

Agenda

1. Call Meeting to Order
2. Pledge of Allegiance
3. Early Items
 - a. Celebrate Student Success
 - b. Student Rep Report
4. Citizen Input

Information on Public Input policies available at www.brookings.k12.or.us/board/. Written comments must be received at least 24 hours in advance of 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 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. Building Presentation: Kalmiopsis Elementary School (Principal Carol Leonard)
6. Consent Agenda
 - a. Approve Minutes
 - b. Approve Bills
 - c. Approve New Hires
 - d. Approve Extra Duty Contracts
 - e. Approve Donations
 - f. Approve Surplus Items
7. District Reports and Information
 - a. Comments from the Superintendent
 - Student Investment Account (SIA) Updates
 - Social Emotional Learning (SEL) Updates
 - Professional Learning Communities (PLC) and Academics
 - School-Based Health Center and Mental Health Grant Update
 - Administrative Rule (AR) Updates for GBNA-AR – Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying Reporting Procedures and LBE-AR – Public Charter Schools
 - b. District Reports
 - c. Finance Reports
 - d. Enrollment Summary
8. Action Items
 - a. Second Readings Policies
 - AC – Nondiscrimination
 - GBEA – Workplace Harassment
 - GBN/JBA – Sexual Harassment

- GBNAA/JHFF – Suspected Sexual Conduct with Students and Reporting Requirements
 - GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements
 - IB – Freedom of Expression
 - IGBHA – Alternative Education Programs
 - IGBI - Bilingual Education
 - JB – Equal Educational Opportunity
 - JFC – Student Conduct
 - JFCF – Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence – Student
 - JFCJ – Weapons in Schools
 - JHFE/GBNAB – Suspected Abuse of a Child Reporting Requirements
 - JHFF/GBNAA – Suspected Sexual Conduct with Students and Reporting Requirements
 - GBA – Equal Employment Opportunity
- b. First Readings Policies
- BDDH - Public Comment at Board Meetings
 - CM – Compliance and Reporting on Standards
 - DJC – Bidding Requirements
 - IIA – Instructional Resources/Instructional Materials
 - IJ – School Counseling Program
 - IL – Assessment Program
 - JECB - Admission of Nonresident Students
- c. OSBA election - OSBA Legislative Policy Committee (LPC) representative
9. Board Functions and Comments
- Review Board Goals
 - Review District Priorities
 - Budget Committee Vacancy (1) - Open Until Filled
 - Superintendent evaluation timeline
10. Key Dates and Calendar Updates
- Regular School Board, 5:30 p.m, Wednesday, Jan. 19, 2022, Kalmiopsis Elementary School, 650 Easy Street, Brookings, OR.
 - District Leadership Team (DLT), Jan. 25, 2022, Azalea Middle School Gym, 505 Pacific Avenue, Brookings, OR 97415
11. Executive Session
- To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing.(ORS 192.660(2)(i))
12. Adjournment

DRAFT MINUTES
Brookings-Harbor School District
Board of Directors
November 29, 2021 at 5:30 PM - Special School
Board Meeting (Virtual)

Meeting video available at <https://youtu.be/CpqytMWp3aw>

Meeting called to order at 5:31 p.m. by Board Chair Alan Nidiffer

In attendance:

Alan Nidiffer

Jay Trost

Janell Howard

Janece Payne

Supt. David Marshall

Admin Assistant Nancy Raskauskas-Coons

Presenter Rebekah Jacobsen, attorney

Absent:

Katherine Johnson

For the work session, Rebekah Jacobsen presented slides on Title IX Board Training, which included an overview of Senate Bill 155 (Updated Oregon sexual conduct law), Title IX (Updated regulations related to sexual harassment and sex discrimination involving a member of the school community), and ORS 342.704 (Oregon's sexual harassment law). The presentation covered the investigation process for a Title IX complaint and roles and responsibilities of the school district.

The presentation concluded and the meeting was adjourned at 5:58 p.m. by Alan Nidiffer.

DRAFT MINUTES

Brookings-Harbor School District

Board of Directors

November 17, 2021 at 5:30 PM - Regular School Board Meeting, Kalmiopsis Elementary School Library, 650 Easy St.

Meeting video available at <https://youtu.be/fRMp3bHul9E>

Present:

Alan Nidiffer, Board Chair

Jay Trost, Vice Chair

Katherine Johnson, Board Member

Janell Howard, Board Member

Janece Payne, Board Member

Superintendent David Marshall

Administrative Assistant to the Board Nancy Raskauskas-Coons

Guest Presenters: DeAnne Varitek, BHHS Principal; Acacia Pringle, Student Rep

Meeting called to order at 5:32 pm by Alan Nidiffer

During the Student Spotlight time Boys Soccer Coach Jess Beaman and Girls Soccer Coach Brian Carlson talked about their seasons - both teams advanced to the 2021 OSAA State Championship tournament playoffs. 5:38 p.m.

Student Representative Acacia Pringle provided a report regarding recent activities and events at the high school, including a Red Cross Blood Drive on Oct. 28 coordinated by Charlize Nolte - who was later nominated for and received a Silent Service award, a community food drive, and a fundraiser for Kaitlyn's Cause charity with a PowerTuff Volleyball game that raised almost \$400.

BHHS Principal DeAnne Varitek led a group presentation focused Student Success goals. First, Counselor Kristi Fulton shared information about College Application Week at the high school when students are encouraged to apply to colleges and other post-secondary training. Students in staff also participated in college colors days and door decorating contests.

The main section of the presentation discussed efforts to address students Social-Emotional Learning in order to equip them with the knowledge, skills, and attitudes for healthy identities, and empathetic and responsible decision making. Concerns include students lagging several years behind in these skills/behaviors and a decrease of support services in the greater community. BHHS's strategic framework includes universal screening, SEL curriculum (Character Strong), Tier 2 supports such as mental health check-ins for students needing additional support, and SEL staff training.

Roughly 86 percent of the enrollment took the first Panorama survey for the high school this fall, which found 79 % in supportive relationships; 52 % social awareness; and 37 % self-efficacy (belief in ability/capacity of control). The Panorama survey tool is being used in grades 6-12, grades K-5 use a different tool.

Ms. Fulton's recommendations for improvement included making sure staff are supported, having the tools and training needed to be good models to students, and Diversity and Inclusion work and other work to build empathy for other and learn other perspectives. There is a crisis level of student hurt at this time that needs to be addressed before learning can progress "normally."

Principal DeAnne Varitek discussed the use of the Oregon Data Suite to inform decision making to see how students are doing, gauge the health of our programs, track gains in student behavior, etc.

A spotlight of some of the newer Career Technical Education programs and electives was shared next. Brooklyn Vanderhay, a second-year teacher has taken on the high school yearbook with a student-centric approach to planning, creation, and selling. The students created SMART goals in the classroom, are providing content for the BHHS Instagram, and looking into Curry Coastal Pilot partnerships.

In closing, a video from Krystal Gregory's video broadcasting class was viewed with segments on welding, soccer playoffs, and an interview with the Drama teacher. Ms. Varitek shared that she is committed to having a Prom, and working to bring back important rites of passage for students.

Board Vice-Chair Jay Trost asked that next presentation have the root analysis and the strategic plan to address the indicators. Ms. Varitek shared that one of actionable areas that they are pursuing is incorporating more student feedback and collaboration. Vice Principal Vickie Nigh is leading a student advocacy board. Principal DeAnne recently met with every senior class for a dialogue.

Citizen Input started at 6:26 p.m.

1. Jennifer Eames spoke on classroom environments and class sizes.

Good evening School Board, I just want to say that I really appreciated that presentation on SEL, that was phenomenal, and looking at those statistics, it is gut-wrenching. If you can imagine what you are seeing in those upper grades, just think about what is happening in our elementary school and how our little ones are dealing with anxiety and depression, and what that looks like in a classroom. I am coming with significant concerns for our children and our teachers. The pandemic affected everyone, but no one more than our children. Their education has suffered greatly over the past 2 years and I am so disheartened with the district's response to this crisis. Instead of working to support our students and teachers, our class sizes are huge. 27, 28, some started at 30. It's been brought up by teachers, but the Supt has chosen not to take any action. ... Are you aware of teachers' cries for help? ... Children are struggling and they can't complete the work and they feel like they can't go on, and the behaviors increase ... it's half the class, it's no longer one or two students who are struggling to sit still and focus -- and there is one teacher in the classroom with all those students. Teachers are disheartened. Have you visited classrooms? My kid is in fourth grade ... he used to love school. ... He used to love it and now it is a fight. How much longer do you think our teachers can go on in these conditions? ... Board members, you represent the community, the school district is the heart of our little town. ... It's not working. Working conditions are not being successful. I encourage you to form a committee - we must make a plan, this is only the tip of the iceberg, these concerns don't go away when this meeting ends. We need accountability and we need a Superintendent who will listen.

2. Nicole Stephens spoke on COVID 19 Plan and Mask Mandate

I came because I have a couple of concerns. First, this year my daughter was exposed to COVID-19, she missed Homecoming. We need a plan so that this doesn't happen to another student or a senior who is

graduating, so they don't miss milestones, aren't punished for being exposed to COVID. Second, the masks, you know what it is doing to our kids, the social-emotional thing. It's still a problem. We need to stop forcing our kids wear masks, we need to take our school back and stop living under the dictatorship. ... With all this data, we are still forcing and complying with these ridiculous mandates. How long will this emergency state persist? I propose that we give our parents and students the freedom to choose when and where to wear a mask. Otherwise, when is this going to end, unless we end this ourselves?

Board discussion following public comment:

Janece Payne thanked everyone for coming. This is wonderful. We need to see this attendance at every school board meeting. We need your input. How are we going to know if you don't come and see us? We need your support, please keep coming.

Visitor Stacey Reynold spoke from the audience and said that most of the people who came to the meeting tonight, came in support of the elementary school class size discussion. Members in the audience in support stood to show their number to the board.

Board Vice Chair Jay Trost identified the trend in self-efficacy concerns highlighted in the last two months of presentations by the middle and high school. It's something that we have an ability to impact and it's ours (the districts') lowest indicator (in the Panorama survey data). I would hope that we come with a District-Wide strategic plan -- that might look different at every school because of the age, maturity -- that addresses self-efficacy in its entirety as a district. So that we can come back to the community in these community sessions and share what they can do to support the strategic plan that the district has put in place. It's important to have interventions as early as possible.

Board Member Katherine Johnson spoke about how trauma is a theme that is not going away anytime soon, there will be years of impact (from the COVID pandemic). The reality is that it's everyone. I work on the home side and see what is happening in the home. Resources as a board - we know where those resources need to go. I know that this community is capable of getting them back. We don't have to lose anyone. We are very blessed in that fact.

Jay Trost moved to approve the consent agenda.

Katherine Johnson seconded the consent agenda.

Discussion: Thank yous to Jason Fulton for his past coaching at the middle school as he takes on a new coaching role at the high school.

Vote called:

Janece: Aye

Katherine: Aye

Jay: Aye

Janell: Yes

Alan: Aye

Consent Agenda passed 5-0.

Superintendents Report

Supt. David Marshall shared an update on Student Investment Account (SIA) funding. There was a ~\$50,000 surplus in allocation over what was originally planned and budgeted for. This was due in part to new hires being on the lower end of the experience and therefore pay scale resulting in a one-time

savings. Looking into adding other full-time equivalent position or positions based on priorities collected from the community during past SIA planning.

Looking ahead: New staff social emotional learning (SEL) on-site training(s) in the works.

The Test to Stay program is likely start soon. Under this program, if a student is directly exposed to an individual with a positive COVID test at school, if their parent/guardians consent, the school can test the student and if student tests negative in a series of two tests, they can continue to come to school rather than needing to quarantine at home.

The State of Oregon revenue forecast was released and it was positive. It doesn't immediately impact school funding. What this does do is help build confidence in our budget planning, unlikely to have to cut positions that are added.

Superintendent is having exploratory meetings in collaboration with other Curry Superintendents to look a funding opportunities for bringing back a school based health center, possibly a shared or mobile one, and real or virtual/telehealth mental health supports. Will share more information about grant opportunities and project at a future date.

Action items

Janece moved to approve and adopt the renegotiated Appendices B-1 and B-2 to replace the current classified staff schedule in the Agreement between BHSD and BHEA for the 2021-2023 school years.

Katherine Johnson seconded the motion.

Discussion: None.

Vote called:

Janece: Aye

Katherine: Aye

Jay: Aye

Janell: Yes

Alan: Aye

Update to CBA approved 5-0.

Katherine Johnson moved to approve the first readings of the policies included in the agenda to a second reading for the next month's agenda (AC, GBEA, GBN/JBA, GBNA/JHFF, GBNAB/JHFE, IB, IGBHA, IGBI, JB, JFC, JFCF, JFCJ, JHFE/GBNAB, JHFF/GBNAA and GBA).

Janece Payne seconded the motion.

Discussion: None.

Vote called:

Janece: Aye

Katherine: Aye

Jay: Aye

Janell: Yes

Alan: Aye

Move First Readings to Second Readings approved 5-0.

Katherine Johnson moved to approve the purchase of a 10-passenger van.
Janece Payne seconded the motion.

Discussion: Supt. Marshall shared that the district had a transportation audit and the van that was used to move students was decommissioned in the audit. A 2017 Ford Transit van was located to replace. Vans are in very high demand at this time.

Vote called:

Janece: Aye

Katherine: Aye

Jay: Aye

Janell: Yes

Alan: Aye

Move First Readings to Second Readings approved 5-0.

Board functions and comments.

Important Dates: Next Board meeting Dec. 15. Virtual Title IX training for the board coming up. District Leadership Team will meet in January 2022 - details to be announced.

Meeting Adjourned by Alan Nidiffer at 7:25 p.m

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2021-2022

Criteria: Report Sort: Fund

From Date: 11/01/2021

To Date: 11/30/2021

| Fund: 100 | GENERAL FUND | | Check# | FUND | FUNCTION | OBJECT | Amount |
|-------------------------------|--------------|--------|--------------|--------------|------------------------------------|--|------------|
| Remit Name | | | | | | | |
| AMAZON | | | | | | | |
| | | 126124 | GENERAL FUND | GENERAL FUND | GUIDANCE SERVICES | SUPPLIES | \$50.97 |
| | | 126124 | GENERAL FUND | GENERAL FUND | MIDDLE/JUNIOR HIGH PROGRAMS | SUPPLIES | \$78.32 |
| | | 126171 | GENERAL FUND | GENERAL FUND | FISCAL SERVICES | SUPPLIES | \$43.89 |
| | | 126171 | GENERAL FUND | GENERAL FUND | HIGH SCHOOL PROGRAMS | SUPPLIES | \$100.96 |
| | | 126171 | GENERAL FUND | GENERAL FUND | LIFE SKILLS | SUPPLIES | \$209.99 |
| | | 126171 | GENERAL FUND | GENERAL FUND | MIDDLE/JUNIOR HIGH PROGRAMS | SUPPLIES | \$185.70 |
| | | 126171 | GENERAL FUND | GENERAL FUND | SPECIAL EDUCATION DIRECTOR | SUPPLIES | \$338.25 |
| | | 126171 | GENERAL FUND | GENERAL FUND | STUDENTS WITH DISABILITIES | SUPPLIES | \$729.06 |
| | | | | | Total for AMAZON | | \$1,737.14 |
| ARNOLD, CHRISTINA A | | 0 | GENERAL FUND | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| BADGER, CYNTHIA D | | 0 | GENERAL FUND | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| BATTLESON, HOLLY A | | 0 | GENERAL FUND | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| BEAMAN, JESS | | 0 | GENERAL FUND | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| BELL, WADE L | | 0 | GENERAL FUND | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| BIO-MED TESTING SERVICES INC | | 126172 | GENERAL FUND | GENERAL FUND | STAFF SERVICES | NON INSTRUCTIONAL PROFESSIONAL & TECH | \$150.00 |
| BLUE STAR GAS | | 126125 | GENERAL FUND | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | FUEL | \$1,147.48 |
| BONDE, KARRY E | | 126159 | GENERAL FUND | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| CANON FINANCIAL SERVICES INC. | | | | | | | |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2021-2022

Criteria: Report Sort: Fund

From Date: 11/01/2021

To Date: 11/30/2021

| Fund: 100 | GENERAL FUND | Check# | FUND | FUNCTION | OBJECT | Amount |
|--------------------------------|--------------|--------|--------------|---|-------------------------------------|------------|
| Remit Name | | | | | | |
| | | 126173 | GENERAL FUND | ELEMENTARY | RENTALS | \$1,426.49 |
| | | 126173 | GENERAL FUND | ELEMENTARY | REPAIR AND MAINTENANCE | \$850.52 |
| | | 126173 | GENERAL FUND | FISCAL SERVICES | RENTALS | \$448.04 |
| | | 126173 | GENERAL FUND | FISCAL SERVICES | REPAIR AND MAINTENANCE | \$12.09 |
| | | 126173 | GENERAL FUND | HIGH SCHOOL PROGRAMS | RENTALS | \$648.01 |
| | | 126173 | GENERAL FUND | HIGH SCHOOL PROGRAMS | REPAIR AND MAINTENANCE | \$37.22 |
| | | 126173 | GENERAL FUND | MIDDLE/JUNIOR HIGH PROGRAMS | RENTALS | \$572.74 |
| | | 126173 | GENERAL FUND | MIDDLE/JUNIOR HIGH PROGRAMS | REPAIR AND MAINTENANCE | \$104.19 |
| | | 126173 | GENERAL FUND | OFFICE OF THE PRINCIPAL | RENTALS | \$19.80 |
| | | 126173 | GENERAL FUND | OFFICE OF THE PRINCIPAL | REPAIR AND MAINTENANCE | \$20.74 |
| | | 126173 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | RENTALS | \$14.67 |
| | | 126173 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | REPAIR AND MAINTENANCE | \$44.00 |
| | | 126173 | GENERAL FUND | STUDENTS WITH DISABILITIES | RENTALS | \$269.73 |
| | | 126173 | GENERAL FUND | STUDENTS WITH DISABILITIES | REPAIR AND MAINTENANCE | \$58.90 |
| | | | | Total for CANON FINANCIAL SERVICES INC. | | \$4,527.14 |
| CARMACK, DUSTIN T | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| CAROLINA BIOLOGICAL SUPPLY INC | | 126174 | GENERAL FUND | HIGH SCHOOL PROGRAMS | SUPPLIES | \$119.63 |
| CASCADE HOME CENTER | | 126127 | GENERAL FUND | HIGH SCHOOL PROGRAMS | SUPPLIES | \$16.75 |
| | | 126175 | GENERAL FUND | CARE AND UPKEEP OF BUILDINGS | SUPPLIES | \$165.89 |
| | | 126175 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | SUPPLIES | \$94.40 |
| | | | | Total for CASCADE HOME CENTER | | \$277.04 |
| CASTLEBERRY, CHRISTINE | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| CDW - GOVERNMENT INC | | | | | | |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2021-2022

Criteria: Report Sort: Fund

From Date: 11/01/2021

To Date: 11/30/2021

| Fund: 100 | GENERAL FUND | Check# | FUND | FUNCTION | OBJECT | Amount |
|---------------------------------|--------------|--------|--------------|--------------------------------|-------------------------------------|-------------|
| Remit Name | | | | | | |
| | | 126176 | GENERAL FUND | ELEMENTARY | COMPUTER SOFTWARE | \$0.00 |
| | | 126176 | GENERAL FUND | MIDDLE/JUNIOR HIGH PROGRAMS | COMPUTER SOFTWARE | \$0.00 |
| | | | | Total for CDW - GOVERNMENT INC | | \$0.00 |
| CHAPMAN, CONNOR N | | 126160 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| CHRISTENSEN, ANDREA | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| CITY OF BROOKINGS | | 126177 | GENERAL FUND | MAINTENANCE SERVICES | WATER AND SEWAGE | \$3,518.97 |
| CLARK, MANDY E | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| COASTAL PAPER & SUPPLY INC | | 126178 | GENERAL FUND | CARE AND UPKEEP OF BUILDINGS | SUPPLIES | \$3,147.77 |
| CONARY, REBECCA M | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| COOPER, LORI | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| COOS CURRY ELECTRIC CO-OP INC | | 126130 | GENERAL FUND | MAINTENANCE SERVICES | ELECTRICITY | \$15,879.47 |
| CORDIER, ELIZABETH L | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| CROUCH, CINDY L | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| CROWE, PEGGY D | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| CRYSTAL FRESH BOTTLED WATER INC | | 126131 | GENERAL FUND | ALTERNATIVE EDUCATION | SUPPLIES | \$12.00 |
| | | 126131 | GENERAL FUND | FISCAL SERVICES | SUPPLIES | \$25.90 |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

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| Fund: 100 | GENERAL FUND | | Check# | FUND | FUNCTION | OBJECT | Amount | |
|------------------------|--------------|---|--------------|---------------------------------|-------------------------------------|--------|--------------|--------------|
| Remit Name | | | | | | | | |
| | | 126131 | GENERAL FUND | SPECIAL EDUCATION DIRECTOR | SUPPLIES | | \$11.10 | |
| | | 126131 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | SUPPLIES | | \$28.00 | |
| | | 126131 | GENERAL FUND | TECHNOLOGY SERVICES | SUPPLIES | | \$42.00 | |
| | | Total for CRYSTAL FRESH BOTTLED WATER INC | | | | | | \$119.00 |
| CTR INC | | 126132 | GENERAL FUND | MAINTENANCE SERVICES | GARBAGE | | \$3,105.20 | |
| | | 126132 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | GARBAGE | | \$813.78 | |
| | | 126179 | GENERAL FUND | MAINTENANCE SERVICES | GARBAGE | | \$0.00 | |
| | | 126179 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | GARBAGE | | \$131.00 | |
| | | Total for CTR INC | | | | | | \$4,049.98 |
| CURRY COUNTY TREASURER | | 126122 | GENERAL FUND | Undesignated | Intergovernmental Accounts Payable | | \$143,204.48 | |
| | | 126122 | GENERAL FUND | Undesignated | MISCELLANEOUS INCOME | | \$45.00 | |
| | | Total for CURRY COUNTY TREASURER | | | | | | \$143,249.48 |
| DIETRICH, DANNIELLE | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | | \$500.00 | |
| EARL, MOLLY E | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | | \$250.00 | |
| ENGLISH, JEANNIE E | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | | \$250.00 | |
| ESS WEST, LLC | | 0 | GENERAL FUND | CARE AND UPKEEP OF BUILDINGS | ESS Classified Substitutes | | \$970.63 | |
| | | 0 | GENERAL FUND | ELEMENTARY | ESS Certified Substitutes | | \$4,195.53 | |
| | | 0 | GENERAL FUND | ELEMENTARY | ESS Classified Substitutes | | \$438.72 | |
| | | 0 | GENERAL FUND | ELL-ORS | ESS Certified Substitutes | | \$493.59 | |
| | | 0 | GENERAL FUND | HIGH SCHOOL PROGRAMS | ESS Certified Substitutes | | \$1,480.78 | |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2021-2022

Criteria: Report Sort: Fund

From Date: 11/01/2021

To Date: 11/30/2021

| Fund: 100 | GENERAL FUND | Check# | FUND | FUNCTION | OBJECT | Amount |
|-----------------------------|--------------|--------|--------------|---------------------------------|-------------------------------------|--------------|
| Remit Name | | | | | | |
| | | 0 | GENERAL FUND | LIFE SKILLS | ESS Certified Substitutes | \$740.38 |
| | | 0 | GENERAL FUND | LIFE SKILLS | ESS Classified Substitutes | \$2,337.40 |
| | | 0 | GENERAL FUND | MIDDLE/JUNIOR HIGH PROGRAMS | ESS Certified Substitutes | \$2,838.16 |
| | | 0 | GENERAL FUND | OFFICE OF THE PRINCIPAL | ESS Classified Substitutes | \$1,102.06 |
| | | 0 | GENERAL FUND | STUDENTS WITH DISABILITIES | ESS Certified Substitutes | \$493.58 |
| | | 0 | GENERAL FUND | STUDENTS WITH DISABILITIES | ESS Classified Substitutes | \$285.74 |
| | | 0 | GENERAL FUND | Undesignated | Prepaid Expenses | (\$3,708.94) |
| | | | | Total for ESS WEST, LLC | | \$11,667.63 |
| FALCHETTA, KAREN | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| FIRST BOOK MARKETPLACE | | 126134 | GENERAL FUND | EDUCATIONAL MEDIA SERVICES | LIBRARY BOOKS | \$111.09 |
| FOWLER, MARYJANE | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| FREIGHTLINER NORTHWEST | | 126182 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | REPAIR AND MAINTENANCE | \$46.61 |
| FULTON, JASON P | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| FULTON, KRISTI J | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| GARRETT HEMANN ROBERTSON PC | | 126184 | GENERAL FUND | OFFICE OF THE SUPERINTENDENT | LEGAL SERVICES | \$2,021.00 |
| GARRISON, SANDRA M | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| GOLD BEACH LUMBER | | 126137 | GENERAL FUND | HIGH SCHOOL PROGRAMS | SUPPLIES | \$137.35 |
| | | 126185 | GENERAL FUND | HIGH SCHOOL PROGRAMS | SUPPLIES | \$205.36 |
| | | | | Total for GOLD BEACH LUMBER | | \$342.71 |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2021-2022

Criteria: Report Sort: Fund

From Date: 11/01/2021

To Date: 11/30/2021

| Criteria: | Report Sort: | Fund | From Date: | To Date: | |
|-------------------------|--------------|--------------|-----------------------------------|-------------------------------------|------------|
| GP ENERGY | | | | | |
| | 126138 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | FUEL | \$1,651.85 |
| HAUCK, EMALEE S | | | | | |
| | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| HEDENSKOG, SHEILA M | | | | | |
| | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| HERNANDEZ, FRANK A | | | | | |
| | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| HERNANDEZ, LYNETTE | | | | | |
| | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| HOLLORAN ROUSE, NICOLE | | | | | |
| | 126161 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| HOVEN, KENDRA K | | | | | |
| | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| HUNGERFORD LAW FIRM | | | | | |
| | 126186 | GENERAL FUND | SPECIAL EDUCATION DIRECTOR | LEGAL SERVICES | \$415.95 |
| ICEV | | | | | |
| | 126187 | GENERAL FUND | HIGH SCHOOL PROGRAMS | DUES AND FEES | \$580.00 |
| J.W. PEPPER & SON, INC. | | | | | |
| | 126139 | GENERAL FUND | HIGH SCHOOL PROGRAMS | SUPPLIES | \$60.69 |
| | 126188 | GENERAL FUND | HIGH SCHOOL PROGRAMS | SUPPLIES | \$14.75 |
| | | | Total for J.W. PEPPER & SON, INC. | | \$75.44 |
| JEFFERIES, ANGELA L | | | | | |
| | 126162 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| KIMBALL MIDWEST | | | | | |
| | 126189 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | SUPPLIES | \$215.20 |
| KING, JENNIFER L | | | | | |
| | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| KING, TIMOTHY P | | | | | |

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| Fund: 100 | GENERAL FUND | Check# | FUND | FUNCTION | OBJECT | Amount |
|------------------------------------|--------------|--------|--------------|--|---------------------------------------|-------------|
| Remit Name | | | | | | |
| | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| KLEESPIES, KRISTY A | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| KLEESPIES, PERRY E | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| LAMB, CHRISTINA E | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| LANGUAGE LINE SERVICES, INC. | | 126190 | GENERAL FUND | INTERPRETATION AND TRANSLATION | NON INSTRUCTIONAL PROFESSIONAL & TECH | \$125.00 |
| LEIGH, MAUREEN F | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| LENHARDT, CHEYENNE M | | 126163 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| MATHISON, LUKE T | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| MAXIM HEALTHCARE STAFFING SERVICES | | 126141 | GENERAL FUND | SPEECH PATHOLOGY | NON INSTRUCTIONAL PROFESSIONAL & TECH | \$2,550.00 |
| | | 126141 | GENERAL FUND | STUDENTS WITH DISABILITIES | PROFESSIONAL AND TECHNICAL SERVICES | \$11,424.00 |
| | | | | Total for MAXIM HEALTHCARE STAFFING SERVICES | | \$13,974.00 |
| MCGRAW-HILL EDUCATION | | 126142 | GENERAL FUND | STUDENTS WITH DISABILITIES | SUPPLIES | \$1,539.34 |
| | | 126142 | GENERAL FUND | STUDENTS WITH DISABILITIES | TEXTBOOKS | \$1,051.13 |
| | | | | Total for MCGRAW-HILL EDUCATION | | \$2,590.47 |
| MCVAY, MELANIE | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| MISSION LINEN SUPPLY | | | | | | |

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| Fund: 100 | GENERAL FUND | Check# | FUND | FUNCTION | OBJECT | Amount |
|--------------------------------------|--------------|--------|--------------|---------------------------------------|---------------------------------------|------------|
| Remit Name | | | | | | |
| | | 126143 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | SUPPLIES | \$175.09 |
| | | 126192 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | SUPPLIES | \$44.91 |
| | | | | Total for MISSION LINEN SUPPLY | | \$220.00 |
| NOLTE, BRITT C | | 126164 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| OREGON COAST YOUTH SYMPHONY FESTIVAL | | 126197 | GENERAL FUND | HIGH SCHOOL PROGRAMS | TRAVEL | \$250.00 |
| PAPE KENWORTH | | 126147 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | SUPPLIES | \$155.84 |
| PEARSON CLINICAL ASST ORDER DEPT | | 126148 | GENERAL FUND | PSYCHOLOGICAL SERVICES | SUPPLIES | \$3,776.44 |
| PETERS, TINA L | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| PIONEER HEALTHCARE SERVICES | | 126149 | GENERAL FUND | OTHER STUDENT TREATMENT OT/PT | NON INSTRUCTIONAL PROFESSIONAL & TECH | \$5,437.50 |
| | | 126199 | GENERAL FUND | OTHER STUDENT TREATMENT OT/PT | NON INSTRUCTIONAL PROFESSIONAL & TECH | \$3,262.50 |
| | | | | Total for PIONEER HEALTHCARE SERVICES | | \$8,700.00 |
| PROCARE THERAPY, INC. | | 126150 | GENERAL FUND | OTHER STUDENT TREATMENT OT/PT | NON INSTRUCTIONAL PROFESSIONAL & TECH | \$3,200.00 |
| | | 126150 | GENERAL FUND | PSYCHOLOGICAL SERVICES | NON INSTRUCTIONAL PROFESSIONAL & TECH | \$3,320.00 |
| | | 126150 | GENERAL FUND | SPEECH PATHOLOGY | NON INSTRUCTIONAL PROFESSIONAL & TECH | \$3,280.00 |
| | | 126200 | GENERAL FUND | OTHER STUDENT TREATMENT OT/PT | NON INSTRUCTIONAL PROFESSIONAL & TECH | \$3,200.00 |
| | | 126200 | GENERAL FUND | PSYCHOLOGICAL SERVICES | NON INSTRUCTIONAL PROFESSIONAL & TECH | \$3,320.00 |

