



**2025-26 Board of Directors**

**Board Chair:** Mackenzie Strawn **Board Vice-Chair:** Alisha Oliver

**Board Members:** Erin Cramer, Mike Wagner, Mark Henderson, Coral Ford, & Brunk Conley

**Student Representatives to the Board,** Rylie Worcester & Amalia Bell

**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 Facilities,** Dave Parsons

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

**Regular Session**

**Thursday, May 16, 2024 ~ 6:00 PM**

**Stayton High School Library**

**757 W Locust St**

**Stayton, OR 97383**

**<https://youtube.com/live/CqBtzxhAQcY?feature=share>**

**1. CALL REGULAR SESSION TO ORDER**

6:00-6:05 (times for agenda items are estimated)

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

**ACKNOWLEDGMENT OF BOARD MEMBERS PRESENT: Erin Cramer**

Alisha Oliver is absent with notice. Mike Wagner intends to attend the meeting virtually.

**PLEDGE OF ALLEGIANCE: Erin Cramer**

**2. AGENDA APPROVAL**

Changes to the agenda after posting on May 10, 2024 will be acknowledged:

**Added Attachments-**

6.0- Math Instructional Materials Adoption Board Presentation

8.0- Facilities Board Report May 2024

17.0- 2024-05-16 Strategic Plan Status Report

19.2- May 2024 Enrollment Totals 05.09.24

**Removed Agenda Items-**

13.0 (prev)- Board Statement

**RECOMMENDED MOTION-AGENDA APPROVAL**

*I move that the Board approve the agenda as modified.*

**3. SPOTLIGHT**

6:05-6:40

This item is set aside for informational presentations that are not recurring agenda items. This may include guest speakers and highlights on schools or programs in the District.

**3.1. Santiam Award: Erin Cramer**

Board Chair Erin Cramer will present Diego Salinas with the Santiam Award for his selection as the Stayton Rotary 2024 Future First Citizen. The Santiam Award is presented to students or staff for outstanding accomplishments in citizenship, work, or education. Recipients have their name added to a plaque in the NSSD Santiam Meeting Room.

**3.2. Valedictorians/Salutatorian: Vicky Storey**

The Class of 2024 Valedictorians and Salutatorian will be honored.

**Valedictorians:**

Gavin Criswell

Christine McCants

Molly Schotthoefer

Aunika Thiessen

**Salutatorian:**

David Trott

**3.3. Stayton High School: Vicky Storey**

Principal Vicky Storey will be joined by students and staff to share about the great things happening at Stayton High School.

SHS Board Spotlight 2024

**8**

**8**

**4. STUDENT BUSINESS: Benjamin Perez/Lucas Joyce**

6:40-6:50

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

**5. SUPERINTENDENT'S REPORT: Lee W. Loving**

6:50-7:05

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

**6. TEACHING & LEARNING REPORT: Nicole Duncan**

7:05-7:30

This standing agenda item allows the Board to receive regular reports from the Director of Teaching &

**23**

Learning regarding the Student Success Act, Curriculum, Instruction, Professional Development, Grants, and other topics relating to student services. This month, the curriculum adoption committee will present its recommendation for a new math curriculum for grades 6-12. The recommendation for grades K-5 is still pending.

Teaching and Learning Board Report May 2024.docx 23

Math Instructional Materials Adoption Board Presentation 25

## **7. PUBLIC COMMENT ON MATH CURRICULUM**

This time is set aside for public comment regarding the math curriculum adoption only.

## **8. POSSIBLE ACTION ON MATH CURRICULUM ADOPTION**

The Board will be asked to approve a motion to adopt a new Math curriculum from McGraw Hill, as presented in agenda item 6, at an estimated cost of \$255,459.71.

## **RECOMMENDED MOTION-CURRICULUM**

*Motion that the Board accepts the recommendation of the curriculum adoption committee and adopts the new McGraw Hill: Reveal curriculum for grades 6-12 as presented, to be implemented starting in the 2024-25 school year.*

## **9. BUSINESS & FISCAL SERVICES REPORT: Rhonda Allen** 36

7:30-7:40

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.

Financial Board Report\_April2024 36

## **10. FACILITIES REPORT: Dave Parsons** 45

7:40-7:50

The Director of Facilities will provide a report of department projects from this year.

Facilities Board Report May 2024 45

## **11. LICENSED/CLASSIFIED UNION REPORTS: Union Reps.**

7:50-7:55

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

## **12. CITY COUNCIL LIAISON REPORTS:**

7:55-8:10

This standing agenda item is for reports from the Stayton, Sublimity and Lyons City Council Liaisons:

Stayton: David Patty

Sublimity: Tass Morrison/Michael Taylor

Lyons: Mike Wagner

## **13. PUBLIC COMMENT**

8:15-8:35

*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](#)

#### **14. CONSENT AGENDA**

8:35-8:40

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.

##### **14.1. Action: Approval of Meeting Minutes**

71

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

04.18.24 meeting minutes-DRAFT

71

##### **14.2. Action: Approval of New Hires**

77

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)**

Tara McCafferty-SUB/1/2 time PE

Kaci Paffhausen-SMS/5th grade

Joanna Henderson-SES/1/2 time 1st grade (job share)

Meghan Smatlan-SES/Behavior Specialist

Casey Furuya-SMS/6th grade Science

Erin Yant-SUB/Reading Specialist

Kendra Gillette-SUB/Elementary

Sydney Martindale-SMS/5th grade

Camille Hand-SUB/Elementary

##### **Resignations**

Charles Carter

##### **Retirements**

May 2024

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##### **14.3. Action: Approval of Consent Agenda**

##### **RECOMMENDED MOTION-CONSENT AGENDA**

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

#### **15. POLICY UPDATES/FIRST READING**

78

8:40-8:55

These policy edits were recommended by the Oregon School Boards Assoc. (OSBA) as part of their Policy Plus service, typically as a result of new legislation or to revise outdated language. They are presented for a first reading and will be brought back in the following month for a second reading and possible adoption.

**AC- Nondiscrimination (Erin)**

**EBC/EBCA (delete)-Emergency Procedures & Disaster Plans**

**>replace with: BC-Emergency Plans & First Aid and EBCA-Safety Threats (Coral)**

**GBN/JBA- Sexual Harassment (Mark)**

**IGBAF-Special Education - Individualized Education Program (IEP) (Supt Loving)**

**IGBAG-Special Education-Procedural Safeguards (Supt Loving)**

**JBAA-Section 504-Students (Supt Loving)**

AC - Nondiscrimination 5.16.24	78
EBC_EBCA -delete-Emergency Procedures & Disaster Plans 5.16.24	80
EBC -Emergency Plan and First Aid 05.16.24	81
EBCA -Safety Threats 5.16.24	82
GBN_JBA -Sexual Harassment 05.16.24	83
IGBAF-Special Education-Individualized Education Program IEP 5.16.24	92
IGBAG Special Education - Procedural Safeguards 5.16.24	93
JBAA Section 504 – Students 5.16.24	96

**16. ADMINISTRATIVE REGULATION UPDATES**

**97**

8:55-9:00

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

**IGBAF-AR-Special Education: Individualized Education Program (IEP)**

**JBAA-AR- Section 504-Students**

IGBAF-AR -Special Education Individualized Education Program_ IEP 5.16.24	97
JBAA-AR -Section 504 Students 5.16.24	106

**17. WESD LOCAL SERVICE PLAN: Supt. Loving**

**111**

9:00-9:10

Supt. Loving will review the services purchased by NSSD for the upcoming school year from the WESD (Willamette Education Service District).

North Santiam School District 29J LSP- IGA 2024-25	111
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**18. STRATEGIC PLANNING UPDATE: Laura Wipper/Alisha Oliver**

**122**

9:10-9:20

This standing agenda item is for the board to receive status updates on the district’s Strategic Planning Process.

2024-05-16 Strategic Plan Status Report	122
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**19. BOARD REFLECTIONS/ANNOUNCEMENTS**

9:20-9:30

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:

**20. INFORMATION ONLY**

9:30-9:35

**20.1. Field Trip Report:**

**123**

A list of the field trips taken and/or scheduled since the start of the school year has been included.

May 2024 Fieldtrips Board Report

123

**20.2. Student Enrollment:**

**137**

Current enrollment is listed below. Refer to the attachment for a breakdown by grade at each location and totals from previous months in the school year.

Mari-Linn: 159

Sublimity: 352

Stayton Elementary: 357

Stayton Intermediate/Middle: 436

Stayton High: 608

Locust Street Academy: 63

Stayton Virtual Academy: 87

Total: 2062

May 2024 Enrollment Totals 05.09.24

137

**20.3. Future Agenda Items:**

**139**

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 04.24

139

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

Information regarding activities across the District can be found on the website at [www.nssd29j.org](http://www.nssd29j.org)

May 20, 2024 - Soup with the Supt

5:30-6:30 ~ Stayton Inter/Middle

May 23, 2024 - SHS Academic Honors Night

6:00 pm ~ SHS auditorium

June 4, 2024 - Mari-Linn School 8th Grade Promotion  
6:00 pm ~ school gym

June 5, 2024 - SHS Senior Awards Night  
6:00 pm ~ school gym

June 6, 2024 - Stayton Middle School 8th Grade Promotion  
7:00 pm ~ **high school** main gym

June 6, 2024 - Sublimity School 8th Grade Promotion  
7:00 pm ~ school gym

June 7, 2024 - Stayton High School Graduation Ceremony  
7:00 pm ~ Salem Armory

June 10, 2024 - NSSD Board Special Worksession (Strategic Planning)  
6:00 pm ~ Santiam Room/District Office

June 13, 2024 - End of Year Celebration  
7:30 am ~ SHS auditorium

June 20, 2024 - Budget Hearing  
5:30 pm ~ Santiam Room/District Office

June 20, 2024 - Regular Session Board Meeting  
6:00 pm ~ Santiam Room/District Office

June 24, 2024 - NSSD Board Special Worksession (Strategic Planning)  
6:00 pm ~ Santiam Room/District Office

## **21. ADJOURN**

9:35 (estimated)

### 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.*

**Stayton High School  
Board Spotlight  
2024**



**Gavin  
Criswell**  
Valedictorian



**Christine  
McCants**  
Valedictorian



**Molly  
Schotthoefer**  
Valedictorian



**Aunika  
Thiessen**  
Valedictorian



**David  
Trott**  
Salutatorian

# SHS Focal Areas for 2023-24

## Students report feeling safe at school: 11% increase

### Belonging & Peer Collaboration: 8% increase

- 67% of our students indicate they participate actively in something at school (sport, club, drama, music, etc)
- SHS students reported working in class collaboratively 12% more often than typical schools

### Students report getting a high quality education: 3% increase

- Increase in students strongly agreeing as well as agreeing
- Agree percentage increased by 11% over two years
- We believe our Stayton 7 work will increase this area even more in years<sup>10</sup> to come

# Stayton 7

# Introductions

## **Mackenzie Grimes**

11th Grade  
AVID, NHS, Girls Wrestling,  
Honor Roll

## **Brooke Marxer**

11th Grade  
ASB, FBLA, NHS, Tennis,  
Honor Roll

## **Raelee Fuller**

10th Grade  
Theater, Dance

## **Timothy Bishop**

11th Grade  
Band, SkillsUSA, Welding  
Competitor

## **Piper Monninger**

9th grade  
AVID, Volleyball, Honor Roll,  
Theater

## **Janie Dustin**

9th Grade  
AVID, Volleyball, Choir,  
Honor Roll

## **CJ Kinney**

11th grade  
AVID, Poetry, Sports

## **Kaylee Kuiken**

9th grade  
AVID, Golf, Cross Country,  
Honor Roll

## **Makaila Allen**

10th grade  
Band, Tennis

# Our Stayton 7 Strategies

Metacognition and  
Explicit Standards

Checking for  
Understanding

Actionable Feedback

Connecting to Future  
Selves

Visibility /  
Connecting to  
Students' Lives

Scaffolding

Addressing Race,  
Racism, and  
Prejudice

# Metacognition and Explicit Standards



## Our Definition

Clarity of what is being taught in a language we understand.



## Why did we choose this?

Everyone learns in a different way

To acknowledge our barriers and limits.



## Examples in the Classroom

Adaptive Teaching Styles

Clear Instruction

Mindful Assessment Preparation

# Checking for Understanding



## Our Definition

Ensure everyone understands the lesson before moving on



## Why did we choose this?

To influence extra check-ins

Provide extra help if students are stuck on a concept



## Examples in the Classroom

Pretests

Repeat instructions back

Exit Tickets

# Actionable Feedback



## Our Definition

Being clear about our academic struggles and successes



## Why did we choose this?

To better understand how we are doing academically

Help us build confidence to self advocate.



## Examples in the Classroom

Explanations of missed assignments

Written feedback on assessments

# Connecting to Future Selves



## Our Definition

To know how and why we might use content in our careers and futures.



## Why did we choose this?

To influence future goals and achievements

To acknowledge a future besides higher education



## Examples in the Classroom

Career  
Connections

AVID Strategies  
and Classes

Honors/College  
Courses

# Visibility/Connecting to Students' Lives



## Our Definition

Feeling seen by teachers and staff actively engaging with us



## Why did we choose this?

We want to be treated as people, not just students

Connect teachers to our personal lives



## Examples in the Classroom

Treat students equally

Personal and Academic Support

Quiet and calm work environments

# Scaffolding



## Our Definition

Adjusts assignments and projects to individual steps



## Why did we choose this?

To pace our learning

To expand the content we can process in one lesson



## Examples in the Classroom

Practice problems

Study packets for assessments

Fewer instructions at one time

# Addressing Race, Racism, and Prejudice



## Our Definition

Have clear understanding on how we can have these discussions in the classroom



## Why did we choose this?

So our peers can feel safe and respected

To feel open and comfortable talking about it



## Examples in the Classroom

Teachers/Admin address public incidents of Racism

Admin bulletin board that celebrate all cultures

# Common takeaways about Stayton 7 (from the 45 student members)



## Educational Takeaways

We need varied teaching styles.

If teachers broaden their toolbox then they can connect with more students.



## Personal Takeaways

We are supported through this process.

It is okay to voice personal opinions because that is how we grow as a school.

# Questions for us?

Thank you for your time!



# North Santiam School District 29J

Serving Lyons, Mehama, Stayton, and Sublimity  
"We Change Kids' Lives"

## Teaching and Learning Board Report May 16, 2024

### Items for Board Approval:

#### Mathematics Instructional Materials Adoption

The Math Committee in our district has conducted a comprehensive review of K-12 mathematics instructional materials. Our district review team, consisting of teachers, building principals, and specialists, has identified the top programs for 6-12 and ensured that these programs comply with Oregon content standards, support quality instructional practices, and encourage student engagement in learning. The K-5 team has requested additional time to explore the programs further before presenting a recommendation to the school board in June.

#### 6-12 Recommendations:

- Grades 6-8: McGraw Hill: Reveal
- Grades 9-12: McGraw Hill: Reveal

#### Budget:

#### *FINAL QUOTES w/shipping*

6-8 McGraw Hill: Reveal	\$86,904.49
9-12 McGraw Hill: Reveal	\$168,555.21
Total Materials w/ Shipping	\$255,459.71
<b>PD (in-person training)</b>	\$7000
Total Cost All	<b>\$262,459.71</b>

We would like to acknowledge the commitment of our dedicated committee members, who diligently served in this process. We could only make this recommendation with their efforts.

**SES:** Ashley Mitchell (SpEd), Kim Rorman, Alli Hill

**ML:** Yara Coblenz, Renee Gilbreth, Chris Schlievert

**SUB:** John King, Kaycee Arase, Paulie Lime

**SIS/SMS:** Jennifer Upchurch, Maria Paradis, Byran King (SpEd), Wayne Lindsey

**SHS:** Melissa Robertson, Jennifer Stutzman, Kyle Hughes

The math committee requests the North Santiam School Board to approve the adoption of McGraw Hill: Reveal for grades 6-12.

**Updates:**

**Upcoming:**





# Mathematics Instructional Materials Adoption Process and Recommendations

NSSD School Board Presentation

<sup>25</sup> May 16, 2024

# Committee Members



**SES:** Ashley Mitchell (SpEd), Kim Rorman, Alli Hill

**ML:** Yara Coblentz, Renee Gilbreth, Chris Schlievert

**SUB:** Kaycee Arase, John King, Paulie Lime

**SIS/SMS:** Maria Paradis, Jennifer Upchurch, Wayne Lindsey, Bryan King (SpEd)

**SHS:** Jennifer Stutzman, Kyle Hughes, Melissa Robertson

# District Process Timeline

Team builds foundational knowledge about new standards and laws

Materials in buildings for peer and public review

Materials ordered and in classroom by Fall of 2024



Teams screen Instructional Materials digital and physical

Select materials and present to community & School Board

## Instructional Materials Committee:

- **October 13, 2023 (2 hrs)** - October In-service SHS
  - Focus: Setting the Why, Policies & Adoption Process
- **December 12, 2023 (Full Day)** - District office, Santiam Room
  - Focus: Adoption Criteria & Initial Screening of materials
- **February 2nd, 2024 ( Full Day)** - February In-Service Willamette ESD
  - Focus: Evaluate/Review ODE-approved curriculum materials and supplemental materials
  - Pending WESD confirmation of the date
- **March 15, 2024 (Full Day)** - District office, Santiam Room
  - ☑ Focus: Publisher Presentations or Independent Adoption Process Begins (if needed and determined by team)
- **May 6, 2024 ( Full Day)** - District office, Santiam Room
  - ☑ Focus: Recommendation for Adoption & Scope/Sequence Work
- **May 16, 2024** - School Board Meeting Presentation, 6:00 p.m. Location: SHS

### 6-12 Secondary PL:

- **Oct. 24, 2023** - Best Practices in Instructional Strategies
- **Nov. 16-17, 2023** (overnight 11/15 and 11/16) - Meaningful Math Discourse
- **Jan. 11, 2024 (6-8 only)** - Unit Planning and Formative Assessment OR
- **Jan. 12, 2024 (9-12 only)** - Unit Planning and Formative Assessment
- **April 26, 2024** - Smarter Balanced and Summative Assessments

### K-5 Elementary PL:

- **Oct. 18, 2023** - Best Practices in Instructional Strategies
- **Nov. 15, 2023** - Math Method - Differentiated Small Group Instruction
- **Jan. 11, 2024** - Establishing Healthy Fact Fluency
- **April 23, 2024** - Success at Problem-Solving K- & OSAS: Tips and Prep 3-5



Google Classroom

# Oregon Math Project & Oregon Educational Goals (ORS 329.015)



## FOCUS

Provide students with the **skills necessary** to pursue learning throughout their lives in an ever-changing world. (ORS 329.015(2)(a))



## ENGAGEMENT

Provide an environment that **motivates students** to have experience in applying knowledge and skills and demonstrating achievement. (ORS 329.015(2)(b))



## PATHWAYS

Equip students with the academic and career skills and information necessary to **pursue the future of their choice**. (ORS 329.015(2)(a))



## BELONGING

**Provide an environment** that motivates students to pursue serious scholarship. (ORS 329.015(2)(b))

# NSSD Criteria

Content	Student Engagement	Assessment/Measuring Progress
<ul style="list-style-type: none"> <li>❑ Teacher Access: Instructional materials are organized, defined timing/pacing of lessons,intuitive and easy to use. Teachers can revise materials.</li> <li>❑ The instructional materials offers an EXPLICIT strategy for teachers to approach topics in a thoughtful progression.</li> <li>❑ The instructional materials includes school to home connections.</li> <li>❑ Offers professional development supports.</li> <li>❑ Aligned to standards, and best practices (BERC, AVID)</li> <li>❑ Includes math practices.</li> </ul>	<ul style="list-style-type: none"> <li>❑ The instructional materials offers concrete, representational, and abstract examples.</li> <li>❑ Differentiated supports built in to support Language Learners</li> <li>❑ Built in opportunities for student discourse.</li> <li>❑ Appropriate grade level readability and accessibility.</li> <li>❑ Curricula is accessible in print, digitally and on multiple devices.</li> <li>❑ Relevance to future and real-life scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Assessments are varied (formative and summative) and connected to the standards.</li> <li>❑ Provide multiple opportunities for student to review and revisit material as needed.</li> <li>❑ Monitors students progress.</li> <li>❑ The instructional materials provide remedial and enrichment opportunities.</li> </ul>

# Recommendation 6-8 Critical Factors



- The 6-8 Committee team recommends  
**Publisher: McGraw Hill**  
**Program Title: Reveal Math**
- Here are 3-5 key reasons why the team is selecting this curriculum versus the other:
  - Built-in opportunities for mathematical discourse
  - Authentic connections that are relevant for today's learners
  - User friendly structure, layout and pacing for teachers and students
  - Provides opportunities for inquiry based thinking
  - Provides differentiation and concept review
  - Aligns with AVID and BERCC

# Recommendation 9-12 Critical Factors

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- The 9-12 Committee team recommends  
**Publisher: McGraw-Hill**  
**Program Title: Reveal**
  
- Here are 3-5 key reasons why the team is selecting this curriculum versus the other:
  - ◆ Reveal has a great textbook and online resources available to teachers and students.
  - ◆ There is access to videos for help with every lesson.
  - ◆ The curriculum has enough practice problems that increase in difficulty allowing us to differentiate our lessons for all students.

