



**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

**Director of Teaching & Learning,** Nicole Duncan

**Director of Business & Fiscal Services,** Rhonda Allen

**Director of Human Resources,** Danielle Blackwell

**Superintendent/School Board Executive Assistant,** Tonia Whisman

**Regular Session**

**Thursday, February 17, 2022 ~ 6:00 PM**

**Stayton Elementary Cafeteria**

**875 N 3rd Ave**

**Stayton, OR 97383**

**NSSD VISION**

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

**NSSD MISSION STATEMENT**

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

**NSSD GUIDING PRINCIPLE**

*Do what is best for all kids*

**BOARD GOALS**

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

## 1. CALL REGULAR SESSION TO ORDER

*The Regular Session of the North Santiam School District's Board of Directors is called to order at 6:00 pm. It is an open meeting of the Board and the public is allowed to observe in-person, as room occupancy limits allow, and via Zoom. 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 available via the link PUBLIC COMMENT CARD prior to this point in the agenda. Comment cards are also available in person at meeting sites and in the District Office during business hours. Speakers may offer objective criticism of school operations and programs, however, the law prohibits the Board from hearing complaints regarding any personally identifiable District staff member. The Board asks that anyone wishing to communicate a complaint of this manner follow the proper administrative process in Board policy KL (Public Complaints). This information is available on the District website.*

Join Zoom Meeting

<https://nsantiam-k12-or-us.zoom.us/j/88002079245?pwd=WVJsajVTRFNYOU5TaGdLalhUMXpFUT09>

Meeting ID: 880 0207 9245

Passcode: 538548

ACKNOWLEDGEMENT OF BOARD MEMBERS PRESENT: ALISHA OLIVER

PLEDGE OF ALLEGIANCE: ALISHA OLIVER

## 2. APPROVAL OF THE AGENDA

Any changes to the agenda after posting on February 11, 2022 are noted below:

Added Attachments-

- 5.2-Feb'22 General Fund Board Financials 21.22
- 7.1-01.13.22 & 01/20/22 Meeting Minutes
- 8.2-Board policies: DH, GBA-AR, GBL, GBLA, IGAF-AR, IGBAG-AR, IGBB

Revised Attachments-

- 10.1-February 2022 Field Trip Report

Removed Agenda Items-

- 5.1 (previously) Supt/ Search Status Report (no updates to report at this time)

## 3. 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. Classified Staff Appreciation Week

9

The Board will adopt a motion signifying that NSSD will proclaim March 7-11, 2022 as Classified Employee Appreciation Week.

Classified Appreciation Week RES # 021722A

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## 4. STUDENT BUSINESS

This agenda item is for monthly reports from the NSSD Board Student Representatives and for other

requests/reports from students.

## 5. REPORTS

### 1. **Superintendent's Report: Andy Gardner**

### 2. **Business Director's Report: Jane Nofziger**

*\*includes Board motion\**

Along with the monthly financial report, the Business Director will provide a draft calendar for the 2022-2023 Budget Calendar Committee for possible approval. In addition, there will be at least one vacant position on the committee. The Board will discuss the process needed to fill any open positions.

Current Food Services Director Mike Vetter will also be present to introduce his replacement, Chris Facha. (Mike's last day is Feb. 28th)

Budget Calendar 2022.23

Feb '22 General Fund Board Financials 21.22

10

10

11

### 3. **COVID-19 Report**

*\*possible Board motion\**

This standing agenda item is for reviewing COVID-19 guidance for schools and the current status of the virus in the community. The main topic for this meeting is the new guidance from the Oregon Health Authority which indicates the mask mandate will be lifted for schools on March 31, 2022, which will affect quarantine protocols from that point forward. The Board may consider a motion or other actions to clarify their position on masks both prior to that date and after.

NSSD Board Letter to Gov Brown

12

12

### 4. **Equity Assessment Report: Andy Gardner**

Supt. Gardner will discuss the findings and recommendations from The Equity Collaborative as a result of the District assessments completed by them during 2020-2021.

NSSD Equity Report 01.22- Final Report

14

14

### 5. **Student Success Act: Dave Bolin**

Assoc. Superintendent Dave Bolin will give the [Student Success Act](#) monthly update which typically includes activities and expenditures.

### 6. **Licensed Union Report**

This standing agenda item is to receive regular reports from the Licensed Union representatives.

**6. 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 respectfully. Should any public comment include complaints regarding a personally identifiable District staff member, the Board chair will 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. Those who have completed a public comment card will be called one at a time to step forward (or turn on their cameras/mics) and state their name and relationship to the District. Please note that speakers will have three minutes to express their thoughts.*

*To submit questions for a follow-up response, please complete the form available near the room entrance or via this link [QUESTIONS](#)*

**7. 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** **38**  
The minutes from the previous month's meetings will be submitted for Board review and approval.

01.13.22 Special Session Minutes-DRAFT 38  
01.20.22 Regular Session Meeting Minutes-Draft 41

**2. Licensed Staff Changes** **49**  
School boards must approve the hiring and annual renewal and/or extensions of the Licensed staff contracts. HR Director Debi Brazelton will review any changes in Licensed staff since the last board meeting. Only new hires require board approval; building transfers, resignations and retirements are for information only.

**New Hires (Board Action Required)**

n/a

**Resignations**

Sarah Davisson - SHS Language Arts effective 2/18/2022

Rachel Minturn - SIS 5th grade effective 6/16/2022

Sara Zander - SHS Language Arts effective 6/16/2022

**Retirements**

n/a

Feb 2022 Licensed Report 49

3. *Policy Updates-2nd Reading*

These policy edits were recommended by the Oregon School Boards Assoc. (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 1st Reading during the January 20, 2022 meeting and are now presented for a 2nd reading and possible adoption. Any individual policy may be pulled from the Consent Agenda if further discussion is desired before Board adoption. Policies identified with an -AR (Administrative Regulations) are detailed directions governing the operation of schools and do not require board approval.

- EFAA-AR- Reimbursable Meals & Milk Programs
- GBEA-Workplace Harassment
- GBEA-AR-Workplace Harassment Reporting and Procedure
- JECAC\_GBH -Staff-Student-Parent Relations
- JFCF-Harassment, Intimidation, Bullying, Cyberbullying, Teen Dating & Domestic Violence-Student
- KGC\_GBK - Prohibited Use, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems

EFAA AR-Reimbursable Meals & Milk Programs 02.17.22	50
GBEA -Workplace Harrassment 02.17.22	57
GBEA-AR-PROPOSED-Workplace Harassment Reporting and Procedure 02.17.22	59
JFCF-Harass, Intim, Bullying, Cyberbullying, Teen Dating & Domestic Violence-Student D3 02.17.22	64
JECAC_GBH -Staff-Student-Parent Relations 1.20.22	68
KGC_GBK - Prohibited Use, Distri or Sale of Tobacco or Inhalant Products 1.20.22-with strikeouts	69

4. *Action on Consent Agenda*

8. **NEW BUSINESS**

1. <b>2022-2023 School Calendar</b>	71
The 2022-2023 school year calendar is being presented to the Board for review and possible adoption.	

2022-23 School Calendar-draft1	71
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2. <b>NSSD Policy Recommendations (1st Reading)</b>	72
The following policy edits were recommended by the Oregon School Boards Assoc. (OSBA) as part of their Policy Plus service. They will be brought back in March for a 2nd reading and possible approval. The policies have been reviewed by the HR Director, the Special Ed. Director and the Associate Superintendent as they pertain to their departments.	

DH- Loss Coverage  
 GBA-AR-Veterans' Preference  
 GBL-Personnel Records  
 GBLA-Disclosure of Information-DELETE POLICY  
 IGBAF-AR-Special Education IEP  
 IGBAG-AR-Special Education Procedural Safeguards  
 IGBB-Talented and Gifted Program

DH Loss Coverage, formerly Bonded Employees & Officers	72
GBA AR-Veterans' Preference	73
GBL -Personnel Records	76
GBLA -Disclosure of Information-DELETE	79
IGBAF AR-Special Education-IEP	80
IGBAG AR -Special Education -Procedural Safeguards	88
IGBB -Talented and Gifted Program	99

9. **UNFINISHED BUSINESS**

1. **Community Engagement**

This standing agenda item is for the Board to continue discussing the process of increasing the engagement of parents and the greater community in our schools. The Board will discuss plans for coordinating listening sessions at all the schools and how the newly instigated search for a superintendent might be integrated into these plans.

2. **Board Reflection**

This new standing agenda item has been added to allow the Board to reflect upon statements made during public comment.

10. **INFORMATION ONLY**

1. **Field Trip Report:**

100

A list of the field trips taken and/or scheduled since the start of the school year has been included in the board packet. New trips scheduled since the last board meeting are highlighted in yellow. Any overnight stays are indicated in red.

February 2022 Fieldtrips Report

100

2. **Student Enrollment:**

102

Current enrollment is approximately 2,101 across the District. Numbers for each school are listed below. Refer to the attachment for a breakdown by grade at each location.

Mari-Linn: 169

Sublimity: 335

Stayton Elementary: 361

Stayton Intermediate/Middle: 441

Stayton High: 652

Options Academy: 143

February 2022 Enrollment Totals 102

3. **Future Agenda Items:** 104

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 11.21 104

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

Information regarding activities across the District can be found on the website at [www.nisantiam.k12.or.us](http://www.nisantiam.k12.or.us)

March 3, 2022 Regular Session-Board Meeting (annual licensed contract renewals/ extensions) 6:00 pm ~ location TBA

March 17, 2022 Regular Session-Board Meeting:  
6:00 pm ~Stayton Elementary School

11. **MISC INFO & ANNOUNCEMENTS**

**This item is for things such as reports from board members (E.g. conferences or community events they attended) or to request volunteers for upcoming activities.**

Board Greeter for Next Month:

Chamber Business Network NSSD Board Rep: (formerly Greeters)  
Feb. 23 @ Focus Heating & Cooling at 8:30 am

Possible Future Agenda Items:

12. **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.*



**RESOLUTION 021722A**

**WHEREAS**, the education of youth is essential to the future of our community, state, country and world; and

**WHEREAS**, classified employees are the backbone of our public education system; and

**WHEREAS**, classified employees work directly with students, educators, parents, volunteers, business partners and community members; and

**WHEREAS**, classified employees support the smooth operation of offices, the safety and maintenance of buildings and property, and the safe transportation, healthy nutrition and direct instruction of students; and

**WHEREAS**, our community depends upon and trusts classified employees to serve students; and

**WHEREAS**, classified employees, with their diverse talents and true dedication, nurture students throughout their school years.

**NOW, THEREFORE, BE IT RESOLVED** that the North Santiam School District Board of Directors proclaims March 7-11, 2022 to be **CLASSIFIED EMPLOYEE APPRECIATION WEEK**; and

**BE IT FURTHER RESOLVED** that the North Santiam School District Board of Directors strongly encourages all members of our community to join in this observance, recognizing the dedication and hard work of these individuals.

Adopted February 17, 2022

Signed:

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Board Chair, Alisha Oliver

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Superintendent, Andy Gardner



**2022-2023 DISTRICT BUDGET CALENDAR - DRAFT**

- |                     |  |
|---------------------|--|
| February 17, 2022   | <p><b><i>School Board Meeting 6:00 PM</i></b><br/>         Budget Calendar Discussion<br/>         Location: Zoom Meeting</p>  |
| March 17, 2022      | <p><b><i>School Board Meeting 6:00 PM</i></b><br/>         Approve Budget Calendar<br/>         Budget Committee Member Discussion<br/>         Approve Budget Committee Members<br/>         Location: Zoom Meeting</p> |
| May 5, 2022         | <p><i>Publish First Notice of Budget Meeting in Local Newspaper and on the District Website</i></p>  |
| <b>May 17, 2022</b> | <p><b><i>Budget Committee Meeting 7:00 PM</i></b><br/>         Elect Budget Committee Officers, Budget Assumptions, Revenue Update, Proposed Budget, Budget Message</p>  |
| <b>May 24, 2022</b> | <p><b><i>Budget Committee Meeting 6:00 PM (if requested)</i></b><br/>         District presents information in response to questions<br/>         Approval of Budget and Tax Levies</p>                                  |
| June 1, 2022        | <p><i>Publish Notice of Budget Hearing</i></p>   |
| June 16, 2022       | <p><b><i>Budget Hearing 5:30 District Office</i></b><br/> <b><i>School Board Meeting 6:00 PM</i></b><br/>         Budget Hearing/Board Adopts Budget and Tax Levies</p>  |

**2021-22 BOARD FINANCIALS - GENERAL FUND  
REVENUE AND EXPENSE PROJECTIONS**

	ACTUALS						PROJECTED								% of	
	February 2022 Financials												Totals	Budget		Budget
	July	August	September	October	November	December	January	February	March	April	May	June				
<b>REVENUES:</b>																
Local Sources																
Property taxes -R1111:R1112	25,811	38,684	17,496	10,936	5,703,764	644,163	82,256	30,000	100,000	20,000	20,000	121,000	6,814,110	6,700,000	101.70%	
Electric Tax - 1200	0	0	1,568										1,568	0		
Investment Earnings -R1510	45,986	5,380	5,380	4,678	4,647	6,677	6,672	4,700	4,700	4,700	4,700	4,700	102,920	140,000	73.51%	
Admissions, Fees, Rents, R1710:R1910 & R1330	136	342	40	516	1,581	50	0	0	150	75	150	1,046	4,086	3,000	136.21%	
Other local Sources R1940:R1990	120	2,446	42,440	505	78	10	943	35	17,681	4,668	906	75,000	144,832	152,500	94.97%	
County School Funds R2101	0	0	0	0	0	0	0	0	22,500	0	0	0	22,500	45,000	50.00%	
Interm. Revenue Heavy Equipment Tax 2199		6,301		0	0	0	3,269	0	0	0	0		9,570	10,000		
Restricted Revenue - PTP R2200 & R3299	0	0	0	3,614	0	0	0	0	10,028	0	0	0	13,642	0		
WESD Transit Fund R2102	0	0	0	0	0	150,000	0	150,000	0	150,000	0	150,000	600,000	600,000	100.00%	
State Sources																
School Support Fund R3101	2,605,951	1,302,194	1,302,194	1,302,194	1,150,636	1,150,636	1,150,636	929,870	929,870	929,870	829,870	0	13,583,921	15,533,461	87.45%	
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	(200,000)	0	(200,000)	(150,000)	133.33%	
Common School Fund R3103	0	0	0	0	0	0	120,529	0	0	0	0	110,039	230,568	226,889	101.62%	
State Timber R3104	899,179	0	738,978	0	0	47,090	3,060	0	200,000	0	37,000	0	1,925,307	250,000	770.12%	
Federal Sources																
Federal Forest Fees R4801	0	0	0	0	0	0	0	0	0	0	10,000	0	10,000	10,000		
Bond Proceeds			14,634,899										14,634,899	14,743,334		
Accrued Interest			0										0	1,000		
Beginning Fund Balance - est R5400	3,600,000	0	0	0	0	0	0	0	0	0	0	0	3,600,000	2,400,000	150.00%	
Total Monthly Revenue	3,577,184	1,355,348	16,742,995	1,322,442	6,860,706	1,998,625	1,367,366	1,114,605	1,284,929	1,109,313	712,626	461,785	41,507,924	41,507,924	102.05%	
<b>Cumulative Revenue</b>	<b>7,177,184</b>	<b>8,532,532</b>	<b>25,275,527</b>	<b>26,597,969</b>	<b>33,458,676</b>	<b>35,457,301</b>	<b>36,824,666</b>	<b>37,939,271</b>	<b>39,224,200</b>	<b>40,333,513</b>	<b>41,046,138</b>	<b>41,507,924</b>	<b>41,507,924</b>	<b>40,675,184</b>	101.79%	
<b>EXPENDITURES BY OBJECTS</b>																
100 Salaries	227,142	266,712	992,523	1,027,766	1,007,939	993,647	969,496	1,000,000	1,000,000	1,000,000	1,000,000	2,280,000	11,765,225	12,083,287	97.37%	
200 Employee Benefits	137,616	168,795	679,137	619,842	610,471	601,592	586,370	620,000	620,000	620,000	640,000	1,350,000	7,253,822	7,939,982	91.36%	
300 Purchased Services	45,780	136,970	99,800	231,437	198,855	227,311	182,214	250,000	250,000	250,000	250,000	750,000	2,872,367	3,188,043	90.10%	
400 Supplies	18,923	60,675	39,266	72,506	30,049	19,854	26,692	58,376	58,000	58,000	57,000	87,643	586,984	810,633	72.41%	
500 Capital Outlay	1,760	28,369	4,526	4,526	8,392	4,526	4,526	4,600	4,600	75,000	20,000	35,000	195,823	142,335	0.00%	
600 Dues, Fees, Other	287,063	68,800	14,583,775	11,407	1,555	1,004	15,248	10,000	15,000	30,000	2,750	20,000	15,046,602	15,160,904	99.25%	
700 Transfers to other Funds	0	0	0	0	0	0	0	0	0	0	0	50,000	50,000	50,000	100.00%	
800 Contingency/Unappropriated		0	0	0	0	0	0	0	0	0	0	0	0	1,300,000	0.00%	
Total Monthly Expenditure	718,284	730,320	16,399,026	1,967,485	1,857,261	1,847,933	1,784,545	1,942,976	1,947,600	2,033,000	1,969,750	4,572,643	37,770,823	40,675,184		
<b>Cumulative Expenditure</b>	<b>718,284</b>	<b>1,448,604</b>	<b>17,847,630</b>	<b>19,815,114</b>	<b>21,672,375</b>	<b>23,520,309</b>	<b>25,304,854</b>	<b>27,247,830</b>	<b>29,195,430</b>	<b>31,228,430</b>	<b>33,198,180</b>	<b>37,770,823</b>	<b>37,770,823</b>	<b>40,675,184</b>	92.86%	
<b>EXPENDITURES BY FUNCTION</b>																
1000 - Instruction	19,729	21,725	1,126,434	1,238,260	1,201,178	1,152,910	1,153,129	1,190,758	1,224,745	1,224,504	1,213,836	3,100,879	13,868,086	14,862,331	93.31%	
2000 - Support Services	653,518	639,500	702,355	724,725	656,083	690,523	628,222	727,218	722,855	743,996	755,914	1,461,764	9,106,673	9,588,099	94.98%	
3000 - Community Services	0	4,500	0	4,500	0	4,500	0	0	0	4,500	0	0	18,000	10,700	168.22%	
5000 - Debt Service / Transfers	45,037	64,595	14,570,237	0	0	0	3,195	25,000	0	60,000	0	10,000	14,778,064	14,914,054	99.09%	
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	718,284	730,320	16,399,026	1,967,485	1,857,261	1,847,933	1,784,545	1,942,976	1,947,600	2,033,000	1,969,750	4,572,643	37,770,822	40,675,184		
<b>Cumulative Expenditure</b>	<b>718,284</b>	<b>1,448,604</b>	<b>17,847,630</b>	<b>19,815,114</b>	<b>21,672,375</b>	<b>23,520,309</b>	<b>25,304,854</b>	<b>27,247,830</b>	<b>29,195,430</b>	<b>31,228,430</b>	<b>33,198,179</b>	<b>37,770,822</b>	<b>37,770,822</b>	<b>40,675,184</b>	92.86%	
<b>Month End Balance</b>	<b>6,458,900</b>	<b>7,083,928</b>	<b>7,427,897</b>	<b>6,782,855</b>	<b>11,786,300</b>	<b>11,936,992</b>	<b>11,519,812</b>	<b>10,691,441</b>	<b>10,028,769</b>	<b>9,105,082</b>	<b>7,847,959</b>	<b>3,737,100</b>				

**Superintendent  
Andrew Gardner**



**1155 N 3<sup>rd</sup> Avenue  
Stayton, Oregon 97383**

**Phone: 503-769-6924  
Fax: 503-769-3578**

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February 18, 2022

Kate Brown  
Office of the Governor  
900 Court Street, Suite 254  
Salem, OR 97301-4047

Governor Brown,

We write you today as the Board of Directors for the North Santiam School District, with one voice as a unified elected body, made up of seven individuals with varied backgrounds and experiences with the common goal of doing what is best for our kids, the 2000+ who we serve in our communities. We recognize the authority under which we serve, the constraints of our power, and the profound responsibility that we share for the welfare of our community, and its future...our children. We further recognize that we are accountable to those who elect us, as are those who serve at higher levels of government.

We enter a third year living with a pandemic caused by a novel virus which has exhibited variability of impact among communities, and which is likely to continue to be present and make its presence known...forever. We also enter a third year of temporary public health measures, which you have extended for so long that they are now termed "permanent" despite your administration's assurance that they are still temporary.

We observe the disparate impact that this disease has had on our communities, and among comparable communities in the rest of Oregon, and the rest of the United States. We also observe the unintended, and perhaps avoidable, effect that several public health measures, including masking among young children, are having among many in our community whom we are responsible for.

As we enter a third year in our new world, it is our position that statewide measures which are in place without obvious and well-communicated metrics grounded in both up-to-date scientific knowledge and in pragmatic lifestyle choices that permit life, liberty, and pursuit of happiness are not effective or appropriate. While we welcome your administration's February 7 announcement about an end to statewide masking, we also maintain a degree of discomfort that will persist as long as policies do not follow metrics that reflect the granularity of local conditions, capabilities, and experience.