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| Fund: 100 | GENERAL FUND | Check# | FUND | FUNCTION | OBJECT | Amount |
|---------------------------|--------------|--------|--------------|---------------------------------|--|-------------|
| Remit Name | | | | | | |
| | | 126200 | GENERAL FUND | SPEECH PATHOLOGY | NON INSTRUCTIONAL PROFESSIONAL & TECH | \$3,280.00 |
| | | | | Total for PROCARE THERAPY, INC. | | \$19,600.00 |
| PRUITT, ASHLEY M | | 126165 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| QUILL CORPORATION | | 126151 | GENERAL FUND | ELEMENTARY | SUPPLIES | \$1,363.42 |
| | | 126151 | GENERAL FUND | HIGH SCHOOL PROGRAMS | SUPPLIES | \$49.25 |
| | | 126203 | GENERAL FUND | HIGH SCHOOL PROGRAMS | SUPPLIES | \$287.65 |
| | | 126203 | GENERAL FUND | MIDDLE/JUNIOR HIGH PROGRAMS | SUPPLIES | \$92.09 |
| | | | | Total for QUILL CORPORATION | | \$1,792.41 |
| ROSE, TRASEE A | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| RYAN, JOAN L | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| SAUCERMAN, LAURA | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| SAUNDERS, ALEXIS N. | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| SAUNDERS, FAITH L | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| SCHOLASTIC BOOK CLUB | | 126206 | GENERAL FUND | ELEMENTARY | SUPPLIES | \$24.75 |
| SCHOLASTIC BOOK CLUBS | | 126207 | GENERAL FUND | HIGH SCHOOL PROGRAMS | SUPPLIES | \$329.67 |
| SCHOOL NURSE SUPPLY, INC. | | 126152 | GENERAL FUND | NURSE SERVICES | SUPPLIES | \$401.22 |
| SCHOOL SPECIALTY, LLC | | | | | | |

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| Fund: 100 | GENERAL FUND | Check# | FUND | FUNCTION | OBJECT | Amount |
|---------------------------|--------------|--------|--------------|----------------------------|--|------------|
| Remit Name | | | | | | |
| | | 126209 | GENERAL FUND | HIGH SCHOOL PROGRAMS | SUPPLIES | \$233.20 |
| SHAW, MONICA A | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| SHEW, LORINDA | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| SHIELDS, ALISON | | 126166 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| SLATER, DANIELLE M | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| SMITH, JILL J | | 126167 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| Snyder, Dwight O | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| SOKOLIK, MEGAN | | 126168 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| STOUT, LINDSY | | 126212 | GENERAL FUND | FISCAL SERVICES | DUES AND FEES | \$258.00 |
| STUMPENHAUS, WADE C | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| SULLIVAN, TWYLA J | | 126169 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| TRIBAL ONE TECHNOLOGY LLC | | 126216 | GENERAL FUND | TECHNOLOGY SERVICES | NON INSTRUCTIONAL PROFESSIONAL & TECH | \$7,776.45 |
| UMPQUA BANK | | 0 | GENERAL FUND | BOARD OF DIRECTORS | SUPPLIES | \$26.00 |
| | | 0 | GENERAL FUND | EDUCATIONAL MEDIA SERVICES | SUPPLIES | \$18.96 |
| | | 0 | GENERAL FUND | ELEMENTARY | SUPPLIES | \$130.78 |
| | | 0 | GENERAL FUND | FISCAL SERVICES | DUES AND FEES | \$9.99 |

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| Fund: 100 | GENERAL FUND | Check# | FUND | FUNCTION | OBJECT | Amount |
|--------------------|--------------|--------|--------------|---------------------------------|-------------------------|------------|
| Remit Name | | | | | | |
| | | 0 | GENERAL FUND | FISCAL SERVICES | SUPPLIES | \$85.84 |
| | | 0 | GENERAL FUND | HIGH SCHOOL PROGRAMS | PERIODICALS | \$4.00 |
| | | 0 | GENERAL FUND | HIGH SCHOOL PROGRAMS | SUPPLIES | \$2,883.12 |
| | | 0 | GENERAL FUND | HIGH SCHOOL PROGRAMS | TEXTBOOKS | \$222.00 |
| | | 0 | GENERAL FUND | INFORMATION SERVICES | SUPPLIES | \$28.42 |
| | | 0 | GENERAL FUND | MIDDLE/JUNIOR HIGH PROGRAMS | SUPPLIES | \$227.06 |
| | | 0 | GENERAL FUND | NURSE SERVICES | SUPPLIES | \$13.00 |
| | | 0 | GENERAL FUND | NURSE SERVICES | TRAVEL | \$298.00 |
| | | 0 | GENERAL FUND | OFFICE OF THE PRINCIPAL | SUPPLIES | \$603.86 |
| | | 0 | GENERAL FUND | OFFICE OF THE PRINCIPAL | TRAVEL | \$287.26 |
| | | 0 | GENERAL FUND | OFFICE OF THE SUPERINTENDENT | SUPPLIES | \$28.42 |
| | | 0 | GENERAL FUND | OFFICE OF THE SUPERINTENDENT | TRAVEL | \$91.50 |
| | | 0 | GENERAL FUND | SPECIAL EDUCATION DIRECTOR | DUES AND FEES | \$361.50 |
| | | 0 | GENERAL FUND | SPECIAL EDUCATION DIRECTOR | SUPPLIES | \$54.42 |
| | | 0 | GENERAL FUND | STAFF SERVICES | SUPPLIES | \$13.00 |
| | | 0 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | DUES AND FEES | \$0.00 |
| | | 0 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | SUPPLIES | \$12.99 |
| | | 0 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | TRAVEL | \$0.00 |
| | | 0 | GENERAL FUND | STUDENTS WITH DISABILITIES | SUPPLIES | \$510.00 |
| | | 0 | GENERAL FUND | TECHNOLOGY SERVICES | COMPUTER HARDWARE | \$317.00 |
| | | 0 | GENERAL FUND | TECHNOLOGY SERVICES | COMPUTER SOFTWARE | \$116.00 |
| | | | | Total for UMPQUA BANK | | \$6,343.12 |
| UMPQUA BANK - LOAN | | 0 | GENERAL FUND | DEBT SERVICE | INTEREST | \$4.57 |
| | | 0 | GENERAL FUND | DEBT SERVICE | REDEMPTION OF PRINCIPAL | \$734.60 |
| | | 126170 | GENERAL FUND | DEBT SERVICE | INTEREST | \$0.00 |

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| Fund: 100 | GENERAL FUND | Check# | FUND | FUNCTION | OBJECT | Amount |
|------------------------|--------------|--------|--------------|---------------------------------|-------------------------------------|------------|
| Remit Name | | | | | | |
| | | 126170 | GENERAL FUND | DEBT SERVICE | REDEMPTION OF PRINCIPAL | \$719.36 |
| | | | | Total for UMPQUA BANK - LOAN | | \$1,458.53 |
| US CELLULAR | | 126218 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | Other Communication Services | \$770.08 |
| WALLIN, TERI A | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| WALTON SOBERON, JODY L | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| WARREN, HEIDI | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| WESEL, DUSTIN | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$250.00 |
| WEST COAST PAPER INC | | 126220 | GENERAL FUND | ELEMENTARY | SUPPLIES | \$291.60 |
| | | 126220 | GENERAL FUND | FISCAL SERVICES | SUPPLIES | \$291.60 |
| | | 126220 | GENERAL FUND | HIGH SCHOOL PROGRAMS | SUPPLIES | \$291.60 |
| | | 126220 | GENERAL FUND | MIDDLE/JUNIOR HIGH PROGRAMS | SUPPLIES | \$291.60 |
| | | 126220 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | SUPPLIES | \$162.00 |
| | | 126220 | GENERAL FUND | STUDENTS WITH DISABILITIES | SUPPLIES | \$291.60 |
| | | | | Total for WEST COAST PAPER INC | | \$1,620.00 |
| WESTERN BUS SALES INC | | 126221 | GENERAL FUND | STUDENT TRANSPORTATION SERVICES | SUPPLIES | \$574.93 |
| WESTOVER, LISA | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| WIDDOWS, DIANA | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| YOCKEY, ALEXIS R | | | | | | |

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| Fund: 100 GENERAL FUND | | Check# | FUND | FUNCTION | OBJECT | Amount |
|-------------------------------|--|--------|--------------|--------------|-------------------------------------|---------------------|
| Remit Name | | | | | | |
| | | 0 | GENERAL FUND | Undesignated | Payroll Deductions and Withholdings | \$500.00 |
| Total for GENERAL FUND | | | | | | \$290,524.69 |

| Fund: 202 Title I-A | | Check# | FUND | FUNCTION | OBJECT | Amount |
|------------------------------|--|--------|-----------|--------------------|-------------------------------------|-------------------|
| Remit Name | | | | | | |
| ESS WEST, LLC | | 0 | Title I-A | TITLE 1A PROGRAM | ESS Classified Substitutes | \$1,595.98 |
| MORRIS, GWEN | | 126144 | Title I-A | COMMUNITY SERVICES | PROFESSIONAL AND TECHNICAL SERVICES | \$540.00 |
| ORIENTAL TRADING COMPANY INC | | 126146 | Title I-A | TITLE 1A PROGRAM | SUPPLIES | \$75.93 |
| QUILL CORPORATION | | 126151 | Title I-A | TITLE 1A PROGRAM | SUPPLIES | \$253.40 |
| UMPQUA BANK | | 0 | Title I-A | TITLE 1A PROGRAM | SUPPLIES | \$530.10 |
| Total for Title I-A | | | | | | \$2,995.41 |

| Fund: 203 TITLE IIA - INNOVATIVE EDUCATION | | Check# | FUND | FUNCTION | OBJECT | Amount |
|---|--|--------|----------------------------------|--------------------------|----------|-----------------|
| Remit Name | | | | | | |
| UMPQUA BANK | | 0 | TITLE IIA - INNOVATIVE EDUCATION | INSTR. STAFF DEVELOPMENT | SUPPLIES | \$399.20 |
| Total for TITLE IIA - INNOVATIVE EDUCATION | | | | | | \$399.20 |

| Fund: 214 ESSER II | | Check# | FUND | FUNCTION | OBJECT | Amount |
|----------------------|--|--------|----------|----------------|-------------------|------------|
| Remit Name | | | | | | |
| AMAZON | | 126171 | ESSER II | NURSE SERVICES | SUPPLIES | \$2,180.00 |
| CDW - GOVERNMENT INC | | 126128 | ESSER II | ELEMENTARY | COMPUTER HARDWARE | \$5,844.56 |
| | | 126176 | ESSER II | ELEMENTARY | COMPUTER HARDWARE | \$5,200.00 |

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| Fund: 214 | | ESSER II | | | | | |
|--------------------------|--------|-----------------|---------------------------------|-----------------------------|--|--------------------|--|
| Remit Name | Check# | FUND | FUNCTION | OBJECT | | Amount | |
| | 126176 | ESSER II | HIGH SCHOOL PROGRAMS | COMPUTER HARDWARE | | \$5,200.00 | |
| | 126176 | ESSER II | MIDDLE/JUNIOR HIGH PROGRAMS | COMPUTER HARDWARE | | \$10,400.00 | |
| | | | Total for CDW - GOVERNMENT INC | | | \$26,644.56 | |
| DEMCO, INC. | 126180 | ESSER II | ELEMENTARY | NON CONSUMABLE SUPPLIES | | \$5,267.04 | |
| ESS WEST, LLC | 0 | ESSER II | ELEMENTARY | ESS Certified Substitutes | | \$246.80 | |
| POWER MOTORS INC | 126223 | ESSER II | STUDENT TRANSPORTATION SERVICES | * OVER \$5000 INITIAL EQUIP | | \$47,610.00 | |
| UMPQUA SHEET METAL, INC. | 126217 | ESSER II | MAINTENANCE SERVICES | REPAIR AND MAINTENANCE | | \$15,000.00 | |
| | | | Total for ESSER II | | | \$96,948.40 | |

| Fund: 215 | | E-RATE FUTURE TECHNOLOGY FUNDS | | | | | |
|------------------|--------|---------------------------------------|---|------------------------------|--|-------------------|--|
| Remit Name | Check# | FUND | FUNCTION | OBJECT | | Amount | |
| US CELLULAR | 126218 | E-RATE FUTURE TECHNOLOGY FUNDS | TECHNOLOGY SERVICES | Other Communication Services | | \$1,878.72 | |
| | | | Total for E-RATE FUTURE TECHNOLOGY FUNDS | | | \$1,878.72 | |

| Fund: 216 | | ESSER III | | | | | |
|---------------------------|--------|------------------|-------------------------------------|-------------------------------------|--|--------------------|--|
| Remit Name | Check# | FUND | FUNCTION | OBJECT | | Amount | |
| K12 MANAGEMENT DBA FUELED | 126140 | ESSER III | TITLE 1A PROGRAM | COMPUTER SOFTWARE | | \$14,288.00 | |
| | 126140 | ESSER III | TITLE 1A PROGRAM | PROFESSIONAL AND TECHNICAL SERVICES | | \$750.00 | |
| | | | Total for K12 MANAGEMENT DBA FUELED | | | \$15,038.00 | |
| | | | Total for ESSER III | | | \$15,038.00 | |

| Fund: 221 | | YTP GRANT | | | | | |
|------------------|--------|------------------|----------|--------|--|--------|--|
| Remit Name | Check# | FUND | FUNCTION | OBJECT | | Amount | |

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| Fund: 221 YTP GRANT | | Check# | FUND | FUNCTION | OBJECT | Amount |
|----------------------------|--|--------|-----------|--------------------------|----------|-----------------|
| Remit Name | | | | | | |
| PRUDDEN, MICHELLE | | 126201 | YTP GRANT | YOUTH TRANSITION PROGRAM | TRAVEL | \$54.25 |
| UMPQUA BANK | | 0 | YTP GRANT | YOUTH TRANSITION PROGRAM | SUPPLIES | \$198.96 |
| Total for YTP GRANT | | | | | | \$253.21 |

| Fund: 251 SCHOOL IMPROVEMENT ACCOUNT (SIA) | | Check# | FUND | FUNCTION | OBJECT | Amount |
|---|--|--------|----------------------------------|-------------------------|---------------------------|-----------------|
| Remit Name | | | | | | |
| ESS WEST, LLC | | 0 | SCHOOL IMPROVEMENT ACCOUNT (SIA) | ELEMENTARY | ESS Certified Substitutes | \$370.20 |
| UMPQUA BANK | | 0 | SCHOOL IMPROVEMENT ACCOUNT (SIA) | NURSE SERVICES | SUPPLIES | \$28.41 |
| | | 0 | SCHOOL IMPROVEMENT ACCOUNT (SIA) | OFFICE OF THE PRINCIPAL | SUPPLIES | \$56.84 |
| Total for UMPQUA BANK | | | | | | \$85.25 |
| Total for SCHOOL IMPROVEMENT ACCOUNT (SIA) | | | | | | \$455.45 |

| Fund: 252 HIGH SCHOOL SUCCESS - M98 | | Check# | FUND | FUNCTION | OBJECT | Amount |
|--|--|--------|---------------------------|-----------------------------|-------------------------|--------------------|
| Remit Name | | | | | | |
| QUILL CORPORATION | | 126151 | HIGH SCHOOL SUCCESS - M98 | HIGH SCHOOL PROGRAMS | SUPPLIES | \$435.58 |
| SOUTHERN OREGON UNIVERSITY | | 126153 | HIGH SCHOOL SUCCESS - M98 | HIGH SCHOOL PROGRAMS | OTHER TUITION | \$7,740.00 |
| STAPLES ADVANTAGE | | 126154 | HIGH SCHOOL SUCCESS - M98 | HIGH SCHOOL PROGRAMS | NON CONSUMABLE SUPPLIES | \$9,683.93 |
| UMPQUA BANK | | 0 | HIGH SCHOOL SUCCESS - M98 | MIDDLE/JUNIOR HIGH PROGRAMS | SUPPLIES | \$947.35 |
| Total for HIGH SCHOOL SUCCESS - M98 | | | | | | \$18,806.86 |

| Fund: 261 Miscellaneous | | Check# | FUND | FUNCTION | OBJECT | Amount |
|-------------------------|--|--------|------|----------|--------|--------|
| Remit Name | | | | | | |

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| | | | | | Amount |
|--------------------------------|--------|---------------|------------|-------------------------|-------------------|
| CASCADE HOME CENTER | | | | | |
| | 126175 | Miscellaneous | ELEMENTARY | NON CONSUMABLE SUPPLIES | \$1,479.96 |
| GABRIEL V. PAMPLONA | | | | | |
| | 126183 | Miscellaneous | ELEMENTARY | NON CONSUMABLE SUPPLIES | \$5,800.00 |
| UMPQUA BANK | | | | | |
| | 0 | Miscellaneous | ELEMENTARY | NON CONSUMABLE SUPPLIES | \$2,151.84 |
| Total for Miscellaneous | | | | | \$9,431.80 |

| Fund: 272 Furniture Fund | | Check# | FUND | FUNCTION | OBJECT | Amount |
|---------------------------------|--------|----------------|-----------------------------|-------------------------|--------|-------------------|
| NATIONAL BUSINESS FURNITURE | | | | | | |
| | 126194 | Furniture Fund | FISCAL SERVICES | NON CONSUMABLE SUPPLIES | | \$242.00 |
| SCHOOL OUTFITTERS | | | | | | |
| | 126208 | Furniture Fund | MIDDLE/JUNIOR HIGH PROGRAMS | NON CONSUMABLE SUPPLIES | | \$2,469.28 |
| Total for Furniture Fund | | | | | | \$2,711.28 |

| Fund: 274 HS Co-Curricular | | Check# | FUND | FUNCTION | OBJECT | Amount |
|---|--------|------------------|-----------------------------|---------------|--------|------------|
| BSN SPORTS | | | | | | |
| | 126126 | HS Co-Curricular | HIGH SCHOOL EXTRACURRICULAR | SUPPLIES | | \$6,830.00 |
| FAR WEST LEAGUE | | | | | | |
| | 126133 | HS Co-Curricular | HIGH SCHOOL EXTRACURRICULAR | DUES AND FEES | | \$65.00 |
| GEAR UP SPORTS | | | | | | |
| | 126136 | HS Co-Curricular | HIGH SCHOOL EXTRACURRICULAR | SUPPLIES | | \$7,255.06 |
| OSAA | | | | | | |
| | 126198 | HS Co-Curricular | HIGH SCHOOL EXTRACURRICULAR | DUES AND FEES | | \$1,535.00 |
| RIDDELL/ALL AMER SPORTS CORP INC | | | | | | |
| | 126204 | HS Co-Curricular | HIGH SCHOOL EXTRACURRICULAR | SUPPLIES | | \$7,815.66 |
| SOUTHERN OREGON SOCCER OFFICIALS ASSOC. | | | | | | |
| | 126211 | HS Co-Curricular | HIGH SCHOOL EXTRACURRICULAR | DUES AND FEES | | \$506.50 |
| SWOVOA | | | | | | |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2021-2022

Criteria: Report Sort: Fund

From Date: 11/01/2021

To Date: 11/30/2021

| | | | | | | |
|------------------|-------------------------|--------|------------------|-----------------------------------|---------------|--------------------|
| Fund: 274 | HS Co-Curricular | | | | | |
| Remit Name | | Check# | FUND | FUNCTION | OBJECT | Amount |
| | | 126214 | HS Co-Curricular | HIGH SCHOOL EXTRACURRICULAR | DUES AND FEES | \$3,221.43 |
| UMPQUA BANK | | | | | | |
| | | 0 | HS Co-Curricular | HIGH SCHOOL EXTRACURRICULAR | DUES AND FEES | \$375.20 |
| | | 0 | HS Co-Curricular | HIGH SCHOOL EXTRACURRICULAR | TRAVEL | \$363.07 |
| | | | | Total for UMPQUA BANK | | \$738.27 |
| | | | | Total for HS Co-Curricular | | \$27,966.92 |

| | | | | | | |
|------------------|----------------------------|--------|---------------------|--------------------------------------|--------|---------------|
| Fund: 275 | Azalea MS Athletics | | | | | |
| Remit Name | | Check# | FUND | FUNCTION | OBJECT | Amount |
| UMPQUA BANK | | | | | | |
| | | 0 | Azalea MS Athletics | MIDDLE/JUNIOR HIGH EXTRACURRICULAR | TRAVEL | \$0.00 |
| | | | | Total for Azalea MS Athletics | | \$0.00 |

| | | | | | | |
|----------------------------|-----------------------------|--------|----------------------|----------------------|---------------------------------------|------------|
| Fund: 285 | FACILITY MAINTENANCE | | | | | |
| Remit Name | | Check# | FUND | FUNCTION | OBJECT | Amount |
| ADVANCED SECURITY SYSTEMS | | | | | | |
| | | 126123 | FACILITY MAINTENANCE | MAINTENANCE SERVICES | NON INSTRUCTIONAL PROFESSIONAL & TECH | \$935.00 |
| AMAZON | | | | | | |
| | | 126124 | FACILITY MAINTENANCE | MAINTENANCE SERVICES | SUPPLIES | \$992.75 |
| | | 126171 | FACILITY MAINTENANCE | MAINTENANCE SERVICES | SUPPLIES | \$453.15 |
| | | | | Total for AMAZON | | \$1,445.90 |
| CASCADE HOME CENTER | | | | | | |
| | | 126127 | FACILITY MAINTENANCE | MAINTENANCE SERVICES | SUPPLIES | \$1,072.81 |
| COASTAL PAPER & SUPPLY INC | | | | | | |
| | | 126178 | FACILITY MAINTENANCE | MAINTENANCE SERVICES | SUPPLIES | \$321.58 |
| GOLD BEACH LUMBER | | | | | | |
| | | 126137 | FACILITY MAINTENANCE | MAINTENANCE SERVICES | SUPPLIES | \$126.44 |
| NAPA AUTO PARTS | | | | | | |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2021-2022

Criteria: Report Sort: Fund

From Date: 11/01/2021

To Date: 11/30/2021

| Fund: 285 | | FACILITY MAINTENANCE | | | | |
|---------------------------------------|--------|----------------------|----------------------|---------------------------------------|-------------------|--|
| Remit Name | Check# | FUND | FUNCTION | OBJECT | Amount | |
| | 126145 | FACILITY MAINTENANCE | MAINTENANCE SERVICES | SUPPLIES | \$40.13 | |
| NEW HOPE PLUMBING & BUILD | | | | | | |
| | 126196 | FACILITY MAINTENANCE | MAINTENANCE SERVICES | NON INSTRUCTIONAL PROFESSIONAL & TECH | \$487.50 | |
| SMEED COMMUNICATION SERVICES | | | | | | |
| | 126210 | FACILITY MAINTENANCE | MAINTENANCE SERVICES | REPAIR AND MAINTENANCE | \$1,470.00 | |
| Total for FACILITY MAINTENANCE | | | | | \$5,899.36 | |

| Fund: 291 | | HIGH SCHOOL STUDENT BODY | | | | |
|---|--------|--------------------------|-----------------------------|---------------|--------------------|--|
| Remit Name | Check# | FUND | FUNCTION | OBJECT | Amount | |
| BH BOYS BASKETBALL CLUB | | | | | | |
| | 126222 | HIGH SCHOOL STUDENT BODY | HIGH SCHOOL PROGRAMS | DUES AND FEES | \$3,450.00 | |
| CTR INC | | | | | | |
| | 126132 | HIGH SCHOOL STUDENT BODY | HIGH SCHOOL EXTRACURRICULAR | SUPPLIES | \$145.69 | |
| MARSHFIELD HIGH SCHOOL | | | | | | |
| | 126191 | HIGH SCHOOL STUDENT BODY | HIGH SCHOOL EXTRACURRICULAR | SUPPLIES | \$310.00 | |
| MORIN'S SCREEN PRINT | | | | | | |
| | 126193 | HIGH SCHOOL STUDENT BODY | HIGH SCHOOL EXTRACURRICULAR | SUPPLIES | \$217.50 | |
| ROGERS ATHLETIC COMPANY | | | | | | |
| | 126205 | HIGH SCHOOL STUDENT BODY | HIGH SCHOOL EXTRACURRICULAR | SUPPLIES | \$5,377.00 | |
| UMPQUA BANK | | | | | | |
| | 0 | HIGH SCHOOL STUDENT BODY | HIGH SCHOOL EXTRACURRICULAR | SUPPLIES | \$1,155.71 | |
| | 0 | HIGH SCHOOL STUDENT BODY | HIGH SCHOOL EXTRACURRICULAR | TRAVEL | \$540.58 | |
| | 0 | HIGH SCHOOL STUDENT BODY | HIGH SCHOOL PROGRAMS | SUPPLIES | \$491.55 | |
| Total for UMPQUA BANK | | | | | \$2,187.84 | |
| Total for HIGH SCHOOL STUDENT BODY | | | | | \$11,688.03 | |

| Fund: 292 | | AZALEA STUDENT BODY | | | | |
|------------|--------|---------------------|----------|--------|--------|--|
| Remit Name | Check# | FUND | FUNCTION | OBJECT | Amount | |
| AMAZON | | | | | | |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2021-2022

Criteria: Report Sort: Fund

From Date: 11/01/2021

To Date: 11/30/2021

| Fund: 292 | | AZALEA STUDENT BODY | | | |
|--------------------------------------|--------|---------------------|---------------------------------------|----------|-------------------|
| Remit Name | Check# | FUND | FUNCTION | OBJECT | Amount |
| | 126171 | AZALEA STUDENT BODY | MIDDLE/JUNIOR HIGH EXTRACURRICULAR | SUPPLIES | \$995.44 |
| QTEES | | | | | |
| | 126202 | AZALEA STUDENT BODY | MIDDLE/JUNIOR HIGH EXTRACURRICULAR | SUPPLIES | \$252.00 |
| UMPQUA BANK | | | | | |
| | 0 | AZALEA STUDENT BODY | MIDDLE/JUNIOR HIGH EXTRACURRICULAR | SUPPLIES | \$401.24 |
| Total for AZALEA STUDENT BODY | | | | | \$1,648.68 |

| Fund: 299 | | Nutrition Services | | | |
|------------------------------------|--------|--------------------|---------------|----------------------------|------------|
| Remit Name | Check# | FUND | FUNCTION | OBJECT | Amount |
| COASTAL PAPER & SUPPLY INC | | | | | |
| | 126129 | Nutrition Services | FOOD SERVICES | SUPPLIES | \$213.84 |
| CTR INC | | | | | |
| | 126132 | Nutrition Services | FOOD SERVICES | GARBAGE | \$1,165.12 |
| | 126179 | Nutrition Services | FOOD SERVICES | GARBAGE | \$0.00 |
| Total for CTR INC | | | | | \$1,165.12 |
| ESS WEST, LLC | | | | | |
| | 0 | Nutrition Services | FOOD SERVICES | ESS Classified Substitutes | \$384.57 |
| FRANZ FAMILY BAKERIES | | | | | |
| | 126135 | Nutrition Services | FOOD SERVICES | FOOD | \$435.60 |
| | 126181 | Nutrition Services | FOOD SERVICES | FOOD | \$540.23 |
| Total for FRANZ FAMILY BAKERIES | | | | | \$975.83 |
| NATIONAL FOOD GROUP | | | | | |
| | 126195 | Nutrition Services | FOOD SERVICES | FOOD | \$2,196.81 |
| SUNRISE DISTRIBUTORS INC | | | | | |
| | 126155 | Nutrition Services | FOOD SERVICES | FOOD | \$776.45 |
| | 126213 | Nutrition Services | FOOD SERVICES | FOOD | \$1,805.80 |
| Total for SUNRISE DISTRIBUTORS INC | | | | | \$2,582.25 |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2021-2022

Criteria: Report Sort: Fund

From Date: 11/01/2021

To Date: 11/30/2021

| Fund: 299 | Nutrition Services | | | | | Amount |
|----------------------|----------------------|----------------------|-------------------------------------|----------|--|--------------------|
| Remit Name | Check# | FUND | FUNCTION | OBJECT | | Amount |
| SYSCO PORTLAND, INC. | | | | | | |
| | 126156 | Nutrition Services | FOOD SERVICES | FOOD | | \$2,870.70 |
| | 126215 | Nutrition Services | FOOD SERVICES | FOOD | | \$6,154.25 |
| | | | Total for SYSCO PORTLAND, INC. | | | \$9,024.95 |
| UMPQUA BANK | | | | | | |
| | 0 | Nutrition Services | FOOD SERVICES | SUPPLIES | | \$50.65 |
| US FOODS | | | | | | |
| | 126157 | Nutrition Services | FOOD SERVICES | FOOD | | \$4,034.89 |
| | 126219 | Nutrition Services | FOOD SERVICES | FOOD | | \$6,835.94 |
| | | | Total for US FOODS | | | \$10,870.83 |
| | | | Total for Nutrition Services | | | \$27,464.85 |
| | | | | | | |
| Fund: 411 | Options Building2015 | | | | | Amount |
| Remit Name | Check# | FUND | FUNCTION | OBJECT | | Amount |
| AMAZON | | | | | | |
| | 126171 | Options Building2015 | ALTERNATIVE EDUCATION | SUPPLIES | | \$62.99 |
| | | | Total for Options Building2015 | | | \$62.99 |

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2021-2022

Criteria: Report Sort: Fund

From Date: 11/01/2021

To Date: 11/30/2021

Grand Total: \$514,173.85

Recap for FUND for GENERAL FUND

| | | |
|-----|--------------------------------|--------------|
| 100 | GENERAL FUND | \$290,524.69 |
| 202 | Title I-A | \$2,995.41 |
| 203 | TITLE IIA - INNOVATIVE EDUCATI | \$399.20 |
| 214 | ESSER II | \$96,948.40 |
| 215 | E-RATE FUTURE TECHNOLOGY F | \$1,878.72 |
| 216 | ESSER III | \$15,038.00 |
| 221 | YTP GRANT | \$253.21 |
| 251 | SCHOOL IMPROVEMENT ACCOU | \$455.45 |
| 252 | HIGH SCHOOL SUCCESS - M98 | \$18,806.86 |
| 261 | Miscellaneous | \$9,431.80 |
| 272 | Furniture Fund | \$2,711.28 |
| 274 | HS Co-Curricular | \$27,966.92 |
| 275 | Azalea MS Athletics | \$0.00 |
| 285 | FACILITY MAINTENANCE | \$5,899.36 |
| 291 | HIGH SCHOOL STUDENT BODY | \$11,688.03 |
| 292 | AZALEA STUDENT BODY | \$1,648.68 |
| 299 | Nutrition Services | \$27,464.85 |
| 411 | Options Building2015 | \$62.99 |

End of Report



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

Memo

Date: 12/03/2021
 To: David Marshall, Superintendent
 From: DeAnne Varitek, Principal
 Cc: Grace Ramirez, HR Coordinator
 Re: BHHS Recommendation to Hire- Certified

| | |
|--|--|
| Name: | Andrew Petrevics |
| Current City/State: | Brookings, OR |
| Teaching Assignment/School: | Mathematics Teacher, bhHs |
| Teaching Endorsements on License: | To be Attained (Mathematics) |
| College: | Central Michigan University, BA/BS in Chemistry & Physics |
| University where Teaching Degree was conferred: | To be Attained (Mathematics) |
| Top Quality (1-2 sentences) that compelled the committee to select this candidate over others: | Mr. Petrevics is a former Marine Corps pilot and leader with a reputation for excellence. He is highly respected by his peers and supervisors for his character and rapport with others. He has experience with teaching high school students and has developed the skills young recruits for several years. He understands how to identify and grow the potential of young adults and is already a member of our Brookings community. |

Copy to Board Sec for Board approval 12/6/21

BROOKINGS-HARBOR SCHOOL DISTRICT 17C

Azalea Middle School
541-469-7427
FAX 541-469-7080

Brookings-Harbor High School
541-469-7598
FAX 541-412-8574

2021-2022 EXTRA-DUTY CONTRACT (This is a one year contract)

Your 2021-2022 school year, extra-duty assignment is listed below.

| | |
|------------------|------------------------------|
| Employee: | Thorson, Marco |
| Mailing Address: | Brookings OR 97415 |
| Phone Number: | 801-615-1885 |
| Assignment: | Wrestling - Head Coach |
| Season: | Winter |
| Salary: | \$ |
| School: | Brookings Harbor High School |

Choose one:

(Employees who do not select a payment option below will be defaulted to 1 lump-sum payment at the end of the season).

