



SPRINGFIELD
PUBLIC SCHOOLS
Every Student, Every Day

BOARD OF EDUCATION
August 9, 2021
Administration Center Board Room
640 A Street • Springfield, OR 97477

7:00 pm Board Meeting

AGENDA		TAB
1.	Call Meeting to Order and Flag Salute	Board Chair Naomi Raven
2.	Approval of the Agenda	Chair Raven
3.	Public Comment (Three (3) minutes each; maximum time 20 minutes. Speakers may not yield their time to other speakers.)	
4.	Action Items	
	A. Approve Consent Agenda	
	1. June 28, 2021 Board Work Session Minutes	1
	2. June 28, 2021 Board Meeting Minutes	2
	3. July 26, 2021 Organizational Board Meeting Minutes	3
	4. Personnel Action, Resolution #21-22.001	Dustin Reese 4
	5. 2019-2020 Oregon English Language Learner Report	David Collins 5
	B. Approve Budget Appropriations – PERS Pension Bonds, Resolution #21-22.002	Brett Yancey 6
	C. Approve Budget Appropriations – Summer Learning, Resolution #21-22.003	Brett Yancey 7
	D. Approve OSAA Cooperative Sponsorship, Res. #21-22.004	David Collins 8
5.	Information/Reports	
	A. Superintendent Communication	Superintendent Todd Hamilton
	B. Board Communication	Chair Raven
6.	Next Meeting: August 30, 2021 - 5:00 pm Work Session	Chair Raven
7.	Adjournment	Chair Raven

WORK SESSION MINUTES

A Work Session of the Springfield School District No. 19 Board of Education was held on June 28, 2021. In order to comply with the Governor's executive orders, the Board conducted this meeting by video conference only. The public was invited to watch or listen to the Board meeting via Zoom Webinar or Zoom Phone. Information for participating was shared with the public on the district website and news media outlets.

1. CALL MEETING TO ORDER

Board Chair Zach Bessett called the Springfield Board of Education virtual work session to order at 5:02 p.m.

Attendance

Board Members attending the Zoom webinar included Board Chair Zach Bessett, Board Vice Chair Naomi Raven, Lisa Barrager, Dr. Emilio Hernandez and Todd Mann.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Brett Yancey, Judy Bowden, Dustin Reese, Colin Johnston, Jonathan Gault, Steve Schmunk, Jonathan Light, Kellie, Jen McCulley, Kim Donaghe, Kelly Mason, Jeff Michna, Vincent Adams from Oregon School Boards Association and Jayson Hayden, minutes recorder.

2. APPROVAL OF THE AGENDA

Chair Zach Bessett called for a motion to approve the agenda as presented.

MOTION: Ms. Barrager moved and seconded by Dr. Hernandez to approve the agenda as presented.

Chair Bessett called for a roll call vote. Chair Bessett asked each board member to indicate if they supported the motion to approve the Agenda as presented : Ms. Raven – yes, Ms. Barrager – yes, Dr. Hernandez – yes, Mr. Mann – yes and Mr. Bessett – yes.

Motion passed, 5:0.

3. OREGON SCHOOL BOARD ASSOCIATION TRAINING

Chair Bessett welcomed back Vincent Adams from Oregon School Boards Association (OSBA).

Mr. Adams shared that the Board had decided to do another self-assessment to compare with the 2020 assessment results. He recalled that the board had done a lot of work this year, beginning with an orientation session early in the school year followed by a discussion around the superintendent evaluation. In January and April, discussions were centered on equity.

Mr. Adams shared a report with the board which gave the details of their responses to the Board Self-Evaluation Survey, which is attached below. The Board members shared the following observations about the survey results:

- The past year have been atypical due to the pandemic and that should not be overlooked when reviewing the data.
- Last year it was difficult to engage with the community because of the restrictions imposed due to the pandemic.

- The data showed that the Board, as a whole, was more engaged and demonstrated growth.
- They appreciated that the District assisted the Board in the adoption of a fiscally responsible annual budget that was aligned with the strategic plan and vision.
- Student growth and progress monitoring would be closely watched, especially due to the restrictions from the pandemic.

Mr. Adams asked the Board members, “Why is it important for the Board to build strong partnerships with both the community and staff?” Some of the responses included the following:

- Strong partnerships produce more unity, clarity, accountability and efficiency when working together.
- Strong partnerships help you get through the tough times and make you more resilient.
- Strong partnerships with the business community build additional pathways for student success.

Next, Mr. Adams wanted to know what it would look like if the Board had clear, two-way lines of communication with the community and staff? The following were ideas that Board members shared:

- More dialogue with students.
- Stressed the importance of everyone being heard.

4. NEXT MEETING

The next Board meeting will be held on Monday, July 26, 2021 beginning at 7:00pm.

5. ADJOURNMENT

With no further business, Chair Bessett adjourned the work session at 6:58pm.

(Minutes recorded by Jayson Hayden)



School Board Self-Evaluation

<i>School District and Evaluation Year</i>	
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Springfield 19	2021
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Springfield 19	2021
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Springfield 19	2020
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Springfield 19	2020
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Prepared by:

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School Board Self-Evaluation Framework for Governance

Reviewing Your Detailed Report

The disaggregate data of each question's responses are displayed in horizontal bar charts color coded to show the percentage of time your board is engaged in each of the areas questioned and includes how many individuals responded in each time choice.

OSBA believes your school board will find it beneficial to drill down to the individual questions within each of the benchmarks for the five best-practice board roles/standards, and requests you read through this report thoroughly prior to your facilitator's arrival.

With the help of your OSBA facilitator the board will go through discussion in the following areas:

1) What do you see?

Be prepared to describe what you see in the data and identify where it is located to the group. This is not about interpretation at this stage, only what you see.

2) What does the data suggest?

The board will discuss what the data suggest and try to generate different interpretations. Please come prepared to ask clarifying questions of one another to increase clarity and understanding of one another's perspectives.

3) Identify growth area(s) from the observations and interpretations.

Identify growth area(s) from the observations and interpretations. The board will discuss which standard(s) to focus on for improvement and any benchmarks in particular that the board wishes to see increased.

- Standard 1 Conduct and Ethics
- Standard 2 Vision
- Standard 3 Structure
- Standard 4 Accountability
- Standard 5 Advocacy and Communication

4) Build a professional development plan for the board.

The board will discuss how it wishes to go about implementing its professional development by determining the level of commitment from the individual board members, how much time it is willing to devote to learning and who the board wishes to help guide the learning.

- Identify available time for board-superintendent team learning
- Determine use of a learning facilitator (OSBA, in-district, consultant, other)
- Establish commitment from individual board members to participate in the professional development.

OSBA looks forward to serving your board and being the association dedicated to improving student success and education equity through advocacy, leadership and service to Oregon school boards.



Framework for Governance: Aggregate Data

Always

Most of the time

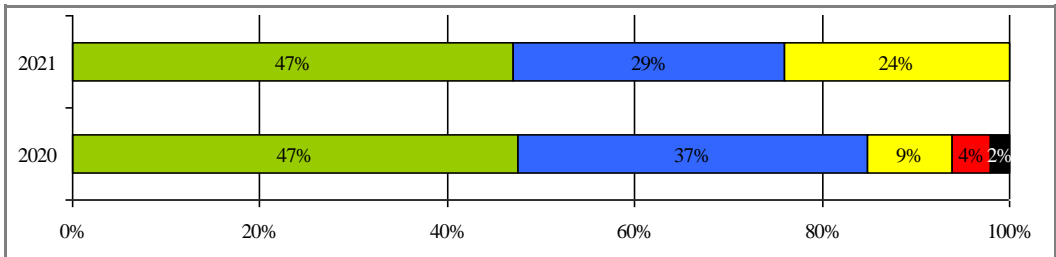
Some of the time

Never

Don't know

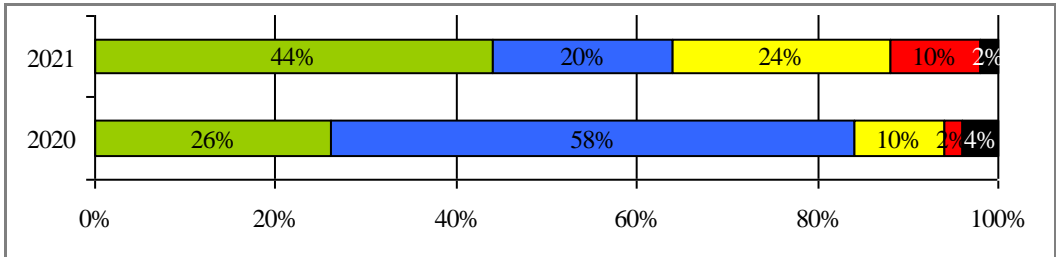
Standard 1 Conduct and Ethics:

Provide responsible
school district
governance



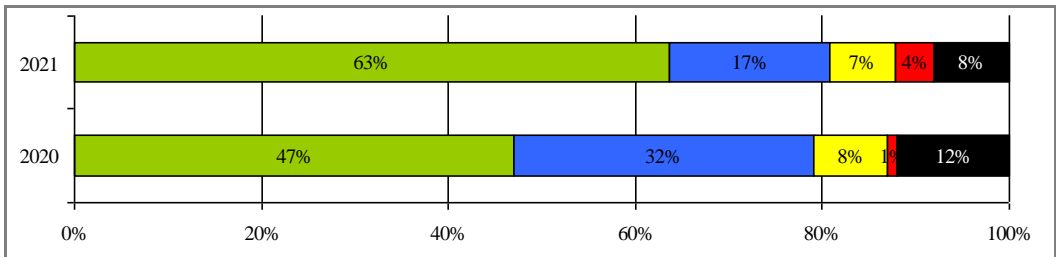
Standard 2 Vision:

Set and communicate high
expectations for student
learning with clear goals
and plans for meeting
those expectations



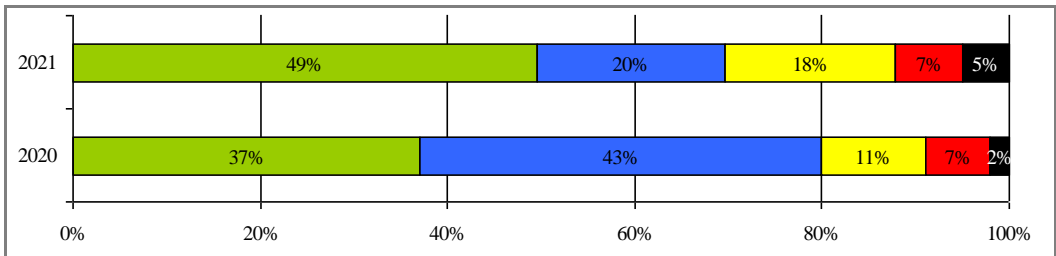
Standard 3 Structure:

Create conditions
district-wide for
student and staff
success



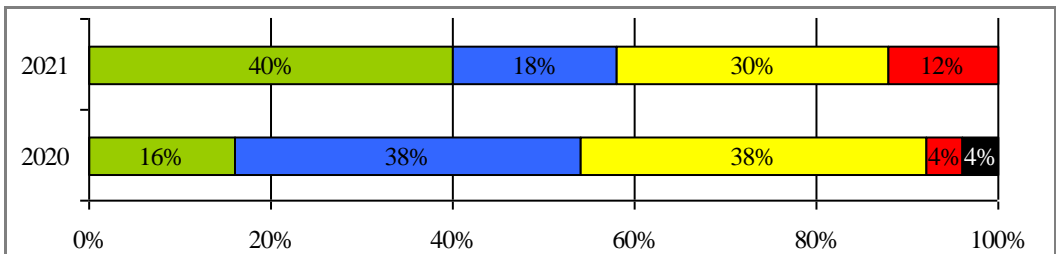
Standard 4 Accountability:

Hold school district
accountable for meeting
student learning
expectations



Standard 5 Advocacy and Communication:

Engage local community
and represent the values
and expectations they
hold for their schools





Standard 1 Conduct and Ethics

Provide responsible school district governance by:

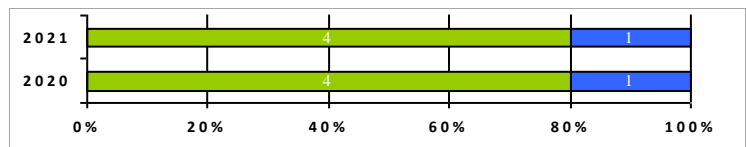
Benchmark of Success A

Conducting board and district business in a fair, respectful and responsible manner.

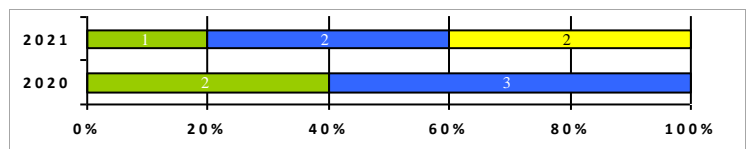
Always Most of the time Some of the time Never Don't know

To what extent does our board:

Q 3 Base its decisions on what is best for students' success?



Q 4 Commit to a clear and shared purpose?



Notes:



Standard 1 Conduct and Ethics

Provide responsible school district governance by:

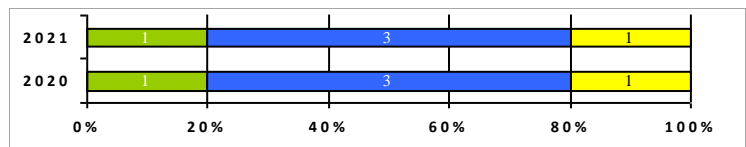
Benchmark of Success B

Ensuring the board is accountable and open to the public including seeking divergent perspectives in its decision making process.

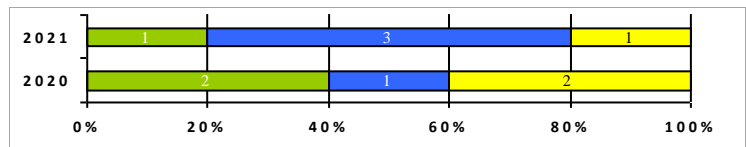
Always Most of the time Some of the time Never Don't know

To what extent does our board:

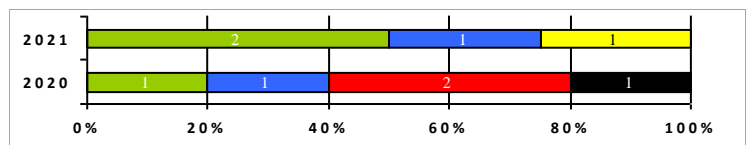
Q 5 Provide information to the public that supports board discussions and decisions?



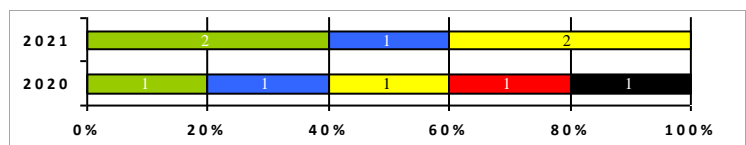
Q 6 Follow a defined process for gathering input prior to making critical decisions?



Q 7 Carry out annual assessments of its performance?



Q 8 Set goals for its improvement?



Notes:



Standard 1 Conduct and Ethics

Provide responsible school district governance by:

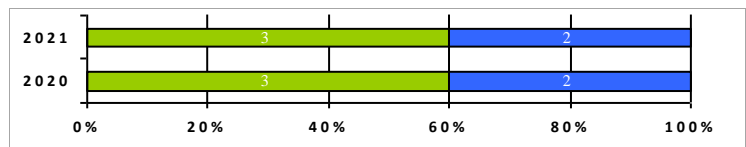
Benchmark of Success C

Respecting and advocating mutual understanding of the roles and responsibilities of board members and the superintendent.

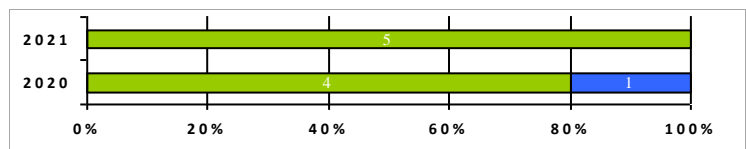
Always Most of the time Some of the time Never Don't know

To what extent does our board:

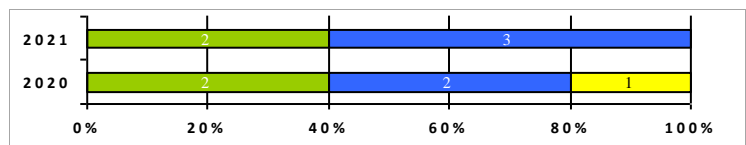
Q 9 Delegate authority to the superintendent to manage district operations and implement policy?



Q 10 Honor the roles and responsibilities of the superintendent?



Q 11 Use written protocols for its interactions?



Notes:



Standard 1 Conduct and Ethics

Provide responsible school district governance by:

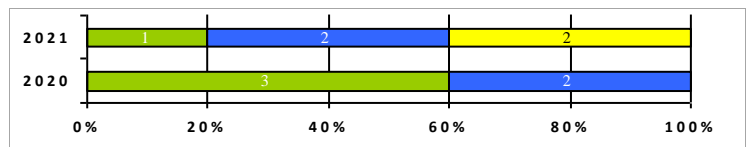
Benchmark of Success D

Adopting policies based on well-researched practices that emphasize a belief that all students can achieve at high levels and that support continuous improvement of student achievement.

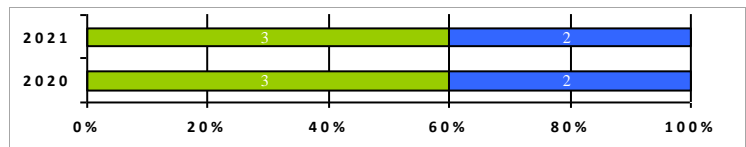
Always Most of the time Some of the time Never Don't know

To what extent does our board:

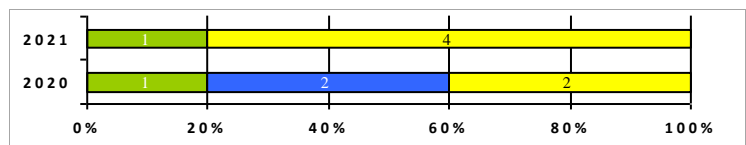
Q 12 Govern using policies that align with research-based best practices?



Q 13 Focus policy decisions on what is necessary for all students to achieve at high levels?



Q 14 Collaborate with colleagues across the region, state, or nation regarding current and emerging trends, issues, and policy solutions?



Notes:



Standard 1 Conduct and Ethics

Provide responsible school district governance by:

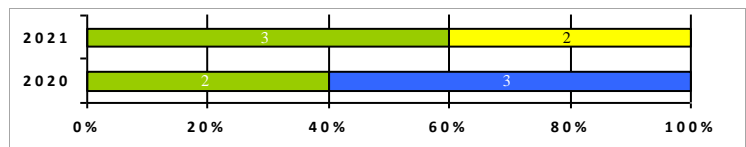
Benchmark of Success E

Promoting healthy relationships by communicating supportively, inspiring, motivating and empowering others, and exercising influence in a positive manner.

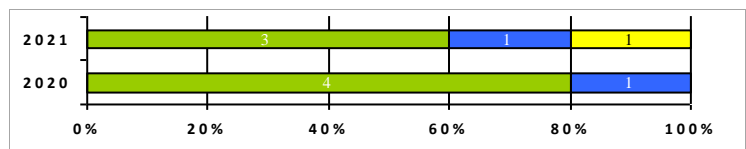
Always Most of the time Some of the time Never Don't know

To what extent does our board:

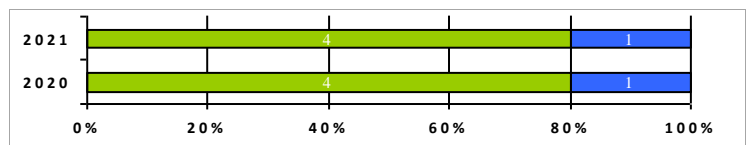
Q15 Provide an opportunity for stakeholders, such as staff, students, parents, and community members, to make presentations to the board?



Q16 Promote continuous improvement throughout the organization?



Q17 Treat all individuals, including fellow board members, staff, students, and community members, with respect?



