

Regular School Board Meeting  
Tuesday, March 14, 2023 5:30 PM

Kalmiopsis School Library  
650 Easy St  
Brookings, Oregon 97415

## **Agenda**

1. Call Meeting to Order
2. Pledge of Allegiance
3. Early Items
  - 3.a. Celebrate Student Success-Corey Tamondong-Music Department
  - 3.b. Student Rep Report
  - 3.c. Integrated Guidance Presentation
    - 3.c.1. Public Comment
4. Citizen Input
5. Consent Agenda
  - 5.a. Approve Minutes
    - 2-15-23 Board Regular Session meeting
    - 2-22-23 Board Work Session meeting
    - 3-1-23 Board Work Session meeting
    - 3-2-23 Board Special Session meeting
    - 3-8-23 Board Special Session meeting
  - 5.b. Approve Bills
  - 5.c. Approve Extra Duty Contracts
  - 5.d. Acceptance of Gifts & Donations
    - Donation for design services for the potential track and field renovation to include surveying, geotechnical and civil engineering design and construction observations
  - 5.e. 2023-2024 Recommendations for Licensed Staff Renewals
6. District Reports and Information
  - 6.a. Comments from the Superintendent
    - 6.a.1. Recruitment & Retention Grant
  - 6.b. District Reports
  - 6.c. Finance Reports
  - 6.d. Enrollment Summary
7. Action Items
  - 7.a. Approval of Integrated Guidance Plan
  - 7.b. Second Reading of SY 2023-2024 Academic Calendar
8. Board Functions and Comments
9. Key Dates and Calendar Updates
  - 9.a. School Board Work Session, 5:30 p.m. April 5, 2023, Kalmiopsis Elementary School Room 51, 650 Easy St, Brookings, OR 97415
  - 9.b. Workshop for Training and/or Open Forum 2023-2024 Budget 5:00 p.m. April 19, 2023, Kalmiopsis Elementary School Library, 650 Easy St., Brookings, OR 97415
  - 9.c. Regular Session School Board Meeting, 5:30 p.m. April 19, Kalmiopsis Elementary School Library, 650 Easy St, Brookings, OR 97415

## 10. Adjournment

# **Brookings-Harbor School District 17C**

## **Integrated Guidance Application**

PROPOSED

### **Needs Assessment Summary**

Throughout late winter and spring of 2022, the District Leadership Team (DLT) convened to develop long term 4 year strategic growth goals in support of the board priorities of student success, staff success and relationships. The DLT consists of teachers and administrators from each of our three schools. The DLT analyzed available disaggregated data on academic achievement and growth, attendance, discipline incidents and instructional rigor.

At the start of the 22-23 school year, each building leadership team developed a continuous improvement plan to set annual goal targets in support of our four year strategic growth goals.

In accordance with the Student Success Act (SSA), the Brookings-Harbor School District engaged in a comprehensive community engagement and data analysis process to develop a plan for how to invest the Student Investment Account funding. The process focused on gathering input from staff, students, families and the community from historically underserved communities. To gather data, the district requested feedback throughout the 22-23 school year via survey. In addition, our high school was able to leverage the accreditation process to gather additional information from stakeholder groups at the high school. The district also convened a listening session with our English learner families and consulted with our local tribes. Stakeholders were asked questions about school climate and culture, communication and engagement with school, District/Community Relationships with Staff and students, instructional program, school environment and school sponsored activities.

These data were combined with Panorama survey data that was administered K-12 this school year to better inform our understanding of school climate and culture and student Social and Emotional needs.

## Plan Summary

The district plan was developed to support the board priorities of Student Success, Staff Success and Relationships. Measurable goals were constructed to directly support the board priorities.

As part of the data gathering process, the Brookings-Harbor School District convened a District Leadership Team (DLT). The DLT consists of multiple teachers and administrators from each of our schools totaling approximately 18 individuals.

Overall, through the different methods of gathering feedback, the district was able to collect a baseline of community input combined with a substantial amount of direct and ongoing student feedback. These efforts included targeted feedback from traditionally underrepresented groups.

What we heard from our students, staff and community is that they believe they are welcome at our school and school activities. They also identified areas of concern around bullying behaviors. In addition, students report overall lower levels of perceived self-efficacy.

Based on board priorities, staff, student and community feedback, our community want to have high quality instruction at all of our schools, to recruit and retain great employees, to have high-quality instruction at all schools, to have a safe and welcoming environment for students and parents, increased mental health services and support high school students to keep them on track to graduate.

## Equity Advanced

What strengths do you see in your district or school in terms of equity and access?

**The District recently added an EL Family Liaison position to strengthen our connection with these families as well as to be more intentional about ensuring that their voices are heard and considered. The District had historically done a solid job on an informal basis with a staff member who assumed the role of a de facto family liaison. Now that we've been able to create a specific position to support this work, we expect to be able to make greater progress.**

What needs were identified in your district or school in terms of equity and access?

**While most information sent home is translated into Spanish, that is an area that we've identified to strengthen with the goal that all information that goes home is available in English and Spanish.**

**In addition, feedback we've received from our emerging bilingual families is that support with basic school processes, such as signing up for athletics would be appreciated. This is part of the work that our EL family liaison is tasked with.**

Describe how you used your equity lens or tool in your planning.

**As we review discipline, academic and social and emotional data, we disaggregate it in order to be able to identify any trends or disproportionalities. We request demographic information with family and community surveys to better understand their perspective and to identify any needs or trends as well.**

Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.

**A component of our instructional process is the review of performance and growth data for all students as well as specifically reviewing the performance and growth of students in our focal groups. Supports and interventions will be developed based on identified needs. In addition, the district is in the process of developing targeted supports for our emerging bilingual students using HB3499 funds.**

What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?

**We believe that our Professional Learning Community/Data Inquiry Cycle will provide data that will allow us to intervene and support all students, including focal students in a timely manner.**

What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

**School Board Policy JECBD states that students navigating homelessness are not stigmatized or segregated on the basis of their status of homeless. Administrative Rule JECBD-AR defines the district's procedures in support of this policy.**

### ***CTE Focus***

What strengths do you see in your CTE Programs of Study in terms of equity and access?

**The CTE team is intentionally working on decreasing gaps that exist for underserved groups by creating visual marketing that reflects a diverse group in each career pathway and by training on each of the CTE programs so that they can identify interested students and encourage them to enroll in courses. From these targeted efforts, we have experienced an increased number of students who are served through special education services participating in CTE programs.**

What needs were identified in your CTE Programs of Study in terms of equity and access?

**We see gender gaps and trends in school CTE programs that are reflected from those same gaps that exist in local employment. To address these gaps, we have partnered with local businesses to collaborate and develop opportunities to highlight local employees in underserved groups through images, interviews, and class presentations.**

What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?

**See above.**

How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?

**Our building equity team reviews semester enrollment data and makes recommendations to the CTE team. The CTE team discusses this data, recommendations and trends in their bi-monthly PLC meetings.**

## Well-Rounded Education

Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).

**At this point in BHSD's journey, we are focusing on two core elements. First, supporting all staff and students with social and emotional learning. We are using a K-12 framework with each level making developmentally and age appropriate adjustments to the approach. Our goal is that while there may be some differences as the students progress through elementary, middle and high school, the program itself is cohesive K-12 to leverage prior learning as well as to assist in maintaining capacity.**

**Instructionally, BHSD is focused on reforming/revitalizing the PLC process district wide to strengthen teacher capacity from the ground up with direct and activate engagement in making data informed instructional decisions collaboratively.**

Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?

**Currently, BHSD provides art classes K-12 and music classes K-12 as well as media arts classes 6-12.**

How do you ensure students have access to strong library programs?

**Each of our school libraries is staffed by a full time library assistant.**

How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?

**As schedules are developed, we work with the food service department to identify the amount of time needed for students in a school or grade level to be served their meals. This information is then used to inform how long a lunch period needs to be to provide time to get the meal as well as eat the meal. We also**

**provide additional time for students if they need or want more time to eat. Recess and outdoor time is scheduled in a similar way to ensure adequate time for eating a meal and playing or recreating.**

Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.

**BHHS teaching teams are designed by grade level then content so that projects are possible and so that students can participate in a grading collaboration. Designed to provide active learning experiences and critical thinking, BHHS is committed to incorporating project based learning experiences in the STEAM areas whenever possible. During the 22.23 school year and beyond, the teaching teams petitioned for a Maker's Space in order to support high interest, project based learning with 21st century technology standards. The total CTE program is also designed for integrated learning opportunities across multiple disciplines and they are expanding in this area moving forward.**

Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.

**Each team has created a living document of the ELA and Math curriculum scope and sequence which is aligned with the state standards. The format is set up to answer the essential questions of Professional Learning Communities (PLCs): What do we want the students to learn? How do we know they have learned it? What do we do if they don't? How do we extend learning for those who do?**

**When we adopt curriculum we choose and have chosen a curriculum that is aligned with the Oregon standards. We go through an extensive process of comparing curriculums in different subject areas to ensure that the state standards are being taught.**

Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.

**The district has implemented a comprehensive review and input process used for selection of curriculum materials to be adopted. As part of the process, teachers are provided detailed professional development in the use of the instructional materials.**

**In addition, in the 21-22 school year, the Teacher Evaluation Advisory Committee conducted a review and revision of the teacher evaluation framework. The updated framework was put in place at the start of the 22-23 school year and staff and supervisors received training.**

**Special education teachers meet in building and vertical PLC's to discuss best practices for ensuring the needs of students with IEP's are being met in all school settings.**

**Through the PLC process, teacher teams are creating department and subject scope and sequence guides. In addition, teacher teams are collaborating to curricula and content areas are vertically aligned.**

How will you support, coordinate, and integrate early childhood education programs?

**We provide transportation for our early intervention program, which is located in our elementary school. As transition to kindergarten nears, we will have general education teachers, specialists, and administrators observe students before meeting to ensure proper placement and write current IEP.**

What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?

**Students on a 504 Plan or who receive special education services have access to the Youth Transition Program. This program teaches students pre-employment skills, helps with internships and paid employment. Depending on student need, the Youth Transition facilitator also connects students with Vocational Rehabilitation counselors.**

How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?

**Using the Oregon Data Suite and formative assessment data from the classroom, grade and content level teams review student progress and performance in order to determine who needs on-time interventions. The Oregon Data Suite enables us to drill down to groups of students and individual students to ensure that those who struggle do not fall through the cracks.**

What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

**BHSD has a Student Study Team at each building level to identify students who struggle, as well as exceed, grade level content. Accommodations and differentiation strategies are put in place for a length of time before moving to the next steps of identifying for a possible disability as allowed by IDEA, or, on the other end of the spectrum, may be found eligible for the Talented and Gifted Program.**

How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?

**From 8th grade through 11th grade, students utilize the Career Information System to identify and explore career interests. Annually, these grade levels also participate in a College & Career Fair in order to meet local and regional employers and experts in a variety of career clusters. When available, students may participate in career simulations, ongoing presentations, job shadowing, and career-related field trips.**

**Guidance counselors meet with students regularly and meet with grade level classes during their advisement period. Additionally, our Bruin Career Center is staffed full time with an internship specialist who meets with all junior and seniors students. She is available upon request for 9th and 10th grade students.**

How are you providing equitable work-based learning experiences for students?

**Every student is encouraged to enroll in a CTE course and every enrolled student will participate in regular work simulations, hands-on experiences, and expert presentations.**

Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.

**Our five career clusters each have multiple pathways that lead to the workforce. Students may elect to proceed directly from high school into a career through a pathway with competitive skills that are aligned to workforce expectations. Students may also choose to matriculate directly into a two of four year college with program-ready skills and certification readiness. Each career cluster program is articulated with our local community college and every core content area outside of CTE is aligned with a four-year college.**

What activities will you offer to students that will lead to self-sufficiency in identified careers?

**Students may work through graduated levels within each CTE cluster, each more challenging than the last. Advisement classes also begin the 9th grade year with general exploration and self-guided activities, culminating in a student-designed project their 11th grade year showcasing their career of choice and illustrating the numbers of internship or job shadowing hours they experienced.**

### ***CTE Focus***

How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?

**BHHS posts information about CTE courses and pathways through a variety of means, including grade level parent nights, student advisory sessions, building video announcements, and social media postings. When students meet with advisory teachers, they have deeper conversations about aligning future plans and goals with elective options at BHHS.**

How will you prepare CTE participants for non-traditional fields?

**Students at BHHS have a variety of career pathways from which to choose. They also have the ability to dig into career fields through the Career Information System program that is based on student skills, strengths, and interests. This program is continually updated with emerging careers and technologies. During their freshman year, students travel to Southwestern Community College to learn more about degrees, licenses, and certifications in a variety of innovative fields like clean energy.**

Describe any new CTE Programs of Study to be developed.

**We are currently in the process of articulating a Construction Trades program of study and a Business Marketing & Entrepreneurship program of study, both of which are based on local economic needs and employer trends.**

## Engaged Community

If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?

**The Brookings-Harbor community has historically been supportive of our schools and education. Prior to the pandemic, we had high levels of community volunteers and high levels of participation in community activities. We are starting to slowly see the numbers return, but we are not yet near pre-pandemic levels.**

**In addition, while levels of community and parent participation has been historically high, it has been an ongoing challenge to get consistent and meaningful feedback from our families. Recently the high school engaged in an intensive effort during conferences and athletic events to gather family input to help inform the accreditation process. Even with this focused effort, we still feel short of our goal of getting feedback from ninety of our families.**

**As soon as our communications coordinator returns from leave, we will be doing a detailed analysis of how our community stakeholders access information. We will use this to help inform future approaches to increasing the amount of feedback we receive.**

What relationships and/or partnerships will you cultivate to improve future engagement?

**We have good partnerships with groups around the town of Brookings, such as the Rotary Club, The Elks Lodge, and the local library. These groups provide resources for children such as clothing, dictionaries, glasses, and other needed items. We also work together with the local pool to provide swim lessons. Third grade students have worked with ODFW to provide students with the opportunity to learn to fish.**

What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?

**Additional support via regional staff would assist our efforts. Also, sharing exemplars from other similar districts who are achieving high levels of community engagement could help to inform our efforts.**

How do you ensure community members and partners experience a safe and welcoming educational environment?

**We are working to improve our educational environment to make it safer and more welcoming. When the pandemic happened, we went in the opposite direction to put protocols in place for health and safety. Now that we are past the pandemic, we are working to get more parents and community members to come back into the school. Our goal is to build these relationships with the community so they see the school as a welcoming place where people help children become successful.**

If you sponsor a public charter school, describe their participation in the planning and development of your plan.

**Vertical alignment team is meeting periodically. We foster relationships through social emotional learning utilizing our partnership with Sound Discipline. Our ELL teacher and ELL Family Liaison helps support this transition for students who have not passed ELPA. Special education staff across all grade levels coordinate with one another. An on-site SEL coach will help improve students' readiness for high school**

**We need support for recruitment and retention of highly qualified staff members and engagement strategy development through quality professional development.**

**We are currently working on a Belonging through Dignity initiative with the Krownapple group. This work incorporates belonging for students and staff, but it also incorporates belonging for our families and community. Biweekly listening sessions will be held by the principal and vice principal to ensure that community members feel heard and welcome to participate in the educational process on our campus. Staff members are gaining skills in the Sound Discipline model which also incorporates positive, constructive relationships with community members and partners as part of the work of providing a safe environment for students.**

**We are working with the Tolowa Dee-ni' Nation to provide cultural and academic support to students at the elementary level. We hope to provide these opportunities to students at all grade levels in the future.**

**BHSD does not sponsor a public charter school.**

- Students of color
- Students with disabilities
- Students who are emerging bilinguals
- Students who identify as LGBTQ2SIA+
- Students navigating poverty, homelessness, and foster care
- Families of students of color
- Families of students with disabilities
- Families of students who are emerging bilinguals
- Families of students who identify as LGBTQ2SIA+
- Families of students navigating poverty, homelessness, and foster care
- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- Tribal members (adults and youth)
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- Business community
- Regional Educator Networks (RENs)

- Local Community College Deans and Instructors; Local university deans and instructors
- Migrant Education and McKinney-Vento Coordinators
- Local Workforce Development and / or Chambers of Commerce
- CTE Regional Coordinators
- Regional STEM / Early learning Hubs
- Vocational Rehabilitation and pre-Employment Service Staff
- Justice Involved Youth
- Community leaders
- Other \_\_\_\_\_

How were they engaged?

*(Check all that apply)*

- Survey(s) or other engagement applications (i.e., Thought Exchange)
- In-person forum(s)
- Focus group(s)
- Roundtable discussion
- Community group meeting
- Collaborative design or strategy session(s)
- Community-driven planning or initiative(s)
- Website
- CTE Consortia meeting
- Email messages
- Newsletters
- Social media

- School board meeting
- Partnering with unions
- Partnering with community-based partners
- Partnering with faith-based organizations
- Partnering with business
- Other \_\_\_\_\_

### ***Evidence of Engagement***

You will be asked to upload your **top five artifacts** of engagement. Smaller districts, as outlined above, are required to submit their top two artifacts.

Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?

Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

### ***Affirmation of Tribal Consultation***

If you are a district that receives greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.

## Strengthened Systems and Capacity

How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?

**We recruit, onboard quality educators and leaders through a combination of job fairs, job postings and networking to identify possible candidates for teaching and leadership positions. Our onboarding process is designed to connect staff to the district and community. We provide mentors for first year teachers and first year administrators. We also have support to develop our own teachers and administrators through a grow your own approach. Two of our current administrators were formerly teachers with the district and two of our principals were formerly vice principals with the district. In addition, we've had a number of classified staff complete a teaching program (with district tuition support) and get hired as licensed teachers in the district. For classified staff, we offer a bilingual pay differential and bilingual bicultural staff receive preference in the hiring process. Most recently, we hired a bilingual and bicultural English learner parent liaison.**

What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?

**At the elementary level, the process for creating classes for the following school year includes ensuring that classes are balanced in terms of demographics as well as students in one or more focal groups. With balanced classes, students of color, students who are experiencing poverty, students who are English learners and students with disabilities are not taught more often by ineffective, inexperienced or out of field teachers than any other student in the district.**

How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

**The schools and district reviews and analyzes student discipline data on an ongoing basis to identify and address if any group of students is experiencing a**

**disproportionate amount of discipline (both exclusionary and non-exclusionary). This information is tracked in our student discipline data system.**

How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?

**Professional growth and development is provided on an ongoing basis and is aligned with staff needs. In order to increase the individual relevance of the professional development, we use small group and individual supports and well as professional development menu options when possible.**

How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?

**Our first year teachers have experienced mentors assigned to them. Our supervisors used the Danielson framework to provide ongoing research-based instructional feedback. We have staff professional development coaching support for Social and Emotional instruction (SEL) and are in the process of adding a part time instructional coach as well.**

What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?

**BHSD uses the Oregon Data Suite to pull varied student data such as academic performance, student discipline and attendance into a common dashboard in order to be able to more effectively identify students at risk and to develop or implement supports or interventions. Each school has data team meetings at least once a month to review the data, to identify students in need of additional supports and to monitor the progress of students already identified.**

How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

**In early Spring, elementary school staff, administrators, and Special Education Specialists are informed of incoming kindergarten students. Various pre-meeting activities occur, including observations, conversations about needs and progress, and**

file reviews, to name a few. IFSP/IEP meetings are scheduled to transition pre-K students into Kindergarten with the goal of a smooth and appropriate transition.

Elementary K-5 works on vertical alignment within the building. 5th and 6th grade work together to build alignment to the middle school. Daycare centers, headstart, and early childhood intervention visit our school and we meet with parents and students before entering kindergarten. Staff also visit and observe students who are entering Kindergarten by invitation at various settings.

5th grade teachers and 6th grade teachers are working together to vertically align standards and soft skills needed for students to be successful in middle school. 5th graders spend a day at the middle school in classes. They will take a school tour, meet teachers, and experience transitions from class to class. At the beginning of the school year, Leadership students provide a day of fun and interactive learning for incoming 6th grade students.

Azalea Middle School students participate in LINK Crew, a bridging program that supports students as they transition from 5th to 6th grade using 8th grade peer leaders. 8th grade students participate in a tour of the high school in the spring, conducted by high school student leaders. Vertical alignment meetings occur quarterly with 8th grade and 9th grade teacher teams to identify academic and self-efficacy skills that are aligned with high school success. The Multi-Tiered Systems of Support (MTSS) process allows Azalea educators to identify students for whom transition may be difficult and then provide targeted supports.

BHHS and Azalea Middle School (AMS) aligned their academic bell schedules in order to support a bridging program that allows 8th grade students to attend select courses in high school. 8th grade students who participate in high school Algebra, French, Graphic Design, Welding, and Woodshop have had opportunities to familiarize themselves with the building, build relationships with some teachers, and to demystify transitioning to high school. Additionally, the BHHS music program works closely with the music program at AMS by participating in joint performances, local parades, and visiting music presenters. BHHS counselors visit AMS to present elective opportunities and to help them build successful course schedules for the following year. This is followed by a Rising 9th grade parent night in April to meet 9th grade teachers and administrators, see the facility, and learn about career pathways. Finally, on the first day of school, BHHS begins with a soft start led by Peer Leaders (BHHS Crew) to build a positive experience from the beginning.

