



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, March 17, 2022 ~ 5:30 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 5:30 pm. It is an open meeting of the Board and the public is allowed to observe in-person 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.

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 March 11, 2022 are noted below:

Added Attachments-

- 3.1-NSSD Rating Sheet, Confidentiality Agreement, & Screening Training Packet and 2022 Bias Awareness Guide
- 5.2-March 2022 General Fund Board Financials
- 7.2-March Licensed Report
- 10.1-March 2022 Field Trips Report
- 9.1-IGBAG-AR, IGBB, JFCF, IGAF-AR
- 9.3-Community Engagement Workgroup notes

Added Agenda Items-

- 9.2-NSSD Budget Committee Vacancies

3. SUPT. SEARCH SCREENING ADVISORY COMMITTEE

1. Training for screening protocols: Steve Kelley

9

Steve Kelley, OSBA Executive Search Consultant, will present a training for the Board and members of the Screening Advisory Committee. This portion of the agenda is open to the public.

North Santiam SD Rating Sheet	9
North Santiam SD Confidentiality Agreement 2022	11
2022-BiasAwarenessGuide	12
North Santiam SD Screening Training Packet	17

2. Enter into Executive Session ORS 192.660(2)(a)

As per ORS 192.660(2)(a), the Board will enter into Executive Session "to consider the employment of a staff member". This portion of the agenda will only be for board members, the NSSD Director of HR, the Screening Advisory Committee and the Board Administrative Assistant. Anyone else in

attendance will be asked to exit the meeting.

No Board action will occur during this agenda item and upon the close of the discussion, the Board will return to Open Session and members of the public will be allowed back into the online and in-person meeting space.

3. **Return to Open Session**

4. **STUDENT BUSINESS**

This agenda item is for monthly reports from the NSSD Student Reps. to the Board and for other requests/reports from students.

5. **REPORTS**

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

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

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March 2022 General Fund Board Financials 21.22

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3. **COVID-19 Report**

This standing agenda item is for reviewing COVID-19 guidance for schools and the current status of the virus in the community.

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

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

5. **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*

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

02.03.22 Special Session Minutes-DRAFT

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02.09.22- Special Session Minutes-draft

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02.11.22 Special Session Minutes-DRAFT

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02.17.22 - Regular Session Minutes-DRAFT

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2. *Licensed Staff Changes*

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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)

Emma Bird-ML (replace Linda Luu)

Darren Shryock-SHS (retire/work back)

Tyler Tamayo - SMS

Renee Gilbreth-SMS

Allen Regnier-SUB

Resignations

Naomi Harris-SHS, effective 3/18/22

Haley Humphreys-SES, effective 6/16/22

Megan Peetz-SES, effective 2/15/22

Linda Luu-ML, effective 3/18/22

Lillian Harrison-SIS/SMS, effective 6/16/22

Retirements

Kathy Kaczynski-SES, effective 6/16/22

Joe Usselman-SMS, effective 6/16/22

Darci Proctor-SHS, effective 6/1/22

Mar 2022 Licensed Report

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3. *Action on Consent Agenda*

RECOMMENDED MOTION-CONSENT AGENDA

Motion that the Board approves the Consent Agenda including 7.1- Meeting Minutes from the 2/3/22, 2/9/22, 2/11/22 and 2/17/22 meetings and 7.2-New Hires: Emma Bird, Darren Shryock, Tyler Tamayo, Renee Gilbreth and Allen Regnier.

8. NEW BUSINESS

1. **Staff Appreciation/Retention Bonuses**

The Board will discuss options for creating staff retention incentives. The District proposes to compensate staff employed on April 1, 2022 an additional \$800 beyond their regular pay, and to further compensate employees an additional \$800 who are employed as of October 1st, 2022.

The District further proposes to alter the 2021-2022 school calendar on Monday, April 18, 2022 to convert it into a non-school day for students and a paid day off for all staff.

POSSIBLE MOTION

Motion that the Board approves the staff recognition of a financial payment(s) of \$ and a paid day off on April 18, 2022.

2. **Process for 2021-2022 Superintendent Eval**

The Board will discuss the timeline and format for performing Supt. Gardner's final evaluation as NSSD Superintendent.

9. UNFINISHED BUSINESS

1. **Board Policy Updates**

The following policies were pulled from the Consent Agenda in the February 17, 2022 meeting. They will be resubmitted for further discussion. Optional wording has been added to JFCF for consideration. The edits in question for KGC/GBK were confirmed as intentional and will be discussed in more detail at the meeting.

**JFCF-Harassment, Intimidation, Bullying, Cyberbullying, Teen Dating & Domestic Violence-Student
KGC/GBK - Prohibited Use, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems**

The following policies were submitted for a 1st Reading and are now submitted for a 2nd Reading.

DH- Loss Coverage

GBA-AR-Veterans' Preference

GBL-Personnel Records (includes corrections suggested during Feb. meeting)

GBLA-Disclosure of Information-DELETE POLICY

IGBAF-AR-Special Education IEP (includes corrections suggested during Feb. meeting)

IGBAG-AR-Special Education Procedural Safeguards (includes corrections suggested during Feb. meeting)

IGBB-Talented and Gifted Program

POSSIBLE MOTIONS

Motion that the Board approves the revisions to policies - as submitted.

Motion that the Board approves the revisions to policies - as modified.

JFCF-Harass, Intim, Bullying, Cyberbullying, Teen Dating & Domestic Violence-Student D3 3.17.22

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KGC_GBK - Prohibited Use, Distri or Sale of Tobacco or Inhalant Products 02.17.22	71
DH Loss Coverage, formerly Bonded Employees & Officers	73
GBA AR-Veterans' Preference	74
GBL -Personnel Records D2	77
GBLA -Disclosure of Information-DELETE	79
IGBAF AR-Special Education-IEP D2 3.17.22	80
IGBAG AR -Special Education -Procedural Safeguards D2 3.17.22	88
IGBB -Talented and Gifted Program	99

2. NSSD Budget Committee Vacancies **100**

The Board will review the applications received thus far and determine if they wish to fill the three vacancies or extend the application period and appoint the new members in April.

POSSIBLE MOTION(S)

Motion that the Board appoints [and] to fill positions #8 and #10 for the remainder of their terms expiring 6/30/24.

Motion that the Board appoints [] to fill position #12 with the term expiring 6/30/25.

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

2022.23 Budget Committee Members	100
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3. Community Engagement **101**

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 review the notes from the workgroup session held by Laura Wipper, Coral Ford and Mark Henderson and continue discussing plans for coordinating listening sessions at all the schools.

Community Engagement Workgroup Notes	101
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4. Board Reflection

This standing agenda item has been added to allow the Board to collectively reflect on the meeting.

10. INFORMATION ONLY

1. Field Trip Report: **103**

A list of the field trips taken and/or scheduled since the start of the school year is

included in the board packet. New trips scheduled since the last board meeting are highlighted in yellow. Any overnight stays are indicated in red.

March 2022 Fieldtrips Report 103

2. Student Enrollment:

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Current enrollment is approximately 2,099 across the District. Numbers for each school are listed below. Refer to the attachment for a breakdown by grade at each location.

Mari-Linn: 170

Sublimity: 334

Stayton Elementary: 359

Stayton Intermediate/Middle: 446

Stayton High: 639

Options Academy: 151

March 2022 Enrollment Totals 106

3. Future Agenda Items:

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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 11.21 108

4. Upcoming Board Events & Activities:

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

March 30, 2022-Special Session Board Meeting
5:30 pm ~ location TBA

April 21, 2022 - Regular Session-Board Meeting:
6:00 pm ~ Stayton Elementary School/Zoom

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 Greeters NSSD Board Rep:

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.

North Santiam SD RATING SHEET

Name of Candidate _____

Current Position _____

School District/Organization _____

EDUCATION

School Level of Educational Training

Bachelor's Degree Master's Doctoral Degree Other _____

Degree in other field? What field? _____

LICENSURE

Holds Oregon Administrator License Other state Administrator License? State? _____

EXPERIENCE

	NO	YES	YEARS
Teaching Experience			
Building Level Administrator (principal, vice principal, etc.)			
District Level Administrator (director, coordinator, supervisor, assistant superintendent)			
Superintendent			
Other experience equal to district level administration			

QUALIFICATIONS

1 = Exceeds Expectations | 2 = Meets Expectations | 3 = Meets Most Expectations | 4 = Below Expectations

High degree of integrity/honesty with strong core values that are consistent with our community.	1	2	3	4	N/A
Effective communication and listening skills.	1	2	3	4	N/A
Puts kids first; is committed to serving all kids K-12 based on a passion for education.	1	2	3	4	N/A
Is personable/approachable while keeping an open mind.	1	2	3	4	N/A
Background in teaching and building administration (instructional leadership) preferably in small rural areas similar to the North Santiam community.	1	2	3	4	N/A
Decisiveness based on active listening, multiple points of view, and best available data and a practice of sharing the reasons for decisions when possible (transparency).	1	2	3	4	N/A
Willing to become a meaningful and contributing member of our community within and outside of the school system.	1	2	3	4	N/A
Understands Oregon school finance, demonstrates sound fiscal management and strong budgeting skills.	1	2	3	4	N/A
Emotional intelligence and aptitude to lead, shape and motivate staff and others, based on an	1	2	3	4	N/A



SUPERINTENDENT SEARCH

Confidentiality Agreement North Santiam School District Superintendent Search 2022

I, _____ have been invited by the **North Santiam** School District Board of Directors to participate in the screening of applications for the position of Superintendent. In the course of screening the applications I will be given access to confidential and private information about the individual candidates and the search process.

I understand that,

- A. The review of applications (screening) will be conducted in an executive session of a public meeting for the **North Santiam** SD Board according to Oregon Public Meetings Law stated in ORS 192.660(2) and at other times arranged for application reviews.
- B. All information in whatever form that I receive about individual candidates during executive session or at any other time as a part of the application review process is strictly confidential.
- C. Disclosure of any information that I receive about individual candidates will be damaging to the individual candidate, **North Santiam** SD and the search process.
- D. The executive session may be recessed from time to time as a part of the screening process and interviews of individual candidates, but confidentiality still applies.
- E. I do not have authority to disclose any information about or to comment on the quality or characteristics of an individual candidate or the candidate field based on information that I receive during this review process even after the process is concluded.

Therefore, I agree as follows:

- 1. I will not disclose or discuss any information learned about individual applicants or the group of applicants as a whole to any members of the public or to anyone outside of the executive session or outside of other periods of confidential application review arranged by the Board at any time.
- 2. This agreement not to disclose means all forms of communication, including but not limited to: verbal, written, digital, video, electronic, texting and social media.
- 3. I will not conduct any investigation, review or inquiry about an individual candidate based on information obtained during the executive session or other period of confidential application reviews, unless authorized by the **North Santiam** SD Board.
- 4. Violation of this agreement will mean immediate removal from any participation in the application review (screening) process and denial of further access to candidate information.
- 5. **North Santiam** SD has authority to compel my adherence to the terms of this Confidentiality Agreement by legal action, if necessary.

Signature

Date



BIAS AWARENESS GUIDE

INTRODUCTION

To ensure culturally responsive hiring practices, it is essential to address the issue of bias in employment candidate selection. Interviewing is one of the most important processes in hiring. In addition to conducting interviews by a panel of diverse participants, OSBA is providing bias awareness training.

One of our goals is to make organizational changes that will disrupt the tendency to use stereotypes as shortcuts when evaluating and selecting candidates to interview and hire. We all have biases. They are not generally an indication of our beliefs and values but are more likely to influence and occur in quick decisions when issues are ambiguous or when we don't have enough context or information.

WHAT IS BIAS?

First, it's important to understand what bias is and why we all have biases.

Bias is often regarded negatively. For the purpose of this discussion, we consider bias in the context of partiality, preconceived notion and predisposition. The reality is that biases naturally come from our brains' use of schemas. A schema can be described as a template of knowledge. We use schemas to process the information that bombards our senses every moment of every day. This is simply a way for us to sort information into categories that make sense to us. We have schemas about objects, processes and other human beings.

For example, our brain uses a schema to assign the category of "chair" to an object based on its flat seat, back and legs, even though the chair might be plain wood or lavishly upholstered. We may have a negative bias about plain wood chairs because we have had the uncomfortable experience of sitting in one for an extended period of time. We have a schema for the process of ordering food at a restaurant. We know what it means when a smiling person hands us a laminated document with descriptions of various dishes and prices. And, by observing assorted traits, we use schemas to naturally assign people into categories such as age, gender, race and role.

There are two types of bias, explicit and implicit. Both types of bias include stereotypes and attitudes.

STEREOTYPES are traits that we associate with a category. These associations may arise from direct personal experience or they might be relayed to us through stories, media and culture. "Elderly people are frail" is an example of a stereotype.

ATTITUDES are overall evaluative feelings that are positive or negative. If we meet someone who graduated from the same university, we tend to feel more at ease with that person.

WHAT IS IMPLICIT BIAS?

Implicit biases are those we carry without awareness or conscious direction. It is the result of our human brains using schemas to organize information into categories. Most of the work our brains do occurs on the unconscious level. Implicit bias does not mean that we hide our prejudices. We are unaware of these biases and they are generally not an indication of our beliefs and values.

