

Agenda

1. Call Meeting to Order
2. Pledge of Allegiance
3. Early Items
 - a. Celebrate Student Success: BHHS Community Art Class Bench Project
 - b. Student Rep Report
 - c. Building Presentation: Student Services Updates
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
 - a. Approve Minutes
 - b. Approve Bills
 - c. Approve Extra Duty Contracts
 - d. Approve Donations
 - e. Approve Field Trip Request
6. District Reports and Information
 - a. Comments from the Superintendent
 - School Board Appreciation Month
 - English Language Arts Curriculum Adoption Update
 - Updated ARs: BDDH-AR - Public Comment at Board Meetings
 - b. District Reports
 1. ODE Grant Amendment - Student Investment Account
 - c. Finance Reports
 - d. Enrollment Summary
7. Action Items
 - a. Approve South Coast ESD Local Service Plan
 - b. Board Policy Second Reads
 - BDDH - Public Comment at Board Meetings
 - CM – Compliance and Reporting on Standards
 - DJC – Bidding Requirements
 - IIA – Instructional Resources/Instructional Materials
 - IJ – School Counseling Program
 - IL – Assessment Program

- JECB - Admission of Nonresident Students
- c. Board Policy First Reads
 - BBAA – Individual Board Member’s Authority and Responsibilities
 - BD/BDA – Board Meetings
 - IA - Instructional Goals
 - IKF – Graduation Requirements
 - IKFB – Graduation Exercises
 - JBB – Educational Equity
 - KGBB – Firearms Prohibited
 - d. Approve Application for Appointment to Budget Committee - Bill Walford
 - e. Approve 2022-2023 Budget Calendar
8. Board Functions and Comments
 - Discussion topic: Board meeting regularity
 9. Key Dates and Calendar Updates
 - District Leadership Team (DLT), 5 to 7:30 p.m., Jan. 25, 2022, Azalea Middle School Gym, 505 Pacific Avenue, Brookings, OR 97415.
 - Regular School Board Meeting, 5:30 p.m, Wednesday, Feb. 16, 2022, Kalmiopsis Elementary School, 650 Easy Street, Brookings, OR.
 10. Recess to Executive Session
 - To conduct deliberations with persons designated by the governing body to negotiate real property transactions. (ORS 192.660(2)(e))
 11. Adjourn Executive Session and Resume Regular Board Meeting
 12. Adjournment

DRAFT Minutes
Brookings-Harbor School District
Board of Directors
Special Board Meeting
5:30 p.m. Wednesday, Jan. 2022 - Virtual

In attendance:

Alan Nidiffer (Chair)

Jay Trost (Vice Chair)

Katherine Johnson

Janell Howard

Jay Trost

Janece Payne (joined meeting part-way)

Admin Asst to the Board Nancy Raskauskas-Coons

Executive Session reason: To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing. (ORS 192.660(2)(i)).

Board Chair Alan Nidiffer called the meeting to order at 5:32 p.m.

Janece Payne joined the meeting at 5:50 p.m.

Board Chair Alan Nidiffer adjourned the meeting at 6:41 p.m.

DRAFT MINUTES

Brookings-Harbor School District

Regular School Board Meeting

December 15, 2021 at 5:30 PM - Kalmiopsis Elementary
School Library, 650 Easy Street, Brookings, Oregon.

Meeting video available at <https://youtu.be/XJJX2FzVMAQ>

Present:

Alan Nidiffer, Board Chair

Jay Trost, Vice Chair

Katherine Johnson, Board Member

Janell Howard, Board Member

Janece Payne, Board Member

Superintendent David Marshall

Administrative Assistant to the Board Nancy Raskauskas-Coons

Acacia Pringle, Student Rep

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

The Early Items included a musical performance by the high school choir, SeaBreeze, directed by Mr. Corey Tamondong. This was followed by an update from robotics team student Hunter Powell and Mr. Suter about Hunter and his teammate Dustin Rutledge's recent win at a major robotics competition, qualifying them for the State Competition in March. Mr. Suter said that the team's goal is to go to Nationals in Texas next Spring. Kylie Shaw-Kamehaiku, a student, and Ms. Prudden from the high school Youth Transition Program and career classes brought cranberry sauce samples and discussed how Kylie wrote a grant that was awarded to process cranberries and create a multicultural holiday meal through the Wild Rivers Community Foundation Holiday Partnership mini-grant process. Peterson's Cranberry Farm donated 300 pounds of unprocessed cranberries for the project as well. The class made about 290 jars of cranberry sauce and shared them with elder communities and food banks in the area.

Student Representative Acacia Pringle gave a report on recent student activities, including Operation Christmas Child - a project with BHHS Leadership (Mrs. Kleespies) in collaboration with Trinity Lutheran Church. Students filled up 54 shoe boxes that were sent to orphanages around the world in places like the Philippines. Acacia also said that the school entry in the ChariTree event was a success and thanked Banana Belt Property Management for the tree donation. The annual food drive yield 5,125 pounds of food donations brought in by the KSchool food drive coordinated by the high school leadership class food drive project. Finally, some

student volunteers participated in a shopping project to shop and wrap (have assigned kids with sizes and desires, etc.) for local nonprofits for the holidays.

Citizen Comment: No in-person or pre-submitted public comments were shared at this meeting.

Kalmiopsis Principal Carol Leonard presented a building report highlighting continued training for teachers and behavioral intervention work with students to achieve a positive discipline culture in the school. For example, Vice Principal Nick Chapman, shared that after looking at the data, 10 a.m. was identified as a time when kids struggle and that the school is working with food service to get a snack at that time to help support students. In addition, the school also shares Character First themes on posters and in the morning announcements on a rotating schedule to introduce new positive character traits and expectations every two weeks.

Response to Intervention (RTI) Coordinator Kyla Siri talked about the process of evaluating student reading skills with DIBELS and setting up check-ins throughout the year.

Amy Sale, social-emotional learning specialist talked about the use of the DESSA evaluation tool and a pared-down version of this that can be delivered as a questionnaire at the beginning of the year to help support students with any issues that are going on. Students in the most need, are put in learning groups that work on skills together - such as self-regulation strategies.

April Hendrix, School Counselor, was introduced and talked about her roles as a college/career and academic advisor and social-emotional needs support for students.

PE Teachers April Thorson and Christa Whaley shared an update on the newly relaunched PE classes. Students have been learning about rules, procedures, safety, team building, and sportsmanship; while participating in cardiovascular training such as running; core strength; calisthenics, such as push-ups; and games such as dodgeball.

Music Teacher Cua Lee and the 5th Grade Beginning Band sang Rudolph the Red Nose Reindeer and Jingle Bells and played Jingle Bells on brand new Yamaha instruments that were purchased through the ESSER and SIA funds. The music program is being reestablished this year and Ms. Lee is covering everything from intro to music - marching in spot, clapping etc. 3-4 CODI method to learn how to read music and Do-Re-Me-Fa-So-La-Ti-Do to give students a grounding in music. Older students learn tools to clear their minds before practicing and do active listening drills. Ms. Lee has started an after-school band program - to help student's develop their skills throughout the whole school year - as the music unit is only part of the year for each grade level.

Janell Howard moved to approve the Consent Agenda items. Janece Payne seconded the motion.

Discussion: Board Chair Alan Nidiffer thanked the donors mentioned in the December board packet.

Voted called. **Passed 4 in favor; 0 opposed**, and 1 not available (Katherine Johnson waws not available on the livestream momentarily).

Superintendent David Marshall shared comments. He talked about some positives he is seeing, saying that he likes being here as an administrator in Brookings-Harbor and that he believes in the district and the students. He is continually impressed and grateful that the community continues to come together in support of education. There have been so many recent donations that the district needs a coordinating committee to help disperse the donations, He noted that the SIA and ESSER funds allowed the district to bring back electives, such as band and PE that was highlighted in the building report. Even with all of the challenges of COVID that everyone has experienced, BHSD staff continue to show up.

He also discussed challenges - not unique to Brookings - such as:

1. Sub shortage - always been a challenge, but a particular challenge in the last two years. Colleagues have to cover each other's classes often - can be draining. Teachers are not getting their prep periods. TSPC has enacted an emergency rule to allow for subs with lesser credentials. 3 people in the pipeline that we will actually pay the license fee for. Bring in to work alongside teachers, be strategic about use. Communications support for hiring subs
2. Transportation - retooling the routes, less drivers, some routes running very late. Challenge for transporting kids for extracurricular activities. Have to use "Plan C" and have parent volunteer drivers. Getting some volunteers type 10 and 20 certified. Promote pay increase for drivers in communications to help with recruitment. Long time sitting on the bus. Applaud the transportation department for creatively looking at that.
3. Student discipline and behaviors - far from normal. What we are seeing is that the kids are needing much more direct support. Kids readjusting to being together.
4. Mask compliance at sporting events - we are getting into a tough situation with compliance. Staff being verbally abused. Don't want to get in trouble for being out of compliance. We are losing the ability to enforce it. Reaching out to OHA for support.

In Action Items, **Janece Payne moved to approve the Second Readings of the following Policies:**

- AC – Nondiscrimination
- GBEA – Workplace Harassment
- GBN/JBA – Sexual Harassment
- GBNA/JHFF – Suspected Sexual Conduct with Students and Reporting Requirements
- GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements
- IB – Freedom of Expression
- IGBHA – Alternative Education Programs
- IGBI - Bilingual Education
- JB – Equal Educational Opportunity
- JFC – Student Conduct
- JFCF – Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence – Student

- JFCJ – Weapons in Schools
- JHFE/GBNAB – Suspected Abuse of a Child Reporting Requirements
- JHFF/GBNAA – Suspected Sexual Conduct with Students and Reporting Requirements
- GBA – Equal Employment Opportunity

Janell Howard seconded the motion.

Discussion: Janece Payne pointed out some needed detail in the harassment policies, which is adding who the individual should report to if the alleged perpetrator is the Superintendent. In that cases, the incident could be reported to the Director of Special Programs or the Fiscal Director.

Janece amended her motion to include the update of adding additional people that harassment could be reported to.

Voted called. Passed 5-0. All in favor.

Next, **Janell Howard moved to approve the First Readings of the following policies:**

- BDDH - Public Comment at Board Meetings
- CM – Compliance and Reporting on Standards
- DJC – Bidding Requirements
- IIA – Instructional Resources/Instructional Materials
- IJ – School Counseling Program
- IL – Assessment Program
- JECB - Admission of Nonresident Students

Janece Payne seconded.

Discussion: Superintendent Marshall asked the board to please consider JECB Admission of Nonresident Students-Optional for Second Readings. Janell Howard asked if policies can be updated at any time, particularly if there is public interest, and Superintendent Marshall said that policies can be reviewed at any time.

Voted called. Passed 5-0. All in favor.

Janell Howard left the meeting at 6:48 p.m.

The board considered regional candidates for OSBA Elections.

Katherine Johnson moved that the school board vote for candidate Fred Brick for OSBA Legislative Policy Committee (LPC) representative - Position 9.

Janece Payne seconded the motion.

Vote called. 4-0 all-in-favor. (Katherine Johnson, Alan Nidiffer, Janece Payne, and Jay Trost).

During Board Functions and Comments, the board noted the District Leadership Team meeting coming up on Jan. 25; and that a Budget Committee Member Position remains open until filled.

A timeline for the annual evaluation process of the Superintendent was proposed and discussed.

- Alan Nidiffer reported that Superintendent Marshall has asked board members to move the evaluation process up ASAP
- The board needs to get dates scheduled - per contract the evaluation should be completed by March 1, 2022
- An evaluation tool will be sent to the board with several weeks for board members to consider and fill out. Then the board will meet to come to a consensus on a consolidated evaluation, and schedule a meeting time with the Superintendent to go over the evaluation.

Public session excused at 6:59 p.m. by Alan Nidiffer; board recessed to Executive Session.

The executive session called to order by Alan Nidiffer at 7:01 p.m.

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

In attendance: Alan Nidiffer, Jay Trost, Katherine Johnson, and Janece Payne.

Absent: Janell Howard

Alan Nidiffer Adjourned the Executive Session at 7:39 p.m.

Board returned to Regular Session and Nidiffer Adjourned Regular Board Meeting at 7:39 p.m.

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2021-2022

Criteria: Report Sort: Fund

From Date: 12/01/2021

To Date: 12/31/2021

Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
AMAZON						
		126275	GENERAL FUND	ELEMENTARY	SUPPLIES	\$47.98
		126275	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	SUPPLIES	\$359.99
		126275	GENERAL FUND	OTHER STUDENT TREATMENT OT/ PT	SUPPLIES	\$132.06
		126331	GENERAL FUND	EDUCATIONAL MEDIA SERVICES	SUPPLIES	\$168.81
		126331	GENERAL FUND	ELEMENTARY	SUPPLIES	\$249.66
		126331	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$56.98
		126331	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	SUPPLIES	\$108.76
		126331	GENERAL FUND	OFFICE OF THE SUPERINTENDENT	SUPPLIES	\$41.76
		126331	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$187.67
		126423	GENERAL FUND	FISCAL SERVICES	SUPPLIES	\$145.96
		126423	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$149.99
		126423	GENERAL FUND	LIFE SKILLS	SUPPLIES	(\$11.99)
		126423	GENERAL FUND	TECHNOLOGY SERVICES	SUPPLIES	\$888.20
				Total for AMAZON		\$2,525.83
ARNOLD, CHRISTINA A						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
AURORA EDUCATIONAL TECHNOLOGY LLC						
		126424	GENERAL FUND	TECHNOLOGY SERVICES	COMPUTER SOFTWARE	\$750.00
BADGER, CYNTHIA D						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
BATTLESON, HOLLY A						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
BEAMAN, JESS						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
BELL, WADE L						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00

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Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
BIO-MED TESTING SERVICES INC						
		126332	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$85.00
		126425	GENERAL FUND	STAFF SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$150.00
Total for BIO-MED TESTING SERVICES INC						\$235.00
BLUE STAR GAS						
		126278	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	FUEL	\$2,401.00
		126426	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	FUEL	\$1,483.74
Total for BLUE STAR GAS						\$3,884.74
BONDE, KARRY E						
		126316	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
BROWN, JACQUELYNN R						
		126317	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
CANON FINANCIAL SERVICES INC.						
		126334	GENERAL FUND	ELEMENTARY	RENTALS	\$996.56
		126334	GENERAL FUND	ELEMENTARY	REPAIR AND MAINTENANCE	\$584.47
		126334	GENERAL FUND	FISCAL SERVICES	RENTALS	\$315.80
		126334	GENERAL FUND	FISCAL SERVICES	REPAIR AND MAINTENANCE	\$19.83
		126334	GENERAL FUND	HIGH SCHOOL PROGRAMS	RENTALS	\$651.48
		126334	GENERAL FUND	HIGH SCHOOL PROGRAMS	REPAIR AND MAINTENANCE	\$21.18
		126334	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	RENTALS	\$572.74
		126334	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	REPAIR AND MAINTENANCE	\$50.36
		126334	GENERAL FUND	OFFICE OF THE PRINCIPAL	RENTALS	\$19.84
		126334	GENERAL FUND	OFFICE OF THE PRINCIPAL	REPAIR AND MAINTENANCE	\$0.00
		126334	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	RENTALS	\$14.67
		126334	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	REPAIR AND MAINTENANCE	\$17.33

Brookings-Harbor School Dist. 17C

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Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		126334	GENERAL FUND	STUDENTS WITH DISABILITIES	RENTALS	\$137.60
		126334	GENERAL FUND	STUDENTS WITH DISABILITIES	REPAIR AND MAINTENANCE	\$38.04
				Total for CANON FINANCIAL SERVICES INC.		\$3,439.90
CARMACK, DUSTIN T		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
CASCADE HOME CENTER		126280	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	SUPPLIES	\$4.19
		126280	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$355.48
		126335	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$101.89
		126335	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$27.34
				Total for CASCADE HOME CENTER		\$488.90
CASTLEBERRY, CHRISTINE		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
CDW - GOVERNMENT INC		126427	GENERAL FUND	FISCAL SERVICES	SUPPLIES	\$226.78
		126427	GENERAL FUND	OFFICE OF THE SUPERINTENDENT	SUPPLIES	\$347.64
				Total for CDW - GOVERNMENT INC		\$574.42
CHAPMAN, CONNOR N		126318	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
CHAPMAN, NICHOLAS		126336	GENERAL FUND	OFFICE OF THE PRINCIPAL	TRAVEL	\$165.03
		126428	GENERAL FUND	OFFICE OF THE PRINCIPAL	TRAVEL	\$480.00
				Total for CHAPMAN, NICHOLAS		\$645.03
CHRISTENSEN, ANDREA		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
CITY OF BROOKINGS		126339	GENERAL FUND	MAINTENANCE SERVICES	WATER AND SEWAGE	\$3,635.99

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Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
CLARK, MANDY E		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
COASTAL PAPER & SUPPLY INC		126340	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	REPAIR AND MAINTENANCE	\$187.65
		126340	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	SUPPLIES	\$1,532.91
				Total for COASTAL PAPER & SUPPLY INC		\$1,720.56
CONARY, REBECCA M		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
COOPER, LORI		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
COOS CURRY ELECTRIC CO-OP INC		126341	GENERAL FUND	MAINTENANCE SERVICES	ELECTRICITY	\$19,866.16
		126431	GENERAL FUND	MAINTENANCE SERVICES	ELECTRICITY	\$1,277.89
				Total for COOS CURRY ELECTRIC CO-OP INC		\$21,144.05
CORDIER, ELIZABETH L		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
COSA		126282	GENERAL FUND	STAFF SERVICES	ADVERTISING	\$550.00
		126432	GENERAL FUND	OFFICE OF THE PRINCIPAL	TRAVEL	\$219.00
		126432	GENERAL FUND	SPECIAL EDUCATION DIRECTOR	TRAVEL	\$225.00
				Total for COSA		\$994.00
COUNTRY MEDIA, INC		126342	GENERAL FUND	BOARD OF DIRECTORS	ADVERTISING	\$0.00
		126342	GENERAL FUND	FISCAL SERVICES	ADVERTISING	\$0.00
		126342	GENERAL FUND	HUMAN RESOURCES	ADVERTISING	\$66.76
				Total for COUNTRY MEDIA, INC		\$66.76
COURTNAGE, MELISSA D						