## Attachments Completing Your Submission

### [Integrated Planning & Budget Template](#)

**The plan must cover four years, with a two-year budget, and include outcomes, strategies, and activities you believe will cause changes to occur and meet the primary purposes of the programs included in this integrated plan: HSS, SIA, EDM, CIP, EIIS, CTE / Perkins. It should also reflect the choices you made after pulling all the input and planning pieces together for consideration. This plan serves as an essential snapshot of your expected use of grant funds associated with the aforementioned programs.**

- Equity Lens Utilized
- Community Engagement Artifacts
- Board meeting minutes
- DRAFT Longitudinal Performance Growth Targets (and any *optional* metrics)
- Documentation of Tribal Consultation (if applicable)
- District Charter Program Agreements (if applicable)
- MOU detailing aligned program consortia agreements (if applicable)
- URL where grant application is publically posted

## Assurances

The applicant provides assurance that they will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis

of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

“ By checking this box, you provide assurance that you will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

“ By checking this box, you provide assurance that you have taken into consideration the Quality Education Model (QEM)

“ By checking this box, you provide assurance that your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for CSI/TSI, CTE, and HSS district/school activities (if applicable)

“ Disaggregated data by focal group was examined during the planning process: By checking this box, you provide assurance that disaggregated data by focal student group was examined during the integrated planning process

“ HSS Funded Dropout Prevention/Pushout Prevention: By checking this box, you provide assurance that dropout/pushout prevention strategies are applied at every high school within the district, including alternative schools.

### **After Application Submission**

Applicants will receive a notification from ODE to acknowledge receipt of the application. The notification will include contact information for an ODE Application Manager, a single point of contact as you move from submission to review, and into co-development of Longitudinal Performance Growth Targets and finally, to executing a Grant Agreement.

**Brookings-Harbor School District 17c**  
**Strategic Plan**  
**2022 – 2026**



Brookings-Harbor School District  
629 Easy Street, Brookings, OR 97415  
(541) 469-7443 [www.brookings.k12.or.us](http://www.brookings.k12.or.us)

*Updated: March 2023*

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# Brookings-Harbor School District 17c

## Strategic Plan Development Process

The strategic planning process was the next phase of the intensive work that started four years ago with our school board and district engaging in a collaborative effort to develop board priorities that were intended to help guide and inform our work moving forward. Through a process facilitated by Steve Kelly, an Oregon School Boards Association (OSBA) consultant, the district engaged in a series of workshops that involved dozens of staff member representing all of our schools and different employee roles. This group was called the District Leadership Team (DLT).

The priorities that were identified are:

- **Student Success**
- **Staff Success**
- **Relationships**

Following a short pause because of Covid, the work was restarted in June of 2021.

Over the course of the 2021-2022 school year, the DLT met to develop long-term strategic 4-year goals that align with previously established board priorities. In June of 2022, the DLT met with the board and shared the goals that were developed. Collaboratively, the board and the DLT agreed that the established strategic goals aligned with the board priorities.

At the start of the 2022-2023 school year, each of our school leadership teams then developed continuous improvement action plans that identified annual goal linked to the strategic 4-year goals and plans that lay out the actions and monitoring cycle that will occur.

As we progress through this work, we will be utilizing an inquiry cycle where we identify a target or action, measure the result and use that information to inform next steps.

As a district, we will annually review both the long term strategic goals as well as the building level continuous improvement plans. While each school will be doing this on an ongoing basis and will be sharing this information with the DLT multiple times per year.

This has truly been a collaborative effort that has laid a strong foundation for our ongoing improvement work.

Past DLT Members:

Bruce Raleigh, Sue Gold, Sean Gallagher, Mark Hebert, Buell Gonzales, Helena Chirinian, Jerod Nunn, Allen Walz, Patricia Clark, Gretchen Francisco, Cheryl Buehler, Dane Tippman, Gregory Scott, Rebecca Conary.

Members of the 2021-2022 DLT:

Alan Nidiffer (Board Chair), Jay Trost (Board Vice Chair), Katherine Johnson (Board Member),

Janell Howard (Board Member), Janece Payne (Board Member), David Marshall (Superintendent), Dede Corpening (Director of Fiscal Services), Cynthia Barthuly (Director of Special Programs), DeAnne Varitek (BHHS Principal), Nicole Medrano (AMS Principal), Carol Leonard (KSchool Principal), Vickie Nigh (BHHS VP), Marco Thorson (AMS VP), Nick Chapman (KSchool VP), Jenny King, Danielle Slater, Jennifer Legat, Caleb Crotzer, Ria Shannon, Carol Zocchi, Ashley Pruitt, Lisa Piscitello, and Nancy Raskauskas-Coons (Admin Assistant to the Board),

#### Members of the 2022-2023 DLT

Alan Nidiffer (Board Chair), Jay Trost (Board Vice Chair), Katherine Johnson (Board Member), Janell Howard (Board Member), Janece Payne (Board Member), David Marshall (Superintendent), Caleb Crotzer (BHHS Teacher), Christa Whaley (Kschool Teacher), Danielle Slater (AMS Teacher), DeAnne Varitek (BHHS Principal), Jennifer Legat (AMS Teacher), Kelly Whitley (BHHS VP), Kyla Siri (Kschool Teacher), Larina Warnock (AMS VP), Lynn Schiermeyer (Spec Programs Director), Melanie McVay (Kschool Teacher), Nick Chapman (Kschool VP), Patrick Farinholt (Kschool Teacher), Vickie Nigh (AMS Principal), Lisa Piscitello (BHHS Teacher), Jenny King (Kschool Teacher), Stewart Boyatt (AMS Teacher), Jennifer Lopez (HR Specialist)

#### **2022-2023 School Improvement Teams**

**Kalmiopsis Elementary School:** K'la Kennedy, Kacy Kimball, Alexis Saunders, Ken Olsen, Christine Zellmer, Kristi Oliphant, Donna Fleshman

**Azalea Middle School:** Stewart Boyatt, Britteny Garrett, Jennifer Legat, Marshall Jones, Adam Wagman, Kara Miller, Larina Warnock, Corrie Taylor, Britt Nolte, Vickie Nigh.

**Brookings-Harbor High School:** Lorinda Shew, Caleb Crotzer, Shaun Bavaro, Lisa Piscitello, Max Whitley, Emalee Hauck, Emily Marley, Kristy Kleespies, Kristi Fulton, Daryl Ettner, Kelly Whitley



# **Brookings-Harbor School District 17c**

## **Mission Statement**

The Brookings Harbor District 17C Board Members, in partnership with students, parents, staff, and community will cultivate a safe, highly effective, and collaborative learning environment where every student can succeed.

## **Brookings-Harbor School District Motto**

"Every Student Can Succeed"

## **Brookings-Harbor School District Guiding Board and District Priorities**

### **Student Success Board and District Priority**

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

### **Staff Success Board and District Priority**

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.

### **Relationships Board and District Priority**

We will intentionally build meaningful relationships with students, staff, and families to create a positive culture, investing in every student's future.



# **Brookings-Harbor School District 17c**

## **Strategic Goals, Indicators and Measures**

### **Strategic Goals**

The District Leadership Team realized that if this plan is to be successful, challenging but reachable goals had to be set. Goal identification was a lengthy and important process for the team. The team limited the number of student success, staff success and relationship goals so the goals can be high priorities and aligned with adequate and sustainable resources. An emphasis was placed on relevance, clarity, brevity and achievability.

### **Performance Indicators**

Each district strategic goal has at least one performance and the school level continuous improvement plans have multiple additional indicators designed to provide ongoing formative feedback towards the strategic goals. Performance indicators break goal efforts into manageable units and represent steps in the implementation process. They are the major activities but not the only ones the district will use to achieve its multi-year goals. Without performance indicators this plan, more than likely, would fail since the district would not have accurate, real-time data to measure progress. Performance indicators are the most significant components to use for periodically reporting the status of strategic goals to district constituents and specifically to Brookings-Harbor School District Board members.

Several of the indicators in our plan are directly aligned with state priorities for all schools and districts in Oregon. In the coming years, Oregon will be sharing state and district progress on the following achievement indicators:

- Regular Attendance
- Third Grade Reading
- Freshman On-Track
- Graduation Rates
- Completion Rates

To compliment these existing statewide indicators as well as to be able to apply a cohesive district-wide lens, the District Leadership Team decided to adopt:

- Median student growth percentile targets in reading
- Median student growth percentile targets in math
- Regular attendance

### **Student and Median Growth Percentile**

The state of Oregon calculates a student growth percentile. This number describes a student's growth on the state assessment compared to other students of the same grade with similar test scores (their academic peers). Percentiles are a method of measuring students' growth in comparison with their peers.

# **Brookings-Harbor School District 17c**

## **Long Term Strategic Goals**

### **Student Success Board and District Priority**

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

#### **Goal 1-**

Brookings-Harbor Schools will achieve an annual student growth rate on social-emotional learning in the area of student growth mindset and self-efficacy of 2% with an 8% improvement by June 2026 as measured by the Panorama student survey.

#### **Goal 2-**

Brookings-Harbor Schools will achieve a median student growth percentile in ELA and Math at a level 4 on the Oregon School Report Card (55<sup>th</sup> percentile) by June 2026 as measured by Oregon State report cards in all tested grades.

#### **Goal 3-**

Brookings-Harbor Schools will achieve a regular attender rate of 90% by June 2026 in all grades.

### **Staff Success Board and District Priority**

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.

#### **Goal 1-**

By June of 2026:

90% of staff will report that professional development is relevant, meaningful and beneficial.

90% of staff will report that they have multiple opportunities to meaningfully engage with system improvement in support of our students. This goal will be measured by staff feedback and survey results with annual improvement targets set each year.

### **Relationships Board and District Priority**

We will intentionally build meaningful relationships with students, staff, and families to create a positive culture, investing in every student's future.

#### **Goal 1-**

Each school year the District will set targets for District and Building level social media campaign with the goal of "Telling our stories" proactively sharing the successes, accomplishments and challenges with our community.

#### **Goal 2-**

Develop parent and community volunteer corps: Provide multiple coordinated specific avenues for volunteer service to the district and communicate these opportunities out to our community.

## **Continuous Improvement Cycle and Process**

### Annually (end of each school year)

Review strategic goals and determine if there is a need to consider revising any of the goals (DLT)

Review progress towards strategic goals K-12 (DLT)

Celebrate successes (DLT and all staff)

Identify needs or questions for start of following school year (DLT and buildings)

### Annually (start of each school year)

Develop or confirm school level annual plan and goals goals (Building Leadership Teams)

Identify resources, training or data needed



## BROOKINGS-HARBOR HIGH SCHOOL Continuous Improvement Plan

School Year	2022-2023
School	Brookings-Harbor High School

### School Direction Section

Vision	BHHS will graduate college and career ready students who demonstrate perseverance, respect, integrity, dignity, and excellence in their lives.
Mission	BHHS is committed to empowering students to become lifelong learners in pursuit of their best selves through partnership with staff, families, and the local and global community.
Educational Philosophy	Fostering each student to his or her fullest potential (student-centered, humanism)

### Comprehensive Needs Assessment Summary

**What data did our team examine?** Panorama staff and student data, SBAC achievement data, attendance, discipline data, Cognia student engagement data, Cognia family data, Cognia staff data, Cognia observation data

**How did the team examine the different needs of all learner groups?** We looked at underperforming subgroups, our unhoused population, students who receive support services, and data by ethnicity.

**How were inequities in student outcomes examined and brought forward in planning?** We identified root causes for underperforming groups and proposed solutions to address through preventive measures as well as responsive ones.

**How were stakeholders involved in the needs assessment process?** Our Building Leadership Team analyzed data together as a team, our student leadership team reviewed summative data and provided feedback, and our Site Council (mixed stakeholder group) also reviewed data points and shared feedback.

**Which needs will become priority improvement areas?** Student SEL growth, student achievement, improved attendance.

### Brookings-Harbor School District 17c Goals

1. K-12 students' growth mindset and self-efficacy will grow by 2% using the Panorama student-emotional learning screener by June of each year and 8% overall by 2026.
2. K-12 students will achieve a median student growth percentile of level 4 in ELA and Math on the Oregon School Report Card (55 th percentile) by June 2026.
3. K-12 students will achieve a regular attender rate of 90% by June 2026 in all grades.
4. 90% of staff will report that professional development is relevant, meaningful and beneficial.

## Long Term School Goals & Metrics

Goal 1 (SEL)	BHHS students will improve in the areas of self-efficacy and sense of belonging from the fall to the spring administration using the Panorama social-emotional screener.			
Baseline: 34.7	By 2023	By 2024	By 2025	By 2026
	36.7	38.7	40.7	42.7
Goal 2 (ELA/MA)	BHHS students will achieve a median student growth percentile of level 4 in ELA and Math as demonstrated by performance on the OSAS. <Data from the ODE At-A-Glance Report Card>			
Baseline: AAG Report Card Math	By 2023	By 2024	By 2025	By 2026
	20	43 (Level 3)	53	62 (Level 4)
ELA	47	54 (Level 3)	60	67 (Level 4)
Goal 3 (Attendance)	BHHS students will become regular attenders. <Data from the Oregon Data Suite>			
Baseline: 70.68	By 2023	By 2024	By 2025	By 2026
	75%	80%	85%	90%

## Initiative Alignment to Support School Goals

Initiative/Program	How this initiative/program supports the school to meet goals
Sound Discipline, Panorama	This social-emotional learning and positive culture building program supports staff in their development as practitioners of SEL and students in developing strong self-regulation and reflection skills.
High student engagement strategies	Teachers will engage in development using high yield, research-based student engagement strategies including formative assessment development.
Attendance Recognition	Working with our ESD, we will develop proactive and highly responsive approaches to supporting students who experience chronic absenteeism.

## Annual Evidence Based Strategies, Measures and Actions

<b>Goal this strategy supports</b>	<b>Goal 1:</b> BHHS students will improve in the areas of growth mindset and self-efficacy from the fall to the spring administration using the Panorama social-emotional screener.	
<b>What are we going to do?</b>	Strategy # 1.1	If we <u>build and monitor relationships with students and hold regular classroom meetings</u> , then <u>they will feel more supported in school and</u>

		<u>report a stronger sense of self-efficacy and greater rate of growth mindset on the Panorama SEL screener.</u>		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions	Fall Dec 14th --PD Measure relationships	Winter Feb 18th--PD Identify targeted students	Spring March--prepare for screener
	Measures of Evidence for Students	Fall Oct 12th --Pano screener	Winter	Spring March 15th --Pano screener
<b>How we will get the work done</b>	<b>Person or Team Responsible</b>	<b>Action Steps To be completed this year</b>		<b>Due Date</b>
	Admin/Couns	1. Student empathy interviews based on Panorama screening data (sense of belonging)		Jan 9-13
	Admin/Couns	2. Staff PD to share student stories and identify staff/student connection levels		Jan 18
	Admin/Couns	3. Staff review of student connection progress		March 15
	Admin/Couns	4. Staff review of Panorama data		April 12
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice		

<b>Goal this strategy supports</b>	<b>Goal 2:</b> BHHS students will achieve a median student growth percentile of level 4 in ELA and Math as demonstrated by performance on the OSAS.		
<b>What are we going to do?</b>	Strategy # 2.1	<u>If we develop and implement an MTSS process (PLC) with fidelity in English Language Arts and Math then students will receive tier 2 &amp; tier 3 interventions regularly and show performance gains on the Smarter Balanced Assessment .</u>	

<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions	Fall Review Q1 student performance, identify tier 2 & tier 3 student interventions	Winter Review Sem1 student performance, identify credit recovery opportunities	Spring Review Q2 grades, identify tier 2 & tier 3 student interventions
	Measures of Evidence for Students	Fall Q1 grades in ELA and Math	Winter Semester 1 grades in ELA and Math	Spring Q2 grades in ELA and Math
<b>How we will get the work done</b>	<b>Person or Team Responsible</b>	<b>Action Steps To be completed this year</b>		<b>Due Date</b>
	Piscitello/ Crotzer	1. Implement Learning by Doing book throughout the year		June 2023
	Piscitello/ Crotzer	2. Implement PLC data review cycle throughout the year		June 2023
	Hatch/ Varitek	3. Create after school tutoring program		Dec 2022
	Varitek	4. SBAC data review with 10th & 11th grade ELA & Math teachers (Vandehey/ Pollett, Crotzer/ M Whitley)		February 2022
	K Whitley	5. ELA & Math interim testing to support interventions		
	K Whitley	6. Positive student testing environment		May 2023
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice		

<b>Goal this strategy supports</b>	<b>Goal 3:</b> BHHS students will become regular attenders.			
<b>What are we going to do?</b>	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we <u>develop a strong attendance system</u> , then <u>we will be able to identify students with chronic absenteeism/attendance issues, make contact with families, identify the root cause of the absenteeism and therefore develop individualized plans of support based on the needs of the student and family.</u>		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions (“then” statements”)	Fall Attendance team will review attendance data for Q1.	Winter Attendance team will review attendance data for semester 1.	Spring Attendance team will review attendance data for semester 2.
	Measures of Evidence for Students (“and” statement)	Fall Student attendance rates for Q1	Winter Student attendance rates for semester 1.	Spring Student attendance rates for semester 2.
<b>How we will get the work done</b>	<b>Person or Team Responsible</b>	<b>Action Steps To be completed this year</b>		<b>Due Date</b>
	K. Whitley	1. Create attendance team		October 1st, 2022
	T. Peters	2. Send out district attendance letters to families.		June 2023
	Attendance Team	3. Create a system for calling families to re-engage them in school.		November 1st, 2022
	Counseling/ Admin Team	4. Create empathy interviews focused on student belonging.		February 1st, 2023
	T. Peters/ K. Whitley	5. Track data using powerschool and ODS on student attendance and discuss with attendance team.		June 2023
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input type="checkbox"/> Well-Rounded, Coordinated Learning		

		<input checked="" type="checkbox"/> Inclusive Policy and Practice
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**School Plan Self-Monitoring Routines- will be reviewed quarterly at the school level and by the District Leadership Team.**

## AZALEA MIDDLE SCHOOL Continuous Improvement Plan

School Year	2022-2023
School	Azalea Middle School

### School Direction Section

Vision	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.
Mission	<p>We envision a school in which staff:</p> <ul style="list-style-type: none"> <li>● create independent learners</li> <li>● establish relationships with students to build a positive school culture</li> <li>● act with professionalism in a collaborative manner</li> <li>● implement research-based best practices to improve student achievement</li> </ul> <p>Azalea is committed to having a school that welcomes ALL in a safe and inclusive manner. We strive for the best so that ALL students and families have a positive middle school experience. We implement the following expectations:</p> <ul style="list-style-type: none"> <li>● Be Safe: Keep yourself and others from physical and emotional harm. We all learn best when we feel safe.</li> <li>● Be Responsible: Be dependable and worthy of trust. Responsibility allows us to count on each other.</li> <li>● Be Respectful: Be polite and kind to everyone. Everyone deserves to be treated with kindness.</li> </ul>

### Comprehensive Needs Assessment Summary

#### What data did our team examine?

- Attendance data - Power School; State Report Card
- Academic data (math and ELA) - Smarter Balanced Assessment Data (SBAC); PowerSchool; iReady; ODE's State Report Card and Accountability Reports for district and schools
- Behavior data - SWIS and Power School
- Social emotional learning data - Panorama survey, staff and students, October 2022

#### How did the team examine the different needs of all learner groups?

We disaggregated state and district data by special education, socioeconomic status, primary race/ethnicity, limited English proficiency (ELL status), and gender.

#### How were inequities in student outcomes examined and brought forward in planning?

Disaggregated data was presented to the team and discussed as a group.

#### What needs did our data review elevate?

Data review demonstrates low academic achievement in ELA and mathematics with less growth from Hispanic/Latino students than other students. Prior years' attendance data demonstrates chronic absenteeism, especially among students with disabilities and economically disadvantaged. Panorama SEL data showed a discrepancy in sense of belonging especially among girls and fewer adult connections among 7th graders. Follow-up connections survey showed more adult connections among 6th and 8th grade students. Review of SWIS data shows more referrals of male students than female students.

**How were stakeholders involved in the needs assessment process?**

We had a meeting with team leads. The principal regularly discusses student needs with the advocacy board comprised of 22 students across all three represented grade levels.

**Which needs will become priority improvement areas?**

ELA and Mathematics Academic Achievement

Social Emotional Learning

**Long Term School Goals & Metrics**

Student Focused, aspirational, aligned with needs, written for all students

Example: *All students will meet their annual growth targets in math.*

Metrics are outlined for the year(s) to come.

Goal 1	Azalea will achieve a median student growth percentile in ELA and Math at a level 4 on the Oregon School Report Card (55th percentile) by June 2026 as measured by Oregon State report cards in all tested grades.		
Metrics	By 2024	By 2025	By 2026
	Math 35% ELA 40%	Math 45% ELA 50%	Math 55% ELA 60%
Goal 2	Azalea will achieve an annual student growth rate on social emotional learning in the area of self-efficacy of 2% with an 8% improvement by June 2026 as measured by the Panorama student survey.		
Metrics	By 2024	By 2025	By 2026
	4% growth	6% growth	8% growth
Goal 3	Azalea will achieve a regular attender rate of 90% by June 2026 in all grades.		
Metrics	By 2024	By 2025	By 2026
	70%	80%	90%

## Initiative Alignment to Support School Goals

Examples: Chronic Absenteeism, 21<sup>st</sup> Century Grant, EL Success Program, etc.

