



**Board of Directors Meeting
Regular Session - 6:00 PM**

**AGENDA - EXPLANATION
Thursday, October 15, 2020
Virtual Meeting
Remotely Via Zoom
Stayton, OR 97383**

VISION

*We change kids' lives through a commitment to excellence,
integrity, equity, and community engagement*

NSSD MISSION STATEMENT

*Ensure students reach their highest academic and vocational
potential and develop into productive citizens*

GUIDING PRINCIPLE

Do what is best for all kids

BOARD GOALS

- 1. Offer the most comprehensive program possible for students and the appropriate staffing to support our commitment to doing what is best for all kids*
- 2. Celebrate the successes of the District and community*
- 3. Routinely monitor the effectiveness of District programs and services in order to better serve all kids*
- 4. Build and sustain dynamic relationships with stakeholders of the District through proactive communication exchanges*

The board packet is available on the District's website at www.nisantiam.k12.or.us under District>Board of Directors>Agendas/Minutes.

The North Santiam School District Board of Directors will meet in Regular Session on October 15, 2020 at 6:00 via Zoom. Access to the agenda and meeting materials can be located on the District website at www.nisantiam.k12.or.us > School Board.

1. CALL REGULAR SESSION TO ORDER

The Regular Session of the North Santiam School District's Board of Directors is called to order at 6:00 pm via Zoom using the link information listed below. It is an open meeting of the Board and the public is allowed to observe. On the agenda is a place for public comment. Those in attendance that wish to address the Board during this time must complete a public comment request available via the link PUBLIC COMMENT CARD prior to this point in the agenda. Comment cards are also available in

person in the District Office but must be completed prior to 4:00 pm on October 15, 2020. Speakers may offer objective criticism of school operations and programs however, the law prohibits the Board from hearing complaints regarding any personally identifiable District staff member. The Board asks that anyone wishing to communicate a complaint of this manner follow the proper administrative process in Board policy KL (Public Complaints). This information is available on the District website.

Join Zoom Meeting

<https://zoom.us/j/98114230589?pwd=Z0tlNFF1Y2ZkTHNaZ3orMXBoMFBpQT09>

Meeting ID: 981 1423 0589

Passcode: 1nvwdQ

Only Board members, the Superintendent and those currently presenting or commenting should have their video active. To limit feedback, all microphones should be muted unless that person is speaking. Any participant whose audio is disruptive to the meeting may be muted by the host. If your profile does not contain your name, you may receive a (chat) message once inside the meeting asking you to identify yourself

ACKNOWLEDGEMENT OF BOARD MEMBERS PRESENT: MIKE WAGNER

PLEDGE OF ALLEGIANCE: MIKE WAGNER

2. APPROVAL OF THE AGENDA

Any changes to the board packet after October 9, 2020 are noted below:

Added Agenda Items-

- 5.3-Division 22 Assurance of 2019-2020 Compliance
- 7.2-Excise Tax Resolution
- 7.3-Policy Updates/First Reading
- 7.4-20-21 Supt Eval Form, 2019-20 Supt Eval Form

Added Attachments-

- 5.2-General Fund Board Financials 20.21
- 5.3-Division 22 School Board Presentation
- 5.4-10.06.20 Community Engagemnt Committee Minutes
- 6.1-8.20,20 Meeting Minutes &09.24.20 Meeting Minutes
- 7.1- Modified 2020-21 School Calendar
- 7.2-Excise Tax Wavier-Res#101520A
- 7.3- NSSD Board Policies: GBL, GBLA, GBN/JBA, GBN/JBA-AR & IGBAH AR
- 7.4-Supt Evaluation Forms

Motion that the Board approves the agenda as modified.

Motion Made By:

Vote:

3. STUDENT BUSINESS

This agenda item is for monthly reports from the Stayton High School ASB president and for other requests/reports from students.

4. PUBLIC COMMENT

The meeting will now be opened to receive public comment. We value the time and initiative members of the public take to share their thoughts with the Board. The Board's role during public comment is not to immediately respond, but to listen. If there is follow-up necessary, we will direct our Superintendent to do so. Remember that we all model the way for our students, and we ask that everyone share their

thoughts in a respectful way. Should any public comment include complaints regarding a personally identifiable District staff member, the Board chair may direct the speaker to the proper administrative process found in Board policy KL which can be found on the District's website. Those who have completed a comment request will now be called (in the order they were received) to turn on their video and microphones to address the Board. Once their comment is complete, they are asked to mute themselves and turn off their cameras. Please note that speakers will have three minutes to express their thoughts.

5. REPORTS

1. Superintendent's Report

2. Business Director's Report

6

3. Divison 22 Assurance of 2019-2020 Compliance

7

School Districts are to provide a Division 22 Report to their local school board by November 1st regarding their standing with respect to all Standards for Public Elementary and Secondary Schools as set forth in Oregon Administrative Rules 581-022-2305. Districts are to post the Division 22 Report on their district website by November 1, 2020. Following that report, districts will complete and submit to the Oregon Department of Education (ODE) the annual Elementary and Secondary Schools Assurance Form by November 15, 2020.

4. Community Engagement Committee Report

16

The Community Engagement Committee is a sub-committee of the NSSD Board of Directors made up of NSSD staff and two board members. Tass Morrison is the committee chair and Alisha Oliver is a member of the committee. The committee meets monthly and this item is for a monthly report of meeting minutes.

6. CONSENT AGENDA

In order to make more efficient use of meeting time, items that are routine in nature are placed on the Consent Agenda when no debate is anticipated. Any item placed on the Consent Agenda may be removed at the request of any Board member prior to the time a vote is taken. All remaining items of the Consent Agenda are then disposed of in a single motion.

1. Approval of Meeting Minutes

18

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

2. Licensed Staff Changes

School boards must approve the hiring and annual renewal and non-renewal of the Licensed staff contracts. Any changes in Licensed staff since the last board meeting are listed below. Only new hires require board approval; building transfers, resignations and retirements are for information only.

As of 10/09/20, there were no changes in Licensed staff since the 09/24/20 board meeting.

3. Action on Consent Agenda

Motion that the Board approve the Consent Agenda including; 6.1-Minutes from the 8.20.20 Regular Session and 9.24.20 Special Session.

Motion Made By:

Vote:

7. NEW BUSINESS

1. Modified 2020-21 School Calendar

27

The 2020-21 School Year Calendar has been modified to account for changes in scheduled grading, professional development and conference days. These changes have been made to recover some of the lost instructional days due to delaying the start of school from Sept 8th to

Sept 28th. The start date was moved back to first allow more time for students and staff to prepare for distance learning and then as a result of the wildfire that began affecting District communities on Sept 8, 2020. There may continue to be changes as the District responds to guidance from the OR Dept of Education and the Oregon Health Authority regarding COVID-19.

Motion that the Board approves the Modified 2020-21 School Year Calendar as {submitted} {modified}.

Motion Made By:

Vote:

2. Excise Tax Resolution

The Business Director will be bringing a resolution to the Board to allow the District to waive the excise tax collection for any residents who have to remodel or rebuild due to losses suffered during the September 2020 Beachie Creek Fire.

