



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, November 16, 2023 ~ 6:00 PM

NSSD District Office/Santiam Room

1155 N 3rd Ave

Stayton, OR 97383

https://youtube.com/live/JTgKH08gq_s?feature=share

1. CALL REGULAR SESSION TO ORDER

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

***all times listed 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 12:00 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 nature 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 November 10, 2023 will be acknowledged:

Added Attachments-

*17.2-Nov. '23 Enrollment Totals

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.
Timeline re policies AC& ACB-anti-racism

8

8

5. TEACHING & LEARNING REPORT: Nicole Duncan **(10 minutes, 6:30-6:40)**

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. The November report will include a review of the district's 2022-23 *At-A-Glance School and District Profiles and Accountability Details* and the Student Investment Account annual report.

ISST Board Report November 2023

NSSD At-A-Glance Profiles 2022-2023

12

12

17

6. BUSINESS & FISCAL SERVICES REPORT: Rhonda Allen **(10 minutes, 6:40-6:50)**

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

Board Report _ Oct2023

31

31

7. TALENTED & GIFTED ANNUAL REPORT: Sophia Duerst **(10 minutes, 6:50-7:00)**

TAG Coordinator Sophia Duerst will provide a brief overview of the district's Talented and Gifted program.

TAG Board Report 2023

38

38

8. 2022-2023 EXIT INTERVIEW SUMMARY: Danielle Blackwell **(10 minutes, 7:00-7:10)**

50

The Director of Human Resources will review the summary report from exit interviews conducted for the 2022-2023 school year.

_2023 Board Report 5-year exit interview Review	50
2022-23 Exit Interview Board Report	60

9. LICENSED/CLASSIFIED UNION REPORTS: Union Reps.
(5 minutes, 7:10-7:15)

This standing agenda item is to receive regular reports from Licensed and/or Classified Union representatives.

10. STAYTON CITY COUNCIL LIAISON REPORT: David Patty
(5 minutes, 7:15-7:20)

This standing agenda item is for reports from the Stayton City Council Liaison, David Patty.

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

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 room's entrance and on the District's website. Those who have completed an Intent to Submit Public Comment form 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, 7:40-7:45)

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 before 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 **61**

The minutes from the previous month's meeting are submitted for Board review and approval. The 9/6/23 special session minutes were omitted from the October consent agenda and have been included here for approval.

09.06.23 meeting minutes 61

10.19.23 minutes-DRAFT 64

12.2. Action: Approval of New Hires **71**

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)

Jeri Jones- Director of Special Programs (Interim for remainder of '23-'24)

Resignations

Brittney Spencer-Director of Special Programs

NOV 2023 Licensed Staff Board Report

71

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 READING

72

(20 minutes, 7:45-8:05)

These policy edits were presented for a first reading last month and are presented for a second reading and possible adoption.

IIA- Instructional Resources/Instructional Materials (Mackenzie)

JGAB- Use of Restraint and Seclusion (Mark)

KL-Public Complaints (Erin)

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

IIA-Instructional Resources_Instructional Materials 10.19.23

72

JGAB -Use of restraint and seclusion 11.16.23

74

KL -Public Complaints 10.19.23

83

LBEA-Resident Student Denial for Virtual Public Charter School Attendance

90

10.19.23

14. OSBA ELECTIONS

94

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

The Oregon School Boards Association is organized as one general state association with up to 24 regionally elected representatives established across 14 geographic regions to support member participation and representation.

This year, NSSD has the opportunity to vote for four positions in the Marion Region and two resolutions. Information regarding the candidates has been included. Information regarding the resolutions and bylaws is available via links. The ballot includes the following:

OSBA Board of Directors Position 11

Ashley Carson-Cottingham (Salem/Keizer)

Jeffrey Crapper (WESD)

OSBA Board of Directors Position 12

Alonso Oliveros is running unopposed

OSBA Legislative Policy Committee (LPC) Position 11

Maria Hinojos Pressey is running unopposed

OSBA Legislative Policy Committee (LPC) Position 12

Osvaldo Avila (Salem/Keizer)

Merle Stutzman (North Marion)

Resolution 1 creates the OR Rural School Board Members Caucus and designates a seat on the OSBA Board of Directors and LPC.

Resolution 2 adopts the proposed amendments to the OSBA Bylaws.

POSSIBLE MOTION-OSBA BOARD OF DIRECTORS

I move that the Board cast a yes vote for [Ashley Carson-Cottingham] [Jeffrey Crapper] OR [abstain from voting] for Position 11 on the OSBA Board of Directors.

I move that the Board [cast a yes vote] [cast a no vote] [abstain from voting] for Alonso Oliveros for Position 12 on the OSBA Board of Directors.

POSSIBLE MOTION-OSBA LEGISLATIVE POLICY COMMITTEE

I move that the Board [cast a yes vote] [cast a no vote] [abstain from voting] for Maria Hinojos Pressey for Position 11 on the OSBA Legislative Policy Committee.

I move that the Board cast a yes vote for [Osvaldo Avila] [Merle Stutzman] OR [abstain from voting] for Position 12 on the OSBA Legislative Policy Committee.

POSSIBLE MOTION-OSBA RESOLUTIONS

I move that the Board [supports] [opposes] OSBA Resolution 1 as stated above.

I move that the Board [supports] [opposes] OSBA Resolution 2 as stated above.

Election - OSBA 2023 - Marion Region (11 12) Survey	94
OSBA BoardPosition11-Ashley CarsonCottingham	96
OSBA BoardPosition11-Jeffrey Crapper	99
OSBA BoardPosition12-Alonso Jose Oliveros	102
OSBA LPCPosition11-Maria HinojosPressey	105
OSBA LPCPosition12-Osvaldo Avila	107
OSBA LPCPosition12-Merle Stutzman	109

15. STRATEGIC PLANNING UPDATE: Laura Wipper

(10 minutes, 8:15-8:25)

This standing agenda item is for the board to receive reports and discuss the ongoing strategic planning process.

16. BOARD REFLECTIONS/ANNOUNCEMENTS

(10 minutes, 8:25-8:35)

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:

17. INFORMATION ONLY

(5 minutes, 8:35-8:40)

17.1. Field Trip Report:

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.

Overnight stays are indicated in red.

Nov 2023 Fieldtrips Board Report

111

111

17.2. Student Enrollment:

115

Total student enrollment in the district as of November 13, 2023 is 2100. The attachment includes breakdowns by grade and numbers from previous months. It was discovered that some of the numbers on the October report were incorrect, so those have been corrected and are indicated in green. In addition, enrollment numbers for Options Academy have been split up to show how many are attending virtually versus in-person at Locust St. Academy. That is now reflected in the report and backdated to show the numbers for October as well.

Mari-Linn: 165

Sublimity: 353

Stayton Elementary: 356

Stayton Intermediate/Middle: 449

Stayton High: 662

Options Academy-Virtual: 64

Options Academy-Locust Street Academy: 51

Nov 2023 Enrollment Totals 11.13.23-incl Oct correction

115

17.3. Future Agenda Items:

117

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

Agenda Items Annual Calendar rev 11.23

117

17.4. Upcoming Board Events & Activities:

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

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

12/2/23-Special Education Day

18. ADJOURN

Estimated at 8:45

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.

Timeline Regarding Every Student Belongs Anti-Racism and Policy ACB Implementation and Readiness

Key: Tasks to be Completed by Stayton HS Admin and Staff

Tasks to be Completed by NSSD Superintendent

Tasks to be Completed by NSSD Board

■ **COMPLETED - (Date) - (Person Responsible)**

Timeline for NSSD Every Student Belongs Work

- **By March 2, 2023**

- **Joint Statement by NSSD (Loving) & SHS (Storey) Regarding the October 6th Incident**

- The superintendent and principal will issue a joint communication to families that expresses regret for the incident on October 6 and states that the District does not tolerate acts of harassment, including acts of harassment based on a student's race, color, or national origin. The statement will encourage any student who believes they have been subjected to harassment or a hostile environment based on race to report it to the District and identify the process that should be used to file such complaints. It will state the District's commitment to conducting a prompt investigation. The statement will warn that students found to have engaged in acts of harassment that create a hostile environment based on race may be disciplined and make clear that such discipline may include if circumstances warrant suspension or expulsion. The statement will encourage students, parents/guardians, and District staff to work together to prevent acts of harassment and retaliation.

■ **COMPLETED - 3.2.2023 - LWL**

- **By March 16, 2023**

- **Board Resolution Condemning Racism in Schools**

- The board will issue a resolution reiterating its commitment to eradicating the vestiges of racism in its schools. A draft of the resolution will be placed in the board packet in anticipation of the March 2023 board meeting so as to allow for public comment and discussion of the resolution by the board.

■ **COMPLETED - 3.16.23 - LWL**

Timeline Regarding Every Student Belongs Anti-Racism and Policy ACB Implementation and Readiness

● **By April 20, 2023**

○ **Board Policy ACB Checklist Development**

- The superintendent will develop a checklist or standard operating procedure to be followed when there is a bias incident, hate symbol display, or other similar action that violates policy ACB

■ **COMPLETED - 4.20.2023 - LWL**

○ **Non-Discrimination Communication Plan**

- The superintendent will strengthen the district's efforts to communicate awareness of the board's non-discrimination policy and complaint procedures. The superintendent has already identified the need to create a webpage dedicated to the board's non-discrimination and other civil rights policies, and the superintendent will work with staff to identify and implement other opportunities to improve district communication of its policy.

■ **COMPLETED - 4.20.2023 - LWL**

○ **Supt. Present Checklist and Communication Plan to Board in Board April Board Mtg**

■ **COMPLETED - 4.20.2023 - LWL**

○ **SHS Policy Communication Plan to Students**

- The school will outline its efforts to inform students of the district's anti-racism/anti-harassment/anti-discrimination policies at the April 2023 board meeting. The report will include measures taken to reteach high school students on issues of harassment, discrimination and inclusion and will specifically target issues of racial harassment, examples of it; that it is prohibited, how to report incidents, and the consequences.

■ **COMPLETED - 4.20.2023 - VS**

● **By April 30, 2023**

○ **Student Lessons at the SHS**

- The school has planned for lessons on discrimination, harassment, and hurtful language in April 2023. Discrimination complaint procedures will also be a component of the instruction delivered at that time.

■ **COMPLETED - 4.18.2023 - VS**

○ **Anti-Racism Signage Installed on School Campuses**

- The school's review of the signage is in progress, and the school plans to revise/replace/place signage that promotes diversity, equity, and inclusion to ensure students, staff, and visitors can easily see the expectations of behavior and inclusion. The district intends to have the signage in place within the next few months. Signage under consideration includes statements such:

Timeline Regarding Every Student Belongs Anti-Racism and Policy ACB Implementation and Readiness

- North Santiam School District is committed to providing a safe and respectful school environment.
- We will not tolerate any forms of racism, harassment, or other discrimination, such incidents will be dealt with immediately.
- Please report any incidents of racism, harassment, or other discrimination to school staff immediately.
- **Ordered May 2023**
- **COMPLETED Installed August 2023 - LWL & GR**
- **Ordered in Espanol September 2023 to be installed next to current installed signs**

- **By June 30, 2023**
 - **In-Depth training for Admin in Responding to Bias Incidents**
 - All administrators will receive in-depth training on best practices in responding to bias incidents, including Oregon law and the district's Every Student Belongs policy. Such training will occur on or before June 30, 2023, and will include the checklist (or standard operating procedure) described earlier in this letter.
 - **Completed June 20, 2023 - LWL & CN**

 - **Legal Counsel to review and make recommendations about updates to Applicable NSSD Board Policies AC & ACB -**
 - **Completed-June 2023 - CN**
 - **AC-AR(2) Adopted-August 2023 - LWL**

- **By August 20, 2023**
 - **SHS Finalize Updating Student Handbook to meet Current Board Policy**
 - The school will ensure that the 2023-24 student code of conduct (student handbook) is updated to include the most current board policy references.
 - **Completed August 10, 2023**

 - **Creation of Equity Advisory Committee**
 - The superintendent will continue to work toward establishing a district Equity Advisory Committee this spring, with the expectation that the committee will be in place for the 2023-24 school year. The focus of the committee will be to refine and support plans (action steps) toward accomplishing the district's commitments to anti-racism.
 - **Began Formal Process August 14, 2023 - LWL & ND**

- **By September 30, 2023**
 - **Creation of a District Communication Structure to Communicate Bias Incidents to Students and Families**

Timeline Regarding Every Student Belongs Anti-Racism and Policy ACB Implementation and Readiness

- By September 2023, the school administration will create and use a communication structure that allows for ready communication with student communities likely impacted by bias incidents to support them. As an example, on February 9, 2023, Principal Storey reached out to families the school identified as possibly impacted when an incident occurred involving the display of the Confederate flag. Principal Storey also emailed students and parents to communicate a copy of the district's policies against discrimination and harassment.
 - **Completed September 12, 2023**
-
- **By November 2023 Board Meeting**
 - **Board Report Regarding Anti-Racism and Policy ACB Implementation and Readiness**
 - Notwithstanding any other board reports required to be made by this letter, the superintendent will ensure the board receives a report in public session about the district's implementation of the actions and remedies identified in this letter no later than November 2023.
 - **Delivered to Board in Superintendent's Report on November 16, 2023**

End of immediate tasks.



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Instruction and Support Services Team Board Report November 16, 2023

Items for Board Approval:

None

Updates:

At-A- Glance Report

The purpose of the At-A-Glance School and district profiles - The Oregon Department of Education works in partnership with school districts, education service districts, and community partners around the belief that every student should have access to a high-quality, well-rounded learning experience so that every student in Oregon graduates with a plan for their future. The profiles are intended to inform communities, families, and educators and initiate discussion for areas of improvement for schools and districts. The metrics reported include Regular Attendders, 3rd Grade ELA, 8th Grade Mathematics, 9th grade on track to Graduation, On-Time Graduation, and Five-year completion. **North Santiam 29 J District and School Profiles can be found online <https://www.ode.state.or.us/data/reportcard/reports.aspx>**

Changes from last year - The district profiles have been updated to more closely align with the metrics of the Student Investment Account (SIA). They now encompass Five-year completion rates and regular attendance data for grades K-12 rather than focusing on K-2. Additionally, the reports now feature information about the number of social workers employed by the district, data on students from military families, and a deliberate effort to include comparisons with previous years. It's important to note that due to data disruptions caused by the pandemic, the state has temporarily discontinued prior-year comparisons for the period spanning from 2019 to 2022.

NSSD Data

Highlights

- Grade 8 Mathematics increased by 4% in performance levels.
- Stayton High School significantly increased by 5% in On-Time Graduation, surpassing the Oregon average by 8%.
- Options Academy increased by 12% in On-time graduation rates.
- On-time graduation is slightly higher than the Oregon average.
- 70% of our licensed teachers have more than three years of experience, contributing to our sustainable learning environment.



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- The Hispanic/Latino cohort showed remarkable progress, achieving a 90% On-time graduation rate. Also, 95% of our Ever Language Learners demonstrated a significant rate of graduating on time.

These achievements reflect a collective commitment to excellence in education and a dedication to nurturing the academic success of our students.

Growth opportunities:

- Regular attenders are students who attend more than 90% of the days they are enrolled. Regular attenders rates declined by 2% across the state, and NSSD decreased by 5%. This data shows the continued impacts of the pandemic and allows us to focus on ways to support our students and families best. NSSD will continue to consult with the WESD and the Every Day Matters teams to help our students boost attendance and student engagement through our commitment to building relationships and addressing the root causes of chronic absenteeism. We know that students aren't benefiting from instruction when they are not in classrooms.
- 3rd Grade ELA decreased significance and is well below the Oregon Average. NSSD will continue focusing on professional learning for staff, targeted intervention work with students who need support, and reliable formative assessment tools.
- While the 9th-grade on-track rate rose only 0.8% across Oregon and decreased in NSSD, this data encourages conversations around opportunities for learning and support specific to our incoming students.
- Lastly, the district has an opportunity to continue to explore the gap between our focal group data. Our efforts to improve outcomes for our traditionally marginalized students can enhance better learning outcomes for all.

2022-23 Student Investment Account (SIA) Annual Report

While SIA recipients are required by statute to review their progress through an annual report and financial audit to ODE and their local school boards, the SIA Annual report is also an opportunity for districts to reflect upon and learn from their SIA implementation during the 2022-23 school year, while practicing ongoing engagement through transparency and communication. The NSSD annual report will be posted to the district website by November 30th.

What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2022-23 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan?

