

Agenda

1. Call Meeting to Order
2. Pledge of Allegiance
3. Early Items
4. Citizen Input
 - Information on Public Input policies is available at www.brookings.k12.or.us/board/. Written comments must be received at least 24 hours in advance of the meeting date and time. Interested members of the public who wish to speak at the meeting during the public comment time, can RSVP online up until noon on the day of the meeting. For in-person meetings, all are welcome to come to the meeting and fill out a "blue card" signifying that they would like to give public comment and give it to the Board Chair at the start of the meeting with no prior reservation or notification needed.
5. Consent Agenda
 - 5.a. Approve Minutes
 - August 3, 2022 Special School Board Meeting/Work Session
 - July 20, 2022 Annual Organizational Meeting
 - July 20, 2022 Regular School Board Meeting
 - 5.b. Approve Bills
 - July 2022 Expenditure Report
 - 5.c. Approve New Hires
 - 5.d. Approve Extra Duty Contracts
 - 5.e. Grant Applications
 - 2022-23 ODE Farm to Child Nutrition Program Education Grant Application
6. District Reports and Information
 - 6.a. Comments from the Superintendent
 - Updated Teacher Evaluation System
 - 6.b. District Reports
 - ODE Oregon English Learners Report 2020-21
 - 6.c. Finance Reports
7. Action Items
 - 7.a. Approve a proclamation honoring September as Suicide Awareness and Prevention Month
 - 7.b. Approve a proclamation honoring October as Bully Prevention month
 - 7.c. Authorize community group to move forward with fundraising plan for new high school track and field proposal
 - 7.d. Adopt proposed update to Student Success Priority language
8. Board Functions and Comments
 - Review Board Goals
 - Review District Priorities

9. Key Dates and Calendar Updates

- Special Meeting - School Board Work Session, 5 to 7:30 p.m., Monday, Aug. 22, 2022, Kalmiopsis Elementary School Library, 650 Easy St., Brookings, OR 97415. John Krownapple on-site training for school board - Belonging Through A Culture of Dignity: The Keys to Successful Equity Implementation.
- New Hire Lunch, noon, Friday Aug. 26, 2022, BHHS Cafeteria.
- Welcome Breakfast (All BHSD Staff), 7:30 a.m. Tuesday, Aug. 30, 2022, BHHS Cafeteria.
- Special Meeting - School Board Work Session, 5:30 p.m. Sept. 7, 2022, Kalmiopsis Elementary School Library, 650 Easy St., Brookings, OR 97415.
- Regular School Board Meeting (September), 5:30 p.m. Sept. 21, 2022, Kalmiopsis Elementary School Library, 650 Easy St., Brookings, OR 97415.
- Special Meeting - School Board Work Session, 5:30 p.m. Oct. 5, 2022, Kalmiopsis Elementary School Library, 650 Easy St., Brookings, OR 97415.
- Deadline for Budget Committee Applications (3 of 5 positions), Oct. 14, 2022.
- Regular School Board Meeting (October), 5:30 p.m. Oct. 19, 2022, Kalmiopsis Elementary School Library, 650 Easy St., Brookings, OR 97415.
- Special Meeting - School Board Work Session, 5:30 p.m. Nov. 2, 2022, Kalmiopsis Elementary School Library, 650 Easy St., Brookings, OR 97415.
- 76th Annual OSBA Convention, Nov. 11-13, 2022. Portland Marriott Downtown Waterfront.

10. Executive Session

10.a. Recess to Executive Session

- To review the expulsion of a minor student from a public elementary or secondary school.(ORS 332.061(1)(a))

10.b. Adjourn Executive Session and Return to Public Special Board Meeting to Consider Board Action Following Executive Session

11. Adjournment

DRAFT Minutes

Brookings-Harbor School District

Annual Organizational Meeting - July 20, 2022

Kalmiopsis Elementary School Library, 650 Easy Street, Brookings, Oregon (Virtual)

Meeting video is available at <https://youtu.be/NaqjrWbECU>

In attendance:

Alan Nidiffer, Board Chair

Jay Trost, Vice Chair

Janece Payne, Board Member

Janell Howard, Board Member

Katherine Johnson, Board Member

David Marshall, Superintendent

Nancy Raskauskas-Coons, Admin Asst to the Board

Agenda

1. Call Meeting to Order

Alan Nidiffer called the meeting to order at 5:36 p.m.

2. Annual Organizational Procedures - Action (Enclosure #1)

2.a. Elect Board Officers

Janece Payne makes the motion to nominate Alan Nidiffer as board chair. Janell Howard seconded the motion.

Discussion:

Janell Howard thinks consistency is good. As long as not too overwhelming for Alan.

Alan says not overwhelmed. Has been in the role for 3 years, but doesn't want to assume.

Vote called:

Janece - aye

Jay - aye

Janell - aye

Katherine - aye

Alan - aye

Motion passed 5-0 to elect Alan Nidiffer Board Chair for 2022-23.

Janell Howard nominated Jay Trost for vice chair. Janece Payne seconded.

Discussion:

Alan: Jay are you still up for the challenge?

Jay: yep!

Vote called:

Janece - aye

Jay - aye

Janell - aye

Katherine - yes

Alan - aye

Motion passed 5-0 to elect Jay Trost Vice Chair for 2022-23.

2.b. Establishment of Regular Meeting Dates, Times and Location

Discussion: Consensus that everyone is ok with the status quo continuing date and time.

Point of order from Supt. David - If the intention is to move over to Room 51 at some point, do we need to amend the recommendation? Consensus was not at this time.

Janell Howard moved to approve items b through n of the recommendations. Janece Payne seconded the motion.

Vote called:

Janece - aye

Jay - aye

Janell - yes

Katherine - aye

Alan - aye

Motion passed 5-0 to approve the district recommendations in the Enclosure for

2.b. Establishment of Regular Meeting Dates, Times and Location

2.c. Designation of District Clerk and Chief Executive Officer (ORS 332.515

2.d. Designation of Deputy District Clerk and Business Manager

2.e. Designation of Budget Officer (ORS 294.331)

2.f. Declaration of Vacancies (3) of District Budget Committee

2.g. Designation of Custodian of District Funds and Authorized Facsimile Signature (ORS 328.441; 328.445)

2.h. Designation of Depository of District Funds (ORS 328.441 and 294.805 and 328.465)

2.i. Designation of District Auditors (ORS 297.405, 327.137 and 328.465)

2.j. Designation of District Insurance Agent of Record

2.k. Designation of District Legal Counsel

2.l. Designation of Authorized Officers for Submittal of Federal Grants

2.m. Designation of School Board as Local Public Contract Review Board (ORS 279A.060)

2.n. Designation of Press Representative

3. Adjournment

Annual Organizational Meeting adjourned at 7:20 p.m. by Alan Nidiffer. The board moved immediately to the July Regular Meeting agenda.

DRAFT Minutes

Brookings-Harbor School District

Regular School Board Meeting - July 20, 2022

Kalmiopsis Elementary School Library, 650 Easy Street, Brookings, Oregon (Virtual)

Meeting video is available at <https://youtu.be/NaqjrrWbECU>

In attendance:

Alan Nidiffer, Board Chair

Jay Trost, Board Vice Chair

Janece Payne, Board Member

Janell Howard, Board Member

Katherine Johnson, Board Member

David Marshall, Superintendent

Nancy Raskauskas-Coons, Admin Asst to the Board

Agenda

1. Call Meeting to Order

Alan Nidiffer called the meeting to order at 5:20 p.m.

2. Pledge of Allegiance

Acknowledged by Alan Nidiffer.

3. Early Items

None for this meeting due to summer time.

4. Citizen Input

No written or spoken comment RSVPs received by 5 p.m. ahead of the meeting. No comments heard.

5. Consent Agenda

Janece Payne made a motion to approve the consent agenda. Katherine Johnson seconded the motion.

Discussion:

Janell Howard: Is Kristy Kleespies planning to stay multiple years? Glad to have her back.

David Mashall: Yes she is back. Not sure what her long-term plan is.

Alan Nidiffer: My appreciation to the donors - Brookings Harbor Education Foundation and Briggs & Stratton this month. Excited about new hires.

Vote called:

Janece - aye

Jay - aye

Janell - yes

Katherine - aye

Alan - aye

The consent agenda passed 5-0, all in favor.

6. District Reports and Information

6.a. Comments from the Superintendent

OSBA

Supt. Marshall was able to attend the OSBA Summer Board Conference with Board Member Janece Payne in early July. A highlight was a presentation on family engagement. The presenter has some simple ideas about being intentional about understanding barriers to access and communication with our families; welcoming and clear communication. Put things in terms newcomers to the community will understand. Consider a mini communications audit – Look at all the communications that the district is sending out in a week. Be less retrospective and give parents more previews about what is coming up in school.

Another thought-provoking presentation was on Student Board Representatives and their roles as non-elected, nonvoting members of school boards. The practice varies widely around the state. Tigard-Tualatin and North Santiam students shared their experiences. Those districts use a competitive application to appoint the student representative. An example of innovative use, was having a student as a co-chair of a subcommittee on climate action.

Projects

- The new stadium field lights are done. These include new upper lights for events and lower lights to illuminate the track. The intent is to have evening track hours with the lower lights on until 10 p.m.
- Safe Routes to School project - from Easy to Ransom is done already. Easy to Fern is under construction.
- Piloted new exit for buses to leave bus barn/Transportation Department onto Fern.
- High school parking lot side of the cafeteria - widening and paving the walk-out area along the cafeteria's side. Paving is being extended past the Gibney to the track and field.
- Prepping area for school-based health center temporary trailer.
- Kalmiopsis Elementary entry project is coming up next.

Summer School

- In the middle of sessions 2 of 3

Summer Enrichment

- Free opportunities for summer camps

Staffing

- New Transportation Director Michael Knight. About as seamless of a transition as possible because he knows the routes and drivers.
- New Director of Special Program. Lynn Schiermeyer - 3 Rivers School District. 20 years in Special Ed. Fully licensed.
- HR Specialist and Exec Asst to Supt. - Jennifer Lopez Stone - 15 years experience in Denver area public schools. Will start in August.
- Staffing progress for fall is going OK. Hiring is a struggle, there is no denying that. We have always had the challenge of hiring here being remote. I am excited that we are getting some amazing people. Competitive hiring pool. Kudos to the admin with that process as well.

7. Action Items

N/A

8. Board Functions and Comments

- Comments on OSBA Summer Conference

Janece Payne: I went to one of the equity presentations, on moving from equity to inclusion and belonging. Fits well with the themes of the book that we are currently studying. The use of the words is so important, making parents feel welcome. That really struck me as something that we need to work on. This book that we are reading is a great step in that direction.

9. Key Dates and Calendar Updates

- New Hire Lunch, Friday, Aug. 26th, 2022
- Community Breakfast, Tuesday, Aug. 30th, 2022 (or Monday, Aug. 29th)
- Proposed 2022-23 District Leadership Team (DLT) Meeting Dates - October 4th, 2022; Feb 1st, 2023; May 3rd, 2023; and June 3rd, 2023.
- 76th Annual OSBA Convention, Nov. 11-13th, 2022, Portland Marriott Downtown Waterfront

Discussion:

Alan Nidiffer - Would like to get back to where we were in past years with all board members attending OSBA convection together.

August 3 - work session - District Facilities and Student Success Priority coming up.

10. Recess to Executive Session

Postponed! Received a request to postpone. No date at the moment.

- To review the expulsion of a minor student from a public elementary or secondary school.(ORS 332.061(1)(a))

11. Adjourn Executive Session and Return to Public Special Board Meeting to Consider Board

Action Following Executive Session

12. Adjournment

Alan adjourned the meeting at 6:15 p.m.

DRAFT Minutes

Brookings-Harbor School District

Special School Board Meeting - Work Session

Wednesday, August 3, 2022 5:30 PM - Kalmiopsis
Elementary School Library, 650 Easy Street,
Brookings, Oregon

Meeting video is available at <https://youtu.be/NDExdXwhgy0>

In attendance:

Alan Nidiffer, Board Chair

Janell Howard, Board Member

David Marshall, Superintendent

Nancy Raskauskas-Coons, Admin Assistant to School Board

Jess Beaman, Director of Facilities and Maintenance

Keith Wallin, Athletics & Activities Coordinator

Dede Corpening, Director of Fiscal Services

Daryn Farmer, Community presenter

Absent:

Janece Payne, Board Member

Jay Trost, Board Member

Katherine Johnson, Board Member

1. Call Meeting to Order

The meeting was called to order at 5:32 p.m. by Alan Nidiffer.

2. Student Success Priority

- **New proposed wording of the priority definition from the subcommittee**

The board members present opted to postpone discussion on the Student Success Priority proposed wording to a future meeting due to both school board members of the subcommittee in charge of the proposal being absent (Katherine Johnson and Jay Trost).

3. Facilities Discussion

- **Information on community proposal concerning athletic fields and track**

Alan Nidiffer provided background that the board has been in discussions at previous work sessions about long-term facilities use and also possible future bond action. Nidiffer introduced community member Daryn Farmer, who has a proposal regarding upgrades and changes to the high school track and field, and football stadium complex.

Mr. Farmer provided a proposal and cost/construction research for a new multipurpose field facility at BHHS. He believes that an upgrade to the field would have multiple benefits for school district use in terms of upgrading the fields, as well as be a draw for teams around the region and a benefit to businesses in the community due to the draw for visiting teams who would stay in and spend money in the Brookings area.

Mr. Farmer has talked with a coalition of local businesses and organizations that want to be part of a fundraising campaign for this purpose. This includes South Coast Lumber, Cal-Ore Life Flight, Gold Beach Lumber, Fred Meyer, Tidewater, Les Schwab, CTR, State Farm Insurance, Pacific Sushi, Century 21, and Coos-Curry Electrical Cooperative.

The cost of the proposal is dependent on the type of track surface that is put on. The overall project cost would be about \$1.6 million for a BSS-200 style track, football field turf upgrade, and related upkeep and install costs. This group of businesses is anxious to get this project going by next summer and not wait two years for a potential bond campaign that encompasses this project and more. The track and turf would have to be "ordered" by December to make an install timeline of July 2023. The businesses are also interested in replacing the bleachers at a future date.

Mr. Farmer said that the state of the current track is embarrassing; as alumni, he would like to see a higher quality facility to create opportunities for local youth.

The school will have to budget to replace this field in 15 years.

Alan Nidiffer brought up the larger idea of a bond that includes other student activities such as performing arts, and classroom needs. Supt. Marshall discussed possible timing of a bond on a ballot as early as May 2023.

Mr. Farmer discussed different fundraising strategies to get matching funds from local foundations and divvy costs between local donors and the school district.

Mr. Farmer is looking for affirmation from the school district that if the funds are raised that the district will follow-through with the project.

Janell Howard asked about the fundraising group's status - is it a non-profit? And discussed pros and cons of running the funds through the booster club versus the school district in terms of eligibility for other grants and funding opportunities with Mr. Farmer. Janell Howard suggested

it could work better if the funds went directly to the school district because many foundations can only give to nonprofit organizations and governmental organizations.

Alan Nidiffer asked for concerns, and reasons why the district should not allow the project ...

Janell Howard said that the coalition sounds amazing and that she would hate to hold up that energy for a year to wait for a bond process.

Supt. David Marshall talked about potential areas the district could free up budget to be a partner in the project's funding, discussing the potential shifting of outdoor learning space funds through ESSER or other areas.

Janell Howard reiterated that it would be a great return on investment for the district to allocate about \$300,000 to get a "community match" of \$1.3 million toward the proposed complex.

David Marshall in discussing a possible future bond said that he thinks a good strategy would be a smaller bond amount over a shorter term, that does a little bit in a lot of areas such as performing arts, possibly bleachers, etc.

Dede Corpening and Jess Beaman in reviewing the RFP materials that Mr. Farmer presented to the board think that the upgraded track version which is an additional \$140,000 would be worth it for the longer lifespan and delay in maintenance and replacement. The current track has not been replaced for more than 20 years. A plan would be needed for how the district would replace it in about a decade.

The board plans to move the discussion to the regular August Board meeting to both consider supporting the community fundraising project, and also discuss district considerations such as site prep and long-term maintenance and replacement plans.

The track and turf could be ordered in numerous colors and designs.

Mr. Farmer concluded his presentation and responses to questions and was excused at 6:15 p.m.

• Continuation of long-range planning conversation and future bond considerations

Supt. David Marshall updated on his research into bond consultants that could assist the district in future bond work. The next steps are to do a survey of community attitudes and priorities. Two possible bond consultants could do this work to provide insights to the board on the potential to pass a bond under what conditions, rates, terms, etc.

The cost for such a survey is typically \$5-\$7,000 to pay for a survey which doesn't obligate the district to work further with the firm. This would still keep the district on track for a bond as early as May 2023.

Alan Nidiffer said that his preference is for the Superintendent to keep pushing on it, and go ahead with the survey, and if there is a decent success chance then we should go for it.

The board talked briefly about the timing of a bond (May or November elections) and what other types of taxes or bonds might be up for approval locally, the Pros and Cons of shorter versus longer bond terms, and price estimates of items of the long term facilities need list (such as a new auditorium at the high school).

4. Future Work Session Topics

No discussion.

5. Adjournment

The meeting was adjourned at 6:36 p.m. by Alan Nidiffer.

