

Agenda

1. Call Meeting to Order
2. Pledge of Allegiance
3. Early Items
 - 3.a. Celebrate Student Success
 - 3.b. Student Rep Report
4. Citizen Input
 - Information on Public Input policies is available at www.brookings.k12.or.us/board/. Written comments must be received at least 24 hours in advance of the meeting date and time. Interested members of the public who wish to speak at the meeting during the public comment time, can RSVP online up until noon on the day of the meeting. For in-person meetings, all are welcome to come to the meeting and fill out a "blue card" signifying that they would like to give public comment and give it to the Board Chair at the start of the meeting with no prior reservation or notification needed.
5. Presentation: Fiscal Year 2021 Financial Audit Report with John Dawson
6. Consent Agenda
 - 6.a. Approve Minutes
 - 6.b. Approve Bills
 - 6.c. Approve New Hires
 - 6.d. Approve Extra Duty Contracts
N/A
 - 6.e. Approve Donations
N/A
 - 6.f. Approve Grant Applications
7. District Reports and Information
 - 7.a. Comments from the Superintendent
 - District Leadership Team (DLT) follow-up
 - Social Emotional Learning (SEL) professional development update
 - Staff connection and resiliency
 - 7.b. District Reports
 - 7.c. Finance Reports
 - 7.d. Enrollment Summary
8. Action Items
 - 8.a. Board Policy Second Reads
 - February 2022 Policy Executive Summary
 - BBAA - Individual Board Member's Authority and Responsibilities, Optional
 - BD/BDA - Board Meetings, Optional
 - IA - Instructional Goals, Optional

- IKF - Graduation Requirements, Conditionally Required
 - IKFB - Graduation Exercises, Optional
 - JBB - Educational Equity, Optional
- 8.b. Approve 2022-23 Academic Calendar
 - 8.c. Approve Football/Track Security Lighting Project Quote
 9. Discussion Items
 - 9.a. Proposed Board Policy KGBB - Firearms Prohibited
 - 9.b. Work Session Topics
 - 9.c. Move March Regular Board Meeting to accommodate staff renewal deadline
 10. Board Functions and Comments
 - 10.a. Review Board Goals
 - 10.b. Review District Priorities
 11. Key Dates and Calendar Updates
 - Work Session School Board, 5:30 p.m. Wednesday, March 2, 2022.
 - Regular School Board Meeting, 5:30 p.m. Wednesday, March 9, 2022. (Updated date)
 - Work Session School Board, 5:30 p.m. Wednesday, April 6, 2022.
 12. Adjournment

DRAFT Minutes

Brookings-Harbor School District

Board of Directors

Special Board Meeting

5:00 p.m. Wednesday, Jan. 19 2022 - Kalmiopsis Elementary School

In attendance:

Alan Nidiffer (Chair)

Jay Trost (Vice Chair) (via phone)

Katherine Johnson

Janell Howard

Janece Payne

Admin Asst to the Board Nancy Raskauskas-Coons

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

Board Chair Alan Nidiffer called the meeting to order at 5:02 p.m.

Board Chair Alan Nidiffer adjourned the meeting at 5:30 p.m.

DRAFT MINUTES
Brookings-Harbor School District
Board of Directors
January 19, 2022 at 5:30 PM - Regular School Board Meeting, Kalmiopsis
Elementary School Library, 650 Easy St.

Meeting video available at <https://www.youtube.com/watch?v=NfMVRQcpT1A>

Present:

Alan Nidiffer, Board Chair

Jay Trost, Vice Chair (virtually)

Katherine Johnson, Board Member

Janell Howard, Board Member

Janece Payne, Board Member

Superintendent David Marshall

Administrative Assistant to the Board Nancy Raskauskas-Coons

Acacia Pringle, Student Rep

Board Chair Alan Nidiffer called the meeting to order at 5:33 p.m.

Early Items -

Celebrate Student Success: BHHS Community Art Class Bench Project: Sheryl Tuttle, BHHS visual art teacher and Bruin enterprises teacher shared a slideshow of the process and final installations from the Community Art Class. The class recently completed a beautification project at the rear entrance of the high school that includes colorful art benches back and wooden framed wall murals.

Discussion: Jay Trost thanked Ms. Tuttle for her commitment to students and the tremendous impact that she makes. Katherine Johnson thanked Ms. Tuttle and her students for adding color to the high school.

Student Rep Report: Acacia Pringle, BHHS student representative, shared that BHHS students volunteered to take down lights from the Nature's Coastal Holiday Light Display, and that Leadership Class will be selling Candy Grams for the first two weeks of February. Semester One ends Jan. 28.

Building Presentation: A Student Services Updates was given by Special Programs Director Cynthia Barthuly and her team. The presentation included information on Special Programs such as Nursing, Special Education/504, English Language Learners, Indian Education, McKinney Vento Act/Foster, District Testing, Talented and Gifted, and Mental Health Services. The focus of the department is on a Shared Vision and Commitment of Inclusion (38 percent of BHSD students receive these individualized education plan services); Health and Safety (example: Safe Return to In-Person Instruction and Continuity of Service Plan); Teaching and

Learning (ex: Regrowth, Reimagine, Perseverance, Resilience, Discovery, Opportunity); and Family and Community Engagement (Listening sessions, after school activities, parent meetings/nights, student/family surveys).

English Language Development Coordinator Daryl Ettner shared information about the district's English Language Learners (ELL). Her program supports ELLS in access to their education. BHSD students speak a variety of home languages including Spanish, Chinese, Thai and Pashto. Title III and HB 3499 set some of the framework for the ELL programs. Ettner described the eligibility process which includes assessments, language use surveys, kindergarten screener, English Language Proficiency Assessments (ELPA), and post graduate monitoring for 4 years after ELL support. In the BHSD there are 33 ELL students in grades K-12. The ELD collaborates with classroom teachers on best practices, uses research-based instruction and curriculum, pull-out and push-in services, Designated English Language Development Time (DELD), Especially Designed Academic Instruction in English (SDAIE), Sheltered Instruction Observation Protocol Support (SIOP), Supporting English Language Acquisition and Making Content Comprehensible. This is all with the goal of constructing meaning, coaching for reading and writing, special education and bilingual education (Multi-tiered Systems of Support (MTSS)). Some recent ELL activities and successes include the Multicultural club at Azalea Middle School weekly meeting; parent meetings and outreach; Seal of Biliteracy from State of Oregon push; and Path to Scholarship event for bilingual students by Oregon Association for Education and Oregon State University.

Next there was an update on Special Education. District-wide there are 9 SpEd classroom, including the Youth Transition Program. There are 215 students and 38 staff in SpEd district-wide. Special Education IA Trudy Hunt, a Life Skills Aide in Ms. Westover's classroom at Brookings-Harbor High School shared information about the Bruin Bowser Bites program - a business venture of students in the Life Skills class. Students relaunched the healthy homemade dog treats brand this year with a new recipe, design and logo. Each student who wants to contribute has a part in the process of planning, making, packing, advertising and selling the Bruin Bowser bites. Students also engaged in logistical problem solving around cooking, shopping, budgeting, customer service and team work. For example, students determined the best value for oats, and the best way to process and portion pumpkin pulp. Students created a wish list to spend profits on that includes snacks, going out to lunch, shopping for the classroom, field trips and books for the classroom.

YTP Coordinator Michelle Prudden gave an update on the BHHS Youth Transition Program. There are 26 active participants in the YTP program including 52 percent males and 48 percent females. The average wage of a student in YTP is \$13.83 at exit; \$15.79 at six months; and at least one recent student is making \$30 per hour 12 months post program. Prudden shared a YTP Success Story on student Michael Rainwater. Michael is the new Product and Technology Support Specialist at Brookings Chrysler Dodge Jeep and Ram, as well as a part-time dishwasher at Fat Irish Kitchen and Pub.

Bathuly finished with some final introductions of staff and program highlights. She introduced Jennifer Demagalski, Assistant to the Director of Special Programs who works closely with the McKinney-Vento Program priorities for the district to ensure educational rights and protections for students experiencing lack of housing. She also introduced Cynthia Solerzano, Indian Education Coordinator who works in the Title VI sphere supporting and serving indigenous students with their education, working with local tribes and organizations supporting the education of students in Indian Education. Currently she is working with Barthuly on possible opportunities and collaboration with Tolowa Dee-ni' Nation with a grant serving Del Norte and Curry counties with activities chosen by students and families. The Talented and Gifted Program is working on diagnostics to identify students. The Mental Health (Suicide Prevention and Response) team is partnering with University of Oregon - Suicide Prevention Lab to include BHHS as one of 10 pilot schools around the state in a research project on suicide prevention and support.

Discussion:

Jay Trost said that the joy is apparent in the Student Services team and their approach to work, and that his understanding of several programs, particularly ELL services was elevated by the presentation. Trost praised Michelle Prudden for being a life influence for students in the YTP program.

Janece Payne said as a Native American, she does not want to be called an "Indian." Maybe the Indian Education program should think about changing the name.

Katherine Johnson said that she had two of her children who went through YTP and are thriving as adults.

She also said that the board sees needs like the suicide prevention program, and that these are puzzle pieces that are vital to our student success.

Citizen Input: There was no citizen input submitted or provided in-person at the meeting.

Consent Agenda:

Jay Trost moved to approve the Consent Agenda items. Katherine Johnson seconded the motion.

Discussion: Janece Payne questioned the name and address information on the donation report from Toys for Tots. Would like to see more information on donors, local group. Alan Nidiffer noted the new hires and the high school band field trip request.

Vote called:

Katherine Johnson: Yes

Janece Payne: Yes

Janell Howard: Yes

Jay Trost: Yes

Alan Nidiffer: Yes.

Consent agenda approved 5-0, all in favor.

District Reports and Information:

Superintendent Comments: David Marshall welcomed South Coast Educational Service District (ESD) Superintendent Charis McGaughey and SCESD Board Member Jackie Crook, who were in attendance.

Marshall shared that he met with Brookings Harbor Education Association leadership. There is acknowledgement that staff are tired and fatigued. The union had great creative ideas for working together to relieve some of the stresses.

Marshall shared an update on the Student Investment Account. The ODE Grant Amendment - Student Investment Account is in the agenda packet under District Reports and includes procedural changes to reflect current amounts and dates. The financial audit was uploaded to ODE, with final review currently being conducted. Auditor John Dawson reported they found no issues in testing with any aspects of grant compliance, including SIA at the state level. They tested Title 1, IDEA and ESSER at the level of Federal compliance and had no Findings or Questioned Costs. He will be virtually attending the February board meeting to present the audit. We will have copies available to review the week before the meeting.

Marshall shared an associated AR with the policies in the board packet - BDDH-AR Public Comment at Board Meetings. This AR outlines the changes that have been made to the public comment procedures for board meetings to make them more inclusive of pre-submitted comment and guests who need to join virtually.

Lastly, Marshall shared that this year is the adoption year for the English Language Arts adoption process, and thanked BHHS Principal DeAnne Varitek for initiating the planning and forming teams to work on the process. A copy of the planned adoption process calendar was shared with board members. Prospective materials will be publicly noticed and made available for community members to review.

BHSD ELA Adoption Calendar

Fall, 2021:

- K-12 Adoption committee in place
- Identify common needs and progression of instruction with a K-12 system lens

Winter/Early Spring, 2022:

- Financial Review-affordability
- Team review virtual caravan of materials
- Team selects materials to pilot
- Curriculum materials piloted
- Pilot data presented to adoption committee
- Committee recommends curriculum

Early Spring, 2022:

- Curriculum committee reports to board with recommendation
- Public comment and access to adoption recommendation

Late Spring, 2022:

- Curriculum adopted by board

Late Spring/Early Summer:

- Materials ordered and training scheduled

Fall, 2022:

- Newly adopted ELA materials in classrooms and staff implementation

2022-2023 School Year

- Ongoing professional development implementation support

Discussion:

Katherine Johnson asked when was the last time the district did an ELA curriculum adoption. Marshall responded that it is a 7-year rotation (possibly 8-years this time due to COVID pause delays).

David Marshall thanked the school board members and celebrated School Board Appreciation Month. School Board members were presented a certificate of appreciation, and handmade gifts from the Azalea Middle School digital arts class and art class (students of teachers Diana Widdows and Amy Dreweatt). There were student designed greeting cards, 3D-printed keychains, and northern lights ornaments painted on tree rounds.

Action Items

Katherine Johnson moved to approve the Approve South Coast ESD Local Service Plan. Janece Payne seconded.

Discussion:

Question from Alan Nidiffer: Does it still serve our district? How do you feel about it?

Response from Supt: I enjoy working with Charis, she is responsive. I understand the history of it being difficult just distance wise here in Brookings. ESD is offering an online academy. They are doing everything they can to support what we are asking the district to do.

Katherine Johnson: I just want to acknowledge that SCESD is here tonight.

Vote called:

Katherine Johnson: Yes

Janece Payne: Yes

Janell Howard: Yes

Jay Trost: Yes

Alan Nidiffer: Yes.

SCESD Local Service Plan Agreement approved 5-0, all in favor.

Katherine Johnson moved to approve the Board Policy Second Reads for the following policies:

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

Janece Payne seconded the motion.

Vote called:

Katherine Johnson: Yes

Janece Payne: Yes

Janell Howard: Yes

Jay Trost: Yes

Alan Nidiffer: Yes.

Board Policy Second Reads approved 5-0, all in favor.

Katherine Johnson moved to approve the Board Policy First Reads for the following policies:

- **BBA – Individual Board Member’s Authority and Responsibilities**
- **BD/BDA – Board Meetings**
- **IA - Instructional Goals**
- **IKF – Graduation Requirements**
- **IKFB – Graduation Exercises**
- **JBB – Educational Equity**
- **KGBB – Firearms Prohibited**

Jay Trost seconded the motion.

Discussion: The board would like to have a high level summary and background included with first readings. The board would like to invite the police chief or SRO next month to discuss their feelings on KGBB - Firearms Prohibited proposed policy.

Katherine Johnson amended the motion to approve the Board Policy First Reads listed, EXCEPT for KGBB.

Jay Trost re-seconded the amended motion.

Vote called:

Katherine Johnson: Yes

Janece Payne: Yes

Janell Howard: Yes

Jay Trost: Yes

Alan Nidiffer: Yes.

Board Policy First Reads approved 5-0, all in favor, EXCEPT for KGBB which will remain at First Read for February.

Janece Payned moved to Approve Application for Appointment to Budget Committee - Bill Walford.

Katherine Johnson seconded the motion.

Vote called:

Katherine Johnson: Yes

Janece Payne: Yes

Janell Howard: Yes

Jay Trost: Yes

Alan Nidiffer: Yes.

Bill Walford appointed to the Budget Committee, 5-0, all in favor.

Janece Payne moved to approve the proposed 2022-2023 Budget Calendar.

Katherine Johnson seconded the motion.

Vote called:

Katherine Johnson: Yes

Janece Payne: Yes

Janell Howard: Yes

Jay Trost: Yes

Alan Nidiffer: Yes.

2022-2023 Budget Calendar Approved, 5-0, all in favor.

Board Functions and Comments:

Discussion topic: Board meeting regularity. How does the board feel about a second meeting monthly to split up functions between a business meeting and a work session meeting?

Janell Howard said that she likes the idea to keep meetings short, and that it would give staff more of a chance to bring time sensitive information before the board.

