



2024-25 Board of Directors

Board Chair, Erin Cramer **Board Vice-Chair**, Mackenzie Strawn

Board Members: Mike Wagner, Laura Wipper, Mark Henderson, Coral Ford & Alisha Oliver

Student Representatives to the Board, Lucas Joyce & Haley Butenschoen

Superintendent, Lee W. Loving

Director of Business & Fiscal Services, Rhonda Allen

Director of Human Resources, Danielle Blackwell

Director of Teaching & Learning, Nicole Duncan

Interim Director of Special Programs, Melissa Glover

Director of Nutrition Services, John Barnes

Director of Safety, Security and Health Services, Gary Rychard

Director of Facilities, Dave Parsons

Superintendent/School Board Executive Assistant, Tonia Whisman

Regular Session

Thursday, October 19, 2023 ~ 6:00 PM

NSSD District Office/Santiam Room

1155 N 3rd Ave

Stayton, OR 97383

<https://youtube.com/live/Vq-NExvPRzs?feature=share>

1. CALL REGULAR SESSION TO ORDER

(5 minutes, *6:00-6:05)

***all times for agenda items are estimated**

The Regular Session of the North Santiam School District's Board of Directors is called to order at 6:00 pm. It is an open meeting of the Board and the public is allowed to observe in-person and via livestream on YouTube. On the agenda is a place for public comment. Those attending in-person that wish to address the Board during this time must complete an Intent to Submit Public Comment form available near the room entrance prior to this point in the agenda. Those attending virtually must have registered online prior to 4:00 pm in order to receive the Zoom meeting link.

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 anyone wishing to communicate a complaint of this manner to follow the proper administrative process in Board policy KL (Public Complaints). This information is available near the room entrance and on the District website.

ACKNOWLEDGEMENT OF BOARD MEMBERS PRESENT: Erin Cramer

PLEDGE OF ALLEGIANCE: Erin Cramer

2. AGENDA APPROVAL

Changes to the agenda after posting on October 13, 2023 will be acknowledged:

Added Attachments-

*6.0-ISST Board Report October 2023

*19.1-Oct Field Trip Report

Revised Attachments-

*14.0-policies IIA & LBEA

RECOMMENDED MOTION-AGENDA APPROVAL

I move that the Board approve the agenda as modified.

3. STUDENT BUSINESS: Benjamin Perez/Lucas Joyce **(10 minutes, 6:05-6:15)**

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

4. SUPERINTENDENT'S REPORT: Lee W. Loving **(15 minutes, 6:15-6:30)**

This standing agenda item is for the Board to receive a monthly report from the Superintendent.

5. 2023-24 BUILDING/DEPARTMENT GOALS: Lee W. Loving **(30 minutes, 6:30-7:00)**

23-24 NSSD School Goals

23-24 NSSD Department Goals

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6. TEACHING & LEARNING REPORT: Nicole Duncan **(10 minutes, 7:00-7:10)**

This standing agenda item is for the Board to receive regular reports from the Director of Teaching & Learning regarding the Student Success Act, Curriculum, Instruction, Professional Development, Grants and other topics relating to student services.

ISST Board Report October 2023

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6.1. Science Instructional Materials Postponement

The Science curriculum adoption for grades K-12 is scheduled to be adopted by the state in 2023 through 2026. The postponement period ends in 2026. A state-approved postponement can be for up to two school years, starting with the publisher contract year of the latest adoption as long as the district intends to adopt the Fall before the final adopted year. NSSD has requested a K-12 Science curriculum postponement until the Fall of 2025. A Science curriculum committee will review instructional materials during the 2024-2025 school year. The Board will be asked to approve the postponement.

RECOMMENDED MOTION

I move the Board approve the district's request to postpone the Science instructional materials adoption until the 2024-25 school year.

7. DIVISION 22 ASSURANCES REPORT: Nicole Duncan **(10 minutes, 7:10-7:20)**

22

School Districts must report compliance for the preceding school year with all state standards set forth in Oregon Administrative Rules 581-022-2305, Division 22. Before November 1, districts must present a compliance report to their school board in an oral presentation at an open public meeting, allowing for public comment, and post the report on the district’s webpage. Districts must use the report form provided by the Department of Education and submit it (to ODE) on or before November 15th. The draft report has been attached to the meeting materials.

Once the presentation is complete, the meeting will be open to receive public comment on the topic of Division 22 compliance only.

NSSD Compliance Report - Oregon Public School Standards ACCESSIBLE	22
Final 2023 Division 22 NSSD School Board Presentation	32

8. BUSINESS & FISCAL SERVICES REPORT: Rhonda Allen **44**
(10 minutes, 7:20-7:30)

This standing agenda item is for the Board to receive the monthly financial report from the Director of Business & Fiscal Services as well as other information relating to that department.

Board Financial Report_Sept 23	44
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9. LICENSED/CLASSIFIED UNION REPORTS: Union Reps.
(5 minutes, 7:30-7:35)

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

10. STAYTON CITY COUNCIL LIAISON REPORT: David Patty
(5 minutes, 7:35-7:40)

Mr. Patty will not be attending due to a scheduling conflict.

11. PUBLIC COMMENT
(20 minutes, 7:40-8:00)

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](#)

12. CONSENT AGENDA
(5 minutes, 8:00-8:05)

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.

12.1. Action: Approval of Meeting Minutes 52

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

09.21.23 meeting minutes-DRAFT 52

12.2. Notice: Resignation of Licensed Staff 61

School boards must approve the hiring and annual renewal and/or extensions of the Licensed staff contracts. Changes in licensed staff since the last board meeting are indicated below and on the attachment. Only new hires require board approval.

New Hires (Board Action Required)

n/a

Resignations

Jodie DeBauw

October 2023 Licensed Staff Board Report 61

12.3. Action: Approval of Consent Agenda

RECOMMENDED MOTION-CONSENT AGENDA

I move that the Board approve the Consent Agenda as [presented] [modified].

13. POLICY UPDATES/SECOND READINGS 62

(10 minutes, 8:05-8:15)

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 first reading last month. There were some slight editing suggestions, and those have been indicated in yellow in the attachments. The policies are presented for a second reading and possible adoption.

Policies for board approval:

EFA-Local Wellness Program (Mackenzie)

JGE-Expulsion (Mackenzie)

EFA-DR2 -Local Wellness Program 10.19.23 62

JGE-DR2 Expulsion 10.19.23 75

14. POLICY UPDATES/FIRST READING 81

(20 minutes, 8:15-8:35)

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 are presented for a first reading and will be brought back in the following month for a second reading and possible adoption.

IIA- Instructional Resources/Instructional Materials)Mackenzie)

JGAB- Use of Restraint and Seclusion

KL-Public Complaints (KL-AR is attached for clarity but does not require board approval and will also be included in 15.0) (Erin)

LBEA-Resident Student Denial for Virtual Public Charter School Attendance (Mackenzie)

IIA-Instructional Resources_Instructional Materials 10.19.23 81

JGAB -Use of restraint and seclusion 10.19.23	83
KL -Public Complaints 10.19.23	93
KL-AR-1 Public Complaint Procedure 10.19.23	100
LBEA-Resident Student Denial for Virtual Public Charter School Attendance 10.19.23	105

15. ADMINISTRATIVE REGULATION UPDATES: Lee Loving **109**
(5 minutes, 8:35-8:40)

Administrative Regulations (identified with an -AR) are detailed directions, based upon board policies, governing the operation of schools and do not require board approval. The edits were either recommended by the Oregon School Boards Assoc. (OSBA) as part of their Policy Plus service or by NSSD staff to bring the AR into alignment with current practices.

JGAB-AR- Use of Restraint and Seclusion

KL-AR1- Public Complaint Procedure

JGAB-AR -Use of Restraint or Seclusion 10.19.23 109

KL-AR-1 -Public Complaint Procedure, proposed 10.19.23 118

16. STRATEGIC PLANNING DISCUSSION **123**
(20 minutes, 8:40-9:00)

The Board will continue reviewing potential changes to the District's mission, vision, and guiding principles and the possible next steps to begin a strategic planning process.

D2 MISSION_ VISION_ GUIDING PRINCIPLES 123

17. BOARD CALENDAR REVISION: Erin Cramer **124**
(5 minutes, 9:00-9:05)

The board meeting calendar needs to be changed for February 2024 as Supt. Loving will be attending a conference out of state. The recommendation is to move it from February 15th to February 22nd. The Board will also discuss the possibility of changing regularly scheduled meetings when there are five Thursdays in a month from the third Thursday to the fourth Thursday (starting in '24-'25).

2023-24 Board Calendar 10.19.23 124

18. BOARD REFLECTIONS/ANNOUNCEMENTS
(9 minutes, 9:05-9:14)

This standing agenda item allows the Board to collectively reflect upon statements made during public comment or topics covered during the meeting and to share announcements or reports of their board-related activities.

Board Greeter for Next Month:

19. INFORMATION ONLY
(5 minutes, 9:14-9:19)

19.1. Field Trip Report: **125**

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

Oct 2023 Fieldtrips Board Report 125

19.2. Student Enrollment: 128

Current enrollment is approximately 2,136 across the District. Numbers for each school are listed below. Refer to the attachment for a breakdown by grade at each location.

Mari-Linn: 169

Sublimity: 352

Stayton Elementary: 367

Stayton Intermediate/Middle: 461

Stayton High: 674

Options Academy: 113

Oct 2023 Enrollment Totals 128

19.3. Future Agenda Items: 130

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 rev 9.23 130

19.4. Upcoming Board Events & Activities:

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

November 2, 2023: Special Session/Equity Collaborative
5:30-7:00 pm ~ Santiam Meeting Room

November 10-11, 2023: OSBA Annual Conference
Portland Marriot Downtown Waterfront

November 16, 2023: Regular Session Board Meeting
6:00 pm ~ Santiam Meeting Room

December 4, 2023: Soup with the Supt. (translated into Espanol)
5:30-6:30 ~ Stayton Elementary School

December 14, 2023: Regular Session Board Meeting
6:00 pm ~ Santiam Meeting Room

Upcoming Education-Related Observances

National Family Literacy Day: Nov. 1st

National STEM/STEAM Day: Nov. 8th

National Educational Support Professionals Day: Nov. 15th
Substitute Educators Day: Nov. 18th

20. ADJOURN

Estimated Time: 9:20

EQUAL OPPORTUNITY EMPLOYER

The North Santiam School District shall promote nondiscrimination and an environment free of harassment based on an individual's race, color, religion, sex, national origin, gender identity (including gender expression), sexual orientation, disability, marital status or age or because of the race, color, religion, sex, national origin, disability, marital status or age of any other persons with whom the individual associates. 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.

2023-24 - S.M.A.R.T. Goal(s)

Stayton Elem

Achievement	By June 2024, Stayton Elementary will meet the requirements of AVID certification in the areas of instruction, culture, leadership, and systems, as evidenced by the scores on the AVID Coaching and Certification Instrument (CCI) report.
Growth	By June 2024, all third-grade students will increase their BAS reading level based on a tiered rubric as outlined. <ul style="list-style-type: none"> - Students who are in the green zone will move 3 levels. - Students in the yellow zone will move 4 levels. - Students in the red zone will move 5 levels. - Students on an IEP or who have a language level of 2 or lower will have individualized goals based on their IEP or language level.
Culture/Belonging	By June 2024, all staff will choose two students in our school who struggle and will intentionally foster a positive relationship with them.

Mari-Linn

Achievement	By June 2024, Mari-Linn School will become AVID Certified grades K-8 as evidenced by using AVID's Coaching and Certification Instrument (CCI).
Growth	By June 2024, students in grades Kindergarten through 2nd grade at Mari-Linn School will increase their reading level as evidenced through the following tiered BAS Screening Assessment rubric: <ul style="list-style-type: none"> - Students scoring at or above grade level will increase by 3 BAS levels. - Students scoring in the intervention level will increase by 4 BAS levels. - Students scoring in the intensive intervention level will increase by 5 BAS levels.
Culture/Belonging	By June 2024, all staff and students at Mari-Linn school will build a culture of trust and relational capacity to create a learning environment that supports a sense of belonging for every student, as evidenced by the culture results of our 2023-24 Youth Truth survey.

Sublimity

Achievement	By June 2024, 85% of students in grades K-2 will be at reading grade level as measured by the BAS assessment. For reference, our % of K-2 students at grade level at the end of the year has been. 71% (2022) and 76% (2023). Achieving this goal would be a 9% increase over last school year.
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2023-24 - S.M.A.R.T. Goal(s)

<p align="center">Growth</p>	<p>By June 2024, students in grades 4-8 will increase their math performance as measured by the SBAC assessment. 100% of students will either maintain or improve their performance level.</p> <p>Students who scored a Level 1 last year - at least 25% of those students will move to Level 2 or higher.</p> <p>Students who scored a Level 2 last year - at least 25% of those students will move to Level 3 or higher.</p> <p>Students who scored a Level 3 or 4 - 100% of students who scored a 3 or 4 last year will maintain or improve their score.</p>
<p align="center">Culture/Belonging</p>	<p>By May of 2024, we will develop an updated school discipline philosophy and practices tool to communicate our core beliefs about inclusion and belonging (why), ensure best practices among staff (how), and clarify processes and procedures (what) for administering discipline.</p> <p>Youth Truth Family Survey Data: In Feb 2023, 88% of staff and 57% of parents agreed that discipline in our school is fair.</p> <p>Our goal is to increase the percentage of staff and parents who agree that discipline is fair to 95% and 70%, respectively.</p>
<p align="center">SIMS</p>	
<p align="center">Achievement</p>	<p>By May of 2024, all students will be able to define and demonstrate writing for disciplinary literacy with increased accuracy, as demonstrated through classroom.</p> <p>All students will have the opportunity to practice writing for disciplinary purposes a minimum of once per month across all content areas.</p>
<p align="center">Growth</p>	<p>By June of 2024, we will use our STAR reading and math data to determine and measure each student's goal to grow by at least one level.</p>
<p align="center">Culture/Belonging</p>	<p>By May of 2024, all Stayton Intermediate/Middle School students will be able to :</p> <ol style="list-style-type: none"> 1. Identify how RULER tools (Charter, Mood Meter, Meta-Moment, Blueprint) can help them to develop and refine their emotional intelligence with increased accuracy. 2. Identify how to apply the RULER tools/skills to real-world situations with increased accuracy to develop and refine their emotional intelligence. 3. Self-report that they have at least one adult at SIMS whom they “trust or could go to with questions or if they need help”
<p align="center">SHS & Options</p>	
<p align="center">Achievement</p>	<p>By September 2024, the 4-year graduation rate for the Class of 2024 cohort will increase by 3% from the Class of 2023 cohort graduation rate.</p>
<p align="center">Growth</p>	<p>By June 2024, all students, grades 9-12 will demonstrate growth of at least one rubric level on the Transferable Academic Skills Rubrics as determined by individual content departments using teacher-created assessments and rubrics.</p>

2023-24 - S.M.A.R.T. Goal(s)

Culture/Belonging

By spring of 2024, Stayton High Students will report that they feel safe at school at a percent positive that matches the average for Youth Truth schools (approximately 13% increase).

By spring of 2024, Stayton High Students will report that they feel they are getting a high-quality education on the Youth Truth Survey at a percent positive rate that matches the average for Youth Truth schools (approximately 6% increase).

2023-24 - S.M.A.R.T. Goal(s)

Superintendent

Achievement	By the end of the 2023-24 school year, the NSSD will develop and adopt a comprehensive 5-year strategic plan.
Growth	By the end of the 2023-24 school year, I will visit every classroom in the school district a minimum of three times to actively engage with students and staff so that I may more effectively support every student’s educational experience.
Culture/Belonging	By the end of the 2023-24 school year, the NSSD will establish a fully functional Equity Advisory Committee.

Human Resources

Achievement	By the end of the 2023-24 school year, the Human Resources department will streamline processes to help optimize employee workflows, reduce redundancy, and save valuable time and resources.
Growth	By the end of the 2023-24 school year, the Human Resources department employees will participate in four or more professional development opportunities directly tied to the Human Capital Leader Model of Professional Standards. The Human Capital Leader model of Professional Standards are as follows: Strategy, Process Management, Risk Management, Experience Management, Talent Acquisition, Talent Development, and Total Rewards.
Culture/Belonging	By the end of the 2023-24 school year, the Human Resources department aspires to position the North Santiam School District as the preferred employer for incoming staff as measured by retaining 95% of our current workforce. This strategic objective works to retain the most skilled and devoted professionals educating our students.

Teaching & Learning

Achievement	By June 2024, all new NSSD staff who participate in the New Staff Support program will demonstrate scores of 3 or 4s in the Four Habits of Powerful Teaching and Learning as established in the BERC rubric.
Growth	By June 2024, all mathematics teachers will demonstrate increased proficiency (20%) in implementing effective professional learning strategies to enhance their efficacy in mathematics instruction related to student learning targets.
Culture/Belonging	By June 2024, the Teaching & Learning department will develop and implement an equity/belonging lens to assist in making decisions that support the Every Student Belongs efforts.

Fiscal Services

Achievement	Fiscal Services Department will increase operational efficiency and effectiveness in payroll and purchasing processes using Frontline Time & Attendance District-wide and implementing a purchase-card system for credit card purchasing by the end of the 2023-24 school year.
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2023-24 - S.M.A.R.T. Goal(s)

Growth	Provide professional development opportunities for the Business Director and Business Team members to expand their professional skill set, learn and implement the most current best practices in the business of school finance, and effective collaboration with colleagues by the end of June 2024.
Culture/Belonging	Foster an environment of open communication and positive relationships with business office team members and building office managers by the end of June 2024.

Special Programs

Achievement	By June 2024, the Special Education Department will meet all SB 819 requirements for all students with IEP and 504 plans.
Growth	By June 2024, the Special Education Department will increase overall IEP implementation compliance for all students on IEPs by providing Special Education staff with monthly professional development opportunities.
Culture/Belonging	By June 2024, the Special Education Department will build community with targeted care and connection activities at each Special Education staff meeting.

Safety, Security & Health

Achievement	By the end of the 2023-24 school year, we will audit and review the Emergency Operations Plans and Safety Committee operations for each district building, which will include Fire, Earthquake, and Lockdown procedures.
Growth	By the end of the 2023-24 school year, the Nursing Staff will attend one or more additional professional development trainings in addition to attending their annual nursing conference to grow their knowledge with diabetic Continuous Glucose Monitor (CGM) systems.
Culture/Belonging	By the end of the 2023-24 school year, the Safety, Security, & Health department will demonstrate effective customer service as evidenced by an end-of-the-year staff and student survey.

Maintenance & Facilities

Achievement	By June 2024, the district will be 100% in compliance with Integrated Pest Management (IPM) standards.
Growth	By June 2024, the district will assess and expand the Preventive Maintenance Program.
Culture/Belonging	By June of 2024, we will update the Long Range Facilities List which will focus on ensuring all stakeholders feel welcome in our district buildings.

Nutrition

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2023-24 - S.M.A.R.T. Goal(s)

Achievement	By the end of the 2023-24 school year, the Nutrition Department will utilize all commodities purchased and available for student use.
Growth	By the end of the 2023-24 school year, we will increase Cafeteria utilization at all sites.
Culture/Belonging	By the end of the 2023-24 school year, we will create a supportive, student-centered environment in each building cafeteria, as evidenced by the end of the year survey.



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Instruction and Support Services Team Board Report October 2023

Items for Board Approval:

Science Instructional Materials Postponement

The state adopted new Science Instructional materials in 2023. Districts must facilitate a process to evaluate materials within a three-year window and file for an approved postponement if they choose not to adopt within the first year. A postponement is valid for up to two school years, starting from the publisher contract year of the latest adoption, with the intention of implementing the new curriculum in the Fall of the designated year. NSSD has formally requested a postponement until Fall 2025, and a committee will evaluate the materials throughout the 2024-2025 academic year. The teachers at Stayton High School have asked for another year with the current Patterns series before embarking on assessing new material. Despite NSSD's recent adoption of K-8 science in 2022, the committee must meet to ensure a thorough review of our purchased materials and confirm alignment with ODE's new evaluation criteria.

Will the Board approve the district to postpone the Science instructional materials adoption to the 2024-2025 school year?

Updates:

Division 22 Report

This report is part of the Division 22 Standards assurances process, which is required by statute (ORS 327.103). The assurances process is a combined local and state accountability model that acknowledges the importance of the local school board which has broad-ranging authority under Oregon's local control model, as well as direct reporting to ODE. Districts must report to the community in a school district board meeting and post the report on the district website. Districts must then submit assurances to ODE. For each rule, the district either certifies that the district is in compliance or states that the district is out of compliance and proposes corrective action. Compliance with the Division 22 standards ensures that every student in an Oregon public school is provided with a baseline level of service that meets the standards of the state. Not only are these standards monitored, but compliance is tied to state school funds.

The Division 22 standards include over 50 individual rules, which can be categorized in four large buckets: Teaching & Learning, Health & Safety, District Performance & Accountability, and Human Resources/Staffing. Within Teaching and Learning and Health and Safety, there are



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several sub-categories. To learn more about the specific requirements for a certain rule the [ODE’s Rules at a Glance Summary](#) provides a high-level summary of each rule and includes a link to the [Oregon Administrative Rules database](#).

Compliance Report Attached
 PPT presentation Attached

Math Instructional Materials Adoption Team and Schedule

On October 13th, we started the Core Math Instructional Materials adoption process. The committee will actively participate in both our NSSD process meetings and engage in professional development sessions facilitated by esteemed math consultants Shannon McCaw and Jen Hunt. This year, our collaboration with SMC Consulting is an invaluable commitment from our committee members, and we deeply appreciate their dedication. Our collective efforts will be centered around proposing recommended instructional materials for adoption during the May board meeting.

K-12 Adoption Committee						
Elementary			Secondary			
Yara Colbelntz	K-2	ML	Chris Schlievert	6-8	ML	
Kaycee Arase	K-2	SUB	Wayne Lindsey	6-8	SIMS	
Ashley Mitchell	SpEd	SES	Paulie Lime	6-8	SUB	
Kim Rorman	K-2	SES	Jennifer Stutzman	9-12	SHS	
Allison Hill	3-5	SES	Kyle Hughes	9-12	SHS	
Renee Gilbreth	3-5	ML	Melissa Robertson	9-12	SHS	
John King	3-5	SUB	Bryan King	SpEd	SIMS	
Maria Paradis	3-5	SIMS	Michael Proctor	Admin	SIMS	
Jennifer Upchurch	3-5	SIMS				
Sophia Duerst	Admin					

Math Instructional Material Schedule	
October 13, 2023	Focus: Adoption Process Scope of Work
December 12, 2023	Focus: Adoption Process (cont) & Initial Screening of materials
February 2, 2024	Focus: Evaluate/Review ODE-approved curriculum materials and supplemental materials
March 15, 2024	Focus: Publisher Presentations or Independent Adoption Process Begins (if needed and determined by team)
May 6, 2024	Focus: Recommendation for Adoption & Scope/Sequence Work
May 16, 2024	Focus: School Board Meeting Presentation, 6:00 p.m. District office, Santiam Room



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Professional Development

October 13, 2023 In-Service

Attached is our latest newsletter, featuring valuable information about our in-service day. We offered teachers opportunities for professional development in high-impact instructional strategies, social-emotional learning, and Synergy. We also included a dedicated educator wellness track. With new adoptions, we added support for our ELA curriculum implementation and launched the Math Instructional Materials Adoption Team. It's worth noting that our talented educators and administrators facilitated most of these sessions.

