



BOARD OF DIRECTORS REGULAR SESSION AGENDA

LOCATION: YCS BOARDROOM: 120 N. LARCH PL. YAMHILL OR 97148
Or VIA ZOOM <https://us06web.zoom.us/j/89756606894>

Thursday, August 10, 2023

Regular Session: 6:00pm

AGENDA

I. Call to Order Regular Session

II. Individuals, Delegations, Recognitions, and Communications

Public Comment – The Board welcomes you to its monthly meeting. We ask that you complete an Intent to Speak Form by sending an email to the Board Secretary at brownm@yoschools.org. The Board will receive public comments at this time but will defer issues to the appropriate administrator. During public comment, the Board listens but neither discusses, nor responds to questions and concerns. Speakers are limited to three minutes.

III. Review of Agenda (Action Item)

IV. Regular Session – Consent Agenda (Action Item)

- A. Approval of Board of Directors minutes
 - 1. Regular Session Minutes: 7/13/2023
- B. Personnel
- C. Donations

V. Announcements and Reports

- A. Superintendent's Report – Clint Raever – Verbal Report
- B. District Facilities Report – Ian Barr – Verbal Report
- C. Financials & List of Bills for July 2023 – Tami Zigler (Action Item)

VI. New Business

- A. Long Range Planning Update from Scott Rose, R&C Management Group (Action Item)
- B. New Account Signers (Action Item)
- C. Oregon English Learners Report
- D. Reconsideration Committee 2023-2024 (Action Item)
- E. Policies – Final Reading (Action Item)
 - 1. Student Transportation Services EEA (Revision)
 - 2. Video Cameras on Transportation Vehicles EEACCA (New)
 - 3. Video Cameras on Transportation Vehicles EEACCA-AR (New)
 - 4. Drug and Alcohol Testing and Record Query – Transportation Personnel GBEDA (New)
 - 5. Substance/Drug Abuse JFCI-AR (New)

VII. Board of Directors Comments

- A. First Day of School Assignments
- B. All Staff Breakfast Board Retreat

VIII. Adjournment

Note: Unless approved, Regular Meetings of the Board of Directors will be no longer than 3 hours in length at any single session. **INTERPRETERS FOR THE HEARING IMPAIRED:** To request interpreter services for this meeting call 503-852-6980 at least 24 hours prior to the meeting.



YAMHILL CARLTON SCHOOL DISTRICT

120 N. Larch Place - Yamhill, OR 97148 | PH: 503-852-6980 - FX: 503-662-4931 | www.ycsd.k12.or.us

BOARD OF DIRECTORS

REGULAR SESSION MINUTES

LOCATION: YCSB BOARDROOM, 120 N LARCH PL, YAMHILL OR 97148

Or VIA ZOOM <https://us06web.zoom.us/j/89756606894>

Thursday, July 13, 2023

Regular Session: 6:00pm

MINUTES

Board Members Present: Susan FitzGerald, Jami Egland, Ken Watson, Erin Galyean

DO/Administration Staff Present: Superintendent Clint Raever, Business Manager Tami Zigler, Board Secretary Mary Brown

Also Present: *Kathleen Sitton*

I. Call to Order Regular Session

S. FitzGerald called the meeting to order at 6:02 pm.

II. Flag Salute

III. Individuals, Delegations, Recognitions, and Communications

A. Oath of Office

1. Susan FitzGerald
2. Erin Galyean

Tami Zigler swore in re-elected board members Susan FitzGerald and Erin Galyean at 6:03 pm.

Public Comment – The Board welcomes you to its monthly meeting. We ask that you complete an Intent to Speak Form by sending an email to the Board Secretary at brownm@ycschools.org. The Board will receive public comments at this time but will defer issues to the appropriate administrator. During public comment, the Board listens but neither discusses, nor responds to questions and concerns. Speakers are limited to three minutes.

IV. Review of Agenda (Action Item)

E. Galyean motioned to approved the agenda as presented. K. Watson seconded. All in favor. Motion carried.

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V. Regular Session – Consent Agenda (Action Item)

- A. Approval of Board of Directors minutes
 - 1. Budget Hearing & Regular Session Minutes: 6/13/2023
 - 2. Work Session Minutes: 6/20/2023
- B. Personnel
- C. Enrollment
- D. Donations
- E. Surplus

E. Galyean motioned to approve the consent agenda. K. Watson seconded. All in favor. Motion carried.

VI. Announcements and Reports

- A. Superintendent's Report – Clint Raever – Verbal Report

Not much to update on the football stadium. Community members are hoping to raise funds to repair until funds can be raised to replace it. It might take 4 to 5 years. For the immediate future, we will be using portable bleachers. The bleachers have been purchased. It will take for 3-5 weeks for delivery. The District is not interested in spending district funds to repair as we want to be responsible for the replacement costs. It would cost \$300,000 only to make it occupiable. We are waiting to hear from the community. As soon as they have something to report, they will come to the board to talk.

The principal position had 8 applicants with 4 very solid applicants with previous principal experience. Two have experience with large schools and two have experience with smaller schools. Interviews will be on Tuesday, July 19th. Hopefully, we will have someone by the end of next week.

Matt Opitz is putting a float together for Derby Days.

Brenda Vanderzanden has agreed to move into counseling position at the high school. Rene McKinney will move into the graduation coach position.

E. Galyean asked about the J-term and if we are going forward. C. Raever confirmed that we are.

- B. District Facilities Report – Clint Raever – Verbal Report

New steam pipes for the YCIS Classroom have been installed. The walls need to be replaced. Ian will work on getting that done before school starts. The room will be used if he can get it fixed by the time school starts.

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Grounds are getting a little overgrown. Facilities are going to try to get it cleaned up before Derby Days this weekend.

There is massive water leak on campus, but unsure of where it is. We will be using drones to locate the leak.

J. Egland asked if the trees on the south side of the Elementary School are going to be removed. Clint confirmed that they will be removed, but new ones will be planted.

C. Financials & List of Bills for June 2023 – Tami Zigler (Action Item)

T. Zigler just finished reconciling for year end. The report in this packet is the preliminary June report. There are some loose ends to tie up to close out the year.

She believes the school district will have the full \$450,000 to put into the capital project fund.

The new budget has been posted.

District will be sending out applications to the community for the Long Range Planning committee around August 11th and will do the selection prior to September 9th. There will be 3-4 planning committee meetings that will give recommendations to the Board. We want about 20 members, which will include Board, community, staff and consultants.

Student count as of October 1st will be submitted to the state. Once those numbers are ready there will be a review of or state school fund and make sure that we are on track with our estimates. The district will do a physical student head count on the first day of school.

J. Egland motioned to approved the financials and list of bills for June 2023 as presented. E. Galyeanseconded. All in favor. Motion carried.

VII. New Business

A. Nominate and Approve Board Chair and Vice Chair (Action Item)

E. Galyean nominated S. FitzGerald for Board Chair and J. Egland for Vice Chair for the 2023-2024 school year. K. Watson seconded. All in favor. Motion carried.

B. 2023-2024 Designations and Authorizations (Action Item)

K. Watson motioned to approved the 2023-2024 designations and authorizations. E. Galyean seconded. All in favor. Motion carried.

C. 9-12 ELA Curriculum Adoption (Action Item)

The core curriculum was presented at the last Board meeting and was available for public review during this last month. There was no public input.

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E. Galyean motioned to adopt the 9-12 ELA curriculum by My Perspectives by SAVAAS. K. Watson seconded. All in favor. Motion carried.

D. 2023-2024 School Fees (Action Item)

K. Watson motioned to approve the 2023-2024 school fees. J. Egland seconded. All in favor. Motion carried.

E. Policies – First Reading

The Department of Education conducted a transportation audit last year. The district pulled samples from OSBA and sat down with other districts to update the policies to ensure our practices are reflected in the policies.

1. Student Transportation Services EEA (Revision)

The policy didn't have anything for disabled students. That was added to the policy.

2. Video Cameras on Transportation Vehicles EEACCA (New)

The district did not have a policy for video cameras on transportation vehicles. The district has a practice in use but no policy. This policy ensures that we are compliant with the laws.

3. Video Cameras on Transportation Vehicles EEACCA-AR (New)

The video cameras on transportation vehicles goes into more detail and how we enact the policy.

4. Drug and Alcohol Testing and Record Query – Transportation Personnel GBEDA (New)

The district has a drug and alcohol testing and record query policy, but body of the policy it talked about HIV and Aids. There was major revision done to this policy.

5. Substance/Drug Abuse JFCI-AR (New)

The substance/drug abuse JFCI administrative rule is new. There wasn't anything about how to implement the policy. This is the same policy that Lincoln County uses, so it is very familiar. K. Watson noted that it didn't say Marijuana directly. C. Raever noted that they are defined in the actual policy that this AR falls under.

All the buildings were enforcing this policy differently. C. Raever met with the principals of each school and looked at other district policies. All agreed on this one. Will have the principals report on substance abuse practices at the September board meeting.

E. Galyean asked about the Narcan program. Yamhill County has a curriculum available to the District.

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VIII. Board of Directors Comments

There will be no July work session. E. Galyean will be gone for the August work session. K. Watson will be gone for the September work session.

August 19th is the board retreat. The location has not been set yet. It will take place around noon.

IX. Adjournment

Meeting adjourned at 6:55pm

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Yamhill Carlton School District Human Resources Board Report August 10, 2023



New Hires

Liam Henry, Technology Specialist
Tanner Smith, YCHS Principal
Alivia Grinder, YCHS English Teacher
Lisa Mulholland, YCIS Behavior IA
Kianna Slayton, YCES 1st Grade Teacher
Ember Armstrong, YCIS PE Teacher
Rebecca Joramo, YCIS 4th Grade Teacher

Resign/Retire/Term Employees

Mercedes McLeod, YCES 1st Grade Teacher
Destiny Thompson, Kindergarten Teacher
Alicia Quinney, IA
Karl Hudson, 7th/8th Grade Teacher
Meredith Ferrier, EL Teacher
Joseph Koopman, Custodial

Current Employees: Position Changes

Currently Open Positions

YCHS Physical Science Teacher
YCHS LRC IA
YCHS Behavior IA II
YCIS 1/2 Time PE Teacher
YCIS 5th Grade Teacher Position
YCIS Gen Ed IA
YCIS Behavior IA II
YCES 1st Grade Teacher
YCES Behavior / Life Skills IA II



YC HIGH SCHOOL DONATIONS July 2023

J.Lyngdal	Rocketry Club	\$500.00
Derby Day donation to rocketry club		\$50.00

Mission

The Yamhill-Carlton School District champions the growth of its students. Our students recognize their individual strengths and talents, overcome their challenges, grow past proficiency, and succeed in their aspirations so each may contribute positively to a local and global society.



To: Board of Directors – Yamhill Carlton School District
Clint Raever, Superintendent

From: Tami Zigler, Business Manager

Date: August 10, 2023

Re: District Financial Report

SUMMARY for Fiscal Year 2022-2023

- Audit is scheduled for the week of October 19, 2023
- Taxes received in August will post back to June 2023
- Still posting back invoices to June 2023 that were received in late July and August
- Continue to prepare and make final entries for the Audit

SUMMARY for Fiscal Year 2023-2024

- July State School fund payments is always a double payment for the beginning of the year
- Signed a Letter of Engagement with Piper Sandler & Co in conjunction with Long Range Planning
- Debt Service payments have been made for QZAB Loans and JCI financing
- Beginning Fund Balances have not yet been rolled to the new year

**GENERAL FUND
STATEMENT OF RESOURCES
FOR THE FISCAL YEAR 2023-2024
AS OF JULY 1, 2023**

<u>LINE</u>	<u>SOURCE</u>	<u>BUDGET</u>	<u>Y-T-D 7/1/2023</u>	<u>PROJECTED</u>	<u>TOTAL 7/1/2023</u>	<u>BALANCE OVER/(UNDER)</u>
STATE SCHOOL SUPPORT FORMULA						
1	1111 CURRENT YEAR'S TAXES	\$ 4,290,000.00	\$ -	\$ 4,290,000.00	\$ 4,290,000.00	\$ -
2	1112 PRIOR YEAR'S TAXES	50,000.00	-	50,000.00	50,000.00	-
3	1113 PAYMENT IN LIEU OF TAXES	-	-	-	-	-
4	1114 PAYMENT IN LIEU OF TAXES	-	-	-	-	-
5	1190 INTEREST ON TAX COLLECTIONS	10,000.00	-	10,000.00	10,000.00	-
6	2101 COUNTY SCHOOL FUND	-	-	-	-	-
7	2199 HEAVY EQUIPMENT TAX	-	-	-	-	-
8	3103 COMMON SCHOOL FUND	142,418.00	-	149,956.35	149,956.35	7,538.35
9	3101 STATE SCHOOL SUPPORT FUND	8,060,318.00	1,407,139.00	7,034,006.99	8,441,145.99	380,827.99
10	3199 HIGH COST DISABILITY AND SMALL HIGH SCHOOL	50,000.00	-	50,000.00	50,000.00	-
11	4801 FEDERAL FOREST FEES	-	-	-	-	-
12	TOTAL 2022-23 SSF SOURCES (Line 1 - Line 7)	12,602,736.00	1,407,139.00	11,583,963.34	12,991,102.34	388,366.34
13	TOTAL SSSF PRIOR YEAR'S ADJUSTMENT	-	-	-	-	-
NON STATE SCHOOL SUPPORT FORMULA SOURCES						
LOCAL SOURCES						
14	1120 LOCAL OPTION	\$ -	\$ -	\$ -	\$ -	\$ -
15	1312 TUITION FROM OTHER SCHOOL DISTRICTS	151,925.00	-	151,925.00	151,925.00	-
16	1330 SUMMER SCHOOL TUITION	-	-	-	-	-
17	1411 TRANSPORTATION REVENUE	-	-	-	-	-
18	1510 EARNINGS ON INVESTMENTS	25,750.00	-	25,750.00	25,750.00	-
19	1700 CO-CURRICULAR ACTIVITIES	11,330.00	-	11,330.00	11,330.00	-
19	1700 CO-CURRICULAR ACTIVITIES	18,540.00	-	18,540.00	18,540.00	-
20	1740 SCHOOL FEES	-	-	-	-	-
21	1790 OTHER CURRICULAR ACTIVITIES	-	-	-	-	-
22	1910 RENTALS	2,575.00	-	2,575.00	2,575.00	-
23	1920 DONATIONS	-	-	-	-	-
24	1940 SERVICE PROVIDED OTHER LEAS	-	-	-	-	-
25	1960 RECOVERY OF PRIOR YEAR EXPENDITURE	-	-	-	-	-
26	1980 FEES CHARGED TO GRANTS	36,229.00	-	-	-	(36,229.00)
27	1990 MISCELLANEOUS REVENUE	75,000.00	75.00	-	75.00	(74,925.00)
28	TOTAL LOCAL SOURCES (Line 10 - Line 15)	321,349.00	75.00	210,120.00	210,195.00	(111,154.00)
OTHER SOURCES						
29	2102 GENERAL ESD FUNDS	375,000.00	-	375,000.00	375,000.00	-
30	INSURANCE PROCEEDS	-	-	-	-	-
31	BEGINNING CASH	2,525,000.00	-	2,525,000.00	2,525,000.00	-
32	TOTAL OTHER SOURCES (Line 17 - Line 18)	2,900,000.00	-	2,900,000.00	2,900,000.00	-
33	TOTAL NON SSSF SOURCES (Line 16 + Line 19)	3,221,349.00	75.00	3,110,120.00	3,110,195.00	(111,154.00)
34	TOTAL RESOURCES (Line 8 + Line 9 + Line 20)	\$ 15,824,085.00	\$ 1,407,214.00	\$ 14,694,083.34	\$ 16,101,297.34	\$ 277,212.34

