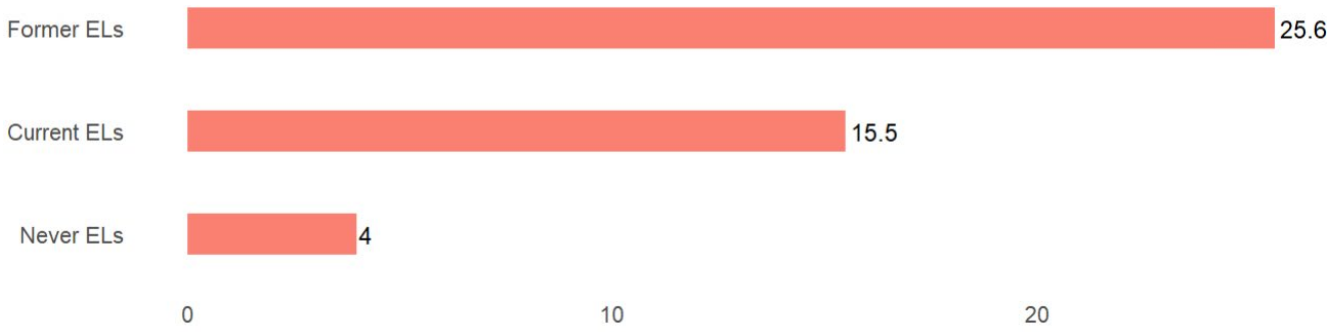
Figure 22. Percentage of Current, Former, and Never English learners graduating with the Seal of Biliteracy/Multiliteracy in 2024-25 (among all students who graduated with the Seal of Biliteracy)



According to Figure 23, among former English learners who graduated in 2024-25, 25.6% earned the Seal of Biliteracy. Moreover, 15.5% of current English learner graduates earned the Seal of Biliteracy in 2024-25. Among never English learners who graduated in 2024-25, 4.0% also earned the Seal of Biliteracy.

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

Figure 23. Percentage of Current, Former, and Never English learners earning the Seal of Biliteracy in 2024-25 (among Current, Former, and Never English learner graduates).



Students earned the Seal of Biliteracy/Multiliteracy in a diversity of language combinations; however, English-Spanish was the most common combination.

Students who graduated with a Seal of Biliteracy (3,073 students) demonstrated proficiency in a combination of languages. English-Spanish was the most common combination of those languages (83%). Other notable combinations of languages in which students demonstrated their proficiency included English-French (4%), English-Japanese (4%), and English-Chinese (2%).

Ever English Learner Graduates Across Oregon Achieved Recognition for Biliteracy in 2024–25.

Table 9 highlights the Oregon districts with the highest numbers of ever English learner graduates earning the Seal of Biliteracy in 2024-25. Salem-Keizer SD 24J led with 235 students, followed by Woodburn SD 103 with 208 students, and Hillsboro SD 1J with 165 students. These districts had the highest numbers of ever English learner graduates earning the Seal of Biliteracy. Examining Seal attainment among ever English learners provides insight into how multilingual students are being recognized for demonstrating proficiency in English and at least one additional language. District-level participation varied, reflecting differences in the size of multilingual student populations as well as local implementation and participation patterns.

Table 9. Ten Oregon districts with the highest numbers of 2024-25[17] Ever EL graduates earning the Seal of Biliteracy.

District	Student Count	District	Student Count
Salem-Keizer SD 24J	235	North Clackamas SD 12	76
Woodburn SD 103	208	Bend-LaPine Administrative SD 1	76
Hillsboro SD 1J	165	Forest Grove SD 15	69
Beaverton SD 48J	140	Tigard-Tualatin SD 23J	55
Reynolds SD 7	83	Portland SD 1J	54

Postsecondary Enrollment

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, two-year and four-year, etc.). A post-secondary education affords students a wide range of advantages, including greater employment opportunities, financial security, opportunities to contribute to their community, and greater life satisfaction. For the current report, the data for this measure uses students who graduated in 2022-23 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this portion of the report examines the count and percentage of current, former, and never English learners[18] who enrolled in a post-secondary education institution within 16 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 24 displays the percentage of current, former, and never English learners enrolling in post-secondary institutions within 16 months of high school graduation from 2017-18 to 2022-23.

Across all years, never English learners and former English learner students consistently had higher post-secondary enrollment rates than current English learner students. Never English learner students began at 62.6% in 2017-18 and declined steadily to 56.0% by 2022-23. Similarly, former English learners started at 61.5% in 2017-18 and decreased to 55.2% in 2022-23. Despite relatively small year-to-year fluctuations, both

[17] Note that the counts in this table reflect students who graduated in 2024-25 (and were part of the four-year cohort adjusted graduation rate) and earned the Seal of Biliteracy.

[18] 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.

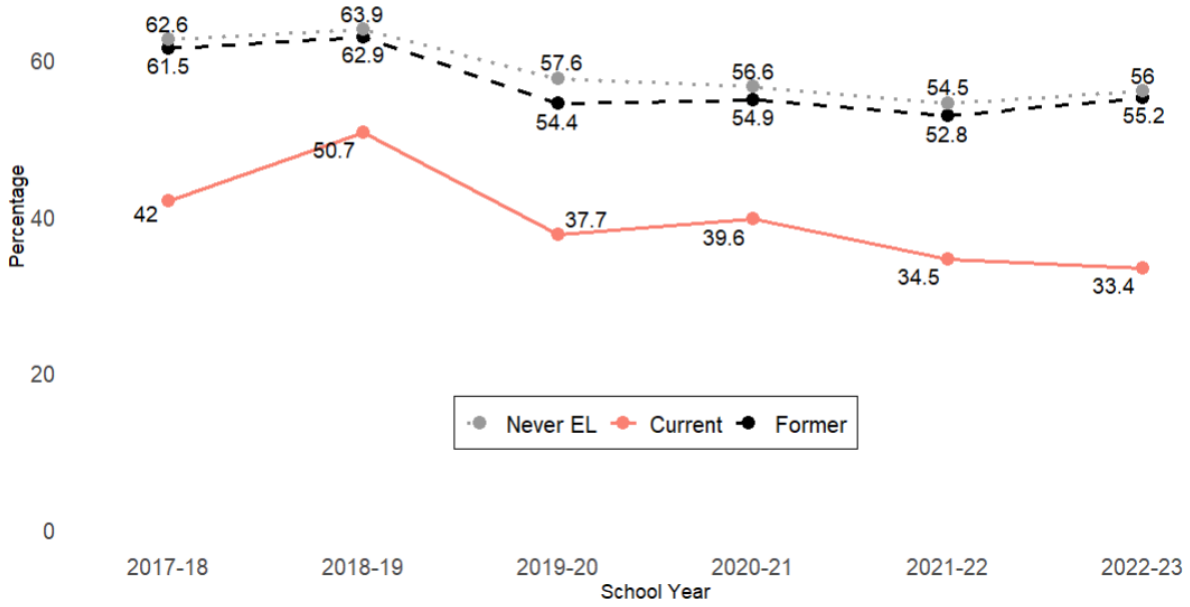
groups show a clear downward trend, reflecting an overall decline in post-secondary enrollment during this period.

Current English Learners faced the steepest decline in college enrollment, dropping nearly 9 percentage points since 2017–18.

Current English learner students consistently had the lowest enrollment rates and experienced the sharpest decline. From a starting point of 42.0% in 2017-18, their enrollment dropped to 33.4% by 2022-23—an 8.6 percentage point decrease. Notably, their rate peaked at 50.7% in 2018-19, briefly narrowing the gap, but then fell substantially in subsequent years. The COVID-19 pandemic likely exacerbated existing barriers to enrollment for this group, such as limited access to college guidance, financial challenges, and language-related hurdles.

By 2022-23, the gap between current English learners and their peers had widened considerably, particularly when compared to former English learners (21.8 percentage points). This suggests a pressing need for targeted supports to help current English learner students navigate the transition to post-secondary education and address the long-term decline in enrollment observed across all groups, especially newcomers who have significant gaps in their schooling.

Figure 24. Percentage of Current, Former, and Never English learners enrolling in post-secondary institutions within 16 months of high school graduation (2017-18 to 2022-23[19]).



[19] The latest year shown (2022-23) represents the school year in which students graduated from high school constituting the latest data for the current report.

Dual Language Bilingual Education Programs

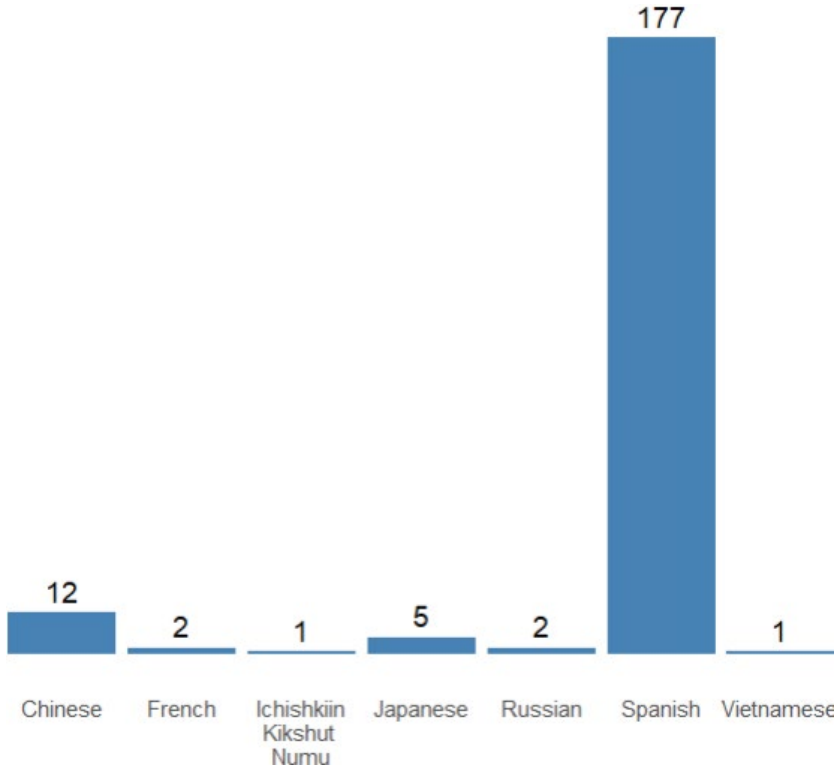
Dual Language Bilingual Education (DLBE) programs are a research-based approach to educating English learners that promote bilingualism, biliteracy, academic achievement, and cross-cultural understanding (Soltero, 2018). These programs provide instruction in both English and a partner language, allowing students to develop high levels of proficiency in both languages. For English learners, dual language education offers meaningful access to academic content while supporting continued development of their home language. Research consistently shows that English learners in DLBE programs outperform their peers in English-only settings on academic outcomes (Vazquez Cano & Motamedi, 2024). DLBE programs also have shown to be superior to other instructional models (e.g., Pull-out, ELD Class Period) in promoting English proficiency (Motamedi, et al., 2019). These programs also align with the state's goals for equity and inclusion by valuing multilingualism as an asset. Expanding access to high-quality dual language programs is a key strategy for supporting English learner success and a priority under Oregon's ML strategic plan.

Despite their empirical appeal, there is limited up-to-date information available about DLBE programs in Oregon. While a valuable DLBE directory was publicly introduced in 2023 by Oregon State University (OSU), the information it contains reflects an earlier snapshot of program features and may not fully represent recent developments. To address this, ODE recently launched an effort to update OSU's directory. This involved reaching out to multilingual program leaders across the state and inviting them to review and revise their program data. The following provides a brief overview of the languages and school types represented among the 200 schools across 38 school districts offering DLBE programs, based on the DLBE directory.

In Oregon, DLBE programs are available in multiple partner languages.

As shown in Figure 25, DLBE programs in Oregon span seven distinct partner languages. Of the 200 DLBE programs across the state, Spanish is used as the partner language in 177 programs, accounting for 88.5% of all DLBE offerings. The second most common partner language is Chinese, featured in 12 programs, representing 6.0% of the total. Japanese is used in five DLBE programs statewide (2.5%). French and Russian are each used in two programs (1.0% each), while Vietnamese and Ichishkiin Kiksht Numu are each represented in one program statewide (0.5% each).

Figure 25. Distribution of DLBE programs by partner languages (2024-25).



DLBE programs are offered in various school types.

The distribution of these programs by school type is presented in Table 10. This wide coverage reflects both the diversity of student populations and district-specific strategies for promoting bilingualism.

The majority of DLBE offerings are found in elementary schools, with 101 schools, representing 50.5% of all DLBE program offerings statewide, serving as the foundational entry point for dual language education.

Middle schools account for 40 of the 200 DLBE program offerings, or 20.0% of the total. These programs frequently serve as the second stage of a K-12 pathway, continuing language and content instruction in the partner language for students who began in elementary DLBE.

High schools represent 47 program offerings (23.5%) providing dual language instruction. These programs typically emphasize biliteracy and academic content in the partner language, with course offerings such as language arts, social studies, and language-specific electives.

Finally, the remaining 12 program offerings (6.0%) classified as “Other” include K-8 schools, charter schools, and alternative educational settings that span multiple grade levels or use non-traditional organizational structures.

Table 10. The number of DLBE programs by school type (2024-25)

School Type	Number of Schools
Elementary	101
Middle School	40
High School	47
Other	12

Research suggests that DLBE programs may help narrow opportunity gaps for English Learners.

Research from Oregon suggests that DLBE programs may help reduce opportunity gaps between English learners and their peers. While statewide Oregon student outcome data comparing DLBE and non-DLBE participants are not currently available, existing studies provide important insights into the potential benefits of these programs. For example, research by Vazquez Cano and Motamedi (2024) in the Beaverton School District found that DLBE programs played a significant role in narrowing academic opportunity gaps between current and former English learners and students who were never classified as English learners. English learners participating in DLBE programs demonstrated stronger performance on state assessments in English language arts and mathematics than their peers in English-only programs. They also showed faster academic growth and were more likely to be on track to graduate by grade 9. Notably, participation in DLBE programs reduced the achievement gap between ever English learners and never English learners by nearly half by middle school. These findings suggest that DLBE programs may support academic success while promoting educational equity through linguistically and culturally responsive instruction that affirms the identities and strengths of multilingual learners.

Research suggests that DLBE programs may support English language development.

Existing research indicates that students participating in DLBE programs often demonstrate strong English language development outcomes. While statewide Oregon data are not currently available to evaluate these outcomes across DLBE programs, existing studies provide important insights into the potential benefits of these programs.

In addition to their impact on academic outcomes, research suggests that DLBE programs may support English language proficiency more effectively than some other instructional models, such as pull-out services, stand-alone ELD class periods, or co-teaching approaches. For example, Motamedi et al. (2019) found that English learner students in DLBE programs demonstrated significantly greater grade-to-grade growth in reading, writing, listening, and speaking than students in pull-out programs or whose families waived English

learner services. Although students in pull-out programs entered school with higher levels of English proficiency, students in DLBE programs often caught up to and surpassed their peers by the end of elementary school. Furthermore, DLBE students demonstrated stronger outcomes on standardized English language arts assessments, even when matched with demographically similar peers. In contrast, increasing the amount of daily English learner instruction beyond 50 minutes was not associated with improved English proficiency and, in some cases, was associated with lower performance. Collectively, these findings suggest that DLBE programs may support long-term English language development while promoting bilingualism and biliteracy.

English Learners' Access to Core Content

Access to rigorous academic content is widely recognized as an important factor in promoting educational equity and long-term student success. Existing research provides important context for understanding why access to core academic content matters. Core content courses serve as foundational gateways to graduation, college readiness, and career opportunities (Umansky, Shin, Thompson, Avelar, & Bovee, 2024; Vazquez Cano, Umansky, & Thompson, 2021). However, systemic barriers, including restrictive course placement policies, language support structures that limit course enrollment, and misconceptions about English learners' academic potential, can reduce opportunities for participation. Schools, districts, and state education agencies can help address these barriers by implementing evidence-based strategies that expand access to rigorous coursework and academic pathways. When English learners are fully included in academic pathways, they are more likely to thrive academically and participate meaningfully in the broader educational landscape.

As one indicator of access to rigorous coursework, the next section examines English learners' participation in Advanced Placement or International Baccalaureate (AP/IB) and Career and Technical Education (CTE) courses in Oregon high schools.

Former English Learners in high school enrolled in Advanced Placement and International Baccalaureate courses at the highest rate, while Current English Learners had the lowest rate.

The data presented in Table 11 highlight important differences in participation in Advanced Placement (AP) and International Baccalaureate (IB) courses among high school English learner groups. In the 2024-25 academic year, 11.6% of current English learner high school students were enrolled in AP/IB classes, compared to 31.5% of former English learner high school students, 23.8% of monitored English learner high school students, and 24.8% of high school students who were never classified as English learners.

