

Agenda

1. Call Meeting to Order
2. Pledge of Allegiance
3. Early Items
 - 3.a. Celebrate Student Success - Elementary Music Concert Preview
 - 3.b. Student Rep Report - Sahara Sankoh
4. Citizen Input
 - Information on Public Input policies is available at www.brookings.k12.or.us/board/. Written comments must be received at least 24 hours in advance of the meeting date and time. Interested members of the public who wish to speak at the meeting during the public comment time, can RSVP online up until noon on the day of the meeting. For in-person meetings, all are welcome to come to the meeting and fill out a "blue card" signifying that they would like to give public comment and give it to the Board Chair at the start of the meeting with no prior reservation or notification needed.
5. Consent Agenda
 - 5.a. Approve Minutes
 - 5.b. Approve Bills
 - 5.c. Approve New Hires
 - 5.d. Approve Extra Duty Contracts
 - 5.e. Acceptance of Gifts & Donations
 - 5.f. Approval of Grant Applications
6. District Reports and Information
 - 6.a. Comments from the Superintendent
 - Bond Pre-Process Update
 - State Report Card/At-A-Glance Profile Data Review
 - 6.b. District Reports
 - 6.c. Finance Reports
 - 6.d. Enrollment Summary
7. Student Investment Account Annual Report Public Comments
 - The public is invited to submit questions and/or comments about Brookings-Harbor School District's Student Investment Account Annual Report regarding past investments of Student Investment Account funds in the district and your priorities for future funding investments from SIA and other new funding sources. You can find a PDF document of the 2025-27 SIA Annual Grant Agreement and the comment form on the district website on the Student Success Act information page at <https://www.brookings.k12.or.us/apps/pages/ssa>. The Grant Agreement is also part of this Board Packet. Please complete the online form, submit written comments on this topic, or attend the in-person meeting to give comments. For questions, please contact Administrative Assistant to the

Board Nancy Raskauskas-Coons at nancyr@brookings.k12.or.us or 541-464-7443 (Option 5).

8. Action Items
 - 8.a. Approve 2025-2027 Student Investment Account Grant Agreement
 - 8.b. Approve First Reads of Policies
 - EFA-Wellness PROPOSED
 - EFA-Wellness DELETE
9. Board Functions and Comments
 - District Leadership Team/Board Member Committee Involvement
10. Key Dates and Calendar Updates
 - Regular School Board Meeting (January), 5:30 p.m. Wednesday, Jan. 21. Followed by Work Session.
 - Regular School Board Meeting (February), 5:30 p.m. Wednesday, Feb. 18. Followed by Work Session.
 - Regular School Board Meeting (March), 5:30 p.m. Wednesday, March 18. Followed by Work Session.
11. Adjournment

DRAFT Minutes
Brookings-Harbor School District 17C
Regular Board Meeting, Kalmiopsis Elementary School,
Room 51, 650 Easy St., Brookings, OR 97415
Nov. 12, 2025

In attendance:

Jay Trost, Chair

Trish Walker, Vice Chair

Alan Nidiffer, Board Member

Janece Payne, Board Member

Katherine Johnson, Board Member

Helena Chirinian, Superintendent

Nancy Raskauskas-Coons, Admin Asst to the Board

Sahara Sankoh, Student Representative

Video available at: https://www.youtube.com/watch?v=sE_5hAjlGJY

Jay Trost called to order at 5:29 p.m.

Pledge of Allegiance observed.

Early Items

Student Representative Report

Student Representative **Sahara** provided an overview of recent student activities and athletics at Brookings-Harbor High School. The marching band recently performed at festivals in Grants Pass and Hillsboro, placing fifth out of eleven bands at Hillsboro and now shifting into concert season.

She reported on fall sports:

- **Football:** Senior Night was held on Halloween. Seniors described the night as “bittersweet” and expressed disappointment in the final season record, but pride in their teamwork and effort, noting that the record did not fully reflect how they played. The final Senior Night score was 10–32.
Volleyball: The season has concluded with several strong games and sets, and players noted a sense of reduced stress now that the season is over.
- **Boys Soccer:** The team felt they had a good season overall but did not advance as far as they had hoped.
- **Girls Soccer:** The team advanced to the quarterfinals and lost to Amity 1–6.

Sahara also highlighted that the **Coffee Cave** student-run enterprise is having a record year in profits and has been reinvesting in student activities through free popcorn, t-shirts, swag, pizza parties, donuts, and other incentives. **Cheerleading** will have its first competition on **December 6**.

Upcoming student activities include a **Powder Puff game** the following evening at 6:30 p.m. in the gym, a **district-wide food drive** running November 3–14, and a **Wizard of Oz** theater production scheduled for February. She concluded by noting that many students are working hard to finish assignments and are looking forward to **Thanksgiving Break (full week off)**.

Board members briefly asked follow-up questions about the Thanksgiving break schedule and the start of winter sports, which are expected to begin the week of November 17.

Student Spotlight – Azalea Middle School Girls Cross Country District Champions

Azalea Middle School Cross Country Head Coach **Carissa Horn** introduced members of the AMS cross country team and shared that the **girls team won the district championship by two points**, which appears to be a first in school history for cross country.

Coach Horn described the program's growth over the past five years and emphasized that cross country is a demanding sport requiring dedication and perseverance. Her coaching focus has been on continuous improvement and personal records (PRs). Several athletes PR'd in all but one meet this season.

She noted that:

- The **boys team** ran very well overall but did not have enough runners (minimum of five) to receive a team score at districts.
- The **girls team** (10 runners at districts) defeated larger programs, including a rival school with 30+ girls on its team, ultimately winning the district title by two points after final scoring adjustments.

Students shared reflections about their season and the team culture:

- **Leila Newman**, district individual champion and first-place 8th-grade finisher, spoke about the strong bonds within the team, with athletes supporting one another at meets and beyond.
- **Ella Horn** (8th grade) spoke about the supportive team environment and how seeing consistent PRs for teammates showed that their hard work paid off.
- **Judson Jones** and **Nicholas Roberts** also shared that practices were enjoyable because of the camaraderie, and that team members consistently encouraged each other and improved throughout the season.

In response to a question from Board Chair **Jay Trost** about life skills gained from cross country, a student highlighted the importance of **not giving up on yourself, working hard, and pushing through discomfort**. Coach Horn added that cross country is “40% physical and 60% mental,” underscoring the role of grit, resilience, and mental toughness.

The Board and administration congratulated the team and Coach Horn, thanked them for representing **Azalea Middle School** and **Brookings-Harbor School District** so well, and recognized the significance of winning districts against much larger programs.

Consent Agenda

Janece Payne made a motion to approve the Consent Agenda items. Alan Nidiffer seconded the motion.

Vote called:

- **KJ - Aye**
- **JP - Aye**
- **AN - Aye**
- **TW - Aye**
- **JT - Aye**

Motion passed 5-0.

Superintendent’s Report / District Reports and Information

Superintendent **Helena Chirinian** provided a district report, including the following highlights:

Parent–Teacher Conferences

- At **Kalmiopsis Elementary**, the two extended conference days worked very well, with approximately **90+ percent** of families attending.
- At **Azalea Middle School** and **Brookings-Harbor High School**, turnout was much lower (for example, AMS reported 39 families the first night and 11 the second). Administrators reported that in the secondary grades, traditional conference models are increasingly outdated due to:
 - Widespread use of electronic gradebooks and **PowerSchool** for real-time grade access.
 - Frequent communication via phone, email, and meetings throughout the year, rather than waiting for formal conference nights.

The secondary admin team will **re-think the conference model** for future years, exploring formats that better match current communication practices while maintaining the successful format at the elementary level where in-person conferences remain highly valuable.

State Accountability & At-a-Glance Profiles

Superintendent Chirinian reported that the **ODE At-a-Glance School and District Profiles** had not yet been released. However, she shared significant accountability updates:

- The district was recently **removed from the state's federal improvement list**, where it had been identified since approximately 2022.
- While this designation had provided about **\$35,000 per building per year** in additional funds for professional development, it reflected the district's prior low performance and lack of growth.
- Removal from the list indicates that the district has shown improved outcomes and growth in key areas. The district will be **held harmless for the current year** and will still receive the improvement funds already promised for this school year.

She described the state's move into a **new accountability framework**, where BHSD will be compared to a cohort of **similar districts** (e.g., Reedsport and others), emphasizing growth over time rather than absolute statewide rank.

Attendance

Chirinian noted that **attendance is a major focus statewide** and that Oregon currently has some of the worst regular-attender rates in the country. In contrast, BHSD has made substantial progress:

- **Kalmiopsis Elementary**: ~68% regular attenders (around state average; goal is to climb back toward pre-COVID rates of 75–80%).
- **Azalea Middle School**: ~74% regular attenders.
- **Brookings-Harbor High School**: ~78–79% regular attenders, which is considered **very strong for a high school**.

She emphasized that **instruction and improvement are not possible unless students are present**, and the improving attendance is a positive sign.

CLSD / Federal Literacy Grant

Superintendent Chirinian explained that a planned **action item regarding a resolution to appropriate federal literacy grant funds** (Comprehensive Literacy grant) had been **struck from the agenda**. After review, it was determined that a separate board resolution was not necessary because it was determined that the amount of money being moved by the grant was less than 10% of the original adopted budget for the Special Revenue funds, so the board did not need to adopt a supplemental budget at this time.

The grant, if all the funds ultimately come through from the federal government, is \$750,000 spread over four budget years. She provided additional context on the grant:

- Originally framed as a **multi-year grant totaling approximately \$750,000**, with a planned distribution such as \$300,000 in the first year and \$150,000 in each subsequent year.
Due to delays at the state level, the first \$150,000 of this year's funds actually applies to

last school year, and no additional appropriations have yet been released from the federal government to ODE.

- As a result, the district currently has **access only to the first \$150,000** and is being cautious about expenditures until final funding levels and timelines are confirmed.

She noted that the grant funds are **highly prescriptive**, with specific dollar amounts earmarked for particular activities (e.g., \$16,000 for one purpose, \$45,000 for another), and there is significant state oversight over both spending categories and preferred vendors. She expressed concern that this level of **micromanagement** and vendor direction is not consistent with “local control” and can make it difficult to tailor supports to BHSD’s unique needs.

The new statewide accountability process will include more intensive state involvement for districts that do not demonstrate improvement, including direct oversight of how funds are spent and who is hired to provide services. Superintendent Chirinian noted that BHSD’s current trajectory of improvement positions the district well to **avoid these more intrusive interventions** if progress continues.

Action Item – OSBA Legislative Policy Committee Ballot

The Board considered the annual **OSBA Legislative Policy Committee (LPC) ballot**.

Chair Trost and board members discussed candidate information provided by OSBA, along with an email forwarded from local **OSBA regional representative Jackie Crook**, who recommended **Janet Holland**, noting that she is active in the **OSBA Rural Caucus** and would be a strong advocate for rural districts.

- **Motion:** Chair **Jay Trost** moved that the Board cast its LPC ballot in support of **Janet Holland**.
- **Second:** Director **Katherine Johnson** seconded the motion, noting her appreciation that Holland represents a rural perspective.

Vote called:

KJ - Aye

JP - Aye

AN - Aye

TW - Aye

JT - Aye

Motion passed 5-0 to support Ms. Holland. Board Secretary directed to submit a ballot to OSBA on behalf of BHSD Board.

Board Functions and Comments

Under board functions and comments, the Board briefly debriefed the **OSBA Annual Convention**:

- Director **Janece Payne** shared that the conference was highly informative and that she is compiling her notes for a future presentation to the Board. She highlighted a session on **recovery high schools** serving students in substance use recovery, noting that there are only six such schools statewide and that they are located primarily in larger urban areas, creating transportation challenges for students. Board members noted with pride that **OSBA President-Elect Dawn (Dornbush) Watson** is a **Brookings-Harbor High School alum**.
- Several board members encouraged one another to continue **attending school events, site visits, and community activities** to remain visible, connected, and informed about what is happening in classrooms and school communities.

Administrators also extended invitations to upcoming **Thanksgiving-themed school events**, including:

- A **Thanksgiving meal at Kalmiopsis** with cafeteria staff and students, to which board members were invited around 11:50 a.m. The **“Turkey Trot” event** and related family-friendly activities at the SOCOMI Sports Complex (weather permitting), featuring games, marshmallow roasting, and other activities open to the community.

Chair Trost concluded the discussion by expressing deep appreciation for the **district’s administrative team and staff**, noting the extraordinary efforts made to “pick up the balls that have been dropped” following leadership changes and budget reductions. He highlighted:

- The reassignment of administrators (e.g., principal shifts between Kalmiopsis, Azalea, and BHHS).
- Additional responsibilities taken on by district-level staff (e.g., transportation oversight, special education leadership).

He praised the **resilience, collaboration, and culture of continuous improvement** across the district, emphasizing that staff are not simply “treading water” but are making **long-term, sustainable improvements** for students despite significant challenges. The Board and those present thanked Superintendent Chirinian and the wider staff team for their dedication.

Adjournment

Chair **Jay Trost** reminded attendees of upcoming Board meeting dates in **December** and encouraged everyone to continue supporting students by attending school events and athletic competitions.

Hearing no further business, Chair Trost **adjourned the Regular Board Meeting**.

The meeting was adjourned at 6:06 p.m.

DRAFT Minutes
Brookings-Harbor School District 17C
School Board Work Session, Kalmiopsis Elementary School,
Room 51, 650 Easy St., Brookings, OR 97415
Nov. 12, 2025

In attendance:

Jay Trost, Chair
Trish Walker, Vice Chair
Alan Nidiffer, Board Member
Janece Payne, Board Member
Katherine Johnson, Board Member
Helena Chirinian, Superintendent
Nancy Raskauskas-Coons, Admin Asst to the Board
Dede Corpening, Finance Director
Jess Beaman, Facilities & Maintenance Director
David Williams, Piper Sandler
Anna Felixson, Piper Sandler

Video available at: <https://www.youtube.com/watch?v=nsir4J-ivUA>

1. Call to Order

The Board Work Session was called to order at 6:13 p.m. **p.m.** by **Chair Jay Trost**. The purpose of the work session was to receive a bond timing and financing presentation from Piper Sandler and to discuss potential bond scenarios and Oregon School Capital Improvement Matching (OSCIM) grant opportunities.

2. Bond Financing Overview – Piper Sandler

David Williams, Piper Sandler, introduced himself and his colleague, **Anna Felixson**, and briefly reviewed their work as bond underwriters/financial advisors for Oregon school districts, including prior work with BHSD.

He provided a “**Bonds 101**” overview, highlighting:

- General obligation (GO) bonds are **voter-approved debt** backed by the full faith and credit of the District and repaid from a **dedicated property tax levy**.
- GO bonds differ from “full faith and credit” (non-voted) obligations, which are repaid from the District’s **general fund**.
GO bonds typically have **different interest rates for each maturity year**, unlike a home mortgage with a single rate.
- Interest on tax-exempt municipal bonds is **tax-free to investors** (federal and, for Oregon residents, state), which helps reduce borrowing costs.
- GO bond levies are **not limited by Measure 5’s \$5 per \$1,000 education cap**, but they **must be approved by voters**.

Williams explained that a **bond ballot title** must include:

1. A **not-to-exceed principal amount** of the bond.
2. A **high-level description of projects** to be financed.
3. The **maximum repayment term** (e.g., 10, 20, or 30 years).

He noted that most districts go to voters in **May or November**, when the historical “double majority” turnout requirement does not apply.

While an **estimated levy rate per \$1,000 of assessed value** is typically included on the ballot as a best practice, this estimate is **not binding**, because the rate ultimately depends on:

- The **fixed debt service schedule** once bonds are sold, and
- The **district’s future total assessed value (AV)**, which can fluctuate.

3. Allowable Uses of Bond Proceeds

Williams reviewed what GO bond proceeds may be spent on under the Oregon Constitution and related case law:

- Capital projects and assets with a **useful life of more than one year**, including land, construction, major repairs, remodeling, furnishing, and equipment.
- Routine maintenance (e.g., **changing filters**) generally **cannot** be funded with bonds; major components (e.g., fans, heat pumps, roofs) typically **can** be.
- The **weighted average life of the bonds** cannot exceed the **weighted average life of the projects** (e.g., 30-year debt is appropriate for long-lived buildings, but not solely for items like Chromebooks unless blended into a larger building project).

He noted that when bond proceeds are invested (typically in the **Local Government Investment Pool – LGIP**), the District earns interest that also must be spent consistently with the ballot title. Flexible ballot language is helpful in case **interest earnings** generate additional project capacity.

4. Interest Rate Environment & Assessed Value Trends

Williams presented a chart of recent **tax-exempt municipal interest rates**, explaining:

- Rates rose after the pandemic but are **not historically high** compared with prior decades.
- The **AAA MMD index** (a composite of high-grade municipal bonds) is used as a proxy for market rates.
- Piper Sandler uses a **2% interest rate cushion** in long-range scenarios because they do not attempt to precisely predict future rates.

He then reviewed BHSD’s **property value data**:

- **Real Market Value (RMV)** is currently just over **\$4 billion**.
Total Assessed Value (AV) is approximately **\$2.5 billion**, about **60% of RMV**, reflecting Measure 47/50 limits.

- AV has shown **stable growth**, even when RMV dipped during the 2008 housing crisis, due to the **3% constitutional AV growth cap** plus additional growth from new construction.
- For bond modeling, Piper Sandler generally assumes **2.75–3% AV growth** to remain conservative.

He also noted:

- Statute allows school districts to borrow up to **7.95% of RMV**. For BHSD, this equates to a theoretical maximum of about **\$326 million**, though such a large bond would be neither realistic nor advisable.
- BHSD currently has **no outstanding voter-approved GO bond debt**, meaning the District has a **“clean slate”** for new bond issuance.
- The District does have **2002 and 2004 PERS pension obligation bonds** (and a 2012 refunding), which:
 - Do **not** count against GO bond limits,
 - Are repaid from PERS-related savings, and
 - Have, over time, **reduced the District’s effective PERS employer rates** due to investment gains in side accounts.

5. OSCIM / “Awesome” Matching Grant

Williams reviewed the **Oregon School Capital Improvement Matching (OSCIM/“Awesome”)** grant program:

- BHSD is currently eligible for up to **\$6.12 million** in matching funds.
- The maximum grant is indexed to inflation and based on **property value per student**, with BHSD ranked around **167 out of 196** districts (lower match-cap tier due to relatively high property value per student).
- The **match is up to 1:1** with the local bond (e.g., a \$5 million bond could receive up to a \$5 million match; a larger bond could receive the full \$6.12 million).
- Districts must **apply and be awarded** or placed on a **waitlist**; awards are typically finalized in time to include the match in the ballot title, if granted.

Board members acknowledged that the OSCIM grant is a major opportunity, although **not guaranteed**, and timing in a relatively “quiet” election cycle could improve BHSD’s odds.

6. Scenario Modeling – Preliminary Bond Options

Anna Felixson presented two **preliminary scenarios**, each assuming a **\$10 million par amount** and a **November 2026 or May 2027 election** (same fiscal year):

Scenario A – 10-Year Bond, \$10 Million

- First levy in **FY 2027–28**.
- Estimated **average levy rate**: approximately **\$0.44 per \$1,000 of AV** for 10 years.
- Lower total interest cost, higher annual taxpayer cost (relative to the 20-year option).

Scenario B – 20-Year Bond, \$10 Million

- Same first levy year.
- Estimated **average levy rate**: approximately **\$0.27 per \$1,000 of AV** for 20 years.
- Lower annual taxpayer cost, higher total interest cost.

Felixson reiterated the “**mortgage**” **analogy**: shorter term = higher annual payment, less interest; longer term = lower annual payment, more interest.

Williams emphasized that:

- The **2% interest cushion** will be gradually reduced as the election date approaches and conditions are clearer.
- If rates fall or the cushion is reduced, the District can either:
 - Obtain **more project dollars** for the same rate, or
 - **Lower the levy rate** slightly while holding the project list constant.

7. Tax Rate Comparisons with Other Districts

Williams shared a comparison spreadsheet of **coastal and peer Oregon school districts**, noting:

- BHSD currently has the **lowest combined school tax rate on the list**, with a permanent rate of about **\$3.25 per \$1,000** and **no existing bond rate**.
- Under the State School Fund equalization formula, BHSD taxpayers are essentially getting a “**good deal**” on school taxes now, and even with a modest bond rate, BHSD would still be on the **low end** compared to other districts.

Board members noted the importance of using this comparative data carefully in community messaging.

8. Board Discussion – Community Context, Needs, and Strategy

Board members and staff engaged in an extended discussion, including:

Community Demographics & History

- Approximately **60% of local voters are retirees**, and the county has one of the **highest median voter ages** in the nation (approx. 52.5).
- The district encompasses both the **City of Brookings** and the large **unincorporated Harbor** area:
 - City residents are accustomed to somewhat higher tax rates and are often more receptive to levies.
 - Harbor residents make up a large share of the electorate and have historically been more resistant.
- There is **lingering distrust** from the prior facilities/CTE bond, where some CTE programs funded by the bond were later dissolved. Board members emphasized the need to **rebuild trust** through clear, specific commitments and visible outcomes.

Voter Priorities

- Past polling (Nelson Research) indicated strong support for “**warm, safe, and dry**” projects such as:
 - Roofs and building envelopes
 - HVAC and air quality upgrades
 - Electrical and plumbing infrastructure
- Projects perceived as “extras” (amphitheaters, new fields, etc.) polled significantly lower and should be **secondary or later-phase** items.

Facilities Needs & Timing

- Jess reiterated that recent facility assessments identified **critical needs**, especially:
 - Aging **plumbing** (particularly at Kalmiopsis),
 - Electrical system upgrades,
 - Roofs and exterior building systems.
- Several systems are near end-of-life; a major failure could force the District to fund emergency repairs from the **General Fund**, which is already under pressure.
- The Board expressed concern that **waiting an additional year** could:
 - Delay critical repairs 2–3 years when design, bidding, and construction are accounted for.
 - Increase the risk of failure and costly emergency responses.

Term, Rate, and Amount

- There was general **Board interest in a 10-year term**, so that:
 - Interest costs remain lower, and
 - Future leadership can consider a follow-up bond toward the end of the decade.
- Using the \$0.44 per \$1,000 estimate, members discussed approximate impacts such as:
 - About **\$110 per year** on a home assessed at **\$250,000**.
 - About **\$220 per year** on a home assessed at **\$500,000** (~\$18–\$20 per month).
- Members noted that **assessed values are often far below real market values** due to the 3% cap, which can help with affordability.
- Board members discussed potentially targeting a **slightly higher rate** (e.g., **\$0.50–\$0.55 per \$1,000**) to:
 - Increase the total project scope to **\$12–13 million in bonds**,
 - Leverage up to **\$6.12 million in OSCIM match**, and
 - Add interest earnings, potentially yielding a **total capital program of around \$20 million**.
- The Board agreed that voter messaging must clearly explain that a **local bond can “unlock” substantial state matching funds and investment earnings**, multiplying the impact for students.

Election Timing

- The Board compared **May 2026** vs. **May 2027** elections.
- Advantages identified for **May 2026**:
 - Fewer projected school bond measures statewide, increasing **OSCIM competitiveness**.
 - Avoiding the heightened political noise leading into the November 2026 general election.
 - Completing the bond vote before the full local impact of anticipated **budget reductions** is visible, which could otherwise complicate messaging.

- While recognizing the compressed timeline for community engagement, the Board felt a **May 2026 election is feasible** with focused work.

9. Direction to Staff (Consensus)

By consensus (no formal vote taken), the Board:

1. **Expressed support** for pursuing a **May 2026 general obligation bond election**.
2. Indicated a preference for a **10-year bond term**, focused primarily on “**warm, safe, and dry**” infrastructure projects.
3. Asked staff and Piper Sandler to:
 - Model additional scenarios around an estimated levy rate of approximately **\$0.50–\$0.55 per \$1,000 of AV** over 10 years, and
 - Identify the corresponding **bond amounts** and **project capacity** under each option.
4. Directed staff to:
 - **Submit or update** required documents (Long-Range Facility Plan and facility assessment) to the **OSCIM/“Awesome” program**.
 - Prepare and submit the **OSCIM grant notice of interest** by **December 1** and the **full application** by **December 15**, using priority projects from the Long-Range Facility Plan.
 - Return to the Board with:
 - Refined project lists and cost estimates,
 - Updated bond scenarios (amount, term, and estimated rate), and
 - A **draft ballot title framework** once OSCIM status is known.

10. Next Steps

A future Board meeting will include:

- An update on **OSCIM grant award or waitlist status**;
- Revised facilities project lists and cost estimates aligned with the preferred bond scope;
- Additional modeling from Piper Sandler for Board review; and
- Continued development of bond **communication and engagement strategies**.

11. Recess to Executive Session

The Board **recessed the public work session at 7:25 p.m.** and immediately convened an **executive session** pursuant to **ORS 192.660(2)(i)** to review and evaluate the employment-related performance of the **chief executive officer (Superintendent)** of the District.

Call Executive Session to order at 7:29 p.m.

Present: Jay Trost, Trish Walker, Alan Nidiffer, Janece Payne, Katherine Johnson, Helena Chirinian, and Nancy Raskauskas-Coons.

Executive Session adjourned at 7:39 p.m. No actions were taken after the session.

Public Session immediately adjourned 7:39 p.m.