Jay Trost was in full agreement and said that climbing out of the last two years additional workshops work well with our goals of community partnership. May not have initially the goal of decreased time of meeting, but with the amount of work moving forward is a good idea.

Board asked the District to look at a draft calendar with 1st and 3rd Wednesdays monthly.

Key Dates and Calendar Updates:

- Additional executive session planned for Jan. 25, 2022.
- District Leadership Team (DLT), 5 to 7:30 p.m., Jan. 25, 2022, Azalea Middle School Gym, 505 Pacific Avenue, Brookings, OR 97415.
- Regular School Board Meeting, 5:30 p.m, Wednesday, Feb. 16, 2022, Kalmiopsis Elementary School, 650 Easy Street, Brookings, OR.

The Board Recessed to Executive Session at 7:17 pm

Purpose: To conduct deliberations with persons designated by the governing body to negotiate real property transactions. (ORS 192.660(2)(e))

The Executive Session was adjourned by Alan Nidiffer at 7:39 p.m. Board returned to regular session.

The meeting was adjourned at 7:39 p.m. by Alan Nidiffer.

DRAFT Minutes
Special School Board Meeting
Tuesday, January 25, 2022 3:00 PM
BHSD Bridges Building 564 Fern Ave. Brookings, OR 97415

In attendance:

Alan Nidiffer, Board Chair
Katherine Johnson, Board Member
Janece Payne, Board Member
Janell Howard, Board Member
Jay Trost, Board Vice Chair
Superintendent David Marshall
Admin Asst to the Board Nancy Raskauskas Coons

Note: Jay Trost joined the meeting via phone until 3:30 p.m. Was absent from 3:30 to 3:53 p.m., and then joined the meeting in-person from 3:53 p.m. to final adjournment.

Board Chair Alan Nidiffer called the meeting to order at 3:14 pm.

The board recessed to Executive Session at 3:15 p.m. Purpose: To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing.(ORS 192.660(2)(i))

The board adjourned executive session and returned to regular session at 4:03 p.m.

Alan Nidiffer asked the board to add a new agenda item: Superintendent contract extension. Board accepted by consensus, 5-0 in favor, to add the new agenda item.

Katherine Johnson made a motion to add a one-year extension to the Superintendent's existing contract, and to initiate review for extension every 2 years following the initial extension.

Janece Payne seconded the motion.

Discussion on the motion:

- Janell Howard needed clarification on what contract extension is.
- Supt. Marshall shared that it varies by district, but that Administrators typically have a three-year contract. He suggested that the Board can push out the full three years every year, or extend every other year. He noted that his contract is closer to a private sector contract than anyone else in the district with the buy-out clause for example.

- Alan Nidiffer said that for him it's a show of support for the superintendent and for his work in the community to extend.
- Janell Howard clarified that at this time the Superintendent is 1.5 years into his initial contract with the district, and will be at the 2 year mark at the end of June 2022.
- Jay Trost acknowledged that renewals between January and June give a narrow window for job seeking in the event of a non-renewal.
- Janell Howard shared the idea of extending for one year initially and then every two years.
- Supt. Marshall said that if the board says they need a change, or if he feels he is not aligned with his bosses, he would be willing to move along and it is his responsibility to go where he is. He shared that part of what he feels is that turbulent transitions can be a step backward for the district and need to be avoided. Planned transitions help keep the trajectory and momentum going on district initiatives.
- Supt. Marshall said that it's always an option to bring forward an issue, like compensation, regardless of where in the contract cycle.
- Jay Trost: Essentially this means that we will be in negotiation every year?
- Janell: It seems like you would never want to get to January of your end date. That would seem like bad planning on everybody's part.

Vote called:

Jay Trost: Yes

Katherine Johnson: Yes

Janece Payne: Yes

Janell Howard: Yes

Alan Nidiffer: Yes

Motion passes 5-0 all in favor to extend Superintendent contract by one year.

Meeting adjourned at 4:14 p.m. by Alan Nidiffer.

DRAFT Minutes
Brookings-Harbor School District
Board of Directors

Special Board Meeting - District Leadership Team

5:00 p.m. Tuesday, Jan. 25 2022 - Azalea Middle School Gymnasium

In attendance:

Alan Nidiffer (Chair)
Jay Trost (Vice Chair)
Katherine Johnson (Board Member)
Janell Howard (Board Member)
Janece Payne (Board Member)
Superintendent David Marshall
Admin Asst to the Board Nancy Raskauskas-Coons
Facilitator Steve Kelley
Ria Shannon (Elementary Teacher)
Dede Corpening (Director of Fiscal Services)
DeAnne Varitek (Principal)
Danielle Slater (Middle School Resource Room Teacher)
Cynthia Barthuly (Director of Special Programs)
Nicole Medrano (Principal)
Jenny King (Elementary Teacher)
Carol Leonard (Principal)
Carol Zocchi (Middle School Teacher)
Caleb Crotzer (High School Teacher)
Nick Chapman (Vice Principal)
Lisa Piscitello (High School Teacher)
And Robert Bautista (AV support)

Absent:

Marco Thorson (Vice Principal)
Ashley Pruitt (Front Office Admin Asst)
Jennifer Legat (Middle School Teacher)

Attendees arrived at 5 p.m. and ate dinner

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

Steve Kelley welcomed the group and shared some background on himself and his 40 years working in public education, and previous leadership training with the Lighthouse Project.

Definition of Collaborative Governance was shared: “Utilizes effective partnerships to learn and lead together in an environment of trust and respect with a shared focus on equitable student outcomes through collective responsibility, accountability, and support.”

Board members were asked and shared what resonated for them in the collaborative governance definition. Answers included:

- Alan Nidiffer - Environment of trust and respect - individually like all the members and respect them quite a bit.
- Jay Trost - Effective partnerships. It takes a lot to just have partnerships, but to make those partnerships effective you have to trust, understand where everyone comes from, understand that lens. The partnership with our Superintendent ... the partnership with our DLT. I think the point is that we are going to come to a much better conclusion together than being told what to do.
- Katherine Johnson - Learn and lead together. Being on the school board for 8 years, this board has a willingness to learn from each other and lead together (no one person going out on their own).
- Janell Howard - Partnerships - on the board, with the district, with teachers, with the community. In my other hat, I am the City and I am glad that we can partner with the SRO. In my other hat, I am a CASA and I appreciate the partnerships to support disadvantaged kids.
- Janece Payne - I really like what Alan said about trust and respect. Without it, it's like you are fighting, you are swimming upstream the whole time. We have it on our school board. If we have a problem, we can communicate it.

Steve Kelley: I also want to draw your attention to that last piece of collective responsibility, accountability and support. This is one way we hold the system accountable is by having this kind of conversation periodically. Collective responsibility is what it is all about.

Steve Kelley: Thank you, sincere kudos and appreciation, for doing this work and having this conversation. You are probably only one of 10 school boards sitting down to have this conversation in the middle of this pandemic that is raging on. I have talked to so many people who have said we can't do that right now, we are fighting too hard. I can't even find the right words to express that, because I know the work is difficult last year and this year. It's not easy work.

Steve Kelley reviewed the purpose of the meeting, and board versus staff roles. The board role is big picture, governance, policy, systematic. Board holds the vision. Role of the superintendent and staff is to operationalize those expectations. It's the difference between strategic direction and strategic plan. The role for the board - you have to ensure that there is a plan and that the plan aligns with the priorities or “strategic direction.”

Superintendent David Marshall shared background and a slideshow of the three district priorities that the DLT has developed, and goals for this and future sessions.

Slide information:

What is the DLT?

The district-wide leader team (DLT) is a group of individuals who agree to assume leadership responsibility for guiding and protecting the work focused on improving student learning in the focus area(s) established by the school board. Major roles include but are not limited to...

- Assist the board in developing area(s) of focus (priorities) that will lead to greater student success.
- Provide guidance, direction, and support for districtwide efforts to improve teaching and learning and building-level implementation of the district wide efforts
- Assist the school board as they monitor the implementation of districtwide change initiatives
- Plan/support professional development,
- Shepherd the initiative.

Where we are now

- Spring 2019 - School Board starts school improvement project in partnership with Oregon School Boards Association (OSBA) to create a school improvement plan focused on student achievement, directs Superintendent to form Districtwide Leadership Team that represents a strong cross-section of staff
- March, April and May 2019 - Initial DLT meetings - gather staff input and information that pertains specifically to data-based decision making centered around improving student learning.
- 2019-20 - DLT on hiatus due to superintendent leadership transition and the impacts of the COVID-19 pandemic
- June 2021 - Process reboot under Superintendent David Marshall, with the continued support of the board and facilitator Kelley.
- Jan 2022 - Now! The DLT has two meetings scheduled during the 2021-22 school year to continue work in the district's three priority areas and inform the vision and strategic work of the district.

Three district priorities:

- Student Success:
 - Student success is the independence to intuitively think critically while maintaining a high ethical and moral character.
 - Student success is the self-confidence to think intensively and critically while maintaining a high ethical and moral character.
 - Student success is the self-confidence to persevere while maintaining a high ethical and moral character.
- Relationships
To intentionally build meaningful relationships with students, staff, families, and community with trust and respect to create a positive culture to invest in every student's future.

- Staff Success
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.

Data systems and monitoring (Spring 2021)

- Oregon Attendance Rate (the number of students x the number of session days “school days”)
- School Discipline Data (Reportable/Higher level incidents vs. Non-Reportable/lower level infractions)
- Participation in extracurriculars (Overall total count of kids that participated at the middle school and high school. Students participating in more than one activity are counted more than twice)

Winter 2022

- Longitudinal Attendance and Discipline
- SEL Data: Panorama, DESSA
- Graduation Rate
- Academic Data: iReady, class assessments, grades

Small group conversation using the following guiding questions ...

- What might this data be telling us?
- What are we missing? How might we check in on intuitions, experiences, and anecdotes that have been shared to verify data, determine trends?
- What data will we use? How will it be used?
- Student Success and Student Relationship data tools have come a long way since last June; what do we need to progress Staff Success and Staff Relationship data and monitoring next? What data needs to be identified to align with these priority areas?
- How can the board support this work?

Next Steps

- Draft for late spring DLT
- 2-3 long term strategic goals aligned with each priority
- Who: DLT staff members, admin team, building staff

Supt. David Marshall thanked all DLT members for participating in this work. Board and Supt are committed to moving forward with this work, that is important for the success of students and staff.

Supt. David Marshall and Cynthia Barthuly shared a packet of Winter 2022 data that shows the longitudinal big picture of indicators in the following areas:

- Attendance and Discipline
- SEL Data: Panorama DESSA
- Graduation Rate

- Academic Data: iReady, class assessments, grades

Individual table groups took the data and spent about 45 minutes looking through it, discussing and compiling answers to the question prompts on large format paper.

The board member at each table led a report out of high level themes:

Janell Howard's team:

What might this data be telling us?

- All three schools have similar attendance pattern.
- HS discipline has higher incidents.
- Academic support areas

What we are missing?

- Wondering if there is consistency with the criteria that is being used to collect data
- K-12 academic assessment
- No subgroup data (Indian Ed, Special Ed etc.)

Best use of the data ...

- Recommend prioritizing academic data
- Attendance and discipline data is also important
- Teacher/PD reflection

Jay Trost's team:

What the data may be telling us?

- Grade level readiness
- We have a lot of struggling students
- Students having a hard time advocating for selves

What are we missing?

- Need more transitional data (one building to another or grade to another)
- SEL - show where we need to provide support (wrap around)

Alan Nidiffer's team:

What data will we use?

- iReady is user friendly - What about student mobility does it really read grade to grade
- The DESSA is teacher reported
- SEL reporting is a chance to find red flags for students

What are we missing?

- Student or family self-reported data
- Correlation of Attendance - how it ties in with other data sets

How can the board support this work?

- DLT Continues
- Staff workgroups

Janece Payne's group:

What might this data mean?

- Questioning the accuracy of discipline data
- Is Panorama data - are we good or bad compared to national peers. (Misread)
- Having an English and Math teacher - we felt they were consistent throughout? It felt right

What data will we use?

- Plan growth and intervention with Panorama and DESSA
- Cross curriculum - maybe our standard should be everyone teaches math and reading (even if it's not your area)
- Self-efficacy

What are we missing?

- Grade level benchmarks - alignment and calibration of grading
- Are some students receiving too much help from staff? Then when they d
- We need a national test to compare us to equals from nationals

Board support:

- Support risks from teachers. Often parents want things done the way they had in school. We really need parent support to address these times that are not normal.

Katherine Johnson's team:

What might the data be telling us?

- It's not "just COVID"
- Academic achievement data shows many students not at standard
- SEL need better data

What data will we use?

- Need more information with SEL
- iReady is good, but we need another set of data to go with it? Calibration factor
- Be focused on the amount of energy spent on behavior and attendance. Lets not dwell on it. How do we work well with what we got.

What are we missing?

- We'd like a few more data points.

- What about students on the edge (still need support even though in middle tier). There's a human element.
- At the high school and middle school - we are all lonely onlies. Getting really good at vertical alignment. Want to talk to other English teachers in other schools to talk about grading calibration. It's an issue we face from isolation.
- Look at who is going to college and who is going into CTE, tradeschool, workplace growth kind of thing. There are so many ways to get to success.
- More accurate and better data.

Steve Kelley shared a few observations on the report outs: Learning and leading together. Leaning in, asking questions. Trying to understand the data. That is so important in these kinds of sessions. These are critical interactive sessions.

Reminder about collective responsibility and support: The board's role is not to have all the solutions. It's to trust the experts in the room. Eventually, that really messy conversation was less messy because we learned together. Understood the foundation of that, which is what you have started to do tonight. This is exactly what you need to doing. Even though the board's role is different from the staff's role, you can come together and learn and lead together.

Supt. David Marshall talked about next steps and how this work gets carried forward over the next few months, saying that BHSD plans to have facilitator Steve Kelley back one last time in the late Spring. In the meantime, DLT staff groups will set major goals, continue refining.

Superintendent would like to see two-three long term strategic goals drafted that speak to the board priorities. The staff portion of the DLT will continue to serve as a district advisory group looking at the whole system. We will bring the draft goals to the board and ask, do these goals match with your vision of student success? Exciting work to come.

Board Chair Alan Nidiffer adjourned the meeting at 7:21 p.m.