POSSIBLE MOTION-EXCISE TAX WAIVER RES # 101520A

Be it resolved that the Board approves a waiver of the excise tax assessed to new construction within the North Santiam School District boundaries as long as the following three qualifications are met:

- 1) THE HOME BEING REPLACED WAS DAMAGED BY THE BEACHIE CREEK FIRE IN SEPTEMBER OF 2020***
- 2) THE HOMEOWNER REQUESTING THE BUILDING PERMIT OWNED AND OCCUPIED THE PROPERTY AT THE TIME OF THE FIRE***
- 3) THE HOMEOWNER REQUESTS THE WAIVER PRIOR TO MARCH 1, 2021***

Motion Made By:

Vote:

3. Policy Updates/First Reading

28

Updates to NSSD Board Policies, as recommended by Oregon School Board's Association, will be presented for first readings.

- GBL-Personnel Records
- GBLA-Disclosure of Information
- GBN/JBA-Sexual Harrassment
- GBN/JBA-AR Sexual Harassment Complaint Procedure
- IGBAH AR Special Ed-Evaluation and Eligibility Procedures

It should be noted that on September 17, 2020, the Oregon State Board of Education adopted a temporary Oregon Administrative Rule (OAR) 581-022-2312 - All Students Belong. This rule took effect Sept 18, 2020 and requires that districts, ESDs, public charter schools and others receiving state funding for education adopt a policy by January 1, 2021 prohibiting symbols of hate and addressing bias incidents.

The sample policy was received by the District just prior to the October meeting so it will be prepared and presented at the November 19, 2020 meeting.

4. Superintendent Evaluation Form

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The Board has been discussing the option of updating the form used to evaluate the superintendent annually. Laura Wipper offered to make some modifications based on input from other Board members and is bringing the first draft back to the board for further discussion. The previous year's form has been included in the meeting materials for reference.

8. INFORMATION ONLY

1. Student Enrollment:

72

Current District enrollment is approximately 2,142 students. Totals for each school are listed below. Refer to the attachment for a breakdown by grade at each location.

Mari-Linn: 163
Sublimity: 359
Stayton Elementary: 318
Stayton Intermediate/Middle: 461
(SIS: 137 SMS: 324)
Stayton High: 729
Options Academy: 112

The District has just received an update from the Willamette Education Service District (WESD) that lists students who have registered to be homeschooled by their parents/guardians. According to their records approximately 85 new students who reside within the District's boundaries have registered to homeschool for the 2020-21 school year since July 1, 2020. The District has confirmed that these students are not currently enrolled in any NSSD schools.

2. Upcoming Board Events & Activities:

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

OSBA Annual Convention (Virtual)

Sat, November 14, 2020 from 8-4

NSSD Board of Directors Regular Session Meeting:

November 19, 2020 @ 6:00 pm ~ location TBA

NSSD Board of Directors Regular Session Meeting:

December 17, 2020 @ 6:00 pm ~ location TBA

9. BOARD ANNOUNCEMENTS

Announcements for this meeting:

Board Greeter for Next Month:

Possible Future Agenda Items:

10. **ADJOURN**

Time:

EQUAL OPPORTUNITY EMPLOYER

Equal employment opportunity and treatment shall be practiced by the North Santiam School District regardless of an individual's perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status, veterans' status, or of any other persons with whom the individual associates is able to perform the essential functions of the position, with or without reasonable accommodation. This meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 48 hours prior to the meeting. If you require special accommodations, please contact Tonia Whisman at the North Santiam School District Office at 503-769-4928.

**2020-21 BOARD FINANCIALS - GENERAL FUND
REVENUE AND EXPENSE PROJECTIONS**

	ACTUALS						PROJECTED						Totals	Budget	% of Budget	
	July	August	September	October	November	December	January	February	March	April	May	June				
REVENUES:																
Local Sources																
Property taxes -R1111:R1112	7,303	46,374	17,489	12,000	5,640,000	346,000	55,000	30,000	125,000	15,000	15,000	145,000	6,454,166	6,480,000	99.60%	
Tuition other districts in the state (R1312)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!	
Investment Earnings -R1510	49,590	7,560	7,522	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	136,672	200,000	68.34%	
Admissions, Fees, Rents, R1710:R1910 & R1330	(4)	38	0	0	0	166	250	250	0	0	115	1,992	2,807	22,500	12.48%	
Other local Sources R1940:R1990	394	40	11	175	35	1,031	89	10,196	30	0	1,452	14,800	28,253	32,500	86.93%	
0													0			
County School Funds R2101	0	0	0	0	0	0	0	0	45,000	0	0	0	45,000	45,000	100.00%	
Restricted Revenue - PTP R2200 & R3299	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
WESD Regional Transit (2106)	0	0	0	0	0	1,000	0	1,000	0	0	0	0	2,000	2,500	80.00%	
WESD Transit Fund R2102	0	0	0	0	0	150,000	0	150,000	0	150,000	0	150,000	600,000	600,000	100.00%	
State Sources																
School Support Fund R3101	2,749,922	1,374,136	1,374,136	1,374,136	1,374,136	1,386,958	1,386,958	1,386,958	1,386,958	1,386,958	1,386,958	0	16,568,214	16,619,511	99.69%	
School Support Fund High School Disability	0	0	0	0	0	0	0	0	0	0	10,000	0	10,000	10,000		
St Sch Fd-Prior Year Adjustment R3101.5		0							0	0	(700,000)	0	(700,000)	(200,000)	350.00%	
Common School Fund R3103	0	0	0	0	0	0	0	0	110,039	0	0	110,039	220,078	220,078	100.00%	
State Timber R3104	0	0	0	0	0	25,000	0	0	30,000	40,000	0	0	95,000	250,000	38.00%	
Federal Sources																
Restricted Revenue - Fed Gov. to State 4500	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Federal Forest Fees R4801	0	0	0	0	0	0	0	0	0	0	10,000	0	10,000	10,000		
Interfund Transfers													200,000	200,000	200,000	
Beginning Fund Balance - est R5400	3,155,000	0	0	0	0	0	0	0	0	0	0	0	3,155,000	2,055,000	153.53%	
Total Monthly Revenue	2,799,902	1,428,148	1,399,158	1,394,311	7,022,171	1,918,155	1,450,297	1,586,404	1,705,027	1,599,958	731,525	629,831	26,827,191	26,827,191	101.06%	
Cumulative Revenue	5,954,902	7,383,051	8,782,208	10,176,519	17,198,690	19,116,845	20,567,142	22,153,546	23,858,573	25,458,531	26,190,056	26,819,888	26,827,191	26,547,089	101.79%	
EXPENDITURES BY OBJECTS																
100 Salaries	227,425	266,033	991,773	995,000	995,000	995,000	995,000	995,000	995,000	995,000	995,000	2,365,500	11,810,731	12,210,326	96.73%	
200 Employee Benefits	141,659	170,993	729,763	685,000	685,000	685,000	685,000	685,000	685,000	690,000	690,000	1,565,000	8,097,414	8,545,740	94.75%	
300 Purchased Services	37,225	82,385	83,226	205,250	205,250	205,250	205,250	205,250	205,250	375,000	325,000	375,000	2,509,336	3,169,148	79.18%	
400 Supplies	38,579	24,688	124,904	102,268	50,000	50,000	100,000	44,063	50,000	50,000	40,000	100,000	774,502	798,250	97.03%	
500 Capital Outlay	0	0	14,525	0	0	0	0	0	0	5,000	0	90,000	109,525	109,650	0.00%	
600 Dues, Fees, Other	260,399	11,759	6,197	2,500	2,500	2,500	7,135	2,500	40,000	7,500	7,500	25,000	375,490	385,975	97.28%	
700 Transfers to other Funds	0	0	0	0	0	0	0	0	0	0	0	28,000	28,000	28,000	100.00%	
800 Contingency/Unappropriated		0	0	0	0	0	0	0	0	0	0	0	0	1,300,000	0.00%	
Total Monthly Expenditure	705,287	555,857	1,950,387	1,990,018	1,937,750	1,937,750	1,992,385	1,931,813	1,975,250	2,122,500	2,057,500	4,548,500	23,704,998	26,547,089		
Cumulative Expenditure	705,287	1,261,144	3,211,531	5,201,549	7,139,299	9,077,049	11,069,435	13,001,248	14,976,498	17,098,998	19,156,498	23,704,998	23,704,998	26,547,089	89.29%	
													0			
EXPENDITURES BY FUNCTION																
1000 - Instruction	20,683	40,275	1,119,030	1,202,721	1,219,038	1,225,030	1,242,965	1,230,561	1,205,800	1,270,801	1,266,500	3,525,767	14,569,171	15,151,413	96.16%	
2000 - Support Services	639,125	515,583	831,357	838,221	788,614	758,577	855,101	805,002	805,550	785,699	780,000	990,733	9,393,562	9,937,476	94.53%	
3000 - Community Services	0	0	0	1,100	1,000	120	400	1,000	86	1,000	1,000	4,000	9,706	10,700	90.71%	
5000 - Debt Service / Transfers	45,479	0	0	0	0	0	4,144	0	68,564	0	0	28,000	146,187	147,500	99.11%	
6000 - Contingencies	0	0	0	0	0	0	0	0	0	0	0	0	0	800,000		
7000 - Unappropriated Balance	0	0	0	0	0	0	0	0	0	0	0	0	0	500,000	0.00%	
Total Monthly Expenditure	705,287	555,857	1,950,387	2,042,042	2,008,652	1,983,727	2,102,610	2,036,563	2,080,000	2,057,500	2,047,500	4,548,500	24,118,626	26,547,089		
Cumulative Expenditure	705,287	1,261,144	3,211,531	5,253,573	7,262,225	9,245,952	11,348,562	13,385,125	15,465,126	17,522,626	19,570,126	24,118,626	24,118,626	26,547,089	90.85%	
Month End Balance	5,249,615	6,121,906	5,570,677	4,974,970	#####	#####	9,497,708	9,152,298	8,882,075	8,359,533	7,033,559	3,114,890				