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Fund: 100	GENERAL FUND		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name							
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings		\$500.00
COURTNAGE, NICHOLAS S		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings		\$500.00
CROTZER, CALEB		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings		\$500.00
CROUCH, CINDY L		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings		\$250.00
CROWE, PEGGY D		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings		\$250.00
CRYSTAL FRESH BOTTLED WATER INC							
	126283		GENERAL FUND	ALTERNATIVE EDUCATION	SUPPLIES		\$37.00
	126283		GENERAL FUND	FISCAL SERVICES	SUPPLIES		\$32.90
	126283		GENERAL FUND	SPECIAL EDUCATION DIRECTOR	SUPPLIES		\$14.10
	126283		GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES		\$28.00
	126283		GENERAL FUND	TECHNOLOGY SERVICES	SUPPLIES		\$17.00
				Total for CRYSTAL FRESH BOTTLED WATER INC			\$129.00
CTR INC							
	126343		GENERAL FUND	MAINTENANCE SERVICES	GARBAGE		\$3,659.24
	126343		GENERAL FUND	STUDENT TRANSPORTATION SERVICES	GARBAGE		\$944.78
				Total for CTR INC			\$4,604.02
DARGER, MALLORY		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings		\$500.00
DAY WIRELESS SYSTEMS		126284	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	NON CONSUMABLE SUPPLIES		\$1,065.08
DIETRICH, DANNIELLE		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings		\$500.00
EARL, MOLLY E							

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Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
ESS WEST, LLC		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
		0	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	ESS Classified Substitutes	\$1,152.26
		0	GENERAL FUND	EDUCATIONAL MEDIA SERVICES	ESS Classified Substitutes	\$237.70
		0	GENERAL FUND	ELEMENTARY	ESS Certified Substitutes	\$4,318.95
		0	GENERAL FUND	ELEMENTARY	ESS Classified Substitutes	\$1,430.52
		0	GENERAL FUND	HIGH SCHOOL PROGRAMS	ESS Certified Substitutes	\$2,221.18
		0	GENERAL FUND	INTERMEDIATE PROGRAMS	ESS Certified Substitutes	\$123.40
		0	GENERAL FUND	LIFE SKILLS	ESS Certified Substitutes	\$4,195.56
		0	GENERAL FUND	LIFE SKILLS	ESS Classified Substitutes	\$6,310.05
		0	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	ESS Certified Substitutes	\$7,157.09
		0	GENERAL FUND	OFFICE OF THE PRINCIPAL	ESS Classified Substitutes	\$1,465.08
		0	GENERAL FUND	STUDENTS WITH DISABILITIES	ESS Certified Substitutes	\$4,689.13
		0	GENERAL FUND	STUDENTS WITH DISABILITIES	ESS Classified Substitutes	\$823.62
		0	GENERAL FUND	Undesignated	Prepaid Expenses	(\$8,152.29)
				Total for ESS WEST, LLC		\$25,972.25
FALCHETTA, KAREN		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
		126319	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
				Total for FALCHETTA, KAREN		\$1,000.00
FIRST BOOK MARKETPLACE		126286	GENERAL FUND	EDUCATIONAL MEDIA SERVICES	LIBRARY BOOKS	\$316.26
FIX, JANET L		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
FLINN SCIENTIFIC		126287	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$431.53
FOWLER, MARYJANE						

Brookings-Harbor School Dist. 17C

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Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
FULTON, JASON P						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
FULTON, KRISTI J						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
GARRETT HEMANN ROBERTSON PC						
		126434	GENERAL FUND	OFFICE OF THE SUPERINTENDENT	LEGAL SERVICES	\$1,410.00
GARRISON, SANDRA M						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
GEORGIE'S CERAMIC & CLAY, INC.						
		126289	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$376.54
GOLD BEACH LUMBER						
		126435	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$63.68
GP ENERGY						
		126348	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	FUEL	\$2,687.38
GREAT LAKES SPORTS						
		126290	GENERAL FUND	ELEMENTARY	SUPPLIES	\$565.53
		126349	GENERAL FUND	ELEMENTARY	SUPPLIES	\$219.89
				Total for GREAT LAKES SPORTS		\$785.42
HARRAH, VERONICA						
		126320	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
HARRINGTON, SAMANTHA N						
		126321	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
HAUCK, EMALEE S						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
HEDENSKOG, SHEILA M						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
HERFF JONES, INC.						

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Fund: 100	GENERAL FUND		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name							
		126291	GENERAL FUND		GUIDANCE SERVICES	SUPPLIES	\$12.12
HERNANDEZ, FRANK A		0	GENERAL FUND		Undesignated	Payroll Deductions and Withholdings	\$250.00
HERNANDEZ, LYNETTE		0	GENERAL FUND		Undesignated	Payroll Deductions and Withholdings	\$250.00
HERNANDEZ, MELISSA		0	GENERAL FUND		Undesignated	Payroll Deductions and Withholdings	\$250.00
HOLLORAN ROUSE, NICOLE		126322	GENERAL FUND		Undesignated	Payroll Deductions and Withholdings	\$250.00
HOVEN, KENDRA K		0	GENERAL FUND		Undesignated	Payroll Deductions and Withholdings	\$500.00
HUNGERFORD LAW FIRM		126436	GENERAL FUND		SPECIAL EDUCATION DIRECTOR	LEGAL SERVICES	\$710.95
IBS OF THE REDWOODS		126351	GENERAL FUND		STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$117.95
IRON MOUNTAIN NC		126352	GENERAL FUND		FISCAL SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$257.73
J.W. PEPPER & SON, INC.		126292	GENERAL FUND		MIDDLE/JUNIOR HIGH PROGRAMS	SUPPLIES	\$251.24
JEFFERIES, ANGELA L		126323	GENERAL FUND		Undesignated	Payroll Deductions and Withholdings	\$250.00
KAILANI, RIVER J		0	GENERAL FUND		Undesignated	Payroll Deductions and Withholdings	\$500.00
KING, JENNIFER L		0	GENERAL FUND		Undesignated	Payroll Deductions and Withholdings	\$500.00
KING, TIMOTHY P		0	GENERAL FUND		Undesignated	Payroll Deductions and Withholdings	\$500.00
KLEESPIES, KRISTY A							

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Remit Name						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
KLEESPIES, PERRY E		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
KNIGHT, MICHAEL		126354	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	DUES AND FEES	\$65.00
KNOX, JANE D		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
LAMB, CHRISTINA E		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
LANGUAGE LINE SERVICES, INC.		126355	GENERAL FUND	INTERPRETATION AND TRANSLATION	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$125.00
LEIGH, MAUREEN F		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
LENHARDT, CHEYENNE M		126324	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
LEONARD, CAROL		126356	GENERAL FUND	OFFICE OF THE PRINCIPAL	TRAVEL	\$59.50
LES SCHWAB TIRE CENTER INC		126357	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$1,327.88
LEVEL DATA		126294	GENERAL FUND	TECHNOLOGY SERVICES	COMPUTER SOFTWARE	\$2,262.05
MATHISON, LUKE T		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
MAXIM HEALTHCARE STAFFING SERVICES		126295	GENERAL FUND	SPEECH PATHOLOGY	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$12,112.50
		126295	GENERAL FUND	STUDENTS WITH DISABILITIES	PROFESSIONAL AND TECHNICAL SERVICES	\$10,574.00

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Total for MAXIM HEALTHCARE STAFFING SERVICES					\$22,686.50
MCVAY, MELANIE					
	0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
MEDRANO, NICOLE					
	126358	GENERAL FUND	OFFICE OF THE PRINCIPAL	TRAVEL	\$70.46
MILLER, KARA M					
	0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
MILLS, TRISHA L					
	0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
MISSION LINEN SUPPLY					
	126297	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$220.95
	126359	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$48.59
	126438	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$88.75
Total for MISSION LINEN SUPPLY					\$358.29
NAPA AUTO PARTS					
	126299	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$56.35
	126360	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$212.52
Total for NAPA AUTO PARTS					\$268.87
NEWELL, EVA M					
	0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
NOLTE, BRITT C					
	126325	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
NORTHWEST REGIONAL ESD					
	126300	GENERAL FUND	OFFICE OF THE SUPERINTENDENT	DUES AND FEES	\$133.00
OREGON DEPARTMENT OF EDUCATION					
	126301	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$170.00
P T M DOCUMENT SYSTEMS, INC.					

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Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		126361	GENERAL FUND	FISCAL SERVICES	SUPPLIES	\$301.62
PACE						
		126442	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	INSURANCE PREMIUMS	\$418.00
PETERS, TINA L						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
PETERSON, JOANNE C						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
PHELAN, NICOLE R						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
PIONEER HEALTHCARE SERVICES						
		126302	GENERAL FUND	OTHER STUDENT TREATMENT OT/PT	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$1,575.00
		126362	GENERAL FUND	OTHER STUDENT TREATMENT OT/PT	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$1,050.00
		126443	GENERAL FUND	OTHER STUDENT TREATMENT OT/PT	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$2,100.00
				Total for PIONEER HEALTHCARE SERVICES		\$4,725.00
PITNEY BOWES GLOBAL - LEASING						
		126444	GENERAL FUND	FISCAL SERVICES	POSTAGE	\$873.09
PROCARE THERAPY, INC.						
		126303	GENERAL FUND	OTHER STUDENT TREATMENT OT/PT	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$5,760.00
		126303	GENERAL FUND	PSYCHOLOGICAL SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$5,976.00
		126303	GENERAL FUND	SPEECH PATHOLOGY	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$5,904.00
		126363	GENERAL FUND	OTHER STUDENT TREATMENT OT/PT	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$6,400.00
		126363	GENERAL FUND	PSYCHOLOGICAL SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$6,640.00
		126363	GENERAL FUND	SPEECH PATHOLOGY	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$7,544.00

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Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		126445	GENERAL FUND	OTHER STUDENT TREATMENT OT/ PT	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$6,400.00
		126445	GENERAL FUND	PSYCHOLOGICAL SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$6,640.00
		126445	GENERAL FUND	SPEECH PATHOLOGY	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$8,610.00
				Total for PROCARE THERAPY, INC.		\$59,874.00
PRUITT, ASHLEY M		126326	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
PURCHASE POWER		0	GENERAL FUND	FISCAL SERVICES	POSTAGE	\$117.38
		126304	GENERAL FUND	FISCAL SERVICES	POSTAGE	\$2,000.00
				Total for PURCHASE POWER		\$2,117.38
QUILL CORPORATION		126306	GENERAL FUND	OFFICE OF THE SUPERINTENDENT	SUPPLIES	\$25.99
		126365	GENERAL FUND	ALTERNATIVE EDUCATION	SUPPLIES	\$151.24
		126365	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$207.75
		126365	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	SUPPLIES	\$58.88
		126446	GENERAL FUND	ELEMENTARY	SUPPLIES	\$56.08
				Total for QUILL CORPORATION		\$499.94
ROSE, TRASEE A		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
RYAN, JOAN L		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
SAUCERMAN, LAURA		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
SAUNDERS, ALEXIS N.		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
SAUNDERS, FAITH L						

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Remit Name						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
SCHOOL SPECIALTY, LLC		126366	GENERAL FUND	LIFE SKILLS	SUPPLIES	\$312.59
SHAW, MONICA A		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
SHEW, LORINDA		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
SHIELDS, ALISON		126327	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
SLATER, DANIELLE M		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
SMITH, JILL J		126328	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
Snyder, Dwight O		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
SOKOLIK, MEGAN		126329	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
STUMPENHAUS, WADE C		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
SULLIVAN, TWYLA J		126330	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
TUTTLE, SHERYL A		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
UMPQUA BANK		0	GENERAL FUND	ALTERNATIVE EDUCATION	SUPPLIES	\$12.99
		0	GENERAL FUND	ELEMENTARY	SUPPLIES	\$634.78
		0	GENERAL FUND	FISCAL SERVICES	DUES AND FEES	\$317.99
		0	GENERAL FUND	GUIDANCE SERVICES	SUPPLIES	\$56.08

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Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		0	GENERAL FUND	HIGH SCHOOL PROGRAMS	PERIODICALS	\$342.18
		0	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$2,681.14
		0	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	DUES AND FEES	\$47.88
		0	GENERAL FUND	OFFICE OF THE PRINCIPAL	SUPPLIES	\$798.31
		0	GENERAL FUND	STAFF SERVICES	SUPPLIES	\$105.49
		0	GENERAL FUND	STUDENT SAFETY	SUPPLIES	\$2,576.00
		0	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	DUES AND FEES	\$782.99
		0	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$0.00
		0	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	TRAVEL	\$94.29
				Total for UMPQUA BANK		\$8,450.12
UMPQUA SHEET METAL, INC.		126373	GENERAL FUND	HIGH SCHOOL PROGRAMS	REPAIR AND MAINTENANCE	\$3,500.00
US CELLULAR		126311	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	Other Communication Services	\$374.44
		126374	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	Other Communication Services	\$770.08
		126448	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	Other Communication Services	\$374.44
				Total for US CELLULAR		\$1,518.96
VARITEK, DEANNE		126449	GENERAL FUND	OFFICE OF THE PRINCIPAL	TRAVEL	\$366.87
VEX ROBOTICS		126450	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$1,065.59
WALLIN III, LAWRENCE K		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
WALLIN, TERI A		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00

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Remit Name						
WALTON SOBERON, JODY L		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
WARREN, HEIDI		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
WESEL, DUSTIN		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
WEST COAST PAPER INC		126376	GENERAL FUND	ELEMENTARY	SUPPLIES	\$2,624.40
		126376	GENERAL FUND	FISCAL SERVICES	SUPPLIES	\$2,624.40
		126376	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$2,624.40
		126376	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	SUPPLIES	\$2,624.40
		126376	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$1,458.00
		126376	GENERAL FUND	STUDENTS WITH DISABILITIES	SUPPLIES	\$2,624.40
				Total for WEST COAST PAPER INC		\$14,580.00
WESTERN BUS SALES INC		126314	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$368.20
WESTOVER, LISA		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
WIDDOWS, DIANA		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
YOCKEY, ALEXIS R		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
ZIPLY FIBER		126315	GENERAL FUND	CARE & UPKEEP OF GROUNDS	TELEPHONE	\$82.02
		126315	GENERAL FUND	FISCAL SERVICES	TELEPHONE	\$202.34
		126315	GENERAL FUND	MAINTENANCE SERVICES	TELEPHONE	\$79.28
		126315	GENERAL FUND	OFFICE OF THE PRINCIPAL	TELEPHONE	\$1,730.65

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Fund: 100 GENERAL FUND		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		126315	GENERAL FUND	SPECIAL EDUCATION DIRECTOR	TELEPHONE	\$158.56
		126315	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	TELEPHONE	\$161.30
		126315	GENERAL FUND	TECHNOLOGY DIRECTOR	TELEPHONE	\$158.56
		126377	GENERAL FUND	CARE & UPKEEP OF GROUNDS	TELEPHONE	\$79.57
		126377	GENERAL FUND	FISCAL SERVICES	TELEPHONE	\$196.84
		126377	GENERAL FUND	MAINTENANCE SERVICES	TELEPHONE	\$76.77
		126377	GENERAL FUND	OFFICE OF THE PRINCIPAL	TELEPHONE	\$1,679.27
		126377	GENERAL FUND	SPECIAL EDUCATION DIRECTOR	TELEPHONE	\$153.55
		126377	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	TELEPHONE	\$156.35
		126377	GENERAL FUND	TECHNOLOGY DIRECTOR	TELEPHONE	\$153.55
				Total for ZIPLY FIBER		\$5,068.61
				Total for GENERAL FUND		\$242,112.85

Fund: 202 Title I-A		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
ESS WEST, LLC						
		0	Title I-A	TITLE 1A PROGRAM	ESS Classified Substitutes	\$2,143.06
MORRIS, GWEN						
		126298	Title I-A	COMMUNITY SERVICES	PROFESSIONAL AND TECHNICAL SERVICES	\$360.00
		126439	Title I-A	COMMUNITY SERVICES	PROFESSIONAL AND TECHNICAL SERVICES	\$540.00
				Total for MORRIS, GWEN		\$900.00
				Total for Title I-A		\$3,043.06

Fund: 203 TITLE IIA - INNOVATIVE EDUCATION		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
ROCHHOLZ, LONDA						
		126308	TITLE IIA - INNOVATIVE EDUCATION	OFFICE OF THE PRINCIPAL	PROFESSIONAL AND TECHNICAL SERVICES	\$1,164.97

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					Total for TITLE IIA - INNOVATIVE EDUCATION		\$1,164.97
Fund: 208	IDEA GRANT	Check#	FUND	FUNCTION	OBJECT		Amount
ESS WEST, LLC							
		0	IDEA GRANT	STUDENTS WITH DISABILITIES	ESS Certified Substitutes		\$740.38
					Total for IDEA GRANT		\$740.38
Fund: 214	ESSER II	Check#	FUND	FUNCTION	OBJECT		Amount
AMAZON							
		126331	ESSER II	ELEMENTARY	NON CONSUMABLE SUPPLIES		\$15,412.00
ESS WEST, LLC							
		0	ESSER II	ELEMENTARY	ESS Certified Substitutes		\$246.80
NEW HOPE PLUMBING & BUILD							
		126440	ESSER II	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE		\$2,570.00
QUILL CORPORATION							
		126446	ESSER II	NURSE SERVICES	SUPPLIES		\$224.32
STAPLES ADVANTAGE							
		126368	ESSER II	ALTERNATIVE EDUCATION	NON CONSUMABLE SUPPLIES		\$2,332.40
UMPQUA BANK							
		0	ESSER II	STUDENT TRANSPORTATION SERVICES	* OVER \$5000 INITIAL EQUIP		\$500.00
WENGER CORPORATION							
		126451	ESSER II	MIDDLE/JUNIOR HIGH PROGRAMS	NON CONSUMABLE SUPPLIES		\$7,361.43
WESTERN BUS SALES INC							
		126274	ESSER II	STUDENT TRANSPORTATION SERVICES	* OVER \$ 5000 BUS GARAGE PURCHASE		\$64,699.00
					Total for ESSER II		\$93,345.95
Fund: 215	E-RATE FUTURE TECHNOLOGY FUNDS	Check#	FUND	FUNCTION	OBJECT		Amount
CHARTER COMMUNICATIONS							

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Fund: 215		E-RATE FUTURE TECHNOLOGY FUNDS			
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
US CELLULAR	126337	E-RATE FUTURE TECHNOLOGY FUNDS	TECHNOLOGY SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$2,701.00
	126374	E-RATE FUTURE TECHNOLOGY FUNDS	TECHNOLOGY SERVICES	Other Communication Services	\$3,702.72
Total for E-RATE FUTURE TECHNOLOGY FUNDS					\$6,403.72

