



# GRANT SCHOOL DISTRICT NO. 3

401 N Canyon City Blvd. • Canyon City, OR 97820-6111  
Phone: (541) 575-1280 • Fax: (541) 575-3614

## BOARD MEETING / SENECA SCHOOL

### ZOOM IN BY USING THE FOLLOWING INSTRUCTIONS:

<https://us02web.zoom.us/j/84282324813>

Meeting ID: 842 8232 4813

Passcode: d6v9zw

WEDNESDAY 19 APRIL 2023 – 07:00PM / SENECA ELEMENTARY SCHOOL

## BOARD MEETING AGENDA – REVISED

[\* = supplement enclosed]

### 1.0 PRELIMINARY BUSINESS:

- 1.1 Call to order
- 1.2 Pledge of Allegiance
- 1.3 Agenda Review / Approval
- 1.4 Schedule next Work Session ▶ Special Session (May 03?)
- 1.5 Website Presentation of Board of Directors/ **Jessi Brunson**; Jesse – webmaster
  - 1.5.1 Do we want email made public
  - 1.5.2 Term Expiration
  - 1.5.3 Status on legible map identifying zones
- 1.6 Status on New Drug Policy/ **Jessi Brunson**
  - 1.6.1 Information has been compiled that may facilitate revising our current policy
- 1.7 Approval of Minutes for March 2023 \*
  - 1.7.1 03/22/2023:
  - 1.7.2 03/15/2023:
  - 1.7.3 03/08/2023:
- 1.8 Public Comment / 3-minute limit:
  - 1.8.1 1)
  - 1.8.2 2)
  - 1.8.3 3)

### 2.0 REPORTS:

- 2.1 Financial/Business Manager – Stacy Durych \*
- 2.2 Current Enrollment \*
- 2.3 Superintendent \*
- 2.4 Administration X5 \*

### 3.0 NEW BUSINESS:

- 3.1 Memo of Understanding between GSD3 and Oregon Schools Employee Assn/ Cammi Copenhaver \*
- 3.2 Hosting Foreign Exchange Students; costs; Homeland Security/ Mark Witty \*
- 3.3 OSBA Board Member Training Sessions/ Louis Dix
- 3.4 Transportation – Safety concerns/ Sharon Flory, Transportation manager; presented by: **Janet Myers**
  - 3.4.1 Driver shortage
  - 3.4.2 Bus rides often over capacity/ Example: 90 students/staff on 1 bus = 25 over capacity

#### Board of Directors:



- 3.5 Seneca School Mascot/ Louis Dix
- 3.6 Capitol Improvements – Contracts/Nick Green \*
  - 3.6.1 Summary of Projects/3 pages
  - 3.6.2 Calendar: tree removal; fencing/ 1 page
  - 3.6.3 Contract: Ditroen/ GUHS – interior (library)/ 8 pages
  - 3.6.4 Portfolio: Ditroen/ 24 pages
  - 3.6.5 Contract: Field’s Tree Service – tree removal/ 7 pages
  - 3.6.6 Contract: Timber Basin Contractors – fencing/ 8 pages
  - 3.6.7 Portfolio: Timber Basin Contractors/ 26 pages
  - 3.6.8 Bid/Estimate: JB’s Roofing Inc – GUHS/ 18 pages
  - 3.6.9 Award Letter: ZCS Engineering Architecture – JB’s Roofing/ 1 page
  - 3.6.10 Bid/Estimate/Contract: Milburn, HVAC contractor to be presented next Work ▶ *Special Session*
- 3.7 **ADDENDUM – Seneca School Language Immersion Program Presentation/Bre Apostol \***

**4.0 CONSENT AGENDA**

- 4.1 Accept Resignations: 2
  - 4.1.1 **Karen Shelton – Last Day: 06/30/2023**
  - 4.1.2 **Rachelle Simmons – Last Day: 06/30/2023**
- 4.2 Accept New Hires: 2
  - 4.2.1 **Ersela Dehiya – Start Date: 03/20/2023/ (Sub to Perm/Early Education/Humbolt)**
  - 4.2.2 **Marissa Smith – Start Date: 03/20/2023/ (Sub to Perm/SPED Instructional Asst/Humbolt)**