A good life is a continual skirmish, a struggle to constrain personal liberty only to the degree necessary to protect the common good. We appreciate that your efforts thus far have been in good

**North Santiam Schools ~ We Change Kids' Lives!**  
[www.nstantiam.k12.or.us](http://www.nstantiam.k12.or.us)  
[communications@nsantiam.k12.or.us](mailto:communications@nsantiam.k12.or.us)

faith to protect the health of all Oregonians, but we do not believe that continuing the current or future measures, in a top-down manner, is the correct path.

Life is about making the “next right decision.” The decisions of the past were made with the best available information and with the best of intentions, and were clearly not easy or obvious, as evidenced by the disparate ways that various other states chose to proceed. We are now at today. Not yesterday and not tomorrow.

In our estimation, the next right decision today is for your administration to cede responsibility and control for these public health measures back to local authorities. County, municipal, and school district officials are today so much more knowledgeable and equipped to address the impact that this pathogen is having in the present and future than we were in 2020. We are frankly more nimble than the state apparatus of OHA or ODE can hope to be, and we are as caring, deeply so, about the outcome to our communities. We have always shouldered the responsibility for them, and request you recognize that.

We ask you now for action that works towards our future rather than lingering too long in our past.

Sincerely,  
NSSD Board of Directors



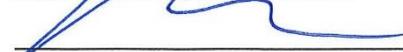
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**EQUAL OPPORTUNITY EDUCATOR AND EMPLOYER**

*Equal employment opportunity and treatment shall be practiced by the North Santiam School District regardless of race, color, national origin, religion, sex, age, marital status, sexual orientation, and disability if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position. Superintendent, Andy Gardner has been designated to coordinate compliance with these legal requirements, including Title VI, Title VII, Title IX, and other civil rights or discrimination issues, the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The Superintendent may be contacted at the District Office at 503-769-4928 for additional information and/or compliance issues.*



**SYSTEMIC EQUITY ASSESSMENT REPORT**  
**A Picture of Equity**  
**Challenges and Opportunities in**  
**North Santiam School District**

**Presented To:**  
**Andy Gardner, Superintendent**  
**North Santiam School District**  
**1155 N 3rd Ave**  
**Stayton, OR 97383**

## Overview

In the spring of 2021, the North Santiam School District partnered with The Equity Collaborative to gather data from students, parents, teachers, and administrators to understand the experience of students and families in the North Santiam School district. The Equity Collaborative conducted interviews over the Zoom platform with each group and used a core set of questions to elicit qualitative data. We collect qualitative data in this manner because it allows us to analyze the authentic conversations that we have with students, parents, and educators and helps us identify themes that occur over several different interviews. Then, we are able to use the themes to develop a set of suggested recommendations for the school district to consider. Under ordinary circumstances, we would ensure that students' voices are at the core of the recommendations that we suggest. Since we were mid-pandemic when we conducted these interviews, COVID-19 drastically limited our ability to gather enough students for us to develop recommendations that were inclusive of their voices.

In the fall of 2021, we continued our interviews with in-person meetings with students and families. The in-person meetings allowed us to increase participation in the assessment and gather valuable input and insight into students' and families experiences in the district. As a result of being able to gather a more comprehensive set of data, we present the North Santiam School District with the following: 1) Chapter 1: The initial draft report containing the adult data, quotes, and preliminary themes drawn from interviews with staff of all NSSD schools as well as some parents; and 2) Chapter 2: Student and parent data, emerging themes, and recommendations.

As stated earlier, throughout this process, all participants' anonymity will be preserved and any quotes that we use in any preliminary and final reports will not contain any other identifying information, including job titles where there is only one position (except for the superintendent).

## Chapter 1 – Initial Summary Report from Staff And Families

This part of the report represents data that was submitted to the North Santiam School District in the Spring of 2021. None of the information in this section, pages 3 through 7, has been altered. Part 2 of this report, pages 8 through 20, will align the data collected in the initial report to the newly collected data to present a cohesive set of recommendations.

## Emerging Themes – Adult

Our process for identifying emerging themes involved coding each conversation using discourse analysis. Although other themes might emerge as we include more data, these will be useful in developing a preliminary set of suggested recommendations. The quotes that accompany the themes are meant to be used as an example of what helped the theme emerge. The one or two quotes in a theme area do not indicate that a single quote helped that theme to emerge.

### Theme 1

**There is a strong sense of community. Although the community is homogenous, there was a sense among those who were interviewed that the community was welcoming of people of all races, cultures, and languages.**

One of the quotes from an elementary teacher that helped this theme to emerge was, *“Our district has some great intentions for trying to reach out to the families we serve - all the things we said - small town Oregon - as you can see from our pics - we’re not very ethnically diverse - mainly white, cis-gender, christian. Even if we are noble - we don’t have the same experience as some of our families.”*

One teacher spoke about this to represent how the community rallies around families that need assistance. She said, *“I have no doubt that inappropriate things happen. This community also has amazing support. The Community Resource Center helps people get housing and food. With the fires, people can come in and get food and baby formula, and whatever they need. Years ago we had a large population of Somalian families come to town, and this community helped them by giving them furniture and what they needed. And then I don’t know why but they picked up and left.”*

One parent of color said this, *“[I] recently moved here three years ago - the difference is phenomenal. Especially having special needs students - they have been very personable and very accomodating. They are right on top of any needs our boys have. I wasn’t able to get the kids school supplies - but the Principal brought it to us in Eugene, an hour away ([my] daughter was in the hospital). It is like family.”*

On the contrary, another parent of color had this to say about this particular theme about the homogeneity of the community. She said, *“[This community] is purposefully white - purposefully exclusionary. You can’t move or live here and not see that there is an intentionality for this to be a homogenous community and town. That was one of the first things I noticed in moving here - when I see a person of color it is immediately noticeable.”*

### Theme 2

**Staff feel discomfort when talking about race. Many feel ill-equipped or uncomfortable talking about race with students for fear of “saying the wrong thing.”**

One teacher said, “[The] Equity Team fizzled after a few meetings because the staff involved had such different ideas of what equity meant. Some staff members wanted to dig into racial equity at our school; other staff members thought there wasn't anything to discuss regarding racial equity.”

Another teacher pointed out that teachers have used racial epithets in the classroom and refuse to acknowledge the negative impact that it has on the student. She said, “Often white teachers dismiss the impact of race. We've had multiple teachers use the n word (in the context of reading aloud a novel, speaking about race, etc) and continue to do so after Black students said they felt uncomfortable.” Not only did the teacher in this scenario refuse to acknowledge the racial harm, she refused to even engage in the conversation with the student about her actions.

One teacher said, “I have also heard many staff saying things like ‘if it's not broken don't fix it’. In this small, rural, mostly white, mostly conservative community, I think a lot of us are more apt to ignoring issues like race, culture, language, ethnicity, sexuality and just going through the motions to be seen as ‘woke’. Some do not pretend at all. I care about this community and the families, I want us all to improve ourselves and become outwardly not racist. Taking those steps to be as non-racist as possible and acknowledging our shortcomings to make ourselves better for our students.”

### Theme 3

**There is an interest in having more conversations about equity; however, adults across the district do not have a common vocabulary about equity and equitable practices. Also, there was a desire to have a broader equity conversation that includes more than just a conversation about race.**

One quote to help this theme emerge was from a middle school teacher. She was asked what came to mind when she heard the term “Diversity, Equity, and Inclusion.” She said, “So sometimes when I hear diversity, equity, inclusion...if we just see those words, sometimes I think, okay, here's something that someone higher above me is putting out to staff, because that's definitely a big buzzword and we want this to come across our at school, but ‘what work are we doing to make sure that we are hitting those aspects?’ .... but I think a lot of times we'll hear it and just think, what is the action? Or, you know, where are we coming from to reach, diversity, equity inclusion? Is it just going to be on a checklist where we can say we're super diverse? Or is it really an actionable thing that we can do and implement with our students and our community?”

Another high school teacher said, “We bring it (DEI) up as buzz words often as staff and district but don't do the work. We talk about it when we think we are doing something good but not when we are highlighting some obvious gaps. Had an equity team 2 years ago - it was well attended but struggled to come up with plans because no widespread support. A lot of staff use equity work as just another tool or buzzy thing for us to do but not something meaningful - it is really important to shift that culture - it legitimately could be changing the lives of our students for something better.”

One teacher said, “I hope equity won't be just focused on ‘this group’. Would be good to get really clear on definitions for DEI. Even though most of us are white - we do a really good job of including everyone.

*In terms of equity, I hate for these things to just be driven by 3-4 individuals, that we focus on poor white kids, on hispanic kids, or rich black kids. I know that the more money you have, the more opportunity you have, but I hope that the more measured approach will include a focus for all.”* This quote highlights the desire to have a broad conversation about equity, but ignores the experiences of the students who have been harmed by racist actions in the district.

#### **Theme 4**

**The staff overwhelmingly indicated that more support personnel should be hired. Suggestions included more bilingual support, more intervention support, and more counselors. Also, staff indicated that they need more instructional resources to better support students of color.**

*One elementary teacher said, “We have a lot of free and reduced lunch students and a lot who come to us from homes of trauma - that is the group I’m the most concerned that we have equity for. It is very hard to get mental and support services over here.”*

*A high school teacher had a similar comment when they were asked about what came to mind when he heard the term “Diversity, Equity, and Inclusion.” He said, “Lacking ... [we have a large] ELL population - don’t have a full time ELL coordinator. 15% of our student population are Hispanic so we drop the ball there. we don’t offer appropriate - we don’t know how to outreach to that population.”*

People in each of the interviews overwhelmingly pointed out that there were one or two people supporting all ELL students and families who spoke Spanish in the district. The teacher said, *“In terms of equity - a lot of this is a systemic issue in our school district - you’ve heard Susy’s name mentioned several times now and she is wonderful - but you’ve heard this one person in a district that is 17% or more Hispanic.”* Another teacher said this, *“In Sped we rely on Susy and Norma to translate our meetings. That communication tends to be one way. The teacher would reach out to Susy. There’s no formal process. She probably just gets a barrage of emails to call home about students that she may or may not know. And she doesn’t have the capacity to get back to us, so it’s not like with English speaking families where we hear back from them.”* These quotes exemplify what teachers are saying about the need for more support for students.

#### **Theme 5**

**Families of students of color trust the school to do the right thing, but many school officials indicated that they do not know what to specifically do to help students.**

*One administrator indicated, “I don’t think we REALLY know what is happening for our students who are different - whether due to race or ELL or special education status. I hear that our students with disabilities - that they are not welcomed in the classroom. I hear that from families as well.”*

*One teacher said the following about some of the Latinx families, “The families put so much trust in us “whatever you think is right” that is great that they trust us - but for me as a mom I’ll say - I understand*

*what you're saying but I need more information. You need to trust us to communicate with us so we can help your family to the best of our ability - it would be great if they felt comfortable asking questions so we really could do the best for these students and families."*

## Theme 6

**Parents of students of color (Latinx and African American) document that there are few opportunities for emotional support for their students.**

Although this particular quote is positively highlighting that students of color do receive *some* support from staff of color, it simultaneously highlights the lack of awareness from white teachers that students of color need even more support.

*A high school teacher said, "I mean relationships matter. But I have known multiple stories from multiple teachers of color, and there really are not very many on our staff, where they have provided support to students they don't even necessarily know very well. They don't necessarily have the relational connection with the student, but the student knows that they're going to be somebody who understands what they just experienced, and can help them process it. Including a couple of stories coming to mind about students who are distressed, who were actively experiencing distress at school, because of interactions, including from teachers, not just from other students. And I just think that's important to point out because our staff of color are already carrying these other experiences that we don't know about, and these other challenges, potentially, that we don't know about. And they're also providing support to students that we don't necessarily see or hear or know about."*

*A parent of color said this, "That's what homogeneity does - it forces you to assimilate unless you know that you don't have to. They are kids with underdeveloped brains - teachers, administrators and their peers have influence - that's why that reinforcement of self worth, of self value, of human dignity - there is some of that. But there doesn't exist a safe space for children of color to be who they are in the school - they are expected to assimilate. Which I do not accept."*

These are just a few of the quotes that helped the themes emerge. The comprehensive report will have an in-depth analysis of the data to help the district understand the context in which some of these quotes were given and what they mean about ways of moving forward. These themes led to the following recommendations.

## Recommendations - Adults

### Recommendation #1

Provide more opportunities for staff/community members to highlight and enhance the things that the district does well. This could include holding regular staff and community meetings that highlight promising practices and provides an opportunity to collect feedback about how to improve.

## **Recommendation #2**

Create opportunities for listening to the experiences of people of color in the district. District leaders and school principals can communicate with families using a number of different platforms. Leaders should conduct several different listening sessions throughout the year and implement the ideas that parents bring forward, prioritizing the voices of students and parents of color.

## **Recommendation #3**

Create a culture of openly talking about race **AND** racism. Talking openly about *race* encourages staff to recognize and value the identities of students from different backgrounds. Talking openly about *racism* recognizes that African American, Indigenous, and Latinx students have been negatively impacted due to the color of their skin and cultural heritage.

The district can encourage and facilitate these conversations by increasing the racial literacy of participants through structured learning opportunities about race, racism and equity. This can occur during professional learning time, professional learning communities, staff meetings, and school improvement meetings. Furthermore, administrators and teachers can challenge themselves by setting equity-centered goals.

## **Recommendation #4**

Prioritize school and district resources to support students, particularly Latinx students, whose families need help acclimating to the community. Furthermore, resources should be used to help families academically supporting their students (technology support, interventions, etc.).

## **Recommendation #5**

Create affinity groups for African American and Latinx students so that they can have support from staff or peers who share similar cultural identities.

## **Recommendation #6**

School leaders and district leaders should model for the other adults in their school about how to respond to hate speech directed at students and families from adults inside and outside of the school. Principals can collectively agree on how and when to communicate with families about racially charged incidents and the actions that will be taken. Also, district leaders should regularly communicate with the community to reinforce that racist actions and hate speech will not be tolerated.

## Chapter 2 – Data Collected from Students and Families

In October of 2021, The Equity Collaborative staff conducted a series of focus group sessions with students at middle and high schools across the district. The focus group participants provided descriptions of their experiences in classrooms, within the school as a whole, and their interactions with school leadership. Parents and guardians were also given the opportunity to participate in in-person meetings and to submit their thoughts on a survey.

When the data was analyzed, the following themes emerged. They were informed by insights shared by student and adult focus group participants as well as community members who completed the survey. Additionally, recommendations were identified to further support North Santiam leadership in addressing inequities.

### FINDINGS AND RECOMMENDATIONS

#### Emergent Themes

1. Students indicate that they desire meaningful and positive relationships with their teachers and other staff. Many students documented that they have adults that they can trust and go to in a time of need.
2. Staff and families across the district tend to steer away from conversations about race regardless of the negative experiences that students report about being racially harmed. Students communicated the desire for staff to openly address racial epithets instead of ignoring or refusing to address them.
3. Although students did not document that they felt unsafe physically, they communicated a sense of lack of social or psychological safety from racial harm. Their desire was to have staff understand and believe their experiences and intervene at the appropriate times. Students also requested that staff equip them with the tools to solve their own problems in instances where student-to-student problems can be solved among themselves.
4. The transition back to school from COVID-19 shutdowns to being fully in-person has been challenging for many students. Students communicated that they are being overworked by their teachers and are not being given the proper support. Students indicated that they would appreciate a greater level of support from their teachers and other school officials.
5. Families would like more communication from the district about the purpose and direction of district diversity, equity and Inclusions (DEI) initiatives. There is a fear and misunderstanding about the district's stance on critical race theory. Many have even classified any DEI work as critical race theory, and deemed any mention of race or racism as divisive and to be avoided. Families would also like the district to be more clear about the "why" around DEI work.

Before going into the recommendations that emanated as a result of the student and parent interviews, it is necessary to make a distinction and clarification. The power of the complete report is to compare adult experience (Chapt. 1) with the students' experiences. It is important that the readers of this report understand where the two sets of recommendations where align and where students indicate a different experience than what the adults document. As we saw in the preliminary adult data, there are many ways in which the NSSD district and the cities that the district serves are supportive and caring; however, there are still students who sit outside of the dominant identity (e.g. white, christian, cisgender) experience. Given this, we offer the following recommendations that should be considered in conjunction with the recommendations from adults in Chapter 1. This chapter will make an initial attempt at a deeper analysis so that we can gain understanding of the process and its themes and recommendations in totality.

## Recommendations

1. The superintendent and board of education should work together to craft a consistent approach to messaging support for the work of diversity, equity, and inclusion and the reason they feel this is the work of the NSSD. The district should take immediate action denouncing and condemning hate speech, racial slurs, and other racially motivated acts. Individual schools should also include this message in their ongoing communications with the school community and not only in response to individual incidents.
2. Establish a clear policy with built-in accountability for addressing racially motivated acts of harm, and create proactive leadership responses to address incidents where racial harm is perpetrated.
3. Convene regular meetings with parents, community members, staff, and students regarding work around diversity, equity, and inclusion. Parents indicated that they would like more information about what DEI is, the purpose that NSSD is engaging in this work, and to lend their voices to the process. This recommendation also links to recommendations in the adult report regarding talking openly about race **AND** racism. The planning of these meetings should be inclusive of the people most affected by racial harm.
4. Establish a short and long-range equity action plan that is aligned to the district's strategic plan, and focuses on opportunities and challenges related to diversity, equity, and inclusion that impact the district's goals for student performance and experience. The formation of this action plan should be inclusive of the voices of students, staff, and parents.
5. Individual schools and the district should assemble student groups in order to encourage, value, and amplify student voices. Students should be allowed to share their experiences and have those experiences taken into account in professional development planning for teachers, curriculum and instruction planning, and influencing discipline practices and policies.

6. Provide ongoing and sustained professional learning for the adults so that they recognize their own bias and set goals to challenge racism and bias in all areas of the school environment.

## INTERVIEW PROCESS AND FOCUS GROUP STRUCTURES

In October 2021, The Equity Collaborative staff conducted a series of focus group sessions and interviews in person for students at the middle and high schools in the district and parents of students of all ages. We also accessed data from a parent survey. Questions solicited feedback about student achievement and experience as well as district culture related to diversity, equity, inclusion, race, and how students and families experienced school. We believe that engaging in qualitative data collection such as interviewing gives the district valuable information that cannot be collected in any other fashion. Once we gathered the valuable data from the participants, we read through each interview, coded the answers to help themes emerge, and submitted the quotes from participants to develop a deeper analysis. The value of this report for NSSD comes with the themes and recommendations that are the distillation of the raw data.

A list of roles and groups that participated in interviews or focus groups sessions is below. All participants were told that their comments would only be shared anonymously and if part of a larger theme. The following groups represent examples of people that we interviewed: Student leaders, students of color, parents of the student participants, and parents who answered the parent survey.

The Equity Collaborative gathered all of the qualitative data, sorted the comments by themes, and identified data that best illustrates each theme to create this report. The instances where we share a theme and examples, it is important to recognize that the theme had many more instances in the data than just the examples shared in this report.

This assessment is meant to serve as a means of listening to multiple constituencies and validating those experiences. Using these qualitative assessment processes is helpful to understand the North Santiam School District's issues and needs. The data gathered expresses motives, opinions, feelings, and relationships, as participants offer meaningful insight into how the school district and surrounding community live into its core values. We acknowledge the fact that experience is subjective as it is filtered through the perceptions and world views of the people going through the experience. It is important to understand the perceptions and world views of the students because they are the people who are ultimately served by school districts.

## STUDENT PERFORMANCE: QUANTITATIVE ASSESSMENT

The purpose of an equity assessment is to gather the experiences of the people most marginalized by the American educational system. We lift up the voices of students in this process because the students are the ones who ultimately benefit from, or are negatively impacted by pedagogy, discipline policies, and efforts to promote equity. Furthermore, the student voices and participation was of the utmost importance to us; thus, we extended our regular report process to be able to have those voices included in this report.

District data and anecdotal reports show that there are academic performance and opportunity gaps between student groups. This section of the report provides a quantitative snapshot of student performance as well as a comparison to the analysis of the qualitative data. To reiterate, we uplift the qualitative data as the primary data points but we use quantitative data to set the context for the needed conversations that should ensue. All of the quantitative data used in the charts below are North Santiam Public Schools' data.

For the quantitative analysis part of this report, we accessed district data from the Oregon Department of Education's website and data provided by the school district. The quantitative data, which is disaggregated into multiple different demographic categories, tells a story that supports the qualitative data that was collected from the focus groups. To fully illustrate the point that academic and opportunity gaps exist, we used high school data as academic performance culminates at the end of one's school experience.

When using this quantitative data, there are a few disclaimers that we must point out:

- This data shows performance at a point in time and not overall growth. Students might academically grow at an expected rate in one year's time but still not be proficient in a subject area
- 9th grade on-track and graduation data does not, in and of itself, identify inequitable practices, behaviors, or policies
- Because of the COVID-19 pandemic, accurate and consistent data about student performance is expected to be different as compared to student data pre-pandemic

**Economically Disadvantaged**

We heard from a number of adults who spoke about the number of students living in poverty and the impact of students’ socioeconomic backgrounds on their school experience. Many times, it was either directly said or intimated that the district did not have a problem with race or racism, that students are treated the same and that the school district was like a big family. On many occasions, gaps were attributed to poverty. Indeed, the district does have a sizeable population of students who are economically disadvantaged; however, as much of the other qualitative data in this report will show, there are other discrepancies in achievement and school experience based on a number of individual and intersecting factors (i.e. students who are economically disadvantaged and Latina/o, students who are English Language Learners and economically disadvantaged, etc.). One of the other ways to analyze the student experience is to compare 9th grade on track status to graduation rates. This comparison allows district leaders to make some assumptions about how students successfully matriculate through the academic environments of the schools. When the academic analysis is taken in conjunction with the qualitative interview analysis, educators in NSSD can investigate further into how their students experience school.