Fund: 216		ESSER III			
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
K12 MANAGEMENT DBA FUELED	126353	ESSER III	TITLE 1A PROGRAM	COMPUTER SOFTWARE	\$3,266.00
Total for ESSER III					\$3,266.00

Fund: 218		Rural And Low Income Schools			
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
LANGUAGE LINE SERVICES, INC.	126355	Rural And Low Income Schools	INFORMATION SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$0.00
UMPQUA BANK	0	Rural And Low Income Schools	INFORMATION SERVICES	SUPPLIES	\$176.75
Total for Rural And Low Income Schools					\$176.75

Fund: 221		YTP GRANT			
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
ESS WEST, LLC	0	YTP GRANT	YOUTH TRANSITION PROGRAM	ESS Certified Substitutes	\$123.40
LANE COUNTY ENVIRONMENTAL HEALTH	126293	YTP GRANT	YOUTH TRANSITION PROGRAM	SUPPLIES	\$20.00
	126437	YTP GRANT	YOUTH TRANSITION PROGRAM	SUPPLIES	\$10.00
Total for LANE COUNTY ENVIRONMENTAL HEALTH					\$30.00
UMPQUA BANK	0	YTP GRANT	YOUTH TRANSITION PROGRAM	SUPPLIES	\$336.96

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Fund: 221	YTP GRANT	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		0	YTP GRANT	YOUTH TRANSITION PROGRAM	TRAVEL	\$94.94
				Total for UMPQUA BANK		\$431.90
				Total for YTP GRANT		\$585.30

Fund: 251	SCHOOL IMPROVEMENT ACCOUNT (SIA)	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
ESS WEST, LLC		0	SCHOOL IMPROVEMENT ACCOUNT (SIA)	ELEMENTARY	ESS Certified Substitutes	\$493.59
		0	SCHOOL IMPROVEMENT ACCOUNT (SIA)	ELEMENTARY	ESS Classified Substitutes	\$370.20
		0	SCHOOL IMPROVEMENT ACCOUNT (SIA)	MIDDLE/JUNIOR HIGH PROGRAMS	ESS Certified Substitutes	\$246.80
				Total for ESS WEST, LLC		\$1,110.59
MEDFORD ALARM & SIGNAL COMPANY		126296	SCHOOL IMPROVEMENT ACCOUNT (SIA)	MAINTENANCE SERVICES	* OVER \$5000 INITIAL EQUIP	\$17,444.00
				Total for SCHOOL IMPROVEMENT ACCOUNT (SIA)		\$18,554.59

Fund: 252	HIGH SCHOOL SUCCESS - M98	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
AMAZON		126331	HIGH SCHOOL SUCCESS - M98	HIGH SCHOOL PROGRAMS	SUPPLIES	\$492.39
CDW - GOVERNMENT INC		126281	HIGH SCHOOL SUCCESS - M98	HIGH SCHOOL PROGRAMS	COMPUTER SOFTWARE	\$1,333.65
ESS WEST, LLC		0	HIGH SCHOOL SUCCESS - M98	HIGH SCHOOL PROGRAMS	LICENSED SALARIES	\$493.59
HARBOR LOGGING SUPPLY INC		126350	HIGH SCHOOL SUCCESS - M98	HIGH SCHOOL PROGRAMS	SUPPLIES	\$680.00
QUILL CORPORATION		126446	HIGH SCHOOL SUCCESS - M98	HIGH SCHOOL PROGRAMS	SUPPLIES	\$3,149.34
UMPQUA BANK						

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2021-2022

Criteria: Report Sort: Fund

From Date: 12/01/2021

To Date: 12/31/2021

Fund: 252	HIGH SCHOOL SUCCESS - M98		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name							
		0	HIGH SCHOOL SUCCESS - M98		HIGH SCHOOL PROGRAMS	COMPUTER SOFTWARE	\$1,120.98
Total for HIGH SCHOOL SUCCESS - M98							\$7,269.95
Fund: 261	Miscellaneous		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name							
AMAZON		126331	Miscellaneous		HIGH SCHOOL PROGRAMS	SUPPLIES	\$40.45
Total for Miscellaneous							\$40.45
Fund: 274	HS Co-Curricular		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name							
BLAKE, JOHN		126277	HS Co-Curricular		HIGH SCHOOL EXTRACURRICULAR	TRAVEL	\$30.06
CASCADE ATHLETIC SUPPLY		126279	HS Co-Curricular		HIGH SCHOOL EXTRACURRICULAR	SUPPLIES	\$920.58
COOS BROOKINGS SOCCER REFEREE ASSOCIATIO		126430	HS Co-Curricular		HIGH SCHOOL EXTRACURRICULAR	DUES AND FEES	\$2,081.16
DEL NORTE HIGH SCHOOL		126344	HS Co-Curricular		HIGH SCHOOL EXTRACURRICULAR	DUES AND FEES	\$250.00
DOUGLAS COUNTY SOCCER REFEREE ASSOC		126285	HS Co-Curricular		HIGH SCHOOL EXTRACURRICULAR	DUES AND FEES	\$413.50
SOUTH COAST BASKETBALL OFFICIALS ASSOC.		126367	HS Co-Curricular		HIGH SCHOOL EXTRACURRICULAR	DUES AND FEES	\$6,734.25
UMPQUA BANK		0	HS Co-Curricular		HIGH SCHOOL EXTRACURRICULAR	DUES AND FEES	\$525.00
		0	HS Co-Curricular		HIGH SCHOOL EXTRACURRICULAR	TRAVEL	\$3,046.38
Total for UMPQUA BANK							\$3,571.38
WALLIN III, LAWRENCE K		126313	HS Co-Curricular		HIGH SCHOOL EXTRACURRICULAR	TRAVEL	\$16.42
Total for HS Co-Curricular							\$14,017.35

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2021-2022

Criteria: Report Sort: Fund

From Date: 12/01/2021

To Date: 12/31/2021

Fund: 275	Azalea MS Athletics					
Remit Name		Check#	FUND	FUNCTION	OBJECT	Amount
<hr/>						
BANDON HIGH SCHOOL						
		126276	Azalea MS Athletics	MIDDLE/JUNIOR HIGH EXTRACURRICULAR	DUES AND FEES	\$125.00
CASCADE ATHLETIC SUPPLY						
		126279	Azalea MS Athletics	MIDDLE/JUNIOR HIGH EXTRACURRICULAR	SUPPLIES	\$949.81
UMPQUA BANK						
		0	Azalea MS Athletics	MIDDLE/JUNIOR HIGH EXTRACURRICULAR	TRAVEL	\$0.00
						<hr/>
Total for Azalea MS Athletics						\$1,074.81

Fund: 280	Farm to School - ED					
Remit Name		Check#	FUND	FUNCTION	OBJECT	Amount
<hr/>						
FOERTSCH, MATTHEW						
		0	Farm to School - ED	ELEMENTARY	PROFESSIONAL AND TECHNICAL SERVICES	\$100.00
		0	Farm to School - ED	HIGH SCHOOL PROGRAMS	PROFESSIONAL AND TECHNICAL SERVICES	\$100.00
		0	Farm to School - ED	MIDDLE/JUNIOR HIGH PROGRAMS	PROFESSIONAL AND TECHNICAL SERVICES	\$100.00
						<hr/>
Total for FOERTSCH, MATTHEW						\$300.00
Total for Farm to School - ED						\$300.00

Fund: 285	FACILITY MAINTENANCE					
Remit Name		Check#	FUND	FUNCTION	OBJECT	Amount
<hr/>						
AMAZON						
		126275	FACILITY MAINTENANCE	MAINTENANCE SERVICES	SUPPLIES	\$1,514.20
		126423	FACILITY MAINTENANCE	MAINTENANCE SERVICES	SUPPLIES	\$885.78
						<hr/>
Total for AMAZON						\$2,399.98
BROOKINGS ELECTRONIC SERVICE, INC						
		126333	FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$923.26
CASCADE HOME CENTER						

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2021-2022

Criteria: Report Sort: Fund

From Date: 12/01/2021

To Date: 12/31/2021

Fund: 285	FACILITY MAINTENANCE					Amount
Remit Name	Check#	FUND	FUNCTION	OBJECT		Amount
	126335	FACILITY MAINTENANCE	MAINTENANCE SERVICES	SUPPLIES		\$1,142.14
CHETCO AUTOMOTIVE MARINE & INDUSTRIAL						
	126338	FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE		\$8.98
FASTENAL						
	126345	FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE		\$111.63
GOLD BEACH LUMBER						
	126347	FACILITY MAINTENANCE	MAINTENANCE SERVICES	SUPPLIES		\$341.30
NAPA AUTO PARTS						
	126360	FACILITY MAINTENANCE	MAINTENANCE SERVICES	SUPPLIES		\$31.54
OR DEPT OF CONSUMER & BUSINESS						
	126441	FACILITY MAINTENANCE	MAINTENANCE SERVICES	DUES AND FEES		\$44.80
ROBERTS & ASSOCIATES INC						
	126307	FACILITY MAINTENANCE	MAINTENANCE SERVICES	DUES AND FEES		\$730.00
SMEED COMMUNICATION SERVICES						
	126309	FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE		\$1,820.00
SUBURBAN PROPANE						
	126369	FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE		\$50.00
UMPQUA BANK						
	0	FACILITY MAINTENANCE	MAINTENANCE SERVICES	SUPPLIES		\$445.00
Total for FACILITY MAINTENANCE						\$8,048.63

Fund: 291	HIGH SCHOOL STUDENT BODY					Amount
Remit Name	Check#	FUND	FUNCTION	OBJECT		Amount
AMAZON						
	126275	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL PROGRAMS	SUPPLIES		\$771.92
QTEES						
	126364	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES		\$2,427.00
UMPQUA BANK						
	0	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES		\$1,158.18

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2021-2022

Criteria: Report Sort: Fund

From Date: 12/01/2021

To Date: 12/31/2021

Fund: 291	HIGH SCHOOL STUDENT BODY				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
	0	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	TRAVEL	\$1,420.92
	0	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL PROGRAMS	SUPPLIES	\$214.73
	0	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL PROGRAMS	TRAVEL	\$0.00
			Total for UMPQUA BANK		\$2,793.83
			Total for HIGH SCHOOL STUDENT BODY		\$5,992.75

Fund: 292	AZALEA STUDENT BODY				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
QTEES					
	126305	AZALEA STUDENT BODY	MIDDLE/JUNIOR HIGH EXTRACURRICULAR	SUPPLIES	\$780.00
TNT CHEER					
	126372	AZALEA STUDENT BODY	MIDDLE/JUNIOR HIGH EXTRACURRICULAR	SUPPLIES	\$990.00
UMPQUA BANK					
	0	AZALEA STUDENT BODY	MIDDLE/JUNIOR HIGH EXTRACURRICULAR	SUPPLIES	\$1,198.92
			Total for AZALEA STUDENT BODY		\$2,968.92

Fund: 299	Nutrition Services				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
COASTAL PAPER & SUPPLY INC					
	126429	Nutrition Services	FOOD SERVICES	SUPPLIES	\$247.00
CTR INC					
	126343	Nutrition Services	FOOD SERVICES	GARBAGE	\$2,253.74
ESS WEST, LLC					
	0	Nutrition Services	FOOD SERVICES	ESS Classified Substitutes	\$524.97
FRANZ FAMILY BAKERIES					
	126288	Nutrition Services	FOOD SERVICES	FOOD	\$457.08
	126346	Nutrition Services	FOOD SERVICES	FOOD	\$446.72
	126433	Nutrition Services	FOOD SERVICES	FOOD	\$488.72

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2021-2022

Criteria: Report Sort: Fund

From Date: 12/01/2021

To Date: 12/31/2021

Total for FRANZ FAMILY BAKERIES \$1,392.52

SUNRISE DISTRIBUTORS INC

	126310	Nutrition Services	FOOD SERVICES	FOOD	\$1,496.75
	126370	Nutrition Services	FOOD SERVICES	FOOD	\$1,705.30
	126447	Nutrition Services	FOOD SERVICES	FOOD	\$74.70

Total for SUNRISE DISTRIBUTORS INC \$3,276.75

SYSCO PORTLAND, INC.

	126371	Nutrition Services	FOOD SERVICES	FOOD	\$8,748.03
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UMPQUA BANK

	0	Nutrition Services	FOOD SERVICES	SUPPLIES	\$15.16
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US FOODS

	126312	Nutrition Services	FOOD SERVICES	FOOD	\$4,594.11
	126375	Nutrition Services	FOOD SERVICES	FOOD	\$2,648.38

Total for US FOODS \$7,242.49

ZIPLY FIBER

	126315	Nutrition Services	FOOD SERVICES	TELEPHONE	\$161.30
	126377	Nutrition Services	FOOD SERVICES	TELEPHONE	\$156.35

Total for ZIPLY FIBER \$317.65

Total for Nutrition Services \$24,018.31

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2021-2022

Criteria: Report Sort: Fund

From Date: 12/01/2021

To Date: 12/31/2021

Grand Total: \$433,124.74

Recap for FUND for GENERAL FUND

100	GENERAL FUND	\$242,112.85
202	Title I-A	\$3,043.06
203	TITLE IIA - INNOVATIVE EDUCATI	\$1,164.97
208	IDEA GRANT	\$740.38
214	ESSER II	\$93,345.95
215	E-RATE FUTURE TECHNOLOGY I	\$6,403.72
216	ESSER III	\$3,266.00
218	Rural And Low Income Schools	\$176.75
221	YTP GRANT	\$585.30
251	SCHOOL IMPROVEMENT ACCOU	\$18,554.59
252	HIGH SCHOOL SUCCESS - M98	\$7,269.95
261	Miscellaneous	\$40.45
274	HS Co-Curricular	\$14,017.35
275	Azalea MS Athletics	\$1,074.81
280	Farm to School - ED	\$300.00
285	FACILITY MAINTENANCE	\$8,048.63
291	HIGH SCHOOL STUDENT BODY	\$5,992.75
292	AZALEA STUDENT BODY	\$2,968.92
299	Nutrition Services	\$24,018.31

End of Report

21-22 BHSD Hire Recommendations Extra Duty Contracts

Sch.	Position	Title	21/22 NAME		
BHHS	Baseball	Asst Coach	Dustin Wesel		
BHHS	Track & Field	Asst Coach	Matt Steendahl		
January 2022					



Brookings Harbor School District 17C

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

DONATION RECEIPT

Toys for Tots Literacy Program

DONOR NAME

P.O. Box 1533

MAILING ADDRESS, CITY, STATE, ZIP

PHYSICAL ADDRESS, CITY, STATE, ZIP

541-251-0855

PHONE NUMBER

BROOKINGS-HARBOR SCHOOL DISTRICT TAX ID: 93-6000388

DONATION DESCRIPTION
697 Books are various reading levels
78 Coloring Activity Books
47 Boxes of Crayons
47 folders
5 composition books

OFFICE USE ONLY	
Received By:	
Date Received:	
Destination of Gift:	



Brookings-Harbor High School

Brookings, OR 97415

541-469-7443

www.brookings.k12.or.us

DeAnne Varitek, Principal

Vickie Nigh, Vice Principal

Date: January 4, 2022

To: Superintendent Marshall
BHSD 17c Board of Education

From: Corey Tamondong

Re: Reno Jazz Festival Trip Proposal

Esteemed members of the BHSD-17C School Board,

The Brookings-Harbor High School Music department requests permission to take the Sea Breeze choir and members of the jazz band to the 2021 Reno Jazz Festival held at the University of Nevada, Reno from April 28th through May 1st. Sea Breeze would perform and compete at the festival, and would watch performances of professional, collegiate, and secondary school jazz choirs, jazz bands, and jazz combos. This festival will expose students to other performers with a variety of abilities. It will also provide many opportunities for the students to work with professional musicians and greatly expand their musical capabilities.

We will bring approximately 19 students and 2 adult chaperones to ensure that students are safe and accountable. Chaperones will be approved volunteers for the district or district employees. We will book an AirBnB near the festival. We will utilize our choral department budget to pay for registration and entry into the festival, and fundraise to pay for housing and food costs by singing carols around town in December, can drives, 50/50 raffles during basketball, and singing around the community at restaurants or other events.

The district will pay for transportation, including the driver and his/her lodging.

This festival will be a phenomenal experience for these students. Having the goal of competing in this festival will drive them to excel in their craft and work harder overall. Several students are interested in pursuing a career in music, and being exposed to collegiate performing groups would be invaluable in helping them decide where they may want to attend university. Also, touring the UNR campus will be a great opportunity for all students to see what a large university in another state will look like.

Thank you for your consideration,
Corey Tamondong



Brookings Harbor High School
 DeAnne Varitek - Principal; Vickie Nigh - Vice Principal
 Keith Wallin -- Athletic Director

Field Trip Request

4

Location of field trip: RENO, NV

Description/purpose of field trip: Reno Jazz Festival

Estimated cost of trip \$ 3000+ Paid by Fundraising, ASB

Date of trip ~~4/28~~ 5/1 depart time ~ 7:30am return time ~ 5:00 PM

Expected number of students 25 adults 3-4
 (Adults must be an approved volunteer)

Staff Name: Corey Tamondong

Date Submitted: 10/27/2021



Approved: Yes No

Reason for non approval: _____

[Signature]
 Administrator

Date 11/4/21

Bus/Transportation submitted by [Signature] Date 11.9.21

STATE OF OREGON
PROCLAMATION
OFFICE OF THE GOVERNOR

WHEREAS: Oregonians rely on a robust public education system to ensure a prosperous quality of life and strong economic health for Oregon; and

WHEREAS: Locally elected boards fulfill leadership roles and serve as an important conduit through which teachers, parents, businesses, and communities demonstrate the care, creativity, and support that lead to student achievement; and

WHEREAS: Public schools nurture and train diverse student populations to the best of their ability, whatever the resources, to give students the knowledge, skills, and opportunities they need to succeed; and

WHEREAS: Board members build the framework that makes it possible for education organizations to teach Oregon's children; and

WHEREAS: The committed individuals who serve on the boards of Oregon's 197 school districts, 19 education service districts, and 17 community colleges deserve recognition and thanks for their dedication to the educational needs of the people of Oregon.

**NOW,
THEREFORE:** I, Kate Brown, Governor of the State of Oregon, hereby proclaim **January 2022** to be

SCHOOL BOARD RECOGNITION MONTH

in Oregon and encourage all Oregonians to join in this observance.

IN WITNESS WHEREOF, I hereunto set my hand and cause the Great Seal of the State of Oregon to be affixed. Done at the Capitol in the City of Salem in the State of Oregon on this day, October 14, 2021.