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Division 22 Assurances for SY 2019-20

Division 22 Oregon Administrative Rules Assurances

“Our Why”

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



Changes for Division 22 Assurances Process for the 2019-20 School Year

Streamlined Set of Standards

- OAR 581-022-0103: State Standards for the 2019-20 School Year defines the standards with which districts were required to comply for the 2019-20 school year
- The streamlined standards reflect the need for flexibility during Distance Learning for All in Spring 2020.



Streamlined Standards for 2019-20 School Year (defined in OAR 581-022-0103, Sections 2 – 18)

- Diploma requirements
- Credit options
- Distance learning for all
- Special education for children with disabilities
- Emergent bilinguals
- Talented and gifted
- Alternative education programs
- Equal educational opportunities
- School counseling
- Student safety
- Personnel
- Fingerprinting of subject individuals in positions not requiring licensure as teachers, administrators, personnel specialists, school nurses
- Individual student assessment and reporting
- Student education records
- Records and reports
- Complaint procedures
- Assurances

The District will be marking all Standards¹⁰ listed as compliant.

Timeline & Process

By November 1, 2020:

- School district superintendents report to their local School Board the district's compliance with all Division 22 Standards in effect for the 2019-20 school year.
- School districts post the report to their websites.

By November 15, 2020:

- School districts complete and submit the annual Division 22 Assurance Form to ODE.

NOVEMBER 2020						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Changes for Division 22 Assurances Process for the 2019-20 School Year

Division 22 Requirements for 2018-19	Division 22 Requirements for 2019-2020
54 standards	17 standards
Designed for a fully intact school year, with uninterrupted access to in-person instruction.	Designed to accommodate a school year disrupted by COVID-19 pandemic, with interrupted access to in-person instruction.
February 15 deadline for submitting* to ODE	November 15 deadline for submitting* to ODE

*Submission process for districts will remain the same. Districts will report to their local school board, post the report on their website, and then submit assurances of compliance to ODE using an online form provided by ODE.

Looking Ahead: Standards for 2020-21 SY

581-022-0104 State Standards for the 2020-21 School Year:

This new rule, adopted by the State Board of Education on September 17, 2020, specifies that for the 2020-21 school year, all Division 22 standards are in effect unless waived by this rule.

The following standards are waived for 2020-21:

- All personalized learning requirements for the diploma and modified diploma. Personalized learning requirements include Essential Skills, Career Related Learning Experiences, Extended Application, and Education Plan and Profile.
- Vision and hearing screening requirements. ODE strongly recommends school districts conduct vision and hearing screenings when safety procedures can be maintained.
- Physical education minutes per week. Districts and charter schools must still ensure that each public school student in kindergarten through grade eight will receive physical education throughout the entire school year.

Looking Ahead: Compliance for 2020-21 SY

ODE recommends that superintendents inform School Boards if there have been any recent changes in policy or practice that may take the district out of compliance with any of the Division 22 Standards during the current school year (2020-21).



District Report on Division 22 Standards Compliance

- Question / Comments



North Santiam School District

COMMUNITY ENGAGEMENT MEETING AGENDA

October 6, 2020 @ 10:30 am

Via Google Meet:

<https://meet.google.com/myg-zsyc-oci>

[Join by phone](#)

(US) +1 413-489-2952 PIN: 228 749 702#

Committee Objective: In doing what is best for all kids, the CE Committee will define and implement effective community engagement activities and strategies that will actively engage community members and parents within our schools in order to propel the District toward providing the best facilities and learning environments.

Committee Chair: Tass Morrison Committee Members: Andy Gardner, Dave Bolin, Alisha Oliver, Mike Vetter, Gary Rychard, Janine Moothart, Susy Saray, Alan Kirby, Debi Brazelton and Tonia Whisman

The Committee Chair called the meeting to order at 10:30 am with the following people either logging in to the Zoom meeting or sitting (six feet apart and wearing masks) in the Santiam Room: Andy Gardner, Dave Bolin, Susy Saray, Debi Brazelton and Tonia Whisman

AGENDA – **standing agenda items are indicated in red**

1. Approval of previous meeting minutes

Motion to approve the minutes from the Sept 2, 2020 meeting.

Motion Made By: Susy Saray

Vote: unanimous

2. Website Update Plan

Janine and Alan have begun auditing the SHS and SHS Athletics website and have identified many items that need to be updated. It was noted that the SHS Computer HelpDesk class will have one student for the 1st semester. The student's name is Jackson Kroon and he has already started helping the District Technology Dept with setting up chromebooks and hot spots for student use. Once these duties are completed, he will begin working with Alan to make the needed updates to the website.

Once the SHS sites are finished, Janine, Alan and Jackson will begin working on the remaining sites. Tass offered to audit the Sublimity website and report her findings.

During the wildfires, the District created a page dedicated to information and resources and how the changing conditions were affecting the start-up of school. The Committee agreed that since the immediacy of the wildfires has passed, that section can come down from the homepage of the website. The District will leave a link to resources.

