Regular School Board Meeting
Wednesday, August 19, 2026 5:30 PM

Kalmiopsis Elementary/Room 51
650 Easy St
Brookings, Oregon 97415

Agenda

1. Call Meeting to Order
2. Pledge of Allegiance
3. Early Items
   3.a. Presentation: Native American/Tribal Histories Units - Christine Zellmer
4. Citizen Input
   - Information on Public Input policies is available at www.brookings.k12.or.us/board/. Written comments must be received at least 24 hours in advance of the meeting date and time. Interested members of the public who wish to speak at the meeting during the public comment time, can RSVP online up until noon on the day of the meeting. For in-person meetings, all are welcome to come to the meeting and fill out a "blue card" signifying that they would like to give public comment and give it to the Board Chair at the start of the meeting with no prior reservation or notification needed.
5. Consent Agenda
   5.a. Approve Minutes
      - DRAFT Minutes Annual Organizational Meeting July 22, 2026
      - DRAFT Minutes Regular Board Meeting July 22, 2026
      - DRAFT Minutes School Board Work Session July 22, 2026
   5.b. Approve Bills
   5.c. Approve Personnel Recommendations/Human Resources Report (formerly Approve New Hire/Approve Extra Duty Contracts)
   5.d. Acceptance of Grants and Donations
   5.e. Approve Surplus Items
6. District Reports and Information
   6.a. Comments from the Superintendent
      - Seismic Project Updates (Pre-Request for Proposals Information, Findings In Support of Low Bid Exemption)
      - Back-to-School Information (Kindergarten Academy, Registration Events, In-Service Week Training)
      - Administrative Rule Updates:
        - BBE-AR – Board Member Vacancy Application, Optional, New
        - BCB – Board Officers, Optional
        - GBA-AR – Veteran and State Servicemember Preference, Highly Recommended
        - GCBDA/GDBDA-AR(1) – Family Leave *(Version 2 - OFLA), Highly Recommended
        - JHFC-AR – Personal Student Transportation, Brought via Board Concern

- KNA-AR(1) – Interactions with Immigration Enforcement, Highly Recommended

6.b. District Reports
6.c. Finance Reports
6.d. Enrollment Summary
- N/A No summary for August

7. Action Items
7.a. Approve Bus Purchase
7.b. Approve Request for Proposals Process for Seismic Grant Projects
7.c. Approve First Read of Policy Revisions and Adoptions
- BBAA – Individual Board Member's Authority and Responsibilities, Optional, Delete
- BBAA – Board Member's Authority and Responsibilities, Highly Recommended, New
- BBE – Vacancies on the Board, (Version 1) Optional, Delete
- BBE – Vacancies on the Board, Optional, New
- BCE – Board Committees, Optional, Delete
- BCE – Board Committees, Optional, New
- BCF – Advisory Committees to the Board, Optional, Delete
- BD – Board Meetings, Notices and Communications, Highly Recommended, New
- BD/BDA – Board Meetings, Optional, Delete
- BDC – Executive Sessions, Highly Recommended, New
- BDC – Executive Sessions, Optional, Delete
- BDD – Board Meeting Procedures, Optional, Delete
- BDD – Board Meeting Procedures, Optional, New
- BDDC – Board Meeting Agenda, Optional, Delete
- BDDC – Board Meeting Agenda, Highly Recommended, New
- BDDG – Minutes of Board Meetings, Optional, Delete
- BDDG – Recordings and Minutes of Board Meetings, Highly Recommended, New
- CBA – Qualifications and Duties of the Superintendent, Highly Recommended
- CBG – Evaluation of the Superintendent, Required
- CEA – Educational Equity Advisory Committee, Optional
- DBEA – Budget Committee (version 1 or version 2), Highly Recommended
- EBB – Integrated Pest Management, Required
- EBBA – Student Health Services */**, Highly Recommended
- ECAA – Access to Buildings, Optional
- GAA – Personnel Definitions *, Optional, Delete
- GBA – Equal Employment Opportunity, Required
- GBN/JBA – Sexual Harassment, Required GCBDA/GDBDA-AR(1) – Family and Medical Leave *(Version 1 – FMLA/OFLA), Highly Recommended
- GCBDD/GDBDD – Sick Time *, Highly Recommended

    - JBA/GBN – Sexual Harassment, Required
    - KNA – Immigration Enforcement on District Property, Required, New
8. Board Functions and Comments
9. Key Dates and Calendar Updates
    - Welcome Back Breakfast with District Staff, 8 a.m., Monday, Aug. 24, 2026, at Brookings-Harbor High School Cafeteria, 625 Pioneer Rd., Brookings, OR.
    - Regular School Board Meeting, 5:30 p.m. Wednesday, Sept. 16, Kalmiopsis Elementary, Room 51, 650 Easy St., Brookings, OR. Followed by School Board Work Session.
    - Regular School Board Meeting, 5:30 p.m. Wednesday, Oct. 21, Kalmiopsis Elementary, Room 51, 650 Easy St., Brookings, OR. Followed by School Board Work Session.
    - OSBA Annual Convention, November 12–14, 2026, Portland Marriott Downtown Waterfront, Portland, OR.
    - Regular School Board Meeting, 5:30 p.m. Wednesday, Nov. 18, Kalmiopsis Elementary, Room 51, 650 Easy St., Brookings, OR. Followed by School Board Work Session.
    - Regular School Board Meeting, 5:30 p.m. Wednesday, Dec. 16, Kalmiopsis Elementary, Room 51, 650 Easy St., Brookings, OR. Followed by School Board Work Session.
10. Adjournment

DRAFT Minutes

Brookings-Harbor School District 17C Annual Organizational Meeting

Wednesday, July 22, 2026 | 5:30 p.m.
Kalmiopsis Elementary School, Room 51
650 Easy Street, Brookings, Oregon 97415

Video Recording: https://www.youtube.com/watch?v=QYPxpqcaulA

In attendance:

- Jay Trost, Board Chair
- Trish Walker, Board Vice Chair
- Alan Nidiffer, Board Member
- Janece Payne, Board Member
- Helena Chirinian, Superintendent
- Nancy Raskauskas-Coons, Administrative Assistant to the Board

Absent:

- Katherine Johnson, Board Member

1. Call Meeting to Order

Board Chair Jay Trost called the Annual Organizational Meeting to order at 5:30 p.m.

2. Pledge of Allegiance

The Pledge of Allegiance was recited.

3. Swearing in of Members/Oath of Office

No oath was administered. All current Board members had previously taken the oath of office, and their terms were continuing.

4. Annual Organizational Procedures - Action

a. Elect Board Officers

Janece Payne nominated Jay Trost to serve as Board Chair. Board noted that he had completed his third consecutive term as chair and that Board policy permits four consecutive terms. He said he was willing to continue but would also support another member who was ready to serve. Payne and Trish Walker indicated they did not wish to serve as chair. Alan Nidiffer said he was not actively seeking the role but would be willing to step up if needed. Walker seconded Payne's motion. There was no further discussion.

Vote called:

- Janece Payne: Aye
- Alan Nidiffer: Aye
- Trish Walker: Aye
- Jay Trost: Abstain

Motion passed 3-0-1. Jay Trost was elected Board Chair.

Alan Nidiffer nominated Trish Walker to serve as Board Vice Chair. Janece Payne seconded the motion. Payne expressed support for Walker, and Trost noted Walker's active participation in agenda-setting discussions.

Vote called:

- Janece Payne: Aye
- Alan Nidiffer: Aye
- Trish Walker: Abstain
- Jay Trost: Aye

Motion passed 3-0-1. Trish Walker was elected Board Vice Chair.

b. Establish Regular Meeting Dates, Times and Location

Trish Walker moved to continue the existing schedule for the 2026-2027 school year, with Regular Board Meetings held on the third Wednesday of each month at 5:30 p.m. in Room 51 at Kalmiopsis Elementary School and Work Sessions held afterward. Alan Nidiffer seconded the motion.

Vote called:

- Janece Payne: Aye
- Alan Nidiffer: Aye
- Trish Walker: Aye
- Jay Trost: Aye

Motion passed 4-0.

c.-n. Remaining Annual Organizational Designations

Alan Nidiffer moved to approve the remaining annual organizational recommendations, items c.-n., as presented. Janece Payne seconded the motion. Superintendent Helena Chirinian offered a friendly amendment to update the official depository name in item h. from Umpqua Bank to Columbia Bank, reflecting the bank's name change. The amendment was accepted.

The approved designations were:

- Superintendent Helena Chirinian as District Clerk and Chief Executive Officer.
- Director of Fiscal Services Dede Corpening as Deputy District Clerk and Business Manager.
- Director of Fiscal Services Dede Corpening as Budget Officer.
- No vacancies on the District Budget Committee.
- The Superintendent and Director of Fiscal Services as custodians of District funds, with their respective signatures authorized for facsimile purposes.
- Columbia Bank as the official depository of District funds.
- Pauly Rogers and Co PC as the official District auditors.
- Zolezzi Insurance Agency as the District's official insurance agent of record.
- Garrett, Hemann, Robertson as District legal counsel, with Rebekah R. Jacobson as the primary legal representative; Kyle T. Abraham of Ogletree Deakins as labor counsel; and Hungerford Law Firm as special education counsel.
- The Superintendent and Director of Fiscal Services as authorized District officials for submitting federal grants.
- The School Board as the Local Public Contract Review Board.
- Coordinator of Communications Nancy Raskauskas-Coons as press representative.

Vote called:

- Janece Payne: Aye
- Alan Nidiffer: Aye
- Trish Walker: Aye
- Jay Trost: Aye

Motion passed 4-0.

5. Adjournment

Board Chair Jay Trost adjourned the Annual Organizational Meeting at 5:38 p.m.

DRAFT Minutes

Brookings-Harbor School District 17C Regular School Board Meeting

Wednesday, July 22, 2026 | 5:38 p.m.
Kalmiopsis Elementary School, Room 51
650 Easy Street, Brookings, Oregon 97415

Video Recording: https://www.youtube.com/watch?v=QYPxpqcaulA

In attendance:

- Jay Trost, Board Chair
- Trish Walker, Board Vice Chair
- Alan Nidiffer, Board Member
- Janece Payne, Board Member
- Helena Chirinian, Superintendent
- Nancy Raskauskas-Coons, Administrative Assistant to the Board

Absent:

- Katherine Johnson, Board Member

1. Call Meeting to Order

Board Chair Jay Trost called the Regular School Board Meeting to order at 5:38 p.m.

2. Citizen Input

No written public comment was received in advance of the meeting. No audience members submitted a request to speak, and no citizen input was provided.

3. Consent Agenda

The Consent Agenda included:

- Approve DRAFT Minutes of the June 17, 2026 Regular School Board Meeting
- Approve Bills
- Approve New Hires
- Approve Extra Duty Contracts
- Accept Grants and Donations, including a $6,840 grant recommended by the Nick and Lisa Rail Music Fund
- Approval of Grant Applications - N/A

Alan Nidiffer moved to approve the Consent Agenda. Janece Payne seconded the motion.

During discussion, Payne noted that the recommendation to hire Megan Brown as an Azalea Middle School math teacher appeared twice in the packet. Staff clarified that the second copy was a duplicate upload and that Brown was being hired for one position only. Superintendent Helena Chirinian noted that Brown is a 2014 BHHS graduate returning to teach in the district.

Vote called:

- Janece Payne: Aye
- Alan Nidiffer: Aye
- Trish Walker: Aye
- Jay Trost: Aye

Motion passed 4-0.

4. District Reports and Information

a. Comments from the Superintendent

Superintendent Helena Chirinian reported that the District was awarded a $2.46 million Seismic Rehabilitation Grant for Brookings-Harbor High School. The project is expected to include seismic retrofits and remodeling in the auditorium/music room and science wing, with the possibility of work affecting portions of the library and Commons to improve and open the space.

ZCS assisted the District with the successful application. The District's next steps include meeting with Ausland, the firm expected to serve as contractor/builder, and completing the required request-for-proposals process. Chirinian said the District intends to use a design-build approach that allows crews to open walls and roof areas before final design decisions are made. This approach is intended to confirm existing conditions, avoid redesign work, and use the grant funds as effectively as possible.

A general project timeline is expected to be available to the Board by October. Staging may begin around spring break in March 2027, with construction expected to begin after students leave for summer in June 2027.

5. Action Items

There were no Action Items.

6. Board Functions and Comments

Promise Grant Scholarship

Superintendent Chirinian reported that the District continues to hold $7,500 earned by the Board through prior OSBA Promise trainings for use as a student scholarship. The Board had previously identified five selection considerations: evidence of service to the school and broader community, financial need, proposed use of funds, evidence of mentorship, and evidence of leadership.

The Board discussed whether to award one $7,500 scholarship, three $2,500 scholarships, or a multiyear award. Members also considered opening the opportunity to BHHS graduates who are already in college, particularly students beyond their first year, when initial scholarship support may be less available. Members noted that this could help bridge a difficult continuation gap but that reaching former students could be challenging.

Trost asked staff to consult with Principal Kelly Whitley and the school team about the feasibility of offering the scholarship to college upperclassmen and to bring recommendations back to the Board. No final allocation decision was made.

7. Key Dates and Calendar Updates

The District calendar will be updated with the 2026-2027 Board meeting dates approved during the Annual Organizational Meeting.

- Welcome Back Breakfast with District staff, 8:00 a.m., Monday, August 24, 2026, Brookings-Harbor High School cafeteria
- OSBA Annual Convention, November 12-14, 2026, Portland Marriott Downtown Waterfront

Jay Trost, Janece Payne, and Alan Nidiffer indicated that they planned to attend the OSBA Annual Convention.

8. Adjournment

Board Chair Jay Trost adjourned the Regular School Board Meeting at 5:53 p.m.

DRAFT Minutes

Brookings-Harbor School District 17C
School Board Work Session

Wednesday, July 22, 2026 | 5:53 p.m., following the conclusion of the Regular Board Meeting

Kalmiopsis Elementary School, Room 51

650 Easy Street, Brookings, Oregon 97415

Video Recording: https://www.youtube.com/watch?v=QYPxpqcaulA

In attendance:

- Jay Trost, Board Chair
- Trish Walker, Board Vice Chair
- Alan Nidiffer, Board Member
- Janece Payne, Board Member
- Helena Chirinian, Superintendent
- Nancy Raskauskas-Coons, Administrative Assistant to the Board

Absent:

- Katherine Johnson, Board Member

1. Call Meeting to Order

Board Chair Jay Trost called the School Board Work Session to order at 5:53 p.m., immediately following the conclusion of the Regular Board Meeting.

2. Discussion Topic: Failed Bond, Next Steps

The Board reviewed the Curry County Clerk's certification of election results for Measure 8-118 (Bonds to Preserve, Repair Facilities) from the May 19, 2026 election. The measure failed with 2,065 Yes votes (42.38%) and 2,808 No votes (57.62%), with 190 undervotes and overall turnout of 42.73%. Board members briefly discussed what an undervote is and noted the measure would have needed a swing of roughly 400-800 votes to pass.

Superintendent Helena Chirinian explained that, regardless of the Board's preference, the District cannot return to the ballot in November 2026 because the OSCIM (Oregon School Capital Improvement Matching) grant application deadline has already passed; a November attempt would leave no opportunity to apply for the matching grant. She suggested the Board wait for the next available election in May 2027 and decide whether to proceed based on whether OSCIM is awarded and what else appears on that ballot. In response to a question from Trish Walker, Chirinian confirmed the District would apply for OSCIM again, noting the application itself is not difficult, but that an award is far from assured given the District's low priority ranking; awards are typically known in January, which would leave enough time to file for a May 2027 election.

Chirinian also reported that statewide facilities and ADA assessments show more than $1.1 million in ADA-related needs at Kalmiopsis Elementary alone (items such as slope corrections and inaccessible restrooms), with roughly $200,000 more across the other two buildings, for a

total approaching $2 million. There is discussion at the state level of a possible facilities fund informed by these assessments.

Board members discussed why the measure may have failed and how to improve future prospects. Trost observed that the election coincided with rising gas prices and costs of goods, that a road tax appeared on the same ballot, and that turnout was only about 42%. Alan Nidiffer asked whether results could be examined more finely, such as by precinct. Janece Payne suggested that elders no longer living in their own homes could be a worthwhile audience to educate about the bond, since they would not be directly affected by property taxes yet may vote based on when they were homeowners; she suggested presentations at senior centers such as Sea View and possibly bringing voter registration cards to senior centers, noting some residents may not have registered or voted since moving to the county. Trost concluded that the Board will need to do some real digging into the factors behind the result.

3. Policy Update – Preview of Upcoming Changes Recommended by OSBA

Nancy Raskauskas-Coons shared that the packet contained the OSBA Policy Plus information with suggested policy updates, along with a proposal brought forward by Trish Walker for the Board to address e-scooters and bikes. The materials were informational; no action was needed. The OSBA Policy Plus items will return to the Board for a first read, followed by a second read and adoption. Trost noted this review process is where the Board maintains local control by ensuring policies are tailored to the District's needs.

Superintendent Helena Chirinian described an inquiry she received asserting that the District must offer a parent opt-out form for the cell phone policy. When the model policy came through, the Board chose to leave the opt-out form out, and the current policy is working well, with students responding positively. Chirinian has asked for sample forms and will bring the matter back if any are provided. Board members questioned the premise of opting out of a policy, noting that students who need phone access for medical reasons are already covered through 504 plans and IEPs. Trost added that the District implemented its policy before the governor's executive order and expressed his view that the District's established policy supersedes the state's recommended version.

Regarding e-scooters, Walker explained that she is also bringing the issue to the Brookings City Council. Motorized scooters and e-bikes are illegal under Oregon law for riders under age 16, but the law is widely unknown and unenforced. She described a recent fatality in Beaverton in which a 14-year-old riding an e-scooter to a school practice was struck and killed in a crosswalk, and shared her own childhood experience of being hit by a driver while bicycling to school, which was traumatic. She emphasized that young riders do not yet have mature judgment and that she does not want kids to die. Walker stated that the School Resource Officer will need to be involved and that the school cannot allow students to leave campus on these devices; options include parent pick-up of the device or the SRO delivering it to a parent. Chirinian confirmed this is primarily a middle school issue, affecting roughly the 11-to-14-year-old group. The Board reviewed the District's current Student Vehicle Use (JHFD) and Student Bicycle Use (JHFC) policies alongside a Bend-La Pine Schools administrative regulation on personal student transportation. Alan Nidiffer suggested the District model something after the Bend-La Pine example, and board members agreed.

4. Future Work Session Topics

Janece Payne stated that she still wants to discuss year-round school, which she does not feel has been addressed to her satisfaction. Superintendent Helena Chirinian shared a concept for a balanced school year: the District is not allowed to reduce bell-to-bell instructional time, but it

could, working with the union on the number of work days, keep the required 180 school days while moving to four regular-length school days per week, stretching the school year longer with a shorter summer break and longer mid-year breaks. She noted the calendar itself is the purview of the Board and administration, while the number of staff work days must be bargained with the union, and she believed many staff would welcome four-day weeks.

Potential benefits discussed included: fewer substitutes needed, since staff could schedule appointments on the off day (Trost); better student attendance for the same reason, and reduced learning loss and start-of-year reteaching with a shorter summer (Chirinian and Payne); and better retention of learning with shorter breaks (Walker). For reference, this year staff return August 24 and students start August 31. A balanced calendar might feature approximately a six-week summer, two-week winter break, two weeks at Thanksgiving, and a two-week spring break. Payne asked to see an example calendar. The Board agreed to place the topic on a future work session, and District staff will develop sample calendar scenarios.

5. Executive Session

The agenda included a recess to Executive Session under ORS 192.660(2)(i) to review and evaluate the employment-related performance of the chief executive officer. By Board consensus, the planned Executive Session was canceled.

6. Adjournment

Board Chair Jay Trost adjourned the School Board Work Session at 6:16 p.m.

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2026-2027

Criteria: Report Sort: Fund **From Date:** 7/1/2026 12:00:00 AM **To Date:** 7/31/2026 12:00:00 AM

Fund: 100 GENERAL FUND

Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
AMAZON					
	139077	GENERAL FUND	ELEMENTARY	SUPPLIES	$280.77
	139077	GENERAL FUND	FISCAL SERVICES	SUPPLIES	$32.45
	139077	GENERAL FUND	SERVICE DIRECTION, STUDENT SUPPORT	SUPPLIES	$58.33
	139094	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	SUPPLIES	$527.60
	139094	GENERAL FUND	ELEMENTARY	SUPPLIES	$1,245.26
	139094	GENERAL FUND	FISCAL SERVICES	SUPPLIES	$105.88
	139094	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	$108.34
	139094	GENERAL FUND	TECHNOLOGY SERVICES	SUPPLIES	$453.68
	139104	GENERAL FUND	ELEMENTARY	SUPPLIES	$54.41
	139104	GENERAL FUND	FISCAL SERVICES	SUPPLIES	$14.97
	139104	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	$190.04
			Total for AMAZON		$3,071.73
BACKGROUND INVESTIGATION BUREAU, LLC					
	139078	GENERAL FUND	OFFICE OF THE SUPERINTENDENT	DUES AND FEES	$93.50
BEAMAN, JESS					
	0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	$500.00
CANON FINANCIAL SERVICES INC.					
	139095	GENERAL FUND	ELEMENTARY	RENTALS	$1,354.66
	139095	GENERAL FUND	ELEMENTARY	REPAIR AND MAINTENANCE	$357.33
	139095	GENERAL FUND	FISCAL SERVICES	RENTALS	$132.22
	139095	GENERAL FUND	FISCAL SERVICES	REPAIR AND MAINTENANCE	$63.09
	139095	GENERAL FUND	HIGH SCHOOL PROGRAMS	RENTALS	$684.43
	139095	GENERAL FUND	HIGH SCHOOL PROGRAMS	REPAIR AND MAINTENANCE	$40.48
	139095	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	RENTALS	$568.78
	139095	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	REPAIR AND MAINTENANCE	$100.06

Expenditure Summary Report

Fiscal Year: 2026-2027

Criteria: Report Sort: Fund **From Date:** 7/1/2026 12:00:00 AM **To Date:** 7/31/2026 12:00:00 AM

Fund: 100 GENERAL FUND

Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
	139095	GENERAL FUND	OFFICE OF THE PRINCIPAL	RENTALS	$69.75
	139095	GENERAL FUND	OFFICE OF THE PRINCIPAL	REPAIR AND MAINTENANCE	$106.53
	139095	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	RENTALS	$19.55
	139095	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	REPAIR AND MAINTENANCE	$8.76
	139095	GENERAL FUND	STUDENTS WITH DISABILITIES	RENTALS	$185.15
	139095	GENERAL FUND	STUDENTS WITH DISABILITIES	REPAIR AND MAINTENANCE	$68.70
	139105	GENERAL FUND	FISCAL SERVICES	RENTALS	$4.47
	139105	GENERAL FUND	STUDENTS WITH DISABILITIES	RENTALS	$4.47
			Total for CANON FINANCIAL SERVICES INC.		$3,768.43
CASCADE HOME CENTER / GOLD BEACH LUMBER					
	139079	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	SUPPLIES	$184.80
	139096	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	SUPPLIES	$14.99
	139106	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	SUPPLIES	$23.98
	139106	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	$44.88
			Total for CASCADE HOME CENTER / GOLD BEACH LUMBER		$268.65
COASTAL PAPER & SUPPLY INC					
	139107	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	SUPPLIES	$9,952.33
COOS CURRY ELECTRIC CO-OP INC					
	139097	GENERAL FUND	MAINTENANCE SERVICES	ELECTRICITY	$864.64
	139108	GENERAL FUND	MAINTENANCE SERVICES	ELECTRICITY	$12,067.16
			Total for COOS CURRY ELECTRIC CO-OP INC		$12,931.80
CORPENING, DANIELLE L					
	139109	GENERAL FUND	FISCAL SERVICES	TRAVEL	$392.78
CRISIS PREVENTION INSTITUTE					

Expenditure Summary Report

Fiscal Year: 2026-2027

Criteria: Report Sort: Fund **From Date:** 7/1/2026 12:00:00 AM **To Date:** 7/31/2026 12:00:00 AM

Fund: 100 GENERAL FUND

Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
	139110	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	$1,631.70
CROWE, PEGGY D					
	0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	$250.00
CRYSTAL FRESH BOTTLED WATER INC					
	139098	GENERAL FUND	FISCAL SERVICES	SUPPLIES	$26.60
	139098	GENERAL FUND	SERVICE DIRECTION, STUDENT SUPPORT	SUPPLIES	$11.40
	139098	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	$17.00
	139098	GENERAL FUND	TECHNOLOGY SERVICES	SUPPLIES	$18.50
			Total for CRYSTAL FRESH BOTTLED WATER INC		$73.50
CTR INC					
	139081	GENERAL FUND	MAINTENANCE SERVICES	GARBAGE	$6,265.22
	139081	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	GARBAGE	$999.41
			Total for CTR INC		$7,264.63
DEVOS, CYNTHIA D					
	0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	$500.00
ESS WEST, LLC					
	0	GENERAL FUND	MAINTENANCE SERVICES	ESS Classified Substitutes	$1,881.54
	0	GENERAL FUND	TECHNOLOGY SERVICES	ESS Classified Substitutes	$3,458.28
	0	GENERAL FUND	Undesignated	Prepaid Expenses	($375.29)
	139068	GENERAL FUND	Undesignated	Prepaid Expenses	$75,000.00
			Total for ESS WEST, LLC		$79,964.53
FERGUSON, GARRETT D					
	0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	$250.00
FOLLETT SOFTWARE LLC					
	139083	GENERAL FUND	EDUCATIONAL MEDIA SERVICES	DUES AND FEES	$5,515.92

Expenditure Summary Report

Fiscal Year: 2026-2027

Criteria: Report Sort: Fund **From Date:** 7/1/2026 12:00:00 AM **To Date:** 7/31/2026 12:00:00 AM

Fund: 100 GENERAL FUND

Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
HERNANDEZ, FRANK A					
	0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	$250.00
INTOUCH RECEIPTING					
	139044	GENERAL FUND	FISCAL SERVICES	COMPUTER SOFTWARE	$2,100.00
	139044	GENERAL FUND	HIGH SCHOOL PROGRAMS	COMPUTER SOFTWARE	$2,400.00
			Total for INTOUCH RECEIPTING		$4,500.00
LAWRENCE COMPANY					
	139058	GENERAL FUND	FISCAL SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	$160.00
LOPEZ, JENNIFER C					
	0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	$500.00
MEDINA BERMEJO, FABIOLA					
	139063	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	$250.00
OSBA					
	139084	GENERAL FUND	BOARD OF DIRECTORS	COMPUTER SOFTWARE	$1,620.00
	139084	GENERAL FUND	BOARD OF DIRECTORS	PERIODICALS	$1,795.00
	139113	GENERAL FUND	BOARD OF DIRECTORS	COMPUTER SOFTWARE	$3,500.00
	139113	GENERAL FUND	BOARD OF DIRECTORS	DUES AND FEES	$3,310.22
			Total for OSBA		$10,225.22
OSPA					
	139099	GENERAL FUND	STAFF SERVICES	DUES AND FEES	$149.00
PACE					
	139045	GENERAL FUND	BOARD OF DIRECTORS	Insurance & Judgements	$84,929.00
	139045	GENERAL FUND	MAINTENANCE SERVICES	INSURANCE PREMIUMS	$280,040.00
	139045	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	INSURANCE PREMIUMS	$46,178.00
			Total for PACE		$411,147.00
PITNEY BOWES GLOBAL - LEASING					

Expenditure Summary Report

Fiscal Year: 2026-2027

Criteria: Report Sort: Fund **From Date:** 7/1/2026 12:00:00 AM **To Date:** 7/31/2026 12:00:00 AM

Fund: 100 GENERAL FUND

Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
	139046	GENERAL FUND	FISCAL SERVICES	POSTAGE	$1,140.54
PURCHASE POWER					
	139085	GENERAL FUND	FISCAL SERVICES	POSTAGE	$1,000.00
QUILL CORPORATION					
	139100	GENERAL FUND	EDUCATIONAL MEDIA SERVICES	SUPPLIES	$1,164.06
	139100	GENERAL FUND	ELEMENTARY	SUPPLIES	$4,089.96
	139100	GENERAL FUND	FISCAL SERVICES	SUPPLIES	$8.68
	139100	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	$97.96
	139100	GENERAL FUND	OFFICE OF THE PRINCIPAL	SUPPLIES	$1,305.01
			Total for QUILL CORPORATION		$6,665.67
RENAISSANCE					
	139101	GENERAL FUND	ELEMENTARY	COMPUTER SOFTWARE	$3,876.00
SAIF CORPORATION					
	139047	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	$74,009.59
	139060	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	$494.02
			Total for SAIF CORPORATION		$74,503.61
TYLER BUSINESS FORMS					
	139062	GENERAL FUND	FISCAL SERVICES	SUPPLIES	$0.00
	139070	GENERAL FUND	FISCAL SERVICES	SUPPLIES	$282.79
			Total for TYLER BUSINESS FORMS		$282.79
WALLIN, TERI A					
	0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	$500.00
WESEL, DUSTIN					
	0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	$250.00
ZIPLY FIBER					
	139072	GENERAL FUND	TECHNOLOGY SERVICES	TELEPHONE	$118.51
	139103	GENERAL FUND	TECHNOLOGY SERVICES	TELEPHONE	$2,444.67

				Total for ZIPLY FIBER	$2,563.18
ZOLEZZI INSURANCE AGENCY					
	139087	GENERAL FUND	BOARD OF DIRECTORS	DUES AND FEES	$41,114.70
				Total for GENERAL FUND	**$685,507.21**

Fund: 205 FED IMPROVE FUNDS CSI & TSI SCHOOLS

Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
E.L. ACHIEVE, INC.					
	139082	FED IMPROVE FUNDS CSI & TSI SCHOOLS	IMPROVEMENT OF INSTR. SERVICES	PROFESSIONAL AND TECHNICAL SERVICES	$2,000.00
				Total for FED IMPROVE FUNDS CSI & TSI SCHOOLS	**$2,000.00**

Fund: 251 SCHOOL IMPROVEMENT ACCOUNT (SIA)

Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
AMAZON					
	139077	SCHOOL IMPROVEMENT ACCOUNT (SIA)	ELEMENTARY	SUPPLIES	$25.99
	139094	SCHOOL IMPROVEMENT ACCOUNT (SIA)	GUIDANCE SERVICES	SUPPLIES	$63.33
	139104	SCHOOL IMPROVEMENT ACCOUNT (SIA)	GUIDANCE SERVICES	SUPPLIES	$390.78
				Total for AMAZON	$480.10
QUILL CORPORATION					
	139100	SCHOOL IMPROVEMENT ACCOUNT (SIA)	ELEMENTARY	SUPPLIES	$382.32
				Total for SCHOOL IMPROVEMENT ACCOUNT (SIA)	**$862.42**

Fund: 252 HIGH SCHOOL SUCCESS - M98

Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
ADOBE INC					
	139067	HIGH SCHOOL SUCCESS - M98	HIGH SCHOOL PROGRAMS	COMPUTER SOFTWARE	$2,496.00
				Total for HIGH SCHOOL SUCCESS - M98	**$2,496.00**

Fund: 259 Transp Equip Lease/Purchase

Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount

Expenditure Summary Report

Fiscal Year: 2026-2027

Criteria: Report Sort: Fund **From Date:** 7/1/2026 12:00:00 AM **To Date:** 7/31/2026 12:00:00 AM

Fund: 259 Transp Equip Lease/Purchase

Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
SANTANDER LEASING LLC					
	139048	Transp Equip Lease/Purchase	DEBT SERVICE	REDEMPTION OF PRINCIPAL	$62,722.00
			Total for Transp Equip Lease/Purchase		**$62,722.00**

Fund: 261 Miscellaneous

Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
NICK RAIL MUSIC					
	139112	Miscellaneous	ELEMENTARY	NON CONSUMABLE SUPPLIES	$4,426.00
			Total for Miscellaneous		**$4,426.00**

Fund: 292 AZALEA STUDENT BODY

Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
FRESH PRINTS OF GOLD BEACH					
	139111	AZALEA STUDENT BODY	MIDDLE/JUNIOR HIGH EXTRACURRICULAR	SUPPLIES	$79.58
			Total for AZALEA STUDENT BODY		**$79.58**

Fund: 299 Nutrition Services

Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
COASTAL PAPER & SUPPLY INC					
	139080	Nutrition Services	FOOD SERVICES	SUPPLIES	$597.02
CTR INC					
	139081	Nutrition Services	FOOD SERVICES	GARBAGE	$3,370.34
OREGON CHILD NUTRITION COALITION					
	139059	Nutrition Services	FOOD SERVICES	COMPUTER SOFTWARE	$310.00
	139059	Nutrition Services	FOOD SERVICES	DUES AND FEES	$317.46
			Total for OREGON CHILD NUTRITION COALITION		$627.46
SUNRISE DISTRIBUTORS INC					
	139061	Nutrition Services	FOOD SERVICES	FOOD	$243.57
	139069	Nutrition Services	FOOD SERVICES	FOOD	$226.85

Expenditure Summary Report

Fiscal Year: 2026-2027

Criteria: Report Sort: Fund **From Date:** 7/1/2026 12:00:00 AM **To Date:** 7/31/2026 12:00:00 AM

Fund: 299 Nutrition Services

Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount
	139086	Nutrition Services	FOOD SERVICES	FOOD	$291.90
			Total for SUNRISE DISTRIBUTORS INC		$762.32
US FOODS					
	139071	Nutrition Services	FOOD SERVICES	FOOD	$1,758.40
	139102	Nutrition Services	FOOD SERVICES	FOOD	$1,188.34
			Total for US FOODS		$2,946.74
ZIPLY FIBER					
	139072	Nutrition Services	FOOD SERVICES	TELEPHONE	$7.56
	139103	Nutrition Services	FOOD SERVICES	TELEPHONE	$156.04
			Total for ZIPLY FIBER		$163.60
			Total for Nutrition Services		**$8,467.48**
				Grand Total:	$766,560.69

Recap for FUND for GENERAL FUND

100	GENERAL FUND	$685,507.21
205	FED IMPROVE FUNDS CSI & TSI S	$2,000.00
251	SCHOOL IMPROVEMENT ACCOU	$862.42
252	HIGH SCHOOL SUCCESS - M98	$2,496.00
259	Transp Equip Lease/Purchase	$62,722.00
261	Miscellaneous	$4,426.00
292	AZALEA STUDENT BODY	$79.58
299	Nutrition Services	$8,467.48

End of Report

Brookings Harbor School District 17C
629 Easy St.
Brookings, OR 97415
541 469-7443
Fax 541 469-6599
www.brookings.k12.or.us

Human Resources August 2026
Approve Personnel Recommendations

New Employee(s)	Position	Dept	Employee Group	Hire Date

New Coach(s)	Position	Dept	Employee Group	Hire Date
Deladurantey, Brent	HS Football Assistant Coach	Athletics	Extra Duty	8/17/2026
Winn, Christopher	HS Football Assistant Coach	Athletics	Extra Duty	8/17/2026
Deveraux, Tim	HS Football Assistant Coach	Athletics	Extra Duty	8/17/2026

BROOKINGS-HARBOR
"Every Student Can Succeed"

Brookings Harbor School District 17C
629 Easy St
Brookings, OR 97415
Tel 541 469-7443
Fax 541 469-6599
www.brookings.k12.or.us

DONATION RECEIPT

Lori Stroud
DONOR NAME

[redacted]
MAILING ADDRESS, CITY, STATE, ZIP

Same
PHYSICAL ADDRESS, CITY, STATE, ZIP

ϕ
PHONE NUMBER

BROOKINGS-HARBOR SCHOOL DISTRICT TAX ID: 93-6000388

DONATION DESCRIPTION
$500 for Bruin Band High School

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

Brookings-Harbor School District 17C

Code: **DN-AR(2)**
Revised/Reviewed: 7/20/17
Orig. Code(s): DN-AR(2)

Surplus Property

Person making request: fill out all items to be included, sign request and send to your principal/supervisor.

Principal: Sign indicating your acknowledgment; forward to the district office.

Superintendent: Follow Board policy DN - Disposal of District Property and the accompanying administrative regulation DN-AR(1) - Disposal Procedures: Surplus Property.

Date: August 12, 2026

List item(s) for surplus - please indicate, if possible, resale value, serial numbers, identifying characteristics:

Tormach PCNC 1100 CNC Milling Machine

From location - Building /Room/ Other:

Welding Classroom

☐ No remaining value
☑ Total estimated value $~5000

Person making this request: Gary Suter
Print Name Signature

Principal Authorization: _____

Superintendent Authorization: _____

Board Approval (if required): _____

Current location of Surplus Item(s): _____

Items taken to: _____

Brookings-Harbor
School District 17C

Code: **DN**
Adopted: 1/18/88
Revised/Readopted: 10/22/03; 1/15/14; 6/17/15; 7/20/17
Orig. Code(s): DN

Disposal of District Property

The Board may at any time declare district property as surplus and authorize its disposal when such property is no longer useful to the district, unsuitable for use, too costly to repair or obsolete.