Notes:



Standard 1 Conduct and Ethics

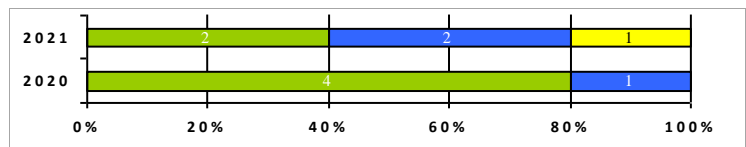
Provide responsible school district governance by:

Benchmark of Success F Working as an effective and collaborative team.

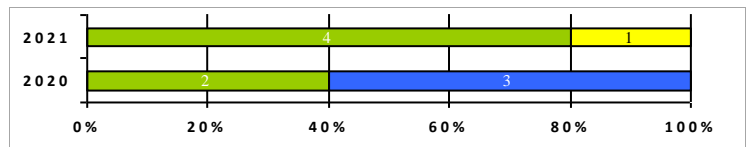
Always Most of the time Some of the time Never Don't know

To what extent does our board:

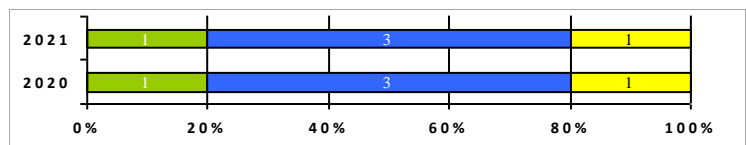
Q18 Work with the superintendent to achieve mutual trust and commitment?



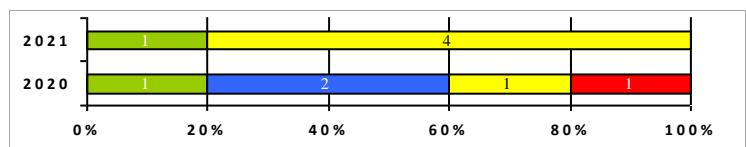
Q19 Pursue professional development to improve board members' knowledge and skills by attending conferences, holding study sessions, etc.?



Q20 Use collaborative processes that result in well-informed problem-solving and decision-making?



Q21 Together with the superintendent, share responsibility for the orientation of new board members and forming a new inclusive team?



Notes:



Standard 2 Vision

Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

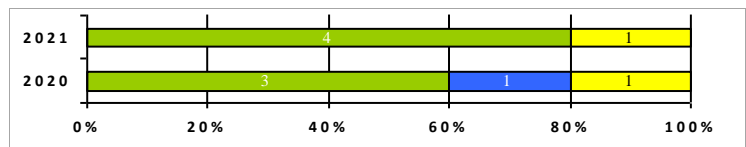
Benchmark of Success A

Articulating the conviction that all students can learn and the belief that student learning can improve regardless of existing circumstances or resources.

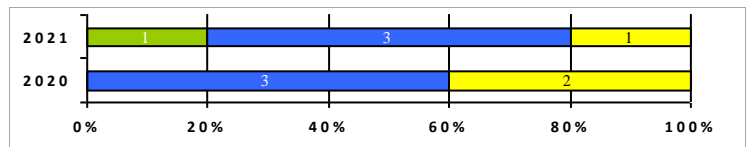
Always Most of the time Some of the time Never Don't know

To what extent does our board:

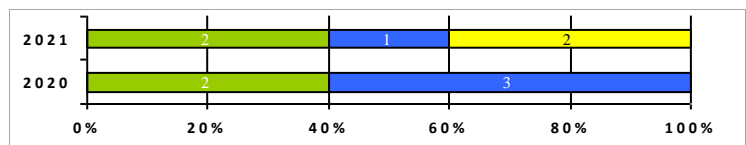
Q22 Through policies and actions, express our belief that all students can learn?



Q23 Through policies and actions, communicate high expectations for all students?



Q24 Foster a culture of collaboration around the shared purpose of improving student achievement?



Notes:



Standard 2 Vision

Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

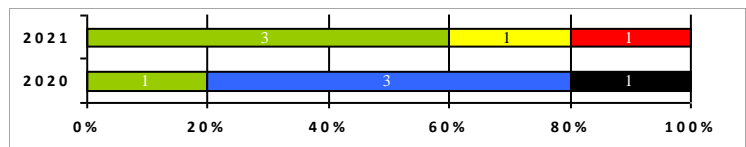
Benchmark of Success B

Leading the development, articulation and stewardship of a vision of learning that is shared and supported by schools and community.

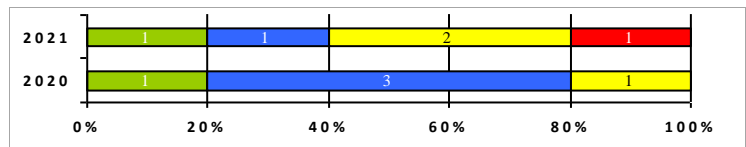
Always Most of the time Some of the time Never Don't know

To what extent does our board:

Q25 Include stakeholders when developing and revising the district's vision?



Q26 Communicate its rationale for decisions to the community?



Notes:

Standard 2 Vision

Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

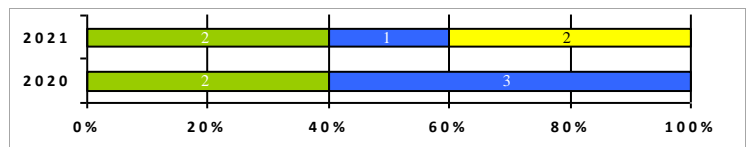
Benchmark of Success C

Adopting a collaboratively developed district plan focused on learning and achievement outcomes for all students.

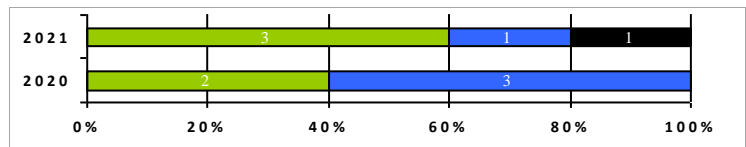
■ Always
 ■ Most of the time
 ■ Some of the time
 ■ Never
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To what extent does our board:

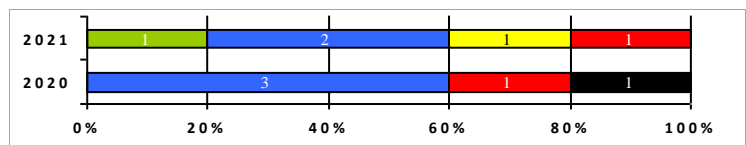
Q27 In collaboration with staff and the community, formulate and maintain a strategic plan with goals and outcomes?



Q28 Base its ongoing work, such as policy development, decision-making, and budgeting, on the district goals?



Q29 Continually monitor progress toward the goals and outcomes of the strategic plan?



Notes:



Standard 2 Vision

Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

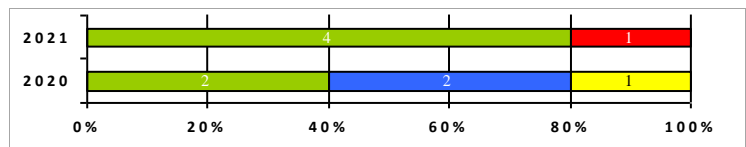
Benchmark of Success D

Ensuring non-negotiable goals for student achievement are established and aligned to the district's plan.

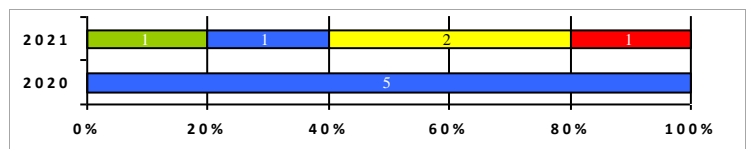
Always Most of the time Some of the time Never Don't know

To what extent does our board:

Q30 Together with the superintendent agree that high expectations for all students is the highest priority?



Q31 Together with the superintendent review student achievement regularly?



Notes:



Standard 3 Structure

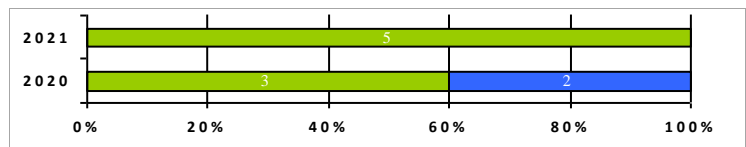
Create conditions district-wide for student and staff success by:

Benchmark of Success A Providing for the safety and security of all students and staff.

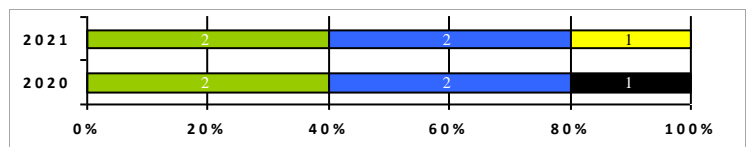
Always Most of the time Some of the time Never Don't know

To what extent does our board:

Q32 Ensure that facilities comply with current health, safety, security, and accessibility standards?



Q33 Have policies that require regular evaluation and management of safety and security risks?



Notes:



Standard 3 Structure

Create conditions district-wide for student and staff success by:

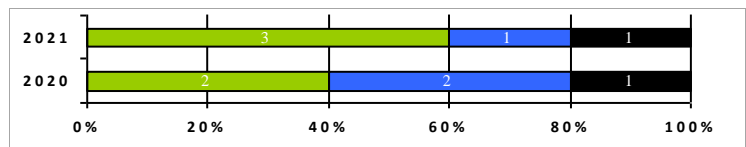
Benchmark of Success B

Employing and supporting quality teachers, administrators and other staff and providing for their professional development.

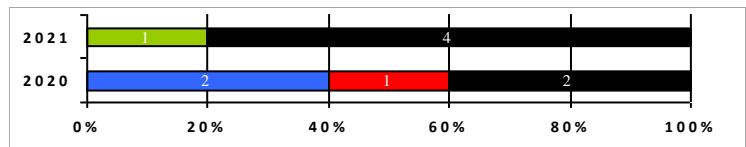
Always Most of the time Some of the time Never Don't know

To what extent does our board:

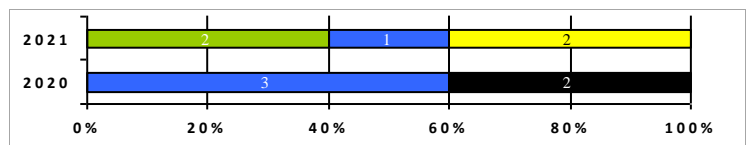
Q34 Have policies that ensure hiring and retention of highly qualified staff?



Q35 Have policies for evaluating staff based on student success?



Q36 Have policies that support research-based, best practices for staff development?



Notes:

Standard 3 Structure

Create conditions district-wide for student and staff success by:

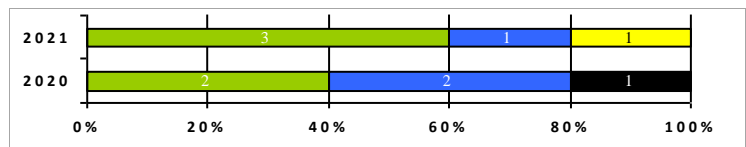
Benchmark of Success C

Providing for learning essentials, including rigorous curriculum, technology and high quality facilities.

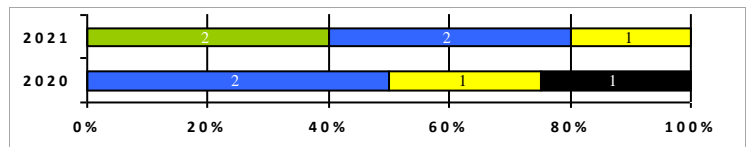
■ Always
 ■ Most of the time
 ■ Some of the time
 ■ Never
 ■ Don't know

To what extent does our board:

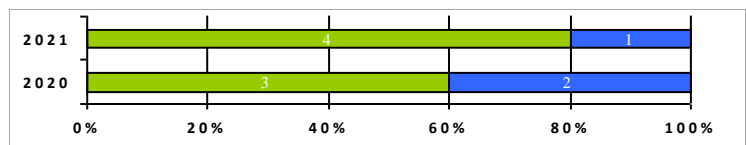
Q37 Have policies that ensure an established course of study for students and graduation requirements that align with high expectations for student achievement?



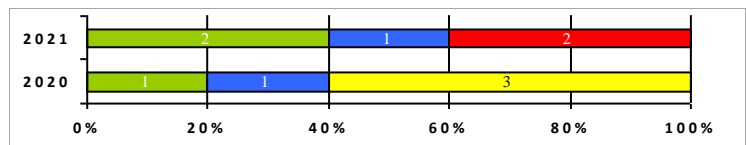
Q38 Have policies that ensure students receive the curriculum, support and supplemental materials necessary for high achievement?



Q39 Adopt a budget that supports quality staff development and resources for curriculum implementation?



Q40 Have a process that includes community and parent involvement in selecting curriculum?



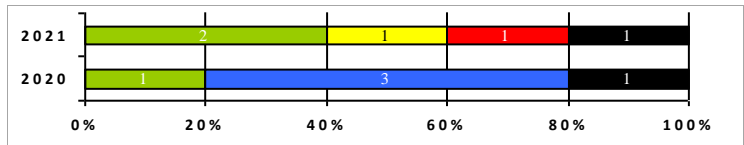
Notes:



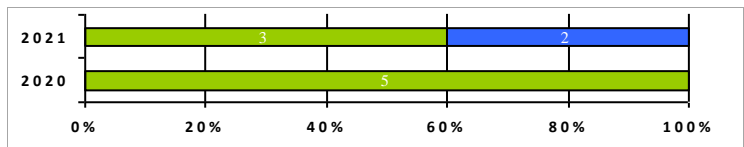
Standard 3 Structure

Create conditions district-wide for student and staff success by:

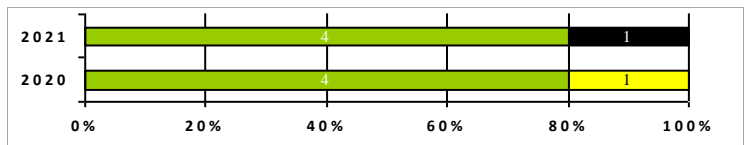
Q41 Have policies that require rigorous and regular evaluation of curriculum and supplemental materials to ensure they align with state and district standards?



Q42 Have a process in place to support evaluation and updating of technology?



Q43 Have a long-term facilities plan in place for construction and maintenance?



Notes:



Standard 3 Structure

Create conditions district-wide for student and staff success by:

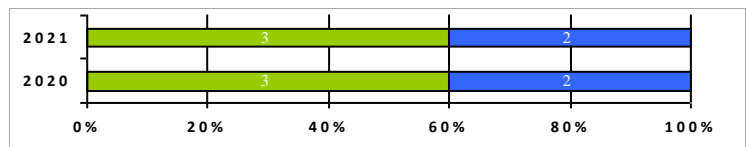
Benchmark of Success D

Ensuring management of the organization, operations, and resources for an efficient and effective learning environment.

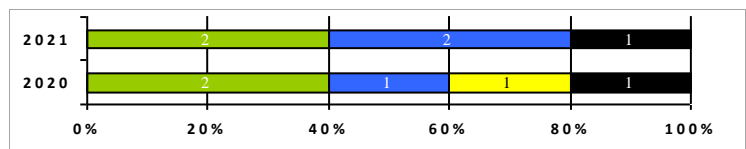
Always Most of the time Some of the time Never Don't know

To what extent does our board:

Q44 Communicate an expectation that all classrooms will implement effective instructional practices?



Q45 Provide for evaluation of district operations to ensure there is an efficient and effective learning environment?



Notes:

Standard 3 Structure

Create conditions district-wide for student and staff success by:

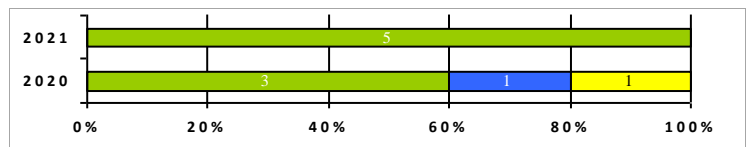
Benchmark of Success E

Adopting and monitoring an annual budget that allocates resources based on the district's vision, goals and priorities for student learning.

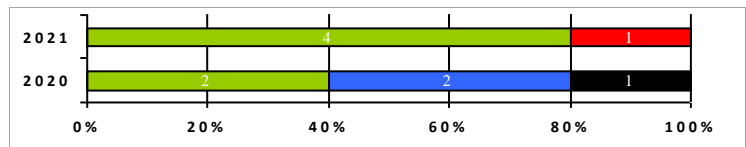
■ Always
 ■ Most of the time
 ■ Some of the time
 ■ Never
 ■ Don't know

To what extent does our board:

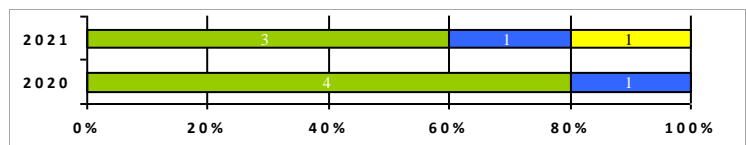
Q46 Keep the community informed about the district's financial status?



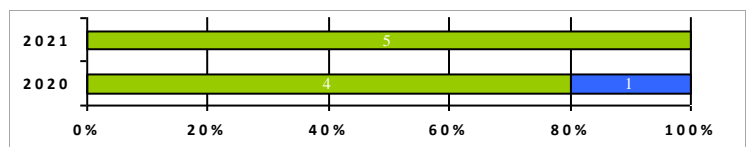
Q47 Seek public input during the budget process?



Q48 Provide guidelines for budget development, including a clearly defined expectation for a reasonable ending fund balance?



Q49 Adopt a fiscally responsible annual budget that is aligned with the strategic plan and vision?



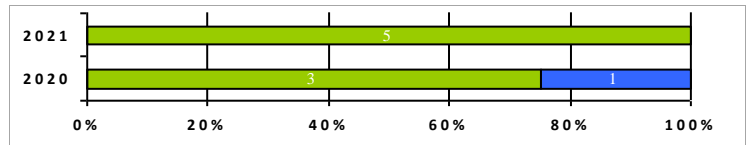
Notes:



Standard 3 Structure

Create conditions district-wide for student and staff success by:

Q 50 Frequently monitor the budget and fiscal status of the district?



Notes:



Standard 4 Accountability

Hold school district accountable for meeting student learning expectations by:

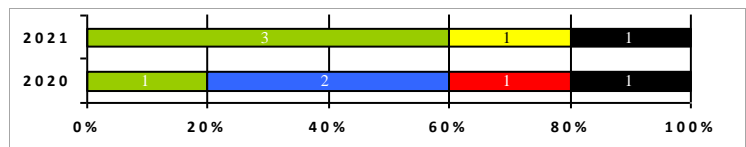
Benchmark of Success A

Committing to continuous improvement in student achievement at each school and throughout the district.

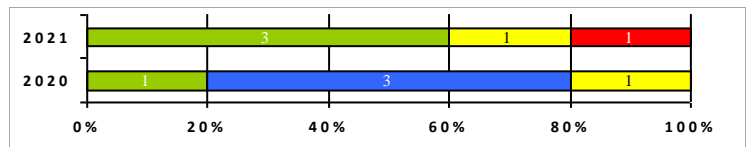
Always Most of the time Some of the time Never Don't know

To what extent does our board:

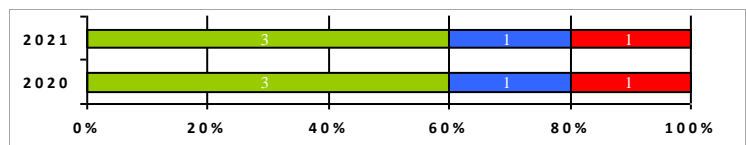
Q51 Follow a schedule for the timely review of the strategic plan?



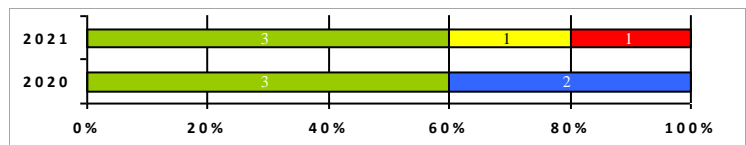
Q52 Ensure a high degree of coherence between the strategic plan and school improvement plans?



Q53 Annually review and make recommendations to the strategic plan and school improvement plans?



Q54 Publicly recognize the efforts of schools in improving student learning?



