

**BOARD OF EDUCATION
UMATILLA COUNTY SCHOOL DISTRICT 8R, HERMISTON**

There will be a Special Meeting of the
Board of Education of the Umatilla County School District 8R
at Hermiston School District Offices
Boardroom
305 S.W. 11th Street.
Hermiston, Oregon 97838
Monday, August 23, 2021, 6:30 PM

Briana Cortaberria
Executive Assistant to the
Superintendent and Board of Education

AGENDA

1. **CALL TO ORDER SPECIAL MEETING* (6:30 p.m.)** *Chair Goller*
2. **INTRODUCTORY ITEMS (6:30 p.m.)** *Chair Goller*
 1. Pledge of Allegiance
 2. Adoption of Agenda 2
3. **PRESENTATIONS & COMMUNICATIONS (6:35 p.m.)**
 1. Bond Projects Update *Mr. Rogers*
4. **REPORTS (6:55 p.m.)**
 1. Board of Education *Chair Goller*
 - Board of Education Goals**
 - 1. Academic Achievement. Schools will demonstrate continuous improvement in all measured areas for each student.
 - 2. Stewardship. Maintain sound fiscal stewardship of community resources consistent with board policy.
 - 3. Community. Schools will provide specific community outreach, at least twice annually, in culturally relevant ways to encourage parent/guardian partnerships in advancing student achievement.
 - 2. Superintendent's Office *Dr. Mooney*
5. **STUDY ITEMS (7:25 p.m.)**
 1. Oregon English Learners Annual Report *Mr. Farley & Mr. Depew* 3
 2. Board Goals & Strategic Plan 38
6. **PUBLIC COMMENT (8:05 p.m.)** *Mr. Goller* 52
7. **STUDY ITEMS (8:30 p.m.)**
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 1. Personnel Appointment 77
9. **CALENDAR/FUTURE ITEMS (9:05 p.m.)** *Ms. Cortaberria* 78
10. **ADJOURN (9:10 p.m.)**

* Timing of agenda is not meant to be time specific. Instead, the time identified is for pacing purposes only. The Board of Education may modify the agenda and the order in which items are taken for consideration.

** Consent agenda items are considered for action as an entire group. Details for these items are available for public inspection at the District Office.

*** Members of the public are invited to address the Board of Education during Public Comments.

**BOARD OF EDUCATION
UMATILLA COUNTY SCHOOL DISTRICT #8R, HERMISTON
HERMISTON, OREGON**

August 23, 2021

SUPERINTENDENT'S RECOMMENDATION

2.0 INTRODUCTORY ITEMS

2.2 TOPIC: Adoption of the Agenda

It is recommended.

RECOMMENDATION:

. that the Board of Education adopts the agenda as presented.

bc

English Learners in Oregon

Annual Report 2019-20

June 2021



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Acknowledgements

Office of the Director

W. Joshua Rew, Psychometrician

Evan Fuller, Research Analyst

Office of Equity, Diversity, and Inclusion

Taffy Carlisle, Education Program Specialist

Office of Teaching, Learning, and Assessment

Kim Miller, Education Program Specialist

Executive Summary

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

Definitions

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

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

English Learners in Oregon's K-12 schools

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

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

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

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

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

Participation in targeted programs

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

Key findings include the following:

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

Progress towards English Language Proficiency

Data representing the progress current English learners are making towards achieving English language proficiency were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon's response to the COVID-19 pandemic (e.g., the cancellation of statewide summative assessments and data collections that support the calculation of this measure at the district and state levels).

Student Academic Outcomes in English Language Arts and Mathematics

Data representing the language arts and mathematics achievement of current, former, ever, and never English learners were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon's response to the COVID-19 pandemic (e.g., the cancellation of statewide summative assessments and data collections that support the calculation of this measure at the district and state levels).

Attendance

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

Graduation

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

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

Post-secondary enrollment

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

Instructional Programming for Current English Learners

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

District revenues and expenditures

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

Introduction

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

Why this report?

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

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

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

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

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

Definitions

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

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

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

Structure of this report

This report consists of six sections:

Section 1: Demographics of English Learners

Section 2: Participation in Targeted Programs

Section 3: Language Development and Academic Achievement

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

Section 5: Instructional Programming for Current English Learners

Section 6: State Revenues and Expenditures for English Learners

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

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

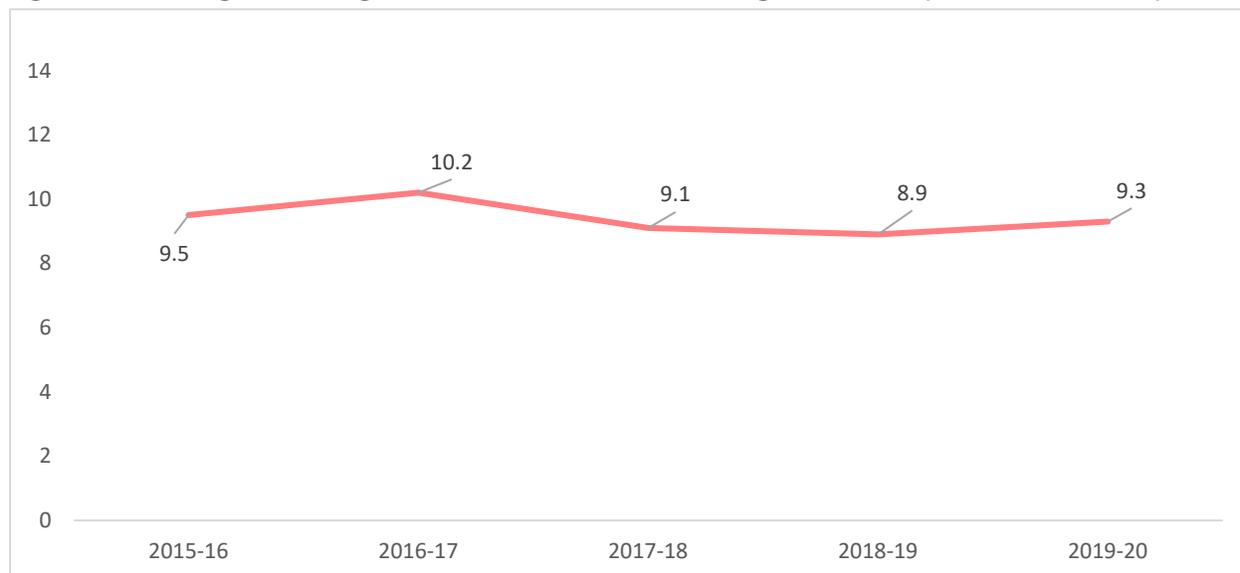
Section 1: Demographics of English Learners in Oregon in 2019-20

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

Current and Former English Learners

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

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



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

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

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

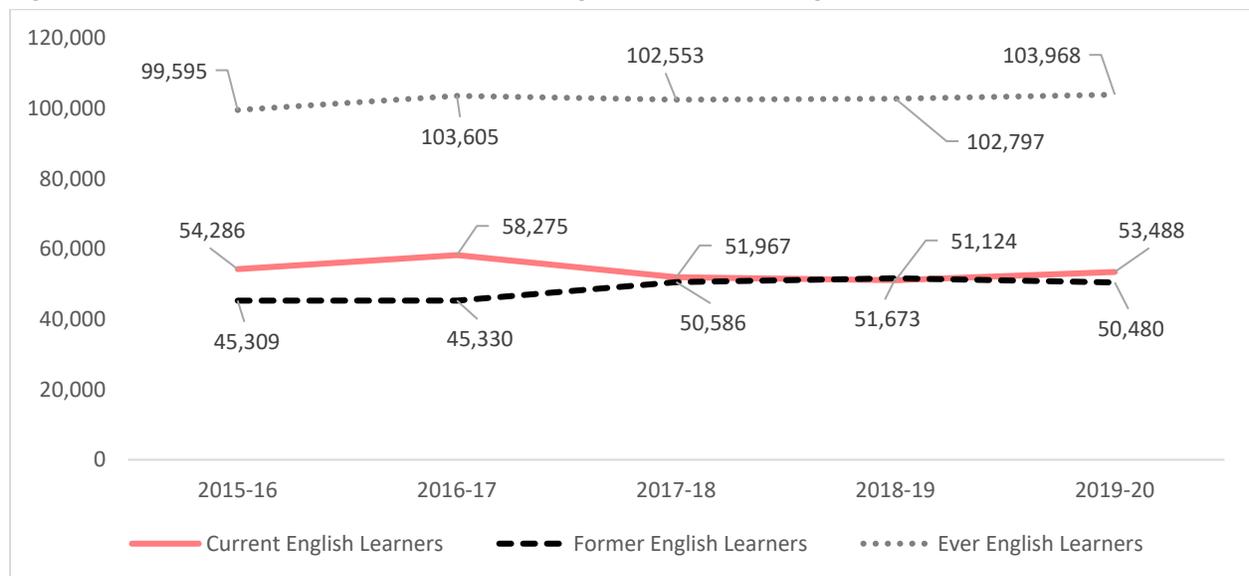
English Learners in Oregon

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

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

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

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

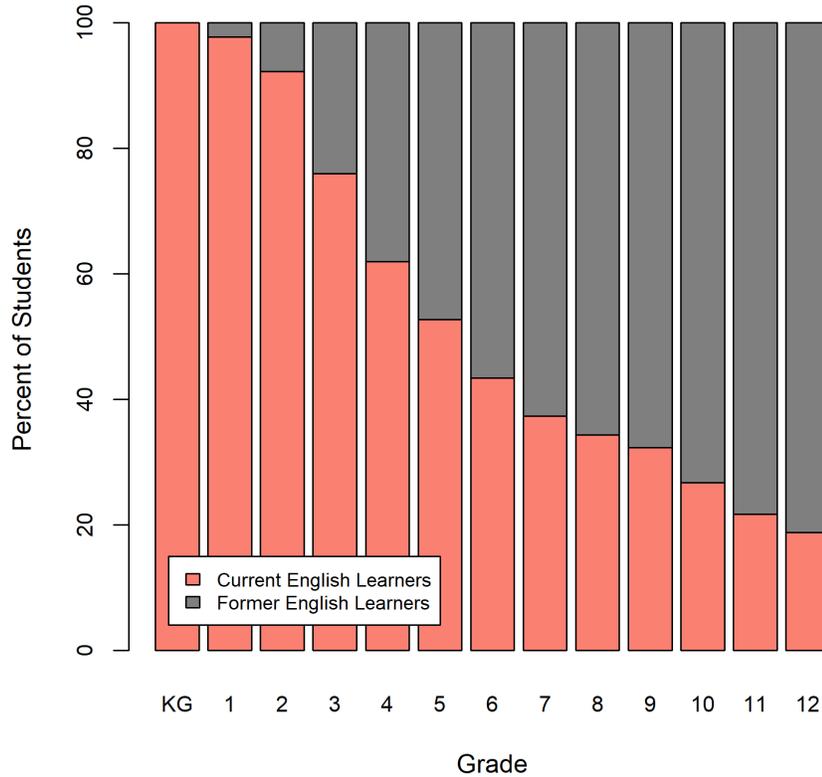


Characteristics of current English Learners in Oregon

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

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

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

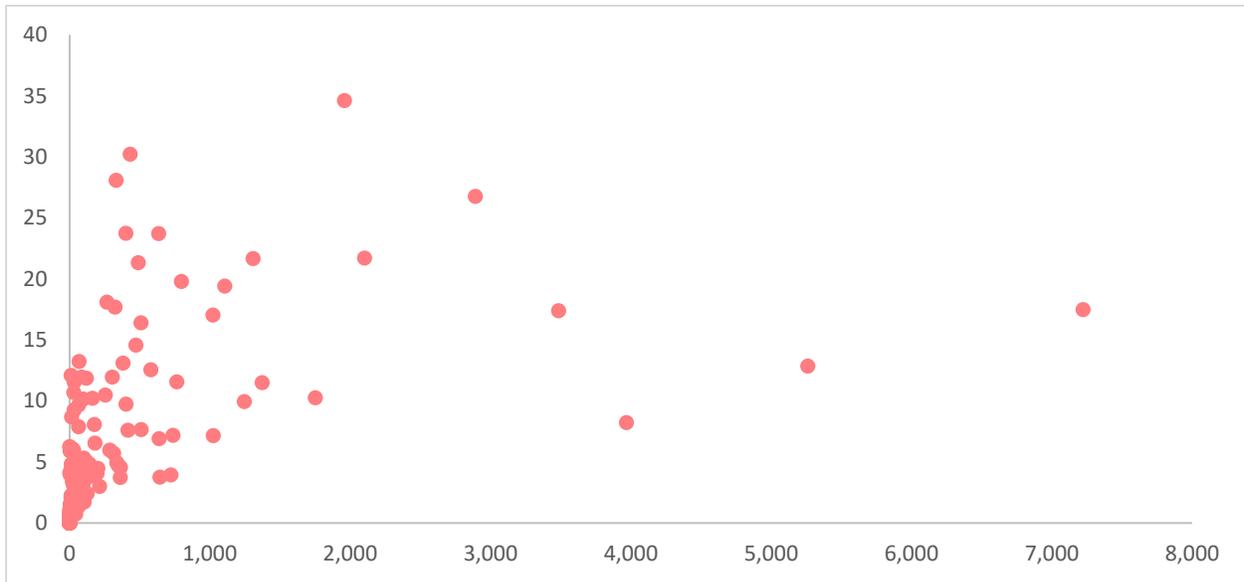


English Learner enrollment was not uniform across Oregon districts.