**GENERAL FUND
STATEMENT OF EXPENDITUES COMPARED TO BUDGET
FOR THE FISCAL YEAR 2023-2024
AS OF JULY 1, 2023**

INSTRUCTION	BUDGET	ACTUAL		TOTAL 7/1/2023	BALANCE FAVORABLE/ (UNFAVORABLE)	--%-- COMMITTED
		Y-T-D 7/1/2023	ENCUMBERED			
1111 ELEMENTARY PROGRAM K-5	\$ 1,587,857.00	\$ 416.04	\$ 847,306.46	\$ 847,722.50	740,134.50	53.39%
1113 ELEMENTARY - EXTRA CURRICULAR	2,252.00	-	-	-	2,252.00	0.00%
1121 MIDDLE SCHOOL - REGULAR	1,297,747.00	8,179.45	786,272.19	794,451.64	503,295.36	61.22%
1122 MIDDLE SCHOOL - CO-CURRICULAR	9,537.00	-	-	-	9,537.00	0.00%
1131 HIGH SCHOOL - REGULAR	1,874,803.00	1,046.51	904,957.08	906,003.59	968,799.41	48.33%
1132 HIGH SCHOOL - CO-CURRICULAR	369,156.00	-	161,060.47	161,060.47	208,095.53	43.63%
1210 TALENTED AND GIFTED	2,000.00	-	-	-	2,000.00	0.00%
1220 STUDENTS WITH DISABILITIES	1,244,647.00	-	661,209.45	661,209.45	583,437.55	53.12%
1250 RESOURCE ROOMS	468,567.00	-	232,653.05	232,653.05	235,913.95	49.65%
1280 ALTERNATIVE EDUCATION	78,177.00	-	25,906.60	25,906.60	52,270.40	33.14%
1281 PUBLIC ALTERNATIVE PROGRAMS	10,575.00	-	-	-	10,575.00	0.00%
1285 ALLIANCE ACADEMY	776,169.00	5,411.33	252,958.07	258,369.40	517,799.60	33.29%
1291 ENGLISH SECOND LANGUAGE	118,666.00	-	37,469.50	37,469.50	81,196.50	31.58%
1400 SUMMER SCHOOL PROGRAMS	5,354.00	-	-	-	5,354.00	0.00%
1410 SUMMER SCHOOL PROGRAMS	2,208.00	-	-	-	2,208.00	0.00%
TOTAL INSTRUCTION	7,847,715.00	15,053.33	3,909,792.87	3,924,846.20	3,922,868.80	50.01%
SUPPORT SERVICES						
2110 ATTENDANCE & SOCIAL WORK	67,924.00	-	36,796.32	36,796.32	31,127.68	54.17%
2115 SECURITY	12,500.00	-	-	-	12,500.00	0.00%
2120 GUIDANCE SERVICES	315,278.00	-	207,904.08	207,904.08	107,373.92	65.94%
2130 HEALTH SERVICES	41,439.00	-	200.00	200.00	41,239.00	0.48%
2150 SPEECH AND LANGUAGE	96,555.00	-	-	-	96,555.00	0.00%
2190 SERVICE DIR, STUDENT SUPPORT	106,861.00	8,858.50	67,018.82	75,877.32	30,983.68	71.01%
2210 IMPROVEMENT OF INSTRUCTION	26,962.00	795.00	20,483.08	21,278.08	5,683.92	78.92%
2220 EDUCATIONAL MEDIA SERVICES	107,619.00	-	56,026.18	56,026.18	51,592.82	52.06%
2240 INST STAFF DEVELOPMENT	-	-	-	-	-	0.00%
2310 BOARD OF EDUCATION	104,300.00	45,091.89	33,118.68	78,210.57	26,089.43	74.99%

**GENERAL FUND
STATEMENT OF EXPENDITUES COMPARED TO BUDGET
FOR THE FISCAL YEAR 2023-2024
AS OF JULY 1, 2023**

	<u>BUDGET</u>	<u>ACTUAL</u>		<u>TOTAL</u> <u>7/1/2023</u>	<u>BALANCE</u> <u>FAVORABLE/</u> <u>(UNFAVORABLE)</u>	<u>--%--</u> <u>COMMITTED</u>
		<u>Y-T-D</u> <u>7/1/2023</u>	<u>ENCUMBERED</u>			
SUPPORT SERVICES, CONTINUED		-	-			
2320 OFFICE OF SUPERINTENDENT	335,699.00	21,744.53	213,232.95	234,977.48	100,721.52	70.00%
2410 OFFICE OF PRINCIPAL - YCES	256,910.00	15,253.45	160,419.02	175,672.47	81,237.53	68.38%
2410 OFFICE OF PRINCIPAL - YCIS	378,805.00	16,086.41	236,528.34	252,614.75	126,190.25	66.69%
2410 OFFICE OF PRINCIPAL - YCHS	482,389.00	13,593.76	305,140.43	318,734.19	163,654.81	66.07%
2520 FISCAL SERVICES	305,992.00	39,361.05	142,056.41	181,417.46	124,574.54	59.29%
2540 CARE AND UPKEEP OF BUILDINGS	1,710,076.00	265,117.18	867,282.26	1,132,399.44	577,676.56	66.22%
2550 TRANSPORTATION	844,000.00	-	851,229.00	851,229.00	(7,229.00)	100.86%
2640 STAFF SERVICES	195,075.00	23,764.68	97,996.94	121,761.62	73,313.38	62.42%
2660 TECHNOLOGY SERVICES	354,593.00	11,350.81	63,404.93	74,755.74	279,837.26	21.08%
TOTAL SUPPORT SERVICES	5,742,977.00	461,017.26	3,358,837.44	3,819,854.70	1,923,122.30	66.51%
OTHER REQUIREMENTS						
5120 LAND PURCHASE	-	-	-	-	-	0.00%
5200 OTHER TRANSFERS	121,043.00	-	-	-	121,043.00	0.00%
5200 TRANSFERS TO CAFETERIA (250)	20,000.00	-	-	-	20,000.00	0.00%
5200 TRANSFERS TO JCI DEBT SERVICE	112,350.00	-	-	-	112,350.00	0.00%
5200 TRANSFERS TO EMP BEN FUND (265/266)	30,000.00	-	-	-	30,000.00	0.00%
6110 CONTINGENCY	1,950,000.00	-	-	-	1,950,000.00	0.00%
TOTAL OTHER REQUIREMENTS	2,233,393.00	-	-	-	2,233,393.00	0.00%
TOTAL EXPENDITURES	\$ 15,824,085.00	\$ 476,070.59	\$ 7,268,630.31	\$ 7,744,700.90	\$ 8,079,384.10	48.94%

Yamhill-Carlton School District No. 1

Approval of Bills Report

Fiscal Year: 2023-2024

Criteria: **From Check Date:** 07/01/2023 **To:** 07/31/2023 **Voucher:** ALL
Report Sort: FUND **From Fund:** 100 **To:** 900

Page Break

Exclude Invoice Description

Check Number	Vendor	Amount
100 - GENERAL FUND		
0	AMAZON CAPITAL SERVICES	\$306.77
0	BRIGHTLY SOFTWARE INC	\$6,738.91
0	BRIGHTSIDE ELECTRIC AND	\$408.00
0	CARRUTH COMPLIANCE CONSULTING INC	\$2,373.86
0	CDW-GOVERNMENT, INC	\$246.10
0	CENTURY LINK	\$192.46
60811	CITY OF CARLTON	\$6,933.24
60804	CITY OF YAMHILL	\$5,000.00
60823	CLACKAMAS ESD	\$1,274.93
60812	DANS LEAK DETECTION LLC	\$3,700.00
60797	DEPT CONSUMER & BUSINESS SERVICES	\$197.12
60798	EDUPOINT EDUCATION SYSTEMS LLC	\$3,622.08
0	ESS WEST LLC	\$41,672.77
60799	FRONTLINE TECHNOLOGY GROUP LLC	\$11,908.32
0	IMAGINE LEARNING LLC	\$1,875.00
60805	IRON MOUNTAIN INCORPORATED	\$371.45
0	KONE INC	\$683.67
60806	LAWRENCE COMPANY	\$100.00
60813	MCMINNVILLE GAS INC.	\$19,793.02
0	MID COLUMBIA BUS CO., INC	\$139,516.44
60824	MOBYMAX, LLC	\$2,141.33
60825	MYSTERY SCIENCE INC	\$1,395.00
60814	OASBO	\$325.00
0	OETC	\$150.00
60815	OSBA	\$830.00
60816	PACE	\$234,537.00
0	PACIFIC OFFICE AUTOMATION (LEASE)	\$1,555.00

Yamhill-Carlton School District No. 1

Approval of Bills Report

Fiscal Year: 2023-2024

Criteria: **From Check Date:** 07/01/2023 **To:** 07/31/2023 **Voucher:** ALL
Report Sort: FUND **From Fund:** 100 **To:** 900

Page Break

Exclude Invoice Description

Check Number	Vendor	Amount
100 - GENERAL FUND		
60800	PAYSCHOOLS	\$2,585.00
60807	PERRYDALE SCHOOL DISTRICT NO 21	\$26,023.06
60808	PLAYFITFUN	\$795.00
0	POWERSCHOOL GROUP LLC	\$11,496.65
0	SAIF CORPORATION	\$21,796.67
0	SIERRA SPRINGS	\$32.97
60818	UNITED RENTALS (NORTH AMERICA) INC	\$112.20
60819	WHA INSURANCE AGENCY INC	\$21,817.00
60820	WILCO	\$35.99
60821	YAMHILL CARLTON HIGH SCHOOL	\$500.00
60809	YAMHILL COUNTY CLERK	\$2,741.46
60810	YAMHILL COUNTY HEALTH & HUMAN SERVICES	\$14,266.64
0	YAMHILL SHELL STATION	\$262.16
60822	ZIPLY FIBER	\$3,479.67
Total for 100 - GENERAL FUND		\$593,791.94
250 - FOOD SERVICES		
0	GOODY MAN DISTRIBUTING INC	\$173.88
0	HARRIS SYSTEMS USA	\$2,347.00
60817	SNA DEPOSITORY	\$176.00
Total for 250 - FOOD SERVICES		\$2,696.88
251 - STUDENT INVESTMENT ACCOUNT		
0	MID COLUMBIA BUS CO., INC	\$4,929.45
Total for 251 - STUDENT INVESTMENT ACCOUNT		\$4,929.45
283 - YCHS STUDENT BODY		
20736	WILSONVILLE SOFTBALL ASSOCIATION	\$195.00
20737	WILSONVILLE SOFTBALL ASSOCIATION	\$130.00

Yamhill-Carlton School District No. 1

Approval of Bills Report

Fiscal Year: 2023-2024

Criteria: From Check Date: 07/01/2023 To: 07/31/2023 Voucher: ALL
 Report Sort: FUND From Fund: 100 To: 900 Page Break

Exclude Invoice Description

Check Number	Vendor	Amount
Total for 283 - YCHS STUDENT BODY		\$325.00
301 - OTHER DEBT SERVICE FUND - QZAB		
60796	BAC LEASING SVC AGENT FOR	\$71,043.00
0	CAPITAL ONE EQUIPMENT FINANCE	\$71,428.59
Total for 301 - OTHER DEBT SERVICE FUND - QZAB		\$142,471.59
304 - JCI PROJECT		
60801	US BANK ST PAUL	\$70,550.00
Total for 304 - JCI PROJECT		\$70,550.00
400 - CAPITAL PROJECT FUNDS - CET		
0	JEREMY RHODES CONSTRUCTION LLC	\$35,620.00
60802	KCDA PURCHASING COOPERATIVE	\$928.00
Total for 400 - CAPITAL PROJECT FUNDS - CET		\$36,548.00
Grand Total:		\$851,312.86

End of Report

YAMHILL CARLTON SCHOOL DISTRICT – BOARD NOTES for CREATION OF LONG-RANGE FACILITY PLANNING COMMITTEE

Request:

R&C Management Group is recommending authorization of the Yamhill Carlton School District to establish a long-range facility planning committee to review data and make a recommendation to the Board of Directors for a future capital works plan.

Explanation:

The district received two grants from the Department of Education through their Technical Assistance Program: physical assessment and long-range facility planning.

Both processes must be facilitated and compiled by State-certified agents.

YCSD issued an RFP and awarded the work to R&C Management Group as approved by the Board. R&C Management Group has completed the assessments and is compiling data for the planning phase.

The state requires that the planning includes work sessions with community and staff to gather input and assist in a long-range direction.

YCSD intends to appoint staff and key community members as well as provide an open application process. Applications would be reviewed, and an overall committee established to meet in September and October 2023. The committee would cap at 20 overall members.

Funding Source:

The State Department of Education Technical Assistance Program Grant, which must be expended by 12/1/23.

Board Approval Request:

The Board of Directors authorizes the Yamhill Carlton School District to establish a long-range facility planning committee to review data and make a recommendation to the Board of Directors for a future capital works plan.

Provided for the Board's Action on August 10, 2023



“SMALL SCHOOLS, BIG ACHIEVEMENTS”

YAMHILL CARLTON SCHOOL DISTRICT FACILITY ASSESSMENT & PLANNING STUDY

BOARD UPDATE

8-10-23



**R&C
MANAGEMENT GROUP, LLC**



AGENDA:

R&C Management Group Introduction

Overall Program Schedule

Example Assessment (All are complete)

Facility Condition Indexes for Each Building

Next Steps



Our Philosophy of Service can be summed up in three words,

WE LISTEN
WE CONFIRM
WE IMPLEMENT

These three words, Listen/Confirm/Implement are filtered through the core values of R&C Management, our core values are not unique, they've been around for thousands of years and we practice them every day.

Integrity: Are we proud of our actions?

Accountability: Can we own our decisions?

Diligence: Have we thought outside the box?

Perseverance: Are we moving forward?

Discipline: Are we aiming at the goal?

Benevolence: Is mankind better because of our actions?