## Next Critical Steps



- Collaborate with teachers to develop **professional learning** and implementation plan on instructional materials, best teaching practices, and equitable access.
- Create a scope and sequence/pacing guide of instruction using the new materials.
- Create vertical articulation for each level. The documents will support skills and instructional coherence across the program offered K-12.

# Estimated Costs

Grade Level	Cost of Programming + Shipping <i>(as of 05/2024)</i>
6-8	\$86,904.49
9-12	\$168,555.21
Training	\$7000
<b>Total:</b>	<b>\$255,459.71</b>

# Recommendation



- **The Math committee is asking for the board to approve the adoption of**
  - 6-8 McGraw Hill: Reveal
  - 9-12 McGraw Hill: Reveal

# **FISCAL REPORT**

## **April 2024**

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**FY2023-24 FISCAL REPORT AS OF 4-30-2024**

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**Superintendent  
Lee W. Loving**



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

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

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May 9, 2024

TO: North Santiam SD Board of Directors  
FROM: Rhonda Allen, Director of Business and Fiscal Services  
RE: April 30, 2024, Financial Statements

Board Members,

Attached are the 2023-24 financial statements through April 30, 2024. 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 April 30, 2024, and projections through June 30, 2024. The estimated General Fund Ending Fund Balance is \$4,962,989. Contingency and Unappropriated Ending Fund Balance equal \$2,015,662 of the Fund Balance total.

The Budget Committee Meeting is scheduled for May 9, 2024, at 6 p.m. The 2024-25 Proposed Budget will be presented to the Budget Committee for approval. The Budget Hearing will be the next step in the budget process. The hearing is scheduled for June 20, 2024, at 5:30 p.m.

North Santiam's investments are held in the Local Government Investment Pool. Assets total \$19,885,522,34, yielding 5.20% through April 30, 2024.

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](http://www.nstantiam.k12.or.us)  
[communications@nsantiam.k12.or.us](mailto:communications@nsantiam.k12.or.us)

**North Santiam School District 29J**  
**General Fund: Statement of Revenue Budget Vs. Actual**  
**Fiscal Year 2023-24, As of 04/30/2024**

	2023-24 Budget	Actual YTD Rev. 4/30/2024	Projected Revenue 6/30/2024	Total Estimated 2023-24	(Over)/Under Budget
<b>1000 Revenue From Local Sources</b>					
1111 Current Year's Taxes	7,202,430	7,036,751	144,000	7,180,751	21,680
1112 Prior Year's Taxes	150,000	137,201	17,050	154,251	(4,251)
1114 Payments in Lieu of Property Taxes	-	1,398	-	1,398	(1,398)
1200 REV from Local Gov't Unit Other Than Districts	-	1,879	-	1,879	(1,879)
1510 Interest on Investments	100,000	734,122	163,000	897,122	(797,122)
1700 Fees	3,836	25,706	1,200	26,906	(23,070)
1910 Rentals	-	1,352	2,800	4,152	(4,152)
1920 Contributions and Donations	-	-	-	-	-
1960 Recovery of Prior Year Funds	-	1,021	-	1,021	(1,021)
1980 Fees Charged to Grants	100,000	455	99,545	100,000	-
1990 Miscellaneous	2,500	58,004	-	58,004	(55,504)
<b>Total Revenue From Local Sources</b>	<b>\$ 7,558,766</b>	<b>7,997,889</b>	<b>427,595</b>	<b>8,425,484</b>	<b>(866,718)</b>
<b>2000 Revenue from Intermediate Sources</b>					
2101 County School Funds	55,000	13,989	41,011	55,000	-
2102 General Education Service District Funds	405,573	-	457,705	457,705	(52,132)
2199 Intermediate Rev Heavy Equipment Tax	10,000	-	-	-	10,000
2800 Heavy Equipment Rent Tax	-	4,840	-	4,840	(4,840)
<b>Total Revenue from Intermediate Sources</b>	<b>\$ 470,573</b>	<b>18,829</b>	<b>498,716</b>	<b>517,545</b>	<b>(46,972)</b>
<b>3000 Revenue From State Sources</b>					
3101 State School Fund—General Support	17,224,157	16,067,493	1,622,732	17,690,225	(466,068)
3103 Common School Fund	245,000	145,323	135,316	280,639	(35,639)
3104 State Managed County Timber	250,000	89,124	-	89,124	160,876
3105 STATE SCH FUND PRIOR YRS ADJ	-	-	-	-	-
3107 State School Fund High Cost Disability	50,000	-	100,000	100,000	(50,000)
<b>Total Revenue From State Sources</b>	<b>\$ 17,769,157</b>	<b>16,301,940</b>	<b>1,858,048</b>	<b>18,159,988</b>	<b>(390,831)</b>
<b>4000 Revenue From Federal Sources</b>					
4801 Federal Forest Fees	10,000	-	-	-	10,000
<b>Total Revenue From Federal Sources</b>	<b>\$ 10,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>10,000</b>
<b>5000 Revenue From Other Sources</b>					
5110 Bond Proceeds	-	-	-	-	-
5400 Beginning Fund Balance	5,521,992	-	5,521,992	5,521,992	-
<b>Total Revenue From Other Sources</b>	<b>\$ 5,521,992</b>	<b>-</b>	<b>5,521,992</b>	<b>5,521,992</b>	<b>-</b>
<b>Total Resources</b>	<b>\$ 31,330,488</b>	<b>\$ 24,318,658</b>	<b>\$ 8,306,351</b>	<b>32,625,009.58</b>	<b>(1,294,521.58)</b>
				<b>\$ 27,662,020</b>	
				<b>\$ 4,962,989</b>	
				<b>\$ 2,015,662</b>	
				<b>\$ 2,947,327</b>	

**North Santiam School District 29J**  
**General Fund: Statement of Expenditures Budget Vs. Actual**  
**Fiscal Year 2023-24, As of 04/30/2024**

Expenditure Functions	2023-24 Budget	Actual YTD EXP 4/30/2024	Projected Expenditures 6/30/2024	Total Estimated 2023-24	(Over)/ Under Budget
<b>1000 Instruction</b>					
1111 Elementary, K-5 or K-6	4,995,253	3,195,888	1,567,648	4,763,536	231,717
1120 AVID Instruction	5,800	1,516	1,549	3,065	2,735
1121 Middle/Junior High Programs	2,676,039	1,741,015	819,467	2,560,482	115,557
1122 Middle/Junior High School Extracurricular	163,891	126,783	14,270	141,053	22,838
1127 After School Program	15,000	-	-	-	15,000
1131 High School Programs	3,212,302	2,131,186	983,838	3,115,024	97,278
1132 High School Extracurricular	640,981	520,111	75,782	595,894	45,087
1220 Restrictive Pgms for Students w/Disabilities	2,032,724	1,112,573	971,775	2,084,347	(51,623)
1250 Programs for Students w/Severe Disabilities	858,879	517,696	241,717	759,413	99,466
1271 Remediation	326,045	354,136	157,021	511,156	(185,111)
1272 Title I-A	42,750	71,748	33,308	105,056	(62,306)
1281 Alternative Education High School	70,000	94,403	12,992	107,394	(37,394)
1285 District Options Academy	389,997	312,536	184,399	496,935	(106,938)
1289 Other Alternative Programs	-	-	-	-	-
1291 English Second Language Programs	570,040	315,564	130,534	446,098	123,942
1292 Teen Parent Program	6,100	-	-	-	6,100
1460 Summer School, Middle/Jr High	14,805	8,911	-	8,911	5,894
<b>Total Instruction</b>	<b>\$ 16,020,606</b>	<b>\$ 10,504,065</b>	<b>4,694,299</b>	<b>\$ 15,698,364</b>	<b>\$ 322,242</b>
<b>2000 Support Services</b>					
2110 Attendance and Social Work Services	-	-	-	-	-
2111 Safety and Security Service Area Direction	64,558	56,001	11,289	67,290	(2,732)
2113 Social Work Services	-	-	-	-	-
2115 Student Safety	35,800	18,930	37,948	56,878	(21,078)
2120 Guidance Services	210,180	144,012	48,737	192,748	17,432
2134 Nurse Services	252,070	191,062	39,654	230,716	21,354
2139 Other Health Services	-	3,356	49	3,405	-
2143 Psychological Counseling Services	79,927	9,879	-	9,879	70,048
2152 Speech Pathology Services	172,503	78,982	39,823	118,805	53,698
2160 Other Student Treatment Services	99,797	8,064	-	8,064	91,733
2190 Service Direction, Student Support Services	230,841	126,591	36,332	162,923	67,918
2210 Improvement of Instruction Services	45,586	-	-	-	45,586
2211 Teaching and Learning Service Area Direction	247,470	221,672	42,646	264,318	(16,848)
2213 Curriculum Development	178,956	103,832	46,326	150,157	28,799
2219 Other Improvement of Instruction Svcs	159,645	142,070	109,804	251,874	(92,229)
2220 Educational Media Services	279,406	196,838	84,601	281,439	(2,033)
2230 Assessment and Testing	105,885	78,503	-	78,503	27,382
2240 Instructional Staff Development	20,000	23,655	1,770	25,425	(5,425)
2310 Board of Education Services	102,500	61,123	11,183	72,307	30,193
2320 Executive Administration Services	397,757	312,791	61,146	373,937	23,820
2410 Office of the Principal Services	2,452,596	1,879,774	445,288	2,325,062	127,534
2510 Direction of Business Support Services	216,093	178,642	32,809	211,452	4,641
2520 Fiscal Services	371,480	316,716	58,207	374,923	(3,443)

**North Santiam School District 29J**  
**General Fund: Statement of Expenditures Budget Vs. Actual**  
**Fiscal Year 2023-24, As of 04/30/2024**

<b>Expenditure Functions</b>	<b>2023-24 Budget</b>	<b>Actual YTD EXP 4/30/2024</b>	<b>Projected Expenditures 6/30/2024</b>	<b>Total Estimated 2023-24</b>	<b>(Over)/ Under Budget</b>
2528 Risk Management Services	290,840	296,702	-	296,702	(5,862)
2540 Operation and Maintenance of Plant Services	-	-	-	-	-
2541 Maintenance & Facilities Service Area Direction	253,736	211,250	40,937	252,187	1,549
2542 Care and Upkeep of Buildings Services	2,481,843	1,750,232	415,792	2,166,023	315,820
2543 Care and Upkeep of Grounds Services	138,099	108,069	9,061	117,130	20,969
2549 Other Operation and Maintenance Services	9,639	6,632	2,040	8,672	967
2550 Student Transportation Services	1,068,250	653,827	200,176	854,004	214,246
2558 Special Education Transportation Services	252,000	181,492	58,508	240,000	12,000
2626 Grant Writing Services	-	-	-	-	-
2630 Information Services	68,539	51,284	17,517	68,801	(262)
2633 Public Information Services	-	-	-	-	-
2640 Staff Services	240,419	211,221	42,518	253,739	(13,320)
2641 Human Resources Service Area Direction	212,027	176,811	34,705	211,517	510
2649 Employee Liabilities	-	2,320	-	2,320	(2,320)
2660 Technology Services	875,922	513,731	130,105	643,837	232,085
2661 IT Service Area Direction	83,805	-	-	-	83,805
2680 Interpretation and Translation	351	251	84	335	16
<b>Total Support Services</b>	<b>\$ 11,698,520</b>	<b>\$ 8,316,316</b>	<b>\$ 2,059,054</b>	<b>\$ 10,375,370</b>	<b>\$ 1,326,555</b>
<b>3000 Enterprise and Community Services</b>	<b>-</b>				
3360 Welfare Activities Services	10,700	2,969	318	3,286	7,414
<b>Total Enterprise and Community Services</b>	<b>\$ 10,700</b>	<b>\$ 2,969</b>	<b>\$ 318</b>	<b>\$ 3,286</b>	<b>\$ 7,414</b>
<b>5000 Other Uses</b>					
5110 Long Term Debt Service			-	-	-
5200 Transfers of Funds	1,585,000	1,585,000	-	1,585,000	-
5400 PERS Ual Lump Sum Payment to PERS			-	-	-
<b>Total Other Uses</b>	<b>\$ 1,585,000</b>	<b>\$ 1,585,000</b>	<b>\$ -</b>	<b>\$ 1,585,000</b>	<b>\$ -</b>
<b>6000 Contingencies</b>					
6110 Operating Contingency	1,085,000	-	-	-	1,085,000
<b>Total Contingencies</b>	<b>\$ 1,085,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,085,000</b>
<b>7000 Unappropriated Ending Fund Balance</b>					
7000 Unappropriated Ending Fund Balance	930,662	-	-	-	930,662
<b>Total Unappropriated Ending Fund Balance</b>	<b>\$ 930,662</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 930,662</b>
41					
<b>GENERAL FUND EXPENDITURES GRAND TOTAL</b>	<b>\$ 31,330,488</b>	<b>\$ 20,408,350</b>	<b>\$ 6,753,670</b>	<b>\$ 27,662,020</b>	<b>\$ 3,671,873</b>

**North Santiam School District 29J**  
**Food Service Fund: Statement of Revenues and Expenditures Budget Vs. Actual**  
**Fiscal Year 2023-24, As of 04/30/2024**

	<b>2023-24 Budget</b>	<b>Actual as of 4/30/2024</b>	<b>Encumbered as of 4/30/2024</b>	<b>Total Estimated 2023-24</b>	<b>(Over)/Under Budget</b>
<b>REVENUE</b>					
1610/1620 Daily Sales	117,319	90,094	14,600	104,694	12,625
1630 Special Functions	-	-	-	-	-
1940 Services Provided Other LEA's	6,200	-	8,527	8,527	(2,327)
1960 Recovery of Prior Yr Funds	-	300	-	300	-
1990 Miscellaneous Revenue	8,000	2,605	1,395	4,000	4,000
3102 SSF - School Lunch Match	-	-	-	-	-
3299 State Breakfast/Lunch SSA	110,626	139,647	-	139,647	(29,021)
4500 Farm to School Grant	-	3,256	-	3,256	(3,256)
4513 NSLP Breakfast	300,000	99,800	64,000	163,800	136,200
4515 NSLP Lunch	515,000	438,626	162,000	600,626	(85,626)
4518 NSLP Snack	-	2,657	-	-	-
4519 Farm to School	15,000	-	14,430	14,430	570
4525 Summer Lunch	20,000	10,685	-	10,685	9,315
4910 USDA Commodities	90,000	-	99,000	99,000	(9,000)
4526 Federal Revenue Summer Lunch	1,500	-	-	-	1,500
5200 Interfund Transfers	-	-	10,200	10,200	(10,200)
5400 Beginning Fund Balance	400,000	221,388	-	221,388	178,612
<b>TOTAL REVENUE</b>	<b>\$ 1,583,645</b>	<b>\$ 1,009,059</b>	<b>\$ 374,152</b>	<b>\$ 1,380,554</b>	<b>\$ 203,391</b>
<b>EXPENDITURES</b>					
<b>Enterprise and Community Services</b>					
3100-100 Salaries	414,011	314,712	124,217	438,929	(24,918)
3100-200 Payroll Costs	358,384	222,213	96,326	318,539	39,845
3100-300 Contracted Services	24,750	2,851	1,139	3,990	20,760
3100-410 Supplies and Materials	24,000	35,219	8,798	44,017	(20,017)
3100-411 Fuel	1,000	215	785	1,000	-
3100-415 USDA Commodities	90,000	-	-	-	90,000
3100-450 Food	605,529	413,181	76,282	489,463	116,066
3100-460 Non-Consumable	36,471	8,024	10,638	18,662	17,809
3100-470 Computer Software	4,000	4,695	-	4,695	(695)
3100-480 Computer Hardware	1,500	-	-	-	1,500
3100-540 Equipment Replacement	15,000	25,511	-	25,511	(10,511)
3100-640 Dues and Fees	9,000	8,963	-	8,963	37
<b>TOTAL EXPENDITURES</b>	<b>1,583,645</b>	<b>\$ 1,035,584</b>	<b>\$ 318,185</b>	<b>\$ 1,353,769</b>	<b>\$ 229,876</b>
				<b>FOOD SERVICE EST EFB</b>	<b>\$ 26,784</b>

**North Santiam School District 29J**  
**Appropriations: Budget Vs. Actual**  
**Fiscal Year 2023-24, As of 04/30/2024**

<b>General Fund (100)</b>	<b>Appropriations</b>	<b>YTD</b>	<b>Encumbrances</b>	<b>Totals</b>	<b>Resolutions</b>	<b>(Over)/Under Budget</b>
1000 Instruction	15,785,712	10,504,065	4,694,299	15,198,364	234,894	822,242
2000 Support Services	11,498,520	8,316,316	2,059,782	10,376,098	200,000	1,322,422
3000 Community Services	10,700	2,969	318	3,286	-	7,414
5100 Debt Service	-	-	-	-	-	-
5200 Transfers	185,000	1,585,000	-	1,585,000	1,400,000	-
6000 Contingency	1,085,000	-	-	-	-	1,085,000
<b>Sub Total</b>	<b>\$ 28,564,932</b>	<b>\$ 20,408,350</b>	<b>\$ 6,754,398</b>	<b>\$ 27,162,748</b>	<b>\$ 1,834,894</b>	<b>\$ 3,237,078</b>
<b>Special Revenue Funds (200)</b>						
1000 Instruction	3,987,577	1,512,259	559,428	2,071,687	-	1,915,890
2000 Support Services	2,816,849	1,636,818	542,957	2,179,776	606,005	1,243,078
3000 Community Services	223,122	74,159	18,386	92,545	-	130,577
4000 Facilities Acquisition	200,000	16,000	-	16,000	-	184,000
5200 Transfers	135,000	-	-	-	-	135,000
5300 Apportionment of Funds by ESD	24,304	-	-	-	-	24,304
6000 Contingency	1,791,792	-	-	-	400,000	2,191,792
<b>Sub Total</b>	<b>\$ 9,178,644</b>	<b>\$ 3,239,236</b>	<b>\$ 1,120,772</b>	<b>\$ 4,360,008</b>	<b>\$ 1,006,005</b>	<b>\$ 5,824,641</b>
<b>Food Service Funds (299)</b>						
3000 Community Services	1,583,645	1,035,584	318,185	1,353,769	-	229,876
<b>Sub Total</b>	<b>\$ 1,583,645</b>	<b>\$ 1,035,584</b>	<b>\$ 318,185</b>	<b>\$ 1,353,769</b>	<b>\$ -</b>	<b>\$ 229,876</b>
<b>PERS Bond Debt Service (310.321.375)</b>						
5100 Debt Service	4,935,560	751,029	3,529,800	4,280,829	-	654,731
6000 Contingency	1,851,935	-	-	-	-	1,851,935
<b>Sub Total</b>	<b>\$ 6,787,495</b>	<b>\$ 751,029</b>	<b>\$ 3,529,800</b>	<b>\$ 4,280,829</b>	<b>\$ -</b>	<b>\$ 2,506,666</b>
<b>Facilities (400,401,420,425,426,430,448)</b>						
1000 Instruction Services	100,000	-	9,494	-	-	100,000
2000 Support Services	404,600	106,045	41,128	147,173	-	257,427
4000 Facilities Acquisition	1,649,340	179,476	1,800	181,276	500,000	1,968,064
5110 Debt Service	40,260	40,531	-	40,531	500	229
5200 Transfers	75,000	75,000	-	75,000	-	-
6000 Contingency	1,422,390	-	-	-	-	1,422,390
<b>Sub Total</b>	<b>\$ 3,691,590</b>	<b>\$ 401,053</b>	<b>\$ 52,422</b>	<b>\$ 443,980</b>	<b>\$ 500,500</b>	<b>\$ 3,748,110</b>
<b>Internal Service Funds (600)</b>						
2000 Support Services	80,900	3,629	-	3,629	150,000	227,271
6000 Contingency	261,205	-	-	-	128,000	389,205
<b>Sub Total</b>	<b>\$ 342,105</b>	<b>\$ 3,629</b>	<b>\$ -</b>	<b>\$ 3,629</b>	<b>\$ 150,000</b>	<b>\$ 616,476</b>
<b>Trust and Agency Fund (700)</b>						
2000 Support Services	25,869	5,000	-	5,000	-	20,869
<b>Sub Total</b>	<b>\$ 25,869</b>	<b>\$ 5,000</b>	<b>\$ -</b>	<b>\$ 5,000</b>	<b>\$ -</b>	<b>\$ 20,869</b>
<b>Total Appropriations</b>	<b>50,174,280</b>	<b>25,843,882</b>	<b>11,775,576</b>	<b>37,609,963</b>	<b>3,491,399</b>	<b>16,183,716</b>
<b>Total Unappropriated</b>	<b>930,662</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>930,662</b>
<b>APPROPRIATION TOTAL</b>	<b>\$ 51,104,942</b>	<b>\$ 25,843,881.55</b>	<b>\$ 11,775,575.68</b>	<b>\$ 37,609,963.23</b>	<b>\$ 3,491,399.00</b>	<b>\$ 17,114,378</b>