This is important for interviewers to understand because without awareness we cannot know if we are acting on hidden biases. Implicit bias is also referred to as hidden or unconscious bias.

WHAT IS EXPLICIT BIAS?

In contrast, explicit bias means that we are aware that we have a particular thought or feeling. It sometimes means we understand the source of that thought or feeling. If you have an explicitly positive attitude toward chocolate, you consciously endorse and celebrate that preference.



WHY DO BOTH TYPES OF BIAS MATTER IN THE INTERVIEW PROCESS?

IMPLICIT BIAS IN THE INTERVIEW PROCESS

Implicit bias is problematic in the interview process because we are unaware of certain preferences or attitudes. Use every opportunity to consider your reasons for a particular rating and challenge your thinking. Talk over your reasons with other interviewers. Try to avoid using the terminology of a candidate being a “better fit” over another candidate. Without this reflection and questioning, we cannot identify hidden biases and eliminate them.

EXPLICIT BIAS IN THE INTERVIEW PROCESS

How many times have you heard this before? “I always look for a candidate who makes direct eye contact. People who don’t look straight at you don’t make good employees in the long run.” This is an example of explicit bias. The speaker is stating a known preference. In the context of candidate evaluation, the reason this bias is problematic is because in some cultures direct eye contact is considered to be rude and disrespectful.

EXAMPLES OF BIAS

To reduce the possibility of making a poor decision in the interview process, raters must make a conscious effort to recognize biases, both implicit and explicit, and eliminate them. Following are examples of bias which may be explicit, implicit or both.

AVERAGE/CENTRAL BIAS

Rating all candidates the same, or tending to give all candidates the middle rating (e.g., a 3 on a 5 point scale).

CONTRAST

When you compare/contrast one candidate against another rather than comparing candidates against an ideal, you may get skewed results. Example: a candidate appears stronger than they should because they followed two weak candidates. Evaluating the candidate against the qualifications and competencies will help mitigate this bias.

CULTURAL NOISE

Cultural noise occurs when the candidate provides socially acceptable responses – telling the interviewer what they believe the interviewer wants to hear – rather than factually-based responses.

FIRST IMPRESSION

Many people think they can accurately assess someone within the first few minutes of meeting them. Making up your mind so soon is a bias that corrupts overall judgment.

HALO EFFECT/HORN EFFECT

The interviewer favors the candidate due to one good or positive trait or characteristic, sometimes despite several negatives (halo effect). Alternatively, the interviewer allows one negative trait or characteristic to be a disqualifier (horn effect).

KNOWLEDGE-OF-PREDICTOR

When an evaluator has foreknowledge of how the candidate has performed on another test or interview and allows knowledge of previous performance (good or bad) to influence rating.

LENIENCY

A rater who tends to give inflated ratings and who is not critical enough.

NONVERBAL BIAS

Body language, eye contact or lack thereof, etc. Consider cultural differences and avoid overemphasizing nonverbal behavior in responses. See also “Business Etiquette” in the next section.

REGENCY

A bias toward the candidate seen most recently because he/she is at the forefront of your mind. A solution is to always write down notes or scores immediately and score all candidates against the “ideal candidate” qualifications and competencies.

SIMILAR-TO-ME

This occurs when an interviewer identifies with the candidate on a personal level instead of evaluating based on job-related criteria. For example, many people will subconsciously favor a candidate with whom they share a characteristic, hobby, alma mater, opinion, etc.

STEREOTYPING

As previously described, this bias happens when the rater makes an assumption about a candidate based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service. Stereotyping is influenced by both implicit and explicit bias.

OTHER CONSIDERATIONS

What other candidate characteristics must we be aware of?

EXTROVERT VERSUS INTROVERT

Half of all humans are introverts. Extroverts may tend to perform and relate better to interviewers even if they are not as qualified as other, more introverted candidates.

COMMUNICATION STYLES

Circular versus linear, direct versus indirect, emotionally expressive versus restrained, etc.

BUSINESS ETIQUETTE

Nonverbal behavior: handshakes, distance, gestures, eye contact, clothing choice, etc.

SOCIAL VALUES OR NORMS

Individualistic versus collectivistic, competitive versus cooperative, authority-oriented versus democratic, etc.

10 STEPS

TO COUNTER IMPLICIT BIAS IN HIRING

1. Don't rush. Our biases are more likely to show up when we hurry or are stressed.
2. Openly discuss stereotypes about different groups to face unconscious assumptions. Cultivate knowledge of differences. A "colorblind" mentality increases implicit bias because of the mental effort to suppress stereotypes.
3. Have interviewers take an Implicit Association Test (IAC) online to acknowledge their own biases prior to screening or interviewing applicants. <https://implicit.harvard.edu/implicit/>
4. Reduce ambiguity as much as possible when assessing candidates. Bias is more likely to show up when we are making a judgment call based on vague criteria.
5. Take time to be deliberate in decision-making and unpack biases along the way. Talk about the reasons behind preferring or dismissing a candidate.
6. Identify and remove distractions or anything that may increase stress in the decision-making environment. For example, ask the interview team to turn off their phones and not look at any calls or emails between interviews.
7. Increase exposure to stigmatized groups and actively pursue counters to stereotypes. Practice thinking about messages or people that counter stereotypical roles.
8. Remove testing requirements or reduce the weight of testing. Stereotype threat research has shown when a person is asked to perform and that performance is tied to a stereotype for their group, they will experience anxiety and not perform as well as they could. Research shows that some people of color do not test well despite knowing the information because of the mental labor of trying to prove the stereotype wrong.
9. Have someone of a similar racial background or same gender on the committee if possible. Even one other person reduces the threat of representing all people from a stigmatized group.
10. If someone is a non-native English speaker or belongs to a group stereotyped as "inarticulate," recognize the pressure of articulating their perspectives in an interview may make it more difficult to speak clearly or choose precise vocabulary. Avoid jargon and speak plainly to promote clarity and understanding.





Invites applications for the position of

SUPERINTENDENT

Location: Stayton, Oregon
Enrollment: 2,100 students
Salary: \$140,000 to \$160,000 annually
Closing Date: **Mar. 16, 2022**
Start Date: July 1, 2022



The **North Santiam School District Board of Directors** is seeking a highly qualified candidate with visionary leadership skills and successful experience in education administration to serve as **Superintendent beginning July 1, 2022**. The successful candidate must have experience as an administrator, excellent communication skills, unquestionable integrity and be willing to be involved in the community. The Board will offer a **competitive compensation package** to the successful candidate with a **salary range of \$140,000 - \$160,000 annually** plus benefits.



The District

The North Santiam SD serves about **2,100 students** in grades K - 12. District schools include Stayton High School (grades 9 - 12); Options Academy; Stayton Intermediate/Middle School (grades 4-5/6-8); Stayton Elementary School (grades K - 3); Mari-Linn (grades K - 8); and Sublimity School (grades K - 8). The District employs a staff of 146 licensed employees, 104 classified employees, five confidential employees, nine non-represented employees, and 11 administrators. The District has a general fund budget of approximately \$32 million.



[North Santiam SD website](#)



The Area

The District is located about 15 miles east of Salem along Highway 22, continuing into the gently rolling foothills of the Cascade Mountain Range. Stayton is the largest community in the District with a population of 7,500 residents and serves as the commercial and cultural center for the surrounding areas. With Mt. Jefferson as a backdrop, the area offers beautiful views of lush green fields, evergreen forests, and the North Santiam River winding through the district on its way to joining the Willamette River.



The District also includes the communities of Sublimity which is a rural, residential community 2 miles north of Stayton with a population of 2,890; Lyons which is a small town nestled in the foothills of the Cascade Mountains 10 miles east of Stayton along Highway 22 with a population of 1,165; and Mehama which is also a small town east of Stayton about a mile north of Lyons.

[Travel Oregon - Stayton website](#)

[Travel Oregon - Sublimity website](#)



Application Requirements

- Completed Application form
- Current resume
- Cover letter of interest

Search Calendar (tentative)

Mar 16, 2022 Close Applications

Mar 18-30 Review Applications

Mar 31 Begin reference checks

Apr 6-9 Conduct first interviews

- 3-5 current letters of reference
- Copy of administrator license or proof of eligibility to obtain one

Apr 19 Finalist forum & 2nd interviews
 Apr 28 Announce selection
 July 1, 2022 Begin employment

The District is an equal opportunity employer and educator.

How to Submit an Application

Application packets are submitted to Oregon School Boards Association – Executive Search [OSBA JOB BOARD](http://www.osba.org/execjobs) (www.osba.org/execjobs) **via the Revelus application portal (see the link below)**. All applicants will submit a candidate profile (completed when you create your Revelus account) and a completed application, as well as upload the other application material documents to the application portal. **The application packet must be submitted by 5 pm on the closing day.**

[OSBA Revelus Portal - North Santiam SD Supt Application](#)

More Information About Position & Process

Regarding the **position**, contact:

Steve Kelley, Director of Board Development and Executive Searches;
skelley@osba.org • 503.588.2800 • 800.578.6722 • 503.588.2813 (Fax)

Regarding the **application process**, contact:

Sarah Herb, Executive Search and Events Specialist (OSBA); sherb@osba.org;
 503.400.3047 (direct) ; 800.578.6722 (office); 503.588.2813 (Fax)



Oregon School Boards Association
 1201 Court Street NE, Suite 400
 Salem, Oregon 97301
 Ph: 503.588.2800



A. Gregory McKenzie
 NextUp Leadership
 1470 Rosemont Road
 West Linn, Oregon 97068
 Ph: 503-752-2438
gregmckenzie@att.net

This executive **search is conducted by Oregon School Boards Association** with assistance from **NextUp Leadership** for recruiting, marketing and distribution about the vacancy.

North Santiam S. D. Superintendent Search Calendar - FULL

DATE	BOARD	CONSULTANT
Feb 11*	<ul style="list-style-type: none"> • Declare vacancy • Approve executive search process calendar • Set dates, times and location of screening committee training • Identify potential screening committee members • Create salary range for posting <p><i>Special public meeting</i></p>	<ul style="list-style-type: none"> • Facilitate board approval of search calendar • Facilitate conversation on screening committee and salary range
Feb 16		<ul style="list-style-type: none"> • Develop professional recruiting electronic flyer • Develop notice of vacancy • Advertise position
Feb 16		<ul style="list-style-type: none"> • Begin accepting applications
Feb 16 – Mar 1	Online survey available for qualities and qualifications input	<ul style="list-style-type: none"> • Facilitate staff and community input for new executive qualifications
Mar 3	<ul style="list-style-type: none"> • Discuss and adopt desired qualities and qualifications • Select screening committee members <p><i>Special public meeting</i></p>	<ul style="list-style-type: none"> • Review online process for Q&Qs Present public input report to board
Feb 16 – Mar 16	Four weeks	<ul style="list-style-type: none"> • Receive applications • Recruit candidates respond to inquiries
Mar 16		<ul style="list-style-type: none"> • Applications close • Review all applicant submissions; prepare for screening
Mar 17* (5:30 pm) Hybrid	<ul style="list-style-type: none"> • Attend screening committee training • Review list of candidates • Establish contract parameters <p><i>Regular public meeting/executive session</i></p>	<ul style="list-style-type: none"> • Train screening committee on screening process, tools and timeline
Mar 18 - 27	<ul style="list-style-type: none"> • Screen applications and submit rankings 	<ul style="list-style-type: none"> • Assist with ranking process as needed

Mar 30* 5:30 pm (Hybrid)	<ul style="list-style-type: none"> • Select candidates to interview • Develop interview schedule • Develop interview questions • Establish contract parameters <p><i>Special public meeting/executive session</i></p>	<ul style="list-style-type: none"> • Present screening committee/board ranking results; facilitate board’s selection of candidates to interview • Train board on interview procedures • Train board on proper internet & social media check protocols • Provide interview questions for review and facilitate consensus on interview questions
Mar 31 – Apr 5	<ul style="list-style-type: none"> • Conduct internet & social media checks on upcoming interviewees 	<ul style="list-style-type: none"> • Schedule initial interviews with candidates • Assist with internet & social media checks, as needed.
Apr 6-9*	<ul style="list-style-type: none"> • Debrief internet & social media results • Conduct interviews (Virtually) • Select finalists • Reference checks/site visit training <p><i>Special public meeting/executive session</i></p>	<ul style="list-style-type: none"> • Attend last interview and facilitate selection of finalists • Train board on conducting in-depth reference checks
Apr 10 - 18	<ul style="list-style-type: none"> • Conduct in-depth reference checks and site visits 	<ul style="list-style-type: none"> • Schedule finalists’ interviews • Assist with reference checking as needed
Apr 19 (26)	<ul style="list-style-type: none"> • Hold finalists forum/“Day in the Community” • Debrief reference checks • Conduct final interviews <p><i>Special public meeting/Executive session</i></p>	<ul style="list-style-type: none"> • Develop finalist forum schedule, if needed • Moderate community Q&A as needed • Attend final interview and facilitate consensus on “first choice” candidate
Apr 21 – 27 (Apr 27 – May 4)	<ul style="list-style-type: none"> • Negotiate contract with “first choice” candidate 	
Apr 28 (May 5)	<ul style="list-style-type: none"> • Vote to hire candidate/approve contract in open public meeting • Announce selection <p><i>Special public meeting</i></p>	<ul style="list-style-type: none"> • Develop press release, if needed
T. B. D.	<ul style="list-style-type: none"> • Create transition plan for new superintendent and board 	<ul style="list-style-type: none"> • Meets with the new superintendent & board to create transition plan
T. B. D.	<ul style="list-style-type: none"> • New executive begins 	

* Consultant is in attendance (may be virtually).