Initiative/Program	How this initiative/program supports the school to meet goals
MTSS Process	Structured MTSS program helps to identify students who need growth in academic and social emotional areas. Use of targeted intervention strategies support academic and social emotional growth areas.
Sound Discipline	Sound Discipline supports students' learning of social emotional skills.
ELL Support	Our ELL Support Class provides students whose first language is not English with direct instruction to improve their English language proficiency. Additionally, teachers receive support from the ELL teacher to provide individualized support to these students in the classroom.
Resource Room Study Hall	Study hall courses provide just-in-time intervention and support for special education, 504, and other students.
Belonging Through Dignity	Belonging through Dignity provides admin and staff with an inclusive-centric perspective that will help create a more inclusive culture where learning is safe for all students

### Annual Evidence Based Strategies, Measures and Actions (to meet school goals)

<b><i>District or School Goal this strategy supports</i></b>	Goal 1: Azalea will achieve a median student growth percentile in ELA and Math at a level 4 on the Oregon School Report Card (55th percentile) by June 2026 as measured by Oregon State report cards in all tested grades.			
<b><i>What are we going to do?</i></b>	Strategy # 1.1  Written as a Theory of Action and reflects evidence-based practices	We will provide targeted support for students in ELA and mathematics through data collection and analysis of benchmark exams, student resource room, ELD class and consultation with general education teachers, and grade-level PLCs.		
<b><i>How we will know the plan is working</i></b>	Measures of Evidence for Adult Actions ("then" statements")	Fall  Each core teacher will deliver benchmark assessments for baseline data	Winter  Refer students with a 'D' or 'F' in ELA or math to MTSS Tier 2	Spring  Administer SBAC
	Measures of Evidence for Students ("and" statement)	Fall  Each student will complete benchmark assessments for baseline data	Winter  Student grades improve above 'D'	Spring  Take SBAC

	Person or Team Responsible	Action Steps To be completed this year	Due Date
<b>How we will get the work done</b>	Admin	1. Admin trains teachers in MTSS system	September 15, 2023
	Admin	2. Admin provides grade level PLC team at least 1x per month	Ongoing
	Teachers	3. Administer benchmark assessments	October 15, 2023
	Teachers	4. Meet as grade level PLC team at least 1x per month, referring students to tier 2 or 3 as needed	Ongoing
	Specialists	5. Provide just-in-time support through ELL consultation, resource time, mentoring, etc.	Ongoing
	Teachers	6. Administer SBAC	Testing Window 2024
	<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice

Additional strategies may be added to support this goal (example: Strategy 1.1, 1.2, 1.3 etc.)

<b>District or School Goal this strategy supports</b>	Goal 2: Azalea will achieve an annual student growth rate on social emotional learning in the area of self-efficacy of 2% with an 8% improvement by June 2026 as measured by the Panorama student survey.			
<b>What are we going to do?</b>	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	We will provide instruction in social emotional learning using the Sound Discipline system every week in Pride classes as well as using Sound Discipline theory in the student services department.		
<b>How we will know the</b>	Measures of Evidence for Adult Actions	Fall	Winter	Spring

<b>plan is working</b>	("then" statements")	Teachers administer Panorama survey  Teachers work through Sound Discipline lessons	Teachers dedicate time to classroom meetings	Teachers administer Panorama survey
	Measures of Evidence for Students ("and" statement)	Fall Students take Panorama survey  Students participate in Sound Discipline lessons and practice skills	Winter Students conduct classroom meetings	Spring Students take Panorama survey
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	District	1. Provide adult-centered Sound Discipline training		In-Service Week
	SD Coach	2. Provide intensive support to teachers in Sound Discipline practices as needed		Ongoing 2023-2024
	Admin	3. Incorporate Sound Discipline principles into observation and feedback for teachers		Ongoing 2023-2024
	Teachers	4. Administer Panorama survey 2x per year		October and April
	Admin and Data Team	5. Review and analyze Panorama survey data as well as referral data; implement solutions		Ongoing
<b>ORIS Domain Alignment</b>	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice		

Additional strategies may be added to support this goal (example: Strategy 2.1, 2.2, 2.3 etc.)

<b>District or School Goal</b>	Goal 3: Azalea will achieve a regular attender rate of 90% by June 2026 in all grades.
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<b>this strategy supports</b>				
<b>What are we going to do?</b>	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we create an inclusive and safe learning environment Then teachers will practice belonging through dignity principles And students will attend school		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions (“then” statements’)	Fall Create a shared vocabulary of respect and dignity	Winter Administer adult connections survey  Analyze data	Spring Actively connect students with no adult connections to an adult on campus
	Measures of Evidence for Students (“and” statement)	Fall Take Panorama well-being survey	Winter Take adult connections survey	Spring Students with no adult connections will demonstrate a connection to an adult on campus
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Admin	1. Train staff regarding respect and dignity principles and practices		September 15, 2023
	Teachers	2. Utilize vocabulary of respect and dignity principles and practices in classrooms with students		Ongoing
	Admin	3. Create adult connections survey		November 15, 2023
	Admin and Data Team	4. Analyze results of adult connections survey and develop a connection protocol for students with no connections		Winter Break
		5.		
<b>ORIS Domain Alignment</b>	ORIS Domain(s)	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development		

	this strategy supports	<input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice
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Additional strategies may be added to support this goal (example: Strategy 3.1, 3.2, 3.3 etc)

**School Plan Self-Monitoring Routines- will be reviewed quarterly at the school level and by the District Leadership Team.**

## Kalmiopsis Elementary School Continuous Improvement Plan

School Year	2022-2023
School	Kalmiopsis Elementary

### School Direction Section

Kalmiopsis Vision (Work in Progress)	We will build a community that will differentiate and collaborate to build enthusiastic learners with a growth mindset.
District Vision	<i>Student success is GRIT: the ability to develop curiosity, persevere, have a greater purpose, advocate for oneself, and continually nurture a growth mindset.</i>
Kalmiopsis Mission (Work in Progress)	We will implement Positive Discipline and effective teaching strategies while using assessments to guide our PLC work to achieve growth for <u>all</u> students.
District Mission	<i>BHSD 17-C, in partnership with students, parents, staff, and community will cultivate a safe, highly effective, and collaborative learning environment where every student can succeed.</i>

### Comprehensive Needs Assessment Summary

**What data did our team examine?**

Our team examined that students have large gaps in their learning due to COVID, sickness, attendance, and many other factors. Our goal is to increase rigor using the new curriculum for ELA and mathematics to help fill these achievement gaps. Attendance has been an issue due to illness and a change in government policy around truancy, but the team is trying to implement programs and competitions to improve attendance.

**How did the team examine the different needs of all learner groups?**

The team recognized that half of the student population are on grade level while the other half of students are not. Students struggling at lower levels need more instruction in foundational reading and mathematics skills. Students at higher levels need differentiated instruction to meet their educational needs.

**How were inequities in student outcomes examined and brought forward in planning?**

Scores on the SBAC showed that two groups do more poorly than peers on that test each year. Students in the demographics of Hispanic/Latino/Latinx and Alaska Native/Native American populations have difficulty on this test, so ELD services and our Indian Education services will try to help these students fill these achievement gaps.

**What needs did our data review elevate?**

Our data review showed that a large number of students do not feel as though they belong here at this school, and we believe there is a connection between belonging and achievement. We need to improve our school culture to foster a sense of belonging for all students to see an improvement in educational achievement.

**How were stakeholders involved in the needs assessment process?**

The initial stakeholders in the needs assessment process were members of the staff who are part of a leadership committee that meets monthly to discuss issues and solve schoolwide problems or issues.

**Which needs will become priority improvement areas? Note: Priorities describe where the team intends to go but do not describe how the team will get there. An example priority might be to improve graduation rates or that all students will meet their growth goals.**

The team priority is that all students will grow in academics, and we will continue to improve our SEL programs to increase students' feeling of belonging. We believe that if we can provide a safe and welcoming environment and increase student engagement, then student learning will increase.

## District Goals

1. K-12 students' growth mindset and self-efficacy will grow by 2% using the Panorama student-emotional learning screener by June of each year and 8% overall by 2026.
2. K-12 students will achieve a median student growth percentile of level 4 in ELA and Math on the Oregon School Report Card (55 th percentile) by June 2026.
3. K-12 students will achieve a regular attender rate of 90% by June 2026 in all grades.
4. 90% of staff will report that professional development is relevant, meaningful and beneficial.

## Long Term School Goals & Metrics

Goal 1 (SEL)	Students will feel an increased sense of belonging causing fewer disruptions in the classroom and increased time for learning measured by student surveys from Panorama Education.			
Baseline:	By 2023	By 2024	By 2025	By 2026
Grades 3-5	61% (GM)	63% (GM)	65% (GM)	67% (GM)
59% (GM)	43%(SE)	45% (SE)	47% (SE)	49% (SE)
41% (SE)				
Goal 2 (ELA/MA)	<p>All Students will finish at Kalmiopsis Elementary School at grade level academically in the subjects of Reading and Mathematics according to Acadience for Reading and the iReady Math Diagnostic for Mathematics by 2026.</p> <p><b>Goals Updated Yearly for Math and Reading:</b> By the end of May 2023, 75% of all students will meet their typical growth goal as measured on the i-Ready Diagnostic for math.</p> <p>60% of all students will be at a benchmark as measured by Acadience.</p>			
<b>Baseline</b>	By 2023	By 2024	By 2025	By 2026
Math - iReady	K - 74%	K - 76%	K - 78%	K - 80%
<b>Percent on level</b>	1st - 40%	1st - 42%	1st - 44%	1st - 46%
(end 2021-22)	2nd - 33%	2nd - 35%	2nd - 37%	2nd - 39%
K - 72%	3rd - 39%	3rd - 41%	3rd - 43%	3rd - 45%
1st - 38%	4th - 34%	4th - 36%	4th - 38%	4th - 40%
2nd - 31%	5th - 31%	5th - 33%	5th - 35%	5th - 37%
3rd - 37%				
4th - 32%				
5th - 29%				
Reading - Acadience	K - 50%	K - 52%	K - 54%	K - 56%
Reading Composite	1st - 39%	1st - 41%	1st - 43%	1st - 45%
Score	2nd - 42%	2nd - 44%	2nd - 46%	2nd - 48%
<b>Percent on level</b>	3rd - 42%	3rd - 44%	3rd - 46%	3rd - 48%
(end 2021-22)	4th - 48%	4th - 50%	4th - 52%	4th - 54%
K - 48%	5th - 55%	5th - 57%	5th - 59%	5th - 61%
1st - 37%				
2nd - 40%				
3rd - 40%				
4th - 46%				
5th - 53%				
Goal 3 (Attendance)	Starting with baseline attendance data of 87.91% of students attending regularly during the 2021-2022 school year, Kalmiopsis School will increase regular attendance to 92% by 2026, with a goal of increasing attendance by one percent each year until 2026.			
Baseline:	By 2023	By 2024	By 2025	By 2026

87.91% (K-5)	89% (K-5)	90% (K-5)	91% (K-5)	92% (K-5)
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### Initiative Alignment to Support School Goals

Initiative/Program	How this initiative/program supports the school to meet goals
Sound Discipline	This social-emotional learning and positive culture building program supports staff in their development as practitioners of SEL and students in developing strong self-regulation and reflection skills.
High student engagement strategies	Teachers will engage in development using high yield, research-based student engagement strategies including formative assessment development.
Chronic Absenteeism	Office staff will look at sickness vs. not coming to school. Staff will improve in the area of parent communication and community outreach. Administrative assistants will check the welfare of all absent students every day.

### Annual Evidence Based Strategies, Measures and Actions

<b>Goal this strategy supports</b>	<b>Goal 1:</b> Kalmiopsis students will improve in the areas of growth mindset and self-efficacy from the fall to the spring administration using the Panorama social-emotional screener.			
<b>What are we going to do?</b>	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If staff uses Sound Discipline techniques that reduce dysregulation in students and implement class meetings consistently and with fidelity, then Kalmiopsis School will see an increase in students' feelings of belonging leading to fewer classroom disruptions.		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions ("then" statements")	Fall Then we will see a decline in SWIS data referrals	Winter	Spring
	Measures of Evidence for Students ("and" statement)	Fall	Winter	Spring
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year <i>Determine how we will calculate what this looks like</i>		Due Date
	All teams responsible	1. Teaching positive discipline Lessons		
		2. Holding class meetings		
		3.		
		4.		
	5.			

Additional strategies may be added to support this goal (example: Strategy 1.1, 1.2, 1.3 etc.)

<b>Goal this strategy supports</b>	<b>Goal 2:</b> 80% of students will finish at Kalmiopsis Elementary School at grade level academically in the subjects of Reading and Mathematics according to Acadience for Reading and the iReady Math Diagnostic for Mathematics by 2026.			
<b>What are we going to do?</b>	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	Teachers will use the new curriculum for ELA and Mathematics to help increase rigor for all students. Teachers will access the reading lab and use small group instruction or walk to read to increase reading skills. In math, teachers will utilize small group instruction and focus more on foundational math skills to help students improve their basic math skills.		
<b>How we will know the plan is working</b>	Measures of Evidence for Adult Actions (“then” statements)	Fall Then students should make adequate growth on i-Ready Diagnostic.	Winter	Spring
	Measures of Evidence for Students (“and” statement)	Fall Then students should make adequate growth in reading.	Winter	Spring
<b>How we will get the work done</b>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	All teams responsible	1. Reading Intervention		
		2. Classrooms using small group instruction		
		3. Classroom fidelity with i-Ready lessons		
		4.		
		5.		

Additional strategies may be added to support this goal (example: Strategy 2.1, 2.2, 2.3 etc.)

<b>Goal this strategy supports</b>	<b>Goal 3:</b> 90% of Kalmiopsis students will become regular attenders as measured by the attendance program in powerschool.		
<b>What are we going to do?</b>	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we increase engagement in the classrooms, then students will enjoy school and be more likely to be regular attenders.	

<b><i>How we will know the plan is working</i></b>	Measures of Evidence for Adult Actions (“then” statements”)	Fall Then students will want to attend school.	Winter	Spring
	Measures of Evidence for Students (“and” statement)	Fall Then students will be more engaged.	Winter	Spring
<b><i>How we will get the work done</i></b>	Person or Team Responsible	Action Steps To be completed this year		Due Date
	All Staff	1. Incentives for Attendance		
		2. Grade Level Competitions		
		3.		
		4.		
	5.			

**School Plan Self-Monitoring Routines- will be reviewed quarterly at the school level and by the District Leadership Team.**

# **Brookings-Harbor School District 17c**

## **Strategic Planning Summary and Revision Process**

This strategic plan is the combined result of multiple years of work involving a wide range of essential stakeholder contributions. Our strategic goals are long term goals and they will be reviewed at least annually by the board and DLT.

### **Timeline for Ongoing District Level Review Input and Revision Cycle**

#### **August-September Each School Year-**

DLT-Check in meeting, review strategic plan goals agree on timelines for school year.

School Leadership Teams and staff-Develop annual goals in support of long-term strategic goals. Develop or confirm monitoring process, tools and timelines. Update school continuous improvement plans.

#### **October of Each Year-**

Strategic plan with updated school improvement plans shared with staff and community for input and review.

#### **January of Each Year-**

DLT meets with board for mid-year update on building level progress in support of the strategic goals.

#### **Late Spring of Each Year-**

DLT meets with board for summary update on goal achievement. Identify needs for next school year and consider any recommended changes.

# Draft Minutes

## Brookings-Harbor School District Regular School Board Meeting February 15, 2023 Kalmiopsis Elementary School Library, 650 Easy Street, Brookings, Oregon

Meeting video is available at <https://www.youtube.com/watch?v=tj6omYBKips>

In attendance:

Alan Nidiffer, Board Chair

Jay Trost, Board Vice Chair

Janece Payne, Board Member

Janell Howard, Board Member

Katherine Johnson, Board member

David Marshall, Superintendent

Heather Severns (virtually), Substitute Administrative Assistant to the Board

Brian Walker, Student Representative

1. Call Meeting to order.  
Alan Nidiffer called the meeting to order at 5:31 p.m.
2. Pledge of Allegiance (Observed)
3. Early Items
  - a. Celebrate Student Success – Originally it had been planned for the Basketball Teams to be in attendance this evening. Schedules have changed. The Girls Basketball team is in a play-off game that is taking place this evening during this meeting. Brian Walker filled in and reviewed the high school sports news.
    - i Boys wrestling wrapped up Districts last week. Unfortunately none of the boys qualified for state, although two wrestlers were one spot away from qualifying.
    - ii Girls wrestling have wrapped up districts. Freshman Leslie Newman finished second, losing the championship match to a senior. She will be headed to state next week. There will be a noise parade on Wednesday to send her off.
    - iii Boys Basketball finished their season winning seven out of the eight games they played to make the league play-off. Unfortunately they lost last night to Coquille which was one game away from making the state play-offs.

- iv The Girls Basketball team are playing the Douglas Trojans this evening in the league play-offs. If they will they will advance to the second round of the league play-offs and the state play-offs which are next week.
  
- b. Brian Walker- 9<sup>th</sup> grade team is continuing to plan the Spring Festival which will occur in April. This will be an informal event. The 10<sup>th</sup> grade team is holding one more audition at the beginning of March for the talent show that takes place March 23<sup>rd</sup> in the high school auditorium. The 11<sup>th</sup> grade team is continuing to plan prom. They have finalized the location. It will be at SWOCC Event Center on May 13<sup>th</sup>. Seniors are planning for graduation.

Spirit week activities

2-13-Sports Attire

2-14-Red/Pink

2-15-Camouflage Day

2-16-Dress In or Dress Out (dress for staying in or going out)

2-17-Rhyme without reason

This was also kindness week. Leadership planned small activities that were held throughout the week.

2-13-Thank your team

2-14-Show kindness to all

2-15-Seniors day-Bingo cards of kindness

2-16-Be kind to yourself

2-17-Make your kindness rhyme

- 4. Classified Employee Appreciation Week-Board Chair Alan Nidiffer read the Classified Employee Resolution and the Board voted to adopt it.  
**Janece Payne moved to adopt the resolution**  
**Jay Trost seconded the motion.**

Discussion: Jay Trost thanked the classified staff. They are often the bridge that builds relationships at school.

**Vote called: 5-0 all-in-favor. Motion passed.**

- 5. Budget Committee Application-Ron Griswold applied to be part of the Budget Committee. BHSD is still taking applications for anyone that is interested in serving on the Budget Committee. Katherine and Janece. Elected unanimously  
**Katherine Johnson moved to approve Ron Griswold as a member of the Budget Committee**  
**Janece Payne seconded the motion.**

Discussion: none

**Vote called: 5-0 all-in-favor. Motion passed.**

6. Citizen Input– Three individuals addressed the Board.
  - a. Kayla Shaw parent of students in BHSD-Spoke to the Board about an incident that occurred with her student in October and the interactions she has had since then. She feels like her questions have not been answered and her student has missed most of the year of school. She has concerns about Azalea Middle School.
  - b. Thena B. Larteri-Lyons made a few statements and asked questions of the Board- Be brave and do something. Identify the difference between theory and facts. Are teachers, principals, staff, etc. following guidelines that are dictated by the State of Oregon regarding gender confirming curriculum? She spoke to the group about gender, pronouns and LGBTQ topics related to what is being taught in the schools.
  - c. Marshall Jones, 7<sup>th</sup> grade Language Arts teacher at Azalea Middle School-Spoke to the Board about his teaching career and current experiences at Azalea Middle School and incidents that occurred there.

7. Consent Agenda

(Approve Minutes 1/18/23 Regular Session, 1/23/23 4:00 p.m. Executive Session, 1/23/23 5:00 p.m. Executive Session, 2/1/23 Board Work Session, 2/3/23 Board Special Session, Approve Bills; Approve New Hires; Approve Extra Duty Contracts, Acceptance of Gifts and Donations)

**Jay Trost moved to approve the consent agenda.**

**Janece Payne seconded the motion.**

Discussion: Heather will change the description of the Motion for Action Item 7.b. from the January 18<sup>th</sup> Regular Session minutes. Instead of approving proposed changes it should have read approve the South Coast ESD Local Service Plan.

**Vote called: Motion passed all-in-favor 5-0 to approve the Consent Agenda Items.**

8. District Reports and Information

- a. Comments from the Superintendent  
2023-2024 Academic Calendar-Superintendent Marshall gave some background on the process and challenges in drafting of the 2023-2024 Academic Calendar. The calendar is governed by a required number of contract days for staff and student days as well as the holidays and breaks. There is a challenge when New Year's Day falls on a Monday. Last year the April in-service day was cut to balance the calendar. Feedback this year was that the April in-service day needed to stay as scheduled and general desire for the last teacher work day to be on a Friday instead of a Monday. There were four options considered for 23-

24. Options considered were a pre or post Labor Day start and having the Winter Break run a week later, this put the BHSD out of sync with other districts and would have a significant impact on athletics.

The two draft calendars that would work the best were set to the staff to vote on. 60 percent of the BHSD staff that voted chose the draft calendar brought to the Board this evening for a first read.

b. Questions about District Reports

- i. Activities for Native American Students-a question was asked about where the activities were available and if it was only available to Native American Students.

Lynn Schiermeyer let the Board know that the resource center is in Harbor but they had not solidified a space yet. There is an application process for students that would like to participate and it is only open to Native American Students.

- ii. Technology-A question was asked regarding the number of new IT tickets and how much time it takes to complete a ticket. Bruce Raleigh let the Board know that he is putting together a system so he can track the metrics on this. The average ticket is 15-30 minutes. They are requesting that all IT help go through the School Dude System so they can manage the case load better, track the work and efficiency to help the Technology Department improve.

7. Action Items

- a. First Reading of SY 2023-2024 Academic Calendar-Superintendent Marshall presented the draft calendar to the Board and discussed the options that were looked at. 60% of the staff voted on the calendar that is being brought forward. Half of the staff voted.

