



2021-22 Board of Directors

Board Chair, Alisha Oliver Board Vice-Chair, Laura Wipper

Board Members: Mike Wagner, Erin Cramer, Mark Henderson, Coral Ford & Mackenzie Strawn

Student Representatives to the Board, Tayven Whieldon & Sarah Wolf

Superintendent, Andy Gardner

Assoc. Superintendent, Dave Bolin

Business Director, Jane Nofziger

Human Resources Director, Debi Brazelton

Superintendent/School Board Executive Assistant, Tonia Whisman

Regular Session

Thursday, April 15, 2021 ~ 6:00 PM

NSSD District Office/Santiam Room

1155 N 3rd Ave

Stayton, OR 97383

NSSD VISION

We change kids' lives through a commitment to excellence, integrity, equity, and community engagement

NSSD MISSION STATEMENT

Ensure students reach their highest academic and vocational potential and develop into productive citizens

NSSD GUIDING PRINCIPLE

Do what is best for all kids

BOARD GOALS

- 1) Offer the most comprehensive program possible for students and the appropriate staffing to support our commitment to doing what is best for all kids
- 2) Celebrate the successes of the District and community
- 3) Routinely monitor the effectiveness of District programs and services in order to better serve all kids
- 4) Build and sustain dynamic relationships with stakeholders of the District through proactive communication exchanges

1. CALL REGULAR SESSION TO ORDER

The Regular Session of the North Santiam School District's Board of Directors is called to order at 6:00 pm. It is a "hybrid" meeting of the Board and the public is allowed to observe either in-person or via the Zoom link below. Occupancy limits inside the Santiam Meeting Room will be followed which may limit the number of the members of the public who can be present in the room at one time. On the agenda is a place for public comment. Those that wish to address the Board during this time must complete a public comment request available via the link PUBLIC COMMENT CARD prior to this point in the agenda. Comment cards are also available in person in the District Office (prior to 4:00 pm on the day of the meeting) or near the entrance of the Santiam Room. Speakers may offer objective criticism of school operations and programs however, the law prohibits the Board from hearing complaints regarding any personally identifiable District staff member. The Board asks that anyone wishing to communicate a complaint of this manner follow the proper administrative process in Board policy KL (Public Complaints). This information is available on the District website.

Join Zoom Meeting

<https://nsantiam-k12-or-us.zoom.us/j/82850017738?pwd=ckhseWJsYkszcjJPNU0bVF6NXhCZz09>

Meeting ID: 828 5001 7738 Passcode: 449170

ACKNOWLEDGEMENT OF BOARD MEMBERS PRESENT: MIKE WAGNER

Tod Nau has provided advance notice he will be absent.

PLEDGE OF ALLEGIANCE: MIKE WAGNER

2. APPROVAL OF THE AGENDA

Any changes to the agenda after posting on April 9, 2021 are noted below:

Added Attachments-

- 6.2:General Fund Board Financials
- 6.4: 04.06.21 Community Engagement Meeting Minutes
- 7.1:03.18.21 Meeting Minutes-draft3 (attachment revised)
- 8.1: Policies BBF, EEA, GBEB-AR, GBA, GCBDD/GDBDD, JGE, & JHCC
- 8.5: 2019-2021 Board Self-Eval Form & OSBA Sample Self-Eval Form

3. Added Agenda Items-

- 8.1:Board Policy Edits/Corrections
- 8.2:State Assessment for 2020-21 School Year

4. Removed Agenda Items-

DRAFT MOTION

5. Motion that the Board approves the meeting agenda as modified.

Motion Made By:

Vote:

6. **SPOTLIGHT**

This item is set aside for informational presentations that are not recurring agenda items. This may include guest speakers and highlights on schools or programs in the District.

1. **Sublimity School Spotlight**

9

Missy Riesterer, Principal

7. **STUDENT BUSINESS**

This agenda item is for monthly reports from the Stayton High School ASB president and for other requests/reports from students.

8. **PUBLIC COMMENT**

The meeting will now be opened to receive public comment. We value the time and initiative members of the public take to share their thoughts with the Board. The Board’s role during public comment is not to immediately respond, but to listen. If there is follow-up necessary, we will direct our Superintendent to do so. Remember that we all model the way for our students, and we ask that everyone share their thoughts in a respectful way. Should any public comment include complaints regarding a personally identifiable District staff member, the Board chair may direct the speaker to the proper administrative process found in Board policy KL which can be found on the table near the entrance of the room and on the District’s website. Anyone who has filled out a public comment card is now asked to step forward and state their name and address. Please note that speakers will have three minutes to express their thoughts.

9. **REPORTS**

1. **Superintendent's Report**

Andy Gardner

2. Business Director's Report

30

Jane Nofziger

3. Student Success Act

Dave Bolin, Assoc. Superintendent

4. Community Engagement Committee Report

31

Tass Morrison

The Community Engagement Committee is a sub-committee of the NSSD Board of Directors made up of NSSD staff and two board members. Tass Morrison is the committee chair and Alisha Oliver is a member of the committee. The committee meets monthly and this item is for a monthly report of meeting minutes.

10. CONSENT AGENDA

In order to make more efficient use of meeting time, items that are routine in nature are placed on the Consent Agenda when no debate is anticipated. Any item placed on the Consent Agenda may be removed at the request of any Board member prior to the time a vote is taken. All remaining items of the Consent Agenda are then disposed of in a single motion.

1. Approval of Meeting Minutes

33

The minutes from the previous month's meeting are submitted for Board review and approval.

2. Licensed Staff Changes

40

Debi Brazelton, HR Director

School boards must approve the hiring and annual renewal and/or extensions of the Licensed staff contracts. Any changes in Licensed staff since the last board meeting are listed below. Only new hires require board approval; building transfers, resignations and retirements are for information only.

New Hires (Board Action Required)

Julie Rogers -ML (was a Classified employee)

Alliyah Hill-SUB (sas a temporary teacher, rehired)

Yara Coblentz-ML (new position; was a temporary Fuel Ed teacher for 20-21)
Lena Alpough-SES (Behavior Spec; replacing Traci Whiteley Davis)
Lillian Harrison-SMS (Behavior Spec; new position)
Morgan Fredricks-SMS (was a temporary counselor, rehired)
Katie Hurley-SES (was a temporary teacher, rehired; to replace Dana Fowler, now FuelEd teacher)

Resignations

n/a

Retirements

n/a

Transfers

Ashley Mitchell-Transferring from SES to SMS to replace Carol Richards

FYI

Alan Kirby will be assuming the role of principal of NSSD Options Academy (previously held by Vicky Storey) in addition to his current duties.

3. *Action on Consent Agenda*

DRAFT MOTION-CONSENT AGENDA

4. Motion that the Board approve the Consent Agenda including; 7.1- Minutes from the 03.18.21 Regular Session and 7.2-New hires: Julie Rogers, Alliyah Hill, Yara Coblentz, Lena Alpough, Lillian Harrison, Morgan Fredricks and Katie Hurley.

Motion Made By:

Vote:

11. **NEW BUSINESS**

1. **Board Policy Edits/Corrections**

41

The first section are edits or corrections that involve policies that were previously approved by the NSSD Board but OSBA has recommended the District make the indicated corrections. The edits can be accepted this month or brought back next month for the traditional second reading/approval.

JHCC & GBEB-AR- OSBA advised NSSD to reinstate a portion of a sentence that was ommitted

GCBDD/GDBDD- one of the lines that should have been struck out, was not

The following policy edits were recommended from OSBA as part of their Policy Plus

service, typically as a result of new legislation or to revise outdated language. They are presented for a first reading and will be brought back in the May 20, 2021 for a second reading/approval.

- BBF-Board Member Standards of Conduct**
- EEA-Student Transportation Services**
- GBA-Equal Employment Opportunity**
- JGE-Expulsion**

2. State Assessments for 2020-21 School Year

Andy Gardner

Supt. Gardner will be discussing the requirements for administering state assessments under COVID-19 restrictions and the options available to school districts.

3. New Supt. Evaluation Form/Scoring Rubric

57

Laura Wipper

Board member Laura Wipper has worked to update the Supt. Evaluation form to be utilized in the 2021-2022 school year. She will be sharing the latest version and asking for feedback.

4. Board Vacancy Appointment Process

The Board will discuss and agree upon the process and timeline to fill the current (and any possible future) vacancies on the NSSD Board of Directors. The discussion will include the content and number of questions that should be asked to the applicants.

5. Bi-Annual Board Self-Evaluation

68

The Board will discuss the process for completing the bi-annual self-evaluation. The form that was used for the most recent evaluation was attached as well as a sample from OSBA to use as a reference for other options.

12. EXECUTIVE SESSION~ORS 192.660 (2)(i): PERFORMANCE EVALUATION

The School Board will now meet in Executive Session as pursuant to ORS 192.660 (2)(i)-Performance Evaluations for the purpose of reviewing their independent scores and comments from Superintendent Andy Gardner's annual evaluation. Any members of the public or staff members who are present will be asked to leave the meeting (except the board secretary). No official District-level decisions/motions may be made in Executive Session and when the discussion is concluded, the Board will return to open session and allow the public back into the Zoom meeting.

13. RETURN TO OPEN SESSION

The Zoom meeting will be reopened to the public and anyone remaining onsite will be allowed back into the meeting room.

14. INFORMATION ONLY

1. Student Enrollment:

111

Current enrollment is approximately 2,117 across the District. Numbers for each school are listed below. Refer to the attachment for a breakdown by grade at each location.

Mari-Linn: 163
Sublimity: 340
Stayton Elementary: 341
Stayton Intermediate/Middle: 473
(SIS: 139 SMS: 334)
Stayton High: 725
Options Academy: 75

2. Future Agenda Items:

113

A list of possible future agenda items is attached as part of the board packet. Board members may request that additional items be posted to this list.

3. Upcoming Board Events & Activities:

Information regarding activities across the District can be found on the website at www.nisantiam.k12.or.us

May 20, 2021 ~ Regular Session Board Meeting:
6:00 pm ~ Santiam Room, District Office

June 3, 2021 ~NSSD Budget Committee Meeting
7:00 pm ~ Santiam Room, District Office

June 17, 2021 ~Special Session/Budget Hearing ~ 5:30 pm
June 17, 2021 ~Regular Session Board Meeting ~ 6:00 pm
Santiam Room, District Office

July 15, 2021 ~ Regular Session Board Meeting
6:00 pm ~ Santiam Room, District Office

OSBA Virtual Conferences

July 9, 2021-School Board Essentials (8am-4pm)

July 10, 2021-Empowering Youth Voices (9am-4:30)

July 23, 2021-Board Leadership (8am-1pm)

July 24, 2021-Raising the Equity Question (8am-4pm)

15. **BOARD ANNOUNCEMENTS**

Announcements for this meeting:

Board Greeter for Next Month:

Possible Future Agenda Items:

16. **ADJOURN**

Time:

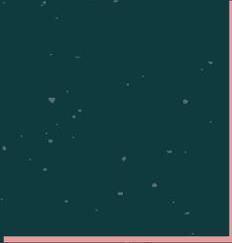
EQUAL OPPORTUNITY EMPLOYER

Equal employment opportunity and treatment shall be practiced by the North Santiam School District regardless of an individual's perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status, veterans' status, or of any other persons with whom the individual associates is able to perform the essential functions of the position, with or without reasonable accommodation. This meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 48 hours prior to the meeting. If you require special accommodations, please contact Tonia Whisman at the North Santiam School District Office at 503-769-4928.



Sublimity AVID K-2 Site
Team

2020-2021



☆
Amber Gardner
Kindergarten



☆
This year has been one of the most difficult, yet rewarding years I have ever experienced. The roller coaster ride of 2020-2021 has been one journey I will never forget. The stress of Covid, the wild fires, and the ice storm were quite exhausting, but watching these outstanding 5 & 6 year old students (along with the support of their families) learn and grow has been AMAZING. I am astonished every day to see the amount of growth the students have made even with the little amount of time in a classroom they've had. Working with our AVID team and focusing on teaching strategies that students can use for their entire school career has been so beneficial in helping these students make growth and be successful this year. I am so excited to see what a full year of AVID as well as having kids in the classroom full time will do for these students as they continue their education. ☆



☆ Janet Shryock Kindergarten



I grew up in Stayton, have lived here almost my entire adult life, and have been teaching kindergarten at Sublimity School for fifteen years. Prior to that, I taught first grade, third grade, and started the Allstar Preschool Program at Foothills Church. My husband, Darren, is the Athletic Director/Vice Principal at Stayton High School, and we have three daughters who are all educators as well. I love teaching kindergartners how to read and helping students become storytellers through their writing. Some of my favorite AVID strategies are “Red Light, Green Light” and “Focused Note Taking.”

☆
Mandi Elmer
1st Grade



☆
I am a first year teacher here at Sublimity. I went to Sublimity from K-8 and graduated from Stayton High School in 2016. I graduated from Oregon State this last spring. Coming in as a new teacher, AVID has helped me learn new strategies and applications. It also has put me in the mindset that we are not just preparing students for 2nd grade but for their future careers and higher education. This year has been anything but predictable. I continue to learn from my 1st graders as they continue to make growth in adversity.

☆



Rebecca Mitchell

1st Grade



I have been teaching in the North Santiam School District for 19 years. I have taught grades 1-5. This year is my first year teaching first grade. It has been an amazing year! Having been an AVID teacher for the past 3 years, my goal this year was to take my knowledge of teaching AVID at the intermediate level and adapt it down to the primary level. I quickly learned that this task wasn't as difficult as I thought it would be. My students have learned to use critical reading strategies and 2 column notes, created one pagers, worked collaboratively, and have used a lot of inquiry. The K-2 AVID team has worked together to bring AVID down to the primary level. It has been wonderful to be part of the team this year.

What I love about AVID is that the strategies really do work at all grade levels. They might just look a little different. Also, first grade lessons absolutely can be WICORIZED!



Brenna Smith

2nd Grade



This is my 11th year of teaching and my 6th at the 2nd grade level. What I love about AVID is it teaches my students the skills needed to be successful as students and eventually as successful members of society. My students have been enjoying creating one pagers about the topics they are learning about as well as relating what they are learning to how it can help them someday in their careers.

Rockelle Baddeley

2nd Grade



15

☆

This is my second year teaching and I was a classified staff member before that for many years here and in Washington. Trying to figure out how to use AVID strategies online was a bit overwhelming for me at first, but our ☆ K-2 AVID team is so generous and gracious with sharing ideas and problem solving. I personally have enjoyed trying out the different AVID strategies in our classrooms and seeing it actually work and creating a deeper sense of understanding and connection to what we are studying. AVID has given me some practical tools to use during my lessons. KWL charts, 2 column notes, and one-pagers have been used very effectively in many lessons this year!

☆

☆
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Writing

Recording information and thoughts.

Examples: note taking, essays and reflections.

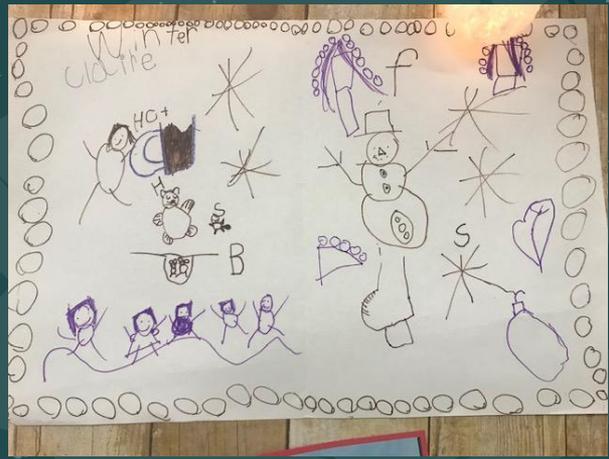
STUDY
HARD!



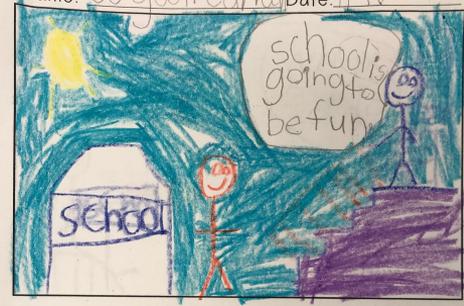


When I stepped
out into a winter wonder
land I saw, trees,
mountains, snow and a stream.
The sky looked like,
bring blue, dark blue,
black and white.

Narrative Writing Piece
-Mrs. Baddeley's 2nd Grade Class



One Pager On Winter
-Mrs. Gardner's Kindergarten Class



We were starting
1st grade. Mrs. Mitchell
is our teacher!
Mrs. Mitchell is so fun!

Narrative Writing Piece
-Mrs. Mitchell's 1st Grade Class





Inquiry

Thinking and asking questions.



Examples: leveled questions,
debating, investigations.



01.

Collaboration

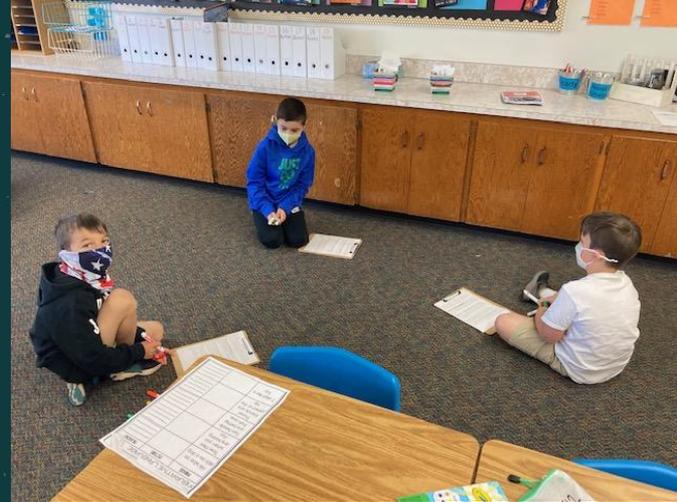
Shared responsibility for learning.

Examples: peer groups, sharing ideas, collaborative structures.





☆
 Conferencing in Breakout Rooms
 -Mrs. Shryock's Kindergarten Class



☆
 Collaborative Critical Reading Session
 -Mrs. Baddeley's 2nd Grade class



☆
 Sharing Reading Predictions
 -Ms. Elmer's 1st Grade Class



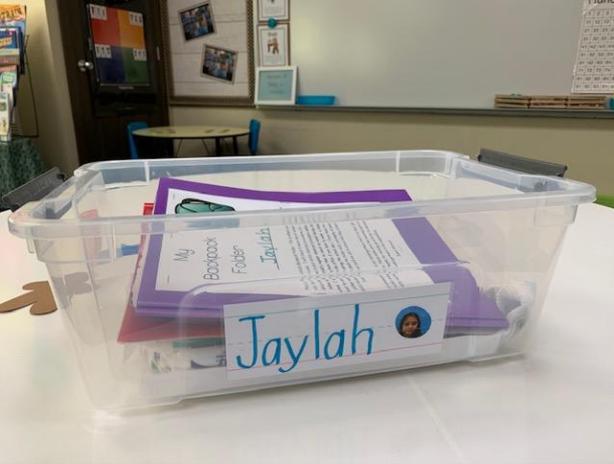
Organization



Taking responsibility for your materials,
learning space, and being prepared for
learning.

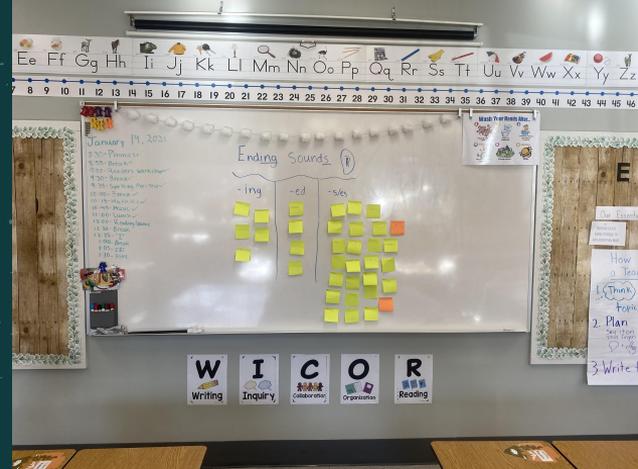
Examples: AVID Binders, planners, desks.



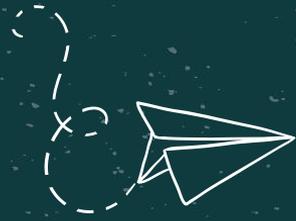


Comprehensive Distance Learning Toolkit
-Mrs. Shryock's Kindergarten Class

Subject Folders for
Comprehensive Distance
Learning
-Mrs. Smith's 2nd Grade Class



Three Column Note Organization of
Digraphs
-Ms. Elmer's 1st Grade Class



Reading

Collecting information to answer questions and unlock prior knowledge.

Examples: text marking and summaries.

01.



Chipmunks

Chipmunks are rodents that look like small squirrels with lines on their back and faces. They live in forests and are good at climbing trees. Chipmunks build burrows or holes in the ground to live in with their family.



Chipmunks have pouches in their cheeks to hold and store food. Chipmunks mostly eat berries, seeds, and nuts. Sometimes city chipmunks even eat pizza they find in garbage cans!