The superintendent may declare district property as surplus and is authorized to dispose when such property is no longer useful to the district, unsuitable for use, too costly to repair, obsolete and has a current market value of less than $250 per item.

The business manager/superintendent shall have the authority to conduct a district sale, or auction to dispose of surplus equipment.

If reasonable attempts to dispose of surplus properties fail to produce a monetary return to the district, the Board may dispose of them in another manner.

If the district property was purchased with state, federal or private grant funds disposal of the property shall be made as outlined in the grant or by state or federal regulations.

END OF POLICY

Legal Reference(s):

ORS 279B.055
ORS Chapters 279A, 279B and 279C
ORS 332.155

EDUCATION, TITLE 34 C.F.R. PART 80 § 80.32(e)

Cross Reference(s):

DID - Property Inventories

Brookings-Harbor
School District 17C

Code: **DN-AR(1)**
Revised/Reviewed: 7/20/17
Orig. Code(s): DN-AR(1)

Disposal Procedures: Surplus Property

1. Objective

   To provide specific procedures to be used in disposing of district surplus property.

2. 2. Definitions

   a. Surplus property is any district owned asset of item/s that is deemed no longer useable or useful for district business.
   b. Text books and library books may be considered for disposal if older than 10 years.

3. Procedures by building principal/director;

   Surplus property will be determined by the building principal/director. Report surplus property on surplus property form.

4. Procedures by District

   At the discretion of the Director of Fiscal Services, property will be:

   a. Traded in on the purchase of replacement property;
   b. Made available, within a defined time line, to other district programs.
   c. Sold in accordance with Board policy DN - Disposal of District Property; or
   d. Donated or discarded.

5. Disposition

   a. Disposition of surplus property will be determined prior to its removal from the district.
   b. Surplus property will be held in district storage for sale or disposal no longer than 90 days without approval of the director of fiscal services.

Brookings-Harbor BRUINS

Grace Ramirez <gracera@brookings.k12.or.us>

Re: Surplus Sale Inquiry: TORMACH PCNC 1100 CNC Milling Machine

1 message

Jess Beaman <jessb@brookings.k12.or.us> Thu, Jul 2, 2026 at 7:07 AM
To: Dede Corpening <dedec@brookings.k12.or.us>
Cc: Gary Suter <garys@brookings.k12.or.us>, Helena Chirinian <helenac@brookings.k12.or.us>, Grace Ramirez <gracera@brookings.k12.or.us>

Yes, I can certainly move the machine to clear that space for Gary.

Best regards,

Jess Beaman
Maintenance Director / Transportation Director
Brookings-Harbor School District 17C
541.661.1076

On Wed, Jul 1, 2026 at 1:41 PM Dede Corpening <dedec@brookings.k12.or.us> wrote:

Hi Gary,

Due to the estimated value this will need to have board approval. Can you fill out the attached form and we will add it to the board agenda for July?

We can then do a post with the help of Nancy to allow the public the opportunity to bid on it with a set close date.

In the meantime - Jess- is there a place we can move it to so it is out of the way?

Dede Corpening
Director of Fiscal Services
Brookings-Harbor School District 17C
541-469-7443 Option 2

Note: The information contained in this message may be privileged or confidential and protected from disclosure. If the reader of this message is not the intended recipient, or an employee or agent responsible for delivering this message to the intended recipient, you are hereby notified that any dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please notify us immediately by replying to the message and deleting it from your computer. Thank you.

On Wed, Jul 1, 2026 at 1:03 PM Gary Suter <garys@brookings.k12.or.us> wrote:

Hi Jess, Dede and Helena

I hope you are all doing well.

I am reaching out regarding the Tormach PCNC 1100 Series II CNC Milling machine currently sitting in our shop. We have been dealing with this machine since I started here at BHHS, and it is time to move it out.

Grace thought you or Dede might understand the official surplus sale process to help us get the ball rolling. Here are a few quick details on the machine:

- **Asset Tag:** I could not find a green asset tag on it, so it likely did not come from Perkins.
- **History:** Helena's husband probably knows the background of the machine. The last time I heard about it being used was in his robotics class at Brookings.
- **Estimated Value:** I believe the school could sell it for around $5000, which would be an excellent use of funds for our programs.

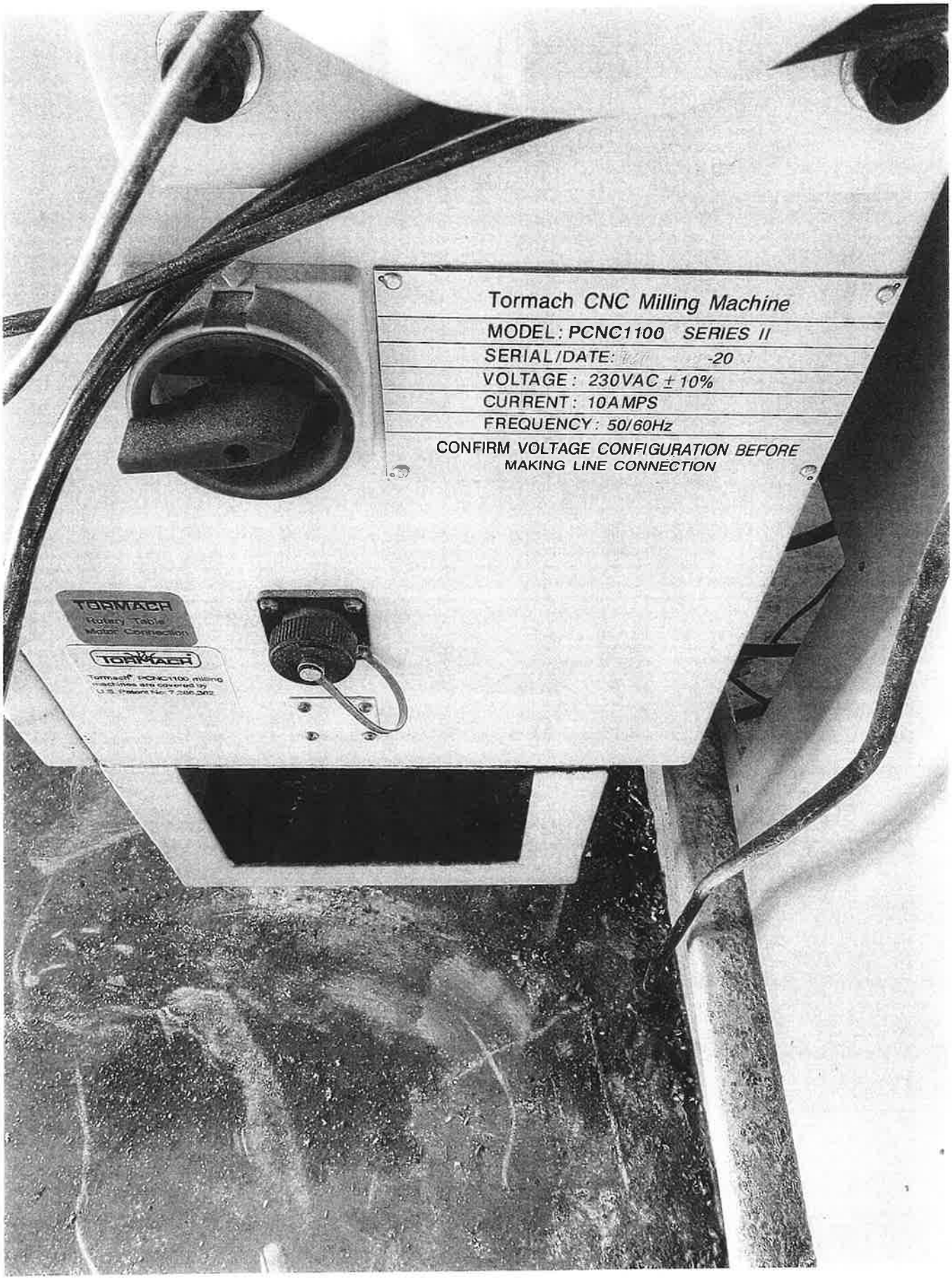
Ultimately, my goal is to find a new shop where it can actually be utilized. Even if we cannot sell it immediately, I would like it removed from the shop as soon as possible. I need the space cleared so I can paint the walls and floors before the students return this September.

On a related note, I will also need to submit a request for the necessary paint supplies to get that project done.

Thank you for your assistance with this process!

Best regards, Suter


TORMACH


Tormach CNC Milling Machine
MODEL: PCNC1100 SERIES II
SERIAL/DATE: -20
VOLTAGE: 230VAC ± 10%
CURRENT: 10AMPS
FREQUENCY: 50/60Hz
CONFIRM VOLTAGE CONFIGURATION BEFORE
MAKING LINE CONNECTION
TORMACH
Rotary Table
Motor Connection
TORMACH

Thanks
GWS

BROOKINGS-HARBOR SCHOOL DISTRICT 17C



TEACHER EVALUATION HANDBOOK

Draft July 2026

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BROOKINGS-HARBOR SCHOOL DISTRICT 17C

Evaluation Philosophy

In an evaluation system that encourages professional growth:

- Teachers reflect on their practices, collaborate with others, and engage in self-assessment and self-directed inquiry.
- The process promotes student growth.
- Staff members engage in quality professional development.
- The evaluation procedure is based on cooperative spirit, open communication, and joint responsibility.
- Evaluation of performance is positive in nature and intent. It recognizes strengths and provides a means for support and improvement.
- Evaluation of performance is designed to promote excellence in teaching and learning.

BROOKINGS-HARBOR SCHOOL DISTRICT 17C

Supervision and Evaluation Plan

The teacher evaluation system in the BROOKINGS-HARBOR School District is designed around the following domains that encompass effective instruction:

I. Planning and Preparation
II. Classroom Environment
III. Instruction
IV. Professional Responsibilities
V. Student Learning and Growth

Each of the domains can be further broken down into additional research-based performance standards that define best practice in the teaching profession. The 15 performance standards are as follows:

I. Planning and Preparation:
- 1. Knowledge of Content*
  *(Correlates with InTASC** Standards 4, 5 & 7)*
- 2. Knowledge of Students
  (Correlates with InTASC Standards 1, 2 & 7)
- 3. Instructional Goal Setting, Objectives and Implementation*
  (Correlates with InTASC Standards 1, 2 & 7)
- 4. Curriculum Design*
  (Correlates with InTASC Standards 1, 4 & 7)
- 5. Use of Assessment
  (Correlates with InTASC Standards 4 & 6)

II. Classroom Environment
- 6. Climate of Respect, Engagement and High Expectations for Learning
  (Correlates with InTASC Standards 2, 3, 5 & 6)
- 7. Classroom Procedures and Physical Environment*
  (Correlates with InTASC Standards 3 & 4)
- 8. Managing Student Behavior*
  (Correlates with InTASC Standard 3)

III. Instruction
- 9. Lesson Delivery*
  (Correlates with InTASC Standards 2, 4, 5, 7 & 8)
- 10. Feedback to Students*
  (Correlates with InTASC Standards 6 & 8)
- 11. Using Data and Assessment to Inform Instruction
  (Correlates with InTASC Standards 6, 7 & 9)

IV. Professional Responsibilities
- 12. Ongoing Professional Growth
  (Correlates with InTASC Standards 4, 6, 9 & 10)
- 13. Professionalism, Record Keeping and Communication*
  (Correlates with InTASC Standards 3, 6, 7, 9 & 10)
- 14. Commitment to Instructional Initiatives
  (Correlates with InTASC Standards 9 & 10)

V. Student Learning and Growth
- 15. Student Performance Growth*
  (Correlates with InTASC Standard 6)

**Foundation Standard: Core standards where first year probationary teachers must demonstrate basic level performance or higher.*
***InTASC: Model Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium and adopted by the Oregon State Board of Education.*

BROOKINGS-HARBOR SCHOOL DISTRICT 17C

Evaluation Timeline

Process	Timeline	Forms/Requirements
All Teachers: Initial Goals Conference	By the last Friday in October.	Goals Conference with Supervisor
	Forms	• Goals Form (Part I) completed online • Teacher Self-Assessment Form
Observations**		By March 1
First Year Probationary Teachers • 1 Formal Scheduled or Drop In Observation with Optional Pre and Post Conference • 3 Informal Drop In Observations		• Pre-Observation Form (Optional) • Observation Form completed online • Post-Observation Teacher Reflection Form (Optional) • At least one face-to-face post observation follow up. • Post-Observation Form (Optional)
Second and 3rd Year Probationary Teachers • 1 Formal Drop In Observation with Optional Post Conference • 3 Informal Drop In Observations		• Observation Form completed online • At least one face-to-face post observation follow up for informal drop in observations. • Post-Observation Form (Optional)
Contract Status Teachers • 3 Informal Drop In observations		• Observation Form completed online • At least one face-to-face post observation follow up for informal drop in observations. • Post-Observation Form (Optional)
All Teachers: Mid-Year Goals Conference	By March 1	Goals Conference with Supervisor
	Forms	• Goals Form (Part II) completed online
All Teachers: Final Goals Conference	By May 31	Goals Conference with Supervisor
	Forms	• Goals Form (Part III) completed online
All Teachers: Evaluation	By May 31	Final Evaluation with Supervisor
	Forms	• Evaluation Form completed online

***Indicates minimum requirements. More observations may be performed at the discretion of the supervisor. Formal observations are defined as the observation lasting the entire class period or lesson. Informal drop-in observations are defined as an observation lasting longer than 10-15 minutes.*

BROOKINGS-HARBOR SCHOOL DISTRICT 17C

Goals Setting Process

Licensed staff shall establish at least two student learning growth (SLG) goals and one Professional Learning and Growth Goal (PLG). Licensed staff will identify strategies and measures that will be used to determine goal attainment. SLG goals are detailed, measurable goals for student academic growth aligned to standards and developed by educators and their supervisors. They are rigorous, yet attainable goals. SLG goals define which students and/or student subgroups are included in a particular goal, how their progress will be measured during the instructional time period. SLG goals are growth goals, not achievement goals. Growth goals hold all students to the same standards but allow for various levels of learning and growth depending on where the students' performance level is at the start of the course/class. The educator sets two annual SLG goals between which all students in a class or course are included. Student learning growth goals shall be in accordance with the following criteria:

a) Teachers should set goals based on the standards to which they instruct. For those teachers who provide instruction in academic content areas, at least one of the two goals set must reflect the standards of the content area they teach. For those teachers who do not provide instruction in academic content areas goals should reflect the standards to which they instruct.

b) The state does not require the specific measures to be used by educators within their student learning and growth goals, but measures should be school-wide or district-wide to ensure reliability and validity. Examples of possible measures are provided in the table below.

Examples of Measures	Guidance
Statewide Assessments • SMARTER Balanced Reading and Math • OSAS Extended Assessments • Science Assessment • Social Sciences Assessment • ELPA	• Same assessment and administration guidelines are used statewide.
Other Assessments • Commercially developed assessments that include pre- and post-measures • Locally developed assessments that include pre- and post-measures • Results from proficiency- based assessment systems • Locally-developed collections of evidence, i.e. portfolios of student work that include multiple types of performance	• Same assessments and administration guidelines are used district-wide or school-wide. • Assessments meet state criteria.
Other Non-Academic Measures • Attendance rates • 9th grade on-track • Graduation rates • Behavioral data	

BROOKINGS-HARBOR SCHOOL DISTRICT 17C

Year 1 Probationary Teacher Formal Observation Process

1. Pre-Conference (Optional)

   Pre-conference form is in Frontline Professional Growth and should be completed by teacher prior to scheduled meeting. The supervisor and teacher meet to discuss items of mutual interest concerning the observation. The teacher being observed shall bring to the conference a completed Pre-Observation Form to aid in the discussion.

2. Observation

   During the classroom observation, the supervisor will collect specific data based on the following 3 Domains and 11 Standards where applicable. Observations related to Domains IV and V are optional and may be included at the discretion of the supervisor.

   I. Planning and Preparation
      1. Knowledge of Content*
      2. Knowledge of Students
      3. Instructional Goal Setting, Objectives and Implementation*
      4. Curriculum Design*
      5. Use of Assessment

   II. Classroom Environment
      6. Climate of Respect, Engagement and High Expectations for Learning
      7. Classroom Procedures and Physical Environment*
      8. Managing Student Behavior*

   III. Instruction
      9. Lesson Delivery*
      10. Feedback to Students*
      11. Using Data and Assessment to Inform Instruction

   The length of observation will be no less than a significant portion of an instructional period.

   **Foundation standards*

3. Post-Observation Teacher Reflection Form (Optional)

   The post-observation form in in Frontline Professional Growth and is to be completed by the teacher after being observed. The teacher will share their responses to items on the Reflection Form at the Post-Observation Conference.

4. Post-Observation Conference (One Required)

   As soon as is practical, but nor more than seven student days after the observation, a conference will be scheduled. The supervisor and teacher will discuss the data. From this evidence, areas of reinforcement and/or improvement may be established.

BROOKINGS-HARBOR SCHOOL DISTRICT 17C

Performance Expectations

Performance Definitions

EXEMPLARY (E): The teacher's skills in this content area are in the top 10% of their field and serve as a model and example for other teachers. There must be significant evidence for a teacher to be ranked Exemplary on a teaching standard.

PROFICIENT (P): The performance is strong, with some room for improvement.

BASIC (B): The performance is emerging, but there are specific performance targets that must be improved.

DEFICIENT (D): The performance is unacceptable and must improve significantly.

Performance Rating Criteria

To meet the requirements specified in the *Oregon Framework for Teacher and Administrator Evaluation and Support Systems* (May, 2017), each teacher will be provided a domain specific performance rating (based on the approximate average of their performance across all standards in each domain) as well as a comprehensive summative evaluation performance rating (based on the approximate average of their performance across all five domains).

Probationary Teachers

First year probationary teachers will perform at the **Basic level or higher in all foundation performance standards.** Consistent demonstration of these performance expectations is necessary for contract renewal. Second and third year probationary teachers will be expected to perform at a minimum of a **Basic level or higher in all standards with strong growth towards proficient performance in all performance standards.** Consistent demonstration of these performance expectations are necessary for contract renewal.

Second or third year probationary teachers who fail to consistently demonstrate adequate performance or growth may be given a Letter of Awareness. The intent of the Letter of Awareness is to clearly communicate the areas of concern. For a Letter of Awareness, the administrator:

1. Will identify the concern in writing using District form. Be available to collaboratively provide support as requested.

2. If the performance concern is not resolved, the teacher may be placed on a Program of Assistance for Improvement, recommended for non-renewal, or dismissed.

The licensed evaluator has the professional discretion to make recommendations to the Superintendent for non-renewal of a licensed probationary employee.

Contract Teachers

All contract teachers shall consistently perform at the Proficient level or higher in all performance standards. In cases where a proficient level on a standard is not demonstrated, strong growth towards a proficient level is expected. Consistent demonstration of these performance expectations are necessary for contract extension.

Contract teachers who fail to consistently demonstrate adequate performance or growth will be given a Letter of

Awareness. The intent of the Letter of Awareness is to clearly communicate the areas of concern. For a Letter of Awareness, the administrator:

- Will identify the concern in writing using District form. Be available to collaboratively provide support as requested.

- If the performance concern is not resolved, the teacher may be placed on a Program of Assistance for Improvement, recommended for non-renewal, or dismissed.

The licensed evaluator has the professional discretion to make recommendations to the Superintendent for non-extension of a licensed contract employee.

Program of Assistance for Improvement (PAI)

Placement on a PAI may occur at any time and in accordance with the Collective Bargaining Agreement (CBA). The process includes:

1. Teacher and evaluator review concerns/recommendations from Awareness Phase.

2. Develop PAI.
   a. The PAI is developed by the Administrator, the teacher and a union representative if requested.
   b. Specific goals for improvement are addressed in PAI.
   c. A contract teacher on a PAI will be expected to meet the PAI requirements.

3. Recommendation upon conclusion of the PAI will result in one of the following:
   a. Concern(s) is resolved
   b. PAI is extended.
   c. Recommendation to the Board of Directors for non-renewal or dismissal.

Letter of Awareness Sample

Date:

To:

The purpose of this Letter of Awareness is to clearly communicate the areas of concern in your performance. The following are the areas of concern-
Standard(s):

_____
_____
_____

Example(s):

_____
_____
_____

Please check one-

____I give consent for my supervisor to share this information with the BHEA President.

____ I do not give consent for my supervisor to share this information with the BHEA President.

_____ _____
Supervisor Signature Date

_____ _____
Teacher Signature Date

Teacher-Your signature indicates that you have received and understand this letter.

In accordance with Article 16, Section B of the collective bargaining agreement, employees have the right to attach a written statement to material placed in the bargaining member's personnel file.

BROOKINGS-HARBOR SCHOOL DISTRICT 17C

Program of Assistance for Improvement Overview

The Program of Assistance for Improvement is a formal process of supervision designed to focus on educator improvement as a result of performance deficiencies in one or more performance standards. The intent is to help teachers adapt and improve their instructional and professional pedagogy.

A Program of Assistance for Improvement is required following a non-extension of a contract status teacher. A program of Assistance for Improvement may be used prior to a non-extension of contract at the supervisor's discretion.

A conference between the staff member and the supervisor will be scheduled to discuss the Program of Assistance for Improvement, which is to include:

1. A description of the deficiency(ies) which need(s) to be improved (in a teacher's conduct or performance), citing specific criterion of the job description and/or performance standards.

2. A description of the supervisor's expectations to overcome the described deficiency.

3. Assistance for achieving the desired expectation to meet the desired level of performance including criteria for measurement, assessment techniques and resources to be used.

4. Peer assistance will be used where reasonable and practicable. (The district supports the utilization of peer assistance whenever practicable and reasonable to aid teachers to better meet the needs of students. Peer assistance is voluntary and thereby no witness or document related to the peer assistance or the record of peer assistance shall be admissible in any proceeding that may occur as a result of the Program of Assistance for Improvement.)

5. The date by which the plan must be completed.

During the Program of Assistance for Improvement, follow-up observations will occur within a specified time. Unless the program has been revised and the observation schedule altered, the staff member will, when the specified time for completion is reached, be notified that one of five actions will be taken:

1. Return to the regular evaluation program because of satisfactory improvement.

2. Continuation and extension of current Program of Assistance for Improvement.

3. Continued recommendation for non-extension (contract).

4. Recommendation for non-renewal (probationary).

5. Dismissal.

BROOKINGS-HARBOR SCHOOL DISTRICT 17C

Program of Assistance for Improvement Framework

Staff Member_____ Evaluator_____

Date_____ School _____

A written Program of Assistance for Improvement (PAI) will include the following requirements:

1. Statement of Deficiencies

2. Expectations

3. Assistance

4. Monitoring

5. Timelines

We have read and discussed the above Program of Assistance for Improvement.

_____ _____

Teacher's Signature Date

_____ _____

Supervisor's Signature Date

_____

Date of Final Review Conference

BROOKINGS-HARBOR SCHOOL DISTRICT 17C

Goal Setting, Observation and Evaluations Forms, and Performance Domains

BROOKINGS-HARBOR School District Licensed Employee Goal Setting Form Sample

(Form is completed online via TalentEd Perform software)

Teacher:	**Supervisor:**
Initial Goals Conference: Part I ***Instructions: Teacher completes form for student learning goal 1 and 2 prior to the initial goals conference meeting.***	
Student Learning Goal 1	
Subject/Class/Grade Level/Program	
Describe Student Population / Class Makeup	
Assessment Tool Used for Goal Setting	
Student Learning Goal Statement ***(*****SMART** = **S**pecific and **S**trategic; **M**easureable; **A**ction oriented; **R**igorous, **R**ealistic, and **R**esults-focused; **T**ime and **T**racked***)***	
Revisions and/or refinements to proposed Student Learning Goal made during initial goals conference with supervisor (if applicable)	
Student Learning Goal 2	
Subject/Class/Grade Level/Program	
Describe Student Population / Class Makeup	
Assessment Tool Used for Goal Setting	
Student Learning Goal Statement ***(*****SMART** = **S**pecific and **S**trategic; **M**easureable; **A**ction oriented; **R**igorous, **R**ealistic, and **R**esults-focused; **T**ime and **T**racked***)***	
Revisions and/or refinements to proposed Student Learning Goal made during initial goals conference with supervisor (if applicable)	
Sign-off at Initial Goals Conference: **Date:**_____ **Teacher:**_____ **Principal:**_____	

Mid-Course Goals Conference: Part II		
Instructions: Teacher answers reflection questions prior to the mid-course goals conference.		
Mid-course Reflection Questions	**Student Learning Goal 1**	**Student Learning Goal 2**
In reviewing and reflecting on the student assessment/performance evidence thus far, what is your analysis regarding the current and projected learning growth of your students?		
What are the next steps and/or strategies you will take toward supporting your students in achieving the student learning goal you have set?		
What support(s) do you need to assist you in this work?		
Supervisor comments and/or recommendations (if applicable)		
Sign-off at Mid-course Goals Conference: **Date:**_____ **Teacher:**_____ **Principal:** _____		

End-of-course Goals Conference: Part III		
Instructions: Teacher answers reflection questions prior to the end-of-course goals conference.		
End-of-course Reflection Questions	**Student Learning Goal 1**	**Student Learning Goal 2**
Describe the learning results as it relates to each student learning goal. (Attach data when applicable)		
In reviewing and reflecting on the student assessment evidence, what went well and/or what didn't meet your expectations?		
As you reflect on this current work and think about next year, what are the next steps you will take toward supporting your students in achieving in this content area or in similar work?		
What support(s) do you need to assist you in this work?		
Sign-off at End of Course Goals Conference: **Date:**_____ **Teacher:**_____ **Principal:** _____		

Self-Assessment Form

To be completed and submitted online in Frontline by teacher prior to the initial goals conference. The online form contains performance level descriptors, exemplars and guiding questions.
Please assess your current performance as it relates to the district's fifteen performance standards. It may be helpful to review the detailed targets outlined in the domain appendix.

Teacher Name:_____ School:_____

Assignment:_____ Date:_____

Employment Status (circle one): Probationary or Contract

EXEMPLARY (E): *The teacher's skills in this content area are in the top 10% of their field and serve as a model and example for other teachers. There must be significant evidence for a teacher to be ranked Exemplary on a teaching standard.*
PROFICIENT (P): *The performance is strong, with some room for improvement.*
BASIC (B): *The performance is emerging, but there are specific performance targets that must be improved.*
DEFICIENT (D): *The performance is unacceptable and must improve significantly.*
NOT APPLICABLE (NA): *The standard is not applicable to the teacher's current assignment.*

Domain I: Planning & Preparation	D	B	P	E	NA
Standard 1: Knowledge and Content* The teacher demonstrates an effective command of the subject to guide student learning and takes an active role incorporating content standards into his/her instruction.	☐	☐	☐	☐	☐
Standard 2: Knowledge of Students The teacher builds upon students' prior knowledge and experiences and recognizes and addresses students' learning styles.	☐	☐	☐	☐	☐
Standard 3: Instructional Goal Setting, Objectives & Implementation* The teacher selects and implements developmentally appropriate and measurable instructional objective(s) based on national, state, and local standards or goals & adjusts them based on student learning.	☐	☐	☐	☐	☐
Standard 4: Curriculum Design* The teacher designs coherent instruction that incorporates researched-based best practices, is relevant and engaging for students, promotes critical thinking and problem-solving, and is differentiated to meet student needs.	☐	☐	☐	☐	☐
Standard 5: Use of Assessment Meaningful formative and summative assessment data is collected and analyzed then used to design curriculum.	☐	☐	☐	☐	☐
Comments:					

Domain II: Classroom Environment	D	B	P	E	NA
Standard 6: Climate of Respect, Engagement & High Expectations for Learning The teacher creates an environment of high expectations that promotes equity, respect, and positive interpersonal interaction where students are expected to actively participate in an age and culturally appropriate environment.	☐	☐	☐	☐	☐
Standard 7: Classroom Procedures and Physical Environment* To promote student learning and facilitate positive classroom interactions, the teacher develops and utilizes effective classroom procedures (routines), establishes and promotes a safe and accessible learning environment, facilitates smooth transitions, ensures student access to necessary materials, and organizes his/her classroom space appropriately.	☐	☐	☐	☐	☐
Standard 8: Managing Student Behavior* The teacher clearly communicates and enforces classroom expectations and addresses and monitors student behavior consistently, appropriately, and predictably with multiple discipline strategies that can capture and maintain students' attention.	☐	☐	☐	☐	☐

Comments:

Domain III: Instruction	D	B	P	E	NA
Standard 9: Lesson Delivery* Lesson delivery is appropriate through the use of engaging strategies, differentiation, questioning and discussion techniques, and resources, all which activate students' prior knowledge, elicit higher order thinking, and are purposefully adjusted based on the use of formative and summative assessment results.	☐	☐	☐	☐	☐
Standard 10: Feedback to Students* The teacher demonstrates an ability to listen to students so that feedback is effective, facilitates learning and academic growth, and is consistent, ongoing, timely, and offered in a variety of forms.	☐	☐	☐	☐	☐
Standard 11: Using Data and Assessment to Inform Instruction The teacher is knowledgeable of, develops, and utilizes a wide variety of assessment methods that are congruent with instructional objectives; utilizing them to guide instruction, provide feedback, facilitate student learning, and adjust his/her instruction.	☐	☐	☐	☐	☐
Comments:					

Domain IV: Professional Responsibilities	D	B	P	E	NA
Standard 12: Ongoing Professional Growth The teacher pursues professional development opportunities and actively engages in meaningful professional goal setting, reflection, and self-assessment.	☐	☐	☐	☐	☐
Standard 13: Professionalism, Record Keeping & Communication* The teacher carries out duties as assigned, maintains accurate records, is available and communicates effectively with others, collaborates with colleagues, and behaves and dresses in a professional manner.	☐	☐	☐	☐	☐
Standard 14: Commitment to Instructional Initiatives The teacher is aware of and professionally engages in building and district instructional priorities and programs and knows and applies strategies that facilitate continuous progress toward building and district instructional initiatives and programs.	☐	☐	☐	☐	☐
Comments:					

Domain V: Student Learning and Growth	D	B	P	E	NA
Standard 15: Student Performance Growth* The teacher demonstrates student performance growth on appropriate assessments.	☐	☐	☐	☐	☐
Comments:					

**Foundation Standards*

Additional Teacher Comments/Reflection (optional):

BROOKINGS-HARBOR SCHOOL DISTRICT 17C

Sample Pre-Observation Form (Form is completed online in the Frontline system)

Name:_____ School: _____

Date of Pre-conference:_____ Date/Time of Observation: _____

1. Grade Level/curriculum area to be observed:

2. Briefly describe the class makeup (e.g. student demographics, IEP, ELL, intervention-level class, advanced group):

3. What are the instructional goals for the lesson? What State, National, or Local standards do they address?

4. How do I plan to engage students in the lesson? (What will I do, what will the students do?)

5. How do I plan to assess student achievement towards meeting the lesson's learning target?

6. Are there any items you wish your evaluator to pay special attention to?

Sample Post-Observation Reflection Form (Form is completed online in the Frontline system)

To be completed by teacher following each formal observation and taken to the post-observation conference.

Name:_____ School: _____

Date/Time of Observation: _____

1. As I reflect on the lesson, to what extent were the students productively engaged in the work? How do I know?

2. Did the students learn what I expected them to learn (were my instructional goals met)? Or how and when will I know?

3. Did I alter my goals or my work plan as I taught the lesson? Why? How?

4. If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why?

Observation Form Sample-(Form is completed online in the Frontline system)

Note: Informal/Drop-in form does not have ratings for each standard. Formal observation form has ratings for each standard. Formal observations will have face-to-face post observation conferences. Of the three required Informal/Drop-in observations, at least one will have a face-to-face follow up with the supervisor.

Teacher Name:_____ School:_____

Assignment:_____ Date:_____

Domain II: Classroom Environment
Standard 6: Climate of Respect, Engagement & High Expectations for Learning The teacher creates an environment of high expectations that promotes equity, respect, and positive interpersonal interaction where students are expected to actively participate in an age and culturally appropriate environment.
Standard 7: Classroom Procedures and Physical Environment* To promote student learning and facilitate positive classroom interactions, the teacher develops and utilizes effective classroom procedures (routines), establishes and promotes a safe and accessible learning environment, facilitates smooth transitions, ensures student access to necessary materials, and organizes his/her classroom space appropriately.
Standard 8: Managing Student Behavior* The teacher clearly communicates and enforces classroom expectations and addresses and monitors student behavior consistently, appropriately, and predictably with multiple discipline strategies that can capture and maintain students' attention.
Comments:

Domain III: Instruction
Standard 9: Lesson Delivery* Lesson delivery is appropriate through the use of engaging strategies, differentiation, questioning and discussion techniques, and resources, all which activate students' prior knowledge, elicit higher order thinking, and are purposefully adjusted based on the use of formative and summative assessment results.
Standard 10: Feedback to Students* The teacher demonstrates an ability to listen to students so that feedback is effective, facilitates learning and academic growth, and is consistent, ongoing, timely, and offered in a variety of forms.
Standard 11: Using Data and Assessment to Inform Instruction The teacher is knowledgeable of, develops, and utilizes a wide variety of assessment methods that are congruent with instructional objectives; utilizing them to guide instruction, provide feedback, facilitate student learning, and adjust his/her instruction.
Comments:

Supervisor's summary comments:

Teacher's Signature_____ Date_____

Supervisor's Signature_____ Date _____

Summative Form Sample (Form is completed online in the Frontline system)

The online form contains performance level descriptors, exemplars and guiding questions.

Teacher Name:_____ School:_____

Assignment:_____ Date:_____

Employment Status (check one): ☐ Probationary ☐ Contract

EXEMPLARY (E): *The teacher's skills in this content area are in the top 10% of their field and serve as a model and example for other teachers. There must be significant evidence for a teacher to be ranked Exemplary on a teaching standard.*
PROFICIENT (P): *The performance is strong, with some room for improvement.*
BASIC (B): *The performance is emerging, but there are specific performance targets that must be improved.*
DEFICIENT (D): *The performance is unacceptable and must improve significantly.*
NOT APPLICABLE (NA): *The standard is not applicable to the teacher's current assignment.*

Domain I: Planning & Preparation	**D**	**B**	**P**	**E**
Standard 1: Knowledge and Content* The teacher demonstrates an effective command of the subject to guide student learning and takes an active role incorporating content standards into his/her instruction.	☐	☐	☐	☐
Standard 2: Knowledge of Students The teacher builds upon students' prior knowledge and experiences and recognizes and addresses students' learning styles.	☐	☐	☐	☐
Standard 3: Instructional Goal Setting, Objectives &Implementation* The teacher selects and implements developmentally appropriate and measurable instructional objective(s) based on national, state, and local standards or goals & adjusts them based on student learning.	☐	☐	☐	☐
Standard 4: Curriculum Design* The teacher designs coherent instruction that incorporates researched-based best practices, is relevant and engaging for students, promotes critical thinking and problem-solving, and is differentiated to meet student needs.	☐	☐	☐	☐
Standard 5: Use of Assessment Meaningful formative and summative assessment data is collected and analyzed then used to design curriculum.	☐	☐	☐	☐
Comments:				

Domain II: Classroom Environment	**D**	**B**	**P**	**E**
Standard 6: Climate of Respect, Engagement & High Expectations for Learning The teacher creates an environment of high expectations that promotes equity, respect, and positive interpersonal interaction where students are expected to actively participate in an age and culturally appropriate environment.	☐	☐	☐	☐
Standard 7: Classroom Procedures and Physical Environment* To promote student learning and facilitate positive classroom interactions, the teacher develops and utilizes effective classroom procedures (routines), establishes and promotes a safe and accessible learning environment, facilitates smooth transitions, ensures student access to necessary materials, and organizes his/her classroom space appropriately.	☐	☐	☐	☐
Standard 8: Managing Student Behavior* The teacher clearly communicates and enforces classroom expectations and addresses and monitors student behavior consistently, appropriately, and predictably with multiple discipline strategies that can capture and maintain students' attention.	☐	☐	☐	☐
Comments:				

Domain III: Instruction	D	B	P	E
Standard 9: Lesson Delivery* Lesson delivery is appropriate through the use of engaging strategies, differentiation, questioning and discussion techniques, and resources, all which activate students' prior knowledge, elicit higher order thinking, and are purposefully adjusted based on the use of formative and summative assessment results.	☐	☐	☐	☐
Standard 10: Feedback to Students* The teacher demonstrates an ability to listen to students so that feedback is effective, facilitates learning and academic growth, and is consistent, ongoing, timely, and offered in a variety of forms.	☐	☐	☐	☐
Standard 11: Using Data and Assessment to Inform Instruction The teacher is knowledgeable of, develops, and utilizes a wide variety of assessment methods that are congruent with instructional objectives; utilizing them to guide instruction, provide feedback, facilitate student learning, and adjust his/her instruction.	☐	☐	☐	☐
Comments:				

Domain IV: Professional Responsibilities	D	B	P	E
Standard 12: Ongoing Professional Growth The teacher pursues professional development opportunities and actively engages in meaningful professional goal setting, reflection, and self-assessment.	☐	☐	☐	☐
Standard 13: Professionalism, Record Keeping & Communication* The teacher carries out duties as assigned, maintains accurate records, is available and communicates effectively with others, collaborates with colleagues, and behaves and dresses in a professional manner.	☐	☐	☐	☐
Standard 14: Commitment to Instructional Initiatives The teacher is aware of and professionally engages in building and district instructional priorities and programs and knows and applies strategies that facilitate continuous progress toward building and district instructional initiatives and programs.	☐	☐	☐	☐
Domain IV Total Score				
Comments:				

Domain V: Student Learning and Growth	D	B	P	E
Standard 15: Student Performance Growth* Goal 1 The teacher demonstrates student performance growth on appropriate assessments.	☐	☐	☐	☐
Standard 15: Student Performance Growth* Goal 2 The teacher demonstrates student performance growth on appropriate assessments.	☐	☐	☐	☐
Comments:				

**Foundation Standards*

Supervisor's summary comments (including progress toward teacher's professional goal):

Professional growth recommendations:

Teacher's response, if desired, as provided by law ORS342.850(6)

Teacher's Signature_____ Date_____

Supervisor's Signature_____ Date_____

☐ Extension ☐ Non-Extension ☐ Other_____

Teacher's response, if desired, will be attached, as provided by law

Guiding Questions:

- Does teacher have sufficient (quantity) and proficient (quality) knowledge of the subject matter taught?
- Is the content taught connected to current state, district, or national standards?
- What kind of instructional resources are used to communicate and enhance the content?