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 07/01/2022

To Date: 07/31/2022

Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
AMAZON						
		128015	GENERAL FUND	INFORMATION SERVICES	SUPPLIES	\$11.98
		128015	GENERAL FUND	SPECIAL EDUCATION DIRECTOR	SUPPLIES	\$278.30
		128015	GENERAL FUND	SPECIAL PROGRAMS SUMMER INSTRUCTION	SUPPLIES	\$413.86
		128015	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$304.29
				Total for AMAZON		\$1,008.43
BADGER, CYNTHIA D						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
BEAMAN, JESS						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
BUZZBUILT MOBILE AUTO REPAIR						
		128017	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	PROFESSIONAL AND TECHNICAL SERVICES	\$0.00
CANON FINANCIAL SERVICES INC.						
		127958	GENERAL FUND	ELEMENTARY	RENTALS	\$15.62
		127958	GENERAL FUND	ELEMENTARY	REPAIR AND MAINTENANCE	\$0.00
		128018	GENERAL FUND	FISCAL SERVICES	RENTALS	\$4.47
		128018	GENERAL FUND	FISCAL SERVICES	REPAIR AND MAINTENANCE	\$0.00
		128018	GENERAL FUND	STUDENTS WITH DISABILITIES	RENTALS	\$4.47
		128018	GENERAL FUND	STUDENTS WITH DISABILITIES	REPAIR AND MAINTENANCE	\$0.00
				Total for CANON FINANCIAL SERVICES INC.		\$24.56
CASCADE HOME CENTER						
		127959	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	SUPPLIES	\$146.79
		128019	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	SUPPLIES	\$53.45
				Total for CASCADE HOME CENTER		\$200.24
CHAPMAN, CONNOR N						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 07/01/2022

To Date: 07/31/2022

Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
CHARTER COMMUNICATIONS		128020	GENERAL FUND	TECHNOLOGY SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$3,249.00
CITY OF BROOKINGS		128021	GENERAL FUND	STUDENT SAFETY	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$66,203.00
COASTAL PAPER & SUPPLY INC		127960	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	SUPPLIES	\$2,560.18
		128022	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	SUPPLIES	\$610.82
				Total for COASTAL PAPER & SUPPLY INC		\$3,171.00
COOS CURRY ELECTRIC CO-OP INC		128023	GENERAL FUND	MAINTENANCE SERVICES	ELECTRICITY	\$10,826.92
COSA		128024	GENERAL FUND	OFFICE OF THE PRINCIPAL	DUES AND FEES	\$4,414.00
		128024	GENERAL FUND	OFFICE OF THE SUPERINTENDENT	DUES AND FEES	\$795.00
		128024	GENERAL FUND	SPECIAL EDUCATION DIRECTOR	DUES AND FEES	\$645.00
				Total for COSA		\$5,854.00
CROWE, PEGGY D		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
DAY WIRELESS SYSTEMS		128026	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	NON CONSUMABLE SUPPLIES	\$984.00
ESS WEST, LLC		0	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	ESS Classified Substitutes	\$2,028.16
		0	GENERAL FUND	Undesignated	Prepaid Expenses	\$75,000.00
				Total for ESS WEST, LLC		\$77,028.16
FRONTLINE TECHNOLOGIES GROUP LLC		127962	GENERAL FUND	STAFF SERVICES	COMPUTER SOFTWARE	\$2,099.69
GP ENERGY						

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 07/01/2022

To Date: 07/31/2022

Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		128028	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	FUEL	\$83.95
GUY, DAVID S						
		128029	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	TRAVEL	\$86.26
HERNANDEZ, FRANK A						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
IBS OF THE REDWOODS						
		128030	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$254.95
INSTITUTE FOR MULTI-SENSORY EDUCATION						
		127963	GENERAL FUND	SPECIAL EDUCATION DIRECTOR	TRAVEL	\$1,275.00
ITHAKA						
		127964	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$765.00
LAURO, ALESANDRO V						
		127914	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
LAWRENCE COMPANY						
		127965	GENERAL FUND	FISCAL SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$160.00
MARSHALL, DAVID						
		128031	GENERAL FUND	OFFICE OF THE SUPERINTENDENT	TRAVEL	\$63.59
		128042	GENERAL FUND	OFFICE OF THE SUPERINTENDENT	TRAVEL	\$332.92
				Total for MARSHALL, DAVID		\$396.51
MISSION LINEN SUPPLY						
		128032	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$197.97
NAPA AUTO PARTS						
		127967	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$2.45
		128033	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$29.37
				Total for NAPA AUTO PARTS		\$31.82

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 07/01/2022

To Date: 07/31/2022

Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
NATIONAL STUDENT CLEARINGHOUSE						
		127968	GENERAL FUND	GUIDANCE SERVICES	DUES AND FEES	\$595.00
OSBA						
		128035	GENERAL FUND	BOARD OF DIRECTORS	COMPUTER SOFTWARE	\$3,800.00
		128035	GENERAL FUND	BOARD OF DIRECTORS	DUES AND FEES	\$2,503.00
		128035	GENERAL FUND	BOARD OF DIRECTORS	PERIODICALS	\$1,440.00
		128035	GENERAL FUND	BOARD OF DIRECTORS	SUPPLIES	\$250.00
				Total for OSBA		\$7,993.00
PACE						
		127970	GENERAL FUND	MAINTENANCE SERVICES	INSURANCE PREMIUMS	\$229,997.00
		127970	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	INSURANCE PREMIUMS	\$16,075.00
				Total for PACE		\$246,072.00
PAYNE, JANECE						
		128036	GENERAL FUND	BOARD OF DIRECTORS	TRAVEL	\$376.30
PITNEY BOWES GLOBAL - LEASING						
		127972	GENERAL FUND	FISCAL SERVICES	POSTAGE	\$873.09
PRESENCELEARNING, INC.						
		128037	GENERAL FUND	OTHER STUDENT TREATMENT OT/PT	COMPUTER SOFTWARE	\$2,700.00
SAIF CORPORATION						
		0	GENERAL FUND	Undesignated	SAIF Liability	\$92,362.96
US CELLULAR						
		128040	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	Other Communication Services	\$1,144.52
WALLIN, TERI A						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
WESEL, DUSTIN						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
WESTERN BUS SALES INC						

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 07/01/2022

To Date: 07/31/2022

Fund: 100 GENERAL FUND		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		127977	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$30.89
ZIPLY FIBER						
		127978	GENERAL FUND	CARE & UPKEEP OF GROUNDS	TELEPHONE	\$81.30
		127978	GENERAL FUND	FISCAL SERVICES	TELEPHONE	\$201.24
		127978	GENERAL FUND	MAINTENANCE SERVICES	TELEPHONE	\$78.40
		127978	GENERAL FUND	OFFICE OF THE PRINCIPAL	TELEPHONE	\$1,715.84
		127978	GENERAL FUND	SPECIAL EDUCATION DIRECTOR	TELEPHONE	\$156.81
		127978	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	TELEPHONE	\$159.70
		127978	GENERAL FUND	TECHNOLOGY DIRECTOR	TELEPHONE	\$156.81
				Total for ZIPLY FIBER		\$2,550.10
ZOLEZZI INSURANCE AGENCY						
		127979	GENERAL FUND	FISCAL SERVICES	DUES AND FEES	\$18,903.00
				Total for GENERAL FUND		\$550,251.32

Fund: 204 Title IV Student Support and Enrichment		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
INSTITUTE FOR MULTI-SENSORY EDUCATION						
		127963	Title IV Student Support and Enrichment	ELEMENTARY	TRAVEL	\$5,100.00
				Total for Title IV Student Support and Enrichment		\$5,100.00

Fund: 210 CARL PERKINS GRANT		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
AMAZON						
		127957	CARL PERKINS GRANT	HIGH SCHOOL PROGRAMS	SUPPLIES	\$59.99
				Total for CARL PERKINS GRANT		\$59.99

Fund: 216 ESSER III		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
SOLUTION TREE INC						

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 07/01/2022

To Date: 07/31/2022

Fund: 216	ESSER III	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		128043	ESSER III	IMPROVEMENT OF INSTR. SERVICES	TRAVEL	\$3,100.50
Total for ESSER III						\$3,100.50
Fund: 221	YTP GRANT	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
AMAZON		128015	YTP GRANT	YOUTH TRANSITION PROGRAM	SUPPLIES	\$96.19
Total for YTP GRANT						\$96.19
Fund: 224	Available	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
US CELLULAR		128040	Available	TECHNOLOGY SERVICES	Other Communication Services	\$1,878.72
Total for Available						\$1,878.72
Fund: 251	SCHOOL IMPROVEMENT ACCOUNT (SIA)	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
BROOKINGS ELECTRONIC SERVICE, INC		128016	SCHOOL IMPROVEMENT ACCOUNT (SIA)	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$1,887.40
PANORAMA EDUCATION		127971	SCHOOL IMPROVEMENT ACCOUNT (SIA)	ASSESSMENT AND TRAINING	COMPUTER SOFTWARE	\$14,500.00
Total for SCHOOL IMPROVEMENT ACCOUNT (SIA)						\$16,387.40
Fund: 259	Transp Equip Lease/Purchase	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
SANTANDER LEASING LLC		127973	Transp Equip Lease/Purchase	DEBT SERVICE	REDEMPTION OF PRINCIPAL	\$16,566.00
Total for Transp Equip Lease/Purchase						\$16,566.00
Fund: 267	State Summer Program Grants	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 07/01/2022

To Date: 07/31/2022

Fund: 267		State Summer Program Grants				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
AMAZON						
	127957	State Summer Program Grants	Summer School Programs	NON CONSUMABLE SUPPLIES	\$12,668.15	
	127957	State Summer Program Grants	Summer School Programs	SUPPLIES	\$1,216.07	
			Total for AMAZON		\$13,884.22	
ESS WEST, LLC						
	0	State Summer Program Grants	Summer School Programs	LICENSED SALARIES	\$506.56	
FRESH PRINTS OF GOLD BEACH						
	128027	State Summer Program Grants	Summer School Programs	SUPPLIES	\$443.50	
QUILL CORPORATION						
	128038	State Summer Program Grants	Summer School Programs	SUPPLIES	\$7.05	
TEACHERS PAY TEACHERS						
	127975	State Summer Program Grants	Summer School Programs	SUPPLIES	\$214.50	
			Total for State Summer Program Grants		\$15,055.83	

Fund: 274		HS Co-Curricular				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
CTR INC						
	128025	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	NON CONSUMABLE SUPPLIES	\$492.09	
			Total for HS Co-Curricular		\$492.09	

Fund: 277		HB3499 ELL				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
AMAZON						
	127957	HB3499 ELL	ELL-ORS	SUPPLIES	\$417.40	
			Total for HB3499 ELL		\$417.40	

Fund: 283		TEXTBOOK ADOPTION				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
MRS. WILLS KINDERGARTEN, LLC						
	127966	TEXTBOOK ADOPTION	ELEMENTARY	TEXTBOOKS	\$2,677.00	

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 07/01/2022

To Date: 07/31/2022

Fund: 283		TEXTBOOK ADOPTION			
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
	127966	TEXTBOOK ADOPTION	ELEMENTARY	TRAVEL	\$7,000.00
				Total for MRS. WILLS KINDERGARTEN, LLC	\$9,677.00
NORTHWEST TEXTBOOK DEPOSITORY CO INC					
	127969	TEXTBOOK ADOPTION	ELEMENTARY	TEXTBOOKS	\$129,705.94
	127969	TEXTBOOK ADOPTION	HIGH SCHOOL PROGRAMS	TEXTBOOKS	\$76,338.81
	127969	TEXTBOOK ADOPTION	MIDDLE/JUNIOR HIGH PROGRAMS	TEXTBOOKS	\$60,860.58
				Total for NORTHWEST TEXTBOOK DEPOSITORY CO INC	\$266,905.33
				Total for TEXTBOOK ADOPTION	\$276,582.33

Fund: 285		FACILITY MAINTENANCE			
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
CTR INC					
	128025	FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$151.00
IBS OF THE REDWOODS					
	128030	FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$0.00
				Total for FACILITY MAINTENANCE	\$151.00

Fund: 299		Nutrition Services			
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
FRANZ FAMILY BAKERIES					
	127961	Nutrition Services	FOOD SERVICES	FOOD	\$117.42
OREGON CHILD NUTRITION COALITION					
	128034	Nutrition Services	FOOD SERVICES	COMPUTER SOFTWARE	\$300.00
	128034	Nutrition Services	FOOD SERVICES	DUES AND FEES	\$354.50
				Total for OREGON CHILD NUTRITION COALITION	\$654.50
SUNRISE DISTRIBUTORS INC					
	127974	Nutrition Services	FOOD SERVICES	FOOD	\$106.50
	128039	Nutrition Services	FOOD SERVICES	FOOD	\$181.00
				Total for SUNRISE DISTRIBUTORS INC	\$287.50

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 07/01/2022

To Date: 07/31/2022

Fund: 299	Nutrition Services	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
<hr/>						
US FOODS						
		127976	Nutrition Services	FOOD SERVICES	FOOD	\$1,984.69
		128041	Nutrition Services	FOOD SERVICES	FOOD	\$720.84
				Total for US FOODS		\$2,705.53
ZIPLY FIBER						
		127978	Nutrition Services	FOOD SERVICES	TELEPHONE	\$159.70
				Total for Nutrition Services		\$3,924.65
					Grand Total:	<u>\$890,063.42</u>

Recap for FUND for GENERAL FUND		
100	GENERAL FUND	\$550,251.32
204	Title IV Student Support and Enrich	\$5,100.00
210	CARL PERKINS GRANT	\$59.99
216	ESSER III	\$3,100.50
221	YTP GRANT	\$96.19
224	Available	\$1,878.72
251	SCHOOL IMPROVEMENT ACCOU	\$16,387.40
259	Transp Equip Lease/Purchase	\$16,566.00
267	State Summer Program Grants	\$15,055.83
274	HS Co-Curricular	\$492.09
277	HB3499 ELL	\$417.40
283	TEXTBOOK ADOPTION	\$276,582.33
285	FACILITY MAINTENANCE	\$151.00
299	Nutrition Services	\$3,924.65

End of Report

Recommendation to Hire/New Hire Form - Certified

For: **Sullivan, Karen**
Sent By: DeAnneV

Completed By: User - Grace Ramirez
Overall Status: Approved - Next step

Sent On: 7/21/2022 1:23pm CT
Completed: 7/26/2022 12:09pm
CT

For Job ID: **857 - High School Special Education Resource Room Teacher at Brookings-Harbor High School**

RECOMMENDATION TO HIRE - CERTIFIED

Karen Sullivan is being recommended for:
High School Special Education Resource Room Teacher at Brookings-Harbor High School
Current City/State: Pasadena / CA

Special Education: Generalist

Undergraduate College and GPA:

Pacific Oaks College, 3.0

University where Teaching Degree was conferred:

California State University, Dominguez Hills, 3.4

Top Quality (1-2 sentences) that compelled the committee to select this candidate over others:

Ms. Sullivan is a highly qualified and national board certified educator. Her master's degree focused on conflict resolution and peacebuilding, allowing her to apply and build the skills of the students with whom she has worked. She is extremely knowledgeable and possesses knowledge and experience as a diagnostician, as well. Ms. Sullivan will be a tremendous asset to our program, students, families, and staff.

Teaching Assignment / School:

Resource Room, BHHS

Work Schedule:

7:45-3:45pm

* Anticipated Start Date:

08/29/2022

Hiring Manager Signature:

X

Signed: **DeAnne A Varitek**

Stamped: 7/21/2022 1:30:31 PM; 71.92.135.18; User - DeAnneV - deannev@brookings.k12.or.us;

Recommendation to Hire/New Hire Form - Certified

For: **Shields, Alison**
Sent By: Vickien

Completed By: Users: Grace Ramirez, Jennifer Lopez
Overall Status: Approved - Next step

Sent On: 8/10/2022 4:44pm CT
Completed: 8/11/2022 12:58pm CT

For Job ID: **868 - Language Arts Teacher at Azalea Middle School**

RECOMMENDATION TO HIRE - CERTIFIED

Alison Shields is being recommended for:
Language Arts Teacher at Azalea Middle School
Current City/State: Crescent City / CA

English Language Arts

Undergraduate College and GPA:
Southern Oregon University 3.0/4

University where Teaching Degree was conferred:
In Progress of completing her teaching program

Top Quality (1-2 sentences) that compelled the committee to select this candidate over others:

Alison is very passionate about teaching. She has been teaching at Azalea for .50 of last year. She is moving from Math to ELA. Alison is an eager learner who puts students first.

Teaching Assignment / School:
Azalea

Work Schedule:
7:45-3:45

* Anticipated Start Date:

08/22/2022

Hiring Manager Signature:

X

Signed: **Vickie Nigh**

Stamped: 8/10/2022 4:53:43 PM; 209.237.111.194; User - Vickien - vickien@brookings.k12.or.us;



BROOKINGS-HARBOR
 "Every Student Can Succeed"

District Administration Office

564 Fern Street
 Brookings, OR 97415
 541 469-7443
 Fax 541 469-6599
 www.brookings.k12.or.us

Memo

Date: 8/2/22
 To: David Marshall
 From: K. Wallin
 Cc:
 Re: Brookings Harbor Hire Recommendation- Extra Duty

D 8/3/22

Name:	Mike Hamilton
Current City/State:	Brookings, OR
Extra Duty Assignment/Location:	Head Football AMS
Highest Diploma/Degree Earned, and from where?	H.S. Diploma Amatilla Florida
Most recent employment:	Retired Marine Corp
Top Quality (1-2 sentences) that compelled the committee to select this candidate over others:	Gives more time to youth activities than most. His desire to lead young adults to become strong people is second to none. Has the highest of moral compasses.

copy to payroll / board 8/8/22



ODE Farm to Child Nutrition Program Education Grant Request for Applications (RFA) FULL GRANT

School Year 2022-2023

RFA Content

- I. Application Form
- II. Budget Detail (*separate excel form*)
- III. Budget Narrative
- IV. Application Checklist
- V. Additional Resources
- VI. Scoring Criteria and Scoresheet

I. APPLICATION FORM

INSTRUCTIONS FOR SUBMISSION: Please review the application checklist for required documents to submit a complete application: Send completed application with all required attachments to philip.hofmann@ode.oregon.gov. ODE will not accept mailed, faxed, or hand-delivered applications.