- NSSD maintained staffing that directly impacts the health and safety of our students - Counselors, Behavior Specialists, Instructional Assistants



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- NSSD provided continuity by paying consultants to measure teacher effectiveness and implement continued learning to improve student belonging in school. - BERC and Equity Collaborative
- NSSD purchased the core ELA curriculum and contracted professional development through the vendors. Educators were provided in-person and virtual training and additional preparatory time.
- Technology was purchased to replace student devices and maintain 1:1 implementation.
- Professional learning in AVID increases teachers' collective efficacy in implementing research-based strategies to engage all students in their learning.

What barriers or challenges to SIA implementation have you experienced that are helpful for your community and/or state leaders to be aware of? What adjustments, if any, did you make to your SIA plan as a result of these challenges?

- Unfortunately, we were unable to proceed with the planned summer professional development for GLAD/SIOP due to low sign-up numbers from teachers.

SIA implementation includes ongoing engagement with all students, focal students, families, staff, and community partners. How have relationships with or between those groups changed and/or been maintained throughout this academic year? Consider the Community Engagement Toolkit and where your efforts might land on the spectrum as you complete your response.

- NSSD continued engagement efforts by administering YouthTruth surveys for Parents, Staff, and Students. Stayton high school facilitated listening sessions for focal groups at the high school.
- The Superintendent fostered open dialogue by hosting 'Soup with Sup' evenings at various sites.
- The ISST department continued to collaborate with the Collaborative Steering Committee, actively seeking feedback from staff across all classifications.

As you think about what guided your choices and prioritization efforts in this year of SIA implementation, what stands out? How will what you've learned this year impact future SIA implementation efforts?

- NSSD maintains a dedicated focus on implementing a robust behavioral and mental health system to meet the social and emotional learning needs of our students.
- We have prioritized professional development for teachers, emphasizing the use of culturally responsive and evidence-based classroom practices to enhance academic



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achievement. This also aims to increase our capacity to support learners within our focal groups.

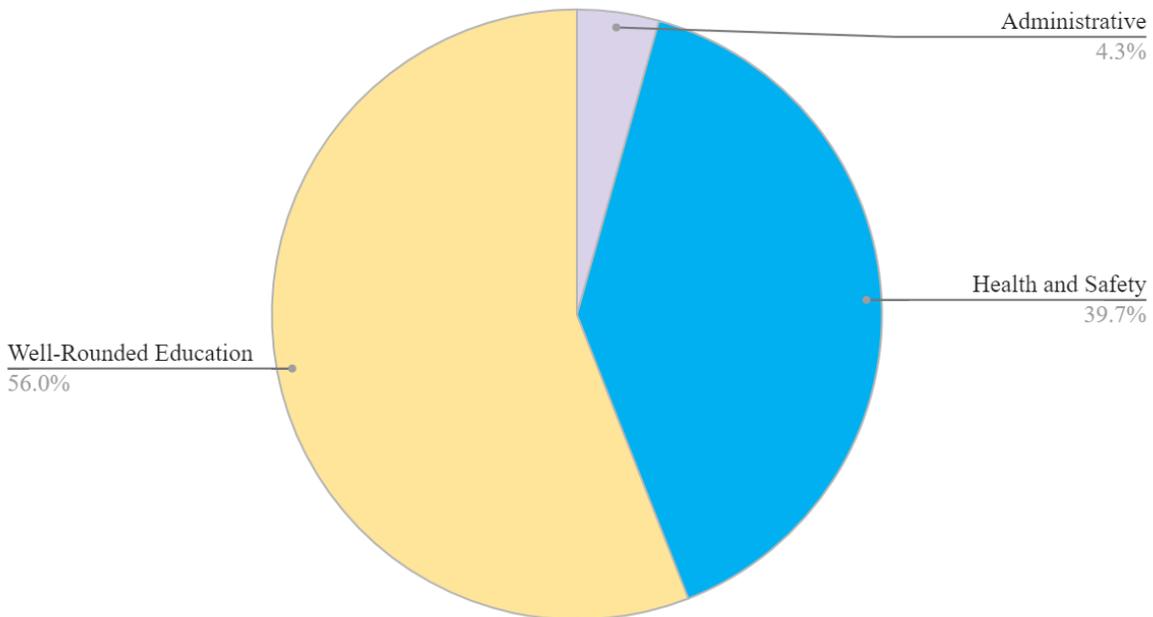
- There is an ongoing commitment to provide standards-based curriculum that is both inclusive and rigorous, while being responsive to the diverse learning needs of our students.

Financial Report:

22-23 Budget

22-23 Grant Allocation	\$1,699,554.69	
22-23 Grant Expenditures	\$1,699,554.69	\$ 73,000.00 Administrative \$674,863.08 Health and Safety \$950,991.61 Well-Rounded Education

SIA Activities by Allowable Use





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The board is asked to ensure that the report is open for public comment once presented.

Upcoming

Integrated Guidance: Aligning for Student Success - pending ODE
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

OREGON AT-A-GLANCE DISTRICT PROFILE

North Santiam SD 29J

2022-23

SUPERINTENDENT: Lee Loving | 1155 N 3rd Ave, Stayton 97383 | 503-769-6924

Students We Serve

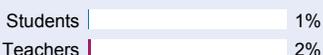


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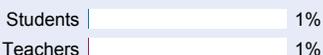
Student Enrollment

DEMOGRAPHICS

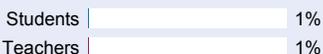
American Indian/Alaska Native



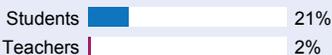
Asian



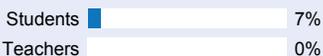
Black/African American



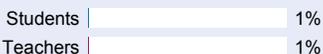
Hispanic/Latino



Multiracial



Native Hawaiian/Pacific Islander



White



12%

Ever English Learners



14

Languages Spoken

17%

Students with Disabilities

14%

Mobile Students

49%

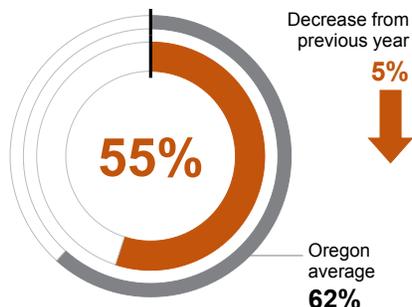
Free/Reduced Price Lunch

*<10 students or data unavailable

District Environment

REGULAR ATTENDERS

Students who attended more than 90% of their enrolled school days.

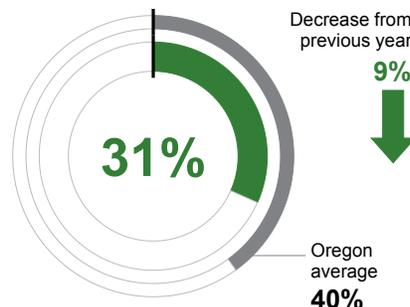


Academic Success

Grade 3

ENGLISH LANGUAGE ARTS

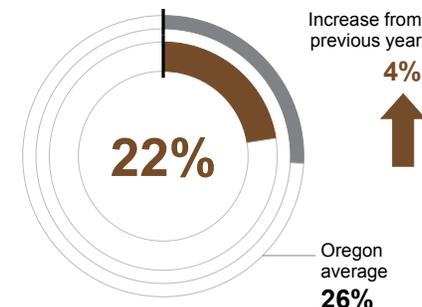
Students meeting state grade-level expectations.



Grade 8

MATHEMATICS

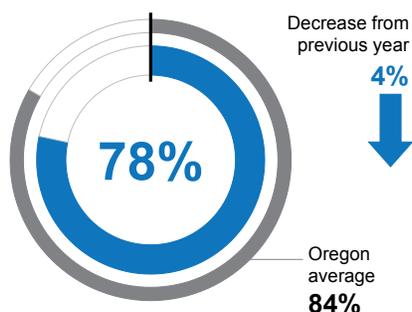
Students meeting state grade-level expectations.



High School Success

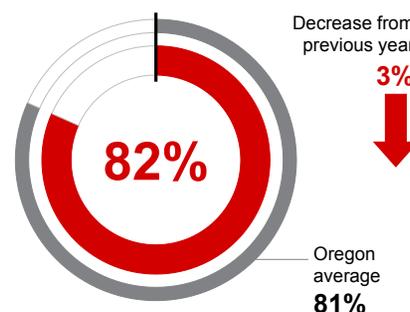
ON-TRACK TO GRADUATE

Students earning one-quarter of graduation credits in their 9th grade year.



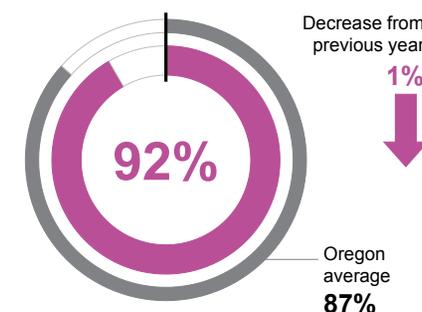
ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2018-19 graduating in 2021-22.



FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years. Cohort includes students who were first-time ninth graders in 2017-18 finishing in 2021-22.



District Goals

District Goals

- Ensure that each student has the opportunity to achieve excellence through measurable progress and personal growth each year.
- Provide sustainable quality facilities and promote positive school climates.
- Promote student and staff involvement in the community and involve the community in our schools.
- Recruit, develop, value, and retain high-quality staff.

We Change Kids' Lives through a Commitment to Excellence, Integrity, Equity, and Community Engagement.

State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2027. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.



OREGON AT-A-GLANCE DISTRICT PROFILE CONTINUED

North Santiam SD 29J

2022-23

Outcomes

Our Staff (rounded FTE)



11

Administrators



130

Teachers



44

Educational assistants



4

Counselors



0

Social Workers



0

Licensed Librarians



0

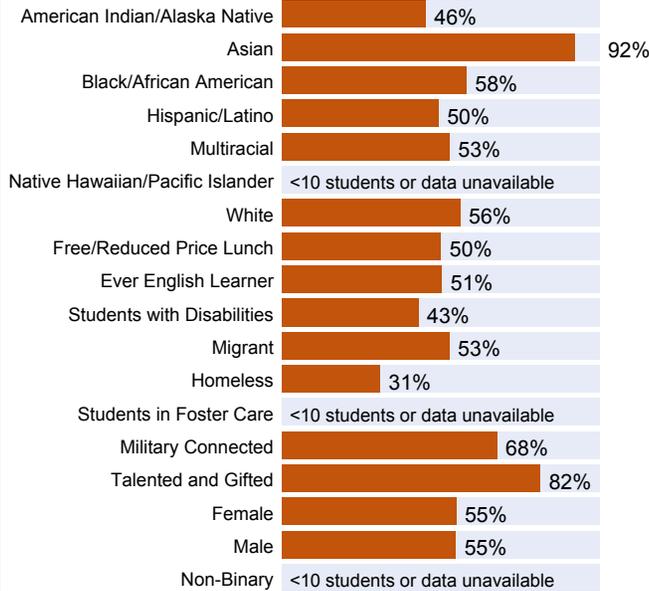
Psychologists



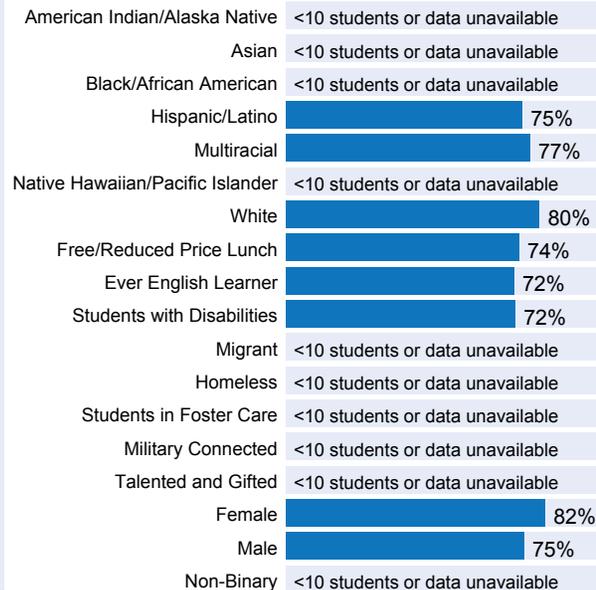
70%

% of licensed teachers with more than 3 years of experience

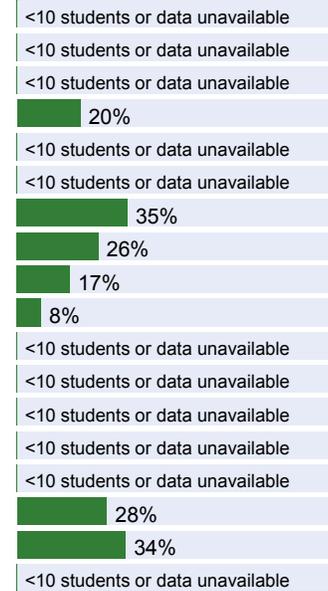
REGULAR ATTENDERS



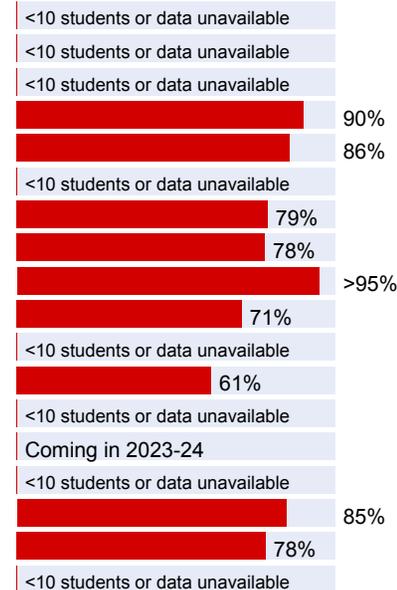
ON-TRACK TO GRADUATE



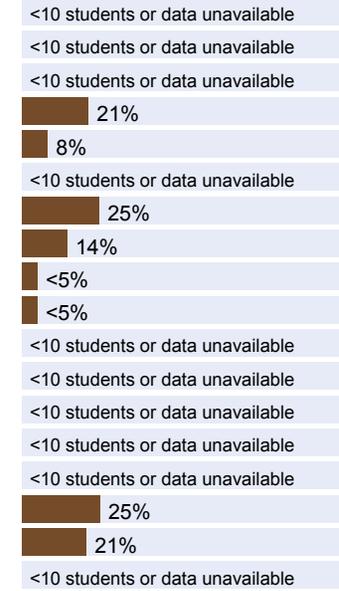
Grade 3 ENGLISH LANGUAGE ARTS



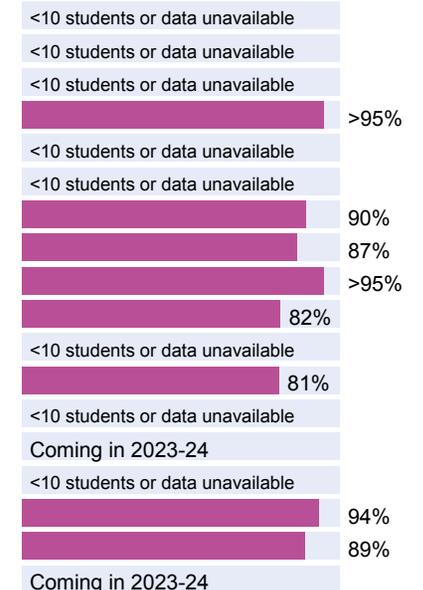
ON-TIME GRADUATION



Grade 8 MATHEMATICS



FIVE-YEAR COMPLETION





OREGON AT-A-GLANCE SCHOOL PROFILE

Sublimity Elementary School

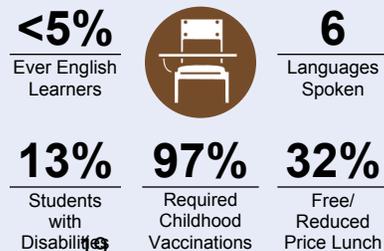
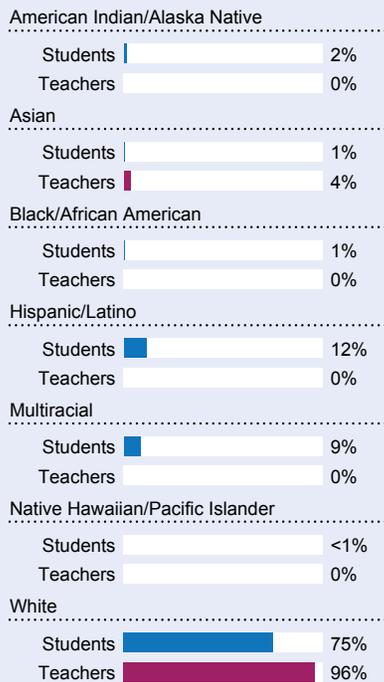


PRINCIPAL: Ryan Westenskow | GRADES: K-8 | 431 Main St, Sublimity 97385 | 503-769-2459

Students We Serve



DEMOGRAPHICS

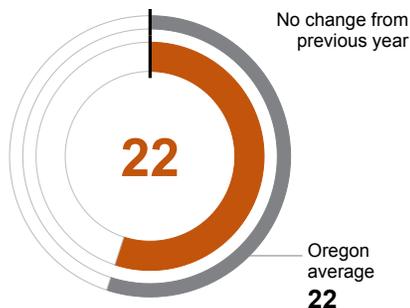


*<10 students or data unavailable

School Environment

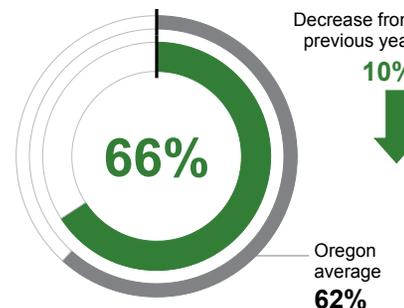
CLASS SIZE

Median class size.