Performance Target Goal	Exemplary Indicators	Proficient Indicators	Basic Indicators	Deficient Indicators
The teacher demonstrates an effective command of the subject to guide student learning and takes an active role incorporating content standards into his/her instruction as evidenced by:	A **deep** content knowledge and **effective** skill in using that knowledge to guide instruction. **Extensive** resources being used to communicate content knowledge. The content taught can **easily be related** to national, state, or district standards. **Systematically** anticipating student misconceptions then plans **in advance** on how to overcome them.	A **strong** content knowledge and **sufficient** skill in using that knowledge to guide instruction. **Frequent** resources being used to communicate content knowledge. The content taught **is related** to national, state, or district standards. Anticipating **most** student misconceptions and addresses **most of them** in his/her planning.	A **satisfactory** understanding of the content and **limited** skill in using it to guide instruction. **Adequate** resources being used to communicate content knowledge. The content taught is **often related** to national, state, or district standards. Anticipating **some** student misconceptions but addresses **few** in his/her planning.	An **insufficient** understanding of the content and **inadequate** skill in using it to guide instruction. **Limited** resources being used to communicate content knowledge. The content taught **lacks consistent coordination** to national, state, or district standards. A **lack of** anticipating student misconceptions and proceeding **without consideration** for students' confusion.

Possible evidence:

- Posted goals and/or learning targets in the classroom.
- Deep knowledge of current content is communicated in a variety of forms (classroom artifacts, resources made available to students, etc.).
- The teacher is always learning new things about content and remaining up-to-date on changes in content.
- Interaction between teacher and students around meaningful feedback related to essential content.

Guiding Questions:

- Does the teacher ask and seek out information about student backgrounds/abilities?
- Does the teacher access school and district resources to support students?
- Does the teacher take into account the learning and cultural needs of their students?
- Does the teacher build upon students' knowledge and experience?

Performance Target Goal	Exemplary Indicators	Proficient Indicators	Basic Indicators	Deficient Indicators
The teacher builds upon students' prior knowledge and experiences and recognizes and addresses students' learning styles as evidenced by:	**Systematically** building upon students' prior knowledge and experiences and being **acutely aware** of the cultural differences of all students. Putting forth **great effort** to understand student background, culture, and learning styles and **consistently** makes instructional and individual adjustments based upon this knowledge. **Regularly** accessing school, district, or regional resources to meet student needs. **Consistently** seeking out the learning styles of the students and **purposefully** designing instruction that will most closely match the learning needs of **all** students **regularly**.	**Regularly** building upon students' prior knowledge and experiences and being **aware** of the cultural differences of the majority of the students. Putting forth **effort** to understand student background, culture, and learning styles and **often** makes instructional and individual adjustments based upon this knowledge. **Often** accessing school, district, or regional resources to meet student needs. **Often** seeking out the learning styles of the students and **purposefully** designing instruction that will most closely match the learning needs of **all** students **most of the time**.	**Inconsistently** building upon students' prior knowledge and experiences and being **occasionally** aware of the cultural differences of the students. **Occasionally** putting forth effort to understand student background, culture, and learning styles and **inconsistently** makes instructional and individual adjustments based upon this knowledge. **Occasionally** accessing school, district, or regional resources to meet student needs. **Occasionally** seeking out the learning styles of the students and putting forth **some effort** to design instruction that matches the learning needs of a **majority** of students **most of the time**.	His/her **inability** to build upon students' prior knowledge or experiences as a result of his/her **lack of awareness** of the cultural differences of the students. **Rarely** putting forth effort to understand student background, culture, and learning styles and exhibits a **lack of evidence** of instructional and individual adjustments based upon this knowledge. **Rarely** accessing school, district, or regional resources to meet student needs. **Inconsistently** seeking out the learning styles of the students and putting forth **little effort** to design instruction that matches the learning needs of a **majority** of students on any consistent basis.

Possible evidence:

- The teacher applies systems and strategies that differentiate his/her instruction in order to meet student needs.
- The teacher demonstrates how lesson plans were modified or adjusted to address the learning styles and cultural needs of students.
- School to home communication log, e-mails, office appointments.
- Teacher addresses Sped, TAG, and/or ELL needs in lesson plans and actions.

Guiding Questions:

- Does the teacher develop appropriate instructional goals based upon national, state and local standards?
- Does the teacher develop goals that are measurable and state them in terms of student learning?
- Does the teacher individualize instructional goals/learning targets based upon student needs?

Performance Target Goal	Exemplary Indicators	Proficient Indicators	Basic Indicators	Deficient Indicators
The teacher selects and implements developmentally appropriate and measurable instructional objective(s) based on national, state, and local standards or goals & adjusts them based on student learning as evidenced by:	The teacher's **expert** knowledge of nation, state, and local content standards. **Comprehensive** lesson plans that **always** include daily learning goals/learning targets. The creation of **detailed** units and **comprehensive** course syllabi used to **consistently** guide instruction. **Daily** posted and/or stated Instructional goals and learning targets that are crafted in terms of student learning and can be **measured**. The teacher's ability to **consistently** monitor goals they have set and **regularly** adjust them based upon student learning.	The teacher's **comprehensive** knowledge of nation, state, and local content standards. **Comprehensive** lesson plans that **regularly** include daily learning goals/ learning targets. The creation of **well-developed** units and course syllabi used to guide instruction **most of the time**. **Frequently** posted and/or stated instructional goals and learning targets that are crafted in terms of student learning. The teacher's ability to **frequently** monitor goals they have set and **often** adjust them based upon student learning.	The teacher's **adequate** knowledge of nation, state, and local content standards. **Adequate** lesson plans that **often** include daily learning goals/ learning targets. The creation of units and course syllabi that are **limited in scope and detail**, and **often not used** to guide instruction on a consistent basis. **Occasionally** posted and/or stated instructional goals and learning targets that **may or may not** be crafted in terms of student learning. The teacher's ability to **occasionally** monitor goals they have set and **rarely** adjust them based upon student learning.	The teacher's **limited** knowledge of nation, state, and local content standards. **Incomplete** lesson plans that **inconsistently** include daily learning goals/ learning targets. The creation of units and course syllabi that are **lacking in scope and detail** and are not used to guide instruction on any consistent basis. **Inconsistently** posted and/or stated instructional goals and learning targets that **may or may not** be crafted in terms of student learning. The teacher's **inability** to monitor goals on any consistent basis **inhibits** his/her ability to adjust them based on student learning.

Possible evidence:

- The teacher is familiar with national, state, district, and school content standards and uses them in curriculum/planning documents.
- The teacher sets whole group, small group, and individual learning targets for students that can be measured.
- The students and parents know the learning targets and work collaboratively to achieve them.
- Year-long, unit, and weekly lesson plans are developed that include instructional objectives and learning outcomes.
- Lesson and unit objectives are written on the board or posted in the classroom for students to see and understand
- The teacher shares learning targets with other teachers in order to improve practice.

Guiding Questions:

- Has the teacher developed lesson plans that adhere to an appropriate and clear scope and sequence of material to cover?
- Is the instruction that is planned relevant to student needs and interests?
- Does planned instruction engage students in problem-solving and critical thinking? Does it reflect research-based best practices?

Performance Target Goal	Exemplary Indicators	Proficient Indicators	Basic Indicators	Deficient Indicators
The teacher designs coherent instruction that incorporates researched- based best practices, is relevant and engaging for students, promotes critical thinking and problem- solving, and is differentiated to meet student needs as evidenced by:	Designed lessons that have articulated long range and short term outcomes that are **always** focused on student learning. Lesson designs that **consistently** reflect research-based best practices, promote critical thinking, problem-solving and project-based learning. Planned lessons that are **highly relevant** to student needs and interests and are **consistently** adjusted as the learning progresses throughout the year, so that it is **always** current, relevant, and engaging. The teacher's **creative and systematic** use of resources beyond the textbook to enhance instruction. Lessons that **consistently** include guided practice on appropriate activities.	Designed lessons that have articulated long range and short term outcomes that are **almost always** focused on student learning. Lesson designs that **almost always** reflect research-based best practices, critical thinking, problem-solving, and project-based learning. Planned lessons that are **almost always** relevant to student needs and interests and are **often** adjusted as the learning progresses throughout the year, so that it **almost always** is current, relevant, and engaging. The teacher's **consistent** use of resources beyond the textbook to enhance instruction. Lessons that **usually** include guided practice on appropriate activities.	Designed lessons that have, minimally, short term outcomes that are **usually** focused on student learning. Lesson designs that **usually** reflect research-based best practices, critical thinking, problem-solving, and project-based learning. Planned lessons that are **usually** relevant to student needs and interests and are **occasionally** adjusted as the learning progresses throughout the year, so that it **usually** is current, relevant, and engaging. The teacher's **occasional** use of resources beyond the textbook to enhance instruction. Lessons that **occasionally** include guided practice on a few activities.	Designed lessons that have, minimally, short term outcomes that **lack consistent** focus on student learning. Lesson designs that **inconsistently** reflect research- based best practices, critical thinking, problem-solving, and project-based learning. Planned lessons that **lack relevance** to student needs and interests and are **rarely** adjusted as the learning progresses throughout the year, so that it **often is not** is current, relevant, or engaging. The teacher's **rare** use of resources beyond the textbook to enhance instruction. Lessons that **rarely** includes guided practice on any activity.

Possible evidence:

- Year-long, unit, and weekly lesson plans are detailed, age appropriate, and relevant to student needs/interests.
- The teacher uses resources beyond the textbook to provide the highest quality learning experiences for students.
- Students have several ways and opportunities to demonstrate learning throughout the lesson or unit.
- The teacher studies best practices and shares learned information obtained from trainings, workshops, books, courses, or conferences.

Guiding Questions:

- Is the teacher familiar with the content area and with school, district and state assessment methods and options?
- Does the teacher use assessments that are congruent with instructional goals?
- Does the teacher develop and use a variety of formative and summative assessment tools and information for planning instruction, feedback and reflection?
- Does the teacher use assessment data to prepare for individual and group instruction, including re-teaching when necessary?

Performance Target Goal	Exemplary Indicators	Proficient Indicators	Basic Indicators	Deficient Indicators
Meaningful formative and summative assessment data is collected and analyzed then used to design curriculum as evidenced by:	The teacher's **comprehensive** awareness of district, school, and state assessments. The teacher's **consistent and effective** use of a variety of formative and summative assessments to guide instruction. Assessments which are **clearly congruent** with instructional goals for **all students.** The teacher's ability to **competently** design formative assessments and **frequent** collaboration with others to plan common assessments. Instruction that is **almost always** based on data derived from a **very effective and clear** assessment mechanism that accurately reflects student's performance.	The teacher's **proficient** awareness of district, school, and state assessments. The teacher's **frequent use and application** of formative and summative assessments to guide instruction. Assessments which are **usually** congruent with instructional goals for **all students**. The teacher's ability to **adequately** design formative assessments and **periodic** collaboration with others to plan common assessments. Instruction that is **usually** based on data derived from an effective and clear assessment mechanism that accurately reflects **most** students' performance.	The teacher's **general** awareness of district, school, and state assessments. The teacher's **occasional** use of formative and summative assessments to guide instruction. Assessments which are, **at times**, congruent with instructional goals for **most of** the students. The teacher's **limited** ability to design formative assessments and **occasional** collaboration with others to plan common assessments. Instruction that is **occasionally** based on data derived from an **inconsistent** assessment mechanism that may not provide regular information on student performance.	The teacher's **limited** awareness with district, school, and state assessments. The teacher's **rare** use of formative and summative assessments to guide instruction. Assessments which **lack coordination** with instructional goals for **most of** the students. The teacher's **lack of** ability to design formative assessments and **rare** collaboration with others to plan common assessments. Instruction that **cannot be tied** to any viable student assessment mechanism.

Possible evidence:

- The teacher has a systematic assessment system that can be easily explained and understood.
- The teacher keeps detailed records of assessments and uses those records to develop relevant and rigorous unit, weekly, and daily lesson plans.
- The teacher knows and can communicate the level and needs of students based upon formative and summative assessments.
- The teacher has a variety of learning options planned so students have several ways and opportunities to demonstrate learning.

Domain 2: Classroom Environment — Standard 6: Climate of Respect, Engagement and High Expectations for Learning

Guiding Questions:

- Does the teacher support the learning and achievement of all students at high levels?
- Does the teacher create an environment that promotes equity, respect and positive interpersonal interactions?
- How does the teacher respond to appropriate and inappropriate student treatment of others in the classroom?
- Are students actively engaged?

Performance Target Goal	Exemplary Indicators	Proficient Indicators	Basic Indicators	Deficient Indicators
The teacher creates an environment of high expectations that promotes equity, respect, and positive interpersonal interaction where students are expected to actively participate in an age and culturally appropriate environment as evidenced by:	An environment that **always** promotes equity, respect and positive interactions. Student to student interactions that are **consistently** positive and appropriate to cultural norms. High expectations that are **consistently** established for student success, quality work, and achievement. Student engagement and authentic learning that is **consistently** evident and demonstrated in a variety of ways.	An environment that **consistently** promotes equity, respect, and positive interactions. Student to student interactions that are **frequently** positive and appropriate to cultural norms. High expectations that are **frequently** established for student success, quality work, and achievement. Student engagement and authentic learning that is **frequently** evident and demonstrated in a variety of ways.	An environment that **frequently** promotes equity, respect, and positive interactions. Student to student interactions are **occasionally** positive and appropriate to cultural norms. High expectations that are **occasionally** established for student success, quality work, and achievement. Student engagement and authentic learning that is **occasionally** evident and demonstrated in a variety of ways.	An environment that **inconsistently** promotes equity, respect, and positive interactions. Student to student interactions are **often** negative and inappropriate with respect to cultural norms. Expectations that are **inconsistently** established for student success, quality work, and achievement. Inadequate evidence of student engagement and authentic learning.

Possible evidence:

- ☐ Classroom and student displays promote a climate of learning and respect.
- ☐ Students treat other students, staff, and community in positive and appropriate ways.
- ☐ Teacher and students use positive and appropriate language in their interactions with others.
- ☐ The teacher intervenes when necessary to establish and promote a classroom of respect and learning.
- ☐ The teacher demonstrates knowledge of behavior systems and uses them effectively.
- ☐ Students treat equipment, materials, and facilities with respect.
- ☐ Students interact with the curriculum and the teacher and are engaged in the educational process.

Guiding Questions:

- Is the classroom environment and room arrangement safe, accessible, and conducive to high levels of learning?
- Is the classroom welcoming, supportive and inclusive?
- Does the teacher develop and employ classroom procedures that promote student learning?
- Does the teacher facilitate positive classroom interaction consistent with building and district programs?
- Does the teacher facilitate smooth transitions with little or no loss of instructional time?
- Does the teacher ensure all students have access to materials, technology and necessary resources?

Performance Target Goal	Exemplary Indicators	Proficient Indicators	Basic Indicators	Deficient Indicators
To promote student learning and facilitate positive classroom interactions, the teacher develops and utilizes effective classroom procedures (routines), establishes and promotes a safe and accessible learning environment, facilitates smooth transitions, ensures student access to necessary materials, and organizes his/her classroom space appropriately as evidenced by:	The teacher's ability to be **extremely effective** and efficient in managing time, resources, and classroom behavior. Student redirections that are **rarely** needed and **do not** impact the pace of the learning. A **purposeful** classroom arrangement that **enhances** the lesson, supports student/student and student/teacher interactions and keeps potential distractions to a **minimum**. A classroom environment where safety concerns and accessibility for all are **never** raised. **No loss** of instructional time during transitions. An **extremely high** level of preparation where **all** materials are ready for distribution and **explicit** instructions on appropriate use and return are taught/given prior to transitions.	The teacher's ability to be **effective** and efficient in managing time, resources, and classroom behavior. Student redirections that are **occasionally** needed and have **minimal** impact on the pace of the learning. A **practical** classroom arrangement that **aligns** with the lesson, supports student/ student & student/teacher interactions and **reduces** potential physical distractions. A classroom environment where safety concerns and accessibility for all are **rarely** raised. **Very minimal** loss of instructional time during transitions. A **high** level of preparation where **most** materials are ready for distribution and **fairly clear** instructions on appropriate use and return are taught/given prior to transitions.	The teacher's ability to be **partially effective** and efficient in managing time, resources, and classroom behavior. Student redirections that are **frequently** needed and **often hinder** the pace of the learning. A **basic** classroom arrangement that appears **unconnected** to the lesson learning targets, **limits** student/student and student/teacher interactions, and poses **some** physical distractions. A classroom environment where safety concerns and accessibility for all are **sometimes** raised. **Some** loss of instructional time during transitions. An **adequate** level of preparation where **some** materials were not adequately prepared or accessible prior to distribution and insufficient or unclear instructions resulted in **loss of** time and/or loss, breakage or inappropriate use of materials.	The teacher's **inability** to establish an effective and efficient environment that **inconsistently** implemented. Student redirections are **constantly** needed and **directly impact** the pace of the learning. A **disorganized** classroom arrangement that **interferes** with lesson activities and inhibits student/student or student/teacher interactions resulting in **regular** physical distractions. A classroom environment where safety concerns and accessibility for all are **often** raised. **Regular** loss of instructional time during transitions. An **inadequate** level of preparation where **many** materials were not prepared or accessible prior to distribution and insufficient or unclear resulted in **significant loss of** time and/or loss, breakage or inappropriate use of materials.

Possible evidence:

- Classroom is organized and welcoming. Classroom displays are appropriate and relevant to teaching assignment.
- Transitions are smooth and maximize instruction.
- The teacher has a very clear and articulated system for managing all classroom procedures. Students know, understand, and can explain the system to others.

Guiding Questions:

- Does the teacher clearly communicate and enforce classroom and school expectations?
- Does the teacher address inappropriate behavior consistently and appropriately?
- Does the teacher proactively address student behavior?

Performance Target Goal	Exemplary Indicators	Proficient Indicators	Basic Indicators	Deficient Indicators
The teacher clearly communicates and enforces classroom expectations and addresses and monitors student behavior consistently, appropriately, and predictably with multiple discipline strategies that can capture and maintain students' attention as evidenced by:	A **highly effective** and **easily understood** set of classroom expectations that are followed by all students **consistently**. The teacher's ability to use his/her classroom management plan on a **continual and consistent** basis to support positive behavior in and beyond the classroom. The teacher's ability to recognize and **immediately** address and redirect **all** inappropriate behavior with **minimal** classroom learning interruption. A **consistent and proactive** classroom behavior plan that works to prevent negative behavior through monitoring, positive reinforcement, and pre- teaching. The teacher's ability to build **strong** relationships with **all** students through a supportive, caring, and respectful manner.	An **effective** and **easily understood** set of classroom expectations that are followed by all students **regularly**. The teacher's ability to use his/her classroom management plan on a **regular basis** to support positive behavior in and beyond the classroom. The teacher's ability to recognize and **immediately** address and redirect **most** inappropriate behaviors with **minimal** classroom learning interruption. A **proficient** classroom behavior plan that works to prevent negative behavior through monitoring, positive reinforcement, and pre-teaching. The teacher's ability to build **strong** relationships with **most** students through a supportive, and respectful manner.	An **adequate** and **reasonably understood** set of classroom expectations that are followed by all students **most of the time**. The teacher's ability to use his/her classroom management plan **occasionally** to support positive behavior in and beyond the classroom. The teacher's ability to recognize, address (in a timely manner), and redirect **most** inappropriate behaviors with **some loss** of classroom learning. A classroom behavior plan that works to prevent **most** negative behaviors through monitoring, positive reinforcement, and **some** pre-teaching. The teacher's ability to build **adequate** relationships with **most** students through a supportive, caring and respectful manner.	An **inadequate** and **unclear** set of classroom expectations. The teacher's **inability** to use his/her classroom management to support positive behavior in and beyond the classroom. The teacher's **inability** to adequately recognize, address and redirect inappropriate behaviors leads to **regular loss** of classroom learning. A classroom behavior plan that works to prevent **only the most severe** of negative behaviors through **inconsistent** monitoring, **rare** use of positive reinforcement, and **lack** of pre-teaching. The teacher's **inability** to build adequate relationships with students leads to a climate **lacking** support, caring, and respectful interactions.

Possible evidence:

- The teacher is familiar with, and uses, effective behavior strategies to maintain positive behavior in the classroom.
- Students are well-behaved, treat one another with respect, and follow directions.
- Classroom expectations are posted, regularly taught, re-taught and reinforced.
- Students demonstrate awareness of the classroom and school expectations.
- The teacher has developed great rapport with students as evidenced by a caring and supportive climate.

Domain 3: Instruction

Standard 9: Lesson Delivery

Guiding Questions:

- Does the teacher exhibit clear lesson delivery, reflect appropriate pacing and use a variety of effective teaching strategies?
- Does the teacher activate students' prior knowledge?
- Does the teacher differentiate his/her instruction to meet the needs of diverse learners?
- Does the teacher use a variety of questioning and discussion techniques to elicit student reflection and higher order thinking?
- Does the teacher create high levels of engagement?
- Does the teacher use assessment and/or questioning techniques and strategies to monitor and adjust instruction?

Performance Target	Exemplary Indicators	Proficient Indicators	Basic Indicators	Deficient Indicators
Lesson delivery is appropriate through the use of engaging strategies, differentiation, questioning and discussion techniques, and resources, all which activate students' prior knowledge, elicit higher order thinking, and are purposefully adjusted based on the use of formative and summative assessment results as evidenced by:	An **extremely clear** and appropriately paced lesson. The teacher's ability to **consistently** activate students' prior knowledge. The teacher's ability to **consistently** activate higher level thinking and problem-solving skills. The **consistent** use of a **variety** of strategies including guided practice, modeling, scaffolding, and questioning techniques to differentiate instruction to meet the needs of **all** students. The teacher's ability to **consistently** incorporate technology (when appropriate) into their instruction to improve student learning. **Very high** levels of active engagement and student ownership in learning. The teacher's ability to **continuously** check for understanding using a **variety** of assessment methods and give **prompt** feedback.	A **clear** and appropriately paced lesson. The teacher's ability to **frequently** activate students' prior knowledge. The teacher's ability to **frequently** activate higher level thinking and problem-solving skills. The **frequent** use of a **variety** of strategies including guided practice, modeling, scaffolding, and questioning techniques to differentiate instruction to meet the needs of **most** students. The teacher's ability to **frequently** incorporate technology (when appropriate) into their instruction to improve student learning. **High** levels of active engagement and student ownership in learning. The teacher's ability to **frequently** check for understanding using a **variety** of assessment methods and give **prompt** feedback	A **somewhat clear** lesson that **may not** always be appropriately paced. The teacher's ability to **occasionally** activate students' prior knowledge. The teacher's ability to **occasionally** activate higher level thinking and problem-solving skills. The **occasional** use of a **limited** number of strategies including guided practice, modeling, scaffolding, and questioning techniques to differentiate instruction to meet the needs of **some** students. The teacher's ability to **occasionally** incorporate technology (when appropriate) into their instruction to improve student learning. **Adequate** levels of active engagement and student ownership in learning. The teacher's ability to **occasionally** check for understanding using a **limited** number of assessment methods and give **limited** feedback.	An **unclear** lesson that **lacks** appropriate pacing. The teacher's **inability** to activate students' prior knowledge. The teacher's **inability** to activate higher level thinking and problem- solving skills. The **rare** use of strategies to differentiate instruction to meet the needs of students. The teacher's **inability** to incorporate technology (when appropriate) into their instruction to improve student learning. **Inadequate** levels of active engagement and student ownership in learning. The teacher's **inability** to check for understanding using an adequate assessment program that **lacks** adequate student feedback.

Possible evidence:

- Students are actively engaged in learning.
- The teacher is organized, knows the required learning targets, and effectively communicates objectives to students.
- Students are able to clearly communicate learning targets and objectives.
- The teacher frequently uses questioning strategies throughout his/her lesson delivery.
- Instructional delivery is differentiated to meet the learning needs of all students.
- A variety of strategies, (i.e. technology, cooperative learning, use of art, service learning) are used to deliver instruction.

Guiding Questions:

- Does the teacher demonstrate the ability to listen to students and respond appropriately?
- Does the teacher provide constructive feedback that facilitates learning and academic growth?
- Does the teacher provide constructive feedback that is consistent, ongoing, timely and in a variety of forms?
- Is the feedback provided by the teacher helpful and explicit?
- Does the teacher sets high expectations through meaningful feedback and encourage students to meet those high expectations by providing the necessary support?

Performance Target Goal	Exemplary Indicators	Proficient Indicators	Basic Indicators	Deficient Indicators
The teacher demonstrates an ability to listen to students so that feedback is effective, facilitates learning and academic growth, and is consistent, ongoing, timely, and offered in a variety of forms as evidenced by:	A climate where students feel **very** comfortable in class, accepted, listened to and helped by the teacher **virtually all the time**. **Extremely** effective and **consistent** feedback that includes motivation to improve academic and behavior performance. **Continuously** posting and reviewing criteria for proficient work, including rubrics and exemplars. The **consistent** use of a **wide** variety of feedback techniques to guide learning.	A climate where students feel comfortable in class, accepted, listened to and helped by the teacher **most of the time**. **Very** effective and **consistent** feedback that includes motivation to improve academic and behavior performance. **Frequent** posting and reviewing criteria for proficient work, including rubrics and exemplars. The **frequent** use of a variety of feedback techniques to guide learning.	A climate where students **usually** feel comfortable in class, accepted, listened to and helped by the teacher **most of the time**. **Somewhat** effective and **occasional** feedback that includes motivation to improve academic and behavior performance. **Occasionally** posting and reviewing criteria for proficient work, including rubrics and exemplars. The **occasional** use of **some** feedback techniques to guide learning.	A climate where students **often do not** feel comfortable in class, accepted, listened to or helped by the teacher. **Ineffective** and **limited** feedback that **lacks** motivation to improve academic and behavior performance. **Rarely** posting and reviewing criteria for proficient work, including rubrics and exemplars. The r**are** use of feedback techniques to guide learning.

Possible evidence:

- Students are not afraid to make mistakes or ask questions.
- There is an attitude of continuous progress that is pervasive throughout the class.
- Students are motivated to improve.
- The teacher can produce evidence of systems designed to facilitate frequent, consistent, specific feedback.
- The teacher designs questions with the purpose of determining student understanding in order to provide meaningful feedback.

Guiding Questions:

- Does the teacher adjust instruction and assessment strategies as needed?
- Does the teacher use effective assessment options?
- Does the teacher connect (align) classroom and district assessments with instructional objectives and lesson activities?
- In what ways does the teacher use formative and summative assessment to guide instruction, and provide meaningful feedback?
- Does the teacher practice the distinction of assessment **for** learning as opposed to assessment **of** learning?

Performance Target Goal	Exemplary Indicators	Proficient Indicators	Basic Indicators	Deficient Indicators
The teacher is knowledgeable of, develops, and utilizes effective assessment methods that are congruent with instructional objectives; utilizing them to guide instruction, provide feedback, facilitate student learning, and adjust his/her instruction based on results as evidenced by:	**Highly** effective formative and summative assessments that are **consistently** used to guide, inform, and modify instruction. The teacher's **consistent** collaboration with others to develop, administer, and evaluate data derived from common formative assessments. The students being **consistently** provided with their own assessment data and take ownership over their learning. The teacher's **highly effective** and **clear** system of tracking assessment results. The teacher's **deep** knowledge and utilization of assessments beyond the district and state options.	**Very** effective formative and summative assessments are **consistently** used to guide, inform, and modify instruction. The teacher's **frequent** collaboration with others to develop, administer, and evaluate data derived from common formative assessments. The students being **frequently** provided with their own assessment data and take ownership over their learning. The teacher's **effective** and **clear** system of tracking assessment results. The teacher's **strong** knowledge and utilization of assessments beyond the district and state options.	**Somewhat** effective formative and summative assessments are **occasionally** used to guide, inform, and modify instruction. The teacher's **occasional** collaboration with others to develop, administer, and evaluate data derived from common formative assessments. The students being **occasionally** provided with their own assessment data and **sometimes** take ownership over their learning. The teacher's **somewhat effective** and **evident** system of tracking assessment results. The teacher's **adequate** knowledge and utilization of assessments beyond the district and state options.	Formative and summative assessments are **ineffective** and **rarely** used to guide, inform, and modify instruction. The teacher's **lack of** collaboration with others results in the **inconsistent** development, administration, and evaluation of data derived from common formative assessments. The students being **rarely** provided with their own assessment data and lack ownership over their learning. The teacher's **lacks** an effective system of tracking assessment results. The teacher **lacks** adequate knowledge and utilization of assessments beyond the district and state options.

Possible evidence:

- The teacher can describe how assessment is used during, and after instruction.
- A variety of formative and summative assessments are used appropriately.
- The teacher keeps detailed records of assessments, student performance and uses them to develop relevant and rigorous daily, weekly and unit lesson plans.
- The teacher knows the level and needs of students based upon formative and summative assessments.

Domain 4: Professional Responsibilities — Standard 12: Ongoing Professional Growth

Guiding Questions:

- Does the teacher actively participate in professional development opportunities relevant to his or her teaching assignment?
- Does the teacher pursue professional growth through reflection, self-assessment, goal setting and learning of best practices?
- Does the teacher pursue leadership roles at the school or district levels?

Performance Target Goal	Exemplary Indicators	Proficient Indicators	Basic Indicators	Deficient Indicators
The teacher pursues professional development opportunities and actively engages in meaningful professional goal setting, reflection, and self-assessment as evidenced by:	**Consistently** taking **full** advantage of professional development opportunities when they arise, are relevant, and can be accommodated.	**Frequently** taking **full** advantage of professional development opportunities when they arise.	**Occasionally** taking advantage of professional development opportunities when they arise.	**Rarely** taking advantage of professional development opportunities when they arise.
	Regularly taking on leadership roles at the school (when available and appropriate) and encouraging other teachers to pursue professional growth opportunities.	**Occasionally** taking on leadership roles at the school (when available and appropriate) and encouraging other teachers to pursue professional growth opportunities.	**Infrequently** taking on leadership roles at the school and **occasionally** encouraging other teachers to pursue professional growth opportunities.	**Seldom** taking on leadership roles at the school and **rarely** encouraging other teachers to pursue professional growth opportunities.
	Consistently engaging in meaningful goal setting and reflection processes.	**Frequently** engaging in meaningful goal setting and reflection processes.	**Occasionally** engaging in goal setting and reflection processes.	**Rarely** engaging in goal setting and reflection processes.
	Constantly learning about best practices and **consistently** displaying the qualities of a lifelong learner.	**Regularly** learning about best practices and **frequently** displaying the qualities of a lifelong learner.	**Sometimes** learning about best practices and **occasionally** displaying the qualities of a lifelong learner.	**Seldom** learning about best practices and **rarely** displaying the qualities of a lifelong learner.

Possible evidence:

- The teacher can describe best practices when it comes to instruction.
- The teacher pursues professional growth opportunities and applies the learning.
- Participation in school and/or district level committees.
- The teacher displays the qualities of a learner that include the habits of reading, writing, reflection, and sharing with others.
- The teacher is seeking to improve performance through professional growth opportunities.

Domain 4: Professional Responsibilities

Standard 13: Professionalism, Record Keeping and Communication

Guiding Questions:

- Does the teacher carry out assigned duties?
- Does the teacher maintain accurate records according to district and building protocols?
- Does the teacher know and adhere to the district job description and standards of performance including the Competent and Ethical Educator Standards?
- Does the teacher maintain appropriate confidentiality?
- Does the teacher communicate effectively and respectfully with all stakeholders: students, parents, colleagues and supervisor?
- Does the teacher effectively and appropriately collaborate with colleagues and other professionals?

Performance Target Goal	Exemplary Indicators	Proficient Indicators	Basic Indicators	Deficient Indicators
The teacher carries out duties as assigned, maintains accurate records, is available and communicates effectively with others, collaborates with colleagues, and behaves and dresses in a professional manner as evidenced by:	The teacher's ability to **consistently** carry out all duties as assigned with **no need** for reminders. **Always** maintaining accurate, clear, organized, and readily available records. **Consistently** completing necessary paperwork or reports with **no need** for reminders. The teacher's ability to **consistently** demonstrate professional demeanor while **always** showing sensitivity and respect for family, culture, values and beliefs. The teacher's willingness to **consistently** make him/herself available to others when needed. **Consistently** returning phone calls, e-mails, and other correspondences in a timely manner. **Always** initiating effective communication strategies with stakeholders. **Always** dressing in appropriate attire to promote the professionalism of the teacher.	The teacher's ability to **consistently** carry out all duties as assigned with **limited need** for reminders. **Almost always** maintaining accurate, clear, organized, and readily available records. **Consistently** completing necessary paperwork or reports with **limited need** for reminders The teacher's ability to **consistently** demonstrate professional demeanor while **almost always** showing sensitivity and respect for family, culture, values and beliefs. The teacher's willingness to **frequently** make him/herself available to others when needed. **Consistently** returning phone calls, e-mails, and other correspondences **almost always** in a timely manner. **Consistently** initiating effective communication strategies with stakeholders. **Consistently** dressing in appropriate attire to promote the professionalism of the teacher.	The teacher's ability to carry out all duties as assigned with **occasional need** for reminders. **Regularly** maintaining accurate and clear records which may or may not always be organized and readily available. **Consistently** completing necessary paperwork or reports with **occasional need** for reminders. The teacher's ability to **regularly** demonstrate professional demeanor but **inconsistently** shows sensitivity and respect for family, culture, values and beliefs. The teacher's willingness to make him/herself available to others when needed. **Occasionally** returning phone calls, e-mails, and other correspondences in a timely manner. **Occasionally** initiating effective communication strategies with stakeholders. **Occasionally** dressing in appropriate attire to promote the professionalism of the teacher.	The teacher's **inability** to carry out duties as assigned. The teacher's **inability** to maintain accurate, clear, organized, and readily available records. The teacher's **inability** to complete necessary paperwork or reports. The teacher's **inability** to **regularly** demonstrate professional demeanor or show sensitivity and respect for family, culture, values and beliefs. The teacher's **unwillingness** to make him/herself available to others when needed. The teacher's **inability** to **regularly** return phone calls, e-mails, and other correspondences in a timely manner. The teacher's **inability** to regularly initiate effective communication strategies with stakeholders. The teacher's **inability** to **regularly** dress in appropriate attire to promote the professionalism of the teacher.

Possible evidence:

- The teacher can be counted on to complete all required duties, reports, paperwork and grades.
- The teacher's record-keeping system is clear, organized, up-to-date, and easy to understand.
- The teacher is punctual to school and meetings, ready to start class when students arrive.
- The teacher makes an effort to be available and returns communications in a timely manner.
- The teacher initiates communication with stakeholders.
- The teacher places a high value on collaboration and frequently is involved in projects and activities that require collaboration.

- The teacher places a high value on positive relationships and does not engage in rumors or gossip. The teacher acts and dresses professionally and appropriately for the assignment or day's activities.