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

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

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



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

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

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

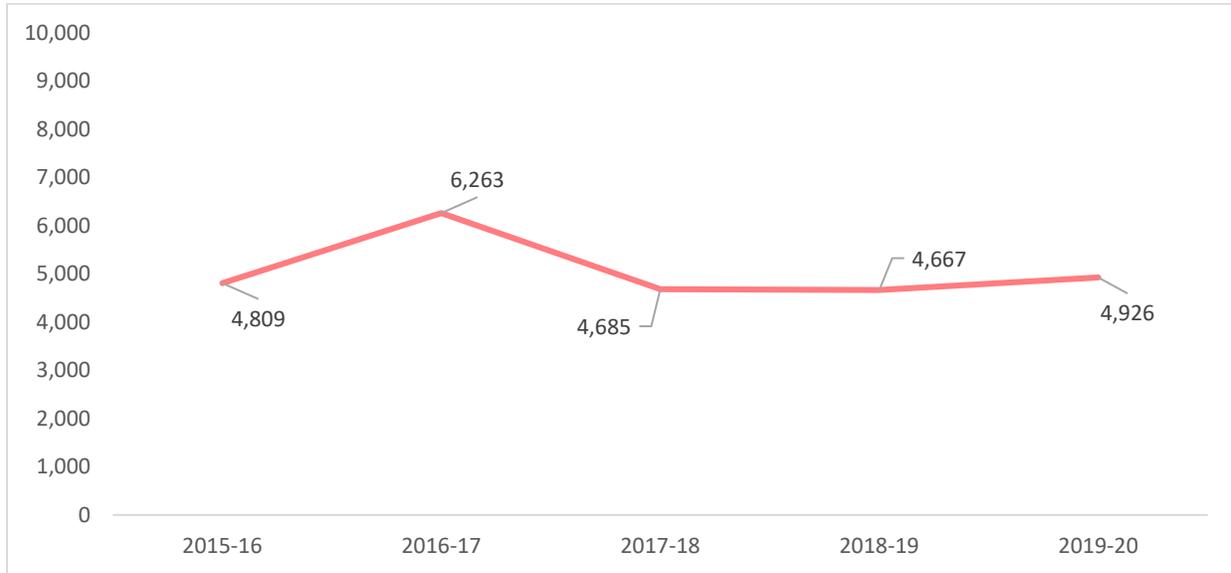
The number of recent arrivers increased in 2019-20 after declines since 2016-17.

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

English Learners in Oregon

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

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



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

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

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

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

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

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

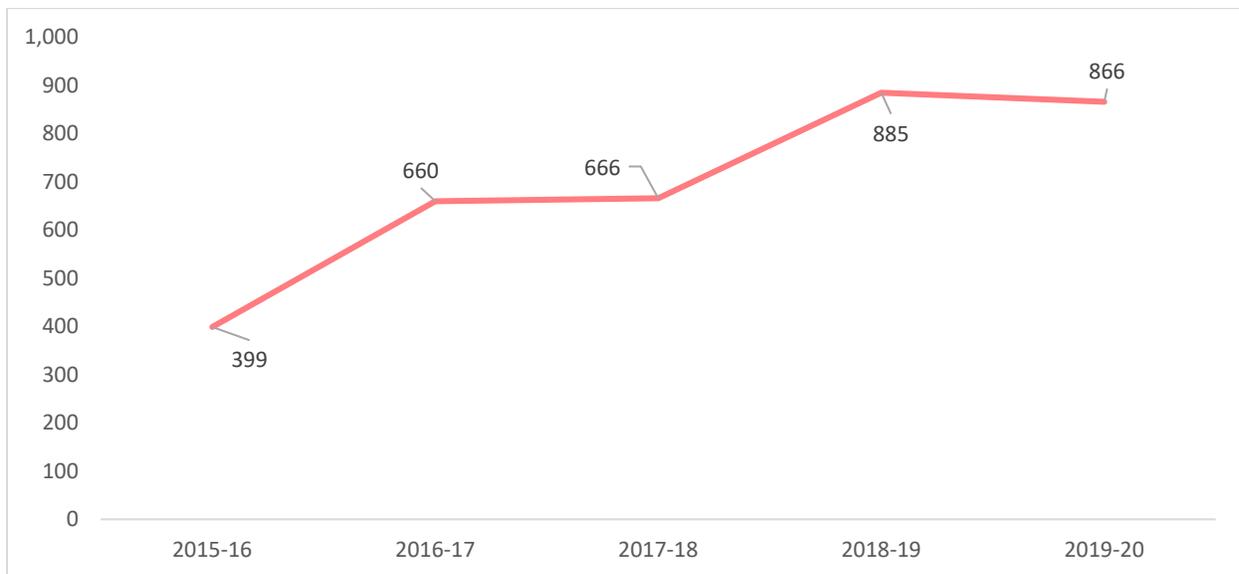
Students are SLIFE if they are immigrant students or English learners who enter school in the U.S. after grade two and experience all of the following:

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

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

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

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



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

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

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

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

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

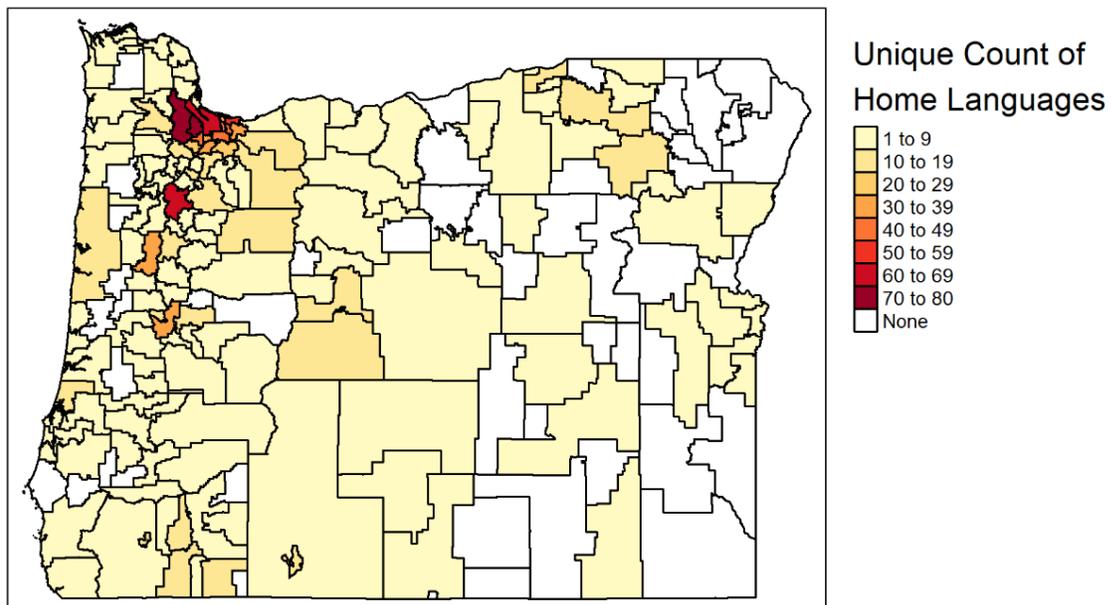
Statewide, current English learners spoke about 160 different languages at home. By far the most prevalent home language among Oregon current English learners was Spanish, spoken at home by 75.4 percent of all current English learners. The four next most common languages were Russian, Vietnamese, Chinese,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

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

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

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

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

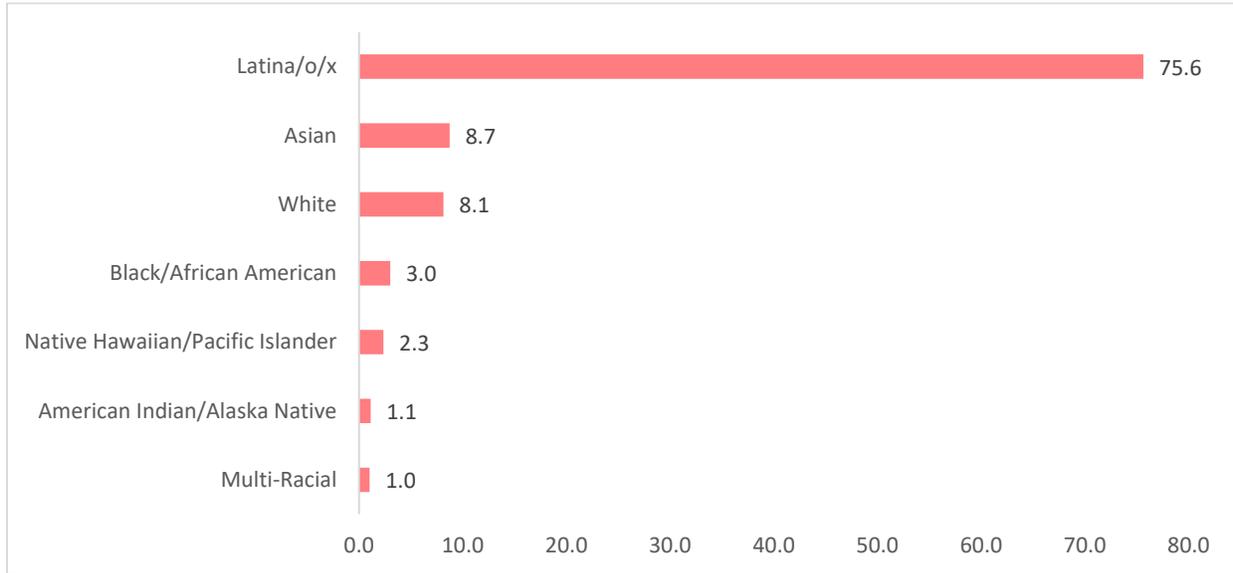


⁵ All 690 current English Learners with English as the home language were American Indian/Alaska Native students.