SUPERINTENDENT SEARCH

Confidentiality Agreement North Santiam School District Superintendent Search 2022

I, _____ have been invited by the **North Santiam** School District Board of Directors to participate in the screening of applications for the position of Superintendent. In the course of screening the applications I will be given access to confidential and private information about the individual candidates and the search process.

I understand that,

- A. The review of applications (screening) will be conducted in an executive session of a public meeting for the **North Santiam** SD Board according to Oregon Public Meetings Law stated in ORS 192.660(2) and at other times arranged for application reviews.
- B. All information in whatever form that I receive about individual candidates during executive session or at any other time as a part of the application review process is strictly confidential.
- C. Disclosure of any information that I receive about individual candidates will be damaging to the individual candidate, **North Santiam** SD and the search process.
- D. The executive session may be recessed from time to time as a part of the screening process and interviews of individual candidates, but confidentiality still applies.
- E. I do not have authority to disclose any information about or to comment on the quality or characteristics of an individual candidate or the candidate field based on information that I receive during this review process even after the process is concluded.

Therefore, I agree as follows:

- 1. I will not disclose or discuss any information learned about individual applicants or the group of applicants as a whole to any members of the public or to anyone outside of the executive session or outside of other periods of confidential application review arranged by the Board at any time.
- 2. This agreement not to disclose means all forms of communication, including but not limited to: verbal, written, digital, video, electronic, texting and social media.
- 3. I will not conduct any investigation, review or inquiry about an individual candidate based on information obtained during the executive session or other period of confidential application reviews, unless authorized by the **North Santiam** SD Board.
- 4. Violation of this agreement will mean immediate removal from any participation in the application review (screening) process and denial of further access to candidate information.
- 5. **North Santiam** SD has authority to compel my adherence to the terms of this Confidentiality Agreement by legal action, if necessary.

Signature

Date



SCREENING DO'S AND DON'TS

DO'S:

- Do** read every application carefully.
- Do** keep an open-mind.
- Do** look for the candidates who match the qualities and qualifications adopted by the board.
- Do** look for current letters of reference.

DON'TS:

Don't make any decisions based on any of the below criteria, that is discrimination.

Age	National or Ethnic Origin
Economic Status	Physical Disability
Familial Status	Pregnancy
Gender	Race
Gender Identity	Religion
Marital Status	Sexual Orientation
Mental Disability	Veterans' status (except when applying veterans' preference)

Don't build excuses for people who do not meet the requirements the Board has established.

Don't eliminate candidates just because they have more qualifications than you expected — or because they currently make more money than your district is offering.

Don't dismiss someone who is “upwardly mobile.” A person who has higher goals must give his/her best in every position to be successful.

Don't dismiss someone who is more mature than you might expect. It takes time to gain the experience and skills you want.

Don't turn down candidates who are from out-of-state simply because you think they might not be like Oregonians. Remember, everyone should get the same review.

Don't nit-pick over little things. Real people make mistakes.

Don't contact candidates or references — or make any information or materials you receive available to anyone outside of the screening committee.

Don't share information about candidates you might know personally until they become finalists. If you feel you can be fair, rate the candidate. If you feel you cannot be fair don't read the file. Let others make the decision.

IMPLICIT BIAS REMINDERS

Bias may occur intentionally or unintentionally. Be aware of how bias may affect your decision-making during the interview process.

Recognize your biases, then eliminate them.

Be as objective as possible.

Focus on content.

Dispel first impressions.

Rate candidates against job competencies or an ideal candidate profile – not against one another.

Justify your decisions and be able to articulate your reasons.

* For additional details and information on implicit bias, see the attached Bias Awareness Guide.



SAMPLE JOB APPLICATION MATERIALS

OSBA EXECUTIVE SEARCH SERVICES

John Smith
 123 Any Street Salem, Oregon
 97308
 (503) 555-1212
OSBAsampleapp2020@yahoo.com

Objective: Superintendent of Schools

Education:	University of Oregon, Eugene, Oregon Administrative Program	1992-1994
	University of Oregon, Eugene, Oregon Masters Degree - Education	1990-1993
	Oregon State University Bachelor of Science - Psychology	1983-1987

Professional

Experience:	Spray School District Superintendent/Principal	ADM: 65	July 2007 to Present
	<ul style="list-style-type: none"> • Responsible for overseeing district finances, a budget of \$4.1 million; evaluation of all teachers and classified personnel; district planning; public relations for the district; policy development; advisement and collaboration on curriculum alignment and adoption; oversight of district assessment and data analysis; evaluation of curriculum efficacy district-wide • Implemented one-to-one laptop program district-wide; dramatically increased the use of various classroom technologies to improve both curriculum and instruction; switched district to Google Apps For Education to improve communication, instructional efficiency and student technology literacy • Responsible for budgeting, scheduling, supervision of coaches, program planning, evaluation of programs and employees 		
	Condon School District Elementary Principal	ADM: 85	July 2004 to June 2007
	<ul style="list-style-type: none"> • Responsible for budgeting, student discipline, scheduling, assessment, and employee evaluation for Middle and High Schools • Oversaw and advised the realignment of Math curriculum • Implemented teacher-directed system of evaluation which enhanced professional development for teachers • Worked closely with the board in application, creation, and revision of policies. 		
	Smith Education Consulting Owner		Aug. 2002 to June 2004
	Cascade School District Superintendent	ADM: 2250	July 2000 to April 2002
	Centennial School District Human Resources Director	ADM: 6400	Sept. 1997 to June 2000
	Centennial School District Middle School Principal	ADM: 1000	Sept.1995 to Aug 1997
	Centennial School District Teacher	ADM: 1000	Sept. 1988 to June 1995

Professional Affiliations:	1995 to present 2004 to present	Confederation of Oregon School Administrators Eastern Oregon Reading Foundation Board Member
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Community Activities:	2000 to present 2000 to 2002	Rotary Service Club (various cities) Salem Chamber of Commerce
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SAMPLE LETTER OF INTEREST

December 21, 2018

Sarah Herb,
Executive Search Consultant
Sample School District Superintendent Search
c/o Oregon School Boards Association
1201 Court Street NE, Suite 400
Salem, OR 97301

Dear Ms. Herb and Screening Committee Members:

I am pleased to submit this formal letter of application for the position of Superintendent of the Sample School District. I have over 20 years of experience in the education field, 10 years as an administrator. As you review my materials you will find I have the vision and leadership to guide the Sample School District to the next level.

In my most recent position as superintendent/principal of the Spray School District the school went from receiving a “low” rating on the statewide report card to a “satisfactory” rating.

I began my career teaching middle school English in an urban center near Portland, Oregon. I have served as an elementary and middle school principal as well as a Human Resources Director for a large district. As a result, I have broad experience in what is important in educational management and teaching and learning. My breadth of experiences are meaningful preparation for the career opportunity that Sample School District offers.

With my leadership as Superintendent, I believe that the Sample School District will see significant gains in student achievement. I am confident in my ability to work with the Board of Directors, staff, students, parents and community members to produce these results and to lead the Sample School District during these challenging times.

I look forward to talking with you in the near future.

Sincerely,

John Smith
123 Any Street
Salem, Oregon 97308
johnsmith1357@yahoo.com
(503) 555-1212

SAMPLE LETTER OF INTEREST

December 21, 2018

Sarah Herb,
Executive Search Consultant
Sample School District Superintendent Search
c/o Oregon School Boards Association
1201 Court Street NE, Suite 400
Salem, OR 97301

Dear Ms. Herb and Screening Committee Members:

I am pleased to submit this formal letter of application for the position of Superintendent of the Sample School District. I have over 20 years of experience in the education field, 10 years as an administrator. As you review my materials you will find I have the vision and leadership to guide the Sample School District to the next level.

In my most recent position as superintendent/principal of the Spray School District the school went from receiving a “low” rating on the statewide report card to a “strong” rating. The district also met Annual Yearly Progress for the first time this past year. I was able to accomplish this through strong leadership and a focused and dedicated staff.

I began my career teaching middle school English in an urban center near Portland, Oregon. I have served as an elementary and middle school principal as well as a Human Resources Director for a large district. As a result, I have broad experience in what is important in educational management and teaching and learning. My breadth of experiences are meaningful preparation for the career opportunity that Sample School District offers.

I am very familiar with your community and know the strong support and value of education, as well as creativity, innovation, entrepreneurial spirit and livability that exists in Sample, Oregon. Working as an educational leader for the Sample community would be a wonderful marriage of opportunity and good fortune in that I would be able to live, work and participate in the advancement of a community I would enjoy.

With my leadership as Superintendent, I believe that the Sample School District will see significant gains in student achievement. I am confident in my ability to work with the Board of Directors, staff, students, parents and community members to produce these results and to lead the Sample School District during these challenging times.

I look forward to talking with you in the near future.

Sincerely,

John Smith

SAMPLE LETTER OF REFERENCE

January 10, 2019

Re: Letter of Recommendation for John Smith

To Whom it May Concern:

It is indeed a pleasure to write this letter of recommendation for John Smith. I have known John for the last 17 years, first, as a school principal and then as a district superintendent. I've had the privilege to work with him closely for six years as the Superintendent of the Sample Education Service District.

I can say without hesitation that John was one of the best superintendent's in the state of Oregon. His reputation precedes him and he has been successful in any administrative position that he has held within the state of Oregon. John is the kind of person that can move into a school district, **work with the board and community and staff** to provide the best possible education to the children in that community. He has an **exceptional ability to communicate** with a wide-array of people and is **willing to listen** and work with those people to **come to a consensus** on the direction needed to solve any type of problem. **He has a vision of** where education should go. He **communicates effectively** with folks and works with his staff and community to **move towards meeting that vision.** He is a **strong leader,** but he **involves lots of different players** in the decision making process.

John is the kind of person that **brings high energy, integrity and ethical behavior** to the job and is someone who is **accessible at all times.** He gets **highly involved in the community** he is living in and he is one those superintendents you will see taking that next step needed for his community by dealing with **legislative issues** when it is appropriate during the legislative sessions. His last few years of working for the Spray School District has expanded his skill set and makes him even more valuable as an educational leader. He understands K-12 school districts, education service districts and state level agencies. This understanding would make John an **outstanding superintendent candidate** in all three levels of education.

I cannot think of a person who would be a better candidate for any superintendency.

John is a **GREAT** one!

Sincerely,

Jim Doe Superintendent Sample ESD

SAMPLE LETTER OF REFERENCE

January 10, 2019

To Whom it May Concern:

I worked under Mr. Smith for the past three years. During this time, I have seen him from both the teacher and administrator point of view. The first year I was a fifth grade teacher. Mr. Smith led our school district through a rise in student population. Our school was greatly affected by an increase in student numbers. Mr. Smith worked with the school board to address our overcrowding issues by bringing in modular buildings and by adding staff. This allowed us to keep our class sizes to a manageable level and to meet our students' academic needs.

Two years ago, I became an administrator under Mr. Smith. He provided assistance to me as I worked a teacher through the Plan for Improvement process. I learned the importance of documenting the procedures and he provided resources that helped gain the desired results.

Our district continues to work toward academic excellence. Mr. Smith has suffered some difficulties regarding the district not meeting Adequate Yearly Progress for the last two years. However, I believe that he has made the right adjustments and has put the Sample School District in the right position for attaining Adequate Yearly Progress next year.

If you have any further questions, you can reach me at (503) 555-1212.

Sincerely,

Joe Doe Principal
Sample School District

North Santiam SD RATING SHEET

Name of Candidate _____

Current Position _____

School District/Organization _____

EDUCATION

School Level of Educational Training

Bachelor's Degree Master's Doctoral Degree Other _____

Degree in other field? What field? _____

LICENSURE

Holds Oregon Administrator License Other state Administrator License? State? _____

EXPERIENCE

	NO	YES	YEARS
Teaching Experience			
Building Level Administrator (principal, vice principal, etc.)			
District Level Administrator (director, coordinator, supervisor, assistant superintendent)			
Superintendent			
Other experience equal to district level administration			

QUALIFICATIONS

1 = Exceeds Expectations | 2 = Meets Expectations | 3 = Meets Most Expectations | 4 = Below Expectations

High degree of integrity/honesty with strong core values that are consistent with our community.	1	2	3	4	N/A
Effective communication and listening skills.	1	2	3	4	N/A
Puts kids first; is committed to serving all kids K-12 based on a passion for education.	1	2	3	4	N/A
Is personable/approachable while keeping an open mind.	1	2	3	4	N/A
Background in teaching and building administration (instructional leadership) preferably in small rural areas similar to the North Santiam community.	1	2	3	4	N/A
Decisiveness based on active listening, multiple points of view, and best available data and a practice of sharing the reasons for decisions when possible (transparency).	1	2	3	4	N/A
Willing to become a meaningful and contributing member of our community within and outside of the school system.	1	2	3	4	N/A
Understands Oregon school finance, demonstrates sound fiscal management and strong budgeting skills.	1	2	3	4	N/A



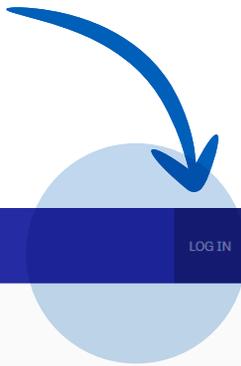
GUIDE TO REVIEWING
APPLICATION
PACKETS
USING
REVELUS

QUESTIONS?

