



2025-26 BOARD & STAFF

Board Chair, Mackenzie Strawn **Board Vice-Chair**, Alisha Oliver
Board Members: Mike Wagner, Erin Cramer, 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
Director of Special Programs, Melissa Glover
Director of Nutrition Services, John Barnes
Director of Operations & Facilities, Dave Parsons
Superintendent/School Board Executive Assistant, Tonia Whisman

Access to the agenda and meeting materials can be located on the District website at www.nssd29j.org > [Board of Directors](#) > [Agendas/Meeting Minutes](#)

Regular Session
Thursday, October 16, 2025 ~ 6:00 PM
NSSD District Office/Santiam Room, 1155 N 3rd Ave, Stayton, OR 97383
<https://youtube.com/live/RfgaBKFq6Zs?feature=share>

1. CALL REGULAR SESSION TO ORDER

6:00 pm (times for agenda items are estimated)

2. AGENDA APPROVAL

Changes to the agenda after posting on October 10, 2025 will be acknowledged:

Added Attachments-

- 3.1-8/29/25 Work Session minutes-DRAFT
- 18.2-October 2025 Enrollment Totals VCE

RECOMMENDED MOTION-AGENDA APPROVAL

I move that the Board approve the agenda as modified.

3. CONSENT AGENDA

- 3.1. Action: Approval of Meeting Minutes***
- 08.29.25 Work Session Minutes-DRAFT***
- 09.18.25 minutes-DRAFT***

5
5
9

- 3.2. Action: Approval of Consent Agenda***

RECOMMENDED MOTION-CONSENT AGENDA

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

4. SPOTLIGHT: National Principal's Month

6:05

5. STUDENT BUSINESS: Rylie Worcester/Amalia Bell **15**

6:10

Oct SHS School Board Presentation 2025-2026 **15**

6. CITY COUNCIL LIAISON REPORTS:

6:20

This standing agenda item is for reports from the Stayton, Sublimity and Lyons city councils.

7. TEACHING & LEARNING REPORT: Nicole Duncan **25**

6:30

Teaching & Learning Board Report October 2025 **25**

7.1. Division 22 Assurances Report **27**

School Districts must report compliance for the preceding school year with all state standards set forth in Oregon Administrative Rules 581-022-2305, Division 22. Before November 1, districts must present a compliance report to their school board at an open public meeting, allowing for public comment.

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

2024-25 Division 22 Compliance Report - Oregon Public School Standards **27**

Rules at a Glance 2024-25 Division 22 Standards **35**

2025 Division 22 Standards School Board FAQ **45**

8. BUSINESS & FISCAL SERVICES REPORT: Rhonda Allen **49**

6:45

Board Financial Report Sept2025 **49**

Financial Report PPT - September 2025 **60**

9. SUPERINTENDENT'S REPORT: Lee W. Loving **72**

6:55

25-26 School & Supt Design Plans **72**

10. LICENSED/CLASSIFIED UNION REPORTS: Union Reps.

7:15

11. PUBLIC COMMENT

7:20

12. NSSD BOARD AWARD NOMINATIONS

7:40

13. POLICY UPDATES/SECOND READING **95**

7:45

BCF - Advisory Committees to the Board (edits from 1st reading)

CEA - Educational Belonging Advisory Committee (proposed new)

IGBHD - Program Exemptions

JOA - Directory Information

BCF -Advisory Committees to the Board 10.16.25 2 **95**

CEA -Educational Belonging Advisory Committee 09.18.25 **97**

<u>IGBHD -Program Exemptions 09.18.25</u>	<u>99</u>
<u>JOA -Directory Information 09.18.25</u>	<u>100</u>
<u>14. ADMINISTRATIVE REGULATION UPDATES</u>	<u>102</u>
8:00	
JO/IGBAB-AR1	
<u>JO IGBAB-AR1- Ed Records of Students with Dis. Management 10.16.25</u>	<u>102</u>
<u>15. BOARD GOALS: Alisha Oliver</u>	<u>112</u>
8:05	
<u>Proposed 2025-2026 Board Goals D2</u>	<u>112</u>
<u>16. SUPERINTENDENT EVALUATION: Erin Cramer</u>	<u>113</u>
8:10	
<u>Proposed New NSSD Supt Evaluation Tool D2-corrected</u>	<u>113</u>
<u>17. BOARD REFLECTIONS/ANNOUNCEMENTS</u>	
8:15	
<u>18. INFORMATION ONLY</u>	
8:25	
<u>18.1. Field Trip Report:</u>	<u>122</u>
<u>Oct 2025 Field Trip Report</u>	<u>122</u>
<u>18.2. Student Enrollment:</u>	<u>125</u>
Current enrollment is listed below. The attachment includes a breakdown by grade at each school as well as enrollment numbers from previous months.	
Mari-Linn: 166	
Sublimity: 395	
Stayton Elementary: 317	
Stayton Intermediate/Middle: 458	
Stayton High: 637	
Locust Street Academy: 39	
Stayton Virtual Academy: 63	
Total: 2075	
<u>Oct 2025 Enrollment Totals VCE</u>	<u>125</u>
<u>18.3. Future Agenda Items:</u>	
This document is currently being updated/revised. It will be available in the November meeting.	
<u>18.4. Upcoming Board Events & Activities:</u>	
October 30, 2025:	
Mari-Linn Red Ribbon Parade (8:30 am)	
Carnival at Mari-Linn School (5:30-7:00 pm)	
November 12, 2025	
Veterans Day Lunch at Mari-Linn School 11:00am-12:00pm	
Veterans Day Concert at Stayton HS at 7:00pm	
November 17, 2025: Soup with the Supt. (rescheduled from October)	
6:00-7:00 pm ~ SHS Library	

November 20, 2025: Regular Session Board Meeting
6:00 pm ~ District Office/Santiam Room

19. ADJOURN
8:30 (estimated)

EQUAL OPPORTUNITY EMPLOYER



North Santiam School District
1155 N 3rd Ave - Stayton, OR 97383
www.nssd29j.org

2025-26 Board of Directors

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Friday, August 29, 2025 Goals Workshop
NSSD District Office/Santiam Room, 1155 N 3rd Ave, Stayton, OR 97383 ~ 8:00 AM
<https://www.youtube.com/@northsantiamschooldistrict7812/streams>

MINUTES - **DRAFT**

1. CALL SPECIAL SESSION TO ORDER

The Board Chair called the Special Work Session to order at 8:00 am and noted that all board members were present. He then led everyone in the Pledge of Allegiance.

Supt. Loving and the Supt./School Board Administrative Assistant were also present.

2. APPROVAL OF THE AGENDA

MOTION

Motion that the Board approves the meeting agenda as presented.

Motion Made By: Alisha Oliver

Vote: 7-0, motion passed

3. WELCOME: Supt. Loving

Board members engaged in a welcome/warm-up activity. They were then asked to reflect on their “pride points” for the last year as well as areas they would like to see improvement.

Reflections included:

- NSSD is faring better than many other districts financially and in board to staff relations
- Negotiations with Licensed Staff were respectful and successful
- Completion of the Strategic Plan
- New administration at SHS
- Looking forward to revising Supt. eval process

4. **BOARD ROLES & RESPONSIBILITIES: Alisha Oliver**

The Board Vice-Chair reviewed a school board's roles and responsibilities. They also spent time reflecting on the best team experience they have been a part of and what made the team special? They also discussed the importance of a strong Superintendent - School Board relationship that is built on trust and open communication.

RECESS

9:24-9:33

Operating Protocol Remarks

- Board members cannot always release “complete” information due to privacy laws
- Discussion on how to respond to complaints from the public by communicating the “chain of command” without making people feel they are not being heard
- What are the responsibilities/duties of board members as it relates to “public relations”?
Conversations emphasized that it extends beyond official duties and encompasses their conduct and communications with everyone, including those who are well known to them.

>Brunk and Erin will work on wording suggestions and present in the September board meeting

Superintendent to Board Communications Reflections

- One or more board members may be given specific information in response to them contacting the Supt. directly with questions. It can inadvertently create unequal access to information if that conversation is not forwarded to the other members.
- Expectation that Supt. Loving will communicate prior to an upcoming meeting if a vote or topic of discussion may be contentious.
- Continuation of quarterly one-on-one meetings between the Supt. and each board member to keep lines of communication open.

5. **BOARD GOALS**

- Superintendent Eval
- Board Representation on District Committees
- Bond Prep
- Additional ideas included:
 - Participating in OSBA training in order to replenish funds for board scholarship (or find other ways to fund it)
 - Improving non-athletic facilities/spaces
 - Branding/marketing and consistency of buildings on each campus

6. **RECESS**

10:23-10:35

7. **SUPERINTENDENT ANNUAL EVALUATION**

Goals for new process:

- Create an informative, evaluative document that provides useful information to the superintendent
- Fully utilize the one-on-one meetings and group check-ins (during Exec Sessions) to communicate positive or negative input prior to completing the evaluation document.
- Clarify the usage of comments and consider using a collaborative statement reflecting the unanimous voice of the board for the official evaluation. (individual comments could be included for his reference but not in the official eval document)
- Reduce redundancy
- Remove scoring inconsistencies based on personal biases (define scoring matrix)
- Settle on a group score instead of averaging seven different scores
- Revise/refine the timeline, including the contract negotiation and consultation with HR.
- Schedule a special session to discuss comments and scores instead of adding it to an existing meeting (make it the only topic of discussion).
- Consider adding a score regarding something to the effect of “Did the Supt. adhere to his contract - perform the expectations?”
- Align with strategic plan

>Erin Cramer and Brunk Conley will take the suggestions and create a new draft version of the evaluation document. It will be available during the Sept meeting for review by the Board.

8. BOARD REPRESENTATION ON DISTRICT COMMITTEES

- Executive Committee= Board Chair, Vice-Chair
- Licensed Negotiations= Mackenzie Strawn, Mike Wagner
- Classified Negotiations= Mackenzie Strawn, Mike Wagner
- Student Representative Selection= Coral Ford and/or Alisha Oliver
- Long Range Facilities Planning Committee, all members (non-voting)
- Budget Committee= all members
- Policy Committee (proposed)= Board Chair, Vice-Chair
- Educational Belonging Advisory Committee= Mackenzie Strawn, Erin Cramer, Alisha Oliver
- Legislative Lobbying Sub-Committee=designation postponed until the following year as it was noted it needs to start in July-Aug in order to align with the legislative calendar. They did suggest sharing the district’s Strategic Plan with local legislators and inviting them to attend a board meeting and possibly a dinner that could be hosted by NSSD and surrounding districts to discuss educational topics.
- Community Engagement Committee= there was a discussion regarding sunrising this committee but for now, board members will concentrate on engaging with local organizations such as Rotary and Chamber of Commerce, and attending school functions regularly across all schools.
- Scholarship Committee=the Board’s scholarship only has \$154 remaining so fundraising efforts are necessary if they intend it to continue.

9. LUNCH

12:15-1:00

(Coral Ford left the meeting due to a work conflict during the lunch break)

10. STUDENT LEARNING SPACES

Kyle Laier from *Assist Education Services LLC* gave a presentation regarding the research, preparation, and process for putting a school bond before voters. He reviewed his proposed draft timelines for both the November 2026 and May 2027 elections and shared some key strategies for successful bond campaigns.

Key points included:

- **Timing is Community-Driven:** The final election date should be decided by listening to community readiness through **research and polling**, not by arbitrarily picking a date.
- **Previous Board Action:** The district's prior bond refinancing, which saved the community approximately \$1.3 million, has positioned the district to pursue a new bond as early as **Fall 2026** to maintain a consistent tax rate.
- **Election Dates:** While November elections traditionally have higher turnout, historical data in Oregon shows **no significant statewide difference** in school bond success between May and November. The decision should be based on the specific local community climate.

His strategies emphasize engagement and trust-building with the community. He broke the process into three key steps:

1. Facility Assessments and Planning
2. Research and Polling
3. Communications and Trust-Building

Successful bond campaigns have board members who are highly engaged throughout the preparation process, connecting with their individual "webs of influence" and making community conversations a normal part of their work.

11. RECESS

2:40-2:45

12. BOARD MEETING AGENDA

The Board made a list of things they are most curious to learn more about, questions they typically receive from the community and desired updates regarding past board decisions. Top answers included:

- Why isn't more expected?
- How many students left the district as a result of lifting the 3% cap?
- Why are our schools rated low on GreatSchools?

The Supt. suggested starting some board meetings earlier and beginning with work sessions that could potentially cover some of the items they wanted to learn more about or other lengthy presentations and discussions. This could allow for a more streamlined portion of the meeting where the business items and motions take place. One example was a curriculum adoption. The 30-minute presentation could occur in the beginning and the motion to adopt the curriculum would occur later during the "business" portion of the meeting. The Board agreed to consider the change and revisit the discussion at an upcoming meeting.

13. MISCELLANEOUS

- The Board revisited the Community Engagement goal. Alisha and Mackenzie agreed to create a list of all possible opportunities and bring it back to the group to determine interest among the members.

14. ADJOURN

The Board Chair adjourned the meeting at 3:38 pm.

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Thursday, September 18, 2025 Regular Session
NSSD District Office/Santiam Room, 1155 N 3rd Ave, Stayton, OR 97383 ~ 6:00 PM
<https://youtube.com/live/n1qiFR45JOI?feature=share>

MINUTES - DRAFT

1. CALL REGULAR SESSION TO ORDER

The Board Chair called the meeting to order at 6:00 pm with all members present (including the Student Reps) except for Mike Wagner who was absent with notice. He then led everyone in the Pledge of Allegiance.

2. AGENDA APPROVAL

Changes to the agenda after posting on September 12, 2025 were acknowledged:

Added Attachments-

*8.0 - 9.2025 Board Report Facilities

*20. - Sept 2025 Est. Enrollment Totals

MOTION-AGENDA APPROVAL

Motion that the Board approve the agenda as modified.

Motion Made By: Alisha Oliver

Vote: 6-0, motion passed

3. **CONSENT AGENDA**

3.1. *Action: Approval of Meeting Minutes*

[08.21.25 minutes-DRAFT](#)

3.2. *Action: Approval of New Hires*

New Hires (Board Action Required)

Lucas Vinson: SMS/LRC

Hailey Counes: SUB/LA (start date 10/20/2025)

Bradley Mendenhall: SHS/English

Resignations (Informational Only)

Rebecca Boyd: SHS/English

[Sept 2025 Licensed Staff Report](#)

3.3. *Action: Approval of Consent Agenda*

MOTION-CONSENT AGENDA

Motion that the Board approve the Consent Agenda as presented.

Motion Made By: Alisha Oliver

Vote: 6-0, motion passed

4. **STUDENT BUSINESS:**

4.1. **Oath of Office**

Rylie Worcester took the following oath of office for the 2025-26 school year.

"I, Rylie Worcester, will support the Constitution and the laws of the United States, the state of Oregon and the laws thereof, and the policies of the North Santiam School District, and will discharge the duties of Student Representative to the NSSD Board to the best of my ability".

4.2. **ASB Activities Report: Rylie Worcester/Amalia Bell**

The report may be viewed at the link below.

[Sept ASB School Board Presentation 2025-2026](#)

5. **CITY COUNCIL LIAISON REPORTS:**

There were no city council reports.

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

Director Duncan provided the written report which may be viewed at the link below. In it, she submitted a request for the board to approve two motions to postpone the curriculum adoptions for Health and Social Studies until next school year.

[Teaching & Learning Board Report September 2025](#)

MOTION- HEALTH CURRICULUM ADOPTION POSTPONEMENT

Motion that the Board approve the district's request to postpone the adoption of Health instructional materials for implementation in the 2026-2027 school year.

Motion Made By: Brunk Conley

Vote: 6-0, motion passed

MOTION- SOCIAL STUDIES CURRICULUM ADOPTION POSTPONEMENT

Motion that the Board approve the district's request to postpone the adoption of Social Studies instructional materials for implementation in the 2026-2027 school year.

Motion Made By: Coral Ford

Vote: 6-0, motion passed

7. **2024-25 EXIT INTERVIEW SUMMARY: Danielle Blackwell**

Director Blackwell presented the 24-25 exit summary which can be viewed at the link below.

[2024-25 Exit Interview Board Report](#)

8. **FACILITIES REPORT: Dave Parsons**

Director Parson reviewed the projects completed by his staff during the summer and gave a brief update on the current progress of the concession stands/restroom facilities for the high school softball field. The report may be viewed at the link below.

[09_2025_Board_Report_Facilities](#)

Mike Wagner joined the meeting virtually at 6:30 pm

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

The statements include both actual revenues and expenditures from July 1, 2025, to August 31, 2025, and projections through June 30, 2026. The projected General Fund Ending Fund Balance is \$3,306,760. Contingency and Unappropriated Ending Fund Balance equal \$1,420,716.

The report and presentation may be viewed at the links below.

[Financial Board Report Aug2025](#)

[Financial Board Report PPT- August 2025](#)

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

Key points included:

- An update on how the restriction of personal electronic devices has been received by students and staff. All initial reports are that students are doing a great job adhering to the new policy. Teachers report increased focus and participation in classrooms and social engagement during passing times and lunch periods.
- A notice that Request for Proposals (RFP) for a Long-Range Facilities Plan & Facilities Assessment has been published and closes on October 8th. A committee will assess the proposals and select a vendor, with plans to present a request for the Board's approval in November. A quick Special Session may be called in early November so work can begin before the normal meeting date on the 20th. Supt. Loving anticipates sunrising the district's LRFP Committee in late December or early January '26.
- A review of NSSD student attendance between Sept 3-17 utilizing the Oregon Data Suite. So far, the district is averaging a 94.17 % attendance rate but it is estimated that will trend downward as the year progresses. Since improving attendance rates is a key focus in all of the schools' goals this year, administrators will continue to monitor the data suite for trends and respond appropriately to any increases in absence rates.
- Plans to present the 2025-26 building and department goals in the October board meeting.

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

There was no report from union reps.

12. **PUBLIC COMMENT**

There was no public comment.

The Board Chair called for a recess from 6:50-6:55pm.

13. OSBA ELECTIONS

The Board Chair noted that three individuals from the Salem/Keizer Board came to the August NSSD Board meeting to ask for nominations to run for positions on the OSBA Board and Legislative Policy Committee. While some members were agreeable to simply offering one or more of these individuals the opportunity to be on the ballot, others did not feel comfortable connecting the Board's name with individuals they do not personally know. There was also a concern about setting a precedent.

MOTION-OSBA NOMINATIONS

Motion that the Board nominates Satya Chandargiri to run for the OSBA Board of Directors.

Motion Made By: Mark Henderson

Vote: 3-4, motion failed (Mackenzie Strawn-Yes, Coral Ford-Yes, Mark Henderson-Yes, Brunk Conley-No, Erin Cramer-No, Alisha Oliver-No, Mike Wagner-No)

14. POLICY UPDATES/FIRST READING

BCF - Advisory Committees to the Board

(extended discussion) In the paragraph shown below, there was a recommendation to replace the words "cease to function" with "disband" and to keep the phrase "cease to be relevant" that had been recommended for deletion. These edits will be included in the second reading during the October meeting.

Except as specifically provided by the Board, ~~citizen advisory committees will cease to function~~ **disband when their reports have been received by the Board or when the purposes for which they were established have been accomplished or **cease to be relevant.****

CEA - Educational Belonging Advisory Committee (proposed new)

IGBHD- Program Exemptions

JOA - Directory Information

IKF - Graduation Requirements (attachment not included)

(extended discussion) Supt Loving distributed a comparison sheet of new possible graduation requirement options. He noted that the Stayton HS diploma has historically been more rigorous than the standard Oregon diploma which has required that the district offer both. Senate Bill 3 adjusted the required credits for an Oregon diploma, essentially allowing it to "catch up" to the district's higher standard. They now have the same core course requirements, but the SHS still requires two additional elective credits.

The Board is being asked to consider the pros and cons of adjusting the requirement for the Stayton HS to 24 (eliminating the requirement of two elective credits) while at the same time, increasing the requirements for an Academic Honors diploma. This would eliminate the need to offer both a Stayton HS diploma and an Oregon diploma however it would not prevent students from earning additional elective credits if they chose to do so. Increasing the requirements for the honors diploma makes it more rigorous and theoretically best prepares a student for a four-year university. The proposed additions could potentially include two or more credits of the same world language and an increase to 4.0 math or science credits.