**North Santiam School District 29J**  
**Special Revenue Funds**  
**Fiscal Year 2023-24, As of 03/31/2024**

Special Revenue Funds: MISC	Allocation	Beginning Fund Bal	YTD Revenue	YTD Exp/Enc	Fund Balance
201: Board Reserve	\$ -	\$ 1,001,791	\$ -	\$ -	\$ 1,001,791
202: Textbook Reserve	\$ -	\$ 915,000	\$ 222,000	\$ 1,221	\$ 1,135,779
205: CTE Construction House	\$ -	\$ 13,093	\$ 75,000	\$ 55,384	\$ 32,709
206: CTE SHS Grants	\$ -	\$ 4,985	\$ -	\$ 5,625	\$ (640)
211: United Way	\$ -	\$ 3,716	\$ -	\$ 3,240	\$ 476
216: Misc Grants	\$ -	\$ 8,017	\$ -	\$ 4,630	\$ 3,387
230: Technology Services	\$ -	\$ 12,102	\$ 357	\$ -	\$ 12,459
231: After School Grant	\$ -	\$ 28,340	\$ -	\$ 17,657	\$ 10,683
240: E-Rate Category 1	\$ -	\$ 42,284	\$ 20,842	\$ -	\$ 63,126
241: Nike Grant	\$ -	\$ 12,390	\$ -	\$ 12,316	\$ 74
243: District Grants	\$ -	\$ 1,567	\$ 1,619	\$ 1,480	\$ 1,706
244: E-Rate Category 2	\$ -	\$ (5,987)	\$ 21,694	\$ 19,634	\$ (3,927)
249: SB 1149	\$ -	\$ 63,851	\$ 57,779	\$ -	\$ 121,630
278: Communication/Community Engagement	\$ -	\$ -	\$ 41,689	\$ -	\$ 41,689
280: Homeless Support	\$ -	\$ 322	\$ 400	\$ 722	\$ 0
281: PERS Increase Reserve	\$ -	\$ 375,000	\$ 400,000	\$ -	\$ 775,000
284: SHS Athletic Improvement Fund	\$ -	\$ 17,447	\$ 3,892	\$ 1,241	\$ 20,098
<b>TOTALS</b>	<b>\$ -</b>	<b>\$ 2,493,918</b>	<b>\$ 845,273</b>	<b>\$ 123,150</b>	<b>\$ 3,216,041</b>

Special Revenue Funds: GRANTS	Allocation	Beginning Fund Bal	YTD Revenue	YTD Exp/Enc	Grant Balance
204: ARP HCY I	\$ 26,928	\$ -	\$ 19,303	\$ -	\$ 26,928
209: ESSER III	\$ 98,378	\$ -	\$ 34,923	\$ 72,806	\$ 25,571
215: Title IV	\$ 60,914	\$ -	\$ 17,551	\$ 35,731	\$ 25,183
219: Title III	\$ 28,428	\$ -	\$ 9,495	\$ 18,177	\$ 10,251
221: IDEA 611	\$ 1,094,349	\$ -	\$ 355,979	\$ 623,902	\$ 470,447
222: Carl Perkins CTE	\$ -	\$ (1,268)	\$ 8,974	\$ 12,132	\$ (12,132)
224: HB3499 EL Transformation	\$ 125,000	\$ -	\$ 64,644	\$ 116,908	\$ 8,092
225: IDEA 611 ARP	\$ 24,581	\$ -	\$ 24,581	\$ 24,581	\$ (0)
227: Title I-A	\$ 473,518	\$ -	\$ 197,637	\$ 400,775	\$ 72,743
228: Title II-A	\$ 96,525	\$ -	\$ 30,515	\$ 45,369	\$ 51,157
232: Outdoor School	\$ 65,818	\$ (28,105)	\$ 28,105	\$ 63,460	\$ 2,358
247: IDEA 619	\$ 6,594	\$ -	\$ 6,275	\$ 6,733	\$ (140)
251: Student Investment Act	\$ 2,015,076	\$ 598,176	\$ 1,511,307	\$ 1,649,881	\$ 365,195
252: High School Success	\$ 647,085	\$ -	\$ 217,786	\$ 370,335	\$ 276,750
255: Preschool Promise	\$ 502,500	\$ -	\$ 192,167	\$ 348,529	\$ 153,971
259: Career Pathways Program	\$ 60,500	\$ -	\$ -	\$ 2,000	\$ 58,500
274: SIA - EIS	\$ 6,208	\$ -	\$ -	\$ 6,208	\$ -
275: Oregon Community Foundation	\$ 22,229	\$ -	\$ 22,229	\$ 22,229	\$ -
276: OSU Grant	\$ 395	\$ -	\$ 395	\$ 235	\$ 160
277: TAP Grants	\$ 25,000	\$ -	\$ 14,850	\$ 22,650	\$ 2,350
279: Early Literacy Grant	\$ 147,501	\$ -	\$ -	\$ 76,403	\$ 71,098
282: Oregon Extended Assessment	\$ 549	\$ -	\$ -	\$ 1,063	\$ (514)
283: PEEK Grant	\$ 65,000	\$ -	\$ -	\$ 55,019	\$ 9,981
284: SHS Athletic Improvement Fund	\$ -	\$ 17,447	\$ 2,323	\$ -	\$ -
299: Breakfast After the Bell	\$ 3,158	\$ -	\$ -	\$ -	\$ 3,158
299: Farm to CNP Base AY25	\$ 14,430	\$ -	\$ -	\$ -	\$ 14,430
299: Local Food for Schools (LFS)	\$ 10,319	\$ -	\$ -	\$ -	\$ 10,319
<b>TOTALS</b>	<b>\$ 5,620,984</b>	<b>\$ 586,250</b>	<b>\$ 2,759,039</b>	<b>\$ 3,975,128</b>	<b>\$ 1,645,856</b>

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# Summer Projects 2024

Plus some recently completed Projects/Repairs

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# Upcoming

- Sublimity gym floor (Contracted)
  - \$24,000 plus generator rental

of the **WILDCATS**

**NOTICE:**  
NO STREET SHOES  
NO FOOD OR  
BEVERAGE  
ALLOWED

DASH TH

**WILDCATS**

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# Upcoming

- Annual gym floor refinish
  - SHS Main gym - contracted through Courtsports so as to maintain warranty.
  - \$5000
  - FH, SIS, and ML - refinished by district custodial/maintenance.
  - SMS and SES - are on a burnish year.
  - Estimate of \$9000 in materials for the three gyms.

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# Upcoming

- SES LED lighting upgrade - (Contracted/Dist Maint)
  - HB2531 bans the sale of fluorescent lamps in Oregon
  - Incentives through Energy Trust of Oregon and SB1149
  - My hope is to minimize cost through utilizing district maintenance personal working with local electrician/s.
  - Lighting materials \$4,317 with the incentives.
  - Currently gathering quotes on electrical.

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# Upcoming

- Mari-Linn Playground. (Contracted/Dist Maint)
  - Estimating \$35,000 in materials.
  - Estimating \$ 17,000 in excavation and concrete GAGA slab

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# Upcoming

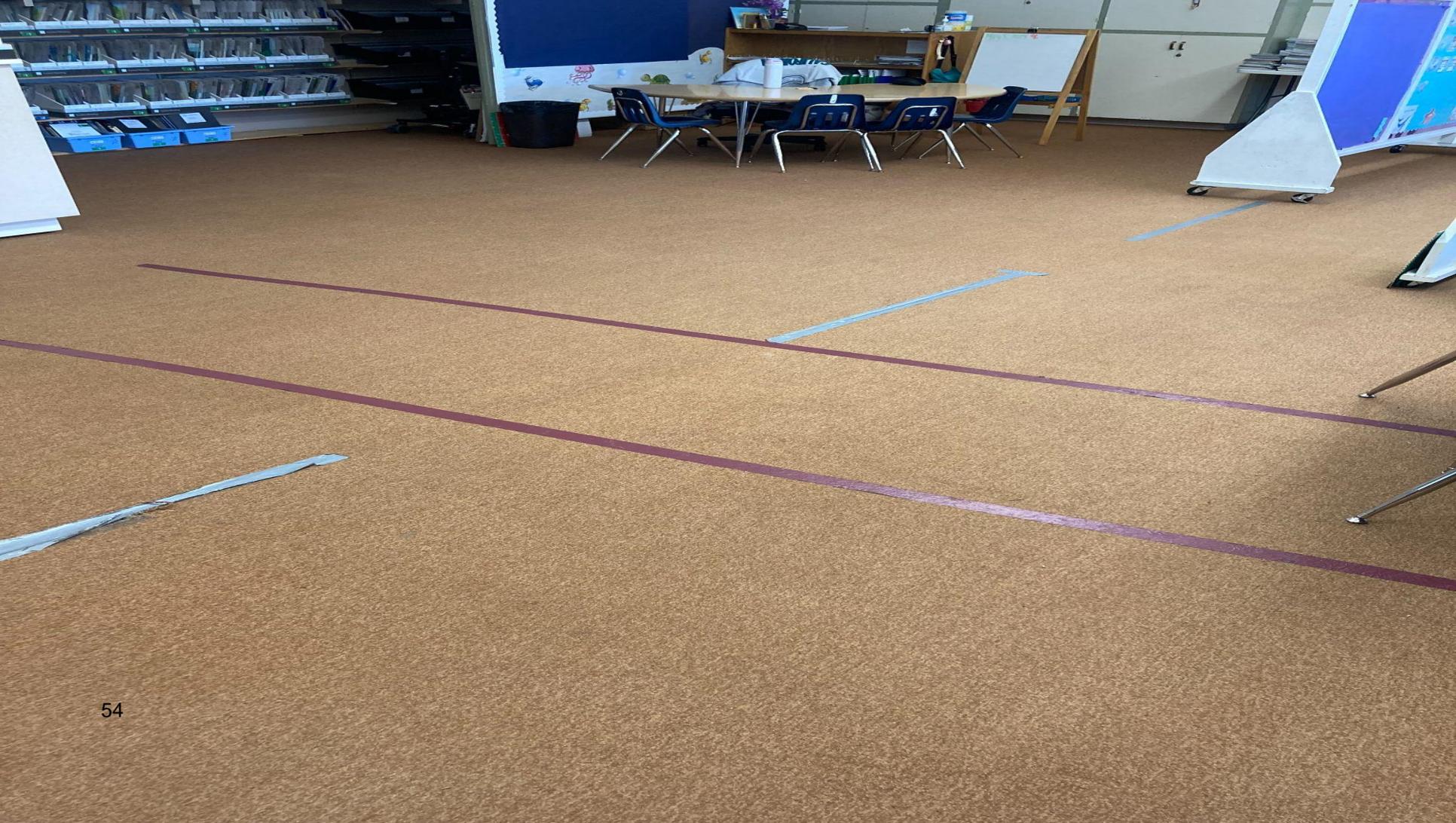
- SES Playground
  - Apply resin to existing rubber mulch and add warranty replacement product.
  - No material cost, district labor only.



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# Upcoming

- Continuation of carpet replacement program. (Dist Maint)
  - Since 2018 I have been working towards replacing worn out carpet 3-4 rooms at a time.
  - We are basically down to a few rooms at SES and several rooms at SIS.
  - Materials - Approximately \$2,400/room





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# Upcoming

- SES siding (Dist Maint)
  - Siding above the custodial/storage area is causing some leak issues.



57

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# Recently Completed Projects

## More of the Sublimity Gym

- Acoustic Panels - Sublimity budget
- Acoustic wall panels to come - Sublimity budget
- Interior paint - \$9,950
- Wainscot wall pads - Facilities/SUB/ PTC partnership - \$16,114
- Bleachers - \$36,597



WILDCATS

PERIOD

WILDCATS

59



60



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# Recently Completed Projects

- Re-tube SHS boiler #1
  - \$44,635



62



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# Recently Completed Projects

- New rain gutters - SIS
  - \$5,812



64



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# Recently Completed Projects

- Old freezer demo - SMS
  - District Maintenance



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# Recently Completed Projects

- Parking lot lighting - SES
  - \$46,626



68



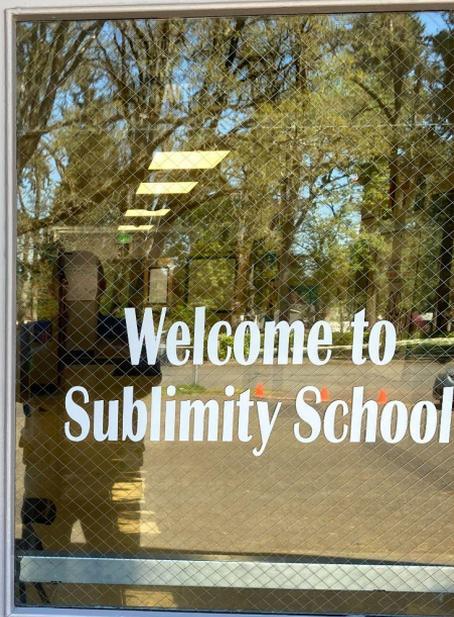
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# Recently Completed Projects

- Continuous door hinges - SUB/ML
  - Approximately \$150/door



70



Welcome to  
Sublimity School



**2023-24 Board of Directors**

**Board Chair**, Erin Cramer    **Board Vice-Chair**, Mackenzie Strawn  
**Board Members**: Mike Wagner, Laura Wipper, Mark Henderson, Coral Ford & Alisha Oliver  
**Student Representatives to the Board**, Benjamin Perez & Lucas Joyce  
**Superintendent**, Lee W. Loving  
**Director of Business & Fiscal Services**, Rhonda Allen  
**Director of Human Resources**, Danielle Blackwell  
**Director of Teaching & Learning**, Nicole Duncan  
**Interim Director of Special Programs**, Jeri Harbison-Jones  
**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, April 18, 2024 ~ 6:00 PM**

**Sublimity Elementary Library, 431 E Main St, Sublimity, OR 97385**

<https://youtube.com/live/TUf6CsOOq04?feature=share>

**Minutes-DRAFT**

**1. CALL REGULAR SESSION TO ORDER**

The Board Vice-Chair called the meeting to order at 6:00 pm and noted that all board members were present except Erin Cramer, who was absent with notice. He then led everyone in the pledge of allegiance.

*\*Student Representatives Benjamin Perez and Lucas Joyce were absent with notice.*

**2. AGENDA APPROVAL**

Changes to the agenda after posting on April 12, 2024 were acknowledged:

**Added Attachments-**

\*6.0-Debt Service

\*11.1-02.21.24 Regular Session Minutes-DRAFT

\*14.2-April 2024 Enrollment Totals 04.12.24

**Revised Agenda Items-**

\*15 - addition of 192.660(2)(f) to Executive Session

**MOTION-AGENDA APPROVAL**

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

**Motion Made By: Alisha Oliver**

**Vote: 6-0**

### 3. SPOTLIGHT:

#### 3.1. Teacher Appreciation Week Resolution

Teacher Appreciation Week is May 6-10, 2024. The Board voted to approve a resolution honoring their commitment and dedication.

##### **MOTION-RES #041824A**

*Be it resolved that the NSSD expresses its deep appreciation of its Licensed staff by adopting Resolution #041824A proclaiming May 6-10, 2024 to be TEACHER APPRECIATION WEEK.*

[Teacher Appreciation Week RESOLUTION 041824A](#)

**Motion Made By: Alisha Oliver**

**Vote: 6-0**

#### 3.2. Sublimity School

Principal Ryan Westenskow was joined by classroom teachers Mandi Elmer and John King and Reading Specialist Danielle Angus to share some of their strategies for preparing elementary students for future success. These strategies include career awareness and exploration, academic intervention, and connecting academic learning to real-world applications. They emphasized the importance of starting these efforts early and highlighted the value of hands-on experiences and field trips. They also stressed the need to address professional skills like perseverance and teamwork alongside academic achievement.

Their presentation is available under this agenda item at the link below and the meeting can be viewed at the link on page one of this document.

[2024 Sublimity School Board Presentation](#)

### 4. STUDENT BUSINESS: Benjamin Perez/Lucas Joyce

This standing agenda item is for monthly reports from the NSSD Student Reps. to the Board and for other requests/reports from students. Both Reps. had scheduling conflicts and submitted a summary of their reports.

#### **Lucas**

\*Baseball is 6-9 and Softball is 9-4 overall, and 4-1 in league

\*Both golf teams have competed in two meets so far this season.

\*Tennis only has a few matches left, but they will be at home vs. Estacada on 4/30 @ 4:00 PM.

\*This year, SHS has its first-ever official Male Volleyball club team!

#### **Benjamin**

\*Homegoing week: traditions such as powderpuff, staff vs senior kickball and male cheerleading

\*Summer kickoff: From 4-7 pm at Stayton High School will be on the last day of school. There will be catering options, games, and several activities

\*Teacher Appreciation Week: They will be serving breakfast for all staff on Monday. Also, they will be giving gifts and thank you cards written by students

\*Academic Awards night: May 24th

\*STUDENT REP. APPLICANT UPDATE: 7 students are still expressing high interest. They are now in the process of distributing applications and offering time for them to ask more questions about the position.

### 5. 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:

- Acknowledgment of upcoming education-related observances

- report of his meetings with both parents who gave public comments at the March meeting regarding the loss of special education staff and their working conditions
- School/Campus Safety >Protective Glass demo was attended by some board members and administrators. Camera upgrade installation is underway with plans to be completed this summer.
- Summer enrichment programs include Camp 9 (incoming 9th graders), Algebra I Bridges Program, and “Kids Read Now”. There is no funding from ODE for a comprehensive summer school program that the district has implemented in the past. *\*Suggestion to partner with all city libraries on summer reading programs*
- Math curriculum adoption review is in progress for staff and the public
- Supt. Growth Survey will be going out to all staff
- Presentations in the May board meeting will include the 2024-25 budget, summer facilities projects and math curriculum adoption

## 6. 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 and other information relating to that department. She noted the interim audit for 23-24 will start next month. Her presentation is available under this agenda item at the link below, and the meeting can be viewed at the link on page one of this document.

### Attachments

Board Report\_March2024  
Debt Service.xlsx

## 7. NUTRITION SERVICES REPORT: John Barnes

The Director of Nutrition Services gave an update on the effects of all schools in the district qualifying for free meals under the Community Eligibility Provision as of January 1, 2024. He noted that participation has increased by 24% district-wide. This has resulted in an increase of USDA claim dollars by \$53,000. His presentation is available under this agenda item at the link below, and the meeting can be viewed at the link on page one of this document.