Domain 4: Professional Responsibilities — Standard 14: Commitment to Instructional Initiatives

Guiding Questions:

- Is the teacher aware of and does the teacher support building and district instructional priorities?
- Does the teacher know and actively participate in building and district instructional initiatives?
- Does the teacher implement strategies to facilitate instructional initiatives?
- Is the teacher willing to take risks in order to grow and change as a professional?
- Does the teacher consistently follow applicable laws, policies, regulations and procedures?

Performance Target Goal	Exemplary Indicators	Proficient Indicators	Basic Indicators	Deficient Indicators
The teacher is aware of and professionally engages in building and district instructional priorities and programs and knows and applies strategies that facilitate continuous progress toward building and district instructional initiatives and programs as evidenced by:	The teacher's **comprehensive** awareness and understanding of building and district instructional initiatives. Putting forth **exemplary** effort toward learning and achieving building and district instructional initiatives. A willingness to **consistently** adapt, learn, and grow as a professional in order to support the building or district instructional initiatives.	The teacher's **strong** awareness and understanding of building and district instructional initiatives. Putting forth **significant** effort toward learning and achieving building and district instructional initiatives. A willingness to **frequently** adapt, learn, and grow as a professional in order to support the building or district instructional initiatives.	The teacher's **minimal** awareness and understanding of building and district instructional initiatives. Putting forth **satisfactory** effort toward learning and achieving building and district instructional initiatives. A willingness to **occasionally** adapt, learn, and grow as a professional in order to support the building or district instructional initiatives.	The teacher's **lack of** awareness and understanding of building and district instructional initiatives. Putting forth **minimal** effort toward learning and achieving the building and district instructional initiatives. An **unwillingness** to adapt, learn, and grow as a professional in order to support the building or district instructional initiatives.

Possible evidence:

- The teacher supports building and district instructional priorities through increased knowledge and adapting teaching practice.
- The teacher is thorough and thoughtful and is able to incorporate instructional initiatives into his/her curriculum in a variety of methods and means.
- When the teacher has questions or concerns about district initiatives and programs he/she accesses appropriate professional communication tools and activities to address them.

Guiding Questions (depending on the assessment type):

- Is baseline data used to make data-driven decisions for the SLG goal, including the most recent student information from past assessments and/or pre-assessment results?
- Is the SLG goal written as a "growth" goals vs. "achievement" goal? (i.e. growth goals measure student learning between two or more points in time and achievement goals measure student learning at only one point in time.)
- Does the SLG goal describe a "target" or expected growth for all students, tiered or differentiated as needed based on baseline data?
- Does the goal address relevant and specific knowledge and skills aligned to the course curriculum based on state or national content standards?
- Is the SLG goal measurable and challenging, yet attainable?

Performance Target Goal	Exemplary Indicators (Met)	Proficient Indicators (Met)	Basic Indicators (Not Met)	Deficient Indicators (Not Met)
The teacher demonstrates student performance growth on appropriate assessments (categorized above) as evidenced by:	The teacher's ability to demonstrate **outstanding** student growth that **exceeds** the collaboratively established student performance goal (e.g. when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s).	The teacher's ability to demonstrate **strong** student growth that either: • **meets** the collaboratively established student performance goal (e.g. when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "met") • clearly demonstrates his/her students' **ability to meet** the goal through alternative performance artifacts.	The teacher's ability to demonstrate **satisfactory** student growth, but not enough to **meet** the collaboratively established student performance goal (e.g. when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students).	The teacher's **inability** to demonstrate **satisfactory** student growth, resulting in performance far below the collaboratively established student performance goal (e.g. when less than 70% of students meet the target(s)).

Possible evidence (depending on the assessment type):

- Classroom or program data based on locally based pre and posttest performance.
- Student artifacts such as interim or formative assessments, or other student learning/growth examples.
- Audio or video recording of a musical performance, speech, debate, demonstration, dramatic performance
- District, state, program, or locally created scoring rubric
- PLC-created common assessment
- Portfolios, products, projects, work samples, etc.
- Data evidence of performance, scoring rubrics

Brookings-Harbor School District 17C

Code: BBE-AR
Revised/Reviewed:

Board Member Vacancy Application

When a Board vacancy is declared, the Board will appoint a qualified person in accordance with Board policy BBE – Vacancies on the Board. To be considered for appointment, this form must be submitted to the district office by the deadline communicated by the district. Submitted applications become public records and may be disclosable upon request.

Name: _____

Motivation and Experience

Why do you want to serve on the Board?

_____

_____

_____

_____

Which experiences or perspectives will help you represent and serve all students and families?

_____

_____

_____

_____

How will you help advance the district's mission and goals?

_____

_____

_____

_____

How will you engage respectfully with individuals whose viewpoints differ from your own?

_____

_____

_____

Knowledge, Time Commitment and Governance

Availability: Board meetings, work sessions, and committee service often occur in the evenings and occasionally during the daytime. How will you balance Board obligations with other commitments?

_____

Laws applying to public entities: Briefly share any familiarity you have with Oregon public meetings and public records laws: _____

_____

_____

PROPOSED

Policy and Budget: What experience do you have with policy development, budgets, or strategic planning?

Student-Centered Decision-Making: How will you ensure decisions reflect student outcomes, safety, and well-being?

PROPOSED

This page is intended for internal and verification purposes. It is not intended to be provided to the Board or discussed at a Board meeting. Once submitted, it is a public record and may be subject to disclosure.

Contact and Personal Information

Name (as it appears on voter registration): _____

Preferred name (if different): _____

Position applying for: _____

Note: Your address is used only to verify residency within the district/zone, as required by Oregon law. Verification may be required.

Home street address (as it appears on voter registration):

_____

City: _____ State: OR _____

Primary phone: _____ Alternative phone: _____

Email: _____

Best way to contact you? ☐ Phone ☐ Email ☐ Text

Accessibility and Accommodations

We welcome applicants with disabilities. Do you need an accommodation to participate in interviews or meetings (e.g., ASL interpreter, materials in alternative formats, physical access, assistive technology)?

☐ No ☐ Yes (please describe): _____

Attestations (Required)

- ☐ The information I have provided is true and complete to the best of my knowledge.
- ☐ I meet the statutory eligibility for appointment: registered elector and one-year residency (ORS 332.018).
- ☐ [I reside in the zone corresponding to this vacancy (ORS 332.030 and ORS 332.122).]
- ☐ I am not disqualified by employee status (ORS 332.016).
- ☐ I understand the appointment duration (through June 30 after the next regular district election) (ORS 332.030(4)).

Signature: _____ Date: _____

Brookings-Harbor School District 17C

Code: **GBA-AR**
Revised/Reviewed: 7/14/15; 2/15/17

Veterans' Preference

Oregon law~~Oregon's Veterans' Preference Law~~ requires the district to grant a preference to qualified and eligible veterans, ~~and~~ disabled veterans, state servicemembers and former state servicemembers at each stage during~~in~~ the hiring or~~and~~ promotion process who claim a preference. To be **qualified** for ~~veterans'~~ preference, an applicant~~a veteran or disabled veteran~~ must meet the minimum qualifications and any other special qualifications required for the position sought. To be **eligible** for ~~veterans'~~ preference[1] an applicant ~~a veteran or disabled veteran~~ must provide certification they are a veteran, ~~or~~ disabled veteran, state servicemember or former state servicemember as defined by Oregon law[2].

The district is not obligated to hire or promote a qualified and eligible veteran, ~~or~~ disabled veteran, state servicemember or former state servicemember. The district is obligated to interview all minimally qualified veterans or disabled veterans, and is also obligated to hire or promote a qualified or eligible veteran, ~~or~~ disabled veteran, state servicemember or former state servicemember if the individual~~he or she~~ is equal to or better than the top candidate after the ~~veterans'~~ preference has been applied.

~~A veteran may request a written explanation of the reasons why they were not selected for the position.[3] Upon written request, the district shall provide the reasons for not selecting the candidate.~~

Recruitment Procedures

All job postings or announcements will include a concise list of minimum qualifications and any special qualifications required for the position. Job postings will include a statement that the district's policy is to provide a~~veterans and disabled veterans with~~ preference as required by Oregon law and the job posting will require applicants to provide certification[4] of eligibility for preference, in addition to other requested materials.[5]

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[1] See Oregon Revised Statute (ORS) 408.235.

[2] See Oregon Revised Statute (ORS) 408.225 for definitions~~: definition~~ of veteran, disabled veteran, state servicemember and former state servicemember.

~~[3] Oregon Revised Statute (ORS) 408.230(5)~~

[4] An applicant claiming veteran's or disabled veteran's preference will submit a copy of their Certificate of Release or Discharge from Active Duty (DD Form 214 or 215) or a certification that the veteran is expected to be discharged or released from active duty under honorable conditions not later than 120 days after the submission of the certification. A disabled veteran may also submit a copy of their letter from the U.S. Department of Veterans Affairs, unless the information is included in the DD Form 214/215 or a certification that the veteran is expected to be medically separated from active duty under honorable conditions not later than 120 days after the submission of the certification. (OAR 839-006-0465) An applicant claiming to be a former state servicemember must meet the definition of "former state servicemember." An applicant is treated as a former state servicemember if they meet the definition, except for the requirement that the applicant was discharged or released under honorable conditions and submits certification that the individual is expected to be discharged or released from Oregon National Guard under honorable conditions no later than 120 days after the submission of the certification. (ORS 408.235)

~~[5] Verification of Veteran's Preference~~

Selection Procedures{[6]}

Step 1: Before the review of any applications the [human resource coordinator] will establish an evaluation scoring guide based on the minimum qualifications and any special qualifications listed in the job posting.

Step 2: The [human resource coordinator] will review the application materials using the ~~above~~ evaluation scoring guide to determine which applicants meet the minimum and any special qualifications listed in the job posting. In assessing the applicant materials of a veteran or disabled veteran the [human resource coordinator] shall evaluate whether the skill experience obtained in service~~the military~~ are transferable skills to the posted position. ~~In this step the district **does not** apply a veterans' preference.~~ Any applicants that do not meet the minimum and any special qualifications shall be removed from the applicant pool.

Step 3: Based on Step 2, the [hiring manager] determines who will be interviewed. All qualified and eligible veterans or disabled veterans shall be given an opportunity to interview.

Step 4: Interview questions and scoring sheets will be developed and each scoring sheet must be completed after each interview by the interviewers.

Step 5: Following completion of the interviews, the [human resources director]~~hiring manager~~ shall complete the selection matrix and score the applicants based on the scoring sheets completed during interviews. Preference shall~~Veterans' preference points must~~ be applied by adding 5 percentage points to an eligible veteran, state servicemember or former state servicemember and 10 percentage points to an eligible disabled veteran.

Step 6: The district will appoint an otherwise qualified ~~human resource coordinator makes the offer to the~~ applicant claiming preference to the position if the applicant's results of their application examination, when combined with the preference, are equal to ~~highest final score. The district is not obligated to hire or promote a qualified and eligible veteran or disabled veteran.~~

~~The district is obligated to hire or promote a qualified or eligible veteran or disabled veteran if they are equal~~ or better than the results for the top candidate ~~after the veterans' preference has been applied~~. The district

~~A veteran will submit: (a) a copy of their Certificate of Release or Discharge from Active Duty (DD Form 214 or 215); or (b) proof of receiving a nonservice connected pension from the U.S. Department of Veterans Affairs. A disabled veteran will submit a copy of their letter from the Department of Veterans Affairs verifying disabled veteran status.~~

[6] {If the district chooses not to use a scored system the law requires that the district give special consideration in the district's hiring decision to veterans, disabled veterans, state servicemembers and former state servicemembers and the district will need to be able to demonstrate the method used for providing special consideration. ORS 408.230(2)(c).}

~~A veteran~~ may base~~request~~ a decision~~written explanation of the reasons why they were~~ not to appoint the applicant claiming preference solely on the applicant's merits or qualifications with respect to~~selected for~~ the position.

In the event the district chooses not to appoint an applicant covered by this administrative regulation ~~Upon written request~~, the district shall provide the reasons it chose~~for~~ not to appoint the applicant for the position upon a written request from the applicant~~selecting the candidate~~.

Filing a Complaint

A veteran, ~~or~~ disabled veteran, state servicemember or former state servicemember is encouraged to contact the [human resources office] if there are~~they have~~ any concerns or questions concerning the application of or the process used for ~~veterans'~~ preference.

An applicant
~~A veteran or disabled veteran~~ claiming to be aggrieved by a violation of Board policy GBA - Equal Employment Opportunity or this administrative regulation, may file a written complaint with the Civil Rights Division of the Bureau of Labor and Industries (BOLI) in accordance with Oregon Revised Statute (ORS) 659A.820.

Brookings-Harbor School District 17C

Code: GCBDA/GDBDA-AR(1)
Revised/Reviewed:

Family and Medical Leave *

(Version 1)

{This administrative regulation (AR) is intended for districts with 50 or more employees. If the district has 25 or more and fewer than 50 employees, use version 2 (Oregon Family Leave Act (OFLA)) of GCBDA/GDBDA-AR(1) - Family Leave *.}

Employee Eligibility

FMLA benefits are available to employees who have been employed by the district for at least 12 months, have worked at least 1,250 hours during the past 12-month period and work at a worksite that employs 50 district employees within 75 miles of the worksite.

An employee who has previously qualified for and has taken some portion of FMLA leave may request additional FMLA leave within the same leave year.

Generally, in order for an employee to be eligible for the benefits under OFLA, the employee must work an average of 25 hours or more per week during the 180 calendar days immediately prior to the first day of the start of the requested leave.[1] In determining if an employee has been employed for the preceding 180 calendar days under OFLA, the district must consider days, paid or unpaid, an employee is maintained on payroll.

In determining average workweek, under FMLA and OFLA, the employer must count the actual hours worked using the Fair Labor Standards Act (FLSA) guidelines. An employee is eligible to take leave for any purposes of OFLA during a period of time covered by a public health emergency except:

1. An employee who has worked for the district for fewer than 30 days immediately before the date on which the family leave would commence; or

2. An employee who has worked for the district for an average of fewer than 25 hours per week in the 30 days immediately before the date on which the family leave would commence.

An employee of the district who has separated and is reemployed within 180 days, or experiences a temporary cessation of schedule hours may be eligible for OFLA in accordance with ORS 659A.156.

Any OFLA leave taken by the employee within any one-year period continues to count against the length of time of OFLA leave the employee is entitled. The amount of time that an employee is deemed to have worked for the district prior to a break in service due to a separation from employment or a temporary cessation of scheduled hours shall be restored to the employee when the employee is reemployed by the district within 180 days of separation from employment or when the employee returns to work at the end of the temporary cessation of scheduled hours of 180 days or less.

[1] [The requirements of OFLA do not apply to any employer offering eligible employees a nondiscriminatory cafeteria plan, as defined by section 125 of the Internal Revenue Code of 1986, which provides as one of its options, employee leave at least as generous as the leave required by OFLA.]

When an employee requests OFLA leave, or when the district acquires knowledge that an employee's leave may be for a purpose that constitutes OFLA leave, the district will notify the employee of the employee's eligibility to take OFLA leave within five business days, absent extenuating circumstances. Whether an employee is an "eligible employee" as defined in OAR 839-009-0210 is determined, a notice must be provided, at the commencement of the first instance of each purpose for leave listed in OAR 839-009-0240 during the OFLA leave year. If an employee is an "eligible employee" as defined in OAR 839-009-0210 for the purpose listed in OAR 839-009-0240, the employee's eligibility for that purpose does not change during the applicable 12-month period.

In addition:

1. An employee taking, in any order, some or all of 12 weeks of OFLA pregnancy disability leave and some or all of 12 weeks of OFLA leave for any other purpose, need not requalify each time the employee takes OFLA leave within the same leave year;

2. An employee unable to work because of a disabling compensable injury[2] need not requalify under OAR 839-009-0210 in order to use OFLA leave following a period the employee is off work due to the compensable injury.

Leave under the Oregon Military Family Leave Act (OMFLA) applies to employees who work an average of at least 20 hours per week. There is no minimum number of days worked when determining employee eligibility for OMFLA.

Qualifying Reason

Eligible employees may access FMLA leave entitlements for the following reasons:

1. Serious health condition of the employee or the employee's covered family member. "Serious health condition" means an illness, injury, impairment or physical or mental condition that involves inpatient care[3] or continuing treatment by a health care provider[4].

2. Parental leave[5] (separate from eligible leave as a result of a child's serious health condition):

    a. Bonding with and caring for the employee's newborn child (within 12 months following birth);
    b. Bonding with and caring for a newly adopted child or newly placed child in foster care{[6]} under the age of 18 (within 12 months of placement);

[2] As defined in ORS 656.005.

[3] "Inpatient care" means an overnight stay in a hospital, hospice, or residential medical facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care. See 29 CFR § 825.114.

[4] "Continuing treatment" includes incapacity and treatment, pregnancy or prenatal care, chronic conditions, permanent or long-term conditions, conditions requiring multiple treatments, and absences attributable to incapacity. See 29 CFR § 815.115.

[5] Parental leave must be taken in one continuous block of time within 12 months of the triggering event.

[6] {ORS 659A.159 uses the term "foster child." Districts can choose to use either "foster child" or "child in foster care" throughout this administrative regulation.}

c. Caring for a newly adopted child or newly placed child in foster care 18 years of age or older who is incapable of self-care because of a mental or physical disability (within 12 months of placement);

d. Time to effectuate the legal process required for placement of a child in foster care or the adoption of a child.

3. Military caregiver leave: leave for the care for a covered servicemember if the eligible employee is the spouse, child or next-of-kin of the servicemember with a serious injury or illness;

4. Qualifying exigency leave: leave arising out of deployment to a foreign country of the employee's spouse, child or parent who is a military member on active duty or call to covered active duty status.

Eligible employees may access OFLA leave entitlements for the following reasons:

1. Pregnancy disability leave: leave taken by an employee for their own disability related to pregnancy, including pregnancy termination or childbirth, whether the disability occurs before, during or after the birth of the child or for prenatal care, including fertility or infertility treatment.

2. Sick child leave: leave taken to care for an employee's child who is suffering from an illness, injury, or condition that requires home care; or leave taken to care for an employee's child whose school or child care provider has been closed[7] in conjunction with a statewide public health emergency declared by a public health official.[8]

3. Bereavement leave: leave taken to deal with the death of a covered family member and includes leave taken to attend the funeral or alternative to a funeral of the family member, to make arrangements necessitated by the death of the family member, or to grieve the death of the family member.[9] [When such leave is used for a family member who is related by affinity, the district requires an attestation form signed and submitted by the employee.]

Eligible employees may also access OMFLA for the purpose of spending time with a spouse or domestic partner who is in the military and has been notified of an impending call or order to active duty, or who has been deployed during a period of military conflict.

Definitions

1. Family member:

[7] "Closure" (OAR 839-009-0210(5)) for the purpose of sick child leave during a statewide public health emergency declared by a public health official means a closure that is ongoing, intermittent, or recurring and restricts physical access to the child's school or child care provider as defined in OAR 839-009-0210(4).

[8] The district may request verification of the need for sick child leave under OFLA due to a closure during a statewide public health emergency. Verification may include:
1. The name of the child being cared for;
2. The name of the school or child care provider that has closed or become unavailable;
3. A statement from the employee that no other family member of the child is willing and able to care for the child; and
4. With the care of a child older than 14, a statement that special circumstances exist requiring the employee to provide care to the child during daylight hours.

[9] Bereavement leave under OFLA must be completed within 60 days of the date the employee received notice of the death. The notice of the death of a family member may be by any means and from any source.

a. For the purposes of FMLA, "family member" means:

(1) Spouse[10];
(2) Parent[11]; or
(3) Child[12].

b. For the purposes of OFLA, "family member" means an eligible employee's:

(1) Spouse or domestic partner;
(2) Child or the child's spouse or domestic partner;
(3) Parent or the parent's spouse or domestic partner;
(4) Sibling or stepsibling, or the sibling's or stepsibling's spouse or domestic partner;
(5) Grandparent or the grandparent's spouse or domestic partner;
(6) Grandchild or the grandchild's spouse or domestic partner; or
(7) Any individual related by blood or affinity whose close association with an eligible employee is the equivalent of a family relationship.[13]

2. Child:

a. For the purposes of FMLA, "child" means the eligible employee's biological or adopted child, a child the employee is fostering, a stepchild, a legal ward or a child of a person standing "in loco parentis", who is either under the age of 18, or who is 18 years of age or older and who is incapable of self-care because of a physical or mental disability.
b. For the purposes of Military Caregiver Leave and Qualifying Exigency Leave under FMLA, "child" means the employee's child on covered active duty regardless of that child's age.
c. For the purposes of OFLA, "child" means the eligible employee's biological or adopted child, a child the employee is fostering, a stepchild, the child of the employee's spouse or domestic partner, or a child with whom the employee is or was in a relationship of "in loco parentis."
d. For the purposes of sick child leave under OFLA, the child must be under the age of 18 or substantially limited by a physical or mental impairment as described in ORS 659A.104.

[10] "Spouse" means individuals in a marriage, including "common law" marriage and same-sex marriage.

[11] "Parent" means a biological, adoptive, step or foster parent, or any other individual who stood "in loco parentis" to the employee when the employee was a child as defined herein. This does not include parents "in law."

[12] "Child" means a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is either under age 18, or age 18 or older and incapable of self-care because of a mental or physical disability at the time that FMLA leave is to commence.

[13] "Affinity" means a relationship for which there is a significant personal bond that, when examined under the totality of the circumstances, is like a family relationship. This bond may be demonstrated by, but is not limited to the following factors, with no single factor being determinative:
1. Shared personal financial responsibility, including shared leases, common ownership of real or personal property, joint liability for bills or beneficiary designations;
2. Emergency contact designation of the employee by the other individual in the relationship or the emergency contact designation of the other individual in the relationship by the employee;
3. The expectation to provide care because of the relationship or the prior provision of care;
4. Cohabitation and its duration and purpose;
5. Geographic proximity; and
6. Any other factor that demonstrates the existence of a family-like relationship.

3. In loco parentis:

   a. For the purposes of FMLA, "in loco parentis" means persons with day-to-day responsibility to care for or financially support a child, or, in the case of an employee, who had such responsibility for the employee when the employee was a child. A biological or legal relationship is not necessary.
   b. For the purposes of OFLA, "in loco parentis" means person in the place of a parent, having financial or day-to-day responsibility for the care of a child. A legal or biological relationship is not required.

4. Next of kin:

   For the purposes of FMLA , "next of kin" means the nearest blood relative other than the covered servicemember's spouse, parent or child in the following order of priority (unless otherwise designated in writing by the servicemember):

   a. Blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions;
   b. Siblings;
   c. Grandparents;
   d. Siblings of parents and their spouses; and
   e. First cousins.

5. Covered servicemembers:

   For the purposes of FMLA, "covered servicemember" means:

   a. A current member of the Armed Forces, including a member of the National Guard or Reserves, who:

      (1) Is undergoing medical treatment, recuperation or therapy;
      (2) Is otherwise in outpatient status; or
      (3) Is otherwise on the temporary disability retired list for a serious injury or illness; or

   b. A covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness.

6. Covered veteran:

   For the purposes of FMLA, "covered veteran" means an individual who was:

   a. A member of the Armed Forces (including a member of the National Guard or Reserves);
   b. Discharged or released under conditions other than dishonorable; and
   c. Discharged within the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran.

7. Public health emergency:

   For OFLA a "public health emergency" means;

   a. A public health emergency declared under ORS 433.441.

b. An emergency declared under ORS 401.165 if related to a public health emergency as defined in ORS 433.442.

Leave Period

For the purposes of calculating an employee's leave period for FMLA, the district will use [the calendar year] [any fixed 12-month "leave year"] [the 12-month period measured forward from the date the employee's leave begins] [a "rolling" 12-month period measured backward from the date the employee uses any FMLA leave].

For the purposes of calculating an employee's leave period for OFLA, the district will use a period of 52 consecutive weeks beginning on the Sunday immediately preceding the date on which family leave commences.

The leave period for the purposes of Military Caregiver Leave under FMLA shall be dependent on the start of any such leave regardless of the district's designated leave period described above.

Leave Duration

For the purposes of FMLA, an eligible employee is generally entitled to a total of 12 weeks of qualified leave during the district's designated leave period (12-month period)[14]. Spouses who work for the district and are eligible for FMLA leave may be limited to a combined total of 12 weeks of FMLA leave during the district's designated leave period when the purpose of the leave is for:

1. Birth of a child or to care for a child after birth;

2. Placement of an adopted child or child in foster care, the care for an adopted child or child in foster care after placement; or

3. Care of the employee's parent with a serious medical condition.

Except in specific and unique instances, all qualified leave under FMLA counts toward an employee's leave entitlement within the designated leave period.

For the purposes of OFLA, an eligible employee is generally entitled to a total of up to 12 weeks of OFLA leave, for sick child leave and bereavement leave, during the designated leave period. An eligible employee is entitled to a total of two weeks of bereavement leave upon the death of each family member of the employee within a leave year, except that the eligible employee may not take more than four weeks of bereavement leave within a leave year.

An employee may also be entitled to take a total of 12 weeks of OFLA pregnancy disability leave within the same leave year.

[14] An eligible employee taking Military Caregiver Leave under FMLA is entitled to up to 26 weeks of leave in the 12-month period beginning with the first day of such leave and regardless of any FMLA leave taken previously during the district's leave period. However, once the 12-month period begins for the purposes of Military Caregiver Leave under FMLA, any subsequent FMLA qualified leave, regardless of reason for such leave, will count toward the employee's 26-week entitlement under Military Caregiver Leave under FMLA.

Under OFLA, the employee may use all or part of the 12 weeks of sick child or bereavement leave and all or part of the 12 weeks of pregnancy disability leave in any order.

Unlike FMLA, OFLA does not combine the leave entitlement when two or more family members work for the district. Under OFLA, family members who work for the district may be restricted from taking concurrent OFLA qualified leave.[15]

For the purposes of OMFLA, an eligible employee is entitled to 14 days of leave per call or order to active duty or notification of a leave from deployment. When an employee also meets the eligibility requirements of OFLA, the duration of the OMFLA leave counts toward that employee's leave entitlement during the designated leave period.

Qualified leave under FMLA and OFLA for an eligible employee will run concurrently during the designated leave period if for the same qualifying reason. Qualified leave under FMLA will run concurrently with other qualified leave covered under Paid Family and Medical Leave Insurance (PFMLI) and/or available sick leave under ORS 653.601 - 653.661 for eligible employees. Qualified leave under OFLA may also run concurrently with leave taken under the sick time law in ORS 653.601 - 653.661 if for the same qualifying reason, but not concurrent with PFMLI.

For the purpose of tracking the number of leave hours an eligible employee is entitled and/or has used during each week of the employee's leave, leave entitlement is calculated by multiplying the number of hours the eligible employee normally works per week by 12[16]. If an employee's schedule varies from week-to-week, a weekly average of the hours worked over the 12 months worked prior to the beginning of the leave period shall be used for calculating the employee's normal workweek[17]. If an employee takes intermittent or reduced work schedule leave, only the actual number of hours of leave taken may be counted toward the 12 weeks of leave to which the employee is entitled.

Holidays which occur within the week taken as FMLA may be counted against FMLA entitlement.[18] However, for leave taken in increments of less than one week, holidays in which employees generally are not expected to report do not count against the employees FMLA leave entitlement.

Under OFLA, days in which the district is not in operation, are not counted toward intermittent or reduced work schedule OFLA leave.

Intermittent Leave

[With the exception of parental leave under FMLA which must be taken in one continuous block of time, a][A]n eligible employee is permitted under FMLA or OFLA to take intermittent leave for any qualifying reason.

[15] Exceptions to the ability to require family members to take OFLA qualified leave at different times are when one employee needs to care for a child for a purpose described in ORS 659A.159 (1)(a) while another employee is taking pregnancy disability leave or, one or more of the employees is taking bereavement leave.

[16] For example, an employee normally employed to work 30 hours per week is entitled to 12 times 30 hours, or a total of 360 hours of leave.

[17] For example, an employee working an average of 25 hours per week is entitled to 12 times 25 hours, or a total of 300 hours of leave.

[18] See 29 CFR § 825.200(h).

Intermittent leave is taken in separate periods of time (i.e., hours, days, weeks, etc.), rather than in one continuous period of time, and/or requiring an altered or reduced work schedule. For OFLA this includes but is not limited to sick child leave taken requiring an altered or reduced work schedule because the intermittent or recurring closure of a child's school or child care provider due to a statewide public health emergency declared by a public health official.

When an exempt employee is eligible for both OFLA and FMLA leave, and the employee takes intermittent leave in blocks of less than one day, if done in accordance with 29 CFR § 825.206, the district may reduce the employee's salary for the part-day absence without the loss of the employee's exempt status in accordance with OAR 839-020-0004(32).

When an exempt employee is eligible for OFLA leave but not FMLA leave, and the employee takes intermittent leave in blocks of less than one day, the district will jeopardize the employee's exempt status if the district reduces the employee's salary for the part-day absence.

An employee's FMLA and/or OFLA intermittent leave time is determined by calculating the difference between the employee's normal work schedule and the number of hours the employee actually works during the leave period. The result of such calculation is credited against the eligible employee's leave entitlement.

Alternate Work Assignment

Under FMLA, the district may transfer an employee taking intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment to an alternate position for which the employee is qualified and which better accommodates an employee's recovery from a serious health condition, a serious health condition of a spouse, parent, or child, or a serious injury of illness of a covered servicemember. However, the district may not transfer the employee to an alternative position in order to discourage the employee from taking leave or otherwise work a hardship on the employee.

Under FMLA, when an employee who is taking leave intermittently or on a reduced leave schedule and has been transferred to an alternative position no longer needs to continue on leave and is able to return to full-time work, the employee will be placed in the same or equivalent job as the job they left when the leave commenced. An employee may not be required to take more leave than necessary to address the circumstance that precipitated the need for leave.

Under OFLA, the district may transfer an employee on intermittent OFLA leave or reduced work schedule into an alternate position with the same or different duties to accommodate leave, provided:

1. The employee accepts the position voluntarily and without coercion;

2. The transfer is temporary, lasts no longer than necessary to accommodate the leave and has equivalent pay and benefits;

3. The transfer is compliant with any applicable collective bargaining agreement, as well as with state and federal law;

4. The transfer to an alternate position is used only when there is no other reasonable option available that would allow the employee to use intermittent leave or reduced work schedule; and

5. The transfer is not used to discourage the employee from taking leave or to create a hardship for the employee.

Under OFLA, an employee transferred to an alternate position for the purpose of a reduced work schedule must be returned to the employee's former position when the employee notifies the employer that the employee is ready to return to the former position at the end of the alternate duty leave.

The district may transfer an eligible employee to an alternate position that accommodates OFLA pregnancy disability leave provided:

1. The employee accepts the transfer position voluntarily and without coercion;

2. The transfer is temporary, lasts no longer than necessary and has equivalent pay and benefits;

3. The transfer is compliant with any applicable collective bargaining agreements, as well as with state and federal law;

4. The transfer is not used to discourage the employee from taking OFLA leave or to create a hardship for the employee.

Under OFLA, if an eligible employee is transferred to an alternative position and as a result the employee works fewer hours than the employee worked in the original position, the employee's OFLA leave time is determined by calculating the difference between the number of hours the employee worked in the original position and the number of hours the employee actually works in the alternative position.

An employee is not on OFLA leave if the employee has been transferred – as provided for in OAR 839-009-0245 (5) – to an alternate position for the purpose of alternate work duties that the employee is able to perform within the limitations of the employee's pregnancy disability, but not requiring a reduced workweek. An employee working in an alternate position retains the right to return to the employee's original position at any time during the employee's OFLA leave. This does not impair the right of an employee to a reasonable accommodation or the application of any other state or federal law.

Special Rules for School Employees

For the purposes of FMLA, "instructional employee" means those whose principal function is to teach and instruct students in a class, a small group or an individual setting. Athletic coaches, driving instructors and special education assistants, such as signers for the hearing impaired, are included in this definition. This definition does not include teacher assistants or aides who do not have as their principal job actual teaching or instructing, auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers or bus drivers.

FMLA leave that is taken for a period that ends with the school year and begins with the next semester is considered consecutive rather than intermittent. The period during the summer vacation when the employee would not have been required to report for duty is not counted against the employee's FMLA leave entitlement. In any such situation, the eligible instructional employee will receive any benefits during the break period that employees would normally receive if they had been working at the end of the school year.

1. Foreseeable Intermittent Leave Exceeding 20 Percent of Working Days

When the qualified leave is foreseeable, will encompass more than 20 percent of the eligible instructional employee's regular work schedule during the leave period, and the purpose of such leave is to care for a family member with a serious medical condition, for a covered servicemember or for the employee's own serious medical condition, the district may require the eligible instructional employee to choose either to:

a. Take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
b. Temporarily transfer to an available alternate position for which the employee is qualified, which has equivalent pay and benefits, and which better accommodates recurring periods of leave than the employee's regular position.

If an instructional employee does not give required notice of foreseeable FMLA leave to be taken intermittently or on a reduced leave schedule, the district may require the employee to take leave of a particular duration, or to transfer temporarily to an alternative position. Alternatively, the district may require the employee to delay the taking of leave until the notice provision is met.

2. Limitation on Leave Near the End of the Term[19]

When an eligible instructional employee requests leave near the end of the term, the district may require the following:

a. When the qualified leave begins more than five weeks before the end of the term, the district may require the employee to continue taking leave until the end of the term if:

(1) The leave will last at least three weeks; and
(2) The employee would return to work during the three-week period before the end of the term.

b. When the qualified leave begins during a five-week period before the end of the term and the purpose of such leave is parental leave, for the serious health condition of a family member or to care for a covered servicemember, the eligible instructional employee may be required by the district to remain on leave until the end of the term if:

(1) The leave will last more than two weeks; and
(2) The employee would return to work during the two-week period before the end of the term.

c. When the qualified leave begins within three weeks of the end of the term and the purpose of such leave is parental leave, for the serious health condition of a family member or to care for a covered servicemember, the eligible instructional employee may be required to remain on leave until the end of the term if the length of the leave will last more than five working days.

[19] "Academic term" means the school semester, which typically ends near the end of the calendar year and the end of spring each school year. In no case may a school have more than two academic terms or semesters each year for purposes of FMLA. 29 CFR § 825.602(b)

If the district requires an eligible instructional employee to remain on leave until the end of the term as described above, additional leave required by the district until the end of the school term shall not count against the eligible instructional employee's leave entitlement.

For the purposes of OFLA leave, if an employee[20] begins a period of bereavement leave during the three-week period before the end of the term and the duration of the leave is greater than five working days, the district may require the employee continue on family leave until the end of the term.

Paid/Unpaid Leave

FMLA and OFLA do not require the district to pay an eligible employee who is on a qualified leave. Paid Family and Medical Leave Insurance (PFMLI) leave taken via Paid Leave Oregon or an equivalent plan will run concurrently with FMLA and leave available under ORS 653.601 - 653.661 when taken for the same purpose. An employee may elect to use any available accrued paid leave including personal, sick or vacation leave during the leave period [{[21]}to the extent that the total combined amount of accrued paid leave and benefits received from PFMLI does not exceed an amount equal to the employee's full wage replacement during the period of leave]. [The total combined amount received by using accrued leave and PFMLI may exceed the employee's full wage replacement during the period of leave.] The district will notify the eligible employee when the requested leave has been designated as FMLA or OFLA leave and ask the employee about the use of available accrued paid leave.

Eligible employees taking OMFLA leave are entitled to use available accrued paid time off during the OMFLA leave period.

Benefits and Insurance

When an eligible employee returns to work following a FMLA-, OFLA- or OMFLA-qualified leave, the employee must be reinstated to the same position the employee held when the leave commenced, or to an equivalent position with equivalent benefits, pay and other terms and conditions of employment.

During an OFLA qualified leave an eligible employee does not accrue seniority or other benefits that would have accrued while the employee was working, unless the terms of a collective bargaining agreement, other agreement or other district policy provide otherwise.[22] The eligible employee is also subject to layoff to the same extent similarly situated employees not taking OFLA leave are subject unless the terms of an applicable collective bargaining agreement, other agreement or the district's policies provide otherwise.

For the purposes of FMLA and OFLA, the district will continue to pay the employer portion of the eligible employee's group health insurance contribution (if applicable) during the qualified leave period. The eligible employee is required to pay the employee portion of any such group health insurance contribution as a condition of continued coverage.

[20] Applies only to an employee who is employed principally in an instructional capacity by the district.

[21] {Select one of the two bracketed options based on district practice, i.e., keep the ending to this sentence OR delete this ending and keep the following bracketed sentence. See ORS 657B.030(2) for additional guidance.}

[22] See also ORS 342.934(4)(d) in reduction force situations.