Ninth grade on track and graduation rates are determined by student grades and how they matriculate through high school rather than by how they experience school socially, racially, and linguistically.

	All Students	Economically Disadvantaged
Economically Disadvantaged		49% of HS pop
HS Graduation	84%	84%
9th grade on track	81%	74%

From our conversations, it is apparent that staff address the economic differences with sincere care for the impact of students living in poverty and with questions about the cultural gaps between families across the economic divide. In many conversations with staff, they recounted stories about helping families in need and by questioning what more they can do to help. Furthermore, there were instances where staff participated in inquiry about what families need and how they can collect more information about that. There is a general awareness that living in poverty can have an impact on student learning, but not many specific academic interventions exist that educators frequently use to mitigate the impact of trauma, hunger, and the impact that other poverty-associated conditions have on the brain. NSSD might consider exploring what interventions would be useful to help to address the academic needs of students that experience these things.

Staff, students, and parents also talk quite openly about the cultural gaps that occur between students who have different economic backgrounds. Sometimes this dialogue also acknowledges the differences

in race openly, and sometimes racial undertones are used. When probed about these differences many people rejected the notion that there is a cultural difference between students and that the main distinguishing factor was due to students' economic background.

### Students with Special Needs

When North Santiam staff were asked about equity issues, they felt comfortable speaking about the number of students with disabilities and current inclusion practices. These conversations were welcomed since the voices of students with special needs are not often lifted up or added to the conversation about equity.

Thus, to add context to this overall conversation about equity, we accessed graduation and 9th grade on track data for students with special needs and compared it to general education students. These data show that there are significant disparities in graduation and 9th grade on track between general education students and students with disabilities.

	All Students	Students with Disabilities
Students with Disabilities		16% of HS pop
HS Graduation	84%	60%
9th grade on track	81%	75%

Even though there are certain federal requirements with regard to the support offered to students with special needs, there is no evident correlation between the support provided to students with disabilities and graduation rates. While academic interventions are not a major focus of this report, there are elements of equity work that could have additional academic impact on this specific achievement disparity.

An emphasis on understanding how the brain works can help improve academic conditions for all students with learning differences, whether those differences be cultural or biological. Additionally, equity work helps to shift school culture to increase expectations for all students, and students with disabilities can gain from a belief system that expects all students to perform at high levels.

### Ever English Learners

The term “Ever English Learners” is a term that the state uses to identify students who have received English Language Learner services and supports at any time during their public school tenure in the North Santiam School District. In continuing the conversations about equity issues, North Santiam staff, students, and parents also frequently spoke about students who are English Language Learners or Ever English Learners. While equity in this area is important, the percentage of students in the high school

who are ELL was low. The bright spot in this data is that Ever English Learners had a higher overall graduation rate and 9th grade on track percentage when compared to the total population. This might be an area for deeper exploration for NSSD. The North Santiam School District might ask themselves what the interventions, attitudes, and behaviors are toward students who are classified as Ever English Learners.

	All students	Ever English Learners
Ever English Learners		3.6% of HS (13% of district)
HS Graduation	84%	90%
9th grade on track	81%	84%

### Race

Like many school divisions in the country, North Santiam Schools has celebrations and opportunities for improvement with regard to equity. One of the most common equity challenges is to help students experience positive racial identity and connect their cultural identities to positive experiences in school. Students of color and other marginalized student populations often experience decreased academic performance as a result of inequitable instructional, curricular, and discipline practices. The qualitative data collected from Hispanic, African American, and Multiracial students does show a discrepancy in the graduation and 9th grade on track, and it further highlights that the quantitative data does not tell the full story.

The accounts from students highlight that more work needs to be done with regard to racial equity. The row labeled “enrollment” identifies the total number of students enrolled in grades 9-12, disaggregated by race. Thus, the enrollment row corresponds to the percentage of students in a demographic compared to the total population. The “9th grade on track” and “HS Graduation” rows refer specifically to students in 9th grade and 12th grade, respectively. For instance, the data tells us that although 75% of the total population of students is White, 86% of the White 12th grade students graduate on time. In this table, we only highlight the data of White, Hispanic, and Multiracial students because the numbers of other students often fell below a 10 student threshold.

	White	Hispanic	Multiracial
Enrollment	659	149	41
Total enrollment: <b>875</b>	75%	17%	4.7%
HS Graduation	86%	76%	< 10 students
9th grade on track	83%	76%	90%

Although the data for HS Graduation and 9th grade on track for Hispanic students indicate graduation and 9th grade on track percentages that show some room for improvement. Hispanic students and their parents shared that those types of statistics do not match, nor do they define or explain their experiences in school. As will be explored later in this report, Hispanic students feel marginalized within the school district and do not feel that they are supported in developing a sense of cultural or academic identity.

There are, of course, other marginalized groups of students whose data is not represented on any measurement by the state or the district. As the qualitative data will show, there were not a lot of conversations about how to support students who identify as LGBTQIA+ who also experience marginalization in schools as a result of their gender and sexual identities.

## **STUDENT and PARENT EXPERIENCE: QUALITATIVE ASSESSMENT**

### **Racial Slurs, Insults, and Hostile Learning Environment**

Although many times people are afraid to talk about race, or they may even deny or ignore racially motivated issues, we live in a world where race matters. Race is a social construct that shapes our identities – how we think of ourselves and how others perceive us. To some degree, we may be able to control how we view ourselves as individuals. It is exponentially more difficult to influence what others project on us because of our race. Focus group students explored the frustrations in their everyday experiences being targets of racist comments and acts of racial violence, mostly from their peers. Students indicated that they often decide to ignore racial insults because teachers either fail to address the students who make the insults or nothing changes if they are initially addressed.

Focus group participants highlighted the pervasive use of racial slurs and insults directed at African American and Hispanic students. Many of the focus group members had been on the receiving end of racial insults personally or have witnessed racial incidents in school or through social media platforms. Most of the students of color that we talked to identified as African American, Hispanic or Multi-Racial. Students indicated that racial insults were either directly and indirectly used, to and about Hispanic students and African American students. The most common insult reported was the usage of the N-word referring to African American students.

While insults have taken on many forms, it is shocking the extent to which students report the use of the N-word and other racially motivated insults serve as one of the prevailing ways that students feel uncomfortable in the school environment. Furthermore, what is even more shocking is the extent to which teachers and administrators fail to address acts and insults aimed at students of color. A group of students had a open and honest conversation about this topic,

***Student #1** – I feel like the teachers are kind of weird about it - they kind of tip toe around it. There were a couple of teachers in the past that...there was the N word in the book and they say it and you're like 'really'? Some [teachers gave] the biggest pause [after they read the N-word].*

*They don't know how to talk about it and it is so weird. And you feel like everyone is staring at you and it is so weird.*

**Student #2** – *White kids sometimes walk around saying the N word and say, 'Its' okay, I have the pass.' Really? What pass?*

**Student #3** – *Or they'll say 'My 2nd uncle is Black' or 'I'm 10% Black so I can say it.'*

**Student #4** – *I was called the N word in class with the hard 'er'. The teacher said something and the kid got suspended for 3 days. He came back to school and was sitting right next to me and nothing changed.*

As a result of this conversation, a follow-up question was asked, “Do you have adults you can go to if you have a challenge related to race?” Students responded in the following way,

**Student #1** – *They usually tell us not to talk about it - to keep your views to yourself - on both sides.*

**Student #2** – *The [X subject teacher] teacher knows we have to talk about that. He does a pretty good job of trying to keep everyone calm but sometimes kids have really strong opinions.*

**Student #3** – *They don't want to talk about it because they don't want to say something or go too far. If someone brings it up they'll say don't talk about it and will try to change the subject - afraid something will happen.*

**Student #4** – *I've noticed they don't really talk about it at all. I don't know why that is. Teachers don't. The only time they've ever asked me about race was when I spoke in Spanish to someone and they were worried I was making fun of them or something because I have light skin.*

The student focus group students seemed to understand the complexities surrounding the N-word that is either said by other students, sometimes by teachers (most often when they read the word in a book or text), and the feeling of discomfort that teachers and other staff have in addressing it. In some spaces, the word is used as a term of endearment among students of similar social and cultural backgrounds, and in other spaces, when used by White students and teachers, the impact of the word is used to demean and humiliate.

The tagline of the North Santiam School District is that “We Change Kids' Lives...” With students hearing racial slurs and insults everyday in hallways, at recess, at lunch and in the classroom, coupled with their experience and perception of little to no repercussions for those who use such hurtful language, students are forced into a hostile learning environment that is not conducive to academic success. Furthermore, students across the district expressed a desire to have good relationships with their teachers and even if students had at least one adult with whom they had a great relationship, they could document others that made their school environment unpleasant.

## Physical Safety

Although students of color did not overwhelmingly report feelings of being unsafe in school environments, they do report feeling socially unsafe. They report having the feeling of being different or standing out.

*Being around the environment for so long you figure out how to be comfortable with things that make you uncomfortable. You can deal with it or just figure out how to cope - it makes it easier. If you were to get upset with every little incident you'd stand out"*

*The "friends" I do have in here (indicates other students of color) - I'm cool with some of the people in this room and it makes it easier to be friends with them because there are things that other people would never understand. There are conversations I could have with them that I'd never be able to have with other people. Some of my best friends are White and I don't feel 100% comfortable with having certain conversations with them because they may not be mature enough or be able to understand. It wouldn't be beneficial for either of us. I don't think they'll ever be able to understand or comprehend because they live in this little bubble. So I'll talk to my family.*

One of the standout moments in the interviews is when some students in our middle school conversation requested to be given the tools to solve some of their own problems. They felt that it was the schools' responsibility to teach them how to react in appropriate ways whenever they felt physically or psychologically unsafe. Students said,

**Student #1** – *They deal with problems a lot faster than elementary. They get right to the problem and stop it. They let you sort things out for yourself but they can really help with that.*

**Student #2** – *I really wish they understood the reasoning before they blame someone.*

**Student #3** – *When to intervene or when not to intervene. Let kids deal with their problems sometimes.*

**Student #4** – *I wish sometimes teachers knew that we are not little kids any more and [to] not be taught like that. They use baby talk. [We don't want] that because it's really annoying sometimes.*

**Student #5** – *I want every teacher to do it like Mr. X does. He will say '[this section]' and won't say the kids' names. It allows the kids to fix it before the kid is humiliated.*

## Academic Support

Students were just as descriptive about how teachers respond to them in academic settings when they self-advocate for support. Students frequently connect their identities to their academic success. Many students indicated that they had at least one teacher who was supportive; however, there were also some who indicated that they did not have one caring adult.

Although the COVID-19 Pandemic was hard on them in other areas of their lives, their academic lives were even more stressful. After returning to being in person, students indicated that they found it difficult to keep up with teacher expectations. They said that they are receiving too much work and not enough support to aid in their learning. Also, students talked about having difficulty navigating several different expectations with regard to websites, learning management systems, deadlines, and access. Students said the following,

*“Least favorite thing about coming here? - stress. This year, they are giving us more projects. I feel like a lot has to do with the transition from online. The projects we were supposed to do last year were cut out so the transition feels different. We’re not used to the workload.”*

*“I wish teachers wouldn't pressure you so much when it comes to homework. I know they want us to learn but it would be better if they would give us more time for work time. After school I want to take a break - I don't feel motivated to start homework right away.”*

Parents also spoke about the difficulty of their students navigating the education atmosphere under COVID-19 in Chapter 1 of this report and in this chapter expressed concern about the loss of time with their teachers while under quarantine.

Overall, there was a pervasive idea of “you have to do your homework” or understand how to work independently as the most effective ways to be academically successful. From the student perspective, the best way to monitor and measure their academic success was to complete their homework on time. Also, when additional obstacles are considered, such as students having difficulty navigating technological platforms, causing them to struggle to meet even the basic requirements (e.g. turning assignments in on time).

## **Communication & Culture**

The level and type of communication that an organization engages in usually shapes what type of culture that is experienced by the people. Although many students and parents enjoy the level of communication and responsiveness between families and schools, there were some who believed that the district still had room for improvement.

Some of the requests for improved communication stemmed from conversations about academics. Parents indicated that they want to be regularly informed about their students’ progress in class. Also, parents said that they want regular communication regarding problems or issues that their students

might be having. There was a theme about the gap in the communication between parents and teachers. They felt as though teachers were accessible but that they (parents) did not have the sort of regular communication with teachers that they desired.

North Santiam is similar to many school districts around the nation as they grapple with race, economics, and politics. The combination of these factors produces an environment where the concern that all parents hold that their child receive the best education possible, becomes closer to fear. While most parents expressed appreciation for teachers and the care and support they show their children, some of those same parents also expressed distrust and frustration toward the district about unnamed and undefined equity work. Aside from that, parents still desire to have open and ongoing conversations with the school district about diversity, equity, and inclusion work. One parent said,

*Being up front and clear about the type of [equity] training [staff will participate in] and how it will affect the learning process in the classroom is necessary. The district needs to be transparent in order to squash the rumors that just ONE parent could decide is true and then share to their Facebook page.*

Many parents also spoke about wanting to be in partnership with the district to be involved with helping the district move forward on key initiatives like DEI work. There were some parents who conflated equity work with critical race theory. There was some desire for the district to address the topic of critical race theory and what connection, if any, was there with equity work in the district.

## THE PATH FORWARD

Famed educator, John Dewey, said that “All that society has accomplished for itself, is put through the agency of school.” To that end, schools, teachers, and school leaders not only have the possibility to change society through schools, they have the responsibility to do so. If our true aim is for an equitable and just society to exist, in which every person’s humanity is honored and supported, Dewey’s words have to be more than just our desired state. For the marginalized in our population, the ideals of equity, justice, human value, are aligned to the ideals set forth in America’s founding documents. If we can agree that all students need and deserve an education that positions them for life success, the question becomes, why aren’t we doing that?

The conversations that students, staff, and parents had with The Equity Collaborative staff illuminated what many already inherently knew, there is work to be done within the North Santiam School District around racial equity and ensuring the safety and mental well-being of all students (including students of color). The process of engaging in this report also uncovered there are some members of the community who do not want this work to persist. Some expressed concern that working toward equity would overburden teachers and others named that they felt that discussing race or racial differences served to separate people rather than bring them together. The work of educational equity is to ensure the success of every student and to lift up the voices of the students. The students in the cities that the North Santiam School district serves are worth it.

While the synopsis of experiences in the above report are reflective of stakeholder concerns and insights, the most important question at the center of this review is, can those on all sides of these critical issues move forward together in a community of collective action? For North Santiam educators, this work would require leadership and an openness to hearing and affirming the stories and schooling experiences of marginalized students and their families. This work would also require a willingness to practice from a place of *action* - not only good intentions. For North Santiam students, their families, and community members, this work would require a commitment to productive partnerships and a readiness to support educators to bring the entire community together. With the support of The Equity Collaborative staff, there is clearly a path forward in the North Santiam School District to engage in this work.

## APPENDIX

### Equity Assessment Questions: North Santiam Staff

#### Names and Roles

1. What do you feel is most important to know about this community and the North Santiam school district?
2. When you hear the terms diversity, equity, and inclusion, what comes to mind regarding the North Santiam School District?
3. What do you know about the data on student performance in the North Santiam School District?
4. Who are the people doing the best work to support students of color and other marginalized students in the North Santiam School District? In the community?
5. Can you speak to any incidents (small or large) that could give me insight to how race is experienced in the community? In the North Santiam School District?
6. What would be your advice about starting equity (racial, gender, religious, etc.) work in North Santiam School District?
7. Is there anything else you would like to share that I didn't ask about?

### Equity Assessment Questions: HS/MS Students

1. What's it like coming to school here? What is this school known for?
  - What are your favorite things about coming to school here?
  - What are your least favorite things about coming to school here?
2. How do you get along with the adults here? (Please provide examples.)
  - If you wanted to talk with an adult about school-work or something going on at home, is there someone you would go talk to? Who? Why?
3. Talk to us about the teachers here. What are they like? What are they good at? What can they improve upon?
4. What does it take to be successful at school?
  - What support do you have to BE successful?
  - What more could be done to help you academically?
5. In what ways is race experienced or discussed by teachers or by students?
  - Do students hang out with other students of different races?
6. Are there times when you don't feel safe at school? What is that like?
7. In your opinion, is discipline fair at school?
8. Is there anything else you would like to share that I didn't ask about?

**\*Note – the questions for the in person interviews with parents were identical to the electronic survey that was offered in both Spanish and English.**

**Equity Assessment Questions: Parents**

- 1. What is it like to be a parent of a child at your school (in the district)?**
- 2. What do you know about the data on student performance in the North Santiam School District? Do the schools talk to you about how your children are doing regularly?**
- 3. When you hear the terms diversity, equity, and inclusion, what comes to mind regarding the North Santiam School District?**
- 4. How would you describe the history of equity and social relations in the broader community? In North Santiam?**
- 5. Who are the people who you feel best supports your child at the school?**
- 6. Who are the people providing the best support to students of color and other marginalized students in North Santiam? In the community?**
- 7. Can you speak to any incidents (small or large - positive or negative) that could give us insight to how students and families are treated in the North Santiam School District? in the community?**
- 8. What would be your advice about starting equity work in the North Santiam School District?**
- 9. Is there anything else you would like to share that I didn't ask about?**



**2021-22 Board of Directors**

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

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

**Student Representatives to the Board,** Tayven Whieldon & Sarah Wolf

**Superintendent,** Andy Gardner

**Assoc. Superintendent,** Dave Bolin

**Business Director,** Jane Nofziger

**Human Resources Director,** Debi Brazelton

**Superintendent/School Board Executive Assistant,** Tonia Whisman

**Special Session Minutes-DRAFT**

**Thursday, January 13, 2022 ~ 6:00 PM**

**NSSD District Office/Santiam Room**

**1155 N 3rd Ave**

**Stayton, OR 97383**

1. **CALL REGULAR SESSION TO ORDER**

The Board Chair called the meeting to order at 6:00 pm. She noted which members were present (indicated below) and led everyone in the pledge of attendance.

PRESENT: Alisha Oliver, Laura Wipper, Erin Cramer, Mark Henderson, Coral Ford (virtually), Mackenzie Strawn and Mike Wagner.

2. **APPROVAL OF THE AGENDA**

There were no changes to the approval after the posting on January 7, 2022.

**MOTION-AGENDA APPROVAL**

***Motion that the Board approves the meeting agenda as submitted.***

**Motion Made By: Mike Wagner**

**Vote: 7-0**

3. **OSBA COMMUNITY ENGAGEMENT WORKSHOP**

OSBA Board Development Specialist, Janet Avila-Medina, attended the meeting virtually to facilitate a workshop on Community Engagement. Her presentation has been added to the meeting materials. Key discussion points included:

## Best Practices/Protocols

- Characteristics of community engagement (Board members shared their perceptions)
- Levels of Community Engagement = 1) Inform 2) Consult 3) Involve 4) Collaborate
- The addition of a “reflection period” as an agenda item at the end of the board meetings to allow board members to discuss the feedback they heard during public comment. The intention is to process information together and to help communicate to those who shared that their comments were heard and being taken into consideration. The public has repeatedly expressed frustration with the current public comment process that doesn’t allow for interaction between the speaker and board members. The hope is that adding this component will help ease this dissatisfaction.
- Listening Sessions at schools with 2 board members to allow a more interactive format to hear suggestions and concerns. It will be important for the board members in attendance at these meetings to communicate that they are there to gather feedback and cannot speak for the Board as a whole. There might be a benefit in conducting a survey to determine the best time, location and format for the listening sessions and to help identify any barriers that may hinder participation. There could also be a survey option for those who don’t feel comfortable attending in person due to the politically charged climate or other personal reasons.
- Returning to previous habits of celebrating the good work of students and staff.

## Board Community Engagement Assessment

Board members participated in an assessment of the District’s current practices and worked to identify possible areas that they wish to increase their focus on.

