



2022-23 Board of Directors

Board Chair, Alisha Oliver **Board Vice-Chair,** Erin Cramer

Board Members: Mike Wagner, Laura Wipper, Mark Henderson, Coral Ford & Mackenzie Strawn

Student Representative to the Board, Omar Garcia & Rori Bentz

Superintendent, Lee W. Loving

Assoc. Superintendent, Dave Bolin

Director of Business & Fiscal Services, Rhonda Allen

Director of Human Resources, Danielle Blackwell

Superintendent/School Board Executive Assistant, Tonia Whisman

Regular Session

Thursday, May 20, 2021 ~ 6:00 PM

Stayton High School Library

757 W Locust St

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 at Stayton High School. It is an open meeting of the Board and the public is allowed to observe. Masks are required and occupancy limits inside the SHS library 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 in attendance that wish to address the Board during this time must complete a public comment request. These are available onsite as well as online via this link PUBLIC COMMENT CARD. Comment cards are also available in person in the District Office but must be completed prior to 4:00 pm on the day of the meeting. 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.

ACKNOWLEDGEMENT OF BOARD MEMBERS PRESENT: MIKE WAGNER

PLEDGE OF ALLEGIANCE: MIKE WAGNER

The meeting will also be broadcast via Zoom at the link below. The broadcast will be a static view of the entire board and is for general observation only. Non-staff participants on Zoom will be muted at all times and not have an option to speak. Those wishing to give public comment or have full view of information presented on-screen need to attend in person.

Join Zoom Meeting

[https://nsantiam-k12-or-](https://nsantiam-k12-or-us.zoom.us/j/89947881499?pwd=WGNKaTdueVBzcXpBMFBkSUJqRXFzZz09)

[us.zoom.us/j/89947881499?pwd=WGNKaTdueVBzcXpBMFBkSUJqRXFzZz09](https://nsantiam-k12-or-us.zoom.us/j/89947881499?pwd=WGNKaTdueVBzcXpBMFBkSUJqRXFzZz09)

Meeting ID: 899 4788 1499 Passcode: 129200

2. APPROVAL OF THE AGENDA

Any changes to the agenda after posting on May 14, 2021 are noted below:

Added Agenda Items-

- 9.3-2020-21 Budget Adjustment for Summer School Purchasing *It was added after the May 14, 2021 posting but has now been removed since public notice time requirements could not be met. It is tabled until the June Board meeting.*

3. Added Attachments-

- 6.2-May General Fund Board Financials
- 9.1-2021 OED Pension Bonds Resolution #05/20/21 + Risk/Reward Analysis
- 9.4-Board policies IIBGA, IIBGA-AR, JBA/GBN, JBA/GBN-AR1, JBA/GBN-AR2
- 10.1-May 2021 Enrollment Totals

4. Revised Agenda Items-

- 4.1-2021-22 Student Rep. to the School Board was changed due to additional applications being received for the position (previously was only one). Agenda item is only an opportunity for introductions of the applicants. Interviews will occur at a later date.
- 7.3-Board Policy Updates was revised to remove policies JHCC, GEBE-AR and GCBDD/GDBDD because they were approved during the April 15, 2021 meeting.

5.

RECOMMENDED MOTION-MEETING AGENDA

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

Motion Made By:

Vote:

7. 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. Student Acknowledgements

Vicky Storey & Tass Morrison

SHS Principal Vicky Storey and Community Engagement Chair Tass Morrison will acknowledge the Class of 2021 Valedictorians and Salutatorian.

Valedictorians- Mya Joyce & Olivia Atiyeh

Salutatorian- Connor Riedman

2. Stayton High School Spotlight

10

Vicky Storey, Principal

SHS 2021 Board Spotlight

10

8. STUDENT BUSINESS

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

1. 2021-22 Student Representative to School Board

Three students have submitted applications to be the student representative to the school board for 2021-2022. This will be an opportunity for Board members to meet them and for all parties to ask questions.

2. Stayton High School ASB Report

Mya Joyce, ASB President/Student Rep. to the Board

9. 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.

10. REPORTS

1. **Superintendent's Report**

Andy Gardner

2. **Business Director's Report**

Jane Nofziger

26

May General Fund Board Financials 20.21

26

3. **Student Success Act**

Dave Bolin, Assoc. Superintendent

4. **Community Engagement Committee Report**

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 May meeting was canceled, so there are no minutes to review.

11. 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**

27

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

04.15.21 Regular Session Meeting Minutes-draft

27

2. **Licensed Staff Changes**

35

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)

Linda Luu, Mari-Linn- 5th grade

Tamra Southerton, SIS/SMS- ELL

Joseph Traeger, SHS- Vice Principal

Matthew Jones, SHS- Science

Olempiada Anfilofieff, SIS/SMS- SpEd (was classified staff at SHS)

Wendi Nyquist, SHS- Counselor (was Drop out Prevention/CTE at SHS)
Kyle Hughes, SHS -Math (has been temp)
Karin Moneke, SIS- .5 job share 4th grade

Resignations

Emily Purdy, SIS .5 job share~effective 6/17/2021
Courtney Thompson, SIS .5 job share~effective 6/17/2021

FYI

Diane Allen-Jackson, SHS/SIS/SMS Music-Retired/Hired back under SB 1049

May 2021 Licensed Report 35

3. *Board Policy Updates/2nd Reading* 36

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 were presented for a first reading in the April 15, 2021 meeting and are being brought back for a second reading/approval.

BBF-Board Member Standards of Conduct

EEA-Student Transportation Services

GBA-Equal Employment Opportunity

JGE-Expulsion

BBF-Board Member Standards of Conduct 04.15.21 36

EEA-Student Transportation Services 04.15.21 38

GBA-Equal Employment Opportunity 04.15.21 41

JGE-Expulsion 04.15.21 43

4. *Action on Consent Agenda*

RECOMMENDED MOTION-CONSENT AGENDA

5. Motion that the Board approve the Consent Agenda including; 7.1-Minutes from the April 15, 2021 Regular Session and 7.2- New hires: Lina Luu, Tamra Southerton, Joseph Traeger, Matthew Jones, Olempiada Anfilofieff, Wendi Nyquist, Kyle Hughes and Karin Moneke and 7.3 updates to policies BBF, EEA, GBA and JGE.

Motion Made By:

Vote:

12. UNFINISHED BUSINESS

1. Superintendent Annual Evaluation Document 46

Laura Wipper

Board member Laura Wipper has been working to update the document, with input

from other members, used to annually evaluate the District's superintendent. She presented her latest version to the Board in April. They asked to be allowed to review the document and come back together in May to finish the discussion.

In the meantime, OSBA has released an updated version of Board policy *CBA-Qualifications & Duties of the Superintendent*. The current version of the policy, which OSBA is suggesting be deleted, and the proposed version have both been included in the meeting materials. The current Supt. Evaluation document and two drafts of the proposed version for 2021-22 have also been included. Only the introductory remarks have been edited in Draft #3 (DR3) to attempt to combine verbiage from the current eval. document and those added to the proposed version (DR2).

The Board will review all the materials to attempt to finalize the evaluation document and prepare board policy CBA for a first reading.

CBA-DELETE-Qual. & Duties of the Supt	46
CBA-PROPOSED-Qual. & Duties of the Supt	51
2020-21 Blank Indv. Supt Eval	55
2021-22 Blank Indv Supt Eval-DR2	66
2021-22 Blank Indv Supt Eval-DR3	77

13. NEW BUSINESS

1. **PERS Unfunded Liability Bond-Resolution #052021A** **88** Jane Nofziger, Business Director

Jane Nofziger has been discussing with the Board over the last few board meetings the idea of participating in a bond to invest for the District's unfunded PERS liability. The risk/reward analysis has concluded (see attachment), and now she is asking the Board to approve a resolution to move forward with the bond.

RECOMMENDED MOTION-RESOLUTION 052021A

2. Motion that the Board approves Resolution 052021A to authorize the participation in the Oregon Education Districts Pension Bond Program.

Motion Made By:

Vote:

2021 OED Pension Bonds Resolution Risk-Reward Analysis	88
2021 OED Pension Bonds Resolution #052021A	113
NSSD Current PERS Bond	121

3. **Budget Committee Member Appointment** **123** Jane Nofziger

School boards appoint an equal number of community members to be a part of the

district's budget committee. This results in the need for board action to fill vacant seats by appointment. Incumbents can be reappointed for additional three year terms at the discretion of the board without requiring a motion. This year, there were two openings and so the board needs to appoint the replacements. The Business Director is making the following recommendation for the vacancies:

Garrett Trott to replace Marcus Reedy
 Jennifer Tiger to replace Scott Miller

RECOMMENDED MOTION-BUDGET COMMITTEE APPOINTEES

4. *Motion that the Board appoint Garrett Trott and Jennifer Tiger to the 2021-2022 NSSD Budget Committee.*

Motion Made By:
Vote:

5.

2021.22 Budget Committee Members 05.20.21 123

6. [Willamette Education Service District \(WESD\) Local Service Plan](#) 124
[Andy Gardner](#)

Andy will review the list of services the District has contracted from the Willamette Education Services District for 2021-2022.

North Santiam 21-22 LSP IGA - signed 124

7. [Board Policy Updates/First Reading](#) 134

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 at the June 17, 2021 meeting for a second reading/approval.

- IIBGA-Electronic Communications System
- IIBGA-AR-Electronic Communications System
- INDB-Flag Displays and Salutes
- JBA/GBN- Sexual Harassment
- JBA/GBN-AR1-Sexual Harassment Complaint Procedure
- JBA/GBN-AR2-Title IX Sexual Harassment Complaint Procedure
- JGA-Corporal Punishment

IIBGA-Electronic Communications System 134
 IIBGA-AR-Electronic Communcations System 136
 INDB-Flag Displays and Salutes 144
 JBA_GBN -Sexual Harassment 145

JBA_GBN AR 1-NSSD Sexual Harassment Complaint Procedure 5.20.21	154
JBA_GBN AR 2-NSSD Title IX Sexual Harassment Complaint Procedure 5.20.21	159
JGA-Corporal Punishment NSSD	166

14. **INFORMATION ONLY**

1. **Student Enrollment:**

167

Current enrollment is approximately 2,145 across the District. Numbers for each school are listed below. Refer to the attachment for a breakdown by grade at each location.

- Mari-Linn: 166
- Sublimity: 346
- Stayton Elementary: 346
- Stayton Intermediate/Middle: 481
(SIS: 142 SMS: 339)
- Stayton High: 713
- Options Academy: 93

May 2021 Enrollment Totals

167

2. **Future Agenda Items:**

169

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.

Agenda Items Annual Calendar

169

3. **Upcoming Board Events & Activities:**

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

May 26, 2021 ~ NSSD Special Session/New Member Appointments
6:00 pm ~ Santiam Room, District Office

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

June 7, 2021 ~ SHS Senior Awards Night
6:00 pm ~ Location TBA

June 10, 2021 ~
SMS 8th Grade Promotion ~1:00-7:00 pm
Sublimity 8th Grade Promotion ~ 4:45-7:00 pm
Mari-Linn 8th Grade Promotion Parade ~ 6:30 pm

June 11, 2021 ~ Stayton High School Graduation Ceremony
6:00 pm ~ Sublimity Harvest Festival Grounds

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 2021 ~ Special Session Meeting/Professional Development
The NSSD Board & Superintendent will use this meeting to conduct the annual organizational business as indicated in policy BC/BCA as well as participate in whole-group learning and discussions to help oriente new board members. The date, time and location will be determined once all seats are filled and certified. The session will be open to the public.

August 12, 2021 ~ NSSD Leadership Team Goals Workshop
8:00am -5:00 pm ~ Location TBD

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:

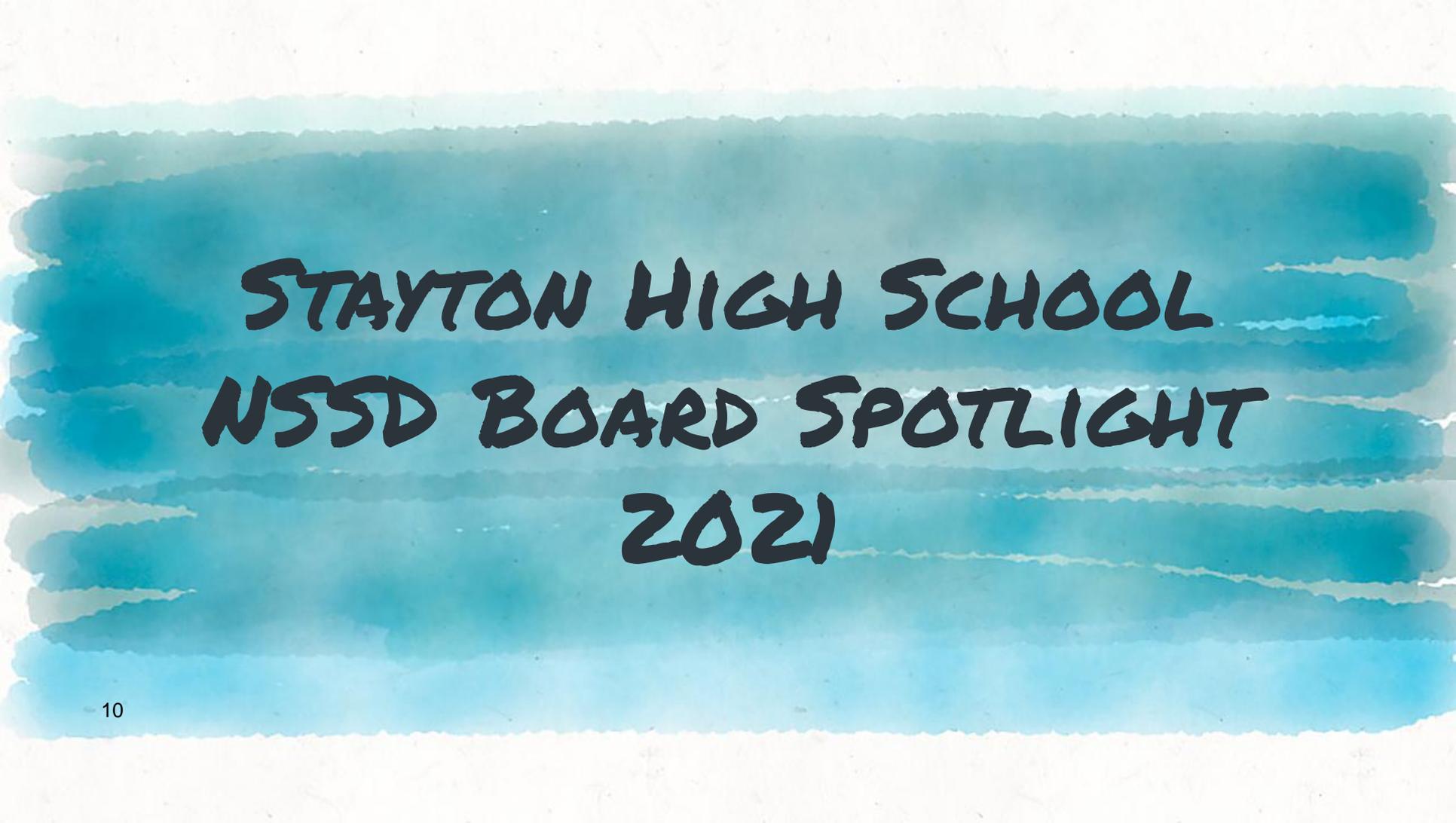
Possible Future Agenda Items:

16. ADJOURN

Time:

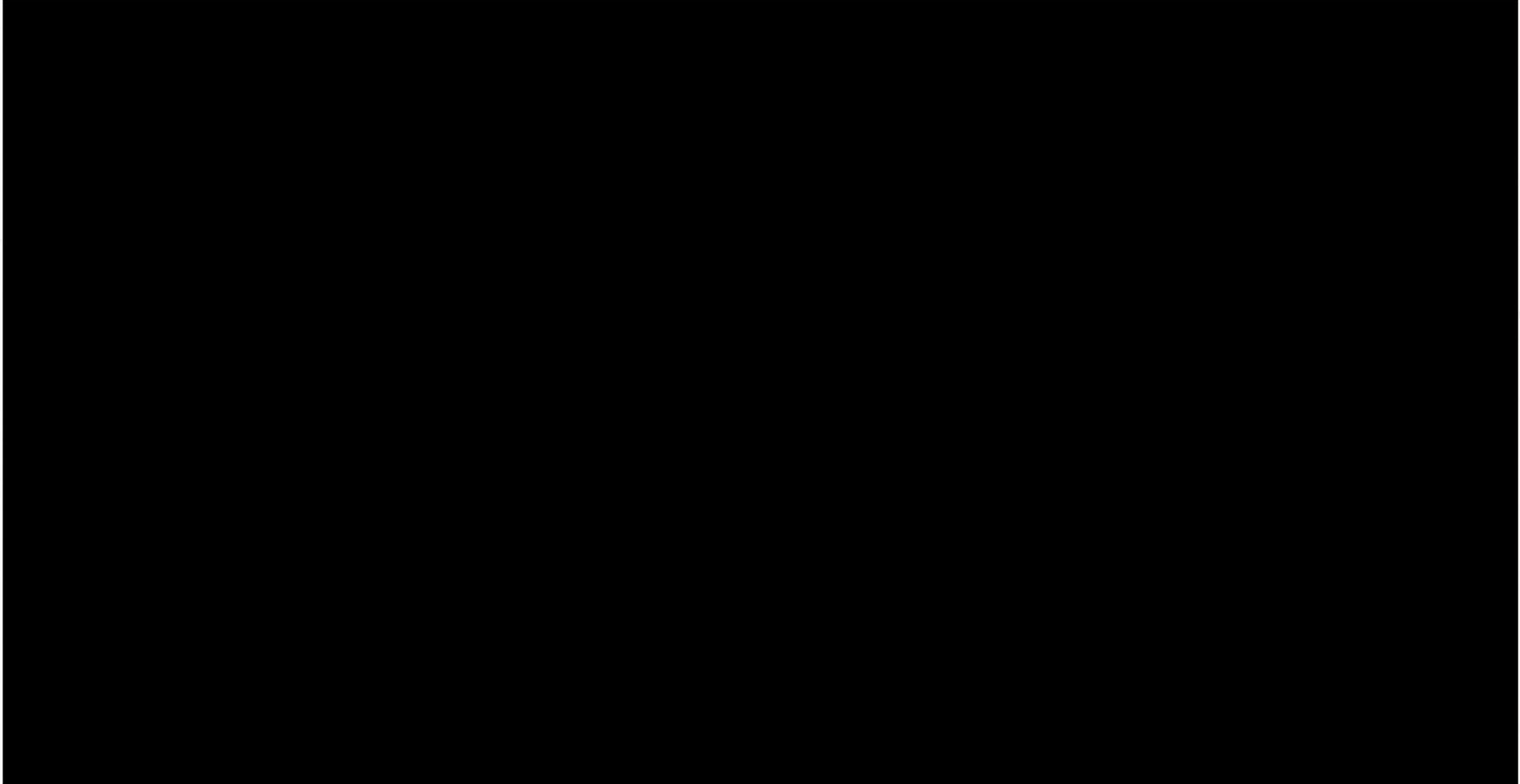
EQUAL OPPORTUNITY EMPLOYER

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.

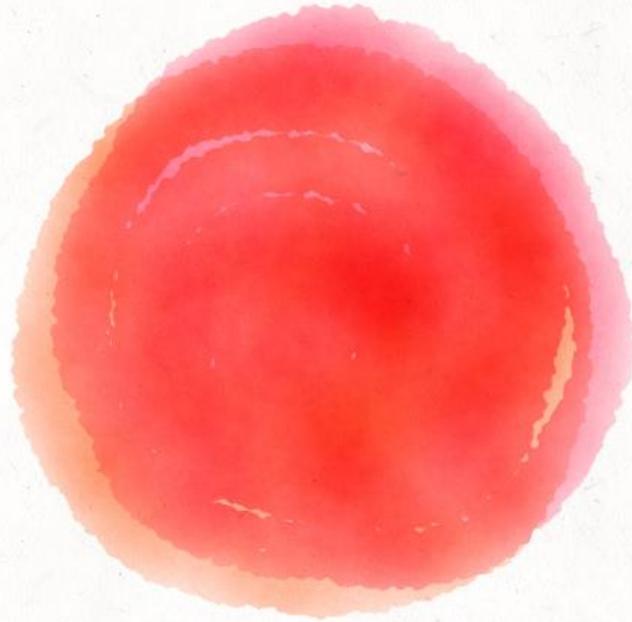


**STAYTON HIGH SCHOOL
NSSD BOARD SPOTLIGHT
2021**

MEET OUR VALEDICTORIANS + SALUTATORIAN



FINDING OUR WAY BACK TO NORMAL



“You can cut all the flowers, but you can’t keep spring from coming.” Pablo Neruda

SCHOOL ACTIVITIES



SCHOOL ACTIVITIES



SCHOOL ACTIVITIES



SCHOOL ACTIVITIES



SCHOOL ACTIVITIES COMING UP!

COVID Vaccination
Clinic

Winter Sports

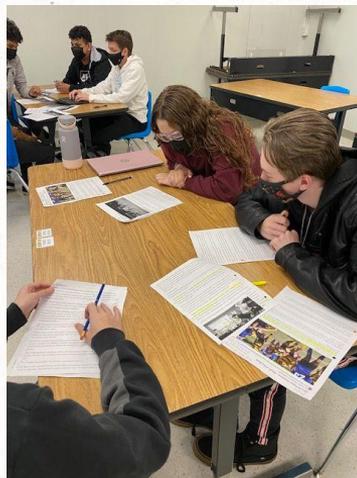
Prom:
Jr/Sr Banquet

Sr Awards Night

Graduation

BACK IN SCHOOL WITH ACADEMICS

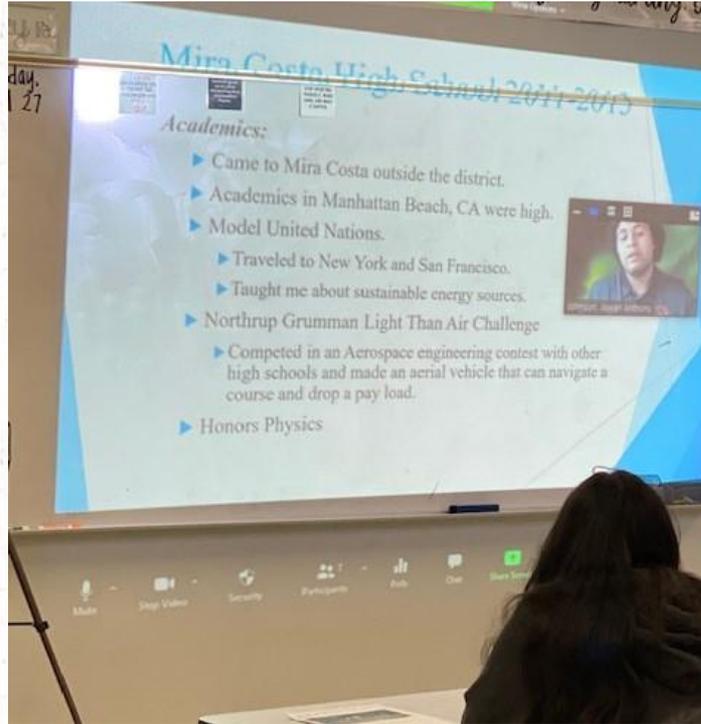
ACADEMICS



AVID COLLABORATIVE STRUCTURES

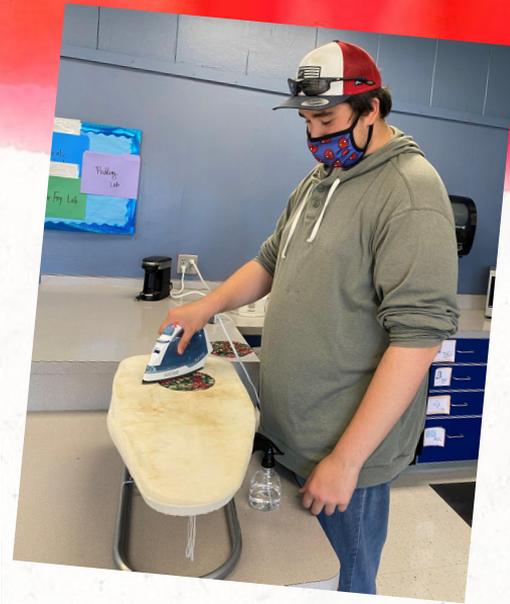
ACADEMICS

**AVID FUTURE-FOCUSED
WITH TUTORIALS +
GUEST SPEAKERS**



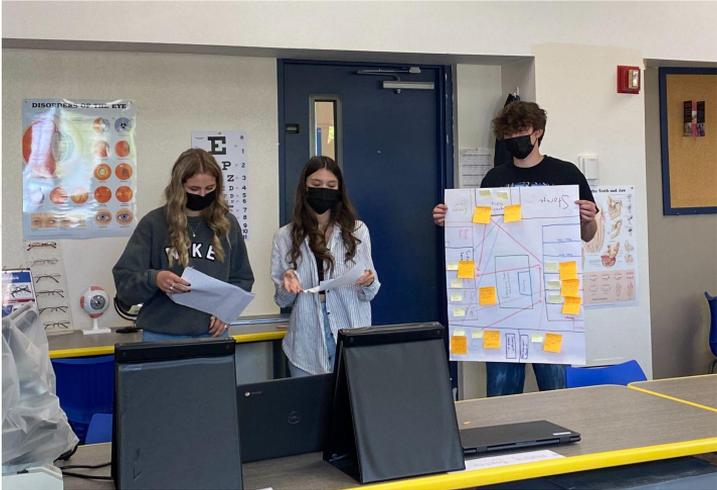
ACADEMICS

HANDS ON!