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

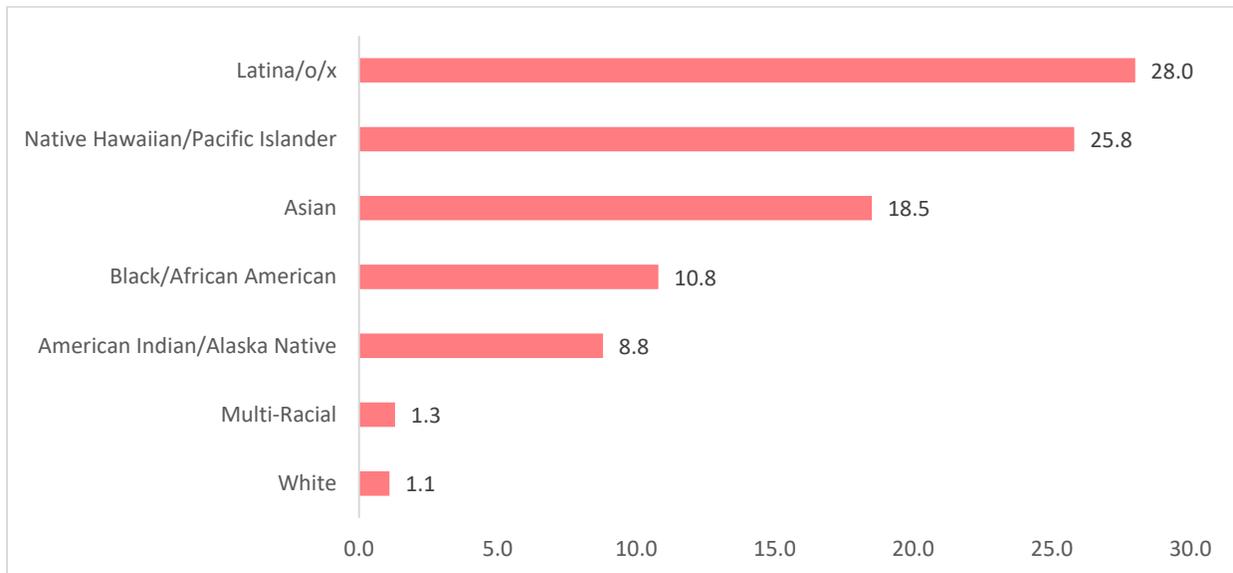
Of the 53,488 current English learners in Oregon during the 2019-20 school year, 40,457 (75.6 percent) were Latina/o/x. Slightly over 16.9 percent were White and Asian, while smaller percentages were Black/African American, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and Multi-Racial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

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



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

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



Section 2: Participation in Targeted Programs

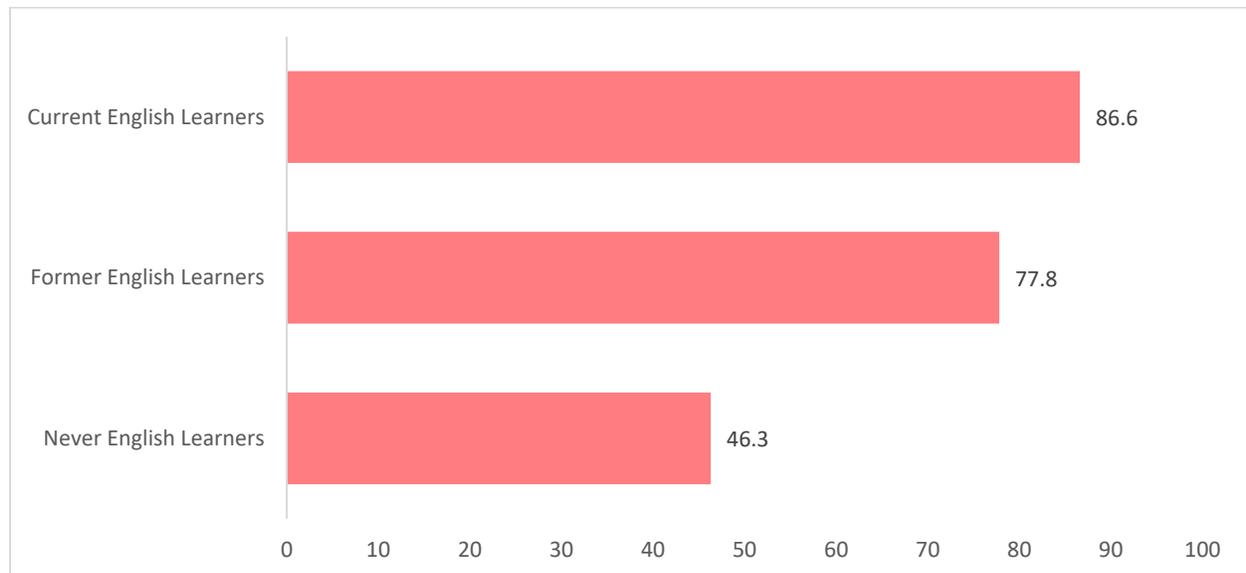
Schools and districts deliver a range of programs that aim to address the needs of particular groups of students. These include free or reduced price meals, special education, migrant education, and TAG programs. Most of these programs receive some federal funding; however, TAG programs receive only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

Free or Reduced Price Meals

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

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

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



Special Education

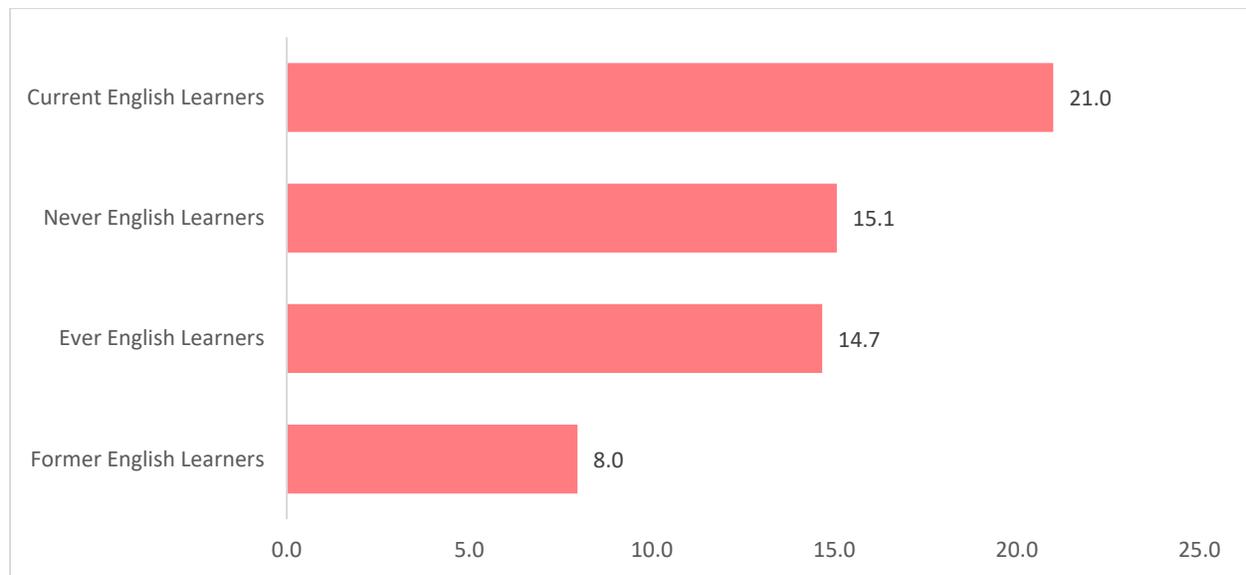
Students who are current English learners and receive special education services and supports are known as dual-identified students, since they receive instruction, supports, and services from two programs (i.e., English language and special education).

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

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

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

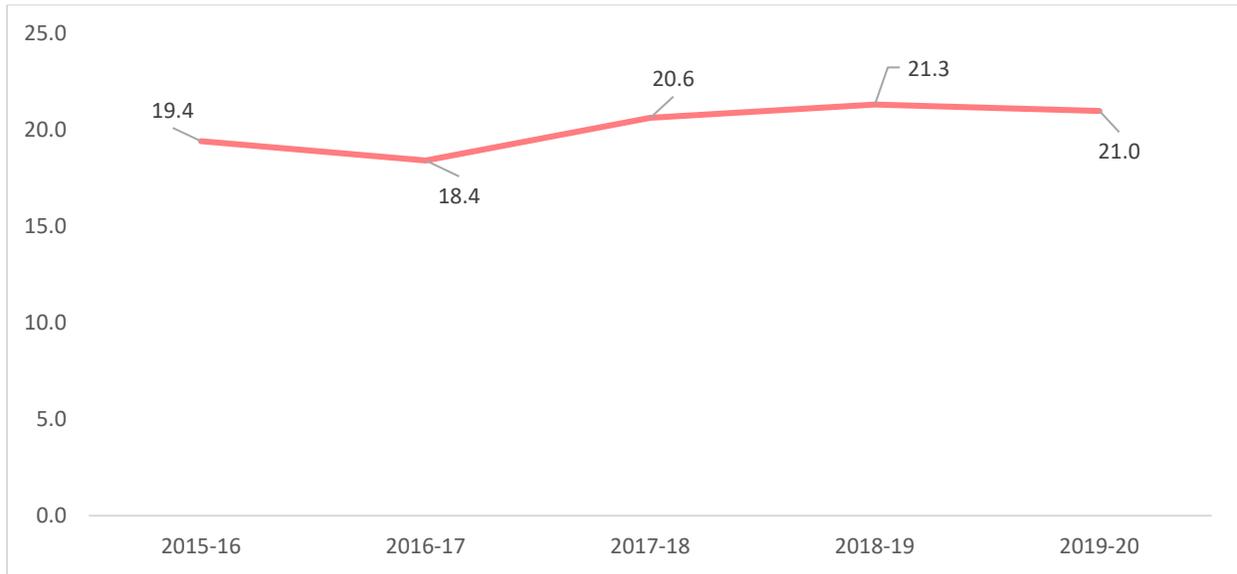
Figure 11. Percentage of current, former, never, and ever English learners receiving special education services and supports in 2019-20.



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

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

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



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

Migrant Education

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

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

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

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

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

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

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

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

Talented and Gifted

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

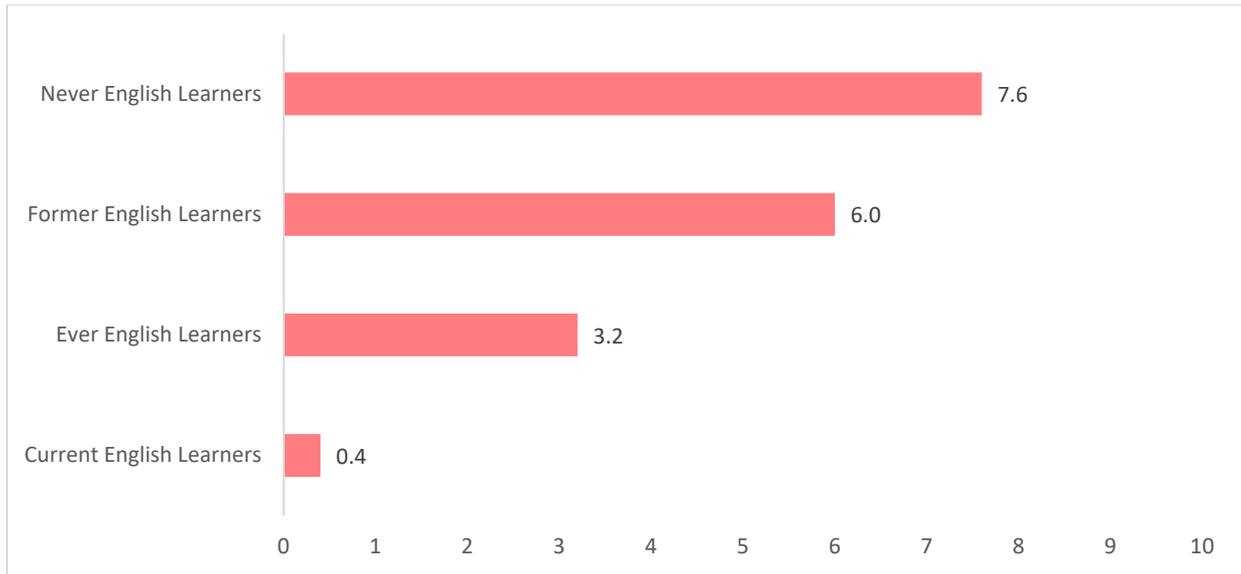
Correctly identifying students for TAG programs and providing specialized services is important because these students may have both unique talents and face unique challenges. For example, some TAG students struggle with perfectionism and the ability to cope with failure. Others engage only selectively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

Current English Learners were rarely eligible for TAG Programs.

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

English Learners in Oregon

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



Section 3: Language Development and Academic Outcomes for English Learners

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

Progress towards English Language Proficiency

Data representing the progress current English learners are making towards achieving English language proficiency were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon's response to the COVID-19 pandemic (e.g., the cancellation of statewide summative assessments and data collections that support the calculation of this measure at the district and state levels).