**5.0 FUTURE AGENDA AND CALENDAR ITEMS**

- 5.1 May 02 Budget Meeting
- 5.2 **May 03 Board Meeting/Work Session ▶ Special Session?**
- 5.3 May 17 Board Meeting
- 5.4 May 17 Budget Meeting (Optional)
- 5.5 June 14 Budget Hearing/Board Meeting
- 5.6 June 15 Last Day of School

**6.0 EXECUTIVE SESSION: Move to Executive Session – ORS 192.660(2)(b): To consider discipline of employees**

- 6.1 **Motion: . Second: Unanimous: START: \_\_\_\_\_ PM**
- 6.2 **ORS: 192.660 (2)(b): To consider discipline of employees.**

7.0 Decision and vote made based on Executive Session.

**8.0 GOOD OF THE ORDER**

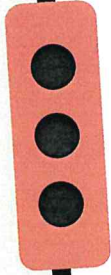
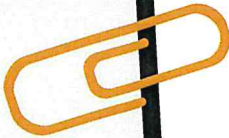
9.0 **ADJOURNED: \_\_\_\_\_ PM**

Board Packet posted on district web site at: <https://grantsd3.schoolinsites.com/>

*Grant Union School District No.3 does not discriminate in employment, educational programs and activities, on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity or associational preference. The District also affirms its commitment to providing equal opportunities and equal access to its facilities. For additional information or assistance contact the District office at: (541)575-1280, 401 N Canyon City Blvd, Canyon City, OR 97820 For telecommunications relay services for the deaf, hearing or speech impaired call 1(800)735-2900*

Board of Directors:

Jessi Brunson ● Brandon Culley ● Chair: Alicia Griffin ● Chris Labhart ● Dr. Colleen Robertson ● Kelly Stokes ● Jake Taylor