Directions: Please type in the required information after the question. Make sure your question is answered in the provided **blue** font (Calibri 12 pt) when typing in the answers. Please keep the formatting numbers the same. Hand written applications will not be accepted. **Note:** *some sections are not conducive for adding a lot of text in grid areas. You may attach a separate word document to your email that can take the place of these areas, if you refer to the attachment in the appropriate question area.*

Background (non-scored) Information

i	Name, title and contact information for person completing application. <table border="1" data-bbox="297 1440 1435 1709"><tr><td data-bbox="297 1440 732 1709">Name: Nancy Raskauskas-Coons Organization: Brookings-Harbor School District Title: Communications Coordinator</td><td data-bbox="732 1440 1435 1709">Email: nancyr@brookings.k12.or.us Phone Number: 541-469-7443 (Opt 5)</td></tr></table>	Name: Nancy Raskauskas-Coons Organization: Brookings-Harbor School District Title: Communications Coordinator	Email: nancyr@brookings.k12.or.us Phone Number: 541-469-7443 (Opt 5)
Name: Nancy Raskauskas-Coons Organization: Brookings-Harbor School District Title: Communications Coordinator	Email: nancyr@brookings.k12.or.us Phone Number: 541-469-7443 (Opt 5)		
ii	Legal name of the organization the funds will go to (multiple organizations may collaborate with each other, but a check will go to ONE main organization in charge of the		

	<p>project) <i>NOTE: the name should match what is in the Oregon Business Registry. Organization MUST be registered with the State of Oregon Business Registry before they can be awarded a Grant Agreement.</i></p> <p>Brookings-Harbor School District 17C</p>
iii	<p>Business address of the above</p> <p>629 Easy St. Brookings, OR 97415</p> <p>info@brookings.k12.or.us</p>
iv	<p>Type of organization that's applying for the funds (Choose one):</p> <p>School district</p>
v	<p>School District, districts or CACFP/SFSP sponsor organization where educational activities will occur:</p> <p>Brookings-Harbor School District</p>
vi	<p>List each school or site that will benefit from grant-funded activities. If all schools in the district(s) will be participating, you may simply write "all schools". If only some schools will be receiving special programming, please list those schools.</p> <p>All schools:</p> <p>Kalmiopsis Elementary</p> <p>Azalea Middle School</p> <p>Brookings-Harbor High School</p>
vii	<p>In 100 words or less, please give an overview of your project. This will be the first thing the Selection committee looks at, and if you're successful in obtaining an award, it will be what we use in the press release to list everyone's project:</p> <p>BHSD is making its gardens more accessible and sustainable for our students and community members to learn in and enjoy for years to come. We have re-partnered with a corps of volunteers from the local Curry County Master Gardeners group to revitalize our pollinator garden at the elementary school – our "Monarch School USA." We've laid the groundwork for better ADA access and infrastructure in the high school's produce garden with the district's investment in paved walkways, site grading, and set up. We continue to grow locally sourced options while engaging 100% of our students in hands-on garden education to understand the connections between food, health, culture, the economy, and the environment. Our student- and community-built gardens are ready to once again harvest and deliver food to school cafeterias, the free summer meals program, tasting tables, food bank, soup kitchen, local restaurants, and school-based businesses via value-added products created by students.</p>

viii	<p>EGMS INFORMATION: Three separate people must be listed:</p> <p>a. Name and contact information of this Grant’s PROJECT DIRECTOR (person who oversees and manages this grant)</p> <table border="1" data-bbox="297 411 1430 501"> <tr> <td>Michelle Prudden YTP Coordinator</td> <td>michellep@brookings.k12.or.us 541-469-7443</td> </tr> </table> <p>b. Name and contact information of this Grant’s Fiscal Manager (in schools, this is usually <i>someone in the school district business office who deals with EGMS, for other organization it may be your financial manager or whoever will be submitting claims and requesting funds through EGMS.</i>)</p> <table border="1" data-bbox="297 716 1430 806"> <tr> <td>Dede Corpening Director of Fiscal Services</td> <td>dedec@brookings.k12.or.us 541-469-7443</td> </tr> </table> <p>c. Name and contact information of this Grant’s AGENCY HEAD (<i>typically the Superintendent or Business Manager in schools, or the Executive Director in a non-profit organization</i>)</p> <table border="1" data-bbox="297 936 1430 1026"> <tr> <td>David Marshall Superintendent</td> <td>davidm@brookings.k12.or.us 541-469-7443</td> </tr> </table>	Michelle Prudden YTP Coordinator	michellep@brookings.k12.or.us 541-469-7443	Dede Corpening Director of Fiscal Services	dedec@brookings.k12.or.us 541-469-7443	David Marshall Superintendent	davidm@brookings.k12.or.us 541-469-7443
Michelle Prudden YTP Coordinator	michellep@brookings.k12.or.us 541-469-7443						
Dede Corpening Director of Fiscal Services	dedec@brookings.k12.or.us 541-469-7443						
David Marshall Superintendent	davidm@brookings.k12.or.us 541-469-7443						
ix	<p>Type of Education Project (you may select more than one):</p> <p><input checked="" type="checkbox"/> Food- Based <input checked="" type="checkbox"/> Agriculture – Based <input checked="" type="checkbox"/> Garden- based</p>						
x	<p>Total amount of funding requested (must match budget; \$10,001-\$100,000) NOTE: The mini Ed. Grant is for \$0-\$10,000, and is on a separate application. \$39,079</p>						
xi	<p>Project must serve SOME students with at least 10 hours of food-; ag-; or farm-based educational activities. NOT SCORED, but we need the numbers for data. How many students will receive at least 10 hours of the above? 1,000</p>						
xii	<p>How many students will be reached by the project in addition to the ten hours? NOT SCORED, but we need the numbers for data. 500 (These two numbers combined represent 100 percent of our students getting garden education opportunities throughout the 2022-23 school year).</p>						
<p>APPLICATION – Questions for Points Awarded</p>							

1	<p>Proposed project & activities are well-designed and likely to succeed</p> <p>Describe the project leadership:</p> <ul style="list-style-type: none">● Identify the individual or team who is coordinating this project. (2 pts) A School Garden Coordinator (to be hired) will lead Brookings-Harbor School District School Garden programming under the leadership of the Superintendent. The Communications Coordinator and Youth Transition Specialist are key collaborators in the project as well. The food service director, facilities/maintenance director, and fiscal directors are part of a regular advisory group that meets to plan and collaborate on the development and uses of garden spaces. School principals and teachers are consulted about garden education needs, the development of training opportunities, and hands-on educational activities in the garden. Finally, a group of community volunteers that includes high school students, school staff, local garden club members, and others provides input on garden projects.● Describe how you and/or partners will demonstrate capacity to successfully manage projects, knowledge of farm to school and/or relevant experience (2 pts) Brookings-Harbor School District has continually improved two large school garden spaces over the past decade. We have identified the areas that remain a challenge and a threat to running the gardens in line with our vision for garden education for all and food production in our region of local food scarcity. Retaining and supporting a Garden Coordinator is a key issue, as is creating better infrastructure to provide good growing areas for plants and access for students and other community members to all areas of the physical garden space through improved ADA access and culturally inclusive programming.● Clearly describe the roles and responsibilities of project partners (2 pts) A new key project partner is the Curry County OSU Master Gardener Program. They will facilitate many educational and volunteer activities for students in the two garden spaces. The Brookings-Harbor High School Youth Transition Program will continue to be an important collaborator – the program is a heavy user of the spaces to provide job training and internship opportunities for high school students, who in turn help maintain and cultivate the gardens and grow to appreciate and feel shared ownership and pride over these community spaces.● Define the School District’s (or CACFP, Summer Site) role and partnership in the project. (2 pts) In the past, the school district’s free summer meals program has used garden ingredients in the meal preparation and daily salad bar offerings. Before COVID, the summer program
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was also utilizing the garden site for summer meals and storytimes on agricultural, garden and environmental themes in the garden with local partners such as Food producers and processors, local clubs such as Brookings Oregon Monarch Advocates (BOMA) and Curry Transfer and Recycling visiting as guest readers/educators.

Describe the specific activities that this grant will support.

- Student activities: List project goals, objectives and activities that will support your grant proposal in the format below. See example in the Application Guide, which can be found in the application materials on the grant website – see below for link. (10 pts)

Like many organizations, our in-person programs came to a standstill for some time due to the pandemic. We would like to restart our local Farm to School programs that had already proven successful before the closures by reacquainting our students with the garden spaces, providing teachers with tools to do lessons in the classroom and garden, and using our Oregon Harvest and Ag in the Classroom curriculum materials and local experts for curriculum planning and programming. We look forward to bringing back tasting tables to our cafeteria that allow for in-person sampling and education activities.

Overall purpose

- EDUCATE & INSPIRE: Hire or train volunteer part-time educators to teach garden classes during the school year at Kalmiopsis Elementary School and Azalea Middle School. Continue to employ a garden/greenhouse/market manager to manage the gardens/production.
- PROVIDE HEALTHY LOCAL OPTIONS: Support the development of the BHSD gardens to become a certified source for food purchasing by the school district food service. This may help the gardens become self-sustaining through the ability of food service to use local foods purchasing funds to purchase produce grown on-site.
- LEARN BY DOING: Continue to develop value-added products from the BHSD gardens in partnership with Brookings-Harbor School District Youth Transition Program student-run businesses or other academic and career prep programs to sell to local restaurants and customers
- SHARE: Continue to donate excess harvested produce to local businesses, charities, and BHSD students and families.
- GROW: Improve the school garden capacity and accessibility by adding additional beds and maintaining and improving inclusive access through garden space.
- SOW SEEDS OF CHANGE: Communicate the broad impact of our BHSD gardens to enrich student learning, community health, school-community engagement, and local environmental stewardship.

Goal 1:	<p>Please include the following for each goal:</p> <p>EDUCATE & INSPIRE</p> <p>Objective: Reach more students/youth with more interactions (more class projects, etc.). Provide more flexibility for teachers in scheduling class garden activities.</p> <p>Activity: Train and facilitate part-time volunteer educators to teach garden classes during the school year at Kalmiopsis Elementary School, Azalea Middle School and Brookings-Harbor High School; specifically mentoring students with Senior Projects. Continue to employ a garden/greenhouse/market manager to manage the gardens/production.</p> <p>Timeline: Sept 2022-June 2023</p> <p>Measurable outcomes: Track number of classrooms who take part in garden education activities. Track the number of students interacted with; both unique contacts and cumulative contacts. Conduct pre-lesson survey and post-lesson survey to gauge information learned/retained.</p> <p>Who is responsible: Garden Coordinator</p> <p>PROVIDE HEALTHY LOCAL OPTIONS</p> <p>Objective: Support the development of the BHSD gardens to become a certified source for food purchasing by the school district food service. This may help the gardens become self-sustaining through the ability of food service to use local foods purchasing funds to purchase produce grown on-site. Provide the opportunity for high school students to learn about all the aspects of an organic farm to market business.</p> <p>Activity: Create indoor growing environments (greenhouses), add additional cultivation space (new raised beds), upgrade and fix existing garden infrastructure (site work, plumbing/irrigation, electrical, etc. Retain or hire a garden manager tasked with garden and market logistics and supervision of student and volunteer work crews.</p> <p>Timeline: Sept 2022 to June 2023</p> <p>Measurable outcomes: Track pounds of harvested produce and track income from produce sales. Track student hours involved in harvesting and prepping produce for BHSD17C Food Service. Track number of pounds of produce donated to the Community Kitchens and Food Bank. Develop a curriculum for high school students to learn about the aspects of an organic farm to market business utilizing online resources. Work with students to research organic crops, interview the Food Service Director to get her input into crops grown and create a timeline and garden schedule for seed sowing and transplanting crops into the garden and greenhouses.</p> <p>Who is responsible: Garden Manager/Food Service Director</p> <p>LEARN BY DOING</p> <p>Objective: Continue to develop value-added products from the BHSD gardens in partnership with Brookings-Harbor School District Youth Transition Program student-run businesses or other academic and career prep programs to sell to local restaurants and</p>
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<p>customers</p> <p>Activity: Class activities to harvest, process and market/donate foods from the gardens. Recipe research. Extended Application Projects. Continue to use in YTP farmstand, Big Wave Catering business, Curry County Fair participation, and direct sale to local restaurants.</p> <p>Timeline: September to June (2022-23 academic year) when YTP classes are offered; summer garden crew (June to August 2023)</p> <p>Measurable outcomes: Track income from value added product sales. Make note of new product additions and innovations.</p> <p>Who is responsible: YTP Coordinator/Teacher</p> <p>Goal 4: SHARE</p> <p>Objective: Continue to donate excess harvested produce to local businesses, charities, and BHSD students and families. In past years, we have donated more than 260 pounds of produce to BHSD, Food Bank, Community kitchens and Student families.</p> <p>Activity: Utilizing input from the Food Service Manager, we will grow products for use on the salad bars at all 3 schools. Historically these crops have been peas, carrots, lettuce, onions, tomatoes, peppers and cucumbers. Additional produce will be grown for value-added products. Historically these products have been tomatillos, tomatoes, peppers, cucumbers, dill, herbs, leeks, shallots, and green beans. In addition, we grow products for showcasing at the county fair. Historically these products have been greens, tomatoes, onions, peas, green beans, kale, chard, leeks, shallots and flowers. Finally, we have grown the “three sisters” method of gardening where crops of corn, beans, and squash are planted by the 4th graders in the spring and harvested by the 6th-grade social studies classes in the fall.</p> <p>Timeline: Sowing in the garden beds starts in mid-April (weather dependent). Sowing inside the greenhouses is continuous year-round with harvesting during the school year for salad bar use. Historically we start sowing seeds in trays in March. Utilizing heat mats for bottom heat, we sow approximately 60 trays of seedlings which are then transplanted into the garden, weather dependent.</p> <p>Measurable outcomes: Track the types and quantities of crops sown both in greenhouses and in the garden beds. Track the income from produce sales. Track student and volunteer hours involved with growing produce. Keep logs detailing sowing dates, harvest, pest issues and successes. These data logs will be shared with the community. Utilize the previous 4 years of data to compare the current season to previous seasons.</p> <p>Who is responsible: Garden Coordinator; Food Service Director; YTP Coordinator</p> <p>Goal 5: GROW/BUILD CAPACITY</p> <p>Objective: Improve the school garden capacity and accessibility by adding additional beds, and maintaining and improving inclusive access through garden space and greenhouses.</p> <p>Activity: By adding additional raised beds in The Bridge Garden at BHHS and with</p>
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improved soil in the Little Bear Patch at Kalmiopsis Elementary, we can increase our output of garden produce to donate to food service and local non profits. Students will learn how to grow year-round in our microclimate, greenhouse management, garden planning, implementation of the garden plan, designing and developing the newly rebooted garden, methods of installing and insulating the greenhouses and IPM as we address our gopher and rodent problems. In addition, students will learn how to actively compost by gleaning from the excess salad bar items which historically have been thrown away at the end of the week. By composting the salad bar excess students will learn about cold composting, warm-composting, worm-composting and gain the skills to make their own rich compost which will be added to the garden beds which will address sustainability and addition of organic nutrients.

Timeline: When weather permits in February or March, students will start to rebuild the gardens, add nutrient compost to raised beds and address the pest problems seen in the past and be ready to be planted for summer harvest and donation to Brookings-Harbor School District's free summer meals program.

Measurable outcomes: Track the types and quantities of crops sown both in greenhouses and in the garden beds. Track the income from produce sales. Track student and volunteer hours involved with growing produce. Keep logs detailing sowing dates, harvest, pest issues and successes. These data logs will be shared with the community. Utilize the previous 4 years of data to compare the current season to previous seasons.

Who is responsible: Garden Coordinator

Goal 6: SHARE STORIES/SOW SEEDS OF CHANGE

Objective: Communicate the broad impact of our BHSD gardens to enrich student learning, community health, school-community engagement, and local environmental stewardship.

Activity: Use school district and school marketing channels, and support from community partners to share information about garden/nutritional campaigns and the stories of garden impact.

Timeline: Fall: Share Harvest of the Month, Oregon Harvest for Schools promotional materials in all three school cafeterias, website and district newsletter. Support community efforts around Monarch Butterfly festival. Note food donations from school for Thanksgiving food baskets, charities. Winter: Share end-of-year highlights. Spring: Share garden prep activities, add signage in garden for crops sown and to thank garden supporters, promote free summer meals program location, time, hours, summer food bus (Bites of Brookings "BOB" bus) and garden educational activities schedule. Summer: Continue to support free summer meals program promotions, summer photos and videos in the gardens, County Fair trip to document ribbons from garden produce and value-added products, and profile summer student garden crew.

Measurable outcomes: Feedback in an annual community survey. Feedback from board and community presentations. Feedback from partners. Completion of regular reports, posts, and news articles about garden happenings. Grant reporting completed on time.

Who is responsible: [Communications Coordinator](#); [Director of Fiscal Services](#)

Feel free to add rows as necessary for each goal, but include the above each time.

- Describe how the project includes hands-on experiential activities for students, including on or off-site activities, such as classroom activities, outdoor gardens or farm field trips. (3 pts)

[Our district has a good library of Ag in the Classroom and Garden Education Activities for which we have created additional informative videos and kits. We plan to make these available to teachers to provide structured hands-on activities that meet multiple curriculum standards. <https://www.brookings.k12.or.us/apps/pages/gardens>](#)

- Describe how the proposed project uses an integrated approach that includes: (3 pts)
 - 1) procurement/nutrition services,
 - 2) promotion of Oregon grown/processed food, and
 - 3) food-; agriculture-; and /or garden-based education, even if not all those activities are funded by this grant.

[Our school district will host several tasting tables per year in the three school cafeterias \(target: monthly\) in partnership with the district food service. Some items featured items will be harvested from our BHSD gardens from Oregon seeds such as sugar snap peas; other items will be Oregon-produced items purchased with money from our school district's non-competitive Farm-to-School Procurement Grant as beef and pork. We will also use the Oregon Harvest for Schools materials.](#)

[We plan to promote Oregon producers, ranchers, processors and distributors throughout the year at our tasting tables, and also featured in regular menus. For example, in the past served Salad Shrimp Cocktail with shrimp donated by local business B.C. Fisheries. We also serve and promote some California producers that are local to us due to our geographic location on the border. An example of this was a tasting table that featured three types of organic cheeses from Rumiano Cheese in Crescent City, Calif.](#)

- Budget is clear, concise and follows the proposed activities. *See "budget detail, page 10* (2 pts)
- Please tell us how you plan to measure your anticipated outcomes in your workplan. Describe how you plan to track changes in knowledge, attitudes and behaviors because of your educational activities. What tools will you use to

	<p>measure changes? (2 pts)</p> <p>Pre and post-surveys will be used to track changes in knowledge, attitudes, and behaviors because of educational activities. The garden grant team and partners will meet quarterly to review projects and outcomes such as participation numbers, generate required reports to ODE and seek additional funding and plans to make programs sustainable.</p>
2	<p>Project Promotes Healthy Food Activities</p> <ul style="list-style-type: none"> ● Describe how project promotes healthy eating, gardening and/or Oregon agriculture to students, families and the community in multiple ways (5 pts) <p>Our school district will host several tasting tables per year in the three school cafeterias (goal: monthly). Some items will be harvested from our BHSD gardens such as sugar snap peas; others will be Oregon-produced items purchased with money from our school district's non-competitive Farm-to-School Procurement Grant, such as beef and pork, and local seafood. We will also use the Oregon Harvest for Schools materials and Ag in the Classroom materials.</p> <ul style="list-style-type: none"> ● Do you have plans to use Oregon Harvest for Schools Materials? (Yes or No) Yes ● If so, which do you plan to use and where? Oregon Harvest for Schools Materials include: Family newsletter / Posters / Hand Stamps-Stickers / Classroom Connections / Item Identifiers. (2 pts) <p>We plan to use and post the Oregon Harvest for Schools poster series in our three school cafeterias, item identifiers on our salad bar and serving areas, make Classroom Connections available to teachers and provide stamps-stickers for activities as our funds allow. We also plan to share the video series via our communications channels.</p>
3	<p>Project has Clear Educational Activities</p> <ul style="list-style-type: none"> ● Describe your project's educational activities. (6 pts total) Do they: <ul style="list-style-type: none"> ○ include integration across grades and/or disciplines (2 pts), ○ link classrooms to cafeterias (2 pts), ○ utilize school gardens and (2 pts) <p>We plan to repeat as many past educational activities as possible to engage new students in families in garden education. Past activities have included: volunteer work party days in the gardens; hosting events in the garden spaces; using the gardens as outdoor learning spaces for classes from all three schools in Brookings-Harbor School District; and additional homeschool and Pre-K students. Lessons that have been shared in the garden include composting for Earth Day, Seed Sowing, Garden Maintenance, Scavenger Hunts,</p>

	<p>pollinator education, garden crafts, and garden tours. Garden Units are chosen to align with school standards with lessons tailored to various levels such as kindergarten, 2nd grade, 3rd grade, 4th-grade, 6th grade, middle school and high school Life Skills, freshman Biology, and Youth Transition Program class (9-12). Finally, the Garden Coordinator participates in numerous summer garden projects, including supervising an 8-person crew of high school students to cultivate, maintain and harvest the garden. Tasting tables have been a regular occurrence at high school, middle school and elementary school to introduce students to Oregon/locally grown foods. We use and post garden education videos to our school and district Facebook pages. We also created a district-level webpage for Farm to School program.</p> <ul style="list-style-type: none"> ● Describe how you plan to educate about the agricultural food system including the important role of farm workers in the food system (2) <p>We will use the Oregon Ag in the Classroom materials primarily.</p> <ul style="list-style-type: none"> ● Describe where, how often and when you plan to promote Oregon producers, ranchers, processors or distributors. (2 pts) <p>At least once monthly throughout the year, tied to our Harvest of the Month/Tasting table activities.</p>
4	<p>Project involves parents and the community</p> <ul style="list-style-type: none"> ● Please describe how your project involves or engages the community including producers, parents, volunteers, chaperones, partners, etc. (5 pts) <p>Community involvement includes partnerships with local businesses, donors, and nonprofit foundations and garden-education clubs. We also share garden information via our district communication channels. We have a group of volunteers who help maintain the gardens. Finally, both are gardens are in highly visible areas in the center of our campus facilities, providing an opportunity for community engagement through informational signage.</p>
5	<p>Educational activities are tied to school district's (or sponsor's) farm to school procurement activities</p> <ul style="list-style-type: none"> ● If you plan to promote Oregon grown and/or processed foods through your educational activities, please describe where, how and how often: <p>Scoring as follows:</p> <ul style="list-style-type: none"> ○ <i>Tasting tables / promotion through posters or other education materials (2 pts)</i>