I choose to be paid in one lump-sum at the end of the season.

or


I choose to be paid in equal amounts during the season.

Seasons are: **Fall:** Sept, Oct, Nov - 3 checks

Winter: Nov, Dec, Jan, Feb - 4 checks

Spring: Feb, Mar, Apr, May - 4 checks

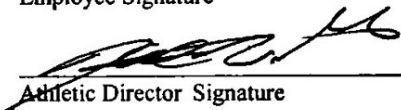
The season used for payment will be chosen by your Season End Date. If your season crosses the above schedules the later schedule will be used.



Employee Signature

11/17/21


Date



Athletic Director Signature

11/16/21

Date



Superintendent Signature

11/10/21

Date

December 2021

Board Approval Date

For Payroll Use Only:

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COPY TO PR & BOARD SEC 11/17/2021

BROOKINGS-HARBOR SCHOOL DISTRICT 17C

2021-2022 EXTRA-DUTY CONTRACT for Non Co-Curricular Activities (This is a one year contract)

Your 2021-2022 school year, extra-duty assignment is listed below.

| | | |
|----------------------|----------------------|---------------------|
| Employee: | Jennifer Legat | |
| Mailing Address: | | |
| Phone Number: | | |
| Assignment: | Knowledge Bowl | |
| Contract Start Date: | 8/31/2021 | End Date: 6/17/2022 |
| Salary: | [REDACTED] | |
| School | Azalea Middle School | |

CHOOSE ONLY ONE:

(Employees who do not select a payment option below will be defaulted to 1 lump-sum payment at the end of the season).

I choose to be paid in one lump-sum at the end of the season.

or

I choose to be paid, equal amounts, monthly during the year. (8 checks)

Jennifer Legat
Employee Signature

11/19/21
Date

[Signature]
Building Principal Signature

11/19/2021
Date

[Signature]
Superintendent Signature

11/8/21
Date

DEC 2021
Board Approved Date

For Payroll Use Only:

| | |
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COPY TO PR @ BOARD 11/1/21 FOR BOARD APPROVAL DEC MTF



Brookings Harbor School District 17C

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

DONATION RECEIPT

GCB Automation and Marine

DONOR NAME

97667 Marina Heights Loop, Brookings, OR 97415

MAILING ADDRESS, CITY, STATE, ZIP

PHYSICAL ADDRESS, CITY, STATE, ZIP

541-251-2845

PHONE NUMBER

BROOKINGS-HARBOR SCHOOL DISTRICT TAX ID: 93-6000388

| DONATION DESCRIPTION | |
|-----------------------------|--|
| \$50 Gift Card | |
| | |
| | |
| | |
| | |

| OFFICE USE ONLY | |
|------------------------|-----------|
| Received By: | Kleespies |
| Date Received: | 12/1/21 |
| Destination of Gift: | Charitree |



Brookings Harbor School District 17C

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

DONATION RECEIPT

Redwood Theater

DONOR NAME

621 Chetco Avenue, Brookings, OR 97415

MAILING ADDRESS, CITY, STATE, ZIP

PHYSICAL ADDRESS, CITY, STATE, ZIP

541-412-7575

PHONE NUMBER

BROOKINGS-HARBOR SCHOOL DISTRICT TAX ID: 93-6000388

| DONATION DESCRIPTION | |
|----------------------------|--|
| Two \$25 Gift Certificates | |
| | |
| | |
| | |
| | |

| OFFICE USE ONLY | |
|----------------------|-----------|
| Received By: | Kleespies |
| Date Received: | 12/1/21 |
| Destination of Gift: | Charitree |



Brookings Harbor School District 17C

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

DONATION RECEIPT

Thrifty Sneakers

DONOR NAME

97900 Shopping Center Ave. Brookings, OR 97415

MAILING ADDRESS, CITY, STATE, ZIP

PHYSICAL ADDRESS, CITY, STATE, ZIP

541-539-2530

PHONE NUMBER

BROOKINGS-HARBOR SCHOOL DISTRICT TAX ID: 93-6000388

| DONATION DESCRIPTION | |
|------------------------------|--|
| Three \$10 gift certificates | |
| | |
| | |
| | |
| | |

| OFFICE USE ONLY | |
|------------------------|-----------|
| Received By: | Kleespies |
| Date Received: | 12/2/2021 |
| Destination of Gift: | Charitree |



Brookings Harbor School District 17C

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

DONATION RECEIPT

Dick Wilson

DONOR NAME

1016 Chetco Avenue, Brookings, OR 97415

MAILING ADDRESS, CITY, STATE, ZIP

PHYSICAL ADDRESS, CITY, STATE, ZIP

541-661-1222

PHONE NUMBER

BROOKINGS-HARBOR SCHOOL DISTRICT TAX ID: 93-6000388

| DONATION DESCRIPTION | |
|-----------------------------|----------------------|
| | \$100 Visa Gift Card |
| | |
| | |
| | |
| | |

| OFFICE USE ONLY | |
|------------------------|-----------|
| Received By: | Kleespies |
| Date Received: | 12/1/21 |
| Destination of Gift: | Charitree |



Brookings Harbor School District 17C

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

DONATION RECEIPT

 Woof's Dog Bakery

DONOR NAME

1031 Chetco Avenue, Brookings, OR 97415

MAILING ADDRESS, CITY, STATE, ZIP

Same

 PHYSICAL ADDRESS, CITY, STATE, ZIP

541-469-3408

 PHONE NUMBER

BROOKINGS-HARBOR SCHOOL DISTRICT TAX ID: 93-6000388

| DONATION DESCRIPTION | |
|-------------------------------------|--|
| \$25 gift certificate for Charitree | |
| | |
| | |
| | |
| | |

| OFFICE USE ONLY | |
|------------------------|-----------|
| Received By: | Kleespies |
| Date Received: | 12/1/21 |
| Destination of Gift: | Charitree |

Rotary



Rotary Club of Brookings Harbor

Boot Mates Program

December, 2021

Dear Superintendent Marshall:

Thank you again for your role in making certain students in our schools have adequate footwear.

The Rotary Club of Brookings-Harbor, along with Wild Rivers Community Foundation, now proudly offer Boot Mates. At this time, we have three Boot Mate certificates for each school (K-School = \$40 each, Middle School and BHHS = \$60 each). The certificates require your signature, and then distribution to the school principals. Your help is crucial in making the Rotary Boot Mates program a success.

Boot Mates is patterned after the basic Sole Mate program. When you see a child who needs appropriate boots, and may not have the resources to get them, please offer one of our Boot Mate certificates to their family. Please write in the student's name, and the current date.

We have no other restrictions; we want Boot Mates to help students whenever a school staff member truly believes there is a need.

If you have questions about the program, please contact Judy May-Lopez at 541.661.2066 (jmaylopez@charter.net) or Susan Lunsford at 541.661.2067 (lunsfords@charter.net).

If you receive a thank-you note, we would love to share it with the Rotary Club. Just mail it (or send a copy) to Rotary Club of Brookings-Harbor, PO Box 357, Brookings OR 97415.

Again, thank you for helping the children!

A handwritten signature in black ink that reads "Judy May-Lopez". The signature is fluid and cursive, with the first letters of each name being capitalized and prominent.

Judy May-Lopez, Chair
B-H Rotary Boot Mates



Humboldt Area Foundation
Wild Rivers Community Foundation
Humboldt Health Foundation
Mel & Grace McLean Foundation
Smullin Foundation
Providence, Community Health Investment



November 19, 2021

Michelle Prudden
Brookings Harbor High School
625 Pioneer Rd.
Brookings, OR 97415

Dear Michelle,

It is my honor to inform you that Brookings Harbor High School is the recipient of \$547.29 for **Canned Cranberry Sauce and Multicultural Meals for Vulnerable Populations** from the Holiday Funding Partnership.

If you choose to publicize this grant, please reference the partners of the Holiday Funding Partnership: Humboldt Area Foundation, Wild Rivers Community Foundation, Humboldt Health Foundation, Mel & Grace McLean Foundation, Patricia D. & William B. Smullin Foundation, and Providence, Community Health Investment.

You will be receiving a check by mail. Grant terms and conditions are enclosed. If they are acceptable to you, please sign and deposit the grant check. By accepting this grant, you are agreeing to only use funds as described in your approved grant application. Please contact me if you need to request a change in use of the grant award or if there are changes in your organization's tax-exempt status or key personnel.

We do not require a formal grant report, but will ask you some basic questions about your holiday program this year on next year's application, should you choose to reapply. We gladly welcome any informal updates or photos that you would like to share with us. Please fill out and attach the enclosed Photo Information and Release Form with each photo. These may be emailed to grants@hafoundation.org.

The Holiday Funding Partnership recognizes that your organization and the people who work and volunteer for you will be responsible for making the holidays brighter for many people who are in need in our community this year. We offer our deep, heart-felt gratitude to you all for this important work. We wish you all a successful and happy holiday season.

Warm Regards,

Craig Woods
Director of Grantmaking
craigw@hafoundation.org
T | 707.267.9913

CW:nm

AGREEMENT TO GRANT TERMS FOR ORGANIZATIONS

By depositing the grant check, your organization agrees to the following terms and conditions:

1. You as the grantee, agree that you are a nonprofit charitable or public benefit (federal tax-exempt) organization, public school, government agency, Indian tribal government, or have a qualified fiscal sponsor.
2. Please contact your program manager/director if there are significant changes to your program staff, timeline, or tax-exempt status during the grant period.
3. The total amount of this grant or any payment thereof may be discontinued, modified, or withheld at any time, if in the judgement of Humboldt Area Foundation, such as (i) is warranted because grant funds are not being used as required by this letter or (ii) is necessary to comply with the requirements of the law, regulations or rulings.
4. The grant will be used exclusively for charitable, religious, scientific, literary, or educational purposes. Your organization agrees that none of the funds will be used in a way that violates requirements of Internal Revenue Code Section 501(c)(3).
5. For grants above \$50,000, funds may be distributed from Humboldt Area Foundation to the grantee on a reimbursement basis. In such cases, the foundation will advance one-half of total grant funds at the beginning of the grant period. The Foundation will advance the second half of grant funds upon receipt of satisfactory expenditure reports on the initial payment.
6. Your organization understands and agrees that a final narrative report will be submitted to the Foundation by the end of the grant period, or by the grant extension date. Failure to do so may affect your organization's eligibility to apply for HAF grants in the future.
7. Your organization retains full discretion and control over the selection of any sub-grantees or individuals to carry out the work set forth in your proposal. In doing so, your organization will act completely independently of Humboldt Area Foundation.
8. This letter constitutes Humboldt Area Foundation's and your organization's entire agreement with respect to this grant, the terms of which may not be amended or modified, except in writing by both parties.

Please retain this agreement for your files.



Brookings Harbor School District 17C

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

DONATION RECEIPT

Escape Hatch
 DONOR NAME

 MAILING ADDRESS, CITY, STATE, ZIP

642 Railroad Street, Brookings, 97415
 PHYSICAL ADDRESS, CITY, STATE, ZIP

(541)469-2914
 PHONE NUMBER

BROOKINGS-HARBOR SCHOOL DISTRICT TAX ID: 93-6000388

| DONATION DESCRIPTION | |
|--|--|
| New condition athletic shoes and athletic equipment. See back for details. | |
| Estimated total: \$2,134.00 | |

| OFFICE USE ONLY | |
|------------------------|---|
| Received By: | Supt. David Marshall |
| Date Received: | Dec. 1, 2021 |
| Destination of Gift: | Students in need in BHHS athletics programs |

| Item Description | Quantity | Cost per item | Total: \$2,133.89 |
|---|-----------------|----------------------|--------------------------|
| Asics Hyper MD 4 Men's Size 13 (track running spikes) | 1 | \$64.95 | \$64.95 |
| Andrea's Men's Size 11 (soccer cleats) | 1 | 59.95 | 59.95 |
| Mitre Valhalla Men's Size 12 (soccer cleats) | 1 | 41.95 | 41.95 |
| Nike Rio FG Men's Size 12 (soccer cleats) | 1 | 41 | 41 |
| Adidas +F10 Men's Size 12 (soccer cleats) | 1 | 40 | 40 |
| Nike Air Men's Size 5 (baseball cleats) | 1 | 38.95 | 38.95 |
| 1/2" metal cleats | 240 | 0.4 | 96 |
| golf cleats metal | 60 | 0.4 | 24 |
| cleat keys | 7 | 1.95 | 13.65 |
| track wrench and parts | 1 | 5 | 5 |
| 3/4" cleats | 200 | 0.4 | 80 |
| 5/8" cleats | 180 | 0.4 | 72 |
| McDavid Cowboy Collar | 1 | 69.95 | 69.95 |
| Pro chin strap | 9 | 19.95 | 179.55 |
| Cramer 500 Athletic Tape | 14 | 1.95 | 27.3 |
| Football injury pad | 2 | 32.95 | 65.9 |
| Softball knee guard | 5 | 19.95 | 99.75 |
| Football forearm, hand and wrist guard | 1 | 16.95 | 16.95 |
| Football rib pad vest | 1 | 46 | 46 |
| Football flat style neck rolls | 3 | 14.95 | 44.85 |
| Baseball/softball clipboard coach | 2 | 34.95 | 69.9 |
| Baseball clipboard coach | 1 | 19.95 | 19.95 |
| Football clipboard coach | 1 | 10 | 10 |
| Strap supporter | 2 | 6.99 | 13.98 |
| Strap supporter | 1 | 11.99 | 11.99 |
| Official scorebooks | 7 | 7.99 | 55.93 |
| Wristbands | 14 | 9.95 | 139.3 |
| Tapout mouth guards | 21 | 2 | 42 |
| Cleat packs - replacement spike kits | 19 | 13.95 | 265.05 |
| mouthguard | 1 | 0.99 | 0.99 |
| mouthguard | 4 | 1.99 | 7.96 |
| mouthguard | 4 | 2.99 | 11.96 |
| Nike soccer crampons | 1 | 6.99 | 6.99 |
| softball wrench | 2 | 2.5 | 5 |
| football gloves | 1 | 29.95 | 29.95 |
| lace-up ankle support | 1 | 18.99 | 18.99 |
| laces | 8 | 1.99 | 15.92 |
| backpad and misc pad | 1 | 53.95 | 13.95 |
| football forearm guards | 2 | 14.95 | 29.9 |
| batter's glove | 6 | 10.95 | 65.7 |
| neoprene sleeve | 1 | 21.95 | 21.95 |
| youth supporter | 7 | 4.99 | 34.93 |
| eyeshields | 2 | 36.95 | 73.9 |



Brookings-Harbor School District

629 Easy St.

Brookings, OR 97415

541 469-7443

Fax 541 469-6599

www.brookings.k12.or.us

To: Brookings-Harbor School District Board of Directors

From: Dede Corpening, Director of Fiscal Services

Date: Dec. 6, 2021

Board Meeting Date: Dec. 15, 2021

Re: Gifts and Donations - New funds from Advanced Health

Background Information: Representatives from Advanced Health met with school officials on Monday, Dec. 6, to present a donation of \$5000 to each of the district's three schools (\$15,000 total) for use in serving and supporting at-risk students.

Recommended Action: Accept the donation as presented.

**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: 07/01/2021

List item(s) for surplus - please indicate, if possible, resale value, serial numbers, identifying characteristics:
16' Football Chute used in practice for drills and technique work.
Brand: Rogers Athletic

From location - Building /Room/ Other:
Elmer Bankus Field - Bruin Football Program

- No remaining value
- Total estimated value\$ \$1000.00

Person making this request: Shaun Bavaro Shaun Bavaro
Print Name Signature

Principal Authorization: [Signature]

Superintendent Authorization: [Signature]

Board Approval (if required): _____

Current location of Surplus Item(s): Elmer Bankus Field

Items taken to: disposal through open + competitive bidding through sealed bids

**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: 09/16/2021

List item(s) for surplus - please indicate, if possible, resale value, serial numbers, identifying characteristics: 5 man Football sled

From location - Building /Room/ Other: Elmer Bankus Field

- No remaining value
- Total estimated value\$ \$1,000.00

Person making this request: Shaun Bavaro
Print Name

Shaun Bavaro
Signature

Principal Authorization: 

Superintendent Authorization: 

Board Approval (if required): _____

Current location of Surplus Item(s): Elmer Bankus Field

Items taken to: disposal through open + competitive bidding through sealed bids

**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: December 1, 2021

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

Bus 61 Lic # E 204158
Bus 65 Lic # E 221768
Bus 68 Lic # E 241469

From location - Building /Room/ Other:

Transportation

No remaining value

Total estimated value\$ Approx \$2500⁰⁰ / bus

Person making this request: ALLEN WALZ
Print Name

[Signature]
Signature

Principal Authorization: [Signature]

Superintendent Authorization: [Signature]

Board Approval (if required): _____

Current location of Surplus Item(s): transportation garage

Items taken to: Disposal through Craiglist (open + competitive bidding)
(each bus individually)

Brookings-Harbor School District 17C

Code: GBNA-AR
Revised/Reviewed: 1/15/14; 4/15/15; 7/17/19

Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying Reporting Procedures – Staff

Principals, the superintendent and, in cases having to do with gender, the Title IX coordinator, have responsibility for investigating and resolving reports of hazing, harassment, intimidation, bullying, menacing and cyberbullying. The investigator(s) shall be a neutral party having had no involvement in the report presented.

The following definitions and procedures shall be used for reporting, investigating, and resolving reports of hazing, harassment, intimidation, bullying, menacing, and cyberbullying of staff and third parties.

Definitions

1. “Third parties” include, but are not limited to, coaches, school volunteers, chaperones parents, school visitors, service contractors, or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events.
2. “District” includes district facilities, official school bus stop, district premises, and nondistrict property if the employee is at any district-sponsored, district-approved, or district-related activity or function, such as field trips, athletic events or where the employee is engaged in district business. The prohibition also includes off duty conduct which is incompatible with district job responsibilities.
3. “Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health or safety of a student/staff member for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored work activity, work group or work assignment, or other such activities intended to degrade or humiliate regardless of the person’s willingness to participate.
4. “Harassment” is unwelcome conduct that is based on race, color, religion, sex (including pregnancy), sexual orientation, gender identity¹, national origin, age (40 or older), disability or genetic information. Harassment becomes unlawful when 1) enduring the offensive conduct becomes a

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

condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

5. “Intimidation” includes, but is not limited to, any threat or act intended to tamper, substantially damage or interfere with another’s property, cause substantial inconvenience, subject another to offensive physical contact or inflict serious physical injury on the perception of the other’s race, color, religion, national origin, disability, or sexual orientation or gender identity.
6. “Bullying” is a pattern of repeated mistreatment that harms, intimidates, undermines, offends, degrades, or humiliates an employee.
7. “Menacing” includes, but is not limited to, any act intended to place a district employee, student or third party in fear of imminent serious physical injury.
8. “Cyberbullying” means the use of any electronic device to [convey a message in any form (e.g., text, image, audio, or video) that intimidates, harasses, or is otherwise harms, insults, or humiliates] intended to harm, insult or humiliate another in a deliberate, repeated or hostile and unwanted manner under a person’s true or false identity. In addition, any communication of this form which substantially disrupts or prevents a safe and positive working environment may also be considered cyberbullying.] [harass, intimidate, or bully.] Staff will refrain from using personal electronic devices or district equipment to harass or stalk another person or people.
9. “Menacing” includes, but is not limited to, any act intended to place a district employee, student, or third party in fear of imminent serious physical injury.

Reporting Procedures

The [principals and principal has the] [superintendent] [have] [has] responsibility for investigations concerning reports any report of hazing, harassment, intimidation, bullying, menacing, or and cyberbullying of staff or third parties. The investigator(s) shall be a neutral party having had no involvement in the report presented.

Any employee or third party who has knowledge of conduct in violation of Board policy JFCF - [Hazing,] /Harassment, / Intimidation, /Bullying, [/Menacing,]/Cyberbullying, /Teen Dating Violence, or Domestic Violence –domestic violence - Student shall** must immediately report their concerns to the designated district official principal.

Any employee or third party who has knowledge of conduct in violation of Board policy GBNA – Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying – Staff and this administrative regulation or feels they have been hazed, harassed, intimidated, bullied, cyberbullied, or menaced in violation of Board policy or this administrative regulation, [shall] [is encouraged to] immediately report concerns to the designated district official principal.

All reports and information will be promptly investigated in accordance with the following procedures procedure:

Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying
Reporting Procedures – Staff – GBNA-AR

Step 1 Any reports or information on acts of hazing, harassment, intimidation, bullying, menacing, or cyberbullying (e.g., complaints, rumors) shall be presented to the [principal or superintendent]. Information may be presented anonymously. Reports against the principal shall be filed with the superintendent. Information may be presented anonymously. Reports against the superintendent shall be filed with the Board chair. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates.

Step 2 The district official principal receiving the report shall promptly investigate promptly. Parents will be notified of the nature of any report involving their student. The district official will arrange such meetings as may be necessary with all concerned parties within [five] working days after receipt of the information or report.

The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the report will be reduced to writing. The district official(s) conducting the investigation shall notify the person making the report within [10] working days of receipt of the information or report, and parents as appropriate, [in writing,], when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.

[A copy of the notification letter or the date and details of notification to the person making the report, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.].

Step 3 If the person making the report is not satisfied with the decision at Step 2, they may submit a written appeal to the superintendent or designee. Such appeal must be filed within [10] working days after receipt of the Step 2 decision. The superintendent or designee will arrange such meetings with the person making the report and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the person making the report's appeal within [10] working days.

Step 4 If the person making the report complaint is not satisfied with the decision at Step 3, a written appeal may be filed with the Board. Such appeal must be filed within [10] working days after receipt of the Step 3 decision. The Board shall, within [20] working days, conduct a hearing at which time the person making the report shall be given an opportunity to present the information or report.appeal. The Board shall provide a written decision to the person making the report within [10] working days following completion of the hearing.

Reports against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be

presented to the Board. After receiving the results of the investigation, the Board shall decide, within [20] days, in open session what action, if any, is warranted.

Reports against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board. The Board chair shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within [20] days, in open session what action, if any, is warranted.

Reports against the Board chair may be made directly to the [district counsel] [Board vice chair] on behalf of the Board. The [district counsel] [Board vice chair] shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within [20] days, in open session what action, if any, is warranted.

Timelines may be extended upon written agreement between both parties. This also applies to reports filed against the superintendent or any Board member.

Direct complaints of discriminatory harassment related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission.

Documentation related to the incident may be maintained as a part of the employee's personnel file. [Additionally, a copy of all reported acts of hazing, harassment, intimidation, bullying, menacing, or acts of cyberbullying complaints and documentation will be maintained as a confidential file in the district office.].

Notice:

The superintendent shall be responsible for ensuring annual notice of this policy is provided in a student and employee handbook, and to third parties, on the school and district websites, and in school and district offices. Complaint procedures, as established by the district, shall be followed.

Complaint Form

Hazing Harassment Intimidation Bullying Menacing Cyberbullying Teen Dating Violence

Name of complainant: _____

Position of complainant: _____

If a student, name and address of the parent or guardian responsible for student: _____

Date of complaint: _____

Name of alleged harasser: _____

Position of alleged harasser: _____

A description of the nature and extent of the harassment, including any information which could be helpful in establishing cause of harassment and identity of the alleged harasser: _____

A description of how the initial report was made (i.e., phone or other method): _____

Name of the agency and individual who took the report: _____

Date and time the initial report was made: _____

Name of persons who received a copy of the initial written report: _____

Evidence (i.e., letters, photos, etc., excluding sexting or sexually explicit photos or videos of individuals under 18 years of age. If sexually explicit images/videos are observed, the person observing the images/videos shall immediately contact local law enforcement and report their observation (attach evidence if possible)): _____

Date and place of incident or incidents: _____

Name and position of witnesses (if any): _____

Name of all persons who received a copy of the written report: _____

Any other information: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

Witness Disclosure Form

Name of Witness: _____

Position of Witness: _____

Date of Testimony/Interview: _____

Description of Instance Witnessed: _____

Any Other Information: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

Brookings-Harbor School District 17C

Code: LBE-AR

Revised/Reviewed:

Note: Content denoted with { } are for information to guide decision making to choose content kept in this administrative regulation for implementation, and should be deleted after final language is selected.

Public Charter Schools

1. Definitions

- a. “Applicant” means any person or group that develops and submits a written proposal for a public charter school to the district.
- b. “Public charter school” means an elementary or secondary school offering a comprehensive instructional program operating under a written agreement entered into between the district and an applicant.
- c. “Virtual public charter school” means a public charter school that provides online courses, but does not primarily serve students in a physical location as described in Oregon Administrative Rule (OAR) 581-026-0300.
- d. “Remote and necessary school district” means a school district that offers kindergarten through grade 12 and has: (a) an average daily membership (ADM), as defined in Oregon Revised Statute (ORS) 327.006, in the prior fiscal year of less than 110; and (b) a school that is located, by the nearest traveled road, more than 20 miles from the nearest school or from a city with a population of more than 5,000.
- e. “Sponsor” means the district or Board.

2. Proposal Process

- a. [An applicant will issue a written statement of its intent to submit a proposal not less than 30 days prior to the submission date outlined below.]
- b. An applicant shall submit a complete proposal for sponsorship of a public charter school by the Board, including items outlined in ORS 338.045,[and any additional requirements as are required in the Board’s application for sponsorship,] to the district office {¹} [no less than 180 days prior to the proposed starting date of the proposed public charter school] [by [October 15] during the hours the district office is open to the public for a start date in a subsequent school year] [by [insert district’s identified date]]. The applicant shall also submit a copy of the same proposal to the State Board of Education.
- c. The district will complete the review process as outlined in Section 3 below.
- d. As part of the proposal, each member of the proposed public charter school’s governing body must provide an acknowledgment of understanding of the standards of conduct and the

¹ {The date shall be at least 180 days prior to the date that the public charter school would begin operating and give a reasonable period of time for the school district board to complete the approval process and the public charter school to begin operating by the beginning of the desired school year. Choose one of the proposed options or make other edits.}

P liabilities of a director of a nonprofit organization, as described in ORS Chapter 65, if the public charter school is organized as required by ORS 338.035(2)(a)(B) and (C).

R 3. Proposal Review Process

O a. Within 30 business days of receipt of a proposal, the district will notify the applicant as to the completeness of the proposal.

P (1) If the Board determines the proposal is incomplete, the district will identify the specific elements of the proposal that are not complete and provide the applicant with a reasonable opportunity, as determined by the Board, to complete the proposal.

(2) If after given a reasonable opportunity the applicant does not complete the required elements, the Board may disapprove² the proposal.

(3) An applicant, that has had a proposal disapproved pursuant to section (2) may appeal the Board's decision to the State Board of Education within 30 days of the disapproval.

(4) A good faith disapproval is not a denial for purposes of requesting a review by the State Board of Education under ORS 338.075.

O b. Within 60 days after the receipt of a completed proposal, or a final order issued by the Superintendent of Public Instruction remanding the proposal to the Board for consideration following a decision on an appeal, the Board shall hold a public hearing on the provisions of the public charter school proposal.

S c. The Board must evaluate a proposal in good faith using the following criteria:

(1) The demonstrated sustainable support for the proposed charter school by teachers, parents, students and other community members, including comments received at the public hearing;

(2) The demonstrated financial stability of the proposed public charter school including the demonstrated ability of the school to have a sound financial management system that is in place at the time the school begins operating and meets requirements of ORS 338.095(1);

(3) The capability of the applicant, in terms of support and planning, to provide comprehensive instructional programs;

(4) The capability of the applicant, in terms of support and planning, to provide comprehensive instructional programs to students identified as academically low achieving;

(5) The adequacy of the information provided as required in the proposal criteria;

(6) Whether the value of the public charter school is outweighed by any directly identifiable, significant and adverse impact³ on the quality of the public education of students residing in the district in which the public charter school will be located.

² The term "disapprove" is used for a proposal that is rejected due to being incomplete. See ORS 338.055(1)(c).

³ A determination of whether an impact is directly identifiable, significant and adverse may include, but is not limited to student enrollment, student-teacher ratios, staff with requisite licensure or endorsement, student learning and performance, specialty programs, financial considerations, and maintenance capabilities.

- P**
- (8) Whether there are arrangements for any necessary special education and related services for students with disabilities;
- (9) Whether there are alternative arrangements for students, teachers and other school employees who choose not to attend or who choose not to be employed by the public charter school; and
- R**
- (10) The prior history, if any, of the applicant in operating a public charter school or in providing educational services.

d. The Board must either approve or deny the proposal within 30 days of the public hearing. Written notice of the Board’s action shall be sent to the applicant by the district.

- O**
- (1) If approved, the applicant shall also submit a copy of the approval to the State Board of Education.
- (2) If denied, the notice must include the reasons for the denial with suggested remedial measures. The Board shall provide a reasonable opportunity for the applicant to amend and resubmit the proposal. The Board must either approve or deny the resubmitted proposal within 30 days of receipt. The Board may, with good cause, request an extension in the approval process timelines from the State Board of Education.
- P**

O

e. If the Board denies the resubmitted proposal, the process ends. An applicant whose resubmitted proposal is not approved by the Board may request a review of that decision to the State Board of Education within 30 days of the disapproval.