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

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

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

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

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

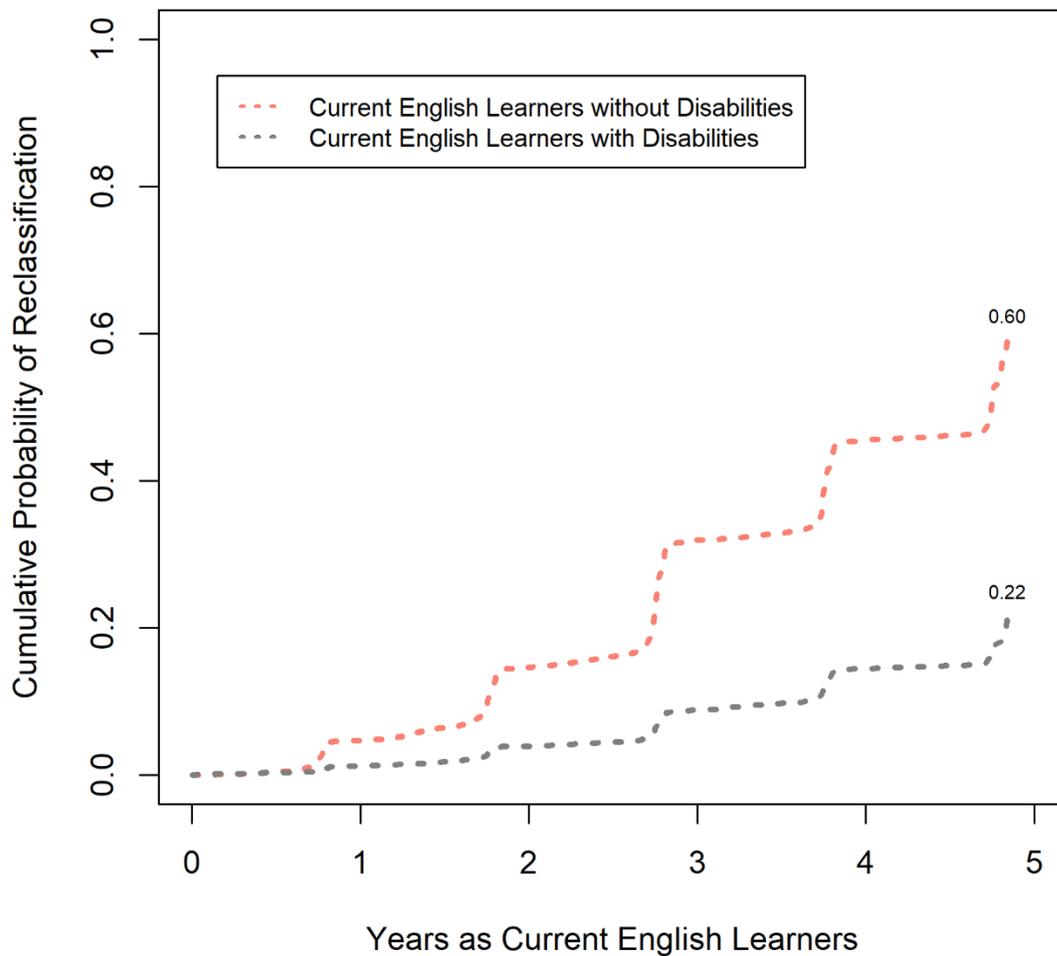
This measure uses data for all current English learners who received English language instruction, supports, and services in an ELD program in 2019-20 regardless of the length, start, or end of enrollment. While most of the data in this report rely on the first school day in May 2020 as a snapshot, this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

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

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

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

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



Student Academic Outcomes in Language Arts and Mathematics

Data representing the language arts and mathematics achievement of current, former, ever, and never English learners were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon’s response to the COVID-19 pandemic (e.g., the cancellation of statewide summative assessments and data collections that support the calculation of this measure at the district and state levels).

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

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

Attendance

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

On-Track to Graduate

Data representing the percentage of current, former, ever, and never English learners who were on track to graduate in 9th grade were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon's response to the COVID-19 pandemic (e.g., the cancellation of data collections that either capture the specific data or support the calculation of this measure at the district and state levels).

Four-Year Graduation

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

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

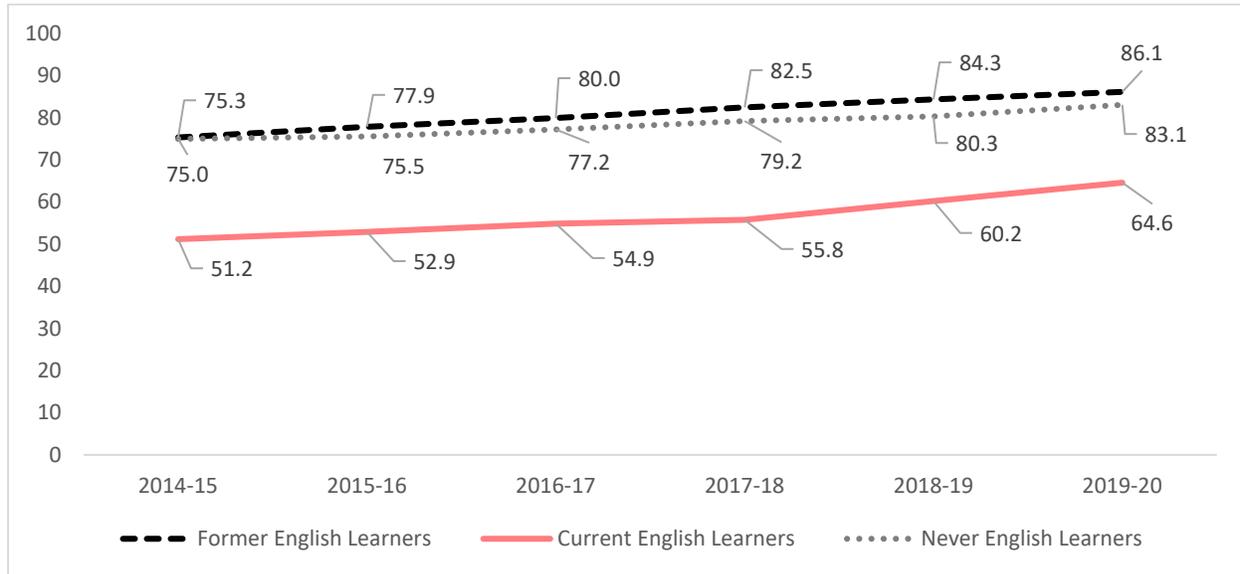
According to figure 15, former and never English learners graduate in four years at similar rates; however, although similar, the rate for former English learners was higher from 2014-15 to 2019-20. In some years (e.g., 2018-19), the four-year graduation rate for former English learners was substantially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

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

English Learners in Oregon

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

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



Oregon State Seal of Biliteracy

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

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

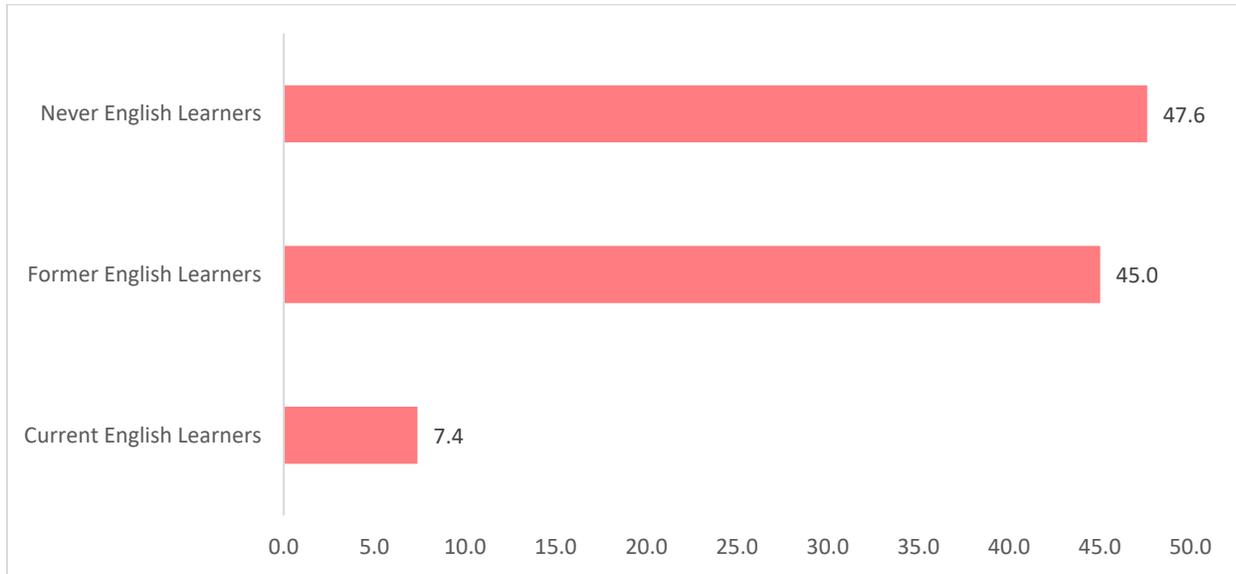
The data for this section relies on students who graduated in 2019-20 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this section will examine the count and percentage of current, former, and never English learners⁹ who earned the Seal of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

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

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

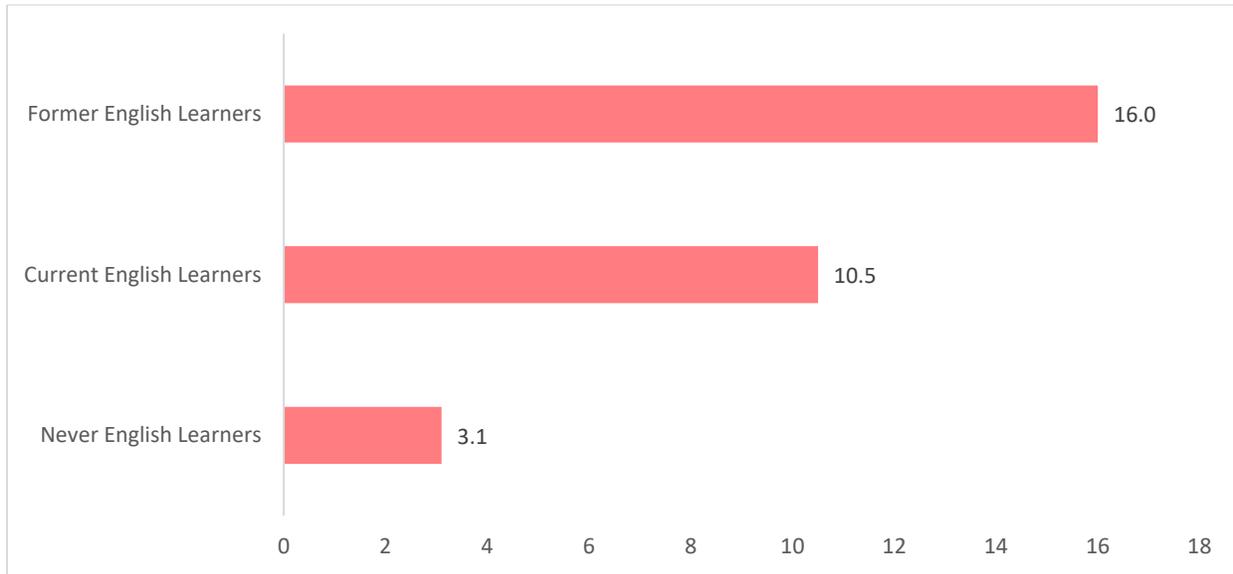
Of the 37,745 students who graduated in 2019-20, 2,006 students (or 5.3 percent) also earned the Seal of Biliteracy. Among those 2,006 students, 47.6 were never English learners, 45.0 percent were former English learners, and 7.4 percent were current English learners (see figure 16).