**ONE-WAY WORLD  
LANGUAGE IMMERSION  
PROGRAM**

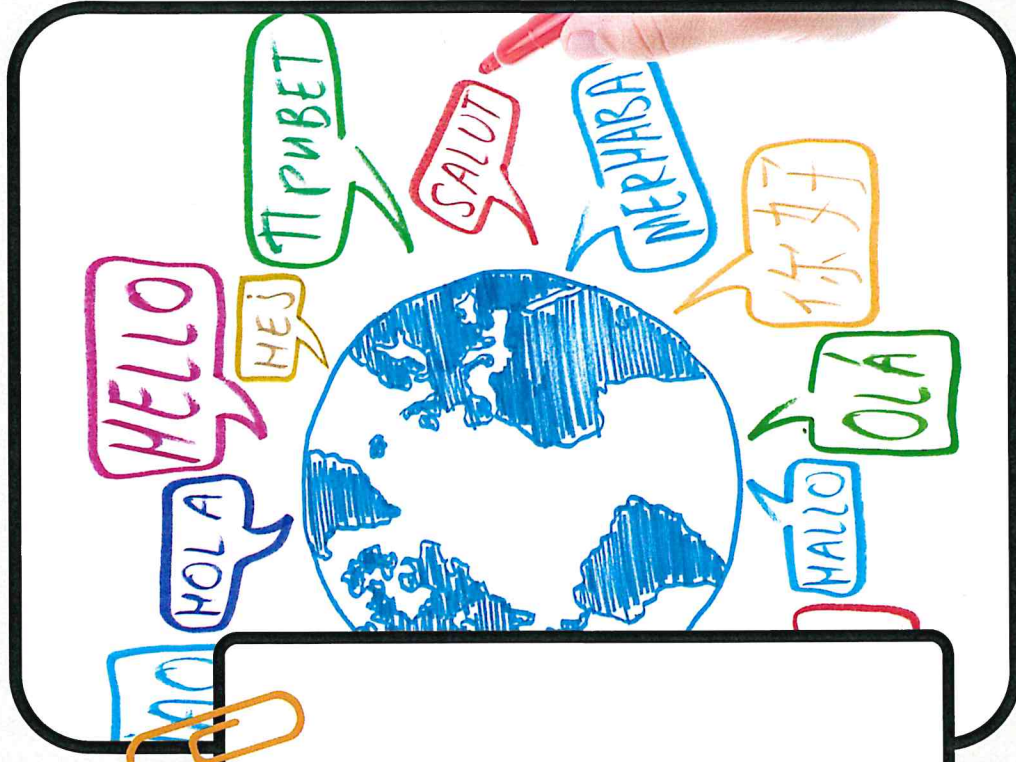
Seneca Elementary School

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# ONE-WAY IMMERSION

Students from predominantly one language group receive instruction in both English and a partner language (Spanish).

We are proposing a 50:50 model starting with just the K cohort of 2023 - 2024.

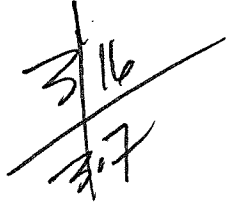


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**Exhibit 2.1. Overview of the Key Attributes of Dual Language Education Programs, by Program Type**

|                               | Two-Way Dual Language Programs  |  | One-Way Dual Language Programs   |  |
|-------------------------------|---|--|--|--|
|                               | Two-Way Immersion/<br>Dual Language Immersion   | World Language Immersion Programs  | Developmental Bilingual Education Programs                                       | Heritage Language Immersion Programs                                   |
| Student Population Served     | ELs and non-ELs (ideally 50 percent in each group, or a minimum of 33 percent)                            | Primarily English speakers; can include ELs and heritage speakers                | ELs and former ELs only  | Students whose families' heritage language is/was the partner language |
| Languages                     | English and the ELs' home (partner) language  | English and a partner language   | English and the ELs' home (partner) language                                     | English and the heritage (partner) language                            |
| Staffing                      | One bilingual teacher, who teaches in both languages, or one teacher per language                         | One bilingual teacher who teaches in both languages, or one teacher per language | One bilingual teacher who teaches in both languages, or one teacher per language | One bilingual teacher who teaches in both languages (prevalent model)  |
| Time Allocation per Language  | Primarily 50:50, or a combination that starts with more of the partner language (90:10, 80:20, and so on) |  |  |  |
| Language of Academic Subjects | Varies by program   |  |  |  |
| Language Allocation           | Language of instruction allocated by time, content area, or teacher                                       |  |  |  |
| Duration of Program           | Throughout elementary school, with some programs continuing at the secondary level                        |  |  |  |
| Size of Program               | Strand or whole school  |  |  |  |

Exhibit Reads: Two-way dual language programs, also known as two-way immersion or dual language immersion programs, serve a student population consisting of both ELs and non-ELs (ideally, 50 percent in each group, or a minimum of 33 percent).



Ability

# Program Success?

Test results show that most dual language schools outperform their other demographically similar schools, the state, and local school district. –There are additional cognitive benefits, including delayed onset of Alzheimer's for bilingual children.

–Empower Language Academy



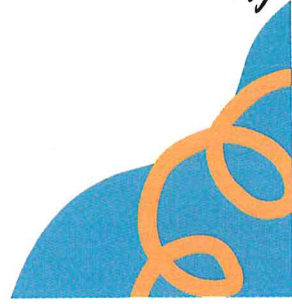
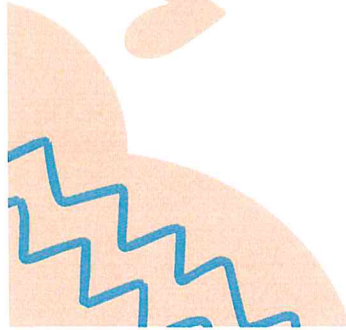
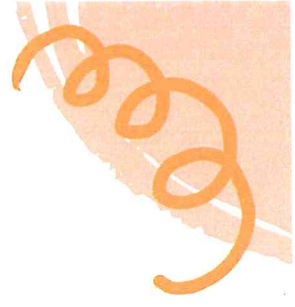
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# Nyssa's Results