Supt. Loving planned additional discussions with district staff and to gather input from parents at the Soup with the Supt event held at SHS on October 6th. *(for the official record, this event was later rescheduled to Nov. 17th).*

[BCF -Advisory Committees to the Board 09.18.25](#)

[CEA -Educational Belonging Advisory Committee 09.18.25](#)

[IGBHD -Program Exemptions 09.18.25](#)

[JOA -Directory Information 09.18.25](#)

15. **BOARD GOALS: Alisha Oliver**

The Board reviewed the goals as prepared by Alisha Oliver based on discussions at the 8/29/25 Work Session. They agreed to add a fourth goal that states the Board will approve policy IKF- Graduation Requirements on or before the December 2025 meeting. Erin Cramer offered to create the verbiage and send it to the board’s Administrative Assistant.

[Proposed 2025-2026 Board Goals](#)

16. **BOARD OPERATING PROTOCOL: Erin Cramer**

The Board adopted the revised protocol and read it out loud to reaffirm their commitment.

MOTION-OPERATIN PROTOCOL

Motion that the Board adopts the Proposed Board Operation Protocol as presented.

Motion Made By: Brunk Conley

Vote: 7-0, motion passed

[Proposed Board Operating Protocol](#)

17. **SUPERINTENDENT EVALUATION: Erin Cramer**

The Board reviewed the proposed changes to the Supt. Eval. document and process as prepared by Erin Cramer & Brunk Conley, based on discussions from the August 28, 2025 board work session. Along with the new document, the following recommendations were proposed:

- The Supt. will provide a portfolio of documentation indicating evidence of progress on meeting the standards.
- The Board will arrive at a fixed score instead of an average of all seven scores.
- Board members must provide comments for each standard that summarize their reasoning for their score.

There was a suggestion to exchange the word “equity” within the document for alternatives, depending on the context of the section. Erin agreed to provide alternative language and have it available for review at the October meeting.

[Proposed New NSSD Supt EvaluationTool](#)

18. **BOARD REFLECTIONS/ANNOUNCEMENTS**

Highlights included:

- Other schools across the state have noticed an increase in books checked out from school libraries since the cell phone policy has gone into effect.
- Suggestion to honor the volunteer who helped with the facility projects over the summer.

- Appreciation for the work being done by fellow board members outside of the meeting to prepare materials and review policies.

19. FUTURE AGENDA ITEMS

- request to learn more about how the cell phone policy is being enforced, especially pertaining to students who need additional support in adhering to it.
- Alan Kirby from Willamette Career Academy will attend the November board meeting and make a presentation.

[Agenda Items Annual Calendar rev 04.24](#)

20. INFORMATION ONLY

20.1. Field Trip Report:

[Sept 2025 Field Trip Report](#)

20.2. Student Enrollment:

Mari-Linn: 174

Sublimity: 401

Stayton Elementary: 320

Stayton Intermediate/Middle: 461

Stayton High: 638

Locust Street Academy: 38

Stayton Virtual Academy: 55

Total: 2087 + 31 PreK = 2118

[Sept 2025 Estimated Enrollment Totals](#)

20.3. Upcoming Board Events & Activities:

Included in the meeting materials.

21. ADJOURN

The Board Chair adjourned the meeting at 8:01 pm

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A stylized illustration of a bald eagle in flight, facing left. The eagle has a white head and neck, a yellow beak, and dark brown wings and tail. Its wings are spread wide, and it is positioned in the upper right quadrant of the slide.

SHS Student Representative October 2025 Report

What's ASB been up to?

- Pumpkin Carving next Saturday! Oct. 25
- Soccer Concessions to fundraise
- Getting Make A Wish rolling
- Finalizing lists of clubs and their info
- October Talon Talk
- Fall Sports Video
- After-Game Dance Oct. 31



Sports

- XC Hosted a home meet with Regis, over 60 teams! (Oct 2)
 - Girls and Boys Varsity teams placed 1st
 - One meet away from districts
- Football, Volleyball, and Soccer playing home tonight.
- Football has only a few games left with their last home game being Oct. 31 against Ontario
- Kids camp cheer halftime performance today!!!

- Current OSAA rankings for 4A:
 - Boys Soccer #1 and **undefeated!!!**
 - Football #7
 - Volleyball #11
 - Girls Soccer #18

Recap - September

- HOCO Parade: 16 Floats...
- **Cheer won!!!**
 - ASB is awarding 100\$ to the cheer teams account
- Homecoming!!!
- AVID Family Nights 9-11th grade
- Outdoor School **9/21-9/26!**
- Sep. Rotary Student: **Evie Welch**

Misc.

- Pumpkin Carving (25th)
- College Fair Field Trip (22nd)
- 12th grade Family Night & FAFSA info and help night 10/08
- Senior Nights!!!
 - Volleyball: Oct. 23
 - Boys and Girls Soccer: Oct. 28
 - Football, Band, Cross Country, Cheer: Oct. 16
- Oct. Rotary Student: Zachary Flett

Clubs News!!!

- **Theater:**

- Nightfall with Edgar Allan Poe - Nov. 7 & 8th @ 7pm, 9th @4pm
- Tickets on Oct. 20th
- 7\$ without ASB 5\$ with
- Student Preview Nov 6th

- **OHSET**

- Information Night 10/07
- Registration Night 10/14

- **Jesus Club**

- Worship Night 10/06

- **NHS:**

- Induction Ceremony (Oct 1)

- **Skills USA:**

- Welding competition @ Redmond HS
- Savannah Wallbridge places 1st in intermediate welding/fabrication

Hold up! What clubs do we even offer?

Tried and True:

- Future Farmers of America (FFA)
- National Honors Society (NHS)
- Future Business Leaders of America (FBLA)
- Skills USA
- Jesus Club
- Gaming Club

New this year:

- Science Club (asking questions about science and running experiments)
- Drama Club (recruit future thespians, go on field trips, and spread the love of theater)
- Fellowship of Christian Athletes (Helping student-athletes grow in their faith)

Special Feature: Life Skills and Transitions

- Helped set up for the Stayton Library Book Sale & assisted at the Stayton Senior Center
- Thanks to a community donation Life Skills enjoyed a pumpkin-gathering trip & shared pumpkins with Life Skills classes across the district
- Started making fresh dog biscuits & dog toys with recycled shirts and tennis balls
- **Special Brew Coffee Shop** is up and running! Making & delivering coffee to our staff on Tuesdays and Thursdays
- **Tuesday Nov. 25th** they're hosting a Thanksgiving Feast open to all students and staff to stop by and grab a plate!



Photos of Cheer Kids Camp (practices)!



Bonus: There was 122 kids signed up for the Cheer Kids Camp!



Photos of Outdoor School



Thank you!





North Santiam School District 29J

Serving Lyons, Mehama, Stayton, and Sublimity

Teaching and Learning Board Report October 2025

Items for Board Approval: None

Updates:

Division 22 Report

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

As part of this process, districts must first report their compliance status to their local community. This report must be presented to the local school board in a public meeting and made available on the district's website by **November 1st**. Following this local reporting, districts submit their official assurances to the Oregon Department of Education (ODE). The Division 22 standards include 57 individual rules, which can be categorized into five broad categories: High-Quality Learning Experiences, Aligned & Focused Educational Systems, Engaged Partners & Communities, Safe & Inclusive Schools, and Committed & Supported Staff. To learn more about the specific requirements for a certain rule, the [ODE's Rules at a Glance Summary](#) provides a high-level summary of each rule and includes a link to the [Oregon Administrative Rules database](#).

[2025 NSSD Division 22 Compliance Report](#)

[2025 NSSD Division PPT presentation](#)

[2025 Division 22 Standards School Board FAQ.docx](#)

Professional Development

October 10, 2025 Professional Learning Day

Our district-wide teacher professional learning day on October 10 was a huge success, focusing on Reading, one of our district focal areas this year. In response to feedback from teachers last year, we provided time in district-level PLC teams, both at the K-5 level and at the 6-12 level. Aligning the teachers in this manner also allowed the district to support the work building administrators have been doing this year to revitalize our PLCs.

In keeping with the message teachers are hearing on Monday mornings, teachers were asked to review last year's OSAS data as well as their beginning of the year STAR data for Reading and consider "one small thing" they could commit to that would sharpen their Reading instructional focus and lead to targeted learning gains.



NSSD October 10th Professional Learning Day

Participants will need to bring their own devices for sessions. There are few Chromebooks available.



	<p align="center">K-5</p> <p>Facilitators: Danielle Angus, Amy Erwin, Vicky Storey Admin Support: Wendy Moore, Sophia Duerst, Matt Olson, Ryan Westenskow</p> <p align="center">Stayton Elementary School Cafeteria</p>	<p align="center">6-12</p> <p>Facilitators: Melissa Glover and Nicole Duncan Admin Support: Jess Roth & SHS admin team</p> <p align="center">Stayton High School Cafeteria</p>
Learning Outcomes	<ul style="list-style-type: none"> ● Build an understanding of how literacy standards are bundled in order to determine priority learning for students. ● Improving Data Literacy: Examine OSAS and STAR data to determine trends and areas of focus among my students and our grade levels. ● Use data to determine how to adjust instructional plans in the next unit of instruction to address areas of focus and need (Tier 1 Interventions). 	<ul style="list-style-type: none"> ● Increasing Collaboration amongst district level teams (vertical, content, grade level ...) ● Improving Data Literacy: Examine OSAS data to determine trends and areas of focus among my students and our grade levels. ● Use data to determine how to adjust instructional plans in the next unit of instruction to address areas of focus and need (Tier 1 Interventions).
7:30-9:30	<p>What does 2025 OSAS data tell us about literacy in our district?</p> <p>What are Reading Targets and how do they help us focus our instruction?</p>	<p>How do we know what students know?</p> <ul style="list-style-type: none"> ● Data Dive <p>Why does it matter?</p> <ul style="list-style-type: none"> ● Connecting to Future Readiness Skills ● Focus: Literacy
9:30-10:00	<p>WELLNESS BREAK</p> <p>Snacks, walk the track, basketball in the gym, connect with and meet colleagues</p>	
10:00-11:15	<p>What trends do we see in our school's STAR data?</p> <p>How do those trends inform my instruction?</p>	<p>How does it inform our instruction?</p> <ul style="list-style-type: none"> ● Standards ● Scope & Sequence ● Next Unit (PDSA)
11:15-12:30	<p>LUNCH</p> <p>Return to your building for a catered lunch</p>	
12:30-3:30	<p>Principal-Designed Building Time</p> <p>Your building principal will communicate where to meet and what to bring.</p>	

After School Opportunities:

We remain committed to ongoing professional growth throughout the school year. We offer various after-school opportunities centered on powerful teaching and learning, social-emotional learning, and sharpening the myriad skills required of teachers as they partner with families.

Instructional Coaches Katelynn Carl and Allison Hill, along with Mentor Corrie Boock, are facilitating a 4-session course after school for teachers focusing on routines and rituals in classrooms to support strong classroom management, starting in October. Additionally, Mentors Erin Hill and Corrie Boock are facilitating an after-school class on how to facilitate a successful family/teacher conference. Instructional Coach Megan Schiedler is taking the lead this year with facilitating our New Staff Mentor Program again this year.

Staff who engage in after-school professional learning will continue to be compensated through our Title II/IV grants, ensuring they are supported for the time and effort they invest in their professional growth.

Upcoming:

- YouthTruth Survey October 27th - November 21st 2024**
- Student Investment Account Annual Report**
- At-A-Glance Accountability**
- Star Assessment Reports**

North Santiam School District

Report on Compliance with Public School Standards

2024-25 School Year

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

The table below contains a summary of North Santiam School District’s compliance with each of the requirements of Oregon’s administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#) during the 2024-25 school year. For each rule reported as out of compliance, **North Santiam** School District has provided an explanation of why the school district was out of compliance and the school district’s proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2026-27 school year.

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

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Category: High-Quality Learning Experiences for All Students

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2000 Diploma Requirements	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2010 Modified Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2015 Extended Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2020 Certificate of Attendance	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2050 Human Sexuality Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2055 Career Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Elementary Grades	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Middle Grades	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2340 Media Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2350 Independent Adoptions of Instructional Materials	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2355 Instructional Materials Adoption	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2440 Teacher Training Related to Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2500 Programs and Services for TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2505 Alternative Education Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Aligned and Focused Educational Systems

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2025 Credit Options	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2030 District Curriculum	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2060 Comprehensive School Counseling	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2100 Administration of State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2110 Exception of Students with Disabilities from State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2115 Assessment of Essential Skills: Diploma Requirements	Waived through the end of 2027-28 school year	Not applicable	Not applicable
581-022-2115(2) Assessment of Essential	In compliance	The district has met all of the requirements for this rule.	Not applicable

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Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
Skills: Local Performance Assessment Requirement			
581-022-2120 Essential Skill Assessments for English Language Learners	Waived through the end of 2027-28 school year	Not applicable	Not applicable
581-022-2250 District Improvement Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2260 Records and Reports	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2265 Report on PE Data	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2300 Standardization	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2305 District Assurances of Compliance with Public School Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2315 Special Education for Children with Disabilities	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2320 Required Instructional Time	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2325 Identification of Academically Talented	In compliance	The district has met all of the requirements for this rule.	Not applicable

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Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
and Intellectually Gifted Students			
581-022-2335 Daily Class Size	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2400 Personnel	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Engaged Partners and Communities

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2005 Veterans Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2255 School and District Performance Report Criteria	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2330 Rights of Parents of TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable

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Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2370 Complaint Procedures	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Safe & Inclusive Schools

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2045 Substance Use Prevention and Intervention Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2205 Policies on Reporting of Child Abuse	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2210 Anabolic Steroids and Performance Enhancing Substances	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2215 Safety of School Sports – Concussions	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2220 Health Services	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2223 Healthy and Safe Schools Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2225 Emergency Plans and Safety Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable

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Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2230 Asbestos Management Plans	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2267 Annual Report on Restraint and Seclusion	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2308 Agreements Entered Into with Voluntary Organizations	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2310 Equal Education Opportunities	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2312 Every Student Belongs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2345 Auxiliary Services	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2510 Suicide Prevention Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2515 Menstrual Dignity for Students	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Committed and Supportive Staff

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2405 Personnel Policies	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2410 Teacher and Administrator Evaluation and Support	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2415 Core Teaching Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2420 Educational Leadership - Administrator Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable

DIVISION 22 STANDARDS

Rules at a Glance

2024-2025 School Year Compliance

The rule summaries included in this document are intended to provide a broad overview of the scope of specific rules. Consult the text of the OAR (linked in the left column for each rule) for the specific requirements.

Rule Number & Title	Summary
*New Rules/Requirements for reporting on the 2024-25 SY are highlighted in yellow	* Changes and waivers for 2024-25 are in italics and highlighted in yellow
**New Rules/Requirements for implementation in the 2025-26 SY are highlighted in blue	**Changes for 2025-26 are in italics and highlighted in blue
High-Quality Learning Experiences for All Students	
581-022-2000 Diploma Requirements	All requirements for a standard diploma. <i>Credit requirements for students graduating on or after January 1, 2027 include 0.5 credit in Personal Financial Education and 0.5 credit in Higher Education & Career Path Skills.</i>
* 581-022-2010 Modified Diploma	All requirements for the Modified Diploma. <i>*New requirements: Annually provide parents information about diploma availability and requirements, and disclosure about certificates of attendance. On-site access to all courses required for a diploma at all high schools.</i> <i>Credit requirements for students graduating on or after January 1, 2027 include 0.5 credit in Personal Financial Education and 0.5 credit in Higher Education & Career Path Skills.</i>
* 581-022-2015 Extended Diploma	All requirements for the Extended Diploma. <i>*New requirements: Annually provide parents information about diploma availability and requirements, and disclosure about certificates of attendance. On-site access to all courses required for a diploma at all high schools.</i>
* 581-022-2020 Certificate of Attendance	All requirements for the Certificate of Attendance. <i>*New requirements: Annually provide parents information about diploma availability and requirements, and</i>

<p style="text-align: center;">Rule Number & Title</p> <p><i>*New Rules/Requirements for reporting on the 2024-25 SY are highlighted in yellow</i></p> <p><i>**New Rules/Requirements for implementation in the 2025-26 SY are highlighted in blue</i></p>	<p style="text-align: center;">Summary</p> <p><i>* Changes and waivers for 2024-25 are in italics and highlighted in yellow</i></p> <p><i>**Changes for 2025-26 are in italics and highlighted in blue</i></p>
	<p><i>disclosure about certificates of attendance. On-site access to all courses required for a diploma at all high schools.</i></p>
<p>581-022-2050 Human Sexuality Education</p>	<p>Districts must plan for and implement a K-12 comprehensive sexuality education program that meets the Health Education Standards, including providing instruction on child abuse prevention, healthy relationships, and healthy sexuality.</p>
<p>581-022-2055 Career Education</p>	<p>Districts must have a K–12 Career Education plan developed in conjunction with the Comprehensive School Counseling Program and embedded within the district’s overall curriculum.</p>
<p>581-022-2263 Physical Education Requirements</p>	<p>Grade level time requirements for PE instruction.</p> <ul style="list-style-type: none"> ● K-5 requirement: 150 minutes/week (4 day week = 120 minutes). Students shall participate in PE instruction each week throughout the entire school year. ● 6-8 requirement: 150 minutes/week, averaged over the course of the entire school year (4 day week = 120 minutes average). Must be taught by a licensed PE teacher.
<p>581-022-2340 Media Programs</p>	<p>Provides guidelines for a cohesive K-12 media program, including expectations around facilities and materials, staffing, program development, instructional goals, and program maintenance.</p> <p>Staffing Guidelines: at minimum, a district must employ a classified employee to oversee and maintain the media program at each school site. Ideally, the district would have a certificated media specialist overseeing the program. If a certificated media specialist is not employed by the district, the district may consult with Jennifer Maurer, the School Library Consultant at the State Library of Oregon, and should either consult with the local ESD, or a local public librarian to assist with program development, implementation, and maintenance.</p>
<p>581-022-2350 Independent Adoptions of Instructional Materials</p>	<p>Requirements for conducting an independent adoption of instructional materials. Districts that use digital content as core curriculum for a course of study or any part thereof must complete an independent adoption of the digital instructional materials.</p>
<p>581-022-2355 Instructional Materials Adoption</p>	<p>Districts must follow the adoption cycle established by the State Board of Education and provide free and appropriate instructional materials that meet the NIMAS guidelines.</p>

Rule Number & Title	Summary
<p>*New Rules/Requirements for reporting on the 2024-25 SY are highlighted in yellow</p> <p>**New Rules/Requirements for implementation in the 2025-26 SY are highlighted in blue</p>	<p><i>* Changes and waivers for 2024-25 are in italics and highlighted in yellow</i></p> <p><i>**Changes for 2025-26 are in italics and highlighted in blue</i></p>
<p>581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials</p>	<p>Postponement of instructional materials adoption, based on the state adoption cycle, requires an application to the State.</p>
<p>581-022-2440 Teacher Training Related to Dyslexia</p>	<p>School districts must ensure that at least one kindergarten through grade five teacher in each kindergarten through grade five school has received training related to dyslexia. The training must be from the Department's approved list. A waiver may be obtained using the process outlined in OAR 581-002-1810.</p>
<p>581-022-2500 Programs and Services for TAG Students</p>	<p>Written plan required. Must include identification process, services, district philosophy and goals, description of nature of services to meet goals, and evaluation plan. Districts must post the plan on their district website using the template provided by ODE. Student plans must address level and rate of learning. District TAG contact information must be reported to ODE annually. Other rule requirements defined.</p>
<p>581-022-2505 Alternative Education Programs</p>	<p>Policies and procedures relative to alternative education programs (district operated and private contracted) 37</p>
<p>Aligned and Focused Educational Systems</p>	
<p>581-022-2025 Credit Options</p>	<p>Elective or content credit may be earned based on mastery of recognized standards, competencies and skills.</p>
<p>*581-022-2030 District Curriculum</p>	<p>Outlines all required components of a district's planned K–12 instructional program.</p> <p><i>*New requirements for 2024-25: a planned K-12 instructional program for Social and Emotional Learning; a planned 9-12 instructional program which includes the Personal Financial Education and Higher Education and Career Path Skills content standards.</i></p>
<p>581-022-2060 Comprehensive School Counseling</p>	<p>Comprehensive district and school counseling program at each school based on Oregon's Framework for Comprehensive School Counseling Programs to support the academic, career, social-emotional and community involvement development of every student. Education and career plan and profile for all students in grades 7-12, that builds upon itself each year. Annual review of the district and each schools' comprehensive counseling program.</p>