### April Board Presentation

## 8. LICENSED/CLASSIFIED UNION REPORTS: Union Reps.

This standing agenda item is to receive regular reports from Licensed and/or Classified Union representatives. Pauli Lime was present and expressed appreciation to the district for continued transparency and communication with staff. They have granted scholarships to students and grants to teachers but they won't be announced until May.

## 9. CITY COUNCIL LIAISON REPORTS:

This standing agenda item is for reports from the Stayton, Sublimity and Lyons City Council Liaisons:

**Stayton:** David Patty (not present)

**Sublimity:** Michael Taylor:

- broke ground on a new subdivision (19 homes and 4 duplexes)
- water tower is onsite and being assembled
- “If I were Mayor” contest winner was announced
- potential partnership with students on designing a new sign for new park

**Lyons:** Mike Wagner - improvements on city park and upcoming agenda item regarding SRO

## 10. PUBLIC COMMENT

73 There was no public comment.

## **11. CONSENT AGENDA**

### **11.1. Action: Approval of Meeting Minutes**

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

#### Attachments:

03.07.24 Regular Session Minutes-DRAFT

03.07.24 Special Session Minutes-DRAFT

3.21.24 Regular Session Minutes-DRAFT

### **11.2. Action: Approval of New Hires**

Changes in licensed staff since the last board meeting were acknowledged and hires submitted for approval.

#### **New Hires (Board Action Required)**

Grace Bromley-SIMS/Counselor

Katelyn Thomson-SUB/LA

#### **Resignations**

Benjamin Barker- ML/LA & SS

Charles Carter- SHS/LA

Elizabeth Dark- SUB/LRC

#### **Leave of Absence**

Brooke Smith- SES/8/24-11/24

[April 2024 Licensed Staff Report](#)

### **11.3. 2024 Licensed Contract Amendments**

The following amendments were made to Licensed contracts after being approved by the Board on March 7, 2024 and submitted for approval.

GLOVER, KELSIE - FTE 1.0 STAYTON HIGH SCHOOL

Was listed as Probationary Year 1, Recommend Probationary Year 2

Amendment: Probationary Year 2 Recommend Probationary Year 3

STUTZMAN, RONALD - FTE 1.0 STAYTON HIGH SCHOOL

Was listed as Probationary Year 2 Recommend Probationary Year 3

Amendment: Probationary Year 3 Recommend Year 1 of a 2-year contract (2024-26)

2024 Licensed Contract Renewals\_Extensions Amendment

### **11.4. Action: Approval of Consent Agenda**

#### **MOTION-CONSENT AGENDA**

*Motion that the Board approve the Consent Agenda as presented.*

**Motion Made By: Laura Wipper**

**Vote: 6-0, motion passed**

## **12. STRATEGIC PLANNING UPDATE: Laura Wipper/Alisha Oliver**

This standing agenda item is for the board to receive status updates on the district's Strategic Planning Process. It was noted that there is an additional meeting planned to meet with members of the Catholic community. Dates for upcoming board work sessions were planned for May 23, June 10, and June 24, 2024. The update can be viewed under this agenda item via the link below.

[Status Report - Strategic Plan - 2024-04-18](#)

### **13. 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. Highlights included:

\*Mark shared that Fentanyl deaths continue to rise and exceed all deaths in WWII

\*Alisha reported on participating in the mock interviews at the high school and that the symphonic band is going to the state competition and the jazz may still qualify

\*Coral joined Supt. Loving during a learning walk at SHS

Board Greeter for Next Month:

### **14. INFORMATION ONLY**

Attachments for the following items can be viewed under this agenda item. [Attachments](#)

#### **14.1. Field Trip Report:**

A list of the field trips taken and/or scheduled since the start of the school year was included.

#### **14.2. Student Enrollment:**

Current enrollment is listed below. Refer to the attachment for grade/school level numbers.

Mari-Linn: 159

Sublimity: 352

Stayton Elementary: 352

Stayton Intermediate/Middle: 432

Stayton High: 611

Locust Street Academy: 61

Stayton Virtual Academy: 85

Total: 2052

#### **14.3. Future Agenda Items:**

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

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

Information regarding upcoming events were included.

### **15. RECESS INTO EXECUTIVE SESSION PER ORS ORS 192.660(2)(i) and 192.660(2)(f)**

The Board Vice-Chair recessed into executive session at 8:00 pm per 192.660(2)(f)- To consider information or records that are exempt by law from public inspection and ORS 192.660(2)(i) -To review and evaluate the employment-related performance of the chief executive officer.

### **16. RECONVENE TO OPEN SESSION**

The Board Vice-Chair reconvened the meeting to open session at 10:06 pm.

### **17. ACTION FROM DISCUSSION DURING EXECUTIVE SESSION**

*Motion that the board authorizes the superintendent to enter into a settlement agreement on the matter discussed in the executive session. The agreement shall be consistent with the terms discussed in the executive session and in a form approved by District legal counsel.*

**Motion Made By: Mark Henderson**

**Vote: 6-0**

### **18. ADJOURN**

The Board Vice-Chair adjourned the meeting at 10:07 pm.





## Summary

[House Bill 2281](#) (2023), effective January 1, 2024, requires a district school board to designate one or more civil rights coordinators for the district. According to HB 2281, the civil rights coordinator may be an employee of the district or the district may contract with an ESD for the services of a civil rights coordinator.

HB 2281, Section 1 (see page 2 of the bill specifically) outlines the minimum responsibilities of a civil rights coordinator. Of note is the requirement to comply with rules adopted by the State Board of Education so OSBA is watching for news about these rules. Additionally, the bill includes use of the term “discrimination” which is defined further by ORS 659.850 and is used in the new bill. The bill further outlines a requirement for the Department of Education to make training available annually for these coordinators.

Finally, ORS 659.855, which allows the Superintendent of Public Instruction to sanction a public elementary or secondary school program if found in noncompliance with ORS 659.850 and 659.852, has been updated to include noncompliance with ORS 332.505(2) – Civil Rights Coordinator.

## North Santiam School District

Code: AC  
Adopted: 7/01/96  
Revised/Readopted: 11/17/05; 3/20/08; 2/21/13;  
9/17/15; 6/15/17; 3/01/18;  
1/19/23  
Orig. Code: AC

### Nondiscrimination

The district prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual’s perceived or actual race<sup>1</sup>, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans’ status, or because of the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans’ status of any other persons with whom the individual associates.

The district prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings.

The Board encourages staff to improve human relations within the schools, to respect all individuals and to establish channels through which patrons can communicate their concerns to the administration and the Board.

The Board directs the superintendent to designate the district’s civil rights coordinator and make contact information available to staff, students and parents.<sup>{<sup>2</sup>}</sup>

The superintendent shall appoint individuals at the district to contact on issues concerning the Americans with Disabilities Act and Americans with Disabilities Act Amendments Act (ADA), Section 504 of the

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<sup>1</sup> Includes discriminatory use of a Native American mascot pursuant to OAR 581-021-0047. Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

<sup>2</sup> {For additional information regarding civil rights coordinators and their responsibilities, see ORS 332.505(2).}

Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments, and other civil rights or discrimination issues, and notify students, parents, and staff with their names, office addresses, and phone numbers. The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district’s administrative office and available on the home page of the district’s website.

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

## END OF POLICY

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### Legal Reference(s):

<a href="#">ORS 174.100</a>	<a href="#">ORS 659A.003</a>	<a href="#">ORS 659A.321</a>
<a href="#">ORS 192.630</a>	<a href="#">ORS 659A.006</a>	<a href="#">ORS 659A.409</a>
<a href="#">ORS 326.051(1)(e)</a>	<a href="#">ORS 659A.009</a>	<a href="#">OAR 581-002-0001 – 002-0005</a>
<a href="#">ORS 332.505</a>	<a href="#">ORS 659A.029</a>	<a href="#">OAR 581-021-0045</a>
<a href="#">ORS 408.230</a>	<a href="#">ORS 659A.030</a>	<a href="#">OAR 581-021-0046</a>
<a href="#">ORS 659.805</a>	<a href="#">ORS 659A.040</a>	<a href="#">OAR 581-021-0047</a>
<a href="#">ORS 659.815</a>	<a href="#">ORS 659A.103 - 659A.145</a>	<a href="#">OAR 581-022-2310</a>
<a href="#">ORS 659.850 - 659.860</a>	<a href="#">ORS 659A.230 - 659A.233</a>	<a href="#">OAR 581-022-2370</a>
<a href="#">ORS 659.865</a>	<a href="#">ORS 659A.236</a>	<a href="#">OAR 839-003</a>
<a href="#">ORS 659A.001</a>	<a href="#">ORS 659A.309</a>	

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (2018); 29 C.F.R Part 1626 (2019).

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

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018); 29 C.F.R. § 1601 (2019).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

The Vietnam Era Veterans’ Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2019).

### Cross Reference(s):

ACA - Americans with Disabilities Act

ACB - Every Student Belongs

GBA - Equal Employment Opportunity

GBEA - Workplace Harassment

JB - Equal Educational Opportunity

KL - Public Complaints

## Summary

[House Bill 3584](#) was passed in the 2023 legislative session. As a result of changes, OSBA recommends deleting the combined policy EBA/EBCA and splitting it into two separate policies – EBC and EBCA. It has been review by the Director of Safety and Security.

## North Santiam School District

Code: EBC/EBCA  
Adopted: 7/01/96  
Revised/Readopted: 12/18/98; 3/17/16; 6/15/17  
Orig. Code: EBC

### Emergency Procedures and Disaster Plans

*(Delete this double coded policy and consider EBC.)*

The superintendent will develop and maintain a plan specifying procedures to be used in such emergencies as disorderly conduct, unlawful assembly, disturbances at school activities, natural disasters, fire, illness or injury of a student or staff member, and use of force on school property. The superintendent will consult with community and county agencies while developing this plan.

The district's Emergency Procedures Plan will meet the standards of the State Board of Education.

Copies of the Emergency Procedures Plan will be available in every school office and other strategic locations throughout the district. Parents will be informed of the district's plan for the care of students during an emergency situation. The Board may use Oregon Revised Statute (ORS) 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

In the case of long term disruption to district operations as a result of a pandemic flu, declared public health emergency or other catastrophe, the district emergency plan shall at a minimum include the following:

1. Who is in charge of the district plan;
2. What steps the district will take to stop the spread of disease;
3. How sick students will be identified;
4. Transportation plan for sick students;
5. Disease containment measures for the district;
6. Communication plan for staff, students, parents;
7. Continuing education plan for students;
8. Procedures for dealing with student privacy rights;
9. Employee leave procedures during a pandemic flu or other catastrophe;
10. Employee pay and benefit plan and procedures;
11. Facility utilization by other agencies procedures;

END OF POLICY

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#### Legal Reference(s):

[ORS 192.660\(2\)\(k\)](#)  
[ORS 332.107](#)  
[ORS 433.260](#)

[ORS 433.441](#)  
[OAR 437-002-0161](#)

[OAR 581-022-2030\(3\)\(c\)](#)  
[OAR 581-022-2220](#)  
[OAR 581-022-2225](#)

#### Cross Reference(s):

EEAC - School Bus Safety Program  
80GBE - Staff Health and Safety  
JHCC - Communicable Diseases

**Summary**

As a result of changes required by [House Bill 3584](#) that was passed in the 2023 legislative session, OSBA recommends deleting the combined policy EBA/EBCA and splitting it into two separate policies – EBC and EBCA. It has been review by the Director of Safety and Security.

**North Santiam School District**

Code: EBC  
Adopted:

**Emergency Plan and First Aid\*\***

The district will maintain a comprehensive safety program for all employees and students. This program will include a plan for responding to emergency situations. The superintendent will consult with community and county agencies while developing this plan. The district’s emergency plan will meet any requirements of the State Board of Education.

Copies of the emergency plan will be available in every school office and other strategic locations throughout the district. Parents or guardians will be informed of the district’s plan.

In each district facility, procedures for handling health emergencies will be established and made known to staff. All employees are expected to know where first-aid supplies and equipment are kept.

Each school in the district shall have, at a minimum, at least one staff member with a current first-aid/CPR/AED card for every 60 students enrolled and who are trained annually on the district and building emergency plans. Emergency planning will include the presence of at least one staff member with a current first-aid/CPR/AED card for every 60 students for school-sponsored activities where students are present.

The district shall provide instruction to staff and students in the emergency plan and safety program.

END OF POLICY

**Legal Reference(s):**

[ORS 30.800](#)  
[ORS 192.660\(2\)\(k\)](#)  
[ORS 332.107](#)  
[ORS 433.260](#)  
[ORS 433.441](#)

[OAR 437-002-0042](#)  
[OAR 437-002-0120 - 0139](#)  
[OAR 437-002-0161](#)  
[OAR 437-002-0360](#)  
[OAR 437-002-0377](#)  
[OAR 581-022-2030\(3\)\(c\)](#)

[OAR 581-022-2220](#)  
[OAR 581-022-2225](#)  
[OAR 581-053-0003\(40\)](#)  
[OAR 581-053-0220\(3\)\(e\)\(B\)\(iii\)](#)  
[OAR 581-053-0320\(5\)\(b\)](#)  
[OAR 581-053-0420\(2\)\(f\)\(B\)](#)

Every Student Succeeds Act, 20 U.S.C. § 7928 (2018).  
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2018).

## Summary

[House Bill 3584](#) was passed in the 2023 legislative session. The bill requires districts to adopt policy language about using electronic communication to notify parents, guardians and employees within 24 hours of a safety threat action that was not a drill. The bill states the communication should be “provided in a manner that communicates relevant facts and details as necessary and useful.” (HB 3584, Section 1., (3)(b)) As a result of changes, OSBA recommends deleting the combined policy EBA/EBCA and splitting it into two separate policies – EBC and EBCA. It has been review by the Director of Safety and Security.

## North Santiam School District

Code: EBCA

Adopted:

### Safety Threats\*\*

“Safety threat action” means a lockdown, lockout, shelter in place or evacuation that: (a) is initiated by a school in response to a safety threat; and (b) is not a planned drill.

When a school or the district initiates a safety threat action, the school or district shall issue an electronic communication as expediently as possible and not later than 24 hours after initiation of the safety threat action. The communication will be issued in culturally appropriate languages to effectively communicate with parents and guardians of students attending the school at which the safety threat action occurred.

The communication must include:

1. A general description of the issue that caused the safety threat action to be taken;
2. The duration of time the safety threat action was taken, from when the action was initiated until when it concluded;
3. Actions taken by the school or district to resolve the situation that caused the safety threat action and actions taken to protect student safety; and
4. An explanation of how the situation was resolved.

The communication shall be provided in a manner which communicates relevant facts and details as may be necessary or useful for parents and guardians to understand any potential threats to student safety, and to assist parents and guardians in helping students understand and mentally process the incident and any resulting trauma.

A communication will also be issued to employees of the school at which the safety threat action occurred, and must include the same information as above and any additional information as may be permitted by relevant confidentiality and privacy requirements.

The Board may use Oregon Revised Statute (ORS) 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

END OF POLICY

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#### Legal Reference(s):

[ORS 192.660\(2\)\(k\)](#)

[ORS 332.107](#)

[ORS 339.324](#)

## Summary

House Bill 2280 (2023 Legislature) modified the definition of sexual harassment affecting schools and has since been followed up with new rule revisions. The revised definition changes the meaning of assault within the sexual harassment context and adds a section describing the meaning of “without consent,” which is also a new definition added to the law.

# North Santiam School District

Code: GBN/JBA  
Adopted: 7/21/16  
Readopted: 10/19/17; 11/19/20; 6/17/21  
Orig. Code: GBN/JBA

## Sexual Harassment

The district

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

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

### General Procedures

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

### OREGON DEFINITION AND PROCEDURES

#### Oregon Definition

Sexual harassment of students, staff members or third parties<sup>1</sup> shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
  - a. Interferes with a student’s educational activity or program;

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

- b. Interferes with a school or district staff member’s ability to perform their job; or
  - c. Creates an intimidating, offensive, or hostile environment.
3. Assault when sexual contact occurs without ~~the student’s, staff member’s or third party’s consent~~<sup>2, 3</sup> ~~because the student, staff member or third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats.~~

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

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

### Oregon Procedures

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

Name	Position	Phone	Email
Danielle Blackwell	Director of Human Resources	503-769-6924	danielle.blackman@nsantiam.k12.or.us

This individual is responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. This person is also designated as the Title IX coordinator. See GBN/JBA-AR(1) - ~~Administrative Regulations: Sexual Harassment Complaint Procedure.~~; ~~JBA/GBN-AR(1)~~

~~Federal Law Title IX Sexual Harassment Complaint Procedure: JBA/GBN-AR(2)~~

### Response

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

- 1. Student is protected and to promote a ~~nonhostile~~ non-hostile learning environment;
- 2. Staff member is protected and to promote a ~~nonhostile~~ non-hostile work environment; or

<sup>2</sup> “Without consent” means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.

<sup>3</sup> The statutory definition (ORS 342.704) for sexual harassment includes separate definitions with slightly different language for students, staff members and third parties. The language used in this policy comes from OAR 581-021-0038(1).

3. Third party who is subjected to the behavior is protected and to promote a ~~nonhostile~~~~non-hostile~~ environment.

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

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

### **Investigation**

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

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

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

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

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

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

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

### **No Retaliation**

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

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

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

### **Notice**

When a person<sup>4</sup> who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the districtDistrict shall provide written notification to the following:

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

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<sup>4</sup> Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

The written notification must include<sup>5</sup>:

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

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

The notice must:

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

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<sup>5</sup> Remember-confidentiality laws when providing any information.

## Oregon Department of Education (ODE) Support

The ODE will provide technical assistance and training upon request.

### FEDERAL DEFINITION AND PROCEDURES

#### Federal Definition

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

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

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

#### Federal Procedures

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

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<sup>6</sup> "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. § 106.44(a))

## Reporting

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

**Andy Gardner Danielle Blackwell** is designated as the Title IX **Coordinator** and can be contacted at 503-769-6924. The Title IX **Coordinator** will coordinate the district's **District's** efforts to comply with its responsibilities related to this AR. The **district District** prominently will display the contact information for the Title IX **Coordinator** on the district website and in each handbook.

## Response

The **district District** will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.<sup>7</sup> The **district District** shall treat complainants and respondents equitably by providing supportive measures<sup>8</sup> to the complainant and by following a grievance procedure<sup>9</sup> prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX **Coordinator** is responsible for coordinating the effective implementation of supportive measures.

The Title IX **Coordinator** must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.<sup>10</sup>

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.<sup>11</sup> The **district District** must provide the respondent with notice and an opportunity to challenge the decision

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<sup>7</sup> (Title 34 C.F.R. §106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

<sup>8</sup> (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment.<sup>8</sup> The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

<sup>9</sup> This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* **JBA/GBN/JBA-AR(2)** - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

<sup>10</sup> The Title IX **coordinator Coordinator** may also discuss that the Title IX **coordinator Coordinator** has the ability to file a formal complaint.

<sup>11</sup> The **district District** may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

## Notice

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

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

Inquiries about the application to Title IX and its requirements may be referred to the Title IX ~~Coordinator~~ or <sup>12</sup>the ~~Assistant Secretary~~<sup>13</sup> ~~associate superintendent~~, or both.

## No Retaliation

Neither the district ~~District~~ or any person may retaliate<sup>14</sup> against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district ~~District~~ must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

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

## Publication

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

END OF POLICY

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<sup>12</sup> ~~Of the United States Department of Education.~~

<sup>13</sup> ~~Of the United States Department of Education.~~

<sup>14</sup> Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

**Legal Reference(s):**

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

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

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

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

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

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

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

**Cross Reference(s):**

AC - Nondiscrimination

ACB - All Students Belong

GBNA - Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying – Staff

JBA/GBN - Sexual Harassment

JFCF - Harassment/Intimidation/Bullying/Cyberbullying/Teen Dating Violence/Domestic Violence – Student

JHFE - Reporting of Suspected Abuse of a Child

JHFF - Reporting Requirements Regarding Sexual Conduct with Students

## Summary

[SB 758 \(2023\)](#) and [SB 756 \(2023\)](#) are impacting all the policies listed below. The legal references to IGBAF-Special Education-Individualized Education Program (IEP)\*\* are updated to add references to the new laws.