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2025-2026

Criteria: Report Sort: Fund

From Date: 11/01/2025

To Date: 11/30/2025

Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
4IMPRINT						
		137299	GENERAL FUND	STAFF SERVICES	SUPPLIES	\$365.45
AMAZON						
		137300	GENERAL FUND	ELEMENTARY	SUPPLIES	\$73.37
		137300	GENERAL FUND	FISCAL SERVICES	SUPPLIES	\$25.02
		137300	GENERAL FUND	GUIDANCE SERVICES	SUPPLIES	\$137.17
		137300	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$656.61
		137300	GENERAL FUND	LIFE SKILLS	SUPPLIES	\$282.82
		137300	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	SUPPLIES	\$53.30
		137300	GENERAL FUND	OFFICE OF THE PRINCIPAL	SUPPLIES	\$55.98
		137300	GENERAL FUND	OTHER STUDENT TREATMENT OT/ PT	SUPPLIES	\$19.65
		137300	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$85.45
		137300	GENERAL FUND	STUDENTS WITH DISABILITIES	SUPPLIES	\$102.38
		137300	GENERAL FUND	TECHNOLOGY SERVICES	COMPUTER HARDWARE	\$5,392.00
		137300	GENERAL FUND	TECHNOLOGY SERVICES	SUPPLIES	\$290.55
		137391	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	SUPPLIES	\$233.65
		137391	GENERAL FUND	LIFE SKILLS	SUPPLIES	\$25.64
		137391	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	SUPPLIES	\$103.21
		137391	GENERAL FUND	OFFICE OF THE PRINCIPAL	SUPPLIES	\$73.06
		137391	GENERAL FUND	SERVICE DIRECTION, STUDENT SUPPORT	SUPPLIES	\$136.93
		137391	GENERAL FUND	TECHNOLOGY SERVICES	SUPPLIES	\$1,184.55
				Total for AMAZON		\$8,931.34
AMERICAN RED CROSS						
		137392	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$531.94
AYA HEALTHCARE, INC.						
		137301	GENERAL FUND	OTHER STUDENT TREATMENT OT/ PT	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$7,200.00

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2025-2026

Criteria: Report Sort: Fund

From Date: 11/01/2025

To Date: 11/30/2025

Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		137393	GENERAL FUND	OTHER STUDENT TREATMENT OT/ PT	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$3,600.00
				Total for AYA HEALTHCARE, INC.		\$10,800.00
BACKGROUND INVESTIGATION BUREAU, LLC		137302	GENERAL FUND	OFFICE OF THE SUPERINTENDENT	DUES AND FEES	\$735.00
BEAMAN, JESS		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
BEEMAN, EMALEE S		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
BELL, WADE L		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
BIO-MED TESTING SERVICES INC		137395	GENERAL FUND	STAFF SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$316.00
BLAKE, JOHN		137304	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	TRAVEL	\$14.75
BLICK ART MATERIALS		137305	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$19.94
BLUE STAR GAS		137306	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	FUEL	\$1,213.07
BROOKINGS HARBOR MEDICAL CENTER		137307	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$200.00
BURNETT, DESIRI		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
CANON FINANCIAL SERVICES INC.		137308	GENERAL FUND	ELEMENTARY	RENTALS	\$1,093.70
		137308	GENERAL FUND	ELEMENTARY	REPAIR AND MAINTENANCE	\$944.30
		137308	GENERAL FUND	FISCAL SERVICES	RENTALS	\$132.22

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Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		137308	GENERAL FUND	FISCAL SERVICES	REPAIR AND MAINTENANCE	\$83.79
		137308	GENERAL FUND	HIGH SCHOOL PROGRAMS	RENTALS	\$700.31
		137308	GENERAL FUND	HIGH SCHOOL PROGRAMS	REPAIR AND MAINTENANCE	\$275.95
		137308	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	RENTALS	\$568.78
		137308	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	REPAIR AND MAINTENANCE	\$323.66
		137308	GENERAL FUND	OFFICE OF THE PRINCIPAL	RENTALS	\$69.75
		137308	GENERAL FUND	OFFICE OF THE PRINCIPAL	REPAIR AND MAINTENANCE	\$74.21
		137308	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	RENTALS	\$19.55
		137308	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	REPAIR AND MAINTENANCE	\$15.07
		137308	GENERAL FUND	STUDENTS WITH DISABILITIES	RENTALS	\$171.92
		137308	GENERAL FUND	STUDENTS WITH DISABILITIES	REPAIR AND MAINTENANCE	\$92.95
		137397	GENERAL FUND	ELEMENTARY	RENTALS	\$235.45
				Total for CANON FINANCIAL SERVICES INC.		\$4,801.61
CANON U.S.A., INC.						
		137309	GENERAL FUND	OFFICE OF THE PRINCIPAL	RENTALS	\$0.00
		137309	GENERAL FUND	OFFICE OF THE PRINCIPAL	REPAIR AND MAINTENANCE	\$64.12
				Total for CANON U.S.A., INC.		\$64.12
CASCADE HOME CENTER						
		137310	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	SUPPLIES	\$81.94
		137310	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$219.42
				Total for CASCADE HOME CENTER		\$301.36
CASTILLO, KARISSA J						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
CASTLEBERRY, CHRISTINE						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
CHIRINIAN, HELENA						

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Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		137311	GENERAL FUND	OFFICE OF THE SUPERINTENDENT	TRAVEL	\$74.90
CHRISTENSEN, ANDREA		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
CITY OF BROOKINGS		137312	GENERAL FUND	MAINTENANCE SERVICES	WATER AND SEWAGE	\$3,595.80
CLARK, MANDY E		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
COASTAL COPIER SALES		137313	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	SUPPLIES	\$200.00
COASTAL PAPER & SUPPLY INC		137314	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	SUPPLIES	\$74.06
		137400	GENERAL FUND	CARE AND UPKEEP OF BUILDINGS	SUPPLIES	\$85.50
				Total for COASTAL PAPER & SUPPLY INC		\$159.56
COLUMBIA BANK		0	GENERAL FUND	OFFICE OF THE PRINCIPAL	SUPPLIES	\$121.00
		0	GENERAL FUND	OFFICE OF THE SUPERINTENDENT	DUES AND FEES	\$0.00
		0	GENERAL FUND	OFFICE OF THE SUPERINTENDENT	SUPPLIES	\$0.00
		0	GENERAL FUND	OFFICE OF THE SUPERINTENDENT	TRAVEL	\$518.70
				Total for COLUMBIA BANK		\$639.70
CORPENING, DANIELLE L		137315	GENERAL FUND	FISCAL SERVICES	TRAVEL	\$264.25
CORPENING, JULIETTE		137289	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
CORRIGAN, AMY M		137290	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
COSA		137316	GENERAL FUND	STAFF SERVICES	ADVERTISING	\$550.00
CROUCH, CINDY L						

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Fund: 100	GENERAL FUND		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name							
		0	GENERAL FUND		Undesignated	Payroll Deductions and Withholdings	\$250.00
CROWE, PEGGY D							
		0	GENERAL FUND		Undesignated	Payroll Deductions and Withholdings	\$250.00
CTR INC							
		137317	GENERAL FUND		MAINTENANCE SERVICES	GARBAGE	\$5,162.35
		137317	GENERAL FUND		STUDENT TRANSPORTATION SERVICES	GARBAGE	\$971.25
					Total for CTR INC		\$6,133.60
CURRY EQUIPMENT-BROOKINGS							
		137403	GENERAL FUND		CARE & UPKEEP OF GROUNDS	SUPPLIES	\$10.00
DEVOS, CYNTHIA D							
		0	GENERAL FUND		Undesignated	Payroll Deductions and Withholdings	\$500.00
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
EDUCATION CONSULTANTS LLC							
		137319	GENERAL FUND		PSYCHOLOGICAL SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$16,560.00
ESS WEST, LLC							
		0	GENERAL FUND		CARE AND UPKEEP OF BUILDINGS	ESS Classified Substitutes	\$4,441.19
		0	GENERAL FUND		EDUCATIONAL MEDIA SERVICES	ESS Classified Substitutes	\$193.95
		0	GENERAL FUND		ELEMENTARY	ESS Certified Substitutes	\$7,039.50
		0	GENERAL FUND		ELEMENTARY	ESS Classified Substitutes	\$397.62
		0	GENERAL FUND		ELL-ORS	ESS Certified Substitutes	\$844.74
		0	GENERAL FUND		HIGH SCHOOL PROGRAMS	ESS Certified Substitutes	\$18,499.79
		0	GENERAL FUND		LIFE SKILLS	ESS Certified Substitutes	\$140.79
		0	GENERAL FUND		LIFE SKILLS	ESS Classified Substitutes	\$2,475.98
		0	GENERAL FUND		MIDDLE/JUNIOR HIGH PROGRAMS	ESS Certified Substitutes	\$9,151.34

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Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		0	GENERAL FUND	OFFICE OF THE PRINCIPAL	ESS Certified Substitutes	\$563.16
		0	GENERAL FUND	OFFICE OF THE PRINCIPAL	ESS Classified Substitutes	\$164.27
		0	GENERAL FUND	STUDENTS WITH DISABILITIES	ESS Certified Substitutes	\$286.88
		0	GENERAL FUND	STUDENTS WITH DISABILITIES	ESS Classified Substitutes	\$4,849.75
		0	GENERAL FUND	Undesignated	Prepaid Expenses	(\$11,631.21)
				Total for ESS WEST, LLC		\$37,417.75
ESTELLE, RALPH		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
FERGUSON, GARRETT D		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
FIELDPRINT, INC.		137320	GENERAL FUND	FISCAL SERVICES	DUES AND FEES	\$37.50
FINQUERY		137404	GENERAL FUND	FISCAL SERVICES	COMPUTER SOFTWARE	\$6,415.20
FOLLETT SOFTWARE LLC		137405	GENERAL FUND	EDUCATIONAL MEDIA SERVICES	SUPPLIES	\$582.21
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		137407	GENERAL FUND	OFFICE OF THE SUPERINTENDENT	LEGAL SERVICES	\$2,559.00
GOLD BEACH LUMBER		137322	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$84.96
		137408	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$337.58
				Total for GOLD BEACH LUMBER		\$422.54
GRADUATION ALLIANCE INC						

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Fund: 100	GENERAL FUND	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		137323	GENERAL FUND	ALTERNATIVE EDUCATION	PROFESSIONAL AND TECHNICAL SERVICES	\$1,894.58
H&S ENERGY GROUP						
		137324	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	FUEL	\$1,477.02
HAUBER, EVA						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
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						
		137291	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
HUNT, TRUDY E						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
JEFFERIES, ANGELA L						
		137292	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
K12 MANAGEMENT DBA FUELED						
		137411	GENERAL FUND	ALTERNATIVE EDUCATION	PROFESSIONAL AND TECHNICAL SERVICES	\$19,950.00
LAMB, CHRISTINA E						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
LANGUAGE LINE SERVICES, INC.						
		137327	GENERAL FUND	INTERPRETATION AND TRANSLATION	NON INSTRUCTIONAL PROFESSIONAL & TECH	\$125.57
LENHARDT, CHEYENNE M						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
LONG, KAYDEE						
		137293	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
LOPEZ, JENNIFER C						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00

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Remit Name						
MATHISON, LUKE T		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
MCVAY, MELANIE		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
MEDINA BERMEJO, FABIOLA		137294	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
MILLS, TRISHA L		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
MISSION LINEN SUPPLY		137329	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$148.50
		137414	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$68.25
				Total for MISSION LINEN SUPPLY		\$216.75
MONAZI, AMANDA N		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
MORRIS, MELINDA		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
NAPA AUTO PARTS		137331	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$237.93
		137415	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$60.03
				Total for NAPA AUTO PARTS		\$297.96
NAUGLE, ROBERT T		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
NELSON, BRITTNEY LYNN		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
NOLTE, BRITT C		137295	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00

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Fund: 100	GENERAL FUND		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name							
PACIFIC RIM COPY CENTER							
		137334	GENERAL FUND	OFFICE OF THE PRINCIPAL	SUPPLIES		\$200.00
PETERS, TINA L		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings		\$250.00
PINA, TRAVIS M		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings		\$500.00
PRUITT, ASHLEY M		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings		\$250.00
PRYOR-RODE, JENNIFER		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings		\$500.00
PURCHASE POWER		137418	GENERAL FUND	FISCAL SERVICES	POSTAGE		\$2,000.00
QUILL CORPORATION		137419	GENERAL FUND	ELEMENTARY	SUPPLIES		\$340.31
		137419	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES		\$135.29
		137419	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	SUPPLIES		\$136.08
				Total for QUILL CORPORATION			\$611.68
RICHCREEK, KATIE R		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings		\$500.00
ROSE, TRASEE A		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings		\$250.00
RYAN, JOAN L		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings		\$500.00
SAUCERMAN, LAURA		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings		\$500.00
SAUNDERS, ALEXIS N.		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings		\$500.00
SAUNDERS, FAITH L		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings		\$500.00

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Remit Name						
		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
SCHAEFER-BERTRAM, STACIE L		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
SHAW, MONICA A		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
SHEW, LORINDA		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
SLATER, DANIELLE M		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
SMITH, JILL J		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
SMITH, SEAN		0	GENERAL FUND	STUDENTS WITH DISABILITIES	PROFESSIONAL AND TECHNICAL SERVICES	\$3,195.00
SOBERON, JODY		137422	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$45.00
SPARKMAN, BREANNA M		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
STEWART, WENDY ALEXIS		137296	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
STUMPENHAUS, WADE C		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
TAYLOR, CORRIE		137297	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
UMPQUA BANK		0	GENERAL FUND	BOARD OF DIRECTORS	SUPPLIES	\$16.15
		0	GENERAL FUND	ELEMENTARY	SUPPLIES	\$263.62
		0	GENERAL FUND	FISCAL SERVICES	DUES AND FEES	\$258.00
		0	GENERAL FUND	FISCAL SERVICES	SUPPLIES	\$34.96

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Remit Name						
		0	GENERAL FUND	GUIDANCE SERVICES	SUPPLIES	\$637.50
		0	GENERAL FUND	GUIDANCE SERVICES	TRAVEL	\$1,745.91
		0	GENERAL FUND	HIGH SCHOOL PROGRAMS	DUES AND FEES	\$1,418.00
		0	GENERAL FUND	HIGH SCHOOL PROGRAMS	SUPPLIES	\$1,046.29
		0	GENERAL FUND	INFORMATION SERVICES	SUPPLIES	\$77.96
		0	GENERAL FUND	INSTR. STAFF DEVELOPMENT	SUPPLIES	\$0.00
		0	GENERAL FUND	MIDDLE/JUNIOR HIGH PROGRAMS	SUPPLIES	\$141.21
		0	GENERAL FUND	NURSE SERVICES	SUPPLIES	\$30.66
		0	GENERAL FUND	OFFICE OF THE PRINCIPAL	SUPPLIES	\$579.68
		0	GENERAL FUND	OTHER STUDENT TREATMENT OT/ PT	NON CONSUMABLE SUPPLIES	\$33.59
		0	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	COMPUTER SOFTWARE	\$0.00
		0	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	DUES AND FEES	\$0.00
		0	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$728.83
		0	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	TRAVEL	\$0.00
		0	GENERAL FUND	STUDENTS WITH DISABILITIES	SUPPLIES	\$84.00
		0	GENERAL FUND	TECHNOLOGY SERVICES	TRAVEL	\$480.84
				Total for UMPQUA BANK		\$7,577.20
US CELLULAR						
		137347	GENERAL FUND	ALTERNATIVE EDUCATION	TELEPHONE	\$48.34
		137347	GENERAL FUND	ELL-ORS	TELEPHONE	\$96.68
		137347	GENERAL FUND	NURSE SERVICES	TELEPHONE	\$233.68
		137347	GENERAL FUND	STUDENT SAFETY	TELEPHONE	\$48.34
		137347	GENERAL FUND	TECHNOLOGY SERVICES	Other Communication Services	\$185.40
				Total for US CELLULAR		\$612.44
US FOODS						

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Fund: 100 GENERAL FUND		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		137348	GENERAL FUND	ELEMENTARY	SUPPLIES	\$1,228.39
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
WESEL, DUSTIN		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
WESTERN BUS SALES INC		137350	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$296.93
		137428	GENERAL FUND	STUDENT TRANSPORTATION SERVICES	SUPPLIES	\$335.49
				Total for WESTERN BUS SALES INC		\$632.42
WOODEL, LISA A		0	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$500.00
WRIGHT, DOUGLAS K		137298	GENERAL FUND	Undesignated	Payroll Deductions and Withholdings	\$250.00
				Total for GENERAL FUND		\$166,980.60

Fund: 202 Title I-A		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
AMAZON		137300	Title I-A	TITLE 1A PROGRAM	SUPPLIES	\$79.88
		137391	Title I-A	TITLE 1A PROGRAM	SUPPLIES	\$186.77
				Total for AMAZON		\$266.65
DEMAGALSKI, JACQUELINE		137318	Title I-A	COMMUNITY SERVICES	PROFESSIONAL AND TECHNICAL SERVICES	\$50.00
ESS WEST, LLC		0	Title I-A	TITLE 1A PROGRAM	ESS Certified Substitutes	\$1,126.32

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Fund: 202	Title I-A	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
		0	Title I-A	TITLE 1A PROGRAM	ESS Classified Substitutes	\$458.12
				Total for ESS WEST, LLC		\$1,584.44
LOEBS, CHELSEA		137328	Title I-A	COMMUNITY SERVICES	PROFESSIONAL AND TECHNICAL SERVICES	\$200.00
MORRIS, GWEN		137330	Title I-A	COMMUNITY SERVICES	PROFESSIONAL AND TECHNICAL SERVICES	\$650.00
SANDERS, SARAH		137337	Title I-A	COMMUNITY SERVICES	PROFESSIONAL AND TECHNICAL SERVICES	\$75.00
SCHULTZ, JAMES		137338	Title I-A	COMMUNITY SERVICES	PROFESSIONAL AND TECHNICAL SERVICES	\$825.00
SCHULTZ, JAMIE		137339	Title I-A	COMMUNITY SERVICES	PROFESSIONAL AND TECHNICAL SERVICES	\$900.00
SCHULTZ, KARI		137340	Title I-A	COMMUNITY SERVICES	PROFESSIONAL AND TECHNICAL SERVICES	\$1,150.00
UMPQUA BANK		0	Title I-A	TITLE 1A PROGRAM	SUPPLIES	\$337.14
				Total for Title I-A		\$6,038.23

Fund: 205	FED IMPROVE FUNDS CSI & TSI SCHOOLS	Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
PACIFIC RIM COPY CENTER		137417	FED IMPROVE FUNDS CSI & TSI SCHOOLS	ELEMENTARY	SUPPLIES	\$328.95
UMPQUA BANK		0	FED IMPROVE FUNDS CSI & TSI SCHOOLS	ELEMENTARY	SUPPLIES	\$20.23
		0	FED IMPROVE FUNDS CSI & TSI SCHOOLS	HIGH SCHOOL PROGRAMS	SUPPLIES	\$143.72

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Fund: 205		FED IMPROVE FUNDS CSI & TSI SCHOOLS		FUNCTION	OBJECT	Amount
Remit Name	Check#	FUND				
	0	FED IMPROVE FUNDS CSI & TSI SCHOOLS		IMPROVEMENT OF INSTR. SERVICES	SUPPLIES	\$132.84
				Total for UMPQUA BANK		\$296.79
				Total for FED IMPROVE FUNDS CSI & TSI SCHOOLS		\$625.74
Fund: 208		IDEA GRANT		FUNCTION	OBJECT	Amount
Remit Name	Check#	FUND				
ESS WEST, LLC	0	IDEA GRANT		LIFE SKILLS	ESS Certified Substitutes	\$563.16
				Total for IDEA GRANT		\$563.16
Fund: 210		CARL PERKINS GRANT		FUNCTION	OBJECT	Amount
Remit Name	Check#	FUND				
CASCADE HOME CENTER	137310	CARL PERKINS GRANT		HIGH SCHOOL PROGRAMS	NON CONSUMABLE SUPPLIES	\$2,000.00
REALITY WORKS	137335	CARL PERKINS GRANT		HIGH SCHOOL PROGRAMS	NON CONSUMABLE SUPPLIES	\$6,050.82
	137420	CARL PERKINS GRANT		HIGH SCHOOL PROGRAMS	NON CONSUMABLE SUPPLIES	\$1,669.07
				Total for REALITY WORKS		\$7,719.89
				Total for CARL PERKINS GRANT		\$9,719.89
Fund: 215		E-RATE FUTURE TECHNOLOGY FUNDS		FUNCTION	OBJECT	Amount
Remit Name	Check#	FUND				
BEACON BROADBAND	137303	E-RATE FUTURE TECHNOLOGY FUNDS		TECHNOLOGY SERVICES	Other Communication Services	\$3,500.00
				Total for E-RATE FUTURE TECHNOLOGY FUNDS		\$3,500.00
Fund: 221		YTP GRANT		FUNCTION	OBJECT	Amount
Remit Name	Check#	FUND				
US CELLULAR	137347	YTP GRANT		YOUTH TRANSITION PROGRAM	TELEPHONE	\$48.34

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2025-2026

Criteria: Report Sort: Fund

From Date: 11/01/2025

To Date: 11/30/2025

Total for YTP GRANT						\$48.34
Fund: 251	SCHOOL IMPROVEMENT ACCOUNT (SIA)					
Remit Name	Check#	FUND	FUNCTION	OBJECT		Amount
AYA HEALTHCARE, INC.						
	137301	SCHOOL IMPROVEMENT ACCOUNT (SIA)	NURSE SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH		\$0.00
	137393	SCHOOL IMPROVEMENT ACCOUNT (SIA)	NURSE SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH		\$0.00
	Total for AYA HEALTHCARE, INC.					\$0.00
ESS WEST, LLC						
	0	SCHOOL IMPROVEMENT ACCOUNT (SIA)	ELEMENTARY	ESS Certified Substitutes		\$844.74
	0	SCHOOL IMPROVEMENT ACCOUNT (SIA)	MIDDLE/JUNIOR HIGH PROGRAMS	ESS Certified Substitutes		\$703.95
	Total for ESS WEST, LLC					\$1,548.69
	Total for SCHOOL IMPROVEMENT ACCOUNT (SIA)					\$1,548.69
Fund: 252	HIGH SCHOOL SUCCESS - M98					
Remit Name	Check#	FUND	FUNCTION	OBJECT		Amount
COLLEGE BOARD						
	137401	HIGH SCHOOL SUCCESS - M98	HIGH SCHOOL PROGRAMS	OTHER TUITION		\$1,195.56
ESS WEST, LLC						
	0	HIGH SCHOOL SUCCESS - M98	HIGH SCHOOL PROGRAMS	ESS Certified Substitutes		\$647.64
J.W. PEPPER & SON, INC.						
	137410	HIGH SCHOOL SUCCESS - M98	MIDDLE/JUNIOR HIGH PROGRAMS	NON CONSUMABLE SUPPLIES		\$162.80
KLEESPIES, KRISTY A						
	137326	HIGH SCHOOL SUCCESS - M98	HIGH SCHOOL PROGRAMS	PROFESSIONAL AND TECHNICAL SERVICES		\$488.75
	137412	HIGH SCHOOL SUCCESS - M98	HIGH SCHOOL PROGRAMS	PROFESSIONAL AND TECHNICAL SERVICES		\$425.00
	Total for KLEESPIES, KRISTY A					\$913.75
OMEA DISTRICT 7						
	137333	HIGH SCHOOL SUCCESS - M98	MIDDLE/JUNIOR HIGH PROGRAMS	NON CONSUMABLE SUPPLIES		\$150.00
PACIFIC RIM COPY CENTER						

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2025-2026

Criteria: Report Sort: Fund

From Date: 11/01/2025

To Date: 11/30/2025

Fund: 252		HIGH SCHOOL SUCCESS - M98				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
SOWIB	137334	HIGH SCHOOL SUCCESS - M98	HIGH SCHOOL PROGRAMS	SUPPLIES	\$125.00	
UMPQUA BANK	137423	HIGH SCHOOL SUCCESS - M98	INFORMATION SERVICES	PROFESSIONAL AND TECHNICAL SERVICES	\$3,280.00	
	0	HIGH SCHOOL SUCCESS - M98	HIGH SCHOOL PROGRAMS	SUPPLIES	\$84.40	
Total for HIGH SCHOOL SUCCESS - M98					\$6,559.15	

Fund: 261		Miscellaneous				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
NICK RAIL MUSIC	137332	Miscellaneous	MIDDLE/JUNIOR HIGH PROGRAMS	NON CONSUMABLE SUPPLIES	\$12,450.00	
	137416	Miscellaneous	MIDDLE/JUNIOR HIGH PROGRAMS	NON CONSUMABLE SUPPLIES	\$23.00	
Total for NICK RAIL MUSIC					\$12,473.00	
UMPQUA BANK	0	Miscellaneous	HIGH SCHOOL PROGRAMS	SUPPLIES	\$276.90	
Total for Miscellaneous					\$12,749.90	

Fund: 272		Furniture Fund				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
AMAZON	137391	Furniture Fund	HIGH SCHOOL PROGRAMS	NON CONSUMABLE SUPPLIES	\$369.50	
Total for Furniture Fund					\$369.50	

Fund: 274		HS Co-Curricular				
Remit Name	Check#	FUND	FUNCTION	OBJECT	Amount	
CASCADE ATHLETIC SUPPLY	137398	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	SUPPLIES	\$389.60	
HARDING, JARRED	137325	HS Co-Curricular	HIGH SCHOOL EXTRACURRICULAR	TRAVEL	\$88.50	
RIDGE, KEN						

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2025-2026

Criteria: Report Sort: Fund

From Date: 11/01/2025

To Date: 11/30/2025

Fund: 274 HS Co-Curricular		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
SOUTHERN OREGON CONFERENCE	137336	HS Co-Curricular		HIGH SCHOOL EXTRACURRICULAR	TRAVEL	\$88.50
SWOVOA	137341	HS Co-Curricular		HIGH SCHOOL EXTRACURRICULAR	DUES AND FEES	\$76.00
UMPQUA BANK	137345	HS Co-Curricular		HIGH SCHOOL EXTRACURRICULAR	DUES AND FEES	\$1,028.11
WALLIN III, LAWRENCE K	0	HS Co-Curricular		HIGH SCHOOL EXTRACURRICULAR	TRAVEL	\$1,166.90
	137349	HS Co-Curricular		HIGH SCHOOL EXTRACURRICULAR	TRAVEL	\$632.60
Total for HS Co-Curricular						\$3,470.21

Fund: 275 Azalea MS Athletics		Check#	FUND	FUNCTION	OBJECT	Amount
Remit Name						
CASCADE ATHLETIC SUPPLY	137398	Azalea MS Athletics		MIDDLE/JUNIOR HIGH EXTRACURRICULAR	SUPPLIES	\$139.33
MARSHFIELD HIGH SCHOOL	137413	Azalea MS Athletics		MIDDLE/JUNIOR HIGH EXTRACURRICULAR	SUPPLIES	\$200.00
RIDGE, KEN	137336	Azalea MS Athletics		MIDDLE/JUNIOR HIGH PROGRAMS	TRAVEL	\$29.50
ROGUE VALLEY WRESTLING	137421	Azalea MS Athletics		MIDDLE/JUNIOR HIGH EXTRACURRICULAR	SUPPLIES	\$800.00
SOUTHWESTERN OREGON BASKETBALL OFFICIALS	137342	Azalea MS Athletics		MIDDLE/JUNIOR HIGH EXTRACURRICULAR	DUES AND FEES	\$1,809.00
SWOFOA.	137344	Azalea MS Athletics		MIDDLE/JUNIOR HIGH EXTRACURRICULAR	DUES AND FEES	\$1,367.70
SWOVOA						

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2025-2026

Criteria: Report Sort: Fund

From Date: 11/01/2025

To Date: 11/30/2025

Fund: 275		Azalea MS Athletics				
Remit Name	Check#	FUND	FUNCTION	OBJECT		Amount
	137345	Azalea MS Athletics	MIDDLE/JUNIOR HIGH EXTRACURRICULAR	DUES AND FEES		\$395.60
UMPQUA BANK						
	0	Azalea MS Athletics	MIDDLE/JUNIOR HIGH EXTRACURRICULAR	SUPPLIES		\$141.10
WENTZ, LIANA						
	137427	Azalea MS Athletics	MIDDLE/JUNIOR HIGH EXTRACURRICULAR	SUPPLIES		\$65.00
Total for Azalea MS Athletics						\$4,947.23