Rick Yeo, Founder/Partner



Adam Cormack, Partner



Scott Rose, Senior Project Manager





Yamhill-Carlton School District
Assessment and Planning Outline Schedule
8/2/2023
R&C Management Group

Tasks	End Dates	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Initial Interviews / Site Review	4/27/2023		●							
Physical assessments	5/25-5/31/23			■						
Status Update	6/28/2023				●					
Compiled Assessments Review	8/2/2023			■						
Board Update (regular session)	8/10/2023					●				
Planning Committee Selection	8/11-9/8/23					■				
Local Jurisdictional Agency Meeting (req'd)	8/18/2023					●				
Data Collection Review	8/30/2023					■				
Board Update (regular session)	9/14/2023						●			
Data Packet sent to Committee	9/15/2023						●			
Planning Committee Meeting #1	9/25/2023							●		
Planning Committee Meeting #2	10/2/2023							●		
Planning Committee Meeting #3	10/9/2023							●		
Planning Committee Meeting #4 (as needed)	10/16/2023							●		
Planning Summary Draft Review	10/25/2023							■		
Board Presentation (Regular Session - First Read)	11/9/2023								●	
Submission of assessment and Plan to State	11/17/2023									●
Board Presentation (Action as needed)	12/14/2023									●



District Name:	Yamhill Carlton SD 1
Site Name:	Yamhill Carlton Elementary School
Building Name:	Main
Building ID:	22510100

REMINDER: FILL OUT ALL INFORMATION ON 'BASE INFORMATION SHEET' BEFORE ENTERING DATA ON THIS SHEET

An unused cell or system that should not receive direct user input
 An automatically populated cell from user input elsewhere in the file - do not overwrite

			LEVEL OF ACTION							Replace as part of Renovation	% of System or Finish	Automated Budget Estimate	Notes
Level 1	Level 2	Level 3	Type (as applicable)	% of Building or Number	None	Minor	Moderate	Major					
A SUBSTRUCTURE													
<u>A10 Foundations</u>													
		A1010 Standard Foundations		70%	x	None	Minor	Moderate	Major	Replace		\$0	
		A1020 Special Foundations		0%		None	Minor	Moderate	Major	Replace		\$0	
		A1030 Slab on Grade		70%	x	None	Minor	Moderate	Major	Replace		\$0	
<u>A20 Basement Construction</u>													
		A2010 Basement Excavation	NOT USED			None	Minor	Moderate	Major	Replace			
		A2020 Basement Walls		10%	x	None	Minor	Moderate	Major	Replace		\$0	
B SHELL													
<u>B10 Superstructure</u>													
		B1010 Floor Construction	Wood	30%	x	None	Minor	Moderate	Major	Replace		\$0	
			Steel	0%		None	Minor	Moderate	Major	Replace		\$0	
			Concrete	0%		None	Minor	Moderate	Major	Replace		\$0	
		B1020 Roof Construction	Wood	70%	x	None	Minor	Moderate	Major	Replace		\$0	
			Steel	0%		None	Minor	Moderate	Major	Replace		\$0	
			Concrete	0%		None	Minor	Moderate	Major	Replace		\$0	
<u>B20 Exterior Enclosure</u>													
		B2010 Exterior Walls	Concrete Formed / Tilt	0%		None	Minor	Moderate	Major	Replace		\$0	
			Masonry	20%	x	None	Minor	Moderate	Major	Replace		\$0	
			Framed w/ Wood Siding	60%		None	Minor	Moderate	Major	Replace	100%	\$99,740	only minor rot; treat and re-paint
			Framed w/Metal Panel	0%		None	Minor	Moderate	Major	Replace		\$0	
			Framed w/Stucco	10%		None	Minor	Moderate	Major	Replace	100%	\$16,623	only minor cracking; repair and re-paint
			Framed w/Masonry Veneer	10%		None	Minor	Moderate	Major	Replace	100%	\$13,320	generally intact, but in need of sealing
		B2020 Exterior Windows	Wood	0%		None	Minor	Moderate	Major	Replace		\$0	
			Aluminum/Steel	100%	x	None	Minor	Moderate	Major	Replace		\$0	
			Clad	0%		None	Minor	Moderate	Major	Replace		\$0	
			Curtain Wall	0%		None	Minor	Moderate	Major	Replace		\$0	
		B2030 Exterior Doors	Wood	0		None	Minor	Moderate	Major	Replace		\$0	
			Hollow Metal	32	x	None	Minor	Moderate	Major	Replace		\$0	
			Storefront	6	x	None	Minor	Moderate	Major	Replace		\$0	
<u>B30 Roofing</u>													
		B3010 Roof Coverings	Asphalt Shingle	35%	x	None	Minor	Moderate	Major	Replace		\$0	
			Built-Up	45%	x	None	Minor	Moderate	Major	Replace		\$0	
			Single Ply	5%	x	None	Minor	Moderate	Major	Replace		\$0	
			Metal	15%		None	Minor	Moderate	Major	Replace	50%	\$21,849	minor leaking noted
			Concrete Tile	0%		None	Minor	Moderate	Major	Replace		\$0	
		B3020 Roof Openings	Skylights	0%		None	Minor	Moderate	Major	Replace		\$0	
			Access Hatch	0		None	Minor	Moderate	Major	Replace		\$0	



C INTERIORS

C10 Interior Construction												
C1010 Partitions	Framed	90%	x	None	Minor	Moderate	Major	Replace		\$0		
	Masonry	10%	x	None	Minor	Moderate	Major	Replace		\$0		
C1020 Interior Doors	Wood	56	x	None	Minor	Moderate	Major	Replace		\$0		
	Hollow Metal	6	x	None	Minor	Moderate	Major	Replace		\$0		
C1030 Fittings	NOT USED			None	Minor	Moderate	Major	Replace		\$0		
C20 Stairs												
C2010 Stair Construction	Wood	4	x	None	Minor	Moderate	Major	Replace		\$0		
	Metal	0		None	Minor	Moderate	Major	Replace		\$0		
	Concrete	0		None	Minor	Moderate	Major	Replace		\$0		
C2020 Stair Finishes	Concrete Fill	0		None	Minor	Moderate	Major	Replace		\$0		
	Resilient	4	x	None	Minor	Moderate	Major	Replace		\$0		
C30 Interior Finishes												
C3010 Wall Finishes	Paint on Masonry	5%		None	x	Minor	Moderate	Major	Replace		\$0	interior painting needed
	Wallboard	95%		None	x	Minor	Moderate	Major	Replace		\$0	interior painting needed
	Wainscot	18%	x	None	Minor	Moderate	Major	Replace		\$0		
	Ceramic Tile	5%	x	None	Minor	Moderate	Major	Replace		\$0		
C3020 Floor Finishes	Carpet / Soft Surface	5%		None	Minor	Moderate	Major	x	Replace	100%	\$18,085	carpet is aged, torn, stained and needs replacement
	Resilient Tile	70%		None	Minor	Moderate	Major	x	Replace	25%	\$64,436	some rooms and corridors show breakage
	Resilient Sheet	5%	x	None	Minor	Moderate	Major	x	Replace		\$0	
	Polished Concrete	0%		None	Minor	Moderate	Major		Replace		\$0	
	Ceramic Tile	5%	x	None	Minor	Moderate	Major		Replace		\$0	
	Liquid Applied	0%		None	Minor	Moderate	Major		Replace		\$0	
C3030 Ceiling Finishes	Wood Sports Floor	15%		None	Minor	Moderate	Major	x	Replace	100%	\$146,199	floor is old and some separating; recently refinished but poor application or could be impacted by movement
	Wallboard	10%		None	x	Minor	Moderate	Major	Replace	100%	\$17,002	old stains need treated and painted
	Lay-In Ceiling Tile	70%	x	None	Minor	Moderate	Major		Replace		\$0	
	Glued-Up Ceiling Tile	10%	x	None	Minor	Moderate	Major		Replace		\$0	
	Painted Structure	10%	x	None	Minor	Moderate	Major		Replace		\$0	

D SERVICES

D10 Conveying												
D1010 Elevators & Lifts		2	x	None	Minor	Moderate	Major	Replace		\$0		
D1020 Escalators & Moving Walks		0		None	Minor	Moderate	Major	Replace		\$0		
D1090 Other Conveying Systems		0		None	Minor	Moderate	Major	Replace		\$0		
D20 Plumbing												
D2010 Plumbing Fixtures		100%	x	None	Minor	Moderate	Major	Replace		\$0		
D2020 Domestic Water Distribution		100%	x	None	Minor	Moderate	Major	Replace		\$0		
D2030 Sanitary Waste		100%	x	None	Minor	Moderate	Major	Replace		\$0		
D2040 Rain Water Drainage		50%	x	None	Minor	Moderate	Major	Replace		\$0		
D2090 Other Plumbing Systems	NOT USED			None	Minor	Moderate	Major	Replace		\$0		
D30 HVAC												
D3010 Energy Supply		0%		None	Minor	Moderate	Major	Replace		\$0		
D3020 Heat Generating Systems	Boiler	0%		None	Minor	Moderate	Major	Replace		\$0		
	Air Handler	30%	x	None	Minor	Moderate	Major	Replace		\$0		
	Furnace	0%		None	Minor	Moderate	Major	Replace		\$0		
	Heat Exchanger	0%		None	Minor	Moderate	Major	Replace		\$0		
D3030 Cooling Generating Systems	Component of air handler	0%		None	Minor	Moderate	Major	Replace		\$0		
	Stand alone chiller	0%		None	Minor	Moderate	Major	Replace		\$0		
D3040 Distribution Systems	Ductwork	30%	x	None	Minor	Moderate	Major	Replace		\$0		
	Hot water return & supply	0%		None	Minor	Moderate	Major	Replace		\$0		
D3050 Terminal & Package Units	Above ceiling VAV unit	30%	x	None	Minor	Moderate	Major	Replace		\$0		
	In-room ventilator unit	70%		None	Minor	Moderate	Major	x	Replace	100%	\$604,938	pumps in constant failure and needing replacement. Overall units in classrooms and occupied spaces not meeting life cycle demands. Need better replacement units
	In-room radiant unit	0%		None	Minor	Moderate	Major	Replace		\$0		
D3060 Controls & Instrumentation		100%		None	Minor	Moderate	Major	x	Replace	100%	\$145,657	DDC, but unreliable and plagued with issues
D3070 Systems Testing & Balancing		0%		None	Minor	Moderate	Major	Replace		\$0		
D3090 Other HVAC Systems & Equipment	NOT USED			None	Minor	Moderate	Major	Replace		\$0		
D40 Fire Protection												
D4010 Sprinklers		100%	x	None	Minor	Moderate	Major	Replace		\$0		
D4020 Standpipes		0%		None	Minor	Moderate	Major	Replace		\$0		
D4030 Fire Protection Specialties		5%	x	None	Minor	Moderate	Major	Replace		\$0	kitchen	
D4090 Other Fire Protection Systems	NOT USED			None	Minor	Moderate	Major	Replace		\$0		
D50 Electrical												
D5010 Electrical Service & Distribution		100%	x	None	Minor	Moderate	Major	Replace		\$0		
D5020 Lighting and Branch Wiring		100%	x	None	Minor	Moderate	Major	Replace		\$0		
D5030 Communications & Security	Voice / Data System	100%	x	None	Minor	Moderate	Major	Replace		\$0		
	Clock / Intercom System	100%		None	Minor	Moderate	Major	x	Replace	100%	\$54,148	unreliable and annual servicing costs
	Closed Circuit Surveillance	50%		None	Minor	Moderate	Major	x	Replace	100%	\$33,301	Expand for full coverage
	Access Control System	100%	x	None	Minor	Moderate	Major	Replace		\$0	does have auto lock down button/system; speaker and buzzer entry at front and rear main entries	
	Intrusion Alarm System	100%	x	None	Minor	Moderate	Major	Replace		\$0		
	Fire Alarm / Detection	100%	x	None	Minor	Moderate	Major	Replace		\$0		
	Lighting Control System	0%		None	Minor	Moderate	Major	Replace		\$0		
D5090 Other Electrical Systems	NOT USED			None	Minor	Moderate	Major	Replace		\$0		



E EQUIPMENT & FURNISHINGS

E10 Equipment												
E1010 Commercial Equipment	Food Service	100%	x	None	Minor	Moderate	Major	Replace		\$0		
	Vocational	0%		None	Minor	Moderate	Major	Replace		\$0		
E1020 Institutional Equipment												
	Science	0		None	Minor	Moderate	Major	Replace		\$0		
	Art	1000	x	None	Minor	Moderate	Major	Replace		\$0		
	Stage Performance	1500	x	None	Minor	Moderate	Major	Replace		\$0		
	Restroom Accessories/Stalls	100%	x	None	Minor	Moderate	Major	Replace		\$0		
E1030 Vehicular Equipment												
	NOT USED			None	Minor	Moderate	Major	Replace				
E1090 Other Equipment												
	NOT USED			None	Minor	Moderate	Major	Replace				
E20 Furnishings												
E2010 Fixed Furnishings		100%	x	None	Minor	Moderate	Major	Replace		\$0		
E2020 Movable Furnishings		100%	x	None	Minor	Moderate	Major	Replace		\$0		

F SPECIAL CONSTRUCTION & DEMOLITION - NOT USED

G BUILDING SITE WORK

G10 Site Preparation												
NOT USED												
G20 Site Improvements												
G2010 Roadways		4000		None	Minor	Moderate	Major	x	Replace	100%	\$36,480	observable failures and heaving throughout most of it
G2020 Parking Lots		25000		None	Minor	Moderate	Major	x	Replace	100%	\$228,000	observable failures and heaving throughout most of it - take down to gravel
G2030 Pedestrian Paving		2400		None	Minor	Moderate	x	Major	Replace	50%	\$12,312	cracks and settling in some locations
G2040 Site Development		6500		None	Minor	Moderate	Major	x	Replace	30%	\$77,805	Expand fencing perimeter to capture garden and one portable
G2050 Landscaping		2500	x	None	Minor	Moderate	Major		Replace		\$0	Irrigation area
G30 Site Mechanical Utilities												
G3010 Water Supply	Domestic	100	x	None	Minor	Moderate	Major		Replace		\$0	public
	Fire	100	x	None	Minor	Moderate	Major		Replace		\$0	public
G3020 Sanitary Sewer		100	x	None	Minor	Moderate	Major		Replace		\$0	public
G3030 Storm Sewer		45000		None	Minor	x	Moderate	Major	Replace	64%	\$99,180	includes paved play area: part reflected in asphalt failures and part related to flooding into mechanical rooms and electrical trench
G3040 Heating Distribution		0		None	Minor	Moderate	Major		Replace		\$0	
G3050 Cooling Distribution		0		None	Minor	Moderate	Major		Replace		\$0	
G3060 Fuel Distribution		0		None	Minor	Moderate	Major		Replace		\$0	
G3090 Other Site Mechanical Utilities	NOT USED			None	Minor	Moderate	Major		Replace			
G40 Site Electrical Utilities												
G4010 Electrical Distribution	Service	100%	x	None	Minor	Moderate	Major		Replace		\$0	
	Generator	0%		None	Minor	Moderate	Major		Replace		\$0	
G4020 Site Lighting		50%		None	Minor	Moderate	Major	x	Replace	100%	\$35,196	Multiple dark areas on site and at entries - expand exterior lighting
G4030 Site Communications & Security		100%	x	None	Minor	Moderate	Major		Replace		\$0	
G4090 Other Site Electrical Utilities	NOT USED			None	Minor	Moderate	Major		Replace			
G90 Other Site Construction												
NOT USED												

OTHER

Description of System	Unit of Measure	Quantity	Unit Budget	Extended	Notes
Note office is blind to entry (turned and around corner) - so must rely on camera				\$0	
bleachers at rear play fields could use prep and re-paint	lump	1	10000	\$10,000	
Greenhouse is actively used (roughly 600 sf)				\$0	
Wood storage building by fields (240 sf)				\$0	
2 porta-potties appear to be year-round				\$0	
Portables (2 at 24x58 and 28x68) observed but not assessed				\$0	
Security vestibule doors gone and gym entry inside vestibule (compromised)	lump	1	30000	\$30,000	

Physical Condition Budget Sub-Total	\$1,764,272
Budgeted Development Costs	\$670,423
Physical Condition Budget TOTAL	\$2,434,695
Cost with Escalation to June 2021	\$2,775,553
Cost with Escalation to June 2022	\$2,886,575
Cost with Escalation to June 2023	\$3,002,038

Replacement Budget \$24,285,252
 Facility Condition Index (FCI) 11.4%





Facility Condition Index (FCI)

An FCI is the value of the system repairs divided by the value of the replacement of the building. The industry generally recognizes that an FCI up to 10% is in serviceable condition and subject to regular maintenance; 10-30% warrants an implementation plan to make needed repairs to extend its useful life. Greater than 30% is more critical and should have a more immediate replacement plan developed and implemented (assetfuture.com).