**MASKS ON +
SOCIALY-DISTANCED**

ACADEMICS



CTE IN ACTION

ACADEMICS



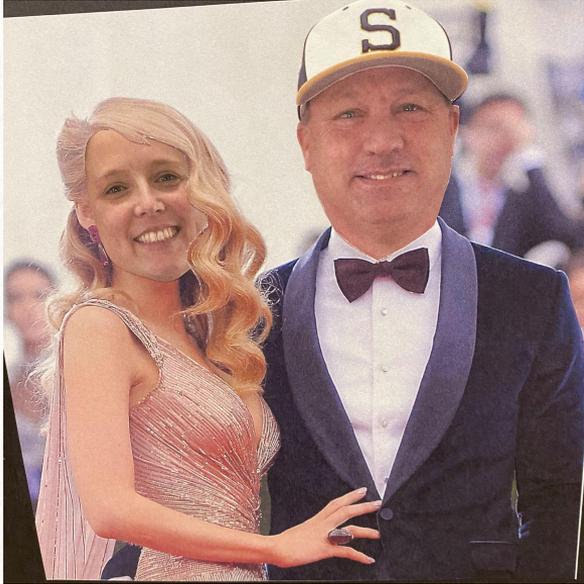
23

TEACHER SUPPORT



14

WORKING HARD, PLAYING HARD!



AWKWARD FAMILY PHOTOS



**A TEACHER APPRECIATION
GIFT FROM OUR CREATIVE
OFFICE STAFF**



QUESTIONS?

**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	22,220	15,000	120,000	6,614,088	6,480,000	102.07%	
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	6,444	7,000	7,000	133,121	200,000	66.56%	
Admissions, Fees, Rents, R1710:R1910 & R1330	(4)	38	6	93	15	0	13	0	107	63	115	0	445	22,500	1.98%	
Other local Sources R1940:R1990	394	40	883	296	173	110	139	35	17,681	4,668	1,452	14,800	40,671	32,500	125.14%	
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	10,028	0	0	0	10,028	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	152,500	0	150,000	607,500	600,000	101.25%	
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	1,449,997	0	16,384,263	16,619,511	98.58%	
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	(200,000)	0.00%	
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	1,668,665	1,680,853	1,485,719	1,493,564	401,839	27,467,045		103.47%	
Cumulative Revenue	6,007,205	7,435,353	8,835,389	10,229,143	16,749,216	19,283,838	20,736,406	22,405,071	24,085,924	25,571,642	27,065,206	27,467,045	27,467,045	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	965,287	985,000	2,445,500	11,602,614	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	647,863	675,000	1,745,000	7,904,652	8,545,740	92.50%	
300 Purchased Services	37,225	82,385	83,226	103,219	128,476	143,969	171,334	271,076	204,281	151,669	365,000	425,000	2,166,859	3,169,148	68.37%	
400 Supplies	38,579	24,688	124,904	78,968	31,002	15,301	15,781	58,376	(3,117)	75,051	190,000	185,000	834,533	798,250	104.55%	
500 Capital Outlay	0	0	14,525	1,760	0	1,760	1,760	1,760	1,760	1,760	5,000	175,000	205,084	109,650	0.00%	
600 Dues, Fees, Other	260,399	11,759	6,420	5,886	724	653	6,195	1,058	1,681	68,383	7,500	25,000	395,659	385,975	102.51%	
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	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	1,825,932	1,910,013	2,227,500	5,000,500	23,937,401	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	14,799,388	16,709,401	18,936,901	23,937,401	23,937,401	26,547,089	90.17%	
				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	1,179,218	1,156,780	1,271,500	3,681,767	14,179,833	15,151,413	93.59%	
2000 - Support Services	639,125	515,583	814,310	626,732	639,141	598,898	622,456	749,378	646,700	685,527	954,000	1,244,753	8,736,603	9,937,476	87.92%	
3000 - Community Services	0	0	0	110	0	0	0	0	15	0	2,000	28,500	30,625	10,700	286.21%	
5000 - Debt Service / Transfers	45,479	0	0	0	0	0	3,676	828,000	0	67,706	0	45,480	990,341	147,500	671.42%	
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	1,825,932	1,910,013	2,227,500	5,000,500	23,937,401	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	14,799,388	16,709,401	18,936,901	23,937,401	23,937,401	26,547,089	90.17%	
Month End Balance	5,301,918	6,174,174	5,622,921	5,267,120	10,089,765	10,900,038	10,553,771	9,431,616	9,286,536	8,862,241	8,128,306	3,529,645				



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

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.nisantiam.k12.or.us > School Board > Agendas/Meeting Minutes

Thursday, April 15, 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 6:01pm with the following board members present (in person): Alisha Oliver, Laura Wipper, Erin Cramer and Tass Morrison. Tod Nau was absent with prior notice. The meeting was also held via Zoom so that NSSD staff and members of the public could attend without exceeding the room occupancy.

Zoom Meeting

[https://nsantiam-k12-or-](https://nsantiam-k12-or-us.zoom.us/j/82850017738?pwd=ckhseWJsYkszc1JPNUp0bVF6NXhCZz09)

[us.zoom.us/j/82850017738?pwd=ckhseWJsYkszc1JPNUp0bVF6NXhCZz09](https://nsantiam-k12-or-us.zoom.us/j/82850017738?pwd=ckhseWJsYkszc1JPNUp0bVF6NXhCZz09)

Meeting ID: 828 5001 7738 Passcode: 449170

All Board members took a moment to introduce themselves and then the Board Chair led everyone in the pledge of allegiance.

2. **APPROVAL OF THE AGENDA:**

Any changes to the agenda after posting on April 9, 2021 were acknowledged:

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

Added Agenda Items-

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

MOTION-AGENDA APPROVAL

Motion that the Board approves the meeting agenda as modified.

Motion Made By: Laura Wipper

Vote: 5-0

At this point in the meeting, the Board Chair read a letter from Board Director Tod Nau indicating that he intends to step down from his board seat at the close of the May 20, 2021 board meeting. His letter has been included at the end of the meeting minutes.

3. **SPOTLIGHT:**

This item is set aside for informational presentations that are not recurring agenda items.

Sublimity School Spotlight:

Sublimity teachers Rockelle Baddely and Mandi Elmer joined Principal Missy Riesterer to share how the school has implemented AVID teaching strategies in the midst of comprehensive distance learning. Missy also took a moment to thank her building staff, fellow principals and district administrators for everything they've done for her and with her during her 32-year career at NSSD. The Board and Superintendent honored and thanked Missy for all her contributions to the District.

4. **STUDENT BUSINESS:**

>This agenda item occurred at 7:30 pm due to a scheduling conflict for the presenter< ASB President and Student Rep. to the Board shared her monthly report. Highlights included:

- Upcoming Homecoming festivities include (but are not limited to) a livestreamed homecoming court ceremony, an outdoor senior dinner (utilizing food trucks), and the Mr SHS pageant.
- Applications for 21-22 ASB positions are being accepted and interviews will begin soon
- ASB is hosting a Blood Drive on April 21, 2021 in the SHS gym
- The boys' soccer team won the state championship

The Board took a moment to congratulate Mya on her acceptance and recent decision to attend Harvard University.

5. **PUBLIC COMMENT:**

There were no requests for public comment.

6. **REPORTS:**

1. **Superintendent's Report:**

Superintendent Gardner shared his monthly report with the Board. Key points included:

- A brief update regarding the state legislature's progress on determining school funding for the next biennium. The District is being advised by COSA (Coalition of OR School Administrators) representatives to prepare District budget plans based on \$9.3-\$9.4 million in statewide funding for education. He also mentioned two proposed legislative bills that could affect all school districts. One ([HS 4113](#)) would revise the Public

Employees Collective Bargaining Act to make class size a mandatory subject of bargaining. The other ([HS 2001](#)) intends to help protect teachers of color from being laid off during district budget cuts. Typically, during layoffs, seniority is prioritized. The proposed bill would provide an alternative to prevent cuts from negatively impacting diverse teacher to student ratio. Both are being watched closely and Supt Gardner will keep the Board updated.

- Budget planning is underway with considerations of all funding sources such as the Student Investment Account, CARES ACT and Measure 98/High School Success. There continues to be some difficulty in arriving at an accurate estimation of how many students will attend next year. Many parents chose to homeschool or send their students to private school this year and it remains unclear what their intentions are for 21-22. The District is down in Kindergarten enrollment (by approximately 45) and it remains unclear if those students will be enrolled in Kindergarten or 1st grade next year. Current and proposed housing projects in Stayton and Sublimity add to the difficulty to the process of making enrollment predictions.
- Parents and staff are both being surveyed to determine the level of interest in participating in Summer School The state of Oregon is providing a grant to fund it. In addition, the WESD (Willamette Education Service District) has reached out to teaching programs at numerous universities and compiled a list of available undergrads (teaching degree) who are available to work if districts are unable to find enough of their own employees to staff their summer school programs.
- The District is watching COVID cases rise across Marion County as the concept of increasing numbers of students at all campuses is being considered. The District has had a couple of positive cases among students in the last two weeks. The new CDC guideline reducing the distance requirements to three feet, from six, doesn't apply when contact tracing is applied. This means that if students are seated only three feet apart and one tests positive with COVID, all students within a six feet radius must be quarantined.

The Board spent some time weighs risks versus rewards in bringing more kids into buildings and what responses might look like should there be one or more outbreaks.

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

Business Director Jane Nofziger shared her monthly report. She noted that the PERS bond proposal that she shared with the Board in the March 18, 2021 meeting is still being analyzed so there is no motion needed at this time. She also informed the Board that the list of NSSD Budget Committee members hasn't been finalized either due to two board members stepping down prior to their terms ending.

3. **Student Success Act:** Dave Bolin

Assoc. Superintendent Dave Bolin shared the monthly report on the Student Investment Account spending. Activity expenditures so far include two learning sessions for staff with Dr. Baker ([The BERG Group](#)), AVID summer planning, curriculum and technology purchases and equity assessment listening sessions with students and staff. The Board requested to see copies of the questions being asked by equity session leaders.

Budget planning is currently happening for the 2021-22 school year with the anticipation the District will have \$1.3 million in funding.

4. **Community Engagement Committee Report:**

Committee Chair Tass Morrison reviewed the minutes from the April 6, 2021 meeting. One item that required action was for the Board to act on a nomination from the CE Committee to present a Community Partnership Award to Dorothy Loftin. Dorothy was nominated for her generous donation of time supporting NSSD's staff in their preparation to use [Canvas](#) for the 2020-2021 school year. Her expertise allowed teachers access to 20 hours of in-person training which helped solve problems during the first few weeks of implementation, and provided a solid foundation for the new technology. Dorothy works at Oregon State University and is a trainer on the Canvas platform. She is also a local community member and parent in the District. She did not accept compensation for any of her extra time.

MOTION-BOARD AWARD NOMINATION

Motion that the Board accept the nomination from the Community Engagement Committee to present the Community Partnership Award to Dorothy Loftin.

Motion Made By: Laura Wipper

Vote: 5-0

7. **CONSENT AGENDA:**

7.1 *Approval of Meeting Minutes:*

The minutes from the March 18, 2021 meeting were submitted for Board review and approval.

7.2 *Licensed Staff Changes:*

HR Director Debi Brazelton presented the changes in Licensed staff since the previous board meeting.

New Hires (Board Action Required)

Julie Rogers -ML (was a Classified employee)

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

Yara Coblenz-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 Fuel Ed 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.

7.3 Action on Consent Agenda:

MOTION-CONSENT AGENDA

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: Tass Morrison
Vote: 5-0

8. **NEW BUSINESS:**

8.1 Board Policy Edits/Corrections:

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 Board chose to approve the corrections immediately rather than wait for a second reading.

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

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

MOTION-POLICY CORRECTION APPROVAL

Motion that the Board approves the edits to policies JHCC, GBEB-AR and GCBDD/GDBDD as submitted.

Motion Made By: Laura Wipper
Vote: 5-0

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 were presented for a first reading and will be brought back in the May 20, 2021 meeting for a second reading/approval.

BBF-Board Member Standards of Conduct

EEA-Student Transportation Services

GBA-Equal Employment Opportunity

JGE-Expulsion

8.2 State Assessments for 2020-21 School Year:

Supt. Gardner discussed the requirements for administering state assessments under COVID-19 restrictions and the options available to school districts. Standardized testing is required for students in the 3rd-8th and 11th grades. The federal government waived them due to COVID-19 in 2019-20 but have reinstated them for 2020-21. School districts must file their annual Division 22 compliance report which includes a statement on assessments. Districts can be out of compliance for one year and NSSD is finding that many districts around the state are choosing one of two options: 1) Opting all students out but letting parents opt back in if they want their students tested or 2) Opting all students in and letting parents choose individually to opt their students out.

For Oregon school districts, completely opting-out of state assessments or changing the procedure so that parents opt-in to testing is a violation of the state's Division 22 policy. According to the Oregon Department of Education, Districts taking these actions will have to

report being out of compliance with standards, as well as provide a “corrective action plan” to come into compliance next school year. If they fail to do so, state school funds could be affected.

Assoc. Supt. Dave Bolin indicated the time requirements for assessments have been reduced and only students who are attending in-person learning are required to be tested. However, he felt testing would be a burden on both staff and students in the midst of what has been a very trying and disruptive school year. He believed the time would be better spent making up for lost instructional hours due to COVID, the Beachie Creek Fire and the ice storm. He suggested a better alternative would be to do assessments at the start of next school year. This would provide more accurate data as to where the students are when instruction is set to begin instead of using scores that are 4+ months old.

The Board agreed that the District should forgo formal assessments during the 2020-21 school year as long as there are plans for robust testing or evaluations at the start of the upcoming year. This means the District will opt-out all students but leave the option open for parents to choose to have their individual student(s) formally assessed.

8.3 New Supt. Evaluation Form/Scoring Rubric:

Board member Laura Wipper has worked to update the Supt. Evaluation form to be utilized in the 2021-2022 school year. She shared the latest version and Board members shared their feedback. They agreed to review the current evaluation document and as well as the proposed version and be prepared to finish the discussion at the May 20, 2021 meeting.

8.4 Board Vacancy Appointment Process:

The Board discussed and agreed upon the process and timeline to fill both vacancies on the NSSD Board of Directors at the same time (instead of two separate interview processes). The process involves making an announcement on April 16, 2021 that Tod Nau intends to resign at the close of the May 20, 2021 meeting and simultaneously opening the application process. Because his position is zone-specific, the application period must remain open for 20 days. The District will close it on May 7, 2021 and then hold a Special Session on May 26, 2021 to interview the applicants. It was suggested that any eligible applicants who have already applied for the open At-Large position (Director #5) should be encouraged to officially apply for the zone-specific (Stayton) position being vacated by Tod Nau.

The board also reviewed a list of possible questions provided by the board secretary to be used for the interviews. They agreed to review them and be prepared to finalize the list at the May 20, 2021 meeting.

8.5 Bi-Annual Board Self-Evaluation:

The Board discussed 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. The Board agreed to forgo the self-evaluation this year and instead dedicate time after July 1st to participate in whole-group learning with the new board members. This will include a concentrated review of the Board’s Operating Protocol.

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

The School Board met 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. No official District-level decisions/motions were made in Executive Session and when the discussion was concluded, the Board returned to open session to allow the public back into the meeting (there were no members of the public

present).

The Board members discussed their individual scores and how they arrived at them.

10. **RETURN TO OPEN SESSION:**

The Board Chair returned the meeting to open session. There were no members of the public remaining on site.

11. **INFORMATION ONLY:**

Student Enrollment: Included in the meeting materials

Future Agenda Items: Included in the meeting materials

Upcoming Board Events & Activities: Included in the meeting materials

12. **BOARD ANNOUNCEMENTS:**

Announcements for this meeting:

1) Tass Morrison will be serving on the WESD (Willamette Education Service District) Budget Committee

13. **ADJOURN:**

The Board Chair adjourned the meeting at 10:37

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.

April 12, 2021

Mr. Mike Wagner, Chair
North Santiam School District
1155 N Third Ave
Stayton OR 97383

Dear Mr. Wagner:

It is with mixed emotions that I submit this letter of resignation for my position on the North Santiam School District Board of Directors effective May 21, 2021. I have served in this position since 2011 and have enjoyed the opportunity to learn and support the students of NSSD. I appreciate the mentorship you have provided to me and I value the relationships I have made with my peer board members.

I have learned so much about the role of a school board, the complexity of managing the budget, how to successfully pass a bond and how much work and dedication it takes to be a superintendent of a school district. I just feel it is time to pass the torch to someone else who has the drive to "Do what is best for ALL kids".

Thank you for this opportunity over the last 10 years. I will continue to support the NSSD in any way that I can.

Respectively submitted,

Tod Nau

<u>ACTION REQUIRED</u>			
<u>NEW HIRES</u>		<u>SCHOOL</u>	<u>NOTE</u>
Linda Luu		ML	5th grade
Tamra Southerton		SIS/SMS	ELL
Joseph Traeger		SHS	Vice Principal
Matthew Jones		SHS	Science
Olempiada Anfilofieff		SIS/SMS	SpEd - was classified at SHS
Wendi Nyquist		SHS	Counselor
Kyle Hughes		SHS	Math - has been temp
Karin Moneke		SIS	.5 job share 4th grade
<u>***FYI***</u>			
Diane Allen-Jackson		SHS/SIS/SMS	Hired back under SB 1049
<u>RESIGNATIONS</u>	<u>DOT</u>	<u>SCHOOL</u>	<u>NOTE</u>
Emily Purdy	6/17/2021	SIS	.5 job share
Courtney Thompson	6/17/2021	SIS	.5 job share
<u>RETIREMENTS</u>	<u>DOR</u>	<u>SCHOOL</u>	<u>NOTE</u>
<u>LEAVE OF ABSENCE</u>	<u>DOL</u>	<u>SCHOOL</u>	<u>NOTE</u>

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 581-022-2405](#)
[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)

[OAR 581-021-0045](#)

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

North Santiam School District

Code: CBA
Adopted: 7/01/96
Revised/Readopted: 11/25/96; 8/16/07; 8/15/13;
12/14/17
Orig. Code: CBA

Qualifications and Duties of the Superintendent

(Version 1)

(OSBA has deleted this version, consider adopting proposed)

Qualifications

The superintendent shall possess or have the ability to obtain:

1. A current Oregon administration license with an authorization for all levels, superintendent's endorsement or a transitional superintendent license;
2. Successful experience as an educational leader and administrator;
3. A master's degree or higher in educational leadership, supervision or administration;
4. Prior experience at the central office level in public school leadership or in a school administrative position;
5. Prior experience as a teacher/principal preferred at all levels, grades K-12;
6. Additional experience in personnel law, school finance, curriculum and instruction, technology, special education, maintenance and facilities;
7. In lieu of the experience and training requirements above, the Board may consider as a candidate for its superintendent's position an individual who meets transitional administrator or exceptional administrator licensure requirements. The Board may, jointly with the individual, submit an application for such license for Teacher Standards and Practices Commission approval pursuant to Oregon Administrative Rule (OAR) 584-080-0151 and ~~584-080-0161~~;
8. Have successful experience as an educational leader and administrator and any other qualifications as determined by the Board.

Job Goal

The superintendent will provide effective administration of all schools and departments, and educational leadership throughout the school system and community.

Supervision

The superintendent supervises central office administrators and school principals; and through them, all district personnel. The superintendent reports to the Board.

Performance Responsibilities

1. The superintendent shall act as the chief executive officer of the Board.
2. The superintendent is responsible for carrying out all policies, rules and regulations established by the Board.
3. In cases of matters not specifically covered by board policies, he/she shall take appropriate action and report such action to the Board not later than the next regular meeting.
4. All individuals employed by the Board, except the auditor and legal counsel, are responsible to the superintendent.
5. The superintendent shall make such rules and regulations and give such instructions to school employees as may be necessary to make policies of the Board effective. He/she may delegate responsibilities and assign duties. Such delegation and assignments shall not relieve the superintendent of final responsibility for actions of subordinates.
6. Except when matters pertaining to his/her re-employment are being considered by the Board, the superintendent or his/her designated representative, shall be present at all meetings of the Board.
7. The superintendent shall be responsible for preparing and submitting to the Board and budget committee, the budgets for all funds of the district.
8. In accordance with the policies of the Board, the superintendent shall have power, within the limits of appropriations of the budget approved by the Board, to approve and direct all purchases and expenditures.
9. The superintendent shall recommend the appointment, renewal, contract extension, contract nonrenewal, contract nonextension or discharge of licensed and administrative employees as provided by law.
10. The superintendent shall recommend policy adoptions and revisions to the Board.
11. The superintendent shall report the progress of employee collective bargaining, review tentative agreements with the Board as the negotiator for the district and recommend final agreements for Board approval.
12. The superintendent shall appoint, assign, transfer, promote, demote or discharge classified personnel and nonrepresented employees as provided by state law, board policy, collective bargaining agreements and/or meet and confer agreements for employment or dismissal, as applicable.
13. The superintendent shall study, formulate and recommend for board adoption necessary policies and policy changes.
14. The superintendent shall provide professional leadership for the educational program of the district. He/she shall formulate necessary developments in educational policies and present them to the Board for its consideration. The superintendent shall develop a system for regularly reporting to the Board all aspects of the district's educational program, including but not limited to, State Standards Report and Spring Student Achievement Report.
15. The superintendent shall formulate and administer means of evaluating the efficiency of each staff member and report findings to the Board at least once a year.