Rule Number & Title	Summary
<p><i>*New Rules/Requirements for reporting on the 2024-25 SY are highlighted in yellow</i></p> <p><i>**New Rules/Requirements for implementation in the 2025-26 SY are highlighted in blue</i></p>	<p><i>* Changes and waivers for 2024-25 are in italics and highlighted in yellow</i></p> <p><i>**Changes for 2025-26 are in italics and highlighted in blue</i></p>
<p><u>**581-022-2100 Administration of State Assessments</u></p>	<p>Definitions and policies related to Test Administration.</p> <p><i>**New for 2025-26:</i></p> <ul style="list-style-type: none"> • <i>Added SEED Survey as required OSAS component</i> • <i>Added mention of ELPA Screener as required OSAS component (not a new requirement, just making the rule more complete)</i> • <i>Added clarification that districts must abide by ODE decisions regarding student test records</i>
<p><u>581-022-2110 Exception of Students with Disabilities from State Assessments</u></p>	<p>Applies to students with disabilities with an IEP or a Section 504 plan. States that a public entity cannot exempt a student from state testing, unless the parent has made a request for exemption.</p>
<p><u>581-022-2115 Assessment of Essential Skills</u></p>	<p><i>*Waiver – Assessment of Essential Skills graduation requirement is waived for students graduating through the 2027-28 school year. See section (22) of the rule.</i></p> <p>Section 2: Local Performance Assessment requirement is not waived. Policies governing the Assessment of Essential Skills, including diploma requirements and local performance assessments. One work sample per grade must be provided to students in grades 3-8 and one offered in high school, using Official State Scoring Guides, in the following areas: writing, speaking, math problem-solving, and scientific inquiry; or, comparable measure adopted by the district. Also defines Assessment of Essential Skills Review Panel (AESRP) policies/practices.</p>
<p><u>581-022-2120 Essential Skill Assessments for English Language Learners</u></p>	<p><i>*Waiver – This policy requirement relating to Assessment of Essential Skills graduation requirements is waived through the end of the 2027-28 school year. See section (4) of the rule.</i></p> <p>Districts must adopt a policy delineating whether a student may demonstrate proficiency in the student's language of origin.</p>
<p><u>581-022-2130 Community Informed Information Gathering Process at Kindergarten</u></p>	<p>Volunteer school districts will pilot a Family Conversation where an educator and family meet at the start of kindergarten. The ultimate goal is to begin the process of developing meaningful relationships between educators and families while also collecting information about children's experiences prior to kindergarten to address programs and policy at all levels.</p> <p><i>*Districts will not be required to report on this rule until the pilot has concluded and the new</i></p>

<p>Rule Number & Title</p> <p><i>*New Rules/Requirements for reporting on the 2024-25 SY are highlighted in yellow</i></p> <p><i>**New Rules/Requirements for implementation in the 2025-26 SY are highlighted in blue</i></p>	<p>Summary</p> <p><i>* Changes and waivers for 2024-25 are in italics and highlighted in yellow</i></p> <p><i>**Changes for 2025-26 are in italics and highlighted in blue</i></p>
	<p><i>Community Informed Information Gathering Process is being implemented statewide.</i></p>
<p>581-022-2250 District Improvement Plan</p>	<p>Definitions and guidelines for requirements for district CIP. Must be done once every 4 years, unless there are substantial changes, which are defined in the Standard. Community input and evaluation of the plan are critical components.</p>
<p>581-022-2260- Records and Reports</p>	<p>Requirements for filing state records and reports; maintaining student records and policy for Student Activity Funds.</p>
<p>581-022-2265 Report on PE Data</p>	<p>Provide data to ODE annually on PE minutes, as well as physical capacity and facilities.</p>
<p>581-022-2300 Standardization</p>	<p>Outlines methods of verifying compliance with Division 22 standards.</p>
<p>581-022-2305 District Assurances of Compliance with Public School Standards</p>	<p>Requirements for annual Division 22 Standards assurances process: make report to board in September or October, report to ODE by November 15, post community report on district website.</p>
<p>581-022-2315 Special Education for Children with Disabilities</p>	<p>Mandates a district provide an educational program to serve eligible students with disabilities in accordance with all applicable OARs.</p>
<p>581-022-2320 Required Instructional Time</p>	<p>Requirements for instructional time in grades K-12: Grade 12 — 966 hours; Grades 9–11 — 990 hours; and Grades K–8 — 900 hours.</p> <p>For specific information related to instructional time requirements for online and remote learning models, refer to the Online and Remote Learning Guidance.</p>
<p>581-022-2325 Identification of Academically Talented and Intellectually Gifted Students</p>	<p>Requirements for TAG identification. Use of local norms and percentile thresholds are determined at the district level. Person who is responsible for identification must be trained in accordance with the identification requirements.</p>
<p>581-022-2335 Daily Class Size</p>	<p>Must maintain class sizes that promote effective practices consistent with expected outcomes.</p>

Rule Number & Title	Summary
<p><i>*New Rules/Requirements for reporting on the 2024-25 SY are highlighted in yellow</i></p> <p><i>**New Rules/Requirements for implementation in the 2025-26 SY are highlighted in blue</i></p>	<p><i>* Changes and waivers for 2024-25 are in italics and highlighted in yellow</i></p> <p><i>**Changes for 2025-26 are in italics and highlighted in blue</i></p>
<p>581-022-2400 Personnel</p>	<p>All teachers, specialists and administrators employed must be licensed</p>
<p>581-022-2445 Universal Screenings for Risk Factors of Dyslexia</p>	<p>School districts must universally screen for risk factors of dyslexia in kindergarten, and for students entering Oregon schools for the first time in first grade, using a screening test that is on the <u>Department's approved list</u>. Districts may select a tool not on the approved list through a petition process outlined in the rule. If a student shows risk factors for reading difficulties, school districts must screen for a family history of difficulty in learning to read.</p>
<p>Engaged Partners and Communities</p>	
<p>581-022-2005 Veterans Diploma</p>	<p>Basic information regarding the requirement to offer Veterans Diploma.</p>
<p>581-022-2255 School and District Performance Report Criteria</p>	<p>Definitions and required components of state-provided district and school report cards. School districts must make a copy of the state-provided district and school report available to parent(s) or guardian(s) by 1/15. They may be mailed, sent electronically, or posted on the school or district website.</p>
<p>581-022-2270 Individual Student Assessment, Recordkeeping and Reporting</p>	<p>Includes requirements that districts establish proficiency-related assessment and grading systems. Requires that information on academic progress be reported to both teachers and parents or guardians.</p>
<p>**581-022-2307 Educational Equity Advisory Committees</p> <p>D22 reporting for the 2024-25 SY is only required for school districts with an average daily membership (ADM) of 10,000 or more.</p>	<p>Requires that districts establish a committee composed of parents, employees, students and community members to be selected by the school board and superintendent; outlines guidelines for member selection and the duties of the committee.</p> <p><i>**For school districts with an average daily membership (ADM) of less than 10,000, the school district is required to first convene an educational equity advisory committee by September 15, 2025.</i></p>
<p>581-022-2330 Rights of Parents of TAG Students</p>	<p>Parent right to notification at time of identification regarding services and programs offered, opportunity to provide input on their child's plan. Parents may opt their student out at any time.</p>
<p>581-022-2370 Complaint Procedures</p>	<p>Each district must have a written complaint policy describing the process; must be linked on website.</p>

Rule Number & Title	Summary
<p>*New Rules/Requirements for reporting on the 2024-25 SY are highlighted in yellow</p>	<p>* Changes and waivers for 2024-25 are in italics and highlighted in yellow</p>
<p>**New Rules/Requirements for implementation in the 2025-26 SY are highlighted in blue</p>	<p>**Changes for 2025-26 are in italics and highlighted in blue</p>
<p>*581-022-2045 Substance Use Prevention and Intervention Plan</p>	<p><i>*Updated requirements for 2024-25: Requires a written comprehensive plan for substance use prevention and intervention. Includes K-12 substance use prevention education that meets the Health Education Standards; requires a minimum of 1 ODE Opioid Prevention Education lesson in grades 6, 7, and 8 and once in High School. The plan must also include: school policies and procedures on substance use; resources and referral processes; and training and procedures for staff.</i></p>
<p>581-022-2205 Policies on Reporting of Child Abuse</p>	<p>School Boards must adopt policies on Child Abuse Reporting. Outlines all requirements that the policy must include.</p>
<p>581-022-2210 Anabolic Steroids and Performance Enhancing Substances</p>	<p>Includes training requirements for coaches and athletic directors and utilization of evidence-based programs, e.g. ATLAS and ATHENA.</p>
<p>581-022-2215 Safety of School Sports– Concussions</p>	<p>Definitions and policies for athletic participation, including training requirements.</p>
<p>581-022-2220 Health Services</p>	<p>Policies/practices that govern district health programs and services. Requires districts to have a prevention-oriented health services plan for all students that includes:</p> <ul style="list-style-type: none"> ● a school-level communicable disease prevention and response plan ● services for all students, including those who are medically fragile, complex, and nursing dependent ● a process to assess student health needs, including availability of a nurse for assessment ● guidelines for the management of students' health needs across their school day, including in transit to and during school-sponsored activities ● availability of staffed and equipped health care space ● health screenings (hearing, vision, and dental) ● medication administration ● and medical emergency response for each building. <p>Establishes a first aid/CPR/AED staff ratio of 1:60 and requires all contracted health services to be comprehensive, medically accurate, and inclusive.</p>

<p align="center">Rule Number & Title</p> <p><i>*New Rules/Requirements for reporting on the 2024-25 SY are highlighted in yellow</i></p> <p><i>**New Rules/Requirements for implementation in the 2025-26 SY are highlighted in blue</i></p>	<p align="center">Summary</p> <p><i>* Changes and waivers for 2024-25 are in italics and highlighted in yellow</i></p> <p><i>**Changes for 2025-26 are in italics and highlighted in blue</i></p>
<p>581-022-2223 Healthy and Safe Schools Plan</p>	<p>Regulations for establishing and updating HASS Plans, annual statements/final test results re: lead in water tested as per ODE schedule outlined in the HASS plan.</p>
<p>581-022-2225 Emergency Plans and Safety Programs</p>	<p>Requirements for Emergency and Safety Plan, which includes staff and student safety training. Procedure for Accident Reports. Required drills for fire, earthquake, lockdown, lockout, shelter in place, and evacuation.</p>
<p>581-022-2230 Asbestos Management Plans</p>	<p>Asbestos Management Plan requirements. Training requirement for custodial and maintenance staff-OSHA.</p>
<p>581-022-2267 Annual Report on Restraint and Seclusion</p>	<p>Public education programs must submit an annual report completed via the ODE Restraint and Seclusion Incidents Data Collection and the ODE Seclusion Rooms Data Collection. Reports must be available at the local level, including on the district website.</p>
<p>581-022-2308 Agreements Entered Into with Voluntary Organizations</p>	<p>Requires adoption of a policy governing participation in a voluntary organization that administers interscholastic activities. Voluntary organization must adopt and implement policies prohibiting discrimination, maintain a complaint process with sanctions, and administer an annual survey.</p>
<p>581-022-2310 Equal Education Opportunities</p>	<p>Policies regarding Equal Opportunity and prohibition of harassment, intimidation, bullying, and cyberbullying</p>
<p>581-022-2312 Every Student Belongs</p>	<p>Requires adoption of a policy that (among other things) prohibits the use or display of hate symbols, establishes procedures for addressing bias incidents. Districts that sponsor public charter schools are also assuring their charter schools have adopted the appropriate policy.</p>
<p>581-022-2345 Auxiliary Services</p>	<p>Compliance with statute and rules regarding transportation, food, custodial, facilities, equipment and materials services.</p>
<p>581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses</p>	<p>Compliance with OAR 581-021-0511</p>
<p>581-022-2510 Suicide Prevention Plan</p>	<p>Requires adoption of a policy and plan for suicide prevention for students in K-12. The plan must include:</p>

<p>Rule Number & Title</p> <p><i>*New Rules/Requirements for reporting on the 2024-25 SY are highlighted in yellow</i></p> <p><i>**New Rules/Requirements for implementation in the 2025-26 SY are highlighted in blue</i></p>	<p>Summary</p> <p><i>* Changes and waivers for 2024-25 are in italics and highlighted in yellow</i></p> <p><i>**Changes for 2025-26 are in italics and highlighted in blue</i></p>
	<ol style="list-style-type: none"> 1. Procedures for prevention, intervention, postvention, and reentry into school after an event. 2. Identified school/district designee and flowchart for referrals 3. Procedure to request a review of response. 4. Equity and racial equity centered procedures to support youth who are at high risk of suicide, specifically youth from historically and currently underserved communities 5. Staff training plan in suicide prevention 6. Plans must be publicly available and posted on district website.
<p>581-022-2515 Menstrual Dignity for Students</p>	<p>Requires free and accessible menstrual products (tampons and pads) in every school bathroom K-12, instructions on use of menstrual products within bathrooms, and Menstrual Health education in the classroom as part of the health and sexuality education program.</p>
<p>Committed and Supportive Staff 43</p>	
<p>581-022-2405 Personnel Policies</p>	<p>District must adopt personnel policies that include: Affirmative action, staff development, Equal Employment Opportunity, Evaluation Procedures, Employee Communication System, release of information in employee file for anyone convicted of a crime under ORS 342.143. Includes requirements for bonded employees.</p>
<p><i>**</i>581-022-2410 Teacher and Administrator Evaluation and Support</p>	<p>Districts must establish local teacher and administrator evaluation systems aligned to the requirements in the Oregon Framework for Teacher and Principal Evaluation and Support.</p> <p><i>**By September 30, 2027, districts must align administrator evaluations to the updated standards.</i></p>
<p>581-022-2415 Core Teaching Standards</p>	<p>Core teaching standards must be used to evaluate teachers. There are 10 standards in the following 4 categories:</p> <ol style="list-style-type: none"> 1. The Learner and Learning. 2. Content 3. Instructional Practice 4. Professional Responsibility
<p><i>**</i>581-022-2420 Educational Leadership - Administrator Standards</p>	<p>Administrators must be evaluated on adopted leadership standards aligned with the Professional Standards for Educational Leadership:</p>

<p style="text-align: center;">Rule Number & Title</p> <p><i>*New Rules/Requirements for reporting on the 2024-25 SY are highlighted in yellow</i></p> <p><i>**New Rules/Requirements for implementation in the 2025-26 SY are highlighted in blue</i></p>	<p style="text-align: center;">Summary</p> <p><i>* Changes and waivers for 2024-25 are in italics and highlighted in yellow</i></p> <p><i>**Changes for 2025-26 are in italics and highlighted in blue</i></p>
	<ol style="list-style-type: none"> 1. <i>Mission, Vision, and Core Values</i> 2. <i>Ethics and Professional Norms</i> 3. <i>Equity and Cultural Responsiveness</i> 4. <i>Curriculum, Instruction, and Assessment</i> 5. <i>Community of Care and Support for Students</i> 6. <i>Professional Capacity of School Personnel</i> 7. <i>Professional Community for Teachers and Staff</i> 8. <i>Meaningful Engagement of Families and Community</i> 9. <i>Operations and Management</i> 10. <i>School Improvement</i> <p><i>**The Professional Standards for Educational Leadership are the same standards used by the Teacher Standards and Practices Commission for administrator licensure. These standards have more specific, detailed language and a greater focus on key issues such as equity, talent development, leadership capacity, and instructional leadership. Districts must align administrator evaluations to the updated standards by September 30, 2027.</i></p>



2025 Division 22 Standards School Board FAQ

This FAQ is intended to provide answers to the questions that local school board members frequently ask during districts' Division 22 Standards assurances reports. District leaders can use this document to prepare for their presentation or to provide responses to questions posed by board members during the meeting or in a follow-up. Any questions about this FAQ can be directed to [Susan Payne](#), ODE's Education Standards and Systems Specialist.

1. What is the local school board's responsibility with regard to district compliance with the Division 22 Standards?

The Division 22 Standards assurance process is a combined local and state accountability model that acknowledges the importance of the local school board (which has broad-ranging authority under Oregon's local control model) as well as direct reporting to ODE.

[OAR 581-022-2305 District Assurances of Compliance with Public School Standards](#) requires that the district share its annual report on compliance with the community on or before November 1, by presenting the report to the school board of the district in an oral presentation at an open public meeting, allowing for public comment, and by posting the report on the district's webpage. The item may not be included on the consent agenda.

2. Does the board need to take action on the Division 22 report after it has been presented?

OAR 581-022-2305 does not require the local school board to officially accept or approve the district's assurances. A board may adopt a district policy that requires such action.

3. Does the opportunity for public comment have to be specific to the Division 22 report or does a more general opportunity for public comment meet the requirement?

The standard public comment process for an open, public meeting meets the requirement.

4. What is the penalty or consequence if the district is out of compliance with one or more of the standards?

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

5. Is there a consequence if we don't meet a standard two or more years in a row?



If a district is unable to complete corrective action before the beginning of the next school year, the ODE Deputy Superintendent may grant an extension of up to 12 months. If the district fails to come back in compliance following an approved extension, the Deputy Superintendent may withhold funds.

6. Does ODE ever check to make sure we are in compliance?

Prior to the deadline for completing corrective action, ODE requests verification from districts that they have followed and completed their approved plans. Typically, the request is for a brief update outlining the actions the district has taken to come into compliance; however, ODE may request that the district submit evidence. While desk audits and site visits were done in the past, currently ODE does not have the staff capacity to perform this type of comprehensive compliance monitoring for all of the standards in Division 22. Individual program staff may conduct their own audits and reach out to provide technical assistance on a specific rule or requirements.

7. Why is the district reporting on compliance for the previous school year? Shouldn't we be reporting on current compliance?

For many of the rules, it's not possible to know whether the district was in compliance or not until the close of the school year. The instructional time rule is a good example. A district may have a planned calendar and schedule that meets the minimum number of hours of instructional time, but closures from inclement weather or other unplanned events might result in the district not meeting the required minimum by the end of the year. So, we report on the previous year to ensure that the report is accurate. ODE recommends that districts inform their local board if the current compliance status differs from what is being reported for the previous year and to put a corrective action plan in place as soon as possible.

8. Does ODE only require districts to report on a subset of the standards each year?

Districts are required to report on all rules set forth in Oregon Administrative Rules Chapter 581, Division 22, with the following exceptions:

- rules that have been waived by the State Board of Education
- rules that are out of date but have not yet been removed from the Division (e.g. OAR 581-022-0107 Operational Plans for the 2022-23 School Year)
- rules that do not currently require action (e.g. OAR 581-022-2130 Community Informed Information Gathering Process at Kindergarten).

9. Why are the Essential Skills rules waived? Is this waiver specific to our district or is it statewide?



The Essential Skills assessment requirements for graduation were initially waived for graduates beginning in 2020 due to the pandemic. This statewide waiver was extended through the end of the 2027-28 school year by the State Board of Education in response to the 2022 report mandated by Senate Bill 744 (2021) on Oregon’s graduation requirements (entitled [Community-Informed Recommendations for Equitable Graduation Outcomes](#)), in which ODE recommended replacing the assessment of essential skills graduation requirement with an alternative accountability measure(s). The legislature has not yet taken action on this recommendation. Section 2 of the Essential Skills rule, which is the local performance assessment requirement, remains in effect and districts must report on compliance with this section.

10. How is the 2025 Accountability Act going to impact Division 22?

[Senate Bill 141](#) (2025)—known as the 2025 Education Accountability Act— calls for a reimagined accountability system that emphasizes partnership, shared accountability, student outcomes, equity, transparency, and streamlined state oversight. In direct response to SB 141, ODE has developed an [Accountability Implementation Action Plan](#) to fulfill the statutory requirements of the bill and to drive meaningful, lasting improvements across Oregon’s education system. One of the four workstreams outlined in ODE’s Accountability Implementation Action Plan focuses on streamlining reporting. The first outcome identified for this workstream is to align reporting to the five Priorities for Student Success as identified in [Oregon’s Reimagined Accountability Framework](#) (pg. 3), and this year’s assurances report has been redesigned to meet this goal. The second identified outcome is to streamline processes for gathering information from school districts and other education partners. While work at ODE is underway to streamline reporting processes by 2027-28, at this time, the only significant change to the Division 22 Standards Assurance process for November 2025 is the updated organizational structure of the standards.

