

# **Meeting Packet**

**REGULAR SESSION**

**2/29/2024**

**07:00 PM**



# PHILOMATH SCHOOL DISTRICT 17J

## REGULAR SESSION

PHILOMATH SCHOOL DISTRICT 17J

District Office

1620 Applegate Street, Philomath

2/29/2024 07:00 PM

### A. EXECUTIVE SESSION ~ 5:00 p.m.

Per ORS 192.660(2)(i) to review and evaluate the performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing.

### B. REGULAR SESSION ~ 7:00 p.m.

#### 1. Call to Order: Chairperson

##### i. Pledge of Allegiance

##### ii. Approval of Consent Agenda

[Consent Agenda \(p. 5\)](#)

[January 2024 Check Listing \(p. 6\)](#)

[Special Meeting January 11, 2024 \(p. 12\)](#)

[Regular Board Meeting Minutes January 24, 2024 \(p. 13\)](#)

[Overnight Trip Request \(p. 18\)](#)

##### iii. Request for Agenda Modifications

#### 2. Student Government Report

#### 3. Public Comment

### C. REPORTS~

#### 1. Association Reports

- PEA
- OSEA

#### 2. King's Valley Charter School Annual Report

#### 3. Superintendent Report

#### 4. Financial Report

Board Report (p. 21)  
Financial Report (p. 22)  
PES Student Activities Report (p. 27)  
PMS Student Activities Report (p. 28)  
PHS Student Activities Report (p. 30)  
Enrollment Totals (p. 34)

## **D. STRATEGY AND DISCUSSION ~**

### **1. English Learners State Report**

EL Annual Report (p. 35)

## **E. DISCUSSION & ACTION ITEMS ~**

### **1. Approval of 2024-2025 School Year Calendar**

2024-2025 Proposed School Year Calendar (p. 72)

### **2. Policy JECB-AR(1): Recommend Delete**

JECB-AR(1) (p. 73)

### **3. Inter-District Transfer Allowances**

Interdistrict Transfer Allowances (p. 74)

### **4. Inclement Weather Make Up Days**

Instructional Minutes (p. 76)

### **5. Approval of LBL-ESD Local Service Plan**

LBL-ESD Local Service Plan 23-25 (p. 80)

### **6. Approval of Resolution 2324-03**

Resolution 2324-03 (p. 148)

### **7. Approval of Resolution 2324-04**

Resolution 2324-04 (p. 149)

### **8. Approval of Alternative Education Program**

Approval of Alt Ed Program (p. 150)

## **F. MEETING CLOSURE ~**

### **1. Next Meeting Agenda Items**

### **2. Board Thanks**

### **3. Board Requests**

#### 4. Adjournment

### G. IMPORTANT DATES

Feb 5-9		National School Counseling Week
Mar 4-8		Classified School Employees Appreciation
Mar 7	6:00 pm	Budget Work Session
Mar 11		Special Board Meeting
Mar 21	7:00-9:00 pm	Regular Board Meeting
Mar 25-29		Spring Break
March		Women's History Month
April 1		OSBA Board Training

**CONSENT AGENDA**

---

**February 29, 2024**

**Updated: 2/28/24 11:51 AM**

**A. List of Bills:**

1. January 2024

**B. Minutes:**

1. January 11, 2024 Special Board Meeting
2. January 24, 2024 Regular Board Meeting

**C. Resolutions:** None

**D. Leave of Absence:** None

**E. Out of State Travel:** Cheerleading to Las Vegas, NV

**F. Personnel/Staffing Adjustments**

**1. Retirements:** None

**2. Resignations:**

- i. Saralyn Harvey      CPS Office Assistant

**3. New Hires:**

- i. Heather Stueve      Student Services Specialist
- ii. Elisabeth Strand      PA IA
- iii. Scott Harper      Food Services Director
- iv. Katelyn Junkman      CPS IA

**4. Coaches:**

**5. Staff Reassignments/Changes in FTE:** None

**6. Extra Duty Assignments:** None

## Benton County School District 17J

### Reprint Check Listing

Fiscal Year: 2023-2024

**Criteria:**

**Bank Account:**

**From Date:** 01/01/2024 **To Date:** 01/31/2024

**From Check:** **To Check:**

**From Voucher:** **To Voucher:**

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
219	01/03/2024	JONES, ELEANOR	\$66.48	1225	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
220	01/03/2024	MEEKER, DONALD	\$62.95	1225	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
221	01/03/2024	PETTY CASH/SCH DIST 17J	\$198.38	1229	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
222	01/03/2024	PRIEWE, DIANE	\$584.87	1229	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
223	01/12/2024	PRIEWE, DIANE	\$114.59	1237	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
286	01/30/2024	CROPP, DEREK	\$815.41	1259	Printed	Expense	<input type="checkbox"/>		
287	01/30/2024	MUSIC THEATRE INTERNATIONAL	\$1,271.00	1259	Printed	Expense	<input type="checkbox"/>		
1773	01/03/2024	DAYTON HIGH SCHOOL	\$250.00	1228	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
1774	01/03/2024	DE ATHLETIC	\$1,165.00	1228	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
1776	01/03/2024	LES & BOB'S SPORTS & APPAREL, INC.	\$2,140.50	1228	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
1777	01/03/2024	MID VALLEY WRESTLING OFFICIALS ASSOC.	\$3,139.60	1228	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
1778	01/03/2024	MID-VALLEY BASKETBALL OFFICIALS ASSOC.	\$17,095.00	1228	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
1779	01/03/2024	SHERWOOD HIGH SCHOOL	\$300.00	1228	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
1780	01/03/2024	SWEET HOME HIGH SCHOOL	\$275.00	1228	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
1781	01/12/2024	BUSHNELL, DIANA	\$157.14	1238	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
1782	01/12/2024	DDCA	\$100.00	1238	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
1784	01/12/2024	QUANDT, GARY	\$33.30	1238	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
1785	01/12/2024	SHELDON DANCE TEAM	\$200.00	1238	Printed	Expense	<input type="checkbox"/>		
1788	01/23/2024	JUNCTION CITY HIGH SCHOOL	\$60.00	1248	Printed	Expense	<input type="checkbox"/>		
1789	01/29/2024	GEORGIE'S OF EUGENE	\$301.45	1250	Printed	Expense	<input type="checkbox"/>		
1790	01/29/2024	JUNCTION CITY HIGH SCHOOL	\$100.00	1250	Printed	Expense	<input type="checkbox"/>		
1791	01/29/2024	M & R SALES	\$5,270.00	1250	Printed	Expense	<input type="checkbox"/>		

## Benton County School District 17J

### Reprint Check Listing

Fiscal Year: 2023-2024

**Criteria:**

**Bank Account:**

**From Date:** 01/01/2024 **To Date:** 01/31/2024

**From Check:** **To Check:**

**From Voucher:** **To Voucher:**

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
1792	01/29/2024	OSAA FOUNDATION	\$887.00	1250	Printed	Expense	<input type="checkbox"/>		
1793	01/29/2024	PHILOMATH HIGH SCHOOL	\$52.61	1250	Printed	Expense	<input type="checkbox"/>		
1794	01/29/2024	SANTIAM CHRISTIAN HIGH SCHOOL	\$200.00	1250	Printed	Expense	<input type="checkbox"/>		
1795	01/29/2024	SOUTH ALBANY HIGH SCHOOL	\$300.00	1250	Printed	Expense	<input type="checkbox"/>		
1796	01/31/2024	ATHLETIC TIMING	\$2,958.30	1261	Printed	Expense	<input type="checkbox"/>		
1797	01/31/2024	KOHLER, KATHY	\$400.00	1261	Printed	Expense	<input type="checkbox"/>		
1798	01/31/2024	LARSON, STEFANIE	\$175.00	1261	Printed	Expense	<input type="checkbox"/>		
1799	01/31/2024	LES & BOB'S SPORTS & APPAREL, INC.	\$560.00	1261	Printed	Expense	<input type="checkbox"/>		
1800	01/31/2024	OMEA DISTRICT 11	\$150.00	1261	Printed	Expense	<input type="checkbox"/>		
1801	01/31/2024	RAM STEEL INC	\$1,220.29	1261	Printed	Expense	<input type="checkbox"/>		
1802	01/31/2024	WEBBER, LEVI	\$345.00	1261	Printed	Expense	<input type="checkbox"/>		
1803	01/31/2024	OMEA DISTRICT 11	\$150.00	1262	Printed	Expense	<input type="checkbox"/>		
1804	01/31/2024	OMEA DISTRICT 11	\$150.00	1263	Printed	Expense	<input type="checkbox"/>		
22729	01/05/2024	CINTAS CORP	\$7,039.08	1231	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
22730	01/12/2024	CANON FINANCIAL SERVICES, INC.	\$7,170.60	1235	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
22731	01/12/2024	CORVALLIS HEATING, LLC	\$563.00	1235	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
22732	01/12/2024	CTX	\$671.00	1235	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
22733	01/12/2024	DOCUSIGN, INC.	\$2,760.00	1235	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
22734	01/12/2024	EDNETICS, INC.	\$450.00	1235	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
22735	01/12/2024	ELECTRIC GROUP, THE	\$2,148.00	1235	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
22736	01/12/2024	EMS LINQ, INC.	\$6,124.92	1235	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
22737	01/12/2024	FERGUSON ENTERPRISES, INC.	\$770.56	1235	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
22738	01/12/2024	GARRETT HEMANN ROBERTSON	\$2,814.50	1235	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	

## Benton County School District 17J

### Reprint Check Listing

Fiscal Year: 2023-2024

**Criteria:**

**Bank Account:**

**From Date:** 01/01/2024 **To Date:** 01/31/2024

**From Check:** **To Check:**

**From Voucher:** **To Voucher:**

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
22739	01/12/2024	INGRAM LIBRARY SERVICES	\$1,587.18	1235	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
22740	01/12/2024	J.W. PEPPER & SONS, INC.	\$42.00	1235	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
22741	01/12/2024	LAWRENCE CO	\$210.00	1235	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
22742	01/12/2024	MEDINA-GARCIA, MARISOL	\$59.99	1235	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
22743	01/12/2024	MID COLUMBIA BUS COMPANY, INC.	\$56,580.97	1235	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
22744	01/12/2024	MPTV	\$997.00	1235	Printed	Expense	<input type="checkbox"/>		
22745	01/12/2024	NORTHWEST COMPRESSOR	\$3,803.46	1235	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
22746	01/12/2024	ODP BUSINESS SOLUTIONS, LLC	\$166.95	1235	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
22747	01/12/2024	OSU MOTOR POOL	\$1,602.36	1235	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
22748	01/12/2024	PETTY CASH/SCH DIST 17J	\$148.29	1235	Printed	Expense	<input type="checkbox"/>		
22749	01/12/2024	PLATT ELECTRIC SUPPLY INC	\$876.69	1235	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
22750	01/12/2024	ROBERT LLOYD SHEET METAL, INC.	\$2,652.54	1235	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
22751	01/12/2024	SCHAEFERS RECREATION	\$113.00	1235	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
22752	01/12/2024	STAPLES BUSINESS ADVANTAGE	\$161.46	1235	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
22753	01/12/2024	SCHAFFER, SARAH	\$82.50	1236	Printed	Expense	<input checked="" type="checkbox"/>	01/31/2024	
22754	01/31/2024	AFLAC	\$45.50	1254	Printed	Payroll Ded	<input type="checkbox"/>		
22755	01/31/2024	AMERICAN FIDELITY - INS	\$4,143.71	1254	Printed	Payroll Ded	<input type="checkbox"/>		
22756	01/31/2024	AMERICAN FIDELITY ASSURANCE CO	\$10,105.43	1254	Printed	Payroll Ded	<input type="checkbox"/>		
22757	01/31/2024	AMERICAN FIDELITY ASSURANCE CO - 403b	\$6,931.34	1254	Printed	Payroll Ded	<input type="checkbox"/>		
22758	01/31/2024	AMERIPRISE FINANCIAL SERVICES, INC.	\$290.00	1254	Printed	Payroll Ded	<input type="checkbox"/>		
22759	01/31/2024	ASCENSUS TRUST	\$4,184.68	1254	Printed	Payroll Ded	<input type="checkbox"/>		



## Benton County School District 17J

### Reprint Check Listing

Fiscal Year: 2023-2024

**Criteria:**

**Bank Account:**

**From Date:** 01/01/2024      **To Date:** 01/31/2024  
**From Check:**                      **To Check:**  
**From Voucher:**                    **To Voucher:**

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
22760	01/31/2024	GORDON, AYLWORTH & TAMI, P.C.	\$781.58	1254	Printed	Payroll Ded	<input type="checkbox"/>		
22761	01/31/2024	INVENCO INVESTMENT SERVICES, INC.	\$10,206.34	1254	Printed	Payroll Ded	<input type="checkbox"/>		
22762	01/31/2024	OSEA	\$2,587.49	1254	Printed	Payroll Ded	<input type="checkbox"/>		
22763	01/31/2024	PenServ Plan Services, Inc/ Foresters	\$1,630.00	1254	Printed	Payroll Ded	<input type="checkbox"/>		
22764	01/31/2024	PHILOMATH EDUCATION ASSOC	\$693.00	1254	Printed	Payroll Ded	<input type="checkbox"/>		
22765	01/31/2024	PRUDENTIAL ANNUITIES	\$1,064.30	1254	Printed	Payroll Ded	<input type="checkbox"/>		
22766	01/31/2024	TEXAS LIFE	\$2,137.01	1254	Printed	Payroll Ded	<input type="checkbox"/>		
22767	01/31/2024	VOYA RETIREMENT INSURANCE AND ANNUITY CO	\$145.00	1254	Printed	Payroll Ded	<input type="checkbox"/>		
22768	01/31/2024	ADVANCED WOODCRAFT	\$631.00	1260	Printed	Expense	<input type="checkbox"/>		
22769	01/31/2024	AT&T ONENET SERVICE	\$10.99	1260	Printed	Expense	<input type="checkbox"/>		
22770	01/31/2024	BEACOCK MUSIC	\$320.00	1260	Printed	Expense	<input type="checkbox"/>		
22771	01/31/2024	CANON FINANCIAL SERVICES, INC.	\$4,212.73	1260	Printed	Expense	<input type="checkbox"/>		
22772	01/31/2024	CANVAS LANDSCAPE MAINTENANCE, LLC	\$500.00	1260	Printed	Expense	<input type="checkbox"/>		
22773	01/31/2024	CENTRAL WELDING SUPPLY CO., INC	\$402.72	1260	Printed	Expense	<input type="checkbox"/>		
22774	01/31/2024	CENTURYLINK	\$71.48	1260	Printed	Expense	<input type="checkbox"/>		
22775	01/31/2024	CERTIFIED SYSTEMS, INC.	\$175.00	1260	Printed	Expense	<input type="checkbox"/>		
22776	01/31/2024	COPIERS NORTHWEST	\$219.23	1260	Printed	Expense	<input type="checkbox"/>		
22777	01/31/2024	CVE TECHNOLOGIES GROUP, INC.	\$4,406.20	1260	Printed	Expense	<input type="checkbox"/>		
22778	01/31/2024	ENVIRONMENTAL PROTECTION SERVICES	\$158.52	1260	Printed	Expense	<input type="checkbox"/>		
22779	01/31/2024	FERGUSON ENTERPRISES, INC.	\$641.00	1260	Printed	Expense	<input type="checkbox"/>		
22780	01/31/2024	K12 Management DBA FuelEd	\$730.00	1260	Printed	Expense	<input type="checkbox"/>		

## Benton County School District 17J

### Reprint Check Listing

Fiscal Year: 2023-2024

**Criteria:**

**Bank Account:**

**From Date:** 01/01/2024      **To Date:** 01/31/2024

**From Check:**                      **To Check:**

**From Voucher:**                    **To Voucher:**

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
22781	01/31/2024	LES & BOB'S SPORTS & APPAREL, INC.	\$600.00	1260	Printed	Expense	<input type="checkbox"/>		
22782	01/31/2024	MAINLINE PUMP & IRRIGATION	\$30.00	1260	Printed	Expense	<input type="checkbox"/>		
22783	01/31/2024	MID COLUMBIA BUS COMPANY, INC.	\$9,970.80	1260	Printed	Expense	<input type="checkbox"/>		
22784	01/31/2024	MONROE SCHOOL DISTRICT	\$26.99	1260	Printed	Expense	<input type="checkbox"/>		
22785	01/31/2024	NORTHWEST NATURAL GAS CO.	\$21,022.74	1260	Printed	Expense	<input type="checkbox"/>		
22786	01/31/2024	ODP BUSINESS SOLUTIONS, LLC	\$1,933.28	1260	Printed	Expense	<input type="checkbox"/>		
22787	01/31/2024	OREGON ATHLETIC DIRECTORS ASSOCIATION	\$325.00	1260	Printed	Expense	<input type="checkbox"/>		
22788	01/31/2024	PACIFIC POWER	\$25,433.18	1260	Printed	Expense	<input type="checkbox"/>		
22789	01/31/2024	PACIFICORP	\$112.19	1260	Printed	Expense	<input type="checkbox"/>		
22790	01/31/2024	PHILOMATH RENTAL	\$226.60	1260	Printed	Expense	<input type="checkbox"/>		
22791	01/31/2024	ROBERT LLOYD SHEET METAL, INC.	\$879.99	1260	Printed	Expense	<input type="checkbox"/>		
22792	01/31/2024	SMEED COMMUNICATION SERVICES	\$1,520.00	1260	Printed	Expense	<input type="checkbox"/>		
22793	01/31/2024	US BANK EQUIPMENT FINANCE	\$1,337.07	1260	Printed	Expense	<input type="checkbox"/>		
46185	01/31/2024	ANDERTON, CHERYL M	\$457.44	18	Printed	Payroll	<input type="checkbox"/>		
46186	01/31/2024	HALL, JAMES R	\$2,573.75	18	Printed	Payroll	<input type="checkbox"/>		
46187	01/31/2024	STUCKI, NICHOLE A	\$305.39	18	Printed	Payroll	<input type="checkbox"/>		
46188	01/31/2024	WEEBER, KYAH M	\$52.02	18	Printed	Payroll	<input type="checkbox"/>		
46189	01/31/2024	BAKER, MORGAN J	\$527.12	18	Printed	Payroll	<input type="checkbox"/>		
46190	01/31/2024	LAW, RANDALL K	\$225.32	18	Printed	Payroll	<input type="checkbox"/>		
46191	01/31/2024	SCHWINABART, DARLA J	\$2,054.64	18	Printed	Payroll	<input type="checkbox"/>		
46192	01/31/2024	MCDONOUGH, MICHAEL J	\$4,989.39	18	Printed	Payroll	<input type="checkbox"/>		

# Benton County School District 17J

## Reprint Check Listing

Fiscal Year: 2023-2024

**Criteria:**

**Bank Account:**

**From Date:** 01/01/2024      **To Date:** 01/31/2024

**From Check:**                      **To Check:**

**From Voucher:**                    **To Voucher:**

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
46193	01/31/2024	VAN PATTEN, CANDACE M	\$3,905.65	18	Printed	Payroll	<input type="checkbox"/>		
46194	01/31/2024	LATZ, COOPER E	\$1,526.86	18	Printed	Payroll	<input type="checkbox"/>		
46195	01/31/2024	SKAAR, LINDA M	\$4,287.88	18	Printed	Payroll	<input type="checkbox"/>		

Total Amount: \$282,592.47

**End of Report**

# SPECIAL BOARD MEETING

## Meeting Minutes

PHILOMATH SCHOOL DISTRICT 17J

District Office

1620 Applegate Street, Philomath

1/11/2024 05:30 PM

### A. SPECIAL SESSION

1. **Call to Order:** Director Rick Wells called the meeting to order at 5:37 pm in the District's Board Room. Those in attendance were: Board Chair, Rick Wells; Board Vice Chair, Joe Dealy; Director, Sandi Hering; Director, Erin Gudge; Director, Ryan Cheeke; Superintendent, Susan Halliday; Business Manager, Jennifer Griffith; Executive Assistant, Michele McRae;

### B. DISCUSSION & ACTION ITEMS

1. **Approve Contract Award for CPS Covered Play Structure**
  - i. Board Chairman Rick Wells asked anyone if they had any questions about the bids for the project. The District's Facilities Supervisor, Joey Digiovannangelo, and the District's Business Manager, Jennifer Griffith, answered questions from the Board. Director Dealy moved to approve and award the contract for the CPS Covered Play Structure to Luna Design & Construction. Director Hering seconded the motion. It was approved unanimously by the Board. Motion passes 5-0.

### C. MEETING CLOSURE

1. Board Chair Rick Wells adjourned the meeting at 5:46 pm.

---

Board Chair

---

Superintendent

---

Date

# REGULAR SESSION

## Meeting Minutes

PHILOMATH SCHOOL DISTRICT 17J

District Office

1620 Applegate Street, Philomath

1/24/2024 07:00 PM

### A. EXECUTIVE SESSION ~ 6:00 p.m.

The Board convened into Executive Session at 6:00 pm Per ORS 192.660 (2)(i) to review and evaluate the performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing.

### B. REGULAR SESSION ~ 7:00 p.m.

1. **Call to Order:** The Regular Session of the Philomath School District Board of Directors was called to order by Board Chair Rick Wells at 7:01 pm on January 24, 2024 at the Philomath School District Boardroom at 1620 Applegate Street in Philomath, Oregon. Those in attendance included Board members Rick Wells, Joe Dealy, Erin Gudge, Sandi Hering and Ryan Cheeke; Superintendent Susan Halliday; Business Manager Jennifer Griffith; Board Executive Assistant Michele McRae; Student Representative to the Board Raegan McKinney; Philomath News Reporter Brad Fuqua.
  - i. **Pledge of Allegiance:** Director Gudge led us in the Pledge of Allegiance.
  - ii. **Approval of Consent Agenda:** Director Gudge moved to approve the Consent Agenda as presented. Director Cheeke seconded the motion. The Board approved it unanimously. Motion passes 5-0.
  - iii. **Request for Agenda Modifications:** The agenda was amended to add School Calendar to E1, moving all items under E: Discussion and Action Item down one spot.
2. **Public Comment:** There were no public comments.
3. **Student Government Report:** Raegan McKinley reported that there have been fewer activities due to the snow days. There will be a dance on February 3<sup>rd</sup>. The Drama club is looking into performing Matilda. Winter sports are participating in matches and games. Two students have qualified for a state dance competition. ASB will be hosting a polar plunge on February 17th.

### C. REPORTS~

1. **Association Reports**
  - i. **PEA:** Dave Dunham reported that he and Nicole Stueve had a snow day discussion with Superintendent Halliday. He said that Corvallis School District is only making up one of the days, and that most of the teachers here still worked from home on the

snow days. He thanked the extra-curricular committee for continued conversation. He didn't want this language to hold up bargaining, so it's a continuation of negotiations.

- ii. **OSEA:** Laura Schunn and Amber French reported that they are having regular meetings with their union members. They are meeting with Superintendent Halliday once a month. They are looking to see what the decision ...she thanked custodians and facilities for cleaning up on Thursday to make it safe for them to come in on Friday. They are looking forward to bargaining. They are hoping for just a few meetings.
2. **Acuity LLC, Auditors:** Kori Sarrett from Acuity LLC reported that she only has good news to report. She said that this was the smoothest audit that they have ever experienced. She said that the business manager takes their feedback, uses it, and asks how she can do better. She also praised Mary Ackermann, the districts accounts payable clerk. Kori explained the ending valuations for fiscal year 2022-2023.
3. **Approval of 2022-2023 Audit:** Director Hering moved to approve the 2022-2023 fiscal year audit as presented. Director Dealy seconded the motion. The Board unanimously approved the motion. Motion passes 5-0.
4. **City of Philomath Proposal: 16<sup>th</sup> & Cedar Streets:** Chris Workman who is the city manager for the City of Philomath, reported that the intersection at 16<sup>th</sup> and Cedar Streets needs improvement, and that this will alleviate the congestion at 19<sup>th</sup> and Applegate Streets. Four documents from the city were included in the board packet that outlines the proposed project that will increase safety for students and help the flow of traffic. He said that it will affect the walking trail, but they will fix that. There will be no cost to the District. He is asking for a general agreement from the board until he has the legal paperwork, and the city is paying for this as well. Director Cheeke asked why we don't just allow an easement instead of transferring the property. Chris said that later, it will be cleaner, so if someone looks back in 20 years, they won't ask, why didn't they just have a deed put into place instead of an easement. Chris added that the city will be responsible for the storm drains, but the school district will be responsible for sidewalk maintenance just like any other property. Director Hearing asked if there will be any costs at all. Chris said that there will be indirect costs and opportunity costs, but there won't be any financial cost. The timeline is to have this project completed during the school's summer break. Director Wells said that he doesn't like the crosswalk being at the curve because people tend to speed up. Chris said that he will make a note on the bid to try to remedy this. Superintendent Halliday said that they would like to have crossing guards at the new crosswalks. Director Wells and Director Cheeke said that they don't want trees planted where it could damage sidewalks that the district will have to pay to repair later or trees that will impede anyone's view of oncoming traffic. Chris said that the city will repair any sidewalks that are damaged by any city trees. Director Wells asked if a curbcut will be on lot 2700, so that the district can have access to it. Chris said to let him know where they want that, and he would make sure it's added. Chris said that he is looking forward to this improvement as it has bothered him for 10 years, and the change will make it safer for students.
5. **City of Philomath Proposal Approval:** Director Dealy moved to authorize Superintendent Halliday to approve and execute the deeds and easements needed to complete the South 16<sup>th</sup> Street Widening and Extension Project with legal counsel approval.

Director Gudge seconded the motion. The Board unanimously approved the motion. Motion passes 5-0.

6. **Social Emotional Learning:** Cynthia Barthuly, PSD Student Services Director, Eric Beasley, Philomath Elementary School Principal, and Donna Starr, Philomath Elementary School Special Education Teacher, gave a comprehensive presentation about Social Emotional Learning and how it is taught to students in the schools. Social Emotional Learning is teaching students how to healthily interact with others and take care of yourself and your emotions. SEL is important because it's an integral part of education and human development. The state of Oregon has five standards for Social Emotional Learning: Self-Management, Self-Awareness, Social Awareness, Relationship Skills and Responsible Decision-Making. The program that the elementary school uses is called: Cynthia Barthuly explained the Multi-Tiered Systems of Support. Donna Starr explained the screening process for students.
7. **Superintendent's Report**
  - i. Superintendent Halliday reported that it is School Board Recognition Month. She read the proclamation celebrating all that the Board does for students and the district. The Board members were each given books that were favorites from their childhood, and they will write positive messages to students in the books and they will be donated to our libraries in their honor.
  - ii. The Calendar Committee will be getting together soon to go over drafts of the 2024-2025 proposed school calendars.
  - iii. The Co-curricular Committee still has a lot of work to do. The work that has been done has been very thoughtful. Updates will be reported.
8. **Financial Report:** The financial report was included in the board packet. Director Wells asked about the lack of part time students listed. Superintendent Halliday reported that with the change of our student information system, we are still trying to work out which report accurately reports part time students.

#### D. STRATEGY AND DISCUSSION ~

1. **Strategic Plan:** Superintendent Halliday reported that she will be attending a statewide superintendent's conference and there will be representatives from Studer Education at the conference, so she will be able to meet with them face to face. She said that she is exploring what OSBA and COSA can do to help with a strategic plan. She wants to come back with something that is more option driven. She wants to find out what the cost savings that we could see over the life of a strategic plan that may make it more doable, and if there are options for purchasing pieces of their services.
  - i. Director Cheeke asked if she could find out how many districts renewed after the initial plan and if so, for what reasons.
  - ii. Director Gudge wants to hear information from districts that have worked with Studer for three to four years, and what they have to say about their experience.
  - iii. Director Hering said that she read the contract that Studer issued. She said that they are good at marketing their services. She said that while reading through the information, she said that a lot of the work will fall on us. She added that she feels like we are doing a great job. She said that she doesn't feel like we need to spend over \$54,000 a year to have someone do something for us that we have to do ourselves. She said that she knows there is value in having a strategic plan. She said that we should look in-house and we already have someone on our payroll who

does special projects, and she wants to investigate how we can do this inhouse. Studer is an east coast company geared towards corporations. She found templates and resources online for strategic planning. She added that in 2017-2018, the District did a facilities study and plan, and now it's on a shelf. She wants us to be careful about buying into something that isn't appropriate for us, and she said that we are doing pretty good without it. She doesn't see a reason to rush into this.