Notes:



Standard 4 Accountability

Hold school district accountable for meeting student learning expectations by:

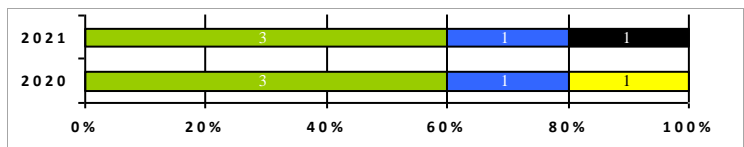
Benchmark of Success B

Evaluating the superintendent on clear and focused expectations.

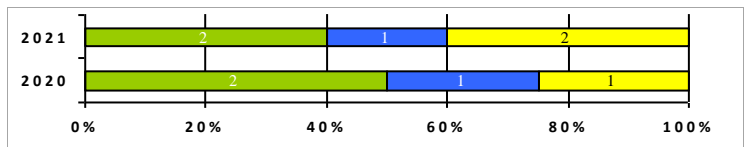
Always Most of the time Some of the time Never Don't know

To what extent does our board:

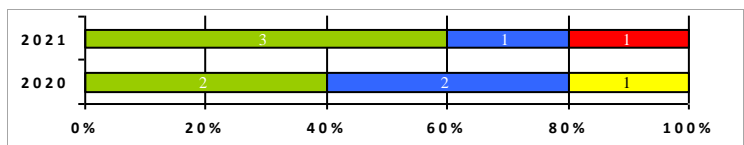
Q55 Have written goals for the superintendent that focus on specific outcomes for student learning?



Q56 Evaluate the superintendent's performance annually and communicate performance expectations to our community?



Q57 Base decisions about the superintendent's contract on objective evaluation of his or her performance and achievement of agreed upon goals?



Notes:



Standard 4 Accountability

Hold school district accountable for meeting student learning expectations by:

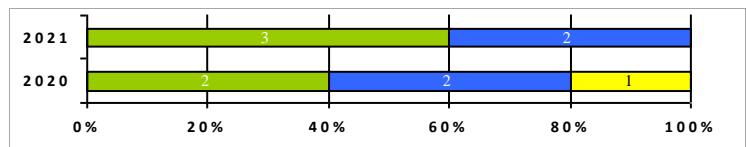
Benchmark of Success C

Measuring student academic progress and needs based on valid and reliable assessments.

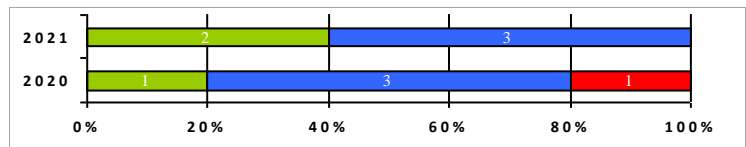
Always Most of the time Some of the time Never Don't know

To what extent does our board:

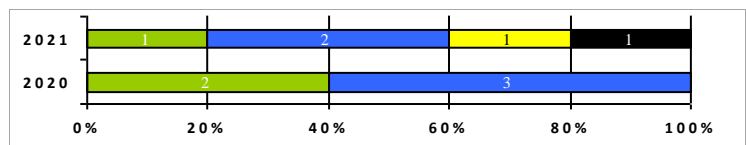
Q 58 Require the effective use of data throughout the system to monitor student achievement and district performance?



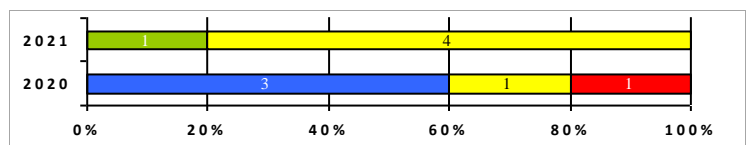
Q 59 Regularly review and understand the criteria, assessment tools, and methods that measure student achievement and district performance?



Q 60 Regularly review data, including disaggregated student achievement data, to measure progress toward district goals?



Q 61 Regularly evaluate and adjust resources and strategies for closing achievement gaps to maximize their effectiveness?



Notes:



Standard 5 Advocacy and Communication

Engage local community and represent the values and expectations they hold for their schools by:

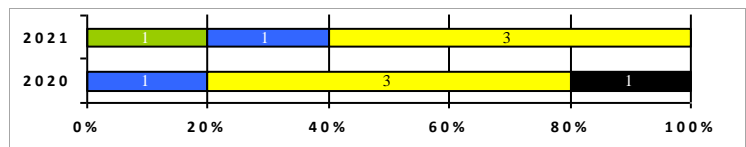
Benchmark of Success A

Collaborating with families and community members, responding to diverse interests and needs, and mobilizing community resources.

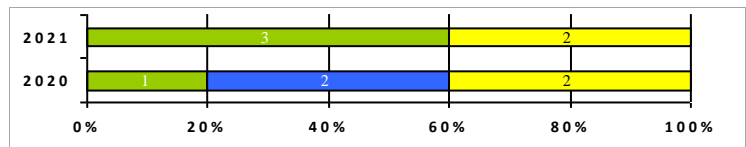
Always Most of the time Some of the time Never Don't know

To what extent does our board:

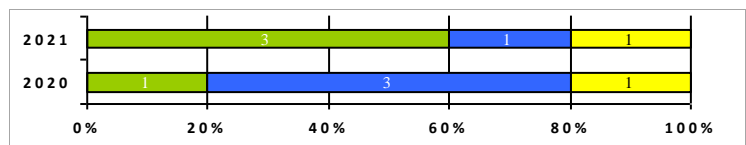
Q62 Advocate at the local, state and federal levels on behalf of students and the district?



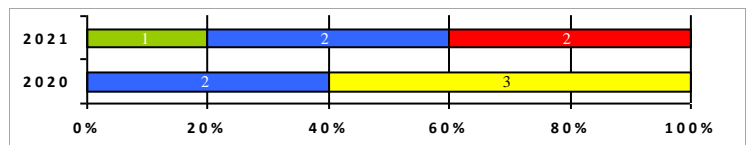
Q63 Model cultural, racial, and ethnic understanding and sensitivity?



Q64 Establish policies and partnerships that promote and expand educational opportunities for all students?



Q65 Follow an effective process for responding to questions, concerns, comments, or feedback from citizens?



Notes:



Standard 5 Advocacy and Communication

Engage local community and represent the values and expectations they hold for their schools by:

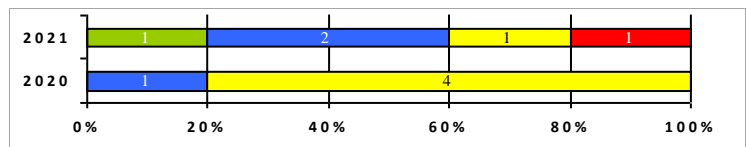
Benchmark of Success B

Ensuring school board and district transparency through a process that is open and accountable.

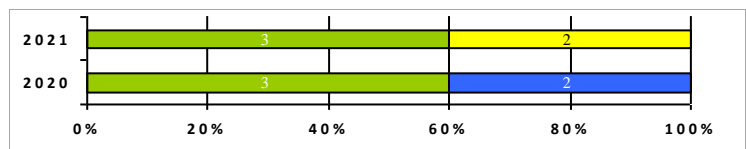
Always Most of the time Some of the time Never Don't know

To what extent does our board:

Q66 Ensure the public is well informed of the board's roles and responsibilities?



Q67 Conduct its business in a transparent and accountable manner?



Notes:



Standard 5 Advocacy and Communication

Engage local community and represent the values and expectations they hold for their schools by:

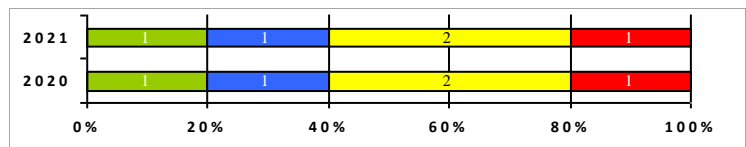
Benchmark of Success C

Ensuring district information and decisions are communicated community-wide.

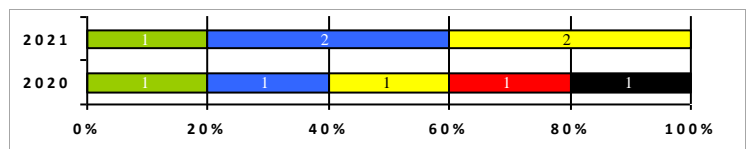
Always Most of the time Some of the time Never Don't know

To what extent does our board:

Q68 Communicate proactively to disseminate information that addresses issues throughout the system and community?



Q69 Communicate district performance to the public in clear and understandable ways?



Notes:



Standard 5 Advocacy and Communication

Engage local community and represent the values and expectations they hold for their schools by:

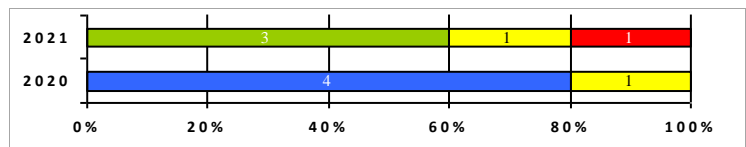
Benchmark of Success D

Soliciting input from staff and a wide spectrum of the community so that a diverse range of interests and perspectives on issues is considered.

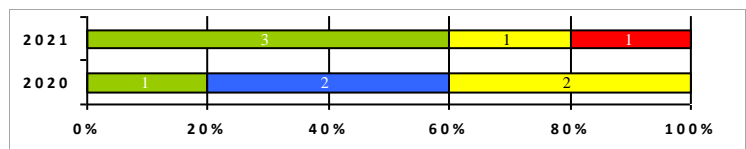
Always Most of the time Some of the time Never Don't know

To what extent does our board:

Q70 Seek community and staff input in its decision-making to gain community and staff support?



Q71 Carefully consider community and staff input in its decision making?



Notes:

BUSINESS MEETING MINUTES

A Business Meeting of the Springfield School District No. 19 Board of Education was held on June 28, 2021. In order to comply with the Governor's executive orders, the Board conducted this meeting by video conference only. The public was invited to watch or listen to the board meeting via Zoom Webinar or Zoom Phone. Information for participating was shared with the public on the district website and news media outlets.

1. CALL MEETING TO ORDER

Board Chair Zach Bessett called the Springfield Board of Education virtual meeting to order at 7:03p.m.

Attendance

Board Members attending the Zoom webinar included Board Chair Zach Bessett, Board Vice Chair Naomi Raven, Lisa Barrager, Dr. Emilio Hernandez and Todd Mann.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Brett Yancey, Judy Bowden, Colin Johnston, Payton Cox, Colleen Hunter, Jonathan Gault, Whitney McKinley, Jenny Potter, Jonathan Light, Dustin Reese, Kellie, Jen McCulley, Kim Donaghe, Amber Mitchell, Charlie Jett, Kelly Mason, Carla Smith, Jeff Michna, Joan Bolls and Jayson Hayden, minutes recorder.

2. APPROVAL OF AGENDA

Chair Zach Bessett called for a motion to approve the agenda as presented.

MOTION: Mr. Mann moved, Ms. Barrager seconded the motion to approve the agenda as presented.

Chair Bessett called for a roll call vote. Mr. Bessett asked each board member to indicate if they supported the motion to approve the agenda as presented: Ms. Raven – yes, Ms. Barrager – yes, Dr. Hernandez – yes, Mr. Mann – yes and Mr. Bessett – yes.

Motion passed, 5:0

3. PUBLIC COMMENT: Submitted Electronically Only

Chair Bessett explained that members of the public were asked to share electronically their ideas and opinions with the Board by noon on the day of this Board meeting. As of the noon deadline, public comment was received from: Stephanie Timmons, Colin Johnston, Payton Cox and Jennifer Potter. The public comment was also posted online by 4:00pm on the day of the Board meeting to enable the community to read the thoughts that had been shared with the Board prior to this meeting. Please see below for the text of the written public comments.

Public Comments

Stephanie Timmons <timmonsteph@gmail.com>

Thu 6/24/2021 8:17 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

I attended the meeting a little while back and it mentioned the Public Comment section and there would be posts of opinion on what people want for our schools. Now I've looked for this the last week and realize its hidden and/or taken down. Can someone please provide me the link for this? If not I'd like to know why the Public Comment section has been removed. It is unacceptable to do this. Shadowbanning and hiding the public opinion to produce your own opinion is not what is best for our children. I also dont agree that sharing this information of public opinion should cause an amazing teacher to be removed from their position because your agenda doesn't mesh. Is this really where we are? Parents are unable to share their thoughts of what goes on with our children? If they do its hidden and removed so other concerned individuals cannot see it? Like are you kidding me?

Public Comment Business Meeting - June 28, 2021.

Colin G Johnston <colin.johnston@utexas.edu>

Sun 6/27/2021 6:35 PM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Dear School Board,

After reading the minutes of the previous meeting, I felt compelled to write to ensure an understanding of Critical Race Theory in Education. Critical Race Theory in education is defined in the following terms by Prof. Gloria Ladson-Billings (1998) as an attempt to:

1. Name and discuss the pervasive, daily reality of racism in US society which serves to disadvantage people of color.
2. Expose and deconstruct seemingly 'colorblind' or 'race neutral' policies and practices which entrench the disparate treatment of people of non-White persons.
3. Legitimize and promote the voices and narrative of people of color as sources of critique of the dominant social order which purposely devalues them.
4. Revisit civil rights law and liberalism to address their inability to dismantle and expunge discriminatory socio-political relationships.
5. Change and improve challenges to race neutral and multicultural movements in education which have made White student behaviour the norm

I'd appreciate it the board could acknowledge this is what CRT is, and not the narrative being pushed by white supremacists in the district. Far from removing CRT, the board must ensure equality and justice for ALL of our students by ensuring they understand the historical context of the USA, and how that context continues to play out in our society, both local and national.

Regards,

Colin Johnston

Master of Education (Urban Teaching)
Bachelor of Laws (Honours)
Licensed Social Studies and ESL Teacher

Citation:

Ladson-Billings, G. (1998). Just what is critical race theory and what's it doing in a nice field like education? *International Journal of Qualitative Studies in Education*, 11(1), 7-24. <https://doi.org/10.1080/095183998236863>


Public Comment Business Meeting - June 28, 2021

Payton Cox <payton.cox@sps19.org>

Sun 6/27/2021 11:42 PM

To: Zachary Bessett <zachary.bessett@springfield.k12.or.us>; Naomi Raven <naomi.raven@springfield.k12.or.us>; Lisa Barrager <lisa.barrager@springfield.k12.or.us>; Emilio Hernandez <emilio.hernandez@springfield.k12.or.us>; Todd Mann <todd.mann@springfield.k12.or.us>; public comment <public.comment@springfield.k12.or.us>;

Cc: Todd Hamilton <todd.hamilton@springfield.k12.or.us>;

 1 attachment

SPS Letter 2 (1).pdf;

Hello,

Please find my letter for public comment for the June 28, 2021 board meeting attached.

Sincerely,
Payton Cox

June 28, 2021

Springfield School Board

Springfield Public Schools

640 A St.

Springfield, OR 97477

Springfield School District Board Members:

I write to the board again in hopes of making it clear that I will not fall out on pressing this issue. The handful of responses that I received truly made me feel as if I was getting headway in this situation, so for that, I say thank you. I would also like to say thank you to the board members whose terms are ending this month, the dedication that you have to serve students is inspiring.

Once again I want it to be made clear that I understand the place where Springfield Public Schools is coming from. You cannot make drastic changes without approval from ODE. I am fully aware of this. However, I am here because I want to raise attention to this issue that is holding students back, in hopes that this school district will in fact bring this to ODE to show them that Springfield students--and students from other districts--are suffering because of this policy.

"Your condition is not your conclusion." I heard this from a motivational speech spoken by Jeremy Anderson. He grew up in a not-so-perfect world, repeated the seventh grade twice. When he was in eighth grade, a teacher told his mom that he wasn't high school material. This

made him lose faith in himself, causing him to have to take his freshman year of high school three times. He finally made it to a third school when it was his third time taking freshman year, the teachers were welcoming and told him that he was valued. And you know what? He flourished. That is what is happening to students like me. We are told that we aren't good enough or "ready" to graduate early, when in fact we are. If we weren't "ready" then why do we have the credits to do it? Why are we willing to take up our free time to make up the one class we'd need for our senior year? Why do I feel like my condition will become my conclusion if I am forced to stay?

Every time that I think about high school all I can think about is how exhausted, worn out, and unhappy I am. Forcing me to stay does nothing to motivate me to return after college. I no longer plan to bring my future children and family to Springfield Schools, nor do I plan to stay in the area much longer after I have completed my high school career. I listen to those close to me when the topic of me graduating early is discussed, and all I hear is them losing faith in me. A student who has worked herself to what feels like death, in hopes to truly get somewhere in life. I watch these people who have been my cheerleaders since before I walked into kindergarten start to go silent. Can't you see? I'm losing people close to me.

I am to the point in my life where I can make decisions that will change my path forever. Although it may not be the ideal road to take, I do see obtaining my GED as a viable option at this point. I will look as nothing more than a dropout to the district. Doing this is something that I cannot be held back from doing, I will then be able to make notable gains towards my future without having to wait until 2023 to do so. My mom wants me to obtain my AAOT should you make me stay, however, I refuse. I cannot find it in myself to give this school district future glory because they only changed part of what I am vocalizing my student voice for. The glory that

schools such as Marshfield High School deserve because they stood behind their students from the beginning.

So I stand here with tears running down my face and ask you: why will success only be applauded when it is done your way? Why does my success in pushing myself academically not count? Aren't we taught to express our differences and speak for what we believe is right? I'm exhausted from feeling unvalued. My high school career will be completed in June 2022 and I will be a part of a college graduating class of 2026, it is up to you if I remain a Springfield student to get there.

Thank you for your time,

Payton Cox

4. ACTION ITEMS

A. Approve Consent Agenda

1. June 14, 2021 Board Meeting Minutes
2. Personnel Action, Resolution #20-21.046
3. 2021-2022 Nutrition Services Dairy, Resolution #20-21.047
4. 2021-2022 Nutrition Services Fresh Produce, Resolution #20-21.048
5. 2021-2022 Nutrition Services Bakery, Resolution #20-21.049
6. 2021-2022 Nutrition Services Applegate Supplies, Resolution #20-21.050
7. World Languages Adoption Delay, Resolution #20-21.051

MOTION: Ms. Raven moved, Chair Bessett seconded the motion to approve the Consent Agenda.

Chair Bessett called for a roll call vote. Chair Bessett asked each board member to indicate if they supported the motion to approve the Consent Agenda : Ms. Raven – yes, Ms. Barrager – yes, Dr. Hernandez – yes, Mr. Mann – yes, and Mr. Bessett – yes.

B. 2020-2021 Budget Appropriation Transfers, Resolution #20-21.052

This resolution is necessary to properly record expenditures in the 2020-2021 budget appropriations within the levels as required by Oregon Budget Law. Oregon Budget Law requires that expenditures are recorded within the proper account, and that expenditures not exceed the total amount budgeted by function level (1000 – instruction, 2000 – support services, etc.). Additionally, a formal resolution by the school board is required to transfer budget appropriations between function levels. The net result is to transfer budgetary appropriations from an account that has a positive balance to accounts that have expenditures that are in excess of the original amounts in the budget. These transfers do not increase the budget in any one fund, or the district budget overall. This resolution recommends adjusting the Student Investment Act Fund where the expenditures are taking place.

BE IT HEREBY RESOLVED, that the Board of Directors for Springfield School District No. 19, hereby allocate budget appropriations and approve transfers for the 2020-2021 fiscal year within the funds and functions listed below:

Student Investment Act (Fund 251)

251-4000	Building Acquisition/Improvements	\$447,100
251-2000	Support Services	(\$447,100)

This adjustment is necessary to cover costs associated with the purchase of covered play structures at seven of the District's elementary schools. Because of the dollar amount of the structures, they should be charged to a 4000 function code.

MOTION: Ms. Barrager moved, Ms. Raven seconded the motion to allocate budget appropriations and approve transfers for the 2020-2021 fiscal year within the funds and functions as presented.

Chair Bessett asked if there was any discussion.

Dr. Hernandez asked what the deficit would be and Mr. Yancey answered that there would be no deficit as this money was already budgeted and was simply being transferred to account for it properly.

Ms. Barrager asked if all elementary schools would have covered playground structures and Mr. Yancey answered yes including the rural school, except Mohawk School.

Hearing no further discussion, Chair Bessett called for a roll call vote. Chair Bessett asked each board member to indicate if they supported the motion to allocate budget appropriations and approve transfers for the 2020-2021 fiscal year with in the funds and functions as presented: Ms. Raven – yes, Ms. Barrager – yes, Dr. Hernandez – yes, Mr. Mann – yes, and Mr. Bessett – yes.