For the purposes of FMLA qualified leave, the district's obligation to maintain the employee's group health insurance coverage will cease if the employee's contribution is remitted more than 30 calendar days late. The district will provide written notice that the premium payment is more than 30 calendar days late. Such notice will be provided within 15 calendar days before coverage is to cease.

For the purposes of OMFLA, the eligible employee is entitled to a continuation of benefits.

Fitness-for-Duty Verification

For purposes of FMLA, prior to the reinstatement of an employee following a leave which was the result of the employee's own serious health condition, the district may require the employee to obtain and present a Fitness-for-Duty Certification. If the district is going to require a Fitness-for-Duty Certification upon return to work, the district must notify the employee of such requirement when the leave is designated as FMLA leave and that failure to provide the certification may result in a delay or denial of reinstatement. Any costs associated with obtaining the certification shall be borne by the employee.

Application

For purposes of FMLA, an eligible employee requesting FMLA leave shall provide at least 30 days' notice prior to the leave date if the leave is foreseeable. The notice shall be written and include the anticipated start date, duration and reasons for the requested leave. When appropriate, the eligible employee must make a reasonable effort to schedule treatment, including intermittent leave and reduced leave, so as not to unduly disrupt the operation of the district.

For purposes of OFLA, an eligible employee shall provide at least [{[23]}30] days' written notice of the need for foreseeable leave before starting family leave. An employee may commence family leave without prior notice in the event of: an unexpected illness, injury or condition of a child of the employee that requires home care; the death of a family member; the closure of the school or child care provider of the employee's child due to a public health emergency unless the declaration of the emergency was issued by the Governor at least 30 days before commencement of the leave; or an illness, injury or condition related to the employee's own pregnancy or childbirth that disables the employee from performing any available job duties offered by the district. If an employee commences leave without prior notice as allowed above, the employee must give oral notice[24] to the employer within 24 hours of the commencement of the leave and must provide the written notice within three days after returning to work. Failure of an employee to provide the required notice for leave may result in the district deducting up to three weeks from the employee's unused OFLA leave in that one-year leave period. The employee may be subject to disciplinary action for not following the district's notice procedures.

The district may request additional information[25] to determine the requested leave qualifies as FMLA or OFLA leave as provided by law. The district may designate the employee as provisionally on FMLA or OFLA leave until sufficient information is received to properly make a determination.

An eligible employee able to give advance notice of the need to take leave must follow the district's known, reasonable and customary procedures for requesting any kind of leave.

[23] {This number of days should align with the days provided in the leave request form.}

[24] Oral notice may be given by any other person on behalf of the employee taking the leave.

[25] See OAR 839-009-0260 for OFLA and 29 CFR § 825.305 et. al. for FMLA.

For the purposes of FMLA, if advance notice is not possible, an employee eligible for FMLA leave must provide notice as soon as practicable. "As soon as practicable," for the purpose of FMLA leave, means as soon as both possible and practical, taking into account all of the facts and circumstances in the individual case. In most situations, as soon as practicable will be within one business day of an employee becoming aware of the need. Failure of an employee to provide the required notice for FMLA leave may result in the district delaying the employee's leave up to 30 days after the notice is ultimately given.[26]

For the purposes of OFLA, if an eligible employee is taking leave in an unforeseeable situation, an employee must give oral or written notice[27] within 24 hours before or after commencement of the leave.

In all cases, proper documentation must be submitted no later than three working days following the employee's return to work.

For purposes of OMFLA, an employee must provide the district with notice of the intention to take leave within five business days of receiving official notice of an impending call or order to active duty or of a leave from deployment.

Verification

Under FMLA, the district may require an eligible employee to provide medical certification, when appropriate[28], to support the stated reason for such leave. In most cases, the district will provide written notification to an employee of this requirement within five working days of the employee's request for leave. The employee is required to submit such medical certification no later than 15 calendar days after receipt of the district's notification that medical certification is required, unless not practicable. Any additional certifications, including second and third opinions, will be in accordance with applicable law.

Under OFLA, the district may require an eligible employee to provide medical verification, when appropriate[29], to support the stated reason for qualifying OFLA leave. The district will provide written notification to an employee of this requirement and state the consequences for failure to provide the requested medical verification. If the employee gives advance written notice of foreseeable leave, the district may require the employee to provide medical verification for OFLA leave before the leave starts. If the employee begins unforeseeable OFLA leave without prior notice, the employee is required to submit such medical verification within 15 calendar days after receipt of the district's request for medical verification. The employee may be subject to disciplinary action for not providing the requested medical verification.

For the purposes of OFLA qualified leave, costs associated with obtaining the medical verification shall be borne by the district or be paid as otherwise allowed by law. The district will not delay the use of

[26] See 29 CFR § 825.304.

[27] Notice may be given by any other person on behalf of the employee taking the leave.

[28] Medical verification is not allowed in every situation. Review current laws and guidance for more information.

[29] Medical verification is not allowed in every situation. Review current laws and guidance for more information. (OAR 839-009-0260)

qualifying OFLA leave when medical verification is not received before the commencement of unforeseeable leave. The district may not require an employee to obtain a second opinion.

Under OFLA, the district may request verification for the need for leave to care for a child who requires home care due to the closure of the child's school or child care provider as a result of a public health emergency. A request for verification may include a request for:

1. The name of the child requiring home care;

2. The name of the school or child care provider that is subject to the closure;

3. A statement from the employee that no other family member of the child is willing and able to care for the child; and

4. A statement that special circumstances exist that require the employee to provide home care for the child during the day, if the child is older than 14 years of age.

Posted Notice

The district will post the Bureau of Labor and Industries Family Leave notice in each building or worksite in an area that is accessible to and regularly frequented by employees.[30] The district will also post a notice explaining the provisions of FMLA and providing information concerning the procedures for filing complaints.[31]

Record Keeping

The district will maintain all records as required by federal and state laws including dates leave is taken by employees, identified separately from other leave; hours/days of leave; copies of general and specific notices to employees, including Board policy(ies) and regulations; premium payments of employee health benefits while on leave and records of any disputes with employees regarding granting of leave.

Medical documentation will be maintained separately from personnel files as confidential medical records.

Federal vs. State Law

Both federal and state law contain provisions for family and medical leave. Federal regulations state an employer must comply with all leave laws; that the federal law does not supersede any provision of state law that provides greater family or medical leave rights than those established pursuant to federal law; and if leave qualifies for FMLA and OFLA leave, the leave used counts against the employee's entitlement under both laws. State law requires that FMLA and state leave entitlements run concurrently when for the same purpose.

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[30] https://www.oregon.gov/boli/employers/Documents/BOLI_Printable_FamilyMedLv.pdf {Electronic posting **is not** sufficient to satisfy this requirement but may be used to supplement the physical posting.}

[31] https://www.dol.gov/sites/dolgov/files/WHD/legacy/files/fmlaen.pdf {Electronic posting **is** sufficient as long as it is posted prominently where it can be readily seen by employees and applicants for employees. The poster and the text must be large enough to be easily read and contain fully legible text.}

OSBA Model Sample Administrative Regulation

Code: KNA-AR(1)
Revised/Reviewed:

Interactions with Immigration Enforcement

The [Superintendent] is designated as the "immigration liaison."

1. Staff[, contractors and volunteers] shall adhere to all district policies when interacting with federal immigration authorities and the following administrative regulations:

    a. Unless expressly authorized by the superintendent or designee, or by the immigration liaison on behalf of the superintendent or designee, staff shall not:

        (1) Provide federal immigration authorities with records or information about students, staff, or volunteers;
        (2) Confirm whether a student, staff member, or volunteer is present or make the student, staff member, or volunteer available;
        (3) Allow access to non-public areas of the district's facilities or property;
        (4) Sign documents presented by federal immigration authorities; or
        (5) Give consent to any immigration enforcement action.

    b. Staff may not interfere with lawful immigration enforcement actions or physically obstruct federal immigration authorities in any manner. However, staff should immediately report to the immigration liaison if they observe any conduct or enforcement activities by federal immigration authorities that violate state or federal law, or district policies, or that otherwise present a security threat or potential danger to students, staff, volunteers, or visitors.
    c. Staff who receive a request related to immigration enforcement must immediately notify the immigration liaison. The immigration liaison is responsible for interacting with the federal immigration authorities until the matter is concluded or the federal immigration authorities have been referred to the superintendent or designee.
    d. The immigration liaison or alternate immigration liaison should meet the federal immigration authorities at the school door or other area designated by the superintendent or designee for this purpose.
    e. The immigration liaison shall provide federal immigration authorities with a copy of this policy and explain that school staff are required to follow these steps in this policy. The immigration liaison should inform the immigration authorities that school staff must contact the office of the superintendent or designee for guidance before providing access to school facilities, records, or other information.
    f. The immigration liaison should direct another staff member to contact the superintendent or designee while the immigration liaison remains with the federal immigration authorities.
    g. The immigration liaison must document the request from federal immigration authorities to the fullest extent possible under the circumstances. At a minimum, the documentation shall include the following information, if available:

        (1) The name, badge number, and agency of the law enforcement officer making the request;
        (2) The number of officers present;

(3) Time, date, and location of the request;
(4) The nature of the request;
(5) The source of authority for the request, including whether the request is administratively or judicially authorized;
(6) Whether the request requires an immediate response;
(7) The identification of witnesses present; and
(8) How the encounter concluded.

h. The immigration liaison shall direct another staff member to transmit copies, photos, or other documentation provided by federal immigration authorities to the superintendent or designee, along with other information documented pursuant to this policy. The superintendent or designee must approve any response to a law enforcement request related to immigration enforcement as provided in Section 3 of this administrative regulation.

2. Determination of Validity of Judicial Warrant, Subpoena or Order

a. If presented with a warrant, subpoena or order by federal immigration authorities, the immigration liaison shall verify the validity of the warrant, subpoena or order by determining whether the warrant, subpoena or order is judicially authorized. An administrative warrant, subpoena, order or other legal process that has not been authorized by a judicial officer does not authorize the district to provide law enforcement with access to records or information, or facilities for purposes of immigration enforcement.

A judicially authorized warrant, subpoena or order contains the following key features:

(1) A caption, near the top of the document, identifying the court that issued the order (typically the federal district court for the District of Oregon);
(2) A signature block, near the end of the document, including the name of the person who signed the order, and identifying that individual as a judge, magistrate, clerk of court, or other person signing on behalf of a judge or magistrate, and the date of the signature; and
(3) An indication that the warrant, subpoena or order has not expired.

Examples of warrants and subpoenas are available in the Attorney General's model policies[1].

b. The immigration liaison shall notify the superintendent or designee of the warrant, subpoena or order and whether the warrant, subpoena or order appears on its face to be judicially authorized.
c. The immigration liaison should request a copy of the warrant, subpoena or order and transmit a copy of the warrant, subpoena or order for review by the superintendent or designee, or legal counsel.
d. The superintendent or designee shall make the final determination regarding the validity of any warrant, subpoena or order and whether, and to what extent, federal immigration will have access to district records or information, or facilities. If the superintendent or designee is uncertain as to the validity or scope of the warrant, subpoena or order, the superintendent or

[1] https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf

designee should immediately consult legal counsel or a statewide or regional education organization.

3. Approval of Response by Superintendent

a. The immigration liaison shall notify the superintendent or designee of a request related to immigration enforcement prior to responding to the request. The superintendent or designee will only honor requests from immigration enforcement officers or other agencies enforcing federal immigration laws if the request is judicially authorized. If the superintendent or designee is uncertain as to the lawfulness or scope of the request, the superintendent or designee should immediately consult legal counsel or a statewide or regional education organization prior to approving a response.

b. If the superintendent or designee determines that a response is not authorized by a judicial subpoena issued as part of a court proceeding or by another compulsory court-issued legal process, such as a warrant, the superintendent or designee shall direct the immigration liaison to decline the request.

Upon direction of the superintendent or designee, the immigration liaison shall decline the request, refer the federal immigration enforcement authorities to the superintendent or designee, and request that they leave the premises.

The immigration liaison shall ensure that the information documented pursuant to this administrative regulation is submitted to the Oregon Criminal Justice Commission as provided in ORS 181A.826.

c. If the request is accompanied by a subpoena, warrant or order that appears on its face to be judicially authorized, the superintendent or designee must review and approve the immigration liaison of district's response to the request.

The superintendent or designee shall ensure that the district's response provides no greater access to records or information, or facilities, than that required by the subpoena, warrant or order.

d. If the request involves a warrant that appears to be valid and authorizes the arrest of a particular person, the superintendent shall direct the immigration liaison to request that the arrest be conducted in a manner that is the least disruptive to the school environment and to the person's wellbeing, which may include bringing the arrestee to the federal immigration authorities.

4. [School-Sponsored Events

If federal immigration authorities appear at a school-sponsored event open to the general public (e.g., field trip, athletic event, band event), staff should document their observations, notify the immigration liaison and follow any guidance provided by the immigration liaison. When alerted to the presence of federal immigration authorities at a school-sponsored event, the immigration liaison shall notify the superintendent or designee.]

5. [School Transportation/Buses

PROPOSED

If federal immigration authorities request to board a school bus or other vehicle transportation, the driver should ask them to wait outside the bus/vehicle, close the doors, and immediately call the immigration liaison and follow any guidance provided by the immigration liaison. The immigration liaison shall notify the superintendent or designee and coordinate an approved response as outlined in this policy.]

6. [Volunteers

The district will determine which volunteers need to receive training or materials regarding this administrative regulation.]

PROPOSED

Brookings-Harbor
School District 17C

Code: **JHFC/JHFD-AR**
Revised/Reviewed:
Orig. Code(s): JHFC-AR

Personal Student Transportation

Bicycle Use

Students who live within a reasonable distance may ride bicycles to school. Consistent with Board policy JHFC - Student Bicycle Use, bicycle riders are encouraged to observe safe and lawful practices. All bicycle riders must comply with Oregon helmet laws. Bicycles must be parked in a designated area on school grounds and should be locked. The district assumes no responsibility or liability for loss or damage to bicycles.

Skateboard/Roller Blade/Scooter Use

Students who live within a reasonable distance may ride skateboards, roller blades, scooters, and other similar devices to school provided they wear appropriate safety equipment, and providing the skateboards, roller blades, scooters, and other similar devices are stored properly in a manner designated by the principal or designee during the school day. The district assumes no responsibility for loss or damage to skateboards, roller blades, scooters, and other similar devices.

Due to the inherent dangers both to participant and non-participant, combined with the potential liability assumption, the use of skateboards, roller blades, scooters, and other similar devices on district property is not allowed. The district recognizes there may be circumstances when skateboards, roller blades, scooters, and/or similar devices, will be allowed. Such circumstances will be approved by the principal or designee and may require parent/guardian permission for student participation.

Motorized Bicycle/Motorized Scooter Use

Motorized bicycles (E-bikes) or motorized scooters (E-scooters) are prohibited on district property for persons under age 16.

Student Vehicle Use

As provided in Board policy JHFD - Student Vehicle Use, all students who drive vehicles to school are subject to parking and driving rules developed by the principal or designee.

The district may require students parking vehicles on district property on a regular basis to show evidence:

1. That the student driving the vehicle holds a valid driver's license;
2. That the vehicle is currently registered;
3. That the student driving is insured under a motor vehicle liability insurance policy or other satisfactory proof of compliance with the financial responsibility requirements of the state;
4. That the vehicle is in compliance with district rules by displaying the appropriate tag/sticker, as applicable.

Parking privileges will be subject to the specific requirements of this regulation and any other applicable policy or regulation and/or rules of the district. Parking privileges, including driving on district property, may be revoked by the principal or designee for violations of policies, regulations or school rules. The district will post appropriate parking signs.

The district assumes no responsibility or liability for stolen or damaged vehicles.

Non-Licensed Motor Vehicles Not Allowed

Non-licensed motorized vehicles, such as minibikes, go-carts, all-terrain vehicles, snowmobiles, motorized scooters, and other similar devices are not permitted on district property.

END OF ADMINISTRATIVE REGULATION

Cross Reference(s):

ECD - Traffic and Parking Controls
JHFC - Student Bicycle Use
JHFD - Student Vehicle Use

Kalmiopsis Elementary

August Board Report - 2026/27 School Year
Kalmiopsis Elementary School
BHSD Board Statement: Student success is GRIT: the ability to develop curiosity, persevere, have a greater purpose, advocate for oneself, and continually nurture a growth mindset.
BHSD District Goal is to improve student achievement.
Kalmiopsis School Improvement Goal-**Improving ELA/Math Scores**

Attendance:

We have 59 kindergarten students enrolled. We started Kinder Academy on Monday the 10th with 57 students attending with some in the morning session and some in the afternoon session. Thursday evening we had our family pizza and Ice cream social night. Transportation had 2 buses that took families for a short drive around town so that the students could get familiar with riding a bus and they covered bus safety with the families.

As always, enrollment is increasing and we are at 517 students as of 8/10/26.

Celebrations:

- Our custodial staff has worked tremendously hard all summer and Kalmiopsis looks GREAT!
- Maintenance built a couple of walls to separate classrooms as we moved staff out of the modular buildings. 2 of the modulars are ready to be moved out and the last one will be emptied next year.
- Office staff returned on the 3rd along with myself and have made sure everything is set for staff coming back on the 24th.
- Safety City was a huge success with 35 incoming kindergarteners attending.

We are excited for this next school year and as always we appreciate your support as we serve our students, families, and the community.

Thank you,

Matthew Bennett, Principal
Lynn Schiermeyer, Vice Principal

Brookings Harbor High School

Principal Kelly Whitley Assistant Principal Shaun Bavaro

Overview:

At Brookings-Harbor High School, our work continues to be organized around three primary lines of effort: **Operations, Student Connections, and Student Engagement**.

These priorities guide how BHHS develops systems, allocates resources, and supports students and staff. As we begin the 2026–2027 school year, our focus is on establishing consistent procedures, strengthening connections within our school community, and providing engaging learning experiences that meet the needs of our students.

This report outlines the primary changes being implemented at the beginning of the school year in support of these efforts.

Operations:

As part of our focus on school operations and student accountability, BHHS has adopted GoGuardian Hall Pass as its school-wide digital pass system. This system provides staff with real-time information regarding student movement throughout the building and establishes a clear, consistent process for issuing and monitoring passes.

BHHS has also made an adjustment to the Friday schedule by moving Flex to the end of the school day. A significant number of students travel on Fridays for athletics and activities. Placing Flex at the end of the day will reduce the amount of core instructional time missed by participating students while still maintaining access to academic support and enrichment opportunities.

Student Connections:

As part of our focus on student connections, BHHS is implementing a new Advisory model for the 2026–2027 school year. Advisory classes will include students from all grade levels, with students remaining with the same advisor throughout their high school experience. The class will focus on building community, strengthening relationships between students and staff, developing career-readiness skills, and increasing school spirit.

BHHS is also waiving ASB fees for students this year. All students who present their student body card will receive free admission to home athletic events. This change is intended to remove a barrier to student participation and encourage more students to attend events, support their peers, and take an active role in the school community.

Building stronger community support for BHHS will be a central focus this year. Athletics and activities provide a natural place to begin because they bring students, families, staff, and community members together. By increasing student attendance and school spirit, we hope

families will also feel encouraged to attend events and become more connected to the school. Our goal is to create an environment in which BHHS events are a gathering place for the greater Brookings-Harbor community.

Student Engagement:

As part of our focus on student engagement, BHHS is shifting away from the one-to-one Chromebook model and returning devices to classroom carts. Students must continue to learn how to use technology appropriately and effectively. However, two separate sets of student feedback produced a clear and consistent request for fewer computer-based assignments and more hands-on learning experiences.

BHHS is listening to that feedback. During the 2026–2027 school year, staff will focus on strengthening instruction and curriculum by increasing hands-on learning and providing students with more opportunities to think critically, solve problems, collaborate, and apply their learning.

Technology will remain part of the educational experience at BHHS, but its use must be intentional and connected to a specific instructional purpose. Our goal is to establish an appropriate balance between technology, direct instruction, hands-on experiences, and meaningful interaction. Human connection and the art of teaching will remain at the center of the classroom.

Technology Department
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580 Fern Ave (Physical)
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541 469-7443
Fax 541 469-6599
www.brookings.k12.or.us

August 2026 Board Report

During the months of June and July, the IT department received 59 new tickets and closed 46 open tickets. So far during the month of August we have received 31 new tickets.

We are still waiting for the final review and approval of our ERate Category 2 expenditures so we can order the equipment and install it. For some unknown reason, the review process seems to be taking longer than previous years.

We have been spending Summer Break on a variety of projects throughout the district aimed at improving our network as well as the teaching environment in the classrooms. We are in the last phases of making sure that technology in each classroom is setup and functioning properly and the student chromebooks are refreshed and ready for another year of student use.

The installation of our new Ednetics Series1 phone system was completed during the last week of July. The many months of planning and preparation paid off as the actual porting of phone numbers and implementation went very smoothly. We now have a remotely hosted VOIP system that should serve us well for the next several years. As an added bonus our monthly recurring cost has decreased by around $1,000 per month.

As an IT Department we are looking forward to serving the staff and students during the next school year and are committed to making things in the tech realm run as smoothly as possible.

Sincerely,

Bruce Raleigh
Director of Technology

Brookings-Harbor School District
629 Easy Street
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Athletics & Activities

August 2026 Board Report

Welcome back festivities are ramping up and programs are gaining momentum. We spent all summer running camps, tournaments, and clinics to help grow our activities and early participation signups are showing that work is paying off.

Girls Basketball hosted their annual Beat the Heat tournament at the end of June to an extraordinarily high number of athletes and families. Teams traveled from all over the pacific northwest to play 6-7 games each over 3 days. All and all, we hosted over 125 games in 3 days, 3-point contest, and hosted breakfast for anyone that wanted it. Huge success as every year and special thanks to all our referees who travel down and stay the nights to provide us with quality officiating. Boys basketball travelled and played in a few games and tournaments as well. With the hiring of a new head coach, we are excited to see some fun things this winter with the extra work they got in this summer.

Soccer hosted its annual camp with nearly 50 kids showing up for 3 days to build their skills. Our new SOCOMI Sport Complex really shines in these types of events. Students are able to spread out and work on a variety of skills and gear up for the fall season. Great job by our high school soccer students for running the camp and providing fun and engaged skill building.

Football hosted its annual team camp. We are still working hard to grow this into a premier event on the coast. Teams competed in weight lifting, relay drills, team building, and scrimmages. Teams stayed the night in our buildings and our cafeteria service was able to provide great food to them throughout the 3 days. More to come as we ramp this event up.

Volleyball, and band camp are going on as we speak. Both programs bring in a wide range of ages and skill levels to grow as cohesive units. Cheer is also bringing in a clinician (as they did last year) to work with them on their routines and fundamentals. This truly paid off last year as they got back to competing within the sport and we look forward to even more this year.

Schedules are rounding out as we speak and will be added through various online outlets over the next 2 weeks. Please be sure to put down our biggest events on your calendar and come on out to support the students.

GO BRUINS!
Keith Wallin, Athletics & Activities Director

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District Communications August 2026

New Systems, New Year

August has been about getting district systems ready for the new year: including set-up and training for school secretaries and other key staff, back-to-school logistics across all three schools, and continued work on the new strategic plan's messaging of "Together We Succeed."

Front Office Systems Training

On August 5, Communications led a Communications Update for school secretaries during in-service, covering three systems changes this year. ParentSquare last year replaced our district's former alert system (One Call Now) and will now take over where ClassDojo, Remind, Band, and other outside apps were being used at the classroom or team level, giving every classroom and building one platform for posts, direct messages, and two-way translated messaging. Digital signage is getting an update too, with a new outdoor digital screen replacing our oldest at the elementary school (thank you, Facilities and IT teams) and we now use ViPlex for all four of our districts vibrant, versatile and programmable outdoor digital screens. This year the middle school will also have an indoor announcement TV system similar to what the high school and district office have had for several years.

Back-to-School Communications

Registration and welcome communications went out from all three schools this summer, along with updated handbooks and bell schedules posted for 2026-27. All students again receive free breakfast and lunch under the district's Community Eligibility Provision, and BHHS is waiving its $25 ASB card fee this year. Communications produced back-to-school flyers, an FAQ with changes to the Chromebook policy at the high school and middle school, and a first-week-of-school graphic explaining each building's staggered "soft start" schedule.

Key dates:

- Registration Help, Kalmiopsis & Azalea Middle School: Aug. 12, 10 a.m.–5:30 p.m.
- Registration Help, Brookings-Harbor High School: Aug. 17, 10 a.m.–5:30 p.m.
- Soft Start Day, Grade 6, Grade 9, and new-to-district students: Aug. 31
- First Day of School, Grades 6–12: Sept. 1; Grades K–5: Sept. 2
- Kalmiopsis Community Night and Spaghetti Feed: Sept. 3, , 5:30–7 p.m.
- Back-to-School Night/Dual Credit Night, BHHS: Sept. 9, 5:30–7 p.m.
- AMS Open House: Sept. 16, 4:30–7 p.m.

Nancy Raskauskas-Coons, Communications Coordinator

Stay Connected: Brookings-Harbor School District: Web: brookings.k12.or.us/; Social: facebook.com/BHSD17C/

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

Food Services August 2026 Board Report

Between the End of School, up to July 23rd, the BHSD Summer Foods program had a good steady pace of giving out ready-to-go lunches and sack breakfasts. In 22 days, we served 2,191 breakfasts and 2,095 lunches. We got to see students from soccer camp, Safety City, swim lessons, football camp, and basketball camp. The Food Program had a surprise administrative review the very first week of feeding ESY (Extended School Year). There were 5 findings, and all were corrected that same day or shortly after. I have recently applied for the Competitive Farm to School Grant for purchasing fresh fruit and vegetables. Now that we are into August, I am serving 65 incoming Kindergarteners and trying to get a jump on the new school year. New changes are on the way, and I look forward to sharing them with you.

The following attachments are the menus for September.

~ Cindy Devos



September



31	1	2	3	4
Breakfast Burrito **Super Nacho** **Turkey n Cheese Sandwich**	WG Cinn. Roll W/Chez Stx **Pulled Pork on Bun** **Turkey n Cheese Sandwich**	Biscuit n Gravy **Meaty Spaghetti W/Roll** **Turkey n Cheese Sandwich**	Breakfast Bowl **Sweet N Sour Chicken Bowl** **Turkey n Cheese Sandwich**	WG Poptart w/Chez Stix **Local Tuna Salad on Croissant W/Chips** **Turkey n Cheese Sandwich**
7	**8**	**9**	**10**	**11**
LABOR DAY **No School!**	Bagel and Cream Cheese **Corndog** **Chef Salad** **Italian Grinder Wrap**	Biscuit n Gravy **Pizza on a Bun** **Chef Salad** **Italian Grinder Wrap**	Pancake Sausage Sandwich **Couscous Chicken Soup W/Roll** **Chef Salad** **Italian Grinder Wrap**	Breakfast Bar W/Chez Stx **Monte Cristo** **Chef Salad** **Italian Grinder Wrap**
14	**15**	**16**	**17**	**18**
Breakfast Burrito **Bean an Cheese Burrito** **Spinach salad** **Ham and Cheese Sub**	WG Cinn. Roll W/Chez Stx **Tomato Soup W/Cheese Bread** **Spinach salad** **Ham and Cheese Sub**	Biscuit n Gravy **Philly Cheese Sub W/Chips** **Spinach salad** **Ham and Cheese Sub**	French Toast w/Sausage **Walking Tacos** **Spinach salad** **Ham and Cheese Sub**	Breakfast Banana Split **Siracha Chicken Wrap W/Chips** **Spinach salad** **Ham and Cheese Sub**
21	**22**	**23**	**24**	**25**
Apple Frudal W/Cheese Stick **Chicken Strips W/Roll** **Caesar Salad** **Combo Sub**	Bagel and Cream Cheese **Chili Cheese Tots W/Bread** **Caesar Salad** **Combo Sub**	Biscuit n Gravy **Teriyaki Chicken Bowl** **Caesar Salad** **Combo Sub**	Pancake Sausage Sandwich **Beef Taco Bowl** **Caesar Salad** **Combo Sub**	Breakfast Bar W/Chez Stx **BBQ Chicken Wrap W/Chips** **Caesar Salad** **Combo Sub**
28	**29**	**30**		
Breakfast Burrito **Cheese Burger** **Chef Salad** **Roast Beef Sub**	WG Cinn. Roll W/Chez Stx **Super Nachos** **Chef Salad** **Roast Beef Sub**	Biscuit n Gravy **Hog Heaven Sandwich W/Chips** **Chef Salad** **Roast Beef Sub**		

"Brookings -Harbor School District is an equal opportunity provider"

AZALEA MENU 2026

All student Meals are FREE!

-**Breakfast Daily**-
Assortment of bagels, hot & cold cereal, 100% juice, yogurt parfait, fresh fruits, whole white milk, and non fat chocolate milk.

-**Lunch Daily**-
Two salad bars consisting of a wide variety of fruits, vegetables, legumes, cheese, proteins, salad toppers, and condiments! And a Sandwich Option

Menu Subject to Change

HARVEST OF THE MONTH

TOMATOES







GO,FIGHT,WIN BRUINS



31	1	2	3	4
Breakfast Burrito **BHHS Staff BBQ For The Students**	WG Cinn. Roll W/Chez Stx **Pulled Pork on Bun** **Caesar Salad** **Turkey and Cheese Sandwich**	Biscuit n Gravy **Meaty Spaghetti W/Roll** **Caesar Salad** **Turkey and Cheese Sandwich**	Breakfast Bowl **Sweet N Sour Chicken Bowl** **Caesar Salad** **Turkey and Cheese Sandwich**	WG Poptart w/Chez Stix **Local Tuna Salad on Croissant W/Chips** **Caesar Salad** **Turkey and Cheese Sandwich**
7	8	9	10	11
LABOR DAY **No School!**	Bagel and Cream Cheese **Corndog** **Chef Salad** **Italian Grinder Wrap**	Biscuit n Gravy **Pizza on a Bun** **Chef Salad** **Italian Grinder Wrap**	Pancake Sausage Sandwich **Couscous Chicken Soup W/Roll** **Chef Salad** **Italian Grinder Wrap**	Breakfast Bar W/Chez Stx **Monte Cristo** **Chef Salad** **Italian Grinder Wrap**
14	**15**	**16**	**17**	**18**
Breakfast Burrito **Bean an Cheese Burrito** **Spinach salad** **Ham and Cheese Sub**	WG Cinn. Roll W/Chez Stx **Tomato Soup W/Cheese Bread** **Spinach salad** **Ham and Cheese Sub**	Biscuit n Gravy **Philly Cheese Sub W/Chips** **Spinach salad** **Ham and Cheese Sub**	French Toast w/Sausage **Walking Tacos** **Spinach salad** **Ham and Cheese Sub**	Breakfast Banana Split **Siracha Chicken Wrap W/Chips** **Spinach salad** **Ham and Cheese Sub**
21	**22**	**23**	**24**	**25**
Apple Frudal W/Cheese Stick **Chicken Strips W/Roll** **Caesar Salad** **Combo Sub**	Bagel and Cream Cheese **Chili Cheese Tots W/Bread** **Caesar Salad** **Combo Sub**	Biscuit n Gravy **Teriyaki Chicken Bowl** **Caesar Salad** **Combo Sub**	Pancake Sausage Sandwich **Beef Taco Bowl** **Caesar Salad** **Combo Sub**	Breakfast Bar W/Chez Stx **BBQ Chicken Wrap W/Chips** **Caesar Salad** **Combo Sub**
28	**29**	**30**		
Breakfast Burrito **Cheese Burger** **Chef Salad** **Roast Beef Sub**	WG Cinn. Roll W/Chez Stx **Super Nachos** **Chef Salad** **Roast Beef Sub**	Biscuit n Gravy **Hog Heaven Sandwich W/Chips** **Chef Salad** **Roast Beef Sub**		

BHHS MENU 2026

All student Meals are FREE!

-**Breakfast Daily**-

Assortment of bagels, hot & cold cereal, 100% juice, String Cheese, self serve yogurt parfait bar, fresh fruits, Whole white milk, and non fat chocolate milk.

-**Lunch Daily**-

One Full themed salad bar consisting of a wide variety of fruits, vegetables, legumes, cheese, proteins, salad toppers, and condiments! And a Themed Sandwich option line with choice of fillings.