After School Opportunities

David Holcomb, our new Teaching and Learning Coordinator, continues to roll out enriching professional development opportunities via a monthly email to all staff throughout the year. For October, staff members are encouraged to sign up for engaging book studies, including 'Onward: Cultivating Emotional Resilience in Educators' and 'Ambitious Science Teaching'. Additionally, our new staff began the series offered in our new staff support program, which focuses on the Powerful Habits of Teaching and Learning. New staff had the chance to deepen their understanding of the 'Ready to Learn' habit in September, and this forum is just the first in a series of six that will be held throughout the year. To show our appreciation for the staff's dedication, all participants who attend professional learning activities outside regular school hours are compensated for their time through our Title II/IV grants.

Mathematics Professional Learning Series

We're excited to announce a partnership with Shannon McCaw Consulting to provide comprehensive professional development for all secondary math teachers, along with up to 25 elementary teachers. This program will cover math standards, best instructional practices, and formative and summative assessments.

Secondary Professional Learning Series:

- **October 24th** Best Practices in Instructional Strategies
- **November 16-17th** Meaningful Math Discourse
- **January 11th (6-8 only)** Unit Planning and Formative Assessment
- **January 12th (9-12 only)** Unit Planning and Formative Assessment
- **April 26th** Smarter Balanced and Summative Assessments

Elementary Professional Learning Series:

- **October 18th** Best Practices in Instructional Strategies
- **November 15th** Math Method - Differentiated Small Group Instruction
- **January 11th** Establishing Healthy Fact Fluency
- **April 23rd** Success at Problem-Solving K- & OSAS: Tips and Prep 3-5



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Upcoming November and December:

Integrated Guidance: Aligning for Student Success - pending ODE

SIA Report

Oregon Statewide Education Survey - pending release of results

DESSA/RULER Implementation

Mathematics Instructional Materials Review and Adoption

ELD Instructional Materials Review and Adoption

Belonging Work Update



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Translate 181

Teaching and Learning Newsletter

October 2023

🍏 District In-Service October 13, 2023 🍏

North Santiam School District will be participating in our annual District In-service Professional Learning Day on Friday, October 13th. We are excited to offer a variety of sessions that focus on high leverage instructional strategies, social emotional learning strategies to support student agency, Synergy training, and, widely popular, educator wellness. We also have sessions for our newly adopted ELA Curriculum.

NSSD October 13th Professional Learning Day
Professional Learning Day Schedule for All Districts

Session #	Session Title	Facilitator	Time	Location
Session 1	High Leverage Instructional Strategies	David Holcomb	8:00 AM - 10:00 AM	Stayton High School
Session 2	High Leverage Instructional Strategies	David Holcomb	10:00 AM - 12:00 PM	Stayton High School
Session 3	High Leverage Instructional Strategies	David Holcomb	12:00 PM - 2:00 PM	Stayton High School
Session 4	High Leverage Instructional Strategies	David Holcomb	2:00 PM - 4:00 PM	Stayton High School

This work supports our district, building, and professional growth goals by continuing to develop powerful teaching and learning habits, schoolwide WICOR instructional strategies, educator awareness and understanding of students' social-emotional needs, and further implementation of our new student information system.

Below you will find a [rough draft schedule](#) of sessions with descriptions. Please know this schedule is subject to change as we work with our amazing district presenters, outside facilitators, and curriculum vendors. We look forward to leaning into professional development together and growing our capacity to change kids' lives. Send questions to david.holcomb@nsantiam.k12.or.us

ISST Welcomes David Holcomb - new Teaching and Learning TOSA in NSSD



North Santiam School District 29J

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David Lamb, our new Teaching & Learning Specialist for the ISST department. David joins us from McNary High School (Salem-Keizer School District) where he served as a classroom teacher (Social Studies, AVID Elective, and Business) for seven years and an instructional mentor and AVID coordinator for two years. David and his family are local to Stayton and he is excited to join the NSSD family. He is passionate about professional learning, schoolwide instruction, and, most importantly, meeting the needs of students wherever they may be on their academic and personal journey.

David will be coordinating the following efforts in NSSD and will be in buildings as much as possible!

- District Test Coordinator
- Professional Learning
- New Staff Support Program
- Instructional Coaching
- AVID Elective Coaching & Tutor Supervision

Indigenous Peoples' Day & Message from Tribal History Shared History Committee

Indigenous Peoples' Day is celebrated in Oregon this year on Monday, October 9th. This holiday commemorates and honors Indigenous peoples' history, cultures, and contributions to the United States. Oregon has many different Indigenous communities including nine federally recognized tribes: Burns Paiute of Harney County; Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians; Confederated Tribes of Grand Ronde; Confederated Tribes of Siletz; Confederated Tribes of Umatilla Reservation; Confederated Tribes of Warm Springs; Cow Creek Band of Umpqua Indians; Coquille Indian Tribe; and Klamath Tribes.



Last Spring, NSSD had a team of volunteer educators attend a three-day professional learning to develop their understanding of Senate Bill 13, now known as Tribal History/Shared History. This team created a plan to best support our teachers to incorporate these lessons into our classrooms.

Join Aaron Muhic during Session 3 in room 400!

We invite you to learn about the 6 Ps (Place, Presence, Perspectives, Political Nationhood, Power, and Partnerships) and explore the required lessons from ODE during the October 13 In-service day.



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Interested in learning more

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ators to explore:

- Watch this [video](#)
- The Tribal History Shared History webpage is also a wonderful resource. [Oregon's Tribal History/Shared History](#) - scroll to the bottom to find lesson plans written for classrooms
- [Educator Toolkit](#)
- [Critical Orientations: Indigenous Studies and Outdoor Education](#)
- [Native Knowledge 360: Transforming teaching and learning](#)
- [Oregon Map with Tribal Locations](#)

We welcome you to reach out to any of the members of the Committee:

Paulie Lime, Sub

Jennifer Upchurch, SIS

Aaron Muhic, SHS

Amy Baxter, SIS

Evan Tait, SHS

Kaycee Arase, SUB

Renee Gilbreth, ML

Mandi Elmer, SUB

NSSD Curriculum Update

+ Mathematics Professional Learning Series for All Math Teachers! ÷

We are excited to announce our partnership with SMc Math Consulting who has created a Mathematics Professional Learning Series specifically designed for teachers in NSSD. This is a timely partnership as it meets our teacher's consistent request around content-specific PL and aligns with our instructional materials adoption.

K-5 Elementary: **teachers are invited to attend** the professional learning session offered this year by math consultant, Jen Hunt and former elementary teacher. We have reserved 25 spots for teachers willing to deepen their learning about best practices, fact fluency, formative assessment, and more. There are spots still available for the series sign up here! K-5 teachers can sign up through this form, *here are some spots left!* <https://forms.gle/TtZZXjBtvX9DJ9G57>

6-12 Secondary: **All** secondary math teachers will attend professional learning with Shannon McCaw, a former math teacher and now math consultant. Every teacher will get the chance to deepen their understanding of the new ODE requirements, engage in learning for best practices in a math learning lab, and explore formative and summative assessments.

📖 Update! Novel Studies and Novels in the Classroom 📖



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The ELA Curriculum Comm
grade levels as outlined in c

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d assigning novels to

the team quickly

recognized that there may be teachers who will have some heartache that a book they have previously taught is now assigned to a different grade level. As we transition, Teaching and Learning will continue communicating the next steps for teachers. We are carefully considering shifts and the impacts that this has on educators, but we also recognize we have had many years where a student may read the same book at multiple grade levels.

Here is the list of 6-12 books approved in core and are now assigned to specific grade levels:

[6-12 Approved Core Novels](#)

Identifying District Supplemental Novels (for ELA and non-ELA subjects)

Coming soon! Do you have a novel that you use in your classroom for instruction? Read aloud, large group, small group? A Google form will be sent out district wide for you to submit the title, author, and type of text that you use with your students. We will begin a "one-time only" mass approval process. Keep your eyes open and as always, send your questions to nicole.duncan@nsantiam.k12.or.us



Nicole Duncan

Nicole is using Smore to create beautiful newsletters

North Santiam School District 29J

Report on Compliance with Public School Standards

2022-23 School Year

By November 1 of each year, school district superintendents are required by [OAR 581-022-2305: District Assurances of Compliance with Public School Standards](#) to report to their community on the district's status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

The table below contains a summary of **Insert Name** School District's compliance with each of the requirements of Oregon's administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#) during the 2022-23 school year. For each rule reported as out of compliance, **Insert Name** School District has provided an explanation of why the school district was out of compliance and the school district's proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2024-25 school year.

What are the requirements of the standards? For a general overview of what each rule/standard requires, consult this high-level [Rules at a Glance summary](#). For specific, comprehensive requirements, use the links below for each individual rule.

Category: Teaching & Learning

Subcategory: Curriculum & Instruction

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2030 District Curriculum	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2045- Prevention Education in Drugs and Alcohol	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2050 Human Sexuality Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2055 Career Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2060 Comprehensive School Counseling	Out of compliance	NSSD need to use the new resource District Compliance Self-Reflection Tool with the counseling leadership team to determine areas of strength and need.	Not applicable
581-022-2263 Physical Education Requirements *Elementary Grades	In compliance	NSSD completed corrective action and provided a structure for classroom teachers to provide additional PE minutes within the school week.	Not applicable
581-022-2263 Physical Education Requirements *Middle Grades	In Compliance with both 2022-23 requirements (225/week) and revised requirements (150/week average)	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2320 Required Instructional Time	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2340 Media Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2500 Programs and Services for TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2350 Independent Adoptions of Instructional Materials	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2355 Instructional Materials Adoption	In compliance	NSSD met with ODE and completed corrective action.	Not applicable
581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Assessment & Reporting

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2100 Administration of State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2110 Exception of Students with Disabilities from State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2115 Assessment of Essential Skills: Diploma Requirements	Waived for 2022-23 school year	Not applicable	Not applicable
581-022-2115(2) Assessment of Essential Skills: Local Performance Assessment Requirement	Out of compliance	NSSD will need to determine how to meet part 2 OAR 581-022-2215(2) at each site.	Not applicable
581-022-2120 Essential Skill Assessments for English Language Learners	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Program & Service Requirements

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2315 Special Education for Children with Disabilities	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2325 Identification of Academically Talented and Intellectually Gifted Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2330 Rights of Parents of TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2505 Alternative Education Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: High School Diploma

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2000 Diploma Requirements	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2005 Veterans Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2010 Modified Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2015 Extended Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2020 Alternative Certificate	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2025 Credit Options	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Health & Safety

Subcategory: Policies & Practices

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2205 Policies on Reporting of Child Abuse	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2220 Health Services	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2310 Equal Education Opportunities	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2312 Every Student Belongs	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2345 Auxiliary Services	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Plans & Reports

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-0107 Operational Plans for the 2022-23 School Year	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2223 Healthy and Safe Schools Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2225 Emergency Plans and Safety Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2230 Asbestos Management Plans	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2267 Annual Report on Restraint and Seclusion	Out of compliance	NSSD is compliant with submitting the report to ODE, but NSSD still needs to report to the board and post on the district website.	The Director of Special Programs will report to the board and post to the website by Dec. 2023
581-022-2510 Suicide Prevention Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Athletics & Interscholastic Activities

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2210 Anabolic Steroids and Performance Enhancing Substances	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2215 Safety of School Sports – Concussions	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2308 Agreements Entered Into with Voluntary Organizations	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: District Performance & Accountability

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2250 District Improvement Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2255 School and District Performance Report Criteria	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2260- Records and Reports	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2265 Report on PE Data	Waived for 2022-23 school year	Not applicable	Not applicable
581-022-2300 Standardization	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2305 District Assurances of Compliance with Public School Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2370 Complaint Procedures	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Human Resources/Staffing

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2335 Daily Class Size	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2400 Personnel	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2405 Personnel Policies	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2410 Teacher and Administrator Evaluation and Support	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2415 Core Teaching Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2420 Educational Leadership - Administrator Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2440 Teacher Training Related to Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable



Division 22 Standards Assurances for the 2022-23 School Year

October 19, 2023

Lee W. Loving, Superintendent

Nicole Duncan, Director of Teaching and Learning

Division 22 Standards & Assurances of Compliance

“Our Why”

- Signals our commitment to providing a high quality educational experience and equitable opportunities for all students.
- Division 22 standards articulate the floor of the education to be provided to students, not the ceiling.
- Assurances process offers an opportunity for districts not in compliance to reflect on areas in need of attention and receive technical assistance.



What happens if the district is out of compliance?



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- ODE reviews the district's proposed corrective action plan and either approves or rejects it
- If the plan is not approved as submitted, ODE contacts the district and provides technical assistance and support
- Once the district has an approved plan in place, ODE specialists may continue to provide support, as needed
- The corrective action must be complete by the beginning of the next school year
- If a district fails to come back into compliance after an opportunity for corrective action, ODE may withhold a portion of the district's State School Fund monies

Report for the 2022-23 School Year

Division 22 Standard Waivers for 2022-23

- [581-022-2115\(3\) Assessment of Essential Skills:](#)
 - **Essential Skills Graduation Requirements** are waived for students graduating in the 2022-2023 and 2023-2024 school years.
 - Note: Local Performance Assessment requirement in Section (2) remains in effect.
- [OAR 581-022-2265](#) Report on PE Data
 - **PE Data collections** were suspended last year. Districts will be required to submit data for the upcoming 2023-24 SY.



Rules That Were New in 2022-23

581-022-2308 Agreements Entered Into with Voluntary Organizations

Requires adoption of a policy governing participation in a voluntary organization that administers interscholastic activities. Voluntary organization must adopt and implement policies prohibiting discrimination, maintain a complaint process with sanctions, and administer an annual survey.

581-022-0107 Operational Plans for the 2022-23 School Year (not a new requirement)

School districts and public charter schools must periodically submit to the Department a plan for operation during the 2022-23 school year. The plan must be submitted on a form and on a timeline to be determined by the Department.

New/Revised Rules & Requirements



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OAR 581-022-2263 Physical Education Requirements

[HB 3199](#), which reduces the total number of physical education instructional minutes required in grades 6-8, was passed just before the close of the 2023 legislative session. The bill revises ORS 329.496 to include two significant changes:

1. The weekly time requirement was reduced from 225 minutes every week of the year.
2. The new weekly minimum of 150 minutes is calculated as an average over the duration of the school year.

This provision went into effect on July 1, 2023

District Report on Compliance with Division 22 Standards

Compliant with 56 of the 59 standards.

Not Compliant or partially compliant with the following standards:

- **581-022-2060** Comprehensive School Counseling
- **581-022-2115(2)** Assessment of Essential Skills: Local Performance Assessment Requirement
- **581-022-2267** Annual Report on Restraint and Seclusion

Corrective Action Implemented

Out of compliance 21-22

581-022-2263 Physical Education Requirements

- Created a plan for elementary students to receive PE minutes with teachers
- Implementing corrective action 22-23

581-022-2350 Independent Adoptions of Instructional Materials

- We are compliant 22-23

Looking Ahead: Compliance for the 2023-24 SY

New/Revised Rules & Requirements

OAR 581-022-2220 Health Services

Last revised in 1996, much of the rule's language has been updated to reflect learning from the last three years of school operations and to bring the rule into alignment with current statutes and rules.

The revised rule will be in effect for the 2023-2024 academic year. Districts will first report on their compliance with the revised rule as part of Division 22 Standards annual assurances in November of 2024.



Looking Ahead: Compliance for the 2023-24 SY

Any questions?



**Superintendent
Lee W. Loving**



**1155 N 3rd Avenue
Stayton, Oregon 97383**

**Phone: 503.769. 6924
Fax: 503.769. 3578**

October 13, 2023

TO: North Santiam SD Board of Directors
FROM: Rhonda Allen, Business Director
RE: September 30, 2023, Financial Statements

Board Members,

Attached are the 2023-24 financial statements through September 30, 2023. These statements include the General Fund Statement of Revenues Budget vs. Actual, General Fund Statement of Expenditures Budget vs. Actual, Food Service Statement of Revenue and Expenditures Budget vs. Actual, total Appropriations for the year, and Grant Fund balances.

The General Fund statements include the actual revenues and expenditures from July 1, 2023, through September 30, 2023, and projections through June 30, 2024. The estimated General Fund Ending Fund Balance is \$5,074,387. Contingency and Unappropriated Ending Fund Balance equal \$2,015,662 of the Fund Balance total.

The fieldwork for the 2023-24 final audit was this week. The preliminary conclusion is a clean or unqualified opinion. We will most likely receive our final draft in November. Accuity is a very professional and efficient firm to do business with for audit purposes. The onsite auditors are professional and friendly. They are always eager to help with any questions or clarification. I appreciate doing business with Glen Kearns and his audit team.

North Santiam's investments are held in the Local Government Investment Pool. Assets total \$14,415,007, yielding 4.63% through September 30, 2023.

Please let me know if you have any questions or concerns regarding these statements.

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www.nyantiam.k12.or.us
communications@nsantiam.k12.or.us

North Santiam School District 29J
General Fund: Statement of Revenue Budget Vs. Actual
Fiscal Year 2023-24, As of 09/30/2023

	2023-24 Budget	Actual YTD Rev. 9/30/2023	Projected Revenue 6/30/2024	Total Estimated 2023-24	(Over)/Under Budget
1000 Revenue From Local Sources					
1111 Current Year's Taxes	7,202,430	-	7,467,209	7,467,209	(264,779)
1112 Prior Year's Taxes	150,000	78,512	93,155	171,667	(21,667)
1114 Payments in Lieu of Property Taxes	-	1,321	(1,321)	1,321	
1200 REV from Local Gov't Unit Other Than Districts	-	-	-	-	-
1510 Interest on Investments	100,000	169,598	(19,598)	150,000	(50,000)
1700 Fees	3,836	6,330	(576)	5,754	(1,918)
1910 Rentals	-	1,352	3,810	5,162	(5,162)
1920 Contributions and Donations	-	-	-	-	
1960 Recovery of Prior Year Funds	-	-	-	-	-
1980 Fees Charged to Grants	100,000	455	234,174	234,629	(134,629)
1990 Miscellaneous	2,500	6,399	36,223	42,622	(40,122)
Total Revenue From Local Sources	\$ 7,558,766	263,967	7,813,077	8,078,365	(518,278)
2000 Revenue from Intermediate Sources					
2101 County School Funds	55,000	-	55,000	55,000	-
2102 General Education Service District Funds	405,573	-	405,573	405,573	-
2199 Intermediate Rev Heavy Equipment Tax	10,000	-	5,000	5,000	5,000
2800 Heavy Equipment Rent Tax	-	-	-	-	
Total Revenue from Intermediate Sources	\$ 470,573	-	465,573	465,573	5,000
3000 Revenue From State Sources					
3101 State School Fund—General Support	16,411,255	5,740,066	11,481,856	17,221,922	
3103 Common School Fund	245,000	-	303,530	264,014	
3104 State Managed County Timber	250,000	18,139	231,861	250,000	
3105 STATE SCH FUND PRIOR YRS ADJ	-	-	-	-	
3107 State School Fund High Cost Disability	50,000	-	50,000	50,000	
Total Revenue From State Sources	\$ 16,956,255	5,758,205	12,067,247	17,785,936	-
4000 Revenue From Federal Sources					
4801 Federal Forest Fees	10,000	-	10,000	10,000	-
Total Revenue From Federal Sources	\$ 10,000	-	10,000	10,000	-
5000 Revenue From Other Sources					
5110 Bond Proceeds	-	-	-	-	
5400 Beginning Fund Balance	4,500,000	-	5,000,000	5,000,000	(500,000)
Total Revenue From Other Sources	\$ 4,500,000	-	5,000,000	5,000,000	(500,000)
Total Resources	\$ 29,495,594	\$ 6,022,172	\$ 25,355,897	31,339,873.91	(1,013,277.91)
			\$ 25,355,897		
			Less Estimated Requirements	\$ 26,265,487	
			Estimated Ending Fund Balance	\$ 5,074,387	
			Less Contingency & UEFB	\$ 2,015,662	
			Estimated Ending Fund Balance	\$ 3,058,725	

North Santiam School District 29J
General Fund: Statement of Expenditures Budget Vs. Actual
Fiscal Year 2023-24, As of 09/30/2023

Expenditure Functions	2023-24 Budget	Actual YTD EXP 9/30/2023	Projected Expenditures 6/30/2024	Total Estimated 2023-24	(Over)/ Under Budget
1000 Instruction					
1111 Elementary, K-5 or K-6	4,995,253	418,427	4,310,078	4,728,505	266,748
1120 AVID Instruction	5,800	155	2,167	2,322	3,478
1121 Middle/Junior High Programs	2,676,039	218,048	2,248,499	2,466,547	209,492
1122 Middle/Junior High School Extracurricular	163,891	25,916	117,277	143,193	20,698
1127 After School Program	15,000	-	5,488	5,488	9,513
1131 High School Programs	3,212,302	276,713	2,678,721	2,955,434	256,868
1132 High School Extracurricular	640,981	103,926	387,184	491,110	149,871
1220 Restrictive Pgms for Students w/Disabilities	1,797,830	144,126	1,653,529	1,797,656	174
1250 Programs for Students w/Severe Disabilities	858,879	73,814	873,312	947,125	(88,246)
1271 Remediation	326,045	37,423	412,721	450,145	(124,100)
1272 Title I-A	42,750	4,386	48,231	52,617	(9,867)
1281 Alternative Education High School	70,000	5,858	77,207	83,065	(13,065)
1285 District Options Academy	389,997	38,965	475,225	514,189	(124,192)
1289 Other Alternative Programs	-	-	-	-	-
1291 English Second Language Programs	570,040	45,461	438,850	484,311	85,729
1292 Teen Parent Program	6,100	-	-	-	6,100
1460 Summer School, Middle/Jr High	14,805	8,911	23	8,933	5,872
Total Instruction	\$ 15,785,712	\$ 1,402,129	\$ 13,728,511	\$ 15,130,641	\$ 655,071
2000 Support Services					
2110 Attendance and Social Work Services	\$0	-	-	-	-
2111 Safety and Security Service Area Direction	\$64,558	16,931	50,802	67,733	(3,175)
2113 Social Work Services	\$0	133	1,463	1,597	(1,597)
2115 Student Safety	\$35,800	7,243	14,057	21,299	14,501
2120 Guidance Services	\$110,180	23,202	171,270	194,472	(84,292)
2134 Nurse Services	\$252,070	68,158	214,573	282,731	(30,661)
2143 Psychological Counseling Services	\$79,927	8,075	63,490	71,565	8,362
2152 Speech Pathology Services	\$172,503	9,845	111,199	121,045	51,458
2160 Other Student Treatment Services	\$99,797	8,064	89,409	97,473	2,324
2190 Service Direction, Student Support Services	\$230,841	37,301	166,812	204,112	26,729
2210 Improvement of Instruction Services	\$45,586	-	61,202	61,202	(15,616)
2211 Teaching and Learning Service Area Direction	\$217,470	73,512	229,099	302,611	(85,141)
2213 Curriculum Development	\$128,956	63,034	6,716	69,751	59,205
2219 Other Improvement of Instruction Svcs	\$159,645	14,253	156,255	170,508	(10,863)
2220 Educational Media Services	\$279,406	28,584	229,644	258,227	21,179
2230 Assessment and Testing	\$105,885	10,074	117,575	127,649	(21,764)
2240 Instructional Staff Development	\$20,000	5,488	13,945	19,433	567
2310 Board of Education Services	\$102,500	11,542	41,940	53,482	49,018
2320 Executive Administration Services	\$397,757	100,271	319,808	420,079	(22,322)
2410 Office of the Principal Services	\$2,452,596	520,719	2,063,998	2,584,717	(132,121)
2510 Direction of Business Support Services	\$216,093	53,411	175,042	228,454	(12,361)
2520 Fiscal Services	\$351,480	119,990	270,686	390,675	(39,195)
2528 Risk Management Services	\$290,840	296,702	-	296,702	(5,862)
2540 Operation and Maintenance of Plant Services	\$0	-	-	-	-