4. Terms of the Charter Agreement

- S**
- a. Upon the approval of a proposal by the Board, the applicant, in cooperation with the district, must prepare and execute a written charter agreement, subject to Board approval, which shall act as the legal authorization for the establishment of the public charter school.
- b. The charter agreement shall be legally binding and must be in effect for a period of not more than five years but may be renewed by the Board.
- E**
- c. The Board and the public charter school may amend a charter agreement through joint agreement.
- d. The agreement shall incorporate the elements of the approved proposal, will address the requirements outlined in OAR 581-026-0100(2) and any additional requirements that may apply to the public charter school including, but not limited to, the following:
- D**
- (1) ^{4}_{5}[Pregnant and parenting students (ORS 336.640);]
- (2) ^{6}[English language learners (ORS 336.079);]

⁴ {Many education laws do not directly apply to public charter schools. If the district would like to require a public charter school to follow any of these laws, we recommend that those laws be included here and in the charter agreement. The district can include laws that the public charter school is required to follow for reference.}

⁵ {Will the Board require the public charter school to comply with this statute?}

⁶ {Will the Board require the public charter school to comply with this statute?}

- (3) ^{7}[Student conduct (ORS 339.250);]
 - (4) ^{8}[Alcohol and drug abuse policy and plan (ORS 336.222);]
 - (5) ^{9}[Oregon Report Card (ORS 329.115);]
 - (6) [Employment status of public charter school employees pursuant to ORS 338.135;]
 - (7) [Student enrollment, application procedures and whether the public charter school will admit nonresident students and on what basis pursuant to ORS 338.125.¹⁰]
 - (8) [Transportation of students shall comply with ORS 338.145;]
 - (9) [The plan for performance bonding or insuring the public charter school sufficient to protect the public charter school and the district from loss and liability and comply with Oregon law. Documentation shall be submitted prior to agreement approval.]
- e. If the district and the public charter school enter a cooperative agreement with other school districts for the purpose of forming a partnership to provide educational services, then the agreement must be incorporated into the charter of the public charter school.

5. Public Charter School Operation

- a. The public charter school shall operate at all times in accordance with the laws and rules governing public charter school operation in the state of Oregon, including but not limited to ORS Chapter 338 and applicable OAR Chapter 581 Division 22, and the charter agreement.
- b. Upon application by the public charter school, the State Board of Education may grant a waiver of certain public charter school law provisions if the waiver promotes the development of programs by providers, enhances the equitable access by underserved families to the public education of their choice, extends the equitable access to public support by all students or permits high quality programs of unusual cost. This waiver request must specify the reasons the public charter school is seeking the waiver and further requires the public charter school to notify the sponsor if a waiver is being considered.

6. Virtual Public Charter School Operation

In addition to the other requirements for a public charter school, a virtual public charter school must comply with additional requirements pursuant to ORS 338.120.

⁷ {Will the Board require the public charter school to comply with this statute? Includes policy requirements, see ORS 339.250.}

⁸ {Will the Board require the public charter school to comply with this statute?}

⁹ {Will the Board require the public charter school to comply with this statute and provide the data the district is required to report to ODE?}

¹⁰ Student enrollment shall be voluntary. A public charter school may not limit student enrollment based on ethnicity, national origin, race, religion, disability, sex, sexual orientation, gender identity, income level, the terms of an individualized education program, proficiency in the English language or athletic ability but may limit admission within a given age group or grade level. A public charter school must select students through an equitable lottery selection process if the number of student applicants exceeds the capacity of a program, class, grade level or building. A public charter school may implement a weighted lottery that favors historically underserved students and may give priority for admission to students when in accordance with ORS 338.125(3)(c) (as amended by HB 2954 (2021)).

7. Charter Agreement Review

- a. The public charter school shall report at least annually on the performance of the school and its students to ODE and the district.
- b. The public charter school shall be audited annually in accordance with the Municipal Audit Law. After the audit, the public charter school shall forward a copy of the annual audit to ODE and the following to the sponsoring district:
 - (1) A copy of the annual audit;
 - (2) Any statements from the public charter school that show the results of operations and transactions affecting the financial status of the public charter school during the preceding annual audit period for the school; and
 - (3) A balance sheet containing a summary of the assets and liabilities of the public charter school as of the closing date of the preceding annual audit period for the school.
- c. The district may request at any time an acknowledgment from each member of the public charter school board that the member understands the standards of conduct and liabilities of a director of a nonprofit organization, as those standards and liabilities are described in ORS Chapter 65.
- d. The public charter school shall submit to the district [quarterly] financial statements that reflect the school’s financial operations. The report shall include, but not be limited to, revenues, expenditures, loans and investments.

8. Authorizing Duties

- a. [The district shall designate a liaison^{11} to the public charter school for ease of communication between the district and the public charter school.]
- b. The district shall ensure at all times that both the public charter school and the district are in compliance with the charter agreement, as per ORS 338.065(2).
- c. The district shall conduct:
 - (1) A comprehensive annual visit to the public charter school and written evaluation of the charter school’s program, which should include an audit of the public charter school’s academic, financial, and operational performance.
 - (2) A review of public charter school staff credentials to ensure that public charter school staff are properly licensed and/or registered with TSPC.
 - (3) A collection and review of all deliverables specified in the agreement.
 - (4) A review of data to ensure the public charter school is making progress on reasonable, measurable written goals for academic, financial, and operational performance.
 - (5) A review to ensure the public charter school is providing appropriate services to students who qualify, e.g., English learner supports.

9. Complaints Heard by the Charter School Board

¹¹ {This designated staff member may be the superintendent or other designee.}

^{12}
[A final decision reached by the public charter school board for a complaint that alleges a violation of ORS 339.285 - 339.303 or OAR 581-021-0550 - OAR 581-021-0570 (Restraint or Seclusion), ORS 659.850 (Discrimination), ORS 659.852 (Retaliation), or applicable OAR Chapter 581, Division 22 (Division 22 Standards), may be appealed to the Board of the [insert full name of district]¹³. The complainant may file such appeal with the [superintendent] [Board chair] of the [insert full name of district]. A final decision reached by the Board of the [insert full name of district] will be the district's final decision and may be appealed to the Oregon Department of Education under OAR 581-002-0003 - 581-002-0005.]

OR

[A final decision reached by the public charter school board for a complaint that alleges a violation of ORS 339.285 - 339.303 or OAR 581-021-0550 - OAR 581-021-0570 (Restraint or Seclusion), ORS 659.850 (Discrimination), ORS 659.852 (Retaliation), or applicable OAR Chapter 581, Division 22 (Division 22 Standards), is recognized as the final decision regarding this complaint¹⁴ by the Board of [insert full name of district]. A final decision may be appealed to the Oregon Department of Education under OAR 581-002-0003 - 581-002-0005.]

10. Charter School Renewal

- a. The first renewal of a charter agreement shall be for the same time period as the initial charter. Subsequent renewals of a charter agreement shall be for a minimum of five years but may not exceed 10 years.
- b. The Board and the public charter school shall follow the timeline listed below, unless a different timeline has been agreed upon by the Board and the public charter school:
 - (1) The public charter school board shall submit a written renewal request to the Board for consideration at least 180 days prior to the expiration of the charter agreement;
 - (2) Within 45 days after receiving a written renewal request from a public charter school, the Board shall hold a public hearing regarding the renewal request;
 - (3) Within 30 days after the public hearing, the Board shall approve the charter renewal or state in writing the reasons for denying charter renewal;
 - (4) If the Board approves the charter renewal, the district and the public charter school shall negotiate a new charter agreement within 90 days unless the district and the public charter school agree to an extension of the time period. Notwithstanding the time period specified in the charter agreement, an expiring charter agreement shall remain in effect until a new charter agreement is negotiated;

¹² {The district is strongly encouraged to have a discussion with any sponsored public charter school, about the next step for a complaint – choose one of the presented options. Refer to language chosen in policy AC - Nondiscrimination or its administration regulation and/or KL - Public Complaints or its administrative regulation, if present, and align.}

¹³ The district Board will hear this appeal as established through [the charter agreement] [Board policy] [resolution].

¹⁴ The public charter school board is given this authority by the district Board as established by [the charter agreement] [Board policy] [resolution].

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- (5) If the Board does not renew the charter agreement, the public charter school board may address the reasons stated for denial of the renewal and any remedial measures suggested by the district and submit a revised request for renewal to the Board;
- (6) If the Board does not renew the charter agreement based on the revised request for renewal the public charter school may appeal the Board’s decision to the State Board of Education for a review of whether the Board used the process required by Oregon law in denying the charter agreement renewal pursuant to ORS 338.065(6).
- (7) The Board shall base the charter agreement renewal decision on a good faith evaluation pursuant to ORS 338.065(8) and shall base the renewal evaluation described primarily on a review of the public charter school’s annual performance reports, annual audit of accounts and annual site visit and review as required by ORS 338.095 and any other information mutually agreed upon by the public charter school board and the Board.

For purposes of this section, the phrase “good faith evaluation” means an evaluation of all criteria required by ORS 338.065 resulting in a conclusion that a reasonable person would come to who is informed of the law and the facts before that person.

11. Charter School Termination

a. The public charter school may be terminated by the Board for any of the following reasons:

- (1) Failure to meet the terms of an approved charter agreement or any requirement of ORS Chapter 338 unless waived by the State Board of Education.
- (2) Failure to meet the requirements for student performance as outlined in the charter agreement.
- (3) Failure to correct a violation of federal or state law that is described in ORS 338.115.
- (4) Failure to maintain insurance as described in the charter.
- (5) Failure to maintain financial stability.
- (6) Failure to maintain, for one or more consecutive years, a sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter under ORS 338.065.
- (7) Failure to maintain the health and safety of the students.

b. If a public charter school is terminated by the Board for any reason listed in sections a.(1) through a.(6) above, the following shall occur:

- (1) The Board shall give the public charter school board, at least 60 days prior to the proposed effective date of termination, written notification of its decision which shall state the grounds for termination.
- (2) If the grounds for termination include failure to maintain financial stability or failure to maintain a sound financial management system, the Board and the public charter school may agree to develop a plan to correct deficiencies. The plan to correct deficiencies will follow a process outlined in ORS 338.105.
- (3) The public charter school may request a hearing with the Board in relation to a termination or a plan to correct deficiencies. The request must be made in writing and delivered to the business address of the district.

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(4) Following a hearing, a decision reached by the Board to terminate may be appealed by the public charter school to the State Board of Education.

c. The Board may terminate a charter immediately and close the public charter school for endangering the health or safety of the students enrolled in the public charter school under ORS 338.105(4):

- (1) A public charter school board may request, in writing and delivered to the business address of the district, a hearing with the Board.
- (2) Within 10 days of receiving the request for a hearing, the Board must hold a hearing on the termination.
- (3) If the Board acts to terminate the charter following the hearing, the public charter school may appeal the decision reached by the Board to the State Board of Education.
- (4) The public charter school will remain closed during the appeal process at the discretion of the Board unless the State Board of Education orders the Board not to terminate and to re-open the public charter school.

d. If the charter agreement is terminated or a public charter school is closed or dissolved by the governing body of the public charter school, it shall be done only at the end of a semester and the public charter school board shall notify the district at least 180 days' prior to the proposed effective date of the termination, closure or dissolution. [Such notice must be made in writing and be delivered to the business address of the district.]

e. If a charter agreement is terminated or a public charter school is dissolved, assets that were obtained with grant funds will be dispersed according to the terms of the grant. If the grant is absent any reference to ownership or distribution of assets of a terminated, closed or dissolved public charter school, all assets will be given to the State Board of Education for disposal.

Brookings-Harbor School District 17C

Code: **LBE-AR**
Revised/Reviewed: 4/15/15; 4/20/16; 1/03/18;
4/15/20

Public Charter Schools

1. Definitions

- a. “Applicant” means any person or group that develops and submits a written proposal for a public charter school to the district.
- b. “Public charter school” means an elementary or secondary school offering a comprehensive instructional program operating under a written agreement entered into between the district and an applicant.
- c. “Virtual Public Charter School” means a public charter school that provides online courses, but does not primarily serve students in a physical location.

(1) For the purpose of this definition, an “online course” is a course in which instruction and content are delivered on a computer using the internet, other electronic network or other technology such as CDs or DVDs; the student and teacher are in different physical locations for the majority of instructional time; the student is not required to be in a physical location of a school while participating in the course; and the online instruction is integral to the academic program of the charter school.

(2) For the purpose of this definition, “primarily serving students in a physical location” means that more than 50 percent of the core courses offered are not online courses; more than 50 percent of the total number of students attending the school are not receiving instructional services in an online course; and more than 50 percent of the school’s required instructional hours are not through an online course.

- d. “Remote and necessary school district” means a school district that offers kindergarten through grade 12 and has: (a) an average daily membership (ADM), as defined in Oregon Revised Statute (ORS) 327.006, in the prior fiscal year of less than 110; and (b) a school that is located, by the nearest traveled road, more than 20 miles from the nearest school or from a city with a population of more than 5,000.
- e. “Sponsor” means the district Board.

2. Proposal Process

- a. The public charter school applicant shall submit the proposal to the district no later than 180 days prior to the proposed starting date¹.

¹ The date shall be at least 180 days prior to the date that the public charter school would begin operating and give a reasonable period of time for the school district board to complete the approval process and the public charter school to begin operating by the beginning of the school year.

b. To be considered complete, the proposal for a public charter school shall include the following:

- (1) The identification of the applicant;
- (2) The name of the proposed public charter school;
- (3) A description of the philosophy and mission of the public charter school and how it differs from the district's current program and philosophy;
- (4) A description of any distinctive learning or teaching techniques to be used;
- (5) A description of the curriculum of the public charter school;
- (6) A description of the expected results of the curriculum and the verified methods of measuring and reporting results that will allow comparisons with district schools;
- (7) The governance structure public charter school board membership, selection, duties and responsibilities;
- (8) The projected enrollment including the ages or grades to be served;
- (9) The target population of students the public charter school is designed to serve;
- (10) The legal address, facilities and physical location of the public charter school and applicable occupancy permits and health and safety approvals;
- (11) A description of admission policies and application procedures;
- (12) The statutes and rules that shall apply to the public charter school;
- (13) The proposed budget and financial plan including evidence that the proposed budget and financial plan are financially sound;
- (14) A financial management system that includes:
 - (a) A description of a financial management system for the public charter school. The financial management system must include a budget and accounting system that:
 - (i) Is compatible with the budget and accounting system of the sponsor of the school; and
 - (ii) Complies with the requirements of the uniform budget and accounting system adopted by the State Board of Education under Oregon Administrative Rule (OAR) 581-023-0035.
 - (b) A plan for having the financial management system in place at the time the school begins operating.
- (15) The standards for behavior and the procedures for the discipline, suspension or expulsion of students;
- (16) The proposed school calendar, including the length of the school day and length of the school year;
- (17) A description of the proposed school staff and required qualifications of teachers including a breakdown of professional staff who hold a valid teaching license issued by Teacher Standards and Practices Commission (TSPC) and those who do not hold a license but are registered with TSPC. (At least one-half of the full-time equivalent teaching and administrative staff of the public charter school shall be licensed.);
- (18) The date upon which the public charter school would begin operating;
- (19) The arrangements for any necessary special education and related services for students with disabilities who qualify under the Individuals with Disabilities Education Act

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(IDEA) and special education or regular education and related services for students who qualify under Section 504 of the Rehabilitation Act of 1973 who may attend the public charter school;

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- (20) Information on the manner in which community groups may be involved in the planning and development process of the public charter school;
- (21) The term of the charter;
- (22) The plan for performance bonding or insuring the public charter school, including buildings and liabilities;
- (23) A proposed plan for the placement of public charter school teachers, other employees and students upon termination or nonrenewal of a charter;
- (24) The manner in which the public charter school program review and fiscal audit will be conducted;
- (25) In the case of a district school's conversion to charter status, the following additional criteria must be addressed:

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- (a) The alternate arrangements for students who choose not to attend the public charter school and for teachers and other school employees who choose not to participate in the public charter school;
- (b) The relationship that will exist between the public charter school and its employees including terms and conditions of employment.

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- (26) The district will not complete the review required under ORS 338.055 of an application that does not contain the required components listed in ORS 338.045(2)(a)-(y). A good faith determination of incompleteness is not a denial for purposes of requesting state board review under ORS 338.075;

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- (27) In addition to the minimum requirements enumerated in ORS 338.045(2)(a)-(y), the district, under ORS 338.045(3), may require the applicant to submit any of the following information as necessary to add detail or clarity to the minimum requirements or that the Board considers relevant to the formation or operation of the public charter school:

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- (a) Curriculum, Instruction and Assessment
 - (i) Description of a curriculum for each grade of students, which demonstrates in detail alignment with Oregon's academic content standards;
 - (ii) Description of instructional goals in relationship to Oregon's academic content standards and benchmarks;
 - (iii) A planned course statement for courses taught in the program, including related content standards, course criteria, assessment practices and state required work samples that will be collected;
 - (iv) Documentation that reflects consideration of credits for public charter school course work a student may perform at any other public school;
 - (v) Explanation of grading practices for all classes and how student performance is documented;
 - (vi) Explanation of how the proposed academic program will be aligned with that of the district. (If an applicant is proposing an elementary level public charter school, please describe how the curriculum is aligned at each grade level with the district's curriculum, including an explanation of how a

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student in the public charter school will be adequately prepared to re-enter the district's public school system after completing the charter school's program.);

- (vii) Description of the student assessment system, including how student academic progress will be measured at each grade level and any specific assessment instruments that will be used;
 - (viii) Description of the plan for reporting student progress to parents, students and the community;
 - (ix) Description of policies and procedures regarding diplomas and graduation;
 - (x) Description of policies and practices for meeting the needs of students who are not successful in the regular program;
 - (xi) Identification of primary instructional materials by publisher, copyright date, version and edition for each academic content area in each grade;
 - (xii) Identification of major supplementary material in core academic content areas and the criteria for use with students;
 - (xiii) Description of how the public charter school will meet the unique learning needs of students working above and below grade level, including but not limited to talented and gifted students;
 - (xiv) Description of how the public charter school staff will identify and address students' rates and levels of learning;
 - (xv) Description of strategies the public charter school staff will use to create a climate conducive to learning and positive student engagement;
 - (xvi) Documentation that demonstrates improvements in student academic performance over time (both individual and program/grade level) from any private alternative school operated by the public charter school applicant, if applicable;
 - (xvii) Description of how teachers will utilize current student knowledge and skills to assist in the design of appropriate instruction;
 - (xviii) Identification of how the public charter school will provide access to national assessments such as PSAT, SAT and ACT, if applicable;
 - (xix) Description of parental involvement, content of planned meetings and how the school will adjust any meeting to meet the needs of working parents;
 - (xx) Description of distance learning options available to students, including the grade levels and amount of instruction offered to students, if applicable.
- (b) State and Federal Mandates/Special Education
- (i) Description of how the public charter school will meet any and all requirements of Every Student Succeeds Act of 2015 (ESSA), which also specifically addresses adequate yearly progress (AYP) and the safe schools aspects of the law;
 - (ii) Description of how the public charter school will collect AYP information on all subgroup populations in the school;
 - (iii) Description of specific program information regarding curriculum and how specially designed instruction is delivered for special education students.

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- (Include methodologies, data collection systems and service delivery models used.);
- (iv) Description of how the public charter school will serve the needs of talented and gifted students, including screening, identification and services;
 - (v) Description of how the public charter school will deliver services and instruction to English Language Learners (ELL), including descriptions of curriculum, methodology and program accommodations;
 - (vi) Description of how the public charter school will work with the district to comply with Section 504 accessibility requirements and nondiscrimination requirements in admissions and staff hiring;
 - (vii) Explanation of how the public charter school will work with the district to implement Child Find requirements;
 - (viii) Explanation of how the public charter school will work with the district to manage IDEA 2004 mandates regarding eligibility, individual education program (IEP) and placement meetings;
 - (ix) Explanation of how the public charter school will work with the district in which the public charter school is located to implement accommodations and modifications contained in the IEP or Section 504 plan;
 - (x) Explanation of how the public charter school will work with the district to include parents in implementing IEPs;
 - (xi) Explanation of how the public charter school intends to work with the district in which the public charter school is located to provide special education services for eligible students.
- (c) Teacher Certification
- (i) Identification regarding the training and/or certification of staff, including areas of industry training, endorsements and TSPC licensure;
 - (ii) Explanation of how the public charter school will comply with TSPC requirements for all staff, including all TSPC Oregon Administrative Rules pertaining to its staff.
- (d) Professional Development
- (i) Provide the public charter school's plan for comprehensive professional development for all staff;
 - (ii) Identification of how the public charter school's licensed staff will obtain their required Continuing Professional Development units for licensure renewal.
- (e) Budget
- (i) Explanation of projected budget item for Public Employees Retirement System (PERS) contributions that would be required of the public charter school;
 - (ii) Description of planned computer and technology support;
 - (iii) Description of planned transportation costs, if applicable;

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- (iv) Explanation of projected budget items for teaching salaries and other personnel contracts;
- (v) Explanation on facilities costs, including utilities, repairs and rent;
- (vi) Copies of municipal audits for any other public charter school operated by the public charter school applicant, if applicable.

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(f) Policy

Copies of any policy that the public charter school intends to adopt:

- (i) Which address expectations of academic standards for students and transcribing of credits;
- (ii) On student behavior, classroom management, suspensions and expulsions, which must contain an explanation of how the charter school will handle a student expelled from another district for reasons other than a weapons violation;
- (iii) Regarding corporal punishment including descriptions;
- (iv) Regarding dispensing of medication to students who are in need of regular medication during school hours;
- (v) Regarding reviewing and selecting instructional materials;
- (vi) Regarding solicitation/advertising/fundraising by nonschool groups;
- (vii) Regarding field trips;
- (viii) Regarding student promotion and retention;
- (ix) Regarding student publications;
- (x) Regarding staff/student vehicle parking and use;
- (xi) Regarding diplomas and graduation, and also participation in graduation exercises;
- (xii) Regarding student/parent/public complaints;
- (xiii) Regarding visitors;
- (xiv) Regarding staff discipline, suspension or dismissal.

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(g) Other Information

- (i) Plans for use of any unique district facilities including, but not limited to, gymnasiums, auditoriums, athletic fields, libraries, cafeterias, computer labs and music facilities;
- (ii) Plans for child nutrition program(s);
- (iii) Plans for student participation in extracurricular activities pursuant to Oregon School Activities Association and Board policy, regulations and rules;
- (iv) Plans for counseling services;
- (v) Explanation of contingency plans for the hiring of substitute professional and classified staff;
- (vi) Description of how the public charter school will address the rights and responsibilities of students;

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- (vii) Description of how the public charter school will handle situations involving student, possession, use or distribution of illegal drugs, weapons, flammable devices and other items that may be used to injure others;
- (viii) Description of procedures on how the public charter school will handle disciplinary referrals and how they will impact student promotion and advancement;
- (ix) Copies of program reviews conducted by other school districts that may have referred students to another public charter school operated by the public charter school applicant, if applicable;
- (x) Description of the typical school day for a student, including a master schedule, related activities, breaks and extracurricular options;
- (xi) Description of how student membership will be calculated, including a description of the type of instruction and location of instruction that contributes to ADM;
- (xii) Documentation and description of how long most students remain in the program, and documentation of student improvement in academic performance, disciplinary referrals, juvenile interventions, or any other disciplinary action while in the program;
- (xiii) Explanation of the legal relationship between the public charter school and any other public charter school, if applicable. (Please provide any contracts or legal documents that will create the basis of the relationship between the entities. Please also provide all financial audits and auditor's reports.);
- (xiv) If a public charter school applicant is operating any other public charter school, documentation that the public charter school applicant has established a separate Oregon nonprofit corporation, legally independent of any other public charter school in operation;
- (xv) If a public charter school applicant has not secured a facility at the time of submitting a public charter school proposal, a written and signed declaration of intent that states:

If given any type of approval (conditional or unconditional), the public charter school applicant promises to provide to the school district liaison, at least sixty (60) days before the intended date to begin operation of the public charter school, proof that it will be able to secure, at least thirty (30) days before the intended date to begin operation of the public charter school, a suitable facility, occupancy and safety permits and insurance policies with minimum coverages required by the school district in school board policy and administrative regulation LBE that sets forth the requirements and process for the school board in reviewing, evaluating and approving a public charter school.

If the public charter school applicant fails to provide proof of an ability to secure a facility and all necessary occupancy and safety permits and insurance that is required by the school district as a condition of approval by the due date, it will withdraw its application to begin operation of a public charter school for the upcoming school year.

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By signing this document, I affirm that I am authorized to make the promises stated above on behalf of the public charter school applicant. I understand that failure to fulfill the conditions listed above will result in an approval becoming void, and will automatically revoke any type of approval that the school board previously granted to the public charter school applicant.

Name
On behalf of the [ADD APPLICANT’S NAME]

Date

The public charter school applicant will organize and label all information required in section 27 to correspond to the requested numbers.

- (28) Each member of the proposed public charter school’s governing body must provide an acknowledgment of understanding of the standards of conduct and the liabilities of a director of a nonprofit organization in ORS 65.

3. Proposal Review Process

- a. The superintendent may appoint an advisory committee to review public charter school proposals and submit a recommendation to the Board. The committee will consist of district representatives, community members and others as deemed appropriate.
- b. Within 30 business days of receipt of a proposal, the district will notify the applicant as to the completeness of the proposal and identify the specific elements of the proposal that are not complete. The district shall provide the applicant with a reasonable opportunity to complete the proposal.
- c. Within 60 days after the receipt of a completed proposal that meets the requirements of law and the district, the Board shall hold a public hearing on the provisions of the public charter school proposal.
- d. The Board must evaluate a proposal in good faith using the following criteria:
 - (1) The demonstrated sustainable support for the proposal by teachers, parents, students and other community members, including comments received at the public hearing;
 - (2) The demonstrated financial stability of the proposed public charter school including the demonstrated ability of the school to have a sound financial management system that:
 - (a) Is in place at the time the school begins operating; and
 - (b) Is compatible with the budget and accounting system of the sponsor of the school; and
 - (c) Complies with the requirements of the uniform budget and accounting system adopted by the State Board of Education under OAR 581-023-0035.
 - (3) The capability of the applicant in terms of support and planning to provide comprehensive instructional programs;
 - (4) The capability of the applicant in terms of support and planning to provide comprehensive instructional programs to students identified by the applicant as academically low achieving;
 - (5) The adequacy of the information provided as required in the proposal criteria;
 - (6) Whether the value of the public charter school is outweighed by any directly identifiable, significant and adverse impact on the quality of the public education of students residing in the district.

A “directly identifiable, significant and adverse impact” is defined as an adverse loss or reduction in staff, student, program or funds that may reduce the quality of existing district educational programs. This may include, but not be limited to, the following current data as compared to similar data from preceding years:

 - (a) Student enrollment;
 - (b) Student teacher ratio;
 - (c) Staffing with appropriately licensed or endorsed personnel;
 - (d) Student learning and performance;
 - (e) Specialty programs or activities such as music, physical education, foreign language, talented and gifted and English as a second language;
 - (f) Revenue;

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(g) Expenditure for maintenance and upkeep of district facilities.

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- (7) Whether there are arrangements for any necessary special education and related services;
- (8) Whether there are alternative arrangements for students, teachers and other school employees who choose not to attend or be employed by the public charter school if the public charter school is converting an existing district school;
- (9) The prior history, if any, of the applicant in operating a public charter school or in providing educational services.

- e. The Board must either approve or deny the proposal within 30 days of the public hearing.
- f. Written notice of the Board’s action shall be sent to the applicant. If denied, the notice must include the reasons for the denial with suggested remedial measures. The applicant may then resubmit the proposal. The Board must either approve or deny the resubmitted proposal within 30 days. The Board may, with good cause, request an extension in the approval process timelines from the State Board of Education.

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4. Terms of the Charter Agreement

- a. Upon Board approval of the proposal, the Board will become the sponsor of the public charter school. The district and the applicant must develop a written charter agreement, subject to Board approval, which shall act as the legal authorization for the establishment of the public charter school.
- b. The charter agreement shall be legally binding and must be in effect for a period of not more than five years but may be renewed by the district.
- c. The district and the public charter school may amend a charter agreement through joint agreement.
- d. It is the intent of the Board that the charter agreement be detailed and specific to protect the mutual interests of the public charter school and the district. The agreement shall incorporate the elements of the approved proposal and will address additional matters, statutes and rules not fully covered by law or the proposal that shall apply to the public charter school including, but not limited to, the following:

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- (1) Sexual harassment (ORS 342.700, 342.704);
- (2) Pregnant and parenting students (ORS 336.640);
- (3) English language learners (ORS 336.079);
- (4) Student conduct (ORS 339.250);
- (5) Alcohol and drug abuse policy and plan (ORS 336.222);
- (6) Student records (ORS 326.565);
- (7) Oregon Report Card (ORS 329.115);
- (8) Recovery of costs associated with property damage (ORS 339.270);
- (9) Use of school facilities (ORS 332.172);
- (10) Employment status of public charter school employees:

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(a) Public charter school law requires the following:

(i) Employee assignment to a public charter school shall be voluntary;

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- (ii) A public charter school or the sponsor of the public charter school may be considered the employer of any employees of the public charter school;
 - (iii) If the Board is not the sponsor of the public charter school, it shall not be the employer and shall not collectively bargain with the employees;
 - (iv) A public charter school employee may be a member of a labor organization or organize with other employees to bargain collectively. The bargaining unit may be separate from other bargaining units of the district;
 - (v) The public charter school governing body shall control the selection of employees at the public charter school;
 - (vi) The Board shall grant a leave of absence to any employee who chooses to work in the public charter school. The length and terms of the leave of absence shall be set by collective bargaining agreement or by Board policy; however, the length of leave of absence may not be less than two years unless:
 - 1) The charter of the public school is terminated or the public charter school is dissolved or closed during the leave of absence; or
 - 2) The employee and the Board have mutually agreed to a different length of time.
 - (vii) An employee of a public charter school operating within the district who is granted a leave of absence and returns to employment with the district shall retain seniority and benefits as an employee, pursuant to the terms of the leave of absence.
- (b) The terms and conditions of employment addressed in the agreement may include, but need not be limited to, the following provisions:
- (i) A proposed plan for the placement of teachers and other school employees upon termination or nonrenewal of the charter;
 - (ii) Arrangements for employees who choose not to be employed or participate in the public charter school, if a district school has been converted to a public charter school;
 - (iii) Salary for professional staff or wages for classified staff;
 - (iv) Health benefits;
 - (v) Leaves, including timing, commencement and duration of leave; voluntary and involuntary termination and return to work; whether the leave is paid or unpaid; and a description of benefits upon termination of leave (i.e., same, similar or available position and salary schedule placement);
 - (vi) Work year;
 - (vii) Working hours;
 - (viii) Discipline and dismissal procedures;
 - (ix) Arrangements to secure substitutes;
 - (x) Arrangements to ensure that 50 percent of the total full-time equivalent teaching and administrative staff are licensed;
 - (xi) Hiring practices;

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(xii) Evaluation procedures.

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(11) Student enrollment, application procedures and whether the public charter school will admit nonresident students and on what basis:

(a) Public charter school law requires the following:

(i) Student enrollment shall be voluntary. If the number of applicants exceeds the capacity, students shall be selected through a lottery process. An equitable lottery may incorporate a weighted lottery for historically underserved students. All resident applicants will have their names written on a uniform-sized card to be placed in a covered container. Names will be drawn individually until all available slots are filled. If slots remain after resident applicants are placed, the remaining slots may be filled by nonresident applicants using an identical process. The drawing shall be made in the presence of at least two employees of the public charter school and two employees of the district. If the public charter school has been in operation one or more years, priority enrollment will be given to those students who:

- 1) Were enrolled in the public charter school the prior year;
- 2) Have siblings who are presently enrolled in the public charter school and who were enrolled the prior year;
- 3) Only when the public charter school is party to a cooperative agreement for the purpose of forming a partnership to provide educational services, reside in:
 - a) The public charter school's sponsoring district; or
 - b) A district which is a party to the cooperative agreement.