Fund: 283		TEXTBOOK ADOPTION				
Remit Name	Check#	FUND	FUNCTION	OBJECT		Amount
AMAZON						
	137391	TEXTBOOK ADOPTION	MIDDLE/JUNIOR HIGH PROGRAMS	TEXTBOOKS		\$526.97
IHT SPIRIT SYSTEM						
	137409	TEXTBOOK ADOPTION	MIDDLE/JUNIOR HIGH PROGRAMS	TEXTBOOKS		\$6,370.00
UMPQUA BANK						
	0	TEXTBOOK ADOPTION	ELEMENTARY	TEXTBOOKS		(\$99.99)
Total for TEXTBOOK ADOPTION						\$6,796.98

Fund: 285		FACILITY MAINTENANCE				
Remit Name	Check#	FUND	FUNCTION	OBJECT		Amount
AMAZON						
	137300	FACILITY MAINTENANCE	MAINTENANCE SERVICES	SUPPLIES		\$1,410.05
BROOKINGS ELECTRONIC SERVICE, INC						
	137396	FACILITY MAINTENANCE	MAINTENANCE SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH		\$1,506.06
CASCADE HOME CENTER						
	137399	FACILITY MAINTENANCE	MAINTENANCE SERVICES	SUPPLIES		\$494.34
CTR INC						
	137402	FACILITY MAINTENANCE	MAINTENANCE SERVICES	NON INSTRUCTIONAL PROFESSIONAL & TECH		\$152.00
	137402	FACILITY MAINTENANCE	MAINTENANCE SERVICES	REPAIR AND MAINTENANCE		\$0.00

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2025-2026

Criteria: Report Sort: Fund

From Date: 11/01/2025

To Date: 11/30/2025

Fund: 291		HIGH SCHOOL STUDENT BODY		FUNCTION	OBJECT	Amount
Remit Name	Check#	FUND				
Total for CTR INC						\$152.00
FRANK'S HEATING & REFRIGERATION						
	137406	FACILITY MAINTENANCE		MAINTENANCE SERVICES	REPAIR AND MAINTENANCE	\$1,905.37
Total for FACILITY MAINTENANCE						\$5,467.82
AMAZON						
	137300	HIGH SCHOOL STUDENT BODY		HIGH SCHOOL EXTRACURRICULAR	SUPPLIES	\$996.08
	137391	HIGH SCHOOL STUDENT BODY		HIGH SCHOOL EXTRACURRICULAR	SUPPLIES	\$416.34
Total for AMAZON						\$1,412.42
BARRON'S HOME FURNISHINGS						
	137394	HIGH SCHOOL STUDENT BODY		HIGH SCHOOL EXTRACURRICULAR	SUPPLIES	\$500.00
UMPQUA BANK						
	0	HIGH SCHOOL STUDENT BODY		HIGH SCHOOL EXTRACURRICULAR	SUPPLIES	\$5,060.59
	0	HIGH SCHOOL STUDENT BODY		HIGH SCHOOL PROGRAMS	SUPPLIES	\$5,271.96
Total for UMPQUA BANK						\$10,332.55
Total for HIGH SCHOOL STUDENT BODY						\$12,244.97
Fund: 292		AZALEA STUDENT BODY		FUNCTION	OBJECT	Amount
Remit Name	Check#	FUND				
UMPQUA BANK						
	0	AZALEA STUDENT BODY		MIDDLE/JUNIOR HIGH EXTRACURRICULAR	SUPPLIES	\$101.83
Total for AZALEA STUDENT BODY						\$101.83
Fund: 293		KALMIOPSIS STUDENT BODY		FUNCTION	OBJECT	Amount
Remit Name	Check#	FUND				
AMAZON						
	137300	KALMIOPSIS STUDENT BODY		ELEMENTARY COCURRICULAR	SUPPLIES	\$40.99
Total for KALMIOPSIS STUDENT BODY						\$40.99
Fund: 299		Nutrition Services		FUNCTION	OBJECT	Amount
Remit Name	Check#	FUND				

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2025-2026

Criteria: Report Sort: Fund

From Date: 11/01/2025

To Date: 11/30/2025

					Amount
COASTAL PAPER & SUPPLY INC					
	137314	Nutrition Services	FOOD SERVICES	SUPPLIES	\$285.11
	137400	Nutrition Services	FOOD SERVICES	SUPPLIES	\$225.97
			Total for COASTAL PAPER & SUPPLY INC		\$511.08
CTR INC					
	137317	Nutrition Services	FOOD SERVICES	GARBAGE	\$2,627.99
ESS WEST, LLC					
	0	Nutrition Services	FOOD SERVICES	ESS Classified Substitutes	\$687.76
FRANZ FAMILY BAKERIES					
	137321	Nutrition Services	FOOD SERVICES	FOOD	\$70.00
SUNRISE DISTRIBUTORS INC					
	137343	Nutrition Services	FOOD SERVICES	FOOD	\$2,680.11
	137424	Nutrition Services	FOOD SERVICES	FOOD	\$1,072.84
			Total for SUNRISE DISTRIBUTORS INC		\$3,752.95
SYSCO PORTLAND, INC.					
	137346	Nutrition Services	FOOD SERVICES	FOOD	\$3,594.36
	137425	Nutrition Services	FOOD SERVICES	FOOD	\$3,052.87
			Total for SYSCO PORTLAND, INC.		\$6,647.23
UMPQUA BANK					
	0	Nutrition Services	FOOD SERVICES	DUES AND FEES	\$0.00
	0	Nutrition Services	FOOD SERVICES	FOOD	\$81.04
	0	Nutrition Services	FOOD SERVICES	SUPPLIES	\$0.00
	0	Nutrition Services	FOOD SERVICES	TRAVEL	\$0.00
			Total for UMPQUA BANK		\$81.04
US FOODS					
	137348	Nutrition Services	FOOD SERVICES	FOOD	\$6,831.19
	137426	Nutrition Services	FOOD SERVICES	FOOD	\$4,070.68
			Total for US FOODS		\$10,901.87

Brookings-Harbor School Dist. 17C

Expenditure Summary Report

Fiscal Year: 2025-2026

Criteria: Report Sort: Fund

From Date: 11/01/2025

To Date: 11/30/2025

Total for Nutrition Services

\$25,279.92

Grand Total:

\$267,053.15

Recap for FUND for GENERAL FUND

100	GENERAL FUND	\$166,980.60
202	Title I-A	\$6,038.23
205	FED IMPROVE FUNDS CSI & TSI :	\$625.74
208	IDEA GRANT	\$563.16
210	CARL PERKINS GRANT	\$9,719.89
215	E-RATE FUTURE TECHNOLOGY F	\$3,500.00
221	YTP GRANT	\$48.34
251	SCHOOL IMPROVEMENT ACCOU	\$1,548.69
252	HIGH SCHOOL SUCCESS - M98	\$6,559.15
261	Miscellaneous	\$12,749.90
272	Furniture Fund	\$369.50
274	HS Co-Curricular	\$3,470.21
275	Azalea MS Athletics	\$4,947.23
283	TEXTBOOK ADOPTION	\$6,796.98
285	FACILITY MAINTENANCE	\$5,467.82
291	HIGH SCHOOL STUDENT BODY	\$12,244.97
292	AZALEA STUDENT BODY	\$101.83
293	KALMIOPSIS STUDENT BODY	\$40.99
299	Nutrition Services	\$25,279.92

End of Report

Recommendation to Hire New Hire Form - Certified

For: **Anderson, Coral**
Sent By: mattb

Completed By: User - jenniferlo@brookings.k12.or.us
Overall Status: Approved - Next step

Sent On: 11/13/2025 8:47am
Completed: 11/17/2025 10:23am

For Job ID: **1217 - Language Arts Teacher (Temporary) at Brookings-Harbor High School**

RECOMMENDATION TO HIRE - CERTIFIED

Coral Anderson is being recommended for:
Language Arts Teacher (Temporary) at Brookings-Harbor High School
Current City/State: Brookings / OR

English Language Arts

Undergraduate College and GPA:

Bard College at Simon's Rock, MA. 2.97 gpa

University where Teaching Degree was conferred:

Portland State University, OR. 3.15 gpa

Top Quality (1-2 sentences) that compelled the committee to select this candidate over others:

Previous experience at a high school level teaching ELA, holds a masters in creative writing, really good people skills.

Teaching Assignment / School:

ELA Teacher/Brookings-Harbor High School

Work Schedule:

8:00 to 4:00

* Anticipated Start Date:

11/19/2025

Hiring Manager Signature:

X

Signed: **Matthew Bennett**

Stamped: 11/13/2025 10:53:25 AM; 206.204.225.175; User - mattb - MATTHEWB@BROOKINGS.K12.OR.US;

By typing in your name (your "eSignature"), you accept and consent to be legally bound by this document's statements, terms and conditions as if this document was signed by you in writing with pen on paper. You agree that no third party or other means of verification is necessary to validate your eSignature and that the lack of such third party or other means of verification will not in any way affect the enforceability of this document.

Donations to students



The **Partnership for the Performing Arts (PPA)** is proud to announce the successful results of its Big Bad Voodoo Daddy Benefit Concert, held at Azalea Park in Brookings, Oregon. Thanks to outstanding community support, the event raised \$15,000 to benefit school music programs in Curry and Del Norte Counties.

On Thursday, November 6th, PPA presented checks totaling \$7,500 to BHSD: Kalmiopsis Elementary School – \$1,500 (Music Director: Marshall Jones); Azalea Middle School – \$2,500 (Music Director: Cua Lee); and Brookings-Harbor High School – \$3,500 (Music Director: Corey Tamondong).



On December 10, representatives from **Advanced Health** visited and donated \$5,000 to each of our schools to support At-Risk Youth (\$15,000 total). This contribution helps remove real barriers that many students face every day—whether access to food, warm clothing, shoes, coats, bedding, or other essential needs.

With this support, our school teams prepare holiday gifts and resources

tailored to each student's circumstances, making this season brighter and ensuring students can focus on learning.



289 LaClair St, Coos Bay, OR 97420
Phone: 541-269-7400 ❖ Fax: 541-269-7789

November 19, 2025

Brookings-Harbor High School
625 Pioneer Rd.
Brookings, OR, 97415

RE: At Risk Youth donation

Dear Vice Principal Whitley,

Congratulations! We are pleased to inform you that Advanced Health has authorized funds in the amount of \$5,000 to Brookings-Harbor High School for the use of At-Risk Youth. This donation is made as a gift by Advanced Health to help students in need during this holiday season. Your school can use these funds however you feel appropriate as long as it is used to help youth categorized as At-Risk.

Reporting Requirements

There are no reporting requirements as this is a gift to your At-Risk youth program.

If you have any questions, please contact us.

Sincerely,

Samuel Baugh

Sam Baugh, Community Engagement Manager
Advanced Health
Phone: 541-266-6539
Email: Sam.Baugh@advancedhealth.com



BROOKINGS-HARBOR
"Every Student Can Succeed"

Brookings Harbor School District 17C

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

DONATION RECEIPT

Advanced Health

DONOR NAME

289 LaClair St Coos Bay OR 97420

MAILING ADDRESS, CITY, STATE, ZIP

PHYSICAL ADDRESS, CITY, STATE, ZIP

541-269-7400

PHONE NUMBER

BROOKINGS-HARBOR SCHOOL DISTRICT TAX ID: 93-6000388

DONATION DESCRIPTION

*5,000.- for at Risk students
Holiday Gifts.*

OFFICE USE ONLY

Received By:	<i>Mr Bennett</i>
Date Received:	<i>12/10/25</i>
Destination of Gift:	<i>At Risk Students</i>



Brookings Harbor School District 17C

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

DONATION RECEIPT

Anonymous

 DONOR NAME

Unknown

 MAILING ADDRESS, CITY, STATE, ZIP

Unknown

 PHYSICAL ADDRESS, CITY, STATE, ZIP

Unknown

 PHONE NUMBER

BROOKINGS-HARBOR SCHOOL DISTRICT TAX ID: 93-6000388

DONATION DESCRIPTION	
55	#100 Fred Meyer Gift Cards

OFFICE USE ONLY	
Received By:	Mrs. Kleespies / Mrs. Fulton
Date Received:	1/4/5
Destination of Gift:	15 students



BROOKINGS-HARBOR
"Every Student Can Succeed"

Brookings Harbor School District 17C

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

DONATION RECEIPT

Pat Fohrt

DONOR NAME

Ø

MAILING ADDRESS, CITY, STATE, ZIP

Ø

PHYSICAL ADDRESS, CITY, STATE, ZIP

Ø

PHONE NUMBER

BROOKINGS-HARBOR SCHOOL DISTRICT TAX ID: 93-6000388

DONATION DESCRIPTION	
<i>Mens Socks</i>	

OFFICE USE ONLY	
Received By:	<i>Sandy</i>
Date Received:	<i>12/9/25</i>
Destination of Gift:	<i>Counseling Dept</i>



Brookings Harbor School District 17C

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

DONATION RECEIPT

Gold Beach Lumber
DONOR NAME

281080 Hunter creek road, Gold Beach OR
MAILING ADDRESS, CITY, STATE, ZIP 97444

PHYSICAL ADDRESS, CITY, STATE, ZIP

541-247-2667
PHONE NUMBER

BROOKINGS-HARBOR SCHOOL DISTRICT TAX ID: 93-6000388

DONATION DESCRIPTION	
Cedar Boards for classroom Snowman project (80 cedar boards) Kindergarten	

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

Search



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MENU



BRIGHT IDEAS

CCECF Bright Ideas Grant Application – Fall 2025 Open!

The Bright Ideas Grant Program, sponsored by Coos-Curry Electric Charitable Foundation (CCECF), is designed to financially support education in local classrooms for innovative projects in grades K-4, 5-8, and 9-12 that would not otherwise be funded.

Projects will be judged based on innovation, goals, learning objectives, student involvement, and budget. Individual projects can be funded up to \$1,500. Teachers are limited to one grant proposal per round of funding. Applicants will be required to provide a follow-up report including photos of their funded project. (See the full guidelines at www.ccecf.org <http://www.ccecf.org>)

For additional information, contact Kelsey Bozeman at 541-332-3931 or by email at kelsey.bozeman@cooscurryelectric.com

[Itemized Budget Template </sites/default/files/website content/news & community/bright ideas grant/itemized project budget template.pdf>](#)

Webform

Applicant Information
Applicant Name <input type="text" value="Marshall Jones"/>
Applicant's Phone Number <input type="text" value="707-951-5207"/>
Applicant Email <input type="text" value="marshallj@brookings.k12.or.us"/>

School Information
School Name <input type="text" value="Kalmiopsis Elementary"/>
Grade Applicant Teaches <input type="text" value="K-5 Music"/>
School Phone Number <input type="text" value="541-469-7417"/>
Address <input type="text" value="650 Easy St"/>
Address 2 <input type="text"/>
City/Town

City/Town

Brookings

State/Province

Oregon ▼

ZIP/Postal Code

97415

Principal's Email

nicholasc@brookings.k12.or.us

Principal's Name

Nick Chapman

Project Overview

Project Name

Let the Music Play

Curriculum Areas

Music Performance

Grade Level

5th Grade

Amount Requested

1,620.00

Number of Students to Benefit from Project

90

Summary: Give an overview of the project. (Limit 50 words)

Let the music play.

Kalmiopsis Elementary is proud to share our music with the community. We have performed at assemblies, out in the front of the school daily, as well as Fall, Winter and Spring concerts. Last year we marched in our local parade during Azalea Days on the Saturday of Memorial Day Weekend. We do not have uniforms at this level

Detailed Information

Population: Describe students to be served, including grade levels. May include demographics (Limit 100 words)

100% participation.

The great think about the 5th grade marching is that every 5th grader at our school is in band. I see each 5th grade class, and everyone is a member and has the opportunity to be a part of the Kalmiopsis Band.

Goals: What are the goals or objectives of the project? What do you hope to achieve from this project? (Limit 200 words)

For students, parents, and the community to see how transformational music can be. When kindergarten through 4th graders see their brothers and sisters in the band, it inspires them to also plan on being part of the school's band.

Needs & Benefits: How will the project address students' needs and provide ongoing benefit? (limit 200 words)

The musical journey is lifelong.

Even if they only stay in for a year, they will always remember the opportunities that music offered them. It also gives a sense of belonging. All band students are important.

Implementation: Describe the implementation plan and schedule of activities. Include a general timeline if possible. (limit 200 words)

We plan on ordering the shirts soon, so we can wear them at assemblies, concerts, and any time we perform.

Creativity: This is the most important element of your project. Describe how this project is creative and innovative for your students? (limit 200 words)

There are no limits to creative expression when playing an instrument. It encourages students everyday to explore, create, and share their gift of music to themselves, as well as others.

Evaluation: How will project outcomes be evaluated? How will you evaluate the success of your project? (limit 200 words)

The evaluation is performance based, as well as the data next year as to how many continue their band experience in middle school, high school and beyond.

Budget and Funding

Total Amount Requested

1,620.00

Itemized Project Budget (Required)

 **Itemized Project Budget Let the Music Play.pdf** 157 KB

 **Remove**

 Upload requirements

Will you accept partial funding for your project?

Yes

No

Minimum Amount Needed

1,000.00

Comments (100 words or less)

Thank you for the opportunity to "Let the music play."

Approval

It is very important that the below guidelines have been met before submitting your application.

- This application has been reviewed and approved by the principal of this school.
- I am a teacher in an Oregon certified K-12 school.
- This project does not request money for salaries or professional development. Nor does this project request money for field trips or travel expenses of guests to the school.

Applicant Signature

 **Reset**

Sign above



CAPTCHA

This question is for testing whether or not you are a human visitor and to prevent automated spam submissions.

Bright Ideas: Itemized Project Budget

Quantity	Description	Unit Cost	Mandatory Item (Yes or No)
90	Long sleeve T-shirts for marching band	18.00	Y
	(Estimate from local vendor QTees)		

Total Amount requested: \$1620.00



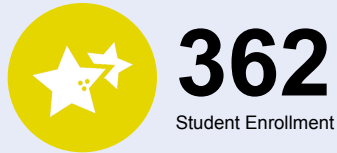
OREGON AT-A-GLANCE SCHOOL PROFILE

Brookings-Harbor High School

PRINCIPAL: Tristin Harkins | GRADES: 9-12 | 625 Pioneer Rd, Brookings 97415 | 541-469-2108

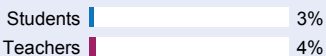


Students We Serve

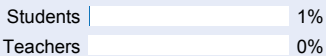


DEMOGRAPHICS

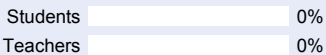
American Indian/Alaska Native



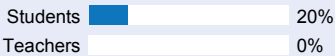
Asian



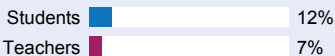
Black/African American



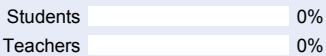
Hispanic/Latino



Multiracial



Native Hawaiian/Pacific Islander



White



6%

Ever English Learners



4

Languages Spoken

16%

Students with Disabilities

89%

Required Childhood Vaccinations

27%

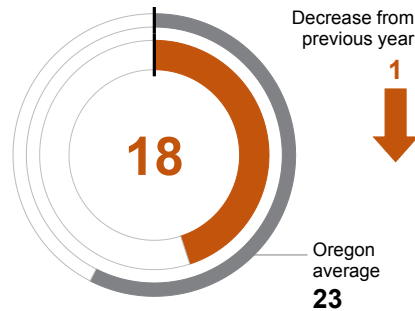
Students Experiencing Poverty

*<10 students or data unavailable

School Environment

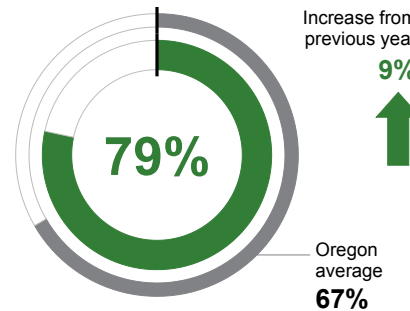
CLASS SIZE

Median size of classes in core subjects.



REGULAR ATTENDERS

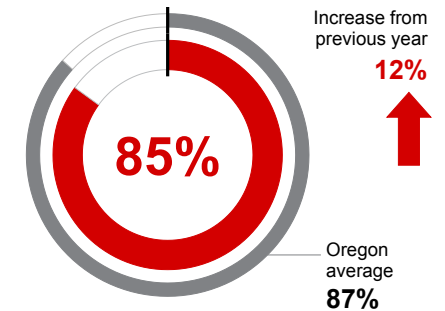
Students who attended more than 90% of their enrolled school days.



Academic Progress

ON-TRACK TO GRADUATE

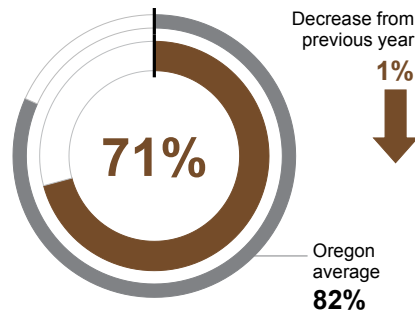
Students earning one-quarter of graduation credits in their 9th grade year.



Academic Success

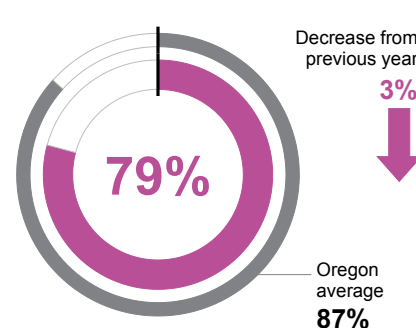
ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2020-21 graduating in 2023-24.



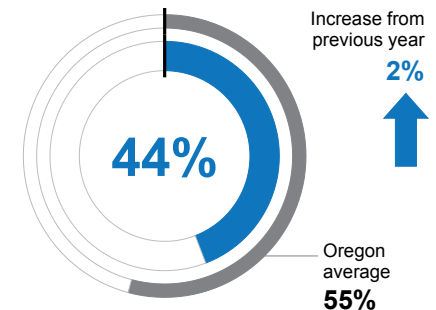
FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years. Cohort includes students who were first-time ninth graders in 2019-20 finishing in 2023-24.



COLLEGE GOING

Students enrolling in a two or four year college within 12 months of completing high school in 2022-23. Data from the National Student Clearinghouse.



School Goals

Social-Emotional Learning: BHHS students will develop competencies in areas of self-efficacy, self-management, self-confidence, relationship building, and connection to community.

Attendance: BHHS students will engage regularly in a high level of learning and achievement.

Graduation: BHHS students will graduate on time with a clear path to achieving post-secondary career goals.

State Goals

The Oregon Department of Education is partnering with school districts and communities statewide to reach a 90% on-time graduation rate by 2027. Anchored in the pillars of Academic Excellence, Belonging & Wellness, and Accountability, ODE prioritizes evidence-based strategies that strengthen early literacy, improve attendance, and deepen student engagement. We are committed to eliminating opportunity and achievement gaps for historically underserved students. By investing in culturally responsive practices, cultivating inclusive school environments, and fostering a culture of continuous improvement, we can help ensure every student thrives.

Safe & Welcoming Environment

Our Bruin PRIDE program teaches and empowers students to demonstrate Perseverance, Respect, Integrity, Dignity, and Excellence in all that they do. It is the framework and central values that govern all our interactions at BHHS, including instruction, discipline, work habits, and team member interactions. Additionally, we have a comprehensive counseling program, robust Professional Learning Communities that monitor student progress and need, as well as Freshman and New Student Soft Start Focusing on Relationships.



OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

Brookings-Harbor High School

Outcomes

Our Staff (rounded FTE)



24
Teachers



5
Educational
assistants



2
Counselors/
Psychologists/
Social Workers



79%
Average teacher
retention rate over
the past three years



83%
% of licensed teachers
with more than 3 years
of experience



No
Same principal in
the last 3 years

	REGULAR ATTENDERS	ON-TRACK TO GRADUATE	ON-TIME GRADUATION
American Indian/Alaska Native	80%	<10 students or data unavailable	<10 students or data unavailable
Asian	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Black/African American	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Hispanic/Latino	72%	95%	80%
Multiracial	78%	82%	72%
Native Hawaiian/Pacific Islander	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
White	81%	84%	68%
Students Experiencing Poverty	68%	73%	56%
Ever English Learner	70%	>95%	<10 students or data unavailable
Students with Disabilities	76%	80%	55%
Migrant	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Homeless	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Military Connected	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Female	80%	87%	78%
Male	77%	83%	66%
Non-Binary	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable

About Our School

ADVANCED COURSEWORK

Brookings Harbor High School is committed to building a robust dual credit and advanced placement program. We have partnerships with Southwest Oregon Community College, Southern Oregon University, and Oregon Institute of Technology. Our current dual credit courses are listed below: Spanish, Chemistry, Biology, Statistics, Trigonometry, Algebra, Economics, American Government, Psychology, Literature, Language and Rhetoric, Body Structures, Medical Terminology, Introduction to Health Care Occupations and First Aid.

CAREER & TECHNICAL EDUCATION

BHHS programs include Metals and Manufacturing, Woods and Carpentry, STEM & Robotics, Business & Entrepreneurism, and Health Care.

EXTRACURRICULAR ACTIVITIES

Students are highly encouraged to join student clubs, activities, and athletics as a way to connect and engage with the high school community. Student clubs include: National Honor Society, LGBTQIA+, Role Playing Games Club, Drama, Fishing Club, Gardening Club, Native Voices, Weightlifting Club, Bruin Crew and Leadership. Athletics include: Football, Cross Country, Soccer, Volleyball, Wrestling, Basketball, Track and Field, Baseball, and Softball.

PARENT & COMMUNITY ENGAGEMENT

Parent Informational Nights
Conferences
Academic and Student Management Recognition
Facebook
School Website
One-Call System
Teacher websites
Student Informational Parent Portal
Daily and Monthly Announcements

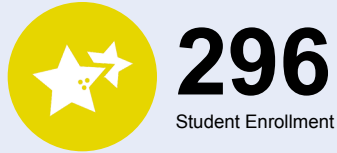


OREGON AT-A-GLANCE SCHOOL PROFILE

Azalea Middle School

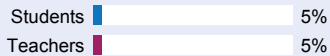
PRINCIPAL: Vickie Nigh | GRADES: 6-8 | 505 Pacific Ave, Brookings 97415 | 541-469-7427

Students We Serve

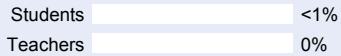


DEMOGRAPHICS

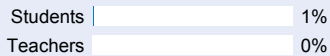
American Indian/Alaska Native



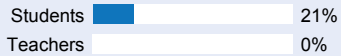
Asian



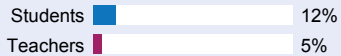
Black/African American



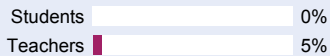
Hispanic/Latino



Multiracial



Native Hawaiian/Pacific Islander



White



5%

Ever English Learners



3

Languages Spoken

17%

Students with Disabilities

89%

Required Childhood Vaccinations

38%

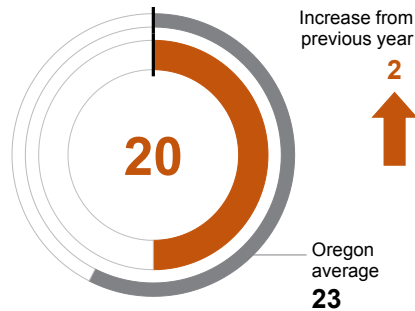
Students Experiencing Poverty

*<10 students or data unavailable

School Environment

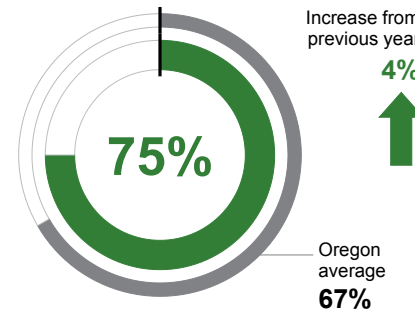
CLASS SIZE

Median class size.