North Santiam School District 29J
General Fund: Statement of Expenditures Budget Vs. Actual
Fiscal Year 2023-24, As of 09/30/2023

Expenditure Functions	2023-24 Budget	Actual YTD EXP 9/30/2023	Projected Expenditures 6/30/2024	Total Estimated 2023-24	(Over)/ Under Budget
2541 Maintenance & Facilities Service Area Direction	\$253,736	67,904	245,415	313,319	(59,583)
2542 Care and Upkeep of Buildings Services	\$2,481,843	529,346	1,358,446	1,887,792	594,051
2543 Care and Upkeep of Grounds Services	\$138,099	23,636	92,606	116,242	21,857
2549 Other Operation and Maintenance Services	\$9,639	2,194	11,075	13,268	(3,629)
2550 Student Transportation Services	\$1,068,250	24,584	1,050,277	1,074,861	(6,611)
2558 Special Education Transportation Services	\$252,000	7,421	232,579	240,000	12,000
2626 Grant Writing Services	\$0	-	-	-	-
2630 Information Services	\$68,539	11,716	62,000	73,716	(5,177)
2633 Public Information Services	\$0	-	-	-	-
2640 Staff Services	\$240,419	64,103	166,284	230,387	10,032
2641 Human Resources Service Area Direction	\$212,027	55,302	186,865	242,167	(30,140)
2649 Employee Liabilities	\$0	2,029	-	-	-
2660 Technology Services	\$875,922	210,716	508,523	719,239	156,683
2661 IT Service Area Direction	\$83,805	-	-	-	83,805
2680 Interpretation and Translation	\$351	-	335	335	16
Total Support Services	\$ 11,498,520	\$ 2,475,481	\$ 8,483,389	\$ 10,956,841	\$ 541,679
3000 Enterprise and Community Services	-	-	-	-	-
3360 Welfare Activities Services	\$10,700	2,120	1,059	3,179	-
Total Enterprise and Community Services	\$ 10,700	\$ 2,120	\$ 1,059	\$ 3,179	\$ -
5000 Other Uses	-	-	-	-	-
5110 Long Term Debt Service	-	-	-	\$0	\$0
5200 Transfers of Funds	\$185,000	-	174,826	\$174,826	-
5400 PERS Ual Lump Sum Payment to PERS	-	-	-	-	-
Total Other Uses	\$ 185,000	\$ -	\$ 174,826	\$ 174,826	\$ -
6000 Contingencies	-	-	-	-	-
6110 Operating Contingency	\$1,085,000	-	-	-	-
Total Contingencies	\$ 1,085,000	\$ -	\$ -	\$ -	\$ -
7000 Unappropriated Ending Fund Balance	-	-	-	-	-
7000 Unappropriated Ending Fund Balance	\$930,662	-	-	-	930,662
Total Unappropriated Ending Fund Balance	\$ 930,662	\$ -	\$ -	\$ -	\$ 930,662
GENERAL FUND EXPENDITURES GRAND TOTAL	\$ 29,495,594	\$ 3,879,730	\$ 22,387,786	\$ 26,265,487	\$ 2,127,412

North Santiam School District 29J
Food Service Fund: Statement of Revenues and Expenditures Budget Vs. Actual
Fiscal Year 2023-24, As of 09/30/2023

	2023-24 Budget	Actual as of 9/30/2023	Encumbered as of 9/30/2023	Total Estimated 2023-24	(Over)/Under Budget
REVENUE					
1610/1620 Daily Sales	117,319	22,953	94,366.25	117,319	-
1630 Special Functions	-	-	-	-	-
1940 Services Provided Other LEA's	6,200	-	8,527.07	8,527	(2,327)
1990 Miscellaneous Revenue	8,000	1,157	8,048.09	9,205	(1,205)
3102 SSF - School Lunch Match	-	-	-	-	-
3299 Other Restricted Grants	110,626	19,076	130,269.51	149,345	-
4511 State Breakfast Reimbursement	-	101	-	101	-
4512 State Lunch Reimbursement	-	173	-	173	-
4513 NSLP Breakfast	300,000	11,341	288,659.41	300,000	-
4515 NSLP Lunch	515,000	61,014	453,986.47	515,000	-
4519 Farm to School	15,000	-	15,000.00	15,000	-
4525 Summer Lunch	20,000	10,583	-	10,583	9,417
4910 USDA Commodities	90,000	-	99,000.00	99,000	(9,000)
4526 Federal Revenue Summer Lunch	1,500	-	1,500.00	1,500	-
5200 Interfund Transfers	-	-	-	-	-
5400 Beginning Fund Balance	400,000	-	158,000	158,000	242,000
TOTAL REVENUE	\$ 1,583,645	\$ 126,396	\$ 1,257,357	\$ 1,383,753	\$ 238,885
EXPENDITURES					
Enterprise and Community Services					
3100-100 Salaries	414,011	64,170	370,030	434,201	(20,190)
3100-200 Payroll Costs	358,384	40,476	287,855	328,332	30,052
3100-300 Contracted Services	24,750	-	1,000	1,000	23,750
3100-410 Supplies and Materials	24,000	12,682	2,055	14,736	9,264
3100-411 Fuel	1,000	48	952	1,000	-
3100-415 USDA Commodities	90,000	-	-	-	90,000
3100-450 Food	605,529	101,487	224,213	325,700	279,829
3100-460 Non-Consumable	36,471	1,115	7,414	8,529	27,942
3100-470 Computer Software	4,000	-	-	-	4,000
3100-480 Computer Hardware	1,500	-	-	-	1,500
3100-540 Equipment Replacement	15,000	-	-	-	15,000
3100-640 Dues and Fees	9,000	9,466	-	9,466	(466)
TOTAL EXPENDITURES	1,583,645	\$ 229,445	\$ 893,518	\$ 1,122,963	\$ 460,682
			FOOD SERVICE EST EFB	\$ 260,790	

North Santiam School District 29J
Appropriations: Budget Vs. Actual
Fiscal Year 2023-24, As of 09/30/2023

General Fund (100)	Appropriations	YTD	Encumbrances	Totals	Resolutions	(Over)/Under Budget
1000 Instruction	\$ 15,785,712	\$ 1,405,996	\$ 12,995,951	\$ 14,401,947		\$ 1,383,765
2000 Support Services	\$ 11,498,520	\$ 2,471,614	\$ 7,600,346	\$ 10,071,960		\$ 1,426,560
3000 Community Services	\$ 10,700	\$ 2,120	\$ 1,059	\$ 3,179		\$ 7,521
5100 Debt Service	\$ -	\$ -	\$ -	\$ -		\$ -
5200 Transfers	\$ 185,000	\$ -	\$ -	\$ -		\$ 185,000
6000 Contingency	\$ 1,085,000	\$ -	\$ -	\$ -	\$ -	\$ 1,085,000
Sub Total	\$ 28,564,932	\$ 3,879,730	\$ 20,597,356	\$ 24,477,086	\$ -	\$ 4,087,846
Special Revenue Funds (200)						
1000 Instruction	\$ 3,987,577	\$ 268,971	\$ 1,366,387	\$ 1,635,358		\$ 2,352,219
2000 Support Services	\$ 2,816,849	\$ 753,325	\$ 891,549	\$ 1,644,874		\$ 1,171,975
3000 Community Services	\$ 223,122	\$ 12,148	\$ 45,005	\$ 57,153		\$ 165,969
4000 Facilities Acquisition	\$ 200,000	\$ -	\$ -			\$ 200,000
5200 Transfers	\$ 135,000	\$ -	\$ -			\$ 135,000
5300 Apportionment of Funds by ESD	\$ 24,304	\$ -	\$ -			\$ 24,304
6000 Contingency	\$ 1,791,792	\$ -	\$ -	\$ -		\$ 1,791,792
Sub Total	\$ 9,178,644	\$ 1,034,444	\$ 2,302,941	\$ 3,337,385	\$ -	\$ 5,841,259
Food Service Funds (299)						
3000 Community Services	\$ 1,583,645	\$ 229,445	\$ 893,518	\$ 1,122,963		\$ 460,682
Sub Total	\$ 1,583,645	\$ 229,445	\$ 893,518	\$ 1,122,963	\$ -	\$ 460,682
PERS Bond Debt Service (310.321.375)						
5100 Debt Service	\$ 4,935,560	\$ -	\$ 4,932,059	\$ 4,932,059		\$ 3,501
6000 Contingency	\$ 1,851,935	\$ -	\$ -	\$ -	\$ -	\$ 1,851,935
Sub Total	\$ 6,787,495	\$ -	\$ 4,932,059	\$ 4,932,059	\$ -	\$ 1,855,436
Facilities (400,401,420,425,426,430,448)						
1000 Instruction Services	\$ 100,000	\$ -	\$ -			\$ 100,000
2000 Support Services	\$ 404,600	\$ 105,775	\$ -	\$ 105,775		\$ 298,825
4000 Facilities Acquisition	\$ 1,649,340	\$ 16,261	\$ 29,206	\$ 45,467		\$ 1,603,873
5110 Debt Service	\$ 40,260	\$ 20,266	\$ 19,994	\$ 40,260		\$ 0
5200 Transfers	\$ 75,000	\$ 75,000	\$ -	\$ 75,000		\$ -
6000 Contingency	\$ 1,422,390	\$ -	\$ -	\$ -		\$ 1,422,390
Sub Total	\$ 3,691,590	\$ 217,302	\$ 49,200	\$ 266,501	\$ -	\$ 3,425,089
Internal Service Funds (600)						
2000 Support Services	\$ 80,900	\$ 420	\$ 420	\$ 840		\$ 80,060
6000 Contingency	\$ 261,205	\$ -	\$ -	\$ -		\$ 261,205
Sub Total	\$ 342,105	\$ 420	\$ 420	\$ 840	\$ -	\$ 341,265
Trust and Agency Fund (700)						
2000 Support Services	\$ 25,869	\$ 5,000	\$ -	\$ 5,000		\$ 20,869
Sub Total	\$ 25,869	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ 20,869
Total Appropriations	\$ 50,174,280	\$ 5,366,340	\$ 28,775,494	\$ 34,141,834.16	\$ -	\$ 16,032,446
Total Unappropriated	\$ 930,662	\$ -	\$ -	\$ -	\$ -	\$ 930,662
APPROPRIATION TOTAL	\$ 51,104,942	\$ 5,366,340.35	\$ 28,775,493.81	\$ 34,141,834.16	\$ -	\$ 16,963,108

North Santiam School District 29J
Special Revenue Funds
Fiscal Year 2023-24, As of 09/30/2023

Special Revenue Funds	Allocation	Beginning Fund Bal	YTD Revenue	YTD Exp/Enc	Fund Balance	Grant Balance
201: Board Reserve	\$ -	\$ 1,001,791	\$ -	\$ -	\$ 1,001,791	
202: Textbook Reserve	\$ -	\$ 915,000	\$ -	\$ -	\$ 915,000	
204: ARP HCY I	\$ 26,928	\$ -	\$ -	\$ 13,297	\$ (13,297)	\$ 13,632
205: CTE Construction House	\$ -	\$ 13,093	\$ 75,000	\$ 26,693	\$ 61,400	
206: CTE SHS Grants	\$ -	\$ 4,985	\$ -	\$ 3,598	\$ 1,387	
209: ESSER III	\$ 98,378	\$ -	\$ -	\$ 27,638	\$ (27,638)	\$ 70,740
210: Appropriation Fund	\$ -	\$ 48,008	\$ -	\$ -	\$ 48,008	
211: United Way	\$ -	\$ 3,716	\$ -	\$ -	\$ 3,716	
215: Title IV	\$ 52,484	\$ -	\$ 3,812	\$ 5,125	\$ (1,313)	\$ 47,359
216: Misc Grants	\$ -	\$ 8,017	\$ -	\$ -	\$ 8,017	
219: Title III	\$ 19,702	\$ -	\$ 2,085	\$ 2,085	\$ -	\$ 17,617
221: IDEA 611	\$ 562,405	\$ -	\$ -	\$ 411,878	\$ (411,878)	\$ 150,527
222: Carl Perkins CTE	\$ -	\$ (1,268)	\$ -	\$ 6,993	\$ (8,261)	
224: HB3499 EL Transformation	\$ 125,000	\$ -	\$ -	\$ 181,254	\$ (181,254)	\$ (56,254)
225: IDEA 611 ARP	\$ 91,771	\$ -	\$ 24,581	\$ 98,371	\$ (73,790)	\$ (6,601)
227: Title I-A	\$ 473,518	\$ -	\$ -	\$ 380,628	\$ (380,628)	\$ 92,890
228: Title II-A	\$ 91,857	\$ -	\$ -	\$ 25,139	\$ (25,139)	\$ 66,718
230: Technology Services	\$ -	\$ 12,102	\$ 8	\$ -	\$ 12,110	
231: After School Grant	\$ -	\$ 28,340	\$ -	\$ -	\$ 28,340	
232: Outdoor School	\$ -	\$ (28,105)	\$ -	\$ 30,020	\$ (58,124)	
240: E-Rate Category 1	\$ -	\$ 42,284	\$ -	\$ -	\$ 42,284	
241: Nike Grant	\$ -	\$ 12,390	\$ -	\$ 11,520	\$ 870	
243: District Grants	\$ -	\$ 1,567	\$ -	\$ 770	\$ 797	
244: E-Rate Category 2	\$ -	\$ (5,987)	\$ -	\$ 19,634	\$ (25,621)	
247: IDEA 619	\$ 4,815	\$ -	\$ -	\$ 4,999	\$ (4,999)	\$ (184)
249: SB 1149	\$ -	\$ 63,851	\$ 15,473	\$ -	\$ 79,324	
251: Student Investment Act	\$ 1,699,554	\$ 598,176	\$ -	\$ 1,412,157	\$ (813,981)	\$ 287,397
252: High School Success	\$ 672,382	\$ -	\$ -	\$ 345,182	\$ (345,182)	\$ 327,200
255: Preschool Promise	\$ 436,500	\$ -	\$ -	\$ 368,199	\$ (368,199)	\$ 68,301
259: Career Pathways Program	\$ 60,500	\$ -	\$ -	\$ 6,609	\$ (6,609)	\$ 53,891
275: Oregon Community Foundation	\$ -	\$ 22,229	\$ 22,229	\$ -	\$ 44,458	\$ -
280: Homeless Support	\$ -	\$ 322	\$ -	\$ -	\$ 322	
281: PERS Increase Reserve	\$ -	\$ 375,000	\$ -	\$ -	\$ 375,000	
TOTALS	\$ 4,415,794	\$ 3,115,511	\$ 143,187	\$ 3,381,789	\$ (123,090)	\$ 1,133,232

*****Funds with negative balances have pending reimbursement claims to be processed**

Grants - Fiscal Year 2023-2024

Grant Title	Award	Description
ARP-HCY I	\$26,928.00	Funds from the American Rescue Plan for Homeless Children and Youth
Career Pathways 2023-25	\$60,500.00	Funds to develop CTE programs that are a pathway to high-wage and in-demand jobs
Local Food for Schools 2023-24	\$10,318.85	Funds used to purchase Oregon grown and processed foods
Farm to CNP Base AY25	\$14,429.00	Funds used to purchase food from a variety of Oregon producers
High School Success 2023-25 Yr 1	\$672,382.00	Funds to improve student progress toward graduation and readiness for college and career
IDEA 611 ARP	\$91,771.00	Individuals with Disabilities Education Act - funds to support children with disabilities ages 3-21
IDEA Part B 611 2022-23	\$562,405.00	Individuals with Disabilities Education Act - funds to support children with disabilities ages 3-21
IDEA Part B 619 2022-23	\$4,815.00	Individuals with Disabilities Education Act - funds to support children with disabilities ages 3-5
IDEA Part B 611 2023-24	\$0.00	Individuals with Disabilities Education Act - funds to support children with disabilities ages 3-21
IDEA Part B 619 2023-24	\$0.00	Individuals with Disabilities Education Act - funds to support children with disabilities ages 3-5
LEA ESSER III	\$98,377.00	Elementary and Secondary School Emergency Relief Fund
Preschool Promise 2023-25	\$436,500.00	Preschool Funds - 30 slots
SIA 2023-24	\$1,699,554.69	Student Investment Act - Funds to meet students' mental or behavioral health needs and to increase academic achievement for students
Target/Transformation English Learner Grant	\$125,000.00	Funds to support English Language Learners
Title I-A 2023-24	\$473,518.00	Funds to provide all children an opportunity to receive a fair, equitable, and high-quality education
Title II-A 2023-24 plus 2022-23 carryover	\$91,857.00	Funds to provide supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders.
Title III-A 2023-24 plus 2022-23 carryover	\$19,702.00	Funds designed to improve the education of English learners by helping them learn English and meet challenging state academic content and student academic achievement standards.
Title IV-A 2023-24 plus 2022-23 carryover	\$52,484.00	Funds to provide all students with a well-rounded education; to improve school conditions for student learning; and to improve the use of technology in academic achievement and digital literacy of all students.
TOTAL GRANT AWARDS	\$4,440,541.54	



North Santiam School District

2023-24 Board of Directors

Board Chair, Erin Cramer **Board Vice-Chair**, Mackenzie Strawn

Board Members: Mike Wagner, Laura Wipper, Mark Henderson, Coral Ford & Alisha Oliver

Student Representatives to the Board, Benjamin Perez & Lucas Joyce

Superintendent, Lee W. Loving

Director of Business & Fiscal Services, Rhonda Allen

Director of Human Resources, Danielle Blackwell

Director of Teaching & Learning, Nicole Duncan

Director of Special Programs, Brittney Spencer

Director of Nutrition Services, John Barnes

Director of Safety, Security and Health Services, Gary Rychard

Director of Facilities, Dave Parsons

Superintendent/School Board Executive Assistant, Tonia Whisman

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

Thursday, September 21, 2023 Regular Session

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

MINUTES - **DRAFT**

1. CALL REGULAR SESSION TO ORDER

The Board Chair called the meeting to order at 6:02 pm. He noted that all members were present except for Mark Henderson (who was traveling on business) and led everyone in the pledge of attendance.

Mark attempted to join the meeting but experienced technical difficulties and was never able to join.

2. AGENDA APPROVAL

Changes to the agenda after posting on Sept. 15, 2023 were acknowledged:

Added Agenda Items-

*11.5-JUUL/Altria Lawsuit Settlement

Added Attachments-

*16.0-JBA/GBN-AR1-Sexual Harassment Complaint Procedure

Revised Attachments-

*7.0-Sept 2023 Board Financial Report

*21.2-September 2023 Enrollment Totals

MOTION-AGENDA APPROVAL

Motion that the Board approve the agenda as modified.

Motion Made By: Alisha Oliver

Vote: 6-0, motion passed

3. STUDENT BUSINESS: Benjamin Perez & Lucas Joyce

The reports from the student reps. included the following highlights:

Lucas reported on LINK Day (first day for 9th graders) which included group bonding activities, school tours, tips from the leaders and an assembly. He reported that school spirit is high, and the year is off to a great start. He also gave an update of fall athletics and announced the fall play will be Nov. 15 & 16.

Benjamin reported on ASB activities which have been primarily focused on homecoming week (Oct. 9-12). They plan to hold a contest among float participants with the top vote getter receiving funds to be used for their team or activity. He also spoke about their Make-a-wish project for the year. This year's recipient is a 5-year-old girl with leukemia. They will be raising funds to send her to Disneyland.

4. SUPERINTENDENT'S REPORT: Lee W. Loving

This standing agenda item is for the Board to receive a monthly report from the Superintendent. Key points included:

- A review of current enrollment which shows the district at approximately 8 fewer students than the end of last year. It was noted that multiple new apartment complexes will be completed in Stayton in the coming months which will likely bring new students.
- Signage regarding the District's non-discrimination policy has been installed around the district and the reaffirmation (to the policy) letter to parents went out earlier that day.
- Conversion to a new student information system has been challenging and very time consuming. He acknowledged the work of Nicole Duncan and the Technology Dept. (Steve Burkleo and Steven Pedersen) for their many hours of work on the ongoing project.
- Building/Department goals for 2023-24 are nearing completion and he plans to present them on behalf of principals and directors at the October board meeting.
- Review of 2022-23 OSAS ([Oregon Statewide Assessment System](#)) scores for the district and state averages. He noted that overall, scores were down from last year. He showed the Board how the state's scores did not closely match the District's interim assessment scores. NSSD uses STAR Enterprise assessments throughout the year to track learning progress. Upon further review, it appears that many students were opted out of testing by their parents or simply chose not to come to school that day. These students count as a level 1 (out of 4) while it appears that many of them scored a level 3 or 4 (which meets standard) on the STAR assessments. Administrators will continue to evaluate the data and he will report the findings.

5. TEACHING & LEARNING REPORT: Nicole Duncan

This standing agenda item is for the Board to receive regular reports from the Director of Teaching and Learning regarding the Student Success Act (SIA), Curriculum & Instruction, Professional Development, Grants and other topics relating to student learning. Her report is available to view under this agenda item at the link below.

[ISST Board Report Sept 2023](#)

6. SPECIAL PROGRAMS REPORT: Brittney Spencer

This standing agenda item for the Board to receive regular reports from the Director of Special Programs regarding Special Ed, Title I, Title III, Migrant Education and other topics relating to special programs. This month Director Spencer gave an overview on Senate Bill 819, which modifies abbreviated school day program requirements, and its impacts on NSSD specifically. She noted that NSSD only has one student on an abbreviated day, and it is by parent request. She explained the lengthy process school districts must follow with ODE for any students on an abbreviated day.