#### E. **DISCUSSION & ACTION ITEMS~**

1. **School Calendar – make up days:** Superintendent Halliday reported that The Oregon Department of Education is going before the state board in February to request an exemption of up to 14 hours of instruction time to be waived. She gave different options for making up/and or forgiving the three snow days that we had on January 16-18. Director Dealy said he thought we should make February 19<sup>th</sup> a make-up school day for sure, and to make May 24<sup>th</sup> a school day, also, and forgive the 3<sup>rd</sup> day. Director Cheeke agreed with making up school on February 19<sup>th</sup>. Director Dealy moved to make February 19<sup>th</sup> a school make-up day for students and staff, and postpone their decision for the other two snow days until later. Director Hering seconded the motion, and the Board unanimously approved the motion. Motion passes 5-0.
2. **Approval of 2024-2025 Budget Calendar:** Board Chairman Rick Wells reported that the 2024-2025 Budget Planning Calendar is in the Board packet, and it needs approval. Director Gudge motioned to approve the 2024-2025 Budget Planning Calendar as presented. Director Hering seconded the motion. The Board unanimously approved the motion. Motion passes 5-0.
3. **Resolution 2324-02: Transfer Appropriations Within a Fund for Fiscal Year 2023-2024:** Superintendent Halliday explained that the purpose of this resolution is to transfer appropriations to better reflect expenditures within a fund. This is not new money; it's just an update to the appropriations. Director Dealy moved to approve the Resolution 2324-02 as presented. Director Gudge seconded the motion. The Board unanimously approved the motion. Motion passes 5-0.
4. **Integrated Guidance Grant Presentation and Approval:** Superintendent Halliday explained that six grants were integrated into one a few years ago and is now the Integrated Guidance Grant. It needs Board approval. She presented a comprehensive PowerPoint presentation of how the money was spent, and the plan for how to spend the money this year and next year. Director Cheeke said that he would like to see more money in the technical and vocational programs. Director Gudge asked if this grant could pay for the required civil rights coordinator that will be required as of the last legislative session. Superintendent Halliday answered yes. Director Dealy moved to approve the 2022-2023 Integrated Guidance final report and the Integrated Guidance plan for the 2023-2024 school year. Director Cheeke seconded the motion. The Board approved the motion unanimously. Motion passes 5-0.
5. **Early Literacy Grant Presentation and Approval:** Superintendent Halliday presented a comprehensive PowerPoint for the Early Literacy Grant Presentation. She explained all of the requirements including community engagement and Board approval. Director Dealy moved to say that the Board watched the Early Literacy Grant Presentation, and to approve the Early Literacy Grant as presented. Director Gudge seconded the motion, and the Board approved it unanimously.



F. **MEETING CLOSURE ~**

1. **Next Meeting Agenda Items**

- i. Approval of 2024-2025 School Calendar
- ii. Renewal/Non-Renewal of Licensed Staff
- iii. King’s Valley Charter School Annual Report
- iv. Director Gudge asked when they are supposed to begin the process of finding the student representative to the Board for the 2024-2025 school year. It was determined that they need to start the process next month.

2. **Board Thanks**

- i. Director Gudge thanked facilities for cleaning up the ice and making sure campus was safe for everyone to return. She also thanked Superintendent Halliday for the timely announcements of school closures.
- ii. Director Wells thanked everyone who worked diligently to make it safe for students to come back.

3. **Board Requests:** There were no Board requests.

4. **Adjournment:** Chairman Rick Wells adjourned the meeting at 9:42 pm.

---

Board Chair

---

Superintendent

---

Date



# Philomath High School

'Home of the Warriors'

## Athletic Team/Club Overnight Request and Supervision Plan

received  
2/21 Baker

Team/Club: Cheerleading

Head Coach/Advisor: Kathy Kohler

Destination: Las Vegas Nevada Event: JAMZ Cheer Nationals

Departure Date: 1/23/2025 Return Date: 1/26/2025

Transportation Mode (bus, car, etc.): parent transport to airport, airline unknown at this time

Account charged: Cheerleading asb

### Parent Permission

- a) Blanket permission  b) Specific forms \_\_\_\_\_ (attach form if applicable)

### Supervision Requirements and Plan

#### General Requirements

- Supervisors must be Philomath School District a) employees or b) approved volunteer (over 21 years old).
- Co-ed activities require male and female supervisors (at least 1 must be a PSD employee).
- Annually all supervisors must complete supervision training and mandatory reporter training.
- Ratio of 1 supervisor to 10 students. Exceptions must be pre-approved by principal.
- At the end of all events, supervisors are to remain until all students are picked up.

#### Daytime Supervision

- Supervisors will review daily student behavior expectations and address any issues as they arise.
- Zones of supervision will be established based on the specific logistical and situational needs of the event(s).
- Supervisors will actively supervise, be proactive, and move strategically through the supervision zones.
- Reasonable supervision is expected at all times.
- Bus / vehicle supervision: No supervisor will transport student alone (1 on 1). In large vehicles (i.e. buses) there must be at least 1 adult in addition to the bus driver. Supervisors need to spread out throughout the bus, with the primary position in the back observing all students in front of them.

#### Nighttime Supervision

Same standards apply as daytime, additionally:

- In hotel rooms: a) male and female students sleep separately. b) Supervisors sleep separate from students unless adult is a parent of student(s) in the room. c) Blue tape placed on doors (from supervision training) d) Periodic room checks throughout night; male supervisors check male rooms / female supervisors check female rooms. d) Reasonable lights out times established
- Large space / sleepover style (rented house, gym): a) Supervisors DO sleep in large area, NOT in separate room. b) Supervise sleep at strategic locations- in between points and at exits. c) Separate males and females by space / rooms / or floors. d) Reasonable lights out times establish.

### Supervision Requirements and Plan, Continued

#### Reporting

- Contact school administration in cases of health issues and violations of student conduct code (as discussed in training).
- Mandatory Reporters: As a supervisor of Philomath School District, you are a mandatory reporter. You must report any abuse or neglect concerns immediately to DHS, local law enforcement, and



# Philomath High School

'Home of the Warriors'

## Athletic Team/Club Overnight Request and Supervision Plan

school administration. Do not wait to alert DHS or law enforcement, inform school administration as soon as you are able.

### Important Contact Numbers

1. Benton County Sheriff: 541-766-6858
2. Philomath Police: 541-766-6925
3. Corvallis Police: 541-766-6925
4. DHS: 855-503-7233
5. Principal and/or Athletic Director (numbers provided to trip leaders)

### Special Supervision Needs

In the space below (or attach) please add any additions to the supervision plan that are unique:

---



---



---

### **By signing below I acknowledge that:**

1. I am responsible for meeting the requirements of the supervision plan.
2. I am responsible for following PHS policies and procedures.
3. I am responsible for helping to enforce school and district policies.
4. I am responsible for the health and well-being of all students under my care.
5. I will provide reasonable / adequate supervision throughout the duration of the event.
6. I understand that failure to meet any of the criteria named above may lead to disciplinary action up to, and including, dismissal.

### **Staff / Coach**

	<u>Print name</u>	<u>Sign name</u>
1.	Kathy Kohler	
2.	Shanon Rice	
3.	Corren Webster	
4.	Heather Paris	

### **Philomath School District Approved and Trained Chaperone/Supervisor**

1.		
2.		
3.		
4.		

<b>APPROVED</b>	<b>DENIED</b>	<b>APPROVED</b>	<b>DENIED</b>	<b>APPROVED</b>	<b>DENIED</b>
<b>PRINCIPAL</b>		<b>SUPERINTENDENT</b>		<b>PSD BOARD</b> (Out of State ONLY)	

**Itinerary for JAMZ Cheer Nationals 2025**

**Dates:** January 23-26, 2025

**Destination:** JAMZ Cheer Nationals, Orleans Hotel, 4500 West Tropicana Ave, Las Vegas, NV 89103

**Travel:** parent transport, airline (TBD), Shuttle

**Accommodations:** Orleans Hotel, 4500 West Tropicana Ave, Las Vegas, NV 89103

**Thursday January 23, 2025:**

Travel by parent or school approved driver to Airport (preferably Eugene).  
Shuttle to hotel from airport  
Check in to hotel/event

**Friday January 24, 2025:**

Participate in JAMZ Cheer Nationals

**Saturday January 25, 2025:**

Participate in JAMZ Cheer Nationals

**Sunday January 26, 2025:**

Check out of hotel/event  
Shuttle to airport  
Parent pick up or approved driver from airport



February 29, 2024

Board Members:

Enrollment numbers as of February 22, 2024 are included in the board packet. Enrollment for the 2023-24 school year is remaining higher than we predicted. ODE released the re-balancing of the State School Fund. As we discussed in the previous Board meeting, our district received an adjustment to the State School Fund estimate for the 2023-24 school year. Resolution 2324-03 is included for approval in this board packet to appropriate these additional State School Funds. The increase in appropriations will be divided between Instructional Support, Support Services and Transfers. The district is committed to supporting the increased demand for instructional support and support services that has been realized with our increased enrollment. The district will also commit to infrastructure support with an increase to the Transfers appropriation for Reserve accounts set up specifically for facilities, vehicle replacement and technology needs.

Resolution 2324-04 is also included for approval in this board packet. This resolution appropriates unanticipated revenue for the Early Literacy Grant (\$94,000) and an increase to the 2023-24 allocation for our Student Investment Account (SIA) Grant (increase of \$278,000). These funds will be appropriated to both Instructional Support and Support Services.

The additional funding we are receiving this year will allow the District to maintain our current service level and begin to fund some capital reserves for future needs.

January 2024 General Fund Expenditures totaled \$1,878,584. Expenditures that exceed \$10,000 are as follows:

- |                                      |            |                                   |
|--------------------------------------|------------|-----------------------------------|
| • American Fidelity Assurance Co.    | \$ 10,105  | (Paid Leave OR payment)           |
| • Invesco Investment Services        | \$ 10,206  | (403b Retirement Contributions)   |
| • Mid-Valley Basketball Offic Assoc. | \$ 17,095  | (Officials for Basketball season) |
| • Northwest Natural Gas              | \$ 21,023  | (Monthly gas bill December)       |
| • Pacific Power                      | \$ 25,433  | (Monthly power bill)              |
| • Mid Columbia Bus Company           | \$ 56,581  | (December 2023 transportation)    |
| • Kings Valley Charter School        | \$ 232,362 | (January SSF payment to KVCS)     |

Respectfully Submitted,

Jennifer Griffith  
Business Manager



2023-2024 Philomath SD 17J | General Fund Overview - Revenue

YTD Local Sources

95.45% of Budget

Prior Year YTD: 91.94% of Actuals

YTD State Sources

66.42% of Budget

Prior Year YTD: 58.67% of Actuals

YTD All Sources (except 5400s)

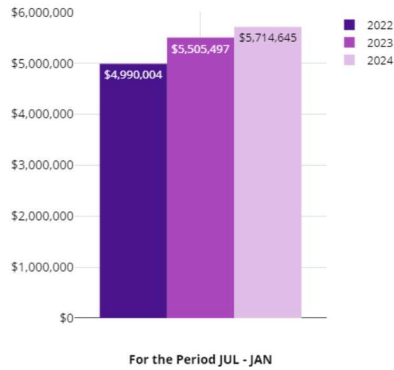
74.59% of Budget

Prior Year YTD: 67.83% of Actuals

Local Sources (1000s)



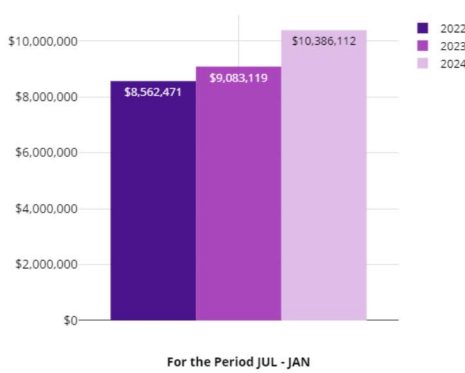
Property Taxes (1100s)



Interest Earnings (1500s)



State Sources (3000s)



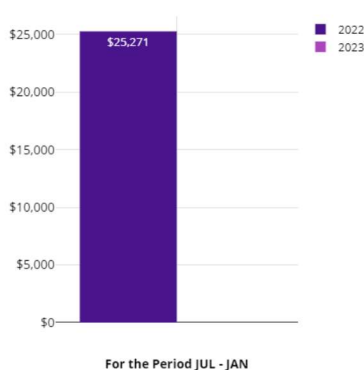
State School Fund (3101)



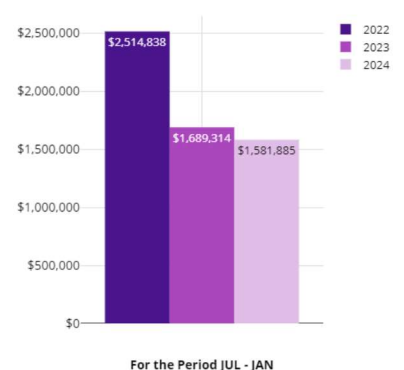
Intermediate Sources (2000s)



Federal Sources (4000s)



Other Sources (5000s)





YTD Salary and Benefits

**47.24%** of Budget

Prior Year YTD: 46.52% of Actuals

YTD Purchased Services

**64.35%** of Budget

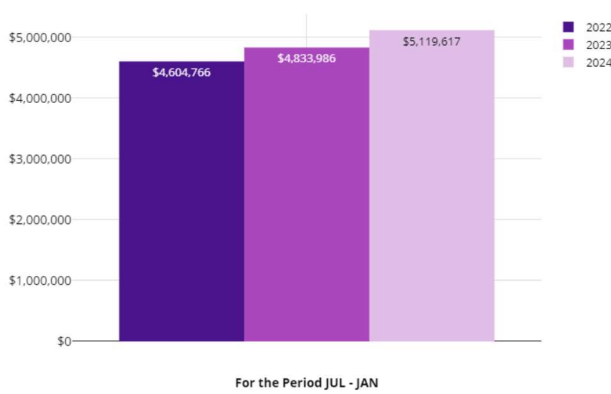
Prior Year YTD: 53.65% of Actuals

YTD Other Expenses

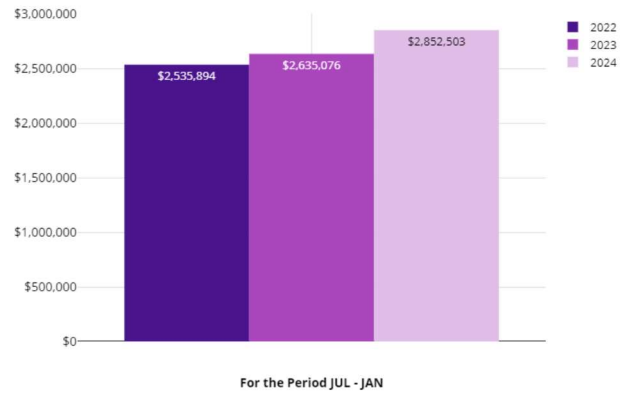
**81.89%** of Budget

Prior Year YTD: 77.08% of Actuals

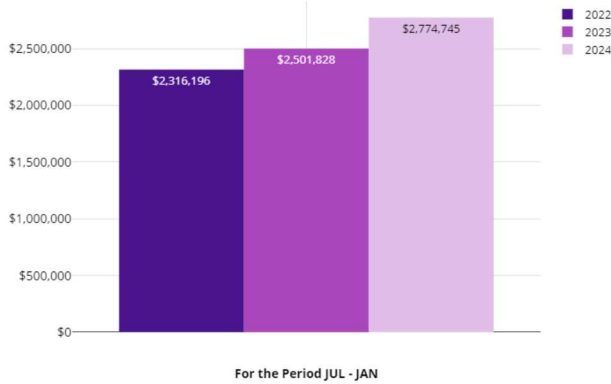
Salaries (100s)



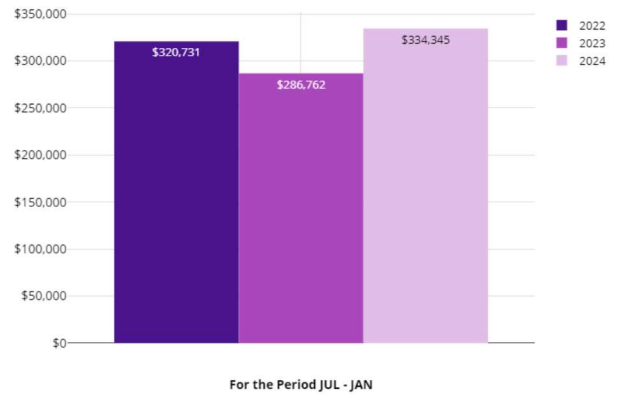
Benefits (200s)



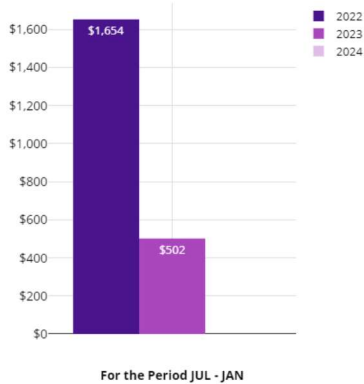
Purchased Services (300s)



Supplies (400s)



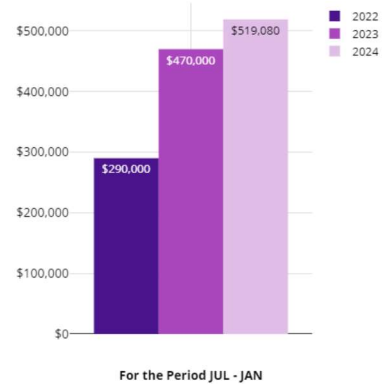
Capital Outlay (500s)



Other Objects (600s)



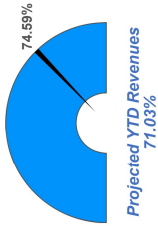
Transfers (700s)



# 100 General Fund Revenue Dashboard Summary

For the Period Ending January 31, 2024

## Actual YTD Revenues



## Actual YTD Local Sources



## Actual YTD State Sources

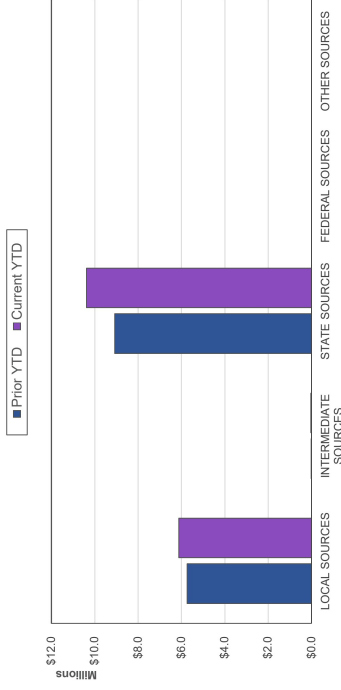


## General Fund Revenues

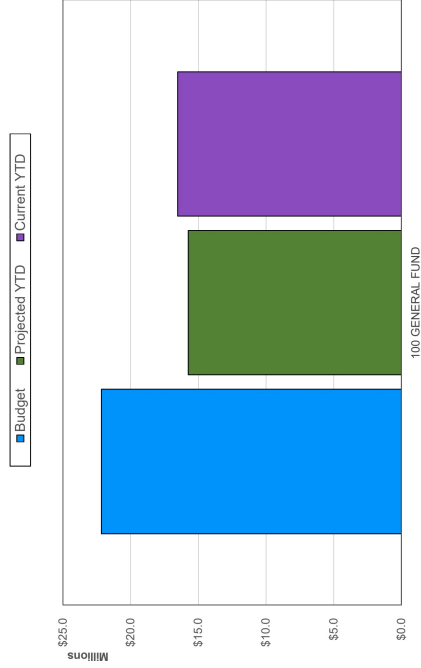
### Top 10 General Fund Sources of Revenue (Year-to-Date)

State School Fund (SSF)	\$10,373,036
Property Taxes	\$4,402,782
Resources - Beginning Fund Balance	\$1,581,885
Local Option Levy Taxes	\$1,308,586
Interest On Investments	\$236,224
Kings Valley Charter School Fees	\$80,823
Miscellaneous	\$79,779
Severe Disabilities Reimbursement	\$26,765
Restricted Grants-In-Aid	\$13,075
Rentals	\$9,639
<b>Percent of Total Revenues Year-to-Date</b>	<b>99.96%</b>

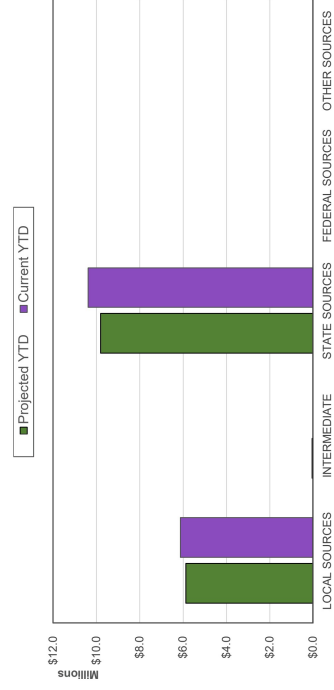
### General Fund Revenue by Source | Prior YTD vs. Current YTD



### Revenues by Fund | Budget / Projected YTD / Current YTD



### General Fund Revenue by Source | Projected YTD vs. Current YTD

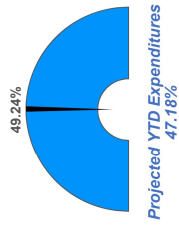




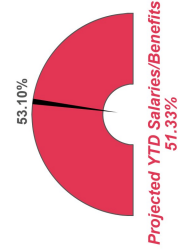
# 100 General Fund Expense Dashboard Summary

For the Period Ending January 31, 2024

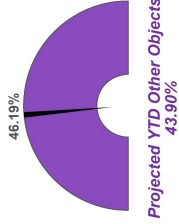
## Actual YTD Expenditures



## Actual YTD Salaries/Benefits



## Actual YTD Other Objects

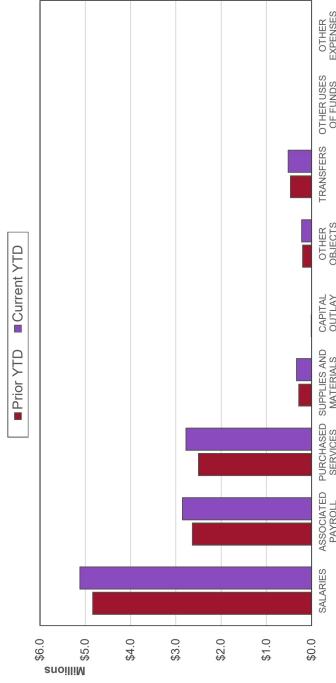


## General Fund Expenditures

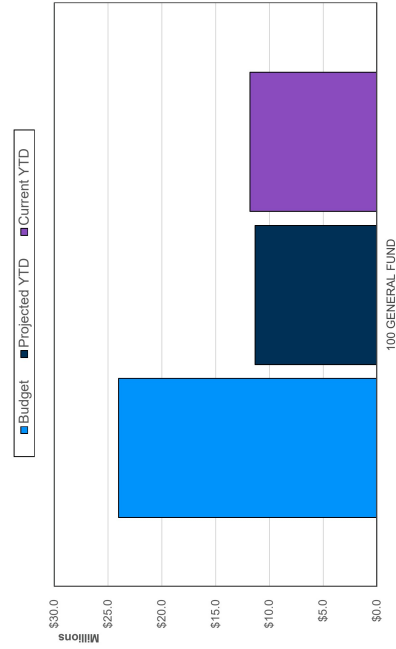
### Top 10 General Fund Expenditures by Program (Year-to-Date)

Licensed Salaries	\$2,497,798
Charter School Payments, Adm	\$1,312,190
Classified Salaries	\$1,005,920
Public Employees Retirement System	\$838,542
Medical Insurance	\$820,105
Administrator Salaries	\$700,924
Fund Transfers	\$519,080
Unrepresented Salaries	\$469,284
Pers Bond 1	\$409,188
Charter School, Remote Elementary	\$402,686
<b>Percent of Total Expenditures Year-to-Date</b>	<b>75.92%</b>

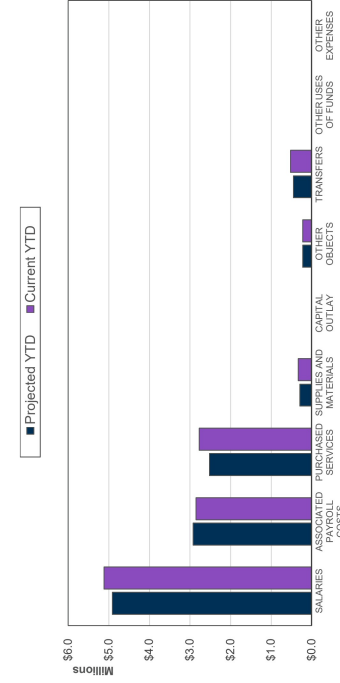
### General Fund Expenditures by Object | Prior YTD vs. Current YTD



### Expenditures by Fund | Budget / Projected YTD / Current YTD



### General Fund Expenditures by Object | Projected YTD vs. Current YTD



**PHILOMATH SCHOOL DISTRICT, 17J**  
**Appropriations, Budget vs. Actual**  
**Fiscal Year 2023-2024**

	<b>Appropriations</b>	<b>YTD</b>	<b>Encumbrances</b>	<b>Resolutions</b>	<b>Totals</b>	<b>(Over)/Under Budget</b>
<b>General Fund (100)</b>						
1000 Instruction	13,913,402	7,060,922	7,040,078	200,000	14,101,000	12,402
2000 Support Services	8,046,586	4,527,014	3,142,358	-	7,669,372	377,214
3000 Community Services	-	-	-	224,000	-	224,000
5200 Transfers	540,000	519,080	-	-	519,080	20,920
6000 Contingency	325,000	-	-	-	-	325,000
Sub Totals	22,824,988	12,107,016	10,182,436	424,000	22,289,452	959,536
<b>Local/State/Federal Programs Funds</b>						
1000 Instruction	2,117,374	735,100	746,163	-	1,481,263	636,111
2000 Support Services	862,136	316,839	386,723	-	703,562	158,574
3000 Community Services	667,526	217,045	160,519	-	377,564	289,962
4000 Facilities	407,500	512	-	-	512	406,988
5200 Transfers	-	-	-	-	-	-
Sub Totals	4,054,536	1,269,496	1,293,405	-	2,562,901	1,491,635
<b>Pool Operations Fund (295)</b>						
1000 Instruction	11,692	7,713	3,718	-	11,431	261
2000 Support Services	-	-	-	-	-	-
3000 Community Services	162,808	102,053	40,900	-	142,953	19,855
Sub Totals	174,500	109,766	44,618	-	154,384	20,116
<b>Assoc. Student Body (284, 285, 286)</b>						
1000 Instruction	806,755	286,171	65,067	-	351,238	455,517
<b>Debt Service Funds (300)</b>						
5000 Debt Service	1,802,848	628,924	547,200	-	1,176,124	626,724
<b>Capital Improvement Funds (400)</b>						
1000 Instruction	22,463	11,115	-	-	11,115	11,348
2000 Support Services	394,037	245,798	22,707	-	268,505	125,532
4000 Facilities	424,317	162	-	-	162	424,155
Sub Totals	840,817	257,075	22,707	-	279,782	561,035
<b>Unemployment Fund (600)</b>						
2000 Support Services	13,000	5,582	210	-	5,792	7,208
<b>Reserve Funds (700)</b>						
1000 Instruction	67,250	28,123	27,967	-	56,090	11,160
2000 Support Services	127,400	43,288	26,696	(5,000)	69,984	52,416
3000 Community Services	-	700	1,400	5,000	2,100	2,900
Sub Totals	194,650	72,111	56,063	-	128,174	66,476
<b>Total Appropriations</b>	<b>30,712,094</b>	<b>14,736,141</b>	<b>12,211,706</b>	<b>424,000</b>	<b>26,947,847</b>	<b>4,188,247</b>
<b>Total Unappropriated</b>	<b>13,918,271</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>13,918,271</b>
<b>Total Adopted Budget</b>	<b>44,630,365</b>	<b>14,736,141</b>	<b>12,211,706</b>	<b>424,000</b>	<b>26,947,847</b>	<b>18,106,518</b>

## Benton County School District 17J

### Student Activities Summary Report

Fiscal Year: 2023-2024

From: 7/1/2023 To: 6/30/2024

Print Detail

Exclude Encumbrances   
  Reverse Signs   
  Page Break by Activity   
  Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
284.0000.9701.097.797.810 PES Food Pantry	10,036.52	200.00	(1,799.98)	8,436.54	.00	8,436.54
284.0000.9701.097.797.812 PES Blodgett	6,514.85	.00	(1,974.30)	4,540.55	.00	4,540.55
284.0000.9701.097.797.815 CPS Donations	2,819.75	10,000.00	(8,024.83)	4,794.92	.00	4,794.92
284.0000.9701.097.797.816 PES Grants	4,010.89	1,650.00	.00	5,660.89	.00	5,660.89
284.0000.9701.097.797.826 PES Field Trips	.00	.00	.00	.00	.00	.00
284.0000.9701.097.797.827 PES Library	507.69	.00	.00	507.69	.00	507.69
284.0000.9701.097.797.828 PES Donations-Unrestricted	3,077.88	4,201.45	(3,613.09)	3,666.24	.00	3,666.24
284.0000.9701.097.797.830 PES Music	(173.43)	913.00	(516.55)	223.02	.00	223.02
284.0000.9701.097.797.834 Falcon Swag Fund Balance	.00	100.00	347.86	447.86	.00	447.86
284.0000.9701.097.797.842 PES Social Committee	732.65	916.77	(682.08)	967.34	.00	967.34
284.0000.9701.097.797.846 PES Yearbook	1,721.00	20.00	1,642.96	3,383.96	.00	3,383.96
284.0000.9701.097.797.847 PES Students in Need	(62.43)	10.00	.00	(52.43)	.00	(52.43)
284.0000.9701.097.797.849 CPS Students in Need	(29.80)	.00	.00	(29.80)	.00	(29.80)
284.0000.9701.097.797.850 PES School Supplies	.00	.00	.00	.00	.00	.00
<b>GRAND TOTALS</b>	29,155.57	18,011.22	(14,620.01)	32,546.78	.00	32,546.78