Did you know a chipmunk's cheeks stretch to 3 times the size of their head?

Chipmunks vocabulary

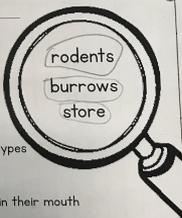
Name: Evelyn

Complete the following sentences with the vocabulary word that makes the most sense.

1. Burrows are holes in the ground that some animals live in.
2. Chipmunks, squirrels, and rats are all special types of mammals called rodents.
3. A chipmunk will store or hold nuts in their mouth to help them carry the nuts back to their burrows.

Write a sentence using one of the above vocabulary words:

That are rodents eat and



One Pager Book Summaries -Ms. Elmer's 1st Grade Class



Critical Reading Passage

-Mrs. Mitchell's 1st Grade Class

polar Bears



Directions: Read the passage and answer the questions.

#1 Polar bears are very powerful and large animals. Male polar bears grow to about ten feet and females grow to about seven feet. Many people are surprised to find out that polar bears actually have black skin under their fur. They also have a thick layer of fat called blubber that keeps them warm in the freezing temperatures. Polar bears can swim up to six miles an hour, but they can get up to speeds of twenty-five miles per hour when running on land.

#2 Polar bears' main prey is a seal. The polar bear can hunt the seal by swimming or lying at the edge of the ice waiting for the seal to come up for air. It is said that a polar bear can smell a seal up to a mile away! The polar bears don't have any predators out in the wild except humans. They also are harmed by pollution, especially oil spills.

1. What color of skin do polar bears have?

black skin

2. The writer of this passage was trying to do what?

a. give you information b. make you laugh c. make you cry

3. How do polar bears move the fastest?

a. swimming b. sliding on their bellies c. running

4. The polar bear's great sense of sight helps him hunt.

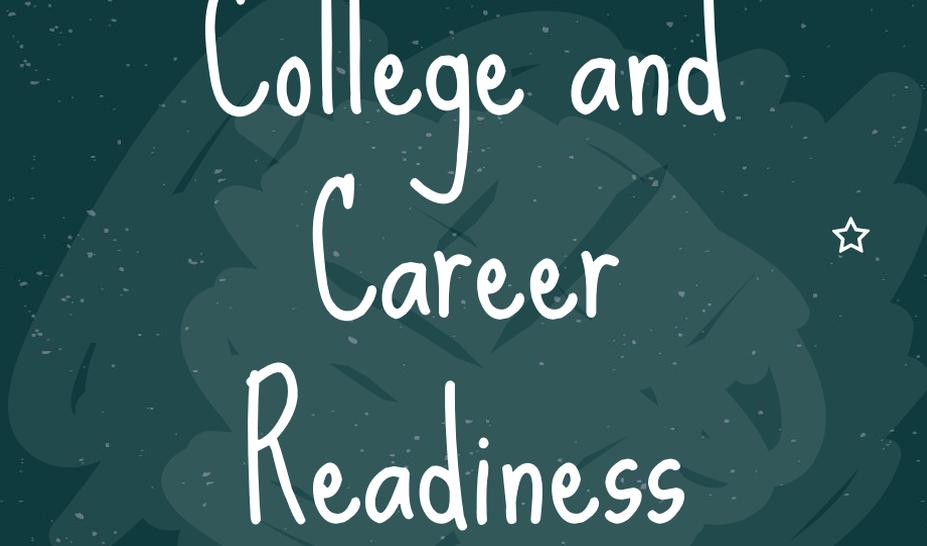
True or False

What are two ways that a polar bear hunts?

Swimming or laying on the edge of ice

Critical Reading Passage

-Mrs. Baddeley's 2nd Grade Class



College and Career Readiness



Having all students prepared for
their future through; Rigorous
Academic Preparedness,
Opportunity Knowledge, and Student
Agency.

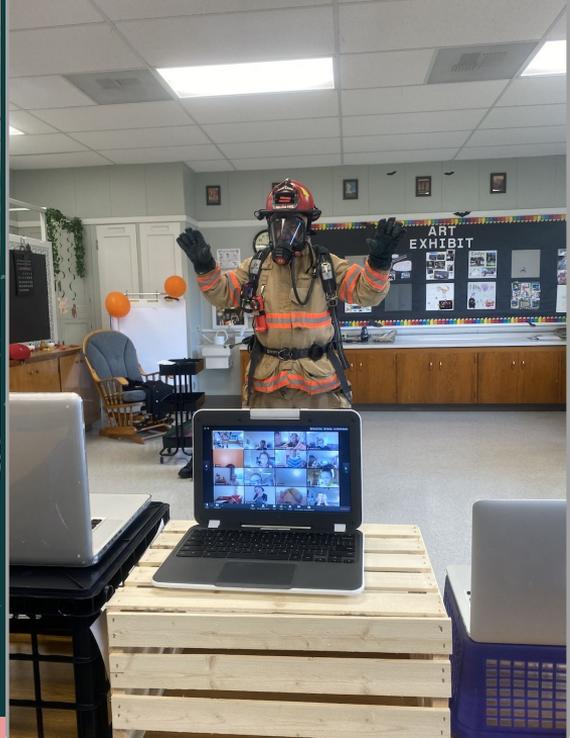


Alma Mater Poster
-Mrs. Gardner's
Kindergarten Class



College and Career Vocabulary Board
-Mrs. Shryock's Kindergarten Class

Virtual Career Presentation - All K-2 Classrooms



Missy Riesterer

I am thankful beyond words to have been able to work with Missy for the last 13 years. Our friendship and working circumstance is one that would be very difficult to replicate but we've made it work out wonderfully. I will never forget the crazy ideas we would come up with for back-to-school staff events. That we could get every one of our staff to take part in (from a cheer with stunts and town scavenger hunts, to lip syncs and a crazy school rules and expectations video) we got everyone to take part...only Missy could put a positive spin on it to get people to do most of those hair-brained ideas. I will miss her terribly, but know that she will get to spend her retirement days doing what she loves more than anything; being with family and people she loves most.

-Amber Gardner



Missy, you are such an inspirational leader! When you walk into my classroom, my students light up and are so excited to see you. You are so positive and always looking for the best in every situation. You are supportive, kind, and giving. Thank you for everything you have done to help all of us not only survive, but thrive during this crazy, challenging year.

-Rebecca Mitchell

The list of things I have loved about Missy's leadership is long, but her love for her staff, her unwavering support, and her wisdom from years in the classroom have to top the list.

-Janet Shryock



Missy Riesterer

Missy, thank you for consistently pushing us to be the very best versions of ourselves. Thank you for trusting us and for always keeping us positive. Mostly, thank you for the way you have loved each and every one of my students.

-Brenna Smith



Although this is my 1st year as a teacher, I was fortunate enough to have Missy as my Principal. I know 1st hand the kind of positive impact she makes on her students lives. I cannot thank you enough for your unwavering support. Your love for education is contagious.

-Mandi Elmer



Missy is ALL about the kids! If it has to do with kids and it's for kids, she is behind it 100%! Missy works tirelessly and passionately and because of that she has a dedicated staff that loves her and feels like family! We are going to miss her so very much!!!



-Rockelle Baddeley



Principal and AVID Site Team Coordinator



**2020-21 BOARD FINANCIALS - GENERAL FUND
REVENUE AND EXPENSE PROJECTIONS**

	ACTUALS				PROJECTED								Totals	Budget	% of Budget	
	July	August	September	October	November	December	January	February	March	April	May	June				
REVENUES:																
Local Sources																
Property taxes -R1111:R1112	7,303	46,374	17,489	12,224	5,134,238	998,586	85,643	31,045	123,966	15,000	15,000	120,000	6,606,868	6,480,000	101.96%	
Tuition other districts in the state (R1312)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!	
Investment Earnings -R1510	49,590	7,560	7,522	7,005	6,349	9,290	9,765	8,474	7,120	7,000	7,000	7,000	133,676	200,000	66.84%	
Admissions, Fees, Rents, R1710:R1910 & R1330	(4)	38	6	93	15	0	13	0	107	0	115	0	383	22,500	1.70%	
Other local Sources R1940:R1990	394	40	883	296	173	110	139	895	17,788	0	1,452	14,800	36,971	32,500	113.76%	
0													0			
County School Funds R2101	0	0	0	0	0	0	0	0	17,027	0	0	0	17,027	45,000	37.84%	
Restricted Revenue - PTP R2200 & R3299	0	0	0	0	0	0	0	0	11,528	0	0	0	11,528	0		
WESD Regional Transit (2106)	0	0	0	0	0	0	0	0	0	0	0	0	0	2,500	0.00%	
WESD Transit Fund R2102	0	0	0	0	0	152,500	0	152,500	0	150,000	0	150,000	605,000	600,000	100.83%	
State Sources													0			
School Support Fund R3101	2,749,922	1,374,136	1,374,136	1,374,136	1,374,136	1,374,136	1,357,008	1,357,008	1,299,824	1,299,824	1,299,824	0	16,234,090	16,619,511	97.68%	
School Support Fund High School Disability	0	0	0	0	0	0	0	0	0	0	10,000	0	10,000	10,000		
St Sch Fd-Prior Year Adjustment R3101.5	0	0	0	0	0	0	0	0	0	0	(200,000)	0	(200,000)	(200,000)	100.00%	
Common School Fund R3103	0	0	0	0	0	0	0	118,415	0	0	0	110,039	228,454	220,078	103.81%	
State Timber R3104	0	0	0	0	5,162	0	0	1,187	205,099	0	0	0	211,448	250,000	84.58%	
Federal Sources													0			
Restricted Revenue - Fed Gov. to State 4500	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Federal Forest Fees R4801	0	0	0	0	0	0	0	0	0	0	10,000	0	10,000	10,000		
Interfund Transfers													0	200,000		
Beginning Fund Balance - est R5400	3,200,000	0	0	0	0	0	0	0	0	0	0	0	3,200,000	2,055,000	155.72%	
Total Monthly Revenue	2,807,205	1,428,148	1,400,036	1,393,754	6,520,073	2,534,622	1,452,568	1,669,525	1,682,460	1,471,824	1,143,391	401,839	27,105,445	27,105,445	102.10%	
Cumulative Revenue	6,007,205	7,435,353	8,835,389	10,229,143	16,749,216	19,283,838	20,736,406	22,405,931	24,088,391	25,560,215	26,703,606	27,105,445	27,105,445	26,547,089	101.79%	
EXPENDITURES BY OBJECTS																
100 Salaries	227,425	266,058	991,221	944,211	931,878	939,445	965,878	977,249	963,462	985,000	985,000	2,425,500	11,602,326	12,210,326	95.02%	
200 Employee Benefits	141,659	171,002	730,993	615,511	605,348	623,221	637,887	653,300	657,866	675,000	675,000	1,615,000	7,801,788	8,545,740	91.29%	
300 Purchased Services	37,225	82,385	83,226	103,219	128,476	143,969	171,334	271,076	205,461	332,500	365,000	425,000	2,348,870	3,169,148	74.12%	
400 Supplies	38,579	24,688	124,904	78,968	31,002	15,301	15,781	58,376	26,667	65,000	190,000	185,000	854,267	798,250	107.02%	
500 Capital Outlay	0	0	14,525	1,760	0	1,760	1,760	1,760	1,760	5,000	5,000	175,000	208,324	109,650	0.00%	
600 Dues, Fees, Other	260,399	11,759	6,420	5,886	724	653	6,195	1,058	1,681	40,000	7,500	25,000	367,276	385,975	95.16%	
700 Transfers to other Funds	0	0	0	0	0	0	0	828,000	0	0	0	0	828,000	28,000	2957.14%	
800 Contingency/Unappropriated	0	0	0	0	0	0	0	0	0	0	0	0	0	1,300,000	0.00%	
Total Monthly Expenditure	705,287	555,892	1,951,289	1,749,555	1,697,428	1,724,349	1,798,836	2,790,820	1,856,897	2,102,500	2,227,500	4,850,500	24,010,853	26,547,089		
Cumulative Expenditure	705,287	1,261,179	3,212,468	4,962,023	6,659,451	8,383,800	10,182,635	12,973,455	14,830,353	16,932,853	19,160,353	24,010,853	24,010,853	26,547,089	90.45%	
				1,749,555								0				
EXPENDITURES BY FUNCTION																
1000 - Instruction	20,683	40,309	1,136,979	1,122,713	1,058,287	1,125,451	1,172,703	1,213,442	1,180,571	1,275,800	1,271,500	3,531,767	14,150,205	15,151,413	93.39%	
2000 - Support Services	639,125	515,583	814,310	626,732	639,141	598,898	622,456	749,378	676,311	804,700	954,000	1,244,753	8,885,388	9,937,476	89.41%	
3000 - Community Services	0	0	0	110	0	0	0	0	15	7,000	2,000	28,500	37,625	10,700	351.64%	
5000 - Debt Service / Transfers	45,479	0	0	0	0	0	3,676	828,000	0	15,000	0	45,480	937,635	147,500	635.68%	
6000 - Contingencies	0	0	0	0	0	0	0	0	0	0	0	0	0	800,000		
7000 - Unappropriated Balance	0	0	0	0	0	0	0	0	0	0	0	0	0	500,000	0.00%	
Total Monthly Expenditure	705,287	555,892	1,951,289	1,749,555	1,697,428	1,724,349	1,798,836	2,790,820	1,856,897	2,102,500	2,227,500	4,850,500	24,010,853	26,547,089		
Cumulative Expenditure	705,287	1,261,179	3,212,468	4,962,023	6,659,451	8,383,800	10,182,636	12,973,456	14,830,353	16,932,853	19,160,353	24,010,853	24,010,853	26,547,089	90.45%	
Month End Balance	5,301,918	6,174,174	5,622,921	5,267,120	10,089,765	10,900,038	10,553,771	9,432,476	9,258,038	8,627,362	7,543,254	3,094,593				



COMMUNITY ENGAGEMENT MEETING AGENDA

April 6, 2021

Via Google Meet:

Meeting ID

meet.google.com/rkw-iixe-icz

Phone Numbers

(US)+1 832-481-3509

PIN: 567 916 043#

Committee Objective: In doing what is best for all kids, the CE Committee will define and implement effective community engagement activities and strategies that will actively engage community members and parents within our schools in order to propel the District toward providing the best facilities and learning environments.

Committee Chair: Tass Morrison **Committee Members:** Andy Gardner, Dave Bolin, Alisha Oliver, Mike Vetter, Gary Rychard, Janine Moothart, Susy Saray, Alan Kirby, Debi Brazelton and Tonia Whisman

The meeting was called to order at 10:30 am with the following members present: Tass Morrison, Andy Gardner, Dave Bolin, Alisha Oliver, Mike Vetter, Gary Rychard, Janine Moothart, Susy Saray, Alan Kirby, and Tonia Whisman

AGENDA –

1. Approval of previous meeting minutes

Motion to approve the minutes from the March 9, 2021 meeting.

Motion Made By: Gary Rychard

Vote: unanimous

2. Website Update: Alan Kirby

There were no major updates to the website since the last CE meeting.

3. 2020-21 School Year Communication Plan

Janine presented some mock-ups for the front cover of the 2019-21 Annual Report. Due to COVID, 2019-20 and 2020-21 will be combined. She is recommending adding four additional pages to allow for enough space for both years. She will begin reaching out to administrators for content. The Committee discussed options for the front/back cover content and how much space should be dedicated, both on the exterior and interior, to the external factors that affected student learning and achievements (COVID, Beachie Creek Fire and ice storm).

4. Board Videos

The most recent video was focused on the return of athletics at both the high school and middle school levels. The next video will highlight stories from each school about how they are acclimating and accommodating more students in buildings.

5. Board Award Nominations

The Committee reviewed the different types of NSSD Board Awards and the criteria. Andy suggested that the Board, at some point, recognize the North Santiam Youth Athletics (NSYA) organization for stepping in to fill the gap in youth sports (K-8) when the YMCA cancelled their program in the Stayton area. Michelle Hendricks was also mentioned again as a possible recipient for her efforts with helping the District sell the homes built by the construction class. Ultimately, the Committee agreed to select one recipient for this year and to choose someone whose contributions were school year specific. Dorothy Loftin provided a great deal of support to teachers and administrators this year when the

District implemented the [CANVAS Learning Management Platform](#) to help facilitate comprehensive distance learning due to COVID-19. The other two nominations will remain on the table for future years.

Motion that the Community Engagement Committee recommend Dorothy Loftin for the NSSD Board of Directors Community Partnership Award.

Motion Made By: Gary Rychard
Vote: unanimous

6. Article ideas/timelines for Statesman Journal/Our Town

Janine has already contacted Our Town to see if they would be willing to run a story about the retirement of Missy Riesterer from Sublimity School. She will check back to see if there is still room for the May issue.

There should also be plans for a story about the results of the election in May and the appointment process to fill Garrett's Board of Directors seat that was vacated in March (2021).

Items for the next agenda:

The meeting was adjourned at 11:37 am



North Santiam School District

2020-21 Board of Directors

Board Chair, Mike Wagner

Board Vice-Chair, Alisha Oliver

Board Members: Tass Morrison, Tod Nau, Erin Cramer, Laura Wipper, Garrett Trott

Student Representative to the Board, Mya Joyce

Superintendent, Andy Gardner

School Board/Superintendent Executive Secretary: Tonia Whisman

*Access to the agenda and board packet can be located on the District website at
www.nstantiam.k12.or.us > [School Board](#) > [Agendas/Meeting Minutes](#)*

Thursday, March 18, 2021 Regular Session

NSSD District Office/Santiam Room, 1155 N 3rd Ave, Stayton, OR 97383 ~ 6:00 PM

MINUTES - **DRAFT**

1. **CALL REGULAR SESSION TO ORDER:**

The Board Chair called the meeting to order at 6:01 pm. The meeting was hybrid with some members joining in person in the Santiam Room and others joining via Zoom at the link below. Erin Cramer, Mike Wagner, Tass Morrison and Garrett Trott were present and Laura Wipper joined via Zoom. Tod Nau and Alisha Oliver were absent with prior notice.

<https://nsantiam-k12-or-us.zoom.us/j/87151294884?pwd=VUIrckxPdUYzamtWTC8wZCsvgblZnQT09>

Meeting ID: 871 5129 4884

Passcode: 363165

2. **APPROVAL OF THE AGENDA:**

Any changes to the agenda after posting on March 12, 2021 were acknowledged:

Added Attachments-

- 4.1-Transitions Class New ASB Request
- 6.2- PERS Pension Bond PPT, General Fund Board Financials, Revenue Projections 03.18.21
- 7.1-02.18.21 Meeting Minutes-Draft
- 8.1-Appropriation Transfer March 2021
- 8.3-2021-22 Staff Calendar draft 03.18.21

**Supt Gardner requested that a name be added to the Licensed Report under new hires. Ryan Westenskow was hired the previous day as the new Sublimity School principal.

MOTION-AGENDA APPROVAL

Motion that the Board approves the meeting agenda as modified.

Motion Made By: Tass Morrison

Vote: 5-0

3. **SPOTLIGHT:**

1. **Acknowledgement of Board Service**

Garrett Trott declared his intent (in writing) to resign his NSSD Board position (Director Position #5, At Large #1) prior to the June 30, 2023 term expiration at the February 18, 2021 meeting. He read his statement (that was presented at the Feb meeting) and accepted a keepsake that honored him for his eight years of service. The Board members present each took a moment to personally express their appreciation for his contributions. They then declared his seat vacant via Board Motion to allow the process for appointment to begin and Garrett left the meeting.

MOTION-BOARD VACANCY DECLARATION

Motion that the Board declares NSSD Director Position 3, At-Large #1 vacant as of March 18, '21.

Motion Made By: Erin Cramer

Vote: 4-0 (voting is now minus one due to Garrett's departure)

2. **Stayton Elementary School Spotlight:**

SES Principal Wendy Moore shared a presentation that included photos and videos of some of the teaching strategies and student activities that have occurred this year. Her presentation has been added to the board meeting materials.

3. **Mari-Linn School Spotlight:**

Mari-Linn Principal Jeri Harbison shared a presentation that included photos and videos of some of the teaching strategies and student activities that have occurred this year. Her presentation has been added to the board meeting materials. They also took a moment to recognize Connie Franklin, who was present in the meeting, for her 34 years of service to NSSD as a teacher at Mari-Linn School. She is retiring at the end of the 2020-21 school year.

4. **STUDENT BUSINESS:**

1. **New Student ASB Account Request**

The students enrolled in the Transitions Program (post grad for SPED students) are making shirts, sweatshirts, and terrariums that they want to sell. The entire process (production, advertising, distribution, finances) will provide life lessons and any proceeds will be used to fund other class activities or projects. Special Education Teacher Britney Shelton was present to request a new ASB fund and answer questions.

MOTION-NEW ASB FUND

Motion that the Board approves the request to establish a new ASB account for the Stayton High School Transitions Class.

Motion Made By: Tass Morrison

Vote: 4-0

2. **SHS Associated Student Body (ASB) Report:**

Mya Joyce, ASB President/Student Rep. to the Board, shared her monthly report. Highlights included:

- Homecoming events & Spirit Week
- Blood Drive-April 21st
- ASB elections for the 2021-22 school year
- Graduation planning

5. **PUBLIC COMMENT:**

There were no requests for public comment.