Menu Subject to Change

"Brookings -Harbor School District is an equal opportunity provider"















HARVEST OF THE MONTH

TOMATOES









31	1	2	3	4
Come By and Say HI Snack Table **HAM SANDWICH OPTION*	Come By and Say HI Snack Table	Strawberry Coffee Cake w/Cheese Stick **Cheesy Beef Nachos**	Breakfast Burrito **Teriyaki Chicken Bowl**	Breakfast Bar **Hot Diggity Dogs**
7	**8**	**9**	**10**	**11**
LABOR DAY No School!	Yogurt N Grahams **Bean and Cheese Burrito** ***Turkey sandwich option***	French Toast Sticks W/Sausage **Chicken Alfredo W/Roll**	Apple Frudal W/Cheese Stick **Walking Taco**	Bagelfuls **Local Tuna Sandwich Chips**
14	**15**	**16**	**17**	**18**
Mini Cinni w/Cheese Stick **Cheese Burger** ***Sunflower Sandwich Option***	Pancake on a Stick **Chicken Quesadilla**	Strawberry Coffee Cake w/Cheese Stick **Corn Dogs**	Breakfast Burrito **Meaty Spaghetti w/Roll**	Breakfast Bar **Monte Cristo**
21	**22**	**23**	**24**	**25**
Yogurt N Grahams **Popcorn Chicken Bowl W/Roll** ***Ham Sandwich Option***	Muffin W/Cheese Stick **Sweat N Sour Meatball Bowl**	French Toast Sticks W/Sausage **Chicken Ranch Salad Wrap W/Chips**	Apple Frudal W/Cheese Stick **Tomato Soup Cheesy Breadsticks**	Bagelfuls **Pulled Pork on a Bun**
28	**29**	**30**		
Mini Cinni w/Cheese Stick **Pulled Pork on a Bun** ***Turkey Sandwich Option***	Pancake on a Stick **Chili Cheese and Fries W/Roll**	Strawberry Coffee Cake w/Cheese Stick **Chicken CousCous soup W/Roll**		

KALMIOPSIS 2026 MENU

All Students Eat Free!
Breakfast includes choice of cereal or entrée along with Fresh fruit, assorted 100% juice, and whole white or nonfat chocolate milk.
***Lunch includes but* not *limited to*; variety of fruits, vegetables, legumes, various made salads, assorted cheeses, salad toppers, and condiments.**
MENU SUBJECT TO CHANGE

HARVEST OF THE MONTH

TOMATOES





"Brookings-Harbor School District is an equal opportunity provider"



100 GENERAL FUND | Revenue & Expense Summary
Fiscal Year 2026 - 2027
For the Period Ending July 31, 2026

REVENUES	Period 1 Actual Jul '26	Period 2 Projected Aug '26	Period 3 Projected Sept '26	Period 4 Projected Oct '26	Period 5 Projected Nov '26	Period 6 Projected Dec '26	Period 7 Projected Jan '27	Period 8 Projected Feb '27	Period 9 Projected Mar '27	Period 10 Projected Apr '27	Period 11 Projected May '27	Period 12 Projected Jun '27	Projected 2026-27 Totals	Adopted 2026-27 BUDGET
STATE SCHOOL FUND FORMULA:														
Local Taxes	-	44,869	23,717	28,387	6,486,080	153,684	191,828	202,833	219,401	71,912	36,510	185,709	7,644,930	7,644,930
County School Funds	-	-	165,000		-	-		-			-		165,000	165,000
State School Fund	1,494,365	747,182	747,182	747,182	747,182	747,182	747,182	747,182	747,182	747,182	547,182		8,766,185	9,077,170
Common School Fund	-							90,000				90,000	180,000	180,000
State Managed Timber	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SSF Formula Total	**1,494,365**	**792,051**	**935,899**	**775,569**	**7,233,262**	**900,866**	**939,010**	**1,040,015**	**966,583**	**819,094**	**583,692**	**275,709**	**16,756,115**	**17,067,100**
Local Sources (1000)	20,554	93,000	25,000	25,000	25,000	30,000	30,000	30,000	30,000	30,000	30,000	73,490	442,044	442,044
Intermediate Sources (2000)	-	-			-	-		-			-	450,000	450,000	450,000
State Sources (3000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Sources (4000)	-	-	-	-	-	-	-	-	-	-	265,000		265,000	265,000
Other Sources (5000)	-	-		-		-					4,000	-	4,000	4,000
Total Operating Revenue	**1,514,919**	**885,051**	**960,899**	**800,569**	**7,258,262**	**930,866**	**969,010**	**1,070,015**	**996,583**	**849,094**	**882,692**	**799,199**	**17,917,159**	**18,228,144**
Beginning Fund Balance (5400)	3,265,000	-	-	-	-	-	-	-	-	-	-	41,329	3,306,329	2,700,000
Total Monthly Revenues	**4,779,919**	**885,051**	**960,899**	**800,569**	**7,258,262**	**930,866**	**969,010**	**1,070,015**	**996,583**	**849,094**	**882,692**	**840,528**	**21,223,488**	**20,928,144**
CUMULATIVE RESOURCES	**4,779,919**	**5,664,970**	**6,625,869**	**7,426,438**	**14,684,700**	**15,615,566**	**16,584,576**	**17,654,591**	**18,651,174**	**19,500,268**	**20,382,960**	**21,223,488**		
EXPENDITURES BY OBJECT														
Salaries (100)	197,229	235,720	813,125	799,596	785,212	774,006	758,359	783,738	781,016	783,933	793,371	1,781,179	9,286,483	9,286,482
Employee Benefits (200)	104,170	124,925	483,640	484,124	475,241	473,122	466,492	476,914	482,609	486,994	537,896	1,185,855	5,781,983	5,781,982
Purchased Services (300)	34,636	95,000	97,000	140,000	150,000	151,000	159,408	166,423	212,388	182,212	187,264	328,809	1,904,140	1,904,140
Supplies & Materials (400)	37,237	66,792	108,985	79,180	55,634	59,483	59,336	80,338	88,000	90,000	104,748	162,343	992,075	992,075
Capital Outlay (500)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Insurance/Other (600)	461,799	5,000	5,000	3,612	2,610	1,950	1,950	1,950	1,950	4,826	1,950	1,950	494,547	494,547
Interfund Transfers (700)	787,000				-	-	-	-	-	-	25,000		812,000	812,000
Total Operating Expenditures	**1,622,071**	**527,437**	**1,507,749**	**1,506,512**	**1,468,696**	**1,459,561**	**1,445,546**	**1,509,362**	**1,565,962**	**1,547,966**	**1,650,229**	**3,460,136**	**19,271,228**	**19,271,227**
Contingency (810)	-											200,000	200,000	200,000
Unapprop. Ending Fund (820)	-	-	-	-	-	-	-	-	-	-	-	1,456,918	1,456,918	1,456,918
Total Monthly Expenditures	**1,622,071**	**527,437**	**1,507,749**	**1,506,512**	**1,468,696**	**1,459,561**	**1,445,546**	**1,509,362**	**1,565,962**	**1,547,966**	**1,650,229**	**5,117,054**	**20,928,146**	**20,928,144**
CUMULATIVE EXPENDITURES	**1,622,071**	**2,149,508**	**3,657,258**	**5,163,769**	**6,632,465**	**8,092,027**	**9,537,573**	**11,046,935**	**12,612,897**	**14,160,863**	**15,811,092**	**20,928,146**		
EXPENDITURES BY FUNCTION														
Instruction (1000)	16,863	100,000	825,000	825,000	825,000	825,000	825,000	850,000	875,000	875,000	925,000	1,850,000	9,616,863	9,602,053
Support Services (2000)	818,208	427,437	682,749	681,512	643,696	634,561	620,546	659,362	690,962	672,966	700,229	1,610,136	8,842,364	8,857,174
Enterprise & Comm Svc (3000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Facilities Acq & Constr (4000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Uses (5000)	787,000				-	-	-	-	-	-	25,000		812,000	812,000
Total Operating Expenditures	**1,622,071**	**527,437**	**1,507,749**	**1,506,512**	**1,468,696**	**1,459,561**	**1,445,546**	**1,509,362**	**1,565,962**	**1,547,966**	**1,650,229**	**3,460,136**	**19,271,227**	**19,271,227**
Contingencies (6000)	-											200,000	200,000	200,000
Unapprop. Ending Fund (7000)	-	-	-	-	-	-	-	-	-	-	-	1,456,918	1,456,918	1,456,918
Total Monthly Expenditures	**1,622,071**	**527,437**	**1,507,749**	**1,506,512**	**1,468,696**	**1,459,561**	**1,445,546**	**1,509,362**	**1,565,962**	**1,547,966**	**1,650,229**	**5,117,054**	**20,928,145**	**20,928,144**
CUMULATIVE EXPENDITURES	**1,622,071**	**2,149,508**	**3,657,257**	**5,163,769**	**6,632,465**	**8,092,026**	**9,537,572**	**11,046,934**	**12,612,896**	**14,160,862**	**15,811,091**	**20,928,145**		

NEW BUS PROPOSAL

WESTERN BUS
SALES & SERVICE

30355 S.E. Highway 212
Boring, Oregon 97009
(800) 258-2473 westernbus.com

Quote Date	Revision Date	Sales Consultant & Phone
2/20/2026	2/20/2026	SARAH JONES (503) 905-0011

Customer/District #

BROOKINGS-HARBOR SCHOOL DISTRICT

Contact Name	Title
JESS BEAMAN	MAINTENANCE SUPERVISOR

Address	City	State	Zip
629 EASY STREET	BROOKINGS	OR	97415

Phone	Email
(541) 661-1076	jessb@brookings.k12.or.us

Purchase QTY	Model Year	Wheelbase	Estimated Delivery
1	2027	189"	180-240 DAYS AFTER RECEIPT OF ORDER

Make	Model	Body Length
BLUE BIRD	VISION CONVENTIONAL	BBCV2311 (4800)

Passenger Capacity	Alternate Capacity	Cooperative Contract, if Applicable
32 + 1 W/C	26 + 2 W/C	HILLSBORO COOP CONTRACT

Trade Ins? Y/N	Beltline Lettering - Provide Exact Requirements
☐ Y ☐ N	BROOKINGS-HARBOR SCHOOLS 17C
Financing? Y/N	Required Fleet Number(s)
☐ Y ☐ N	
WBS Coordinated? Y/N	Additional Comments / Notes
☐ Y ☐ N	

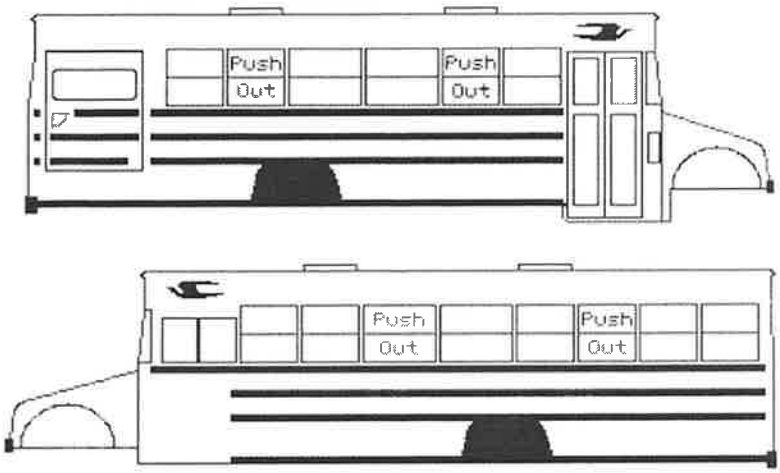
Sales Price Per Bus	$	204,961.00
Extended Sales Price Total	$	204,961.00

Thank you for the opportunity to present this new bus quotation. We look forward to working with you on your transportation needs.



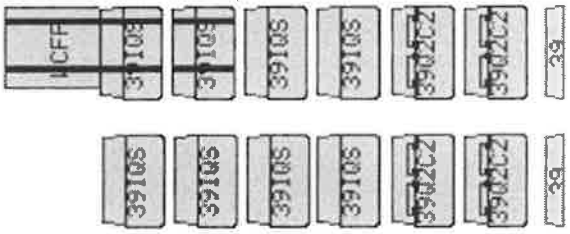
SEAT & BODY PLAN

Body Plan: 38147I9

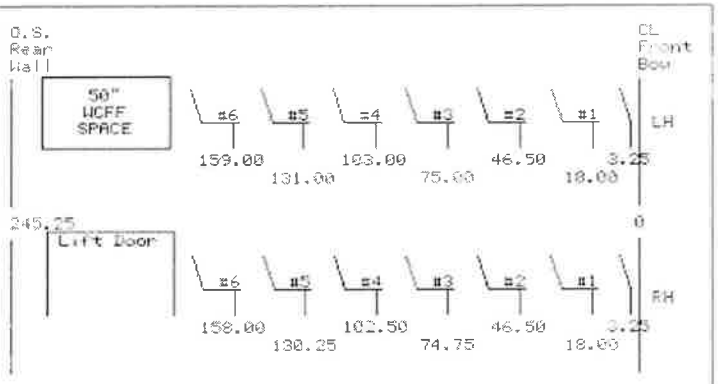


Seat Plan: 37450

SP: 37450 BBCV 2311, 33 CAP



SP: 37450 BBCV 2311, 33 CAP



Row	RH Seats	LH Seats
1	39ICV02C2LA	39ICV02C2LA
2	39ICV02C2LA	39ICV02C2LA
3	39ICV0S	39ICV0S
4	39ICV0S	39ICV0S
5	39ICV0S	39ICV0STM
6	39ICV0S	39ICV0STM

Dimensions are to center line of front mounting hole.

LH Seat Spacing: 28.50, 28.00
LH Knee Clearance: 26.00, 26.00

RH Seat Spacing: 28.50, 28.25, 27.75
RH Knee Clearance: 26.00, 25.75, 25.75

BBCV2311 ECDR IMMI OS 402C2LA 2TM 1WC

DO NOT SCALE

BBCV 2311

Capacity	33
Seat Plan #	37450
Wheelbase	189.0

Brookings-Harbor SD
629 Easy Street
Brookings, OR 97415
Dede Corpening – Director of Fiscal Services - dedec@brookings.k12.or.us

2028 Blue Bird BBCV2311 w/lift - 32 +1 passenger

Nominal Annual Rate: 5.214%

	Event	Date	Amount	Number	Period
1	Loan	3/15/2027	203,461.00	1	
2	Payment	4/15/2027	45,129.00	5	Annual

	Date	Payment	Interest	Principal	Balance
Loan	3/15/2027				203,461.00
1	4/15/2027	45,129.00	900.99	44,228.01	159,232.99
2	4/15/2028	45,129.00	8,302.37	36,826.63	122,406.36
3	4/15/2029	45,129.00	6,382.24	38,746.76	83,659.60
4	4/15/2030	45,129.00	4,361.99	40,767.01	42,892.59
5	4/15/2031	45,129.00	2,236.41	42,892.59	0.00
Grand Totals		225,645.00	22,184.00	203,461.00	

Nominal Annual Rate: 5.332%

	Event	Date	Amount	Number	Period
1	Loan	3/15/2027	203,461.00	1	
2	Payment	4/15/2027	33,938.00	7	Annual

	Date	Payment	Interest	Principal	Balance
Loan	3/15/2027				203,461.00
1	4/15/2027	33,938.00	921.40	33,016.60	170,444.40
2	4/15/2028	33,938.00	9,088.25	24,849.75	145,594.65
3	4/15/2029	33,938.00	7,763.24	26,174.76	119,419.89
4	4/15/2030	33,938.00	6,367.58	27,570.42	91,849.47
5	4/15/2031	33,938.00	4,897.50	29,040.50	62,808.97
6	4/15/2032	33,938.00	3,349.03	30,588.97	32,220.00
7	4/15/2033	33,938.00	1,718.00	32,220.00	0.00
Grand Totals		237,566.00	34,105.00	203,461.00	

Rates are estimated at this time, can be locked 150 days prior to funding, and relocked until funding, NO Fees.

Santander Bank, N.A.
Jeff Drawdy
Jdrawdy@santander.us

FINDINGS IN SUPPORT OF LOW BID EXEMPTION

Brookings-Harbor School District (BHSD)
Design/Build Seismic Rehabilitation Class Exemption Process
July 27, 2026

Competitive Bid Exemption Under Oregon Statute

Oregon law requires all public improvement projects to be procured by competitive low bid, unless an exemption is granted by the State or the Local Contract Review Board of a public agency other than the State. ORS 279C.335 requires that the public agency develop findings that the alternative procurement process is unlikely to encourage favoritism or substantially diminish competition and that the project will result in substantial cost savings and other substantial benefits to the public agency.

For public improvement projects, agency findings must address certain additional factors, defined by ORS 279C.330. These include, but are not limited to the following:

1. Operational, budget and financial data;
2. Public benefits;
3. Value engineering;
4. Specialized expertise required;
5. Public safety;
6. Market conditions;
7. Technical complexity;
8. Funding sources

Critical Factors

As a vital education and emergency facility of the community, design and construction must be executed in a manner that does not adversely impact operations and administration, while strictly adhering to a number of requirements of the grant dictating quantity, quality, time and cost.

There are a number of unique difficulties to the project, primarily the highly invasive nature and technical complexity inherent with a seismic renovation. The very design of the work must be closely coordinated with construction staff to enable proper phasing and staging of the eventual construction. Additionally, the limited time allowed by grant, impending wet weather schedule constraints, and harsh coastal construction conditions present additional project challenges.

Compounding these challenges are a tight, finite budget and strict time constraint for performance, mandated by the funding grant. There is no additional or alternate funding source available.

Findings

The findings are summarized below:

Operational, budget, and financial data:
It is imperative that design and construction activities have minimal impact on the daily operation and administration to ensure response time of critical public safety services.

Finding: Having the design-builder involvement early in the planning for the construction will allow BHSD to work with the entire team to develop a design and construction plan that will minimize impacts to operation and administration, as well as recognize construction efficiencies important to meeting the tight budget and time constraints.

Public benefits:
For this project, the public benefits directly from the shorter construction schedule and the ability to take advantage of favorable construction pricing. The earlier start/completion reduces BHSD costs for construction, reducing the risks of cost overruns with the tight, finite budget presented by the grant. The public also benefits from the expedited design-to-construction schedule allowing for an earlier date of completion and reduced potential for interruption of critical services.

Finding: A negotiated procurement is the best method for BHSD to identify a design-builder who has proven experience and can accelerate the work to meet critical deadlines.

Value engineering:
Design-builder input during design will enhance the value engineering process. Options can be considered while the design is being finalized without issuance of a change order during construction.

Finding: Design-builder can provide input during design which enhances the value engineering process. Options can be considered while the design is being finalized and without issuance of a change order during construction. The design-build delivery method allows the contractor to work with the team and to incorporate value engineering ideas in the timeliest manner to maximize savings.

Specialized expertise required:
It is recognized the nature of the design and construction is unique in that it involves invasive structural renovation of an vital facility.

Finding: A negotiated procurement is the best method for BHSD to evaluate the design-builder in these areas and will allow the District to work with the design-builder early in the process to successfully address these issues.

Public safety:
If the project is delayed it would risk the safety of students and faculty by pushing construction into the school season. Construction traffic and emergency egress would be compromised.

Finding: By ensuring the design and construction team are working in concert, critical construction milestones and deadlines such as bidding and permitting can be phased to ensure the shortest overall project duration. This will ensure the integrity of the facility to respond to public need.

Market conditions:
Market conditions in the Southern Oregon Coast area are not favorable for inducing a large number of contractors to a hard bid. The area is scarce of qualified, bondable contractors to participate in a hard bid.

Finding: By having a design/builder involved early, they can generate interest from a variety of smaller contractors to perform portions of the work that otherwise could not bid the project independently. Local participation would therefore be increased. Additionally, the shortened schedule will allow for an earlier start to construction, reducing future cost escalation, and avoiding additional costs associated with pushing the schedule into adverse coastal winter weather season.

Technical complexity:
Coordinating the technical aspects of the seismic renovation with the ongoing operational needs of the facility are critical to the project success.

Finding: Having the design/builder involved in the project early will allow BHSD to have input into the way the work is staged and constructed, and to verify on-going operations are not impacted. The negotiated procurement allows the District to evaluate a design-builders experience in similar technical seismic renovation work.

Funding sources:
This project is funded through a grant which provides finite funding which will expire if timelines are not met. Therefore it is critical the budget and schedule are met or the project would be in jeopardy.

Finding: A negotiated procurement allows BHSD the means to achieve necessary cost control. Having a vertically integrated design and construction team will leverage the dollars available to their fullest ensuring the grant requirements are met.

Unlikely to encourage favoritism or diminish competition:
The steps taken to ensure maximum competition and fair opportunity for this project will include public advertisement in the print edition of Curry Coastal Pilot and the Oregonian. In addition, the BHSD board will appoint an independent evaluation committee to objectively review and select the proposer with the greatest value.

Finding: By marketing this opportunity and attempting to notify all known potential respondents, BHSD will implement a process that does not encourage favoritism or diminish competition. By allowing design/build contractors to present their experience, the negotiated procurement process will encourage more qualified design/builders to compete for this project than would otherwise occur in a low bid process. A negotiated procurement also will allow the District to identify a design/builder prior to award of any construction subcontracts, so that BHSD can work with the design/builder to maximize opportunities for participation by small/emerging, local, and minority and women-owned businesses. As such, competition among subcontractors, particularly small local contractors, will be increased.

Cost savings:
The grant driving the project has specific deadlines that must be met or funding could be jeopardized. Future escalation is a continued threat in the current economic reality. Delays could easily push construction into the school season and winter weather months. Therefore, the project, if not carefully

managed between the design and construction interface, is under threat of cost overruns. A single vertically integrated team will streamline interfaces, improve design efficiency and result in cost savings.

Finding: BHSD finds that low-bid contracting for work of this nature is likely to result in numerous change orders and increased costs through disputes. The negotiated procurement process will allow the District to select a design/builder based on qualifications. It allows selection of a design/builder whose proven experience matches the nature of the required work. Finally, by using a design/builder, BHSD has the capacity to obtain real time pricing information. This pricing will facilitate a more accurate assessment of design options and maximize opportunities for value engineering.

Conclusion:
Preferred Contracting Method – Design/Build (design and construction via a single contractor)

Design-Build is the choice that best allows for consideration of the critical factors that will make this project a success. With a design/builder as part of the team, the likelihood of a successful construction process is enhanced. In addition, having the design/builder involved early will allow for quick start of construction when permits are issued. A fast track construction project allows for early occupancy.

Special Class Exemption

Based on the above findings, Brookings-Harbor School District hereby finds a special class exemption of use of a design/build contractor as an alternative contracting method for seismic rehabilitation projects.

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; 2/16/22
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 a meeting which is being held in accordance with Oregon's Public Meetings Law. A Board member has the authority to act in the name of the Board only 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.

Board members may speak on behalf of the Board or district only when specifically authorized to do so. Any other statements do not represent the position of the Board or district. When expressing personal opinions in public, Board members are encouraged to clearly identify the opinions as their own.

All Board members shall maintain awareness of relevant district information and participate in Board functions and professional Board development activities.

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

1. Request for Records

   Any individual Board member who desires a copy of an existing record may make such a request to the superintendent. Requests involving confidential records or significant staff time will be referred to the Board for approval.

2. Requests for Legal Opinions{[1]}

   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 if advantageous to do so 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 a Board Member

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

[1] {Consider how board members obtain legal advice and whether a cost is associated with that. Does the Board want individual board members to be able to contact attorneys at PACE or OSBA (no bill accrued) on their own, or does the Board want them to get Board approval first? Do you want individual Board members to be able to contact attorneys that will bill the district on their own, or do you want them to get board approval first?}

complaint policy Board policy KL – Public Complaints. Such information will be conveyed to the superintendent. An individual Board member is not authorized to independently act on complaints.

4. Board Member's Communication with Administration

No individual Board member may direct the superintendent or other staff to action without Board authorization. No Board member will intervene in the administration of the district or its schools.

5. Contracts or Agreements

All district contracts 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.\

6. Visits to Schools

A Board members may visit schools in accordance with Board policy BG – Board–Staff Communications.

7. Public Meetings Law

All Board members will comply with Public Meetings Law[, including participating in an approved[2] training at least once during each term of office{[3]}].

8. Mandatory Reporting

A Board member having reasonable cause to believe that any child with whom the Board member comes in contact has suffered abuse or that any person with whom the Board member comes in contact has abused a child shall immediately make an oral report or cause an oral report be made to Department of Human Services[4] or local law enforcement.

9. Oregon Ethics Laws

All Board members will adhere to Oregon Government Ethics laws, including filing the statement of economic interest as required by Oregon Revised Statute (ORS) 244.

10. Confidential Information

All Board members will not disclose confidential information received as part of Board service.

11. Other Laws, Policies, Agreements and Procedures

All Board members will follow all laws, Board policies, working agreements, and any other procedures established by the district.

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[2] Approved by the Oregon Government Ethics Commission.

[3] {Training is only required for districts with annual fiscal expenditures of $1M or more. See ORS 192.700.}

[4] (855) 503-SAFE (7233)

END OF POLICY

Legal Reference(s):

ORS 192.311 – 192.478
ORS 192.610 – 192.705
ORS Chapter 244
ORS 332.045
ORS 332.055
ORS 332.057
ORS 332.075
ORS 332.107
ORS 419B.010

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: **BBE**
Adopted: 10/23/95
Revised/Readopted: 10/22/03; 10/16/13
Orig. Code: BBE

Vacancies on the Board

Vacancies on the Board will be filled through the following procedures:

1. At a Board meeting, the Board will declare the vacancy[1];

2. The Board or designee will establish an application period of at least 20 days. Applicants will be required to submit an application to the district office by the designated date. Deadlines and instructions will be posted on the district website. The Board can vote to extend or re-open the application period at any time;

3. After the application period has ended, the superintendent or designee will verify applicant eligibility. Applicants must:

   a. Be an elector of the district.[2] This requires being registered to vote within the district;

Have resided in the district for a period of one year immediately preceding the appointment;

   b. [Be a resident of the zone of the vacant position, if the position is zoned;]
   c. Not be an employee of the district or a charter school located within the district[{[3]}, except as a substitute bus driver in accordance with ORS 332.016].

4. The Board will review applicant materials in an open Board meeting;

5. The Board may select applicants to interview. Any interview will be held in an open Board meeting;

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[1] In accordance with ORS 332.030, the Board shall declare a vacancy upon any of the following:
1. The death or resignation of any Board member;
2. When a Board member is removed from office or the election of the Board member has been declared void by the judgment of any court;
3. When a Board member ceases to be a resident of district [or zone from which nominated (see exception for board members who move out of the zone, but remain residents of the district in ORS 332.030(2) - (3))];
4. When a Board member ceases to discharge the duties of office for two consecutive months unless prevented by sickness or other unavoidable cause;
5. When a Board member ceases to discharge the duties of office for four consecutive months for any reason; or
6. When a Board member is recalled.

[2] ORS 254.005(4) provides "'Elector' means an individual qualified to vote under section 2, Article II, Oregon Constitution." District staff may verify this with local elections officials.

[3] {Include this bracketed language only if the district has an ADM or 50 or fewer.}

6. During an open Board meeting, the Board will vote to appoint one of the applicants. In the event that no applicant receives a majority of votes[4], the Board may re-vote or vote to re-open the application period;

7. The newly appointed Board member(s) will take an oath of office before assuming the duties of office and will be seated immediately thereafter.

[If the vacancy occurs in a zone and an eligible zone resident cannot be found, the Board shall appoint one of the eligible residents from the district to serve in accordance with ORS 332.124.]

1. The appointee will serve until June 30 following the next election. At that election, either the remainder of the term for the position, or a full term for the position will be on the ballot.

If the offices of a majority of Board members are vacant at the same time, the directors of the South Coast Education Service District shall appoint persons to fill the vacancies from qualified individuals.

END OF POLICY

Legal Reference(s):

ORS 249.865 - 249.877
ORS 254.005
ORS 255.245
ORS 255.335
ORS 332.030
ORS 332.122
ORS 332.124

[4] ORS 332.055 requires the affirmative vote of a majority of Board members to transact any business. Consequently [three] votes are necessary to appoint a board member, regardless of how many vacancies exist.

Brookings-Harbor School District 17C

Code: **BCB**
Adopted: 9/17/01
Revised/Reviewed: 4/15/09; 10/16/13; 7/14/15
Orig. Code: BCB

Board Officers

No later than the next regular meeting after July 1, the Board will elect one of its members to serve as chair and one to serve as vice chair. In an election year, this meeting must occur no later than the last day of July. No member of the Board may serve as chair more than four years in succession.

The Board chair will:

1. Prepare the agenda for Board meetings in accordance with Board policy BDDC – Board Meeting Agenda;

2. Call special meetings;

3. Sign official documents that require the signature of the chair;

4. Represent the district and the Board at official functions, unless this duty is delegated by the Board chair to another Board member;

5. Appoint Board members to committees unless otherwise ordered by the Board;

6. Have the right to discuss issues and vote; and

7. Perform such other duties as may be prescribed by law or by action of the Board.

In the absence of the chair, the vice chair will perform the duties of chair and, when so acting, will have the chair's powers. The vice chair will perform other functions as designated by the Board.

If a Board member is unable to continue to serve as an officer, a replacement will be elected. The replacement officer will serve the remainder of the officer's term, until the officer resigns or ceases to remain on the Board, or until the officer is removed or replaced by the Board.

Board Spokesperson
The Board may designate the chair, vice chair or another Board member as the Board's spokesperson. A Board member speaks on behalf of the Board only when specifically authorized by the Board. Official Board statements will be made using official district or Board communication channels, websites or social media accounts, or at official district events. When a Board member expresses personal opinions in public, the Board member is encouraged to clearly identify the opinions as personal. Comments made by Board members when not authorized by the Board are considered personal comments of the Board member.
END OF POLICY

Legal Reference(s):

ORS 255.335
ORS 332.040
ORS 332.045
ORS 332.057
OAR 199-050-0050

Brookings-Harbor School District 17C

Code: **BCE**
Adopted: 10/22/03
Readopted: 10/16/13

Board Committees

The Board shall have no standing committees. Special committees may be appointed by the Board for specific purposes to serve until their assignment is completed. The entire Board may meet as a committee-of-the-whole.

The function of special committees will be fact-finding, deliberative and advisory rather than legislative or administrative. The committee will make recommendations directly to the Board as a whole, which alone may take action. Committee meetings may be called by the Board chair, the committee chair or any committee member.

Committee-of-the-whole meetings, called "work sessions," may be held. Committee-of-the-whole meetings may be called by the chair or any two Board members.

All meetings of special committees and of committees-of-the-whole will be publicly announced and the public will be permitted to attend. However, the Board and its committees may sit in executive sessions to discuss matters when such sessions are required or permitted by law.

All matters referred to a committee will be thoroughly investigated. A committee will not have the power to act for the Board except as the Board has specifically authorized, but will make recommendations to the Board. Committee recommendations and reports will become an official part of Board minutes.

A Board committee may appoint, subject to Board approval, advisory members from the staff, student body or community. Advisory members will be instructed in the committee's functions and their status. These members may not be included in considering whether a quorum of the committee is present, nor may they vote on recommendations to be made to the Board. However, either an advisory member or an ex-officio member may present a written minority report to the Board.

END OF POLICY

Legal Reference(s):

ORS 192.610 - 192.705
ORS 332.045
ORS 332.105
OAR 199-040
OAR 199-050

Brookings-Harbor School District 17C

Code: BCE
Adopted:

Board Committees

The Board may establish committees. A Board committee is a group of Board members, staff, students and/or community members tasked by the Board to make a decision on behalf of the Board or make a recommendation to the Board on policy or administration. The district may have additional administrative committees.

Board committees may be classified into two general types based on membership:

1. Board subcommittees are primarily made up of Board members, e.g., superintendent evaluation committee, long-range planning committee, policy committee;

2. Advisory committees are primarily made up of non-Board members, e.g., bond steering committee.

Regardless of classification, the Board can include Board members and non-Board members on committees.

Board committees will not have the power to act for the Board except as the Board has specifically authorized. Committee meetings may be called by the committee in accordance with any direction from the Board and committee procedures. Committee recommendations and reports will be provided to the Board.

All meetings of Board committees will follow the Public Meetings Law[1], including the requirement to record the meetings or take meeting minutes. A committee may sit in an executive session when such meeting is in accordance with the committee's assigned purpose and when such session is permitted by law. Administrative committees, including superintendent committees, are generally not subject to Public Meetings Law.[2]

When establishing a Board committee, the Board will determine:

1. Committee membership and appointment process;

2. The task of the committee;

3. What resources are needed and will be provided to the committee;

[1] OAR 199-050-0010(1)(b) provides that Public Meetings Law apply to bodies "with authority to make recommendations to a public body on policy or administration."

[2] OAR 199-050-0010(2)(b) provides that Public Meetings Law does not apply to "bodies appointed by an individual public official with authority to make recommendations only that individual public official who has the authority to act on the body's recommendation and is not required to pass the recommendations on unchanged to a public body."

4. The length of time the committee will exist[3];

5. Expectations regarding any actions or recommendations of the committee.

END OF POLICY

Legal Reference(s):

ORS 192.610 - 192.705
ORS 332.045
ORS 332.105
OAR 199-040
OAR 199-050

PROPOSED

[3] The Board can establish a standing committee, which has a continuing existence or a special committee, which goes out of existence as soon as the committee has completed a specified task.

Brookings-Harbor School District 17C

Code: **BCF**
Adopted: 1/18/88
Revised/Readopted: 10/22/03; 10/16/13
Orig. Code: BCF

Advisory Committees to the Board

In an ongoing effort to increase communication with the public and to provide for citizen involvement, the Board may appoint advisory committees which include members to consider matters of districtwide importance. The Board shall have no permanent or standing advisory committees other than those required by statute.

Recommendations of such committees will be given careful consideration by the Board, but such recommendations will not relieve the Board of its legal responsibility to make final decisions about such matters.

All meetings of advisory committees shall be considered open meetings. The press may attend and report proceedings. Visitors shall sit apart from the committee members and shall speak only when invited to do so by the committee chair.

The composition of advisory committees to the Board will be broadly representative and will take into consideration the specific tasks assigned to the committee. The process for the appointment of community members to an advisory committee will be determined by the Board. Appointment of staff members, when appropriate, will be made by the superintendent.

The Board will adopt guidelines for each committee as appropriate, which will include, but not be limited to, the following:

1. The committee's written charge which shall include, but not be limited to, a statement of purpose and responsibility;

2. The resources the Board will provide;

3. The length of time the committee is asked to serve and the approximate date(s) on which the Board wishes to receive committee report(s).

Except as specifically provided by the Board, citizen advisory committees will cease to function when their reports have been received by the Board or when the purposes for which they were established have been accomplished.

The Board may be represented on lay and professional committees that serve the Board in an advisory capacity, with specific Board members appointed by the chair, but normally such Board members will function as ex-officio members of the committees.

The Board's responsibility cannot be delegated or surrendered to others. Therefore, all recommendations of an advisory committee will be submitted to the Board for action and must be recognized as advisory in nature.

END OF POLICY

Legal Reference(s):

ORS 192.610
ORS 192.630
ORS 294.414
ORS 329.704
ORS 332.107

OR. DEP'T OF JUSTICE, OR. ATT'Y GENERAL'S MODEL PUBLIC CONTRACT RULES MANUAL (2003).

DELETE

Brookings-Harbor School District 17C

Code: BD
Adopted:

Board Meetings, Notices and Communications

Definitions

"Communication" means the expression or transmission of information from one person to another through verbal, non-verbal, written, or electronic means. Non-verbal means include gestures, such as thumbs-up and thumbs-down, as well as sign language.

"Convening" means gathering in a physical location, using electronic, video or telephonic technology to be able to communicate contemporaneously among participants, using serial electronic written communication among participants, or using an intermediary to communicate among participants.

"Decision" means any determination, action, vote or final disposition upon a motion, proposal, resolution, order, ordinance or measure on which a vote of the Board[1] is required, at any meeting at which a quorum is present.

"Decision-making process" means the process the Board engages in to make a decision, such as: (a) identifying or selecting the nature of the decision to be made; (b) gathering information related to the decision to be made; (c) identifying and assessing alternatives; (d) weighing information; and (e) making a decision.

"Deliberation" means discussion or communication that is part of a decision-making process.

"Executive session" means any meeting or part of a meeting of the Board that is closed to certain persons for deliberation on certain matters.

"Intermediary" means a person who is used to facilitate communications among members of the Board about a matter subject to deliberation or decision by the Board, by sharing information received from a member of the Board with other members of the Board. The term "intermediary" can include a member of the Board.

"Meeting" means the convening of the Board for which a quorum is required in order to make a decision or to deliberate toward a decision on any matter. Meeting does not include any on-site inspection of any project or program or the attendance of members of the Board at any national, regional or state association to which the Board or the members belong.

"Public Meetings Law" means Oregon Revised Statutes (ORS) 192.610 – 192.705 and Oregon Administrative Rules (OAR) 199-040 and 199-050.

[1] This policy is written to apply to the Board. Other bodies, including Board committees, may be subject to public meeting laws. This policy may help other bodies understand what is required, but is intended as direction for the Board.

"Quorum" means the minimum number of members of the Board required to legally transact business. For the Board, a quorum is [three{[2]}] Board members.

"Work session" or "workshop" means meetings held for the purpose of either presenting information to the Board to prepare for a regular or special meeting, or to allow the Board to engage in preliminary discussions or deliberations.

Board Authority at Meetings

The Board has the authority to act only when a quorum is present at a properly noticed regular, special or emergency meeting. The affirmative vote of [three{[3]}] members of the Board is required to transact any business.

Types of Meetings

The Public Meetings Law applies to all regular, special, emergency, executive session and work session meetings of the Board.

1. Regular Meetings

   The regular meeting schedule will be established at the annual organizational meeting each year and may be changed by the Board with public notice. The purpose of each regular meeting will be to conduct the regular Board business.

2. Special Meetings

   A special meeting may be scheduled when less than a quorum is present at a regular meeting and therefore no business may be conducted, additional business still needs to be conducted at the ending time of a meeting, conducting business prior to the next regular meeting would be advantageous to the district, or other reasons. Special meetings may be convened by the Board chair, upon request of three Board members, or by common consent of the Board.

3. Emergency Meetings

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

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

[2] {ORS 332.055 establishes the quorum as a majority. If the Board has five members, three constitute a quorum. If the Board has seven members, four constitute a quorum. If the Board has nine members, five constitute a quorum.}

[3] {ORS 332.055 provides "the affirmative vote of the majority of members of the board is required to transact any business." If the Board has five members, three votes are required. If the Board has seven members, four votes. If the Board has nine members, five votes.}

be conducted in accordance with Public Meetings Law. The Board may make official decisions during a work session.

5. Executive Sessions

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

Communications Outside of a Board Meeting (Serial Meetings Prohibited)

Private meetings where a quorum of the Board engages in discussions or communications that are part of the Board's decision-making process on matters within the authority of the Board violate Public Meetings Law, except as part of an executive session.

A quorum of Board members shall not, outside of a meeting conducted in compliance with Public Meetings Laws, use a series of communications of any kind, directly or through intermediates, for the purpose of deliberating or deciding on any matter that is within the jurisdiction of the Board. This prohibition applies to using any one or a combination of the following methods of communication:

1. In-person;
2. Telephone calls;
3. Videos, videoconferencing, or electronic video applications;
4. Written communication, including electronic written communications, such as email, texts, and other electronic applications;
5. Use of one or more intermediaries to convey information among members; and
6. Any other means of conveying information.

Communications outside of a Board meeting may contain communications between or among members of the Board, including a quorum, that are:

1. Purely factual or educational in nature and that convey no deliberation or decision on any matter that might reasonably come before the Board;
2. Not related to any matter that, at any time, could reasonably be foreseen to come before the Board for deliberation and decision; or
3. Nonsubstantive in nature, such as communication relating to scheduling, leaves of absence and other similar matters.

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

Important: Please do not reply or forward this communication if this communication could constitute a decision or deliberation toward a decision between and among members of the district board. Board member electronic communications on district business are subject to Public Meetings and Public Records Law.

A quorum of Board members may attend social meetings or gatherings so long as no discussions or deliberations are had.

Meeting Location, Public Accommodations and Logistical Requirements

All meetings will be open to the public except as provided by law.

All Board meetings, including Board retreats and work sessions, will be held within district boundaries, except as allowed by law[4]. The Board may attend training sessions outside the district boundaries but may not 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. Meeting locations shall be accessible to persons with disabilities.

Any Board meeting may be held in person, through the use of electronic or telephonic means, or in some combination of in-person, electronic or telephonic means.

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. For Board meetings (excluding executive session) held by telephone or other electronic means of communication, the district shall make available a place or an electronic means by which the public can listen to or view the meetings in real time. The place provided may be a place where no Board member is present.

For executive sessions where the media are statutorily authorized to be present, if any person, including any Board member, is attending the executive session by telephone, video, or other electronic means, the district shall provide members of the media the same attendance option. The district may establish reasonable security measures to ensure the media's attendance by telephone, video, or other electronic means is conducted through a secure connection or method.

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 persons who are deaf or hard of hearing. The request should include the name of the requester, sign language preference and any other relevant information requested. If the meeting is being held upon less than 48 hours' notice and a request for an interpreter is made, the Board shall make a reasonable effort to have an interpreter present. Other appropriate aids and services may be provided upon request and appropriate advance notice.