Brookings-Harbor School Dist. 17C

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Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
4IMPRINT						
		126453	GENERAL FUND	FISCAL SERVICES	SUPPLIES	\$642.11
AIRGAS CO						
		126454	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$213.63
AMAZON						
		126455	GENERAL FUND	ALTERNATIVE EDUCATION	SUPPLIES	\$33.25
		126455	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	SUPPLIES	\$161.94
		126455	GENERAL FUND	ELEMENTARY	SUPPLIES	\$144.24
		126455	GENERAL FUND	FISCAL SERVICES	SUPPLIES	\$74.34
		126455	GENERAL FUND	LIFE SKILLS	SUPPLIES	\$353.57
		126455	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	SUPPLIES	\$140.09
		126455	GENERAL FUND	SPECIAL EDUCATION DIRECTOR	SUPPLIES	\$256.85
		126455	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$36.00
		126505	GENERAL FUND	ALTERNATIVE EDUCATION	SUPPLIES	\$478.25
		126505	GENERAL FUND	FISCAL SERVICES	SUPPLIES	\$87.70
		126505	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$1,532.56
		126505	GENERAL FUND	LIFE SKILLS	SUPPLIES	\$355.47
		126505	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	SUPPLIES	\$58.82
		126505	GENERAL FUND	OFFICE OF THE PRINCIPAL	SUPPLIES	\$174.42
		126505	GENERAL FUND	OTHER STUDENT TREATMENT OT/PT	SUPPLIES	\$12.99
		126505	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$19.95
		126552	GENERAL FUND	ELEMENTARY	SUPPLIES	\$60.01
		126552	GENERAL FUND	FISCAL SERVICES	SUPPLIES	\$110.06
				Total for AMAZON		\$4,090.51
AMERICAN FIDELITY ASSURANCE CO						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$2,742.88
ANDERSON, CYNTHIA						

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Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		126550	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	TRAVEL	\$1,860.20
ARNOLD, CHRISTINA A		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
BADGER, CYNTHIA D		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
BATTLESON, HOLLY A		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
BEAMAN, JESS		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
BELL, WADE L		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
BHEA		126622	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$1,325.00
BLUE STAR GAS		126506	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	FUEL	\$223.64
		126554	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	FUEL	\$1,548.22
				Total for BLUE STAR GAS		\$1,771.86
BONDE, KARRY E		126489	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
BROWN, JACQUELYNN R		126490	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
CANON FINANCIAL SERVICES INC.		126509	GENERAL FUND	ELEMENTARY	RENTALS	\$1,010.63
		126509	GENERAL FUND	ELEMENTARY	REPAIR AND MAINTENANCE	\$504.40
		126509	GENERAL FUND	FISCAL SERVICES	RENTALS	\$9.29
		126509	GENERAL FUND	FISCAL SERVICES	REPAIR AND MAINTENANCE	\$21.93

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Remit Name						
		126509	GENERAL FUND	HIGH SCHOOL PROGRAMS	RENTALS	\$805.93
		126509	GENERAL FUND	HIGH SCHOOL PROGRAMS	REPAIR AND MAINTENANCE	\$24.24
		126509	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	RENTALS	\$651.69
		126509	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	REPAIR AND MAINTENANCE	\$63.61
		126509	GENERAL FUND	OFFICE OF THE PRINCIPAL	RENTALS	\$19.80
		126509	GENERAL FUND	OFFICE OF THE PRINCIPAL	REPAIR AND MAINTENANCE	\$0.00
		126509	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	RENTALS	\$14.67
		126509	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	REPAIR AND MAINTENANCE	\$9.64
		126509	GENERAL FUND	STUDENTS WITH DISABILITIES	RENTALS	\$146.81
		126509	GENERAL FUND	STUDENTS WITH DISABILITIES	REPAIR AND MAINTENANCE	\$33.65
				Total for CANON FINANCIAL SERVICES INC.		\$3,316.29
CARMACK, DUSTIN T		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
CASCADE HOME CENTER		126458	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$40.40
		126458	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$28.00
		126510	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	SUPPLIES	\$40.94
				Total for CASCADE HOME CENTER		\$109.34
CASTLEBERRY, CHRISTINE		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
CHAPMAN, CONNOR N		126491	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
CHETCO AUTOMOTIVE MARINE & INDUSTRIAL		126460	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$7.23
CHRISTENSEN, ANDREA		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00

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Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
CITY OF BROOKINGS						
		126511	GENERAL FUND	MAINTENANCE SERVICES	WATER AND SEWAGE	\$4,235.78
CLARK, MANDY E						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
COASTAL PAPER & SUPPLY INC						
		126461	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	SUPPLIES	\$93.86
		126512	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	SUPPLIES	\$3,382.39
		126555	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	SUPPLIES	\$100.28
				Total for COASTAL PAPER & SUPPLY INC		\$3,576.53
COOPER, LORI						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
COOS CURRY ELECTRIC CO-OP INC						
		126462	GENERAL FUND	MAINTENANCE SERVICES	ELECTRICITY	\$19,315.96
		126556	GENERAL FUND	MAINTENANCE SERVICES	ELECTRICITY	\$1,640.39
				Total for COOS CURRY ELECTRIC CO-OP INC		\$20,956.35
CORDIER, ELIZABETH L						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
COSA						
		126513	GENERAL FUND	ELL-ORS	TRAVEL	\$249.00
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						
		126463	GENERAL FUND	ALTERNATIVE EDUCATION	SUPPLIES	\$42.00
		126463	GENERAL FUND	FISCAL SERVICES	SUPPLIES	\$36.40
		126463	GENERAL FUND	SPECIAL EDUCATION DIRECTOR	SUPPLIES	\$15.60

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Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		126463	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$35.00
		126463	GENERAL FUND	TECHNOLOGY SERVICES	SUPPLIES	\$12.00
				Total for CRYSTAL FRESH BOTTLED WATER INC		\$141.00
CSO FINANCIAL, INC.		126623	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$5.81
CTR INC		126514	GENERAL FUND	MAINTENANCE SERVICES	GARBAGE	\$3,268.09
		126514	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	GARBAGE	\$813.78
				Total for CTR INC		\$4,081.87
CURRY COUNTY TREASURER		126557	GENERAL FUND	Undesignated	Intergovernmental Accounts Payable	\$124,631.81
DAY WIRELESS SYSTEMS		126515	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	NON CONSUMABLE SUPPLIES	\$459.04
DIETRICH, DANNIELLE		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
DIRT & ROCK WORKS INC.		126516	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	REPAIR AND MAINTENANCE	\$5,460.00
EARL, MOLLY E		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
ESS WEST, LLC		0	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	ESS Classified Substitutes	\$700.27
		0	GENERAL FUND	EDUCATIONAL MEDIA SERVICES	ESS Classified Substitutes	\$82.05
		0	GENERAL FUND	ELEMENTARY	ESS Certified Substitutes	\$7,280.49
		0	GENERAL FUND	ELEMENTARY	ESS Classified Substitutes	\$179.40
		0	GENERAL FUND	ELL-ORS	ESS Certified Substitutes	\$740.39
		0	GENERAL FUND	GUIDANCE SERVICES	ESS Classified Substitutes	\$328.46

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Fund: 100	GENERAL FUND		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name							
			0	GENERAL FUND	HIGH SCHOOL PROGRAMS	ESS Certified Substitutes	\$2,467.96
			0	GENERAL FUND	LIFE SKILLS	ESS Certified Substitutes	\$2,467.97
			0	GENERAL FUND	LIFE SKILLS	ESS Classified Substitutes	\$2,200.70
			0	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	ESS Certified Substitutes	\$2,838.15
			0	GENERAL FUND	OFFICE OF THE PRINCIPAL	ESS Classified Substitutes	\$60.52
			0	GENERAL FUND	OTHER PLANT OPER. & MAINTENANCE	ESS Classified Substitutes	\$35.47
			0	GENERAL FUND	STUDENTS WITH DISABILITIES	ESS Certified Substitutes	\$2,435.47
			0	GENERAL FUND	STUDENTS WITH DISABILITIES	ESS Classified Substitutes	\$1,974.37
			0	GENERAL FUND	Undesignated	Prepaid Expenses	(\$5,612.73)
					Total for ESS WEST, LLC		\$18,178.94
FALCHETTA, KAREN			126492	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
FASTENAL			126558	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$32.55
FIELDPRINT, INC.			126517	GENERAL FUND	FISCAL SERVICES	DUES AND FEES	\$50.00
FOLLETT SCHOOL SOLUTIONS			126466	GENERAL FUND	EDUCATIONAL MEDIA SERVICES	LIBRARY BOOKS	\$169.04
			126466	GENERAL FUND	EDUCATIONAL MEDIA SERVICES	SUPPLIES	\$302.50
			126559	GENERAL FUND	EDUCATIONAL MEDIA SERVICES	LIBRARY BOOKS	\$135.89
					Total for FOLLETT SCHOOL SOLUTIONS		\$607.43
FOWLER, MARYJANE			0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
FREEMAN ROCK INC			126468	GENERAL FUND	CARE & UPKEEP OF GROUNDS	SUPPLIES	\$999.88
FRONTLINE TECHNOLOGIES GROUP LLC			126469	GENERAL FUND	STAFF SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$525.00

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Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		126519	GENERAL FUND	STAFF SERVICES	TRAVEL	\$1,050.00
				Total for FRONTLINE TECHNOLOGIES GROUP LLC		\$1,575.00
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		126520	GENERAL FUND	OFFICE OF THE SUPERINTENDENT	LEGAL SERVICES	\$1,712.50
GARRISON, SANDRA M		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
GOLD BEACH LUMBER		126470	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$186.69
		126521	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$83.85
		126561	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$18.90
				Total for GOLD BEACH LUMBER		\$289.44
GP ENERGY		126562	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	FUEL	\$1,458.13
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.		126522	GENERAL FUND	GUIDANCE SERVICES	SUPPLIES	\$1,451.28
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						

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Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		126493	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
HOVEN, KENDRA K		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
INTERNAL REVENUE SERVICE		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$185,028.86
J.W. PEPPER & SON, INC.		126523	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	SUPPLIES	\$590.99
		126563	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	SUPPLIES	\$46.00
				Total for J.W. PEPPER & SON, INC.		\$636.99
JEFFERIES, ANGELA L		126494	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
KING, JENNIFER L		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
KING, TIMOTHY P		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
KLEESPIES, KRISTY A		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
KLEESPIES, PERRY E		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.		126472	GENERAL FUND	INTERPRETATION AND TRANSLATION	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$125.00
LAWRENCE COMPANY		126473	GENERAL FUND	FISCAL SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$160.00
LEIGH, MAUREEN F		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00

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Remit Name						
LENHARDT, CHEYENNE M		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
MAESTRO HEALTH		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$11,610.45
MATHISON, LUKE T		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
MCVAY, MELANIE		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
MISSION LINEN SUPPLY		126565	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$434.65
MORIN'S SCREEN PRINT		126474	GENERAL FUND	OFFICE OF THE PRINCIPAL	SUPPLIES	\$0.00
		126524	GENERAL FUND	OFFICE OF THE PRINCIPAL	SUPPLIES	\$455.25
				Total for MORIN'S SCREEN PRINT		\$455.25
NAPA AUTO PARTS		126475	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$588.19
		126526	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$37.20
				Total for NAPA AUTO PARTS		\$625.39
NASCO		126568	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	SUPPLIES	\$359.35
NEWS 2 YOU		126528	GENERAL FUND	LIFE SKILLS	SUPPLIES	\$2,727.83
NOLTE, BRITT C		126495	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
NORTHWEST REGIONAL ESD		126476	GENERAL FUND	OFFICE OF THE SUPERINTENDENT	DUES AND FEES	\$123.25

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Remit Name		126569	GENERAL FUND	OFFICE OF THE SUPERINTENDENT	DUES AND FEES	\$101.50
				Total for NORTHWEST REGIONAL ESD		\$224.75
OEA/NEA - MEMBERSHIP DEPT		126624	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$10,395.16
OEBB		0	GENERAL FUND	STAFF SERVICES	EAP PROGRAM	\$171.00
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$201,058.80
				Total for OEBB		\$201,229.80
OMNI Financial Group, Inc.		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$17,054.87
ONSOLVE, LLC		126570	GENERAL FUND	TECHNOLOGY SERVICES	COMPUTER SOFTWARE	\$2,237.93
OR DEPT OF JUSTICE		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$1,805.00
OREGON DEPT OF REVENUE		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$54,338.27
		126625	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$637.33
				Total for OREGON DEPT OF REVENUE		\$54,975.60
OREGON STATE LITERACY ASSOCIATION		126532	GENERAL FUND	HIGH SCHOOL PROGRAMS	TRAVEL	\$180.00
PACE		126533	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	INSURANCE PREMIUMS	\$486.00
PERS		0	GENERAL FUND	ELEMENTARY	PERS EMP 6% MATCH	\$0.10
		0	GENERAL FUND	ELEMENTARY	PERS EMPLOYER CONTRIBUTION OPSRP	(\$509.48)
		0	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	PERS EMP 6% MATCH	(\$3.06)

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Remit Name						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$101,784.59
				Total for PERS		\$101,272.15
PETERS, TINA L		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
Petrevics, Andrew E		126496	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
PIONEER HEALTHCARE SERVICES		126534	GENERAL FUND	OTHER STUDENT TREATMENT OT/ PT	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$1,050.00
		126571	GENERAL FUND	OTHER STUDENT TREATMENT OT/ PT	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$1,050.00
				Total for PIONEER HEALTHCARE SERVICES		\$2,100.00
PITSCO		126572	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$1,200.45
PRECISION PERFORMANCE POINT-S		126535	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$257.94
PROCARE THERAPY, INC.		126477	GENERAL FUND	OTHER STUDENT TREATMENT OT/ PT	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$0.00
		126477	GENERAL FUND	PSYCHOLOGICAL SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$0.00
		126477	GENERAL FUND	SPEECH PATHOLOGY	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$1,148.00
		126536	GENERAL FUND	OTHER STUDENT TREATMENT OT/ PT	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$3,200.00
		126536	GENERAL FUND	PSYCHOLOGICAL SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$3,320.00
		126536	GENERAL FUND	SPEECH PATHOLOGY	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$5,330.00
		126573	GENERAL FUND	OTHER STUDENT TREATMENT OT/ PT	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$3,200.00
		126573	GENERAL FUND	PSYCHOLOGICAL SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$3,320.00

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Remit Name						
		126573	GENERAL FUND	SPEECH PATHOLOGY	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$5,740.00
				Total for PROCARE THERAPY, INC.		\$25,258.00
PRUITT, ASHLEY M		126497	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
PURCHASE POWER		0	GENERAL FUND	FISCAL SERVICES	POSTAGE	\$1,000.00
QUALITY FENCE CO.		126478	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	NON CONSUMABLE SUPPLIES	\$2,770.00
QUILL CORPORATION		126479	GENERAL FUND	ELEMENTARY	SUPPLIES	\$136.58
		126479	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$57.12
		126538	GENERAL FUND	ALTERNATIVE EDUCATION	SUPPLIES	\$283.47
		126538	GENERAL FUND	BOARD OF DIRECTORS	SUPPLIES	\$106.20
		126538	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$286.05
		126538	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	SUPPLIES	\$137.79
		126574	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$230.85
		126574	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$87.26
				Total for QUILL CORPORATION		\$1,325.32
REDWOOD THEATER		126575	GENERAL FUND	OFFICE OF THE PRINCIPAL	SUPPLIES	\$35.00
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.						