End of Report

## Benton County School District 17J

### Student Activities Summary Report

From: 7/1/2023 To: 6/30/2024

Fiscal Year: 2023-2024

Print Detail

Exclude Encumbrances

Reverse Signs

Subtotal By Journal

Page Break by Activity

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
285.0000.9701.098.798.500 PMS Apparel	838.00	.00	(182.40)	655.60	.00	655.60
285.0000.9701.098.798.501 PMS Art	1,181.04	285.00	(150.00)	1,316.04	.00	1,316.04
285.0000.9701.098.798.502 PMS Athletics	3,281.03	527.00	(1,262.35)	2,545.68	.00	2,545.68
285.0000.9701.098.798.503 PMS Band	3,192.97	1,200.00	(2,147.67)	2,245.30	(611.00)	1,634.30
285.0000.9701.098.798.504 PMS Band Repair/Replace	379.76	.00	.00	379.76	.00	379.76
285.0000.9701.098.798.506 PMS Choir Beginning Balance	504.71	319.25	(488.45)	335.51	.00	335.51
285.0000.9701.098.798.508 PMS Drama	12,244.16	916.00	(3,245.37)	9,914.79	(5,401.24)	4,513.55
285.0000.9701.098.798.510 PMS Library	30.47	.00	.00	30.47	.00	30.47
285.0000.9701.098.798.511 PMS Life Skills	612.11	.00	.00	612.11	.00	612.11
285.0000.9701.098.798.512 PMS Lock Replacement	1,710.17	.00	.00	1,710.17	.00	1,710.17
285.0000.9701.098.798.515 PMS Outdoor School	23,290.23	.00	(27.32)	23,262.91	.00	23,262.91
285.0000.9701.098.798.516 PMS Sports/Pay-to-Play	25.00	.00	.00	25.00	.00	25.00
285.0000.9701.098.798.519 PMS School Enhancement	93.63	105.78	.00	199.41	.00	199.41
285.0000.9701.098.798.520 PMS Science	12.14	.00	.00	12.14	.00	12.14
285.0000.9701.098.798.521 PMS Shop	631.70	2,253.00	(2,361.13)	523.57	(300.00)	223.57
285.0000.9701.098.798.522 PMS Struxness - Helping Families	1,428.99	397.22	(397.22)	1,428.99	.00	1,428.99
285.0000.9701.098.798.523 PMS Student Body Fees	5,033.73	8,655.00	(4,181.40)	9,507.33	.00	9,507.33
285.0000.9701.098.798.524 PMS Suspension Account	301.50	451.88	(301.50)	451.88	.00	451.88
285.0000.9701.098.798.525 PMS Technology	877.35	.00	.00	877.35	.00	877.35
285.0000.9701.098.798.527 PMS Textbook Damage/Replacement	221.77	.00	.00	221.77	.00	221.77
285.0000.9701.098.798.529 PMS Student Wellness	5,585.90	.00	.00	5,585.90	.00	5,585.90
285.0000.9701.098.798.530 PMS Oregon Research Institute	2,123.74	.00	.00	2,123.74	.00	2,123.74

## Benton County School District 17J

### Student Activities Summary Report

Fiscal Year: 2023-2024

From: 7/1/2023 To: 6/30/2024

Print Detail

Page Break by Activity

Exclude Encumbrances  Reverse Signs  Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Range Balance	Encumbrances	Available Balance
285.0000.9701.098.798.531 PMS Trip Club	225.08	.00	.00	225.08	.00	225.08
285.0000.9701.098.798.532 PMS Health/PE	1,404.05	.00	.00	1,404.05	.00	1,404.05
285.0000.9701.098.798.533 PMS Elective Rotation fee	.00	.00	.00	.00	.00	.00
285.0000.9701.098.798.534 PMS Battle of the Books	305.00	700.00	(43.11)	961.89	.00	961.89
285.0000.9701.098.798.535 PMS School Supplies	10.00	.00	.00	10.00	.00	10.00
285.0000.9701.098.798.536 PMS Turkey Bingo	(328.82)	.00	328.82	.00	.00	.00
285.0000.9701.098.798.537 PMS Fitness	426.02	.00	.00	426.02	.00	426.02
285.0000.9701.098.798.538 PMS Engineering	(76.51)	165.00	(23.65)	64.84	.00	64.84
285.0000.9701.098.798.685 PMS Lost or Damaged Technology	.00	.00	.00	.00	.00	.00
<b>GRAND TOTALS</b>	65,564.92	15,975.13	(14,482.75)	67,057.30	(6,312.24)	60,745.06

End of Report

## Benton County School District 17J

### Student Activities Summary Report

Fiscal Year: 2023-2024

From: 7/1/2023 To: 6/30/2024

Print Detail

Page Break by Activity

Exclude Encumbrances

Reverse Signs

Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
286.0000.9701.099.799.000 Student Activities	(217.41)	.00	.00	(217.41)	.00	(217.41)
286.0000.9701.099.799.600 PHS Over/Short	149.09	.00	.00	149.09	.00	149.09
286.0000.9701.099.799.603 PHS AP Testing	.84	.00	.00	.84	.00	.84
286.0000.9701.099.799.604 PHS Art	2,699.71	1,769.53	(2,439.68)	2,029.56	(158.19)	1,871.37
286.0000.9701.000.799.605 PHS Art Club	432.00	830.00	.00	1,262.00	(1,226.81)	35.19
286.0000.9701.099.799.605 Begining Fund Balance Student Activities	432.00	830.00	.00	1,262.00	(1,226.81)	35.19
286.0000.9701.099.799.606 PHS ASB	6,238.15	12,699.93	(9,624.01)	9,314.07	(200.00)	9,114.07
286.0000.9701.099.799.607 PHS Athletic Officials	(9,701.60)	47,077.30	(38,543.39)	(1,167.69)	.00	(1,167.69)
286.0000.9701.099.799.611 PHS Athletics	2,818.52	11,558.84	(5,269.19)	9,108.17	(419.41)	8,688.76
286.0000.9701.099.799.612 PHS AV Technology	.00	.00	.00	.00	.00	.00
286.0000.9701.099.799.613 PHS Baseball	7,328.20	12,450.00	(19,596.37)	181.83	(2,366.00)	(2,184.17)
286.0000.9701.099.799.616 PHS Botany	4,301.84	.00	(545.49)	3,756.35	(253.05)	3,503.30
286.0000.9701.099.799.617 PHS Boys Basketball	15,084.01	15,536.50	(8,088.82)	22,531.69	.00	22,531.69
286.0000.9701.099.799.618 PHS Cheerleading	7,257.42	47,187.16	(34,250.85)	20,193.73	(11,480.54)	8,713.19
286.0000.9701.099.799.619 PHS Cinematic Art Club	443.86	.00	.00	443.86	.00	443.86
286.0000.9701.099.799.620 PHS Community Service Club-G, Lake	455.06	.00	.00	455.06	.00	455.06
286.0000.9701.099.799.621 PHS Cross Country	7,356.17	4,868.37	(4,027.92)	8,196.62	(346.52)	7,850.10
286.0000.9701.099.799.622 PHS Dance Team	6,508.60	14,957.41	(11,482.44)	9,983.57	(2,033.67)	7,949.90
286.0000.9701.099.799.625 PHS Donation	693.01	200.00	.00	893.01	.00	893.01
286.0000.9701.099.799.627 PHS Driver Education	.00	5,550.00	.00	5,550.00	.00	5,550.00
286.0000.9701.099.799.633 PHS Robotics Fund Balance	16,422.83	15,807.24	(16,876.61)	15,353.46	(6,101.81)	9,251.65

## Benton County School District 17J

### Student Activities Summary Report

From: 7/1/2023 To: 6/30/2024

Fiscal Year: 2023-2024

Print Detail

Exclude Encumbrances

Reverse Signs

Subtotal By Journal

Page Break by Activity

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
286.0000.9701.099.799.634 Robotics PHRED FLL Fund Balance	.00	1,000.00	(300.00)	700.00	.00	700.00
286.0000.9701.099.799.635 PHS Foods	3,468.39	1,625.00	(1,401.18)	3,692.21	.00	3,692.21
286.0000.9701.099.799.636 PHS Football	5,960.37	14,815.00	(6,840.98)	13,934.39	(9,649.99)	4,284.40
286.0000.9701.099.799.637 PHS Forestry	9,868.91	948.00	(2,015.38)	8,801.53	(206.95)	8,594.58
286.0000.9701.099.799.638 PHS GED	8.17	.00	.00	8.17	.00	8.17
286.0000.9701.099.799.639 PHS German Class	353.54	.00	.00	353.54	.00	353.54
286.0000.9701.099.799.640 PHS Girls Basketball	13,113.98	9,576.50	(8,175.55)	14,514.93	(1,199.97)	13,314.96
286.0000.9701.099.799.641 PHS Health Occ/Anatomy	(.53)	560.00	(144.53)	414.94	.00	414.94
286.0000.9701.099.799.642 PHS Green Team	159.83	.00	.00	159.83	.00	159.83
286.0000.9701.099.799.643 PHS Racial Equity Club	7.00	.00	.00	7.00	.00	7.00
286.0000.9701.099.799.644 PHS Life Skills	3,510.48	300.00	(339.85)	3,470.63	(180.05)	3,290.58
286.0000.9701.099.799.645 PHS Library	(16.13)	.00	.00	(16.13)	.00	(16.13)
286.0000.9701.099.799.646 PHS Lifeguard	.00	140.00	.00	140.00	.00	140.00
286.0000.9701.099.799.647 PHS Link Crew	1,187.99	160.00	(1,132.45)	215.54	.00	215.54
286.0000.9701.099.799.649 PHS Manufacturing Technology	7,550.87	1,895.00	(2,445.33)	7,000.54	(4,000.00)	3,000.54
286.0000.9701.099.799.652 PHS Misc Books	5.78	50.00	.00	55.78	.00	55.78
286.0000.9701.099.799.653 PHS Music Band	1,685.95	728.50	(1,168.07)	1,246.38	.00	1,246.38
286.0000.9701.099.799.654 PHS Music Choir	.00	319.00	.00	319.00	.00	319.00
286.0000.9701.099.799.655 PHS Music Tour	9,694.61	1,300.00	.00	10,994.61	.00	10,994.61
286.0000.9701.099.799.656 PHS National Honor Society	1,642.73	460.00	(910.00)	1,192.73	.00	1,192.73
286.0000.9701.099.799.657 PHS OWC Athletics Account	5,972.64	7,210.21	(8,920.24)	4,262.61	.00	4,262.61

## Benton County School District 17J

### Student Activities Summary Report

Fiscal Year: 2023-2024

From: 7/1/2023 To: 6/30/2024

Print Detail

Page Break by Activity

Exclude Encumbrances

Reverse Signs

Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
286.0000.9701.099.799.658 PHS OWC Activities Account	.00	2,000.00	(873.13)	1,126.87	.00	1,126.87
286.0000.9701.099.799.659 PHS Parking/Student Safety	697.43	1,065.00	(324.00)	1,438.43	.00	1,438.43
286.0000.9701.099.799.660 PHS PE Fees	294.59	.00	(63.99)	230.60	.00	230.60
286.0000.9701.099.799.661 PHS Peer Counseling	195.74	.00	.00	195.74	.00	195.74
286.0000.9701.099.799.664 PHS PHS Pay to Play	1,847.50	17,745.00	(10,967.50)	8,625.00	.00	8,625.00
286.0000.9701.099.799.665 PHS Preschool	1,853.93	2,900.00	(3,459.58)	1,294.35	.00	1,294.35
286.0000.9701.099.799.666 PHS Prom	4,816.66	1,799.41	(4,817.00)	1,799.07	.00	1,799.07
286.0000.9701.099.799.667 PHS PSAT Fee Collections	.00	.00	.00	.00	.00	.00
286.0000.9701.099.799.670 PHS Scholarship	200.77	.00	.00	200.77	.00	200.77
286.0000.9701.099.799.672 PHS Scholarship - Steve Moos-BES fundraiser	.00	.00	.00	.00	.00	.00
286.0000.9701.099.799.674 PHS School Enhancement	8,346.45	1,926.88	(150.00)	10,123.33	.00	10,123.33
286.0000.9701.099.799.675 PHS School of Business	2,449.64	.00	(574.21)	1,875.43	.00	1,875.43
286.0000.9701.099.799.676 PHS Science	.00	20.00	(73.14)	(53.14)	.00	(53.14)
286.0000.9701.099.799.678 PHS Soccer Boys	991.11	4,105.00	(84.75)	5,011.36	.00	5,011.36
286.0000.9701.099.799.679 PHS Soccer Girls	827.29	3,088.76	(2,564.96)	1,351.09	.00	1,351.09
286.0000.9701.099.799.680 PHS Softball	8,266.01	10.00	(1,503.29)	6,772.72	(2,491.18)	4,281.54
286.0000.9701.099.799.681 PHS Spanish Class	1,531.61	.00	.00	1,531.61	.00	1,531.61
286.0000.9701.099.799.682 PHS Youth Transition Program	997.88	295.68	(52.75)	1,240.81	.00	1,240.81
286.0000.9701.099.799.684 PHS Student Body Fee	250.00	13,145.00	(12,855.00)	540.00	.00	540.00
286.0000.9701.099.799.685 PHS Lost or Damaged Technology	.00	160.00	.00	160.00	.00	160.00
286.0000.9701.099.799.686 PHS Swim Team	267.86	2,020.00	(1,447.58)	840.28	.00	840.28



## Benton County School District 17J

### Student Activities Summary Report

Fiscal Year: 2023-2024

From: 7/1/2023 To: 6/30/2024

Print Detail

Page Break by Activity

Exclude Encumbrances  Reverse Signs  Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
286.0000.9701.099.799.687 PHS Boys Tennis	6,514.44	825.00	(3,312.59)	4,026.85	(339.98)	3,686.87
286.0000.9701.099.799.688 PHS Girls Tennis	.00	825.00	3,201.85	4,026.85	(738.68)	3,288.17
286.0000.9701.099.799.689 PHS Theatre	5,518.04	2,844.81	(4,067.80)	4,295.05	.00	4,295.05
286.0000.9701.099.799.690 PHS Track	1,858.05	4,290.00	(135.00)	6,013.05	(130.00)	5,883.05
286.0000.9701.099.799.693 PHS Volleyball	6,513.65	15,814.51	(10,493.71)	11,834.45	(1,455.00)	10,379.45
286.0000.9701.099.799.695 PHS Warrior Wellness	3,212.68	.00	(752.93)	2,459.75	(150.00)	2,309.75
286.0000.9701.099.799.696 PHS Wrestling	(516.25)	13,101.09	(10,545.78)	2,039.06	(3,294.80)	(1,255.74)
286.0000.9701.099.799.697 PHS Yearbook	15,647.03	12,390.00	(17,144.28)	10,892.75	(10,332.00)	560.75
286.0000.9701.099.799.698 PHS Lagessee PTP Waiver Scholarship	6,699.33	.00	(250.00)	6,449.33	.00	6,449.33
286.0000.9701.099.799.705 HS Student Transcript Fees	45.11	.00	(35.87)	9.24	.00	9.24
286.0000.9701.099.799.708 Pool Timing System Fundraiser	.00	.00	.00	.00	.00	.00
<b>GRAND TOTALS</b>	212,203.43	332,780.63	(267,885.32)	277,098.74	(59,981.41)	217,117.33

End of Report

**2023 / 2024 SCHOOL YEAR**  
**ENROLLMENT FIGURES as of: February 29, 2024**

District	CPS	PES	BL	PMS	PHS	Academy	Part Time	KVCS	Part Time
Kindergarten	121	92	7			0	1	21	
1st	114	<u>87</u>	7			1	1	18	
2nd	115	90	6			0	1	18	
3rd	122	94	10			1		17	
4th	109	87	<u>5</u>			1	1	15	
5th	122	<u>103</u>				2		17	
6th	141			119		3		19	
7th	132			114		1	2	15	
8th	132			<u>112</u>		5	0	15	
9th	134				106	12	0	16	
10th	164				128	23		13	
11th	156				120	24	0	12	
12th	129				<u>106</u>	<u>17</u>	<u>0</u>	6	
<b>Totals</b>	<b>179</b>	<b>374</b>	<b>35</b>	<b>345</b>	<b>460</b>	<b>90</b>	<b>6</b>	<b>202</b>	

**TOTAL FULL-TIME ENROLLMENT - All Schools 1,685**

**Philomath School District 17J - 2023-2024 School Year -- Summary of Enrollment**

School	09/23	10/19	11/16	12/13	01/18	02/29	03/21	04/18	05/16	06/20
CPS	178	178	183	179	180	179	0	0	0	0
PES	367	367	364	367	370	374	0	0	0	0
BL	35	35	35	35	35	35	0	0	0	0
PMS	344	343	343	352	343	345	0	0	0	0
PHS	476	482	461	448	450	460	0	0	0	0
Academy	71	80	87	85	93	90	0	0	0	0
KVCS	203	202	203	208	205	202	0	0	0	0
<b>SubTotal</b>	<b>1,674</b>	<b>1,687</b>	<b>1,676</b>	<b>1,674</b>	<b>1,676</b>	<b>1,685</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Part-time students	0	1	4	0	0	6	0	0	0	0
<b>Total Enrollment</b>	<b>1,674</b>	<b>1,688</b>	<b>1,680</b>	<b>1,674</b>	<b>1,676</b>	<b>1,691</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Philomath School District 17J - 2022-2023 School Year -- Summary of Enrollment**

School	09/15	10/20	11/17	12/12	01/19	02/16	03/14	04/20	05/18	06/15
CPS	169	167	167	167	165	165	166	167	166	165
PES	348	350	350	350	349	352	352	353	355	353
BL	28	27	27	27	29	30	31	31	33	33
PMS	331	330	332	329	329	333	334	328	331	327
PHS	471	458	456	448	431	444	443	410	413	411
Academy	57	69	70	74	82	82	81	83	84	88
KVCS	209	204	206	199	197	194	191	185	181	182
<b>SubTotal</b>	<b>1,613</b>	<b>1,605</b>	<b>1,608</b>	<b>1,594</b>	<b>1,582</b>	<b>1,600</b>	<b>1,598</b>	<b>1,557</b>	<b>1,563</b>	<b>1,559</b>
Part-time students	7	10	11	9	15	5	5	27	27	21
<b>Total Enrollment</b>	<b>1,620</b>	<b>1,615</b>	<b>1,617</b>	<b>1,603</b>	<b>1,597</b>	<b>1,605</b>	<b>1,603</b>	<b>1,584</b>	<b>1,590</b>	<b>1,580</b>

# English Learners in Oregon

Annual Report 2021-22

June 2023



**OREGON**  
**DEPARTMENT OF**  
**EDUCATION**

*Oregon achieves . . . together!*

**Table of Contents**

**Acknowledgements .....2**

**Executive Summary .....3**

**Introduction .....6**

    Why this report? ..... 6

    Structure of this report ..... 7

**Section 1: Demographics of English Learners in Oregon in 2020-21 .....8**

    Current and Former English Learners ..... 8

**Section 2: Participation in Targeted Programs.....17**

    Free or Reduced Price Meals ..... 17

    Migrant Education..... 20

    Talented and Gifted ..... 20

**Section 3: Language Development and Academic Outcomes for English Learners  
.....21**

    Progress towards English Language Proficiency..... 21

    Student Academic Outcomes in English Language Arts and Mathematics ..... 24

**Section 4: Attendance, Progress toward Graduation, Graduation, and Beyond .26**

    Regular Attendance..... 26

    On Track to Graduate ..... 27

    Four-Year Graduation ..... 28

    Current English learners graduating in four years were over 2.7 times more likely to receive a modified diploma ..... 29

    Oregon State Seal of Biliteracy..... 29

    Postsecondary Enrollment..... 31

**Section 5: State Revenues and Expenditures for Current English Learners .....33**

**References .....35**

## **Acknowledgements**

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

### **Office of Teaching, Learning, and Assessment**

Jennifer Patterson, Assistant Superintendent  
Mary Martinez-Wenzl, Director  
Reza Norouzian, Research Analyst  
Kim Miller, Education Program Specialist

### **Office of Equity, Diversity, and Inclusion**

Deb Lange, Assistant Superintendent  
Kelly Kalkofen, Education Program Specialist  
Mirela Blekic, Education Program Specialist  
Mariana Praschnik-Enriquez, Education Program Specialist  
Ana Salas, Executive Support Specialist  
Susy Mekarski, Education Program Specialist

### **Office of Finance and Information Technology**

Mike Mendez, Director  
Lauren Holstein, Business Analyst

### **Office of Research, Assessment, Data, Accountability, and Reporting**

Dan Farley, Assistant Superintendent  
Jon Wiens, Director  
Andrea Lockard, Director  
Ben Wolcott, Education Program Specialist  
W. Joshua Rew, Psychometrician  
Greg Houser, Research Analyst  
Evan Fuller, Research Analyst  
Stephanie Evers, Research Analyst

## Executive Summary

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

## Definitions

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

The ODE annually reports four groups of English learners: current, former, ever, and never English learners. Current English learners are multilingual students who were learning English in an ELD program during the 2021-22 school year<sup>1</sup>. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2021-22 school year. Ever English learners are the combination of both current and former English learners. Finally, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program before or during the 2021-22 school year.

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

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

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

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

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

---

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

## English Learners in Oregon

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

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

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

Key findings include the following:

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

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

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

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

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

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

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

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

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

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

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

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

**District revenues and expenditures**

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



## Introduction

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

## Why this report?

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

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

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

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

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

## Definitions

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

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

2021-22 school year<sup>2</sup>. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2021-22 school year. Ever English learners are the combination of both current and former English learners. Finally, never English learners are monolingual or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program before or during the 2021-22 school year.

## Structure of this report

This report consists of five sections:

Section 1: Demographics of English Learners

Section 2: Participation in Targeted Programs

Section 3: Language Development and Academic Achievement

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

Section 5: State Revenues and Expenditures for English Learners

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

---

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

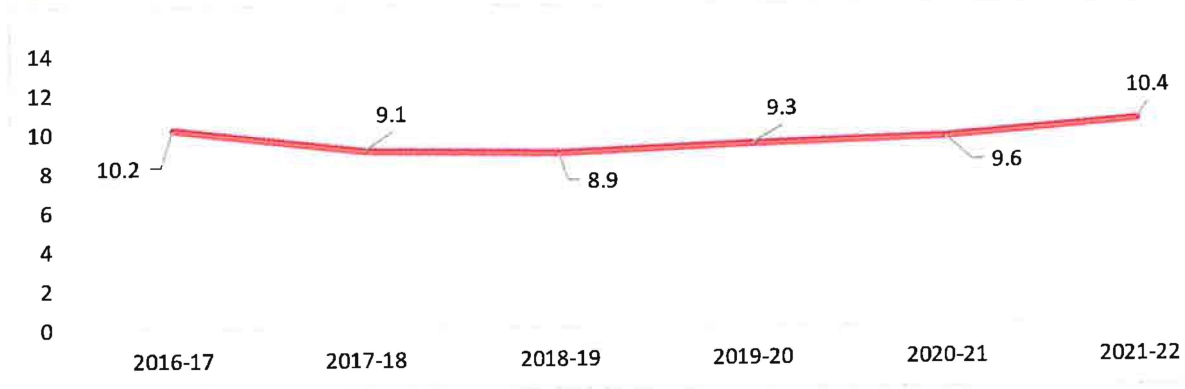
## Section 1: Demographics of English Learners in Oregon in 2020-21

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

### Current and Former English Learners

Current English Learners are multilingual students who are learning English in an ELD program during the school year<sup>3</sup>. They receive English language instruction, supports, and services because they are to help them become proficient in English. Identification of English learners is done using a Language use Survey (LUS) as well as an English Language Proficiency Assessment (ELPA) screener. In 2021-22, 56,683 of Oregon’s 546,726 K-12 students, or 10.4 percent, were current English learners<sup>4</sup> (see figure 1).

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



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

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

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

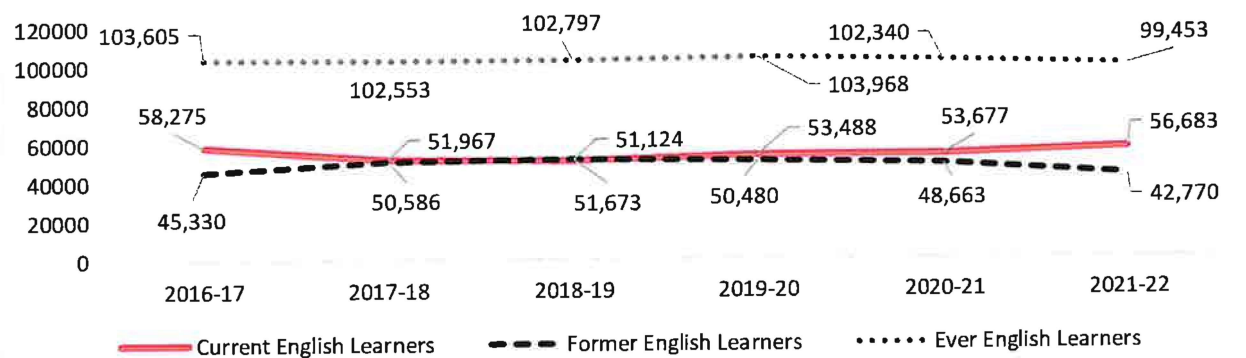
## English Learners in Oregon

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

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

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

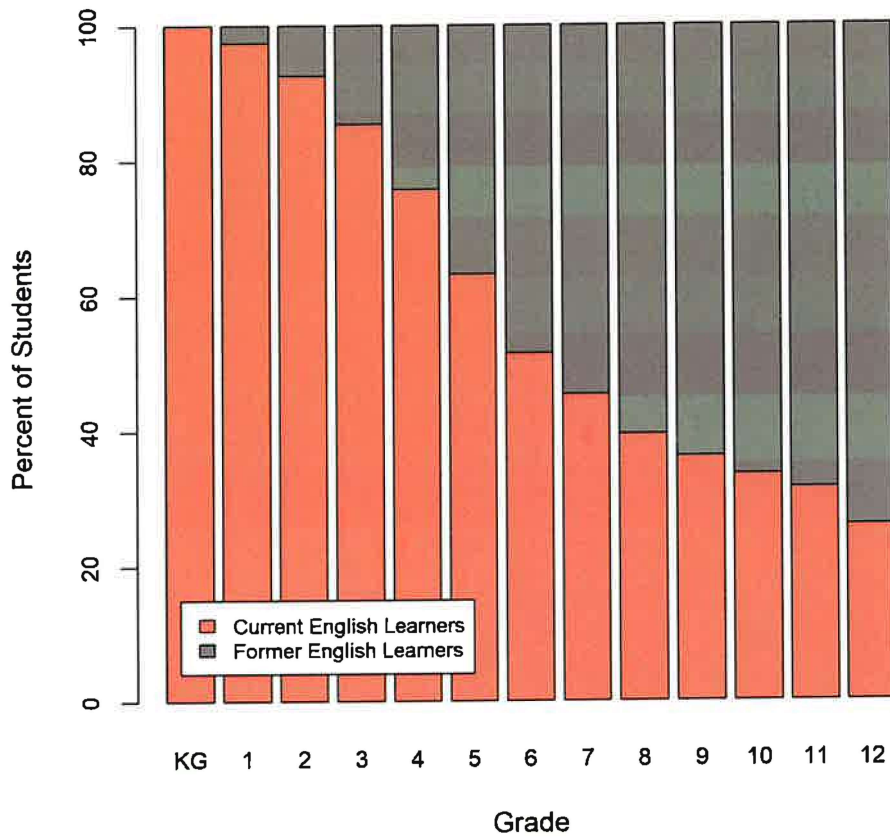
**Figure 2. Number of current, former, and ever English Learners in Oregon (2016-17 to 2021-22)**



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

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

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



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

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

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

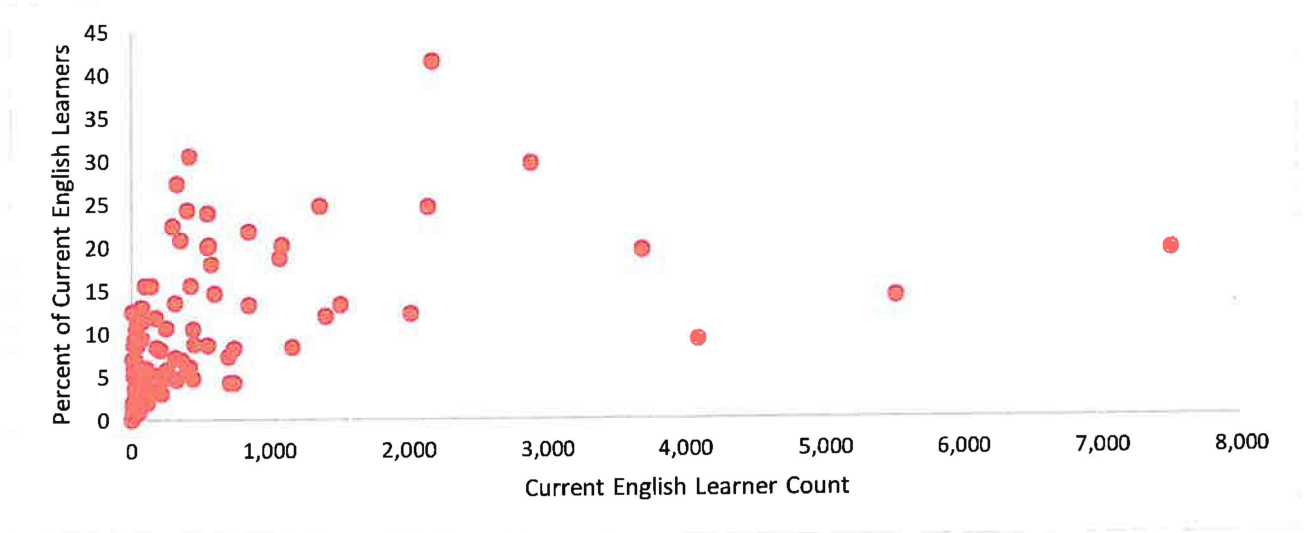
Statewide, about a quarter of Oregon districts (n = 46) provided English language instruction, supports, and services to between 1 and 19 current English learners. This suggests these districts have too few current English learners to be independently eligible for specific improvement efforts under state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