16. The superintendent is responsible for the development of a plan for maintenance, improvement or expansion of buildings and sites needed to provide for an adequate educational program. He/she shall work with architects as selected by the Board.
17. The superintendent is responsible for planning a means of keeping the community informed about district matters and monitoring feedback from the community. He/she shall serve as a representative of the district before the public.
18. The superintendent shall consult with the Board regarding annual and long-range goals for the district.
19. The superintendent shall submit to the Board an annual report of the operation of the school system. Special reports asked for by the Board shall be submitted by him/her within a reasonable time.
20. The superintendent shall keep a continuous inventory of all property, furniture and materials of the district.
21. The superintendent shall, in accordance with approved budget, attend such local, state and national meetings, conferences and workshops that he/she deems beneficial to the interests of the district.
22. The superintendent shall be responsible for the development, maintenance and operation of the constructive program of in-service training and education for all employees of the district, and for this service he/she shall have the power under budget control to employ lecturers, grant temporary leave from work, approve reimbursement for extension or college courses, and develop professional library facilities, as required.
23. The superintendent will update the Board regarding state, federal and local laws and regulations that have specific applicability regarding the Board's legal responsibility and exposure.
24. The superintendent shall work with committees appointed by the Board to study special problems of the district.
25. The superintendent and/or other administrators designated by him/her shall serve each year on the negotiation teams of the Board.
26. The superintendent shall be bonded.
27. The superintendent shall establish and maintain harmonious relationship with students, fellow employees and the general public.
28. The superintendent will use legal counsel in governance and procedures to avoid civil and criminal liabilities.
29. The superintendent shall perform other duties as assigned by the Board.

Values and Ethics of Leadership

1. The superintendent will exhibit multicultural and ethnic understanding and sensitivity.
2. The superintendent will manifest a professional code of ethics and demonstrate personal integrity.

3. The superintendent will model accepted moral and ethical standards in all interactions.
4. The superintendent will explore and develop ways to find common ground in dealing with difficult and divisive issues.

Labor Relations

1. The superintendent will develop bargaining strategies based upon collective bargaining laws and processes.
2. The superintendent will identify contract language issues and propose modifications.
3. The superintendent will establish productive relationships with bargaining groups while managing contracts effectively.

Communications and Community Relations

1. The superintendent will work collaboratively with local governments, other colleagues, professional organizations, business and community groups in furthering educational goals.
2. The superintendent will clearly articulate the district's vision, mission and priorities to the community and the media.
3. The superintendent will demonstrate effective communication skills (i.e., written, verbal and nonverbal contexts, formal and informal settings, large and small group and one-on-one environments).
4. The superintendent will demonstrate mediation and conflict resolution skills.
5. The superintendent will establish effective district/community relations, district/business partnerships and public service.
6. The superintendent will understand the role of media in shaping and forming opinions as well as how to work with media.

Organizational Management

1. The superintendent will allocate and manage all resources to ensure successful student learning.
2. The superintendent will demonstrate budget management including financial forecasting, planning, cash flow management, account auditing and monitoring.
3. The superintendent will articulate budget complexities to the public in a respectful and understandable manner.
4. The superintendent will demonstrate the ability to use technology to enhance administer business, student and other information and support systems.
5. The superintendent will develop and monitor long-range plans for the district's technology and information systems.

6. The superintendent will demonstrate knowledge of district facilities and develop a process that builds internal and public support for facility needs, including bond issues.

D Instructional and Human Resources Leadership

1. The superintendent will involve faculty and stakeholders in the enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment.
2. The superintendent will implement appropriate safety and security practices in schools.
3. The superintendent will establish instructional strategies that include cultural diversity and differences in learning styles.
4. The superintendent will demonstrate use of system and staff evaluation data for personnel policies, decision making, promotion of career growth and professional development.
5. The superintendent will identify and apply appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity.

District Goals

1. The superintendent shall promote academic rigor that focuses on learning and academic success for all students.
2. The superintendent will insure that all school environments support student learning, promote positive behavior and are places where students want to be.
3. The superintendent will take action to promote community involvement and clarify the district's mission.
4. The superintendent will support actions to enhance student access and success through the improvement of its facilities.

END OF POLICY

Legal Reference(s):

[ORS 332.075](#)
[ORS 342.143](#)
[ORS 342.173](#)

[ORS 342.850](#)
[OAR 584-020-0000 - 0035](#)
[OAR 584-046-0003 - 0024](#)

[OAR 584-080-0151](#)
[OAR 584-080-0152](#)
[OAR 584-080-0161](#)

North Santiam School District

Code: CBA
Adopted:

Qualifications and Duties of the Superintendent (Version 2)

{Braced guidance to be removed prior to adoption.}

OSBA has reduced the number of samples of this policy from four to one. Each of the four current versions outline the qualifications for a superintendent, followed by lists of expectations and responsibilities. Districts do not need to delete their current version simply because it does not match this policy, rather OSBA recommends that boards review their current policy and this sample to determine what works best for the district. While many of the provisions in this policy are rooted in law, they are not required to be included in this policy; the district has discretion of what to include here. OSBA recommends the board review the superintendent's contract and evaluation materials to ensure there are no inconsistencies or contradictions.}

The Board requires the superintendent be a strong educational leader who has the following professional experience and training:

1. A current license that qualifies the individual to serve as superintendent of the district^{1};
2. A master's degree or higher in the field of education, preferably in educational administration;
3. Successful teaching experience at the elementary or secondary school level;
4. Service as a superintendent or administrative experience in the central administration of a school system.

In lieu of the experience and training requirements above, the Board may consider as a candidate for its superintendent's position an individual who meets alternative licensure requirements. The Board may take steps to assist an individual to qualify for such a license.

The superintendent will have the following personal and professional qualities:

1. Success in leadership roles with staff, community and professional peers;
2. Ability to communicate effectively, both orally and in writing;
3. Scholarship, intelligence and excellent ability to plan and organize;
4. Training, experience and success in personnel selection, evaluation and development;
5. Knowledge of curriculum development, implementation and evaluation;
6. Knowledge of business and support service systems which facilitate planning, control and accountability;

^{1} Please contact the Teacher Standards Practices Commission (TSPC) with questions regarding licensure.}

7. Experience in administering collective bargaining agreements;
8. Ability to motivate other administrators and significantly involve them in the decision-making process;
9. Strong management skills; and the desire and ability to motivate and innovate, taking advantage of the district's strengths.

General Functions

1. The superintendent is the chief executive officer of the district and, under the direction of the Board, is responsible for control and operation of the school system, and for implementing the decisions and policies of the Board.
2. The superintendent has the authority to formulate and delegate duties and responsibilities to subordinate administrative personnel. The delegation of such duties and responsibilities, however, will not relieve the superintendent of responsibility for the action taken under such delegation.

Specific Functions

The superintendent will have the duty and authority to perform the following specific functions:

1. Review data regularly and lead the district in enacting equitable changes to improve educational outcomes for every student;
2. Serve as educational leader to the Board, staff and community;
3. Act as the district's chief administrative officer;
4. Serve as district school clerk, performing such duties as required by law or by the Board;
5. Schedule meeting places, prepare an agenda and record minutes for all Board meetings and other committee meetings authorized by the Board;{²}
6. Attend all regular and special meetings of the Board, except when excused;
7. Serve as executive officer of the budget committee and prepare an educational plan that is the basis for formulating the district's budget;
8. Administer adopted Board policies;
9. Regularly review adopted Board policies and make recommendations for needed changes;
10. Advise, inform and make recommendations to the Board on matters of policy and other required action(s), and inform the Board on all phases of district operation;
11. Provide an ongoing program of communication to and from the community, staff and Board concerning district programs and activities;
12. Assess trends and changing procedures in salary negotiations and assist the Board in collective bargaining and salary consultation with district employee groups;

{² Review policy BDDC to ensure consistency.}

13. Serve as a member of the Board's salary consultation and negotiations teams, and make recommendations to the Board on all issues;
14. Direct the implementation and administration of all agreements resulting from the consultation or negotiation process;
15. Develop and file a complete list of position descriptions, with job descriptions within each classification for all classes of personnel; review and change those descriptions as needed or directed by the Board;
16. Formulate and recommend for Board adoption such personnel policies as may be necessary for efficient functioning of the district staff;
17. Make rules and reasonable regulations to govern routine matters and see that such rules and regulations are communicated to employees concerned;
18. Resolve problems of operations and settle disputes referred through administrative channels;
19. Work with staff organizations and committees in the development of sound personnel practices and procedures and provide for their implementation;
20. Assume responsibility for the development, maintenance and operation of a constructive program of in-service, training and education for all school system employees. For this responsibility, the superintendent may employ lecturers, grant temporary leave from work, approve reimbursement for extension or college courses and develop professional library facilities as required, subject to Board approval;
21. Recommend to the Board, the appointment, renewal, contract extension, contract nonrenewal, contract non-extension or dismissal of licensed district employees in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;
22. Appoint, promote, demote or discharge classified and non-represented employees as provided by state law, Board policy, collective bargaining agreements and meet and confer agreements, as applicable;
23. Assign or transfer all district employees in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;
24. Evaluate the performance of all district administrative personnel in accordance with state law and Board policy, and make recommendations for those positions to the Board before March 15 of each year;
25. Evaluate the performance of licensed and classified personnel in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;
26. Assign and control the promotion of students;
27. Maintain a continuous inventory of all district property, furniture, material and supplies;
28. Recommend plans for repairs to district property and for new construction and see that all plans adopted by the Board are properly executed;
29. Establish procedures to involve teachers, principals, supervisory personnel and representatives from student and community groups in the preparation and selection of courses of study and other instructional materials;

30. Recommend instructional materials, instructional supplies and school equipment to be purchased by the district;
31. Direct the preparation of the budget, prepare the budget message for presentation to the budget committee, supervise the administration of all fiscal policies of the district and serve as custodian of all district funds;
32. Develop and recommend to the Board long-range plans for educational programs, facilities and financial resources that are consistent with population trends, district goals and community needs;
33. Direct the district in its relationships with federal, state and local government agencies;
34. Cooperate with universities and colleges in their student-teacher training programs;
35. Attend local, state and national meetings, conferences and workshops as deemed beneficial to the interests of the district;
36. Visit, as may be required, all district schools as a regular part of a schedule and institute and carry out such regulations, as may be necessary, to attain their efficient operation;
37. Direct the administrative staff in establishing and changing, as needed, school attendance area boundaries subject to Board approval;
38. In cases of matters not specifically covered by Board policies, take appropriate action and report such action to the Board no later than the next regular Board meeting;
39. Have other power and duties as may be approved by the Board, and as may be necessary to fulfill the functions of the office of superintendent.

END OF POLICY

Legal Reference(s):

[ORS 332.075](#)
[ORS 342.143](#)
[ORS 342.173](#)

[ORS 342.850](#)
[OAR 584-020-0000 - 0035](#)
[OAR 584-046-0003 - 0024](#)

[OAR 584-080-0151](#)
[OAR 584-080-0152](#)
[OAR 584-080-0161](#)



Superintendent's Evaluation Form
2020-2021

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.

Supt Gardner's Goals for 2020-2021

There was no goal workshop for the 20-21 school year due to the fact that all efforts would be focused on adjusting to the changing conditions due to COVID-19.

Shared Leadership

Focuses on student learning through a clear vision, high expectations and dynamic leadership at all levels

Distinguished		Meets/Emerging		Does Not Meet	
All levels of staff and board members can describe shared direction, focus and goals		Most of the staff can describe shared direction, focus and goals		Board members and staff seldom know shared direction, focus and goals	
6	5	4	3	2	1

Shared Leadership Scores/Comments

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Duties of the Superintendent

Serves as the Chief Executive Officer of the school district

Distinguished	Meets/Emerging	Does Not Meet
Is highly principled and proactive in administration of the district in accordance with board policy; demonstrates strong execution of fiscal stewardship; focuses fiscal resources on high priority educational programs, staff and facilities; establishes priorities to guide curriculum and development to improve student learning; manages personnel effectively in accordance with contracts, policy, and state and federal laws; plans for the future and seeks continuous improvement	Administers the district satisfactorily and in accordance with board policy most of the time; ensures management of budget and expenditures so that overages are rare; oversees coordinated curriculum and development; manages personnel effectively in accordance with contracts most of the time; manages district issues ethically and effectively	Administers the district, but not always aware of board policy; leaves management of budget to others, may sometimes experience overages; leaves curriculum development to administrators without guidance; does not provide district-wide guidance to administrators for consistent management of personnel; responds to district problems in a passive manner; allows the district to regress in critical areas; fails to participate in program development; is not widely respected in school community
6	4	2
5	3	1

Duties of the Supt. Scores/Comments

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Continuous Improvement

Maintains a continuous focus on improving education with high levels of involvement and shared decision making

Distinguished		Meets/Emerging		Does Not Meet	
Improves upon District's strength and successes; Shows dynamic leadership; is a visible and recognized leader in the educational community		Maintains District successes		Overly passive in moving the District forward	
6	5	4	3	2	1

Continuous Improvement Scores/Comments

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Data-Based Decision making

Uses data based information (both written and verbal) on student needs to make decisions and modify actions at the district and building level

Distinguished		Meets/Emerging		Does Not Meet	
Decisions show that the Superintendent gathers and uses information/data from several sources		Administrator and certified staff routinely use student data to make informed decisions		Student data mostly unavailable; not used or sought to make informed decisions	
6	5	4	3	2	1

Data-Based Decision Making Scores/Comments

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School Improvement Initiatives

Organizes the people and the school environment to start and sustain improvement

Distinguished		Meets/Emerging		Does Not Meet	
Creates a sense of urgency and awareness of student learning needs; proposes innovative solutions to district problems; gives subordinates authority and resources as available to achieve results; organizes environments to optimize student learning and sustain improvements; monitors progress and makes accountability and success of improvement plans a priority		Constantly looks for ways to improve student learning and other areas; supports and monitors others in implementing improvement plans; teaches, monitors, and holds administrators, directors, and supervisors accountable in evaluating improvement plans; maintains district successes		Overly passive in moving the district forward; data shows the district is regressing in critical areas; does not respond effectively to district problems; does not monitor Continuous District or School Improvement Plans for accountability	
6	5	4	3	2	1

School Improvement Initiatives Scores/Comments

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Supportive Workplace

Encourages a supportive workplace that enables all staff to succeed in their roles

Distinguished		Meets/Emerging		Does Not Meet	
Manages a team that works together towards a shared vision; measures and reports on shared goals; makes program adjustments as needed to achieve those goals		Has team meetings to share information, set goals and objectives and set up a clear measurement for success by all key district administrators and staff		Fails to provide leadership and obtain commitment from the Board, administrators, and staff to move forward on achieving board and superintendent educational program goals	
6	5	4	3	2	1

Supportive Workplace Scores/Comments

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Staff Development

Provides for regular district or school wide staff development that is focused on teaching and learning

Distinguished		Meets/Emerging		Does Not Meet	
Promotes and implements staff development based on a shared district wide vision for effective educational programs		Meets with Curriculum Director about planned staff development and manages funds to support the plan		Does not take an active role in defining what the district needs in staff development to improve education and provide a better learning environment for kids	
6	5	4	3	2	1

Staff Development Scores/Comments

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Community Involvement

Promotes a close connection between the school, parents and community

Distinguished		Meets/Emerging		Does Not Meet	
Initiates consistent communication about the district to all stakeholders; is proactive in fostering community appreciation for public education; conveys constant expectations to administrators and staff for outreach to the community; proactive about fostering programs for ongoing involvement by local businesses and/or members of the community		Conveys consistent messages regarding district and schools to all stakeholders; supportive of staff outreach to the community; supportive of efforts by district staff to involve local businesses and members of the community in school activities		Demonstrates a lack of consistent messaging about district and schools; leaves all communication outreach to building administrators; is passive about fostering community appreciation for public education	
6	5	4	3	2	1

Community Involvement Scores/Comments

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~Supporting District Goals~

1) Ensure that Each Student has the Opportunity to Achieve Excellence through Measurable Progress and Personal Growth Each Year

Leadership in the development, maintenance, support and evaluation of effective programs that lead to measurable individual progress, overall success, and personal growth for all students in all schools

Distinguished		Meets/Emerging		Does Not Meet	
Maintains keen focus on leadership, resources and oversight for effective program implementation; actively pursues program choices that offer all students rich learning growth (academic and personal growth); positions the district to meet or exceed state goals (40-40-20); has a strong habit of using data driven decision making in relation to student growth; promotes & maintains PLCs in all schools and monitors their success; Oversees and closely monitors principal evaluations of staff and their success toward student learning goals; ensures the right people are prepared and working collectively to contribute toward this goal as demonstrated by student results that meet and/or exceed the average in all subject areas		Focus is to monitor and ensure effective programs are in place; provides some options for creative student growth; evaluates how schools are meeting the needs of students who are talented and gifted; uses data often for decision making; supports PLCs and directs principals to regularly review data to see all student needs are being met; student growth and academic achievement results are at or below average in several subject areas; works with principals to ensure staff are focused on the areas that need improvement		Little to no effort to ensure district programs are effective; limited or no options beyond standard student classes; rarely seeks data to inform decision making; PLC efforts inconsistent or nonexistent; student growth and academic achievement results are substantially below average in all subject areas	
6	5	4	3	2	1

Supporting District Goals-(#1 Progress & Growth) Scores/Comments

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2) Provide Sustainable, Quality Facilities and Promote Positive School Climates

Ensure that buildings and grounds are healthy, safe and support great contemporary schools and sustainable communities; foster school climates based on a culture where all concerned feel safe and supported and students are challenged and socially capable

Distinguished	Meets/Emerging	Does Not Meet
<p>Ensures that all district buildings, grounds and athletic facilities retain a sustainable state of good & safe repair; maintains engagement of communities in support of district’s Master Facilities Plan, building long-term support for regular investment in district facilities; promotes innovation for increased staff and student access to technology; guides and provides for leadership for a district culture free of harassment, bullying and discrimination where communications are open; staff has high expectations and students feel safe, supported, and challenged</p>	<p>Ensures that all district buildings, grounds and athletic facilities remain in fair repair; maintains district’s Master Facilities Plan with periodic input from community members; implements new technology as budgets allow; directs principals to provide regular training on bullying to students and staff; expects staff to interact with students and parents in positive ways, where occasional incidents demonstrate negative culture is mostly managed</p>	<p>Some district buildings, grounds and/or athletic facilities are in poor and unsafe condition; internally fails to review and direct budgetary funding toward the district’s Master Facilities Plan; fails to provide consistent access to current technology through budgetary support of the Technology Plan; irregular and inconsistent efforts to oversee the educational opportunities for students and the monitoring of principals; regular incidents of reported harassment indicate that a negative culture is not being adequately managed</p>
6	4	2
5	3	1

Supporting District Goals (#2 Facilities/School Climate) Scores/Comments

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3) Promote Student and Staff Involvement in the Community and Involve the Community in Our Schools

Promote close connections between schools, parents, community members and the business community by challenging staff to teach community involvement to students and support activities and programs that bring the community into our schools

Distinguished	Meets/Emerging	Does Not Meet
<p>Leads staff, students and the community in working together; promotes getting students involved in community-oriented service; reaches out to alumni for involvement and support of our schools; implements programs to get the community into the schools and to regularly get high numbers of students into communities; promotes and supports staff involvement with student groups including leading them on community projects; expects and monitors principals and their release of frequent, positive communications to the public about student achievement, student activities, and their schools; promotes the strategic use of the school and district website and/or social media as communication tools; holds forums to hear from all interested parties about district activities or newly implemented programs (characterized by a broad measure of involvement from all aspects of the community including: parents, community members, businesses, etc.)</p>	<p>Initiates ways for the staff, students and the community to work together; encourages principals to find ways for students to get involved in community oriented service; discovers possible ways for alumni to support schools; encourages staff to get involved with student groups and allows for release time; requests that information about students and schools be forwarded on to the communications specialist, but does not monitor and redirect; minimally requires the use of the website and/or social media as a district communication tool; supports and encourages principals to initiate community engagement events that invite their parents and the community into their schools (characterized by a medium measure of parent and student involvement in district schools)</p>	<p>Directs staff to talk to students about community service; supports policies & practices that allow the community into the schools, but does not budget to provide the needs to do so; allows staff to get involved with student groups, but does not budget to support events that require substitutes; does not require principals or directors to use the website or other social media to promote schools or the district; little or no actual outreach to students, parents and community members (characterized by low or inconsistent parent involvement and little involvement from other members of the communities in district schools)</p>
6	5	4
		3
		2
		1

Supporting District Goals (#3 Student/Staff Involvement with Community) Scores/Comments

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4) Recruit, Develop, Value, and Retain High Quality Staff

Build a strong image of the district that attracts high quality staff and retain them by sustaining an environment for meaningful work based on thoughtful staff development and strong supports around student needs

Distinguished	Meets/Emerging	Does Not Meet			
Manages the district and staff in ways that establishes an internal positive image & positive workplace culture; puts a strong emphasis on effective & timely staff performance evaluations; oversees the successful implementation and continuing evolution of the expanded career pathways and new compensation models for teachers as defined in the Collaboration Grant and other means to give staff opportunities to learn and grow on the job; maintains appropriate resources for student support and intervention; directs meaningful and relevant staff development that supports increased student growth and academic success; uses data gathered on workplace satisfaction in order to bring about positive change; uses data as part of the norm in decision making processes	Manages the district and staff in ways that maintains an adequate district culture; requires administrators to complete regular effective performance evaluations, but timeliness is not monitored; supports implementation of the expanded career pathways and new compensation models for teachers as defined in the Collaboration Grant; targets some resources for student support and intervention; oversees the coordination of relevant staff development and asks for staff input on selection of offerings; surveys staff regarding their workplace satisfaction and asks for suggestions for positive change; advocates for evidenced-based effective student support systems	Manages the district and staff in ways that create an unacceptably negative district culture; fails to require and oversee completion of regular effective performance evaluations; does not support principals or directors with plans of assistance; partially implements or fails to implement the expanded career pathways and new compensation models for teachers as defined in the Collaboration Grant; provides inadequate means for student support and intervention; provides unguided or uncoordinated relevant staff development; never surveys staff regarding their workplace satisfaction			
6	5	4	3	2	1

Supporting District Goals (#4 Recruit, Develop, Value & Retain High Quality Staff) Scores/Comments

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Additional Comments:

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**~ 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
 - 1 = Ineffective:** Performance lacking effort and/or awareness of need
-

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



**~ Proposed ~
2021-2022 Superintendent's Evaluation Form
(draft 3)**

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

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 steer 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.

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.

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.

Other evidence of performance may include:

- 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

- 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.

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 the 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

Superintendent's Annual Goals

(will be listed here for easy reference while completing evaluation)

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
 - 1 = Ineffective:** Performance lacking effort and/or awareness of need
-

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

Exhibit A

Report on Pension Bonds

Prior to the issuance of pension obligation bonds, the North Santiam School District No. 29J (the “District”) has obtained a statistically based assessment from ECONorthwest entitled “Issuance of Pension Obligation Bonds – A Risk/Reward Analysis” updated as of April 15, 2021 (the “Assessment”) pursuant to ORS 238.697(1)(a). The Assessment was updated in order to include a fourth assumed pension bond true interest cost to help evaluate the potential risk associated with less-favorable future market conditions that may be projected in updated market information (anticipated to be available from the Oregon Investment Council in June, 2021).

The District has prepared this report pursuant to ORS 238.697(1)(b) (the “Report”).

In connection with the issuance of pension obligation bonds, the District has retained the services of SDAO Advisory Services LLC, an independent municipal advisor registered with the Securities and Exchange Commission.

The Assessment is attached to this Report as Exhibit 1. Results of the Assessment are as follows:

The results of the Assessment done by ECONorthwest for North Santiam School District in regards to investing in a Pension Obligation Bond were positive.

Positive Factors:

1. Interest Rates Are At An All Time Low – Appx. 3.5% - 4%
2. ECONorthwest provided 3 scenarios of probability. The probability at 3.5% to 4.5% TIC is positive
3. An analysis of North Santiam District 2003 POB has resulted in significant savings for the district at a 5.3% TIC (true interest cost). The projected savings for 2021-22 and 2022-23 each \$200,000 each year.