REGULAR ATTENDERS

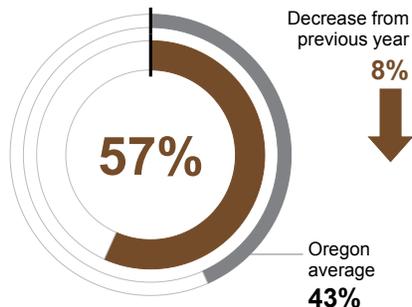
Students who attended more than 90% of their enrolled school days.



Academic Success

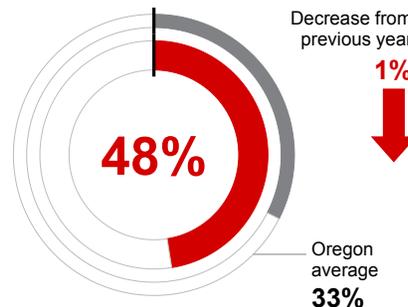
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



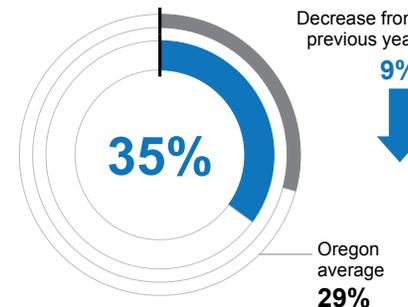
MATHEMATICS

Students meeting state grade-level expectations.



SCIENCE

Students meeting state grade-level expectations.



School Goals

Student learning is our school's number one priority. We promise to deliver academic excellence to our students daily. We want to ensure that every student is inspired to learn and empowered to excel to become life-long learners and positive community members. Our goals include increasing student academic performance and growth, supporting the social-emotional learning of all students, and implementing AVID schoolwide.

State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2027. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

Safe & Welcoming Environment

Sublimity School promotes a school climate that is safe, supportive, and respectful. Students are motivated and engaged in learning. Positive relationships with other students and staff nurture each student's self-esteem. The school has a core instructional program with qualified teachers, a challenging curriculum, and high standards and behavior expectations. Our staff models these expectations and recognizes students who exhibit them. There is mutual respect and collaboration among parents, families, and school staff.



OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

Sublimity Elementary School

2022-23

Outcomes

Our Staff (rounded FTE)



22

Teachers



8

Educational assistants



0

Counselors/
Psychologists/
Social Workers



88%

Average teacher retention rate over the past three years



87%

% of licensed teachers with more than 3 years of experience



No

Same principal in the last 3 years

20

REGULAR ATTENDERS

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	67%
Multiracial	55%
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	66%
Free/Reduced Price Lunch	55%
Ever English Learner	91%
Students with Disabilities	51%
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Military Connected	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	67%
Male	65%
Non-Binary	<10 students or data unavailable

ENGLISH LANGUAGE ARTS

<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
62%
46%
<10 students or data unavailable
57%
42%
<10 students or data unavailable
47%
<10 students or data unavailable
58%
56%
<10 students or data unavailable

MATHEMATICS

<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
42%
50%
<10 students or data unavailable
49%
36%
<10 students or data unavailable
27%
<10 students or data unavailable
41%
54%
<10 students or data unavailable

About Our School

BULLYING, HARASSMENT, AND SAFETY POLICIES

Sublimity uses the Positive Behavioral Intervention program to support students in learning our behavior expectations. PBIS increases academic performance, decreases problem behavior, and establishes a positive school culture. Services are available to students with disruptive behaviors. Assistance includes, but is not limited to, individual or small group support with a behavior specialist to help the student succeed daily. All reports of bullying/ harassment are investigated thoroughly. In addition to staff reporting, our school subscribes to SafeOregon, a statewide tip line for students to anonymously and confidentially report information concerning threats to student safety.

EXTRACURRICULAR ACTIVITIES

Sublimity School performs drama productions as well as music concerts in the winter and spring. We also offer choir to our fourth through eighth grade students. We have a very active ASB Student Government group that demonstrates leadership skills. Students are shuttled to the Stayton Middle School for the following sports:

- **Fall:** Cross Country, Football, Volleyball, and Soccer
- **Winter:** Basketball, Dance, and Wrestling
- **Spring:** Track

Santiam Youth Sports offers other sports activities for students grades K-5.

PARENT ENGAGEMENT

At Sublimity, we believe parent/family engagement in schools improves student achievement, reduces absenteeism, and creates collaboration in their children's education. We love to work together to support and improve the learning and development of our kids. Parents are encouraged to participate in their children's education by attending events such as Open House, parent/teacher conferences, music programs, parent education nights, sporting events, joining our Parent Teacher Club, and volunteering at school. Parents are the first and most important educators in their children's lives, and we value their input and involvement.

COMMUNITY ENGAGEMENT

Sublimity School is committed to actively partnering with the community, creating shared responsibility for student success. Community engagement is a tool that promotes and strengthens young people's full development. We partner with local businesses/organizations to support our students with such activities as Adopt a Grandparent Program in conjunction with the Marion Estates Retirement Center, Toys for Tots Holiday Toy Drive with the local fire department, Grandparent's Day Lunch, Community and School Food Drive with the local Food Bank. We invite the entire community to all school activities.



OREGON AT-A-GLANCE SCHOOL PROFILE

Stayton Middle School

PRINCIPAL: Michael Proctor | GRADES: 4-8 | 1021 Shaff Rd, Stayton 97383 | 503-769-2198

Students We Serve



DEMOGRAPHICS

American Indian/Alaska Native	
Students	<1%
Teachers	0%
Asian	
Students	<1%
Teachers	0%
Black/African American	
Students	1%
Teachers	0%
Hispanic/Latino	
Students	28%
Teachers	3%
Multiracial	
Students	8%
Teachers	0%
Native Hawaiian/Pacific Islander	
Students	1%
Teachers	3%
White	
Students	62%
Teachers	94%

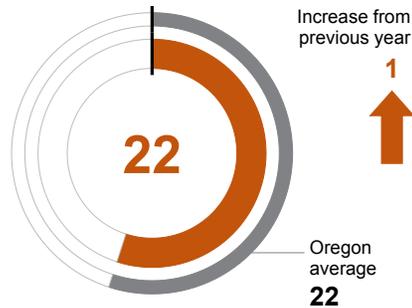
17% Ever English Learners  **4** Languages Spoken

19% Students with Disabilities **95%** Required Childhood Vaccinations **>95%** Free/Reduced Price Lunch

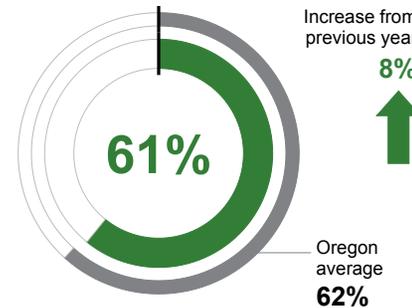
*<10 students or data unavailable

School Environment

CLASS SIZE
Median class size.



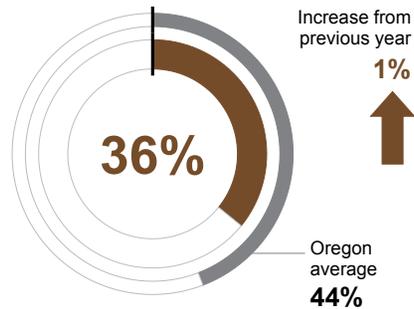
REGULAR ATTENDERS
Students who attended more than 90% of their enrolled school days.



Academic Success

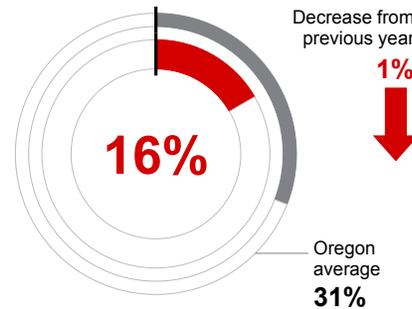
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



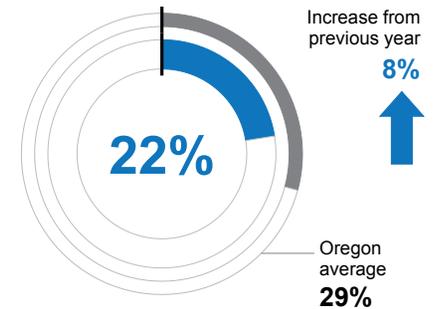
MATHEMATICS

Students meeting state grade-level expectations.



SCIENCE

Students meeting state grade-level expectations.



School Goals

Stayton Intermediate/Middle School staff promote student success through AVID and RULER strategies. We are focusing on schoolwide common language in the writing process in order to organize student writing. Our staff is committed to professional learning on best practices to meet the needs of every student.

State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2027. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

Safe & Welcoming Environment

Stayton Intermediate/Middle school is AVID certified. We are AVID schoolwide with focused attention towards social-emotional learning, culturally relevant teaching, equity and building relational capacity with our students. Our campus promotes a learning environment that fosters collaboration in which both students and staff are reflective in their practice to build confidence in our students and provide them the best opportunities to become productive citizens in our community.



OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

Stayton Middle School

Outcomes

Our Staff (rounded FTE)



31

Teachers



9

Educational assistants



1

Counselors/
Psychologists/
Social Workers



83%

Average teacher retention rate over the past three years



66%

% of licensed teachers with more than 3 years of experience



Yes

Same principal in the last 3 years

22

REGULAR ATTENDERS

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	57%
Multiracial	52%
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	63%
Free/Reduced Price Lunch	61%
Ever English Learner	59%
Students with Disabilities	48%
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Military Connected	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	61%
Male	61%
Non-Binary	<10 students or data unavailable

ENGLISH LANGUAGE ARTS

<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
25%
32%
<10 students or data unavailable
42%
36%
14%
15%
<10 students or data unavailable
37%
35%
<10 students or data unavailable

MATHEMATICS

<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
10%
16%
<10 students or data unavailable
20%
16%
6%
6%
<10 students or data unavailable
11%
22%
<10 students or data unavailable

About Our School

BULLYING, HARASSMENT, AND SAFETY POLICIES

The Board of Directors and the administration are committed to providing a positive and productive learning environment free of harassment, intimidation, bullying, or cyberbullying by students, staff, and third parties. Students behavior found in violation of district policy will be subject to discipline, up to and including expulsion. The building administrator and superintendent are responsible for implementing district policy.

EXTRACURRICULAR ACTIVITIES

Middle School Students have access to many extracurricular activities. Students can participate in beginning and advanced bands, choir, STEM clubs, and middle school athletics.

- **Fall:** Cross Country, Football, Volleyball, and Soccer
- **Winter:** Basketball, Dance, and Wrestling
- **Spring:** Track

Santiam Youth Sports offers other sports activities for students grades K-5. Stayton Middle also has National Junior Honor Society

PARENT ENGAGEMENT

Parent engagement is always a focus area on our campus; we use many systems to communicate with our families. Our district uses a messaging app that is part of our goal to engage and keep parents up to date on their child's progress. Our staff also uses email, class dojo, voice messaging, or many other communication options to engage parents. SIMS provides family events, including book fairs, grandparent's day, Friendsgiving, assembly recognition, PTC, and AVID parent nights.

COMMUNITY ENGAGEMENT

Stayton Intermediate/Middle School continues to strive to engage our entire community. We have book fairs, grandparent lunches, activity nights, and band performances. Middle school students participate in the annual Rotary Speech contest, and our National Junior Honor Society students volunteer in the community. Our AVID students also represent our school during our events by engaging in conversations and learning how to present themselves to a public audience. Every year, we do a fundraising letter campaign to raise money for opportunities for our students to have meaningful experiences in their community.



OREGON AT-A-GLANCE SCHOOL PROFILE

Stayton High School

PRINCIPAL: Vicky Storey | GRADES: 9-12 | 757 W Locust St, Stayton 97383 | 503-769-2171

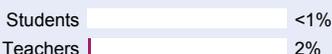


Students We Serve



DEMOGRAPHICS

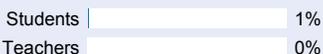
American Indian/Alaska Native



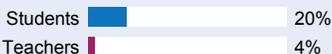
Asian



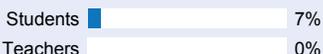
Black/African American



Hispanic/Latino



Multiracial



Native Hawaiian/Pacific Islander



White



16%

Ever English Learners



8

Languages Spoken

18%

Students with Disabilities

96%

Required Childhood Vaccinations

51%

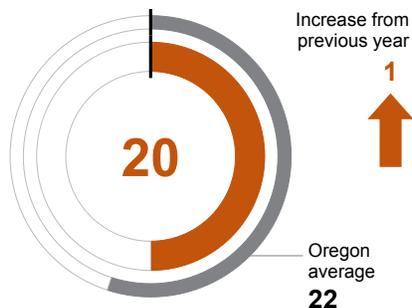
Free/Reduced Price Lunch

*<10 students or data unavailable

School Environment

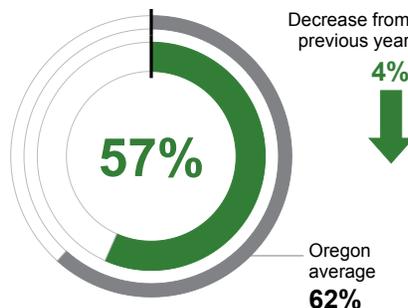
CLASS SIZE

Median size of classes in core subjects.



REGULAR ATTENDERS

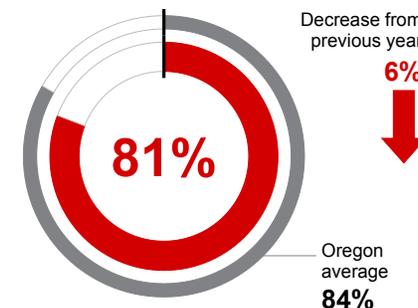
Students who attended more than 90% of their enrolled school days.



Academic Progress

ON-TRACK TO GRADUATE

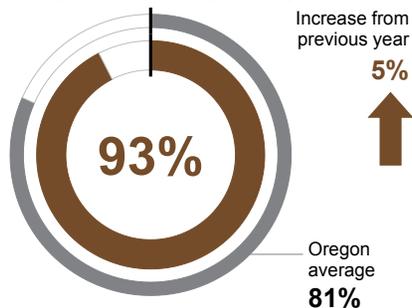
Students earning one-quarter of graduation credits in their 9th grade year.



Academic Success

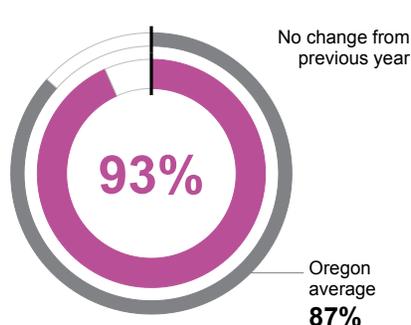
ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2018-19 graduating in 2021-22.



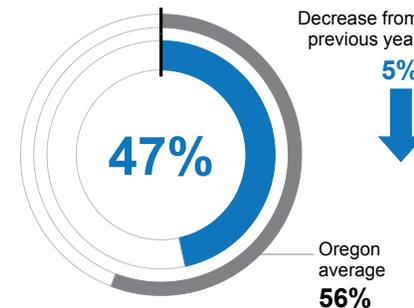
FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years. Cohort includes students who were first-time ninth graders in 2017-18 finishing in 2021-22.