English Learners in Oregon

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

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

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



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

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

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

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

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

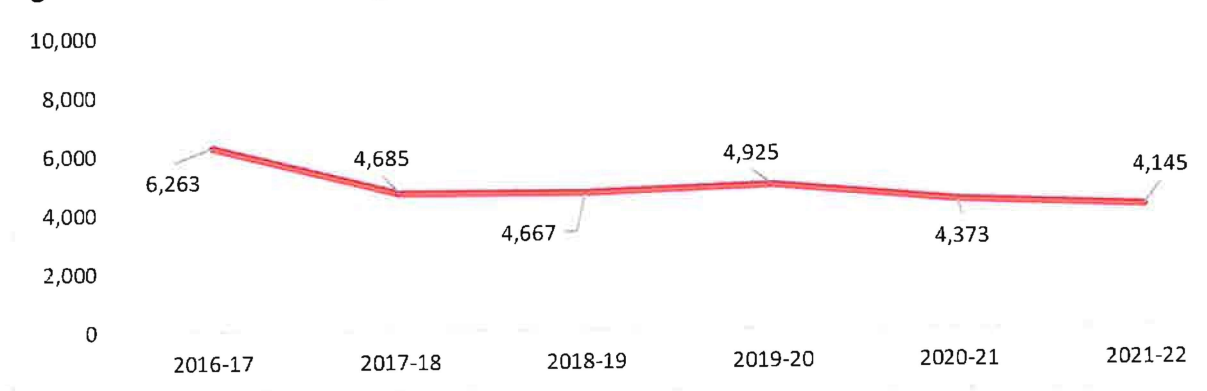
District Name	Percentage of Current English Learners
Woodburn SD	41.5%
Umatilla SD	30.7%
Reynolds SD	29.7%
Nyssa SD	27.5%
Centennial SD	24.8%
David Douglas SD	24.6%
Milton-Freewater Unified SD	24.4%
Morrow SD	24.0%
Gervais SD	22.5%
Hood River County SD	21.8%

**The number of recent arrivers declined in 2021-22.**

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

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

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



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

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

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

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

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

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

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

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

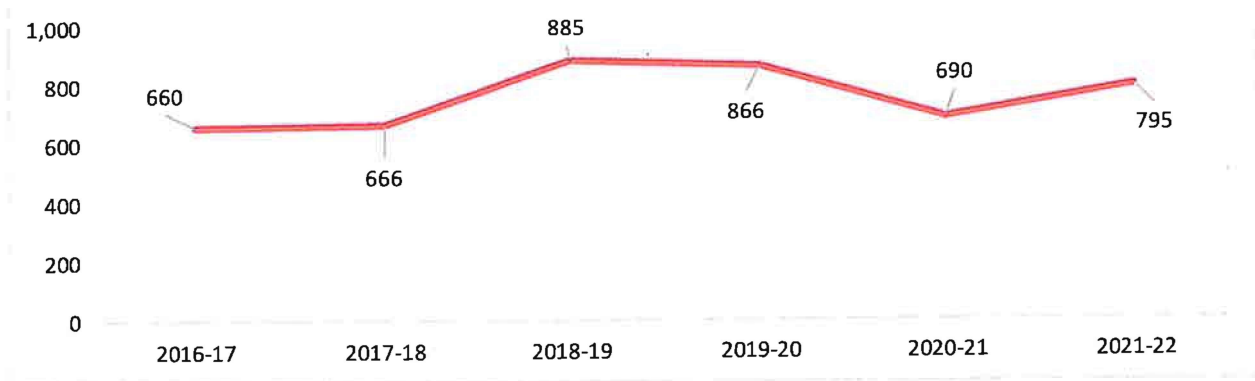
SLIFE students face unique circumstances. In addition to having missed at least two years of schooling, some arrive having experienced significant trauma. Schools need to find ways to serve SLIFE students without placing them in classes with younger students, since forming relationships with peers, including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

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

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



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



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

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

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

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

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

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

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

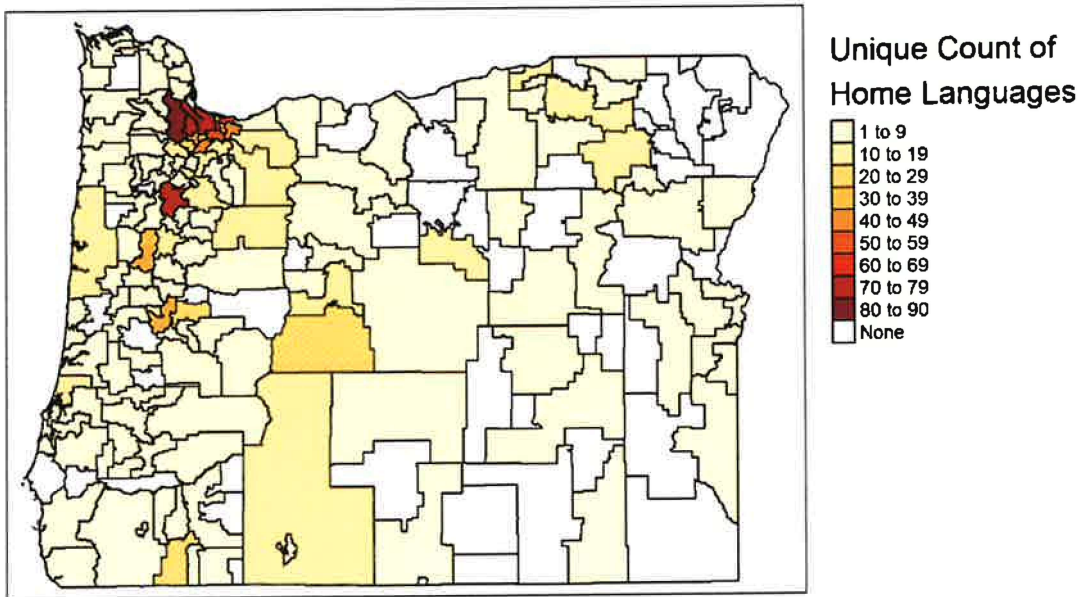
**Table 5. Most prevalent home languages among current English learners in 2021-22**

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

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

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

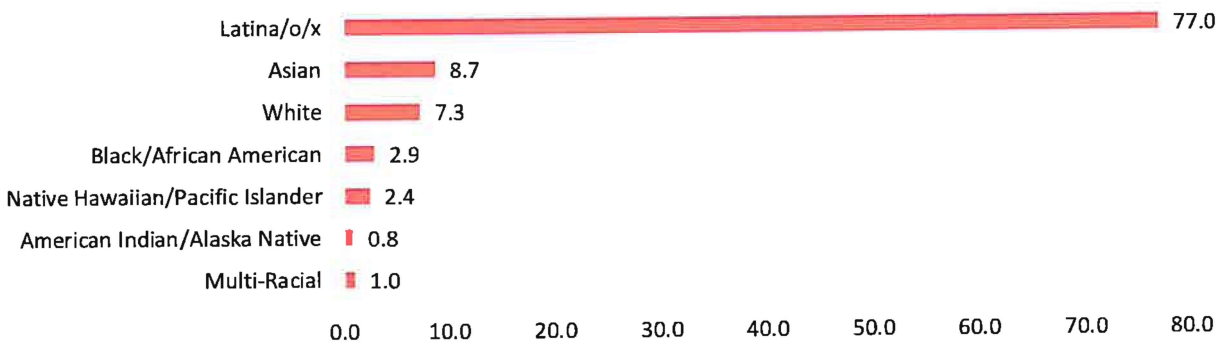
**Figure 7. Geographic distribution current English learner home languages across Oregon districts during 2021-22**



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

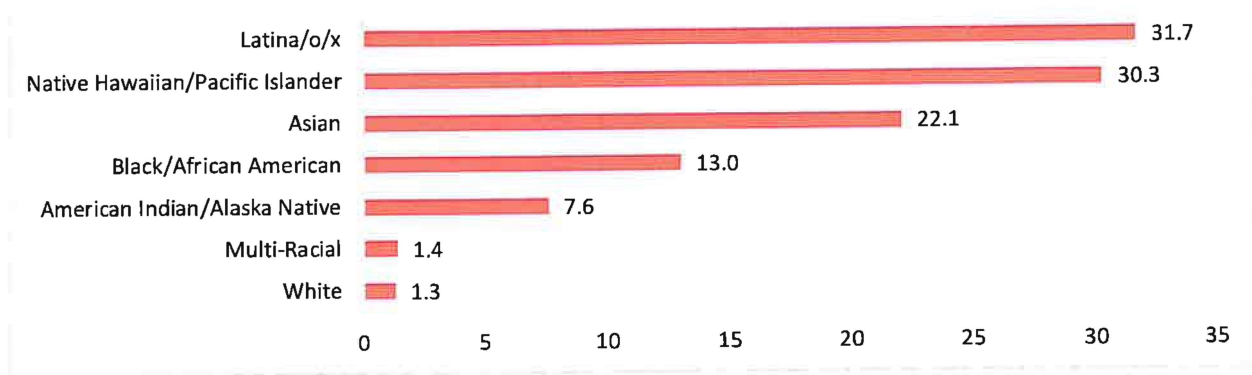
Of the 56,683 current English learners in Oregon during the 2021-22 school year, 43,629 (77%) were Latina/o/x. About 7.3 percent were White and 8.6 were Asian, while smaller percentages were Black/African American, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and Multi-Racial (see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

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



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

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



## Section 2: Participation in Targeted Programs

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

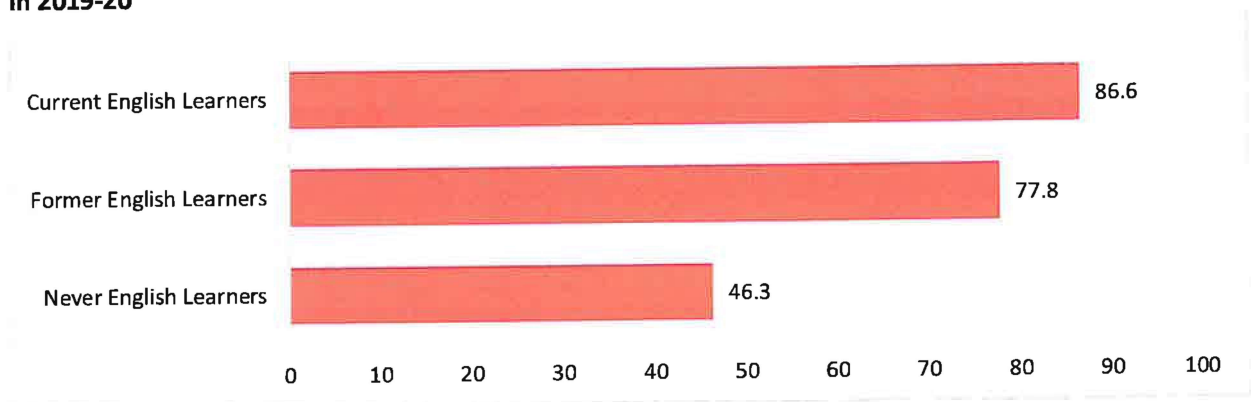
### Free or Reduced Price Meals

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

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

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

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



### Special Education

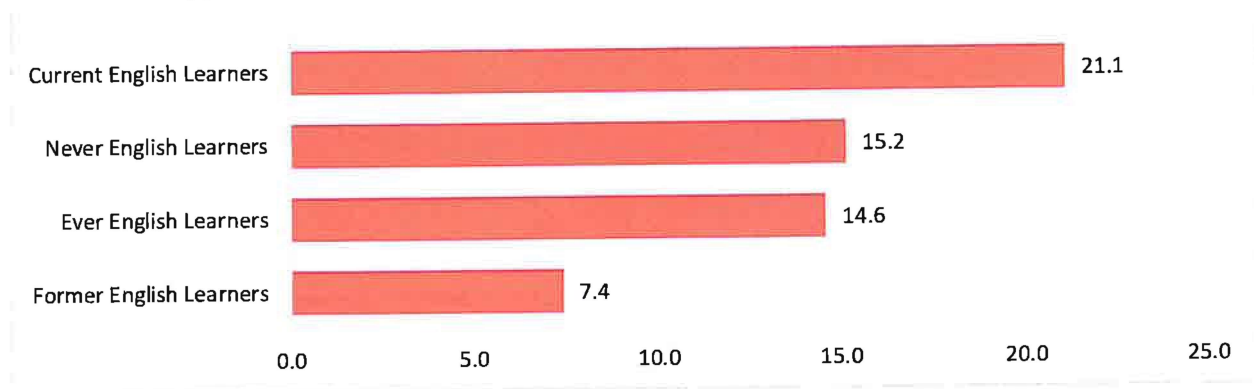
Students who are current English learners and receive special education services and supports are known as dual-identified students, since they receive instruction, supports, and services from two programs (i.e., English language and special education).

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

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

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

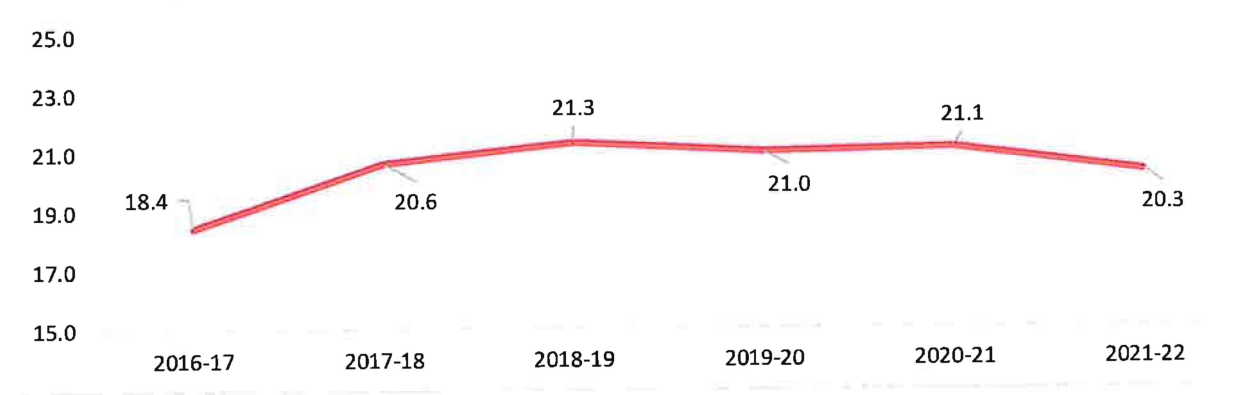
**Figure 11. Percentage of current, former, never, and ever English learners receiving special education services and supports in 2021-22**



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

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

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



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

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

## Migrant Education

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

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

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

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

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

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

## Talented and Gifted

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

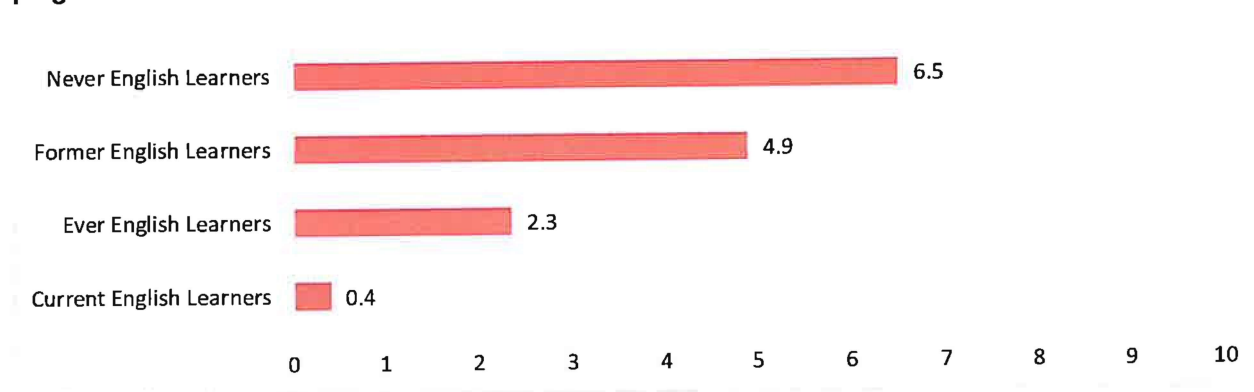
<sup>8</sup> The data for this portion of the report relies on student enrollments as of the first school day in May 2022.

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

**Current English Learners were rarely identified for TAG Programs.**

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

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



**Section 3: Language Development and Academic Outcomes for English Learners**

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

**Progress towards English Language Proficiency**

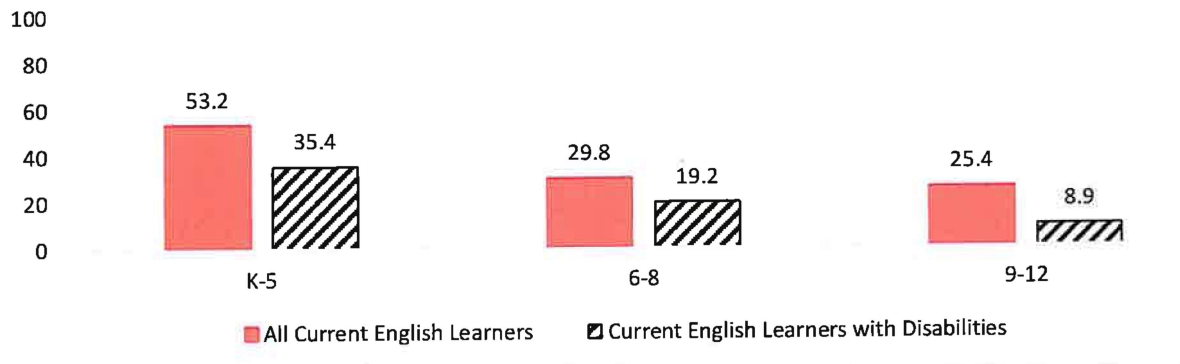
Title I-A of the Every Student Succeeds Act (ESSA) requires current English learners to take an English language proficiency assessment (ELPA) annually. The ELPA measures a student’s proficiency in the domains of listening, reading, speaking, and writing. Students who demonstrate proficiency on all four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



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

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

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



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

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

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

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

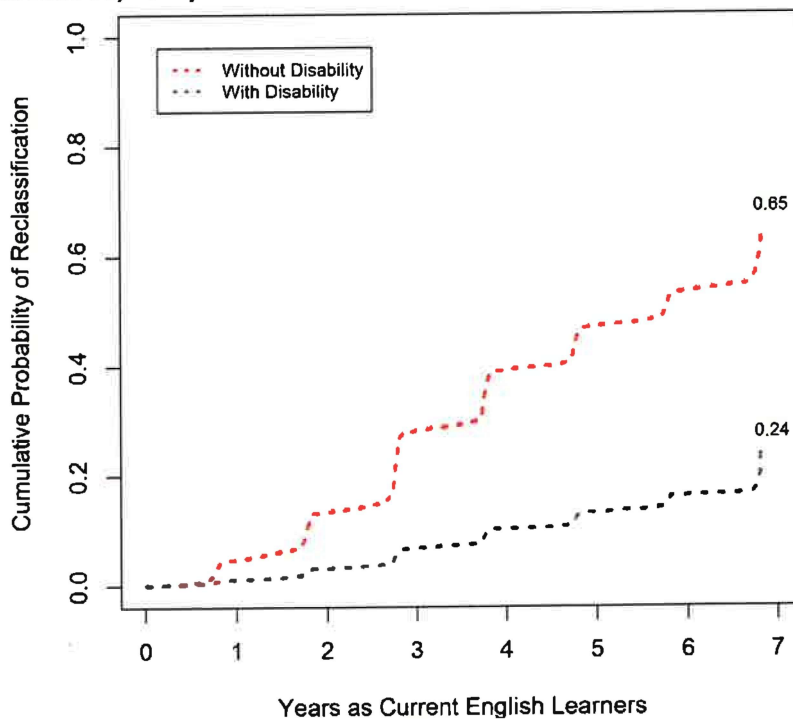
**Approximately 24 percent of current English learners receiving special education services and supports developed English language proficiency in six years.**

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

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

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

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



## Student Academic Outcomes in English Language Arts and Mathematics

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

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

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

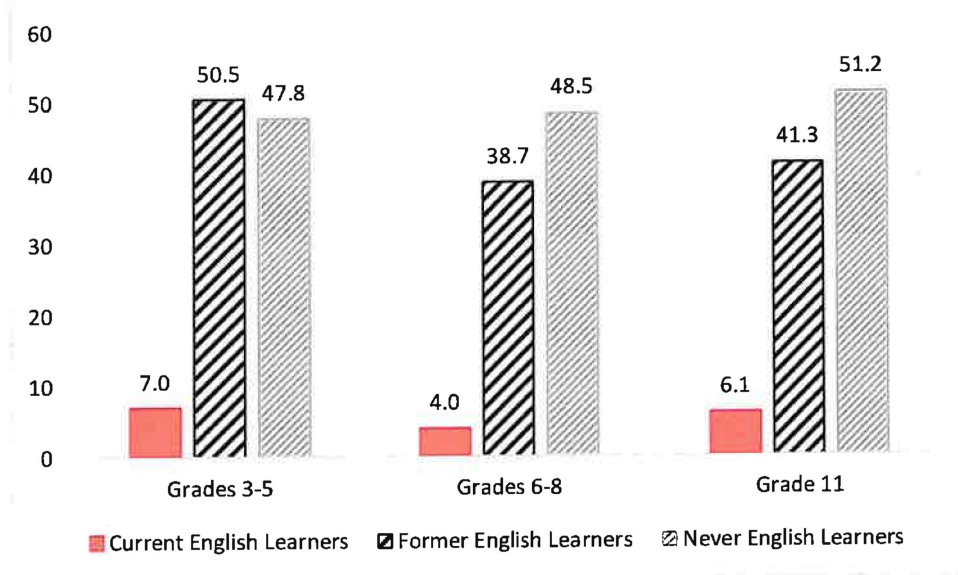
At the middle school level (grades 6-8), 4.0 percent of current ELs met or exceeded state standards in English language arts. Additionally, 38.7 percent of former ELs and 48.5 percent of never ELs met or exceeded standards. In 39 districts, a higher percentage of former ELs, compared to never ELs, met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

Among high school students (grade 11), 6.1 percent of current ELs, 41.3 percent for former ELs, and 51.2 percent of never ELs met or exceeded state standards. At the high school level, there were 39 districts<sup>9</sup> in which a higher percentage of former ELs than never ELs met the benchmark in English language arts.

---

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

**Figure 16. Percentage of current, former and never ELs meeting or exceeding state standards in English Language Arts in elementary, middle and high school, 2021-22<sup>10</sup>**



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

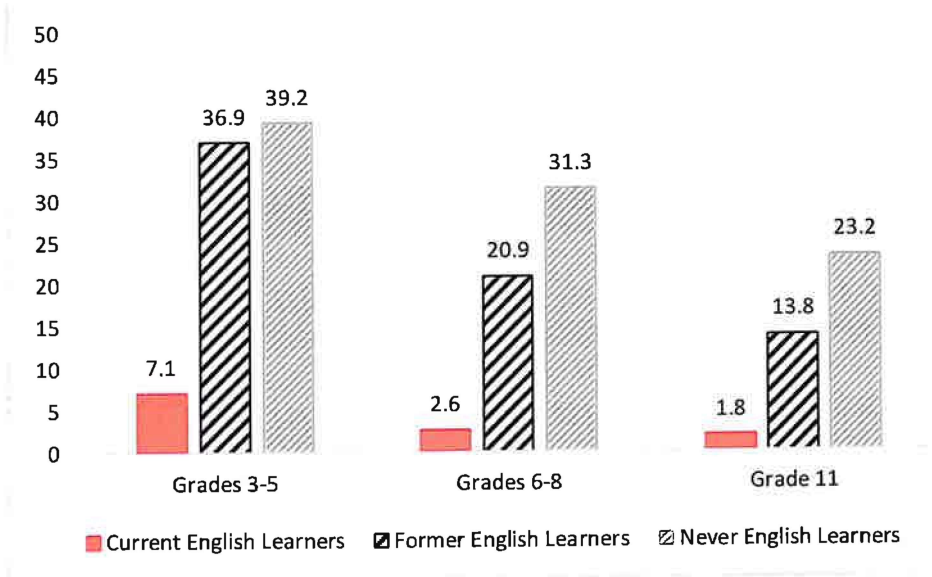
At the elementary level, 7.1 percent of current ELs met or exceeded standards in math (Figure 17). In addition, 36.9 percent of former ELs met or exceeded standards in math. The percentage of never ELs meeting or exceeding standards was somewhat higher, 39.2 percent.

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

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

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

**Figure 17. Percentage of current, former and never ELs meeting or exceeding state standards in mathematics in elementary, middle and high school, 2021-22<sup>11</sup>**



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

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

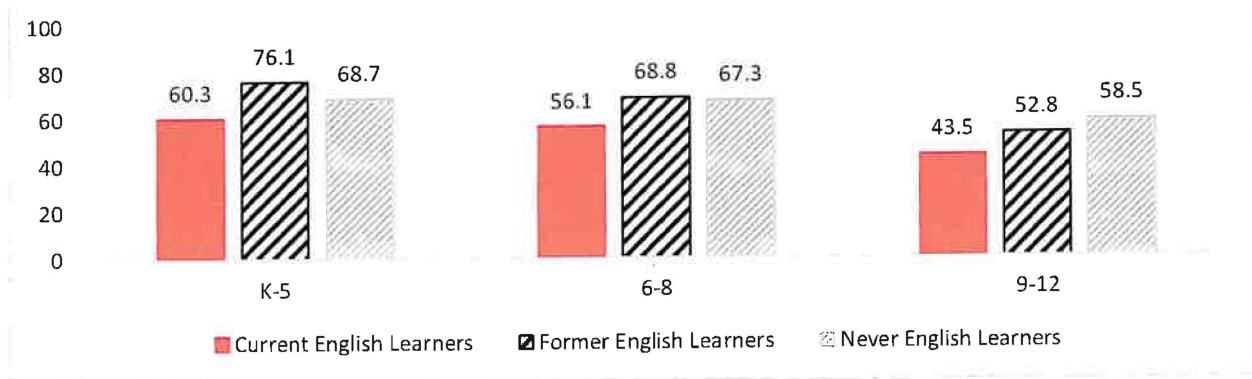
### Regular Attendance

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

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

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

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



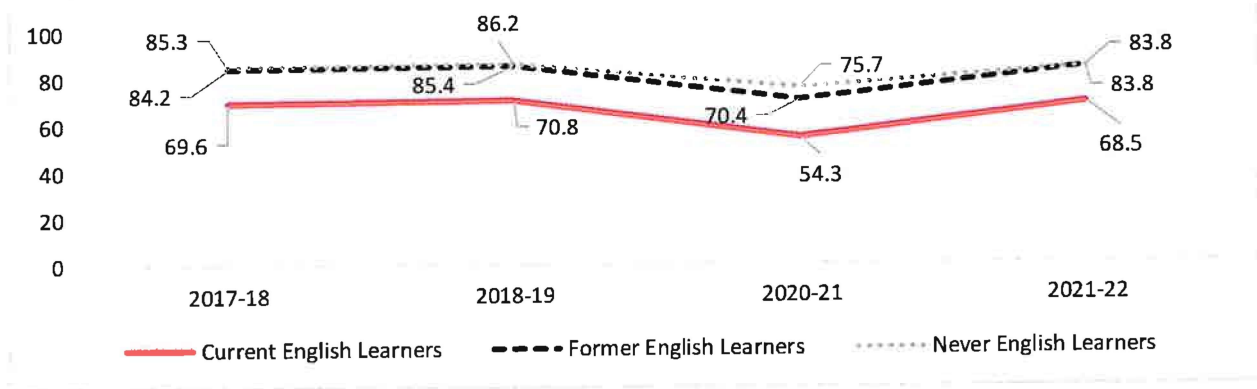
### On Track to Graduate

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

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

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

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



### Four-Year Graduation

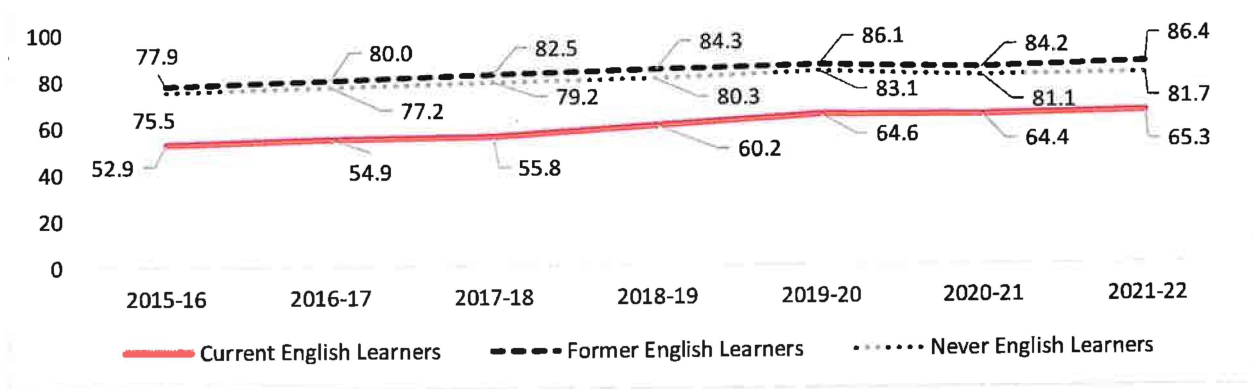
The ODE uses a cohort adjusted graduation rate to examine and monitor the percentage of students graduating within a specific number of years. The data for this section relies on the four-year cohort adjusted graduation rate for current, former, and never English learners. For the purposes of reporting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

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

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

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

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



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

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

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

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

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

**Oregon State Seal of Biliteracy**

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

- Meet all graduation requirements, and



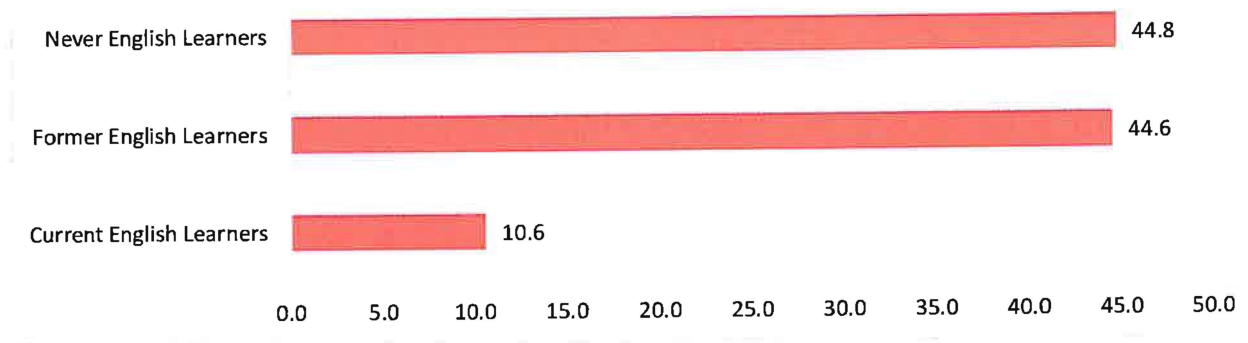
- score at the intermediate high level in listening, speaking, reading, and writing in a partner language.