3. 2020-21 School Year Communication Plan

A communication plan for the 2020-21 school year was presented to the committee at the Sept meeting. It was agreed that the Committee should vote to accept the plan while acknowledging there will be ongoing updates as new communication opportunities present themselves or if there are changes in staff or duties assigned.

Motion that the Committee approves the 2020-21 School Year Communication Plan as presented.

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Motion Made By: Debi Brazelton

Vote: Unanimous

4. Board Videos

Tass requested that Board members take a few moments at the next in-person meeting to directly address staff (on video) to thank them for their efforts and acknowledge all the barriers they've had to overcome in order to serve students.

The second video already in the planning stage will focus on the CTE programs at Stayton High School. The video will reference the intern program with ODOT but it may be best to do a separate video featuring the SHS graduates who are interning to keep the video length down. This would also allow for separation between current students and graduates (how CTE programs helped them).

5. Article ideas/timelines for Statesman Journal/Our Town

- **School start up (Wi-Fi hotspots and plans for small group instruction)**
- **Donation efforts by staff during the wildfires**

Items for the next agenda:

Adjourn

The Committee Chair adjourned the meeting at 11:15 am



**Board of Directors Regular Session
Board Chair, Mike Wagner
Board Vice-Chair, Alisha Oliver**

**Board Members: Tass Morrison, Tod Nau, Erin Cramer, Laura Wipper, Garrett Trott
Student Representative to the Board, Mya Joyce**

**Thursday, August 20 2020
Meeting Minutes-DRAFT
Held remotely via Zoom - 6:00 PM**

Access to the agenda, agenda explanation, and board packet can be located on the District website at www.nstantiam.k12.or.us>School Board

1. CALL REGULAR SESSION TO ORDER

The Board Chair had a work-related conflict so the Board Vice-Chair called the meeting to order at 6:00 pm and presided over the meeting. Due to indoor meeting restrictions to help prevent the spread of COVID-19, the meeting was held remotely via Zoom. The Board Vice-Chair acknowledged that all other members were present and led them in the pledge of allegiance.

Zoom Meeting Details

Join Zoom Meeting

<https://zoom.us/j/93198011913?pwd=b113Y1YvMUFHNkxXTXJhbJQK2x3dz09>

Meeting ID: 931 9801 1913

Passcode: f65ZXy

2. APPROVAL OF THE AGENDA

Any changes to the board packet after posting on August 14, 2020 were acknowledged:

Added Attachments-

4.2-2020-21 Operational Blueprints

4.3-Business Director's Reports

4.4-08.05.20 CE Committee Minutes

5.1-07.30.20 Meeting Minutes-DRAFT

5.2-Licensed Staff Changes

MOTION TO APPROVE AGENDA

Motion that the Boards approve the agenda as modified.

Motion Made By: Laura Wipper

Vote: 6-0

3. PUBLIC COMMENT

Melodie Weeks from Family Building Blocks was present to provide a summary of their services and announce they would like to sign up 100 new families and would appreciate any help the District could provide in making parents aware of their services.

4. REPORTS

4.1. Superintendent's Report, Andy Gardner

- He announced that the District would officially ban the display of the Confederate Flag on all campuses including after school events and activities. This will include inside or outside vehicles and on any personal items such as clothing, cell phones, computers, etc. A letter will be sent to all families and students in grades 6-12 prior to the start of school.
- School planning continues with a new focus on opportunities for supplemental small group (10 students), in-person instruction for those who need additional support. This change has been recently approved by the OR Dept of Ed and OR Health Authority. Previously, this would've been prohibited until the case rate was less than 10 per 100,000 population. There are perimeters around reasons for bringing students in, how long they can be on campus, how they can be transported and how many different students in total that can be on a campus in a given week. In addition, there are also perimeters regarding positive case rates that could prevent the instruction from starting or would shut it down once it has begun. Once firm protocols and procedures have been finalized, those will be provided to the Board.
- There are approximately 105 students signed up for the District's new virtual learning program (Options Academy) but there are plans to offer some flexibility for students to switch back to Comprehensive Distance Learning prior to the normal timeline (semester break). Parents may be making the choice to go with virtual learning based on their experiences with distance learning at the end of last school year and may not realize how reading-intensive Options Academy it is and the time commitment that is required to make it successful.

There will be two full time NSSD teachers assigned to grades K-5 and they will be responsible for the monitoring, grading and some in-person delivery of the Fuel Ed curriculum. Students in grades 6-12 will be assigned to Fuel Ed teachers for these roles but will also have access to middle and high school teachers from NSSD during one class period a day to receive content support in the areas of math, science and language arts.

- The District is proceeding with plans for onsite daycare for staff for children over the age of 3. Plans are to utilize classified staff and to use one or two empty classrooms at Stayton Elementary School.
- With regard to state funding for education, schools are "made whole" with regard to their Measure 98 and General Fund allotments but are anticipating that the amount from the Student Success Act will only be approximately 35% of what was expected. The quarterly revenue forecast for the state of Oregon will come out on Sept 20, 2020 which will allow everyone to see how the economy is tracking and what effect that may have on current and future funding. There may be two special Oregon legislative sessions next month to address instructional hour and Physical Education (hours) requirements and liability coverage for COVID-19..
- The District has reached a tentative settlement with the teacher's union representatives. They will be presenting the bargaining agreement to their members and once they've voted, it will be brought to the Board to be ratified.
- Assoc Supt. Dave Bolin also spoke about the District's new Learning Management Program called Canvas. This will be the primary platform that teachers will use to manage their "classrooms" while teaching virtually. It has a parent portal so the hope is that it will be easier for parents to stay connected with what their students are doing during Comprehensive Distance Learning. It will also provide more tracking tools to find students who are not engaging in their daily lessons

Tass Morrison and Laura Wipper expressed a desire to provide support to staff and adequately acknowledge their work during these very challenging times.

4.2. 2020-21 Operational Blueprint Update, Dave Bolin

Assoc Supt Dave Bolin updated the Board on the status of the District's submission of the 2020-21

School Year Operational Blueprints. The main edits included clarification on how attendance will be tracked and how instruction will differ from the 2019-20 school year. The updated blueprints were included in the board packet and are available on the District's website.

4.3. Business Director's Report, Jane Nofziger

Jane presented both the 2019-2020 and 2020-21 financials. The reduced expenditures due to the closing of school buildings from March – June 2020 resulted in a higher 2019-2020 ending fund balance that was anticipated. This savings is being rolled forward to the 2020-21 year general fund to help protect programs and staff positions in the event there is reduced state funding due to factors such as lower state revenues or reduced student enrollment.

It was noted that the District plans to attribute as many distance learning-related technology purchases as possible (mobile hot spots, Canvas and Fuel Ed Curriculum) to the funding provided by the [Coronavirus Aid, Relief, and Economic Security \(CARES\) Act Resources](#) so these expenditures will not need to be subtracted from the District's general fund.

4.4. Community Engagement Committee Report, Tass Morrison

The Community Engagement Committee Chair reviewed the meeting minutes from the August 5, 2020 meeting.

*Supt Gardner noted during this time in the agenda that the future home construction projects will not immediately be available for SHS students to begin working on due to some preliminary requirements that must be completed first. While this is happening, the District is pursuing an opportunity for the students to instead build a small annex building on the property located next to the high school that can be used as an alternative school for those students who are not enrolled in a typical classroom setting. The students would continue to work under the class advisor, Rodney Weeks, along with NSSD custodial staff member, Travis King.