[If requested to do so at least 72 hours before a meeting held in public, the Board will make a reasonable effort to provide translation services.{[5]}]

Recordings or minutes will be kept for all meetings in accordance with state law and Board policy BDDG – Recordings or Minutes of Board Meetings.

All meetings shall comply with applicable provisions of the Oregon Indoor Clean Air Act.

PROPOSED

[4] 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.

[5] {Districts are encouraged to evaluate translation needs and resources prior to adding this language. A district may decide that translating the agenda, minutes or other documents, or public comment is sufficient.}

[The possession of a firearm, deadly weapon or any other instrument used as a dangerous weapon is prohibited at Board meetings, except as authorized by law.{[6]}]

Public Notice Requirements

The district posts public notice{[7]} of its meetings on the district's website or on a publicly accessible website hosted by a third-party that is linked to the district's website.

The public notice shall identify the following:

1. The time, date, location of the meeting, and, to the extent reasonably possible, will include the electronic link or telephone access information to allow members of the public to attend the meeting by telephone or electronic means;

2. The agenda or list of the principal subjects anticipated to be considered at the meeting and will be specific enough to permit the public to recognize matters in which they are interested. The Board may amend the agenda or may add or remove items from the list of principal subjects prior to or during a meeting. See Board policy BDDC – Board Meeting Agenda for additional meeting agenda information; and

3. The name, telephone number, and email address of a person at the district office to contact to request an interpreter or other communication aids or a statement that the district will provide a sign language interpreter or other communication aids at the meeting.

The district will provide notice to interested persons and news representatives who have requested notice through means reasonably calculated to provide actual notice to interested persons known to the Board.

For all regular meetings, the meeting notice shall be provided with as much advance notice as reasonably possible, but no less than 48 hours' advance notice.

For all special meetings, the meeting notice shall be provided with no less than 24 hours' advance notice.

For an emergency meeting, public notice shall be provided with as much advance notice as reasonably possible given the emergency circumstances. The district shall attempt to contact the media and other interested persons to inform them of the emergency meeting by telephone, email, social media, or other method reasonably calculated to provide actual notice. If reasonably possible under the emergency circumstances, the emergency meeting notice shall be conspicuously displayed on the district's website or on a publicly accessible website hosted by a third-party hosted and linked to the district's website.

PROPOSED

[6] {ORS 166.670(1)(a) prohibits the possession of firearms or "any other instrument used as a dangerous weapon" on school grounds and in facilities occupied by the district, unless an exception applies. ORS 166.370(3)(g) provides an exception for persons "licensed under ORS 166.291 and 166.292 to carry a concealed handgun." ORS 166.377 allows districts to adopt a policy stating that this defense (the exception in ORS 166.670(3)(g)) does not apply "on the grounds of the schools controlled by the board." Some districts have adopted policy KGBB to do so.}

[7] {The public notice must be displayed conspicuously on the district's website. If the district does not maintain a publicly accessible website, the district shall satisfy the public notice requirements through other means such as posting on the Oregon Transparency Website, community postings, bulletin boards, newspaper notice, or any other means reasonably calculated to provide actual notice to the general public. Modify this sentence to communicate how the district publishes its public notices.}

If a meeting will include an executive session, the notice shall comply with the above notice requirements and the notice shall also identify the specific statutory citation and appropriate subsection and paragraph authorizing the executive session, as well as a general description of the statutory authorization. Example:

> "The Board will meet in executive session under ORS 192.660(2)(a) to consider the employment of a public officer, employee, staff member or individual agent."

If an executive session is to be part of an open regular, special, or emergency meeting, the notice shall comply with the above notice requirements and prior to entering the executive session, the Board chair shall make a public announcement and identify in open session the specific statutory provision and appropriate subsection and paragraph authorizing the executive session, as well as a general description of the statutory authorization (See Board policy BDC – Executive Sessions for additional information on executive sessions.)

Complaints

Complaints regarding Public Meetings Laws can be filed in accordance with Public Meetings Law complaint procedures outlined in Board policy KL – Public Complaints. Complaints must be filed within 30 days of the alleged violation.

[{[8]}Mandatory Training

Every member of the Board shall attend or view a training on Public Meetings Law as required by ORS 192.700 and Board policy BBAA – Board Member's Authority and Responsibilities.]

END OF POLICY

Legal Reference(s):

ORS Chapter 192
ORS 332.040 - 332.061
ORS 332.107
ORS 433.835 - 433.875
OAR 199-050-0005 – 199-050-0085

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

PROPOSED

[8] {Training is only required for districts with annual fiscal expenditures of $1M or more. See ORS 192.700.}

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; 2/16/22; 12/13/23
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[1] of a quorum of the Board as the district's governing body to make a decision[2] or to deliberate[3] 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 Board, i.e. a work session. "Meeting" does not include any on-site inspection of any project or program the attendance of members of the Board at any national, regional or state association to which the Board or its members belong.

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. For information how to give or submit public comment it is outlined in Board policy BDDH - Public Comment at Board Meetings[4] 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 law[5]. The Board may attend training sessions outside the district boundaries but

[1] "Convening" means: (a) Gathering in a physical location; (b) Using electronic, video or telephonic technology to be able to communicate contemporaneously among participants; (c) Using serial electronic written communications among participants; or (d) Using an intermediary to communicate among participants.

[2] "Decision" means any determination, action, vote or final disposition upon a motion, proposal, resolution, order, ordinance or measure on which a vote of a governing body is required, at any meeting at which a quorum is present.

[3] "Deliberation" means discussion or communication that is part of a decision-making process.

[4] When 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.

[5] 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.

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 the news media which have requested notice, 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 are not included in the notice.

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

If requested to do so at least 72 hours before a meeting held in public, the Board will make a reasonable 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 be scheduled if less than a quorum is present at a meeting, additional business still needs to be conducted at the ending time of a meeting, conducting business prior to the next regular meeting would be advantageous to the district or other reasons. 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, video or telephonic communications, serial electronic communications among participants and using an intermediary to communicate among participants. Such communications among Board members shall be limited to messages not involving deliberation, debate, decision-making or gathering of information on which to deliberate. Communications outside of a Board meeting may contain:

a. Communications to, between or among members of a governing body that are:
b. Purely factual or educational in nature and that convey no deliberation or decision on any matter that might reasonably come before the Board (including agendas and information concerning agenda items);

(1) Not related to any matter that, at any time, could reasonably be foreseen to come before the Board for deliberation and decision; or
(2) Nonsubstantive in nature, such as communication relating to scheduling, leaves of absence and other similar matters; or

c. 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. The Board is discouraged from making official decisions during a work session. 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)

Complaints regarding public meetings laws can be filed with the Board in accordance with Board Policy KL – Public Complaints. The Board will respond and provide a copy of the complaint and response to the Oregon Government Ethics Commission within 21 days in accordance with state law.[6]

Mandatory Training

Every member of the Board shall attend or view a training on public meetings law prepared or approved by the Oregon Government Ethics Commission (OGEC) at least once during the Board member's term of office and shall verify attendance in accordance with OGEC procedures.

END OF POLICY

Legal Reference(s):

ORS Chapter 192 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.
House Bill 2805 (2023).

Cross Reference(s):

ACA - Americans with Disabilities Act
BDB - Special and Emergency Board Meetings
BDC - Executive Sessions
BDDA - Notification of Board Meetings

[6] See House Bill 2805 (2023) Section 5(2) for requirements of the response.

Brookings-Harbor School District 17C

Code: **BDC**
Adopted: 1/18/88
Revised/Readopted: 10/22/03; 10/16/13; 11/16/16; 4/15/20; 12/13/23
Orig. Code(s): BDC

Executive Sessions

The Board may meet in executive session to discuss subjects allowed by statute under Oregon Revised Statute (ORS) 192.660 or ORS 332.061 but may not take final action in executive session except for the expulsion of a student and matters pertaining to or examination of the confidential records of the student in accordance with ORS 332.061.

An executive session may be included as an agenda item of a meeting open to the public in accordance with Board policy BDDC - Board Meeting Agenda or held as its own meeting. Public notice is required as outlined in Board policy BD – Board Meetings, Notices and Communications.

If an executive session is held as part of a meeting open to the public, the Board chair will announce the executive session in compliance with Board policy BD – Board Meetings, Notices and Communications and include and identify the appropriate statutory citation, appropriate subsection and the paragraph authorizing the session under ORS 192.660 or ORS 332.061 for holding such session and by noting the general subject of the executive session.

Example:

> "The Board will now meet in executive session under ORS 192.660(2)(a) to consider the employment of a public officer, employee, staff member or individual agent."

Prior to or at the beginning of the executive session, the Board chair may read the following[1]:

"Representatives of the news media and designated staff shall be allowed to attend the executive session. All other members of the audience are asked to leave the room. Representatives of the news media are specifically directed not to report on or otherwise disclose any of the deliberations or anything said about these subjects during the executive session, except to state the general subject of the session as previously announced. No decision may be made in executive session. At the end of the executive session, we will return to open session and welcome the audience back into the room."
The Board may hold an executive session:

> To consider the employment of a public officer, employee, staff member or individual agent; may not include a discussion or negotiation of compensation (including salaries and benefits).[2] (ORS 192.660(2)(a))

[1] This statement should be amended if ORS 192.660 does not require that representatives of the news media be allowed to attend, ORS 332.061 allows the Board to vote in executive session, or the Board will not be returning to open session following the executive session. This statement can also be included on the agenda.

[2] This provision does not apply to the filling of a vacancy in elective office or on any public committee, commission or other advisory group; or for the consideration of general employment policies. It also does not apply to the employment of the chief executive officer, other public officers, employees and staff members of the district unless:

a. The vacancy has been advertised;
b. Regular hiring procedures have been adopted;
c. If hiring an officer, the public has had the opportunity to comment on the employment of the officer; and

1. To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer[3], employee, staff member or individual agent who does not request an open hearing[4]; may not include a discussion or negotiation of compensation (including salaries and benefits). (ORS 192.660(2)(b))

2. To conduct deliberations with persons designated by the governing body to carry on labor negotiations. (ORS 192.660(2)(d))

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

4. To consider information or records that are exempt by law from public inspection.[5] (ORS 192.660(2)(f))

5. To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed.[6] (ORS 192.660(2)(h))

6. 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[7]; may not include a discussion or negotiation of compensation (including salaries and benefits or a general evaluation of an agency, goal, objective or operation or any directive to personnel concerning agency goals, objectives, operations or programs.
(ORS 192.660(2)(i))

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d. If hiring a chief executive officer, the Board has adopted hiring standards, criteria and policy directives in meetings open to the public in which the public has had the opportunity to comment on the standards, criteria and policy directives.

[3] To determine whether the individual involved is considered a public officer, consult with legal counsel.

[4] Notice must be provided to the public officer, employee, staff member or individual agent in accordance with OAR 199-0040-0030. The public official must receive written notice of the meeting no less than one business day or 24 hours, whichever is greater, in advance of the meeting. The notice must include:

a. Identification of the governing body before which the matter will be considered (the Board);
b. The time, date and location of the meeting;
c. The purpose for which the governing body proposes to convene the executive session, including the citation to the applicable section of ORS 192.660 and the fact that the governing body will be considering the dismissal or disciplining of, hearing complaints or charges against, or reviewing and evaluating the performance of the public official receiving the notice; and
d. Information on how the public official may make a request for an open hearing.

[5] Consider including a reference to the law that exempts the information or records from public inspection in the notice.

[6] Legal counsel must be present in the executive session, either in-person or via electronic or telephonic communications.

[7] Notice must be provided to the chief executive officer, public officer, employee or staff member in accordance with OAR 199-0040-0030. The public official must receive written notice of the meeting no less than one business day or 24 hours, whichever is greater, in advance of the meeting. The notice must include:

a. Identification of the governing body before which the matter will be considered (the Board);
b. The time, date and location of the meeting;
c. The purpose for which the governing body proposes to convene the executive session, including the citation to the applicable section of ORS 192.660 and the fact that the governing body will be considering the dismissal or disciplining of, hearing complaints or charges against, or reviewing and evaluating the performance of the public official receiving the notice; and
d. Information on how the public official may make a request for an open hearing.

7. To consider matters relating to school safety or a plan that responds to safety threats made toward a school. (ORS 192.660(2)(k))

8. To consider matters relating to the safety of the governing body and of public body staff and volunteers and the security of public body facilities and meeting spaces. (ORS 192.660(2)(o))

9. To consider matters relating to cyber security infrastructure and responses to cyber security threats. (ORS 192.660(2)(p))

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

11. To review matters pertaining to or examination of the confidential records of a student. (ORS 332.061(1)(b))

Members of the press may attend executive sessions except those matters pertaining to:

1. Deliberations with persons designated by the Board to carry on labor negotiations;

2. Hearings on the expulsion of a minor student or examination of the confidential records of a student; and

3. Current litigation or litigation likely to be filed if the member of the news media is a party to the litigation or is an employee, agent or contractor of a news media organization that is a party to the litigation.

If an executive session is held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including the student's confidential records; the discussion; and each Board member's vote on the issue.

Recordings or minutes shall be kept for all executive sessions in accordance with state law and Board policy – BDDG – Recordings and Minutes of Board Meetings.

Content discussed in executive sessions and recordings or minutes for executive sessions are confidential except as provided by law. Board members, district employees and the media are instructed not to disclose information obtained in executive session except when specifically authorized to do so or as required or allowed by law.

END OF POLICY

Legal Reference(s):

ORS 192.660
ORS 192.685
ORS 192.705
ORS 332.045
ORS 332.061
OAR 199-040-0015 - 0060
OAR 199-050-0015
OAR 199-050-0040
OAR 199-050-0050
OAR 199-050-0060

OR. ATTY. GEN. *Public Records and Meetings Manual*.
OREGON GOVERNMENT ETHICS COMMISSION, Staff Advisory Opinion No. 22-106S

Brookings-Harbor School District 17C

Code: **BDD**
Adopted: 2/21/07
Revised/Readopted: 10/16/13

Board Meeting Procedures

1. Quorum

   A quorum of the Board is [three{[1]}] Board members.

2. Vote Needed for Exercise of Powers

   The affirmative vote of [three{[2]}] Board members will be necessary for exercising any of the Board's powers. All votes of the Board shall be taken by public vote, except when authorized in executive session under Oregon Revised Statute (ORS) 332.061.

3. Board Member Voting

   The results of all votes shall be recorded, including the vote of each member's vote by name, on all votes taken by the Board. A written ballot, if used, shall identify the individual Board member by name and their vote, and shall be announced during the meeting at which the vote occurred. Secret ballots are prohibited.

4. Abstaining from Vote

   Any conflicts of interest will be handled in accordance with ORS 244.120 and Board policy BBFA – Board Member Ethics and Conflicts of Interest. Board member abstentions will be documented in the meeting minutes or recording.

5. Parliamentary Procedure

   Official Board business will be transacted by motion or resolution at properly noticed[3] meetings.

   Except as otherwise provided by state law and/or Board policy, the rules of parliamentary procedure comprised in *Robert's Rules of Order Newly Revised,* "Procedure in Small Boards"[4] as modified by the Board will govern the Board in its deliberation. Modifications include the following: Motions

[1] {ORS 332.055 establishes the quorum as a majority. If the Board has five members, three constitute a quorum. If the Board has seven members, four constitute a quorum. If the Board has nine members, five constitute a quorum.}

[2] {ORS 332.055 provides "the affirmative vote of the majority of members of the board is required to transact any business." If the Board has five members, three votes are required. If the Board has seven members, four votes. If the Board has nine members, five votes.}

[3] See ORS 192.640, OAR 199-050-0040 and Board policy BD/BDA – Board Meetings for notice requirements. {In the June 2026 policy update, OSBA will be recommending policy BD/BDA be recoded and renamed: BD – Board Meetings, Notices and Communications.}

[4] See *Robert's Rules of Order*, 12th Edition, § 49:21.

will all be seconded prior to consideration for discussion by the Board and motions to close or limit debate will be acceptable.

The Board chair will decide all questions relative to points of order, subject to an appeal to the Board.

Failure to follow *Robert's Rules of Order* will not invalidate a lawful Board decision.

END OF POLICY

Legal Reference(s):

ORS 192.650
ORS 244.120(2)
ORS 332.045
ORS 332.055
ORS 332.057
ORS 332.107
OAR 199-050-0005 (9)
OAR 199-050-0055

38 OR. ATTY. GEN. OP. 1995 (1978)
41 OR. ATTY. GEN. OP. 28 (1980)

Brookings-Harbor School District 17C

Code: **BDDC**
Adopted: 1/18/88
Revised/Readopted: 10/22/03; 10/16/13
Orig. Code: BDDB/BDDC

Board Meeting Agenda

{[1]}The Board chair will direct the preparation of an agenda for all meetings of the Board. The Board chair may seek assistance from the superintendent or another Board member. Items of business may be suggested by any Board member, staff member, student or patron of the district by notifying the Board chair or superintendent at least [five] working days prior to the meeting.

The agenda will include the principal subjects anticipated to be considered at the meeting and be specific enough to permit the public to recognize the matters in which they are interested. When the agenda includes an executive session, the agenda shall identify the specific statutory citation and appropriate subsection and paragraph authorizing the executive session, as well as a general description of the statutory authorization. (See Board policy BDC – Executive Sessions for additional information.)

The Board chair may direct an amendment to the agenda until it is posted, including adding or removing items. The Board may also amend the agenda during a meeting by a majority vote of the Board. This includes adding items to the agenda during the meeting.

A consent agenda may be used by the Board. The consent agenda will consist of routine business that requires action but not necessarily discussion. These items may all be voted on and approved at the same time. An item on the consent agenda will be removed from the consent agenda upon request of a Board member prior to the consent agenda's consideration. The item removed from the consent agenda will then be placed on the regular agenda.

The agenda, together with supporting materials, will be distributed to Board members at least [three] full working days prior to the meeting. A copy of the agenda will be posted on the district website at least 48 hours prior to any regular meeting and 24 hours prior to any special meeting.

Copies of the agenda for the press and public will not contain any confidential information included in Board member packets.

END OF POLICY

Legal Reference(s):

ORS 192.630 ORS 192.640 OAR 199-050-0040

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

[1] {The Board is encouraged to review current practices for agenda preparation and Public Meetings Law.}

Brookings-Harbor School District 17C

Code: **BDDG**
Adopted: 1/18/88
Revised/Readopted: 10/22/03; 10/16/13; 9/17/14; 4/15/20
Orig. Code: BDDG/BDDK

Minutes of Board Meetings

[{[1]}The Board ~~secretary~~ will ensure a [{[2]}video] recording is made of all of its meetings and portions of meetings that are not held in executive session. These recordings will be posted on the district's website or social media site within seven days following the meeting.]

A video or audio recording of a meeting can be kept as the official record as long as all required content is included and it is kept in an allowable format[3]. Alternatively, the district may create~~take~~ written minutes. Written ~~of all Board meetings. The written~~ minutes do not need to be a verbatim transcript and can be kept in hard copy or electronic form[4].

The official record must give~~will be~~ a true reflection of the matters discussed at the meeting and the views of the participants, and must~~. The minutes will~~ include~~, but not be limited to,~~ the following information:

1. All members of the Board ~~who were~~ present;

2. All motions, proposals, resolutions, orders, ordinances and measures proposed and their disposition;

3. The results of all votes and the vote of each member by name for all actions taken[5];

4. The substance of any discussion on any matter; and

5. A reference to any document discussed at the meeting.

~~6.~~ If written minutes are created for meetings which do not take place in executive session, those~~Any other information required by law.~~

~~All~~ minutes shall be available to the public within a reasonable time{[6]}~~. The public and patrons of the district may receive, upon request, copies of minutes from the administration office. A copy of the minutes~~

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[1] {ORS 192.655 requires districts with an ADMr of 50 or more to record board meetings, and post the recording within seven days. Districts with fewer than 50 ADMr are exempt from this requirement and do not need to adopt this language.}

[2] {If the district lacks broadband internet, an audio recording is sufficient. See ORS 192.655.}

[3] Oregon Administrator Rule (OAR) 166-017-0045(4) requires moving images or audio recordings be kept in MP2, MP3, MP4, or WAVE formats.

[4] Oregon Administrator Rule (OAR) 166-017-0045(4) requires textual data or still images be kept in XML, ODT, TXT, PDF, RTF, PREG, JFIF, PNG, or TIFF formats.

[5] If minutes are kept in a recorded form, all voting will use a roll call vote and if minutes are kept in written form the minutes will identify the vote of each member by name under each board action.

[6] {The Oregon Attorney General's *Public Records and Meetings Manual* says, "three weeks arguably is within the reasonable time allowed by statute."}

~~of each regular and special Board meeting as they are drafted for approval will be distributed~~ after the~~such~~ meeting. These minutes [will be published to the district website and] may be requested from the ~~to each Board member and administrator.~~

~~The~~ district office.

Recordings or~~will maintain a hard copy[7] of the meeting~~ minutes[8] ~~and make them available to staff and other interested patrons an updated copy of the meeting minutes.~~

~~Minutes~~ of executive sessions will be kept in the same manner as other meetings of ~~accordance with~~ the Board.~~requirements of Oregon's Public Meetings Law.~~ If disclosure of material from~~in the~~ executive session recordings or minutes would be inconsistent with the purpose for which executive session was held under Oregon Revised Statute (ORS) 192.660, the material may be withheld from disclosure. Executive

~~If an executive~~ session minutes of a hearing~~is~~ held under~~pursuant to~~ ORS 332.061~~, the following~~ shall contain only material not excluded under ORS 332.061(2) and information[9] will not be disclosed in accordance with ORS 332.061~~not be made public: the name of the minor student; the issue, including a student's confidential records; the discussion; and each Board member's vote on the issue~~.

Either the recording or minutes of Board meetings will be kept permanently. If written minutes are created for any meetings of the Board, any recordings will be kept for at least one year after the minutes are created.

END OF POLICY

Legal Reference(s):

ORS 192.610 - 192.705
ORS 332.061
OAR 166-017-0005 - 0095
OAR 166-400-0010(9)
OAR 199-050-0060

~~[7] Oregon Administrative Rule 166-400-0010(9).~~

[8] "...a record of any executive session may be kept in the form of a sound or video tape or digital recording, which need not be transcribed unless otherwise provided by law." ORS 192.650(2)

[9] ORS 332.061 prohibits the disclosure of:

1. The name of the minor student;
2. The issue, including a student's confidential records;
3. The discussion; and
4. The school board member's vote on the issue.

Attorney General's PUBLIC RECORDS AND MEETINGS MANUAL.

Brookings-Harbor School District 17C

Code: **CBA**
Adopted: 11/17/04
Revised/Readopted: 3/04/10; 1/15/14; 6/16/21

Qualifications and Duties of the Superintendent

The Board requires the superintendent be a strong educational leader who has the following professional experience and training:

2. A current license that qualifies the individual to serve as superintendent of the district{[1]};

3. A master's degree or higher in the field of education, preferably in educational administration;

4. Successful teaching experience at the elementary or secondary school level;

5. Service as a superintendent or administrative experience in the central administration of a school system.

In lieu of the experience and training requirements above, the Board may consider as a candidate for its superintendent's position an individual who meets alternative licensure requirements. The Board may take steps to assist an individual to qualify for such a license.

The superintendent will have the following personal and professional qualities:

1. Success in leadership roles with staff, community and professional peers;

2. Ability to communicate effectively, both orally and in writing;

3. Scholarship, intelligence and excellent ability to plan and organize;

4. Training, experience and success in personnel selection, evaluation and development;

5. Knowledge of curriculum development, implementation and evaluation;

6. Knowledge of business and support service systems which facilitate planning, control and accountability;

7. Experience in administering collective bargaining agreements;

8. Ability to motivate other administrators and significantly involve them in the decision-making process;

9. Strong management skills; and the desire and ability to motivate and innovate, taking advantage of the district's strengths.

General Functions

{[1] Please contact the Teacher Standards Practices Commission (TSPC) with questions regarding licensure.}

1. The superintendent is the chief executive officer of the district and, under the direction of the Board, is responsible for control and operation of the school system, and for implementing the decisions and policies of the Board.

2. The superintendent has the authority to formulate and delegate duties and responsibilities to subordinate administrative personnel. The delegation of such duties and responsibilities, however, will not relieve the superintendent of responsibility for the action taken under such delegation.

Specific Functions

The superintendent will have the duty and authority to perform the following specific functions:

1. Review data regularly and lead the district in enacting equitable changes to improve educational outcomes for every student;

2. Serve as educational leader to the Board, staff and community;

3. Act as the district's chief administrative officer;

4. Serve as district school clerk, performing such duties as required by law or by the Board;

5. Support the Board with scheduling meeting places, providing for required notices, and ensuring any required recordings or minutes are created for all Board meetings and for all committee meetings authorized by the Board, as appropriate;

6. Attend all regular and special meetings of the Board, except when excused;

7. Serve as executive officer of the budget committee and prepare an educational plan that is the basis for formulating the district's budget;

8. Administer adopted Board policies;

9. Regularly review adopted Board policies and make recommendations for needed changes;

10. Advise, inform and make recommendations to the Board on matters of policy and other required action(s), and inform the Board on all phases of district operation;

11. Provide an ongoing program of communication to and from the community, staff and Board concerning district programs and activities;

12. Assess trends and changing procedures in salary negotiations and assist the Board in collective bargaining and salary consultation with district employee groups;

13. Serve as a member of the Board's salary consultation and negotiations teams, and make recommendations to the Board on all issues;

14. Direct the implementation and administration of all agreements resulting from the consultation or negotiation process;

15. Develop and file a complete list of position descriptions, with job descriptions within each classification for all classes of personnel; review and change those descriptions as needed or directed by the Board;

16. Formulate and recommend for Board adoption such personnel policies as may be necessary for efficient functioning of the district staff;

17. Make rules and reasonable regulations to govern routine matters and see that such rules and regulations are communicated to employees concerned;

18. Resolve problems of operations and settle disputes referred through administrative channels;

19. Work with staff organizations and committees in the development of sound personnel practices and procedures and provide for their implementation;

20. Assume responsibility for the development, maintenance and operation of a constructive program of in-service, training and education for all school system employees. For this responsibility, the superintendent may employ lecturers, grant temporary leave from work, approve reimbursement for extension or college courses and develop professional library facilities as required, subject to Board approval;

21. Recommend to the Board, the appointment, renewal, contract extension, contract nonrenewal, contract non-extension or dismissal of licensed district employees in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;

22. Appoint, promote, demote or discharge classified and non-represented employees as provided by state law, Board policy, collective bargaining agreements and meet and confer agreements, as applicable;

23. Assign or transfer all district employees in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;

24. Evaluate the performance of all district administrative personnel in accordance with state law and Board policy, and make recommendations for those positions to the Board before March 15 of each year;

25. Provide for performance evaluations of licensed and classified personnel in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;

26. Assign and control the promotion of students;

27. Maintain a continuous inventory of all district property, furniture, material and supplies;

28. Recommend plans for repairs to district property and for new construction and see that all plans adopted by the Board are properly executed;

29. Establish procedures to involve teachers, principals, supervisory personnel and representatives from student and community groups in the preparation and selection of courses of study and other instructional materials;

30. Recommend instructional materials, instructional supplies and school equipment to be purchased by the district;

31. Direct the preparation of the budget, prepare the budget message for presentation to the budget committee, supervise the administration of all fiscal policies of the district and serve as custodian of all district funds;

32. Develop and recommend to the Board long-range plans for educational programs, facilities and financial resources that are consistent with population trends, district goals and community needs;

33. Direct the district in its relationships with federal, state and local government agencies;

34. Cooperate with universities and colleges in their student-teacher training programs;

35. Attend local, state and national meetings, conferences and workshops as deemed beneficial to the interests of the district;

36. Visit, as may be required, all district schools as a regular part of a schedule and institute and carry out such regulations, as may be necessary, to attain their efficient operation;

37. Direct the administrative staff in establishing and changing, as needed, school attendance area boundaries subject to Board approval;

38. In cases of matters not specifically covered by Board policies, take appropriate action and report such action to the Board no later than the next regular Board meeting;

Have other power and duties as may be approved by the Board, and as may be necessary to fulfill the functions of the office of superintendent.

END OF POLICY

Legal Reference(s):

ORS 332.075
ORS 342.143
ORS 342.173
ORS 342.850
OAR 584-020-0000 - 0035
OAR 584-046-0003 - 0024
OAR 584-080-0151
OAR 584-080-0152
OAR 584-080-0161

Brookings-Harbor School District 17C

Code: **CBG**
Adopted: 1/15/14
Revised/Readopted: 11/14/17; 3/19/25

Evaluation of the Superintendent

The Board will formally evaluate the superintendent's job performance [at least once each year]. The evaluation will be based on the superintendent's job description, any applicable standards of performance, Board policy and progress in attaining any goals for the year established by the superintendent and/or the Board.
Additional criteria for the evaluation, if any, will be developed at a public board meeting prior to conducting the evaluation. The superintendent will be notified of the additional criteria prior to the evaluation.

The Board's discussion and conferences with and about the superintendent and their performance will be conducted in an executive session, unless the superintendent requests a session open to the public.[1] Such an executive session will not include a general evaluation of any district goal, objective or operation or of any directive to personnel concerning district goals, objectives, operations or programs. Results of the evaluation will be written and placed in the superintendent's personnel file.

At the Board's discretion, it may notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the Board provided written notice pursuant to the prior sentence, if the Board determines the superintendent's performance remains unsatisfactory, the Board may dismiss or non-renew the superintendent pursuant to Board policy, the superintendent's employment contract and state law and rules. In those situations where the superintendent's employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedent over this policy.

END OF POLICY

Legal Reference(s):

ORS 192.660
ORS 332.107
ORS 332.505

OAR 199-040-0027
OAR 199-040-0030

OAR 581-022-2405

Hanson v. Culver Sch. Dist. (FDAB 1975).

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[1] Notice must be provided to the superintendent in accordance with OAR 199-0040-0030. The superintendent must receive written notice of the meeting no less than one business day or 24 hours, whichever is greater, in advance of the meeting. The notice must include:

a. Identification of the Board;
b. The time, date and location of the meeting;
c. The purpose for which the Board proposes to convene the executive session, including the citation to the applicable section of ORS 192.660 and the fact that the Board will be reviewing and evaluating the performance of the superintendent; and
d. Information on how the superintendent may make a request for an open hearing.

Brookings-Harbor School District 17C

Code: CEA
Adopted:

Educational Equity Advisory Committee

The duties of the district's educational equity advisory committee{[1]} shall include:

1. Advising the superintendent about the educational equity impacts of policy decisions; and

2. Informing the superintendent when a situation arises in a district school that negatively impacts underrepresented students and advising the superintendent on how best to handle that situation.

The superintendent may act within the superintendent's authority on any recommendations of the educational equity advisory committee without approval from the Board. The superintendent does not have the authority to adopt or amend policy.

The educational equity advisory committee may prepare an annual report that:

1. Contains the following information:

    a. The successes and challenges the district has experienced in meeting the educational equity needs of students in the district;
    b. Recommendations the committee made to the superintendent, and the actions that were taken in response to those recommendation; and
    c. Any other information required by the State Board of Education.

2. Is shared with the Board:

    a. By the superintendent; and
    b. If requested by the Board, by the committee as a presentation by the committee at a Board meeting.

3. Is made available by being:

    a. Distributed to the parents of district students;
    b. Posted on the district's website; and
    c. Sent to the State Board of Education.

The educational equity advisory committee shall be selected and appointed by the superintendent and must be composed of parents, employees, students and community members from the district. For the purposes of selecting members, the superintendent:

1. Shall solicit names of possible members from the community;

2. Must ensure that membership is primarily representative of underserved student groups;

[1] {The district can name this committee something else. If the district chooses to do so, use consistent language throughout.}

3. May not exclude or deny members based on language, immigration status or protected class, including age, disability, national origin, race, color, marital status, religion, sex, sexual orientation, or gender identity;

4. May not appoint a voting member of the Board or the superintendent to the educational equity advisory committee; and

5. Must ensure that the composition of an educational equity advisory committee elevates underrepresented parent, employee, student, and community member voices.

The district will provide sufficient support to educational equity advisory committee members to participate in meetings, including, but not limited to access to district-managed emails, translation and interpretation services, and relevant trainings.

A member of the educational equity advisory committee will also serve on the school district budget committee.[2]

END OF POLICY

Legal Reference(s):

ORS 328.542
ORS 329.711
ORS 332.107
OAR 199-050-0010
OAR 581-022-2307

PROPOSED

[2] {The district is not required to add an educational equity advisory committee member to the budget committee until there is a non-board member vacancy on the budget committee.}The district is not required to include a member of the educational equity advisory committee on the budget committee if no member of the committee is willing or able to serve on the budget committee.

PROPOSED

Brookings-Harbor School District 17C

Code: **DBEA**
Adopted: 1/18/88
Revised/Readopted: 10/22/03; 1/15/14
Orig. Code: DBEA

Budget Committee

By law, the budget committee is charged with making recommendations concerning financial priorities.

The budget committee will have the responsibility for~~of~~ reviewing the financial programs of the district, reviewing the proposed district budget as presented by the superintendent, and recommending an annual or biennial district budget in keeping with the provisions of applicable state laws.

Educational policy decisions~~, however,~~ are the responsibility of the Board, not the budget committee. The committee does not have the authority to add programs or to approve additional personnel or increase~~increased~~ salaries. While the committee may, in effect, delete programs because of a fund decrease ~~in arriving at a levy figure~~, the committee is charged primarily with a fiscal evaluation of programs. The committee may, alternatively, set an amount that changes the recommended budget and may request the administration make such changes in accordance with priorities set by the Board.

The following will govern the make-up and process of establishing the district's budget committee:

1. The budget committee consists of five members appointed by the Board plus the elected Board members of the district. To be eligible for appointment, the appointive member must:

   a. Live and be registered to vote in the district;
   b. Not be an officer, agent or employee of the district.

2. At least one member of the budget committee must be a member of the district's educational equity advisory committee;[1]

3. No budget committee member may receive any type of compensation from the district;~~.~~

4. At its first meeting in [July], the Board will identify vacant budget committee positions which must be filled by appointment of the Board. The Board will announce the vacancies and receive~~establish a date by which~~ applications from interested persons during the month of [July].~~may be received.~~ Such applications will include a signed statement that the applicant is willing to serve as a member of the budget committee and to adhere to the policies of the district. The Board may appoint budget committee members to as many consecutive terms as deemed appropriate;~~.~~

[1] {The budget committee is not required to include a member of the educational equity advisory committee until a vacancy on the budget committee occurs by a member who is not also a member of the school district board.} The district is not required to include a member of the educational equity advisory committee on the budget committee if no member of the committee is willing or able to serve on the budget committee.

5. At the first regular Board meeting in [August],~~September,~~ the Board will review the names of persons filing applications and names of those persons who have served previously and are willing to be reappointed. At the first regular meeting in [September],~~October,~~ the Board will appoint persons to fill the vacant positions;~~.~~

~~6.~~ [The appointive committee members of a budget committee in a district that prepares an annual budget will be appointed for three-year terms. The terms will be staggered so that, as near as practicable, one-third of the appointive members' terms end each year.] [The appointive~~. Appointive~~ members of a budget committee in a district that prepares a biennial budget shall be appointed to four-year terms.

~~7.~~6. The terms shall be staggered so that as near as practicable, one-fourth of the terms of the appointive members expire each year;]

~~8.~~7. ~~.~~If any appointive member is unable to complete the term for which the member~~he/she~~ was appointed, the Board will announce the vacancy at the first regular Board meeting following the committee member's resignation or removal. An appointment to fill the position for its unexpired term will be made at the next regular Board meeting.

Budget Committee Responsibilities

The following items explain the budget committee responsibilities:

1. At its first meeting after appointment, the budget committee will elect a presiding officer from among its members. It may also establish other ground rules as necessary for successful operation of the committee;~~.~~

2. A majority of the constituted committee is required for passing an action item. Majority for a 10-member budget committee is 6. Therefore, if only 6 members are present, a unanimous vote is needed for passing an action.

3. The budget committee shall hold one or more meetings to receive the budget message, receive the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. All meetings of the budget committee are open to the public;~~.~~

~~4.~~ The budget committee may request ~~from the superintendent or business manager~~ any information used in the preparation of or for ~~use in~~ revising the budget document from the superintendent or business manager. The committee may request the attendance of any district employee at its meetings. The budget committee will approve the budget document as submitted by the superintendent or as subsequently revised by the committee;~~.~~

~~5.~~4. After approval of the original or revised budget document, the budget committee's duties cease. The hearing on the approved budget is held by the Board ~~and budget committee are encouraged to attend~~.