(ii) A public charter school may not limit student admission based on ethnicity, national origin, race, religion, disability, sex, sexual orientation, income level, proficiency in the English language or athletic ability but may limit admission within a given age group or grade level, and may implement a weighted lottery for historically underserved students. Historically underserved students are at risk because of any combination of two or more factors including their race, ethnicity, English language proficiency, socioeconomic status, gender, sexual orientation, disability and geographic location.

(12) Transportation of students:

(a) Public charter school law requires the following:

(i) The public charter school shall be responsible for providing transportation for its students and may negotiate with the district for the provision of transportation services;

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- (ii) The district shall provide transportation for public charter school students pursuant to ORS 327.043. Resident public charter school students will be transported under the same conditions as students attending private or parochial schools located along or near established district bus routes. The district shall not be required to add or extend existing bus routes;
 - (iii) Public charter school students who reside outside the district may use existing bus routes and transportation services of the district in which the public charter school is located;
 - (iv) Any transportation costs incurred by the district shall be considered approved transportation costs.
- (13) The plan for performance bonding or insuring the public charter school sufficient to protect the district. Documentation shall be submitted prior to agreement approval.
- (a) Insurance²:
 - (i) Commercial General Liability Insurance in an amount of not less than \$1,000,000 combined single limit per occurrence/\$3,000,000 annual aggregate covering the public charter school, the governing board, employees and volunteers against liability for damages because of personal injury, bodily injury, death or damage to property including the loss of use thereof. Coverage to include, but not limited to, contractual liability, advertisers' liability, employee benefits liability, professional liability and teachers' liability;
 - (ii) Liability Insurance for Directors and Officers in an amount not less than \$1,000,000 each loss/\$3,000,000 annual aggregate covering the public charter school, the governing board, employees and volunteers against liability arising out of wrongful acts and employment practices. Continuous "claims made" coverage will be acceptable, provided the retroactive date is on the effective date of the charter;
 - (iii) Automobile Liability Insurance in an amount not less than \$1,000,000 combined single limit covering the public charter school, the governing board, employees and volunteers against liability for damages because of bodily injury, death or damage to property, including the loss of use thereof arising out of the ownership, operation, maintenance or use of any automobile. The policy will include underinsured and uninsured motorist vehicle coverage at the limits equal to bodily injury limits;
 - (iv) Workers' Compensation Insurance shall also be maintained pursuant to Oregon laws (ORS Chapter 656). Employers' liability insurance with limits of \$100,000 each accident, \$100,000 disease each employee and \$500,000 each policy limit;

² Insurance requirements for individual public charter schools may vary and should be reviewed by legal counsel and an insurance representative.

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- (v) Honesty Bond to cover all employees and volunteers. Limits to be determined by the governing board, but no less than \$25,000. Coverage shall include faithful performance and loss of moneys and securities;
- (vi) Property Insurance shall be required on all owned or leased buildings or equipment. The insurance shall be written to cover the full replacement cost of the building and/or equipment on an “all risk of direct physical loss basis,” including earthquake and flood perils.

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(b) Additional requirements:

- (i) The district shall be an additional insured on commercial general and automobile liability insurance. The policies shall provide for a 90-day written notice of cancellation or material change. A certificate evidencing all of the above insurance shall be furnished to the district;
- (ii) The public charter school shall also hold harmless and defend the district from any and all liability, injury, damages, fees or claims arising out of the operations of the public charter school operations or activities;
- (iii) The district shall be loss payee on the property insurance if the public charter school leases any real or personal district property;
- (iv) The coverage provided and the insurance carriers must be acceptable to the district.

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e. If the district and the public charter school enter a cooperative agreement with other school districts for the purpose of forming a partnership to provide educational services, then the agreement must be incorporated into the charter of the public charter school.

f. In addition to any other terms required to be in the charter agreement, a virtual public charter school must have in the charter of the school, a requirement that the school:

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- (1) Monitor and track student progress and attendance; and
- (2) Provide student assessments in a manner that ensures that an individual student is being assessed and that the assessment is valid.

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5. Public Charter School Operation

a. The public charter school shall operate at all times in accordance with the public charter school law, the terms of the approved proposal and the charter agreement.

b. Statutes and rules that apply to the district shall not apply to the public charter school except the following, as required by law, shall apply:

- (1) Federal law, including applicable provisions of the ESSA;
- (2) Public Records Law (ORS 192.311 to 192.478);
- (3) Public Meetings Law (ORS 192.610 to 192.690);
- (4) Public Contracting Code (ORS Chapters 279A, 279B and 279C);
- (5) Student records (ORS 326.565, 326.575 and 326.580);
- (6) Municipal Audit Law (ORS 297.405 to 297.555 and 297.990);
- (7) Criminal records check (ORS 181A. 195, 326.603, 326.607 and 342.223);
- (8) Textbooks (ORS 337.150);

- (9) Considerations for educational services (ORS 339.119);
- (10) Use of personal electronic devices (ORS 336.840);
- (11) Tuition and fees (ORS 339.141, 339.147 and 339.155);
- (12) Core teaching standards (ORS 342.856);
- (13) Discrimination (ORS 659.850, 659.855 and 659.860);
- (14) Tort claims (ORS 30.260 to 30.300);
- (15) Employment Department Law (ORS Chapter 657);
- (16) Health and safety statutes and rules;
- (17) Any statute or rule listed in the charter;
- (18) The statewide assessment system developed by the Oregon Department of Education (ODE) for mathematics, science and English under ORS 329.485(2);
- (19) Academic content standards and instruction (ORS 329.045);
- (20) Physical education (ORS 329.496);
- (21) Any statute or rule that establishes requirements for instructional time;
- (22) Prohibition of infliction of corporal punishment (ORS 339.250(9));
- (23) Notice concerning students subject to juvenile court petitions (ORS 339.326);
- (24) Reporting of suspected abuse of a child and sexual conduct, and training on prevention and identification of abuse and suspected sexual conduct (ORS 339.370, 339.372, 339.388 and 339.400);
- (25) Diploma, modified diploma, extended diploma and alternative certificate standards (ORS 329.451);
- (26) Statutes and rules that expressly apply to public charter schools;
- (27) Statutes and rules that apply to special government body as defined in ORS 174.117, or public body as defined in ORS 174.109; and
- (28) ORS Chapter 338.

- c. The public charter school may employ as a teacher or administrator a person who is not licensed by the TSPC; however, at least one-half of the total full-time equivalent teaching and administrative staff at the public charter school shall be licensed by the commission, pursuant to ORS 342.136 or 342.138.
- d. A board member of the school district in which the public charter school is located may not serve as a voting member of the public charter school's board, yet may serve in an advisory capacity.
- e. The public charter school shall participate in the PERS.
- f. The public charter school shall not violate the Establishment Clause of the First Amendment to the United States Constitution or Section 5, Article I of the Oregon Constitution, or be religion based.
- g. The public charter school shall maintain an active enrollment of at least 25 students, unless the public charter school is providing educational services under a cooperative agreement entered into for the purpose of forming a partnership to provide educational services.
- h. The public charter school may sue or be sued as a separate legal entity.
- i. The public charter school may enter into contracts and may lease facilities and services from the district, education service district, state institution of higher education, other governmental unit or any person or legal entity.
- j. The public charter school may not levy taxes or issue bonds under which the public incurs liability.

- k. The public charter school may receive and accept gifts, grants and donations from any source for expenditure to carry out the lawful functions of the school.
- l. The district shall offer a high school diploma, a modified diploma, an extended diploma or an alternative certificate to any public charter school student located in the district who meets the district's and state's standards for a high school diploma, a modified diploma, an extended diploma or an alternative certificate.
- m. A high school diploma, a modified diploma, an extended diploma or an alternative certificate issued by a public charter school shall grant to the holder the same rights and privileges as a high school diploma, a modified diploma, an extended diploma or an alternative certificate issued by a nonchartered public school.
- n. Upon application by the public charter school, the State Board of Education may grant a waiver of certain public charter school law provisions if the waiver promotes the development of programs by providers, enhances the equitable access by underserved families to the public education of their choice, extends the equitable access to public support by all students or permits high quality programs of unusual cost. This waiver request must specify the reasons the public charter school is seeking the waiver and further requires the public charter school to notify the sponsor if a waiver is being considered.

6. Virtual Public Charter School Operation

- a. In addition to the other requirements for a public charter school, a virtual public charter school must have:
 - (1) A plan for academic achievement that addresses how the school will improve student learning and meet academic content standards required by ORS 329.045;
 - (2) Performance criteria the school will use to measure the progress of the school in meeting the academic performance goals set by the school for its first five years of operation;
 - (3) A plan for implementing the proposed education program of the school by directly and significantly involving parents and guardians of students enrolled in the school and involving the professional employees of the school;
 - (4) A budget, business plan and governance plan for the operation of the school;
 - (5) An agreement that the school will operate using an interactive, Internet-based technology platform that monitors and tracks student progress and attendance in conjunction with performing other student assessment functions;
 - (6) A plan that ensures:
 - (a) All superintendents, assistant superintendents and principals of the schools are licensed by the TSPC to administrate; and
 - (b) Teachers who are licensed to teach by the TSPC teach at least 95 percent of the school's instructional hours.
 - (7) A plan for maintaining student records and school records, including financial records, at a designated central office of operations;
 - (8) A plan to provide equitable access to the education program of the school by ensuring that each student enrolled in the school:
 - (a) Has access to and use of a computer and printer equipment as needed;

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- (b) Is offered an Internet service cost reimbursement arrangement under which the school reimburses the parent or guardian of the student, at a rate set by the school, for the costs of obtaining Internet service at the minimum connection speed required to effectively access the education program provided by the school; or
- (c) Has access to and use of computer and printer equipment and is offered Internet service cost reimbursement.

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(9) A plan to provide access to a computer and printer equipment and the Internet service cost reimbursement as described in (8) above by students enrolled in the school who are from families that qualify as low-income under Title I of the ESSA;

(10) A plan to conduct school-sponsored optional educational events at least six times each school year at locations selected to provide convenient access to all students in the school who want to participate;

(11) A plan to conduct biweekly meetings between teachers and students enrolled in the school, either in person or through the use of conference calls or other technology;

(12) A plan to provide opportunities for face-to-face meetings between teachers and students enrolled in the school at least six times each school year;

(13) A plan to provide written notice to both the sponsoring district and the district in which the student resides upon enrollment or withdrawal for a reason other than graduation from high school:

E

(a) If notice is provided due to enrollment, then the notice must include the student's name, age, address and school at which the student was formerly enrolled;

(b) If notice is provided due to withdrawal for a reason other than graduation from high school, then notice must include the student's name, age, address, reason for withdrawal (if applicable) and the name of the school in which the student intends to enroll (if known).

T

(14) An agreement to provide a student's education records to the student's resident school district or to the sponsor upon request of the resident school district or sponsor.

b. The sponsor of a virtual public charter school or a member of the public may request access to any of the documents described in a. above.

c. If a virtual public charter school or the sponsor of a virtual public charter school contracts with a for-profit entity to provide educational services through the virtual public charter school, the for-profit entity may not be the employer of any employees of the virtual public charter school.

d. The following limitations apply:

E

(1) School board members of the virtual public charter school's sponsoring district may not be:

(a) An employee of the virtual public charter school;

(b) A member of the governing body of the virtual public charter school;

(c) An employee or other representative of any third-party entity with which the virtual public charter school has entered into a contract to provide educational services.

- D (2) Members of the governing body of the virtual public charter school may not be an employee of a third-party entity with which the virtual public charter school intends to enter or has entered into a contract to provide educational services;
- D (3) If a third-party entity contracts with a virtual public charter school to provide educational services to the school, then:
 - E (a) No third-party entity's employee or governing board member may attend an executive session of the sponsoring district's school board;
 - E (b) No virtual public charter school employee may promote the sale or benefits of private supplemental services or classes offered by the third-party entity;
 - E (c) The educational services must be consistent with state standards and requirements;
 - E (d) The virtual public charter school must have on file the third-party entity's budget for the provision of educational services, including itemization of:
 - L (i) The salaries of supervisory and management personnel and consultants who are providing educational or related services for a virtual public charter school in this state; and
 - L (ii) The annual operating expenses and profit margin of the third-party entity for providing educational services to a virtual public charter school in this state.

7. Charter Agreement Review

- E a. The public charter school shall report at least annually on the performance of the school and its students to the State Board of Education and the district.
- E b. The Board or designee shall visit the public charter school at least annually to assure compliance with the terms and provisions of the charter.
- T c. The public charter school shall be audited annually in accordance with the Municipal Audit Law. After the audit, the public charter school shall forward a copy of the audit to ODE and the following to the sponsoring district:
 - E (1) A copy of the annual audit;
 - E (2) Any statements from the public charter school that show the results of operations and transactions affecting the financial status of the charter school during the preceding annual audit period for the school; and
 - E (3) Any balance sheet containing a summary of the assets and liabilities of the public charter school and related operating budget documents as of the closing date of the preceding annual audit period for the school.
- d. The sponsoring district may request at any time an acknowledgment from each member of the public charter school governing body that the member understands the standards of conduct and liabilities of a director of a nonprofit organization.
- e. The public charter school shall submit to the Board quarterly financial statements that reflect the school's financial operations. The report shall include, but not be limited to, revenues, expenditures, loans and investments.

8. Charter School Renewal

- D**
- a. The first renewal of a charter shall be for the same time period as the initial charter. Subsequent renewals of a charter shall be for a minimum of five years but may not exceed 10 years.
 - b. The Board and the public charter school shall follow the following timeline unless a different timeline has been agreed upon by the Board and the public charter school:

- E**
- (1) The public charter school shall submit a written renewal request to the Board for consideration at least 180 days prior to the expiration of the charter.
 - (2) Within 45 days after receiving a written renewal request from a public charter school, the Board shall hold a public hearing regarding the renewal request.
 - (3) Within 30 days after the public hearing, the Board shall approve the charter renewal or state in writing the reasons for denying charter renewal.
 - (4) If the Board approves the charter renewal, the Board and the public charter school shall negotiate a new charter within 90 days unless the Board and the public charter school agree to an extension of the time period. Notwithstanding the time period specified in the charter, an expiring charter shall remain in effect until a new charter is negotiated;
- L**
- (5) If the Board does not renew the charter, the public charter school may address the reasons stated for denial of the renewal and any remedial measures suggested by the Board and submit a revised request for renewal to the Board.
- E**
- (6) If the Board does not renew the charter based on the revised request for renewal or the parties do not negotiate a charter contract within the timeline established in this policy, the public charter school may appeal the Board's decision to the State Board of Education for a review of whether the Board used the process required by Oregon law in denying the charter renewal.

- T**
- (a) If the State Board of Education finds that the Board used the appropriate process in denying the request for renewal, it shall affirm the decision of the Board. A public charter may seek judicial review of this order.
 - (b) If the State Board of Education finds that the Board did not use the appropriate process in denying the request for renewal, it shall order the Board to reconsider the request for renewal. If after reconsideration the Board does not renew the charter, the public charter school may seek judicial review of the Board's decision.

- E**
- (7) The Board shall base the charter renewal decision on a good faith evaluation of whether the public charter school:
 - (a) Is in compliance with all applicable state and federal laws;
 - (b) Is in compliance with the charter of the public charter school;
 - (c) Is meeting or working toward meeting the student performance goals and agreements specified in the charter or any other written agreements between the Board and the public charter school;
 - (d) Is fiscally stable and used the sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter agreement; and
 - (e) Is in compliance with any renewal criteria specified in the charter of the public charter school.

- D**
- (8) The Board shall base the renewal evaluation described above primarily on a review of the public charter school’s annual performance reports, annual audit of accounts and annual site visit and review and any other information mutually agreed upon by the public charter school and the Board.
 - (9) For purposes of this section, the phrase “good faith evaluation” means an evaluation of all criteria required by this section resulting in a conclusion that a reasonable person would come to who is informed of the law and the facts before that person.

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9. Charter School Termination

- L**
- a. The public charter school may be terminated by the Board for any of the following reasons:
- (1) Failure to meet the terms of an approved charter agreement or any requirement of ORS Chapter 338 unless waived by the State Board of Education;
 - (2) Failure to meet the requirements for student performance as outlined in the charter agreement;
 - (3) Failure to correct a violation of federal or state law;
 - (4) Failure to maintain insurance;
 - (5) Failure to maintain financial stability;
 - (6) Failed to maintain, for two or more consecutive years, a sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter under ORS 338.065;
 - (7) Failure to maintain the health and safety of the students.

- E**
- b. If a charter school is terminated by the Board for any reason listed in sections a.(1) through a.(7) above, the following shall occur:

- T**
- (1) The district shall give the public charter school a 60-day written notification of its decision;
 - (2) If the grounds for termination include failure to maintain financial stability or failure to maintain a sound financial management system, the sponsor and the public charter school may agree to develop a plan to correct deficiencies. The plan to correct deficiencies will follow the process as per ORS 338.105;
 - (3) The district shall state the grounds for termination and deliver notification to the business office of the public charter school;
 - (4) The public charter school may request a hearing by the district. The request must be made in writing and delivered to the business address of the sponsor;
 - (5) Within 30 days of receiving the request for a hearing, the sponsor must provide the public charter school with the opportunity for a hearing on the proposed termination;
 - (6) The public charter school may appeal the decision to terminate to the State Board of Education;
 - (7) If the public charter school appeals the decision to terminate to the State Board of Education, the public charter school will remain open until the State Board issues its final order;
 - (8) If the State Board’s final order upholds the decision to terminate and at least 60 days have passed since the notice of intent to terminate was received by the public charter school, the district’s sponsorship of the public charter school will terminate;

- D**
- (9) The final order of the State Board may be appealed under the provision of ORS 183.484;
 - (10) Throughout the ORS 183.484 judicial appeals process the public charter school shall remain closed;
 - (11) If terminated or dissolved, assets of the public charter school purchased by the public charter school with public funds, shall be given to the State Board of Education.

c. If the public charter school is terminated by the Board for any reason related to student health or safety as provided in section a.(7) above, the following shall occur:

- E**
- (1) If the district reasonably believes that a public charter school is endangering the health or safety of the students enrolled in the public charter school, the district may act to immediately terminate the approved charter and close the public charter school without providing the notice required in section b.(1) above;
- L**
- (2) A public charter school closed due to health or safety concerns may request a hearing by the sponsor. Such a request must be made in writing and delivered to the business address of the district;
 - (3) Within 10 days of receiving the request for a hearing, the district must provide the public charter school with the opportunity for a hearing on the termination;
 - (4) If the district acts to terminate the charter following the hearing, the public charter school may appeal the decision to the State Board of Education;
- E**
- (5) The State Board will hold a hearing on the appeal within 10 days of receiving the request;
 - (6) The public charter school will remain closed during the appeal process unless the State Board orders the district not to terminate and to re-open the public charter school; and
 - (7) The final order of the State Board may be appealed under the provisions of ORS 183.484.

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d. If the public charter school is terminated, closed or dissolved by the governing body of the public charter school, it shall be done only at the end of a semester and with 180 days' notice to the district, unless the health and safety of the students are in jeopardy. Such notice must be made in writing and be delivered to the business address of the sponsor.

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D Assets of a terminated, closed or dissolved public charter school that were obtained with grant funds will be dispersed according to the terms of the grant. If the grant is absent any reference to ownership or distribution of assets of a terminated, closed or dissolved public charter school, all assets will be given to the State Board of Education for disposal.

10. District Immunity

E The district, members of the Board and employees of the district are immune from civil liability with respect to the public charter school's activities.

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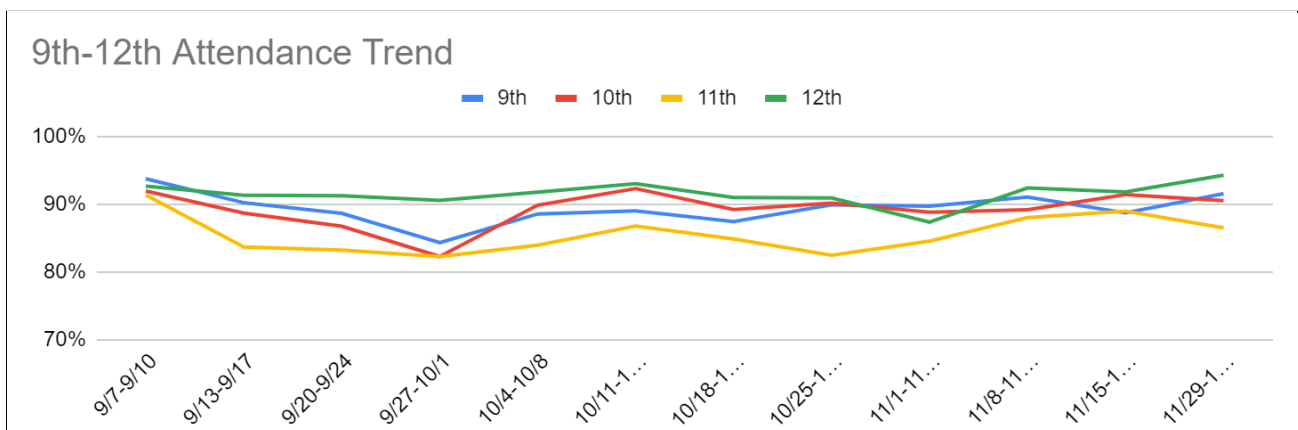
DECEMBER 2021 BOARD REPORT

Focusing on Student Relationships: Social Emotional Learning (SEL)

Our PLCs continue to focus on meeting the social emotional learning needs of students by looking at grade level behavioral trends. After identifying a primary behavior of concern, the team employs interventions across the grade level (tier 1, universal support) and also identifies interventions that meet the needs of target groups (tier 2 supports). Counselors work regularly with students who require specialized support (tier 3).

Focusing on Student Success: Attendance

Students are demonstrating strong attendance overall. Average weekly attendance for November is 90%. We are still hosting grade level competitions to encourage attendance and to foster school spirit. We hope to see an improvement in student perception of school culture over time.



Operational Updates

Scheduling Committee

The Middle and High School scheduling committee has met several times to share and analyze research regarding a joint schedule that meets the needs of our 6-12th grade student population for next year. Our goal is to maximize student achievement while providing opportunities for teachers to collaborate and engage in interventions. We hope to share academic opportunities with the intent of providing enrichment opportunities that better prepare students for high school. We will solicit stakeholder feedback in January.

ELA Curriculum Adoption

The Middle and High school Language Arts teachers have come together to review academic priorities and to discuss curricular needs in the classroom for both instructors and students. We are engaging in robust conversations about essential standards, vertical alignment, student achievement, and meeting the needs of all learners. We will continue our work together in January to review state-adopted curriculum options.

Final Exams

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

Student Services Office

December 2021 Board Report

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

BHSD District Goal: To improve student achievement.

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

-The nursing team continues to focus on the ongoing work of the *2021-22 Safe Return to In-Person Instruction and Continuity of Services Plan* link: www.brookings.k12.or.us/apps/pages/21-22-safety-plan. Specifically, the nursing team has updated the plan in support of *Test to Stay*. District communication staff are emphasizing the positive message campaign aligned with COVID-19 mitigating measures after breaks. The nursing team, also, supported 700 students receiving vision screenings this fall along with 254 student dental screenings and the team just completed supporting 385 students receiving hearing screenings. In alignment with Mental Health work with BHSD and U of O., (early 2022), BHSD supported 3 counselors becoming certified as trainers on the suicide prevention program Question, Persuade, Refer (QPR). Next steps include continuing training to staff in all three buildings. Also, the team is looking at the program *Sources of Strength*, which supports student leadership on suicide prevention. And, prior to winter break communications on the *text to teen* program along with community resource information will be communicated on the BHSD website.

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

BHSD District Goal: To improve student achievement.

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

-The special education staff in all buildings have completed their part to the Oregon Department of Education December 1 report for BHSD. Currently, BHSD has 220 students enrolled in special education. Also, the special education department has contracted with a special education specialist for a few hours a month to support new special education teachers in the district. Our *Bowser Bites Program* is continuing to flourish. Students are trying new recipes, creating labels and theming the product. The Youth Transition Program (YTP) received training on Union Trade Apprenticeship Information. Specific areas include Carpentry and Sheet Metal. Students in our YTP program now have access to videos, and virtual tours. Also, our YTP program was the recipient of a \$547.29 from the Holiday Funding Partnership for "Canned Cranberry Sauce and Multicultural Meals for Vulnerable Populations."

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

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

Student Services Goal: Provide ongoing professional development to staff.

-The special education department will receive a second training in December on *Goal Book* this year, which is an online resource to support the writing of Individualized Education Plans. Families in our English Language Program are continuing to participate in the online Family Café, which is a virtual platform for parents. The

Indian Education Program recently met with the Tolowa family liaison to review a grant received in Del Norte and Curry Counties that supports student engagement. The hope is to support an after-school program for students to engage in art activities.

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

Thank you,
Cynthia Barthuly, Special Programs Director



Technology Department

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541 469-7443

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December 2021 Board Report

Since our last board report, our department has fielded another 200 new IT tickets. That is right where we were last month as well and indicative of the workload we expect to see throughout the school year.

Blythe Wardwell and I have been attending PowerSchool University this week. It is a week-long, comprehensive training that covers all sorts of topics. Typically, this training is done in 3 locations per year (Orlando, Chicago, and Anaheim) so we are very grateful for the chance to attend virtually this year. Blythe is attending trainings that will better arm her to provide training for our staff (i.e. attendance tracking and reporting, etc.) while I am attending classes that deal building new reports using SQL in a variety of different programs. The hope is that we'll be in a better position to both train and support staff members in PowerSchool.

We have received a shipment of some interactive flat panels that will be going into some classrooms to replace our aging smartboards. These touchscreen, large screen TV's are mounted on carts which can then be wheeled to the location in the classroom that a teacher desires. Teachers can either connect directly (via HDMI cable) or connect wirelessly across the room. We'll be delivering these devices in a handful of classrooms throughout the district over the Winter Break. This will give us a chance to have teachers pilot the new devices and test their viability as replacements for our current smartboards. If they perform as we hope, we will begin to replace the smartboards (which have now reached end of life and are no longer being built) throughout the classroom. This will create better flexibility for teachers as well as eliminating the need for projectors and the added cost of replacing projector bulbs.



Maintenance Department

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To: Brookings Harbor 17C School Board

Re: Maintenance Report December 7th, 2021

Window blinds at Azalea have all been hung
Christmas Bazaar at Azalea Gym and High School Cafeteria went very well with no problems
Scheduled to have our annual class room hazard inspections on December 8th
Installed water bottle filling stations in each Kalmiopsis shelter. In the process of installing the rest throughout the District
Heat index training was completed and went very well
Kalmiopsis Storage shed is completed and put into place
Security cameras are still being hung throughout the District
Working on finalizing a price for new football stadium lights with MUSCO Lighting
Hallway floors at the High School will be waxed over winter break
Maintenance will also be completing Coffee Cave project at the High School

Azalea Middle School

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

November Board Report

Azalea Middle School

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

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

All AMS students are provided a planner which is used in all classes. The goal of the planner is to help students establish quality habits and routines around academics, deadlines, and retention. In addition, it is a way for students to communicate with families about their daily learning. Our planners cover various topics, but this month we are focused on responsibility and diligence. Students will have opportunities to set goals for themselves to help track their progress. As we ended Quarter 1 our on-track data is as follows:

6th grade- 68% on track

7th grade- 66% on track

8th grade- 67% on track

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

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

One lesson that I would like to highlight from our Character Strong lesson was "Getting to Know Your School. It was impressive to see students discussing how people can get involved in school, the ways they are involved, and how we can expand the opportunities for students to be involved. The students created a list of afterschool activities that they would like to bring to AMS. The interest was genuine and one step closer to building positive school culture. They ended the lesson by finding ways to fill the gaps. Students' voice is very important, thus we had them list the ideas and ways to fill the gaps, so we can find ways to bring these opportunities to the students. An outcome that we are proud of is who vocal our students are and their willingness to share. These lessons, in Pride, are helping students individually but also as a whole. A few suggestions the students shared were arts and crafts, gaming/technology, soccer, and tutoring.

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

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

Our last mini PD was focused on strengthening our universal supports for all in SEL. We took time to review and reflect on our implementation of Character Strong and Panorama. We have agreed to act, plan, do, study the implementation of the program. We will continue to monitor the progress we are making through open collaboration. This particular PD focused on effective implementation practices such as what is our replanning process, when will we all teach the lesson, how will we teach the lesson, and how will we modify/adapt if needed.

Thank you for your continued support as we serve our students and families.

Respectfully,

Nicole Medrano, Principal

Marco Thorson, Assistant Principal



Brookings-Harbor School District

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www.brookings.k12.or.us

December 2021 Board Report Food Services

We had a wonderful time serving our students at all three schools the traditional Thanksgiving meal. We have also been very successful in providing a variety of fruits, vegetables, and salads to our students in all three schools despite our strict ways of serving. In November, we received over 20 50lb boxes of delicious pears and apples from the Rotary Club which is always delivered by Mr. & Mrs. Lunsford. This is our 4th year receiving food products from Harry 'n' David that the Lunsfords do on their own time and gas to bring food to our schools and local food bank. The food brought goes all to our students at no cost to us or them. It's truly a gift and we give a huge thank you to the Lunsfords for doing this each year!

For our number crunchers, I have the following information as of Nov. 30, 2021: Of the 15 days of school in November, the district served 8,619 breakfast meals and 8,977 lunch meals. The total of second meals served for breakfast was 72 and 431 for lunch. As far as our Free and paid numbers go, Kalmiopsis sits at 39% Free and 61% Paid out of 596 students total. Azalea sits at 35% Free and 66% Paid out of 354 students. BHHS sits at 28% Free and 73% Paid out of 475 students.

The Free and Reduced Meals Program has not received very many applicants due to the obvious fact that we are serving ALL students for free this school year through the "seamless summer program."

Cindy Badger
Brookings-Harbor School District
Food Service Director
(541)469-2108 ex 8
fax# (541) 412-1533

Cindy Badger, Food Service Director



Brookings-Harbor School District

629 Easy Street

Brookings, OR 97415

541 469-7443

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Athletics & Activities

December Board Report

Winter activities are in full swing. This means basketball and wrestling have been added to the activities that have already been going like cheer, robotics, and drama. With fall sports having so many more activities, it's nice for our department to be able to catch our breath a bit as we navigate these crazy times with constant changes and cancellations. The added activity bus and ten passenger van have already proven to be extremely beneficial in making sure we are able to get our students to their competitions.

Both high school basketball programs have traveled to a couple tournaments now and they are off and running. Some teams playing as many as 8 games in their first two weeks of competition. Speaking with both head coaches and several athletes in the hall, the consensus toward their early season is that they are young, working hard, having fun, and getting better every outing. Rosters are settling into a routine and preparations for league play in January is the primary focus.

Middle School girls basketball and wrestling are winding down for the year with their final competitions being this week. Basketball has traveled to two tournaments and both teams have fared well. The wrestlers will compete at districts with medals going to the highest placers.