### **Current/Past Stakeholders** (*within the past 2-4 years*)

- Underserved populations (e.g., Hispanic, students of color, and special education students)
- Students
- Staff
- Content matter experts
- Business community members
- Community members
- Extended families
- Post-secondary education (e.g., technical training, universities, etc.)
- District students’ parents
- Government

### **Gaps/Missing Stakeholders**

- Parents (e.g., homeschool and private schools)
- Poverty should be included in underserved populations
- TAG students
- Employers
- Church communities
- Alumni
- NGOs (e.g., food bank, rotary club, etc.)
- Voters with no district connection

### **Other**

- COVID Impacts
  - Advocacy
- Current/Past Methods** (*within the past 2-4 years*)

- 4th of July Booth
- Summer Fest
- Fire dept. annual gathering
- Student/staff/parent surveys
- Newsletters
- City Council presentations
- District app
- Boosters club

**Gaps/Missing Methods**

- Partnering & deepening the current connections that exist
- Identify how to navigate and engage in a two-way dialogue with the community

**NEXT STEPS**

- add a “reflection period” as a standing agenda item at board meetings
- move the Public Comment agenda time to occur after Reports to allow the public to hear from District administrators before delivering their comments. Sometimes their questions and concerns are addressed during the reports portion of the meeting and conversely, some may be prompted to change their comments based on what information was delivered by staff
- identify 2-3 board members to form a workgroup to formulate some long-term strategies to then bring to the whole group for further discussion
- schedule listening sessions at all five campuses over the next 6+ weeks for board members to attend on a rotating basis

Additionally, the Board agreed they would like to send a joint message to all staff to communicate their appreciation for all of the extra effort and energy they’ve devoted to their jobs over the last two years. They also asked if it was possible to have mobile coffee carts come to all the schools to deliver drinks to staff members again. They expressed interest in participating in the process so they could speak with staff members directly. The Board Administrative Assistant would try to coordinate carts to come on January 28, 2022 since it is a non-school day but all staff will be present on campuses.

It was also noted that many District administrators (including the Supt and Assoc Supt) and staff were scheduled to fill in at Stayton High School the following day to cover for sick teachers. There will be a social media post scheduled to share out this teamwork to parents and public

4. **ADJOURN**

The Board Chair adjourned the meeting at 9:09 pm.



**2021-22 Board of Directors**

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

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

**Student Representatives to the Board**, Tayven Whieldon & Sarah Wolf

**Superintendent**, Andy Gardner

**Assoc. Superintendent**, Dave Bolin

**Business Director**, Jane Nofziger

**Human Resources Director**, Debi Brazelton

**Superintendent/School Board Executive Assistant**, Tonia Whisman

**Regular Session Meeting Minutes**

**Thursday, January 20, 2022 ~ 6:00 PM**

**Stayton Elementary Cafeteria, 875 N 3rd Ave, Stayton, OR 97383**

1. **CALL REGULAR SESSION TO ORDER**

The Board Chair called the meeting to order at 6:00 pm. She noted which members were present (indicated below) and led everyone in the pledge of attendance.

PRESENT: Alisha Oliver, Laura Wipper, Erin Cramer, Mark Henderson (virtually), Coral Ford, Mackenzie Strawn and Student Rep. to the Board, Sarah Wolf. Tayven Whieldon was absent with notice. Mike Wagner arrived at 6:50 pm (with prior notice).

Join Zoom Meeting <https://nsantiam-k12-or-us.zoom.us/j/88002079245?pwd=WVJsajVTRFNyOU5TaGdLalhUMXpFUT09>

Meeting ID: 880 0207 9245

Passcode: 538548

2. **APPROVAL OF THE AGENDA**

Any changes to the agenda after posting on January 14, 2021 were acknowledged:

**Added Attachments-**

- 4.1 ~ NSSD Audited Financials 2020-2021 Final
- 4.2 ~ Jan '22 General Fund Board Financials 21.22
- 4.5 ~ 2020-21 Exit Interview Board Report
- 4.6 ~ Special Education Report 2021-22
- 6.1~ 12.16.21 Meeting Minutes-DRAFT

- 7.1 ~ Board Policies EFAA-AR, GBEA, GBEA-AR, JFCF, JECAC/GBH & KGC/GBK
- 9.1 ~ January 2022 Fieldtrip Report

## MOTION

*Motion that the Board approves the agenda as modified.*

**Motion Made By: Laura Wipper**

**Vote: 5-0 (Mike had not yet arrived and Mackenzie had stepped out of the room briefly)**

**Result: Motion Passed**

### 3. STUDENT BUSINESS

This agenda item is for monthly reports from the Student Representatives to the Board and for other requests/reports from students. Sara Wolf gave the report and highlights included:

- it was Mental Health Awareness Week and there were numerous activities planned
- winter sports update
- SHS Drama production (Snoopy) will be March 3-5, 2022
- two students from band were selected to participate in the Honors All-State Band
- there is a SHS Club Fair planned for the end of January

### 4. REPORTS

#### 1. 2020-2021 Audit Report: Glen Kearns

Glen Kearns from Accuity LLC shared highlights from the audit report from the District's financials for the 2020-2021 school year. Key points included:

- Accuity is offering an “unmodified” or “clean” opinion of the District’s financials for the 2020-2021 school year. This essentially means there were no findings during the review of account balances and transaction cycles. Other key points included:
  - District financial records were in good order and the audit went smoothly
  - at the end of fiscal year, the District ended with a little over 10 million in liquid assets, and about 4 million in liabilities which equates to a “current ratio” (indication of liquidity) of approximately 2.57 to 1 which indicates the District is in good shape.
  - there was a \$3.6 million fund balance carryover into the next fiscal year which is only equal to approximately 1.9 months of operating expenses. Ideally, it would be 6 months but an acceptable rule of thumb is 3 months.

#### 2. Business Director's Report: Jane Nofziger

Business Director Jane Nofziger gave the monthly financial report. Her goal is to end the year with the same ending fund balance that the District began with. Enrollment funding remains a difficult factor to predict both in anticipating student attendance and per student funding amounts.

#### 3. Superintendent's Report

Superintendent Gardner gave his monthly report. Key points included:

- The permitting process has been delayed for the Options Academy building by two weeks but the District still anticipates students being able to occupy the building at the start of the 2022-23 school year.

- 2021 graduation rates have been released. The District’s 4 year graduation rate for the class of 2021 was 84.92% (state rate is 80.6%). If we separate Stayton High School from Options Academy, Stayton High School goes up to 88.8%. He also noted that our Hispanic students graduated at 93% which is an all-time high for SHS and over 95% of Career Tech Ed “concentrators” (those who took 3 or more classes) graduated.

SHS Principal Vicky Storey shared a few comments regarding her administrative team’s efforts to be proactive and deepen the engagement with each grade level to meet them where they are at on their journey to graduation.

4. **COVID-19 Report: Andy Gardner**

This standing agenda item is for reviewing topics such as COVID-19 guidance for schools, NSSD protocols and the current status of the virus amongst students and staff. He discussed the switch from 10 day to 5 day quarantines and how it impacts the numerous testing programs and contact tracing. Assoc. Supt. Dave Bolin gave a brief update on the status of the District’s Test to Stay program. The District is considering offering testing for those students and staff who become symptomatic at school as access to testing (and quick results) has become more difficult lately. The District has approximately 500 tests on hand and has applied for 200 more. In addition, he has applied for the District to receive BioHealth tests which would allow schools to send test kits home with students who are exposed at school.

5. **Exit Interview Report: Debi Brazelton**

Human Resources Director Debi Brazelton reviewed the exit summary report from staff who left the District prior to the start of the 2021-22 school year (and since last year's report). Her report is available to view at the meeting link [01/20/2022](#). The Board asked her to add data in the report to reflect the average years of employment of those choosing to leave.

6. **Special Education Annual Report: Jeri Harbison**

SPED Director Jeri Harbison shared the annual report on the District's Special Education services. Her report is available to view at the meeting link [01/20/2022](#).

7. **Licensed Union Report**

This standing agenda item is to receive regular reports from the Licensed Union representatives. NSSD Licensed Education Association President Pauli Lime was present to give the report. She shared how difficult it has been teaching during the pandemic but that there has been a lot of support amongst fellow staff members as well as from District administrators. She also stressed how everyone has come together to do whatever has needed to be done in order to help students be successful. She noted that they greatly appreciate the monthly meetings with Supt. Gardner and HR Director Debi Brazelton.

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

Assoc. Superintendent Dave Bolin gave the [Student Success Act](#) monthly update which typically includes activities and expenditures. He reviewed the spending strategies from the Student Investment Account. Approximately \$1.69 million has been spent so far. Some of the expenditures include:

- new Behavior Specialist positions
- the Devereux Student Strengths Assessment (DESSA) system. DESSA assesses eight social and emotional competencies and is intended to help educators plan instruction, document

students' strengths and areas of need, inform progress monitoring, and evaluate program outcomes.

- approximately 500 new chromebooks (crucial to serve students in quarantine)
- The BERC Group consultations. The BERC Group is an independent evaluation, research, and consulting firm focused on powerful teaching and learning practices. The District uses their systems as a foundation for instructional practices and teacher observations.
- AVID trainings for teachers (mostly occurring in the summer)
- new curriculum adoptions
- equity assessment of the District

5. **PUBLIC COMMENT**

**Jenny Morley, Stayton**- stated that the District should spend COVID funding to gather and analyze data on the effectiveness of masks and vaccines as well as the detriments to students and report findings to the local health and education authorities in an effort to advocate for local control.

**Diannah Dolby, Stayton**- stated she is against the mask mandate because she believes they are ineffective and are detrimental to students mental and physical health.

6. **CONSENT AGENDA**

Erin Cramer made a motion that Board policy updates be removed from the Consent Agenda since there could possibly be discussion regarding one or more of the individual policies. There was no second to the motion. It was noted that any item listed within a Consent Agenda can be pulled at any time for discussion at a later time and the motion was withdrawn.

1. ***Approval of Meeting Minutes***

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

2. ***Licensed Staff Changes***

School boards must approve the hiring and annual renewal and/or extensions of the Licensed staff contracts. HR Director Debi Brazelton reviewed any changes in Licensed staff since the last board meeting.

**Retirements**

**Les Conley - SHS/French & Theater teacher (effective 6/2022)**

**Kelly Fields - SHS/Business Education teacher (effective 6/2022)**

There was a question regarding the future of French classes at SHS once Mr Conley retires. It was noted that it may be difficult to find a new teacher that possesses credentials to teach both French and drama and, depending on the candidate pool, there may be some adjustments to the high school course offerings, likely in relation to languages offered.

3. ***Policy Updates-2nd Reading***

The first group of policy edits were recommended by the Oregon School Boards Assoc. (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 during the December 16, 2021 meeting and were submitted for a 2nd reading and possible adoption.

**ACB-Every Student Belongs (formerly All Students Belong)**

**ACB-AR- Bias Incident Complaint Procedure**

These updates are a result of changes made by the Oregon Legislature and the Oregon State Board of Education over the past several months. House Bill 2697 (2021) takes effect on January 1, 2022, and OSBA highly recommends that school boards delete current versions and replace the policy and AR with these new versions. In addition to the policy edits, the House Bill was attached for reference.

*During a discussion regarding these specific policies, it was noted that there should be an educational approach whenever possible, rather than punitive, when addressing individuals displaying the Confederate Flag.*

**BD/BDA - Board Meetings**

**BDDH - Public Comment at Board Meetings**

These updates are a result of Oregon House Bill 2560 which requires public governing bodies, to the extent reasonably possible, to make all meetings accessible remotely through technological means and provide an opportunity for members of the public to remotely submit testimony as of January 1, 2022.

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**JHCC-Communicable Diseases**

Edits were made to clarify the District's stance on not imposing any vaccine mandates in excess of Oregon law.

4. **Action on Consent Agenda**

**MOTION-CONSENT AGENDA**

*Motion that the Board approve the Consent Agenda including; 6.1-Minutes from the 12/07/21 Special Session and 12/16/21 Regular Session and 6.3- updates to policies ACB, ACB-AR, BD/BDA & BDDH as submitted.*

**Motion Made By: Erin Cramer**  
**Vote: 7-0**  
**Result: Motion Passed**

7. **NEW BUSINESS**

1. **OSBA Policy Plus Recommendations (1st Reading)**

The following policy edits were recommended by the Oregon School Boards Assoc. (OSBA) as part of their Policy Plus service, typically as a result of new legislation or to revise outdated language. They were submitted for a 1st reading and will be brought back in February for a 2nd reading and possible approval.

It was noted during the discussion that edits proposed by OSBA did not properly display in the pdfs that were attached and that the Board’s administrative assistant would replace them in the meeting materials online as well as send them as attachments to the Board the following day.

- EFAA-AR- Reimbursable Meals & Milk Programs
- GBEA-Workplace Harassment
- GBEA-AR-Workplace Harassment Reporting and Procedure
- JECAC\_GBH -Staff-Student-Parent Relations

JFCF-Harassment, Intimidation, Bullying, Cyberbullying, Teen Dating & Domestic Violence-Student

*There was a discussion regarding this policy and how the consistency of how consequences might be applied from building to building or even student to student within the same building. The question was posed if there might be a need to address this more clearly in the policy to provide more specific guidance for building leadership. It was noted by Supt. Gardner that each situation, and the students involved, vary greatly and there really isn't an equitable way across all interactions of addressing the incidents in the same manner. It was agreed that District admin. would revisit the policy to see if there are additional edits needed before it is presented for a 2nd reading.*

KGC\_GBK - Prohibited Use, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems

2. **District & Board Goals**

The current District and Board Goals are effective through the end of the 2021- 2022 school year. Normally they would begin the process of reviewing and revising them. Given the current circumstances with COVID and the fact there has been no parent survey since 2019, the Board agreed it would be best to extend the existing goals for another year and begin the review process in the fall of 2022 (a parent survey will be launched in March or April 2022).

There was a discussion about reviewing the District's definition of the word "equity" and to adequately communicate this to all District stakeholders and all felt it would be an important part of the process. There was a recommendation to ensure the District connects with all the staff, families and students who participated in the equity assessments over the last two years to communicate the findings and any resulting strategies.

**MOTION-BOARD/DISTRICT GOALS**

*Motion to extend the NSSD Board and District goals through the 2022-2023 school year.*

**Motion Made By: Mike Wagner**

**Vote: 7-0**

**Result: Motion Passed**

8. **UNFINISHED BUSINESS**

1. **Community Engagement**

This standing agenda item is for the Board to continue discussing the process of increasing the engagement of parents and the greater community in our schools. The Board agreed they would like to engage in listening sessions at all the school locations. They would attend in groups of two, along with Supt. Gardner. He (Supt. Gardner) agreed he would connect with schools and then report back to the Board with a plan to move forward with the times and formats of the sessions.

Coral Ford, Laura Wipper and Mark Henderson (Erin Cramer as an alternate) all agreed they would be available to work together on a long-term strategic plan once all the listening sessions have occurred.

## 2. **Board Reflection**

This new standing agenda item has been added to allow the Board to reflect upon statements made during public comment. Central themes included:

- they hear and relate to people’s frustrations with the continued mask mandate and may be prepared to propose board action to advocate as a group for local control once COVID proves to be declining in the community if the mandate continues. It was acknowledged that Supt Gardner, along with other superintendents, have continued to advocate directly to state leaders such as Gov. Brown and the Director of the Oregon Dept. of Education for an “exit strategy” or, more specifically, what metrics are necessary to begin rolling back the mask mandates, contact tracing and quarantines protocols
- Board members all collectively and individually have felt the weight of the decisions required of all school leaders over the last two years. They want to communicate how conflicted many have felt as they’ve had to respond to opposing opinions and desires while trying to meet the needs of all the District’s stakeholders.
- there are concerns and questions moving forward when masks are optional on how to protect our more medically vulnerable students and staff

## 9. **INFORMATION ONLY**

### 1. **Field Trip Report:**

A list of the field trips taken and/or scheduled since the start of the school year was included in the board packet. It can be viewed by clicking the meeting link [01/20/2022](#).

### 2. **Student Enrollment:**

Current enrollment is approximately 2,111 across the District. Numbers for each school are listed below. Refer to the attachment for a breakdown by grade at each location by clicking the meeting link [01/20/2022](#).

Mari-Linn: 170

Sublimity: 334

Stayton Elementary:

Stayton Intermediate/Middle: 448

(SIS:161 SMS: 287)

Stayton High: 668

Options Academy: 131

### 3. **Future Agenda Items:**

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

### 4. **Upcoming Board Events & Activities:**

Information regarding activities across the District was included in the meeting materials.

## 10. **MISC INFO & ANNOUNCEMENTS**

**This item is for things such as reports from board members (e.g. conferences or community events they attended) or to request volunteers for upcoming activities.**

Board Greeter for Next Month:

Alisha Oliver

Possible Future Agenda Items:

11. ADJOURN

The Board Chair adjourned the meeting at 9:56 pm.

EQUAL OPPORTUNITY EMPLOYER

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

**ACTION REQUIRED**

**NEW HIRES**

**SCHOOL** **NOTE**

**\*\*\*FYI\*\*\***

**NEW HIRES**

**DOH** **SCHOOL** **NOTE**

**RESIGNATIONS**

**DOT** **SCHOOL** **NOTE**

Sarah Davisson	2/18/2022	SHS	Language Arts
Rachel Minturn	6/16/2022	SIS	5th
Sara Zander	6/16/2022	SHS	Language Arts

**RETIREMENTS**

**DOR** **SCHOOL** **NOTE**

**LEAVE OF ABSENCE**

**DOL** **SCHOOL** **NOTE**



North Santiam School District

# North Santiam School District

Code: EFAA-AR  
Adopted: 11/21/02  
Revised/Readopted: 8/15/13; 7/17/14; 1/15/15;  
3/17/16; 8/17/17  
Orig. Code: EFAA-AR

## Reimbursable School Meals Programs

The district's nutrition and food services will be operated in accordance with the following requirements:

### Meal Pricing Procedures

1. Reimbursable meals will be priced as a unit.
2. Reimbursable meals will be served free or at a reduced price to all children who are determined by the district to be eligible for free or reduced price meals.
3. Annually, the district will establish prices for reimbursable student meals. The price charged to students who do not qualify for free or reduced price meals will be established annually by the district in compliance with state and federal laws.
4. The price charged to students who qualify for reduced price meals will be established annually by the district in compliance with state and federal laws.
5. The district may implement claiming alternative Provision 2 at schools under its jurisdiction, as needed, including at Stayton Elementary School, Mari-Linn School, Sublimity School, Stayton Intermediate/Middle School, Stayton High School and at schools where it contracts its services.

### Application Procedures

1. Households receiving Supplemental Nutrition Assistance Programs (SNAP) or Temporary Assistance to Needy Families (TANF) benefits, as identified by Oregon Department of Education (ODE), will be automatically eligible for free meals for the students listed on the official document. Districts must access this document at least three times per year.
2. Students receiving support through the migrant education program, Runaway and Homeless Youth Act, McKinney-Vento Homeless Assistance Act, federal Head Start and state-funded prekindergarten programs, with income eligibility criteria identical or more stringent than federal Head Start, or are in state or court placement foster care, will be automatically eligible for free meals, for the students listed on the official documents.
3. Households that submit a confidential application will be notified of their student's eligibility for free or reduced price meals. Households that are denied free or reduced price benefits will be notified in writing using the ODE mealtime template letter distributed to the district annually.
4. On a case-by-case basis, when a student is known to be eligible for free or reduced price meal benefits and the household fails to submit a confidential application, the superintendent or designee

may complete an application for the student documenting how he/she/they knows the household income qualifies the student for free or reduced price meal benefits. Parents of a student approved for free or reduced price benefits, when an application is made for the student by a school official, will be notified of the decision and given the opportunity to decline benefits.

5. Students who do not qualify for free or reduced price meals are eligible to participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and will be charged “paid” prices set by the district. “Paid” category students will be treated equally to students receiving free or reduced price benefits in every aspect of the district’s NSLP, SBP, Child and Adult Care Food Program (CACFP) and Summer Food Service Program (SFSP).
6. The district has established a fair hearing process under which a household can appeal a decision with respect to the household’s application for benefits or any subsequent reduction or termination of benefits.
7. In the event of major employers contemplating large layoffs in the attendance area of the district, the district will provide confidential applications and eligibility criteria for free and reduced price meals to the employer for distribution to affected employees.

### **Financial Management of the Nonprofit School Food Service**

1. The district will maintain a nonprofit school nutrition and food service operation.
2. Revenues earned by the school nutrition and food services will be used only for the operation or improvement of NSLP, SBP, CACFP and SFSP.
3. Lunch and breakfast meals served to teachers, administrators, custodians and other adults not directly involved with the operation of the district’s nutrition and food services will be priced to cover all direct and indirect cost of preparing and serving the meal.<sup>1</sup>
4. District nutrition and food services revenues will not be used to purchase land or buildings.
5. The district will limit its nutrition and food services net cash resources to an amount that does not exceed three months average expenditures.
6. The district will maintain effective control and accountability for, and adequately safeguard, all nutrition and food services’ cash, real and personal property, equipment and other assets, and ensure they are used solely for nutrition and food services purposes.
7. The district will meet the requirements for allowable NSLP, SBP, CACFP and SFSP costs as described in 2 C.F.R. § 200.
8. In purchasing nutrition and food services goods or services, the district will not accept proposals or bids from any party that has developed or drafted specifications, requirements, statements of work,

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<sup>1</sup> For meals with portion sizes equivalent to student meals, the adult meal price will be no less than the amount of reimbursement for a free-eligible meal, plus the value of commodity foods used in the meal preparation.

invitations for bids, requests for proposals, contract terms and conditions or other documents for proposals used to conduct the procurement.

9. All procurement transactions for nutrition and food services goods and services will be conducted according to state, federal and district procurement standards using the applicable cost thresholds.
10. In the operation of its nutrition and food services program, the district will purchase food products where at least 50 percent of the ingredients are produced or processed in the United States, whenever possible.
11. The district may use facilities, equipment and personnel supported with nutrition and food services revenue to support a nonprofit nutrition program for the elderly.