The bill also requires that “The Department of Education shall contract with a public or private entity to review the administrative rule requirements that must be met for a school district to be considered standard” and to identify:

- Standards that best support student outcomes and that should be prioritized by the department and districts
- Standards that make less significant contributions to the support of student outcomes and can be removed
- Effective methods for enforcing whether a district is standard.

ODE will submit a legislative report based on this review by December 15, 2026, which could result in future changes to the scope of the standards and methods of enforcement.

Other district specific questions board members often ask include:

- How long does it take to create this report?



- What is the process you go through to know if the district is in compliance? What evidence do you collect?



North Santiam School District 29J

Serving Lyons, Mehama, Stayton, and Sublimity

MEMORANDUM

TO: North Santiam SD Board of Directors

FROM: Rhonda Allen, Director of Business and Fiscal Services

DATE: October 10, 2025

SUBJECT: September 30, 2025, Financial Statements

Attached for your review are the financial statements for the 2025-26 fiscal year, covering the period through September 30, 2025.

Key Highlights:

- **General Fund:** The statements include both actual revenues and expenditures from July 1, 2025, to September 30, 2025, and projections through June 30, 2026.
 - The projected General Fund Ending Fund Balance is \$2,767,005.
 - Contingency and Unappropriated Ending Fund Balance equal \$1,420,716.
 - Please note that the projected beginning fund balance is based on unaudited figures.
- **Investments:** The district's investments, held in the Local Government Investment Pool, total \$17,072,817 and yielded a return of 4.60% through September 30, 2025.
- **Cash Flow:** The district's cash flow projection for all funds through June 30, 2026 is \$12,662,462.
- **Update on Potential Reduction Options for the Oregon Department of Education:** The Oregon Department of Education must prepare three separate potential reduction options across fund types as follows:
 - Request:
 - General Fund: 5% reduction, presented in 2.5% increments
 - Other Funds / CAT-Funded Programs: 5% reduction, presented in 2.5% increments
 - State School Fund: 5% reduction, presented in smaller increments (approximately 1%)
 - Timeline:
 - October 17: Draft options due to the Department of Administrative Services (DAS)
 - November 3: Final options due to the Legislative Fiscal Office (LFO)
 - November 17-19: Presentation to the Legislature on reduction scenarios
 - February 2026: Legislature to consider statewide rebalancing decisions

We are actively tracking potential budget cuts and will provide ongoing updates to the Board of Directors.

1155 N 3rd Ave, Stayton, Oregon 97383

P: 503.769.6924 F: 503.769.3578

www.nssd29j.org ~ communications@nsantiam.k12.or.us



North Santiam School District 29J

Serving Lyons, Mehama, Stayton, and Sublimity

The financial packet includes the following statements:

- 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 Fiscal Year
- Grant Funds and Special Revenue Funds
- Debt Service Statement

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

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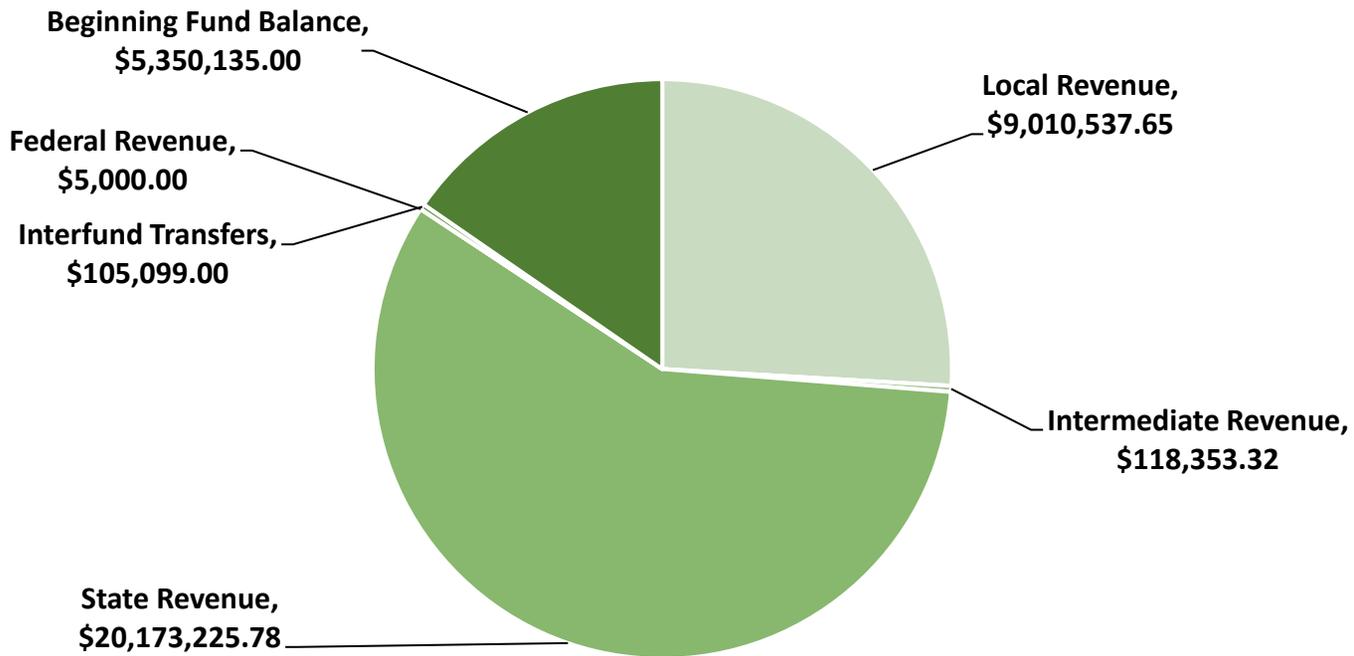
GENERAL FUND
 STATEMENT OF BUDGET REVENUE VS. ACTUAL

	2025-26 Budget	Actual YTD Rev. 9/30/2025	Projected Revenue 6/30/2026	Total Estimated 2025-26
1000 Revenue From Local Sources				
1111 Current Year's Taxes	7,908,600	-	8,066,772	8,066,772
1112 Prior Year's Taxes	141,225	16,908	121,492	138,401
1114 Payments in Lieu of Property Taxes	20,175	-	-	-
1510 Interest on Investments	500,000	188,249	436,751	625,000
1700 Fees	23,500	5,931	16,395	22,325
1910 Rentals	8,000	-	8,000	8,000
1960 Recovery of Prior Year Funds	-	40	-	40
1980 Fees Charged to Grants	140,000	-	140,000	140,000
1990 Miscellaneous	5,000	5,493	4,507	10,000
Total Revenue From Local Sources	\$ 8,746,500	216,621	8,793,917	9,010,538
2000 Revenue from Intermediate Sources				
2101 County School Funds	19,500	-	19,500	19,500
2102 General Education Service District Funds	97,000	-	97,000	97,000
2800 Revenue in Lieu of Taxes	-	1,853	-	1,853
Total Revenue from Intermediate Sources	\$ 116,500	1,853	116,500	118,353
3000 Revenue From State Sources				
3101 State School Fund—General Support	19,555,653	6,536,713	13,072,321	19,609,034
3103 Common School Fund	290,645	-	289,192	289,192
3104 State Managed County Timber	100,000	-	100,000	100,000
3107 State School Fund High Cost Disability	175,000	-	175,000	175,000
Total Revenue From State Sources	\$ 20,121,298	6,536,713	13,636,513	20,173,226
4000 Revenue From Federal Sources				
4801 Federal Forest Fees	5,000	-	5,000	5,000
Total Revenue From Federal Sources	\$ 5,000	-	5,000	5,000
5000 Revenue From Other Sources				
5200 Interfund Transfers	105,099	-	105,099	105,099
5400 Beginning Fund Balance**	4,800,000	-	5,350,135	5,350,135
Total Revenue From Other Sources	\$ 4,905,099	-	5,455,234	5,455,234
Total Resources	\$ 33,894,397	\$ 6,755,187	\$ 28,007,163	34,762,350.75
Unaudited Numbers**		Less Estimated Requirements		\$ 30,574,630
		Estimated Ending Fund Balance		\$ 4,187,721
		Less Contingency & UEFB		\$ 1,420,716
		Estimated Ending Fund Balance		\$ 2,767,005

GENERAL FUND
REVENUE PROJECTIONS

Funding Source	Budget	Actuals	Projected	Total Estimated
Local Revenue	\$8,746,500.00	\$216,620.93	\$8,793,916.72	\$9,010,537.65
Intermediate Revenue	\$116,500.00	\$1,853.32	\$116,500.00	\$118,353.32
State Revenue	\$20,121,298.00	\$6,536,713.00	\$13,636,512.78	\$20,173,225.78
Federal Revenue	\$5,000.00	\$0.00	\$5,000.00	\$5,000.00
Interfund Transfers	\$105,099.00	\$0.00	\$105,099.00	\$105,099.00
Beginning Fund Balance	\$4,800,000.00	\$0.00	\$5,350,135.00	\$5,350,135.00

GENERAL FUND REVENUE
PROJECTED



GENERAL FUND
STATEMENT OF BUDGET EXPENDITURES VS. ACTUAL

Expenditure Functions	2025-26 Budget	Actual YTD EXP 9/30/2025	Projected Expenditures 6/30/2025	Total Estimated 2025-26	(Over)/ Under Budget
1000 Instruction					
1111 Elementary, K-5 or K-6	5,909,356	487,716	4,880,579	5,368,295	541,061
1120 AVID Instruction	5,900	-	2,726	2,726	3,174
1121 Middle/Junior High Programs	3,074,165	254,426	2,676,422	2,930,847	143,318
1122 Middle/Junior High School Extracurricular	171,715	24,844	154,375	179,219	(7,504)
1131 High School Programs	3,500,371	275,088	2,878,225	3,153,313	347,058
1132 High School Extracurricular	798,147	129,071	628,951	758,022	40,125
1220 Restrictive Pgms for Students w/Disabilities	2,291,917	178,048	1,933,577	2,111,625	180,292
1223 Transitions	500	-	500	500	
1250 Programs for Students w/Severe Disabilities	1,271,860	99,239	1,280,311	1,379,550	(107,690)
1271 Remediation	604,205	50,064	542,057	592,121	12,084
1272 Title I-A	104,547	6,078	103,696	109,774	(5,227)
1281 Alternative Education High School	124,000	1,509	126,921	128,430	(4,430)
1285 District Options Academy	535,089	63,533	471,556	535,089	-
1291 English Second Language Programs	766,430	65,268	607,695	672,963	93,467
1292 Teen Parent Program	6,100	-	-	-	6,100
1460 Summer School, Middle/Jr High	800	-	-	-	800
Total Instruction	\$ 19,165,102	\$ 1,634,883	\$ 16,287,591	\$ 17,922,474	\$ 1,242,628
2000 Support Services					
2115 Student Safety	109,807	14,887	67,469	82,356	27,451
2120 Guidance Services	222,291	24,313	190,346	214,659	7,632
2134 Nurse Services	229,112	76,699	187,303	264,002	(34,890)
2139 Other Health Services	4,800	-	4,013	4,013	787
2142 Psychological Testing Services	3,000	1,258	1,742	3,000	-
2143 Behavior Specialists	-	7,839	86,215	94,054	
2152 Speech Pathology Services	134,852	8,506	126,167	134,674	178
2190 Service Direction, Student Support Services	352,021	89,871	307,945	397,816	(45,795)
2211 Teaching and Learning Service Area Direction	305,219	128,992	378,943	507,935	(202,716)
2213 Curriculum Development	132,150	15,427	25,262	40,689	91,461
2219 Other Improvement of Instruction Svcs	139,746	5,570	67,144	72,714	67,032
2220 Educational Media Services	315,092	38,560	279,799	318,359	(3,267)
2240 Instructional Staff Development	50,045	3,317	34,206	37,523	12,522
2310 Board of Education Services	130,575	21,544	93,262	114,807	15,768
2320 Executive Administration Services	575,400	112,167	482,434	594,601	(19,201)
2410 Office of the Principal Services	3,188,190	628,304	2,385,945	3,014,249	173,941
2510 Direction of Business Support Services	232,284	59,701	164,592	224,293	7,991
2520 Fiscal Services	427,127	117,879	301,843	419,723	7,404
2528 Risk Management Services	394,178	465,475	-	465,475	(71,297)
2541 Maintenance & Facilities Service Area Direction	278,399	73,532	210,451	283,983	(5,584)
2542 Care and Upkeep of Buildings Services	2,781,655	571,826	1,774,793	2,346,619	435,036
2543 Care and Upkeep of Grounds Services	171,414	39,903	86,658	126,560	44,854
2549 Other Operation and Maintenance Services	11,168	2,824	8,579	11,403	(235)
2550 Student Transportation Services	1,405,777	64,915	1,152,236	1,217,151	188,626

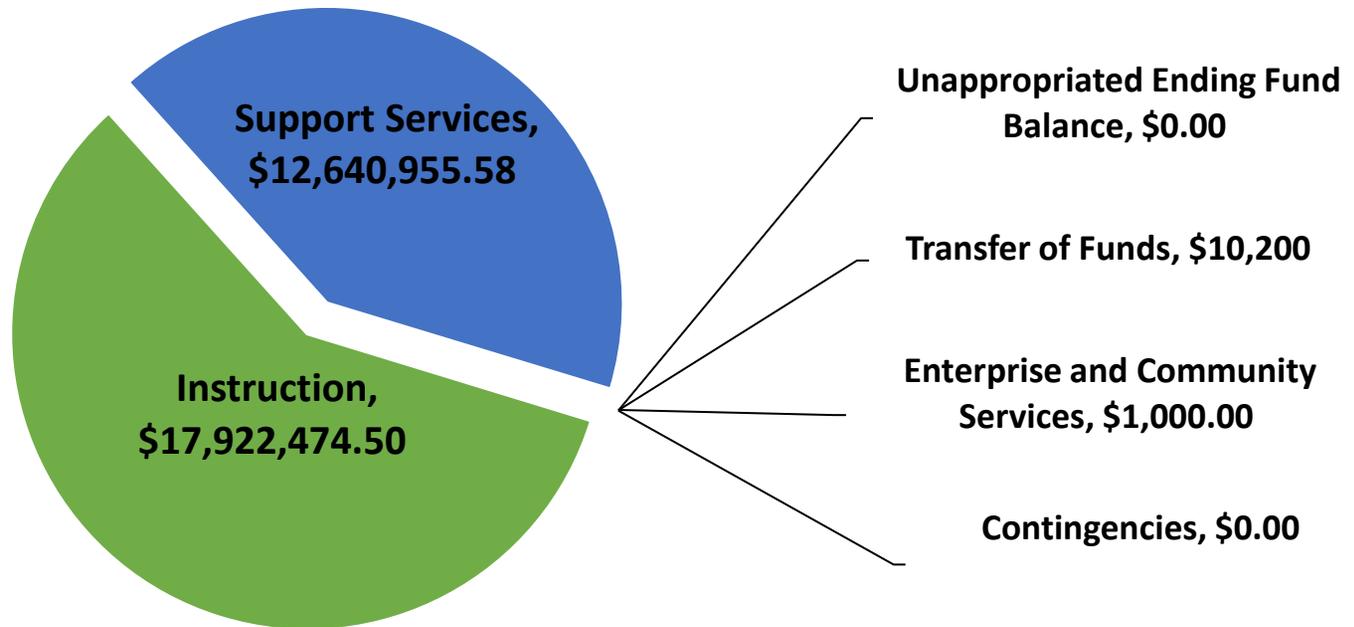
GENERAL FUND
STATEMENT OF BUDGET EXPENDITURES VS. ACTUAL

Expenditure Functions	2025-26 Budget	Actual YTD EXP 9/30/2025	Projected Expenditures 6/30/2025	Total Estimated 2025-26	(Over)/ Under Budget
2558 Special Education Transportation Services	250,000	7,424	377,043	384,467	(134,467)
2630 Information Services	79,381	13,517	69,260	82,777	(3,396)
2640 Staff Services	261,032	72,985	175,680	248,665	12,367
2641 Human Resources Service Area Direction	234,436	64,887	177,547	242,435	(7,999)
2660 Technology Services	878,228	321,690	370,264	691,954	186,274
Total Support Services	\$ 13,297,379	\$ 3,053,813	\$ 9,587,143	\$ 12,640,956	\$ 750,478
3000 Enterprise and Community Services					
3360 Welfare Activities Services	1,000	1,000	-	1,000	-
Total Enterprise and Community Services	\$ 1,000	\$ 1,000	\$ -	\$ 1,000	\$ -
5000 Other Uses					
5110 Long Term Debt Service	-	-	-	-	-
5200 Transfers of Funds	10,200	-	10,200	10,200	-
Total Other Uses	\$ 10,200	\$ -	\$ 10,200	\$ 10,200	\$ -
54					
6000 Contingencies					
6110 Operating Contingency	490,716	-	-	-	490,716
Total Contingencies	\$ 490,716	\$ -	\$ -	\$ -	\$ 490,716
7000 Unappropriated Ending Fund Balance					
7000 Unappropriated Ending Fund Balance	930,000	-	-	-	930,000
Total Unappropriated Ending Fund Balance	\$ 930,000	\$ -	\$ -	\$ -	\$ 930,000
GENERAL FUND EXPENDITURES GRAND TOTAL	\$ 33,894,397	\$ 4,689,696	\$ 25,884,934	\$ 30,574,630	\$ 3,413,821

GENERAL FUND
EXPENDITURE PROJECTIONS

Expenditure Program	Budget	Actuals	Projected	Total Estimated
Instruction	\$19,165,102.00	\$1,634,883.33	\$16,287,591.17	\$17,922,474.50
Support Services	\$13,297,379.00	\$3,053,812.72	\$9,587,142.86	\$12,640,955.58
Enterprise and Community Services	\$1,000.00	\$1,000.00	\$0.00	\$1,000.00
Transfer of Funds	\$10,200.00	\$0.00	\$10,200.00	\$10,200.00
Contingencies	\$490,716.00	\$0.00	\$0.00	\$0.00
Unappropriated Ending Fund Balance	\$930,000.00	\$0.00	\$0.00	\$0.00

GENERAL FUND EXPENDITURES
PROJECTED



FOOD SERVICE
 STATEMENT OF BUDGET REVENUE AND EXPENDITURES VS. ACTUAL

	2025-26 Budget	Actual as of 9/30/2025	Encumbered as of 9/30/2025	Total Estimated 2025-26	(Over)/Under Budget
REVENUE					
1610/1620 Daily Sales	70,350	6,657	35,700	42,357	27,993
1940 Services Provided Other LEA's	5,000	-	12,141	12,141	(7,141)
1990 Miscellaneous Revenue	1,000	396	-	396	604
3299 State Breakfast/Lunch SSA	243,150	-	243,150	243,150	-
4500 CEP Incentive	-	30,655	-	-	-
4513 NSLP Breakfast	330,000	-	330,000	330,000	-
4515 NSLP Lunch	770,000	-	770,000	770,000	-
4519 Farm to School	15,000	-	-	-	15,000
4526 Summer Food	10,000	7,072	-	7,072	2,928
4910 USDA Commodities	90,000	-	90,977	90,977	(977)
5200 Interfund Transfers	10,200	-	10,200	10,200	-
5400 Beginning Fund Balance	270,000	-	36,045	36,045	233,955
TOTAL REVENUE	\$ 1,814,700	\$ 44,780	\$ 1,528,213	\$ 1,542,338	\$ 272,362
EXPENDITURES					
Enterprise and Community Services					
3100-100 Salaries	449,998	63,504	405,955	469,459	(19,461)
3100-200 Payroll Costs	422,457	45,252	332,822	378,074	44,383
3100-300 Contracted Services	21,500	1,837	3,066	4,903	16,597
3100-410 Supplies and Materials	78,500	12,802	40,592	53,394	25,106
3100-411 Fuel	1,000	49	951	1,000	-
3100-415 USDA Commodities	90,000	-	-	-	90,000
3100-450 Food	693,310	98,423	385,436	483,859	209,451
3100-460 Non-Consumable	30,240	2,512	3,915	6,427	23,813
3100-470 Computer Software	8,365	8,030	-	8,030	335
3100-480 Computer Hardware	1,500	-	-	-	1,500
3100-540 Equipment Replacement	12,000	-	-	-	12,000
3100-640 Dues and Fees	5,830	4,170	-	4,170	1,660
TOTAL EXPENDITURES	1,814,700	\$ 236,578	\$ 1,172,737	\$ 1,409,315	\$ 405,385