5. CONSENT AGENDA

5.1. Approval of Meeting Minutes

The minutes from the July 30, 2020 meeting were submitted for Board review and approval.

5.2. Licensed Staff Changes

New Hires (Board Action Required)

Dodi Holm - .4 FTE (job share) - Stayton Middle School

5.3. Action on Consent Agenda

MOTION-CONSENT AGENDA

Motion that the Board approves the Consent Agenda including 5.1- 07.30.20 Special Session Meeting Minutes and 5.2- the hiring of Dodi Holm.

Motion Made By: Tod Nau

Vote: 6-0

6. NEW BUSINESS

6.1 Onsite Daycare for NSSD Staff

The District has opted to provide onsite daycare for staff for children between the ages of 3-12 to avoid losing staff that would not otherwise be able to continue to work for NSSD in order to care for their children at home.. The guidance from ODE allows for daycare "cohort" groups between 10- 20 but the District hopes to keep each stable group as small as possible. All social distancing, mask and cleaning protocols from the Oregon Health Authority will be followed. Currently, plans are to utilize the Stayton Elementary School camp²⁰.

In order for the District to offer the daycare to staff, they must approve a motion authorizing Supt Gardner to add daycare as an employee benefit.

MOTION-NEW DISTRICT EMPLOYEE BENEFIT

Given the unique time the District is operating in and looking to respond appropriately in striking the balance of serving our students, parents, and community while also meeting the needs of our staff, we authorize Superintendent Gardner to develop and implement, as needed, onsite daycare to staff in need. This would be an appropriate benefit for staff without creating an undue hardship for the District.

Motion Made By: Tass Morrison

Vote: 6-0

7. INFORMATION ONLY

7.1. Upcoming Board Events & Activities were included in the boardpacket.

8. BOARD ANNOUNCEMENTS

- Erin Cramer noted that OSAA was beginning to allow “non-contact” sports teams to begin practicing in schools and that it would be helpful to communicate to local medical providers if students will need to obtain sports physicals in large numbers and/or in a short period of time. Typically, there have been multiple clinics held in late August and early Sept but since those haven’t occurred, there may be large numbers of students who will be prohibited from participating until they can obtain a physical. He offered to assist facilitating if needed.
- Tass Morrison announced that she attended an OSBA conference regarding Board responsibilities during these unprecedented times of COVID-19. She requested that the PowerPoint presentation be shared with all board members.
- Tass Morrison announced that her term on the OSBA board expires on 12.31.2020. She has served since 2012, including a term as OSBA Board President, and encouraged anyone who may be interested to run for her open seat in November 2020.

9. ADJOURN

The Board Vice-Chair adjourned the meeting at 7:35 pm.



2020-21 Board of Directors
Board Chair, Mike Wagner
Board Vice-Chair, Alisha Oliver
Board Members: Tass Morrison, Tod Nau, Erin Cramer, Laura Wipper, Garrett Trott
Student Representative to the Board, Mya Joyce

*Access to the agenda and board packet can be located on the District website at
www.nisantiam.k12.or.us > [School Board](#) > [Agendas/Meeting Minutes](#)*

Thursday, September 24, 2020 Special Session
Virtual Meeting, Remotely Via Zoom, Stayton, OR 97383 ~ 6:00 PM

MINUTES - DRAFT

1. CALL SPECIAL SESSION TO ORDER

The Board Chair called the Special Session of the North Santiam School District's Board of Directors to order at 6:03 pm. It was rescheduled from Sept 17, 2020 due to wildfire that began on Sept 8, 2020 and impacted, in some way, all the communities within the District. Due to unpredictable air quality conditions and to continue to help mitigate the spread of COVID-19, the meeting was held remotely via Zoom (link posted below). The following board members were absent with notice: Tod Nau and Laura Wipper..Garrett Trott logged into the meeting at 6:12 pm.

Zoom Meeting Details

<https://zoom.us/j/7573759912>

Meeting ID: 757 375 9912 Passcode: 264994

2. APPROVAL OF THE AGENDA

Description: Any changes to the board packet after posting on Sept 21 , 2020 were acknowledged:

Added Attachments-

- 5.2-General Fund Reports
- 5.3-09.02.20- CE Committee Meeting Minutes
- 6.1- August 11, 2020 Meeting Minutes
- 6.2-Sept 2020 Licensed Report
- 7.1-NSEA Collective Bargaining Agreement

Added Agenda Items-

- 7.1-2020-22 Licensed Agreement

MOTION TO APPROVE MEETING AGENDA

Motion that the Board approves the agenda as modified.

Motion Made By: Tass Morrison

Vote: 4-0

(Garrett Trott was not yet present in the meeting)

3. STUDENT BUSINESS

Mya Joyce, who is the student rep. to the Board as well as the Stayton High School ASB president, gave a brief update on preparations for the start of the school year. She was happy to report that all incoming 9th graders and new students to SHS received hand-written notes from their LINK crew leaders welcoming them to Stayton High School. Typically these students would spend the entire first day of school with their LINK crew leaders before the rest of the student body reports to school but this was cancelled due to COVID-19.

4. PUBLIC COMMENT

There were no requests for public comment.

5. REPORTS

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

- Due to the wildfires, the start of the instruction has been planned for Sept 28, 2020. All schools will attempt a “soft start” on Sept 25th to encourage students to practice logging in to the new Learning Management System (Canvas) and installing District-provided hot spots. He acknowledged the work of Dave Bolin and Nicole Duncan to train students, staff and parents how to utilize the system and hopefully prevent significant technology issues that would interrupt instruction time. *Later in the meeting Dave Bolin indicated that the large portion of the credit for the successful implementation of Canvas belonged to Nicole Duncan as well as a group of teachers that volunteered to receive early training and then provide support to any teachers who needed assistance learning the program.*

Supt Gardner also expressed gratitude to all the staff members who have volunteered their time to provide support to those in the local communities who have lost their homes. At least four staff members have lost their homes as well. He mentioned the recent donation to the Mari-Linn School community that was highlighted by multiple local news channels. A family that had previously attended the school engaged their current community in North Dakota to gather items for those who had lost their homes in the wildfire. They had such an overwhelming response, that they had to rent a U-Haul truck and then proceeded to drive it to Oregon to personally deliver everything. The school gym was open for two days to allow families to come get the items they needed.

Later in the Supt’s report, the Board inquired as to how many students may still be displaced due to the fires and Mari-Linn School Principal Jeri Harbison noted she believes there are still approximately 10 students who either are not able to return to their homes or still do not have internet access and that they would be working with them individually.

- He referenced Oregon’s revenue forecast and indicated he is hopeful the District will be able to continue to run current programs and avoid layoffs during the 2020-21 school year. There may still be instances where positions are vacated by staff and not immediately filled until such time as in-person instruction resumes. He reminded Board members of the [CARES Act](#) (Coronavirus Aid, Relief, and Economic Security). The District expects to be eligible to receive approximately \$350,000 to help mitigate expenditures such as PPE, chromebooks, Wi-Fi hot spots and other tools needed to provide instruction as mandated by ODE during the COVID-19 pandemic.
- He indicated that COSA (Coalition of Oregon School Administrators) would be meeting the following day and will be discussing the newly adopted OAR 581-022-2312 “All Students Belong”. It is a policy of the State Board of Education that states that “all students,

employees and visitors in public schools are entitled to learn, work, and participate in an environment that is safe and free from discrimination, harassment and intimidation”. On or before January 1, 2021, school districts must adopt a policy that addresses the contents of this OAR. The District will be pursuing available resources, particularly OSBA (Oregon School Boards Assoc), in this process.