REGULAR ATTENDERS

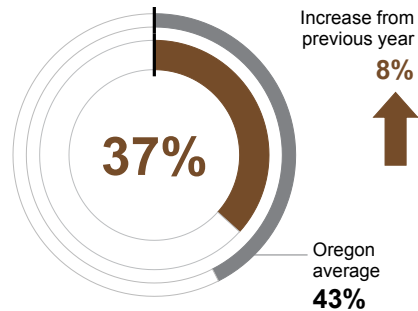
Students who attended more than 90% of their enrolled school days.



Academic Success

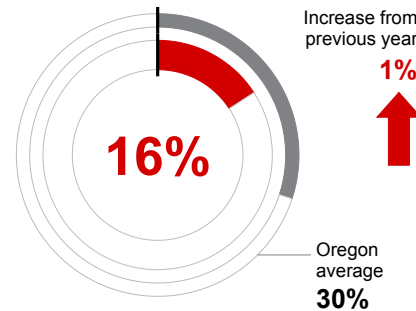
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



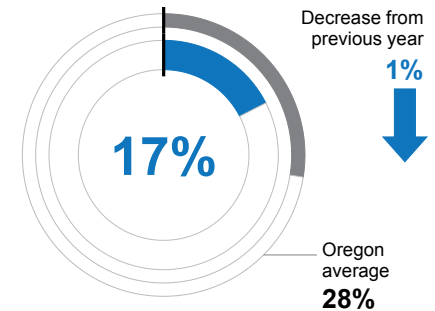
MATHEMATICS

Students meeting state grade-level expectations.



SCIENCE

Students meeting state grade-level expectations.



School Goals

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

State Goals

The Oregon Department of Education is partnering with school districts and communities statewide to reach a 90% on-time graduation rate by 2027. Anchored in the pillars of Academic Excellence, Belonging & Wellness, and Accountability, ODE prioritizes evidence-based strategies that strengthen early literacy, improve attendance, and deepen student engagement. We are committed to eliminating opportunity and achievement gaps for historically underserved students. By investing in culturally responsive practices, cultivating inclusive school environments, and fostering a culture of continuous improvement, we can help ensure every student thrives.

Safe & Welcoming Environment

We envision a school in which staff work together with students, parents, and community to build a positive school culture so that every student belongs, feels safe and is supported to succeed. We communicate with families and the community through a variety of methods to open a dialogue and encourage collaboration, create a safe environment for students, encourage a growth mindset, and facilitate activities to build empathy, respect, and positive relationships.



OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

Azalea Middle School

2024-25

Outcomes

Our Staff (rounded FTE)



17

Teachers



6

Educational assistants



1

Counselors/
Psychologists/
Social Workers



61%

Average teacher retention rate over the past three years



53%

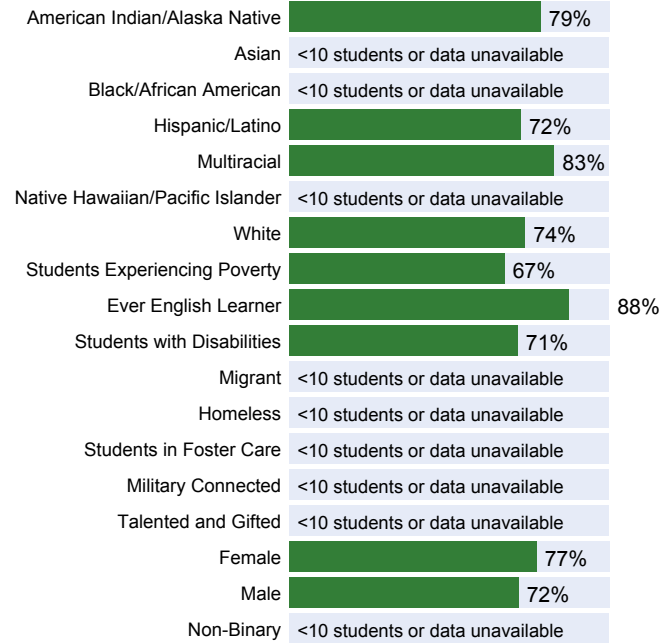
% of licensed teachers with more than 3 years of experience



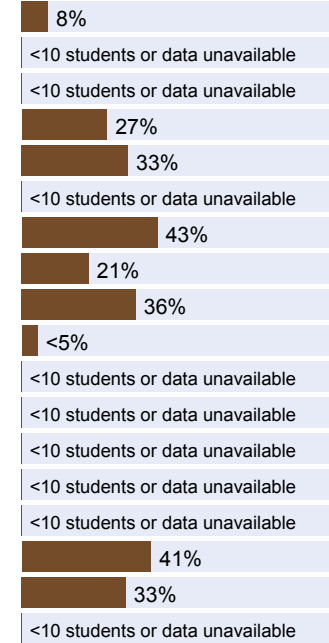
Yes

Same principal in the last 3 years

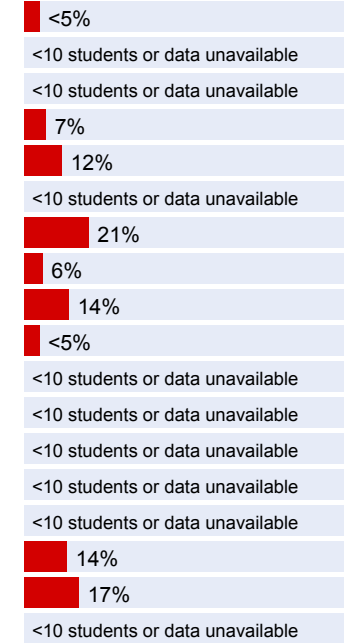
REGULAR ATTENDERS



ENGLISH LANGUAGE ARTS



MATHEMATICS



About Our School

BULLYING, HARASSMENT, AND SAFETY POLICIES

Brookings-Harbor School District is committed to providing a positive and productive learning environment, in consultation with parents/guardians, employees, volunteers, students, administrators, and community representatives in ensuring our policy is in compliance with Oregon Revised Statutes (JFCF, GBNA-AR, AND JFCF-R). Students and the school community have access to a 24-hour anonymous tip line through Oregon Safe Schools.

EXTRACURRICULAR ACTIVITIES

Sports: Wrestling, Volleyball, Football, Basketball, Track, Cross Country, Cheer
6th Grade Outdoor School
Keep Up Club

PARENT ENGAGEMENT

Parent-Teacher Organization
Parent Informational Nights
Conferences
Academic and Student Management Recognition
Facebook
School Website
One-Call System
Teacher website
Student Informational Parent Portal

COMMUNITY ENGAGEMENT

Azalea partners with many community organizations to provide services and support for our students. These include but are not limited to Brookings Harbor Lions Club, Brookings Harbor Rotary Club, Brookings Harbor Emblem Club, Brookings Harbor Veterans of Foreign Wars, Brookings Harbor Elks Club, Brookings Police Department, Chetco Watershed Council, Brookings Oregon Monarch Advocates, Brookings Harbor Educational Foundation, KURY Radio (BiCoastal Media). Community organizations provide many different services including vision screenings, clothing, school supplies, and educational opportunities.

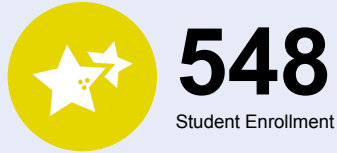


OREGON AT-A-GLANCE SCHOOL PROFILE

Kalmiopsis Elementary School

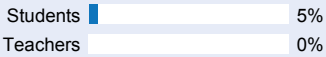
PRINCIPAL: Carol Leonard | GRADES: K-5 | 650 Easy St, Brookings 97415 | 541-469-7417

Students We Serve

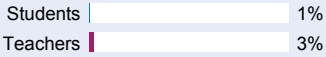


DEMOGRAPHICS

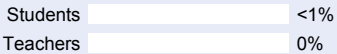
American Indian/Alaska Native



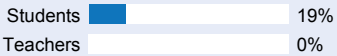
Asian



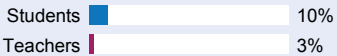
Black/African American



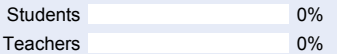
Hispanic/Latino



Multiracial



Native Hawaiian/Pacific Islander



White



<5%

Ever English Learners



7

Languages Spoken

18%

Students with Disabilities

86%

Required Childhood Vaccinations

49%

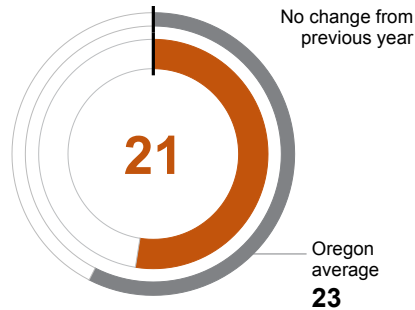
Students Experiencing Poverty

*<10 students or data unavailable

School Environment

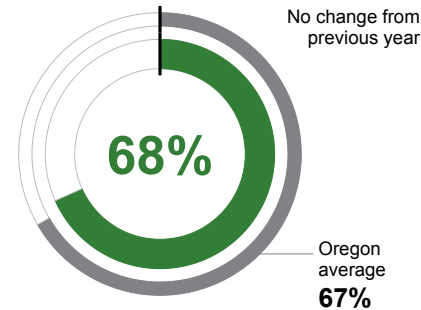
CLASS SIZE

Median class size.



REGULAR ATTENDERS

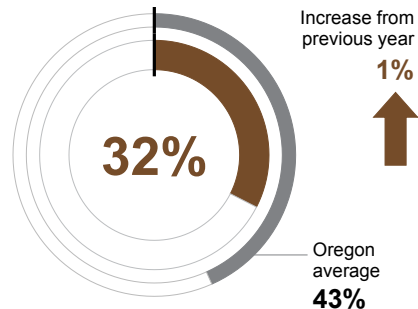
Students who attended more than 90% of their enrolled school days.



Academic Success

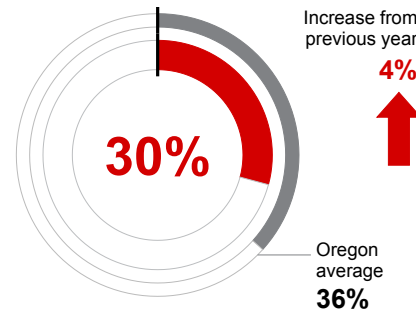
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



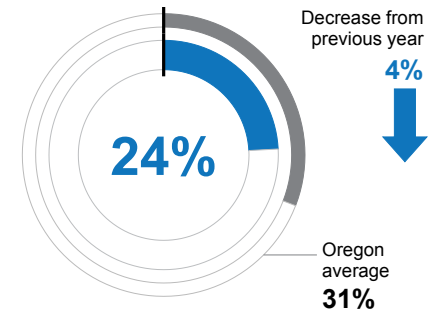
MATHEMATICS

Students meeting state grade-level expectations.



SCIENCE

Students meeting state grade-level expectations.



School Goals

Environment: Resilience and independent growth is valued; Academic and social/emotional skills are taught; and Behavioral standards are high, but attainable for all
Culture: Student autonomy and self-advocacy is valued and encouraged; All students are welcome and diversity of thought is celebrated and explored; and Family communication and engagement is critical to support the student
Academics: Best practices are used with differentiated opportunities, while maintaining goals; Data is collected to drive instruction; and Responsibility is fostered for all students and adults for individual and collective achievement

State Goals

The Oregon Department of Education is partnering with school districts and communities statewide to reach a 90% on-time graduation rate by 2027. Anchored in the pillars of Academic Excellence, Belonging & Wellness, and Accountability, ODE prioritizes evidence-based strategies that strengthen early literacy, improve attendance, and deepen student engagement. We are committed to eliminating opportunity and achievement gaps for historically underserved students. By investing in culturally responsive practices, cultivating inclusive school environments, and fostering a culture of continuous improvement, we can help ensure every student thrives.

Safe & Welcoming Environment

We will communicate with families and the community through a variety of methods to open a dialogue and encourage collaboration, create a safe environment for students, encourage a growth mindset, and facilitate activities to build empathy, respect, and positive relationships.



OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

Kalmiopsis Elementary School

Outcomes

Our Staff (rounded FTE)



33

Teachers



15

Educational assistants



0

Counselors/
Psychologists/
Social Workers



81%

Average teacher retention rate over the past three years



70%

% of licensed teachers with more than 3 years of experience



Yes

Same principal in the last 3 years

REGULAR ATTENDERS

American Indian/Alaska Native	85%
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	71%
Multiracial	73%
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	66%
Students Experiencing Poverty	63%
Ever English Learner	70%
Students with Disabilities	62%
Migrant	<10 students or data unavailable
Homeless	69%
Students in Foster Care	<10 students or data unavailable
Military Connected	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	65%
Male	72%
Non-Binary	<10 students or data unavailable

ENGLISH LANGUAGE ARTS

27%
<10 students or data unavailable
<10 students or data unavailable
27%
27%
<10 students or data unavailable
36%
29%
17%
9%
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
29%
35%
<10 students or data unavailable

MATHEMATICS

27%
<10 students or data unavailable
<10 students or data unavailable
27%
20%
<10 students or data unavailable
33%
29%
17%
9%
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
24%
36%
<10 students or data unavailable

About Our School

BULLYING, HARASSMENT, AND SAFETY POLICIES

Anti-Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying policies in compliance with Oregon Revised Statutes (See BHSD Policies JFCF, GBNA-AR, AND JFCF-AR).
Students and the school community have access to a 24-hour anonymous tip line through Oregon Safe Schools.
Social Emotional Learning focus districtwide with frequent training for Staff.
Bullying and Harassment Awareness and Prevention
Collaboration with Local Public Health Authority
Annual Safety Training and Drills

EXTRACURRICULAR ACTIVITIES

5th Grade Band
4th Grade Choir
High Dose Tutoring

PARENT ENGAGEMENT

Kalmiopsis encourages and appreciates parent engagement and participation; examples of opportunities are:
Parent Teacher Organization
Volunteer Opportunities (classroom and field trips)
Back to School Night - Community Information Night
Attendance Improvement Recognition Conferences
Teacher Webpages, Class Dojo, Google Classroom, Seesaw
Monthly Newsletter
Daily Bulletin
Dr. Seuss Night
Indian Education
One Call Now System

COMMUNITY ENGAGEMENT

Kalmiopsis partners with many community organizations to provide services and support for our students, these include:
Brookings-Harbor Lions Club
Rotary Club of Brookings-Harbor
Brookings Emblem Club #265
Trinity Lutheran Church
Brookings Seventh-Day Adventist Church
Veterans of Foreign Wars Post 966
Brookings Elks Lodge #1934
Brookings Police Department
Chetco Watershed Council
Curry Aquatic Safety
Curry County Sheriff
Brookings Oregon Monarch Advocates
The community organizations provide many different services including vision screenings, clothing, school supplies, and educational opportunities.



OREGON AT-A-GLANCE DISTRICT PROFILE

Brookings-Harbor SD 17C

SUPERINTENDENT: Helena Chirinian | 564 Fern Ave, Brookings 97415 | 541-469-7443

Students We Serve

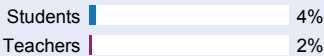


1,212

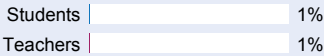
Student Enrollment

DEMOGRAPHICS

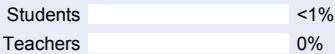
American Indian/Alaska Native



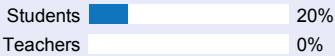
Asian



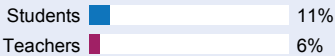
Black/African American



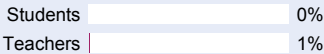
Hispanic/Latino



Multiracial



Native Hawaiian/Pacific Islander



White



5%

Ever English Learners



7

Languages Spoken

17%

Students with Disabilities

18%

Mobile Students

40%

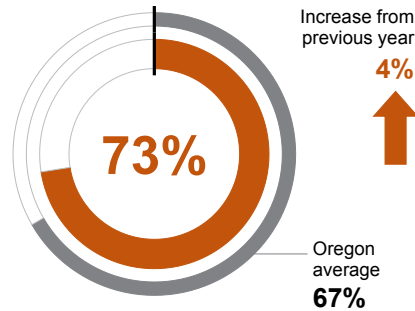
Students Experiencing Poverty

*<10 students or data unavailable

District Environment

REGULAR ATTENDERS

Students who attended more than 90% of their enrolled school days.

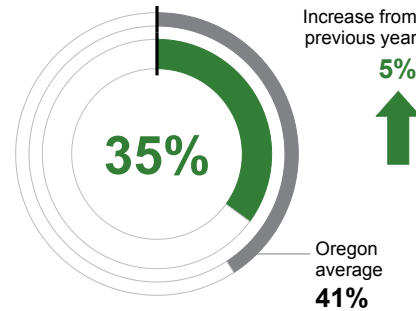


Academic Success

Grade 3

ENGLISH LANGUAGE ARTS

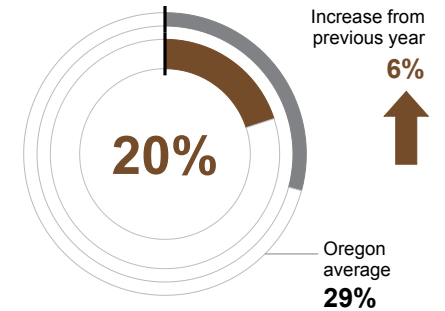
Students meeting state grade-level expectations.



Grade 8

MATHEMATICS

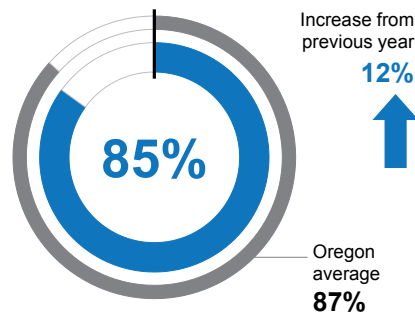
Students meeting state grade-level expectations.



High School Success

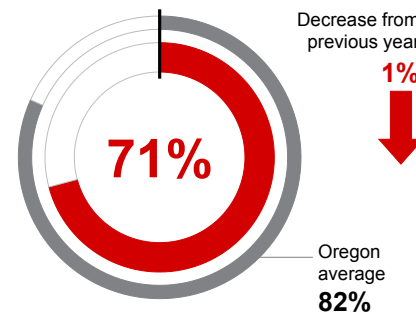
ON-TRACK TO GRADUATE

Students earning one-quarter of graduation credits in their 9th grade year.



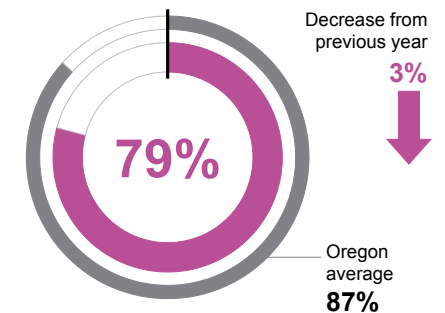
ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2020-21 graduating in 2023-24.



FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years. Cohort includes students who were first-time ninth graders in 2019-20 finishing in 2023-24.



District Goals

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

Staff Success High quality staff is vital for student success. Fostering a culture of support with opportunities for growth and development empowers outstanding staff.

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

State Goals

The Oregon Department of Education is partnering with school districts and communities statewide to reach a 90% on-time graduation rate by 2027. Anchored in the pillars of Academic Excellence, Belonging & Wellness, and Accountability, ODE prioritizes evidence-based strategies that strengthen early literacy, improve attendance, and deepen student engagement. We are committed to eliminating opportunity and achievement gaps for historically underserved students. By investing in culturally responsive practices, cultivating inclusive school environments, and fostering a culture of continuous improvement, we can help ensure every student thrives.



OREGON AT-A-GLANCE DISTRICT PROFILE CONTINUED

Brookings-Harbor SD 17C

Outcomes

Our Staff (rounded FTE)



8

Administrators



76

Teachers



26

Educational assistants



3

Counselors



0

Social Workers



0

Licensed Librarians



0

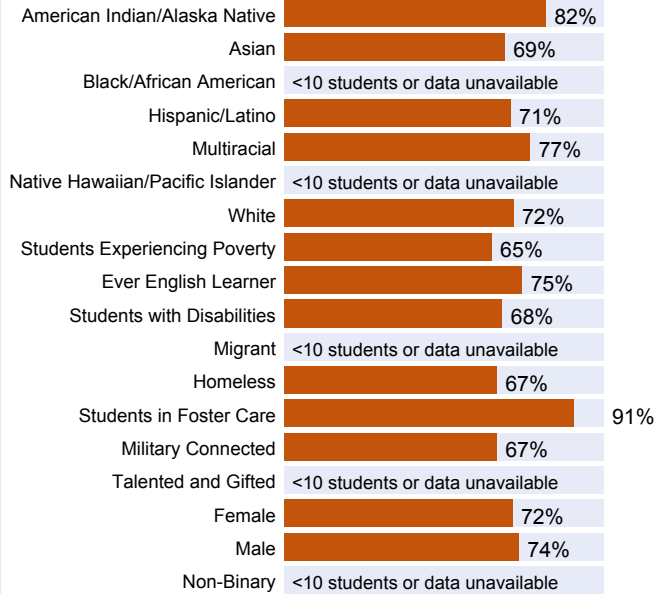
Psychologists



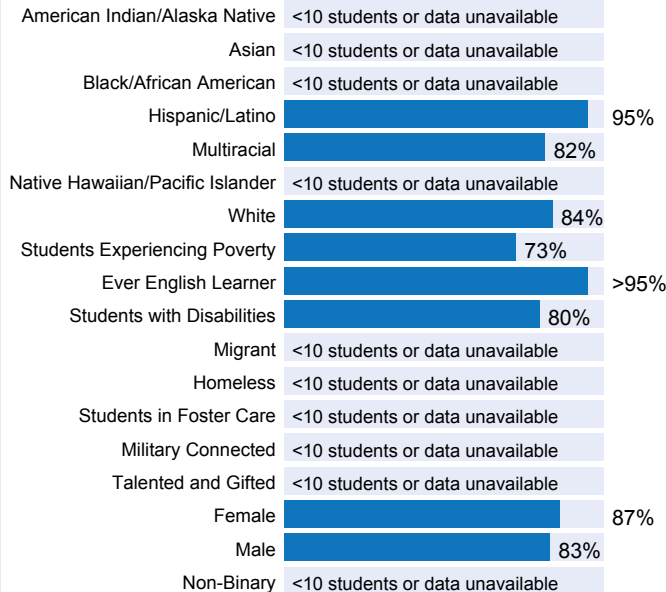
71%

% of licensed teachers with more than 3 years of experience

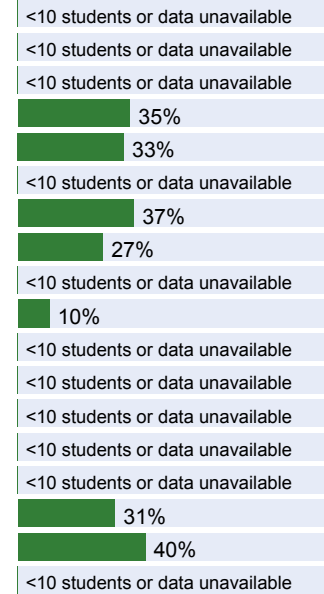
REGULAR ATTENDERS



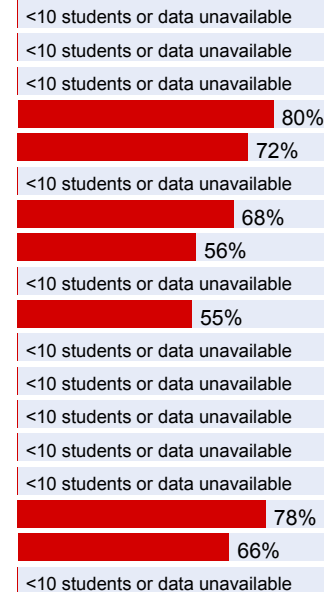
ON-TRACK TO GRADUATE



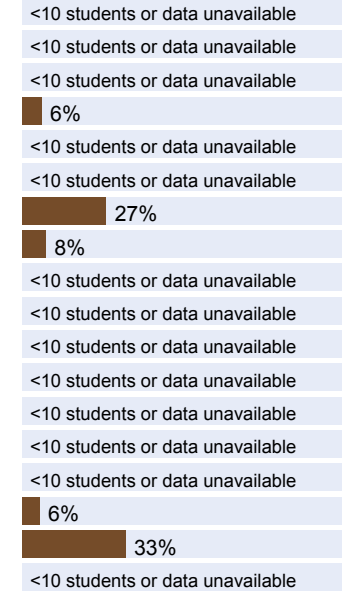
Grade 3 ENGLISH LANGUAGE ARTS



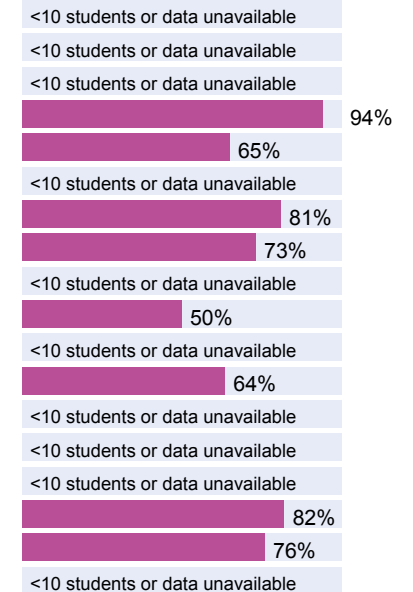
ON-TIME GRADUATION



Grade 8 MATHEMATICS



FIVE-YEAR COMPLETION



Kalmiopsis Elementary

November Board Report - 2025/26 School Year
Kalmiopsis Elementary School

BHSD Board Statement: Student success is GRIT: the ability to develop curiosity, persevere, have a greater purpose, advocate for oneself, and continually nurture a growth mindset.

BHSD District Goal is to improve student achievement.