**Katherine moved to approve the proposed changes**

**Janece seconded the motion**

Discussion: None

**Vote called: 5-0 all in favor. Motion passed**

- b. Approval of Budget Committee Appointment

**Katherine Johnson moved to approve the proposed changes**

**Janece Payne seconded the motion.**

Discussion: none

**Vote called: 5-0 all-in-favor. Motion passed.**

- c. Approval of Field Trip Request-BHHS Jazz Band trip to Reno Jazz Festival

**Kathryn Johnson moved to approve the 2023-2024 Budget Calendar  
Jay Trost seconded the motion.**

Discussion: none

**Vote called: 5-0 all-in-favor. Motion passed.**

7. Key Dates and Calendar Updates

- a. School Board Work Session, 5:30 p.m. March 1, 2023, Kalmiopsis Elementary School Rm 51, 650 Easy St, Brookings, OR 97415
  - b. Regular School Board Meeting, 5:30 p.m. March 15, Kalmiopsis Elementary School Library, 650 Easy St, Brookings, OR 97415
  - c. School Board Work Session, 5:30 p.m. April 5, 2023, Kalmiopsis Elementary School Rm 51, 650 Easy St, Brookings, OR 97415
  - d. Workshop for Training and/or Open Forum 2023-2024 Budget, 5:00 p.m. April 19, Kalmiopsis Elementary School Library, 650 Easy St., Brookings OR, 97415
  - e. Regular School Board Meeting, 5:30 p.m. April 19, Kalmiopsis Elementary School Library, 650 Easy St, Brookings, OR 97415
8. Executive Session-The Board met in Executive Session under (ORS 192.660(2)(a))-To consider the employment of a public officer, employee, staff member or individual agent.
9. Return to open session-The Board came out of Executive Session and made the decision to post the job opening for the next Superintendent with a salary range of \$130,000 to \$150,000. The opening date of the internal posting of the application will be February 17th, the closing date for applications will be February 27<sup>th</sup> at 4:00 p.m. The Board also made a decision on the qualities and qualifications that will be part of the application.

**Janece Payne moved to approve the salary range, application submission window, and qualities and qualifications for the BHSD Superintendent Search  
Katherine Johnson seconded the motion.**

Discussion: none

**Vote called: 5-0 all-in-favor. Motion passed.**

Alan Nidiffer adjourned the meeting at 7:18 p.m.

# Draft Minutes

## School Board Work Session,

### 5:30 p.m. Tuesday, February 22, 2023

## Kalmiopsis 51

In attendance:

Alan Nidiffer, School Board Chair  
Janece Payne, School Board Member  
Janell Howard, School Board Member  
Jay Trost, School Board Member  
Katherine Johnson, School Board Member  
Heather Severns, Substitute Board Secretary

### **1. Call Meeting to Order**

Alan Nidiffer called meeting to order at 5:30 p.m.

### **2. Dr. Jody McVittie, Sound Discipline-Brookings Harbor School District's SEL Program**

Dr. Jody McVittie gave an overview of Sound Discipline. Dignity and respect across the board. It is an intersection of the following:

- a) Using data for systemic reflection-Discipline data teams
- b) Social Emotional Learning-Positive discipline work
- c) Discipline Systems-Administrator coaching

Integrating all of these for better climate and outcomes for everyone (students, adults and families) it does not matter which curriculum is used, what matters is that lessons are taught directly to the students about different ways to do this. The reason the positive discipline curriculum is preferred is because it is interactive and relies on having a conversation with the students about what it feels like to be respected, not respected, and respecting themselves in the process.

This is a systems check. What systems need to be in place?

How do teachers get feedback when students are sent out of the classroom?

There is a systematic way that data is used. Tracking things that are important and being consistent and always trying to move forward.

Students are socially behind do to COVID.

Defiance was a major problem and referrals have gone down. Building relationships has helped with defiance. Moving to a block schedule next year will help with this. The two week block test in December this year showed this in the data.

Some of the ideas they are working on around social skills are dealing with self-regulation. Dr. McVittie spoke to the Board about self-regulation and the “Brain in the Hand”, a way of communication where someone is self-regulatory wise and their stress response.

ACE (Adverse Childhood Experiences) study discussion-When the original ACE study was done they only looked at intra-family problems and not societal problems. We live in a community of stress right now. This brings stress levels up for the families and the students and it is not their fault. Even something like a snow day can bring stress levels up. When we talk about trauma, we are not talking about what happened but how kids made meaning of it. A student with an ACE score of 4+ is 32x more likely to have attention and/or behavior problems at school. This is not because they are bad kids but because this is how their brain is wired for survival, not school. Also discussed were students who are experiencing all of this but not outwardly showing signs of this. Dr. McVittie described this as freeze mode. She explained that the data shows that more often girls go into freeze mode and boys go into fight mode. Because of everything that is happening right now, things are so overwhelming, the fine tuning of identifying those in freeze mode is not as good as it could be. When people are interviewed that have done better than predicted on the ACE score, the one thing they had in common was that at some point in their life they were in connection with someone who had a deep belief that they mattered. Often this is a teacher.

Attachment-if teachers are attuned, responsive, coherent and consistent students will feel safe, soothed, seen and secure. This is what builds trust.

Dr. McVittie discussed the arousal-relaxation cycle in early childhood. .

Need ➡ Arousal ➡ Need Met ➡ Relaxation (repeat) this helps kids develop a sense of process and secure attachment

Often in families the need is not met and the stress levels stay up and the kid stays on survival mode and have no trust, insecure attachment.

Need ➡ Arousal ➡ Need NOT Met ➡ Distress

#### Building Blocks for Growth

- Basic Trust
- Causal Thinking-if/then thinking-kids that don't have security do not develop causal thinking. Causal thinking is assumed by most.
- Ability to delay gratification
- Conscience development
- Ability to handle stress
- Relationship skills
- Socialization
- Identity Formation
- Concentration
- Intellectual Potential-This is the goal, the challenge is that the learning cannot be built without a solid foundation. COVID has made this a problem.

## Adlerian Theory of Human Behavior

- Dignity and Respect-everyone is worth of dignity and respect
- Purposive-we move toward our behaviors on purpose
- Belonging and significance-I belong and I matter
- Private logic-how we interpret the world makes a difference in how we respond to it
  - Observation
  - Interpretation
  - Belief
  - Decision

How do we build a sense of “I’m safe, I belong, and I matter” in our students? This takes a long time partly because some teachers have high ACE scores themselves.

Parent nights have been successful for those who attend. They are bringing friends. This will take time to grow.

Promoting solutions instead of punishment. All solutions are consequences, but not all consequences are solutions.

- Reasonable
- Related
- Respectful
- Helpful-makes the repair

Path to Problem-Solving-Class meetings-being implemented in elementary and 6<sup>th</sup> grade at the middle school. COVID interrupted this. It needs to be consistent.

- Build Community
  - Activities & games-get to know each other so they can be helpful, not hurtful
  - Co-created Agreements-instead of rules dictated by the teacher. Buy in by students
  - Routines-important to stay with this
  - Meaningful Contributions-kids need to feel valued, some more than others.
  - Understand that fair is not the same
- SEL Foundation Skills
  - Self-regulation
  - Communication
  - Respecting self & others
  - Mistakes & Repair
  - Valuing Differences
  - Problem solving/solutions
- Class Meeting-prep lessons
  - Forming a Circle
  - Compliments & Appreciations
  - Buy-in for Class Meetings
  - Practice Problems
  - Our Agenda for Problem Solving

The difference between encouragement and praise was discussed. Encouragement is appreciative, and Praise has judgement on it.

Staff need more collaborative work time together on site.

The slide show from this evenings meeting will be sent out to the Board.

### **3. Adjournment**

Alan Nidiffer adjourned the meeting at 6:35 p.m.

# Draft Minutes

School Board Work Session, 5:30 p.m.

Wednesday, March 1, 2023

Kalmiopsis Elementary Library, 650

Easy St., Brookings, OR 97415

In attendance:

Alan Nidiffer, School Board Chair

Janece Payne, School Board Member

Janell Howard, School Board Member

Jay Trost, School Board Member

Katherine Johnson, School Board Member (via Zoom)

David Marshall, Superintendent

## **1. Call Meeting to Order**

Alan Nidiffer called meeting to order at 5:30 p.m.

**2. Building Presentation**-the presentation from Azalea Middle School will be rescheduled.

**3. District Leadership Team (DLT) Conversation and Update**- The District Leadership Team spoke to the Board about leading the PLC (Professional Learning Communities) initiative/restart in each of the buildings and the work they are doing on their improvement plans. The Board requested this as an informal conversation.

### **Azalea Middle school**

A lot of the work they have been doing has been around onboarding because of the large number of staffing changes they had in the past year. PLC work concepts have been a challenge for some of the new staff that are coming on board from a non-traditional teacher education lens. They have slowed the PLC roll out and have been doing a lot of foundational work and onboarding with the new staff to get to the point where they can do the PLC work. What systems can be put in place to protect the PLC time? Having a teacher training program and time right before the beginning of the school year with the new teachers from a non-traditional pathway to teaching, tips, tricks and survival skills. The district is looking at collaborating with another district to provide some time with an instructional coach as well as expanded pre-service training.

They are also working on the MTSS (Multitier Systems of Support) process and what this means.

Tier 1 are the supports that all students get.

Tier 2 are identified students that need some extra support in the classroom

Tier 3 more intervention needed than can be provided in the classroom

Goals-to increase Math and ELA scores, they have been working on this the past couple of years. A new language arts curriculum has been adopted and improvements in outcomes are being seen. The district is in the process of adopting a new Math curriculum that will be implemented next school year. They are hoping that with the new Math curriculum they will see the same positive changes that are being seen in Language Arts.

SEL (Social Emotional Learning) -has been a big emphasis since COVID. Working together with Jody McVittie building out a SEL curriculum. Challenges are that the schedules have changed so they have Pride once a week where this work takes place. Non-traditional teachers are learning about the background and how to work with this. This work is all being supported and the extra time is being spent on professional development. Each PD (Professional Development) week provides new teaching strategies.

### **Kalmiopsis**

The PLC team has started doing the book study, **Learn by Doing**, and establishing a PLC culture. In the past they have had PLCs that were unproductive so they are trying to instill what this culture look like. There is a structured outline for how they go through each chapter. They pre-read each chapter as a team and decide what the big take aways are before they roll it out to staff. The first big thing they touched base on was chapter one, coming to a consensus, the staff agreed on how they will make decisions as a school. The staff wanted to have 80% consensus to move forward. Chapter two was rebuilding their mission and vision, this was wrapped up today and they are tearing apart the current mission and vision. They are using the four teams in the building (leadership, data, math adoption and PLC) and rebuild the mission and vision statements. These new statements have been sent out on a Google form and have everyone vote. If there is not 80% approval they will have a vulnerable conversation and discuss why. Meetings are intentional and in the future will be developed around the four questions,

Where are our kids at?

What do they need?

How are we going to push the kids that need more?

How do we meet tier three kids that need further support?

The chapters are done monthly and an activity is rolled out at a staff meeting. The next week the teams meet, and the next two weeks after that when grade level teams meet they are given a task to prepare for the next monthly staff meeting.

Sound Discipline-They are coming in the 23<sup>rd</sup> of March to do some observations of class meetings with other staff and discussing what is going well. Looking at data they have found that disrespect is prominent in the referral process. Sound discipline has put together a lesson on the bus. There will be a bus evacuation drill next Thursday and the bus drivers have agreed to do an SEL lesson on the bus along with the evacuation drill. They are working on this in the classroom as well.

Continuous Improvement plan-The Leadership team consisting of a teacher from each grade level has been working on this. They meet once a month going over the continuous improvement plan and looking at the data from the meetings that are happening, analyze it, and figure out solutions and use the SEL piece as well. It has been great to look at the data from the school as a whole to inform solutions. Students feel more comfortable and connected to the building with the addition of the class meetings.

Because we have all of these pieces in place the culture is changing for the positive. Students are more honest because they know that the staff are going to help them work through the situation. It takes time and consistency. Social norms are needing to be retaught.

BH High School

At the high school they are taking a different approach to the **Learning by Doing** book study because they need different things. There are two places where they are focusing on at the PLC. During grade level meetings and also alternate into content areas as well. In the sophomore grade level they have a small cohesive team and are not having a problem figuring out what consensus is. They are trying to codify these processes of collaboration as they are going through the book so they can repeat the processes when they have the Social Studies teacher vacancy filled. The Learning by Doing process goes hand in hand with the SEL lessons that help build relationships with students, and helps to teach them how to take care of themselves in a positive way. The process is going well but it does take a lot of time. This is not a top down approach, it is about the team working collaboratively.

How do we codify our processes so we are really clear about who needs what interventions? They are tracking them and when the interventions are not working they go to the next tier of support. Having a seamless and strong process so that when staff are interacting with students Before they fail. This is the ultimate goal.

Things that changed to make this possible:

- Having time during the day to recover students from where they are struggling. There were a variety of reasons students could not stay after school so student were not getting the support. Feedback from staff, students and families showed that time during the day was the key.
- Revising the mission and vision. COVID had changed the lens. The new mission and vision have buy in from the staff. It is a combination of meeting students where they are,

helping them in finding their true selves, and helping them find what is coming after high school.

- Math and ELA-Systems were needed where common conversations about data could be had. Because each teacher in each team teaches a different grade level of students they don't have common assessments like they do at the elementary school. Options for common conversations were looking at the aligned common standards and ODE interim assessments.

Over the next two weeks the high school will be engaging in the tail end of the accreditation process. The last two stages are interviews of staff, students and parents. They will also give their presentation.

What are some of the things that are the most impactful, what are some of the biggest needs?

- A strong teacher mentorship program, connections in the buildings and the community are important.
- What are we going to do for the outlier students to keep them from dropping out? They need something more. Job skills, etc. Alternative schools get them further behind. Online schools are not the answer either.
- Rather than an alternative program, we need alternative interventions.
- Helping students through the mental health crisis.
- Helping students with skills training
- The flex block schedule that will be implemented next year should give some more options during the day.
- Mental health services down to the elementary level in addition to the counseling services that are already available
- Getting parents back into the schools volunteering
- Local businesses/community members being coaches and mentors. Giving back to the community
- Creating a volunteer posting for the website with the areas that need help.

### **3. Adjournment**

Alan Nidiffer adjourned the meeting at 7:10 p.m.

# Draft Minutes

## School Board Special Session,

### 6:00 p.m. Tuesday, March 2, 2023

## Virtual meeting via Zoom

In attendance:

Alan Nidiffer, School Board Chair

Janece Payne, School Board Member

Janell Howard, School Board Member-via Zoom

Jay Trost, School Board Member-via Zoom

Katherine Johnson, School Board Member

Heather Severns, Substitute Board Secretary

#### **1. Call Meeting to Order**

Alan Nidiffer called meeting to order at 6:00 p.m.

**2. Executive Session Called to Order-**To consider the employment of a public officer, employee, staff member or individual agent. (ORS 192.660(2)(a)) The Board considered the employment of a public officer, staff member or individual agent.

#### **3. Close Executive Session**

**4. Return to Open Session-**The Board returned to open session.

The Board chose Wednesday, March 8<sup>th</sup> at 5:00 p.m. for the candidate interview. Alan Nidiffer will contact the candidate and reserve a room for the interview, likely Kalmiopsis 51. We will need 16 chairs.

The first 20 minutes of the meeting will be to discuss the process with the interview committee. They will all have to sign a confidentiality agreement. Committee members may take notes to provide feedback to the Board. All materials from the meeting/interview will be given to Dede Corpening to give it to Human Resources.

Heather Severns will connect with OSBA and get the confidentiality form.

Committee members-Individuals Jay has spoken with (one teacher, one person from the police department and one member of the PTA Community), District Administrators, Dede Corpening, and Lynn Schiermeyer. Andrew Petrevics (union president) and Cindy Badger (classified staff)

will also be invited. A pad of paper, pen, snacks and water will be available for the committee members. Janece will contact Jennifer Lopez for these items.

Questions will be created using the Superintendent Evaluation standards as a framework. Katherine and Jay will craft the questions. Katherine will bring copies of the questions on 3-8.

We want to be open and transparent about why we are proceeding with one candidate given the circumstances of the shortage of superintendents applying for position throughout the state and across the country. The goal of the Board was to look for an internal candidate so they are going to proceed with the process and interview her.

### **3. Adjournment**

Alan Nidiffer adjourned the meeting at 6:35 p.m.

# Draft Minutes

## School Board Special Session,

### 5:00 p.m. Wednesday, March 8, 2023

## Virtual meeting via Zoom

In attendance:

Alan Nidiffer, School Board Chair

Janece Payne, School Board Member

Janell Howard, School Board Member-via Zoom

Jay Trost, School Board Member-via Zoom

Katherine Johnson, School Board Member

Heather Severns, Substitute Board Secretary

#### **1. Call Meeting to Order**

Alan Nidiffer called meeting to order at 5:00 p.m.

**2. Executive Session Called to Order-**To consider the employment of a public officer, employee, staff member or individual agent. (ORS 192.660(2)(a)) The Board considered the employment of a public officer, staff member or individual agent.

#### **3. Close Executive Session**

**4. Return to Open Session-**The Board returned to open session.

The Board authorized the Chair to move forward with negotiations with the candidate and the terms discussed in Executive Session.

**Katherine Johnson moved to approve the Board Chair moving forward with the candidate and the terms discussed in Executive Session**

**Jay Trost seconded the motion.**

Discussion: There was no extra discussion of the motion.

**Vote called: 5-0 all-in-favor. Motion passed.**

#### **3. Adjournment**

Alan Nidiffer adjourned the meeting at 7:03 p.m.

**Brookings-Harbor School Dist. 17C**

**Expenditure Summary Report**

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 02/01/2023

To Date: 02/28/2023

Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
AIRGAS CO						
		129412	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$75.00
AMAZON						
		129364	GENERAL FUND	ELEMENTARY	SUPPLIES	\$54.16
		129364	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$138.95
		129364	GENERAL FUND	LIFE SKILLS	SUPPLIES	\$137.34
		129413	GENERAL FUND	ALTERNATIVE EDUCATION	SUPPLIES	\$135.94
		129413	GENERAL FUND	ELEMENTARY	SUPPLIES	\$128.68
		129413	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	SUPPLIES	\$124.95
		129413	GENERAL FUND	SPECIAL EDUCATION DIRECTOR	SUPPLIES	\$76.20
		129413	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$938.36
		129468	GENERAL FUND	ELEMENTARY	SUPPLIES	\$10.88
		129468	GENERAL FUND	SPEECH PATHOLOGY	SUPPLIES	\$48.08
		129468	GENERAL FUND	TECHNOLOGY SERVICES	SUPPLIES	\$372.60
		129558	GENERAL FUND	EDUCATIONAL MEDIA SERVICES	SUPPLIES	\$1,072.94
		129558	GENERAL FUND	ELEMENTARY	SUPPLIES	\$7.99
		129558	GENERAL FUND	GUIDANCE SERVICES	SUPPLIES	\$375.86
		129558	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$77.27
		129558	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	SUPPLIES	\$506.91
		129558	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	NON CONSUMABLE SUPPLIES	\$19.98
		129558	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$185.71
		129558	GENERAL FUND	TECHNOLOGY SERVICES	SUPPLIES	\$246.43
				Total for AMAZON		\$4,659.23
AMERICAN SCHOOL COUNSELOR ASSO						
		129469	GENERAL FUND	GUIDANCE SERVICES	DUES AND FEES	\$258.00
ARNOLD, CHRISTINA A						

**Brookings-Harbor School Dist. 17C**

**Expenditure Summary Report**

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 02/01/2023

To Date: 02/28/2023

Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
BADGER, CYNTHIA D		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
BEAMAN, JESS		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
BELL, WADE L		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
BICOASTAL MEDIA		129415	GENERAL FUND	INFORMATION SERVICES	ADVERTISING	\$590.00
BIO-MED TESTING SERVICES INC		129471	GENERAL FUND	STAFF SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$300.00
		129471	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$60.00
				Total for BIO-MED TESTING SERVICES INC		\$360.00
BLUE STAR GAS		129417	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	FUEL	\$1,428.39
		129559	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	FUEL	\$1,343.26
				Total for BLUE STAR GAS		\$2,771.65
BORCHERS, LISA A		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
BOYD, TAMMY K		129456	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
BULK BOOKSTORE		129473	GENERAL FUND	ELEMENTARY	SUPPLIES	\$318.15
BURNETT, JADEN		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
CANON FINANCIAL SERVICES INC.						