- It was noted that small group, in-person instruction will be a high focus early the following week in order to provide support to students who struggle with distance learning, particularly those students who are already considered at risk or “under-served”. A key component will be in facilitating bus transportation that meets spacing and cohort mandates so that all students who need the small group support have equal access to it.
- The District received approximately 5-7 responses in opposition of the announcement that the Confederate Flag will be banned from school campuses but received 2-3 times that number in support of the decision.

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

Jane experienced technical difficulties and could not log into the meeting using her Microphone. However, meeting participants could view her and she could hear the proceedings. Supt Gardner stepped in for her and indicated that the September payroll was still be finalized. It is more heavily impactful than in previous years due to the fact that some employees have chosen to take a leave of absence rather than return to work and risk exposure to COVID-19. The October financials will better reflect the anticipated staffing costs for the remainder of the 2020-21 school year. He also indicated the District is pursuing a bond option along with approximately 10 other school districts to restructure PERS debt. A consulting firm is currently assessing the figures to determine the potential benefit and as soon as this information is available, it will be presented to the Board.

Enrollment numbers are still being vetted but the OR Dept of Education has indicated that state funding will continue to be calculated based on the spring 2020 totals for the time being.. Since this isn't permanent and there is a clear indication across the state that some parents are choosing to homeschool or simply waiting to enroll their Kindergarten students until the 2021-2022 school year, districts are hopeful there will be a “glide path” down to appropriate funding levels once current enrollment numbers are utilized. .

3. **Community Engagement Committee Report: Tass Morrison, Committee Chair**

The Committee Chair reviewed the meeting minutes from the Sept meeting which were included in the meeting materials.

4. **Student Investment Account Update**

The District anticipates receiving approximately \$500,000 as a result of the passing of the Student Success Act. The dollar amount is less than expected (approx. \$1.6 million) due to reduced state revenues but funding will still be directed first at the items most identified by District stakeholders (students, staff & parents).

6. **CONSENT AGENDA**

1. Approval of Meeting Minutes

The minutes from the August 11, 2020 Special Session meeting were submitted for Board review and approval. The August 20, 2020 Regular Session meeting minutes will be submitted in the October Regular Session meeting.

2. Licensed Staff Changes

New Hires (Board Action Required)

Mary Murphy- SHS CTE Healthcare Occupations

Yara Coblenz- FuelEd

Aliyah Hill- Sub Temp for 20-21

Resignations

Lynette Witkowski 9/1/2020 SHS

Sam Wilkerson 8/27/2020 SHS

Shannon Stinett 8/19/2013 ML

3. Action on Consent Agenda

Tass Morrison requested that the 8.11.20 meeting minutes be pulled from the Consent Agenda in order to request clarification regarding a statement that indicated when calculating the maximum number of students allowed per classroom, the square footage allowance (per student) is 35 square feet. This information was confirmed to be correct so she withdrew her request however, Alisha Oliver noted another discrepancy. She noted that the minutes indicated that the Board Chair had presided over the meeting and in fact it was she as the Board Vice-Chair who had presided over the meeting in his absence and therefore, this *correction was needed.

*Motion that the Board approve the Consent Agenda including; 6.1-Minutes from the Aug. 11, 2020 Special Session as *corrected and 6.2- New hires - Mary Murphy, Yara Coblenz and Aliyah Hill as submitted.*

Motion Made By: Tass Morrison

Vote: 5-0

*Refer to the 10.15.20 meeting minutes as this correction was negated. The Board Chair was absent from the 8.20.20 Regular Session (this meeting) and not the 8.11.20 meeting referenced in the Consent Agenda. The 8.20.20 meeting minutes were not presented to the Board for approval until the 10.15.20 Regular Session.

7. NEW BUSINESS

1. 2020-2022 NSEA Collective Bargaining Agreement

HR Director Debi Brazelton presented the 2020-2022 NSEA Collective Bargaining Agreement for Board approval.

MOTION:2020-2022 NSEA COLLECTIVE BARGAINING AGREEMENT

Motion that the Board ratifies the 2020-22 NSEA Collective Bargaining Agreement as presented.

Motion Made By: Garrett Trott

Vote: 5-0

2. Nominations for OSBA Legislative Committee & Board

There were no requests from NSSD Board members to be nominated. Supt Gardner took a moment to acknowledge Tass Morrison’s service as an Oregon Schools Board’s Association board member (since 2012). He honored her for her long-standing commitment to doing what is best for kids in her roles as both an OSBA and NSSD board member.

8. INFORMATION ONLY

Student Enrollment and Upcoming Board Events & Activities information were included in the

board meeting materials.

9. **BOARD ANNOUNCEMENTS**

Board Greeter for Next Month:

Tass Morrison volunteered to be a greeter at the October 15, 2020 board meeting should it be able to be held in-person.

Possible Future Agenda Items:

Tass Morrison requested that a discussion be added to an upcoming agenda regarding the Board's public commitment to "take inventory of current practices which negatively and unfairly discriminate based on race and create and prioritize action steps to improve our educational systems which result in Justice For All." (quote taken from the board message presented by Supt Gardner).

10. **ADJOURN**

The Board Chair adjourned the meeting at 7:20 pm.

EQUAL OPPORTUNITY EMPLOYER

Equal employment opportunity and treatment shall be practiced by the North Santiam School District regardless of an individual's perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status, veterans' status, or of any other persons with whom the individual associates is able to perform the essential functions of the position, with or without reasonable accommodation. This meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 48 hours prior to the meeting. If you require special accommodations, please contact Tonia Whisman at the North Santiam School District Office at 503-769-4928.

2020-2021 Staff School Calendar

Calendar approved by the NSSD Board but is subject to change

Updated 10.12.20



North Santiam School District
 1155 N 3rd St - Stayton, OR 97383
www.nssd.k12.or.us
 503-769-6924

July 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- Aug 3 School Offices Open
- Aug 24-26 New Teacher Training
- Aug 26 New Classified Training
- Aug 31-Sept 3 *Staff Work/In-Service Days
- Sept 28 First Day of School
- Oct 9 Regular Day (prev. In-service)
- Oct 30 Regular Day (prev. grading day)
- Nov 5 & 6 Regular School Days
- Nov 11 Veteran's Day
- Nov 20 Early Release/1/2 Grading Day
- Nov 23 1/2 Grading Day/1/2 Virtual Conf.
- Nov 24 Virtual Conferences
- Nov 25-27 Thanksgiving Break
- Dec 21-Jan 1 Winter Break
- Jan 18 Martin Luther King Jr. Day
- Jan 29 Regular Day (prev. grading day)
- Feb 5 Classified In-Service Day
- Feb 5 Grading Day
- Feb 12 Teacher Inservice Day
- Feb 15 Presidents' Day
- March 22-26 Spring Break
- April 9 Grading Day/Mid-Term 2
- April 15 *TBD Early Release
- April 16 Conference Hours Payback
- May 31 Memorial Day
- June 15 < Last day of School
- June 16 < Grading Day, Term 2
- June 17 < Last Work Day for Teachers