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Fund: 100 GENERAL FUND		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
SAUNDERS, FAITH L						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
SHAW, MONICA A						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
SHEW, LORINDA						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
SHIELDS, ALISON						
		126498	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
SLATER, DANIELLE M						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
SMITH, JILL J						
		126499	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
SMITH, SEAN						
		126539	GENERAL FUND	STUDENTS WITH DISABILITIES	PROFESSIONAL AND TECHNICAL SERVICES	\$900.00
SOKOLIK, MEGAN						
		126500	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
STUMPENHAUS, WADE C						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
SULLIVAN, TWYLA J						
		126501	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
TAMONDONG, COREY						
		126578	GENERAL FUND	HIGH SCHOOL PROGRAMS	TRAVEL	\$105.30
TEXAS LIFE						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$392.72
TYLER BUSINESS FORMS						
		126482	GENERAL FUND	FISCAL SERVICES	SUPPLIES	\$162.25
TYREE OIL, INC						

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Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		126545	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	FUEL	\$3,009.93
UMPQUA BANK						
		0	GENERAL FUND	ELEMENTARY	SUPPLIES	\$171.37
		0	GENERAL FUND	FISCAL SERVICES	DUES AND FEES	\$550.99
		0	GENERAL FUND	FISCAL SERVICES	SUPPLIES	(\$3,190.61)
		0	GENERAL FUND	FISCAL SERVICES	TRAVEL	\$50.00
		0	GENERAL FUND	HIGH SCHOOL PROGRAMS	PERIODICALS	\$4.00
		0	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$1,460.65
		0	GENERAL FUND	MAINTENANCE SERVICES	DUES AND FEES	\$126.00
		0	GENERAL FUND	OFFICE OF THE PRINCIPAL	SUPPLIES	\$102.54
		0	GENERAL FUND	OFFICE OF THE PRINCIPAL	TRAVEL	\$1,048.27
		0	GENERAL FUND	OFFICE OF THE SUPERINTENDENT	TRAVEL	\$160.96
		0	GENERAL FUND	SPECIAL EDUCATION DIRECTOR	SUPPLIES	\$423.98
		0	GENERAL FUND	STAFF SERVICES	SUPPLIES	\$54.11
		0	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	DUES AND FEES	\$127.50
		0	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$519.15
		0	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	TRAVEL	\$208.60
		0	GENERAL FUND	Undesignated	Salaries Payable	\$395,460.64
				Total for UMPQUA BANK		\$397,278.15
US CELLULAR						
		126483	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	Other Communication Services	\$1,540.16
		126579	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	Other Communication Services	\$374.44
					Total for US CELLULAR	\$1,914.60
VEX ROBOTICS						
		126547	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$854.63

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Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
VIRIDIANA PENALOZA		126485	GENERAL FUND	ALTERNATIVE EDUCATION	SUPPLIES	\$38.00
WALLIN, TERI A		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
WALTON SOBERON, JODY L		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
WARREN, HEIDI		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
WESEL, DUSTIN		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
WESTERN BUS SALES INC		126488	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$39.50
		126581	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$393.00
				Total for WESTERN BUS SALES INC		\$432.50
WESTERN MERCANTILE AGENCY, INC		126626	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$189.18
WESTOVER, LISA		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
WIDDOWS, DIANA		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
WPS PUBLISH		126582	GENERAL FUND	OTHER STUDENT TREATMENT OT/PT	COMPUTER SOFTWARE	\$2,744.50
YOCKEY, ALEXIS R		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
ZIPLY FIBER		126549	GENERAL FUND	CARE & UPKEEP OF GROUNDS	TELEPHONE	\$78.04
		126549	GENERAL FUND	FISCAL SERVICES	TELEPHONE	\$192.85

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Fund: 100 GENERAL FUND		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		126549	GENERAL FUND	MAINTENANCE SERVICES	TELEPHONE	\$75.35
		126549	GENERAL FUND	OFFICE OF THE PRINCIPAL	TELEPHONE	\$1,646.90
		126549	GENERAL FUND	SPECIAL EDUCATION DIRECTOR	TELEPHONE	\$150.70
		126549	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	TELEPHONE	\$153.39
		126549	GENERAL FUND	TECHNOLOGY DIRECTOR	TELEPHONE	\$150.70
				Total for ZIPLY FIBER		\$2,447.93
				Total for GENERAL FUND		\$1,266,922.82

Fund: 202 Title I-A		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
ESS WEST, LLC		0	Title I-A	TITLE 1A PROGRAM	ESS Classified Substitutes	\$1,680.84
FRED MEYER CUSTOMER CHARGES		126467	Title I-A	TITLE 1A PROGRAM	SUPPLIES	\$175.67
MORRIS, GWEN		126566	Title I-A	COMMUNITY SERVICES	PROFESSIONAL AND TECHNICAL SERVICES	\$305.00
UMPQUA BANK		0	Title I-A	Undesignated	Salaries Payable	\$11,722.91
				Total for Title I-A		\$13,884.42

Fund: 203 TITLE IIA - INNOVATIVE EDUCATION		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
UMPQUA BANK		0	TITLE IIA - INNOVATIVE EDUCATION	Undesignated	Salaries Payable	\$1,553.28
				Total for TITLE IIA - INNOVATIVE EDUCATION		\$1,553.28

Fund: 204 Title IV Student Support and Enrichment		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
UMPQUA BANK						

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Fund: 204	Title IV Student Support and Enrichment		FUNCTION	OBJECT	Amount
Remit Name	Check#	FUND			
	0	Title IV Student Support and Enrichment	COMMUNITY SERVICES	SUPPLIES	\$569.90
Total for Title IV Student Support and Enrichment					\$569.90

Fund: 208	IDEA GRANT		FUNCTION	OBJECT	Amount
Remit Name	Check#	FUND			
UMPQUA BANK	0	IDEA GRANT	Undesignated	Salaries Payable	\$10,179.56
Total for IDEA GRANT					\$10,179.56

Fund: 214	ESSER II		FUNCTION	OBJECT	Amount
Remit Name	Check#	FUND			
AMAZON	126455	ESSER II	NURSE SERVICES	SUPPLIES	\$5,019.09
BROOKINGS GLASS INC	126508	ESSER II	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$9,785.00
DEMCO, INC.	126464	ESSER II	MIDDLE/JUNIOR HIGH PROGRAMS	NON CONSUMABLE SUPPLIES	\$10,387.91
ESS WEST, LLC	0	ESSER II	ELEMENTARY	ESS Certified Substitutes	\$740.39
QUILL CORPORATION	126479	ESSER II	ELEMENTARY	NON CONSUMABLE SUPPLIES	\$598.47
STAPLES ADVANTAGE	126542	ESSER II	ALTERNATIVE EDUCATION	NON CONSUMABLE SUPPLIES	\$686.83
UMPQUA BANK	0	ESSER II	Undesignated	Salaries Payable	\$6,107.19
WESTERN BUS SALES INC	126488	ESSER II	STUDENT TRANSPORTATION SERVICES	* OVER \$ 5000 BUS GARAGE PURCHASE	\$128,775.00
Total for ESSER II					\$162,099.88

Fund: 215 E-RATE FUTURE TECHNOLOGY FUNDS

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Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
CHARTER COMMUNICATIONS					
	126459	E-RATE FUTURE TECHNOLOGY FUNDS	TECHNOLOGY SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$3,249.00
US CELLULAR	126483	E-RATE FUTURE TECHNOLOGY FUNDS	TECHNOLOGY SERVICES	Other Communication Services	\$3,752.44
Total for E-RATE FUTURE TECHNOLOGY FUNDS					\$7,001.44

Fund: 216 **ESSER III**

Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
K12 MANAGEMENT DBA FUELED					
	126471	ESSER III	TITLE 1A PROGRAM	COMPUTER SOFTWARE	\$3,266.00
UMPQUA BANK	0	ESSER III	Undesignated	Salaries Payable	\$2,285.08
WALKER, PATRICIA	126486	ESSER III	NURSE SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$3,975.00
Total for ESSER III					\$9,526.08

Fund: 218 **Rural And Low Income Schools**

Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
LANGUAGE LINE SERVICES, INC.					
	126472	Rural And Low Income Schools	INFORMATION SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$330.85
Total for Rural And Low Income Schools					\$330.85

Fund: 221 **YTP GRANT**

Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
LANE COUNTY ENVIRONMENTAL HEALTH					
	126564	YTP GRANT	YOUTH TRANSITION PROGRAM	SUPPLIES	\$10.00
UMPQUA BANK	0	YTP GRANT	Undesignated	Salaries Payable	\$4,913.20
	0	YTP GRANT	YOUTH TRANSITION PROGRAM	SUPPLIES	\$69.73

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Total for UMPQUA BANK \$4,982.93

Total for YTP GRANT \$4,992.93

Fund: 237	TITLE III SECOND LANGUAGE				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount

UMPQUA BANK	0	TITLE III SECOND LANGUAGE	Undesignated	Salaries Payable	\$102.86
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Total for TITLE III SECOND LANGUAGE \$102.86

Fund: 246	MTSS - OR Multi-Tiered Support System				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount

UMPQUA BANK	0	MTSS - OR Multi-Tiered Support System	Undesignated	Salaries Payable	\$632.87
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Total for MTSS - OR Multi-Tiered Support System \$632.87

Fund: 251	SCHOOL IMPROVEMENT ACCOUNT (SIA)				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount

ESS WEST, LLC	0	SCHOOL IMPROVEMENT ACCOUNT (SIA)	ELEMENTARY	ESS Certified Substitutes	\$246.80
	0	SCHOOL IMPROVEMENT ACCOUNT (SIA)	ELEMENTARY	ESS Classified Substitutes	\$246.80
	0	SCHOOL IMPROVEMENT ACCOUNT (SIA)	MIDDLE/JUNIOR HIGH PROGRAMS	ESS Certified Substitutes	\$493.59
Total for ESS WEST, LLC					\$987.19

QUALITY FENCE CO.	126478	SCHOOL IMPROVEMENT ACCOUNT (SIA)	MAINTENANCE SERVICES	* OVER \$5000 NOT BLD IMPROVEMENTS	\$7,900.00
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UMPQUA BANK	0	SCHOOL IMPROVEMENT ACCOUNT (SIA)	Undesignated	Salaries Payable	\$30,359.61
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Total for SCHOOL IMPROVEMENT ACCOUNT (SIA) \$39,246.80

Fund: 252	HIGH SCHOOL SUCCESS - M98				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount

ADOBE INC					
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Fund: 252		HIGH SCHOOL SUCCESS - M98				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
AMAZON	126551	HIGH SCHOOL SUCCESS - M98	HIGH SCHOOL PROGRAMS	COMPUTER SOFTWARE	\$66.00	
BAND SHOPPE	126505	HIGH SCHOOL SUCCESS - M98	HIGH SCHOOL PROGRAMS	SUPPLIES	\$559.44	
FLINN SCIENTIFIC	126553	HIGH SCHOOL SUCCESS - M98	HIGH SCHOOL PROGRAMS	SUPPLIES	\$89.65	
NEW HOPE PLUMBING & BUILD	126465	HIGH SCHOOL SUCCESS - M98	HIGH SCHOOL PROGRAMS	NON CONSUMABLE SUPPLIES	\$1,990.00	
UMPQUA BANK	126527	HIGH SCHOOL SUCCESS - M98	HIGH SCHOOL PROGRAMS	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$1,625.00	
	0	HIGH SCHOOL SUCCESS - M98	MIDDLE/JUNIOR HIGH PROGRAMS	SUPPLIES	\$157.58	
	0	HIGH SCHOOL SUCCESS - M98	Undesignated	Salaries Payable	\$7,249.96	
Total for UMPQUA BANK					\$7,407.54	
Total for HIGH SCHOOL SUCCESS - M98					\$11,737.63	

Fund: 274		HS Co-Curricular				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
AMAZON	126505	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	NON CONSUMABLE SUPPLIES	\$507.13	
CARMACK, DUSTIN T	126457	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	TRAVEL	\$881.10	
NORTH BEND HIGH SCHOOL	126529	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	DUES AND FEES	\$300.00	
NORTH MEDFORD SOFTBALL	126531	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	DUES AND FEES	\$400.00	
UMPQUA BANK	0	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	TRAVEL	\$796.11	
	0	HS Co-Curricular	Undesignated	Salaries Payable	\$1,214.35	

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					Total for UMPQUA BANK	\$2,010.46
WALLIN III, LAWRENCE K		126548	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	TRAVEL	\$16.28
					Total for HS Co-Curricular	\$4,114.97
Fund: 275	Azalea MS Athletics					
Remit Name		Check#	FUND	FUNCTION	OBJECT	Amount
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CITY OF BROOKINGS		126511	Azalea MS Athletics	MIDDLE/JUNIOR HIGH EXTRACURRICULAR	SUPPLIES	\$24.00
NORTH BEND MIDDLE SCHOOL		126530	Azalea MS Athletics	MIDDLE/JUNIOR HIGH EXTRACURRICULAR	DUES AND FEES	\$250.00
SOUTH COAST BASKETBALL OFFICIALS ASSOC.		126540	Azalea MS Athletics	MIDDLE/JUNIOR HIGH EXTRACURRICULAR	DUES AND FEES	\$3,006.00
SOUTHWESTERN OREGON WRESTLING OFFICIALS		126541	Azalea MS Athletics	MIDDLE/JUNIOR HIGH EXTRACURRICULAR	DUES AND FEES	\$453.00
UMPQUA BANK		0	Azalea MS Athletics	MIDDLE/JUNIOR HIGH EXTRACURRICULAR	TRAVEL	\$0.00
		0	Azalea MS Athletics	Undesignated	Salaries Payable	\$1,844.52
					Total for UMPQUA BANK	\$1,844.52
WALLIN III, LAWRENCE K		126487	Azalea MS Athletics	MIDDLE/JUNIOR HIGH EXTRACURRICULAR	TRAVEL	\$38.39
		126548	Azalea MS Athletics	MIDDLE/JUNIOR HIGH EXTRACURRICULAR	TRAVEL	\$0.00
					Total for WALLIN III, LAWRENCE K	\$38.39
					Total for Azalea MS Athletics	\$5,615.91

Fund: 285	FACILITY MAINTENANCE					
Remit Name		Check#	FUND	FUNCTION	OBJECT	Amount
<hr/>						
ADVANCED SECURITY SYSTEMS						

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Fund: 285	FACILITY MAINTENANCE					
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
	126504	FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$1,309.46	
AMAZON						
	126505	FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$1,248.91	
BROOKINGS ELECTRONIC SERVICE, INC						
	126456	FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$1,059.75	
	126507	FACILITY MAINTENANCE	MAINTENANCE SERVICES	PROFESSIONAL AND TECHNICAL SERVICES	\$2,300.00	
	126507	FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$1,581.00	
				Total for BROOKINGS ELECTRONIC SERVICE, INC	\$4,940.75	
CASCADE HOME CENTER						
	126458	FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$473.49	
CHETCO AUTOMOTIVE MARINE & INDUSTRIAL						
	126460	FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$71.99	
NAPA AUTO PARTS						
	126475	FACILITY MAINTENANCE	MAINTENANCE SERVICES	SUPPLIES	\$54.07	
	126567	FACILITY MAINTENANCE	MAINTENANCE SERVICES	SUPPLIES	\$111.34	
				Total for NAPA AUTO PARTS	\$165.41	
				Total for FACILITY MAINTENANCE	\$8,210.01	

Fund: 291	HIGH SCHOOL STUDENT BODY					
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
MYRTLE POINT SCHOOL DISTRICT						
	126525	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES	\$350.00	
UMPQUA BANK						
	0	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES	\$5,794.06	
	0	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL EXTRACURRICULAR	TRAVEL	\$1,912.71	
	0	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL PROGRAMS	SUPPLIES	\$588.85	
	0	HIGH SCHOOL STUDENT BODY	HIGH SCHOOL PROGRAMS	TRAVEL	\$0.00	
				Total for UMPQUA BANK	\$8,295.62	