## Policy(ies) and ARs Impacted by these Revisions

IGBAF – Special Education – Individualized Education Program (IEP)\*\*, Required

IGBAF-AR – Special Education: Individualized Education Program (IEP)\*\*/\*, Required

IGBAG – Special Education – Procedural Safeguards\*\*, Required

JBAA – Section 504 – Students\*\*, Version 1 and 2, Highly Recommended

JBAA-AR – Section 504 – Students\*\*/\*, Highly Recommended

## North Santiam School District

Code: IGBAF  
Adopted: 10/19/06  
Revised/Readopted: 7/17/14; 10/19/17; 1/19/23  
Orig. Code: IGBAF

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

An individualized education program (IEP) shall be developed and implemented for each student with disabilities in the district, kindergarten through 21 years of age, including those who attend a public charter school located in the district, are placed in or referred to a private school or facility by the district, or receive related services from the district. The district is responsible for initiating and conducting the meetings to develop, review and revise the IEP of a student with disabilities. The district will ensure that one or both parents are present at each meeting or are afforded the opportunity to participate and are given a copy of the IEP. A meeting to develop an IEP shall be held within 30 calendar days of a determination that the student needs special education and related services, once every 365 days thereafter and when considering a change in the IEP or placement.

If a student is to be placed or referred to a private school or facility or attends a private or parochial school, the district will ensure that a representative of the private school or facility attends the IEP meeting. If the representative of the private school or facility is unable to attend the IEP meeting, the district shall use other methods to ensure participation including but not limited to, individual or conference telephone calls or individual meetings.

END OF POLICY

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### Legal Reference(s):

[ORS 343.068](#)

[ORS 343.151](#)

[ORS 343.155](#)

[ORS 343.321 - 343.333](#)

[OAR 581-015-2000](#)

[OAR 581-015-2190](#)

[OAR 581-015-2195](#)

[OAR 581-015-2200](#)

[OAR 581-015-2205](#)

[OAR 581-015-2210](#)

[OAR 581-015-2215](#)

[OAR 581-015-2220](#)

[OAR 581-015-2225](#)

[OAR 581-015-2229](#)

[OAR 581-015-2230](#)

[OAR 581-015-2235](#)

[OAR 581-015-2055](#)

[OAR 581-015-2600](#)

[OAR 581-015-2065](#)

[OAR 581-015-2265](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.5 - 300.6, 300.22 - 300.24, 300.34, 300.43, 300.105 - 106, 300.112, 320.325, 300.328, 300.501 (2012).

## Summary

Changes in Board policy IGBAG are due to the passage of [SB 758 \(2023\)](#) to add language to the Independent Educational Evaluations section stating parents are entitled to examine their student's record pertaining to identification, evaluation and educational placement, and the provisions of a free appropriate public education (FAPE) and setting a 10 business day timeline.

## North Santiam School District

Code: IGBAG  
Adopted: 7/01/96  
Readopted: 10/19/06; 5/15/08; 10/19/17  
Revised/Readopted: 7/17/14; 10/19/17  
Orig. Code: IGBAG

### Special Education - Procedural Safeguards\*\*

#### Procedural Safeguards - General

A district ensures that students with disabilities and their families are afforded their procedural safeguards related to:

1. Access to students' educational records;
2. Parent and adult student participation in special education decisions;
3. Transfer of rights to students who have reached the age of majority;
4. Prior written notice of proposed district actions;
5. Consent for evaluation and for initial placement in special education<sup>1</sup>;
6. Independent educational evaluation;
7. Dispute resolution through mediation, state complaint investigation, resolution sessions and due process hearings;
8. Discipline procedures and protections for students with disabilities, including placements related to discipline;
9. Placement of students during the pendency of due process hearings;

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<sup>1</sup> If, at any time subsequent to the initial provision of special and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the district: 1) may not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services; 2) may not use mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child; 3) the district will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) available to the child because of the failure to provide the child with further special education and related services; and 4) the district is not required to convene an individualized education program (IEP) team meeting or develop an IEP for the child for further provision of special education or related services.

10. Placement of students by their parents in private schools;
11. Civil actions; and
12. Attorney's fees.

### **Procedural Safeguards Notice**

The district provides to parents a copy of the *Procedural Safeguards Notice*, published by the Oregon Department of Education, at least once per year and upon initial referral or parent request for special education evaluation and ~~when the~~~~upon any other~~ parent requests a copy request. The district also gives a copy to the student at least a year before the student's 18th birthday or upon learning that the student is considered emancipated.

The district provides the *Procedural Safeguards Notice* in the parent's native language or other mode of communication unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the district takes steps to ensure that the notice is translated orally or by other means understandable to the parent and that the parent understands the content of the notice. The district maintains written evidence that it meets these requirements.

### **Parent or ~~Adult~~adult Student Meeting Participation**

1. The district provides parents or adult students an opportunity to participate in meetings with respect to the identification, evaluation, Individualized Education Program (IEP) and educational placement of the student, and the provision of a free appropriate public education (FAPE) to the student.
2. The district provides parents or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:
  - a. States the purpose, time and place of the meeting and who is invited to attend;
  - b. Advises that parents or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
  - c. Advises that the team may proceed with the meeting even if the parents are not in attendance;
  - d. Advises the parents or adult students who to contact before the meeting to provide information if they are unable to attend; and
  - e. Indicates if one of the meeting's purposes is to consider transition services or transition services needs. If so:
    - (1) Indicates that the student will be invited; and
    - (2) If considering transition services, identifies any agencies invited to send a representative (with parent or adult student consent).
3. The district takes steps to ensure that one or both parents of a child with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:
  - a. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
  - b. Scheduling the meeting at a mutually agreed upon time and place.

4. If neither parent can attend, the district will use other methods to ensure an opportunity to participate, including, but not limited to, individual or conference phone calls or home visits.
5. The district may conduct an evaluation planning or eligibility meeting without the parent or adult student if the district provided meeting notice to the parent or adult student sufficiently in advance to ensure an opportunity to attend.

**Access to Records**

A parent is entitled at any reasonable time to examine all of the records of the district pertaining to the identification, evaluation and educational placement of their child and the provision of FAPE to their child. Records must be provided without undue delay, which may not exceed 10 business days, as defined in ORS 192.311, from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

END OF POLICY

**Legal Reference(s):**

<a href="#">ORS 343.155</a>	<a href="#">OAR 581-015-2000</a>	<a href="#">OAR 581-015-2310</a>
<a href="#">ORS 343.165</a>	<a href="#">OAR 581-015-2030</a>	<a href="#">OAR 581-015-2325</a>
<a href="#">ORS 343.173</a>	<a href="#">OAR 581-015-2090</a>	<a href="#">OAR 581-015-2330</a>
<a href="#">ORS 343.177</a>	<a href="#">OAR 581-015-2095</a>	<a href="#">OAR 581-015-2345</a>
<a href="#">ORS 343.181</a>	<a href="#">OAR 581-015-2190</a>	<a href="#">OAR 581-015-2360</a>
	<a href="#">OAR 581-015-2195</a>	<a href="#">OAR 581-015-2385</a>
<a href="#">OAR 581-001-0005</a>	<a href="#">OAR 581-015-2305</a>	

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300, 300.500 - 300.505, 300.515, 300.517.

**Cross Reference(s):**

JGDA/JGEA - Discipline of Students with Disabilities

## Summary

[SB 758 \(2023\)](#) and [SB 756 \(2023\)](#) are impacting all the policies listed below. The legal references to JBAA – Section 504 – Students\*\* are updated to add references to the new laws.

## Policy(ies) and ARs Impacted by these Revisions

IGBAF – Special Education – Individualized Education Program (IEP)\*\*, Required

IGBAF-AR – Special Education: Individualized Education Program (IEP)\*\*/\*, Required

IGBAG – Special Education – Procedural Safeguards\*\*, Required

JBAA – Section 504 – Students\*\*, Version 1 and 2, Highly Recommended

JBAA-AR – Section 504 – Students\*\*/\*, Highly Recommended

## North Santiam School District

Code: JBAA  
Adopted: 10/19/17  
Orig. Code: JB

### Section 504 – Students

In compliance with the requirements of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the Americans with Disabilities Act Amendments Act of 2008 (ADA), the district shall ensure that no otherwise qualified individual with disabilities shall, solely by reason of ~~his/her~~ disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity conducted by the district or those provided by the district through contractual or other arrangements. Programs and activities shall be accessible and usable by individuals with disabilities as prescribed by law.

The superintendent will ensure all ~~Section 504-qualified~~ students ~~with disabilities~~ are identified annually who qualify for Section 504. Students will be evaluated by a team of individuals knowledgeable about the student, the meaning of the evaluation data and placement options. Services will be provided as required by law.

The superintendent will develop administrative regulations as needed for the implementation of this policy and to meet the requirements of state and federal law. Regulations will include provisions to ensure notice of the district's responsibilities are provided as required and that procedures are established for students, parents and staff with complaints concerning district compliance with the provisions of law.

END OF POLICY

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#### Legal Reference(s):

[ORS 192.630](#)

[ORS 326.051\(1\)\(e\)](#)

[ORS 343.068](#)

[ORS 659.850](#)

[ORS 659.865](#)

[ORS 659A.103](#)

[ORS 659A.109](#)

[OAR 581-015-2030](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-021-0049](#)

[OAR 581-022-2310](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).  
Nondiscrimination on the Basis of Handicap in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 104 (2017).

Rehabilitation Act of 1973, 29 U.S.C. § 791, 793-794 (2012).

Americans with Disabilities Act Amendments Act of 2008.

## Summary

Changes in IGBAF-AR – Special Education: Individualized Education Program (IEP)\*\*/\* and JBAA-AR – Section 504 – Students\*\*/\* are due to the passage of [Senate Bill 756 \(2023\)](#) which requires district employees who are assigned to work with students who are on an IEP or 504 Plan, be invited to attend the student’s IEP meeting or 504 Plan meeting. IGBAF-AR is also updated to include information regarding abbreviated school days.

## North Santiam School District

Code: IGBAF-AR  
Adopted: 10/19/06  
Readopted: 4/17/08; 10/19/17; 3/17/22  
Orig. Code: IGBAF-AR

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

#### 1. General IEP Information

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

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

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

## 2. IEP Meetings

- a. The district conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.
- b. The district convenes IEP meetings for each eligible student periodically, but not less than once per year.
- c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the parent(s), the student's anticipated needs, or the need to address other matters.
- d. Between annual IEP meetings, the district and the parent(s) may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the Agreement to Amend or Modify IEP subsection.
- e. When the parent(s) requests a meeting, the district will either schedule a meeting within a reasonable time or provide timely written prior notice of the district's refusal to hold a meeting.
- f. If an agency other than the district fails to provide agreed upon transition services contained in the IEP, the district convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.

## 3. IEP Team Members

- a. The district's IEP team members include the following:
  - (1) The student's parent(s);
  - (2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate;
  - (3) At least one of the student's special education teachers or, if appropriate, at least one of the student's special education providers;
  - (4) At least one of the student's regular education teachers if the student is or may be participating in the regular education environment. If the student has more than one regular education teacher, the district will determine which teacher or teachers will participate;
  - (5) A representative of the district (who may also be another member of the team) who is qualified to provide or supervise the provision of special education and is knowledgeable about district resources. The representative of the district will have the authority to commit district resources and be able to ensure that all services identified in the IEP can be delivered;
  - (6) An individual, who may also be another member of the team, who can interpret the instructional implications of the evaluation results; and
  - (7) At the discretion of the parent or district, other persons who have knowledge or special expertise regarding the student.
- b. Student participation:
  - (1) Whenever appropriate, the student with a disability is a member of the team.
  - (2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the district includes the student in the IEP team meeting.

- (3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the district will take other steps to consider the student's preferences and interests in developing the IEP.
- c. Participation by other agencies:
  - (1) With parent or adult student written consent, and where appropriate, the district invites a representative of any other agency that is likely to be responsible for providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
  - (2) If the district refers or places a student in an education service district, state-operated program, private school or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call or participating through other means.

d. Participation by other employees:

All district employees assigned to work with a student with specialized needs to assist the student with educational, behavioral, medical, health or disability-related support needs of the student must be consulted with when the IEP for the student is being developed, reviewed or revised. This includes being invited to, and compensated for attending, meetings regarding the student's IEP and other meetings regarding the student, when the decisions made and issues discussed are related to the responsibilities of the employee to support the student or when the employee has unique information about the student's needs and present level of performance.

4. Agreement for Nonattendance and Excusal

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

5. IEP Content

- a. In developing the IEP, the district considers the student's strengths, the parent's concerns, the results of the initial or most recent evaluation, and the academic, developmental and functional needs of the student.
- b. The district ensures that IEPs for each eligible student includes:
  - (1) A statement of the student's present levels of academic achievement and functional performance that:

- (a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
  - (b) Describes the results of any evaluations conducted, including functional and developmental information;
  - (c) Is written in language that is understood by all IEP team members, including parents;
  - (d) Is clearly linked to each annual goal statement;
  - (e) Includes a description of benchmarks or short-term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.
- (2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate achievement standard, statements of measurable goals and short-term objectives. The goals and, if appropriate, objectives:
- (a) Meet the student's needs that are present because of the disability, or because of behavior that interferes with the student's ability to learn, or impedes the learning of other students;
  - (b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and
  - (c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.
- (3) A statement of the special education services, related services, supplementary aids and services that the district provides to the student:
- (a) The district bases special education and related services, modifications and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum and participating with other students (including those without disabilities), in academic, nonacademic and extracurricular activities.
  - (b) Each statement of special education services, related or supplementary services, aids, modifications or supports includes a description of the inclusive dates, amount or frequency, location and who is responsible for implementation.
- (4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic and extracurricular activities.
- (5) A statement of any individual modifications and accommodations in the administration of state or districtwide assessments of student achievement.
- (a) A student will not be exempt from participation in state or districtwide assessment because of a disability unless the parent requests an exemption;
  - (b) If the IEP team determines that the student will take the alternate assessment instead of the regular statewide or a districtwide assessment, a statement of why the student cannot participate in the regular assessment and why the alternate assessment is appropriate for the student.

- (6) A statement describing how the district will measure student's progress toward completion of the annual goals and when periodic reports on the student's progress toward the annual goals will be provided.

## 6. Agreement to Amend or Modify IEP

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

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

## 7. IEP Team Considerations and Special Factors

- a. In developing, reviewing and revising the IEP, the IEP team considers:
  - (1) The strengths of the student and concerns of the parent for enhancing the education of the student;
  - (2) The results of the initial or most recent evaluation of the student;
  - (3) As appropriate, the results of the student's performance on any general state or districtwide assessments;
  - (4) The academic, developmental and functional needs of the child.
- b. In developing, reviewing and revising the student's IEP, the IEP team considers the following special factors:
  - (1) The communication needs of the student; and
  - (2) The need for assistive technology services and/or devices.
- c. As appropriate, the IEP team also considers the following special factors:
  - (1) For a student whose behavior impedes their learning or that of others, strategies, positive behavioral intervention and supports to address that behavior;
  - (2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
  - (3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate;
  - (4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full

- range of needs, including opportunities for direct instruction in the student's language and communication mode;
- (5) If a student is deaf, deafblind, or hard of hearing, the district will provide information about relevant services and placements offered by the school district, the education service district, regional programs, and the Oregon School for the Deaf; and
  - (6) A statement of any device or service needed for the student to receive a free appropriate public education (FAPE).
- d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:
- (1) Beginning not later than the first IEP in effect when the student turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)), and updated annually thereafter, the IEP must include:
    - (a) Appropriate measurable postsecondary goals based upon age -appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and
    - (b) The transition services (including courses of study) needed to assist the student in reaching those goals.

Regarding employment planning, the parent shall be provided information about and opportunities to experience employment services provided by Oregon Vocational Rehabilitation or the Oregon Office of Developmental Disability Services. These services must be provided in a competitive integrated employment setting, as defined by Oregon Administrative Rule (OAR) 411~~441~~-345-0020. Information about these services shall also be provided to the parent by the district at each annual review for IEPs to be in effect when the child turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)).
  - (2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the district has informed the student that all procedural rights will transfer at the age of majority; and
  - (3) If identified transition service providers, other than the district, fail to provide any of the services identified on the IEP, the district will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.
5. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary education goals and transition services.
8. Incarcerated Youth
- a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:

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

## 9. Extended School Year Services

- a. The district makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary to provide FAPE.
- b. ESY services are:
  - (1) Provided to a student with a disability in addition to the services provided during the typical school year;
  - (2) Identified in the student's IEP; and
  - (3) Provided at no cost to the parent.
- c. The district does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount or duration of service.
- d. The district provides ESY services to maintain the student's skills or behavior, but not to teach new skills or behaviors.
- e. The district's criteria for determining the need for extended school year services include:
  - (1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or
  - (2) If no documented evidence, on predictions according to the professional judgment of the team.
- f. "Regression" means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.
- g. "Recoupment" means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

## 10. Assistive Technology

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

## 11. Transfer Students

- a. In state:

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

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

b. Out of state:

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

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

## 12. Abbreviated School Day

“Abbreviated school day” means any school day during which a student with a disability receives instruction or educational services for fewer hours than the majority of other students who are in the same grade within the student’s resident school district.

“Abbreviated school day program” means an education program:

- a. In which a school district restricts access for a student with a disability to hours of instruction or educational services to less than the number of hours of instruction or educational services that are provided to the majority of other students who are in the same grade within the student’s resident school district; and
- b. That results in a student with a disability having an abbreviated school day for more than 10 school days per school year.

Abbreviated school day programs are only allowed when all requirements in state law are met.<sup>1</sup>

Informed and written consent from the parent or foster parent is necessary prior to implementing an abbreviated school day program. A parent or a foster parent may, at any time, revoke consent for the

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<sup>1</sup> See ORS 343.324.

placement of a student on an abbreviated school day program. Revoking consent or objecting to an abbreviated school day program shall be in writing.

- (1) Abbreviated school day programs limitations do not apply to students who are exempt per ORS 343.331.

## Summary

Changes in IGBAF-AR – Special Education: Individualized Education Program (IEP)\*\*/\* and JBAA-AR – Section 504 – Students\*\*/\* are due to the passage of [Senate Bill 756 \(2023\)](#) which requires district employees who are assigned to work with students who are on an IEP or 504 Plan, be invited to attend the student’s IEP meeting or 504 Plan meeting. IGBAF-AR is also updated to include information regarding abbreviated school days.

# North Santiam School District

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

## Section 504 – Students

In order to meet the requirements of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the Americans with Disabilities Act Amendments Act of 2008 (ADA), the following procedures have been established:

### Definitions

1. A student is considered a “qualified individual with disabilities” under Section 504 if the student [he/she](#):
  - a. Has a physical or mental impairment which substantially limits one or more major life activities, even when mitigating measures, such as medication, prosthetics, hearing aids, etc., ameliorate the effects of the disability (e.g., any student receiving services under the Individuals with Disabilities Education Act (IDEA), students with diabetes). The term does not cover students disadvantaged by cultural, environmental or economic factors;
  - b. Has a record or history of such an impairment (e.g., a student with learning disabilities who has been decertified as eligible to receive special education under IDEA, a student who had cancer, a student in recovery from chemical dependencies);
  - c. Is regarded as having such an impairment. A person can be found eligible under this provision if the student [he/she](#):
    - (1) Has a physical or mental impairment that does not substantially limit a major life activity but is treated by the district as having such a limitation;
    - (2) Has a physical or mental impairment that substantially limits a major life activity only as a result of the attitudes of others towards such impairment (e.g., a student who is obese); or
    - (3) Has no physical or mental impairment but is treated by the district as having such an impairment (e.g., a student who tests positive with the HIV<sup>1</sup> virus but has no physical effects from it).
  - d. Has a qualifying disability that is episodic or in remission.
2. “Physical or mental impairment” means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory including speech organs; cardiovascular;

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<sup>1</sup> HIV - Human Immunodeficiency Virus

reproductive; digestive; genito-urinary; hemic and lymphatic; skin; ~~and~~ endocrine; or any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness and specific learning disabilities;

3. “Major life activities,” as defined by the ADA, means functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating; and major bodily functions including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions;
4. “Program or activity” includes all district programs and activities. The district will also ensure that contracts with those who provide services to the district, such as alternative programs, also provide students with disabilities an equal opportunity to participate in the program or activity;
5. “Potentially disabling conditions” under Section 504, if they substantially limit a major life activity, may include, but are not limited to:
  - a. Attention deficit disorder (ADD);
  - b. Behavior disorders;
  - c. Chronic asthma and severe allergies;
  - d. Physical disabilities such as spina bifida, hemophilia and conditions requiring students to use crutches;
  - e. Diabetes.