Current English learner high school students participated in AP/IB coursework at substantially lower rates than their peers. In contrast, former English learner high school students participated at rates exceeding both monitored and never English learner students. These differences may reflect barriers that limit access to advanced academic coursework for current English learners, including course placement practices, scheduling constraints, language support needs, and perceptions regarding students' academic readiness and potential.

Table 11. The number and percentage of Current, Monitored, Former and never English Learners enrolled in an AP/IB class (2024-25)

Description	Count	Total Highschoolers	Percent
ELs in an AP/IB Class	17,65	15,164	11.6%
Former ELs in an AP/IB Class	5,488	17,439	31.5%
Monitored ELs in an AP/IB Class	738	3,104	23.8%
Never ELs in an AP/IB Class	34,923	140,604	24.8%

Current English Learners are enrolled in the Career and Technical Education (CTE) courses at a lower rate than other students.

In addition to lower AP/IB participation, Table 12 shows that current English learner high school students participate in Career and Technical Education (CTE) courses at lower rates than other student groups. In 2024-25, 53.4% of current English learner high school students were enrolled in a CTE course, compared with 64.9% of former English learner high school students, 68.4% of monitored English learner high school students, and 58.1% of high school students who were never classified as English learners.

The lower participation rate among current English learner high school students may limit access to pathways that support high school completion, career readiness, and economic mobility. Schools and districts should continue working to ensure equitable access to CTE opportunities by addressing barriers and promoting inclusive enrollment practices.

Table 12. The number and percentage of current, former, monitored, and never English Learners enrolled in a CTE class (2024-25)

Description	Students Enrolled	Total Highschoolers	Percent
ELs in a CTE Class	8,101	15,164	53.4%
Former ELs in a CTE Class	11,320	17,439	64.9%
Monitored ELs in a CTE Class	2,122	3,104	68.4%
Never ELs in a CTE Class	81,755	140,604	58.1%

English Learners' Sense of Belonging

While academic outcomes like test scores, graduation rates, and similar measures offer important insights into student success, they do not capture the full picture, particularly for English learners. A growing body of research highlights the critical role that sense of belonging plays in students' academic and emotional wellbeing (Allen, Kern, Vella-Brodrick, Hattie, & Waters, 2018; Gillen-O'Neel, 2021). For English learners, feeling welcomed, valued, and represented in their school communities is especially important given the additional cultural, linguistic, and social transitions they often navigate. A strong sense of belonging can improve motivation, engagement, and resilience, and is linked to better attendance and higher academic achievement (Gillen-O'Neel, 2021; Jacoby, 2023).

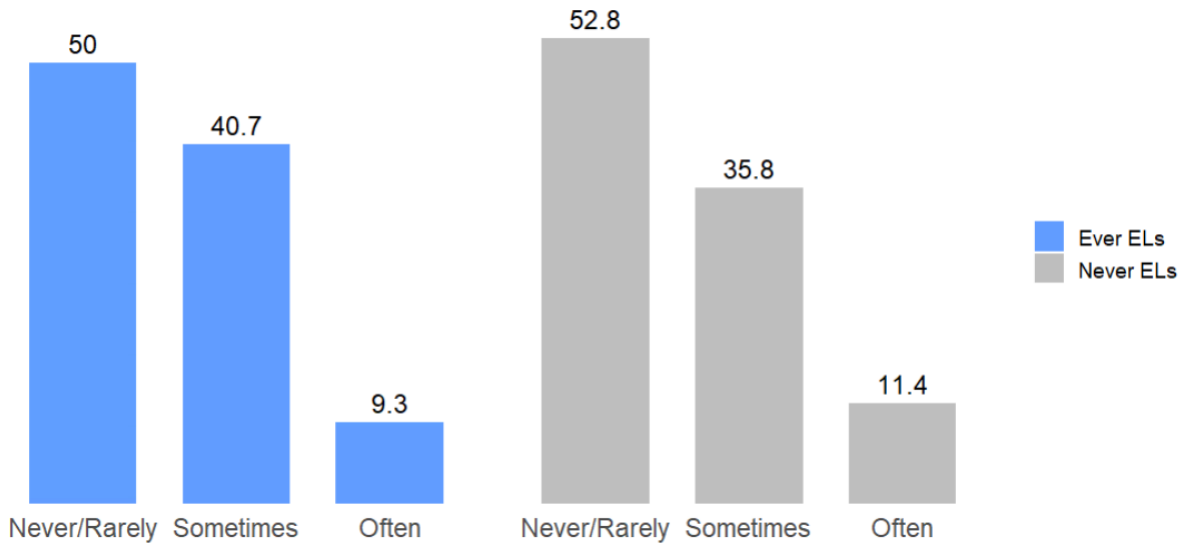
In Oregon, the *Student Educational Equity Development* (SEED) Survey captures students' voices on their school experiences, including how supported and connected they feel. In 2024-25, about 15% of the 180,076 SEED respondents were English learners. By monitoring English learner students' sense of belonging, Oregon takes a critical step toward ensuring that every student, regardless of language background, experiences school as a place of safety, connection, and inclusion. The SEED Survey included items assessing both social identity (e.g., identity representation in curriculum) and emotional connection (e.g., feeling welcome at school). In the following, we explore two survey items that examine how often English learners' social identity and emotional connection is represented in schools and how it compares to that by other groups of English learners.

English learners report low levels of identity representation in school assignments.

Figure 26 presents data from the 2024-25 SEED Survey, which captures perceptions of identity representation in curriculum among Oregon students in grades 3–11. The survey item asked: *"Think about your assignments from this school year. How often did they have pictures or stories of people who are like you and your family?"* Responses are disaggregated by ever English learner (Ever EL) status and never English learner (Never EL) status. About half of both groups responded "Never/Rarely" (50.0% for Ever ELs and 52.8% for Never ELs), while relatively few students selected "Often" (9.3% and 11.4%, respectively). Ever ELs reported slightly more frequent identity representation than Never ELs, with a higher percentage selecting "Sometimes" (40.7% vs. 35.8%).

These findings suggest that many students, including Ever ELs, do not regularly see themselves or their families reflected in classroom content. This underrepresentation may contribute to feelings of alienation, lower academic engagement, and a weaker sense of belonging. The results point to a continued need for schools to incorporate culturally responsive curriculum materials that reflect and affirm students' diverse identities and lived experiences, especially those from multilingual backgrounds.

Figure 26. Response rates[20] (%) for identity representation in school assignments among Ever and Never English Learners (2024-25)



Feeling welcome at school varies significantly across English learner groups.

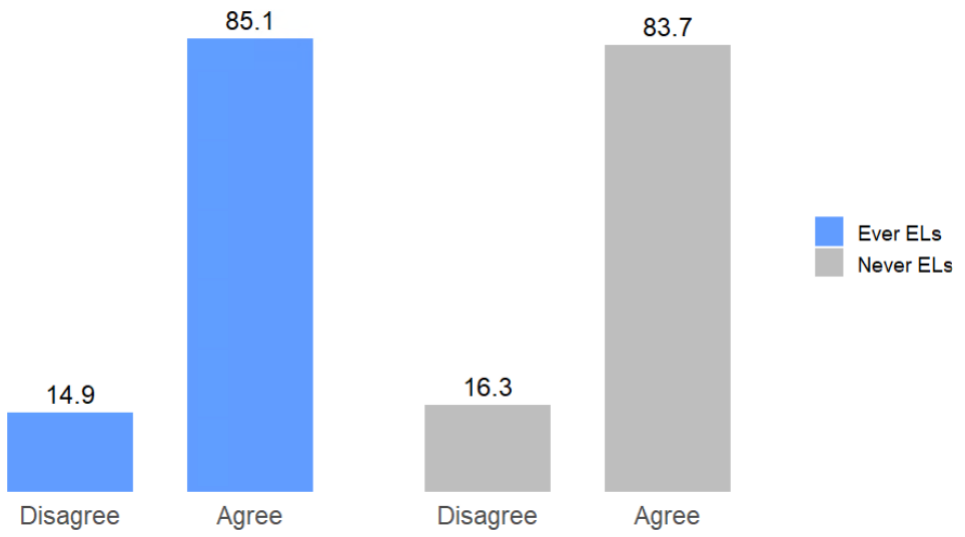
Figure 27 presents the results from the 2024–25 Student Educational Equity Development (SEED) Survey, specifically student responses to the item: *"Think about this school year and the people at your school. How much do you agree with each statement? I feel welcome at my school."* The data are disaggregated by ever English learner (Ever EL) status and never English learner (Never EL) status.

The responses reveal only minor differences in students' sense of belonging. The vast majority of students, regardless of English Learner status, reported feeling welcome at school. Among Ever ELs, 85.1% agreed with the statement, compared to 83.7% of Never ELs. The percentage who disagreed was similarly low, 14.9% for Ever ELs and 16.3% for Never ELs.

These patterns suggest that most students feel welcomed at school regardless of English learner status. While the results are generally positive, schools should continue fostering inclusive environments that support the belonging and engagement of multilingual learners and their peers.

[20] Percentages exclude respondents who skipped the item and may not sum to 100 due to rounding.

Figure 27. Response rates[21] (%) for feeling welcome at school among Ever and Never English Learners (2024-25)



Section 5: State Revenues and Expenditures for Current English Learners

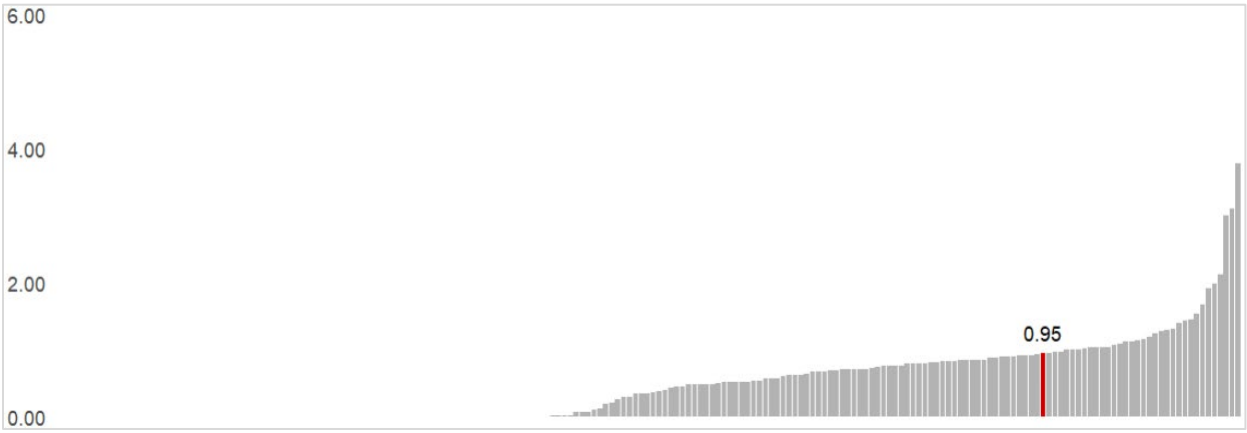
Each year, Oregon's State School Fund provides funding to districts through General Purpose Grants. The amount of the grant relies on a formula that considers the number of students in the district (known as average daily membership weighted or ADMw). On average, the per-pupil funding amount in 202425 was $10,596.[22] In addition to this basic funding, districts receive additional state funds for each student enrolled in an ELD program. This amount is 0.5 × $10,596 or $5,298 per current English learner. Collectively, the state allocated $285,570,839 for these additional English learner funds in the 2024-25 school year.

Figure 28 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 2024-25 was 0.95, meaning that district expenditures on current English learners reflected 95% of the funds the state allocated to districts via the State School Fund Formula. Some districts (n=33) spent about average or more than this percentage (up to about 378%), while others (n=164) reported spending less (as little as 0%). The values on the extreme ends of the range, however, may reflect variations in the way that some districts report data. Some districts with few current English learners report revenue received from the state, but do not identify expenditures specific to current English learners, even though they may expend funds for English learner services. Other districts on the high end of the spending ratio may include expenses for dual-language programs that also educate

[21] Percentages exclude respondents who skipped the item and may not sum to 100 due to rounding.
[22] While $10,596 is the average amount, the grant amount can vary a bit for different districts because of the way the formula is set up.

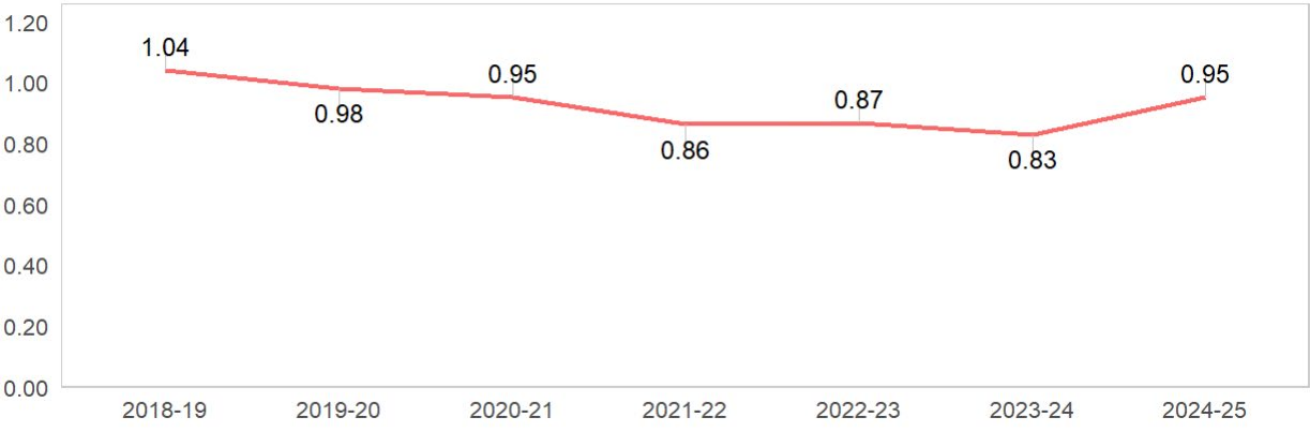
former and never English learners, rather than calculating the percentage spent solely on current English learners.

Figure 28. Ratio of Current English learner expenditures to revenues across districts in 2024-25.



As figure 29 illustrates, the statewide ratio decreased from 2018-19 to 2021-22; however, the ratio generally increased from 2021-22 to 2024-25.

Figure 29. Ratio of statewide expenditures on current English learners to revenues (2018-19 to 2024-25).



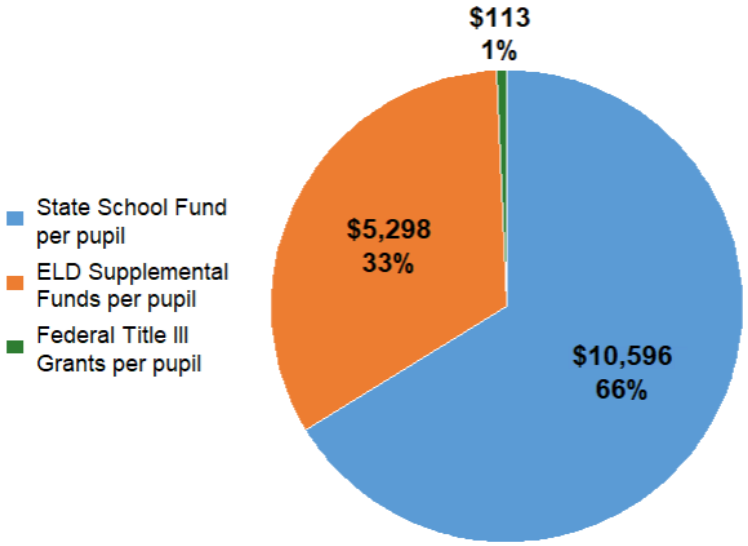
Expenditures from the General Fund on current English learners either belong to Function 1291 (covering expenditures for instruction and interventions to help current English learners learn English) or Area of Responsibility 280 (covering other supports for current English learners, such as interpretation services or transportation). [23]

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

Current English learner expenditures for 2024-25 totaled $272,020,347. Districts accounted for approximately 87.1% of the expenditures ($236,837,340) using Function 1291 and 12.9% of the expenditures ($35,183,006) using Area of Responsibility 280.

In addition to state funding, 132 districts serving current English learners accessed federal Title III funding either directly or through a consortium, which in 2024-25 provided an additional $113 per student for supplemental English learner services. Figure 29 summarizes the percentage of the state and federal per-pupil funding for English learners in the 2024-25 school year.

Figure 30. Percentage of state and federal per-pupil funding for English Learners in 2024-25



As Figure 30 indicates, overall, about 99% (66% + 33%) of the funding allocated to English learners comes from the state, which in turn, reflects a strong state-level commitment to education equity for English learner students. Additional information on the grant amounts is available on the ODE website under Title III Allocations.