7. BUSINESS & FISCAL SERVICES REPORT: Rhonda Allen

This standing agenda item is for the Board to receive the monthly financial report from the Director of Business & Fiscal Services as well as other information relating to that department. Key points included:

- Sept. 2023 payroll has been finalized
- Benefits and payroll both increased between 3-4 % and have been encumbered through June 30, 2024. The Board asked to see comps. from same size districts.
- 2022-23 audit will occur in the fall and the ending fund balance will be finalized. She estimates it will be approximately \$5 million which would be up slightly from the previous year (\$4.85 million)
- Birth rates continue to decline across the state which is consistent with the lower class sizes for Kindergarten this year
- After the monthly financials overview, she explained all the different types of funding the district receives

[Sept 2023 Board Financial Report](#)

8. LICENSED/CLASSIFIED UNION REPORTS: Union Reps.

This standing agenda item is to receive regular reports from union representatives. Wayne Lyndsey (Licensed rep.) shared that two union-sponsored teacher grants of \$500 each were recently awarded. They went to Maria Paradis at Stayton Intermediate to increase her classroom library and Kim Rorman at Stayton Elementary for alternative classroom seating.

He also shared that the union helps new teachers by offering small stipends to teacher mentors who work in the same building (as the new teachers) and can help guide and support them in their first year.

9. STAYTON CITY COUNCIL LIAISON REPORT: David Patty

Mr. Patty included information about an upcoming contest called *If I Were Mayor*. Information regarding the contest was included in the meeting materials. He also asked that the board help spread the word about a survey for Stayton residents regarding the new camping rules and regulations within city limits.

[If I Were Mayor contest-English & Espanol](#)

10. PUBLIC COMMENT

Tass Morrison, Sublimity- as Stayton Rotary President, she invited board members to attend the monthly Rotary lunch every third Wednesday where a student from SHS is honored as Student of the Month. She also noted that Benjamin Perez (student rep.) was honored the previous day for September.

11. CONSENT AGENDA

11.1 Action: Approval of Meeting Minutes

The minutes from the previous month's meeting were submitted for Board review and approval.
[08.17.23 meeting minutes-DRAFT](#)

11.2 Action: Approval of New Licensed Hires

Changes in licensed staff since the last board meeting were acknowledged and new licensed staff were presented for board approval.

New Hires (Board Action Required)

Daniel Bixler: Options Academy/Science & Advanced Math

David Holcomb: District Office/ Teaching & Learning Coord. (TOSA)

Charles Carter: SHS/Language Arts

Resignations

Steven Finicle: SHS/Math

[Sept 2023 Licensed Report](#)

11.3 Action: Designation of NSSD Civil Rights Coordinator

Superintendent Loving recommended the Board officially designate the Director of Human Resources as the NSSD Civil Rights Coordinator.

11.4 Action: Approval of Third-party Alternative Ed. Programs

Per board policy IGBHA, a list of third-party alternative education programs were submitted for annual approval.

*Willamette Career Academy

*Chemeketa Community College (Early College & GED)

*Polk Adolescent Day Treatment Center (PADTC)

*Children's Farm Home

*Willamette Education Services District (WESD) - Oasis

*SchoolsPLP, BYU, Stride (curriculum choices in Options Academy)

*Graduation Alliance (for credit recovery at SHS)

11.5 Action: Authorization to Resolve JUUL/Altria Group Settlement

Altria Group Inc. and affiliates have reached settlements covering thousands of cases, including the claims brought by the district in the fall of 2022. Supt. Loving recommended the board authorize him to resolve the district's lawsuit with Altria Group Inc and affiliated parties.

It was noted that the date in the background info was incorrect in the meeting materials and therefore 11.5 was removed from the consent agenda for a clarifying discussion. It stated the lawsuit was brought in the fall of 2023 when it was actually the fall of 2022. There was also a question regarding the settlement amount and Supt. Loving indicated NSSD is expected to receive approximately \$37,000.00

11.6 Action on Consent Agenda

MOTION-CONSENT AGENDA

Motion that the Board remove item number 11.5 for further discussion and approve items 11.1-4 of the Consent Agenda.

Motion Made By: Mackenzie Strawn

Vote: 6-0, motion passed

Regarding 11.5, in addition to the date correction, it was also clarified that it was a class action suit with multiple school districts and not an individual suit filed by NSSD.

MOTION-JUUL/ALTRIA SETTLEMENT

Motion that the Board approve the closure of their participation in the class action lawsuit against JUUL and its affiliates.

Motion Made By: Erin Cramer

Vote: 6-0, motion passed

12. OSAA COOPERATIVE SPONSORSHIP

The Board was asked to approve an OSAA Cooperative Sponsorship between Cascade High School and Stayton High School for the Stayton Highlights dance team. A student from Cascade has requested to join the Stayton dance team because Cascade HS does not offer that activity. The Board asked some clarifying questions and raised concerns about a non-resident student taking the place of a resident student on the team but ultimately voted to approve the request.

MOTION-COOPERATIVE SPONSORSHIP

Motion that the Board approve a OSAA Cooperative Sponsorship between Cascade High School and Stayton High School for the 2023-2024 school year for Dance/Drill.

Motion Made By: Mackenzie Strawn

Vote: 6-0, motion passed

13. LONG RANGE FACILITIES MASTER PLANNING COMMITTEE

The Board and Superintendent discussed sunrising the NSSD Long Range Facilities Master Planning Committee (LRFMP). It was noted that the last time the committee was convened, they agreed the District should place a bond on the May 2020 ballot for voters. Unfortunately, it coincided with the school closures caused by COVID, and the decision was made to pull the bond. Due to that interruption, the Board agreed it would be prudent to reconvene the committee to review the list of projects that were recommended, remove items that have since been completed, determine new needs and develop a long-term plan. It was also stressed that the committee should have sufficient time for community outreach and on-site facility tours.

Supt. Loving asked for recommendations of individuals who could be invited to join the LRFMP. Some previous members need to be replaced as they are no longer available to serve.

14. POLICY UPDATES/SECOND READINGS

These policies were presented for a first reading in the August meeting and were submitted for a second reading and possible adoption.

GCBDF/GDBDF - Paid Family Medical Leave Insurance (NEW)

Motion to approve new policy GCBDF/GDBDF as presented.

Motion Made By:

Vote: 6-0, motion passed

IIA- Instructional Resources/Instructional Materials

Motion to approve IIA as presented.

Motion Made By: Coral Ford

There was discussion regarding the policy in general and in particular the sentence that includes the phrase “free of bias”. The Board agreed these words have become politically charged and they would like to see alternatives to that language prior to approving the policy.

Coral Ford rescinded her motion.

Supt. Loving indicated staff would research policies from other school districts and come back in October with an alternative option.

Attachments

GCBDF_GDBDF-Paid Family Medical Leave Insurance 8.17.23

IIA-Instructional Resources-Materials-8.17.23

15. POLICY UPDATES/FIRST READINGS

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 first reading and will be brought back in the following month for a second reading and possible adoption.

Policies for eventual board approval:

EFA-Local Wellness Program - introduced by Mackenzie. *The Board asked to add language in the paragraph regarding professional development for PE teachers to indicate staff are encouraged, and not required, to attend “wellness “activities.*

IGDJ-Interscholastic Activities - introduced by Laura - *Several members did not agree with removing the statement referring to qualified coaching. There were additional questions and concerns regarding some of the added statements relating to the requirements of voluntary organizations that administer interscholastic activities, such as OSAA. Supt. Loving offered to select a committee of 1-2 board members who could work on the policy and bring it back for another first reading.*

JGE-Expulsion (replace current policy with updated version) -introduced by Mackenzie. *The Board asked to remove the word “minor” as it relates to publishing student names and to add “guardian” wherever it says “parent”. In addition, they inquired about the qualifications of any non-staff member who may serve as a hearings officer. Supt. Loving noted it was an operational matter but in response to the question, the word “qualified” has been added to the sentence.*

Attachments

EFA Local Wellness Program-09.21.23

IGDJ -Interscholastic Activities-09.21.23

JGE-Expulsion-NEW 9.21.23

JGE-Expulsion-DELETE

16. ADMINISTRATIVE REGULATION UPDATES

Administrative Regulations (identified with an -AR) are detailed directions, based upon board policies, governing the operation of schools and do not require board approval.

ARs For Notification:

EFA-AR-Local Wellness Program (if changes to EFA policy are accepted, it is recommended to delete this AR)

JFCF-AR1-Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, or Teen Dating Violence Reporting Procedures-Student (OSBA recommends placing current version with new one)

JFCF-AR2-Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, or Teen Dating Violence Complaint Form

JHFF-GBNAA-AR-Suspected Sexual Conduct Report Procedures and Forms

After the meeting materials were posted, it was discovered that **JBA/GBN-AR-1 (Sexual Harassment Complaint Procedure)** contained outdated contact information for the Superintendent and Director of Human Resources. It has been corrected and is included in this agenda item for informational purposes.

Attachments

EFA-AR -DELETE-Local Wellness Program 09.21.23

JHFF/GBNAA-AR1 (GBNAA/JHFF-AR1)-09.21.23

JFCF-AR1-Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying or Teen Dating Violence Reporting Procedures-Student 9.21.23

JFCF-AR1-current version

JFCF-AR2-Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, or Teen Dating Violence Complaint Form - Student 9.21.23

JBA-GBN-AR 1-Sexual Harassment Complaint Procedure 09.21.23

17. MISSION/VISION/GUIDING PRINCIPLES

The Board continued reviewing potential changes to the District's mission, vision, and guiding principles. They discussed removing some of the words to make the statements more succinct. The decision was made to remove the following words from the statements below as they were presented however, there was not unanimous agreement that the statements should be finalized so they agreed to discuss it again at the next meeting.

VISION

“Our students reach their highest ~~intellectual, social, aesthetic, and vocational~~ potential as they become engaged ~~vibrant contributors~~ in our communities.”

MISSION STATEMENT

“Provide each student with the right opportunities for their well-rounded education.”

GUIDING PRINCIPLES

- Do what is best for all kids.
- Strive for excellence in action and result.
- Responsibly invest in the personnel, programs, and facilities necessary for excellence in student achievement.
- Maintain community trust with honest ~~and incorruptible~~ relationships, action, and intent.

[MISSION_VISION_GUIDING_PRINCIPLES.docx](#)

18. 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 superintendent’s Community

Engagement Committee (Laura & Coral) met and would like to seek input from other members on the following questions before making their next report:

- A. What does the board wish to accomplish by engaging with stakeholders?
- B. How do those outcomes connect with strategic planning?
- C. What stakeholders are under-reached? Those initially identified included 1) families in poverty 2) non-English speaking families 3) business community 4) taxpayers with no students in schools (specifically those who tend to vote no on all funding ballot measures).
How can the board build trust with these groups?
- D. How can we be better about “telling our story”
- E. How can we be responsive to stakeholder needs?

Benjamin Perez shared some of the strategies being utilized by ASB to promote all the different clubs, activities and athletics to all students.

19. BOARD REPORTS/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 were no reports for this agenda item.

Board Greeter for Oct: Coral Ford

20. BOARD REFLECTION

This standing agenda item is to allow the Board to collectively reflect upon statements made during public comment or topics covered during the meeting.

- Mike reported a positive experience while visiting Mari-Linn and new principal, Sophia Duerst
- Mackenzie (in reference to the state assessment data) indicated he has strong faith in the teachers and leaders of the district. He also shared appreciation of inspiring information included in the SHS Cross Country handbook.
- Benny communicated that he and Lucas welcome feedback on their board duties and requests for information to be included in their reports
- Erin thanked everyone for being willing to share openly with each other and discuss differences of opinions

21. INFORMATION ONLY

21.1 Field Trip Report:

A list of the field trips taken and/or scheduled since the start of the school year was included in the board packet. Overnight stays are indicated in red.

[Sept 2023 Fieldtrips Board Report](#)

21.2 Student Enrollment:

Current enrollment was approximately 2,133 across the District. Numbers for each school are listed below. Refer to the attachment for a breakdown by grade at each location.

Mari-Linn: 166

Sublimity: 352

Stayton Elementary: 362

Stayton Intermediate/Middle: 459

Stayton High: 692
Options Academy: 102
[September 2023 Enrollment Totals](#)

21.3 Future Agenda Items:

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 rev 9.23](#)

21.4 Upcoming Board Events & Activities:

Information regarding activities were included:

October 2, 2023: Soup with the Supt.
5:30-6:30 pm ~ Mari-Linn Cafeteria

October 19, 2023: Regular Session Board Meeting
6:00 pm ~ Santiam Meeting Room/District Office

November 16, 2023: Regular Session Board Meeting
6:00 pm ~ Santiam Meeting Room/District Office

the student reps. invited board members to watch the homecoming parade on Oct. 12 and serve as judges.

Upcoming Education-Related Observances

10/2: Custodial Workers Day

10/4: National Walk/Bike to School Day

10/5: World Teachers Day

10/6: National Coaches Day

10/9-13: National School Lunch Week

10/17-21: School Bus Safety Week

10/23-31: Red Ribbon Week

Farm to School Month

Bullying Prevention Month

School Principal Month

22. ADJOURN

The Board Chair adjourned the meeting at 9:23 pm.

EQUAL OPPORTUNITY EMPLOYER

Summary

A triennial assessment, required by one of the components of the federal National School Lunch Program and delayed by COVID, of the district's local wellness plan (aka policy) has become due for the first time. In anticipation, the Oregon Department of Education (ODE), Oregon School Boards Association and other stakeholders (OEA Choice Trust) began discussing how to help members realize more effective local wellness planning and implementation in their districts. One of the supports was to revamp the model local wellness policy and bring elements of the accompanying model administrative regulation into the policy.

During the discussion of the first reading, the Board requested the edits highlighted in yellow.

Reviewed By NSSD Staff:

Director of Nutrition Services
Director of Human Resources

Policy(ies) and ARs Impacted by these Revisions

EFA – Local Wellness, Required
EFA-AR - Local Wellness Program, Recommend Delete

****Beginning Sept. 2023, policies and administrative regulations with significant text removals and additions will include a post-edited version behind the copy with highlighted and strikethrough text. This is intended to allow readers to more easily review it as it will appear as a finished product if the changes are approved.****

North Santiam School District

Code: EFA
Adopted: 8/17/17

Local Wellness Program

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

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

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

WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation Plan

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

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

Delineating

~~The plan will:~~

1. ~~Delineate~~ roles, responsibilities, actions and timelines specific to each school;
2. Generating and disseminating ~~Include~~ information about who will be responsible to make what change, by how much, where and when;
3. Establishing ~~Include specific goals and objectives for nutrition~~ standards for all foods and beverages provided (but not sold) to students during the school day ~~available~~ on participating school campuses;
4. Establishing standards and nutrition guidelines for all foods and beverages sold to students during the school day on participating ~~the school~~ campuses that meet state and federal nutrition standards for NSLP and SBP, competitive foods, permit ~~campus, and in food and beverage~~ marketing of same that meets the competitive food nutrition standards, and promotes student health and reduces child obesity; and
5. Establishing ~~Include~~ specific goals ~~and objectives~~ for nutrition promotion and education, physical activity physical education and other school-based activities that promote student wellness.

The ~~In an effort to measure the implementation of this policy, the~~ Board designates the superintendent to ~~or designate as the person who will~~ be responsible for ensuring each school meets the goals outlined and complies with ~~in~~ this policy.

Record Keeping

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

1. The written local wellness policy;
2. Documentation to demonstrate ~~demonstrating that~~ the policy has been made available to the public;
3. Documentation of efforts to review and update the local wellness policy, including an indication of who ~~participates~~ ~~is involved~~ in the update and the methods the district uses to make stakeholders aware of their ability to participate;
4. Documentation to demonstrate compliance with the annual public notification requirements;

5. Documentation of the district's ~~The~~ most recent assessment on the implementation of the local wellness policy;
6. Documentation to ~~demonstrate~~ ~~demonstrating~~ the most recent assessment on the implementation of the local wellness policy has been made available to the public.

Annual Notification of Policy

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

Triennial Progress Assessments

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

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

The district will ~~publish~~ ~~actively notify households/families of the availability of~~ the triennial progress report on the district website when available. ~~.~~

Revisions and Updating the Policy

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

Community Involvement, Outreach and Communications

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy, ~~through a variety of means appropriate for the district.~~ The district will communicate information about opportunities on the district's website. The district will ~~also~~ ensure that communications are culturally and linguistically appropriate to

the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

NUTRITION PROMOTION AND NUTRITION EDUCATION

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

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

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

1. Students and staff will receive consistent nutrition messages throughout the school environment;
2. Nutrition education is provided throughout the student's school years as part of the district's age-appropriate, comprehensive nutrition program, and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;
3. Nutrition education will include culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs;
4. Teachers will receive curriculum-specific training;
5. Parents and families are encouraged through school communications to send healthy snacks/meals and reusable water bottles with their students to school;
6. Materials on how to assess one's personal eating habits, set goals for improvement and achieve those goals.

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

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

1. Information about available meal programs is distributed prior to or at the beginning of the school year and at other times throughout the school year;
1. Information about availability and location of a Summer Food Service Program (SFSP) is distributed;

2. Nutrition promotion materials are sent home with students, and published on the district website;

School Meals

Schools

All schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition program(s), programs, administered through the Oregon Department of Education (ODE) which may include), including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Fresh Fruit & Vegetable Program (FFVP), Summer Food Service Program (SFSP), Supper programs or others. The district also operates additional.

Staff Qualifications and Professional Development

All school nutrition-related programs program directors, managers and activities including Farm-to-School programs, school gardens, Breakfast in the Classroom, or Grab 'n' Go Breakfast.

The district's available meal program(s) staff will operate to meet meal pattern or exceed hiring and annual continuing education/training requirements and dietary specifications in accordance with the Healthy, Hunger-Free Kids Act and applicable federal laws and regulations.

The principal(s) will support nutrition and food services operation as addressed in Board policy EFAA – District in the USDA Professional Standards for Child Nutrition and Food Services and its accompanying administrative regulation EFAA-AR – Reimbursable Meals and Milk Programs Professionals.

Water

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

Competitive Foods and Beverages

The district controls the sale of all competitive foods. All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards¹. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores, and snack or food carts.

Celebrations and Rewards/Incentives

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

¹ Oregon Department of Education, Oregon Smart Snacks Standards

Fund Raising

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

Food and Beverage Marketing in Schools

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

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

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

PHYSICAL ACTIVITY

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

A

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

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

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

1. Physical education will be a course of study that focuses on students’ physical literacy and development of motor skills;
2. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;
3. Instruction, provided by adequately prepared teachers, i.e., licensed or endorsed to teach physical education, will meet the state adopted academic content standards for physical education (Oregon

Revised Statute (ORS) 329.045). Teachers of physical education shall regularly are encouraged to participate in professional development wellness activities annually;

4. Every public school student in kindergarten through grade 8 shall participate in physical education for the entire school year. Students in kindergarten through grade 8 shall participate for a least 150 minutes during each school week;
5. Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of all classes or courses as part of a well-rounded education;
6. Physical activity during the school day will not be used as a punishment or a reward;

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

Employee Wellness

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

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

~~Other Activities that Promote Student Wellness Program may include~~

~~The district will integrate wellness activities throughout the following: entire school environment (districtwide), not just in the cafeterias, other food and beverage venues and physical activity facilities. The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complimentary, not duplicated and work toward the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.~~

END OF POLICY

Legal Reference(s):

[ORS 327.531](#)

[ORS 336.423](#)

[OAR 581-051-0306](#)

[ORS 327.537](#)

[OAR 581-051-0310](#)

[ORS 329.496](#)

[OAR 581-051-0100](#)

[OAR 581-051-0400](#)

[ORS 332.107](#)

[OAR 581-051-0305](#)

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

Cross Reference(s):

EFAA - District Nutrition and Food Services

Post-edited version, highlights still indicate new/updated language

Code: EFA
Adopted: 8/17/17

Local Wellness Program

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

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

IMPLEMENTATION

The district shall manage and coordinate the implementation of this local wellness policy. Implementation will consist of, but not be limited to, the following:

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

The Board designates the superintendent to be responsible for ensuring each school meets the goals outlined and complies with this policy.

Record Keeping

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

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

Notification of Policy

The district will post the policy and any updates to the policy on the district website annually. Included will be, if available, the most recent assessment of the implementation, and a description of the progress being made in attaining the goals of the policy. The district will publicize the name and contact information of the district or school official(s) leading and coordinating the policy and information on how the public can get involved with the local wellness policy. This information will be published on the district's website.

Triennial Progress Assessments

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

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

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

Community Involvement, Outreach and Communications

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy. The district will communicate information about opportunities on the district's website. The district will ensure that communications are culturally and linguistically appropriate to the community.

NUTRITION PROMOTION AND NUTRITION EDUCATION

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

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

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

1. Students and staff will receive consistent nutrition messages throughout the school environment;
2. Nutrition education is provided throughout the student's school years as part of the district's age-appropriate, comprehensive nutrition program, and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;
3. Nutrition education will include culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs;
4. Teachers will receive curriculum-specific training;
5. Parents and families are encouraged through school communications to send healthy snacks/meals and reusable water bottles with their students to school;
6. Materials on how to assess one's personal eating habits, set goals for improvement and achieve those goals.

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

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

1. Information about available meal programs is distributed prior to or at the beginning of the school year and at other times throughout the school year;
1. Information about availability and location of a Summer Food Service Program (SFSP) is distributed;

2. Nutrition promotion materials are sent home with students, and published on the district website;

School Meals

Schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition program(s), administered through the Oregon Department of Education (ODE) which may include the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Fresh Fruit & Vegetable Program (FFVP), Summer Food Service Program (SFSP), Supper programs or others. The district also operates additional nutrition-related programs and activities including Farm-to-School programs, school gardens, Breakfast in the Classroom, or Grab ‘n’ Go Breakfast.

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

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

Water

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

Competitive Foods and Beverages

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

Celebrations and Rewards/Incentives

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

Fund Raising

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

Food and Beverage Marketing in Schools

² Oregon Department of Education,

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards for competitive foods set by the USDA. The district (i.e., school nutrition services, athletics department, PTA, PTO) will review existing contracts, new contracts and equipment, and product purchase or replacement to reflect the applicable food and beverage marketing guidelines.

PHYSICAL ACTIVITY AND PHYSICAL EDUCATION

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

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

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

1. Physical education will be a course of study that focuses on students' physical literacy and development of motor skills;
2. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;
3. Instruction, provided by adequately prepared teachers, i.e., licensed or endorsed to teach physical education, will meet the state adopted academic content standards for physical education (Oregon Revised Statute (ORS) 329.045). Teachers of physical education are encouraged to participate in professional development wellness activities annually;
4. Every public school student in kindergarten through grade 8 shall participate in physical education for the entire school year. Students in kindergarten through grade 8 shall participate for a least 150 minutes during each school week;
5. Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of all classes or courses as part of a well-rounded education;
6. Physical activity during the school day will not be used as a punishment or a reward;

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

Employee Wellness

The district encourages staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school's overall wellness program. Many actions and conditions that affect the health of staff may also influence the health and learning of students.