FOOD SERVICE EST EFB \$ 133,023

APPROPRIATIONS
BUDGET VS. ACTUAL

	Appropriations	YTD	Encumbrances	Totals	Resolutions	(Over)/Under Budget
General Fund (100)						
1000 Instruction	19,165,102	1,634,883	15,611,202	17,246,085		1,919,017
2000 Support Services	13,297,379	3,053,813	8,923,815	11,977,628		1,319,751
3000 Community Services	1,000	1,000	-	1,000		-
5200 Transfers	10,200	-	-	-		10,200
6000 Contingency	490,716	-	-	-		490,716
Sub Total	\$ 32,964,397	\$ 4,689,696	\$ 24,535,017	\$ 29,224,713	\$ -	\$ 3,739,684
Special Revenue Funds (200)						
1000 Instruction	2,970,708	266,088	1,535,386	1,801,475		1,169,233
2000 Support Services	3,897,957	429,665	1,369,764	1,799,429		2,098,528
3000 Community Services	129,399	8,696	65,197	73,893		55,506
4000 Facilities Acquisition	200,000	-	-	-		200,000
5200 Transfers	294,542	-	-	-		294,542
6000 Contingency	2,183,142	-	-	-		2,183,142
Sub Total	\$ 9,675,748	\$ 704,449	\$ 2,970,347	\$ 3,674,796	\$ -	\$ 6,000,952
Food Service Funds (299)						
3000 Community Services	1,814,700	236,578	1,172,737	1,409,315	-	405,385
Sub Total	\$ 1,814,700	\$ 236,578	\$ 1,172,737	\$ 1,409,315	\$ -	\$ 405,385
PERS Bond Debt Service (310.321.375)						
5100 Debt Service	5,401,000	-	5,374,537	5,374,537	-	576,463
6000 Contingency	1,261,754	-	-	-	-	1,261,754
Sub Total	\$ 6,662,754	\$ -	\$ 5,374,537	\$ 5,374,537	\$ -	\$ 1,288,217
Facilities (400,401,420,425,426,430,448)						
1000 Instruction Services	60,000	2,464	-	2,464		57,536
2000 Support Services	473,461	26,480	-	26,480		446,981
4000 Facilities Acquisition	2,510,579	60,943	25,928	86,870		2,423,709
5110 Debt Service	40,800	20,266	20,126	40,391		409
6000 Contingency	965,298	-	-	-		965,298
Sub Total	\$ 4,050,138	\$ 110,153	\$ 46,053	\$ 156,206	\$ -	\$ 3,893,932
Internal Service Funds (600)						
2000 Support Services	351,200	6,504	420	6,924		344,276
6000 Contingency	773,886	-	-	-		773,886
Sub Total	\$ 1,125,086	\$ 6,504	\$ 420	\$ 6,924	\$ -	\$ 1,118,162
Trust and Agency Fund (700)						
2000 Support Services	9,848	2,500	312	2,812	-	7,036
6000 Contingency	37,050	-	-	-		37,050
Sub Total	\$ 46,898	\$ 2,500	\$ 312	\$ 2,812	\$ -	\$ 44,086
Total Appropriations	56,339,721	5,749,881	34,099,423	39,849,304	-	16,490,417
Total Unappropriated	930,000	-	-	-	-	930,000
APPROPRIATION TOTAL	\$ 57,269,721	\$ 5,749,880.83	\$ 34,099,423.01	\$ 39,849,303.84	\$ -	\$ 17,420,417

NORTH SANTIAM SCHOOL DISTRICT 29J
FISCAL YEAR 2025-26, AS OF 9/30/2025

SPECIAL REVENUE FUNDS

Special Revenue Funds: MISC	Allocation	Beginning Fund Bal	YTD Revenue	YTD Exp/Enc	Fund Balance
201: Board Reserve	\$ -	\$ 1,791	\$ -	\$ -	\$ 1,791
202: Textbook Reserve	\$ -	\$ 1,006,350	\$ -	\$ -	\$ 1,006,350
205: CTE Construction House	\$ -	\$ 3,436	\$ -	\$ 7,834	\$ (4,398)
230: Technology Services	\$ -	\$ 21,266	\$ 260	\$ -	\$ 21,526
240: E-Rate Category 1	\$ -	\$ 81,098	\$ -	\$ -	\$ 81,098
244: E-Rate Category 2	\$ -	\$ 11,895	\$ -	\$ -	\$ 11,895
249: SB 1149	\$ -	\$ 33,834	\$ 14,466	\$ -	\$ 48,300
278: Communication/Community Engagement	\$ -	\$ 39,081	\$ -	\$ -	\$ 39,081
280: Homeless Support	\$ -	\$ -	\$ 140	\$ -	\$ 140
281: PERS Increase Reserve	\$ -	\$ 1,775,000	\$ 38,527	\$ -	\$ 1,813,527
284: SHS Athletic Improvement Fund	\$ -	\$ 12,917	\$ 753	\$ 5,500	\$ 8,170
TOTALS	\$ -	\$ 2,986,668	\$ 54,146	\$ 13,334	\$ 3,027,480

Special Revenue Funds: GRANTS	Allocation	Beginning Fund Bal	YTD Revenue	YTD Exp/Enc	Grant Balance
215: Title IV	\$ 42,418	\$ -	\$ 1,317	\$ 1,317	\$ 41,100
219: Title III	\$ 13,895	\$ -	\$ 200	\$ 800	\$ 13,095
221: IDEA 611	\$ 805,596	\$ -	\$ 68,451	\$ 712,592	\$ 93,005
222: Carl Perkins CTE	\$ -	\$ -	\$ -	\$ 550	\$ (550)
227: Title I-A	\$ 557,499	\$ -	\$ 41,444	\$ 534,703	\$ 22,796
228: Title II-A	\$ 130,384	\$ -	\$ 46,980	\$ 81,204	\$ 49,180
232: Outdoor School	\$ 68,841	\$ -	\$ -	\$ 43,497	\$ 25,344
247: IDEA 619	\$ 4,219	\$ -	\$ -	\$ -	\$ 4,219
251: Student Investment Act	\$ 2,173,538	\$ -	\$ 543,384	\$ 1,269,806	\$ 903,732
252: High School Success	\$ 638,820	\$ -	\$ 159,705	\$ 364,516	\$ 274,304
255: Preschool Promise	\$ 504,800	\$ -	\$ 49,637	\$ 433,720	\$ 71,080
259: Career Pathways Program	\$ -	\$ -	\$ -	\$ -	\$ -
274: SIA - EIS	\$ 6,139	\$ -	\$ -	\$ -	\$ 6,139
275: Oregon Community Foundation	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ 1,000
276: OSU Grant	\$ -	\$ -	\$ -	\$ -	\$ -
279: Early Literacy Grant	\$ 142,395	\$ -	\$ 34,352	\$ 105,418	\$ 36,977
283: PEEK Grant	\$ 65,000	\$ -	\$ -	\$ -	\$ 65,000
289: Unified Sports	\$ 15,000	\$ -	\$ -	\$ 3,259	\$ 11,741
TOTALS	\$ 5,169,544	\$ -	\$ 946,470	\$ 3,551,381	\$ 1,618,163

Debt Service Fund - 2003 PERS Bond - Fund 310

Date	Principal	Interest	Total	Outstanding Principal Balance
06/30/2025	1,710,000.00	382,548.00	2,092,548.00	5,025,000.00
06/30/2026	1,905,000.00	285,420.00	2,190,420.00	3,120,000.00
06/30/2027	2,115,000.00	177,216.00	2,292,216.00	1,005,000.00
06/30/2028	1,005,000.00	57,084.00	1,062,084.00	
Total	6,735,000.00	902,268.00	7,637,268.00	

Debt Service Fund - 2021 PERS Bond - Fund 321

Date	Principal	Interest	Total	Outstanding Principal Balance
06/30/2025	530,000.00	299,499.30	829,499.30	12,875,000.00
06/30/2026	565,000.00	294,867.10	859,867.10	12,310,000.00
06/30/2027	600,000.00	288,629.50	888,629.50	11,710,000.00
06/30/2028	640,000.00	280,469.50	920,469.50	11,070,000.00
06/30/2029	680,000.00	270,677.50	950,677.50	10,390,000.00
06/30/2030	725,000.00	259,069.90	984,069.90	9,665,000.00
06/30/2031	770,000.00	245,969.16	1,015,969.16	8,895,000.00
06/30/2032	820,000.00	231,439.26	1,051,439.26	8,075,000.00
06/30/2033	870,000.00	214,735.86	1,084,735.86	7,205,000.00
06/30/2034	925,000.00	195,534.96	1,120,534.96	6,280,000.00
06/30/2035	985,000.00	173,732.70	1,158,732.70	5,295,000.00
06/30/2036	1,050,000.00	149,531.26	1,199,531.26	4,245,000.00
06/30/2037	1,120,000.00	122,892.76	1,242,892.76	3,125,000.00
06/30/2038	1,195,000.00	90,468.76	1,285,468.76	1,930,000.00
06/30/2039	1,270,000.00	55,873.50	1,325,873.50	660,000.00
06/30/2040	660,000.00	19,107.00	679,107.00	
Total	13,405,000.00	3,192,498.02	16,597,498.02	

Debt Service Fund - General Obligation Bond - Fund 375

Date	Principal	Interest	Total	Outstanding Principal Balance
06/30/2025	1,540,000.00	661,250.00	2,201,250.00	11,685,000.00
06/30/2026	1,740,000.00	584,250.00	2,324,250.00	9,945,000.00
06/30/2027	1,900,000.00	497,250.00	2,397,250.00	8,045,000.00
06/30/2028	1,075,000.00	402,250.00	1,477,250.00	6,970,000.00
06/30/2029	1,175,000.00	348,500.00	1,523,500.00	5,795,000.00
06/30/2030	1,275,000.00	289,750.00	1,564,750.00	4,520,000.00
06/30/2031	1,385,000.00	226,000.00	1,611,000.00	3,135,000.00
06/30/2032	1,505,000.00	156,750.00	1,661,750.00	1,630,000.00
06/30/2033	1,630,000.00	81,500.00	1,711,500.00	
Total	13,225,000.00	3,247,500.00	16,472,500.00	

Debt Service Fund - Full Faith & Credit Loan - Fund 448

Date	Principal	Interest	Total	Outstanding Principal Balance
06/30/2025	36,845.11	3,406.31	40,251.42	96,621.42
06/30/2026	37,861.58	2,389.84	40,251.42	58,759.84
06/30/2027	38,906.09	1,345.33	40,251.42	19,853.75
06/30/2028	19,853.75	272.00	20,125.75	
Total	133,466.53	7,413.48	140,880.01	

FY2025-26 Summary

Total Principal Payments	\$4,247,861.58
Total Interest Payments	\$1,166,926.94
Total Debt Service	\$5,414,788.52

Total Outstanding Debt Service - Principal \$25,433,759.84

Financial Report

Period Ending September 30, 2025

- Summary of the General Fund through 9-30-2025
- State School Fund Grant
- General Fund Revenue and Expenditure Breakdown
- Debt Service Funds



Financial Report

Period Ending September 30, 2025

STATE SCHOOL FUND GRANT

2025-2026

Based on \$11,359,400,000 Budget with a 49/51 split as of 9/29/2025

Marion County, North Santiam SD 29J - 2143

2025-2026 Local Revenue

Property Taxes and in-lieu of property taxes from local sources	=	\$8,070,000.00
Common School Fund	=	\$298,281.31
County School Fund	=	\$19,500.00
State Managed Timber	=	\$136,425.00
ESD Equalization	=	\$0.00
In-Lieu of Property Taxes(non-local sources)	=	\$0.00
Revenue Adjustments	=	\$0.00
Sum of Local Revenue	=	\$8,524,206.31

2025-2026 Experience Adjustment

District Average Teacher Experience	=	9.53
State Average Teacher Experience	=	12.09
Experience Adjustment (Difference in District and State Teacher Experience)	=	-2.56

2025-2026 Transportation Grant

Salaries	=	N/A
Payroll	=	N/A
Purchased Services	=	N/A
Supplies	=	N/A
Other	=	61 N/A
Garage Depreciation	=	N/A
Bus Depreciation	=	N/A
Fees Collected	=	N/A
Non-Reimbursable	=	N/A
Net Eligible Trans Expenditures	=	\$1,196,440.00
Transportation per ADMr Rank		15%
Transportation Reimbursement Rate		70.00%
70.00% of the Net Eligible Transportation Expenditures =		
the Transportation Grant \$837,508.00		

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2025-2026 Extended ADMw

2025-2026 ADMw 2,469.33

2024-2025 ADMw 2,480.70

Extended ADMw 2,480.70

Financial Report

Period Ending September 30, 2025

SSF

2025-2026 General Purpose Grant

Multiply the Teacher Experience Adjustment of -2.56 by \$25 then add \$4500 to the result = \$4,436.00

Then multiply \$4,436.00 by the Extended ADMw 2480.6966 and then by the funding ratio 2.480444807977 = \$27,295,732.72

2025-2026 Total Formula Revenue

Add the General Purpose Grant \$27,295,732.72 to the Transportation Grant \$837,508.00 = \$28,133,240.72

2025-2026 State School Fund Grant

Subtract the Local Revenue \$8,524,206.31 from the Total Formula Revenue \$28,133,240.72 = \$19,609,034.41

2025-2026 Rates per ADMw

General Purpose Grant per Extended ADMw = \$11,003

Total Formula Revenue per Extended ADMw = \$11,341

Charter Schools Rate(ORS 338.155) = \$11,054

Financial Report

Period Ending September 30, 2025

ADM

STATE SCHOOL FUND GRANT
2025-2026

As of 9/29/2025

Marion County, North Santiam SD 29J

District ID: 2143

2025-2026 Extended ADMw

North Santiam SD 29J: District total extended ADMw for funding calculations

	2025-2026		2024-2025	
ADM: 2,055.00 X 1.00	2,055.00	2,075.31 X 1.00	2,075.31	
Students in EL programs: 122.00 X 0.50	61.00	98.47 X 0.50	49.24	
Students in Pregnant and Parenting Programs: 0.00 X 1.00	0.00	0.00 X 1.00	0.00	
388 IEP Students capped at 11% of District ADM: 226.05 X 1.00	226.05	228.28 X 1.00	228.28	
Students on IEP Above 11% of ADM: 21.00 X 1.00	21.00	21.00 X 1.00	21.00	
Students in Poverty: 237.01 X 0.25	59.25	239.35 X 0.25	59.84	
Students in Foster Care and Neglected/Delinquent: 3.00 X 0.25	0.75	3.00 X 0.25	0.75	
Remote Elementary School Correction: 46.28 X 1.00	46.28	46.28 X 1.00	46.28	
Small High School Correction: 0.00 X 1.00	0.00	0.00 X 1.00	0.00	
Post Graduate Scholars: 0.00 X-0.25	0.00	0.00 X-0.25	0.00	
2025-2026 ADMw	2,469.33	2024-2025 ADMw	2,480.70	
North Santiam SD 29J Extended ADMw		2,480.70		



Financial Report

Period Ending September 30, 2025

<u>Revenue Source</u>	<u>Actual YTD</u>	<u>Projected</u>	<u>Total Estimated</u>	<u>Budget to Actual</u>
Local Revenue	\$216,621	\$8,793,917	\$9,010,538	(\$264,038)
Intermediate Revenue	\$1,853	\$116,500	\$118,353	(\$1,853)
State Revenue	\$6,536,713	\$13,636,513	\$20,173,226	(\$51,928)
Federal Revenue/Other	\$0	\$110,099	\$110,099	\$0
Fund Balance	\$0	\$5,350,135	\$5,350,135	(\$550,135)
TOTAL REVENUE	\$6,755,187	\$28,007,164	\$34,762,351	(\$867,954)



Financial Report

Period Ending September 30, 2025

<u>Expenditure Activity</u>	<u>Actual YTD</u>	<u>Projected</u>	<u>Total Estimated</u>	<u>Budget to Actual</u>
Instruction	\$1,634,883	\$16,287,591	\$17,922,474	\$1,242,628
Support Services	\$3,053,813	\$9,587,143	\$12,640,956	\$750,478
Community Services	\$1,000	\$0	\$1,000	\$0 ⁶⁵
Transfer of Funds	\$0	\$10,200	\$10,200	\$0
Contingencies	\$0	\$0	\$0	\$490,716
Unappropriated	\$0	\$0	\$0	\$930,000
TOTAL EXPENDITURES	\$4,689,696	\$25,884,934	\$30,574,630	\$3,413,821



Financial Report - Debt Service Period Ending September 30, 2025

Debt Service Fund - 2003 PERS Bond - Fund 310

Date	Principal	Interest	Total	Outstanding Principal Balance
06/30/2025	1,710,000.00	382,548.00	2,092,548.00	5,025,000.00
06/30/2026	1,905,000.00	285,420.00	2,190,420.00	3,120,000.00
06/30/2027	2,115,000.00	177,216.00	2,292,216.00	1,005,000.00
06/30/2028	1,005,000.00	57,084.00	1,062,084.00	
Total	6,735,000.00	902,268.00	7,637,268.00	

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2003 PERS Pension Bond - Pool of Oregon School Districts authorized to issue limited tax bonds to finance pension liabilities.



Financial Report - Debt Service

Period Ending September 30, 2025

Debt Service Fund - 2021 PERS Bond - Fund 321

Date	Principal	Interest	Total	Outstanding Principal Balance
06/30/2025	530,000.00	299,499.30	829,499.30	12,875,000.00
06/30/2026	565,000.00	294,867.10	859,867.10	12,310,000.00
06/30/2027	600,000.00	288,629.50	888,629.50	11,710,000.00
06/30/2028	640,000.00	280,469.50	920,469.50	11,070,000.00
06/30/2029	680,000.00	270,677.50	950,677.50	10,390,000.00
06/30/2030	725,000.00	259,069.90	984,069.90	9,665,000.00
06/30/2031	770,000.00	245,969.16	1,015,969.16	8,895,000.00
06/30/2032	820,000.00	231,439.26	1,051,439.26	8,075,000.00
06/30/2033	870,000.00	214,735.86	1,084,735.86	7,205,000.00
06/30/2034	925,000.00	195,534.96	1,120,534.96	6,280,000.00
06/30/2035	985,000.00	173,732.70	1,158,732.70	5,295,000.00
06/30/2036	1,050,000.00	149,531.26	1,199,531.26	4,245,000.00
06/30/2037	1,120,000.00	122,892.76	1,242,892.76	3,125,000.00
06/30/2038	1,195,000.00	90,468.76	1,285,468.76	1,930,000.00
06/30/2039	1,270,000.00	55,873.50	1,325,873.50	660,000.00
06/30/2040	660,000.00	19,107.00	679,107.00	
Total	13,405,000.00	3,192,498.02	16,597,498.02	

2021 PERS Full Faith & Credit Pension Bond -

Bonds to finance pension liability.



Financial Report - Debt Service Period Ending September 30, 2025

Debt Service Fund - General Obligation Bond - Fund 375

Date	Principal	Interest	Total	Outstanding Principal Balance
06/30/2025	1,540,000.00	661,250.00	2,201,250.00	11,685,000.00
06/30/2026	1,740,000.00	584,250.00	2,324,250.00	9,945,000.00
06/30/2027	1,900,000.00	497,250.00	2,397,250.00	8,045,000.00
06/30/2028	1,075,000.00	402,250.00	1,477,250.00	6,970,000.00
06/30/2029	1,175,000.00	348,500.00	1,523,500.00	5,795,000.00
06/30/2030	1,275,000.00	289,750.00	1,564,750.00	4,520,000.00
06/30/2031	1,385,000.00	226,000.00	1,611,000.00	3,135,000.00
06/30/2032	1,505,000.00	156,750.00	1,661,750.00	1,630,000.00
06/30/2033	1,630,000.00	81,500.00	1,711,500.00	68
Total	13,225,000.00	3,247,500.00	16,472,500.00	

2013/2023 General Obligation Bond -
upgrade and equip the District's facilities.