	<p>Yes, we utilize tasting tables and information posters and curriculum materials.</p> <ul style="list-style-type: none"> ○ Coordination with nutrition services / cafeteria by promoting with Oregon grown or processed food at least once a month (2 pts); or at least once a week (4 pts); or DAILY (6 pts) <p>Yes, at least once a month.</p> <ul style="list-style-type: none"> ● Educational activities are tied to Oregon food served in the school meal program via the Oregon Farm to School Procurement Grant (2 pts) <p>Yes, we partner with BHSD Food Service to work together to purchase Oregon-grown and produced items for use in garden education projects, Harvest of the Month, and tasting table activities.</p>
6	<p>Proposed activities are culturally relevant to the student's served.</p> <p>Please describe the cultural and ethnic demographics of your target student population. <i>(non-scored)</i></p> <p>Our schools serve a community of about 10,000 people located on the South Coast of Oregon. The county (Curry County) is rural with high poverty (median income \$38,661); an outsized number of homeless students (129 in the year 2018) and foster care students (112 in year 2018); and one of the highest rates of residents living in manufactured homes in the state (20 to 33%). Our elementary and middle school were formerly Provision 2 and are now eligible under the "Community Provision", for all students to receive free breakfast and lunch; and our elementary is a federally designated Title I school. Finally, our region has been designated as "frontier" due to poor access to healthy food choices and health care.</p> <p>Our schools are on indigenous lands of the Chetco and Tutuni (Lower Rogue) people/language groups. Tolowa Dee-ni' tribal government (California) considers our area as part of the ancestral lands of the people. There are also connections to recognized Oregon tribal groups such as Grand Ronde, Siletz, Coos, and Coquille due to the history of removal. Our schools serve a predominantly White population (62 percent of students), but include significant populations of students identifying as multiracial (16 percent), Hispanic/Latino (18 percent), and American Indian/Alaskan Native (3 percent) according to 2020-21 state data.</p> <p>We will continue to donate and deliver healthy, fresh, and empowering locally grown foods via our partnerships with the local food bank, soup kitchen, and school district-sponsored free summer meals program site and summer food bus to reach our low-income and homeless populations in our community gathering centers and in neighborhoods.</p>

We are growing a wide variety of foods, using many heirloom seed varieties in our school garden. An example of a value-added product created from the garden is salsa that our Youth Transition Program harvests the ingredients for, researches recipes for, and then creates cans for sale in our farm stand. This fall, the YTP program is making a Thanksgiving feast of tamales at the request of students in the class who were more familiar with tamales as a holiday meal than turkey and the trimmings (which the class has made in the past) and wanted to share traditions with classmates. In addition to canning local cranberries, the class will work with the student and the student's mother to prepare tamales.

Our elementary school and community have the special designation of being a "Monarch City USA" and "Monarch School USA" and many classrooms and volunteers engage in activities to learn about and preserve this pollinator species. Activities include cultivating pollinator gardens; raising, releasing and tracking monarchs; and participating in community festivals with partner conservation organizations. Because of the amazing migration story of Monarchs, students learn about the connectedness of habitats across national borders and about Mexico and other overwintering sites.

Finally, we recognize that education equity is a work in progress and will continue to look for opportunities to be inclusive in our garden projects and create an equitable implementation of projects to create opportunities for historically and currently marginalized youth, students, and families.

- Describe how your proposed activities are appropriate for the student population's food, garden and agricultural traditions, including culturally appropriate agricultural methods and traditional gathering and harvesting techniques. (2.5 pts)

Our program has encouraged students to lead programming and generate ideas for projects. For example, our YTP students have written and received mini-grants from regional foundations for culturally inclusive holiday feasts, such as learning how to make tamales with student families during the winter holiday season.

In addition, Garden Units are chosen to align with school standards and created from online resources and literature provided by Oregon Ag In The Classroom, Life Lab (University of California - Santa Cruz), and California School Garden Network's "Gardens of Learning" text.

- Describe how your proposed activities will educate students about the food, garden, and agricultural practices of diverse cultures (2.5 pts)

Our curriculum materials are culturally inclusive and share information about the origin of foods and the history of cultivation methods and uses.

Before the COVID shut down, we were excited about a new partnership with the Community Food Council of Del Norte & Tribal Lands which works comprehensively with diverse stakeholders in our region including tribal governments and people, the Latino community and migrant farm and forest workers, Hmong community and others to deliver healthy foods, grow local growing and gathering knowledge, food preservation skills, and promote a prevention approach to community health. We look forward to partnering with this group again in the future as are gardens come back to life.

Finally, our gardens have proven to be a gathering place of diverse community stakeholders. It takes many to build and maintain these projects. Past partners have included: Community Food Council for Del Norte & Tribal Lands; Brookings Harbor Community Helpers Emergency Food Bank; Brookings-Harbor Soup Kitchen; OSU Extension - Curry County Office; BOMA (Brookings Oregon Monarch Advocates); SOCAN (Southern Oregon Climate Action Now); and Brookings-Harbor Garden Club.

The following community partners provided assistance, products, and discounts to support the Garden Projects at 17C.

- All Care
- Eco Nutrient
- Fred Meyer
- Curry Transfer & Recycling (CTR)
- Baker Seeds
- Oregon YTP - Voc Rehab
- Territorial Seeds
- Desi's Tree Service
- My Honey's Honey
- Oregon Ag in the Classroom - OSU
- Brookings-Harbor School District 17C
- Rumiano Cheese
- South Coast Lumber
- Gold Beach Lumber
- B.C. Fisheries
- Del Cur Supply
- Brookings Harbor Education Foundation
- Cape Blanco Cranberries

	<ul style="list-style-type: none"> Describe how your program will educate students and families of color; students with disabilities; emerging bilingual students; and students navigating poverty, homelessness, foster care. (2.5 pts) <p>In BHSD, we aim to engage 100 percent of our students in garden education activities throughout the 2022-23 school year. Historically, some of our garden's most frequent users and most engaged students have been students with disabilities that have taken leadership roles with projects, garden maintenance and summer crew work facilitated through the Youth Transition Program. Several of these students also had intersecting identities in the other areas mentioned - student/families of color, emerging bilingual, navigating poverty, homelessness, and foster care.</p> <ul style="list-style-type: none"> Describe how your demographics of your educators reflect the demographics of students in Oregon <u>OR</u> your district. (2.5 pts) <p>In BHSD, the demographics of our educators versus students are as follows (according to 2020-21 At A Glance Profile Data from Oregon Department of Education):</p> <ul style="list-style-type: none"> White (93% of educators; 62% of students) Hispanic/Latino (0%; 18%) Multiracial (3%; 16%) American Indian/Alaska Native (1%;3%) Native Hawaiian/Pacific Islander (1%; <1%) Asian (1%;1%) Black/African American (0%, <1%)
7	<p>Project must benefit schools with a high percentage of students eligible for free & reduced priced meals (<i>ODE will fill this in for you based on October 2019 data</i>)</p> <p>>70% of students within schools served by grant qualify for F+R meals (15 pts) 50-69% of students within schools served by grant qualify for F+R meals (10 pts) 40-49% of students within schools served by grant qualify for F+R meals (5 pts)</p>
8	<p>BONUS POINTS</p> <p>Applicant will receive the following bonus points if they are:</p> <p>First time applicant- (5 pts) Priority funding: Tribal/ESD/Producer – (10 pts) Especially Innovative or deemed high priority by scoring team- (5 pts)</p>

Brookings-Harbor School District 17C

Code: **KG-AR**
Revised/Reviewed: 1/25/12; 4/15/15; 5/18/16
4/10/19

Use of School Facilities

Facility Use Request's will be made electronically on the district website. The building administrator will determine the appropriateness of the event and approve room assignment and will electronically approve / disapprove the request.

After the administrator approves the request it will be forwarded to the superintendent with his/her approval or disapproval indicated. The request will be reviewed by the superintendent/designee for final approval and placement on the facility use calendar.

An Invoice will be issued for any district determined costs at the appropriate time and rate. The district recognizes the following groups for facility use:

1. Group I: Groups Granted Free Use of District Facilities

The following groups, organizations or activities will be granted free use of district facilities providing such use shall in no way interfere with or be detrimental to school functions. Such free use will be limited to those times when a district employee is on regularly scheduled duty. A charge will be made for the use of the facility when a district employee is required to be present or when extra heating, utility costs or cleanup are incurred beyond the normal operating hours.

- a. Parent club meetings and activities;
- b. After-school district sponsored activities;
- c. Boy Scouts;
- d. Girl Scouts;
- e. 4-H Clubs;
- f. Police Department activities;
- g. Fire Department activities;
- h. Wellness activities for district employees only;
- i. Fund raising activities for educational, athletic or fine art purposes benefitting district students;
- j. Educational meetings or conferences which benefit the district;
- k. Other youth sports;
- l. Other groups or organizations may be added at the district's discretion.

2. Group II: Groups Granted a Reduced Rate for use of District Facilities

The following groups, organizations or activities will be granted a reduced rate for use of district facilities;

- a. Adult athletics;
- b. Adult recreation classes;
- c. Schools other than those in the district (for nonprofit activities);
- d. Other groups or organizations may be added at the district's discretion.

3. Group III: Groups Expected to Pay Regular Rate for use of District Facilities

The following groups, organizations or activities will be expected to pay regular rate, as prescribed by the district's fee schedule.

- a. Political organizations;
- b. Commercial organizations;
- c. Religious organizations;
- d. Professional organizations;
- e. Fraternal organizations;
- f. Social groups;
- g. Recreational groups not identified as a group granted a reduced rate;
- h. Fund raising activities where the net proceeds are identified and retained for the direct benefit of the patron;
- i. Schools other than those in the district for profit-making activities;
- j. Other groups or organizations may be added at the district's discretion.

Groups II and III shall assume all liability for damage to buildings, contents and/or grounds, and agree to indemnify and hold Brookings-Harbor School District 17C harmless from any responsibility for said liability. The district reserves the right to require a certificate of insurance in the amount of \$1,000,000 from any group with district identified as additional insured.

The superintendent or his/her designee may enter into no charge agreements with other public agencies or educationally related professional groups usage of district facilities when it is deemed in the best interest of staff or students.

Approval for use of district facilities shall not be considered an endorsement of a group or organization, or the views and purposes they represent.

The superintendent or designee may deny use of a facility when it is deemed not in the best interest of the district.

Use of district facilities by individuals or groups from outside the Curry County area shall be subject to advance deposits per rate schedule.

Use of tobacco products or alcoholic beverages is not permitted on school property.

The facilities rental fee will be reviewed and updated periodically by the superintendent or his/her designee.

Facility Usage Fee

Facility	Group II	Group III
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High School

Gibney Center	\$20 per day	\$200 per day
Gymnasium	\$20 per day	\$200 per day
Auditorium	\$20 per day	\$200 per day
Cafeteria	\$20 per day	\$200 per day
Library	\$20 per day	\$100 per day
Classroom	\$20 per day	\$20 per hour

Middle School

Gymnasium	\$20 per day	\$200 per day
Multipurpose Room	\$20 per day	\$200 per day
Library	\$20 per day	\$100 per day
Classroom	\$20 per day	\$20 per hour

Elementary School

Gymnasium	\$20 per day	\$200 per day
Multipurpose Room	\$20 per day	\$200 per day
Library	\$20 per day	\$100 per day
Classroom	\$20 per day	\$20 per hour

Athletic Fields

Any single field	Clean-up fee possibly	\$100 per day
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*A \$40 per hour custodial fee may be charged to any group.

English Learners in Oregon

Annual Report 2020-21

June 2022



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Kim Miller, Education Program Specialist
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Office of Equity, Diversity, and Inclusion

Deb Lange, Assistant Superintendent
Laura Lien, Director
Taffy Carlisle, Education Program Specialist
Kelly Kalkofen, Education Program Specialist
Mirela Blekic, Education Program Specialist
Mariana Praschnik-Enriquez, Education Program Specialist
Ana Salas, Executive Support Specialist

Office of Finance and Information Technology

Mike Mendez, Director
Lauren Holstein, Business Analyst

Office of Senior Strategy and Operations

Jon Wiens, Director
W. Joshua Rew, Psychometrician
Evan Fuller, Research Analyst

Executive Summary

ORS 327.016 directs the Oregon Department of Education (ODE) to prepare an annual report on English learner program funding and student outcomes. The report's intention is to describe the population of English Learners in Oregon and provide a summary of district and state progress towards meeting their needs and objectives. This report is also available on 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 (García, 2009). Thus, although this report will use the English Learner label in order to comply with ORS 327.016, we recognize these students are multilingual and value their linguistic and cultural assets.

The ODE annually reports four groups of English learners: current, former, ever, and never English learners. Current English learners are multilingual students who were learning English in an ELD program during the 2020-21 school year¹. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2020-21 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 2020-21 school year.

English Learners in Oregon's K-12 schools

As of May 1, 2021, 557,723 students enrolled in Oregon public schools and districts. Among those students, 9.6 percent were current English learners (53,677 students), 8.7 percent were former English learners (48,663 students), and 81.7 percent were never English learners (455,383 students). Both current and former English learners (i.e., ever English learners and 18.3 percent of students) were an incredibly diverse student population in 2020-21. These students brought rich linguistic and cultural heritages to their classrooms, schools, and communities.

The distribution of current English learners varied across grade levels and districts in Oregon during the 2020-21 school year. The district with the highest percentage of current English learners was Woodburn School District, with 36.2 percent of its student population learning English in an ELD program as of May 1, 2021. On the other hand, 49 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 2020-21 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

- The majority of current English learners were in elementary grades (62.7 percent), 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) declined from 4,925 in 2019-20 to 4,373 students in 2020-21.
- Spanish was the predominant home language of current English learners (76.3 percent), but overall there were 181 unique home languages spoken by current English learners. Other prevalent languages include Russian, Vietnamese, Chinese, Arabic, Chuukese, and Somali.
- Approximately 76.6 percent of current English learners were Latino/a/x, and 29.8 percent of Latino/a/x students were current English learners. Nearly the same percentage of Native Hawaiian/Pacific Islander students (28.5 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 (86.3 and 79.2 percent vs. 58.8 percent).
- A higher percentage of current English learners received special education services and supports as compared to never English learners (21.1 vs. 15.2 percent); however, ever English learners and never English learners had similar percentages of students receiving special education services and supports (14.6 vs. 15.2 percent).
- Almost 11.0 percent of current English learners received services in migrant education programs (i.e., 5,930 students).
- While across Oregon 7.2 percent of never English learners participated in TAG programs, this figure was 5.6 percent for former English learners and just 0.3 percent for current English learners.

Progress towards English Language Proficiency

Oregon monitors whether or not current English learners are on-track to attain English language proficiency within seven years. A little more than half of current English learners (55 percent) in elementary school grades were on track. In contrast, current English learners in middle or high school grades as well as current English learners with disabilities were much less likely to be on track.

Student Academic Outcomes in English Language Arts and Mathematics

Data pertaining to English language arts and mathematics achievement for current, former, and never English learners are unavailable due to low and uneven assessment participation in 2020-21.

Attendance

Former and never English learners have the highest levels of regular attendance in elementary school grades. Current English learners have rates of regular attendance substantially lower in elementary, middle, and high school grades. Regular attendance rates decline considerably for current, former, and never English learners in middle and high school grades.

Graduation

Former English learners graduated at rates similar to or better than never English learners (84.2 vs. 81.1 percent); however, substantially fewer current English learners graduated in four years (64.4 percent).

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.

District revenues and expenditures

As in reports from previous years, this report summarizes the ratio of expenditures to revenues. In 2020-21, that ratio was 0.95, slightly less than it was in 2019-20.

Introduction

In 2020-21, 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 2020-21 school year made up 18.0 percent of all students in Oregon public schools and districts (as of the first school day in May 2021). 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 2020-21 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 (García, 2009). Thus, although this report will use the English Learner label in order to comply with ORS 327.016, we recognize these students are multilingual and value their linguistic and cultural assets.

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

2020-21 school year². Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2020-21 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 2020-21 school year.

Structure of this report

This report consists of five sections:

Section 1: Demographics of English Learners

Section 2: Participation in Targeted Programs

Section 3: Language Development and Academic Achievement

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

Section 5: State Revenues and Expenditures for English Learners

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

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

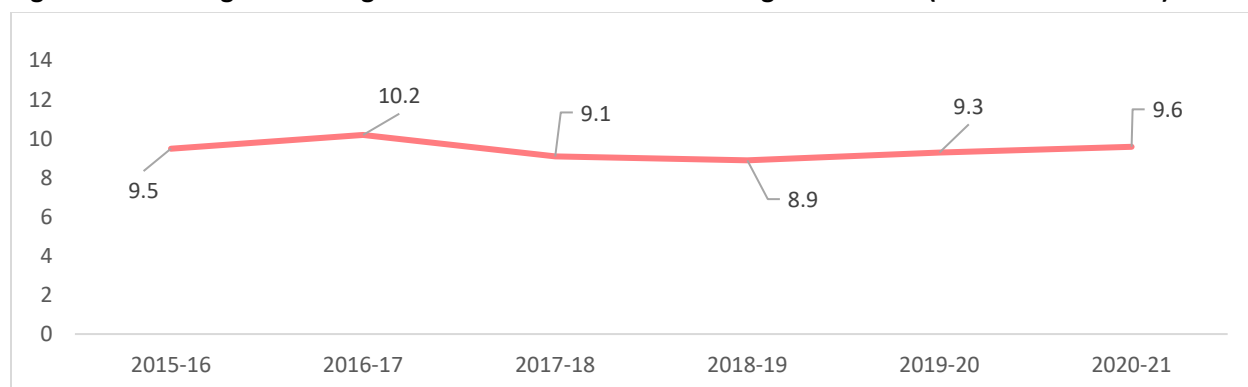
Section 1: Demographics of English Learners in Oregon in 2020-21

As of the first school day in May 2021, 557,723 students enrolled in Oregon public schools and districts. Among those students, 9.6 percent were current English learners (53,677 students), 8.7 percent were former English learners (48,663 students), and 81.7 percent were never English learners (455,383 students). Both current and former English learners were an incredibly diverse student population in 2020-21 (representing 18.3 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 2020-21, 53,677 of Oregon’s 557,723 K-12 students, or 9.6 percent, were current English learners⁴ (see figure 1).

Figure 1. Percentage of all Oregon students who were current English Learners (2015-16 to 2020-21).



A similar number of students in 2020-21 (48,663 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 2020-21 school year. Research does suggest, however, that former English learners may still need support to develop high levels of proficiency in academic English (i.e., the language students need in order to be successful in school; see de Jong 2004; Flores, Batalova & Fix, 2012).