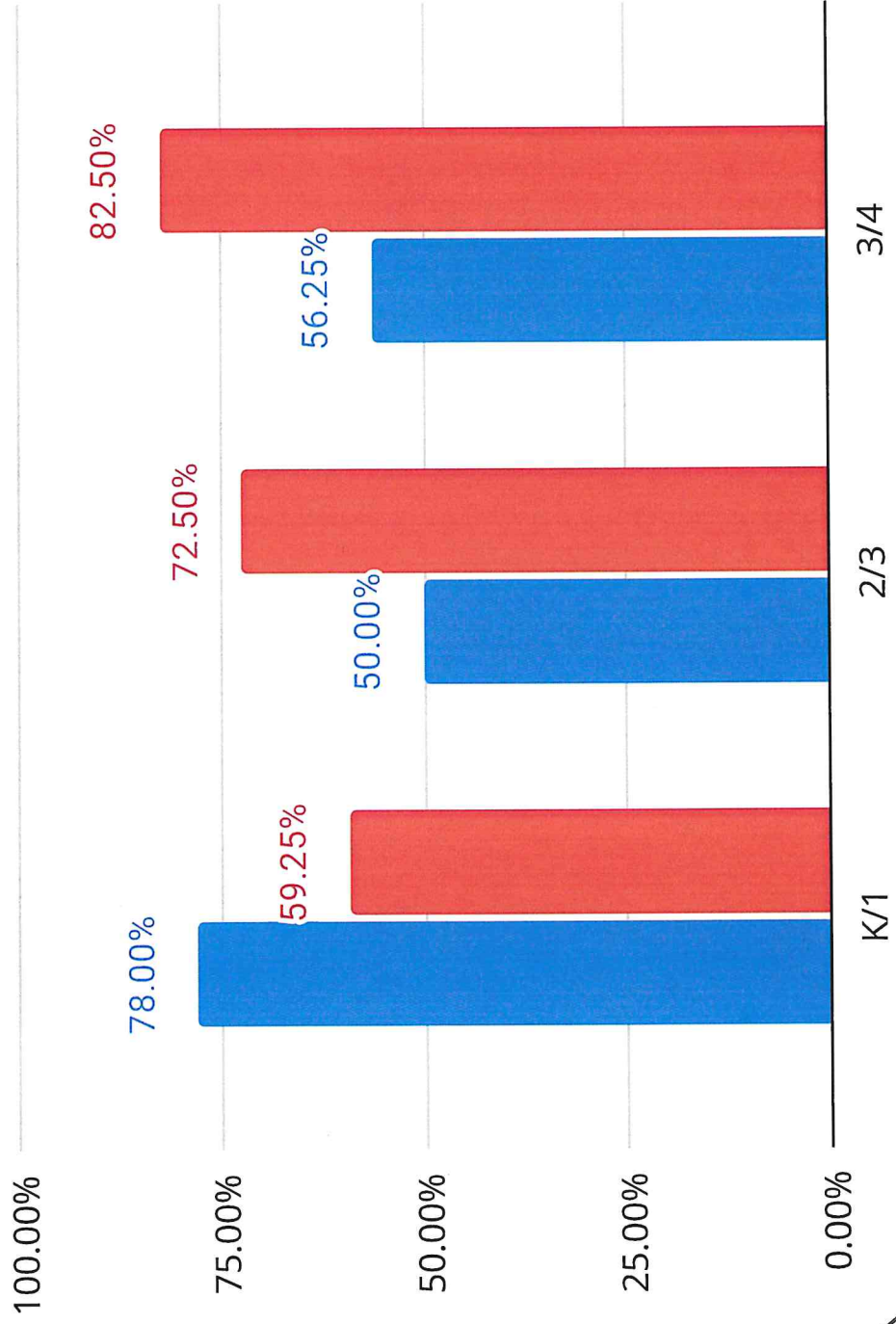
NYSSA ELEMENTARY HAS HAD A DUAL  
LANGUAGE PROGRAM FOR 9 YEARS - THEIR  
RESULTS ARE ON THE FOLLOWING SLIDE  
DISPLAYING ELEMENTARY READING FROM  
THEIR STUDENTS NOT IN THE DUAL LANGUAGE  
PROGRAM VS. IN THE PROGRAM