The data for this section rely on students who graduated in 2021-22 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this section will examine the count and percentage of current, former, and never English learners<sup>13</sup> who earned the Seal of Biliteracy in 2021-22.

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

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

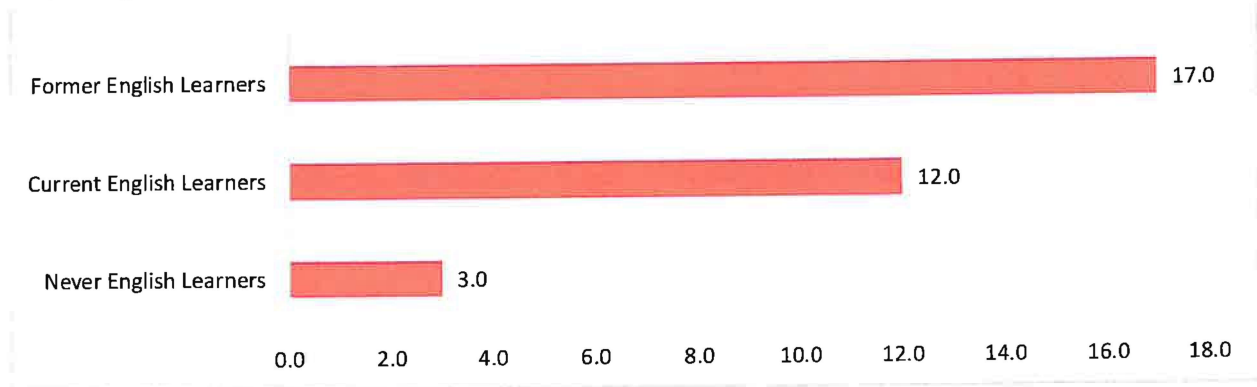
**Figure 21. Percentage of current, former, and never English learners earning the Seal of Biliteracy in 2021-22 (among all students who earned the Seal of Biliteracy)**



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

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

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



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

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

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

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

**Table 7. Districts with 50 or more students earning the Seal of Biliteracy in 2021-22<sup>14</sup>**

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

**Postsecondary Enrollment**

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

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

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

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

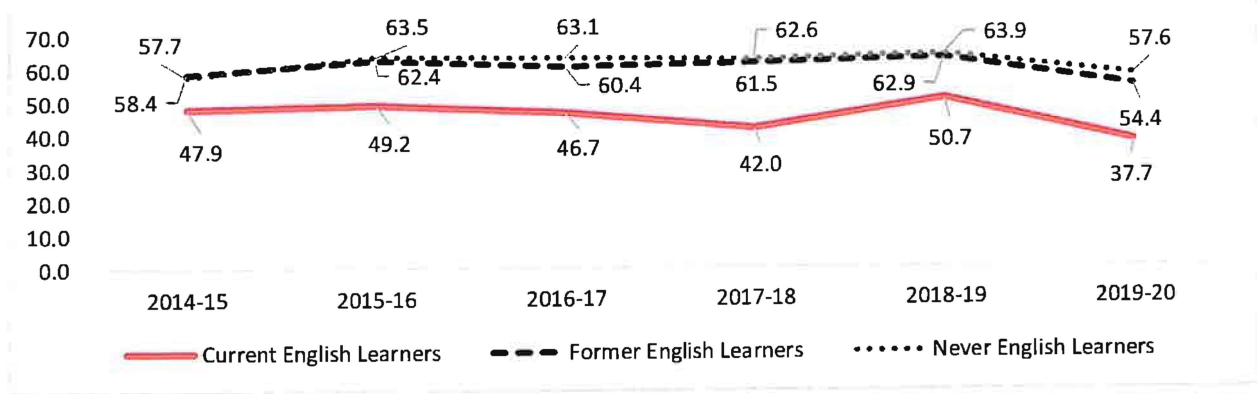
Figure 23 shows the postsecondary enrollment rates by graduation year for three groups of Oregon students. The postsecondary enrollment rates for never English learners, represented by the gray dotted line, ranged from 57.7 to 57.6 percent from 2014-15 to 2019-20. The salmon line displays the same information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

---

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

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

**Figure 23. Percentage of current, former, and never English learners enrolling in postsecondary institutions within 16 months of high school graduation (2014-15 to 2019-20<sup>17</sup>)**



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

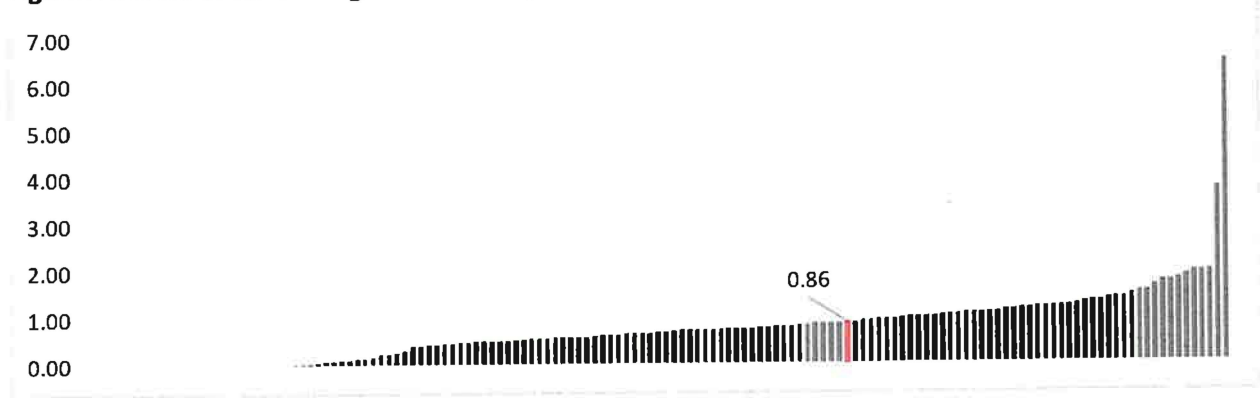
Each year, Oregon’s State School Fund provides funding to districts through General Purpose Grants. The amount of the grant relies on a formula that considers the number of students in the district (known as average daily membership weighted or ADMw). On average, the per-pupil funding amount in 2021-22 was \$9,167.<sup>18</sup> In addition to this basic funding, districts receive additional state funds for each student enrolled in an ELD program. This amount is  $0.5 \times \$9,167$  or \$4,584 per current English learner. Altogether, the state allocated \$228,013,853 for these additional English learner funds in the 2021-22 school year.

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

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

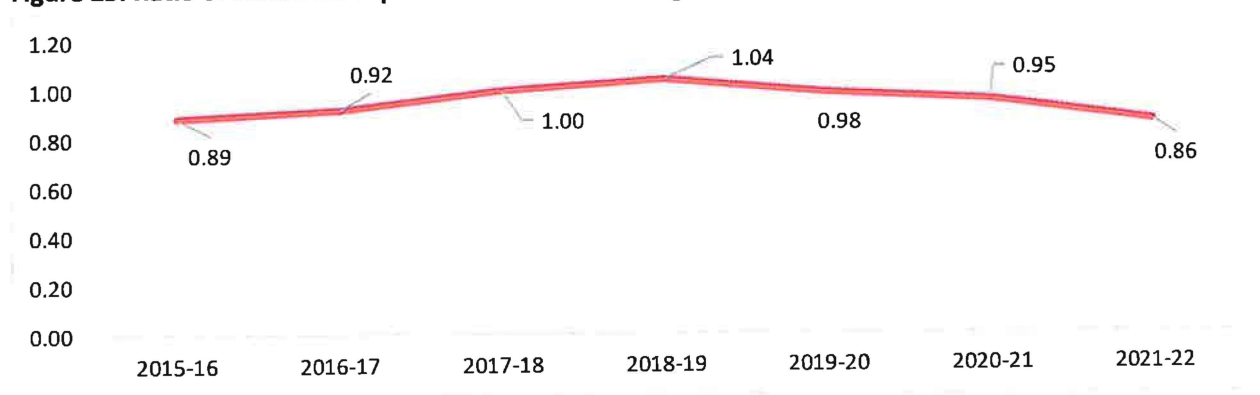
<sup>18</sup> While \$9,167 is the average amount, the grant amount can vary a bit for different districts because of the way the formula is set up.

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



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

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



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

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

In addition to this state funding, districts with at least 69 current English learners may access federal Title III grants, which in 2021-22 provided an additional \$137.29 per student for supplemental current English learner services<sup>20</sup>. Additional information on the grant amounts is available on the [ODE website under Title III Allocations](#).

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

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

## References

- Allen, A. (2016). *Examining best practices in gifted education to identify and serve culturally and linguistically diverse students*. Presentation at the Oregon Association of Bilingual Educators, Happy Valley, Oregon, June 24, 2016.
- Allensworth, E., & Evans, S. (2016). Tackling absenteeism in Chicago. *Phi Delta Kappan*, 98(2), 16-21.  
<https://doi.org/10.1177/0031721716671900>
- Artiles, A., & Ortiz, A. (Eds.). (2002). *English language Learners with special education needs: Assessment, identification, and instruction*. Washington, DC: Center for Applied Linguistics.
- Browder, C. T. (2014). *English Learners with limited or interrupted formal education: Risk and resilience in educational outcomes*. University of Maryland: dissertation.
- De Jong, E.J. (2004). After exit: Academic achievement patterns of former English language Learners. *Education Policy Analysis Archives*, 12 (50). Downloaded from <https://epaa.asu.edu/ojs/article/view/205/331>
- Ebert, K. D., & Reilly, M. (2022). Predictors of language proficiency in school-age Spanish–English bilingual children with and without developmental language disorder. *Bilingualism: Language and Cognition*, 25(2), 296-306.
- Flores, S. M., Batalova, J., & Fix, M. (2012). *The Educational trajectories of English language learners in Texas*. Washington DC: Migration Policy Institute.
- García, O. (2009). Emergent bilinguals and TESOL: What's in a name? *TESOL Quarterly*, 43(2), 322-326.  
<https://doi.org/10.1002/j.1545-7249.2009.tb00172.x>
- Ginsburg, A., Jordan, P., & Chang, H. (2014). *Absences add up: How school attendance affects student success*. Attendance Works. Downloaded from [https://www.attendanceworks.org/wp-content/uploads/2017/05/Absences-Add-Up\\_September-3rd-2014.pdf](https://www.attendanceworks.org/wp-content/uploads/2017/05/Absences-Add-Up_September-3rd-2014.pdf)
- Hamayan, E., Marler, B., Sanchez Lopez, C., & Damico, J. (2007). *Special education considerations for English language Learners: Delivering a continuum of services*. Philadelphia: Caslon.
- Hopkins, M., Thompson, K. D., Linqanti, R., Hakuta, K., & August, D. (2013). Fully accounting for English learner performance: A key issue in ESEA reauthorization. *Educational Researcher*, 42(2), 101–108.  
<https://doi.org/10.3102/0013189X12471426>
- Menken, K., & Kleyn, T. (2009). The difficult road for long-term English Learners. *Educational Leadership*, 66(7), 26-29.
- ODE ESSA Plan (2017). *Oregon's Consolidated State Plan Under the Every Student Succeeds Act*. Available at: [https://www.oregon.gov/ode/rules-and-policies/ESSA/Documents/APPROVED%20OR\\_ConsolidatedStateplan8-30-17.pdf](https://www.oregon.gov/ode/rules-and-policies/ESSA/Documents/APPROVED%20OR_ConsolidatedStateplan8-30-17.pdf)

## English Learners in Oregon

Short, D. J., & Fitzsimmons, S. (2007). *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners: A report to Carnegie Corporation of New York*. Alliance for Excellent Education.

Thompson, K. D., Umansky, I. M., & Rew, W. J. (2022). Improving understanding of English learner education through an expanded analytic framework. *Educational Policy*. <https://doi.org/10.1177/08959048221087214>

Calendar Key	
IS	Staff Inservice Days
(	First Day for 2 <sup>nd</sup> , 6 <sup>th</sup> , and 9 <sup>th</sup> Grade
((	First Day for 3-5, 7-8, & 10-12.
	Early Release for Students
	No Students – C/ G/ A
	No School (or Holiday)
MU	Inclement Weather Make-Up

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	IS	IS	IS	30	31

September 2024						
S	M	T	W	T	F	S
1	H	<del>3</del>	((4	5	<del>6</del>	7
8	9	10	11	12	<del>13</del>	14
15	16	17	18	19	<del>20</del>	21
22	23	24	25	26	<del>27</del>	28
29	30					
	20					

October 2024						
S	M	T	W	T	F	S
		1	2	3	<del>4</del>	5
6	7	8	9	10	<del>11</del>	12
13	14	15	16	17	18	19
20	21	22	23	24	<del>25</del>	26
27	28	29	30	31		
		21				

November 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	<del>8</del>	9
10	H	12	13	14	<del>15</del>	16
17	18	19	20	21	<del>22</del>	23
24	25	26	N	H	H	30
		16				

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	<del>6</del>	7
8	9	10	11	12	<del>13</del>	14
15	16	17	18	19	<del>20</del>	21
22	Winter Break					28
29	Winter Break					
		14				

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	<del>10</del>	11
12	13	14	15	16	<del>17</del>	18
19	H	21	22	23	24	25
26	27	28	29	30	<del>31</del>	
		18				

February 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	<del>7</del>	8
9	10	11	12	13	<del>14</del>	15
16	MU	18	19	20	<del>21</del>	22
23	24	25	26	27	<del>28</del>	
		19				

March 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	<del>7</del>	8
9	10	11	12	13	14	15
16	17	18	19	20	<del>21</del>	22
23	Spring Vacation					29
30	31		15			

April 2025						
S	M	T	W	T	F	S
		1	2	3	<del>4</del>	5
6	7	8	9	<del>10</del>	11	12
13	14	15	16	17	<del>18</del>	19
20	21	22	23	24	<del>25</del>	26
27	28	29	30			
		21				

May 2025						
S	M	T	W	T	F	S
				1	<del>2</del>	3
4	5	6	7	8	<del>9</del>	10
11	12	13	14	15	<del>16</del>	17
18	19	20	21	22	MU	24
25	H	27	28	29	<del>30</del>	31
		20				

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	<del>6</del>	7
8	9	10	11	12	MU	14
15	MU	MU	18	19	20	21
22	23	24	25	26	27	28
29	30					
		9				

Dates to Remember:

October 17-18: Conferences – All Grades  
 October 31: End of Q1 – 41 Days  
 November 26: End of T1 – 57 Days  
 January 23: End of S1/ Q2 – 43 Days  
 March 13: End of T2 – 60 Days  
 April 10: End of Q3 – 47 Days  
 June 12: End of Q4 – 42 Days  
 June 12: End of T3 – 56 Days

Q	T
41	57
43	60
47	56
42	



# Philomath School District 17J

Code: JECB-AR(1)  
Adopted: 5/14  
Revised/Readopted: 12/16/19  
Orig. Code: JECB-AR(1)

## Admission of Nonresident Students

By January 15 of each year, the principals will establish an approximate number of nonresident students their respective buildings can accommodate for the following school year.

Nonresident students will not be admitted without tuition, with the exception of students who become “resident pupils” by written consent of affected school boards, foreign exchange students attending district schools on a J-1 Visa or court placement.

The amount of tuition will be established by July 1 of each year. Each admitted tuition-paying student will be charged the same amount of tuition.

The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.

A written appeal for a denied request may be made to the Board whose decision, based upon review, will be final.

### Admission by Consent of Both the Affected Boards or Consent for Admission of a Tuition Paying Student

1. The Board shall establish the number of student transfer requests into the district, to which consent will be given for the upcoming school year, by April 1.
2. The petition for admission must go through the principal’s office, which will then submit the petition to the superintendent’s office.
3. Initial admission and annual renewal must be approved by the superintendent.
4. Admission of students paying tuition will result in a mutual tuition agreement between the parties and will be filed with the business office for billing and payment control.
5. The business manager shall prepare semester bills for all tuition paying students, and any student whose tuition remains unpaid 15 days after presentation of bills shall be excluded; the superintendent may grant additional time for payment should circumstances warrant it.
6. Students receiving consent may remain in the district until they finish the highest grade level in the school or until graduation. The student will not need to seek permission more than once from the district of origin, to transfer to this district.

PHILOMATH SCHOOL DISTRICT  
 PROPOSED INTERDISTRICT TRANSFER SLOTS FOR THE  
 REMAINDER OF THE 2023-2024 SCHOOL YEAR  
 FOR ADOPTION 2-29-2024

GRADE	Suggested # of Students to Enroll	Suggested # of Transfers to Allow Out
K	0	
1	0	
2	0	
3	0	
4	0	
5	0	
6	0	
7	0	
8	0	
9	0	
10	0	
11	0	
12	0	
<b>DISTRICT TOTAL</b>	<b>0</b>	<b>20</b>



# Oregon Department of Education

## Chapter 581

### Division 22

### STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

#### 581-022-2320

#### Required Instructional Time

(1)(a) Except as allowed under subsections (2) and (4), each school district shall ensure that at least 92% of all students in the district and at least 80% of all students at each school operated by the district are scheduled to receive annually the following minimum hours of instructional time:

- (A) Grade 12 — 966 hours;
- (B) Grades 9–11 — 990 hours; and
- (C) Grades K–8 — 900 hours.

(b) A student who is 18 years of age or older or an emancipated minor or the person in parental relationship to a minor student may request to annually receive the minimum hours of instructional time. The school district must honor the request except as specifically provided for by rule or law.

(2)(a) Notwithstanding the requirements of subsection (1), with the annual approval of the local school board after a public hearing, the following students are exempted from the instructional time requirement and are not included in the district's calculation of instructional time under subsection (1):

- (A) Students who have fulfilled all state requirements for graduation under OAR 581-022-2000;
- (B) Students who at the start of their senior year are on track to exceed all state requirements for graduation under OAR 581-022-2000 as determined by the number and type of credits earned by the student; and
- (C) Students who are earning credits toward a diploma through accelerated learning classes, such as Advanced Placement, International Baccalaureate, or classes at a post-secondary institution, internship, work-based learning, or credits by proficiency.

(b) Each year, the school district must report to the local school board the total number of students disaggregated by relevant sociodemographic group that have been exempted from the instructional time requirements under this subsection.

(3) Nothing in this rule may be construed to affect the right of a person to be admitted to the school district in which they reside under ORS 339.115.

(4) A school district may request permission to exempt an alternative education program as defined in ORS 336.615 from the requirement in subsection (1). The request must be made in writing to the Deputy Superintendent of Public Instruction. The Deputy Superintendent is authorized to grant permission under this section without obtaining approval from the State Board of Education. Permission will be granted where:

- (a) The request is made with the approval of the school district's governing school board;
- (b) The school district is using an evidence-based strategy that includes flexible time options; and
- (c) The school district has implemented a system to assess students prior to placement to determine whether placement in an alternative education program is appropriate.

(5) If a school district chooses to offer less than 900 hours of instructional time for kindergarten students, the kindergarten program shall be considered a half-day program for purposes of ORS 327.006(1) and the school district

shall ensure that every kindergarten student is scheduled to receive a minimum of 450 hours of instructional time per year.

(6) Upon approval by the local school board, a district may include in its calculation of instructional time required by subsection (1) of this rule the following:

- (a) For kindergarten programs offering 900 hours or more of instructional time, up to 60 hours of recess;
- (b) For kindergarten programs offering less than 900 hours of instructional time, up to 30 hours of recess;
- (c) For grades 1–3, up to 60 hours of recess;
- (d) Up to 30 hours for staff professional development;
- (e) Up to 30 hours for parent teacher conferences; and
- (f) For the 2015–16 school year, up to 14 hours for emergency school closures due to adverse weather conditions and facilities failure.

(7) For students participating in online instruction:

(a) Instructional time includes online instruction supported by a licensed or registered teacher through electronic means.

(b) For online instruction, up to one hour per course per day may be counted as instructional time where the following criteria are met:

(A) Every student has access to a licensed or registered teacher through in-person, telephone, or electronic means for each course taken; and

(B) Every student has regular contact with school personnel for the purpose of attendance and progress monitoring as outlined in the policies maintained by the Oregon Department of Education.

(c) Instructional time may not be claimed for weekends or holidays, per ORS 336.010 and 187.010, or any other day during which a licensed or registered teacher is not available to students.

(8) There shall be no fewer than 265 consecutive calendar days between the first and last instructional day of each school year at each grade level.

(9) No student shall be required to exceed the following number of instructional hours per day:

- (a) Grades 9–12 — 8.5 hours;
- (b) Grades K–8 — 8 hours.

**Statutory/Other Authority:** ORS 326.011 & 326.051

**Statutes/Other Implemented:** ORS 326.051

**History:**

ODE 29-2018, amend filed 09/26/2018, effective 09/26/2018

Renumbered from 581-022-1620 by ODE 16-2017, f. & cert. ef. 7-5-17

ODE 2-2015, f. 1-30-15, cert. ef. 7-1-15

ODE 25-2008, f. & cert. ef. 9-26-08

EB 18-1996, f. & cert. ef. 11-1-96

Please use [this link](#) to bookmark or [link to this rule](#).

v2.0.11

[System Requirements](#) [Privacy Policy](#) [Accessibility Policy](#) [Oregon Veterans](#) [Oregon.gov](#)

**Oregon State Archives** • 800 Summer Street NE • Salem, OR 97310

Phone: 503-373-0701 • Fax: 503-373-0953 • [Adminrules.Archives@sos.oregon.gov](mailto:Adminrules.Archives@sos.oregon.gov)

**Philomath School District**  
**Instructional Minutes**  
**2024-2025**

**Required Annual Instructional Hours:**

- K-8: 900 hours/ year
- 9-11: 990 hours/ year
- 12<sup>th</sup>: 966 hours/ year

School	Grade Level	Operation Hours	Inst Minutes/ Day	Inst Hours	*Inst Hours w/ Approval	Total Student Inst. Day
Blodgett Elementary	Kinder	8:00am-2:45pm (M-Th)	335 Minutes	893.92	983.92	1,087.75
		8:00am-12:15pm (F)	200 Minutes			
	1 <sup>st</sup> – 4 <sup>th</sup> Grades	8:00am-2:45pm (M-Th)	335 Minutes	890.58	1,010.58	1,083.50
		8:00am-12:15pm (F)	200 Minutes			
Clemens Primary	Kinder	8:15am-2:45pm (M-Th)	320 Minutes	834.33	924.33	1,021.00
		8:15am-12:10pm (F)	180 Minutes			
	1 <sup>st</sup> Grade	8:15am-2:45pm (M-Th)	320 Minutes	834.33	954.33	1,021.00
		8:15am-12:10pm (F)	180 Minutes			
Philomath Elementary	2 <sup>nd</sup> Grade	8:15am-2:50pm (M-Th)	325 Minutes	862.42	952.42	1,056.25
		8:15am-12:15pm (F)	185 Minutes			
	3 <sup>rd</sup> -5 <sup>th</sup> Grades	8:15am-2:50pm (M-Th)	325 Minutes	859.33	979.33	1,052.25
		8:15am-12:15pm (F)	185 Minutes			
Philomath Middle	6 <sup>th</sup> Grade	8:05am-2:55pm (M-Th)	315 Minutes	852.78	912.78	1,094.17
		8:05am-12:10pm (F)	211 Minutes			
	7 <sup>th</sup> -8 <sup>th</sup> Grades	8:05am-2:55pm (M-Th)	315 Minutes	849.27	909.27	1,090.08
		8:05am-12:10pm (F)	211 Minutes			

\* Board Approved Inclusion of the Following:

- Conferences
- Professional Learning
- Recess

**Required Annual Instructional Hours:**

- K-8: 900 hours/ year
- 9-11: 990 hours/ year
- 12<sup>th</sup>: 966 hours/ year

School	Grade Level	Operation Hours	Inst Minutes/ Day	Inst Hours	*Inst Hours w/ Approval	Total Student Inst. Day
Philomath High	9 <sup>th</sup> Grade	8:00am-3:10pm (M-Th) 8:00am-12:06pm (F)	355 Minutes 230 Minutes	956.92	1,016.92	1,141.70
	10 <sup>th</sup> -11 <sup>th</sup> Grades	8:00am-3:10pm (M-Th) 8:00am-12:06pm (F)	355 Minutes 230 Minutes	953.08	1,013.08	1,137.60
	12 <sup>th</sup> Grade	8:00am-3:10pm (M-Th) 8:00am-12:06pm (F)	355 Minutes 230 Minutes	929.42	989.42	1,108.93

\*Board Approved Inclusion of the Following:

- Conferences
- Professional Learning
- Recess

**Philomath Academy:**

Program Type	Student Hour Allowance	Notes	FT Hours/Week Estimate
Online Instruction	Large Group	Max of 8 hours/ day	30 Hours/Week
Intermediate Group	6-15 Students	(# Hours x 0.222)/Session Days	22.5 Hours/Week
Small Group	2-5 Students	(# Hours x 0.333)/Session Days	15 Hours/Week
Tutorial	1:1	(# Hours)/Session Days	5 Hours/Week
Case Management	Up to 10% (Large)	(# Hours x 0.67)/Session Days	3 Hours/Week
College Course	1 Credit Hour = 1 Hour Instruct		

Example Schedule	Hours	FTE
Small Group	12 Hours/ Week	80%
Online Instruction	5 Hours/ Week	17%
Case Management	1 Hour/Week	3%

# Linn Benton Lincoln ESD

# Local Service Plan

2023-2025

905 4th Avenue  
Albany, OR 97321  
[www.lblesd.k12.or.us](http://www.lblesd.k12.or.us)  
541-812-2600





<b>Introduction .....</b>	<b>4</b>
<b>Education Service Districts and Oregon Revised Statutes .....</b>	<b>5</b>
<b>Equity Lens .....</b>	<b>7</b>
<b>Mission, Vision, and Values .....</b>	<b>8</b>
<b>Goals and Board Objectives .....</b>	<b>8</b>
<b>LBL Board Governance .....</b>	<b>9</b>
<b>LBL Leadership .....</b>	<b>11</b>
<b>LBL Component School Districts.....</b>	<b>13</b>
<b>LBL Planning Calendar for Developing &amp; Approving Resolution Services .....</b>	<b>15</b>
<b>Resolution Services .....</b>	<b>16</b>
<b>LBL Service Areas .....</b>	<b>19</b>
• <b>Special Education Services .....</b>	<b>20</b>
• <b>Technology Support Services .....</b>	<b>27</b>
• <b>School Improvement Services.....</b>	<b>35</b>
• <b>Administrative Services .....</b>	<b>39</b>
<b>Other Grants &amp; Contracts.....</b>	<b>43</b>
<b>Appendix.....</b>	<b>48</b>
• <b>LBL Program Performance Goals: 2022-2023.....</b>	<b>49</b>
• <b>Component School District Services Data.....</b>	<b>54</b>
• <b>Statewide Education Initiatives Account.....</b>	<b>66</b>
• <b>Resolution.....</b>	<b>68</b>

# Serving the Counties of Linn, Benton, Lincoln, and Beyond!

Linn Benton Lincoln Education Service District (LBL) serves educational agencies, districts, and schools across the state with high-quality services and programs that are practical, reliable, and economical. LBL has a distinguished reputation for supporting educational excellence and equity, working cooperatively with educators and educational agencies, and effecting productive solutions that help schools, teachers, students, and families meet Oregon’s educational goals.

LBL comprises 12 component districts and 96 schools with approximately 37,217 students in Linn, Benton, and Lincoln counties. LBL also serves

students and districts elsewhere in Oregon through grants and contracts. Its governance structure includes a seven-member Board.