Kalmiopsis School Improvement Goal-**Improving ELA/Math Scores**

Data Points:

1. Acadience/Dibels
 - a. students will be retested in January
 - b. Progress monitoring is going well - continually looking at students' reading data

What's working and/or not working:

1. Reading
 - a. Working:
 - i. Students have been working in reading groups
 - ii. **As an addition, we were able to hire more staff and extend staff due to the literacy grant. This means we have more people to help read with students.**
 - iii. **Staff members have also been doing after school tutoring for students and this has been extremely successful, again thanks to the literacy grant.**
 - b. Not working:
2. Math
 - a. Working:
 - i. Students who have a solid foundation of math facts and basic skills from a young age do well with this curriculum.
 - ii. **Teachers are working through problems with the HMH curriculum. We are coming together as a district to solve problems with this new curriculum.**
 - b. Not working:
 - i. **Teachers have been unhappy with the online learning platform for students, so we are looking at possible solutions for the future to make sure that kids are getting the skills they need.**

Next Steps:

1. Reading

- a. **We will continue to push more students into reading groups (more than we ever have before) due to an increase in staff and support.**
2. Math
 - a. **We will work with teacher teams to ensure they know how to use the math tools effectively. We are also doing more to work directly with the company to resolve issues and share that information across buildings.**

BHSD Board Statement: Student success is GRIT: the ability to develop curiosity, persevere, have a greater purpose, advocate for oneself, and continually nurture a growth mindset.

BHSD District Goal is to improve student social and emotional learning

Kalmiopsis School Improvement Goal- **K-12 students' growth mindset and self-efficacy will grow - Social Emotional Learning**

Data Points or Activities:

1. Golden Awards
2. Attendance Board - **on display**
3. Joke Box
4. Attendance reward and post
5. Assemblies - **we have done one so far this year - this is going very well to bring all students together. We also have added an element where Mr. Jones does a musical show to display student talent at every assembly.**
6. Leadership Kids - **Leadership kids are working to make improvements around the school and support younger students who are struggling.**
7. OMSI: OMSI will be coming back to do the science fair in our gym on December 10 for families in the evening (community night). Then all students will participate at school on December 11-12.
8. **Cubby Corner - PTO has taken on providing food they receive from donations for students who need food. They come once a week (Fridays) to distribute food to those who need it.**
9. **New counseling help - we have been able to hire another person to help with our SEL/Counseling department. Having another person to help work with our Tier 3 kids has been an amazing support.**
10. **We are continuing to expand the use of the R&R room. We are hoping to develop a sort of R&R room for K/1 in the first shelter. Our goal is to provide a place where kids can learn to play and learn social skills.**
11. **Recess in the mornings (before school): we have continued to provide recess after breakfast before the school day starts. Kids have enjoyed this and there have not really been any issues.**

What's working and/or not working:

Due to an increase in recent staffing, we have been able to bring back some programs that were lost, and we just have an overall increase in support which has been extremely helpful.

Next Steps:

Leadership Team, Data Team, PLC Team, Writing Team, **Tier 3 Team** - work together once a month to implement new systems to help students improve.

Leadership Team is planning activities to increase community involvement.

- A new team has been formed (Tier 3) to deal with our Tier 3 behavior students.
- Tier 3 Team: this team consists of several teachers who want to provide support to other teachers who have students who are really struggling. Our goal is to provide that support to the teachers and problem solve how to help students be successful (relieving the anxiety felt by the teacher).

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

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

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

Data Points:

1. Belong Partners - class meetings are still being held to ensure that all students feel heard and are a part of the school community
2. **Stronger Connections Training - April**

What's working and/or not working:

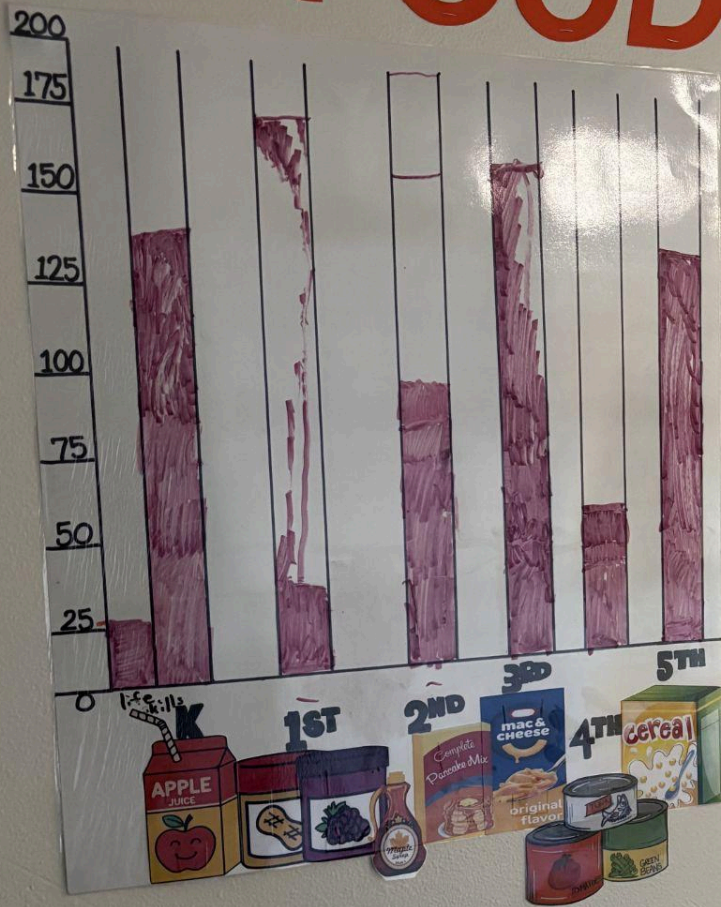
1. We continue our work building wide with Positive Discipline/Sound Discipline/Belong Partners

Next Steps:

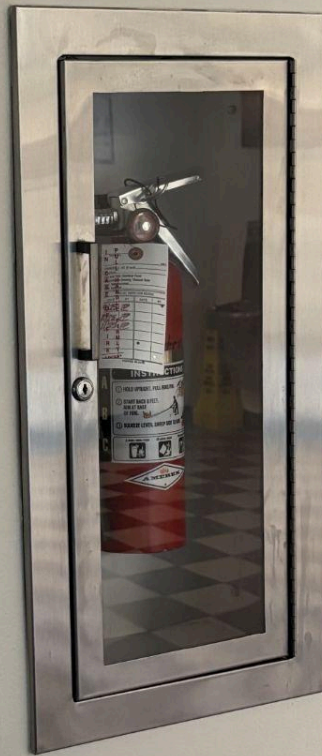
1. Training in April for teachers: Stronger Connections
 - a. **This will provide training for teachers in ELA - providing them with more skills**

Food Drive - all done by our 5th grade leadership team and Mrs. Sackett

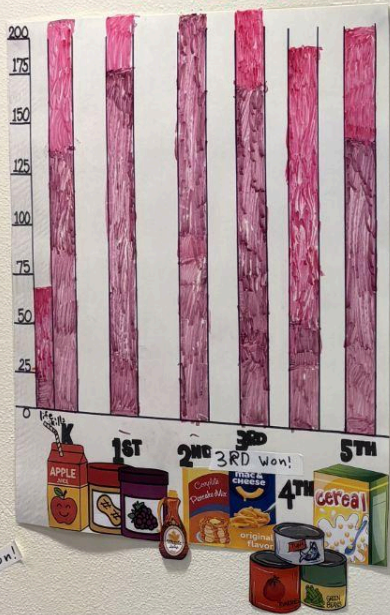
FOOD



DRIVE



FOOD DRIVE



Assembly Race - Teachers in inflatable costumes



First Thanksgiving Potluck at K School - All staff

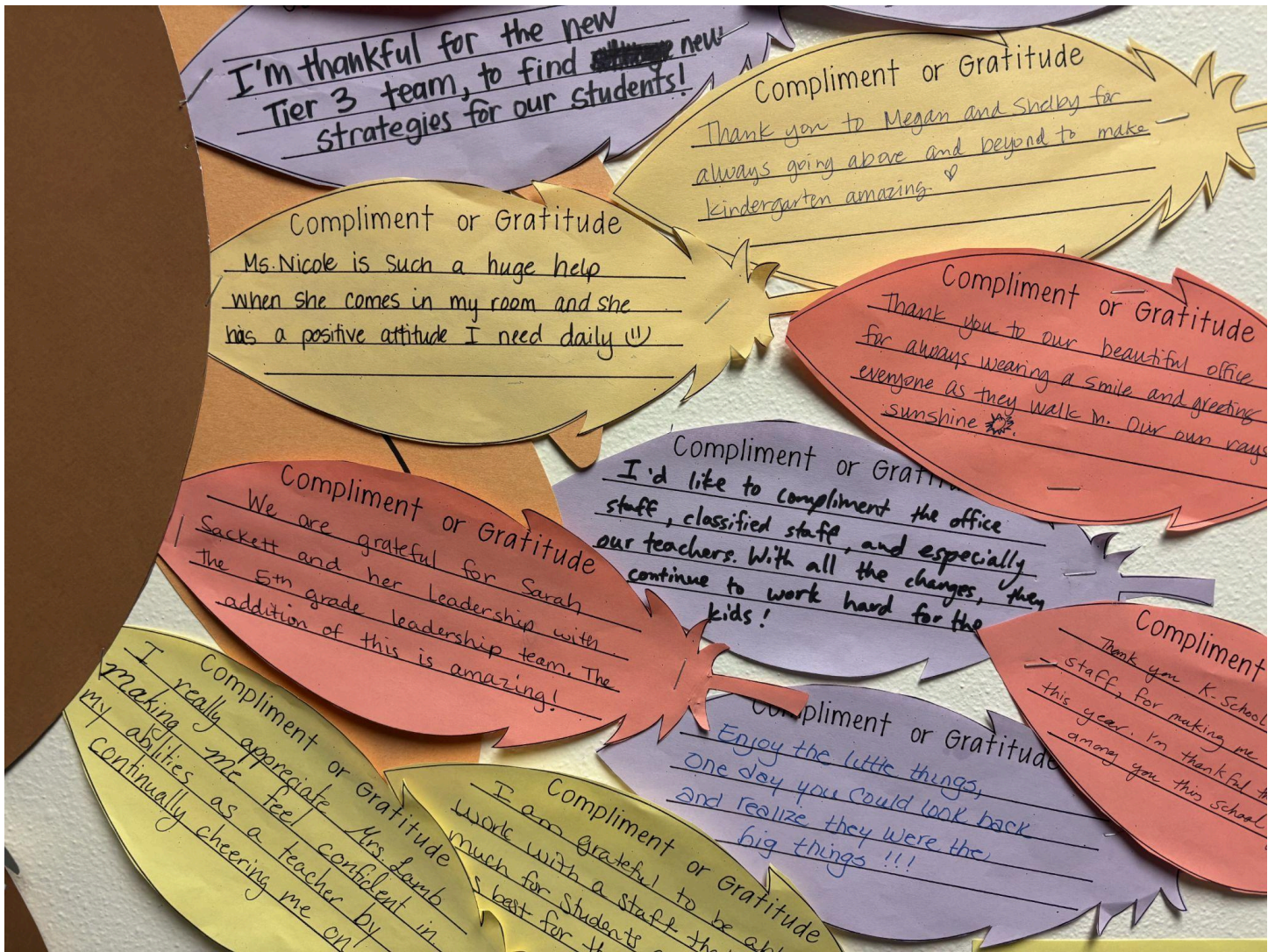




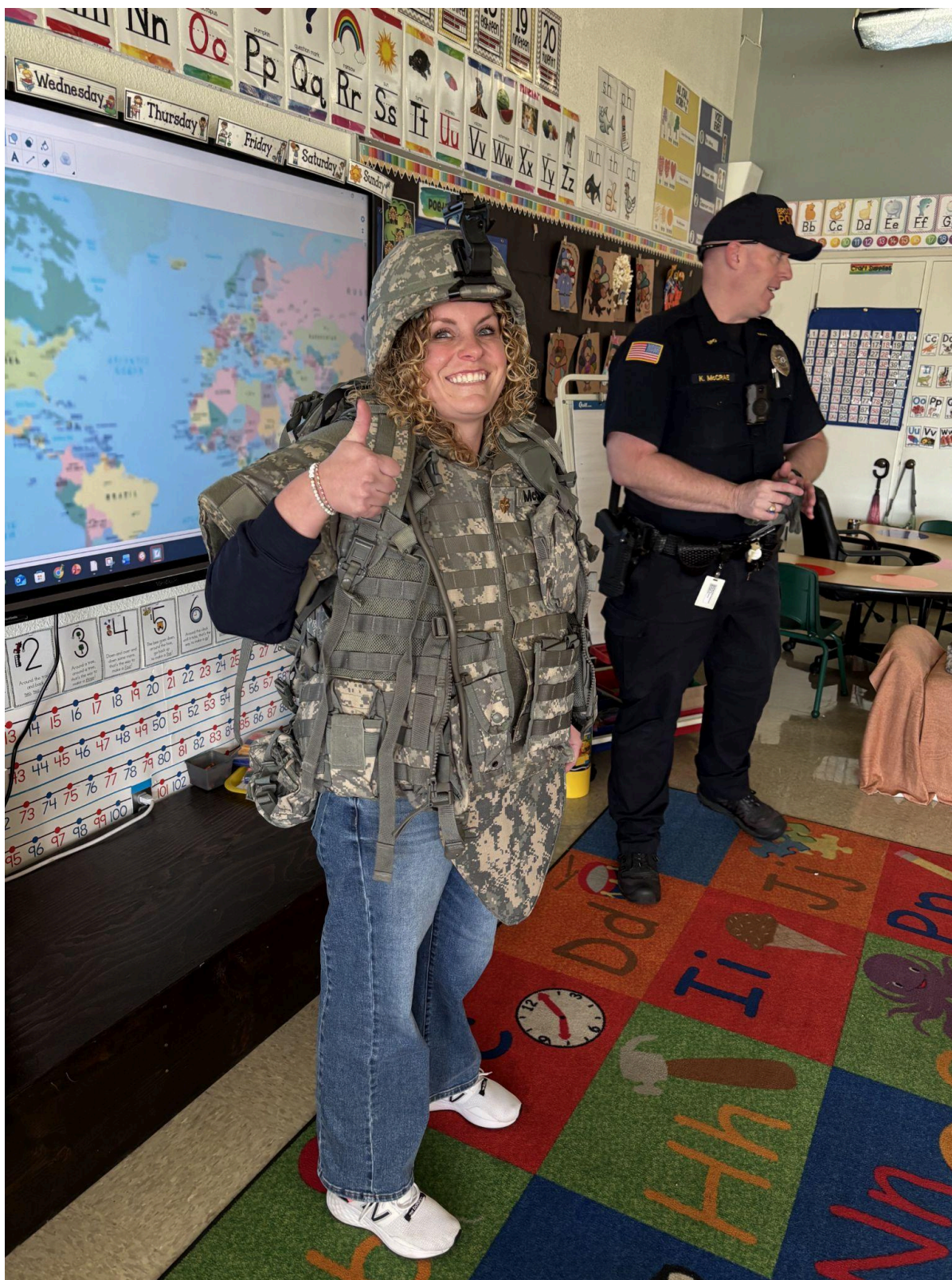


Students and staff showing their thanks for Thanksgiving!





Kennedy - Working with McCrae and talking to students about Veteran's Day



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

Thank you,

Matt Bennett, Principal

Nick Chapman, Interim Principal



Azalea Middle School
Brookings, OR 97415
541-469-7427
Vickie Nigh, Principal

December 2025 Board Report

Student Relationships and Social Emotional Learning (SEL)

We are deeply grateful to Advanced Health for their generous donation of \$5,000.00, which allowed us to support over 20 families right before Winter Break with holiday gifts, food, and other necessary items. Our grade-level teams are continuing to do excellent work holding parent meetings and partnering with families whose students require additional academic or behavioral support. The "Keep Up Club" is in full swing. Each teaching team dedicates a day (Monday, Tuesday, or Thursday) to meet with students in the Library to provide extra academic assistance. This initiative is not only raising student grades and achievement but also strengthening the connections between staff and students. On Thursdays, our Flex block allows students to choose the class they need to attend to make up missed assignments or improve current grades. Enrichment classes are also offered for students who already have strong academic standing.

Athletics

Girls Basketball, Wrestling, and the 1st season of Cheer are coming to a close. We congratulate all participants and coaches on a positive season. The second season of Cheer and Boys Basketball will start in January.

Student Attendance

Summary of our student attendance rates for November, comparing 2025 and 2024:

	12/2025	12/2024
6th grade	91.36%	91.91%
7th grade	91.58%	90.82%
8th grade	90.23%	88.72%
Overall	91.057%	90.48%

Staff Recruitment and Retention

We value our dedicated staff, and we have several activities planned to show our appreciation. Next Wednesday, our staff meeting will include a potluck and Trivia. Many staff members also participated in a Secret Santa gift exchange and an ornament exchange.

As the administrator, I continue the tradition started four years ago of sending personal holiday cards to all staff, including a Dutch Bros gift card for coffee. This year, due to time constraints, I will be providing fudge or cookies, or perhaps both, instead of personalized ornaments. I remain committed to celebrating staff accomplishments at the beginning of every staff meeting.

Annual Turkey Trot

Our annual Turkey Trot event was a great success. Students and staff thoroughly enjoyed the event. Special thanks to our leadership teacher, Eva Hauber, and the leadership students, for organizing such a wonderful occasion. Also a big thank you to the PTO for helping us supervise the Turkey trot. Overall, things seem to be progressing well, and I look forward to the upcoming Winter Break. I wish everyone a happy and safe holiday season.

Thank you, Vickie

Brookings-Harbor High School Board Report 12/17/2025

Our halls are all decorated thanks to leadership and students are working on their projects to be presented to the public on Dec. 18th.

Dec. 11th is our winter choir concert @ 7:00

Dec. 18th is our winter celebration @ 6:00

Dec. 18th Winter band concert @ 7:00

High School Attendance Initiative Update

The high school is continuing its efforts to improve student attendance through the “Paw”some Award initiative. Each week, five students are selected and recognized with a Dutch Bros drink delivered directly to them in class. These surprise deliveries create moments of celebration campus-wide and help reinforce positive, on-time behavior.

To date, 25 students have received their favorite Dutch Bros drink as part of this program, and we are already noticing an encouraging increase in students arriving to school and to classes on time.

In addition to student recognition, we are also celebrating one staff member each week. Using results from the Needs Assessment conducted earlier this year—where students identified staff members they trust most—we select a staff member to receive a drink of their choice as a token of appreciation. This dual focus on students and staff is helping strengthen relationships and build a positive school culture.

Use of All Care Funds to Support Students During the Winter Holidays

Each year, our district is committed to ensuring that all students feel supported and valued during the winter holiday season. Through the generous support of All Care funds, our schools are able to provide assistance to students and families most in need, helping to ensure that every child experiences the joy and comfort of the holiday spirit.

At the high school level, these funds allow us to provide essential items such as gifts, clothing, jackets, and shoes. These contributions not only meet practical needs but also serve as a reminder to students that their school community cares deeply about their well-being.

BHHS is especially fortunate to benefit from the kindness of an anonymous donor whose ongoing generosity continues to brighten the holidays for our students. Through

this support, 55 high school students will receive a Fred Meyer gift card, giving them the opportunity to select items that will help make their winter holidays special and memorable.

We extend our sincere appreciation to All Care and to our anonymous donor for their meaningful contributions. Their support plays a vital role in helping to make our students' holidays brighter, warmer, and filled with a sense of belonging.

Graduation Alliance Update:

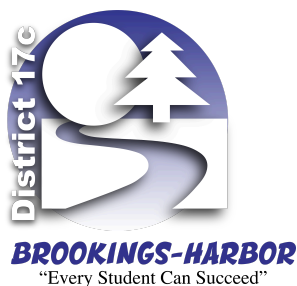
9 Active enrollments with 3 pending enrollments. Now that we have fixed the communication breakdown, things seem to be moving quickly.

Enrollment and Attendance:

Total enrollment is 362 students. We are projected to have 8-10 seniors returning for the second semester. A total of 11 students have confirmed enrollment for S2. All are on track to graduate, which is great! Updated attendance numbers are below. Tardy counts are by period, and absences are by ADA/ADM. Previous numbers in the last board reports were reflecting periods absent, not days absent.

8/26-10/1	10/2-11/5	11/6-12/9
9th:	9th:	9th:
297 Tardies	174 Tardies	164 Tardies
212.5 Absences	155.5 Absences	133 Absences
10th:	10th:	10th:
342 Tardies	348 Tardies	263 Tardies
130.5 Absences	122.5 Absences	94.5 Absences
11th:	11th:	11th:
340 Tardies	379 Tardies	251 Tardies
166 Absences	171 Absences	111.5 Absences
12th:	12th:	12th:
449 Tardies	527 Tardies	406 Tardies
108.5 Absences	187.5 Absences	149.5 Absences

Attendance from Nov. 12 to Dec. 9th was at 92.6% ADM.



Brookings-Harbor School District

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

Athletics & Activities

December 2025 Board Report

Winter season is upon us and we are off and running. Fall seasons closed out with playoff appearances for both soccer programs at the high school with the girls making it into the third round. Number of kids participating in fall were high compared to some years past and we are seeing a slight increase in winter as well.

Both high school basketball programs are off to 3-0 starts with a couple more opportunities to stay unbeaten and be in a great position heading into league after the holidays. Both programs have JV's this season and we are working feverishly to try to fill those schedules as other schools are dropping.

Wrestling competed in its first tournament of the season down at Del Norte High School this past weekend with our only female wrestler taking first place. They travel to the esteemed Coast Classic in North Bend where wrestlers from all over the state come to compete. This is a great early season opportunity for our wrestlers to see how they stack up.

Azalea Middle School is almost done with wrestling and girls basketball for the winter. Both programs have been hard at work with culminating events coming up. Wrestling will travel to Florence for the district tournament. While basketball will compete in the annual Jaycees Tournament down in Crescent City. Boys basketball will begin immediately after the break.

On another very significant note, OSAA is wrapping up its reclassification and districting process for the next four year cycle. This process includes many online and closed door meetings with a large amount of correspondence between schools and the committee to evaluate where schools belong to best suit their needs. We are happy to report we will most likely be staying right where we are competing and traveling against most of the same schools we have been for the past four years with the subtraction of Cascade Christian, North Valley, Rogue River, and Lakeview. The committee was able to move some things around to help those programs meet their needs. This puts us back into a league with most of the Douglas County schools and IV and St. Mary's. This has huge benefits with competitive balance, budgeting, scheduling and travel (which relates to seat time). All good things.

Special thanks to everyone who came out to support the teams with our first home basketball tournament last weekend. We made notes of things the visiting teams suggested and look forward to growing this each year.

GO BRUINS!

Keith Wallin, Athletics & Activities Director



Maintenance/Transportation Department

750 Fern Avenue
Brookings, OR 97415
541 469-7131

Fax 541 469-6599

www.brookings.k12.or.us

To: Brookings Harbor 17C School Board

Re: Maintenance/Transportation Report December 8th, 2025

Maintenance Department

- ☐ We have been replacing numerous jelly jar and other exterior lights that were out. This helps with safety and security with it getting darker sooner during the winter months
- ☐ Our monthly safety meeting will be on the 10th
- ☐ ADA facility assessment was done November 10th thru November 14th Assessment was done at the District Office, Kalmiopsis, Azalea, BHHS along with all 3 parking lots. They also did the Gibney Center and the Football stadium and restrooms
- ☐ We are gearing up for the upcoming Winter Break. We will be finishing the High School gym floor and fixing cages on the lights that have been knocked down
- ☐ Getting bids for installing HVAC units in Kalmiopsis rooms 17-24 and the RTI classrooms

Transportation Department

- ☐ Winter Sports have started for the Azalea and the High School. All trips have been filled
- ☐ We have been working with First Student to help with our Routes trying to make each route as efficient as possible

Jess Beaman

Maintenance/Transportation Director

Brookings-Harbor School District 17C



Technology Department

629 Easy Street (Mailing)

580 Fern Ave (Physical)

Brookings, OR 97415

541 469-7443

Fax 541 469-6599

www.brookings.k12.or.us

December 2025 Board Report

During the month of November, the IT department received 77 new tickets and closed 75 open tickets. So far in the month of December we have received 61 new tickets.

We are continuing to work on gathering detailed information about our current phone system to use in obtaining proposals for replacement of the phone system which is planned for the end of this school year. We are on track to have detailed specifications identified by the end of December so we can get proposals from potential vendors and make a purchase decision by the end of January. We have also been working on putting together a list of network devices that we will be purchasing this year through the ERate funding program.

Plans are also underway regarding any necessary system upgrades and other projects that will be happening during the Winter Break time period.

Sincerely,

Bruce Raleigh

Director of Technology



Brookings-Harbor School District

629 Easy St.

Brookings, OR 97415

541 469-7443

Fax 541 469-6599

www.brookings.k12.or.us

Food Services December 2025 Board Report

In the short month of November. I have started the process of building a BHSD food and nutrition site on the BHSD website with the talented Nancy Raskauskas-Coons. I have also started the process of reconstruction of our "wellness plan" which will require us to have a committee. The committee will meet 1-2 times annually to reassure our wellness plan stays along with the standards of the state and federal requirements as well as reassess our goals with health, fitness, and well being as a school district. Both the website and the wellness plan will be part of our administrative review that will take place in March.

At Kalmiopsis the November menu was made from the students from Mrs. Lamb's class. December's menu was made from Mr. Bell's class and January's menu will be made from Ms. Ryan's and Ms. Zellmer's classes. This has been very fun to do with the classes that had participated back in October's National School Lunch Celebration. I must say the rest of the student body has benefited from the great meal ideas and the lunch ladies who make the amazing meals.

With November being a month of being "Thankful" and December being the "Gift", I just want to share the experiences I've been having with Kalmiopsis, BHHS, and Azalea kitchen crews. During meal service there has not once been a time where I haven't observed a hug, a thank you, excitement over the meal, short conversations about the day or what's happening in the students life, and hand made gifts given. Our students are a gift and we are very thankful for them, this is what keeps our lunch ladies and men going. I also want to give a huge Thank you to the admin, staff, and teachers that work with us daily and give the kitchen crews support and kudos. The kitchen crews feel it and it shows through their work and determination to do they're best for the Brookings Harbor School District. Okay now we have the number crunchers who want to know the numbers;

- **Azalea** did 1,290 breakfast and 2,534 lunches in 13 days with an enrollment of 301 students. *Last November it was 1,334 breakfast and 2,957 lunches with 298 enrolled in 13 days.*
- **BHHS** did 632 breakfasts and 1,452 lunches with an enrollment of 362. *Last November it was 730 breakfast and 2,104 lunches with an enrollment of 431.*
- **Kalmiopsis** did 3,933 breakfasts and 4,905 lunches with an enrollment of 555. *Last November was 3,722 breakfasts and 4,899 lunches with an enrollment of 549*

The following attachments are the numbers of free and reduced from our students that are with SNAP and medicaid. I have also gave attachments for December and January menus

~ Cindy Devos



Brookings-Harbor School District

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

Communications December 2025 Board Report

Unexpected School Closure Information

Brookings-Harbor School District 17-C would like to remind parents and community members that the district may need to occasionally close or delay school for bad weather during the winter season. Safety during inclement weather for staff and students always takes priority.