The physical and mental health of staff is integral to promoting and protecting the health of students and helps foster their academic success. The district's Employee Wellness Program will promote health, reduce risky behaviors of employees and identify and correct conditions in the workplace that can compromise the health of staff, reduce their levels of productivity, impede student success and contribute to escalating health-related costs such as absenteeism.

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

END OF POLICY

Summary (delete previous version shown in red on pages 4-6 and replace with a new one)

ORS 339.250(2) and OAR 581-021-0070 require school districts to have a policy on expulsion. There has been some confusion on the board's role in expulsions, especially related to the expulsion hearing. This change clarifies the board's role and gives the board the option of delegating the hearings officer role in the policy, thus relieving the board of the obligation to meet every time there is a recommendation for expulsion to designate a hearings officer. The board retains authority on appeal.

OSBA recommends replacing the existing policy with the one below. The grey highlights indicate new or changed language from how it appears in the current version of the policy. The yellow highlights indicate edits requested by the Board during the first reading. The strikeouts in red indicate language that has been removed from the proposed version.

Reviewed By:

Director of Teaching & Learning

North Santiam School District

Code: JGE

Adopted:

Expulsion**

A principal, after reviewing available information, may recommend to the superintendent that a student be expelled. The expulsion of a student shall not extend beyond one calendar year.

A student may only be expelled for the following circumstances:

1. When a student's conduct poses a threat to the health or safety of students or employees;
2. When other strategies to change the student's conduct have been ineffective, except that expulsion may not be used to address truancy; or
3. When required by law.

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

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

The age of the student and the past pattern of behavior will be considered prior to imposing the expulsion.

No student may be expelled without a hearing unless the student's parent/guardian, or the student if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing.

The Board delegates the authority to decide on an expulsion to the superintendent. The superintendent may designate another person to handle the potential expulsion, and the superintendent, a designee or another individual may act as the hearings officer. The district may contract with a qualified individual who is not employed by the district to serve as the hearings officer. The hearings officer will not be associated with the initial actions of the building administrators. The hearings officer will conduct the hearing and make a final decision regarding the expulsion. A decision of the hearings officer may be appealed by the parent/guardian or the student, if age 18 or over, to the Board for review.

If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the Board, the student and the student's parent/guardian at the same time. At a future meeting, the Board will review the hearings officer's decision and will affirm, modify or reverse the decision.

When a recommendation for an expulsion is made and a hearing is not waived, the following procedure is required:

1. Notice will be given to the student and the parent/guardian by personal service¹ or by certified mail² at least five (5) days prior to the scheduled hearing. Notice shall include:
 - a. The specific charge or charges and the specific facts which support the charge or charges;
 - b. A statement of intent to consider the charges as reason for expulsion;
 - c. The student's right to a hearing;
 - d. When and where the hearing will take place; and
 - e. The student may be represented by counsel or other persons.
2. If the parent/guardian or student does not understand the English language, the district will provide an interpreter during the hearing. All communications will be in a manner that is understandable to the parent/guardian and student;
3. The student shall be permitted to have representation present at the hearing to advise and to present arguments. The representation may be an attorney, parent/guardian or other person. The district's attorney may be present;
4. The student shall be afforded the right to present their version of the events underlying the expulsion recommendation and to introduce evidence by testimony, writings or other exhibits;
5. The student shall be permitted to be present and to hear the evidence presented by the district;
6. Both the hearings officer and the student may record the hearing;

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

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

P

- 7. Strict rules of evidence shall not apply to the proceedings. However, this shall not limit the hearings officer’s control of the hearing;
- 8. A Board-conducted hearing or a Board review of the hearings officer’s decision will be conducted in executive session unless the student or the student’s parent/guardian requests a public hearing. If an executive session is held by the Board or a private hearing held by the hearings officer, the following will not be made public:

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- a. The name of the minor student;
- b. The issues involved, including a student’s confidential records;
- c. The discussion;
- d. The vote of Board members, which may be taken in executive session when considering an expulsion.

Prior to expulsion for reasons other than a weapons violation, the district must notify the student and parents of alternative programs of instruction or instruction combined with counseling and document this notification.

END OF POLICY

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Legal Reference(s):

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

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

[OAR 581-021-0050 - 021-0075](#)

O

S

E

D

(current version of policy JGE)

P

Code: JGE
Adopted: 8/21/03
Revised/Readopted: 11/19/15; 10/19/17; 5/20/21
Orig. Code: JGE

R

Expulsion**

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

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

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

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

O

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

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

1. Notice will be given to the student and the parent/guardian by personal service³ or by certified mail⁴ at least five days prior to the scheduled hearing. Notice shall include:
 - a. The specific charge or charges;
 - b. ~~The conduct constituting the alleged violation, including the nature of the evidence of the violation and reason for expulsion;~~

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³ The person serving the notice shall file a return of service. (OAR 581-021-0070)

⁴ When "certified mail is given to a parent of a suspended student, the notice shall be placed in the mail at least five days before the date of the hearing." (OAR 581-021-0070)

- c. A recommendation for expulsion;
 - d. The student's right to a hearing;
 - e. When and where the hearing will take place;
 - f. The right to representation; and
 - g. The right to alternative programs of instruction or instruction combined with counseling for reasons other than a weapons policy violation.
4. The Board may expel, or may delegate the authority to decide on an expulsion to the superintendent or superintendent's designee, who may also act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer designated by the Board will conduct the hearing and will not be associated with the initial actions of the building administrators;
 5. Expulsion hearings will be conducted in private and will not be open to the general public unless the student or the student's parents request an open session;
 6. In case the parent or student have difficulty understanding the English language or have other serious communication handicaps, the district will provide a translator;
 7. The student shall be permitted to have representation present at the hearing to advise and to present arguments. The representation may be an attorney and/or parent/guardian. The district's attorney may be present;
 8. The student shall be afforded the right to present their version of the events underlying the expulsion recommendation and to introduce evidence by testimony, writings or other exhibits;
 9. The student shall be permitted to be present and to hear the evidence presented by the district;
 10. The hearings officer or the student may record the hearing;
 11. Strict rules of evidence shall not apply to the proceedings. However, this shall not limit the hearings officer's control of the hearing;
 - ~~12. The hearings officer will determine the facts of each case on the evidence presented at the hearing. Evidence may include the relevant past history and student education records. The hearings officer will provide findings as to the facts, the recommended decision and whether or not the student has committed the alleged conduct. This will include the hearings officer's recommended decision on disciplinary action, if any, including the duration of any expulsion. This material will be available in identical form to the student if age 18 or over and the students' parents at the same time.~~

Appeal Process

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

- ~~1. The written appeal shall set forth the grounds for the appeal and any argument in support thereof and shall be filed with the Office of the Superintendent at 1155 North Third Avenue, Stayton, Oregon 97383.~~

- ~~2. Failure to file notice of appeal within the allowed 10 day time period constitutes a waiver of the review rights.~~
- ~~3. Upon receipt of the written appeal the superintendent shall be provided the finding of fact, the hearing officer's decision and the student's appeal.~~
- ~~4. The superintendent's review shall be solely on the record without additional testimony or appearances by the student if over the age of 18, the parent/guardian, the student, other students or staff.~~
- ~~5. The superintendent shall affirm, modify or reverse the hearing officer's decision, or may remand the case to the hearing officer for further testimony.~~
- ~~6. Within 10 calendar days of the superintendent's decision, the student if over the age of 18 or the parent/guardian may request a Board review of the decision by filing a written appeal.~~
- ~~7. The written appeal shall set forth the grounds for the appeal and any argument in support thereof and shall be filed with the Board Executive Secretary at 1155 North Third Avenue, Stayton, Oregon 97383.~~
- ~~8. Failure to file notice of appeal within the allowed 10 day time period constitutes a waiver of the review rights.~~
- ~~9. Upon receipt of the written appeal, the findings as to the facts, the hearings officer's decision, and the superintendent's decision will be submitted to the Board for review. These documents will be available in identical form to the student if over the age of 18 or to the parent/guardian who filed the appeal at the same time.~~
- ~~10. A Board review of these materials will be conducted in executive session pursuant to ORS 332.061, unless the student if over the age or 18 or the parent/guardian requests an open meeting. Requests for an open appeal meeting must be made at the time the written appeal form is filed with the superintendent.~~
- ~~11. If an executive session is held by the Board or a private hearing held by the hearings officer, the following will not be made public:
 - a. The name of the minor student;
 - b. The issues involved, including a student's confidential records;
 - c. The discussion;
 - d. The vote of Board members, which may be taken in executive session when considering an expulsion.~~

~~The Board's decision shall be reduced to writing and a copy mailed to the parent or other person in parental relationship, or to the student if age 18 or over. The Board's decision is final.~~

END OF POLICY

Summary

House Bill 3041 revised the statutory definition of sexual orientation (removed gender identity) and created a new definition for gender identity. IIA is one of the policies impacted by this change. During the second reading of the policy, the Board asked NSSD staff to look for alternatives to the previous language that used the word “bias”. The policy below reflects alternative language. The grey highlights are new additions and strikethroughs are existing language in the policy in its existing form.

North Santiam School District

Code: IIA

Adopted: 10/19/17

Revised/Readopted:

Instructional Resources/Instructional Materials

The Board believes that proper care and judgment should be exercised in selecting instructional materials. While the Board retains the authority to approve district instructional material adoptions, it authorizes the superintendent to develop and implement administrative ~~regulations-procedures~~ governing how selections are determined. Such ~~regulations-procedures~~ will provide for administrator, staff, parent, student, and community involvement and employ suitable selection criteria to ensure that the recommended instructional materials will meet the needs of the program, students, teachers, and community.

The district will review instructional materials in accordance with the State Board of Education adoption cycle. Each instructional program and core ~~basie~~ instructional materials will be reviewed on a seven-year cycle and recommendations for appropriate instructional materials will be made. For purposes of this policy, “instructional material” is defined as any organized system that constitutes the core instructional vehicle for a given course of study or any part thereof. The Board believes that the district’s instructional materials should represent the highest quality materials available to students and should align with current state and/or national curriculum standards.

~~Recommended instructional resources and materials will be free of racial, color, national origin, religious, disability, age, marital status, gender identity, sexual bias or sexual orientation or sexual bias. The instructional materials will; contain appropriate readability levels, support the district’s adopted curriculum content, provide ease of teacher use, be attractive and durable and be purchased at a reasonable cost.~~ (replace this with paragraph below-only the grey highlighted wording is new)

Recommended instructional and supplementary materials, as well as library/media resources, will be inclusive and value diversity in all forms when possible, be free of discrimination against all protected classes, contain appropriate readability and viewing levels, support the district’s adopted curriculum contents, provide for ease of teacher use, be attractive and durable, and be purchased at a reasonable cost.

Instructional materials will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served. Instructional materials may present opposing points of view to develop critical reading and thinking skills and are intended to stimulate student growth in factual knowledge, literary appreciation, and aesthetic values.

To be in compliance with the requirements of federal law, the Board directs the superintendent to distribute curriculum materials and instructional supplies to district schools in such a manner that ensures all schools receive equivalent materials.

The district will establish a process and timeline for regularly determining and considering whether the textbooks and other instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge.

All district core basic instructional materials recommended for adoption shall be approved for use by the Board. Prior to final Board approval, students, staff and interested district patrons will have the opportunity to review the recommended core instructional materials and be encouraged to provide opinions about them and their use in the classrooms.

All supplementary materials and library/media resources will be selected cooperatively by teachers, principals, library/media staff, and sometimes with the assistance of students and parent/guardians. Board approval is not needed for supplemental materials and resources. ~~Recommended supplementary materials and library media resources will also be free of racial, national origin, religious, disability, age, marital status, sexual orientation or sexual bias; contain appropriate readability levels; support the district's adopted curriculum content; provide for ease of teacher use; be attractive and durable and be purchased at a reasonable cost.~~

The Board recognizes that materials containing mature themes and content have a legitimate purpose in a school's educational program. However, the Board wishes to ensure that the use of such core instructional and/or supplementary material enhances and supports the curriculum goals of the district and of specific adopted courses and that the content of the material is appropriate for the developmental level of the student. Therefore, teachers may be required to show evidence of the intended use of the material and the standard/benchmark and related curriculum the resource supports.

Prior to using materials containing mature themes, teachers are required to obtain administrative approval. If a parent/guardian opts their student out of materials with mature themes, alternative materials will be made available to the student, without penalty.

The Board recognizes the right of individuals and/or groups to present requests for the reconsideration of instructional materials in the schools. The superintendent will establish a review process for requests to reconsider the use of specific instructional materials. This process will provide for a timely and fair review of the request, assuring that procedures are applied equitably to all expressions of concern.

END OF POLICY

Legal Reference(s):

[ORS 336.035](#) [ORS 337.120](#) [ORS 337.141](#) [ORS 337.150](#) [ORS 337.260](#) [ORS 339.155](#) [OAR 581-021-0046](#) [OAR 581-022-1140](#) [OAR 581-022-1520](#) [OAR 581-022-1640](#)
[OAR 581-011-0050 to -0117](#) [OAR 581-021-0045](#)

No Child Left Behind Act of 2001, 20 U.S.C. §§ 6311-6322 (2006)
Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).
House Bill 3041 (2021)

Summary

The updates to policy are recommended to add mention of prohibitions related to seclusion cells, define when and under what circumstances an employee may impose the use of restraint and/or seclusion and clarify the complaint procedure.

Reviewed By:

Director of Special Programs
Director of Safety, Security and Health Services

Beginning Sept. 2023, policies and administrative regulations with significant text removals and additions will include a post-edited version ahead of the copy with highlighted and strikethrough text. This is intended to allow readers to more easily review it as it will appear as a finished product if the changes are approved.

North Santiam School District

Code: JGAB
Adopted: 7/19/07
Revised/Readopted: 7/17/14; 10/19/17; 3/01/18
Orig. Code: JGAB

Use of Restraint and Seclusion

The Board is dedicated to the development and application of best practices within the district's public educational/behavioral programs. ~~The~~ ~~It is the intent of the~~ Board establishes this ~~to establish a~~ policy and its administrative regulation to define ~~that defines~~ the circumstances that must exist and the requirements that must be met prior to, during, and after the use of ~~physical~~ restraint ~~and/or~~ seclusion as an intervention with district students.

The use of the following types of restraint on a student in the district is prohibited:

1. Chemical restraint.
2. Mechanical restraint.
3. Prone restraint.
4. Supine restraint.

5. Any restraint that involves the intentional and nonincidental use of a solid object¹, including a wall or the floor, to impede a student's movement, unless the restraint is necessary to prevent an imminent life-threatening injury or to gain control of a weapon.
6. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, neck or throat.
7. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, unless the restraint is necessary for the purpose of extracting a body part from a bite.
8. Any restraint that impedes, or creates a risk of impeding, breathing.
9. Any restraint that involves the intentional placement of the hands, feet, elbow, knee or any object on a student's neck, throat, genitals or other intimate parts.
10. Any restraint that causes pressure to be placed, or creates a risk of causing pressure to be placed, on the stomach or back by a knee, foot or elbow bone.
11. Any action designed for the primary purpose of inflicting pain.

The use of a seclusion cell is prohibited.

Restraint or seclusion may not be used for discipline, punishment, retaliation or convenience of staff, contractors or volunteers of the district.

Restraint may be imposed on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

Seclusion may be used on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

If restraint or seclusion is used on a student, by trained staff or other staff available in the case of an emergency when trained staff are not immediately available due to the unforeseeable nature of the emergency, (e.g., teacher, administrator) it will be used only for as long as the student's behavior poses a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less

¹ The use of a solid object, including furniture, a wall, or the floor, by district staff performing a restraint is not prohibited if the object is used for the staff's own stability or support while performing the restraint and not as a mechanism to apply pressure directly to the student's body.

restrictive interventions would not be effective. Students will be continuously monitored by staff for the duration of the restraint or seclusion.

Definitions

“Restraint

1. “Physical restraint” means the restriction of a student’s actions or movements ~~movement~~ by ~~one or more persons~~ holding the student or using ~~applying physical~~ pressure or other means.

“Restraint ~~upon the student~~. “Physical restraint” does not include:

- a. Holding a student’s hand ~~touching~~ or arm to escort the ~~holding a~~ student safely and without the use of force from one area to another;
 - b. Assisting a student to complete a task if ~~for the purpose of directing~~ the student does not resist ~~or assisting~~ the physical contact; ~~student in completing a task~~ or
 - c. Providing reasonable intervention with the minimal exertion of force necessary if the intervention ~~activity~~. The definition of “physical restraint” does not include a restraint ~~the use of mechanical, chemical or prone restraint of a student as these methods are~~ prohibited under ~~by~~ Oregon Revised Statute (ORS) 339.288 and the intervention is necessary to:
 - (1) Break up a physical fight;
 - (2) Interrupt a student’s impulsive behavior that threatens the student’s immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or
2. Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection ~~law~~.
 3. “Seclusion” means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked.
 4. “Seclusion” ~~Seclusion~~ does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is ~~;~~ in a setting from which the student is not physically prevented from leaving, or a student being left alone in a room with a closed door for a brief period of time if the student is left alone for a purpose that is unrelated to the student’s behavior.
 5. “Seclusion cell” means a freestanding, self-contained unit that is used to isolate the student from other students or physically prevent a student from leaving the unit or cause the student to believe that the student is physically prevented from leaving the unit.
 6. “Serious bodily injury” means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.
 7. “Substantial physical or bodily injury” means any impairment of the physical condition of a person that requires some form of medical treatment.
 8. “Mechanical restraint” means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.

9. “Mechanical restraint” does not include:
 - a. A protective or stabilizing device ordered by a licensed physician; or
 - b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.
10. “Chemical restraint” means a drug or medication that is used on a student to control behavior or restrict freedom of movement that ~~is~~ ~~has~~ ~~not~~ ~~been~~ prescribed by a licensed physician ~~health professional~~ or other qualified health professional acting under the professional’s scope of practice for standard treatment of the student’s medical or psychiatric condition; and administered as prescribed by a licensed physician or other qualified health ~~care~~ professional acting under the professional’s scope of practice.
11. “Prone restraint” means a restraint in which a student is held face down on the floor.
12. “Supine restraint” means a restraint in which a student is held face up on the floor.

~~The use of physical restraint and/or seclusion is only permitted as a part of a behavioral support plan when other less restrictive interventions would not be effective and the student’s behavior poses a threat of imminent, serious physical harm to the student or others.~~

~~Except in the case of an emergency, only staff current in the required training in accordance with the district designated physical restraint and seclusion training program will implement physical restraint or seclusion with a student. In an emergency, physical restraint and/or seclusion may also be used by a school administrator, teacher or other school employee (or volunteer in specific circumstances, such as a field trip) as necessary when the student’s behavior imposes a reasonable threat of imminent, serious bodily injury to the student or to others. The use of physical restraint or seclusion under these circumstances is only allowed so long as the student’s behavior poses a threat of imminent, serious physical harm to themselves or to others.~~ Any student being restrained or secluded within the district, whether in an emergency or as a part of a plan, shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must meet the standards as outlined in ~~an~~ Oregon Administrative Rule (OAR) 581-021-0568.

The district shall utilize the Mandt System Oregon Intervention System (OIS) training program of ~~restraint or physical restraints and~~ seclusion for use in the district. As required by state regulation, the selected program shall be one approved by the Oregon Department of Education (ODE) and include, but not limited to, positive behavior ~~behavioral~~ support, conflict prevention, de-escalation and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and ~~or~~ seclusion.

An annual review of the use of ~~physical~~ restraint and seclusion during the preceding school year shall be completed and submitted to ~~ODE~~ the Superintendent of Public Instruction to ensure compliance with ~~the~~ district policies and procedures.

The results of the ~~annual~~ review and annual report shall be documented and shall include at a minimum:

1. The total number of incidents involving restraint;
- ~~3.~~ The total number of incidents ~~involving~~ of physical restraint;

- 4.3. ~~The total number of incidents of~~ seclusion;
- 5.4. The total number of seclusions in a locked room;
- 6.5. The total number of students placed in ~~physical~~-restraint;
- 7.6. The total number of students placed in seclusion;
- 8.7. The total number of incidents that resulted in injuries or death to students or ~~staff~~~~personnel~~ as a result of the use of ~~physical~~ restraint or seclusion;
- 9.8. The total number of students placed in ~~physical~~-restraint ~~and/or~~ seclusion more than 10 times in a school year and an explanation of what steps have been taken by the district to decrease the use of ~~physical~~-restraint and seclusion for each student;
- 10.9. The total number of ~~physical~~-restraint ~~or~~~~and~~ seclusion incidents carried out by untrained individuals;
- 11.10. The demographic characteristics² of all students upon whom ~~physical~~-restraint ~~and/or~~ seclusion was imposed;
- 12.11. The total number of rooms available for use by the district for seclusion of a student and a description of the dimensions and design of the rooms.

~~This annual~~

~~The~~ report shall be made available to the ~~Board and to the~~ public at the district's main office and on the district's website, ~~and to the Board.~~

At least once each school year the ~~parents and guardians of students of the district~~~~public~~ shall be notified ~~about~~~~as to~~ how to access the report.

The district shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in Board policy KL - Public Complaints and KL-AR(4) - Public Complaint Procedure~~Complaints Procedures~~. The complaint procedure is available at the district's administrative office and is available on the home page of the district's website.

~~The~~

~~A~~ complainant, whether an organization~~who is a student, is a parent~~ or an individual~~guardian of a student attending school in the district or is a person who resides in the district~~, may appeal a ~~district's final decision by the Board~~ to the ~~Oregon Department~~~~Deputy Superintendent~~ of Education pursuant to ~~Public Instruction as provided in~~ OAR 581-002-0001 - 581-002-0023.

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting, and written documentation of the use of ~~physical~~-restraint or seclusion by district ~~staff~~~~personnel~~.

² Including race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

END OF POLICY

Legal Reference(s):

ORS 161.205	ORS 339.300	OAR 581-021-0563
ORS 339.250	ORS 339.303	OAR 581-021-0566
ORS 339.285		OAR 581-021-0568
ORS 339.288	OAR 581-021-0061	OAR 581-021-0569
ORS 339.291	OAR 581-021-0550	OAR 581-021-0570
ORS 339.294	OAR 581-021-0553	OAR 581-022-2267
ORS 339.297	OAR 581-021-0556	OAR 581-022-2370

Cross Reference(s):

JGA - Corporal Punishment
JGB - Detention of Students
JGDA/JGEA - Discipline of Students with Disabilities

post-edited version, highlights still indicate new/updated language

Code: JGAB
Adopted: 7/19/07
Revised/Readopted: 7/17/14; 10/19/17; 3/01/18
Orig. Code: JGAB

Use of Restraint and Seclusion

The Board is dedicated to the development and application of best practices within the district's public educational/behavioral programs. The Board establishes this policy and its administrative regulation to define the circumstances that must exist and the requirements that must be met prior to, during, and after the use of restraint or seclusion as an intervention with district students.