Important Considerations for North Santiam School District:

1. The insurance TIC
2. Issuance costs not included in the analysis of savings
3. Whether the employer’s payroll growth rate does not significantly change from the projected 3.5% used in the analysis

Exhibit 1

Assessment

**Issuance of Pension
Obligation Bonds**
A Risk/Reward Analysis

Update

April 15, 2021

Randall J. Pozdena, PhD

Andrew Dyke, PhD

ECONorthwest

ECONOMICS • FINANCE • PLANNING

Introduction



Outline of Our Remarks

- Introduction
 - Basics of Pension Obligation Bonds (POBs)
 - Purpose of this Analysis
- Approach
 - Monte Carlo Methodology
 - Asset Return and Allocation Assumptions
 - Alternative Scenarios Modeled
- Model Findings
 - Side Account Performance and the Potential Benefits of POBs to Employers
- Implications
- Acknowledgements, Caveats and Disclaimers

This analysis was prepared to assist issuers of POBs in understanding the risks and returns of POBs under hypothetical conditions. Individuals should seek professional guidance concerning the relevance of this analysis to their circumstances.

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Basics of POBs

- POBs are bonds issued by state or local governments to fund public employee pension obligations
 - First issued by City of Oakland in 1986 to arbitrage between tax-exempt borrowing rates and higher market investment yields of pension assets
- The Tax Reform Act of 1986 eliminated tax exemption for POBs
 - Higher yields of diversified portfolios relative to borrowing costs revived POB arbitrage opportunities in 1990s
- Still seen as a potential way to lower cost of pension funding
 - Use is heaviest by high-UAL plans (CA, IL, and OR)

This analysis was prepared to assist issuers of POBs in understanding the risks and returns of POBs under hypothetical conditions. Individuals should seek professional guidance concerning the relevance of this analysis to their circumstances.

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Purpose of this Analysis

- Measure the potential risks and rewards of POBs
- The potential advantages of POBs to public employers depend upon the relative performance of the investment vehicle (“side account”) and POB issuance costs
 - Issuance of POBs may reduce employer costs of pension funding
 - However, high side account yields are not achieved without risk
- Key measures of POB performance
 - The mean expected net present value (PV) of side account returns relative to POB total interest costs
 - The risk profile of the PV given uncertainty about side account returns
- This update includes a fourth TIC of 5.5% that was not modeled in the original report. In lieu of updated market projections (anticipated to be available from OIC in June, 2021), the additional scenario provides an alternative means to evaluate the potential risk of less-favorable future market conditions relative to those anticipated in our original report.

This analysis was prepared to assist issuers of POBs in understanding the risks and returns of POBs under hypothetical conditions. Individuals should seek professional guidance concerning the relevance of this analysis to their circumstances.

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Approach



Approach: Monte Carlo Simulation

- Quantifying advantages to issuers is complex
 - The future path of asset yields is not known precisely
 - Side account management and actuarial treatment of POB contributions must be emulated
- ECONorthwest uses Monte Carlo techniques to simulate uncertainty in side account performance
 - Individual asset class returns are stochastic
 - Rebalancing behaviors are linked to asset returns paths
- ECONorthwest POB model also emulates POB and Plan features
 - Alternative Total Interest Cost (TIC) of the POB issue
 - Actuarial treatment of POB contributions

This analysis was prepared to assist issuers of POBs in understanding the risks and returns of POBs under hypothetical conditions. Individuals should seek professional guidance concerning the relevance of this analysis to their circumstances.

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Model Assumptions

- Four issuance cost (TIC) assumptions: 2.5%, 3.5%, 4.5%, 5.5%*
- Our analysis uses the portfolio target and asset returns characteristics forecast for the OIC/OST in February 2020 by Callan, an investment consultant to OST.
- Current allocation based on OPERF valuation as of 10/31/2020.
- All analyses assume a \$1 m. total POB contribution to facilitate scaling.
- Present value calculations include calculated earnings through December 2039 (assumed end of the side account) and bond costs through 2040.

*The fourth TIC of 5.5% was added to our analysis to help evaluate the potential risk associated with less-favorable future market conditions relative to those anticipated in our original report.

This analysis was prepared to assist issuers of POBs in understanding the risks and returns of POBs under hypothetical conditions. Individuals should seek professional guidance concerning the relevance of this analysis to their circumstances.

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Asset Return and Allocation Assumptions

Asset Class	Future Returns and Volatility		Portfolio Allocation		
	Mean	St. Dev.	Range	Target	Current*
All Public Equity	--	--	27.5 - 37.5%	32.5%	29.3%
Broad U.S. Equity	7.2%	18.0%	--	16.3%	14.7%†
Global ex-U.S. Equity	7.3%	20.5%	--	16.3%	14.7%†
Illiquid alternatives	7.4%	12.5%	7.5 - 17.5%	15.0%	10.6%
Diversifying Strategies	6.0%	11.0%	0 - 5.0%	0.0%	2.1%
Fixed Income	2.8%	3.8%	15.0 - 25.0%	20.0%	20.2%
Private Equity	9.2%	26.3%	13.5 - 21.5%	17.5%	24.8%
Real Estate	7.0%	12.2%	9.5 - 15.5%	12.5%	11.0%
Risk Parity	6.3%	11.0%	0.0 - 2.5%	2.5%	2.0%

Source: ECONorthwest from Callan and OST data.

Notes:

* Current allocation is based on 10/31/2020 valuation.

† Values have been imputed using target allocations.

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Asset Return and Allocation Assumptions

Asset Class Returns Correlation over Time

Asset Class	Broad US Equity	Global Ex-US Equity	Private Equity	Fixed Income	Real Estate	Illiquid Alternatives	Diversifying Strategies	Risk Parity
Broad US Equity	1.00	0.85	0.92	-0.11	0.69	0.43	0.23	0.55
Global Ex-US Equity	0.85	1.00	0.88	-0.14	0.66	0.40	0.20	0.55
Private Equity	0.92	0.88	1.00	-0.23	0.77	0.55	0.15	0.40
Fixed Income	-0.11	-0.14	-0.23	1.00	-0.06	0.02	0.15	0.45
Real Estate	0.69	0.66	0.77	-0.06	1.00	0.56	0.20	0.54
Illiquid Alternatives	0.43	0.40	0.55	0.02	0.56	1.00	0.17	0.29
Diversifying Strategies	0.23	0.20	0.15	0.15	0.20	0.17	1.00	0.33
Risk Parity	0.55	0.55	0.40	0.45	0.54	0.29	0.33	1.00

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Amortization Assumptions

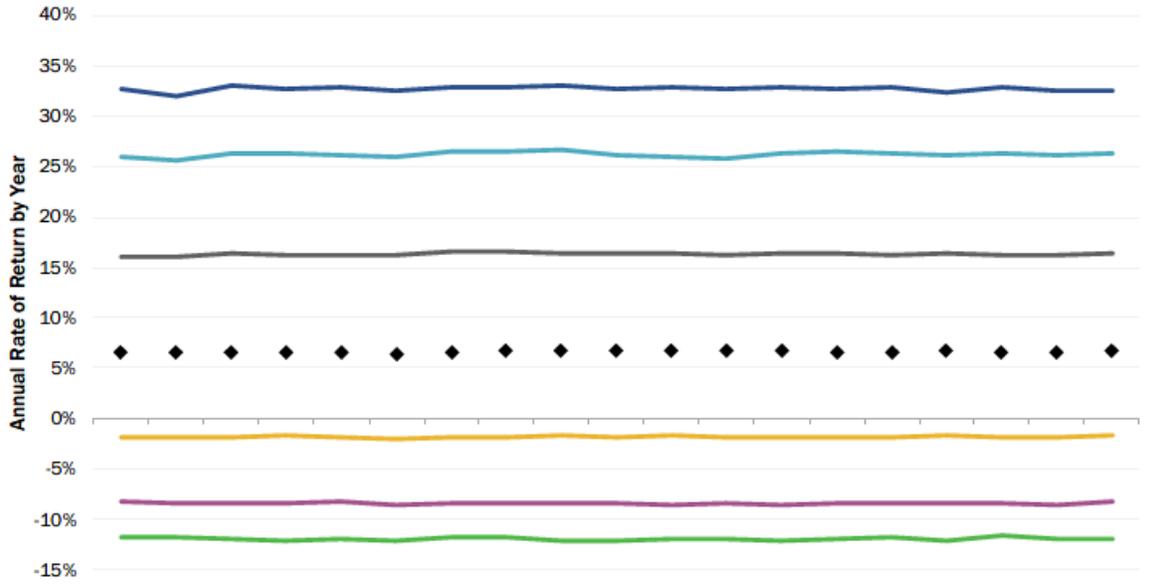
- Side account balances are influenced by amortization procedures
 - Balances amortized as a constant percent of payroll over remaining life of the side account (the account is assumed to end on 12/31/2039)
 - Each year, the percent of payroll that is determined by the amortization is taken out of the modeled side account balance for employer rate relief
 - Assumed earnings rate of 7.2% and 3.50% payroll growth rate are used in amortization
- Current plan procedures are incorporated:
 - Credited earnings and deducted transfers to the Employer Reserve for rate relief are accommodated
- Earnings are credited annually at the simulated portfolio rate of return
 - Applied to the beginning balance for the year minus one half of the amount taken out for rate relief

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Model Results



Mean Annual Side Account Return and Range



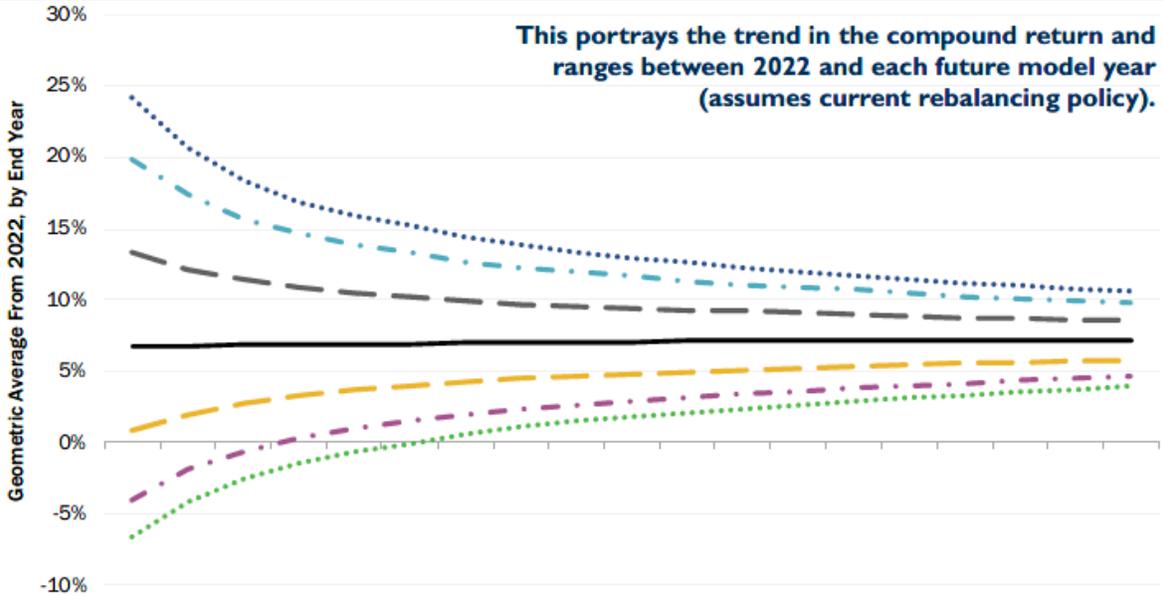
Percentile	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040
95th	32.7%	32.0%	33.0%	32.8%	32.8%	32.5%	32.9%	32.9%	33.0%	32.7%	32.8%	32.7%	33.0%	32.7%	32.8%	32.4%	32.9%	32.5%	32.5%
90th	25.9%	25.6%	26.3%	26.2%	26.1%	25.9%	26.4%	26.5%	26.7%	26.1%	25.9%	25.8%	26.3%	26.4%	26.3%	26.1%	26.3%	26.2%	26.4%
75th	16.1%	16.0%	16.3%	16.3%	16.3%	16.2%	16.5%	16.5%	16.5%	16.4%	16.4%	16.3%	16.5%	16.3%	16.2%	16.4%	16.2%	16.2%	16.4%
50th	6.6%	6.5%	6.5%	6.6%	6.6%	6.3%	6.6%	6.7%	6.8%	6.7%	6.7%	6.7%	6.7%	6.6%	6.6%	6.7%	6.6%	6.6%	6.7%
25th	-1.8%	-1.8%	-1.9%	-1.7%	-1.8%	-2.0%	-1.8%	-1.8%	-1.7%	-1.8%	-1.7%	-1.8%	-1.8%	-1.8%	-1.8%	-1.8%	-1.8%	-1.8%	-1.7%
10th	-8.3%	-8.4%	-8.3%	-8.5%	-8.3%	-8.5%	-8.4%	-8.4%	-8.4%	-8.4%	-8.5%	-8.4%	-8.5%	-8.3%	-8.4%	-8.4%	-8.4%	-8.5%	-8.2%
5th	-11.7%	-11.8%	-12.0%	-12.1%	-12.0%	-12.1%	-11.8%	-11.8%	-12.1%	-12.2%	-12.0%	-12.0%	-12.1%	-11.9%	-11.8%	-12.0%	-11.6%	-11.9%	-11.9%

Mean Annual Side Account Returns (cont.)

- The forecast extends to fiscal year 2040, the last year the side account exists
 - Trend in mean annual return
 - Increase from 6.6% in 2022 to 6.7% as of the 2040 forecast horizon
 - Trend in 95th percentile return
 - Decreases from 32.7% in 2022 to 32.5% as of the 2040 forecast horizon
 - Trend in 5th percentile return
 - Decreases from -11.7% in 2022 to -11.9% as of the 2040 forecast horizon
- Trends are similar to recent forecasts by consultants to OIC/OST and OPERS

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Geometric Mean Returns from 2022, by Year



Percentile	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040
95th	24.2%	20.6%	18.4%	16.9%	15.9%	15.2%	14.4%	13.8%	13.4%	13.0%	12.6%	12.3%	12.0%	11.7%	11.4%	11.2%	11.0%	10.8%	10.6%
90th	19.8%	17.4%	15.7%	14.6%	13.9%	13.3%	12.7%	12.3%	11.9%	11.7%	11.3%	11.1%	10.9%	10.7%	10.5%	10.2%	10.1%	9.9%	9.8%
75th	13.3%	12.1%	11.4%	10.9%	10.5%	10.2%	10.0%	9.7%	9.6%	9.4%	9.3%	9.2%	9.1%	8.9%	8.9%	8.8%	8.7%	8.6%	8.5%
50th	6.7%	6.8%	6.8%	6.9%	6.9%	6.9%	7.0%	7.0%	7.1%	7.1%	7.1%	7.1%	7.1%	7.1%	7.1%	7.1%	7.1%	7.1%	7.1%
25th	0.8%	2.0%	2.7%	3.3%	3.7%	4.0%	4.2%	4.5%	4.6%	4.8%	4.9%	5.1%	5.2%	5.3%	5.4%	5.5%	5.6%	5.7%	5.8%
10th	-4.0%	-1.9%	-0.6%	0.3%	1.0%	1.5%	1.9%	2.3%	2.6%	2.9%	3.2%	3.4%	3.6%	3.8%	4.0%	4.1%	4.3%	4.4%	4.6%
5th	-6.7%	-4.1%	-2.5%	-1.5%	-0.6%	0.0%	0.6%	1.1%	1.5%	1.8%	2.1%	2.4%	2.6%	2.9%	3.1%	3.3%	3.5%	3.7%	3.9%

Geometric Mean Returns (cont.)

- Fiscal year 2040 is the assumed final year of bonds
 - The projected annualized geometric mean return over the term of the bonds is 7.1%
 - The 95th percentile return is 10.6%
 - The 5th percentile return is 3.9%
- Again, the forecast returns are similar to those derived by other consultants to OIC and OPERS

The Effect of Issuance TIC on PV of POBs

- The PV of the POB strategy varies inversely with TIC
 - Expected value of POB policy is \$548,932, \$402,262, \$274,215, and \$162,064 (per million dollars) for TICs of 2.5%, 3.5%, 4.5%, and 5.5%, respectively.
- Also, 5th percentile VaR increases with TIC
 - VaR per million dollars is \$(2,913), \$82,433, \$157,047, and \$222,771 (per million dollars) for TICs of 2.5%, 3.5%, 4.5%, and 5.5%, respectively.
- We added a fourth TIC of 5.5% to the analysis to help evaluate the potential risk associated with less-favorable future market conditions relative to those anticipated in our original report.
- Output from the new scenario provides an approximate characterization of the potential risk inherent in less favorable market conditions than those modeled in the original report.
- For example, the 5.5% TIC scenario provides output that is roughly analogous to a 4.5% TIC bond issue with market returns approximately one percentage point below those anticipated in our original analysis. The 4.5% TIC scenario can be similarly compared to the 3.5% TIC scenario output, and so on.

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The Effect of TIC on PV of POBs

*The fourth TIC of 5.5% was added to our analysis to help evaluate the potential risk associated with less-favorable future market conditions relative to those anticipated in our original report. For example, the 5.5% TIC scenario provides output that is roughly analogous to a 4.5% TIC bond issue with market returns approximately one percentage point below those anticipated in our original analysis. The 4.5% TIC scenario can be similarly compared to the 3.5% TIC scenario output, and so on.



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POB Probability of Success: $PV > \$0$

- This is another perspective on risk
 - The VaR measures the 5th percentile dollar value at risk
 - The zero bound measures the overall probability of the dollar value of the PV benefit being more than zero (i.e., success)

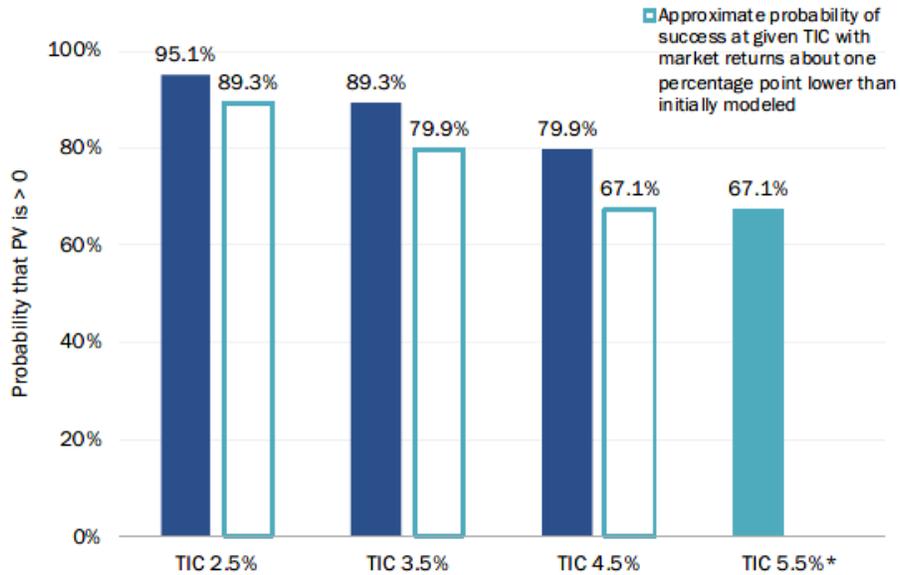
- Model results
 - The probability of a positive PV is lower for higher TICs
 - Probabilities of being above zero range from 67% (TIC 5.5%*) to 95% (TIC 2.5%)

*The fourth TIC of 5.5% was added to our analysis to help evaluate the potential risk associated with less-favorable future market conditions relative to those anticipated in our original report. For example, the 5.5% TIC scenario provides output that is roughly analogous to a 4.5% TIC bond issue with market returns approximately one percentage point below those anticipated in our original analysis. The 4.5% TIC scenario can be similarly compared to the 3.5% TIC scenario output, and so on.

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Probability that PV is More than \$0

*The fourth TIC of 5.5% was added to our analysis to help evaluate the potential risk associated with less-favorable future market conditions relative to those anticipated in our original report. For example, the 5.5% TIC scenario provides output that is roughly analogous to a 4.5% TIC bond issue with market returns approximately one percentage point below those anticipated in our original analysis. The 4.5% TIC scenario can be similarly compared to the 3.5% TIC scenario output, and so on.



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Summary PV Statistics, by Scenario

*The fourth TIC of 5.5% was added to our analysis to help evaluate the potential risk associated with less-favorable future market conditions relative to those anticipated in our original report. For example, the 5.5% TIC scenario provides output that is roughly analogous to a 4.5% TIC bond issue with market returns approximately one percentage point below those anticipated in our original analysis. The 4.5% TIC scenario can be similarly compared to the 3.5% TIC scenario output, and so on.

No. of Tranches	1	1	1	1
Rate (TIC)	2.5%	3.5%	4.5%	5.5%*
Mean	\$548,932	\$402,262	\$274,215	\$162,064
Std Deviation	\$419,122	\$370,750	\$329,071	\$293,051
Maximum	\$3,393,617	\$2,967,149	\$2,592,638	\$2,262,810
Minimum	\$(336,091)	\$(385,105)	\$(428,435)	\$(466,879)
95th Perc	\$1,322,700	\$1,088,074	\$882,791	\$703,077
90th Perc	\$1,104,226	\$893,399	\$709,810	\$548,797
75th Perc	\$770,245	\$599,774	\$450,156	\$320,087
50th Perc	\$480,961	\$342,299	\$220,903	\$114,852
25th Perc	\$248,540	\$136,280	\$38,418	\$(47,779)
10th Perc	\$85,882	\$(8,851)	\$(91,354)	\$(163,865)
5th Perc (VaR)	\$2,913	\$(82,433)	\$(157,047)	\$(222,771)
Zero Bound Perc	95.1%	89.3%	79.9%	67.1%

This table summarizes the simulations of the present value of potential gains from implementing a POB strategy. All dollar amounts are per \$1 million of POB funding.

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Conclusions

- The expected value to employers of a POB strategy is positive (in present value terms)
 - The expected value is non-trivial proportion of POB funding under the scenarios modeled
 - The 5th percentile VaR is less than the expected PV in all of the scenarios modeled except for the 2.5% TIC scenario.
- However, there is a non-trivial probability that the present value of POBs is zero or less, and the probability increases with TIC
- Important considerations for individual employers
 - The issuance TIC
 - Some issuance costs are not included in TIC
 - Whether the employer's payroll growth rate is the same as currently assumed by the PERS actuary

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Acknowledgements, Caveats, and Disclaimers

The authors wish to acknowledge the kind assistance of Mike G Mueller of the Oregon State Treasury, Investment Division for their kind assistance, and for Callan and Associates staff's generous provision of capital market assumptions. We also wish to thank Carol Samuels of Piper Sandler & Co. for her assistance in providing insight into muni market conditions. Finally, a note of gratitude to Carl Batten, original developer of the ECONorthwest POB model, for his ongoing assistance with subsequent iterations of the model, including the version used in this analysis. None of the statements or analysis herein should be attributed to anyone other than ECONorthwest staff.

The analysis provided in this document was developed by ECONorthwest for informational purposes only. All possible professional care was taken to prepare a realistic emulation of the likely POB side account behavior, and the OPERS procedures for accommodating POBs. State of the art modeling and statistical software was employed in this exercise. It should be recognized, however, that there are practical limits to the precision with which market and agency behavior can be modeled. The generic nature of the modeling performed may or may not be relevant to the circumstances of any one public employer. Additionally, nothing herein should be construed as offering investment advice or fairness opinions for the purpose of issuing securities. For this, interested parties should seek out professional counsel.

This analysis takes the narrow perspective of measuring the potential benefits of POB issuance to current employers and taxpayers. Whether use of pension obligation bonds is good public policy is a matter of professional debate and is not addressed herein.