Conclusion

The data trends in this report underscore both meaningful progress and persistent challenges in supporting the state's multilingual students. Over 102,000 Oregon students are current, monitored, or former English learners, a testament to the state's growing linguistic diversity. Encouragingly, former and monitored English learners often achieve academic outcomes that meet or exceed those of their never English learner peers, demonstrating the long-term benefits of effective ELD services and the resilience of these students.

Notable progress is evident in several areas. For example, a growing share of English learners, particularly those who have exited English learner services, are earning the Oregon Seal of Biliteracy, highlighting bilingualism as both a personal asset and a statewide educational goal. Graduation rates for former English learners have improved steadily, outpacing never English learners, and additionally, postsecondary enrollment rates for these students now closely match those of their peers.

Despite these successes, persistent gaps underscore the need for continued investment and reform. Current English learners face significant academic disparities. Fewer than 10% meet state standards in English language arts or mathematics, and their regular attendance and on-time graduation rates lag considerably behind those of other student groups. Furthermore, English learners remain underrepresented in TAG programs and are more likely to receive modified diplomas, signaling potential inequities in both access and expectation. Another key concern is the overrepresentation of English learners in special education, raising questions about accurate identification practices.

Schools and districts should continue to strengthen culturally and linguistically responsive supports. Enhanced professional development, better data-driven decision-making, and equitable funding are essential. Additionally, sustained attention is needed to ensure students transitioning out of ELD programs, especially monitored English learners, continue to receive academic support as they navigate the demands of advanced coursework and postsecondary preparation.

In 2024, ODE introduced its latest Multilingual Learner Strategic Plan. The plan provides a clear roadmap for addressing these challenges, with priority areas emphasizing community engagement, transformative educators, and culturally responsive practices that lead to various multilingualism pathways. Actions outlined in the plan, such as expanding pathways to academic and linguistic success, fostering inclusive school environments, providing access to dual language education, and enhancing teacher training, are critical to addressing existing disparities.

By leveraging the strategies in the plan and aligning resources to meet the unique needs of English learners, Oregon can improve outcomes in future years, ensuring that every English learner has equitable opportunities to excel academically and linguistically to support their full participation and success in school and beyond.

Ultimately, Oregon's commitment to its multilingual learners should go beyond compliance; it must affirm their full academic potential and cultural contributions to our state.

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North Santiam School District 29J

Serving Lyons, Mehama, Stayton, and Sublimity

Teaching and Learning Board Report
July 2026

Items for Board Approval:

Advanced Placement Instructional Materials Adoption

The public community review for the third math text for AP Calculus, requested by the department, closed on June 19th. We are now moving forward with the adoption process so we can purchase the materials and ensure they arrive by the beginning of the school year. An updated quote reflecting these items has been included below.

AP Calculus:

- AP Calculus: Calculus for the AP Course, 4th edition, by Sullivan and Miranda, BFW
- Barrons's Calculus Test Prep

Budget: $20,000 for 6 years

	Draft QUOTES w/shipping
Hardcover Textbook & Online access 6 years	~~$9243.30~~
(Updated for ~~15~~ 20 students)	Updated $4,059.58
Barron's AP Calculus Prep Books	$251
	~~$20,454.75~~
Total Cost w/ Shipping	Updated $4,473.58

** BFW has provided free teacher materials and digital access.*

The SHS AP committee requests that the North Santiam School Board approve the adoption of BFW AP Calculus for implementation in fall 2026.

Strategic Themes and Focus Area Alignment:
Teaching & Learning
Future Ready Students

North Santiam School District 29J

Serving Lyons, Mehama, Stayton, and Sublimity

MEMORANDUM

TO: North Santiam SD Board of Directors
FROM: Rhonda Allen, Director of Business and Fiscal Services
DATE: August 14, 2026
SUBJECT: June 30, 2026, Financial Statements

Attached for your review are the financial statements for the 2025-26 fiscal year, covering the period through June 30, 2026. The report represents unaudited numbers for fiscal year 2025-26.

Key Highlights:

- **General Fund:** The statements include both actual revenues and expenditures from July 1, 2025, to June 30, 2026.
  - The projected General Fund Ending Fund Balance is $3,435,859.
  - Contingency and Unappropriated Ending Fund Balance equal $1,420,716.

- **Investments:** The district's investments, held in the Local Government Investment Pool, total $16,424,318 and yielded a return of 4.00% through July 31, 2026.

The financial packet includes the following statements:

- General Fund Statement of Revenues Budget vs. Actual
- General Fund Statement of Expenditures Budget vs. Actual
- Total Appropriations for the Fiscal Year
- Grant Funds and Special Revenue Funds
- Donations Report
- Cash Flow Report as of 6-30-26

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

1155 N 3rd Ave, Stayton, Oregon 97383
P: 503.769.6924 F: 503.769.3578
www.nssd29j.org ~ communications@nsantiam.k12.or.us

NORTH SANTIAM SCHOOL DISTRICT 29J
FISCAL YEAR 2025-26, AS OF 06/30/2026

GENERAL FUND
STATEMENT OF BUDGET REVENUE VS. ACTUAL

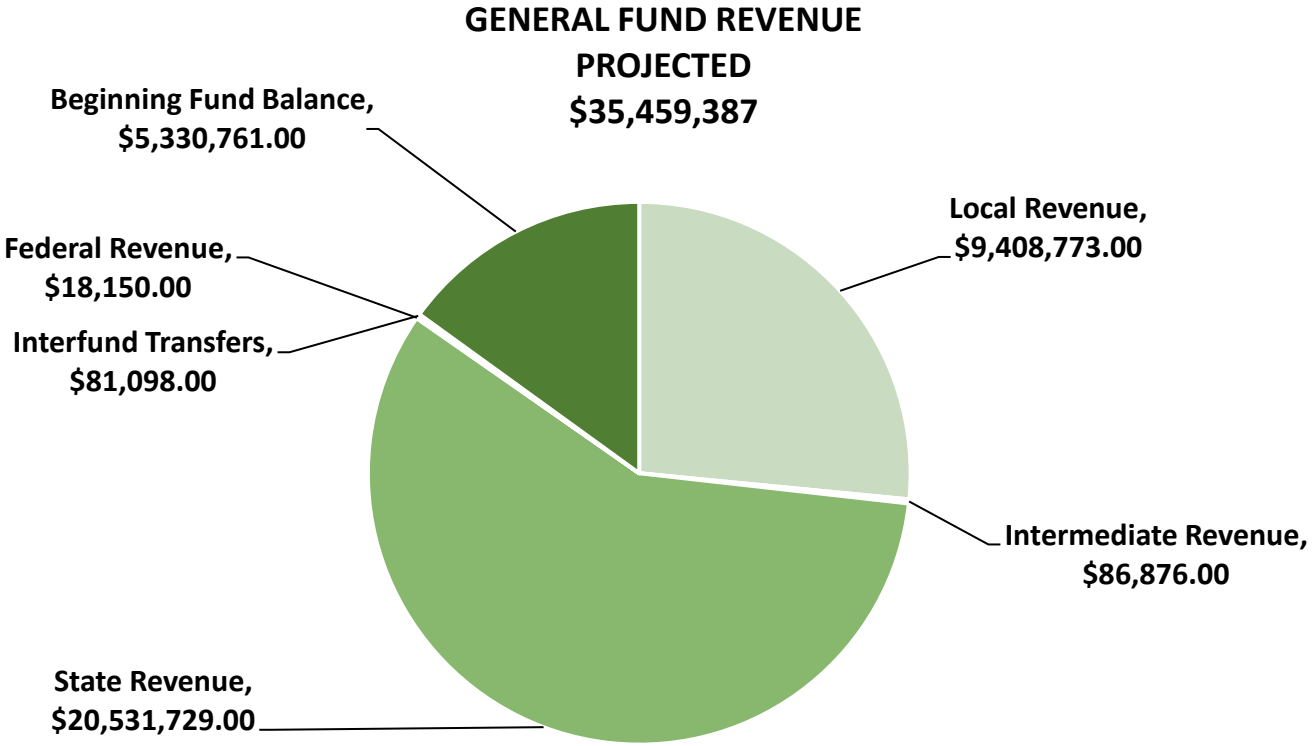
	2025-26 Budget	Actual YTD Rev. 6/30/2026	Projected Revenue 6/30/2026	Total Estimated 2025-26
1000 Revenue From Local Sources				
1111 Current Year's Taxes	7,908,600	8,132,457		8,132,457
1112 Prior Year's Taxes	141,225	139,825		139,825
1114 Payments in Lieu of Property Taxes	20,175	117		117
1190 Interest Earnings	-	4,468		4,468
1200 Revenue from Local Gov't	-	2,275		2,275
1510 Interest on Investments	500,000	839,921		839,921
1700 Fees	23,500	20,404		20,404
1910 Rentals	8,000	9,630		9,630
1920 Donations	-	1,000		1,000
1960 Recovery of Prior Year Funds	-	3,545		3,545
1980 Fees Charged to Grants	140,000	208,834		208,834
1990 Miscellaneous	5,000	46,297		46,297
Total Revenue From Local Sources	**$ 8,746,500**	**9,408,773**	**-**	**9,408,773**
2000 Revenue from Intermediate Sources				
2101 County School Funds	19,500	6,878		6,878
2102 General Education Service District Funds	97,000	76,170	-	76,170
2199 Other Intermediate Sources		(2,095)		(2,095)
2800 Revenue in Lieu of Taxes	-	5,923		5,923
Total Revenue from Intermediate Sources	**$ 116,500**	**86,876**	**-**	**86,876**
3000 Revenue From State Sources				
3101 State School Fund—General Support	19,555,653	20,070,477		20,070,477
3103 Common School Fund	290,645	301,152	-	301,152
3104 State Managed County Timber	100,000	(222)	-	(222)
3107 State School Fund High Cost Disability	175,000	160,322	-	160,322
Total Revenue From State Sources	**$ 20,121,298**	**20,531,729**	**-**	**20,531,729**
4000 Revenue From Federal Sources		-		
4801 Federal Forest Fees	5,000	18,150	-	18,150
Total Revenue From Federal Sources	**$ 5,000**	**18,150**	**-**	**18,150**
5000 Revenue From Other Sources				
5200 Interfund Transfers	105,099	81,098	-	81,098
5400 Beginning Fund Balance**	4,800,000	5,330,761	-	5,330,761
Total Revenue From Other Sources	**$ 4,905,099**	**5,411,859**	**-**	**5,411,859**
Total Resources	**$ 33,894,397**	**$ 35,457,387**	**$ -**	**35,457,387.46**

Less Estimated Requirements	**$ 30,600,813**
Estimated Ending Fund Balance	***$ 4,856,575***
Less Contingency & UEFB	***$ 1,420,716***
Estimated Ending Fund Balance	***$ 3,435,859***

NORTH SANTIAM SCHOOL DISTRICT 29J
FISCAL YEAR 2025-26, AS OF 06/30/2026

GENERAL FUND
REVENUE PROJECTIONS

Funding Source	Budget	Actuals	Projected	Total Estimated
Local Revenue	$8,746,500.00	9,408,773	$0.00	$9,408,773.00
Intermediate Revenue	$116,500.00	86,876	$0.00	$86,876.00
State Revenue	$20,121,298.00	20,531,729	$0.00	$20,531,729.00
Federal Revenue	$5,000.00	18,150	$0.00	$18,150.00
Interfund Transfers	$105,099.00	81,098	$0.00	$81,098.00
Beginning Fund Balance	$4,800,000.00	5,330,761	$0.00	$5,330,761.00



NORTH SANTIAM SCHOOL DISTRICT 29J
FISCAL YEAR 2025-26, AS OF 06/30/2026

GENERAL FUND
EXPENDITURE PROJECTIONS

Expenditure Functions	2025-26 Budget	Actual YTD EXP 6/30/2026	Projected Expenditures 6/30/2026	Total Estimated 2025-26	(Over)/ Under Budget
1000 Instruction					
1111 Elementary, K-5 or K-6	5,909,356	5,601,902		5,601,902	307,454
1120 AVID Instruction	5,900	2,484		2,484	3,416
1121 Middle/Junior High Programs	3,074,165	3,122,171		3,122,171	(48,006)
1122 Middle/Junior High School Extracurricular	171,715	151,261		151,261	20,455
1131 High School Programs	3,500,371	3,268,714		3,268,714	231,657
1132 High School Extracurricular	798,147	768,961		768,961	29,187
1220 Restrictive Pgms for Students w/Disabilities	2,291,917	2,093,632		2,093,632	198,285
1223 Transitions	500	-		-	500
1250 Programs for Students w/Severe Disabilities	1,271,860	1,058,127		1,058,127	213,733
1271 Remediation	604,205	599,724		599,724	4,481
1272 Title I-A	104,547	34,773		34,773	69,774
1281 Alternative Education High School	124,000	54,879		54,879	69,121
1285 District Options Academy	535,089	569,006		569,006	(33,917)
1291 English Second Language Programs	766,430	629,682		629,682	136,748
1292 Teen Parent Program	6,100	900		900	5,200
1460 Summer School, Middle/Jr High	800	-		-	800
Total Instruction	**$ 19,165,102**	**$ 17,956,216**	**$ -**	**$ 17,956,216**	**$ 1,208,886**
		-			81
2000 Support Services					
2111 Safet and Security Direction	-				
2115 Student Safety	109,807	109,420		109,420	387
2120 Guidance Services	222,291	213,847		213,847	8,444
2134 Nurse Services	229,112	266,025		266,025	(36,913)
2139 Other Health Services	4,800	2,155		2,155	2,645
2142 Psychological Testing Services	3,000	2,759		2,759	241
2143 Behavior Specialists	-	15,991		15,991	(15,991)
2152 Speech Pathology Services	134,852	128,990		128,990	5,862
2190 Service Direction, Student Support Services	352,021	538,758		538,758	(186,737)
2211 Teaching and Learning Service Area Direction	305,219	474,335		474,335	(169,116)
2213 Curriculum Development	132,150	38,263		38,263	93,887
2219 Other Improvement of Insturction Svcs	139,746	55,209		55,209	84,538
2220 Educational Media Services	315,092	319,435		319,435	(4,343)
2240 Instructional Staff Development	50,045	37,428		37,428	12,617
2310 Board of Educatin Services	130,575	102,780		102,780	27,795
2320 Executive Administration Services	575,400	444,438		444,438	130,962
2410 Office of the Principal Services	3,188,190	2,979,515		2,979,515	208,675
2510 Direction of Business Support Services	232,284	225,721		225,721	6,563
2520 Fiscal Services	427,127	431,587		431,587	(4,460)
2528 Risk Management Services	394,178	465,475		465,475	(71,297)
2541 Maintenance & Facilities Service Area Direction	278,399	302,523		302,523	(24,124)
2542 Care and Upkeep of Buildings Services	2,781,655	2,414,775		2,414,775	366,880
2543 Care and Upkeep of Grounds Services	171,414	163,186		163,186	8,228
2549 Other Operation and Maintenace Services	11,168	10,829		10,829	339