COLLEGE GOING

Students enrolling in a two or four year college within 16 months of completing high school in 2020-21. Data from the National Student Clearinghouse.



School Goals

Our school goals are focused around our mission to empower all students for life. We do this by focusing on relationships with and among students, maintaining high expectations academically and behaviorally, and expecting active participation both in class and in our school community. Our school leadership team and our curriculum teams focus on data to understand our current reality and develop strategic steps for growth. We prioritize high-level instructional practices.

State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2027. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

Safe & Welcoming Environment

Stayton High School is fortunate to receive unparalleled support from parents, local businesses, and our Boosters—we are a community school striving to ensure that all students and visitors on our campus feel comfortable. Our teachers receive training in culturally responsive instruction, we coordinate with the Stayton Police Department for safety drills, and we utilize SafeOregon as a means for our students to report instances of harassment and other concerns confidentially.



OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

Stayton High School

2022-23

Outcomes

Our Staff (rounded FTE)



40

Teachers



8

Educational assistants



3

Counselors/
Psychologists/
Social Workers



85%

Average teacher retention rate over the past three years



64%

% of licensed teachers with more than 3 years of experience



No

Same principal in the last 3 years

24

REGULAR ATTENDERS

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	42%
Multiracial	65%
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	60%
Free/Reduced Price Lunch	46%
Ever English Learner	41%
Students with Disabilities	43%
Migrant	<10 students or data unavailable
Homeless	40%
Students in Foster Care	<10 students or data unavailable
Military Connected	73%
Talented and Gifted	79%
Female	53%
Male	59%
Non-Binary	<10 students or data unavailable

ON-TRACK TO GRADUATE

<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
76%
83%
<10 students or data unavailable
83%
77%
74%
76%
<10 students or data unavailable
84%
78%
<10 students or data unavailable

ON-TIME GRADUATION

<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
>95%
92%
<10 students or data unavailable
92%
91%
>95%
84%
<10 students or data unavailable
82%
<10 students or data unavailable
Coming in 2023-24
<10 students or data unavailable
>95%
90%
<10 students or data unavailable

About Our School

ADVANCED COURSEWORK

Stayton High School offers a variety of advanced coursework for students, including the following:

- Honors Language Arts and AP Literature
- Honors Science
- World Languages
- College Algebra

Dual Credit Coursework through WOU, Chemeketa and Oregon Tech in the following areas:

- Chemistry
- Biology
- College Algebra
- US History
- Medical Terminology
- Spanish
- Education

CAREER & TECHNICAL EDUCATION

Our students have the option of enrolling in a variety of excellent CTE courses, and to engage in activities including medical coursework and building a residential home.

There are CTE pathways that are recognized at graduation:

- Manufacturing and Construction
- Biomedical Science
- Agriculture
- Business
- Criminal Justice
- STEM
- Education

EXTRACURRICULAR ACTIVITIES

Our school offers several extracurricular activities and clubs for students:

- National Honors Society
- FBLA (Business)
- FFA (Future Farmers of America)
- SKILLS USA (Manufacturing)
- Leadership (ASB)
- Robotics Club/competitions
- Gaming Club
- Writing Club
- Art Club

Our school also offers OSAA Athletics. Visit our school website for more details.

PARENT & COMMUNITY ENGAGEMENT

In addition to strong and well-received communication through our NSSD app and other sources, our school works to connect students and the school to the community in a variety of ways:

- 8th Grade Night
- Homecoming
- Athletic events
- Drama Productions
- Choir and Band performances
- Community involvement/collaboration around CTE programs
- Interview Fair
- Parent Nights
- Parent Conferences
- College awareness events
- AVID parent nights



OREGON AT-A-GLANCE SCHOOL PROFILE

Stayton Elementary School

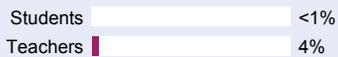
PRINCIPAL: Wendy Moore | GRADES: K-3 | 875 N 3rd, Stayton 97383 | 503-769-2336

Students We Serve

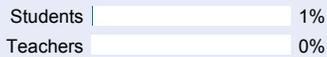


DEMOGRAPHICS

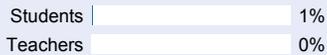
American Indian/Alaska Native



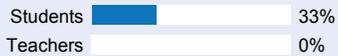
Asian



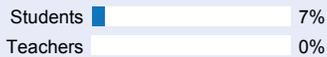
Black/African American



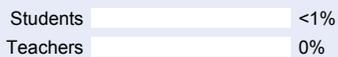
Hispanic/Latino



Multiracial



Native Hawaiian/Pacific Islander



White



15%

Ever English Learners



4

Languages Spoken

22%

Students with Disabilities

94%

Required Childhood Vaccinations

>95%

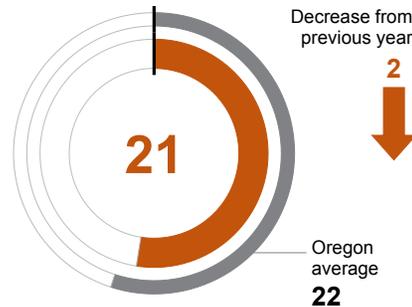
Free/Reduced Price Lunch

*<10 students or data unavailable

School Environment

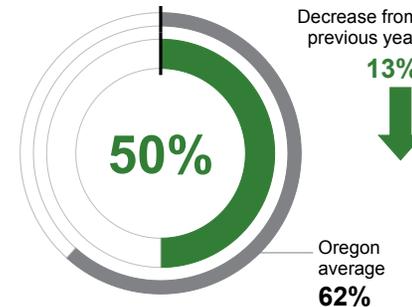
CLASS SIZE

Median class size.



REGULAR ATTENDERS

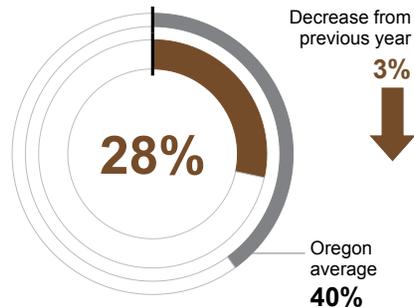
Students who attended more than 90% of their enrolled school days.



Academic Success

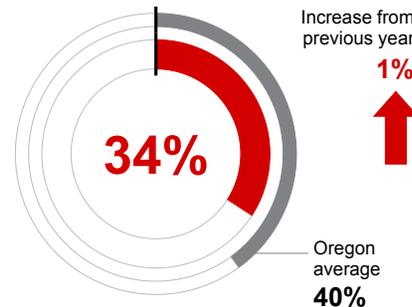
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



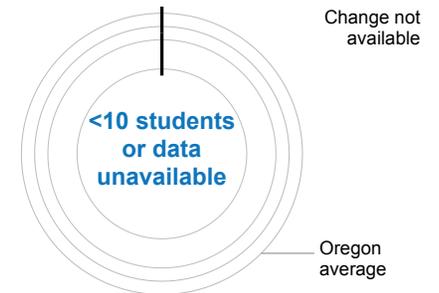
MATHEMATICS

Students meeting state grade-level expectations.



SCIENCE

Students meeting state grade-level expectations.



School Goals

Stayton Elementary provides opportunities for personal growth through shared learning experiences and meaningful interactions for our diverse student population. SES intentionally focuses on using AVID strategies to engage students in rigorous instruction and using RULER to support individual social and emotional needs to increase academic proficiency in language arts and mathematics.

State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2027. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

Safe & Welcoming Environment

Our vision at Stayton Elementary is to have a collaborative school that strives for excellence by providing a positive and nurturing environment that allows our diverse student population to develop self-worth and reach their highest potential.



OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

Stayton Elementary School

2022-23

Outcomes

Our Staff (rounded FTE)



22

Teachers



12

Educational assistants



0

Counselors/
Psychologists/
Social Workers



96%

Average teacher retention rate over the past three years



71%

% of licensed teachers with more than 3 years of experience



Yes

Same principal in the last 3 years

26

REGULAR ATTENDERS

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	48%
Multiracial	50%
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	51%
Free/Reduced Price Lunch	50%
Ever English Learner	49%
Students with Disabilities	45%
Migrant	<10 students or data unavailable
Homeless	46%
Students in Foster Care	<10 students or data unavailable
Military Connected	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	53%
Male	48%
Non-Binary	<10 students or data unavailable

ENGLISH LANGUAGE ARTS

<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
13%
<10 students or data unavailable
<10 students or data unavailable
37%
28%
9%
6%
<10 students or data unavailable
33%
24%
<10 students or data unavailable

MATHEMATICS

<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
25%
<10 students or data unavailable
<10 students or data unavailable
37%
34%
18%
19%
<10 students or data unavailable
35%
32%
<10 students or data unavailable

About Our School

BULLYING, HARASSMENT, AND SAFETY POLICIES

Teaching our students the 3Bs, Be Safe, Be Respectful, and Be Responsible, in all areas and aspects of the school is a priority for us. Stayton Elementary uses a Positive Behavior Intervention system to frequently teach and practice desired behaviors. Giving positive, specific feedback to our students is one way we reinforce the behaviors we hope to see. Because our students are so young, we believe in reteaching and practicing a lot.

EXTRACURRICULAR ACTIVITIES

We offer an after-school program, family math/literacy nights, and an art show throughout the school year.

PARENT ENGAGEMENT

Stayton Elementary staff partners with families to ensure all students reach their potential. We strive to support students who are continuously growing as learners and becoming proficient with the Common Core State Standards. Parents can help by monitoring student reading logs, attending parent-teacher conferences, or taking advantage of the many volunteering opportunities at the school.

COMMUNITY ENGAGEMENT

Stayton Elementary partners with many community organizations, including the Good News Club, the YMCA after-school program, adopt-a-board members, Kiwanis, the community pool, A & W Cheetah-of-the-month, and Tracy's Tender Touch.



OREGON AT-A-GLANCE SCHOOL PROFILE

North Santiam Options Academy

PRINCIPAL: Brad Emmert | GRADES: K-12 | 757 W Locust St, Stayton 97383 | 503-769-4928

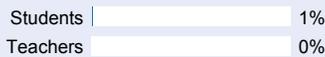


Students We Serve

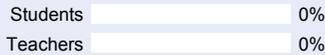


DEMOGRAPHICS

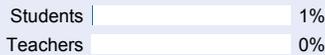
American Indian/Alaska Native



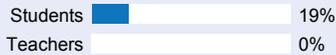
Asian



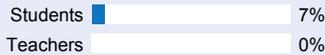
Black/African American



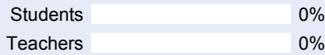
Hispanic/Latino



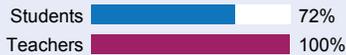
Multiracial



Native Hawaiian/Pacific Islander



White



10%

Ever English Learners



3

Languages Spoken

15%

Students with Disabilities

0%

Required Childhood Vaccinations

65%

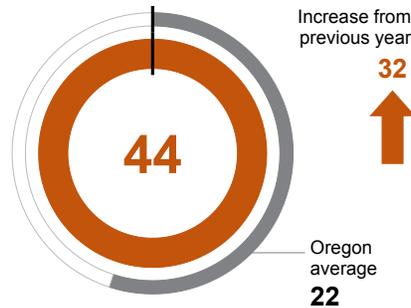
Free/Reduced Price Lunch

*<10 students or data unavailable

School Environment

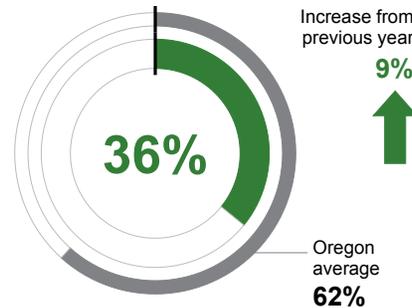
CLASS SIZE

Median size of classes in core subjects.



REGULAR ATTENDERS

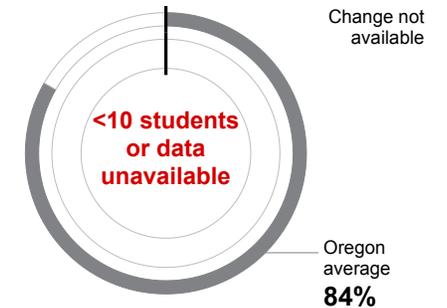
Students who attended more than 90% of their enrolled school days.



Academic Progress

ON-TRACK TO GRADUATE

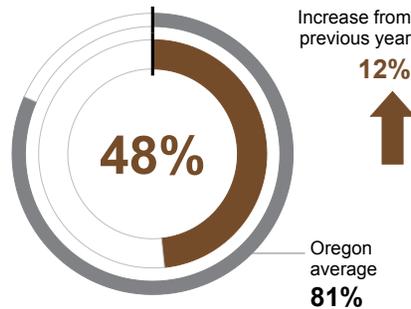
Students earning one-quarter of graduation credits in their 9th grade year.



Academic Success

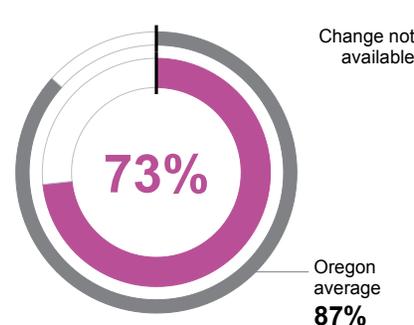
ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2018-19 graduating in 2021-22.



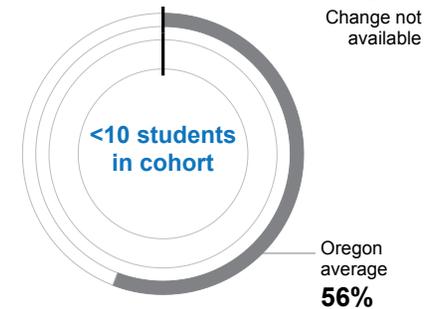
FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years. Cohort includes students who were first-time ninth graders in 2017-18 finishing in 2021-22.



COLLEGE GOING

Students enrolling in a two or four year college within 16 months of completing high school in 2020-21. Data from the National Student Clearinghouse.



School Goals

NSSD Options Academy operates as an alternative to traditional learning environments. We offer a K-12 virtual and a 9-12 in-person program. We aim to support every student's learning needs through individual coaching and develop skills to progress toward graduation.

State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2027. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

Safe & Welcoming Environment

Students at Locust St. Academy engage in restorative circle practices that enhance student and staff positive interactions and work towards academic success. Students will have access to a school counselor at SHS and built-in times to refocus and take mental breaks.



OREGON AT-A-GLANCE SCHOOL PROFILE

Mari-Linn Elementary School

PRINCIPAL: Sophia Duerst | GRADES: K-8 | 641 5th St, Lyons 97358 | 503-859-2154

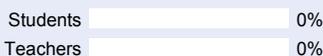


Students We Serve



DEMOGRAPHICS

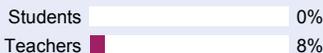
American Indian/Alaska Native



Asian



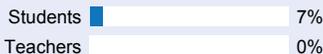
Black/African American



Hispanic/Latino



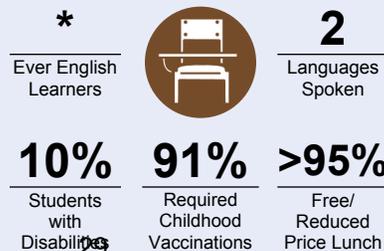
Multiracial



Native Hawaiian/Pacific Islander



White

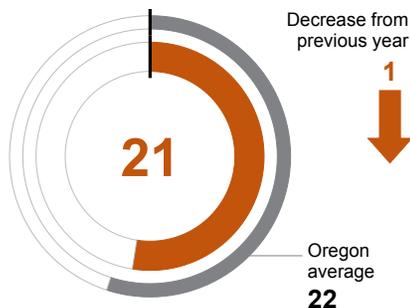


*<10 students or data unavailable

School Environment

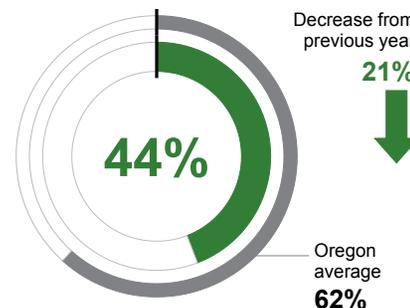
CLASS SIZE

Median class size.