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

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.

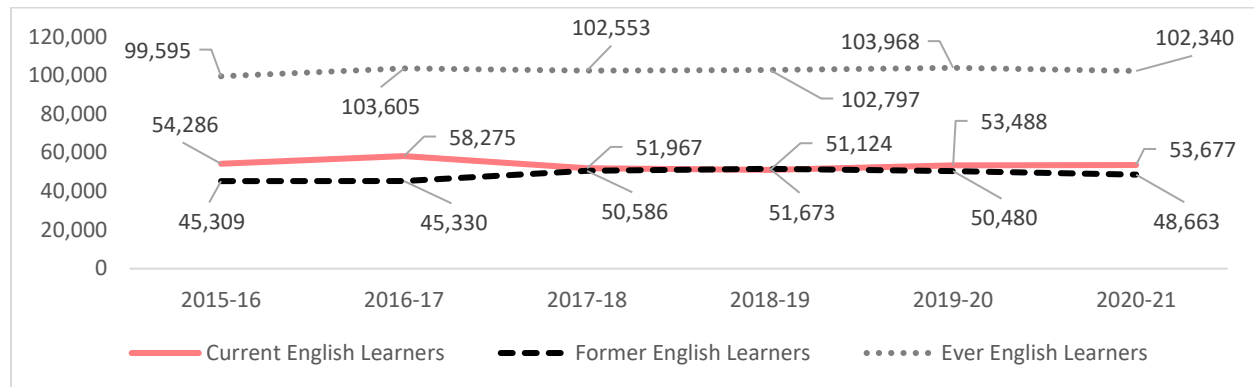
⁴ The data for this portion of the report relies on student enrollments as of the first school day in May 2021.

English Learners in Oregon

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 (Thompson, Umansky, & Rew, 2022; Hopkins, Thompson, Linqianti, Hakuta, & August, 2013).

Figure 2 shows the change in the count of current, former, and ever English learners in Oregon over the last six school years. In general, it displays a slightly fluctuating population of ever English learners in Oregon, starting at 99,595 in 2015-16 and, after increasing and declining for a couple years, reaching 102,340 students in 2020-21.

Figure 2. Number of current, former, and ever English Learners in Oregon (2015-16 to 2020-21).

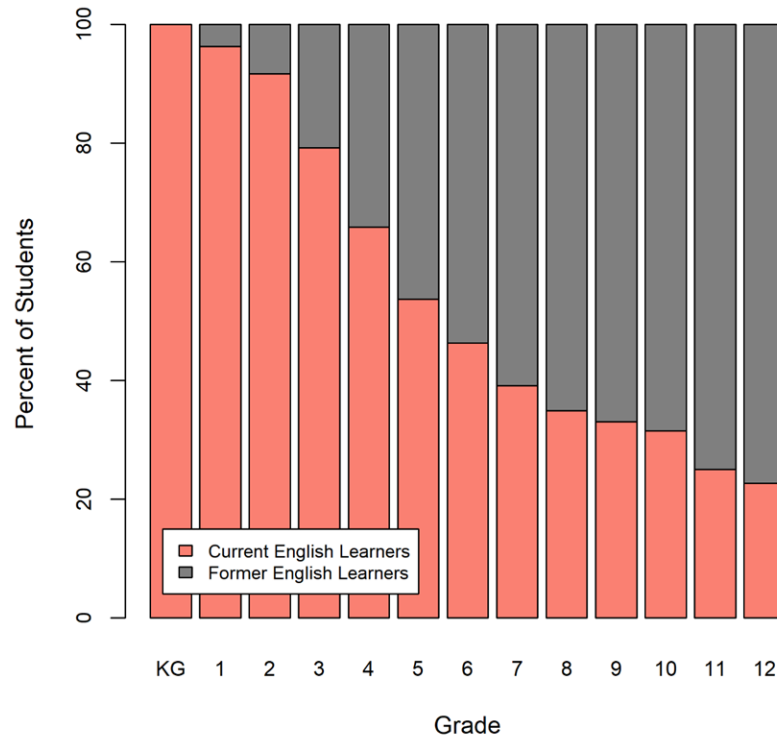


Characteristics of current English Learners in Oregon

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

Although there were current English learners at every grade level, approximately two-thirds (62.7 percent) were in kindergarten through fifth grade. Far fewer current English learners were in middle school (grades 6-8; 19.2 percent) or in high school (grades 9-12; 18.1 percent). Figure 3 shows the percent of current and former English learners by grade in 2020-21. 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 2020-21.

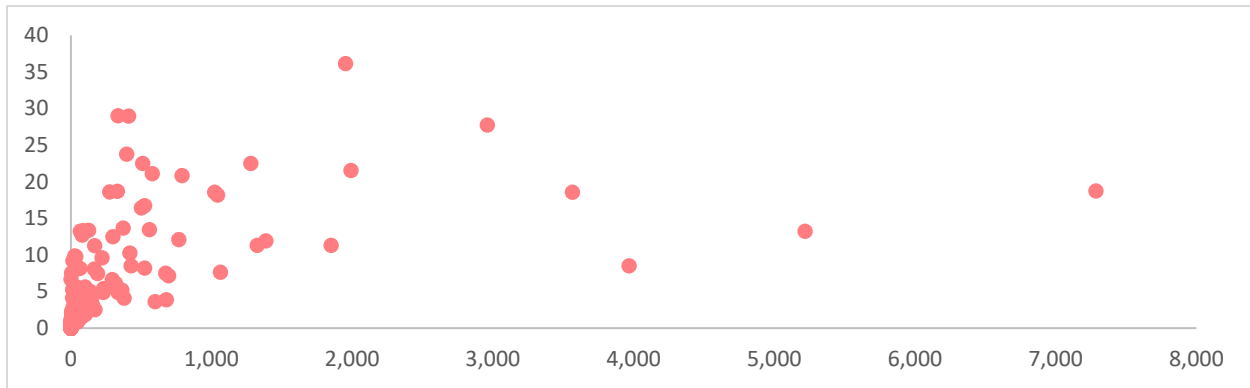


English Learner enrollment was not uniform across Oregon districts.

Oregon has 196 school districts. In 2020-21, 146 districts provided English language instruction, supports, and services to current English learners; however, 50 districts did not have any current English learner enrollments. An additional 47 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 2020-21 is on the x-axis. While most districts are at the left hand corner, with zero or few current English learners, there were five 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 8 percent of the student population (see the y-axis). Thus, in 2020-21, 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 2020-21.



This variation across districts is also evident in table 1, which shows the five districts with the highest numbers of current English learners (i.e., Salem-Keizer, Beaverton, Portland, Hillsboro, and Reynolds), as well as the five districts with the highest percentage of current English learners (i.e., Woodburn, Nyssa, Umatilla, Reynolds, and Milton-Freewater). 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 2020-21.

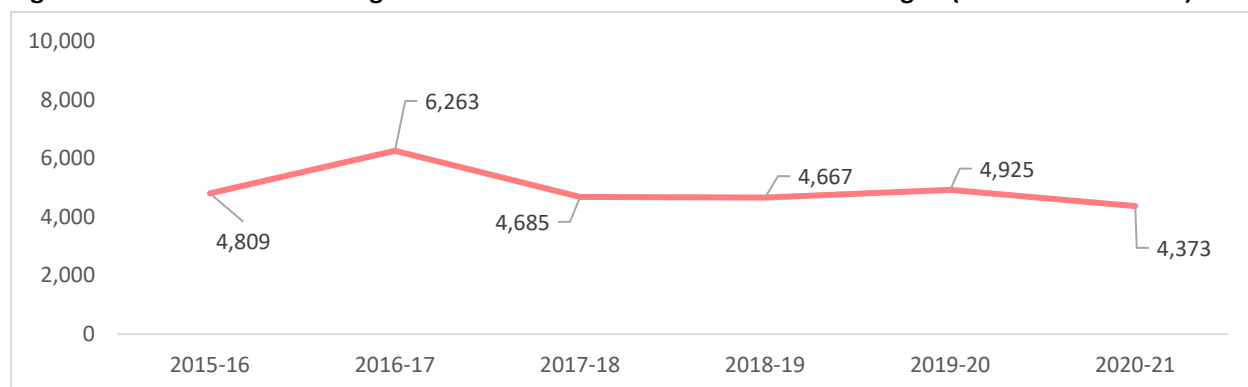
District Name	Number of Current English Learners	Percentage of Current English Learners
Salem-Keizer	7,286	18.8%
Beaverton	5,219	13.2%
Portland	3,968	8.5%
Hillsboro	3,565	18.6%
Reynolds	2,961	27.8%
David Douglas	1,991	21.6%
Woodburn	1,953	36.2%
Nyssa	336	29.0%
Umatilla	411	29.0%
Milton-Freewater	396	23.8%

The number of recent arrivers declined in 2020-21.

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

In 2020-21, 4,373 current English learners were recent arrivers. This number represents the smallest count of recent arrivers over the last six years and continues the 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 2020-21).



Most recent arrivers (60.6 percent) were in the elementary grades, while 16.3 percent were in grades 6-8 and 23.1 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 2020-21 was 1,723. Not all districts provided English language instruction, support, and services to adolescent newcomers; however, five Oregon districts had at least 100 such students in 2020-21 (see table 2).

Table 2. Districts providing English language instruction, support, and services to at least 100 adolescent newcomers in 2020-21.

District	Number of Adolescent Newcomers (Recently Arrived Current English Learners in Middle or High School)
Beaverton	226
Salem-Keizer	199
Portland	183
Reynolds	148
David Douglas	100

In 2020-21, 690 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,

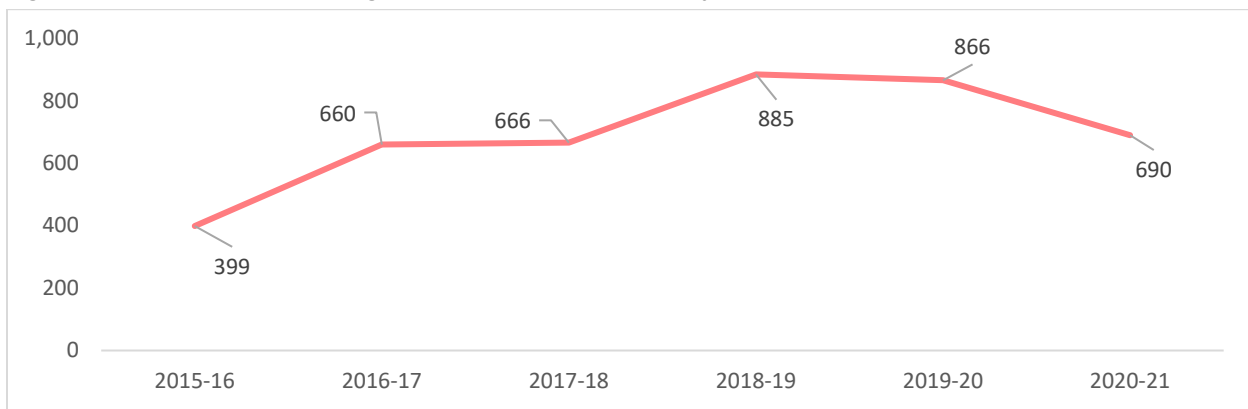
English Learners in Oregon

- b. function at least two years below grade level expectations in reading and mathematics, and
- c. be preliterate in their native language.⁵

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

The ODE began collecting data on the number of students with limited or interrupted formal education in 2015-16. For the 2020-21 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 in 2020-21.

Figure 6. Number of current English learners with an interrupted formal education (2015-16 to 2020-21).



Most students with limited or interrupted formal education were in high school (62.2 percent). Another 25.1 percent were in the middle school grades (grades 6-8), and only 12.8 percent were in the elementary grades.

In 2020-21, 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. Six 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 2020-21. These six districts alone enrolled 75.5 percent of all SLIFE students in Oregon. Note that three of the five districts serving many adolescent newcomers (see table 2) also enroll a significant numbers of current English learners with interrupted formal education (i.e., Portland, Beaverton, Reynolds, and Hillsboro).

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

Table 3. Districts serving at least 20 current English learners with interrupted formal education in 2020-21.

District	Number of Current English Learners with Limited or Interrupted Formal Education
Hillsboro	147
Hermiston	96
Portland	89
Beaverton	81
Reynolds	79
Morrow	29

Current English learners across the state spoke 181 unique home languages.

Statewide, current English learners spoke about 181 different languages at home. By far the most prevalent home language among Oregon current English learners was Spanish, spoken at home by 76.3 percent of all current English learners. The four next most common languages were Russian, Vietnamese, Chinese, and Arabic. Taken together, these top five languages represent 84.7 percent of home languages among current English learners (see table 4). In recent years, the number of current English learners speaking Somali, Mesoamerican languages, and other languages has been 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.

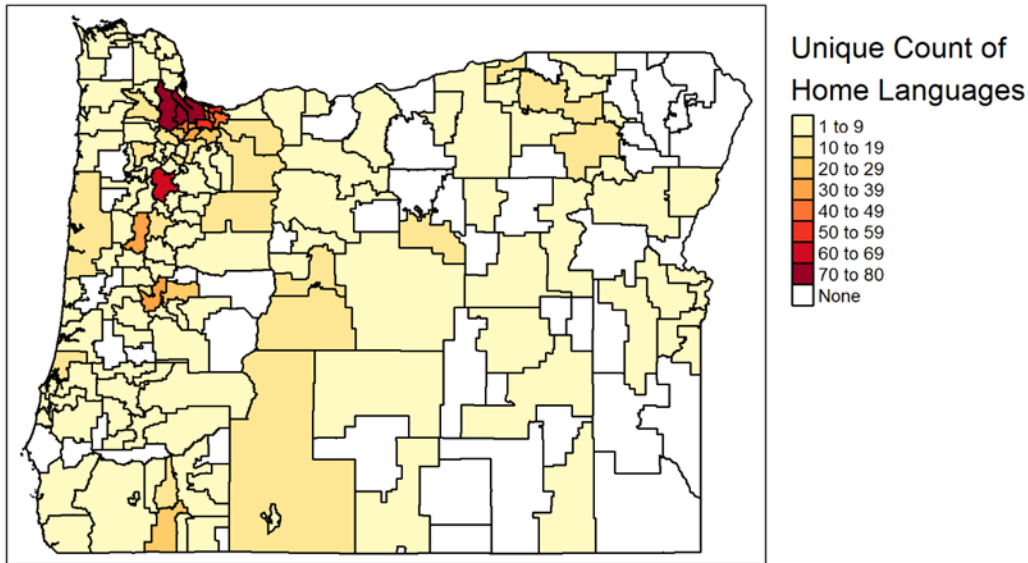
Table 4. Most prevalent home languages among current English learners in 2020-21.

Language	Number of Current English Learners with this Language	Percentage of Current English Learners with this Language
Spanish	40,973	76.3
Russian	1,360	2.5
Vietnamese	1,235	2.3
Chinese	1,082	2.0
Arabic	829	1.5
Chuukese	626	1.2
English ⁶	613	1.1
Somali	580	1.1
Ukrainian	391	0.7
Japanese	342	0.6
Marshallese	342	0.6
Mayan languages	273	0.5

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

⁶ All 613 current English Learners with English as the home language were American Indian/Alaska Native students.

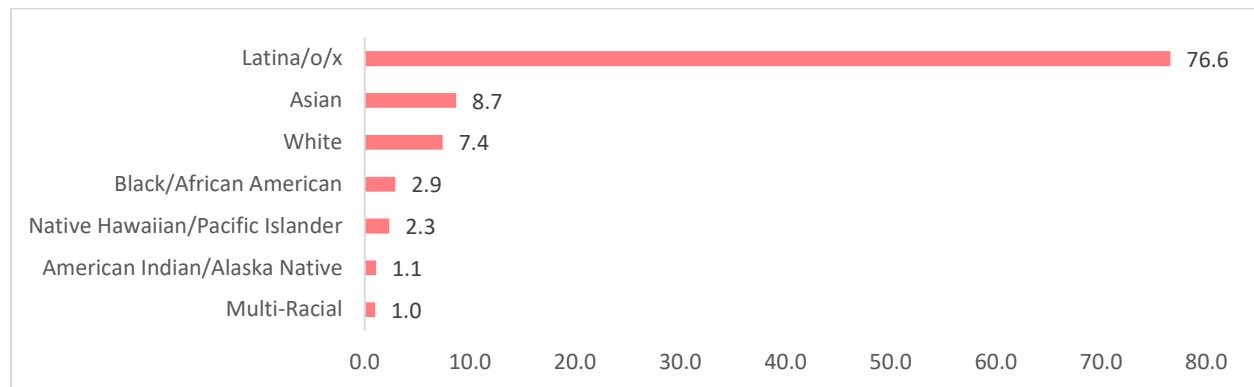
Figure 7. Geographic distribution current English learner home languages across Oregon districts during 2020-21.



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

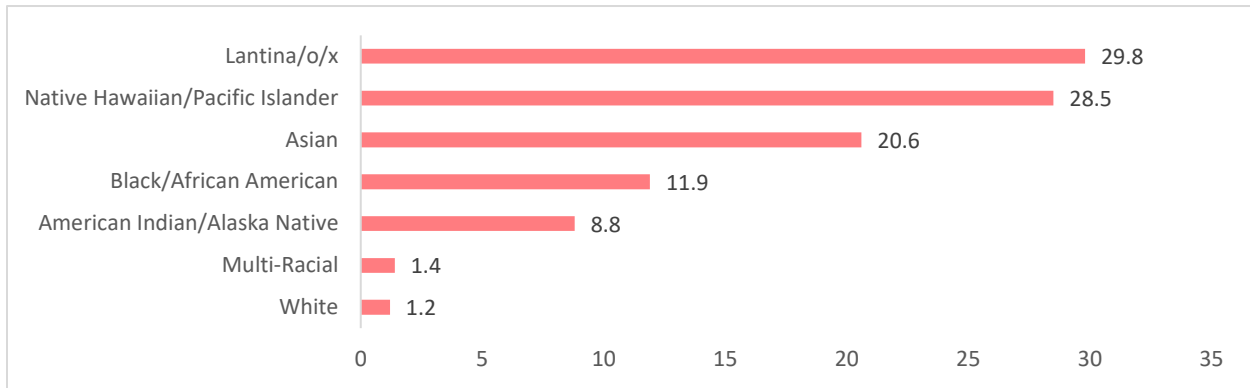
Of the 53,677 current English learners in Oregon during the 2020-21 school year, 41,110 (76.6 percent) were Latina/o/x. Slightly over 16.1 percent were White and Asian, while smaller percentages were Black/African American, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and Multi-Racial (see figure 8).

Figure 8. Percentage of current English learners by race/ethnicity in 2020-21.



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 29.8 percent of Latina/o/x students were current English learners in 2020-21. Moreover, 28.5 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 2020-21.