NORTH SANTIAM SCHOOL DISTRICT 29J
FISCAL YEAR 2025-26, AS OF 06/30/2026

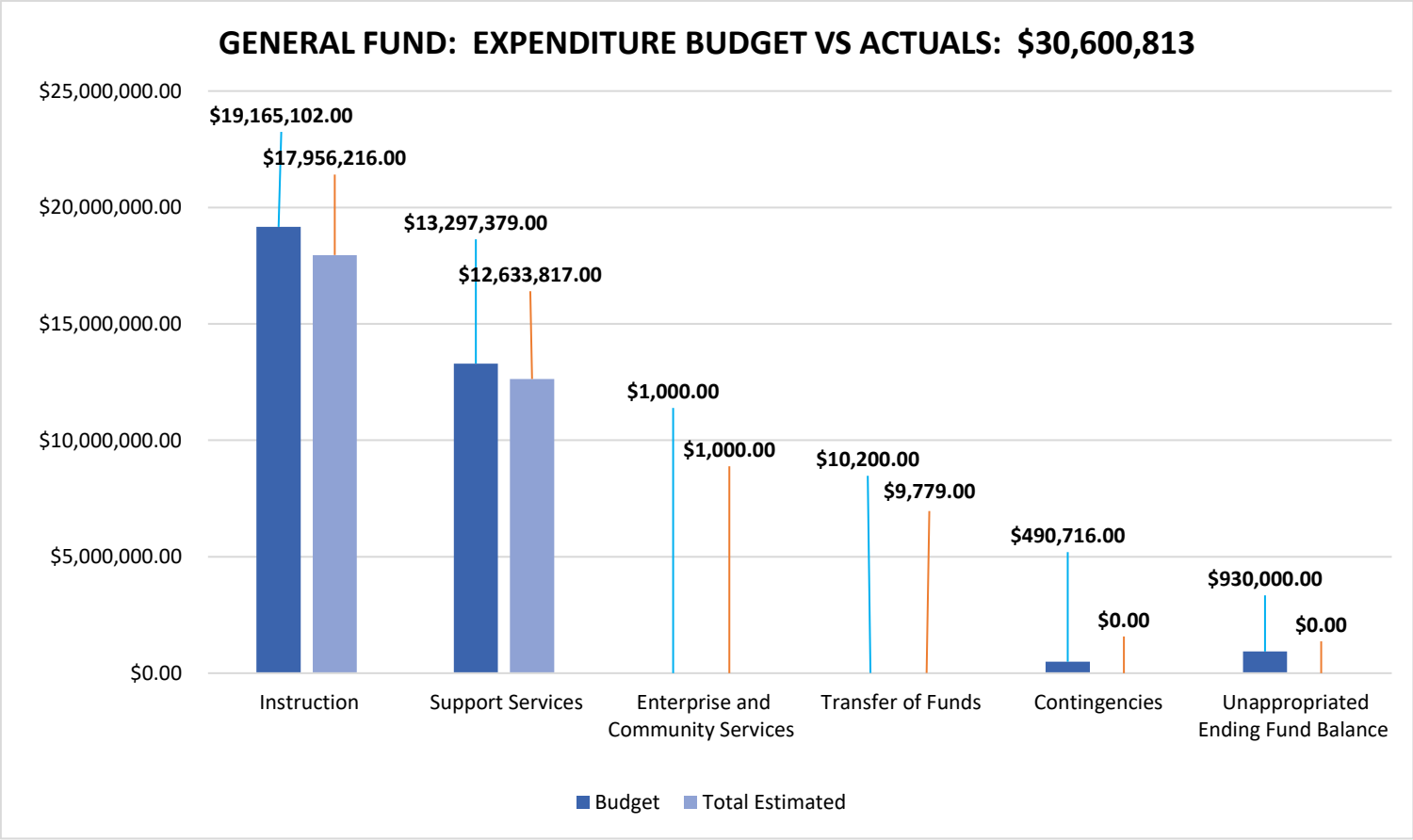
GENERAL FUND
EXPENDITURE PROJECTIONS

Expenditure Functions	2025-26 Budget	Actual YTD EXP 6/30/2026	Projected Expenditures 6/30/2026	Total Estimated 2025-26	(Over)/ Under Budget
2550 Student Transportation Services	1,405,777	1,116,265		1,116,265	289,512
2558 Special Education Transportation Services	250,000	434,568		434,568	(184,568)
2630 Information Services	79,381	81,878		81,878	(2,497)
2640 Staff Services	261,128	243,866		243,866	17,262
2641 Human Resources Service Area Direction	234,340	241,694		241,694	(7,354)
2649 Other Staff Services	-	394		394	(394)
2660 Technology Services	878,228	771,711		771,711	106,517
Total Support Services	**$ 13,297,379**	**$ 12,633,817**	**$ -**	**$ 12,633,817**	**$ 663,562**
3000 Enterprise and Community Services					
3360 Welfare Activities Services	1,000	1,000	-	1,000	-
Total Enterprise and Community Services	**$ 1,000**	**$ 1,000**	**$ -**	**$ 1,000**	**$ -**
5000 Other Uses					
5110 Long Term Debt Service	-	-		-	-
5200 Transfers of Funds	10,200	**9,779**		9,779	421
Total Other Uses	**$ 10,200**	$ 9,779	**$ -**	**$ 9,779**	**$ 421**
		-			
6000 Contingencies		-			
6110 Operating Contingency	490,716	-	-		490,716
Total Contingencies	**$ 490,716**	**$ -**	**$ -**	**$ -**	**$ 490,716**
		$ -			
7000 Unappropriated Ending Fund Balance		-			
7000 Unappropriated Ending Fund Balance	930,000	-	-	-	930,000
Total Unappropriated Ending Fund Balance	**$ 930,000**	**$ -**	**$ -**	**$ -**	**$ 930,000**
GENERAL FUND EXPENDITURES GRAND TOTAL	**$ 33,894,397**	**$ 30,600,813**	**$ -**	**$ 30,600,813**	**$ 3,293,584**

NORTH SANTIAM SCHOOL DISTRICT 29J
FISCAL YEAR 2025-26, AS OF 05/31/2026

GENERAL FUND
GENERAL FUND EXPENDITURES VS ACTUALS

General Fund Expenditures	Budget	Actuals	Projected	Total Estimated
Instruction	$19,165,102.00	$17,956,216.02	$0.00	$17,956,216.00
Support Services	$13,297,379.00	$12,633,817.40	$0.00	$12,633,817.00
Enterprise and Community Services	$1,000.00	$1,000.00	$0.00	$1,000.00
Transfer of Funds	$10,200.00	$9,779.43	$0.00	$9,779.00
Contingencies	$490,716.00	$0.00	$0.00	$0.00
Unappropriated Ending Fund Balance	$930,000.00	$0.00	$0.00	$0.00



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NORTH SANTIAM SCHOOL DISTRICT 29J
FISCAL YEAR 2025-26, AS OF 06/30/2026

APPROPRIATIONS
BUDGET VS. ACTUAL

	Appropriations	YTD	Encumbrances	Totals	Resolutions	(Over)/Under Budget
General Fund (100)						
1000 Instruction	19,165,102	17,956,216		17,956,216	100,000	1,308,886
2000 Support Services	13,297,379	12,633,816		12,633,816		663,563
3000 Community Services	1,000	1,000		1,000		-
5200 Transfers	10,200	9,779		9,779		421
6000 Contigency	490,716	-		-	400,761	891,477
Sub Total	**$ 32,964,397**	**$ 30,600,811**	**$ -**	**$ 30,600,811**	**$ 500,761**	**$ 2,864,347**
Special Revenue Funds (200)						
1000 Instruction	2,970,708	2,416,316		2,416,316		554,392
2000 Support Services	3,897,957	2,346,559		2,346,559		1,551,398
3000 Community Services	129,399	97,370		97,370		32,029
4000 Facilities Acquisition	200,000	-		-		200,000
5200 Transfers	294,542	197,801		197,801		96,741
6000 Contigency	2,183,142	-		-		2,183,142
Sub Total	**$ 9,675,748**	**$ 5,058,046**	**$ -**	**$ 5,058,046**	**$ -**	**$ 4,617,702**
Food Service Funds (299)						
3000 Community Services	1,814,700	1,541,155	-	1,541,155	-	273,545
Sub Total	**$ 1,814,700**	**$ 1,541,155**	**$ -**	**$ 1,541,155**	**$ -**	**$ 273,545**
PERS Bond Debt Service (310.321.375)						
5100 Debt Service	5,401,000	5,374,530	-	5,374,530	-	26,470
6000 Contigency	1,261,754	-	-	-	-	1,261,754
Sub Total	**$ 6,662,754**	**$ 5,374,530**	**$ -**	**$ 5,374,530**	**$ -**	**$ 1,288,224**
Facilities (400,401,420,425,426,430,448)						
1000 Instruction Services	60,000	2,464	-	2,464		57,536
2000 Support Services	473,461	96,020		96,020		377,441
4000 Facilities Acquisition	2,510,579	283,767	-	283,767	(80,000)	2,146,812
5110 Debt Service	40,800	101,328	-	101,328	80,000	19,472
6000 Contingency	965,298	-	-	-		965,298
Sub Total	**$ 4,050,138**	**$ 483,579**	**$ -**	**$ 483,579**	**$ -**	**$ 3,566,559**
Internal Service Funds (600)						
2000 Support Services	351,200	74,823	-	74,823		276,377
6000 Contingency	773,886	-	-	-		773,886
Sub Total	**$ 1,125,086**	**$ 74,823**	**$ -**	**$ 74,823**	**$ -**	**$ 1,050,263**
Trust and Agency Fund (700)						
2000 Support Services	9,848	6,312	-	6,312	-	3,536
6000 Contingency	37,050	-	-			37,050
Sub Total	**$ 46,898**	**$ 6,312**	**$ -**	**$ 6,312**	**$ -**	**$ 40,586**
Total Appropriations	**56,339,721**	**43,139,256**	**-**	**43,139,256**	**500,761**	**13,701,226**
Total Unappropriated	**930,000**	**-**	**-**	**-**	**-**	**930,000**
APPROPRIATION TOTAL	**$ 57,269,721**	**$ 43,139,256.15**	**$ -**	**$ 43,139,256.15**	**$ 500,761.00**	**$ 14,631,226**

NORTH SANTIAM SCHOOL DISTRICT 29J
FISCAL YEAR 2025-26, AS OF 06/30/2026

SPECIAL REVENUE FUNDS

Special Revenue Funds: MISC	Allocation	Beginning Fund Bal	YTD Revenue	YTD Exp/Enc	Fund Balance
201: Board Reserve	$ -	$ 1,791	$ -	$ -	$ 1,791
202: Textbook Reserve	$ -	$ 1,006,350	$ -	$ -	$ 1,006,350
205: CTE Construction House	$ -	$ 3,436	$ -	$ 13,315	$ (9,879)
216: Misc School Grants	$ -	$ -	$ 1,393	$ -	$ 1,393
230: Technology Services	$ -	$ 21,266	$ 7,337	$ -	$ 28,602
240: E-Rate Category 1	$ -	$ 81,098	$ -	$ 81,098	$ -
244: E-Rate Category 2	$ -	$ 11,895	$0.00	$ -	$ 11,895
249: SB 1149	$ -	$ 33,834	$ 82,868	$ 116,702	$ -
278: Communication/Community Engagement	$ -	$ 39,081	$ -	$ -	$ 39,081
280: Homeless Support	$ -	$ 140	$ -	$ 123	$ 17
281: PERS Increase Reserve	$ -	$ 1,775,000	$ 501,845	$ -	$ 2,276,845
284: SHS Athletic Improvement Fund	$ -	$ 12,917	$ 18,202	$ 7,512	$ 23,608
TOTALS	**$ -**	**$ 2,986,807**	**$ 611,645**	**$ 218,750**	**$ 3,379,703**

Special Revenue Funds: GRANTS	Allocation	Beginning Fund Bal	YTD Revenue	YTD Exp/Enc	Grant Balance
215: Title IV	$ 44,128	$ -	$ 38,102	$ 38,102	$ 6,025
219: Title III	$ 13,895	$ -	$ 9,974	$ 9,974	$ 3,921
221: IDEA 611	$ 805,596	$ -	$ 805,596	$ 805,596	$ -
222: Carl Perkins CTE	$ 6,817	$ -	$ 6,817	$ 6,817	$ (0)
227: Title I-A	$ 560,693	$ -	$ 560,693	$ 560,693	$ -
228: Title II-A	$ 135,025	$ -	$ 135,025	$ 135,025	$ -
232: Outdoor School	$ 84,554	$ -	$ -	$ 84,554	$ -
243: Misc Grants	$ 1,000	$ -	$ 1,000	$ 961	$ 39
247: IDEA 619	$ 4,629	$ -	$ 573	$ 573	$ 4,055
251: Student Investment Act	$ 2,064,786	$ -	$ 2,064,786	$ 1,624,560	$ 440,226
252: High School Success	$ 638,820	$ -	$ 638,820	$ 567,879	$ 70,942
255: Preschool Promise	$ 504,800	$ -	$ 440,712	$ 440,712	$ 64,088
259: Career Pathways Program		$ -	$ -	$ -	$ -
274: SIA - EIIS	$ 7,211	$ -	$ 7,211	$ 7,211	$ -
275: Oregon Community Foundation	$ 1,000	$ -	$ 1,000	$ -	$ 1,000
276: OSU Grant	$ 600	$ -	$ -	$ -	$ 600
279: Early Literacy Grant	$ 140,203	$ -	$ 140,203	$ 137,529	$ 2,674
283: PEEK Grant	$ 65,000	$ -	$ 58,905	$ 58,905	$ 6,095
289: Unified Sports	$ 4,985	$ -	$ 4,985	$ 3,279	$ 1,706
290: SELCO Community Credit Union Grant	$ 2,500	$ -	$ 2,500	$ 1,844	$ 656
291: Take It To The Court Grant	$ 1,200	$ -	$ 1,112	$ 88	$ 1,112
TOTALS	**$ 5,087,441**	**$ -**	**$ 4,918,015**	**$ 4,484,302**	**$ 603,139**

DISTRICT DONATIONS
YTD: MAY 31, 2026

PROGRAM	SCHOOL		AMOUNT
Homeless Support Program	District	$	139.65
Special Education Program	District	$	1,000.00
Bookfair Donation	Mari-Linn	$	5,290.65
Holiday Party	Mari-Linn	$	100.00
Library Books/Supplies	Mari-Linn	$	150.00
Lunch Balances	Mari-Linn	$	100.00
Giving Tree	Options Academy	$	1,000.00
MAPS Credit Union	Stayton Middle School	$	1,000.00
Outdoor School Program	Stayon Middle School	$	10,000.00
Science Department	Stayton Middle School	$	1,043.00
Trail Blazer Foundation	Stayton Middle School	$	1,200.00
Mid-Columbia Library Grant	Stayton Middle School	$	300.00
Band	Stayton High School	$	940.00
Baseball	Stayton High School	$	2,065.00
Boys Basketball	Stayton High School	$	178.00
Boys Soccer Team	Stayton High School	$	1,000.00
Cheer	Stayton High School	$	112.00
Choir	Stayton High School	$	492.00
Cyberdyne	Stayton High School	$	64.00
Drama	Stayton High School	$	204.00
Eagle Care Center	Stayton High School	$	300.00
FFA	Stayton High School	$	1,684.00
Girls Soccer Team	Stayton High School	$	2,266.00
Make A Wish	Stayton High School	$	3,606.90
National Honor Society	Stayton High School	$	850.00
Principal Misc Fund	Stayton High School	$	1,256.00
Science Department	Stayton High School	$	1,040.00
SHS ASB	Stayton High School	$	984.00
Skills USA	Stayton High School	$	144.00
Softball	Stayton High School	$	350.00
Special Education Program	Stayton High School	$	100.00
Swim Team	Stayton High School	$	100.00
Girls Tennis	Stayton High School	$	1,000.00
Volleyball Team	Stayton High School	$	3,080.00
WE Project	Stayton High School	$	3,300.00
MAPS Credit Union	Sublimity	$	2,000.00
SELCO Grant - Classroom Upgrades	Sublimity	$	2,500.00
Mid-Columbia Library Grant	Sublimity	$	50.00
Mid Valley Quilt Guild	Sublimity	$	350.00
	TOTAL DONATIONS	**$**	**51,339.20**

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NSSD CASH FLOW REPORT - JUNE 2026

	July	August	September	October	November	December	January	February	March	April	May	June
PROJECTED ENDING FUND BALANCE	$17,879,406.82	$18,762,114.67	$17,574,249.51	$17,506,601.36	$21,058,723.85	$25,137,700.99	$26,201,133.75	$25,893,226.20	$25,145,192.56	$24,351,580.44	$23,030,637.03	**$15,505,994.19**
Fund 100	$7,553,453.18	$8,477,976.14	$7,546,895.14	$6,690,956.69	$9,241,724.88	$12,643,419.27	$12,146,907.30	$11,882,766.76	$10,993,344.38	$10,152,598.18	$10,150,745.68	**$4,856,574.01**
Fund 200	$3,301,598.90	$3,181,311.87	$2,689,748.70	$3,243,520.56	$3,143,274.95	$2,953,746.27	$4,299,663.70	$3,965,856.82	$3,875,774.34	$3,710,937.97	$4,190,902.95	**$4,070,833.19**
Fund 300	$2,351,677.84	$2,420,554.39	$2,663,214.68	$2,898,792.46	$3,955,476.94	$4,805,642.03	$5,094,614.86	$5,333,850.40	$5,612,099.96	$5,854,554.50	$4,058,261.04	**$1,969,195.25**
Fund 400	$3,748,762.17	$3,747,871.17	$3,700,253.29	$3,712,692.54	$3,718,781.69	$3,698,563.44	$3,614,147.48	$3,650,274.53	$3,603,439.17	$3,587,112.66	$3,584,350.23	**$3,563,014.61**
Fund 600	$871,205.94	$882,192.31	$920,928.91	$910,430.32	$949,356.12	$986,433.08	$996,403.51	$1,011,080.79	$1,011,137.81	$995,980.23	$995,980.23	**$995,980.23**
Fund 700	$52,708.79	$52,208.79	$53,208.79	$50,208.79	$50,109.27	$49,896.90	$49,396.90	$49,396.90	$49,396.90	$50,396.90	$50,396.90	**$50,396.90**