Student contact Sept	4
Student contact Oct	22
Student contact Nov	14
Student contact Dec	14
Student contact Jan	19
Student contact Feb	17
Student contact March	18
Student contact April	20
Student contact May	20
Student contact June	11
Student contact total	159

January 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	TBD	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Licensed Contract Days	
In-Service Days	4
Conference Days	2
Grading Days	4
Non-school Work Days	3
Holidays	5
Student Contact	172
Total Contract	190

- Calendar Notes**
- *These In-service (2) and work dates (2) are set by Building/District Admin and will be communicated to Licensed staff at the start of the 20-21 school year. Classified staff should refer to their work calendars for start dates
 - △ Classified staff should refer to their work calendars for any date with this symbol as non-work days vary by position
 - < Dates may be extended if school days are lost due to unplanned closures
 - *TBD=To Be Determined

Holiday/Scheduled Break	Late Start	New Staff Orientation	Classified non-work days, varies
Early Release	In-Service	Licensed Work Day	Last day for grades K-7, 9-11
Conference Hours	Grading Day	In-service or Work Day-TBA	

Calendar Templates by Vertex42.com <http://www.vertex42.com/calendars/school-calendar.html>

North Santiam School District

Code: GBL
Adopted: 2/26/98
Readopted: 3/15/07; 10/19/17
Orig. Code: GBL

Personnel Records

An official personnel file will be established for each person employed by the ~~d~~District. Personnel files will be maintained in a central location.

All records containing employee medical condition information such as workers' compensation reports and release ~~or~~ permission to return to work forms will be kept confidential, in a separate file from personnel records. Such records will be released only in accordance with the requirements of the Americans with Disabilities Act or other applicable law.

The superintendent will be responsible for establishing procedures regarding the control, use, safety and maintenance of all personnel records. Employees will be given a copy of evaluations, complaints and written disciplinary actions to be placed in their personnel file. All charges resulting in disciplinary action shall be considered a permanent part of the teacher's personnel file and shall not be removed for any reason. Employees may submit a written response to any materials placed in their personnel file.

Except as provided below, or required by law, ~~d~~District employees' personnel records will be available for use and inspection only by the following:

1. The individual employee. An employee ~~or designee~~ may arrange with the personnel office to inspect the contents of ~~his/her~~ their personnel file on any day the personnel office is open for business;
2. Others designated ~~in writing~~ by the employee ~~in writing my arrange to inspect the contents of the employee's personnel file in the same manner described above;~~
3. The comptroller or auditor, when such inspection is pertinent to carrying out their respective duties, or as otherwise specifically authorized by the Board. Information so obtained will be kept confidential. No files will be removed from their central location for personal inspection;
4. A Board member when specifically authorized by the Board. Information will be kept confidential. No files will be removed from their central location for personal inspection;
5. The superintendent and members of the central administrative staff ~~designated by the superintendent;~~
6. District administrators and supervisors who currently or prospectively supervise the employee;
7. Employees of the personnel office;
8. Attorneys for the ~~d~~District or the ~~d~~District's designated representative on matters of ~~d~~District business;

9. ~~The disciplinary records[†] of a district employee convicted of a crime listed in Oregon Revised Statute (ORS) 342.143 are not exempt from disclosure under ORS 192.501 or 192.502 and may be released to any person upon request. Prior to the release of disciplinary records the district shall remove any personally identifiable information from the record that would disclose the identity of a child, a crime victim or a district employee who is not the subject of the disciplinary record~~ Records created pursuant to ORS 339.388(8)(c) are confidential and are not public records as defined in ORS 192.311. The district may use the record as a basis for providing the information required to be disclosed about an employee under ORS 339.378(1);
10. Upon request from a law enforcement agency, the Oregon Department of Human Services, ~~or the Teachers Standards and Practices Commission, or the Oregon Department of Education, a district shall provide the records of investigations of suspected abuse of a child by a district employee in~~ conducting an investigation related to suspected abuse or suspected sexual conduct, to the extent allowable by state and federal law, including laws protecting a person from self-incrimination.

The superintendent may permit persons other than those specified above to use and to inspect employee records when, in ~~his/her~~ their opinion, the person requesting access has a legitimate official purpose. The superintendent will determine in each case the appropriateness and extent of such access.

~~Release of personnel records to parties other than those authorized to inspect them will be only upon receipt of a court order.~~

Release of personnel records to parties other than those listed above, will be in line with {the dDistrict’s public records procedures}. {Board policy KBA – Public Records}. [The district will attempt to notify the employee of the request and that the district believes it is legally required to disclose certain records.]

END OF POLICY

Legal Reference(s):

[ORS 339.370 – 339.374](#)
[ORS 339.388](#)

[ORS 342.143](#)
[ORS 342.850](#)

[ORS 652.750](#)
[OAR 581-022-2405](#)

OSEA v. Lake County Sch. District, 93 Or. App. 481 (1988).

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

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. § 2000ff-1 (2018).

Cross Reference(s):

ACA - Americans with Disabilities Act

[†]“Disciplinary records” is defined as records related to a personnel discipline action or materials or documents supporting that action.

OSBA Model Sample Policy **North Santiam School District**

Code: GBLA
Adopted: 11/19/20

Disclosure of Information

Authorized district officials may disclose information about a former employee's job performance to a prospective employer. District officials are immune from civil liability for such disclosures under the following conditions:

1. The disclosure of information regarding the former employee's job performance is upon request of the prospective employer or the former employee. This disclosure is presumed to be in good faith. Presumption of good faith is rebutted by showing the information disclosed was:
 - a. Knowingly false;
 - b. Deliberately misleading;
 - c. Rendered with malicious purpose; or
 - d. Violated civil rights of the former employee protected under Oregon Revised Statute (ORS) 659 or ORS 659A.
2. Records created pursuant to ORS 339.388(8)(c) are confidential and are not public records as defined in ORS 192.311. The district may use the record as a basis for providing the information required to be disclosed about an employee under ORS 339.378(1);
3. The disclosure is a result of a request from law enforcement, Oregon Department of Human Services, Teacher Standards and Practices Commission, or the Oregon Department of Education in conducting an investigation related to suspected abuse or suspected sexual conduct to the extent allowable by state and federal law, including laws protecting a person from self-incrimination;
4. No later than 20 days after receiving a request under ORS 339.374(1)(b), the district, if it has or has had an employment relationship with the applicant shall disclose the information requested.

END OF POLICY

Legal Reference(s):

[ORS 30.178](#)
[ORS 339.370 - 339.374](#)

[ORS 339.378](#)
[ORS 339.388](#)

[ORS Chapter 659](#)
[ORS Chapter 659A](#)

OR. ATTORNEY GENERAL'S PUBLIC RECORDS AND MEETINGS MANUAL.

North Santiam School District

Code: GBN/JBA
Adopted: 7/21/16
Readopted: 10/19/17
Orig. Code: GBN/JBA

Sexual Harassment

(Delete Current Version - SEE PROPOSED VERSION STARTING ON PAGE 3)

The Board is committed to the elimination of sexual harassment in district schools and activities. Sexual harassment is strictly prohibited and shall not be tolerated. This includes sexual harassment of students, staff or third parties by other students, staff, Board members or third parties. "Third parties" include, but are not limited to, school volunteers, parents, school visitors, service contractors or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events. "District" includes: district facilities; district premises and nondistrict property if the student or employee is at any district-sponsored, district-approved or district-related activity or function, such as field trips or athletic events, where students are under the control of the district; or where the employee is engaged in district business. The prohibition also includes off duty conduct which is incompatible with district job responsibilities.