### **District Responsibilities**

The superintendent or ~~his/her~~ designee will:

1. Provide written assurance of nondiscrimination whenever the district receives federal money in accordance with application guidelines;
2. Designate an employee to coordinate the district’s compliance efforts with Section 504;
3. Provide procedures to resolve student, parent and employee complaints of discrimination;
4. Provide notice to students, parents, employees, including those with vision or hearing impairments, of the district’s policy of compliance with Section 504 prohibiting nondiscrimination in admission or access to or treatment or employment in district programs or activities. District aids, benefits and services will afford students with disabilities equal opportunity to obtain the same result, gain the same benefit or reach the same level of achievement as students without disabilities, in the most integrated setting appropriate to the student’s needs. Notice will specify the employee designated by the district to coordinate the district’s Section 504 compliance efforts;
5. Annually identify and locate ~~Section 504-qualified~~ students with disabilities **who are Section 504 qualified** in the district **and** who qualify for services;
6. Annually notify students with disabilities and their parents or guardians of the district’s responsibilities under Section 504;

7. Provide parents or guardians with procedural safeguards:
  - a. Notice of their rights under Section 504, including the right to request an impartial hearing as provided by Oregon Administrative Rule (OAR) 581-015-2390;
  - b. An opportunity to review relevant records.
8. Provide all employees assigned to work with a student with specialized needs to assist the student with educational, behavioral, medical, health or disability-related support access to the 504 Plan.

### **Transportation**

1. If the district proposes to terminate transportation services for a student who qualifies for services under Section 504, the district will first determine the relationship between the student's behavior and ~~his/her~~ disability and provide the parent with notice of ~~his/her~~ rights.
2. If the district places a student in a program not operated by the district, the district will ensure that adequate transportation to and from the program is provided at no additional cost to the parent or student than would be incurred if the student were placed in programs operated by the district.

### **Evaluation**

1. The district will conduct an evaluation of any student who, because of a disability, needs or is believed to need accommodations or related services. Such evaluation will be completed by an evaluation team comprised of a group of persons knowledgeable about the student, the meaning of the evaluation data and placement options. The team will be appointed by the superintendent or designee. Such evaluation will be completed before any action is taken with respect to the initial placement of the student in a regular or special education program and any subsequent, significant change in placement.

All employees assigned to work with a student with specialized needs to assist the student with educational, behavioral, medical, health or disability-related support needs of the student must be consulted with when the 504 Plan for the student is being developed, reviewed or revised. This includes being invited to, and compensated for attending, meetings regarding the student's 504 Plan and other meetings regarding the student, when the decisions made and issues discussed are related to the responsibilities of the employee to support the student or when the employee has unique information about the student's needs and present level of performance.

2. Tests and other evaluation materials will:
  - a. Be validated and administered by trained personnel;
  - b. Tailored to assess educational need and not merely based on IQ scores;
  - c. Reflect aptitude or achievement. All tests must measure what they purport to measure.

### **Placement**

1. In interpreting evaluation data and making placement decisions, the evaluation team will:
  - a. Draw upon information from a variety of sources;
  - b. Ensure that all relevant information is documented and considered;

- c. Ensure that the student is educated with students without disabilities to the maximum extent possible.

## Reevaluations

1. The evaluation team will periodically reevaluate all students identified as qualified to receive services under Section 504. Minimally, students will be reevaluated every three years.
2. A reevaluation will be conducted by the evaluation team whenever a significant change in placement occurs. Examples of significant changes in placement include, but are not limited to:
  - a. Expulsion;
  - b. Serial suspensions which exceed 10 school days in a school year. Consideration will be given to the frequency of suspensions, the length of each and their proximity to one another;
  - c. Transferring or placing the student in alternative education or other such programs;
  - d. Graduation;
  - e. Significantly changing the composition of the student's class schedule (e.g., moving the student from regular education to the resource room, etc.).

## Discipline

1. Before implementing a suspension or expulsion that constitutes a significant change in the placement of a student with disabilities under Section 504, the evaluation team will conduct a reevaluation of the student to determine whether the misconduct in question is caused by the student's disability and, if so, whether the student's current educational placement is appropriate:
  - a. If it is determined that the misconduct of the student is caused by the student's disability, the evaluation team will continue the evaluation, following the requirements of Section 504 and the ADA for evaluation and placement, to determine whether the student's current educational placement is appropriate. Due process procedures that meet the requirements of IDEA may be used to meet the procedural safeguards of law;
  - b. If it is determined that the misconduct is not caused by the student's disability, the student may be excluded from school in the same manner as are similarly situated students who do not have disabilities.
2. When the placement of a student with disabilities under Section 504 is changed for disciplinary reasons, the student and ~~his/her~~ parents are entitled to the procedural protections as specified above. These protections include appropriate notice to parents, an opportunity for their examination of pertinent records, an impartial hearing with the participation of the parents and an opportunity for representation by counsel and a review procedure.
3. The district may take disciplinary action against a student with disabilities under Section 504 who is engaged currently in the use of alcohol or illegal drugs to the same extent that it takes disciplinary action against students not having disabilities. As provided by law, due process procedures specified above will not apply to disciplinary actions arising from the use or possession of alcohol or illegal drugs. Regularly established district due process procedures will, however, be provided.
4. Students with disabilities under Section 504 who are also covered by IDEA will be disciplined in accordance with Board policy JGDA/JGEA - Discipline of Students with Disabilities and the accompanying administrative regulation.

## **Complaints**

Student, parent or staff complaints of noncompliance with the provisions of Section 504 will be reported to the superintendent or designee and processed as provided in Board policy AC - Nondiscrimination and the accompanying administrative regulation.

# DISTRICT SERVICE AGREEMENT

between

North Santiam School District 29J

and

**WILLAMETTE EDUCATION SERVICE DISTRICT**

THIS AGREEMENT is entered into by and between North Santiam School District 29J (“District”) and **Willamette Education Service District** (“WESD”).

## RECITALS

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

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

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

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

## AGREEMENT

1. **Effective Date of Contract.**

1.1 This Contract becomes effective upon execution by both parties and shall commence on July 1, 2024, and remains in effect until June 30, 2025.

2. **Duties and Responsibilities of the District.**

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

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

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

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

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

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

The total allocation is distributed to each District as a percentage of the total ADMw provided by Oregon Department of Education in the month of March of the preceding fiscal year. The "2023-25 Local Service Plan Agreements and Understandings" is attached and incorporated as Exhibit 2.

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

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

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

4.3 The District must submit all requests for Local Service Plan adjustments using the online amendment form located at [2024-25 LSP Adjustment Form](#) The District's requested Local Service Plan adjustment is subject to the approval of the WESD Superintendent.

4.4 Pursuant to the "2023-25 Local Service Plan Agreements and Understandings," attached and incorporated as Exhibit 2, if a District Local Service Plan adjustment requested by the District affects WESD staffing, such a change will only be allowed if there is a reduction in available Local Service Plan revenue.

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

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

#### 5. **Indemnification.**

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

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

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

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

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

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

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

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

Date: 04/22/2024

Date: 04/22/2024

**North Santiam School District 29J**

**Willamette Education Service District**

By: Lee W. Loving  
Lee W. Loving (Apr 22, 2024 06:48 PDT)

By: 

Superintendent

Executive Director, Business Services  
Lana Worby

## Local Service Plan

**North Santiam School District, Years: 2024-25**

Year	Resolution Funds									Contracted Funds	Overall Total Used
	Allocation	Adjustments to Allocation	Prior Year Carryover	Prior Year Reconciliation	Total Allocation	Transit Approved	Resolution Funds Committed	Total Used	Total Remaining	Total Used	
2024-25	\$1,109,524.00	\$0.00	\$457,704.61	\$0.00	\$1,567,228.61	\$0.00	\$1,126,832.11	\$1,126,832.11	\$440,396.50	\$83,128.80	\$1,209,960.91

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

Admin-Courier Delivery Services - 1st Stop	24-25	1st Stop	\$3,160.00	0.0000	\$0.00	1.0000	\$3,160.00	0.0000	\$0.00	\$3,160.00
Admin-Frontline Absence Management	24-25	ADMw	\$1.82	0.0000	\$0.00	2,485.5900	\$4,523.77	0.0000	\$0.00	\$4,523.77
Admin-Legal Services	24-25	District Unit	\$1.00	0.0000	\$0.00	27,124.0000	\$27,124.00	0.0000	\$0.00	\$27,124.00
Com - Communication Services	24-25	Hour	\$94.50	0.0000	\$0.00	0.0000	\$0.00	0.0000	\$0.00	\$0.00
Com - Tier 3 Premium On-Site Support	24-25	Fee	\$50,000.00	0.0000	\$0.00	1.0000	\$50,000.00	0.0000	\$0.00	\$50,000.00
Ctr - Community Engagement	24-25	Hour	\$102.49	0.0000	\$0.00	0.0000	\$0.00	0.0000	\$0.00	\$0.00
Ctr - Data Analysis Technical Assistance	24-25	Hour	\$102.49	0.0000	\$0.00	0.0000	\$0.00	0.0000	\$0.00	\$0.00
Ctr - Data Coaches	24-25	Hour	\$102.49	0.0000	\$0.00	0.0000	\$0.00	0.0000	\$0.00	\$0.00
Ctr - Grant Writing Services	24-25	Hour	\$102.49	0.0000	\$0.00	0.0000	\$0.00	0.0000	\$0.00	\$0.00
Ctr - Program & Project Evaluation Services	24-25	Hour	\$102.49	0.0000	\$0.00	0.0000	\$0.00	0.0000	\$0.00	\$0.00
					\$0.00		\$84,807.77		\$0.00	\$84,807.77

**Programs for Children with Special Needs**

Audiology	24-25	Hour	\$98.53	0.0000	\$0.00	10.0000	\$985.30	0.0000	\$0.00	\$985.30
Autism Specialist (MOE)	24-25	FTE	\$141,718.00	0.0000	\$0.00	1.0000	\$141,718.00	0.0000	\$0.00	\$141,718.00
Behavior Services - Specialist (MOE)	24-25	FTE	\$138,548.00	0.0000	\$0.00	0.0000	\$0.00	0.6000	\$83,128.80	\$83,128.80
Braille Transcription - Literary	24-25	Hour	\$64.35	0.0000	\$0.00	100.0000	\$6,435.00	0.0000	\$0.00	\$6,435.00
Braille Transcription - Math	24-25	Hour	\$96.53	0.0000	\$0.00	40.0000	\$3,861.20	0.0000	\$0.00	\$3,861.20
Evaluations - Audiology	24-25	Eval	\$447.90	0.0000	\$0.00	3.0000	\$1,343.70	0.0000	\$0.00	\$1,343.70

### Local Service Plan

North Santiam School District, Years: 2024-25

Year	Resolution Funds									Contracted Funds	Overall Total Used
	Allocation	Adjustments to Allocation	Prior Year Carryover	Prior Year Reconciliation	Total Allocation	Transit Approved	Resolution Funds Committed	Total Used	Total Remaining	Total Used	
2024-25	\$1,109,524.00	\$0.00	\$457,704.61	\$0.00	\$1,567,228.61	\$0.00	\$1,126,832.11	\$1,126,832.11	\$440,396.50	\$83,128.80	\$1,209,960.91

	Year	Unit Measure	Unit Cost	Transit Units	Total Transit Cost	Total Resolution Units	Total Resolution Cost	Contracted Units	Contracted Cost	Total Cost
Evaluations - EI/ECSE	24-25	ADMw	\$37.48	0.0000	\$0.00	2,485.5900	\$93,159.91	0.0000	\$0.00	\$93,159.91
OASIS	24-25	Slot	\$68,352.00	0.0000	\$0.00	2.0000	\$136,704.00	0.0000	\$0.00	\$136,704.00
OASIS II	24-25	Slot	\$93,856.00	0.0000	\$0.00	0.0000	\$0.00	0.0000	\$0.00	\$0.00
Occupational Therapy Specialist (MOE)	24-25	FTE	\$145,950.00	0.0000	\$0.00	0.2000	\$29,190.00	0.0000	\$0.00	\$29,190.00
Physical Therapy Specialist (MOE)	24-25	FTE	\$148,753.00	0.0000	\$0.00	0.1000	\$14,875.30	0.0000	\$0.00	\$14,875.30
Physical Therapy Summer Hours (MOE)	24-25	Hour	\$97.86	0.0000	\$0.00	0.0000	\$0.00	0.0000	\$0.00	\$0.00
School Psychologist (MOE)	24-25	FTE	\$144,583.00	0.0000	\$0.00	0.2000	\$28,916.60	0.0000	\$0.00	\$28,916.60
Sped Administrative Services	24-25	Hour	\$131.74	0.0000	\$0.00	0.0000	\$0.00	0.0000	\$0.00	\$0.00
Speech/Language: Aug Comm (MOE)	24-25	Hour	\$106.12	0.0000	\$0.00	59.0000	\$6,261.08	0.0000	\$0.00	\$6,261.08
Speech/Language: SLP (MOE)	24-25	FTE	\$157,235.00	0.0000	\$0.00	0.2000	\$31,447.00	0.0000	\$0.00	\$31,447.00
Speech/Language: SLP Hybrid (MOE)	24-25	FTE	\$235,675.00	0.0000	\$0.00	1.0000	\$235,675.00	0.0000	\$0.00	\$235,675.00
Speech/Language: SLP-A (MOE)	24-25	FTE	\$92,030.00	0.0000	\$0.00	0.0000	\$0.00	0.0000	\$0.00	\$0.00
Transit - Other Sped Services	24-25	Transit	\$1.00	0.0000	\$0.00	0.0000	\$0.00	0.0000	\$0.00	\$0.00
Transition Specialist Program (MOE)	24-25	Slot	\$2,177.54	0.0000	\$0.00	15.0000	\$32,663.10	0.0000	\$0.00	\$32,663.10
					\$0.00		\$763,235.19		\$83,128.80	\$846,363.99

School Improvement Services

Behavioral Safety Assessment/Sexua	24-25	ADMw	\$3.83	0.0000	\$0.00	2,485.5900	\$9,519.81	0.0000	\$0.00	\$9,519.81
Control Tower	24-25	ADMw	\$2.83	0.0000	\$0.00	2,485.5900	\$7,034.22	0.0000	\$0.00	\$7,034.22
Family Support Advocate	24-25	FTE	\$170,881.00	0.0000	\$0.00	0.0000	\$0.00	0.0000	\$0.00	\$0.00

### Local Service Plan

North Santiam School District, Years: 2024-25

Year	Resolution Funds									Contracted Funds	Overall Total Used
	Allocation	Adjustments to Allocation	Prior Year Carryover	Prior Year Reconciliation	Total Allocation	Transit Approved	Resolution Funds Committed	Total Used	Total Remaining	Total Used	
2024-25	\$1,109,524.00	\$0.00	\$457,704.61	\$0.00	\$1,567,228.61	\$0.00	\$1,126,832.11	\$1,126,832.11	\$440,396.50	\$83,128.80	\$1,209,960.91

	Year	Unit Measure	Unit Cost	Transit Units	Total Transit Cost	Total Resolution Units	Total Resolution Cost	Contracted Units	Contracted Cost	Total Cost
Mid-Willamette Education Consortium (MVEC)	24-25	ADMw	\$0.80	0.0000	\$0.00	2,485.5900	\$1,988.47	0.0000	\$0.00	\$1,988.47
Willamette Career Academy	24-25	Slot	\$4,895.22	0.0000	\$0.00	42.0000	\$205,599.24	0.0000	\$0.00	\$205,599.24
Willamette Promise	24-25	ADMw	\$4.49	0.0000	\$0.00	2,485.5900	\$11,160.30	0.0000	\$0.00	\$11,160.30
Willamette School Improvement	24-25	ADMw	\$6.15	0.0000	\$0.00	2,485.5900	\$15,286.38	0.0000	\$0.00	\$15,286.38
					\$0.00		\$250,588.42		\$0.00	\$250,588.42

Technology Support

Canvas Licenses	24-25	Per License	\$4.33	0.0000	\$0.00	0.0000	\$0.00	0.0000	\$0.00	\$0.00
Canvas Studio	24-25	Per License	\$1.71	0.0000	\$0.00	0.0000	\$0.00	0.0000	\$0.00	\$0.00
Cybersecurity Framework Evaluations	24-25	Hour	\$85.16	0.0000	\$0.00	0.0000	\$0.00	0.0000	\$0.00	\$0.00
Cybersecurity Mini Audit	24-25	Hour	\$85.16	0.0000	\$0.00	0.0000	\$0.00	0.0000	\$0.00	\$0.00
Cybersecurity Policy Templates	24-25	District Unit	\$1,000.00	0.0000	\$0.00	0.0000	\$0.00	0.0000	\$0.00	\$0.00
Desktop Central	24-25	Per License	\$11.00	0.0000	\$0.00	0.0000	\$0.00	0.0000	\$0.00	\$0.00
Edupoint Synergy - WESD Support	24-25	Hour	\$65.00	0.0000	\$0.00	0.0000	\$0.00	0.0000	\$0.00	\$0.00
E-Learning - Destiny Library System	24-25	District Unit	\$1.00	0.0000	\$0.00	11,422.9900	\$11,422.99	0.0000	\$0.00	\$11,422.99
Oregon Data Suite - Full (Tier 2)	24-25	ADMw	\$6.75	0.0000	\$0.00	2,485.5900	\$16,777.73	0.0000	\$0.00	\$16,777.73
Sophos - Server Software Only	24-25	Per License	\$26.50	0.0000	\$0.00	0.0000	\$0.00	0.0000	\$0.00	\$0.00
Sophos - Software Only	24-25	Per License	\$11.85	0.0000	\$0.00	0.0000	\$0.00	0.0000	\$0.00	\$0.00
Tech Transit	24-25	Transit	\$1.00	0.0000	\$0.00	0.0000	\$0.00	0.0000	\$0.00	\$0.00
					\$0.00		\$28,200.72		\$0.00	\$28,200.72



**2023-25  
Local Service Plan  
Agreements & Understandings**

*Approved by the Executive Council on November 17, 2022  
Adopted by the WESD Board of Directors on December 6, 2022*

**KEY DATES:**

November, 2022	2023-25 LSP developed by LSP Subcommittee & Approved by Executive Council
December, 2022	2023-25 LSP approved by WESD Board of Directors
By March 1, 2023	2023-25 LSP approved by component school district boards
By April 15 <sup>th</sup> each year	Districts finalize LSP service plan and submit transit requests for the following year
By April 30 <sup>th</sup> each year	Districts return signed agreements/IGAs for LSP services for the following year

1. The services offered through the local service plan process must be approved by two-thirds of the member districts in Marion, Polk and Yamhill Counties' school district boards enrolling a majority of regions students. The array of services are adopted by districts, however, not all services need to be utilized by all districts. District Boards are asked to adopt the full plan of resolution services no later than March 1, 2023.
2. The local service plan funding allocation will be made based on WESD's State School Fund Estimate and property tax from the Department of Education in March of each year.
3. WESD will allocate 90% of its SSF to the member Districts using the March ADMw count. ADMw adjustments that are made after this date will not change the original adoption of the March count.
4. An individual service plan will be finalized with each District. Superintendents will be asked to review the service levels and finalize the district service plan no later than April 15<sup>th</sup> each year. **Services requested after April 30<sup>th</sup> of each school year will be billed at the actual cost of the service at the time of request.**
5. Any service that does not have sufficient component district participation may be eliminated.
6. If LSP funds are allocated and not used, they can be carried over into the following fiscal year by request of the District or up to 10% of the carry over can be reimbursed to the District at the end of the biennium.