The use of the following types of restraint on a student in the district is prohibited:

1. Chemical restraint.
2. Mechanical restraint.
3. Prone restraint.
4. Supine restraint.

5. Any restraint that involves the intentional and nonincidental use of a solid object³, including a wall or the floor, to impede a student's movement, unless the restraint is necessary to prevent an imminent life-threatening injury or to gain control of a weapon.
6. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, neck or throat.
7. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, unless the restraint is necessary for the purpose of extracting a body part from a bite.
8. Any restraint that impedes, or creates a risk of impeding, breathing.
9. Any restraint that involves the intentional placement of the hands, feet, elbow, knee or any object on a student's neck, throat, genitals or other intimate parts.
10. Any restraint that causes pressure to be placed, or creates a risk of causing pressure to be placed, on the stomach or back by a knee, foot or elbow bone.
11. Any action designed for the primary purpose of inflicting pain.

The use of a seclusion cell is prohibited.

Restraint or seclusion may not be used for discipline, punishment, retaliation or convenience of staff, contractors or volunteers of the district.

Restraint may be imposed on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

Seclusion may be used on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

If restraint or seclusion is used on a student, by trained staff or other staff available in the case of an emergency when trained staff are not immediately available due to the unforeseeable nature of the emergency, (e.g., teacher, administrator) it will be used only for as long as the student's behavior poses a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less

³ The use of a solid object, including furniture, a wall, or the floor, by district staff performing a restraint is not prohibited if the object is used for the staff's own stability or support while performing the restraint and not as a mechanism to apply pressure directly to the student's body.

restrictive interventions would not be effective. Students will be continuously monitored by staff for the duration of the restraint or seclusion.

Definitions

1. “Restraint” means the restriction of a student’s actions or movements by holding the student or using pressure or other means.

“Restraint” does not include:

- a. Holding a student’s hand or arm to escort the student safely and without the use of force from one area to another;
- b. Assisting a student to complete a task if the student does not resist the physical contact; or
- c. Providing reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under Oregon Revised Statute (ORS) 339.288 and the intervention is necessary to:

- (1) Break up a physical fight;
- (2) Interrupt a student’s impulsive behavior that threatens the student’s immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or

2. Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.

3. “Seclusion” means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked.

4. “Seclusion” does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is, in a setting from which the student is not physically prevented from leaving, or a student being left alone in a room with a closed door for a brief period of time if the student is left alone for a purpose that is unrelated to the student’s behavior.

5. “Seclusion cell” means a freestanding, self-contained unit that is used to isolate the student from other students or physically prevent a student from leaving the unit or cause the student to believe that the student is physically prevented from leaving the unit.

6. “Serious bodily injury” means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.

7. “Substantial physical or bodily injury” means any impairment of the physical condition of a person that requires some form of medical treatment.

8. “Mechanical restraint” means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.

9. “Mechanical restraint” does not include:

- a. A protective or stabilizing device ordered by a licensed physician; or

- b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.
- 10. “Chemical restraint” means a drug or medication that is used on a student to control behavior or restrict freedom of movement that is not prescribed by a licensed physician or other qualified health professional acting under the professional’s scope of practice for standard treatment of the student’s medical or psychiatric condition; and administered as prescribed by a licensed physician or other qualified health professional acting under the professional’s scope of practice.
- 11. “Prone restraint” means a restraint in which a student is held face down on the floor.
- 12. “Supine restraint” means a restraint in which a student is held face up on the floor.

Any student being restrained or secluded within the district whether in an emergency or as a part of a plan shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must meet the standards as outlined in Oregon Administrative Rule (OAR) 581-021-0568.

The district shall utilize the Mandt System training program of restraint or seclusion for use in the district. As required by state regulation, the selected program shall be one approved by the Oregon Department of Education (ODE) and include, but not limited to, positive behavior support, conflict prevention, de-escalation and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and seclusion.

An annual review of the use of restraint and seclusion during the preceding school year shall be completed and submitted to ODE to ensure compliance with district policies and procedures.

The results of the review and annual report shall be documented and shall include at a minimum:

- 1. The total number of incidents involving restraint;
- 3. The total number of incidents involving seclusion;
- 4. The total number of seclusions in a locked room;
- 5. The total number of students placed in restraint;
- 6. The total number of students placed in seclusion;
- 7. The total number of incidents that resulted in injuries or death to students or staff as a result of the use of restraint or seclusion;
- 8. The total number of students placed in restraint or seclusion more than 10 times in a school year and an explanation of what steps have been taken by the district to decrease the use of restraint and seclusion for each student;
- 9. The total number of restraint or seclusion incidents carried out by untrained individuals;

10. The demographic characteristics⁴ of all students upon whom restraint or seclusion was imposed;
11. The total number of rooms available for use by the district for seclusion of a student and a description of the dimensions and design of the rooms.

This annual report shall be made available to the public at the district's main office and on the district's website, and to the Board.

At least once each school year the parents and guardians of students of the district shall be notified about how to access the report.

The district shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in Board policy KL - Public Complaints and KL-AR - Public Complaint Procedure. The complaint procedure is available at the district's administrative office and is available on the home page of the district's website.

The complainant, whether an organization or an individual, may appeal a district's final decision to the Oregon Department of Education pursuant to OAR 581-002-0001 - 581-002-0023.

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting, and written documentation of the use of restraint or seclusion by district staff.

END OF POLICY

⁴ Including race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

Summary

The revisions to the complaint procedures are to clarify timelines and more closely align with legal requirements and current practices. They also provide clarity for users as to which form they can use to submit their complaint. OSBA and NSSD staff recommend replacing the existing policy with this one while also making changes to KL-AR(1)-Public Complaint Procedure. If approved, large sections from the current version of KL will be moved into KL-AR(1) as they pertain more to the actual complaint process and procedures. The grey highlights represent language that is new to KL.

North Santiam School District

Code: **KL**
Adopted: 5/17/12; 12/18/14; 12/17/15; 10/19/17; 3/15/18; 4/19/18

Public Complaints

The district will develop and implement effective means of resolving complaints voiced by employees, students, parents/guardians of a student who attends school in the district or persons who reside in the district and will use recognized channels of communication.

If complaints are made to a Board member, the Board member shall refer the person making the complaint to the proper process. A Board member shall not attempt to respond, review, handle or resolve such complaints as the individual Board member has no authority to do so.

Although no staff member, student, parent or guardian of a student attending school in the district or person that resides in the district will be denied the right to petition the Board for redress of a grievance, complaints will be referred through the proper administrative channels for resolution before investigation or action by the Board. Exceptions are complaints that concern the superintendent or Board actions/operations.

The Board advises that the process for resolving a complaint is as follows:

1. Teacher/Employee;
2. Principal/Supervisor;
3. Superintendent/Designee;
4. Board.

The complaint procedure is available at the district's administrative office and on the home page of the district's website.

If a complaint addresses one or more of the issues identified below, a complainant should use the complaint process available in any of the following [policies and administrative regulations \(AR\)](#):

1. **Discrimination or harassment on a basis protected by law: AC, AC-AR(1), AC-AR(2);**
2. **Bias incidents or display of symbols of hate: ACB, ACB-AR;**
3. **Sexual harassment: GBN/JBA, GBN/JBA-AR(1), GBN/JBA-AR(2), JBA/GBN, JBA/GBN-AR(1), JBA/GBN-AR(2) ;**

4. Workplace harassment: GBEA, GBEA-AR;
5. Hazing, harassment, intimidation, bullying, menacing or cyberbullying (staff): GBNA, GBNA-AR(1), GBNA-AR(2);
6. Harassment, intimidation, bullying, cyberbullying, or teen dating violence (student): JFCF, JFCF-AR(1), JFCF-AR(2);
7. Sexual conduct with students: GBNA/JHFF, GBNA/JHFF-AR, JHFF/GBNA, JHFF/GBNA-AR;
8. Instructional resources or instructional materials: IIA, IIA-AR;
9. Complaints regarding the Talented and Gifted Program (TAG): IGBBA

Any complaint about school personnel other than the superintendent will be investigated by the administration before consideration and action by the Board. The Board will not hear complaints against employees in a session open to the public unless an employee requests an open session.

A complaint of retaliation against a student who in good faith reported information that the student believes is evidence of a violation of state or federal law, rule or regulation, should be reported to the superintendent.

Complaints against the principal should be filed with the superintendent. See KL-AR(1) – Public Complaint Procedure

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. See KL-AR(1) – Public Complaint Procedure

Complaints against the Board as a whole or against an individual Board member should be referred to the Board chair on behalf of the Board. See KL-AR(1) – Public Complaint Procedure

Complaints against the Board chair should be referred directly to the district counsel and Board Vice-Chair on behalf of the Board. See KL-AR(1) – Public Complaint Procedure.

The district may offer mediation or another alternative dispute resolution process as an option if all parties to the complaint agree in writing to participate in such mediation or resolution.

A complainant must file a complaint within the later of either time limit set below, in accordance with state law:

1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limitation must run from the date of the most recent incident; or
2. Within one year after the affected student has graduated from, moved away from or otherwise left the district.

The superintendent will administer the complaint process, as appropriate, established by administrative regulation KL-AR(1) – Public Complaint Procedure.

If a complainant, who is a parent or guardian of a student who attends school in the district, a student, or a person who resides in the district, alleges a violation of Oregon Administrative Rule (OAR), Chapter 581, Division 22 (Division 22 Standards), ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint and Seclusion), or ORS. 659.852 (Retaliation) and the complaint is not resolved through the complaint process, the complainant may appeal¹ the district's final decision to the Deputy Superintendent of Public Instruction under OAR 581-002-0001 – 581-002-0023 (See KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction).

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)

[ORS 332.107](#)

[ORS 659.852](#)

[OAR 581-002-0001 – 002-0005](#)

[OAR 581-022-2370](#)

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).

Connick v. Myers, 461 U.S. 138 (1983).

Proposed

¹ An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

Code: **KL**

Adopted: 9/21/00

Revised/Readopted: 5/17/12; 12/18/14; 12/17/15; 10/19/17; 3/15/18; 4/19/18

(current version of KL)
Public Complaints

Board members recognize that complaints about schools will be voiced by employees, students, parents and community members from time-to-time. When such complaints are made to a Board member, the Board member shall refer the person making the complaint to the superintendent or designee. A Board member shall not attempt to respond, review, handle or resolve such complaints as the individual Board member has no authority to do so.

No staff member, student, parent or guardian of a student attending school in the district or person that resides in the district will be denied the right to petition the district with a complaint. A complainant will be referred through the proper administrative process for resolution of a complaint before investigation or action by the Board. An exception will be a complaint against superintendent or one that involves Board actions or Board operations.

The complaint procedure is available at the district's administrative office and on the home page of the district's website.

The Board advises that there is a process for resolving complaints, including, but not limited to, a complaint in one or more of the following areas:

1. Instruction;
2. Discipline;
3. Learning material;
4. Compliance with State Standards;
5. Restraint and/or seclusion;
6. With a staff member; or
7. Retaliation against a student or a student's parent who in good faith reported information that the student believes is evidence of a violation of state and federal law, rule or regulation.

The complainant must follow the complaint procedure as outlined in administrative regulation KL-AR - Public Complaint Procedure.

The district may offer mediation or another alternative dispute resolution process as an option if all parties to the complaint agree in writing to participate in such mediation or resolution.

Any complaint about school personnel other than the superintendent will be investigated by the administrator before consideration and action by the Board. The Board will not hear complaints against employees in a session open to the public unless an employee requests an open session. Complaints against the principal may be filed with the superintendent. The superintendent will attempt to resolve the complaint. If the complaint remains unresolved within 10 working days of receipt by the

superintendent, the complainant may request to place the complaint on the Board agenda at the next regularly scheduled or special Board meeting.

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board. The Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted.

Complaints against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board. If the Board decides an investigation is warranted, the Board may refer to district counsel. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted.

Complaints against the Board chair may be made to the Board vice chair on behalf of the Board. The Board vice chair shall present the complaint to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted.

A complainant must file a complaint within the later of either time limit set below, in accordance with state law:

1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limitation must run from the date of the most recent incident; or
2. Within one year after the affected student has graduated from, moved away from or otherwise left the district.

The superintendent will develop and administer the complaint process, as appropriate.

If any complaint alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Standards), Oregon Revised Statute (ORS) 339.285 to 339.383 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion) or ORS 659.852 (Retaliation), and the complaint is not resolved through the complaint process, the complainant, who is a student, a parent or guardian of a student attending a school in the district or a person who resides in the district, may appeal rights with the Deputy Superintendent of Public Instruction as outlined in Oregon Administrative Rule (OAR) 581-002-0040[(See KL-AR(23) - Appeal to the Deputy Superintendent of Public Instruction).

If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination) and the complaint is not resolved at the local level through administrative regulation AC-AR - Discrimination Complaint Procedure, the complaint may meet the criteria to file an appeal with the Superintendent of Public Instruction as outlined in OAR 581-021-0049.
Complaint Procedures

Supervisors, principals and/or the superintendent shall have responsibility for investigations concerning complaints by staff, student complaints, public complaints, and complaints about district personnel. The investigator(s) shall be a neutral party having had no involvement in the complaint presented. The following procedures shall be used for the reporting, investigating and resolving of complaints.

Informal Resolution

Informal resolution can be described differently by the complainant but usually consists of the district administrator serving as a mediator of the dispute in order to reach an agreement about future interactions. If an informal solution is sought, the administrator will facilitate that resolution.

If this resolution is not acceptable to the complainant, the complainant will be asked to provide a written statement, which will describe the incident(s) and the resolution sought to a district administrator on the form provided in the administrative rule of this policy asking for a formal resolution.

Formal Resolution

Formal resolution would consist of an investigation to see if the allegations are found to have merit. All complaints will be promptly investigated in accordance with the following procedures by a district administrator or the superintendent

- Step 1 All complaints shall be presented to the building administrator. Complaints against the building administrator shall be filed with the superintendent. Complaints against the superintendent shall be filed with the Board chair. All such information will be reduced to writing and will include the specific nature of the offense, corresponding dates and potential witnesses. The superintendent or designee will be informed of all complaints upon their receipt.
- Step 2 The district administrator receiving the complaint shall promptly investigate. Parents will be notified of the nature of any complaint involving their student. The district administrator, or designated official, will arrange such meetings as may be necessary with all concerned parties within five working days after receipt of a written complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The district official(s) conducting the investigation shall notify the complainant (and parents as appropriate) within 10 days in writing when the investigation is concluded and their findings determined.
- A copy of the notification letter or the date and details of notification to the complainant, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent or designee.
- Step 3 If the complainant is not satisfied with the decision at Step 2, he/she may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the complainant's appeal within 10 working days.
- Step 4 If the complainant is not satisfied with the decision at Step 3, a written appeal may be filed with the Board using the Review of Administrative Decision form provided in the administrative regulation of this policy. Such appeal must be filed within 10 working days after receipt of the Step 3 decision from the superintendent. The Board shall at its next regular session conduct a hearing at which time the complainant shall be given an opportunity to present the written complaint as it was received by the superintendent. The Board shall provide a final determination in writing to the complainant within 10 working days following the completion of the hearing. The decision of the Board is final.

The complaint procedure set out above will not be longer than 90 days from the filing date of the original complaint with the administrator. The timelines may be extended upon written agreement between both parties.

Documentation related to the incident may be maintained as a part of the student's education records or employee's personnel file as determined.

Violation of Standards

Complaints alleging violation of standards for public elementary and secondary schools shall be made in writing and presented to the superintendent.

In the event that a complaint alleges a violation of state standards and is not resolved at the Board level, then the district will supply the complainant with appropriate information in order to file a direct appeal to the State Superintendent of Public Instruction as outlined in Oregon Administrative Rules (OAR) 581-022- 1940.

The final decision for a complaint processed under this administrative regulation that alleges a violation of OAR Chapter 581, Division 22 (Standards), ORS 339.285 to 339.383 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion) or ORS 659.852 (Retaliation), will be issued in writing or electronic form. The final decision will address each allegation in the complaint and contain reasons for the district's decision. If the complainant is a student, parent or guardian of a student attending school in the district or a person that resides in the district, and this complaint is not resolved through the complaint process, the complainant may have appeal rights with the Deputy Superintendent of Public Instruction as outlined in Oregon Administrative Rule (OAR) 581-002-0040.

If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination) and the complaint is not resolved at the local level through the Board's administrative regulation AC-AR - Discrimination Complaint Procedure, the complaint may meet the criteria to file an appeal with the Deputy Superintendent of Public Instruction as outlined in OAR 581-021-0049.

END OF POLICY

Summary

The revisions to the complaint procedures are to clarify timelines and more closely align with legal requirements and current practices. They also provide clarity for users as to which form they can use to submit their complaint. OSBA and NSSD staff recommend taking large sections from KL-Public Complaints and moving them to KL-AR(1) as they pertain more to the actual complaint process and procedures. Previously, KL-AR(1) only contained the complaint form.

Everything is highlighted here because none of the language (outside of the form) previously existed within this AR.

North Santiam School District

Code: KL-AR(1)
Adopted: Unknown
Readopted: 10/19/17

Public Complaint Procedure

A parent or guardian of a student attending a school in the district, a person who resides in the district, a staff member, or a student who wishes to express a concern should use the following process in an effort to resolve the concern/complaint with the school employee involved.

Step One: The School Employee

The Board advises that the channel of communication for resolving a concern/complaint is to contact:

1. Teacher/Employee involved; then if necessary the
2. Administrator/Supervisor; then if necessary the
3. Superintendent/Designee; then if necessary the
4. Board.

Step Two: The Administrator or Supervisor¹

If the individual is unable to resolve a problem or concern with the employee, the individual may file a written, signed complaint with the administrator or supervisor. The administrator or supervisor shall evaluate the complaint and render a decision within ten (10) working days after receiving the complaint. A form is available at the end of this Administrative Regulation on page 4, but is not required.

Step Three: The Superintendent

¹ The district's timeline established by each step of the district's complaint procedure for alleging a violation found in OAR 581-002-0003 must be within 30 days of the submission of the complaint at any step, unless the district and complainant have agreed in writing to a longer time period for that step. However, the district's complaint procedure should not exceed a total of 90 days from the initial filing of the complaint, regardless of the number of steps involved, unless the district and the complainant have agreed in writing to a longer time period. (OAR 581-002-0005)

If Step One does not resolve the complaint, within ten (10) working days of the written response from the administrator or supervisor, the complainant may file a written, signed complaint with the superintendent or designee clearly stating the nature of the complaint and a suggested remedy.

The superintendent or designee shall investigate the complaint, confer with the complainant and the parties involved, prepare a report of their findings and conclusion, and provide the report in writing or in an electronic form to the complainant within ten (10) working days after receiving the written complaint.

Step Four: The Board

If the complainant is dissatisfied with the superintendent's or designee's findings and conclusion, the complainant may appeal the decision to the Board within ten (10) working days of receiving the superintendent's decision. The form is available in KL-AR (2). The Board will review the findings and conclusion of the superintendent in a public meeting to determine what action is appropriate. The Board may use executive session if the subject matter qualifies under Oregon law. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the superintendent's decision as the district's final decision. All parties involved, including the school administration, may be asked to attend such hearing for the purposes of making further explanations and clarifying the issues. If the Board chooses not to hear the complaint, the superintendent's decision in Step Three is final².

The complainant shall be informed in writing or in electronic form of the Board's decision within thirty (30)³ days from the receipt of the appeal by the Board. The Board's decision will address each allegation in the complaint and contain reasons for the district's decision. The Board's decision will be final.

The timelines may be extended upon written agreement between the district and the complainant.

The district's final decision for a complaint processed under this administrative regulation that alleges a violation of Oregon Administrative rule (OAR) Chapter 581, Division 22 (Division 22 Standards), ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), will be issued in writing or electronic form. The final decision will address each allegation in the complaint and contain reasons for the district's decision. If the complainant, who is a student, parent or guardian of a student attending school in the district or a person that resides in the district, and this complaint is not resolved through the complaint process, the complainant may appeal⁴ the district's final decision to the Deputy Superintendent of Public Instruction under Oregon OARs 581-002-0001 – 581-002-0023.

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

³ In a complaint process with more than one step, a written decision should be issued within 30 days of the submission of the complaint at any step, unless the district and complainant have agreed in writing to a longer time period for that step.

⁴ An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

Complaints against the principal should be filed with the superintendent. The superintendent will attempt to resolve the complaint. If the complaint remains unresolved within ten (10) working days of receipt by the superintendent, the complainant may request to place the complaint on the Board agenda at the next regularly scheduled or Special Board meeting. The Board may use executive session if the subject matter qualifies under Oregon law. The Board shall decide in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within thirty (30) days of receipt of the request to place the complaint on the Board agenda. The written decision of the Board will address each allegation in the complaint and the reasons for the district's decision.

Complaints against the superintendent should be referred to the Board Chair on behalf of the Board. The Board Chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide in open session what action, if any, is warranted. The Board may use executive session if the subject matter qualifies under Oregon law. A final written decision regarding the complaint shall be issued by the Board within thirty (30) days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and the reasons for the district's decision.

Complaints against the Board as a whole or against an individual Board member should be referred to the Board Chair on behalf of the Board. The Board Chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide, in open session, what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within thirty (30) days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and the reasons for the district's decision.

Complaints against the Board chair may be referred directly to the district counsel and Board Vice-Chair on behalf of the Board. The district counsel and Board Vice-Chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide, in open session, what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within thirty (30) days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and the reasons for the district's decision.

Only the highlighted text is new, all other information exists in the current form

NORTH SANTIAM SCHOOL DISTRICT 29J

PUBLIC COMPLAINT FORM

To: Administrator/Supervisor Superintendent Board chair Board Vice-Chair

Person Making Complaint _____

Phone #: _____ Date Form Received: _____

Nature of Complaint: _____

Who should we talk to and what evidence should we consider? _____

Your desired solution: _____

Other pertinent information: _____

Signature of Complainant _____ Date: _____

Printed Name of Complainant _____

Office Use

Disposition of Complaint: _____

Signature: _____ Date: _____

Code: **KL-AR (1)**
Adopted: Unknown
Readopted: 10/19/17

(what is currently included in KL-AR (1))

Public Complaint Procedure

NORTH SANTIAM SCHOOL DISTRICT 29J

PUBLIC COMPLAINTS

Person Initiating Complaint

Phone No.