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



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

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



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

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

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

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

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

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

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

Post-Secondary Enrollment

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

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

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

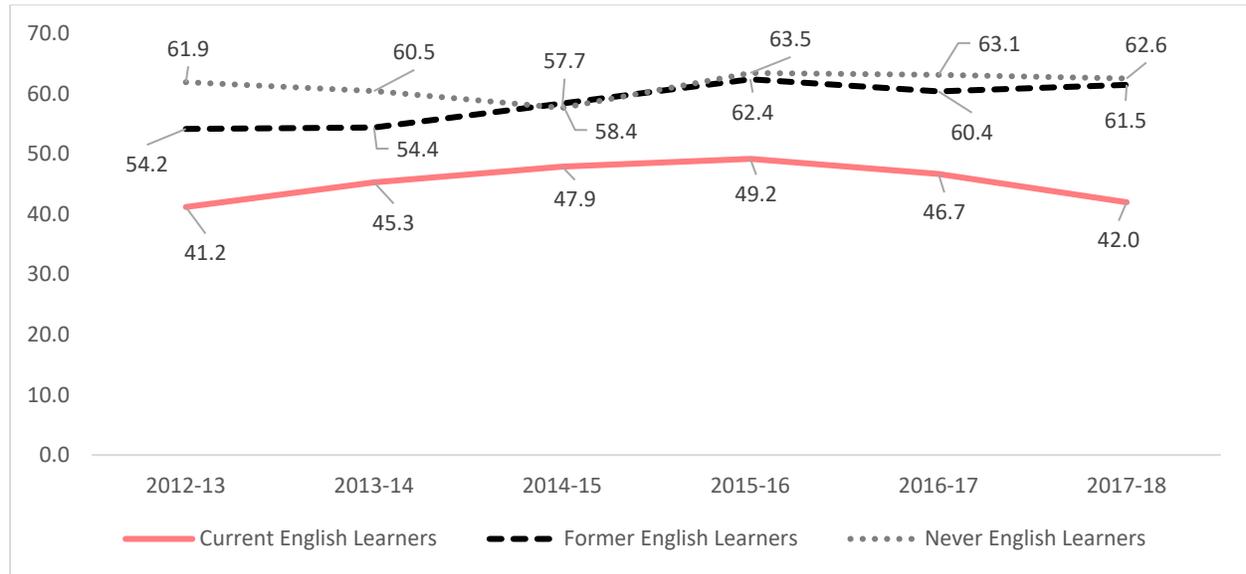
Figure 18 shows the post-secondary enrollment rates by graduation year for three groups of Oregon students. The post-secondary enrollment rates for never English learners, represented by the gray dotted line, ranged from 61.9 to 62.6 percent from 2012-13 to 2017-18.

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

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

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

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



Section 5: Instructional Programming for Current English Learners

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

Box 1. Program Models for ELs

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

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

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

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

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

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

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

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

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

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

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

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

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

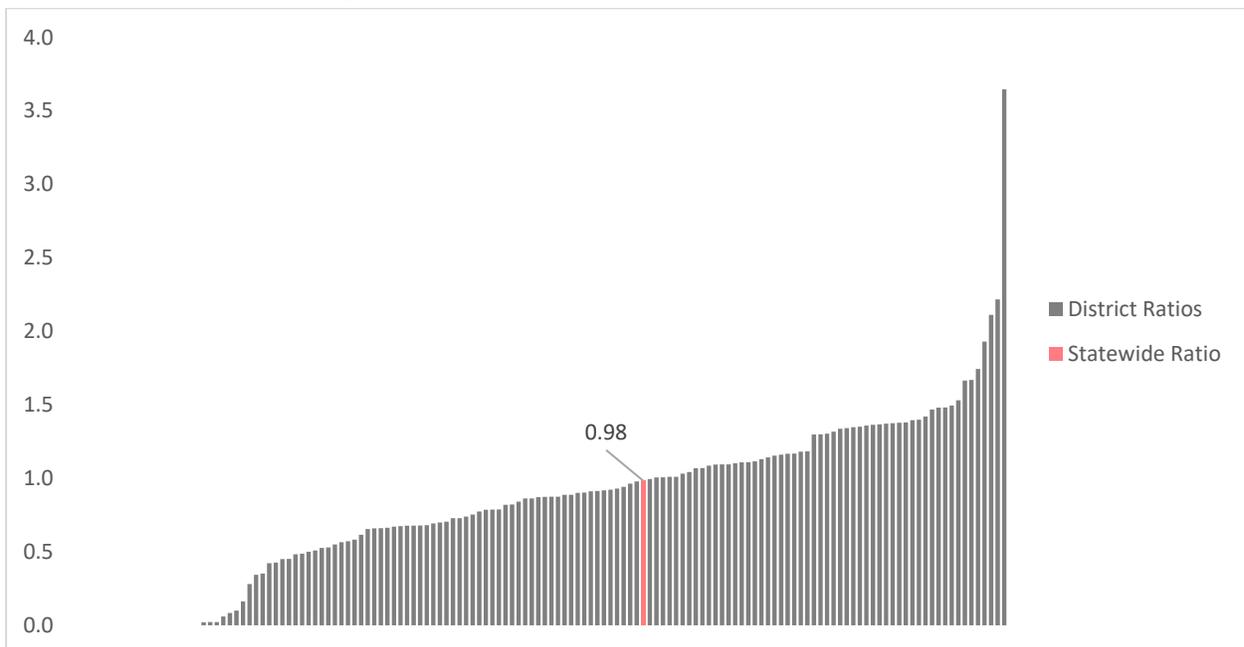
¹⁴ “Not participating” includes current English learners whose parents declined English language instruction, supports, and services on their behalf and/or current English learners who did not participate in the English language proficiency assessment.

Section 6: State Revenues and Expenditures for Current English Learners

Each year, Oregon’s State School Fund provides funding to districts through General Purpose Grants. The amount of the grant relies on a formula that considers the number of students in the district (known as average daily membership weighted or ADMw). On average, the per-pupil funding amount in 2019-20 was \$8,423.¹⁵ In addition to this basic funding, districts receive additional state funds for each student enrolled in an ELD program. This amount is $0.5 \times \$8,423$ or \$4,212 per current English learner. Altogether, the state allocated \$208,266,162 for these additional English learner funds in the 2019-20 school year.

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

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

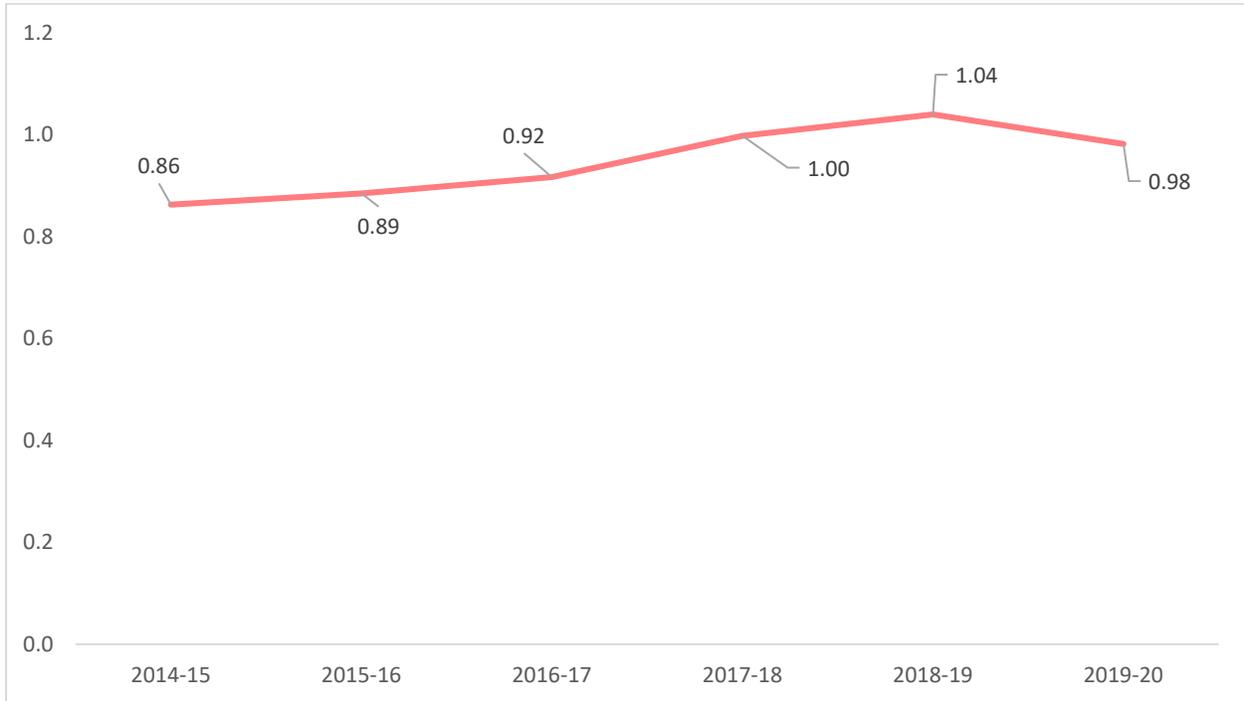


¹⁵ While \$8,423 is the average amount, the grant amount can vary a bit for different districts because of the way the formula is set up.

English Learners in Oregon

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

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



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

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

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

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

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

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Hermiston School District



Strategic Plan Board Work Session February 23, 2015

Creating the way ahead: Vision 2025

Striving for Premier!!!

Current Reality

Who we are

Described by:

- ✓ Organizational Values
- ✓ Operating Agreements
- ✓ Historical Context
- ✓ Major Trends in Education
- ✓ Current Performance
- ✓ Major Factors Affecting HSD
- ✓ SWOT Analysis

Pathways to Success

How to get there

□ Key Initiatives:

- High Levels of Family and Community Partnership
- Effective Teaching and Learning
- Commitment to Shared Organizational Leadership

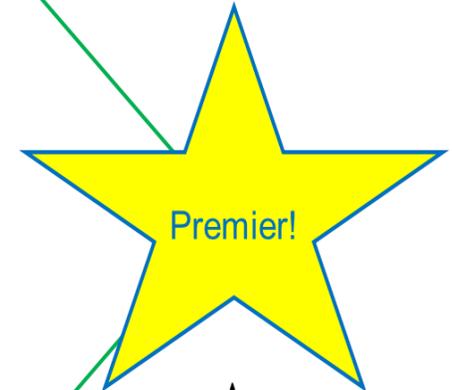
Future

Where we are going

"Future Headlines":

- ✓ Students
- ✓ Staff
- ✓ Community
- ✓ Learning Environments
- ✓ Achievement
- ✓ Other

High levels of achievement for EACH student!!!



Our Mission: Serving the needs of all children with rigorous program choices, high expectations, mutual respect, and excellence in all endeavors.

1/26/2015

1. **Overview.** Throughout the 2014-15 school year various district, school, and community stakeholders participated in the Strategic Planning Process for Hermiston School District (HSD). We recognized that our current strategic planning efforts would sunset in 2015 and that a new plan was warranted. “Vision 2025” is the name we gave this effort because it was designed to look at what we want for our school district: for students, for staff, and for our schools in the next ten years, out to calendar year 2025. With an eye poised toward the future, Vision 2025 builds on the great work of our prior strategic planning efforts to critically assess where we are as a school district and to then align our efforts and resourcing as we consider where we want to be in the future.



2. **Historical context.** Prior strategic planning efforts focused on three main elements: adopting clear and compelling standards, leveraging technology for both assessment and improved pedagogy, and investing in high quality professional development (Figure 1, Strategic School Improvement Plan 2007-2010).

Figure 1
Strategic School Improvement Plan

		Year 1		Year 2	Year 3
		December 2007	May 2008	2008-2009	2009-2010
Standards	Oregon State Standards	HSD Language Arts Power Standards Completed	HSD Math Power Standards Completed	Implementation of Power Standards Formation of Curriculum Map Drafts, Reading and Math Pilot of Curriculum Map Drafts and Revisions	Implementation of Power Standards Implementation of Curriculum Maps, Reading and Math
	Assessment	HSD Formative Assessment Committee Reviews Vendors	HSD Formative Assessment Committee Recommends Vendor and Abandoned Assessments	Purchase of Formative Assessment System Pilot of Assessment System at selected sites.	Implementation of Assessment System
Professional Development		Administrative Team PLC		Leadership Team PLC Formation of Building PLC	Implementation of PLC District-wide

Approved by BOE: Nov 6, 2007

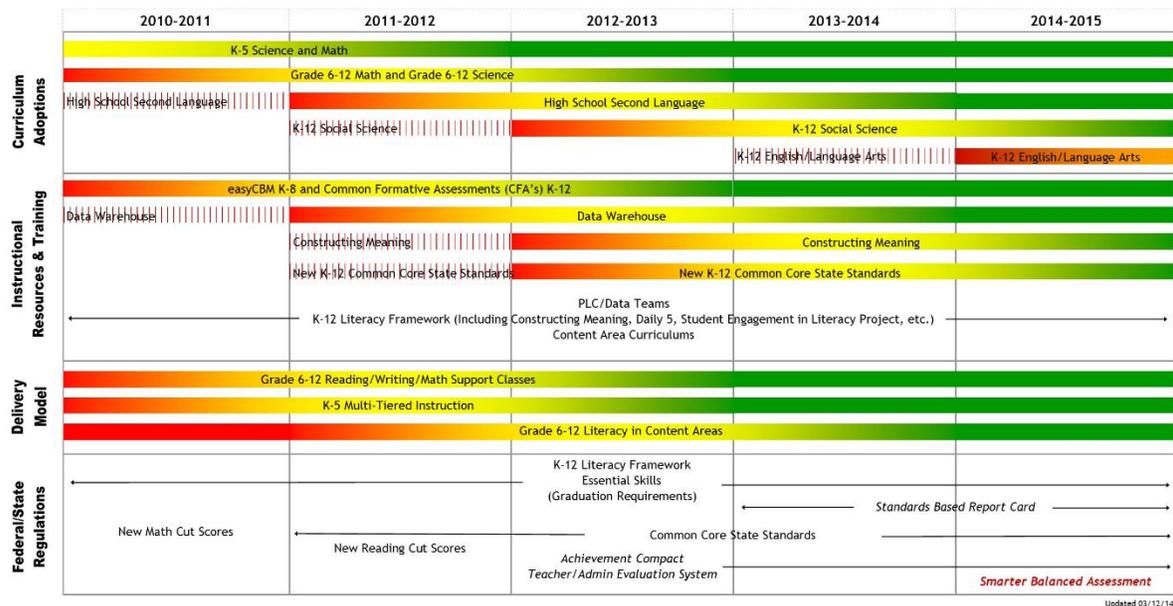
In subsequent years, the district provided additional clarity and focus with respect to our professional development efforts, which were intended to bring coherence to our curricular selections and intentionally pursue well researched, proven-effective instructional practices in collaborative teams of professionals. The resulting professional development plan was adopted in 2010 and updated several times thereafter (see Figure 2, Professional Development Plan).