### **Civil Rights and Confidentiality Procedures**

1. The district will not discriminate against any student because of ~~his/her~~ their eligibility for free or reduced price meals.
2. The district will not discriminate against any student or any nutrition and food services employee because of race, color, national origin, marital status, sex, sexual orientation, parental status, religion, age or disability.
3. The district will assure that all students and nutrition and food services employees are not subject to different treatment, disparate impact or a hostile environment.
4. Established district procedures will be followed for receiving and processing civil rights complaints related to applications for NSLP, SBP, CACFP and SFSP benefits and services, and employment practices with regard to the operation of its NSLP, SBP, CACFP and SFSP. The district will forward any civil rights complaint regarding the district's nutrition and food services to ODE's director of Child Nutrition Programs within three days of receiving the complaint.
5. The district will make written or oral translations of all nutrition and food services materials available to all households who do not read or speak English.
6. The district will maintain strict confidentiality of all information obtained through a confidential application for free and reduced price meals or direct certification, including students' eligibility for free or reduced price meals and all household information. The district's NSLP, SBP, CACFP and SFSP operators are not required to release any information from a student's confidential application for free or reduced price meals. No information may be released from a student's eligibility information without first obtaining written permission from the student's parent or legal guardian/adult household member signing the application, except as follows:
  - a. An individual student's name and eligibility status may be released without written consent only to persons who operate or administer federal education programs; persons who operate or administer state education or state health programs at the state level; persons evaluating state, education assessment; or persons who operate or administer any other NSLP, SBP, SMP, SFSP, CACFP or SNAP;
  - b. Any other confidential information contained in the confidential application for free and reduced price meals (e.g., family income, address, etc.) may be released without written

consent only to persons who operate or administer the NSLP, SBP, SMP, CACFP, SFSP and the Special Supplemental Nutrition Program for Women, Infants and Children (WIC); the Comptroller General of the United States for audit purposes; and federal, state or local law enforcement officials investigating alleged violation of any of the programs listed above.

### **Nutrition and Menu Planning**

1. Meals served for reimbursement will meet the nutrition standards established by the U.S. Department of Agriculture (USDA) and Oregon Smart Snacks Standards.
2. Meals served for reimbursement will meet at least the minimum NSLP, SBP, CACFP and SFSP requirements for food items and quantities.
3. Meals served for reimbursement will:
  - a. Meet all calorie range requirements by grade level;
  - b. Meet the maximum standards set for saturated fat;
  - c. Meet the maximum standards set for sodium by grade level; and
  - d. Meet the requirement for zero grams of trans-fats.
4. The district will use the offer versus serve option when serving NSLP lunches to all students. Students must take at least three of five different food items, including one-half cup of fruit or vegetable, offered in program lunches.
5. The district will use the offer versus serve option when serving program breakfasts to all students. Students must take at least three of four food items, including one-half cup of fruit or vegetable, offered in program breakfasts.
6. A copy of the Board minutes adopting the offer versus serve policy for all students for program lunches and/or program breakfasts in the district, as applicable, will be made available upon request.

### **Use and Control of Commodity Foods**

1. The district will accept and use commodity foods in as large a quantity as may be efficiently utilized in the NSLP, SBP, CACFP and SFSP.
2. The district will maintain necessary safeguards to prevent theft or spoilage of commodity foods.
3. The value of commodity foods used for any food production other than NSLP, SBP, CACFP or SFSP shall be accounted for in the food service inventory.

### **Accuracy of Reimbursement Claims**

1. The district will claim reimbursement only for reimbursable meals served to eligible children.

2. All meals claimed for reimbursement will be counted at each dining site at a “point of service” where it can be accurately determined that the meal meets NSLP, SBP, CACFP and SFSP requirements for reimbursement.
3. The person responsible for determining the reimbursability of meals will be trained to recognize a reimbursable meal.
4. The district official signing the claim for reimbursement will review and analyze monthly meal counts to ensure accuracy of the claim, before submitting the claim to ODE.
5. Annually, by November 15th, the district will verify a random sample of applications according to NSLP verification requirements. Instructions for completing the verification process will be sent by ODE to the district in October each year.

### **Food Safety and Sanitation Inspections**

1. The district will maintain necessary facilities for storing, preparing and serving food and milk.
2. Semiannually, the district will schedule food safety inspections with the county Environmental Health Department for each school or dining site under its jurisdiction.
3. The district will maintain health standards in compliance with all applicable state food safety regulations at each school or dining site under its jurisdiction.

### **General USDA NSLP/SBP/SMP Requirements**

1. The district will ensure that no student is denied a meal as a disciplinary action.
2. Breakfast will be served in the morning hours, at or near the beginning of the student’s school day.
3. Lunch will be served between the hours of 10 a.m. and 2 p.m.
4. The district will provide substitute foods for students with a disability<sup>2</sup> that restricts their diet when supported by a written statement from a state-licensed health care professional, who is authorized to write medical prescriptions. Substitutions will be provided only when a medical statement from the licensed health care professional is on file at the school. The medical statement must state the nature of the child’s impairment so its effect on the student’s diet is understood and what must be done to accommodate the impairment. The district will not charge more than the price of the school meal, as determined by the child’s eligibility status, for meals with the accommodation.
5. The district will control the sale of competitive foods.

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<sup>2</sup> To comply with Section 504 as it relates to a student’s severe food allergy, such as milk, gluten, nut or soy, and including but not limited to diabetes, colitis, etc.

6. The district will ensure that potable, drinking water will be available to students, free of charge for consumption in the place where meals are served during meal service.<sup>3</sup>
7. The district will notify all households and appropriate staff of its meal charge requirements as part of the yearly school handbook at the beginning of each school year, upon enrollment of a student or the transfer of a student. The meal charging requirements will be posted on the district's website.
8. <sup>[4]</sup>Regardless of the ability to pay, a student shall be provided a reimbursable meal upon request. Parents or guardians may provide written permission to the district to withhold a meal from a student. After five meal charges the district will attempt to certify the student for free or reduced-price meals. At least two attempts to contact the student's parent or guardian for completing a meal application will be made by the district, including offering assistance filling out the application, if appropriate. Communications regarding student charges will be directed to parents or guardians, only. The district may refer delinquent meal charges to third parties for collection. Collection fees will not be charged to the parent or guardian.

Meal and item charge requirements will include the following:

- a. All students may charge meals.
  - b. After the student has incurred the maximum allowed charges K-8 students will receive an alternate meal.
  - c. No supplemental items will be allowed for purchase until outstanding chargers are paid. Any money given to the cafeteria will be applied toward any outstanding charge balance.
  - d. Households will be contacted each day for any meal charges.
  - e. The school food service department allows parents to prepay for meals and put money on their student's account at [www.mymealtime.com](http://www.mymealtime.com). This website also allows parents to get a detailed report of purchases made by their student.
  - f. For households that cannot afford to pay their school meal charges, the district will work with them to establish a payment plan.
  - g. In the event that every attempt has been made to collect debt for the student meal account and the student leaves the district, the district will work with the food service department to clear the debt from the food service budget.
  - h. The district ensures all students have an opportunity to eat through the above stated practices as well as through a nonfood service fund that pays for student breakfasts and lunches when they do not have any other resource available.
9. The sale of foods in competition with the district's lunch (NSLP) or breakfast (SBP) programs will be allowed in dining sites during lunch and breakfast periods with Board approval only when all income from the food sales accrues to the benefit of the district's nutrition and food services or accrues to a school or student organization approved by the Board. A copy of the Board minutes approving and defining competitive food sales will be made available upon request.
  10. Students will be charged for second servings of meals or portions of meals served.

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<sup>3</sup> [New requirement under Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. 1751 §§ 203.](#)

<sup>4</sup> [Pursuant to ORS 327.537 the following language reflects required practice, but the language is not required to be in policy.]

## **Record Keeping**

The following documents will be maintained by the district for three years after the current school year or longer, in the event of an unresolved audit(s), until the audits has been completed:

1. All currently approved and denied confidential applications for free and reduced price meals and all current direct certification documents, eligibility verification documents and school membership or enrollment lists;
2. Financial records that account for all revenues and expenditures of the district's nonprofit nutrition and food services programs, including procurement documents;
3. Records (i.e., recipes, ingredient lists and nutrition fact labels or product specifications) that document the compliance with nutrition standards for all program and competitive foods available for sale to students at a school campus;
4. Documents of participation data (i.e., meal counts) from each school in the district to support claims for reimbursement;
5. Production and menu records;
6. Records to document compliance with Paid Lunch Equity;
7. Records to document compliance with revenue from nonprogram foods; and
8. Internal program monitoring documents for NSLP, SBP, CACFP and SFSP.

Code: GBEA  
Adopted: **\*\*new\*\***

**Workplace Harassment \***

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

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

“Workplace harassment” means conduct that constitutes discrimination prohibited by Oregon Revised Statute (ORS) 659A.030 (discrimination in employment based on race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age, or expunged juvenile record), including conduct that constitutes sexual assault<sup>1</sup> or that constitutes conduct prohibited by ORS 659A.082 (discrimination against person in uniformed service) or 659A.112 (discrimination in employment based on disability).

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

All incidents of behavior that may violate this policy shall be promptly investigated. Any person who reports workplace harassment has the right to be protected from retaliation. The district may not require or coerce a district employee to enter into a nondisclosure<sup>2</sup> or nondisparagement<sup>3</sup> agreement.

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

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

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

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

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

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

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

The district shall make this policy available to all district employees and shall be made a part of district orientation materials provided and copied to new district employees at the time of hire. The superintendent will establish a process of reporting incidents of workplace harassment and the prompt investigation.

END OF POLICY

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**Legal Reference(s):**

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

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

[ORS 659A.885](#)  
[OAR 584-020-0040](#)  
[OAR 584-020-0041](#)

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

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

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

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

House Bill 3041 (2021)

Code: GBEA-AR  
Revised/Reviewed: \*\*new\*\*

## Workplace Harassment Reporting and Procedure

Any district employee who believes they have been a victim of workplace harassment may file an oral or written report consistent with this administration regulation, may file a report through the Bureau of Labor and Industries' (BOLI) complaint resolution process, or under any other available law.

Additional information regarding the filing of a report may be obtained through a building principal, the Human Resources Director or the Superintendent..

A complaint alleging an unlawful employment practice as described in ORS 659A.030, 659A.082 or 659A.112 or section 4 of Senate Bill 479 (2019) must be filed no later than five years after the occurrence of the alleged unlawful employment practice.

All documentation related to workplace harassment complaints may become part of the personnel file of the employee who is the alleged harasser, as appropriate. Additionally, a copy of all workplace harassment reports, complaints, and documentation will be maintained by the district as a separate confidential file and stored in the district office.

### Investigation Procedure

The Human Resources Director is responsible for investigating reports concerning workplace harassment. The investigator(s) shall be a neutral party having had no involvement in the report presented. If the alleged workplace harassment involves the Human Resources Director the employee may report to the Superintendent. All reports of alleged workplace harassment behavior shall be investigated.

The investigator shall:

1. Document the alleged, reported incident of workplace harassment;
2. Provide information about legal resources and counseling and support services, which may include district-provided assistance services available to the district employee;
3. Provide a copy of the district's Board policy GBEA - Workplace Harassment and this administrative regulation to the district employee; and
4. Complete the following steps:

Step 1 Promptly initiate an investigation. The investigator will arrange such meetings as may be necessary to discuss the issue with all concerned parties within ten working days after receipt of the report. The parties will have an opportunity to submit evidence and a list of witnesses. All findings of the investigation, including the response of the alleged harasser, shall be

reduced to writing. The investigator shall notify the complainant 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.

A copy of the report, complaint, or other documentation about the incident, and the date and details of notification to the complainant of the results of the investigation, together with any other documentation related to the workplace 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. Such appeal must be filed within 10 working days after receipt of the step 1 decision. The Superintendent shall review the investigators report and findings. The Superintendent will arrange such meetings with the complainant and other affected parties as deemed necessary by the Superintendent to discuss the appeal. The Superintendent shall provide a written decision to the complainant within 10 working days after receipt of the appeal.

**Step 3** If a complainant is not satisfied with the decision at Step 2, the complainant may submit a written appeal to the NSSD Board. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The Board will review the findings and conclusion of the Superintendent or designee in a public meeting to determine what action is appropriate. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the Superintendent's or designee's decision as the district's final decision.

If the Board conducts a hearing, the complainant shall be given an opportunity to present the appeal at a Board meeting. The Board may hold the hearing in executive session if the subject matter qualifies under Oregon law. The parties involved may be asked to attend such hearings for the purposes of making further explanations and clarifying the issues. The Board shall decide, within 20 days, in open session what action, if any, is warranted. The Board shall provide a written decision to the complainant within 10 working days following completion of the hearing.

If the Board chooses not to hear the appeal, the Superintendent's decision in Step 2 is final.

Reports involving the superintendent should be referred to the Board chair on behalf of the Board. The Board chair will cause the information<sup>1</sup> required to be issued to the complainant as described in this administrative regulation. The Board chair shall present the complaint to the Board at a Board meeting. 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. The Board may hold the hearing in executive session if the subject matter qualifies under Oregon law. The Board shall decide,

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<sup>1</sup> Provide information about legal resources and counseling and support services, which may include district-provided assistance services available to the district employee, and a copy of the district's Board policy GBEA - Workplace Harassment and this administrative regulation to the district employee.

within 30 days, in open session what action if any is warranted. The Board chair shall notify the complainant in writing within 10 days that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

### **Follow-up Procedures**

The Human Resources (HR) Director will follow up with the district employee of the alleged harassment once every three months for the calendar year following the date on which the HR Director received a report of harassment, to determine whether the alleged harassment has stopped or if the employee has experienced retaliation. The HR Director will document the record of this follow-up. The HR Director will continue follow-up in this manner until and unless the employee directs the HR Director in writing to stop.

### **Other Reporting Options and Filing Information**

Nothing in this policy prevents an employee from filing a formal grievance in accordance with a collective bargaining agreement (CBA) or a formal complaint with BOLI or the Equal Employment Opportunity Commission (EEOC); or if applicable, the U.S. Department of Labor (USDOL) Civil Rights Center. Review the CBA for any provision that requires an employee to choose between the complaint procedure outlined in the CBA and filing a BOLI or EEOC complaint.

Nothing in Board policy GBEA - Workplace Harassment or this administrative regulation prevents any person from seeking remedy under any other available law, whether civil or criminal.

An employee or claimant must provide advance notice of claim against the employer as required by ORS 30.275.

### **Filing a report with the U.S. Department of Labor (USDOL) Civil Rights Center.**

An employee whose agency receives federal financial assistance from the USDOL under the Workforce Innovation and Opportunity Act, Mine Safety and Health Administration, Occupational Safety and Health Administration, or Veterans' Employment and Training Service, may file a complaint with the state of Oregon Equal Opportunity Officer or directly through the USDOL Civil Rights Center. The complaint must be written, signed and filed within 180 days of when the alleged discrimination or harassment occurred.

**North Santiam School District**  
**1155 N 3rd Ave, Stayton OR 97383**  
**503-769-6924**

**WORKPLACE HARASSMENT REPORTING OR COMPLAINT FORM**

Name of person making report/complainant: \_\_\_\_\_

Position of person making report/complainant: \_\_\_\_\_

Date of complaint: \_\_\_\_\_

Name of alleged harasser: \_\_\_\_\_

Date and place of incident or incidents: \_\_\_\_\_

\_\_\_\_\_

Description of alleged misconduct: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name of witnesses (if any): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evidence of workplace harassment, i.e., letters, photos, etc. (attach evidence if possible): \_\_\_\_\_

\_\_\_\_\_

Any other information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**North Santiam School District  
1155 N 3rd Ave, Stayton OR 97383  
503-769-6924**

**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: \_\_\_\_\_

# North Santiam School District

Code: JFCF  
 Adopted: 1/06/07  
 Revised/Readopted: 3/17/10; 1/26/12; 3/19/15;  
 3/17/16; 10/19/17  
 Orig. Code: JFCF/GBNA/JBA/GBN

Color key	Blue: strikethrough by OSBA	Grey: adds by OSBA	Red: suggested strikethrough by Laura Wipper	Yellow: suggested adds by Laura & Dave Bolin
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## Harassment, Intimidation, Bullying, Cyberbullying, Teen Dating Violence, and Domestic Violence – Student

The Board, ~~in its commitment to providing~~ is committed to maintaining a supportive, safe, and positive, ~~and productive~~ learning environment in every facility in the District. To maintain such an environment the Superintendent, administrators and staff will develop and monitor systemic practices to support this policy. Proactive methods of practice, along with applicable laws, administrative rules and stakeholder input will be maintained to ensure consistency is present. ~~for all students will consult with parents/guardians, employees, volunteers, students, administrators, and community representatives in developing this policy in compliance with applicable Oregon law.~~

Harassment, intimidation, bullying and cyberbullying by students, staff, or third parties toward students is strictly prohibited. Teen dating violence is unacceptable behavior and prohibited.

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

Students whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline in line with consistent methods of practices, up to and including expulsion. The district may also file a request with the Oregon Department of Transportation to suspend the driving privileges or the right to apply for driving privileges of a student 15 years of age or older who has been suspended or expelled at least twice for assaulting or menacing another student or employee, willful damage or injury to district property, or for the use of threats, intimidation, harassment, or coercion against a district employee or another student.

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

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

The building administrator and superintendent is responsible for ensuring that this policy is implemented.

## Definitions

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

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

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

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

“Protected class” means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation<sup>1</sup>, national origin, marital status, familial status, source of income, or disability.

“Teen dating violence” means:

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

“Domestic violence” means abuse by one or more of the following acts between family and/or household members<sup>2</sup>:

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

<sup>2</sup> “Family or household members” as defined in ORS 107.705.

1. Attempting to cause or intentionally, knowingly, or recklessly causing bodily injury;
2. Intentionally, knowingly or recklessly placing another in fear of imminent bodily injury;
3. Causing another to engage in involuntary sexual relations by force or threat of force.

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

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

## **Reporting**

The building administrator or designee will take reports and conduct a prompt investigation of any report of an act of harassment, intimidation, bullying, cyberbullying, or teen dating violence. Any employee who has knowledge of conduct in violation of this policy shall immediately report concerns to the building administrator or designee who has overall responsibility for all investigations. Any employee who has knowledge of incidents of teen dating violence that took place on district property, at a district-sponsored activity, or in a vehicle used for district-provided transportation shall immediately report the incident to the building administrator or designee. Failure of an employee to report an act of harassment, intimidation, bullying, teen dating violence, or cyberbullying to the building administrator or designee may be subject to remedial action, up to and including dismissal. Remedial action may not be based solely on an anonymous report.

Any student who has knowledge of conduct in violation of this policy or feels they have been harassed, intimidated, bullied, been a victim of teen dating violence or acts of being cyberbullied in violation of this policy is encouraged to immediately report their concerns to the building administrator or designee, who has overall responsibility for all investigations. Any volunteer who has knowledge of conduct in violation of this policy is encouraged to immediately report their concerns to the building administrator or designee. A report from a student or volunteer may be made anonymously. A student or volunteer may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate district official.

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

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

## **Training and Education**

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

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

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

### Notice

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

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

END OF POLICY

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### Legal Reference(s):

[ORS 107.705](#)

[ORS 166.065](#)

[ORS 166.155 - 166.165](#)

[ORS 174.100\(7\)](#)

[ORS 332.072](#)

[ORS 332.107](#)

[ORS 339.240](#)

[ORS 339.250](#)

[ORS 339.254](#)

[ORS 339.351 - 339.368](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-021-0055](#)

[OAR 581-022-2310](#)

[OAR 581-022-2370](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2012).

### Cross Reference(s):

GBN/JBA - School District

JBA/GBN - Sexual Harassment

JFCM - Threats of Violence

### Staff/Student/Parent Relations\*\*

The Board encourages both parents to be involved in the educational activities of their children and, unless otherwise ordered by the courts, an order of sole custody on the part of one parent shall not deprive the other parent the following authority as it relates to:

1. Receiving and inspecting education records and to consulting with school staff concerning the students welfare and education, to the same extent as provided the parent having sole custody;
2. Authorizing emergency medical, dental, psychological, psychiatric or other health care for the student if the custodial parent is, for practical reasons, unavailable.

It is the responsibility of the parent with sole custody to provide any court order that curtails the rights of the noncustodial parent at the time of enrollment or any other time a court order is issued.

~~Noncustodial parents will not be granted visitation or telephone access to the student during the school day. The student will not be released to the noncustodial parent without written permission from the custodial parent.~~ Unless provided by court order or a parental plan, a student shall not be released to the noncustodial parent nor shall the noncustodial parent be granted visitation or phone access during the school day.

In the case of joint custody, the district will adhere to all conditions specified and ordered by the court. The district may request in writing any special requests or clarifications in areas concerning the student and the district's relationship and responsibilities.

The district will use reasonable methods to identify and authenticate the identity of both parents.

END OF POLICY

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#### Legal Reference(s):

[ORS 107.101](#)  
[ORS 107.102](#)

[ORS 107.106](#)  
[ORS 107.154](#)

[ORS 109.056](#)  
[ORS 163.245 to -163.257](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2017); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).  
Protection of Pupil Rights, 20 U.S.C. § 1232h (2017); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2017).