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Total for HIGH SCHOOL STUDENT BODY						\$8,645.62
Fund: 292	AZALEA STUDENT BODY					
Remit Name	Check#	FUND	FUNCTION	OBJECT		Amount
QTEES						
	126537	AZALEA STUDENT BODY	MIDDLE/JUNIOR HIGH EXTRACURRICULAR	SUPPLIES		\$94.00
Total for AZALEA STUDENT BODY						\$94.00
Fund: 299	Nutrition Services					
Remit Name	Check#	FUND	FUNCTION	OBJECT		Amount
CONARY, REBECCA						
	126502	Nutrition Services	FOOD SERVICES	DUES AND FEES		\$31.30
CTR INC						
	126514	Nutrition Services	FOOD SERVICES	GARBAGE		\$2,253.74
FRANZ FAMILY BAKERIES						
	126518	Nutrition Services	FOOD SERVICES	FOOD		\$760.79
	126560	Nutrition Services	FOOD SERVICES	FOOD		\$424.65
Total for FRANZ FAMILY BAKERIES						\$1,185.44
SUNRISE DISTRIBUTORS INC						
	126480	Nutrition Services	FOOD SERVICES	FOOD		\$1,531.35
	126543	Nutrition Services	FOOD SERVICES	FOOD		\$1,903.30
	126576	Nutrition Services	FOOD SERVICES	FOOD		\$858.60
Total for SUNRISE DISTRIBUTORS INC						\$4,293.25
SYSCO PORTLAND, INC.						
	126481	Nutrition Services	FOOD SERVICES	FOOD		\$2,341.64
	126544	Nutrition Services	FOOD SERVICES	FOOD		\$7,710.83
	126577	Nutrition Services	FOOD SERVICES	FOOD		\$1,470.31
Total for SYSCO PORTLAND, INC.						\$11,522.78
UMPQUA BANK						
	0	Nutrition Services	FOOD SERVICES	SUPPLIES		\$76.69

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Fund: 299	Nutrition Services		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name							
		0	Nutrition Services		Undesignated	Salaries Payable	\$11,590.61
					Total for UMPQUA BANK		\$11,667.30
US FOODS							
		126484	Nutrition Services		FOOD SERVICES	FOOD	\$4,688.81
		126546	Nutrition Services		FOOD SERVICES	FOOD	\$4,320.55
		126580	Nutrition Services		FOOD SERVICES	FOOD	\$4,846.45
					Total for US FOODS		\$13,855.81
ZIPLY FIBER							
		126549	Nutrition Services		FOOD SERVICES	TELEPHONE	\$153.39
					Total for Nutrition Services		\$44,963.01

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Grand Total: \$1,600,424.84

Recap for FUND for GENERAL FUND

100	GENERAL FUND	\$1,266,922.82
202	Title I-A	\$13,884.42
203	TITLE IIA - INNOVATIVE EDUCATI	\$1,553.28
204	Title IV Student Support and Enrich	\$569.90
208	IDEA GRANT	\$10,179.56
214	ESSER II	\$162,099.88
215	E-RATE FUTURE TECHNOLOGY I	\$7,001.44
216	ESSER III	\$9,526.08
218	Rural And Low Income Schools	\$330.85
221	YTP GRANT	\$4,992.93
237	TITLE III SECOND LANGUAGE	\$102.86
246	MTSS - OR Multi-Tiered Support Sy:	\$632.87
251	SCHOOL IMPROVEMENT ACCOU	\$39,246.80
252	HIGH SCHOOL SUCCESS - M98	\$11,737.63
274	HS Co-Curricular	\$4,114.97
275	Azalea MS Athletics	\$5,615.91
285	FACILITY MAINTENANCE	\$8,210.01
291	HIGH SCHOOL STUDENT BODY	\$8,645.62
292	AZALEA STUDENT BODY	\$94.00
299	Nutrition Services	\$44,963.01

End of Report



District
Administration Office
 629 Easy Street
 Brookings, OR 97415
 541 469-7443
 Fax 541 469-6599
www.brookings.k12.or.us

Memo

Date: 1/20/2022 D
 To: David Marshall
 From: Carol Leonard and Nick Chapman
 Cc:
 Re: Brookings Harbor Hire Recommendation- Certified

Name:	Lisa Anderson
Current City/State:	Brookings Oregon
Certified Position:	Elementary Resource Teacher <i>(Temporary)</i>
Education:	BA Science and Math
Most recent employment:	Full Time Substitute Elementary Resource Room
Top Quality (1-2 sentences) that compelled the committee to select this candidate over others:	Lisa will make a great addition to our special education team. She is positive and loves working with our elementary students. She is excited about being part of our Kalmiopsis team.

copy to Board 2/7/2022 D



District Administration Office

629 Easy Street
 Brookings, OR 97415

541 469-7443

Fax 541 469-6599

www.brookings.k12.or.us

Memo

Date: 02/07/2022

To: David Marshall, Superintendent

From: Nicole Medrano, AMS Principal

Cc: Grace Ramirez, HR

Cynthia Barthuly, Special Programs Director

Re: Brookings Harbor Hire Recommendation:
 AMS FTE 1.0 Temporary Special Education Teacher

Name:	Josh Pruden
Current City/State:	Brookings, Oregon
Teaching Assignment/School:	AMS Temporary Special Education Teacher
Teaching Endorsements on License:	
Undergraduate College	Pacific University, OR: BS Psychology Arizona State University, AZ: Masters Education
University where Teaching Degree	
Top Quality (1-2 sentences) that compelled the committee to select this candidate over others:	Mr. Pruden has various experiences with children in the area of applied behavior analysis and skills training. He has a background in working within the Special Education realm outside of school. He provided skills training to youth in the community and within the home. We are excited to welcome him to Azalea Middle School.

AM
 2/7/2022
CAB
 2/8/2022

D
 2/8/22



allcare health™

Community Benefit Initiative Application

AllCare Health proudly works to support innovative, community-based projects that seek to improve the health of our community. If your project aligns with one of the Community Health Improvement Plan (CHP) priorities, we invite you to submit an application.

In order to fully inform our decision on your application, AllCare Health may require more information from you. It generally takes 30 to 60-days for full grant review and distribution of funds.

Submission of an application does not guarantee funding of the project by AllCare Health or its Community Advisory Councils.

AllCare Community Benefit Initiatives typically do not fund more than 50% of staffing costs and are not guaranteed for future funding. Requests for funding the services conducted by a staff person instead of salary are in line with OHA guidelines.

We ask that you do not attach any information covered under HIPAA or FERPA to your application. Information contained in applications will be treated as being public, unless the applicant requests confidentiality in writing.

For more information, please reach out to the Community Engagement Manager:
Carrie.Prechtel@AllCareHealth.com

Strategies for the CHPs are listed in the application. To read the full CHPs, please click here:

Curry CHP: <https://www.currycountychip.org/>

Jackson/Josephine/So. Douglas CHP:
<https://jeffersonregionalhealthalliance.org/wp-content/uploads/2019/07/Full-CHIP-FINAL.pdf>

Addendum to Jackson/Josephine/So. Douglas CHP:

<https://www.allcarehealth.com/media/3770/accco-jackson-josephine-douglas-2019-chip-addendum-pq.pdf>

If awarded, you will be asked for a Progress and Year in Review Report. Here is a link to our Reporting Form so you can see what it entails:

<https://app.smartsheet.com/b/form/702964464683482986d067ce05df325e>

Smartsheet doesn't currently have the ability to save progress on forms before submitting them. We recommend applicants put their answers on a Word document if you need to come back to it.

You can get this document in any format you prefer free of charge. Call toll free (888) 4

Puede obtener este documento en cualquier formato que prefiera de forma gratuita. Llame a la línea gratuita (888) 460-0185, TTY 711 o llame al (888) 260-4297 para obtener acceso a idiomas.

IMPORTANT NOTICE:

The deadline for 2021 applications was Tuesday, December 7th. Applications submitted after this date will be considered beginning in January, 2022.

Online application available at

<https://app.smartsheet.com/b/form/fc3da7fbd8724920b958f0d2d2dbaf2d>

Organization Information

Organization Operating Name*

Brookings-Harbor School District 17C

Organization Mission Statement*

Every Student Can Succeed

Check here if your organization is a Minority-owned, Women-owned, or Emerging Small Business/Organization (MWESB)?

N/A

In order to promote diversity and equal opportunity for minority-owned and women-owned businesses, AllCare is committed to prioritizing organizations that fall in this category (per Oregon Executive Order 12-03).

Tax Identification Number*

If you do not have a TIN, please do not disclose SSN here. We will connect you with our Fiscal Department to gather that information.

93-6000388

Primary Proposal Contact*

Cindy Badger, Food Service Director

Contact Email*

cindyba@brookings.k12.or.us

Contact Phone*

541-469-2108 ext 4021

Mailing Address*

629 East St

City*

Brookings

State*

OR

Zip Code*

97415

Organization Website

www.brookings.k12.or.us

Organization Social Media

<https://www.facebook.com/BHSD17C>

<https://www.facebook.com/KalmiopsisElem>

Project Proposal

Project Title*

Satisfying hunger between meals with shelf stable snacks in classrooms

Project Summary Statement*

The shelf-stable nutritious snacks purchased are intended to improve the learning environment and individual student well-being for elementary students in 28 classrooms in Kalmiopsis Elementary in Brookings Oregon for the remainder of the 2021-22 school year. This was an unfunded need that emerged mid-year.

What is the need?*

Kalmiopsis Elementary School students are struggling with focus between meals. As the Nutrition Director of the Brookings-Harbor School District I have found that there is not enough money in our food program to fully help support this situation. Snacks provide important nutrients that children need between meals. Healthy snacks help to satisfy hunger between meals and boost energy. They can also round out the diet, ensuring that children are getting all of the nutrients they need.

What will your project do?*

Each classroom at Kalmiopsis Elementary will be provided a box of assorted nutritious snacks such as granola, dried fruits, pretzels, applesauce, and 100% juice. The box will be stored in the classroom for students with hunger issues in between meals. The teacher will hand out snacks when needed through out the day between meals.

What will change?*

Kalmiopsis teachers hope to see more focus from their students and accomplishment in their students through their teaching. They also hope to see a drop in behavior incidents that have been noted at this mid-day time between school provided meals of breakfast and lunch.

Which one of the following service types most applies to your proposed project?*

You may select all that apply.

Food Services & Supports

EST. NUMBER TO BE SERVED

586

TIME TO IMPLEMENT

Already in Progress

What type of funding are you requesting?*

New

AMOUNT REQUESTED

\$12,000

Please share information about any the evidenced-based or best practices your team is using to inform this project.*

The idea for this project originated when school data gathered and analyzed pointed to a spike in behavior issues/lack of focus for elementary students at this time of day. Various solutions and strategies were put forward to improve the situation, including this mid-day snack program.

Please check each county your project will serve.

CURRY

How might your project align with the State Health Improvement Plan?

Housing and Food: Increase access to affordable and healthy ...

What are the outcomes you will track and report on?*

The intended measurable outcomes of this investment will include an increase in the number of snacks available and consumed by students AND we will track the impact on behavior/lack of focus incidents recorded in our school data month to month and compare before and after program implementation (first half of 2021-22 school year versus second half).

What will you be able to measure as a result of your project?

Number of people served. Participant staff surveys and stories.

Project Duration*

Up to 6 months

What do you anticipate will be the Return on Investment this project achieves?*

Evidence indicates that there is a positive return on investment when we hear positive feedback from participants and staff and see changes in the systemwide behavioral data for the school site.

Leveraged Funds*

N/A

Non-Monetary Request

N/A

Priority Populations and Accessibility

Which PRIORITY population(s) does your project serve?*

Families, youth and children

Language Accommodations*

What language accommodations does your organization provide for your clients?

We are a public school district and provide translation and interpretation services as needed for student families.

LANGUAGE - ASSISTANCE REQUESTED

Would you like assistance in providing language accommodations?

No.

Project Funding and Sustainability

Budget Narrative

Please describe materials, staffing, or service details that help us understand your budget, if necessary. (Limit to 150 words and use plain language)

Staffing is already provided for the school districts.

We used a current vendor to estimate costs based on available healthy snack inventory and total number needed to serve students for a week of snacks multiplied by the remaining 20 academic weeks of the school year.

Sustainability Plan*

AllCare Community Benefit Initiatives typically do not fund more than 50% of staffing costs and are not guaranteed for future funding. If this proposal is for a project lasting more than one year, what plan is in place for stable funding? (Limit to 150 words and use plain language)

We will work to bring this into the regular school budget for the following year (2022-23) to build sustainability. This grant essentially funds a pilot project in this year with the unmet budget needed to implement the idea for the remainder of 2021-22.

If approved, would your organization prefer funds be delivered via an Electronic Funds Transfer (EFT) or the mailing of a standard check?*

Mail check.

ATTN: / PROJECT NAME

If approved, do we need to indicate a project or person on a check?

BHSD Food Services

Supporting Documentation

The following documents must be included to complete your application.

File Upload*

Please upload the following:

- * [W-9](#)
- * [BOARD MEMBERS](#) list
- * [STATEMENT OF EQUITY](#) (hiring and providing services)
- * [BUDGET](#) including cost allotments, all funding sources, and expenses for this project.

* Two letters of support (optional)

Declarations and Agreements

Non-Discrimination Agreement*

In order to be considered for grant funds from AllCare, we require that you sign this Non-Discrimination Agreement.

By signing this agreement, you are agreeing that your organization is an equal opportunity employer and that you do not discriminate based on race, age, color, religion, creed, sex, national origin or

ancestry, marital status, veteran status, sexual orientation, gender identity, or status as a disabled individual.

AllCare is committed to providing an open, diverse, and nondenominational environment. We will not support any program which requires exposure, adherence to, or conversion to any one religious doctrine in order to be a beneficiary of the program.

To clarify, a direct-service program run by a faith-based organization may be eligible for funding provided the agency is an equal-opportunity employer, and the program's beneficiaries are not encouraged or required to learn about, adhere to, or convert to that organization's religious doctrine as a condition of receiving services from the program.

"Yes" indicates agreement

"No" indicates the inability to agree with this policy

Yes.

Conflicts of Interest*

Please state any real or perceived conflicts of interest.

N/A

Funder Recognition*

Which of the following funder recognitions will your agency do?

Press Release, newsletter, website and social recognition

Equity Training*

Please share your agency's approach to equity training or request assistance.

Embracing diversity, equity, and inclusion as organizational values is a way to intentionally make space for positive outcomes to flourish

Our agency provides annual training to staff and volunteers.

Compliance Training*

Please share your agency's approach to compliance training or request assistance.

Nonprofit compliance laws are put in place to protect the public and ensure nonprofit organizations do not abuse their financial advantages.

AllCare can help with Compliance, Fraud/Waste/Abuse, HIPAA, Privacy/Security, and Ethics training.

Our agency provides annual training to staff and volunteers

Connect Oregon Network*

Connect Oregon is a coordinated care network of health and social service providers serving Oregon. Partners in the network are connected through Unite Us' shared technology platform, which enables them to send and receive electronic referrals, address people's social needs and improve health across communities.

Please let us know your agency's involvement with Connect Oregon.

Our agency is not interested in registering.

COVID-19 Safety Protocols*

How is your organization handling COVID-19 safety for staff and participants/members of the public with whom your staff interacts with on a daily/frequent basis?

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html> [150 word limit, narrative format]

We follow the Oregon Department of Education Ready Schools, Safe Learners Resiliency Framework and have a local Safe Return to Instruction/Continuity Plan in place to ensure that COVID safety measures are implemented.

Do you have a current contracting agreement with AllCare?*

No.

What can we do to help you with providing Vaccination Outreach to the people you serve?