**Brookings-Harbor School Dist. 17C**

**Expenditure Summary Report**

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 02/01/2023

To Date: 02/28/2023

Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		129367	GENERAL FUND	ELEMENTARY	RENTALS	\$15.62
		129367	GENERAL FUND	ELEMENTARY	REPAIR AND MAINTENANCE	\$0.00
		129367	GENERAL FUND	FISCAL SERVICES	RENTALS	\$4.47
		129367	GENERAL FUND	FISCAL SERVICES	REPAIR AND MAINTENANCE	\$0.00
		129367	GENERAL FUND	STUDENTS WITH DISABILITIES	RENTALS	\$4.47
		129367	GENERAL FUND	STUDENTS WITH DISABILITIES	REPAIR AND MAINTENANCE	\$0.00
		129474	GENERAL FUND	ELEMENTARY	DUES AND FEES	\$24.55
		129474	GENERAL FUND	ELEMENTARY	RENTALS	\$930.31
		129474	GENERAL FUND	ELEMENTARY	REPAIR AND MAINTENANCE	\$824.50
		129474	GENERAL FUND	FISCAL SERVICES	RENTALS	\$132.22
		129474	GENERAL FUND	FISCAL SERVICES	REPAIR AND MAINTENANCE	\$39.71
		129474	GENERAL FUND	HIGH SCHOOL PROGRAMS	RENTALS	\$33.10
		129474	GENERAL FUND	HIGH SCHOOL PROGRAMS	REPAIR AND MAINTENANCE	\$7.94
		129474	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	RENTALS	\$293.89
		129474	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	REPAIR AND MAINTENANCE	\$287.87
		129474	GENERAL FUND	OFFICE OF THE PRINCIPAL	RENTALS	\$39.92
		129474	GENERAL FUND	OFFICE OF THE PRINCIPAL	REPAIR AND MAINTENANCE	(\$40.11)
		129474	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	RENTALS	\$18.49
		129474	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	REPAIR AND MAINTENANCE	\$6.93
		129474	GENERAL FUND	STUDENTS WITH DISABILITIES	RENTALS	\$309.98
		129474	GENERAL FUND	STUDENTS WITH DISABILITIES	REPAIR AND MAINTENANCE	\$53.34
		129560	GENERAL FUND	FISCAL SERVICES	RENTALS	\$4.47
		129560	GENERAL FUND	FISCAL SERVICES	REPAIR AND MAINTENANCE	\$0.00
		129560	GENERAL FUND	STUDENTS WITH DISABILITIES	RENTALS	\$4.47
		129560	GENERAL FUND	STUDENTS WITH DISABILITIES	REPAIR AND MAINTENANCE	\$0.00
				Total for CANON FINANCIAL SERVICES INC.		\$2,996.14

CASCADE HOME CENTER

**Brookings-Harbor School Dist. 17C**

**Expenditure Summary Report**

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 02/01/2023

To Date: 02/28/2023

Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		129368	GENERAL FUND	CARE & UPKEEP OF GROUNDS	SUPPLIES	\$150.93
		129418	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	SUPPLIES	\$263.91
		129418	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$79.64
		129475	GENERAL FUND	CARE & UPKEEP OF GROUNDS	SUPPLIES	\$33.97
		129475	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	SUPPLIES	\$60.41
		129561	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	SUPPLIES	\$4.49
				Total for CASCADE HOME CENTER		\$593.35
CASTILLO, KARISSA J		129457	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
CASTLEBERRY, CHRISTINE		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
CDW - GOVERNMENT INC		129419	GENERAL FUND	TECHNOLOGY SERVICES	COMPUTER HARDWARE	\$6,376.02
CHARTER COMMUNICATIONS		129369	GENERAL FUND	TECHNOLOGY SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$3,249.00
CHEN, SHUMAN		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
CHETCO AUTOMOTIVE MARINE & INDUSTRIAL		129370	GENERAL FUND	CARE & UPKEEP OF GROUNDS	SUPPLIES	\$8.97
		129476	GENERAL FUND	CARE & UPKEEP OF GROUNDS	SUPPLIES	\$19.47
				Total for CHETCO AUTOMOTIVE MARINE & INDUSTRIAL		\$28.44
CHRISTENSEN, ANDREA		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
CITY OF BROOKINGS		129420	GENERAL FUND	MAINTENANCE SERVICES	WATER AND SEWAGE	\$2,453.55
CLARK, MANDY E		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
COASTAL PAPER & SUPPLY INC						

**Brookings-Harbor School Dist. 17C**

**Expenditure Summary Report**

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 02/01/2023

To Date: 02/28/2023

Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		129371	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	SUPPLIES	\$1,265.60
		129421	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	SUPPLIES	\$62.10
		129477	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	SUPPLIES	\$436.16
				Total for COASTAL PAPER & SUPPLY INC		\$1,763.86
COGNIA INC		129422	GENERAL FUND	HIGH SCHOOL PROGRAMS	PROFESSIONAL AND TECHNICAL SERVICES	\$4,000.00
COOS CURRY ELECTRIC CO-OP INC		129372	GENERAL FUND	MAINTENANCE SERVICES	ELECTRICITY	\$27,182.12
		129562	GENERAL FUND	MAINTENANCE SERVICES	ELECTRICITY	\$1,414.00
				Total for COOS CURRY ELECTRIC CO-OP INC		\$28,596.12
CORPENING, DANIELLE L		129479	GENERAL FUND	FISCAL SERVICES	TRAVEL	\$247.30
CORPENNING, JULIETTE		129458	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
COSA		129423	GENERAL FUND	SPECIAL EDUCATION DIRECTOR	PERIODICALS	\$40.00
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		129480	GENERAL FUND	ALTERNATIVE EDUCATION	SUPPLIES	\$48.00
		129480	GENERAL FUND	FISCAL SERVICES	SUPPLIES	\$33.60
		129480	GENERAL FUND	SPECIAL EDUCATION DIRECTOR	SUPPLIES	\$14.40
		129480	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$24.00
		129480	GENERAL FUND	TECHNOLOGY SERVICES	SUPPLIES	\$12.00
				Total for CRYSTAL FRESH BOTTLED WATER INC		\$132.00

## Brookings-Harbor School Dist. 17C

### Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 02/01/2023

To Date: 02/28/2023

CTR INC

	129374	GENERAL FUND	MAINTENANCE SERVICES	GARBAGE	\$3,308.29
	129374	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	GARBAGE	\$852.00
			Total for CTR INC		\$4,160.29

CURRY EQUIPMENT-BROOKINGS

	129482	GENERAL FUND	CARE & UPKEEP OF GROUNDS	SUPPLIES	\$22.74
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DAY WIRELESS SYSTEMS

	129448	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	NON CONSUMABLE SUPPLIES	\$87.00
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DIETRICH, DANNIELLE

	0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
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EARL, MOLLY E

	0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
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ESS WEST, LLC

	0	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	ESS Classified Substitutes	\$468.69
	0	GENERAL FUND	ELEMENTARY	ESS Certified Substitutes	\$13,550.14
	0	GENERAL FUND	ELEMENTARY	ESS Classified Substitutes	\$782.26
	0	GENERAL FUND	GUIDANCE SERVICES	ESS Classified Substitutes	\$115.77
	0	GENERAL FUND	HIGH SCHOOL PROGRAMS	ESS Certified Substitutes	\$6,205.23
	0	GENERAL FUND	LIFE SKILLS	ESS Certified Substitutes	\$379.91
	0	GENERAL FUND	LIFE SKILLS	ESS Classified Substitutes	\$1,949.04
	0	GENERAL FUND	MAINTENANCE SERVICES	ESS Classified Substitutes	\$176.40
	0	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	ESS Certified Substitutes	\$10,835.32
	0	GENERAL FUND	OFFICE OF THE PRINCIPAL	ESS Classified Substitutes	\$879.80
	0	GENERAL FUND	STUDENTS WITH DISABILITIES	ESS Certified Substitutes	\$6,838.36
	0	GENERAL FUND	STUDENTS WITH DISABILITIES	ESS Classified Substitutes	\$3,580.30
	0	GENERAL FUND	Undesignated	Prepaid Expenses	(\$12,073.86)

Total for ESS WEST, LLC \$33,687.36

ESTELLE, RALPH

**Brookings-Harbor School Dist. 17C**

**Expenditure Summary Report**

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 02/01/2023

To Date: 02/28/2023

Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
EXPERIENTIAL LEARNING AND CAREER SUCCESS						
		129425	GENERAL FUND	STAFF SERVICES	TRAVEL	\$290.00
FAR WEST STEEL						
		129484	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$1,372.88
FIELDPRINT, INC.						
		129486	GENERAL FUND	FISCAL SERVICES	DUES AND FEES	\$12.50
FLEETPRIDE, INC.						
		129487	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$114.99
FOWLER, MARYJANE						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
FRONTLINE TECHNOLOGIES GROUP LLC						
		129377	GENERAL FUND	STAFF SERVICES	DUES AND FEES	\$695.00
		129490	GENERAL FUND	STAFF SERVICES	TRAVEL	\$525.00
				Total for FRONTLINE TECHNOLOGIES GROUP LLC		\$1,220.00
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						
		129491	GENERAL FUND	OFFICE OF THE SUPERINTENDENT	LEGAL SERVICES	\$1,025.00
GARRISON, SANDRA M						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
GOLD BEACH LUMBER						
		129565	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$202.85
GP ENERGY						
		129428	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	FUEL	\$1,934.95

**Brookings-Harbor School Dist. 17C**

**Expenditure Summary Report**

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 02/01/2023

To Date: 02/28/2023

Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		129566	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	FUEL	\$2,009.54
				Total for GP ENERGY		\$3,944.49
GUTIERREZ, DARCIE J		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
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.		129494	GENERAL FUND	GUIDANCE SERVICES	SUPPLIES	\$506.16
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
HOLLORAN ROUSE, NICOLE		129459	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		129430	GENERAL FUND	SPECIAL EDUCATION DIRECTOR	LEGAL SERVICES	\$710.65
		129495	GENERAL FUND	SPECIAL EDUCATION DIRECTOR	TRAVEL	\$245.00
				Total for HUNGERFORD LAW FIRM		\$955.65
HUNT, TRUDY E		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
IBS OF THE REDWOODS		129379	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$142.95
IN-MOTION GRAPHICS						

## Brookings-Harbor School Dist. 17C

### Expenditure Summary Report

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 02/01/2023

To Date: 02/28/2023

Fund: 100	GENERAL FUND		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name							
		129449	GENERAL FUND		STUDENT TRANSPORTATION SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$468.00
J.W. PEPPER & SON, INC.							
		129380	GENERAL FUND		HIGH SCHOOL PROGRAMS	SUPPLIES	\$70.00
JEFFERIES, ANGELA L							
		129460	GENERAL FUND		Undesignated	Payroll Deductions and Withholdings	\$250.00
KING, JENNIFER L							
		0	GENERAL FUND		Undesignated	Payroll Deductions and Withholdings	\$500.00
KLEESPIES, KRISTY A							
		0	GENERAL FUND		Undesignated	Payroll Deductions and Withholdings	\$500.00
LAMB, CHRISTINA E							
		0	GENERAL FUND		Undesignated	Payroll Deductions and Withholdings	\$500.00
LANGUAGE LINE SERVICES, INC.							
		129431	GENERAL FUND		INTERPRETATION AND TRANSLATION	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$125.00
LAURO, ALESANDRO V							
		129461	GENERAL FUND		Undesignated	Payroll Deductions and Withholdings	\$250.00
LEIGH, MAUREEN F							
		0	GENERAL FUND		Undesignated	Payroll Deductions and Withholdings	\$250.00
LINN BENTON LINCOLN ESD							
		129382	GENERAL FUND		FISCAL SERVICES	COMPUTER SOFTWARE	\$41,530.32
LOPEZ-STONE, JENNIFER C							
		0	GENERAL FUND		Undesignated	Payroll Deductions and Withholdings	\$500.00
LUNA OROZCO, BEATRIZ							
		0	GENERAL FUND		Undesignated	Payroll Deductions and Withholdings	\$250.00
MARLO, KRISTEN							
		129433	GENERAL FUND		ALTERNATIVE EDUCATION	SUPPLIES	\$59.57
MARSHALL, DAVID							
		129384	GENERAL FUND		OFFICE OF THE SUPERINTENDENT	TRAVEL	\$323.46
MATHISON, LUKE T							

**Brookings-Harbor School Dist. 17C**

**Expenditure Summary Report**

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 02/01/2023

To Date: 02/28/2023

Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
MCVAY, MELANIE		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
MILLER, KARA M		129450	GENERAL FUND	GUIDANCE SERVICES	DUES AND FEES	\$129.00
MILLS, TRISHA L		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
MISSION LINEN SUPPLY		129386	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$57.39
		129434	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$109.58
		129496	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$40.71
				Total for MISSION LINEN SUPPLY		\$207.68
MONAZI, AMANDA N		129462	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
MORRIS, MELINDA		129463	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
NAPA AUTO PARTS		129389	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$96.10
		129498	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$60.49
				Total for NAPA AUTO PARTS		\$156.59
NECTAR OF LIFE		129570	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$204.00
NOLTE, BRITT C		129464	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
OAK STREET HEALTH CARE CENTER						

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Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		129391	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$200.00
ONSOLVE, LLC						
		129392	GENERAL FUND	TECHNOLOGY SERVICES	COMPUTER SOFTWARE	\$2,423.88
OSPA						
		129393	GENERAL FUND	STAFF SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$349.00
PATTERSON, ETHAN						
		129465	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
PETERS, TINA L						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
Petrevics, Andrew E						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
PIONEER HEALTHCARE SERVICES						
		129435	GENERAL FUND	OTHER STUDENT TREATMENT OT/ PT	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$2,156.00
		129571	GENERAL FUND	OTHER STUDENT TREATMENT OT/ PT	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$1,078.00
				Total for PIONEER HEALTHCARE SERVICES		\$3,234.00
POWERSCHOOL GROUP LLC_00528						
		129436	GENERAL FUND	TECHNOLOGY SERVICES	COMPUTER SOFTWARE	\$9,347.52
PROCARE THERAPY, INC.						
		129395	GENERAL FUND	OTHER STUDENT TREATMENT OT/ PT	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$2,560.00
PRUITT, ASHLEY M						
		129466	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
PURCHASE POWER						
		129499	GENERAL FUND	FISCAL SERVICES	POSTAGE	\$1,000.00
QUILL CORPORATION						
		129396	GENERAL FUND	FISCAL SERVICES	SUPPLIES	\$20.14
		129396	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$3.31

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Remit Name						
		129438	GENERAL FUND	FISCAL SERVICES	SUPPLIES	\$20.14
		129438	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$426.25
		129500	GENERAL FUND	FISCAL SERVICES	SUPPLIES	\$3.14
		129500	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$923.10
		129572	GENERAL FUND	FISCAL SERVICES	SUPPLIES	\$30.32
				Total for QUILL CORPORATION		\$1,426.40
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		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
SCHIERMEYER, LYNN		129502	GENERAL FUND	SPECIAL EDUCATION DIRECTOR	TRAVEL	\$247.34
SEVERNS, HEATHER		129401	GENERAL FUND	BOARD OF DIRECTORS	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$800.00
SHAW, MONICA A		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
SHERBOURNE, CONNIE L		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
SHEW, LORINDA		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
SHIELDS, ALISON		129467	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00

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Fund: 100 GENERAL FUND		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
SLATER, DANIELLE M		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
SMITH, JILL J		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
SMITH, SEAN		0	GENERAL FUND	STUDENTS WITH DISABILITIES	PROFESSIONAL AND TECHNICAL SERVICES	\$4,522.50
SOLITZ, ANDREW		129452	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$175.00
STUMPENHAUS, WADE C		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
T1 CONSTRUCTION, LLC		129576	GENERAL FUND	TECHNOLOGY SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$11,535.00
TEACHERS PAY TEACHERS		129406	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$40.25
TYREE OIL, INC		129407	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	FUEL	\$4,230.00
UMPQUA BANK		0	GENERAL FUND	ALTERNATIVE EDUCATION	SUPPLIES	\$61.15
		0	GENERAL FUND	BOARD OF DIRECTORS	COMPUTER SOFTWARE	\$648.90
		0	GENERAL FUND	BOARD OF DIRECTORS	TRAVEL	\$37.06
		0	GENERAL FUND	FISCAL SERVICES	DUES AND FEES	\$478.00
		0	GENERAL FUND	FISCAL SERVICES	SUPPLIES	\$89.13
		0	GENERAL FUND	FISCAL SERVICES	TRAVEL	\$1,906.40
		0	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$1,595.18
		0	GENERAL FUND	HIGH SCHOOL PROGRAMS	TRAVEL	\$370.64
		0	GENERAL FUND	LIFE SKILLS	SUPPLIES	\$69.69

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Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		0	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	SUPPLIES	\$152.62
		0	GENERAL FUND	NURSE SERVICES	SUPPLIES	\$120.50
		0	GENERAL FUND	OFFICE OF THE PRINCIPAL	STAFF FOOD	\$191.08
		0	GENERAL FUND	OFFICE OF THE SUPERINTENDENT	TRAVEL	\$160.96
		0	GENERAL FUND	PLANNING/RESEARCH/DEVELOPME NT/EVALUATIO	TRAVEL	\$184.00
		0	GENERAL FUND	SPECIAL EDUCATION DIRECTOR	SUPPLIES	\$48.02
		0	GENERAL FUND	SPECIAL EDUCATION DIRECTOR	TRAVEL	\$925.92
		0	GENERAL FUND	STAFF SERVICES	SUPPLIES	\$130.15
		0	GENERAL FUND	STAFF SERVICES	TRAVEL	\$260.00
		0	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	DUES AND FEES	\$0.00
		0	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	NON CONSUMABLE SUPPLIES	\$5,384.20
		0	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$134.90
		0	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	TRAVEL	\$103.70
		0	GENERAL FUND	STUDENTS WITH DISABILITIES	SUPPLIES	\$71.23
				Total for UMPQUA BANK		\$13,123.43
US CELLULAR		129443	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	Other Communication Services	\$770.08
WALLIN, TERI A		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
WESEL, DUSTIN		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
WEST COAST PAPER INC		129577	GENERAL FUND	ELEMENTARY	SUPPLIES	\$348.48
		129577	GENERAL FUND	FISCAL SERVICES	SUPPLIES	\$348.48
		129577	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$348.48

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Fund: 100		GENERAL FUND					
Remit Name	Check#	FUND	FUNCTION	OBJECT		Amount	
	129577	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	SUPPLIES		\$348.48	
	129577	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES		\$193.60	
	129577	GENERAL FUND	STUDENTS WITH DISABILITIES	SUPPLIES		\$348.48	
			Total for WEST COAST PAPER INC			\$1,936.00	
WESTERN BUS SALES INC							
	129410	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES		\$217.49	
WESTOVER, LISA							
	0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings		\$500.00	
ZIPLY FIBER							
	129510	GENERAL FUND	CARE & UPKEEP OF GROUNDS	TELEPHONE		\$82.87	
	129510	GENERAL FUND	FISCAL SERVICES	TELEPHONE		\$205.30	
	129510	GENERAL FUND	MAINTENANCE SERVICES	TELEPHONE		\$79.89	
	129510	GENERAL FUND	OFFICE OF THE PRINCIPAL	TELEPHONE		\$1,749.28	
	129510	GENERAL FUND	SPECIAL EDUCATION DIRECTOR	TELEPHONE		\$159.78	
	129510	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	TELEPHONE		\$162.76	
	129510	GENERAL FUND	TECHNOLOGY DIRECTOR	TELEPHONE		\$159.78	
			Total for ZIPLY FIBER			\$2,599.66	
			<b>Total for GENERAL FUND</b>			<b>\$234,013.84</b>	

Fund: 202		Title I-A					
Remit Name	Check#	FUND	FUNCTION	OBJECT		Amount	
ESS WEST, LLC							
	0	Title I-A	TITLE 1A PROGRAM	ESS Classified Substitutes		\$1,090.68	
HARBOR SKATE							
	129567	Title I-A	COMMUNITY SERVICES	DUES AND FEES		\$500.00	
LOEBS, CHELSEA							
	129383	Title I-A	COMMUNITY SERVICES	PROFESSIONAL AND TECHNICAL SERVICES		\$1,343.00	

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Fund: 202		Title I-A				
Remit Name	Check#	FUND	FUNCTION	OBJECT		Amount
MORRIS, GWEN						
	129388	Title I-A	COMMUNITY SERVICES	PROFESSIONAL AND TECHNICAL SERVICES		\$180.00
	129497	Title I-A	COMMUNITY SERVICES	PROFESSIONAL AND TECHNICAL SERVICES		\$540.00
			Total for MORRIS, GWEN			\$720.00
ROGUE CREDIT UNION						
	129398	Title I-A	COMMUNITY SERVICES	SUPPLIES		\$499.72
SCHULTZ, JAMIE						
	129400	Title I-A	COMMUNITY SERVICES	PROFESSIONAL AND TECHNICAL SERVICES		\$507.00
UMPQUA BANK						
	0	Title I-A	TITLE 1A PROGRAM	SUPPLIES		\$362.62
US BANK ST. PAUL						
	129408	Title I-A	COMMUNITY SERVICES	SUPPLIES		\$125.98
			Total for Title I-A			<b>\$5,149.00</b>

Fund: 204		Title IV Student Support and Enrichment				
Remit Name	Check#	FUND	FUNCTION	OBJECT		Amount
AMAZON						
	129413	Title IV Student Support and Enrichment	COMMUNITY SERVICES	COMPUTER HARDWARE		(\$201.00)
	129413	Title IV Student Support and Enrichment	ELEMENTARY	SUPPLIES		\$195.95
	129558	Title IV Student Support and Enrichment	HIGH SCHOOL PROGRAMS	SUPPLIES		\$419.70
			Total for AMAZON			\$414.65
UMPQUA BANK						
	0	Title IV Student Support and Enrichment	ELEMENTARY	SUPPLIES		\$56.30
			Total for Title IV Student Support and Enrichment			<b>\$470.95</b>

Fund: 208		IDEA GRANT				
Remit Name	Check#	FUND	FUNCTION	OBJECT		Amount

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					Amount
ESS WEST, LLC					
	0	IDEA GRANT	LIFE SKILLS	ESS Certified Substitutes	\$253.27
	0	IDEA GRANT	STUDENTS WITH DISABILITIES	ESS Certified Substitutes	\$126.64
				Total for ESS WEST, LLC	\$379.91
				<b>Total for IDEA GRANT</b>	<b>\$379.91</b>

Fund: 210		CARL PERKINS GRANT			
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
UMPQUA BANK					
	0	CARL PERKINS GRANT	HIGH SCHOOL PROGRAMS	TRAVEL	\$1,866.80
				<b>Total for CARL PERKINS GRANT</b>	<b>\$1,866.80</b>