REGULAR ATTENDERS

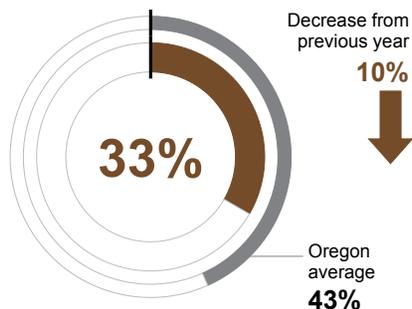
Students who attended more than 90% of their enrolled school days.



Academic Success

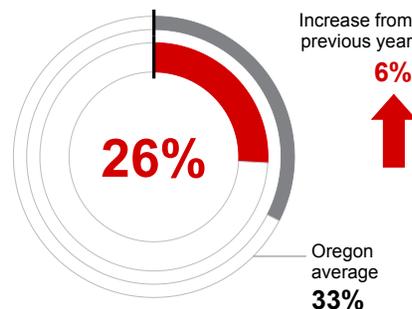
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



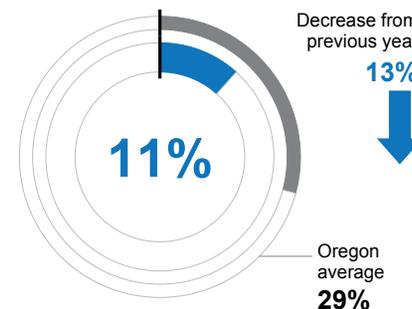
MATHEMATICS

Students meeting state grade-level expectations.



SCIENCE

Students meeting state grade-level expectations.



School Goals

Mari-Linn School focuses on providing students with a rich academic and supportive environment in which every student learns at their full potential. We support increasing academic performance and all students' social-emotional learning through a commitment to using AVID strategies to increase student engagement, sustaining positive relationships with our families and the community, and addressing barriers that impact student access to education.

State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2027. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

Safe & Welcoming Environment

Mari-Linn uses the RULER approach to support all students' social and emotional learning. We teach expectations for our students to be Respectful, Safe, and Responsible. All students and all families are welcome at Mari-Linn. Teachers and staff communicate with parents regularly to celebrate or address opportunities to grow in meeting schoolwide behavior expectations.



Outcomes

Our Staff (rounded FTE)



12

Teachers



3

Educational
assistants



0

Counselors/
Psychologists/
Social Workers



87%

Average teacher
retention rate over
the past three years



58%

% of licensed teachers
with more than 3 years
of experience



Yes

Same principal in
the last 3 years

30

REGULAR ATTENDERS

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	<10 students or data unavailable
Multiracial	42%
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	45%
Free/Reduced Price Lunch	44%
Ever English Learner	<10 students or data unavailable
Students with Disabilities	21%
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Military Connected	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	47%
Male	41%
Non-Binary	<10 students or data unavailable

ENGLISH LANGUAGE ARTS

<10 students or data unavailable
35%
32%
<10 students or data unavailable
36%
31%
<10 students or data unavailable

MATHEMATICS

<10 students or data unavailable
27%
25%
<10 students or data unavailable
23%
<10 students or data unavailable
15%
39%
<10 students or data unavailable

About Our School

BULLYING, HARASSMENT, AND SAFETY POLICIES

Student safety is our number one priority. We prioritize preparedness for fire, earthquake, lockdown drills, and evacuation procedures. All reports of bullying and harassment are investigated thoroughly and quickly. In addition to staff reporting, our school subscribes to SafeOregon, a statewide tip line for students to anonymously and confidentially report information concerning threats or potential threats to student safety. Our school regularly reviews behavior data to ensure a safe and secure learning environment for all of our students.

EXTRACURRICULAR ACTIVITIES

Middle School students have access to many extracurricular activities. Students can participate in beginning and advanced bands, STEM clubs, and middle school athletics. Students are shuttled to the Stayton Middle School for the following sports:

- **Fall:** Cross Country, Football, Volleyball, and Soccer
- **Winter:** Basketball, Dance, and Wrestling
- **Spring:** Track

Santiam Youth Sports offers other sports activities for students grades K-5.

PARENT ENGAGEMENT

Mari-Linn strives to encourage parent engagement at all levels and offer the following activities:

- Spring/Fall Conferences
- Winter/Spring Music Concerts
- Literacy Nights
- Science/Engineering Nights
- PTA
- Open House
- Back to School Fair

COMMUNITY ENGAGEMENT

We partner with local businesses and organizations to support our students and community. Local businesses and organizations include:

- Lyons Rural Fire Department
- Santiam Towing and Recovery
- Freres Lumber
- Joseph Storehouse of Hope Monthly distribution at Mari-Linn

**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: October 31, 2023, Financial Statements

Board Members,

Attached are the 2023-24 financial statements through October 31, 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 October 31, 2023, and projections through June 30, 2024. The estimated General Fund Ending Fund Balance is \$5,960,767. Contingency and Unappropriated Ending Fund Balance equal \$2,015,662 of the Fund Balance total.

North Santiam's investments are held in the Local Government Investment Pool. Assets total \$13,871,686, yielding 4.90% through October 31, 2023.

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

North Santiam Schools ~ We Change Kids' Lives!
www.nstantiam.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 10/31/2023

	2023-24 Budget	Actual YTD Rev. 10/31/2023	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	86,238	85,429	171,667	(21,667)
1114 Payments in Lieu of Property Taxes	-	1,321	-	1,321	
1200 REV from Local Gov't Unit Other Than Districts	-	-	-	-	-
1510 Interest on Investments	100,000	169,598	280,402	450,000	(350,000)
1700 Fees	3,836	9,909	20,091	30,000	(26,164)
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	99,545	100,000	-
1990 Miscellaneous	2,500	18,862	6,138	25,000	(22,500)
Total Revenue From Local Sources	\$ 7,558,766	287,735	7,962,625	8,250,360	(690,273)
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	7,174,652	10,047,270	17,221,922	
3103 Common School Fund	245,000	-	280,639	264,014	
3104 State Managed County Timber	250,000	18,139	31,861	50,000	
3105 STATE SCH FUND PRIOR YRS ADJ	-	-	-	-	
3107 State School Fund High Cost Disability	50,000	-	100,000	100,000	
Total Revenue From State Sources	\$ 16,956,255	7,192,791	10,459,770	17,635,936	-
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	\$ 7,480,525	\$ 23,897,968	31,361,868.87	(1,185,272.87)
			\$ 23,897,968		
				\$ 25,401,102	
				\$ 5,960,767	
				\$ 2,015,662	
				\$ 3,945,105	

North Santiam School District 29J
General Fund: Statement of Expenditures Budget Vs. Actual
Fiscal Year 2023-24, As of 10/31/2023

Expenditure Functions	2023-24 Budget	Actual YTD EXP 10/31/2023	Projected Expenditures 6/30/2024	Total Estimated 2023-24	(Over)/ Under Budget
1000 Instruction					
1111 Elementary, K-5 or K-6	4,995,253	814,065	3,914,440	4,728,505	266,748
1120 AVID Instruction	5,800	1,085	1,471	2,555	3,245
1121 Middle/Junior High Programs	2,676,039	431,430	2,035,117	2,466,547	209,492
1122 Middle/Junior High School Extracurricular	163,891	42,460	100,733	143,193	20,698
1127 After School Program	15,000	-	5,488	5,488	9,513
1131 High School Programs	3,212,302	541,590	2,453,546	2,995,136	217,166
1132 High School Extracurricular	640,981	183,603	317,565	501,168	139,813
1220 Restrictive Pgms for Students w/Disabilities	1,797,830	288,454	1,509,202	1,797,656	174
1250 Programs for Students w/Severe Disabilities	858,879	141,456	805,669	947,125	(88,246)
1271 Remediation	326,045	75,672	375,771	451,442	(125,397)
1272 Title I-A	42,750	10,083	82,533	92,616	(49,866)
1281 Alternative Education High School	70,000	5,858	77,207	83,065	(13,065)
1285 District Options Academy	389,997	74,773	439,416	514,189	(124,192)
1289 Other Alternative Programs	-	-	-	-	-
1291 English Second Language Programs	570,040	87,429	403,980	491,409	78,631
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	\$ 2,706,868	\$ 12,522,159	\$ 15,229,027	\$ 556,685
2000 Support Services					
2110 Attendance and Social Work Services	\$0	-	-	-	-
2111 Safety and Security Service Area Direction	\$64,558	22,134	45,157	67,291	(2,733)
2113 Social Work Services	\$0	266	1,330	1,597	(1,597)
2115 Student Safety	\$35,800	7,501	13,798	21,299	14,501
2120 Guidance Services	\$110,180	39,410	155,116	194,527	(84,347)
2134 Nurse Services	\$252,070	85,305	137,271	222,576	29,494
2143 Psychological Counseling Services	\$79,927	8,609	62,956	71,565	8,362
2152 Speech Pathology Services	\$172,503	19,690	101,355	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	54,638	149,474	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	94,850	170,203	265,053	(47,583)
2213 Curriculum Development	\$128,956	66,745	8,256	75,001	53,955
2219 Other Improvement of Instruction Svcs	\$159,645	28,353	156,255	184,608	(24,963)
2220 Educational Media Services	\$279,406	49,891	208,336	258,227	21,179
2230 Assessment and Testing	\$105,885	20,286	107,363	127,649	(21,764)
2240 Instructional Staff Development	\$20,000	6,308	13,125	19,433	567
2310 Board of Education Services	\$102,500	29,313	26,310	55,623	46,877
2320 Executive Administration Services	\$397,757	129,596	26,310	155,906	241,851
2410 Office of the Principal Services	\$2,452,596	712,304	1,740,292	2,452,596	-
2510 Direction of Business Support Services	\$216,093	69,376	128,794	198,170	17,923
2520 Fiscal Services	\$351,480	144,065	215,201	359,266	(7,786)
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 10/31/2023

Expenditure Functions	2023-24 Budget	Actual YTD EXP 10/31/2023	Projected Expenditures 6/30/2024	Total Estimated 2023-24	(Over)/ Under Budget
2541 Maintenance & Facilities Service Area Direction	\$253,736	88,373	163,750	252,123	1,613
2542 Care and Upkeep of Buildings Services	\$2,481,843	641,514	1,162,052	1,803,566	678,277
2543 Care and Upkeep of Grounds Services	\$138,099	38,799	90,610	129,409	8,690
2549 Other Operation and Maintenance Services	\$9,639	2,773	5,214	7,987	1,652
2550 Student Transportation Services	\$1,068,250	141,217	677,351	818,567	249,683
2558 Special Education Transportation Services	\$252,000	34,306	205,694	240,000	12,000
2626 Grant Writing Services	\$0	-	-	-	-
2630 Information Services	\$68,539	17,414	52,557	69,971	(1,432)
2633 Public Information Services	\$0	-	-	-	-
2640 Staff Services	\$240,419	85,474	144,913	230,387	10,032
2641 Human Resources Service Area Direction	\$212,027	72,665	138,902	211,567	460
2649 Employee Liabilities	\$0	2,090	-	-	-
2660 Technology Services	\$875,922	234,670	484,569	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	\$ 3,252,702	\$ 6,743,458	\$ 9,994,070	\$ 1,504,450
3000 Enterprise and Community Services	-	-	-	-	-
3360 Welfare Activities Services	\$10,700	2,226	953	3,179	-
Total Enterprise and Community Services	\$ 10,700	\$ 2,226	\$ 953	\$ 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	\$ 5,961,796	\$ 19,441,397	\$ 25,401,102	\$ 2,991,797

North Santiam School District 29J
Food Service Fund: Statement of Revenues and Expenditures Budget Vs. Actual
Fiscal Year 2023-24, As of 10/31/2023

	2023-24 Budget	Actual as of 10/31/2023	Encumbered as of 10/31/2023	Total Estimated 2023-24	(Over)/Under Budget
REVENUE					
1610/1620 Daily Sales	117,319	35,989	74,397.35	110,386	6,933
1630 Special Functions	-	-	-	-	-
1940 Services Provided Other LEA's	6,200	-	8,527.07	8,527	(2,327)
1990 Miscellaneous Revenue	8,000	1,509	7,696.00	9,205	(1,205)
3102 SSF - School Lunch Match	-	-	-	-	-
3299 Other Restricted Grants	110,626	19,076	130,270.00	149,346	-
4511 State Breakfast Reimbursement	-	101	860.00	961	-
4512 State Lunch Reimbursement	-	173	1,465.00	1,638	-
4513 NSLP Breakfast	300,000	11,341	114,370.00	125,711	174,289
4515 NSLP Lunch	515,000	61,014	598,962.00	659,976	(144,976)
4519 Farm to School	15,000	-	14,430.00	14,430	-
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	\$ 139,784	\$ 1,209,477	\$ 1,349,261	\$ 275,132
EXPENDITURES					
Enterprise and Community Services					
3100-100 Salaries	414,011	99,237	334,885	434,122	(20,111)
3100-200 Payroll Costs	358,384	65,947	242,329	308,276	50,108
3100-300 Contracted Services	24,750	84	1,000	1,084	23,666
3100-410 Supplies and Materials	24,000	15,920	2,355	18,275	5,725
3100-411 Fuel	1,000	48	916	964	36
3100-415 USDA Commodities	90,000	-	-	-	90,000
3100-450 Food	605,529	142,432	354,520	496,952	108,577
3100-460 Non-Consumable	36,471	1,436	7,093	8,529	27,942
3100-470 Computer Software	4,000	-	4,000	4,000	-
3100-480 Computer Hardware	1,500	-	1,500	1,500	-
3100-540 Equipment Replacement	15,000	-	15,000	15,000	-
3100-640 Dues and Fees	9,000	9,466	-	9,466	(466)
TOTAL EXPENDITURES	1,583,645	\$ 334,569	\$ 963,597	\$ 1,298,167	\$ 285,478
			FOOD SERVICE EST EFB	\$ 51,095	

North Santiam School District 29J
Appropriations: Budget Vs. Actual
Fiscal Year 2023-24, As of 10/31/2023

General Fund (100)	Appropriations	YTD	Encumbrances	Totals	Resolutions	(Over)/Under Budget
1000 Instruction	\$ 15,785,712	\$ 2,706,868	\$ 11,835,994	\$ 14,542,862		\$ 1,242,850
2000 Support Services	\$ 11,498,520	\$ 3,252,702	\$ 6,248,051	\$ 9,500,753		\$ 1,997,767
3000 Community Services	\$ 10,700	\$ 2,226	\$ 953	\$ 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	\$ 5,961,796	\$ 18,084,998	\$ 24,046,794	\$ -	\$ 4,518,138
Special Revenue Funds (200)						
1000 Instruction	\$ 3,987,577	\$ 551,983	\$ 1,255,442	\$ 1,807,425		\$ 2,180,152
2000 Support Services	\$ 2,816,849	\$ 902,692	\$ 978,640	\$ 1,881,332		\$ 935,517
3000 Community Services	\$ 223,122	\$ 17,487	\$ 47,625	\$ 65,112		\$ 158,010
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	\$ 1,472,162	\$ 2,281,707	\$ 3,753,869	\$ -	\$ 5,424,775
Food Service Funds (299)						
3000 Community Services	\$ 1,583,645	\$ 334,569	\$ 963,597	\$ 1,298,166		\$ 285,479
Sub Total	\$ 1,583,645	\$ 334,569	\$ 963,597	\$ 1,298,166	\$ -	\$ 285,479
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	\$ 46,543	\$ 152,318		\$ 252,282
4000 Facilities Acquisition	\$ 1,649,340	\$ 58,578	\$ 66,426	\$ 125,004		\$ 1,524,337
5110 Debt Service	\$ 40,260	\$ 20,266	\$ 19,994	\$ 40,260		\$ -
5200 Transfers	\$ 75,000	\$ 75,000	\$ -	\$ 75,000		\$ -
6000 Contingency	\$ 1,422,390	\$ -	\$ -	\$ -		\$ 1,422,390
Sub Total	\$ 3,691,590	\$ 259,618	\$ 132,964	\$ 392,581	\$ -	\$ 3,299,009
Internal Service Funds (600)						
2000 Support Services	\$ 80,900	\$ 430	\$ 420	\$ 850		\$ 80,050
6000 Contingency	\$ 261,205	\$ -	\$ -	\$ -		\$ 261,205
Sub Total	\$ 342,105	\$ 430	\$ 420	\$ 850	\$ -	\$ 341,255
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	\$ 8,033,575	\$ 26,395,744	\$ 34,429,318.92	\$ -	\$ 15,744,961
Total Unappropriated	\$ 930,662	\$ -	\$ -	\$ -	\$ -	\$ 930,662
APPROPRIATION TOTAL	\$ 51,104,942	\$ 8,033,574.58	\$ 26,395,744.34	\$ 34,429,318.92	\$ -	\$ 16,675,623