6. **REPORTS:**

1. **Superintendent's Report:**

Supt Andy Gardner shared a report on the District. Key points included:

- Hiring process for the new principal for Sublimity School to replace Missy Riesterer who is retiring at the end of the 20-21 school year. Ryan Westenskow was selected unanimously by the hiring committee which included district admin, school staff and the PTC president. He is currently an elementary school principal in the LaGrande School District.
- Leadership change at Stayton High School. Vicky Storey has assumed the role of principal as Susanne Stefani has left the District to pursue other opportunities. Vicky's previous position of Vice-Principal has been posted and the selection process will begin soon.
- Enrollment projections for next year across the District remain somewhat difficult to gauge. There was an increase in students who chose to homeschool or attend private schools this year due to the COVID pandemic and it remains unclear if they will return to in-person learning in the District next year. The housing construction boom in both Stayton and Sublimity also remains an unknown factor as it relates to the number of school age children that will be brought into the District's attendance boundaries. The District is making arrangements to lease an additional portable housing unit for use at Sublimity.
- A new communication to staff and parents is planned for the following day regarding summer school. There are currently plans to run a five-week session that will focus largely on credit/skills recovery and won't necessarily be available to any student who desires to attend. Both meals and bussing will be provided.
- There is a press conference by the Governor's office planned for the following day regarding new CDC guidance that would reduce the 6 feet minimum between students to 3 feet in order to allow more students to attend school in person. It is unclear, at this point, how this will affect the current structure of the District's approach to Hybrid learning. There may not be enough buses, classrooms and/or teachers available to largely increase the number of students attending school in-person at the same time. To reduce mixing cohorts, buses are serving single schools only. In addition, some teaching duties have been redistributed to serve the new population of students attending the District's new school, Options Academy, and the temporary for-staff daycare is utilizing an entire classroom at Stayton Elementary.
- District and building administrators are tentatively planning on re-engaging the annual goal setting process for the 2021-22 school year. Due to COVID, this was temporarily paused for the 20-21 school year. This involves a workshop in August where they all share their new goals, as well as progress on the previous year's goal, with the Board.

2. **Business Director's Report:**

Business Director Jane Nofziger shared her monthly report. As a component of the report, she distributed a revenue projection sheet that includes three possible funding levels ranging from \$9.1 billion to \$9.3 billion. She noted it may be helpful to think of budgeting in two year terms instead of one due to fluctuating enrollment numbers and the additional funding that has come as a result of COVID-19 stimulus packages ([CARES ACT](#)) but that is not anticipated to continue in the 2022-23 school year. The District is down 200 in ADM (Average Daily Membership) which is the calculation method used for state funding that incorporates the number of students attending. Jane based her projections on the belief that the number will improve by 100 (meaning roughly half the number of students lost this year will return) due to the increase in housing opportunities available both now and in the near future and the belief that many students who chose to be homeschooled or attend private schools due to the COVID-19 pandemic, will return to in-person public school for the 21-22 school year. In addition, the projections assume the District will return to approximate 2019-20 enrollment numbers for the 2022-23 school year.

She also presented information with regard to the District entering into a [PERS Bond](#). Government entities in the state pay into the PERS program on behalf of their employees. However, the system owes more toward public employees than it reaps in investments. That cost is divided amongst the governing bodies and is called the “unfunded actuarial liability” (UAL)

Jane explained the District could borrow money to invest with PERS. If the return on the investment is higher than the borrowing interest rate, the District can use the difference to pay down what it owes the PERS fund. Many school districts and education service districts are currently considering taking out pension bonds and those that do would form an investment pool.

The District participated in this process in 2003 and she shared the statistics from that bond as well as risks involved and the timeline, should the District pursue another bond. The Board asked some clarifying questions but ultimately indicated, by a show of hands, if they are in support of the District moving forward with further analysis of a PERS bond. If the District determines it is the right course of action, Jane will request that the Board approve a motion at a future meeting to do so. Her presentation was included in the board meeting materials.

3. **Measure 98 Report:**

Alan Kirby was present to answer any questions regarding the Measure 98 Report that was included in the meeting materials. He also shared that the SHS construction class will be working on building sheds for members of the public affected by the Beachie Creek Fire. They will also be constructing a handicap ramp for a family.

Secondly, Alan has begun working on a proposal with Board Member Erin Cramer to open a school-based health clinic, in the cottage across from SHS. The goal would be to open in the fall of 2022. He gave a description of what this would look like including partnerships that may be established with Santiam Hospital and others to provide acute care, mental health services, and dental services. Erin, who is the Director of Clinics for Santiam Hospital, also shared some input on why the District should consider pursuing this program. Some benefits include potentially reducing the amount of instructional time students would miss while having to travel to and from their appointment (instead of going across the street) and a focus on preventative or early-intervention care that could help prevent illness or worsening

conditions that often lead to visits to emergency rooms or acute care facilities. It will also present opportunities for student learning. The Board was supportive of the idea and encouraged them to continue the process.

In addition, Supt. Gardner took a moment to notify the Board that Alan will take over the role as administrator of the District's new alternative learning school, Options Academy. Vicky Storey was previously in this role. Since is now the Stayton High School principal, these duties needed to be reassigned.

4. **Student Success Act:**

Associate Supt. Dave Bolin indicated there were no updates to report on the Student Success Act.

5. **Community Engagement Committee Report:**

Committee Chair Tass Morrison reviewed the meeting minutes from the Feb and March Community Engagement meetings.

7. **CONSENT AGENDA:**

1. *Approval of Meeting Minutes:*

The minutes from the previous month's meeting were submitted for Board review and approval.

2. *Licensed Staff Changes:*

Any changes in Licensed staff since the last board meeting were listed. Only new hires require board approval; building transfers, resignations and retirements are for information only.

New Hires (Board Action Required)

Ryan Westenskow ~ Sublimity School Principal, effective 2021-22

Reassignments (No Board Action Required)

Vicky Storey - SHS Principal (previously SHS Assistant Principal)

Resignation Rescinded (No Board Action Required)

Michael Hammond - SHS Special Ed Teacher

3. *Action on Consent Agenda:*

MOTION-CONSENT AGENDA

Motion that the Board approve the Consent Agenda including; 7.1 -Minutes from the February 18, 2021 Regular Session and 7.2 new hire-Ryan Westenskow.

Motion Made By: Tass Morrison

Vote: 4-0

8. **NEW BUSINESS:**

1. **Budget Appropriation Resolution #031821A:**

Business Director Jane Nofziger asked the Board to approve a budget appropriation as a result of receiving the CARES Act II Grant which is a federal relief grant for \$1.38 million. She noted that \$30,000 appropriation was due to a grant that was received from the Wipper Foundation that was intended for the After School Program. Since the program wasn't active, she asked the Foundation if the funds could be reassigned toward the construction of a covered playshed at Stayton Middle School.

MOTION -RESOLUTION 031821A

WHEREAS, the Board of Directors for the North Santiam School District hereby authorizes the transfer of a budget appropriate in the special revenue fund as follows:

APPROPRIATION REQUEST 1

- Reduce 200 Fund 1000 Function by \$30,000**
- Increase 200 Fund 5200 Function by \$30,000**

APPROPRIATION REQUEST 2

- Reduce 200 Fund 2000 Function by \$210,000**
- Increase 200 Fund 3000 Function by \$210,000**

Motion Made By: Erin Cramer
Vote: 4-0

2. 2021-22 Budget Committee Calendar:

Business Director Jane Nofziger presented the final 2021-2022 Budget Committee Calendar for Board approval. She also presented a draft list of committee members as it is still being finalized.

MOTION-BUDGET COMMITTEE CALENDAR

Motion that the Board approves the 2021-22 Budget Committee Calendar as presented.

Motion Made By: Tass Morrison
Vote: 4-0

3. 2021-2022 School Calendar Approval

The Board must approve the school calendar in order for it to be finalized. If changes are made in the future which affect the days that school is in session, the calendar will be re-submitted to the Board for approval.

MOTION-2021-22 SCHOOL CALENDAR

Motion that the Board approves the 2021-22 school calendar as presented.

Motion Made By: Tass Morrison
Vote:4-0

9. INFORMATION ONLY:

- 1. Student Enrollment:** Included in the meeting materials
- 2. Future Agenda Items:** Included in the meeting materials
- 3. Upcoming Board Events & Activities:** Included in the meeting materials

10. BOARD ANNOUNCEMENTS:

Announcements for this meeting:

1) Tass Morrison (position 1) Laura Wipper (position 3) and Alisha Oliver (position 7) have all filed for re-election for their positions. Tass will be running against one other individual. Laura has two opponents. Alisha is running unopposed.

Board Greeter for Next Month:

Tass Morrison

Possible Future Agenda Items:

- 1) Laura Wipper requested that the new (proposed) Superintendent Eval be added to the April meeting agenda.

11. **ADJOURN:**

The Board Chair adjourned the meeting at 9:30 pm.

EQUAL OPPORTUNITY EMPLOYER

Equal employment opportunity and treatment shall be practiced by the North Santiam School District regardless of an individual's perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status, veterans' status, or of any other persons with whom the individual associates is able to perform the essential functions of the position, with or without reasonable accommodation. This meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 48 hours prior to the meeting. If you require special accommodations, please contact Tonia Whisman at the North Santiam School District Office at 503-769-4928.

ACTION REQUIRED

NEW HIRES

SCHOOL NOTE

Julie Rogers	ML	Was a Classified employee
Alliyah Hill	SUB	Was a temporary teacher, rehired
Yara Coblentz	ML	New position; was a temporary Fuel Ed teacher for 2020-21
Lena Alpough	SES	Behavior Spec; replacing Traci Whiteley Davis
Lillian Harrison	SMS	Behavior Spec; new position
Morgan Fredricks	SMS	Was a temporary counselor, rehired
Katie Hurley	SES	Was a temporary teacher, rehired; to replace Dana Fowler (now FuelEd teacher)

*****FYI*****

Ashley Mitchell		Transferring from SES to SMS to replace Carol Richards
Alan Kirby		Will add being principal of Options Academy to his duties

RESIGNATIONS

DOT

SCHOOL

NOTE

RETIREMENTS

DOR

SCHOOL

NOTE

LEAVE OF ABSENCE

DOL

SCHOOL

NOTE

North Santiam School District

Code:
Adopted:

JHCC

Communicable Diseases - Students

The District shall provide reasonable protection against the risk of exposure to communicable disease for students. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health department or in the *Communicable Disease Guidance* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA). Services will be provided to students as required by law.

A student will not attend school while in a communicable stage of a restrictable disease or when an administrator has reason to suspect that any susceptible student has or has been exposed to any disease for which the student is required to be excluded in accordance with law and per administrative regulation JHCC-AR - Communicable Diseases - Students. If the disease is a reportable disease, the administrator will report the occurrence to the local health department District Nurse. If there is a potential school exposure, the District Nurse will then report the case to the Local Public Health Authority. The administrator, in collaboration with the District Nurse, will also take whatever reasonable steps it considers necessary to organize and operate its programs in a way which both furthers the education and protects the health of students and others.

The District may, for the protection of both the student who has a restrictable disease and the exposed student, provide an educational program in an alternative setting.

The District will include, as a part of its emergency Comprehensive Communicable Disease Plan, a description of the actions to be taken by District personnel in the case of a declared public health emergency or other catastrophe that disrupts District operations.

The District shall protect the confidentiality of each student's health condition and record to the extent possible and consistent with federal and state law. In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator shall inform the appropriate employees with a legitimate educational interest (add back pink text) to protect against the risk of exposure based on the guidance of the Local Public Health Authority.

The superintendent will develop administrative regulations necessary to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 431.150 - 431.157](#)
[ORS 433.001 - 433.526](#)

[OAR 333-019-0010](#)
[OAR 333-019-0014](#)
[OAR 333-019-1000](#)
[OAR 437-002-0360](#)

[OAR 437-002-0377](#)
[OAR 581-022-2220](#)

[OAR 333-018](#)

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance* (2020).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).

North Santiam School District~~OSBA Model Sample Policy~~

Code: GBEB-AR
Revised/Reviewed:

Communicable Diseases – Staff

In accordance with state law, administrative rule, the Local Public hHealth authority and the *Communicable Disease Guidance* (3), the procedures established below will be followed.

1. “Restrictable diseases” are defined by rule and include but are not limited to COVID-19¹, chickenpox, diphtheria, hepatitis A, hepatitis E, measles, mumps, pertussis, rubella, Salmonella enterica serotype Typhi infection, scabies, Shiga-toxigenic Escherichia coli (STEC) infection, shigellosis and infectious tuberculosis, and may include a communicable stage of hepatitis B infection if, in the opinion of the local health officer, the person poses an unusually high risk to others (e.g., a child that exhibits uncontrollable biting or spitting). Restrictable disease also includes any other communicable disease identified in an order issued by the Oregon Health Authority or the local public health officer as posing a danger to the public’s health. A disease is considered to be a restrictable disease if it is listed in Oregon Administrative Rule (OAR) 333-019-0010, or it has been designated to be a restrictable disease by the local public health administrator after determining that it poses a danger to the public’s health.
2. “Susceptible” for an employee means lacking evidence of immunity to the disease.
3. “Reportable diseases” means a disease or condition, the reporting of which enables a public health authority to take action to protect or to benefit the public health.

Restrictable Diseases

1. An employee of the district will not attend or work at a district school or facility while in a communicable stage of a restrictable disease, including a communicable stage of COVID-19², unless authorized to do so under Oregon law. When an administrator has reason to suspect that an employee has a restrictable disease, the administrator shall send the employee home and report the case to the District Nurse.
2. An administrator shall exclude an employee if the administrator has reason to suspect that an employee has been exposed to measles, mumps, rubella, diphtheria, pertussis, hepatitis A, or hepatitis B, unless the local health officer determines that exclusion is not necessary to protect the public’s health. The administrator may request the local health officer to make a determination as allowed by law. If the disease is reportable, the administrator will report the occurrence to the local health department.

¹ Added per OAR 333-019-1000(2).

² “Communicable stage of COVID-19” means having a positive presumptive or confirmed test of COVID-19.

3. An administrator shall exclude an employee if the administrator has been notified by a local public health administrator or local public health officer that the employee has had a substantial exposure to an individual with COVID-19 and exclusion is deemed necessary by same.
4. An employee will be excluded in such instances until such time as the employee presents a certificate from a physician, a physician assistant licensed under Oregon Revised Statute (ORS) 677.505 - 677.525, a nurse practitioner licensed under ORS 678.375 - 678.390, local health department nurse or school nurse stating that the employee does not have or is not a carrier of any restrictable disease.
5. An administrator may allow attendance of an employee restricted for chickenpox, scabies, staphylococcal skin infections, streptococcal infections, diarrhea or vomiting if the restriction has been removed by a ~~school~~**District N** nurse or health care provider.
6. More stringent exclusion standards for employees from school or work may be adopted by the local health department.
7. The ~~d~~**D**istrict's ~~emergency p~~**Comprehensive Communicable Disease P**lan shall address the ~~d~~**D**istrict's plan with respect to a declared public health emergency at the local or state level.

Reportable Diseases Notification

1. All employees shall comply with all reporting measures adopted by the ~~d~~**D**istrict ~~in accordance with the guidance from as and with all rules set forth by Oregon Health Authority, Public Health Division and the l~~**Local Public H**health ~~department~~**Authority**.
2. An administrator may seek confirmation and assistance from the ~~District Nurse or a~~**District Nurse or a** local health officer to determine the appropriate ~~d~~**D**istrict response when the administrator is notified that an employee or a student has been exposed to a restrictable disease that is also a reportable disease.
3. ~~f~~**D**istrict staff with impaired immune responses, that are ~~pregnant~~**pregnant** of childbearing age or ~~have~~**have** some other medically fragile conditions³, should consult with a ~~their~~**their** medical provider for additional guidance³.
4. An administrator ~~shall follow the guidance of the Local Public Health Authorities to~~**shall follow the guidance of the Local Public Health Authorities to** shall determine other persons who may be informed of an employee's ~~or student's~~**or student's** communicable disease, ~~or that of a student's when a legitimate educational interest exists~~**or that of a student's when a legitimate educational interest exists**, in accordance with law. ~~or that of a student's when a legitimate educational interest exists.~~

Equipment and Training

1. The ~~District shall~~**District shall** administrator or designee shall, ~~on a case by case basis,~~**on a case by case basis,** ~~determine what the~~**will identify and provide** equipment and/or supplies ~~are necessary in a particular classroom or other setting in order to prevent disease transmission.~~

³ Refer to *Communicable Disease Guidance* published by the Oregon Health Authority and the Oregon Department of Education.

- | 2. The administrator or designee shall consult with the **ed**istrict's school nurse or other appropriate health officials to provide special training in the methods of protection from disease transmission.
- | 3. All **ed**istrict personnel will be instructed annually to use the proper precautions pertaining to blood and body fluid exposure per the Occupational Safety and Health Administration (OSHA). (*See* policy EBBAA).

**North Santiam
School District**

Code: **GCBDD/GDBDD**
Adopted: 10/19/17

Sick Time

This policy only applies to employees not otherwise eligible for the district’s substantially equivalent Sick Leave benefits as defined in Collective Bargaining Agreements (CBAs) or contract, as defined in ORS 839-007-0055.

“Employee” means an individual who is employed by the district and who is paid on an hourly, stipend or salary basis, and for whom withholding is required under Oregon Revised Statute (ORS) 316.162-316.221. The definition does not include volunteers or independent contractors.

Employees qualify to begin earning and accruing sick time on the first day of employment with the district.

Paid sick time shall accrue at the rate of at least one hour of paid sick time for every 30 hours the employee works, or 1-1/3 hours for every 40 hours the employee works. Paid sick time shall be front-loaded to an employee at the beginning of each year.

Sick time shall be taken in hourly increments and may be used for the employee’s or a family member’s¹ mental or physical illness, injury or health condition, need for medical diagnosis, care or treatment of a mental or physical illness, injury or health condition or need for preventive care, or for reasons consistent with the Family Medical Leave Act (FMLA) or OFLA. Sick time may also be used in the event of a public health emergency.

The use of sick time may not lead to, or result in, an adverse employment action against the employee.

The district reserves the right after three consecutive days of absence, to require proof of personal illness or injury from an employee, including a medical examination by a physician chosen and paid for by the district. An employee refusing to submit to such an examination or to provide other evidence as required by the district, shall be subject to appropriate disciplinary action, up to and including dismissal.

When the reason for sick time is consistent with FMLA/OFLA leave, the sick time and the FMLA/OFLA leave may run concurrently.

When the reason for sick time is consistent with ORS 332.507, the sick time and leave pursuant to ORS 332.507 may run concurrently.

Nothing in this policy impacts the sick leave obligation under Oregon Revised statute (ORS) 332.507.²

If the reason for sick time is a foreseeable absence, the district may require the employee to provide advance notice of their intention to use sick time within [10] days of the requested sick time, or as soon as

¹“Family member” is defined by the Oregon Family Leave Act (OFLA).

²Optional language; not required by statute; sometimes requested by collective bargaining units.

practicable. When the employee uses sick time for a foreseeable absence, the employee shall take reasonable effort to schedule the sick time in a manner that does not unduly disrupt the operations of the district (e.g., grading deadlines, **in-service** training, mandatory meetings).

If the reason for sick time is unforeseeable, such as an emergency, accident or sudden illness, the employee shall notify the district **[consistent with the reporting time established by the district or] [at least 24 hours in advance or]** as soon as practicable.

END OF POLICY

Legal Reference(s):

[ORS 332.507](#)
[ORS 342.545](#)
[ORS 342.610](#)
[ORS 653.601 to -653.661](#)
[ORS 659A.150 to -659A.186](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).
Family and Medical Leave Act of 1993, 29 U.S.C. §§ 2601-2654 (2016); Family and Medical Leave Act of 1993, 29 C.F.R. Part 825 (2016).

Americans with Disabilities Act Amendments Act of 2008.