LBL is one of 19 Education Service Districts in Oregon that serve all 36 counties. The purpose of Oregon’s Education Service Districts is defined in Oregon Revised Statute (ORS) 334.005. Education Service Districts assist school districts and the State of Oregon in achieving Oregon’s education goals by providing equitable education opportunities for all of Oregon’s public school students.



Education Service Districts (ESDs) originated in Oregon's first laws establishing a general system of common schools. Through the history of Oregon's regional services system, local governances and state statues concerning the mission of ESDs has remained somewhat constant: "Education Service Districts assist school districts and the State of Oregon in achieving Oregon's education goals by providing excellent and equitable educational opportunities for all Oregon public school students."



ORS 334.005 defines the mission, purpose, and accountability of an ESD. The mission of education service districts is to assist school districts and the Department of Education in achieving Oregon's educational goals by providing equitable, high quality, cost-effective, and locally responsive educational services at a regional level.

An education service district plays a key role in:

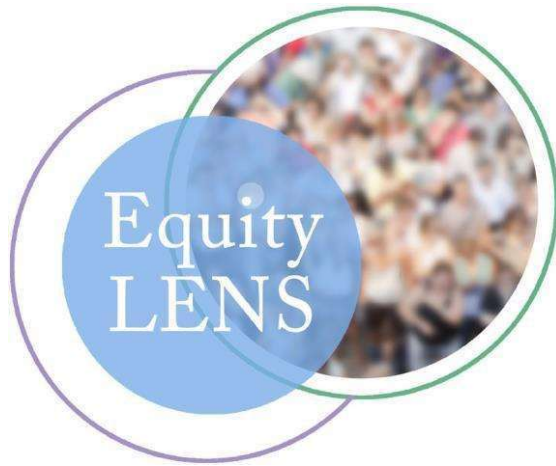
- Ensuring an equitable and excellent education for all children in the state;
- Implementing the Oregon Educational Act for the 21<sup>st</sup> Century;
- Fostering the attainment of high standards of performance by all students in Oregon's public schools;
- Facilitating interorganizational coordination and cooperation among education, social service, health care, and employment training agencies.

*(Continued on page 6)*

Per ORS 334.175, Education Service Districts must provide regionalized core services in the following areas:

- Programs for children with special needs, including but not limited to special education services and services for at-risk students.
- Technology support for component school districts and the individual technology plans for those districts, including but not limited to technology infrastructure services, data services, instructional technology services, and distance learning.
- School improvement services for component school districts, including but not limited to:
  1. Services designed to support component school districts in meeting the requirements of state and federal law;
  2. Services designed to allow the education service district to participate in and facilitate a review of the state and federal standards related to the provision of a quality education by component school districts;
  3. Services designed to support and facilitate continuous school improvement planning;
  4. Services designed to address schoolwide behavior and climate issues;
  5. Services designed to support career and technical education.
- Administrative and support services for component school districts, including but not limited to services designed to consolidate component school district business functions, liaison services between the Department of Education and component school districts, and registration of children being taught by private teachers, parents, or legal guardians pursuant to ORS 339.035.

An education service district may provide entrepreneurial services to public and private entities and to school districts that are not component school districts of the education service district with the approval of the constituent districts through their approval of the Local Service Plan.



We believe that every student, staff and community partner should be treated equitably. Our focus is to eliminate disparities among all groups.

## Equity:

Just and fair inclusion. An equitable society is one in which all can participate and prosper to allow all to reach their full potential.

## Purpose:

Provide a common vocabulary and protocol to produce and evaluate policies, practices, processes, programs, services or decisions that result in more equitable outcomes.

## Procedure:

Consider the following four questions for any policy, practice, process, program, service or decision:

- 1 **Who Does It Impact?**
  - Who are the groups affected?
  - What are the potential impacts on these groups?
- 2 **Who Has the Opportunities and is Included and Who is Not?**
  - Are existing disparities ignored or worsened?
  - Are there unintended consequences?
- 3 **Whose Voices Are at the Table?**
  - Have we intentionally involved our partners?
- 4 **What Can We Do About It?**
  - How will we mitigate the negative impacts and address the barriers identified above?

Non-Discrimination: LBL ESD prohibits discrimination and harassment on any basis protected by law, including but not limited to an individual's perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, disability, veterans status, or the protected status of any other person with whom the individual associates. [Policy AC](#).





## Mission

Linn Benton Lincoln Education Service District serves districts, schools, and students by providing equitable, flexible, and effective educational services through economy of scale.



## Vision

To be a responsive and transparent organization that supports districts by embracing continuous improvement in helping every child succeed.



## Values

Success for all students and their districts.

Relationships built on trust, responsiveness, and honesty.

The four “E”s of Excellence, Equity, Efficiency, and Effectiveness.

Accountability.

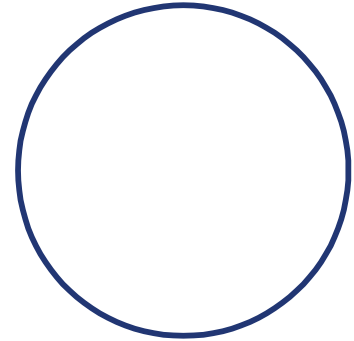
# Board of Directors



**Jean Wooten**  
Zone 1  
Term Expires: 6/30/2025



**Roger Irvin**  
Zone 2  
Term Expires: 6/30/2025



Zone 3  
Term Expires: 6/30/2025



**Jim Blount**  
Zone 4  
Term Expires: 6/30/2027



**Amy Vctor**  
Zone 5  
Term Expires: 6/30/2027



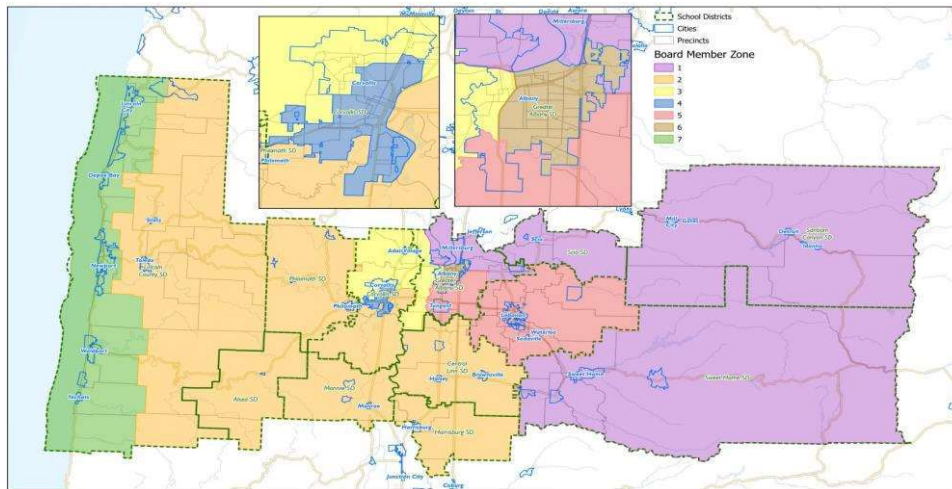
**Miriam Cummins**  
Zone 6  
Term Expires: 6/30/2027



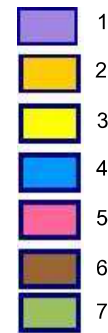
**David Dunsdon**  
Zone 7  
Term Expires: 6/30/2027



# Board Zones



Board Zones



**Zone 1**  
Greater Albany (part),  
Sweet Home, Scio,  
Santiam Canyon

**Zone 3**  
Corvallis (North),  
Greater Albany (part)

**Zone 6**  
Greater Albany (part)

**Zone 2**  
Central Linn, Harrisburg,  
Monroe, Alsea, Philomath,  
Lincoln Co. Schools (part)

**Zone 4**  
Corvallis (part)

**Zone 7**  
Lincoln County (part)

**Zone 5**  
Lebanon,  
Greater Albany (part)

# Budget Committee

**Richard Moore**  
Zone 1  
Term Expires: 6/30/24

**Sarah Finger McDonald**  
Zone 4  
Term Expires: 6/30/2024

**Vacant**  
Zone 7  
Term Expires: 6/30/2025

**Sarah Fay**  
Zone 2  
Term Expires: 6/30/2025

**Nichole Piland**  
Zone 5  
Term Expires: 6/30/2024

**Risteen Follett**  
At Large  
Term Expires: 6/30/2025

**Sami Al-Abdrabbuh**  
Zone 3  
Term Expires: 6/30/2025

**Ryan Mattingly**  
Zone 6  
Term Expires: 6/30/2024

## Cabinet Members



**Jason Hay**  
Superintendent



**Nancy Griffith**  
Assistant Superintendent



**Rocco Luiere**  
Exucutive Financial  
Officer



**Kate Marrone**  
Executive Human Resources  
Officer



**Tim Jones**  
Executive Information and Technology  
Officer



**Sean Yoder**  
Business Services



**Autumn Belloni**  
Early Intervention / Early  
Childhood Special Ed.



**Tina Linn**  
Early Intervention / Early  
Childhood Special Ed.



**Catie Dalton**  
Early Intervention / Early  
Childhood Special Ed.



**Kimberly McCutcheon-Gross**  
Early Intervention / Early  
Childhood Special Ed.



**Kristina Wonderly**  
Strategic Partnerships  
for Students Success



**Sonya Hart**  
Special Education and  
Evaluation Services



**Angie Greenwood**  
Cascade Regional  
Inclusive Services



**Kristy Stringham**  
Special Education  
Program Coordinator



**Jennifer Kessel**  
Technology and  
Information Services



**Brittney Spencer**  
Long Term Care and  
Treatment Education



**Alsea 7J**

P.O. Box B  
301 South 3rd Street  
Alsea, OR 97324

Superintendent: Krista Nieraeth  
<http://alsea.k12.or.us/>  
Phone: 541-487-4305



**Central Linn 552C**

P.O. Box 200 32433  
Highway 228 Halsey, OR  
97348

Superintendent: Candace Pelt  
<http://centrallinn.k12.or.us/>  
Phone: 541-369-2813



**Corvallis 509J**

1555 SW 35th Street  
Corvallis, OR 97333

Superintendent: Ryan Noss  
<https://www.csd509j.net/>  
Phone: 541-757-5841



**Greater Albany 8J**

718 Seventh Avenue SW  
Albany, OR 97321

Superintendent: Andy Gardner  
<https://albany.k12.or.us/>  
Phone: 541-967-4511



**Harrisburg #7**

P.O. Box 208  
865 LaSalle Street  
Harrisburg, OR 97446

Superintendent: Steve Woods  
<https://www.harrisburg.k12.or.us/>  
Phone: 541-995-6626 ext. 1



**Lebanon Community #9**

485 S Fifth Street  
Lebanon, OR 97355

Superintendent: Jennifer Meckley  
<http://lebanon.k12.or.us/>  
Phone: 541-451-8511



**Lincoln County 1212**  
NE Fogarty Street  
Newport, OR 97365

Superintendent: Majalise Tolan  
<https://lincoln.k12.or.us/>  
Phone: 541-265-9211



**Monroe 1J**  
365 N 5th Street Monroe,  
OR 97456

Superintendent: Bill Crowson  
<https://monroe.k12.or.us/>  
Phone: 541-847-6292



**Philomath 17J**  
1620 Applegate Street  
Philomath, OR 97370

Superintendent: Susan Halliday  
<https://www.philomathsd.net/>  
Phone: 541-929-3169



**Santiam Canyon 129J**  
P.O. Box 197  
150 SW Evergreen Street  
Mill City, OR 97360

Superintendent: Todd Miller  
<http://santiam.k12.or.us/>  
Phone: 503-897-2321



**Scio 95**  
38875 NW First Avenue  
Scio, OR 97374

Superintendent: Steve Martinelli  
<https://scio.k12.or.us/>  
Phone: 503-394-3261



**Sweet Home 55**  
1920 Long Street Sweet  
Home, OR 97386

Superintendent: Terry Martin  
<http://sweethome.k12.or.us/>  
Phone: 541-367-7637



## September/October

Visit and interview districts to discuss service level satisfaction, LBL performance measures, and emerging needs. Survey electronically as needed.



## October/November

Present VCSA draft resolution Local Service Plan for the next biennium. Review/revise the Local Service Plan as described under ORS 334.175(1) with input from Superintendents.



## November

VCSA Superintendents finalize the Local Service Plan services and agreements resulting in recommendation of the LBL Local Service Plan to the LBL Board of Directors and component school districts.



## January

The recommended LBL Local Service Plan will be provided to the LBL Board of Directors for adoption for the biennium. By statute, the Local Service Plan must be approved by districts each year.



## February

After being adopted by the LBL Board of Directors, the Local Service Plan is approved on or before March 1 by resolution of two-thirds of the component school districts representing more than 50% of the students in the LBL region. Adoption by component district boards shall occur before March 1.



## March

Notify LBL staff of changes in service requirements as established in the Local Service Plan.



## April/May

LBL acquires the necessary staffing, equipment, and technology and other resources to deliver the services required or services are brokered through other sources.

## Resolution Service Allocation

At least 90% of the annual State School Fund (SSF), property tax, and other qualifying resources allocated to LBL will be expended on resolution services. Services will be provided on a two-tiered basis.

### Tier 1 Resolution Services

Tier 1 includes services that are available to all 12 districts and are determined as being essential to all districts. Approval to sustain or add a Tier 1 service occurs with a positive vote of two-thirds of the districts, representing over 50% of the students, based on the final ADMr from the 2020-2021 fiscal year as provided by the Oregon Department of Education in May of 2022. The emphasis in Tier 1 is on achieving the greatest economies of scale and assuring equity of access. Tier 1 services are fully funded from the 90% SSF allocation. Service decisions are made for a two year period. However, if a service is provided through a contract that LBL holds with a third party vendor, the term of that contract will take precedence. Current Tier 1 services include:

- Network Support Services including Wide Area Network Operation
- Cyber Safety
- Special Education and Evaluation Services (School Psychologists, Speech Language Pathologists, and other special education assessment personnel)
- Early Childhood Special Education Evaluation
- Audiology Evaluation
- Occupational Therapy
- Physical Therapy
- Augmentative Communication Services
- Severe Disabilities: Support and consultation for students
- Strategic Partnerships for Student Success
- Home School: Registration and assessment tracking
- Business Information Services
- InTouch Student Receipting Software
- Frontline Software - Forecast 5, 5Cast, 5Cast Plus, and 5Sight
- Courier
- Student Information System Suite: Synergy with Analytical and multi-tiered systems of support modules.

## Tier 2 Resolution Services

Once Tier 1 funds are allocated, the remaining balance is used for Tier 2 services. Tier 2 funds are allocated based on the average of the last 3 years of actual ADMw. For the 2023-2024 fiscal year, ADMw from FY19/20, FY20/21 and FY21/22 will be used. For the 2024-2025 fiscal year, ADMw from FY20/21, FY21/22 and FY22/23 will be used. The amount is rounded to the nearest tenth of a percentage, not less than 1%. This allows LBL and its component school districts will stay within the constraints of the agreements, yet provide flexibility in the use of funds.

### It is further agreed:

Changes in Tier 2 resolution services are negotiated by each district between the LBL Superintendent and the component school district Superintendent based on individual needs and within the following criteria:

- Assist component school districts in meeting requirements of state and federal law
- Improve student learning
- Enhance the quality of instruction provided to students
- Provide professional development to component school district employees
- Enable component school districts and the students who attend schools in those districts to have equitable access to resources
- Maximize operational and fiscal efficiencies for component school districts

- Service decisions will be made prior to May 1st of each year when possible
- Estimates of available resolution funding will be provided in April of each year

While every attempt is made to achieve economies of scale in Tier 2, the emphasis is on customizing a service package for each district. Tier 2 services do not require participation by a certain number of school districts. The emphasis is on the development of consortia of districts utilizing a given service. These consortia may, and most likely will, utilize a variety of funding resources, including resolution service resources, to fund services. The cost of Tier 2 services will be based on the districts ADMr where applicable. Up to 50% of the district's allocated Tier 2 resources may be used to acquire services from sources other than LBL if the service is not provided by LBL, based on the above criterion. Individual districts will determine Tier 2 services of Charter Schools.

## Amendments to the Local Service Plan

If the component school districts approve an amendment to a Local Service Plan, the board of the education service district may amend a Local Service Plan that has been previously adopted by the LBL Board and approved by the Boards of component school districts.

ADMw that is used to calculate resource distribution for the 2023-2025 Local Service Plan are as follows:

*(Continued on page 18)*



### Enrollment for Year 1 of the 2023-2025 Biennium

Tier 2 funds are allocated based on the average of the last 3 years of actual ADMw. ADMw from the previous three years will be used. This information is provided below.

#### 3 Year Actual ADMw and Allocation of Tier 2 Funds for FY23/24

District	2020-2021 ADMw	2021-2022 ADMw	2022-2023 ADMw	3 Year Average	% of Total ADMw	% Allocation of Tier 2 Funds
Alsea	961.4	1,116.4	844	973.9	1.9%	1.9%
Central Linn	823.2	729.9	771	774.7	1.7%	1.7%
Corvallis	7,769.4	7,465.8	7,564	7,599.7	17.1%	17.1%
Greater Albany	11,050.5	10,698.4	10,763	10,871.1	24.5%	24.5%
Harrisburg	1,009.8	941.5	959	970.1	2.2%	2.2%
Lebanon	4,908.0	4,689.1	4,662	4,753.0	10.5%	10.7%
Lincoln County	7,032.5	6,618.0	6,677	6,775.8	15.1%	15.3%
Monroe	507.1	513.4	504	508.16	1.1%	1.1%
Philomath	1,935.8	1,832.0	1,857	1,874.9	4.2%	4.2%
Santiam Canyon	5,626.7	3,820.6	4,870	4,772.4	11.0%	11.0%
Scio	3,053.0	2,254.9	2,140	2,482.6	4.8%	4.7%
Sweet Home	2,711.2	2,572.9	2,609	2,631.0	5.9%	5.9%
	<b>47,388.6</b>	<b>43,252.9</b>	<b>44,220</b>	<b>44,953.8</b>	<b>100%</b>	<b>100%</b>

The amount is rounded to the nearest tenth of a percentage, not less than 1%. This allows LBL and its component school districts to stay within the constraints of the agreement, yet provide flexibility in the use of funds.





# SPECIAL EDUCATION SERVICES

# Audiology Screening and Augmentative Communication

**Service:** Audiology Screening and Augmentative Communication

**Program:** Cascade Regional Inclusive Services

**How it's funded:** Tier 1

**Contact:** Angie Greenwood

Hearing screenings are provided to all students in kindergarten, 1st and 3rd grades who attend public schools. A child who fails two hearing screenings is then referred to the audiologist for an audiology evaluation. Testing may include: otoscopy, acoustic emittance testing, standard air and bone conduction audiometry, speech audiometry, and otoacoustic emissions.



# Augmentative Communication



**Service:** Augmentative Alternative Communication (AAC)

**Program:** Cascade Regional Inclusive Services

**How it's funded:** Tier 1

**Contact:** Angie Greenwood

Students who have an existing special education program, demonstrate significant difficulty communicating, and need a specialized system to support their education program are referred to Augmentative Alternative Communication Specialists. The goal of the specialists is to support school staff in creating and supporting student communication opportunities throughout the school day/week- infusing communication training in daily tasks and routines.

# Early Childhood Special Education Evaluation

**Service:** Early Childhood Special Education Evaluation

**Program:** Early Intervention/Early Childhood Special Education

**How It's Funded:** Tier 1 and State Grant

**Contact:** Autumn Belloni, Tina Linn, Catie Dalton and Kimberly McCutcheon-Gross

LBL early intervention specialists provide evaluations for students from birth to age 5 who are suspected of having a developmental delay or disability, including challenges in how they see, hear, talk, move, respond to others, play or learn. Families, child care providers, preschools, physicians, and community agencies can all refer students to the program for evaluation. Children who are found to have a developmental delay or disability are provided an Individualized

Family Service Plan (IFSP). An IFSP is a plan of services individualized for each child and family and includes the child's abilities and needs, services for the child and family, family outcomes related to the child's needs and goals, and objectives reflecting both the child's developmental and special education needs.



# Occupational Therapy

Mild/Moderate occupational therapy in the educational setting supports school staff toward the collaborative implementation of student and children's educational goals. Providers assist in the implementation of Individual Family Service Plan (IFSP) and Individual Education Program (IEP) goals with a focus on adaptations and functional skills that promote progress toward those goals. Providers give direct consultation

**Service:** Occupational Therapy

**Program:** Cascade Regional Inclusive Services

**How It's Funded:** Tier 1 and Tier 2 and State Grant

**Contact:** Angie Greenwood

to school staff and early intervention families for children eligible for services. Classroom teachers and interventionists are assisted with program development and interpretation of medical information. In-service training opportunities are available to enhance knowledge and understanding of issues impacting children's progress towards IFSP or IEP goals.



# Physical Therapy

**Service:** Physical Therapy  
**Program:** Cascade Regional Inclusive Services  
**How It's Funded:** Tier 1 and Tier 2 and State Grant  
**Contact:** Angie Greenwood

Physical therapists play an important role in both developing standards for school staff to assist students with gross motor deficits and in developing health care protocols to ensure safety, availability, accessibility, and self-



care in the school environment. A library of equipment is available for loan including assistive technology, positioning equipment, recreational equipment, and mobility aids. Providers give direct consultation to school staff and early intervention families for children eligible for services. Classroom teachers and interventionists are assisted with program development and interpretation of medical information. In-service training opportunities are available to enhance knowledge and understanding of issues impacting children's progress toward Individual Family Service Plan (IFSP) or Individual Education Program (IEP) goals.

# School Psychological Services



**Service:** School Psychological Services  
**Program:** Special Education and Evaluation Services  
**How It's Funded:** Tier 1 and Tier 2  
**Contact:** Sonya Hart

School psychologists provide evaluation and consultation services to component districts. The school psychologists complete some evaluations in their assigned districts and also lead more complex team evaluations (such as Autism Spectrum Disorder and Culturally and Linguistically Diverse evaluations) that take place in the ESD's testing center. Additionally, school psychologists provide consultation services in a wide range of areas such as systems development, academic interventions and behavioral supports for both general education and special education students, evaluation planning, as well as legal compliance.

# Severe Disability Services

**Service:** Severe Disability Services  
**Program:** Special Education and Evaluation Services  
**How It's Funded:** Tier 1 and State Grant  
**Contact:** Sonya Hart

Consultants provide support on instructional programming for students with moderate to severe intellectual disabilities, financial support, and access to an extensive lending library with materials that target the educational needs of students with moderate to severe intellectual disabilities. Services are provided by a program consultant which include the following resources: coordinates library purchases and

distributes list of available materials, provides districts with or helps districts find technical assistance and materials identified in district goals, visits each district monthly to observe programs and to provide consultation, serves as regional qualified trainer for Extended Assessment, and maintains an iPad loaded with educational apps for teacher preview.



# Spanish Interpreter and Translation Services

Interpretation (oral) and translation (written) services in Spanish for school-related activities and meetings/services related to special education are offered through the Special Education and Evaluation Services program. The interpreter/translator services include interpreting at special education meetings and providing exact

**Service:** Spanish Interpreter and Translation Services  
**Program:** Special Education and Evaluation Services  
**How It's Funded:** Tier 1 and Tier 2  
**Contact:** Sonya Hart



translation of all school-related materials and forms, including but not limited to: evaluation reports, education forms, and parent communications. Staff can attend special education meetings to provide interpretation. This service also supports the Culturally and Linguistically Diverse (CLD) evaluations conducted per district request.

# Special Education Collaborative

**Service:** Special Education Collaborative  
**Program:** Special Education and Evaluation Services  
**How It's Funded:** Tier 2  
**Contact:** Sonya Hart

The Special Education Collaborative consists of five component districts who coordinate service and professional development needs through the ESD's learning consultants and school psychologists to maximize the support of district teachers and administrators. The collaborative services and supports include, but are not limited to the following: consultation on special education paperwork development, Individualized Education Plan (IEP) preparation, action plan

and system development, short professional development for individuals or groups of teachers, Oregon Department of Education (ODE) guidance and sharing of ODE resources, Systems Performance Review & Improvement (SPR&I) procedures, and review and maintaining the Electronic Special Education Manual (ESEM).



# Special Education Evaluation Services

The Special Education and Evaluation Services (SEES) program offers support to students across the broad range of services, including: system development for general education interventions in academics and behavior, evaluations for Special Education identification, psychologists, speech language pathologists and educational consultants services, interpreter and translator services in Spanish,

**Service:** Special Education Evaluation Services  
**Program:** Special Education and Evaluation Services  
**How It's Funded:** Tier 1  
**Contact:** Sonya Hart

Multi-Tiered Systems of Support (MTSS) consultation and training, professional development on research based initiatives, and special education law and current practices in evaluation by SEES staff.





# Speech and Language Services

**Service:** Speech Language Services

**Program:** Special Education and Evaluation Services

**How It's Funded:** Tier 1 and Tier 2

**Contact:** Sonya Hart

Speech Language Pathologists (SLPs) provide speech and language services in Tier 1 evaluations as well as a direct service for districts to address students with a speech language impairment that adversely impacts their educational performance. As a Tier 1 service, speech language pathologists work with the evaluation teams to help identify and evaluate students with a suspected speech language impairment, suspected Autism Spectrum Disorder, or to help teams identify a

language difference due to an English language proficiency rather than a disorder for students who are bilingual. As a Tier 2 service, districts are able to purchase FTE to support direct services within districts. Services include improving communication skills for students coping with difficulties in learning to listen, speak, read and/or write. SLPs serving in the schools case manage students who are identified with an eligibility of a speech language impairment as well as serve on intervention teams to help determine appropriate next steps for students who may be struggling with speech and/or language. SLPs may work with students under all disability categories and provide services under Specially Designed Instruction (SDI), related service, and/or consultation. These services may include articulation, receptive language, expressive language, social language, fluency, and voice.





# TECHNOLOGY SUPPORT SERVICES

# Business Information System (BIS)

**Service:** Business Information System (BIS)  
**Program:** Business Services  
**How It's Funded:** Tier 1 and Tier 2  
**Contact:** Rocco Luiere

Infinite Visions is a fully integrated solution for financial and personnel management. It consists of integrated financial, human resources, payroll, purchasing, warehouse and fixed asset applications. Designed specifically for schools, Infinite Visions is a true K-12 multi-fund, modified accrual accounting system, both Generally Accepted Accounting Principles (GAAP) and Government Account Standards Board (GASB) compliant, offering full

Microsoft Office integration, drill-down capabilities, expert state reporting, customizable data sorting, and comprehensive reporting. The Infinite Visions suite also includes integrated applications such as the iVisions Web Portal that brings the power of Infinite Visions to every employee's desktop for employee self-services and school site functionality. LBL provides level 1 customer support to districts and acts as a liaison between Tyler Technologies and districts. Customer support includes problem-solving, training, facilitation of user groups, and upgrades and maintenance to each district database.



# Cyber Safety

In the last year over 1000 schools have been negatively impacted by ransomware and many more have had breaches that resulted in stolen data. These attacks can cost districts in excess of one million dollars to rectify. Due to this uptick in cyber related attacks many cyber insurance carriers have increased their requirements for coverage.

**Service:** Cyber Safety  
**Program:** Technology and Information Services  
**How It's Funded:** Tier 1  
**Contact:** Tim Jones

Cyber safety services are designed to help districts assess compliance with insurance requirements and improve their security posture. Cyber safety engineers can work with districts to create a complete security profile and make recommendations on how best to protect the district from malicious actors. While no amount of preparation can prevent all cyber attacks, the cyber safety services can help to lessen the impact in the case of the cyber attack.



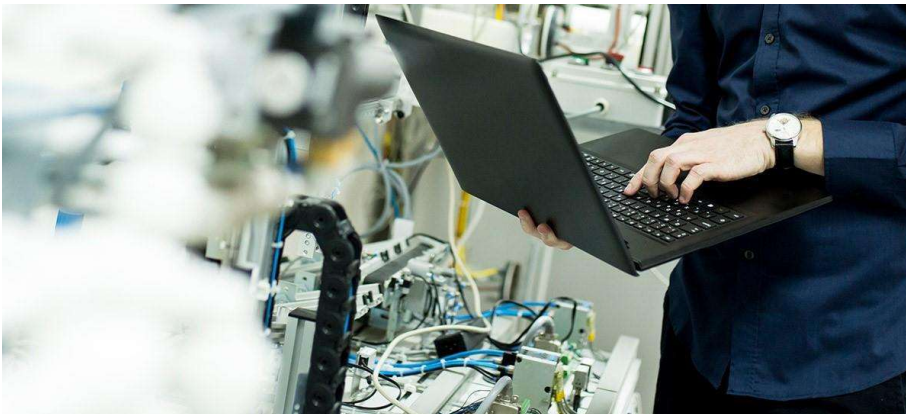
# Data Integrations

**Service:** Data Integrations  
**Program:** Technology and Information Services  
**How It's Funded:** Tier 2  
**Contact:** Tim Jones



Data integration services offer the ability to integrate LBLEDSD hosted applications with a variety of third party vendors, including but not limited to Destiny, MealTime, Canvas, Google and School Messenger. Integrations can be configured, implemented and monitored for proper transmission of data.

# Desktop Support



**Service:** Desk top Support  
**Program:** Technology and Information Services  
**How It's Funded:** Tier 1  
**Contact:** Tim Jones

Computer support technicians (desktop support) offer support to users who are experiencing problems with their individual desktop computers or software. Assistance is provided to computer users by answering questions and resolving technical problems related to computer equipment and software. They may install or update required hardware and software, and recommend computer products or equipment to improve district productivity.