This analysis was prepared to assist issuers of POBs in understanding the risks and returns of POBs under hypothetical conditions. Individuals should seek professional guidance concerning the relevance of this analysis to their circumstances.

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North Santiam School District
RESOLUTION NO. 052021A

A RESOLUTION OF THE BOARD OF DIRECTORS OF NORTH SANTIAM SCHOOL DISTRICT NO. 29J, MARION AND LINN COUNTIES, OREGON, AUTHORIZING PARTICIPATION IN THE OREGON EDUCATION DISTRICTS PENSION BOND PROGRAM; AUTHORIZING A FULL FAITH AND CREDIT PENSION BOND AND RELATED FULL FAITH AND CREDIT PENSION OBLIGATIONS, TO BE ISSUED IN ONE OR MORE SERIES.

WHEREAS, the Board of Directors of North Santiam School District No. 29J, Marion and Linn Counties, Oregon, is authorized by Oregon Revised Statutes (“ORS”) 238.692 to 238.698, including any amendments thereto (the “Act”), to issue revenue bonds under ORS Chapter 287A to finance its pension liability;

WHEREAS, the Act and ORS 287A.315 permit the District to pledge its full faith and credit and taxing power within the limitations of Sections 11 and 11b of Article XI of the Oregon Constitution to pay those bonds;

WHEREAS, school districts and education service districts have a pooled unfunded pension liability to the Oregon Public Employees Retirement System (“OPERS”) and, based on the District’s portion of the total school district and education service district payroll, the District’s allocated portion of the unfunded pension liability (the “Pension Liability”) is estimated to be \$12,837,246 as of December 31, 2019;

WHEREAS, ORS 238.697 requires that the District (1) obtain a statistically based assessment from an independent economic or financial consulting firm regarding the likelihood that investment returns on bond proceeds will exceed the interest cost of the bonds under various market conditions and (2) make a report (the “Report”) available to the general public that describes (a) the result of the assessment and (b) discloses whether the District has retained the services of an independent SEC-registered advisor;

WHEREAS the Report is attached hereto as Exhibit A and the District has obtained an assessment (the “Assessment”), dated January 21, 2021 and further updated on April 15, 2021, from ECONorthwest, an independent economic consulting firm, which is attached to the Report;

WHEREAS, the District understands that the Assessment is based on facts and assumptions that are subject to change, including market projections that are anticipated to be updated by the Oregon Investment Council in June, 2021 and that in order to help evaluate the potential risk in the absence of updated market information, the Assessment was revised to include higher borrowing rate assumptions to approximate less-favorable future market conditions;

WHEREAS, current interest rates in the bond market are below 4.50 percent, creating the opportunity for the District to finance all or a portion of its unfunded pension liability and potentially reduce its costs;

WHEREAS, the Oregon Education Districts Full Faith and Credit Pension Bond Program (the “Program”) is a structure whereby Oregon public school districts and education service districts electing to participate in the Program (the “Participating Districts”) may simultaneously issue their full faith and credit pension bonds and, collectively, provide for the issuance, sale and delivery of Full Faith and Credit Pension Obligations, Series 2021 (the “Program Obligations”) representing proportionate interests of the

registered owners of the Program Obligations in the aggregate amount of full faith and credit pension bonds of the Participating Districts; and

WHEREAS, the Program provides that each Participating District will be responsible solely for its obligations under its pension bond and/or bonds, and not for the obligations of any other Participating District under any other pension bond and/or bonds, except to the extent assumed as a surviving district; now therefore,

THE BOARD OF DIRECTORS OF NORTH SANTIAM SCHOOL DISTRICT NO. 29J, MARION AND LINN COUNTIES, OREGON RESOLVES:

Section 1. Definitions.

Unless the context clearly requires otherwise, the following terms shall have the following meanings:

“Additional Charges” means the fees and other charges of the Program Trustee, as defined in the Program Trust Agreement and any indemnity payments due under Section 6(3) hereof.

“Bond” means the District’s Full Faith and Credit Pension Bond, Series 2021 that is authorized by Section 2 of this Resolution.

“Bond Payment Date” means a date on which a Bond Payment is due.

“Bond Payments” means the principal and interest payments, including accreted interest under any deferred interest bond, due under the Bond, and any prepayment premium which is due if Bond principal is prepaid.

“Business Day” means any day other than a Saturday, Sunday or a day on which the Trustee is authorized by law to remain closed.

“District” means North Santiam School District No. 29J, Marion and Linn Counties, Oregon, or its successors.

“Event of Default” refers to an Event of Default listed in Section 9(1) of this Resolution.

“Government Obligations” means direct noncallable obligations of the United States of America or noncallable obligations the principal of and interest on which are unconditionally guaranteed by the United States of America.

“Intercept Agreement” means the Intercept Agreement dated as of October 31, 2002, as amended and supplemented.

“Intercept Payment” means the amount paid by the State to the Program Trustee on behalf of the District under the Intercept Agreement.

“Participants” or “Participating Districts” means school districts and education service districts that participate in the Program.

“Program Obligations” means the Full Faith and Credit Pension Obligations issued by the Program Trustee under the Program Trust Agreement which represent proportionate and undivided

interest into right to receive Bond Payments and similar pension bond payments made by the other Participants in the Program.

“Program Trust Agreement” means a trust agreement between the Program Trustee and the Participants, in which the Program Trustee agrees to hold the Bond and distribute the Bond Payments to the owners of Program Obligations.

“Program Trustee” means U.S. Bank National Association, as trustee under the Program Trust Agreement, or its successors.

“Qualified Consultant” means an independent certified public accountant, an independent municipal advisor, and having experience and expertise in the analysis of defeasance escrows, who is selected by the District.

“Resolution” means this Resolution, including any amendments made in accordance with Section 7 of this Resolution.

“School District Official” means the Superintendent or Business Services Director of the School District or the Superintendent’s designee.

“Security Payments” means the payments defined in the Program Trust Agreement and referenced in Section 4(3) of this Resolution.

“Special Counsel” means Hawkins Delafield & Wood LLP, Portland, Oregon

“State” means the State of Oregon, or any agency thereof.

“State Education Revenues” means any state funding for school districts and education service districts legally available to pay debt service on the pension bonds. Currently, such funds are appropriated each biennium and designated as the “State School Fund”.

“Underwriter” means Piper Sandler & Co., Portland, Oregon and any co-managers to be determined at their discretion.

Section 2. Bond Authorized.

(1) The District hereby authorizes the issuance, sale and delivery of its Bond, in accordance with this Resolution and in an amount which does not exceed the amount necessary to produce net proceeds equal to the District’s Pension Liability as reported by the OPERS’s actuary as of the expected date of the lump sum payment, plus the costs of issuing and selling the Bond and the District’s allocated share of the costs of issuing and selling the Program Obligations.

(2) Bond proceeds shall be used to pay all or a portion of the District’s unfunded pension liability to OPERS and to pay costs of issuing and selling the Bond and the District’s allocated share of the costs of issuing and selling the Program Obligations. The District may direct that a portion of the Bond proceeds be directly paid to OPERS after closing and a portion be retained by the Program Trustee for payment to OPERS over time as directed by the School District Official. The issuance of the Bond and participation in the Program shall not obligate the District to pay any portion of another school district’s liability.

(3) The Bond shall be a “federally taxable bond” which bears interest that is not excludable from gross income under Section 103(a) of the Internal Revenue Code of 1986, as amended. Interest will, however, be exempt from Oregon personal income taxation.

(4) OPERS currently charges the District a rate of 7.20 percent per annum on its unfunded liability because that is the assumed rate of return that OPERS expects, over the long term, to earn on its investments. Issuing Bonds at a lower rate of interest and depositing proceeds at OPERS in a Side Account (“Side Account”) may reduce costs for the District if the rate of return on the Bond proceeds deposited in the Side Account exceeds the borrowing costs. To maximize the potential for the rate of return on the OPERS fund to exceed the rate of interest on the Bond, the Bond shall not be sold at a true interest cost of more than 4.50% per annum.

(5) The School District Official shall compare the cash flows required to pay the Bond to the payroll rate credit currently estimated from the Side Account and determine a Bond structure which the School District Official estimates will be advantageous to the District.

(6) The School District Official is authorized to execute a letter to be sent to OPERS requesting the necessary payoff figures and to pay any fees required in connection therewith or, if such letter has been executed prior hereto, the Board hereby ratifies such action.

Section 3. Delegation.

The School District Official may, on behalf of the District, and without further action by the Board:

(1) Participate in the preparation of, authorize the distribution of, and deem final any official statement or other disclosure documents relating to the Bond or the Program Obligations.

(2) Establish the final principal amount, Bond Payment schedule, interest rates, sale price and discount, prepayment terms, payment terms and dates, and other terms of the Bond.

(3) Negotiate the terms of, and enter into a bond purchase agreement which provides for the acquisition of the Bond by the Program Trustee and, if required, execute a letter of intent prior to the sale.

(4) Execute and deliver the Program Trust Agreement, which authorizes the Program Trustee to issue the Program Obligations, and any other agreements or documents which may be required for participation in the pension bond program.

(5) Execute and deliver the Bond to the Program Trustee, provided the Bond shall also be executed with the facsimile signature of the Chair of the Board of Directors of the District.

(6) Undertake to provide continuing disclosure for the Bond and the Program Obligations in accordance with Rule 15c2-12 of the United States Securities and Exchange Commission.

(7) Apply for ratings on the Bond or the Program Obligations and purchase municipal bond insurance or obtain other forms of credit enhancements for the Bond or the Program Obligations, enter into agreements with the providers of credit enhancement, and execute and deliver related documents.

(8) Execute and deliver the Intercept Agreement and any related documents, including a certificate demonstrating that the State Education Revenues distributed to the District in each of the three

most recently completed fiscal years are not less than two (2.0) times the average annual debt service on the Bond and any other outstanding pension bonds issued under the Intercept Agreement.

(9) Execute and deliver any agreements or certificates and take any other action in connection with the Bond, the Program Obligations, the Intercept Agreement and OPERS administrative rules which the School District Official finds is desirable to permit the sale and issuance of the Bond and the Program Obligations in accordance with this Resolution.

Section 4. Security for Bond.

(1) The District shall pay the amounts due under the Bond from any and all of its legally available taxes, revenues and other funds as authorized by the Act. The District hereby pledges its full faith and credit and taxing power within the limitations of Sections 11 and 11b of Article XI of the Oregon Constitution to pay the amounts due under the Bond pursuant to ORS 287A.315.

(2) To provide additional security for the Bond, the District agrees to enter into the Intercept Agreement.

(3) In the event funds under the Intercept Agreement are insufficient or unavailable or the Intercept Agreement is not in full force and effect for any reason, the District shall make Security Payments to the Program Trustee in accordance with the terms of the Program Trust Agreement.

(4) This Resolution shall constitute a contract with the Program Trustee, and the owners of the Program Obligations shall be third-party beneficiaries of that contract.

Section 5. Prepayment.

The principal component of Bond Payments shall be subject to prepayment on the dates and at the prices established by the School District Official pursuant to Section 3(2) and in accordance with the Program Trust Agreement.

Section 6. Covenants.

The District hereby covenants and agrees with the Program Trustee for the benefit of the owners of the Program Obligations as follows:

(1) The District shall promptly cause Security Payments and the principal, premium, if any, and interest on the Bond to be paid as they become due in accordance with the provisions of this Resolution and the Bond.

(2) The District covenants for the benefit of the Program Trustee to pay the Additional Charges reasonably allocated to it by the Program Trustee, in accordance with the invoices for such Additional Charges which are provided by the Program Trustee.

(3) To the extent permitted by law, the District covenants and agrees to indemnify and save the Program Trustee harmless against any loss, expense or liability which is reasonably allocable to the District and which the Program Trustee may incur arising out of or in the exercise or performance of its duties and powers under the Program Trust Agreement relating to the Bond, including the costs and expenses of defending against any claim or liability, or enforcing any of the rights or remedies granted to it under the terms of the Program Trust Agreement in connection with the Bond, excluding any losses or expenses which are due to the Trustee's breach of fiduciary duties, negligence or willful misconduct. The

obligations of the District under this Section 6(3) shall survive the resignation or removal of the Program Trustee under the Program Trust Agreement and the payment of the Program Obligations and discharge under the Program Trust Agreement. The damages claimed against the District shall not exceed the damages which may be allowed under the Oregon Tort Claims Act, Oregon Revised Statutes Section 30.260, et seq., unless the provisions and limitations of such act are preempted by federal law, including, but not limited to the federal securities laws.

(4) The District covenants not to merge, consolidate or dissolve unless the District's Bond has been defeased or the obligation for payment of the Bond has been assumed by the successor entity.

Section 7. Amendment of Resolution.

The District may amend this Resolution only with the consent of the Program Trustee.

Section 8. State Intercept Agreement.

The School District Official is hereby authorized to negotiate and enter into the Intercept Agreement with the State whereby appropriations from the State that would otherwise be paid to the District are diverted to the Program Trustee for the purpose of payment of debt service on the Bond. Any such agreement with the State does not relieve the District of its liability to make payments on the Bond.

Section 9. Default and Remedies.

(1) The occurrence of one or more of the following shall constitute an Event of Default under this Resolution:

(A) Failure by the District to pay Bond principal, interest or premium when due (whether at maturity, or upon prepayment after principal components of Bond Payments have been properly called for prepayment);

(B) Except as provided in Section 9(1)(A) above, failure by the District to observe and perform any other covenant, condition or agreement which this Resolution requires the District to observe or perform for the benefit of Program Trustee, which failure continues for a period of 60 days after written notice to the District by the Program Trustee specifying such failure and requesting that it be remedied; provided however, that if the failure stated in the notice cannot be corrected within such 60 day period, it shall not constitute an Event of Default so long as corrective action is instituted by the District within the 60 day period and diligently pursued, and the default is corrected as promptly as practicable after the written notice referred to in this Section 9(1)(B); or,

(C) The District is adjudged insolvent by a court of competent jurisdiction, admits in writing its inability to pay its debts generally as they become due, files a petition in bankruptcy, or consents to the appointment of a receiver for the installment payments.

(2) The District's failure to make Bond Payments or Security Payments constitutes an Event of Default as set forth above independently of whether or not the State complies with the provisions of the Intercept Agreement.

(3) The Program Trustee may waive any Event of Default and its consequences, except an Event of Default described in Section 9(1)(A).

(4) If an Event of Default occurs and is continuing the Program Trustee may exercise any remedy available at law or in equity; however, the Bond Payments shall not be subject to acceleration, and the District shall be responsible solely for its Bond Payments and any Additional Charges reasonably allocated to it.

(5) No remedy in this Resolution conferred upon or reserved to the Program Trustee is intended to be exclusive and every such remedy shall be cumulative and shall be in addition to every other remedy given under this Resolution or now or hereafter existing at law or in equity, including allowing the State to withhold future payments. No delay or omission to exercise any right or power accruing upon any default shall be construed to be a waiver thereof, but any such right and power may be exercised from time to time and as often as may be deemed expedient. To entitle the Program Trustee to exercise any remedy reserved to it, it shall not be necessary to give any notice other than such notice as may be required by this Resolution or by law.

Section 10. Defeasance.

(1) The District may defease all or any portion of the Bond Payments in accordance with this Section 10. The District shall be obligated to pay any Bond Payments that are defeased in accordance with this Section 10 solely from the money and Government Obligations which are deposited in escrow pursuant to this Section 10, unless the amounts available in escrow are insufficient to make the Bond Payments. Bond Payments shall be deemed defeased if the District:

(A) irrevocably deposits money or noncallable Government Obligations in escrow:

(i) with an independent trustee or escrow agent which mature and pay interest in amounts which are calculated to be sufficient, without reinvestment, to make all the Security Payments associated with the Bond Payments which are to be defeased on their maturity dates, and to make any prepayments of Bond Payments described in Section 5 on the dates those prepayments are required to be made if any principal components of defeased Bond Payments are to be prepaid; or

(ii) with the Program Trustee, which mature and pay interest in amounts which are calculated to be sufficient, without reinvestment, to make when due all the Bond Payments which are to be defeased on their maturity or prepayment dates; and,

(B) provides irrevocable notice of any prepayments which are to occur in connection with the defeasance to the Program Trustee at least 50 days prior to the prepayment; and,

(C) files with the escrow agent or trustee an opinion from a Qualified Consultant to the effect that the money and the principal and interest to be received from the Government Obligations are calculated to be sufficient, without further reinvestment, to pay the Security Payments and prepayments of Bond Payments described in Section 10(1)(A).

(2) The District shall notify the Program Trustee promptly of any defeasance of Bond Payments.

Section 11. Rules of Construction.

In determining the meaning of provisions of this Resolution, the following rules shall apply unless the context clearly requires application of a different meaning:

(1) References to section numbers shall be construed as references to sections of this Resolution.

(2) References to one gender shall include all genders.

(3) References to the singular shall include the plural, and references to the plural shall include the singular.

Section 12. Effective Date.

This resolution shall take effect on the date of its passage by the District.

ADOPTED by the Board of Directors of North Santiam School District No. 29J, located in Marion and Linn Counties, Oregon this 20th day of May, 2021.

**North Santiam School District No. 29J
Marion and Linn Counties, Oregon**

By: _____
Mike Wagner, Chair

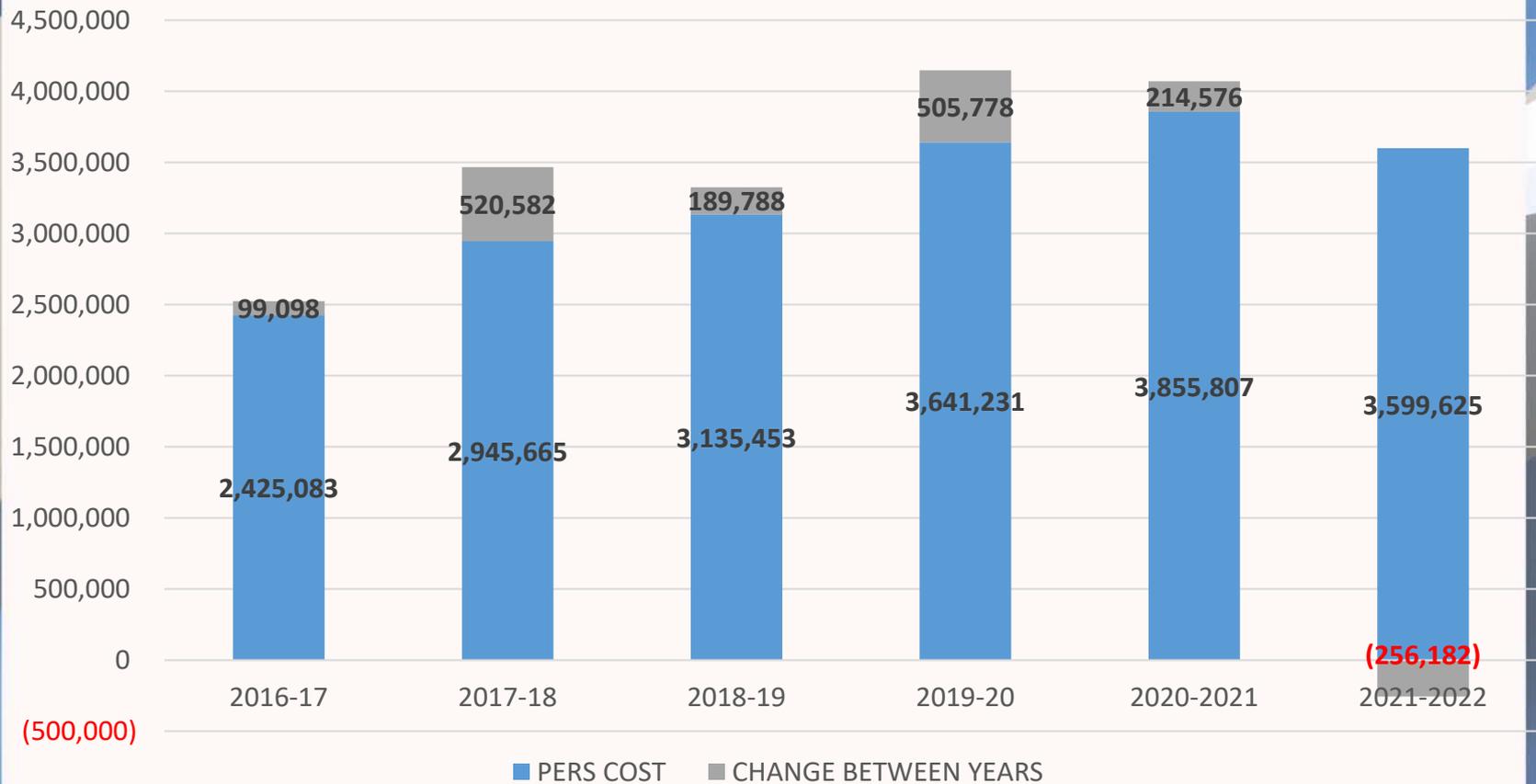
ATTEST:

By: _____
Andy Gardner, Superintendent

History of our existing Bond

- The bond agreement was entered into in 2003 and ends in 2028
- We were part of a 45 district consortium
- The funds were borrowed at 5.73%
- The average earnings to date have been **8.35%**
 - This includes -27.2% in 2008
- Each year we have received more than we paid.
- **The total savings to date is \$5,785,955**
- Our bond payment this year is \$1.7 million
- Our average current rate without the side account would be –
 - 29.28% - after the side account reduction our rate is 10.85%

DISTRICT PERS





North Santiam School District

Superintendent, Andy Gardner

Business Director, Jane Nofziger

Proposed 2021-2022 Budget Committee

BOARD MEMBERS	Term Expires	COMMUNITY MEMBERS	Term Expires
Tass Morrison, Sublimity Director #1	06/30/21	Garrett Trott, Stayton *new appointment*	06/30/24
Erin Cramer, Stayton Director #2,	06/30/23	Jennifer Tiger, Stayton *new appointment*	06/30/24
Laura Wipper, Stayton Director #3,	06/30/21	Coral Ford, Scio (Stayton boundaries)	06/30/22
Mike Wagner, Lyons Director #4,	06/30/23	Mark Henderson, Stayton	06/30/21
vacant, (At-Large #1) Director #5	06/30/23	Damian Centanni, Stayton	06/30/21
Tod Nau, Stayton Director #6, (vacant 5/21/21)	06/30/23	Karen Odenthal, Stayton	06/30/21
Alisha Oliver, Lyons Director #7	06/30/21	Randy Forrette, Sublimity	06/30/23

Budget committee members are appointed to three-year terms by the school board. At the end of a budget committee member term, the incumbent member can be reappointed at the discretion of the governing body.

DISTRICT SERVICE AGREEMENT

between

North Santiam School District

and

WILLAMETTE EDUCATION SERVICE DISTRICT

THIS AGREEMENT is entered into by and between North Santiam School District (“District”) and **Willamette Education Service District** (“WESD”).

RECITALS

WHEREAS, ORS 334.125 allows WESD to provide services required by the local service plan; and

WHEREAS, the local service plan has been approved by the boards of WESD and the component districts; and

WHEREAS, the District and WESD wish to enter into an agreement for the purpose of WESD providing greater detail regarding the services WESD will provide to the District;

NOW, THEREFORE, in consideration of the promises and covenants herein contained, the parties enter into the following:

AGREEMENT

1. Effective Date of Contract.

1.1 This Contract becomes effective upon execution by both parties and shall commence on July 1, 2021, and remains in effect until June 30, 2022.

2. Duties and Responsibilities of the District.

2.1 The District will provide information regarding any additional services they will purchase from WESD no later than April 15 of the preceding school year.

3. Duties and Responsibilities of WESD. Duties and responsibilities may include, but are not limited to:

3.1 WESD will provide the services requested by the District pursuant to the Local Service Plan. The estimated costs for these services are provided in further detail in the Local Service Plan report (“District Local Service Plan”) attached and incorporated as Exhibit 1. The attached District Local Service Plan is subject to change pursuant to Section 4 of this Agreement.