Kate Brown

Kate Brown, Governor

Shemia Fagan

Shemia Fagan, Secretary of State

Azalea Middle School

Azalea Mission Statement: We establish a safe and supportive environment where we collaboratively develop confident, life-long learners, and critical thinkers by promoting quality habits, values, skills, and knowledge for their future endeavors.

Board Report

Azalea Middle School

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

AMS School Improvement Goal: Increase students' academic skills in reading, writing, and mathematics. To increase academics we must also work on attendance. At Azalea, attendance has been tracked through Oregon Data Suite and we are using the data to help with strategies and ways to connect with parents to ensure students are coming to school. As part of the attendance process, our team takes attendance daily every period, calls go out to families using our automated system as well as personal calls, meetings with students and families are also part of the process. In addition, families receive letters. These are preventative measures to help students and families. Over the next few months, we will be working on changing our tardy slip to a "welcome" slip, which is positive, and acknowledges we are glad they made it. Here is the data from September to current:

Attendance Percent: 89.78 % (BP-JEA-AR Regular attendance shall mean attendance which does not include more than eight unexcused one-half day absences or the equivalent in any four-week period in which school is in session) Regular Attender Rate: 61% (State Policy: Students attending 90% or more of school days)

Mondays: 89%

Tuesdays: 91%

Wednesdays 92%

Thursdays 90%

Fridays 88%

BHSD Board Statement: 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.

AMS School Improvement Goal: Increase students' social-emotional health

AMS just went through a reboot with Positive Discipline. Each month has been broken down with activities from Positive Discipline and the staff will upload the evidence into grade level folders. This work helps us stay connected to kids, model the behavior we are looking for, and help with self-regulation. The intent is to change our culture to find ways to connect with students even when they are dysregulated. The goal is to get them regulated and create new skills for navigating tough situations. At the end of the month, students will be participating in the midyear Panorama survey. We will share those with you in February. Data from our behavior system is showing us that we have work to do in the following areas: disruption 20.75% of referrals, defiance 18.24% of referrals, and physical aggression 6.92% of referrals.

BHSD Board Statement: 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.

AMS School Improvement Goal: Provide ongoing professional development in PLCs and MTSS Azalea participates in bite-sized PD during our Wednesday meetings. Our last PLC was focused on the staff reviewing our mission statement and the work from in-service week identifying "how" we were going to meet our mission statement. They pulled out the items that we need to focus on over the next few months to help us and listed strategies. The work of reflecting on our practices is beneficial for us, so there is accountability. In addition, we reviewed the Positive discipline framework for implementation, thus guiding our weekly conversation during grade-level PLCs.

Again, thank you for your continued support.

Respectfully,

Nicole Medrano, Principal

Marco Thorson, Assistant Principal



Brookings-Harbor High School

Brookings, Oregon 97415

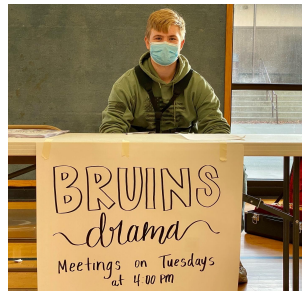
www.brookings.k12.or.us

Principal, DeAnne Varitek; Vice Principal, Vickie Nigh

JANUARY 2022 BOARD REPORT

Focusing on Student Relationships: Social Emotional Learning (SEL) - Club Fair

Student connections are critical to the social and emotional development of adolescents so we held our annual Athletics & Activities Club Fair this week with positive results. 11 clubs participated and over 100 students signed up to participate in spring activities.



Focusing on Student Success: Community Art

Our community art class, with the support of South Coast Lumber, created colorful benches for students to sit upon outdoors. The class is now working on an outdoor installment consistent with the theme from the indoor mural, also sponsored by South Coast Lumber.



Teacher Recruitment: New Math Teacher

We are excited to welcome local resident Mr. Andrew Petrevics to our faculty team. He will teach Algebra in our freshman academy and is mentored by Mr. Max Whitley. With his addition, BHHS is fully staffed.



Operational Updates

Scheduling Committee

The Secondary Scheduling Committee will present conceptual models to staff on January 19th to seek input. Student input will also be a component of the recommendation process.

ELA Curriculum Adoption

Using state standards, district alignment, and a cost-benefit-analysis process, we have reduced the selection process down from 8 companies to 3. Our next step will be to review each company's full curriculum program through a K-12 collaboration to determine which programs we will pilot.

Final Exams

Students will engage in two early release days for final exams: Wed, January 26th & Thurs, January 27th.

Kalmiopsis Elementary

January 2022 Board Report
Kalmiopsis Elementary School

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

BHSD District Goal is to improve student achievement.

Kalmiopsis School Improvement Goal-ODE Guiding Principles: Ensure Safety and Wellness

We just finished up our mid-year DESSA mini for all students. SEL Teacher and counselor regrouped students. All students did a DIBELS benchmark before Christmas break and are working on one area of need before the mid-year benchmarking. This also allows us to see how far, if any, regress over the holiday period.

We just started our mid-year i-Ready diagnostic test in reading and math. Once this is complete staff will readjust groups and work on areas of need.

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

BHSD District Goal is to improve student achievement.

Kalmiopsis School Improvement Goal- ODE Guiding Principles: Cultivate connection and relationship

Our staff just participated in a recalibration of the referral process and why we write them. It is the documentation piece not the punishment or consequence. Reteaching and communication with families is our focus.

January 19th we will have two class meetings modeled at our next meeting. We will also show a short clip of the meetings in action in the classroom and discuss as a staff where we are, beginning, emerging, or proficient in running class meetings. From there we will organize lessons for those who aren't proficient yet to use as tools for reaching that point. We will also start Mindful Mondays next semester where all students will be working on social emotional lessons during a certain block of time.

BHSD Board Statement: 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.

BHSD District's goal is to recruit and retain highly qualified employees.

Kalmiopsis Elementary School Improvement Goal: Provide ongoing professional development to staff.

Our mentors and mentees continue to meet and discuss support strategies. We are going to try and get some peer observations rolling at the start of the second semester if we have substitutes to cover. The classified staff are engaging in monthly meetings for positive discipline and our teachers are engaging in teacher helping teacher sessions monthly depending on the need.

We appreciate your continued support as we serve our students and families.

Thank you,
Carol Leonard, Principal
Nick Chapman, Assistant Principal



Brookings-Harbor School District

629 Easy Street

Brookings, OR 97415

541 469-7443

Fax 541 469-6599

www.brookings.k12.or.us

Athletics & Activities

January Board Report

Winter sports are in full swing and everyone is working very hard. The Girls and Boys Basketball programs are moving into league play after spending all of December and the holidays traveling to tournaments and many non league games to prepare for the stretch run. Both have solidified rosters and strategies that will help them compete for both league titles and the playoffs. The wrestlers continue to travel to meets and tournaments and are working very hard with districts coming up next month. All the participants are looking forward to doing well at districts and even qualifying for the state tournament at the end of February.

At the middle school, Boys Basketball season is just beginning and turnout is very high. We have put a new coach into place and we are looking forward to his exciting and energetic ways. Coach Carmack's focus is always on the maturation of his athletes as young adults first, and athletes second. This is a critical component for middle school athletes as they prep for high school athletics and activities.

Robotics and cheerleading continue to roll right along with competitions, camps, and other various events. Both activities have the ability to qualify for state competition, with robotics already having qualified one team.

Lastly, spring sports are holding open workouts to prep for the upcoming season. These activities include weight room work, opportunities to get their arms in shape, and work on the track facility for runners and throwers. We also have an after school strength and conditioning program going on as well which is a great opportunity for all kids to get into better shape and make gains towards their goals within various activities.

Special thanks to the transportation department for continuing to find ways to help us get our kids to their events. The stress within their department is very high, and they continue to keep our kids at the forefront of their decision making. We truly couldn't continue without them and all their efforts!

GO BRUINS!

Keith Wallin, Athletics & Activities Director



Maintenance Department

750 Fern Avenue
Brookings, OR 97415
541 469-7131

Fax 541 469-6599

www.brookings.k12.or.us

To: Brookings Harbor 17C School Board

Re: Maintenance Report January 11th, 2022

Over winter break we replaced 30 failed windows and removed window units from the front of the High School

Replaced 8 failed windows at Azalea Middle School cafeteria

Installed new roll up doors for Coffee Cave and Bruin student store at the High School

Also had water hooked up and electrical installed in the Coffee Cave

Multiple lights and ballasts were out in the Azalea Cafeteria. We removed all the ballasts and replaced fluorescent tubes with LEDs

Custodial staff at Kalmiopsis and Azalea did deep cleaning over the break. High School custodial staff waxed hallway floors along with gym floor

Replaced old flag pole line at Azalea with new coated cable and hung a new Oregon flag

Electrician went thru High School lights and replaced burnt out lights and ballasts

SOS will be on site January 11th-13th working on keyless access doors

Fixed broken water line in the ceiling of the IT office

Having our monthly safety meeting on January 12th

Kalmiopsis Library heaters main shut off switch had to be replaced



Brookings-Harbor School District

629 Easy St.
 Brookings, OR 97415
 541 469-7443
 Fax 541 469-6599
www.brookings.k12.or.us

January 2022 Board Report

Food Services

Meals served

In the 2^{1/2} weeks we had in December, Kalmiopsis fed 5,094 for breakfast and 4,334 for lunch with 314 second helpings served. Azalea did 1,173 for breakfast and 2,101 for lunch with 73 second helpings served. BHHS did 1,362 for breakfast with 61 seconds served and 1,675 for lunch with 21 second helpings served.

Free and Reduced

Number of Students Qualify for Free & Reduced Meals - Avg as of 12/31/21

	Free	Reduced	Paid	Total
Azalea Middle School	121 (34.08%)	2 (0.56%)	232 (65.36%)	355
Brookings-Harbor High School	125 (26.55%)	4 (0.85%)	341 (72.60%)	469
Kalmiopsis Elementary School	225 (38.23%)	7 (1.19%)	357 (60.58%)	586

Current Projects

Presently I am working with Kalmiopsis Vice Principal Nick Chapman, Pam Winebarger (Director of Food Bank) on closing the gap with a snack between breakfast and lunch times in the classroom. The Food Service department continues to provide a wide range of fresh fruits and vegetables to all three schools despite the strict guidelines on how to serve our students in these trying times. The food service department also feels very fortunate to be able to make homemade hot meals again for the students as well. Less processed foods and more wholesome foods is a huge success in our line of work that benefits us all.

Cindy Badger, Food Service Director



Technology Department

629 Easy Street
Brookings, OR 97415

541 469-7443

Fax 541 469-6599

www.brookings.k12.or.us

January 2022 Board Report

Over the past month, our department has taken on over 225 new tickets. That is an increase from last month and is a considerable increase considering that two weeks of the past month were spent on Winter Break.

PowerSchool recently released a new update. We had a couple of glitches that have been ironed out since the update. K-School's standards-based grading was problematic for a day as we had to figure out where the list of standards went. With PowerSchool's help, we were able to resolve that. We also had to fix an issue where our custom alerts (a variety of alerts in PowerSchool that alert administrators to 504 plans, attendance issues, IEP's, etc.) had moved to the right side of the page where they were less visible. We have updated that plug-in and things are back to normal for us.

SOS Alarm company will be here finishing the installation of our electronic door locks. We had a handful of doors that needed the crashbars replaced on them. Now that work is complete and they will program these remaining doors. At that time, we'll also start implementing a pin code system (on select doors) where staff members will have to swipe their card and then enter a unique pin number as well to access the door. That will add an extra layer of security. If a staff member unknowingly has their card stolen or cloned, the door still won't open without the user knowing the staff member's pin number as well

Amendment No. 2 to Grant No. 13596

This is Amendment No. 2 to 13596, effective July 1, 2020 (as amended from time to time, the "Grant"), between the State of Oregon, acting by and through its Department of Education ("Agency") and Brookings-Harbor SD 17C ("Grantee") each a "Party" and together, the "Parties". This Amendment is effective July 1, 2021 when signed by all Parties and upon receipt of all approvals necessary for signing ("Amendment Effective Date").

RECITALS

WHEREAS, the Parties initially entered into this Grant with the intent to develop and implement their SIA Plan;

WHEREAS, due to multiple challenges, including COVID-19, the "Foundational Year" term did not allow for the Parties to implement their SIA Plan in the manner intended; and

WHEREAS, the Parties mutually agree and intend to amend and restate the Grant as allowed under the "Act" to continue the Project as originally intended; and

WHEREAS, the Parties mutually agree and intend to fund the Project from July 1, 2021 to June 30, 2022; and

WHEREAS, the Parties mutually agree and intend to extend the Foundational Year and Project through June 30, 2023, pending the allocation of funds;

THE PARTIES HEREBY amend this Grant as specified below and restate the Grant in its entirety to extend the "Foundational Year" for the 21-23 biennium and provide additional funding to cover the 21-22 school year for the purposes described in Section 9 of the "Act".

The Grant is amended as follows (new language is indicated by **underlining and bold** and deleted language is indicated by ~~strikethrough~~):

1. Section 3 of the Grant is amended as follows:

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained ("Executed Date"), this Grant is effective and has a Grant funding start date as of January 1, 2020 ("Effective Date"), and, unless extended or terminated earlier in accordance with its terms, will expire on ~~September 30, 2021~~ **September 30, 2022**.

2. Section 4 of the Grant is amended as follows:

SECTION 4: GRANT MANAGERS

4.1 Agency's Grant Manager is:

~~Rachael Moser~~ **Cassie Medina**
Office of Education Innovation & Improvement
255 Capitol St NE
Salem, OR 97310-0203
SIInfo@ode.state.or.us

3. Section 5 of the Grant is amended as follows:

SECTION 5: PROJECT ACTIVITIES

Grantee must perform the project activities set forth on Exhibit A (the "Project"), attached hereto and incorporated in this Grant by this reference, for the period beginning on the Effective Date and ending ~~September 30, 2021~~ **September 30, 2022**. (the "Performance Period").

4. Section 6 of the Grant is amended as follows:

SECTION 6: GRANT FUNDS

In accordance with the terms and conditions of this Grant, Agency will provide Grantee **the for each year of the Project ("Grant Year") the following amounts ("Grant Funds")**: ~~up to \$400,254.34 ("Grant Funds") for the Project.~~

- **For Grant Year 1 (July 1, 2020 -September 30, 2021) up to \$400,254.34**
- **For Grant Year 2 (July 1, 2021 - September 30, 2022) up to \$1,155,037.29**
- **A total allocation of \$1,555,291.63**

Agency will pay the Grant Funds from monies available through its Student Investment Account ("Funding Source").

5. Exhibit A of the Grant is amended as indicated in the attached revised Exhibit A. The amendments to Exhibit A shall be effective as of July 1, 2021 and shall apply to all Project activities performed under the Project on or after that date. The version of Exhibit A in effect prior to this Amendment shall apply to all activities performed under the Grant on or before June 30, 2021.

Except as expressly amended above, all other terms and conditions of the Grant are still in full force and effect. Grantee certifies that the representations, warranties and certifications contained in the Grant are true and correct as of the Amendment Effective Date and with the same effect as though made at the time of this Amendment.

EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES IT HAS READ THIS AMENDMENT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS. The Parties further agree that by the exchange of this Amendment electronically, each has agreed to the use of electronic means, if applicable, instead of the exchange of physical documents and manual signatures. By inserting an electronic or manual signature below, each authorized representative acknowledges that it is their signature, that each intends to execute this Amendment, and that their electronic or manual signature should be given full force and effect to create a valid and legally binding agreement.

IN WITNESS WHEREOF, the Parties have executed this Amendment as of the dates set forth below.

STATE OF OREGON acting by and through its Department of Education

By: _____

Contracting Officer

Date

Brookings-Harbor SD 17C

By:  _____

Authorized Signature

1/4/22 _____

Date

David Marshall _____

Printed Name

Superintendent _____

Title

93-6000388 _____

Federal Tax ID Number

Approved for Legal Sufficiency in accordance with ORS 291.047

By: Jake Hogue _____

Assistant Attorney General

November 24, 2021 via email _____

Date

EXHIBIT A THE PROJECT

SECTION I - BACKGROUND AND GOALS

Signed into law in May of 2019, the Student Success Act (SSA) is a historic opportunity for Oregon schools. The law is rooted in equity, authentic community engagement and shared accountability for student success.

SSA establishes the Student Investment Account (SIA) to provide Oregon school districts and eligible charter schools with access to non-competitive grant funds. Each SIA applicant is required to work alongside educators, students, families and their community to develop a plan and outline priorities and activities that align to the allowable uses in the law.

The SIA grants are for two purposes:

- 1) Meeting students' mental or behavioral health needs, and
- 2) Increasing academic achievement and reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, economically disadvantaged students, students who are homeless, and students who are foster children.

SECTION II - PROJECT DEFINITIONS

The following capitalized terms have the meanings assigned below for purposes of Exhibits A and B.

"Act" means the "Student Success Act" codified in 2019 Oregon Laws Chapter 122, as amended from time to time, inclusive.

"Allowable Costs of the Project" means Grantee's actual costs that are reasonable, necessary and directly related to the implementation of the SIA Plan and are allowable uses of the Grant Funds under the Act.

"Baseline Targets" means the minimum expectations for improvement set forth in the SIA Plan by the district in either: (i) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further defined in the December 2019 "Guidance for Eligible Applicants".

"Common Metrics" means the Five-Year Completion Rate, Third-Grade Reading Proficiency Rate, Ninth-Grade On-Track Rate, Regular Attendance Rate, and Four-Year On-Time Graduation rate used by the Agency to measure the success of activities funded by the SIA.

"Disaggregated" has the meaning given in section 12(a) of the Act.

"Five-Year Completion Rate" has the meaning given in section 12(b) of the Act.

"Focal Student Groups" means students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, economically disadvantaged, students who are homeless and students who are foster children.

"Foundational Year" means the first year of Grantee's three-year SIA Plan, extended through September 30, 2023 due to extenuating circumstances related to the COVID-19 pandemic.

"Four-Year on-Time Graduation Rate" means the percentage of students who received a high school diploma or a modified diploma within four years of the student beginning the ninth grade.

"Gap Closing Targets" or "Closing Gap Targets" means the reduction of academic disparities between groups of students especially for Focal Student Groups set forth in the SIA Plan, based on the December 2019 "Guidance for Eligible Applicants".

"Longitudinal Performance Growth Targets (LPGTs)" means the required common metrics and optional locally defined metrics, including targets related to student mental and behavioral health needs, included in Grantee's SIA Plan.

"Ninth-grade On-Track Rate" has the meaning given in section 12(d) of the Act.