#### Cross Reference(s):

GBH/JECAC - Staff/Student/Parent Relations

## Prohibited Use, ~~Possession~~, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems\*\*

~~It is the district's obligation to protect the health, welfare and safety of students. To be consistent with Oregon law, and district curriculum, student possession, use, distribution or sale of tobacco products or inhalant delivery systems in any form on district premises, at school-sponsored activities, on or off district premises, on all district grounds, including parking lots, in district-owned, rented or leased vehicles or otherwise, or while a student is under the jurisdiction of the district, is prohibited.~~

~~The use, distribution or sale of tobacco products or inhalant delivery systems by staff and all others is prohibited on district premises, in any building or facility, on district grounds, including parking lots, in any vehicle owned, leased, rented or chartered by the district, school or public charter school and at all school-sponsored activities.~~

~~For the purpose of this policy, "tobacco products" is defined to include, but not limited to, any lighted or unlighted cigarette, cigar, pipe, bidi, or clove cigarette, and any other smoking product, spit tobacco (also known as smokeless, dip, chew, snuff, in any form). This does not include products that are USFDA-approved for sale as a tobacco cessation product or other therapy products used for the purpose of cessation for any other therapeutic purpose, if marketed and sold solely for the approved purpose.~~

~~For the purpose of this policy, "inhalant delivery system" means a device that can be used to deliver nicotine or cannabinoids in the form of a vapor or aerosol to a person inhaling from the device; or a component of a device or a substance in any form sold for the purpose of being vaporized or aerosolized by a device, whether the component or substance is sold or not sold separately. This does not include products that are USFDA-approved for sale as a tobacco cessation products or other therapy products for any other therapeutic purpose, if marketed and sold solely for the approved purpose.~~

~~Violation of this policy will lead to appropriate disciplinary action up to and including expulsion for students. When considering disciplinary action for a student with disabilities, the district must follow the requirements of Board policy JGDA/JGEA - Discipline of Students with Disabilities, including those involving functional behavioral assessment, change of placement, manifestation determination and an interim alternative educational setting. Community or school service may be required. A referral to law enforcement may be made. Parents will be notified of all violations involving their student and subsequent action taken by the school. Information about cessation support and/or tobacco education programs and how students can access these programs will be provided. At the discretion of the principal, attendance and completion of such programs, or successful completion of a behavior modification plan, may be allowed as a substitute for, or as part of student discipline.~~

~~Violation of this policy by staff will result in discipline up to and including dismissal.~~

~~Violation of this policy will lead to appropriate disciplinary action up to and including expulsion for students. When considering disciplinary action for a student with disabilities, the district must follow the~~

requirements of Board policy JGDA/JGEA—Discipline of Students with Disabilities, including those involving functional behavioral assessment, change of placement, manifestation determination and an interim alternative educational setting. Community or school service may be required. A referral to law enforcement may be made. Parents will be notified of all violations involving their student and subsequent action taken by the school. Information about cessation support and/or tobacco education programs and how students can access these programs will be provided. At the discretion of the principal, attendance and completion of such programs, or successful completion of a behavior modification plan, may be allowed as a substitute for, or as part of student discipline. *(duplicate of previous paragraph)*

Violation of this policy by ~~nonstudents~~ **the public** may result in the individuals removal from district property. The district reserves the right to restrict access to district property by individuals who are repeat offenders.

This policy shall be enforced at all times.—~~The superintendent will develop administrative regulations as needed to implement this policy.~~

END OF POLICY

**Legal Reference(s):**

[ORS 332.107](#)

[ORS 433.835 to -433.990](#)

[OAR 581-053-0330\(1\)\(m\)](#)

[ORS 336.227](#)

[OAR 581-053-0430\(12\)](#)

[ORS 339.883](#)

[OAR 581-021-0110](#)

[OAR 581-053-0531\(11\)](#)

[ORS 431A.175](#)

[OAR 581-053-0230\(9\)\(s\)](#)

Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2017).

**Cross Reference(s):**

~~GBK/JFCG/KGC - Prohibited Use, Possession, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems~~  
~~JFCG/KGC/GBK - Prohibited Use, Possession, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems~~

Corrected 3/01/18

# 2022-2023 Proposed School Calendar



North Santiam School District  
1155 N 3rd Ave - Stayton, OR 97383  
[www.nstantiam.k12.or.us](http://www.nstantiam.k12.or.us)  
503-769-6924

July 4	Independence Day
Aug 1	School Offices Open
Sept 5	Labor Day
Sept 6	First Day of School (K-9)
Sept 7	First Day of School (10-12)
Oct 7	State-wide Teacher In-Service Day
Nov 4	Grading Day/Mid-Term 1
Nov 7-9	Conferences Occur
Nov 9	Early Release
Nov 10	Conference Hours Payback
Nov 11	Veterans' Day
Nov 23-25	Thanksgiving Break
Dec 19-Jan 2	Winter Break
Jan 16	Martin Luther King Jr. Day
Jan 27	Grading Day, Term 1
Jan 27	Classified In-Service Day
Feb 3	Teacher In-Service Day
Feb 20	Presidents' Day
March 27-31	Spring Break
April 7	Grading Day/Mid-Term 2
April 10-12	Conferences Occur
April 13	Early Release
April 14	Conference Hours Payback
May 29	Memorial Day
June 9	(Tentative) SHS Graduation
June 14 <	Last day of School
June 15 <	Grading Day, Term 2
June 16 <	Last day for Teachers

< Dates may be extended due to unplanned closures

- No School-Holiday/Break
- Early Release
- Late Start
- Last day for grades K-7, 9-11

July 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
August 2022						
S	M	T	W	T	F	S
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September 2022						
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25	26	27	28	29	30	
October 2022						
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23	24	25	26	27	28	29
30	31					
November 2022						
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December 2022						
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January 2023						
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29	30	31				
February 2023						
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March 2023						
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April 2023						
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30						
May 2023						
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14	15	16	17	18	19	20
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28	29	30	31			
June 2023						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

# North Santiam School District

Code: DH  
Adopted: 7/01/96  
Revised/Readopted: 9/18/97; 9/19/02; 3/20/14;  
6/15/17  
Orig. Code: DH

## ~~Bonded Employees and Officers~~ Loss Coverage

The Board and designated district employees are responsible to safeguard the district against loss regarding funds, fees, cash collections and inventory. The Board shall designate the district employees responsible as custodians of such items. The district shall purchase bond coverage or equivalent crime coverage in an amount determined by the Board, in consultation with the district's agent of record. The district will pay the cost of such coverage.

~~All district employees responsible for funds, fees, cash collections and inventory control will be bonded to protect the district against loss in an amount determined by the Board and upon recommendation of the district's agent of record. In compliance with Oregon statutes and administrative rules, the superintendent and deputy clerk will have individual fidelity bond coverage or equivalent crime coverage. The district will pay the cost of such coverage.~~

END OF POLICY

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### Legal Reference(s):

[ORS 328.441](#)

[ORS 332.525](#)

[OAR 581-022-2405](#)

# North Santiam School District

Code: GBA-AR  
Revised/Reviewed: 10/19/17

## Veterans' Preference

Oregon's Veterans' Preference Law requires the district to grant a preference to qualified and eligible veterans and disabled veterans at each stage in the hiring and promotion process. To be **qualified** for veterans' preference, a veteran or disabled veteran must meet the minimum and any other special qualifications required for the position sought. To be **eligible** for veterans' preference<sup>1</sup>, a veteran or disabled veteran must provide certification they are a veteran or disabled veteran as defined by Oregon law<sup>2, 4</sup>.

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

A veteran may submit a written request to the district for an explanation of the reasons why they were not selected for the position.<sup>2</sup> The district shall provide the reasons for not selecting the candidate when requested.

### Recruitment Procedures

All job postings or announcements will include a concise list of minimum and any special qualifications required for the position. Job postings will include a statement that the district's policy is to provide veterans and disabled veterans with preference as required by law and the job posting will require applicants to provide certification<sup>3</sup> of eligibility for preference, in addition to other requested materials.<sup>3</sup>

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<sup>1</sup> See Oregon Revised Statute (ORS) 408.235.

<sup>2</sup> See Oregon Revised Statute (ORS) 408.225 and OAR 839-006-0440 for definitions of veteran and disabled veteran.

<sup>4</sup> ~~Oregon Revised Statute (ORS) 408.225: definition of veteran.~~

<sup>2</sup> ~~Oregon Revised Statute (ORS) 408.230(5)~~

<sup>3</sup> See Verification of Veteran's Preference (OAR 839-006-0465). An applicant claiming veteran's or disabled veteran's preference will submit a copy of their Certificate of Release or Discharge from Active Duty (DD Form 214 or 215) or a certification that the veteran is expected to be discharged or released from active duty under honorable conditions not later than 120 days after the submission of the certification. A disabled veteran may also submit a copy of their letter from the U.S. Department of Veterans Affairs, unless the information is included in the DD Form 214/215 or a certification that the veteran is expected to be medically separated from active duty under honorable conditions not later than 120 days after the submission of the certification.

<sup>3</sup> ~~Verification of Veteran's Preference~~

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

## Selection Procedures<sup>4-4</sup>

- Step 1: Before the review of any applications the human resource director will establish an evaluation scoring guide based on the minimum and any special qualifications listed in the job posting.
- Step 2: The hiring manager will review the application materials using the ~~above~~ evaluation scoring guide to determine which applicants meet the minimum and any special qualifications listed in the job posting. In assessing the applicant materials of a veteran or disabled veteran the principal or superintendent shall evaluate whether the skill experience obtained in the military are transferable to the posted position. ~~In this step the district does not apply a veterans' preference.~~ Any applicants that do not meet the minimum and any special qualifications shall be removed from the applicant pool.
- Step 3: Based on Step 2, the principal or superintendent determines who will be interviewed. All qualified and eligible veterans or disabled veterans shall be given an opportunity to interview.
- Step 4: Interview questions and scoring sheets will be developed and each scoring sheet must be completed after each interview by the interviewers.
- Step 5: Following completion of the interviews, the principal or superintendent shall complete the selection matrix and score the applicants based on the scoring sheets completed during interviews. Veterans' preference shall ~~points must~~ be applied by adding 5 ~~percentage~~ points to an eligible veteran and 10 ~~percentage~~ points to an eligible disabled veteran.<sup>5</sup>
- Step 6: The [human resource director] makes the offer to the applicant with the highest final score. The district is not obligated to hire or promote a qualified and eligible veteran or disabled veteran.

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

A veteran may submit a written request to the district for an explanation of the reasons why they were not selected for the position. The district shall provide the reasons for not selecting the candidate when requested.

## Filing a Complaint

A veteran or disabled veteran is encouraged to contact the [human resource office] if they have any concerns or questions concerning the application of or the process used for veterans' preference.

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<sup>4</sup> If the district chooses not to use a scored system the law requires that the district give special consideration in the district's hiring decision to veterans and disabled veterans and the district will need to be able to demonstrate the method used for providing special consideration. ORS 408.230(2)(c).

<sup>4</sup>OSBA recommends use of a scored system. If the district chooses not to use a scored system the law requires that the district give special consideration in the district's hiring decision to veterans and disabled veterans and the district will need to be able to demonstrate the method used for providing special consideration." ORS 408.230(2)(c).

<sup>5</sup>The points are based on a 100 point scoring matrix. If a 100 point scoring matrix is not used, the district must use a multiplier equivalent to 5 percent for a veteran and 10 percent for a disabled veteran, or the equivalent.

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

# North Santiam School District

Code: GBL  
Adopted: 2/26/98  
Readopted: 3/15/07; 10/19/17  
Orig. Code: GBL

## Personnel Records

An official personnel file will be established for each person employed by the district. Personnel files will be maintained in a central location.

All records containing employee medical condition information such as workers' compensation reports and release ~~or~~ /permission to return to work forms will be kept confidential, in a separate file from personnel records. Such records will be released only in accordance with the requirements of the Americans with Disabilities Act or other applicable law.

The superintendent will be responsible for establishing procedures regarding the control, use, safety and maintenance of all personnel records. Employees will be given a copy of evaluations, complaints and written disciplinary actions ~~to be~~ placed in their personnel file. All charges resulting in disciplinary action shall be considered a permanent part of ~~the~~ teacher's personnel file and shall not be removed for any reason. Employees may submit a written response to any materials placed in their personnel file.

Except as provided below, or required by law, district employees'<sup>1</sup> personnel records will be available for use and inspection only by the following:

1. The individual employee. An employee ~~or designee~~ may arrange with the personnel office to inspect the contents of ~~their~~ ~~his/her~~ personnel file on any day the personnel office is open for business;
2. Others designated ~~in writing~~ by the employee ~~in writing~~ may arrange to inspect the contents of the employee's personnel file in the same manner described above;
3. The comptroller or auditor, when such inspection is pertinent to carrying out their respective duties, or as otherwise specifically authorized by the Board. Information so obtained will be kept confidential. No files will be removed from their central location for personal inspection;
4. A Board member when specifically authorized by the Board. Information will be kept confidential. No files will be removed from their central location for personal inspection;
5. The superintendent and members of the central administrative staff ~~designated by the superintendent~~;
6. District administrators and supervisors who currently or prospectively supervise the employee;
7. Employees of the personnel office;
8. Attorneys for the district or the district's designated representative on matters of district business;

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<sup>1</sup> Includes former employees.

9. Upon receiving a request from a prospective employer issued under Oregon Revised Statute (ORS) 339.374(1)(b), the district, pursuant to ORS 339.378(1), shall disclose the requested information if it has or has had an employment relationship with a person who is the subject of the request, no later than 20 days after receiving such request. The records created by the district pursuant to ORS 339.388(8)(c) are confidential and are not public records as defined in ORS 192.311. The district may use the record as a basis for providing the information required to be disclosed about an employee under ORS 339.378(1);

~~10. The disciplinary records<sup>2</sup> of a district employee convicted of a crime listed in Oregon Revised Statute (ORS) 342.143 are not exempt from disclosure under ORS 192.501 or 192.502 and may be released to any person upon request. Prior to the release of disciplinary records the district shall remove any personally identifiable information from the record that would disclose the identity of a child, a crime victim or a district employee who is not the subject of the disciplinary record;~~

~~11.10.~~ Upon request from a law enforcement agency, the Oregon Department of Human Services, ~~or the~~ Teacher ~~Teachers~~ Standards and Practices Commission, or the Oregon Department of Education, in conducting an investigation related to ~~a district shall provide the records of investigations of~~ suspected abuse or suspected sexual conduct, to the extent allowable by state and federal law, including laws protecting a person from self-incrimination;

~~12.11.~~ Upon request from a prospective employer or a former employee, authorized district officials may disclose information about ~~of a child by~~ a former employee's job performance to a prospective employer and such disclosure is presumed to be in good faith. Presumption of good faith is rebutted by showing the information disclosed was knowingly false or deliberately misleading, was rendered with malicious purpose or violated any civil right of the former ~~district~~ employee protected under ORS 659 or ORS 659A.

The superintendent may permit persons other than those specified above to use and to inspect personnel ~~employee~~ records when, in their ~~his/her~~ opinion, the person requesting access has a legitimate official purpose. The superintendent will determine in each case, the appropriateness and extent of such access.

Release of personnel records to parties other than those listed above, will be in line with [the district's public records procedures] [Board policy KBA - Public Records]. [The district will attempt to notify the employee of the request and that the district believes it is legally required to disclose certain records.] ~~authorized to inspect them will be only upon receipt of a court order.~~

END OF POLICY

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**Legal Reference(s):**

[ORS 30.178](#)  
[ORS 339.370 – 339.374](#)  
[ORS 339.378](#)  
[ORS 339.388](#)

[ORS 342.143](#)  
[ORS 342.850](#)  
[ORS 652.750](#)  
[ORS Chapter 659](#)

[ORS Chapter 659A](#)  
[OAR 581-022-2405](#)

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<sup>2</sup> ~~“Disciplinary records” is defined as records related to a personnel discipline action or materials or documents supporting that action.~~

OSEA v. Lake County Sch. District, 93 Or. App. 481 (1988).

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

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. § 2000ff-1 (2018).

**Cross Reference(s):**

ACA - Americans with Disabilities Act

# North Santiam School District

Code: GBLA  
Adopted: 11/19/20



## Disclosure of Information

Authorized district officials may disclose information about a former employee’s job performance to a prospective employer. District officials are immune from civil liability for such disclosures under the following conditions:

1. The disclosure of information regarding the former employee’s job performance is upon request of the prospective employer or the former employee. This disclosure is presumed to be in good faith. Presumption of good faith is rebutted by showing the information disclosed was:
  - a. Knowingly false;
  - b. Deliberately misleading;
  - c. Rendered with malicious purpose; or
  - d. Violated civil rights of the former employee protected under Oregon Revised Statute (ORS) 659 or ORS 659A.
2. Records created pursuant to ORS 339.388(8)(c) are confidential and are not public records as defined in ORS 192.311. The district may use the record as a basis for providing the information required to be disclosed about an employee under ORS 339.378(1);
3. The disclosure is a result of a request from law enforcement, Oregon Department of Human Services, Teacher Standards and Practices Commission, or the Oregon Department of Education in conducting an investigation related to suspected abuse or suspected sexual conduct to the extent allowable by state and federal law, including laws protecting a person from self-incrimination;
4. No later than 20 days after receiving a request under ORS 339.374(1)(b), the district, if it has or has had an employment relationship with the applicant shall disclose the information requested.

END OF POLICY

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### Legal Reference(s):

[ORS 30.178](#)  
[ORS 339.370 - 339.374](#)

[ORS 339.378](#)  
[ORS 339.388](#)

[ORS Chapter 659](#)  
[ORS Chapter 659A](#)

OR. ATTORNEY GENERAL’S PUBLIC RECORDS AND MEETINGS MANUAL.



# North Santiam School District

Code: IGBAF-AR  
Adopted: 10/19/06  
Readopted: 4/17/08; 10/19/17  
Orig. Code: IGBAF-AR

## Special Education - Individualized Education Program (IEP)\*\*

### 1. General IEP Information

- a. The district ensures that an IEP is in effect for each eligible student:
  - (1) Before special education and related services are provided to a student;
  - (2) At the beginning of each school year for each student with a disability for whom the district is responsible; and
  - (3) Before the district implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.
- b. The district uses:
  - (1) The Oregon standard IEP; or
  - (2) An IEP form that has been approved by the Oregon Department of Education.
- c. The district develops and implements all provisions of the IEP as soon as possible following the IEP meeting.
- d. The IEP will be accessible to each of the student's regular education teacher(s), the student's special education teacher(s) and the student's related services provider(s) and other service provider(s).
- e. The district takes steps to ensure that parent(s)parents are present at each IEP meeting or have the opportunity to participate through other means.
- f. The district ensures that each teacher and service provider is informed of:
  - (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications and/or supports that must be provided for, or on behalf of the student; and
  - (2) Their responsibility to fully implement the IEP including any amendments the district and parents agreed to make between annual reviews.

The district takes whatever action is necessary to ensure that parents understand the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

- g. The district provides a copy of the IEP to the parents at no cost.

### 2. IEP Meetings

- a. The district conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.
- b. The district convenes IEP meetings for each eligible student periodically, but not less thanthat once per year.

- c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the **parent(s)**, **parents**, the student's anticipated needs, or the need to address other matters.
- d. Between annual IEP meetings, the district and the **parent(s)** may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the Agreement to Amend or Modify IEP subsection.
- e. When the **parent(s)** requests a meeting, the district will either schedule a meeting within a reasonable time or provide timely written prior notice of the district's refusal to hold a meeting.
- f. If an agency other than the district fails to provide agreed upon transition services contained in the IEP, the district convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.

### 3. IEP Team Members

- a. The district's IEP **team** **Team** members include the following:
  - (1) The student's parent(s);
  - (2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate;
  - (3) At least one of the student's special education **teachers** **teacher** or, if appropriate, at least one of the student's special education providers;
  - (4) At least one of the student's regular education **teachers** **teacher**, if the student is or may be participating in the regular education environment. If the student has more than one regular education teacher, the district will determine which teacher or teachers will participate;
  - (5) A representative of the district (~~;~~ who may also be another member of the team); who is qualified to provide or supervise the provision of special education and is knowledgeable about district resources. The representative of the district will have the authority to commit district resources; and be able to ensure that all services identified in the IEP can be delivered;
  - (6) An individual, who may also be another member of the team, who can interpret the instructional implications of the evaluation results; and
  - (7) At the discretion of the parent or district, **other persons** **others** who have knowledge or special expertise regarding the student.
- b. Student **participation**: **Participation**
  - (1) Whenever appropriate, the student with a disability is a member of the team.
  - (2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the district includes the student in the IEP team meeting.
  - (3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the district will take other steps to consider the student's preferences and interests in developing the IEP.
- c. Participation by **other agencies**: **Other Agencies**

- (1) With parent or adult student written consent, and where appropriate, the district invites a representative of any other agency that is likely to be responsible for providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
- (2) If the district refers or places a student in an education service district, state-operated program, private school or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call or participating through other means.

#### 4. Agreement for Nonattendance and Excusal

- a. The district and the parent may consent to excuse an IEP team member from attending an IEP meeting, in whole or in part, when the meeting involves a discussion or modification of team member's area of curriculum or service. The district designates specific individuals to authorize excusal of IEP team members.
- b. If excusing an IEP team member whose area is to be discussed at an IEP meeting, the district ensures:
  - (1) The parent and the district consent in writing to the excusal;
  - (2) The team member submits written input to the parents and other members of the IEP team before the meeting; and
  - (3) The parent is informed of all information related to the excusal in the parent's native language or other mode of communication according to consent requirements.