Cross Reference(s):

ACA - Americans with Disabilities Act
GBDA - Mother Friendly Workplace
GCBDA/GDBDA - Family Medical Leave
GCBDD/GDBDD - Leaves and Absences

North Santiam School District

Code: BBF
Adopted: 6/15/17

Board Member Standards of Conduct

A Board member should:

1. Comply with ethics laws for public officials;
2. Understand that the Board sets the standards for the district through Board policy. Board members do not manage the district on a day-to-day basis;
3. Understand that the Board makes decisions ~~as a team~~ by a quorum vote of the Board. Individual Board members may not commit the Board to any action;
4. Respect the right of other Board members to have opinions and ideas which differ;
5. Recognize that decisions are made by a ~~majority~~ quorum vote ~~and should be supported by all Board members~~ are the final decisions of the Board. Such decisions should be supported by all Board members;
6. Make decisions only after the facts are presented and discussed;
7. Understand the chain of command and refer problems or complaints to the proper administrative office;
8. Recognize that the Board must comply with the Public Meetings Law and only has authority to make decisions at ~~official~~ properly noticed Board meetings;
9. Insist that all Board and district business is ethical and honest;
10. Be open, fair and honest — no hidden agendas;
11. Understand that Board members will receive information that is confidential and cannot be shared;
12. Recognize that the superintendent is the Board's ~~adviser~~ employee and designated as the chief executive officer of the district;
13. Take action only after hearing the superintendent's recommendations;
14. Refuse to bring personal or family problems into Board considerations;
15. Give ~~the district~~ staff the respect and consideration due ~~to~~ skilled, professional employees;
16. Present personal criticism of district operations to the superintendent, when appropriate, not to district staff;
17. Respect the right of the public to attend and observe Board meetings;

18. Respect the right of the public to be informed about district decisions and school operations as allowed by law;
19. Remember that content discussed in executive session is confidential;
20. Use social media, websites, or other electronic communication judiciously, respectfully, and in a manner that does not violate Oregon’s Public Meetings Laws;
21. When using posting online or to social media websites, Board members will treat and refer to other Board members, staff, students and the public with respect, and will not post confidential information about students, staff or district business;
22. ~~Never post confidential information about students, staff or district business on any websites.~~ A Board member is a mandatory reporter of child abuse. A Board member having reasonable cause to believe that any child with whom the Board member comes in contact with has suffered abuse or that any person with whom the Board member comes in contact with has abused a child shall immediately make an oral report by telephone or otherwise to the local Department of Human Services (DHS), to the designee of the department or to a local law enforcement within the county where the person making the report is located at the time of contact.

END OF POLICY

Legal Reference(s):

[ORS 162.015 - 162.035](#)
[ORS 162.405 - 162.425](#)
[ORS 192.610 - 192.710](#)

[ORS Chapter 244](#)
[ORS 332.055](#)
[ORS 419B.005](#)

[ORS 419B.010](#)
[ORS 419B.015](#)
[Senate Bill 415 \(2019\)](#)

Cross Reference(s):

BBFA - Board Member Ethics and Conflicts of Interest
 GBI - Gifts and Solicitations

North Santiam School District

Code: EEA
Adopted: 7/01/96
Revised/Readopted: 9/16/04; 11/20/08; 3/20/14;
2/19/15; 6/15/17; 3/01/18
Orig. Code: EEA

Student Transportation Services

School transportation services will be provided for students to and from school and for transporting students to and from curricular and extracurricular activities or field trips sponsored by the district. The district will comply with all state and federal laws and regulations pertaining to school bus transportation, including a plan approved by both districts for transportation for homeless students to and from the student's school of origin¹ as required by the Every Student Succeeds Act of 2015 (ESSA). These services shall be provided throughout the regularly scheduled year and during the regular school day and during student activities as determined by the Board.

Elementary students in grades K-8 who live more than one mile from school will be transported. Secondary students in grades 9-12 who live more than one and one-half miles from school will be transported. Mileage exceptions for health, safety or disability will be made in accordance with the district's approved supplemental plan.

Miles from school will be determined in accordance with Oregon Administrative Rule (OAR) 581-023-0040(1)(ee).

The district may also provide transportation using federal funds² or through cooperative agreements with local victims assistance units for a student to attend a safe district school³ out of the student's attendance area for any student who is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends or the student attends a school identified as persistently dangerous.

If there are no other schools within the district a student may transfer to, the district may establish a cooperative agreement with other districts in the area for a transfer. Transportation for students who transfer for such purposes will be provided in accordance with the agreement.

Students attending any private, parochial or public charter school under the compulsory school attendance laws will, where the private, parochial or public charter school is along or near the bus route, be provided equally the riding privileges given to public school students.

¹ "School of origin" means the school that a student attended when permanently housed or the school in which the student was last enrolled. When the student has completed the final grade served by the school of origin, the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools.

² "Federal funds" means funds available through Title IV, Part A, and Title V, Part A.

³ If there is not another school in the district to which students can transfer, districts are encouraged, but not required, to explore other appropriate options, i.e., an agreement with a neighboring district.

Transportation will be provided for students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.

Preschool students with disabilities who have transportation as a related service and children from birth to age three who are enrolled in an eligible program shall be provided home to school transportation.

The district may use Type 10 school activity vehicles to transport students from home to school, school to home and from district-sponsored activities.

A seat that fully supports each person and meets the minimum standards and specifications of law will be provided at all times. A person who weighs 40 pounds or less must be properly secured with a child safety system that meets the minimum standards and specifications established by the Oregon Department of Transportation under ~~Oregon Revised Statute (ORS)~~ 815.055. A person over 40 pounds or who has reached the upper weight limit for the forward-facing car seat must use a booster seat until he/she is four feet nine inches tall or age eight and the adult belt properly fits.⁴ A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under ORS 815.055. In accordance with ORS 811.210 and 811.215, vehicles in excess of 10,000 pounds used for student transportation are exempt from statutory requirements unless they have been equipped with lap belts. Vehicles in excess of 10,000 pounds that have been equipped with lap belts must meet child car seat requirements as set forth in law.

School busses carrying students will be considered extensions of the school experience. All students using school transportation will abide by the code of conduct posted in each school bus or school activity vehicle. Violations of such code, as well as other conduct which is improper or which jeopardizes the safety of self or others, will be reported by the driver to the transportation administrator. The transportation administrator will, as soon as possible, inform the appropriate principal of such occurrence. Violators may be denied use of transportation for such period of time as deemed proper by the principal and/or transportation administrator.

The principal or designee shall ensure transportation officials and drivers receive notification of students having special medical or behavioral protocols identified in student records.

Appropriate training related to specific protocols, including confidentiality requirements, will be provided to drivers.

Aides or assistants that ride a school bus shall receive training on emergency procedures and their role in the safe transportation of all students on the bus.

The school bus or vehicle driver will be responsible for the school bus or vehicle at all times from departure until return. The driver will not participate in any activities that might impair his or her driving abilities.

⁴ "Proper fit" means the lap belt of the safety belt or safety harness is positioned low across the thighs and the shoulder belt is positioned over the collarbone and away from the neck.

The district will comply with all state and federal laws and regulations pertaining to school bus transportation.

END OF POLICY

Legal Reference(s):

ORS 327.006	ORS 815.080	OAR 581-053-0040
ORS 327.033	ORS 820.100 - 820.190	OAR 581-053-0053
ORS 327.043		OAR 581-053-0060
ORS 332.405	OAR 581-021-0050 - 0075	OAR 581-053-0070
ORS 332.415	OAR 581-022-2345	OAR 581-053-0210
ORS 339.240 - 339.250	OAR 581-023-0040	OAR 581-053-0220
ORS 343.155 - 343.246	OAR 581-053-0002	OAR 581-053-0230
ORS 343.533	OAR 581-053-0003	OAR 581-053-0240
ORS 811.210	OAR 581-053-0004	OAR 735-102-0010
ORS 811.215	OAR 581-053-0010	
ORS 815.055	OAR 581-053-0031	Senate Bill 905 (2019)

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6315, 7912 (2018).
McKinney-Vento Homeless Assistance Act, 42 U.S.C. §§ 11431-11435 (2012).

Cross Reference(s):

ECAC - Video Surveillance
EEAB - School Bus Scheduling and Routing
EEAC - School Bus Safety Program
EEACC - Student Conduct on School Buses

North Santiam School District

Code: GBA
Adopted: 2/26/98
Revised/Readopted: 11/17/05; 12/17/09; 10/19/17
Orig. Code: GBA

Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the district regardless of race, color, religion, sex, sexual orientation¹, national origin, marital status, pregnancy, childbirth or a related medical condition², age, veterans' status³, service in uniformed service, genetic information, an individual's juvenile record that has been expunged, and disability⁴ if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The superintendent will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADA) and Section 504 of the Rehabilitation Act of 1973. The superintendent will also designate a Title IX coordinator to comply with the requirements of Title IX of the Education Amendments of 1972. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number of the Title IX coordinator will be provided to all students and employees.

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

END OF POLICY

Legal Reference(s):

ORS 174.100	ORS 652.210 - 652.220	ORS 659A.030
ORS 326.051	ORS 659.850	ORS 659A.040
ORS 332.505	ORS 659.870	ORS 659A.082
ORS 342.934	ORS 659A.003	ORS 659A.109
ORS 408.225	ORS 659A.006	ORS 659A.112
ORS 408.230	ORS 659A.009	ORS 659A.233
ORS 408.235	ORS 659A.029	ORS 659A.236

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

² This unlawful employment practice related to pregnancy, childbirth or a related medical condition as described in House Bill 2341 (2019) (added to ORS 659A) applies to employers who employ six or more persons.

³ The district grants a preference in hiring and promotion to veterans and disabled veterans. A veteran is eligible to use the preference any time when applying for a position at any time after discharge or release from service in the Armed Forces of the United States.

⁴ This unlawful employment practice related to disability as described in ORS 659A.112 applies to employers who employ six or more persons (ORS 659A.106).

[ORS 659A.309](#)
[ORS 659A.321](#)
[ORS 659A.409](#)
[ORS 659A.820](#)

[OAR 581-021-0045](#)

[OAR 581-022-2405](#)
[OAR 839-003-0000](#)
[OAR 839-006-0435](#)
[OAR 839-006-0440](#)
[OAR 839-006-0450](#)
[OAR 839-006-0455](#)

[OAR 839-006-0460](#)
[OAR 839-006-0465](#)

House Bill 2341 (2019)
Senate Bill 479 (2019)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2012).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e, et. seq. (2012).
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2018); 29 C.F.R Part 1626 (2019).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2012).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 794 (2012); 34 C.F.R. Part 104 (2019).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2019).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2012).
The Vietnam Era Veterans’ Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).
Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2012).
Chevron USA Inc. v. Echazabal, 536 U.S. 736 (2002).
Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. §§ 4301-4303 (2018).

Cross Reference(s):

AC - Nondiscrimination
ACA - Americans with Disabilities Act

North Santiam School District

Code: JGE
Adopted: 8/21/03
Revised/Readopted: 11/19/15; 10/19/17
Orig. Code: JGE

Expulsion**

A principal, after reviewing available information, may recommend to the superintendent or designee that a student be expelled.

Students may be expelled for any of the following circumstances: a) when a student's conduct poses a threat to the health or safety of students or employees; b) when other strategies to change the student's behavior have been ineffective, except that expulsion may not be used to address truancy; or c) when required by law. The district shall consider the age of the student and the student's past pattern of behavior prior to imposing the expulsion. The district will ensure careful consideration of the rights and needs of the individual concerned, as well as the best interests of other students and the school program as a whole.

The use of expulsion for discipline of a student in the fifth grade or below, is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observation or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or
3. When the expulsion is required by law.

No student may be expelled without a hearing unless the student's parents or guardians, or the student if 18 years of age, waive the right to a hearing, either in writing or by their failure to appear at a scheduled hearing. By waiving the right to a hearing, the student and parent/guardian agree to abide by the findings of a hearings officer.

When an expulsion hearing is not waived, the following is required:

1. Notice will be given to the student and the parent/guardian by personal service¹ or by certified mail² at least five days prior to the scheduled hearing. Notice shall include:
 - a. The specific charge or charges;
 - b. The conduct constituting the alleged violation, including the nature of the evidence of the violation and reason for expulsion;
 - c. A recommendation for expulsion;
 - d. The student's right to a hearing;
 - e. When and where the hearing will take place;
 - f. The right to representation; and
 - g. The right to alternative programs of instruction or instruction combined with counseling for reasons other than a weapons policy violation.

¹ The person serving the notice shall file a return of service. (OAR 581-021-0070)

² When "certified mail is given to a parent of a suspended student, the notice shall be placed in the mail at least five days before the date of the hearing." (OAR 581-021-0070)

2. The Board may expel, or may delegate the authority to decide on an expulsion to the superintendent or superintendent's designee, who may also act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer designated by the Board will conduct the hearing and will not be associated with the initial actions of the building administrators;
3. Expulsion hearings will be conducted in private and will not be open to the general public unless the student or the student's parents request an open session;
4. In case the parent or student have difficulty understanding the English language or have other serious communication handicaps, the district will provide a translator;
5. The student shall be permitted to have representation present at the hearing to advise and to present arguments. The representation may be an attorney and/or parent/guardian. The district's attorney may be present;
6. The student shall be afforded the right to present ~~his/her~~their version of the events underlying the expulsion recommendation and to introduce evidence by testimony, writings or other exhibits;
7. The student shall be permitted to be present and to hear the evidence presented by the district;
8. The hearings officer or the student may record the hearing;
9. Strict rules of evidence shall not apply to the proceedings. However, this shall not limit the hearings officer's control of the hearing;
10. The hearings officer will determine the facts of each case on the evidence presented at the hearing. Evidence may include the relevant past history and student education records. The hearings officer will provide findings as to the facts, the recommended decision and whether or not the student has committed the alleged conduct. This will include the hearings officer's recommended decision on disciplinary action, if any, including the duration of any expulsion. This material will be available in identical form to the student if age 18 or over and the students' parents at the same time.

Appeal Process

Within 10 calendar days of the mailing post mark of the hearing officer's decision, the student if over the age of 18 or the parent/guardian may request a superintendent review of the decision by filing a written appeal.

1. The written appeal shall set forth the grounds for the appeal and any argument in support thereof and shall be filed with the Office of the Superintendent at 1155 North Third Avenue, Stayton, Oregon 97383.
2. Failure to file notice of appeal within the allowed 10 day time period constitutes a waiver of the review rights.
3. Upon receipt of the written appeal the superintendent shall be provided the finding of fact, the hearing officer's decision and the student's appeal.
4. The superintendent's review shall be solely on the record without additional testimony or appearances by the student if over the age of 18, the parent/guardian, the student, other students or staff.
5. The superintendent shall affirm, modify or reverse the hearing officer's decision, or may remand the case to the hearing officer for further testimony.

6. Within 10 calendar days of the superintendent's decision, the student if over the age of 18 or the parent/guardian may request a Board review of the decision by filing a written appeal.
7. The written appeal shall set forth the grounds for the appeal and any argument in support thereof and shall be filed with the Board Executive Secretary at 1155 North Third Avenue, Stayton, Oregon 97383.
8. Failure to file notice of appeal within the allowed 10-day time period constitutes a waiver of the review rights.
9. Upon receipt of the written appeal, the findings as to the facts, the hearings officer's decision, and the superintendent's decision will be submitted to the Board for review. These documents will be available in identical form to the student if over the age of 18 or to the parent/guardian who filed the appeal at the same time.
10. A Board review of these materials will be conducted in executive session pursuant to ORS 332.061, unless the student if over the age or 18 or the parent/guardian requests an open meeting. Requests for an open appeal meeting must be made at the time the written appeal form is filed with the superintendent.
11. If an executive session is held by the Board or a private hearing held by the hearings officer, the following will not be made public:
 - a. The name of the minor student;
 - b. The issues involved, including a student's confidential ~~medical records~~ ~~and that student's educational program~~;
 - c. The discussion;
 - d. The vote of Board members, which may be taken in executive session when considering an expulsion.
12. The Board's decision shall be reduced to writing and a copy mailed to the parent or other person in parental relationship, or to the student if age 18 or over. The Board's decision is final.

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)
[ORS 332.061](#)
[ORS 336.615 - 336.665](#)

[ORS 339.115](#)
[ORS 339.240](#)
[ORS 339.250](#)

[OAR 581-021-0050 - 021-0075](#)
 House Bill 2514 (2019)

Cross Reference(s):

JG - Student Discipline



**~ Proposed ~
2021-2022 Superintendent's Evaluation Form
(draft 2)**

**2021-2022 Board of Directors
Board Chair,
Board Vice,
Board Members:**

The text in red is what is currently at the beginning of the eval document. Does it stay?

Purpose:

The evaluation is a two-way discussion of the Superintendent's performance over the entire year. The purpose of this evaluation is to:

- Help the Superintendent establish performance objectives and work toward their achievement;
- Assess the Superintendent's performance in leading the District, achieving district-wide educational goals and accomplishing annual performance objectives in accordance with the established objectives and prescribed standards;
- Identify and reinforce positive aspects of the Superintendent's performance; and
- Identify areas in which improvement is needed.

Communication is essential to achieving these goals. The real value of a formalized evaluation process occurs when the Superintendent and Board come together on a scheduled basis to assess performance and progress, to elicit ideas on how to improve and to plan together for the future. The North Santiam School Board believes the benefits of an open, constructive evaluation process are varied and include:

- Improved performance;
- Enhanced commitment and motivation;
- Reduced tension and anxiety;
- Development of a stronger working relationship between the Board and the Superintendent;
- Increased realism about District goals and accomplishments;
- Ability to focus on District educational goals and important tasks and objectives;
- Development of better goals and objectives for the coming year.

The evaluation procedure has been designed to enhance the status of the Superintendent by creating a mechanism for a thorough performance appraisal designed to promote professional growth and increase the competency of the individual as an educational leader.

Process:

1. **Establishment of Performance Objectives for the District:** The performance objectives will be based on measurable records of performance for the educational achievements of students, staff, facilities and programs within the District. The Superintendent and the Board through a collaborative effort will establish the performance measures and objectives.
2. **Establishment of annual goals and work objectives for the year:** The Board and Superintendent as part of the annual evaluation process will develop annual goals by August 30th of each year. The Board and Superintendent will meet at least once during the year to review the progress of the district goals.
3. **Adoption of Evaluation Criteria:** The Board will adopt the evaluation criteria, goals, and performance measures* and objectives, which will be used in the evaluation process at a regular or special meeting.

4. **Completion of Evaluation:** The evaluation will be conducted as follows:
- A. **Goals, performance measures and objectives:** The Superintendent will prepare a report on the progress made on each goal and its performance measure and objective as established in a collaborative effort with the Board.
 - B. **Evaluation Forms:** Each board member will complete a separate evaluation form. The Board will meet to compile, review, and discuss the composite evaluation report. This process may also include a 360-degree evaluation allowing the Superintendent to request more subjective information and should be used only if the Superintendent chooses to use it for feedback to the Board. The individuals selected to give the feedback and the questions asked should be selected by the Superintendent, or jointly by the Superintendent and the Board. The Superintendent should compile the information gathered to share with the Board at the performance review. The 360-degree evaluation allows feedback from observers outside the Board/Superintendent leadership team, such as administrators, directors, staff, parents, and community which may not be directly addressed by the basic evaluation document attached.
 - C. **Composite Evaluation:** The composite performance rating for the Superintendent will include two (2) to three (3) components:
 - a) **Achievement of Goals and Performance Objectives**
 - b) **Superintendent Composite Evaluation Form**
 - c) **360 Degree Evaluation**
 - D. **Meeting with Superintendent:** The Board will meet with the Superintendent in an Executive Session of the Board to review and finalize the composite evaluation report. At the Superintendent's option, the meeting may be open to the public as permitted by ORS 192.660.
 - E. **Update of Performance Measures and Objectives and Establishment of Annual Goals and Objectives:** The Board and Superintendent shall review and update the goals and performance measures and objectives to be used for the next year's evaluation by no later than August 30th.
5. **Decision on Salary Adjustment:** Based on the evaluation the Board will decide on a salary adjustment. Salary adjustments will be considered at regularly scheduled board meetings. Any salary adjustment approved by the Board will take effect on July 1st of each year.

Superintendent's Current Year Goals

Why the Evaluation is a Critical Element of the Board/Superintendent Relationship

A healthy working relationship between the North Santiam School District Board of Directors and the district's superintendent is foundational for the success of the district, its staff and the educational outcomes for the student population. It must be stated that the superintendent is hired by the district Board of Directors – he or she is the only staff who reports directly to the board. Therefore, the superintendent's evaluation is a critical mechanism to guide actions that ultimately steers district staff's efforts in alignment with district goals and board expectations.

The district benefits from an integrated annual planning and budgeting process where the superintendent and district staff considers district goals to derive annual program goals and strategies to achieve them. These include long-term, mid-term and short-term focus. These strategies, once fully developed, are then resourced in the district budget. An annual workshop involving board members and district staff provides updates on progress as well as updated goals for the upcoming school year.

Evidence of Performance Includes:

- Metrics or other means that demonstrate:
 - Student success across programs
 - Quality staff and their ongoing development
 - Degree of achievement of district goals
 - Degree of achievement of program goals in alignment of district goals
 - Support and confidence of all communities for district efforts
- Guided alignment of budget development, subsequent adoption and outcomes achieved
- Observed behaviors during all meetings including board members
- Regular and ad hoc written and verbal reports, including sufficiency of these reports
- Observed evidence of delegated leadership and shared goals in the schools of the district, primarily, but not limited to the particular observances of “board buddies.”
- Response to previous feedback provided
- Other thoughts...?