"Optional Local Metrics" means additional Progress Markers toward the Common Metrics included in the SIA Plan.

"Progress Markers" means sets of indicators set forth in the SIA Plan that identify the kinds of changes Agency expects to see in policies, practices and approaches over the next three years that lead to Grantee reaching its LPGTs.

"Regular Attendance Rate" has the meaning given in section 12(f) of the Act.

"SIA Account" means the Student Investment Account established, pursuant to ORS 327.175, within the Fund for Student Success for the purpose of distributing grants under ORS 327.195.

"SIA Plan" means the plan developed and implemented by Grantee that focuses on increasing academic achievement and, reducing academic disparities for identified student groups, and meeting students' mental and behavioral health needs.

"Stretch Targets" means significant improvement set forth in the SIA Plan by the district in either: (i) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further described in the December 2019 "Guidance for Eligible Applicants".

"Third-Grade Reading Proficiency Rate" has the meaning given in section 12(g) of the Act.

SECTION III – PROJECT ACTIVITIES

This Grant Agreement is for the Foundational Year only.

Subsection 1. Continuous SIA Plan Implementation

Agency will disburse Grant Funds for Allowable Costs of the Project that implement Grantee's SIA Plan during the Performance Period in accordance with formula and activities described in the Act.

At the start of the 2020-2021 School Year, Grantee must begin to implement its SIA Plans. **For the rest of the Foundational Year, Grantee shall continue to implement its SIA Plans.**

Grantees must use the Grant Funds only for:

(a) Increasing instructional time, which may include: (A) More hours or days of instructional time; (B) Summer programs; (C) Before-school or after-school programs; or (D) Technological investments that minimize class time used for assessments administered to students.

(b) Addressing students' health or safety needs, which may include: (A) Social-emotional learning and development; (B) Student mental and behavioral health; (C) Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school; (D) Student health and wellness; (E) Trauma-informed practices; (F) School health professionals and assistants; or (G) Facility improvements directly related to improving student health or safety.

(c) Reducing class sizes, which may include increasing the use of instructional assistants, by using evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.

(d) Expanding availability of and student participation in well-rounded learning experiences, which may include: (A) Developmentally appropriate and culturally responsive early literacy practices and programs in prekindergarten through third grade; (B) Culturally responsive practices and programs in grades six through eight, including learning, counseling and student support that is connected to colleges and careers; (C) Broadened curricular options at all grade levels, including access to: (i) Art, music and physical education classes; (ii) Science, technology, engineering and mathematics education; (iii) Career and technical education, including career and technical student organization programs; (iv) Electives that are engaging to students; (v) Accelerated college credit programs, including dual credit programs, International Baccalaureate programs and advanced placement programs; (vi) Dropout prevention programs and transition supports; (vii) Life skills classes; or (viii) Talented and gifted programs; or (D) Access to licensed educators with a library media endorsement

(e) Administrative costs, up to 5% or \$500,000, whichever is less. Administrative costs may include (A) Ongoing community engagement; (B) costs associated with the administration of the grant.

Grantee must periodically review its progress toward meeting Grantee's Progress Markers and LPGT described in the Exhibit B Common and Customized Framework.

Subsection 2. Foundational Year SIA Plan Refinement and Extension

During the Foundational Year, Grantee must re-visit ~~each aspect of~~ its SIA Plan and engage with Focal Student Groups, families, staff and community to develop a ~~four~~ **three**-year SIA Plan **update** that will extend ~~from 2021-2024~~ **through the end of the Foundational Year** with two biannual implementation periods.

Grantee must, **at the timeline communicated by Agency**, also revisit its LPGTs and develop Baseline Targets and Stretch Targets for each of the five Common Metrics and develop Gap Closing Targets that Focal Student Groups will be expected to meet over a **two-year** ~~five-year~~ period. **Grantee also may develop targets related to student mental and behavioral health needs.**

~~As part of the application process for follow-up funding to this Foundational Year Grant, Grantee must work with Agency to co-develop LPGTs, Progress Markers and Optional Local Metrics **during the 2021-22 school** year in the spring and summer of 2021.~~

SECTION IV – REPORTING REQUIREMENTS

Grantee must submit quarterly financial and performance progress reports as well as a final yearly report on the dates set forth in Section V. This reporting requirement shall survive termination of this Agreement.

Financial Reports

Beginning in ~~January~~ **October** of 2021 and continuing each quarter thereafter, Grantee must submit a financial report detailing its expenditure of Grant Funds to the Agency using the form provided by the Agency. Reports are due 30 days after the end of each fiscal year quarter. The yearly report will be due no later than ~~6090~~ days after the end of the fiscal year.

If Grantee does not use the Grant Funds for Allowable Project Costs Agency may exercise the remedies provided in Section 17 of this Grant, including without limitation deducting amounts from future disbursements of Grant Funds.

Any Grant Funds that are not used by Grantee by September 30, 2021 **of each Grant Year** must be returned to Agency for deposit in the Student Investment Account. ~~If Grantee has not used all of its Grant Funds by June 30, 2021, Grantee may submit a request to Agency no later than June 15 for an extension until September 30, 2021 to use the Grant Funds. The Agency may approve the request at its discretion based upon a determination as to whether the extension and proposed use constitute Allowable Project Costs that further Grantee's SIA Plan or targets.~~

SIA Plan Performance Reporting

The Agency will closely monitor and evaluate Grantee's progress towards its Progress Markers.

Beginning in ~~January~~ **October** of 2021 and continuing each quarter thereafter, Grantee must submit a narrative Performance Progress Report detailing its SIA Plan activities to the Agency using the form provided by the Agency. Reports are due 30 days after the end of each fiscal year quarter. The yearly report will be due no later than ~~6090~~ days after the end of the fiscal year.

SIA grant monitoring

The Agency will monitor Grantee’s performance under this Grant in person, video conferencing or by phone. Agency will provide written notice to Grantee, as provided in Section 19.4 of the Grant, at least 15 days in advance of Agency’s monitoring activities and will schedule in person visits, video conferencing and phone calls.

A Grant monitoring visit or call may cover a variety of topics at Agency’s discretion including but not limited to: Grantee’s compliance with the SIA Account purposes; challenges faced by the Grantee in implementing its Plan; SIA Plan outcomes; its budget and expenditure of moneys received from the SIA Account, Grantee’s progress toward achieving its Progress Markers; financial reporting, any expenditure changes, and reconciliation of Grant Funds; or Grantee’s training and technical assistance needs.

Before an on-site visit, the Agency will advise Grantee on how to prepare for the monitoring visit and financial reconciliation, the format for the visit, and which Grantee organizational leaders, staff or others should be involved in the visit. Once a date and time are confirmed, the Grantee should send a notification to its organizational leaders, staff, students and community partners who are expected to participate; identify a meeting location and prepare all necessary monitoring documents and data.

The department may establish a procedure for conducting performance audits on a random basis or based on just cause as allowed under rules adopted by the board.

Each grant recipient must conduct a performance review every four years as required by standards adopted in board rule.

SECTION V – DISBURSEMENT and REPORTING PROVISIONS

Agency will disburse the Grant Funds using its Electronic Grants Management System ("EGMS"), on a quarterly basis during each Grant Year as outlined below:

<u>Disbursement Date</u>	<u>Quarterly Amount</u>
October 1, 2020 <u>July 1</u>	40% <u>25% of funds allocated for Grant Year</u>
January 1, 2021 <u>October 1</u>	30% <u>25% of funds allocated for Grant Year</u>
April 1, 2021 <u>January 1</u>	30% <u>25% of funds allocated for Grant Year</u>
<u>April 1</u>	<u>25% of funds allocated for Grant Year</u>

ODE GRANT #13596- "Student Success Act-Student Investment Account"

*If this Grant is not fully executed by ~~October 1, 2020~~ **July 1 annually**, the Agency will disburse the Grant Funds within 30 days of the Execution Date,

Agency will disburse the Grant Funds in quarterly disbursements in advance of expenditures, not on a reimbursement basis.

Grantee must submit its financial and performance progress reports ~~on~~ **by** the following dates **in each Grant Year**:

October 31
January 31, 2021
April 30, 2021
September August 30, 2021 (Yearly **Annual Report)**

(Remainder of this page intentionally left blank)

EXHIBIT B COMMON AND CUSTOMIZED FRAMEWORK BROOKINGS-HARBOR SD 17C

SECTION I – PROGRESS MARKERS FOR SCHOOL YEARS 2020-2021-AND 2021-2022

The Progress Markers are a mechanism to support a developmental approach to evaluation with a focus on learning about the kinds of changes that happen from distinct investments. The following fifteen Progress Markers are arranged into three categories that represent the advancement in degree of change from minimum to profound as described and listed below:

- A. “Expect to see” progress makers represent initial, easy to achieve changes that indicate a recognition of and commitment to SIA plan goals.
- B. “Would like to see” progress markers represent longer term likely changes and indicate more active learning and engagement.
- C. “Would love to see” progress markers describe the kinds of profound changes ideal for any program or investment to make or contribute towards. Note: In this first year, this would be unusual to see.

A. Expect to see

1	Every school recognizes and honors the strengths that educators, students and their families bring to the educational experience through active and consistent community engagement.
2	An equity lens is in place, adopted, and woven through all policies, procedures and practices.
3	Data teams are forming, and they frequently review data that inform a school’s decision-making processes, including barriers to engagement and attendance. ³¹
4	Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.
5	Increased communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided.
6	Schools and districts co-develop and communicate a shared understanding (among educators, students, families and community members) of what it means to be on track by the end of the 9th Grade.

B. Would like to see

³¹ Providing sufficient time for teachers and staff to review data is an eligibility requirement for High School Success (Measure 98) funding in high schools. This suggests the value of that practice when well designed for all developmental levels. Duplication in focus is acceptable and strategic in this case. Funds should be braided but grantees can’t use funding for the same purpose with both initiatives.

7	Every school has effective foundational learning practices in place including safe, welcoming classroom environments, social-emotional learning, trauma-informed practices, behavioral supports, and culturally sustaining practices.
8	Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.
9	Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.
10	Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.
11	An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups. ³²
12	Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.

C. Would love to see

13	Educators have a balanced assessment system in place to help them identify student learning in the areas of reading, writing, research, speaking, and listening that are clearly connected to Oregon’s English Language Arts and Literacy Standards.
14	School districts have a process to identify and analyze the barriers that disconnect students from their educational goals and/or impede students from graduating on time ³³ .
15	Students have avenues to share and communicate their dreams and aspirations at all levels, including a clear picture of the contributions and next steps they plan to take after they graduate from high school.

SECTION II – APPROVED OPTIONAL LOCAL METRICS (IF APPLICABLE)

NA

³² Again, this is intentionally aligned with High School Success goals and best practices. Changes in progress that might come in part from SIA investments and in part from HSS investments are acceptable to include as “contributions to change” as what we are most interested in is that change is occurring and learning from what is unfolding.

³³ ODE considered and received substantial but mixed feedback about the value of mapping the math strategy, and while we chose not to include formally, SIA recipients are encouraged to review the literature and develop an understanding of what Math proficiency is, what it looks like for students and how shared competencies are taught in 9th grade Math.

BROOKINGS HARBOR SCHOOL DISTRICT 17C
Revenue and Expenditure Summary/Projection (Unaudited)
Fiscal Year 2021-2022

12/31/2021	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	2021-22	Projected YTD
	Actual YTD	% of Budget	% of Budget	Actual YTD	% of Budget	% of Budget	Projected YTD	% of Budget	% of Budget	Projected YTD	as % of Budget	% of Budget	YTD Total	Budget	as % of Budget
REVENUES															
*Property Taxes	31,571	0.5%	0.4%	5,569,108	90.6%	91.8%	419,517	97.4%	98.6%	320,433	102.6%	102.9%	6,340,629	6,180,000	102.6%
Other Local	4,661	2.0%	7.6%	65,979	30.5%	30.1%	12,314	35.8%	35.4%	106,660	81.9%	40.4%	189,614	231,469	81.9%
*Intermediate Sources (Cnty Sch Fund)	139,285	102.4%	104.7%	0	102.4%	104.7%	0	102.4%	104.7%	0	102.4%	104.7%	139,285	136,000	102.4%
ESD Flow-Thru	0	0.0%	0.0%	0	0.0%	0.0%		0.0%	0.0%	515,644	100.0%	84.4%	515,644	515,644	100.0%
*State School Fund	2,797,264	33.6%	33.1%	2,143,860	59.3%	57.9%	2,067,893	84.1%	82.6%	1,378,595	100.6%	99.8%	8,387,612	8,335,420	100.6%
*State Sres (St Timber, Common Sch Fund)	0	0.0%	0.0%	0	0.0%	0.0%	73,529	50.0%	44.8%	65,883	94.8%	89.6%	139,412	147,058	94.8%
*Federal Forest fees	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	265,000	100.0%	147.5%	265,000	265,000	100.0%
Interfund Transfer	225,000	100.0%	100.0%	0	100.0%	100.0%	0	100.0%	100.0%	0	100.0%	100.0%	225,000	225,000	100.0%
Beginning fund balance	2,512,966	112.8%	95.2%	0	112.8%	95.2%	0	112.8%	95.2%	0	112.8%	95.2%	2,512,966	2,228,038	112.8%
Total Period Revenues	5,437,980			7,778,947			2,576,664			2,652,216			18,715,162		
Cumulative Revenues	5,437,980	29.8%	27.5%	13,216,927	72.4%	69.8%	15,793,591	86.5%	85.0%	18,445,807	101.0%	99.9%	18,715,162	18,263,629	102.5%
*Offset State Revenue Formula															

EXPENDITURES by Object

Salaries	1,048,696	13.1%	12.6%	1,964,063	37.5%	36.8%	2,094,000	63.6%	61.7%	2,841,958	98.9%	95.4%	7,948,718	8,033,102	98.9%
Employee Benefits	478,209	11.8%	11.1%	936,640	34.9%	33.9%	940,816	58.1%	57.1%	1,372,353	91.9%	90.6%	3,728,018	4,057,863	91.9%
Purchased Services	264,459	16.1%	14.1%	288,694	33.7%	35.9%	418,000	59.1%	54.3%	400,000	83.4%	72.9%	1,371,153	1,643,437	83.4%
Supplies/Materials	174,388	26.0%	40.8%	120,359	43.9%	52.0%	120,000	61.8%	56.8%	120,000	79.7%	64.0%	534,747	670,943	79.7%
Other Objects	254,178	17.4%	16.6%	199,834	31.1%	32.8%	68,712	35.9%	33.3%	984,905	103.4%	34.0%	1,507,629	1,457,631	103.4%
Transfers	963,000	100.0%	100.0%	0	100.0%	100.0%	0	100.0%	100.0%	0	100.0%	100.0%	963,000	963,000	100.0%
Contingency & Reserves	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	1,437,653	100.0%	100.0%	1,437,653	1,437,653	100.0%
Total Period Expenditures	3,182,932			3,509,589			3,641,528	56.6%	54.9%	7,156,869	95.8%	88.0%	17,490,917	18,263,629	95.8%
Cumulative Expenditures	3,182,932	17.4%	16.4%	6,692,521	36.6%	36.3%	10,334,048			17,490,917					
Month-end Fund Balance	2,255,048			6,524,406			5,459,543			954,889			1,224,245	0	

Informational only:

EXPENDITURES by Function

Instruction	616,888	8.4%	8.4%	1,790,356	32.7%	31.6%	1,841,223	57.7%	51.6%	2,737,948	94.9%	84.4%	6,986,416	7,359,544	94.9%
Supporting Services	1,600,826	21.9%	21.8%	1,523,477	42.7%	43.1%	1,731,593	66.4%	65.2%	1,783,739	90.8%	89.3%	6,639,635	7,314,751	90.8%
Other Uses	965,217	44.9%	99.0%	195,756	54.0%	99.4%	68,712	57.1%	99.7%	1,197,529	112.8%	100.0%	2,427,214	2,151,681	112.8%
Contingency & Reserves	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	1,437,653	100.0%	100.0%	1,437,653	1,437,653	100.0%
Total Period Expenditures	3,182,932	17.4%	16.4%	3,509,589	36.6%	36.3%	3,641,527	56.6%	54.9%	7,156,869	95.8%	88.0%	17,490,917	18,263,629	95.8%

January Fiscal Points of Interest

The financial audit was uploaded to ODE, with final review currently being conducted. John Dawson reported they found no issues in testing with any aspects of Grant compliance including SIA at the State level. They tested Title 1, IDEA and ESSER at the level of Federal compliance and had no Findings or Questioned Costs. He will be virtually attending the February board meeting to present the audit. We will have copies available to review the week before the meeting.

Brookings-Harbor School District

Enrollment Comparison 2021-2022/2020-2021/2019-2020

Current as of Jan. 14, 2022

Grade	September			October			November			December			January			February			March			April			May			June		
	2021	2020	2019	2021	2020	2019	2021	2020	2019	2021	2020	2019	2022	2021	2020	2021	2020	2019	2021	2020	2019	2021	2020	2019	2021	2020	2019	2021	2020	2019
K	107	83	112	106	85	113	101	81	111	102	81	110	102	82	108	83	108	109	84	109	107	85	109	106	84	109	105	83	109	103
1	96	101	96	97	100	97	96	100	97	97	99	96	100	100	97	102	98	130	103	97	129	105	97	127	105	97	128	104	97	127
2	103	84	122	101	81	122	98	79	121	98	79	121	97	80	120	80	119	111	83	119	111	84	119	111	82	119	111	83	119	105
3	90	111	109	83	111	110	83	112	110	84	111	110	86	113	111	115	110	144	113	108	142	113	108	142	113	108	145	113	108	146
4	119	97	147	116	97	149	113	97	152	116	93	151	115	93	149	92	145	111	91	147	111	92	147	110	90	147	112	91	147	110
5	96	130	112	95	127	112	93	124	112	93	124	113	92	124	112	125	112	123	127	113	122	127	113	122	128	113	123	129	113	122
	611	606	698	598	601	703	584	593	703	590	592	698	592	597	692	601	693	722	606	693	718	602	693	718	602	693	724	603	693	713
6	140	102	129	138	96	128	138	97	127	140	95	125	140	95	124	96	123	117	98	124	116	98	124	116	98	124	115	99	124	113
7	100	116	117	99	111	117	101	112	116	103	112	117	104	114	116	112	115	122	114	115	123	113	115	122	111	115	120	111	115	118
8	116	114	128	113	111	128	111	113	128	111	111	126	112	113	127	114	125	109	113	124	106	114	124	106	114	124	105	114	124	103
	356	332	374	350	318	373	350	322	371	354	318	368	356	322	367	322	363	348	325	360	345	325	363	344	323	363	340	324	363	334
9	123	130	119	122	127	119	122	129	118	121	125	118	117	127	118	127	118	124	129	114	123	129	114	122	129	114	122	128	114	123
10	130	104	129	120	104	129	122	107	128	122	105	126	122	106	123	104	126	122	104	122	120	106	122	119	105	122	119	105	122	118
11	108	126	114	106	124	113	105	126	112	106	123	111	104	121	112	120	108	110	121	108	109	123	108	109	123	108	107	123	108	107
12	153	132	114	131	129	115	126	129	116	124	127	113	119	127	113	126	113	133	126	114	135	125	114	133	122	114	131	123	114	128
	514	492	476	479	484	473	475	491	474	473	480	468	462	481	466	477	465	489	480	458	487	483	458	483	479	458	479	479	458	476
Total	1481	1430	1548	1427	1403	1552	1409	1406	1548	1417	1385	1537	1410	1395	1531	1396	1519	1565	1406	1514	1554	1414	1514	1545	1404	1514	1543	1406	1514	1523

**South Coast ESD
2022-2023 Local Service Plan**

Local Service Plan Requirements

Division 24: Standards for Education Service Districts, provide legal guidance for ESDs and their work. ORS 581-024-0205, specifically outlines the Core Services and Core Service Goals for ESDs.