Financial Report - Debt Service Period Ending September 30, 2025

Debt Service Fund - Full Faith & Credit Loan - Fund 448

Date	Principal	Interest	Total	Outstanding Principal Balance
06/30/2025	36,845.11	3,406.31	40,251.42	96,621.42
06/30/2026	37,861.58	2,389.84	40,251.42	58,759.84
06/30/2027	38,906.09	1,345.33	40,251.42	19,853.75
06/30/2028	19,853.75	272.00	20,125.75	
Total	133,466.53	7,413.48	140,880.01	

2017 Full Faith & Credit Loan - sidewalk project.



Financial Report - Debt Service

Period Ending September 30, 2025

SUMMARY - DEBT SERVICE

FY2025-26 Summary

Total Principal Payments	\$4,247,861.58
Total Interest Payments	\$1,166,926.94
Total Debt Service	<u>\$5,414,788.52</u>
Total Outstanding Debt Service - Principal	<u>\$25,433,759.84</u>



Financial Report

Period Ending September 30, 2025

QUESTIONS?



North Santiam SD 29J

“Results 2030”

Strategic Plan

2025-2030



What is “Results 2030”?

Duration: Five Years - 2025-2030

Purpose: Serve as a Roadmap

Commitment: Action, Achievement, & Growth

Accountability: Public Dashboard



“Results 2030”: Five Strategic Themes

Future-Ready Students

- Workplace professional skills
- Career-connected learning
- Social emotional readiness
& resilience

Teaching & Learning

- Literacy
- Numeracy
- Discipline

Thriving Communities

- Collaborate with and engage the community
- Promoting community service
- Increase student well being

Quality Staff

- Hiring well and retaining
- High quality professional development

Fiscal Stewardship

- Sustainable budget



Dynamic Plan-Do-Study-Act: PDSA Cycles



Plan Small Scale Strategies

Do Short Cycles: 2-4-6 Wks

- Monitor Progress
- Collect Data

Study & Analyze the Data

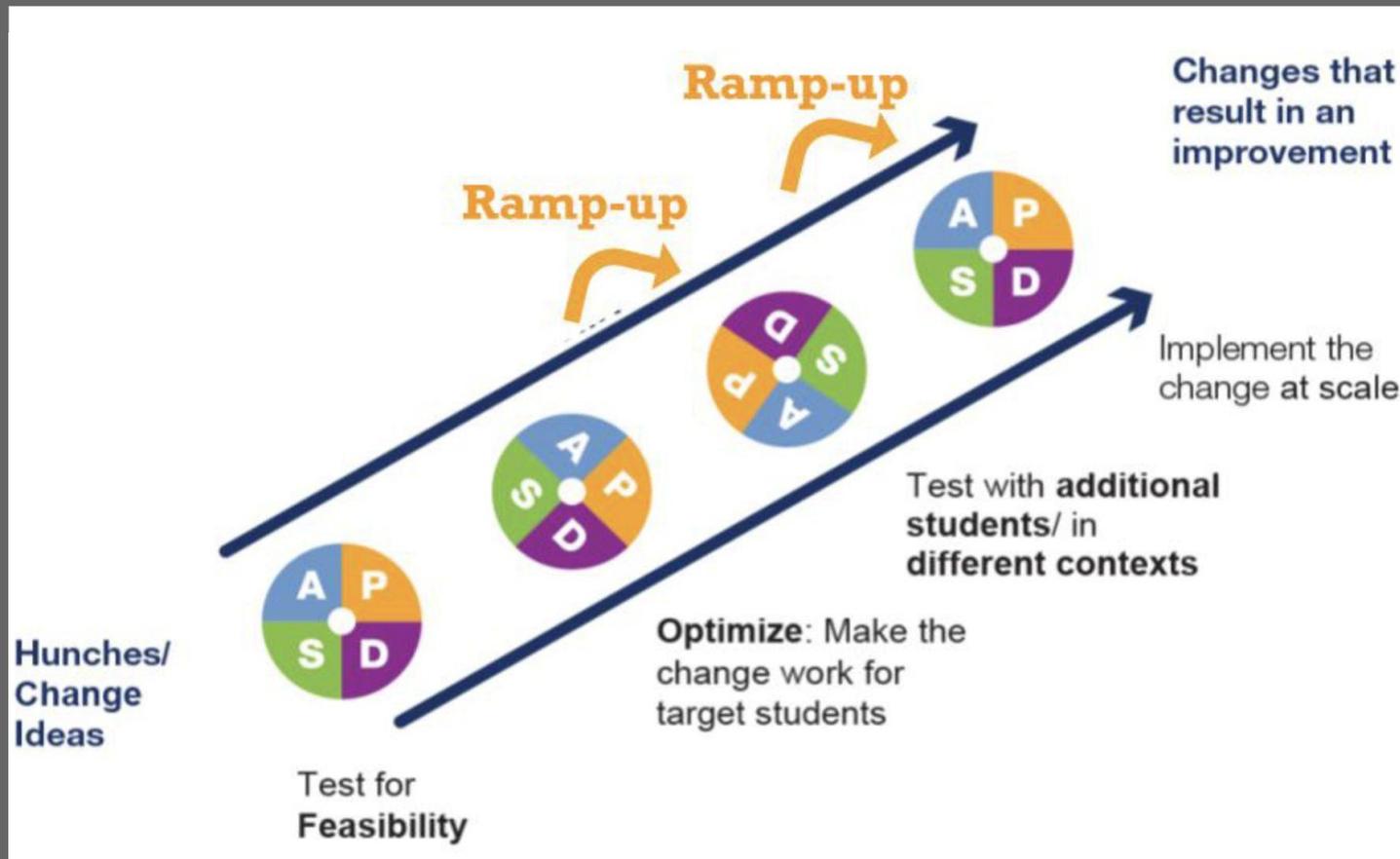
Act by...

- Adopting?
- Adjusting?
- Abandoning?

Plan Next Strategy...



PDSA Cycles: Changes that Result in Improvement



2025-26 SCHOOL Design Plans

Academic Achievement Goal:

- Improving Mathematical Skills - *“Think Like a Mathematician”*

Academic Growth Goal:

- Improving Reading Skills & Comprehension - *“Read Like a Detective”*

Culture/Belonging Goal:

- Improving Student Attendance - *“Future-Ready Professional Skills”*

All goals must be **directly connected** to one or more of the Five Themes:

Future-Ready Students - Teaching & Learning - Thriving Communities

Quality Staff - Fiscal Stewardship





Intro & Past Design Plans ▾



2025-26 NSSD School & Department Design Goals



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fx Previous Design Plans

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Previous Design Plans

NOTES

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[2021-22 NSSD Goals](#)

NOTE: These goals were creat

3

[2022-23 School & Department Goals](#)

NOTE: These include Immedi

4

[2023-24 Design Plans](#)

NOTE: This is the first year wi

5

[2024-25 Design Plans](#)

NOTE: Each School created th

6



Template ▼

School/Dept.	2025-26 - S.M.A.R.T. Goal(s) & Strategic Plan Theme	Strategies for Achieving Goal - (Theory of Action)	Results: Measure(s) for Evaluating Success (How will you know that you have achieved it?)
Achievement	<p>By June 2026, 60% of (SCHOOL NAME) students in grades K through 12 will meet or exceed grade-level standards in mathematics, as measured by the STAR assessment.</p> <p>Theme:</p>		
Growth	<p>By June 2026, 100% of (SCHOOL NAME) students in grades K through 12 will grow by one or more grade levels in reading, as measured by the STAR assessment.</p> <p>Theme:</p>		
Culture/Belonging	<p>Attendance-based</p> <p>Theme:</p>		

Example: Mari-Linn

Mari-Linn

2025-26 - S.M.A.R.T. Goal(s)
& Strategic Plan Theme

Strategies for Achieving Goal - (Theory of Action)

Results: Measure(s) for Evaluating Success
(How will you know that you have achieved it?)

Mari-Linn students in
will meet or exceed
in mathematics, as
assessments.

Gather staff input on the goal.

Explain the metric (proficiency)

Teachers will use the adopted math curriculum and scope and sequence aligned to standards

Teachers will refine this through their essential standards work in their PLCs

Teachers will attend math professional development with contracted math coaches to refine instructional practices

Teachers will use math strategies taught by Jenn Hunt and Shannon McCaw, K-8.

Teachers will complete cycles of data protocols in their PLCs after each math assessment has been given to determine next steps around instruction and interventions.

Teachers will use a variety of assessment tools

Diagnostic, Screener, Summative, Formative

Teachers will determine how best to provide interventions to students who have not yet learned an essential standard determined by grade level PLCs.

- STAR Math Assessment results

- Proficiency Level

- End-of-Unit Common Formative Assessments

- Students will be progress monitored after an intervention cycle has been given to determine if they have learned the essential standard for which they received an intervention.

[+ Mari-Linn 2025-26 Master Data Collection Sheet](#)

[+ 9/29/25 Reading/Math Data Summary](#)

2025-26 Mari-Linn N...

Mari-Linn School

Purpose: The School Design Plan (SDP) is a tool designed to support principals and school leadership teams to improve overall school performance and student outcomes, with an emphasis on instruction, student skill growth, and student achievement. The SDP acts as an anchor in a year-round reflective evaluation process that relies on data-informed decisions leading to data-driven, documented school-level strategic planning and outcomes. It is designed to capture strategies aligned with resources that support instructional practices, a culture of achievement, and consistency and focused engagement to promote improved student outcomes.

SDP's school improvement planning process is built on the "Theory of Action," which states that increases in student learning occur only as a consequence of improvements in the level of content, educator knowledge and skill, and student engagement. In order to make learning improvements at scale, efforts must address these three core components of teaching and learning while working to create and adjust the conditions in which learning thrives. As school leaders, it is our role to continually align strategies with resources, leveraging results along the way, as we gain knowledge about what is working best and still. Development for students, we strive to create and adjust the conditions so that the best and most impactful work can flourish within our schools. This work requires us to be purposeful in what systems we implement, how we will measure impact, and what we will do to create conditions that allow productive systems to flourish.

Theory of Action

Sophia Duerst is the owner
No changes since you last viewed this file

Template ▼

School/Dept.	2025-26 - S.M.A.R.T. Goal(s) & Strategic Plan Theme	Strategies for Achieving Goal - (Theory of Action)	Results: Measure(s) for Evaluating Success (How will you know that you have achieved it?)
Achievement	<p>By June 2026, 60% of (SCHOOL NAME) students in grades K through 12 will meet or exceed grade-level standards in mathematics, as measured by the STAR assessment.</p> <p>Theme:</p>		
Growth	<p>By June 2026, 100% of (SCHOOL NAME) students in grades K through 12 will grow by one or more grade levels in reading, as measured by the STAR assessment.</p> <p>Theme:</p>		
Culture/Belonging	<p>Attendance-based</p> <p>Theme:</p>		

Culture/Belonging Goal: Mari-Linn

Mari-Linn

2025-26 - S.M.A.R.T. Goal(s) & Strategic Plan Theme

Culture/Belonging

By June 2026, Mari-Linn School will focus specifically on our 29 students with a history of chronic absenteeism, working to increase their daily attendance rate to above 90%, by connecting each of these students with a dedicated staff member who will foster a positive, trusting relationship, helping them feel more engaged and valued in our school community.

Theme: Future-Ready Students



Culture/Belonging Goal: SES

Stayton Elem

**2025-26 - S.M.A.R.T. Goal(s)
& Strategic Plan Theme**

Culture/Belonging

By June 2025–26 school year, Stayton Elementary will increase the percentage of students in grades K–3 in Special Education (SPED) and English Language Learner (ELL) programs who attend school 90% or more of the time from 48% to 65% or better.

Theme: Future-Ready Students

The

mor

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90%

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PDS

rem

Culture/Belonging Goal: Sublimity

Sublimity

2025-26 - S.M.A.R.T. Goal(s)
& Strategic Plan Theme

Culture/Belonging

By the end of June of 2026, Sublimity will increase the percentage of students who are Regular Attenders by 10% (from 70% to 80%.)

Theme: Future-Ready Students



Culture/Belonging Goal: SIMS

SIMS

**2025-26 - S.M.A.R.T. Goal(s)
& Strategic Plan Theme**

Culture/Belonging

By the end of the June 2026, the number of students considered "regular attenders" (attending at a rate of 90% or higher) will increase by (TBD) from the 2024-2025 baseline.

Themes: Future-Ready Students



Culture/Belonging Goal: SHS & Options

SHS & Options

2025-26 - S.M.A.R.T. Goal(s) & Strategic Plan Theme

Culture/Belonging #1

By June 2026, 40% of SHS students in grades 9-12 will be involved in one or more athletic, club, or school activity, as measured by a self-reported student survey and athletic participation.

Theme: Future-Ready Students, Thriving Communities

Culture/Belonging Goal: SHS & Options

SHS & Options

**2025-26 - S.M.A.R.T. Goal(s)
& Strategic Plan Theme**

Culture/Belonging #2

By June 2026, 65% of SHS students grades 9-12 will be regular attenders, as identified and measured by ODE's Regular Attenders guidance.

Theme: Future-Ready Students



2025-26 DEPARTMENT Design Plans

Strategic Plan Based Goal #1:

- By June 2026, ... **Theme:** (Directly connected to the Five Themes)

Strategic Plan Based Goal #:

- By June 2026, ... **Theme:** (Directly connected to the Five Themes)

Culture/Belonging Goal:

- By June 2026, ... **Theme:** (Directly connected to the Five Themes)

All goals must be **directly connected** to one or more of the Five Themes:

Future-Ready Students - Teaching & Learning - Thriving Communities

Quality Staff - Fiscal Stewardship



October 2025 - Superintendent Report

- National School Principals Month & National School Lunch Week
- How many students left the district as a result of lifting the 3% cap?
- NSSD Student Attendance
- NSSD School Design Plans (Goals)
 - Share Department Design Plans (Nov)
- Superintendent District Design Plan



Supt. Strategic Plan-Based Goal 1

Superintendent

2025-26 - S.M.A.R.T. Goal(s) & Strategic Plan Theme

Strategic Plan-Based Goal #1

By June 30, 2026, the District will develop and introduce public-facing and internal-facing dashboards that track strategic plan progress and share regular progress updates with the community and district staff.

Theme: Thriving Communities
(Accountability Tool)

Supt. Strategic Plan-Based Goal 2

Superintendent

**2025-26 – S.M.A.R.T. Goal(s)
& Strategic Plan Theme**

**Strategic
Plan-Based Goal
#2**

By June 2026, 60% of NSSD students in grades K through 12 will meet or exceed grade-level standards in mathematics, as measured by the STAR assessment.

Themes: Teaching & Learning
Future-Ready Students

Supt. Culture/Belonging Goal

Superintendent

2025-26 - S.M.A.R.T. Goal(s) & Strategic Plan Theme

Culture/Belonging

By June 2026, the overall district average student regular attendance rate will increase by 5% or better, from 62.15% to at least 67.15%.

Theme: Future-Ready Students



October 2025 - Superintendent Report

- National School Principals Month & National School Lunch Week
- How many students left the district as a result of lifting the 3% cap?
- NSSD Student Attendance
- NSSD School Design Plans (Goals)
- Share Department Design Plans (Nov)
- Superintendent District Design Plan
- Forecasted 2025-26 & 2026-27 Budget Storms: **Being Planful**



Thank you!



Summary

In 2021, the Oregon Legislature passed SB 731, requiring school districts to create educational equity advisory committees (EEAC). This requirement went into effect in 2021 for districts with more than 10,000 students and was delayed until September 15, 2025 for districts with fewer than 10,000 students. Based on the experience of larger districts, the Oregon Legislature passed HB 2453 (2025), which removes some of the requirements of the EEAC, allowing them to function as a superintendent committee instead of a board committee.

OSBA has created a new optional policy, CEA –Educational Equity Advisory Committee for districts that want policy language outlining EEAC requirements. Additionally, one member of the EEAC will serve on the district’s budget committee. This does not create a new position on the budget committee, rather, a member of the EEAC will fill a vacancy on the budget committee when it becomes available.

The yellow highlights reflect the changes requested by the Board during the first reading.

North Santiam School District

Code: BCF
Adopted: 7/01/96
Readopted: 8/21/97; 6/15/17
Orig. Code: BCF

Advisory Committees to the Board

In an ongoing effort to increase communication with the public and to provide for community citizen involvement, the Board may appoint advisory committees which include community members to consider matters of districtwide importance. ~~Such committees will not be appointed on a permanent basis, but will be appointed to assist in a particular area of activity.~~

Recommendations of such committees will be given careful consideration by the Board, but such recommendations will not relieve the Board of its legal responsibility to make final decisions about such matters.

All meetings of advisory committees shall follow the Public Meetings Law. The press may attend and report proceedings. Visitors shall sit apart from the committee members and shall speak only when invited to do so by the committee chair.

The composition of advisory committees to the Board will be broadly representative and will take into consideration the specific tasks assigned to the committee. The process for the appointment Appointment of community members to an advisory committee will be determined made by the Board. When requested and approved by the Board, appointment Appointment of staff members, when appropriate, will be made by the superintendent.

The Board will adopt guidelines for each committee as appropriate, which will include, but not be limited to, the following:

1. The committee's written charge which shall include, but not be limited to, a statement of purpose and responsibility; ~~task, setting forth the service the Board wishes the committee to, a statement of purpose-render and responsibility-the extent and limitations of its responsibilities;~~
2. The resources the Board will provide;
3. The length of time the committee is asked to serve and the approximate date(s) on which the Board wishes to receive the committee's report(s).

Except as specifically provided by the Board, ~~citizen~~-advisory committees will ~~cease to function-disband~~ when their reports have been received by the Board or when the purposes for which they were established have been accomplished, or ~~cease to be relevant.~~

The Board may be represented on lay and professional committees that serve the Board in an advisory capacity, with specific Board members appointed by the chair, but normally such Board members will function as ex-officio members of the committees. ~~The Board's responsibility cannot be delegated or surrendered to others; therefore, all recommendations of an advisory committee must be submitted to the Board for action and must be recognized as advisory in nature.~~

END OF POLICY

Legal Reference(s):

[ORS 192.610](#)

[ORS 294.414](#)

[ORS 332.107](#)

[ORS 192.630](#)

[ORS 329.704](#)

OR. DEP'T OF JUSTICE, OR. ATT'Y GENERAL'S MODEL PUBLIC CONTRACT RULES MANUAL.

Summary

In 2021, the Oregon Legislature passed SB 731, requiring school districts to create educational equity advisory committees (EEAC). This requirement went into effect in 2021 for districts with more than 10,000 students and was delayed until September 15, 2025 for districts with fewer than 10,000 students. Based on the experience of larger districts, the Oregon Legislature passed HB 2453 (2025), which removes some of the requirements of the EEAC, allowing them to function as a superintendent committee instead of a board committee.

OSBA has created this new optional policy for districts that want policy language outlining EEAC requirements. Additionally, one member of the EEAC will serve on the district’s budget committee. This does not create a new position on the budget committee, rather, a member of the EEAC will fill a vacancy on the budget committee when it becomes available.

PROPOSED NEW POLICY

Code: CEA

Adopted:

Educational Belonging Advisory Committee

The duties of the district’s educational belonging advisory committee^{1} shall include:

- 1. Advising the superintendent about the educational equity impacts of policy decisions; and
- 2. Informing the superintendent when a situation arises in a district school that negatively impacts underrepresented students and advising the superintendent on how best to handle that situation.

The superintendent may act within the superintendent’s authority on any recommendations of the educational equity advisory committee without approval from the Board. The superintendent does not have the authority to adopt or amend policy.

The educational equity advisory committee may prepare an annual report that:

- 1. Contains the following information:
 - a. The successes and challenges the district has experienced in meeting the educational equity needs of students in the district;
 - b. Recommendations the committee made to the superintendent, and the actions that were taken in response to those recommendation; and
 - c. Any other information required by the State Board of Education.
- 2. Is shared with the Board:
 - a. By the superintendent; and
 - b. If requested by the Board, by the committee as a presentation by the committee at a Board meeting.

¹ {The district can name this committee something else. If the district chooses to do so, use consistent language throughout.}

3. Is made available by being:
 - a. Distributed to the parents of district students;
 - b. Posted on the district’s website; and
 - c. Sent to the State Board of Education.