Scoring Scale:

<u>6 = Exemplary:</u>	Performance routinely exceeds standard and is consistently a model for others
<u>5 = Accomplished:</u>	Performance often above standard with occasional average effort
<u>4 = Effective:</u>	Performance consistently and adequately meeting standard, sometimes moderately exceeding it
<u>3 = Emerging:</u>	Performance demonstrates a rising effort, attention and energy toward meeting standard with some successes
<u>2 = Developing:</u>	Performance demonstrates awareness of need for effort, movements toward success and attention on growth
<u>1 = Ineffective:</u>	Performance lacking effort and/or awareness of need

Evaluation Timelines:

All year:	Active preparation to provide thoughtful feedback via evaluation process. Reflect and document observances of primary evidence of performance noted above, but also of any other pertinent evidence felt to be important to include.
Winter:	Interim update on status of goals. Discussion between board and superintendent of goals in preparation for budget development and annual strategic planning effort.
Spring:	Completion of individual superintendent evaluation by board members; compilation of individual results; review, refinement and consensus on final evaluation, scoring and comments. Meeting involving board chair and vice-chair to provide evaluation feedback to superintendent. Participate and observe annual budget development updates and subsequently the work of the Budget Committee.
Summer:	Participate and observe annual NSSD strategic planning effort, including program reports of past school year's achievements and new goals for the following school year.
Fall:	Ensure evaluation tool includes any updates to district and/or superintendent goals.

SCORING SCALE:

- 6 = Exemplary:** Performance routinely exceeds standard and is consistently a model for others
 - 5 = Accomplished:** Performance often above standard with occasional average effort
 - 4 = Effective:** Performance consistently and adequately meeting standard, sometimes moderately exceeding it
 - 3 = Emerging:** Performance demonstrates a rising effort, attention and energy toward meeting standard with some successes
 - 2 = Developing:** Performance demonstrates awareness of need for effort, movements toward success and attention on growth
 - 1 = Ineffective:** Performance lacking effort and/or awareness of need
-

SHARED LEADERSHIP

Provided visionary leadership that was broadly shared by staff across the District and is optimally demonstrated by staff who led each other toward that shared clear vision, common goals and high expectations.

Board Member	Score	Comments

DUTIES OF THE SUPERINTENDENT

Characterized by effective organizational management of the District in accordance with board policy; strong financial stewardship with attention on both near and longer term aspects; implemented District, state and national policy with fidelity; cultivated collaborative relationships and advocated for District needs.

Board Member	Score	Comments

- 6 = Exemplary:** Performance routinely exceeds standard and is consistently a model for others
 - 5 = Accomplished:** Performance often above standard with occasional average effort
 - 4 = Effective:** Performance consistently and adequately meeting standard, sometimes moderately exceeding it
 - 3 = Emerging:** Performance demonstrates a rising effort, attention and energy toward meeting standard with some successes
 - 2 = Developing:** Performance demonstrates awareness of need for effort, movements toward success and attention on growth
 - 1 = Ineffective:** Performance lacking effort and/or awareness of need
-

CONTINUOUS IMPROVEMENT IN SCHOOLS AND DISTRICT PROGRAMS

With a focus on cultural equity responsiveness, routinely monitored district program effectiveness, staff performance, learning and growth of all students; proactively identified positive or negative trends; supported effective improvement efforts or developed strategies to arrest and correct ineffective efforts; aligned resources to implement any identified improvements or course corrections.

Board Member	Score	Comments

DATA-BASED DECISION MAKING

Decisions were routinely informed by ethical and reliable data and/or research at the student-level, as well as each school and the district. This should be characterized by use of data and/or research by staff across the district.

Board Member	Score	Comments

- 6 = Exemplary:** Performance routinely exceeds standard and is consistently a model for others
 - 5 = Accomplished:** Performance often above standard with occasional average effort
 - 4 = Effective:** Performance consistently and adequately meeting standard, sometimes moderately exceeding it
 - 3 = Emerging:** Performance demonstrates a rising effort, attention and energy toward meeting standard with some successes
 - 2 = Developing:** Performance demonstrates awareness of need for effort, movements toward success and attention on growth
 - 1 = Ineffective:** Performance lacking effort and/or awareness of need
-

COMMUNITY RELATIONS/INVOLVEMENT

Developed and communicated expectations for adherence to a Communication Plan that guided all district staff toward consistent outreach and collaboration with multiple and diverse stakeholder groups in support of student learning and district programs. This should include strategies to promote school/student information as appropriate to various district groups/communities, to engage and effectively communicate with community partners and other constituencies to strengthen student learning; and to cultivate relationships/partnerships with business, civic and local government groups in support of advocacy for district, school and community needs.

Board Member	Score	Comments

SUPPORTIVE DISTRICT WORK ENVIRONMENT

Fostered an environment across the district where all staff feel included, valued, supported and enabled to succeed in their individual and collective roles. Maintained high expectations for administrators and staff to also be part of a supportive environment that fosters district successes.

Board Member	Score	Comments

- 6 = Exemplary:** Performance routinely exceeds standard and is consistently a model for others
 - 5 = Accomplished:** Performance often above standard with occasional average effort
 - 4 = Effective:** Performance consistently and adequately meeting standard, sometimes moderately exceeding it
 - 3 = Emerging:** Performance demonstrates a rising effort, attention and energy toward meeting standard with some successes
 - 2 = Developing:** Performance demonstrates awareness of need for effort, movements toward success and attention on growth
 - 1 = Ineffective:** Performance lacking effort and/or awareness of need
-

STAFF DEVELOPMENT

Maintained and supported steady attention on development of all staff; promoted and implemented such staff development consistently in alignment with district goals and vision for effective, culturally responsive programs; maintained methods to evaluate staff, provide feedback and take corrective actions.

Board Member	Score	Comments

SUPPORTING DISTRICT GOALS

GOAL #1: *Ensure that Each Student has the Opportunity to Achieve Excellence through Measurable Progress and Personal Growth Each Year*

Maintained a keen and proactive focus on student outcomes as well as recognition that this is the most critical work of the district; understood how staff in all programs contributed; actively pursued program options that well served all students; used data to inform decisions related to student learning and growth; maintained means for staff to make informed decisions for student success as well as evaluate the effectiveness of such decisions.

Board Member	Score	Comments

- 6 = Exemplary:** Performance routinely exceeds standard and is consistently a model for others
 - 5 = Accomplished:** Performance often above standard with occasional average effort
 - 4 = Effective:** Performance consistently and adequately meeting standard, sometimes moderately exceeding it
 - 3 = Emerging:** Performance demonstrates a rising effort, attention and energy toward meeting standard with some successes
 - 2 = Developing:** Performance demonstrates awareness of need for effort, movements toward success and attention on growth
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-

SUPPORTING DISTRICT GOALS

GOAL #2: *Provide Sustainable, Quality Facilities and Promote Positive School Climates*

District buildings, grounds and athletic facilities were maintained sustainably and in good repair; various district communities were appropriately included; technology continued to evolve in support of student learning and district needs; and school environments were managed with high expectations for supportive learning environments, cultural sensitivity and an absence of bullying.

Board Member	Score	Comments

SUPPORTING DISTRICT GOALS

GOAL #3: *Promote Student and Staff Involvement in the Community and Involve the Community in Our Schools*

Ensured effective implementation of the district’s communication plans and expectations, with fidelity.

Board Member	Score	Comments

- 6 = Exemplary:** Performance routinely exceeds standard and is consistently a model for others
 - 5 = Accomplished:** Performance often above standard with occasional average effort
 - 4 = Effective:** Performance consistently and adequately meeting standard, sometimes moderately exceeding it
 - 3 = Emerging:** Performance demonstrates a rising effort, attention and energy toward meeting standard with some successes
 - 2 = Developing:** Performance demonstrates awareness of need for effort, movements toward success and attention on growth
 - 1 = Ineffective:** Performance lacking effort and/or awareness of need
-

SUPPORTING DISTRICT GOALS

GOAL #4: *Recruit, Develop, Value, and Retain High Quality Staff*

Maintained a positive image and culture for the district, internally and externally; ensured timely performance evaluations and feedback; developed or maintained opportunities for staff to learn and grow on the job; provided career prospects that attract and retain staff; maintained appropriate resources for student support and intervention; sought to understand staff workplace satisfaction and/or gather input when appropriate.

Board Member	Score	Comments

ADDITIONAL COMMENTS

Board Member	Comments

BOARD SELF EVALUATION FORM

Why Evaluate?

The culture of an organization is set at the top, and it is no different for school and educational organizations. School boards must be strong, effective leaders to meet the challenges faced by public education today. School board members direct the affairs of the district by setting goals, developing policy, communicating and evaluating, all with a focus on the achievement and best interests of all students in the district. Self-assessment by the board provides valuable information, discussion and communication.

Self-evaluation by the board:

- Holds the board accountable to itself, the staff and the community.
- Allows for reflection by board members on their individual and collective behavior and performance.
- Fosters open communication.
- Improves decision making by enhancing a common understanding of philosophies and goals.
- Resolves differences of opinion and challenges assumptions.
- Provides insight into how and why decisions are reached.
- Allows new board members an opportunity to understand board processes.
- Identifies strengths and weaknesses of individual board member performance and that of the board as a whole.
- Holds the board accountable in its role as representative of the public.
- Provides a starting point for effective goal setting and long range planning.

Board self-evaluation provides more than just accountability and communication. It provides an opportunity for building the best possible leadership for the school system and community. Commitment to quality, excellence, continuous learning, and local control of the educational system is demonstrated when boards lead by example.

Oregon School Boards Association's Board Self-Evaluation document is designed to provide both a clear objective system for board evaluation and flexibility. Part 1 of the evaluation follows a set of performance standards focused on the roles, responsibilities and work of the board. Part 2 focuses on the board's performance in supporting the achievement of district goals.

Part 1 and Part 2 mirror the first two parts of the OSBA superintendent evaluation document and are intended to be used together, the board first undergoing a self-evaluation and then performing the superintendent evaluation. The board evaluation, unlike the superintendent evaluation, does not include a Part 3: 360-degree evaluation. This is because board members are subject to recall and undergo an election every four years. That election serves as a de facto 360-degree evaluation. For boards that would like to survey the community regarding their performance, the questions in Part 1 and Part 2 of the board self-evaluation can be put to administrators, staff and community members and will serve well as a 360-degree evaluation.

* Required

**Part 1.
Performance
Standards**

Instructions

1. Attached are the forms to be completed by each board member rating each of the eleven performance standards. A separate page is provided for each performance standard. Each board member should rate all eleven of the performance standards.
2. Each performance standard has performance indicators listed below it. These performance indicators suggest objective measures to consider; do not rate each performance indicator separately. Only rate the overall performance standard.
3. Your comments in support of your rating will be helpful during the board discussion of the results of the evaluation.
4. Each board member's forms should be returned to the consultant, board chair or designated board member for compilation. Your board may also have chosen to fill it out online for electronic compilation.
5. The board will meet to discuss the results and future steps to improve or build upon the prior year's results.

1. NAME: *

**Part 1. Performance
Standard 1:
LEADERSHIP: MISSION,
VISION AND GOALS**

The board of education annually reviews the districts vision and mission statements, and annually adopts board and district goals which support the district vision and mission.

INDICATORS:

- The board, along with the superintendent, has reviewed and re-adopted the written district vision and mission statements in a three-year cycle.
- Board members can clearly articulate the vision, mission and goals of the district.
- Annually the board, with the superintendent's input and collaboration, has reviewed, rewritten, and adopted the board and district goals.
- The board has adopted objectives, activities and a calendar to monitor action plans on agreed upon goals, including periodic superintendent updates as part of regular board meetings.
- The board has delegated to the superintendent the authority to administer and evaluate the adopted action plans.
- The board and superintendent have mutually agreed which goals and expected performance indicators will be included in the superintendent's formal evaluation.
- The superintendent's evaluation instrument for the current year has been developed and adopted by the board.

2. Board performance Standard 1: *

Mark only one oval.

- UNACCEPTABLE
- NEEDS IMPROVEMENT
- GOOD
- EXCELLENT
- OUTSTANDING

3. Comments - Standard 1:

Part 1.
Performance
Standard 2:
POLICY AND
GOVERNANCE

The board establishes and follows local policies, procedures and good governing practices.

Indicators:

- The board has established, adopted and revised policies so that they are clear, up to date and in compliance with state and federal laws and rules.
- The board requests the superintendent’s recommendation on all proposed policies.
 - The board provides opportunities for public and staff review of proposed policies before they are given to the board for final action.
- A procedure is in place for established policies to be reviewed on a regular basis.
 - The board follows its own policies regarding board operations.
- The board delegates all decisions regarding district operations, personnel management and procedures to the superintendent.
- The board sets annual goals and keeps those goals at the forefront of all board and district decisions throughout the year.

4. Board performance Standard 2: *

Mark only one oval.

- UNACCEPTABLE
- NEEDS IMPROVEMENT
- GOOD
- EXCELLENT
- OUTSTANDING

5. Comments - Standard 2:

Part 1. Performance
 Standard 3:
 COMMUNITY
 RELATIONS

The board establishes and promotes effective two way communication with parents, students, staff and community members.

Indicators:

- The board and individual board members demonstrate respect and cooperation in their relationships with the community and staff.
- The board works with the superintendent to seek and receive input from citizens on matters relating to the school district using an agreed upon process.
- The board has collaboration agreements with local and state agencies.
- The board communicates with the community using forums, groups, the media and/or other vehicles following agreed upon procedures.

6. Board performance Standard 3: *

Mark only one oval.

- UNACCEPTABLE
- NEEDS IMPROVEMENT
- GOOD
- EXCELLENT
- OUTSTANDING

7. Comments - Standards 3:

**Part 1. Performance
Standard 4: CULTURAL
RESPONSIVENESS AND
EDUCATIONAL EQUITY**

The board develops and promotes understanding and awareness of cultural diversity and ensures fair and equitable policies, practices and educational opportunities for all members of the educational community.

Indicators:

- Board outreach and community engagement activities accommodate cultural differences in values and communication.
- The board actively encourages and expects the superintendent to facilitate the participation of culturally diverse groups.
- The board has a process to review policies for cultural, racial and ethnic bias.
- Board members approach decision making from multiple perspectives, asking questions regarding the impact of each decision on diverse cultures.
- District staff is representative of the community.

8. Board performance Standard 4: *

Mark only one oval.

- UNACCEPTABLE
- NEEDS IMPROVEMENT
- GOOD
- EXCELLENT
- OUTSTANDING

9. Comments - Standards 4:

Part 1. Performance
Standard 5:
ACCOUNTABILITY AND
PERFORMANCE
MONITORING

The board constantly monitors progress towards district goals and compliance with written Board policies using data as the basis for assessment.

Indicators:

- The board regularly conducts a self-evaluation to monitor its performance.
- The board models a culture of high expectations throughout the district.
- The board's priority and focus are on curriculum, student achievement, and student success.
- The board appropriates resources based on student achievement priorities.
- The board supports reward, consequence, and recognition systems to encourage high levels of staff and student achievement.
- Student results are measured against expectations set by district standards.
- The board and all stakeholders clearly understand, and are held accountable for, their roles and responsibilities in creating and supporting a culture of high expectations throughout the system.
- The board uses data to identify discrepancies between current and desired outcomes.
- The board identifies and addresses priority needs based on data analysis.
- The board communicates to the public how policy decisions are linked to student achievement data.

10. Board performance Standard 5: *

Mark only one oval.

- UNACCEPTABLE
- NEEDS IMPROVEMENT
- GOOD
- EXCELLENT
- OUTSTANDING

11. Comments - Standards 5:

Part 1. Performance
Standard 6: BOARD
OPERATIONS –
Meetings

Board meetings are effective, efficient, orderly and respectful. The board members focus on the policy and governance roles of the board.

Indicators:

- The agenda is properly posted and developed according to board policy.
- Board members know how to add or change agenda items both before and during a meeting and do so in a clear, constructive manner that does not allow for surprises.
- The board agenda reflects the goals, policies and appropriate governance role of the board and is followed by the board.
- The board has procedures in place to allow for public input in a respectful manner.
- The chair runs an orderly meeting, with clear instructions and directions to the public as well as board members.
- The board discusses only those topics that the majority of board members wish to take up.
- Everyone in attendance can clearly hear board discussion.
- Board discussions are effective and result in clear decisions.
- Minutes properly record actions of the board and are maintained as required by the public records law.
- Board members respect the confidentiality of executive sessions.
- Board members do not surprise the administration or fellow board members at meetings.

12. Board performance Standard 6: *

Mark only one oval.

- UNACCEPTABLE
- NEEDS IMPROVEMENT
- GOOD
- EXCELLENT
- OUTSTANDING

13. Comments - Standards 6:

Part 1. Performance Standard 7:
BOARD OPERATIONS – Board
member communications

Board members are all kept equally fully informed on matters of board business, and communicate with each other in a respectful and lawful manner.

Indicators:

- Board members all receive the same information from the district office on matters of board business.
- Board members share information appropriately through the chair between meetings and do not surprise each other in public.
- Board members communicate with each other in a respectful manner.
- Board members respect the right of the public to observe discussion of board and district business by board members.
- All deliberation and discussion between board members is held at properly posted public meetings.

14. Board performance Standard 7: *

Mark only one oval.

- UNACCEPTABLE
- NEEDS IMPROVEMENT
- GOOD
- EXCELLENT
- OUTSTANDING

15. Comments - Standards 7:

Part 1. Performance
Standard 8: BOARD
OPERATIONS – Board-
staff relations

Board members are respectful of staff members in all communications and follow board- staff communication policy and procedures.

Indicators:

- The board recognizes and protects the chain of command.
- The board works with the superintendent to provide a process, and the board follows that process, to receive input from the staff in decision-making on significant issues where staff input is appropriate.
- Board members treat staff members in a respectful manner at all times.

16. Board performance Standard 8: *

Mark only one oval.

- UNACCEPTABLE
- NEEDS IMPROVEMENT
- GOOD
- EXCELLENT
- OUTSTANDING

17. Comments - Standards 8:

Part 1. Performance
 Standard 9: BOARD
 OPERATIONS – Board-
 superintendent relations

The board and superintendent have an established operating agreement, treat each other honestly and respectfully and communicate openly in a professional manner.

Indicators:

- The board supports the school administration before critical groups and individuals in the community.
- The board reserves statements critical of the superintendent’s actions, and evaluation of the superintendent for executive sessions.
- Board members fully inform the superintendent of situations arising in the district that impact the district.
- Board members do not interfere in district operations, and fully delegate and respect the delegations of, operational decisions to the superintendent and administration.
- Board members do not avoid difficult decisions when requested or required to take a position.

18. Board performance Standard 9: *

Mark only one oval.

- UNACCEPTABLE
- NEEDS IMPROVEMENT
- GOOD
- EXCELLENT
- OUTSTANDING

19. Comments - Standards 9:

**Part 1. Performance
Standard 10: VALUES,
ETHICS AND
RESPONSIBILITY FOR
SELF**

The board, collectively and individually, takes full responsibility for Board activity and behavior, the work it chooses to do and how it chooses to do the work.

Indicators:

- The board polices its own members when they step outside of board policy and agreements.
- The board leads the district with clear goals, policies and expectations and does not expect others to interpret the board's intent.
- Board members do not participate in discussion or deliberation of those topics which may result in a decision which might bring them personal benefit or avoidance of a detriment.
- Board deliberations and actions are limited to board work, not staff work.
- Board members only exercise their authority as a board of the whole at properly posted meetings.

20. Board performance Standard 10: *

Mark only one oval.

- UNACCEPTABLE
- NEEDS IMPROVEMENT
- GOOD
- EXCELLENT
- OUTSTANDING

21. Comments - Standards 10:

Part 1. Performance
Standard 11: BOARD
SYSTEMATIC
IMPROVEMENT

The board participates in annual training and professional development, and at least annually participates as a team with the superintendent in a team building retreat focused on assessment and goals.

Indicators:

- Each board member participates in training and professional development available through OSBA conferences, conventions, workshops or online.
- The board annually evaluates its performance in fulfilling the board’s duties, responsibilities, and the board’s ability to work as a team.
- The Board and Superintendent meet in a retreat environment to review:
 - Progress made on, and revision of, action plans to accomplish the district’s vision/philosophy/goals.
 - The strengths and improvements needed in the district.
 - Any compelling problem(s) or emerging issue(s).
 - Trends, opportunities, and anticipated challenges in the school district.
- Board leadership and educational philosophy and performance.
- Board/superintendent operational agreements and evaluation documents.

22. Board performance Standard 11: *

Mark only one oval.

- UNACCEPTABLE
- NEEDS IMPROVEMENT
- GOOD
- EXCELLENT
- OUTSTANDING

23. Comments - Standards 11:

Part
2:
Goals

The board of directors has primary responsibility for setting district goals, providing the supports needed to meet the goals and monitoring the progress towards achieving them.

Instructions

1. Attached are forms to be completed by each board member rating the board's performance in meeting the goals agreed to by the board at the beginning of the year. Each goal statement needs to be inserted into a separate form before the forms are distributed.
2. Each board member should rate the performance level for each goal.
3. The board will meet to discuss the results

24. Goal Statement #1: *

Offer the most comprehensive program possible for students and the appropriate staffing to support our commitment to doing what is best for kids

Mark only one oval.

- UNACCEPTABLE
- NEEDS IMPROVEMENT
- GOOD
- EXCELLENT
- OUTSTANDING

25. Comments - Goal #1

26. Goal Statement #2: *

Celebrate the successes of the district & community

Mark only one oval.