High school wrestling brings on a new Head Coach in Marco Thorson. Although he is not new to coaching in our district, he brings a fresh perspective to a great young group of wrestlers that are having a blast getting back onto the mats and traveling to tournaments to compete. Each one of these competitions gives them opportunities to compete against new faces each time and test themselves against the best in the region.

Congrats to Robotics for winning its latest competition, Fall Tripping at North Marion Tournament on Saturday, November 20, 2021. With this victory, this qualifies them for the State Championship later this year. They have all been working hard and learning from each of their competitions and utilizing these experiences to grow as a team.

GO BRUINS!

Keith Wallin, Athletics & Activities Director

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

| 11/30/2021 | 1st Quarter | 1st Quarter | Last Year | Actual | Actual | Projected | 2nd Quarter | 2nd Quarter | Last Year | 3rd Quarter | 3rd Quarter | Last Year | 4th Quarter | 4th Quarter | Last Year | Projected | 2021-22 | Projected YTD |
|--|------------------|--------------|--------------|------------------|-------------------|-------------------|-------------------|--------------|--------------|-------------------|--------------|--------------|-------------------|----------------|--------------|-------------------|-------------------|----------------|
| | Actual YTD | % of Budget | % of Budget | October | November | December | Projected YTD | % of Budget | % of Budget | Projected YTD | % of Budget | % of Budget | Projected YTD | as % of Budget | % of Budget | YTD Total | Budget | as % of Budget |
| REVENUES | | | | | | | | | | | | | | | | | | |
| *Property Taxes | 31,571 | 0.5% | 0.4% | 22,820 | 5,318,222 | 357,820 | 5,698,862 | 92.7% | 91.8% | 419,517 | 99.5% | 98.6% | 320,433 | 104.7% | 102.9% | 6,470,384 | 6,180,000 | 104.7% |
| Other Local | 4,661 | 2.0% | 7.6% | 20,913 | 40 | 40,469 | 61,421 | 28.5% | 30.1% | 12,314 | 33.9% | 35.4% | 106,660 | 79.9% | 40.4% | 185,057 | 231,469 | 79.9% |
| *Intermediate Sources (Cnty Sch Fund) | 139,285 | 102.4% | 104.7% | 0 | 0 | 0 | 0 | 102.4% | 104.7% | 0 | 102.4% | 104.7% | 0 | 102.4% | 104.7% | 139,285 | 136,000 | 102.4% |
| ESD Flow-Thru | 0 | 0.0% | 0.0% | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0 | 0.0% | 0.0% | 515,644 | 100.0% | 84.4% | 515,644 | 515,644 | 100.0% |
| *State School Fund | 2,797,264 | 33.6% | 33.1% | 699,106 | 722,377 | 722,377 | 2,143,860 | 59.3% | 57.9% | 2,067,893 | 84.1% | 82.6% | 1,378,595 | 100.6% | 99.8% | 8,387,612 | 8,335,420 | 100.6% |
| *State SrCs (St Timber, Common Sch Fund) | 0 | 0.0% | 0.0% | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 73,529 | 50.0% | 44.8% | 65,883 | 94.8% | 89.6% | 139,412 | 147,058 | 94.8% |
| *Federal Forest fees | 0 | 0.0% | 0.0% | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0 | 0.0% | 0.0% | 265,000 | 100.0% | 147.5% | 265,000 | 265,000 | 100.0% |
| Interfund Transfer | 225,000 | 100.0% | 100.0% | 0 | 0 | 0 | 0 | 100.0% | 100.0% | 0 | 100.0% | 100.0% | 0 | 100.0% | 100.0% | 225,000 | 225,000 | 100.0% |
| Beginning fund balance | 2,228,038 | 100.0% | 95.2% | 0 | 0 | 0 | 0 | 100.0% | 95.2% | 0 | 100.0% | 95.2% | 0 | 100.0% | 95.2% | 2,228,038 | 2,228,038 | 100.0% |
| Total Period Revenues | 5,437,980 | | | 742,839 | 6,040,639 | 1,120,666 | 7,904,144 | | | 2,576,664 | | | 2,652,216 | | | 18,555,431 | | |
| Cumulative Revenues | 5,437,980 | 29.8% | 27.5% | 6,180,818 | 12,221,458 | 13,342,124 | 13,342,124 | 73.1% | 69.8% | 15,918,788 | 87.2% | 85.0% | 18,571,004 | 101.7% | 99.9% | 18,555,431 | 18,263,629 | 101.6% |
| *Offset State Revenue Formula | | | | | | | | | | | | | | | | | | |

EXPENDITURES by Object

| | | | | | | | | | | | | | | | | | | |
|----------------------------------|------------------|--------------|--------------|------------------|------------------|------------------|------------------|--------------|--------------|-------------------|--------------|--------------|-------------------|--------------|--------------|-------------------|-------------------|--------------|
| Salaries | 1,048,696 | 13.1% | 12.6% | 656,798 | 659,402 | 698,000 | 2,014,200 | 38.1% | 36.8% | 2,094,000 | 64.2% | 61.7% | 2,841,958 | 99.6% | 95.4% | 7,998,854 | 8,033,102 | 99.6% |
| Employee Benefits | 478,209 | 11.8% | 11.1% | 308,757 | 315,189 | 315,495 | 939,441 | 34.9% | 33.9% | 940,816 | 58.1% | 57.1% | 1,330,979 | 90.9% | 90.6% | 3,689,445 | 4,057,863 | 90.9% |
| Purchased Services | 264,459 | 16.1% | 14.1% | 79,725 | 82,165 | 118,000 | 279,890 | 33.1% | 35.9% | 354,000 | 54.7% | 54.3% | 360,364 | 76.6% | 72.9% | 1,258,714 | 1,643,437 | 76.6% |
| Supplies/Materials | 174,388 | 26.0% | 40.8% | 55,090 | 25,940 | 41,934 | 122,964 | 44.3% | 52.0% | 89,187 | 57.6% | 56.8% | 92,727 | 71.4% | 64.0% | 479,267 | 670,943 | 71.4% |
| Other Objects | 254,178 | 17.4% | 16.6% | 2,261 | 2,668 | 225,608 | 230,537 | 33.3% | 32.8% | 324,000 | 55.5% | 33.3% | 324,000 | 77.7% | 34.0% | 1,132,715 | 1,457,631 | 77.7% |
| Transfers | 963,000 | 100.0% | 100.0% | 0 | 0 | 0 | 0 | 100.0% | 100.0% | 0 | 100.0% | 100.0% | 0 | 100.0% | 100.0% | 963,000 | 963,000 | 100.0% |
| Contingency & Reserves | 0 | 0.0% | 0.0% | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0 | 0.0% | 0.0% | 1,437,653 | 100.0% | 100.0% | 1,437,653 | 1,437,653 | 100.0% |
| Total Period Expenditures | 3,182,932 | | | 1,102,632 | 1,085,364 | 1,399,037 | 3,587,032 | | | 3,802,003 | 57.9% | 54.9% | 6,387,681 | 92.9% | 88.0% | 16,959,648 | 18,263,629 | 92.9% |
| Cumulative Expenditures | 3,182,932 | 17.4% | 16.4% | 4,285,563 | 5,370,927 | 6,769,964 | 6,769,964 | 37.1% | 36.3% | 10,571,967 | | | 16,959,648 | | | | | |
| Month-end Fund Balance | 2,255,048 | | | 1,895,255 | 6,850,530 | 6,572,160 | 6,572,160 | | | 5,346,821 | | | 1,611,356 | | | 1,595,783 | 0 | |

Informational only:

EXPENDITURES by Function

| | | | | | | | | | | | | | | | | | | |
|----------------------------------|------------------|--------------|--------------|------------------|------------------|------------------|------------------|--------------|--------------|------------------|--------------|--------------|------------------|--------------|--------------|-------------------|-------------------|--------------|
| Instruction | 616,888 | 8.4% | 8.4% | 589,698 | 589,278 | 717,880 | 1,896,857 | 34.2% | 31.6% | 1,845,693 | 59.2% | 51.6% | 2,737,948 | 96.4% | 84.4% | 7,097,386 | 7,359,544 | 96.4% |
| Supporting Services | 1,600,826 | 21.9% | 21.8% | 512,194 | 494,627 | 677,143 | 1,683,964 | 44.9% | 43.1% | 1,749,238 | 68.8% | 65.2% | 1,913,284 | 95.0% | 89.3% | 6,947,313 | 7,314,751 | 95.0% |
| Other Uses | 965,217 | 44.9% | 99.0% | 739 | 1,459 | 4,014 | 6,212 | 45.1% | 99.4% | 207,072 | 54.8% | 99.7% | 298,797 | 68.7% | 100.0% | 1,477,298 | 2,151,681 | 68.7% |
| Contingency & Reserves | 0 | 0.0% | 0.0% | 0 | 0 | 0 | 0 | 0.0% | 0.0% | 0 | 0.0% | 0.0% | 1,437,653 | 100.0% | 100.0% | 1,437,653 | 1,437,653 | 100.0% |
| Total Period Expenditures | 3,182,932 | 17.4% | 16.4% | 1,102,632 | 1,085,364 | 1,399,037 | 3,587,033 | 37.1% | 36.3% | 3,802,002 | 57.9% | 54.9% | 6,387,682 | 92.9% | 88.0% | 16,959,648 | 18,263,629 | 92.9% |

December Fiscal Points of Interest

I would like to express my sincere appreciation to the community for all the donations we have received this school year to help and support our students.

Brookings-Harbor School District

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

Current as of Dec. 3, 2021

| Grade | September | | | October | | | November | | | December | | | January | | | February | | | March | | | April | | | May | | | June | | |
|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | 2021 | 2020 | 2019 | 2021 | 2020 | 2019 | 2021 | 2020 | 2019 | 2021 | 2020 | 2019 | 2021 | 2020 | 2019 | 2021 | 2020 | 2019 | 2021 | 2020 | 2019 | 2021 | 2020 | 2019 | 2021 | 2020 | 2019 | 2021 | 2020 | 2019 |
| K | 107 | 83 | 112 | 106 | 85 | 113 | 101 | 81 | 111 | 102 | 81 | 110 | 82 | 108 | 109 | 83 | 108 | 109 | 84 | 109 | 107 | 85 | 109 | 106 | 84 | 109 | 105 | 83 | 109 | 103 |
| 1 | 96 | 101 | 96 | 97 | 100 | 97 | 96 | 100 | 97 | 97 | 99 | 96 | 100 | 97 | 132 | 102 | 98 | 130 | 103 | 97 | 129 | 105 | 97 | 127 | 105 | 97 | 128 | 104 | 97 | 127 |
| 2 | 103 | 84 | 122 | 101 | 81 | 122 | 98 | 79 | 121 | 98 | 79 | 121 | 80 | 120 | 111 | 80 | 119 | 111 | 83 | 119 | 111 | 84 | 119 | 111 | 82 | 119 | 111 | 83 | 119 | 105 |
| 3 | 90 | 111 | 109 | 83 | 111 | 110 | 83 | 112 | 110 | 84 | 111 | 110 | 113 | 111 | 145 | 115 | 110 | 144 | 113 | 108 | 142 | 113 | 108 | 142 | 113 | 108 | 145 | 113 | 108 | 146 |
| 4 | 119 | 97 | 147 | 116 | 97 | 149 | 113 | 97 | 152 | 116 | 93 | 151 | 93 | 149 | 108 | 92 | 145 | 111 | 91 | 147 | 111 | 92 | 147 | 110 | 90 | 147 | 112 | 91 | 147 | 110 |
| 5 | 96 | 130 | 112 | 95 | 127 | 112 | 93 | 124 | 112 | 93 | 124 | 113 | 124 | 112 | 121 | 125 | 112 | 123 | 127 | 113 | 122 | 127 | 113 | 122 | 128 | 113 | 123 | 129 | 113 | 122 |
| | 611 | 606 | 698 | 598 | 601 | 703 | 584 | 593 | 703 | 590 | 592 | 698 | 597 | 692 | 728 | 601 | 693 | 722 | 606 | 693 | 718 | 602 | 693 | 718 | 602 | 693 | 724 | 603 | 693 | 713 |
| 6 | 140 | 102 | 129 | 138 | 96 | 128 | 138 | 97 | 127 | 140 | 95 | 125 | 95 | 124 | 115 | 96 | 123 | 117 | 98 | 124 | 116 | 98 | 124 | 116 | 98 | 124 | 115 | 99 | 124 | 113 |
| 7 | 100 | 116 | 117 | 99 | 111 | 117 | 101 | 112 | 116 | 103 | 112 | 117 | 114 | 116 | 120 | 112 | 115 | 122 | 114 | 115 | 123 | 113 | 115 | 122 | 111 | 115 | 120 | 111 | 115 | 118 |
| 8 | 116 | 114 | 128 | 113 | 111 | 128 | 111 | 113 | 128 | 111 | 111 | 126 | 113 | 127 | 107 | 114 | 125 | 109 | 113 | 124 | 106 | 114 | 124 | 106 | 114 | 124 | 105 | 114 | 124 | 103 |
| | 356 | 332 | 374 | 350 | 318 | 373 | 350 | 322 | 371 | 354 | 318 | 368 | 322 | 367 | 342 | 322 | 363 | 348 | 325 | 360 | 345 | 325 | 363 | 344 | 323 | 363 | 340 | 324 | 363 | 334 |
| 9 | 123 | 130 | 119 | 122 | 127 | 119 | 122 | 129 | 118 | 121 | 125 | 118 | 127 | 118 | 126 | 127 | 118 | 124 | 129 | 114 | 123 | 129 | 114 | 122 | 129 | 114 | 122 | 128 | 114 | 123 |
| 10 | 130 | 104 | 129 | 120 | 104 | 129 | 122 | 107 | 128 | 122 | 105 | 126 | 106 | 123 | 121 | 104 | 126 | 122 | 104 | 122 | 120 | 106 | 122 | 119 | 105 | 122 | 119 | 105 | 122 | 118 |
| 11 | 108 | 126 | 114 | 106 | 124 | 113 | 105 | 126 | 112 | 106 | 123 | 111 | 121 | 112 | 114 | 120 | 108 | 110 | 121 | 108 | 109 | 123 | 108 | 109 | 123 | 108 | 107 | 123 | 108 | 107 |
| 12 | 153 | 132 | 114 | 131 | 129 | 115 | 126 | 129 | 116 | 124 | 127 | 113 | 127 | 113 | 136 | 126 | 113 | 133 | 126 | 114 | 135 | 125 | 114 | 133 | 122 | 114 | 131 | 123 | 114 | 128 |
| | 514 | 492 | 476 | 479 | 484 | 473 | 475 | 491 | 474 | 473 | 480 | 468 | 481 | 466 | 497 | 477 | 465 | 489 | 480 | 458 | 487 | 483 | 458 | 483 | 479 | 458 | 479 | 479 | 458 | 476 |
| Total | 1481 | 1430 | 1548 | 1427 | 1403 | 1552 | 1409 | 1406 | 1548 | 1417 | 1385 | 1537 | 1395 | 1531 | 1565 | 1396 | 1519 | 1565 | 1406 | 1514 | 1554 | 1414 | 1514 | 1545 | 1404 | 1514 | 1543 | 1406 | 1514 | 1523 |

Brookings-Harbor School District 17C

Code: AC
Adopted: 6/05/95
Revised/Readopted: 10/22/03; 4/15/09; 3/04/10;
10/16/13; 11/18/15; 3/07/18;
11/20/19
Orig. Code: AC

Nondiscrimination

The district prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race¹, color, religion, sex, sexual orientation, gender identity², national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status of any other persons with whom the individual associates.

The district prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings.

The Board encourages staff to improve human relations within the schools, to respect all individuals and to establish channels through which patrons/citizens can communicate their concerns to the administration and the Board.

The superintendent shall appoint individuals at the district to contact on issues concerning the Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments Act of 2008 (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments of 1972, and other civil rights or discrimination issues, and notify students, parents, and staff with their names, office addresses, and phone numbers. The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district's administrative office and available on the home page of the district's website.

¹ Includes discriminatory use of a Native American mascot pursuant to OAR 581-021-0047. Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

² "Sexual orientation" means an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behavior differs from that traditionally associated with the individual's sex at birth.

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any the rights guaranteed under state and federal law.

END OF POLICY

Legal Reference(s):

| | | |
|---------------------------------------|---|---|
| ORS 174.100 | ORS 659A.006 | ORS 659A.409 |
| ORS 192.630 | ORS 659A.009 | OAR 581-002-0001 – 002-0005 |
| ORS 326.051(1)(e) | ORS 659A.029 | OAR 581-021-0045 |
| ORS 408.230 | ORS 659A.030 | OAR 581-021-0046 |
| ORS 659.805 | ORS 659A.040 | OAR 581-021-0047 |
| ORS 659.815 | ORS 659A.103 - 659A.145 | OAR 581-022-2310 |
| ORS 659.850 - 659.860 | ORS 659A.230 - 659A.233 | OAR 581-022-2370 |
| ORS 659.865 | ORS 659A.236 | OAR 839-003 |
| ORS 659A.001 | ORS 659A.309 | |
| ORS 659A.003 | ORS 659A.321 | |

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (2018); 29 C.F.R Part 1626 (2019).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018); 29 C.F.R. § 1601 (2019).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2019).

House Bill 2935 (2021).

House Bill 3041 (2021).

Brookings-Harbor School District 17C

Code: GBEA
Adopted: 4/15/20

Workplace Harassment

Workplace harassment is prohibited and shall not be tolerated. This includes workplace harassment that occurs between district employees or between a district employee and the district in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district and a district employee off district premises. Elected school board members, volunteers and interns are subject to this policy.

Any district employee who believes they have been a victim of workplace harassment may file a report with the district employee designated in the administrative regulation GBEA-AR - Workplace Harassment Reporting and Procedure, may file a report through the Bureau of Labor and Industries' (BOLI) complaint resolution process or under any other available law. The reporting of such information is voluntary. The district employee making the report is advised to document any incidents of workplace harassment.

“Workplace harassment” means conduct that constitutes discrimination prohibited by Oregon Revised Statute (ORS) 659A.030 (discrimination in employment based on race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age, or expunged juvenile record), including conduct that constitutes sexual assault¹ or that constitutes conduct prohibited by ORS 659A.082 (discrimination against person in uniformed service) or 659A.112 (discrimination in employment based on disability).

The district, upon receipt of a report from a district employee who believes they are a victim of workplace harassment, shall provide information about legal resources and counseling and support services, including any available employee assistance services. The district employee receiving the report, whether a supervisor of the employer or the district employee designated to receive reports, is advised to document any incidents of workplace harassment, and shall provide a copy of this policy and accompanying administrative regulation to the victim upon their disclosure about alleged workplace harassment.

All incidents of behavior that may violate this policy shall be promptly investigated.

Any person who reports workplace harassment has the right to be protected from retaliation.

¹ “Sexual assault” means unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat or intimidation.

The district may not require or coerce a district employee to enter into a nondisclosure² or nondisparagement³ agreement.

The district may not enter into an agreement with an employee or prospective employee, as a condition of employment, continued employment, promotion, compensation, or the receipt of benefits, that contains a nondisclosure provision, a nondisparagement provision or any other provision that has the purpose or effect of preventing the employee from disclosing or discussing workplace harassment that occurred between district employees or between a district employee and the district, in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district employee and employer off district premises.

The district may enter into a settlement agreement, separation or severance agreement that includes one or more of the following provisions only when a district employee claiming to be aggrieved by workplace harassment requests to enter into the agreement: 1) a nondisclosure or nondisparagement provision; 2) a provision that prevents disclosure of factual information relating to the claim of workplace harassment; or 3) a no-rehire provision that prohibits the employee from seeking reemployment with the district as a term or condition of the agreement. The agreement must provide the district employee at least seven days after signing the agreement to revoke it.

If the district determines in good faith that an employee has engaged in workplace harassment, the district may enter into a settlement, separation or severance agreement that includes one or more of the provisions described in the previous paragraph.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop workplace harassment, prevent its recurrence and address negative consequences. Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional workplace harassment awareness training, as appropriate. Other individuals (e.g., board members, witnesses, and volunteers) whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

The district shall make this policy available to all district employees and shall be made a part of district orientation materials provided and copied to new district employees at the time of hire.

The superintendent will establish a process of reporting incidents of workplace harassment and the prompt investigation.

END OF POLICY

Legal Reference(s):

² A “nondisclosure” agreement or provision prevents either party from disclosing the contents of or circumstances surrounding the agreement.

³ A “nondisparagement” agreement or provision prevents either party from making disparaging statements about the other party.

[ORS 243.317 - 243.323](#)
[ORS 659A.001](#)
[ORS 659A.003](#)
[ORS 659A.006](#)
[ORS 659A.029](#)

[ORS 659A.030](#)
[ORS 659A.082](#)
[ORS 659A.112](#)
[ORS 659A.820](#)
[ORS 659A.875](#)

[ORS 659A.885](#)
[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).

House Bill 3041 (2021)

Brookings-Harbor School District 17C

Code: GBNAA/JHFF
Adopted: 4/15/20
Orig. Code(s): JHFF

Reporting Requirements for Suspected Sexual Conduct with Students and Reporting Requirements

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is prohibited and will not be tolerated. All district employees, contractors, agents, and volunteers are subject to this policy. Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.

⁴“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating, or hostile or offensive educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90 days prior to the sexual conduct.

¹ “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

² “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

³ “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁴ This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

Any district employee contractor, who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the building principal or the vice principal for their school building, in the event that the building administrator is the suspected perpetrator. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to a building principal who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When the a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district's administrative regulation JHFF/GBNAA-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) as appropriate, for investigation in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will post in each school building the names and contact information of the employees designated for the school building to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;
2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is strongly discouraged.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.370 - 339.400](#)

[ORS 419B.005 - 419B.045](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

House Bill 2136 (2021).
Senate Bill 51 (2021).

Brookings-Harbor School District 17C

Code: GBNAB/JHFE
Adopted:

Suspected Abuse of a Child Reporting Requirements**

Any district employee who has reasonable cause to believe that **any child** with whom the employee has come in contact has suffered abuse¹ shall orally report or cause an oral report immediately by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to Oregon Revised Statute (ORS) 419B.010. Any district employee who has reasonable cause to believe that **any person**² with whom the employee is in contact has abused a child shall immediately report or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419B.010. If known, the report shall contain the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the abuse and the identity of a possible perpetrator.

Abuse of a child by district employees, contractors³, agents⁴, volunteers⁵, or students is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulation.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to the Oregon Department of Human Services (DHS) or its designee or the local law enforcement agency pursuant to ORS 419B.015, and to the designated licensed administrator.

¹ Includes the neglect of a child; abuse is defined in ORS 419B.005.

² "Person" could include adult, student or other child.

³ "Contractor" means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

⁴ "Agent" means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁵ "Volunteer" means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

The district will designate a {⁶} licensed administrator and an alternate licensed administrator, in the event that the designated licensed administrator is the suspected abuser, for each school building to receive reports of suspected abuse of a child by district employees, contractors, agents, volunteers or students.

If the superintendent is the alleged perpetrator the report shall be submitted to the [insert {⁷} licensed administrator position title] who shall also report to the Board chair.

The district will post the names and contact information of the designees for each school building, in the respective school, designated to receive reports of suspected abuse and the procedures in GBNAB/JHFE-AR(1) - Reporting of Suspected Abuse of a Child the designee will follow upon receipt of a report, the contact information for local law enforcement and the local DHS office or its designee, and a statement that this duty to report suspected abuse is in addition to the requirements of reporting to a designated licensed administrator.

When a designee receives a report of suspected abuse, the designee will follow procedure established by the district and set forth in administrative regulation GBNAB/JHFE-AR(1) - Reporting of Suspected Abuse of a Child. All such reports of suspected abuse will be reported to a law enforcement agency or DHS, or its designee, for investigation, and the agency will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged abuser.

When there is reasonable cause to support a report, a district employee suspected of abuse shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety. When there is reasonable cause to support a report, a district contractor, agent or volunteer suspected of abuse shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify the person, as allowed by state and federal law, who was subjected to the suspected abuse about any actions taken by the district as a result of the report.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

The initiation of a report in good faith, pursuant to this policy, may not adversely affect any terms or conditions of employment or the work environment of the person initiating the report or who may have been subjected to abuse. If a student initiates a report of suspected abuse of a child by a district employee, contractor, agent, volunteer or student, in good faith, the student will not be disciplined by the district or

⁶ {ORS 339.372 requires the district to post the names and contact information of the persons, i.e., a licensed administrator and an alternate licensed administrator, who are designated to receive reports of sexual abuse for a school building in the respective school building. A "licensed administrator" is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.}

⁷ {A "licensed administrator" is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.}

any district employee, contractor, agent or volunteer. Intentionally making a false report of abuse of a child is a Class A violation.

The district shall provide information and training each school year to district employees on the prevention and identification of abuse, the obligations of district employees under ORS 339.388 and ORS 419B.005 - 419B.050 and as directed by Board policy to report suspected abuse of a child, and appropriate electronic communications with students. The district shall make available each school year the training described above to contractors, agents, volunteers, and parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees. The district shall provide each school year information on the prevention and identification of abuse, the obligations of district employees under Board policy to report abuse, and appropriate electronic communications with students to contractors, agents and volunteers. The district shall make available each school year training that is designed to prevent abuse to students attending district-operated schools.

The district shall provide to a district employee at the time of hire, or to a contractor, agent, or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute abuse;
2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors, and agents when they attempt to obtain a new job, as provided under ORS 339.378. [A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable or probable cause to believe the district employee, contractor or agent engaged in abuse, unless criteria found in ORS 339.378(2)(c) are applicable.]

Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The district shall make available to students, district employees, contractors, agents, and volunteers a policy of appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail, using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is [[strongly] [discouraged] [prohibited].

The superintendent shall develop administrative regulations as are necessary to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 339.370 - 339.400](#)
[ORS 418.257 - 418.259](#)

[ORS 419B.005 - 419B.050](#)

[OAR 581-022-2205](#)

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011).
Senate Bill 51 (2021).

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Brookings-Harbor School District 17C

Code: **IB**
Adopted: 5/20/15

Freedom of Expression

Students have a general right to freedom of expression within the school system. The district requires, however, that students exercise their rights fairly, responsibly and in a manner not disruptive to other individuals or to the educational process.

Freedom of Student Inquiry and Expression

1. Generally, students and student organizations are free to examine and discuss questions of interest to them and to express opinions publicly and privately within the school system, provided such examination and expression is fair and responsible and is not disruptive to other individuals or to the educational process. Students may support or oppose causes by orderly means which do not disrupt other individuals or the operation of the school.
2. In the classroom, students are free to examine views offered in any course of study, provided such examination is expressed in a responsible manner.

Freedom of Association

Students are free to organize associations to promote their common interests. Student organizations should be open to all students. Membership criteria may not exclude students on the basis of age, race, color, religion, color, age, sex or gender, sexual orientation¹, national origin, disability, marital status, familial status, parental status, linguistic background, culture, socioeconomic status, capability, geographic location, sex, sexual orientation or gender identity, source of income or disability. Each student organization must have a staff adviser to counsel and, when necessary, supervise students in the organization. All student organizations must submit to the school a statement of purpose, criteria for membership, rules and procedures and a current list of officers. School administrators may establish reasonable rules and regulations governing the activity of student organizations.

Publications K-8, Displays and Productions

On occasion, materials such as leaflets, newsletters, cartoons and other items including displays and productions are prepared, produced and/or distributed by students as part of the educational process and free expression in an academic community. Materials may be reviewed by the administrator or may be subject to administrative review, restricted or prohibited, however, pursuant to legitimate educational concerns. Such concerns include:

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

1. The material is or may be defamatory;
2. The material is inappropriate based on the age, grade level and/or maturity of the audience;
3. The material is poorly written, inadequately researched, biased or prejudiced;
4. Whether there is an opportunity for a named individual or named individuals to make a response;
5. Whether specific individuals may be identified even though the material does not use or give names;
6. The material is or may be otherwise generally disruptive to the school environment. Such disruption may occur, e.g., for example, if the material uses, advocates or condones the use of profane language or advocates or condones the commission of unlawful acts;
7. Students, parents and members of the public might reasonably perceive the materials to bear the sanction or approval of the district.

High School Student Journalists

Generally, high school student journalists have the right to exercise freedom of speech and of the press in school-sponsored media. "School-sponsored media" means materials that are prepared, substantially written, published or broadcast by student journalists, that are distributed or generally made available, either free of charge or for a fee, to members of the student body, and that are prepared under the direction of a student media adviser. School-sponsored media does not include media intended for distribution or transmission solely in the classrooms in which they are produced.

School-sponsored media prepared by student journalists are subject to reasonable time, place and manner restrictions, pursuant to state and federal law. School-sponsored media cannot contain material that:

1. Is libelous or slanderous;
2. Is obscene, pervasively indecent or vulgar;
3. Is factually inaccurate or does not meet journalistic standards established for school-sponsored media;
4. Constitutes an unwarranted invasion of privacy;
5. Violates federal or state law or regulation; or
6. So incites students as to create a clear and present danger of:
 - a. The commission of unlawful acts on or off school premises;
 - b. The violation of district or school policies; or
 - c. The material and substantial disruption of the orderly operation of the school. A school official will base a forecast of material and substantial disruption on specific facts, including past experience in the school and current events influencing student behavior, and not on undifferentiated fear or apprehension.

Modifications or removal of items may be appealed in writing to the superintendent. The superintendent shall schedule a meeting within three school days of receiving the written appeal. Those present at the meeting shall include the individual(s) making the appeal, the individual(s) who made the decision to modify or remove materials and the superintendent. At the superintendent's discretion, the district's legal counsel may also attend the meeting. The superintendent shall make his/her decision within three school days of the meeting. [The superintendent's decision shall be final and binding on all parties.]

If the complainant is not satisfied with the decision of the superintendent, the complainant/she may appeal to the Board under established district procedures.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)

[ORS 332.072](#)

[ORS 332.107](#)

[ORS 336.477](#)

[ORS 339.880](#)

[ORS 339.885](#)

[ORS 659.850](#)

[OAR 581-021-0050](#)

[OAR 581-021-0055](#)

Equal Access Act, 20 U.S.C. §§ 4071-4074 (2018).

Westside Cmty. Bd. of Educ. v. Mergens, 496 U.S. 226 (1990).

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

U.S. CONST. amend. I; U.S. CONST. amend. XIV.

OR. CONST., art. I, § 8.

House Bill 3041 (2021).

Brookings-Harbor School District 17C

Code: IGBHA
Adopted: 1/14/91
Revised/Readopted: 10/22/03; 11/15/06; 5/20/15
Orig. Code: IGBHA

Alternative Education Programs**

The Board is dedicated to providing educational options for all students. It is recognized that there will be students in the district whose needs and interests are best served by participation in an alternative education program.

“Alternative education program” means a school or separate class group designed to best serve students’ educational needs and interests and assist students in achieving the academic standards of the school district and the state.

A list of alternative education programs will be approved by the Board annually. The superintendent may provide for the involvement of staff, parents or guardians and the community in recommending alternative education programs for Board approval, and in the development of related Board policy and an administrative regulation. Annual evaluation of alternative education programs will be made in accordance with Oregon Revised Statute (ORS) 336.655 and Oregon Administrative Rule (OAR) 581-022-25051350. The superintendent will develop administrative regulations as necessary to evaluate the district’s alternative education programs. implement this requirement.