CASH REPORT

Monthly Beginning Balance	**July**	**August**	**September**	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**	**June**
General Checking	$2,780,154.19	$2,140,113.81	$1,133,254.78	$850,224.77	$1,337,318.34	$1,282,867.85	$901,608.66	$562,125.13	$1,295,888.67	$637,478.83	$1,173,993.60	$1,770,022.93
LGIP Main	$12,767,485.72	$15,749,440.56	$17,220,044.61	$16,072,817.76	$15,512,525.06	$18,581,574.12	$23,148,345.05	$24,095,064.67	$22,831,642.72	$22,312,265.02	$20,672,721.73	$18,840,361.13
LGIP PERS UAL	$63,150.63	$437,429.57	$635,060.16	$833,357.92	$1,032,509.97	$1,232,192.22	$1,289,670.13	$1,490,105.40	$1,690,567.69	$1,892,220.28	$2,094,286.84	$2,101,401.62
US Bank 2021 Bond	$2,567.33	$153,462.25	$232,171.09	$311,027.63	$461,230.65	$468,991.28	$400,631.90	$479,772.72	$558,832.88	$637,922.25	$713,081.19	$713,780.64
Scholarship Checking	$53,299.11	$49,799.11	$49,299.11	$50,299.11	$50,299.11	$50,208.79	$50,208.79	$50,208.79	$49,396.90	$49,396.90	$49,396.90	$50,396.90
Petty Cash	$9,839.81	$1,460.00	$1,460.00	$1,460.00	$1,310.00	$1,310.00	$1,310.00	$1,310.00	$1,310.00	$1,310.00	$1,310.00	$1,310.00
Cash On Hand	$150.00	$150.00	$150.00	$1,650.00	$1,650.00	$1,650.00	$1,650.00	$1,650.00	$1,650.00	$1,650.00	$1,650.00	$1,650.00
	$15,676,646.79	$18,531,855.30	$19,271,439.75	$18,120,837.19	$18,396,843.13	$21,618,794.26	$25,793,624.53	$26,680,236.71	$26,372,329.16	$25,624,295.52	$24,830,683.40	$23,509,739.99

Monthly Ending Balance	**July**	**August**	**September**	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**	**June**
General Checking	$2,140,113.81	$1,133,254.78	$850,224.77	$1,337,318.34	$1,282,867.85	$901,608.66	$562,125.13	$1,295,888.67	$637,478.83	$1,173,993.60	$1,770,022.93	$2,025,476.09
LGIP Main	$15,749,440.56	$17,220,044.61	$16,072,817.76	$15,512,525.06	$18,581,574.12	$23,148,345.05	$24,095,064.67	$22,831,642.72	$22,312,265.02	$20,672,721.73	$18,840,361.13	$14,071,393.75
LGIP PERS UAL	$437,427.57	$635,060.16	$833,357.92	$1,032,509.97	$1,232,192.22	$1,289,670.13	$1,490,105.40	$1,690,567.69	$1,892,220.28	$2,094,286.84	$2,101,401.62	$59,253.90
US Bank 2021 Bond	$153,462.25	$232,171.09	$311,027.63	$461,230.65	$468,991.28	$400,831.90	$479,772.72	$558,832.88	$637,922.25	$713,081.19	$713,780.64	$2,104.86
Scholarship Checking	$49,799.11	$49,299.11	$50,299.11	$50,299.11	$50,208.79	$50,208.79	$50,208.79	$49,396.90	$49,396.90	$49,396.90	$50,396.90	$50,396.90
Petty Cash (9103)	$1,460.00	$1,460.00	$1,460.00	$1,310.00	$1,310.00	$1,310.00	$1,310.00	$1,310.00	$1,310.00	$1,310.00	$1,310.00	$1,310.00
Cash On Hand (9102 & 9104)	$1,650.00	$1,650.00	$1,650.00	$1,650.00	$1,650.00	$1,650.00	$1,650.00	$1,650.00	$1,650.00	$1,650.00	$1,650.00	$1,650.00
PROJECTED ENDING CASH BALANCE-ALL FUNDS	**$18,533,353.30**	**$19,272,939.75**	**$18,120,837.19**	**$18,396,843.13**	**$21,618,794.26**	**$25,793,624.53**	**$26,680,236.71**	**$26,372,329.16**	**$25,624,295.52**	**$24,830,683.40**	**$23,509,739.99**	**$15,985,097.15**
												Outstanding Items
Diffence between Fund Balance and Cash Balance												**$479,102.96**

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ANNUAL CASH FLOW & FUND BALANCE REPORT

Reporting Period: 2025-26

PROJECTED ENDING CASH	PROJECTED ENDING FUND BALANCE	OUTSTANDING RECONCILING ITEMS
$15,985,097.15	**$15,505,994.19**	**$479,102.96**
Peak: $26.68M (Feb) | Min: $18.12M (Oct)	Across Funds 100 through 700	Variance between Cash & Fund Balance

1. PROJECTED ENDING FUND BALANCE BREAKDOWN (JUNE)

Fund Classification	Ending Balance ($)	% of Total	Primary Purpose / Key Trend
Fund 100: General Operating Fund	$4,856,574.01	31.32%	Peaks in Dec ($12.64M) following primary revenue receipts
Fund 200: Special Revenue Fund	$4,070,833.19	26.25%	Maintains steady reserves; peak in Jan ($4.30M)
Fund 400: Capital Projects Fund	$3,563,014.61	22.98%	Highly consistent liquid reserve ($3.58M–$3.75M)
Fund 300: Debt Service Fund	$1,969,195.25	12.70%	Grows steadily to $5.85M in Apr prior to debt disbursements
Fund 600: Internal Service / Reserve Fund	$995,980.23	6.42%	Stable account balance holding near $1.0M threshold
Fund 700: Trust & Agency Fund	$50,396.90	0.32%	Minor custodial balance, consistent throughout FY
TOTAL PROJECTED FUND BALANCE	**$15,505,994.19**	**100.00%**	**Reconciled total across all active accounting funds**

2. CASH POSITION as of June, 2026

Cash Account	Beginning (July)	Peak Balance	Ending (June)	Share (%)
LGIP Main Account	**$15,749,440.56**	**$24,095,064.67 (Jan)**	**$14,071,393.75**	**88.03%**
LGIP PERS UAL	$437,427.57	$2,101,401.62 (May)	$59,253.90	0.37%
General Checking Account	$2,140,113.81	$2,140,113.81 (July)	$2,025,476.09	12.67%
US Bank 2021 Bond Account	$153,462.25	$713,780.64 (May)	$2,104.86	0.01%
Scholarship Checking & Operational Cash	$52,909.11	$53,208.79 (Sep)	$53,366.90	0.33%
TOTAL PROJECTED CASH BALANCE	**$18,533,353.30**	**$26,680,236.71 (Feb)**	**$15,985,097.15**	**100.00%**

Key Financial Highlights

- **Intra-Year Liquidity Surge:** Total cash reserves build significantly during Q2 and Q3, reaching a peak of $26.68M in February before planned expenditures reduce ending cash to $15.99M in June.
- **Core Liquidity Strength:** Over 88% of total cash ($14.07M) is held in the liquid Local Government Investment Pool (LGIP Main), maximizing interest yield while maintaining full liquidity.
- **Reconciliation Balance:** The variance between ending Cash Balance ($15.99M) and Fund Balance ($15.51M) stands at $479,102.96 in outstanding reconciling items (e.g., uncleared checks, timing of receivables, and accrued liabilities).

North Santiam School District 29J

Serving Lyons, Mehama, Stayton, and Sublimity

RESOLUTION TO ESTABLISH A LEVEL OF SIGNIFICANCE FOR ACCOUNTING CHANGES & ERROR CORRECTION IN ACCORDANCE WITH GASB STATEMENT NO. 103

RESOLUTION 082026A

WHEREAS, GASB Statement No. 103 requires that the Notes to the Required Supplementary Information (RSI) provide an explanation of significant variances between the original budget, final budget, and actual results;

BE IT RESOLVED, that the Board of Directors for North Santiam School District defines "significant," for the purposes of management's discussion and analysis (MD&A) and budget-to-actual reporting, as any variance that meets or exceeds the following criteria:

1. **Percentage Threshold:** Any variance greater than 10% of the budgeted expenditures for any appropriation category.

2. **Qualitative Factor:** Any change, regardless of the amount, deemed important to the financial understanding of the District by the Superintendent or Chief Financial Officer (e.g., unanticipated one-time legal settlements, significant enrollment declines, or major facility damages or repairs).

BE IT FURTHER RESOLVED, detailed, analytical commentary explaining the "why" behind any variance meeting the above criteria, will be in accordance with GASB 103 guidelines.

The above resolution statements were approved and declared adopted on the 20th day of August 2026.

_____ _____

Mackenzie Strawn, Board Chair Date

_____ _____

Attest, Lee Loving, Superintendent Date

1155 N 3rd Ave, Stayton, Oregon 97383
P: 503.769.6924 F: 503.769.3578
www.nssd29j.org ~ communications@nsantiam.k12.or.us

Financial Report
Period Ending July 31, 2026

- General Fund Ending Balance at 6-30-26
- Cash Flow Report
- Debt Obligation 26-27

Financial Report
Period Ending July 31, 2026

Estimated Ending Fund Balance at 6-30-26

- **$4,856,575**

REVENUE BUDGET	REVENUE ACTUALS	**ENDING FUND BALANCE**
$34,395,158	$35,457,388	
EXPENDITURE BUDGET	EXPENDITURE ACTUALS	
$34,395,158	$30,600,813	**$4,856,575**

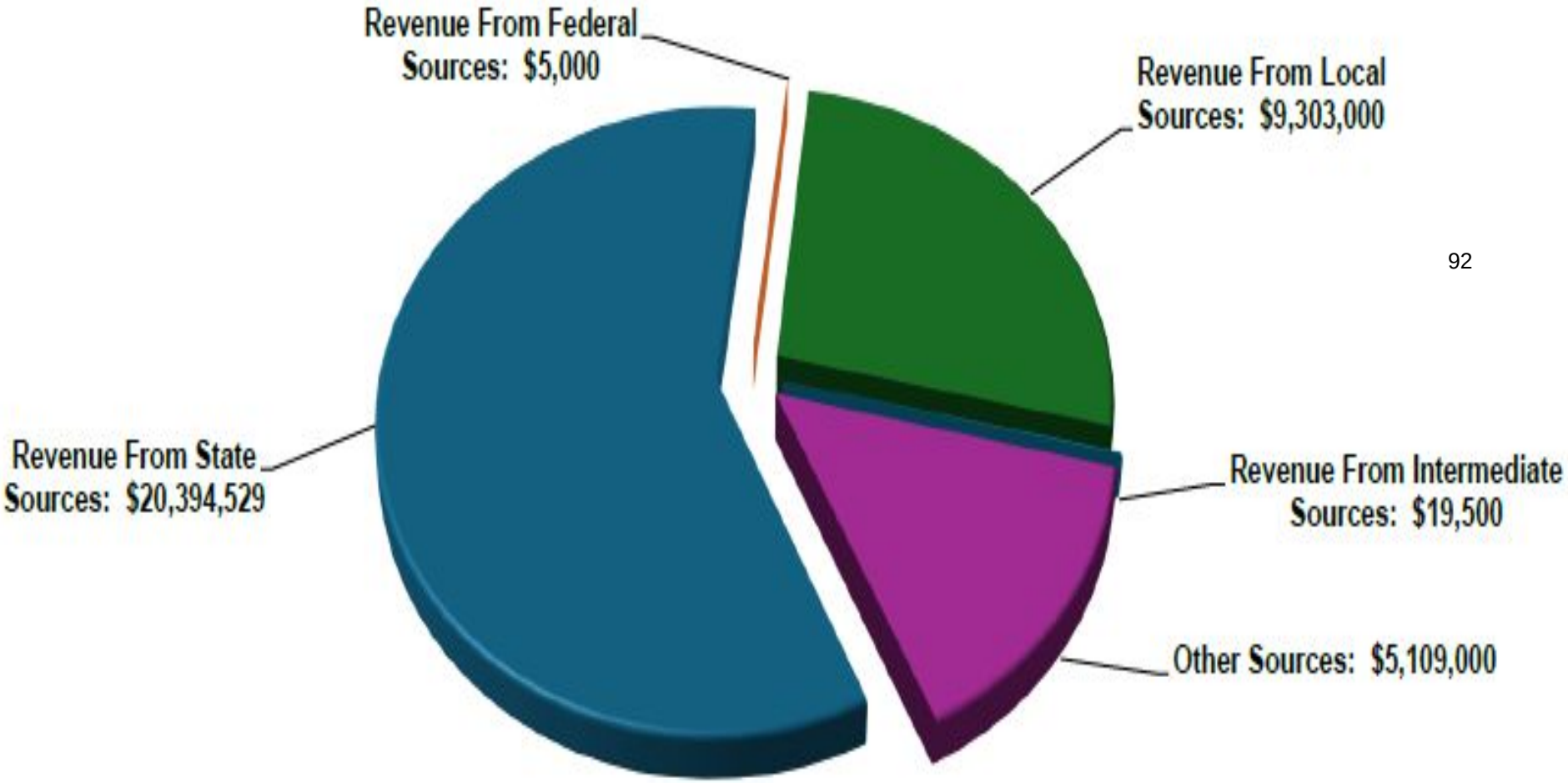
EFB (25-26): $4,856,575

BFB (26-27): $5,000,000

$143,425

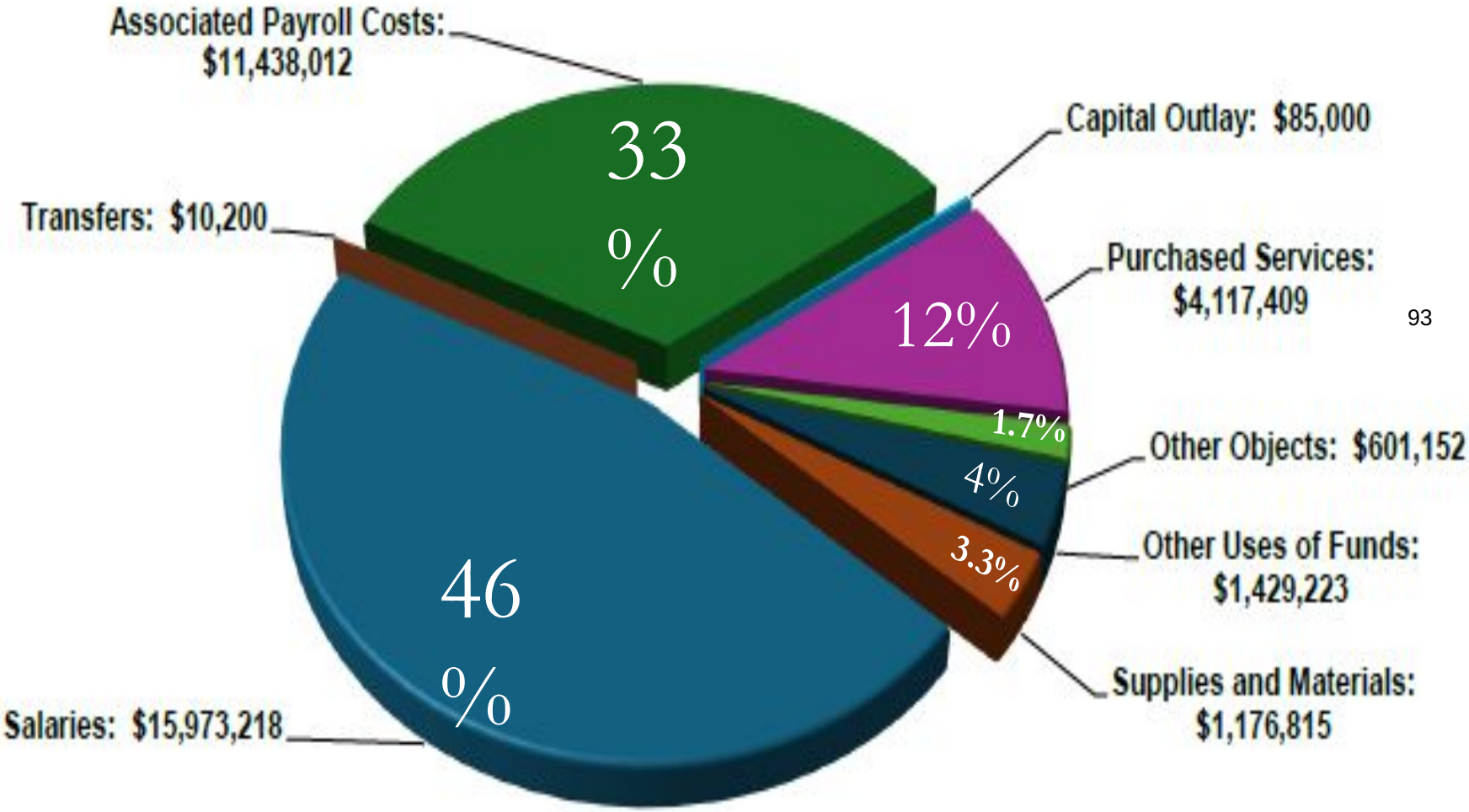
2026-27 GENERAL FUND - REVENUE

Budgeted General Fund Revenue: $34,831,029



GENERAL FUND - EXPENDITURES

Budgeted General Fund Expenditures: $34,831,029



ANNUAL CASH FLOW & FUND BALANCE REPORT

Reporting Period: 2025-26

PROJECTED ENDING CASH	PROJECTED ENDING FUND BALANCE	OUTSTANDING RECONCILING ITEMS
$15,985,097.15	**$15,505,994.19**	**$479,102.96**
Peak: $26.68M (Feb) | Min: $18.12M (Oct)	Across Funds 100 through 700	Variance between Cash & Fund Balance