N/A

Vaccine Events

AllCare may be able to provide a Quality Bonus for organizations that will be able to host a minimum of two (2) vaccination events between now and the end of the year. These events will be staffed and facilitated by the OHA. Will your organization be able to host a minimum of two (2) events?

No.

Will any portion of this grant be used to address the following:

- Behavioral Health
- COVID Response
- Health Equity
- Language Access
- Traditional Health Workers
- Trauma Informed Care
- Wildfire Recovery
- 65+ Population

N/A

Narrative for specific needs

If you selected any of the above, please list the percentage of the proposed grant to be used to address each need.

N/A

Submitted Friday, Feb. 4, 2022.

Kalmiopsis Elementary

February 2022 Board Report
Kalmiopsis Elementary School

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

BHSD District Goal is to improve student achievement.

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

We just completed 100% and 20% meetings for reading intervention. When looking at each grade levels overall composite scores we found: Kindergarten went from having 23% at or above grade level to 45%; First Grade went from having 22% at or above grade level to 34%; First Grade went from 42% to 45%; Third grade went from 44% to 41%; Fourth Grade went from 48% to 47%; Fifth Grade went from 44% to 53%.

i-Ready Math Scores for Tier 1 -Students on track: Kindergarten Tier 1 is 44% from 15%; First Grade Tier 1 is 20% from 5%; Second Grade Tier 1 is 14% from 3%; Third Grade Tier 1 is 15% from 5%; Fourth Grade Tier 1 is 23% from 7%; and Fifth Grade is 27% from 16%.

All students regardless of which tier they fell under have made growth

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

We have started our Mindful Mondays:) The entire school does a self-regulation activity together during announcements. Then each classroom does their lesson that day with their students. We are also having Jodi McVittie and Roxana from Positive Discipline join us in April for observations of teachers doing classroom meetings and then a meeting to debrief. On Wednesday of that week they will spend time with staff to go over common stuck points and work through how to facilitate problem solving sessions with students as the solvers not the teacher.

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.

I was able to give mentors and mentees time to observe and give feedback on their observations. A survey went out to the mentors and mentees to see what they needed support with and to get feedback. I am waiting for the surveys to be complete.

We are currently working on supporting and providing lessons for teachers for Positive Discipline. We also did a survey of our programs here at Kalmiopsis and received feedback of what is working well and what needs improvement. We have used this data to make some changes and are still working on this with the leadership team.

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

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

Azalea Middle School

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

Board Report

Azalea Middle School

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

AMS School Improvement Goal: Increase students' academic skills in reading, writing, and mathematics.

Azalea students just participated in the winter iReady diagnostic for Reading and Math. We are excited that we have increased our percentage of participation from the fall as well as more students in Tier 1 and Tier 2.

Participation	Increase in Tier
Math 6th grade 75% to 92% 7th grade 74% to 88% 8th grade 80% to 95%	Math 6th grade 24% Tier 2 to 27% 7th grade 8% on grade level to 13% and Tier 2 22% to 33% 8th grade 24% Tier 2 to 35%
Reading 6th grade 59% to 92% 7th grade 69% to 87% 8th grade 83% to 95%	Reading 6th grade 16% grade level to 24% and T2 20% to 24% 7th grade 18% to 22% at grade level/above 8th grade 30% to 43% at grade level/above

BHSD Board Statement: Intentionally build meaningful relationships with students, staff, families, and community with trust and respect to create a positive culture to invest in every student's future.

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

This month we have been celebrating, educating, and supporting students being KIND. We launched our kindness campaign on February 1 to increase awareness around being kind and creating a safe environment for all students. Students are participating in random acts of kindness, drawings, creating posters, and learning strategies to be kinder to themselves and others. It has been exciting to watch kids truly engage in this work. At the end of the week, we have kindness drawings. The recipients get water bottles to stay hydrated at school.

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

AMS School Improvement Goal: Provide ongoing professional development in PLCs and MTSS

AMS is embarking on starting a new process for collecting data and analyzing it to better our practices and school. We are working with Dr. McVittie on creating a data team focused on school discipline. As we continue this path, we will be collecting, analyzing, and developing strategies to decrease our referrals as well as provide the educational tools students need to regulate. At this time, our building leadership team is getting bite-sized professional development in this work. We are looking forward to adding this to our positive discipline practices in our building.

Again, thank you for your continued support.

Respectfully,

Nicole Medrano, Principal

Marco Thorson, Assistant Principal



Brookings-Harbor High School

Brookings, Oregon 97415

www.brookings.k12.or.us

Principal, DeAnne Varitek; Vice Principal, Vickie Nigh

FEBRUARY 2022 BOARD REPORT

Focusing on Student Relationships: Social Emotional Learning (SEL)

We recently gave our second SEL survey to our students to 1) review changes in the data from fall to winter across our building and 2) to get a sense of how our students are responding to our SEL program work. Results were mixed, with gains across some questions and drops in others. Our faculty has begun the process of drilling deeper into each question to better understand how our students feel about their experience at school and in our classrooms and to identify strategies that support a stronger sense of belonging.

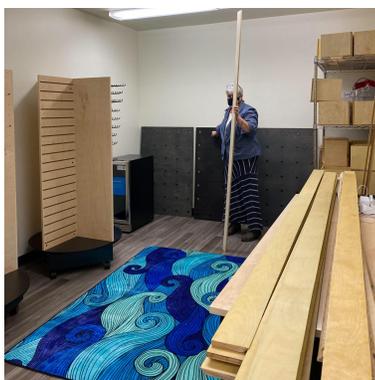
The Positive Discipline group, led by Dr. McVittie, is working with our 9th and 10th grade teaching teams this semester to build student/teacher connections through impactful class meetings. We are excited about the results that we anticipate these teams will see when we take our third and final SEL survey for the year in May.



One area where we saw growth was with the survey question, “How connected do you feel to adults at your school?” As a program, we moved up in ranking and grew 9% points. We attribute that growth to intentional relationship building, restorative practices, and classroom culture building.

Focusing on Student Success: School Store and Coffee Cave, Coming Soon!

Our Bruin Enterprise classes have been hard at work building our new school store and remodeling our coffee cave. The class has researched products, learned about equipment use, developed inventory systems, and are evaluating different drinks that they develop. The Coffee Cave is conducting a soft launch this month and will be working on developing products for the newly designed school store, which will open some time in April.



Teacher Recruitment: Mentor/Mentee Program

We retooled an “in-house” mentoring program for our 5 new BHHS teachers this year by pairing them master teachers. These mentors work with their mentee each month, supporting them as they grow throughout the year. At the end of the first semester, we conducted a survey for both groups to identify ways that we can support them as a district and program. Results are available upon request.

Student Services Office

February Board Report

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

BHSD District Goal: To improve student achievement.

Student Services Goal: Health and Safety of students, staff and community.

-The nursing team has started work to be ready for the upcoming changes announced February 7th to the *Ready School, Safe Learners Resiliency Framework*, which holds the requirements and guidelines for school operations regarding COVID-19, while continuing the work aligned with the *2021-22 Safe Return to In-Person Instruction and Continuity of Services Plan updated on January 4, 2022.*

link: <https://4.files.edl.io/7433/01/31/22/203211-e5459395-d42c-4c04-b3db-e3f6875b6090.pdf>

Additionally, the nursing team is working on the yearly immunization requirements in order to meet the extended State timeline of April 20, 2022.

Our assistant administrators are attending an April *Threat Assessment* Training at the South Coast Education Service District. The purpose is to learn to implement the prevention-focused behavioral threat assessment system, which supports identifying and managing situations who are escalating to potential violence, learning risk factors and warning signs along with promoting thoughtful connection, prosocial relationship building and restoration of meaningful and positive experiences of young people within the school environment.

BHSD District Goal: To improve student achievement.

Student Services Goal: Teaching and Learning through Regrowth, Perseverance, and Resilience.

-Our Special Education and English Language Learner Program along with general education have some staff attending a virtual online professional development on Multitiered Systems of Support (MTSS) with Dr. Julie Brown and Samuel Ortiz. This training is sponsored through Southern Oregon Education Service District (SOESD) of which we are a part of the English language consortium. In early talks with SOESD, the need for training for bilingual referrals to special education was heard and SOESD brought the trainers together.

-The Student Services Office is focused on continuing the support of gathering data collection for the District Leadership Team ongoing work. Additionally, the special education resource team at Azalea showed progress with the *IReady Diagnostic assessment* in the area of math and the special education resource team at Kalmiopsis rescheduled students so they are being provided reading intervention, along with their special education services and core instruction. And, our special education life skills teams at all three schools have started implementation of the recently purchased *Unique program*, which supports instructional practice in core subject areas.

-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.

Student Services Goal: Provide ongoing professional development to staff.

-The student services office and building administrators are starting training for licensed staff on state testing in February. We are gearing for hiring for the 2022-23 school-year. The office will be represented at the Portland Job Fair in early April. The Student Services Office has also been working with Human Resources on a paperless system to support the hiring process. Training for administrators will be in early March. And, families in our English Language Program are continuing to participate in the online Family Café, which is a virtual platform for parents and students are participating in our after school multi-cultural club. The Indian Education Program has purchased art supplies to start art work with our students at the elementary level and our educator for the program is setting up to connect with our High School students.

The Student Services Office appreciates the continued support of our board and community as we work together to serve our students and families.

Thank you, Cynthia Barthuly, Special Programs Director



Technology Department

629 Easy Street
Brookings, OR 97415

541 469-7443

Fax 541 469-6599

www.brookings.k12.or.us

February 2022 Board Report

Over the past month, our department has taken on over 300 new tickets. We have seen an uptick in PowerSchool-related tasks as we start the new semester. Processes for storing grades and setting up gradebooks have been run and we are up and running smoothly. Although it is still early, we are starting the process of preparing for online registration. Our administrative teams have recently consolidated all of their attendance letters to create consistency throughout the entire district. We have cleaned up the old letters and updated PowerSchool with the new letters.

We recently had a glitch in the programming of our daily attendance phone calls that our automated system makes for students who are absent. Our autodialer company has fixed the programming error and phone calls are going out as expected again.

As we have been implementing a handful of new, interactive TV's (to replace our aging SmartBoards), early feedback from teachers has been very positive. The new systems are on a cart, giving teachers more options to use anywhere in the classroom. Since they are TV's, they also don't need a projector, eliminating another piece of equipment from their classroom.



Maintenance Department

750 Fern Avenue
Brookings, OR 97415
541 469-7131

Fax 541 469-6599

www.brookings.k12.or.us

To: Brookings Harbor 17C School Board

Re: Maintenance Report February 8th, 2022

Replaced burnt out bulbs and ballast with LED bulbs in Kalmiopsis gym
Keypad at the Football field entry gate has been installed and programmed
Have a preliminary walk thru with the City of Brookings on February 10th for the Fern Avenue sidewalk project
Getting bids on replacing the fence that runs along Easy Street
Working on getting drinking fountains with water bottle fill stations installed at the track, softball field and baseball/soccer field
Have been working on the HVAC system in the 5th grade area at Kalmiopsis trying to get the temperatures correct. Also working on the gym HVAC unit
Bid has been submitted from Umpqua Sheet Metal to replace 35 exhaust fans at the High School
Getting bids and pricing for new lights at Elmer Bankus Field along with new security lighting
Did a complete classroom walk around District wide to look at power outlets, network drops, projectors, smart boards, screens and teachers desks. Also looked at lighting and flooring needs
Grounds is starting to get ready for Spring sports



Transportation Department

750 Fern Avenue
Brookings, OR 97415

541 469-2666

Fax 541 469-2098

www.brookings.k12.or.us

To: Brookings Harbor 17C School Board

Re: Transportation Board Report February 2022

First I want to thank everyone for welcoming me to this new interim position and helping out with the numerous questions I've had. It's starting to get easier thanks to your help.

We have come up with new fixes on how we do things when we run short of drivers. As everyone knows, we are critically short bus drivers so please be patient as we have to change times, no routes are being canceled.

We are working closely with the schools and the athletic departments to support as many field trips and athletic events as possible. To help out with that, there was a Type 10/20 class on Thursday, February 3rd, in the Transportation Meeting Room. I encourage all coaches and club leaders that haven't taken this class to attend one in the future. It would help in getting these students to their games and events without having to cancel due to low numbers of drivers.

Thanks,
Michael Knight
Interim Transportation Director



Brookings-Harbor School District

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

Food Services Feb. 2022 Board Report

In January there was a need at Kalmiopsis to provide every class with a box of shelf stable snacks and 100% fruit juice to help curb the hunger between breakfast and lunch. Because this special situation is not part of the National School Food Program, I will be seeking grant opportunities to help supplement this need. Before I started working on making this happen, teachers were struggling with focus and behavior issues from their students. They felt the students were going too long between meals. Teachers were paying out of pocket and asking parents to help provide snacks for their classrooms. The kitchen staff put together 28 apple boxes to sustain 5 days of snacks consisting of granola made in Bend, Oregon, pretzels, granola bars, dried assorted fruit, applesauce, and 100% fruit juice. The kitchen staff will continue to replenish the class boxes till the end of the school year. On February 1, the boxes were picked up for each class. I look forward to reporting next month on the initial outcome and comments on the change.

At BHHS on Wednesdays, we have implemented a “no-waste box” in all classrooms for students that don't want certain packaged items in their snack bags. Thank you Life Skills Teacher Lisa Westover and her students for providing the support to make the rounds and gather these items 5 minutes after the bell to be brought back down to the cafeteria.

A little fun food for thought on the menus I make: On special holidays and or celebrations I like to broaden our students' horizons with themed meals that pertain to that special day. February 1 was Chinese New Year/Lunar New Year for 2022. The students were served Orange Chicken and/or beef stir fry with BHHS adding fried rice to their meal. Each student that had school lunch was also provided a fortune cookie to complete their meal. In March, we will be making special meals on other acknowledged celebrations like Mardi Gras, Dr. Seuss's Birthday, and St. Patrick's day.

For our number crunchers I have the following free and reduced percentages and the totals of meals served to each school in the month of January.

- Azalea served 1,747 breakfast, 3,167 lunches, and 76 second lunches. Azalea sits at 34.37% Free, 0.56% Reduced, and 65.07% Paid out of 355 Students
- BHHS served 2,171 breakfast, 129 second breakfast, 2,138 lunches, and 37 second lunches. BHHS sits at 27.29% Free, 0.87% Reduced, and 71.83% Paid out of 466 Students
- Kalmiopsis served 7,620 breakfast, 6,344 lunches, and 507 second lunches. Kalmiopsis sits at 40.34% Free, 1.2% Reduced, and 58.46% Paid out of 598 Students.

Cindy Badger, Food Service Director



Brookings-Harbor School District

629 Easy Street

Brookings, OR 97415

541 469-7443

Fax 541 469-6599

www.brookings.k12.or.us

Athletics & Activities

February Board Report

With the recent influx of beautiful weather, we are reminded of how brutal spring weather can still be! Need us not forget that winter is still in the cards and that means winter activities are still happening. Our students have worked diligently through a very long winter season and are closing in on their culminating events that will define their seasons.

Both basketball programs have positioned themselves squarely amongst the best in the league to achieve playoff spots. Both are in second place which would garner a guaranteed playoff spot. Controlling your own destiny is always the goal and they have done just that.