FCI of each YCSD Building:

YC Elementary*:	11.4%	CTE (Dome):	1.7%
YC Intermediate (Main)*:	16.2%	Gym (Dome):	1.4%
Annex:	4.8%	Gym (traditional):	4.8%
YC High School (Main)*:	14.2%	Greenhouse:	0%
Ag Bldg:	0%	Grandstand:	52.6%
Batting Cage:	2.2%	District Office:	0.9%
Cafeteria:	1.4%	Maintenance Building:	6.9%

*The site components were included with the main building at each school so are skewed a bit high



NEXT STEPS:

Generate Planning Committee

Meet with Local Code Authority (county)

Update Enrollment Projections

Generate Committee Data Package and Schedule Tours (9/25)



YAMHILL CARLTON SCHOOL DISTRICT

120 N. Larch Place - Yamhill, OR 97148 | PH: 503-852-6980 - FX: 503-662-4931 | www.ycsd.k12.or.us

Resolution 2024-01

Authorizations for Change of Signature on Bank Accounts

Yamhill Carlton High School

Whereas, the Board of Directors of Yamhill Carlton School District has authorized the change of the authorizing signers on the Yamhill Carlton High School Account for:

Umpqua (Acct# 6690) – Remove Scott Henderson and add Tanner Smith (Principal) with the powers to open any deposit or share accounts in the name of the association. Tami Zigler (Director of Fiscal Services), Bradley Post (Vice Principal/Athletic Director), and Maureen Cook (Lead Secretary) will remain on account.

Dated: August 10, 2023

Mary Brown, Board Secretary

English Learners in Oregon

Annual Report 2021-22

June 2023



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Acknowledgements

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

Office of Teaching, Learning, and Assessment

Jennifer Patterson, Assistant Superintendent

Mary Martinez-Wenzl, Director

Reza Norouzian, Research Analyst

Kim Miller, Education Program Specialist

Office of Equity, Diversity, and Inclusion

Deb Lange, Assistant Superintendent

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

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

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

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

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

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

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

English Learners in Oregon

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

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

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

Key findings include the following:

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

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

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

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

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

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

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

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

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

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

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

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

District revenues and expenditures

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

Introduction

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

Why this report?

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

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

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

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

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

Definitions

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

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

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

Structure of this report

This report consists of five sections:

Section 1: Demographics of English Learners

Section 2: Participation in Targeted Programs

Section 3: Language Development and Academic Achievement

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

Section 5: State Revenues and Expenditures for English Learners

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

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

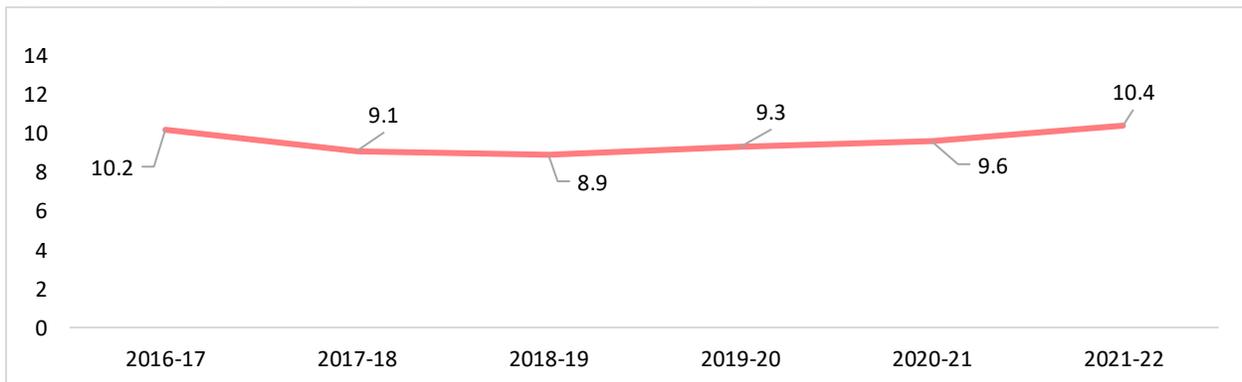
Section 1: Demographics of English Learners in Oregon in 2020-21

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

Current and Former English Learners

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

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



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

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

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

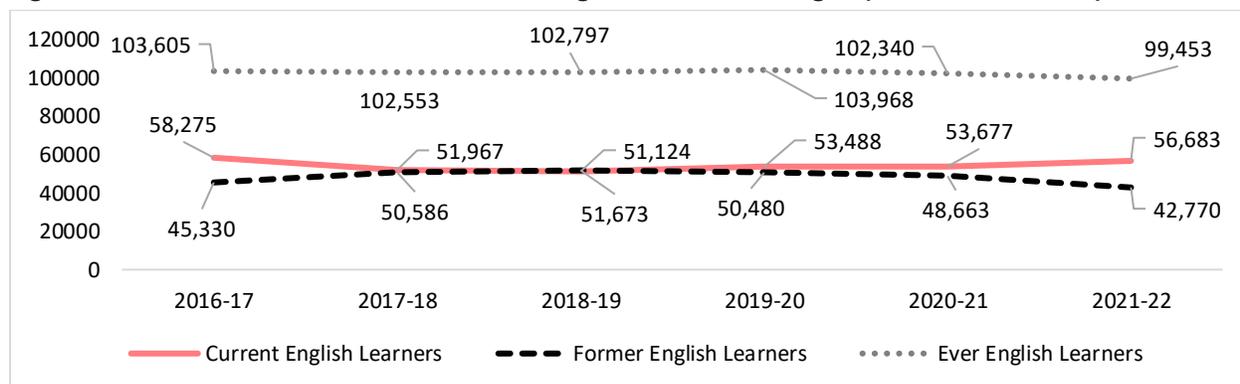
English Learners in Oregon

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

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

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

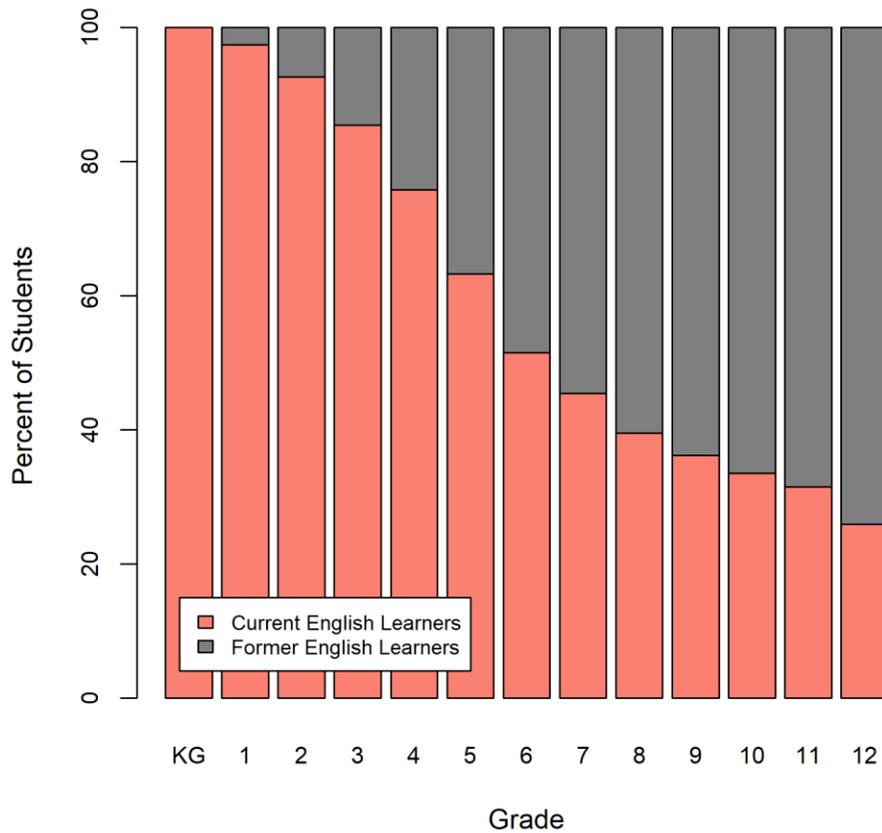
Figure 2. Number of current, former, and ever English Learners in Oregon (2016-17 to 2021-22)



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

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

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



English Learner enrollment was not uniform across Oregon districts.

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

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

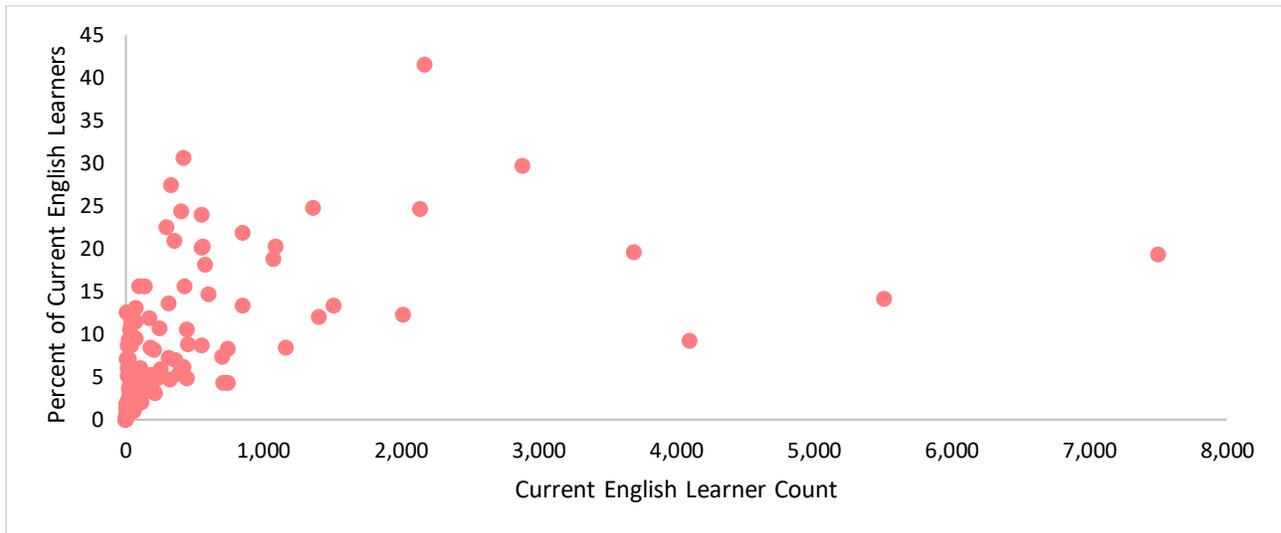
Statewide, about a quarter of Oregon districts (n = 46) provided English language instruction, supports, and services to between 1 and 19 current English learners. This suggests these districts have too few current English learners to be independently eligible for specific improvement efforts under state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

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

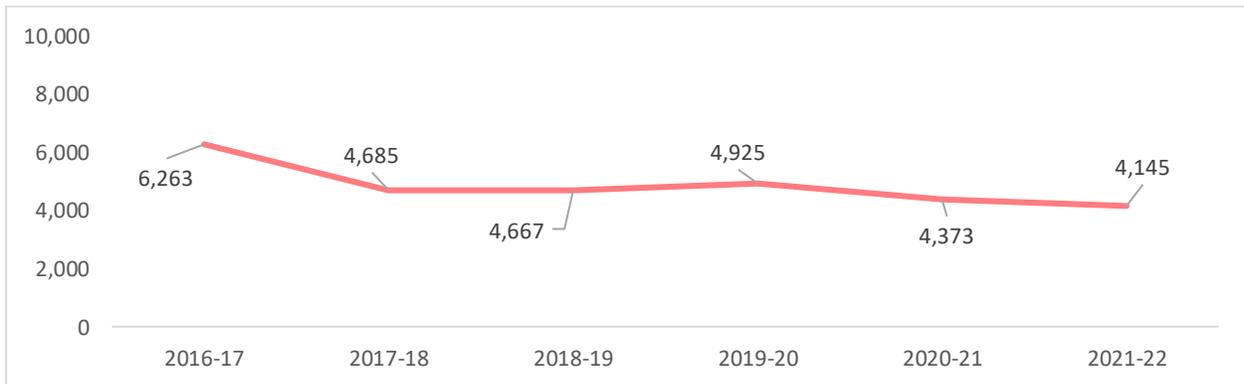
District Name	Percentage of Current English Learners
Woodburn SD	41.5%
Umatilla SD	30.7%
Reynolds SD	29.7%
Nyssa SD	27.5%
Centennial SD	24.8%
David Douglas SD	24.6%
Milton-Freewater Unified SD	24.4%
Morrow SD	24.0%
Gervais SD	22.5%
Hood River County SD	21.8%

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

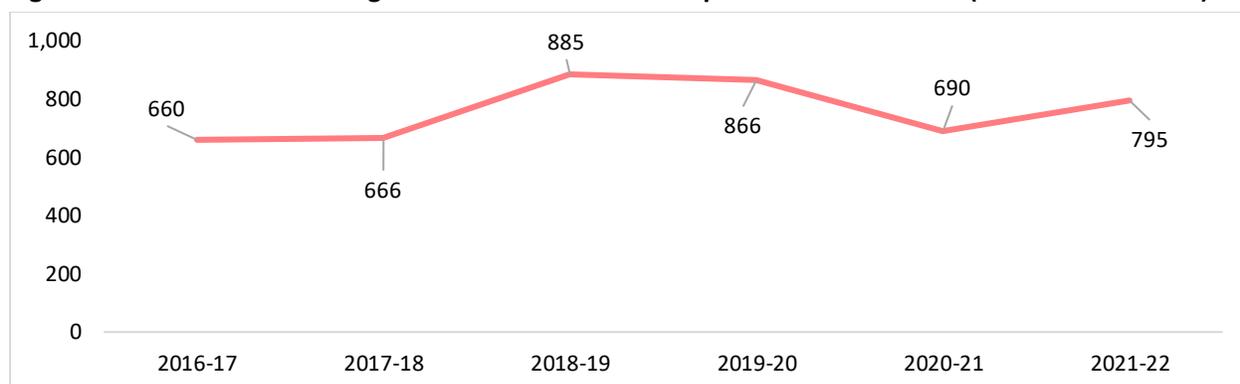
- a. Have at least two fewer years of schooling than their peers of the same age,
- b. Function at least two years below grade level expectations in reading and mathematics, and
- c. Are preliterate in their native language.⁵