Fund: 216		ESSER III			
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
ESS WEST, LLC					
	0	ESSER III	ALTERNATIVE EDUCATION	ESS Certified Substitutes	\$2,785.99
	0	ESSER III	ELEMENTARY	ESS Certified Substitutes	\$506.54
	0	ESSER III	HIGH SCHOOL PROGRAMS	ESS Certified Substitutes	\$253.27
				Total for ESS WEST, LLC	\$3,545.80
K12 MANAGEMENT DBA FUELED					
	129381	ESSER III	TITLE 1A PROGRAM	COMPUTER SOFTWARE	\$2,224.00
	129568	ESSER III	TITLE 1A PROGRAM	COMPUTER SOFTWARE	\$960.00
				Total for K12 MANAGEMENT DBA FUELED	\$3,184.00
SMEED COMMUNICATION SERVICES					
	129503	ESSER III	TECHNOLOGY SERVICES	COMPUTER HARDWARE	\$7,800.00
SOUND DISCIPLINE					
	129402	ESSER III	INSTR. STAFF DEVELOPMENT	PROFESSIONAL AND TECHNICAL SERVICES	\$32,880.00
UMPQUA BANK					
	0	ESSER III	IMPROVEMENT OF INSTR. SERVICES	STAFF FOOD	\$254.96

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					Total for ESSER III	\$47,664.76
Fund: 218	Rural And Low Income Schools					
Remit Name	Check#	FUND	FUNCTION	OBJECT		Amount
LANGUAGE LINE SERVICES, INC.						
	129431	Rural And Low Income Schools	INFORMATION SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH		\$0.00
					<b>Total for Rural And Low Income Schools</b>	<b>\$0.00</b>
Fund: 221	YTP GRANT					
Remit Name	Check#	FUND	FUNCTION	OBJECT		Amount
AMAZON						
	129364	YTP GRANT	YOUTH TRANSITION PROGRAM	SUPPLIES		\$505.78
	129413	YTP GRANT	YOUTH TRANSITION PROGRAM	SUPPLIES		\$147.21
	129468	YTP GRANT	YOUTH TRANSITION PROGRAM	SUPPLIES		\$60.89
	129558	YTP GRANT	YOUTH TRANSITION PROGRAM	SUPPLIES		\$167.56
					Total for AMAZON	\$881.44
UMPQUA BANK						
	0	YTP GRANT	YOUTH TRANSITION PROGRAM	SUPPLIES		\$79.08
					<b>Total for YTP GRANT</b>	<b>\$960.52</b>
Fund: 224	Emergency Connectivity Funds					
Remit Name	Check#	FUND	FUNCTION	OBJECT		Amount
US CELLULAR						
	129443	Emergency Connectivity Funds	TECHNOLOGY SERVICES	Other Communication Services		\$1,878.72
					<b>Total for Emergency Connectivity Funds</b>	<b>\$1,878.72</b>
Fund: 251	SCHOOL IMPROVEMENT ACCOUNT (SIA)					
Remit Name	Check#	FUND	FUNCTION	OBJECT		Amount
BROOKINGS ELECTRONIC SERVICE, INC						
	129472	SCHOOL IMPROVEMENT ACCOUNT (SIA)	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE		\$513.26
ESS WEST, LLC						
	0	SCHOOL IMPROVEMENT ACCOUNT (SIA)	ELEMENTARY	ESS Certified Substitutes		\$1,266.36

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Fund: 251		SCHOOL IMPROVEMENT ACCOUNT (SIA)				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
	0	SCHOOL IMPROVEMENT ACCOUNT (SIA)	MIDDLE/JUNIOR HIGH PROGRAMS	ESS Certified Substitutes	\$5,318.73	
			Total for ESS WEST, LLC		\$6,585.09	
GREAT LAKES SPORTS	129378	SCHOOL IMPROVEMENT ACCOUNT (SIA)	ELEMENTARY	SUPPLIES	\$65.99	
SOUND DISCIPLINE	129402	SCHOOL IMPROVEMENT ACCOUNT (SIA)	INSTR. STAFF DEVELOPMENT	PROFESSIONAL AND TECHNICAL SERVICES	\$0.00	
	129402	SCHOOL IMPROVEMENT ACCOUNT (SIA)	INSTR. STAFF DEVELOPMENT	TRAVEL	\$0.00	
			Total for SOUND DISCIPLINE		\$0.00	
UMPQUA BANK	0	SCHOOL IMPROVEMENT ACCOUNT (SIA)	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$1,754.84	
			<b>Total for SCHOOL IMPROVEMENT ACCOUNT (SIA)</b>		<b>\$8,919.18</b>	

Fund: 252		HIGH SCHOOL SUCCESS - M98				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
AMAZON	129364	HIGH SCHOOL SUCCESS - M98	HIGH SCHOOL PROGRAMS	SUPPLIES	\$748.67	
	129468	HIGH SCHOOL SUCCESS - M98	HIGH SCHOOL PROGRAMS	SUPPLIES	\$751.32	
			Total for AMAZON		\$1,499.99	
BROOKINGS ELECTRONIC SERVICE, INC	129472	HIGH SCHOOL SUCCESS - M98	HIGH SCHOOL PROGRAMS	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$1,201.30	
ESS WEST, LLC	0	HIGH SCHOOL SUCCESS - M98	HIGH SCHOOL PROGRAMS	ESS Certified Substitutes	\$759.20	
	0	HIGH SCHOOL SUCCESS - M98	MIDDLE/JUNIOR HIGH PROGRAMS	ESS Certified Substitutes	\$253.89	
			Total for ESS WEST, LLC		\$1,013.09	
PSAT/NMSQT						

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Fund: 252 HIGH SCHOOL SUCCESS - M98		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		129437	HIGH SCHOOL SUCCESS - M98	HIGH SCHOOL PROGRAMS	OTHER TUITION	\$786.58
SOWIB						
		129403	HIGH SCHOOL SUCCESS - M98	INFORMATION SERVICES	PROFESSIONAL AND TECHNICAL SERVICES	\$1,268.85
UMPQUA BANK						
		0	HIGH SCHOOL SUCCESS - M98	HIGH SCHOOL PROGRAMS	SUPPLIES	\$1,794.25
		0	HIGH SCHOOL SUCCESS - M98	MIDDLE/JUNIOR HIGH PROGRAMS	SUPPLIES	\$488.30
				Total for UMPQUA BANK		\$2,282.55
				<b>Total for HIGH SCHOOL SUCCESS - M98</b>		<b>\$8,052.36</b>

Fund: 261 Miscellaneous		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
AMAZON						
		129468	Miscellaneous	HIGH SCHOOL PROGRAMS	SUPPLIES	\$194.18
UMPQUA BANK						
		0	Miscellaneous	COMMUNITY SERVICES	SUPPLIES	\$148.88
		0	Miscellaneous	ELEMENTARY	SUPPLIES	\$79.98
				Total for UMPQUA BANK		\$228.86
				<b>Total for Miscellaneous</b>		<b>\$423.04</b>

Fund: 265 EIS-Early Indicator Intervention Systems		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
WILLAMETTE ESD						
		129445	EIS-Early Indicator Intervention Systems	OTHER GUIDANCE SERVICES	COMPUTER SOFTWARE	\$2,255.07
				Total for EIS-Early Indicator Intervention Systems		\$2,255.07

Fund: 274 HS Co-Curricular		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
AMAZON						
		129468	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES	\$34.99

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Fund: 274	HS Co-Curricular	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		129558	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES	\$155.12
				Total for AMAZON		\$190.11
ARNOLD, CHRISTI		129414	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	TRAVEL	\$73.75
		129470	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	TRAVEL	\$29.50
				Total for ARNOLD, CHRISTI		\$103.25
COQUILLE HIGH SCHOOL		129478	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	DUES AND FEES	\$125.00
COTTAGE GROVE HIGH SCHOOL		129373	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	DUES AND FEES	\$20.00
DODSON, JUSTIN		129424	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	DUES AND FEES	\$71.00
GAVIN, KRISTIE		129427	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	DUES AND FEES	\$71.00
GUY, DAVID S		129429	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	TRAVEL	\$59.00
		129493	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	TRAVEL	\$44.25
				Total for GUY, DAVID S		\$103.25
LENHARDT, CHEYENNE M		129432	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	TRAVEL	\$14.75
RIDGE, KEN		129439	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	TRAVEL	\$29.50
SPORT & CYCLE INC		129504	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES	\$770.04
SUTHERLIN HIGH SCHOOL		129574	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	DUES AND FEES	\$40.00
UMPQUA BANK		0	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	DUES AND FEES	\$0.00

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Fund: 274		HS Co-Curricular				
Remit Name	Check#	FUND	FUNCTION	OBJECT		Amount
	0	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	TRAVEL		\$5,082.58
			Total for UMPQUA BANK			\$5,082.58
WALLIN III, LAWRENCE K	129509	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	TRAVEL		\$277.89
			Total for HS Co-Curricular			<b>\$6,898.37</b>

Fund: 275		Azalea MS Athletics				
Remit Name	Check#	FUND	FUNCTION	OBJECT		Amount
ARNOLD, CHRISTI	129414	Azalea MS Athletics	MIDDLE/JUNIOR HIGH PROGRAMS	TRAVEL		\$29.50
BLAKE, JOHN	129416	Azalea MS Athletics	MIDDLE/JUNIOR HIGH PROGRAMS	TRAVEL		\$88.50
GUY, DAVID S	129429	Azalea MS Athletics	MIDDLE/JUNIOR HIGH PROGRAMS	TRAVEL		\$44.25
NORTH BEND MIDDLE SCHOOL	129390	Azalea MS Athletics	MIDDLE/JUNIOR HIGH EXTRACURRICULAR	SUPPLIES		\$250.00
RIDDELL/ALL AMER SPORTS CORP INC	129397	Azalea MS Athletics	MIDDLE/JUNIOR HIGH EXTRACURRICULAR	SUPPLIES		\$1,231.99
UMPQUA BANK	0	Azalea MS Athletics	MIDDLE/JUNIOR HIGH EXTRACURRICULAR	SUPPLIES		\$467.96
			Total for Azalea MS Athletics			<b>\$2,112.20</b>

Fund: 278		HB4030 RECRUITMENT & RETENTION				
Remit Name	Check#	FUND	FUNCTION	OBJECT		Amount
AMAZON	129413	HB4030 RECRUITMENT & RETENTION	STAFF SERVICES	SUPPLIES		\$203.05
POSITIVE PROMOTIONS INC						

**Brookings-Harbor School Dist. 17C**

**Expenditure Summary Report**

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 02/01/2023

To Date: 02/28/2023

Fund: 278		HB4030 RECRUITMENT & RETENTION			
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
	129394	HB4030 RECRUITMENT & RETENTION	STAFF SERVICES	SUPPLIES	\$4,425.09
POWERSCHOOL GROUP LLC_00528					
	129436	HB4030 RECRUITMENT & RETENTION	IMPROVEMENT OF INSTR. SERVICES	TRAVEL	\$11,900.00
UMPQUA BANK					
	0	HB4030 RECRUITMENT & RETENTION	ELEMENTARY	STAFF FOOD	\$838.69
	0	HB4030 RECRUITMENT & RETENTION	STUDENT TRANSPORTATION SERVICES	STAFF FOOD	\$1,100.00
	0	HB4030 RECRUITMENT & RETENTION	TECHNOLOGY SERVICES	STAFF FOOD	\$49.00
				Total for UMPQUA BANK	\$1,987.69
				<b>Total for HB4030 RECRUITMENT &amp; RETENTION</b>	<b>\$18,515.83</b>

Fund: 280		Farm to School - ED			
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
AMAZON					
	129558	Farm to School - ED	HIGH SCHOOL PROGRAMS	NON CONSUMABLE SUPPLIES	\$1,393.96
DEL-CUR SUPPLY CO-OP					
	129375	Farm to School - ED	HIGH SCHOOL PROGRAMS	SUPPLIES	\$378.25
FARMTEK					
	129563	Farm to School - ED	HIGH SCHOOL PROGRAMS	SUPPLIES	\$459.40
FREEMAN ROCK INC					
	129489	Farm to School - ED	HIGH SCHOOL PROGRAMS	NON CONSUMABLE SUPPLIES	\$503.97
MCPHERSON, LYNETTE					
	129385	Farm to School - ED	ELEMENTARY	PROFESSIONAL AND TECHNICAL SERVICES	\$359.37
	129385	Farm to School - ED	HIGH SCHOOL PROGRAMS	PROFESSIONAL AND TECHNICAL SERVICES	\$370.26
	129385	Farm to School - ED	MIDDLE/JUNIOR HIGH PROGRAMS	PROFESSIONAL AND TECHNICAL SERVICES	\$359.37
				Total for MCPHERSON, LYNETTE	\$1,089.00

**Brookings-Harbor School Dist. 17C**

**Expenditure Summary Report**

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 02/01/2023

To Date: 02/28/2023

Fund: 280 Farm to School - ED		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
UMPQUA BANK						
	0		Farm to School - ED	HIGH SCHOOL PROGRAMS	SUPPLIES	\$457.60
<b>Total for Farm to School - ED</b>						<b>\$4,282.18</b>

Fund: 283 TEXTBOOK ADOPTION		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
SAVVAS LEARNING COMPANY LLC						
	129501		TEXTBOOK ADOPTION	HIGH SCHOOL PROGRAMS	TEXTBOOKS	\$600.00
	129501		TEXTBOOK ADOPTION	MIDDLE/JUNIOR HIGH PROGRAMS	TEXTBOOKS	\$600.00
Total for SAVVAS LEARNING COMPANY LLC						\$1,200.00
<b>Total for TEXTBOOK ADOPTION</b>						<b>\$1,200.00</b>

Fund: 285 FACILITY MAINTENANCE		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
AMAZON						
	129364		FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$467.52
	129413		FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$233.93
	129468		FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$305.43
Total for AMAZON						\$1,006.88
BROOKINGS ELECTRONIC SERVICE, INC						
	129366		FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$2,313.95
	129447		FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$1,439.37
Total for BROOKINGS ELECTRONIC SERVICE, INC						\$3,753.32
CASCADE HOME CENTER						
	129475		FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$712.35
CTR INC						
	129481		FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$125.00
GOLD BEACH LUMBER						
	129492		FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$75.95

**Brookings-Harbor School Dist. 17C**

**Expenditure Summary Report**

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 02/01/2023

To Date: 02/28/2023

<b>Fund: 285</b>		<b>FACILITY MAINTENANCE</b>				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
IBS OF THE REDWOODS						
	129379	FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$0.00	
NEW HOPE PLUMBING & BUILD						
	129451	FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$375.00	
SMEED COMMUNICATION SERVICES						
	129503	FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$2,430.00	
UMPQUA BANK						
	0	FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$1,380.65	
	0	FACILITY MAINTENANCE	MAINTENANCE SERVICES	SUPPLIES	\$0.00	
			Total for UMPQUA BANK		\$1,380.65	
UMPQUA SHEET METAL, INC.						
	129507	FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$2,080.00	
			Total for FACILITY MAINTENANCE		<b>\$11,939.15</b>	

<b>Fund: 291</b>		<b>HIGH SCHOOL STUDENT BODY</b>				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
AMAZON						
	129413	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES	\$29.99	
	129468	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES	\$282.99	
	129558	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES	\$788.05	
			Total for AMAZON		\$1,101.03	
ARMORZONE ATHLETICS						
	129365	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES	\$195.00	
COTTAGE GROVE HIGH SCHOOL						
	129373	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES	\$30.00	
CTR INC						
	129374	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES	\$1.72	
FARMER, ABBY						

**Brookings-Harbor School Dist. 17C**

**Expenditure Summary Report**

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 02/01/2023

To Date: 02/28/2023

Fund: 291		HIGH SCHOOL STUDENT BODY				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
	129485	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES	\$100.00	
MORIN'S SCREEN PRINT						
	129387	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES	\$680.50	
	129569	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES	\$630.26	
			Total for MORIN'S SCREEN PRINT		\$1,310.76	
SALMON RUN GOLF COURSE						
	129399	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES	\$310.00	
SPORT & CYCLE INC						
	129504	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES	\$701.88	
UMPQUA BANK						
	0	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES	\$3,882.84	
	0	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	TRAVEL	\$2,863.69	
	0	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL PROGRAMS	SUPPLIES	\$337.19	
			Total for UMPQUA BANK		\$7,083.72	
UMPQUA VALLEY CHRISTIAN SCHOOL						
	129442	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES	\$350.00	
			<b>Total for HIGH SCHOOL STUDENT BODY</b>		<b>\$11,184.11</b>	

Fund: 292		AZALEA STUDENT BODY				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
AMAZON						
	129364	AZALEA STUDENT BODY	MIDDLE/JUNIOR HIGH EXTRACURRICULAR	SUPPLIES	\$171.77	
	129413	AZALEA STUDENT BODY	MIDDLE/JUNIOR HIGH EXTRACURRICULAR	SUPPLIES	\$69.98	
	129558	AZALEA STUDENT BODY	MIDDLE/JUNIOR HIGH EXTRACURRICULAR	SUPPLIES	\$113.65	
			Total for AMAZON		\$355.40	
UMPQUA BANK						

**Brookings-Harbor School Dist. 17C**

**Expenditure Summary Report**

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 02/01/2023

To Date: 02/28/2023

Fund: 292		AZALEA STUDENT BODY				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
	0	AZALEA STUDENT BODY	MIDDLE/JUNIOR HIGH EXTRACURRICULAR	SUPPLIES	\$16.15	
<b>Total for AZALEA STUDENT BODY</b>					<b>\$371.55</b>	

Fund: 299		Nutrition Services				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
BROOKINGS ELECTRONIC SERVICE, INC	129472	Nutrition Services	FOOD SERVICES	SOCIAL SECURITY	\$641.17	
CTR INC	129374	Nutrition Services	FOOD SERVICES	GARBAGE	\$2,409.68	
DEL-CUR SUPPLY CO-OP	129483	Nutrition Services	FOOD SERVICES	REPAIR AND MAINTENANCE	\$157.29	
ESS WEST, LLC	0	Nutrition Services	FOOD SERVICES	ESS Classified Substitutes	\$136.03	
FRANZ FAMILY BAKERIES	129376	Nutrition Services	FOOD SERVICES	FOOD	\$285.68	
	129426	Nutrition Services	FOOD SERVICES	FOOD	\$145.19	
	129488	Nutrition Services	FOOD SERVICES	FOOD	\$123.66	
	129564	Nutrition Services	FOOD SERVICES	FOOD	\$379.56	
Total for FRANZ FAMILY BAKERIES					\$934.09	
SUNRISE DISTRIBUTORS INC	129404	Nutrition Services	FOOD SERVICES	FOOD	\$1,016.20	
	129440	Nutrition Services	FOOD SERVICES	FOOD	\$1,694.25	
	129453	Nutrition Services	FOOD SERVICES	FOOD	\$485.00	
	129505	Nutrition Services	FOOD SERVICES	FOOD	\$1,486.55	
	129573	Nutrition Services	FOOD SERVICES	FOOD	\$357.80	
Total for SUNRISE DISTRIBUTORS INC					\$5,039.80	
SYSCO PORTLAND, INC.	129405	Nutrition Services	FOOD SERVICES	FOOD	\$977.04	

**Brookings-Harbor School Dist. 17C**

**Expenditure Summary Report**

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 02/01/2023

To Date: 02/28/2023

Fund: 299		Nutrition Services				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
	129441	Nutrition Services	FOOD SERVICES	FOOD	\$6,335.31	
	129454	Nutrition Services	FOOD SERVICES	FOOD	\$3,006.67	
	129506	Nutrition Services	FOOD SERVICES	FOOD	\$6,644.98	
	129575	Nutrition Services	FOOD SERVICES	FOOD	\$2,569.96	
			Total for SYSCO PORTLAND, INC.		\$19,533.96	
UMPQUA BANK						
	0	Nutrition Services	FOOD SERVICES	DUES AND FEES	\$270.00	
	0	Nutrition Services	FOOD SERVICES	SUPPLIES	\$327.54	
	0	Nutrition Services	FOOD SERVICES	TRAVEL	\$0.00	
			Total for UMPQUA BANK		\$597.54	
US FOODS						
	129409	Nutrition Services	FOOD SERVICES	FOOD	\$6,437.64	
	129444	Nutrition Services	FOOD SERVICES	FOOD	\$5,925.46	
	129508	Nutrition Services	FOOD SERVICES	FOOD	\$10,607.23	
			Total for US FOODS		\$22,970.33	
ZIPLY FIBER						
	129510	Nutrition Services	FOOD SERVICES	TELEPHONE	\$162.76	
			Total for Nutrition Services		<b>\$52,582.65</b>	
Fund: 410		CAPITAL PROJECTS				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
ZCS ENGINEERING ARCHITECTURE						
	129446	CAPITAL PROJECTS	BLDG ACQUISITION, CONTR. & IMPROVEMENT	ARCHITECT/ENGINEERING SERVICES	\$854.00	
			Total for CAPITAL PROJECTS		<b>\$854.00</b>	

**Brookings-Harbor School Dist. 17C**

**Expenditure Summary Report**

Fiscal Year: 2022-2023

Criteria: Report Sort: Fund

From Date: 02/01/2023

To Date: 02/28/2023

Grand Total: \$421,974.19

**Recap for FUND for GENERAL FUND**

100	GENERAL FUND	\$234,013.84
202	Title I-A	\$5,149.00
204	Title IV Student Support and Enrich	\$470.95
208	IDEA GRANT	\$379.91
210	CARL PERKINS GRANT	\$1,866.80
216	ESSER III	\$47,664.76
218	Rural And Low Income Schools	\$0.00
221	YTP GRANT	\$960.52
224	Emergency Connectivity Funds	\$1,878.72
251	SCHOOL IMPROVEMENT ACCOU	\$8,919.18
252	HIGH SCHOOL SUCCESS - M98	\$8,052.36
261	Miscellaneous	\$423.04
265	EIIS-Early Indicator Intervention Sys	\$2,255.07
274	HS Co-Curricular	\$6,898.37
275	Azalea MS Athletics	\$2,112.20
278	HB4030 RECRUITMENT & RETEN	\$18,515.83
280	Farm to School - ED	\$4,282.18
283	TEXTBOOK ADOPTION	\$1,200.00
285	FACILITY MAINTENANCE	\$11,939.15
291	HIGH SCHOOL STUDENT BODY	\$11,184.11
292	AZALEA STUDENT BODY	\$371.55
299	Nutrition Services	\$52,582.65
410	CAPITAL PROJECTS	\$854.00

**End of Report**



**BROOKINGS-HARBOR**  
 "Every Student Can Succeed"

**District Administration Office**

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

**Memo**

Date: 3/3/23  
 To: David Marshall  
 From: K. Wallin  
 Cc:  
 Re: Brookings Harbor Hire Recommendation- Extra Duty

Name:	Lisa Marie Moore
Current City/State:	Brookings
Extra Duty Assignment/Location:	W.S. Asst. Track.
Highest Diploma/Degree Earned, and from where?	W.S. Diploma Sanger H.S.
Most recent employment:	<del>Brookings</del> Pine Grove Elementary.
Top Quality (1-2 sentences) that compelled the committee to select this candidate over others:	Knows the sport and all aspects. Gives students great attention. Understands the importance of boundaries.