Contact Sarah Herb at OSBA
sherb@osba.org | 503-400-3047

VISIT [OREGONSCHOOLBOARDS.MYREVELUS.COM](https://oregonschoolboards.myrevelus.com)

CLICK “LOG IN” IN THE UPPER RIGHT-HAND CORNER OF THE SCREEN:



The screenshot shows the Oregon School Boards Association website. The navigation bar at the top is dark blue with the Oregon School Boards Association logo on the left and a 'LOG IN' button on the right. Below the navigation bar, there is a section titled 'Open Searches' which contains a table with five rows of job listings. Each row includes the search title, job type, member organization, closing date, and an 'Apply Now' button.

SEARCH TITLE	JOB TYPE	MEMBER ORGANIZATION	CLOSING DATE	
Lake County SD Superintendent	Superintendent	Lake County 7	4/1/2020 7:59 PM	Apply Now
Arlington SD Superintendent/Principal	Superintendent/Principal	Arlington 3	4/10/2020 12:00 AM	Apply Now
Sheridan SD Superintendent	Superintendent	Sheridan 48J	4/26/2020 1:00 AM	Apply Now
Knappa SD Superintendent	Superintendent	Knappa 4	4/23/2020 11:59 PM	Apply Now
Blachly SD Superintendent	Superintendent	Blachly 90	4/20/2020 11:59 PM	Apply Now

Type in your **EMAIL ADDRESS** and **PASSWORD**

CLICK “Log in”:



You are logging into: Oregon School Boards Association

[Log in](#) [Create new account](#) [Reset your password](#)

Username *

Password *

[Log in](#)

By clicking "Log In," you agree to our [Terms of Use](#) and our [Privacy Policy](#).

Your **DISTRICT'S SEARCH** will come up immediately and you will see the list of applicants.

CLICK on the name of the applicant to view their application materials:

My Searches

[YOUR DISTRICT NAME] Superintendent

20 total applications • Your search closes on 1/15/20.

Show:

FULL NAME	CURRENT EMPLOYER	TITLE	AVAILABLE TO START
John Doe	Example School District #1	Superintendent	2020-07-01
Jane Smith	Example School District #2	Assistant Superintendent	2020-07-01
Brad Brown	Example School District #3	Superintendent	2020-07-01
Robert Sample	Example Public Schools	Interim Superintendent	2020-07-01
Connie Miller	Example School District #4	Superintendent	2020-07-01
Jeff Sample	Example Public Schools	Principal	2020-07-01
Jimmy Adams	Example School District #5	Superintendent	2020-07-01



To display the **INFORMATION** under each application section, **CLICK** on the section name or the plus sign on the right:

Oregon School Boards Association

DASHBOARD REVIEW SEARCHES PROFILES SUPPORT SETTINGS MY ACCOUNT LOG OUT

John Doe

Superintendent
Example School District #1
Submitted 1/8/2020

[Download Application PDF](#)

- Certifications** +
- Personal Information +
- Address +
- Education History +
- Current Employment +
- Work History +
- References +
- Files- Upload at least 3 reference letters +
- Additional Questions +
- Certification Questions +
- Veteran's Preference +
- Application Questions +

Snapshot

Example School District #1
Current District

Superintendent
Current Title

Application Documents

- Letter of Interest
- Resume

To view each
APPLICANT'S RESUME and **LETTER OF INTEREST**,
CLICK on the PDF document on the right-hand side of the screen:

Oregon School Boards Association

DASHBOARD REVIEW SEARCHES PROFILES SUPPORT SETTINGS MY ACCOUNT LOG OUT

John Doe

Superintendent
Example School District #1
Submitted 1/8/2020

[Download Application PDF](#)

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- Files- Upload at least 3 reference letters +
- Additional Questions +
- Certification Questions +
- Veteran's Preference +
- Application Questions +

Snapshot

Example School District #1
Current District

Superintendent
Current Title

Application Documents

- Letter of Interest
- Resume

To display **EACH LETTER OF REFERENCE**,
CLICK on “Files-Upload at least 3 reference letters”
or the plus sign on the right:

The screenshot shows the Oregon School Boards Association application portal for John Doe, Superintendent at Example School District #1. The page includes a navigation bar with links for Dashboard, Review, Searches, Profiles, Support, Settings, My Account, and Log Out. The main content area displays the applicant's profile and a list of sections for review. The 'References' section is highlighted with a blue oval and a blue arrow pointing to it. A blue arrow also points to a plus sign (+) next to the 'References' section. Another blue arrow points to a plus sign (+) on the right side of the 'References' section. The 'Application Documents' section shows a list of documents including 'Letter of Interest' and 'Resume'.

John Doe
Superintendent
Example School District #1
Submitted 1/8/2020

[Download Application PDF](#)

- Certifications +
- Personal Information +
- Address +
- Education History +
- Current Employment +
- Work History +
- References +
- Files- Upload at least 3 reference letters +
- Additional Questions +
- Certification Questions +
- Veteran's Preference +
- Application Questions +

Snapshot

Example School District #1
Current District

Superintendent
Current Title

Application Documents

- Letter of Interest
- Resume

Then, **CLICK** on each PDF to read the **INDIVIDUAL LETTERS:**



John Doe

Superintendent

Example School District #1
Submitted 1/8/2020

[Download Application PDF](#)

- Certifications +
- Personal Information +
- Address +
- Education History +
- Current Employment +
- Work History +
- References +
- Files- Upload at least 3 reference letters +
- Name - Letter of Recommendation - Reference Letter +
- Name - Letter of Recommendation - Reference Letter +
- Name - Letter of Recommendation - Reference Letter +
- Veteran's Preference +
- Application Questions +



Snapshot

Example School District #1
Current District

Superintendent
Current Title

Application Documents

- Letter of Interest
- Resume

Additional Questions

1. Have you ever left any educational or school-related employment, voluntarily or involuntarily, while the subject of an inquiry, review or investigation of alleged misconduct or alleged violation of professional standards of conduct or when you had reason to believe such investigation was imminent?

No

2. Are you currently the subject of an inquiry, review or investigation for alleged misconduct or alleged violation of professional standards of conduct?

Yes

If you answered YES to question 2, please explain.

In 2016 a complaint was filed with the Teachers Standards and Practices Commission (TSPC) alleging that I assigned a staff member to teach a subject outside their endorsement area.

3. Have you ever failed to complete a contract for educational services in any educational or school-related position for any alleged misconduct or alleged violation of professional standards of conduct?

No

4. Have you ever had a professional certificate, credential or license (of any kind) revoked or suspended or have you been placed on probationary status for any alleged misconduct or alleged violation of professional standards of conduct?

No

5. Have you ever been denied a professional license for which you applied or granted a professional license on a conditional or probationary basis for any alleged misconduct or alleged violation of professional standards of conduct?

No

6. Have you ever surrendered a professional license of any kind before its expiration?

No

7. Have you ever been disciplined by any public agency responsible for licensure of any kind, including but not limited to educational licensure?

To view the statement regarding how the applicant meets the qualities and qualifications of the position, **CLICK** on the **“APPLICATION QUESTIONS”** section or the plus sign on the right:

Oregon School Boards Association

DASHBOARD REVIEW SEARCHES PROFILES SUPPORT SETTINGS MY ACCOUNT LOG OUT

John Doe

Superintendent
Example School District #1
Submitted 1/8/2020

[Download Application PDF](#)

- Certifications +
- Personal Information +
- Address +
- Education History +
- Current Employment +
- Work History +
- References +
- Files- Upload at least 3 reference letters +
- Additional Questions +
- Certification Questions +
- Veteran's Preference +
- Application Questions** +

Snapshot

Example School District #1
Current District

Superintendent
Current Title

Application Documents

- Letter of Interest
- Resume

Then, **CLICK** on the PDF document to the right of **“UPLOAD A STATEMENT DESCRIBING HOW YOU MEET THE QUALITIES AND QUALIFICATIONS OF THE POSITION...”**:

Application Questions

Upload a statement describing how you meet the Qualities and Qualifications of the position (in narrative form, no longer than 500 words).

*characteristics of a successful administrator.pdf

Upload a letter of reference (maximum of 5)

What is your reason for leaving your last position or wanting to leave your current position?

New opportunity to lead the School District.

Where did you learn about this position?

Contacted by OSBA

When are you available to start this position?

2020-07-01

I consent to the following:

1

I consent to the following:

1

I hereby authorize my current or former education provider employers to release any disciplinary records of a crime listed in ORS 342.143 for which I was convicted.

1

I acknowledge the following:

1

I acknowledge the following:

1

I acknowledge the following:

1

This section is also where you will read the applicant's **REASON FOR LEAVING THEIR LAST POSITION** or **DESIRE TO LEAVE THEIR CURRENT POSITION:**

Application Questions

Upload a statement describing how you meet the Qualities and Qualifications of the position (in narrative form, no longer than 500 words).

*characteristics of a successful administrator.pdf

Upload a letter of reference (maximum of 5)

What is your reason for leaving your last position or wanting to leave your current position?

New opportunity to lead the School District.

Where did you learn about this position?

Contacted by OSBA

When are you available to start this position?

2020-07-01

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1

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1

I acknowledge the following:

1

I acknowledge the following:

1

I acknowledge the following:

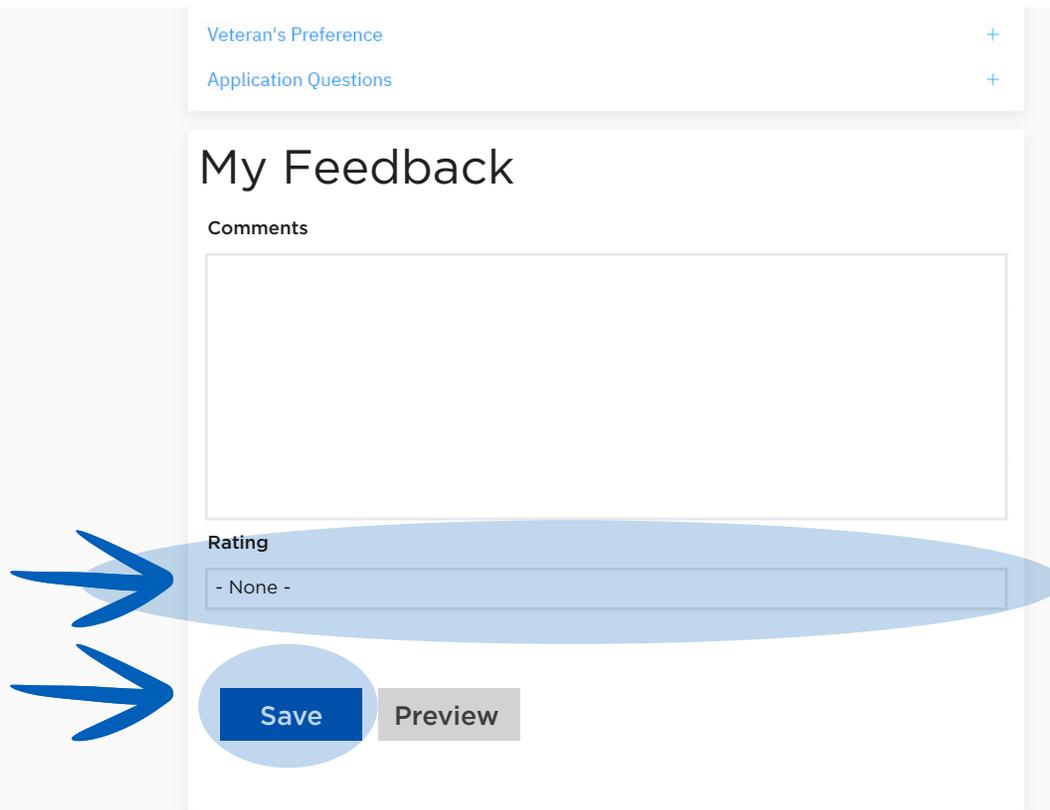
1



Once you have reviewed all applicants' materials, you need to **RATE YOUR TOP TEN APPLICANTS.**

The rating tool is found on the bottom of each applicant's form.

CLICK "Save" when you are done rating each applicant:



The screenshot shows a web form titled "My Feedback". At the top, there are two expandable sections: "Veteran's Preference" and "Application Questions", each with a plus sign. Below these is a large text area labeled "Comments". Underneath the comments is a "Rating" dropdown menu currently set to "- None -". At the bottom of the form are two buttons: a blue "Save" button and a grey "Preview" button. Three blue arrows point to the "Rating" dropdown, and a blue oval highlights the "Save" button.

ADDITIONAL INSTRUCTIONS

- 1 DO NOT USE THE “MY FEEDBACK” SECTION.**
Make all your notes on your paper ratings sheet.
- 2 DO NOT RATE MORE THAN ONE APPLICANT THE SAME NUMBER.**
- 3 YOU MUST RATE A TOTAL OF TEN APPLICANTS.**
If you do not, then your ratings will not be considered.