After several weeks of dealing with cancellations, postponements for various reasons, and crazy weeks, some teams played six games in nine days to catch up and all while taking finals, they are back on track and ready to finish strong. This is a true testament to the resilience of these young athletes and their determination to not only stay with the grind, but stay patient now more than ever.

Robotics has attended several events and continues to make it to the semi finals of each event. Although they are hoping to achieve more at these events, they too are staying patient and realizing that the end goal for them is to do great things at the state competition in March.

Azalea boys basketball has just a few games left, including a tournament in Marshfield, prior to ending their season. The 8th grade team has already been recognized and invited to the Crescent City Jaycees Tournament in early March which will give them a great opportunity to test their skills against the best 64 teams from around Northern California and Southern Oregon. This tournament has a long standing tradition and is truly an honor to be invited.

Cheerleading is winding down from what is certainly the longest activity of the year. These students have worked daily since August and are finishing their seasons with various activities to culminate their season. From team dinners to team pictures and overnight competitions, they will truly remember a wild fall and winter season filled with lots of changes, hurdles, and excitement.

With all that going on, we are indeed excited to see outdoor sports and activities beginning this month. Our early signup sheets utilized at our recent club fair shows a great number of students that are going to turnout. All our outdoor facilities have been getting some work done on them during the last several months. As time and weather allows, now is the time to prepare for the fluctuating weather during the upcoming spring. Everyone is truly looking forward to spending time outside and competing in the first full spring season in almost three years.

GO BRUINS!

Keith Wallin, Athletics & Activities Director

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

1/31/2022	1st Quarter	1st Quarter	Last Year	2nd Quarter	2nd Quarter	Last Year	Actual	Projected	Projected	3rd Quarter	3rd Quarter	Last Year	4th Quarter	4th Quarter	Last Year	Projected	2021-22	Projected YTD	
	Actual YTD	% of Budget	% of Budget	Actual YTD	% of Budget	% of Budget	January	February	March	Projected YTD	% of Budget	% of Budget	Projected YTD	as % of Budget	% of Budget	YTD Total	Budget	as % of Budget	
REVENUES																			
*Property Taxes	31,571	0.5%	0.4%	5,569,108	90.6%	91.8%	434,214	82,812	180,870	697,896	101.9%	98.6%	320,433	107.1%	102.9%	6,619,009	6,180,000	107.1%	
Other Local	4,661	2.0%	7.6%	65,979	30.5%	30.1%	2,719	4,132	8	6,859	33.5%	35.4%	106,660	79.6%	40.4%	184,159	231,469	79.6%	
*Intermediate Sources (Cnty Sch Fund)	139,285	102.4%	104.7%	0	102.4%	104.7%	0	0	0	0	102.4%	104.7%	0	102.4%	104.7%	139,285	136,000	102.4%	
ESD Flow-Thru	0	0.0%	0.0%	0	0.0%	0.0%	0	0	0	0	0.0%	0.0%	515,644	100.0%	84.4%	515,644	515,644	100.0%	
*State School Fund	2,797,264	33.6%	33.1%	2,143,860	59.3%	57.9%	722,377	689,298	689,298	2,100,972	84.5%	82.6%	1,378,595	101.0%	99.8%	8,420,691	8,335,420	101.0%	
*State SrCs (St Timber, Common Sch Fund)	0	0.0%	0.0%	0	0.0%	0.0%	79,692	0	0	79,692	54.2%	44.8%	65,883	99.0%	89.6%	145,575	147,058	99.0%	
*Federal Forest fees	0	0.0%	0.0%	0	0.0%	0.0%	0	0	0	0	0.0%	0.0%	265,000	100.0%	147.5%	265,000	265,000	100.0%	
Interfund Transfer	225,000	100.0%	100.0%	0	100.0%	100.0%	0	0	0	0	100.0%	100.0%	0	100.0%	100.0%	225,000	225,000	100.0%	
Beginning fund balance	2,512,966	112.8%	95.2%	0	112.8%	95.2%	0	0	0	0	112.8%	95.2%	0	112.8%	95.2%	2,512,966	2,228,038	112.8%	
Total Period Revenues	5,437,980			7,778,947			1,239,003	776,242	870,176	2,885,420			2,652,216			19,027,330			
Cumulative Revenues	5,437,980	29.8%	27.5%	13,216,927	72.4%	69.8%	14,455,930	15,232,171	16,102,347	16,102,347	88.2%	85.0%	18,754,563	102.7%	99.9%	19,027,330	18,263,629	104.2%	
*Offset State Revenue Formula																			

EXPENDITURES by Object

Salaries	1,048,696	13.1%	12.6%	1,964,063	37.5%	36.8%	652,551	698,000	698,000	2,048,551	63.0%	61.7%	2,841,958	98.4%	95.4%	7,903,268	8,033,102	98.4%
Employee Benefits	478,209	11.8%	11.1%	936,640	34.9%	33.9%	310,643	315,418	320,243	946,303	58.2%	57.1%	1,372,353	92.0%	90.6%	3,733,505	4,057,863	92.0%
Purchased Services	264,459	16.1%	14.1%	288,694	33.7%	35.9%	92,483	130,000	130,000	352,483	55.1%	54.3%	600,000	91.6%	72.9%	1,505,636	1,643,437	91.6%
Supplies/Materials	174,388	26.0%	40.8%	120,359	43.9%	52.0%	32,924	40,000	40,000	112,924	60.8%	56.8%	120,000	78.6%	64.0%	527,671	670,943	78.6%
Other Objects	254,178	17.4%	16.6%	199,834	31.1%	32.8%	1,565	0	0	1,565	31.3%	33.3%	984,905	98.8%	34.0%	1,440,482	1,457,631	98.8%
Transfers	963,000	100.0%	100.0%	0	100.0%	100.0%	0	0	0	0	100.0%	100.0%	0	100.0%	100.0%	963,000	963,000	100.0%
Contingency & Reserves	0	0.0%	0.0%	0	0.0%	0.0%	0	0	0	0	0.0%	0.0%	1,437,653	100.0%	100.0%	1,437,653	1,437,653	100.0%
Total Period Expenditures	3,182,932			3,509,589			1,090,165	1,183,418	1,188,243	3,461,825	55.6%	54.9%	7,356,869	95.9%	88.0%	17,511,215	18,263,629	95.9%
Cumulative Expenditures	3,182,932	17.4%	16.4%	6,692,521	36.6%	36.3%	7,782,686	8,966,104	10,154,346	10,154,346			17,511,215					
Month-end Fund Balance	2,255,048			6,524,406			6,673,244	6,266,067	5,948,001	5,948,001			1,243,347			1,516,115	0	

Informational only:

EXPENDITURES by Function

Instruction	616,888	8.4%	8.4%	1,790,356	32.7%	31.6%	589,301	620,493	600,237	1,810,031	57.3%	51.6%	2,748,557	94.7%	84.4%	6,965,833	7,359,544	94.7%
Supporting Services	1,600,826	21.9%	21.8%	1,523,477	42.7%	43.1%	500,864	562,925	588,006	1,651,795	65.3%	65.2%	1,973,130	92.3%	89.3%	6,749,229	7,314,751	92.3%
Other Uses	965,217	44.9%	99.0%	195,756	54.0%	99.4%	0	0	0	0	54.0%	99.7%	1,197,529	109.6%	100.0%	2,358,502	2,151,681	109.6%
Contingency & Reserves	0	0.0%	0.0%	0	0.0%	0.0%	0	0	0	0	0.0%	0.0%	1,437,653	100.0%	100.0%	1,437,653	1,437,653	100.0%
Total Period Expenditures	3,182,932	17.4%	16.4%	3,509,589	36.6%	36.3%	1,090,165	1,183,418	1,188,243	3,461,825	55.6%	54.9%	7,356,869	95.9%	88.0%	17,511,215	18,263,629	95.9%

Brookings-Harbor School District

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

Current as of Feb. 11, 2022

Grade	September			October			November			December			January			February			March			April			May			June		
	2021	2020	2019	2021	2020	2019	2021	2020	2019	2021	2020	2019	2022	2021	2020	2022	2021	2020	2021	2020	2019	2021	2020	2019	2021	2020	2019	2021	2020	2019
K	107	83	112	106	85	113	101	81	111	102	81	110	102	82	108	100	83	108	84	109	107	85	109	106	84	109	105	83	109	103
1	96	101	96	97	100	97	96	100	97	97	99	96	100	100	97	98	102	98	103	97	129	105	97	127	105	97	128	104	97	127
2	103	84	122	101	81	122	98	79	121	98	79	121	97	80	120	97	80	119	83	119	111	84	119	111	82	119	111	83	119	105
3	90	111	109	83	111	110	83	112	110	84	111	110	86	113	111	86	115	110	113	108	142	113	108	142	113	108	145	113	108	146
4	119	97	147	116	97	149	113	97	152	116	93	151	115	93	149	113	92	145	91	147	111	92	147	110	90	147	112	91	147	110
5	96	130	112	95	127	112	93	124	112	93	124	113	92	124	112	90	125	112	127	113	122	127	113	122	128	113	123	129	113	122
	611	606	698	598	601	703	584	593	703	590	592	698	592	597	692	584	601	693	606	693	718	602	693	718	602	693	724	603	693	713
6	140	102	129	138	96	128	138	97	127	140	95	125	140	95	124	137	96	123	98	124	116	98	124	116	98	124	115	99	124	113
7	100	116	117	99	111	117	101	112	116	103	112	117	104	114	116	101	112	115	114	115	123	113	115	122	111	115	120	111	115	118
8	116	114	128	113	111	128	111	113	128	111	111	126	112	113	127	112	114	125	113	124	106	114	124	106	114	124	105	114	124	103
	356	332	374	350	318	373	350	322	371	354	318	368	356	322	367	350	322	363	325	360	345	325	363	344	323	363	340	324	363	334
9	123	130	119	122	127	119	122	129	118	121	125	118	117	127	118	116	127	118	129	114	123	129	114	122	129	114	122	128	114	123
10	130	104	129	120	104	129	122	107	128	122	105	126	122	106	123	118	104	126	104	122	120	106	122	119	105	122	119	105	122	118
11	108	126	114	106	124	113	105	126	112	106	123	111	104	121	112	100	120	108	121	108	109	123	108	109	123	108	107	123	108	107
12	153	132	114	131	129	115	126	129	116	124	127	113	119	127	113	120	126	113	126	114	135	125	114	133	122	114	131	123	114	128
	514	492	476	479	484	473	475	491	474	473	480	468	462	481	466	454	477	465	480	458	487	483	458	483	479	458	479	479	458	476
Total	1481	1430	1548	1427	1403	1552	1409	1406	1548	1417	1385	1537	1410	1395	1531	1388	1396	1519	1406	1514	1554	1414	1514	1545	1404	1514	1543	1406	1514	1523



Executive Summary

Meeting Date: February 16, 2022

Agenda Item: School Board Policies - Second Reading

Item Type: Action

Administrator: Supt. David Marshall.

Objective: Update policies and consider new optional policies recommended by Oregon School Boards Association

Background:

OSBA Policy Updates

OSBA provides quarterly policy updates that include current revision to state and federal laws and guidelines. In addition, our district subscribes to an additional service where OSBA staff review the impacted BHSD policies specifically and apply the updated language and appropriate revisions. BHSD staff then reviews these recommendations and the board is asked to consider them in a series of readings in a public session.

The policies below were presented to the Board as a first reading on Jan. 19, 2022. One policy was held out of second readings for further review and discussion and may return to the Board for new first reading at a future date - **KGBB – Firearms Prohibited (Proposed)**.

SECTION 1 - Second Reading - ready for adoption/re-adoption

Policy & Title	BHSD Policy History	Summary
BBAA – Individual Board Member’s Authority and Responsibilities	Adopted 1/18/88 Revised/Readopted 10/22/03; 4/15/09; 10/16/13; 12/13/16.	Reason for updates: BOARD MEMBERS SEEKING LEGAL ADVICE: There are many instances when a district board needs to consult with legal counsel prior to making a decision. This policy change clarifies when individual board members are authorized to seek legal counsel

		<p>and incur legal costs for the educational entity. Collective Bargaining Impact: None Local District Responsibility: Revise and readopt affected policy as recommended. Policy(ies) and ARs Impacted by these Revisions:</p> <ul style="list-style-type: none"> • <i>BBAA – Individual Board Member’s Authority and Responsibilities, Optional</i>
<p>BD/BDA – Board Meetings</p>	<p>Adopted 1/18/88 Revised/Readopted 10/22/03; 6/14/06; 2/17/10; 10/16/13; 11/16/16</p>	<p>Reason for updates: BOARD MEETING PARTICIPATION & PUBLIC COMMENT: House Bill 2560 (2021) updated law governing public attendance and comment at public meetings of the board. When public meetings are held and access is made available in-person, the board must provide, to the extent reasonably possible, an opportunity to access and attend meetings by telephone, video or other electronic or virtual means; if in-person oral testimony is allowed during a meeting, allow the public to submit oral testimony by telephone, video or other electronic or virtual means; and if in-person written testimony is allowed, written testimony must be allowed by email or other electronic means.</p> <p>Collective Bargaining Impact: None Local District Responsibility: Review the board’s policy manual and if these policies are present, review and readopt the recommended changes. The AR, BDDH-AR, does not require board adoption and can be submitted to the board for review as an information item.</p> <p>Policy(ies) and ARs Impacted by these Revisions:</p> <ul style="list-style-type: none"> • <i>BD/BDA – Board Meetings, Optional</i> • <i>BDDH - Public Comment at Board Meetings, Highly Recommended</i> • <i>BDDH-AR - Public Comment at Board Meetings, Optional</i>
<p>IA - Instructional Goals</p>	<p>Adopted 3/27/00 Revised/Readopted 10/22/03; 2/17/10; 5/20/15; 7/14/15</p>	<p>Reason for updates: LANGUAGE ARTS AND ESSENTIAL SKILLS: The 2021 Oregon Legislature updated statute in ORS 329.451 (House Bill 2056) modifying Oregon diploma requirements by changing ‘English language arts’ to ‘language arts’ and redefining definitions for language arts, world</p>

		<p>languages and holocaust and genocide studies. Statute updates to ORS 329.045 made changes to the required characteristics of a school system and to Essential Skills. Senate Bill 744 (2021) has suspended the requirement for a student to show proficiency in Essential Skills as a condition of receiving a high school diploma for the 2021-2022, 2022-23 or the 2023-2024 school year. Lastly, there has been two versions of policy for IKF – Graduation Requirements and an AR to accompany version 2. The decision was made to maintain one version of IKF – Graduation Requirements and remove the alternate version (2) and the AR from the model samples, leaving one version of model policy IKF. The designation for IKF – Graduation Requirements has been changed to conditionally required because the district is required to adopt policy if the district has established additional credit and/or graduation requirements above the state-adopted graduation requirements for any state described diploma or alternative certificate.</p> <p>Collective Bargaining Impact: None Local District Responsibility: School districts should review their current graduation requirements to update and revise.</p> <p>Policy(ies) and ARs Impacted by these Revisions:</p> <ul style="list-style-type: none"> • IA - Instructional Goals, Optional • IGBI - Bilingual Education**, Required • IKF – Graduation Requirements**, Conditionally Required
<p>IKF – Graduation Requirements</p>	<p>Adopted 11/18/09 Revised/Readopted 12/18/13; 7/6/16; 5/2/18; 9/12/18; 7/17/19; 11/20/19</p>	<p>See note above for IA.</p>
<p>IKFB – Graduation Exercises</p>	<p>Adopted 4/17/00 Revised/Readopted 10/22/03; 2/17/10; 3/04/10; 6/17/15; 12/06/17</p>	<p>Reason for updates: GRADUATION EXERCISES: The 2021 Oregon Legislature passed House Bill 2052 that allows student to wear Native American items of cultural significance to school events.</p> <p>Collective Bargaining Impact: None Local District’s Responsibility: If the district has policy IKFB – Graduation Exercises,</p>

		review the policy and readopt. Policy(ies) and ARs Impacted by these Revisions: <ul style="list-style-type: none"> ● IKFB – Graduation Exercises, Optional
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IKFB Board Special considerations:

See bracketed either or regarding other items of cultural significance. While HB2051 requires districts to allow students to wear Native American items of cultural significance to graduation and other school events, it is up to the School Board to choose to allow students to wear items of cultural significance to other cultures. For example, ethnic cultural sashes or cultural pride graduation stoles.