- UNACCEPTABLE
- NEEDS IMPROVEMENT
- GOOD
- EXCELLENT
- OUTSTANDING

27. Comments - Goal #2

28. Goal Statement #3: *

Routinely monitor the effectiveness of district programs and services in order to better serve kids

Mark only one oval.

- UNACCEPTABLE
- NEEDS IMPROVEMENT
- GOOD
- EXCELLENT
- OUTSTANDING

29. Comments - Goal #3

30. Goal Statement #4: *

Build better relationships with stakeholders of the district through proactive communication exchanges.

Mark only one oval.

- UNACCEPTABLE
- NEEDS IMPROVEMENT
- GOOD
- EXCELLENT
- OUTSTANDING

31. Comments - Goal #4

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Google Forms



School Board Self-Evaluation

School District and Evaluation Year

OSBA Sample District

2018

Prepared by:

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School Board Self-Evaluation Framework for Governance

This summary report contains the collective responses of your board on the OSBA School Board Self-Evaluation Survey. These results reflect the extent of your board practice in five best-practice governance roles identified by research to support student achievement.

The data on the following page is organized in a color-coded, horizontal-stacked bar chart that shows the board team's results at the level of the five standards. The explanation for the color code is just above the data chart.

Analyzing your Results: Looking at Data

Start with the following page, which shows your district's aggregated data for each of the five standards. Identify standards that capture strengths, growth areas and or divergent perspectives, then work through the benchmarks and indicators for those standards.

Here is a simple protocol for your use:

Step 1: What do you see?

- Describe what you see in the data, identify where it is located to the group. This is not about interpretation at this stage, only what you see.
- List the descriptions on chart paper.

Step 2: What does the data suggest?

- Discuss what the data suggests and try to generate different interpretations. Ask clarifying questions of one another to increase clarity and understanding of one another's perspectives.
- List responses on the chart paper

Step 3: Identify goal areas from the lists generated.

Step 4: Build two to three goals using the S.M.A.R.T. goal framework.

- **S** = Simple: Is it clear and easy to understand?
- **M** = Measurable: Is it clear what the school board will use to indicate successful performance?
- **A** = Achievable: Is it within the scope of the board's sphere of control/responsibility?
- **R** = Realistic: Will successful performance on this goal benefit the school district?
- **T** = Time-bound: Is it clear what the school board will see and when?

Measurable Progress for Goals Identified Above:

- Indicates or signals change
- Indicators can be assessed or observed
- Examples include:
 - Measurements
 - Specific activities
 - Behavioral change
 - Shift or reallocation of school district resources



School Board Self-Evaluation

The aggregate summary data of each team member's responses are displayed in a horizontal bar chart color coded to show the percent of time your board is engaged in each of the five best-practice governance roles.

OSBA provides access to this online survey and summary report through your membership in the association and encourages your board to discuss these findings in an upcoming board meeting and identify those areas you wish to focus on for continued improvement and for board professional development.

OSBA believes your school system will find it beneficial to drill down to the individual items under each of the benchmarks within the five best-practice roles. If your board would like to dig deeper into the School Board Self-Evaluation Survey data, OSBA provides this opportunity in an in-district facilitated two- to three-hour work session for a fee. OSBA staff will facilitate the conversation on the detailed data report, assist in setting board improvement goals and identifying your board's professional development plan.

If your board would like to dig deeper into your self-evaluation data, contact OSBA's Board Development department (info@osba.org) or call (503) 588-2800 for the cost associated with this service and to arrange a date for an OSBA staff member to facilitate.

Thank you for your time and thoughtful efforts toward improved school governance by completing this School Board Self-Evaluation Survey.

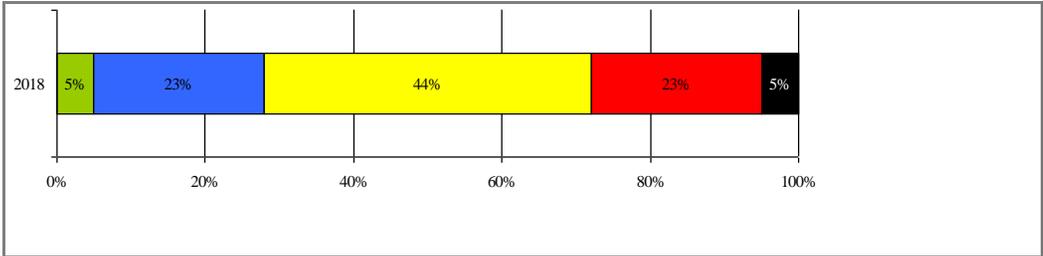
OSBA looks forward to serving your board and being the association dedicated to improving student success and education equity through advocacy, leadership and service to Oregon school boards.



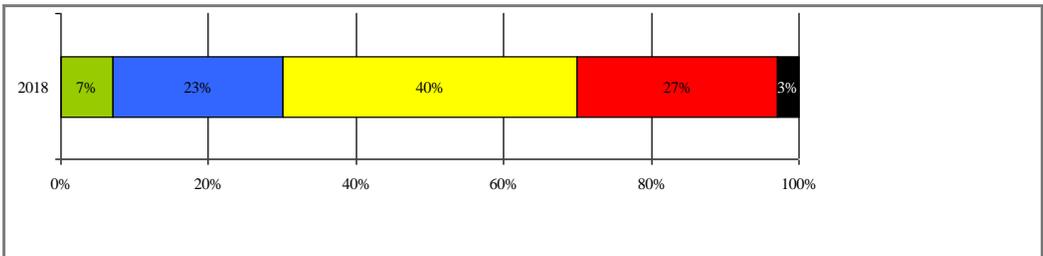
Framework for Governance: Aggregate Data



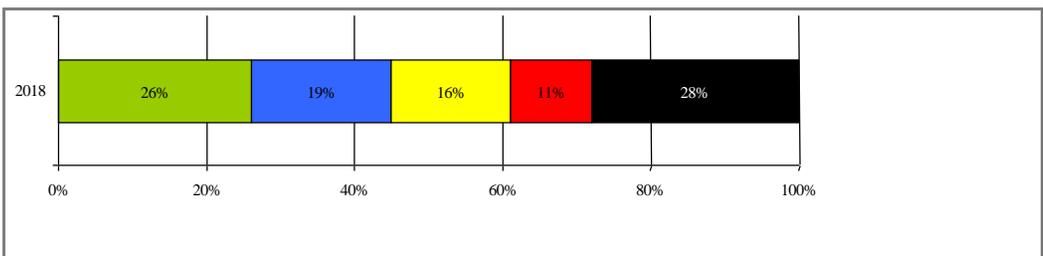
Standard 1
Conduct and Ethics:
 Provide responsible school district governance



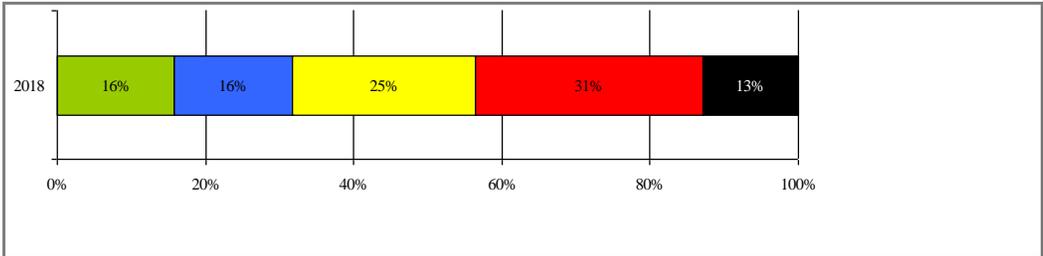
Standard 2
Vision:
 Set and communicate high expectations for student learning with clear goals and plans for meeting those



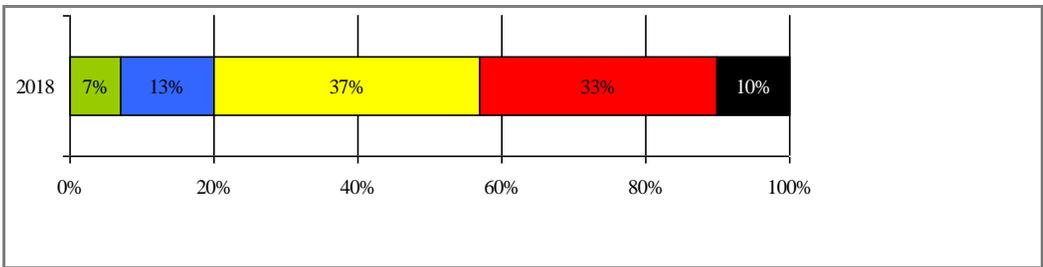
Standard 3
Structure:
 Create conditions district-wide for student and staff success



Standard 4
Accountability:
 Hold school district accountable for meeting student learning expectations



Standard 5
Advocacy and Communication:
 Engage local community and represent the values and expectations they hold for their schools





Standard 1 Conduct and Ethics

Provide responsible school district governance by:

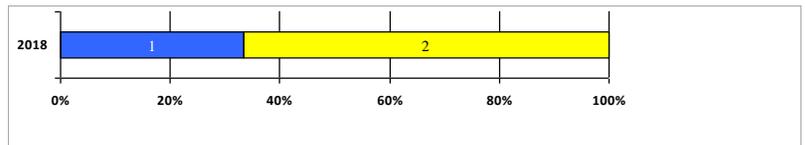
Benchmark of Success A

Conducting board and district business in a fair, respectful and responsible manner.

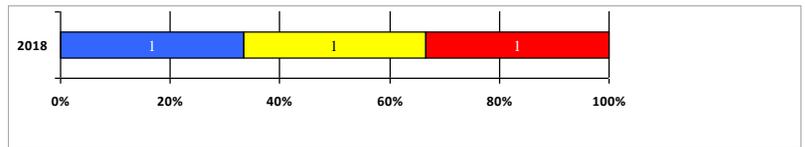


To what extent does our board:

Q 3 Base its decisions on what is best for students' success?



Q 4 Commit to a clear and shared purpose?



Notes:



Standard 1 Conduct and Ethics

Provide responsible school district governance by:

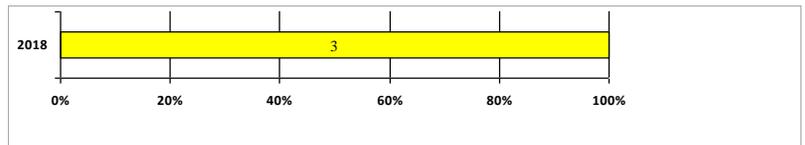
Benchmark of Success B

Ensuring the board is accountable and open to the public including seeking divergent perspectives in its decision making process.

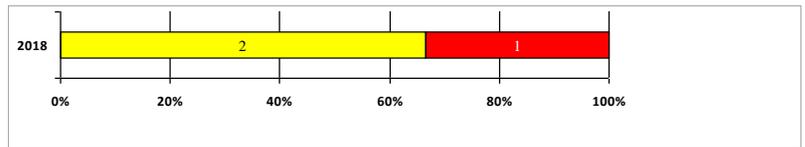


To what extent does our board:

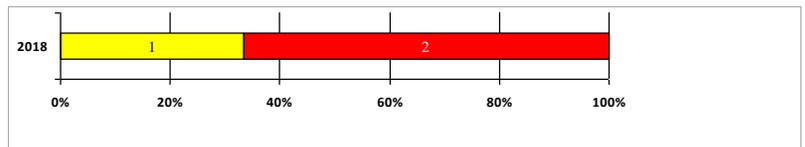
Q 5 Provide information to the public that supports board discussions and decisions?



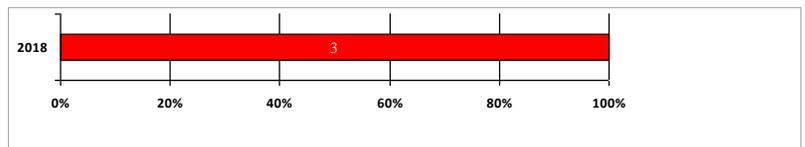
Q 6 Follow a defined process for gathering input prior to making critical decisions?



Q 7 Carry out annual assessments of its performance?



Q 8 Set goals for its improvement?



Notes:



Standard 1 Conduct and Ethics

Provide responsible school district governance by:

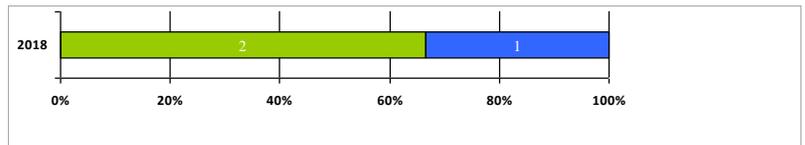
Benchmark of Success C

Respecting and advocating mutual understanding of the roles and responsibilities of board members and the superintendent.

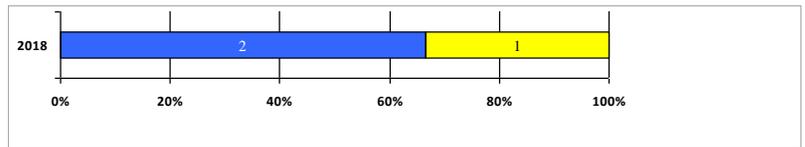


To what extent does our board:

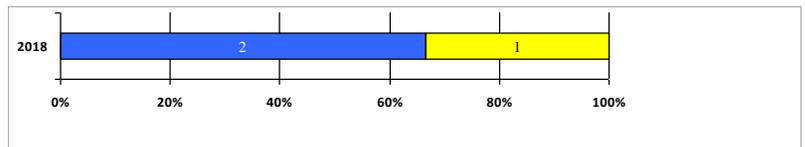
Q 9 Delegate authority to the superintendent to manage district operations and implement policy?



Q 10 Honor the roles and responsibilities of the superintendent?



Q 11 Use written protocols for its interactions?



Notes:



Standard 1 Conduct and Ethics

Provide responsible school district governance by:

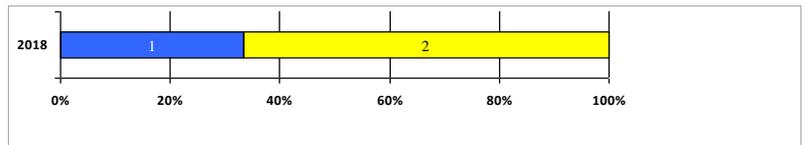
Benchmark of Success D

Adopting policies based on well-researched practices that emphasize a belief that all students can achieve at high levels and that support continuous improvement of student achievement.

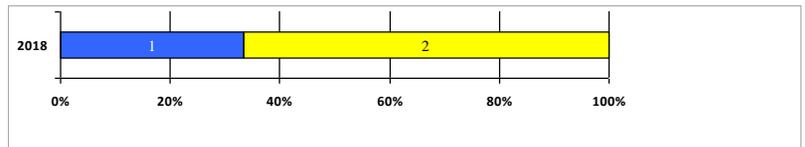


To what extent does our board:

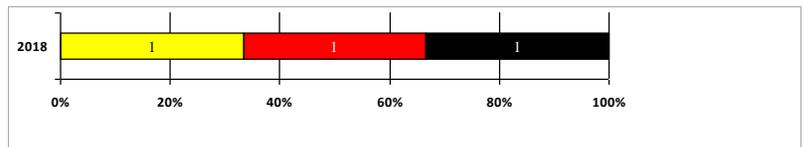
Q12 Govern using policies that align with research-based best practices?



Q13 Focus policy decisions on what is necessary for all students to achieve at high levels?



Q14 Collaborate with colleagues across the region, state, or nation regarding current and emerging trends, issues, and policy solutions?



Notes:



Standard 1 Conduct and Ethics

Provide responsible school district governance by:

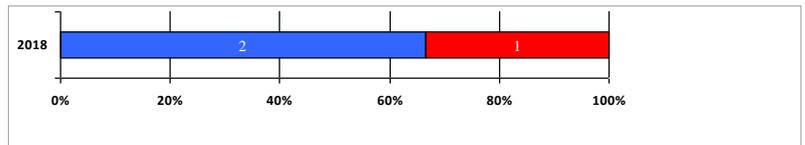
Benchmark of Success E

Promoting healthy relationships by communicating supportively, inspiring, motivating and empowering others, and exercising influence in a positive manner.

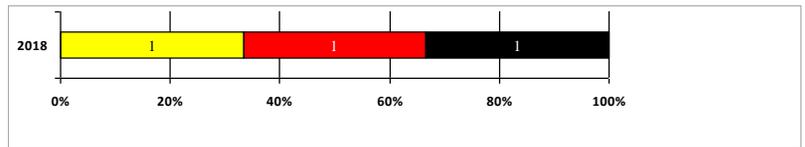


To what extent does our board:

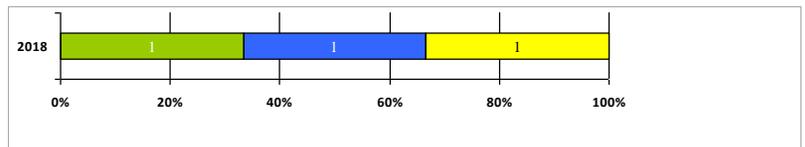
Q15 Provide an opportunity for stakeholders, such as staff, students, parents, and community members, to make presentations to the board?



Q16 Promote continuous improvement throughout the organization?



Q17 Treat all individuals, including fellow board members, staff, students, and community members, with respect?



Notes:



Standard 1 Conduct and Ethics

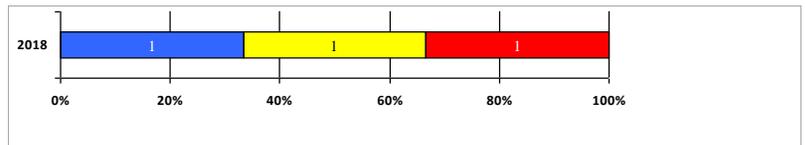
Provide responsible school district governance by:

Benchmark of Success F Working as an effective and collaborative team.

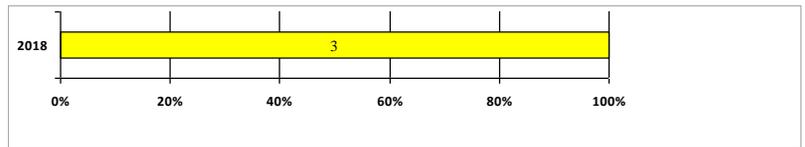


To what extent does our board:

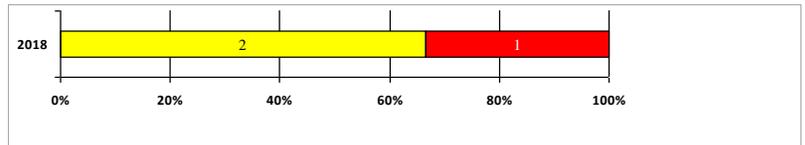
Q18 Work with the superintendent to achieve mutual trust and commitment?



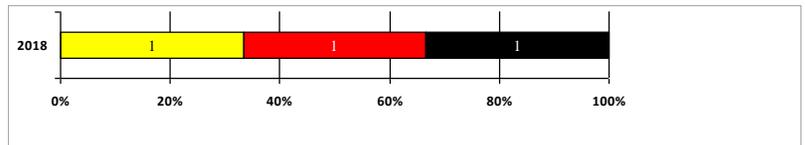
Q19 Pursue professional development to improve board members' knowledge and skills by attending conferences, holding study sessions, etc.?



Q20 Use collaborative processes that result in well-informed problem-solving and decision-making?



Q21 Together with the superintendent, share responsibility for the orientation of new board members and forming a new inclusive team?



Notes:



Standard 2 Vision

Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

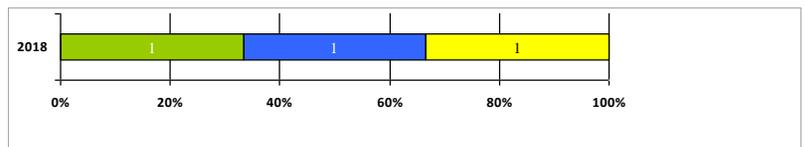
Benchmark of Success A

Articulating the conviction that all students can learn and the belief that student learning can improve regardless of existing circumstances or resources.

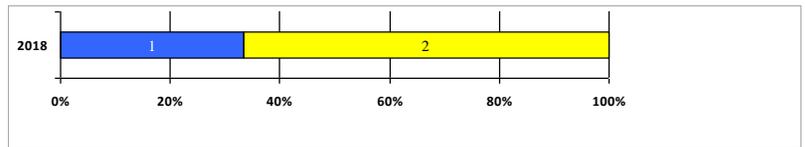


To what extent does our board:

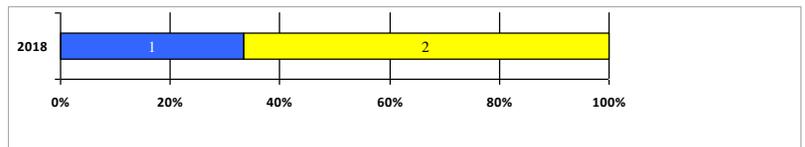
Q22 Through policies and actions, express our belief that all students can learn?



Q23 Through policies and actions, communicate high expectations for all students?



Q24 Foster a culture of collaboration around the shared purpose of improving student achievement?