“Core services:” major categories of services that districts must provide to include:

1. Services for children with special needs;
2. Technology support;
3. School improvement;
4. Administrative and support.

*Other services may be provided if approved in a local service plan

“Core service goals:” The goals of a district in providing core services are to:

1. Improve student learning;
2. Enhance the quality of instruction;
3. Provide professional development to component school district employees;
4. Provide students equitable access to resources;
5. Maximize operational and fiscal efficiencies for component school districts.

Local Service Plan Timeline Requirements

ORS 334.175 5) A local service plan must:

- (a) Be adopted by the board of the education service district.
- (b) After being adopted by the board of the education service district, be approved on or before March 1 by resolution of two-thirds of the component school districts that are a part of the education service district and that have at least a majority of the pupils included in the average daily membership of the education service district, as determined by the reports of such school districts for the preceding year, enrolled in the schools of the school districts.

Senate Bill 529A Language

SB 529 expands the intent of SB 250 which began a pilot of ESDs that would allow a school district within any of those ESDs to withdraw from their ESD. ORS 344.015 states:

“(3)(a) A school district board that chooses to withdraw a school district from the education service district must submit a notice of intent to withdraw to the board of directors of the education service district no later than November 1 of the year prior to the year in which the school district plans to withdraw from the education service district”.

“(b) A school district board that submitted a notice of intent to withdraw as provided by paragraph (a) of this subsection must submit a notice of withdrawal to the board of directors of the education service district no later than March 1 of the year in which the school district plans to withdraw from the education service district”

“The withdrawal of a school district from an education service district becomes effective on July 1 after the board of directors of the education service district issues the order described in subsection (3) of this section”.

Opt Out District LSP Agreements

- Districts who successfully complete the opt out process will receive 90% of the money designated for their school district in a given school year in cash payments.
- Districts who initiate the opt out process by the November 1 timeline will participate in Local Service Plan discussions but may not vote on the LSP for the current year.
- Districts who opt out and wish to purchase services will be charged an “out of district” fee.

Local Service Plan Design

The proposed Local Service Plan has two tiers. Tier one includes services that meet “Core Service” OAR requirements, provide services to all districts, provide services equitably for all districts and stabilizes services. Tier two allows districts to choose what services they want to purchase by “ordering” services by a specified process/timeline. The district’s allotment of resolution dollars are subtracted from total order and the ESD will bill the district for any services above their resolution allotment.

2022-2023 Local Service Plan

Tier One: Core Services

Tier 1 services will be offered in each of the four core areas as agreed upon by the component school district Superintendents

Core Areas

Admin/Support
Technology
Special Education
School Improvement

Tier Two: Menu Services

Districts will select services that they want from a list of programs. Services will be ordered in units that the district determines based on their individual needs.

Flex Credits

Once the districts have ordered Tier 2 services and have remaining service credits they may access their resolution dollars through an interagency agreement under specific parameters.

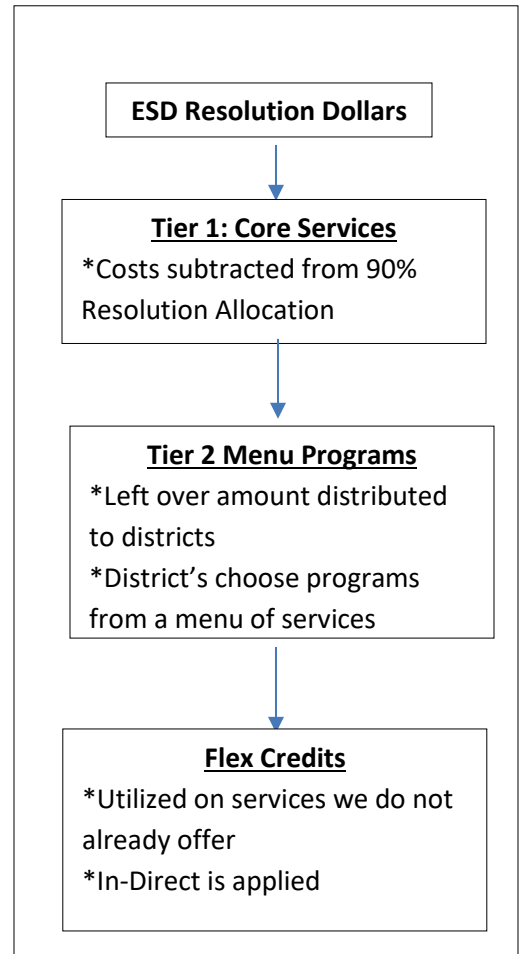
Flex Credit Parameters:

- Utilized for service we do not already offer
- In-Direct will be applied to amount determined

Special Considerations

Brookings will receive 80% flex credits

- In-Direct will be applied
- 80% flex credits can be used to purchase any service regardless if the ESD offers the service
- If Brookings discontinues a Tier 2 service and then wishes to purchase the service back within the LSP year they will be billed the cost associated with reinstating the service.



ESD local service plan was ____Approved ____Not Approved on _____(date) by _____(district name).

District Board Chair

ESD Board Chair

Brookings-Harbor School District 17C

Code: JECB
Adopted: 11/13/95
Revised/Readopted: 10/22/03; 3/04/10; 1/25/12;
3/18/15; 11/18/15; 7/17/19
Orig. Code: JECB

Admission of Nonresident Students

The district may enroll nonresident students as follows:

1. Interdistrict Transfer Agreement. By written consent of the affected school boards, the student becomes a resident student of the attending district thereby allowing the attending district to receive State School Fund moneys;
2. Tuition Paying Student. By admitting nonresident student with tuition, whereby neither affected districts are eligible for State School Fund moneys;
3. Court Placement. If a juvenile court determines it is in the student's best interest, a student placed in a substitute care program outside the district will continue to be considered a resident student and allowed to attend the school the student attended prior to placement. The public agency placing the student in a substitute care program will be responsible for the transportation of the student, if public agency funds are available.

The Board shall deny regular school admission to nonresident students who are under expulsion from another district for a weapons policy violation. The Board may, based on district criteria, deny [regular school] [alternative education program] admission to nonresident students who are under expulsion from another district for reasons other than a weapons policy violation.

Consent for Admission of a Nonresident Student by Interdistrict Transfer or Consent for Admission of a Tuition Paying Student

Annually, by July 31, the Board shall establish the number of student transfer requests into the district, and out of the district, to which consent will be given for the upcoming school year.

The Board may not consider nor ask for any information from the student about race, religion, sex, sexual orientation, gender identity, ethnicity, national origin, disability, health, whether a student has an individualized education program (IEP) or the terms of that IEP, identified as talented and gifted, income level, residence, proficiency in English, athletic ability, or academic records. The Board may not request or require the student to participate in an interview, tour any of the schools or facilities, or otherwise meet with any representatives of the school or district prior to the district deciding whether to give consent.

The Board may only ask for the student's name, contact information, date of birth, grade level, whether the student may be given priority on consent for admission (see the following paragraph for priorities),

information about which schools the student prefers to attend, and whether the student is currently expelled.

If the number of students seeking consent exceeds the number of spaces, the Board will use an equitable lottery selection process. The process may give priority to students who have siblings currently enrolled in the district; who previously received consent for admission because of a change in legal residence; or who attended a public charter school located in the same district in which the student seeks to attend, for three consecutive years, completed the highest grade offered by the public charter school, and did not enroll and attend school in another district following completion of that highest grade in the public charter school.

The Board may revise the maximum number of students to whom consent will be given at a time other than the annual date established by the Board if there are no pending applications for consent.

If the Board decides not to give consent to a student the Board must provide a written explanation to the student.

The district may require minimum standards of behavior and/or attendance once the student has been accepted. The minimum standards must be the same for all students that are given consent. The district is not allowed to establish minimum standards for academics as a criteria for the student to remain in the district. Students whose consent is revoked for violation of set attendance and/or behavior standards will not be allowed to apply for consent to return to this district in the same or the following school year.

The Board may determine the length of time the consent is given. Any limitations in length of time must be applied consistently among all students to whom consent is given.

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

The attending district is responsible for a free appropriate public education for those students on an IEP.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 327.006](#)
[ORS 329.485](#)
[ORS 335.090](#)

[ORS 339.115 - 339.133](#)
[ORS 339.141](#)
[ORS 339.250](#)
[ORS 343.221](#)

[ORS 433.267](#)
[OAR 581-021-0019](#)

Brookings-Harbor School District 17C

Code: IL
Adopted: 6/17/15
Readopted: 4/20/16

Assessment Program**

The district's assessment program shall be designed for the purpose of determining district and school program improvement and individual student needs including the requirements of the Oregon Administrative Rules. Each year the district shall determine each student's progress toward achieving federal, state and local achievement requirements.

Assessments shall be used to measure the academic content standards and to identify students who meet or exceed the performance standards adopted by the State Board of Education.

Accordingly, the district shall maintain the following assessment program:

1. Criterion-reference assessments, including performance-based assessments, content-based assessments and other valid methods as may be required by state and federal requirements;
2. Individual diagnostic and ability evaluations in all grades when students have been referred and parental permission obtained;
3. Assessments by individual teachers;
4. Other schoolwide and grade level-wide assessments.

It is the intent of the Board that progress be measured in a manner that clearly enables the student and parents to know whether the student is making progress toward meeting or exceeding academic content standards. District, school and individual results shall be reported to the Board, parents and the community, as prescribed by law.

The district shall make additional services or alternative educational or public school options available to any student who has not met or has exceeded all of the state-required academic content standards. Additionally, students in schools receiving Title I monies that have been identified by the Oregon Department of Education (ODE), will be provided supplemental services and public school options as required by law.

The district shall not discriminate in the methods, practices and materials used for assessment, evaluating and counseling students on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability or marital status. Discrimination complaints shall be processed in accordance with established procedures.

Staff will receive in-service education in the use of designated assessments and interpretation of assessment results.

A parent on behalf of their student or an adult student may annually opt-out of taking a statewide summative assessment by completing and submitting ODE’s opt-out form¹ to the school. The district shall provide supervised study time for students who are excused from participating in the assessment. A student may be excused from the Oregon Statewide Assessment Program for disability or religious reasons. Parents and adult students will be provided the required notices² and access to forms by the district that include a time frame in which statewide assessments will take place, and an adult student’s or parent’s right to request an exemption from taking the statewide summative assessments.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

The superintendent shall ensure a periodic review and evaluation of the district’s assessment program is conducted.

END OF POLICY

Legal Reference(s):

¹ Oregon Department of Education page for: [30-day notice and opt-out form](#)

² Districts are required to provide notice twice each year: once at the beginning of the year; and second time at least 30 days prior to the administration of the test. The 30-day notice must first be provided during the 2015-2016 school year. The beginning of the year notice must first be provided during the 2016-2017 school year.

[ORS 40.245](#)
[ORS 326.565](#)
[ORS 326.575](#)
[ORS 329.479](#)
[ORS 329.485](#)
[ORS 336.187](#)
[ORS 659.850](#)

[OAR 581-021-0009](#)
[OAR 581-021-0030](#)
[OAR 581-022-2030](#)
[OAR 581-022-2060](#)
[OAR 581-022-2100](#)
[OAR 581-022-2110](#)
[OAR 581-022-2115](#)

[OAR 581-022-2250](#)
[OAR 581-022-2270](#)
[OAR 581-022-2310](#)
House Bill 3041 (2021)
Senate Bill 602 (2021)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2021).
Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2021).
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2018).
Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).

Brookings-Harbor School District 17C

Code: IJ
Adopted:

School Counseling Program

The district's coordinated comprehensive school counseling program supports the academic, career, social-emotional, and community involvement development of all students. Each school will have a comprehensive counseling program for students in [all grades], which will be based on the Oregon Department of Education's *Oregon's Framework for Comprehensive School Counseling Programs*.¹

The district will adopt program goals, which will assist students to:

1. Understand and utilize the educational opportunities and alternatives available to them;
2. Meet academic standards;
3. Establish tentative career and educational goals;
4. Create and maintain an education plan and education portfolio;
5. Demonstrate the ability to utilize personal qualities, education and training, in the world of work;
6. Develop decision-making skills;
7. Obtain information about self;
8. Accept increasing responsibility for their own actions, including the development of self-advocacy skills;
9. Develop skills in interpersonal relations, including the use of effective and receptive communication;
10. Utilize school and community resources;
11. Demonstrate and discuss personal contributions to the larger community; and
12. Know where and how to utilize personal skills in making contributions to the community.

[Materials used in the counseling program will be free of content that may discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability, or marital status, or that which permits or requires different treatment of students on such basis unless such differences cover the same occupation and interest areas and the use of such different material is shown to be essential to the elimination of discrimination.]

¹ Oregon Department of Education - [Comprehensive School Counseling](#)

Consistent with individual rights and the counselor’s obligations as a professional, the counseling relationship and resulting information may be protected as privileged communications by Oregon law.²

END OF POLICY

Legal Reference(s):

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² See ORS 40.245.

[ORS 40.245](#)
[\[ORS 174.100\]](#)
[ORS 326.565](#)
[ORS 326.575](#)
[ORS 329.603](#)

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

[OAR 581-021-0013](#)
[OAR 581-021-0046](#)

[OAR 581-022-2030](#)
[OAR 581-022-2055](#)
[OAR 581-022-2060](#)
[OAR 581-022-2250](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).
Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2019).
[House Bill 3041 (2021).]

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Brookings-Harbor School District 17C

Code: IIA
Adopted:

Instructional Resources/Instructional Materials

The Board believes that proper care and judgment should be exercised in selecting basic instructional materials. While the Board retains the authority to approve district instructional materials adoptions, it authorizes the superintendent to develop and implement administrative regulations governing how selections are determined. Such procedures will provide for administrator, staff, parent, student and community involvement and employ suitable selection criteria to ensure that the recommended instructional materials will meet the needs of the program, students, teachers and community.

The district will review instructional materials in accordance with the State Board of Education adoption cycle. Each instructional program and basic instructional materials will be reviewed on a seven-year cycle and recommendations for appropriate instructional materials will be made.

Recommended instructional resources and materials will be free of racial, color, national origin, religious, disability, age, marital status, gender identity, sexual orientation or sexual bias. The instructional materials will contain appropriate readability levels, support the district's adopted curriculum content, provide ease of teacher use, be attractive and durable and be purchased at a reasonable cost.

The district will establish a process and timeline for regularly determining and considering whether the textbooks and other instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge.

All basic instructional materials recommended for adoption need to be approved for use by the Board. Prior to Board approval, parents[, students] and interested district patrons will have the opportunity to review the recommended instructional materials and be encouraged to provide opinions about them and their use in the classrooms.

All supplementary materials and library [media] resources will be selected cooperatively by teachers, principals, librarians and sometimes with the assistance of students and parents. Recommended supplementary materials and library [media] resources will also be free of racial, color, national origin, religious, disability, age, marital status, gender identity, sexual orientation or sexual bias. The instructional materials will contain appropriate readability levels, support the district's adopted curriculum content, provide for ease of teacher use, be attractive and durable and be purchased at a reasonable cost.

To be in compliance with the requirements of federal law, the Board directs the superintendent to distribute curriculum materials and instructional supplies to district schools in such a manner that ensures all schools receive equivalent materials.

END OF POLICY

Legal Reference(s):

[ORS 336.035](#)
[ORS 336.840](#)
[ORS 337.120](#)
[ORS 337.141](#)
[ORS 337.150](#)
[ORS 337.260](#)

[ORS 337.511](#)
[ORS 339.155](#)

[OAR 581-011-0050 - 0117](#)
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)

[OAR 581-022-2310](#)
[OAR 581-022-2340](#)
[OAR 581-022-2350](#)
[OAR 581-022-2355](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).
House Bill 3041 (2021).

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Brookings-Harbor School District 17C

Code: DJC
Adopted: 7/21/97
Revised/Readopted: 10/22/03; 1/15/13; 6/17/15
Orig. Code: DJC

Bidding Requirements

The Board declares its intention to purchase competitively without prejudice and to seek maximum educational value for every dollar expended. All public contracts for goods or services shall be based upon competitive procurement provisions of the Oregon Revised Statutes and adopted public contracting rules except:

1. Contracts between contracting agencies or between the district and the federal government;
2. Insurance and services contracts as provided for under state law;
3. Contracts for the procurement or distribution of textbooks;
4. Energy savings performance contracts¹;
5. Contracts made with qualified nonprofit agencies providing employment opportunities for disabled individuals;
6. Public improvement contracts exempted by the Local Contract Review Board (LCRB) upon findings that the award would not encourage favoritism or substantially diminish competition and would result in substantial cost savings and other substantial benefits to the district;
7. Emergency contracts;
8. Any other public contract specifically exempted from the code by another provision or law.

The Board will serve as the LCRB for the district. All district purchasing shall be conducted in accordance with the Board's adopted rules^{2}.

The Board, acting as its own LCRB, adopts^{3} the *Oregon Attorney General's Model Public Contract Rules* OAR Chapter 137, Divisions 046 through 049, in effect at the time this policy is adopted. These

¹ Attorney General rules may still apply.