Motion passed, 5:0

C. Approve Board Policy, Resolution #20-21.053

From time to time, changes in laws or operating practice require changes or additions to board policies. In Addition, the district subscribes to a policy review service with Oregon School Boards Association and receives samples that are used to create policy for Springfield Public Schools.

These policies were presented for first reading and review at the June 14, 2021 Board Meeting.

Jenna McCulley recommended that the Board of Directors approve the following board policies:

- IIBGA Electronic Communications Systems
- CBA Qualifications and Duties of the Superintendent
- KL Public complaints

MOTION: Ms. Barrager moved, Dr. Hernandez seconded the motion to approve the board policies, IIBGA, CBA and KL as presented.

Chair Bessett asked if there was any discussion. There was no discussion.

Chair Bessett called for a roll call vote. Chair Bessett asked each board member to indicate if they supported the motion to approve the board policies, IIBGA, CBA and KL as presented: Ms. Raven – yes, Ms. Barrager – yes, Dr. Hernandez – yes, Mr. Mann – yes and Mr. Bessett – yes.

Motion passed, 5:0

D. Approve 2021-2022 Designation of District Officers, Clerks, Depositories and Contract Review Board, Resolution #20-21.054

Oregon Revised Statutes (ORS) require a governing body to designate at the beginning of each fiscal year the individuals who will have authorization to act as the District officers, clerks, to designate the financial institutions the District uses for the investment of funds and to review the status of, and rules adopted, by the Local Public Contract Review Board.

The resolution designates the following: Budget Officer (ORS 294.331), Clerks of the District (ORS 332.515), Custodian(s) of Funds (ORS 328.441, 328.445), Public Contract Rules (ORS Chapter 279 and OAR Chapter 137), Grant Officer, and Depositories of Funds (ORS 328.441, 294.805 – 294.895).

Brett Yancey recommended that the Board of Directors approve the resolution designating District officers, clerks, and agents, including the depositories for District funds as listed on the attached documents for the 2021-22 fiscal year.

MOTION: Ms. Raven moved, Mr. Mann seconded the motion to approve the resolution designating District officers, clerks, and agents, including the depositories for District funds as listed on the attached documents for the 2021-22 fiscal year.

Chair Bessett asked if there was any discussion. There was no discussion.

Chair Bessett called for a roll call vote. Chair Bessett asked each board member to indicate if they supported the motion to approve the resolution designating District officers, clerks, and agents, including the depositories for District funds as listed on the attached documents for the 2021-22 fiscal year: Ms. Raven – yes, Ms. Barrager – yes, Dr. Hernandez – yes, Mr. Mann – yes, and Mr. Bessett – yes.

Motion passed, 5:0

E. Approve 2021-2022 Property and Liability Insurance, Worker's Compensation Insurance, Resolution #20-21.055

Property & Casualty Insurance:

In preparation for the 2021-2022 fiscal year, the Springfield Public Schools requested the District's agent of record request bids for property, casualty and liability insurance policies. The District has received a premium quotation for property, casualty and liability insurance coverage and the most economical quotation received is approximately 12.21% increase compared to premiums paid for the 2020-2021 fiscal year, which is a total increase of approximately \$94,626. Overall, insurance market conditions are volatile based on several factors., Employment and boundary invasion claims continue to be a concern in the overall market, as well as large property claims from storms and natural disasters. The agent of record (Brown and Brown Northwest) recommends coverage under Special District Association of Oregon that meets or exceeds current levels of coverage.

Worker's Compensation Insurance:

Annually, the Springfield Public Schools reviews insurance and worker's compensation policies to ensure the most cost effective plans for the upcoming year. For the 2021-2022 fiscal year SAIF Corporation quoted \$358,130, which is approximately \$10,037 less than the current year. Coverage under this proposal is identical and consistent with current plans.

Be it Hereby Resolved, that the Springfield Public Schools Board of Directors renew property, casualty and liability insurance coverage, including earthquake and flood coverage under Special District Association of Oregon for the period July 1, 2021 – June 30, 2022.

Be it Hereby Resolved, that the Springfield Public Schools Board of Directors renew worker's compensation insurance coverage under SAIF Corporation for the period July 1, 2021 – June 30, 2022.

MOTION: Ms. Barrager moved, Dr. Hernandez seconded the motion to renew property, casualty and liability insurance coverage, including earthquake and flood coverage under Special District Association of Oregon for the period July 1, 2021 – June 30, 2022. Additionally, it is recommended to renew worker's compensation insurance coverage under SAIF Corporation for the July 1, Page 4 of 6 2021 – June 30, 2022.

Chair Bessett asked if there was any discussion. There was no discussion.

Chair Bessett called for a roll call vote. Chair Bessett asked each board member to indicate if they supported the motion to renew property, casualty and liability insurance coverage, including earthquake and flood coverage under Special District Association of Oregon for the period July 1, 2021 – June 30, 2022 and to renew worker's compensation insurance coverage under SAIF Corporation for the July 1, 2021 – June 30, 2022 : Ms. Raven – yes, Ms. Barrager – yes, Dr. Hernandez – yes, Mr. Mann – yes, and Mr. Bessett – yes.

Motion passed, 5:0

**F. Approve 2021-2022 Designation of District Legal Counsel and Municipal Auditor,
Resolution # 20-21.056**

Oregon Revised Statutes (ORS) require a governing body to designate at the beginning of each fiscal year the individuals who will have authorization to act as the District officers, clerks, to designate the financial institutions the District uses for the investment of funds and to review the status of, and rules adopted, by the Local Public Contract Review Board.

The resolution designates the following: Budget Officer (ORS 294.331), Clerks of the District (ORS 332.515), Custodian(s) of Funds (ORS 328.441, 328.445), Public Contract Rules (ORS Chapter 279 and OAR Chapter 137), Grant Officer, and Depositories of Funds (ORS 328.441, 294.805 – 294.895).

BUDGET OFFICER:

Be it resolved, that Brett Yancey is hereby designated to serve as Budget Officer of the Springfield Public Schools for the fiscal year 2021-2022.

DISTRICT CLERKS:

Be it Resolved, that law designates Todd Hamilton, Superintendent of Springfield Public Schools, as Clerk of said District for the fiscal year 2021-2022.

Whereas, it is advisable for additional staff members to be designated as Deputy Clerk.

Be it Resolved, that Brett M. Yancey, Chief Operations Officer and Joan Bolls, Assistant Director of Finance be appointed as Deputy Clerks for the Springfield Public Schools for the 2021-2022 fiscal year.

Be it further Resolved, that adequate insurance coverage be obtained for the above-named Clerk and Deputy Clerk(s), in accordance with ORS 332.525.

Be it further Resolved, the Board of Directors authorizes the Superintendent and Chief Operations Officer to have signature authority on all matters and issues related to conducting business of the School District. It is also recognized that the Superintendent shall have the authority to delegate levels of signature, outlining appropriate areas for designees (by content area).

GRANT OFFICER:

Whereas, grant funding may become available through Federal, State or other sources; and,

Whereas, certain available grant funds may be deemed beneficial toward improvement of the District's educational system;

Be it Resolved, that the Superintendent or the Chief Operations Officer be named as the Local Agency Representative(s) and shall hereby be authorized to execute and file application(s) for and on behalf of the District and otherwise act as the District's representative in all activities related to grants for the fiscal year 2021-2022.

PUBLIC CONTRACT REVIEW:

Be it Resolved, that the Board of Directors will act as its own contract review board granted authority under ORS 279A.060, and also adopts the current Oregon Attorney General's Model Public Contracts Manual stipulated by ORS 279A, 279B, 279C, OAR 137 Divisions 46, 47, 48, and 49.

INVESTMENT DEPOSITORIES:

Whereas, Springfield Public Schools has statutory authority for investment of funds,

Be it Resolved, that the following depositories are hereby approved as official depositories of Springfield Public Schools for the 2021-2022 fiscal year:

Banner Bank, Bank of America, Umpqua Bank, Key Bank of Oregon, Columbia Bank, Northwest Community Credit Union, Citizens Bank, OnPoint Community Credit Union, US Bank, Chase Bank, Wells Fargo Bank, Oregon State Treasury Local Government Investment Pool, Wells Capital Management, D.A. Davidson & Company, Summit Bank, Washington Federal Bank, First Interstate Bank, Oregon Community Credit Union and Piper Jaffrey & Company.

Be it further Resolved, that the Clerk of the District or the Deputy Clerks, as Custodian of Funds, are authorized to establish accounts and to issue checks against such accounts bearing the original signature of the Clerk or Deputy Clerk(s) or the facsimile signature of the Clerks in accordance with ORS 328.411 and 328.445.

Brett Yancey recommended that the Board of Directors approve the resolution designating District officers, clerks, and agents, including the depositories for District funds as presented for the 2021-22 fiscal year.

MOTION: Dr. Hernandez moved, Mr. Mann seconded the motion to approve the 2021-2022 designation of district legal counsel and municipal auditor.

Chair Bessett asked if there was any discussion.

Dr. Hernandez asked if these were all local agencies and Mr. Yancey answered that some were out of the area as it was hard to find local expertise.

Hearing no further discussion, Chair Bessett called for a roll call vote. Chair Bessett asked each board member to indicate if they supported the motion to approve the resolution designating District officers, clerks, and agents, including the depositories for District funds as presented for the 2021-2022 fiscal year: Ms. Raven – yes, Ms. Barrager – yes, Dr. Hernandez – yes, Mr. Mann – yes and Mr. Bessett – yes.

Motion passed, 5:0

5. NEXT MEETING

The next meeting will be on June 28, 2021

6. Adjournment

With no other business, Chair Bessett adjourned the meeting at 7:24p.m.

(Minutes recorded by Jayson Hayden)

ORGANIZATIONAL MEETING MINUTES

An Organizational Meeting of the Springfield School District No. 19 Board of Education was held on July 26, 2021.

1. CALL MEETING TO ORDER

Board Vice Chair Naomi Raven called the Springfield Board of Education Organizational meeting to order at 6:01p.m.

Attendance

Board Members in attendance included, Board Vice Chair Naomi Raven, Dr. Emilio Hernandez, Jonathan Light, Todd Mann and Kelly Mason.

District staff and community members identified included Superintendent Todd Hamilton, Judy Bowden, Jen McCulley, Whitney McKinley, Joyce Smith-Johnson, Dustin Reese, Jeff Michna, Mindy LeRoux, Suzanne Light, Anna Bielefeldt, Javon Stepan, Christina San Filipo and Colleen Hunter.

2. OATH OF OFFICE

Board Vice Chair Naomi Raven administered the Oath of Office to Emilio Hernandez, Jonathan Light and Kelly Mason.

3. ELECTION OF OFFICERS

Vice Chair Naomi Raven called for nominations for the position of Board Chair.

Dr. Hernandez nominated Naomi Raven for the position of Board Chair.

Vice Chair Raven asked if there were other nominations for the position of Board Chair. There were no other nominations.

Vice Chair Raven closed the nominations and called for a roll call vote in favor of Naomi Raven for the position of Board Chair: Dr. Hernandez – aye, Mr. Light - aye, Mr. Mann – aye, Ms. Mason – aye and Ms. Raven – aye.

Naomi Raven was unanimously elected to the position of Board Chair, 5:0.

Chair Raven called for nominations for the position of Board Vice Chair.

Dr. Hernandez nominated himself for Board Vice Chair.

Chair Raven asked if there were other nominations for the position of Board Vice Chair. There were no other nominations.

Chair Raven closed the nominations and called for a roll call vote in favor of Dr. Hernandez for the position of Board Vice Chair: Dr. Hernandez – aye, Mr. Light - aye, Mr. Mann – aye, Ms. Mason – aye and Ms. Raven – aye.

Dr. Hernandez was unanimously elected to the position of Board Vice Chair, 5:0

4. NEXT MEETING

The next Board meeting will be a Work Session scheduled for Monday, August 23, 2021 beginning at 5:00pm.

5. ADJOURNMENT

With no other business, Chair Raven adjourned the meeting at 6:10 p.m.

(Minutes recorded by Judy Bowden)

RESOLUTION #21-22.001

DATE: AUGUST 9, 2021

PERSONNEL ACTION

RELEVANT DATA:

Each month the board of Directors is asked to approve personnel action involving licensed employees. Tonight the Board is being asked to approve the attached new hires, resignations, and retirements. If the Board of Directors would like to discuss any of these recommendations in executive session, in accordance with ORS 192.660(2)(f) Exempt Public Records, the employee should be identified by the number preceding the name and it will be withdrawn pending further instruction from the Board. Dustin Reese is available for questions.

RECOMMENDATION:

It is recommended the Board of Directors approve the personnel action for licensed employees as reflected in this resolution and any addendum presented along with this resolution. Categories include:

- New Hires
- Resignations
- Retirements

SUBMITTED BY:

Dustin Reese
Director of Human Resources

APPROVED BY:

Todd Hamilton
Superintendent

NO	NAME OR EMPLOYEE ID	CURRENT STATUS	FTE	EFFECTIVE DATE	NOTES
	NEW HIRES				
1	ALOYSIA BARRETT	PROBATIONARY 2	FT	08/31/2021	TEMPORARY TO RE-HIRE
2	SHOSHANA BRICE	PROBATIONARY 1	FT	08/31/2021	NEW HIRE
3	EVAN CHENG	PROBATIONARY 1	FT	08/31/2021	NEW HIRE
4	ABIGAIL CREASY	PROBATIONARY 2	FT	08/31/2021	TEMPORARY TO RE-HIRE
5	TEALA DEISTER	PROBATIONARY 1	FT	08/31/2021	NEW HIRE
6	LISA DILLON	PROBATIONARY 1 ADMINISTRATOR	FT	07/01/2021	NEW HIRE
7	CONOR EGAN	PROBATIONARY 1	FT	08/31/2021	NEW HIRE
8	FA'AEAOFALEUPOLU GALAGO	PROBATIONARY 1	FT	08/31/2021	NEW HIRE
9	ANASTASIYA GAVRILOVICH	PROBATIONARY 1	FT	08/31/2021	NEW HIRE
10	CHELSEA GARCIA	PROBATIONARY 1	FT	08/31/2021	NEW HIRE
11	MORIA GOLUB	PROBATIONARY 1	FT	08/31/2021	NEW HIRE
12	TANISHA HORTON	PROBATIONARY 1	FT	08/31/2021	NEW HIRE
13	JULIE KEMPER	PROBATIONARY 2	FT	08/31/2021	TEMPORARY TO RE-HIRE
14	ELIZABETH KNUTSON	PROBATIONARY 1	FT	08/31/2021	NEW HIRE
15	KEATON LOVENDAHL	PROBATIONARY 1	FT	08/31/2021	NEW HIRE
16	KEITH MANRING	PROBATIONARY 1	FT	08/31/2021	NEW HIRE
17	KARA MEAD	PROBATIONARY 1	FT	08/31/2021	TEMPORARY TO RE-HIRE

18	MICHAEL MICHEL	PROBATIONARY 1	FT	08/31/2021	NEW HIRE
19	MELINDA MONTGOMERY	PROBATIONARY 2	PT	08/31/2021	TEMPORARY TO RE-HIRE
20	MELISSA PALMA	PROBATIONARY 1 ADMINISTRATOR	FT	07/01/2021	NEW HIRE
21	MARY PALMER	PROBATIONARY 1	FT	08/31/2021	NEW HIRE
22	JUSTIN PLAUNTY	PROBATIONARY 1	FT	08/31/2021	NEW HIRE
23	SCOTT RICE	PROBATIONARY 1	FT	08/31/2021	NEW HIRE
24	LARRY SANTABARBARA	PROBATIONARY 1	FT	08/31/2021	NEW HIRE
25	TARA SLOAN	PROBATIOARY 2	FT	08/31/2021	TEMPORARY TO RE-HIRE
26	AUSTIN SMITH	PROBATIONARY 1	FT	08/31/2021	NEW HIRE
27	CONSUELA SOUZA	PROBATIONARY 1	FT	08/31/2021	NEW HIRE
28	JACOB STEINBERGER	PROBATIONARY 1	FT	08/31/2021	NEW HIRE
29	AUDREY STROH	PROBATIONARY 1	FT	08/31/2021	NEW HIRE
30	JEFFREY THOMPSON	PROBATIONARY 1 ADMINISTRATOR	FT	07/01/2021	NEW HIRE
31	STACY TINDALL	PROBATIONARY 1	FT	08/31/2021	NEW HIRE
32	RANELLE TRANHAM	PROBATIONARY 1	FT	08/31/2021	NEW HIRE
33	VANESSA WEBB	PROBATIONARY 1	FT	08/31/2021	NEW HIRE
34	MICHAEL WHITE	PROBATIONARY 1	FT	08/31/2021	NEW HIRE
35	ZACHARY WOLF	PROBATIONARY 1	FT	08/31/2021	NEW HIRE
36	ANNEMARIE ZANCA	PROBATIONARY 1	FT	08/31/2021	NEW HIRE

	RESIGNATIONS				
37	240206	PROBATIONARY 1	PT	07/15/2021	RESIGNATION
38	2039125	PROBATIONARY 2	FT	07/20/2021	RESIGNATION
39	1351427	CONTRACT TEACHER	FT	07/22/2021	RESIGNATION
40	1145703	PROBATIONARY 2	FT	06/30/2021	RESIGNATION
41	854395	PROBATIONARY 2	FT	07/29/2021	RESIGNATION
42	1995693	CONTRACT TEACHER	FT	06/29/2021	RESIGNATION
43	1861344	CONTRACT TEACHER	FT	07/02/2021	RESIGNATION
44	1618288	PROBATIONARY 3	FT	07/07/2021	RESIGNATION
45	1647865	CONTRACT TEACHER	FT	07/08/2021	RESIGNATION
46	395374	PROBATIONARY 2 ADMINISTRATOR	FT	06/30/2021	RESCIND LEAVE OF ABSENCE; RESIGNATION
	RETIREMENTS				
47	1281402	CONTRACT TEACHER	FT	06/30/2021	RETIRED
48	147729	CONTRACT TEACHER	FT	06/30/2021	RETIRED

**ENGLISH LANGUAGE LEARNERS IN OREGON
ANNUAL REPORT 2019-20****RELEVANT DATA:****Executive Summary**

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

English Learners in Oregon's K-12 schools

As of May 1, 2020, 578,115 students enrolled in Oregon public schools and districts. Among those students, 9.3 percent were current English learners (53,488 students), 8.7 percent were former English learners (50,480 students), and 82.0 percent were never English learners (474,147 students). Both current and former English learners (i.e., ever English learners and 18.0 percent of students) were an incredibly diverse student population in 2019-20. These students brought a rich linguistic and cultural heritage to their classrooms, schools, and communities.

The distribution of current English learners were not similar across grade levels, schools, or districts in Oregon during the 2019-20 school year. The district with the highest percentage of current English learners was Woodburn School District with 34.6 percent of its student population learning English in an ELD program as of May 1, 2020. On the other hand, more than 70 percent of Oregon districts either had no current English learners or very few (i.e., less than 5 percent of all students).

Other key features of the English learner student population in the 2019-20 school year include the following:

- In 2019-20, the majority of current English learners were in elementary grades (while the majority of former English learners were in high school grades).
- The number of recently arrived current English learners (i.e., new immigrant students) increased slightly in 2019-20 after declining the previous two years.
- Spanish was the predominant home language of current English learners (spoken by 75.4 percent), but overall there were 160 unique home languages spoken by current English learners.
- Approximately 75.6 percent of current English learners were Latino/a/x, and 28 percent of Latino/a/x students were current English learners. Nearly the same percentage of Native Hawaiian/Pacific Islander students (25.8 percent) were current English learners.

Participation in targeted programs

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

Key findings include the following:

- A higher percentage of both current and former English learners were eligible for free or reduced price meals as compared to students who were never English Learners.
- A higher percentage of current English learners received special education services and supports as compared to never English learners; however, ever English learners and never English learners had similar percentages of students receiving special education services and supports.
- Almost 13.5 percent of current English learners received services in migrant education programs.
- While across Oregon 7.6 percent of never English learners participated in TAG programs, this figure was 6.0 percent for former English learners and just 0.4 percent for current English learners.

Progress towards English Language Proficiency

Data representing the progress current English learners are making towards achieving English language proficiency 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 statewide summative assessments and data collections that support the calculation of this measure at the district and state levels).