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

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

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

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



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

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

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

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

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

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

English Learners in Oregon

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

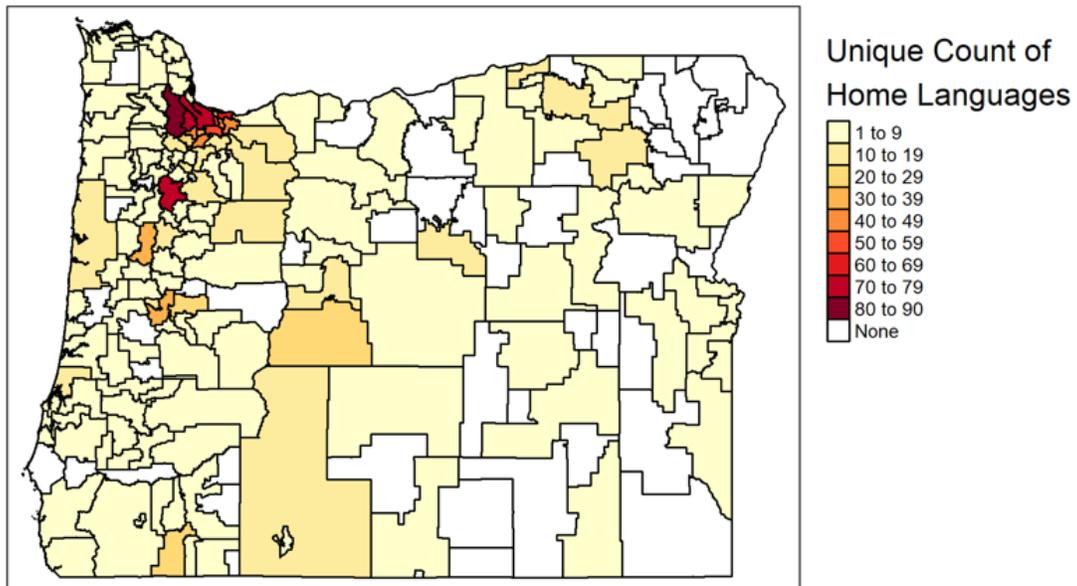
Table 5. Most prevalent home languages among current English learners in 2021-22

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

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

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

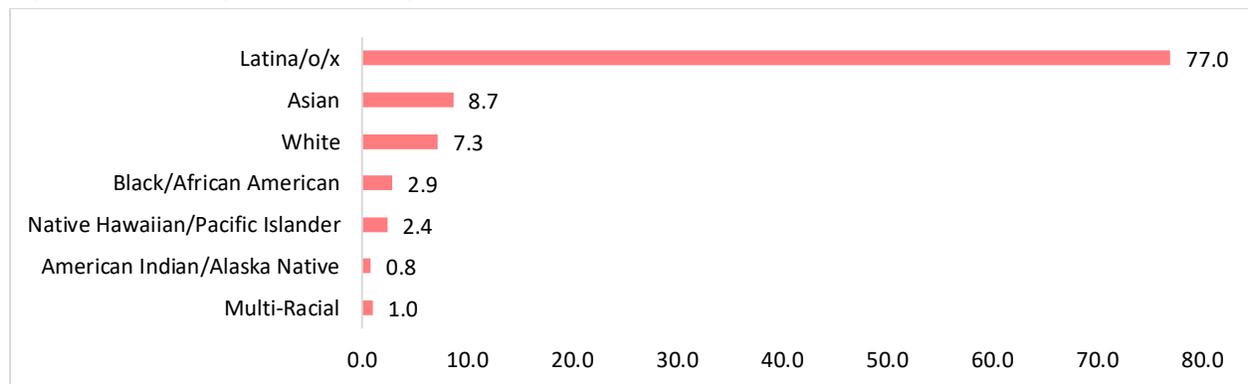
Figure 7. Geographic distribution current English learner home languages across Oregon districts during 2021-22



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

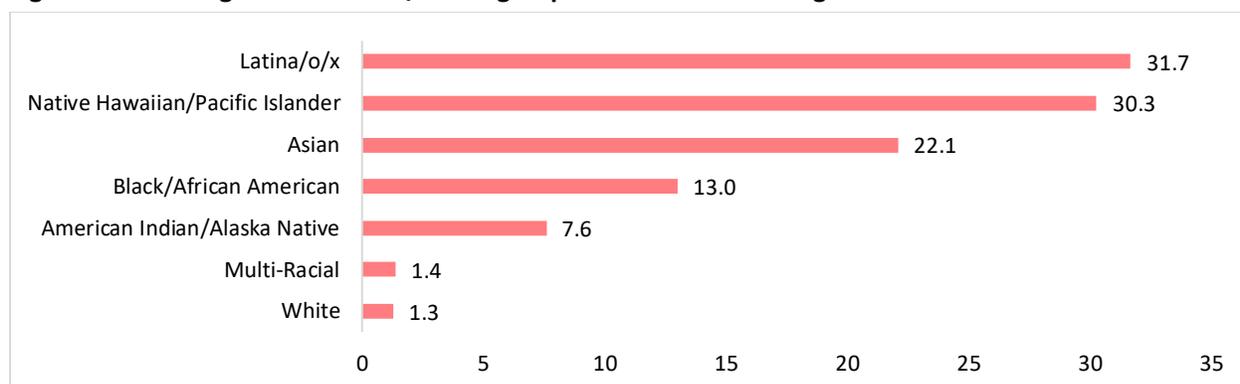
Of the 56,683 current English learners in Oregon during the 2021-22 school year, 43,629 (77%) were Latina/o/x. About 7.3 percent were White and 8.6 were Asian, while smaller percentages were Black/African American, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and Multi-Racial (see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

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



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

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



Section 2: Participation in Targeted Programs

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

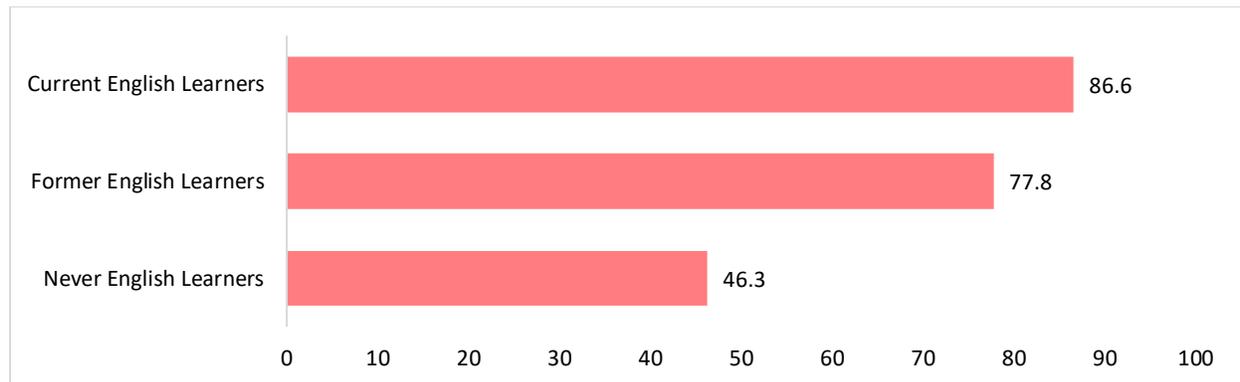
Free or Reduced Price Meals

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

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

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

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



Special Education

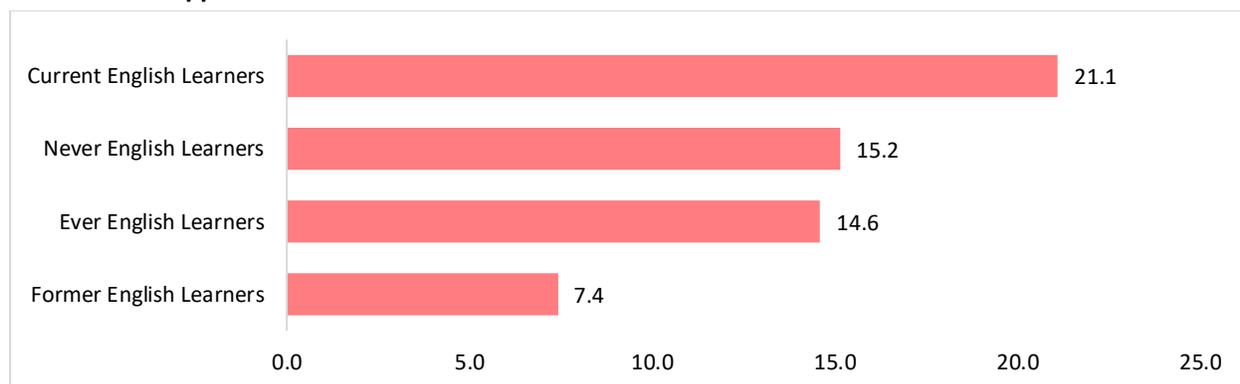
Students who are current English learners and receive special education services and supports are known as dual-identified students, since they receive instruction, supports, and services from two programs (i.e., English language and special education).

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

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

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

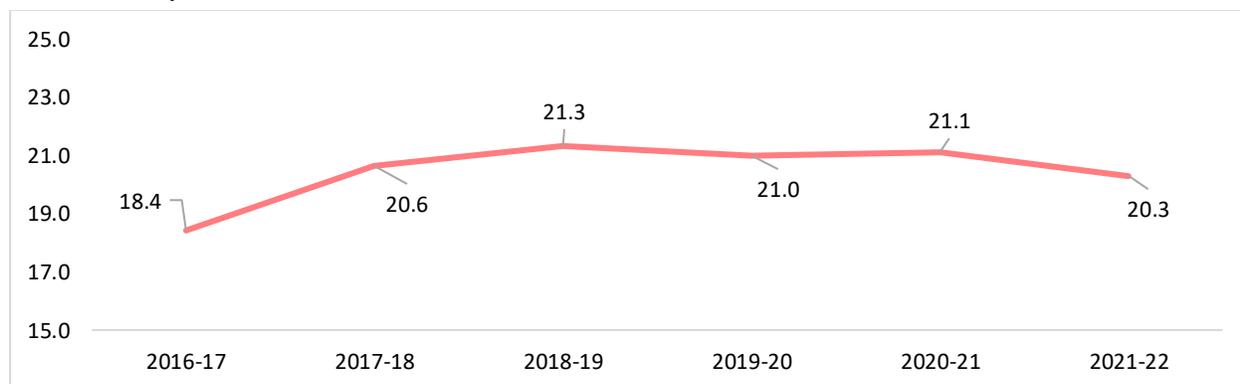
Figure 11. Percentage of current, former, never, and ever English learners receiving special education services and supports in 2021-22



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

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

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



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

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

Migrant Education

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

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

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

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

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

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

Talented and Gifted

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

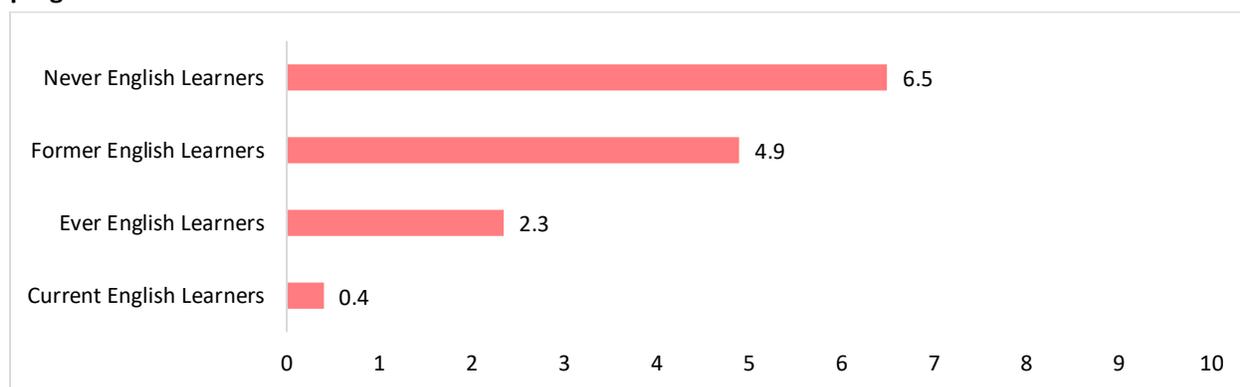
⁸ The data for this portion of the report relies on student enrollments as of the first school day in May 2022.

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

Current English Learners were rarely identified for TAG Programs.

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

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



Section 3: Language Development and Academic Outcomes for English Learners

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

Progress towards English Language Proficiency

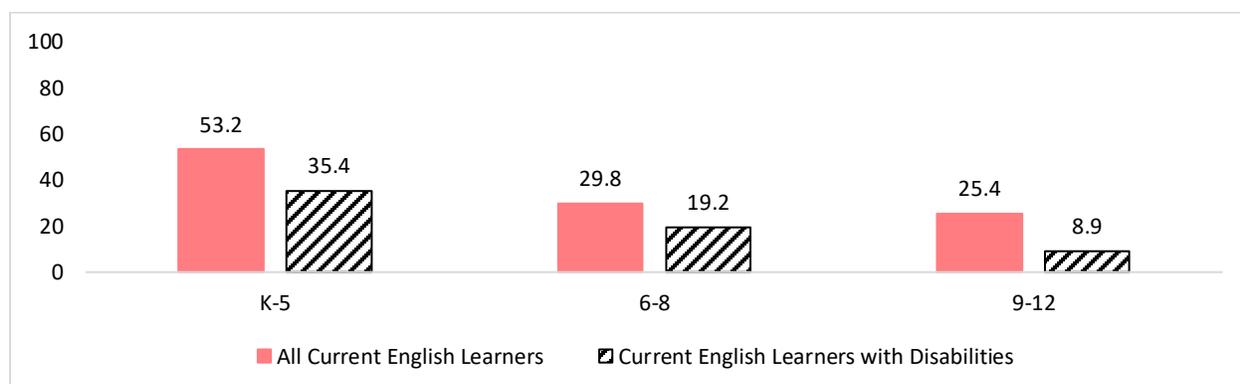
Title I-A of the Every Student Succeeds Act (ESSA) requires current English learners to take an English language proficiency assessment (ELPA) annually. The ELPA measures a student's proficiency in the domains of listening, reading, speaking, and writing. Students who demonstrate proficiency on all four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

English Learners in Oregon

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

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

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



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

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

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

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

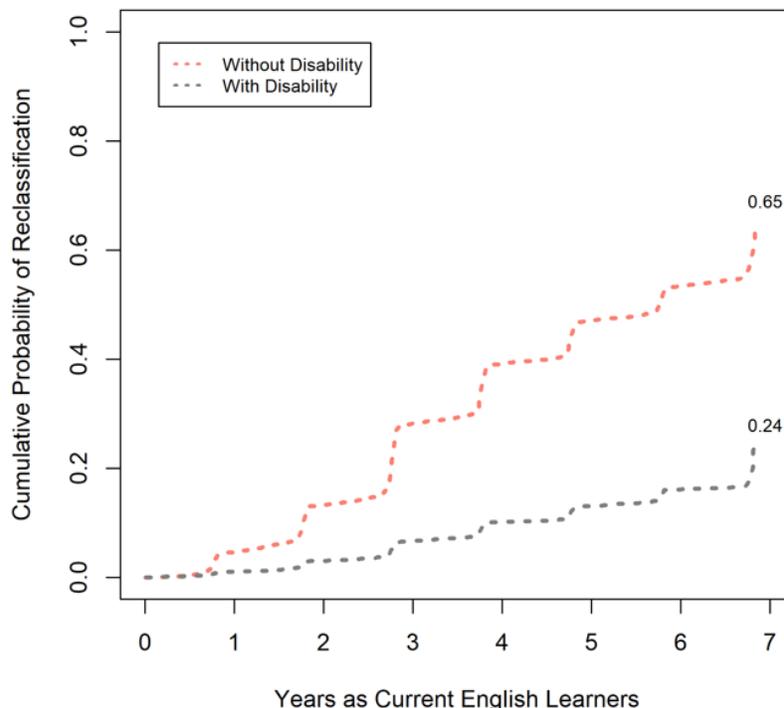
Approximately 24 percent of current English learners receiving special education services and supports developed English language proficiency in six years.