5/16  
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# Nyssa Elementary Reading Fluency

English Only  
Dual Language




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# STANDARDS, ASSESSMENTS, PROGRAM EVALUATION



**ELP**  
**Standards & Assessments**  
\*English Language Proficiency



**Domains**  
Speaking,  
Listening, Reading  
& Writing



**ACTFL**  
Communication,  
Culture,  
Connections,  
Comparisons &  
Communities



**WIDA SLA**  
WIDA Standards  
are built upon the  
main domains and  
provide rubrics

\*SLA assessment not required

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# TEACHER QUALIFICATIONS



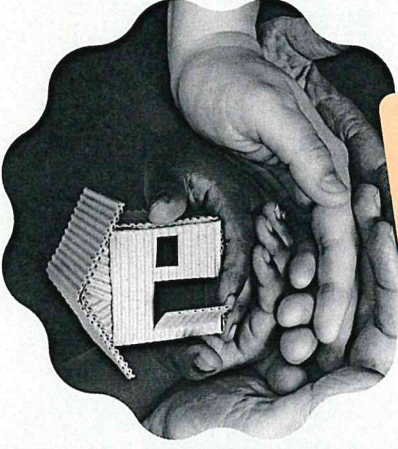
## CERTIFICATION

Possess credentials and core competencies needed by all teachers



## LANGUAGE PROFICIENCY

Score of Advanced - mid or higher on ORELA



## ESL

Desirable: ESL endorsement - understanding of sheltered instruction

\*Bilingual Education endorsement not offered in Oregon

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# PROGRAM GOALS

**01**

**Develop bilingualism  
& biliteracy**

Based on high levels of  
proficiency in two  
languages

**02**

**Achieve academically**

At grade level or better in  
both languages

**03**

**Appreciation of  
multiple cultures**

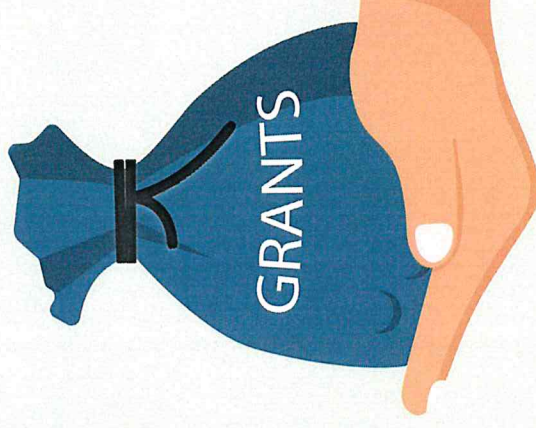
Develop understanding and  
appreciation of multiple  
cultures

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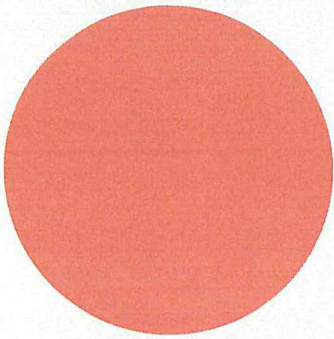
## FUNDING / COSTS

- Grant funding was made available in Oregon in 2013 - 2016 for Dual Language/Two-Way Bilingual programs - does not appear to apply to a one-way immersion model
- Anticipated materials needed: Books in target language - could be purchased with Library budget that has been available

When we renew ELA curriculum, look into options that provide a Spanish version as well (Nyssa's dual language program did not take on any additional costs by going this route)