Alternative education programs will consist of instruction or instruction combined with counseling. These programs may be public or private. A private Private alternative education program programs shall be registered with the Oregon Department of Education. Alternative education programs must meet all the requirements set forth in state law ORS 336.625, 336.631 and rules, and federal law, as applicable. [A qualified district may contract with a qualified private alternative education program to provide services to a qualified home-schooled child.]336.637.

Students, after consultation with a upon parent or guardian request, may be placed in an alternative education program if the district determines that the placement serves the student’s educational needs and interests, and assists the student in achieving district and state academic content standards. Such placement must have the approval of the student’s resident district and, as appropriate, the attending district. The district will also consider and propose alternative education programs for students prior to expulsion or leaving school as required by law.

The district shall pay the actual cost of an alternative education program cost or an amount equal to 80 percent of the district’s estimated current year’s average per-student net operating expenditure, whichever is less. When contracting The district will enter into a written contract with a district-approved private alternative education program, the district’s contract will meet the requirements of law. programs.

END OF POLICY

Legal Reference(s):

[ORS 329.485](#)
[ORS 332.072](#)
[ORS 336.014](#)
[ORS 336.175](#)
[ORS 336.615 - 336.665](#)
[ORS 339.030](#)

[ORS 339.250](#)

[OAR 581-021-0045](#)
[OAR 581-021-0065](#)
[OAR 581-021-0070](#)
[OAR 581-021-0071](#)

[OAR 581-022-2320](#)
[OAR 581-022-2505](#)
[OAR 581-023-0006](#)
[OAR 581-023-0008](#)

Brookings-Harbor School District 17C

Code: IGBI
Adopted: 1/18/88
Revised/Readopted: 10/22/03; 5/20/15
Orig. Code: IGBI

Bilingual Education

Students whose primary language is a language other than English will be provided appropriate assistance until they are able to use English in a manner that allows effective, relevant participation in regular classroom instruction and other educational activities.

Parents who are not able to use English in a manner that allows effective, relevant participation in educational planning for their student will be provided with relevant written, verbal or signed communication in a language they can understand.

END OF POLICY

Legal Reference(s):

[ORS 336.079](#)

[OAR 581-021-0046](#)

[OAR 581-022-2310](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).
Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6801-7014 (2018).

Brookings-Harbor School District 17C

Code: JB
Adopted: 4/16/08
Revised/Readopted: 3/18/15
Orig. Code: JA/JAA

Equal Educational Opportunity

Every student of the district will be given equal educational opportunities regardless of age, sex or gender, sexual orientation, gender identity¹, race², religion, color, national origin, disability, marital status, familial status, parental status, linguistic background, culture, socioeconomic status, capability or geographic location.

[The district shall develop and implement an Equal Educational Opportunity Plan that assures that][n]oFurther, no student will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the district or denied access to facilities in the district. The district will treat its students without discrimination on the basis of sex as this pertains to course offerings, athletics, counseling, employment assistance and extracurricular activities.

[A student or parent may also access and use the district’s general complaint procedure through Board policy KL - Public Complaints.]

All reports, complaints or information will be investigated.

[The district will communicate the availability of policy and available complaint procedures to students and their parents through available district communication systems[,] [and] [handbooks] [and will be published to the district website and made available at the district office during regular business hours].]

A student of the district may not be subjected to retaliation by the district for the reason that the student has in good faith reported information that the student believes is evidence of a violation of a state or federal law, rule or regulation. The superintendent will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number will be provided to all students and employees.

The Board will adopt and the district will publish grievance procedures providing for prompt and equitable resolution of student and employee complaints under Title IX.

END OF POLICY

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

² Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

Legal Reference(s):

[ORS 174.100](#)
[ORS 192.630](#)
[ORS 326.051](#)
[ORS 329.025](#)
[ORS 332.107](#)
[ORS 336.086](#)
[ORS 659.850](#)

[ORS 659.852](#)
[ORS 659A.001](#)
[ORS 659A.003](#)
[ORS 659A.006](#)
[ORS 659A.103](#) - 659A.145
[ORS 659A.400](#)
[ORS 659A.403](#)

[ORS 659A.406](#)
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-022-2310](#)
[OAR 839-003-0000](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12333 (2018).

House Bill 2935 (2021).

House Bill 3041 (2021).

Brookings-Harbor School District 17C

Code: JFC
Adopted: 12/04/95
Revised/Readopted: 10/22/03; 3/19/14; 7/06/16;
1/03/18
Orig. Code: JFC

Student Conduct **

The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the district's written rules, pursue the prescribed course of study, submit to the lawful authority of district staff officials and conduct themselves in an orderly manner at school during the school day or during district-sponsored activities.

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured each student. The objectives of disciplining any student must be to help the student develop a positive, respectful attitude toward self-discipline, realize the responsibility of one's actions and to maintain a productive learning environment. All staff members have responsibility for consistency in establishing and maintaining an appropriate behavioral atmosphere.

A student handbook, code of conduct or other document shall be developed by district administration, in cooperation with staff, and will be made available and distributed to parents, students and employees outlining student conduct expectations and possible disciplinary actions, including consequences for disorderly conduct. In addition, each school in the district shall publish a student/parent handbook detailing additional rules specific to that school. All rules applying to student conduct shall be posted in a prominent place in each school building.

Students in violation of Board policy, administrative regulation and/or code of conduct provisions will be subject to discipline up to and including expulsion. Students are subject to discipline for conduct while traveling to and from school, at the bus stop, at school-sponsored events, while at other schools in the district and while off campus, whenever such conduct causes a substantial and material disruption of the educational environment or the invasion of rights of others. Students may be denied participation in extracurricular activities. Titles and/or privileges available to or granted to students may also be denied and/or revoked (e.g., valedictorian, salutatorian, student body, class or club office positions, senior trip, prom, etc.). A referral to law enforcement may also be made.

Students are prohibited from making knowingly false statements or knowingly submitting false information in bad faith as part of a complaint or report, or associated with an investigation into misconduct.¹

¹ The district is prohibited from retaliating against any student "for the reason that the student has in good faith reported information that the student believes is evidence of a violation of a state or federal law, rule or regulation." ORS 659.852.

The district will annually record and report expulsion data for conduct violations as required by the Oregon Department of Education.

END OF POLICY

Legal Reference(s):

[ORS 339.240](#)
[ORS 339.250](#)

[ORS 659.850](#)

[OAR 581-021-0050 - 0075](#)

Nondiscrimination on the Bases of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Tinker v. Des Moines Sch. Dist., 393 U.S. 503 (1969).
Hazelwood Sch. District v. Kuhlmeier, 484 U.S. 260 (1988).
Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).
Shorb v. Grotting and Powers Sch. Dist., Case No. 00CV-0255 (Coos County Circuit Ct.) (2000).
Ferguson v. Phoenix Talent Sch. Dist. #4, 172 Or. App. 389 (2001).
Morse v. Frederick, 551 U.S. 393, 127 S. Ct. 2618 (2007).
C.R. v. Eugene S.D. 4J, No. 12-1042, U.S. District Court of OR (2013).

Brookings-Harbor School District 17C

Code: JFCF
Adopted: 8/22/12
Readopted: 4/15/15; 2/17/16; 7/17/19;
11/20/19

Hazing, /Harassment, /Intimidation, /Bullying, /Menacing, /Cyberbullying, /Teen Dating Violence, or /Domestic Violence – Student **

The Board, in its commitment to providing a safe, positive and productive learning environment for all students, will consult with parents/guardians, employees, volunteers, students, administrators and community representatives in developing this policy in compliance with applicable Oregon law.

Hazing, harassment, intimidation, bullying, menacing and acts of cyberbullying by students, staff, or third parties toward students is strictly prohibited. Teen dating violence is unacceptable behavior and prohibited. Each student has the right to a safe learning environment.

Retaliation against any person who is a victim of, who reports, is thought to have reported, or files a complaint about an act of hazing, harassment, intimidation or bullying, menacing, an act of cyberbullying, or teen dating violence, or otherwise participates in an investigation or inquiry is also strictly prohibited. A person who engages in retaliatory behavior will be subject to consequences and appropriate remedial action. False charges shall also be regarded as a serious offense and will result in consequences and appropriate remedial action.

Students whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including expulsion.

Staff whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

Students, staff, or third parties may also be referred to law enforcement officials.

The [principal and the] superintendent [are] [is] responsible for ensuring that this policy is implemented.

Definitions

“District” includes district facilities, district premises, and nondistrict property if the student is at any district-sponsored, district-approved, or district-related activity or function, such as field trips or athletic events where students are under the jurisdiction of the district.

“Third parties” include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events.

“Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored activity or grade level attainment, (i.e., personal servitude, sexual stimulation/sexual assault, forced consumption of any drink, alcoholic beverage, drug or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation or any other forced activity that could adversely affect the mental or physical health or safety of a student); requires, encourages, authorizes or permits another to be subject to wearing or carrying any obscene or physically burdensome article; or assignment of pranks to be performed or other such activities intended to degrade or humiliate. It is not a defense against hazing that the student subjected to hazing consented to or appeared to consent to the hazing.

“Harassment, intimidation or bullying” means any act that substantially interferes with a student’s educational benefits, opportunities or performance, that takes place on or immediately adjacent to district grounds, at any district-sponsored activity, on district-provided transportation, or at any official district bus stop, that may be based on, but not limited to, the protected class status of a person, and having the effect of:

1. Physically harming a student or damaging a student’s property;
2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property; or
3. Creating a hostile educational environment including interfering with the psychological well-being of the student.

“Protected class” means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation, gender identity¹, national origin, marital status, familial status, source of income, or disability.

“Teen dating violence” means:

1. A pattern of behavior in which a person uses or threatens to use physical, mental, or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or
4. Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

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

“Domestic violence” means abuse between family and/or household members, as those terms are described in ORS 107.705.

“Cyberbullying” is the use of any electronic communication device to harass, intimidate or bully.

“Retaliation” means any acts of, including but not limited to, hazing, harassment, intimidation or bullying, menacing, or cyberbullying toward the victim, a person in response to an actual or apparent reporting of, or participation in the investigation of, hazing, harassment, intimidation or bullying, menacing, teen dating violence, acts of cyberbullying, or retaliation.

“Menacing” includes, but is not limited to, any act intended to place a district employee, student or third party in fear of imminent serious physical injury.

Reporting

Principals, the Title IX coordinator (in cases having to do with gender) and the superintendent will take any reports and conduct a prompt investigation of any reported acts of hazing, harassment, intimidation or bullying, menacing, cyberbullying, or teen dating violence. Any employee who has knowledge of conduct in violation of this policy shall immediately report concerns to the principal, the Title IX coordinator (in cases having to do with gender) and the superintendent who has overall responsibility for all investigations. Any employee who has knowledge of incidents of teen dating violence that took place on district property, at a district-sponsored activity or in a vehicle used for district-provided transportation shall immediately report the incident to the principal, the Title IX coordinator (in cases having to do with gender) and the superintendent. Failure of an employee to report any act of hazing, harassment, intimidation or bullying, menacing, cyberbullying, or teen dating violence to the principal, the Title IX coordinator (in cases having to do with gender) and the superintendent may be subject to remedial action, up to and including dismissal. Remedial action may not be based solely on an anonymous report.

Any student who has knowledge of conduct in violation of this policy or feels they have been subjected subject to an act of hazing, harassment, intimidation or bullying, menacing or, cyberbullying , or feel they have been a victim of teen dating violence in violation of this policy is encouraged to immediately report concerns to the principal, the Title IX coordinator (in cases having to do with gender) and the superintendent who has overall responsibility for all investigations. Any volunteer who has knowledge of conduct in violation of this policy is encouraged to immediately report concerns to the principal, the Title IX coordinator (in cases having to do with gender) and the superintendent who has overall responsibility for all investigations.

A report made by a student or volunteer may be made anonymously. A student or volunteer may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate district official.

Reports against the principal shall be filed with the superintendent. Reports against the superintendent shall be filed with the Board chair.

The person who makes making the report shall be notified when the investigation has been completed and, as appropriate, the findings of the investigation and any remedial action that has been taken. The person who made making the report may request that the [superintendent] review the actions taken in the initial investigation, in accordance with [administrative regulations] [district complaint procedures].

Notification to Parents or Guardians

The [employee position title] shall notify the parents or guardians of a student who was subject to an act of harassment, intimidation, bullying or cyberbullying, and the parents or guardians of a student who may have conducted an act of harassment, intimidation, bullying or cyberbullying.

The notification must occur with involvement and consideration of the needs and concerns of the student who was the subject to an act of harassment, intimidation, bullying or cyberbullying. The notification is not required if the [employee position title] reasonably believes notification could endanger the student who was subjected to an act of harassment, intimidation, bullying or cyberbullying or if all of the following occur:

1. The student who was subjected to an act of harassment, intimidation, bullying, or cyberbullying requests that notification not be provided to the student's parents or guardians.
2. The [employee position title] determines that notification is not in the best interest of the student who was subjected to an act of harassment, intimidation, bullying, or cyberbullying; and
3. The [employee position title] informs the student that federal law may require the student's parents and guardians to have access to the student's education record, including any requests of nondisclosure (from item 1 above).

If the [employee position title] determines the notification is not in the best interest of the student, they must inform the student of that determination prior to providing notification.

When notification is provided, the notification must occur:

1. Within a reasonable period of time; or
2. Promptly, for acts that caused physical harm to the student.

Training and Education

The district shall incorporate into existing training programs for students, information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying, and acts of cyberbullying and this policy.

The district shall incorporate age-appropriate education about teen dating violence and domestic violence into new or existing training programs for students in grades 7 through 12.

The district shall incorporate into existing training programs for staff information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying, teen dating violence, and domestic violence, and acts of cyberbullying and this policy.

Notice

The superintendent shall be responsible for ensuring annual notice of this policy is provided in a student or staff handbook, school and district’s website, and school and district office and the development of administrative regulations, including reporting and investigative procedures. Complaint procedures, as established by the district, shall be followed.

Domestic violence posters provided by the Oregon Department of Education (ODE) shall be posted in clearly visible locations on school campuses in accordance with rules adopted by ODE.

END OF POLICY

Legal Reference(s):

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|---------------------------------------|---------------------------------------|----------------------------------|
| [ORS 163.190] | ORS 332.072 | OAR 581-021-0046 |
| [ORS 163.197] | ORS 332.107 | OAR 581-021-0055 |
| ORS 107.705 | ORS 339.240 | OAR 581-022-2310 |
| ORS 166.065 | ORS 339.250 | OAR 581-022-2370 |
| ORS 166.155 - 166.165 | ORS 339.351 - 339.368 | House Bill 2631 (2021) |
| ORS 174.100 | OAR 581-021-0045 | House Bill 3041 (2021) |

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Brookings-Harbor School District 17C

Code: JFCJ
Adopted: 12/14/98
Revised/Readopted: 10/22/03; 4/18/12; 3/19/14;
6/17/15; 11/20/19
Orig. Code: JFCJ

Weapons in the Schools

Students shall not bring, possess, conceal or use a weapon on or at any district property under the jurisdiction of the district, any, activities under the jurisdiction of the district or any interscholastic activities administered by a voluntary organization.

In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A “school zone,” as defined by federal law, means in or on school grounds or within 1,000 feet of school grounds.

The superintendent may authorize persons to possess weapons for courses, programs and activities approved by the district and conducted on district property [including, but not limited to, hunter safety courses, weapons-related vocational courses or weapons-related sports]. The district will post a notice at any site or premise off district grounds that at the time is being used exclusively for a school program or activity. The notice shall identify the district as the sponsor, the activity as a school function and that the possession of firearms or dangerous weapons in or on the site or premises is prohibited under Oregon Revised Statute (ORS) 166.370.

For purposes of this policy, and as defined by state and federal law, “weapon” includes:

A “dangerous

1. “Dangerous weapon” means any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury;
2. A “deadly” “Deadly weapon” means any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury;
3. A “firearm” “Firearm” means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, frame or receiver of any such weapon, any firearm muffler or silencer or any destructive device;
4. A “destructive” “Destructive device” includes but is not limited to means any explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device which is designed primarily or redesigned primarily for use as a signaling, pyrotechnic, line-throwing, safety or similar device.

[Weapons may also include, but are not be limited to, knives, metal knuckles, straight razors, noxious or irritating gases, poisons, unlawful drugs or other items fashioned with the intent to use, sell, harm, threaten or harass students, staff members, parents and community members.]patrons.

[Replicas of weapons[, fireworks] [and pocket knives] are also prohibited by Board policy. Exceptions to the district's replicas prohibition may be granted only with prior principal approval for certain curriculum or school-related activities.].

Prohibited weapons[, replicas of weapons[, fireworks] [and pocket knives]] are subject to seizure or forfeiture.

In accordance with Oregon law, any district employee who has reasonable cause to believe a student or other person, while in a school, is or has, within the previous 120 days has, unlawfully been in possession of a firearm or destructive device, as defined by this policy, shall immediately report such violation to an administrator or, his/her designee or law enforcement. [Any district employee who has reasonable cause to believe that a person, while in a school, is or has been in possession of a firearm or destructive device more than 120 days previously, may report to law enforcement.] Employees who report directly to law enforcement shall also immediately inform an administrator.

Administrators shall promptly notify the appropriate law enforcement agency of staff reports received and at any other time there is reasonable cause to believe violations for firearms or destructive devices have occurred or that a student has been expelled for bringing, possessing, concealing or using a dangerous or deadly weapon, firearm or destructive device.

A person making a report as described above who has reasonable grounds for making the report is immune from liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of the report. The identity of a person participating in a good faith report as described above may not be disclosed except when allowed by law.

Parents will be notified of all conduct by their student that violates this policy.
Employees shall promptly report all other conduct prohibited by this policy to an administrator.

Students determined found to have brought, possessed, concealed or used a firearm, as defined in policy, in violation of this policy or state law shall be expelled from school for a period of not less than one year. All other violations of the policy will result in discipline up to and may include including expulsion and/or referral to law enforcement, as appropriate. The superintendent may, on a case-by-case basis, modify this expulsion requirement. The superintendent may propose alternative programs of instruction or instruction combined with counseling that are appropriate and accessible to the student, and shall provide such information in writing to the student and the parent in accordance with law¹. Appropriate disciplinary and/or legal action will be taken against students or others who assist in activity prohibited by this policy.

Special education students shall be disciplined in accordance with federal law and Board policy JGDA/JGEA – Discipline of Students with Disabilities, and accompanying administrative regulation.

¹ At least once every six months or at any time the information changes because of the availability of new programs.

Weapons under the control of law enforcement personnel or a person who has a valid license under ORS 166.291 and 166.292 are permitted. The superintendent may authorize other persons to possess weapons for courses, programs and activities approved by the district and conducted on district property.

The district may post a notice at any site or premise off district grounds, that at the time is being used exclusively for a school program or activity. The notice shall identify the district as the sponsor, the activity as a school function and that the possession of firearms or dangerous weapons in or on the site or premises is prohibited under ORS 166.370.

In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A “school zone,” as defined by federal law, means in or on school grounds or within 1,000 feet of school grounds.

“Gun-Free School Zone” signs **[will]** **[may]** be posted in cooperation with city and/or county officials as appropriate. Violations, unless otherwise excepted by law or this policy, shall be reported to the appropriate law enforcement agency.

The superintendent will annually report the name of each school and the number of students from each listed schools expelled for bringing, possessing, concealing or using a firearm to the Oregon Department of Education.

END OF POLICY

Legal Reference(s):

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|---------------------------------------|---|--|
| ORS 161.015 | ORS 339.240 | OAR 581-053-0010(5) |
| ORS 166.210 - 166.370 | ORS 339.250 | OAR 581-053-0230(9)(k) |
| ORS 166.382 | ORS 339.315 | OAR 581-053-0330(1)(r) |
| ORS 332.107 | | OAR 581-053-0430(17) |
| ORS 339.115 | OAR 581-021-0050 - 0075 | OAR 581-053-0531(16) |

Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (2018).
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2018).
Youth Handgun Safety Act, 18 U.S.C. §§ 922(x), 924(a)(6) (2018).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101, 7111-7121 (2018).
Oregon Senate Bill 554 (2021).

Brookings-Harbor School District 17C

Code: JHFE/GBNAB
Adopted:

Suspected Abuse of a Child Reporting Requirements**

Any district employee who has reasonable cause to believe that **any child** with whom the employee has come in contact has suffered abuse¹ shall orally report or cause an oral report immediately by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to Oregon Revised Statute (ORS) 419B.010. Any district employee who has reasonable cause to believe that **any person**² with whom the employee is in contact has abused a child shall immediately report or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419B.010. If known, the report shall contain the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the abuse and the identity of a possible perpetrator.

Abuse of a child by district employees, contractors³, agents⁴, volunteers⁵, or students is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulation.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to the Oregon Department of Human Services (DHS) or its designee or the local law enforcement agency pursuant to ORS 419B.015, and to the designated licensed administrator.

¹ Includes the neglect of a child; abuse is defined in ORS 419B.005.

² "Person" could include adult, student or other child.

³ "Contractor" means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

⁴ "Agent" means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁵ "Volunteer" means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

The district will designate a {⁶} licensed administrator and an alternate licensed administrator, in the event that the designated licensed administrator is the suspected abuser, for each school building to receive reports of suspected abuse of a child by district employees, contractors, agents, volunteers or students.

If the superintendent is the alleged perpetrator the report shall be submitted to the [insert {⁷} licensed administrator position title] who shall also report to the Board chair.

The district will post the names and contact information of the designees for each school building, in the respective school, designated to receive reports of suspected abuse and the procedures in JHFE/GBNAB-AR(1) - Reporting of Suspected Abuse of a Child the designee will follow upon receipt of a report, the contact information for local law enforcement and the local DHS office or its designee, and a statement that this duty to report suspected abuse is in addition to the requirements of reporting to a designated licensed administrator.

When a designee receives a report of suspected abuse, the designee will follow procedure established by the district and set forth in administrative regulation JHFE/GBNAB-AR(1) - Reporting of Suspected Abuse of a Child. All such reports of suspected abuse will be reported to a law enforcement agency or DHS, or its designee, for investigation, and the agency will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged abuser.

When there is reasonable cause to support a report, a district employee suspected of abuse shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety. When there is reasonable cause to support a report, a district contractor, agent or volunteer suspected of abuse shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify the person, as allowed by state and federal law, who was subjected to the suspected abuse about any actions taken by the district as a result of the report.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

The initiation of a report in good faith, pursuant to this policy, may not adversely affect any terms or conditions of employment or the work environment of the person initiating the report or who may have been subjected to abuse. If a student initiates a report of suspected abuse of a child by a district employee, contractor, agent, volunteer or student, in good faith, the student will not be disciplined by the district or

⁶ {ORS 339.372 requires the district to post the names and contact information of the persons, i.e., a licensed administrator and an alternate licensed administrator, who are designated to receive reports of sexual abuse for a school building in the respective school building. A "licensed administrator" is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.}

⁷ {A "licensed administrator" is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.}

any district employee, contractor, agent or volunteer. Intentionally making a false report of abuse of a child is a Class A violation.

The district shall provide information and training each school year to district employees on the prevention and identification of abuse, the obligations of district employees under ORS 339.388 and ORS 419B.005 - 419B.050 and as directed by Board policy to report suspected abuse of a child, and appropriate electronic communications with students. The district shall make available each school year the training described above to contractors, agents, volunteers, and parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees. The district shall provide each school year information on the prevention and identification of abuse, the obligations of district employees under Board policy to report abuse, and appropriate electronic communications with students to contractors, agents and volunteers. The district shall make available each school year training that is designed to prevent abuse to students attending district-operated schools.

The district shall provide to a district employee at the time of hire, or to a contractor, agent, or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute abuse;
2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors, and agents when they attempt to obtain a new job, as provided under ORS 339.378. [A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable or probable cause to believe the district employee, contractor or agent engaged in abuse, unless criteria found in ORS 339.378(2)(c) are applicable.]

Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The district shall make available to students, district employees, contractors, agents, and volunteers a policy of appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail, using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is ~~[[strongly] [discouraged] [prohibited].~~

The superintendent shall develop administrative regulations as are necessary to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 339.370 - 339.400](#)
[ORS 418.257 - 418.259](#)

[ORS 419B.005 - 419B.050](#)

[OAR 581-022-2205](#)

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011).
Senate Bill 51 (2021).

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Brookings-Harbor School District 17C

Code: JHFF/GBNAA
Adopted: 11/18/09
Revised/Readopted: 9/15/10; 8/22/12; 6/17/15;
9/12/18; 4/15/20
Orig. Code(s): JHFF

Reporting Requirements for Suspected Sexual Conduct with Students and Reporting Requirements

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is not tolerated. All district employees, contractors, agents, and volunteers are subject to this policy. All district employees, contractors, agents, and volunteers are subject to this policy. Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.

⁴“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating, or hostile or offensive educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary

¹ “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

² “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

³ “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁴ This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90 days prior to the sexual conduct. The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

Any district employee, contractor [or volunteer]^{5}, who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the ^{6}building principal or the vice principal, in the event that the principal is the suspected perpetrator, for their school building.

If the superintendent is the alleged perpetrator the report shall be submitted to a building principal^{7} who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When the designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district's administrative regulation JHFF/GBNAA-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) as appropriate, for investigation in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

⁵ {The following language in brackets, i.e., [, contractor, agent or volunteer], is optional language for the district to consider including. If the language is kept, the district must make these groups aware of the policy and its administrative regulation and their responsibilities under both. This may also be included in contracts with agents and contractors and include reference to this policy.}

⁶ {ORS 339.372 requires the district to post the names and contact information of the persons, i.e., a licensed administrator and an alternate licensed administrator, who are designated to receive reports of sexual conduct for a school building in the respective school building. A "licensed administrator" is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.}

⁷ {A "licensed administrator" is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.}

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will post in each school building the names and contact information of the employees designated for the school building to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;
2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is strongly discouraged.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.370 - 339.400](#)

[ORS 419B.005 - 419B.045](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

House Bill 2136 (2021).

Senate Bill 51 (2021).

Brookings-Harbor School District 17C

Code: **GBA**
Adopted: 4/16/08
Revised/Readopted: 2/17/10; 1/15/14; 2/15/17;
4/15/20

Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the district regardless of race¹, color, religion, sex, sexual orientation, gender identity², national origin, marital status, pregnancy, childbirth or a related medical condition³, age, veterans' status⁴, service in uniformed services, familial status, genetic information, an individual's juvenile record that has been expunged, and disability⁵ if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The superintendent will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act and of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADA), and Section 504 of the Rehabilitation Act. The superintendent will also designate a Title IX coordinator to comply with the requirements of Title IX of the Education Amendments of 1972. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number of the Title IX coordinator will be provided to all students and employees.

The superintendent will develop other specific recruiting, interviewing and evaluation procedures as are necessary to implement this policy.

END OF POLICY

Legal Reference(s):

¹ Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

² Sexual orientation means an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behavior differs from that traditionally associated with in the individual's sex at birth.

³ This unlawful employment practice related to pregnancy, childbirth or a related medical condition as described in House Bill 2341 (2019) (added to ORS 659A) applies to employers who employ six or more persons.

⁴ The district grants a preference in hiring and promotion to veterans and disabled veterans. A veteran is eligible to use the preference any time when applying for a position at any time after discharge or release from service in the Armed Forces of the United States.

⁵ This unlawful employment practice related to disability as described in ORS 659A.112 applies to employers who employ six or more persons (ORS 659A.106).

[ORS 174.100](#)
[ORS 243.317 – 243.323](#)
[ORS 326.051](#)
[ORS 332.505](#)
[ORS 342.934](#)
[ORS 408.225](#)
[ORS 408.230](#)
[ORS 408.235](#)
[ORS 652.210 - 652.220](#)
[ORS 659.850](#)
[ORS 659A.003](#)
[ORS 659A.006](#)

[ORS 659A.009](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.040](#)
[ORS 659A.082](#)
[ORS 659A.109](#)
[ORS 659A.112](#)
[ORS 659A.147](#)
[ORS 659A.233](#)
[ORS 659A.236](#)
[ORS 659A.309](#)
[ORS 659A.321](#)

[ORS 659A.409](#)
[ORS 659A.820](#)
[OAR 581-021-0045](#)
[OAR 581-022-2405](#)
[OAR 839-003-0000](#)
[OAR 839-006-0435](#)
[OAR 839-006-0440](#)
[OAR 839-006-0450](#)
[OAR 839-006-0455](#)
[OAR 839-006-0460](#)
[OAR 839-006-0465](#)

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, et. seq. (2018).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2018); 29 C.F.R Part 1626 (2019).

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 794 (2018); 34 C.F.R. Part 104 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

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

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018).

Chevron USA Inc. v. Echazabal, 536 U.S. 736 (2002).

Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. §§ 4301-4303 (2018).

House Bill 2935 (2021)

House Bill 3041 (2021)

Brookings-Harbor School District 17C

Code: GBN/JBA

Adopted: 10/21/20

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 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.

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties¹ 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;
 - 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 the student's, staff member's or third party's consent because the student, staff member or third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats.

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district

¹ "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.

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 action, offensive because of that other person's sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, 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(s):

| Name | Position | Phone | Email |
|-----------------------|-----------------------|---------------------|-----------------------------------|
| <u>David Marshall</u> | <u>Superintendent</u> | <u>541-469-7441</u> | <u>davidm@brookings.k12.or.us</u> |

This/These individual(s) is/are 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. *See* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure.

Response

Any staff member who becomes aware of behavior that may violate this policy shall 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
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures 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.

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
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.

Notice

When a person² 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 include³:

1. Name and contact information for all person 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

² 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.

³ Remember confidentiality laws when providing any information.

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.

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.

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 activity⁴;
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.
7. For the purposes of the Title IX sexual harassment, "consent" does not exist when sexual contact occurs without the student's, staff member's or third party's consent because the student, staff member of third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats.

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.

⁴ "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 AR. The district prominently will display the contact information for the Title IX Coordinator on the district website and in each handbook.

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 filed⁵. The district shall treat complainants and respondents equitably by providing supportive measures⁶ to the complainant and by following a grievance procedure⁷ 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 complaint⁸.

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 place⁹. 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

⁵ (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.

⁶ (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. 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))

⁷ 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).

⁸ The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

⁹ 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))

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 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 Secretary¹⁰, 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 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 retaliate¹¹ 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.

¹⁰ Of the United States Department of Education.

¹¹ Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

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).¹²

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

¹² 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.

Legal Reference(s):

[ORS 243.706](#)
[ORS 342.704](#)
[ORS 342.865](#)
[ORS 332.107](#)
[ORS 342.708](#)

[ORS 659.850](#)
[ORS 342.700](#)
[ORS 342.850](#)
[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).