# Frontline (formerly Forecast5)

**Service:** Frontline License  
**Program:** Business Services  
**How It's Funded:** Tier 1  
**Contact:** Rocco Luiere



Tier 1 funds support the purchase of Frontline licenses for three products: 5Cast, 5Cast *Plus* and 5Sight. A statewide contract with Frontline provides technical support, regional training, and report development.

# Internet Access

Internet access (ISP) service is available to provide districts with reliable high speed internet secured by a high availability firewall pair



and optional content filtering. Network devices and facilities required to deliver ISP service are housed and maintained in the LBL data center facility. This secure facility provides an environment that includes high-capacity cooling and emergency power capabilities.

**Service:** Internet Access  
**Program:** Technology and Information Services  
**How It's Funded:** Tier 1 and Tier 2  
**Contact:** Tim Jones

# InTouch Receipting Software

**Service:** InTouch Receipting Software  
**Program:** Business Services  
**How It's Funded:** Tier 2  
**Contact:** Rocco Luiere

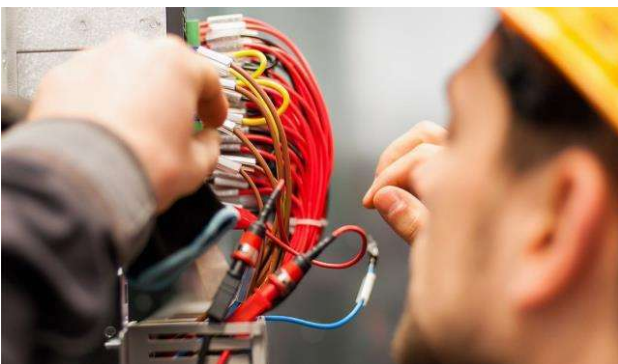


InTouch is a comprehensive cash receipting software developed for K-12 schools that provides information in real-time. Tier 1 funds support the purchase of licenses for InTouch software and LBL staff provide level 1 support and training to districts. The software is a point of sale, system that manages students fees, tracks donations and payments for fundraisers, and provides comprehensive reporting.

# Low Voltage

Low-voltage electrical work requires a licensed (journeyman) staff who can provide design, installation, maintenance, replacement and repair of electrical systems under 100 volts. Services include any kind of device that connects through the internet, such as telephone systems, climate controls, and even clocks. This service and other related

**Service:** Low Voltage  
**Program:** Technology and Information Services  
**How It's Funded:** Tier 2 FTE  
**Contact:** Tim Jones



network consulting services are offered economically and with a clear understanding of district needs and the best time to complete work within a school calendar. As school districts replace older technology equipment, they need to update their existing CAT-3/4/5 cabling with newer CAT-5+ or CAT-6.

# Network Management

**Service:** Network Management

**Program:** Technology and Information Services

**How It's Funded:** Tier 1 and Tier 2

**Contact:** Tim Jones

Network technicians provide support for your district's local and wide area networks which includes troubleshooting, patching, configurations and monitoring. Technicians maintain and provide consultation on network



equipment such as switches, routers, firewalls, and access points. Technology moves at a fast pace and our technical staff can help districts keep up with changing technologies.

# Synergy (formerly Student Information System (SIS) Suite

LBL provides a comprehensive student information system (SIS) to districts and schools across Oregon. The Synergy SIS includes an administrative student information system, teacher gradebook and attendance, master/student scheduler, online registration system, MTSS, Special education and analysis tools. These applications offer secure, configurable access to student demographics, enrollment,

**Service:** Synergy

**Program:** Technology and Information Services

**How It's Funded:** Tier 1

**Contact:** Tim Jones

grades, schedules, and much more. The system assists district offices with data assistance and submission of state reports.



# Power School Special Education Records Management

**Service:** Special Education Records Management

**Program:** Technology and Information Services

**How It's Funded:** Tier 2

**Contact:** Tim Jones

LBL provides a web-based special education management system. This special education management system enables educators to document all activities from pre-referral, referral, eligibility, Individual Education Program (IEP) development, IEP progress reporting to parents, and IEP revisions. The model also includes private school



Individualized Service Plan (ISP) forms, data tracking sheets, and other forms. PowerSchool has an extensive suite of reports for district administrative reporting and state reporting. PowerSchool can be integrated with a district's student information system allowing specified data to flow between the two systems.

## Systems Engineering



**Service:** Systems Engineering

**Program:** Technology and Information Services

**How It's Funded:** Tier 2

**Contact:** Tim Jones

System engineers specialize in solving complex engineering problems regarding maintenance of and implementation of new systems. Engineers work to implement best practices in application delivery and data storage. These services include application and website hosting, data backups and datacenter designs and implementations. Engineering procedures are developed from idea to implementation to ensure security, service and sustainability.



# Web Design and Maintenance

**Service:** Web Design and Maintenance  
**Program:** Technology and Information Services  
**How It's Funded:** Tier 2  
**Contact:** Tim Jones



LBL offers website development, hosting, and management solutions for district web-related needs. All of our websites utilize responsive design, with content that tailors to any device. Websites and content are made accessible to the widest audience. LBL’s social media integration allows districts to make multiple posts of the same content for website and social media feeds, such as Facebook and Twitter saving you time. LBL has developed a mobile app for websites that allows users to quickly access website information, news, and resources, as well as receive push notifications for instant communication from school district officials. The mobile app is available for Android and Apple devices.

A background image showing a stack of books, a mesh pencil holder filled with pencils, and an apple with a leaf, all rendered in a monochromatic red color scheme.

# SCHOOL IMPROVEMENT SERVICES

# Attendance Services

**Service:** Attendance Services  
**Program:** Strategic Partnerships for Student Success  
**How It's Funded:** Tier 2 and State Grant  
**Contact:** Kristina Wonderly



School attendance advisors work in collaboration with educators to mobilize schools and communities to teach the value of regular school attendance. Decreasing absenteeism involves a team approach in addressing the complex needs of our most vulnerable children in schools. School attendance advisors provide positive messaging, home visits, and mentoring to students and families. They address barriers to regular school attendance and connect students and families to community resources when needed. Schools attendance advisors work closely with school teams to promote a positive culture of attendance and an engaging school environment that motivates daily attendance.

# Behavior Consultant Services

Behavior consultants work closely with teachers and administrators to provide behavioral intervention for students in the classroom. Behavior consultants collaborate with educators to complete Functional Behavior Assessments (FBAs) and positive Behavior Intervention Plans (BIPs). They provide specific student strategies to help students learn new behavior skills and promote prosocial behavior and emotional regulation. Behavior consultants provide support for level 1 and level 2 student behavioral safety assessments and sexual incident response

**Service:** Behavior Consultant Services  
**Program:** Strategic Partnerships for Student Success  
**How It's Funded:** Tier 2  
**Contact:** Kristina Wonderly



advisory teams. They also provide nonviolent crisis intervention training to teach educators best practices for managing difficult situations involving unsafe behavior.

# Family Support Liaisons

Family support liaisons offer a range of services that include, but are not limited to addressing, physical and mental health services, case coordination services, positive youth development opportunities, and education supports. Of importance, secure connections are made for families to access health and social services, assist in navigating social service systems, and eliminating barriers. A disproportionate number of youth and families encounter adversaries such as poverty, homelessness, bullying/harassment, trauma, crisis, food insecurity, and substance abuse resulting in problems with social, emotional, and behavioral health issues. The vision is to fully engage and support underserved populations by integrating and leveraging resources that eliminate barriers to school success and foster successful transition to the workforce or postsecondary education.

**Service:** Family Support Liaisons  
**Program:** Strategic Partnerships for Student Success  
**How It's Funded:** Tier 2  
**Contact:** Kristina Wonderly



# Home School Support

**Service:** Home School Support  
**Program:** Strategic Partnerships for Student Success  
**How It's Funded:** Tier 1  
**Contact:** Kristina Wonderly

LBL home school registrar monitors and maintains records of compliance for home school students and their parents residing in Linn, Benton, and Lincoln counties. LBL serves as a home school information resource for parents, students, schools, and districts.

When a student is being home schooled, parents must notify LBL of their intention to home school. Home school is education provided in the home by the parent or guardian. Home school parents have the full responsibility for their student's education, including all curriculum choices, record keeping, and testing compliance.



# Library/Media Services

This service provides districts with the opportunity to purchase district-based library media services at the level of FTE required to meet Division 22 Standards. The specialist primarily provides consultation services that may include supporting districts in the development of library media program goals, library inventory training, and database management along with providing recommendations for media, book and collection purchases as well as other services as needed by the district.

**Service:** Library/Media Services  
**Program:** Strategic Partnerships for Student Success  
**How It's Funded:** Tier 2  
**Contact:** Kristina Wonderly



# Student and Family Support Services

**Service:** Student and Family Support Services  
**Program:** Strategic Partnerships for Student Success  
**How It's Funded:** Tier 1  
**Contact:** Kristina Wonderly



This service provides oversight and coordination of student and family support services including behavior consultants, school attendance advisors, family support liaisons, home school, youth transition specialists, and transition network facilitators. Additional services include crisis response, grant writing, and service coordination with youth serving agencies specifically addressing health and social services.



# ADMINISTRATIVE SERVICES

# Business Administration Services

**Service:** Business Information System  
**Program:** Business Services  
**How It's Funded:** Tier 2  
**Contact:** Rocco Luiere

The business office serves component and non-component districts by offering services to support the many business functions of a district. Services included payroll,



accounts payable, grants, and general transactional and state reporting support.

# Courier Service

LBL provides courier service for component districts for delivery of materials and correspondence throughout the region. This service is provided for each component district twice weekly during the school year and one weekly during summer breaks.



**Service:** Courier  
**Program:** Facilities Services  
**How It's Funded:** Tier 1  
**Contact:** Lisa McConnell

## E-rate Services

**Service:** E-rate Services  
**Program:** Business Services  
**How It's Funded:** Tier 2  
**Contact:** Rocco Luiere

The Universal Service Administration Company's (USAC) Schools and Libraries Program, commonly known as the E-rate Program, helps ensure that schools and libraries can obtain high-speed internet access and telecommunications at affordable rates. Each year, the E-rate program offers over \$3.9 billion to bring

internet services to classrooms and libraries, providing discounts ranging from 20 to 90 percent to eligible schools and libraries on eligible products and services. LBL can assist districts to apply for and track E-rate funding, while helping to make sure each district stays in compliance with program rules. Our application services include assisting applicants through the entire lifecycle of the E-rate application process as well as providing staff training and yearly reports on E-rate funding. LBL also offers additional services that include district needs assessments, project management and audit supports.



## Special Education and Evaluation Services



**Service:** Special Education Administration/Consultation  
**Program:** Special Education and Evaluation Services  
**How It's Funded:** Tier 2  
**Contact:** Sonya Hart

This service is available to districts who require a licensed special education administrator to support their district. Services may include administrative functions of planning and managing special education programs, staffing and budgeting, supervision of staff, compliance review, professional development, state reporting, and consultation.





# OTHER GRANTS & CONTRACTS

# Cascade Regional Inclusive Grant

This contract through the ODE supports the Regional Program for students with low-incidence disabilities:

- Deaf/Hard of Hearing
- Audiology for Deaf/Hard of Hearing
- Traumatic Brain Injury
- Blind/Visually Impaired
- Severe Orthopedic Impairment
- Autism Spectrum Disorder



**Service:** Low-Incidence Disabilities  
**Program:** Cascade Regional Inclusive Program  
**How It's Funded:** Grants from Oregon Department of Education  
**Contact:** Angie Greenwood

# Early Intervention/Early Childhood Special Education

This contract through the Oregon Department of Education, supports the program for Early Intervention and Special Education services to young children, birth to five years. Early Intervention/Early Childhood Special Education staff provides consultation and instruction to families and young children with developmental delays and disabilities in a variety of settings through an Individualized Family Service Plans (IFSP).

The focus of Oregon's Early Intervention (EI) program is to build the family's capacity to meet the special needs of their child. EI services are available for children from birth to three years who have developmental delays in their cognitive, physical, communication, self-help, or social skills development. EI services are also provided to children who have medically diagnosed conditions that are likely to result in a developmental delay later in the child's development.

Most EI interventions are provided to the child within everyday routines, activities, and places within their natural environment. Family members or caregivers are shown strategies for teaching the child in situations where and when a skill is used. Early Childhood Special Education (ECSE) provides services for children from three years to entrance kindergarten who qualify for services due to a developmental delay or categorical disability. Children in ECSE have disabilities that significantly impact their developmental progress. Services are provided in community preschools, homes, and structured classrooms and are based on the unique special education needs of each child.

The focus of the ECSE program is on teaching the child needed skills in areas of developmental delay, preparing the child for a school setting, and incorporating intervention strategies into the child's day.

**Service:** Special Education  
**Program:** Early Intervention/Early Childhood Special Education  
**How It's Funded:** Grant from Oregon Department of Education from Student Success Act  
**Contact:** Autumn Belloni, Tina Linn, Catie Dalton and Kimberly McCutcheon-Gross

# Juvenile Crime Prevention

The Juvenile Crime Prevention (JCP) grant funding is managed by the Linn County Juvenile Department. Family support liaisons assist students who are experiencing challenges to their success at home, school and in the community. The family support liaisons work closely with the family, school, health care providers and social service agencies to locate and access resources, organize support, develop skills and remove barriers so that children can come to school ready to learn.

**Service:** Family Support Liaison  
**Program:** Strategic Partnerships for Student Success  
**How It's Funded:** Grant from Juvenile Crime Prevention  
**Contact:** Kristina Wonderly

# Long-Term Care and Treatment

The Long Term Care and Treatment (LTCT) contract through the Oregon Department of Education provides education services to students in residential and day treatment facilities.



**Service:** Education Services  
**Program:** Long Term Care and Treatment  
**How It's Funded:** Grant from Oregon Department of Education  
**Contact:** Brittney Spencer

**Farm Home School** - The Children's Farm Home, a Trillium Family Services mental health facility, provides residential and day treatment mental health services to children and youth from our region and from around the state who have significant emotional and behavioral challenges. LBL provides educational services to children and youth primarily in middle school through high school.

**Wake Robin School** - This transitional program provides education services to children and youth admitted to the day treatment program located on the Children's Farm Home campus, through a contract with ODE. Trillium Family Services provides the mental health services and LBL ESD provides the educational services. The program services children and youth, kindergarten through 12th grade.

**Old Mill Center Classroom** - This program, through a contract with ODE, provides education services to students in day treatment at the Old Mill Center for Children and Families in Corvallis, the mental health provider. The program services children and youth, kindergarten through 2nd grade.

# Medicaid Administrative Claiming

With support from the Oregon Health Authority (OHA), LBL provides training and support to districts to complete the Medicaid Administrative Claiming survey three times a year. LBL interfaces with OHA to generate cost pools, process match payments and resolve questions.

LBL staff also participate in the Medicaid Administrative Claiming process. Funds generated are used to purchase 0.25 FTE for a family support liaison to work with students and families in the Early Intervention/Early Childhood Special Education program.

**Service:** District Support  
**Program:** Strategic Partnerships for Students Success  
**How It's Funded:** Grant from Oregon Department of Human Services  
**Contact:** Kristina Wonderly

# Statewide Education Initiatives Account

**Service:** District Support  
**Program:** Strategic Partnerships for Students Success  
**How It's Funded:** Student Success Act  
**Contact:** Kristina Wonderly

The Statewide Education Initiatives Account (SEIA) provides support to districts in the implementation of their Student Investment Account (SIA) plans. LBL's plan will assist districts in meeting their SIA goals by providing school and systems improvement strategy support through partnerships that facilitate ongoing learning. Staff provide and assist with the use of data and strategies integral to improvement science. As a hub of information from ODE and other educational and mental health organizations, we communicate the latest information in regard to curriculum, initiatives and grants, professional development, and opportunities to work with other educators and service providers.

# School Safety and Prevention Specialist

**Service:** District Support  
**Program:** Strategic Partnerships for Students Success  
**How It's Funded:** Grant from Oregon Department of Education  
**Contact:** Kristina Wonderly

This contract through the Oregon Department of Education offers training, assistance program/plan development, help to establish and coordinate school and community teams and provide ongoing consultation, training and technical assistance in Linn, Benton Lincoln and Lane counties. Three domains include: behavioral safety assessment, suicide prevention, and bullying and harassment prevention. This also includes promoting the use of the SafeOregon Tip Line.

# Transition Network Facilitator

**Service:** District Support  
**Program:** Special Education and Evaluation Services  
**How It's Funded:** Grant from Oregon Department of Education  
**Contact:** Sonya Hart

This contract through the Oregon Department of Education provides support in developing partnerships between districts and agencies that support transition services for students with intellectual and developmental disabilities. The services are focused on providing educators and students in Lane, Linn, Benton, Lincoln, and Marion counties with information and services creating pathways toward independent living and employment in post school life. Services include teaching pre-employment transition skills for youth and young adults.



# Youth Transition Program

The Youth Transition Program (YTP) is a structured partnership between local Vocational Rehabilitation offices and school districts to enhance transition services. The grant is used to support services which are designed to prepare high school youth with disabilities for employment or career related post-secondary education or training. Through a partnership, the University of Oregon provides technical assistance to students and schools, preparing the student to enter the work force, higher education or both.

**Service:** Student Support  
**Program:** Special Education and Evaluation Services  
**How It's Funded:** Grant from Oregon Department of Human Services  
**Contact:** Sonya Hart





# APPENDIX

## Business Services

### Performance Goal #1

LBL ESD Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost-effective services.

Provide monthly reports for each program's financial review including both budget reports and new roster report. Identify and analyze macro issues and key operating trends.

### Performance Goal #2

LBL ESD Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations and communities.

Perform an assessment for each district to identify the areas and levels of business support needed in our component districts.

## Human Resources

### Performance Goal #1

LBL Goal 1: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.

Increase our community outreach within our three counties through involvement with other agencies and organizations. Participate as community members and sponsor community activities.

### Performance Goal #2

LBL Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.

Facilitate and organize ongoing training for districts in the areas of hiring, staff development and retention.

## Cascade Regional Inclusive Services

### Performance Goal #1

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Create structures for more uniform processes and services within the CRIS team. Streamline referral process for OT, PT and Audiology. Re-define and calibrate service delivery model for AAC and ASD. Re-evaluate existing templates for assessment reports for DHH and TVI teams.

### Performance Goal #2

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Increase partnership between CRIS and SEES programs to provide better services for ESD component districts. Regularly collaborate with the Special Ed Director of each component district based on their scheduling preferences.

## Early Intervention/Early Childhood Special Education

### Performance Goal #1

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

In our work with the Center for Educational Leadership, our goal is to eliminate educational inequities by creating a culture of rigorous teaching and learning.

### Performance Goal #2

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Increase the number of children receiving services in a regular childhood program toward the state target of 36% as shown in the At-A-Glance Profile published by ODE in May of 2023. (Data in At-A Glance profile from May 2021 indicates 27.87% of students in Lincoln County, 34.18% in Benton County and 23.74% in Linn County are receiving services in a regular childhood program.)



## Long Term Care and Treatment (LTCT)

### Performance Goal #1

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

LTCT Program will continue to implement the Collaborative Problem Solving method in working with students for the 23-24 school year. This strategy supports the evidence based program for challenging behaviors that is used by Trillium Family Services.

### Performance Goal #2

LBL Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.

LTCT program will create an Equity and Wellness committee that will have representation from the certified staff, classified staff and office staff.

## Special Education and Evaluation Services (SEES)

### Performance Goal #1

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Gather customer service/feedback data from parents and district staff after the completion of each evaluation to ensure excellent, equitable and efficient services.

### Performance Goal #2

LBL Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.

Increase partnership between SEES and CRIS to provide better services for ESD component districts. Increase staff recognition and praise based on Gallup Survey results. Strengthen communication skills among program staff in order to foster positive relationships.

## Technology and Information Services

**Performance Goal #1**

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Define staff responsibilities to improve processes and deliver services more effectively, while promoting staff recognition and providing clear paths for career advancement.

**Performance Goal #2**

LBL Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.

Collaborate with districts to pinpoint products suitable for inclusion in a consortium contract. Subsequently, lead contract negotiations and effectively communicate the procurement process under the established contract.

## Strategic Partnerships for Student Success

**Performance Goal #1**

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Develop a coordinated regional Behavioral Safety Framework that addresses the development of services and support for safety assessment processes, Suicide prevention, intervention and postvention plans, and crisis response protocols in districts.

## ALSEA SCHOOL DISTRICT

P.O. BOX B / 301 South 3rd Street

Alsea, OR 97324

Phone: 541-487-4305

Fax: 541-487-4089

Superintendent: Krista Nieraeth

[krista.nieraeth@alsea.k12.or.us](mailto:krista.nieraeth@alsea.k12.or.us)



Krista Nieraeth  
Superintendent

## Tier 1

Data based on fiscal year 2022-2023

Special Education - Tier 1 Services by Student	ESD	ASD
Audiology Hearing Screenings	6,457	0
Audiology Evaluations	26	0
Mild/Moderate Special Ed Supports K-12 (PT)	109	0
Mild/Moderate Special Ed Supports K-12 (OT)	662	5
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	0
In-Center Special Education Evaluations	195	1
In-District and Assigned Special Education Evaluations	211	9
Severe Disability Supports	160	1
Early Intervention Evaluations	362	3
Early Childhood Special Education Evaluations	426	2

Special Education - Tier 1 Services by Hours	ESD	ASD
Interpreter, District Requests	67.29	0
Interpreter, In-Center Evaluations	276.3	0
Translation, District Requests	354.49	0
Translation, In-Center Evaluations	122.47	0

## Grants

Data based on fiscal year 2022-2023

Cascade Regional - Low Incidence, High Needs	ESD	ASD
Vision	48	0
Hearing	86	0
Physical Therapy	54	0
Occupational Therapy	52	0
Autism Spectrum Disorder	790	15
Traumatic Brain Injury	30	0
Deafblindness	4	0
Total # of K-12 Regional Low Incidence Disabilities	1,064	15

Other Services	ESD	ASD
Family Support Liaison	825	0
Behavior Specialist	297	15



**CENTRAL LINN SCHOOL**  
**DISTRICT** P.O. Box 200 / 32433  
 Highway 228 Halsey, OR 97348  
**Phone:** 541-369-2813 ext 3222  
**Fax:** 541-369-3439  
**Superintendent:** Candace Pelt  
[candace.pelt@centrallinn.k12.or.us](mailto:candace.pelt@centrallinn.k12.or.us)



**Candace Pelt**  
Superintendent

## Tier 1

Data based on fiscal year 2022-2023

Special Education - Tier 1 Services by Student	ESD	CLSD
Audiology Hearing Screenings	6,457	99
Audiology Evaluations	26	4
Mild/Moderate Special Ed Supports K-12 (PT)	109	3
Mild/Moderate Special Ed Supports K-12 (OT)	662	10
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	3
In-Center Special Education Evaluations	195	3
In-District and Assigned Special Education Evaluations	211	23
Severe Disability Supports	160	1
Early Intervention Evaluations	362	2
Early Childhood Special Education Evaluations	426	9

Special Education - Tier 1 Services by Hours	ESD	CLSD
Interpreter, District Requests	67.29	11.17
Interpreter, In-Center Evaluations	276.3	0
Translation, District Requests	354.49	69.42
Translation, In-Center Evaluations	122.47	0

## Grants

Data based on fiscal year 2022-2023

Cascade Regional - Low Incidence, High Needs	ESD	CLSD
Vision	48	2
Hearing	86	0
Physical Therapy	54	3
Occupational Therapy	52	3
Autism Spectrum Disorder	790	8
Traumatic Brain Injury	1430	0
Deafblindness	4	0
Total # of K-12 Regional Low Incidence Disabilities	1064	9

Other Services	ESD	CLSD
Behavior Specialist	297	0
Family Support Liaison	825	34



**CORVALLIS SCHOOL DISTRICT**  
 1555 SW 35th  
 Corvallis, OR 97333-1130  
**Phone:** 541-757-5841  
**Fax:** 541-757-5703  
**Superintendent:** Ryan Noss  
[ryan.noss@corvallis.k12.or.us](mailto:ryan.noss@corvallis.k12.or.us)



**Ryan Noss**  
 Superintendent

## Tier 1

Data based on fiscal year 2022-2023

Special Education - Tier 1 Services by Student	ESD	CSD
Audiology Hearing Screenings	6,457	1,216
Audiology Evaluations	26	3
Mild/Moderate Special Ed Supports K-12 (PT)	109	12
Mild/Moderate Special Ed Supports K-12 (OT)	662	94
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	40
In-Center Special Education Evaluations	195	36
In-District and Assigned Special Education Evaluations	211	12
Severe Disability Supports	160	38
Early Intervention Evaluations	362	78
Early Childhood Special Education Evaluations	426	73

Special Education - Tier 1 Services by Hours	ESD	CSD
Interpreter, District Requests	67.29	0
Interpreter, In-Center Evaluations	276.3	36.75
Translation, District Requests	354.49	0
Translation, In-Center Evaluations	122.47	8.67

## Grants

Data based on fiscal year 2022-2023

Cascade Regional - Low Incidence, High Needs	ESD	CSD
Vision	48	12
Hearing	86	17
Physical Therapy	54	8
Occupational Therapy	52	8
Autism Spectrum Disorder	790	107
Traumatic Brain Injury	30	2
Deafblindness	4	1
<b>Total # of K-12 Regional Low Incidence Disabilities</b>	<b>1,064</b>	<b>200</b>

Other Services	ESD	CSD
Behavior Specialist	297	0
Family Support Liaison	825	0



**GREATER ALBANY PUBLIC SCHOOLS** 718 Seventh Avenue SW  
 Albany, OR 97321-2399  
**Phone:** 541-967-4511  
**Fax:** 541-967-4587  
**Superintendent:** Andy Gardner  
[andy.gardner@albany.k12.or.us](mailto:andy.gardner@albany.k12.or.us)



**Andy Gardner**  
Superintendent

## Tier 1

Data based on fiscal year 2022-2023

Special Education - Tier 1 Services by Student	ESD	GAPS
Audiology Hearing Screenings	6,457	1,966
Audiology Evaluations	26	11
Mild/Moderate Special Ed Supports K-12 (PT)	109	30
Mild/Moderate Special Ed Supports K-12 (OT)	662	172
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	82
In-Center Special Education Evaluations	195	74
In-District and Assigned Special Education Evaluations	211	10
Severe Disability Supports	160	35
Early Intervention Evaluations	362	124
Early Childhood Special Education Evaluations	426	136

Special Education - Tier 1 Services by Hours	ESD	GAPS
Interpreter, District Requests	67.29	3
Interpreter, In-Center Evaluations	276.3	139.38
Translation, District Requests	354.49	0
Translation, In-Center Evaluations	122.47	103.05

## Grants

Data based on fiscal year 2022-2023

Cascade Regional - Low Incidence, High Needs	ESD	GAPS
Vision	48	9
Hearing	86	20
Physical Therapy	54	11
Occupational Therapy	52	11
Autism Spectrum Disorder	790	142
Traumatic Brain Injury	30	6
Deafblindness	4	1
<b>Total # of K-12 Regional Low Incidence Disabilities</b>	<b>1,064</b>	<b>200</b>

Other Services	ESD	GAPS
Behavior Consultant	297	205
Family Support Liaison	825	215



**HARRISBURG SCHOOL DISTRICT**  
 P.O. Box 208 / 865  
 LaSalle Street Harrisburg, OR  
 97446-9549 **Phone:** 541-995-6626  
 ext. 1 **Fax:** 541-995-3453  
**Superintendent:** Steve Woods  
[steve.woods@harrisburg.k12.or.us](mailto:steve.woods@harrisburg.k12.or.us)



**Steve Woods**  
Superintendent

## Tier 1

Data based on fiscal year 2022-2023

Special Education - Tier 1 Services by Student	ESD	HSD
Audiology Hearing Screenings	6,457	149
Audiology Evaluations	26	0
Mild/Moderate Special Ed Supports K-12 (PT)	109	5
Mild/Moderate Special Ed Supports K-12 (OT)	662	22
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	6
In-Center Special Education Evaluations	195	8
In-District and Assigned Special Education Evaluations	211	22
Severe Disability Supports	160	5
Early Intervention Evaluations	362	4
Early Childhood Special Education Evaluations	426	7

Special Education - Tier 1 Services by Hours	ESD	HSD
Interpreter, District Requests	67.29	.5
Interpreter, In-Center Evaluations	276.3	0
Translation, District Requests	354.49	22.25
Translation, In-Center Evaluations	122.47	0

## Grants

Data based on fiscal year 2022-2023

Cascade Regional - Low Incidence, High Needs	ESD	HSD
Vision	48	0
Hearing	86	1
Physical Therapy	54	3
Occupational Therapy	52	3
Autism Spectrum Disorder	790	23
Traumatic Brain Injury	30	2
Deafblindness	4	0
Total # of K-12 Regional Low Incidence Disabilities	1,064	32

Other Services	ESD	HSD
Behavior Consultant	297	27
Family Support Liaison	825	21





**LEBANON SCHOOL DISTRICT**  
 485 S Fifth Street Lebanon,  
 OR 97355  
**Phone:** 541-451-8511  
**Fax:** 541-259-6857  
**Superintendent:** Jennifer Meckley  
[jennifer.meckley@lebanon.k12.or.us](mailto:jennifer.meckley@lebanon.k12.or.us)