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

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

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

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



Student Academic Outcomes in English Language Arts and Mathematics

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

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

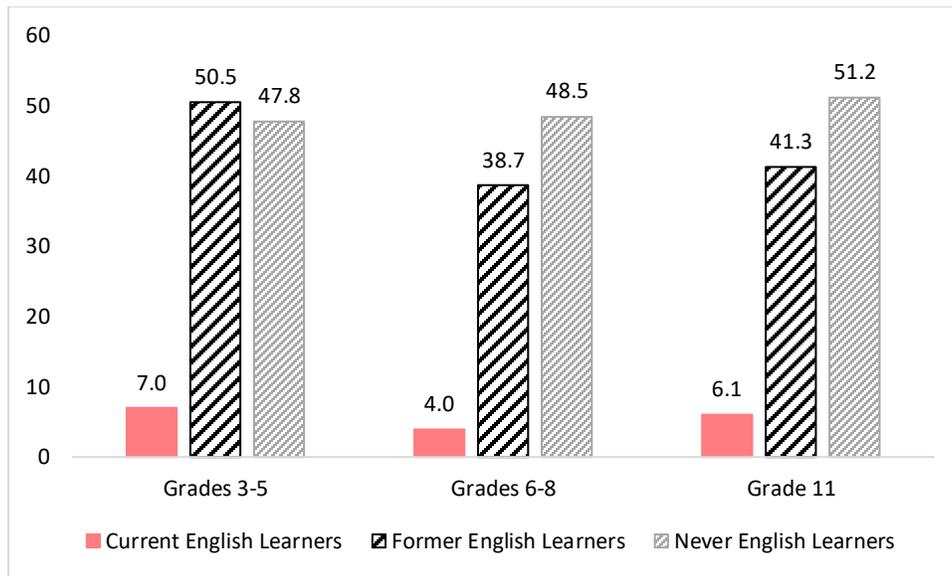
At the elementary level (grade 3-5), 7.0 percent of current ELs met or exceeded state standards in English language arts. In contrast, 50.5 percent of former ELs in elementary hit this benchmark. This was close to the percentage of never ELs meeting or exceeding standards, 47.8 percent. In fact in many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

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

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

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

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



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

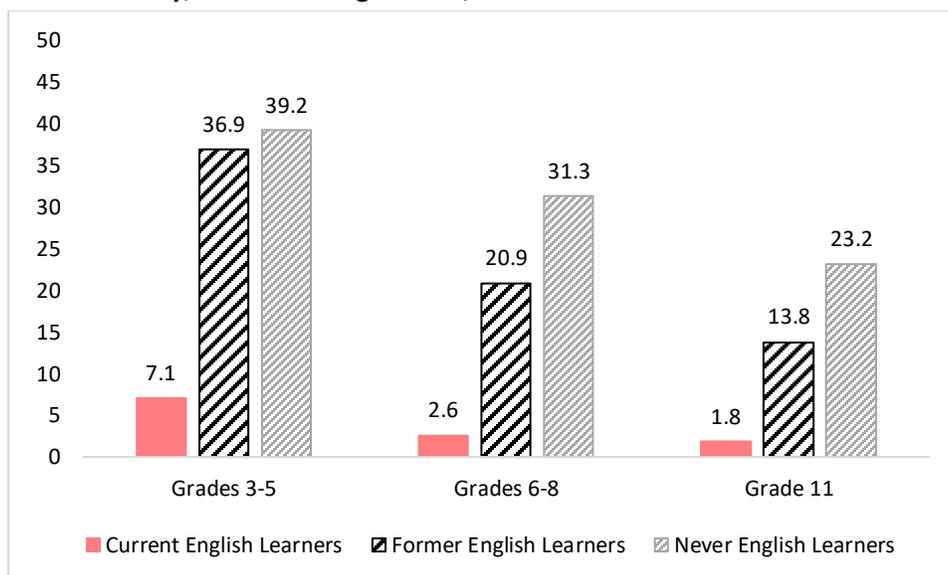
At the elementary level, 7.1 percent of current ELs met or exceeded standards in math (Figure 17). In addition, 36.9 percent of former ELs met or exceeded standards in math. The percentage of never ELs meeting or exceeding standards was somewhat higher, 39.2 percent.

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

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

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

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



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

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

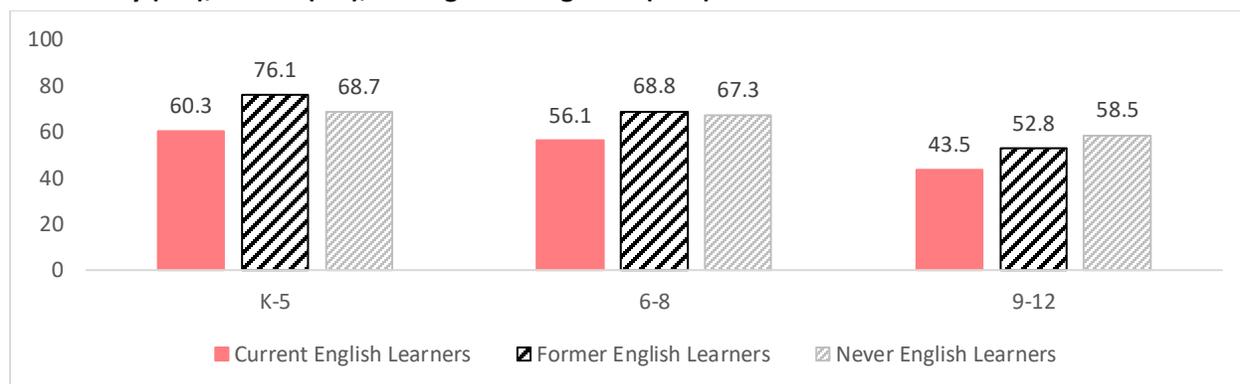
Regular Attendance

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

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

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

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



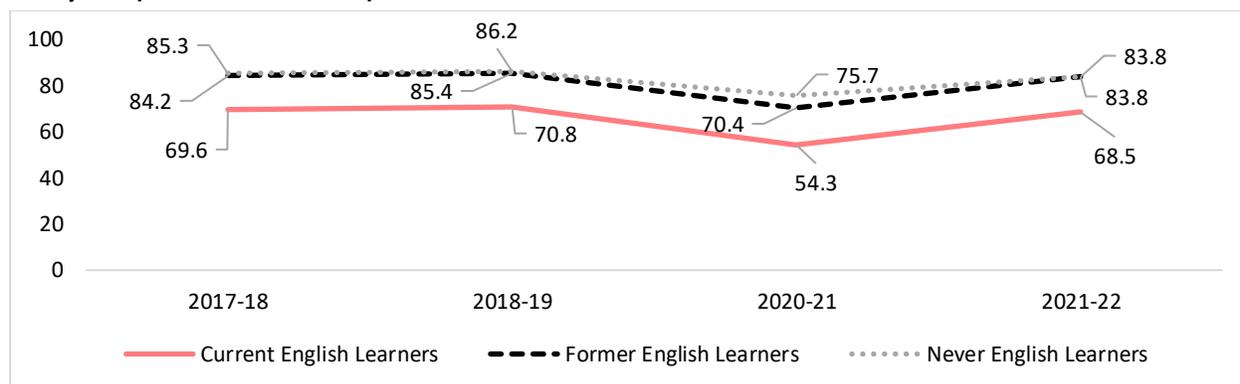
On Track to Graduate

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

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

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

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



Four-Year Graduation

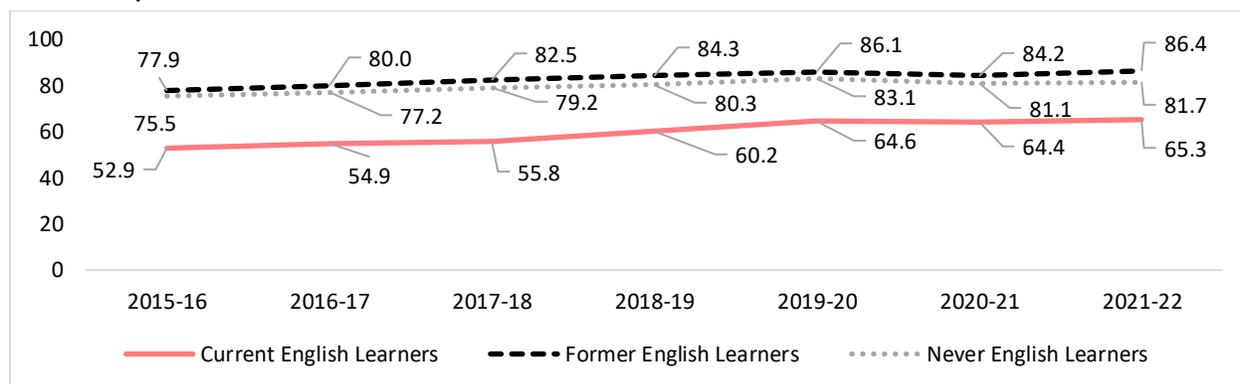
The ODE uses a cohort adjusted graduation rate to examine and monitor the percentage of students graduating within a specific number of years. The data for this section relies on the four-year cohort adjusted graduation rate for current, former, and never English learners. For the purposes of reporting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

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

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

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

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



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

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

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

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

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

Oregon State Seal of Biliteracy

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

- Meet all graduation requirements, and

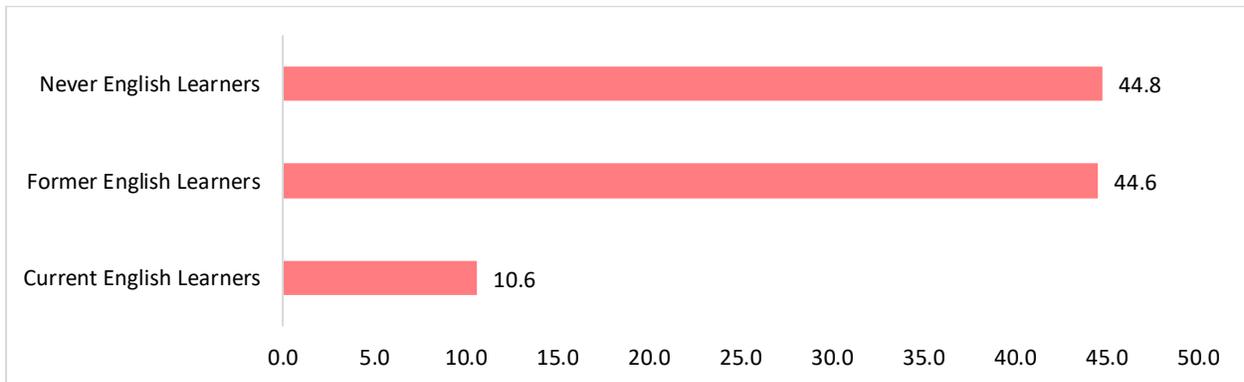
- score at the intermediate high level in listening, speaking, reading, and writing in a partner language.

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

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

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

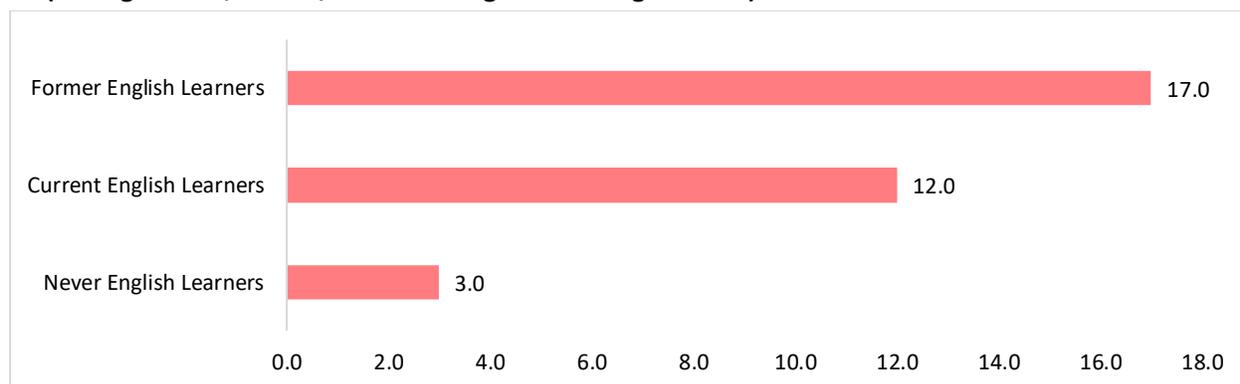
Figure 21. Percentage of current, former, and never English learners earning the Seal of Biliteracy in 2021-22 (among all students who earned the Seal of Biliteracy)



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

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

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



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

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

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

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

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

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

Postsecondary Enrollment

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

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

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

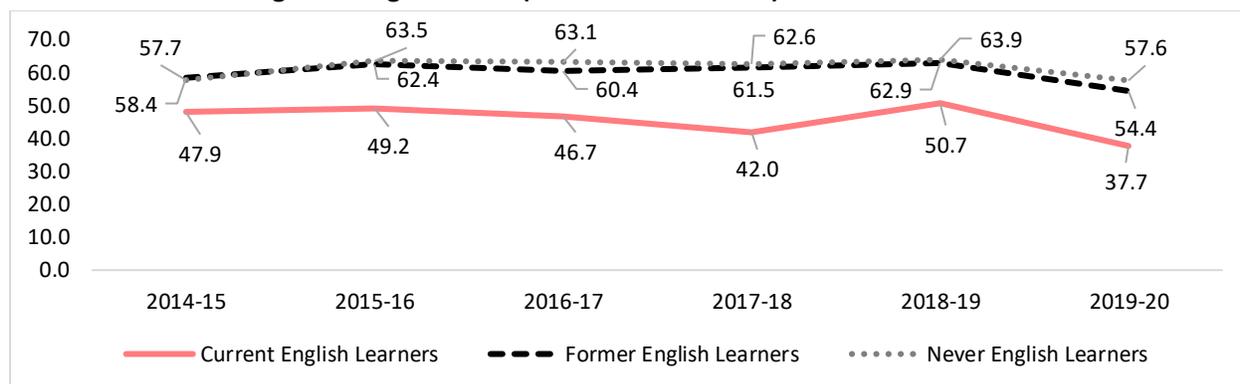
Never English learners were more likely to enroll in postsecondary education institutions than current English learners; however, former English learners had comparable postsecondary enrollment rates as never English learners.