Notes:



Standard 2 Vision

Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

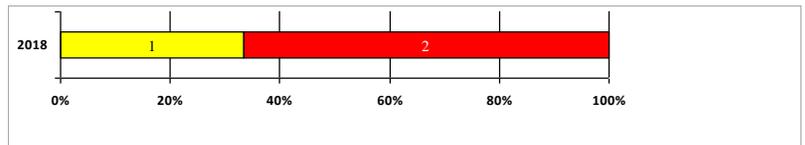
Benchmark of Success B

Leading the development, articulation and stewardship of a vision of learning that is shared and supported by schools and community.

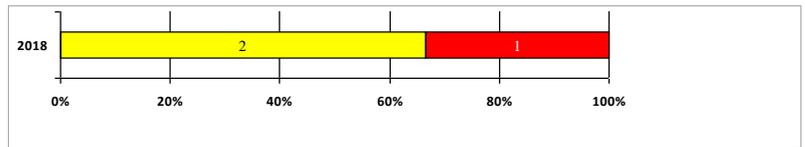


To what extent does our board:

Q25 Include stakeholders when developing and revising the district's vision?



Q26 Communicate its rationale for decisions to the community?



Notes:



Standard 2 Vision

Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

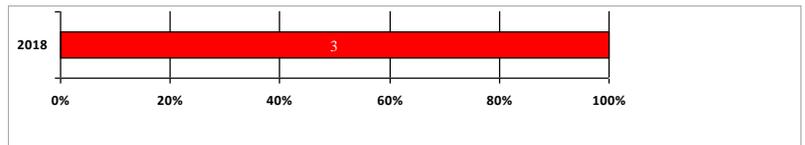
Benchmark of Success C

Adopting a collaboratively developed district plan focused on learning and achievement outcomes for all students.

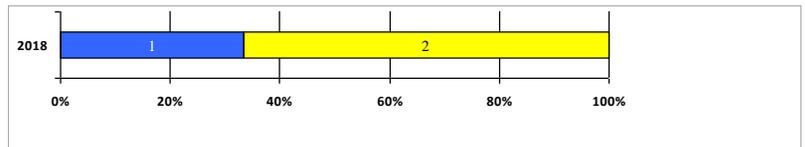


To what extent does our board:

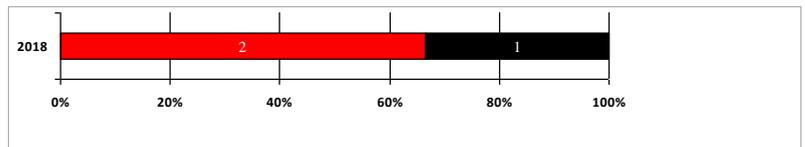
Q27 In collaboration with staff and the community, formulate and maintain a strategic plan with goals and outcomes?



Q28 Base its ongoing work, such as policy development, decision-making, and budgeting, on the district goals?



Q29 Continually monitor progress toward the goals and outcomes of the strategic plan?



Notes:



Standard 2 Vision

Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

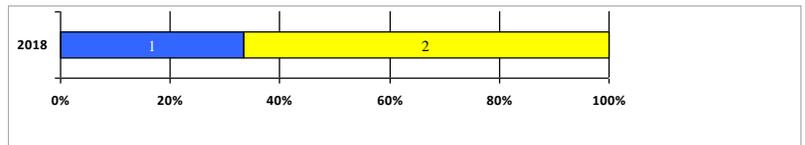
Benchmark of Success D

Ensuring non-negotiable goals for student achievement are established and aligned to the district's plan.

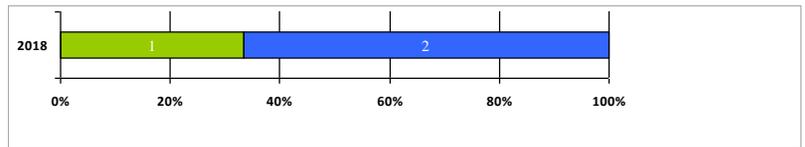


To what extent does our board:

Q30 Together with the superintendent agree that high expectations for all students is the highest priority?



Q31 Together with the superintendent review student achievement regularly?



Notes:



Standard 3 Structure

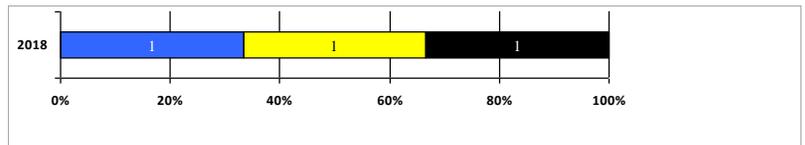
Create conditions district-wide for student and staff success by:

Benchmark of Success A Providing for the safety and security of all students and staff.

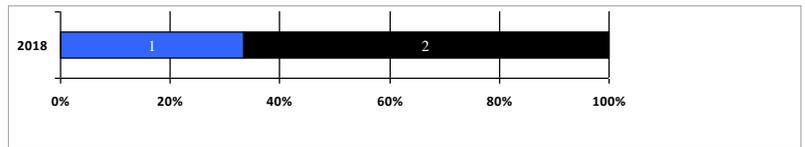


To what extent does our board:

Q32 Ensure that facilities comply with current health, safety, security, and accessibility standards?



Q33 Have policies that require regular evaluation and management of safety and security risks?



Notes:



Standard 3 Structure

Create conditions district-wide for student and staff success by:

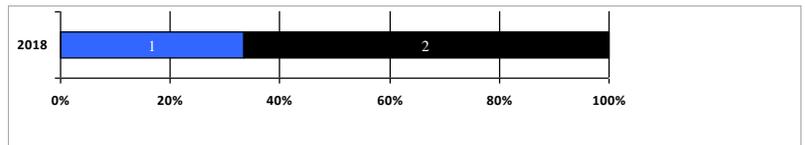
Benchmark of Success B

Employing and supporting quality teachers, administrators and other staff and providing for their professional development.

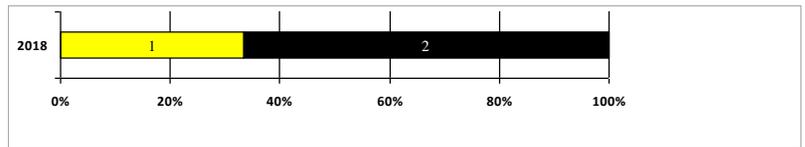


To what extent does our board:

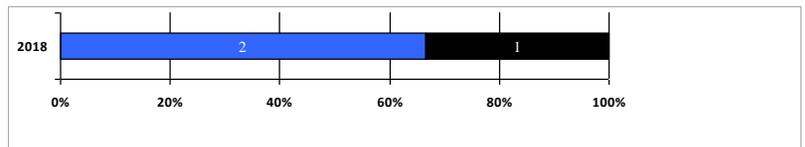
Q34 Have policies that ensure hiring and retention of highly qualified staff?



Q35 Have policies for evaluating staff based on student success?



Q36 Have policies that support research-based, best practices for staff development?



Notes:



Standard 3 Structure

Create conditions district-wide for student and staff success by:

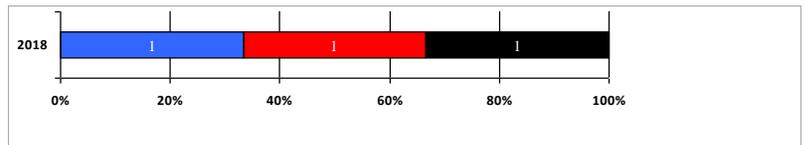
Benchmark of Success C

Providing for learning essentials, including rigorous curriculum, technology and high quality facilities.

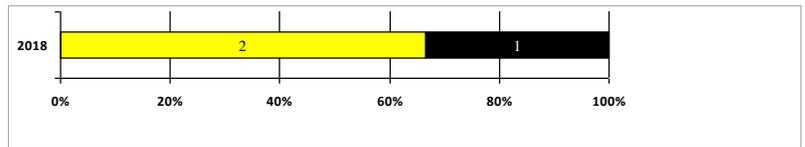


To what extent does our board:

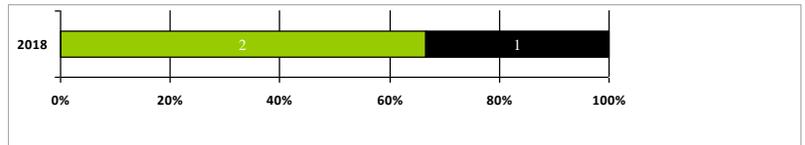
Q37 Have policies that ensure an established course of study for students and graduation requirements that align with high expectations for student achievement?



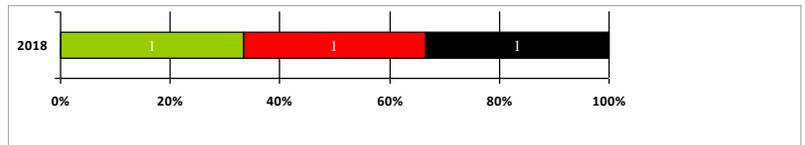
Q38 Have policies that ensure students receive the curriculum, support and supplemental materials necessary for high achievement?



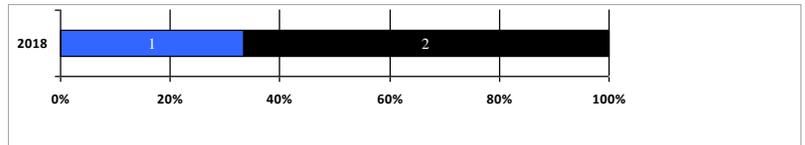
Q39 Adopt a budget that supports quality staff development and resources for curriculum implementation?



Q40 Have a process that includes community and parent involvement in selecting curriculum?



Q41 Have policies that require rigorous and regular evaluation of curriculum and supplemental materials to ensure they align with state and district standards?



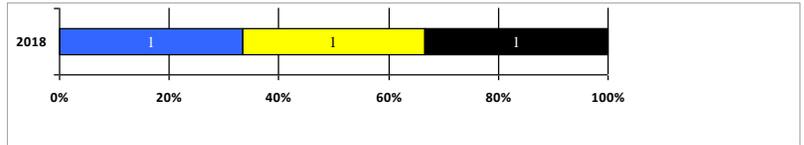
Notes:



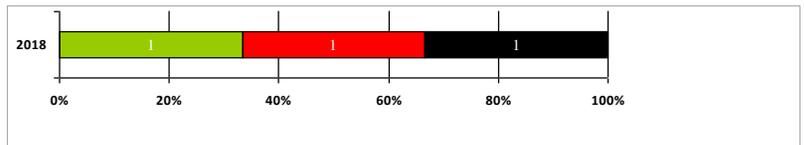
Standard 3 Structure

Create conditions district-wide for student and staff success by:

Q42 Have a process in place to support evaluation and updating of technology?



Q43 Have a long-term facilities plan in place for construction and maintenance?



Notes:



Standard 3 Structure

Create conditions district-wide for student and staff success by:

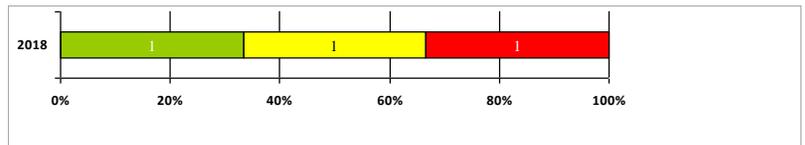
Benchmark of Success D

Ensuring management of the organization, operations, and resources for an efficient and effective learning environment.

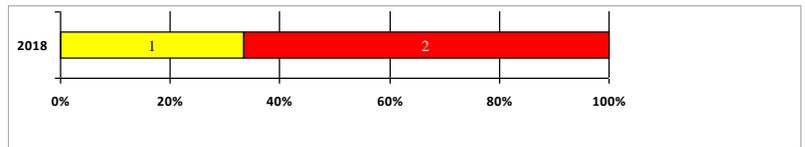


To what extent does our board:

Q44 Communicate an expectation that all classrooms will implement effective instructional practices?



Q45 Provide for evaluation of district operations to ensure there is an efficient and effective learning environment?



Notes:



Standard 3 Structure

Create conditions district-wide for student and staff success by:

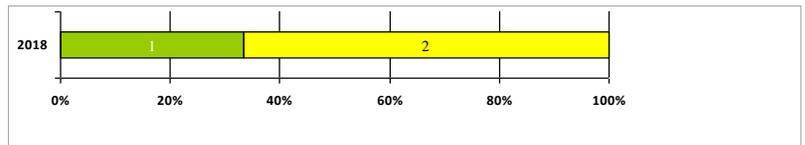
Benchmark of Success E

Adopting and monitoring an annual budget that allocates resources based on the district's vision, goals and priorities for student learning.

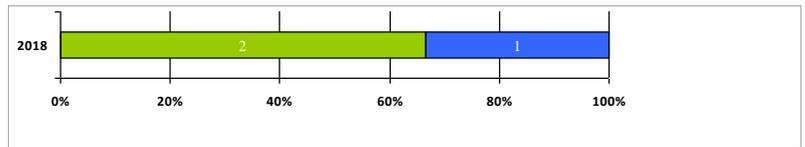


To what extent does our board:

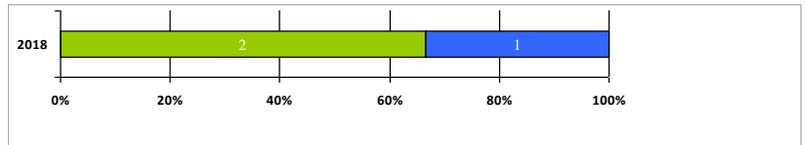
Q46 Keep the community informed about the district's financial status?



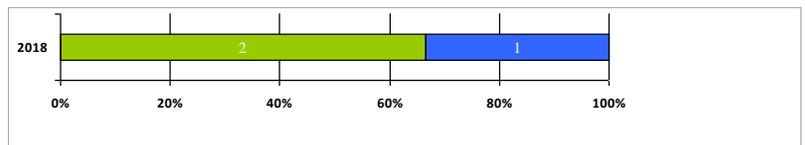
Q47 Seek public input during the budget process?



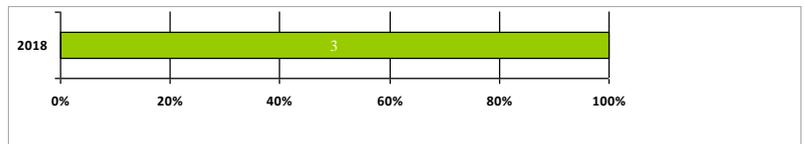
Q48 Provide guidelines for budget development, including a clearly defined expectation for a reasonable ending fund balance?



Q49 Adopt a fiscally responsible annual budget that is aligned with the strategic plan and vision?



Q50 Frequently monitor the budget and fiscal status of the district?



Notes:



Standard 4 Accountability

Hold school district accountable for meeting student learning expectations by:

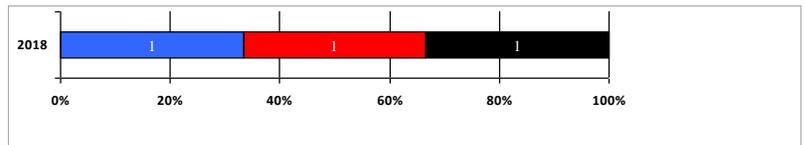
Benchmark of Success A

Committing to continuous improvement in student achievement at each school and throughout the district.

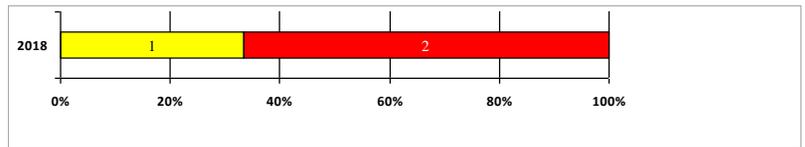


To what extent does our board:

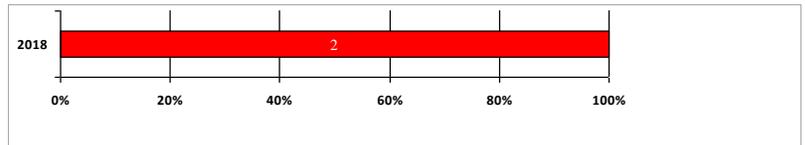
Q51 Follow a schedule for the timely review of the strategic plan?



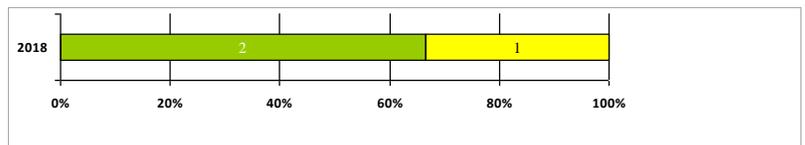
Q52 Ensure a high degree of coherence between the strategic plan and school improvement plans?



Q53 Annually review and make recommendations to the strategic plan and school improvement plans?



Q54 Publicly recognize the efforts of schools in improving student learning?



Notes:



Standard 4 Accountability

Hold school district accountable for meeting student learning expectations by:

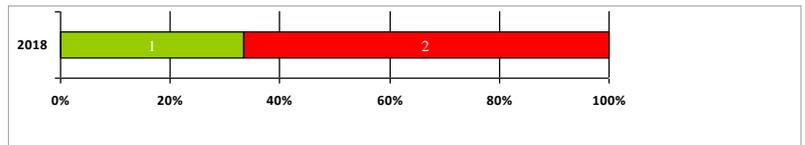
Benchmark of Success B

Evaluating the superintendent on clear and focused expectations.

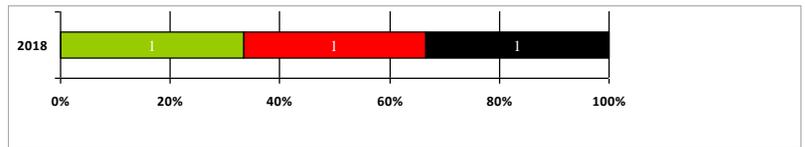


To what extent does our board:

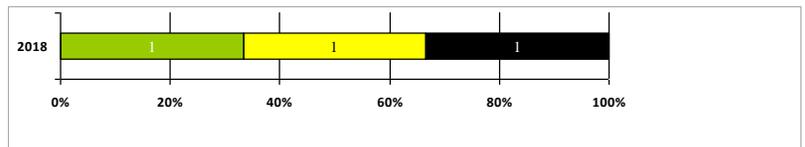
Q55 Have written goals for the superintendent that focus on specific outcomes for student learning?



Q56 Evaluate the superintendent's performance annually and communicate performance expectations to our community?



Q57 Base decisions about the superintendent's contract on objective evaluation of his or her performance and achievement of agreed upon goals?



Notes:



Standard 4 Accountability

Hold school district accountable for meeting student learning expectations by:

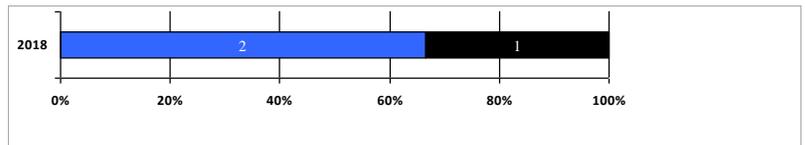
Benchmark of Success C

Measuring student academic progress and needs based on valid and reliable assessments.

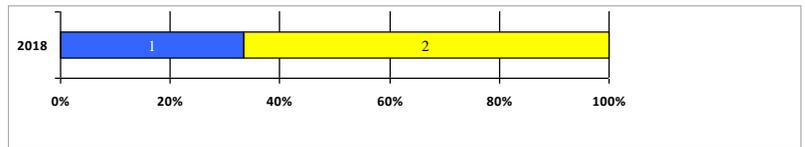


To what extent does our board:

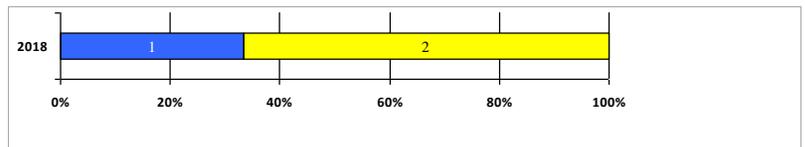
Q58 Require the effective use of data throughout the system to monitor student achievement and district performance?



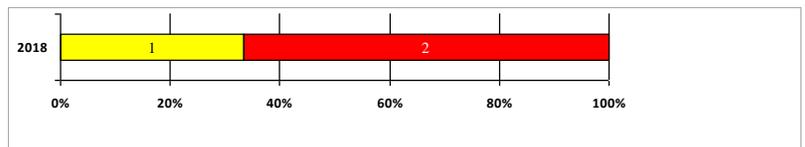
Q59 Regularly review and understand the criteria, assessment tools, and methods that measure student achievement and district performance?



Q60 Regularly review data, including disaggregated student achievement data, to measure progress toward district goals?



Q61 Regularly evaluate and adjust resources and strategies for closing achievement gaps to maximize their effectiveness?