D 3/3/23



**District Administration Office**

564 Fern Street  
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 541 469-7443  
 Fax 541 469-6599  
 www.brookings.k12.or.us

**Memo**

Date: 2/10/23  
 To: David Marshall  
 From: K. Wallin  
 Cc:  
 Re: Brookings Harbor Hire Recommendation- Extra Duty

Name:	Jaime Armstrong
Current City/State:	Brookings, OR
Extra Duty Assignment/Location:	Asst. Softball Coach
Highest Diploma/Degree Earned, and from where?	U.S. Diploma BNSD 17.C
Most recent employment:	Cury Good Sam
Top Quality (1-2 sentences) that compelled the committee to select this candidate over others:	Jaime has given to youth sports in our community for a very long time. She works well w/ parents and care deeply for her athletes







## Brookings Harbor School District 17C

564 Fern Ave.  
Brookings, OR 97415  
541 469-7443  
Fax 541 469-6599  
[www.brookings.k12.or.us](http://www.brookings.k12.or.us)

Date: March 7, 2023  
To: Brookings-Harbor School District Board of Directors  
From: Dede Corpening  
Re: Update on Potential BHSD Track and Field Project

The BHSD recently received a donation from an anonymous donor through the Booster Club to allow ZCS Engineering & Architecture the ability to complete a topographic survey and a geotechnical report on the potential BHSD Track and Field Project. This will allow the engineering and architectures the ability to draw up a thorough design. The technical design drawings and the storm drainage report will take between 6 to 8 weeks to complete. They hope to have this done between the 1<sup>st</sup> or 2<sup>nd</sup> week of April. I am adding the anticipated timeline below.

### Anticipated timeline:

- Design – 2/21 through 4/7
- Permits – 4/10 through 5/5
- Board Approve Moving Forward with Project – 4/19
- Bidding/Price Confirmation – 4/10 through 5/5
- Final Negotiations & Contracting – 5/8 through 6/2
- Board Approves Contract – TBD
- Last Day of School – 6/16
- Groundbreaking – 6/19
- Construction Duration – To Be Determined by Contractor Team

*Dede Corpening*

Dede Corpening  
Director of Fiscal Services



**Brookings Harbor School District 17C**

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 Brookings, OR 97415  
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 Fax 541 469-6599  
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**DONATION RECEIPT**

Anonymous through Booster Club

DONOR NAME

\$49,400.00

AMOUNT

BROOKINGS-HARBOR SCHOOL DISTRICT TAX ID: 93-6000388

<b>DONATION DESCRIPTION</b>	
Donation for design services for the potential track and field renovation to include surveying, geotechnical and civil engineering design and construction observations.	

<b>OFFICE USE ONLY</b>	
Received By:	Dede Corpening
Date Received:	2/15/2023
Destination of Gift:	Capital Projects Fund



**BROOKINGS-HARBOR**

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District Administration Office  
625 Easy Street  
Brookings, OR 97415  
541 469-7443  
[www.brookings.k12.or.us](http://www.brookings.k12.or.us)

Date: 3/9/2023

To: BHSD School Board of Directors  
From: David Marshall, Superintendent  
Re: Recommendations for licensed renewal 2023-24

This recommendation does not take into account budget restraints.

<b>Staff</b>	<b>Position</b>	<b>Status</b>	<b>Recommendation</b>	<b>Status change</b>
Schiermeyer, Lynn	Director of Special Programs	1 <sup>st</sup> Prob	Renew	2 <sup>nd</sup> Prob
Leonard, Carol	Principal	Contract	Renew	Contract
Varitek, DeAnne	Principal	Contract	Renew	Contract
Nigh, Vickie	Principal	Contract	Renew	Contract
Whitley, Kelly	Vice Principal	1 <sup>st</sup> Prob	Renew	2 <sup>nd</sup> Prob
Chapman, Nick	Vice Principal	2 <sup>nd</sup> Prob	Renew	3 <sup>rd</sup> Prob
Warnock, Larina	Vice Principal	1 <sup>st</sup> Prob	Renew	2 <sup>nd</sup> Prob



BHSD 17C  
 629 Easy Street  
 Brookings, OR 97415  
 541 469-7443  
[www.brookings.k12.or.us](http://www.brookings.k12.or.us)

Date: 03/07/2023

To: David Marshall, Superintendent  
 From: Principal Leonard, Kalmiopsis Elementary School  
 Re: Recommendations for licensed renewal 2023-2024

This recommendation does not take into account budget restraints.

Staff	Position	Status	Recommendation	Status change
Solorzano, Cynthia	Counselor	1st Yr Prob	Renew	2nd Yr Prob
Luerra, Briana	Kindergarten	1st Yr. Prob	Renew	2nd Yr Prob
Ferris, Kate	2nd grade	1st Yr. Prob	Renew	2nd Yr Prob
Lehr, Lindy	2nd grade	1st Yr. Prob	Renew	2nd Yr Prob
Whaley, Christa	PE	1st Yr. Prob	Renew	2nd Yr Prob
Hall, Ashley	PE	1st Yr. Prob	Renew	2nd Yr. Prob
Thorson, Marco	Life Skills	1st Yr Prob	Renew	2nd Yr Prob
Yockey, Alexis	Kindergarten	2nd Yr. Prob	Renew	3rd Yr. Prob
Hoven, Kendra	Kindergarten	2nd Yr. Prob	Renew	Extend Contract
King, Jenny	5th grade	2nd Yr. Prob	Renew	3rd Yr. Prob
Lee, Cua	Music	2nd Yr. Prob	Renew	3rd Yr. Prob
Farinholt, Patrick	4th Grade	2nd Yr. Prob	Renew	Extend Contract
Castleberry, Christine	Kindergarten	Contract.	Renew	Extend Contract
McVay, Melanie	4 <sup>th</sup> Grade	Contract.	Renew	Extend Contract
Bell, Wade	5th grade	Contract.	Renew	Extend Contract
Kennedy, K'la	Kindergarten	Contract	Renew	Extend Contract

Margolis, Kelly	Kindergarten	Contract	Renew	Extend Contract
Kimball, Kacy	1 <sup>st</sup> Grade	Contract	Renew	Extend Contract
Dietrich, Dannielle	1 <sup>st</sup> Grade	Contract	Renew	Extend Contract
Dongelmans, Shannah	1 <sup>st</sup> Grade	Contract	Renew	Extend Contract
Saunders, Alexis	2 <sup>nd</sup> Grade	Contract	Renew	Extend Contract
Sackett, Sarah	SEL	Contract	Renew	Extend Contract
Saucerman, Laura	3 <sup>rd</sup> Grade	Contract	Renew	Extend Contract
Olsen, Ken	3 <sup>rd</sup> Grade	Contract	Renew	Extend Contract
Ryan, Joan	3 <sup>rd</sup> Grade	Contract	Renew	Extend Contract
Lamb, Christina	4 <sup>th</sup> Grade	Contract	Renew	Extend Contract
Zellmer, Christine	4 <sup>th</sup> Grade	Contract	Renew	Extend Contract
Geiger, Marcus	5 <sup>th</sup> Grade	Contract	Renew	Extend Contract
Darger, Nikki	5 <sup>th</sup> Grade	Contract	Renew	Extend Contract
Siri, Kyla	Reading Specialist	Contract	Renew	Extend Contract
Warren, Heidi	4th Grade	Contract	Renew	Extend Contract



BHSD 17C  
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Date: 3/8/2023

To: David Marshall, Superintendent  
 From: DeAnne Varitek, Brookings-Harbor High School, Bridges, BHOA  
 Re: Recommendations for licensed renewal 2023-24

This recommendation does not take into account budget restraints.

Staff	Position	Status	Recommendation	Status change
Bavaro, Shaun	Teacher	Contract	Renew	Contract
Beaulieu, Mark	Teacher	1st Prob	Renew	2nd Prob
Crotzer, Caleb	Teacher	Contract	Renew	Contract
Fulton, Kristi	Counselor	Contract	Renew	Contract
Fulton, Jason	Teacher	Contract	Renew	Contract
Gregory, Krystal	Teacher	2nd Prob	Renew	3rd Prob
Beeman, Emalee	Teacher	3rd Prob	Renew	Contract
Hendrix, April	Counselor	2nd Prob	Renew	3rd Prob
Houghton, Brittney	Teacher	1st Prob	Renew	2nd Prob
Gezon, Nicholas	Teacher	2nd Prob	Renew	3rd Prob
Kleespies, Kristy	Teacher	1 <sup>st</sup> Prob	Renew	2nd Prob
Marley, Emily	Teacher	1st Prob	Renew	2nd Prob
Marlo, Kristen	Alt Ed Teacher	1st Prob	Renew	2nd Prob
Nidiffer, Vanessa	Teacher	Contract	Renew	Contract
Petrevics, Andrew	Teacher	1st Prob	Renew	2nd Prob
Piscitello, Lisa	Teacher	Contract	Renew	Contract
Pollett, Leila	Teacher	1st Prob	Renew	2nd Prob
Prudden, Michelle	Teacher	Contract	Renew	Contract
Raleigh, Bonnie	Teacher	1st Prob	Renew	2nd Prob
Shearer, Jean	Teacher	Contract	Renew	Contract
Shew, Lorinda	Teacher	Contract	Renew	Contract
Soberon, Jody	Teacher	Contract	Renew	Contract
Sullivan, Karen	Teacher	1st Prob	Renew	2nd Prob
Suter, Gary	Teacher	Contract	Renew	Contract
Tamondong, Corey	Teacher	Contract	Renew	Contract
Vandehay, Brooklynn	Teacher	3rd Prob	Renew	Contract
Westover, Lisa	Teacher	Contract	Renew	Contract
Whitley, Max	Teacher	3rd Prob	Renew	Contract



BHSD 17C  
 629 Easy Street  
 Brookings, OR 97415  
 541 469-7443  
[www.brookings.k12.or.us](http://www.brookings.k12.or.us)

Date: 03/08/2023

To: David Marshall, Superintendent  
 From: Vickie Nigh, Azalea Middle School  
 Re: Recommendations for licensed renewal 2023-24

This recommendation does not take into account budget restraints.

<b>Staff</b>	<b>Position</b>	<b>Status</b>	<b>Recommendation</b>	<b>Status change</b>
Alison Shields	ELA Teacher	2nd Prob	Renew	3rd Probationary
Ethan Patterson	Math Teacher	1st Prob	Renew	2nd Probationary
Jennifer Legat	Science Teacher	Contract	Renew	Contract
Kara Miller	Counselor	Contract	Renew	Contract
Luke Mathison	P.E/Health	Contract	Renew	Contract
Marshall Jones	ELA Teacher	1st Prob	Renew	2nd Probationary
Brittney Garrett	Math Teacher	3rd prob	Renew	Contract
Amy Garnier	Science Teacher	Contract	Renew	Contract
Darcie Gutierrez	Social Studies Teacher	1st Prob	Renew	2nd Probationary
Adam Wagman	ELA Teacher	1st Prob	Renew	2nd Probationary
Stewart Boyatt	Social Studies Teacher	Contract	Renew	Contract
Danielle Slater	Special Education Teacher	3rd Prob	Renew	Contract
Patrick Velliquette	Music Teacher	1st Prob	Renew	2nd Probationary
Desiri Burnett	Art Teacher	1st Prob	Renew	2nd Probationary



BHSD 17C  
629 Easy Street  
Brookings, OR 97415  
541 469-7443  
[www.brookings.k12.or.us](http://www.brookings.k12.or.us)

Date: 3/7/23

To: David Marshall, Superintendent  
From: Lynn Schiermeyer, Director of Special Programs  
Re: Recommendations for licensed renewal 2023-24

This recommendation does not take into account budget restraints.

<b>Staff</b>	<b>Position</b>	<b>Status</b>	<b>Recommendation</b>	<b>Status change</b>
Emily Sherwood	Speech & Lang	1st Prob	Renew	2nd Prob
Kaydee Long	Speech & Lang	1st Prob	Renew	2nd Prob
Daryl Ettner	ELD	2nd Prob	Renew	3rd Prob
Matthew Bennett	Teacher-Alt Ed	Contract	Renew	Contract



**Brookings-Harbor school District 17C**

564 Fern Ave  
Brookings, OR 97415  
Tel 541-469-7443  
Fax 541-469-6599  
[www.brookings.k12.or.us](http://www.brookings.k12.or.us)

March 6, 2023

The Food program had a pretty good month in February. Lynette McPherson and I have started tasting tables in the schools. We do one tasting a month. February was tuna on a cracker. The students get to learn about the Oregon caught tuna and the different kinds of tuna there are. Next month will be homemade Hummus and carrots. Mardi Gras landed on February 22 this year. We celebrated with red beans and rice, cornbread, and Jambalaya. We stayed away from the alligator this year, way too much work. Looking forward, I am still trying to establish what summer time meals will look like. I also will be working closely with Mrs. Varritek on trying to get BHHS under the "Provision 2" or "Community Eligibility" through the application process so they can enjoy the benefits of having free meals.

For the number crunchers;

Kalamiopsis served 4397 breakfast and 5989 lunch. Currently free meals through Community Eligibility

Azalea served 1818 breakfast and 3629 lunch. Currently free meals through Community Eligibility

BHHS served 1013 breakfast and 1652 lunch. Currently BHHS sits at 34.41% free, 3% reduced, and 62.59% paid

Cindy Badger  
Brookings-Harbor School District  
Food Service Director



**BROOKINGS-HARBOR**  
"Every Student Can Succeed"

## Transportation Department

750 Fern Avenue  
Brookings, OR 97415  
541 469-2666  
Fax 541 469-2098

**To:** Brookings Harbor 17C School Board

**Re:** Transportation Board Report March 2023

With the harsh weather we've had this year, we had a few routes delayed and some cancelled for a day but for the most part, we were able to keep the transportation ball rolling.

With the temporary construction going on North on the 101 and heading across the 199, we have been able to cover all trips since last month with little or no delay. The only trip we had to cancel was due to the snow day and the schools were closed.

Winter sports trips went great and we are gearing up for an even busier Spring Sports schedule. We will be busy but we will try to ensure that all are covered and will have a smooth Spring.

Thanks,  
Michael Knight  
Director of Transportation



## Brookings-Harbor School District

629 Easy Street  
Brookings, OR 97415  
541 469-7443  
Fax 541 469-6599  
[www.brookings.k12.or.us](http://www.brookings.k12.or.us)

# Athletics & Activities

## March Board Report

As we attempt to roll into spring, we are reminded of what a nuisance the groundhog can create for all of us. His prognostications have created a dynamic that Brookings has rarely, if ever, seen. Everything from canceled school days, to continual travel restrictions for our outliers, and even adjusted schedules for state championship tournaments.

State Wrestling was truly a trip to remember. It began with a rain filled noise parade, continued with an 8+ hour stop in the middle of the freeway in downtown Portland due to a torrid snowstorm, and concluded with a one day tournament (instead of two) which resulted in our lone wrestler, Freshman Lexie Newman, winning her last 3 matches to finish in 3rd place in the 135 weight class of the 4a-1a division. Truly a remarkable season with nothing but greater things to come!

Basketball concluded with what was probably an earlier exit than hoping for. That said, in a year where we turned over head coaches in the girls program 2 weeks before season and transferred two starters off the boys team to everyone's favorite private school, both programs were able to finish strong in the regular season and make the postseason. The girls would win their first league playoff game and garner a spot in the state playoffs. Unfortunately, they fell short in a great game vs Burns in the first round. The boys were able to make the league playoffs by finishing tied for 2nd in the south of our 11 team league and would go on to lose the first round of league playoffs to Coquille, thus ending both seasons. Everyone was truly impressed with both programs' abilities to grind and get better every week to even be able to have a chance to go deep into the playoffs.

Azalea boys basketball also wrapped up their season this past weekend with a great showing at the Crescent City Jaycees Tournament. They were able to win their last 2 games giving themselves the consolation trophy. Hard fought season for these boys in which they grew as a team and truly played their best basketball when it mattered most.

Spring sports began practice last week and are grinding through the horrible weather to hopefully see some great things on the very distant horizon. Stay tuned for schedules, that will likely change daily, and other news regarding track meets, golf matches, and softball/ baseball games.

GO BRUINS!

*Keith Wallin, Athletics & Activities Director*



**Department of Special Programs**  
**Lynn Schiermeyer, Director of Special Programs**

Brookings Harbor School District  
629 Easy St. Brookings, OR 97415

Phone 541-412-1488

Fax 541-469-6599

[www.brookings.k12.or.us](http://www.brookings.k12.or.us)

March 7, 2023

**Abbreviated School Day:**

An abbreviated school day is defined as a student is unable to attend school for the same number of minutes as a same grade level classmate. There are various reasons why Abbreviated Day is a consideration, including mental health and/or medical issues, excessive behaviors, and parent driven requests.

In October 2022, the Oregon Department of Education began requiring districts to report monthly on students who receive special education services who are on Abbreviated School Days. At this time, BHSD has eight students who meet that criteria. Our special education teachers, building administrators, parents, and students meet every six to eight weeks to discuss what is working and how to increase the student's school day in incremental measures with the goal of returning, successfully, to school full time. We are also working to exhaust all avenues available to prevent students from being placed on an Abbreviated School Day.

**Tolowa Visit**

The Special Programs staff from the district office met with representatives from the Tolowa Nation at their offices. They shared their eagerness to support students at all grade levels. They would like to work with the Indian Education Coordinator to provide services. They are also interested in offering language courses, which could be considered a foreign language. This would give high school students another option including being culturally relevant. While no decisions have been made, we have scheduled monthly meetings to continue building relationships with the tribe. The possibilities for future involvement with the tribe is exciting.

Sincerely,

Lynn Schiermeyer  
Director of Special Programs



*MARCH 2023 BOARD REPORT*

**Student SEL: Student-Centered Events**

Our Counseling department conducted inclusive language lessons for all 9th and 10th grade students to begin the conversation about talking to one another with kindness and refraining from using language that harms others.

Following The Culture of Dignity consultant's guidance, we conducted student empathy interviews with 20 students who self-identified as having no social emotional learning strengths. We asked them the questions, "What makes you not want to come to school", "When people see me at school, they see...but they don't see...", "What does respect look like to you?", "Tell us about a time when you felt you mattered" and we learned a lot. We shared this information with staff during an SEL professional development, focusing on our students' shared stories. We will then spend our grade level PLC sessions identifying ways to build deeper connections with individual students who are the most disenfranchised from school.

Four of our faculty members engaged in Sources of Strength training in February. 20 students, including some 8th graders, will participate in full-day training this month. Sources of Strength is an evidence and strength-based, peer leader program uses an upstream approach to mental health promotion and prevention of adverse outcomes like suicide, violence, bullying, and substance misuse. We look forward to the great planning that this team will do for next year's school year.

**Student Success: Student Opportunities**

- Juniors travel to Coos Bay to visit Southwestern Oregon Community College for a tour of the campus, including the culinary institute. They will also sit in on two college classes.
- Junior testing will begin in April with a plan to increase participation rates and academic achievement.
- Seniors will visit Gold Beach in April to participate in the annual Law Day with Judge Marolis and Bruce Nishioka. They will sit in on live trials, participate in a tour of the facilities, and learn about civics and citizenship through a Q&A panel of professionals from a variety of law careers.
- Our school store has received new merchandise and is open for business before and after school.
- Officer Brannion joined our students in the cafeteria game room for a ping pong match. He was victorious!



**Teacher Retention: Teacher of the Year, Support Staff of the Year**

We were excited to vote for our BHHS Teacher and Support Staff of the year with nominations from students, staff, and parents and voting from almost 200 stakeholders. Corey Tamondong was named BHHS Teacher of the Year and both Tina Peters and Adrian Alonso were named Support Staff of the Year.





## Azalea Middle School

Brookings, OR 97415

541-469-7427

Vickie Nigh, Principal

Dr. Larina Warnock, Assistant Principal

### March 2023 BOARD REPORT

#### **Student Relationships: Social Emotional Learning (SEL)**

Jody McVittie visited our building February 21st, 22nd, and 23rd. She provided staff opportunities for her to observe classes and give non evaluative feedback. Dr. McVittie provided professional development for our staff on Wednesday afternoon. Tuesday evening Administration met with Dr. McVittie to receive feedback and suggestions on how to improve SEL practices. The week of March 20th, the Sound Discipline group will be coming back to the district and spending part of the time at the middle school offering additional support to teachers, staff and administration. Students continue to engage in SEL lessons on Wednesdays during our Pride class. Our leadership team will be reviewing our proposed schedule for next year specifically looking to add additional time for SEL. We had our first staff and student breakfast, it was fun, students and staff seemed to enjoy their time together. The leadership team and student advocacy board will be working to add an SEL lesson during that time together in the cafeteria.