² {The Board may contract with another public agency to serve as its LCRB.}

³ {Purchases shall be governed by ORS Chapter 279, 279A, 279B and 279C. Additionally, the Board may, as provided by ORS 279, 279A.065, adopt the Oregon Attorney General's Model Public Contract Rules, OAR Chapter 137 governing purchasing/bid procedures. The Board may also adopt the Oregon Department of Administrative Services rules governing Public Contract Exemptions, OAR Chapter 125. The Board may adopt portions of those rules or adopt its own rules. A Board that creates its own LCRB but has not established its own rules of procedure for public contracts is subject to the model rules (OAR Chapter 137) adopted by the Attorney General.}

rules govern purchasing procedures and other matters subject to competitive procurement provisions of law. ^{4}

The district shall procure the construction manager/general contractor services in accordance with model rules the Attorney General adopts under ORS 279A.065(3).

Additionally, the Board may include as part of its rules portions of the Oregon Department of Administrative Services rules governing Public Contract Exemptions, OAR Chapter 125, Divisions 246-249 in effect at the time this policy is adopted.

The Board, acting as the LCRB, may enact a resolution that authorizes the district to designate a public improvement as a community benefit contract per the requirements included in ORS 279C.300 to 279C.470.

The Board will make the written findings required by law for exemptions from competitive bidding. Such findings shall be maintained by the district and made available on request.

The district shall review its rules each time the Attorney General adopts a modification of the model rules, as required by ORS 279A.065(6)(b), to determine whether any modifications need to be made to district rules to ensure compliance with statutory changes. Modifications will be made only following review by the district's legal counsel. New rules, as necessary, will be adopted by the Board. In the event it is unnecessary to adopt new rules, Board minutes will reflect that the review process was completed as required.

Opportunity will be provided to all responsible suppliers to do business with the district. The business manager will develop and maintain lists of potential vendors for various types of materials, equipment and supplies. Such lists may be used to develop a mailing list for distribution of specifications and solicitations for bids or proposals. Any supplier may be included in the list upon written request.

Procurements for services estimated to be in excess of \$250,000 shall go through the cost analysis and feasibility process described in ORS 279B.

Records of bids, proposals and specifications will be kept in the district administration office and will conform with Oregon Revised Statutes and applicable retention provisions of the *Oregon Attorney General's Model Public Contract Rules*.

END OF POLICY

Legal Reference(s):

⁴ {If the Board does not establish its own rules of procedure as permitted under ORS 279A.065(5), the district is subject to the model rules adopted by the Attorney General, including all modifications to the model rules that the Attorney General may adopt.}

ORS Chapters [279](#), [279A](#), [279B](#) and [OAR Chapter 125](#), Divisions 246-249
[279C](#)

OR. DEP'T OF JUSTICE, OR. ATT'Y GENERAL'S MODEL PUBLIC CONTRACT RULES MANUAL.

Brookings-Harbor School District 17C

Code: CM
Adopted: 1/18/88
Revised/Readopted: 10/22/03; 1/15/14; 5/02/18
Orig. Code: CM

Compliance and Reporting Standards

The superintendent will prepare an annual report that represents the district's compliance with the standards adopted by the State Board of Education for the preceding school year and submit that report to the Board.

The district's annual report will be presented orally at a public Board meeting by November 1 of each school year and will allow public comment on such a report. This report will be posted on the district's web page.

The district will report on its compliance with state standards to Oregon Department of Education (ODE) by November 15 each year on a form provided by ODE.

END OF POLICY

Legal Reference(s):

[ORS 329.095](#)
[ORS 329.105](#)

[OAR 581-022-2260](#)
[OAR 581-022-2305](#)

Brookings-Harbor School District 17C

Code: BDDH
Adopted:

Public Comment at Board Meetings

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites the district's community members to attend Board meetings to become acquainted with the program and operation of the district. The public has a right to attend public meetings held in open session, and may be invited to share comments, ideas and opinions with the Board during designated times on the agenda. The Board may conduct a meeting without public comment.

Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings and submit written comments to the Board. Individuals requesting assistance, aids or accommodations are encouraged to notify the district at least 48 hours prior to the Board meeting with the request, consistent with Board policy BD/BDA – Board Meetings.

Procedures for Oral Public Comment

The Board establishes the following procedures for public comment at Board meetings held in open session. The information will be accessible and available to all patrons accessing or attending such a Board meeting.

1. Public comment is limited to its designated place on the agenda and while time allows.
2. [A person wishing to provide public comment, if an opportunity is provided by the Board during a meeting open to the public, will [complete and submit the Intent to Speak card to the Board secretary] or [submit their name electronically] prior to the Board meeting.¹ A request to give public comment in-person or electronically does not guarantee time will be available.
3. A person speaking during the public comment portion of the meeting may [comment on a topic not on the published agenda]
4. A person speaking during the public comment portion of the meeting should state their name[, whether they are a resident of the district,] and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose.
5. A person giving public comment is limited to an established time limit of [three] minutes. Statements should be brief and concise. [The Board chair has discretion to waive time limits or extend the overall time allotted for public comment. Additional time will be allocated in a fair and equitable manner.] [Time limits will be determined based on the number of commenters and the amount of time available for public comment.] If a person has more comments than time allows or is

¹ When in-person attendees are allowed to provide oral comment, virtual attendees will be afforded the same opportunity.

unable to comment due to time constraints, the person is encouraged to submit additional written comments to the Board through the district office as directed.

6. Inquiries from the public during the designated portion of the agenda will not generally be responded to immediately by the Board chair, and may be referred to the superintendent for reply at a later date. The Board will not respond to inquiries that are expected to be addressed during another designated portion of the agenda.]

[The Board will not hear public comment at Board work sessions.]

[Topics raised during the public comment portion may be considered for inclusion as agenda items at future Board meetings.]

Procedures for Written Comment

Members of the public may submit written comments or materials to the Board at any time at the district office, by mail or by email (see online submission form at www.brookings.k12.or.us/board/). Materials or comments submitted at least [48 hours] in advance of a Board meeting will be provided to the Board before the Board meeting[, but will not be read at the Board meeting]. Written materials or comments submitted may not warrant action by the Board.

Comments Regarding Staff Members

A person speaking during the designated portion of the agenda for public comment may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the [procedures in Board policy KL - Public Complaints] for consideration of a legitimate complaint involving a staff member. [Any association contract governing the employee's rights will be followed.] A commendation involving a staff member should be sent to the superintendent[, who will forward it to the [employee, a supervisor and the Board]].

END OF POLICY

Legal Reference(s):

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

[ORS 192.610 - 192.690](#)
[ORS 332.057](#)

[ORS 332.107](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

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

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

Oregon House Bill 2560 (2021).

OSBA Model Sample Policy

Code: BDDH
Adopted:

Public Comment at Board Meetings

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

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

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

Audience

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

Request for an Item on the Agenda

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

Procedures for Public Comment at Meetings

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

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

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

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

Petitions

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

Comments Regarding Staff Members

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

END OF POLICY

Legal Reference(s):

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

[ORS 192.610 to -192.690](#)
[ORS 332.057](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).

Americans with Disabilities Act Amendments Act of 2008.

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

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

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Brookings-Harbor School District 17C

Code: IIA
Adopted: 10/22/03
Revised/Readopted: 3/18/15; 7/14/15

Instructional Resources/Instructional Materials

The Board is responsible for the selection of instructional materials. The Board delegates to district professional personnel the authority for the selection of instructional and library materials in accordance with the policy below.

Selection Objectives

When reviewing and selecting instructional materials, the objectives will be:

1. To select materials that will provide improvements in content, organization and teaching methods;
2. To ensure accurate and up-to-date content that includes new concepts, insights and facts;
3. To provide for sequential growth from level to level;
4. To provide a fair representation of the many religious, ethnic and cultural groups and their contributions to our American heritage;
5. To provide recognition of minority groups and women by placing them frequently in positions of leadership and example. There will be no discrimination or bias or prejudice toward race, color, religion, age, sex or gender, sexual orientation¹, national origin, marital status, familial status, source of income or disability.
6. The district will establish a process and timeline for regularly determining and considering whether the textbooks and other instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge.

Textbooks and other instructional materials adopted by the Board shall be selected by the appropriate professional personnel in consultation with parents and citizens. The input of staff and students will be encouraged. Final decisions on purchase will rest with the superintendent or designee, subject to official adoption by the Board in the case of textbooks and other instructional materials.

Selection Criteria

All materials selected will be consistent with the following principles:

¹ “Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behaviors differs from that traditionally associated with the individual’s sex at birth.

1. **D**
2. Materials that enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served;
3. Materials that stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
4. **E** A background of information which will enable students to make intelligent judgments in their daily lives;
5. Materials on opposing sides of controversial issues, so that young citizens may develop, under guidance, the practice of analytical reading and thinking;
6. **L** Materials representative of the many religious, ethnic and cultural groups, showing their contributions to our heritage.

The above principles will serve as a guide in the selection of all instructional and library materials.

To be in compliance with the requirements of federal law, the Board directs the superintendent to distribute curriculum materials and instructional supplies to district schools in such a manner that ensures all schools receive equivalent materials.

Any resident or employee may challenge the appropriateness of the district’s instructional materials. The district will provide a procedure to process such challenges. The district will provide a procedure to process such challenges.

END OF POLICY

Legal Reference(s):

[ORS 336.035](#)
[ORS 336.840](#)
[ORS 337.120](#)
[ORS 337.141](#)
[ORS 337.150](#)
[ORS 337.260](#)

[ORS 337.511](#)
[ORS 339.155](#)

[OAR 581-011-0050 - 0117](#)
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)

[OAR 581-022-2310](#)
[OAR 581-022-2340](#)
[OAR 581-022-2350](#)
[OAR 581-022-2355](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).
House Bill 3041 (2021).

Brookings-Harbor School District 17C

Code: **IJ**
Adopted: 1/18/88
Revised/Readopted: 10/22/03; 6/17/15
Orig. Code: IJ

Revised Guidance Program

The district recognizes that all students are individuals with unique needs and strengths. The desire of the Board is to support a counseling and guidance program which assists students in understanding themselves and realizing their full potential.

The counseling and guidance program should provide learning experiences for students that develop values and attitudes that enhance interpersonal relationships and responsible individual behavior and align with the district's school improvement plans. Students in grade K-12 will participate in a career education program based on the Oregon Department of Education's *Framework for Comprehensive Guidance and Counseling Program for Pre-Kindergarten through Twelfth Grade*.

Districtwide Goals

1. The student is able to make appropriate decisions and use problem-solving skills.
2. The student is able to use the skills involved in self-exploration and self-discovery to examine personal feeling, values, interests and aptitudes.
3. The student is able to function effectively in relationships with others.
4. The student is able to accept increased responsibility for his/her own actions.
5. The student is able to understand and utilize the opportunities and alternatives available in the educational program for meeting academic standards.
6. The student is able to set tentative career goals.
7. The student is able to utilize the resources available in the school and community.
8. Students in grades 7-12 will create, and annually review, an education plan and education portfolio.
9. The student will demonstrate the ability to use personal qualities, education and training in a work setting.

END OF POLICY

Legal Reference(s):

[ORS 40.245](#)

[\[ORS 174.100\]](#)

[ORS 326.565](#)

[ORS 326.575](#)
[ORS 329.603](#)
[ORS 332.107](#)
[ORS 336.187](#)

[OAR 581-021-0013](#)
[OAR 581-021-0046](#)
[OAR 581-022-2030](#)

[OAR 581-022-2055](#)
[OAR 581-022-2060](#)
[OAR 581-022-2250](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).

Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2019).

[House Bill 3041 (2021).]

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Brookings-Harbor School District 17C

Code: KGBB

Adopted:

Firearms Prohibited

{Oregon law has allowed members of the public possessing a concealed carry license to carry firearms on district property in accordance with ORS 166.370(3)(g). Senate Bill (SB) 554 (2021) allows districts to prohibit even those with concealed carry licenses from carrying firearms by adopting a policy and posting notice at entry points.

OSBA considers this policy to be conditionally required because if the district wants to prohibit concealed carry licensees from carrying firearms on district property, the district must adopt a policy. If the district does not want to limit concealed carry licensees, the district does not need to adopt this policy.}

No person on grounds of the schools controlled by the Board (including in school buildings), will possess any firearm¹, except when said firearm is possessed by a person who is not otherwise prohibited from possessing the firearm, and is unloaded and locked in a motor vehicle. The exception provided in Oregon Revised Statute (ORS) 166.370(3)(g) for concealed carry licensees (see ORS 166.291 and 166.292) does not apply to the possession of firearms on grounds of the schools controlled by the Board.² Firearms under the control of law enforcement personnel are permitted. The superintendent may authorize other persons to possess weapons for courses, programs and activities when in compliance with law and board policy.

Any person violating or threatening to violate the above rules, as determined by the district, may be issued a trespass citation, ejected from the premises and referred to law enforcement officials³.

[The district will post clearly visible sign(s) at all normal points of entry to the school grounds subject to this policy indicating that the affirmative defense described in ORS 166.370(3)(g) does not apply. The district will post on the district’s web pages designated for school board operations, identifying designated school grounds that are subject to this policy.]

END OF POLICY

Legal Reference(s):

¹ “Firearm” has the meaning given that term in ORS 166.210, except that it does not include a firearm that has been rendered permanently inoperable.

² See Senate Bill 554 (2021).

³ ORS 339.315 requires any district employee with reasonable cause to believe that a person is in possession of a firearm within a school or has possessed a firearm within a school in violation of Oregon law in the previous 120 days report such information to an administrator or law enforcement. A district employee with reasonable cause to believe that a person is in possession of a firearm within a school or has possessed a firearm within a school in the previous 120 days in violation of Oregon law, may report such information to law enforcement.

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[ORS 161.015](#)
[ORS 164.245](#)
[ORS 164.255](#)

[ORS 166.210 - 166.370](#)
[ORS 297.405](#)
[ORS 332.107](#)

[ORS 332.172](#)
[ORS 339.315](#)

Gun-Free Schools Act, 20 U.S.C. § 7961 (2018).
Senate Bill 554 (2021).

Brookings-Harbor School District 17C

Code: JBB

Adopted:

{Board input - see brackets. This is optional policy adoption}

Educational Equity

The district is committed to the success of every student in each of our schools. For that success to occur, the district is committed to equity by recognizing institutional barriers and creating access and opportunities that benefit each student. “Achieving educational equity” means students’ identities will not predict or predetermine their success in school.

Educational equity is based on the principles of fairness and justice in allocating resources, opportunity, treatment and creating success for each student.

Educational equity promotes the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are intentional, systemic and focused on the core of the teaching and learning process.

To achieve educational equity the district will commit to:

1. Systematically using districtwide and individual school level data, disaggregated by [¹race/ethnicity, national origin, language, special education, sex, non-binary, socioeconomic status and mobility] to inform district decision making.
2. Raising the achievement of all students while narrowing the gap between the lowest and the highest performing students.
3. Eliminating the predictability and disparity in all aspects of education and its administration, including but not limited to, the disproportionate representation of students by race, poverty, sex, sexual orientation, gender identity, and national origin in discipline, special education and in various advanced learning.
4. Graduating all students ready to succeed in a diverse local, national and global community.

In order to achieve educational equity for each and every student:

1. The district shall provide every student with equitable access to high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation.

¹ These are data categories that the Oregon Department of Education collects. Districts may choose to add to this list from data the district collects.

2. The district shall review existing policies, programs, professional development and procedures for the promotion of educational equity, and all applicable new policies, programs and procedures will be developed [using an educational equity analysis tool] [with educational equity as a priority].
3. The district shall actively work toward a balanced teacher and administrator workforce to reflect the diversity of the student body. The district seeks to recruit, employ, support and retain a workforce that includes racial, gender and linguistic diversity, as well as culturally and linguistically responsive administrative, instructional and support personnel.
4. The district shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement.
5. The district shall create schools with a welcoming, inclusive culture and environment that reflects and supports diversity of the student population, their families and their community.
6. The district shall include partners who have demonstrated culturally specific expertise, including but not limited to, families, government agencies, institutions of higher learning, early childhood education organizations, community-based organizations, local businesses and the community in general, in meeting our high goals for educational outcomes. The district shall seek to involve students, staff, families and community members that reflect district demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps.
7. The district shall provide multiple pathways to success in order to meet the needs of the diverse student body and shall actively encourage, support and expect high academic achievement for each student.
8. The district shall provide materials and assessments that reflect the diversity of students and staff and are geared toward the understanding and appreciation of [culture, class, language, ethnicity, poverty, ability and other differences that contribute to] the uniqueness of each student and staff member.

The superintendent shall [develop procedures] [develop an action plan] [include equity practices in the district's strategic plan strategies] to implement this policy. The superintendent will [annually] report to the Board the progress of the [implementation of this policy] [action plan] [strategic plan].

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 332.075](#)

[ORS 332.107](#)
[ORS 342.437 - 342.449](#)

House Bill 3041 (2021).

Brookings-Harbor School District 17C

Code: **IKFB**
Adopted: 4/17/00
Revised/Readopted: 10/22/03; 2/17/10; 3/04/10;
6/17/15; 12/06/17
Orig. Code: IKFB

{See bracketed either or regarding other items of cultural significance - Board input requested}

Graduation Exercises

The Board believes that completion of the requirements for a diploma, a modified diploma, an extended diploma or an alternative certificate from public schools is an achievement that improves the community as well as the individual. The Board wishes to recognize this achievement in a publicly, celebrated graduation exercise.

Accordingly, appropriate graduation programs may be planned by the high school staff on the date selected by the Board. Senior class representatives shall be included in the planning of the exercise.

The district's valedictorian(s) or others, at the discretion of the principal, may be permitted to speak as part of the district's planned graduation program. All speeches shall be reviewed and approved in advance by the principal or designee.

All students in good standing who have successfully completed the requirements for a regular high school diploma, honors diploma, qualifies to receive or receives a modified diploma, an extended diploma or an alternative certificate, including a student participating in a district-sponsored alternative education program and] a student with disabilities receiving a document certifying successful completion of program requirements, shall have the option to may participate in graduation exercises. Students must earn the required units of credit for their specific year of graduation, and fulfill all district requirements.

A student shall be allowed to wear a dress uniform issued to the student by a branch of the U.S. Armed Forces if the student:

1. Qualifies to receive a high school diploma, a modified diploma, an extended diploma or an alternative certificate; and
2. Has completed basic training for, and is an active member of, a branch of the U.S. Armed Forces.

Graduating students will be allowed to wear Native American [or other] items of cultural significance^{1}.^{2}

END OF POLICY

Legal Reference(s):

¹ {HB 2052 (2021) requires that districts allow students to wear Native American items of cultural significance to graduation and other school events. Districts can choose to allow students to wear items of significance to other cultures.} “Native American items of cultural significance” means items or objects that are traditionally associated with Native American or that have religious or cultural significance to a Native American.