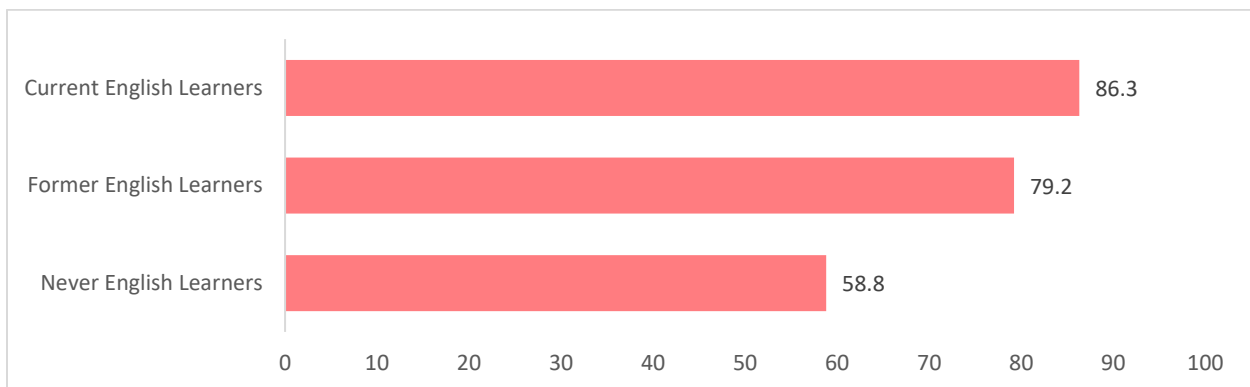
Section 2: Participation in Targeted Programs

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 2020-21 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, 86.3 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 2020-21.



Special Education

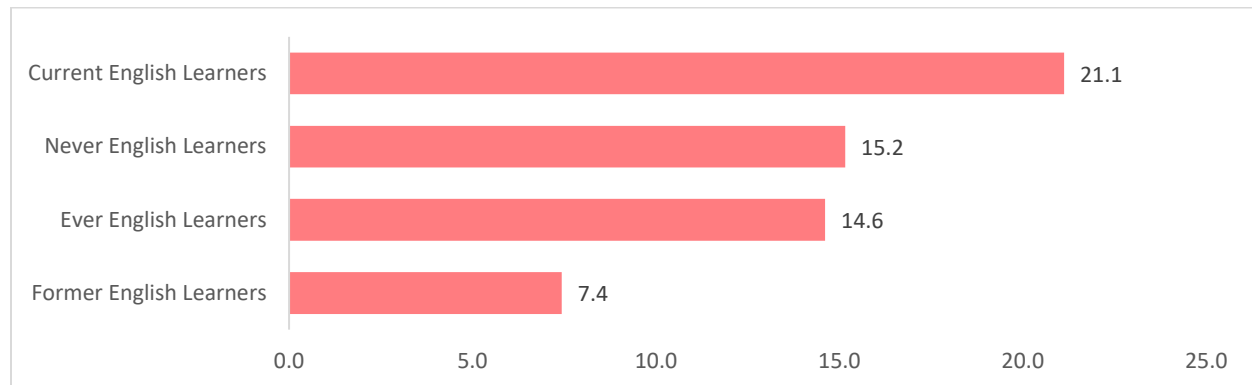
Students who are current English learners and receive special education services and supports are known as dual-identified students, since they receive instruction, supports, and services from two programs (i.e., English language and special education).

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 (21.1 percent) received special education services and supports as compared to former (7.4 percent) and never English learners (15.2 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.

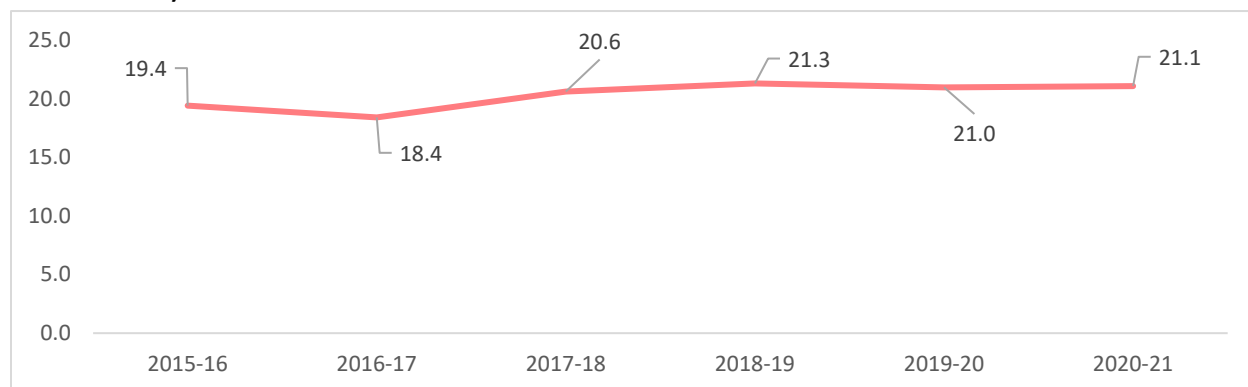
Figure 11. Percentage of current, former, never, and ever English learners receiving special education services and supports in 2020-21.



The percentage of current English learners receiving special education slightly increased in 2020-21.

In 2020-21, 11,337 current English learners (21.1 percent) were receiving special education supports and services. The number of current English learners receiving special education services and supports in 2020-21 represents a very slight increase from the year before, when 21.0 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 2020-21).



Most dual-identified students in 2020-21 had a specific learning disability (3,665 students) or a speech or language impairment (3,092 students) as their primary disability.⁷ Other primary disabilities, in order of frequency in 2020-21, include other health impairments, autism, intellectual disability, emotional behavior disability, deaf or hard of hearing, orthopedic impairment, visual impairments including blindness, traumatic brain injury, and deaf-blindness.

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 and are able to receive supports to succeed academically.

11 percent of current English learners received services from Migrant Education Programs in 2020-21.

Across the state in the 2020-21, 5,930 current English learners participated in migrant education programs. That number translates to 11.0 percent of all current English learners. It also means that approximately half (49.7 percent) of the 11,943 students in migrant education programs were current English Learners in 2020-21. Moreover, 39.0 percent of students in migrant education programs in 2020-21 were former English learners. This also implies that 88.7 percent of the 11,943 students who received services from migrant education programs were ever English learners.⁸

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

⁸ The data for this portion of the report relies on student enrollments as of the first school day in May 2021.

Approximately 103 districts received federal funds in the 2020-21 school year to support their migrant education programs. Districts that did not receive federal funding in 2020-21 did not have eligible students enrolled in their schools and programs. Ten districts had more than 150 current English learners participating in their migrant education program in 2020-21 (see table 5).

Table 5. Districts with over 150 current English learners participating in migrant education programs in 2020-21.

District	Number of Current ELs in Migrant Education	District	Number of Current ELs in Migrant Education
Salem-Keizer	616	Nyssa	244
Hillsboro	482	Beaverton	184
Woodburn	447	Hood River County	173
Medford	346	Canby	160
Forest Grove	302	North Wasco County	155

Talented and Gifted

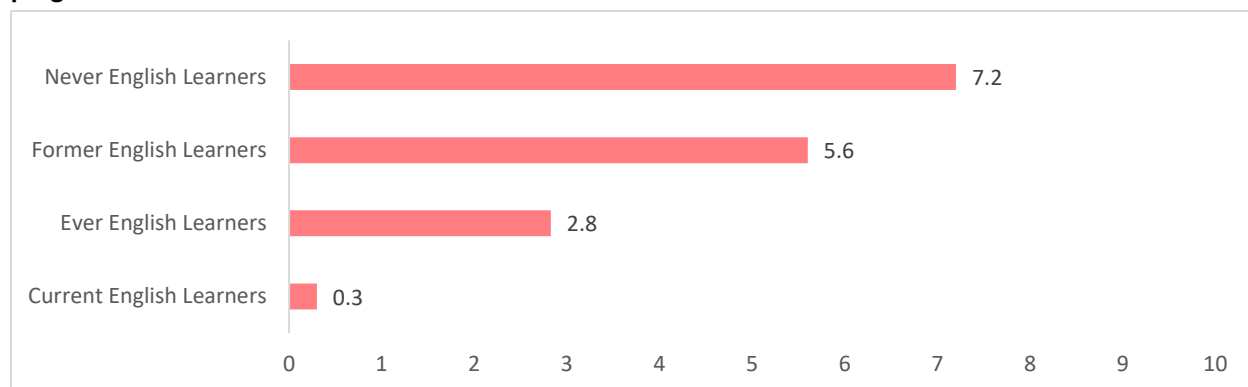
The state requires that all school districts establish policies and procedures to identify students to participate in TAG programs. These students may have high general intelligence and/or demonstrate unusual academic ability in one or more particular areas. State law requires districts to develop a 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, 7.2 percent of never English learners (32,616 students) were eligible for TAG programs in 2020-21. While 5.6 percent of former English learners were eligible (2,725 students) and 5.9 percent of ever English learners were eligible (2,893 students), less than 1 percent of current English learners were eligible for TAG programs in 2020-21 (168 students). Never English learners were 24 times more likely to be eligible than current English learners in 2020-21 (7.2 percent ÷ 0.3 percent = 24).

Figure 13. Percentage of current, former, ever, and never English learners who participated in a TAG program in 2020-21.



Section 3: Language Development and Academic Outcomes for English Learners

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

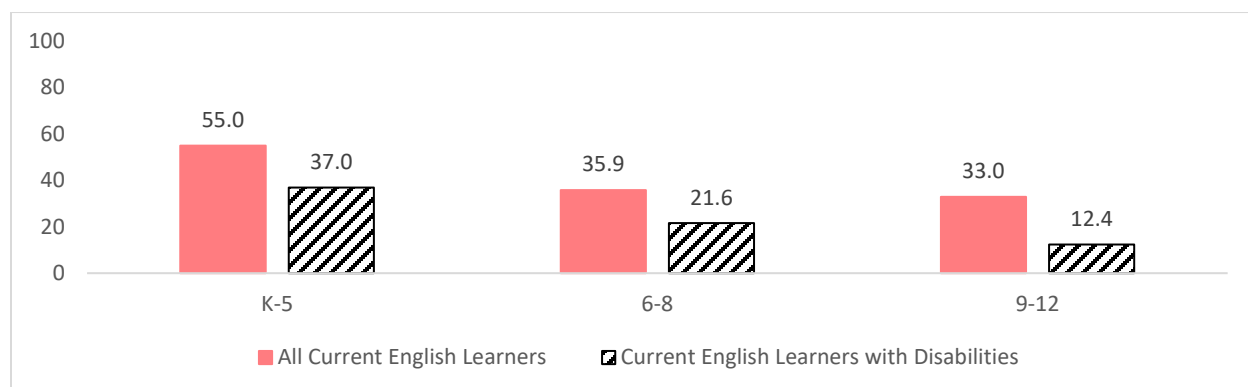
Progress towards English Language Proficiency

Title III of the Every Student Succeeds Act (ESSA) requires current English learners to take an English language proficiency assessment (ELPA) annually. The ELPA measures a student’s proficiency in the domains of listening, reading, speaking, and writing. Students who demonstrate proficiency on all four ELPA domains are ready to exit the ELD program. Since 2016-17, the ODE monitors whether current English learners are on track to attain English language proficiency using a trajectory expectation model. Current English learners are on track if their current ELPA domain performance meets or exceeds trajectory expectations given (1) initial ELPA domain performance, (2) years identified as a current English learner, and (3) disability and/or an interrupted formal education status.

According to figure 14, as the grade level increases, the percentage of current English learners on track to attain English language proficiency decreases from 55.0 percent in elementary school grades to 33.0 percent in high schools grades. Furthermore, the same pattern is evident for current English learners with disabilities where the percentage decreases from 37.0 percent in elementary school grades to 12.4 percent in high school grades. To some extent, the decrease in the percentage of current English learners on track to attain English language proficiency from elementary to high school grades is not a surprise due to the annual exiting of current English learners. This has a considerable impact on the composition of current English learners across grade levels. Thus, inferences and comparisons across grade levels and between groups of current English learners (e.g., those with and without disabilities) must use caution.⁹

⁹ It is also important to note that ELPA participation was low and uneven in 2020-21 (i.e., the participation rate was approximately 38 percent). Not all current English learners had a safe and in-person opportunity to take the ELPA.

Figure 14. Percentage of all current English learners and current English learners with disabilities on track to attain English language proficiency by elementary (K-5), middle (6-8), and high school grades (9-12) in 2020-21.



Long-term current English learners made up 20.0 percent of all current English learners.

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

In 2020-21, most current English learners (80.0 percent) were not long-term current English learners; however, this means that 20.0 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 ability of Oregon’s schools and districts to meet the needs of current English learners. This is particularly salient given that 37.8 percent of current English learners with disabilities received English language instruction, supports, and services for more than seven years in 2020-21.

Approximately 15 percent of current English learners receiving special education services and supports developed English language proficiency in six years.

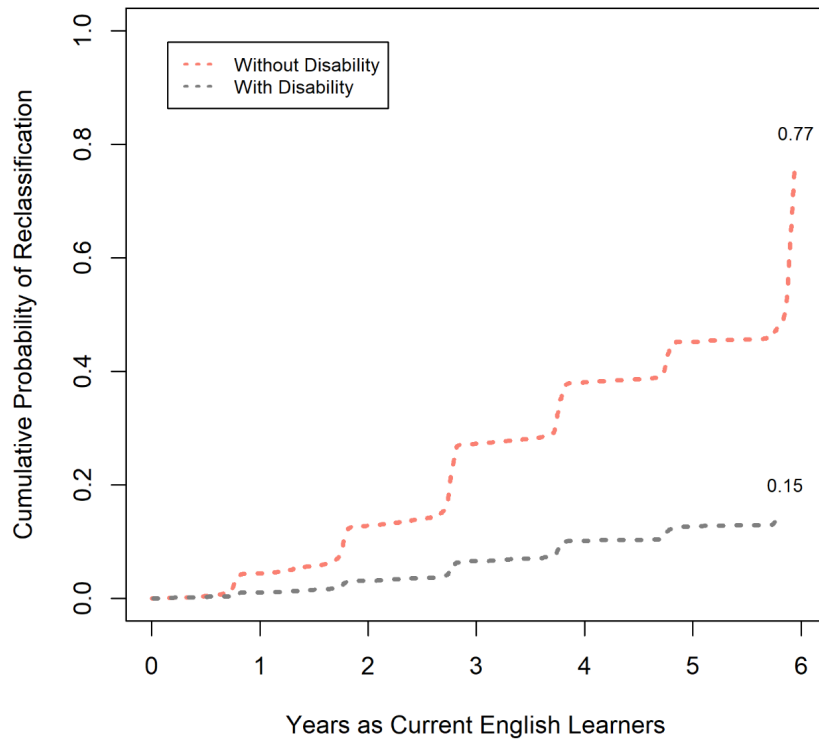
It is also useful to look at the development of English language proficiency from another angle, namely, what proportion of current English learners develop proficiency within a particular amount of time?

This measure uses data for all current English learners who received English language instruction, supports, and services in an ELD program in 2020-21 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 2021 as a snapshot, this measure includes all current English learners (even those not enrolled on the first school day in May 2021).

Figure 15 addresses this question for current English learners with and without disabilities. For current English learners without disabilities who began receiving English language instruction, supports, and services

on or after July 1, 2015, the probability of reclassification (i.e., attaining English language proficiency and exiting an ELD program) after six years is 0.77 (or, after multiplying by 100, 77 percent). That is, 77 percent of the current English learners without disabilities attained English language proficiency and exited an ELD program after six years. On the other hand, only 15 percent of current English learners with disabilities attained English language proficiency and exited an ELD program after six years.

Figure 15. Probability of reclassification for current English learners with and without disabilities after six years (July 1, 2015 to June 30, 2021).



Student Academic Outcomes in English Language Arts and Mathematics

Per the ESSA, all students must take annual summative assessments in English language arts and mathematics in grades 3 through 8 and 11. Although these assessments provide tools, supports, and accommodations for current and former English learners (e.g., English/Spanish language side-by-side in mathematics, glossaries available in 12 languages¹⁰, and test directions available in 20 languages¹¹), they may be challenging for students who are still developing English language proficiency.

In the 2020-21 school year, the ODE [received](#) an assessment waiver from the U.S. Department of Education. The waiver provided temporary flexibility in terms of the administration of summative assessments in certain grades. That is, instead of taking English language arts and mathematics assessments in grades 3 through 8

¹⁰ Glossaries are available in English, Spanish, Arabic, Cantonese and Mandarin, Ilokano and Tagalog, Korean, Punjabi, Russian, Ukrainian, and Vietnamese.

¹¹ Test directions are available in Arabic, Burmese, Cantonese, Dakota, Ilokano and Tagalog, French, Haitian Creole, Hmong, Japanese, Korean, Lakota, Mandarin, Punjabi, Russian, Somali, Spanish, Ukrainian, Vietnamese, and Yup'ik.

and 11, the waiver only requires students to take the English language arts assessment in grades 3, 6, 7, and 11, and the mathematics assessment in grades 4, 7, 8, and 11. Despite the flexibility, assessment participation was very low and uneven across grades for current, former, and never English learners in 2020-21¹². Thus, English language arts and mathematics achievement is only representative of the students who had a safe, in-person opportunity to participate in each assessment and is not comparable across schools, districts, student groups (e.g., current, former, and never English learners), and school years. For these reasons, this report will not display English language arts and mathematics achievement for the 2020-21 school year. Please see [statewide assessment results](#) for more information about the assessment waiver, participation, and achievement.

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.

Regular Attendance

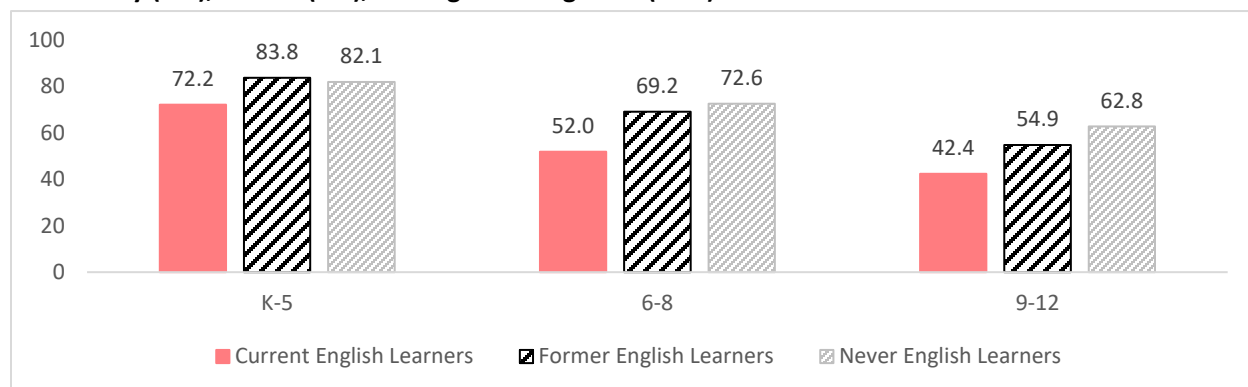
In recent years, researchers and educators alike have devoted increasing attention to ensuring students attend school on a regular basis. Research has shown that even moderate levels of absenteeism can have a profound impact on students' grades, performance on standardized assessments, graduation rates, and success in college (Allensworth & Evans, 2016; Ginsburg, Jordan, & Chang, 2014). In Oregon, students exhibit "regular attendance" at school if they attend more than 90 percent of school days during the school year.¹³

Among elementary grades in 2020-21, former and never English learners have the highest levels of regular attendance (see figure 16). Current English learners, on the other hand, have rates of regular attendance lower in elementary, middle, and high school grades. In fact, regular attendance rates decline considerably for current, former, and never English learners in middle and high school grades (with current and former English learners declining by approximately 30 and 29 percentage points between elementary and high school grades).