Cross Reference(s):

AC - Nondiscrimination

GBNA - Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying – Staff

GBNAA/JHFF - Reporting Requirements for Suspected Sexual Conduct with Students

JBA/GBN - Sexual Harassment

JFCF - Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying/Teen Dating Violence/Domestic Violence – Student

JHFE - Reporting of Suspected Abuse of a Child

Brookings-Harbor School District 17C

Code: **BDDH**
Adopted: 1/18/88
Revised/Readopted: 10/22/03; 3/04/10; 10/16/13;
9/17/14; 3/07/18
Orig. Code: BDDH

Public Participation in Board Meetings

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

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

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

Audience

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

Request for an Item on the Agenda

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

Procedures for Public Comment at Meetings

The Board will establish procedures for public comment in open meetings. The purpose of these procedures will be to inform the public how to effectively participate in Board meetings for the best

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

interests of the individual, the district and the patrons. The information will be easily accessible and available to all patrons attending a public Board meeting.

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

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

Petitions

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

Comments Regarding Staff Members

Speakers may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints for Board consideration of a legitimate complaint involving a staff member. The association contract governing the employee's rights will be followed. A

commendation involving a staff member should be sent to the superintendent, who will forward it to the employee, his/her supervisor and the Board.

END OF POLICY

Legal Reference(s):

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

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

[ORS 332.107](#)

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

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

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

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

Oregon House Bill 2560 (2021).

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Brookings-Harbor School District 17C

Code: BDDH
Adopted:

Public Comment at Board Meetings

{HB 2560 (2021) goes into effect on January 1, 2022, and requires that districts provide the same opportunity for public comment to those attending virtually as is provided to those attending in person. We recommend that districts review current public comment practices and adopt policy language that meets the law and the desired district practice.}

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

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

Procedures for Oral Public Comment

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

1. Public comment is limited to its designated place on the agenda and while time allows.
2. [A person wishing to provide public comment, if an opportunity is provided by the Board during a meeting open to the public, will [sign in on the public comment sheet provided] [complete and submit the Intent to Speak card to the Board secretary] [submit their name electronically] [do so as directed] prior to the Board meeting.¹ A request to give public comment in-person or electronically does not guarantee time will be available.
3. A person speaking during the public comment portion of the meeting may [comment on a topic not on the published agenda] [may comment only on agenda items].
4. A person speaking during the public comment portion of the meeting should state their name[, whether they are a resident of the district,] and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose.

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

5. A person giving public comment is limited to an established time limit of [three] minutes. Statements should be brief and concise. [The Board chair has discretion to waive time limits or extend the overall time allotted for public comment. Additional time will be allocated in a fair and equitable manner.] [Time limits will be determined based on the number of commenters and the amount of time available for public comment.] If a person has more comments than time allows or is unable to comment due to time constraints, the person is encouraged to submit additional written comments to the Board through the district office as directed.
6. Inquiries from the public during the designated portion of the agenda will not generally be responded to immediately by the Board chair, and may be referred to the superintendent for reply at a later date. The Board will not respond to inquiries that are expected to be addressed during another designated portion of the agenda.]

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

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

Procedures for Written Comment

Members of the public may submit written comments or materials to the Board at any time at the district office, by mail or by email to [insert email address]. Materials or comments submitted at least [72 hours] in advance of a Board meeting will be provided to the Board before the Board meeting[, but will not be read at the Board meeting]. Written materials or comments submitted may not warrant action by the Board.

Comments Regarding Staff Members

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

END OF POLICY

Legal Reference(s):

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

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

[ORS 332.107](#)

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

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

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

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

Oregon House Bill 2560 (2021).

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Brookings-Harbor School District 17C

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

Compliance and Reporting Standards

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

The district's annual report will be presented orally at a public Board meeting by ~~November~~ February 1 of each school year and will allow public comment on such report. This report will be posted on the district's web page by February 1 of each school year. The Board will acknowledge receipt of the report prior to its submission to the Oregon Department of Education (ODE).

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

END OF POLICY

Legal Reference(s):

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

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

Brookings-Harbor School District 17C

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

Bidding Requirements

The Board declares its intention to purchase competitively without prejudice and to seek maximum educational value for every dollar expended. All purchases, lease or sale of personal property, public improvements or services other than agreements for personal service public contracts for goods or services shall be based upon competitive procurement provisions of the Oregon Revised Statutes and adopted public contracting rules bids on proposals except:

1. Contracts between contracting agencies made with other public agencies or between the district and the federal government;
2. Insurance and services contracts as provided for under state law;
3. Contracts for the procurement or distribution of textbooks;
4. Energy savings performance contracts¹;
5. Contracts made with qualified nonprofit agencies providing employment opportunities for disabled individuals;
6. Public improvement cContracts exempted by the Local Contract Review Board (LCRB) following approval of upon findings that the award would not such exemption will result in cost savings and it is unlikely that the exemption will encourage favoritism or substantially diminish competition and would result in substantial cost savings and other substantial benefits to the district;
7. Emergency contracts;
8. Any other public contract specifically exempted from the code by another provision or law.
9. Any contract for supplies or materials if the total value is less than \$2,500;
10. Insurance and service contracts as provided by law;
11. Contracts between public agencies utilizing an existing solicitation or current requirement contract of one of the public agencies that is a party to the contract as provided by law.

¹ Attorney General rules may still apply.

The Board will serve as the LCRB for the district. All district purchasing shall be conducted in accordance with the Board's adopted rules^{2}. A copy of the Board's policy or resolution so designating the district shall be filed with the South Coast Education Service District.

The Board, acting as its own LCRB, adopt's^{3} the *Oregon Attorney General's Model Public Contract Rules* OAR Chapter 137, Divisions 046 through 049, in effect at the time this policy is adopted. These rules govern purchasing procedures and other matters subject to competitive procurement provisions of law.^{4}

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

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

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

Where necessary, the~~The~~ Board has madewill make the written findings required by law for exemptions from competitive bidding. Such findings shall be maintained by the district and made available on request.

The district shall review its rules each time the Attorney General adopts a modification of the model rules, as required by ORS 279A.065 (65)(b), to determine whether any modifications need to be made to district rules to ensure compliance with statutory changes. Modifications will be made only following review by the district's legal counsel. New rules, as necessary, will be adopted by the Board. In the event it is unnecessary to adopt new rules, Board minutes will reflect that the review process was completed as required. The Board recognizes that a public contracting agency that has not established its own rules of procedure as required by ORS 279A.065 (5) is subject to the model rules adopted by the Attorney General, including all modifications to the model rules that the Attorney General may adopt.

Public contracts, if awarded, will be awarded to the lowest, responsive and responsible bidder or the best, responsive and responsible proposer consistent with solicitation document provisions. The Board may reject in whole or in part, any bid or proposal not in compliance with all prescribed procedures and

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

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

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

requirements and may reject for good cause any bid or proposal upon a written finding that it is in the public interest to do so. Such findings shall conform with criteria as specified by the *Oregon Attorney General's Model Contract Rules Manual*.

Opportunities will be provided to all responsible suppliers to do business with the district. Special efforts will be made by the district to encourage businesses in the Brookings-Harbor community to submit quotes and bids on materials, equipment, supplies and services as appropriate. The business manager will develop and maintain lists of potential vendors for various types of materials, equipment and supplies and services. Such lists may be used to develop a mailing list for distribution of specifications and solicitations for bids or proposals. Any supplier may be included in the list upon written request.

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

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

END OF POLICY

Legal Reference(s):

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

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

Brookings-Harbor School District 17C

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

Instructional Resources/Instructional Materials

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

Selection Objectives

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

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

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

Selection Criteria

All materials selected will be consistent with the following principles:

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

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

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

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

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

END OF POLICY

Legal Reference(s):

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

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

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

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

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

Brookings-Harbor School District 17C

Code: IIA
Adopted:

Instructional Resources/Instructional Materials

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

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

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

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

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

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

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

END OF POLICY

Legal Reference(s):

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

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

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

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

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

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Brookings-Harbor School District 17C

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

Revised Guidance Program

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

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

Districtwide Goals

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

END OF POLICY

Legal Reference(s):

[ORS 40.245](#)

[\[ORS 174.100\]](#)

[ORS 326.565](#)

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

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

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

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

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

[House Bill 3041 (2021).]

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Brookings-Harbor School District 17C

Code: IJ
Adopted:

School Counseling Program

The district's coordinated comprehensive school counseling program supports the academic, career, social-emotional, and community involvement development of all students. Each school will have a comprehensive counseling program for students in [grades K-12] [all grades], which will be based on the Oregon Department of Education's *Oregon's Framework for Comprehensive School Counseling Programs*.¹

[²] The district's [comprehensive school counseling] program may include a child development specialist program for grades K-8 students and families who reside in the attendance areas of district schools.]

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

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

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

² {See optional associated administrative regulation that includes language supporting a child development specialist program.}

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

Consistent with individual rights and the counselor’s obligations as a professional, the counseling relationship and resulting information may be protected as privileged communications by Oregon law.³

END OF POLICY

Legal Reference(s):

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³ See ORS 40.245.

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

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

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

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

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

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Brookings-Harbor School District 17C

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

Assessment Program**

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

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

Accordingly, the district shall maintain the following assessment program:

1. Criterion-reference assessments, including performance-based assessments, content-based assessments and other valid methods as may be required by state and federal requirements;
2. Assessment of Essential Skills;
3. Individual diagnostic and ability evaluations in all grades when students have been referred and parental permission obtained;
4. Assessments by individual teachers;
5. Other Optional schoolwide and grade levelwide assessments, as recommended by the superintendent and as approved by the Board.

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

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

The district shall not discriminate in the methods, practices and materials used for assessment, evaluating and counseling students on the basis of race, color, national origin, religion, sex, sexual orientation, gender

identity, age, disability or marital status. Discrimination complaints shall be processed in accordance with established procedures.

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

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

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

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

END OF POLICY

Legal Reference(s):

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

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

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

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

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

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

Brookings-Harbor School District 17C

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

Admission of Nonresident Students

The district may enroll nonresident students as follows:

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

The Board shall deny regular school admission to nonresident students who are under expulsion from another district for a weapons policy violation. The Board [will] [will not] [may, based on district criteria,], deny [regular school] [/alternative education program] admission to nonresident students who are under expulsion from another district for reasons other than a weapons policy violation.

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

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

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

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

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

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

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

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

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

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

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

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

END OF POLICY

Legal Reference(s):

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

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

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

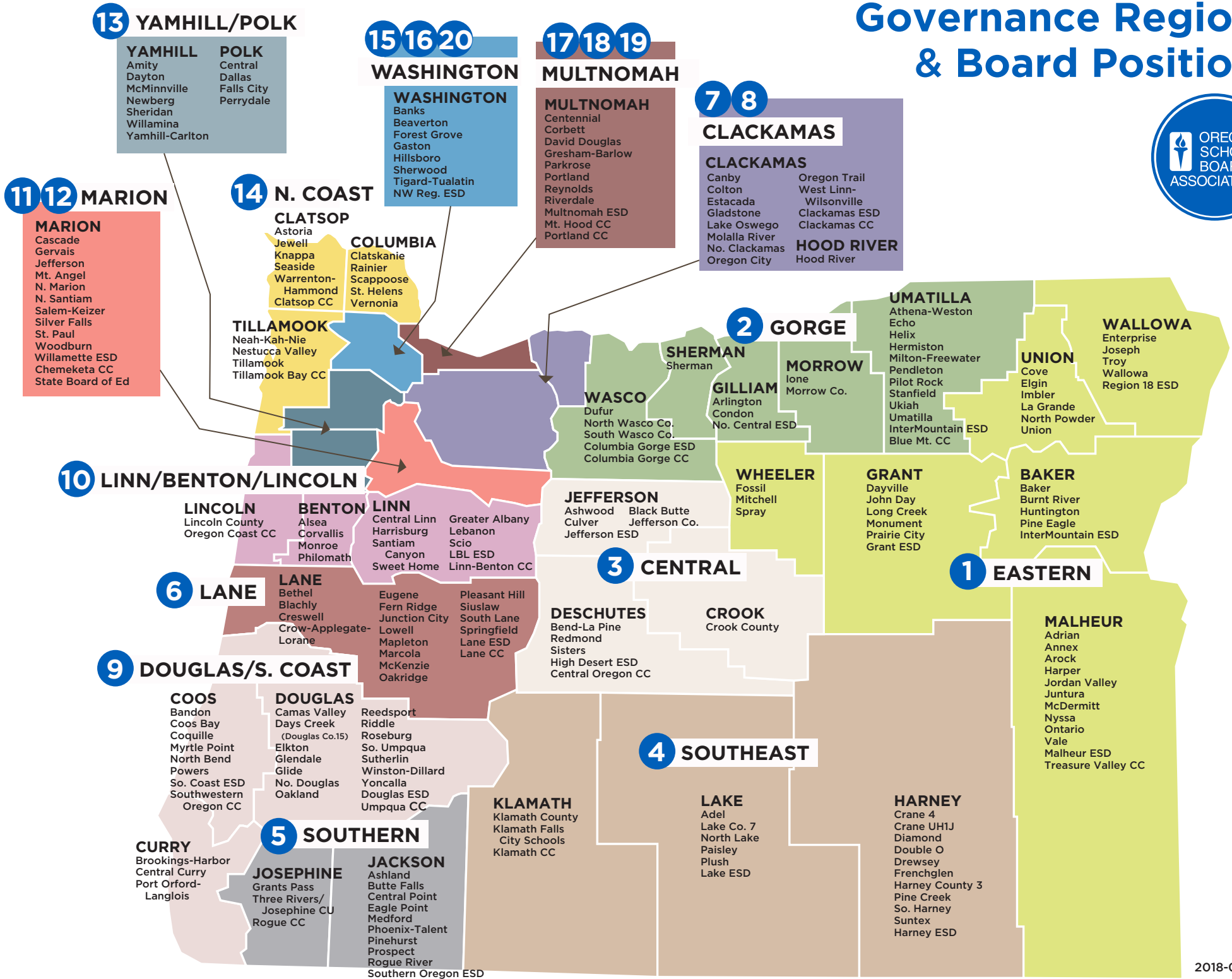
2021 Open Board of Directors Positions with Incumbents

| Position | Region name | Incumbent Name | Title | Organization |
|-------------|---------------------|------------------|--------------|----------------------------|
| Position 01 | Eastern | Chris Cronin | Board Member | Grant ESD |
| Position 02 | Gorge | No incumbent | N/A | N/A |
| Position 04 | Southeast | Lori Theros | Board Member | Klamath Falls City Schools |
| Position 06 | Lane | Linda Hamilton | Board Member | Lane ESD |
| Position 08 | Clackamas | Libra Forde | Board Member | North Clackamas 12 |
| Position 10 | Linn/Benton/Lincoln | Miriam Cummins | Board Member | Linn Benton Lincoln ESD |
| Position 11 | Marion | Anthony Medina | Board Member | Woodburn 103 |
| Position 12 | Marion | Melissa LaCrosse | Board Member | Jefferson 14J |
| Position 14 | North Coast | Greg Kintz | Board Chair | Vernonia 47J |
| Position 15 | Washington | Susan Greenberg | Board Member | Beaverton 48J |
| Position 18 | Multnomah | Kris Howatt | Board Member | Gresham-Barlow 10 |
| Position 20 | Washington | Erika Lopez | Board Chair | Hillsboro 1J |

2021 Open Legislative Policy Committee Positions with Incumbents

| | | | | |
|-------------|---------------------|-----------------------|--------------|--------------------|
| Position 1 | Eastern | Pat Morinaka | Board Member | Nyssa 26 |
| Position 2 | Gorge | Jose Aparicio | Board Member | N. Wasco County 21 |
| Position 3 | Central | Courtney Snead | Board Member | Jefferson Co 509J |
| Position 4 | Southeast | Steve Lowell | Board Member | Klamath Co |
| Position 5 | Southern | No incumbent | N/A | N/A |
| Position 6 | Lane | Judy Newman | Board Chair | Eugene 4J |
| Position 7 | Clackamas | Chrissy Reitz | Board Chair | Hood River Co |
| Position 8 | Clackamas | Kathy Wai | Board Member | N. Clackamas 12 |
| Position 9 | Douglas/South Coast | Fred Brick | Board Member | South Coast ESD |
| Position 10 | Linn/Benton/Lincoln | Sarah Finger McDonald | Board Member | Corvallis 509J |
| Position 11 | Marion | Satya Chandragiri | Board Member | Salem-Keizer 24J |
| Position 12 | Marion | Glenn Holum | Board Member | N. Marion 15 |
| Position 13 | Yamhill/Polk | Rebecca Piros | Board Member | Newberg 29J |
| Position 14 | North Coast | Mark Truax | Board Chair | Seaside 10 |
| Position 15 | Washington | Mark Watson | Board Member | Hillsboro 1J |
| Position 16 | Washington | Becky Tymchuk | Board Chair | Beaverton 48J |
| Position 17 | Multnomah | No incumbent | N/A | N/A |
| Position 18 | Multnomah | Jessica Arzate | Board Member | Multnomah ESD |
| Position 19 | Multnomah | No incumbent | N/A | N/A |
| Position 20 | Washington | Mark Everett | Board Chair | Forest Grove |

Governance Regions & Board Positions



Position 9 (Douglas/South Coast Region)



Fred Brick

South Coast ESD 7

[Nomination Form](#) (Nominated by South Coast ESD 7)

[Resume](#)

Incumbent



Candice Voynick

Glide 12

[Nomination Form](#) (Nominated by Glide 12)

[Resume](#)

NOMINATION FORM
OSBA LEGISLATIVE POLICY COMMITTEE (LPC)
REGIONAL MEMBER

Date 9/16/21

TO: Scott Rogers, OSBA President-Elect
Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: OSBAelections@osba.org

Nominations are due by 5 pm,
October 1, 2021.

Return this form and all candidate information
forms to the OSBA office by email at
OSBAelections@osba.org, or mail to Oregon
School Boards Association, 1201 Court
St. NE, #400, Salem, OR 97301

Dear Scott Rogers:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the DOUGLAS/SOUTH COAST Region, Position # 9.

LPC CANDIDATE INFORMATION

Name: FRED BRICK
District/ESD/Community College: SOUTH COAST ESD
Address: 1350 TEAKWOOD
City: COOS BAY Oregon ZIP: 97420
E-mail: fbrick@socc.edu Phone: 541-297-4429

SCESSD PHONE 541-266-3951

This nomination was approved by official action of our board of directors at a duly called meeting on
SEPT 14, 2021
(date)



(Board Chair signature)

Board Chair name: CORINNE POTTS
District: SOUTH COAST ESD
Address: 1350 TEAKWOOD
City: COOS BAY, Oregon ZIP: 97420

CANDIDATE QUESTIONNAIRE

OSBA Legislative Policy Committee

Name: _____ Fred M. Brick _____ Region: Douglas/South Coast
District/ESD/CC: SCESD _____ Position #: 9

I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Fred M. Brick

Name

10/2/21

Date

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?

To develop a better understanding of the challenges that face education in Oregon today while at the same time bringing the perspective of the South Coast regarding said issues to my fellow participants of the LPC.

2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.

As a former Board Chair and continuing member of our local ESD, as a former City Council member, as a professor at Southwestern Oregon Community College, and as a parent of seven children, I have spent the last twenty-five years of my life fighting to improve educational outcomes for the children of the South Coast.

3. What do you see as the two most challenging legislative issues faced by OSBA?

Covid – 19 and disparities between urban and rural school districts.

4. What do you see as the two most challenging legislative issues faced by your region?

Covid – 19 and trying to provide as equitable as possible education to our local children with the limited resources available while also dealing with seemingly endless Federal and State unfunded mandates. Many of these mandates have little to do with core educational outcomes.

5. What is your plan for communicating with boards in your region about legislative issues?

Because of my position on the ESD Board, I am afforded the opportunity to meet with and visit school districts and school boards on a regular basis. I also plan to send out summaries of our LPC meetings to each of the 10 Boards on the South Coast

Deadline: October 1, 2021, 5 p.m.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

CANDIDATE PERSONAL/PROFESSIONAL RESUME

OSBA Legislative Policy Committee

Name: _____ Fred M. Brick _____ Date: _____ 10/2/21 _____

Address: 936687 Pickett Lane

City / ZIP: Coos Bay, Oregon 97420

Business phone: 541 888 - 7363 _____

Residence phone: 541 297 - 4429 _____

Cell phone: 541 297 - 4429

E-mail: fbrick@socc.edu _____

District/ESD/CC: SCESD _____

Term expires: 2023 _____ Years on board: __9__

Deadline: October 1, 2021, 5 pm

Please send your picture (head shot).

A high-resolution digital photo is preferred but a print is acceptable.

E-mail to OSBAelections@osba.org,

or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Work or service performed for OSBA or local district (include committee name and if you were chair):

ESD Board

ESD Board Chair and Vice Chair

Technology and Communication Committees

Numerous Negotiating Teams with our employees

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers: Southwestern Oregon Community College - Professor Dates: 8/97 until the present

Schools attended (Include official name of school, where and when):

High school: Owatonna High School – Owatonna, MN – graduated 1982

College: College (University) of St Thomas – 1982 to 1986

University of Minnesota – 1986 to 1995

Degrees earned: BA – History/Social Studies/Education - 1986

MA – History/Political Science – 1992

ABD – History - 1995

Education honors and/or awards:

Other applicable training or education:

Leadership Institute Individual Gold Board Member Certificate of Completion

Activities, other state and local community services:

Coos Bay City Council – 2005 to 2006

LPC – 2019 to 2021

Hobbies/special interests:

Hiking – fishing – mini ranching – building/fixing computers – grandchildren.

Business/professional/civic group memberships; offices held and dates:

Additional comments:

Deadline: October 1, 2021, 5 pm

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

NOMINATION FORM
OSBA LEGISLATIVE POLICY COMMITTEE (LPC)
REGIONAL MEMBER

Date 9-29-2021

TO: Scott Rogers, OSBA President-Elect
Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: OSBAelections@osba.org

Nominations are due by 5 pm,
October 1, 2021.

Return this form and all candidate information
forms to the OSBA office by email at
OSBAelections@osba.org, or mail to Oregon
School Boards Association, 1201 Court
St. NE, #400, Salem, OR 97301

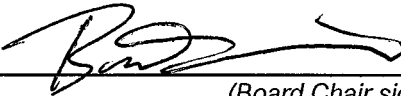
Dear Scott Rogers:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the Douglas/South Coast Region, Position # 9.

LPC CANDIDATE INFORMATION

Name: Candice Voynick
District/ESD/Community College: Glide School Dist #12
Address: 495 Indian Point Ln.
City: Glide Oregon ZIP: 97443
E-mail: candice.voynick@glide.k12.or.us Phone: 541-817-3501

This nomination was approved by official action of our board of directors at a duly called meeting on 10-20-2021
(date)



(Board Chair signature)

Board Chair name: Bret Davis
District: Douglas/South Coast
Address: 9200 Buckhorn Rd.

City: Roseburg Oregon ZIP: 97470

CANDIDATE QUESTIONNAIRE

OSBA Legislative Policy Committee

Name: Candice Voynick _____ Region: Douglas/South Coast

District/ESD/CC: _____ Position #: 9

I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Candice Voynick

Name

9/30/21

Date

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?

The OSBA Legislative Policy Committee is an opportunity to further serve the local school district on a regional and state level. This position provides the ability to network with other school board members, collaborate and build partnerships with legislators and advocate through public policy that effects education.

2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.

As an Oregon licensed clinical social worker, I have had the opportunity to be involved in local, regional and state committees including as the chair of the Douglas County Sexual Assault Response Team in which I developed the protocols, policies and county agency memorandum of understanding, by this involvement I was able to increase the victim-centered responses throughout the county. I have also served on the county homeless coalition, Department of Justice Native American Partnership and the Attorney General Sexual Assault Task Force.

3. What do you see as the two most challenging legislative issues faced by OSBA?

Overcoming the educational barriers, gaps and economic losses from the pandemic. Rebuilding trust within communities, with parents, students and educators due to the divisiveness with mask and vaccine mandates by active listening, advocacy and involving community perspectives in the policy decisions and outcomes.

4. What do you see as the two most challenging legislative issues faced by your region?

Building a relationship with legislators as the district I serve has been absent in networking with other statewide school board members and legislators, using that foundation as a way to help the local community understand the legislative process, increase their voices and advocate for local, state needs.

5. What is your plan for communicating with boards in your region about legislative issues?

As I network and build relationships this will give me the opportunity to meet with individual boards either in person or virtually, potentially set up committees with representatives of each board to meet with on an ongoing basis and to let the board members know I am accessible and approachable on an individual basis for dialogue and discussions.

Deadline: October 1, 2021, 5 p.m.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

CANDIDATE PERSONAL/PROFESSIONAL RESUME

OSBA Legislative Policy Committee

Name: Candice Voynick _____ Date: 9/30/21 _____

Address: 495 Indian Point Lane _____

City / ZIP: Glide, OR 97443 _____

Business phone: 541-817-3501 _____

Residence phone: 541-496-0077 _____

Cell phone: 541-817-3501 _____

E-mail: candice.voynick@glide.k12.or.us _____

District/ESD/CC: Glide School District #12 _____

Term expires: 2025 _____ Years on board: 3.5 _____

Deadline: October 1, 2021, 5 pm

Please send your picture (head shot).
A high-resolution digital photo is preferred but a print is acceptable.
E-mail to OSBAelections@osba.org,
or mail to: Oregon School Boards
Association, 1201 Court St NE, #400,
Salem, OR 97301

Work or service performed for OSBA or local district (include committee name and if you were chair):

Glide School Board since 2018, currently vice chair

Other education board positions held/dates:

NA

Occupation (Include at least the past five years):

**Umpqua Health – Newton Creek – Roseburg, OR
LCSW, Behavioral Health Consultant**

Dec 2017 – Present

Clinical social worker based in a primary care clinic, providing mental health services in a primary care behavioral health model.

1. Administers and interprets tests and measures of psychosocial functioning for the purpose of diagnosing mental, emotional, behavioral, addictive and developmental disorders and disabilities.
2. Develops and implements appropriate assessment-based treatment plan.
3. Consults with team managers, statutory and voluntary agencies and patient's relatives to ensure compliance with patient's treatment plan.
4. Provide crisis-oriented psychotherapy as well as short-term and long-term psychotherapy and psychotherapeutic treatment.
5. Collaborates and partners with psychiatrists and clinical staff as well as community partners needed to assist in patient's care.
6. Assist patient's and support system in navigating diverse systems
7. Collaborate and maintain community partnerships
8. Work in partnership on interdisciplinary team to improve patient centered services
9. Adhere to organization core values, licensing and ethical standards

Social worker for home health and hospice patients; administrative management of social workers/counselors, chaplains, volunteer coordination and bereavement program.

- Clinical supervisor for social workers, counselors, chaplains and volunteers
 - Ensured compliance with Medicare and Medicaid standards, Conditions of Participation
 - Reviewed and amended program policies
 - Developed and established the social worker competencies
- Program development
 - Established quality assurance improvement plan for social workers and chaplains
 - Increased bereavement coordinator position from 24 hours to 40 hours a week
 - Facilitated cross training of positions for maximum staff efficiency and coverage
 - Built team cohesiveness by implementing morning safety huddles and monthly department meetings
- Project development
 - Coordinated hospice staff bereavement support group
 - Instituted bereavement outreach program
 - Established bereavement interdisciplinary team meetings
- Participated on agency committees to establish policies, protocols and evidence-based practices for patient care
- Assessed home health and hospice patients' psychosocial needs and barriers to optimal health/end-of-life care
- Provided patient and family support, therapeutic interactions and counseling
- Assisted patient and support system in navigating diverse systems
- Collaborated and maintain community partnerships
- Worked in partnership on interdisciplinary team to improve patient centered services
- Adhered to organization core values, licensing and ethical standards

Schools attended (Include official name of school, where and when):

High school:

Narbonne High School, Harbor City, CA graduated 1989

College:

Cypress Community College, Cypress, CA, AA 1992

Arizona State University, Tempe, AZ, B.A. Liberal Arts 1996

Portland State University, Portland, OR, Master Social Work 2010

Degrees earned:

Associate of Arts, 1992

Bachelor of Arts in Liberal Arts with a major in psychology and a minor in literature, 1996

Master of Social Work, 2010

Education honors and/or awards:

Graduated Magna Cum Laude, Arizona State University

Phi Alpha Honor Society, Portland State University

Other applicable training or education:

Licensed Clinical Social Worker, Oregon, L5718

CHI Mercy Health Ethics training program 2011-2012

Activities, other state and local community services:

Chair of the Douglas County Sexual Assault Response Team 2004-2009

Homeless Coalition, Douglas County, 2004-2009

Attorney General Sexual Assault Task Force 2004-2009

Department of Justice Native American Partnership 2006-2009

Non-profit board member 2010-2012

CHI Mercy Health Bioethics Committee Member 2012-2015

Clinical supervisor for community social workers obtaining licensure 2015-2019

Mentoring program through Society for Social Work Leadership in Healthcare 2015-2017

Glide School Board member 2018 to present

Hobbies/special interests:

Community service

Professional growth and development

Yoga certified teacher and practitioner

Stream and watershed conservation

Hiking, walking my dog, reading to learn and for personal interest

Spending time with my husband, friends

Business/professional/civic group memberships; offices held and dates:

Oregon licensed clinical social worker, LCSW, #L5718

National Association of Social Workers

Society for Social Work Leadership in Healthcare

Additional comments:

I am a social worker experienced with diverse populations, in both urban and rural communities. Clinical practice is evidenced based client-centered care with a focus on addressing disparities and access to resources. Skilled in project and program development with a focus on client-centered outcomes as well as agency efficiency and ethical stewardship of resources. Leadership experience, including administrative and clinical supervision as well as department management

Deadline: October 1, 2021, 5 pm

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.



Dedicated to improving student success and education equity through
advocacy, leadership and service
to Oregon public school boards.

2021 OSBA Election

Board of Directors Position 9

Vote

No election for Board of Directors Position 9 this year

* LPC Position 9 (Vote for one)

- Fred Brick, South Coast ESD
- Candice Voynick, Glide 12
- Abstain
- No action taken

* Type the name of the district, ESD, or community college board that officially made this vote.

* Type the meeting date when the board officially made this vote.

* Type your name and title.

To retain a record of your vote, you MUST print this page before clicking the Done button.

Done

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District Administration Office

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

December 2021

Public Notice - Seeking Budget Committee Member - Open Until Filled

Brookings Harbor School District 17C has 1 opening on the Budget Committee. The opening consists of a 3-year term, with 2-years remaining on the term. It was an unfilled vacancy last year. Applications are available on the BHSD website at www.brookings.k12.or.us/budget/, at the district office, or by emailing nancyr@brookings.k12.or.us. Please return the completed application to Nancy Raskauskas-Coons, Administrative Assistant to the School Board, ASAP. The board will consider applications monthly at the regular board meeting until position is filled.

**Brookings-Harbor School District
629 Easy Street
Brookings OR 97415**

Application for Brookings Harbor School District Budget Committee

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

This position is open until filled. The Board will consider applications for appointment at the upcoming Regular School Board Meetings until a candidate is chosen to fill the role. For more information, see <https://www.brookings.k12.or.us/budget/>

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

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

Name _____

Address _____

Phone _____

Do you have any school-age children? _____ If yes, what ages? _____

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

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

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

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

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

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

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

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

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

District Goal: Student Success

Description of Student Success:

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

District Goal: Staff Recruitment/Retention

Description of Staff Recruitment/Retention

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

District Goal: Relationships

Description of Relationships

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