² The district may prohibit an item or object that: a) is likely to cause a substantial disruption of, or material interference with the graduation ceremony, or b) replaces a cap or gown customarily worn at a graduation ceremony.

[ORS 329.451](#)
[ORS 332.105](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 339.115](#)

[ORS 339.505](#)
[ORS 343.295](#)
[OAR 581-021-0071](#)
[OAR 581-022-2000](#)

[OAR 581-022-2015](#)
[OAR 581-022-2010](#)
[OAR 581-022-2020](#)
[OAR 581-022-2505](#)

31 OR. ATTY. GEN. OP. 428 (1964)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2017); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2017).

Kay v. David Douglas Sch. Dist. No. 40, 1987); cert. den., 484 U.S. 1032 (1988).

Doe v. Madison Sch. Dist. No. 321, 177 F.3d 789 (9th Cir. 1999).

Lee v. Weisman, 505 U.S. 577 (1992).

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).

Brookings-Harbor School District 17C

Code: **IKF**
Adopted: 11/18/09
Revised/Readopted: 12/18/13; 7/06/16; 5/02/18;
9/12/18; 7/17/19; 11/20/19

Graduation Requirements**

The Board will establish graduation requirements for the awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child¹;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that district or public charter school².

Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

1. Three credits of mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);

¹As defined in ORS 30.297.

²For a diploma awarded on or after January 1, 2018.

2. Four credits of English language arts (shall include the equivalent of one unit in written composition);
3. Three credits of science;
4. Three credits of social sciences (including history, civics³, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. Three credits in career and technical education, the arts or world language (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits is described in the student’s personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements, as outlined in OAR 581-022-2000, a student must⁴:

1. Demonstrate proficiency in the Essential Skills of reading, writing and applying mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application through a collection of evidence; and
4. Participate in career-related learning experiences.

Essential Skills

The district will allow English Language Learner (ELL) students to demonstrate proficiency in all required Essential Skills in the student’s language of origin.

Essential Skills Appeal

The district will follow Board policy KL - Public Complaints in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

Modified Diploma

³ Civics becomes a half-credit requirement beginning on January 1, 2026 (Senate Bill 513, 2021).

⁴ The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards adopted by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below **and other criteria, if applicable, outlined in OAR 581-022-2010(3)**:

1. Has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. Has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students, who while in grade nine through completion of high school, complete 24 credits which shall include:

1. Three credits in English language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences ((which may include history, civics, geography and economics (including personal finance)));
5. One credit in health education;
6. One credit in physical education; and
7. One credit in career technical education, the arts or a world language (units may be earned in any one or a combination).

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Develop an education plan and build an education profile; and
2. Demonstrate extended application through a collection of evidence.

A student must also demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment.. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard;

2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed; and in the year in which the student is being assessed and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified Smarter Balanced assessment.

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.

A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:
 - a. Two credits of mathematics;
 - b. Two credits of language arts; English;
 - c. Two credits of science;
 - d. Three credits of history, geography, economics or civics;
 - e. One credit of health;
 - f. One credit of physical education; and
 - g. One credit of the arts or a world language.
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade five or beginning after a documented history to qualify for an extended diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.

Alternative Certificates

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma or an extended diploma if the students meet minimum credit requirements established by the district.

Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternate certificate assessment.

Other District Responsibilities

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma or an alternative certificate at each high school. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student, the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history listed under the above modified diploma or extended diploma requirements.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is emancipated or who has reached the age of 18 at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in the later of either four years after starting the ninth grade, or until the student reaches the age of 21, if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma or an alternative certificate shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma or an alternative certificate shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of hours of

instruction and services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option. Students may opt-out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form⁵ and submitting the form to the district.

The district will issue a high school diploma pursuant to Oregon Law (Oregon Revised Statute (ORS) 332.114), to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The district shall establish conduct and discipline consequences for student-initiated test impropriety. The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

⁵www.ode.state.or.us: or navigate to Teaching & Learning > Testing - Student Assessment > Smarter Balanced

[ORS 329.045](#)
[ORS 329.451](#)
[ORS 329.479](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 339.115](#)
[ORS 339.505](#)

[ORS 343.295](#)

[OAR 581-021-0009](#)
[OAR 581-022-2000](#)
[OAR 581-022-2010](#)
[OAR 581-022-2015](#)
[OAR 581-022-2020](#)

[OAR 581-022-2025](#)
[OAR 581-022-2030](#)
[OAR 581-022-2115](#)
[OAR 581-022-2120](#)
[OAR 581-022-2505](#)

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.

Brookings-Harbor School District 17C

Code: IA
Adopted: 3/27/00
Revised/Readopted: 10/22/03; 2/17/10; 5/20/15;
7/14/15
Orig. Code: IA

Instructional Goals

In establishing an effective educational program as part of the students' total education, the district recognizes the importance of developing a partnership that promotes the involvement of staff, parents and the community including such means as Site Councils, local school committees and advisory committees.

The district is committed to a continual process of collaborative decision making and goal setting that supports the physical and cognitive growth and development of students around the following characteristics:

1. Provides equal and open access and educational opportunities for all students regardless of their linguistic background, culture, race, sex, sexual orientation, gender, capability or geographic location;
2. Assumes that all students can learn and establishes high, specific skill and knowledge expectations, and recognizes individual differences at all instructional levels;
3. Provides special education, compensatory education, linguistically and culturally appropriate education and other specialized programs to all students who need those services;
4. Supports the physical and cognitive growth and development of students;
5. Provides students with a solid foundation in the skills of reading, writing, problem solving and communication;
6. Provides opportunities for students to learn, think, reason, retrieve information, use technology and work effectively alone and in groups;
7. Provides for rigorous academic content standards and instruction in mathematics, science, language arts, English, history, geography, economics, civics, physical education, health, the arts and world languages;
8. Provides students with an educational background to the end that they will function successfully in a constitutional republic, a participatory democracy and a multicultural nation and world;
9. Provides students with the knowledge and skills that will provide the opportunities to succeed in the world of work, as members of families and as citizens;

10. Provides students with the knowledge and skills and positive attitude that lead to an active, healthy lifestyle;
11. Provides students with the knowledge and skills to take responsibility for their decisions and choices;
12. Provides opportunities for students to learn through a variety of teaching strategies;
13. Emphasizes involvement of parents and community in the total education of students;
14. Transports students safely to and from school;
15. Ensures that the funds allocated to schools reflect the uncontrollable differences in costs facing each district;
16. Ensures that local schools have adequate control of how funds are spent to best meet the needs of students in their communities;
17. Provides for a safe, educational environment;
18. Provides increased learning time;
19. Provides each student an education experience that supports Supports students' academic growth beyond proficiency in academic content standards and encourages their attainment of challenging and aspirational individual goals; and
20. Utilizes valid and reliable data for evaluating the success of curriculum, instruction, resource allocation and school improvement.

END OF POLICY

Legal Reference(s):

[ORS 329.025](#)
[ORS 329.125](#)

[ORS 336.067](#)
[OAR 581-022-2030](#)

[OAR 581-022-2315](#)

House Bill 2056 (2021).

Brookings-Harbor School District 17C

Code: BD/BDA
Adopted: 1/18/88
Revised/Readopted: 10/22/03; 6/14/06; 2/17/10;
10/16/13; 11/16/16
Orig. Code: BD/BDA

Board Meetings

The Board has the authority to act only when a quorum is present at a duly called regular, special or emergency meeting. “Meeting” means the convening of a quorum of the Board as the district’s governing body to make a decision or to deliberate toward a decision on any matter. This includes meeting for the purpose of gathering information to serve as the basis for a subsequent decision or recommendation by the governing body, i.e., a work session. The affirmative vote of the majority of members of the Board is required to transact any business.

All regular, special and emergency meetings of the Board will be open to the public except as provided by law. Access to and the ability to attend all meetings (excluding executive sessions) by telephone, video or other electronic or virtual means will be made available when reasonably possible. All meetings will be conducted in compliance with state and federal statutes. Information on how to give or submit public comment is outlined in Board policy BDDH - Public Comment at Board Meetings¹ and posted on the district’s website.

All Board meetings, including Board retreats and work sessions, will be held within district boundaries, except as allowed by law². The Board may attend training sessions outside the district boundaries but cannot deliberate or discuss district business.³ No meeting will be held at any place where discrimination on the basis of disability, race, creed, color, sex, sexual orientation, gender identity⁴, age or national origin is practiced.

¹When telephone or other electronic means of communication is used during a meeting open to the public, the Board shall make at least one place available to the public where, or at least one electronic means by which, the public can listen during the meeting. At all meetings of the Board open to the public, the public will be provided an opportunity, to the extent reasonably possible, to access and attend the meeting by telephone, video or other electronic or virtual means. If in-person oral testimony (or public comment) is allowed, the public will be provided, to the extent reasonably possible, an opportunity to submit oral testimony during the meeting, at the designated portion of the agenda, by telephone, video or other electronic or other means. If in-person written testimony is allowed, the public will be provided, to the extent reasonably possible, an opportunity to submit written testimony including by email or other electronic means, so that the Board is able to consider the submitted testimony in a timely manner.

² ORS 192.630(4). Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside the jurisdiction if no deliberations toward a decision are involved.

³ ORS 192.630(4). Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside the jurisdiction as long as no deliberations toward a decision are involved.

⁴ As defined in ORS 174.100.

The Board will give public notice reasonably calculated to give actual notice to interested persons, including those with disabilities, of the time and place for all Board meetings and of the principal subjects to be considered. The Board may consider additional subjects at a meeting, even if they were not included in the notice.

If requested to do so at least 48 hours before a meeting held in public, the Board shall make a good faith effort to provide an interpreter for hearing-impaired persons. Other appropriate auxiliary aids and services will be provided upon request and appropriate advance notice. Communications with all qualified individuals with disabilities shall be as effective as communications with others.

If requested to do so at least 48 hours before a meeting held in public, the Board will make a good faith effort to provide translation services.

All meetings held in public shall comply with the Oregon Indoor Clean Air Act and the smoking provisions contained in the Public Meetings Law.

The possession of dangerous or deadly weapons and firearms, as defined in law and Board policy, is prohibited on district property.

1. Regular, Special and Emergency Meetings

No later than the next regular meeting following July 1, the Board will hold an organizational meeting to elect Board officers for the coming year and to establish the year's schedule of Board meetings (in Board election years (odd numbered years), the first meeting will be held no later than July 31).

Generally, a regular Board meeting will be held on the third Wednesday of each month. The regular meeting schedule will be established at the annual organizational meeting and may be changed by the Board with proper notice. The purpose of each regular monthly meeting will be to conduct the regular Board business.

No later than the next regular meeting following July 1, the Board will hold the annual organizational meeting to elect Board officers for the coming year and to establish the year's schedule of Board meetings. In Board election years (odd numbered years), the first meeting will be held no later than July 31.

Special meetings can be convened by the Board chair, upon request of three Board members, or by common consent of the Board at any time to discuss any topic. A special meeting may also be scheduled if less than a quorum is present at a meeting or additional business still needs to be conducted at the ending time of a meeting. At least 24 hours' notice must be provided to all Board members, the news media, which have requested notice, and the general public for any special meeting.

Emergency meetings can be called by the Board in the case of an actual emergency upon appropriate notice under the circumstances. The minutes of the emergency meeting must describe the emergency.

Only topics necessitated by the emergency may be discussed or acted upon at the emergency meeting.

2. Communications Outside of Board Meetings

Communications, to, by and among a quorum of Board members outside of a legally called Board meeting, in their capacity as Board members, shall not be used for the purpose of discussing district business. This includes electronic communication. Electronic communications among Board members shall be limited to messages not involving deliberation, debate, decision-making or the gathering of information on which to deliberate. Electronic communications may contain:

Electronic communications may contain:

- a. Agenda item suggestions;
- b. Reminders regarding meeting times, dates and places;
- c. Board meeting agendas or information concerning agenda items;
- d. One-way information from Board members or the superintendent to each Board member (e.g., an article on student achievement or to share a report on district progress on goals);
- e. Individual responses to questions posed by community members, subject to other limitations in Board policy.

E-mails sent to other Board members will have the following notice:

Important: Please do not reply or forward this communication if this communication constitutes a decision or deliberation toward a decision between and among a quorum of a governing body which could be considered a public meeting. Electronic communications on district business are governed by public meetings law. Public Records and Meetings Law.

3. Private or Social Meetings

Private or social meetings of a quorum of the Board for the purpose of making a decision or to deliberate toward a decision on any matter are prohibited by public meetings law. the Public Meetings Law.

4. Work Sessions

The Board may use regular or special meetings for the purpose of conducting work sessions to provide its members with opportunities for planning and thoughtful discussion. Work sessions will be conducted in accordance with the state law on public meetings, including notice and minutes.. Generally, Boards do not take official action during work sessions, although there is no legal prohibition to do so.

5. Executive Sessions

Executive sessions may be held as an agenda item during regular, special or emergency meetings for a reason permitted by law. (See (see Board policy BDC - Executive Sessions)).

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)

[ORS 174.104](#)

[ORS Chapter 192](#)

[ORS Chapter 193](#)

[ORS 255.335](#)

[ORS 332.040 - 332.061](#)

[ORS 433.835 - 433.875](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

OR. ATTY. GEN. Public Records and Meetings Manual.

Oregon House Bill 2560 (2021).

Oregon House Bill 3041 (2021).

Brookings-Harbor School District 17C

Code: BBAA
Adopted: 1/18/88
Revised/Readopted: 10/22/03; 4/15/09; 10/16/13;
12/13/16
Orig. Code: BBAA

Individual Board Member's Authority and Responsibilities

An individual Board member exercises the authority and responsibility of theirhis/her position when the Board is in legal session only.

A Board member has the authority to act in the name of the Board when authorized by a specific Board motion. The affirmative vote of the majority of members of the Board is required to transact any business. When authorized to act as the district's designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to without subsequent approval by the Board.

When expressing A Board member has the right to express personal opinions. When expressing such opinions in public, the Board member should must clearly identify the opinions as theirhis/her own.

Members will be knowledgeable of information requested through Board action, supplied by the superintendent, gained through attendance at district activities and through professional Board activities.

Members of the Board will adhere to the following in carrying out the responsibilities of Board membership:

1. Request for Board Information

Any individual Board member who desires a copy of an existing written report or survey prepared by the administrative staff will make such a request to the superintendent. A copy of the material may be made available to each member of the Board. Requests for the generation of reports or information, which require additional expense to the district, must be submitted to the Board for consideration.

2. Requests for Legal Opinions

Requests for legal advice or opinions by a Any Board member that will incur a cost for the district must may request a legal opinion. Such request, however, shall be approved by a majority vote of made through the Board before chair to the superintendent. If the request is made to legal counsel. The opinion sought involves the superintendent's employment or performance, the request should be made to the Board chair is authorized to obtain legal advice or opinions prior to the next meeting (e.g., advice regarding an executive session or a decision to invite district legal counsel) without a need for Board approval. Legal counsel is responsible to the Board.

3. Action on Complaints or Requests Made to Board Members

When a Board member receives a complaint or request for action from staff, student or member of the public, the Board member will direct the staff, student, or member of the public to the appropriate complaint policy Board policy KL -- Public Complaints. Such information will be conveyed to the superintendent for action.

4. Board Member's Relationship to Administration

Individual Board members will become informed about the district's educational program, may visit schools or other facilities to gain information, and may request information from the superintendent. No individual Board member may direct the superintendent to action without Board authorization. Board members will not intervene in the administration of the district or its schools.

5. Contracts or Agreements

All contracts of the district must be approved by the Board, unless otherwise delegated by the Board to the superintendent or designee for approval, before an order can be drawn for payment. If a contract is made without authority of the Board, the individual making such contract shall be personally liable.

END OF POLICY

Legal Reference(s):

[ORS 332.045](#)
[ORS 332.055](#)

[ORS 332.057](#)
[ORS 332.075](#)

38 OR. ATTY. GEN. OP. 1995 (1978)
S. Benton Educ. Ass'n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).

Brookings-Harbor School District
629 Easy Street
Brookings OR 97415

Application for Brookings Harbor School District Budget Committee

The School Board genuinely appreciates your interest in serving on our School District Budget Committee. To be considered for appointment to this Committee, please complete this form and return it to the District Office, 629 Easy Street, Brookings, OR 97415.

The deadline for receipt of completed application forms for the present vacancy on the Budget Committee is Friday, Nov. 12, 2021. The Board will consider applications for appointment at the upcoming October School Board Meeting. For more information, see <https://www.brookings.k12.or.us/budget/>

By state law and district policy, School District Budget Committee members must meet three criteria:

- 1) Live within the geographic boundaries of District 17-C
- 2) Be registered voter in the State of Oregon.
- 3) NOT be an employee or agent of District 17-C

Name BILL WALFORD

Address 99129 Freeman Mtn. Drive

Phone 541-254-4787

Do you have any school-age children? NO If yes, what ages? Ø N/A

Please list any relevant school committees or business/community activities which you have been involved with in the past two years:

Marine Corps League

Curry Community Cares - President of Board

Please describe any special qualifications or abilities you may have that would help you to fulfill your responsibilities as a member of the Budget Committee:

MAINTAIN Books for Curry Community Cares

BA + MBA

Sole Proprietor of Business in UTAH

(Please use the back of this page or another sheet if necessary)



BROOKINGS-HARBOR SCHOOL DISTRICT 17C 2022-2023 BUDGET CALENDAR

January 19, 2022	Regular School Board Meeting First Reading of 2022-2023 Budget Calendar
February 16, 2022	Regular School Board Meeting Approve 2022-2023 Budget Calendar
March 16, 2022	Regular School Board Meeting
April 20, 2022	Workshop for Training &/or Open Forum 2021-2022 Budget
April 20, 2022	Regular School Board Meeting
May 6, 2022	First <u>Publication of Notice</u> of Budget Committee Meeting
May 13, 2022	Second <u>Publication of Notice</u> on website of Budget Committee Meeting
May 24, 2022	First Budget Committee Meeting
May 31, 2022	Possible Second Budget Committee Meeting
June 3, 2022	Publish <u>Notice of Budget Hearing</u> , Fund Summaries Not Requiring Tax, and Fund Summaries Requiring Tax.
June 15, 2022	Regular School Board Meeting, Including Public Hearing on Budget and Action to Adopt Budget, Appropriate and Categorize Funds, and Levy Taxes
July 15, 2022	Deadline for Certifying Levy to Assessor