Student Academic Outcomes in English Language Arts and Mathematics

Data representing the language arts and mathematics achievement of current, former, ever, and never English learners 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 statewide summative assessments and data collections that support the calculation of this measure at the district and state levels).

Attendance

Data representing the percentage of current, former, ever, and never English learners who regularly attend school 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).

Graduation

Data representing the percentage of current, former, ever, 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).

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

Post-secondary enrollment

Post-secondary enrollment rates for former English learners were very similar to those of never English learners; in both cases, about 62.0 percent of high school graduates enroll in college within 16 months of graduation. On the other hand, current English learners were less likely to enroll in post-secondary education institutions. About 42.0 percent of current English learners went on to college within 16 months of high school graduation.

Instructional Programming for Current English Learners

Program models are different ways that current English learners can receive instruction that helps them develop their English language proficiency and learn grade-level content. About 19.2 percent of current English learners participated in bilingual or dual-language programs in 2019-20. Most current English learners (75.2 percent) participated in sheltered instruction programs.

District revenues and expenditures

As in reports from previous years, this report summarizes the ratio of expenditures to revenues. In 2019-20, that ratio was 0.98, slightly less than it was in 2018-19.

SUBMITTED BY:

David Collins
Assistant Superintendent

English Learners in Oregon

Annual Report 2019-20

June 2021



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

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Acknowledgements

Office of the Director

W. Joshua Rew, Psychometrician

Evan Fuller, Research Analyst

Office of Equity, Diversity, and Inclusion

Taffy Carlisle, Education Program Specialist

Office of Teaching, Learning, and Assessment

Kim Miller, Education Program Specialist

Executive Summary

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

Definitions

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

The ODE annually reports four groups of English learners: current, former, ever, and never English learners. Current English learners are multilingual students who were learning English in an ELD program during the 2019-20 school year¹. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2019-20 school year. Ever English learners are the combination of both current and former English learners. Finally, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program before or during the 2019-20 school year.

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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.

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District revenues and expenditures

As in reports from previous years, this report summarizes the ratio of expenditures to revenues. In 2019-20, that ratio was 0.98, slightly less than it was in 2018-19.

Introduction

In 2019-20, students who received English language instruction, supports, and services in an English language development (ELD) program as well as students who exited the ELD program prior to the 2019-20 school year made up 18.0 percent of all students in Oregon public schools and districts (as of the first school day in May 2020). They form a vital part of our student communities and bring a variety of cultural and linguistic assets that enrich our schools and districts. This report describes this diverse population of students, examines their academic progress and achievement, and summarizes information about key aspects of the education they receive in our state.

Why this report?

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

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

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

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

Each annual report looks back at the prior school year, which for this year is the 2019-20 school year. This report will be available on the ODE website, submitted to House and Senate Education Committees, and provided to district school boards. State law requires the report to be available to the public at the district's main office and on the district's website.

Definitions

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

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

2019-20 school year². Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2019-20 school year. Ever English learners are the combination of both current and former English learners. Finally, never English learners are monolingual or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program before or during the 2019-20 school year.

Structure of this report

This report consists of six 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: Instructional Programming for Current English Learners

Section 6: State Revenues and Expenditures for English Learners

Several aspects of this year's report differ from the reports the ODE issued in previous years. For example, where appropriate, this report provides comparisons to never English learners (i.e., students not eligible to receive services from an ELD program). Furthermore, in addition to describing statewide patterns, in some cases the report indicates which districts serve high percentages of certain types of students (e.g., students participating in migrant education programs).

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

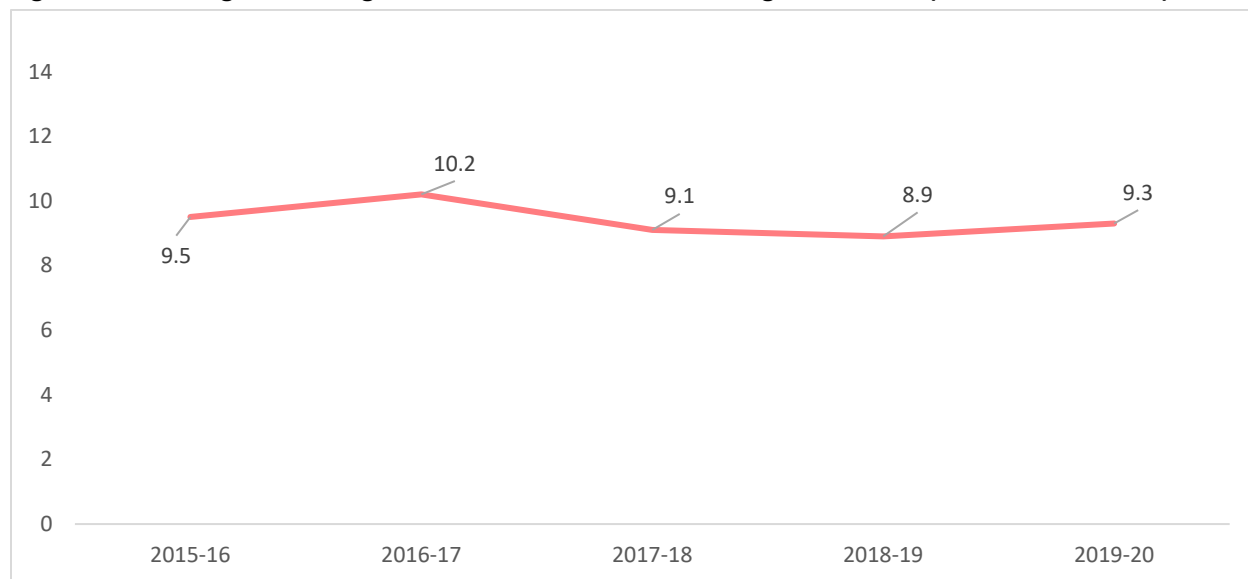
Section 1: Demographics of English Learners in Oregon in 2019-20

As of May 1, 2020, 578,115 students enrolled in Oregon public schools and districts. Among those students, 9.3 percent were current English learners (53,488 students), 8.7 percent were former English learners (50,480 students), and 82.0 percent were never English learners (474,147 students). Both current and former English learners were an incredibly diverse student population in 2019-20 (representing 18.0 percent of all students). These students brought a rich linguistic and cultural heritage to their classrooms, schools, and communities. This section summarizes the demographics of Oregon's English learner population, considering grade levels, interruptions in formal education among newcomer immigrant students, and racial, ethnic, and linguistic diversity.

Current and Former English Learners

Current English Learners are multilingual students who are learning English in an ELD program during the school year³. They receive English language instruction, supports, and services because they are not proficient in English. The reason for the lack of English proficiency is because English is not their native language or they come from an environment where a language other than English has had a significant impact on their English proficiency. In 2019-20, 53,488 of Oregon's 578,115 K-12 students, or 9.3 percent, were current English learners⁴ (see figure 1).

Figure 1. Percentage of all Oregon students who were current English Learners (2015-16 to 2019-20).



A similar number of students in 2019-20 (50,480 or 8.7 percent) were former English learners. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2019-20 school year. Research does suggest, however, that former English learners may still need

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.

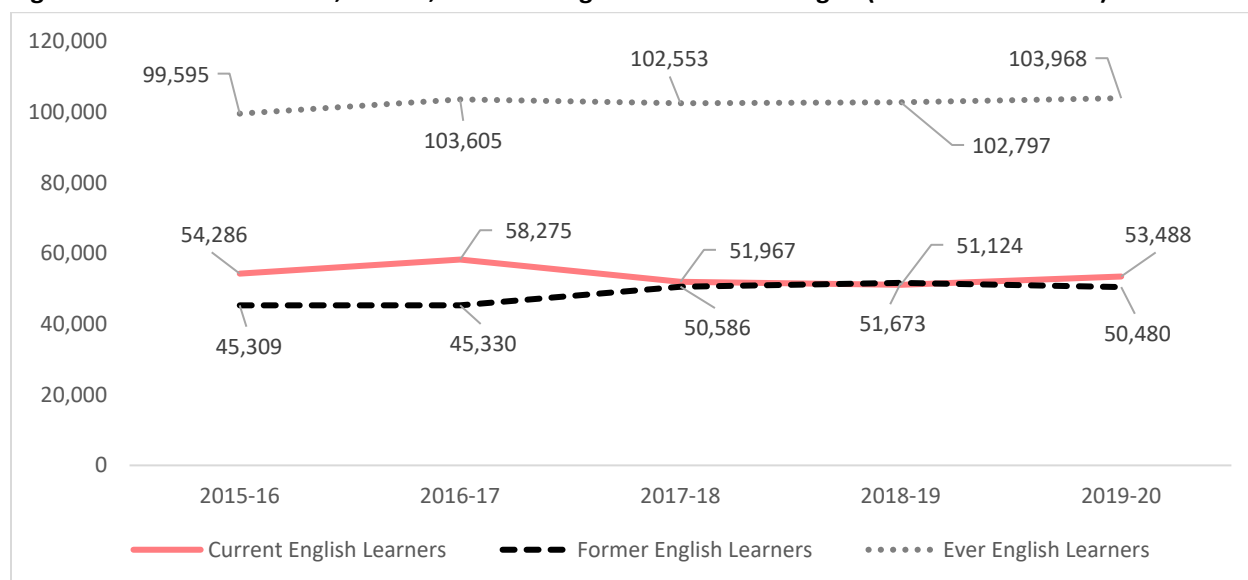
⁴ The data for this portion of the report relies on student enrollments as of the first school day in May 2020.

support to develop high levels of proficiency in academic English (i.e., the language students need in order to be successful in school; see de Jong 2004; Flores, Batalova & Fix, 2012).

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

Figure 2 shows the change in the count of current, former, and ever English learners in Oregon over the last five school years. In general, it displays a slightly growing population of ever English learners in Oregon, peaking in 2016-17 at 103,605 and, after declining for a couple years, increasing slightly to 103,968 students in 2019-20.

Figure 2. Number of current, former, and ever English Learners in Oregon (2015-16 to 2019-20).

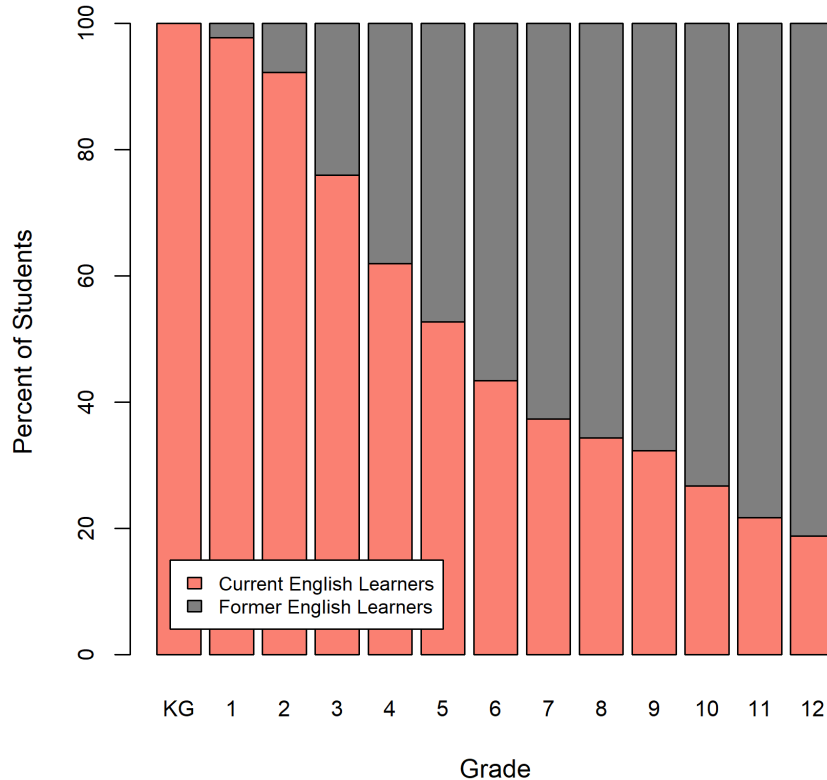


Characteristics of current English Learners in Oregon

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

Although there were current English learners at every grade level, approximately two-thirds (65.7 percent) were in kindergarten through fifth grade. Far fewer current English learners were in middle school (grades 6-8; 18.8 percent) or in high school (grades 9-12; 15.5 percent). Figure 3 shows the percent of current and former English learners by grade in 2019-20. As the grade level increases from kindergarten to twelfth grade, the percent of current English learners decreases as they attain English proficiency and exit their ELD programs (subsequently, this results in an increase of former English learners).

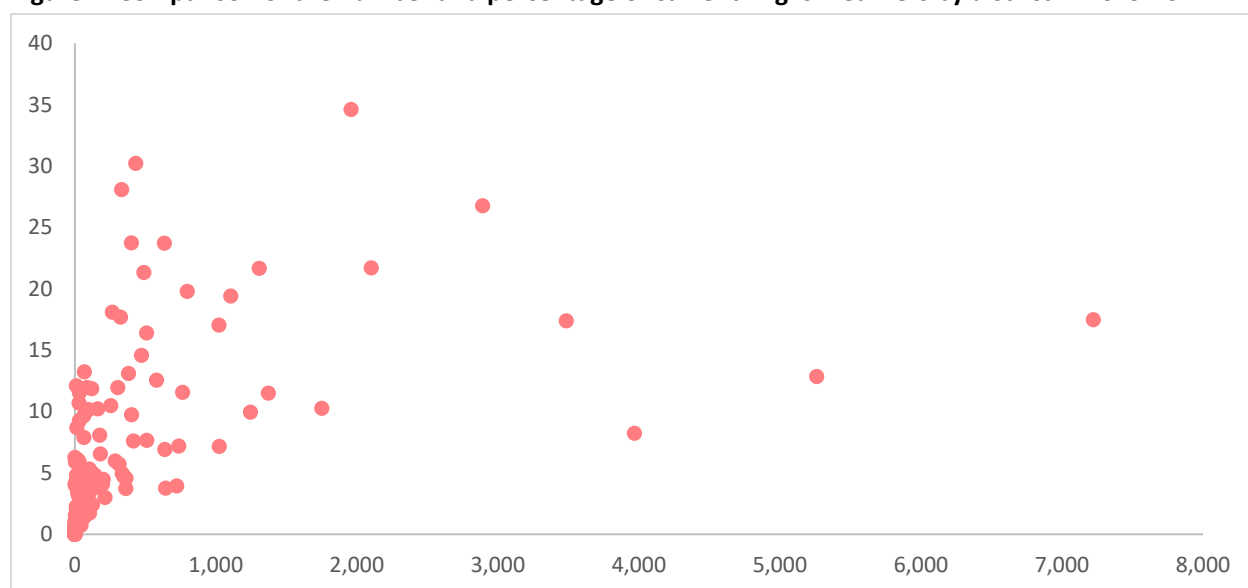
Figure 3. Comparison of the percentage of current and former English learners by grade in 2019-20.



English Learner enrollment was not uniform across Oregon districts.

Oregon has 197 school districts. In 2019-20, 149 districts provided English language instruction, supports, and services to current English learners; however, 48 districts did not have any current English learner enrollments. An additional 51 districts provided English language instruction, supports, and services to between 1 and 19 current English learners. This suggests these districts have too few current English learners to be eligible for specific improvement efforts under state and federal accountability initiatives.

Figure 4 shows the distribution of current English learners across Oregon districts. The total number of current English learners in 2019-20 is on the x-axis. While most districts are at the left hand corner, with zero or few current English learners, there were six districts with more than 2,000 current English learners. As some of those districts were larger, however, even large populations of current English learners might make up fewer than 10 or 15 percent of the student population (see the y-axis). Thus, in 2019-20, districts experienced very different situations in terms of both the number of current English learners and/or the percentage of their student population who received English language instruction, supports, and services.

Figure 4. Comparison of the number and percentage of current English learners by district in 2019-20.

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

Table 1. Districts with the highest number and percentage of current English learners in 2019-20.

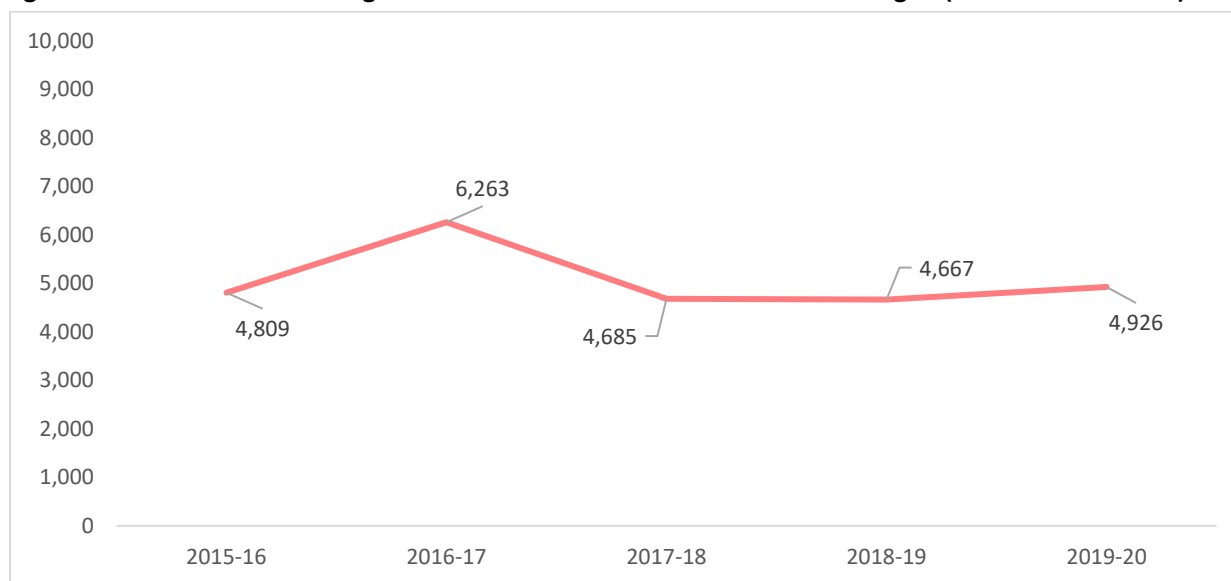
District Name	Number of Current English Learners	Percentage of Current English Learners
Salem-Keizer	7,223	17.5%
Beaverton	5,261	12.9%
Portland	3,969	8.2%
Hillsboro	3,486	17.4%
Reynolds	2,892	26.8%
David Douglas	2,103	21.7%
Woodburn	1,959	34.6%
Nyssa	333	28.1%
Umatilla	432	30.2%
Jefferson County	635	23.7%

The number of recent arrivers increased in 2019-20 after declines since 2016-17.

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

In 2019-20, 4,927 current English learners were recent arrivers. This number is very similar to the prior year's count (4,667) but is certainly a sharp reduction from 2016-17 (6,263; see figure 5).

Figure 5. Number of current English learners who were recent arrivers in Oregon (2015-16 to 2019-20).



Most recent arrivers (60.4 percent) were in the elementary grades, while 17.8 percent were in grades 6-8 and 21.9 percent were in high school. Current English learners who are recent arrivers in middle and high school generally face particularly big challenges, since they have to learn the language while also using English-language textbooks and lectures to learn the content of their courses in a variety of subject areas (Short & Fitzsimmons, 2007). Recent arrivers in the secondary grades are known as adolescent newcomers, and districts sometimes design specialized programs to serve their unique language and cultural needs.

Statewide, the total number of current English learners who were adolescent newcomers in 2019-20 was 1,953. Not all districts provided English language instruction, support, and services to adolescent newcomers; however, six Oregon districts had at least 100 such students in 2019-20 (see table 2).

Table 2. Districts providing English language instruction, support, and services to at least 100 adolescent newcomers in 2019-20.

District	Number of Adolescent Newcomers (Recently Arrived Current English Learners in Middle or High School)
Beaverton	240
Salem-Keizer	215
David Douglas	141
Portland	140
Reynolds	140
Hillsboro	86

In 2019-20, 866 current English learners had experienced interruptions in their education.