Occasionally, the events that influence a decision to close schools are not weather-related. For example, air quality or interruptions in the ability to heat schools and/or provide power or water to the buildings may result in a school closure. However, of all the events that could result in school closure, weather that brings high winds, snow, hail, or other elements that affect transportation safety is the most common reason for closing schools.

District leadership follows a protocol when making any type of school closure/delay decision. These procedures include careful monitoring of multiple reports, coordinating with local agencies, and evaluating the district's ability to open school doors on-time safely. The decision to close/delay school and school functions is usually made as early in the morning as possible but could occur anytime throughout the day based on current weather conditions. Unless otherwise stated, all activities that take place on school grounds and in school facilities, such as breakfast service, daycare, health clinics, after-school sports, and community meetings, are also canceled during a school closure.

In addition, parents and students can check the OSAA website at www.osaa.org to monitor athletics schedules and find updates about possible reschedules of canceled competitions.

When the decision is made to close or delay school, the following means are used to communicate this closure to parents and to the community:

Where to find school closure information

- [Brookings-Harbor School District website](http://www.brookings-harbor.k12.or.us) - Closures are shared in a pop-up message on the main district and school pages.
- Facebook pages for the district and its three schools
- The school district uses an automated call, text, and email service (ParentSquare starting January 2026) to send out urgent messages to staff and to student families
- The Communications Coordinator also sends out information or press releases to local radio stations, local/regional newspapers and news sites, and regional TV stations. However, in recent years, these organizations are not always able to accommodate timely broadcast or publishing depending on the nature of the event, so always check the school channels directly if you are able.

~ Nancy Raskauskas-Coons, Communications Coordinator

Stay Connected: BHSD17C: Web: brookings.k12.or.us/; Social: facebook.com/BHSD17C/

100 GENERAL FUND | Revenue & Expense Summary

Fiscal Year 2025 - 2026

For the Period Ending November 30, 2025

	Period 1 Actual Jul '25	Period 2 Actual Aug '25	Period 3 Actual Sept '25	Period 4 Actual Oct '25	Period 5 Actual Nov '25	Period 6 Projected Dec '25	Period 7 Projected Jan '26	Period 8 Projected Feb '26	Period 9 Projected Mar '26	Period 10 Projected Apr '26	Period 11 Projected May '26	Period 12 Projected Jun '26	Projected 2025-26 Totals	Adopted 2025-26 BUDGET	% of Budget
REVENUES															
STATE SCHOOL FUND FORMULA:															
Local Taxes	-	-	28,678	31,040	6,276,127	164,230	227,111	83,748	209,904	68,513	51,135	162,838	7,303,326	7,422,263	85%
County School Funds	-	-	159,310	-	-	-	-	-	-	-	-	-	159,310	140,000	114%
State School Fund	1,559,481	779,273	779,273	779,121	779,121	779,121	779,121	779,121	779,121	779,121	617,647	-	9,189,521	9,308,463	50%
Common School Fund	-	-	-	-	-	85,000	-	-	-	-	-	85,000	170,000	171,288	0%
State Managed Timber	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SSF Formula Total	1,559,481	779,273	967,261	810,161	7,055,248	1,028,351	1,006,232	862,869	989,025	847,634	668,782	247,838	16,822,157	17,042,014	66%
Local Sources (1000)	100,718	22,804	36,035	951,550	27,141	64,660	31,330	27,275	48,679	24,708	18,304	60,035	1,413,239	421,600	270%
Intermediate Sources (2000)	-	-	-	-	-	-	-	-	-	-	-	400,000	400,000	400,000	0%
State Sources (3000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Sources (4000)	-	-	-	-	-	-	-	-	-	105,000	-	-	105,000	1,013,025	0%
Other Sources (5000)	-	-	-	-	-	-	65	104	1,067	278	1,698	-	3,212	4,000	0%
Total Operating Revenue	1,660,199	802,077	1,003,297	1,761,711	7,082,389	1,093,011	1,037,628	890,248	1,038,772	977,621	688,784	707,873	18,743,609	18,880,639	65%
Beginning Fund Balance (5400)	3,051,903	-	-	-	-	-	-	-	-	-	-	46,755	3,098,658	2,800,000	109%
Total Monthly Revenues	4,712,101	802,077	1,003,297	1,761,711	7,082,389	1,093,011	1,037,628	890,248	1,038,772	977,621	688,784	754,628	21,842,266	21,680,639	71%
CUMULATIVE RESOURCES	4,712,101	5,514,178	6,517,475	8,279,186	15,361,575	16,454,586	17,492,214	18,382,462	19,421,233	20,398,854	21,087,638	21,842,266			
EXPENDITURES BY OBJECT															
Salaries (100)	202,362	211,187	738,840	729,327	716,243	757,397	744,897	769,627	776,636	768,909	778,352	1,745,000	8,938,778	9,082,670	29%
Employee Benefits (200)	112,967	113,134	457,008	460,483	449,873	487,300	480,206	492,434	499,922	494,250	552,161	1,177,111	5,776,849	5,911,885	27%
Purchased Services (300)	25,734	109,563	164,709	175,024	125,716	184,471	200,000	200,000	260,330	200,000	206,478	307,398	2,159,423	1,976,840	30%
Supplies & Materials (400)	60,686	64,686	32,982	51,502	28,941	53,791	70,319	73,774	66,353	64,516	90,196	194,798	852,544	1,092,744	22%
Capital Outlay (500)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Insurance/Other (600)	429,859	10,533	1,659	1,348	2,449	1,860	7,390	1,722	4,130	6,238	2,043	2,989	472,219	485,500	92%
Interfund Transfers (700)	1,131,000	-	-	-	-	-	-	-	-	-	2,602	(2,602)	1,131,000	1,131,000	100%
Total Operating Expenditures	1,962,607	509,103	1,395,197	1,417,683	1,323,222	1,484,819	1,502,812	1,537,558	1,607,372	1,533,914	1,631,833	3,424,694	19,330,813	19,680,639	34%
Contingency (810)	-	-	-	-	-	-	-	-	-	-	-	200,000	200,000	200,000	0%
Unapprop. Ending Fund (820)	-	-	-	-	-	-	-	-	-	-	-	1,800,000	1,800,000	1,800,000	0%
Total Monthly Expenditures	1,962,607	509,103	1,395,197	1,417,683	1,323,222	1,484,819	1,502,812	1,537,558	1,607,372	1,533,914	1,631,833	5,424,694	21,330,813	21,680,639	30%
CUMULATIVE EXPENDITURES	1,962,607	2,471,710	3,866,907	5,284,590	6,607,812	8,092,631	9,595,443	11,133,001	12,740,373	14,274,287	15,906,120	21,330,813			
EXPENDITURES BY FUNCTION															
Instruction (1000)	44,577	51,382	724,675	749,744	733,278	775,000	780,021	826,500	826,977	826,500	850,357	1,789,481	8,978,492	9,445,245	24%
Support Services (2000)	787,031	457,721	670,522	667,940	589,944	703,386	767,440	703,306	780,395	734,976	778,874	1,579,789	9,221,322	9,104,394	35%
Enterprise & Comm Svc (3000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Facilities Acq & Constr (4000)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Uses (5000)	1,131,000	-	-	-	-	-	-	-	-	-	2,602	(2,602)	1,131,000	1,131,000	100%
Total Operating Expenditures	1,962,607	509,103	1,395,197	1,417,683	1,323,222	1,478,386	1,547,461	1,529,806	1,607,372	1,561,476	1,631,833	3,366,668	19,330,813	19,680,639	34%
Contingencies (6000)	-	-	-	-	-	-	-	-	-	-	-	200,000	200,000	200,000	0%
Unapprop. Ending Fund (7000)	-	-	-	-	-	-	-	-	-	-	-	1,800,000	1,800,000	1,800,000	0%
Total Monthly Expenditures	1,962,607	509,103	1,395,197	1,417,683	1,323,222	1,478,386	1,547,461	1,529,806	1,607,372	1,561,476	1,631,833	5,366,668	21,330,813	21,680,639	30%
CUMULATIVE EXPENDITURES	1,962,607	2,471,710	3,866,907	5,284,590	6,607,812	8,086,198	9,633,659	11,163,465	12,770,836	14,332,312	15,964,145	21,330,813			

Brookings-Harbor School District

Enrollment Comparison 2025-2026/2024-2025 /2023-2024

Current as of December 9, 2025

	September			October			November			December			January			February			March			April			May			June		
Grade	2025	2024	2023	2025	2024	2023	2025	2024	2023	2025	2024	2023	2025	2024	2023	2025	2024	2023	2025	2024	2023	2025	2024	2023	2025	2024	2023	2025	2024	2023
K	79	80	87	79	81	88	78	81	89	77	80	88	81	87	109	81	88	108	81	87	107	82	83	109	83	83	109	83	83	108
1	81	86	101	80	87	101	80	86	102	80	87	103	86	103	102	86	103	100	89	103	101	89	102	101	91	100	100	90	98	101
2	95	103	92	93	100	92	92	100	91	93	100	91	103	92	95	102	92	97	102	93	97	101	94	95	103	95	95	103	94	98
3	105	98	89	104	96	89	104	97	92	105	97	90	98	91	97	100	89	91	99	89	91	101	88	92	102	87	92	102	86	93
4	108	88	89	107	87	90	108	87	89	107	85	86	84	87	85	85	87	84	84	86	88	85	88	85	83	87	84	83	86	84
5	88	94	86	90	94	86	92	93	86	93	95	85	94	85	126	91	85	126	90	84	126	89	83	127	87	83	126	87	84	125
	556	549	544	553	545	546	554	544	549	555	544	543	546	545	614	545	544	606	545	542	610	547	538	609	549	535	606	548	531	609
6	94	91	126	92	91	124	90	89	125	88	88	125	88	124	96	88	124	93	87	122	97	87	122	96	89	122	96	89	121	95
7	94	133	94	94	133	94	93	128	92	91	127	90	127	89	134	127	88	132	128	85	133	129	85	132	125	84	132	121	83	128
8	127	87	129	127	84	128	121	83	127	121	81	121	84	119	109	82	117	107	83	117	109	81	120	108	81	120	108	81	117	108
	315	311	349	313	308	346	304	300	344	300	296	336	299	332	339	297	329	332	298	324	339	297	327	336	295	326	336	291	321	331
9	92	123	112	90	123	112	87	122	112	88	119	112	117	109	120	109	109	119	107	104	118	102	102	116	101	101	113	101	100	110
10	100	102	116	96	102	116	94	101	119	97	101	117	97	118	110	91	115	109	91	115	108	90	115	108	88	113	105	85	111	102
11	80	108	106	80	108	107	75	105	105	74	105	103	102	105	107	100	103	105	96	101	107	96	100	104	95	99	106	94	96	103
12	96	106	113	97	101	116	98	103	115	101	103	115	100	112	98	95	107	99	91	107	98	92	107	97	88	109	97	88	108	95
	368	439	447	363	434	451	354	431	451	360	428	447	416	444	435	395	434	432	385	427	431	380	424	425	372	422	421	368	415	410
Total	1239	1299	1340	1229	1287	1343	1212	1275	1344	1215	1268	1326	1261	1321	1388	1237	1307	1370	1228	1293	1380	1224	1289	1370	1216	1283	1363	1207	1267	1350

STATE OF OREGON GRANT AGREEMENT

“Student Success Act – Student Investment Account”

Grant No. 39161

This Grant Agreement (“Grant”) is between the State of Oregon acting by and through its Department of Education (“Agency”) and **Brookings-Harbor SD 17C** (“Grantee”), each a “Party” and, together, the “Parties”.

SECTION 1: AUTHORITY

Pursuant to the **Student Success Act**, codified at 2019 Oregon Laws Chapter 122, as amended from time to time (the “Act”), ORS 327.175 establishes the Student Investment Account, and subsection (4) provides that moneys in the Account are continuously appropriated to the Oregon Department of Education for the purpose of distributing grants under ORS 327.195.

In accordance with ORS 327.185, Student Investment Account grants may be awarded to eligible applicants: school districts, eligible charter schools, Youth Corrections Education Programs (YCEP), and Juvenile Detention Education Programs (JDEP).

SECTION 2: PURPOSE

The purpose of this grant is to provide funding to assist in meeting students’ mental and behavioral health needs, increase academic achievement, and reduce academic disparities for student populations identified in ORS 327.180(2)(b). These populations include , but are not limited to, economically disadvantaged students, students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are homeless, and students who are foster children, and any other student groups that have historically experienced academic disparities, as determined by the State Board of Education by rule.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained (“Executed Date”), this Grant is effective and has a Grant funding start date as of July 1, 2025 (“Effective Date”), and, unless extended or terminated earlier in accordance with its terms, will expire on September 30, 2027.

SECTION 4: GRANT MANAGERS

4.1 Agency’s Grant Manager is:

Torrie Higgins
 Office of Education Innovation & Improvement
 255 Capitol St NE
 Salem, OR 97310-0203
 Torrie.higgins@ode.oregon.gov

4.2 Grantee’s Grant Manager is:

Helena Chirinian
 564 Fern Ave
 Brookings, OR 97415
 helenac@brookings.k12.or.us

4.3 A Party may designate a new Grant Manager by written notice to the other Party.

SECTION 5: PROJECT ACTIVITIES

Grantee must perform the project activities set forth in Exhibit A (the “Project”), attached hereto and incorporated in this Grant by this reference, for the period beginning on the Effective Date and ending on the expiration date set forth in Section 3 (the “Performance Period”).

SECTION 6: GRANT FUNDS

In accordance with the terms and conditions of this Grant, Agency will provide the Grantee the following amounts (“Grant Funds”): the full 2025-27 biennial allocation and a projected Quarter 1 disbursement for the 2027-29 biennium.

Grant Period	Performance Period	Amount
2025-27 Total Biennial Allocation (TBA)	July 1, 2025 – June 30, 2027	\$2,608,690.86
Less: 2025–27 Q1 projected amount made available under Agreement number 34335 (the “Prior Grant Agreement.”)	July 1, 2025 – June 30, 2027	(\$352,209.89)
2025-26 Year 1 – Allocation - CURRENT	July 1, 2025 – June 30, 2027	\$926,048.63
2026-27 Year 2 – Allocation – RESERVED (not yet released)	July 1, 2025 – June 30, 2027	\$1,330,432.34
2027-29 Quarter 1 projected (2027-29 Q1)	July 1, 2027 – September 30, 2027	\$341,489.43
Total Grant Funds (2025-27 Current and Reserved Allocation + 2027-29 Q1 Projection)		\$2,597,970.40

The line items provided in the table above have the following meanings:

1. **TBA** equals the total final allocation for 2025 -27 based on the final approved budget.
2. **2025–27 Q1** amount reflects the portion of the 2025-27 biennium projected and made available under the Prior Grant Agreement.
3. **2025–26 Year 1 Allocation - CURRENT** represents the portion of the 2025-27 TBA remaining after subtracting the amount already made available under the Prior Grant Agreement. These funds are authorized for disbursement during year 1 of the biennium.
4. **2026–27 Year 2 Allocation - RESERVED** represents the portion of the 2025-27 TBA that is identified for Year 2 but not yet released. Disbursement of this amount is contingent upon written authorization from Agency confirming funds are available for release.
5. **2027–29 Quarter 1** is a projection and will be disbursed subject to the provisions in Exhibit A. The terms and conditions of this Grant apply to the use of these funds. While this allocation is administered under this Grant, its period of performance under this Grant will roll into the full 2027–29 biennial period of performance under the subsequent grant agreement.
6. **Total Grant Funds** include both the current biennium allocation and the projected 2027-29 Q1 amount.

Agency will pay the Grant Funds from monies available in the Student Investment Account (“Funding Source”). A reduction in the monies in the Funding Source may result in a decrease in Grant Funds available to Agency and a reduction in disbursements to Grantee under this Grant.

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

- 7.1.1 Subject to the availability of sufficient moneys in and from the Funding Source based on Agency’s reasonable projections of moneys accruing to the Funding Source, Agency will disburse Grant Funds to Grantee for the allowable Project activities described in Exhibit A that are undertaken during the Performance Period.
- 7.1.2 Grantee must provide to Agency any information or detail regarding the expenditure of Grant Funds required under Exhibit A prior to disbursement or as Agency may request.
- 7.1.3 Agency will only disburse Grant Funds to Grantee for activities completed or materials produced, that, if required by Exhibit A, are approved by Agency. If Agency determines any completed Project activities or materials produced are not acceptable and any deficiencies are the responsibility of Grantee, Agency will prepare a detailed written description of the deficiencies within 15 days of receipt of the materials or performance of the activity, and will deliver such notice to Grantee. Grantee must correct any deficiencies at no additional cost to Agency within 15 days. Grantee may resubmit a request for disbursement that includes evidence satisfactory to Agency demonstrating deficiencies were corrected.

- 7.2 **Conditions Precedent to Disbursement.** Agency’s obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

- 7.2.1 Agency has received sufficient funding, appropriations, expenditure limitation, allotments or other necessary expenditure authorizations to allow Agency, in the exercise of its reasonable administrative discretion, to make the disbursement from the Funding Source;
 - 7.2.2 No default as described in Section 15 has occurred; and
 - 7.2.3 Grantee’s representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.
- 7.3 **No Duplicate Payment.** Grantee may use other funds in addition to the Grant Funds to complete the Project; provided, however, the Grantee may not credit or pay any Grant Funds for Project costs that are paid for with other funds and would result in duplicate funding.
- 7.4 **Suspension of Funding and Project.** Agency may by written notice to Grantee, temporarily cease funding and require Grantee to stop all, or any part, of the Project dependent upon Grant Funds for a period of up to 180 days after the date of the notice, if Agency has or reasonably projects that it will have insufficient funds from the Funding Source to disburse the full amount of the Grant Funds. Upon receipt of the notice, Grantee must immediately cease all Project activities dependent on Grant Funds, or if that is impossible, must take all necessary steps to minimize the Project activities allocable to Grant Funds.

If Agency subsequently projects that it will have sufficient funds, Agency will notify Grantee that it may resume activities. If sufficient funds do not become available, Grantee and Agency will work together to amend this Grant to revise the amount of Grant Funds and Project activities to reflect the available funds. If sufficient funding does not become available or an amendment is not agreed to within a period of 180 days after issuance of the notice, Agency will either (i) cancel or modify its cessation order by a supplemental written notice or (ii) terminate this Grant as permitted by either the termination at Agency’s discretion or for cause provisions of this Grant.

SECTION 8: REPRESENTATIONS AND WARRANTIES

- 8.1 **Organization/Authority.** Grantee represents and warrants to Agency that:
- 8.1.1 Grantee is eligible to accept Grant Funds for this purpose, and is validly organized and existing under the laws of the State of Oregon;
 - 8.1.2 Grantee has all necessary rights, powers and authority under any organizational documents and under Oregon Law to (i) execute this Grant, (ii) incur and perform its obligations under this Grant, and (iii) receive financing, including the Grant Funds, for the Project;
 - 8.1.3 This Grant has been duly executed by Grantee and when executed by Agency, constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;

- 8.1.4** If applicable and necessary, the execution and delivery of this Grant by Grantee has been authorized by an ordinance, order or resolution of its governing body, or voter approval, that was adopted in accordance with applicable law and requirements for filing public notices and holding public meetings; and
- 8.1.5** There is no proceeding pending or threatened against Grantee before any court or governmental authority that if adversely determined would materially adversely affect the Project or the ability of Grantee to carry out the Project.
- 8.2 False Claims Act.** Grantee acknowledges the Oregon False Claims Act, ORS 180.750 to 180.785, applies to any “claim” (as defined by ORS 180.750) made by (or caused by) Grantee that pertains to this Grant or to the Project. Grantee certifies that no claim described in the previous sentence is or will be a “false claim” (as defined by ORS 180.750) or an act prohibited by ORS 180.755. Grantee further acknowledges in addition to the remedies under Section 16, if it makes (or causes to be made) a false claim or performs (or causes to be performed) an act prohibited under the Oregon False Claims Act, the Oregon Attorney General may enforce the liabilities and penalties provided by the Oregon False Claims Act against the Grantee.
- 8.3 No limitation.** The representations and warranties set forth in this Section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 9: OWNERSHIP

- 9.1 Intellectual Property Definitions.** As used in this Section and elsewhere in this Grant, the following terms have the meanings set forth below:
- “Third Party Intellectual Property” means any intellectual property owned by parties other than Grantee or Agency.
- “Work Product” means every invention, discovery, work of authorship, trade secret or other tangible or intangible item Grantee is required to create or deliver as part of the Project, and all intellectual property rights therein.
- 9.2 Grantee Ownership.** Grantee must deliver copies of all Work Product as directed in Exhibit A. Grantee retains ownership of all Work Product, and grants Agency an irrevocable, non-exclusive, perpetual, royalty-free license to use, to reproduce, to prepare derivative works based upon, to distribute, to perform and to display the Work Product, to authorize others to do the same on Agency’s behalf, and to sublicense the Work Product to other entities without restriction.
- 9.3 Third Party Ownership.** If the Work Product created by Grantee under this Grant is a derivative work based on Third Party Intellectual Property, or is a compilation that includes Third Party Intellectual Property, Grantee must secure an irrevocable, non-exclusive, perpetual, royalty-free license allowing Agency and other entities the same rights listed above for the pre-existing element of the Third party Intellectual Property employed in the Work Product. If state or federal law requires that Agency or Grantee grant to the United States a license to any intellectual property in the Work Product, or if state or federal law requires Agency or the United States to own the intellectual property in the Work Product,

then Grantee must execute such further documents and instruments as Agency may reasonably request in order to make any such grant or to assign ownership in such intellectual property to the United States or Agency.

- 9.4 Real Property.** If the Project includes the acquisition, construction, remodel or repair of real property or improvements to real property, Grantee may not sell, transfer, encumber, lease or otherwise dispose of any real property or improvements to real property paid for with Grant Funds for a period of six (6) years after the Effective Date of this Grant without the prior written consent of the Agency.

SECTION 10: CONFIDENTIAL INFORMATION

- 10.1 Confidential Information Definition.** Grantee acknowledges it and its employees or agents may, in the course of performing its responsibilities, be exposed to or acquire information that is: (i) confidential to Agency or Project participants or (ii) the disclosure of which is restricted under federal or state law, including without limitation: (a) personal information, as that term is used in ORS 646A.602(12), (b) social security numbers, and (c) information protected by the federal Family Educational Rights and Privacy Act under 20 USC § 1232g (items (i) and (ii) separately and collectively “Confidential Information”).
- 10.2 Nondisclosure.** Grantee agrees to hold Confidential Information as required by any applicable law and in all cases in strict confidence, using at least the same degree of care Grantee uses in maintaining the confidentiality of its own confidential information. Grantee may not copy, reproduce, sell, assign, license, market, transfer or otherwise dispose of, give, or disclose Confidential Information to third parties, or use Confidential Information except as is allowed by law and for the Project activities and Grantee must advise each of its employees and agents of these restrictions. Grantee must assist Agency in identifying and preventing any unauthorized use or disclosure of Confidential Information. Grantee must advise Agency immediately if Grantee learns or has reason to believe any Confidential Information has been, or may be, used or disclosed in violation of the restrictions in this Section. Grantee must, at its expense, cooperate with Agency in seeking injunctive or other equitable relief, in the name of Agency or Grantee, to stop or prevent any use or disclosure of Confidential Information. At Agency’s request, Grantee must return or destroy any Confidential Information. If Agency requests Grantee to destroy any Confidential Information, Grantee must provide Agency with written assurance indicating how, when and what information was destroyed.
- 10.3 Identity Protection Law.** Grantee must have and maintain a formal written information security program that provides safeguards to protect Confidential Information from loss, theft, and disclosure to unauthorized persons, as required by the Oregon Consumer Information Protection Act, ORS 646A.600-628. If Grantee or its agents discover or are notified of a potential or actual “Breach of Security”, as defined by ORS 646A.602(1)(a), or a failure to comply with the requirements of ORS 646A.600-628, (collectively, “Breach”) with respect to Confidential Information, Grantee must promptly but in any event within one calendar day (i) notify the Agency Grant Manager of such Breach and (ii) if the applicable Confidential Information was in the possession of Grantee or its agents at the time of such Breach, Grantee must (a) investigate and remedy the technical causes and technical effects of the Breach and (b) provide Agency with a written root cause analysis of the Breach and

the specific steps Grantee will take to prevent the recurrence of the Breach or to ensure the potential Breach will not recur. For the avoidance of doubt, if Agency determines notice is required of any such Breach to any individual(s) or entity(ies), Agency will have sole control over the timing, content, and method of such notice, subject to Grantee’s obligations under applicable law.

10.4 Subgrants/Contracts. Grantee must require any subgrantees, contractors or subcontractors under this Grant who are exposed to or acquire Confidential Information to treat and maintain such information in the same manner as is required of Grantee under subsections 10.1 and 10.2 of this Section.

10.5 Background Check. If requested by Agency and permitted by law, Grantee’s employees, agents, contractors, subcontractors, and volunteers that perform Project activities must agree to submit to a criminal background check prior to performance of any Project activities or receipt of Confidential Information. Background checks will be performed at Grantee’s expense. Based on the results of the background check, Grantee or Agency may refuse or limit (i) the participation of any Grantee employee, agent, contractor, subgrantee, or volunteer, in Project activities or (ii) access to Agency Personal Information or Grantee premises.

SECTION 11: INDEMNITY/LIABILITY

11.1 Indemnity. Grantee must defend, save, hold harmless, and indemnify the State of Oregon and Agency and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorneys’ fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subgrantees, contractors, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a “Claim” for purposes of this Section).

11.2 Defense. Grantee may have control of the defense and settlement of any Claim subject to this Section. But neither Grantee nor any attorney engaged by Grantee may defend the Claim in the name of the State of Oregon, nor purport to act as legal representative of the State of Oregon or any of its agencies, without first receiving from the Attorney General, in a form and manner determined appropriate by the Attorney General, authority to act as legal counsel for the State of Oregon. Nor may Grantee settle any Claim on behalf of the State of Oregon without the approval of the Attorney General. The State of Oregon may, at its election and expense, assume its own defense and settlement in the event the State of Oregon determines Grantee is prohibited from defending the State of Oregon, or is not adequately defending the State of Oregon’s interests, or an important governmental principle is at issue and the State of Oregon desires to assume its own defense. Grantee may not use any Grant Funds to reimburse itself for the defense of or settlement of any Claim.