#### **Sports**

The Boy's basketball team rounded out their season in Crescent City at the Jaycees tournament. They have done well this year and grew as individuals and as athletes. Track will begin Monday the 13th. Currently we have 45 students signed up, but are expecting that number to rise to about 60.

#### **Student Attendance:**

Student attendance for the month of January:

6th grade 90.47%

7th grade 86.98%

8th grade 90.32

Overall 89.25%

#### **Staff Recruitment/Retention**

We have been working on building a wellness room for our staff. We are currently looking at ordering two treadmills, two work out bikes, one stair stepper, 2 BowFlex Machines, Benches, and weights. We are currently working with PACE to make sure that we are able to provide this for staff members. If our insurance company does not allow a wellness room we will ask staff to give feedback on their second choice for our staff retention dollars. Sound Discipline continues to provide professional development for our staff. Additionally, We are continuing our new teacher support group every Tuesday afternoon. Mrs. Chirinian continues to help support teachers with Sound Discipline practices and tools to use in the classroom. All of our new teachers this year have experienced mentors through our district program.

#### **Community Partnerships:**

We had our first listening session at the public library on Monday the 6th. All spots were filled, unfortunately due to the weather two people canceled. We did have five adults from our community come share feedback with myself and Dr Warnock. This was a very positive experience and the feedback was much appreciated. Dr. Warnock and myself will continue Monday nights at the public Library until the end of the school year. I believe this is a powerful community building experience and will continue this practice next year.



## Maintenance Department

750 Fern Avenue  
Brookings, OR 97415  
541 469-7131

Fax 541 469-6599

[www.brookings.k12.or.us](http://www.brookings.k12.or.us)

To: *Brookings Harbor 17C School Board*

Re: *Maintenance Report February 8<sup>th</sup>, 2023*

- Sage Bruce Construction will be starting on the High School Staff room and Bridges covers this month
- We also have the materials for the Azalea cover which will be constructed this summer
- Working with Josh Modin with ZCS Engineering and Architecture to make sure we have materials to start the track and field project this summer
- SMEED will be installing viewing screens and projectors in the Kalmiopsis and High School gyms over Spring Break.
- Brookings Electric will be running power for both of these screens along with running power for shot clocks for the 2023-2024 basketball seasons
- Mason Kazer with PBS will be conducting AHERA 3-year reinspection at Brookings Harbor School District
- Northwoods Overhead Doors has ordered the replacement garage doors for the welding shop. They should arrive around the end of March
- Working with Ausland Group to get a better perspective of the cost of drawings, sketches and budget for upcoming Grant

Jess Beaman  
Maintenance Director  
Brookings-Harbor School District 17C



## Technology Department

629 Easy Street (Mailing)

580 Fern Ave (Physical)

Brookings, OR 97415

541 469-7443

Fax 541 469-6599

[www.brookings.k12.or.us](http://www.brookings.k12.or.us)

### March 2023 Board Report

In the month of February, our department fielded 184 new IT tickets which is down from the number of new tickets in January. It seems like the work load is stabilizing some and we are little by little getting caught up on the backlog of requests.

Our weekly IT staff meetings continue to be a productive way of communicating information with each other and discussing some of the tougher issues we are working on. We also talk about how we can be more productive and make better use of the resources available to our department.

We are continuing our analysis of the network and making a prioritized list of where we are having issues with connectivity that need to be addressed. We recently completed our project of upgrading some of the older access points in an effort to increase our wireless network coverage and reliability and are seeing some positive results. We have also just completed moving into the classrooms ten more ViewSonic Interactive Flat Panel displays. We are finding that these touch screen devices have a lot of diverse features that will be of great benefit and enhance classroom instruction delivery.

I really appreciate the IT Team I have the privilege of working with and feel they are doing a tremendous job of supporting the wide variety of IT related software and hardware in the district and keeping it functioning for those we serve. We take great pride in the role that we play supporting the work of staff and student learning in the district.

Sincerely,

Bruce Raleigh

Director of Technology

# Kalmiopsis Elementary

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February 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

## **Data Points:**

1. Acadience/Dibels
2. i-Ready Math
3. Curriculum Adoption

## **What's working and/or not working:**

Each team looked at their i-Ready math diagnostic and chose the domain that the students across the grade level are weakest in. They have created formative assessments to test before and after they teach the unit.

Reading intervention continues to show student growth, however not as much as we would like. Students have much larger gaps.

We have received all of our pilot materials for HMH and i-Ready math. All teams will be piloting both curriculums (2 teachers for each curriculum per grade level).

## **Next Steps:**

Continue our work on targeting teaching of domains in math and administer the assessments for i-Ready.

Acadience we will be holding 20% meetings to see where we are with our interventions and make adjustments.

Get both pilots running and have staff take notes in the document that I provided for discussion during check-ins.

Curriculum adoption is moving along. At KES we are piloting two math programs HMH and i-Ready.

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

## **Data Points or Activities:**

1. Golden Awards
2. I noticed tickets
3. Attendance Challenge
4. Joke Box
5. Assemblies
6. Dr. Seuss Night March 2
7. Spring Carnival
8. Kindness Month

**What's working and/or not working:**

We are making adjustments to our attendance awards. The same grade level continues to rock it. However, we want to get others a chance. This month we will look at who has the most improved attendance.

The "I Noticed" tickets students continue to receive and we do our monthly drawings.

Dr. Seuss night was filled with a lot of laughter and reading. Students and families enjoyed listening to the readers and the book fair was busy. Each classroom was able to purchase a book that they will read with their class and then send home.

Kindness month went off without a hitch. The students engaged in kindness dress up week and participated in activities.

**Next Steps:**

Next year for the book fair we need to rework the check out lines to make it easier to access the library due to the number of guests.

We are getting ready for our first OMSI assemblies March 22, 2023.

Spring Carnival plans will begin now that the Book Fair is over with PTO.

Attendance continues to be low due to families keeping students home. We also have many families pulling students out for vacation.

Attendance:	October	November	December	January	February
Grade K	91.63%	85.93%	78.59%	79.60%	86.81%
Grade 1	90.64%	85.09%	81.26%	89.0%	88.81%
Grade 2	91.97%	86.53%	78.75%	88.6%	87.97%
Grade 3	93.16%	89.55%	83.47%	90.30%	91.11%
Grade 4	92.24%	88.46%	77.08%	90.50%	86.08%
Grade 5	92.0%	88.57%	81.65%	85.60%	89.41%
Overall	91.94%	87.35%	80.13%	87.7%	88.36%

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.

**Data Points:**

1. Mentor/Mentee Program
2. Positive Discipline
3. Panorama
4. PLC

**What's working and/or not working:**

1. Mentor/Mentee is moving forward with the monthly meetings.
2. Disrespect across the building when we look at the data. Disrespect on the bus and with support staff.
3. We have completed our mission and vision statement work from our book study. We are moving into chapter 4.

**Next Steps:**

1. Mentor/Mentee check- in meetings with administration needs to be scheduled.
2. Revisit respect in class meetings across the building. During our bus evacuation drill Sarah put together

a sound discipline lesson for the bus drivers to do. Also, Sound discipline will be doing observations the 23-24 of this month to allow Sarah some more training and feedback.

3. Continue working on Book "Learn by Doing"

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

2/28/2023	Actual July	Actual August	Actual September	1st Quarter Projected YTD	1st Quarter % of Budget	Last Year % of Budget	2nd Quarter Actual YTD	2nd Quarter % of Budget	Last Year % of Budget	Actual January	Actual February	Projected March	3rd Quarter Projected YTD	3rd Quarter % of Budget	Last Year % of Budget	4th Quarter Projected YTD	4th Quarter as % of Budget	Last Year % of Budget	Projected YTD Total	2022-2023 Budget	Projected YTD as % of Budget
<b>REVENUES</b>																					
*Property Taxes	0	0	22,034	22,034	0.3%	0.4%	6,135,170	96.7%	91.8%	149,910	83,960	139,221	373,090	102.6%	98.6%	157,425	105.1%	104.8%	6,687,719	6,365,400	105.1%
Other Local	550	6,920	41,172	48,642	23.2%	7.6%	35,716	40.3%	30.1%	61,279	27,226	23,000	111,506	93.5%	35.4%	50,000	117.4%	74.7%	245,863	209,500	117.4%
*Intermediate Sources (Cnty Sch Fund)	0	0	0	0	0.0%	104.7%	146,640	107.8%	104.7%	0	0	0	0	107.8%	104.7%	0	107.8%	102.4%	146,640	136,000	107.8%
ESD Flow-Thru	0	0	0	0	0.0%	0.0%	0	0.0%	0.0%	0	0	0	0	0.0%	0.0%	547,952	100.0%	106.4%	547,952	547,952	100.0%
*State School Fund	1,599,989	799,514	799,514	3,199,017	34.3%	33.1%	2,402,849	60.0%	57.9%	803,821	803,821	749,319	2,356,961	85.2%	82.6%	1,399,319	100.2%	112.6%	9,358,145	9,336,252	100.2%
*State Srcs (St Timber, Common Sch Fund)	0	0	0	0	0.0%	0.0%	0	0.0%	0.0%	0	94,129	0	94,129	61.9%	44.8%	76,002	111.9%	108.4%	170,130	152,003	111.9%
Federal Forest fees	0	0	0	0	0.0%	0.0%	0	0.0%	0.0%	0	0	0	0	0.0%	0.0%	265,000	100.0%	106.6%	265,000	265,000	100.0%
Beginning fund balance	3,100,000	0	0	3,100,000	100.0%	95.2%	0	100.0%	95.2%	0	0	0	0	100.0%	95.2%	0	100.0%	92.9%	3,100,000	3,100,000	100.0%
<b>Total Period Revenues</b>	<b>4,700,539</b>	<b>806,434</b>	<b>862,720</b>	<b>6,369,693</b>			<b>8,720,374</b>			<b>1,015,010</b>	<b>1,009,135</b>	<b>911,540</b>	<b>2,935,685</b>			<b>2,495,697</b>			<b>20,521,450</b>		
<b>Cumulative Revenues</b>	<b>4,700,539</b>	<b>5,506,973</b>	<b>6,369,693</b>	<b>6,369,693</b>	<b>31.7%</b>	<b>27.5%</b>	<b>15,090,068</b>	<b>75.0%</b>	<b>69.8%</b>	<b>16,105,078</b>	<b>17,114,213</b>	<b>18,025,753</b>	<b>18,025,753</b>	<b>89.6%</b>	<b>85.0%</b>	<b>20,521,450</b>	<b>102.0%</b>	<b>99.9%</b>	<b>20,521,450</b>	<b>20,112,108</b>	<b>102.0%</b>
*Offset State Revenue Formula																					

**EXPENDITURES by Object**

Salaries	191,587	206,929	685,434	1,083,949	12.2%	12.6%	2,019,902	34.9%	36.8%	645,297	693,527	732,695	2,071,518	58.2%	61.70%	3,058,635	92.6%	96.3%	8,234,005	8,888,554	92.6%
Employee Benefits	83,600	81,331	315,481	480,413	11.4%	11.1%	950,413	34.0%	33.9%	310,266	324,072	336,628	970,966	57.0%	57.1%	1,501,866	92.7%	92.7%	3,903,657	4,212,639	92.7%
Purchased Services	89,711	41,863	64,575	196,150	11.4%	14.1%	487,780	39.8%	35.9%	120,032	128,174	237,077	485,283	68.0%	54.3%	693,520	108.3%	101.5%	1,862,732	1,719,370	108.3%
Supplies/Materials	16,980	39,130	236,552	292,661	36.4%	40.8%	120,218	51.3%	52.0%	93,827	93,698	47,340	234,865	80.5%	56.8%	254,106	112.1%	92.7%	901,851	804,743	112.1%
Other Objects	273,927	52,218	-5,117	321,028	20.6%	16.6%	180,979	32.2%	32.8%	5,305	1,597	2,608	9,510	32.8%	33.3%	1,059,113	100.8%	113.0%	1,570,631	1,558,566	100.8%
Transfers	0	0	0	0	0.0%	100.0%	1,211,000	100.0%	100.0%	0	0	0	0	100.0%	100.0%	7,669	100.6%	100.6%	1,218,669	1,211,000	100.6%
Contingency & Reserves	0	0	0	0	0.0%	0.0%	0	0.0%	0.0%	0	0	0	0	0.0%	0.0%	1,717,236	100.0%	100.0%	1,717,236	1,717,236	100.0%
<b>Total Period Expenditures</b>	<b>655,805</b>	<b>421,471</b>	<b>1,296,925</b>	<b>2,374,201</b>			<b>4,970,292</b>			<b>1,174,726</b>	<b>1,241,068</b>	<b>1,356,348</b>	<b>3,772,142</b>	<b>55.3%</b>	<b>54.9%</b>	<b>8,292,146</b>	<b>96.5%</b>	<b>97.7%</b>	<b>19,408,782</b>	<b>20,112,108</b>	<b>96.5%</b>
<b>Cumulative Expenditures</b>	<b>655,805</b>	<b>1,077,276</b>	<b>2,374,201</b>	<b>2,374,201</b>	<b>11.8%</b>	<b>16.4%</b>	<b>7,344,493</b>	<b>36.5%</b>	<b>36.3%</b>	<b>8,519,219</b>	<b>9,760,288</b>	<b>11,116,635</b>	<b>11,116,635</b>			<b>19,408,782</b>					
Month-end Fund Balance	4,044,734	4,429,697	3,995,492	3,995,492			7,745,575			7,585,859	7,353,926	6,909,118	6,909,118			1,112,669			1,112,669	0	

**Informational only:**

**EXPENDITURES by Function**

Instruction	5,084	24,746	624,584	654,414	8.4%	8.4%	1,866,059	32.4%	31.6%	590,116	616,077	648,111	1,854,304	56.2%	51.6%	3,092,416	95.9%	96.3%	7,467,194	7,786,276	95.9%
Supporting Services	650,721	396,724	672,341	1,719,786	21.1%	21.8%	1,719,962	42.1%	43.1%	584,610	624,991	687,211	1,896,813	65.4%	65.2%	2,422,305	95.0%	95.3%	7,758,866	8,166,054	95.0%
Other Uses	0	0	0	0	0.0%	99.0%	1,384,271	56.7%	99.4%	0	0	21,026	21,026	57.5%	99.7%	1,060,188	100.9%	63.3%	2,465,485	2,442,541	100.9%
Contingency & Reserves	0	0	0	0	0.0%	0.0%	0	0.0%	0.0%	0	0	0	0	0.0%	0.0%	1,717,236	100.0%	100.0%	1,717,236	1,717,236	100.0%
<b>Total Period Expenditures</b>	<b>655,805</b>	<b>421,471</b>	<b>1,296,924</b>	<b>2,374,200</b>	<b>11.8%</b>	<b>16.4%</b>	<b>4,970,291</b>	<b>36.5%</b>	<b>36.3%</b>	<b>1,174,726</b>	<b>1,241,068</b>	<b>1,356,348</b>	<b>3,772,142</b>	<b>55.3%</b>	<b>54.9%</b>	<b>8,292,146</b>	<b>96.5%</b>	<b>97.7%</b>	<b>19,408,779</b>	<b>20,112,108</b>	<b>96.5%</b>

# Brookings-Harbor School District

## Enrollment Comparison 2022-2023/2021-2022/2020-2021

Current as of March 6, 2023

Grade	September			October			November			December			January			February			March			April			May			June		
	2022	2021	2020	2022	2021	2020	2022	2021	2020	2022	2021	2020	2023	2022	2021	2023	2022	2021	2023	2022	2021	2022	2021	2020	2022	2021	2020	2022	2021	2020
K	104	107	83	103	106	85	107	101	81	106	102	81	109	102	82	108	100	83	107	100	84	99	85	109	100	84	109	99	83	109
1	106	96	101	106	97	100	106	96	100	103	97	99	102	100	100	100	98	102	101	98	103	96	105	97	95	105	97	94	104	97
2	100	103	84	100	101	81	100	98	79	98	98	79	95	97	80	97	97	80	97	95	83	94	84	119	92	82	119	91	83	119
3	97	90	111	97	83	111	98	83	112	98	84	111	97	86	113	91	86	115	91	87	113	90	113	108	88	113	108	86	113	108
4	86	119	97	86	116	97	86	113	97	86	116	93	85	115	93	84	113	92	88	111	91	115	92	147	116	90	147	114	91	147
5	122	96	130	123	95	127	124	93	124	125	93	124	126	92	124	126	90	125	126	91	127	92	127	113	93	128	113	91	129	113
	<b>615</b>	<b>611</b>	<b>606</b>	<b>615</b>	<b>598</b>	<b>601</b>	<b>621</b>	<b>584</b>	<b>593</b>	<b>616</b>	<b>590</b>	<b>592</b>	<b>614</b>	<b>592</b>	<b>597</b>	<b>606</b>	<b>584</b>	<b>601</b>	<b>610</b>	<b>582</b>	<b>606</b>	<b>586</b>	<b>602</b>	<b>693</b>	<b>584</b>	<b>602</b>	<b>693</b>	<b>575</b>	<b>603</b>	<b>693</b>
6	94	140	102	93	138	96	94	138	97	94	140	95	96	140	95	93	137	96	97	136	98	136	98	124	135	98	124	133	99	124
7	140	100	116	139	99	111	139	101	112	135	103	112	134	104	114	132	101	112	133	101	114	103	113	115	104	111	115	103	111	115
8	110	116	114	110	113	111	105	111	113	106	111	111	109	112	113	107	112	114	109	112	113	111	114	124	111	114	124	108	114	124
	<b>344</b>	<b>356</b>	<b>332</b>	<b>342</b>	<b>350</b>	<b>318</b>	<b>338</b>	<b>350</b>	<b>322</b>	<b>335</b>	<b>354</b>	<b>318</b>	<b>339</b>	<b>356</b>	<b>322</b>	<b>332</b>	<b>350</b>	<b>322</b>	<b>339</b>	<b>349</b>	<b>325</b>	<b>350</b>	<b>325</b>	<b>363</b>	<b>350</b>	<b>323</b>	<b>363</b>	<b>344</b>	<b>324</b>	<b>363</b>
9	121	123	130	121	122	127	121	122	129	120	121	125	120	117	127	119	116	127	118	113	129	116	129	114	114	129	114	111	128	114
10	116	130	104	114	120	104	114	122	107	113	122	105	110	122	106	109	118	104	108	118	104	117	106	122	114	105	122	112	105	122
11	111	108	126	111	106	124	111	105	126	110	106	123	107	104	121	105	100	120	107	100	121	99	123	108	97	123	108	98	123	108
12	107	153	132	102	131	129	101	126	129	101	124	127	98	119	127	99	120	126	98	123	126	123	125	114	122	122	114	121	123	114
	<b>455</b>	<b>514</b>	<b>492</b>	<b>448</b>	<b>479</b>	<b>484</b>	<b>447</b>	<b>475</b>	<b>491</b>	<b>444</b>	<b>473</b>	<b>480</b>	<b>435</b>	<b>462</b>	<b>481</b>	<b>432</b>	<b>454</b>	<b>477</b>	<b>431</b>	<b>454</b>	<b>480</b>	<b>455</b>	<b>483</b>	<b>458</b>	<b>447</b>	<b>479</b>	<b>458</b>	<b>442</b>	<b>479</b>	<b>458</b>
<b>Total</b>	<b>1414</b>	<b>1481</b>	<b>1430</b>	<b>1405</b>	<b>1427</b>	<b>1403</b>	<b>1406</b>	<b>1409</b>	<b>1406</b>	<b>1395</b>	<b>1417</b>	<b>1385</b>	<b>1388</b>	<b>1410</b>	<b>1395</b>	<b>1370</b>	<b>1388</b>	<b>1396</b>	<b>1380</b>	<b>1385</b>	<b>1406</b>	<b>1391</b>	<b>1414</b>	<b>1514</b>	<b>1381</b>	<b>1404</b>	<b>1514</b>	<b>1361</b>	<b>1406</b>	<b>1514</b>

# Brookings-Habor School District 17-C 2023-2024 Calendar

## OPTION 1A Post Labor Day Start

**July 2023**

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Wednesdays (in rectangular boxes) will have an early dismissal time for students to allow for PLC time for staff.

**August 2023**

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

28 New Teacher Staff In-Service  
29-30 All-Staff District Directed In-Service

**September 2023**

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

31, 1 Teacher Classroom Workday  
4 Labor Day Holiday  
5 First Day for Students

**October 2023**

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

13 All Staff Directed In-Service

**November 2023**

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

3 Teacher Grading Day/End of Q1  
8-9 Evening Conf. 10 Veterans Day Holiday  
20-21 No Staff/Students  
22 Conferences Payback  
23-24 Thanksgiving Holiday

**December 2023**

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

18 Winter Break Begins

**January 2024**

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

2 School Resumes  
15 MLK Day Holiday  
26 Teacher Grading Day/End of Q2

**February 2024**

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

19 Presidents Day

**March 2024**

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

25-29 Spring Break

**April 2024**

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

1 School Resumes  
5 In Service Day  
12 Teacher Grading Day/End of Q3

**May 2024**














S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

27 Memorial Day Holiday

**June 2024**

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

8 Graduation Day  
14 Last Day Students  
17 Teacher Grading Day/End of Q4

 First/Last Day for Students	 New Teacher InService	 Holiday
 Full Teaching Day	 Teacher Classroom Work Day	 Break
 Early Release Day	 Teacher Grading Day	 No Staff/Students
 Graduation Day	 Conference Pay Back	 No staff or students
		 No students