Notes:



Standard 5 Advocacy and Communication

Engage local community and represent the values and expectations they hold for their schools by:

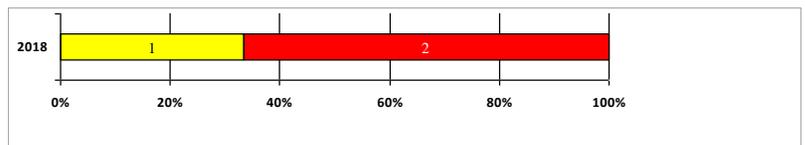
Benchmark of Success A

Collaborating with families and community members, responding to diverse interests and needs, and mobilizing community resources.

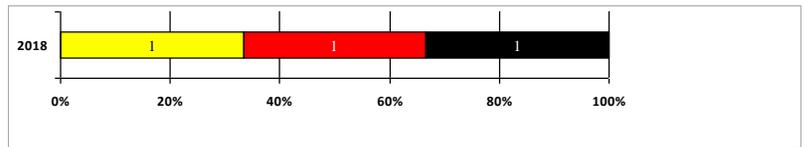


To what extent does our board:

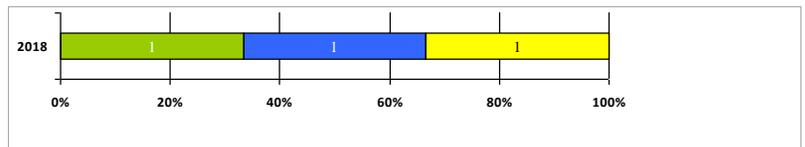
Q62 Advocate at the local, state and federal levels on behalf of students and the district?



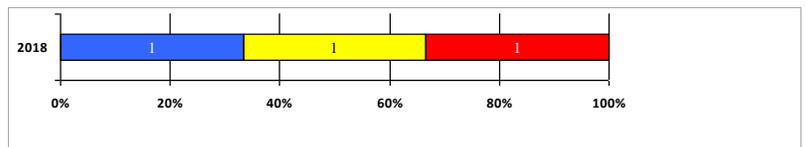
Q63 Model cultural, racial, and ethnic understanding and sensitivity?



Q64 Establish policies and partnerships that promote and expand educational opportunities for all students?



Q65 Follow an effective process for responding to questions, concerns, comments, or feedback from citizens?



Notes:



Standard 5 Advocacy and Communication

Engage local community and represent the values and expectations they hold for their schools by:

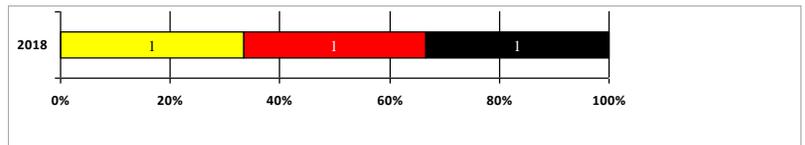
Benchmark of Success B

Ensuring school board and district transparency through a process that is open and accountable.

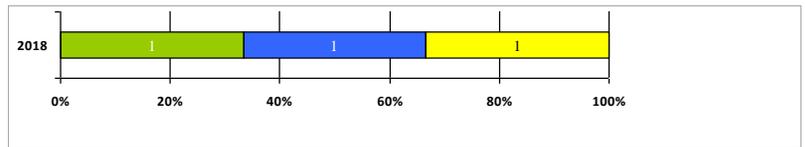


To what extent does our board:

Q66 Ensure the public is well informed of the board's roles and responsibilities?



Q67 Conduct its business in a transparent and accountable manner?



Notes:



Standard 5 Advocacy and Communication

Engage local community and represent the values and expectations they hold for their schools by:

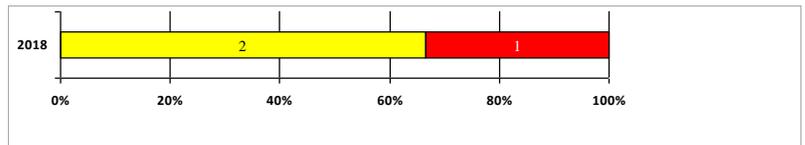
Benchmark of Success C

Ensuring district information and decisions are communicated community-wide.

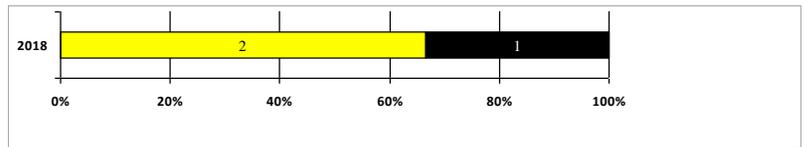


To what extent does our board:

Q68 Communicate proactively to disseminate information that addresses issues throughout the system and community?



Q69 Communicate district performance to the public in clear and understandable ways?



Notes:

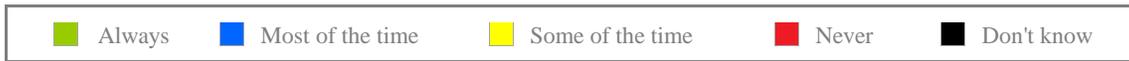


Standard 5 Advocacy and Communication

Engage local community and represent the values and expectations they hold for their schools by:

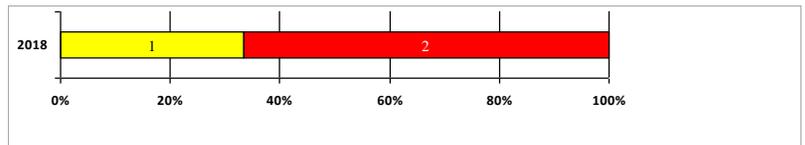
Benchmark of Success D

Soliciting input from staff and a wide spectrum of the community so that a diverse range of interests and perspectives on issues is considered.

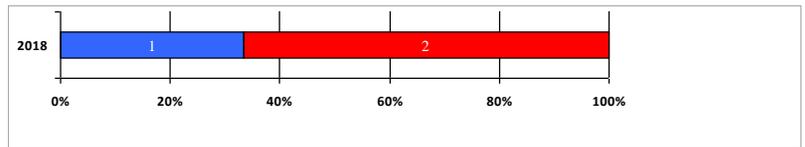


To what extent does our board:

Q70 Seek community and staff input in its decision-making to gain community and staff support?



Q71 Carefully consider community and staff input in its decision making?



Notes:

NSSD Enrollment Totals as of 4/06/21

School Name	Grade	March '20	Oct '20	Nov '20	Dec '20	Jan'21	Feb '21	March '21	April '21	May '21	June '21
MARI-LINN ELEMENTARY	KG	21	14	14	14	14	14	14	14		
MARI-LINN ELEMENTARY	1	21	14	13	13	14	14	13	13		
MARI-LINN ELEMENTARY	2	23	18	18	17	17	17	17	17		
MARI-LINN ELEMENTARY	3	25	17	15	15	15	15	16	16		
MARI-LINN ELEMENTARY	4	29	17	16	16	16	17	17	16		
MARI-LINN ELEMENTARY	5	26	26	24	25	25	25	24	24		
MARI-LINN ELEMENTARY	6	23	23	22	22	22	22	23	23		
MARI-LINN ELEMENTARY	7	26	19	18	18	18	18	21	21		
MARI-LINN ELEMENTARY	8	22	15	15	16	15	15	19	19		
MARI-LINN ELEMENTARY	ALL	216	163	155	156	156	157	164	163		
NSSD OPTIONS ACADEMY	KG	N/A	12	11	10	9	9	9	8		
NSSD OPTIONS ACADEMY	1	N/A	11	11	11	10	10	10	9		
NSSD OPTIONS ACADEMY	2	N/A	2	2	2	4	4	2	2		
NSSD OPTIONS ACADEMY	3	N/A	9	11	8	9	7	7	7		
NSSD OPTIONS ACADEMY	4	N/A	5	10	10	10	6	5	5		
NSSD OPTIONS ACADEMY	5	N/A	5	6	5	4	3	3	2		
NSSD OPTIONS ACADEMY	6	N/A	7	4	3	3	3	1	1		
NSSD OPTIONS ACADEMY	7	N/A	5	3	3	3	3	1	2		
NSSD OPTIONS ACADEMY	8	N/A	17	14	15	14	10	9	9		
NSSD OPTIONS ACADEMY	9	N/A	7	7	5	5	4	3	3		
NSSD OPTIONS ACADEMY	10	N/A	10	10	12	13	10	9	9		
NSSD OPTIONS ACADEMY	11	N/A	16	18	16	15	12	12	12		
NSSD OPTIONS ACADEMY	12	N/A	6	7	7	7	6	6	6		
NSSD OPTIONS ACADEMY	ALL		112	114	107	106	87	77	75		
STAYTON ELEMENTARY	PreK-3	N/A	N/A	N/A	N/A	N/A	2	2	4		
STAYTON ELEMENTARY	PreK-4	N/A	N/A	N/A	N/A	N/A	15	16	14		
STAYTON ELEMENTARY	KG	90	72	72	73	73	75	74	77		
STAYTON ELEMENTARY	1	112	71	72	72	72	71	72	73		
STAYTON ELEMENTARY	2	90	98	95	95	92	95	97	97		
STAYTON ELEMENTARY	3	86	77	72	74	74	75	76	76		
STAYTON ELEMENTARY	ALL	378	318	311	314	311	333	337	341		
STAYTON HIGH	9	189	187	183	184	182	183	186	186		
STAYTON HIGH	10	205	186	183	181	182	184	184	186		
STAYTON HIGH	11	174	180	174	175	174	176	178	176		
STAYTON HIGH	12	181	149	142	140	138	136	137	128		
Winema/GED/Early College			27	44	47	47	44	44	49		
STAYTON HIGH SCHOOL	ALL	*749	729	726	727	723	723	729	725		
STAYTON INTERMEDIATE	4	83	67	68	68	67	68	67	68		
STAYTON INTERMEDIATE	5	102	70	70	70	71	72	70	71		
STAYTON INTERMEDIATE	ALL	185	137	138	138	138	140	137	139		

STAYTON MIDDLE	6	138	94	95	97	95	97	98	99		
STAYTON MIDDLE	7	108	126	126	127	127	128	126	127		
STAYTON MIDDLE	8	136	104	107	108	107	108	107	108		
STAYTON MIDDLE	ALL	382	324	328	332	329	333	331	334		
SIS/SMS TOTAL	ALL	567	461	466	470	467	473	468	473		
SUBLIMITY	KG	45	25	23	23	24	24	24	24		
SUBLIMITY	1	36	40	38	38	36	36	35	37		
SUBLIMITY	2	43	34	36	36	36	36	35	34		
SUBLIMITY	3	42	39	40	39	38	39	36	37		
SUBLIMITY	4	42	45	37	37	38	40	42	41		
SUBLIMITY	5	42	46	44	44	45	44	42	42		
SUBLIMITY	6	45	40	38	38	39	39	37	36		
SUBLIMITY	7	57	42	41	39	39	39	39	39		
SUBLIMITY	8	34	48	48	48	48	51	49	50		
SUBLIMITY	ALL	386	359	345	342	343	348	339	340		
NSSD	TOTAL	*2296	2142	2117	2116	2106	2121	2114	2117		
NSSD Students Enrolled in Virtual Schools				111	106	**109	**116	113	109		
NSSD students registered with WESD to homeschool				197	198	200	199	199	189		
* The March 2020 Board report showed an NSSD total of 2262. This included 34 students who were attending off campus for programs such as Early College, Winema or GED. Starting in 2020-21, those students will continue to be included in the NSSD total but will be subtracted from the individual grade level numbers in Stayton High School.											
**The increase occurred because students who were previously enrolled with an online charter school recently moved in the NSSD boundaries											
The Feb '21 totals that appeared in the 02.18.21 meeting materials appear to be slightly inflated due to possible data inconsistencies as students moved in/out out the end of the semester. They have been corrected now and are indicated in red.											



North Santiam School District
BOARD OF DIRECTORS

SCHOOL YEAR ANNUAL AGENDA ITEMS CALENDAR

Version 2, Updated 12/02/20

These agenda items typically occur every month so have not been repeated below:

1. Spotlight/Recognition/Awards (*may not occur every month*)
2. Reports:
 - ASB Report-ASB President or designee
 - Superintendent's Report
 - Business Director's Report
 - Community Engagement Committee Report
 - Student Success Act –Supt or Assoc Supt
 - Informational Reports including: field trips, enrollment & upcoming events
3. Approval of Meeting Minutes & Licensed Staff Changes
4. First and/or second readings of updates to NSSD board policies

These items may appear as needed but may not happen at the same time every year:

1. Long Range Facility Master Planning Committee/Bond Planning
2. OSBA (in-house) training or other group learning opportunities
3. Budget Appropriations/Funding Resolutions
4. Curriculum Adoptions

July

Traditional Location: Santiam Room

Annual Agenda Items:

1. Approve Board Goal Strategies for upcoming year (done annually)
2. (Next Applicable in 2022) Approve Board/District Goals – every three years
3. Supt. Evaluation Document Approval
4. Approval of Board Operating Protocol
5. Annual Organizational Agenda Items (list copied from OSBA website)
(the Annual Organizational Items must occur before July 31 but can be done in June during a non-election year, if the Board chooses to not have a July meeting)

- Swear in recently elected and appointed directors, who must take an oath of office before assuming duties. Elect the board chair and vice chair. (ORS 332.005(2), 332.040)

****if a new student representative has been selected, they can swear in during the month of the first meeting they attend***

- Make sure the following positions are designated:
 - Chief administrative officer (the superintendent) as school district clerk or another individual, if there is no chief administrative officer. (ORS 332.515)
 - Business manager or deputy clerk, or both.
 - Custodian of funds who will sign checks or, if the school board so authorizes, utilize a facsimile signature for that purpose. (ORS 328.441, 328.445)
 - Budget officer, who shall prepare or supervise preparation of the budget document under the direction of the executive officer. (ORS 294.331)
 - Financial auditors for the school year, who may be contracted for through the administrative office of the county in which the administrative office of the school district is located. (ORS 328.465, 327.137, 297.405)
 - Legal counsel.
- Determine fidelity-bond amounts for those authorized to handle district funds and ensure they are bonded by a surety company authorized in Oregon. (ORS 332.525)
- Set a borrowing limit for the custodian of funds.
- Establish dates, time and place of regular monthly board meetings.
- Establish depository(ies) for school funds. (ORS 328.441, 294.805-294.895)
- Review status of Local Public Contract Review Board and rules. (ORS 279A.060)
- Under new business:
 - Appoint members of standing committees.
 - Approve personnel changes.
 - Approve contracts for payment. (ORS 332.075(2-3))

Other Activities/Events

- OSBA Annual Conference (Bend)
- SummerFest (last Saturday in July)

August

Traditional Location: SES Cafeteria

Leadership Team Goal Workshop (early August)

1. Review standing Board/District Goals and present any new Board strategies
2. Receive end of year reports & upcoming year goals from NSSD Leadership Team

Traditional Location: Santiam Room

Regular Session Annual Agenda Items:

1. Projected Student Enrollment
2. New Excise Tax Rate Approval
3. Board members choose their “buddy school”
4. TELL Survey Results

Other Activities/Events

- Safe Schools Training on Mandatory Reporting (online)

- Welcome Back to School-Staff (last week in August)
- Back to School Open Houses (see school calendars for dates)

September

Traditional Location: Santiam Room

Annual Agenda Items:

1. Possible nominations for NSSD board member wishing to run for an OSBA board position
2. TAG Program Report
 - a. Number of Student Identified and the screening process
 - b. Supports/Programs offered
3. Previous Stayton High school year data
 - a. Graduation/Completer rates
 - b. On-Track to Graduate rates for upcoming 10-12 graders
 - c. College Credits Earned
 - d. CTE Enrollment (demographics if possible)
 - e. Percentage of Students Involved in Co-Curricular Activities
 - f. Percentage of Students Involved in Activities/Clubs with Service

Other Activities/Events

- Safe Schools Training on Mandatory Reporting-due to be completed this month

October

Traditional Location: Santiam Room

Annual Agenda Items:

1. Stayton Booster Club Report (projects, membership, etc) - Club President
2. Division 22 Report-Assoc. Superintendent
3. Professional Development Report – Assoc. Superintendent or designee
4. Evaluation of Ed Effectiveness (findings from teacher observations)-Supt or designee

Other Activities

- State-Wide Licensed In-Service Day
- Lyons Fire Dept Chili Cook-off
- OSBA Regional Meetings

November

Traditional Location: Santiam Room

Annual Agenda Items:

1. Exit Interview Survey Results (Oct or Nov)- HR Director

2. OSBA Elections
3. Leadership Team Current Year Goal Update (in report form)
 - SHS Report should include On-Track to Graduate percentages
4. Master Facilities Plan Review and Revisions—Facilities Director
5. State/District Report Cards-Assoc Supt (Nov or Dec)

Other Activities/Events

- OSBA Annual Conference

December

Traditional Location: Santiam Room

Annual Agenda Items:

1. District-wide AVID Report – District AVID Coordinator/Assoc Supt.
2. Special Education Report -Special Ed Director

January

Traditional Location: Stayton Middle School

Annual Agenda Items:

1. Board Appreciation Month-Staff/Schools
2. School Spotlight-School Admin
3. WESD Local Service Plan Approval (every 2 years)-Superintendent
4. Proposed List of Budget Committee Members and Budget Calendar-Business Director
5. Audit Review-Business Director (may also be joined by reps from auditing firm)
6. Current Year Goals Progress -Superintendent

Other Activities/Events

- Classified In-Service Day

Board Secretary Tasks:

- File notice of district board election ([see Marion Co Calendar for deadline](#))
- Provide filing information to anyone seeking election/re-election (only in odd numbered years at this time)

February

Traditional Location: Stayton Elementary School

Annual Agenda Items:

1. School Spotlight-School Admin
2. Proclamation for Classified Appreciation Week (in March)
3. Approval of Budget Committee Members and Calendar-Business Director
4. Leadership Team Current Year Goal Updates (in written form)
 - SHS Report should include On-Track to Graduate percentages

Board Secretary Tasks:

- Provide filing information to anyone seeking election/re-election (only in odd numbered years at this time)

Other Activities/Events

- Licensed In-Service Day
- Stayton Sublimity Chamber of Commerce Awards Banquet
- Booster Club Annual Auction

March

Traditional Location: District Office/Santiam Room

Special Session:(first week in March)

1. Renewal of Contracts (Licensed/Administrative)

Traditional Location: Mari-Linn School

Regular Session Annual Agenda Items:

1. School Spotlight-School Admin
2. School Calendar Adoption (typically between now and May)
3. Superintendent Evaluation Forms to Board members
4. Projected Enrollment for Budget (review of 2nd period ADM)-in Bus. Director's report

Board Secretary Tasks:

- Distribute Evaluation Forms/Links to Board members
- Provide Reminder of Board Elections Filing Due Date (if applicable)

April

***Prior to April meeting, the individual scores from the Supt Eval must be compiled so they are available to review during the meeting* - Board Volunteer or Board Secretary**

Traditional Location: Sublimity School

Annual Agenda Items:

1. School Spotlight-School Admin
2. Review Board Goal Strategies/Schedule work session (if needed) to revise in order to be adopted in July
3. (Next Applicable 2022) Review Board/District Goals and schedule work session (if needed) to revise in order to be adopted in July – only done every three years.
4. (Next Applicable 2021) Discuss timelines for board self-evaluation (ever two years). The process should be completed by the June board meeting.
5. Review Consolidated Scores~ Superintendent Evaluation (Board only/Exec session)

After April Meeting

The Board Chair and Vice Chair review Salary/Benefits comparisons with the HR Director. Then they review the compiled scores/comments from the evaluation with Superintendent and negotiate the extension of the contract.

Board Secretary Tasks

- Coordinate with current student board representative and SHS admin to announce the student representative position opening for the upcoming school year. Applications should be submitted to the principal by June 1st.
- After meeting, send Board self-evaluation forms

May

Traditional Location: Stayton High School

Prior to Board Meeting:

The Board Chair and Vice Chair review Salary/Benefits comparisons with the HR Director. Then they review the compiled scores/comments from the evaluation with Superintendent and negotiate the extension of the contract.

Annual Agenda Items:

1. School Spotlight-School Admin
2. Student awards @ SHS-Valedictorian, Salutatorian, Future First Citizen
3. Board Awards – Santiam, Jack Adams, Community Partner, Eagle Award (as recommended by the Community Engagement Committee)

4. WESD Local Service Plan List of Services Taken-Supt or Business Director
5. Establish the number of student transfer requests into the District for coming year
6. Review results of annual parent survey
7. Review Supt. Evaluation as a group with the Superintendent (Board only/Exec Session)
8. Approve contract extension of Superintendent

Board Secretary Tasks

- Coordinate with current student board representative and SHS admin to collect student representative applications for the upcoming school year. Applications should be submitted to the principal by June 1st.

June

Traditional Location: Santiam Room

Special Session/Budget Hearing (prior to Regular Session):

Review of Budget Documents/Resolutions: Business Director

Regular Session Annual Agenda Items:

1. Budget Approval
2. Resolution~ Budget Reserves (DBDB)-Business Director
3. Professional Development Report – Assoc. Superintendent or designee
4. Select student representative to the school board for following year
5. Community Wide Activities in Schools for Previous Year (in written report)
6. Goal Workshop Prep (discuss who can attend, who will present)