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

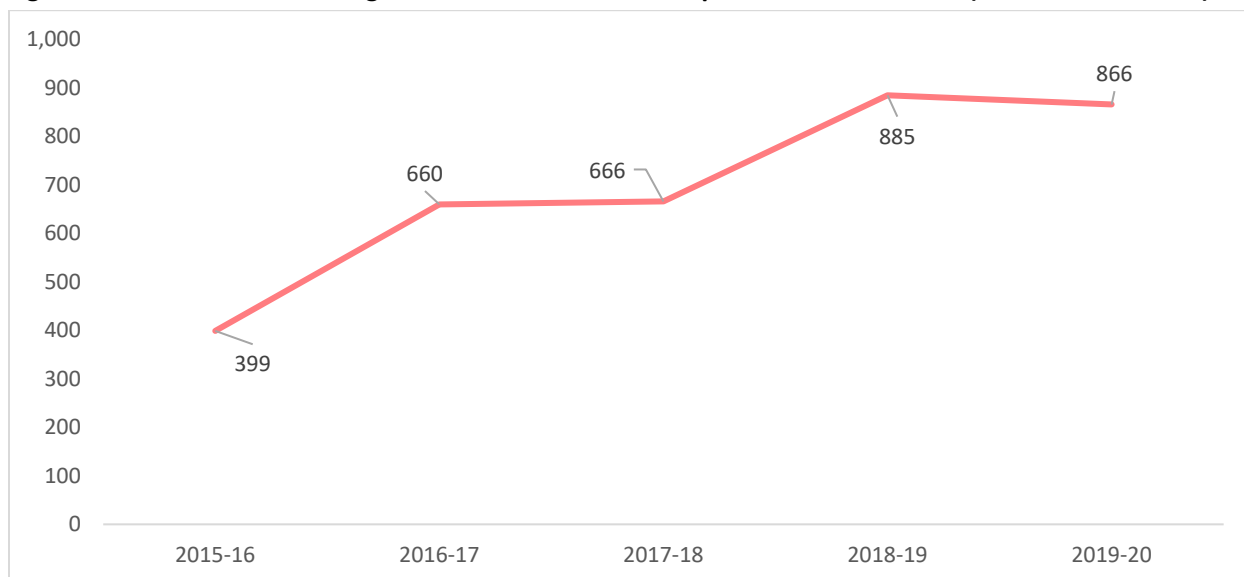
Students are SLIFE if they are immigrant students or English learners who enter school in the U.S. after grade two and experience all of the following:

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

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

The ODE began collecting data on the number of students with limited or interrupted formal education in 2015-16. For the 2019-20 school year, districts reported 866 current English learners with limited or interrupted formal education (about 1.6 percent of all current English learners). As figure 6 illustrates, the number of students with limited or interrupted formal education increased from 2015-16 to 2018-19 but decreased slightly in 2019-20.

Figure 6. Number of current English learners with an interrupted formal education (2015-16 to 2019-20).



Most students with limited or interrupted formal education were in high school (58.7 percent). Another 24.7 percent were in the middle school grades (grades 6-8), and only 16.6 percent were in the elementary grades.

In 2019-20, the distribution of current English learners with limited or interrupted formal education was not uniform across Oregon districts. Instead, current English learners with limited or interrupted formal education were, for the most part, concentrated in a few districts. Nine districts in Oregon, identified in table 3, provided English language instruction, supports, and services to at least 20 current English learners with limited or interrupted formal education in 2019-20. These nine districts alone enrolled over 80 percent of all SLIFE students in Oregon. Note that five of the six districts serving many adolescent newcomers (see table 2) also enroll significant numbers of current English learners with interrupted formal education (i.e., Portland, Salem-Keizer, Beaverton, Reynolds, and Hillsboro).

Table 3. Districts serving at least 20 current English learners with interrupted formal education in 2019-20.

District	Number of Current English Learners with Limited or Interrupted Formal Education
Hillsboro	167
Hermiston	107
Beaverton	105
Portland	103
Reynolds	103
Morrow	34
South Lane	29
Salem-Keizer	27
Forest Grove SD 15	22

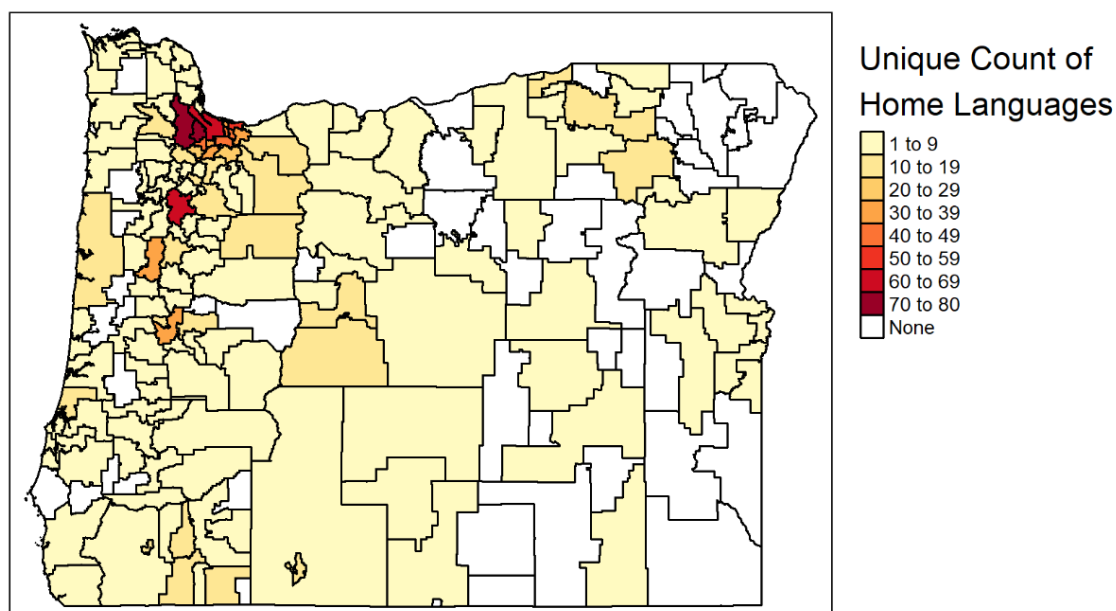
Current English learners across the state spoke 160 unique home languages.

Statewide, current English learners spoke about 160 different languages at home. By far the most prevalent home language among Oregon current English learners was Spanish, spoken at home by 75.4 percent of all current English learners. The four next most common languages were Russian, Vietnamese, Chinese, and Arabic. Taken together, these top five languages represent 84.3 percent of home languages among current English learners (see table 4). In recent years, the number of current English learners speaking Somali, Mesoamerican languages, and other languages are increasing. The ODE is updating the way districts report the home languages of current English learners to allow for more accurate reporting in the future.

Table 4. Most prevalent home languages among current English learners in 2019-20.

Language	Number of Current English Learners with this Language	Percentage of Current English Learners with this Language
Spanish	40,342	75.4%
Russian	1,563	2.9%
Vietnamese	1,208	2.3%
Chinese	1,106	2.1%
Arabic	881	1.7%
English ⁵	690	1.3%
Somali	629	1.2%
Chuukese	596	1.1%
Ukrainian	416	0.8%
Japanese	358	0.7%
Mayan languages	352	0.7%
Marshallese	341	0.6%

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

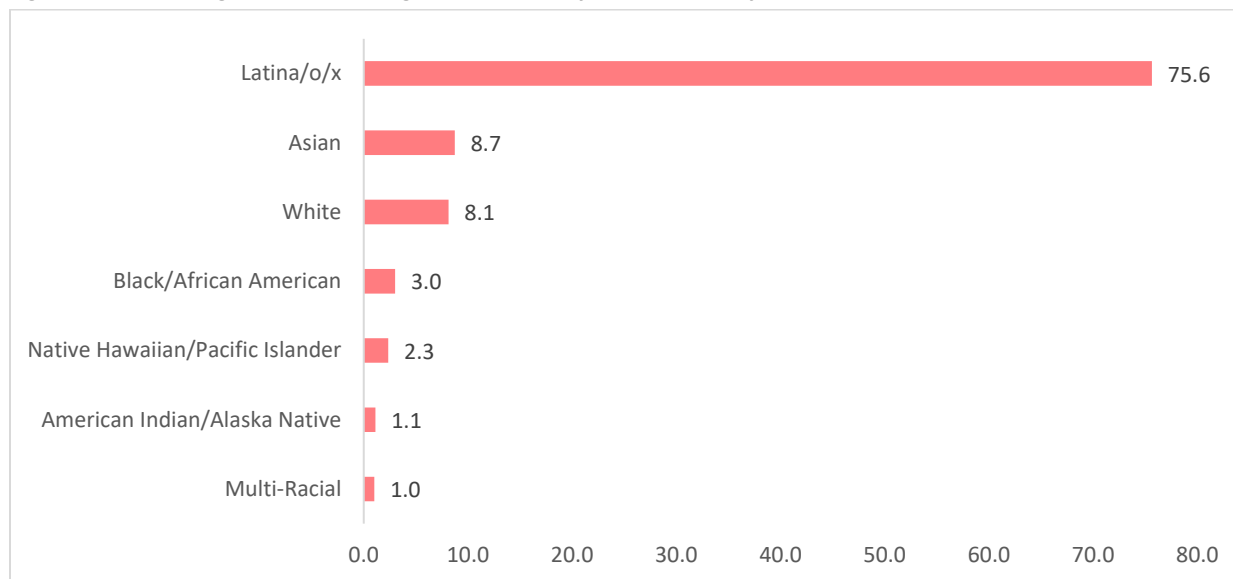
Figure 7. Geographic distribution current English learner home languages across Oregon districts during 2019-20.

⁵ All 690 current English Learners with English as the home language were American Indian/Alaska Native students.

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

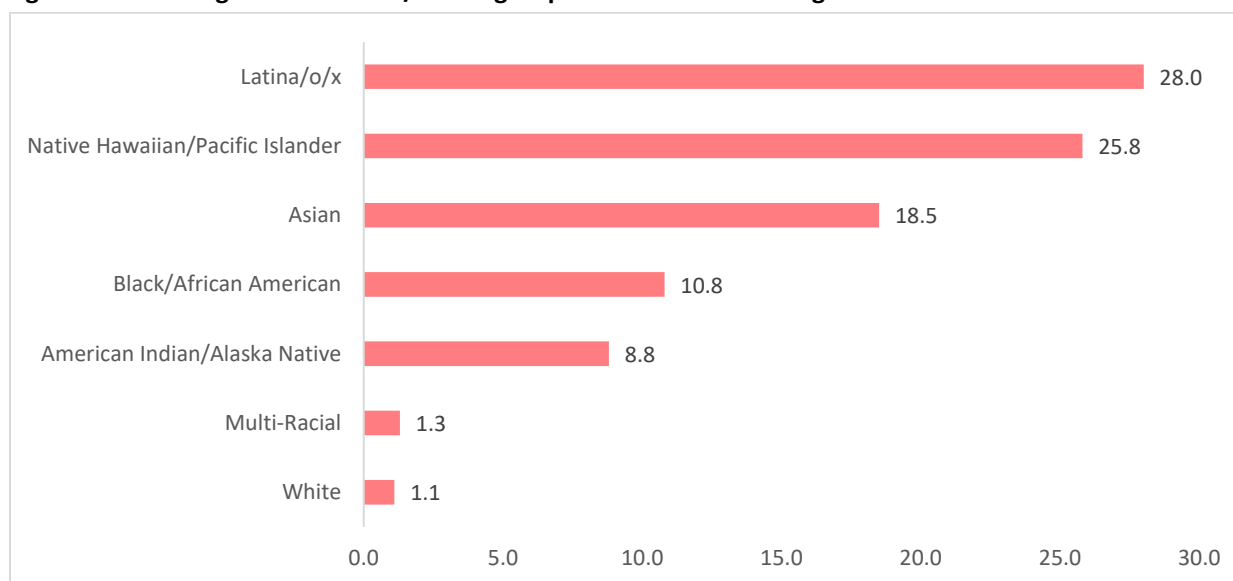
Of the 53,488 current English learners in Oregon during the 2019-20 school year, 40,457 (75.6 percent) were Latina/o/x. Slightly over 16.9 percent were White and Asian, while smaller percentages were Black/African American, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and Multi-Racial (see figure 8).

Figure 8. Percentage of current English learners by race/ethnicity in 2019-20.



It is important to note that most Latina/o/x students in Oregon were not current English learners. In fact, according to figure 9, only 28 percent of Latina/o/x students were current English learners in 2019-20. Moreover, 25.8 percent of Native Hawaiian/Pacific Islander students were current English learners.

Figure 9. Percentage of each racial/ethnic group who were current English learners in 2019-20.



Section 2: Participation in Targeted Programs

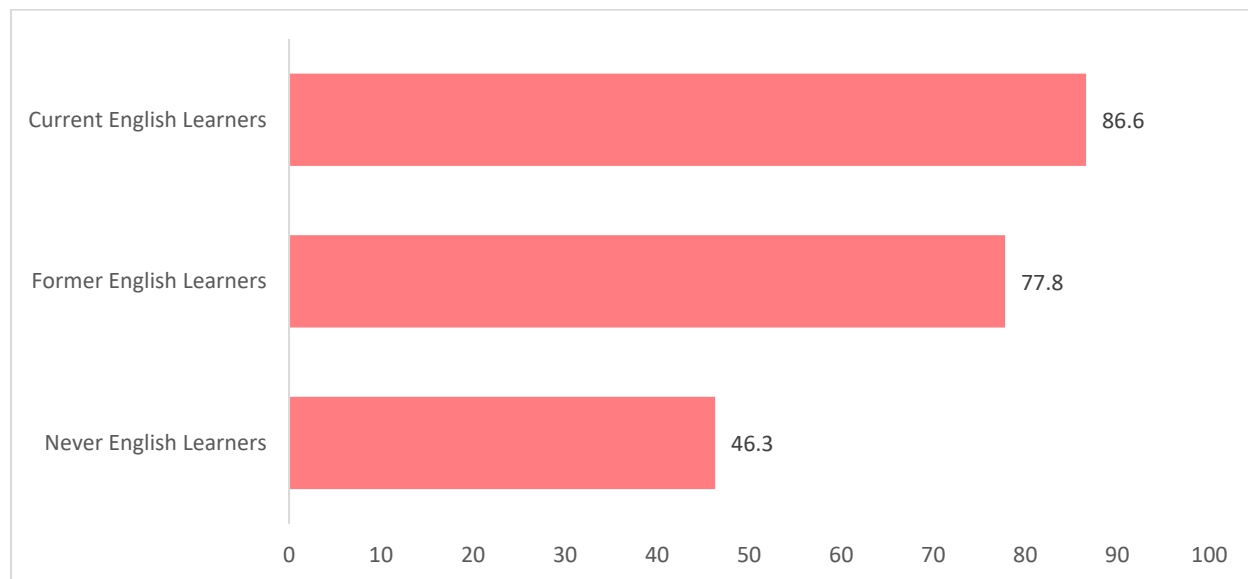
Schools and districts deliver a range of programs that aim to address the needs of particular groups of students. These include free or reduced price meals, special education, migrant education, and TAG programs. Most of these programs receive some federal funding; however, TAG programs receive only state funding. This section of the report describes the participation of English learners in each of these programs during the 2019-20 school year.

Free or Reduced Price Meals

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

According to figure 10, current and former English learners are much more likely than never English learners to be eligible for free or reduced price meals. This suggests that households for current and former English learners are more likely to experience poverty and economic disadvantage. Overall, 86.6 percent of current English learners come from economically disadvantaged households.

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



Special Education

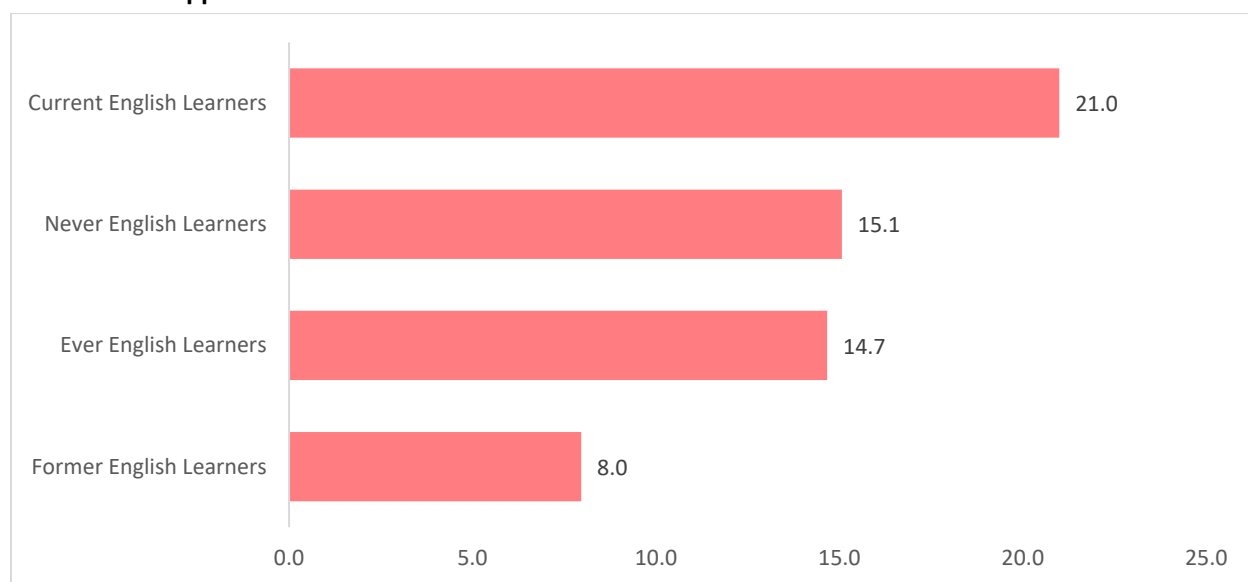
Students who are current English learners and receive special education services and supports are known as dual-identified students, since they receive instruction, supports, and services from two programs (i.e., English language and special education).

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

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

As figure 11 illustrates, a far higher rate of current English learners (21.0 percent) received special education services and supports as compared to former (8.0 percent) and never English learners (15.1 percent). However, the percentage of ever English learners (the combination of current and former English learners) receiving services and supports is very similar to that for never English learners.

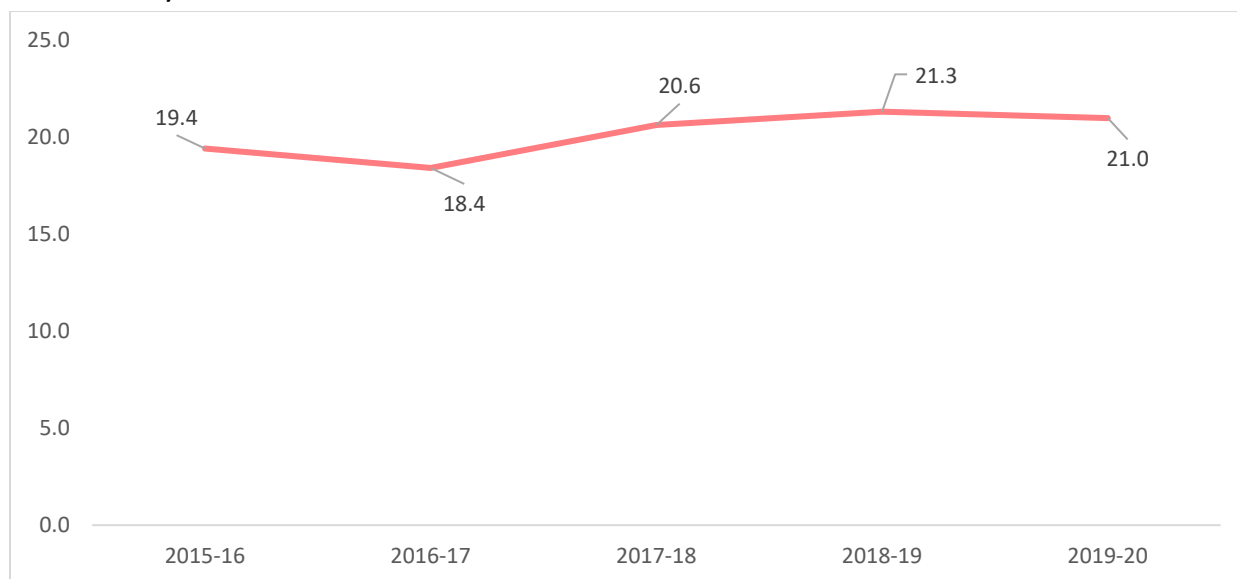
Figure 11. Percentage of current, former, never, and ever English learners receiving special education services and supports in 2019-20.



The percentage of current English learners receiving special education increased in 2019-20.