The educational equity advisory committee shall be selected and appointed by the superintendent and must be composed of parents, employees, students and community members from the district. For the purposes of selecting members, the superintendent:

1. Shall solicit names of possible members from the community;
2. Must ensure that membership is primarily representative of underserved student groups;
3. May not exclude or deny members based on language, immigration status or protected class, including age, disability, national origin, race, color, marital status, religion, sex, sexual orientation, or gender identity;
4. May not appoint a voting member of the Board or the superintendent to the educational equity advisory committee; and
5. Must ensure that the composition of an educational equity advisory committee elevates underrepresented parent, employee, student, and community member voices.

The district will provide sufficient support to educational equity advisory committee members to participate in meetings, including, but not limited to access to district-managed emails, translation and interpretation services, and relevant trainings.

A member of the educational equity advisory committee will also serve on the school district budget committee.²

END OF POLICY

Legal Reference(s):

[ORS 328.542](#)

[ORS 329.711](#)

[ORS 332.107](#)

[OAR 199-050-0010](#)

[OAR 581-022-2307](#)

House Bill 2453 (2025)

² The district is not required to add an educational equity advisory committee member to the budget committee until there is a non-board member vacancy on the budget committee.

Summary

Districts are prohibited from discriminating against students, staff, and community members on the basis of religion and other protected classes. OSBA has also updated policy IGBHD - Program Exemptions to more closely match the legal requirements for requesting an exemption from school activities.

North Santiam School District

Code: IGBHD
Adopted: 8/21/03
Readopted: 10/19/17
Orig. Code: IGBHD

Program Exemptions

The district Board may excuse students from a state-required program or learning activity for reasons of religion, disability¹ disabilities or other reasons deemed appropriate by the district. Requests for excusal or accommodation must be in writing and must include the reasons for the request and a proposed, reasonable alternative for an individualized learning activity that substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempted. Requests may be filed by the student's parent or guardian, or by a student who is 18 years of age or older or who is an emancipated minor. Requests must be submitted to the principal.

~~The district will determine if credit will be granted for any An alternative activity program for credit may be provided. ¶~~

~~¶
Public request procedures for an alternative education programs or alternative credits shall be developed by the superintendent.~~

END OF POLICY

Legal Reference(s):

ORS 336.035(2)	OAR 581-002-0035
ORS 336.465	OAR 581-021-0009
ORS 336.615	OAR 581-021-0071
ORS 336.625	OAR 581-022-2050
ORS 336.635	OAR 581-022-2110
	OAR 581-022-2505

Cross Reference(s):

IGACA - Recognition of Religious Beliefs and Customs
IGAI - Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education
JED - Student Absences and Excuses

¹ If the district receives a request for a disability accommodation, the district should consider its obligations under the Individuals with Disabilities in Education Act and Section 504 of the Rehabilitation Act.

Summary

The State Board of Education recently made changes to the rules regarding directory information and student permanent records (OAR 581-021-0220). This update reflects these changes. OSBA will be doing a more comprehensive review of policies related to student records and releasing additional updates in the future.

North Santiam School District

Code: JOA
Adopted: 3/17/05
Revised/Readopted: 12/17/09; 12/19/13; 10/19/17;
3/01/18
Orig. Code: JOA

Directory Information**

“Directory information” means those items of personally identifiable information contained in a student education record, which is not generally considered harmful or an invasion of privacy if released. ~~Directory~~ The following categories are designated as directory information may be released ~~to the public~~ through appropriate procedures and includes:

1. Student’s name;
2. ~~Student’s address;~~
3. ~~Student’s telephone listing;~~
4. ~~Student’s photograph;~~
5. Major field ~~Date and place of study~~ birth;
6. Participation in officially recognized ~~sports and activities~~ and sports;
7. Weight and height of ~~members of athletic teams~~ team members;
8. Dates of attendance; and
9. Degrees and awards ~~Grade level;~~
10. ~~Awards~~ received.

Public Notice

The district will give annual ~~Annual~~ public notice ~~will be given~~ to parents of students in attendance and students 18 years of age or emancipated ~~through the yearly parent/student handbook available electronically on the district website or in hard copy through the school office~~. The notice shall identify the types of information considered to be directory information, the district’s option to release such information and the requirement that the district must, by law ~~upon request~~, release secondary students’ names, addresses and telephone numbers to military recruiters and/or institutions of higher education,

unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

Exclusions

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age or emancipated student within 15 days of annual public notice. A parent or student 18 years of age or an emancipated student, may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose their names, identifier, institutional email address in a class in which the student is enrolled or from requiring a student to disclose a student ID card or badge that exhibits information that has been properly designated directory information by the district in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

Legal Reference(s):

[ORS 30.864](#)
[ORS 107.154](#)
[ORS 180.805](#)

[ORS 326.565](#)
[ORS 326.575](#)
[ORS 336.187](#)

[OAR 581-021-0220 - 021-0430](#)
[OAR 581-022-2060](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2024).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2024); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2025).
Every Student Succeeds Act, 20 U.S.C. § 7908 (2024).

Cross Reference(s):

IGBAB/JO - Education Records/Records of Students with Disabilities
JO/IGBAB - Education Records/Records of Students with Disabilities

Summary

The State Board of Education recently made changes to the rules regarding directory information and student permanent records (OAR 581-021-0220). This update reflects these changes.

North Santiam School District

Code: JO/IGBAB-AR
Adopted: 10/19/06
Revised/Readopted: 01/26/12; 5/17/12; 7/17/14; 10/19/17
Orig. Code: JO/IGBAB-AR

Education Records/Records of Students with Disabilities Management

1. Student Education ~~Record~~Records

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

- a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
- c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, ~~which that~~ relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district ~~who that~~ is employed as a result of ~~his/her~~ status as a student, are education records and are not ~~excepted~~ accepted under this section;
- d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
 - (1) Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in ~~his/her~~ professional capacity or assisting in a paraprofessional capacity;
 - (2) Made, maintained or used only in connection with treatment of the student; and
 - (3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.
- e. Records that only contain information relating to activities in which an individual engaged after the individual ~~he/she~~ is no longer a student at the district;
- f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who ~~is are~~ not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

- a. Name and address of ~~the~~ educational agency or institution;
- b. Full legal name of the student;
- c. ~~Student's~~ Student birth date ~~and place of birth;~~
- d. Name of parents/guardians;
- e. Date of entry ~~into their~~ school;
- f. Name of school previously attended;
- g. Courses of study and marks received;
- h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
- i. Credits earned;
- j. Attendance; and
- k. Date of withdrawal from school; ~~and~~
- l. ~~Such additional information as the district may prescribe. ¶~~

The district may ~~also~~ request the social security number of the student ~~and will include the social security number on the permanent record only if the eligible student or parent complies with the request.~~ The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

2. Confidentiality of Student Records

- a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
- b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
- c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
- d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

3. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or ~~an~~ eligible student has a right to:

- a. Inspect and review the student's education records;
- b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;

- c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
- d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
- e. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255.0250 (1)(m) and (p) ~~within 10 days of receiving the request.~~ The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence ~~that~~ there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of ~~postsecondary~~~~post-secondary~~ education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

4. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

- a. Within a reasonable period of time and without unnecessary delay;
- b. For children with disabilities before any meeting regarding an individualized education program (IEP), or any due process hearing, or any resolution session related to a due process hearing¹;
- c. In no case more than 45 days after it has received the request.

¹ Records must be provided without undue delay, which may not exceed 10 business days 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.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s) or ~~an~~ eligible student shall comply with the following procedure to inspect and review a student's education record:

- a. Provide a written, dated request to inspect a student's education record; and
- b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible student or student's parent(s) may, at ~~their~~ ~~his/her~~ expense, choose ~~have those records reviewed by a physician or other appropriate professional~~ and have those records reviewed ~~of his/her choice~~.

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or ~~the student's parent(s)~~ a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student ~~from form~~ exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.345~~501~~(4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The principal or ~~his/her~~ designee shall be the person responsible for maintaining and releasing the education records.

2. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

- a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means: a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving

on a school board who needs, ~~need~~ to review an educational record in order to fulfill ~~their~~ ~~his~~ ~~or her~~ professional responsibilities, as delineated by their job description, contract or conditions of employment. Contractors, consultants, volunteers or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information.

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

- b. The disclosure is to officials of another school within the district;
- c. The disclosure is to ~~authorized~~ ~~authorize~~ representatives of:

The U.S. Comptroller General, U.S. Attorney General, U.S. ~~of the United States~~, Secretary of ~~the United States Department~~ of Education or state, ~~State~~ and local ~~education~~ ~~educational~~ authorities; or the Oregon Secretary of ~~State Audits~~ ~~State's Audit~~ Division in connection with an audit or evaluation of federal ~~or~~ state-supported education programs, or the enforcement of or compliance with federal ~~or~~ state-supported education programs, or the enforcement of or compliance with federal ~~or~~ state regulations.

- d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:
 - (1) Determine eligibility for the aid;
 - (2) Determine the amount of the aid;
 - (3) Determine the conditions for the aid; or
 - (4) Enforce the terms and condition of the aid.

As used in this section “financial aid” means any payment of funds provided to an individual that is conditioned on the individual’s attendance at an educational agency or institution.

- e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:
 - (1) Develop, validate or administer predictive tests;
 - (2) Administer student aid programs; or
 - (3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

- (1) Specifies the purpose, scope and duration of the study and the information to be disclosed;
- (2) Limits the organization to using the personally identifiable information only for the purpose of the study;
- (3) The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
- (4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term “organization” includes, but is not limited to, federal, state and local agencies, and independent organizations.

- b. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:
 - (1) Designates the individual or entity as an authorized representative;
 - (2) Specifies the personally identifiable information being disclosed;
 - (3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal- or state-supported education programs;
 - (4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
 - (5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
 - (6) Identifies the time period in which the personally identifiable information must be destroyed; and
 - (7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.
- c. The disclosure is to accrediting organizations to carry out their accrediting functions;
- d. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student’s parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
- e. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
- f. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
- g. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.

In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a “health or safety emergency” includes, but is not limited to, law enforcement efforts to locate a child

who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;

- h. The disclosure is information the district has designated as “directory information” (See ~~see~~ Board policy JOA ~~–~~ Directory Information);
- i. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;
- j. The disclosure is to officials of another school, school system, institution of ~~postsecondary~~ ~~postsecondary~~ education, an ~~education~~ ~~educational~~ service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term “receives services” includes, but is not limited to, an evaluation or ~~reevaluation~~ ~~re-evaluation~~ for purposes of determining whether a student has a disability;
- k. The disclosure is to the Board during an executive session pursuant to ORS 332.061;
- l. The disclosure is to a caseworker or other representative, who has the right to access the student’s case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

2. Record-Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or ~~his/her~~ assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

- a. The party or parties who have requested or received personally identifiable information from the education records; and
- b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student’s personally identifiable information:

- a. The parent(s) or ~~an~~ eligible student;
- b. The school official or ~~his/her~~ assistants who are responsible for the custody of the records;
- c. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

2. Request for Amendment of Student’s Education Record

If an eligible student or student's parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student's rights of privacy or other rights, the student or parent(s) ~~he/she~~ may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of ~~his/her~~ right to appeal the decision by requesting a hearing.

3. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within 10 working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

- a. The principal or ~~his/her~~ designee;
- b. A member chosen by the eligible student or student's parent(s); and
- c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at ~~his/her~~ own expense, ~~choose to be assisted or presented by~~ one or more individuals to assist or represent them ~~of his/her own choice~~, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or a contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within 10 working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing

and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than 10 working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why ~~there is disagreement~~~~the/she disagrees~~ with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

- a. Is maintained as part of the student's records as long as the record or ~~a~~ contested portion is maintained by the district; and
- b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

- a. Amend the record accordingly; and
- b. Inform the eligible student or the student's parent(s) of the amendment in writing.

2. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency or detention facility or youth care center in which the student was formerly enrolled, and shall request the student's education records.

3. Duties and Responsibilities When Transferring Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of ~~the~~ request. Readable copies of the following documents shall be retained:

- a. The student's permanent records, for one year;
- b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or ~~5~~five years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines, and charges if ~~requested~~request in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

Disclosure Statement

Required for use in collecting personally identifiable information related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

“Providing your social security number (SSN) is voluntary. If you provide it, the district will use your SSN for record keeping, research, and reporting purposes only. The district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described.”

On the back of the same form, or attached to it, the following statement shall appear:

“OAR 581-021-0250(1)(j) authorizes districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace.”

The district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.

State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.



PROPOSED 2025-26 BOARD GOALS

Goal 1: Community Engagement

The Board of Directors will foster meaningful connections between the district and the broader community.

- Each board member will attend a minimum of one school-based event per month to engage with students, staff, and families.
- The Board will actively support and participate in engagement with civic, business, and community organizations to strengthen partnerships that enhance educational opportunities by **collectively** participating in at least **four** civic, business or community organization events or initiatives per year.

Goal 2: Superintendent Evaluation

The Board of Directors will revise the Superintendent Evaluation by October 31, 2025, ensuring alignment with the district's five-year strategic plan (Results 2030). The revised evaluation will clearly reflect district priorities and provide a transparent framework for accountability and continuous improvement.

Goal 3: Long-Term Learning Spaces Planning (“GO” Bond)

The Board of Directors will make a go/no-go decision regarding a potential general obligation bond measure by June 1, 2026, to ensure learning spaces (facilities) planning aligns with the district's educational priorities and community needs.

Goal 4: Graduation Requirements

The board will adopt new graduation standards through official action no later than Dec. 18, 2025.



Superintendent Evaluation Tool

This evaluation tool aligns the Superintendent’s performance with the Results 2030 Strategic Plan and the COSA/OSBA superintendent leadership standards. Each section includes scope notes (with reminders of what NOT to score), a rationale, outcomes/metrics or descriptors, suggested evidence, and a uniform 6-point scoring guide. Board members must supply a narrative justification for every score.

Part A focuses on Alignment with the Strategic Plan, and **outcomes** of efforts.

Part B focuses on **Leadership Behaviors** and the **processes rather than results**.

Uniform Scoring Guide (for every section)
6 – Exemplary: Outstanding performance; innovative leadership consistently surpasses expectations, inspires others.
5 – Accomplished: Strong performance; often exceeds expectations with sustained, measurable improvement.
4 – Effective: Meets expectations; reliable leadership produces stable and improving outcomes.
3 – Developing: Partially meets expectations; progress inconsistent, systems need strengthening.
2 – Emerging: Below expectations; outcomes limited, leadership practices inconsistent or weak.
1 – Ineffective: Fails expectations; little progress, leadership misaligned or ineffective overall.

Part A: Strategic Plan Alignment - OUTCOMES (50%)

A1: Future-Ready Students

(Focus on outcomes: attendance, SEL, career pathways, athletics/activities.)

What NOT to score here: Do not rate classroom pedagogy or assessment systems here; see Teaching & Learning.

Why this matters

Students build toward being “future-ready” each year. Future-ready students pair academic readiness with social-emotional growth, career-connected learning, and activities that build teamwork and communication.

Representative outcomes & metrics

- Attendance (≥ 92% regular attenders; chronic absenteeism <15%)
- On-time arrival rates by grade
- Career Pathway completers; dual-credit participation rates
- Participation rates in athletics, clubs, student government

Superintendent leadership descriptors

- Implements systems to monitor readiness indicators
- Expands partnerships with families, employers, and colleges
- Balances technology access with responsible-use expectations

Suggested artifacts/evidence

- Attendance dashboards; tardiness reports
- CTE/dual-credit enrollment data
- Participation rosters for athletics/activities

Board Member Score (6–1): _____

Narrative (required):

A2: Teaching & Learning

(Focus on instructional systems, pedagogy, assessment leadership.)

What NOT to score here: Do not rate broad student participation or readiness outcomes here; see Future-Ready Students.

Why this matters

Teaching and learning are the core of district efforts. Effective instruction ensures rigor, competency, and responsible use of technology.

Representative outcomes & metrics

- Percent of students on-track by grade; graduation rates
- STAR/interim assessment participation >95%
- Growth rates in math and literacy benchmarks

Superintendent leadership descriptors

- Aligns curriculum/instruction/assessment to mission and goals
- Builds systems of coaching and PD for staff
- Implements assessment data use for continuous improvement

Suggested artifacts/evidence

- Curriculum audits; PD plans
- STAR dashboards; board presentations on student achievement

Board Member Score (6–1): _____

Narrative (required):

Uniform Scoring Guide (for every section)

6 – Exemplary: Outstanding performance; innovative leadership consistently surpasses expectations, inspires others.

5 – Accomplished: Strong performance; often exceeds expectations with sustained, measurable improvement.

4 – Effective: Meets expectations; reliable leadership produces stable and improving outcomes.

3 – Developing: Partially meets expectations; progress inconsistent, systems need strengthening.

2 – Emerging: Below expectations; outcomes limited, leadership practices inconsistent or weak.

1 – Ineffective: Fails expectations; little progress, leadership misaligned or ineffective overall.

A3: Thriving Communities

(Focus on student belonging, civic engagement, and school–community partnerships.)

What NOT to score here: Do not rate superintendent communication systems; see Communication & Community Relations. Do not rate staff culture; see Inclusive District Culture.

Why this matters

Successful schools contribute to thriving communities. Students who feel belonging and engage in service and civic life strengthen both school climate and the broader community.

Representative outcomes & metrics

- Student survey results (≥80% reporting belonging)
- Student government election participation rates
- Total hours of student service annually

Superintendent leadership descriptors

- Builds partnerships with families, civic groups, local government
- Promotes student civic engagement and service learning
- Supports inclusive environments that foster belonging

Suggested artifacts/evidence

- Student survey results
- Community service records; student election records

Board Member Score (6–1): _____

Narrative (required):

A4: Quality Staff

(Focus on staffing outcomes: recruitment, retention, morale, renewal rates.)

What NOT to score here: Do not rate superintendent HR systems and labor management here; see Organizational Management.

Why this matters

High-quality staff drive student learning. Recruitment, retention, and support improve culture and stability.

Representative outcomes & metrics

- Staff retention rates >85%
- Renewal rates in first 3 years
- Staff survey: ≥80% satisfied with PD and supports

Superintendent leadership descriptors

- Implements fair and balanced recruitment and retention strategies
- HR renewal data; exit interview themes
- Aligns PD with staff needs and student outcomes
- Monitors and acts on staff climate indicators

Suggested artifacts/evidence

- Staff survey reports; PD evaluations

Board Member Score (6–1): _____

Narrative (required):

Uniform Scoring Guide (for every section)	
6 – Exemplary:	Outstanding performance; innovative leadership consistently surpasses expectations, inspires others.
5 – Accomplished:	Strong performance; often exceeds expectations with sustained, measurable improvement.
4 – Effective:	Meets expectations; reliable leadership produces stable and improving outcomes.
3 – Developing:	Partially meets expectations; progress inconsistent, systems need strengthening.
2 – Emerging:	Below expectations; outcomes limited, leadership practices inconsistent or weak.
1 – Ineffective:	Fails expectations; little progress, leadership misaligned or ineffective overall.

A5: Fiscal Stewardship

(Focus on districtwide financial outcomes: balanced budgets, facilities, safety/security.)

What NOT to score here: Do not rate superintendent's technical budget preparation here; see Financial Management.

Why this matters

Fiscal stewardship ensures long-term sustainability and safety. Transparent budgets, safe facilities, and prudent facilities planning underpin student learning.

Representative outcomes & metrics

- Balanced annual budget
- Bond/community support for facilities planning
- Positive annual audit
- Safety/security upgrades completed

Superintendent leadership descriptors

- Aligns resources to strategic priorities
- Engages community in facilities planning
- Oversees safe, secure learning environments

Suggested artifacts/evidence

- Annual audit; budget reports
- Facilities plan; safety/security updates

Board Member Score (6–1): _____

Narrative (required):

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Uniform Scoring Guide (for every section)

6 – Exemplary: Outstanding performance; innovative leadership consistently surpasses expectations, inspires others.
5 – Accomplished: Strong performance; often exceeds expectations with sustained, measurable improvement.
4 – Effective: Meets expectations; reliable leadership produces stable and improving outcomes.
3 – Developing: Partially meets expectations; progress inconsistent, systems need strengthening.
2 – Emerging: Below expectations; outcomes limited, leadership practices inconsistent or weak.
1 – Ineffective: Fails expectations; little progress, leadership misaligned or ineffective overall.

Part B: Professional Standards – LEADERSHIP BEHAVIORS (50%)

B1: Visionary District Leadership

What NOT to score here: Do not rate specific outcome metrics here; see Strategic Plan themes.