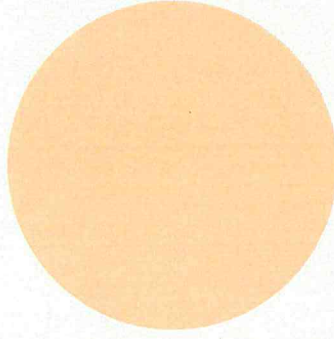


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## PROS

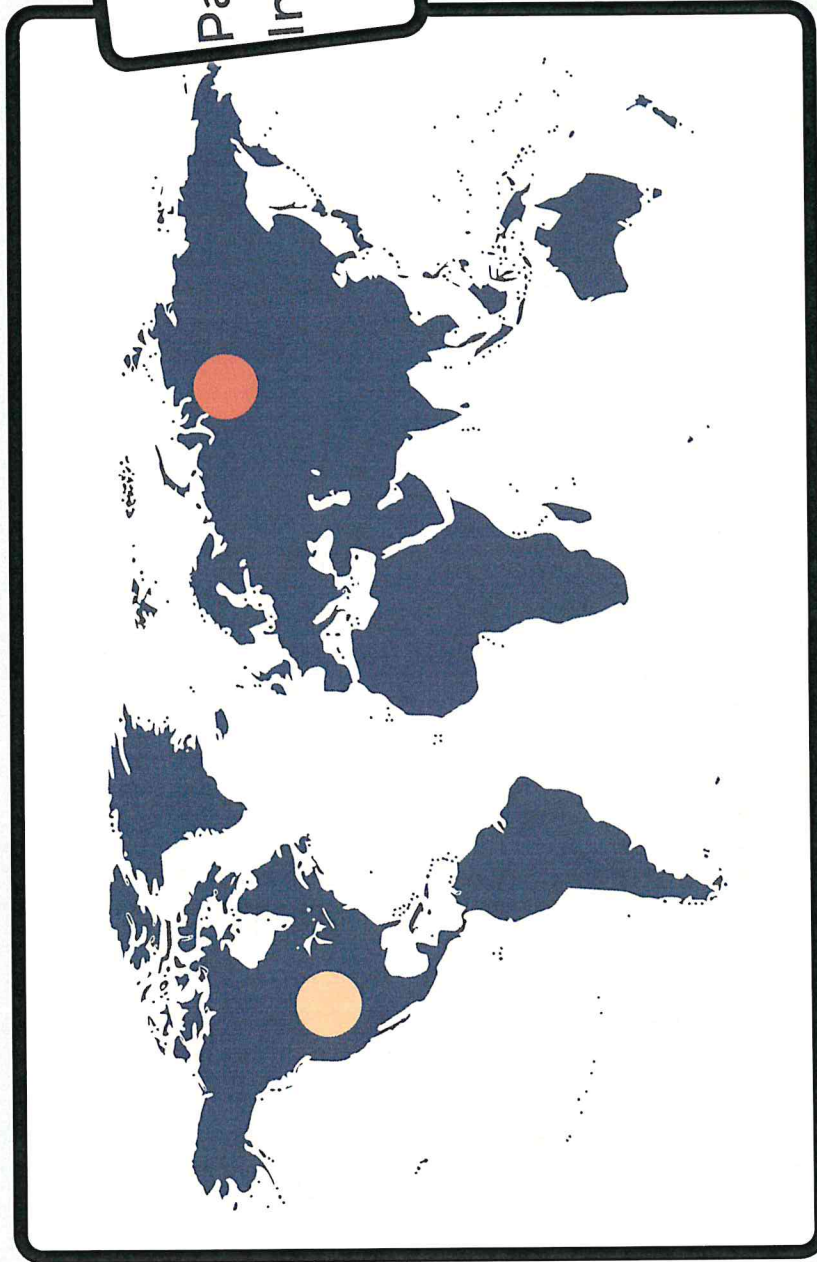
- Enhance career opportunities
- Promote cross-cultural understanding
- Improve communication skills
- Cognitive benefits - testing comparable or higher



## CONS

- No available state funding for materials
- Lack of ability to practice language in the community
- Accountability - lack of structure to show mastery of second language

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Parent/Community  
Involvement