In 2019-20, 11,228 current English learners (21.0 percent) were receiving special education supports and services. The number of current English learners receiving special education services and supports in 2019-20 represents a very slight decrease from the year before, when 21.3 percent of current English learners received special education services and supports (see figure 12).

Figure 12. Percentage of current English learners receiving special education services and supports (2015-16 to 2019-20).



Most dual-identified students in 2019-20 had a specific learning disability (3,725 students) or a speech or language impairment (3,399 students) as their primary disability.⁶ Other primary disabilities, in order of frequency in 2019-10, include other health impairments, autism, intellectual disability, emotional disturbance, hearing impairment, orthopedic impairment, visual impairment, and traumatic brain injury.

Migrant Education

Some English learners also participate in migrant education programs. Students are eligible for migrant education programs if their parent or guardian is a migratory worker and they move from one school district to another during the regular school year. Many migrant children live in poverty, and when they move, they confront the challenges of having to adjust to different teachers with different instructional approaches and materials, as well as building new social connections. The intention of migrant education programs is to ensure that migrant children receive the support that addresses their unique situation.

Almost 14 percent of current English learners received services from Migrant Education Programs in 2019-20.

Across the state in the 2019-20, 7,231 current English learners participated in migrant education programs. That number translates to 13.5 percent of all current English learners. It also means that approximately half (50.5 percent) of the 14,332 students in migrant education programs were current English Learners.⁷

⁶ A specific learning disability refers to a disorder in one or more of the basic psychological processes involved in understanding or using language that may manifest itself in difficulties in listening, thinking, speaking, reading, writing, spelling, or doing math calculations. A speech or language impairment refers to a communication disorder such as stuttering, impaired articulation, or a language or voice impairment that adversely affects a students' learning or educational performance.

⁷ The data for this portion of the report relies on student enrollments as of the first school day in May 2020.

Approximately 150 districts received federal funds in the 2019-20 school year to support their migrant education programs. Districts that did not receive federal funding in 2019-20 did not have eligible students enrolled in their schools and programs. Ten districts had more than 200 current English learners participating in their migrant education program in 2019-20 (see table 5).

Table 5. Districts with over 200 current English learners participating in migrant education programs in 2019-20.

District	Number of Current ELs in Migrant Education	District	Number of Current ELs in Migrant Education
Salem-Keizer	813	Nyssa	278
Hillsboro	634	Canby	263
Woodburn	474	Hood River County	230
Medford	398	Beaverton	222
Forest Grove	326	Hermiston	217

Talented and Gifted

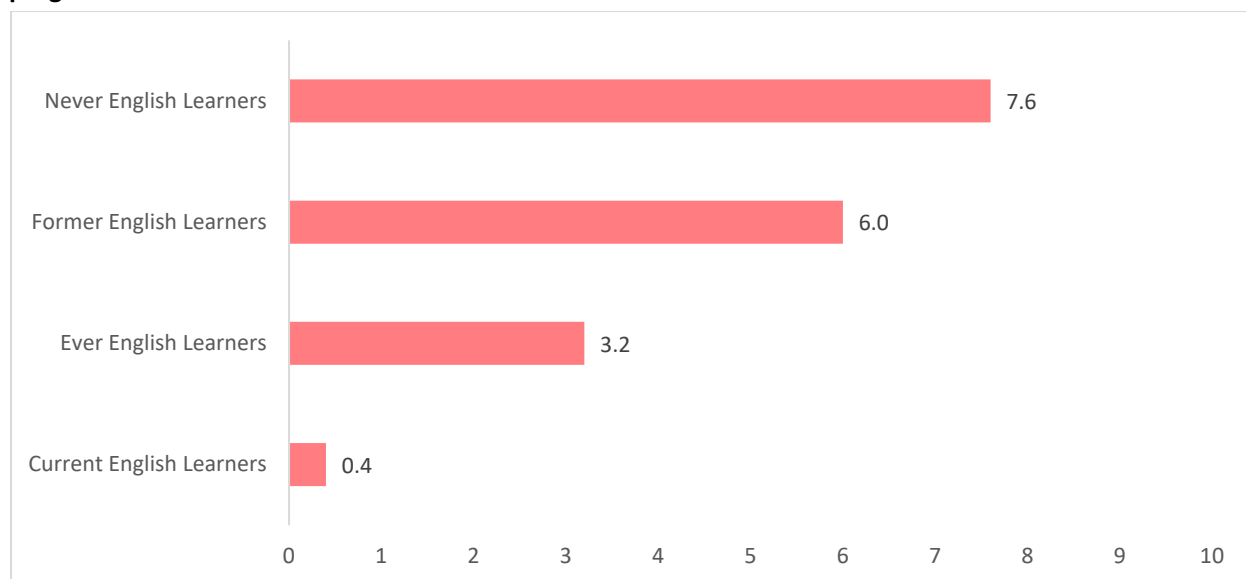
The state requires that all school districts establish policies and procedures to identify students to participate in TAG programs. These students may have high general intelligence and/or demonstrate unusual academic ability in one or more particular areas. State law requires districts to develop a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

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

Current English Learners were rarely eligible for TAG Programs.

According to figure 13, 7.6 percent of never English learners (36,264 students) were eligible for TAG programs in 2019-20. While 6.0 percent of former English learners were eligible (3,035 students) and 3.2 percent of ever English learners were eligible (3,275 students), less than 1 percent of current English learners were eligible for TAG programs in 2019-20 (240 students). Never English learners were 19 times more likely to be eligible than current English learners in 2019-20 ($7.6 \text{ percent} \div 0.4 \text{ percent} = 19$).

Figure 13. Percentage of current, former, ever, and never English learners who participates in a TAG program in 2019-20.



Section 3: Language Development and Academic Outcomes for English Learners

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

Progress towards English Language Proficiency

Data representing the progress current English learners are making towards achieving English language proficiency 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 statewide summative assessments and data collections that support the calculation of this measure at the district and state levels).

Long-term current English learners made up 22.7 percent of all current English learners.

Educators have concerns about the number of current English learners who do not attain English language proficiency and exit an ELD program within an appropriate amount of time. Current English learners who are unable to meet proficiency expectations after a period of time are known as long-term current English Learners. The ODE defines a long-term current English learner as a student who receives English language instruction, supports, and services in an ELD program for more than seven years.

In 2019-20, most current English learners (77.3 percent) were not long-term current English learners; however, this means that 22.7 percent of current English learners received English language instruction, supports, and services for more than seven years. This is a concern because slower development of English language proficiency is highly predictive of other academic challenges (Menken & Kleyn, 2009). An important point to consider is the influence of a student's disability on the development of English language proficiency. In 2019-20, 25.4 percent of current English learners with disabilities received English language instruction, supports, and services for more than seven years.

A little more than 20 percent of current English learners receiving special education services and supports developed English language proficiency in five 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?

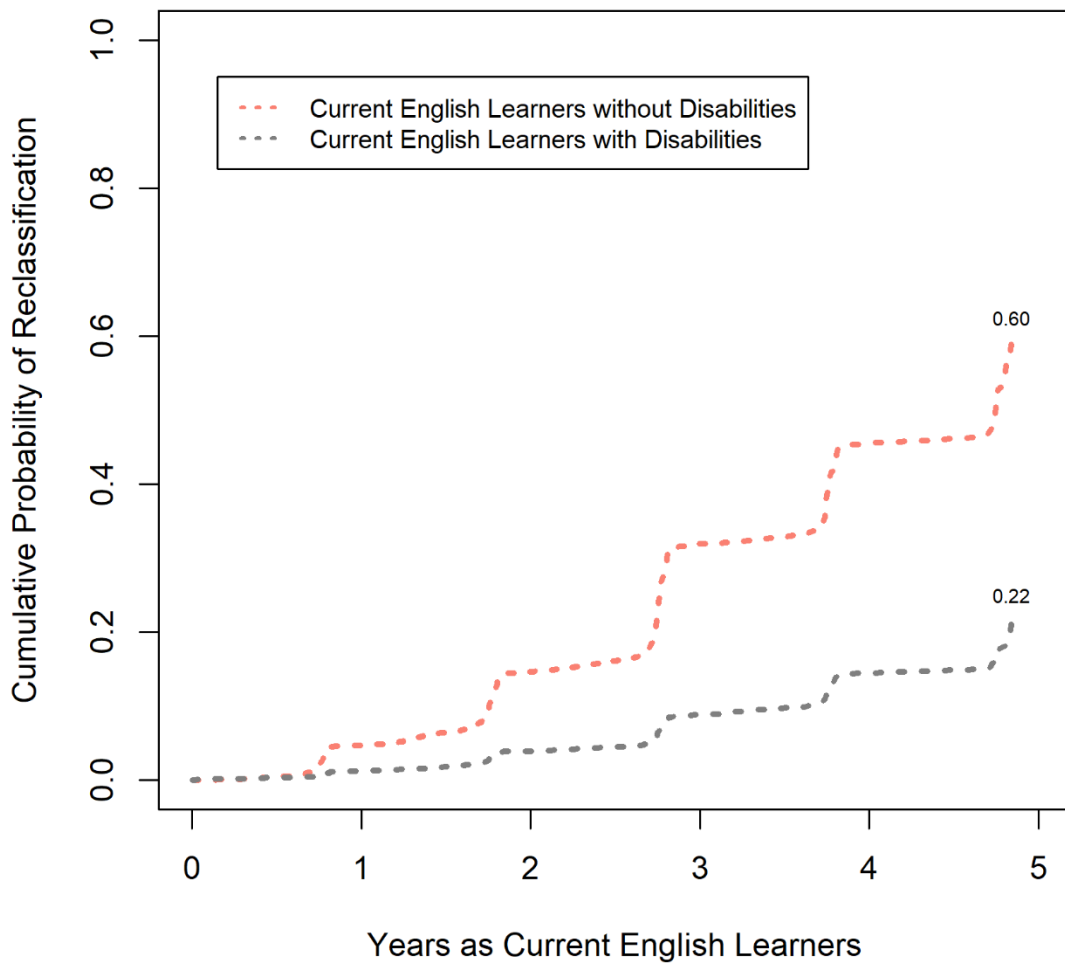
This measure uses data for all current English learners who received English language instruction, supports, and services in an ELD program in 2019-20 regardless of the length, start, or end of enrollment. While most of the data in this report rely on the first school day in May 2020 as a snapshot, this measure includes all current English learners (even those not enrolled on the first school day in May 2020).

Figure 14 addresses this question for current English learners with and without disabilities. For current English learners without disabilities who began receiving English language instruction, supports, and services on or after July 1, 2015, the probability of reclassification (i.e., attaining English language proficiency and exiting an ELD program) after five years is 0.60 (or, after multiplying by 100, 60 percent). That is, 60 percent

of the current English learners without disabilities attained English language proficiency and exited an ELD program after five years. On the other hand, only 22 percent of current English learners with disabilities attained English language proficiency and exited an ELD program after five years.

It is important to note that the reclassification probabilities are underestimates because not all current English learners had an opportunity to take the annual English language proficiency assessment in 2019-20 due to the COVID-19 pandemic. If that opportunity were available, the probability of reclassification would be higher for current English learners with and without disabilities.

Figure 14. Probability of reclassification for current English learners with and without disabilities after five years (July 1, 2015 to June 30, 2020).



Student Academic Outcomes in Language Arts and Mathematics

Data representing the language arts and mathematics achievement of current, former, ever, and never English learners 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 statewide summative assessments and data collections that support the calculation of this measure at the district and state levels).

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

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

Attendance

Data representing the percentage of current, former, ever, and never English learners who regularly attend school 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).

On-Track to Graduate

Data representing the percentage of current, former, ever, and never English learners who were on track to graduate in 9th 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).

Four-Year Graduation

The ODE uses a cohort adjusted graduation rate to examine and monitor the percentage of students graduating within a specific number of years. The data for this section relies on the four-year cohort adjusted graduation rate for current, former, and never English learners.⁸

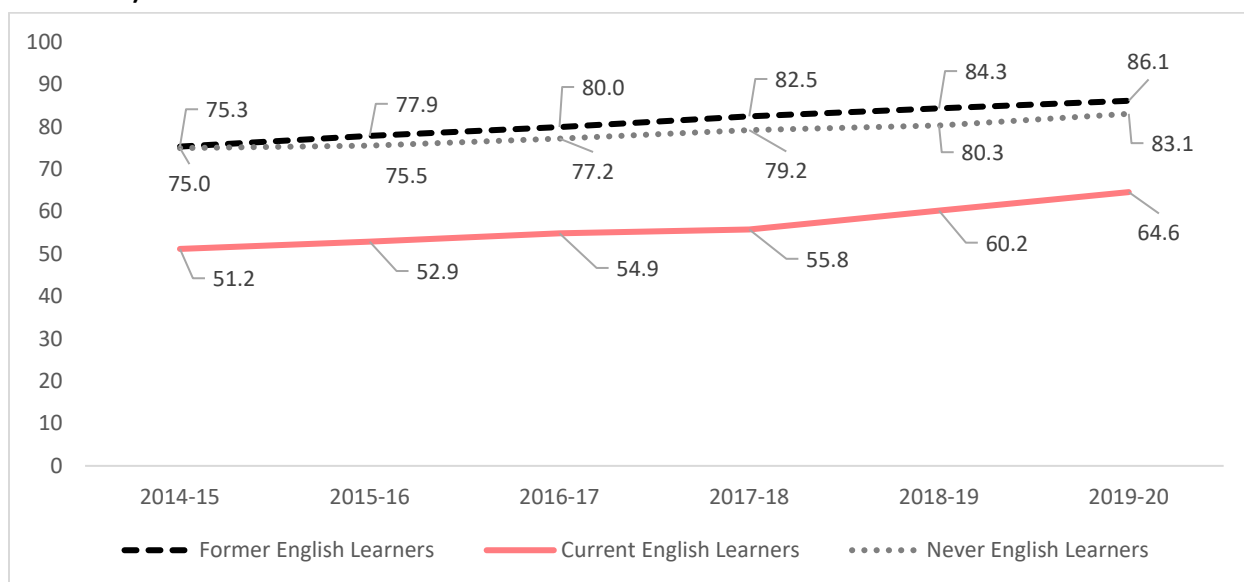
Former English learners graduated at rates similar to or better than never English learners; however, substantially fewer current English learners graduated in four years.

According to figure 15, former and never English learners graduate in four years at similar rates; however, although similar, the rate for former English learners was higher from 2014-15 to 2019-20. In some years (e.g., 2018-19), the four-year graduation rate for former English learners was substantially higher than the rate for never English learners (84.3 percent vs. 80.3 percent).

⁸ For the purposes of reporting graduation data to the public, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

Current English learners, on the other hand, graduated in four years at substantially lower rates than former and never English learners; however, it is important to note that the four-year graduation rate for current English learners has grown considerably from 2014-15 to 2019-20 (an increase of 13.2 percentage points).

Figure 15. Percentage of current, former, and never English learners graduating within four years (2014-15 to 2019-20).



Oregon State Seal of Biliteracy

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

- meet all graduation requirements,
- demonstrate reading and writing skills in English (the means for doing this may vary by district), and
- score at the intermediate high level in listening, speaking, reading, and writing in a partner language.

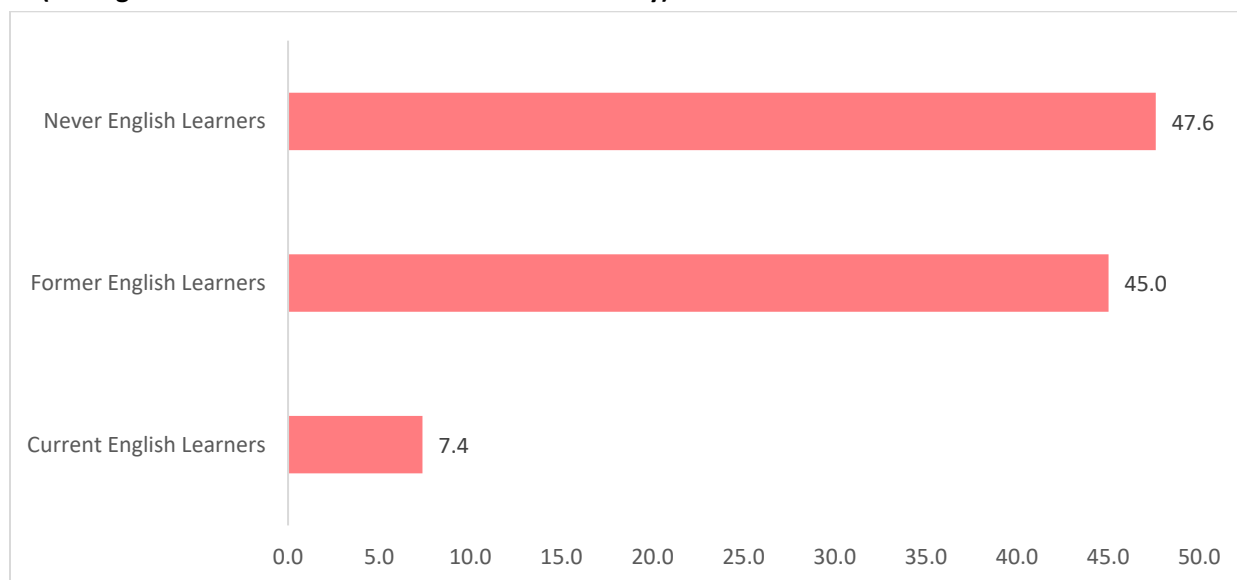
The data for this section relies on students who graduated in 2019-20 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this section will examine the count and percentage of current, former, and never English learners⁹ who earned the Seal of Biliteracy in 2019-20.

⁹ For the purposes of reporting Seal of Biliteracy data in this report, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

In 2019-20, the majority of students who earned the Seal of Biliteracy were never English learners.

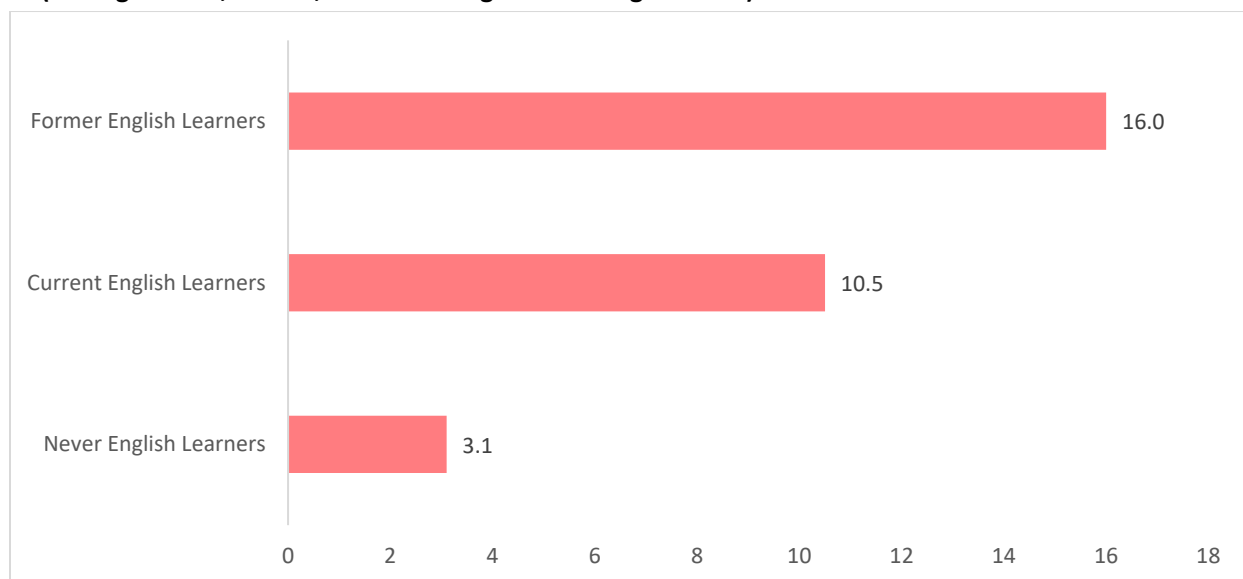
Of the 37,745 students who graduated in 2019-20, 2,006 students (or 5.3 percent) also earned the Seal of Biliteracy. Among those 2,006 students, 47.6 were never English learners, 45.0 percent were former English learners, and 7.4 percent were current English learners (see figure 16).

Figure 16. Percentage of current, former, and never English learners earning the Seal of Biliteracy in 2019-20 (among all students who earned the Seal of Biliteracy).