**Jennifer Meckley**  
 Superintendent

## Tier 1

Data based on fiscal year 2022-2023

Special Education - Tier 1 Services by Student	ESD	LCS
Audiology Hearing Screenings	6,457	438
Audiology Evaluations	26	1
Mild/Moderate Special Ed Supports K-12 (PT)	109	18
Mild/Moderate Special Ed Supports K-12 (OT)	662	76
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	18
In-Center Special Education Evaluations	195	24
In-District and Assigned Special Education Evaluations	211	4
Severe Disability Supports	160	24
Early Intervention Evaluations	362	26
Early Childhood Special Education Evaluations	426	62

Special Education - Tier 1 Services by Hours	ESD	LCS
Interpreter, District Requests	67.29	0
Interpreter, In-Center Evaluations	276.3	8.75
Translation, District Requests	354.49	111.42
Translation, In-Center Evaluations	122.47	0

## Grants

Data based on fiscal year 2022-2023

Cascade Regional - Low Incidence, High Needs	ESD	LCS
Vision	48	5
Hearing	86	6
Physical Therapy	54	6
Occupational Therapy	52	5
Autism Spectrum Disorder	790	61
Traumatic Brain Injury	30	3
Deafblindness	4	0
<b>Total # of K-12 Regional Low Incidence Disabilities</b>	<b>1,064</b>	<b>86</b>

Other Services	ESD	LCS
Behavior Consultant	297	0
Family Support Liaison	825	143



**LINCOLN COUNTY SCHOOL DISTRICT**  
 1212 NE Fogarty Street  
 Newport, OR 97365  
**Phone:** 541-265-9211  
**Fax:** 541-265-3059  
**Superintendent:** Majalise Tolan  
[majalise.tolan@lincoln.k12.or.us](mailto:majalise.tolan@lincoln.k12.or.us)



**Majalise Tolan**  
 Superintendent

## Tier 1

Data based on fiscal year 2022-2023

Special Education - Tier 1 Services by Student	ESD	LCSD
Audiology Hearing Screenings	6,457	917
Audiology Evaluations	26	1
Mild/Moderate Special Ed Supports K-12 (PT)	109	25
Mild/Moderate Special Ed Supports K-12 (OT)	662	155
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	49
In-Center Special Education Evaluations	195	10
In-District and Assigned Special Education Evaluations	211	14
Severe Disability Supports	160	24
Early Intervention Evaluations	362	64
Early Childhood Special Education Evaluations	426	74

Special Education - Tier 1 Services by Hours	ESD	LCSD
Interpreter, District Requests	67.29	47.95
Interpreter, In-Center Evaluations	276.3	62.25
Translation, District Requests	354.49	85.65
Translation, In-Center Evaluations	122.47	0

## Grants

Data based on fiscal year 2022-2023

Cascade Regional - Low Incidence, High Needs	ESD	LCSD
Vision	48	13
Hearing	86	9
Physical Therapy	54	11
Occupational Therapy	52	12
Autism Spectrum Disorder	790	151
Traumatic Brain Injury	30	2
Deafblindness	4	1
Total # of K-12 Regional Low Incidence Disabilities	1,064	199

Other Services	ESD	LCSD
Behavior Consultant	297	0
Family Support Liaison	825	0



## MONROE SCHOOL DISTRICT

365 N 5th Street

Monroe, OR 97456

Phone: 541-847-6292

Fax: 541-847-6290

Superintendent: Bill Crowson

[bill.crowson@monroe.k12.or.us](mailto:bill.crowson@monroe.k12.or.us)



**Bill Crowson**  
Superintendent

## Tier 1

Data based on fiscal year 2022-2023

Special Education - Tier 1 Services by Student	ESD	MSD
Audiology Hearing Screenings	6,457	82
Audiology Evaluations	26	1
Mild/Moderate Special Ed Supports K-12 (PT)	109	
Mild/Moderate Special Ed Supports K-12 (OT)	662	14
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	3
In-Center Special Education Evaluations	195	2
In-District and Assigned Special Education Evaluations	211	11
Severe Disability Supports	160	1
Early Intervention Evaluations	362	4
Early Childhood Special Education Evaluations	426	7

Special Education - Tier 1 Services by Hours	ESD	MSD
Interpreter, District Requests	67.29	0.67
Interpreter, In-Center Evaluations	276.3	6.92
Translation, District Requests	354.49	38.5
Translation, In-Center Evaluations	122.47	7

## Grants

Data based on fiscal year 2022-2023

Cascade Regional - Low Incidence, High Needs	ESD	MSD
Vision	48	1
Hearing	86	1
Physical Therapy	54	3
Occupational Therapy	52	2
Autism Spectrum Disorder	790	7
Traumatic Brain Injury	30	0
Deafblindness	4	0
Total # of K-12 Regional Low Incidence Disabilities	1,064	14

Other Services	ESD	MSD
Behavior Consultant	297	2
Family Support Liaison	825	126



## PHILOMATH SCHOOL DISTRICT

1620 Applegate Street  
Philomath, OR 97370

**Phone:** 541-929-3169

**Fax:** 541-929-3991 **Superintendent:**

Susan Halliday

[susan.halliday@philomath.k12.or.us](mailto:susan.halliday@philomath.k12.or.us)



**Susan Halliday**  
Superintendent

## Tier 1

Data based on fiscal year 2022-2023

Special Education - Tier 1 Services by Student	ESD	PSD
Audiology Hearing Screenings	6,457	261
Audiology Evaluations	26	0
Mild/Moderate Special Ed Supports K-12 (PT)	109	5
Mild/Moderate Special Ed Supports K-12 (OT)	662	42
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	7
In-Center Special Education Evaluations	195	12
In-District and Assigned Special Education Evaluations	211	1
Severe Disability Supports	160	11
Early Intervention Evaluations	362	6
Early Childhood Special Education Evaluations	426	17

Special Education - Tier 1 Services by Hours	ESD	PSD
Interpreter, District Requests	67.29	0
Interpreter, In-Center Evaluations	276.3	15.25
Translation, District Requests	354.49	27.25
Translation, In-Center Evaluations	122.47	3

## Grants

Data based on fiscal year 2022-2023

Cascade Regional - Low Incidence, High Needs	ESD	PSD
Vision	48	1
Hearing	86	3
Physical Therapy	54	1
Occupational Therapy	52	0
Autism Spectrum Disorder	790	32
Traumatic Brain Injury	30	2
Deafblindness	4	0
Total # of K-12 Regional Low Incidence Disabilities	1,064	39

Other Services	ESD	PSD
Behavior Consultant	297	44
Family Support Liaison	825	74



**SANITAM CANYON SCHOOL**  
**DISTRICT** P.O. Box 197 / 150 SW  
 Evergreen Street Mill City, OR 97360  
**Phone:** 503-897-2321  
**Fax:** 503-897-2322  
**Superintendent:** Todd Miller  
[todd.miller@santiam.k12.or.us](mailto:todd.miller@santiam.k12.or.us)



**Todd Miller**  
Superintendent

## Tier 1

Data based on fiscal year 2022-2023

Special Education - Tier 1 Services by Student	ESD	SCSD
Audiology Hearing Screenings	6,457	94
Audiology Evaluations	26	0
Mild/Moderate Special Ed Supports K-12 (PT)	109	5
Mild/Moderate Special Ed Supports K-12 (OT)	662	8
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	2
In-Center Special Education Evaluations	195	7
In-District and Assigned Special Education Evaluations	211	25
Severe Disability Supports	160	0
Early Intervention Evaluations	362	3
Early Childhood Special Education Evaluations	426	8

Special Education - Tier 1 Services by Hours	ESD	SCSD
Interpreter, District Requests	67.29	0
Interpreter, In-Center Evaluations	276.3	1
Translation, District Requests	354.49	0
Translation, In-Center Evaluations	122.47	0

## Grants

Data based on fiscal year 2022-2023

Cascade Regional - Low Incidence, High Needs	ESD	SCSD
Vision	48	0
Hearing	86	2
Physical Therapy	45	1
Occupational Therapy	52	1
Autism Spectrum Disorder	790	5
Traumatic Brain Injury	30	1
Deafblindness	4	0
Total # of K-12 Regional Low Incidence Disabilities	1,064	13

Other Services	ESD	SCSD
Behavior Consultant	297	0
Family Support Liaison	825	42



## SCIO SCHOOL DISTRICT

38875 NW First Avenue

Scio, OR 97374

Phone: 503-394-3261

Fax: 503-394-3920

Superintendent: Steve Martinelli

[martinellis@sciok12.org](mailto:martinellis@sciok12.org)



Steve Martinelli  
Superintendent

## Tier 1

Data based on fiscal year 2022-2023

Special Education - Tier 1 Services by Student	ESD	SSD
Audiology Hearing Screenings	6,457	172
Audiology Evaluations	26	1
Mild/Moderate Special Ed Supports K-12 (PT)	109	1
Mild/Moderate Special Ed Supports K-12 (OT)	662	10
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	2
In-Center Special Education Evaluations	195	3
In-District and Assigned Special Education Evaluations	211	17
Severe Disability Supports	160	4
Early Intervention Evaluations	362	1
Early Childhood Special Education Evaluations	426	6

Special Education - Tier 1 Services by Hours	ESD	SSD
Interpreter, District Requests	67.29	4
Interpreter, In-Center Evaluations	276.3	6
Translation, District Requests	354.49	0
Translation, In-Center Evaluations	122.47	.075

## Grants

Data based on fiscal year 2022-2023

Cascade Regional - Low Incidence, High Needs	ESD	SSD
Vision	48	1
Hearing	86	1
Physical Therapy	54	0
Occupational Therapy	52	0
Autism Spectrum Disorder	790	9
Traumatic Brain Injury	30	1
Deafblindness	4	0
Total # of K-12 Regional Low Incidence Disabilities	1,064	12

Other Services	ESD	SSD
Behavior Consultant	297	20
Family Support Liaison	825	60



**SWEET HOME SCHOOL DISTRICT**  
 1920 Long Street  
 Sweet Home, OR 97386  
**Phone:** 541-367-7126  
**Fax:** 541-367-7105  
**Superintendent:** Terry Martin  
[terry.martin@sweethome.k12.or.us](mailto:terry.martin@sweethome.k12.or.us)



**Terry Martin**  
 Superintendent

## Tier 1

Data based on fiscal year 2022-2023

Special Education - Tier 1 Services by Student	ESD	SHSD
Audiology Hearing Screenings	6,457	530
Audiology Evaluations	26	0
Mild/Moderate Special Ed Supports K-12 (PT)	109	7
Mild/Moderate Special Ed Supports K-12 (OT)	662	44
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	20
In-Center Special Education Evaluations	195	15
In-District and Assigned Special Education Evaluations	211	63
Severe Disability Supports	160	16
Early Intervention Evaluations	362	21
Early Childhood Special Education Evaluations	426	31

Special Education - Tier 1 Services by Hours	ESD	SHSD
Interpreter, District Requests	67.29	0
Interpreter, In-Center Evaluations	276.3	0
Translation, District Requests	354.49	0
Translation, In-Center Evaluations	122.47	0

## Grants

Data based on fiscal year 2022-2023

Cascade Regional - Low Incidence, High Needs	ESD	SHSD
Vision	48	5
Hearing	86	5
Physical Therapy	54	1
Occupational Therapy	52	1
Autism Spectrum Disorder	790	44
Traumatic Brain Injury	30	6
Deafblindness	4	0
Total # of K-12 Regional Low Incidence Disabilities	1,064	62
Other Services	ESD	SHSD
Behavior Consultant	1,065	283
Family Support Liaison	112	0



## LBL Local Service Plan Addendum 2024-2026: Integrated Grants Technical Assistance

*The ESD Mandate: Through the Statewide Education Initiatives Account, each ESD receives funds to provide technical assistance to districts in their region in support of the Student Investment Account, now included in the Integrated Guidance. There is flexibility in how ESD TA funds can be spent, but they must be spent on capacity building expenditures. (Funds cannot be used for direct student services.)*

LBLESD	Technical Assistance
Outcome #1	Technical assistance for districts in their implementation of policies, systems, programs, and practices that promote student social emotional wellbeing, mental health, engagement, and physical safety.
Outcome #2	Technical assistance for the continued implementation of and the identified key areas in district Integrated Grants plans via consulting, coaching, professional development, or other supports.
Outcome #3	Technical assistance in data collection and analysis that builds capacity, data literacy, and continuous improvement of schools and districts.
Outcome #4	Technical assistance to further and expand community engagement to meet the requirements of district Integrated Grants planning.
Outcome #5	Technical assistance for the growth and support of Equity within each school district.
Strategy #1	Utilize a Continuous Improvement Team to focus on district social, emotional, behavioral, and student engagement needs in-line with district planning. [Outcomes #1, 2, 5]
Strategy #2	Utilize a Continuous Improvement Team focused on building data literacy of district and school personnel through coaching and training, or provide systems planning and performance support for the systematic use of data in planning and decision making. [Outcomes #2, 3, 5]
Strategy #3	Utilize a Continuous Improvement Team to support Instruction, Mentoring, and Coaching within Districts to provide more equitable outcomes for students. [Outcomes #1, 2, 3, 5]
Strategy #4	Utilize a Continuous Improvement Team to support implementation of District Integrated Grants processes and plans. [Outcomes #1-5]

Activities 2024-2025	SSA/Integrated Grants Liaison and Associated Costs (Strategies 1-4) (required by statute)
	Social, Emotional, & Behavioral Health Team and Associated Costs (Strategies 1,4)
	Instructional Coaching and Mentoring Program and Associated Costs (Strategies 2,3, 4)
	Regional Improvement and Engagement Liaison and Associated Costs (Strategies 1-4)
	Professional Development – Regional Trainings and Support (Strategies 1-4)
	SEB Screening Tool
	Data Analyst Tech/Programming Support (Longitudinal Performance Growth Targets) (Strategies 2,4)
	Admin Asst (no more than 0.25 FTE)
Activities 2025-2026	Indirect 5%
	SSA/Integrated Grants Liaison and Associated Costs (Strategies 1-4) (required by statute)
	Social, Emotional, & Behavioral Health Team and Associate Costs (Strategies 1,4)
	Instructional Coaching and Mentoring Program and Associated Costs (Strategies 2,3,4)
	Regional Improvement and Engagement Liaison and Associated Costs (Strategies 1-4)
	Professional Development – Regional Trainings and Support (Strategies 1-4)
	SEB Screening Tool
	Data Analyst Tech/Programming Support (Longitudinal Performance Growth Targets) (Strategies 2,4)
Administrative Assistant	
Indirect 5%	

**SEIA Plan presented to Valley Coast Superintendent Association:** October 20, 2023, November 17, 2023, January 19, 2024

**SEIA Plan approved by Valley Coast Superintendent Association:**

**Presented by LBL ESD Board of Directors:**

**Adopted by LBL ESD Board of Directors:**



## **LBLESD works to support districts in the implementation of their Integrated Grants plan.**

The original SSA purpose:

1. *Meet students' health or safety needs. This may include supports from the following:*
  - (A) *Social-emotional learning and development (SEB Team);*
  - (B) *Student mental and behavioral health (SEB Team);*
  - (C) *Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school (Engagement/Attendance Facilitator, Instructional & Mentor Coaches);*
  - (D) *Student health and wellness (SEB Team);*
  - (E) *Trauma-informed practices (SEB Team);*
2. *Increase academic achievement, including reducing academic disparities for historically underserved students (Primarily Instructional & Mentor Coaches)*

## **Each of the Activities were created based on the Strategies listed that support the overall Outcomes.**

**Strategy 1:** Utilize a Social, Emotional, & Behavioral Health Team to focus on district social, emotional, behavioral, and student engagement needs in-line with district planning. [Outcome #s 1, 2, 5]

### Activity Associated

- Integrated Grants Liaison
- Social Emotional Behavioral Health Team
  - Facilitate Needs Assessment focusing on implementation readiness, progress monitoring and program evaluation for existing and/or new social, emotional and behavioral health systems and practices.
  - Train and Coach district and school leaders through professional learning opportunities with customized follow-up support to guide the implementation process of social, emotional and behavioral health systems.
  - Provide Implementation Support & Technical Assistance for existing and/or new social, emotional and behavioral health systems in your schools and district as well as supporting adaptations to these systems to implement in a variety of learning environments.
  - Connect with Local/Regional Leaders for regular collaboration opportunities with other leaders in schools/districts with similar demographics and structures to support the ongoing implementation of social, emotional and behavioral health systems.
  - Share Critical Information Updates on the latest research and trends related to evidence-based or field-tested practices and programs for social, emotional and behavioral health systems including easy-to-implement strategies to share with school leaders and staff.
  - Collaborate with Community Partners to provide access to social, emotional and behavioral health services beyond what the schools or district can provide in house.
- Improvement Facilitator/Engagement
- Professional Development
- DESSA or other SEL screener

**Strategy 2:** Utilize a Continuous Improvement Team focused on building data literacy of district and school personnel through coaching and training, or provide systems planning and performance support for the systematic use of data in planning and decision making. [Outcome #s 2, 3, 5]

### Activity Associated

- Integrated Grants Liaison
- Instructional Coaching/Mentor
- Improvement/Engagement Liaison
  - Coaching on implementation of Tiered Communication Plans and Data Teams for Attendance
  - Coaching on implementation of [9th Grade On-Track best practices](#)
  - Coaching on implementation of PBIS data teams and systems
  - Multi-tiered System of Support
- SEB Coaching
- Data Analyst Tech/Programming Support (Longitudinal Performance Growth Targets)
- Professional Development

**Strategy 3:** Utilize a Continuous Improvement Team to support Instruction, Mentoring, and Coaching within Districts to provide more equitable outcomes for students. [Outcome #s 1, 2, 3, 5]

Activity Associated

- Integrated Grants Liaison
- Instructional Coaching/Mentor
- Improvement/Engagement Liaison
  - Coaching and Technical Expertise in Restorative Practices for individuals and school-wide systems
  - Coaching and Consultation on student voice and agency
  - Every Day Matters and Center for High School Success
- Professional Development

**Strategy 4:** Utilize a Continuous Improvement Team to support implementation of District SIA processes and plans. [Outcome #s 1-5]

Activity Associated

- Integrated Grants Liaison
- All Coaches & Facilitators
- Data Analyst Tech/Programming Support (Longitudinal Performance Growth Targets)
- Professional Development

As outlined in statute, at least 90% of the annual State School Fund (SSF), property tax and other qualifying resources allocated to LBL will be expended on resolution services. The Local Service Plan is developed with the State School fund biennium budget. Districts review and approve the Local Service Plan on an annual basis. Services will be provided on a two-tiered basis.

### Tier 1 Resolution Services

Tier 1 includes services that are available to all 12 districts and are determined as being essential to all districts. The emphasis in Tier 1 is on achieving the greatest economies of scale and assuring equity of access. Tier 1 services are fully funded from the 90% SSF allocation. Service decisions are made for a two year period.

### Tier 2 Resolution Services

Once Tier 1 funds are allocated, the remaining balance is used for Tier 2 services. Tier 2 services are decided by districts on an annual basis. This allows LBL and its component school districts to stay within the constraints of the agreements, yet provide flexibility in the use of funds.

### Transits

Up to 50% of the district’s allocated Tier 2 resources may be used to acquire services from sources other than LBL if the service is not provided by LBL.

### Statewide Education Initiatives Account (SEIA)

The SEIA grant provides funding to allow greater ESD support to districts. This includes the provision of technical assistance to districts in developing, implementing and reviewing a plan for receiving Student Investment Account grant money; and providing coordination with Oregon Department of Education in administering and providing technical assistance to districts, including coordinating any coaching programs. SEIA plans are adopted and amended as part of the Local Service Plan and approved by the Oregon Department of Education.

The \_\_\_\_\_ School District is in agreement to have the Linn Benton Lincoln Education Service District provide the Local Service Plan for the 2024-2025 school year as presented.

\_\_\_\_\_  
**LBL Board Chair**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**School District Board Chair**

\_\_\_\_\_  
**Date**



**RESOLUTION NO. 2324-03**

**A RESOLUTION APPROVING UNANTICIPATED  
FUNDING FOR FISCAL YEAR 2023-2024**

WHEREAS, the Board of Directors would like to recognize and accept additional funding for 2023-24 of \$623,000 in the form of State School Funding greater than originally budgeted. These funds will be appropriated in the General Fund of the Philomath School District to be used to increase the Instruction Services, Support Services, and Transfers appropriations.

WHEREAS, ORS 294.471 provides for making a supplemental budget for an occurrence or condition which had not been ascertained at the time of the preparation of a budget for the current fiscal year, which requires a change in financial planning; and

WHEREAS, after adoption of the budget, Philomath School District 17J needs to recognize an increase in instruction services in the General Fund less than 10%;

BE IT RESOLVED BY THE BOARD OF DIRECTORS OF THE PHILOMATH SCHOOL DISTRICT 17J:

The budget for fiscal year 2023-2024 is hereby amended, and the amounts appropriated by the Board of Directors under Resolution 2324-03 for the General Fund are hereby amended as follows:

<u>Appropriation Category</u>	<u>Original Budget</u>	<u>Increase/ (Decrease)</u>	<u>Amended Budget</u>
<i>General Fund</i>			
1000: Instruction	\$ 14,113,402	\$ 175,000	\$ 14,288,402
2000: Support Services	\$ 8,046,586	\$ 78,000	\$ 8,124,586
5000: Transfers	\$ 540,000	\$ 370,000	\$ 910,000

Passed by the Board of Directors of Philomath School District this 29<sup>th</sup> day of February 2024.

By: \_\_\_\_\_  
Board Chair

By: \_\_\_\_\_  
Superintendent



**RESOLUTION NO. 2324-04**

**A RESOLUTION APPROVING UNANTICIPATED  
FUNDING FOR FISCAL YEAR 2023-2024**

WHEREAS, the Board of Directors would like to recognize and accept additional funding for 2023-24 of \$372,000 in the form of Special Revenue grant funds greater than originally budgeted for the Early Literacy Grant and the Student Investment Account 2023-2024 grant allocations. These funds will be appropriated in the Local/State/Federal Programs (Special Revenue) funds to be used to increase both the Instruction Services and Support Services appropriations.

WHEREAS, ORS 294.471 provides for making a supplemental budget for an occurrence or condition which had not been ascertained at the time of the preparation of a budget for the current fiscal year, which requires a change in financial planning: and

WHEREAS, after adoption of the budget, Philomath School District 17J needs to recognize an increase in instruction services in the Special Revenue Fund less than 10%;

BE IT RESOLVED BY THE BOARD OF DIRECTORS OF THE PHILOMATH SCHOOL DISTRICT 17J:

The budget for fiscal year 2023-2024 is hereby amended, and the amounts appropriated by the Board of Directors under Resolution 2324-04 for the Local/State/Federal Programs Fund are hereby amended as follows:

<u>Appropriation Category</u>	<u>Original Budget</u>	<u>Increase/ (Decrease)</u>	<u>Amended Budget</u>
<b>Local/State/Federal Programs Funds (200s)</b>			
1000: Instruction	\$ 2,117,374	\$ 194,000	\$ 2,311,374
2000: Support Services	\$ 862,136	\$ 178,000	\$ 1,040,136

Passed by the Board of Directors of Philomath School District this 29<sup>th</sup> day of February 2024.

By: \_\_\_\_\_  
Board Chair

By: \_\_\_\_\_  
Superintendent

**ALTERNATIVE EDUCATION PROGRAMS  
TOOLKIT for  
ANNUAL PROGRAM APPROVAL/DISAPPROVAL  
by the DISTRICT'S SCHOOL BOARD**

“As used in ORS 336.615 to 336.665, ‘alternative education program’ means a school or separate class group designed to best serve students’ educational needs and interests and assist students in achieving the academic standards of the school district and the state.” ORS 336.615.

This toolkit is intended to provide a resource for school districts and school district boards for their approvals of the public and private alternative education programs that they will operate or contract with.

This toolkit may be updated periodically in response to changes in Oregon Revised Statutes, Oregon Administrative Rules, or in response to comments from districts or programs.

Links to the ORS and OAR cited in the toolkit are available on the Department of Education’s [Alternative Education webpage](#) . The list of registered private alternative education programs and the standards adopted by the State Board of Education for those programs are also available on this page.

Please direct questions or comments to [Annie Marges](#) or by phone at 503-934-0787.

DISTRICT: Philomath School District 17j  
 SCHOOL YEAR: 2024-2025  
 ALTERNATIVE EDUCATION PROGRAM: Philomath Academy  
 CHECK ONE:

Public Program  
 Private Alternative Program

Each table throughout this document is organized with three columns, as shown below:

Standard	Status C = In compliance E = Exemplary NC = Not-in compliance NA = Not Applicable	Explanation(s) C: List Indicators E: List Indicators NC: Outline Compliance Plan NA: Explain
----------	---	--

<b>PROGRAM APPROVAL BY DISTRICT SCHOOL BOARD: OAR 581-022-1350 (2)</b>		
The school district has policies and procedures for the annual approval of alternative education programs under ORS 336.615-665 that receive public funds. Approval of this program ensures the following.	C	IGBHA, IGBHA-AR, IGBHB, IGBHB-AR, IGBHD

<b><i>The Private Alternative Program</i></b>		
The public alternative program complies with all state statutes and rules and federal laws that apply to public schools.		IGBHA, IGBHA-AR

<b><i>Each Public or Private Alternative Program</i></b>		
The program implements an education plan and education profile for each student that meet the requirements of OAR 581-022-1120(3)(a) and (b) and 581-022-1130(3).	C	IKF
Each student's education plan includes criteria for determining if, when, where, and how the student may transition from the alternative program.	C	IKF
A transportation plan is in place ensuring that the program is accessible to each student approved for placement in the program.	C	EAB
The program complies with each eligible student's IEP.	C	IGBAE, IGBAE-AR, IGBAF, IGBAH, IGBAH-AR, IGBAJ, IGBAJ-AR, IGBAL
The program assists the district in meeting its comprehensive K-12 instructional program.		IK, IKF
The program ensures that students receive adequate instruction in the educational standards adopted by the State Board of Education for the grade level(s) the program serves for students to meet state and local benchmark standards.	C	IK, IKF
The program ensures that each student participates in district and state assessments of student achievement.	C	IK, IKF

<b>Each Public or Private Alternative Program</b>		
The results of student performance on state assessments are reported annually to students, parents, and the school district.	C	IK, IKF
The program collects and reports to the district each student's local and state assessment, attendance, behavior, graduation, dropout, and other data required by the district and the state.	C	IK, IKF
The program serves students who are in one or more of these subgroups. Students <ul style="list-style-type: none"> <li>• who are suspended, expelled, or considered for suspension or expulsion.</li> <li>• whose attendance is so erratic that they are not benefiting from school.</li> <li>• who have not met or who have exceeded benchmark academic standards.</li> <li>• whose parent or legal guardian applies for a student's exemption from compulsory school attendance on a semiannual basis consistent with OAR 581-021-0075, Exemption From Compulsory Attendance.</li> <li>• who are under 21 prior to the start of the district's school year and who need additional instruction to earn a diploma; or</li> <li>• who are individually approved for placement consistent with the district's board policies regarding the placement.</li> </ul>	C	IGBHC, IGBAJ-AR, IKAC, IL, JECA, JECB, JFE
Each claim of state school funds is made consistent with OAR 581-023-0006, Student Accounting Records and State Reporting, and with the Oregon Student Personnel Accounting Manual.	C	DB, DBDB, DBE
Activities provided by the public or private alternative education program and claimed for state school funds, and the diploma credits allowed for those activities, are only those approved by the district consistent with OAR 581-023-0008, Accountable Activities for Alternative Education Programs. The allowable activities are listed in the contract with the private alternative program.	C	IGBHB
Students receiving online instruction are accounted for consistent with reporting guidelines published in the Oregon Student Personnel Accounting Manual.	C	JEA, JEA-AR, JECB, JECB – AR1, AR2, AR3, AR4, AR5, JECBA, JECBD, JECBD-AR, JECF, JECF-AR
Consistent with ORS 336.635 (2) and OAR 581-022-1350(3), the alternative education program in which the student enrolls with the districts' approval notifies the student's resident district. It may bill the district for tuition. The billing is annually or at the end of each term or semester of the program. For each full-time equivalent student enrolled in the alternative education program, the school district pays the actual cost of the program or an amount at least equivalent to 80 percent of the district's estimated current year's average per student net operating expenditure,	C	JECF, JECF-AR



<b>Each Public or Private Alternative Program</b>		
whichever is lesser. Each alternative education program is accountable for the expenditures of all State School Fund and other local school support moneys. It provides the school district with an annual statement of such expenditures. See the ODE alternative education webpage for model expenditure statement formats.		
The program and district maintain education records for each student in a public or private alternative education program consistent with OAR 581-022-1660(3) and with OAR 581-021-0210 through 581-021-0440. See the Student Records Handbook.	C	IGBAB, IGBAB-AR, IGBAJ, JECDA, JECDA-AR
The program and district include data for each student in reports required by the ODE.	C	IGBHC, IGBAJ-AR, IK, JECA, JECB

Example Indicators of Compliance for Use Above:

- Current district policies
- Minutes of school district or education service district board
- Contract(s) with the private alternative program/school
- Written evaluations of the public and private program/school
- Reviewed financial statement(s) from the private alternative program/school
- Curriculum mapping/alignment documents from the alternative program/school
- Reports of state and local assessment administration schedules
- Student performance results on state and local assessments
- Student attendance and behavior records
- Interviews and focus groups with students, parents, staff
- Other indicator(s) required by the contract between the district and the private alternative program/school

**Date of Approval or Disapproval by District Board:** \_\_\_\_\_

**Attach copy of Board Minutes**