Date Form Received

Person/Issue Being Complained About

Nature of Complaint: _____

Who should we talk to and what evidence should we consider? _____

Your desired solution: _____

Other pertinent information: _____

Signature of Complainant

Date

Resolution of Complaint Attached

Summary

Some changes to law governing attendance at virtual public charter schools have become effective with passing of House Bill 3204 (2023). Districts may still deny enrollment if more than three percent of students residing in the district are attending a virtual public charter school not sponsored by the district. However, there are several permanent changes, two of which include a requirement to complete the percentage calculation at least twice each year and a decision by a district to not give approval requires notice to be issued by the district within 10 calendar days of receiving notice from the parent of intent to enroll their student.

Such notice must now include information about the calculations which supports denial, in addition to the existing requirements to provide information about the right to appeal to the State Board and other online options available to the student (read Oregon Revised Statute (ORS) 338.125 as amended by HB 3204).

Additionally, a student is now not required to gain approval from the district where the student now resides, if the student enrolled in a virtual public charter school while living in another school district, and has maintained continuous enrollment in that school since moving into the district where the student currently resides (HB 3204).

North Santiam School District

Code: LBEA
Adopted: 10/19/17
Revised/Readopted: 1/21/21; 10/20/22

Resident Student Denial for Virtual Public Charter School Attendance**

The district is not required to approve a transfer of a resident student, when more than three percent ~~will annually, by September 30, calculate the percentage~~ of the ~~number of~~ students residing ~~in~~ within the district boundaries, who are attending ~~enrolled in~~ a virtual public charter school not sponsored by the district. The district will semiannually, by October 1 and April 1, calculate the percentage of students residing in the district, who are attending a virtual public charter school not sponsored by the district. When the established percentage is more than three percent, the district may choose not to approve the release of additional students to enroll in virtual public charter schools, subject to the requirements in Oregon Administrative Rule (OAR) 581-026-0305 (2).

~~The district will send a notice of disapproval to a parent¹ of a student who has sent a notice to the district of intent to enroll the student in a virtual public charter school within 14 days of the receipt of the initial notice. The district may send notice of approval but if this does not occur within 14 days of the receipt of the notice to the district, the student shall be deemed approved for enrollment in a virtual public charter school.~~

A parent/guardian must give notice to the district of intent to enroll their student in a virtual public charter school not sponsored by the district, before enrolling their student in such a school and notice of actual enrollment.

¹ "Parent" means parent, legal guardian or person in "parental relationship" as defined in Oregon Revised Statute (ORS) 339.133.

If the district is not approving the enrollment, the district must respond with a decision to not give approval within 10 calendar days of receipt of the notice of intent from the parent. Such decision must include:

1. The percentage of students in the district that attend virtual public charter schools that are not sponsored by the district, based on recent calculations;
2. The right to appeal the decision to the State Board of Education;
3. A list of two or more other online options available to the student; and
4. A copy of OAR 581-026-0305 and OAR 581-026-0310.

The district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;
2. The number of students residing in the district enrolled in public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools;
4. The number of home-schooled students who reside in the district and who have registered with the educational service district ~~Willamette Educational Service District~~; and
5. The number of students who reside in the district enrolled in private schools located within the school district.

A parent may appeal a decision of the district to not approve a student enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

If the student was enrolled in a virtual public charter school while living in another district and has maintained continuous enrollment in such school since moving into, and residing in this district, approval is not required.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 338.125](#)

[OAR 581-026-0305](#)

[OAR 581-026-0310](#)

[House Bill 3024](#) (2023).

Code: LBEA

Adopted: 10/19/17

Revised/Readopted: 1/21/21; 10/20/22

Resident Student Denial for Virtual Public Charter School Attendance**

The district is not required to approve a transfer of a resident student, when more than three percent of the students residing in the district are attending a virtual public charter school not sponsored by the district. The district will semiannually, by October 1 and April 1, calculate the percentage of students residing in the district, who are attending a virtual public charter school not sponsored by the district. When the established percentage is more than three percent, the district may choose not to approve the release of additional students to enroll in virtual public charter schools, subject to the requirements in Oregon Administrative Rule (OAR) 581-026-0305 (2).

A parent/guardian must give notice to the district of intent to enroll their student in a virtual public charter school not sponsored by the district, before enrolling their student in such a school and notice of actual enrollment.

If the district is not approving the enrollment, the district must respond with a decision to not give approval within 10 calendar days of receipt of the notice of intent from the parent. Such decision must include:

1. The percentage of students in the district that attend virtual public charter schools that are not sponsored by the district, based on recent calculations;
2. The right to appeal the decision to the State Board of Education;
3. A list of two or more other online options available to the student; and
4. A copy of OAR 581-026-0305 and OAR 581-026-0310.

The district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;
2. The number of students residing in the district enrolled in public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools;
4. The number of home-schooled students who reside in the district and who have registered with the local educational service district; and
5. The number of students who reside in the district enrolled in private schools located within the school district.

A parent may appeal a decision of a district to not approve a student enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

If the student was enrolled in a virtual public charter school while living in another district and has maintained continuous enrollment in such school since moving into, and residing in this district, approval is not required.

END OF POLICY

Summary

The updates to policy are recommended to add mention of prohibitions related to seclusion cells, define when and under what circumstances an employee may impose the use of restraint and/or seclusion and clarify the complaint procedure.

Reviewed By:

Director of Special Programs
Director of Safety, Security and Health Services

Beginning Sept. 2023, policies and administrative regulations with significant text removals and additions will include a post-edited version ahead of the copy with highlighted and strikethrough text. This is intended to allow readers to more easily review it as it will appear as a finished product if the changes are approved.

North Santiam School District

Code: JGAB-AR
Adopted: 7/19/07
Revised/Readopted: 4/15/10; 9/15/11; 6/19/14; 10/19/17
Orig. Code: JGAB-AR

Use of Physical Restraint ~~and or~~ Seclusion

General Guidelines ~~Procedures~~

1. If restraint or seclusion continues for more than 30 minutes, school staff will attempt to immediately notify ~~Parents~~ ~~will be provided verbal or written notification by the school staff following the use of physical restraint or seclusion by the end of the day on which the incident occurred~~ verbally or electronically.
2. Following an incident involving the use of restraint or seclusion, school staff will provide parents or guardians of the student the following:
 - a. Verbal or electronic notice of the incident by the end of the school day when the incident occurred.
 - b. ~~Parents will be provided w~~ Written documentation of the incident within 24 hours that provides:
 - (1) A description of the ~~physical~~ restraint ~~and/or~~ seclusion; including:
 - (a) The date of the ~~physical~~ restraint or seclusion;
 - (b) The time the ~~physical~~ restraint or seclusion began and ended; and
 - (c) the location of the incident;
 - (2) A description of the student's activity that prompted the use of ~~physical~~ restraint or seclusion;

- (3) The efforts used to de-escalate the situation and the alternatives to ~~physical~~ restraint or seclusion that were attempted;
 - (4) The names of ~~personnel~~ staff of the ~~public education program~~ district who administered the ~~physical~~ restraint or seclusion;
 - (5) A description of the training status of the ~~personnel~~ staff of the district who administered the ~~physical~~ restraint or seclusion, including any information that may need to be provided to the parent or guardian; and
 - (6) Timely notification of a debriefing meeting to be held and of the parent's or guardian's right to attend the meeting.
3. If the ~~physical~~ restraint or seclusion was administered by a person without training, the administrator ~~district~~ will ~~provide that information~~ ensure written notice is issued to the parent or guardian of the student that includes the lack of training, ~~along with~~ and the reason why a person without training administered the ~~physical~~ restraint or seclusion. ~~The administrator will ensure written notice of the same to the superintendent.~~
 4. An administrator will be notified as soon as practicable whenever ~~physical~~ restraint ~~and/or~~ seclusion has been used.
 5. If ~~physical~~ restraint or seclusion continues for more than 30 minutes the student must be provided with adequate access to bathroom and water every 30 minutes. If ~~physical~~ restraint or seclusion continues for more than 30 minutes, every 15 minutes after the first 30 minutes an administrator for the ~~public education program~~ district must provide written authorization for the continuation of the ~~physical~~ restraint or seclusion, including providing documentation for the reason the ~~physical~~ restraint or seclusion must be continued. Whenever ~~physical~~ restraint or seclusion extends beyond 30 minutes, ~~personnel~~ staff of the district will immediately attempt to verbally or electronically notify a parent ~~or guardian~~.
 6. A district ~~Physical~~ Restraint and/or Seclusion Incident Report must be completed and copies provided to those attending the debriefing meeting for review and comment. ~~The completed Restraint and/or Seclusion Incident Report Form shall include the following:~~
 - a. Name of the student;
 - b. Name of staff member(s) administering the restraint or seclusion;
 - c. Date of the restraint or seclusion and the time the restraint or seclusion began and ended;
 - d. Location of the restraint or seclusion;
 - e. A description of the restraint or seclusion;
 - f. A description of the student's activity immediately preceding the behavior that prompted the use of restraint or seclusion;
 - g. A description of the behavior that prompted the use of restraint or seclusion;
 - h. Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted;
 - i. Information documenting parent or guardian contact and notification.
 7. A documented debriefing meeting must be held within two school days after the use of physical restraint or seclusion; staff members involved in the intervention must be included in the meeting. The debriefing team shall include an administrator. Written notes shall be taken and a copy of the written notes shall be provided to the parent or guardian of the student.

8. If serious bodily injury or death of a student occurs in relation to the use of restraint or seclusion, written notification of the incident must be provided to the Department of Human Services within 24 hours of the incident.
9. If serious bodily injury or death of a staff member occurs in relation to the use of restraint or seclusion, written notification of the incident must be provided to the superintendent within 24 hours of the incident, or to the union representative for the affected person, if applicable.
10. The district will maintain a record of each incident in which injuries or death occurs in relation to the use of restraint or seclusion.

The completed Physical Restraint and/or Seclusion Incident Report Form shall include the following:

- ~~1. Name of the student;~~
- ~~2. Name of staff member(s) administering the physical restraint or seclusion;~~
- ~~3. Date of the physical restraint or seclusion, and the time the physical restraint or seclusion began and ended;~~
- ~~4. Location of the physical restraint or seclusion;~~
- ~~5. A description of the physical restraint or seclusion;~~
- ~~6. A description of the student's activity immediately preceding the behavior that prompted the use of physical restraint or seclusion;~~
- ~~7. A description of the behavior that prompted the use of restraint or seclusion;~~
- ~~8. Efforts to de-escalate the situation and alternatives to physical restraint or seclusion that were attempted;~~
- ~~9. Information documenting parent contact and notification;~~
- ~~10. A summary of the debriefing meeting held;~~

Physical Restraint/seclusion as a part of a behavioral support plan in the student's Individual Education Program (IEP) or Section 504 Plan:

1. Parent participation in the plan is required;
2. The IEP team that develops the behavioral support plan shall include knowledgeable and trained personnel~~staff~~, including a behavioral specialist and a district representative who is familiar with the physical restraint training practices adopted by the district;
3. Prior to the implementation of any behavioral support plan that includes physical-restraint and/or seclusion a functional behavioral assessment must be completed. The assessment plan must include an individual threshold for reviewing the plan;

4. When a behavior support plan includes ~~physical~~ restraint or seclusion the parents will be provided a copy of the district Physical Restraint ~~and/or~~ Seclusion policy at the time the plan is developed.
5. If a student is involved in five incidents in a school year, the team, including a parent or guardian of the student, will form for the purpose of reviewing and revising the student's behavior plan.

Use of ~~physical~~ restraint and/or seclusion in an emergency by school administrator, staff or volunteer to maintain order or prevent a student from harming ~~his/herself~~ themselves, other students or school staff.

Use of ~~physical~~ restraint and/or seclusion under these circumstances with a student who does not have ~~physical~~ restraint and/or seclusion as part of their IEP or Section 504 plan is subject to all of the requirements established by Board policy and this administrative regulation with the exception of those specific to plans developed in an IEP or a 504 plan.

**COMPLAINT FORM
PHYSICAL RESTRAINT OR STUDENT SECLUSION**

Person Initiating Complaint: _____

Phone: _____

Date Form Received: _____

Nature of Complaint: _____

District Employees with Whom You Have Discussed Complaint: _____

Your Desired Solution: _____

Other Pertinent Information: _____

Signature _____ Date _____

Resolution of complaint attached.

-----END OF COMPLAINT FORM-----

**North Santiam School District
Physical Restraint and/or Seclusion Incident Report Form**

A Physical Restraint and/or Seclusion Incident Report form shall be completed within 24 hours to document the use of any physical restraint or seclusion intervention used on a student. Timely notification of the time and place of a debriefing meeting and of the parent’s or guardian’s right to attend shall be provided.

The definition of seclusion: The involuntary confinement of a student alone in a room from which the same student is prevented from leaving. Seclusion does not include “timeout,” which means removing a student for a short period of time to provide the student with an opportunity to regain self-control, in a setting from which the student is not physically prevented from leaving. OAR 581-021-0062 (1) (b-c)

Student Name: _____ Grade: _____ Age: _____

SSID#: _____ IEP _____ 504 plan _____ BIP _____ School: _____

Staff Member Administering Physical Restraint/Seclusion: _____

Date of Incident: _____ Time of Physical Restraint/Seclusion started: _____ (am/pm)
Ended: _____

Location of Physical Restraint/Seclusion: _____ Location of incident: _____

Detailed description of incident (describe the behavior in observable and measurable terms. Report only what was seen or heard. Avoid evaluation/judgment and/or opinions. Include description of physical intervention/physical restraint that was used. Describe student activity preceding incident that prompted physical restraint/seclusion (attach additional sheets if needed). _____

De-escalation methods used: _____

Did injury occur to staff? Yes No

If yes, complete required accident report(s). SAIF/Building Accident Report – See HR department for forms

Did injury occur to student? Yes No

If yes, complete building accident report/notify building administrator and district safety officer

Did property damage occur? Yes No

If yes, please notify building administrator and facilities director

Name of Parent/Guardian: _____ Notification method: _____

Date/Time of Notification: _____ Staff Contact: _____

Signature of Reporting Staff _____ Date _____

**A summary of the debriefing (form and notes) with a copy of this form will be delivered to:
1) Student File/Principal; 2) District Safety Officer; 3) Instructional Student Services; and 4)
Parent/Guardian**

-----END OF INCIDENT REPORT FORM-----

**NORTH SANTIAM SCHOOL DISTRICT
PHYSICAL RESTRAINT AND/OR SECLUSION INCIDENT DEBRIEF FORM**

A physical restraint and seclusion incident debrief form is completed by the safety security officer, intervention coach or superintendent's designee.

Is the staff member OIS certified? Yes No

Was the physical restraint an OIS sanctioned move? Yes No

Is the student on an IEP? Yes No

Is there a current FBA? Yes No

Is there a current BSP? Yes No

Principal's reflection: _____

Staff member's reflection: _____

What is the plan to support the student in the future? _____

Recommendations: _____

Date of debrief: _____ Time: _____

Signature of person completing form: _____

Signature of staff member: _____

**Copies of this form with any additional notes to be distributed to:
1) Student File/Principal; 2) District Safety Officer; 3) Instructional Student Services; and 4)
Parent/Guardian**

-----END OF DEBRIEF FORM-----

*post-edited version, highlights still indicate new/updated language
(since the forms shown above did not contain strikeouts, they were not reproduced below)*

Code: JGAB-AR
Adopted: 7/19/07
Revised/Readopted: 4/15/10; 9/15/11; 6/19/14; 10/19/17
Orig. Code: JGAB-AR

Use of Physical Restraint or Seclusion

Procedures

1. If restraint or seclusion continues for more than 30 minutes, school staff will attempt to immediately notify parents verbally or electronically.
2. Following an incident involving the use of restraint or seclusion, school staff will provide parents or guardians of the student the following:
 - a. Verbal or electronic notice of the incident by the end of the school day when the incident occurred.
 - b. Written documentation of the incident within 24 hours that provides:

- (1) A description of the restraint or seclusion including:
 - (a) The date of the restraint or seclusion;
 - (b) The time the restraint or seclusion began and ended; and
 - (c) the location of the incident;
 - (2) A description of the student's activity that prompted the use of restraint or seclusion;
 - (3) The efforts used to de-escalate the situation and the alternatives to restraint or seclusion that were attempted;
 - (4) The names of staff of the district who administered the restraint or seclusion;
 - (5) A description of the training status of the staff of the district who administered the restraint or seclusion, including any information that may need to be provided to the parent or guardian; and
 - (6) Timely notification of a debriefing meeting to be held and of the parent's or guardian's right to attend the meeting.
3. If the restraint or seclusion was administered by a person without training, the administrator will ensure written notice is issued to the parent or guardian of the student that include the lack of training, and the reason why a person without training administered the restraint or seclusion. The administrator will ensure written notice of the same to the superintendent.
 4. An administrator will be notified as soon as practicable whenever restraint or seclusion has been used.
 5. If restraint or seclusion continues for more than 30 minutes the student must be provided with adequate access to the bathroom and water every 30 minutes. If restraint or seclusion continues for more than 30 minutes, every 15 minutes after the first 30 minutes an administrator for the district must provide written authorization for the continuation of the restraint or seclusion, including providing documentation for the reason the restraint or seclusion must be continued. Whenever restraint or seclusion extends beyond 30 minutes, staff of the district will immediately attempt to verbally or electronically notify a parent or guardian.
 6. A district Restraint and/or Seclusion Incident Report must be completed and copies provided to those attending the debriefing meeting for review and comment. The completed Restraint and/or Seclusion Incident Report Form shall include the following:
 - a. Name of the student;
 - b. Name of staff member(s) administering the restraint or seclusion;
 - c. Date of the restraint or seclusion and the time the restraint or seclusion began and ended;
 - d. Location of the restraint or seclusion;
 - e. A description of the restraint or seclusion;
 - f. A description of the student's activity immediately preceding the behavior that prompted the use of restraint or seclusion;
 - g. A description of the behavior that prompted the use of restraint or seclusion;
 - h. Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted;
 - i. Information documenting parent or guardian contact and notification.

7. A documented debriefing meeting must be held within two school days after the use of physical restraint or seclusion; staff members involved in the intervention must be included in the meeting. The debriefing team shall include an administrator. Written notes shall be taken and a copy of the written notes shall be provided to the parent or guardian of the student.
8. If serious bodily injury or death of a student occurs in relation to the use of restraint or seclusion, written notification of the incident must be provided to the Department of Human Services within 24 hours of the incident.
9. If serious bodily injury or death of a staff member occurs in relation to the use of restraint or seclusion, written notification of the incident must be provided to the superintendent within 24 hours of the incident, or to the union representative for the affected person, if applicable.
10. The district will maintain a record of each incident in which injuries or death occurs in relation to the use of restraint or seclusion.

Restraint/seclusion as a part of a behavioral support plan in the student’s Individual Education Program (IEP) or Section 504 Plan:

1. Parent participation in the plan is required;
2. The IEP team that develops the behavioral support plan shall include knowledgeable and trained staff, including a behavioral specialist and a district representative who is familiar with the physical restraint training practices adopted by the district;
3. Prior to the implementation of any behavioral support plan that includes restraint and/or seclusion a functional behavioral assessment must be completed. The assessment plan must include an individual threshold for reviewing the plan;
4. When a behavior support plan includes restraint or seclusion the parents will be provided a copy of the district Physical Restraint r Seclusion policy at the time the plan is developed.
5. If a student is involved in five incidents in a school year, the team, including a parent or guardian of the student, will form for the purpose of reviewing and revising the student’s behavior plan.

Use of restraint and/or seclusion in an emergency by school administrator, staff or volunteer to maintain order or prevent a student from harming themselves, other students or school staff.

Use of restraint and/or seclusion under these circumstances with a student who does not have restraint and/or seclusion as part of their IEP or Section 504 plan is subject to all of the requirements established by Board policy and this administrative regulation with the exception of those specific to plans developed in an IEP or a 504 plan.

Summary

The revisions to the complaint procedures are to clarify timelines and more closely align with legal requirements and current practices. They also provide clarity for users as to which form they can use to submit their complaint. OSBA and NSSD staff recommend taking large sections from KL-Public Complaints and moving them to KL-AR(1) as they pertain more to the actual complaint process and procedures. Previously, KL-AR(1) only contained the complaint form.

Everything is highlighted here because none of the language (outside of the form) previously existed within this AR.

North Santiam School District

Code: KL-AR(1)
Adopted: Unknown
Readopted: 10/19/17

Public Complaint Procedure

A parent or guardian of a student attending a school in the district, a person who resides in the district, a staff member, or a student who wishes to express a concern should use the following process in an effort to resolve the concern/complaint with the school employee involved.

Step One: The School Employee

The Board advises that the channel of communication for resolving a concern/complaint is to contact:

1. Teacher/Employee involved; then if necessary the
2. Administrator/Supervisor; then if necessary the
3. Superintendent/Designee; then if necessary the
4. Board.

Step Two: The Administrator or Supervisor¹

If the individual is unable to resolve a problem or concern with the employee, the individual may file a written, signed complaint with the administrator or supervisor. The administrator or supervisor shall evaluate the complaint and render a decision within ten (10) working days after receiving the complaint. A form is available at the end of this Administrative Regulation on page 4, but is not required.

Step Three: The Superintendent

¹ The district's timeline established by each step of the district's complaint procedure for alleging a violation found in OAR 581-002-0003 must be within 30 days of the submission of the complaint at any step, unless the district and complainant have agreed in writing to a longer time period for that step. However, the district's complaint procedure should not exceed a total of 90 days from the initial filing of the complaint, regardless of the number of steps involved, unless the district and the complainant have agreed in writing to a longer time period. (OAR 581-002-0005)

If Step One does not resolve the complaint, within ten (10) working days of the written response from the administrator or supervisor, the complainant may file a written, signed complaint with the superintendent or designee clearly stating the nature of the complaint and a suggested remedy.

The superintendent or designee shall investigate the complaint, confer with the complainant and the parties involved, prepare a report of their findings and conclusion, and provide the report in writing or in an electronic form to the complainant within ten (10) working days after receiving the written complaint.

Step Four: The Board

If the complainant is dissatisfied with the superintendent's or designee's findings and conclusion, the complainant may appeal the decision to the Board within ten (10) working days of receiving the superintendent's decision. The form is available in KL-AR (2). The Board will review the findings and conclusion of the superintendent in a public meeting to determine what action is appropriate. The Board may use executive session if the subject matter qualifies under Oregon law. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the superintendent's decision as the district's final decision. All parties involved, including the school administration, may be asked to attend such hearing for the purposes of making further explanations and clarifying the issues. If the Board chooses not to hear the complaint, the superintendent's decision in Step Three is final².

The complainant shall be informed in writing or in electronic form of the Board's decision within thirty (30)³ days from the receipt of the appeal by the Board. The Board's decision will address each allegation in the complaint and contain reasons for the district's decision. The Board's decision will be final.

The timelines may be extended upon written agreement between the district and the complainant.