1. PROJECTED ENDING FUND BALANCE BREAKDOWN (JUNE)

Fund Classification	Ending Balance ($)	% of Total	Primary Purpose / Key Trend
Fund 100: General Operating Fund	$4,856,574.01	31.32%	Peaks in Dec ($12.64M) following primary revenue receipts
Fund 200: Special Revenue Fund	$4,070,833.19	26.25%	Maintains steady reserves; peak in Jan ($4.30M)
Fund 400: Capital Projects Fund	$3,563,014.61	22.98%	Highly consistent liquid reserve ($3.58M–$3.75M)
Fund 300: Debt Service Fund	$1,969,195.25	12.70%	Grows steadily to $5.85M in Apr prior to debt disbursements
Fund 600: Internal Service / Reserve Fund	$995,980.23	6.42%	Stable account balance holding near $1.0M threshold
Fund 700: Trust & Agency Fund	$50,396.90	0.32%	Minor custodial balance, consistent throughout FY
TOTAL PROJECTED FUND BALANCE	**$15,505,994.19**	**100.00%**	**Reconciled total across all active accounting funds**

Financial Report
Period Ending July 31, 2026

2. CASH POSITION as of June, 2026

Cash Account	Beginning (July)	Peak Balance	Ending (June)	Share (%)
LGIP Main Account	**$15,749,440.56**	**$24,095,064.67 (Jan)**	**$14,071,393.75**	**88.03%**
LGIP PERS UAL	$437,427.57	$2,101,401.62 (May)	$59,253.90	0.37%
General Checking Account	$2,140,113.81	$2,140,113.81 (July)	$2,025,476.09	12.67%
US Bank 2021 Bond Account	$153,462.25	$713,780.64 (May)	$2,104.86	0.01%
Scholarship Checking & Operational Cash	$52,909.11	$53,208.79 (Sep)	$53,366.90	0.33%
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Key Financial Highlights

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DEBT OBLIGATIONS 2026-27

2003 PERS PENSION BOND
$2,292,216

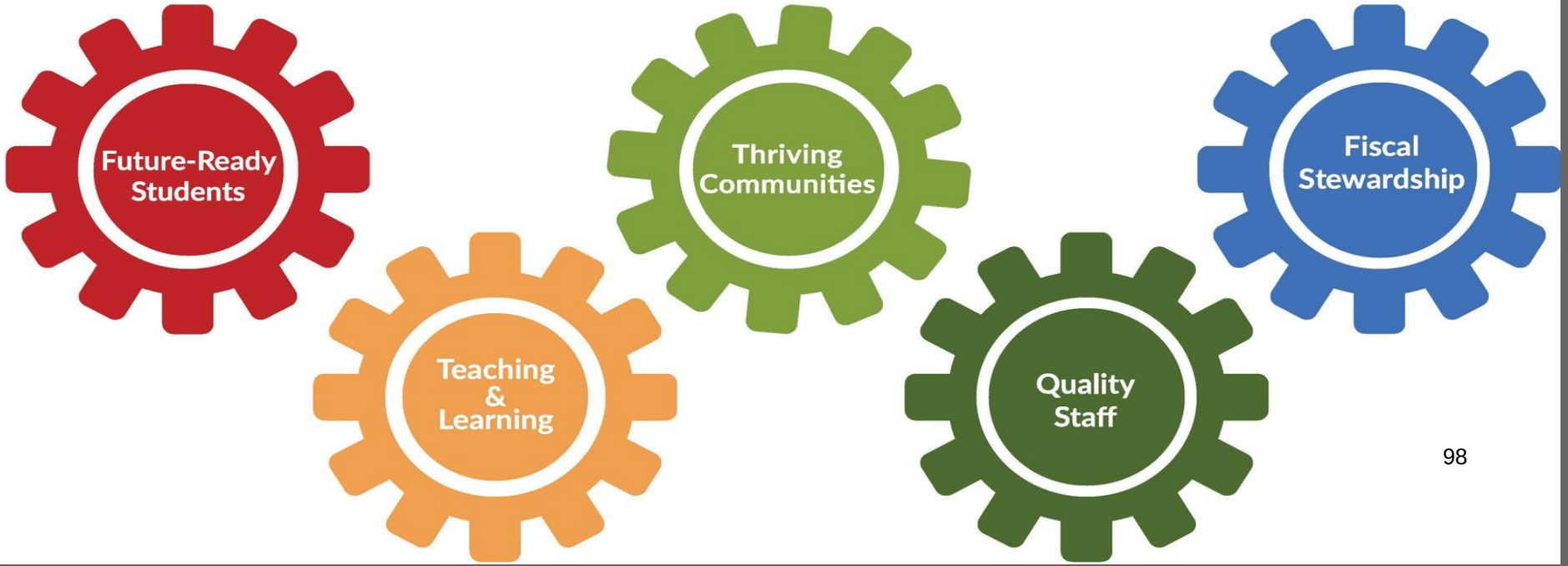
2023 GENERAL OBLIGATION BOND
$2,397,250

2021 PERS PENSION BOND
$888,630

TOTAL DEBT OBLIGATION FOR 26-27
$4,778,096

QUESTIONS?
Monthly Financial Report

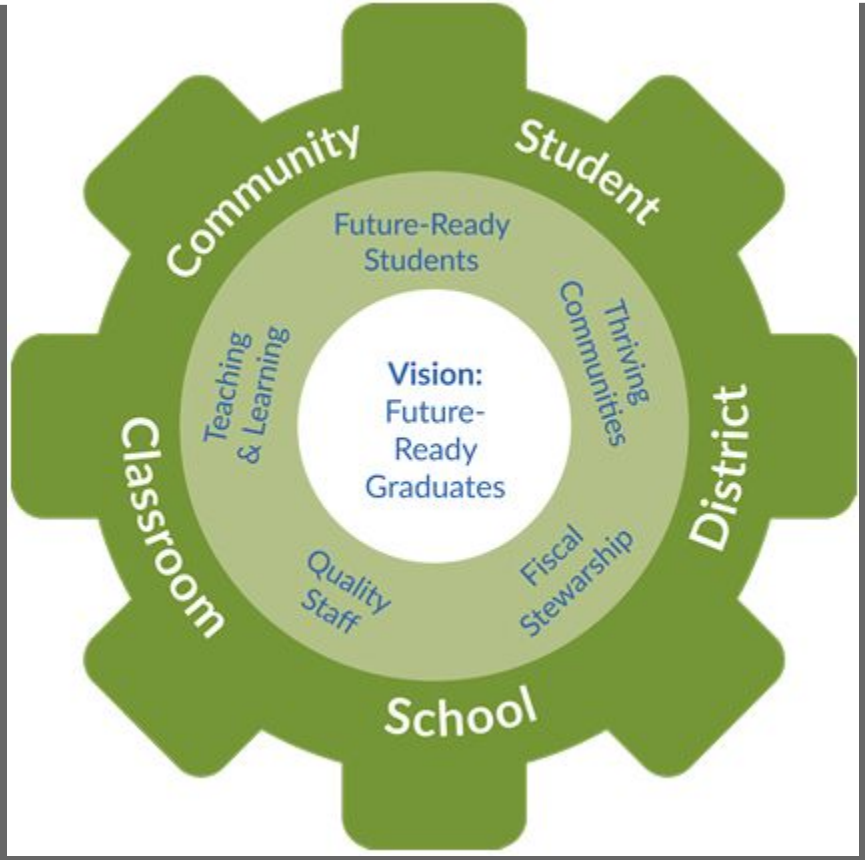
August 2026 - Superintendent Report



August 2026 - Superintendent Report

- Excited for Students & Staff to return!
  - New Staff Onboarding This Week! (Licensed: 10+2; Classified: 8+8)
  - Staff return Monday, August 24!
  - NSSD All-Staff Kick-off - Tuesday, August 25 at 7:29 am!
  - Students in Grades 1-9 return Monday, August 31!
  - Students in Grades 10-12 return Tuesday, September 1st!
  - Students in Kindergarten begin in September rollout
- Accomplishing the NSSD's "Results 2030" Strategic Plan through the 2026-27 School Design Plans…

‘The Why’ & ‘Who’ of 2026-27 School Design Plans



‘The What’ of 2026-27 School Design Plans (That Identify Focal Group Focus)

- Academic Achievement Goal
  - *By June 2027, **60%** of students in grades K-8 will meet or exceed grade-level standards in **mathematics**, as measured by the STAR assessment.*
- Academic Growth Goal
  - *By June 2027, **100%** of students in grades K-8 will grow by one or more grade levels in **reading**, as measured by the STAR assessment.*
- Culture/Belonging Goal
  - *Student Attendance Related, focused on at least 2 student focal groups.*

‘The How’: 2026-27 School Design Plans (That Identify Focal Group Focus)

Tight (Standardized)

- **Plan & Do**: Building leadership will identify a **PDSA cycle** that can be implemented and **measure in the first 6 weeks** (Oct 8th)
  - **Study & Act**: Bring Data from PDSA cycle to Oct 13th Principal Mtg
- In-service week activity with all staff looking at 25-26 data (STAR/OSAS)

‘The How’: 2026-27 School Design Plans (That Identify Focal Group Focus)

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  - **Study & Act**: Bring Data from PDSA cycle to Oct 13th Principal Mtg
- In-service week activity with all staff looking at 25-26 data (STAR/OSAS)

Loose (Customized)

- Identify PDSA Focus: Math or Literacy
- Identify the **Focal Group(s)**
- Identify the Intervention (the thing we are changing)
- Identify the Mode of Measurement
- Identify School-level Strategies to Reach the Goal

‘The How’: 2026-27 School Design Plans (That Identify Focal Group Focus)

- Questions we are asking:
  - “What are the conditions needed to attain our School Design Goals?”
  - “How do you know if it’s working?”
  - “What do we do when it isn’t working for ALL students?”

- Where we want to grow this year:
  - Being Vulnerable about the ‘Messy’ → Talk about who isn’t getting it. Own it!
  - Moving From Attendance → To Math Achievement and Reading Growth!
  - Telling the resulting academic-based stories to our families and community!

‘The How’: 2026-27 School Design Plans (That Identify Focal Group Focus)

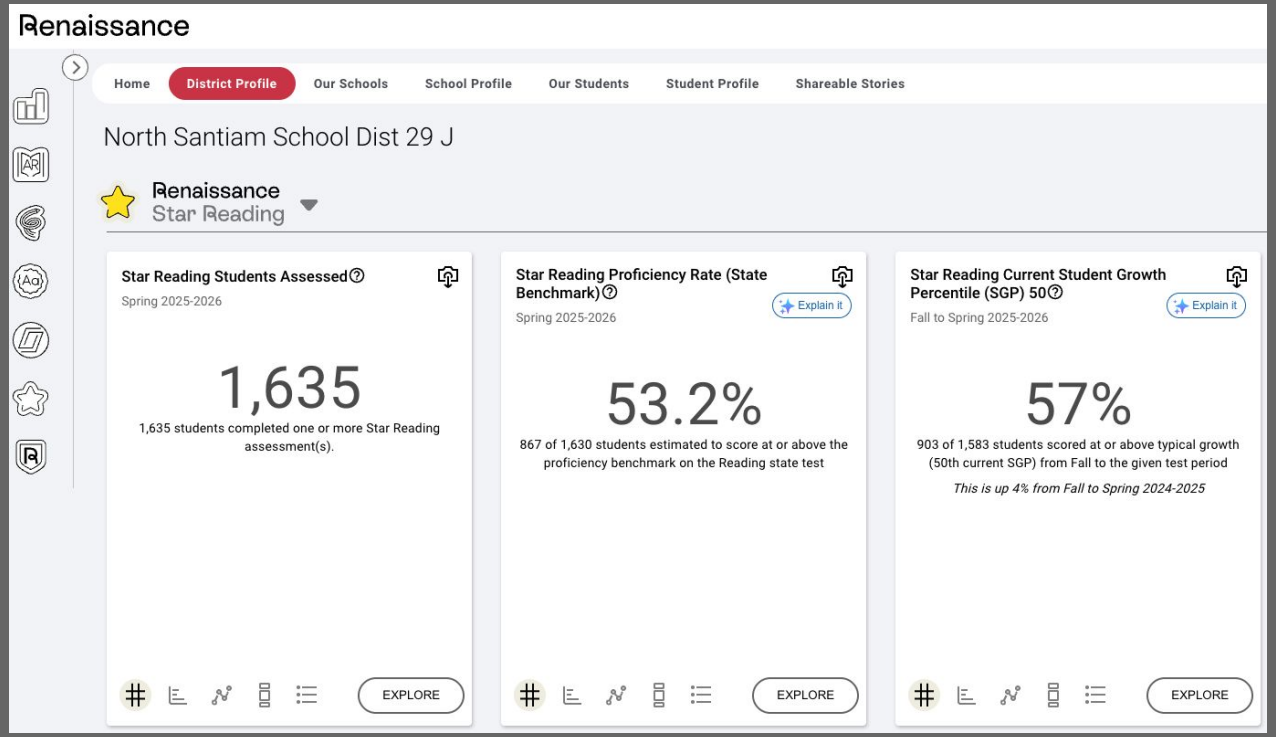
- 2026-27 School & Department Design Plans (Goals, Strategies, Desired Outcomes)
  - Sept 15: Due to Supt.
  - October 6: Initial Goal Conferences
  - February 23: Mid-Year Goals Conferences
  - June 16: Final Goal Conferences

August 2026 - Superintendent Report

- Data Dashboards: *External* & *Internal*
  - *External*
    - Oregon Online Report Card
    - Oregon 7+1 Metric Accountability Dashboard (In Progress)
  - *Internal*
    - Renaissance STAR - Literacy & Math Interim Assessments
    - Synergy SIS - Student Attendance
    - WayFinder - Student Social-Emotional-Mental Health Activities
    - Oregon Data Suite - Integrated Data Warehouse - Improving