Figure 2



Hermiston School District Professional Development Plan

Pilot/Adoption
 Initial
 Mature/Ongoing
 Full



These prior efforts were highly successful, uniting what was previously a very loose confederation of eight independent schools with varying pedagogical approaches, into a system of teams united in their pursuit of instructional excellence and improved student achievement.



- Our Mission.** Our 2014-15 strategic planning process began with an affirmation of our mission statement: *“Serving the needs of all children with rigorous program choices, high expectations, mutual respect, and excellence in all endeavors.”* The statement accurately captures our intent to offer robust and comprehensive educational programming for the whole child. In addition to outstanding core academic program offerings, HSD expects to offer art, music, wellness, career and technical offerings, as well as robust athletic and extra- and co-curricular offerings. It lifts up high expectations for all students, not just a few, and it demands excellence in all that we do.

4. **Our Vision:** *Striving to be the premier public school district in Oregon.* The word “premier” captures the essence of what Hermiston is striving to be. Far from cliché, the word embodies the very essence of what we are becoming. Hermiston is a very unique place, where creativity and entrepreneurial spirit continue to thrive. Hard work, grit, and determination still count in Hermiston. The region and its people insist on carving out their place on the map as a true destination location! Everything about Vision 2025 seeks to align our educational system with that vision of being the premier public school district in Oregon: A great place to live, work and raise a family.



5. **The Strategic Planning Process.** By design, strategic planning involves a comprehensive assessment of the organization. We must not only understand our mission and vision for the future, but we must also be honest in assessing the state of our current affairs. Strategic planning then seeks to describe the current reality (who we are) as compared with where we would like to be (where we are going). In the ensuing friction between those two points, we seek to think creatively about how to bridge the gap. What results from this gap analysis is what some may call “creative tension” or “cognitive dissonance.” The tension can only be reconciled through the disciplined application of organizational priorities and focus within the constrained limits of available resourcing, including time.

6. **Current Reality (Who we are).** The reality is that Hermiston schools continue to improve. HSD was an Oregon pioneer in the Professional Learning Communities effort to improve teaching and



learning through ongoing, job-embedded professional development for all employees. Those efforts have already paid huge dividends. Similarly, community engagement and pride in our schools are extremely high. Other descriptors of our current reality include:

- Organizational Values – see appendix 1.
- Operating Agreements – see appendix 2.
- Historical Context and Major Trends in Education – see appendix 3.
- Current Performance – see State report cards.
- SWOT Analysis – see appendix 4.

7. **The Future (Where we are going):** The “future headlines” we dream of for our students, staff, schools and community all revolve around accomplishments and achievement.

Table 1
Future Headlines

What do we want for our students by 2025?

- Every student thriving and achieving at high levels in HSD.
- Every student meeting individual achievement goals at all schools.
- Students using technology expertly and responsibly.
- Academic, athletic and co-curricular champions in every endeavor.
- HHS graduates eagerly sought out by business, industry, and academia.



What do we want for our faculty and staff by 2025?

- Model schools at all locations.
- HSD staff recognized as “premier” at state and national levels.
- Little staff turnover; job seekers line up for growth positions.
- HSD achieves “premier.”

What will parent and community engagement look like by 2025?

- Parents flock to HSD; continued steady growth in enrollment and programs.
- ODE sends a team of experts to document the successes of HSD.
- Columbia Basin Student Homebuilders’ Program (CBSHBP) celebrates 10 years with record sale.
- Successful capital bond election with record support.

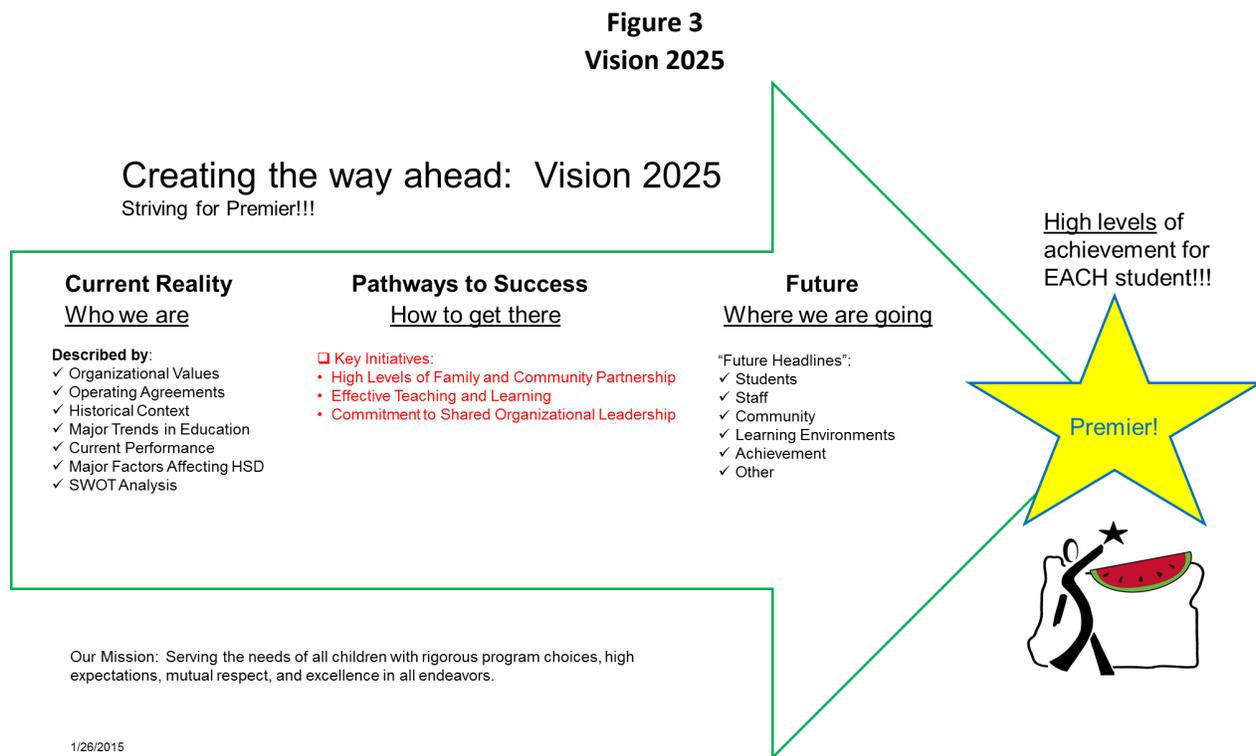


8. **The Pathways to Success (Key Initiatives).** Three key initiatives result from our efforts:

- **High Levels of Family and Community Partnership:** Effective family involvement efforts bring families and educators together to collaboratively work to support student achievement.
- **Effective Teaching and Learning:** All licensed staff in the district are actively engaged in professional learning and collaboration resulting in the discovery and implementation of stronger, research-based practices to improve teaching and learning. Instructional efficacy is the ability of teachers to produce a result in terms of improved student outcomes (e.g., effectiveness, learning outcomes).
- **Commitment to Shared Organizational Leadership:** District and school leaders actively promote a shared vision for equity and high expectations for the success of all students. This includes fostering a systematic approach to developing staff leadership to ensure a unified, comprehensive, systematic, and equitable approach to support the learning and achievement of all students (e.g., a professional learning community).



9. **Strategic Plan.** The visual depiction of the Strategic Plan is seen in Figure 3:



10. **Next steps.** Over the coming months and years we will work to align district goals with the strategic plan and then develop milestones/work plans for each program/school. Initial efforts to refine each key initiative are shown in Table 2.



Table 2
Key Initiatives and Indicators

The outcomes at each level of the system are driven by rigorous standards. Our goal is to provide students with the academic, career, and technical skills necessary for successful post-secondary transitions to college and career through a system of rigorous standards at each level.		
KEY INITIATIVE	INDICATORS	
<p>High Levels of Family and Community Partnership - <i>Effective family involvement efforts bring families and educators together to collaboratively work to support student achievement.</i></p> <p>This includes:</p> <p>i. <i>The district creates connections between schools and the broader community to support student learning (through community member involvement) and career related learning opportunities.</i></p> <p>ii. <i>The district has systems in place to support school efforts to educate families on opportunities to be involved in the school and at home to support student learning.</i></p>	<ul style="list-style-type: none"> • CTE/STEM/STEAM • HHS Programs of Study • Parent University/Family Learning Nights • Kindergarten Readiness/Early Learning Hub • College and Career Readiness Opportunities (e.g., Academic Momentum, Eastern Promise, Dual Credit, Advanced Placement) • Parent Teacher Organizations • Columbia Basin Student Home Builders Program (CBSHBP) • Communication/Technology Systems (School messenger, PowerSchool, Live Streaming) • Extracurricular activities • Outdoor School • Student attendance 	
<p>Effective Teaching and Learning - <i>All licensed staff in the district are actively engaged in professional learning and collaboration resulting in the discovery and implementation of stronger, research-based practices to improve teaching and learning. Instructional efficacy is the ability of teachers to produce a result in terms of improved student outcomes (e.g., effectiveness, learning outcomes).</i></p>	<p>PD/Training/Program Models/Strategies</p> <ul style="list-style-type: none"> • Multi-Tiered Instruction K-5 • Academic Language (Constructing Meaning) • Enrichment/Workshop Courses 6-8 • Content Support Courses • CTE/STEM/STEAM • Instructional Technology • English Language Proficiency Standards • Clear Content Standards (e.g., CCSS, NGSS, ELA/M/Priority Standards) • Problem Solving/Critical Thinking • Explicit Instruction • Extended Learning (e.g., online, summer school, zero period, after school) • Special Programs • Teacher Induction Program 	<p>Instructional Efficacy</p> <ul style="list-style-type: none"> • Assessment (CFAs, universal screening and progress monitoring) • Statewide assessment system • Achievement Compact • Educator Evaluation System • ODE reporting measures
<p>Commitment to Shared Organizational Leadership - <i>District and school leaders actively promote a shared vision for equity and high expectations for the success of all students. This includes fostering a systematic approach to developing staff leadership to ensure a unified, comprehensive, systematic, and equitable approach to support the learning and achievement of all students (e.g., a professional learning community).</i></p>	<ul style="list-style-type: none"> • School Leadership Team Development • PLCs/Data Teams • Assessment systems (CFAs, universal screening and progress monitoring) • Advisory Structures – finance, safety, policy, budget 	

Appendix 1 - Organizational Values

We in the Hermiston School District Believe in:

Relationships

- The uniqueness of all and the value of diversity.
- Fostering self-esteem, trust, and respect.
- A collaborative process involving all stakeholders.
- Encouraging risk-taking, consistent with these core values.
- Reflection and self-renewal.