Why this matters

Visionary leadership sets mission/vision, continuous improvement planning, and alignment of resources, creating coherence across initiatives.

Superintendent leadership descriptors

- Leads collaborative development/reaffirmation of mission/vision
- Implements CIP and reports progress
- Aligns resources and communicates results

Suggested artifacts/evidence

- Mission/vision documents
- Board-adopted CIP or SIA plans

Board Member Score (6–1): _____

Narrative (required):

B2: Ethics & Professional Norms

What NOT to score here: Do not rate fiscal or HR processes here; see those standards.

Why this matters

Ethical leadership builds trust, fairness, integrity, and transparency, setting norms for the organization.

Superintendent leadership descriptors

- Models **impartiality**, fairness, integrity in decisions
- Uses feedback and reflective practice

Suggested artifacts/evidence

- Board reports demonstrating transparency
- **Inclusion and Belonging** plans

Board Member Score (6–1): _____

Narrative (required):

Uniform Scoring Guide (for every section)

6 – Exemplary: Outstanding performance; innovative leadership consistently surpasses expectations, inspires others.
5 – Accomplished: Strong performance; often exceeds expectations with sustained, measurable improvement.
4 – Effective: Meets expectations; reliable leadership produces stable and improving outcomes.
3 – Developing: Partially meets expectations; progress inconsistent, systems need strengthening.
2 – Emerging: Below expectations; outcomes limited, leadership practices inconsistent or weak.
1 – Ineffective: Fails expectations; little progress, leadership misaligned or ineffective overall.

B3: Inclusive District Culture

(Focus on **fairness**, inclusivity, culturally responsive practices for staff/students.)

What NOT to score here: Do not rate student civic engagement; see *Thriving Communities*.

Why this matters

Inclusive culture ensures staff and students feel safe and supported; **fairness** closes gaps and improves outcomes.

Superintendent leadership descriptors

- Advocates for inclusive access to safe, supportive schools
- Implements culturally responsive practices

Suggested artifacts/evidence

- Discipline data disaggregated
- Staff/student climate surveys

Board Member Score (6–1): _____

Narrative (required):

B4: Instructional Leadership & Improvement

What NOT to score here: Do not rate student outcome metrics here; see *Teaching & Learning*.

Why this matters

Instructional leadership ensures coherent curriculum, instruction, and assessment systems to raise student achievement.

Superintendent leadership descriptors

- Implements aligned systems of instruction/assessment
- Builds PD systems tied to outcomes

Suggested artifacts/evidence

- Curriculum audits
- PD plans tied to student achievement

Board Member Score (6–1): _____

Narrative (required):

Uniform Scoring Guide (for every section)

6 – Exemplary: Outstanding performance; innovative leadership consistently surpasses expectations, inspires others.

5 – Accomplished: Strong performance; often exceeds expectations with sustained, measurable improvement.

4 – Effective: Meets expectations; reliable leadership produces stable and improving outcomes.

3 – Developing: Partially meets expectations; progress inconsistent, systems need strengthening.

2 – Emerging: Below expectations; outcomes limited, leadership practices inconsistent or weak.

1 – Ineffective: Fails expectations; little progress, leadership misaligned or ineffective overall.

B5: Communication & Community Relations

(Focus on outreach systems, transparency, partnerships.)

What NOT to score here: Do not rate student engagement outcomes; see *Thriving Communities*.

Why this matters

Transparent communication and authentic partnerships build trust and expand student opportunities.

Superintendent leadership descriptors

- Implements communication systems that reach diverse stakeholders
- Cultivates business/civic/government partnerships

Suggested artifacts/evidence

- Communication plan
- Community forum/partnership agreements

Board Member Score (6–1): _____

Narrative (required):

B6: Organizational Management

(Focus on HR systems, labor relations, structures, PD capacity.)

What NOT to score here: Do not rate staff retention/morale outcomes; see *Quality Staff*.

Why this matters

Organizational systems enable recruitment, development, and retention of staff and maximize capacity for learning.

Superintendent leadership descriptors

- Implements fair hiring/retention systems
- Manages labor relations

Suggested artifacts/evidence

- HR hiring/retention plans
- Labor agreements

Board Member Score (6–1): _____

Narrative (required):

Uniform Scoring Guide (for every section)

6 – Exemplary: Outstanding performance; innovative leadership consistently surpasses expectations, inspires others.

5 – Accomplished: Strong performance; often exceeds expectations with sustained, measurable improvement.

4 – Effective: Meets expectations; reliable leadership produces stable and improving outcomes.

3 – Developing: Partially meets expectations; progress inconsistent, systems need strengthening.

2 – Emerging: Below expectations; outcomes limited, leadership practices inconsistent or weak.

1 – Ineffective: Fails expectations; little progress, leadership misaligned or ineffective overall.

B7: Financial Management

(Focus on budget preparation, presentation, fiscal controls.)

What NOT to score here: Do not rate overall fiscal outcomes (balanced budgets, facilities); see Fiscal Stewardship.

Why this matters

Financial leadership ensures transparent, balanced, and effective use of resources aligned with board priorities.

Superintendent leadership descriptors

- Prepares budgets aligned with goals
- Provides transparent reports; maintains controls

Suggested artifacts/evidence

- Budget books, audits
- Financial dashboards

Board Member Score (6–1): ____

Narrative (required):

B8: Policy, Governance & Advocacy

What NOT to score here: Do not rate communication or advocacy outcomes that are student-specific; see other sections.

Why this matters

The superintendent partners with the board, ensures policy/legal compliance, and advocates for students at regional and state levels.

Superintendent leadership descriptors

- Maintains effective board relationships
- Implements policy and ensures compliance

Suggested artifacts/evidence

- Policy compliance records
- Board protocols

Board Member Score (6–1): ____

Narrative (required):

Uniform Scoring Guide (for every section)

6 – Exemplary: Outstanding performance; innovative leadership consistently surpasses expectations, inspires others.

5 – Accomplished: Strong performance; often exceeds expectations with sustained, measurable improvement.

4 – Effective: Meets expectations; reliable leadership produces stable and improving outcomes.

3 – Developing: Partially meets expectations; progress inconsistent, systems need strengthening.

2 – Emerging: Below expectations; outcomes limited, leadership practices inconsistent or weak.

1 – Ineffective: Fails expectations; little progress, leadership misaligned or ineffective overall.

Addendum: Superintendent Annual SMART Goals

Superintendent and board set 2–4 SMART goals each August, scored on 6-point scale with narrative justification.

Goal #1:

By June 30, 2026, the Superintendent will develop and introduce public-facing and internal-facing dashboards that track strategic plan progress and share regular progress updates with the community and district staff.

Board Score (6–1): _____

Narrative (required):

Goal #2:

By June 2026, 60% of students in grades K through 12 will meet or exceed grade-level standards in mathematics, as measured by the STAR assessment.

Board Score (6–1): _____

Narrative (required):

Goal #3:

By June 2026, the overall district average student regular attendance rate will increase by at least 5%, from 62.15% to at least 67.15%.

Board Score (6–1): _____

Narrative (required):

Uniform Scoring Guide (for every section)

6 – Exemplary: Outstanding performance; innovative leadership consistently surpasses expectations, inspires others.
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5 – Accomplished: Strong performance; often exceeds expectations with sustained, measurable improvement.

4 – Effective: Meets expectations; reliable leadership produces stable and improving outcomes.

3 – Developing: Partially meets expectations; progress inconsistent, systems need strengthening.

2 – Emerging: Below expectations; outcomes limited, leadership practices inconsistent or weak.

1 – Ineffective: Fails expectations; little progress, leadership misaligned or ineffective overall.
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Oct 2025 Field Trip Report

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

Trip ID/Name	Trip Destination	Building	Trip Date(s)	Depart & Return Times	Pupils	Adults	Educational Objectives	Status
256035 - Sublimity Bromley and Jones at Oregon State Capitol and Willamette Career Academy	Oregon State Capitol and Willamette Career Academy	Sublimity	Wed, Jan 21, 2026	9:30am - 2:15pm	45	15	We are studying the history of Oregon and its government. We are exposing students to college/career options as part of our AVID focus.	pending
257002 - Kindergarten to Storybook Land	Storybook Land Linn County Fairgrounds 3700 Knox Butte Rd E, Albany	Stayton Elementary	Thu, Dec 11, 2025	8:45am - 12:00pm	75	45	K.RL.2 With support, students will retell familiar stories, including key details. K.RL.3 With prompting and support, identify characters, settings and major events in a story	pending
256923- 2nd Grade to Storybook Land	Storybook Land Linn County Fairgrounds 3700 Knox Butte Rd E, Albany	Stayton Elementary	Thu, Dec 11, 2025	8:30am - 11:45am	80	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.	pending
256715 - ML 4/5th Grade OSU Beavers Beyond the Classroom	OSU/Gill Coliseum 660 SW 26th St, Corvallis	Mari-Linn	Tue, Nov 18, 2025	8:30am - 2:15pm	39	12	College planning/excitement	122 pending
256804 - Stayton High School - AVID12 College Visit	Linn Benton Community College 6500 Pacific Blvd SW; Albany & Oregon State University 1500 SW Jefferson Way; Corvallis	Stayton High	Wed, Nov 12, 2025	8:30am - 3:30pm	13	3	Opportunity Knowledge, College & Career	pending
256993 - Redmond High School Welding Competition #2	Redmond High School SW Rimrock Way, Redmond	Stayton High	Sat, Nov 1, 2025	5:00am - 7:00pm	10	1	To increase the interest in the CTE trades through inter-school competitions	pending
256577 - SIS 4th Grade EZ Orchards	EZ Orchards 5504 Hazelgreen Rd NE, Salem	Stayton Middle	Thu, Oct 30, 2025	10:10am - 1:45pm	81	24	Plant Life Cycle: Students can observe pumpkins at various stages of growth, from the vine to the harvest. This links directly to the life cycle of plants and the function of different plant parts (stem, leaves, seeds).	pending

257017 - Zephyr Engineering / Manufacturing Week field trip	Zephyr Engineering 1337 Madison St NE STE 125, Salem	Stayton High	Thu, Oct 30, 2025	9:15am - 11:30am	20	1	This field trip represents an invaluable extension of our CTE curriculum, giving students first-hand exposure to the professional world they are preparing to enter. The experience supports our mission to prepare students for college and career readiness by connecting academic content to real industry settings.	pending
256792 - Sublimity K-2 Pumpkin Patch	EZ Orchards 5504 Hazelgreen Rd NE, Salem	Sublimity	Wed, Oct 29, 2025	9:30am - 12:00pm	113	30	To learn the life cycle of pumpkins and apples.	pending
256991 - SES 1st Grade Star Cinema	Star Cinema 350 N 3rd Ave, Stayton	Stayton Elementary	Tue, Oct 28, 2025	8:15am - 11:00am	87		1.RL.3 Describe characters, settings, and major events in a story, using key details	pending
255975 - Sublimity School 6th Grade Outdoor School	Coastal Discovery Center at Camp Gray- 3400 SW Abalone Street South Beach	Sublimity	Wed, Oct 22- Fri, Oct 24, 2025	10:00am & 2:00 pm	60	14	Build a strong classroom community, explore the unique ecosystems of the Oregon Coast, and engage students in meaningful, hands-on science experiences.	pending
256660 - SHS to Cascade College Fair	Cascade High School 10226 Marion Rd. SE; Turner	Stayton High	Wed, Oct 22, 2025	9:40am - 11:15am	65	4	Opportunity Knowledge - College & Career Readiness	pending
255422 - SES Stayton Walking Field Trip	Stayton Post Office, Stayton Library, Star Cinema, Brown House, Police Station, Pioneer Park	Stayton Elementary	Fri, Oct 17, 2025	8:45am - 2:15pm	80	25	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.	123 approved
257026 - ML 5th Grade City Hall/ Lyons Library	Lyons City Hall & Library	Mari-Linn	Wed, Oct 15, 2025	9:00am - 11:15am	15	5	Making a connection to Social Studies Unit 1- U.S. Government	approved
255579 - SES kindergarten to Greens Bridge Pumpkin Patch	Greens Bridge Gardens 3730 Jefferson Scio Dr SE, Jefferson	Stayton Elementary	Mon, Oct 13, 2025	9:45am - 1:30pm	80	45	Observe and identify parts of a pumpkin plant (stem, leaves, seeds, etc.). Understand the basic life cycle of a pumpkin (seed to fruit). Explore the seasonal changes associated with fall and harvest time	approved
255994 - ML-K-2- Greensbridge Pumpkin Patch	Greens Bridge Gardens 3730 Jefferson Scio Dr SE, Jefferson	Mari-Linn	Wed, Oct 8, 2025	8:30am - 2:00pm	55	23	Use observations to describe patterns of what plants and animals (including humans) need to survive. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents	approved
256168 - ML-3- Greensbridge Pumpkin Patch	Greens Bridge Gardens 3730 Jefferson Scio Dr SE, Jefferson	Mari-Linn	Wed, Oct 8, 2025	8:30am - 2:00pm	20	6	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	approved

256310 - FFA District Soils Competition	Jefferson High School 2200 Talbot Rd SE, Jefferson	Stayton High	Tue, Oct 7, 2025	8:30am - 3:00pm	14	1	The FFA Soil Judging Competition provides agriculture students with hands-on experience in evaluating soil properties, land use capabilities, and conservation practices. This competition enhances students' understanding of soil science, promotes critical thinking, and supports career exploration in agriculture, natural resources, and environmental science.	approved
255202 - SUB 3rd Grade EZ Orchards and Pan American Blueberry Farm	EZ Orchards: 5504 Hazelgreen Rd NE & Pan American Berry Growers: 6826 55th Ave NE, Salem	Sublimity	Wed, Oct 1, 2025	8:15am - 2:15pm	44		Students will deepen understanding of Oregon geography through exploring the EZ Orchards corn maze which is in the shape of Oregon with information about towns and cities in their relative positions. They will also learn some of Oregon's Ag industry with apples at EZ orchards and blueberries at Pan American.	approved
255334 - FFA District Leadership Camp	Aldersgate Camps 7790 Marion Rd SE, Turner	Stayton High	Sun, Sep 28 - Mon, Sep 29, 2025	9:00am & 2:00pm	10	1	Hands-on activities, competitions, and breakout sessions designed to strengthen their leadership skills and agricultural knowledge. The camp fosters connection, collaboration, and personal growth as students build relationships with FFA members from across the district.	approved
255887 - Redmond High School Welding Competition	Redmond High School Welding Competition 675 SW Rimrock Way Redmond	Stayton High	Sat, Sep 27, 2025	6:00am - 6:00pm	10	1	To increase the interest in the CTE trades through inter-school competitions.	124 approved
255873-875 & 255912 Outdoor School day trippers	Stayton Middle School	Stayton Middle	Mon, Sep 22- Fri, Sep 26, 2025	8:15am - 7:30pm	4	2	These trips are simply to transport 4 students who are unable to stay overnight back home daily.	approved
254363 - SMS Outdoor School students	Camp Tadmor 43943 McDowell Creek Drive, Lebanon	Stayton Middle	Mon, Sep 22- Fri, Sep 26, 2025	9:00am & 1:45pm	95	4	Provide a hands-on, immersive learning experience in the natural environment leading to improved school engagement, positive behaviors, and a deeper appreciation for the natural world.	approved
254366 - SMS Outdoor School Counselors	Camp Tadmor 43943 McDowell Creek Drive, Lebanon	Stayton High	Sun, Sep 21- Fri, Sep 26, 2025	9:00am & 2:15pm	20	2	HS counselors who are providing supervision for 6th graders	approved
252204 - Team Welding/Fabrication Competition	Yamhill County Fair Grounds- 2070 NE Lafayette Ave, McMinnville	Stayton High	Fri, Aug 1, 2025	7:00am - 4:00pm	3	1	Manufacturing and welding competition	approved

October 2025 NSSD Enrollment Totals												
School Name	Grade	Jun '25	Sept '25	Oct '25	Nov '25	Dec '25	Jan '26	Feb '26	Mar '26	Apr '26	May '26	Jun '26
MARI-LINN	KG	15	23	23								
MARI-LINN	1	14	15	14								
MARI-LINN	2	18	16	15								
MARI-LINN	3	22	20	20								
MARI-LINN	4	16	23	23								
MARI-LINN	5	17	15	14								
MARI-LINN	6	19	20	19								
MARI-LINN	7	18	23	21								
MARI-LINN	8	17	19	17								
MARI-LINN	ALL	156	174	166	0							
SUBLIMITY	KG	32	38	36								
SUBLIMITY	1	35	38	37								
SUBLIMITY	2	41	38	37								
SUBLIMITY	3	45	45	45								
SUBLIMITY	4	35	48	49								
SUBLIMITY	5	59	43	43								
SUBLIMITY	6	35	62	59								
SUBLIMITY	7	51	39	39								
SUBLIMITY	8	30	50	50								
SUBLIMITY	ALL	363	401	395	0							
OA-VIRTUAL ACADEMY	KG	0	1	1								
OA-VIRTUAL ACADEMY	1	0	0	0								
OA-VIRTUAL ACADEMY	2	1	0	0								
OA-VIRTUAL ACADEMY	3	2	1	1								
OA-VIRTUAL ACADEMY	4	3	2	0								
OA-VIRTUAL ACADEMY	5	2	0	0								
OA-VIRTUAL ACADEMY	6	5	1	3								
OA-VIRTUAL ACADEMY	7	2	2	4								
OA-VIRTUAL ACADEMY	8	5	3	4								
OA-VIRTUAL ACADEMY	9	10	2	2								
OA-VIRTUAL ACADEMY	10	19	7	7								
OA-VIRTUAL ACADEMY	11	20	14	16								
OA-VIRTUAL ACADEMY	12	8	22	25								
OA-VIRTUAL ACADEMY	ALL	77	55	63	0							

School Name	Grade	Jun '24	Sept '25	Oct '25	Nov '25	Dec '25	Jan '26	Feb '26	Mar '26	Apr '26	May '26	Jun '26
STAYTON ELEMENTARY	PreK	30	31	32								
STAYTON ELEMENTARY	KG	88	75	75								
STAYTON ELEMENTARY	1	78	90	88								
STAYTON ELEMENTARY	2	77	78	79								
STAYTON ELEMENTARY	3	87	77	75								
STAYTON ELEMENTARY	ALL	330	320	317	0							
STAYTON INTERMEDIATE	4	88	81	80								
STAYTON INTERMEDIATE	5	84	89	89								
STAYTON MIDDLE	6	93	94	93								
STAYTON MIDDLE	7	100	98	97								
STAYTON MIDDLE	8	96	99	99								
SIS/SMS TOTAL	ALL	461	461	458	0							
OA-LOCUST ST ACADEMY	9	0	0	0								
OA-LOCUST ST ACADEMY	10	0	0	0								
OA-LOCUST ST ACADEMY	11	15	7	5								
OA-LOCUST ST ACADEMY	12	10	22	21								
OA-GED		14	9	13								
OA-LSA & GED	ALL	39	38	39	0							
STAYTON HIGH	9	150	162	159								
STAYTON HIGH	10	166	157	157								
STAYTON HIGH	11	153	162	163								
STAYTON HIGH	12	131	146	143								
Early College (off campus)		17	7	10								
Transitions (post-grad SPED)		4	4	5								
STAYTON HIGH	ALL	621	638	637	0							
NSSD Total (w/o PreK)	TOTAL	2047	2087	2075	0							
NSSD Total (w/ PreK)		2077	2118	2107								
# Registered w/ WESD to homeschool		98	89	90								
# Enrolled in Virtual Charter Schools		82	99	108								

NSSD receives Preschool Promise Grant monies for preschool and no state funding so they are excluded from the school total

New Virtual Charter Enrollments Since Pausing 3% Cap Enforcement 5/22/25

Confirmed for 2025-26:	40	
# enrolled in NSSD in 24-25:	9	(grade levels: 3rd=1, 6th=1, 8th=1, 9th=2, 10th=1, 11th=3)
# enrolled in NSSD before 24-25:	2	(both in 21-22 school year)
# never enrolled in NSSD:	29	(mixture of private school and parent homeschooled students)
<hr/> New Requests Pending for 25-26:	4	(2 of 4 were enrolled with NSSD)

New Virtual Charter Enrollment by Grade Level

	1	2	3	4	5	6	7	8	9	10	11	12
K												
4	2	6	3	4	6	0	4	4	3	1	3	0