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

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

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

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



Section 5: State Revenues and Expenditures for Current English Learners

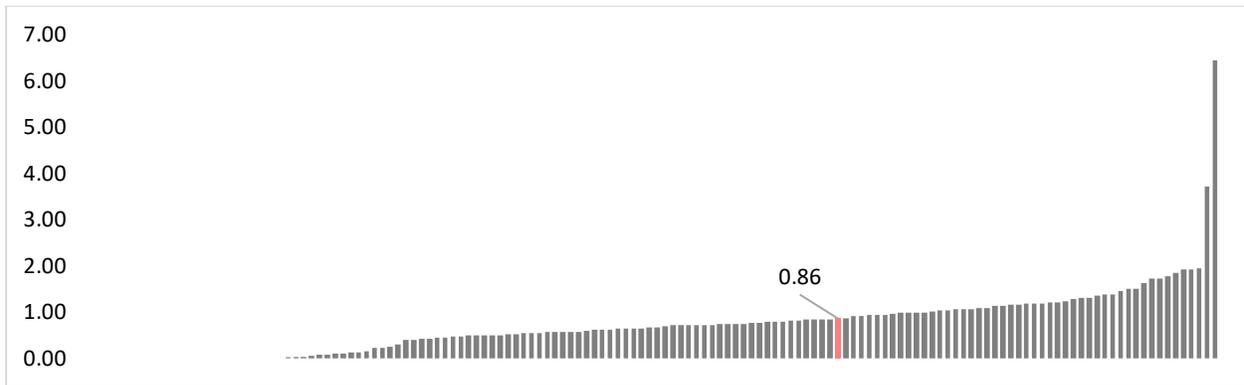
Each year, Oregon’s State School Fund provides funding to districts through General Purpose Grants. The amount of the grant relies on a formula that considers the number of students in the district (known as average daily membership weighted or ADMw). On average, the per-pupil funding amount in 2021-22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

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

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

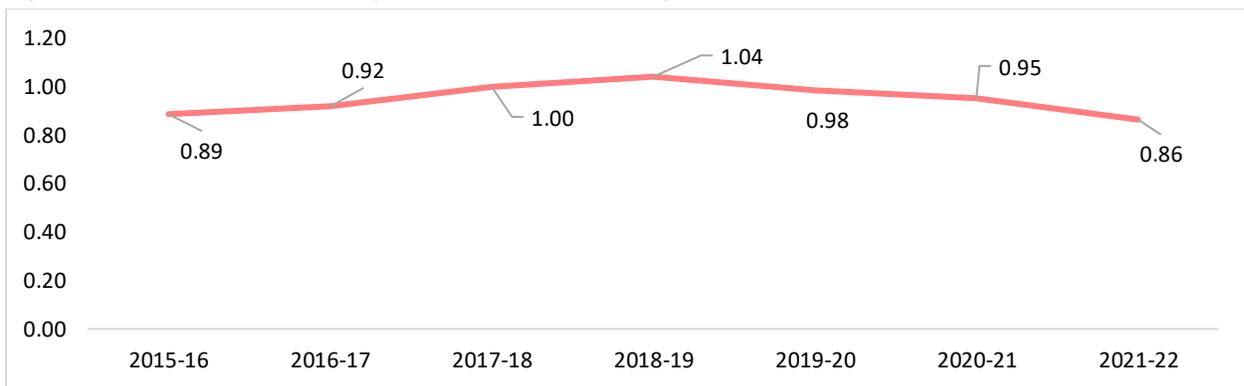
¹⁸ While \$9,167 is the average amount, the grant amount can vary a bit for different districts because of the way the formula is set up.

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



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

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



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

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

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

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

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

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Yamhill-Carlton School District 1

Code: EEA
Adopted: 10/09/06
Revised/Readopted: 4/14/08; 12/10/12; 4/13/15; 4/09/20

Student Transportation Services *

School transportation services will be provided for students to and from school and for transporting students to and from curricular and extracurricular activities sponsored by the district transporting from one school or facility to another school-sponsored field trips that are extensions of classroom learning experiences. Transportation will be provided for students experiencing homelessness to and from the student's school of origin¹ as required by the Every Student Succeeds Act (ESSA). Services shall be provided throughout the regularly scheduled year and during the regular school day as determined by the Board.

Elementary students in grades K-8 who live more than one mile from school will be transported. Secondary students in grades 9-12 who live more than one and one-half miles from school will be transported. Mileage exceptions for health, safety or disability will be made in accordance with the district's approved supplemental plan.

OR

Students living within specified attendance boundaries shall receive transportation services to their respective schools. In addition, students, including those receiving special education, may be eligible for transportation for health or safety reasons.

Special transportation arrangements may be made for students with disabilities.

Students with disabilities who utilize specialized transportation will have arrival and dismissal times at the same time as non-disabled peers at their designated school unless a shortened school day is determined as necessary to meet the individualized needs of a particular student with a disability, and such decisions are made by a group of persons knowledgeable about the student, the student's disability, evaluation data, and the student's placement options.

Miles from school will be determined by the transportation supervisor in accordance with Oregon Administrative Rule (OAR) 581-023-0040(1)(e).

The district may use Type 10 School Activity Vehicles to transport students from home to school, school to home and from district-sponsored activities.

¹ "School of origin" means the school that a student attended when permanently housed or the school in which the student was last enrolled. When the student has completed the final grade served by the school of origin, the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools.

The district may also provide transportation using federal funds² or through cooperative agreements with local victims assistance units for a student to attend a safe district school³ out of the student's attendance area for any student who is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends or the student attends a school identified as persistently dangerous. If there are no other schools within the district a student may transfer to, the district may establish a cooperative agreement with other districts in the area for a transfer. Transportation for students who transfer for such purposes will be provided in accordance with the agreement.

Students attending any private, parochial or public charter school under the compulsory school attendance laws will, where the private, parochial or public charter school is along or near the bus route, be provided equally the riding privileges given to public school students.

Transportation will be provided for students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.

Preschool students with disabilities who have transportation as a related service and children from birth to age three who are enrolled in an eligible program shall be provided home to school transportation.

A seat that fully supports each person and meets the minimum standards and specifications of law will be provided at all times. A person who weighs 40 pounds or less must be properly secured with a child safety system that meets the minimum standards and specifications established by the Oregon Department of Transportation under Oregon Revised Statute (ORS) 815.055. A person over 40 pounds or who has reached the upper weight limit for the forward-facing car seat must use a booster seat until they are four feet nine inches tall or age eight and the adult belt properly fits.⁴ A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under ORS 815.055. In accordance with ORS 811.210 and 811.215 vehicles in excess of 10,000 pounds used for student transportation are exempt from statutory requirements unless they have been equipped with lap belts. Vehicles in excess of 10,000 pounds that have been equipped with lap belts must meet child car seat requirements as set forth in law.

School buses carrying students will be considered extensions of the school experience. All students using school transportation will abide by the code of conduct posted in each school bus or school activity vehicle. Violations of such code, as well as other conduct which is improper or which jeopardizes the safety of self or others, will be reported by the school bus or vehicle driver to the supervisor. The transportation supervisor will, as soon as possible, inform the appropriate principal of such occurrence. Violators may be denied use of transportation for a period of time as deemed proper by the principal and/or transportation supervisor.

² "Federal funds" means funds available through Title IV, Part A, and Title V, Part A.

³ If there is not another school in the district to which students can transfer, districts are encouraged, but not required, to explore other appropriate options, i.e., an agreement with a neighboring district.

⁴ "Proper fit" means the lap belt of the safety belt or safety harness is positioned low across the thighs and the shoulder belt is positioned over the collarbone and away from the neck.

The principal or designee shall ensure transportation officials and drivers receive notification of students having special medical or behavioral protocols identified in student records.

Appropriate training related to specific protocols, including confidentiality requirements, will be provided to drivers.

Aides or assistants that ride a school bus shall receive training on emergency procedures and their role in the safe transportation of all students on the bus.

The school bus or vehicle driver will be responsible for the school bus or vehicle at all times from departure until return. The driver will not participate in any activities that might impair their driving abilities.

The district will comply with all state and federal laws and regulations pertaining to school bus transportation.

END OF POLICY

Legal Reference(s):

ORS 327.006	ORS 815.080	OAR 581-053-0040
ORS 327.033	ORS 820.100 - 820.190	OAR 581-053-0053
ORS 327.043		OAR 581-053-0060
ORS 332.405	OAR 581-021-0050 - 0075	OAR 581-053-0070
ORS 332.415	OAR 581-022-2345	OAR 581-053-0210
ORS 339.240 - 339.250	OAR 581-023-0040	OAR 581-053-0220
ORS 343.155 - 343.246	OAR 581-053-0002	OAR 581-053-0230
ORS 343.533	OAR 581-053-0003	OAR 581-053-0240
ORS 811.210	OAR 581-053-0004	OAR 735-102-0010
ORS 811.215	OAR 581-053-0010	
ORS 815.055	OAR 581-053-0031	Senate Bill 905 (2019)

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6315, 7912 (2018).

McKinney-Vento Homeless Assistance Act, 42 U.S.C. §§ 11431-11435 (2012).

Yamhill Carlton School District

Code: EEACCA
Adopted: _____

Video Cameras on Transportation Vehicles *

The Board recognizes the district’s continuing responsibility to maintain and improve discipline, and ensure the health, welfare and safety of its staff and students on school transportation vehicles.

The Board, after having carefully weighed and balanced the rights of privacy of students and staff with the district’s duty to ensure discipline, health, welfare and safety of staff and students on school transportation vehicles, supports the use of video cameras on its transportation vehicles.

Video cameras may be used to monitor student behavior on school transportation vehicles that transport students to and from curricular and extracurricular activities.

Such equipment may also be used to monitor the performance of district employees in the fulfillment of their duties in school transportation vehicles that are transporting students to and from curricular and extracurricular activities.

Students in violation of district conduct rules shall be subject to disciplinary action in accordance with established Board policies and administrative regulations governing student conduct and discipline.

Staff shall be subject to established Board personnel policies, administrative regulations and collective bargaining agreements including provisions related to evaluation, discipline and dismissal.

Video recordings, depending on how they are used in student disciplinary proceedings, may become a part of a student’s education record. In such cases, the district shall comply with all applicable state and federal laws related to education records. Such records will also be subject to established district procedures regarding education records including access, review and release of such records.

The superintendent shall develop procedures for the notification of staff, students, parents and others as necessary of the use of video cameras on school transportation vehicles and such other procedures as may be required for the implementation of this policy.

END OF POLICY

Legal Reference(s):

[ORS 30.864](#)
[ORS 192.420 to -192.505](#)
[ORS 326.565](#)
[ORS 326.575](#)

[ORS 332.107](#)
[ORS 336.187](#)
[ORS 342.850](#)

[OAR 166-400-0010 to -0065](#)
[OAR 581-021-0210 to -0430](#)
[OAR 581-022-2260](#)
[OAR 581-053-0240\(11\)](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2012).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

Yamhill Carlton School District

Code: EEACCA-AR

Adopted: _____

Video Cameras on Transportation Vehicles *

Education Records

1. The district will comply with provisions of state and federal law regarding education records requirements including the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA) as applicable to the district's use of video recordings. Video recordings which become a part of a student's education record will be maintained in accordance with established education record procedures governing access, review and release of education records.
2. The district will include notice in parent/student handbooks that video cameras may be used on district transportation vehicles transporting students to and from curricular and extracurricular activities. The district will include, as a part of its notice procedures, a copy of the district's video camera policy and procedures to all students and parents accompanied by a form to be signed and returned to the district as an acknowledgment of being read and understood.
3. Students will not be notified when video camera is "on board" and in use on district vehicles.

Staff Records

1. Video recordings considered for retention as part of the employee's personnel record will be maintained in accordance with established Board personnel policies, administrative regulations and collective bargaining agreements governing access, review and release of employee personnel records.
2. The district will include notice in personnel handbooks that video cameras may be used on district transportation vehicles that transport students to and from curricular and/or extracurricular activities.
3. Staff will not be notified when video camera is "on board" and in use in district vehicles.

Storage/Security

1. All video recordings will be stored and secured to ensure confidentiality.
2. Video recordings will be stored for twenty days after the initial recording, unless a request is made to view a recording. These recordings will then be erased unless they become part of a student's education record.
3. Video recordings held for review of student or staff incident will be maintained in their original form pending resolution. The recording will then be either erased or retained as necessary as a part of the student's education record and/or employee's personnel record in accordance with the established district policy and procedures.

Use

1. Video cameras will be used on district transportation vehicles as determined by the transportation supervisor and/or superintendent.
2. Staff and students are prohibited from tampering with or otherwise interfering with video camera equipment.

Viewing Requests

1. Requests for viewing video recordings will be limited to district officials, including teachers whom the district has determined to have legitimate educational interests, parent(s) or the student 18 years of age or older or others specified in state and federal law and accompanying regulations.
2. Requests for viewing may be made to the principal within five school days of the date of recording.
3. Only the portion of the video recording concerning a specific incident(s) will be made available for viewing.
4. Approval/Denial for viewing will be made within five school days of receipt of request and so communicated to the requesting individual(s).
5. Video recordings will be made available for viewing within three school days of the request approval.

Viewing

1. Actual viewing will be permitted at district-related sites only, including the transportation office, in schools, at the district office or as otherwise required by law.
2. A written log will be maintained of those viewing video recordings including the date of viewing, the reason for viewing, the date the recording was made, the vehicle and driver recorded and the signature of the viewer.
3. Video recordings remain the property of the district and may be reproduced only in accordance with law, including applicable district education records policy and procedures and district personnel records policy, procedures and applicable collective bargaining agreements.

Yamhill Carlton School District

Code: GBEDA
Adopted: _____

Drug and Alcohol Testing and Record Query - Transportation Personnel *

The district is committed to the establishment of a drug use and alcohol misuse prevention program that meets all applicable requirements of the Omnibus Transportation Employee Testing Act of 1991 (OTETA). The district or its transportation provider shall have an in-house drug and alcohol testing program or be a member of a consortium that provides testing that meets the federal regulations, and shall annually certify this information to the Oregon Department of Education (ODE). The district or its transportation provider shall comply with the reporting and pre-employment and annual query requirements of the Federal Motor Carrier Safety Administration (FMCSA).

Accordingly, all employees subject to commercial driver license (CDL) requirements shall be prohibited from:

1. The use of drugs, unless a written prescription from a licensed doctor or osteopath is provided, including a statement advising that the substance does not adversely affect the driver's ability to safely operate a commercial motor vehicle;
2. The use of alcohol including:
 - a. While on duty;
 - b. Eight hours before driving, in accordance with Oregon Administrative Rules;
 - c. Eight hours following an accident;
 - d. Consumption resulting in prohibited levels of alcohol in the system.

“Drugs” as used in this policy refer to controlled substances covered by the OTETA, including marijuana, cocaine, opiates, amphetamines and phencyclidine (PCP).

All covered individuals offered employment with the district and district employees transferring to positions subject to the OTETA shall be required to submit to pre-employment drug testing and a pre-employment query with FMCSA. Additionally, covered employees will be subject to reasonable suspicion, random and post-accident alcohol and drug testing. Return-to-duty and follow-up testing may also be required. The district will also require pre-employment alcohol testing in accordance with the following provisions:

1. All candidates for employment or transfer with the district and subject to the OTETA requirements will be tested;
2. All tests will be conducted using the alcohol testing procedures of 49 C.F.R. Part 40;
3. Such tests must be conducted prior to the new or transferred employee's performance of safety-sensitive functions.