QUESTIONS?

Contact Sarah Herb at OSBA
sherb@osba.org | 503-400-3047

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

Mar-22	ACTUALS												PROJECTED			% of
REVENUES:	July	August	September	October	November	December	January	February	March	April	May	June	Totals	Budget	Budget	
Local Sources																
Property taxes -R1111:R1112	25,811	38,684	17,496	10,936	5,703,764	644,163	82,256	36,476	100,000	20,000	20,000	121,000	6,820,586	6,700,000	101.80%	
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	5,912	4,700	4,700	4,700	4,700	104,132	140,000	74.38%	
Admissions, Fees, Rents, R1710:R1910	136	342	40	516	1,581	50	0	2,712	150	75	150	1,046	6,798	3,000	226.61%	
Other local Sources R1940:R1990	120	2,446	42,440	505	78	10	943	510	17,681	4,668	906	75,000	145,307	152,500	95.28%	
0								0				0	0			
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	0	9,570	10,000		
Restricted Revenue - PTP R2200 & R32	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	1,150,636	929,870	929,870	829,870	0	13,804,687	15,533,461	88.87%	
School Support Fund High School Disabil	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	(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	3,640,909	0	0	0	0	0	0	0	0	0	0	0	3,640,909	2,400,000	151.70%	
Total Monthly Revenue	3,577,184	1,355,348	16,742,995	1,322,442	6,860,706	1,998,625	1,367,366	1,346,246	1,284,929	1,109,313	712,626	461,785	41,780,473	41,780,473	102.72%	
Cumulative Revenue	7,218,093	8,573,441	25,316,436	26,638,878	33,499,584	35,498,209	36,865,575	38,211,821	39,496,749	40,606,062	41,318,688	41,780,473	41,780,473	40,675,184	101.79%	
EXPENDITURES BY OBJECTS																
100 Salaries	227,142	266,712	985,034	1,017,953	1,002,467	988,175	964,023	975,606	1,000,000	1,000,000	1,000,000	2,280,000	11,707,111	12,083,287	96.89%	
200 Employee Benefits	137,616	168,795	675,711	615,250	607,682	598,804	583,592	601,039	620,000	620,000	620,000	1,350,000	7,198,489	7,939,982	90.66%	
300 Purchased Services	45,780	136,970	99,800	231,437	198,855	227,311	182,214	336,365	250,000	250,000	250,000	750,000	2,958,732	3,188,043	92.81%	
400 Supplies	18,923	60,675	39,266	72,506	30,049	19,854	26,692	22,108	58,000	58,000	57,000	87,643	550,716	810,633	67.94%	
500 Capital Outlay	1,760	69,526	4,526	4,526	8,392	4,526	4,526	8,878	4,600	75,000	20,000	35,000	241,259	142,335	0.00%	
600 Dues, Fees, Other	287,063	68,800	14,583,775	11,341	1,555	1,004	15,248	7,050	15,000	30,000	2,750	20,000	15,043,586	15,160,904	99.23%	
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	1,300,000	0.00%	
Total Monthly Expenditure	718,284	771,477	16,388,112	1,953,013	1,849,000	1,839,673	1,776,294	1,951,047	1,947,600	2,033,000	1,949,750	4,572,643	37,749,894	40,675,184		
Cumulative Expenditure	718,284	1,489,761	17,877,873	19,830,886	21,679,886	23,519,559	25,295,854	27,246,901	29,194,501	31,227,501	33,177,250	37,749,894	37,749,894	40,675,184	92.81%	
EXPENDITURES BY FUNCTION																
1000 - Instruction	19,729	21,725	1,115,520	1,227,182	1,196,227	1,147,960	1,148,184	1,183,428	1,224,745	1,224,504	1,203,836	3,100,879	13,813,919	14,862,331	92.95%	
2000 - Support Services	653,518	680,657	702,355	721,332	652,772	687,213	624,915	767,619	722,855	743,996	745,914	1,461,764	9,164,911	9,588,099	95.59%	
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	0	0	60,000	0	10,000	14,753,064	14,914,054	98.92%	
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	771,477	16,388,112	1,953,013	1,849,000	1,839,673	1,776,294	1,951,047	1,947,600	2,033,000	1,949,750	4,572,643	37,749,893	40,675,184		
Cumulative Expenditure	718,284	1,489,761	17,877,873	19,830,886	21,679,886	23,519,559	25,295,854	27,246,901	29,194,501	31,227,501	33,177,250	37,749,893	37,749,893	40,675,184	92.81%	
Month End Balance	6,499,809	7,083,680	7,438,563	6,807,992	11,819,698	11,978,650	11,569,721	10,964,920	10,302,249	9,378,561	8,141,438	4,030,579				



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

School Board/Superintendent Executive Secretary: Tonia Whisman

Access to the agenda and meeting materials can be located on the District website at www.nstantiam.k12.or.us > School Board > Agendas/Meeting Minutes

Thursday, February 3, 2022

Special Session Minutes-DRAFT

Virtual Meeting Via Zoom, Stayton, OR 97383 ~ 6:00 PM

1. CALL SPECIAL 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, Mike Wagner, Erin Cramer, Mark Henderson, and Mackenzie Strawn. Coral Ford was absent with notice.

The Board Chair noted that the meeting was called as a result of the NSSD's current superintendent being announced as a finalist for the position of superintendent in another school district. The purpose of the meeting was to receive information from the Oregon School Boards Association pertaining to the options available to school districts once they receive a resignation notice from their superintendent. Due to the amount of time left in the school year, the Board wished to be prepared to pivot quickly in the event Supt. Gardner did accept a position in another school district in the coming week.

2. APPROVAL OF THE AGENDA

MOTION-MEETING AGENDA

Motion that the Board approves the meeting agenda as modified.

Motion Made By: Erin Cramer

Vote: 6-0

Result: Motion Passed

3. NEW SCHOOL SUPERINTENDENT SEARCH OPTIONS: STEVE KELLEY

The Director of Board Development for the Oregon School Boards Association (OSBA), Steve Kelley, reviewed options typically available to school districts once they receive a resignation notice from their superintendent. He provided a sample search timeline based on the assumption that a resignation would be received from Supt. Gardner within the next 7 days.

He explained that school districts can choose to perform a full or comprehensive search for a permanent superintendent or instead look to fill the position on an interim basis and then begin the full search during the subsequent school year. He noted that, by law, there are three things a district must do before it can enter into Executive Sessions to consider the employment of a new superintendent:

1. Declare the position open
2. Approve a search calendar
3. Adopt the Qualities and Qualifications (lens used to screen, interview and reference-check applicants)

He reviewed a sample search calendar outlining the process step-by-step that he would recommend following given the current date. The calendar can be viewed by accessing the materials from the [02/03/22 meeting](#). He mentioned that there is a possibility of compressing the timeframe, in part, by reducing the number of weeks that the job is posted.

He highly recommended forming a screening committee composed of 15-20 individuals to represent staff, parents and community members in order to involve as many stakeholders in the process as possible. This committee would review all the applications received and provide ranking scores and feedback to the Board regarding which applicants should be interviewed. He shared a brief overview of how screening committees are selected.

He also summarized how the search for an interim superintendent differs from that of a permanent position and how the Board might switch from one to another in the middle of the process, if desired.

4. BOARD DISCUSSION

Board members asked a few clarifying questions and each shared their opinions on whether to pursue a full or interim search. The initial consensus was to start with a full search for a permanent superintendent with the option to switch to an interim position if they feel the candidate pool isn't strong enough.

They all agreed they would like to see a couple of different proposals from search firms in addition to one from OSBA. They also discussed the pros and cons of having a large screening

committee involved in the process and ultimately agreed that engaging the District's stakeholders is important and worth the extra time and effort.

During the course of the NSSD meeting, it was noted that the Greater Albany School District Board of Directors announced during their board meeting, that was happening at the same time, Superintendent Gardner was selected as their new superintendent. Given that information, NSSD board members agreed they should look to meet the following week to attempt to select a search firm and all noted they were available on Wed, February 9, 2022. The Board Assistant would connect with Coral Ford to ensure she was available and offered to reach out to the search firms who provide quotes to also determine their availability to meet between the date of Supt. Gardner's official resignation and the February 17, 2022 regularly scheduled monthly meeting.

5. ADJOURN

The Board Chair adjourned the meeting at 8:01 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.



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 Meeting Minutes-DRAFT

Wednesday, February 9, 2022 ~ 6:00 PM

Virtual Meeting, Remotely Via Zoom, Stayton, OR 97383

1. **CALL SPECIAL SESSION TO ORDER**

The Board Chair called the meeting at 6:03 pm and indicated which board members were present (noted below) She then led everyone in the pledge of allegiance.

PRESENT: Alisha Oliver, Laura Wipper, Mike Wagner, Erin Cramer, Mark Henderson, and Coral Ford. Mark Henderson provided notice he would be arriving late.

Join Zoom Meeting <https://nsantiam-k12-or-us.zoom.us/j/84631149083> Meeting ID: 846 3114 9083 Passcode: 984527

2. **APPROVAL OF THE AGENDA**

Any changes to the agenda after posting on February 7, 2022 were acknowledged:

Added Attachments-

- 4.0-HYA Superintendent Search Proposal
-BreakThrough Consulting LLC NSSD Proposal

Motion that the Board approves the agenda as modified.

Motion Made By: Mike Wagner

Vote: 6-0

Result: Motion Passed

3. **DECLARATION OF VACANCY**

In order for a school district to begin the search process for a new superintendent, the position must be declared vacant.

MOTION-SUPERINTENDENT VACANCY

Motion to declare the position of NSSD Superintendent vacant as of July 1, 2022.

Motion Made By: Mike Wagner

Vote 6-0

Result: Motion Passed

Mark Henderson joined the meeting at 6:10 pm.

4. **SUPERINTENDENT SEARCH OPTIONS**

As of the date of posting, the District had received three proposals from superintendent search firms. On the date of the meeting, two additional proposals were received and included in the meeting materials. The Board discussed the proposals and voted to hire the Oregon School Board Association (OSBA). The key factors in the decision related to working with a local firm and one that was already familiar with the District since the timeline for the selection process was shorter than what is typically considered optimal. By using a local firm, the District can save on travel expenses that would be necessary for any other search firm. In addition, OSBA's practice of not pre-screening applicants was desirable for board members. They would like to see all the applicants before deciding who moves forward for interviews.

MOTION-SUPT. SEARCH FIRM

Motion to hire OSBA to provide services related to the search for a new superintendent.

Motion Made By: Erin Cramer

Vote: 7-0

Result: Motion Passed

The Board agreed to meet again prior to the regularly scheduled meeting on February 17, 2022 to consult with the newly hired search firm. The Board Secretary would notify OSBA they were selected and work to schedule another meeting on Friday, March 11, 2022 if possible. She would also notify the other search firms they were not selected.

5. **ADJOURN**

The Board Chair adjourned the meeting at 6:40 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.



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

Friday, February 11, 2022 ~ 6:00 PM

Special Session Meeting Minutes-DRAFT

Virtual Meeting Via Zoom

1. **CALL SPECIAL SESSION TO ORDER**

The Board Chair called the meeting to order at 6:04 pm. She noted which members were present (indicated below) and requested that Mark Henderson lead everyone in the pledge of attendance.

PRESENT: Alisha Oliver, Laura Wipper, Mike Wagner, Erin Cramer, Mark Henderson, Coral Ford and Mackenzie Strawn. *NSSD Director of Human Resources was also present.*

Join Zoom Meeting <https://nsantiam-k12-or-us.zoom.us/j/84144325026>
Meeting ID: 841 4432 5026 Passcode: 893514

2. **APPROVAL OF THE AGENDA**

MOTION:AGENDA APPROVAL

Motion that the Board approves the meeting agenda as submitted.

Motion Made By: Laura Wipper

Vote: 7-0

Result: Motion Passed

3. NEW BUSINESS

3.1 Superintendent Search Calendar Approval

OSBA Executive Search Consultant Steve Kelley presented the draft search calendar shown below and discussed each step. He then asked the Board to approve the calendar so that the process can move forward.