END OF POLICY

Legal Reference(s):

ORS 174.130
ORS 192.610 - 192.695
ORS 294.305 - 294.565
ORS 328.542
ORS 329.711
ORS 433.835 - 433.875
OAR 581-022-2307

House Bill 4066 (2026)

Brookings-Harbor School District 17C

Code: **EBB**
Adopted: 1/25/12
Revised/Readopted: 1/15/14; 6/17/15

Integrated Pest Management

To ensure the health and safety concerns of student, staff and community members, the Boarddistrict shall adopt an integrated pest management plan (IPM){[1]}) which emphasizes the least possible risk to students, staff and community members and shall adopt a list[2] of low-impact pesticides for use with the IPM plan. The IPM plan and list shall be available to the public through the district's website[3].

The IPM plan is a proactive strategy that:

1. Focuses on the long-term prevention or suppression of pest problems through economically sound measures that:

   a. Protect the health and safety of students and staff;
   b. Protect the integrity of district buildings and grounds;
   c. Maintain a productive learning environment; and
   d. Protect local ecosystem health.

2. Focuses on the prevention of pest problems by working to reduce or eliminate conditions of property construction, operation and maintenance that promote or allow for the establishment, feeding, breeding and proliferation of pest populations or other conditions that are conducive to pests or that create harborage for pests;

3. Incorporates the use of sanitation, structural remediation or habitat manipulation or of mechanical, biological and chemical pest control measures that present a reduced risk or have a low-impact and, for the purpose of mitigating a declared pest emergency, the application of pesticides that are not low-impact pesticides;

4. Includes regular monitoring and inspections to detect pests, pest damage and unsanctioned pesticide usage;

5. Evaluates the need for pest control by identifying acceptable pest population density levels;

6. Monitors and evaluates the effectiveness of pest control measures;

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[1] {See Integrated Pest Management Program for Oregon Schools at http://blogs.oregonstate.edu/schoolipm/. The program includes access to Resources & Forms including Model plans for large school districts and small school districts.}

[2] See ORS 634.705(5).

[3] Inclusion of the list and IPM in the district's Healthy and Safe Schools Plan satisfies this requirement as long as it is posted on the district's website.

7. Excludes the application of pesticides on a routine schedule for purely preventive purposes, other than applications of pesticides designed to attract or be consumed by pests;

8. Excludes the application of pesticides for purely aesthetic purposes;

9. Includes school staff education about sanitation, monitoring, inspection and pest control measures;

10. Gives preference to the use of nonchemical pest control measures;

11. Allows the use of low-impact pesticides if nonchemical pest control measures are ineffective; and

12. Allows the application of a pesticide that is not a low-impact pesticide only to mitigate a declared pest emergency or if the application is by, or at the direction or order of, a public health official.

The ~~district shall designate the~~ maintenance supervisor is designated as the Integrated Pest Management Plan Coordinator and has~~give them~~ the authority for overall implementation and evaluation of the IPM plan.

Integrated Pest Management Plan Coordinator

The IPM Plan Coordinator shall:

1. Attend not less than six hours of IPM training each year. The training shall include at least a general review of integrated pest management principles and the requirements of IPM as required by Oregon statute;

2. Ensure appropriate prior notices are given and posted warnings have been placed when pesticide applications are scheduled;

3. Oversee pest prevention efforts;

4. Ensure~~Ensuring~~ identification and evaluation of pest situation;

5. Determine the means of appropriately managing pest damage that will cause the least possible hazard to people, property and the environment;

6. Ensure the proper use and application of pesticide applications when non-pesticide controls have been unsuccessful;

7. Evaluate pest management results;~~ and~~

8. Keep for at least four years following the application date, records of applied pesticides that include:

    a. A copy of the label;
    b. A copy of the Safety Data Sheet (SDS);
    c. The brand name and U.S. Environmental Protection Agency (USEPA)~~USEPA~~[4] registration number of the product;
    d. The pest condition that prompted the application;

~~[4] U.S. Environmental Protection Agency~~

e. The approximate amount and concentration of pesticide applied;
f. The location and description of the area where the pesticide was applied;
g. The type of application and whether the application was effective;
h. The name(s) of the person(s) applying the pesticide;
i. The pesticide applicator's license numbers and pesticide trainee or certificate numbers of the person applying the pesticide;
j. The dates and times for the placement and removal of warning signs; and
k. Copies of all required notices given, including the dates the IPM Coordinator(s) gave the notices.

9. Respond to inquiries about the IPM plan and refer complainants to Board policy KL - Public Complaints; and

10. Conduct outreach to district staff about the district's IPM plan.

At least once every five years, the Board shall review the IPM plan, make any necessary updates and readopt the IPM plan.[5] The final IPM plan shall include the day, month and year the Board adopted or readopted the plan.

END OF POLICY

Legal Reference(s):

ORS 634.116
ORS 634.700 - 634.750

[5] For IPMs adopted prior to January 1, 2026, the Board shall review, update and readopt the IPM no later than January 1, 2027, or five years from the date of the most recent approval of the plan, whichever is later.

Brookings-Harbor School District 17C

Code: **EBBA**
Adopted: 1/18/88
Revised/Readopted: 10/22/03; 3/04/10; 1/15/14; 2/19/25; 3/19/25
Orig. Code: EBBA; JHC

Student Health Services**

Although the district's primary responsibility is to educate students, the students' health and general welfare is also an important Board responsibility. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices. A health services plan shall be developed, implemented, and updated annually. The plan shall describe a health services program for all students at each facility that is owned or leased where students are present for regular programming.

The district shall maintain a written prevention-oriented health services plan for all students. The health services plan will[1]:

1. Explain available health care space that is appropriately supervised and adequately equipped for providing health care and administering medication or first aid;

2. Refer to available communicable disease prevention and management plan that includes school-level protocols[2];

3. Outline a district-to-school communication plan[3];

4. Provide information about health screenings, including immunizations and TB certificate requirements;

5. Describe how services for all students, including those who are medically complex, medically fragile or nursing dependent, and those who have approved 504 plans, individual education program plans, and individualized health care plans or special health care needs are managed[4];

6. Integrate school health services with school health education programs and coordinate with health and social service agencies, public and private;

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[1] For exact language and complete requirement, see OAR 581-022-2220(1).

[2] For specific protocol content requirements, see OAR 581-022-2220(1)(b).

[3] For requirements of this plan see OAR 581-022-2220(1)(c).

[4] For more information regarding these requirements see ORS 336.201 and 339.869, OARs 581-021-0037, 581-015-2040, 581-015-2045, 851-045-0040 – 0060, and 851-047-0010 – 0030.

7. Describe how hearing, vision and dental screenings are managed and/or verified for required students[5];

8. Include a process to assess and determine a student's health services needs, including availability of a nurse to assess student nursing needs upon, during, and following enrollment with one or more new medical diagnose(s) impacting a student's access to education, and implement a student's individual health plan prior to attending school[6];

9. Comply with OR-OSHA Bloodborne Pathogens Standards for all persons who are assigned to job tasks which may put them at risk for exposure to body fluids[7];

10. Refer to adopted policy and procedures for medications in accordance with Oregon law[8];

11. Include guidelines for the management of students who are medically complex, medically fragile, or nursing dependent as defined by ORS 336.201, including students with life-threatening food allergies and adrenal insufficiency while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before-school or after-school care programs on school-owned property, and in transit to or from school or school-sponsored activities[9][; and][.]

12. [List the positions in the district which shall be required to obtain and maintain a first-aid/CPR/AED card in accordance with OAR 581-022-2220(3).]

[Any nurse(s) employed by the district and providing services to students on behalf of the district shall be licensed in Oregon to practice as a registered nurse or nurse practitioner or be a licensed practical nurse (LPN) in alignment with LPN supervision requirements of OAR 851-045-0050 – 0060.

A nurse employed by the district shall follow all applicable requirements of ORS Chapter 678 and OAR Chapter 851. This includes, but is not limited to, delegation in accordance with OAR 851-047, which includes performing a nursing assessment of a student prior to delegation, providing adequate supervision during the delegation, and evaluating the skills, ability and willingness of the delegee.[10]

An administrator or other staff who is not a nurse may supervise, evaluate or direct a school nurse or registered nurse for purposes related to the nurse's role as a school employee, including but not limited to assigning the nurse's work hours, locations and workload and other matters addressed through a collective bargaining agreement. An administrator may not direct the school nurse or registered nurse in the practice of nursing.

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[5] For vision screening or eye examination or dental screening information see ORS 336.211 and 336.213.

[6] For definitions for this policy see ORS 336.201.

[7] OAR 437-002-0360 lists various health and safety regulations that apply in the employment setting.

[8] Medication laws can be found in ORS 339.866 – 339.874 and OAR 581-021-0037; relevant Board policy includes JHCD/JHCDA - Medications.

[9] For guideline requirements see OAR 581-022-2220(1)(k).

[10] For additional delegation requirements see OAR 851-047-0030.

A nurse employed by the district will function as an integral member of the instructional staff, serving as a resource person to teachers in securing appropriate information and materials on health-related topics.]

[The district provides a menstrual product dispenser with a variety of products in every student bathroom[11] which meets the requirements of law.]

END OF POLICY

Legal Reference(s):

ORS 329.025
ORS 332.107
ORS 336.201
ORS 336.204
ORS 336.211 – 336.214
ORS 342.458
OAR 581-021-0017
OAR 581-021-0031
OAR 581-021-0587
OAR 581-021-0590
OAR 581-022-2050
OAR 581-022-2220
OAR 581-022-2515

[11] ["Student bathroom" means a bathroom that is accessible by students, including a gender-neutral bathroom, a bathroom designated for females, and a bathroom designated for males. (OAR 581-021-0587)]

Every Student Succeeds Act, 20 U.S.C. § 7928 (2024).
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2024).

Brookings-Harbor School District 17C

Code: **ECAA**
Adopted: 1/18/88
Revised/Readopted: 10/22/03; 1/15/14
Orig. Code: ECAA

Access to Buildings

The Board directs the superintendent to~~will~~ control access to district buildings as appropriate and necessary to protect property, students and personnel.
The superintendent or designee will develop procedures to

~~Principals will~~ control access to school buildings and ~~will~~ provide safeguards against unauthorized access to these buildings. Procedures will include staff members being responsible for district property (e.g., ~~Each principal with the superintendent's approval, will develop regulations designed to control the use of building~~ keys, access cards) in their possession.

~~and to ensure that buildings are adequately closed and locked when no authorized personnel are present.~~
Staff ~~or students~~ who fail to obey such procedures~~regulations~~ may be disciplined up to and including dismissal. Students who fail to obey such procedures may be disciplined.

When reviewing policies and procedures relating to school building security, the Board must consider the installation of a panic alarm system in accordance with ORS 339.408~~, suspended or dismissed~~.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 332.172
ORS 339.408

Brookings-Harbor School District 17C

Code: **GAA**
Adopted: 10/22/03
Readopted: 1/15/14; 11/18/15
Orig. Code: GAA

Personnel: Definitions

"Licensed employees" are those holding a position that requires a license issued by the state Teacher Standards and Practices Commission (TSPC).

1. "A teacher" is an employee who holds a teacher's license or is registered to teach by TSPC.

2. "A contract teacher" means any teacher who has been regularly employed by a school district for a probationary period of not more than three successive school years and who has been retained for the next succeeding school year.

3. "A probationary teacher" is one who is not a contract teacher and who is employed for at least 135 consecutive days in any school year as a teacher in the district. At least 30 consecutive days of employment in the district in a successive year shall be sufficient to keep the service intact, and the teacher shall not lose credit for previous probationary years served.

4. "A temporary teacher" is any teacher employed to fill a position designated as temporary or experimental or to fill a vacancy that occurs after the opening of school because of unanticipated enrollment or the death, disability, retirement, resignation, contract nonextension or dismissal of a contract or probationary teacher.

5. "A substitute teacher" is any teacher employed to take the place of a probationary or contract teacher who is temporarily absent. A substitute teacher is employed on a day-to-day basis, without contract, and does the work of the regularly assigned teacher during the latter's absence from duty. Substitutes will not be eligible for fringe benefits and will be paid at a rate established annually by the Board in accordance with the provisions of Oregon law.

6. "An intern teacher" is a regularly enrolled candidate of an approved educator preparation provider, who teaches under the supervision of the staff of the provider and of the employing district in order to acquire practical experience in teaching. The intern teacher receives both academic credit from the provider and financial compensation from the district or education service district.

7. "An administrator" is an employee who holds a valid Oregon administrative license or registration and who works in a position requiring an administrative license. An administrator includes but is not limited to, all superintendents, assistant superintendents, principals and academic program directors in public schools or education service districts, who have direct responsibility for supervision or evaluation of licensed teachers and who are compensated for their services with public funds.

8. "A specialist" is an employee who has a teaching license or a letter of authorization from the Oregon Department of Education and who is employed half-time or more.

"Classified personnel" are those employees in positions for which no teaching or administrative licenses are required by law.

1. "Regular classified employees" are those employed in positions established by the Board requiring 20 or more hours per week for at least a full school year.

2. "Part-time regular classified employees" are those employed in positions established by the Board requiring less than 20 hours per week for at least a full school year.

3. "Temporary/Substitute classified employees" are those employed on an as-needed basis. The Board shall determine if these employees are eligible for benefits.

"Supervisory employees" are those individuals having authority to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward or discipline other employees, or responsibly to direct them, or to adjust their grievances or effectively to recommend such action if the exercise of such authority is not of a merely routine or clerical nature but requires the use of independent judgment.

"Confidential employees" are designated in accordance with Oregon law (ORS 243.650(6)). Such employees will be excluded from any bargaining unit. Salaries and benefits for confidential employees will be established by the Board.

"Administrative employee" means an employee of the district who possesses authority to formulate and carry out administrative and/or program decisions, or who represents administration's interest by taking or effectively recommending discretionary actions that control or implement district policy, and who has discretion in the performance of these administrative and/or program responsibilities beyond the routine discharge of duties. An administrative employee need not act in a supervisory capacity in relation to other employees.

END OF POLICY

Legal Reference(s):

ORS 243.650(6), (23)
ORS 332.505
ORS 332.554(3)
ORS 342.120
ORS 342.125
ORS 342.420
ORS 342.610
ORS 342.815
ORS 342.835
ORS 342.840
ORS 342.845

OAR 584-020-0005

Job York v. Portland Sch. Dist., No. FDA 83-7 (August 1983).

Brookings-Harbor School District 17C

Code: **GBN/JBA**
Adopted: 10/21/20
Revised/Readopted: 12/15/21; 9/18/24
Orig. Code: GBN/JBA

Sexual Harassment

The district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints{[1]} or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (*see* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure and GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures{[2]}.

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties[3] shall include:

1. A demand or request for sexual favors in exchange for benefits;

2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:

    a. Interferes with a student's educational activity or program;

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[1] {Some districts choose not to use the terms "complaint" and "complainant" because they feel the stigma associated with the terms discourage victims from reporting conduct. The terms used in this policy are consistent with those included in the law. If the district chooses to change these terms, new terms must be consistent and clear. Note, "complainant" is defined under federal law.}

[2] {Common complaint procedures that may also be involved include: Nondiscrimination and Civil Rights (Board policy AC), Workplace Harassment (Board policy GBEA), [Hazing,] Harassment, Intimidation, Bullying, [Menacing,] Cyberbullying, Teen Dating Violence and Domestic Violence – Student (Board policy JFCF), and Reporting Requirements for Suspected Sexual Conduct with Students (Board policy GBNAA/JHFF).}

[3] "Third party" means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) at a school-sponsored activity or program; or 3) off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

b. Interferes with a school or district staff member's ability to perform their job; or
c. Creates an intimidating, offensive, or hostile environment.

3. Assault when sexual contact occurs without consent[4].{[5]}.

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person's actions, offensive because of that other person's sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, [{[6]}physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance].

Oregon Procedures

Reports and complaints of sexual harassment should be made to the following individual:

Name	Position	Phone	Email
Helena Chirinian	Superintendent	541-469-7443	helenac@brookings.k12.or.us

This individual is responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. [This person is also designated as the Title IX ~~C~~coordinator.{[7]} *See* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure~~. If this individual is the subject of the complaint, the report may be made to the Director of Special Programs or Director of Finance, as an alternative to reporting to the Superintendent~~.

Response

Any staff member who becomes aware of behavior that may violate this policy shall [immediately] report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;

---

[4] "Without consent" means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.

[5] {The statutory definition (ORS 342.704) for sexual harassment includes separate definitions with slightly different language for students, staff members and third parties. The language used in this policy comes from OAR 581-021-0038(1). If the district would like to include the full statutory definition, it can do so.}

[6] {OAR 581-021-0038 requires that the policy include a "examples of harassing behaviors covered by policy". The bracketed list in this policy reflects OSBA's recommendations. The district has discretion in what is included in this list. If listing behaviors not reflected in OSBA recommendations, please have the list reviewed by the district's legal counsel.}

[7] {This must be communicated elsewhere, but it is a good reason to specify it here as well.}

2. Staff member is protected and to promote a nonhostile work environment; or

3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to~~that may include counseling, extension of deadlines, or other course-related adjustments, modifications of class schedules, mutual restrictions on contact between the parties, and connection to community supports for~~ the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

Investigation

All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. [Interviews with those involved;

2. Interviews with witnesses;

3. Review of video surveillance;

4. Review of written communications, including electronic communications;

5. Review of any physical evidence; and

6. Use of third-party investigator.]~~.~~

~~The District will provide a support person or advisor who is trained in all district policies and procedures related to sexual harassment and sexual harassment proceedings for any reporting or reported student.~~

~~Upon the student's request, the District support person or advisor will accompany the individual to any interview or meeting held as part of any district sexual harassment proceeding.~~

The district will use [a reasonable person] standard when determining whether a hostile environment exists. [A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.{[8]}]~~.~~

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment:

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[8] {OSBA strongly recommends that the Board receive input from district administration prior to adopting a standard here. Of note, Title IX's definition of sexual harassment includes "unwelcome conduct determined *by a reasonable person* to be…" 34 CFR 106.30(a), emphasis added. It is important to consider the different definitions under Oregon law and Title IX when determining which standards will apply for the Oregon process.}

1. [Discipline of staff and students engaging in sexual harassment;

2. Removal of third parties engaged in sexual harassment;

3. Additional supervision in activities;

4. Additional controls for district electronic systems;

5. Trainings and education for staff and students; and

6. Increased notifications regarding district procedures and resources.].

When a student or staff member is harassed by a third party, the district will consider the following:

1. [Removing that third party's ability to contract or volunteer with the district, or be present on district property;

2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;

3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;

4. Limiting attendance at district events; and

5. Providing for additional supervision, including law enforcement if necessary, at district events.].

No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or

2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Notices

When a person[9] who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;

2. If appropriate, any impacted person who is not a reporting person;

3. Each reported person; and

4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include[10]:

1. Name and contact information for all persons designated by the district to receive complaints;

2. The rights of the person that the notification is going to;

3. Information about the internal complaint processes available through the school or district that the [student, student's parents, staff member, person or person's parent] who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines;

4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;

5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;

6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;

7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:

    a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
    b. For the reported persons, information about and contact information for state and community-based mental health services.

8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol

[9] Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

[10] Remember confidentiality laws when providing any information.

or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and

9. Prohibition of retaliation.

~~Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.~~

The notice must:

1. Be written in plain language that is easy to understand;

2. Use print that is of a color, size and font that allows the notification to be easily read; and

3. Be made available to students, students' parents, staff members and member of the public at each office, at the district office and on the website of the school or district.

Additionally, notice must be provided to the person who initiated the complaint and, if applicable, the person's parents, when an investigation is initiated and when it is concluded. The notification at the conclusion of the investigation must include whether a violation of the policy was found to have occurred, to the extent allowable under state and federal student confidentiality laws.

[Oregon Department of Education (ODE) Support

The ODE will provide technical assistance and training upon request.]~~.~~

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity[11];

3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;

4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;

[11] "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. § 106.44(a))

5. "Domestic violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or

6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Federal Procedures

The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. *See* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.

Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX ~~C~~coordinator receiving the person's verbal or written report. The report can be made at any time.

The Superintendent is designated as the Title IX ~~C~~coordinator and can be contacted at 541-469-7443. The Title IX ~~C~~coordinator will coordinate the district's efforts to comply with its responsibilities related to this policy~~.~~ The district prominently will display the contact information for the Title IX ~~C~~coordinator on the district website and in each handbook.{[12]}~~.~~

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.[13]~~.~~ The district shall treat complainants and respondents equitably by providing supportive measures[14] to the complainant and

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[12] {Note the difference in requirements for Title IX and Oregon law. It makes sense to align these requirements.}

[13] (Title 34 C.F.R. §106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

[14] (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment.[14]~~.~~ The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

by following a grievance procedure[15] prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX ~~C~~coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX ~~C~~coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.[16] ~~.~~

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.[17] ~~.~~ The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

~~The District will provide a support person or advisor who is trained in all district policies and procedures related to sexual harassment and sexual harassment proceedings for any reporting or reported student.~~

~~Upon the student's request, the District support person or advisor will accompany the individual to any interview or meeting held as part of any district sexual harassment proceeding.~~

Notice

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX ~~C~~coordinator(s);

2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and

3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

[Inquiries about the application to Title IX and its requirements may be referred to the Title IX ~~C~~coordinator or the Assistant Secretary[18], or both.] ~~.~~

~~No person designated as the investigator, decision-maker, or any person designated by the district to facilitate an informal resolution process may have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A conflict of interest occurs when personal or private interests may compromise one's judgment, decisions, or actions. Conflict of interests~~

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[15] This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, see GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

[16] The Title IX ~~C~~coordinator may also discuss that the Title IX ~~C~~coordinator has the ability to file a formal complaint.

[17] The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

[18] Of the United States Department of Education.

~~may arise from family, friendships, past relationship as student-teacher, financial investments, or other social factors. A bias is defined as a tendency, inclination, or prejudice toward/against someone. A conflict of interest or bias exists that disqualifies a person from being involved in the investigation or decision-making process if it prevents the person from impartially participating in the process. Any staff member with a designated role in the Title IX process who believes they have a conflict of interest may recuse themselves from the process without reprisal.~~

No Retaliation

Neither the district or any person may retaliate[19] against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

~~**Records**~~

~~Records will be created and maintained in accordance with the requirements in Title 34 C.F.R. §106.45(a)(10).[20]~~

Publication

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX ~~C~~coordinator shall be prominently published in the school student handbook and on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any student, parent of a student, school or district staff member, or third party upon request.

END OF POLICY

Legal Reference(s):

ORS 243.706
ORS 332.107
ORS 342.700
ORS 342.704
ORS 342.708
ORS 342.850
ORS 342.865
ORS 659.850
ORS 659A.006
ORS 659A.029
ORS 659A.030
OAR 581-021-0038
OAR 584-020-0040
OAR 584-020-0041

[19] Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

[20] ~~This includes creating a record for each investigation. This record must include:~~

- ~~Supportive measures, or reasons why the response was not clearly unreasonable under the circumstances;~~
- ~~Basis for the conclusion that the district's response was not deliberately indifferent; and~~
- ~~What measures were taken to restore or preserve equal access to the district's educational program or activity. (Title 34 C.F.R. § 106.45(a)(10)(ii))~~

~~Most records (including training) must be retained for at least seven years.~~

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).
Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).
Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 (1998).

Brookings-Harbor School District 17C

Code: **JBA/GBN**
Adopted: 10/21/20
Revised/Readopted: 12/15/21; 9/18/24
Orig. Code: JBA/GBN

Sexual Harassment

The district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints{[1]} or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (*see* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure and GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures{[2]}.

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Oregon Definition

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1. A demand or request for sexual favors in exchange for benefits;

2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:

    a. Interferes with a student's educational activity or program;

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[1] {Some districts choose not to use the terms "complaint" and "complainant" because they feel the stigma associated with the terms discourage victims from reporting conduct. The terms used in this policy are consistent with those included in the law. If the district chooses to change these terms, new terms must be consistent and clear. Note, "complainant" is defined under federal law.}

[2] {Common complaint procedures that may also be involved include: Nondiscrimination and Civil Rights (Board policy AC), Workplace Harassment (Board policy GBEA), [Hazing,] Harassment, Intimidation, Bullying, [Menacing,] Cyberbullying, Teen Dating Violence and Domestic Violence – Student (Board policy JFCF), and Reporting Requirements for Suspected Sexual Conduct with Students (Board policy GBNAA/JHFF).}

[3] "Third party" means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) at a school-sponsored activity or program; or 3) off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

b. Interferes with a school or district staff member's ability to perform their job; or
c. Creates an intimidating, offensive, or hostile environment.

3. Assault when sexual contact occurs without consent[4].{[5]}

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person's actions, offensive because of that other person's sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, [{[6]}physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance].

Oregon Procedures

Reports and complaints of sexual harassment should be made to the following individual:

Name	Position	Phone	Email
Helena Chirinian	Superintendent	541-469-7443	helenac@brookings.k12.or.us

This individual is responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. [This person is also designated as the Title IX coordinator.{[7]}] *See* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure.

Response

Any staff member who becomes aware of behavior that may violate this policy shall [immediately] report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;

2. Staff member is protected and to promote a nonhostile work environment; or

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[4] "Without consent" means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.

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[6] {OAR 581-021-0038 requires that the policy include a "examples of harassing behaviors covered by policy". The bracketed list in this policy reflects OSBA's recommendations. The district has discretion in what is included in this list. If listing behaviors not reflected in OSBA recommendations, please have the list reviewed by the district's legal counsel.}

[7] {This must be communicated elsewhere, but it is a good reason to specify it here as well.}

3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

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All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. [Interviews with those involved;

2. Interviews with witnesses;

3. Review of video surveillance;

4. Review of written communications, including electronic communications;

5. Review of any physical evidence; and

6. Use of third-party investigator.]

The district will use [a reasonable person] standard when determining whether a hostile environment exists. [A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.{[8]}]

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment:

1. [Discipline of staff and students engaging in sexual harassment;

2. Removal of third parties engaged in sexual harassment;

3. Additional supervision in activities;

4. Additional controls for district electronic systems;

5. Trainings and education for staff and students; and

[8] {OSBA strongly recommends that the Board receive input from district administration prior to adopting a standard here. Of note, Title IX's definition of sexual harassment includes "unwelcome conduct determined *by a reasonable person* to be…" 34 CFR 106.30(a), emphasis added. It is important to consider the different definitions under Oregon law and Title IX when determining which standards will apply for the Oregon process.}

6. Increased notifications regarding district procedures and resources.]

When a student or staff member is harassed by a third party, the district will consider the following:

1. [Removing that third party's ability to contract or volunteer with the district, or be present on district property;

2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;

3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;

4. Limiting attendance at district events; and

5. Providing for additional supervision, including law enforcement if necessary, at district events.]

No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or

2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

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When a person[9] who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;

2. If appropriate, any impacted person who is not a reporting person;

3. Each reported person; and

[9] Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include[10]:

1. Name and contact information for all persons designated by the district to receive complaints;

2. The rights of the person that the notification is going to;

3. Information about the internal complaint processes available through the school or district that the [student, student's parents, staff member, person or person's parent] who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines;

4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;

5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;

6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;

7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:

    a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
    b. For the reported persons, information about and contact information for state and community-based mental health services.

8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and

9. Prohibition of retaliation.

The notice must:

1. Be written in plain language that is easy to understand;

2. Use print that is of a color, size and font that allows the notification to be easily read; and

[10] Remember confidentiality laws when providing any information.

3. Be made available to students, students' parents, staff members and member of the public at each office, at the district office and on the website of the school or district.

Additionally, notice must be provided to the person who initiated the complaint and, if applicable, the person's parents, when an investigation is initiated and when it is concluded. The notification at the conclusion of the investigation must include whether a violation of the policy was found to have occurred, to the extent allowable under state and federal student confidentiality laws.

[Oregon Department of Education (ODE) Support

The ODE will provide technical assistance and training upon request.]

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity[11];

3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;

4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;

5. "Domestic violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or

6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

[11] "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. § 106.44(a))

Federal Procedures

The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. *See* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.

Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX coordinator receiving the person's verbal or written report. The report can be made at any time.

The Superintendent is designated as the Title IX coordinator and can be contacted at 541-469-7443. The Title IX coordinator will coordinate the district's efforts to comply with its responsibilities related to this policy. The district prominently will display the contact information for the Title IX coordinator on the district website and in each handbook.{[12]}

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.[13] The district shall treat complainants and respondents equitably by providing supportive measures[14] to the complainant and by following a grievance procedure[15] prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.[16]

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.[17] The district must provide the respondent with notice and an opportunity to challenge the decision immediately

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[12] {Note the difference in requirements for Title IX and Oregon law. It makes sense to align these requirements.}

[13] (Title 34 C.F.R. §106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

[14] (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment.[14] The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

[15] This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, see GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

[16] The Title IX coordinator may also discuss that the Title IX coordinator has the ability to file a formal complaint.

[17] The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

Notice

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX coordinator(s);

2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and

3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

[Inquiries about the application to Title IX and its requirements may be referred to the Title IX coordinator or the Assistant Secretary[18], or both.]

No Retaliation

Neither the district or any person may retaliate[19] against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

Publication

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX coordinator shall be prominently published in the school student handbook and on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any student, parent of a student, school or district staff member, or third party upon request.

END OF POLICY

Legal Reference(s):

ORS 243.706	ORS 342.700	ORS 342.708
ORS 332.107	ORS 342.704	ORS 342.850

[18] Of the United States Department of Education.

[19] Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

ORS 342.865
ORS 659.850
ORS 659A.006
ORS 659A.029
ORS 659A.030
OAR 581-021-0038
OAR 584-020-0040
OAR 584-020-0041

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).
Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).
Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 (1998).

OSBA Model Sample Policy

Code: KNA
Adopted:

Immigration Enforcement on District Property

{House Bill 4079 (2026) requires districts to "adopt a policy for providing notice when a federal immigration authority is confirmed to have entered school property for immigration enforcement." This policy must be "consistent with applicable model policies published by the Attorney General as provided by ORS 180.810."}

The district complies with state and federal law, including Oregon Revised Statute (ORS) 180.805 and ORS 181.826, and this policy and accompanying administrative regulations KNA-AR(1) – Interactions with Immigration Enforcement and KNA-AR(2) – Federal Immigration Enforcement Request Log when responding to requests from federal immigration authorities regarding immigration enforcement. [Absent a judicially authorized subpoena, warrant or court order, district staff must not allow federal immigration authorities access to the district's records or facilities not open to the public for the purposes of immigration enforcement and must verify the validity of any subpoena, warrant or court order involving immigration enforcement presented to them by federal immigration authorities to ensure it is judicially authorized. Examples of judicial and administrative warrants and subpoenas can be found in the Oregon Attorney General's Model Public School Policies.[1] The superintendent or designee must review and approve any response to a request involving immigration enforcement. The district will provide ongoing training to designated staff to ensure compliance with this policy.]

This policy will be made available in the student handbook and on the district's website[2]. [The district will ensure a copy of the Oregon Attorney General's Model Public School Policies[3] and this policy and accompanying administrative regulations are provided to staff.]

Designation of Primary Point of Contact

The [position{[4]}] is the primary point of contact for coordinating interactions with federal immigration authorities occurring in the district ("immigration liaison"{[5]}). The [alternate position] shall serve as an alternative point of contact during the immigration liaison's absence or unavailability ("alternate immigration liaison").

The immigration liaison's responsibilities include:

[1] https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf

[2] Must be provided in culturally appropriate languages that are used to communicate effectively with parents and guardians of students in the district, as determined by the Board. {The district is encouraged to evaluate language needs in the district in order to effectively communicate with all parents and guardians.}

[3] https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf

[4] {House Bill 4079 (2026) requires the policy to "identify at least one administrator" for this purpose. The Board should consider whether a single administrator is sufficient for the district, or whether multiple administrators should be designated.}

[5] {The district can choose any title to use for this individual and should use it throughout this policy.}

1. Serving as the district's representative during encounters with federal immigration authorities;

2. Confirming when federal immigration authorities have entered school property for immigration enforcement purposes;

3. Ensuring federal immigration authorities engaging in enforcement activities at the district have notice of relevant district policies: JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information, JOB – Personally Identifiable Information and this policy;

4. Assisting staff in performing their duties in response to immigration enforcement efforts, including ensuring compliance with all district policies and procedures related to interactions with federal immigration authorities and immigration enforcement efforts;

5. Reviewing and responding to requests from federal immigration authorities, in coordination with, and under the direction of, the superintendent or designee;

6. Facilitating the district's compliance with lawful immigration enforcement efforts in a manner that does not unnecessarily disrupt the school environment or invade the privacy of students, staff, or volunteers;

7. Providing notice as required in this policy when a federal immigration authority has been confirmed to have entered school property for immigration enforcement.

Required Notice

When a federal immigration authority is reported to have entered school property for the purpose of immigration enforcement the immigration liaison shall confirm whether federal immigration authorities have entered school property for immigration enforcement and when confirmed, shall provide notice as follows:

1. Notice must be provided to:

    a. Students who attend the school where the federal immigration authority is confirmed to be on school property for immigration enforcement and who are in grades [7] and above;
    b. Parents or guardians of students attending the school where the federal immigration authority is confirmed to be on school property for immigration enforcement;
    c. Staff of the school where the federal immigration authority is confirmed to be on school property for immigration enforcement; and
    d. Community-based service providers that have requested to receive notice when a federal immigration authority is confirmed to be on school property for immigration enforcement. Community-based service providers can request to receive such notifications by contacting [the immigration liaison at the district office].

2. Notice must include:

    a. The general location of the federal immigration authority; and
    b. Whether classes or school operations were affected by the presence of the federal immigration authority. [{Districts may include resources available to those impacted by immigration enforcement actions.}]

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3. Notice must not disclose:

a. Personally identifiable information;
b. Other information that may not be legally disclosed; or
c. Other information when the disclosure may threaten the health or safety of students or staff of the district or is prohibited by a court order.

The required notice will be provided as expediently as possible using [insert communication methods the district will use] [existing methods used for providing electronic communications].

Unless otherwise prohibited by law or court order, the district will make reasonable efforts to provide notice to a student, or to the parent of guardian of a student, when the district has provided information related to the student to a federal immigration authority.

[Confidentiality of School Records

Except when required by a judicially authorized warrant, subpoena, or order, Oregon law prohibits the district from disclosing protected information to federal immigration authorities for the purpose of enforcing federal immigration laws. Protected information includes information relating to a person's:

1. Address;

2. Workplace or hours of work;

3. School or school hours;

4. Contact information, including telephone number, electronic mail address or social media account information;

5. Known associates or relatives; and

6. Date, time or location of the person's hearings, proceedings or appointments with a public body that are not matters of public record.

Oregon law also prohibits sharing any of the above information about a person's relatives or known associates with federal authorities for immigration enforcement purposes.

Oregon law generally prohibits the district from sharing or disclosing citizenship or immigration status or country of birth information[6] that the district collects, unless one of the following exceptions applies:

1. The disclosure is required by state or federal law (other than federal immigration law);

2. The disclosure is required by a judicially authorized warrant, order, or subpoena;

3. The information being shared with a person concerns only that person or their dependents; or

[6] Citizenship or immigration status or country of birth information is any information concerning:
1. Where a person was born; or
2. Whether a person is a citizen of the United States; or
3. Whether a person has lawful authority to be present in the United States.

4. The information is aggregated and not personally identifiable.

In addition to the prohibitions described above, federal and state laws make records and information related to students confidential and permit disclosure only in limited circumstances. The district's policies with respect to student records can be found in Board policies JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information and JOB – Personally Identifiable Information. To ensure compliance with applicable federal and state law, the district's staff shall not disclose any school records or information to federal immigration authorities except as provided in these policies.

Staff must also maintain the confidentiality of school records and other information about students, staff, and volunteers when communicating with other students, parents, or community members about immigration enforcement activities involving students, staff, or volunteers of the district or occurring on district property. Staff should direct anyone with questions about immigration enforcement activities occurring on district property to the immigration liaison.**]**

Training

The district will provide the immigration liaison and alternate immigration liaison with training as follows:

1. The training must include information on the requirements of House Bill 4079 (2026), any applicable model policies published by the Attorney General, and this policy; and

2. The training must be provided at the time of designation and at least once every two years thereafter.

[{[7]}Upon the adoption of this policy and not less than once every two years thereafter, the district will provide training to all current district staff of one hour or more regarding federal and state laws, and the district's policies, relating to interacting with federal immigration authorities and responding to immigration enforcement efforts. The district will provide the required training to all new staff within 30 days of beginning employment.]

END OF POLICY

Legal Reference(s):

ORS 180.810
ORS 180.805
ORS 181.826
OAR 581-021-0371

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).
Oregon Attorney General's *K12 School Model Policy*
Senate Bill 1538 (2026).
Senate Bill 1594 (2026).
House Bill 4079 (2026).

PROPOSED

[7] {This language is included in the Attorney General's *K12 School Model Policy*. House Bill (HB) 4079 (2026) requires that districts adopt policies that are "consistent with applicable model policies published by the Attorney General as provided by ORS 180.810."}