Pre-employment alcohol and drug testing costs will be paid for by the district transportation services. All drug and alcohol testing of employees, including reasonable suspicion, random, post-accident, return-to-duty and follow-up testing costs, as applicable, will be paid for by the district transportation services. A fee associated with a pre-employment query requested by the district from FMCSA will be paid by the district transportation service. The district will comply with collective bargaining agreement provisions.

All offers of employment or transfer to covered positions with the district will be made contingent upon testing results and information obtained from a query with FMCSA. An individual who tests positive for drugs or tests with a breath alcohol content level of 0.02 or higher will not be hired or transferred. The offer of employment or transfer will be immediately withdrawn.¹

An offer of employment or transfer will also be immediately withdrawn from any individual who refuses alcohol and drug testing and/or refuses to give consent for a query with FMCSA.

Covered employees who, under the district's reasonable suspicion, random, post-accident, return-to-duty or follow-up testing program, test positive for drugs or test with a breath alcohol content level of 0.02 or higher, will be subject to immediate disciplinary action up to and including dismissal in accordance with Board policy. Employees who refuse to comply with testing requirements will also be regarded as testing positive for drugs or testing with a breath alcohol content level of 0.02 or higher. Notification of available resources for evaluation and treatment will be made as required by law. Additionally, employees may be subject to CDL prohibitions and penalties under the OTETA and applicable FMCSA regulations. Covered employees who refuse consent for a query with FMCSA when required will be removed from safety-sensitive functions.

The district may, in its continuing effort to enhance safety, request a waiver of the OTETA prohibitions against standing down an employee before the medical review officer (MRO) has completed the verification process as provided by 49 C.F.R. § 40.21(c). "Stand-down" means the practice of temporarily removing an employee from safety-sensitive functions based solely on a report from a laboratory to the MRO of a confirmed positive test for drugs, an adulterated test or a substituted test before the MRO has completed verification of the test results. The written waiver request will be directed to the appropriate Federal Motor Carrier Safety Administrator.

In accordance with the provisions of 49 C.F.R. § 40.21(c)(2), and in its ongoing effort to protect the interests of employees in fairness and confidentiality, the district will ensure:

1. The district's policy and administrative regulation are distributed to all covered employees;
2. No information about the confirmed positive, adulterated or substituted test results, or the reason for the employee's temporary removal from performing safety-sensitive functions, becomes available, directly or indirectly to others in the district or subsequently to another employer, other than the employee, the MRO and the designated district official;

¹ The district may elect to allow an individual who tests positive for drugs or tests with a breath alcohol content level of 0.02 or higher to reapply for district employment or transfer to a covered position at a later date. At that time, the individual will again be tested for the presence of drugs [and alcohol], if required by the district. A district employee considered for transfer to an OTETA-covered position who tests positive for drugs or tests with a breath alcohol content level of 0.02 or higher will be subject to all district policies and regulations including the district's Drug-Free Workplace policy.

3. All covered employees in a particular district job category are treated the same way with respect to “stand-down”;
4. A covered employee will be subject to “stand-down” only with respect to the actual performance of safety-sensitive duties;
5. No adverse action affecting the employee’s pay and benefits will be taken pending the completion of the MRO’s verification process. This includes continuing to pay the employee during the period of the stand-down in the same way the district would have paid them had they not been stood down;
6. The verification process will commence no later than the time an employee is temporarily removed from the performance of safety-sensitive functions and that the period of “stand down” for any employee will not exceed five days, unless the district is informed in writing by the MRO that a longer period is needed to complete the verification process; and
7. In the event that the MRO verifies the test negative or cancels it:
 - a. The district will return the employee immediately to the performance of safety-sensitive duties;
 - b. The employee suffers no adverse personnel or financial consequences as a result; and
 - c. No individually identifiable record that the employee had a confirmed laboratory positive, adulterated or substituted test result is maintained. (The district will maintain a record of the test only as a negative or cancelled test.)

The district will not “stand down” employees in the absence of a waiver, or inconsistent with the terms of the waiver.

The district will establish a voluntary self-identification program consistent with the OTETA requirements. Accordingly, an employee who admits to alcohol misuse or drug use will not be subject to certain referral, evaluation and treatment requirements, provided:

1. The admission is in accordance with the provisions of this policy;
2. The driver does not self-identify in order to avoid testing as required by the OTETA;
3. The driver makes the admission prior to performing a safety-sensitive function (i.e., prior to reporting for duty);
4. The driver does not perform a safety-sensitive function until the district is satisfied that the employee has been evaluated and has successfully completed education or treatment in accordance with the district’s self-identification program guidelines.

Adverse action on the part of the district against any employee making a voluntary admission of alcohol misuse or drug use consistent with the provisions of this policy is prohibited. The district is committed to providing sufficient opportunity for the employee to seek evaluation, education or treatment to establish control over their drug or alcohol problem.

Following successful completion of an educational or treatment program, as determined by a drug and alcohol abuse evaluation expert (i.e., employee assistance professional, substance abuse professional or qualified drug and alcohol counselor) the employee will be permitted to return to duty. The district will ensure that prior to the employee participating in a safety-sensitive function, the employee shall be required to undergo a return-to-duty testing with a result indicating a breath alcohol content level of less than 0.02 and/or a verified negative test result for drug use, as appropriate. The district may incorporate employee monitoring and include non-OTETA follow-up testing as part of its return-to-duty procedures under the district's self-identification program.

END OF POLICY

Legal Reference(s):

[ORS 657.176](#)

[ORS 825.415](#)

[ORS 825.418](#)

[OAR 581-053-0220\(3\)\(h\)](#)

[OAR 581-053-0230\(9\)\(t\)](#)

[OAR 581-053-0420\(4\)\(b\)\(B\)\(ii\)](#)

[OAR 581-053-0430\(13\),\(14\)](#)

[OAR 581-053-0531\(12\),\(13\)](#)

[OAR 581-053-0615\(2\)\(c\)\(D\)\(ii\)](#)

[OAR 581-053-0620\(1\)\(d\)](#)

Omnibus Transportation Employee Testing Act of 1991, 49 U.S.C. §§ 31301-31317 (2012); 49 C.F.R. Parts 40, 382, 391-395 (2019).

Yamhill Carlton School District

Code: JFCI-AR
Adopted: _____

Substance/Drug Abuse

Alcohol and Other Drug Use

Substance abuse or the possession, use, sale or supply of any unlawful drug, including drug paraphernalia, or any substance purported to be an unlawful drug on or near the district premises or at any school-sponsored activity is prohibited.

Unlawful delivery of a controlled substance to a student or minor within 1,000 feet of school property is a Class A felony as provided by ORS 475.904.

The consequences for student use, possession, or distribution of a controlled substance and/or a dangerous drug or an imitation controlled substance or possession of “drug paraphernalia” are detailed below.

a. Use or Possession or Intent to Purchase/Solicit Purchase

Students who use or possess or have the intent to purchase or solicit purchase of narcotics, alcohol or other dangerous drugs or imitations, or drug paraphernalia to other students or persons on or near district property or at any school sponsored activity may be subject to disciplinary actions as defined in Board policy JFCI–Substance/Drug Abuse and are subject to immediate suspension and/or expulsion to the maximum extent allowed by law

In the event of a violation of these rules and related district policy, the administrator (or designee) shall adhere to the following guidelines:

- 1) All Offenses (See also: First Offense and Second or Subsequent Offense)
 - a) Confiscate alcohol, narcotics, other dangerous drugs, imitation substances and drug paraphernalia;
 - b) Provide the student with the school due process;
 - c) Notify appropriate law enforcement agency;
 - d) Notify the student, parent(s) and schedule a conference within 24 hours or at the beginning of the next school day following the offense, if the incident is during a time when school is not in session;
 - e) Parent(s) or student must schedule an appointment for the student to be evaluated, at parent expense, for potential substance abuse or other problems by a qualified and district approved drug and alcohol assessor;
 - f) If the student and/or parent(s) refuse to permit the drug and alcohol assessment, or recommended treatment, a recommendation for expulsion for a minimum of three weeks or a maximum of one calendar year may be implemented.

- 2) First Offense
 - a) Suspend the student (In School or Out of School) on the day of violation and up to three days following;
 - b) Schedule a re-entry meeting with student, parent(s) and administrator to take place on day of return to school;
 - c) At the re-entry meeting with the student conference, the student will be placed on a behavior plan to include probation (36 months for grades 9-12, 12 months for grades K-8) for first violation. A second offense within the probation period may result in expulsion up to the maximum extent allowed by law or as determined by the Expulsion Hearings officer.
 - d) A suspended student will be given an opportunity to maintain course work for credit.

- 3) Second or Subsequent Offenses
 - a) Suspend the student for 10 school days, with an expulsion recommendation pending, beginning with the first day school is in session following the incident;
 - b) Notify parent(s) of the suspension pending expulsion, and the following requirements;
 - i. Drug and alcohol assessment (see 'All Offenses' above);
 - ii. The student and the parent(s) must provide the building administrator and Expulsion Hearings Officer with the recommendations of the drug and alcohol assessor for consideration at the expulsion hearing;
 - c) Prepare an expulsion recommendation and appropriate student data and submit to the district office;
 - d) The parent(s) may request the expulsion hearing be expedited by contacting the Expulsion Hearings Officer at the district office;
 - e) The student may be placed on probation, expelled, or transferred to an alternative setting for a time period determined by the Expulsion Hearings Officer. Parent(s) will be required to pay for transportation and any related expenses.
 - f) If recommendations are fulfilled to the Hearings Officer's satisfaction, the building administrator may recommend a reduction of the expulsion term;
 - g) Any expulsion term will be followed by the student being placed on a behavior plan/contract to include a probation term (36 months for grades 9-12, 12 months for grades K-8)
 - h) A suspended/expelled student will be given an opportunity to maintain course work for credit.

b. Distributing

Students who share and/or distribute narcotics, alcohol or other dangerous drugs or imitations, or drug paraphernalia to other students or persons on or near district property or at other school sponsored activities may be subject to disciplinary action as defined in the board policy JFCI-Substance/Drug Abuse and are subject to immediate suspension and/or expulsion to the maximum extent allowed by law.

In the event of a violation of these rules and related district policy the administrator or designee shall adhere to the following guidelines:

- 1) Confiscate alcohol, narcotics, other dangerous drugs, and imitation substance and drug paraphernalia;
- 2) Provide student with school due process;

- 3) Notify the appropriate law enforcement agency;
- 4) Notify the student, parent(s) and schedule a conference within 24 hours of the offense or at the earliest opportunity;
- 5) Suspend the student for 10 school days with an expulsion recommendation pending beginning with the first day school is in session following the incident;
- 6) Notify parent(s) of the suspension pending expulsion and the following requirements:
 - a) Parent(s) or student must schedule an appointment for the student to be evaluated, at the parent(s) expense, for potential substance or other problems by a qualified and district approved drug and alcohol assessor;
 - b) If the student or parent(s) refuses to provide the appropriate assessment and/or treatment, the student shall be expelled for the full extent the law provides. The Hearings Officer, at his/her discretion, may expel or transfer the student to another YCSD program.
- 7) Prepare an expulsion recommendation and appropriate student data and submit it to the YCSD district office;
- 8) The parent(s) may request the expulsion hearing be expedited by contacting the Expulsion Hearings Officer at the district office;
- 9) The student may be placed on probation, expelled or transferred to an alternative setting for a period of time determined by the Expulsion Hearings Officer;
 - a) First Offense: If recommendations are fulfilled to the hearings officer's satisfaction, the principal may recommend a reduction of the expulsion term and/or probation in lieu of expulsion (36 months for grades 9-12, 12 months for grades K-8);
 - b) Second or Subsequent Offenses: The student is to be expelled or transferred to an alternative setting for a time period determined by the Hearings Officer.
- 10) Any expulsion term will be followed by the student being placed on a behavior plan to include a probation term (36 months for grades 9 – 12, 12 months for grades K – 8);
- 11) A suspended/expelled student will be given an opportunity to maintain course work for credit.
- 12) Co-curricular activities: Additional consequences for violation of the Code of Ethics will be imposed, as applicable.

c. Purchase, Sale or Offer of Sale of Controlled Substances

Students who purchase, sell, or offer to sell narcotics, alcohol or other dangerous drugs or imitations, or drug paraphernalia to other students or persons on or near district property or at any school-sponsored activity may be subject to disciplinary action as defined in the board policy JFCI - Substance/Drug Abuse and are subject to immediate suspension and/or expulsion to the maximum extent allowed by law.

In the event of a violation of these rules and related district policy, the administrator (or designee) shall adhere to the following guidelines:

- 1) Confiscate alcohol, narcotics, other dangerous drugs, and imitation substance and drug paraphernalia;
- 2) Provide the student with school due process;
- 3) Notify the appropriate law enforcement agency;
- 4) Notify the student, parent(s) and schedule a conference within 24 hours of the offense, or at the beginning of the next school day if the offense occurred at a time when school was not in session;

- 5) Suspend the student for 10 school days, with an expulsion recommendation pending, beginning with the first day school is in session following the incident;
- 6) Notify parent(s) of the suspension pending expulsion, and the following requirements:
 - a) Parent(s) or student must schedule an appointment for the student to be evaluated, at parent expense, for potential substance or other problems by a qualified and district approved drug and alcohol assessor;
 - b) If the student or parent(s) refuses to provide the appropriate assessment and/or treatment, the student shall be expelled for the full extent the law provides. The Hearings Officer, at his/her discretion, may expel or transfer the student to another YCSD program.
- 7) Prepare an expulsion recommendation and appropriate student data and submit to the district office;
- 8) The parent(s) may request the expulsion hearing be expedited by contacting the Expulsion Hearings Officer at the district office;
- 9) The student will be expelled or transferred to an alternative setting for a time period determined by the Expulsion Hearings Officer;
 - a) First Offense: If recommendations are fulfilled to the hearing officer's satisfaction, the principal may recommend a reduction of the expulsion term.
 - b) Second or Subsequent Offenses: The student is to be expelled or transferred to an alternative setting for a time period determined by the Hearings Officer.
- 10) Any expulsion term will be followed by the student being placed on a behavior plan to include a probation term (36 months for grades 9 – 12, 12 months for grades K – 8);
- 11) A suspended/expelled student will be given an opportunity to maintain course work for credit.
- 12) Co-curricular activities: Additional consequences for violation of the Code of Ethics will be imposed, as applicable.

END OF POLICY

Legal Reference(s):

ORS 161.605	ORS 161.625	ORS 332.107
ORS 336.067	ORS 336.222	ORS 336.227
ORS 339.240	ORS 339.250	ORS Chapter 475
OAR 581-021-0050 to -0075	OAR 581-021-0110	OAR 581-022-0413
OAR 581-053-0230(9)(s),(t)	OAR 581-053-0330(1)(n),(o)	OAR 581-053-0430(13),(14)
OAR 581-053-0531(12),(13)	OAR 581-053-0630	OAR 584-020-0040

Controlled Substances Act, 21 U.S.C. § 812; Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11 - 1308.15 (2006). Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2006).