3.2 WESD will update funding allocations dependent on State School Fund allocations to WESD.

3.3 Transit funds allocated to the District that are not expended on requested services provided by WESD will be sent to the District in quarterly payments in December, February, April and June. The transit funds allocated to the District will not exceed 80.5% of the Districts total allocation as computed with the following formula:

$$\frac{\text{State School Fund} + \text{property taxes} + \text{delinquent property taxes} + \text{taxes in lieu of}}{X 90\%} = \text{Total Allocation.}$$

The total allocation is distributed to each District as a percentage of the total ADMw provided by Oregon Department of Education in the month of March of the preceding fiscal year. The “2021-23 Local Service Plan Agreements and Understandings” is attached and incorporated as Exhibit 2.

4. **Amendments and Service Plan Adjustments.**

4.1 Any changes to this Agreement must be in writing, in the form of an amendment to this Contract and signed by both parties.

4.2 WESD may amend the District Local Service Plan at any time to reflect updated allocation amounts.

4.3 The District must submit all requests for District Local Service Plan adjustments using the online amendment form located at <https://www.wesd.org/cms/lib/OR01915639/Centricity/domain/16/Documents-and-Forms/Intergovernmental%20Agreement.pdf>. The District’s requested District Local Service Plan adjustment is subject to the approval of the WESD Superintendent.

4.4 Pursuant to the “2021-23 Local Service Plan Agreements and Understandings,” attached and incorporated as Exhibit 2, if a District Local Service Plan adjustment requested by the District affects WESD staffing, such a change will only be allowed if there is a reduction in available Local Service Plan revenue.

4.5 If there are reductions in Local Service Plan revenue, adjustments to District Local Service Plan will be made through mutual agreement of the District Superintendent and WESD Superintendent.

4.6 Any early termination fees incurred by WESD as a result of the District’s requested District Local Service Plan adjustments will be the responsibility of the District.

5. **Indemnification.**

5.1 The District and WESD are each independent governmental agencies. Neither the District nor WESD is an agent for one another. The District and WESD shall not be responsible for any legal liability, loss, practice, damages, costs and expenses arising in favor of any person, account of personal injuries, death, property loss or damage occurring, growing out of, incident to, or resulting directly or indirectly from the acts or omissions of the other party under this Service Agreement.

5.2 Both the District and WESD shall obtain and at all times keep in effect comprehensive liability insurance and property damage insurance covering each respective party's own acts and omissions under this agreement. Such liability insurance, whatever the form, shall be in an amount not less than the limits of public body tort liability specified in ORS 30.270.

6. **Assignment.** Neither party to this agreement may assign its interest in the agreement without the express written consent of the other party.

7. **Compliance With Laws.** During the entire term of this agreement, the parties shall comply in every respect with all laws, rules and regulations of the State of Oregon as well as agency policies affecting their rights and responsibilities under the contract.

7.1 **FERPA Re-disclosure.** The Parties recognize that the Family Educational Rights and Privacy Act (FERPA) imposes strict penalties for improper disclosure or re-disclosure of confidential student information. Therefore, consistent with the requirements of FERPA, personally identifiable information obtained by the Parties in the performance of this Agreement may not be re-disclosed to third parties without the written consent of the student's parent/guardian and must be used only for the purposes identified in this Agreement, unless otherwise allowed by law.

8. **Waiver.** No waiver of any portion of this agreement shall be deemed or shall constitute a waiver of any other portion thereof, nor shall any waiver constitute a continuing waiver.

9. **Contract Disputes.** The parties agree that any disagreement regarding the interpretation, meaning or any provision of this agreement shall be settled by arbitration if so requested by either party in writing. The arbitration decision will be binding upon the parties. The cost of such arbitration shall be shared equally between the parties.

10. **Integration Clause.** The foregoing represents the entire agreement between the parties and any prior understanding or representations of any kind preceding the date of this agreement shall not be binding upon the other party except to the extent incorporated in this agreement.

Signed this 3 day of May.

North Santiam School District

By: 

NSSD Superintendent

Signed this 13th day of May 2021.

Willamette Education Service District

By: 

Director, Business Services

Local Service Plan

North Santiam School District, Years: 2021-22

Year	Resolution Funds									Contracted Funds	Overall Total Used
	Allocation	Adjustments to Allocation	Prior Year Carryover	Prior Year Reconciliation	Total Allocation	Transit Approved	Resolution Funds Committed	Total Used	Total Remaining	Total Used	
2021-22	\$942,906.00	\$0.00	\$73,604.63	\$0.00	\$1,016,510.63	\$600,000.00	\$361,736.89	\$961,736.89	\$54,773.74	\$101,249.25	\$1,062,986.14

Year	Unit Measure	Unit Cost	Transit Units	Total Transit Cost	Total Resolution Units	Total Resolution Cost	Contracted Units	Contracted Cost	Total Cost
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Administrative Support Services for Districts

Admin-Courier Delivery Services - 1st Stop	21-22	1st Stop	\$2,427.00	0.0000	\$0.00	1.0000	\$2,427.00	0.0000	\$0.00	\$2,427.00
Admin-Frontline (AESOP) Education Absence Manageme	21-22	ADMw	\$3.29	0.0000	\$0.00	2,545.8700	\$8,375.91	0.0000	\$0.00	\$8,375.91
Admin-Legal Services	21-22	ADMw	\$8.41	0.0000	\$0.00	2,545.8700	\$21,410.77	0.0000	\$0.00	\$21,410.77
Ctr - Community Engagement	21-22	Hour	\$89.85	0.0000	\$0.00	0.0000	\$0.00	0.0000	\$0.00	\$0.00
Ctr - Data Analysis Technical Assistance	21-22	Hour	\$89.85	0.0000	\$0.00	0.0000	\$0.00	0.0000	\$0.00	\$0.00
Ctr - Data Coaches	21-22	Hour	\$89.85	0.0000	\$0.00	0.0000	\$0.00	0.0000	\$0.00	\$0.00
Ctr - Grant Writing Services	21-22	Hour	\$94.92	0.0000	\$0.00	0.0000	\$0.00	0.0000	\$0.00	\$0.00
Ctr - ODS - Oregon Data Suite	21-22	ADMw	\$5.31	0.0000	\$0.00	0.0000	\$0.00	0.0000	\$0.00	\$0.00
Ctr - Program & Project Evaluation Services	21-22	Hour	\$89.85	0.0000	\$0.00	0.0000	\$0.00	0.0000	\$0.00	\$0.00
					\$0.00		\$32,213.68		\$0.00	\$32,213.68

Programs for Children with Special Needs

Audiology	21-22	Hour	\$94.58	0.0000	\$0.00	6.0000	\$567.48	0.0000	\$0.00	\$567.48
Braille Transcription - Literary	21-22	Hour	\$53.68	0.0000	\$0.00	100.0000	\$5,368.00	0.0000	\$0.00	\$5,368.00
Braille Transcription - Math	21-22	Hour	\$78.11	0.0000	\$0.00	40.0000	\$3,124.40	0.0000	\$0.00	\$3,124.40
Evaluations - Audiology	21-22	Eval	\$368.63	0.0000	\$0.00	4.0000	\$1,474.52	0.0000	\$0.00	\$1,474.52
Evaluations - EI/ECSE	21-22	ADMw	\$20.59	0.0000	\$0.00	2,545.8700	\$52,419.46	0.0000	\$0.00	\$52,419.46
OASIS	21-22	Slot	\$40,569.00	0.0000	\$0.00	1.0000	\$40,569.00	0.0000	\$0.00	\$40,569.00
Occupational Therapy Special (MOE)	21-22	FTE	\$111,916.00	0.0000	\$0.00	0.1000	\$11,191.60	0.0000	\$0.00	\$11,191.60

Local Service Plan

North Santiam School District, Years: 2021-22

Year	Resolution Funds									Contracted Funds	Overall Total Used
	Allocation	Adjustments to Allocation	Prior Year Carryover	Prior Year Reconciliation	Total Allocation	Transit Approved	Resolution Funds Committed	Total Used	Total Remaining	Total Used	
2021-22	\$942,906.00	\$0.00	\$73,604.63	\$0.00	\$1,016,510.63	\$600,000.00	\$361,736.89	\$961,736.89	\$54,773.74	\$101,249.25	\$1,062,986.14

	Year	Unit Measure	Unit Cost	Transit Units	Total Transit Cost	Total Resolution Units	Total Resolution Cost	Contracted Units	Contracted Cost	Total Cost
Physical Therapy Specialist (MOE)	21-22	Hour	\$78.52	0.0000	\$0.00	50.0000	\$3,926.00	0.0000	\$0.00	\$3,926.00
SLP/AugComm Specialist (MOE)	21-22	FTE	\$122,059.00	0.0000	\$0.00	1.0000	\$122,059.00	0.0000	\$0.00	\$122,059.00
Speech /Language Pathology Assistant Services (MOE)	21-22	FTE	\$77,037.00	0.0000	\$0.00	0.4000	\$30,814.80	0.0000	\$0.00	\$30,814.80
Transit - Other Sped Services	21-22	Transit	\$1.00	300,000.0000	\$300,000.00	0.0000	\$0.00	0.0000	\$0.00	\$300,000.00
Transition Specialist Program - YTP Match (MOE)	21-22	Slot	\$1,353.26	0.0000	\$0.00	15.0000	\$20,298.90	0.0000	\$0.00	\$20,298.90
					\$300,000.00		\$291,813.16		\$0.00	\$591,813.16

School Improvement Services

Behavioral Safety Assessment/Sexua	21-22	ADMw	\$3.04	0.0000	\$0.00	2,545.8700	\$7,739.44	0.0000	\$0.00	\$7,739.44
Control Tower (Student Internships)	21-22	ADMw	\$2.07	0.0000	\$0.00	2,545.8700	\$5,269.95	0.0000	\$0.00	\$5,269.95
Family Support Advocate	21-22	FTE	\$131,263.00	0.0000	\$0.00	0.0000	\$0.00	0.0000	\$0.00	\$0.00
Mid-Willamette Education Consortium	21-22	ADMw	\$0.80	0.0000	\$0.00	2,545.8700	\$2,036.70	0.0000	\$0.00	\$2,036.70
Suicide Prevention (No Cost)	21-22	ADMw	\$0.00	0.0000	\$0.00	2,545.8700	\$0.00	0.0000	\$0.00	\$0.00
Willamette Career Academy	21-22	ADMw	\$39.77	0.0000	\$0.00	0.0000	\$0.00	2,545.8700	\$101,249.25	\$101,249.25
Willamette Curriculum Coalition (WCC)	21-22	ADMw	\$4.56	0.0000	\$0.00	2,545.8700	\$11,609.17	0.0000	\$0.00	\$11,609.17
Willamette Promise	21-22	ADMw	\$3.32	0.0000	\$0.00	2,545.8700	\$8,452.29	0.0000	\$0.00	\$8,452.29
					\$0.00		\$35,107.55		\$101,249.25	\$136,356.80

Technology Support

Canvas Licenses	21-22	Per License	\$2.00	0.0000	\$0.00	750.0000	\$1,500.00	0.0000	\$0.00	\$1,500.00
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Local Service Plan

North Santiam School District, Years: 2021-22

Year	Resolution Funds									Contracted Funds	Overall Total Used
	Allocation	Adjustments to Allocation	Prior Year Carryover	Prior Year Reconciliation	Total Allocation	Transit Approved	Resolution Funds Committed	Total Used	Total Remaining	Total Used	
2021-22	\$942,906.00	\$0.00	\$73,604.63	\$0.00	\$1,016,510.63	\$600,000.00	\$361,736.89	\$961,736.89	\$54,773.74	\$101,249.25	\$1,062,986.14

	Year	Unit Measure	Unit Cost	Transit Units	Total Transit Cost	Total Resolution Units	Total Resolution Cost	Contracted Units	Contracted Cost	Total Cost
Canvas Studio	21-22	Per License	\$1.47	0.0000	\$0.00	750.0000	\$1,102.50	0.0000	\$0.00	\$1,102.50
Canvas Support through Instructure	21-22	Per License	\$1.50	0.0000	\$0.00	0.0000	\$0.00	0.0000	\$0.00	\$0.00
Tech Transit	21-22	Transit	\$1.00	300,000.0000	\$300,000.00	0.0000	\$0.00	0.0000	\$0.00	\$300,000.00
					\$300,000.00		\$2,602.50		\$0.00	\$302,602.50



Willamette
EDUCATION SERVICE DISTRICT

Success, Achievement,
Together...for All Students

**2021-23
Local Service Plan
Agreements & Understandings**

*Approved by the Executive Council on 10.15.2020
Approved by the WESD Board of Directors on 11.3.2020*

KEY DATES:

October, 2020	2021-23 LSP developed by LSP Subcommittee
November, 2020	2021-23 LSP approved by Executive Council
December, 2020	2021-23 LSP approved by WESD Board of Directors
By March 1, 2021	2021-23 LSP approved by component school district boards
By April 15 th each year	Districts finalize LSP service plan and submit transit requests for the following year
By April 30 th each year	Districts return signed agreements/IGAs for LSP services for the following year

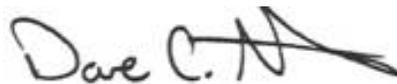
1. The services offered through the local service plan process must be approved by two-thirds of the member districts in Marion, Polk and Yamhill Counties' school district boards enrolling a majority of regions students. The array of services are adopted by districts, however, not all services need to be utilized by all districts. District Boards are asked to adopt the full plan of resolution services no later than March 1, 2021.
2. The local service plan funding allocation will be made based on WESD's State School Fund Estimate and property tax from the Department of Education in March of each year.
3. WESD will allocate 90% of its SSF to the member Districts using the March ADMw count. ADMw adjustments that are made after this date will not change the original adoption of the March count.
4. An individual service plan will be finalized with each District. Superintendents will be asked to review the service levels and finalize the district service plan no later than April 15th each year. ***Services requested after April 30th of each school year will be billed at the actual cost of the service at the time of request.***
5. Any service that does not have sufficient component district participation may be eliminated.
6. If LSP funds are allocated and not used, they can be carried over into the following fiscal year by request of the District or up to 10% of the carry over can be reimbursed to the District at the end of the biennium.

7. Changes in LSP Services-
 - No decreases in service plan areas that would affect WESD staffing after April 30th, will be made unless there is a reduction in available LSP revenue.
 - If such a revenue change occurs, adjustments to service plans will be made through mutual agreement between the Superintendent of the local school district and the WESD.
8. Rates for the preceding school year will be reconciled annually during the second semester for component districts, based on actual revenue and expenditures. If revenue has exceeded expenses, excess revenue will be credited to LSP allocations for the districts that purchased the service for the preceding year. If expenses exceeded revenue, deficits will be debited to LSP allocations for districts that purchased the service.
9. Annual Performance Measures- Districts will rate services on a 4 point rating scale.
10. WESD will participate in the Medicaid Administrative Claiming (MAC) program during the term of this agreement. Once baseline information is established, a subcommittee of school district superintendents and the WESD superintendent will meet to develop recommendations for use of these funds. The recommendations will be brought to the full Executive Council for approval of these potential MAC projects.
11. All districts may request transit funds annually as a part of their Local Service Plan meeting.
12. The approval is for a specific percentage of 90% of the WESD SSF and property tax x district ADMw. For school years 2021-23, the percentage of transit approved for a member district will be up to 80.5%.
13. Transit funds may be requested and spent on:
 - Services offered in the WESD LSP or the LSP of another ESD
 - Services offered by the Cascade Technology Alliance (CTA)
 - Contracts with WESD or another ESD
 - Contracts with another entity
 - Services within the school districts' budget
14. Transit funds may be limited by the WESD Board in any year to a specific percentage of the portion of the State School Fund (SSF) and other funds available for resolution services.
15. Any increase/decrease to WESD in SSF or property tax revenue during the school year will be passed on to districts by the percentage of the change. *Example: If WESD's SSF is reduced or increased by 5% during the school year, the district's transit funds will be reduced or increased by 5%.*
16. Transit requests may be modified during the school year by using the Local Service Plan Adjustment Request form on the WESD website. If the transit request is for a change from purchased services to transit funds involving personnel, the mid-year transit request may not be granted.

17. Classroom-based services funded with transit funds must maintain open boundaries for non-hosting districts to access in order to maintain regional accessibility.
18. Behavior Intervention Program Classrooms Slot Costs:
 - Slots for the program are purchased for the entire school year.
 - Once a slot is purchased through contract or resolution services, the District owns the slot.
 - If a slot is purchased after the 15th of the month, the cost will be prorated for that month only. The district continues to own the slot for the rest of the school year.
 - WESD will assist the district in selling the slot to another district, if possible. This transaction will be completed by using the LSP adjustment process. If the slot is not sold, the District is responsible for the entire cost for the year.
 - The LSP adjustment form must be approved by the WESD prior to beginning or ending service.
19. Behavior Intervention Program Classroom Maintenance of Effort (MOE):
 - WESD will only submit MOE to the Oregon Department of Education **if the district resolves for this service.** The district will submit the MOE if it is a contracted service. WESD will not calculate the MOE until the school year has ended. Not all students in the program are on an IEP, therefore, only students who are on an IEP are eligible for MOE. If a slot is vacated by a student or is vacant, MOE will not be counted.
 - The following processes are followed when the students is:
 - On an IEP for the entire year, WESD will include this in the Direct Support Survey.
 - On an IEP for part of the year, the MOE calculation will be prorated.
 - On an IEP, but is not in the program for an entire school year, the MOE will be prorated based on the time of attendance.

Ginger Redlinger (e-signature)

Ginger Redlinger, Chair
Executive Council



Dave Novotney, Ph.D., Superintendent
Willamette ESD



Frank W. Pender, Jr., Chair
Willamette ESD Board

North Santiam 21-22 LSP IGA

Final Audit Report

2021-05-13

Created:	2021-05-13
By:	Staci Stormer (staci.stormer@wesd.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAzUMq5ELWIF_mKBCy4pA4apwa74bwey8s

"North Santiam 21-22 LSP IGA" History

-  Document created by Staci Stormer (staci.stormer@wesd.org)
2021-05-13 - 3:57:13 PM GMT- IP address: 198.237.174.254
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-  Document e-signed by Russ Allen (russ.allen@wesd.org)
Signature Date: 2021-05-13 - 6:15:17 PM GMT - Time Source: server- IP address: 198.237.174.254
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2021-05-13 - 6:15:17 PM GMT

North Santiam School District

Code: IIBGA
Adopted: 11/24/96
Revised/Readopted: 11/21/02; 11/20/08; 12/19/13;
2/19/15; 10/19/17
Orig. Code: IIBGA

Electronic Communications System

~~The Board is committed to the development and establishment of a quality, equitable and cost-effective electronic communications system. The system's sole purpose shall be for the advancement and promotion of learning and teaching.~~

The District's **electronic communication** system will be used to provide statewide, national and global communications opportunities for staff and students **and for the advancement and promotion of teaching and learning.**

The superintendent will establish administrative regulations for the use of the District's **electronic communication** system - including compliance with the following provisions of the Children's Internet Protection Act:

1. Technology protection measures, installed and in continuous operation, that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography or, with respect to the use of the computers by minors, harmful to minors;
2. Educating minors about appropriate online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social networking sites and in chat rooms;
3. Monitoring the online activities of minors;
4. Denying access by minors to inappropriate matter on the Internet and World Wide Web;
5. Ensuring the safety and security of minors when using e-mail, social media, chat rooms and other forms of direct electronic **communication**~~communications~~;
6. Prohibiting unauthorized access, including so-called "hacking" and other unlawful activities by minors online;
7. Prohibiting unauthorized disclosure, use and dissemination of personal information regarding minors; **and**
8. Installing measures designed to restrict minors' access to materials harmful to minors.

~~The superintendent will establish administrative regulations for use of the district's system by staff using their own personal electronic devices to download and store district proprietary information including personally recognizable information about the district students or staff. Regulations shall insure~~
Administrative regulations developed shall ensure compliance with privacy rights under applicable federal and state laws and regulations, including but not limited to, the Age Discrimination in Employment Act of

1967 (ADEA), the Americans with Disabilities Act (ADA), the Genetic Information Nondiscrimination Act of 2008 (GINA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA).~~]~~

~~Administrative~~The administrative regulations will be consistent with sound guidelines as may be provided by the education service district, the Oregon Department of Education and/or the Oregon Government Ethics Commission, copyright law, and will include a complaint procedure for reporting violations.

~~The superintendent will also establish administrative regulations for use of the district's electronic communications system to comply with copyright law.~~

Failure to abide by district policy and administrative regulations governing use of the district's electronic communications system may result in the suspension and/or revocation of system access. Additionally, student violations may~~will~~ result in discipline up to and including expulsion. Staff violations may~~will also~~ result in discipline up to and including dismissal. Violations of law may~~will~~ be reported to law enforcement officials and may result in criminal or civil sanctions. Fees, fines or other charges may also be imposed.

END OF POLICY

Legal Reference(s):

[ORS 167.060 - 167.100](#)
[ORS Chapter 192](#)
[ORS 260.432](#)
[ORS 332.107](#)

[ORS 339.250](#)
[ORS 339.270](#)
[OAR 581-021-0050](#)
[OAR 581-021-0055](#)

[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

Children's Internet Protection Act, 47 U.S.C. §§ 254(h) and (l) (2018); 47 C.F.R. Section 54.520 (2019).

Copyrights, 17, U.S.C. §§ 101-1332 (2018); 19 C.F.R. Part 133 (2020).

Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2018).

Drug-Free Workplace Act of 1988, 41 U.S.C. §§ 8101-8107 (2018); 34 C.F.R. Part 84, Subpart F (2020).

Controlled Substances Act, 21 U.S.C. § 812, Schedules I through V (2018); 21 C.F.R. §§ 1308.11-1308.15 (2020).

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

Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2018); 34 C.F.R. Part 99 (2020).

Every Student Succeeds Act, 20 U.S.C. § 7131 (2018).

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

North Santiam School District

Code: IIBGA-AR
Adopted: 10/17/02
Revised/Readopted: 11/21/02; 11/20/08; 12/19/13;
2/19/15; 10/19/17
Orig. Code: IIBGA-AR

Electronic Communications System

“Ddistrict” is an indicator to capitalize the word as it is meant to replace “the North Santiam School District”

Definitions

1. “Technology protection measure,” as defined by the Children’s Internet Protection Act (CIPA), means a specific technology that blocks or filters Internet access to visual depictions that are:
 - a. “Obscene,” has the meaning given such, ~~as that term is defined~~ in Section 1460 of Title 18, United States Code;
 - b. “Child pornography,” has the meaning given such, ~~as that term is defined~~ in Section 2256 of Title 18, United States Code; or
 - c. Harmful to minors.
2. “Harmful to minors,” as defined by CIPA, means any picture, image, graphic image file or other visual depiction that:
 - a. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
 - b. Depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - c. Taken as a whole, lacks serious literary, artistic, political or scientific value to minors.
3. “Sexual act ~~and~~; sexual contact,” as defined by CIPA, have the meanings given such terms in Section 2246 of Title 18, United States Code.
4. “Minor,” as defined by CIPA, means an individual who has not attained the age of 17. For the purposes of Board policy and this administrative regulation, minor will include all students enrolled in district schools.
5. “Inappropriate matter,” as defined by the district, means material that is inconsistent with general public education purposes ~~and~~; the district’s ~~vision, mission and goals, as determined by the district.~~[†]
6. ~~Level 1~~ “District proprietary information” is defined ~~by the district~~ as any information created, produced or collected by district staff for the business or education purposes of the district including

[†]As inappropriate matter is not defined in the CIPA or regulations, districts should define the scope of what it will regard as inappropriate matter. The language provided in #5. is intended as a guide only.

but not limited to student information, staff information, parent or patron information, curriculum, forms and like items used to conduct the district's business.