¹² English language arts assessment participation ranges from approximately 7 percent in 11th grade for current English learners to 40 percent in 3rd grade for never English learners. Mathematics assessment participation ranges from approximately 6 percent for current English learners to 40 percent in 4th grade for never English learners.

¹³ Note that regular attendance in 2020-21 is not comparable to prior years due to the impact of the COVID-19 pandemic and substantive policy changes to support remote learning.

Figure 16. Percentage of current, former, and never English learners regularly attending school by elementary (K-5), middle (6-8), and high school grades (9-12) in 2020-21.



On Track to Graduate

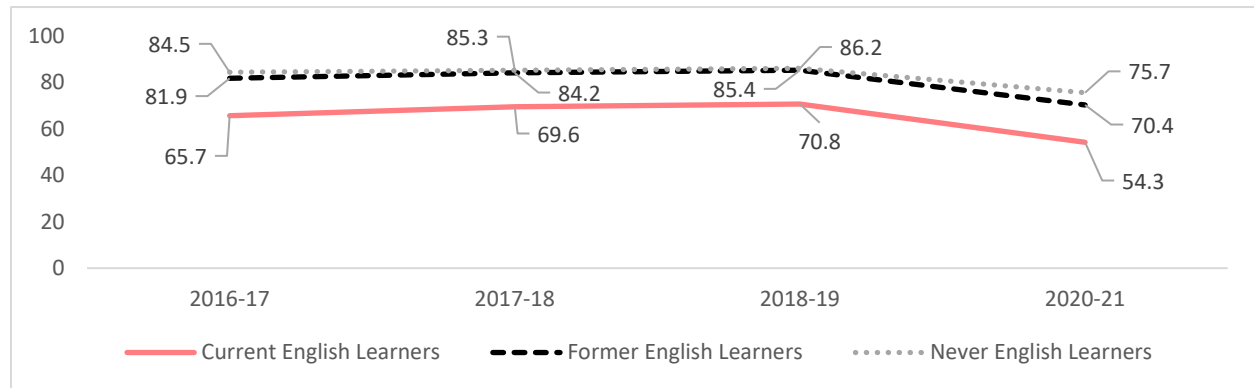
Around the country, states and districts track whether students in the 9th grade are on track to graduate within four years. They do this because ninth grade is a critical year for determining whether students will ultimately graduate from high school; identifying students who are not on track allows schools to provide supports and interventions to help keep students in school and progressing towards graduation. In Oregon, students in the 9th grade are on track to graduate if they earn at least six credits or 25 percent of the credits their district requires for graduation.

From 2016-17 to 2020-21, a higher percentage of former and never English learners were on-track to graduate in comparison to current English learners.¹⁴

According to figure 17, former and never English learners in 9th grade are on track to graduate at substantially higher percentages than current English learners from 2016-17 to 2020-21. Former and never English learners have very similar percentages. Their gap shrinks from 2.6 percentage points in 2016-17 to 0.8 percentage points in 2018-19; however, the gap between former and never English learners widens in 2020-21 (i.e., 5.3 percentage points). From 2016-17 to 2018-19, current, former, and never English learners exhibited considerable improvement in the percentage of students on-track to graduate. Current English learners demonstrated the largest improvement with 5.1 percentage points. However, all three groups of students experience a sizeable decline in 2020-21 with current and former English learners decreasing by 16.5 and 15.0 percentage points since 2018-19. The considerable decline is due to the impact of the COVID-19 pandemic on students, families, communities, and schools.

¹⁴ Data representing the percentage of current, former, and never English learners who were on track to graduate in ninth grade were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon's response to the COVID-19 pandemic (e.g., the cancellation of data collections that either capture the specific data or support the calculation of this measure at the district and state levels).

Figure 17. Percentage of 9th grade current, former, and never English learners on track to graduate within four years (2016-17 to 2020-21).



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.¹⁵

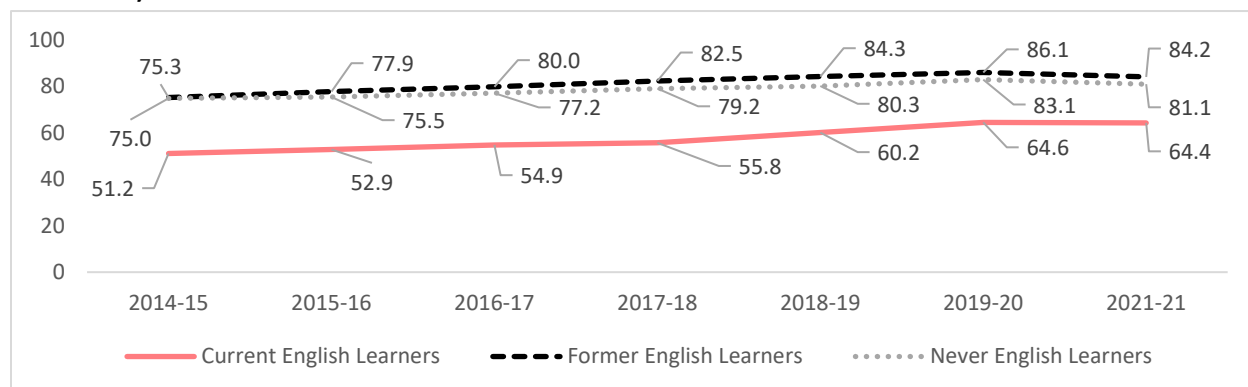
Former English learners graduated at rates similar to or better than never English learners; however, substantially fewer current English learners graduated in four years.

According to figure 18, former and never English learners graduate in four years at relatively similar rates; however, although similar, the rate for former English learners was higher from 2014-15 to 2020-21. In some years (e.g., 2018-19), the four-year graduation rate for former English learners was higher than the rate for never English learners (84.3 percent vs. 80.3 percent).

Current English learners, on the other hand, graduated in four years at lower rates than former and never English learners; however, it is important to note that the four-year graduation rate for current English learners has grown considerably from 2014-15 to 2020-21 (an increase of 13.2 percentage points).

¹⁵ 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.

Figure 18. Percentage of current, former, and never English learners graduating within four years (2014-15 to 2020-21).



Oregon State Seal of Biliteracy

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

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

The data for this section relies on students who graduated in 2020-21 (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 learners¹⁶ who earned the Seal of Biliteracy in 2020-21.

The majority of students who earned the Seal of Biliteracy in 2020-21 were ever English learners and never English learners who are native speakers of languages in addition to English.

Of the 37,320 students who graduated in 2020-21, 1,874 students (or 5.0 percent) also earned the Seal of Biliteracy. Among those 1,874 students, 49.1 were never English learners, 42.4 percent were former English learners, and 8.4 percent were current English learners (see figure 19). Note that the majority of students who earn the Seal of Biliteracy are (1) ever English learners and (2) never English learners who are native speakers of languages in addition to English.

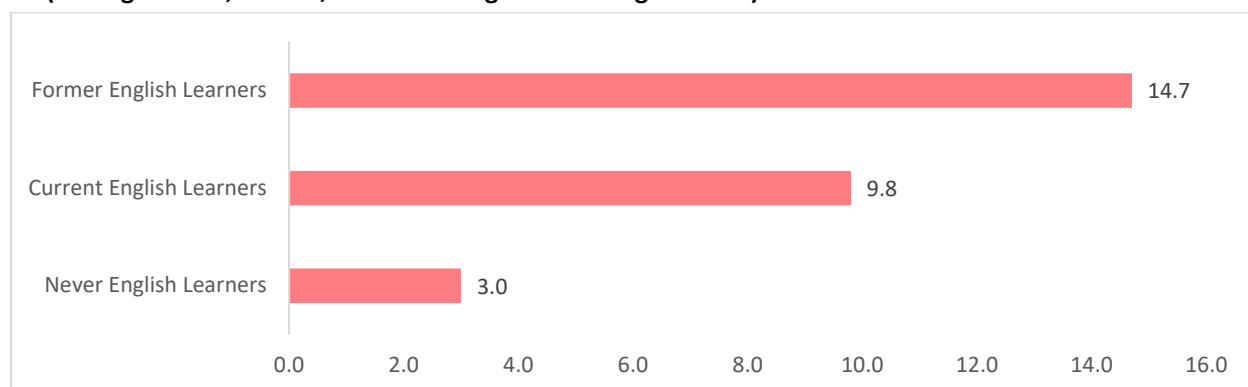
¹⁶ For the purposes of reporting Seal of Biliteracy data in this report, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Note that current English learners included students who were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

Figure 19. Percentage of current, former, and never English learners earning the Seal of Biliteracy in 2020-21 (among all students who earned the Seal of Biliteracy).



According to figure 20, among former English learners who graduated in 2020-21, 14.7 percent earned the Seal of Biliteracy. Moreover, 9.8 percent of current English learner graduates earned the Seal of Biliteracy in 2020-21. This means that, among ever English learners who graduated in 2020-21, 24.5 percent also earned the Seal of Biliteracy.

Figure 20. Percentage of current, former, and never English learners earning the Seal of Biliteracy in 2020-21 (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 (79.2 percent) had Spanish as their partner language. The next three partner languages, in order of the number of students, were French, Chinese, and Japanese, 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 2020-21 were Spanish, French, and Japanese.

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

In 2020-21, nine districts had 50 or more students earning the Seal of Biliteracy (see table 6). Moreover, among Woodburn’s students who graduated in 2020-21, 60.1 percent earned the Seal of Biliteracy. Six other districts in 2020-21 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 2020-21¹⁷.

District	Number of Students	District	Number of Students
Portland	350	Hillsboro	73
Beaverton	242	West Linn/Wilsonville	71
Woodburn	184	Corvallis	62
Salem-Keizer	170	North Clackamas	60
Eugene	143		

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 2018-19 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations.¹⁸ Moreover, this portion of the report will examine the count and percentage of current, former, and never English learners¹⁹ 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 21 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 2018-19. 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

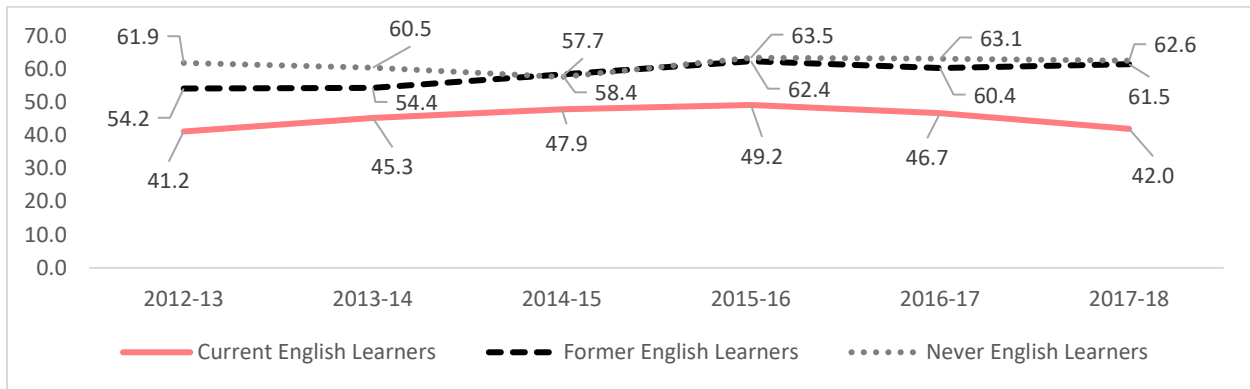
¹⁷ Note that the counts in this table reflect students who graduated in 2020-21 (and were part of the four-year cohort adjusted graduation rate) and earned the Seal of Biliteracy. There were students who earned the Seal of Biliteracy in 2020-21 but were part of the five-year cohort or another cohort.

¹⁸ Post-secondary enrollment data for current, former, and never English learners who graduated from high school in 2019-20 were unavailable as of the publication of this report.

¹⁹ 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.

49.2 percent in 2015-16; however, they decreased in both 2016-17 and 2018-19 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.

Figure 21. Percentage of current, former, and never English learners enrolling in post-secondary institutions within 16 months of high school graduation (2012-13 to 2018-19²⁰).



Section 5: State Revenues and Expenditures for Current English Learners

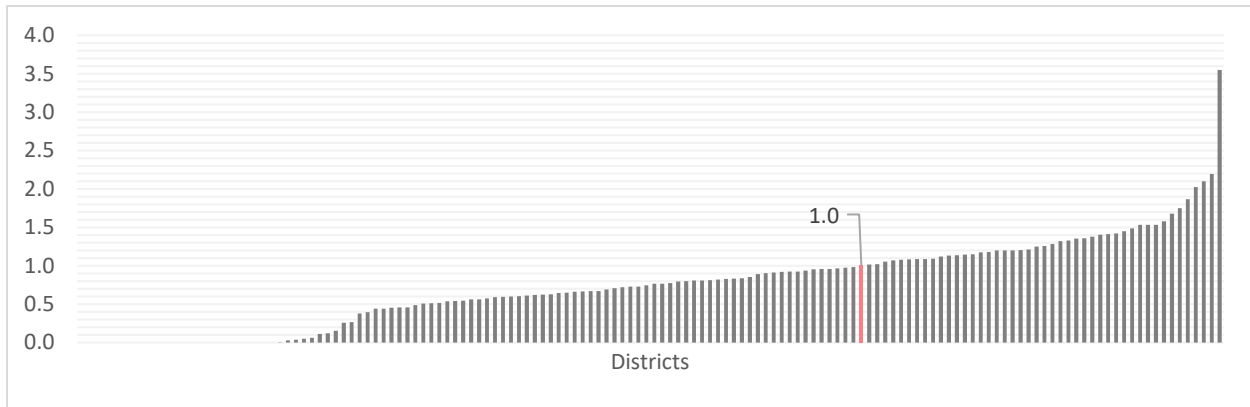
Each year, Oregon’s State School Fund provides funding to districts through General Purpose Grants. The amount of the grant relies on a formula that considers the number of students in the district (known as average daily membership weighted or ADMw). On average, the per-pupil funding amount in 2020-21 was \$8,754.²¹ In addition to this basic funding, districts receive additional state funds for each student enrolled in an ELD program. This amount is $0.5 \times \$8,754$ or \$4,377 per current English learner. Altogether, the state allocated \$217,742,292 for these additional English learner funds in the 2020-21 school year.

Figure 22 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 2020-21 was 1.0, meaning that district expenditures on current English learners reflected 100 percent of the funds the state allocated to districts via the State School Fund Formula. Some districts spent more than this percentage (up to 355%), while others spent less (as little as 0%). The values on the extreme ends of the range, however, may reflect variations in the way that some districts report data. Some districts with few current English learners report revenue received from the state, but do not identify expenditures specific to current English learners, even though they may expend funds for English learner services. Other districts on the high end of the spending ratio may include expenses for dual-language programs that also educate former and never English learners, rather than calculating the percentage spent solely on current English learners.

²⁰ The year (e.g., 2012-13) represents the school year in which students graduated from high school.

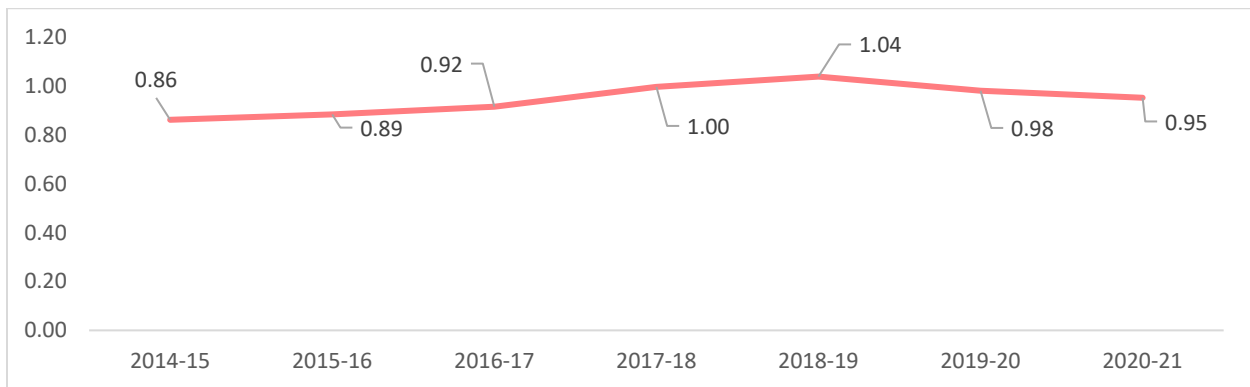
²¹ While \$8,754 is the average amount, the grant amount can vary a bit for different districts because of the way the formula is set up.

Figure 22. Ratio of current English learner expenditures to revenues across districts in 2020-21.



As figure 23 illustrates, the statewide ratio increased steadily from 2014-15 to 2018-19; however, in 2019-20 and 2020-21, the ratio decreased below 1.0.

Figure 23. Ratio of statewide expenditures on current English learners to revenues (2014-15 to 2020-21).



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).²²

Current English learner expenditures for 2020-21 totaled \$207,663,788. Districts accounted for approximately 80 percent of the expenditures (\$166,065,893) using Function 1291 and 20 percent of the expenditures (\$41,597,895) using Area of Responsibility 280.

In addition to this state funding, districts with at least 69 current English learners may access federal Title III grants, which in 2020-21 provided an additional \$135.58 per student for supplemental current English learner services²³. 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](#).

²² For a more detailed description of the accounting system categories, see [Oregon’s Program Budgeting and Accounting Manual](#).

²³ Districts with fewer than 69 students can join other districts in a consortium to access these grants.