North Santiam School District 29J
Special Revenue Funds
Fiscal Year 2023-24, As of 10/31/2023

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	\$ -	\$ -	\$ 13,271	\$ (13,271)	\$ 13,658
205: CTE Construction House	\$ -	\$ 13,093	\$ 75,000	\$ 27,770	\$ 60,323	
206: CTE SHS Grants	\$ -	\$ 4,985	\$ -	\$ 3,696	\$ 1,290	
209: ESSER III	\$ 98,378	\$ -	\$ -	\$ 32,315	\$ (32,315)	\$ 66,062
210: Appropriation Fund	\$ -	\$ 48,008	\$ -	\$ 6,132	\$ 41,876	
211: United Way	\$ -	\$ 3,716	\$ -	\$ -	\$ 3,716	
215: Title IV	\$ 52,484	\$ -	\$ 3,812	\$ 6,373	\$ (2,562)	\$ 46,111
216: Misc Grants	\$ -	\$ 8,017	\$ -	\$ -	\$ 8,017	
219: Title III	\$ 19,702	\$ -	\$ 2,085	\$ 2,236	\$ (150)	\$ 17,466
221: IDEA 611	\$ 562,405	\$ -	\$ 23,191	\$ 555,848	\$ (532,656)	\$ 6,557
222: Carl Perkins CTE	\$ -	\$ (1,268)	\$ -	\$ 6,993	\$ (8,261)	
224: HB3499 EL Transformation	\$ 125,000	\$ -	\$ -	\$ 181,932	\$ (181,932)	\$ (56,932)
225: IDEA 611 ARP	\$ 91,771	\$ -	\$ 24,581	\$ 47,772	\$ (23,191)	\$ 43,998
227: Title I-A	\$ 473,518	\$ -	\$ -	\$ 361,614	\$ (361,614)	\$ 111,904
228: Title II-A	\$ 91,857	\$ -	\$ 4,668	\$ 39,922	\$ (35,254)	\$ 51,935
230: Technology Services	\$ -	\$ 12,102	\$ 20	\$ -	\$ 12,122	
231: After School Grant	\$ -	\$ 28,340	\$ -	\$ 15,000	\$ 13,340	
232: Outdoor School	\$ -	\$ (28,105)	\$ 28,105	\$ 61,004	\$ (61,004)	
240: E-Rate Category 1	\$ -	\$ 42,284	\$ 20,842	\$ -	\$ 63,126	
241: Nike Grant	\$ -	\$ 12,390	\$ -	\$ 11,825	\$ 565	
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	\$ 5,210	\$ (211)	\$ (395)
249: SB 1149	\$ -	\$ 63,851	\$ 20,461	\$ -	\$ 84,312	
251: Student Investment Act	\$ 1,699,554	\$ 598,176	\$ -	\$ 1,512,016	\$ (913,840)	\$ 187,538
252: High School Success	\$ 672,382	\$ -	\$ -	\$ 334,548	\$ (334,548)	\$ 337,834
255: Preschool Promise	\$ 436,500	\$ -	\$ -	\$ 371,829	\$ (371,829)	\$ 64,671
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	\$ -	\$ 203	\$ 120	
281: PERS Increase Reserve	\$ -	\$ 375,000	\$ -	\$ -	\$ 375,000	
TOTALS	\$ 4,415,794	\$ 3,115,511	\$ 229,992	\$ 3,624,522	\$ (279,018)	\$ 944,298

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

NSSD Talented and Gifted Overview

November 16, 2023



NSSD Tag Plan -Submitted to ODE on 11/1



Section 1: Introduction



**Section 2:
School District Policy on the
Education of Talented and
Gifted Students**



**Section 3: Identification of
TAG-Eligible Students**



**Section 4: Instructional
Services and Approaches**



**Section 5:
District Goals - Plan for
Continuous Improvement**



**Section 6:
Contact Information**



**Appendix:
Glossary**

Oregon's Statute Definition of Students Who Qualify for TAG

ORS 343.395(4) "Talented and gifted children" means those children who **require special educational programs or services, or both, beyond those normally provided by the regular school program** in order to realize their contribution to self and society and who demonstrate outstanding ability or potential in one or more of the following areas:

- (a) **General intellectual ability** as commonly measured by measures of intelligence and aptitude.
- (b) **Unusual academic ability** in one or more academic areas.

-
- (c) Creative ability in using original or nontraditional methods in thinking and producing.
 - (d) Leadership ability in motivating the performance of others either in educational or noneducational settings.
 - (e) Ability in the visual or performing arts, such as dance, music or art.

The 'Why' of the TAG Program

North Santiam School Districts (NSSD) strives to meet the needs of all learners by fostering all to reach their full potential. It is our belief that learners who qualify for TAG services require a flexible range of support options to support their unique learning needs. In the NSSD, the classroom teacher is the primary TAG services provider. To meet the unique needs of learners who qualify for TAG services, each school forms a wrap-around team to identify and select the service options that best meet the learner's identified needs.

NSSD serves roughly 2100 students, of those students, 20 are currently identified as TAG.

According to ODE a percentage that represents a healthy identification system is 5-10%, which in a district our size we would expect 100+ students who qualify.

NSSD Educational Philosophy (TAG)

The North Santiam School District believes:

- that children learn at varying rates.
- that when the basic curriculum outcomes have been mastered quickly, enrichment and/or acceleration should be provided.
- that enrichment takes on two forms, breadth and depth.
- enrichment occurs when the student's experiences are broadened in order to increase their knowledge and experience base.
- the student delves deeper into a topic that is of importance to the curriculum topic of interest to the student.
- that some students who evidence an unusually accelerated rate of learning can be identified as gifted or talented in intellectual and academic areas.
- that students who are identified and gifted need to be given experiences with normal age peers, experiences with intellectual peers and experiences working individually.
- That the instruction provided for gifted students shall address their assessed level of learning and accelerated rates of learning. Address the rate of learning is done by achieving an individually appropriate balance between: adjusting the pace of movement through the curriculum, and modifying the curriculum to include differentiated enrichment activities.
- that education is considered "gifted education" when the gifted student is provided educational experiences in complexity and depth that are appropriate to the instructional level and learning rate of the individual



NSSD TAG PROCESS



1



2



3



4

STUDENT NOMINATION

By Parent/Guardian
(proceed to [step 2](#))

By Educator : Send
Parent Permission to Screen (then proceed
to next [step 2](#))

STUDY

Site TAG Coordinator
completes
**Identification
Eligibility
Determination-
Preponderance of
Evidence Form**
(proceed to [step 3](#))

DETERMINATION OF ELIGIBILITY

Site TAG Coordinator
Schedules Eligibility
Meeting and Shares
Agenda with Eligibility
Team

NO

Preponderance of
Evidence does
not support TAG
identification at
this time

YES

Preponderance of
Evidence supports
TAG identification
(proceed to [step 4](#))

INSTRUCTIONAL SUPPORT PLAN

Eligibility Team
builds **Instruction
Support Plan**

Provide copy of
instructional plan to all of
the following:

- Current teacher(s)
- Parent/Guardian
- Cumulative file

The Three Student Identification Areas

1. **Intellectually Gifted** - students served in all content areas.
2. **Academically Talented in Reading** - students served in all classes where reading is the primary source of learning.
3. **Academically Talented in Math** - students served only in mathematics.

TAG Identification Eligibility Determination

The District TAG team collects a body of evidence from parents and teachers, including learner characteristics, work samples and assessment data.

The student may qualify if they have scored;

- In the 97th percentile (or above) on a nationally-normed IQ assessment.

OR

- 97th percentile (or above) on a national standardized assessment

AND

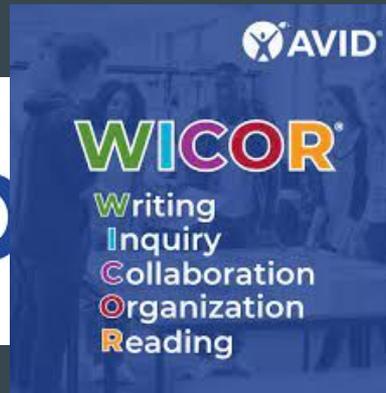
- The District TAG team determines that there is a preponderance of evidence to support TAG identification.

Programs and Services

NSSD, designs Instructional Support TAG plans (linked to the student's area(s) of identification) to be delivered in the general education classroom through Multi-Tiered Systems of Support (MTSS).



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Example of Tiered Supports:

Tier 1 - Universal Supports: A tier 1 setting includes instruction given to all students in the classroom. The majority of students needs are met within this tier. Differentiation for GT students in the tier 1 setting include: pre-assessment, learning contracts, independent study design, modifying instruction for depth and complexity, coaching on higher-order thinking, and strategic flexible grouping.

Tier 2 - Targeted acceleration: A tier 2 setting includes additional academic supports designed to help high-achieving students extend their learning goals when they have achieved their learning goals in the tier 1 setting and require further opportunity to accelerate. GT tier 2 supports may be provided by qualified staff including individualized work with qualified staff, increased intensity and rigor in programming, practice, or monitoring.

Tier 3 - Intensive acceleration: In some cases, a student will require tier 3 interventions. This level of intervention involves significant changes to student learning experiences and is addressed on a case-by-case basis aligned with student academic, social and emotional, and behavioral needs.

NSSD TAG Coordinators

District TAG Coordinator/Administrator	Sophia Duerst	sophia.duerst@nsantiam.k12.or.us	503-859-2154
Person responsible for updating contact information annually on your district website	Tonia Whisman	tonia.whisman@nsantiam.k12.or.us	503-769-6924
Person responsible for updating contact information annually on the Department	Sophia Duerst	sophia.duerst@nsantiam.k12.or.us	503-859-2154
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Sophia Duerst	sophia.duerst@nsantiam.k12.or.us	503-859-2154
TAG contact for Mari-Linn K-8 School	Sophia Duerst	sophia.duerst@nsantiam.k12.or.us	503-859-2154
TAG contact for Sublimity K-8 School	Uli Sparks	uli.sparks@nsantiam.k12.or.us	503-769-2459
TAG contact for Stayton K-3 School	Shealon Cooper	shealon.cooper@nsantiam.k12.or.us	
TAG contact for Stayton Intermediate/Middle School	Jessica Roth	jessica.roth@nsantiam.k12.or.us	503-769-2198
TAG contact for Stayton High School	Jason Platt	jason.platt@nsantiam.k12.or.us	503-769-2171
TAG contact for Stayton Alt. High School-Options Academy	Brad Emmert	brad.emmert@nsantiam.k12.or.us	503-769-1618

Next Steps

- District TAG Coordinator will work with Tonia Whisman to finalize updates to the district TAG webpage.
- District TAG Coordinator will work with building principals and building TAG coordinators to provide training and clarity around the updated TAG identification process.
- Provide professional development around MTSS specific to acceleration and enrichment for students identified as TAG.



2022-2023 Exit Interview Data

- 14 certified
- 17 classified
- 4 Administrative, Director, or Non-represented
- Total = 35
- 8 were not interviewed



2022-2023 Exit Interview Data

Top Reasons for Leaving - Certified

- Retirement (4)
- Closer to Home (3)
- Left the area (3)
- Different Setting/Position (3)



2022-2023 Exit Interview Data

Top Reasons for Leaving - Classified

- Retirement (4)
- Better Pay (2)
- Family (2)
- Different Position/Setting (2)
- Left the area (2)



2022-2023 Exit Interview Data

Longevity Stats

0-4 Years	19
5-9 Years	3
10-14 Years	2
15-19 Years	6
20-24 Years	2
25-29 Years	3

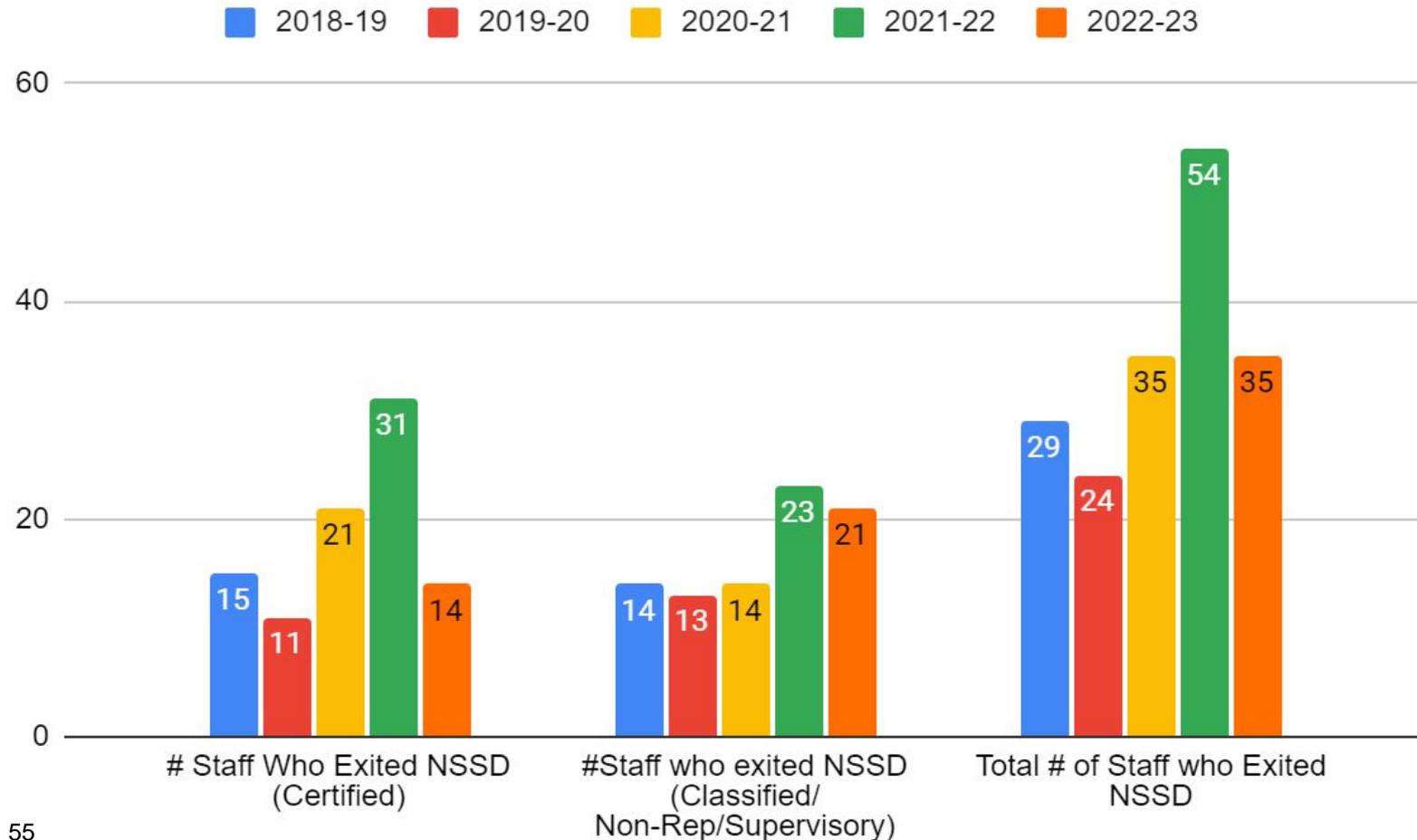


2022-2023 Exit Interview Data

- 95.2% felt they had the opportunity to use their skills and abilities
- 96% stated they received feedback for their performance
 - 83% believed that feedback was useful
- 95% felt that they could bring concerns/issues to their supervisor
 - 85% of those believe the supervisor listened
- ⁵⁴90% felt their work was appreciated



2018 - 2023 Comparison



2018 - 2023 Comparison Top Reasons for Leaving

Certified:

2018-19	Family, Unhappy with Supervisor (7)
2019-20	Retirement, Closer to home, & Mutual Agreement (6)
2020-21	Retirement, family, different setting (14)
2021-22	Closer to home, Retirement, Left the area (16)
2022-23	Retirement, Closer to home, Other, Left area (13)

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Classified/Non-Rep:

2018-19	Retirement, Hours & schedule (9)
2019-20	Better Pay, Family (7)
2020-21	Better Pay, Health/COVID, Mutual agreement (7)
2021-22	Closer to home, Health/COVID, Left the area, Leaving education (13)
2022-23	Retirement, Closer to home, Other, Left area (13)



2018 - 2023 Comparison

Positive Trends

•
•

- Good working conditions
- Staff are great
- Classified being included in PD
- The best PD (AVID added)
- Students seeing the light bulb (2022)
- Autonomy (2022)



2018 - 2023 Comparison

Suggestions for Improvements

- Provide Stronger communication
- Keep up with curricular needs
- Make sure new staff have a “go to” person
- Need counselors for younger students
- More support for behaviors (2023)
- Pay (2023)



Questions & Thank You

Any questions about the data?