According to figure 17, among former English learners who graduated in 2019-20, 16.0 percent earned the Seal of Biliteracy. Moreover, 10.5 percent of current English learner graduates earned the Seal of Biliteracy in 2019-20. This means that, among ever English learners who graduated in 2019-20, 26.5 percent also earned the Seal of Biliteracy.

Figure 17. Percentage of current, former, and never English learners earning the Seal of Biliteracy in 2019-20 (among current, former, and never English learner graduates).



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

More than three-quarters of students earning the Seal of Biliteracy (81.0 percent) had Spanish as their partner language. The next four partner languages, in order of the number of students, were French, Chinese, Japanese, and Russian, all with 50 or more students earning the Seal of Biliteracy in that language. Spanish, Russian, and Chinese were the partner languages with the most current and former English learners earning the Seal of Biliteracy. On the other hand, the top three partner languages among never English learners who earned the Seal of Biliteracy in 2019-20 were Spanish, French, and Japanese.

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

In 2019-20, eleven districts had 50 or more students earning the Seal of Biliteracy (see table 6). Moreover, among Woodburn's students who graduated in 2019-20, 63.8 percent earned the Seal of Biliteracy. Five other districts in 2019-20 had 10 percent or more of their high school graduates earning the Seal of Biliteracy.

Table 6. Districts with 50 or more students earning the Seal of Biliteracy in 2019-20¹⁰.

District	Number of Students	District	Number of Students
Portland	380	Corvallis	90
Salem-Keizer	239	West Linn/Wilsonville	76
Beaverton	235	Hillsboro	60
Woodburn	213	Lake Oswego	53
Eugene	105	Hood River	50
North Clackamas	103		

¹⁰ Note that the counts in this table reflect students who graduated in 2019-20 (and were part of the four-year cohort adjusted graduation rate) and earned the Seal of Biliteracy. There were students who earned the Seal of Biliteracy in 2019-20 but were part of the five-year cohort or another cohort.

Post-Secondary Enrollment

The ODE annually examines and publicly reports the percentage of high school graduates who enroll in post-secondary education institutions in Oregon and across the U. S. (e.g., public and private, 2-year and 4-year, etc.). A post-secondary education affords students a wide range of advantages, including greater employment opportunities, financial security, opportunities to contribute in their community, and greater life satisfaction. However, it is important to be clear that enrollment in a post-secondary institution is not the only meaningful and advantageous post-high school opportunity available to students. Others may include military service, community or religious service, and competitive employment.

The data for this measure uses students who graduated in 2017-18 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this portion of the report will examine the count and percentage of current, former, and never English learners¹¹ who enrolled in a post-secondary education institution within sixteen months after graduation.

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

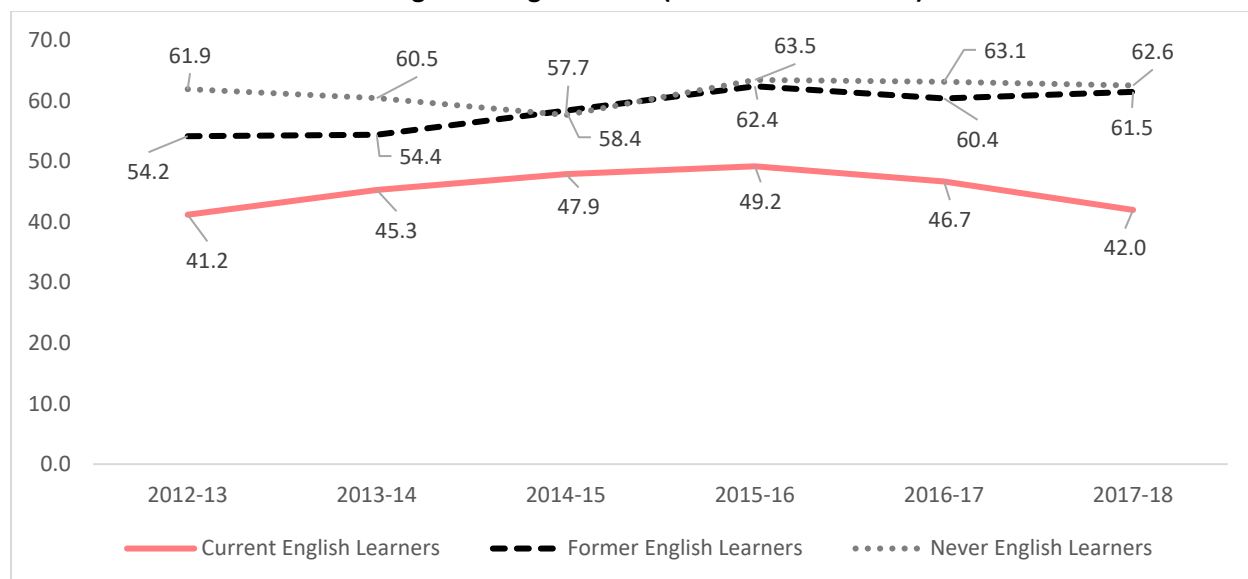
Figure 18 shows the post-secondary enrollment rates by graduation year for three groups of Oregon students. The post-secondary enrollment rates for never English learners, represented by the gray dotted line, ranged from 61.9 to 62.6 percent from 2012-13 to 2017-18.

The salmon line displays the same information for students who were current English Learners. Current English learners enrolled in post-secondary institutions at substantially lower rates than never and former English learners. The post-secondary enrollment rates for current English learners annually increased from 41.2 percent in 2012-13 to 49.2 percent in 2015-16; however, they decreased in both 2016-17 and 2017-18 to levels similar to 2012-13.

The black dashed line shows the post-secondary enrollment rates for former English learners. The post-secondary enrollment rates for former English learners increased from a low of 54.2 percent in 2012-13 to a high of 62.4 percent in 2015-16. Moreover, since 2015-16, former English learners had post-secondary enrollment rates that were reasonably comparable to never English learners.

¹¹ For the purposes of reporting post-secondary enrollment data in this report, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

Figure 18. Percentage of current, former, and never English learners enrolling in post-secondary institutions within 16 months of high school graduation (2012-13 to 2017-18¹²).



Section 5: Instructional Programming for Current English Learners

State and federal law requires districts and schools to provide English language instruction, supports, and services to current English learners that ensures they have access to comprehensible content area learning even while they are learning English. They may accomplish this using one of five program models (see box 1.).

Box 1. Program Models for ELs

Newcomer programs are for newly arrived immigrant students and are designed to meet their academic, linguistic and transitional needs on a short-term basis (usually not longer than about two years). Students move from newcomer to other program models when this period of time is complete.

Two-way immersion programs (sometimes called “dual language immersion programs”) aim to develop full bilingualism and biliteracy in English and a partner language. These programs enroll both native English speakers and native speakers of the partner language.

Bilingual programs develop skills in both students’ primary language and in English. Some bilingual programs, known as “transitional bilingual, aim to transition ELs into English-only instruction, most often by mid- to late elementary school. Other programs, known as “developmental bilingual,” continue through elementary school or beyond and, like two-way

¹² The year (e.g., 2012-13) represents the school year in which students graduated from high school.

immersion programs, have the goal of developing full bilingualism and biliteracy. Both types of bilingual programs serve only ELs, not native English speakers.

Sheltered instruction programs provide instruction in English only, but use specialized techniques to accommodate the linguistic needs of ELs. Some sheltered instruction classes are only for ELs, while others may include a mix of ELs, former ELs, and/or never ELs.

Source: ESEA Title III Collection Variables, Definitions & Submission Rules

The data for this portion of the report relies on student enrollments as of the first school day in May 2020.

Most current English learners received English language instruction, supports, and services in sheltered instruction programs.

In 2019-20, the majority of current English learners (75.2 percent) received English language instruction, supports, and services in sheltered instruction programs. Two-way immersion programs provided services to 13.5 percent of current English learners, and bilingual programs provided services to 5.7 percent of current English learners (nearly all of them elementary students). Newcomer programs were very rare; only 190 current English learners participated in them during the 2019-20 school year (see table 7).

Table 7. Number of current English learners receiving instruction in different language models in 2019-20.

Language Model	Elementary Current English Learners	Secondary Current English Learners	K-12 Current English Learners
Sheltered Instruction	25,606	14,642	40,248
Two-Way Immersion	5,817	1,428	7,245
Bilingual ¹³	2,954	81	3,035
Newcomer	37	153	190
Not Participating ¹⁴	732	2,038	2,770
Total	35,146	18,342	53,488

¹³ This category includes both transitional and developmental bilingual programs. Current data do not allow for accurate counts of the number of students in each type of bilingual program.

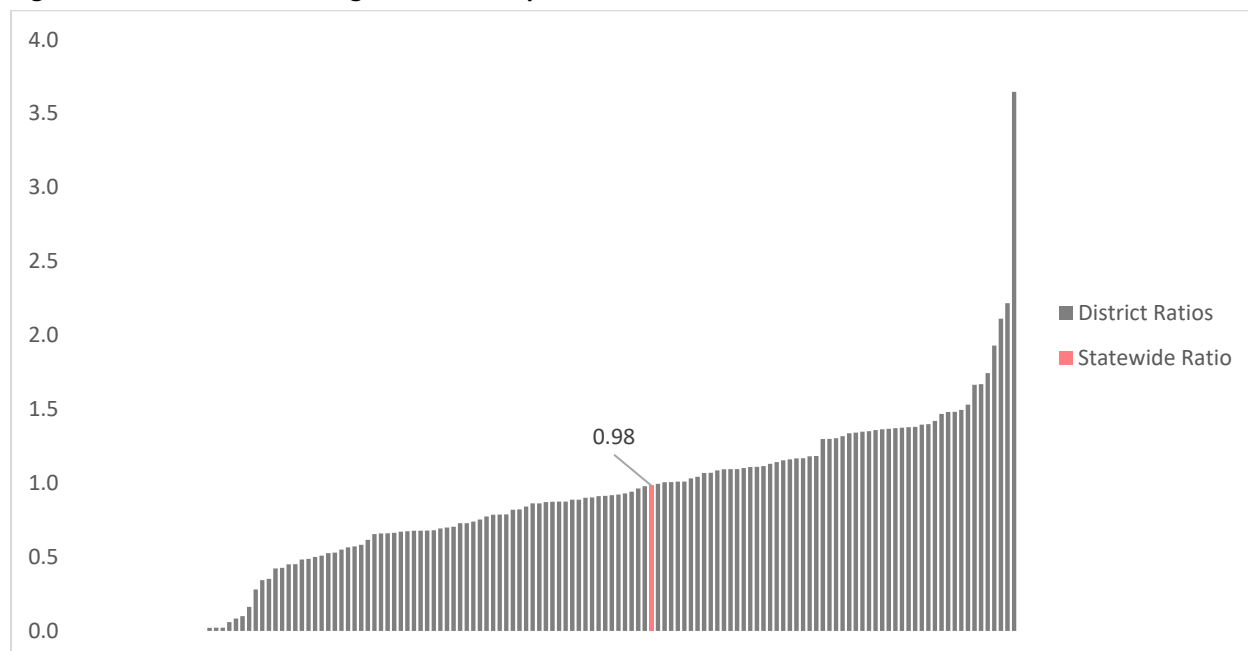
¹⁴ “Not participating” includes current English learners whose parents declined English language instruction, supports, and services on their behalf and/or current English learners who did not participate in the English language proficiency assessment.

Section 6: 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 2019-20 was \$8,423.¹⁵ In addition to this basic funding, districts receive additional state funds for each student enrolled in an ELD program. This amount is $0.5 \times \$8,423$ or \$4,212 per current English learner. Altogether, the state allocated \$208,266,162 for these additional English learner funds in the 2019-20 school year.

Figure 19 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 2019-20 was 0.98, meaning that district expenditures on current English learners reflected 98 percent of the funds the state allocated to districts via the State School Fund Formula. Some districts spent more than this percentage (up to 365%), while others spent less (as little as 2%). The values on the extreme ends of the range, however, may reflect variations in the way that some districts report data. Some districts with few current English learners report revenue received from the state, but do not identify expenditures specific to current English learners, even though they may expend funds for English learner services. Other districts on the high end of the spending ratio may include expenses for dual-language programs that also educate former and never English learners, rather than calculating the percentage spent solely on current English learners.

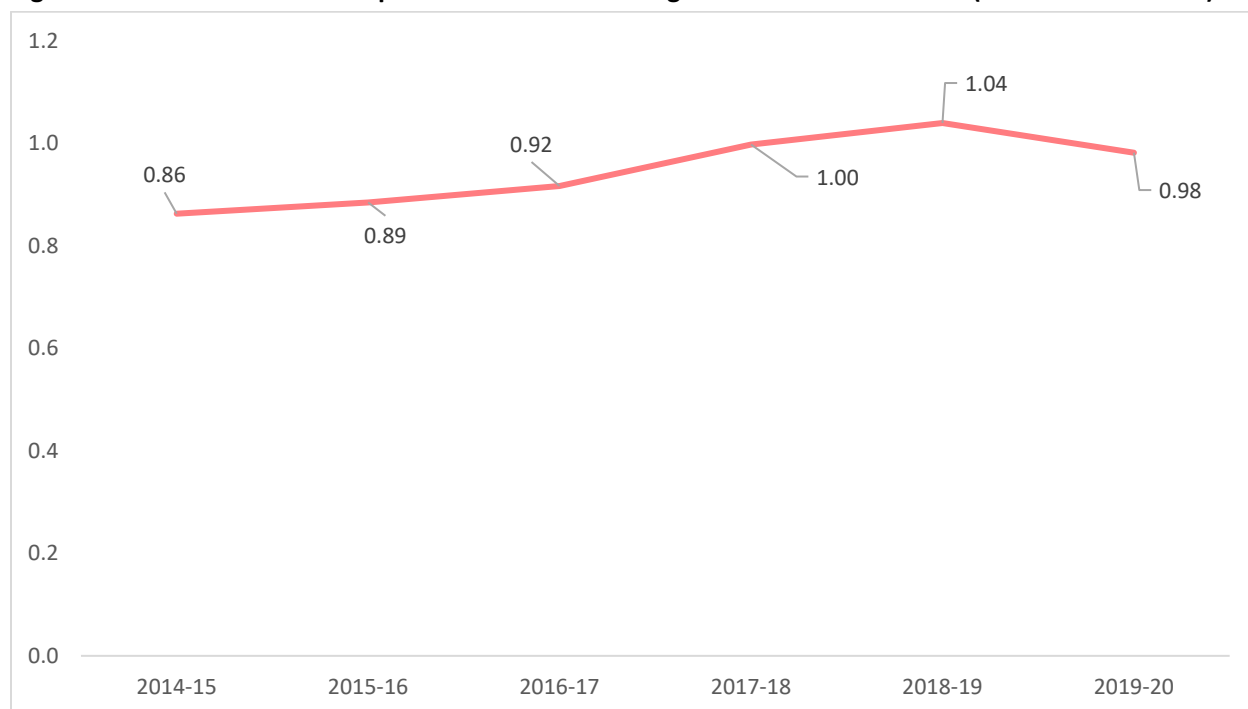
Figure 19. Ratio of current English learner expenditures to revenues across districts in 2019-20.



¹⁵ While \$8,423 is the average amount, the grant amount can vary a bit for different districts because of the way the formula is set up.

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

Figure 20. Ratio of statewide expenditures on current English learners to revenues (2014-15 to 2019-20).



Expenditures from the General Fund on current English learners either belong to Function 1291 (covering expenditures for instruction and interventions to help current English learners learn English) or Area of Responsibility 280 (other supports for current English learners, such as interpretation services or transportation).¹⁶

Current English learner expenditures for 2019-20 totaled \$204,698,012. Districts accounted for approximately 78 percent of the expenditures (\$159,566,770) using Function 1291 and 22 percent of the expenditures (\$45,131,242) using Area of Responsibility 280.

In addition to this state funding, districts with at least 74 current English learners may access federal Title III grants, which in 2019-20 provided an additional \$134.10 per student for supplemental current English learner services¹⁷. A description of these federal funds is beyond the scope of this report but information on the grant amounts are available on the [ODE website under Title III Allocations](#).

¹⁶ For a more detailed description of the accounting system categories, see [Oregon's Program Budgeting and Accounting Manual](#).

¹⁷ Districts with fewer than 74 students can join other districts in a consortium to access these grants.

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BUDGET APPROPRIATIONS RESOLUTION – PERS PENSION BONDS**RELEVANT DATA:**

This resolution is necessary to recognize additional revenue and properly record expenditures in the 2021-2022 budget appropriations within the levels as required by Oregon Budget Law. Oregon Budget Law requires that expenditures are recorded within the proper account, and that expenditures not exceed the total amount budgeted by function level (1000 – instruction, 2000 – support services, etc.).

On May 10, 2021, the Board of Directors adopted resolution 20-21.038 authorizing the District the authority for issuance and sale of Full Faith and Credit Pension Obligations Series 2021 to finance the District's unfunded PERS actuarial liability.

Following the approval of the resolution, the District participated in the sale of pension bonds which will close on August 19, 2021. The sale and issuance of bonds for the pension obligations generated \$106,955,000. The District's recommendation to the Board is to recognize receipt of these resources and associated budget costs and to allocate these funds in the following areas:

Debt Service Fund (300):

(106,955,000)	Revenue - Bond Proceeds (Fund 300, Function 5110)
731,925	Bond Issuance Costs (Fund 300, Function 2521)
106,223,075	Lump sum payment to PERS (Fund 300, Function 5400)
(4,578,043)	Assessments (Fund 300, Function 1970)
2,670,000	Debt Service - Principal (Fund 300, Function 5100)
1,908,043	Debt Service - Interest (Fund 300, Function 5100)

These are the only modifications being proposed at this time. Brett Yancey will be available at the meeting for additional questions.

RECOMMENDATION:

It is recommended that the Board of Directors adopt the 2021-22 Budget Resolution as presented.

Submitted by:

Recommended by:

Brett M. Yancey
Chief Operations Officer

Todd Hamilton
Superintendent

BUDGET APPROPRIATIONS RESOLUTION – SUMMER LEARNING GRANT

RELEVANT DATA:

This resolution is necessary to recognize additional revenue and properly record expenditures in the 2018-2019 budget appropriations within the levels as required by Oregon Budget Law. Oregon Budget Law requires that expenditures are recorded within the proper account, and that expenditures not exceed the total amount budgeted by function level (1000 – instruction, 2000 – support services, etc.).

House Bill 5042A authorized the Oregon Department of Education to make grant funding available to participating schools for academic summer school to support high school students facing academic credit loss, summer enrichment programs, and wrap around child care. This House Bill followed the preparation of the School District’s budget process.

The following revisions have been made to the Grant Funds to recognize revenue from the Summer Learning Grant. This funding source generated \$3,692,936, of which the District is required to provide a match in the amount of \$941,649. The ESSER III grant funds will be used for the District match.

The District’s recommendation to the Board is to recognize receipt of these resources and associated budget costs and to allocate these funds in the following areas:

Summer Learning Grant Fund (205):

(1,636,023)	Summer Enrichment Program (Fund 205, Function 3299)
(1,274,040)	High School Academic Summer Program (Fund 205, Function 3299)
(782,873)	Wrap Around Child Care Program (Fund 205, Function 3299)
3,092,936	Instruction Services (Fund 205, Function 1000)
500,000	Support Services (Fund 205, Function 2000)
100,000	Community Services (Fund 205, Function 3000)

These are the only modifications being proposed at this time. Brett Yancey will be available at the meeting for additional questions.

RECOMMENDATION:

It is recommended that the Board of Directors adopt the 2021-22 Budget Resolution as presented.

Submitted by:

Recommended by:

Brett M. Yancey
Chief Operations Officer

Todd Hamilton
Superintendent

OSAA Cooperative Sponsorship

RELEVANT DATA:

Full member schools, located in the same geographic area, may apply for cooperative sponsorship for an OSAA activity when a school has difficulty sponsoring the activity by itself.

For the 2021-22 academic year, the following programs are applying for cooperative sponsorship:

- Boys Soccer – Thurston High School and Mohawk High School

Support for this application will make activities available for students that would not be available in their resident school because of a lack of numbers if joint sponsorship did not occur.

RECOMMENDATION:

It is recommended that the Board of Directors support the OSAA Cooperative Sponsorship Application for Boys Soccer between: Thurston High School and Mohawk High School.

SUBMITTED

David Collins
Assistant Superintendent

RECOMMENDED BY

Todd Hamilton
Superintendent