11.3 Limitation. Except as provided in this Section, neither Party will be liable for incidental, consequential, or other indirect damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither Party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 12: INSURANCE

- 12.1 Private Insurance.** If Grantee is a private entity, or if any contractors, subcontractors, or subgrantees used to carry out the Project are private entities, Grantee and any private contractors, subcontractors or subgrantees must obtain and maintain insurance covering Agency in the types and amounts indicated in Exhibit C.
- 12.2 Public Body Insurance.** If Grantee is a “public body” as defined in ORS 30.260, Grantee agrees to insure any obligations that may arise for Grantee under this Grant, including any indemnity obligations, through (i) the purchase of insurance as indicated in Exhibit C or (ii) the use of self-insurance or assessments paid under ORS 30.282 that is substantially similar to the types and amounts of insurance coverage indicated on Exhibit C, or (iii) a combination of any or all of the foregoing.
- 12.3 Real Property.** If the Project includes the construction, remodel or repair of real property or improvements to real property, Grantee must insure the real property and improvements against liability and risk of direct physical loss, damage or destruction at least to the extent that similar insurance is customarily carried by entities constructing, operating and maintaining similar property or facilities.

SECTION 13: GOVERNING LAW, JURISDICTION

This Grant is governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively “Claim”) between Agency or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant must be brought and conducted solely and exclusively within the Circuit Court of Marion County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it will be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event may this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. GRANTEE, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE PERSONAL JURISDICTION OF SUCH COURTS.

SECTION 14: ALTERNATIVE DISPUTE RESOLUTION

The Parties should attempt in good faith to resolve any dispute arising out of this Grant. This may be done at any management level, including at a level higher than persons directly responsible for administration of the Grant. In addition, the Parties may agree to utilize a jointly selected mediator or arbitrator (for non-binding arbitration) to resolve the dispute short of litigation. Each Party will bear its own costs incurred for any mediation or non-binding arbitration.

SECTION 15: DEFAULT

- 15.1 Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:
- 15.1.1** Grantee fails to use the Grant Funds for the intended purpose described in Exhibit A or otherwise fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant;
 - 15.1.2** Any representation, warranty or statement made by Grantee in this Grant or in any documents or reports relied upon by Agency to measure the Project, the expenditure of Grant Funds or the performance by Grantee is untrue in any material respect when made; or
 - 15.1.3** A petition, proceeding or case is filed by or against Grantee under any federal or state bankruptcy, insolvency, receivership or other law relating to reorganization, liquidation, dissolution, winding-up or adjustment of debts; in the case of a petition filed against Grantee, Grantee acquiesces to such petition or such petition is not dismissed within 20 calendar days after such filing, or such dismissal is not final or is subject to appeal; or Grantee becomes insolvent or admits its inability to pay its debts as they become due, or Grantee makes an assignment for the benefit of its creditors.
- 15.2 Agency.** Agency will be in default under this Grant if, after 15 days written notice specifying the nature of the default, Agency fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant; provided, however, Agency will not be in default if Agency fails to disburse Grant Funds because there is insufficient expenditure authority for, or moneys available from, the Funding Source.

SECTION 16: REMEDIES

- 16.1 Agency Remedies.** In the event Grantee is in default under Section 15.1, Agency may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to: (i) termination of this Grant under Section 18.2, (ii) reducing or withholding payment for Project activities or materials that are deficient or Grantee has failed to complete by any scheduled deadlines, (iii) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (iv) initiation of an action or proceeding for damages, specific performance, or declaratory or injunctive relief, (v) exercise of its right of recovery of overpayments under Section 17 of this Grant or setoff, or both, or (vi) declaring Grantee ineligible for the receipt of future awards from Agency. These remedies are cumulative to the extent the remedies are not inconsistent, and Agency may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.
- 16.2 Grantee Remedies.** In the event Agency is in default under Section 15.2 and whether or not Grantee elects to terminate this Grant, Grantee's sole monetary remedy will be, within any limits set forth in this Grant, reimbursement of Project activities completed and accepted by Agency and authorized expenses incurred, less any claims Agency has against Grantee. In no event will Agency be liable to Grantee for any expenses related to termination of this Grant or for anticipated profits.

SECTION 17: WITHHOLDING FUNDS, RECOVERY

Agency may withhold from disbursements of Grant Funds due to Grantee, or Grantee must return to Agency within 30 days of Agency's written demand:

- 17.1 Any Grant Funds paid to Grantee under this Grant, or payments made under any other agreement between Agency and Grantee, that exceed the amount to which Grantee is entitled;
- 17.2 Any Grant Funds received by Grantee that remain unexpended or contractually committed for payment of the Project at the end of the Performance Period;
- 17.3 Any Grant Funds determined by Agency to be spent for purposes other than allowable Project activities; or
- 17.4 Any Grant Funds requested by Grantee as payment for deficient activities or materials.

SECTION 18: TERMINATION

18.1 **Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.

18.2 **By Agency.** Agency may terminate this Grant as follows:

- 18.2.1 At Agency's discretion, upon 30 days advance written notice to Grantee;
- 18.2.2 Immediately upon written notice to Grantee, if Agency fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient in Agency's reasonable administrative discretion, to perform its obligations under this Grant;
- 18.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that Agency's performance under this Grant is prohibited or Agency is prohibited from funding the Grant from the Funding Source; or
- 18.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 15 days after written notice thereof to Grantee.

18.3 **By Grantee.** Grantee may terminate this Grant as follows:

- 18.3.1 If Grantee is a governmental entity, immediately upon written notice to Agency, if Grantee fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient to perform its obligations under this Grant.
- 18.3.2 If Grantee is a governmental entity, immediately upon written notice to Agency, if applicable laws, rules, regulations or guidelines are modified or interpreted in such a way that the Project activities contemplated under this Grant are prohibited by law or Grantee is prohibited from paying for the Project from the Grant Funds or other planned Project funding; or

18.3.3 Immediately upon written notice to Agency, if Agency is in default under this Grant and such default remains uncured 15 days after written notice thereof to Agency.

18.4 Cease Activities. Upon receiving a notice of termination of this Grant, Grantee must immediately cease all activities under this Grant, unless Agency expressly directs otherwise in such notice. Upon termination, Grantee must deliver to Agency all materials or other property that are or would be required to be provided to Agency under this Grant or that are needed to complete the Project activities that would have been performed by Grantee.

SECTION 19: MISCELLANEOUS

19.1 Conflict of Interest. Grantee by signature to this Grant declares and certifies the award of this Grant and the Project activities to be funded by this Grant, create no potential or actual conflict of interest, as defined by ORS Chapter 244, for a director, officer or employee of Grantee.

19.2 Nonappropriation. Agency's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon Agency receiving funding, appropriations, limitations, allotments, or other expenditure authority sufficient to allow Agency, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant. Nothing in this Grant may be construed as permitting any violation of Article XI, Section 7 of the Oregon Constitution or any other law limiting the activities, liabilities or monetary obligations of Agency.

19.3 Amendments. The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

19.4 Notice. Except as otherwise expressly provided in this Grant, any notices to be given under this Grant must be given in writing by email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system.

19.5 Survival. All rights and obligations of the Parties under this Grant will cease upon termination of this Grant, other than the rights and obligations arising under Sections 11, 13, 14, 16, 17 and subsection 19.5 hereof and those rights and obligations that by their express terms survive termination of this Grant; provided, however, termination of this Grant will not prejudice any rights or obligations accrued to the Parties under this Grant prior to termination.

19.6 Severability. The Parties agree if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.

- 19.7 Counterparts.** This Grant may be executed in several counterparts, all of which when taken together constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.
- 19.8 Compliance with Law.** In connection with their activities under this Grant, the Parties must comply with all applicable federal, state and local laws.
- 19.9 Intended Beneficiaries.** Agency and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third persons unless such third persons are individually identified by name herein and expressly described as intended beneficiaries of this Grant.
- 19.10 Assignment and Successors.** Grantee may not assign or transfer its interest in this Grant without the prior written consent of Agency and any attempt by Grantee to assign or transfer its interest in this Grant without such consent will be void and of no force or effect. Agency's consent to Grantee's assignment or transfer of its interest in this Grant will not relieve Grantee of any of its duties or obligations under this Grant. The provisions of this Grant will be binding upon and inure to the benefit of the Parties hereto, and their respective successors and permitted assigns.
- 19.11 Contracts and Subgrants.** Grantee may not, without Agency's prior written consent, enter into any contracts or subgrants for any of the Project activities required of Grantee under this Grant. Agency's consent to any contract or subgrant will not relieve Grantee of any of its duties or obligations under this Grant.
- 19.12 Time of the Essence.** Time is of the essence in Grantee's performance of the Project activities under this Grant.
- 19.13 Records Maintenance and Access.** Grantee must maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee must maintain any other records, whether in paper, electronic or other form, pertinent to this Grant in such a manner as to clearly document Grantee's performance. All financial records and other records, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees Agency and the Oregon Secretary of State's Office and the federal government and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. Grantee must retain and keep accessible all Records for a minimum of six (6) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.
- 19.14 Headings.** The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.
- 19.15 Grant Documents.** This Grant consists of the following documents, which are incorporated by this reference and listed in descending order of precedence:

- This Grant less all exhibits
- Exhibit A (the “Project”)
- Exhibit B (Common and Customized Framework)
- Exhibit C (Insurance)

19.16 Merger, Waiver. This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given.

SECTION 1: SIGNATURES

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


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

STATE OF OREGON acting by and through its Department of Education

By: Michelle Choate
Contracting Officer

11/04/2025
Date

Brookings-Harbor SD 17C

By: 
Authorized Signature

11/13/25
Date

Helena Chirinian
Printed Name

Superintendent
Title

93-6000388
Federal Tax ID Number

Approved for Legal Sufficiency in accordance with ORS 291.047

By: AAG Devon Thorson
Assistant Attorney General

11/04/2025
Date

EXHIBIT A THE PROJECT

SECTION I – BACKGROUND AND GOALS

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

SSA established the Student Investment Account (SIA) to provide Oregon school districts, eligible charter schools, YCEP, and JDEP with access to non-competitive grant funds. Each SIA applicant is required to collaborate with educators, students, families, and their community to develop a plan that outlines priorities and activities aligned to the allowable uses defined in law.

The SIA grants are designed to achieve two primary purposes:

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

Achievement of these purposes will be measured through Progress Markers and, for larger districts, Longitudinal Performance Growth Targets (LPGTs), forming the basis for the activities, outcomes and reporting requirements described in the following sections of this Exhibit.

SECTION II – PROJECT DEFINITIONS

The following capitalized terms have the meanings assigned below for purposes of Exhibits A and B. Definitions are derived from the Act, applicable administrative rules, and the Guidance for Eligible Applicants issued by the Agency.

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

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

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

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

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

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

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

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

“Gap Closing Targets” or “Closing Gap Targets” means the reduction of academic disparities between groups of students especially for Focal Student Groups set forth in the Integrated Plan based on the February 2022 “Aligning for Student Success: Integrated Guidance for Six ODE Initiatives”.

“Integrated Programs” means the integration of the following nine programs: High School Success (HSS), Student Investment Account (SIA), Continuous Improvement Planning (CIP), Career and Technical Education-Perkins V (CTE), Every Day Matters (EDM), Early Indicators Intervention Systems (EIIS), Early Literacy School District Success Grants, Federal School Improvement (FSI) and Career Connected Learning. Together operationally, integrating these programs creates opportunities to improve outcomes and learning conditions for students and educators. Working within existing state statutes and administrative rules, Agency developed an Integrated Programs framework for success that meets the core purpose of each program while trying to create a stronger framework from which progress, long-term impact, and learning approach to monitoring and evaluation is a hallmark of high-performing educational systems. This work is informed through Integrated Guidance.

“Integrated Plan” means the Grantee’s approved biennial plan developed following the Integrated Guidance, which includes the SIA, which has a focus on increasing academic achievement by all students, reducing academic disparities for identified student groups, and meeting students’ mental and behavioral health needs in addition to other needs deemed important at each school, stated outcomes, strategies, and activities The Integrated Plan may only be adjusted with approval from ODE staff in order to align with the anticipated outcomes and approved by Agency.

“Local Optional Metrics” are optional metrics established in addition to the 5 common metrics that are designed to allow grantees to monitor progress connected to their outcomes.

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

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

“Progress Markers” means sets of indicators set forth as a part of the Integrated Programs and Guidance that identify the kinds of changes the Agency expects to see in policies, practices and approaches that lead to Grantees reaching established LPGTs.

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

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

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

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

SECTION III – PROJECT ACTIVITIES

Integrated Plan Implementation

Agency will disburse Grant Funds for Allowable Project Costs that implement Grantee’s approved Integrated Plan during the Performance Period, in accordance with the allowable uses and activities described in the Act and as further detailed in the “Allowable Use of Grant Funds” section below.

Allowable Use of Grant Funds

Grantee must use the Grant Funds only for:

1. Increasing instructional time, which may include:
 - More hours or days of instructional time;
 - Summer programs;
 - Before-school or after-school programs; or
 - Technological investments that minimize class time used for student assessments.
2. Addressing students’ health or safety needs, which may include:
 - Social-emotional learning and development;
 - Student mental and behavioral health;
 - Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school;
 - Student health and wellness;
 - Trauma-informed practices;
 - School health professionals and assistants;
 - Facility improvements directly related to improving student health or safety.
3. Reducing class sizes, which may include:
 - increasing the use of instructional assistants, by using evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.
4. Expanding availability of and student participation in well-rounded learning experiences, which may include:
 - Developmentally appropriate and culturally responsive early literacy practices and programs in prekindergarten through third grade;
 - Culturally responsive practices and programs in grades six through eight, including learning, counseling and student support that is connected to colleges and careers;
 - Broadened curricular options at all grade levels, including access to:
 - Art, music, and physical education classes;
 - Science, technology, engineering, and mathematics (STEM) education;
 - Career and technical education, including career and technical student organization programs;

- Electives that are engaging to students;
- Accelerated college credit programs, including dual credit programs, International Baccalaureate programs and advanced placement programs;
- Dropout prevention programs and transition supports;
- Life skills classes;
- Talented and gifted programs;
- Access to licensed educators with a library media endorsement

Administrative costs shall not exceed 5% or \$500,000 annually, whichever is less, of Grantee’s total expenditures. Administrative costs may include ongoing community engagement and costs associated with the administration of the grant.

SECTION IV – REPORTING REQUIREMENTS

Grantee must submit financial and performance progress reports for each fiscal year of the biennium, using templates provided by the Agency, according to the schedule below.

Reporting Period	Due Date	Deliverable
July 1 – September 30	November 15	Submit financial and performance progress report.
October 1 – December 31	February 15	Submit financial and performance progress report. Include board minutes showing the Financial Audit was presented at an open meeting with opportunity for public comment (not consent agenda) (ORS 327.201(1)(b)(B)).
January 1 – June 30	August 15	Submit financial report of expenditures AND Annual Report (narrative responses). The Annual Report must be presented to the governing board at an open meeting, with an opportunity for public comment (not on a consent agenda). Board minutes documenting the presentation must be submitted alongside the Annual Report. Grantee must post the Annual Report on its website and make it available at the main office, in accordance with ORS 327.201(1)(b)(A)-(B).

If the Performance Period begins prior to the Executed Date, any reports for Project activities shown in this Exhibit A as due prior to the Executed Date must be submitted to the Agency within 30 days of the Executed Date, if not already provided to Agency. Grantee will not be in default for failure to perform any reporting requirements prior to the Executed Date.

Grantee shall supply any related or additional reports and information as Agency may require.

The Agency will monitor and evaluate Grantee’s progress toward Progress Markers and LPGTs described in Exhibit B, in accordance with ODE guidance and the monitoring provisions of this Grant.

SIA Grant Monitoring

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

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

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

The department may establish a procedure for conducting performance audits on a random basis or based on just cause as allowed under rules adopted by the board. If Grantee does not use the Grant Funds for Allowable Project Costs, the Agency may exercise the remedies provided in Section 16 or 17 of this Grant, including, without limitation, deducting amounts from future disbursements of Grant Funds.

Each grant recipient must conduct a performance review at least once every four years in accordance with standards adopted in board rule (OAR 581-014-0013) to ensure accountability and continuous improvement of SIA-funded activities.

SECTION V – DISBURSEMENT
Disbursement of Grant Funds

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

Quarter	Disbursement Date	Quarterly Disbursement Amount/%
Q1	July 1, 2025	Variable projection (made available under prior agreement; may differ from the projected 12.5%)
Q2	October 1, 2025	True-Up / Adjustment to reconcile Q1 difference (ensures Q1 + Q2 equals 25% of TBA)
Q3	January 1, 2026	12.5%
Q4	April 1, 2026	12.5%
Q5	July 1, 2026	12.5%
Q6	October 1, 2026	12.5%
Q7	January 1, 2027	12.5%
Q8	April 1, 2027	12.5%
2027-29 Q1	July 1, 2027	12.5% (Projected) of 2027-29 Biennium

Disbursements outlined in the table above are subject to the following:

1. If this Grant is not fully executed by October 1, the Agency will disburse the Grant Funds due for disbursement within 30 days of the Execution Date.
2. Disbursements will be made as advance payments, not reimbursements.
3. Q3 – Q8 disbursements are 12.5% of the TBA, plus any unclaimed amounts from the prior quarter disbursements.
4. Grantees are encouraged to draw down funds according to the schedule. **All funds for 2025-27 Q1 – Q8 must be drawn down and expended by June 30th, 2027.**
5. Any 2025-27 Grant Funds that are not expended by the Grantee by June 30, 2027 must be returned to Agency for deposit in the Student Investment Account.
6. Any 2027-29 Q1 Grant Funds that are not expended by the Grantee by June 30, 2029, must be returned to the Agency for deposit in the Student Investment Account.

Allocation and Projections

1. By April 30, 2027, Grantee shall submit to the Agency an Integrated Plan and Budget for subsequent biennium (2027-29). This Integrated Plan and Budget must describe how Grantee will utilize the Grant Funds allocated for 2027-29 Q1.
2. The amount of Grant Funds allocated for 2027-29 Q1 is based on projections for the continued implementation and sustainability of the approved Integrated Plan, anticipating ongoing efforts to achieve the established Progress Markers. These funds are intended to support continued activities and initiatives, ensuring continuity in programmatic efforts aimed at achieving the specified objectives.
3. The amount of Grant Funds allocated above for 2027-29 Q1 will be considered in determining the subsequent Q1 allocation in the next biennium (July 1, 2027 – June 30, 2029). Any differences between projected and actual Q1 disbursements will be reconciled in the Q2 disbursement to balance total funding across the biennium.
4. The utilization of 2027-29 Q1 funds allocated under this Agreement will be documented in the subsequent grant agreement, if executed, covering the 2027 – 2029 biennium.

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

SECTION I – PROGRESS MARKERS FOR 2025-2027 BIENNIUM

The Progress Markers outlined in this Exhibit B provide a framework for measuring the outcomes and activities described in Exhibit A. They support a developmental approach to evaluation, focusing on the types of changes that result from distinct investments. Grantees will provide updates toward these Progress Markers through the quarterly and annual reports. The fifteen Progress Markers below are organized into three categories: A ‘Start to See,’ B ‘Gaining Traction,’ and C ‘Profound Progress,’ representing advancement from early signs of progress to substantial and transformational changes.

- A. **“Start to See: Early Signs of Progress”** Based on your investments and activities, what changes or contributions are you noticing? What practices are improving?
- B. **“Gaining Traction: Intermediate Changes”** Based on your investments and activities, are you seeing any of these impacts?
- C. **“Profound Progress: Substantial and Significant Changes”** Based on your investments and activities, are any of these more transformational changes noticeable?

A. Start to See: Early Signs of Progress

1	Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.
2	Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.
3	Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.
4	Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.

B. Gaining Traction: Intermediate Changes

5	Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what “9th grade on-track” means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.
6	Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.

7	Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.
8	Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students' learning. Digital resources are being used with fidelity to advance learners' engagement with instruction.
9	A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement . School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.
10	Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extracurricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.

C. Profound Progress: Substantial and Significant Changes

11	Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.
12	Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.
13	Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.
14	Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by student's strengths and interests, to improve their practice and advance professional learning.
15	Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.

SECTION II – FINALIZED CO-DEVELOPED LPGTS

The Longitudinal Performance Growth Targets (LPGTs) include baseline, stretch, and gap-closing targets for each of the common metrics. These targets center focal student groups while supporting public transparency and learning. Progress toward meeting these Longitudinal Performance Growth Targets will be included in the Annual Report. While all three types of targets are named in the Grant Agreement, ODE will review and consider when or if intervention is needed using only the Baseline and Gap-Closing Targets, in alignment with ODE guidance on target-setting and reporting practices.

Target Type	2025-26	2026-27	2027-28
Four Year Cohort Graduation			
Baseline Target: All Students	82.0%	82.5%	83.0%
Stretch Target: All Students	82.5%	83.0%	84.0%
Gap-Closing Target: All Focal Group Students	79.0%	80.5%	82.0%
Five Year Cohort Completion			
Baseline Target: All Students	83.0%	83.5%	84.0%
Stretch Target: All Students	83.3%	83.8%	84.3%
Gap-Closing Target: All Focal Group Students	80.0%	80.8%	81.5%
9th Grade on-Track			
Baseline Target: All Students	71.5%	76.0%	80.0%
Stretch Target: All Students	80.0%	85.0%	90.0%
Gap-Closing Target: All Focal Group Students	65.0%	69.8%	74.0%
3rd Grade ELA Proficiency			
Baseline Target: All Students	39.0%	41.5%	43.0%
Stretch Target: All Students	42.0%	46.0%	50.0%
Gap-Closing Target: All Focal Group Students	31.0%	34.0%	36.0%
Regular Attenders			
Baseline Target: All Students	69.0%	70.0%	71.0%
Stretch Target: All Students	72.0%	74.0%	76.0%
Gap-Closing Target: All Focal Group Students	59.0%	62.0%	65.0%

SECTION III – APPROVED LOCAL OPTIONAL METRICS (IF APPLICABLE)

Local optional metrics are designed to allow grantees to set and monitor metrics connected to outcomes they have described in their Integrated Plan.

	2025-26	2026-27	2027-28
Local Optional Metrics			
Baseline Target: All Students			
Stretch Target: All Students			
Gap-Closing Target: All Focal Group Students			

EXHIBIT C INSURANCE

INSURANCE REQUIREMENTS

Grantee/Recipient shall obtain at Grantee/Recipient's expense the insurance specified in this Exhibit C prior to performing under this Contract. Grantee/Recipient shall maintain such insurance in full force and at its own expense throughout the duration of this Contract, as required by any extended reporting period or continuous claims made coverage requirements, and all warranty periods that apply. Grantee/Recipient shall obtain the following insurance from insurance companies or entities that are authorized to transact the business of insurance and issue coverage in the State of Oregon and that are acceptable to Agency. All coverage shall be primary and non-contributory with any other insurance and self-insurance, with the exception of Professional Liability and Workers' Compensation. Grantee/Recipient shall pay for all deductibles, self-insured retention, and self-insurance, if any.

If Grantee/Recipient maintains broader coverage and/or higher limits than the minimums shown in this insurance requirement exhibit, Agency requires and shall be entitled to the broader coverage and/or higher limits maintained by Grantee/Recipient.

WORKERS' COMPENSATION & EMPLOYERS' LIABILITY

All employers, including Grantee/Recipient, that employ subject workers, as defined in ORS 656.027, shall comply with ORS 656.017, and provide workers' compensation insurance coverage for those workers, unless they meet the requirement for an exemption under ORS 656.126(2). Grantee/Recipient shall require and ensure that each of its subcontractors complies with these requirements. If Grantee/Recipient is a subject employer, as defined in ORS 656.023, Grantee/Recipient shall also obtain employers' liability insurance coverage with limits not less than \$500,000 each accident.

If Grantee/Recipient is an employer subject to any other state's workers' compensation law, Contactor shall provide workers' compensation insurance coverage for its employees as required by applicable workers' compensation laws including employers' liability insurance coverage with limits not less than \$500,000 and shall require and ensure that each of its out-of-state subcontractors complies with these requirements.

As applicable, Grantee/Recipient/Recipient shall obtain coverage to discharge all responsibilities and liabilities that arise out of or relate to the Jones Act with limits of no less than \$5,000,000 and/or the Longshoremen's and Harbor Workers' Compensation Act.

COMMERCIAL GENERAL LIABILITY

Grantee/Recipient shall provide Commercial General Liability Insurance covering bodily injury and property damage in a form and with coverage that are satisfactory to the State. This insurance must include personal and advertising injury liability, products and completed operations, contractual liability coverage for the indemnity provided under this contract, and have no limitation of coverage to designated premises, project, or operation. Coverage must be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence and not less than \$2,000,000 annual aggregate limit.

AUTOMOBILE LIABILITY INSURANCE

Required **Not required**

Grantee/Recipient shall provide Automobile Liability Insurance covering Grantee/Recipient's business use including coverage for all owned, non-owned, or hired vehicles with a combined single limit of not less than \$1,000,000 for bodily injury and property damage. This coverage may be written in combination with the Commercial General Liability Insurance (with separate limits for Commercial General Liability and

Automobile Liability). Use of personal automobile liability insurance coverage may be acceptable if evidence that the policy includes a business use endorsement is provided.

PROFESSIONAL LIABILITY

Required **Not required**

Grantee/Recipient shall provide Professional Liability covering any damages caused by an error, omission or any negligent acts related to the services to be provided under this Contract by the Grantee/Recipient and Grantee/Recipient’s subcontractors, agents, officers or employees in an amount not less than \$1,000,000 per claim and not less than \$2,000,000 annual aggregate limit.

If coverage is provided on a claims made basis, then either an extended reporting period of not less than 24 months shall be included in the Professional Liability insurance coverage, or the Grantee/Recipient shall provide Continuous Claims Made coverage as stated below.

EXCESS/UMBRELLA INSURANCE

A combination of primary and excess/umbrella insurance may be used to meet the required limits of insurance. When used, all of the primary and umbrella or excess policies shall provide all of the insurance coverages herein required, including, but not limited to, primary and non-contributory, additional insured, Self-Insured Retentions (SIRs), indemnity, and defense requirements. The umbrella or excess policies shall be provided on a true “following form” or broader coverage basis, with coverage at least as broad as provided on the underlying insurance. No insurance policies maintained by the Additional Insureds, whether primary or excess, and which also apply to a loss covered hereunder, shall be called upon to contribute to a loss until the Contractor’s primary and excess liability policies are exhausted.

If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance.

ADDITIONAL INSURED

All liability insurance, except for Workers’ Compensation, Professional Liability, Pollution Liability and Network Security and Privacy Liability (if applicable), required under this Contract must include an additional insured endorsement specifying the State of Oregon, its officers, employees, and agents as Additional Insureds, but only with respect to Grantee/Recipient’s activities to be performed under this contract. Coverage shall be primary and non-contributory with any other activities to be performed under this Grant.

Regarding Additional Insured status under the General Liability policy, we require additional insured status with respect to liability arising out of ongoing operations and completed operations, but only with respect to Grantee/Recipient’s activities to be performed under this Contract. The Additional Insured endorsement with respect to liability arising out of your ongoing operations must be on or at least as broad as ISO Form CG 20 10 and the Additional Insured endorsement with respect to completed operations must be on or at least as broad as ISO form CG 20 37.