DATE	BOARD	CONSULTANT
Feb 11 (17)*	<ul style="list-style-type: none"> ● Declare vacancy ● Approve executive search process calendar ● Set dates, times and location of screening committee training ● Identify potential screening committee members ● Create salary range for posting <i>Special public meeting</i>	<ul style="list-style-type: none"> ● Facilitate board approval of search calendar ● Facilitate conversation on screening committee and salary range
Feb 16		<ul style="list-style-type: none"> ● Develop professional recruiting electronic flier ● Develop notice of vacancy ● Advertise position
Feb 16		<ul style="list-style-type: none"> ● Begin accepting applications
Feb 16 – Mar 1	Online survey available for qualities and qualifications input	<ul style="list-style-type: none"> ● Facilitate staff and community input for new executive qualifications
Mar 3	<ul style="list-style-type: none"> ● Discuss and adopt desired qualities and qualifications ● Select screening committee members <i>Special public meeting</i>	<ul style="list-style-type: none"> ● Review online process for Q&Qs Present public input report to board
Feb 16 – Mar 16	Four weeks	<ul style="list-style-type: none"> ● Receive applications ● Recruit candidates respond to inquiries
Mar 16		<ul style="list-style-type: none"> ● Applications close ● Review all applicant submissions; prepare for screening
Mar 17*	<ul style="list-style-type: none"> ● Attend screening committee training ● Review list of candidates ● Establish contract parameters <i>Regular public meeting/executive session</i>	<ul style="list-style-type: none"> ● Train screening committee on screening process, tools and timeline
Mar 18 - 27	<ul style="list-style-type: none"> ● Screen applications and submit rankings 	<ul style="list-style-type: none"> ● Assist with ranking process as needed

Mar 30*	<ul style="list-style-type: none"> ● Select candidates to interview ● Develop interview schedule ● Develop interview questions ● Establish contract parameters <p><i>Special public meeting/executive session</i></p>	<ul style="list-style-type: none"> ● Present screening committee/board ranking results; facilitate board's selection of candidates to interview ● Train board on interview procedures ● Train board on proper internet & social media check protocols ● Provide interview questions for review and facilitate consensus on interview questions
Mar 31 – Apr 5	<ul style="list-style-type: none"> ● Conduct internet & social media checks on upcoming interviewees 	<ul style="list-style-type: none"> ● Schedule initial interviews with candidates ● Assist with internet & social media checks, as needed.
Apr 6-9*	<ul style="list-style-type: none"> ● Debrief internet & social media results ● Conduct interviews (Virtually) ● Select finalists ● Reference checks/site visit training <p><i>Special public meeting/executive session</i></p>	<ul style="list-style-type: none"> ● Attend last interview and facilitate selection of finalists ● Train board on conducting in-depth reference checks
Apr 10 - 18	<ul style="list-style-type: none"> ● Conduct in-depth reference checks and site visits 	<ul style="list-style-type: none"> ● Schedule finalists' interviews ● Assist with reference checking as needed
Apr 19 (26)	<ul style="list-style-type: none"> ● Hold finalists forum/"Day in the Community" ● Debrief reference checks ● Conduct final interviews <p><i>Special public meeting/Executive session</i></p>	<ul style="list-style-type: none"> ● Develop finalist forum schedule, if needed ● Moderate community Q&A as needed ● Attend final interview and facilitate consensus on "first choice" candidate
Apr 21 – 27 (Apr 27 – May 4)	<ul style="list-style-type: none"> ● Negotiate contract with "first choice" candidate 	
Apr 28 (May 5)	<ul style="list-style-type: none"> ● Vote to hire candidate/approve contract in open public meeting ● Announce selection <p><i>Special public meeting</i></p>	<ul style="list-style-type: none"> ● Develop press release, if needed
T. B. D.	<ul style="list-style-type: none"> ● Create transition plan for new superintendent and board 	<ul style="list-style-type: none"> ● Meets with the new superintendent & board to create transition plan
T. B. D.	<ul style="list-style-type: none"> ● New executive begins 	

MOTION: SEARCH CALENDAR

Motion that the Board approves the NSSD Superintendent Search Calendar as submitted.

Motion Made By: Mike Wagner
Vote: 7-0
Result: Motion Passed

3.2 Salary Range Determination

The Board discussed a salary range for the position posting. Steve Kelley provided salary information from competitive school districts as a starting point for the conversation. Both he and HR Director Debi Brazelton explained that it can be difficult to present an accurate accounting of the total compensation packages across multiple districts. This is in large part because each district compiles their compensation packages differently. For example, some may pay less in the monthly salary but pay more in retirement contributions. Another factor that can make it difficult to compare is the number of work days in the different contracts.

It was recommended that NSSD shoot for 25%-75% of the range of comparative districts and they eventually settled on a range of \$140,000-\$160,000.

Steve also noted that the Board will need to elect a representative to negotiate the contract with the candidate who is eventually selected. That board member will not be solely responsible for the work and will eventually come back to the group for their final approval but it allows the process to move quickly once the selection is made.

3.3 Next Steps

This time was set aside for a discussion regarding the next steps in the process and for any questions Board members had regarding best practices and protocols in a search process. Topics included:

- Composition and selection process of the screening committee- recommendation that it be limited to 15-20 and include roughly $\frac{1}{3}$ parents & community members and $\frac{2}{3}$ staff. There should be an open application process and then the Board Chair and Vice-Chair should make a preliminary recommendation for the committee membership. That list should be presented to the entire board (along with the list of all applicants) for final consideration and approval.
- Time, format and location of screening committee training- decision was made to start the March 17th meeting early (at 5:30) and to have the screening committee attend virtually while the Board will attend in person as normal. The March 30th meeting will also begin at 5:30 pm but the location and format will be determined at a later date.

4. ADJOURN

The Board Chair adjourned the meeting at 7:40 pm.



2021-22 Board of Directors

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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 Minutes-DRAFT

Thursday, February 17, 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 acknowledged the board members present (indicated below) and then led everyone in the pledge of allegiance.

PRESENT: Alisha Oliver, Laura Wipper, Mike Wagner, Erin Cramer, Coral Ford, Mark Henderson, Mackenzie Strawn, Student Reps-Tayven Whieldon and Sarah Wolf.

Join Zoom Meeting

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

Meeting ID: 880 0207 9245

2. **APPROVAL OF THE AGENDA**

Any changes to the agenda after posting on February 11, 2022 were acknowledged:

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)

MOTION-AGENDA APPROVAL

Motion that the Board approves the meeting agenda as modified.

Motion Made By: Laura Wipper

Vote: 7-0

Result: Motion Passed

3. SPOTLIGHT

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

1. **Classified Staff Appreciation Week**

The Board expressed their gratitude for the District's classified staff members and adopted a motion signifying that NSSD will proclaim March 7-11, 2022 as Classified Employee Appreciation Week.

MOTION-RESOLUTION #021722A

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.

Motion Made By: Mike Wagner

Vote: 7-0

Result: Motion Passed

4. STUDENT BUSINESS

This agenda item is for monthly reports from the NSSD Board Student Representatives and for other requests/reports from students. Both Sarah and Tayven gave reports:

- both the swimming and wrestling teams are sending athletes to the state championships
- the drama production *Snoopy* will happen March 3-5
- there was online club fair to let students know what clubs are available
- ASB held a Valentines "crush" soda sale and delivery event and it was very popular
- at the end of the 1st semester, they honored students who earned a GPA of 3.0 or higher. They distributed around 400 goodie bags, with approx. 200 to students with a 3.5 or higher and 100 to those with a 4.0
- In March, a motivational speaker will be coming for an event called Days of Understanding. They will be working on building unity, respect, integrity, understanding, and communication in the school. During that week they will be doing a workshop where 100 student leaders will help facilitate activities with groups of students.
- They have begun planning for spring and end of year events, including Prom (Venue booked, working on a teaser theme reveal), Homegoing week (Powderpuff, dress up days, etc.) and Summer Kickoff.
- Summer kickoff is June 14. It will take place from 4-7 pm at the High School and will involve food trucks, games, and more. It is a community-wide event and they still need chaperones. If any board members are able to help, they should contact Tayven.
- The student body is very hopeful for the optional-mask policy to take place.

5. REPORTS

1. **Superintendent's Report:**

Superintendent Gardner gave his monthly report to the Board. Key points included:

- A recent revenue forecast update which indicates Oregon's economy is strong.
- Construction on Options Academy is still delayed due to permitting but is expected to start soon.
- There are more field trips starting to be scheduled as COVID cases and restrictions begin to decrease. The District is taking the approach to proceed with the planning and approval of trips with the understanding they may need to be canceled if circumstances change. There are some additional factors to consider regarding overnight trips and especially any that could cause a hardship for parents to transport students home should they become ill (trips that may involve air travel). District administrators will work with the nurses to determine if a plan can be put in place in order to allow these trips to be approved.
- The 2022-2023 budgeting process is beginning. They will start meeting with principals and directors in mid-March to put together budgets for each building and department.
- The state legislature has moved to provide funding for Summer School. The District has already begun reaching out to staff and there appears to be a good level of interest among them to work.

2. **Business Director's Report**

Business Director Jane Nofziger delivered the monthly financial report. Even though District enrollment is down (resulting in less state educational funding), there are a couple of factors allowing the District's finances to remain close to projections. Both Oregon property tax income and federal forest income were higher than anticipated. In addition, expenditures have been lower than budgeted which indicates the District will likely have an ending balance that is very close to the beginning fund balance.

Along with the monthly financial report, the Business Director provided a draft calendar for the 2022-2023 Budget Calendar Committee for review. In addition, she noted there will be at least one vacant position on the committee but she will know for certain how many vacancies there are once she contacts the committee members to determine their availability.

MOTION-2022-23 BUDGET COMMITTEE CALENDAR

Motion that the Board approves the 2022-23 Budget Committee Calendar with a correction that notates the calendar is approved in February instead of March as indicated on the proposed document .

Motion Made By: Mike Wagner

Vote: 7-0

Result: Motion Passed

In addition to the financial report, Jane noted that current Food Services Director Mike Vetter was present to introduce his replacement, Chris Facha. Mike is moving out of state and his last day is Feb. 28th. Mike thanked the Board and NSSD staff for the opportunity to work with the District. Chris shared some of his work history in his 21 years in educational nutritional services which include time as Food Services Directors in Idaho and Astoria, OR and as an auditor/reviewer of child nutritional programs for ODE. He was most recently working as the ODE Administrator of US Commodities Programs. Like Mike Vetter, he will also serve as the Food Services Director for Cascade School District.

3. **COVID-19 Report**

Supt. Gardner reviewed the new guidance from the Oregon Health Authority which indicates the mask mandate will be lifted for schools on March 31, 2022. School districts are instructed to spend the coming weeks preparing for the transition to masks being optional and how best to protect medically vulnerable students and staff. There are also additional issues regarding unvaccinated staff that school districts will need to resolve as they were not addressed in the lifting of the mask mandate.

There is a meeting scheduled with ODE on Feb 22, 2022 that will hopefully provide more details regarding how the lifting of the mask mandate will affect quarantine protocols from that point forward. Unless guidelines are changed, all contact tracing protocols go back to a six foot radius and the Test-To-Stay program will no longer be available. There is also a requirement that students who are exposed and/or infected must wear a mask on days 6-10 after exposure. Supt. Gardner, along with other superintendents, are lobbying ODE for changes in these guidelines as they are problematic and labor intensive to enforce. They are also asking that the mask mandate for schools be lifted at the same time as other indoor spaces, should it occur earlier than March 31, 2022.

Despite OHA lifting the mask mandate, the CDC is still recommending them. By disregarding the CDC's recommendation it may remove the liability/indemnity clause for school districts that has been protecting them thus far from lawsuits regarding COVID infections.

There was further discussion about providing additional protections for medically vulnerable students and staff and how any incidents of harassment might be addressed between mask and non-mask wearers.

MOTION-MASK OPTIONAL POLICY

Motion that the Board instructs NSSD to move to masks optional once approval has been received from the Oregon Health Authority which will be no later than March 31, 2022.

Motion Made By: Mike Wagner

Vote: 7-0

Result: Motion Passed

The Board then reviewed a letter written by Erin Cramer on behalf of the Board as a whole group, with input from Mike Wagner. The letter advocates that the mask mandate be lifted as soon as possible and that future control regarding mitigation protocols be turned over to local authorities (city, schools). They intended to have the letter sent to the office of Governor Brown, legislative representatives and city leaders. The letter can be read by clicking the link [02/17/22 meeting](#) and scrolling to agenda 5.3.

MOTION-LETTER TO GOVERNOR BROWN

Motion that the Board send the letter written by Erin Cramer on behalf of the NSSD Board of Directors

Motion Made By: Laura Wipper

Vote: 7-0

Result: Motion Passed

2. **[Equity Assessment Report: Andy Gardner](#)**

Supt. Gardner reviewed the findings and recommendations from The Equity Collaborative as a result of the District assessments completed by them during 2020-2021. The report can be viewed by clicking the [02/17/22 meeting link](#). Focus points included:

- supports for students who experience incidents of racism- it was noted there is a tip line for SHS students who witness or experience incidents
- training for staff on how to address incidents involving students
- a request for a message to students who participated in the equity assessments that includes an appreciation of their participation, a summary of the findings and the strategies planned in response
- a desire to learn more about how students in poverty and those with special needs or disabilities can be better served
- an acknowledgement that there must be an environment of trust, grace and forgiveness in which actions around equity occur to help everyone move forward together

3. **[Student Success Act: Dave Bolin](#)**

Assoc. Superintendent Dave Bolin gave the [Student Success Act](#), monthly update which typically includes activities and expenditures. He referred to his report made during the [01/20/22 meeting](#) and noted there was nothing new to share but that his next report to ODE will be April 30th and he will update the Board after that date.

4. **[Licensed Union Report](#)**

This standing agenda item is to receive regular reports from the Licensed Union representatives. Union Vice-President Ruth Palfenier was present to thank the Board for allowing union representatives to be a part of the Supt. Screening Advisory Committee.