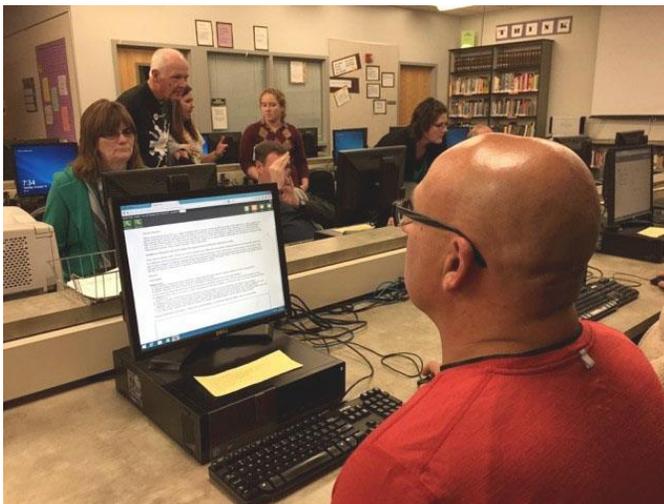


Student Learning

- A rigorous academic experience with high achievement expectations.
- A wide range of programs to meet the academic and social needs of all students.
- Fully integrated and effective use of technology.

Teaching Staff

- Exemplary staff who continually reflect on their practice, learn and progress.
- Use of research-based, best practices teaching methodologies to enhance student learning experiences and the application of concepts.
- Faculty who are supportive of community involvement and willing to assist parents in their efforts to help children learn.



Leadership

- A qualified Board of Education and Administration focused on adopting policies to support best teaching practices, student achievement, and fiscal responsibility.
- An Administration open to community involvement.
- A strong and inclusive leadership team that fosters problem solving and continuous improvement.
- Professional development to enhance the skills and knowledge of people in the organization.

Assessment

- Continual monitoring of each student's progress through the use of rigorous and meaningful measurement processes.
- A robust assessment system that supports data-driven decision-making.

Community

- Broad-based business and stakeholder support.
- Involvement and partnerships.
- Responsive to the needs of parents.

Environment

- A teaching and learning environment that is physically safe and emotionally secure.
- A stimulating learning environment that meets individual student needs and focuses on the whole child.
- A culture of respect and connectivity within a professional community. Comprehensive programs across all campuses.



Appendix 2 - Operating Agreements

Hermiston operating agreements are codified in a variety of places:

- Administrative rules
- District organizational chart
- Administrative responsibilities matrix
- Employee handbook



Appendix 3 - Historical Context, Major Trends in Education

HERMISTON SCHOOL DISTRICT
HISTORICAL TIME LINE

National Influences	Columbine	War in Afg. Begins	Invasion of Iraq	1st Af-Am Pres. Elected										Border Crisis						
USDOE	Charter School Efforts	Trade Center Bombings	Nationwide Economic Recession										Sandy Hook Shooting							
State Influences	OR Health Care Ref.	State Funding Decline	IDEA Update	Virginia Tech Shooting										NCLB Waiver						
ODE	CIM & CAM Initiated	TESA/OAKS Launch	CIM & CAM Ends	OEBB	CCSS Initiated										Teacher Eval System					
Hermiston Community	12,165	14,700	Essential Skills										OEIB/40-40-20	All Day Kindergarten						
City Government	Ed Brookshier	EOHEC Plan'g	Simplot Close	Home Depot Built	EOHEC Opens, Depot Closure Begins										Hinkle Exp.	NG Camp Umatilla				
Juvenile Offenses											Recall	Pioneer Seed Exp. New Council	Byron Smith							
Juv. Detainments											969	950	813	821	544	373				
HSD Milestones	Herm Ed Foundation Originated										CAB Formed					Hermiston Online	CBSHB Program			
HSD Initiatives	Marching Band to Rose Bowl										2nd thru 6th State Wrestling Titles (2007-11)					7th, 8th Wrestling Titles				
Bonds & Facilities	\$39.9M: HHS										\$69.9M: ALMS, WP, SES					Kennison Field Opens				
Real Market Val.	\$1.2 B										\$1.5 B					\$2.0 B				
Assessed Val.	\$761.2 M										\$1.2 B					\$1.6 B				
GF Expenditures	\$25.9 M										\$31 M					\$35.9 M				
EFB Actual	11.06%	11.39%	10.08%	15.86%	11.11%	17.96%	14.02%	14.28%	14.11%	14.14%	7.80%	10.67%	12.49%	10.69%	9.91%					
Student Enroll.	4,086										4,615					4,993				
K Readiness																99.3				
3rd: M/E Reading											85					89				
8th: M/E Science											90					>95				
9th: On Track											>95					83				
HHS 4 yr Grad Rate											83					84				
HHS 5 yr Comp Rate											83					82				
Dropout Rate											82					80				
#/% Honors Dips.											71.8					79.1				
Coll Crdts Earn'd											67.1					72.7				
% Teachers w/MD											67.1					67.1				
HQ Teachers											NA					91.0				
Emp. Satisfaction											91.0					94.5				
F/R % per ODE											1.0					0.8				
Herm. Hisp. % Superintendent											0.8					1.3				
											43 = 12%					44 = 13%				
											33 = 9%					33 = 11%				
											30.0					32.8				
											34.1					37.6				
											40.9					47.0				
											46.8					52.9				
											58.3					63.1				
											68.9					68.9				
											92.30					96.00				
											96.10					98.30				
											99.30					99.30				
	42.4	38.0	46.6	46.3	50.4	52.8	56.3	55.9	56.1	61.2	59.9	61.1	63.0	63.9						
	26%											36%					39%			
	Jer Pratton	Jerry Wilson										Darce Driskel					Dr. Fred Maiocco			
											Wade Smith (Int)					Dr. Fred Maiocco				
	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017

Appendix 4 – Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis

January 26, 2015: Vision 2025 Summary

SWOT Analysis (Based on Board, Staff and Community Feedback):

Strengths:

- Collaborative Relationships
- Financial Stability/No layoffs
- PLCs/Data Teams: Focus on Learning
- Community support (includes facilities, technology, etc.)



Weaknesses:

- Continued refinement of PLCs/Data Teams; development of accountable teams
- Responding to demographic/cultural changes and hiring practices (e.g., more diverse staff needed)
- Staff turnover/churn
- Mentoring/PD for new staff

Opportunities:

- Engaging the community; parent involvement
- Resourcing: grants, partnerships
- Changing demographics: embracing diversity

Threats:

- State funding/resourcing/economic uncertainty
- Legislative/regulatory requirements (e.g., unfunded mandates)
- Inadequate time (e.g., school day, school year, differentiated needs)
- Lack of continuity, changing priorities from the state (e.g., assessments)
- Changing social norms (e.g., technology, family, illegal drugs)

**BOARD OF EDUCATION
UMATILLA COUNTY SCHOOL DISTRICT #8R, HERMISTON
HERMISTON, OREGON**

PUBLIC COMMENT GUIDELINES

Welcome. This is the time we reserve in our meeting for public comment. Anyone wishing to address the board should stand and be recognized, then move forward to the microphone at the center table. Prior to making your comments, please state your first and last name, home address, and school or topic. Please limit your comments to a maximum of three (3) minutes and address them to me.

According to Board policy KL, any complaint regarding a specific employee of the Hermiston School District must be routed through the superintendent's office.

Is there anyone here tonight who would like to address the board?

bc



Hermiston School District 8R

305 S.W. 11th Street, Hermiston, Oregon 97838

Phone: (541) 667-6000 Fax: (541) 667-6050

www.hermiston.k12.or.us

August 23, 2021

The Honorable Kate Brown
Governor, State of Oregon
Office of the Governor
900 Court Street NE, Suite 254
Salem, OR 97301

Dear Governor Brown,

As a board we certainly believe that the challenges you have faced in governing through a global pandemic have been extraordinary. As Oregon has navigated through the pandemic, your administration crafted public health requirements that allowed for students to return to Oregon's classrooms. We are deeply thankful for your administration's efforts to allow for our students to meet in-person once again with their teachers last school year.

The Oregon Department of Education released updated guidance earlier this summer that placed many of the decisions regarding the operational strategies of districts back into the hands of local officials. Local control quickly reverted to state mandates regarding face coverings just a few weeks later. Then, just eight days after your press conference requiring face coverings in indoor public spaces statewide in which you also stated that you would leave the decision of whether to require vaccines for school staff and volunteers to the "capable hands" of superintendents, you reversed course by ordering Oregon Health Authority to draft rules requiring vaccinations of school staff on August 19, 2021.

With at least some preliminary discussions already happening regarding a return to distance learning among state leaders, many in our community are understandably nervous about a shift in how we will be allowed to deliver instruction as school begins this fall. This board's primary concern is safely implementing full time in-person instruction to of all our students throughout the entirety of the school year. We have significant apprehension that decisions regarding a potential move to distance learning will eschew local input and also be made at the state level.

We want to make it clear that as a board we seek to work in collaboration and partnership with you to make decisions that are best for our community and the needs of its residents. Based upon your open letter to board members and superintendents dated August 17, 2021, it seems that you also have that same desire. If that is truly your intent, then we respectfully submit that partnership with local school districts should result in more robust two-way dialogue and is demonstrated by acting in coordination with local officials rather than working around them to issue top-down statewide mandates.

**"Serving the needs of all children with rigorous program choices,
high expectations, mutual respect, and excellence in all endeavors."**

We believe that decisions about the ways in which schools should operate, even in times of crisis, are made best by those who are closest to the situation. These decisions must be informed by the evidence that the state and local public health authorities provide and must be considered in partnership with experts able to provide objective guidance on the issues at hand.

The board has a growing concern that even more decisions about how our schools operate will be shifted away from local school officials. As we continue to navigate through the pandemic, we request that you use the power of your office to provide more information to local boards and superintendents to inform both their decision making and their outreach to the communities they serve. Further, we respectfully request that you choose to truly work in collaboration and partnership with local school officials to help find solutions that meet each community's needs.

Sincerely,

The Hermiston School District Board of Education

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Karen Sherman, Vice-Chair
Ginny Holthus, 2nd Vice-Chair
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Hermiston School District 8R

305 S.W. 11th Street, Hermiston, Oregon 97838

Phone: (541) 667-6000 Fax: (541) 667-6050

www.hermiston.k12.or.us

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Office of the Governor
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Public Comment at Board Meetings

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites district community members to attend Board meetings to become acquainted with the program and operation of the district. Members of the public also are encouraged to share their ideas and opinions with the Board when appropriate.

It is the intent of the Board to ensure communications with individuals with disabilities are as effective as communications with others. Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings. Primary consideration will be given to requests of qualified individuals with disabilities in selecting appropriate auxiliary aids¹ and services.

Auxiliary aids and services for persons with disabilities will be available at no charge to the individual. All auxiliary aids and/or service requests must be made with appropriate advance notice. Should the Board demonstrate such requests would result in a fundamental alteration in the service, program or activity or in undue financial and administrative burdens, an alternative, equally effective means of communication will be used.

Audience

During a session of a Board meeting open to the public, members of the public may be invited to present comments during the designated portion of the agenda. At the discretion of the Board chair, further public comment may be allowed.

Request for an Item on the Agenda

A member of the public may request the superintendent consider placing an item on the agenda of a regular Board meeting. This request should be made in writing and presented to the superintendent for consideration at least five working days prior to the scheduled meeting.

Procedures for Public Comment at Meetings

The Board will establish procedures for public comment in open meetings. The purpose of these procedures will be to inform the public how to effectively participate in Board meetings for the best interests of the individual, the district and the patrons. The information will be easily accessible and available to all patrons attending a public Board meeting.

¹Auxiliary aids may include, but are not limited to, such services and devices as qualified interpreters, assistive listening systems, note takers, readers, taped texts, Braille materials and large print.