Thank you!



2022-23
EXIT INTERVIEW DATA

Summary of Staff Interviewed:

Of the thirty - five (35) employees who left the District from September 2022 through August 2023, fourteen (14) were certified, seventeen (17) were classified, and four (4) were administrative, Director/Manager, and/or non - represented employees. This number does not include those who were temporarily assigned or transferred to other positions.

Summary of Reasons for Leaving:

Reason Given	Certified and other	Classified
Retirement	4	4
Better Pay		2
Closer to home	3	
Family	1	2
Health		1
Mutual agreement/termination*		1
Pressure to improve	2	1
Other – Different setting/position	3	2
Finish Degree		1
Left the area	3	2
Leaving education	2	1

Positive Trends:

- Students and seeing the lightbulb
- Co- workers
- Support
- Autonomy
- Relationships with students and other staff
- Learning Opportunities (AVID)

Suggestions for Improvement:

- Pay needs to be more competitive with all the districts around
- More support for Instructional aides who work with difficult behaviors
- In building buddy (mix classified and certified)
- More training in behavior management
- Value classified staff with more training, support, and pay

Longevity Stats:

0- 4 years	19
5- 9 years	3
10- 14 years	2
15- 19 years	6
20- 24 years	2
25- 29 years	3

Key Questions:

What is your reason for leaving?

Did the job give you an opportunity to make use of your skills/abilities?

Did you receive feedback about your performance? Was it helpful?

Did you feel free to bring problems to your supervisor? Did s/he listen to your concerns?

How do you feel about the working conditions?

Do you feel your work was appreciated?

How should we change the way we do things?



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

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Director of Facilities, Dave Parsons

Superintendent/School Board Executive Assistant, Tonia Whisman

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Special Session

Wednesday, September 6, 2023

NSSD District Office/Santiam Room, 1155 N 3rd Ave, Stayton, OR 97383 ~ 6:30 PM

MINUTES - **DRAFT**

1. CALL SPECIAL SESSION TO ORDER

The Board Chair called the meeting to order at 6:31 pm and noted that all members present except Mackenzie Strawn who was expected to arrive shortly. (arrived at 6:43 pm).

2. APPROVAL OF THE AGENDA

There were no changes to the agenda after posting on September 1, 2023.

MOTION-AGENDA APPROVAL

Motion that the Board approves the meeting agenda as modified.

Motion Made By: Alisha Oliver

Vote: 6-0, motion passed

3. RATIFY OSEA AGREEMENT

The Board of Directors was asked to ratify the agreement between the OSEA North Santiam Chapter 122 union and NSSD.

MOTION-RATIFY OSEA AGREEMENT

Motion that the Board ratify the Collective Bargaining Agreement between the Oregon School Employees Association North Santiam Chapter 122 and the North Santiam School District.

Motion Made By: Mike Wagner

Vote: 6-0, motion passed

The Board and Supt. Loving took a moment to acknowledge Sella Bemrose and her bargaining team. Sella thanked her (bargaining) team members. She noted that voting participation was the highest it had ever been in her recollection. She also recognized the efforts of the district's bargaining team throughout the process and shared that it was a positive experience for staff.

4. MISSION/VISION/GOALS

The Board continued their work reviewing the District's mission, vision, and goals. The Board Chair presented a starting draft of all three based on the work the Board had done in July and August (words listed below in bold print). The first discussion was to take the District's goals and form them into guiding principles.

Current District Goals:

- 1) Ensure that each student has the opportunity to achieve educational excellence through measurable progress and personal growth each year.
- 2) Provide quality, sustainable facilities and promote positive school climates.
- 3) Promote student and staff involvement in the community and involve the community in our schools.
- 4) Recruit, develop, value, and retain high-quality staff

Proposed Guiding Principles

Do what is best for all kids. (*existing singular guiding principle*)

Strive for excellence in action and result.

Maintain community trust with honest and incorruptible relationships, actions, and intent.

Responsibly invest in the personnel, programs, and facilities necessary for excellence in student achievement.

Proposed Vision

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

Proposed Mission

~~“Provide each student with accessible opportunities and support their measurable growth and development by providing instruction, practice, and attention in academic subjects, (the arts, trades, and professions.*)”~~

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

Highlights from the discussions:

- suggestion they work toward changing the Vision to a “what we do” statement and the Mission to “how we do it”. There was a discussion about departing from the phrase “We change

kids lives” as some parents may misinterpret the sentiment as it was intended (impact, elevate). There was also a suggestion to make the vision something the district is striving for and not only a current state of being.

- dialogue on the various descriptive and action words in the statements and pros/cons of each. Ultimately there was agreement that cutting out some of the extraneous words might increase the chance that people will remember the statements and leave less open to individual interpretation (and possible misinterpretation). They also expressed interest in choosing words with staying power and not selecting popular or “buzzwords”.

- continued focus on providing accessible opportunities for all kids, no matter their needs and abilities and to inspire/lead them to be engaged and contributing members of their communities.
- questions on how they (board) could communicate the “how” of their vision.
- general desire to move away from the word “equity” because it has become so politically charged and may potentially take away from the message.

Board Goals

Coral Ford shared a list of possible activities/tasks that board members could potentially commit to for their own personal growth as well as effectiveness as a whole group (attached to the minutes). They agreed that the items on the list are what helps make a good board member. There was a suggestion to add PTC/PTA meetings but this would require some preparatory work and agreement amongst members beforehand. They agreed that learning together is more desirable than attending trainings/conferences individually.

They agreed this could continue to be a work in progress and they will refer back to them and possibly add to and revise the list.

District Goals

They discussed the difference between goals and strategic planning and if the goals are a product of strategic planning or if the planning is based on predetermined goals (which comes first? -goals or strategic plan). They agreed there would be no district goals until there was a firm plan on how to proceed with strategic planning.

5. PUBLIC COMMENT

There were no requests for public comment.

6. ADJOURN

The Board Chair adjourned the meeting at 8:32 pm.

EQUAL OPPORTUNITY EMPLOYER



North Santiam School District

2023-24 Board of Directors

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Thursday, October 19, 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 6:00 pm. He acknowledged which members were present (indicated below) and led everyone in the pledge of attendance.

PRESENT: Laura Wipper, Mark Henderson, Coral Ford, Mike Wagner, Benjamin Perez, & Lucas Joyce.

ABSENT: Alisha Oliver (absent with notice) & Mackenzie Strawn (expected to arrive)

2. AGENDA APPROVAL

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

Added Attachments-

*6.0-ISST Board Report October 2023

*19.1-Oct Field Trip Report

Revised Attachments-

*14.0-policies IIA & LBEA

MOTION-AGENDA APPROVAL

I move that the Board approve the agenda as modified.

Motion Made By: Laura Wipper

Vote: 6-0, motion passed

3. STUDENT BUSINESS: Benjamin Perez/Lucas Joyce

Highlights from the student reps'. reports included:

Benjamin:

- Homecoming week activities recap - FFA was the parade float winner!
- Upcoming events include a Trunk or Treat Halloween event, a joint pumpkin carving event with Cascade HS, and a trip to Seaside for the OASC annual conference. They have also been discussing ways for ASB to collaborate with the National Honor Society to plan activities.

Lucas:

- Fall sports/activities update
- Theater Dept production of Clue! will be on Nov. 16-19th
- SHS admin. have been holding student focus groups to gather insight directly from students

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:

- National School Lunch week was last week and he and board members enjoyed their visits to all school cafeterias
- Stayton Lions Club members were in schools to help with vision screenings
- JUUL/Altria lawsuit is settled and the funds should be available soon
- Both ParentVue and StudentVue access has been activated for parents and students so they can view attendance, assignments and grades.
- Doris J Wipper Fund of the Oregon Community Foundation helped pay for a recent upgrade of the playground padding at Stayton Elementary School to rubber mulch from wood chips.

5. 2023-24 BUILDING/DEPARTMENT GOALS: Lee W. Loving

Supt. Loving introduced all the building principals and directors in the audience. He explained how the goals format has changed from 1) Immediate 2) Intermediate 3) Long-term to 1) Achievement 2) Growth 3) Culture/Belonging.

He then reviewed all the goals with the board and provided an opportunity for follow-up questions made directly to the department directors and building principals. The goals can be viewed under this agenda item via the link:

[23-24 NSSD School & Department Goals](#)

Mackenzie Strawn arrived at 6:45 pm

6. TEACHING & LEARNING REPORT: Nicole Duncan

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. Her report can be viewed under this agenda item via the link below.

[ISST Board Report October 2023](#)

6.1 Science Instructional Materials Postponement

The state has scheduled Science curriculum adoption for grades K-12 to start this year. Since NSSD adopted Science materials for grades K-8 two years ago, the district intends to request a

K-12 Science curriculum postponement until the 2024-2025 school year. Curriculum for grades 9-12 will be reviewed using the traditional process since new materials were not adopted two years ago. For grades K-8, the current curriculum will be compared to the updated state standards and if it is found to still be in compliance, it is likely the committee will recommend that the district stay with it until the next adoption cycle. The postponement must be approved by the Board.

MOTION-ADOPTION POSTPONEMENT

Motion that the Board approves the district's request to postpone the Science instructional materials adoption until the 2024-25 school year.

Motion Made By: Mike Wagner

Vote: 6-0, motion passed

7. [DIVISION 22 ASSURANCES REPORT: Nicole Duncan](#)

Director of Teaching & Learning Nicole Duncan reviewed the NSSD Division 22 compliance report. It was noted that the district was compliant in 56 of 59 standards. She indicated the three areas the district was not, or only partially, compliant were:

- 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

The district has corrective action planned for all three items. It was noted that the only part lacking regarding restraint and seclusion was an annual report to the board. This has been scheduled and added to the annual agenda item calendar that is displayed in item 19.3. The compliance report and her presentation can be viewed under this agenda item at the link below.

Once the presentation was complete, it was opened for public comment. There were members of the public present.

[Attachments:](#)

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

8. [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. Her presentation included a review of special revenue funds and grants and can be viewed under this agenda item at the link below. She also noted that the auditors just finished the 2022-23 school year and it was declared a “clean audit” which means there were no findings. She will have more information in the coming months.

[Board Financial Report Sept 23](#)

9. [LICENSED/CLASSIFIED UNION REPORTS: Union Reps.](#)

This standing agenda item is to receive regular reports from the union representatives. Paulie Lime was present and thanked administrators for the recent professional development day (Teacher In-service).

10. [STAYTON CITY COUNCIL LIAISON REPORT: David Patty](#)

Mr. Patty did not attend due to a scheduling conflict.

11. PUBLIC COMMENT

There was no public comment.

The Board Chair called for a 5-minute recess from 8:01-8:08 pm.

12. CONSENT AGENDA

12.1 Action: Approval of Meeting Minutes

[09.21.23 meeting minutes-DRAFT](#)

12.2 Notice: Resignation of Licensed Staff

New Hires (Board Action Required)

n/a

Resignations

Jodie DeBauw

[October 2023 Licensed Staff Board Report](#)

12.3 Action: Approval of Consent Agenda

MOTION-CONSENT AGENDA

Motion that the Board approve the Consent Agenda as presented.

Motion Made By: Coral Ford

Vote: 6-0, motion passed

13. POLICY UPDATES/SECOND READINGS

These policies 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 were presented for a second reading and possible adoption.

EFA-Local Wellness Program

Motion to approve policy EFA as presented by Mike Wagner

Vote: 6-0, motion passed

JGE-Expulsion

Motion to approve policy JGE as presented by Coral Ford

Vote: 6-0, motion passed

Attachments

EFA-DR2 -Local Wellness Program 10.19.23

JGE-DR2 Expulsion 10.19.23

14. POLICY UPDATES/FIRST READING

These policies were 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 (Mark) >suggestion to replace “and” with “or” in the title

KL-Public Complaints (Erin)

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

[Attachments](#)

IIA-Instructional Resources Instructional Materials 10.19.23

JGAB -Use of restraint and seclusion 10.19.23

KL -Public Complaints 10.19.23

LBEA-Resident Student Denial for Virtual Public Charter School Attendance 10.19.23

There was a lengthy discussion about the District’s decision to enforce the 3% cap and what options exist to make exceptions for individual students. There was no official action taken but there was a request to have a definitive statement/action by the board in the future to declare their support for enforcing the cap.

15. [ADMINISTRATIVE REGULATION UPDATES: Lee Loving](#)

The following administrative regulations were introduced for board notification by Supt. Loving and went into effect immediately.

JGAB-AR- Use of Restraint or Seclusion >suggestion to replace “or” with “and” on page 3 in item 9.

KL-AR1- Public Complaint Procedure

[Attachments](#)

JGAB-AR -Use of Restraint or Seclusion 10.19.23

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

16. [STRATEGIC PLANNING DISCUSSION](#)

The Board discussed the possible next steps to begin a strategic planning process for the district. The board chair noted the district had received presentations from two outside vendors who could facilitate the process at a cost. In response, board member Laura Wipper has volunteered to use her knowledge and experience with strategic planning processes from the Oregon Dept. of Transportation and facilitate the process for free, along with the assistance of fellow board member, Alisha Oliver. He recommended that the board accept this offer because it is fiscally responsible, taps the expertise within the group, and embodies their charge to be directly engaged in crafting the future of the district. It was noted there will be a need for clerical and data support and the district will use the funds set aside for the aforementioned vendor to pay for any additional services, but there will be no payment to any board member for their efforts.

[D2 MISSION VISION GUIDING PRINCIPLES](#)

Motion to proceed with Laura Wipper’s facilitative efforts for the NSSD strategic planning process, using the budgeted funds of \$30,000 to assist with needed support services.

Motion Made By: Mike Wagner

Vote: 5-0, Laura Wipper abstained, motion passed

Laura told board members to plan to meet with her and Alisha in the next two months for their interviews. There was no further discussion regarding the mission, vision or guiding principles.

17. [BOARD CALENDAR REVISION: Erin Cramer](#)

The board discussed the request to move the February 15th, 2024 board meeting to February 22nd due to a scheduling conflict for Supt. Loving. They also agreed that, moving forward, during months

that contain five Thursdays, the regularly scheduled meeting will occur in the fourth week instead of the third. (starting in '24-'25).

[2023-24 Board Calendar 10.19.23](#)

Motion that the Board approves changing the 2/15/24 meeting date to 2/22/24 and to move regularly scheduled meetings from the third week to the fourth in months with five Thursdays.

Motion Made By: Coral Ford

Vote: 6-0, motion passed

18. BOARD REFLECTIONS/ANNOUNCEMENTS

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.

- Mackenzie shared his favorite quote from the principals that evening.
- Mike Wagner acknowledged the efforts of Dave Parsons and the rest of the Facilities Dept. for their work on district properties.
- Mike and Mark shared some takeaways from the OSBA Regional Legislative Roadshow they attended.
- Erin acknowledged how multiple administrators emphasized that high performance on assessments is largely dependent on the student's ability to read and comprehend, regardless of what the core subject is.

19. INFORMATION ONLY

19.1 Field Trip Report:

A list of the field trips taken and/or scheduled since the start of the school year was included and can be viewed under this agenda item via the link below.

[Oct 2023 Fieldtrips Board Report](#)

19.2 Student Enrollment:

Current enrollment was approximately 2,136 across the District. The numbers for each school are listed below. The attachment includes a breakdown by grade at each location and can be viewed under this agenda item via the link below.

Mari-Linn: 169

Sublimity: 352

Stayton Elementary: 367

Stayton Intermediate/Middle: 461

Stayton High: 674

Options Academy: 113

[Oct 2023 Enrollment Totals](#)

19.3 Future Agenda Items:

A list of possible future agenda items can be viewed under this agenda item via the link below.

[Agenda Items Annual Calendar rev 9.23](#)

19.4 Upcoming Board Events & Activities:

A list of board-related activities was included.

20. ADJOURN

The Board Chair adjourned the meeting at 9:36 pm.