6. **[PUBLIC COMMENT](#)**

There were three comments from the public:

- Tass Morrison, Sublimity-As a representative of the Sublimity City Council, she shared how the principal and students from Sublimity School collaborated with the Council on plans to upgrade city parks.
- Crystal Sherman, Lyons- thanked the Board for their decision to move the District to masks-optional when the state mandate is lifted and for sending their letter to Gov. Brown. She then asked them to instruct the Superintendent to stop enforcing the mask mandate immediately, because it is acceptable to defy unjust laws, and for them to personally stop wearing masks and lying to the community that cloth masks prevent the spread of Omicron.
- Grady Hardage, Sublimity-believes the response to student behavior regarding equity is inconsistent at the high school and without universal expectations and consequences that students may take advantage of situations. She speculated that due to a shortage of volunteers and assistants, teachers may have less time to provide guidance and support to students. She also noted that “equity” has begun to have a negative connotation and recommended using the word “humanity” instead.

7. CONSENT AGENDA

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 changes in Licensed staff since the last board meeting.

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

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 were presented for a 2nd reading and possible 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

It was noted that policy KGC/GBK may have a paragraph that is shown with strikethrough text that may have been done in error (the paragraph is actually listed twice within the document and it is likely it was

only meant to be crossed out once). It was recommended that it be pulled and reviewed by staff and resubmitted in the March meeting.

4. **Action on Consent Agenda**

Motion to pull policy JFCF from the Consent Agenda for further discussion once the Consent Agenda is approved.

Motion Made By: Erin Cramer

Vote: 7-0

Result: Motion Passed

Motion to also pull policy KGC/GBK from the Consent Agenda for further review by staff.

Motion Mady By: Mark Henderson

Vote: 7-0

Result: Motion Passed

Motion that the Board approve items 7.1-Minutes from the 01/13/22 Special Session and 01/20/22 Regular Session and 7.3- revisions to board policies GBEA and JECAC/GBH in the Consent Agenda as submitted.

Motion By: Laura Wipper

Vote: 7-0

Result: Motion Passed

There was additional conversation about policy JFCF and the exchange of the word “stakeholder” for “parents/guardians, employees, volunteers, students, administrators, and community” in the previous version. Erin Cramer agreed to work with the Board Administrative Assistant to rewrite the sentence to include both identifiers and bring it back in March for further review.

8. **NEW BUSINESS**

1. **2022-2023 School Calendar**

The 2022-2023 school year calendar was presented to the Board for review and possible adoption.

MOTION-2022-2023 SCHOOL CALENDAR

Motion that the Board approves the 2022-2023 School Calendar as presented.

Motion Made By:

Vote: 7-0

Result: Motion Passed

2. **NSSD Policy Recommendations (1st Reading)**

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.

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

The following notations were made during the discussion:

- GBL - the word “teacher” is used in a paragraph instead of “employee”
- IGBAF & IGBAG have inconsistencies when referring to parents (sometimes parent, sometimes parents) and also when using acronyms

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 discussed plans for coordinating listening sessions at all the schools and how the newly instigated search for a superintendent might affect these plans. While it makes sense to not schedule a session at every campus in the next three months since the new superintendent search will be happening concurrently, they would still like to hold at least one to capture overall themes. They would like to include a brief overview of board operating practices (the roles of individual members vs. the whole group, how to make suggestions for meeting agenda items or edits to policies, etc) since most members of the general public may not be aware how governing boards should function.

Coral Ford also noted that she, Laura Wipper and Mark Henderson would be meeting the following week to begin brainstorming some ideas on how to better engage the community that the Board as a whole group can use as a starting point for future discussions.

2. **Board Reflection**

This standing agenda item has been added to allow the Board to reflect collectively on the meeting.

- Mike Wagner shared an interaction that he recently had with a student (who also attends his church) who qualified to attend the state wrestling tournament this year and how important this was to the student. It reaffirmed to him how critical co-curricular activities are to those students for whom academics doesn't come as easily.
- Coral Ford thanked those who came to the meeting to give public comment and to those who attend regularly.
- Mark Henderson agreed that consistency with how staff respond to things such as behavior issues or the dress code is very important and how a lack of it breeds frustration among students.

He further shared that while conversations regarding equity can be awkward and sometimes difficult, they must happen for everyone to move forward together.

- Laura Wipper recounted an experience while traveling where she was the only caucasian person in an area and how it impacted her.
- Sarah Wolf, as an adopted child of non-caucasian descent, offered to meet with anyone who would like to learn more about her perceptions of what it is like to live as a minority in a community.
- Erin Cramer noted that even though they can be weighty topics (teen suicide, inequity in education, etc), he welcomed a shift to subjects other than COVID.
- Alisha Oliver agreed with Mike’s comments about co-curricular activities and how they impacted her own students. She also mentioned that while the District’s Talented and Gifted (TAG) programs can still be improved she appreciates how the District has been exploring ways to provide alternative learning opportunities for those students (8th graders taking classes at the high school). Lastly, she also expressed an appreciation for those parents and members of the public who have regularly been attending board meetings.
- Mackenzie Strawn thanked Erin and Mike for crafting the letter to the Governor and noted he appreciated the respectful tone while still communicating a strong message. As representative of the trade industry, he would like to see a greater focus on helping students, not bound for a college or university, to find their specific strength(s) and then guiding them down a path to help them reach their highest potential.

The Board requested to change the description of this agenda item to include reflections from any meeting topics instead of restricting it to those made during Public Comment.

10. **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 meeting materials. It can be viewed by clicking on the [02/17/22 meeting link](#).

2. **Student Enrollment:**

Current enrollment is approximately 2,101 across the District. Numbers for each school are listed below. The attachment that includes a breakdown by grade at each location can be viewed by clicking on the [02/17/22 meeting link](#).

Mari-Linn: 169

Sublimity: 335

Stayton Elementary: 361

Stayton Intermediate/Middle: 441

Stayton High: 652

Options Academy: 143

3. **Future Agenda Items:**

A list of possible future agenda items was attached as part of the meeting materials and can be viewed by clicking on the [02/17/22 meeting link](#).

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

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.

*there have been approximately 200 responses to the Qualities and Qualifications survey and 10 applications for the Supt. Screening Advisory Committee so far.

*Board Greeter for March: Coral Ford

*Chamber Business Network Meetings:

Feb. 23 @ Focus Heating & Cooling at 8:30 am

12. **ADJOURN**

The Board Chair adjourned the meeting at 9:15 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.

<u>ACTION REQUIRED</u>			
<u>NEW HIRES</u>		<u>SCHOOL</u>	<u>NOTE</u>
Emma Bird		ML	Replacing Linda Luu
Darren Shryock		SHS	SB 1049 work back
Tyler Tamayo		SMS	Temporary for 2021-22
Renee Gilbreth		SMS	Temporary for 2021-22
Allen Regnier		SUB	Temporary for 2021-22
FYI			
<u>NEW HIRES</u>	<u>DOH</u>	<u>SCHOOL</u>	<u>NOTE</u>
<u>RESIGNATIONS</u>	<u>DOT</u>	<u>SCHOOL</u>	<u>NOTE</u>
Naomi Harris	3/18/2022	SHS	Math
Haley Humphreys	6/16/2022	SES	3rd
Megan Peetz	2/15/2022	SES	Job share - 1st gr; has been on LoA
Linda Luu	3/18/2022	ML	5th
Lillian Harrison	6/16/2022	SIS/SMS	Behavior Spec.
<u>RETIREMENTS</u>	<u>DOR</u>	<u>SCHOOL</u>	<u>NOTE</u>
Kathy Kaczynski	6/16/2022	SES	Sp Ed
Joe Usselman	6/16/2022	SMS	8th Social Studies
Darci Proctor	6/1/2022	SHS	PE
<u>LEAVE OF ABSENCE</u>	<u>DOL</u>	<u>SCHOOL</u>	<u>NOTE</u>



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

Harassment, Intimidation, Bullying, Cyberbullying, Teen Dating Violence, and Domestic Violence – Student

Option #1

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

Option #2

The Board is committed to maintaining a supportive, safe, and positive, 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.

Option #3

The Board is committed to maintaining a supportive, safe, and productive learning environment across the District. The Superintendent shall do so through the development, maintenance, and monitoring of systemic practices supporting this policy, in consultation with administrators, staff, employees, students, parents/guardians, volunteers, and community representatives under applicable Oregon law.

Harassment, intimidation, ~~or~~ bullying and ~~acts of~~ cyberbullying by students, staff, ~~and~~ 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 ~~also~~ strictly prohibited. A person who engages in retaliatory behavior will be subject to consequences and appropriate remedial action. False charges shall also be regarded as a serious offense and will result in ~~disciplinary action or other~~ consequences and appropriate ~~sanctions~~ 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 ~~control~~ 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 orientation¹, national origin, marital status, familial status, source of income, or disability.

“Teen dating violence” means:

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

1. 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 members²:

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, or bullying, ~~teen dating violence and acts of~~ or cyberbullying toward the victim, a person in response to an ~~student for~~ actually or apparently reporting or, or ~~participating~~ participation in the investigation of, harassment, intimidation, or bullying, ~~teen dating violence, and acts of~~ 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, or bullying, ~~and acts of~~ cyberbullying, or ~~teen dating violence~~. Any employee who has knowledge of conduct in violation of this policy shall immediately report ~~his/her~~ 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 ~~district vehicle or~~ vehicle used for ~~transporting students to a district activity, 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, or bullying, teen dating violence, or ~~an act of~~ 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 ~~he/she has~~ they have been harassed, intimidated, or bullied, ~~been~~ a victim of teen dating violence ~~and~~ or acts of being cyberbullied in violation of this policy is encouraged to immediately report ~~his/her~~ 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 ~~his/her~~ their concerns to the building administrator or designee, ~~who has overall responsibility for all investigations. This 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.

² “Family or household members” as defined in ORS 107.705.

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

The ~~complainant~~ person who makes the report shall be notified ~~of the findings of~~ when the investigation has been completed and, as appropriate, ~~that~~ the findings of the investigation and any remedial action that has been taken. The ~~complainant~~ 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, ~~or~~ bullying, and ~~acts of~~ cyberbullying and this policy.

The district shall incorporate age-appropriate education about teen dating violence and domestic violence into new or existing training programs for students in 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, ~~or~~ bullying, teen dating violence, domestic violence, and ~~acts of~~ cyberbullying and this policy.

Notice

The superintendent shall be responsible for ensuring annual notice of this policy is provided in a student or ~~employee~~ 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 ~~the~~ ODE.

END OF POLICY

Legal Reference(s):

ORS 107.705	ORS 332.107	OAR 581-021-0045
ORS 166.065	ORS 339.240	OAR 581-021-0046
ORS 166.155 - 166.165	ORS 339.250	OAR 581-021-0055
ORS 174.100(7)	ORS 339.254	OAR 581-022-2310
ORS 332.072	ORS 339.351 - 339.368	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

Harassment, Intimidation, Bullying, Cyberbullying, Teen Dating Violence, and Domestic Violence – Student – JFCF

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

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

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' preference¹, a veteran or disabled veteran must provide certification they are a veteran or disabled veteran as defined by Oregon law^{2, 4}.

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.² 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 certification³ of eligibility for preference, in addition to other requested materials.³

¹ See Oregon Revised Statute (ORS) 408.235.

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

⁴~~Oregon Revised Statute (ORS) 408.225: definition of veteran.~~

²~~Oregon Revised Statute (ORS) 408.230(5)~~

³ 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.

³~~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 Procedures⁴⁻⁴

- 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.⁵
- 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.

⁴ 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).

⁴OSBA 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).

⁵The 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 placed in their personnel file. All charges resulting in disciplinary action shall be considered a permanent part of a teacher employee'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'¹ personnel records will be available for use and inspection only by the following:

1. The individual employee. An employee may arrange with the personnel office to inspect the contents of their personnel file on any day the personnel office is open for business;
2. Others designated 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;

¹ 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. Upon request from a law enforcement agency, the Oregon Department of Human Services, the 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;
11. Upon request from a prospective employer or a former employee, authorized district officials may disclose information about 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 employee protected under ORS 659 or ORS 659A.

The superintendent may permit persons other than those specified above to use and to inspect personnel records when, in their 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.]

END OF POLICY

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](#)

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

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 the 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 the parent(s)parents agreed to make between annual reviews.

The district takes whatever action is necessary to ensure that the parent(s)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 parent(s)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(s) 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(s) and the district consent in writing to the excusal;
 - (2) The team member submits written input to the parent(s) and other members of the IEP team before the meeting; and
 - (3) The parent(s) 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~~ a 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(s) 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(s).

- a. The district and the parent(s) 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(s) prior written notice of any changes in the IEP and upon request, provides the parent(s) 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(s) 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(s) 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(s) 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~~
 - (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 parent(s) 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 a free appropriate public education ~~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 free appropriate public education ~~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(s).
- 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. ~~F.A.P.E.~~ 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 parent(s)) provides a free appropriate public education ~~F.A.P.E.~~ 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 parent(s), will provide a free appropriate public education ~~FAP~~E 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 parent(s) 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~~ ~~or~~
- (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 free appropriate public education ~~FAP~~ 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 free appropriate public education **F A P E** to the child; or
 - (2) Refuses to initiate or change the identification, evaluation or educational placement of the student, or the provision of a free appropriate public education **F A P E** 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. Consent¹ – Initial Evaluation²

- 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 free appropriate public education ~~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~~

¹ “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).