1. Discussion or presentation concerning a published agenda item is limited to its designated place on the agenda, unless otherwise authorized by the Board chair.
2. A visitor speaking during the meeting may introduce a topic not on the published agenda. The Board, at its discretion, may require that a proposal, inquiry or request be submitted in writing, and reserves the right to refer the matter to the administration for action or study.
3. Any person who is invited by the Board chair to speak to the Board during a meeting should state his/her name and address and, if speaking for an organization, the name and identity of the organization. A spokesperson should be designated to represent a group with a common purpose.
4. Statements by members of the public should be brief and concise. The Board chair may use discretion to establish a time limit on discussion or oral presentation by visitors.
5. Questions asked by the public, when possible, will be answered by the Board chair or referred to the superintendent for reply. Questions requiring investigation may, at the discretion of the Board chair, be referred to the superintendent for response at a later time.
6. At the discretion of the Board chair, anyone wishing to speak before the Board, either as an individual or as a member of a group, on any agenda item or other topic, may do so by providing the Board secretary with a completed registration card or sign-in sheet, prior to the Board meeting in order to allow the chair to provide adequate time for each agenda item.

The Board chair should be alert to see that all visitors have been acknowledged and thanked for their presence and for any contributed comments on agenda issues. Similar courtesy should be extended to members of staff who have been in attendance. Their return for future meetings should be welcomed.

Petitions

Petitions may be accepted at any Board meeting. No action will be taken in response to a petition before the next regular meeting. Petitions will be referred to the superintendent for consideration and recommendation.

Comments Regarding Staff Members

Speakers may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual staff member. The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints for Board consideration of a legitimate complaint involving a staff member. The association contract governing the employee's rights will be followed. A commendation involving a staff member should be sent to the superintendent, who will forward it to the employee, his/her supervisor and the Board.

END OF POLICY

Legal Reference(s):

[ORS 165.535](#)
[ORS 165.540](#)

[ORS 192.610 to -192.690](#)

[ORS 332.057](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2017); 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).

Americans with Disabilities Act Amendments Act of 2008.

Baca v. Moreno Valley Unified Sch. Dist., 936 F. Supp. 719 (C.D. Cal. 1996).

Leventhal v. Vista Unified Sch. Dist., 973 F. Supp. 951 (S.D. Cal. 1997).

Cross Reference(s):

BDDC - Board Meeting Agenda

KC - Community Involvement in Decision Making

Hermiston School District 8R

Code: **KC**
Adopted: 8/09/05
Revised/Readopted: 7/24/17
Orig. Code(s): KC

Community Involvement in Decision Making

The Board believes that the best interests of the district are served when citizens and school people work together toward school improvement. Residents of the district should be encouraged to express their desires for the quality of education they wish to have in their district.

Residents of the community shall be encouraged to take an active part in school affairs. Such persons may be invited to act as advisers, individually and in groups as follows:

1. Clarifying the general ideas and attitudes held by our residents regarding schools;
2. Developing broad policies under which the school system is to be managed;
3. Establishing administrative regulations designed to implement the policies;
4. Determining the purposes of courses of study and special services to be provided for students;
5. Evaluating the extent to which these purposes are being achieved by present practices;
6. Giving active assistance to the professional staff in the actual operation of classes and services where the staff deems such aid valuable;
7. Solving a specific problem or set of closely related problems about which the Board must make a decision.

The Board and the staff shall give substantial weight to the advice that they receive from individuals and community groups interested in the schools, especially those individuals and groups that they have invited or created to advise them regarding selected problems. But the Board and staff shall use their own best judgment in arriving at decisions.

END OF POLICY

Legal Reference(s):

[ORS 329.125](#)
[ORS 332.107](#)

Cross Reference(s):

IFCA - 21st Century Schools Councils

**BOARD OF EDUCATION
UMATILLA COUNTY SCHOOL DISTRICT #8R, HERMISTON
HERMISTON, OREGON**

August 23, 2021

SUPERINTENDENT'S RECOMMENDATION

8.0 ACTION ITEMS

8.1 TOPIC: Personnel Appointment

It is recommended.

RECOMMENDATION:

. that the Board of Education approves the appointment of the following employees:

Draft Motion: "I move that the Board of approves the appointment of the following employees:"

Kennidy Baker	EL Assistant	Highland Hills Elementary
Christina Drobish	Grade 4 Teacher	Sunset Elementary
Sarah Jensen	Special Education Assistant	Sandstone Middle
Michelle Munro	Career Education Teacher	Hermiston High School
Joseph Randolph	Special Education Assistant	Rocky Heights Elementary

Board Members

Mon Aug 23, 2021

All day In-service Week

Mon Aug 23, 2021 - Fri Aug 27, 2021

Calendar: Board Members

Created by: Briana Cortaberria

6:30pm - 8pm Board Special Meeting

Where: DO Boardroom

Calendar: Board Members

Created by: Briana Cortaberria

Tue Aug 24, 2021

All day In-service Week

Mon Aug 23, 2021 - Fri Aug 27, 2021

Calendar: Board Members

Created by: Briana Cortaberria

Wed Aug 25, 2021

All day In-service Week

Mon Aug 23, 2021 - Fri Aug 27, 2021

Calendar: Board Members

Created by: Briana Cortaberria

7:30am - 9:30am All Staff In-Service

Where: Kennison Field, Hermiston, OR 97838, USA

Calendar: Board Members

Created by: Briana Cortaberria

Thu Aug 26, 2021

All day In-service Week

Mon Aug 23, 2021 - Fri Aug 27, 2021

Calendar: Board Members

Created by: Briana Cortaberria

Fri Aug 27, 2021

All day In-service Week

Mon Aug 23, 2021 - Fri Aug 27, 2021

Calendar: Board Members

Created by: Briana Cortaberria

Wed Sep 1, 2021

8:30am - 9:30am Finance Committee Meeting

Where: Superintendent's Conference Room

Calendar: Board Members

Created by: Briana Cortaberria

Fri Sep 3, 2021

7pm - 10pm Boys Varsity Football vs Kamiakin High School

Where: 600 S 1st St, Hermiston OR 97838

Calendar: Board Members

Created by: Briana Cortaberria

Board Members

Sat Sep 4, 2021

12pm - 1:30pm Girls Soccer vs Hanford

Where: Kennison Field, Hermiston, OR 97838, USA

Calendar: Board Members

Created by: Briana Cortaberria

Wed Sep 8, 2021

8am - 9am Board Agenda Review

Where: DO Supt's CR

Calendar: Board Members

Created by: Briana Cortaberria

Thu Sep 9, 2021

7pm - 8:30pm Girls Soccer vs Pasco

Where: Kennison Field, Hermiston, OR 97838, USA

Calendar: Board Members

Created by: Briana Cortaberria

7pm - 8:30pm Girls Varsity Volleyball vs Pasco High School

Where: 600 S 1st St, Hermiston OR 97838

Calendar: Board Members

Created by: Briana Cortaberria

Mon Sep 13, 2021

6:30pm - 8pm Board Regular Meeting

Calendar: Board Members

Created by: Briana Cortaberria

Tue Sep 14, 2021

8am - 8:30am KOHU Odds & Ends Show

Where: KOHU

Calendar: Board Members

Created by: Briana Cortaberria

4pm - 6pm Girls Varsity Softball - Slow Pitch vs Wenatchee High School

Where: 600 S 1st St, Hermiston OR 97838

Calendar: Board Members

Created by: Briana Cortaberria

6pm - 8pm Girls Varsity Softball - Slow Pitch vs Wenatchee High School

Where: 600 S 1st St, Hermiston OR 97838

Calendar: Board Members

Created by: Briana Cortaberria

7pm - 8:30pm Girls Varsity Soccer vs Southridge High School

Where: 600 S 1st St, Hermiston OR 97838

Calendar: Board Members

Created by: Briana Cortaberria

7pm - 8:30pm Girls Varsity Volleyball vs Chiawana High School

Where: 600 S 1st St, Hermiston OR 97838

Calendar: Board Members

Created by: Briana Cortaberria

Board Members

Tue Sep 21, 2021

4pm - 6pm Girls Varsity Softball - Slow Pitch vs Sunnyside High School

Where: 600 S 1st St, Hermiston OR 97838

Calendar: Board Members

Created by: Briana Cortaberria

6pm - 8pm Girls Varsity Softball - Slow Pitch vs Sunnyside High School

Where: 600 S 1st St, Hermiston OR 97838

Calendar: Board Members

Created by: Briana Cortaberria

7pm - 8:30pm Girls Varsity Soccer vs Chiawana High School

Where: 600 S 1st St, Hermiston OR 97838

Calendar: Board Members

Created by: Briana Cortaberria

7pm - 9pm Girls Varsity Volleyball vs Eisenhower High School

Where: 600 S 1st St, Hermiston OR 97838

Calendar: Board Members

Created by: Briana Cortaberria

Wed Sep 22, 2021

8:30am - 9:30am Finance Committee Meeting

Where: Superintendent's Conference Room

Calendar: Board Members

Created by: Briana Cortaberria

Thu Sep 23, 2021

7pm - 8:30pm Girls Varsity Soccer vs Walla Walla High School

Where: 600 S 1st St, Hermiston OR 97838

Calendar: Board Members

Created by: Briana Cortaberria

7pm - 8:30pm Girls Varsity Volleyball vs Walla Walla High School

Where: 600 S 1st St, Hermiston OR 97838

Calendar: Board Members

Created by: Briana Cortaberria

Fri Sep 24, 2021

7pm - 10pm Boys Varsity Football vs Richland High School

Where: 600 S 1st St, Hermiston OR 97838

Calendar: Board Members

Created by: Briana Cortaberria

Mon Sep 27, 2021

6:30pm - 8pm Board Special Meeting

Where: DO Boardroom

Calendar: Board Members

Created by: Briana Cortaberria

Thu Sep 30, 2021

4pm - 6pm Girls Varsity Softball - Slow Pitch vs Chiawana High School

Where: 600 S 1st St, Hermiston OR 97838

Calendar: Board Members

Created by: Briana Cortaberria

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4 ● 8am - Board Agenda Review @	5	6	7
8 ● 6:30pm - Board Regular	9 ● 8am - KOHU Odds & Ends	10-14 Umatilla County Fair				
15 ● 7:30am - New Teacher	16	17	18 11:30am - Substitute Luncheon	19	20	21
22 In-service Week ● 6:30pm - Board Special	23	24	25 ● 7:30am - All Staff In-Service @	26	27	28
29	30	31	1 ● 8:30am - Finance Committee	2	3 7pm - Boys Varsity Football vs	4 12pm - Girls Soccer vs Hanford

Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30	31	1 ● 8:30am - Finance Committee	2 7pm - Boys Varsity Football vs	3 12pm - Girls Soccer vs Hanford	4
5	6	7	8 ● 8am - Board Agenda Review @	9 7pm - Girls Soccer vs Pasco @ 7pm - Girls Varsity Volleyball vs	10	11
12 ● 6:30pm - Board Regular	13	14 ● 8am - KOHU Odds & Ends 4pm - Girls Varsity Softball - 6pm - Girls Varsity Softball - 7pm - Girls Varsity Soccer vs 7pm - Girls Varsity Volleyball vs	15	16	17	18
19	20	21 4pm - Girls Varsity Softball - 6pm - Girls Varsity Softball - 7pm - Girls Varsity Soccer vs 7pm - Girls Varsity Volleyball vs	22 ● 8:30am - Finance Committee	23 7pm - Girls Varsity Soccer vs 7pm - Girls Varsity Volleyball vs	24 7pm - Boys Varsity Football vs	25
26 ● 6:30pm - Board Special	27	28	29	30 4pm - Girls Varsity Softball - 6pm - Girls Varsity Softball - 7pm - Volleyball vs Richland @	1	2 1pm - Volleyball vs Southridge

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27 ● 6:30pm - Board Special	28	29	30 4pm - Girls Varsity Softball - 6pm - Girls Varsity Softball - 7pm - Volleyball vs Richland @	1	2 1pm - Volleyball vs Southridge
3	4	5 4pm - Girls Varsity Softball - 6pm - Girls Varsity Softball - 7pm - Girls Varsity Volleyball vs	6 ● 8am - Board Agenda Review @	7 7pm - Girls Varsity Soccer vs	8 7pm - Boys Varsity Football vs	9 7pm - Girls Varsity Soccer vs
10 ● 6:30pm - Board Regular	11	12 ● 8am - KOHU Odds & Ends 4pm - Girls Varsity Softball - 6pm - Girls Varsity Softball - 7pm - Girls Varsity Soccer vs 7pm - Girls Varsity Volleyball vs	13	14	15	16
17	18	19	20	21	22 7pm - Boys Varsity Football vs	23
24 ● 6:30pm - Board Special 7pm - Volleyball vs Kamiakin @	25	26	27 ● 8:30am - Finance Committee	28	29	30