EQUAL OPPORTUNITY EMPLOYER

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. The only change from the first reading is to replace “and” with “or” in the title.

Reviewed By:

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

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 or 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.

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.

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 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 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(~~1~~) - 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~~.

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

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.

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 or 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.

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.

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 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.

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: GBNAA/JHFF, GBNAA/JHFF-AR, JHFF/GBNAA, JHFF/GBNAA-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

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 parent[†] 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.

[†] “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



Election - OSBA 2023 - Marion Region (11 12)

2023 OSBA Election

* 1. Board Position 11 (Vote for one)

- Ashley Carson-Cottingham, Salem-Keizer 24J
- Jeffrey Crapper, Willamette ESD
- Abstain
- No action taken

* 2. Board Position 12 (Vote for one)

- Alonso Oliveros, Willamette ESD
- Abstain
- No action taken

* 3. LPC Position 11 (Vote for one)

- Maria Hinojos Pressey, Salem-Keizer 24J
- Abstain
- No action taken

* 4. LPC Position 12 (Vote for one)

- Osvaldo Avila, Salem-Keizer 24J
- Merle Stutzman, North Marion 15
- Abstain
- No action taken

*** 5. Resolution 1 - Creates the Oregon Rural School Board Members Caucus and designate a seat on the OSBA Board of Directors and Legislative Policy Committee**

- Yes - adopt
- No - do not adopt
- Abstain
- No action taken

*** 6. Resolution 2 - Adopts the proposed amendments to the OSBA Bylaws**

- Yes - adopt
- No - do not adopt
- Abstain
- No action taken

*** 7. Type the name of the district, ESD, or community college board that officially made this vote.**

*** 8. Type the meeting date when the board officially made this vote.**

*** 9. Type your name and title.**

To retain a record of your vote, you MUST print this page before clicking the Done button.

Done

Powered by



See how easy it is to [create a survey](#).

OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: _____

Date: _____

Address: _____

City/Zip: _____

Business phone: _____

Residence phone: _____

Cell phone: _____

E-mail: _____

District/ESD/CC: _____

Term expires: _____ Years on board: _____

Region: _____

Position #: _____

Insert your high-resolution digital photo (head shot):
1) Open this PDF in Adobe
2) Click on Tools tab
3) Click Edit PDF
4) Click on Add Image
5) Navigate to where photo is
6) Position photo in this frame

I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.


Name

Date

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.

2. What do you want to accomplish by serving on the OSBA board of directors?

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

OSBA Board of Directors

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers:

Dates:

Schools attended (Include official name of school, where and when):

High school:

College:

Degrees earned:

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Hobbies/special interests:

Business/professional/civic group memberships; offices held and dates:

Additional comments:

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Email to OSBAelections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301
Deadline: September 29, 2023, 5 p.m.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: _____

Date: _____

Address: _____

City/Zip: _____

Business phone: _____

Residence phone: _____

Cell phone: _____

E-mail: _____

District/ESD/CC: _____

Term expires: _____ Years on board: _____

Region: _____

Position #: _____

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5) Navigate to where photo is
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Name

Date

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OSBA Board of Directors

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers:

Dates:

Schools attended (Include official name of school, where and when):

High school:

College:

Degrees earned:

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Hobbies/special interests:

Business/professional/civic group memberships; offices held and dates:

Additional comments:

101

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OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: Jose Alonso Oliveros Vazquez

Date: 08/31/2023

Address: 388 South 7th Street

City/Zip: Independence 97351

Business phone: _____

Residence phone: (503) 838-1637

Cell phone: (503) 551-5021

E-mail: alonso.oliveros@wesd.org

District/ESD/CC: Willamette Education Service District

Term expires: 06/2027 Years on board: 4+

Region: Marion



Position #: 12

I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Jose Alonso Oliveros

8/31/2023

Name

Date

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.

OSBA provides guidance, support and advocacy to help improve success and positive outcomes for appointed and elected school board members. Through an equity lens, OSBA works to support diverse leaders among school boards and provide professional development opportunities to increase their impacts on the growth and resiliency for Oregon's students.

2. What do you want to accomplish by serving on the OSBA board of directors?

As an OSBA board member, I desire to bring a perspective from families seeking community education and professional development opportunities in order to better advocate for their students, particularly for families with students with special needs. I hope to provide a diverse viewpoint from Willamette ESD that compliments the OSBA.

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

I'm a consensus builder that seeks opportunities to help provide a "non-educator" perspective. I've advocated for BIPOC and/or immigrant parents who have formal training in their countries of origin but are not yet licensed in Oregon, to have opportunities for professional development to contribute their own viewpoints for bicultural/bilingual education.

OSBA Board of Directors

4. What do you see as the two most challenging issues faced by OSBA?

The two most challenging issues are the polarization and politicization of school boards. Polarization has been spearheaded by political organizations to elect school board members with an agenda that causes division within school boards. Politicization has also increased tension between school boards and ODE especially on oversight and compliance issues.

5. What do you see as the two most challenging issues faced by your region?

The most challenging issues faced by my region have been the shortage/recruitment/retention of special education teachers/assistants and lack of post-secondary education programs for teachers to enter specialized education fields. These have impacted labor relations and the ability to attract specialized instructors. These developments may take time to meet this need.

6. What is your plan for communicating with boards in your region?

My plan is to reach out to local school boards via attendance (in person or virtually) to at least one school board meeting per month. In addition, my current participation as the Zone 3 board member for the Willamette ESD has allowed me to make contacts at various school districts.

Please continue to the next section.

OSBA Board of Directors

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

- A.WESD Board Member Zone 3;
- B.WESD Facilities Subcommittee;
- C.WESD Fiscal Subcommittee;
- D. WESD Policy Subcommittee.

Other education board positions held/dates:

The South Coast to Valley (SC2V) Regional Educator Network Coordinating Body, Oregon School Board position, 02/2023 to present.

Occupation (Include at least the past five years):

Employers:

- 1. American Friends Service Committee
- 2. DSP Connections
- 3. Oregon Housing and Community Services Dept
- 4. Research Triangle Institute (RTI), International

Dates:

- 1. 07/2022 to present
- 2. 12/2022 to present
- 3. 05/2021 to 06/2022
- 4. 05/2014 to 03/2022

Schools attended (Include official name of school, where and when):

High school: Central High School, Independence, OR, Class of 1996.

College: University of Oregon, Eugene, '00 & Oregon State University, Corvallis, '15

Degrees earned: Bachelor of Arts (UO) and Master's of Public Health (OSU)

Education honors and/or awards:

UO Office of Multicultural Affairs Excellence Award

Other applicable training or education:

Activities, other state and local community services:

- 1.City of Independence Planning Commission, Commissioner since 01/2022
- 2.Instituto de Cultura Oregoniana, Board Treasurer since 02/2022

Hobbies/special interests:

- 1.Reading science fiction novels.
- 2.Playing guitar/listening to music.
- 3.Watching movies

Business/professional/civic group memberships; offices held and dates:

Additional comments:

-Primary Caregiver to disabled parent and sibling.

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Deadline: September 29, 2023, 5 p.m.

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OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: _____

Date: _____

Address: _____

City/Zip: _____

Business phone: _____

Residence phone: _____

Cell phone: _____

E-mail: _____

District/ESD/CC: _____

Term expires: _____ Years on board: _____

Region: _____

Position #: _____



I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Maria Hinojos Pressey
Name

Date

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?
2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.
3. What do you see as the two most challenging legislative issues faced by OSBA?
4. What do you see as the two most challenging legislative issues faced by your region?
5. What is your plan for communicating with boards in your region about legislative issues?

OSBA Legislative Policy Committee

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers:

Dates:

Schools attended (Include official name of school, where and when):

High school:

College:

Degrees earned:

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Hobbies/special interests:

Business/professional/civic group memberships; offices held and dates:

Additional comments:

106

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OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: _____

Date: _____

Address: _____

City/Zip: _____

Business phone: _____

Residence phone: _____

Cell phone: _____

E-mail: _____

District/ESD/CC: _____

Term expires: _____ Years on board: _____

Region: _____

Position #: _____

Insert your high-resolution digital photo (head shot):
1) Open this doc in Adobe
2) Click on Tools tab
3) Click Edit PDF
4) Click on Add Image
5) Navigate to where photo is
6) Position photo in this frame

I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Name

Date

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?
2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.
3. What do you see as the two most challenging legislative issues faced by OSBA?
4. What do you see as the two most challenging legislative issues faced by your region?
5. What is your plan for communicating with boards in your region about legislative issues?

OSBA Legislative Policy Committee

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers:

Dates:

Schools attended (Include official name of school, where and when):

High school:

College:

Degrees earned:

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Hobbies/special interests:

Business/professional/civic group memberships; offices held and dates:

Additional comments:

108

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OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: _____

Date: _____

Address: _____

City/Zip: _____

Business phone: _____

Residence phone: _____

Cell phone: _____

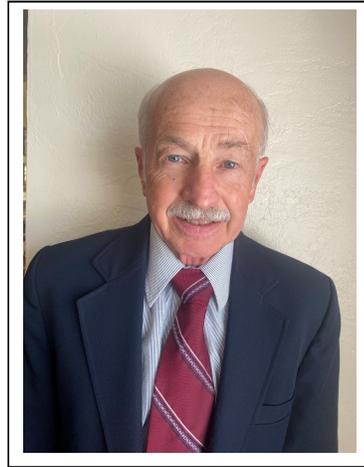
E-mail: _____

District/ESD/CC: _____

Term expires: _____ Years on board: _____

Region: _____

Position #: _____



I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Merle Stutzman

Name

Date

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?
2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.
3. What do you see as the two most challenging legislative issues faced by OSBA?
4. What do you see as the two most challenging legislative issues faced by your region?
5. What is your plan for communicating with boards in your region about legislative issues?

OSBA Legislative Policy Committee

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers:

Dates:

Schools attended (Include official name of school, where and when):

High school:

College:

Degrees earned:

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Hobbies/special interests:

Business/professional/civic group memberships; offices held and dates:

Additional comments:

110

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Nov 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
227755 - SHS Graduation - Band	Salem Armory 2310 17th St NE Salem	Stayton High School	6/7/2024	5:00pm - 9:30pm	45	1	Perform in the 2024 graduation ceremony	n/a	approved
227754 - SHS Graduation Practice	Salem Armory 2310 17th St NE Salem	Stayton High School	6/7/2024	8:00pm - 12:30pm	45	1	Practice to perform in the 2024 graduation ceremony	n/a	approved
228070 - 2nd Grade to OMSI	OMSI 1945 SE Water Ave, Portland	Stayton Elementary School	3/21/2024	8:15am - 2:30pm	95	30	Students will be able to obtain first hand experience with scientific elements, including changes to land.	Curriculum	pending
227863 - 1st Grade Willamette Heritage Center Field Trip	Willamette Heritage Center 1313 Mill St SE, Salem	Sublimity School	3/8/2024	9:15am - 1:00pm	34	12	To learn how manufactured goods are produced and sold.	Curriculum	pending
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	approved
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
227842 - SUB 4-5 grade Beavers Beyond the Classroom	Gill Coliseum 660 SW 26th St. Corvallis	Sublimity	11/29/23	9:00am - 2:00pm	81	20	College readiness	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
227675 - Willamette Valley Ag Expo	Linn County Expo Center 3700 Knox Butte Rd. Albany	Stayton High School	11/15/2023	9:15am - 3:00pm	14	1	Students are able to connect with students from other schools as well as industry professionals. These connections can help make class and FFA chapter ideas more relevant as well as help them to understand why what we are learning about is important in todays world and workforce. This can also open jobs and get them excited about future careers or hobbies and see how vast the world of agriculture really is.	FFA	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
227623 - National Apprenticeship Week	Central Electrical Training Center (CETC) & LBCC	CETC- 33309 OR-99E.Tangent LBCC- 6500 Pacific Blvd SW. Albany	11/13/2023	8:00am - 3:00pm	10	1	To introduce future electricians to the IBEW 290(electrician union) training center in Tangent Oregon. Students will get to learn about their program, tour their facility and do some hands-on activities. LBCC will present. Students will get to see the apprenticeship programs that LBCC offers.	Curriculum	approved
227148 - SHS Leadership Class - Oregon Association of Student Councils Conference	Location 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	approved
227867 - LSA to Freres Lumber Co	40519 Cedar Mill Road, Lyons	Stayton High School	11/2/2023	11:30am - 3:00pm	26	3	Environmental Science. Hands-on learning component regarding reusable energy. Possible career opportunities.	Curriculum	approved

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	approved
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 11/13/23 (green highlights indicate totals corrected from the report presented in October)

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	14							
MARI-LINN	1	25	19	18	18							
MARI-LINN	2	20	24	25	25							
MARI-LINN	3	15	19	19	19							
MARI-LINN	4	20	15	15	14							
MARI-LINN	5	16	20	20	20							
MARI-LINN	6	19	17	17	17							
MARI-LINN	7	21	18	18	18							
MARI-LINN	8	20	20	20	20							
MARI-LINN	ALL	176	166	166	165							
SUBLIMITY	KG	32	31	31	31							
SUBLIMITY	1	40	34	34	34							
SUBLIMITY	2	31	37	37	37							
SUBLIMITY	3	45	33	33	33							
SUBLIMITY	4	36	48	49	49							
SUBLIMITY	5	43	37	36	37							
SUBLIMITY	6	38	47	47	47							
SUBLIMITY	7	51	36	36	35							
SUBLIMITY	8	42	49	49	50							
SUBLIMITY	ALL	358	352	352	353							
OA-VIRTUAL ACADEMY	KG	1	1	1	1							
OA-VIRTUAL ACADEMY	1	0	0	1	0							
OA-VIRTUAL ACADEMY	2	1	0	1	0							
OA-VIRTUAL ACADEMY	3	1	0	0	0							
OA-VIRTUAL ACADEMY	4	1	0	0	1							
OA-VIRTUAL ACADEMY	5	1	1	1	1							
OA-VIRTUAL ACADEMY	6	2	1	1	1							
OA-VIRTUAL ACADEMY	7	5	1	1	2							
OA-VIRTUAL ACADEMY	8	7	4	3	4							
OA-VIRTUAL ACADEMY	9	11	2	6	7							
OA-VIRTUAL ACADEMY	10	26	10	12	13							
OA-VIRTUAL ACADEMY	11	32	37	19	19							
OA-VIRTUAL ACADEMY	12	53	45	15	15							
OA-VIRTUAL ACADEMY	ALL	141	102	61	64							
OA-LOCUST ST ACADEMY	11	included above		18	20							
OA-LOCUST ST ACADEMY	12	included above		31	31							
OA-LOCUST ST ACADEMY	ALL			49	51							

*corrected for Oct., students attending Options Academy online have been separated from those attending in-person at Locust St Academy

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	30	31							
STAYTON ELEMENTARY	KG	74	67	69	69							
STAYTON ELEMENTARY	1	83	75	73	74							
STAYTON ELEMENTARY	2	91	87	87	87							
STAYTON ELEMENTARY	3	83	100	96	96							
STAYTON ELEMENTARY	ALL	361	362	355	356							
STAYTON INTERMEDIATE	4	97	86	84	83							
STAYTON INTERMEDIATE	5	93	98	96	95							
STAYTON MIDDLE	6	87	100	101	99							
STAYTON MIDDLE	7	74	95	95	95							
STAYTON MIDDLE	8	105	80	80	77							
SIS/SMS TOTAL	ALL	456	459	456	449							
STAYTON HIGH	9	194	195	186	185							
STAYTON HIGH	10	170	189	186	183							
STAYTON HIGH	11	135	158	154	151							
STAYTON HIGH	12	134	134	123	122							
Early College (off campus)		16	16	16	16							
Transitions (post-grad SPED)				5	5							
STAYTON HIGH	ALL	649	692	670	662	0						
NSSD	TOTAL	2141	2133	2101	2100							
# Registered w/ WESD to homeschool		118	118	122	125							
# Enrolled in Virtual Charter School		84	80	83	86							
3% of total NSSD student population= 78.3 ~ 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 11/2023

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
 - 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
5. Board Reflections/Announcements
6. Information regarding current enrollment, field trips & upcoming events.

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.
 - Civil Rights Coordinator
- 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
- Appoint board member to participate on the district negotiation team (as board representative)

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 Statewide 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.

Other Activities/Events

National School-Related/Staff Appreciation Days This Month- Special Education Day,

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. Annual Restraint & Seclusion Report – Director of Special Programs
4. Acknowledge student reps. for service on the board
5. Select student representative to the school board for following year (June-Aug)