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BROOKINGS HARBOR SCHOOL DISTRICT 17C
Revenue and Expenditure Summary/Projection (Unaudited)
Fiscal Year 2022-2023

7/31/2022	Actual	Projected	Projected	1st Quarter	1st Quarter	Last Year	2nd Quarter	2nd Quarter	Last Year	3rd Quarter	3rd Quarter	Last Year	4th Quarter	4th Quarter	Last Year	Projected	2022-2023	Projected YTD
REVENUES	July	August	September	Projected YTD	% of Budget	% of Budget	Projected YTD	% of Budget	% of Budget	Projected YTD	% of Budget	% of Budget	Projected YTD	as % of Budget	% of Budget	YTD Total	Budget	as % of Budget
*Property Taxes	0	0	32,518	32,518	0.5%	0.4%	5,586,181	88.3%	91.8%	712,322	99.5%	98.6%	138,252	101.6%	104.8%	6,469,274	6,365,400	101.6%
Other Local	550	4,642	13,577	18,768	9.0%	7.6%	67,717	41.3%	30.1%	29,897	55.6%	35.4%	84,611	95.9%	74.7%	200,994	209,500	95.9%
*Intermediate Sources (Cnty Sch Fund)	0	0	136,000	136,000	100.0%	104.7%	0	100.0%	104.7%	0	100.0%	104.7%	0	100.0%	102.4%	136,000	136,000	100.0%
ESD Flow-Thru	0	0	0	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	547,952	100.0%	106.4%	547,952	547,952	100.0%
*State School Fund	1,599,989	799,995	799,995	3,199,979	34.3%	33.1%	2,399,985	60.0%	57.9%	2,399,985	85.7%	82.6%	1,599,990	102.8%	112.6%	9,599,939	9,336,252	102.8%
*State SrCs (St Timber, Common Sch Fund)	0	0	12,570	0	0.0%	0.0%	0	0.0%	0.0%	76,002	50.0%	44.8%	76,002	100.0%	108.4%	152,003	152,003	100.0%
Federal Forest fees	0	0	0	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	265,000	100.0%	106.6%	265,000	265,000	100.0%
Beginning fund balance	3,100,000	0	0	3,100,000	100.0%	95.2%	0	100.0%	95.2%	0	100.0%	95.2%	0	100.0%	92.9%	3,100,000	3,100,000	100.0%
Total Period Revenues	4,700,539	804,637	994,660	6,499,836			8,053,883			3,218,207			2,711,807			20,471,162		
Cumulative Revenues	4,700,539	5,505,176	6,499,836	6,499,836	32.3%	27.5%	14,553,718	72.4%	69.8%	17,771,925	88.4%	85.0%	20,483,732	101.8%	99.9%	20,471,162	20,112,108	101.8%
*Offset State Revenue Formula																		

EXPENDITURES by Object

Salaries	191,587	209,976	736,159	1,137,722	12.8%	12.6%	2,213,218	37.7%	36.8%	2,199,057	62.4%	61.70%	3,058,635	96.9%	96.3%	8,608,632	8,888,554	96.9%
Employee Benefits	83,600	88,278	329,971	501,850	11.9%	11.1%	1,002,365	35.7%	33.9%	1,004,182	59.5%	57.1%	1,501,866	95.2%	92.7%	4,010,263	4,212,639	95.2%
Purchased Services	89,711	44,983	92,901	227,595	13.2%	14.1%	302,032	30.8%	35.9%	472,074	58.3%	54.3%	693,520	98.6%	101.5%	1,695,221	1,719,370	98.6%
Supplies/Materials	16,980	96,006	89,701	202,687	25.2%	40.8%	144,361	43.1%	52.0%	138,348	60.3%	56.8%	254,106	91.9%	92.7%	739,503	804,743	91.9%
Other Objects	273,927	5,910	4,908	284,744	18.3%	16.6%	222,073	32.5%	32.8%	6,790	33.0%	33.3%	1,059,113	100.9%	113.0%	1,572,721	1,558,566	100.9%
Transfers	0	0	1,211,000	1,211,000	100.0%	100.0%	0	100.0%	100.0%	0	100.0%	100.0%	7,669	100.6%	100.6%	1,218,669	1,211,000	100.6%
Contingency & Reserves	0	0	0	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	1,717,236	100.0%	100.0%	1,717,236	1,717,236	100.0%
Total Period Expenditures	655,805	445,153	2,464,640	3,565,598			3,884,049			3,820,451	56.0%	54.9%	8,292,146	97.3%	97.7%	19,562,244	20,112,108	97.3%
Cumulative Expenditures	655,805	1,100,959	3,565,598	3,565,598	17.7%	16.4%	7,449,647	37.0%	36.3%	11,270,098			19,562,244					
Month-end Fund Balance	4,044,734	4,404,217	2,934,237	2,934,237			7,104,071			6,501,827			921,487			908,917	0	

Informational only:

EXPENDITURES by Function

Instruction	5,084	30,303	692,762	728,149	9.4%	8.4%	1,966,276	34.6%	31.6%	1,962,113	59.8%	51.6%	3,092,416	99.5%	96.3%	7,748,954	7,786,276	99.5%
Supporting Services	650,721	414,011	677,863	1,742,596	21.3%	21.8%	1,700,782	42.2%	43.1%	1,837,313	64.7%	65.2%	2,422,305	94.3%	95.3%	7,702,995	8,166,054	94.3%
Other Uses	0	839	1,094,015	1,094,854	44.8%	99.0%	216,991	53.7%	99.4%	21,026	54.6%	99.7%	1,060,188	98.0%	63.3%	2,393,060	2,442,541	98.0%
Contingency & Reserves	0	0	0	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	1,717,236	100.0%	100.0%	1,717,236	1,717,236	100.0%
Total Period Expenditures	655,805	445,153	2,464,640	3,565,598	17.7%	16.4%	3,884,049	37.0%	36.3%	3,820,451	56.0%	54.9%	8,292,146	97.3%	92.3%	19,562,244	20,112,108	97.3%

PROCLAMATION

September as Suicide Awareness and Prevention

WHEREAS, suicidal thoughts can affect anyone regardless of age, gender, race, orientation, income level, religion, or background; and suicide is a major public health issue that requires vigilant attention and preventative action, especially during times of a pandemic, and

WHEREAS, 45,979 people lost their lives to suicide in 2020 including 833 Oregonians. Suicide is the 9th leading cause of death for Oregonians which ranks Oregon with the 13th highest suicide rate in the nation, and

WHEREAS, suicide was the 2nd leading cause of death for 15-44 year-old Oregonians in 2020, and

WHEREAS, each death by suicide directly impacts numerous family members, friends, loved ones, and by extension our entire rural community; and

WHEREAS, research shows that 95% of adults would do something if someone close to them was thinking about suicide if they only knew what to say or do.

NOW, THEREFORE, the _____ hereby proclaims September, 2022 as

SUICIDE AWARENESS AND PREVENTION MONTH

BE IT FURTHER RESOLVED that the _____ encourages all citizens to learn the warning signs, trust their gut and use that information to ask a troubled friend, colleague or family member "Are you okay?" and be prepared to listen. That conversation could change a life.

PROCLAMATION

October as Bully Prevention Month

WHEREAS, bullying is physical, verbal, sexual or emotional intimidation or harm intentionally directed at a person or group of people and occurs in neighborhoods, playgrounds, schools, on the job and through technology, and

WHEREAS, research indicates that bullying is the most common form of violence, annually affecting thousands of Oregon children and adolescents; and

WHEREAS, targets of bullying are more likely to acquire physical, emotional, and learning problems and

WHEREAS, children who bully are at greater risk of engaging in more serious violent behaviors while children who witness bullying often feel less secure, more fearful, and intimidated.

NOW, THEREFORE, the _____ hereby proclaims the month of October, 2022 as

BULLY PREVENTION MONTH

BE IT FURTHER RESOLVED, that the _____ encourage all schools, students, parents, recreational programs, religious institutions and community businesses and organizations become engaged in a variety of awareness and prevention activities designed to make our communities safe for all children, adolescents and adults. Start with supporting a friend who is getting bullied to move from being a bystander to becoming anupstander when they witness someone being bullied.



REQUEST FOR PROPOSAL

TRACK AND FIELD MAINTENANCE PROPOSAL
BROOKINGS-HARBOR SCHOOL DISTRICT
MAY 25th, 2022



**BROOKINGS-HARBOR HIGH SCHOOL
PROPOSAL AND RENDERINGS**



THE ULTIMATE
SURFACE EXPERIENCE



Date: May 24th, 2022

To: **Daryn Farmer**
Daryn.farmer34@gmail.com

From: James Traynor
Beynon Sports
206-979-9792
jtraynor@beynonSports.com

Steve Coury
FieldTurf
503-939-1832
scouryfieldturf@gmail.com

Subject: **Brookings-Harbor High School – Budgetary Stadium Renovation Proposal**
8293, 625 Pioneer Rd, Brookings, OR 97415

FieldTurf USA Inc is pleased to present the following budgetary proposal. The following prices are based off the Oregon Inter-mountain ESD (IMESD) cooperative purchasing agency. IMESD is a member of The Association of Educational Purchasing Agencies (AEPA) program. The AEPA is a purchasing co-op that provides member schools with pre-determined preferential pricing by approved vendors. Since the product has already been bid at the national level, individual schools do not have to duplicate the formal bid process. AEPA IFB #020

FieldTurf USA, Inc. holds the Cooperative Purchase contract, any PO for Contract must be made out to FieldTurf USA, Inc. 175 N Industrial Blvd NE. Calhoun, GA 30701

	Line Item Scope	Spec Section Sheet No.	Contractor	Price
1	General Construction Conditions			
2	Site Survey - Dimensional and Elevations		BSS	Inclusive
3	Geotechnical Report		BSS	Inclusive
4	Design Plans and Specifications - Architectural		BSS	Inclusive
5	Design Plans and Specifications - Engineering		Architect-Engineer	NA
6	Permits and Development Fees		NA	NA
7	As-Builts - CAD		BSS	Inclusive
8	Site Security (Temp Fence)		BSS	Inclusive
9	Temporary Utilities (Toilet, Office, Electrical)		BSS	Inclusive
10	Utility Locate (Private)		BSS	Inclusive
11	Conformance Surveying		BSS	Inclusive
12	Quality Control (Testing: aggregate compaction)		Owner	NA
13	Construction Management		BSS	Inclusive
14	Subtotal General Conditions			\$ 70,000.00
15				
16	Football Field - Synthetic Turf			
17	Prep - Field Subgrade: grub and excavate to establish field grade.	81,302	Contractor	70,000.00

18	Inside Track Curbs: Establish subgrade, furnish-place-grade-compact CSBC, and 6" x 12" concrete curb inside of the track oval and across back of the south D-areas, backfill (\$55.00/LF includes prep-concrete-backfill).	1,180 LF	Contractor	64,900.00
19	Prep Field Base and Drainage System: fine grade field, furnish-install geo fabric, furnish-install-connect perimeter perf drain, furnish-install-connect field flat underdrains, furnish-place-grade field base aggregate, furnish-install nailer board to existing track curb (\$5.00 per SF)	81,302	Contractor	406,510.00
20	Synthetic Turf Field: furnish-install 2.5" FieldTurf Vertex (\$4.50 per SF)	81,302	FT	365,859.00
21	Subtotal Football Field:			\$ 907,269.00
22	Alternate for End-Zone Lettering	15 Letter	FT	\$ 20,000.00
23	Alternate for Center Logo	LS	FT	\$ 15,000.00
24				
25	Track and Field Event Construction			
26	Mobilization	LS	Contractor	30,000.00
27	Construction Survey and Staking	LS	Contractor	15,000.00
28	SWPPP/ESC: Implement, inspect, document, BMP's, construction entrance and restoration (Includes inspections)	LS	Contractor	15,000.00
29	Demolition of existing track surface and protection of existing conditions.	NA	Contractor	35,000.00
30	D-area Storm Water Drainage (ACO Sport 3000): Furnish-install-connect to track oval storm drain-backfill. Estimated \$100 per LF	515 LF	Contractor	51,500.00
31	Develop South D-area: Establish subgrade, furnish-place geo fabric, furnish-place-grade-compact 6" CSBC, and 3" HMA (\$6 per SF)	20,500 SF	Contractor	123,000.00
32	Develop North D-area: Establish subgrade, furnish-place geo fabric, furnish-place-grade-compact 6" CSBC, and 3" HMA (\$6 per SF)	15,620 SF	Contractor	93,720.00
33	Patch Back HMA on Track Oval For Curb Installation (6' x 1,328'): Establish subgrade, furnish-place geo fabric, furnish-place-grade-compact 6" CSBC, and 3" HMA (\$6 per SF)	8,000 SF	Contractor	48,000.00
34	Flood test track and event areas.		Contractor	Inclusive
35	Track Equipment: 4-long jump boards, 1-pole vault box, 1-discus cage, 1-shot toe board (Supplied and Installed)	LS	Contractor	20,000.00
36	Pole Vault in D-area: Install PV box.		Contractor	Inclusive
37	Discus: construct 10' x 10' level concrete throw pad and install DC cage.	Each	Contractor	5,000.00
38	Shot Put (1 circle): construct 10' x 10' level concrete throw pad, construct 260 LF of 6" x 12" landing zone perimeter curb. Establish subgrade, furnish-place-grade 6" drain rock, furnish-place-separation fabric, furnish-place-grade 4" LZ cinders.	LS	Contractor	29,000.00
39	Javelin in D-area.		Contractor	Inclusive
40	High Jump in D-area.		Contractor	Inclusive
41	Long Jump Runway and Landing Pit in D-area: Landing Pits (2) 10' x 26'; excavate, form-pour -finish 6" x 18" concrete pit curb, furnish-place-connect pit drainage to track drain system, furnish-place-grade 6" drain rock, furnish-place-separation fabric, furnish-place-grade 12" clean washed sand.	LS	Contractor	18,800.00

42	Subtotal Track and Field Event Construction (Site Work Only):			\$ 484,020.00
43				
44	Track Surfacing Options (Choose one and add to site work number above):			
45	BSS 100: Permeable base mat structural spray (\$35 per SY): 1. Entry level system 2. Permeable base mat structural spray 3. Life Expectancy: 6 to 8 years 4. Color Weight (total weight of the color/top wear coat): 3.6 lbs	6,950 SY	BSS	\$ 243,250.00
46	BSS 200: Impermeable sealed base mat structural spray (\$42 per SY): 1. Competition level 2. Impermeable sealed base mat structural spray 3. Life Expectancy: 8 to 10 years 4. Color Weight (total weight of the color/top wear coat): 5.9 lbs	6,950 SY	BSS	\$ 312,750.00
47	BSS 300: Impermeable base mat with a two-component embedded wear layer (\$60 per SY): 1. Elite level 2. Impermeable base mat with a two-component embedded wear layer 3. Life Expectancy: 12-15 years 4. Color Weight (total weight of the color/top wear coat): 14 lbs	6,950 SY	BSS	\$ 451,750.00
48	Alternate For Colored Exchange Zones	1,000 SY	BSS	\$ 25,000.00
49	Alternate for Colored Track (Other Than Standard Black or Red)	6,950 SY	BSS	\$ 35,000.00
50				
51	Bleacher and Canopy Construction			
52	Bleacher Prep		Contractor	6,000.00
53	Bleacher Structural Concrete		Contractor	50,000.00
54	New Bleacher Structure and Canopy (Aluminum bleacher 300± seats, ADA)		SOUTHERN	440,000.00
55	Subtotal Bleacher Construction			\$ 496,000.00
56				
57	Ancillary Hardscape Areas			
58	Prep New Concrete Sidewalk: excavate to establish subgrade, place-grade-compact CSBC, backfill	per SF	Contractor	\$ 10.00
59	New 4" Concrete Sidewalk: furnish-install concrete (This number is based off of 5,000 SF)	per SF	Contractor	\$ 15.00
60				
61	Landscape Restoration: import-place-grade topsoil, hydro-seed disturbed areas.	per SF	Contractor	\$ 3.00
62				
63	6' Perimeter Chain Link Fence 6': Furnish-install post-top rail-fabric.	per LF	Contractor	\$ 50.00

If bonding is required, please add 1.5% to the price above for performance payment and bonds.

Inclusions:

- Includes resources to perform specific scope of work only as listed above.
- Installation of the artificial in-filled grass surface upon a suitable base.
- Supply and Install of Inlaid Football Grid and Hash Marks, color White.
- Supply and Install of Inlaid Football Numbers and Arrows, color White.
- Supply and Install of Inlaid Soccer markings, color Yellow.

May 24, 2022

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- Supply and Install of Center Logo (Alternate)
- Supply and Install of End-Zone Lettering (Alternate)
- An 8 year 3rd party pre-paid Insured warranty on the FieldTurf artificial grass surface.
- Beynon Sports and FieldTurf are licensed contractors in the State of Oregon
- Beynon Sports and FieldTurf acknowledge all Prevailing Wages and Travel Time
- Beynon Sports is a member of the American Sports Builders Association and maintains Certified Builders on staff
- Cure time on new asphalt and concrete is 28 days prior to receiving new track surface
- While surfacing and striping are being done, water systems must be curtailed, shut off or controlled so that no water falls on the track or event area surfaces.
- If Bonding is required, please add 1.0% to the price above
- Prices valid for 60 days

Exclusions:

- Any construction contingencies (Beynon/Fieldturf suggest adding a 10% design contingency and a 10% construction contingency)
- Permits, and development fees, and testing not listed above
- Irrigation work.
- Any costs associated with necessary changes relating to delineation of the field.
- The supply of or adjustment to manholes or clean-outs, grates and supply of the manhole covers.
- Any alteration or deviation from specifications involving extra costs, which alteration or deviation will be provided only upon executed change orders, and will become an extra charge over and above the offered price.
- Site security.
- Repair or resurfacing existing asphalt parking lot if damaged by truck traffic.
- Site restoration, sodding, landscaping or grow-in not listed above
- Permit fees, inspection fees not listed above
- Pre-shipment testing of the synthetic turf
- Supply and install of shock pad underlayment not listed above
- Alternating green panels (Field Green and Summer Green)
- Any athletic equipment (e.g. goal posts or corner flags) not listed above
- Maintenance Equipment (e.g. GroomRight or FieldSweep).
- A vehicle to tow FieldTurf maintenance equipment.
- Any maintenance program, post final completion.
- All applicable taxes, union labor and other labor law levies.
- Anything not explicitly noted in the Inclusions.

The present proposal serves to provide an overview of the terms and conditions governing the business relationship between the parties for the completion of the above-referenced transaction. The parties hereby undertake to subsequently formalize their agreement by signing a more detailed agreement and/or purchase order ("Contract") and as such the amount listed herein shall be an estimate which will be formalized in said Contract.

If the price above is approved please make the PO or contract out to FieldTurf USA, Inc. 175 N Industrial Blvd NE. Calhoun, GA 30701.

Sincerely,

James Traynor
Beynon Sports
206-979-9792
jtraynor@beynonssports.com

Steve Coury
FieldTurf
503-939-1832
scouryfieldturf@gmail.com

Proposed Language Change (DLT Sub Committee, June 17, 2022)

District Priority: Student Success

Student success is GRIT: the ability to develop curiosity, persevere, have a greater purpose, advocate for oneself, and continually nurture a growth mindset.

District Goal: Student Success

Description of Student Success:

Student success is the independence to intuitively think critically while maintaining a high ethical and moral character.

District Goal: Staff Recruitment/Retention

Description of Staff Recruitment/Retention

Recruiting, developing and retaining high-quality staff is vital for student success. Fostering a culture of support with opportunities for growth and development empowers outstanding staff

District Goal: Relationships

Description of Relationships

To intentionally build meaningful relationships with students, staff, families and community with trust and respect to create a positive culture to invest in every student's future.

In 2020-21, The Brookings-Harbor School Board will ...

... continue to work collaboratively with the superintendent and District Leadership Team (DLT) to monitor the district's priorities and corresponding strategic plan. The Board will calendar and execute at least 3 monitoring sessions for the 2020-21 school year. (4C)

... receive (*and provide feedback as appropriate*) regular strategic plan updates from the superintendent and/or designee. The board will calendar (at least 4) strategic plan updates to be presented at regular board meetings in the 2020-21 school year. (4A)

... review the following board policies and/or administrative procedures for the following.

- Long term facilities plan for construction and maintenance
- Technology plan including evaluation and updating of hardware/software
- Regular evaluation of curriculum/supplementary materials
- Curriculum selection process/policy including the involvement of parents, community and staff

The board will review any related policies and modify, as necessary. The board will receive updates (and provide appropriate feedback) on any related administrative procedures. All four review sessions will be concluded no later than April 1st, 2021. (3C)