7. Changes in LSP Services-
  - No decreases in service plan areas that would affect WESD staffing after April 30<sup>th</sup>, will be made unless there is a reduction in available LSP revenue.
  - If such a revenue change occurs, adjustments to service plans will be made through mutual agreement between the Superintendent of the local school district and the WESD.
8. Rates for the preceding school year will be reconciled annually during the second semester for component districts, based on actual revenue and expenditures. If revenue has exceeded expenses, excess revenue will be credited to LSP allocations for the districts that purchased the service for the preceding year. If expenses exceeded revenue, deficits will be debited to LSP allocations for districts that purchased the service.
9. Annual Performance Measures- Districts will rate services on a 4 point rating scale.
10. WESD will participate in the Medicaid Administrative Claiming (MAC) program during the term of this agreement. Once baseline information is established, a subcommittee of school district superintendents and the WESD superintendent will meet to develop recommendations for use of these funds. The recommendations will be brought to the full Executive Council for approval of these potential MAC projects.
11. All districts may request transit funds annually as a part of their Local Service Plan meeting.
12. The approval is for a specific percentage of 90% of the WESD SSF and property tax x district ADMw. For school years 2023-25, the percentage of transit approved for a member district will be up to 80.5%.
13. Transit funds may be requested and spent on:
  - Services offered in the WESD LSP or the LSP of another ESD
  - Contracts with WESD or another ESD
  - Contracts with another entity
  - Services within the school districts' budget
14. Transit funds may be limited by the WESD Board in any year to a specific percentage of the portion of the State School Fund (SSF) and other funds available for resolution services.
15. Any increase/decrease to WESD in SSF or property tax revenue during the school year will be passed on to districts by the percentage of the change. *Example: If WESD's SSF is reduced or increased by 5% during the school year, the district's transit funds will be reduced or increased by 5%.*
16. Transit requests may be modified during the school year by using the Local Service Plan Adjustment Request form on the WESD website. If the transit request is for a change from purchased services to transit funds involving personnel, the mid-year transit request may not be granted.
17. Classroom-based services funded with transit funds must maintain open boundaries for non-hosting districts to access in order to maintain regional accessibility.

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

*Dandy Stevens*

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Dandy Stevens, Chair  
Executive Council

*Dave C. Novotney*

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Dave Novotney, Ph.D., Superintendent  
Willamette ESD

*Larry Trott*

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Larry Trott, Chair  
Willamette ESD Board

# North Santiam School District 29J LSP- IGA 2024-25- TO SIGN

Final Audit Report

2024-04-22

Created:	2024-04-20
By:	Patty Bermudes (patty.bermudes@wesd.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAcgl7SjJpNqtW9P4txQvkqh89BDtmml

## "North Santiam School District 29J LSP- IGA 2024-25- TO SIGN" History

-  Document created by Patty Bermudes (patty.bermudes@wesd.org)  
2024-04-20 - 0:05:20 AM GMT
-  Document emailed to Laura Norbury (laura.norbury@wesd.org) for signature  
2024-04-20 - 0:07:20 AM GMT
-  Document e-signed by Laura Norbury (laura.norbury@wesd.org)  
Signature Date: 2024-04-22 - 2:49:42 PM GMT - Time Source: server
-  Document emailed to lee.loving@nsantiam.k12.or.us for signature  
2024-04-22 - 2:49:44 PM GMT
-  Email viewed by lee.loving@nsantiam.k12.or.us  
2024-04-22 - 3:47:13 PM GMT
-  Signer lee.loving@nsantiam.k12.or.us entered name at signing as Lee W. Loving  
2024-04-22 - 3:48:09 PM GMT
-  Document e-signed by Lee W. Loving (lee.loving@nsantiam.k12.or.us)  
Signature Date: 2024-04-22 - 3:48:11 PM GMT - Time Source: server
-  Document emailed to Russ Allen (russ.allen@wesd.org) for signature  
2024-04-22 - 3:48:13 PM GMT
-  Email viewed by Russ Allen (russ.allen@wesd.org)  
2024-04-22 - 4:18:33 PM GMT
-  Document e-signed by Russ Allen (russ.allen@wesd.org)  
Signature Date: 2024-04-22 - 4:18:42 PM GMT - Time Source: server

✔ Agreement completed.

2024-04-22 - 4:18:42 PM GMT

# STRATEGIC PLAN STATUS REPORT



**Report Date:** 05/16/2024

**Report Provided By:** Alisha Oliver & Laura Wipper

## HIGHLIGHTS

- Compilation of Data.
- Surveys are closed.

## UPCOMING

- Board work sessions.
  - June 10, 2024: Input summary and data sort will be provided prior to work sessions.

## TIMELINE UPDATE

Timing	Component
May & June	<p>Session 1 - June 10, 2024 @ 6pm:</p> <ul style="list-style-type: none"><li>● Sharing of themes.</li><li>● Understanding of themes.</li><li>● Prioritize themes.</li></ul> <p>Session 2 - June 24, 2024 @ 6pm:</p> <ul style="list-style-type: none"><li>● Mission, Vision, Values.</li><li>● Early strategies.</li></ul> <p>Session 3 - TBD @ 6pm:</p> <ul style="list-style-type: none"><li>● Putting the pieces together (to inform draft plan).</li></ul>
July	Drafting phase (Laura & Alisha).
August	Input on Draft 1.
September	Public and internal review and feedback.
October	Revise plan based on feedback.
November - December	Adopt and publish plan.

## May 2024 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
233676 - Erwin/Robbins/Olson/Ables walking field trip to Star Cinemas	Star Cinemas 350 N 3rd Ave Stayton,	Stayton Elementary School	6/12/2024	12:00pm - 2:00pm	50	4	To culminate the end of our ocean unit and kindergarten year students will watch Finding Nemo	Curriculum	pending
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	Curriculum	approved
234413 - End of the Oregon Trail Field Trip	End of the Oregon Trail Interpretive Center 1726 Washington St, Oregon City	Mari-Linn School	6/7/2024	8:00am - 2:15pm	14	1	To experience the Oregon Trail in a new way after the 4th grade students have studied life along the Oregon Trail.	Curriculum	pending
234405 - 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	Curriculum	approved
233021 - Sublimity Star Theater, Grades 3-5 and Lifeskills	Star Cinemas 350 N 3rd Ave Stayton,	Sublimity School	6/6/2024	11:45am - 2:15pm	131	9	We are celebrating our year of hard work and completing state testing. We will discuss careers involved with owning a small business (movie theater/concessions) and the history of the theater in our small community.	Curriculum	pending
234552 - Silver Falls State Park-South Falls Lodge	Silver Falls State Park-South Falls Lodge 20024 Silver Falls Hwy Sublimity	Sublimity School	6/6/2024	9:30am - 2:30pm	31	4	Wrap up the school year topics from ELA. Things like: reflecting on our actions, mother nature and exploration, being in harmony with nature and surviving the unthinkable.	Curriculum	pending
233582 - Elementary AgFest	Chemeketa Ag. Complex 4000 Lancaster Dr NE, Salem	Stayton Elementary School	6/6/2024	9:00am - 1:30pm	97	20	Connects with science units on plant life cycles/pollination as well as our nutrition unit in health and our regions of Oregon unit in social studies.	Curriculum	pending
230035 - Library Field Trip	Stayton Public Library 515 N First Ave, Stayton	Sublimity School	6/5/2024	10:15am - 1:00pm	34	10	Students will visit the Library so they can learn about the summer reading program and get a library card.	Curriculum	pending
234586 - Mari-Linn Promotion Party	Bullwinkle's 29111 Town Center Loop, Wilsonville	Mari-Linn School	6/5/2024	9:00am - 3:00pm	19	5	Promotion Celebration	PTA	pending

234118 - SMS 8th Grade Oaks Park	Oaks Park, 7805 SE Oaks Park Way, Portland	Stayton Middle School	6/5/2024	8:15am - 2:30pm	76	6	Promotion Celebration	PTC	pending
231210 - SUB 8th Grade Field Trip	Oaks Park 7805 SE Oaks Park Way, Portland	Sublimity School	6/5/2024	8:15am - 2:30pm	47	6	At amusement parks, students can test physical science and physics concepts or determine the speed of zooming rollercoasters through self guided activities.	Curriculum	pending
233813 - Third Grade Swimming Lessons	Stayton Family Memorial Pool 333 W Burnett St. Stayton	Stayton Elementary School	6/3/2024	12:55pm - 2:20pm	25	4	Connects to health (safety) and physical education standards	Curriculum	pending
233814 - SES Third Grade Swimming Lessons	Stayton Family Memorial Pool 333 W Burnett St. Stayton	Stayton Elementary School	6/3/2024	12:10pm - 1:35pm	23	3	Connects to health (safety) and physical education standards	Curriculum	pending
233401 - SES Kindergarten to Stayton Library	Stayton Library 515 N First Ave. Stayton	Stayton Elementary School	6/3/2024	9:30am - 1:00pm	80	10	Promote summer reading by seeing the library and meeting the librarians.	Curriculum	pending
233764 - Sublimity 8th Grade Dairy Fieldtrip	The Dairy Farm 12481 Marion Rd SE Turner	Sublimity School	5/31/2024	9:30am - 2:15pm	46	2	AVID Career Research	AVID	pending
233261 - 1st grade zoo trip Mari-Linn	Oregon Zoo 4001 SW Canyon Rd Portland	Mari-Linn School	5/30/2024	7:30am - 2:15pm	18	6	Students will be learning about the inheritance and variation of traits by observing young plants and animals with their offsprings.	Curriculum	pending
233973 - SES 3rd graders to visit SIS	Stayton Intermediate School	Stayton Elementary School	5/29/2024	9:30am - 11:00am	100	6	The 3rd graders will be taking a early look at their new building for next school year when they are 4th graders.	Curriculum	approved
233790 - Third Grade Swimming Lessons - Hill	Stayton Family Memorial Pool 333 W Burnett St. Stayton	Stayton Elementary School	5/28/2024	12:55pm - 2:20pm	23	2	Connects to health (safety) and physical education standards	Curriculum	pending
233791 - 3rd Grade Swimming Lessons-Clark	Stayton Family Memorial Pool 333 W Burnett St. Stayton	Stayton Elementary School	5/28/2024	12:10pm - 1:35pm	23	2	Connects to health (safety) and physical education standards	Curriculum	pending
234520 - 8th Grade Visiting the Highschool BioMed Program 124	Stayton High School 757 W Locust St, Stayton	Stayton Middle School	5/28/2024	8:00am - 10:30am	46	3	8th Grade learning about the HS Biomedical program as well as the AVID elective for incoming freshman.	Curriculum	pending

234555 - SHS Theater to Sherwood STAR Society	Sherwood Theater and Arts Resource Society 22520 SW Washington St Sherwood	Stayton High School	5/24/2024	5:00pm - 10:00pm	22	2	SHS Theater students have a rare opportunity to see a two person musical in an over 100 year old building with a brand new theater. Their objective is that they are going to see shows around their area.	Curriculum	pending
230494 - Band/Choir Disneyland Trip	California (includes airline travel, for more info see objectives)	Stayton High School	5/24/24 - 5/27/24	2:00am - 10:30pm	40	10	Students will be participating in a recording studio session at Disneyland. They will learn what it is to be a professional musician through rehearsal techniques, use of recording equipment, and seeing how the music they perform is added to movie scenes. Students will fly to Los Angeles, CA and stay in a hotel with night time security and travel by charter bus. They will spend 2 days at Disneyland, 1 day at a baseball game and dinner, and 1 day at Knottsberry Farm.	Curriculum	pending
234350 - SMS 8th AVID to LBCC	Linn Benton CC 6500 Pacific Blvd SW, Albany	Stayton Middle School	5/23/2024	9:15am - 1:00pm	17	2	Campus tour with a specific focus on trade options and dual enrollment with Oregon State	AVID	approved
232794 - 5th Grade Oregon Garden Field Trip	Oregon Garden 879 W Main St, Silverton	Sublimity School	5/23/2024	8:45am - 9:45am	31	10	Using interactive science lessons, students learn about the relationships between plants, herbivores, carnivores and decomposers in different habitats. Use track molds, animal signs, and other visual aids to identify signs of wildlife and then venture into the Rediscovery Forest to find the real thing. Identify and model a food web in the forest ecosystems. Use science inquiry to observe and collect data about decomposers, consumers, and producers in different forest types.	Curriculum	pending
234119 - AVID10 to University of Oregon	University of Oregon 1585 E 13th Ave Eugene	Stayton High School	5/23/2024	8:00am - 1:30pm	23	2	College Readiness and Exposure to School Campus/Life	AVID	pending
234503 - SES Music Program Dress Rehearsal	Stayton High School	Stayton Elementary School	5/22/2024	9:15am - 10:45am	358	20	Attend a musical performance and practice performing in front of an audience.	Curriculum	pending
232969 - SUB 3rd Grade Swimming Lessons	Stayton Pool 400 W Virginia St Stayton	Sublimity School	5/17/2024	12:30pm - 2:30pm	38	3	Swim Lessons	Curriculum	approved

234559 - OMEA Jazz Band State Championships	Mount Hood Community College	Stayton High School	5/17/2024	10:00am - 9:15pm	23	1	Students will be performing and competing in the OMEA State Jazz Band festival. They will also be hearing and self evaluating other jazz bands from around the state.	Curriculum	pending
229893 - 2nd Grade SES Oregon Coast Aquarium	Oregon Coast Aquarium 2820 SE Ferry Slip Rd, Newport	Stayton Elementary School	5/17/2024	8:00am - 4:00pm	96	37	Students will be able to apply their learning of animal and plant habitats as well as changes to land connected to our science units.	Curriculum	pending
232968 - SUB 3rd Grade Swimming Lessons	Stayton Pool 400 W Virginia St Stayton	Sublimity School	5/16/2024	12:30pm - 2:30pm	38	3	Swim Lessons	Curriculum	pending
233658 - 1st and 2nd grade Zoo Field Trip	Oregon Zoo 4001 SW Canyon Rd Portland	Sublimity School	5/16/2024	8:00am - 2:00pm	73	26	To learn more about animals for our informational unit.	Curriculum	pending
232967 - SUB 3rd Grade Swimming Lessons	Stayton Pool 400 W Virginia St Stayton	Sublimity School	5/15/2024	12:30pm - 2:30pm	38	3	Swim Lessons	Curriculum	pending
233410 - Zoo Field Trip	Oregon Zoo 4001 SW Canyon Rd Portland	Stayton Elementary School	5/15/2024	8:15am - 2:15pm	72	30	Our educational goal is to tie the trip into our learning about animals, traits and their offspring.	Curriculum	pending
232966 - SUB 3rd Grade Swimming Lessons	Stayton Pool 400 W Virginia St Stayton	Sublimity School	5/14/2024	12:30pm - 2:30pm	38	3	Swim Lessons	Curriculum	pending
232965 - SUB 3rd Grade Swimming Lessons	Stayton Pool 400 W Virginia St Stayton	Sublimity School	5/13/2024	12:30pm - 2:30pm	38	3	Swim Lessons	Curriculum	pending
233807 - OSAA State Band Championship	Oregon State University LaSells Center 875 SW 26th St. Corvallis	Stayton High School	5/9/2024	11:00am - 9:30pm	57	1	Students will be performing for the state band championship. They'll also be listening to other bands at their level from across the state, and hearing and seeing what they can take for their playing.	Curriculum	pending
234160 - CDE Days/Livestock Judging	Linn County Expo Center 3700 Knox Butte Road E. Albany	Stayton High School	5/7/2024	7:00am - 5:00pm	10	1	These events help students grow personally, as well as develop critical career and leadership skills.	FFA	approved

233768 - WOU- Education Field Trip	Western Oregon University 345 N Monmouth Ave. Monmouth	Stayton High School	5/6/2024	9:00am - 2:00pm	12	1	Students will visit Western Oregon University to learn about their education program part of the CTE program.	n/a	approved
231974 - SIS 5th Grade to JA Biz Town	JA Biz Town 7830 SE Foster Rd Portland	Stayton Middle School	5/3/2024	7:30am - 2:00pm	88	10	To give students real-world applications of career readiness through a combination of in-class learning and an in-person simulation. Students will learn all about what it means to be career ready and apply that learning to applying for a job, working at a job, and then managing personal finances and budgets.	Curriculum	approved
232996 - SHS Connections/School Culture field trip	Hopscotch Portland & Salt & Straw 1020 SE 10th Ave. Portland	Stayton High School	5/2/2024	10:30am - 4:30pm	36	5	School culture enhancement and student connection/experiences	Curriculum	approved
233937 - Career Fair at Cascade High School	Cascade High School 10226 Marion Rd SE, Turner	Stayton High School	5/2/2024	8:15am - 10:30am	40	3	Career fair to explore job opportunities	Curriculum	approved
233415 - Peterson Cat Technician Training Program	Peterson Cat 5450 NE Five Oaks Dr. Hillsboro	Stayton High School	4/30/2024	8:00am - 3:00pm	14	1	Meets the district's objective to provide job opportunities to outgoing Seniors and Juniors. This is a free tour of the Peterson Cat Shop to showcase the "Think Big Technician Training Program"	Curriculum	approved
233348 - SMS Pentagames	Cascade Junior High 10226 Marion Rd SE Turner	Stayton Middle School	4/26/2024	7:45am - 2:00pm	20	2	Pentagames is an opportunity to extend students' analytical and concept skills by challenging them with multiple higher order thinking opportunities to apply the concepts they have been studying this year in their 8th grade math classes. It is also an excellent opportunity to challenge our TAG students beyond the classroom.	Curriculum	approved

233884 - Pentagames	Cascade Junior High 10226 Marion Rd SE Turner	Sublimity School	4/26/2024	7:45am - 2:00pm	9	1	Pentagames is an opportunity to extend students' analytical and concept skills by challenging them with multiple higher order thinking opportunities to apply the concepts they have been studying this year in their 8th grade math classes. It is also an excellent opportunity to challenge our TAG students beyond the classroom.	Curriculum	approved
233466 - ML 5th Grade Movie/Park Field Trip	Stayton Star Cinema 350 N 3rd Ave Stayton John Neal Park 900 N 13th St Lyons	Mari-Linn School	4/25/2024	9:00am - 1:45pm	21	3	Students recently finished reading Harry Potter in class. Since they earned a field trip by the PTA for winning the Penny War Fundraiser, Mrs. Martin thought it would be a great idea to use this opportunity to watch Harry Potter to incorporate the book. Lunch at the local park gives them time to enjoy the outdoors and discuss the forrest while bringing another opportunity to discuss the forrest in the book.	Curriculum	approved
233656 - LBCC Welding competition	Linn - Benton Community College 6500 Pacific Blvde. SW Albany	Stayton High School	4/25/2024	8:00am - 3:00pm	8	1	This trip provides our students access to the LBCC Welding School and provides a friendly competition to see who has the right stuff.	Curriculum	approved
233926 - SMS Band Festival	West Albany HS 2100 SW Elm St, Albany	Stayton High School	4/23/2024	12:45pm - 3:30pm	45	1	7/8 band festival competition	Curriculum	approved
232002 - Outdoor School @ OMSI - Hancock Field Station	OMSI - Hancock Field Station 39472 OR-218, Fossil	Mari-Linn School	4/23/2024 - Apr 26, 2024	8:00am - 4:00pm	18	6	Outdoor School gives students a chance to get outside and learn about the world while forging connections with their teachers, parents, and classmates. With a menu of classes, we can tailor this multi-day, overnight experience for each school group.	Curriculum	approved
233414 - SkillsUSA State Leadership and Skills Conference (Day 2)	Knife River Training Center 35973 Kennel Rd SE Albany	Stayton High School	4/20/2024	7:00am - 6:00pm	15	1	SkillsUSA Yearly State Leadership and Skills Conference	SkillsUSA	approved
233413 - SkillsUSA State Leadership and Skills Conference (Day 1)	Knife River Training Center 35973 Kennel Rd SE Albany	Stayton High School	4/19/2024	7:00am - 6:00pm	15	1	SkillsUSA Yearly State Leadership and Skills Conference	SkillsUSA	approved