WAIVER OF SUBROGATION

Grantee waives, and must require its first tier contractors and subgrantees waive, rights of subrogation which Grantee, Grantee’s first tier contractors and subgrantees, if any, or any insurer of Grantee may acquire against the Agency or State of Oregon by virtue of the payment of any loss. Grantee must obtain, and require its first tier contractors and subgrantees to obtain, any endorsement that may be necessary to affect this waiver of subrogation, but this provision applies regardless of whether or not the Agency has received a waiver of subrogation endorsement from the Grantee or the Grantee’s insurer(s).

CONTINUOUS CLAIMS MADE COVERAGE

If any of the required liability insurance is on a claims made basis and does not include an extended reporting period of at least 24 months, then Grantee/Recipient shall maintain continuous claims made liability coverage, provided the effective date of the continuous claims made coverage is on or before the effective date of the Grant Agreement, for a minimum of 24 months following the later of:

1. Grantee/Recipient’s completion and Agency’s acceptance of all Services required under the Contract, or
2. Agency or Grantee/Recipient termination of this Contract, or
3. The expiration of all warranty periods provided under this Contract.

CERTIFICATE(S) AND PROOF OF INSURANCE

Grantee/Recipient shall provide to Agency Certificate(s) of Insurance for all required insurance before delivering any Goods and performing any Services required under this Contract. The Certificate(s) shall list the State of Oregon, its officers, employees and agents as a Certificate holder and as an endorsed Additional Insured. The Certificate(s) shall also include all required endorsements or copies of the applicable policy language effecting coverage required by this Contract. If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance. As proof of insurance Agency has the right to request copies of insurance policies and endorsements relating to the insurance requirements in this Contract.

NOTICE OF CHANGE OR CANCELLATION

The Grantee/Recipient or its insurer must provide at least 30 days’ written notice to Agency before cancellation of, material change to, potential exhaustion of aggregate limits of, or non-renewal of the required insurance coverage(s).

INSURANCE REQUIREMENT REVIEW

Grantee/Recipient agrees to periodic review of insurance requirements by Agency under this Contract and to provide updated requirements as mutually agreed upon by Grantee/Recipient and Agency.

STATE ACCEPTANCE

All insurance providers are subject to Agency acceptance. If requested by Agency, Grantee/Recipient shall provide complete copies of insurance policies, endorsements, self-insurance documents and related insurance documents to Agency’s representatives responsible for verification of the insurance coverages required under this Exhibit C.

Additional Coverages That May Apply:

DIRECTORS, OFFICERS AND ORGANIZATION LIABILITY:

Required **Not required**

Grantee/Recipient shall provide **Directors, Officers and Organization** insurance covering the Grantee/Recipient’s Organization, Directors, Officers, and Trustees actual or alleged errors, omissions, negligent, or wrongful acts, including improper governance, employment practices and financial oversight - including improper oversight and/or use of use of grant funds and donor contributions which includes state or federal funds - with a combined single limit of not less than \$1,000,000 per claim.

PHYSICAL ABUSE AND MOLESTATION INSURANCE COVERAGE:

Required **Not required**

Grantee/Recipient shall provide Abuse and Molestation Insurance in a form and with coverage that are satisfactory to the State covering damages arising out of actual, perceived, or threatened physical abuse, mental injury, sexual molestation, negligent: hiring, employment, supervision, training, investigation, reporting to proper authorities, and retention of any person for whom the Grantee/Recipient is responsible including but not limited to Grantee/Recipient and Grantee/Recipient's employees and volunteers. Policy endorsement's definition of an insured shall include the Grantee/Recipient, and the Grantee/Recipient's employees and volunteers. Coverage shall be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence and not less than \$3,000,000 annual aggregate. Coverage can be provided by a separate policy or as an endorsement to the commercial general liability or professional liability policies. The limits shall be exclusive to this required coverage. Incidents related to or arising out of physical abuse, mental injury, or sexual molestation, whether committed by one or more individuals, and irrespective of the number of incidents or injuries or the time period or area over which the incidents or injuries occur, shall be treated as a separate occurrence for each victim. Coverage shall include the cost of defense and the cost of defense shall be provided outside the coverage limit.

Brookings-Harbor School District 17C

Code: EFA
Adopted:

Local Wellness

{Required. Title 7 C.F.R. 210.31(a) requires local education agencies to “establish a local school wellness policy for all schools participating in the National School Lunch Program and/or School Breakfast Program...”. The law describes the policy as “a written plan that includes” various components intended to improve student wellness. This policy is designed to meet the requirements for a wellness policy and provide the framework for the district’s plan. Previously these requirements were split between the policy and an administrative regulation (AR). All required and/or related content is now included in the model policy, therefore OSBA recommends deleting the AR if the district previously included it in the board’s policy manual. Districts should consult with stakeholders in the process of adoption and incorporate language that meets the unique needs of the district.}

The district is committed to the optimal development of every student and believes that a positive, safe and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental and social success.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board’s commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

~~[The district superintendent or designee shall establish a Wellness Advisory Committee to advise the district in the development, review and update of the local wellness policy.]~~

POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation

The district shall manage and coordinate the implementation of this local wellness policy.

Implementation will consist of, but not be limited to, the following:

1. Delineating roles, responsibilities, actions and timelines specific to each school;
2. Generating and disseminating information about who will be responsible to make what change, by how much, where and when;
3. Establishing standards for all foods and beverages provided (but not sold) to students during the school day on participating school campuses;
4. Establishing standards and nutrition guidelines for all foods and beverages sold to students during the school day on participating school campuses that meet state and federal nutrition standards for NSLP and SBP, competitive foods, permit marketing of same that meets the competitive food nutrition standards, and promotes student health and reduces child obesity; and

5. Establishing specific goals for nutrition promotion and education, physical activity[, physical education] and other school-based activities that promote student wellness.

The Board designates the [superintendent] [principal(s)] to be responsible for ensuring each school meets the goals outlined and complies with this policy.

[Record Keeping]

The district will retain the following records to document compliance with the local wellness policy requirements at the district's administrative offices:

1. The written local wellness policy;
2. Documentation to demonstrate the policy has been made available to the public;
3. Documentation of efforts to review and update the local wellness policy, including an indication of who participates in the update and the methods the district uses to make stakeholders aware of their ability to participate;
4. Documentation to demonstrate compliance with the annual public notification requirements;
5. Documentation of the district's most recent assessment on the implementation of the local wellness policy;
6. Documentation to demonstrate the most recent assessment on the implementation of the local wellness policy has been made available to the public.]

Notification of Policy

The district will inform the public about the content and implementation of the local wellness policy, and post the policy and any updates to the policy on the district website annually. Included will be, if available, the most recent assessment of the implementation, and a description of the progress being made in attaining the goals of the policy.

The district will publicize the name and contact information of the district or school official(s) leading and coordinating the policy and information on how the public can get involved with the local wellness policy. This information will be published on the district's website and in district communications.

Triennial Progress Assessments

At least once every three years, the district will evaluate the implementation of this policy and its progress with a triennial assessment and produce a progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;
2. The extent to which the district's policy compares to model local school wellness policy^{1}; and

¹ {Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

3. A description of the progress made in attaining the goals of the district’s policy.

The district will publish the triennial progress report on the district website when available. The district will update or modify the policy based on results of the triennial assessment.

Community Involvement, Outreach and Communications (Review of, and Updating Policy) {²}

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy. The district will communicate information about opportunities ~~[in community news, on the district’s website, on school websites, and/or in district or school communications]~~. The district will ensure that communications are culturally and linguistically appropriate to the community.

Parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the Board, school administrators, and the general public will be solicited to participate in the periodic review and update of the local school wellness policy.

~~{Wellness Advisory Committee}{³}~~

~~The district supports a wellness advisory committee to assist the development, implementation, and periodic review and update of the local wellness policy. The superintendent or designee will be a member of this committee.~~

~~The district will publicize information about the wellness advisory committee [in community news, in communications to parents, and/or on websites operated by the district] to communicate to parents, students and the community at large to explain the committee’s purpose, process and an invitation to volunteer.~~

- ~~1. The wellness advisory committee membership will include, to the extent possible, but not be limited to:
 - ~~a. Parents, caregivers and students;~~
 - ~~b. Representatives of the school nutrition program (e.g., school nutrition director);~~
 - ~~c. Physical education and/or health education teachers;~~
 - ~~d. School health professionals (e.g., school nurses, physicians, dentists, health educators and other allied health personnel who provide school health services);~~
 - ~~e. Mental health and social services staff (e.g., school counselors, psychologists, social workers, or psychiatrists);~~
 - ~~f. School administrators (e.g., superintendent, assistant superintendent, principal, vice principal);~~
 - ~~g. Board members;~~
 - ~~h. Supplemental Nutrition Assistance Program (SNAP) education coordinators;~~~~

² {USDA Local school wellness policy [resource](#); CDC [resource](#); CDC Healthy Schools [resource](#); USDA Local school wellness policy [outreach toolkit](#) and communication resource from [Alliance for a Healthier Generation](#).}

³ {A Wellness Advisory Committee is not required. If the district chooses to have a committee, the district should amend the language here to establish the membership and responsibilities of the committee. [School Wellness Committee Toolkit](#) published by the Alliance for a Healthier Generation}

- i. Healthcare professionals and/or other health-related professionals (e.g., dietitians, doctors, nurses, dentists); and
- j. Members of the general public.

2. The committee, appointed by the superintendent or designee, will meet to organize and vote on a committee chair and a secretary prior to or at the beginning of the school year. The chair and secretary will serve for one year minimum and may be reappointed.

3. The wellness advisory committee will meet [four] times per year to review of the local wellness policy.

4. The committee will facilitate the development, review and update of the wellness policy, and evaluate each participating school's compliance with the policy.

The district will create building-level committees to establish school-specific goals and activities that implement this policy. A school coordinator will be designated to support compliance with this policy.

NUTRITION PROMOTION AND NUTRITION EDUCATION

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based strategies and techniques and nutrition messages and by creating food environments that support healthy nutrition choices.

[Nutrition promotion and nutrition education shall be a sequential and integrated focus on improving students' eating behaviors, reflect evidence-based strategies and be consistent with state and local district health education standards.]

To promote nutrition education in the schools, the principal is responsible for ensuring the following goals are implemented:

1. {⁴}; [Students and staff will receive consistent nutrition messages throughout the school environment;
2. Nutrition education is provided throughout the student's school years as part of the district's age-appropriate, comprehensive nutrition program [(which includes the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, and handling and storage related to food and eating)], and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;
3. Nutrition education will include culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs;

⁴ {The goals listed are examples; districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to "review and consider evidence-based strategies and techniques" (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

4. Teachers will receive curriculum-specific training;
5. Parents and families are encouraged through school communications to send healthy snacks/meals and reusable water bottles with their student to school;
6. Families and community organizations are involved, to the extent practicable, in nutrition education;
7. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes);
8. Materials on how to assess one's personal eating habits, set goals for improvement and achieve those goals.]

Nutrition promotion, including marketing and advertising nutritious foods and beverages to students, will be implemented consistently through a comprehensive and multi-channel approach, (e.g., in the classroom, cafeteria and at home) by staff, teachers, parents, students and the community.

To ensure adequate nutrition promotion, the following goals will be implemented:

1. ^{5}[Information about available meal programs is distributed prior to or at the beginning of the school year and at other times throughout the school year;
7. Information about availability and location of a Summer Food Service Program (SFSP) is distributed;
8. Nutrition promotion materials are sent home with students, published on the district website, and distributed at parent-teacher conferences;
9. Families are invited to attend exhibitions of student nutrition projects or health fairs;

~~10. Physical activity is a planned part of all school-community events.]~~

School Meals

~~[Schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition program(s), administered through the Oregon Department of Education (ODE)] [which may include the NSLP] [and] [the SBP] [Fresh Fruit & Vegetable Program (FFVP)] [After School Snack Program (ASSP)] [Special Milk Program (SMP)] [Summer Food Service Program (SFSP)] [Supper programs] [or others].] [The district also operates additional nutrition-related programs and activities including Farm-to-School programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts or Grab 'n' Go Breakfast.]~~

The district's available meal program(s) will operate to meet meal pattern requirements and dietary specifications in accordance with the Healthy, Hunger-Free Kids Act and applicable federal laws and regulations.

⁵ {The goals listed are examples; districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to "review and consider evidence-based strategies and techniques" (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

The ~~[principal(s)-District]~~ will support nutrition and food services operation as addressed in Board policy EFAA – District Nutrition and Food Services and its accompanying administrative regulation EFAA-AR – Reimbursable Meals and Milk Programs.

~~[Water~~

~~Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.]~~

Competitive Foods and Beverages

The district controls the sale of all competitive foods. All foods and beverages outside the reimbursable school meal programs that are **sold** to students on the school campus during the school day will meet or exceed Smart Snacks Standards⁶.

Celebrations and Rewards/Incentives

All foods and beverages offered on the school campus ~~[will meet or exceed]~~ ~~[are encouraged to meet]~~ the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, and classroom snacks brought by parents. ~~[Food will not be used as a reward or incentive.]~~ ~~[This information will be conveyed to staff and parents.]~~

~~[Fund Raising~~

~~Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day. Such requests to conduct a fund raiser will be submitted to the [principal] for approval before starting.]~~

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards for competitive foods set by the USDA.

~~[The district (i.e., school nutrition services, athletics department, PTA, PTO) will review existing contracts, new contracts and equipment, and product purchase or replacement to reflect the applicable food and beverage marketing guidelines.]~~

PHYSICAL ACTIVITY AND PHYSICAL EDUCATION

A quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards and program minute requirements in order to meet ODE’s physical education content standards and state law.

Physical activity should be included in the school’s daily education program for grades ~~[pre-]~~K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.

⁶ Oregon Department of Education, [Oregon Smart Snacks Standards](#)

In order to ensure students are afforded the opportunity to engage in physical education and physical activity in the school setting, the following goals are established:

1. ^{7} [Physical education will be a course of study that focuses on students' physical literacy and development of motor skills;
2. Staff encourages and provides support for parental involvement in their children's physical education;
3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;
4. Instruction, provided by adequately prepared teachers, i.e., licensed or endorsed to teach physical education, will meet the state adopted academic content standards for physical education (Oregon Revised Statute (ORS) 329.045). Teachers of physical education shall regularly participate in professional development activities annually;
5. ~~^{8} Every public school student in [pre-]kindergarten through grade 8 shall participate in physical education for the entire school year. Students in kindergarten through grade [5] [6] shall participate for a least 150 minutes during each school week, and students in grades [6] [7] through 8 for at least an average of 150 minutes during each school week, as calculated over the duration of a school year;~~
6. Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of all classes or courses as part of a well-rounded education;
7. Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be used as a punishment or a reward;
8. ^{9} At least 50 percent of the weekly physical education class time in grades K through 8 shall be devoted to actual physical activity;
9. ~~Physical activity is a planned part of all school-community events;~~
10. ~~Materials promoting physical activity are sent home with students and published on the district website.]~~

[^{10} A student with a disability shall have suitably adapted physical education incorporated as part of their individualized education program (IEP) developed under ORS 343.151. A student who does not have an

⁷ {The goals listed are examples; districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to "review and consider evidence-based strategies and techniques" (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

⁸ {Districts are required to provide the specified number of physical education minutes, but are not required to include them as goals or in this policy. If the district operates K-5 elementary schools, select "5" in the first bracket and "6" in the second bracket. If the district operates K-6 elementary schools, select "6" in the first bracket and "7" in the second bracket.}

⁹ {This language is not required to be in policy, but this is a required action pursuant to ORS 329.496.}

¹⁰ {This language is not required to be in policy, but this is a required action pursuant to ORS 329.496.}

IEP but has chronic health problems, other disabling conditions or other special needs that preclude them from participating in regular physical education instruction, shall have suitably adapted physical education incorporated as part of their individualized health plan, developed by the district.]

Other Activities that Promote Student Wellness

The district will integrate wellness activities throughout the entire school environment (districtwide). The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicated and work toward the same set of goals promoting student well-being, optimal development and strong educational outcomes.

The district will provide the following activities and encourage the following practices which promote local wellness:

1. ~~[Seoliosis screenings;~~
2. ~~Safe Routes to Schools Program;~~
3. Physically active family and community engagement activities for families to learn about healthy eating or to practice being active together (e.g., skate night, fun run, dance night);
4. ~~Nonfood-related fund raisers;~~
5. Physical activity energizers during transitions from one subject to another;
6. ~~Intramural sports;~~
7. ~~Monthly/Weekly school walks;~~
8. ~~Assemblies which focus on wellness issues such as the importance of breakfast, healthy beverages, and how students and staff can incorporate 60 minutes of physical activity into their day;~~
9. Use of alternates to food as rewards in the classroom;
10. Creation of connections between out-of-school time (OST) programs that involve staff members from OST programs, both school- and community-based, in school initiatives that address healthy eating, such as school wellness teams or wellness committees;
11. Integration of social, emotional and mental health supports into school programs (e.g., promote a positive school climate where respect is encouraged and students can seek help from trusted adults);
12. Communication between classroom teachers and nutrition staff, so that menus and nutrition promotion can be tied into classroom learning and coursework;
13. ~~Include wellness as a standing agenda item for school-based meetings (e.g., staff meetings, site council meetings, PTO).]~~

^{11} Employee Wellness^{12}

The district encourages staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school's overall wellness program. Many actions and conditions that affect the health of staff may also influence the health and learning of students. The physical and mental health of staff is integral to promoting and protecting the health of students and helps foster their academic success. The district's Employee Wellness Program will promote health, reduce risky behaviors of employees and identify and correct conditions in the workplace that can compromise the health of staff, reduce their levels of productivity, impede student success and contribute to escalating health-related costs such as absenteeism.

The district will collaborate with community partners to identify programs, services and/or resources to compliment and enrich employee wellness endeavors.

The district's Employee Wellness Program may include the following:

1. Health education and health promoting activities that focus on skill development and lifestyle behavior that change along with awareness building, information dissemination, access to facilities, and are preferably tailored to employees' needs and interests;
2. Safe, supportive social and physical environments including organizational expectations about healthy behavior, and implementation of policy that promotes health and safety and reduces the risk of disease;
3. Linkage to related programs such as employee assistance programs, emergency care and programs that help employees balance work life and family life;
4. Education and resources to help employees make decisions about health care; and
5. Nutrition and fitness educational opportunities that may include but are not limited to, the distribution of educational and informational materials, and the arrangement of presentations and workshops that focus on healthy lifestyles, health assessments, fitness activities and other appropriate nutrition and physical activity related topics.

The district encourages participation from all employees. "Employees" are not limited to instructional staff (i.e., teachers and instructional assistants), but includes all administrators and support staff.

The following groups are seen as essential for establishing, implementing and sustaining an effective employee wellness program:

1. School personnel who implement existing wellness programs in the district (i.e., employee wellness committee);

¹¹ {This language is optional and is not required by state or federal law.}

¹² {CDC resources for [school employee wellness](#) and [workplace health promotion](#)}

2. District personnel who implement health programs for students (e.g., school health coordinator, school nurses, psychologist, health and physical educators, nutrition professionals, counselors and other staff); and

3. Decision makers who have the authority to approve policy and provide administrative support essential for a school wellness program (e.g., Board members, superintendents, human resource administrators, fiscal services administrators and principals).]

[DEFINITIONS

1. “Competitive food” means all food and beverages other than meals reimbursed under programs authorized by the Richard B. Russell National School Lunch Act and the Child Nutrition Act available for sale to students on the school campus during the school day.
2. “Food and beverage marketing”^[13] is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.
3. “Oregon Smart Snacks Standards”¹⁴ means the State’s minimum nutrition standards for competitive foods and beverages (ORS 336.423).
4. “School day” means, for the purpose of competitive food standards implementation, the period from the midnight before, to 30 minutes after the end of the official school day[, i.e., at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities].
5. “School campus” means, for the purpose of competitive food standards implementation, all areas of property under the jurisdiction of the school that are accessible to students during the school day.]

END OF POLICY

Legal Reference(s):

¹³ [This term includes, but is not limited to, the following: brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container; displays, such as on vending machine exteriors; corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance.); corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district; advertisements in school publications or school mailings; free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.]

¹⁴ Oregon Department of Education, [Oregon Smart Snacks Standards](#)

[ORS 327.531](#)
[ORS 327.537](#)
[ORS 329.496](#)
[ORS 332.107](#)

[ORS 336.423](#)

[OAR 581-051-0100](#)
[OAR 581-051-0305](#)

[OAR 581-051-0306](#)
[OAR 581-051-0310](#)
[OAR 581-051-0400](#)

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b (2018).
National School Lunch Program, 7 C.F.R. Part 210 (2022).
School Breakfast Program, 7 C.F.R. Part 220 (2022).
[House Bill 3199](#) (2023).

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Brookings-Harbor School District 17C

Code: **EFA**
Adopted: 9/21/05
Readopted: 7/19/06; 4/18/12; 1/15/14; 6/17/15; 2/17/16; 12/06/17

Local Wellness Program

The district is committed to the optimal development of every student and believes that a positive, safe and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental and social success.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

The input of staff (including, but not limited to, physical education and school health professionals), students, parents, the public, the Board, school administrators, representatives of the school food authority and public health professionals will be encouraged in the development of wellness policy. The Board shall establish a Wellness Advisory Committee to advise the district in the creation of the local wellness policy. The superintendent or designee will develop guidelines as necessary to implement the goals of the local wellness plan and ensure compliance of such policy.

WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation Plan

The district shall develop and maintain a plan to manage and coordinate the implementation of this wellness policy.

The plan will:

1. Delineate roles, responsibilities, actions and timelines specific to each school;
2. Include information about who will be responsible to make what change, by how much, where and when;
3. Include specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, and in food and beverage marketing; and
4. Include specific goals and objectives for nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

In an effort to measure the implementation of this policy, the Board designates the superintendents the person who will be responsible for ensuring each school meets the goals outlined in this policy.

Record Keeping

The district will retain the following records to document compliance with the requirements of the wellness policy at the district's administrative offices.

1. The written wellness policy;
5. Documentation demonstrating that the policy has been made available to the public;
6. Documentation of efforts to review and update the local wellness policy, including an indication of who is involved in the update and the methods the district uses to make stakeholders aware of their ability to participate;
7. Documentation to demonstrate compliance with the annual public notification requirements;
8. The most recent assessment on the implementation of the local wellness policy;
9. Documentation demonstrating the most recent assessment on the implementation of the local wellness policy has been made available to the public.

Annual Notification of Policy

The district will make available to the public annually, an assessment of the implementation, including the extent to which the schools are in compliance with policy, how the policy compares to model policy and a description of the progress being made in attaining the goals of the policy. The district will make this information available through the district website and/or districtwide communications. The district will also publicize the name and contact information of the district or school official(s) leading and coordinating the policy, as well as information on how the public can get involved with the local wellness policy.

Triennial Progress Assessments

At least once every three years, the district will evaluate compliance with the local wellness policy, to assess the implementation of the policy and produce a triennial progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;
10. The extent to which the district's policy compares to model wellness policy; and
11. A description of the progress made in attaining the goals of the district's policy.

The district or school will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy



The district will update or modify the local wellness policy based on the results of the annual School Health Index¹ and triennial assessments and/or as district priorities change; community needs change; wellness goals are met; new health science, information and technology emerge; and new federal or state guidance or standards are issued. The local wellness policy will be assessed and updated as indicated at least every three years following the triennial assessment.

Community Involvement, Outreach and Communications

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy through a variety of means appropriate for the district. The district will also ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

NUTRITION PROMOTION AND NUTRITION EDUCATION

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, by creating food environments that encourage healthy nutrition choices and by encouraging participation in school meal programs. Students and staff will receive consistent nutrition messages throughout the school environment. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by staff, teachers, parents, students and the community.

School Meals

All schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition programs, administered through the Oregon Department of Education (ODE), including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Fresh Fruit & Vegetable Program (FFVP), Special Milk Program (SMP), Summer Food Service Program (SFSP), Supper programs[or others]. The district also operates additional nutrition-related programs and activities including Farm-to-School programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts or Grab 'n' Go Breakfast.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals.

¹ If the district is using a different assessment or additional assessments, add to the list here or replace as needed.

Water

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards². These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus are encouraged to meet the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, classroom snacks brought by parents, rewards and incentives.

Fund Raising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day.

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards.

"Food and beverage marketing" is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

PHYSICAL ACTIVITY AND PHYSICAL EDUCATION

Physical activity should be included in the school's daily education program for grades pre-K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.

Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason.

The Board realizes that a quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards and program minute requirements³ in order to meet the ODE's physical education content

standards and state law⁴. Every public school student in kindergarten through grade 8 shall participate in physical education for the entire school year. Students in kindergarten through grade 5 shall participate for at least 120⁵ minutes during each school week, and students in grades 6 through 8 for at least 225⁶ minutes per school week.

At least 50 percent of the weekly physical education class time shall be devoted to actual physical activity. Instruction, provided by adequately prepared teachers, will meet the state adopted academic content standards for physical education (Oregon Revised Statute (ORS) 329.045). Teachers of physical education shall regularly participate in professional development activities.

12.

A student with a disability shall have suitably adapted physical education incorporated as part of their individualized education program (IEP) developed under ORS 343.151. A student who does not have an IEP but has chronic health problems, other disabling conditions or other special needs that preclude them from participating in regular physical education instruction, shall have suitably adapted physical education incorporated as part of their individualized health plan, developed by the district.⁷

Employee Wellness

The district encourages staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school's overall wellness program. Many actions and conditions that affect the health of staff may also influence the health and learning of students. The physical and mental health of staff is integral to promoting and protecting the health of students and helps foster their academic success. The district's Employee Wellness Program will promote health, reduce risky behaviors of employees and identify and correct conditions in the workplace that can compromise the health of staff, reduce their levels of productivity, impede student success and contribute to escalating health-related costs such as absenteeism.

The district will work with community partners to identify programs, services and/or resources to compliment and enrich employee wellness endeavors.

Other Activities that Promote Student Wellness

The district will integrate wellness activities throughout the entire school environment (districtwide), not just in the cafeterias, other food and beverage venues and physical activity facilities.

²[Oregon Department of Education, Oregon Smart Snacks Standards](#)

³ The physical education minute requirements, revised in Senate Bill 4 (2017), now have a two-year delay on implementation for elementary schools, and a four-year delay on implementation for middle schools.

⁴ Ibid. p. 4

⁵ These are the minimum PE requirements in elementary schools for school year 2019-2020.

⁶ These are the minimum PE requirements in middle schools (grades 6 through 8) for school year 2022-2023.

⁷ Ibid. p. 5

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The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complimentary, not duplicated and work toward the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

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END OF POLICY

Legal Reference(s):

- [ORS 327.531](#)
- [ORS 327.537](#)
- [ORS 329.496](#)
- [ORS 332.107](#)
- [ORS 336.423](#)

- [OAR 581-051-0100](#)
- [OAR 581-051-0305](#)
- [OAR 581-051-0306](#)
- [OAR 581-051-0310](#)
- [OAR 581-051-0400](#)

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