#### 5. IEP Content

- a. In developing the IEP, the district considers the student's strengths, the parent's concerns, the results of the initial or most recent evaluation, and the academic, developmental and functional needs of the student.
- b. The district ensures that IEPs for each eligible student includes:
  - (1) A statement of the student's present levels of academic achievement and functional performance that:
    - (a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
    - (b) Describes the results of any evaluations conducted, including functional and developmental information;
    - (c) Is written in language that is understood by all IEP team members, including the parents;
    - (d) Is clearly linked to each annual goal statement;
    - (e) Includes a description of benchmarks or short-term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.
  - (2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate achievement standard, statements of measurable goals and short-term objectives. The goals and, if appropriate, objectives:

- (a) Meet the student’s needs that are present because of the disability, or because of behavior that interferes with the student’s ability to learn, or impedes the learning of other students;
  - (b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and
  - (c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.
- (3) A statement of the special education services, related services, supplementary aids and services that the district provides to the student:
- (a) The district bases special education and related services, modifications and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum and participating with other students (including those without disabilities), in academic, nonacademic and extracurricular activities.
  - (b) Each statement of special education services, related or supplementary services, aids, modifications or supports includes a description of the inclusive dates, amount or frequency, location and who is responsible for implementation.
- (4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic and extracurricular activities.
- (5) A statement of any individual modifications and accommodations in the administration of state or ~~districtwide~~~~district-wide~~ assessments of student achievement.
- (a) A student will not be exempt from participation in state or districtwide assessment because of a disability unless the parent requests an exemption;
  - (b) If the IEP team determines that the student will take the alternate assessment instead of the regular statewide or a districtwide assessment, a statement of why the student cannot participate in the regular assessment and why the alternate assessment is appropriate for the student.
- (6) A statement describing how the district will measure student’s progress toward completion of the annual goals and when periodic reports on the student’s progress toward the annual goals will be provided.

## 6. Agreement to Amend or Modify IEP

Between annual IEP meetings, the district and the parent may agree to make changes in the student’s current IEP without holding an IEP meeting. These changes require a signed, written agreement between the district and the parent.

- a. The district and the parent record any amendments, revisions or modifications on the student’s current IEP. If additional IEP pages are required these pages must be attached to the existing IEP.
- b. The district files a complete copy of the IEP with the student’s education records and informs the student’s IEP team and any teachers or service providers of the changes.
- c. The district provides the parent prior written notice of any changes in the IEP and upon request, provides the parent with a ~~revised~~~~reserved~~ copy of the IEP with the changes incorporated.

## 7. IEP Team Considerations and Special Factors

- a. In developing, reviewing and revising the IEP, the IEP team considers:
  - (1) The strengths of the student and concerns of the parent for enhancing the education of the student;
  - (2) The results of the initial or most recent evaluation of the student;
  - (3) As appropriate, the results of the student's performance on any general state or districtwide assessments ~~assessment~~;
  - (4) The academic, developmental and functional needs of the child.
- b. In developing, reviewing and revising the student's IEP, the IEP team considers the following special factors:
  - (1) The communication needs of the student; and
  - (2) The need for assistive technology services and/or devices.
- c. As appropriate, the IEP team also considers the following special factors:
  - (1) For a student whose behavior impedes their ~~his/her~~ learning or that of others, strategies, positive behavioral intervention and supports to address that behavior;
  - (2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
  - (3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate;
  - (4) For a student who is deaf or hard of hearing, the student's language and communication needs, including ~~opportunities~~ ~~the opportunity~~ for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode; ~~and~~
  - (5) If a student is deaf, deafblind, or hard of hearing, the district will provide information about relevant services and placements offered by the school district, the education service district, regional programs, and the Oregon School for the Deaf; and
  - (6) A statement of any device or service needed for the student to ~~receive~~ ~~received~~ a free appropriate public education (FAPE).
- d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:
  - (1) Beginning not later than the ~~first~~ IEP in effect when the student turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)), and updated annually thereafter, the IEP must include:
    - (a) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and

- (b) The transition services (including courses of study) needed to assist the student in reaching those goals.

Regarding employment planning, the parent shall be provided information about and opportunities to experience employment services provided by Oregon Vocational Rehabilitation or the Oregon Office of Developmental Disability Services. These services must be provided in a competitive integrated employment setting, as defined by Oregon Administrative Rule (OAR) 441-345-0020. Information about these services shall also be provided to the parent by the district at each annual review for IEPs to be in effect when the child turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)).

- (2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the district has informed the student that all procedural rights will transfer at the age of majority; and ~~an~~
  - (3) If identified transition service providers, other than the district, fail to provide any of the services identified on the IEP, the district will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.
- e. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary education goals and transition services.

## 8. Incarcerated Youth

- a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:
  - (1) Participation of students with disabilities in state and districtwide assessment; and
  - (2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.
- b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling ~~penological~~ interest that cannot be otherwise accommodated.

## 9. Extended School Year Services

- a. The district makes extended school year (ESY) services available to all students for whom the IEP ~~team~~ ~~Team~~ has determined that such services are necessary to provide ~~a~~-FAPE.
- b. ESY services are:
  - (1) Provided to a student with a disability in addition to the services provided during the typical school year;
  - (2) Identified in the student's IEP; and
  - (3) Provided at no cost to the parent.

- c. The district does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount or duration of service.
- d. The district provides ESY services to maintain the student’s skills or behavior, but not to teach new skills or behaviors.
- e. The district’s criteria for determining the need for extended school year ESY services include:
  - (1) Regression (a significant loss of skills or behaviors behavior) and recoupment time based on documented evidence; or
  - (2) If no documented evidence, on predictions according to the professional judgment judgement of the team.
- f. “Regression” means a significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.
- g. “Recoupment” means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

## 10. Assistive Technology

- a. The district ensures that assistive technology devices or assistive technology services, or both, are made available if they are identified as part of the student’s IEP. These services and/or devices may be part of the student’s special education, related services or supplementary aids and services.
- b. On a case-by-case basis, the district permits the use of district-purchased assistive technology devices in the student’s home or in other settings if the student’s IEP team determines that the student needs access to those devices to receive a free appropriate public education FAPE. In these situations, district policy will govern liability and transfer of the device when the student ceases to attend the district.

## 11. Transfer Students

- a. In state:

If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the district and enrolls in a district school within the same school year, the district (in consultation with the student’s parents) provides a free appropriate public education FAPE to the student (including services comparable to those described in the student’s IEP from the previous district), until the district either:

- (1) Adopts the student’s IEP from the previous district; or
- (2) Develops, adopts and implements a new IEP for the student in accordance with all of the IEP provisions.

- b. Out of state:

If a student transfers into the district with a current IEP from a district in another state, the district, in consultation with the student’s parents, will provide a free appropriate public education FAPE to the student, including services comparable to those described in the student’s IEP from the previous district, until the new district:

- (1) Conducts an initial evaluation (if determined necessary by the ~~new~~ district to determine Oregon eligibility) with parent consent and determines whether the student meets eligibility criteria described in the OARs ~~Oregon Administrative Rules~~.
- (2) If the student is eligible under Oregon criteria, the district develops, adopts and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.
- (3) If the student does not meet Oregon eligibility criteria, the district provides prior written notice to the parents explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.

# North Santiam School District

Code: IGBAG-AR  
Adopted: 10/19/06  
Revised/Readopted: 4/17/08; 7/17/14; 10/19/17; 3/01/18  
Orig. Code: IGBAG-AR

## Special Education - Procedural Safeguards\*\*

### 1. Procedural Safeguards

a. The district provides procedural safeguards to:

- (1) Parents, guardians (unless the guardian is a state agency) or persons in parental relationship to the student;
- (2) Surrogate parents; and
- (3) Students who have reached the age of 18, the age of majority, or are considered emancipated under Oregon law and to whom rights have transferred by statute, identified as adult students (called “eligible students”).

b. The district gives parents a copy of the *Procedural Safeguards Notice*, published by the Oregon Department of Education (ODE):

- (1) At least once a year; ~~and~~
- (2) At the first referral or parental request for evaluation to determine eligibility for special education services;
- (3) When the parent (or adult student) requests a copy; ~~and~~
- (4) To the parent and the student one year before the student’s 18th birthday, or upon learning that the student is emancipated.

c. The *Procedural Safeguards Notice* is:

- (1) Provided written in the native language or other communication of the parents (unless it is clearly not feasible to do so) and in language clearly understandable to the public.
- (2) If the native language or other mode of communication of the parent is not a written language, the district ~~takes~~ ~~shall take~~ steps to ensure that:
  - (a) ~~The~~ ~~That the~~ notice is translated orally or by other means to the parent in their ~~his/her~~ native language or other mode of communication;
  - (b) ~~The~~ ~~That the~~ parent understands the content of the notice; and
  - (c) ~~There~~ ~~That there~~ is written evidence that the district has met these requirements.

### 2. Content of *Procedural Safeguards Notice*

The procedural safeguards notice includes all of the content provided in the *Procedural Safeguards Notice* published by ODE.

### 3. Parent or Adult Student Meeting Participation

- a. The district provides parents or adult students an opportunity to participate in meetings with respect to the identification, evaluation, individualized education program (IEP) and educational placement of the student, and the provision of a free appropriate public education (FAPE) to the student.
- b. The district provides parents or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:
  - (1) States the purpose, time and place of the meeting and who is invited to attend;
  - (2) Advises that parents or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
  - (3) Advises the parents or adult student that the team may proceed with the meeting even if they are not in attendance;
  - (4) Advises the parent or adult students who to contact before the meeting to provide information if they are unable to attend; and
  - (5) Indicates if one of the meeting's purposes is to consider transition services or transition service needs. If so:
    - (a) Indicates that the student will be invited; and
    - (b) Identifies any agencies invited to send a representative.
- c. The district takes steps to ensure that one or both of the parents of a student with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:
  - (1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
  - (2) Scheduling the meeting at a mutually agreed on time and place.
- d. If neither parent can participate, the district will use other methods to ensure participation, including, but not limited to, individual or conference phone calls or home visits.
- e. The district may conduct an evaluation planning or eligibility meeting without the parent or adult student if the district provided meeting notice to the parent or adult student sufficiently in advance to ensure an opportunity to attend.
- f. The district may conduct an IEP or placement meeting without the parent or adult student if the district is unable to convince the parents or adult students that they should participate. Attempts to convince the parent to participate will be considered sufficient if the district:
  - (1) Communicates directly with the parent or adult student and arranges a mutually agreeable time and place and sends written notice to confirm the arrangement; or
  - (2) Proposes a time and place in the written notice stating that a different time and place might be requested and confirms that the notice was received.
- g. If the district proceeds with an IEP meeting without a parent or adult student, the district must have a record of its attempts to arrange a mutually agreed upon time and place such as:
  - (1) Detailed records of telephone calls made or attempted and the results of those calls;
  - (2) Copies of correspondence sent to the parents and any responses received; and
  - (3) Detailed records of visits made to the parents' home or place of employment and the results of those visits.

- h. The district takes whatever action is necessary to ensure that the parent or adult student understands the proceedings at a meeting, including arranging for an interpreter for parents or adult students who are deaf or whose native language is other than English.
- i. After the transfer of rights to an adult student at the age of majority, the district provides written notice of meetings to the adult student and parent, if the parent can be reasonably located. After the transfer of rights to an adult student at the age of majority, a parent receiving notice of an IEP meeting is not entitled to attend the meeting unless invited by the adult student or the district.
- j. An IEP meeting does not include:
  - (1) Informal or unscheduled conversations involving district personnel;
  - (2) Conversations on issues such as teaching methodology, lesson plans or coordination of service provision if those issues are not addressed in the student's IEP; or
  - (3) Preparatory activities that district or public personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

#### 4. Surrogate Parents

- a. The district protects the rights of a student with a disability, or suspected of having a disability, by appointing a surrogate parent when:
  - (1) The parent cannot be identified or located after reasonable efforts;
  - (2) The student is a ward of the state or an unaccompanied homeless youth and there is reasonable cause to believe that the student has a disability, and there is no foster parent or other person available who can act as the parent of the student; or
  - (3) The parent or adult student requests the appointment of a surrogate parent.
- b. The district secures nominations of persons to serve as surrogates. The district appoints surrogates within 30 days of a determination that the student needs a surrogate, unless a surrogate has already been appointed by juvenile court.
- c. The district will only appoint a surrogate who:
  - (1) Is not an employee of the district or ODE;
  - (2) Is not an employee of any other agency involved in the education or care of the student;
  - (3) Is free of any personal or professional interest that would interfere with representing the student's special education interests; and
  - (4) Has the necessary knowledge and skills that ensure adequate representation of the student in special education decisions. The district will provide training, as necessary, to ensure that surrogate parents have the requisite knowledge.
- d. The district provides all special education rights and procedural safeguards to appointed surrogate parents.
- e. A surrogate will not be considered an employee of the district solely on the basis that the surrogate is compensated from public funds.
- f. The duties of the surrogate parent are to:
  - (1) Protect the special education rights of the student;
  - (2) Be acquainted with the student's disability and the student's special education needs;
  - (3) Represent the student in all matters relating to the identification, evaluation, IEP and educational placement of the student; and

- (4) Represent the student in all matters relating to the provision of FAPE to the student.
- g. A parent may give written consent for a surrogate to be appointed.
  - (1) When a parent requests that a surrogate be appointed, the parent shall retain all parental rights to receive notice and all of the information provided to the surrogate. When the district appoints a surrogate at parent request, the district will continue to provide to the parent a copy of all notices and other information provided to the surrogate.
  - (2) The surrogate, alone, shall be responsible for all matters relating to the special education of the student. The district will treat the surrogate as the parent unless and until the parent revokes consent for the surrogate's appointment.
  - (3) If a parent gives written consent for a surrogate to be appointed, the parent may revoke consent at any time by providing a written request to revoke the surrogate's appointment.
- h. An adult student to whom rights have transferred at age of majority may give written consent for a surrogate to be appointed. When an adult student requests that a surrogate be appointed, the student shall retain all rights to receive notice and all of the information provided to the surrogate. The surrogate, alone, shall be responsible for all matters relating to the special education of the student. The district will treat the surrogate as the adult student unless and until the adult student revokes consent for the surrogate's appointment. If an adult student gives written consent for a surrogate to be appointed, the adult student may revoke consent at any time by providing a written request to revoke the surrogate's appointment.
- i. The district may change or terminate the appointment of a surrogate when:
  - (1) The person appointed as surrogate is no longer willing to serve;
  - (2) Rights transfer to the adult student or the student graduates with a regular ~~or modified~~ diploma;
  - (3) The student is no longer eligible for special education services;
  - (4) The legal guardianship of the student is transferred to a person who is able to carry out the role of the parent;
  - (5) A foster parent or other person is identified who can carry out the role of parent;
  - (6) The parent, who previously could not be identified or located, is now identified or located;
  - (7) The appointed surrogate is no longer eligible;
  - (8) The student moves to another district; or
  - (9) The student is no longer a ward of the state or unaccompanied homeless youth.
- j. The district will not appoint a surrogate solely because the parent or student to whom rights have transferred is uncooperative or unresponsive to the special education needs of the student.

## 5. Transfer of Rights at Age of Majority

- a. When a student with a disability reaches the age of majority, marries or is emancipated, rights previously accorded to the student's parents under the special education laws, transfer to the student. A student for whom rights have transferred is considered an "adult student" under ~~OAR Oregon Administrative Rule (OAR)~~ 581-015-2000(1).
- b. The district provides notice to the student and the parent that rights (accorded by statute) will transfer at the age of majority. This notice is provided at an IEP meeting and documented on the IEP:

- (1) At least one year before the student's 18th birthday;
  - (2) More than one year before the student's 18th birthday, if the student's IEP team determines that earlier notice will aid transition; or
  - (3) Upon actual knowledge that within a year the student will likely marry or become emancipated before age 18.
- c. The district provides written notice to the student and to the parent at the time of the transfer.
  - d. These requirements apply to all students, including students who are incarcerated in a state or local adult or juvenile correctional facility or jail.
  - e. After transfer of rights to the student, the district provides any written prior notices and written notices of meetings required by the special education laws to the adult student and to the parent if the parent can be reasonably located.
  - f. After rights have transferred to the student, receipt of notice of an IEP meeting does not entitle the parent to attend the meeting unless invited by the student or the district.
  - g. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary goals and transition services.

## 6. Prior Written Notice

- a. The district provides prior written notice to the parent of a student, or student, within a reasonable period of time, before the district:
  - (1) Proposes to initiate or change, the identification, evaluation or educational placement of the student, or the provision of a FAPE to the child; or
  - (2) Refuses to initiate or change the identification, evaluation or educational placement of the student, or the provision of a FAPE to the child.
- b. The content of the prior written notice will include:
  - (1) A description of the action proposed or refused by the district;
  - (2) An explanation of why the district proposed or refused to take the action;
  - (3) A description of each evaluation procedure, test, assessment, record or report used as a basis for the proposal or refusal;
  - (4) A statement that the parents of a student with a disability have procedural safeguards and, if this notice is not an initial referral for evaluation, how a copy of the *Procedural Safeguards Notice* may be obtained;
  - (5) Sources for parents to contact to obtain assistance in understanding their procedural safeguards;
  - (6) A description of other options the IEP team considered and the reasons why those options were rejected; and
  - (7) A description of other factors that are relevant to the agency's proposal or refusal.
- c. The prior written notice is:
  - (1) Written in language understandable to the general public; and

- (2) Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so;
- (3) If the native language or other mode of communication of the parent is not a written language, the district shall take steps to ensure that:
  - (a) The notice is translated orally or by other means to the parent in the parent’s native language or other mode of communication;
  - (b) The parent understands the content of the notice; and
  - (c) There is written evidence that the requirements of this rule have been met.

7. Consent<sup>1</sup> — Initial Evaluation<sup>2</sup>

- a. The district provides notice and obtains informed written consent from the parent or adult student before conducting an initial evaluation to determine whether a student has a disability (as defined by Oregon law) and needs special education. Consent for initial evaluation is not consent for the district to provide special education and related services.
- b. The district makes reasonable efforts to obtain informed consent from a parent for an initial evaluation to determine a child’s eligibility for special education services. If a parent does not provide consent for an initial evaluation or does not respond to a request for consent for an initial evaluation, the ~~school~~ district may, but is not required to, pursue the initial evaluation of the child through mediation or due process hearing procedures. The district does not violate its child find obligations if it declines to pursue the evaluation using these procedures.

8. Consent — Initial Provision of Special Education Services

- a. The district provides notice and obtains informed written consent from the parent or adult student before the initial provision of special education and related services to the student.
- b. The district makes reasonable efforts to obtain informed consent, but if a parent or adult student does not respond or refuses consent for initial provision of special education and related services, the district does not convene an IEP meeting, develop an IEP or seek to provide special education and related services through mediation or due process hearing procedures. The district will not be considered to be in violation of the requirement to make FAPE available to the student under these circumstances. The district stands ready to serve the student if the parent or adult student later consents.

9. Consent — ~~Re-evaluation~~ ~~Reevaluation~~

- a. The district obtains informed parent consent before conducting any re-evaluation of a child with a disability, except:

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<sup>1</sup> “Consent” means that the parent or adult student: a) has been fully informed, in their native language or other mode of communication, of all information relevant to the activity for which consent is sought; and b) understands and agrees in writing to the carrying out of the activity for which their consent is sought. Consent is voluntary on the part of the parent and meeting the requirements of consent provision for OAR 581-015-2090, IDEA and Family Education Rights and Privacy Act (FERPA).

<sup>2</sup> ~~“Consent” means that the parent or adult student: a) has been fully informed, in his/her native language or other mode of communication, of all information relevant to the activity for which consent is sought; and b) understands and agrees in writing to the carrying out of the activity for which his/her consent is sought. Consent is voluntary of the part of the parent and meeting the requirements of consent provision for OAR 581-015-2090, IDEA and Family Education Rights and Privacy Act (FERPA).~~

- (1) The district does not need written consent for a re-evaluation~~reevaluation~~, if the parent does not respond; after reasonable efforts to obtain informed consent, ~~the parent does not respond~~. However, the district does not conduct individual intelligence tests or tests of personality without consent.
  - (2) If a parent refuses to consent to the re-evaluation~~reevaluation~~, the district may, but is not required to, pursue the re-evaluation~~reevaluation~~ by using mediation or due process hearing procedures.
- b. A parent or adult student may revoke consent at any time before the completion of the activity for which they have given consent. If a parent or adult student revokes consent, that revocation is not retroactive.

#### 10. Consent — Other Requirements

- a. The district documents its reasonable efforts to obtain parent consent, such as phone calls, letters and meeting notes.
- b. If a parent of a student who is home schooled or enrolled by the parents in a private school does not provide consent for the initial evaluation or the re-evaluation~~reevaluation~~, or if the parent does not respond to a request for consent, the district:
  - (1) Does not use mediation or due process hearing procedures to seek consent; and
  - (2) Does not consider the child as eligible for special education services.
- c. If a parent or adult student refuses consent for one service or activity, the district does not use this refusal to deny the parent or child any other service, benefit or activity, except as specified by these rules and procedures.
- d. If, at any time subsequent to the initial provision of special and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the district:
  - (1) May not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services;
  - (2) May not use mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child;
  - (3) The district will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and
  - (4) The district is not required to convene an IEP team meeting or develop an IEP for the child for further provision of special education or related services.