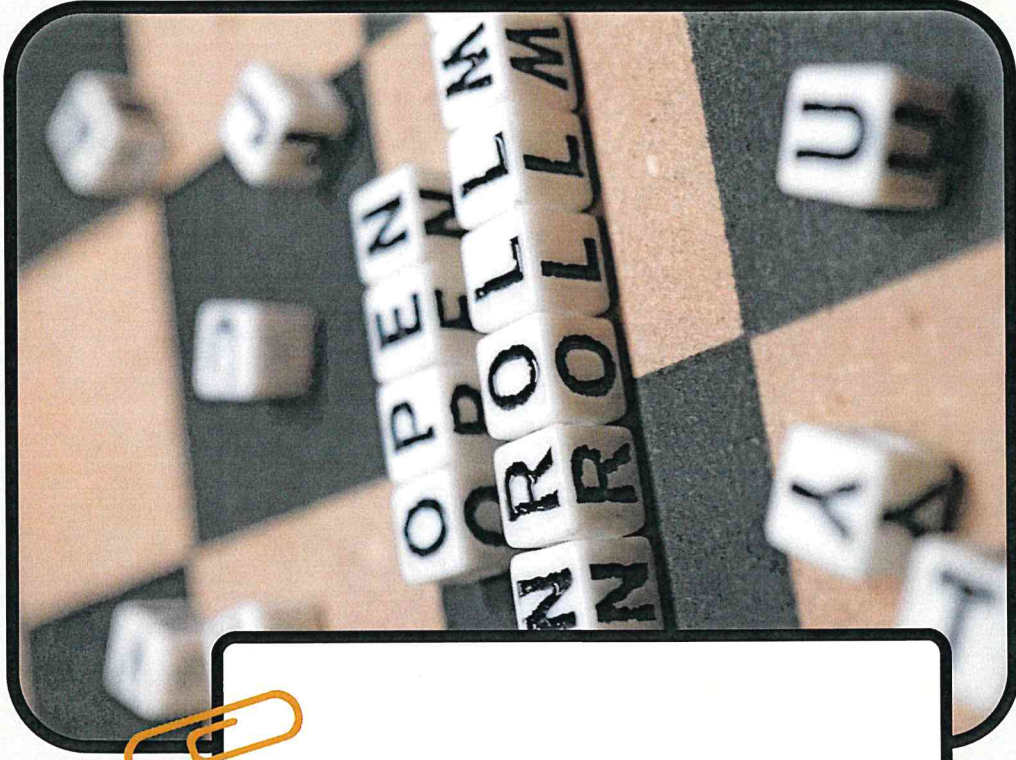
Foster engagement  
Host Cross - Cultural  
events, exchange of  
skills and shared  
language learning

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# ENROLLMENT CAPS

Proposed enrollment cap of 15 Kinder students in the K - 2 classroom. First come first serve enrollment style with preference given to students living in Seneca and/or previously enrolled at Seneca. As the program advances, sibling pairs would receive preference.

It is not recommended to begin an immersion program after grade 1, so any students grade 2 and above would not be cycled into the Immersion Cohort.



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## SOURCES USED

Boyle, A., August, D., Tabaku, L., Cole, S. P., & Simpson-Baird, A. (2015). Dual Language Education Programs: Current State Policies and Practices. Office of English Language Acquisition, US Department of Education.

Martinez, M. I. M. (2014). TWO-WAY IMMERSION/DUAL LANGUAGE PROGRAMS [Slide show]. State Board of Education Presentation, United States of America.  
<https://www.oregon.gov/ode/about-us/stateboard/Documents/October%202014%20board%20meeting/two-way-immersiondual-language-programs.pdf>

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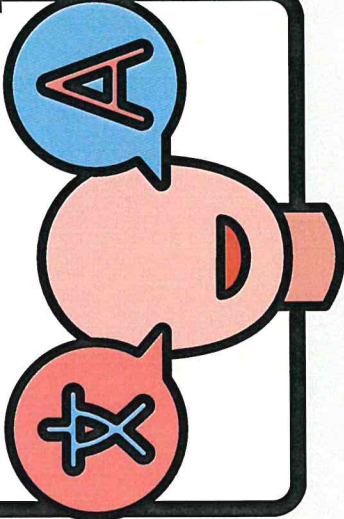
*T6*

Thank you!


$\frac{15}{3} = 5$   
 $\frac{16}{3} = 5\frac{1}{3}$   
 $\frac{16}{3} - 5 = \frac{1}{3}$

# 21ST CENTURY SKILLS

**BILINGUALISM**



**BILITERACY**



**GLOBAL AWARENESS**



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