The district's final decision for a complaint processed under this administrative regulation that alleges a violation of Oregon Administrative rule (OAR) Chapter 581, Division 22 (Division 22 Standards), ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), will be issued in writing or electronic form. The final decision will address each allegation in the complaint and contain reasons for the district's decision. If the complainant, who is a student, parent or guardian of a student attending school in the district or a person that resides in the district, and this complaint is not resolved through the complaint process, the complainant may appeal⁴ the district's final decision to the Deputy Superintendent of Public Instruction under Oregon OARs 581-002-0001 – 581-002-0023.

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

³ In a complaint process with more than one step, a written decision should be issued within 30 days of the submission of the complaint at any step, unless the district and complainant have agreed in writing to a longer time period for that step.

⁴ An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

Complaints against the principal should be filed with the superintendent. The superintendent will attempt to resolve the complaint. If the complaint remains unresolved within ten (10) working days of receipt by the superintendent, the complainant may request to place the complaint on the Board agenda at the next regularly scheduled or Special Board meeting. The Board may use executive session if the subject matter qualifies under Oregon law. The Board shall decide in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within thirty (30) days of receipt of the request to place the complaint on the Board agenda. The written decision of the Board will address each allegation in the complaint and the reasons for the district's decision.

Complaints against the superintendent should be referred to the Board Chair on behalf of the Board. The Board Chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide in open session what action, if any, is warranted. The Board may use executive session if the subject matter qualifies under Oregon law. A final written decision regarding the complaint shall be issued by the Board within thirty (30) days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and the reasons for the district's decision.

Complaints against the Board as a whole or against an individual Board member should be referred to the Board Chair on behalf of the Board. The Board Chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide, in open session, what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within thirty (30) days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and the reasons for the district's decision.

Complaints against the Board chair may be referred directly to the district counsel and Board Vice-Chair on behalf of the Board. The district counsel and Board Vice-Chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide, in open session, what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within thirty (30) days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and the reasons for the district's decision.

Only the highlighted text is new, all other information exists in the current form

NORTH SANTIAM SCHOOL DISTRICT 29J

PUBLIC COMPLAINT FORM

To: Administrator/Supervisor Superintendent Board chair Board Vice-Chair

Person Making Complaint _____

Phone #: _____ Date Form Received: _____

Nature of Complaint: _____

Who should we talk to and what evidence should we consider? _____

Your desired solution: _____

Other pertinent information: _____

Signature of Complainant _____ Date: _____

Printed Name of Complainant _____

Office Use

Disposition of Complaint: _____

Signature: _____ Date: _____

Code: **KL-AR (1)**
Adopted: Unknown
Readopted: 10/19/17

(what is currently included in KL-AR (1))

Public Complaint Procedure

**NORTH SANTIAM SCHOOL DISTRICT 29J
PUBLIC COMPLAINTS**

Person Initiating Complaint

Phone No.

Date Form Received

Person/Issue Being Complained About

Nature of Complaint: _____

Who should we talk to and what evidence should we consider? _____

Your desired solution: _____

Other pertinent information: _____

Signature of Complainant

Date

Resolution of Complaint Attached



Proposed Vision Statement

“Our students reach their highest potential as they become engaged in our communities.”

Proposed Mission Statement

“Provide each student with the right opportunities for their well-rounded education.”

Proposed Guiding Principles

- **Do what is best for all kids.**
- **Strive for excellence in action and result.**
- **Maintain community trust with honest relationships, action, and intent.**
- **Responsibly invest in the personnel, programs, and facilities necessary for excellence in student achievement.**



North Santiam School District

District Office

1155 N 3rd Ave

Stayton, OR 97383

www.nstantiam.k12.or.us

communications@nsantiam.k12.or.us

503-769-4928

2023-2024 SCHOOL BOARD MEETING CALENDAR

Regular Session meetings typically occur on the third Thursday of the month at 6:00 pm, unless otherwise indicated. Special Sessions may be called in addition to the meetings listed below, with at least 24 hours' notice. The public is always allowed to observe in-person and also via livestream on YouTube, with the exception of Executive Session agenda items. The Board calendar, agendas, meeting minutes and other materials are available on the website under "School Board" or may be obtained from the District Office. Meeting locations as stated are subject to change. Any changes made to the meeting calendar after it is adopted will be noted in red.

Thursday, July 20, 2023	Board Work Session – 6:00 pm ~ District Office/Santiam Room
Wednesday, August 9, 2023	NSSD Leadership Team Goal Workshop – Historic Heater Farm (a quorum of the Board may be present)
Thursday, August 17, 2023	Regular Session - 6:00 pm ~ District Office/Santiam Room
Thursday, September 21, 2023	Regular Session - 6:00 pm ~ District Office/Santiam Room
Thursday, October 19, 2023	Regular Session - 6:00 pm ~ District Office/Santiam Room
Thursday, November 16, 2023	Regular Session - 6:00 pm ~ District Office/Santiam Room
Thursday, December 14, 2023	Regular Session - 6:00 pm ~ District Office/Santiam Room
Thursday, January 18, 2024	Regular Session - 6:00 pm ~ Stayton Inter/Middle (Cafeteria)
Thursday, February 22, 2024	Regular Session - 6:00 pm ~ Stayton Elem. (Multi-Purpose Rm)
Thursday, March 7, 2024	Regular Session - 6:00 pm ~ District Office/Santiam Room >Licensed Contracts
Thursday, March 21, 2024	Regular Session - 6:00 pm ~ Mari-Linn (Cafeteria)
Thursday, April 18, 2024	Regular Session - 6:00 pm ~ Sublimity Elem. (Library)
Thursday, May 16, 2024	Regular Session - 6:00 pm ~ Stayton High (Library)
Thursday, June 20, 2024	Special Session - 5:30 pm ~ District Office/S.R. (Budget Hearing) Regular Session - 6:00 pm

Oct 2023 Field Trip Report

New trips since last report are highlighted in yellow. Overnight & out-of-state trips are indicated in red

Trip ID/Name	Trip Destination	Building	Trip Date(s)	Depart & Return Times	Pupils	Adults	Educational Objectives	Organization	Status
226913 - 2nd Grade to Storybook Land	Linn County Fairgrounds - Albany	Stayton Elementary School	12/05/23	8:30am - 11:45am	98	24	Students will be able to obtain first hand knowledge of design engineering and fairytales by seeing their favorite stories come to life in animated displays. They will be able to take that knowledge and apply it to their fairytale/engineering unit.	Curriculum	pending
226967 - Beavers Beyond the Classroom	Gill Coliseum, Oregon State Univ. - Corvallis	Sublimity	11/29/23	9:00am - 2:15pm	33	2	College readiness	AVID	pending
227426 - OSU Women's Basketball Game	Gill Coliseum, Oregon State Univ. - Corvallis	Mari-Linn School	11/29/23	9:00am - 2:15pm	35	7	Connect youth with OSU Athletics. As role models in the community, OSU Womens Basketball team strives to make positive impressions and to promote the importance of higher education in Oregon. This program emphasizes the college experience and encourages youth to excel in the classroom.	AVID	pending
226199 - SHS Fine Arts Western Oregon University Creative Arts Day	Western Oregon University - Monmouth	Stayton High School	11/17/2023	7:30am-3:00pm	30	1	Western Oregon University Creative Arts Day is a day where theater, music, choir, band, and visual arts students have the opportunity to take workshops with WOU staff and faculty in things such as stage makeup, stage dialect, music production, and more.	Curriculum	pending
226937 - Theater Dept. to Cascade High School	Cascade High School - Aumsville	Stayton High School	11/14/2023	9:30am - 1:00pm	30	1	The SHS Theater department has an opportunity to see what other local schools in the area do for their productions and they're able to connect with other peers in their same activity and classes.	Curriculum	pending
227148 - SHS Leadership Class - Oregon Association of Student Councils Conference	Location address TBA - Seaside	Stayton High School	11/-4/23 / 11/6/23	2:00 pm/ 12:00 pm	15	2	ASB leadership students networking with high school ASB groups from across Oregon - professional development for ASB groups.	Curriculum	pending

226791 - OSU Discovery Days and Tour	Dixon Recreation Center, Oregon State University - Corvallis	Sublimity School	10/31/2023	8:00am - 2:00pm	34	10	Part of AVID focus is to introduce students to post-K-12 options. Tour will include several locations so students can learn about what is offered there. They will participate in OSU Discovery Days, which is STEM-based with many hands-on science activities for the students to do.	AVID	pending
226818 - K-2 Pumpkin Patch	Greens Bridge Gardens - Jefferson	Mari-Linn School	10/24/2023	8:30am - 1:30pm	58	20	Use observations to describe patterns of what plants and animals (and humans) need to survive. Make observations to construct an evidence-based account that young plants and animals are similar, but not exactly like, their parents	Curriculum	approved
227012 - SIS 4th Grade to EZ Orchards	EZ Orchards - Salem	Stayton Intermediate School	10/23/2023	11:00am - 1:30pm	84	20	To connect the experience with our writing. We have been focusing on adding sensory details to our personal narratives. We are also connecting it to community connection, agriculture, and SEL for how to act in public.	Curriculum	approved
226655 - SES Stayton Walking Field Trip	Stayton Post Office, Stayton Library, Star Cinema, Brown House, Police Station, Pioneer Park	Stayton Elementary School	10/20/2023	8:45am- 2:15pm	95	30	Students will be able to gain first-hand knowledge of the historical sites in their community and how they work to support the members of the community.	Curriculum	approved
226953 - Cascade College & Career Fair	Cascade High School - Aumsville	Stayton High School	10/19/2023	10:15am - 11:45am	35	2	Exposure to college & career opportunities	AVID	approved
226615 - SES Kindergarten Pumpkin Patch 2023	Fordyce Farm inc. - Salem	Stayton Elementary School	10/12/2023	9:00am- 1:30pm	80	20	agriculture - AVID career readiness science life cycle	Curriculum	approved
226816 - SUB K-1 Pumpkin Patch Field Trip	EZ Orchards - Salem	Sublimity School	10/11/2023	9:15am - 1:00pm	65	26	Hands on experience for farming/plants science unit	Curriculum	approved

226440 - FFA: District Soils Competition	North Willamette Research and Extension Center - Aurora	Stayton High School	10/5/2023	8:30am-4:00pm	12	1	FFA soil judging contests are excellent for teaching high school students about soils and how to manage them and for reaching out to potential future soil scientists and conservationists by sharing information about career opportunities.	FFA	approved
226427 - AVID12 to Oregon State University	Oregon State University - Corvallis	Stayton High School	10/4/2023	8:00am-1:45pm	15	2	AVID seniors visiting OSU before application season.	AVID	approved
226574 - Salmon watch day 2	Packsaddle County Park - Gates	Stayton High School	10/3/2023	9:00am-2:45pm	75	8	At Salmon Watch, students gain hands on experience with Salmon biology and life cycle Macroinvertebrates -Students collect and identify these aquatic organisms and learn about their role in the watershed. Water quality - Students test water samples for temperature, turbidity, dissolved oxygen, and pH. Riparian ecology - Students learn about riparian functions, measure canopy cover, hunt for elements of riparian area.	Curriculum	approved
226547 - Salmon Watch Field Trip	Packsaddle County Park - Gates	Stayton High School	10/2/2023	9:00am-2:45pm	72	8		Curriculum	approved
226260 - Sublimity OMSI Outdoor School	Coastal Discovery Center at Camp Gray - Newport	Sublimity School	09/25/23-09/27/23	9:45 am/2:45 pm	44	9	Outdoor School	Curriculum	approved
226084 - SMS Outdoor School	Camp Tadmor - Lebanon	Stayton Middle School	09/25/23-09/29/23	9:00 am/10:00 am	100	5	Outdoor School	Curriculum	approved
226394 - SMS Outdoor School Counselors	Camp Tadmor - Lebanon	Stayton High School	09/24/23-09/29/23	9:45 am/2:45 pm	20	5	SHS students (Counselors) to Outdoor School	Curriculum	approved
226243 - Capital District FFA Leadership Camp	Aldersgate Camps & Retreats - Turner	Stayton High School	09/24/23-09/25/23	10:00 am/2:00 pm	8	1	The FFA Member Leadership Series will empower students with new knowledge and skills they need to be confident and capable leaders both in the chapter and in all of their future endeavors. They will be challenged to develop critical thinking skills and effective decision-making skills, foster teamwork and promote communication while recognizing the value of ethical competition and individual achievement.	FFA	approved

NSSD Enrollment Totals as of 10/13/23

School Name	Grade	Jun '23	Sept '23	Oct '23	Nov '23	Dec '23	Jan '24	Feb '24	Mar '24	Apr '24	May '24	Jun '24
MARI-LINN	KG	20	14	14								
MARI-LINN	1	25	19	20								
MARI-LINN	2	20	24	25								
MARI-LINN	3	15	19	20								
MARI-LINN	4	20	15	15								
MARI-LINN	5	16	20	20								
MARI-LINN	6	19	17	17								
MARI-LINN	7	21	18	18								
MARI-LINN	8	20	20	20								
MARI-LINN	ALL	176	166	169								
SUBLIMITY	KG	32	31	31								
SUBLIMITY	1	40	34	34								
SUBLIMITY	2	31	37	37								
SUBLIMITY	3	45	33	33								
SUBLIMITY	4	36	48	49								
SUBLIMITY	5	43	37	36								
SUBLIMITY	6	38	47	47								
SUBLIMITY	7	51	36	36								
SUBLIMITY	8	42	49	49								
SUBLIMITY	ALL	358	352	352								
OPTIONS ACADEMY	KG	1	1	1								
OPTIONS ACADEMY	1	0	0	1								
OPTIONS ACADEMY	2	1	0	1								
OPTIONS ACADEMY	3	1	0	0								
OPTIONS ACADEMY	4	1	0	0								
OPTIONS ACADEMY	5	1	1	1								
OPTIONS ACADEMY	6	2	1	1								
OPTIONS ACADEMY	7	5	1	1								
OPTIONS ACADEMY	8	7	4	3								
OPTIONS ACADEMY	9	11	2	6								
OPTIONS ACADEMY	10	26	10	14								
OPTIONS ACADEMY	11	32	37	41								
OPTIONS ACADEMY	12	53	45	43								
OPTIONS ACADEMY	ALL	141	102	113								

School Name	Grade	Jun '23	Sept '23	Oct '23	Nov '23	Dec '23	Jan '24	Feb '24	Mar '24	Apr '24	May '24	Jun '24
STAYTON ELEMENTARY	PreK	30	33	31								
STAYTON ELEMENTARY	KG	74	67	70								
STAYTON ELEMENTARY	1	83	75	76								
STAYTON ELEMENTARY	2	91	87	89								
STAYTON ELEMENTARY	3	83	100	101								
STAYTON ELEMENTARY	ALL	361	362	367								
STAYTON INTERMEDIATE	4	97	86	84								
STAYTON INTERMEDIATE	5	93	98	98								
STAYTON MIDDLE	6	87	100	101								
STAYTON MIDDLE	7	74	95	95								
STAYTON MIDDLE	8	105	80	83								
SIS/SMS TOTAL	ALL	456	459	461								
STAYTON HIGH	9	194	195	194								
STAYTON HIGH	10	170	189	188								
STAYTON HIGH	11	135	158	160								
STAYTON HIGH	12	134	134	132								
Early College (off campus)		16	16	16								
STAYTON HIGH	ALL	649	692	674	0	0	0	0	0	0	0	0
NSSD	TOTAL	2141	2133	2136								
# Registered w/ WESD to homeschool		118	118	122								
# Enrolled in Virtual Charter School		84	80	83								

3% of total NSSD student population= 79.92 ~ This is the number of students that can be enrolled in virtual charter schools before the cap is reached and students will no longer be released by NSSD

Notes

NSSD receives Preschool Promise Grant monies for preschool grades but does not receive state funding as it does for grades K-12



North Santiam School District
BOARD OF DIRECTORS

SCHOOL YEAR ANNUAL AGENDA ITEMS CALENDAR

Updated 08/2023

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
 - Student Services/Teaching & Learning Report
 - Licensed Union Rep. Report
 - Stayton City Council Liaison Report
 - 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 will appear as needed but do 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

**items 1-5 may be approved in June or August if the Board chooses to hold a work session in July (no business items) or skip the July meeting all together*

Traditional Location: Santiam Room

Annual Agenda Items:

1. Approve Board Goal Strategies for upcoming year (done annually)
2. (Next Applicable in 2023) Approve Board/District Goals – every three years
3. Supt. Evaluation Document Approval
4. Approval of Board Operating Protocol
5. Board members choose their “buddy school”
6. 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.
- Designate the following positions:
 - 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.
- Designate the 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)
- Designate the Board as the Local Public Contract Review Board as per policy DJC
- Approve contracts for payment (ORS 332.075(2-3) (e.g. transportation contract, contracts related to bond projects)
- Establish depository(ies) for school funds. (ORS 328.441, 294.805-294.895)
- Establish dates, time and place of regular monthly board meetings.
- Appoint members of standing committees

Other annual reports or approvals as require by law or per NSSD policy/practice

- Receive English Learners In Oregon Annual Report (distributed by ODE in June)
- Approve list of low-impact pesticides for use according to the integrated pest management plan ORS 634.705 (5)
- Approve Excise Tax annual adjustment for the upcoming school year
- Approve list of third-party alternative education programs

Other Activities/Events

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

August

Traditional Location: varies

Leadership Team Goal Workshop (early August)

Traditional Location: Santiam Room

Regular Session Annual Agenda Items:

1. Projected Student Enrollment
2. Oaths of Office of newly elected/re-elected member, including any student representatives (if not done in July)

Other Activities/Events

- Safe Schools Training on Mandatory Reporting (online)
- Lyons Fire Dept Car Show
- 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. OSES (Oregon State Educator Survey) Survey Results

Other Activities/Events

- Safe Schools Training on Mandatory Reporting-due to be completed this month
- **National School-Related/Staff Appreciation Days This Month-** I.T. Professionals Day, Arts in Education Week

October

Traditional Location: Santiam Room

Annual Agenda Items:

1. Stayton Booster Club Report (projects, membership, etc) - Club President (may vary depending on status of current projects)
2. Division 22 Report-Director of Teaching & Learning
3. Professional Development Report – Director of Teaching & Learning or designee
4. Student Investment Account Report (due to ODE 10/31)-Director of Teaching & Learning
5. 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

- State-Wide Licensed In-Service Day
- OSBA Regional Meetings
- **National School-Related/Staff Appreciation Days This Month-**Custodial Workers, School Bus Safety Week, Farm to School Month, Walk to School Day, Coaches Day, School Lunch Week, Red Ribbon Week, Bullying Prevention Month, School Principal Month

November

Traditional Location: Santiam Room

Annual Agenda Items:

1. Exit Interview Survey Results (Oct or Nov)- Director of Human Resources
2. OSBA Elections
3. Master Facilities Plan Review and Revisions—Director of Facilities
4. State/District Report Cards-Director of Teaching & Learning (Nov or Dec)
5. TAG Program Report
 - a. Number of Student Identified and the screening process
 - b. Supports/Programs offered

Other Activities/Events

- OSBA Annual Conference
- **National School-Related/Staff Appreciation Days This Month**-School Psychologist Week, School Resource Officer Day, Education Support Professionals Day, Substitute Educators Day

December

Traditional Location: Santiam Room

Annual Agenda Items:

1. School Spotlight – Options Academy
2. District-wide AVID Report – District AVID Coordinator
3. Special Education Report -Director of Special Services
 - a. Must include the Abbreviated School Day Notice & Acknowledgement (see ISST)
4. Superintendent’s Goals/Evaluation Check-in
5. School Board Student Representative Recruitment Strategies (Dec. or Feb.)

Board Secretary Tasks:

1. Distribute copies of NSSD audit report to board members so they can review before the January meeting.

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, next due 2025)-Superintendent

4. Proposed List of Budget Committee Members and Budget Calendar- Director of Business & Fiscal Services
5. Audit Review- Director of Business & Fiscal Services (may be joined by rep. from auditing firm)
6. Student Investment Account Report (due to ODE 01/31)-Director of Teaching & Learning
7. Annual report of all pesticide applications from the previous year-IPM Program Coord

Other Activities/Events

- Classified In-Service Day

Board Secretary Tasks:

- File notice of district board election, next due 2025 ([see Marion Co Calendar for deadline](#))
- Provide filing information to anyone seeking election/re-election (next due 2025)

February

Traditional Location: Stayton Elementary School

Annual Agenda Items:

1. School Spotlight-School Admin
2. Proclamation for Classified Appreciation Week (occurs in March)
3. Integrated Guidance Application Review
4. Approval of Budget Committee Members and Calendar- Director of Business & Fiscal Services
5. Superintendent’s Goals/Evaluation Check-in

Other Activities/Events

- Board members complete annual superintendent evaluation forms
- Licensed In-Service Day
- Stayton Sublimity Chamber of Commerce Awards Banquet (schedule may vary)
- Booster Club Annual Auction
- **National School-Related/Staff Appreciation Days This Month**-School Bus Driver Appreciation Day

March

***Prior to March meeting, the individual scores from the Supt Eval must be compiled so they can be reviewed during the meeting* - Board Volunteer or Board Secretary**

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
3. Review Consolidated Scores on the annual Superintendent Evaluation (Board only/Exec session)
4. Approve Board Chair & Vice-Chair (or designees) to negotiate contract extension on behalf of whole board.

Board Secretary Tasks:

- Provide Reminder of Board Elections Filing Due Date (if applicable)
- **National School-Related/Staff Appreciation Days This Month**-Music in our Schools Month and Classified School Employee’s Week

After March Meeting

The Board Chair and Vice Chair review Salary/Benefits comparisons with the Director of Human Resources. Then they review the compiled scores/comments from the evaluation with Superintendent and negotiate the extension of the contract prior to April meeting.

April

Traditional Location: Sublimity School

Annual Agenda Items:

1. School Spotlight-School Admin
2. Adopt resolution for Teacher Appreciation Week (first week of May)
3. Student Investment Account Report (due to ODE 4/31)-Director of Teaching & Learning
4. Review Board Goal Strategies/Schedule work session (if needed) to revise in order to be adopted in July
5. (Next Applicable 2026) Review Board/District Goals and schedule work session (if needed) to revise in order to be adopted in July.
6. Review Supt. Evaluation as a group with the Superintendent (Board only/Exec Session)
7. Approve contract extension of Superintendent

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.
- **National School-Related/Staff Appreciation Days This Month**- School Library Month, Administrative Professional Day

May

Traditional Location: Stayton High School

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 Director of Business & Fiscal Services
5. Establish the number of student transfer requests into the District for coming year
6. Review results of annual parent survey (if available)

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.
- **National School-Related/Staff Appreciation Days This Month**-Teacher Appreciation Week, Principal's Day, School Lunch Hero Day, School Nurse Day, Speech Pathologists Day

June

Traditional Location: Santiam Room

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

Review of Budget Documents/Resolutions: Director of Business & Fiscal Services

Regular Session Annual Agenda Items:

1. Resolutions to adopt budget- Director of Business & Fiscal Services
2. Professional Development Report – Director of Teaching & Learning
3. Acknowledge student reps. for service on the board
4. Select student representative to the school board for following year (June-Aug)