#### 11. Exceptions to Consent

- a. The district does not need written parent or adult student consent before:
  - (1) Reviewing existing data as part of an evaluation or re-evaluation;
  - (2) Administering a test or other evaluation administered to all students without consent unless, before administration of that test or evaluation, consent is required of parents of all students;

- (3) Conducting evaluations, tests, procedures or instruments that are identified on the student's individualized education program (IEP) as a measure for determining progress; or
  - (4) Conducting a screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation.
- b. The district does not need written parent consent to conduct an initial special education evaluation of a student who is a ward of the state and not living with the parent if:
    - (1) Despite reasonable efforts to do so, the district has not been able to find the parent;
    - (2) The parent's rights have been terminated in accordance with state law; or
    - (3) The rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.
  - c. The district does not need written parental consent if an administrative law judge (ALJ) determines that the evaluation or re-evaluation is necessary to ensure that the student is provided with a free appropriate public education.

## 12. Independent Educational Evaluations (IEE)

- a. A parent of a student with a disability has a right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the district.
- b. If a parent requests an independent educational evaluation at public expense, the district provides information to parents about where an independent educational evaluation may be obtained, and the district criteria applicable for independent educational evaluations.
- c. If a parent requests an independent educational evaluation at public expense, the district, without unnecessary delay, either:
  - (1) Initiates a due process hearing to show that its evaluation is appropriate; or
  - (2) Ensures that an independent educational evaluation is provided at public expense unless the district demonstrates in a hearing that the evaluation obtained by the parent did not meet district criteria.
- d. The district criteria for independent educational evaluations are the same as for district evaluations including, but not limited to, location, examiner qualifications and cost.
  - (1) Criteria established by the district do not preclude the parent's access to an independent educational evaluation.
  - (2) The district provides the parents the opportunity to demonstrate the unique circumstances justifying an IEE that does not meet the district's criteria.
  - (3) A parent may be limited to one independent educational evaluation at public expense each time the district conducts an evaluation with which the parent disagrees.
- e. If a parent requests an independent educational evaluation, the district may ask why the parent disagrees with the public evaluation. The parent may, but is not required to, provide an explanation. The district may not:

- (1) Unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation;~~or~~
  - (2) Except for the criteria listed above in c., impose conditions or timelines related to obtaining an ~~IEE~~~~independent educational evaluation~~ at public expense.
- f. The district considers an independent educational evaluation submitted by the parent, in any decision made with respect to the provision of a ~~free appropriate public education~~~~FAPE~~ to the student, if the submitted independent evaluation meets district criteria.

### 13. Dispute Resolution ~~—~~ Mediation

- a. The district or parent may request mediation from ODE for any special education matter, including before the filing of a complaint or due process hearing request.
- b. The district acknowledges that:
  - (1) Mediation must be voluntary on the part of the parties, must be conducted by a qualified and impartial mediator who is trained in effective mediation techniques and may not be used to deny or delay a parent's right to a due process hearing or filing a complaint.
  - (2) Each mediation session must be scheduled in a timely manner and must be held in a location that is convenient to the parties to the dispute.
  - (3) An agreement reached by the parties to the dispute in the mediation process must be set forth in a legally binding written mediation agreement that:
    - (a) States the terms of the agreement;
    - (b) States that all discussions that occurred during the mediation process remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; and
    - (c) Is signed by the parent and a representative of the district who has the authority to bind the district to the mediation agreement.
  - (4) Mediation communication is not confidential if it relates to child or elder abuse and is made to a person who is required to report abuse, or threats of physical harm, or professional conduct affecting licensure.
  - (5) The mediation agreement is enforceable in any state court of competent jurisdiction or in a district court of the United States.

### 14. Dispute Resolution ~~—~~ Complaint Investigation

- a. Any organization or person may file a signed, written complaint with the State Superintendent of Public Instruction alleging that a district or education service district (ESD) is violating or has violated the Individuals with Disabilities Education Act (IDEA) or associated regulations within one year before the date of the complaint. Upon receiving a parent complaint, the ODE forwards the complaint to the district or ESD along with a request for a district response to the allegations in the complaint.
- b. Upon receiving a request for response from ODE, the district responds to the allegations and furnishes any requested information or documents within 10 business days.
- c. The district sends a copy of the response to the complainant. If ODE decides to conduct an on-site investigation, district personnel participate in interviews and provide additional documents as needed.

- d. The district and the complainant may attempt to resolve a disagreement that led to a complaint through mediation. If they decide against mediation, or if mediation fails to produce an agreement, ODE will pursue the complaint investigation.
- e. If ODE substantiates some or all of the allegations in a complaint, it will order corrective action. The district satisfies its corrective action obligations in a timely manner.
- f. If the district disagrees with the findings and conclusions in a complaint final order, it may seek reconsideration by ODE or judicial review in county circuit court.

#### 15. Due Process Hearing Requests

- a. The district acknowledges that parents may request a due process hearing if they disagree with a district proposal or refusal relating to the identification, evaluation, educational placement or provision of a free appropriate education **FAPE** to a student who may have a disability and be eligible for special education.
- b. The district may request a due process hearing regarding the identification, evaluation, educational placement or provision of a free appropriate education **FAPE** to a student who may have a disability and be eligible for special education.
- c. When requesting a due process hearing, the district or the attorney representing the district provides notice to the parent and to ODE.
- d. The party, including the district, ~~that~~**which** did not file the hearing request must, within 10 days of receiving the request for a hearing, send to the other party a response that specifically addresses the issues raised in the hearing request.
- e. If the parent had not yet received prior written notice of the district's proposal or refusal, the district, within 10 days of receiving the hearing request for a due process hearing, sends to the parent a response that includes:
  - (1) An explanation of why the district proposed or refused to take the action raised in the hearing request;
  - (2) A description of other options that the district considered and the reasons why those options were rejected;
  - (3) A description of each evaluation procedure, assessment, record or report the district used as the basis for the proposed or refused action; and
  - (4) A description of the factors relevant to the district's proposal or refusal.

#### 16. Resolution Session

- a. Within 15 days of receiving a due process hearing request, the district will hold a resolution session with the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request.
- b. This meeting will include a representative of the district who has decision-making authority for the district.
  - (1) The district will not include an attorney unless the parent brings an attorney.
  - (2) The district will provide the parent with an opportunity for the parent to discuss the hearing request and related facts so that the district has an opportunity to resolve the dispute.
  - (3) The district and parent may agree in writing to waive the resolution meeting. If so, the 45-day hearing timeline will begin the next business day, unless the district and parent agree to try mediation in lieu of the resolution session.

17. Time Limitations and Exception

- a. A parent must request a due process hearing within two years after the date of the district act or omission that gives rise to the parent's hearing request.
- b. This timeline does not apply to a parent if the district withheld relevant information from the parent or incorrectly informed the parent that it had resolved the problem that led the parent's hearing request.

18. HearingHearings Costs

- a. The district reimburses ~~will reimburse the~~ ODE for ~~costs~~all related to conducting the hearing, including pre-hearing conferences, scheduling ~~arrangement~~arrangements and other related matters.;
- b. The district provides~~will provide~~ the parent with a written or, at the option of the parent~~parents~~, an electronic verbatim recording of the hearing, within a reasonable time of the ~~close~~closing of the hearing.
- c. The district does not use IDEA funds to pay attorney's fees or other hearing costs.

19. Discipline and Placement in Interim Alternative Setting

See Board policy JGDA/JGEA - Discipline of Students with Disabilities.

# North Santiam School District

Code: IGBB  
Adopted: 7/16/98  
Readopted: 10/19/17  
Orig. Code: IGBB

## Talented and Gifted Program

The district is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted.

The Board directs the superintendent to develop a written identification process for identifying academically talented and intellectually gifted students in grades K through -12.

A written plan shall be developed that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students and provides an opportunity for the student's parents to discuss with the district the programs and services available to the student and to provide input on the programs and services to be made available to the student.

The plan will be provided at the school or the district office when requested and on the district's website. The website shall also provide the name and contact information of the district's coordinator of special education and programs for talented and gifted.

The district may also identify and provide programs for students who demonstrate creative abilities, leadership abilities or unusual abilities in visual or performing arts.

END OF POLICY

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### Legal Reference(s):

[ORS 343.391 - 343.401](#)  
[ORS 343.407 - 343.413](#)

[OAR 581-022-2325](#)  
[OAR 581-022-2330](#)

[OAR 581-022-2500](#)

Senate Bill 486 (2021)

February 2022 Field Trip Report

New trips since the last report are in yellow. Overnight trips are indicated in red.

Trip ID	Trip Name	Departure Date Time	Departing Location	Return Date Time	Students	Adults	Trip Destination	Educational Objectives	Organization
1116	Disneyland Trip	5/27/2022 3:00:00 AM	Stayton High School	5/30/2022 2:00:00 PM	25	11	Disneyland California	Student will be performing at the Disneyland recording studio. Students	Stayton High Band
1120	Cesar Chavez Leadership Conference	4/8/2022 6:15:00 AM	Stayton High School	4/8/2022 4:30:00 PM	10	2	Western Oregon University	Exposes participating students to important aspects of college	Stayton High Counseling
1122	FBLA State Business Leadership	4/7/2022 8:00:00 AM	Stayton High School	4/9/2022 2:00:00 PM	4	1	Stayton High School	To compete in the State Business Leadership Conference and to develop	Stayton High FBLA
1119	Mari-Linn Outdoor School	3/30/2022 8:30:00 AM	Mari Linn School	4/1/2022 2:30:00 PM	41	6	OMSI	Annual Outdoor School	Curriculum Trip
1118	Oregon FFA State Convention	3/17/2022 9:00:00 AM	Stayton High School	3/20/2022 4:00:00 PM	20	2	Deschutes County Fairgrounds 3800 SE Airport Way, Redmond	Student will compete in State level contest, they will serve on committees to	FFA
1117	OMEA Band Festival	3/1/2022 8:00:00 AM	Stayton High School	3/1/2022 2:30:00 PM	44	1	West Albany HS	Students will be performing for state qualifying scores.	Stayton High Band
1115	Jazz Band League	2/22/2022 8:00:00 AM	Stayton High School	2/22/2022 2:30:00 PM	15	1	Cascade HS	Band will be performing for our OWC League Competition.	Stayton High Band
1121	Capital FFA District Convention	2/18/2022 8:00:00 AM	Stayton High School	2/18/2022 2:00:00 PM	20	1	Chemeketa Community College 4000 Lancaster Dr. NE	Student will help select state winners, compete in various contest and elect	FFA
1114	FBLA Virtual Regional Skills Conference	2/5/2022 8:30:00 AM	Stayton High School	2/5/2022 3:00:00 PM	4	1	Stayton High School	Competition in the FBLA Regional Conference	Stayton High FBLA
1112	Northwest Ag Show	1/13/2022 8:30:00 AM	Stayton High School	1/13/2022 1:30:00 PM	20	1	Oregon State Fair grounds Salem, OR	students will observe local businesses and be able to gain job and career	FFA
1111	FFA Creed Freshman Night	12/15/2021 3:00:00 PM	Stayton High School	12/15/2021 8:00:00 PM	5	1	Woodburn HS 1785 N Front St		FFA
1110	State FFA Food Science/Ag Sales	11/20/2021 7:00:00 AM	Stayton High School	11/20/2021 4:00:00 PM	10	1	OSU 100 Wiegand Hall 3051 SW Campus Way Corvallis, OR 97331	Student will demonstrate their Food Science knowledge.	FFA
1109	Capital District Rituals Contest	11/17/2021 3:00:00 PM	Stayton High School	11/17/2021 8:00:00 PM	6	1	St. Paul High School 20449 Main St. NE. St Paul, OR 97137	Student will recite their opening and closing ceremonies and compete	FFA

1108	Capital District Ag Sales and Food Science	11/10/2021 3:00:00 PM	Stayton High School	11/10/2021 8:00:00 PM	10	1	Silverton High School 1456 Pine St. Silverton, OR 97381	Students will demonstrate their knowledge of Food Science.	FFA
1107	Capital District Soil Judging	10/5/2021 8:30:00 AM	Stayton High School	10/5/2021 2:00:00 PM	20	1	Kennedy High School	Student will demonstrate their knowledge in Soils	FFA
1106	Alder's gate	9/19/2021 8:00:00 AM	Stayton High School	9/19/2021 8:00:00 PM	6	0	Alder's gate	FFA Leadership Camp	Stayton High FFA
1105	WCA Tour	9/2/2021 8:00:00 AM	Stayton High School	9/2/2021 11:00:00 AM	20	0	Willamette Career Academy- Lancaster	To view new career center	Stayton High Counseling
1104	Lakeshore Lanes	8/26/2021 9:00:00 AM	Stayton High School	8/26/2021 1:00:00 PM	20	3	5432 Pacific Blvd SW Albany, OR	Freshman Focus	Curriculum Trip
1103	Freshman Academy Silver Falls	8/24/2021 9:00:00 AM	Stayton High School	8/24/2021 1:00:00 PM	20	3	Silver Falls	Freshman Focus	Curriculum Trip
1102	ML Oregon Gardens	7/22/2021 10:30:00 AM	Mari Linn School	7/22/2021 1:45:00 PM	14	3	Oregon Gardens	Summer Enrichment	Curriculum Trip
1101	ML Silver Creek Falls Park	7/15/2021 9:00:00 AM	Mari Linn School	7/15/2021 1:00:00 PM	14	3	Silver Creek Falls Park	Summer Enrichment	Curriculum Trip
1100	ML John Neal Park	7/8/2021 11:00:00 AM	Mari Linn School	7/8/2021 1:00:00 PM	14	3	John Neal Park, Lyons	Summer Enrichment	Curriculum Trip
1099	ML Freres Lumber Company Tour	7/1/2021 12:30:00 PM	Mari Linn School	7/1/2021 2:15:00 PM	7	2	Freres Lumber Company	Summer Enrichment	Curriculum Trip

**NSSD Enrollment Totals as of 02/11/22**

School Name	Grade	March '20	June '21	Sept '21	Oct '21	Nov '21	Dec '21	Jan'22	Feb '22	March '22	April '21	May '21	June '21
MARI-LINN	KG	21	14	21	21	21	22	23	23				
MARI-LINN	1	21	13	13	14	15	16	16	17				
MARI-LINN	2	23	17	14	14	14	14	14	14				
MARI-LINN	3	25	17	14	14	15	17	18	17				
MARI-LINN	4	29	16	19	20	20	20	19	18				
MARI-LINN	5	26	24	17	16	16	16	17	17				
MARI-LINN	6	23	22	21	21	20	21	22	22				
MARI-LINN	7	26	22	21	22	22	23	24	24				
MARI-LINN	8	22	20	17	18	19	18	17	17				
<b>MARI-LINN</b>	<b>ALL</b>	<b>216</b>	<b>165</b>	<b>157</b>	<b>160</b>	<b>162</b>	<b>167</b>	<b>170</b>	<b>169</b>				
OPTIONS ACADEMY	KG	N/A	8	4	4	4	4	4	3				
OPTIONS ACADEMY	1	N/A	9	5	5	5	4	2	3				
OPTIONS ACADEMY	2	N/A	2	4	5	5	4	3	4				
OPTIONS ACADEMY	3	N/A	7	4	5	4	4	4	4				
OPTIONS ACADEMY	4	N/A	5	6	7	7	5	5	6				
OPTIONS ACADEMY	5	N/A	2	5	6	5	5	4	4				
OPTIONS ACADEMY	6	N/A	1	2	3	5	5	4	6				
OPTIONS ACADEMY	7	N/A	2	3	4	4	4	3	6				
OPTIONS ACADEMY	8	N/A	8	11	10	10	9	7	7				
OPTIONS ACADEMY	9	N/A	3	6	7	10	11	10	9				
OPTIONS ACADEMY	10	N/A	9	5	12	13	15	14	16				
OPTIONS ACADEMY	11	N/A	14	19	26	30	32	28	28				
OPTIONS ACADEMY	12	N/A	24	24	44	44	43	43	47				
<b>OPTIONS ACADEMY</b>	<b>ALL</b>		<b>94</b>	<b>98</b>	<b>138</b>	<b>146</b>	<b>145</b>	<b>131</b>	<b>143</b>				
STAYTON ELEMENTARY	PreK-3	N/A	3	2	2	2	2	2	2				
STAYTON ELEMENTARY	PreK-4	N/A	16	14	16	16	16	16	16				
STAYTON ELEMENTARY	KG	90	77	76	80	80	81	83	85				
STAYTON ELEMENTARY	1	112	74	82	82	84	84	84	87				
STAYTON ELEMENTARY	2	90	99	81	79	79	78	79	77				
STAYTON ELEMENTARY	3	86	77	97	97	98	97	96	94				
<b>STAYTON ELEMENTARY</b>	<b>ALL</b>	<b>378</b>	<b>346</b>	<b>353</b>	<b>356</b>	<b>359</b>	<b>358</b>	<b>360</b>	<b>361</b>				
STAYTON HIGH	9	189	188	186	185	184	183	182	181				
STAYTON HIGH	10	201	187	178	170	168	165	162	157				
STAYTON HIGH	11	168	177	170	159	152	149	152	147				
STAYTON HIGH	12	163	119	146	161	161	158	158	152				
Winema/Early College		28	35	18	16	16	14	14	15				
<b>STAYTON HIGH</b>	<b>ALL</b>	<b>721</b>	<b>706</b>	<b>698</b>	<b>691</b>	<b>681</b>	<b>669</b>	<b>668</b>	<b>652</b>				

School Name	Grade	March '20	June '21	Sept '21	Oct '21	Nov '21	Dec '21	Jan'22	Feb '22	March '22	April '21	May '21	June '21
STAYTON INTERMEDIATE	4	83	69	82	82	83	87	86	85				
STAYTON INTERMEDIATE	5	102	72	73	73	73	75	75	73				
STAYTON INTERMEDIATE	ALL	185	141	155	155	156	162	161	158				
STAYTON MIDDLE	6	138	101	70	66	67	67	66	65				
STAYTON MIDDLE	7	108	127	104	104	104	104	103	103				
STAYTON MIDDLE	8	136	110	126	119	117	119	118	115				
STAYTON MIDDLE	ALL	382	338	300	289	288	290	287	283				
SIS/SMS TOTAL	ALL	567	479	455	444	444	452	448	441				
SUBLIMITY	KG	45	24	32	32	32	32	34	34				
SUBLIMITY	1	36	39	23	24	24	23	23	23				
SUBLIMITY	2	43	34	44	45	45	44	45	45				
SUBLIMITY	3	42	38	30	29	30	30	29	30				
SUBLIMITY	4	42	41	43	41	41	41	41	41				
SUBLIMITY	5	42	43	39	38	39	39	38	38				
SUBLIMITY	6	45	36	43	43	43	43	43	43				
SUBLIMITY	7	57	40	41	41	41	41	40	39				
SUBLIMITY	8	34	51	41	41	41	41	41	42				
SUBLIMITY	ALL	386	346	336	334	336	334	334	335				
NSSD	<b>TOTAL</b>	<b>*2296</b>	<b>2136</b>	<b>2097</b>	<b>2123</b>	<b>2128</b>	<b>2125</b>	<b>2111</b>	<b>2101</b>				
Students registered w/ WESD to homeschool			<b>188</b>	<b>190</b>	<b>200</b>	<b>204</b>	<b>180</b>	<b>180</b>	<b>183</b>				
Students Enrolled in Online Charter Schools			<b>108</b>	<b>97</b>	<b>94</b>	<b>94</b>	<b>95</b>	<b>95</b>	<b>91</b>				
<b>3% cap of NSSD student population released to online charter schools = 80.67 (until the number of online enrollments drops below this number, new requests to enroll in online charters schools will be denied)</b>													
Notes													

\* The March 2020 Board report shows enrollment at the time of the initial COVID school closure.

Starting in June 2021, students working toward a GED are listed under Options Academy.

The numbers of students registered with WESD have fluctuated recently due in part to new reporting processes from WESD (they continue to include non-resident students on the NSSD report). The District has increased efforts to vet these reports and in the process has located enrollment records in other districts for these and other students across the state



North Santiam School District  
**BOARD OF DIRECTORS**

**SCHOOL YEAR ANNUAL AGENDA ITEMS CALENDAR**

Version 2, Updated 11/08/21

**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
  - COVID-19 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
  - a. Must include the Abbreviated School Day Notice & Acknowledgement (see ISST)

## 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)

## February

### **Traditional Location: Stayton Elementary School**

#### **Annual Agenda Items:**

1. School Spotlight-School Admin
2. Proclamation for Classified Appreciation Week (occurs 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)

#### **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 2<sup>nd</sup> 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. Adopt resolution for Teacher Appreciation Week (first week of May)
3. Review Board Goal Strategies/Schedule work session (if needed) to revise in order to be adopted in July
4. (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.
5. (Next Applicable 2021) Discuss timelines for board self-evaluation (ever two years). The process should be completed by the June board meeting.
6. 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 1<sup>st</sup>.
- 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 1<sup>st</sup>.

**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 (June-Aug)
5. Community Wide Activities in Schools for Previous Year (in written report)
6. Goal Workshop Prep (discuss who can attend, who will present)