232970 - SUB 4th Grade Trip to the Willamette Career Academy	Willamette Career Academy 1200 Lancaster Drive Salem	Sublimity School	4/17/2024	8:00 - 11:15am	52	14	This trip ties to our college and career readiness goals as well as exposing kids to one of their future educational opportunities at North Santiam School District	Curriculum	approved
233019 - ML 3rd Grade Swim Lessons	Stayton Family Memorial Pool 333 W Burnett St. Stayton	Mari-Linn School	4/16/2024	12:00pm - 2:15pm	17	3	Swimming Lessons are Tuesday - Friday, April 16-19. The one hour class begins at 12:45pm. Life saving skills in and around water.	Curriculum	approved
233904 - OMEA Jazz Band Festival	West Albany HS 2100 SW Elm St, Albany	Stayton High School	4/16/2024	8:00am - 1:45pm	23	1	Students will be performing for a spot in the state jazz band championships. They'll also be listening to other bands from around the area perform and see what they can take from that to improve their playing.	Curriculum	approved
233103 - Dairy Cattle Judging	Meadowood Dairy 4910 Cook Rd SE Turner	Stayton High School	4/9/2024	8:15am - 3:30pm	10	1	CED's and LDE's help students develop the abilities to think critically, communicate clearly, and perform effectively in a competitive job market.	FFA	approved
232033 - Kinder Gilbert House	Gilbert House Children's Museum 116 Marion St NE, Salem	Mari-Linn School	4/4/2024	9:15am - 1:45pm	13	7	Students will have STEAM hands-on experiences about various career opportunities	Curriculum	approved
230752 - Third Grade Charlottes Web Play	Elsinore Theatre 170 High St SE, Salem	Stayton Elementary School	4/2/2024	9:00am - 12:00pm	105	15	Literacy: related to a book study in our classrooms	Curriculum	approved
228825 - AVID9 field trip	Salem Ropes Course - YWAM campus 7085 Battle Creek Rd SE Salem	Stayton High School	4/1/2024	8:30am - 1:00pm	35	2	AVID team-building	AVID	approved
231188 - FFA State Convention	Deschutes County Fair & Expo Center 3800 SW Airport Way, Redmond	Stayton High School	3/21/-24 - 3/24/24	9:00am - 5:30pm	13	1	Oregon State FFA Convention helps FFA members develop leadership, personal growth and career success through participation in Career Development Events, motivational workshops and sessions. Delegates to the State FFA Convention establish policy and elect State FFA Officers.	FFA	approved

231980 - SIMS 4th Grade to Newell Pioneer Village	Newell Pioneer Village 8089 Champoeg Rd NE, St. Paul	Stayton Middle School	3/21/2024	8:45am - 2:30pm	85	10	To meet social studies standards 4.12, 4.13, and 4.16 the students will go to the Newell Pioneer Village to hear about content such as Oregon's Earliest Settlers, Hudson's Bay Company, Westward Expansion, Provisional Government, Donation Land Claim Law, Oregon Territory, Oregon Becomes A State, American Heritage and People, Catastrophic Area Wide Floods, Children's Responsibilities and Lifestyles During the Settler Era, as well as experience the life of new settlers through candle making, bread kneading, washing laundry, using a quill, and jewelry making.	Curriculum	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	approved
231844 - Sublimity 3rd Grade Tour	Sublimity City Hall, St. Boniface Museum, Sublimity Fire Department, Sublimity Post Office, etc	Sublimity School	3/20/2024	8:15am - 2:00pm	33	6	Our third grade curriculum standards include learning about our community, its citizens, its culture, its history, and its government. By touring these places in our community we will learn about how our citizens work together to maintain our community, participate in its culture, and learn about the history specific to our town. We will also learn about various careers available in our community which ties in to our Avid goals.	Curriculum	approved
231938 - OMEA District 11 Choir Festival	W Albany High School 2100 SW Elm St, Albany	Stayton High School	3/19/2024	9:00am - 2:30pm	11	1	Constructive feedback on performance of concert pieces for Choir Festival.	Curriculum	approved
232119 - SMS Honor Band to Molalla HS	Molalla HS 357 Frances St, Molalla	Stayton Middle School	3/18/2024	8:00am - 9:00am	13	1	Honor band performance	Curriculum	approved
231648 - Oregon Music Education Association Middle School Honor Band Competition	Molalla High School 357 Frances Street, Molalla	Mari-Linn School	3/18/2024	7:30am - 8:00pm	11	2	Middle School Band Competition	Curriculum	approved
231848 - McMinnville High School Welding Competition 130	McMinnville High School	Stayton High School	3/16/2024	7:00am - 7:00pm	8	1	To increase the interest in the CTE trades	Curriculum	approved

232166 - Clackamas Community College Jazz Festival	615 NE 15th Street, McMinnville	Stayton High School	3/15/2024	2:00pm - 11:00pm	24	1	Students will be performing for state qualifying score, and competing. They will also get feedback from judges and a clinician to improve their playing ability.	Curriculum	approved
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	approved
231185 - Sublimity Middle School Band Walking Field Trip	Marian Estates 590 SE Conifer Cir, Sublimity	Sublimity School	2/29/2024	1:30pm - 2:30pm	19	2	Live performance experience with set up and tear down, learning the conventions of performance, culmination of individual practice, and group rehearsal.	Curriculum	approved
231741 - OWC League Jazz Festival	Cascade High School 10226 Marion Rd SE, Turner	Stayton High School	2/29/2024	8:30am - 1:45pm	24	1	Students will be competing in our conference league jazz festival. They will be listening to other groups perform, and seeing the process they go through in their playing.	Curriculum	approved
231382 - SHS Seniors to Chemeketa	Chemeketa Community College 4000 Lancaster Dr. NE; Salem	Stayton High School	2/28/2024	8:15am - 1:15pm	50	3	Seniors attending Chemeketa next year will do a campus tour and learn about Chemeketa Scholars.	Curriculum	approved
230391 - Experience WCA Day	Willamette Career Academy 1200 Lancaster Drive NE, Salem	Stayton High School	2/26/2024	7:45am - 11:15am	20	2	For sophomores who are interested in learning more about WCA and potentially enrolling in WCA next year.	Curriculum	approved
230003 - Biomedical Students Visit Santiam Memorial Hospital	Santiam Memorial Hospital 1401 N 10th Ave, Stayton	Stayton High School	2/16/2024	8:45am - 12:00pm	50	1	Students studying biomedicine will get to tour a healthcare facility, interact with medical professionals, and engage with a speaker panel of medical professionals. This will complement our biomedical studies and highlight future career options for students.	Curriculum	approved
230027 - SHS Student Experiences : Portland Trailblazers Basketball Game	Moda Center 1 N Center Ct St Portland	Stayton High School	2/14/2024	5:00pm - 11:00pm	75	8	Providing opportunities for student connection with peers and trusted adults.	Curriculum	approved
230487 - Hoodoo Ski/Snowboard Trip	Hoodoo ski area/lodge 27400 Big Lake Road, Sisters	Stayton High School	2/10/2024	7:00am - 4:00pm	19	4	To provide a unique opportunity to learn or improve upon a skill while forming connections with peers.	Curriculum	approved

230283 - ML 6th Grade Portland Trip	Newmark Theatre 1111 SW Broadway, Portland	Mari-Linn School	2/8/2024	7:45am - 2:15pm	17	6	We are reading Percy Jackson for ELA. We will be watching the theatrical production of it for the first part of the trip. We will then ride the Portland Streetcar to visit Powell's City of Books to deepen our understanding of aspects of the book and explore college/career pathways.	Curriculum	approved
230025 - Oregon FBLA Regional Skills Conference Willamette Chapter	Central High School: 1530 Monmouth St, Independence	Stayton High School	2/3/2024	7:00am - 4:00pm	9	2	FBLA Co-Curricular and CTE	FBLA	approved
230144 - Knife River Training Center	Knife River Training Center 35973 Kennel Rd SE, Albany	Stayton High School	2/1/2024	9:00am - 2:30pm	20	2	Providing opportunities to our graduating student in the construction industries.	Curriculum	approved
229030 - Third Grade Trip to A-Dec	A-DEC, 2601 Crestview Drive, Newberg	Sublimity School	1/17/2024 (reschedule to 1/25/24 due to weather)	8:00am - 2:00pm	33	8	Exposing students to various career fields and the educational pathways to prepare them for the careers. It also incorporates STEM standards.	AVID	approved
229352 - Tree of Giving Shopping Trip	Albany Walmart 1330 Goldfish Farm Road Albany	Stayton High School	12/14/2023	9:30am - 1:00pm	25	4	Consumer Math course (budgeting, shopping) also social-emotional learning (serving others).	Curriculum	approved
229385 - Adaptive PE to Lakeshore Lanes	Lakeshore Lanes 5432 Pacific Blvd SW Albany	Stayton High School	12/13/2023	8:30am - 11:30am	21	5	Alternative physical activity for Life Skills students	Curriculum	approved
228834 - AVID11 to UO	U of O/Matthew Knight - 1390 Villard St, Eugene	Stayton High School	12/8/2023	8:00am - 2:00pm	15	2	AVID Elective Opportunity - campus visit	AVID	approved
228363 - 1st Grade Air and Space Field Trip  132	Evergreen Aviation & Space Museum 500 NE Captain Michael King Smith Way, McMinnville	Stayton Elementary School	12/7/2023	8:15am - 2:00pm	65	20	We have been using our science curriculum and are finishing the unit and the trip will help further their learning of sun, shadows, moon phases and star constellations.	Curriculum	approved

228158 - 2nd Grade to Storybook Land	Cascade Livestock Building Linn County Fairgrounds 3700 Knox Butte Rd E Albany	Sublimity School	12/7/2023	8:15am - 11:45am	37	12	Enhances classroom studies on fairy tales and nursery rhymes through a recreation of many classic nursery rhymes and fairy tales. Encourages STEM process through the building of each story in various booths.	Curriculum	approved
228633 - K-3 Storybook Land and Carousel	Cascade Livestock Building, 3700 Knox Butte Rd E, Albany then Historic Carousel & Museum	Mari-Linn School	12/6/2023	8:45am - 1:00pm	80	24	Describe the overall structure of a story, including describing how the beginning introduces the story, how the middle progresses the action and the ending concludes the action	Curriculum	approved
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	approved
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	approved
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	approved
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	approved

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	approved
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 05/10/24**

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	14	14	15	13	13	13	
MARI-LINN	1	25	19	18	18	18	18	19	18	18	18	
MARI-LINN	2	20	24	25	25	25	24	23	24	24	24	
MARI-LINN	3	15	19	19	19	19	19	20	17	17	17	
MARI-LINN	4	20	15	15	14	14	14	15	14	14	14	
MARI-LINN	5	16	20	20	20	20	21	21	21	21	21	
MARI-LINN	6	19	17	17	17	17	17	16	15	15	15	
MARI-LINN	7	21	18	18	18	18	18	17	18	18	18	
MARI-LINN	8	20	20	20	20	20	19	18	19	19	19	
<b>MARI-LINN</b>	<b>ALL</b>	<b>176</b>	<b>166</b>	<b>166</b>	<b>165</b>	<b>165</b>	<b>164</b>	<b>164</b>	<b>159</b>	<b>159</b>	<b>159</b>	
SUBLIMITY	KG	32	31	31	31	31	31	31	31	31	31	
SUBLIMITY	1	40	34	34	34	34	34	33	33	34	34	
SUBLIMITY	2	31	37	37	37	37	36	36	37	37	37	
SUBLIMITY	3	45	33	33	33	33	33	33	33	33	33	
SUBLIMITY	4	36	48	49	49	50	50	51	52	52	52	
SUBLIMITY	5	43	37	36	37	35	35	34	35	35	35	
SUBLIMITY	6	38	47	47	47	47	47	48	49	49	49	
SUBLIMITY	7	51	36	36	35	35	35	34	33	33	33	
SUBLIMITY	8	42	49	49	50	48	48	48	48	48	48	
<b>SUBLIMITY</b>	<b>ALL</b>	<b>358</b>	<b>352</b>	<b>352</b>	<b>353</b>	<b>350</b>	<b>349</b>	<b>348</b>	<b>351</b>	<b>352</b>	<b>352</b>	
OA-VIRTUAL ACADEMY	KG	1	1	1	1	1	0	0	0	0	0	
OA-VIRTUAL ACADEMY	1	0	0	1	0	1	1	1	1	1	1	
OA-VIRTUAL ACADEMY	2	1	0	1	0	0	0	0	0	0	0	
OA-VIRTUAL ACADEMY	3	1	0	0	0	0	0	0	0	0	0	
OA-VIRTUAL ACADEMY	4	1	0	0	1	2	2	1	1	1	1	
OA-VIRTUAL ACADEMY	5	1	1	1	1	1	1	2	2	2	2	
OA-VIRTUAL ACADEMY	6	2	1	1	1	2	2	3	4	3	2	
OA-VIRTUAL ACADEMY	7	5	1	1	2	2	3	3	3	3	3	
OA-VIRTUAL ACADEMY	8	7	4	3	4	6	8	9	8	9	8	
OA-VIRTUAL ACADEMY	9	11	2	6	7	9	8	9	11	12	15	
OA-VIRTUAL ACADEMY	10	26	10	12	13	15	15	17	16	19	21	
OA-VIRTUAL ACADEMY	11	32	37	19	19	19	17	17	15	16	15	
OA-VIRTUAL ACADEMY	12	53	45	15	15	12	11	15	18	19	19	
<b>OA-VIRTUAL ACADEMY</b>	<b>ALL</b>	<b>141</b>	<b>102</b>	<b>61</b>	<b>64</b>	<b>70</b>	<b>68</b>	<b>77</b>	<b>79</b>	<b>85</b>	<b>87</b>	
OA-LOCUST ST ACA/GED	9										2	
OA-LOCUST ST ACA/GED	10							4	8	8	10	
OA-LOCUST ST ACA/GED	11	<b>included above</b>		18	20	18	16	22	24	26	23	
OA-LOCUST ST ACA/GED	12	<b>included above</b>		31	31	26	25	29	27	27	27	

<b>OA-LOCUST ST ACA/GED</b>	<b>ALL</b>			<b>49</b>	<b>51</b>	<b>44</b>	<b>41</b>	<b>55</b>	<b>60</b>	<b>61</b>	<b>62</b>	
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<b>School Name</b>	<b>Grade</b>	<b>Jun '23</b>	<b>Sept '23</b>	<b>Oct '23</b>	<b>Nov '23</b>	<b>Dec '23</b>	<b>Jan '24</b>	<b>Feb '24</b>	<b>Mar '24</b>	<b>Apr '24</b>	<b>May '24</b>	<b>Jun '24</b>
STAYTON ELEMENTARY	PreK	30	33	30	31	30	30	30	30	29	29	
STAYTON ELEMENTARY	KG	74	67	69	69	69	67	66	69	68	69	
STAYTON ELEMENTARY	1	83	75	73	74	74	69	71	68	70	72	
STAYTON ELEMENTARY	2	91	87	87	87	87	90	92	91	89	90	
STAYTON ELEMENTARY	3	83	100	96	96	97	97	98	96	96	97	
<b>STAYTON ELEMENTARY</b>	<b>ALL</b>	<b>361</b>	<b>362</b>	<b>355</b>	<b>356</b>	<b>357</b>	<b>353</b>	<b>357</b>	<b>354</b>	<b>352</b>	<b>357</b>	
STAYTON INTERMEDIATE	4	97	86	84	83	80	79	82	80	81	82	
STAYTON INTERMEDIATE	5	93	98	96	95	94	92	87	86	87	88	
STAYTON MIDDLE	6	87	100	101	99	98	95	96	94	97	97	
STAYTON MIDDLE	7	74	95	95	95	95	97	97	92	91	93	
STAYTON MIDDLE	8	105	80	80	77	75	72	76	75	76	76	
<b>SIS/SMS TOTAL</b>	<b>ALL</b>	<b>456</b>	<b>459</b>	<b>456</b>	<b>449</b>	<b>442</b>	<b>435</b>	<b>438</b>	<b>427</b>	<b>432</b>	<b>436</b>	
STAYTON HIGH	9	194	195	186	185	181	182	179	177	173	173	
STAYTON HIGH	10	170	189	186	183	182	180	175	170	166	164	
STAYTON HIGH	11	135	158	154	151	149	146	141	139	138	137	
STAYTON HIGH	12	134	134	123	122	122	120	115	114	113	113	
Early College (off campus)		16	16	16	16	16	16	16	16	16	16	
Transitions (post-grad SPED)				5	5	5	5	5	5	5	5	
<b>STAYTON HIGH</b>	<b>ALL</b>	<b>649</b>	<b>692</b>	<b>670</b>	<b>662</b>	<b>655</b>	<b>649</b>	<b>631</b>	<b>621</b>	<b>611</b>	<b>608</b>	<b>0</b>
<b>NSSD</b>	<b>TOTAL</b>	<b>2141</b>	<b>2133</b>	<b>2101</b>	<b>2100</b>	<b>2083</b>	<b>2059</b>	<b>2070</b>	<b>2051</b>	<b>2052</b>	<b>2062</b>	
# Registered w/ WESD to homeschool		<b>118</b>	<b>118</b>	<b>122</b>	<b>125</b>	<b>125</b>	<b>123</b>	<b>117</b>	<b>117</b>	<b>113</b>	<b>111</b>	
# Enrolled in Virtual Charter Schools		<b>84</b>	<b>80</b>	<b>83</b>	<b>86</b>	<b>85</b>	<b>86</b>	<b>86</b>	<b>85</b>	<b>82</b>	<b>82</b>	

**3% of total NSSD student population= 76.41 ~ 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 4/2024

**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
  - City Council Liaison Reports
  - Informational Reports including: field trips, enrollment & upcoming events
3. Consent Agenda: Approval of Meeting Minutes & Licensed Staff Changes
4. First and/or second readings of updates to NSSD board policies
5. Board Reflections/Announcements

**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**

According to [ORS 255.335](#), each district board shall hold a regular organizational meeting following the regular district election and not later than the last day of July of that year.

According to [ORS 332.040](#), No later than at the next regular meeting following July 1, the district school board shall meet and organize by electing a chairperson and a vice chairperson from its members.

*During election years when there are no newly elected board members, items 2-6 may be approved in June if the Board chooses to hold a work session in July (no business items) or skip the July meeting all together. During election years when new members are seated, the organizational meeting will occur in July. During non-election years, the meeting can occur in July or August (7/31 deadline does not apply so items don't need to be approved in June)*

**Traditional Location: Santiam Room**

**Annual Agenda Items:**

1. Oath of office for newly elected members
2. Approve Board Goal Strategies for upcoming year (done annually)
3. (Next Applicable in 2023) Approve Board/District Goals – every three years
4. Supt. Evaluation Document Approval
5. Approval of Board Operating Protocol
6. Board members choose their “buddy school”
7. Annual Organizational Agenda Items (list copied from OSBA website)  
*(in an election year, the Annual Organizational Items must be approved before July 31)*

- Elect chair and vice-chair (incumbent chair presides until a successor is elected). No member of the Board may serve as chair more than two years in succession unless the Board approves an extension of this period by a motion in June.
- 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**

- SummerFest (last Saturday in July)

**August**

**Traditional Location: Santiam Room**

**Regular Session Annual Agenda Items:**

1. Projected Student Enrollment

2. Oaths of Office of newly re-elected members, including any student representatives (if not done in July)

### **Other Activities/Events**

- Leadership Team Goal Workshop (2<sup>nd</sup> week in August)
- OSBA Annual Conference (Salem)
- 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. 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 (Portland)
- **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. Integrated Guidance Annual Report-Director of Teaching & Learning
5. Superintendent’s Goals/Evaluation Check-in (Exec. Session)

#### **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. Audit Review- Director of Business & Fiscal Services (may be joined by rep. from auditing firm)
5. School Board Student Representative Recruitment Strategies
6. 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

#### **Board Secretary Tasks:**

- Notify Budget Committee of approved meeting dates

## 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**

**Meeting #1 Traditional Location: District Office/Santiam Room**

**Special Session: (first Thursday in March)**

1. Renewal of Contracts (Licensed/Administrative)

**Meeting #2 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 (or designee) 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. Review Board Goal Strategies/Schedule work session (if needed) to revise in order to be adopted in July
4. (Next Applicable 2026) Review Board/District Goals and schedule work session (if needed) to revise in order to be adopted in July.
5. Review Supt. Evaluation as a group with the Superintendent (Board only/Exec Session)
6. 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 1<sup>st</sup>.
- **National School-Related/Staff Appreciation Days This Month-** School Library Month, Administrative Professional Day

## May

**\*NSSD Budget Committee traditionally meets in the second week of 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 1<sup>st</sup>.
- **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)