² ~~“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).~~

- a. The district obtains informed parent consent before conducting any re-evaluation of a child with a disability, except:
 - (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 free appropriate public education~~F A P E~~ 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 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~~reevaluation~~ is necessary to ensure that the student is provided with a free appropriate public education~~FAPPE~~.

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~~the district's 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~~independent educational evaluation~~ that does not meet the district's criteria.
 - (3) A parent may be ~~to~~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 **F A P E** 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 **F A P E** 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

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)



North Santiam School District

Superintendent, Andy Gardner

Business Director, Jane Nofziger

2022-2023 Budget Committee

BOARD MEMBERS	Term Expires	COMMUNITY MEMBERS	Term Expires
Mackenzie Strawn, Sublimity Director #1	06/30/25	Garrett Trott, Stayton Position #8 OPEN	06/30/24
Erin Cramer, Stayton Director #2,	06/30/23	Jennifer Tiger, Stayton Position #9	06/30/24
Laura Wipper, Stayton Director #3,	06/30/25	Tod Nau, Stayton Position #10 OPEN	06/30/24
Mike Wagner, Lyons Director #4,	06/30/23	Moria Thiessen, Stayton Position #11	06/30/24
Mark Henderson (At-Large #1) Director #5	06/30/23	Damian Centanni, Stayton Position #12 OPEN	06/30/25
Coral Ford, Stayton Director #6	06/30/23	Karen Odenthal, Stayton Position #13	06/30/25
Alisha Oliver, Lyons (At-Large #2) Director #7	06/30/25	Randy Forrette, Sublimity Position #14	06/30/23

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

Coral, Mark and Laura met on 2/21/2022. The following is a summary of discussions relating to Community Engagement:

Initial General Purpose: Build relationships across stakeholders

Subsequent purposes can build on these relationships for topic-targeted engagement, i.e., more partnership with local business for student experience; targeted outreach to integrate stakeholder input into district goals; targeted outreach to effected groups regarding policy updates, longer range district planning. The superintendent stakeholder advisory committee is near-term example that can't wait, but will require additional considerations to create this ad hoc committee absent a full spectrum of well-established relationships.

Beginning List of Stakeholder Groups and Sub-Groups:

Students

- Male
- Female
- All Equity Sub-Groups (seeking literally to leave no child behind)
- TAG and college-bound, CTE, FBLA, FFA, Arts, etc.

Parents, Guardians, Families

Student Sub-Groups

Those experiencing:

- Disabilities & Chronic Illness
- Homelessness
- Military
- Migratory Life-Style
- Foster Care
- "Urban" and Rural (while Stayton, etc. not urban per se, transition for those who have lived in larger urban communities plus considerations of city versus rural)
- Those who are unengaged yet

Staff

- Licensed
- Classified
- Administrators
- Contracted – i.e., student transportation

Community Partners

- Government – Local & State
- Service Organizations
- Business

Multiple Methods for Engagement:

Need return to celebrating student and community successes – renewed effort to be broad in considerations without giving "everybody a trophy"

First idea is to present something to every student to thank them for persevering through ups and downs of COVID this year – could be something as simple as a sweet treat and a "Good Job" message or school/classroom celebrations, or....? But really want to do something for all to recognize student efforts.

Need to factor in what is already occurring

- Surveys (Students, Staff, SSA-related, etc)
- Parent Groups and other regular outreach by schools (i.e., Grandparents Day)
- Regular and ad hoc fundraising

Already or new to consider:

Local Dialogue Sessions

Board members consider attending parent group meeting at “their school” once or twice per year with advance notice; could also consider being present to dialogue during student conferences

- Ground rules to be clear about representing board decisions and discussions already had and what could be carried back for discussion

Monthly agenda item supported by proactive outreach effort to build knowledge and habit:

- When board meetings at local school – ask administrator to seek students, parents, staff who would like to dialogue about what works and what doesn’t (program, not staff, of course), what opportunities they wish they had. This is particularly good to empower younger students as future adult citizens.
- When meetings are not at local school – seek community partners to share news, impacts, concerns, opportunities, etc.

Consider establishing district key contact to create Student/Community Benefit Program – goal is for coordinated increase and improved opportunities for clubs and teams to provide assistance on a volunteer basis or raise funds to benefit their co-curricular activities as appropriate...while benefitting communities

Consider convening representatives to help the district create a Student Health Master Plan

- Diverse representation from public health professionals, parents, staff and perhaps students might help us with a broader list of needs and considerations that would help the district create improved strategies to navigate not only any recurrences of pandemic/endemic events, but also mental health and critical student development needs critical for their educational successes.

March 2022 Field Trip Report

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

Trip ID	Status	Trip Name	Departure Date Time	Departing Location	Return Date Time	Students	Adults	Trip Destination	Educational Objectiv	Organization
1116	approved	Disneyland Trip	5/27/2022 3:00:00 AM	Stayton High School	5/30/2022 2:00:00 PM	25	11	Disneyland California	Students will be performing at the Disneyland recording studio. Students will get to record music from scenes of Disney movies and see/hear their performance over the action scene of that movie scene.	Stayton High Band
1123	approved	WOU Tour	5/20/2022 9:00:00 AM	Mari Linn School	5/20/2022 2:00:00 PM	17	5	Western Oregon University, Monmouth	Tour College Campus	Curriculum Trip
1125	approved	Construction Career Day	4/19/2022 8:00:00 AM	Stayton High School	4/19/2022 3:00:00 PM	30	3	Salem Fairgrounds		Construction Class
1127	Submitted	SkillsUSA Leadership and Skills Conference Day 2	4/16/2022 5:30:00 AM	Stayton High School	4/16/2022 7:00:00 PM	12	2	Camp Withycombe	To have SkillsUSA members complete in Leadership and skills events	Skills USA
1126	Submitted	SkillsUSA Leadership and Skills Conference	4/15/2022 5:30:00 AM	Stayton High School	4/15/2022 7:00:00 PM	12	2	Camp Withycombe	To have SkillsUSA Students Compete in Leadership and skills	Skills USA
1120	approved	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 readiness.	Stayton High Counseling
1122	approved	FBLA State Business Leadership Conference	4/7/2022 8:00:00 AM	Stayton High School	4/9/2022 2:00:00 PM	4	1	Double Tree Hilton 1000 NE Multnomah St Portland, OR	To compete in the State Business Leadership Conference and to develop business and leadership skills.	Stayton High FBLA
1124	approved	Western Oregon University Band Festival	3/31/2022 8:00:00 AM	Stayton High School	3/31/2022 2:00:00 PM	45	1	Western Oregon university	Symphonic Band students will be performing at the Western Oregon university band festival as a state qualifier.	Stayton High Band

1119	approved	Mari-Linn Outdoor School	3/30/2022 8:30:00 AM	Mari Linn School	4/1/2022 2:30:00 PM	41	6	OMSI Outdoor School Camp Newport, OR	Annual Outdoor School	Curriculum Trip
1118	approved	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 Oregon 97756	Student will compete in State level contest, they will serve on committees to pick state winners, participate in workshops, visit a career fair etc.	FFA
1117	approved	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	approved	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	approved	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 Salem, OR 97305	Student will help select state winners, compete in various contest and elect our new district officers	FFA
1114	approved	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	approved	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 related information.	FFA
1111	approved	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	approved	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	approved	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 against other schools.	FFA
1108	approved	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	approved	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	approved	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	approved	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	approved	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	approved	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	approved	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	approved	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	approved	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	approved	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 03/10/22

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	25			
MARI-LINN	1	21	13	13	14	15	16	16	17	17			
MARI-LINN	2	23	17	14	14	14	14	14	14	14			
MARI-LINN	3	25	17	14	14	15	17	18	17	17			
MARI-LINN	4	29	16	19	20	20	20	19	18	17			
MARI-LINN	5	26	24	17	16	16	16	17	17	17			
MARI-LINN	6	23	22	21	21	20	21	22	22	22			
MARI-LINN	7	26	22	21	22	22	23	24	24	24			
MARI-LINN	8	22	20	17	18	19	18	17	17	17			
MARI-LINN	ALL	216	165	157	160	162	167	170	169	170			
OPTIONS ACADEMY	KG	N/A	8	4	4	4	4	4	3	3			
OPTIONS ACADEMY	1	N/A	9	5	5	5	4	2	3	2			
OPTIONS ACADEMY	2	N/A	2	4	5	5	4	3	4	2			
OPTIONS ACADEMY	3	N/A	7	4	5	4	4	4	4	4			
OPTIONS ACADEMY	4	N/A	5	6	7	7	5	5	6	7			
OPTIONS ACADEMY	5	N/A	2	5	6	5	5	4	4	3			
OPTIONS ACADEMY	6	N/A	1	2	3	5	5	4	6	5			
OPTIONS ACADEMY	7	N/A	2	3	4	4	4	3	6	4			
OPTIONS ACADEMY	8	N/A	8	11	10	10	9	7	7	6			
OPTIONS ACADEMY	9	N/A	3	6	7	10	11	10	9	12			
OPTIONS ACADEMY	10	N/A	9	5	12	13	15	14	16	19			
OPTIONS ACADEMY	11	N/A	14	19	26	30	32	28	28	31			
OPTIONS ACADEMY	12	N/A	24	24	44	44	43	43	47	53			
OPTIONS ACADEMY	ALL		94	98	138	146	145	131	143	151			
STAYTON ELEMENTARY	PreK-3	N/A	3	2	2	2	2	2	2	2			
STAYTON ELEMENTARY	PreK-4	N/A	16	14	16	16	16	16	16	14			
STAYTON ELEMENTARY	KG	90	77	76	80	80	81	83	85	85			
STAYTON ELEMENTARY	1	112	74	82	82	84	84	84	87	85			
STAYTON ELEMENTARY	2	90	99	81	79	79	78	79	77	78			
STAYTON ELEMENTARY	3	86	77	97	97	98	97	96	94	95			
STAYTON ELEMENTARY	ALL	378	346	353	356	359	358	360	361	359			
STAYTON HIGH	9	189	188	186	185	184	183	182	181	179			
STAYTON HIGH	10	201	187	178	170	168	165	162	157	156			
STAYTON HIGH	11	168	177	170	159	152	149	152	147	140			
STAYTON HIGH	12	163	119	146	161	161	158	158	152	149			
Winema/Early College		28	35	18	16	16	14	14	15	15			
STAYTON HIGH	ALL	721	706	698	691	681	669	668	652	639			

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	86			
STAYTON INTERMEDIATE	5	102	72	73	73	73	75	75	73	73			
STAYTON INTERMEDIATE	ALL	185	141	155	155	156	162	161	158	159			
STAYTON MIDDLE	6	138	101	70	66	67	67	66	65	67			
STAYTON MIDDLE	7	108	127	104	104	104	104	103	103	105			
STAYTON MIDDLE	8	136	110	126	119	117	119	118	115	115			
STAYTON MIDDLE	ALL	382	338	300	289	288	290	287	283	287			
SIS/SMS TOTAL	ALL	567	479	455	444	444	452	448	441	446			
SUBLIMITY	KG	45	24	32	32	32	32	34	34	34			
SUBLIMITY	1	36	39	23	24	24	23	23	23	23			
SUBLIMITY	2	43	34	44	45	45	44	45	45	46			
SUBLIMITY	3	42	38	30	29	30	30	29	30	30			
SUBLIMITY	4	42	41	43	41	41	41	41	41	40			
SUBLIMITY	5	42	43	39	38	39	39	38	38	37			
SUBLIMITY	6	45	36	43	43	43	43	43	43	43			
SUBLIMITY	7	57	40	41	41	41	41	40	39	39			
SUBLIMITY	8	34	51	41	41	41	41	41	42	42			
SUBLIMITY	ALL	386	346	336	334	336	334	334	335	334			
NSSD	TOTAL	*2296	2136	2097	2123	2128	2125	2111	2101	2099			
Students registered w/ WESD to homeschool			188	190	200	204	180	180	183	183			
Students Enrolled in Online Charter Schools			108	97	94	94	95	95	91	93			
3% cap of NSSD student population released to online charter schools = 80.73 (until the number of online enrollments drops below this number, new requests to enroll in online charters schools will be denied)													
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 2nd period ADM)-in Bus. Director's report

Board Secretary Tasks:

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

April

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

Traditional Location: Sublimity School

Annual Agenda Items:

1. School Spotlight-School Admin
2. 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 1st.
- After meeting, send Board self-evaluation forms

May

Traditional Location: Stayton High School

Prior to Board Meeting:

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

Annual Agenda Items:

1. School Spotlight-School Admin
2. Student awards @ SHS-Valedictorian, Salutatorian, Future First Citizen

3. Board Awards – Santiam, Jack Adams, Community Partner, Eagle Award (as recommended by the Community Engagement Committee)
4. WESD Local Service Plan List of Services Taken-Supt or Business Director
5. Establish the number of student transfer requests into the District for coming year
6. Review results of annual parent survey
7. Review Supt. Evaluation as a group with the Superintendent (Board only/Exec Session)
8. Approve contract extension of Superintendent

Board Secretary Tasks

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

June

Traditional Location: Santiam Room

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

Review of Budget Documents/Resolutions: Business Director

Regular Session Annual Agenda Items:

1. Budget Approval
2. Resolution~ Budget Reserves (DBDB)-Business Director
3. Professional Development Report – Assoc. Superintendent or designee
4. Select student representative to the school board for following year (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)