7. "District software" is defined by the District as any commercial or staff developed software acquired using District resources.

General District Responsibilities

The District will:

1. Designate staff as necessary to ensure coordination and maintenance of the District's electronic communications system which includes all district computers, e-mail and Internet access;
2. Provide staff training in the appropriate use of the District's electronic communications system including copies of District policy and administrative regulations. Staff will provide similar training to authorized system users;
3. ~~Prohibit staff use of personal electronic devices to download [2] or access district proprietary information.~~ [Allow staff use of personal electronic devices to access the District's electronic communications system when it is consistent with District board policies and administrative regulations] (See Staff User Agreement);
4. Provide a system for obtaining prior written agreement from staff for the recovery of District proprietary information downloaded to staff personal electronic devices as necessary to accomplish District purposes, obligations or duties, and when the use of the personal electronic device is no longer authorized, to ensure verification that information downloaded has been properly removed from the personal electronic device; (See Staff User Agreement)
5. Cooperate fully with local, state or federal officials in any investigation relating to misuse of the District's electronic communications system;
6. Use only properly licensed software, audio or video media purchased by the District or approved for use by the District. The District will comply with the requirements of law regarding the use, reproduction and distribution of copyrighted works and with applicable provisions of use or license agreements;
7. Install and use desk and/or server virus detection and removal software;
8. Provide technology protection measures that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography, or, with respect to the use of computers by minors, harmful to minors. A supervisor or other individual authorized by the superintendent may disable the technology protection measures to enable access for bona fide research or other lawful purposes, as deemed appropriate;
9. Prohibit access by minors, as defined by CIPA and this regulation, to inappropriate matter on the Internet and World Wide Web;

10. Provide staff supervision to monitor the online activities of students to prevent unauthorized access, including “hacking” and other unlawful activities ~~online~~^{on-line}, and ensure the safety and security of minors when authorized to use e-mail, social media, chat rooms, applications and other forms of direct electronic communication;
11. Provide student education about appropriate online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social networking and social media websites, applications and in chat rooms;
12. Determine which users and sites, accessible as part of the district’s electronic communications system, are most applicable to the curricular needs of the district, and may restrict user access, accordingly;
13. Determine which users will be provided access to the district’s electronic communications e-mail system;

~~14. Program its computers to display a message reinforcing key elements of the district’s electronic communications system policy and administrative regulation when accessed for use;~~

15. Notify appropriate system users that:
 - a. The Ddistrict retains ownership and control of its computers, hardware, software and data at all times. All communications and stored information transmitted, received or contained in the Ddistrict’s information system are the Ddistrict’s property and are to be used for authorized purposes only. Use of Ddistrict equipment or software for unauthorized purposes is strictly prohibited. To maintain system integrity, monitor network etiquette and ensure that those authorized to use the district’s system are in compliance with Board policy, administrative regulations and law, the school administrators may routinely review user files and communications;
 - b. Files and other information, including e-mail^{email}, sent or received, generated or stored on district servers are not private and may be subject to monitoring. By using the Ddistrict’s system, individuals consent to have that use monitored by authorized Ddistrict personnel. The Ddistrict reserves the right to access and disclose, as appropriate, all information and data contained on Ddistrict computers and district-owned e-mail system;
 - c. The Ddistrict may establish a retention schedule for the removal of e-mail;
 - d. E-mail sent or received by a Board member or employee in connection with the transaction of public business may be a public record and subject to state archivist rules for retention and destruction;
 - e. Information and data entered or stored on the district’s computers and e-mail system may be subject to disclosure^{become discoverable evidence} if a public records request is made or a lawsuit is filed against the district. “Deleted” or “purged” data from district computers or e-mail system may be retrieved for later public records disclosure or disciplinary purposes, as deemed necessary by the district;
 - f. Passwords used on the districts electronic communications system will be changed at 240 day intervals;
 - ~~g. Passwords used on the district’s system are the property of the district and must be provided to their supervisor or designated district personnel, as appropriate. Passwords that have not been provided to the district are prohibited;~~
 - ~~h.g. Transmission of any communications or materials related to activities prohibited by ORS 260.432 regarding political campaigns is not allowed^{prohibited}.~~

16. [Ensure all student, staff and nonschool system users complete and sign an agreement to abide by the district's electronic communications system policy and administrative regulations. All such agreements will be maintained on file in the school office;
17. [Notify users of known copyright infringing activities and deny access to or remove the material.]

Electronic Communications System Access>

~~Students, staff, Board members, volunteers, district contractors and other members of the public as authorized by the system coordinator or district administrators consistent with Board policy may be permitted to use the district's system for personal use, in addition to official district business, consistent with Board policy, general use prohibitions/guidelines/etiquette and other applicable provisions of this administrative regulation. Personal use of district-owned computers including Internet and email access by employees is prohibited during the employee's work hours. Additionally, Board member and employee use of district-owned computers may be permitted only when such use does not violate the provisions of ORS 244.040 and use is under the same terms and conditions that access is provided to the general public under the district's policy governing use of district equipment and materials.~~

1. Access to the Ddistrict's electronic communications system is authorized to:

Board members, Ddistrict employees, and students ~~in grades [K-12]~~, with parent approval and when under the direct supervision of staff, and Ddistrict volunteers, Ddistrict contractors or other members of the public as authorized by the system coordinator or Ddistrict administrators consistent with the Ddistrict's policy governing use of Ddistrict equipment and materials.

2. Students may be permitted to use the Ddistrict's electronic communications system, when consistent with board policy and administrative regulations, for school and instructional related activities. Personal use of district-owned computers or devices including Internet and e-mail access is ~~[prohibited.]~~ permitted when consistent with board policy and administrative regulations and when during the school day.

Staff and Board members may be permitted to use the District's electronic communications system to conduct business related to the management or instructional needs of the district or to conduct research related to education and when in compliance with Board policy and administrative regulations. Personal use of the Ddistrict's system or Ddistrict-owned computers or devices including Internet and e-mail access by Ddistrict staff ~~[is prohibited]~~ may be permitted when consistent with Oregon ethics laws, Board policy and administrative regulations, when used on school property, and when on own time. ~~[Personal use of the district's system or district-owned computers or devices [including Internet and e-mail access] by Board members is prohibited.]~~

~~[District staff and Board members may use the district's electronic communications system[, district-owned computers or devices] [including Internet and e-mail access] for personal use under the same terms and conditions that access is provided to the general public under the district's policy governing use of district equipment and materials.]~~

~~[Volunteers[,][and] district contractors [and] [other members of the public may be permitted to use the district's electronic communications system for personal use when consistent with Board policy, general use prohibitions and guidelines/etiquette and other applicable provisions of this administrative regulation.]~~

[General Use Prohibitions and Prohibition/Guidelines/Etiquette

Operation of the Ddistrict's electronic communications system relies upon the proper conduct and appropriate use of system users. Students, staff and others granted system access are responsible for adhering to the following prohibitions and guidelines, which require legal, ethical and efficient useutilization of the Ddistrict's system.]:-

1. [General Use Prohibitions

The following conduct is strictly prohibited:]:-

- a. Attempts to use the district's electronic communications system for:
 - (1) [Unauthorized solicitation of funds;
 - (2) Distribution of chain letters;
 - (3) Unauthorized sale or purchase of merchandise and services;
 - (4) Collection of signatures;
 - (5) Membership drives;
 - (6) Transmission of any materials regarding political campaigns.]:-
- b. Attempts to upload, download, use, reproduce or distribute information, data, software or file share music, videos or other materials on the Ddistrict's system in violation of copyright law or applicable provisions of use or license agreements;
- c. Attempts to degrade, disrupt or vandalize the district's equipment, software, materials or data or those of any other useruse of the Ddistrict's system or any of the agencies or other networks connected to the district's system;
- d. Attempts to evade, change or exceed resource quotas or data disk usage quotas;
- e. Attempts to send, intentionally access or download any text file or picture or engage in any communication that includes, but not limited to, material which may be interpreted as:
 - (1) Harmful to minors;
 - (2) Obscene or child pornography as defined by law or indecent, vulgar, profane or lewd as determined by the district;
 - (3) A product or service not permitted to minors by law;
 - (4) Harassment, intimidation, bullying, menacing, threatening, or a bias incident; constitutes insulting or fighting words, the very expression of which injures or harasses others;
 - (5) Constitutes insulting or fighting words, the very expression of which injures or harasses others, or which includes a symbol of hate;
 - (6) A likelihood that, either because of its content or the manner of distribution, it will cause a material or substantial disruption of the proper and orderly operation of the school or school activity;
 - (7) Defamatory, libelous, reckless or maliciously false, potentially giving rise to civil liability, constituting or promoting discrimination, a criminal offense or otherwise violates any law, rule, regulation, Board policy and/or administrative regulation.
- f. AttemptsAny attempt to gain unauthorized access to any service via the Ddistrict's system, which has a cost involved or attempts to incur other types of costs without specific approval. The user accessing such services will be responsible for these costs;

- g. Attempts to post or publish personal student contact information unless authorized by the system coordinator or teacher and consistent with applicable Board policies policy pertaining to student directory information and personally identifiable information. Personal student contact information may include includes photograph, age, home, school, work or e-mail addresses or phone numbers, or other unauthorized disclosure, use and dissemination of personal information regarding students;
- h. Attempts to arrange student meetings with anyone on the Ddistrict's electronic communications system, unless authorized by the system coordinator or teacher or when consistent with school or educational related activities and with prior parent approval when necessary;
- i. Attempts to represent self on behalf of the Ddistrict through use of use the Ddistrict's name in external communication forums, e.g., social media, such as chat rooms, without prior Ddistrict authorization;
- j. Attempts to use another individual's account name or password, failure fail to provide the Ddistrict with individual passwords or to access restricted information, resources or networks to which the user has not been granted given access.]-

2. [Guidelines/Etiquette]

[System users will:

- a. Adhere to the same standards for communicating online that are expected in the classroom and consistent with Board policy and administrative regulations;
- b. Respect other people's time and cyberspace. Use real-time conference features, such as video/talk/chat/Internet relay chat only as approved by the system coordinator, or teacher. Avoid downloading excessively large files. Remain on the system long enough to get needed information then exit the system. Act as though every byte sent costs somebody time and money, because it does;
- c. Take pride in communications. Check spelling and grammar;
- d. Respect the privacy of others. Do not read the mail or files of others without their permission;
- e. Cite all quotes, references and sources;
- f. Adhere to guidelines for managing and composing effective e-mail messages:
 - (1) — ~~[One subject per message — avoid covering various issues in a single e-mail message;~~
 - (2) — ~~Use a descriptive heading;~~
 - (3) — ~~Be concise — keep message short and to the point;~~
 - (4) — ~~Write short sentences;~~
 - (5) — ~~Use bulleted lists to break up complicated text;~~
 - (6) — ~~Conclude message with actions required and target dates;~~
 - (7) Remove e-mail email in accordance with established guidelines;
 - (8) Remember, there is no expectation of expected right to privacy when using e-mail. Others may read or access mail;
 - (9) — ~~Always sign messages;~~
 - (10) — ~~Always acknowledge receipt of a document or file.]-~~
- g. Protect password confidentiality. Passwords are the property of the district and are not to be shared with others. Using another user's account or password or allowing such access by another may be permitted with supervising teacher or system coordinator approval only.]- No

- ~~system user may use a password on the district's computers, email system, or Internet access which is unknown to the district;~~
- h. Communicate only with such users and/or sites as may be authorized by the district;
 - ~~i. Be forgiving of the mistakes of others and share your knowledge. Practice good mentoring techniques;~~
 - j. Report violations of the Ddistrict's policy and administrative ~~regulation~~regulations or security problems to the supervising teacher, system coordinator, or administrator, as appropriate.]-
 - ~~k. [Use of appropriate~~Appropriate system use etiquette is expected of all users while using the Ddistrict's electronic communications system ;

Complaints

~~Complaints regarding use of the district's Electronic Communications System may be made to the teacher, principal, employee's supervisor or system coordinator. The district's established complaint procedure in will be used for complaints concerning violations of the district's Electronic Communications System policy and/or administrative regulation. See Board policy KL - Public Complaints and accompanying administrative regulation~~ may be used to process complaints or concerns about violations of policy and administrative regulations.

Violations/Consequences

1. Students

- a. Students who violate general system user prohibitions shall be subject to discipline up to and including expulsion and/or revocation of ~~access to the Ddistrict electronic communications system~~ access up to and including permanent loss of privileges.;
- b. Violations of law ~~may~~will be reported to law enforcement officials and may result in criminal or civil sanctions.; and
- c. Disciplinary action may be appealed by parents, students and/or a representative in accordance with established Ddistrict procedures.]-

2. Staff

- a. Staff who violate general system user prohibitions shall be subject to discipline up to and including dismissal in accordance with Board policy, ~~collective bargaining~~negotiated agreements and applicable provisions of law.;
- b. Violations of law ~~may~~will be reported to law enforcement officials and may result in criminal or civil sanctions.;
- c. Violations of applicable Teacher Standards and Practices Commission (TSPC), Standards for Competent and Ethical Performance of Oregon Educators will be reported to TSPC as provided by ~~Oregon Administrative Rules (OAR) 584-020-0041~~;
- d. Violations of ORS 244.040 ~~may~~will be reported to ~~Oregon Government Ethics Commission (OGEC)~~.]-

3. [Others

- a. Other guest users who violate general ~~electronic communications~~ system user prohibitions shall be subject to suspension of system access up to ~~and~~an including permanent revocation of privileges.;

- b. Violations of law ~~may~~ will be reported to law enforcement officials or other agencies, as appropriate, and may result in criminal or civil sanctions.

Telephone/Membership/Other Charges

1. The dDistrict assumes no responsibility or liability for any membership, ~~or phone or internet service charges including, but not limited to, long distance charges, per minute (unit) surcharges and/or related charges equipment or line costs~~ incurred by any home usage of the Ddistrict's electronic communications system.
2. Any ~~disputes~~ dispute or problems ~~resulting from~~ regarding phone services or internet provider services for home users of the district's electronic communications system are strictly between the system user and their internet ~~this/her local phone company and/or long distance~~ service provider and/or phone service provider.

Information Content/Third Party Supplied Information

1. System users and parents of student system users are advised that use of the Ddistrict's electronic communications system may provide access to materials that may be considered objectionable and inconsistent with the Ddistrict's vision, mission and goals. Parents should be aware of the existence of such materials and monitor their student's home usage of the Ddistrict's electronic communications system accordingly.
2. Opinions, advice, services and all other information expressed by system users, information providers, service providers or other third-party individuals are those of the providers and not the district.
3. Users of the electronic communications system ~~System users~~ may, with system coordinator approval, order services or merchandise from other vendors ~~individuals and agencies~~ that may be accessed through the Ddistrict's electronic communications system. These ~~vendors~~ individuals and agencies are not affiliated with the district. All matters concerning merchandise and services ordered including, but not limited to, purchase terms, payment terms, warranties, guarantees and delivery are solely between the ~~vendor~~ seller and the electronic communications system user. The Ddistrict makes no warranties or representation whatsoever with regard to any goods or services provided by the ~~vendor~~ seller. District staff and administration shall not be a party to any such transaction or be liable for any costs or damages arising out of, either directly or indirectly, the actions or ~~inactions~~ inaction's of ~~vendors~~ sellers.
4. The Ddistrict does not warrant that the functions or services performed by, or that the information or software contained on, the electronic communications system will meet the system user's requirements, or that the electronic communications system will be uninterrupted or error-free, or that defects will be corrected. The Ddistrict's electronic communications system is provided on an "as is, as available" basis. The Ddistrict does not make any warranties, whether ~~express~~ expressed or implied including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the electronic communications system and any information or software contained therein.

North Santiam School District

Code: INDB
Adopted: 11/18/99
Revised/Readopted: 3/20/14; 10/19/17
Orig. Code: INDB

Flag Displays and Salutes

A United States (U.S.) flag and an Oregon State flag shall be displayed on or near each school building under the control of the Board or used by the district, during school hours, except in unsuitable weather and at any other time ~~as~~ the Board deems proper.

A National League of Families' POW/MIA flag of appropriate size shall be displayed on or near each school building when required by state law¹ and in the same manner as a U.S. and Oregon State flag.

The ~~A~~ district shall obtain and display a U.S. ~~United States~~ flag of an appropriate size for each classroom.

Students shall receive instruction in respect for the national flag, and be provided an opportunity to salute the U.S. ~~United States~~ flag at least once each week during the school year by reciting *The Pledge of Allegiance*.

A flag salute may be implemented at assemblies, before or after school, at lunch, special events, home room class, athletic contests or at other times deemed appropriate by the principal. Individual staff members and students who do not participate in the salute must maintain a respectful silence during the salute.

Upon request from an Oregon Sovereign tribal government, a flag representing the sovereign tribal government must be displayed on, near, or within a school building during school hours. The location of the flag will be determined by the district in consultation with the requesting sovereign tribal government.

END OF POLICY

Legal Reference(s):

[ORS 186.110](#)
[ORS 332.107](#)

[ORS 336.067](#)
[ORS 339.875](#)

[OAR 581-021-0043](#)

W. Va. St. Bd. of Educ. v. Barnette, 319 U.S. 624 (1943).

¹ The National League of Families' POW/MIA flag must only be displayed on or near buildings that have existing flagpoles or other infrastructure installed to properly display the U.S., Oregon State, and National League of Families' POW/MIA flags simultaneously. [However, all district buildings on or near where it is customary and suitable to display the U.S. flag that are newly constructed on or after January 1, 2018 shall include sufficient infrastructure to properly display the U.S. flag, Oregon State flag, and National League of Families' POW/MIA flag simultaneously.]

OSBA Model Sample Policy North Santiam School District

Code: JBA/GBN
Adopted:

Sexual Harassment

The ~~d~~District is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The ~~d~~District processes complaints^{~~1~~} or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the ~~d~~District, the ~~d~~District will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (*see* JBA/GBN-AR(1) - Sexual Harassment Complaint Procedure and JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures^{~~2~~}.

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties³ shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
 - a. Interferes with a student's educational activity or program;
 - b. Interferes with a school or district staff member's ability to perform their job; or
 - c. Creates an intimidating, offensive or hostile environment.

~~{¹Some districts choose not to use the terms "complaint" and "complainant" because they feel the stigma associated with the terms discourage victims from reporting conduct. The terms used in this policy are consistent with those included in the law. If you choose to change these terms, make sure that you are consistent and clear. Note, "complainant" is defined under federal law.}~~

^{~~2~~} Common complaint procedures that may also be involved include: Nondiscrimination (Board policy AC), Workplace Harassment (Board policy GBEA), [Hazing,]Harassment, Intimidation, Bullying, [Menacing,]Cyberbullying, Teen Dating Violence and Domestic Violence – Student (Board policy JFCF), and Reporting Requirements for Suspected Sexual Conduct with Students (Board policy JHFF/GBNAA)

³ "Third party" means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) At a school-sponsored activity or program; or 3) Off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

3. Assault when sexual contact occurs without the student’s, staff member’s or third party’s consent because the student, staff member or third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats.^{4}

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person’s action, offensive because of that other person’s sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, ~~{5}~~ physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one’s sexual behaviors in front of others; or spreading rumors about or rating ~~other students or others as to appearance, sexual activity or performance~~. in a manner that is sexual in nature.

Oregon Procedures

Reports and complaints of sexual harassment should be made ~~to the following individual(s): as outlined in the following Administrative Regulations:~~

Sexual Harassment Complaint Procedure: JBA/GBN-AR1

Federal Law Title IX Sexual Harassment Complaint Procedure: JBA/GBN-AR2

Name _____ Position _____ Phone _____ Email _____

~~*This/These individual(s) is/are responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. [This person is also designated as the Title IX Coordinator.]^{6} See JBA/GBN AR(1) – Sexual Harassment Complaint Procedure.*~~

Response

Any staff member who becomes aware of behavior that may violate this policy shall ~~{immediately}~~ report to a ~~d~~District official. The ~~d~~District official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a non-hostile learning environment;

^{4} The statutory definition (ORS 342.704) for sexual harassment includes separate definitions with slightly different language for students, staff members and third parties. The language used in this policy comes from OAR 581-021-0038(1)(b). ~~If the district would like to include the full statutory definition, it can do so.~~

^{5} ~~OAR 581-021-0038 requires that the policy include a “examples of harassing behaviors covered by policy”. The bracketed list in this policy reflects OSBA’s recommendations. The district has discretion in what is included in this list. If listing behaviors not reflected in OSBA recommendations, please have the list reviewed by the district’s legal counsel.~~

^{6} ~~This must be communicated elsewhere, but it is a good reason to specify it here as well.~~

2. Staff member is protected and to promote a non-hostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a non-hostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the ~~the~~ District official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to ~~immediately~~ report their concerns to ~~the~~ District officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate ~~the~~ District official.

Investigation

All reports and complaints about behavior that may violate this policy shall be investigated. The ~~the~~ District may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. ~~Interviews with those involved;~~
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and
6. Use of third-party investigator.

The ~~the~~ District will use ~~a reasonable person~~ standard when determining whether a hostile environment exists. ~~A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.~~⁷

The ~~the~~ District may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment:

1. ~~Discipline of staff and students engaging in sexual harassment;~~
2. Removal of third parties engaged in sexual harassment;
3. Additional supervision in activities;
4. Additional controls for district electronic systems;
5. Trainings and education for staff and students; and
6. Increased notifications regarding district procedures and resources.

~~⁷ OSBA strongly recommends that the Board receive input from district administration prior to adopting a standard here. Of note, Title IX's definition of sexual harassment includes "unwelcome conduct determined by a reasonable person to be..." 34 CFR 106.30(a), emphasis added. It is important to consider the different definitions under Oregon law and Title IX when determining which standards will apply for the Oregon process.~~

When a student or staff member is harassed by a third party, the ~~d~~District will consider the following:

1. Removing that third party's ability to contract or volunteer with the ~~d~~District, or be present on ~~d~~District property;
2. If the third party works for an entity that contracts with the ~~d~~District, communicating with the third party's employer;
3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;
4. Limiting attendance at ~~d~~District events; and
5. Providing for additional supervision, including law enforcement if necessary, at ~~d~~District events.}

No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or
2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the ~~d~~District's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Notice

When a person⁸ who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the ~~d~~District shall provide written notification to the following:

1. Each reporting person;
2. If appropriate, any impacted person who is not a reporting person;
3. Each reported person; and
4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

⁸ Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

The written notification must include⁹:

1. Name and contact information for all person designated by the district to receive complaints;
2. The rights of the person that the notification is going to;
3. Information about the internal complaint processes available through the school or ~~d~~District that the ~~[student, student's parents, staff member, person or person's parent]~~[person] who filed the complaint may pursue, including the person designated for the school or ~~d~~District for receiving complaints and any timelines.
4. Notice that civil and criminal remedies that are not provided by the school or ~~d~~District may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the school or ~~d~~District, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or ~~d~~District;
7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
 - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
 - b. For the reported persons, information about and contact information for state and community-based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the ~~d~~District's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and
9. Prohibition of retaliation.

Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.

The notice must:

1. Be written in plain language that is easy to understand;
2. Use print that is of a color, size and font that allows the notification to be easily read; and
3. Be made available to students, students' parents, staff members and member of the public at each office, at the district office and on the website of the school or ~~d~~District.

~~f~~Oregon Department of Education (ODE) Support

⁹ ~~Remember~~ confidentiality laws when providing any information.

The ODE will provide technical assistance and training upon request.†

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the **Ɔ**District conditioning the provision of an aid, benefit, or service of the **Ɔ**District on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the **Ɔ**District's education program or activity¹⁰;
3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. "Domestic Violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or
6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A **Ɔ**District's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Federal Procedures

The **Ɔ**District will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. *See* JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.

Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. The report can be made at any time.

¹⁰ "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. § 106.44(a))

~~{Andy Gardner~~~~Person or position}~~ is designated as the Title IX Coordinator ~~{~~and can be contacted at ~~[503-769-6924~~~~insert phone number]~~. The Title IX Coordinator will coordinate the ~~d~~District's efforts to comply with its responsibilities related to this AR. The ~~d~~District prominently will display the contact information for the Title IX Coordinator on the district website and in each handbook.~~{⁺⁺}~~

~~{⁺⁺Note the difference in requirements for Title IX and Oregon law. It makes sense to align these requirements.}~~

Response

The **d**District will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.¹² The **d**District shall treat complainants and respondents equitably by providing supportive measures¹³ to the complainant and by following a grievance procedure¹⁴ prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.¹⁵

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.¹⁶ The **d**District must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

Notice

The **d**District shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);
2. That the **d**District does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and
3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the **d**District will respond.

¹² (Title 34 C.F.R. §106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

¹³ (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment.¹³ The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

¹⁴ This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

¹⁵ The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

¹⁶ The **D**istrict may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinator or ~~the Assistant Secretary~~¹⁷ the associate superintendent, or both.]

No Retaliation

Neither the ~~d~~District or any person may retaliate¹⁸ against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The ~~d~~District must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

Publication

This policy shall be made available to students, parents of students and staff members. This policy ~~and contact information for the Title IX Coordinator~~ shall be prominently published in the ~~[school]~~ [district] student handbook and on the ~~[school]~~ [district] website. This policy shall also be made available at each school office and at the district office. The ~~d~~District shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any ~~[student, parent of a student, school or district staff member, or third party]~~ [person] upon request.

END OF POLICY

Legal Reference(s):

[ORS 243.706](#)
[ORS 332.107](#)
[ORS 342.700](#)
[ORS 342.704](#)
[ORS 342.708](#)

[ORS 342.850](#)
[ORS 342.865](#)
[ORS 659.850](#)
[ORS 659A.006](#)
[ORS 659A.029](#)

[ORS 659A.030](#)
[OAR 581-021-0038](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

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

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

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

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 (1998).

¹⁷ Of the United States Department of Education.

¹⁸ Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

OSBA Model Sample Administrative Regulation North Santiam School District

Code: JBA/GBN-AR(1)
Revised/Reviewed:

Sexual Harassment Complaint Procedure

{+} Reports and complaints of sexual harassment should be made to the following individual(s):

Name	Position	Phone	Email
<u>Andrew Gardner</u>	<u>Superintendent</u>	<u>503-769-6924</u>	<u>andy.gardner@nsantiam.k12.or.us</u>
<u>Debi Brazelton</u>	<u>Human Resources Director</u>	<u>503-769-6924</u>	<u>debi.brazelton@nsantiam.k12.or.us</u>

The ~~d~~District official receiving the complaint shall issue the required written notice as outlined under Oregon Procedures in Board policy JBA/GBN - Sexual Harassment.

Step 1 The ~~d~~District official receiving the report or complaint shall promptly initiate an investigation using procedures and standards, including but not limited to, those identified in Board policy JBA/GBN - Sexual Harassment and will notify the complainant or reporting person, any impacted person who is not a reporting person (if appropriate), each reported person, and where applicable the parents of a reporting person, impacted person, or reported person, when such investigation is initiated. The official will arrange such meetings as may be necessary to discuss the issue with all concerned parties within {five} working days after receipt of the report or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings of the investigation shall be reduced to writing. The official conducting the investigation shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law within-{30} days of receipt of the report or complaint.

A copy of the required written notice(s) and the date and details of notification of the notice of investigation and results of the investigation, together with any other documentation related to the sexual harassment incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

Step 2 If a complainant is not satisfied with the decision at Step 1, the complainant may submit a written appeal to the superintendent{ or designee}. Such appeal must be filed within-{10} working days after receipt of the Step 1 decision. The superintendent[or designee] will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal within {5} working days of receipt of the appeal. The superintendent_{ or designee} shall provide a written decision to the complainant within {10} working days.

{+ -Align with same positions identified in policy-}

Step 3 If a complainant is not satisfied with the decision at Step 2, the complainant may submit a written appeal to the Board. Such appeal must be filed within ~~{10}~~ working days after receipt of the Step 2 decision. The Board will review the decision of the superintendent ~~{or designee}~~ in a public meeting to determine what action is appropriate. The Board may use executive session if the subject matter qualifies under Oregon law. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the superintendent's ~~{or designee's}~~ decision. All parties involved, including the school administration, may be asked to attend a hearing for the purposes of making further explanations and clarifying the issues. The Board shall provide a written decision to the complainant within ~~{30}~~ working days following receipt of the appeal.

If the Board chooses not to hear the complaint, the superintendent's ~~{or designee's}~~ decision in Step 2 is final^[2].

The superintendent is authorized to amend these procedures (including timelines) when the superintendent feels it is necessary for the efficient handling of the complaint. Notice of any amendments will be promptly provided to the parties.

Complaints against the principal may start at Step 2 and may be filed with the superintendent ~~{or designee}~~. The superintendent ~~{or designee}~~ will cause the required notices to be provided. The superintendent ~~{or designee}~~ will investigate the complaint and will notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law. If the complaint remains unresolved within ~~{10}~~ working days of receipt by the superintendent ~~{or designee}~~, the complainant may appeal to the Board in Step 3.

Complaints against the superintendent or a Board member (other than the Board chair) may start at Step 3 and should be referred to the Board chair on behalf of the Board. The Board chair will cause required notices to be provided. The Board chair shall present the complaint to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within ~~{20}~~ days, in open session what action, if any, is warranted. The Board chair shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

Complaints against the Board chair may start at Step 3 and should be referred to the Board vice chair on behalf of the Board. The Board vice chair will cause required notices to be provided. The Board vice chair shall present the complaint to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within ~~{20}~~ days, in open session what action, if any, is warranted. The Board vice chair shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

² [If the Board chooses to accept the superintendent's decision as the ~~e~~District's final decision on the complaint, the superintendent's written decision must meet the requirements of OAR 581-022-2370(4)(b).]

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries.

Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099.

Additional information regarding filing of a complaint or report may be obtained through the principal, compliance officer or superintendent.

All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file, as appropriate. Additionally, a copy of all sexual harassment complaints or reports and documentation will be maintained as a confidential file and stored in the district office.

The superintendent shall report the name of any person holding a teaching license or registered with Teacher Standards and Practices Commission (TSPC) or participating in a practicum under Oregon Administrative Rule (OAR) Chapter 584, Division 17, when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be made to TSPC within 30 days of such a finding. Reports of sexual contact with a student shall be given to a representative from law enforcement or Oregon Department of Human Services, as possible child abuse.

~~[Name of District]~~ **North Santiam School District**
~~[Address]~~ ~~[Phone]~~
1155 N 3rd Ave, Stayton, OR 97383
503-769-6924

SEXUAL HARASSMENT COMPLAINT FORM

Name of complainant: _____

Position of complainant: _____

Date of complaint: _____

Name of alleged harasser: _____

Date and place of incident or incidents: _____

Description of misconduct: _____

Name of witnesses (if any): _____

Evidence of sexual harassment, i.e., letters, photos, etc. (attach evidence if possible): _____

Any other information: _____

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

Signature: _____ Date: _____

[Name of District] North Santiam School District
[Address] | [Phone]
1155 N 3rd Ave, Stayton, OR 97383

WITNESS DISCLOSURE FORM

Name of Witness: _____

Position of Witness: _____

Date of Testimony/Interview: _____

Description of Instance Witnessed: _____

Any Other Information: _____

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

Signature: _____ Date: _____

OSBA Model Sample Administrative Regulation North Santiam School District

Code: JBA/GBN-AR(2)
Adopted:

Federal Law (Title IX) Sexual Harassment Complaint Procedure

Additional Definitions

“Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to the **ed**District’s Title IX Coordinator or any official of the **ed**District who has authority to institute corrective measures on behalf of the district, or to any employee of an elementary or secondary school.¹

“Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent² and requesting that the **ed**District investigate the allegation of sexual harassment.³

“Supportive measures” means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the **ed**District’s educational environment, or deter sexual harassment.⁴ The **ed**District must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures.

Formal Complaint Procedures

Upon receipt of a formal complaint, the **ed**District will provide the parties⁵ written notice of the following:

1. Notice of the district’s grievance process, including any informal resolution process.

¹ This standard is not met when the only official with knowledge is the respondent.

² “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

³ A complainant must be participating in or attempting to participate in the education program or activity of the district with which the formal complaint is filed.

⁴ Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

⁵ Parties include the complainant and the respondent, if known.

2. Notice of the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details⁶ known at the time and with sufficient time to prepare a response before any initial interview.
3. That the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility be made at the conclusion of the grievance process.
4. That the parties may have an advisor of their choice, who may be, but is not required to be, an attorney.
5. The parties may inspect and review evidence.
6. A reference to any provision in the district's code of conduct~~{⁷}~~ that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

The Title IX Coordinator will contact the complainant and the respondent to discuss supportive measures. If necessary, the Title IX Coordinator will arrange for an individualized safety and risk analysis. If necessary, a student or non-student employee may be removed or placed on leave.

Investigation

The Title IX Coordinator will coordinate the district's investigation. The investigation must:

1. Include objective evaluation of all relevant evidence, including inculpatory and exculpatory evidence.
2. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties.⁸
3. Provide an equal opportunity for the parties to present witnesses, and other inculpatory and exculpatory evidence.
4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.
5. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice.⁹ The ~~d~~District may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties.

⁶ Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known.

~~{⁷The district is encouraged to review Board policy JFC and codes of conduct found in handbooks for applicable language.}~~

⁸ The ~~D~~district cannot access, consider, disclose, or otherwise use a party's records that are made of maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's capacity, and which are maintained in connection with the provision of treatment to the party, unless the district obtains the party's (or eligible student's parent's) voluntary, written consent to do so.

⁹ In addition to an advisor, complainants and respondents may also be entitled to other accompaniment as required by law or as necessary for conducting of grievance procedures, including but not limited to translators, services for students with disabilities and parents of minor students.

6. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate.
7. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint.¹⁰ Prior to completion of the investigative report, the district must send to each party and party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report;
8. Create an investigative report that fairly summarizes relevant evidence and is sent to each party and party's advisor in electronic format or hard copy at least 10 days prior to any hearing (if required or provided) or other time of determination of responsibility. The party and advisor will be allowed to review and provide a written response.

After the **d**District has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision maker(s) must afford each party the opportunity to submit written, relevant questions¹¹ that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

Credibility determinations are not based on the person's status as a complainant, respondent or witness.

No person designated as a Title IX Coordinator, investigator, decision-maker, or any person designated by the district to facilitate an informal resolution process may have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

If, in the course of an investigation, the **d**District decides to investigate allegations about the complainant or respondent that are not included in the notice previously provided, the **d**District must provide notice of the additional allegations to the parties whose identities are known.

At no point in the process will the **d**District, or anyone participating on behalf of the district, require, allow, rely upon, or otherwise use questions or evidence that constitutes, or seeks disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Determination of Responsibility

The respondent must be deemed to be not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

¹⁰ This includes the evidence upon which the **d**District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the investigation. The **d**District must make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.

¹¹ Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the question and evidence concern specific incidents of the complainants prior sexual behavior with respect to the respondent and are offered to prove consent.

The standard to be used for formal complaints in determining whether a violation has occurred is the [preponderance of the evidence¹²] ~~[clear and convincing evidence¹³]~~ standard.

The person deciding the question of responsibility (the “decision-maker”) must be someone other than the Title IX Coordinator or the investigator(s). The decision-maker must issue a written determination which must include:

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the district’s code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including:
 - a. A determination regarding responsibility;
 - b. Any disciplinary sanctions the district imposes on the respondent; and
 - c. Whether remedies designed to restore or preserve equal access to the district’s education program or activity will be provided by the district to the complainant; and
6. The ~~d~~District’s procedures and permissible bases for the complainant and respondent to appeal.

The ~~d~~District must provide the written determination to the parties simultaneously.

The determination regarding responsibility becomes final either on the date that the recipient provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Remedies

The Title IX Coordinator is responsible for effective implementation of any remedies.

The ~~d~~isciplinary sanctions¹⁴ may include:

1. ~~[~~Discipline up to and including suspension and expulsion;
2. Removal from various activities, committees, extra-curricular, positions, etc.
3. Disqualification for awards and honors;
4. Discipline up to and including termination, in accordance with laws, agreements, contracts, handbooks, etc.~~]~~¹⁵

¹² A preponderance of the evidence standard is understood to mean concluding that a fact is more likely than not to be true. U.S. Department of Education, Title IX Regulations commentary, p. 1268, FN 1409.

~~¹³ A clear and convincing evidence standard of evidence is understood to mean concluding that a fact is highly probable to be true. U.S. Department of Education, Title IX Regulations commentary, p. 1268, FN 1409.~~

¹⁴ Districts should review any other disciplinary procedures and requirements prior to imposing any discipline, and should contact legal counsel with questions.

Other remedies may include:

1. Educational programming~~;~~~~;~~

Dismissal of a Formal Complaint

The ~~d~~District must dismiss a formal complaint with regard to Title IX sexual harassment if the alleged conduct:

1. Would not constitute sexual harassment, even if proved;
2. Did not occur in the ~~d~~District’s education program or activity¹⁶; or
3. Did not occur against a person in the United States.

The ~~d~~District may dismiss a formal complaint with regard to Title IX sexual harassment if at any time during the investigation or hearing, if provided:

1. A complainant notifies the Title IX Coordinator in writing that the complaint would like to withdraw the formal complaint or any allegations therein;
2. The respondent is no longer enrolled or employed by the district; or
3. Specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon dismissal of a formal complaint, the ~~d~~District must promptly send written notice of the dismissal and the reason(s) therefor simultaneously to the parties.

The dismissal of a formal complaint under Title IX does not preclude the ~~d~~District from continuing any investigation and taking action under a different process. The ~~d~~District may have an obligation to continue an investigation and process under a different process.

Consolidation of Complaints

The ~~D~~istrict may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by one or more complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Informal Resolution

If the ~~d~~District receives a formal complaint, at any time prior to reaching a determination regarding responsibility, the ~~d~~District may offer an optional informal resolution process, provided that the ~~d~~District:

1. Provides written notice to the parties disclosing:
 - a. The allegations;

¹⁵ It is important to keep supportive measures separate from disciplinary sanctions. Supportive measures must be “non-disciplinary” and “non-punitive.”

¹⁶ Includes locations, events, or circumstances over which the district exercised substantial control over both the respondent the respondent and the context in which the sexual harassment occurs[, and also includes any building owned or controlled by a student organization that is officially recognized by a postsecondary institution]. (Title 34 C.F.R. §106.44(a))

- b. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and
 - c. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
2. Obtains the parties' voluntary written consent to the informal resolution process; and
 3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Appeals

Either party may file an appeal from a determination regarding responsibility or from a dismissal of a formal complaint, within ~~15~~ days of the decision, on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- ~~4. [Additional bases may be allowed, if made available equally to both parties.]~~

When an appeal is filed, the ~~d~~District must:

1. Notify the other party in writing;
2. Implement appeal procedures equally for both parties;
3. Ensure the decision-maker(s) for the appeal is not the same person as the decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
4. Ensure the decision-maker for the appeal is free from conflicts of interest and bias;
5. Give both parties a reasonable equal opportunity to submit a written statement in support of, or challenging the outcome;
6. Issue a written decision describing the result of the appeal and the rationale for the result; and
7. Provide the written decision simultaneously to both parties.

Timelines

The ~~d~~District will complete the following portions of the grievance process within the specified timelines:

1. General grievance process (from receipt of formal complaint to determination of responsibility: ~~{90}~~ days;
2. Appeals (from receipt of appeal): ~~{60}~~ days;
3. Informal resolution process: ~~{60}~~ days.

Temporary delays of the grievance process, or limited extensions of time will be allowed for good cause¹⁷ with written notice to the parties.

Records

Records will be created and maintained in accordance with the requirements in Title 34 C.F.R. §106.45(a)(10).¹⁸

Training

Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process must receive training on the definition of sexual harassment, the scope of the district's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and information resolution processes. The training must also include avoiding prejudgment of the facts at issue, conflicts of interest and bias.

Decision-makers must receive training on any technology to be used at a live hearing and on issues of relevance of questions and evident, including when questions about evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

Investigators must receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes, must promote impartial investigations and adjudications of formal complaints of sexual harassment and must be made publicly available on the ~~d~~District's website.~~{¹⁹}~~

¹⁷ Good cause may include considerations such as the absence of a party, a party's advisor or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. (Title 34 C.F.R. § 106.45(b)(1)(v))

¹⁸ This includes creating a record for each investigation. This record must include:

- Supportive measures, or reasons why the response what not clearly unreasonable under the circumstances;
- Basis for the conclusion that the district's response was not deliberately indifferent; and
- What measures were taken to restore or preserve equal access to the district's educational program or activity. (Title 34 C.F.R. § 106.45(a)(10)(ii))

Most records (including training) must be retained for at least seven years.

~~{¹⁹ If a district does not have a website, the district must make these materials available upon request for inspection by members of the public.}~~

North Santiam School District

Code: JGA
Adopted: 8/19/99
Revised/Readopted: 9/18/14; 11/19/15; 10/19/17
Orig. Code: JGA

Corporal Punishment**

The use of corporal punishment in any form is strictly prohibited in the district. No student will be subject to the infliction of corporal punishment.

“Corporal punishment” is defined as the willful infliction of, or willfully causing the infliction of, physical pain.

No teacher, administrator, other school personnel or school volunteer will subject a student to corporal punishment or condone the use of corporal punishment by any person under ~~their~~his/her supervision or control. Permission to administer corporal punishment will not be sought or accepted from any parent/~~guardian, person in parental relationship~~ or school official.

A staff member is authorized to employ reasonable physical force upon a student when and to ~~in his/her professional judgment~~, the extent the application of physical force is necessary to prevent a student from harming themselves or others, as is consistent with ORS 339.285-339.303 Physical force shall not be used to discipline or punish a student. A staff member found in violation of this policy may be subject to discipline up to and including dismissal. A volunteer found in violation of this policy by administration may be subject to sanctions and/or prohibited from volunteer service in the district.

The superintendent shall inform all staff members and volunteers of this policy.

END OF POLICY

Legal Reference(s):

[ORS 161.205](#)
[ORS 332.107](#)
[ORS 339.240](#)

[ORS 339.250](#)

[OAR 584-020-0040](#)

[OAR 581-021-0050 – 0075](#)

NSSD Enrollment Totals as of 5/14/21											
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	14	
MARI-LINN ELEMENTARY	1	21	14	13	13	14	14	13	13	13	
MARI-LINN ELEMENTARY	2	23	18	18	17	17	17	17	17	17	
MARI-LINN ELEMENTARY	3	25	17	15	15	15	15	16	16	17	
MARI-LINN ELEMENTARY	4	29	17	16	16	16	17	17	16	16	
MARI-LINN ELEMENTARY	5	26	26	24	25	25	25	24	24	24	
MARI-LINN ELEMENTARY	6	23	23	22	22	22	22	23	23	23	
MARI-LINN ELEMENTARY	7	26	19	18	18	18	18	21	21	22	
MARI-LINN ELEMENTARY	8	22	15	15	16	15	15	19	19	20	
MARI-LINN ELEMENTARY	ALL	216	163	155	156	156	157	164	163	166	
NSSD OPTIONS ACADEMY	KG	N/A	12	11	10	9	9	9	8	8	
NSSD OPTIONS ACADEMY	1	N/A	11	11	11	10	10	10	9	9	
NSSD OPTIONS ACADEMY	2	N/A	2	2	2	4	4	2	2	2	
NSSD OPTIONS ACADEMY	3	N/A	9	11	8	9	7	7	7	7	
NSSD OPTIONS ACADEMY	4	N/A	5	10	10	10	6	5	5	5	
NSSD OPTIONS ACADEMY	5	N/A	5	6	5	4	3	3	2	2	
NSSD OPTIONS ACADEMY	6	N/A	7	4	3	3	3	1	1	1	
NSSD OPTIONS ACADEMY	7	N/A	5	3	3	3	3	1	2	2	
NSSD OPTIONS ACADEMY	8	N/A	17	14	15	14	10	9	9	9	
NSSD OPTIONS ACADEMY	9	N/A	7	7	5	5	4	3	3	3	
NSSD OPTIONS ACADEMY	10	N/A	10	10	12	13	10	9	9	9	
NSSD OPTIONS ACADEMY	11	N/A	16	18	16	15	12	12	12	14	
NSSD OPTIONS ACADEMY	12	N/A	6	7	7	7	6	6	6	23	
NSSD OPTIONS ACADEMY	ALL		112	114	107	106	87	77	75	93	
STAYTON ELEMENTARY	PreK-3	N/A	N/A	N/A	N/A	N/A	2	2	4	3	
STAYTON ELEMENTARY	PreK-4	N/A	N/A	N/A	N/A	N/A	15	16	14	16	
STAYTON ELEMENTARY	KG	90	72	72	73	73	75	74	77	77	
STAYTON ELEMENTARY	1	112	71	72	72	72	71	72	73	74	
STAYTON ELEMENTARY	2	90	98	95	95	92	95	97	97	98	
STAYTON ELEMENTARY	3	86	77	72	74	74	75	76	76	78	
STAYTON ELEMENTARY	ALL	378	318	311	314	311	333	337	341	346	
STAYTON HIGH	9	189	187	183	184	182	183	186	186	188	
STAYTON HIGH	10	205	186	183	181	182	184	184	186	187	
STAYTON HIGH	11	174	180	174	175	174	176	178	176	177	
STAYTON HIGH	12	181	149	142	140	138	136	137	128	125	
Winema/Early College GED thru 4/21			27	44	47	47	44	44	49	36	
STAYTON HIGH SCHOOL	ALL	*749	729	726	727	723	723	729	725	713	
STAYTON INTERMEDIATE	4	83	67	68	68	67	68	67	68	69	
STAYTON INTERMEDIATE	5	102	70	70	70	71	72	70	71	73	

STAYTON INTERMEDIATE	ALL	185	137	138	138	138	140	137	139	142	
STAYTON MIDDLE	6	138	94	95	97	95	97	98	99	101	
STAYTON MIDDLE	7	108	126	126	127	127	128	126	127	128	
STAYTON MIDDLE	8	136	104	107	108	107	108	107	108	110	
STAYTON MIDDLE	ALL	382	324	328	332	329	333	331	334	339	
SIS/SMS TOTAL	ALL	567	461	466	470	467	473	468	473	481	
SUBLIMITY	KG	45	25	23	23	24	24	24	24	24	
SUBLIMITY	1	36	40	38	38	36	36	35	37	39	
SUBLIMITY	2	43	34	36	36	36	36	35	34	34	
SUBLIMITY	3	42	39	40	39	38	39	36	37	38	
SUBLIMITY	4	42	45	37	37	38	40	42	41	41	
SUBLIMITY	5	42	46	44	44	45	44	42	42	43	
SUBLIMITY	6	45	40	38	38	39	39	37	36	36	
SUBLIMITY	7	57	42	41	39	39	39	39	39	40	
SUBLIMITY	8	34	48	48	48	48	51	49	50	51	
SUBLIMITY	ALL	386	359	345	342	343	348	339	340	346	
NSSD	TOTAL	*2296	2142	2117	2116	2106	2121	2114	2117	2145	
NSSD Students Enrolled in Virtual Schools				111	106	**109	**116	113	109	109	
NSSD students registered with WESD to homeschool				197	198	200	199	199	189	188	

* 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.

The changes in enrollment was due to all students enrolled in the GED program being moved to Options Academy.



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)