JBB – Educational Equity	Proposed - No existing policy	<p>Reason for proposed policy: GENDER IDENTITY DEFINITION: House Bill 3041 (2021) revised the statutory definition of sexual orientation (removed gender identity) and created a new definition for gender identity.</p> <p>Collective Bargaining Impact: None</p> <p>Local District Responsibility: Review the board’s policy manual for the policies listed herein and if present, revise and readopt. GBNA-AR is an AR that does not require adoption by the board so it can be submitted as an information item to the board for their review.</p> <p>Policy(ies) and ARs Impacted by these Revisions:</p> <ul style="list-style-type: none"> ● GBA – Equal Employment Opportunity, Required ● GBEA – Workplace Harassment *, Required ● GBNA-AR – Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying ● Reporting Procedures -- Staff, Highly Recommended ● IB – Freedom of Expression, Required ● IIA – Instructional Resources/Instructional Materials, Highly Recommended ● IJ – School Counseling Program, Highly Recommended ● JBB – Educational Equity, Optional ● JECB - Admission of Nonresident Students, Highly Recommended
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JBB Board special considerations:

1. This is an optional policy adoption.
2. First bracketed section, this includes all the required subgroups that state asks data be disaggregated into. District has the option to add additional groups if desired. Suggest not adding to keep as general as allowed for operational flexibility.

To achieve educational equity the district will commit to:

1. Systematically using districtwide and individual school level data, disaggregated by [race/ethnicity, national origin, language, special education, sex, non-binary, socioeconomic status and mobility] to inform district decision making.

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

3. Remaining brackets. These offer a plan for implementing and reporting on progress at regular intervals with more or less detail. Because this is a policy and not an AR, suggestion would be to take the most general option of each to leave leeway for operational flexibility.

... [using an educational equity analysis tool] [with educational equity as a priority]

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

Recommendation: Review and consider readoption of policies listed above.

Suggested motion #1: *"I move to readopt the policies listed in Section 1 of the School Board Policy executive summary as presented."*

Suggested motion #2: *"I move to readopt policy _____ as presented (or amended)."*

Brookings-Harbor School District 17C

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

Individual Board Member's Authority and Responsibilities

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

A Board member has the authority to act in the name of the Board when authorized by a specific Board motion. The affirmative vote of the majority of members of the Board is required to transact any business. When authorized to act as the district's designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to subsequent approval by the Board.

When expressing personal opinions in public, the Board member should clearly identify the opinions as their own.

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

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

1. Request for Information

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

2. Requests for Legal Opinions

Requests for legal advice or opinions by a Board member that will incur a cost for the district must be approved by a majority vote of the Board before the request is made to legal counsel. The Board chair is authorized to obtain legal advice or opinions prior to the next meeting (e.g., advice regarding an executive session or a decision to invite district legal counsel) without a need for Board approval. Legal counsel is responsible to the Board.

3. Action on Complaints or Requests Made to Board Members

When Board members receive complaints or requests for action from staff, students or members of the public, the Board members will direct the staff, students, members of the public to the

appropriate complaint policy Board policy KL – Public Complaints. Such information will be conveyed to the superintendent.

4. Board Member’s Relationship to Administration

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

5. Contracts or Agreements

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

END OF POLICY

Legal Reference(s):

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

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

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

Brookings-Harbor School District 17C

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

Board Meetings

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

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

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

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

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

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

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

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

All meetings held in public shall comply with the Oregon Indoor Clean Air Act.

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

1. Regular, Special and Emergency Meetings

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

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

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

Emergency meetings can be called by the Board in the case of an actual emergency upon appropriate notice under the circumstances. The minutes of the emergency meeting must describe the emergency. Only topics necessitated by the emergency may be discussed or acted upon at the emergency meeting.

2. Communications Outside of Board Meetings

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

Electronic communications may contain:

- a. Agenda item suggestions;
- b. Reminders regarding meeting times, dates and places;

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

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

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

3. Private or Social Meetings

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

4. Work Sessions

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

5. Executive Sessions

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

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)

[ORS 174.104](#)

[ORS Chapter 192](#)

[ORS Chapter 193](#)

[ORS 255.335](#)

[ORS 332.040 - 332.061](#)

[ORS 433.835 - 433.875](#)

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

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

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

Oregon House Bill 2560 (2021).

Oregon House Bill 3041 (2021).

Brookings-Harbor School District 17C

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

Instructional Goals

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

The district is committed to a continual process of collaborative decision making and goal setting that supports the following characteristics:

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

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

Utilizes valid and reliable data for evaluating the success of curriculum, instruction, resource allocation and school improvement

END OF POLICY

Legal Reference(s):

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

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

[OAR 581-022-2315](#)

House Bill 2056 (2021).

Brookings-Harbor School District 17C

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

Graduation Requirements**

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

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

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

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

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

Diploma

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

1. Three credits of mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits of language arts (shall include the equivalent of one unit in written composition);

¹As defined in ORS 30.297.

3. Three credits of science;
4. Three credits of social sciences (including history, civics², geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. Three credits in career and technical education, the arts or world language (units shall be earned in any one or a combination).

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

To receive a diploma, in addition to credit requirements, as outlined in OAR 581-022-2000, a student must³:

1. Develop an education plan and build an education profile;
2. Demonstrate extended application through a collection of evidence; and
3. Participate in career-related learning experiences.

Modified Diploma

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

1. Has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or

Has a documented history of a medical condition that creates a barrier to achievement. Having met the above eligibility criteria, a modified diploma will be awarded to students, who while in grade nine through completion of high school, complete 24 credits which shall include:

1. Three credits in language arts;
2. Two credits in mathematics;

² Civics becomes a half-credit requirement beginning on January 1, 2026 (Senate Bill 513, 2021).

³ The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).

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

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

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

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

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment.. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard;
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

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

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

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

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

Extended Diploma

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

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

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

Alternative Certificates

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

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

Other District Responsibilities

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

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

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

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

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

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

A student who receives a modified diploma, an extended diploma or an alternative certificate shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school.

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

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

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

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education’s Opt-out Form⁴ and submitting the form to the district.

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

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

END OF POLICY

Legal Reference(s):

⁴www.ode.state.or.us: or navigate to Teaching & Learning > Testing - Student Assessment > Smarter Balanced

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

[ORS 343.295](#)

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

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

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

Brookings-Harbor School District 17C

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

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

Graduation Exercises

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

Accordingly, appropriate graduation programs may be planned by the high school staff on the date selected by the Board.

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

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

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

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

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

END OF POLICY

Legal Reference(s):

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

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

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

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

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

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

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

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

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

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

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

Brookings-Harbor School District 17C

Code: JBB
Adopted:

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

Educational Equity

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

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

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

To achieve educational equity the district will commit to:

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

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

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

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

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

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

END OF POLICY

Legal Reference(s):

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

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

House Bill 3041 (2021).

Brookings-Habor School District 17-C 2022-2023

Calendar

July 2022

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 2022

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			

26 New Teacher Staff In-Service
29-31 All-Staff District Directed In-Service

September 2022

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	

1-2 Teacher Classroom Workday
5 Labor Day Holiday
6 First Day for Students

October 2022

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					

14 All Staff Directed In-Service

November 2022

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			

4 Teacher Grading Day/End of Q1
9-10 Evening Conf.
11 Veterans Day Holiday
21-22 No Staff/Students
23 Conferences Payback
24-25 Thanksgiving Holiday

December 2022

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						

19 Winter Break Begins

January 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				

3 School Resumes
16 MLK Day Holiday
27 Teacher Grading Day/End of Q2

February 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				

20 Presidents Day

March 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	

27-31 Spring Break

April 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 School Resumes
7 Teacher Grading Day/End of Q3

May 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			

29 Memorial Day Holiday

June 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

10 Graduation Day
15 Last Day Students
16 Teacher Grading Day/End of Q4

Brookings Harbor – Brookings, OR
January 7th, 2022

Sourcewell

Master Project: 199030, Contract Number: 071619-MSL, Expiration: 08/27/2023
Category: Sports lighting with related supplies and services

All purchase orders should note the following: Sourcewell purchase – contract number: 071619-MSL

Quotation Price – Materials Delivered to Job Site and Installation

Football (360' x 160') w/Security Lighting	\$ 198,900.00
Optional Alternate: Security Lighting Circuit/Zone	\$ 10,000.00
Total	\$ 208,900.00

Pricing furnished is effective for 60 days unless otherwise noted and is considered confidential.

SportsCluster® system with Total Light Control – TLC for LED™ technology

Guaranteed Lighting Performance

- Guaranteed light levels of 30fc and uniformity of 2.5:1
- BallTracker® technology – targeted light, optimizing visibility of the ball in play with no glare in the players typical line-of-sight

System Description

- (4) Factory wired poletop luminaire assemblies
- (30) Factory aimed and assembled luminaires, including BallTracker® luminaires
- Factory wired and tested remote electrical component enclosures
- Pole length, factory assembled wire harnesses
- Mounting hardware for poletop luminaire assemblies and electrical components enclosures
- Disconnects
- UL Listed assemblies
- Control-Link® control and monitoring system to provide remote on/off and dimming (high/medium/low) control and performance monitoring with 24/7 customer support
- Product assurance and warranty program that covers materials and onsite labor, eliminating 100% of your maintenance costs for 10 years
- Support from Musco’s Lighting Services Team – over 170 Team members dedicated to operating and maintaining your lighting system – plus a network of 1800+ contractors

Installation Services Provided

Installation Breakdown

- Unload Musco equipment
- Remove all existing lighting equipment and hardware
- Assemble and install Musco lighting equipment and hardware
- Install the Musco control cabinet and wireless controller



Scope of Work:

The work shall be completed by a licensed Electrical Contractor, Licensed in the State of Oregon.

The pricing includes the removal of the existing electrical equipment from the existing poles, including all lighting equipment and associated hardware.

The Musco Sports Cluster System installation includes, unloading of the Musco equipment upon arrival to the job site, assembly and mounting of light fixtures/fixture assemblies, electrical enclosures and wiring harnesses on the existing poles. Wiring of the Lighting System is from the light fixtures assemblies down to the remote electrical enclosures at the base of each pole where they will be terminated on the Musco supplied disconnect breaker.

All conductors from the service location to each of the pole in-ground boxes and from each in-ground box to each pole location will all be re-used, all pole wiring shall be replaced. Install the Musco Control and Monitoring cabinet next to existing switchgear. Make up all electrical wiring and terminations from each Musco pole mounted electrical enclosure to the existing pole wiring. It is assumed that all existing underground wiring and all electrical distribution equipment is intact and in safe working order.

Note that this scope includes the heavy equipment needed to remove all existing lighting equipment and install the new Musco equipment. All materials necessary to protect the site from the heavy equipment needed to perform the work is included, we will take all precautions necessary to minimize damage to the site. The electrical permit is included; any other required permits will be by others.

Notes:

It has been assumed that no alterations or repairs will be required to any raceways or conductors. Any repairs or replacement of raceways and/or conductors will be considered an extra.

Payment Terms

Musco's Credit Department will provide payment terms.

Email or fax a copy of the Purchase Order to Musco Sports Lighting, LLC:

Musco Sports Lighting, LLC
Attn: Amanda Hudnut
Fax: 800-374-6402
Email: musco.contracts@musco.com

**All purchase orders should note the following:
Sourcewell purchase – contract number: 071619-MSL**

Delivery Timing

6 - 8 weeks for delivery of materials to the job site from the time of order, submittal approval, and confirmation of order details including voltage, phase, and pole locations.

Due to the built-in custom light control per luminaire, pole locations need to be confirmed prior to production. Changes to pole locations after the product is sent to production could result in additional charges.



Notes

Quote is based on:

- Shipment of entire project together to one location.
- Structural code and wind speed = 2018 IBC, 100mph, Exposure C, Importance Factor 1.0.
- Owner is responsible for getting electrical power to the site, coordination with the utility, and any power company fees.
- Confirmation of pole locations prior to production.
- Product assurance and warranty program is contingent upon site review and compatibility with Musco's lighting system.
- The owner of the field is responsible for the structural integrity of the existing poles.

Thank you for considering Musco for your lighting needs. Please contact me with any questions or if you need additional details.

Rick Charbonneau
Musco Sports Lighting, LLC
Phone: 971/221-8648
E-mail: rick.charbonneau@musco.com



Brookings-Harbor School District 17C

Code: KGBB

Adopted:

Firearms Prohibited

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

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

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

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

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

END OF POLICY

Legal Reference(s):

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

² See Senate Bill 554 (2021).

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

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

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

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

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

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Spring 2022 Meeting Dates Proposed Updates

This list reflects what the calendar would be with 1st and 3rd Wednesday meetings, and an adjustment to the March regular board meeting to move it up a week to occur before the staff renewal deadline.

- Regular School Board Meeting, **5:30 p.m Wednesday, Feb. 16, 2022**
- Work Session School Board, **5:30 p.m. Wednesday, March 2, 2022**
- (New) Regular School Board Meeting, **5:30 p.m. Wednesday, March 9, 2022**
- ~~Regular School Board Meeting, 5:30 p.m Wednesday, March 16, 2022~~
- Work Session School Board, **5:30 p.m. Wednesday, April 6, 2022**
- Regular School Board Meeting, **5:30 p.m Wednesday, April 20, 2022**
- Budget Committee: Training &/or Open Forum 2021-2022 Budget, **April 20, 2022**
- Work Session School Board, **5:30 p.m. Wednesday, May 4, 2022**
- Regular School Board Meeting, **5:30 p.m Wednesday, May 18, 2022**
- Budget Committee: First Budget Committee Meeting, **May 24, 2022**
- Budget Committee: Possible Second Budget Committee Meeting, **May 31, 2022**
- Work Session School Board, **5:30 p.m. Wednesday, June 1, 2022**
- (Opt. 1) District Leadership Team Meeting, **5 p.m. Tuesday, June 14, 2022**
- Regular School Board Meeting, **5:30 p.m Wednesday, June 15, 2022**
- (Opt. 2) District Leadership Team Meeting, **5 p.m. Tuesday, June 21, 2022**
- Work Session School Board, **5:30 p.m. Wednesday, July 6, 2022**
- Regular School Board, **5:30 p.m, Wednesday, July 20, 2022**

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

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

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

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

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

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

District Goal: Student Success

Description of Student Success:

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

District Goal: Staff Recruitment/Retention

Description of Staff Recruitment/Retention

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

District Goal: Relationships

Description of Relationships

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