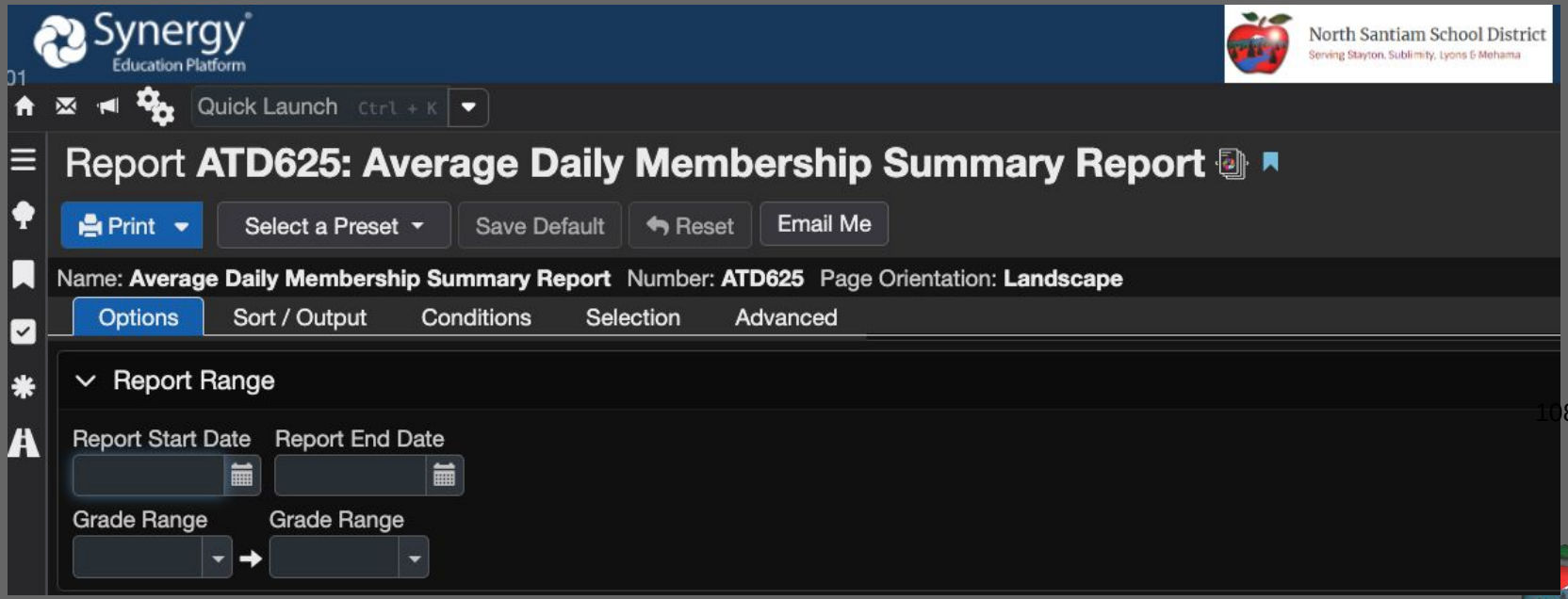
August 2026 - Superintendent Report

- *Internal* Dashboard: Renaissance STAR - Literacy & Math Interim Assessments



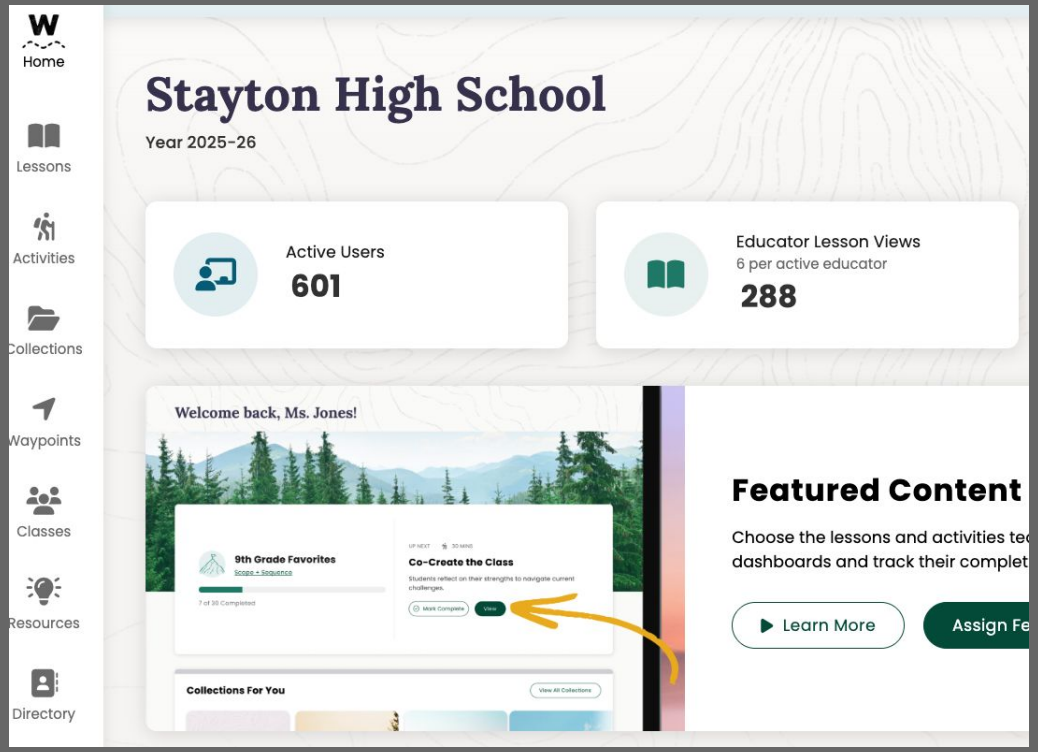
August 2026 - Superintendent Report

- *Internal* Dashboard: Synergy SIS - Student Attendance



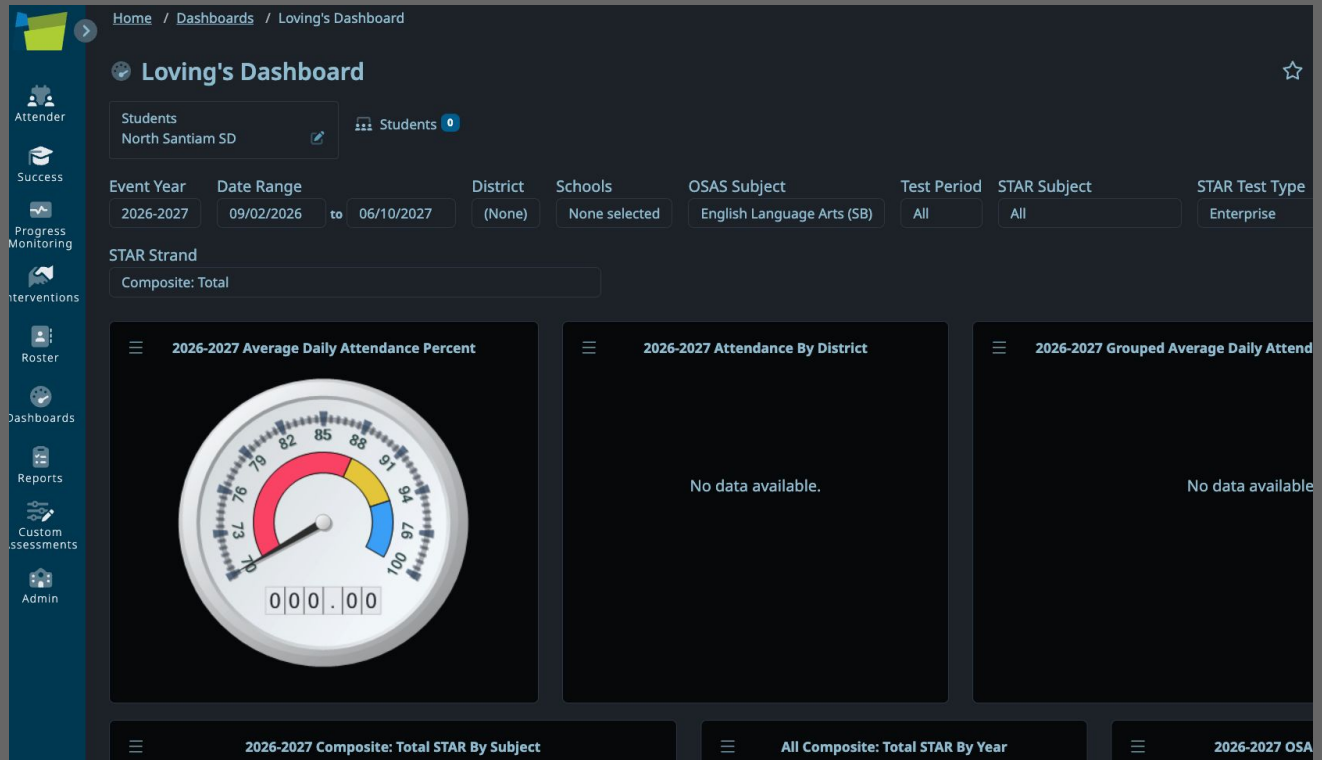
August 2026 - Superintendent Report

- *Internal* Dashboard: WayFinder - Student Social-Emotional-Mental Health



August 2026 - Superintendent Report

- *Internal* Dashboard: Oregon Data Suite - Integrated Data Warehouse - Improving



August 2026 - Superintendent Report

- *Internal* Dashboards:
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August 2026 - Superintendent Report

- Planned to Discuss in September:
  - New: Oregon's new 7+1 Student Academic Accountability Metrics
  - New: Quarterly Data Review of Student STAR Interim Assessments

August 2026 - Superintendent Report

- SHS 9th Grade On Track % for Class of 2030

9GOT	2022-23	2023-24	2024-25	2025-26
State	83.6%	84.8%	86.6%	TBA*
NSSD	78.2%	88.0%	82.7%	TBA*
Stayton HS	80.6%	92.4%	86.9%	92.9%*

*Preliminary ODE Data

Summary

Guidance on the exclusion of students found with head lice has changed in recent years. There is now consensus among other agencies, including the National Association of School Nurses, the Centers for Disease Control and Prevention, and the Oregon School Nurses Association, that recommends against excluding students with head lice or nits from the classroom. Additionally, a rule originally found in an Oregon Health Authority rule (OAR 333-019-0010) that allowed schools to create exclusionary practices for head lice has since been repealed.

North Santiam School District

Code: JHCCF
Adopted: 1/17/08
Readopted: 2/21/08; 10/19/17
Orig. Code: JHCCF

Pediculosis (Head Lice)

(original policy)

~~The Board recognizes that district programs should be conducted in a manner that protects and enhances student and employee health and is consistent with recognized health practices. Consequently, in order to prevent the spread of pediculosis (head lice) in the school setting, district staff shall institute guidelines for classrooms that will assist in the prevention and spread of head lice. Students with suspected cases of lice will be referred to the district nurse or appropriate staff member for assessment. Parents or guardians will be notified that their child has lice. Upon returning to school, students need a note or personal contact with office staff to indicate that the student has received treatment to remove the lice.¶~~
~~¶~~
~~Successful treatment of head lice requires a coordinated approach and may involve the use of anti-louse products, combing and the implementation of preventative measures as recommended by health authorities. The district will provide parents of student found to have contracted head lice with treatment information. It is the district's intent to not only eliminate the current infestation, but also to prevent a repeat episode.¶~~
~~¶~~
~~The superintendent will develop administrative regulations, as necessary, to implement this policy.~~

(OSBA suggested language)

~~A student with a suspected case of head lice may be referred to designated trained staff for a screening. The screening will be done in a confidential manner by trained personnel.¶~~

~~School personnel will notify the parent or guardian of a student found with head lice and may provide information on treatment. The student will be allowed to remain in school¶~~
~~¶~~
~~Suggested school measures for head lice provided in *Communicable Disease Guidance for Schools* issued by the Oregon Department of Education and Oregon Health Authority will be consulted.¶~~

(language suggested in the June 11, 2026 meeting)

A student suspected of having head lice shall be screened by trained, designated staff. Screenings are conducted privately and with sensitivity to student dignity.

If head lice are identified, staff shall notify the parent or guardian and provide information on recommended treatment options. Consistent with guidance from the Oregon Department of Education, Oregon Health Authority, and the Centers for Disease Control and Prevention, pediculosis is not grounds for exclusion from school; students are not removed from the educational setting based on a head lice finding.

The district shall follow communicable disease guidance issued by ODE and OHA, and consult CDC best practices, in implementing this policy.

END OF POLICY

Legal Reference(s):

ORS 433.255
ORS 433.260
OAR 333-019-0010
OAR 437-002-0360
OAR 581-022-0705

National Association of School Nurses, Pediculosis Management in the School Setting: Position Statement Revised 2011.
American Academy of Pediatrics: Position Statement on Head Lice 8-1-2012.
Centers for Disease Control and Prevention Head Lice Information for Schools 2011.

North Santiam School District

Code: JHCCF-AR
Adopted: 1/17/08
Readopted: 2/21/08; 10/19/17
Orig. Code: JHCCF-AR

Pediculosis (Head Lice)

(Delete. OSBA no longer recommends an AR to accompany JHCCF.)

Students found to have contracted head lice will be subject to the following procedures:

1. Periodic student head lice checks are not recommended. Screening recommendations are as follows:

   a. Criteria for screening an individual for lice are: persistent itching or scratching, known exposure to sibling or other close contact with head lice (e.g., locker partners, overnight sleep activities), self (student or parent) referral;
   b. Three nonrelated cases of head lice in a classroom within 10 consecutive days indicates that all children in the classroom be screened;
   c. If there is infestation among three percent of the entire student population within 10 consecutive days, there should be a screening of all students in the school within one week. Multiple cases from a single household count as one case for purposes of calculating the percent of students infested.

2. Students found to have head lice will be excluded from school at the discretion of the district nurse or designee. The presence of only nits (lice eggs) is not considered excludable.

3. Treatment information, district policy requirements and re-admittance provisions will be provided to the parent. Parents will be advised to:

   a. Use a treatment that is consistent with the recommendations of their health-care provider or local health authority for all family members who demonstrate symptoms of infestation;
   b. Follow the personal and household cleaning instructions provided by the health-care provider of local health authority, as appropriate;
   c. Strongly encouraged to remove all nits after treatment.

4. Following treatment, the student will be returned to school;

5. Parents must either accompany their student to school upon return, phone the office staff, or provide a signed statement that treatment has been initiated;

6. The absence of nits is not required for re-admittance. In the event the student is not re-admitted to school because of the continued presence of live lice, parents will be notified.

7. Students returning to school will be subject to follow-up screening by designated personnel;

8. In the event additional assistance and/or information is needed regarding the treatment of the student, other family members, close contacts and the home environment (bedding, linens, grooming equipment, etc.), parents should contract their local health department, or district nurse;

9. Students with chronic head lice may be referred for follow-up to the district's nurse or local health department, as appropriate;

10. At the discretion of the district nurse, a student with chronic head lice may be required to be nit free prior to return to school.

11. The Board recognizes that it is critical to promptly treat students, allowing them to return to class as soon as possible, thus avoiding the negative impact of extended absences.

DELETE

Summary

The new language is recommended by the HR Director to align with the new Classified Union bargaining agreement.

North Santiam School District

Code: **EI**
Adopted: 7/01/96
Readopted: 12/18/97; 6/15/17
Orig. Code(s):EI

Insurance Programs

District insurance coverage shall be written by a company that meets industry standards with a rating of not less than Best's Key Rating of Excellent (A, A-). The business manager will select a company with a financial size category adequate to ensure surplus resources to protect the district's assets.

Insurance may also be written by any fully insured, partially insured or self-insured pool that is able to demonstrate satisfactory financial stability as determined by Oregon law. Blanket building and equipment insurance will cover replacement costs with an agreed amount endorsement and with a deductible determined by the business manager to provide the lowest possible premium costs consistent with adequate protection from unanticipated expenditures.

General and personal liability insurance will cover district Board members and employees only while acting in their official capacity.

All employees will be covered by an honesty bond. Tort liability endorsements may be carried.

The district will provide liability coverage for all district-owned or leased vehicles.

The district will establish and provide the opportunity for students to purchase student accident insurance.

The district will not carry student accident insurance other than liability insurance.

The district will not be liable for theft and damage of personal property of students that is not a requirement for attendance or participation. Additionally, the district will not be liable for theft and damage of personal property of staff, except as negotiated and/or agreed upon in writing between the district and any collective bargaining unit.

END OF POLICY

Legal Reference(s):

ORS 30.260 - 30.265
ORS 278.005 - 278.215
1
ORS 332.435
ORS 332.437

Cross References:

Policy BHE - Board Members Insurance
Policy EEBC - Vehicle Insurance
Policy JHA - Student Insurance Program

Summary
The 2026 Legislature passed three bills (House Bill 4079, Senate Bill 1538 and Senate Bill 1594) regarding immigration enforcement that affect school districts, education service districts, and charter schools. Boards are required to take action by Sept. 30, 2026.

OSBA Model Sample Policy

Code: KNA
Adopted:

Immigration Enforcement on District Property

The district complies with state and federal law, including Oregon Revised Statute (ORS) 180.805 and ORS 181.826, and this policy and accompanying administrative regulations KNA-AR(1) – Interactions with Immigration Enforcement and KNA-AR(2) – Federal Immigration Enforcement Request Log when responding to requests from federal immigration authorities regarding immigration enforcement. Absent a judicially authorized subpoena, warrant or court order, district staff must not allow federal immigration authorities access to the district's records or facilities not open to the public for the purposes of immigration enforcement and must verify the validity of any subpoena, warrant or court order involving immigration enforcement presented to them by federal immigration authorities to ensure it is judicially authorized. Examples of judicial and administrative warrants and subpoenas can be found in the Oregon Attorney General's Model Public School Policies.[1] The superintendent or designee must review and approve any response to a request involving immigration enforcement. The district will provide ongoing training to designated staff to ensure compliance with this policy.

This policy will be made available in the student handbook and on the district's website[2]. The district will ensure a copy of the Oregon Attorney General's Model Public School Policies[3] and this policy and accompanying administrative regulations are provided to staff.

Designation of Primary Point of Contact

The Superintendent will designate an Immigration Liaison to be the primary point of contact for coordinating interactions with federal immigration authorities occurring in the district. The Superintendent will also designate one or more Immigration Liaison Alternates to serve as alternative points of contact during the Immigration Liaison's absence or unavailability.

The Immigration Liaison's responsibilities include:

1. Serving as the district's representative during encounters with federal immigration authorities;

[1] https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf

[2] Must be provided in culturally appropriate languages that are used to communicate effectively with parents and guardians of students in the district, as determined by the Board.

[3] https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf

2. Confirming when federal immigration authorities have entered school property for immigration enforcement purposes;

3. Ensuring federal immigration authorities engaging in enforcement activities at the district have notice of relevant district policies: JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information, JOB – Personally Identifiable Information and this policy;

4. Assisting staff in performing their duties in response to immigration enforcement efforts, including ensuring compliance with all district policies and procedures related to interactions with federal immigration authorities and immigration enforcement efforts;

5. Reviewing and responding to requests from federal immigration authorities, in coordination with, and under the direction of, the superintendent or designee;

6. Facilitating the district's compliance with lawful immigration enforcement efforts in a manner that does not unnecessarily disrupt the school environment or invade the privacy of students, staff, or volunteers;

7. Providing notice as required in this policy when a federal immigration authority has been confirmed to have entered school property for immigration enforcement.

Required Notice

When a federal immigration authority is reported to have entered school property for the purpose of immigration enforcement the immigration liaison shall confirm whether federal immigration authorities have entered school property for immigration enforcement and when confirmed, shall provide notice as follows:

1. Notice must be provided to:

    a. Students who attend the school where the federal immigration authority is confirmed to be on school property for immigration enforcement and who are in grades 7 and above;
    b. Parents or guardians of students attending the school where the federal immigration authority is confirmed to be on school property for immigration enforcement;
    c. Staff of the school where the federal immigration authority is confirmed to be on school property for immigration enforcement; and
    d. Community-based service providers that have requested to receive notice when a federal immigration authority is confirmed to be on school property for immigration enforcement. Community-based service providers can request to receive such notifications by contacting the Immigration Liaison at the district office.

2. Notice must include:

    a. The general location of the federal immigration authority; and
    b. Whether classes or school operations were affected by the presence of the federal immigration authority. Districts may include resources available to those impacted by immigration enforcement actions.

3. Notice must not disclose:

a. Personally identifiable information;
b. Other information that may not be legally disclosed; or
c. Other information when the disclosure may threaten the health or safety of students or staff of the district or is prohibited by a court order.

The required notice will be provided as expediently as possible using existing methods used for providing electronic communications.

Unless otherwise prohibited by law or court order, the district will make reasonable efforts to provide notice to a student, or to the parent of guardian of a student, when the district has provided information related to the student to a federal immigration authority.

Confidentiality of School Records

Except when required by a judicially authorized warrant, subpoena, or order, Oregon law prohibits the district from disclosing protected information to federal immigration authorities for the purpose of enforcing federal immigration laws. Protected information includes information relating to a person's:

1. Address;
2. Workplace or hours of work;
3. School or school hours;
4. Contact information, including telephone number, electronic mail address or social media account information;
5. Known associates or relatives; and
6. Date, time or location of the person's hearings, proceedings or appointments with a public body that are not matters of public record.

Oregon law also prohibits sharing any of the above information about a person's relatives or known associates with federal authorities for immigration enforcement purposes.

Oregon law generally prohibits the district from sharing or disclosing citizenship or immigration status or country of birth information[4] that the district collects, unless one of the following exceptions applies:

1. The disclosure is required by state or federal law (other than federal immigration law);
2. The disclosure is required by a judicially authorized warrant, order, or subpoena;
3. The information being shared with a person concerns only that person or their dependents; or
4. The information is aggregated and not personally identifiable.

PROPOSED

[4] Citizenship or immigration status or country of birth information is any information concerning:
1. Where a person was born; or
2. Whether a person is a citizen of the United States; or
3. Whether a person has lawful authority to be present in the United States.

In addition to the prohibitions described above, federal and state laws make records and information related to students confidential and permit disclosure only in limited circumstances. The district's policies with respect to student records can be found in Board policies JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information and JOB – Personally Identifiable Information. To ensure compliance with applicable federal and state law, the district's staff shall not disclose any school records or information to federal immigration authorities except as provided in these policies.

Staff must also maintain the confidentiality of school records and other information about students, staff, and volunteers when communicating with other students, parents, or community members about immigration enforcement activities involving students, staff, or volunteers of the district or occurring on district property. Staff should direct anyone with questions about immigration enforcement activities occurring on district property to the Immigration Liaison.

Training

The district will provide the immigration liaison and alternate immigration liaison with training as follows:

1. The training must include information on the requirements of House Bill 4079 (2026), any applicable model policies published by the Attorney General, and this policy; and

2. The training must be provided at the time of designation and at least once every two years thereafter.

{[5]}Upon the adoption of this policy and not less than once every two years thereafter, the district will provide training to all current district staff of one hour or more regarding federal and state laws, and the district's policies, relating to interacting with federal immigration authorities and responding to immigration enforcement efforts. The district will provide the required training to all new staff within 30 days of beginning employment.

END OF POLICY

Legal Reference(s):

ORS 180.810
ORS 180.805
ORS 181.826
OAR 581-021-0371

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).
Oregon Attorney General's *K12 School Model Policy*
Senate Bill 1538 (2026).
Senate Bill 1594 (2026).
House Bill 4079 (2026).

PROPOSED

[5] {This language is included in the Attorney General's *K12 School Model Policy*. House Bill (HB) 4079 (2026) requires that districts adopt policies that are "consistent with applicable model policies published by the Attorney General as provided by ORS 180.810."}

North Santiam School District

BOARD OF DIRECTORS
SCHOOL YEAR ANNUAL AGENDA ITEMS CALENDAR

Updated 04/2026

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

1. Spotlight/Recognition/Awards (*may not occur every month)*
2. Consent Agenda: Approval of Meeting Minutes, Licensed Staff Changes or other items not expected to result in a board discussion.
3. Reports:
    - ASB/Student Activities Report
    - Superintendent's Report
    - Business Director's Report
    - Teaching & Learning Report
    - Licensed Union Rep. Report
    - City Council Liaison Reports
    - Informational Reports including: field trips, enrollment & upcoming events
4. First and/or second readings of updates to NSSD board policies
5. Board Reflections/Announcements

**The Superintendent Evaluation process and corresponding timeline are being reviewed/revised during the 2025-26 school year so those agenda items have been removed from this calendar. Once all the steps are finalized, they will be added to the applicable month.*

These items will appear as needed but do not happen at the same time every year:

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

July

According to ORS 255.335, each district board shall hold a regular organizational meeting following the regular district election and not later than the last day of July of that year.
According to ORS 332.040, No later than at the next regular meeting following July 1, the district school board shall meet and organize by electing a chairperson and a vice chairperson from its members.

During election years when there are no newly elected board members, the organizational items may be performed in June if the Board chooses to hold a work session in July (no business items) or skip the July meeting all together.

During election years when new members are seated, the organizational meeting must occur in July.

During non-election years, the meeting can occur in June, July or August (7/31 deadline does not apply).

Traditional Location: Santiam Room
Annual Agenda Items:

1. Oath of office for newly elected members
2. Elect chair and vice-chair (incumbent chair presides until a successor is elected). No member of the Board may serve as chair more than two years in succession unless the Board approves an extension of this period by a motion in June.
3. (Next Applicable in 2029) Begin Strategic Planning Process – every 5 years
4. Supt. Evaluation Document Approval
5. Board members choose their "buddy school"
6. Annual Organizational Agenda Items:

- Designate the following positions:
  - Chief administrative officer (the superintendent) as school district clerk or another individual, if there is no chief administrative officer. (ORS 332.515)
  - Business manager or deputy clerk, or both. (ORS 332.515)
  - 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. (ORS 328.465, 327.137, 297.405)
  - Legal counsel (no specific ORS/OAR but ORS 332.057 requires "Any duty imposed upon the district school board as a body must be performed at a regular or special meeting and must be made a matter of record")
  - Civil Rights Coordinator ORS 332.505 (2)
- Designate the fidelity-bond amounts for those authorized to handle district funds and ensure they are bonded by a surety company authorized in Oregon. (ORS 332.525)
- Designate the Board as the Local Public Contract Review Board as per policy DJC (ORS 279A.060)
- Approve contracts for payment (ORS 332.075(2-3) (e.g. transportation, contracts related to bond projects)
- Establish depository(ies) for school funds. (ORS 328.441, 294.805-294.895)
- Establish dates, time and place of regular monthly board meetings. (ORS 332.045)
- Approve list of low-impact pesticides for use according to the integrated pest management plan ORS 634.705 (5)
- Approve list of third-party alternative education programs (ORS 336.631)
- Appoint members of standing committees (if applicable)
- Appoint board member to participate on the district negotiation team (as board representative)
- Receive English Learners In Oregon Annual Report by Sept 1 (distributed by ODE in June) ORS 327.016 (2) (b)
- Receive Annual Restraint & Seclusion Report – (ORS 339.297 (2)(a)(B)

Other Activities/Events

- SummerFest (last Saturday in July)

August

Traditional Location: Santiam Room
Regular Session Annual Agenda Items:
1. Projected Student Enrollment

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

Other Activities/Events

- Leadership Team Goal Workshop (2nd week in August)
- OSBA Annual Conference (Salem)
- Safe Schools Training on Mandatory Reporting (online)
- Lyons Fire Dept Car Show
- Welcome Back to School-Staff (last week in August)
- Back to School Open Houses (see school calendars for dates)

September

Traditional Location: Santiam Room

Annual Agenda Items:

1. Possible nominations for NSSD board member wishing to run for an OSBA board position
2. Exit Interview Survey Results (Sept or Oct)- Director of Human Resources
3. ODE Integrated Guidance Annual Report (requires oral presentation & public comment)-Director of Teaching & Learning

Other Activities/Events

- Safe Schools Training on Mandatory Reporting-due to be completed this month
- **National School-Related/Staff Appreciation Days This Month**- I.T. Professionals Day, Arts in Education Week

October

Traditional Location: Santiam Room

Annual Agenda Items:

1. Facilities Report (includes summer projects and plans for school year)
2. Division 22 Report- Director of Teaching & Learning
3. Stayton Booster Club Report (projects, membership, etc.) - Club President (may vary depending on status of current projects)

Other Activities

- State-Wide Licensed In-Service Day
- OSBA Regional Meetings
- **National School-Related/Staff Appreciation Days This Month-**Custodial Workers, School Bus Safety Week, Farm to School Month, Walk to School Day, Coaches Day, School Lunch Week, Red Ribbon Week, Bullying Prevention Month, School Principal Month

November

Traditional Location: Santiam Room

Annual Agenda Items:

1. OSBA Elections
2. At-A-Glance Reports-Director of Teaching & Learning (Nov or Dec)

3. SIA Finalized Grant Agreement (requires oral presentation, public comment and board approval)-Director of Teaching & Learning
4. TAG Program Report (Nov or Dec)
    a. Number of Student Identified and the screening process
    b. Supports/Programs offered

Other Activities/Events

- OSBA Annual Conference (Portland)
- **National School-Related/Staff Appreciation Days This Month**-School Psychologist Week, School Resource Officer Day, Education Support Professionals Day, Substitute Educators Day

December

Traditional Location: Stayton High School

Annual Agenda Items:

1. School Spotlight – Options Academy (possible building tour prior to meeting)
2. Special Programs Report - Director of Special Services
    >Must include the Abbreviated School Day Notice & Acknowledgement
3. SIA Performance Review (req. every four years, next due 12/27)

Board Secretary Tasks:

1. Distribute copies of NSSD audit report to board members so they can review before the January meeting.
2. Contact existing Budget Committee members as soon as the tentative Budget Hearing date is set to see if they are available.

Other Activities/Events

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

January

Traditional Location: Stayton Middle School

Annual Agenda Items:

1. Board Appreciation Month-Staff/Schools
2. School Spotlight-School Admin
3. WESD Local Service Plan Approval (every 2 years, next due 2027)-Superintendent
4. Audit Review- Director of Business & Fiscal Services (may be joined by rep. from auditing firm)
    a. Must include audit of SIA financials and public comment
5. Approval of Budget Committee Calendar
6. Announcement of Budget Committee Vacancies
7. School Board Student Representative Recruitment Strategies
8. Annual report of all pesticide applications from the previous year-IPM Program Coord

Other Activities/Events

- Classified In-Service Day

Board Secretary Tasks:

- File notice of district board election, next due 2027 (see Marion Co Calendar for deadline)
- Provide filing information to anyone seeking election/re-election (next due 2027)
- Notify Current Budget Committee of approved meeting dates after Jan. meeting

- Post Budget Committee Vacancies online and applications to apply

February

Traditional Location: Stayton Elementary School
Annual Agenda Items:
1. School Spotlight-School Admin
2. Proclamation for Classified Appreciation Week (occurs in March)
3. Integrated Guidance Application Review-Director of Teaching & Learning (every two years, next due 02/27)
4. Selection/Approval of Budget Committee Members- Director of Business & Fiscal Services
5. First Reading of Upcoming Year School Calendar
6. Review results of Youth Truth survey (if available-may not be ready until March)

Other Activities/Events
- Licensed In-Service Day
- Stayton Sublimity Chamber of Commerce Awards Banquet (schedule may vary)
- Booster Club Annual Auction

Other Activities/Events
- **National School-Related/Staff Appreciation Days This Month**-School Bus Driver Appreciation Day

Board Secretary Tasks:
- Continue facilitating applications for Budget Committee positions prior to Feb. meeting
- Coordinate with current student board representative and SHS admin to announce the student representative position openings for the upcoming school year. Applications should be submitted to the Board Administrative Assistant by May 1st.

March

Meeting #1 Traditional Location: District Office/Santiam Room
Special Session: (first Thursday in March)
1. Renewal of Contracts (Licensed/Administrative)

Meeting #2 Traditional Location: Sublimity School
Regular Session Annual Agenda Items:
1. School Spotlight-School Admin
2. Integrated Grants Application (requires oral presentation, public comment and board approval prior to submission, NEXT DUE 2027)-Director of Teaching & Learning
3. Upcoming Year School Calendar Adoption
4. Approve Board Chair & Vice-Chair (or designees) to negotiate contract extension on behalf of whole board.

Board Secretary Tasks:
- Coordinate with current student board representative, Supt and Board Member to promote the student representative position openings for the upcoming school year. Applications should be submitted to the Board Administrative Assistant by May 1st.
- Provide Reminder of Board Elections Filing Due Date (if applicable)

Other Activities/Events

National School-Related/Staff Appreciation Days This Month-Music in our Schools Month and Classified School Employee's Week

April

Traditional Location: Mari-Linn School
Annual Agenda Items:
1. School Spotlight-School Admin
2. Adopt resolution for Teacher Appreciation Week (first week of May)
3. If not completed in March = Integrated Grants Application (requires board approval prior to submission, NEXT DUE 2027)

Board Secretary Tasks
- Coordinate with current student board representatives, Supt and Board Member and to promote the student representative position openings for the upcoming school year. Applications should be submitted to the Board Administrative Assistant by May 1st.

Other Activities/Events
- **National School-Related/Staff Appreciation Days This Month**- School Library Month, Administrative Professional Day

May

NSSD Budget Committee traditionally meets in the second week of May

Traditional Location: Stayton High School
Annual Agenda Items:
1. School Spotlight-School Admin
2. Student awards @ SHS-Valedictorian, Salutatorian, Future First Citizen
3. Acknowledge current student reps. for service on the board
4. Select new student representatives to the school board for following year
5. WESD Local Service Plan List of Services Taken-Supt or Director of Business & Fiscal Services
6. Establish the number of student transfer requests into the District for coming year
7. *Typically, always have at least one curriculum adoption*

Board Secretary Tasks
- Prior to May meeting (after May 1st), coordinate with Supt and Board Member to review Student Rep. applications and then prepare and distribute comparison spreadsheet at least one week before the meeting date.

Other Activities/Events
- **National School-Related/Staff Appreciation Days This Month**-Teacher Appreciation Week, Principal's Day, School Lunch Hero Day, School Nurse Day, Speech Pathologists Day

June

Traditional Location: Santiam Room
Special Session/Budget Hearing (prior to Regular Session):
1. Review of Budget Documents/Resolutions: Director of Business & Fiscal Services

2. Allow for Public Comment

Regular Session Annual Agenda Items:

1. Resolutions to adopt budget- Director of Business & Fiscal Services
2. Approve Excise Tax annual adjustment for the upcoming school year
3. Select student representatives to the school board for following year (if not done in May)
4. Consider nominations for NSSD Board Awards (Santiam, Community Partner, Jack Adams, Golden Eagle)

**If the Board desires the current Board Chair to serve an additional year after already serving two consecutive years, they must vote to allow them to do so in the June meeting.