Sexual harassment of students, staff or third parties shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal or physical conduct of a sexual nature when:

1. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits;
2. Submission to or rejection of the conduct or communication is used as the basis for educational decisions affecting a student or employment or assignment of staff;
3. The conduct or communication is so severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with a student's educational performance or with an employee's ability to perform his/her their job; or creates an intimidating, offensive or hostile educational or working environment. Relevant factors to be considered will include, but not be limited to, did the individual view the environment as hostile; was it reasonable to view the environment as hostile; the nature of the conduct; how often the conduct occurred and how long it continued; age and sex of the complainant; whether the alleged harasser was in a position of power over the student or staff member subjected to the harassment; number of individuals involved; age of the alleged harasser; where the harassment occurred; and other incidents of sexual harassment at the school involving the same or other students or staff.

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

All complaints about behavior that may violate this policy shall be promptly investigated. Any student, employee or third party who has knowledge of conduct in violation of this policy or feels they are a victim of sexual harassment must immediately report their concerns to the principal, compliance officer or superintendent, who has overall responsibility for all investigations. A student may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official. The student and

the student’s parents or staff member who initiated the complaint shall be notified of the findings of the investigation and, if appropriate, that remedial action has been taken.

The initiation of a complaint in good faith about behavior that may violate this policy shall not adversely affect the educational assignments or study environment of a student complainant or any terms or conditions of employment or work environment of the staff complainant. There shall be no retaliation by the district against any person who, in good faith, reports, files a complaint or otherwise participates in an investigation or inquiry of sexual harassment.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop the sexual harassment, prevent its recurrence and address negative consequences. Students in violation of this policy shall be subject to discipline up to and including expulsion and/or counseling or sexual harassment awareness training, as appropriate. The age and maturity of the student(s) involved and other relevant factors will be considered in determining appropriate action. Employees in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional sexual harassment awareness training, as appropriate. Other individuals whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or Board.

Additionally, the district may report individuals in violation of this policy to law enforcement officials. Licensed staff, staff registered with the Teacher Standards and Practices Commission (TSPC) and those participating in practicum programs, as specified by Oregon Administrative Rules, shall be reported to TSPC.

The superintendent shall ensure appropriate periodic sexual harassment awareness training or information is provided to all supervisors, staff and students and that annually, the name and position of district officials responsible for accepting and managing sexual harassment complaints, business phone numbers, addresses or other necessary contact information is readily available. This policy as well as the complaint procedure will be made available to all students, parents of students and staff. The district’s policy shall be posted in all grade 6 through 12 schools. Such posting shall be by a sign of at least 8 1/2” by 11”.

The superintendent will establish a process of reporting incidents of sexual harassment.

END OF POLICY

Legal Reference(s):

- [ORS 243.706](#) [ORS 332.107](#)
- [ORS 342.700](#) [ORS 342.708](#)
- [ORS 342.850](#) [ORS 342.865](#)
- [ORS 659.850](#) [ORS 659A.006](#)
- [ORS 659A.029](#) [ORS 659A.030](#)
- [OAR 581-021-0038](#)
- [OAR 584-020-0040](#)
- [OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).
 Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).
 Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2019).
 Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

Cross Reference(s):

- GBNA - Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying – Staff
- JBA/GBN - Sexual Harassment
- JFCF - Harassment/Intimidation/Bullying/Cyberbullying/Teen Dating Violence/Domestic Violence – Student

North Santiam School District

Code:
Adopted:

GBN/JBA

Sexual Harassment (PROPOSED NEW VERSION)

The District is committed to the elimination of sexual harassment in district schools, activities and programs. Sexual harassment is strictly prohibited and shall not be tolerated. This includes sexual harassment: of students by staff members, other students or third parties; of staff members by students, other staff members or third parties; and of third parties by staff members and students. This policy applies to third parties who are on or immediately adjacent to school grounds or district property, are at any school-sponsored or District-sponsored activity or program, or are off school or District property, if a student or staff member acts toward the person in a manner that creates a hostile environment for the person while at school or a school-sponsored or District-sponsored activity or program.

“Third parties” include, but are not limited to, school volunteers, parents, school visitors, service contractors or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the District and others not directly subject to District control at interdistrict and intradistrict athletic competitions or other school events.

“District” includes: District facilities; District premises and non-District property if the student or staff member is at any District-sponsored, District-approved or District-related activity or function, such as field trips or athletic events, where students are under the jurisdiction of the District; or where the staff member is engaged in District business. [The prohibition also includes off duty conduct which is incompatible with a staff member’s District job responsibilities.]

All staff members, students, and third parties are subject to this policy.

Sexual harassment of students, staff members or third parties shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal or nonverbal and that interferes with a student’s educational program or activity or that creates an intimidating, offensive or hostile educational environment; unwelcome conduct of a sexual nature that is physical, verbal or nonverbal and that interferes with the staff member’s ability to perform the job or that creates an intimidating, offensive or hostile work environment; or unwelcome conduct of a sexual nature that is physical, verbal or nonverbal and that creates an intimidating, offensive or hostile environment; and
3. Assault when sexual contact occurs without the student’s, staff member’s or third party’s consent because the student, staff member or third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats.

Examples of sexual harassment may include, but not be limited to, ^[1]physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one’s sexuality in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance].

All complaints or reports about behavior that may violate this policy shall be promptly investigated.

Any staff member who becomes aware of behavior that may violate this policy shall [immediately] report to a District official so that the District official (and the reporting staff member when the victim of the harassment is a student or third party) may coordinate efforts to take any action necessary to ensure the:

1. Student is protected and to promote a non-hostile learning environment;
2. Staff member is protected and to promote a non-hostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a non-hostile environment.

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

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

Upon receipt of a complaint from a student or the student’s parents, a staff member or a third party alleging behavior that may violate this policy, the District shall provide written notice as required by Oregon Revised Statute (ORS) 342.704(5) to the complainant.

The person who initiated the complaint and if applicable the student’s parents or person’s parents shall be notified when the investigation is initiated and concluded and as to whether a violation of this policy was found to have occurred to the extent allowable under state and federal student confidentiality laws.

The initiation of a complaint, and the participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the educational assignments or any terms or conditions of employment or of work or educational environment of the person who initiated the complaint or who participates in the investigation. There shall be no retaliation by the District against any person who, in good faith, reports, files a complaint or otherwise participates in an investigation or inquiry of sexual harassment.

[¹ OAR 581-021-0038 requires that the policy include a “list of examples of harassing behaviors covered by policy”. The bracketed list in this policy reflects OSBA’s recommendations. The district does have discretion in what is included in this list. If you are listing behaviors not reflected in our recommendations, please make sure that you have your list reviewed by your school district’s legal counsel.]

It is the intent of the Board that appropriate corrective action will be taken by the District to stop the sexual harassment, prevent its recurrence and address negative consequences. Students in violation of this policy shall be subject to discipline up to and including expulsion and/or counseling or sexual harassment awareness training, as appropriate. The age and maturity of the student(s) involved and other relevant factors will be considered in determining appropriate action. Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional sexual harassment awareness training, as appropriate. Other individuals whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board. Additionally, the District may report individuals in violation of this policy to law enforcement officials. Licensed staff, staff registered with the Teacher Standards and Practices Commission (TSPC) and those participating in practicum programs, as specified by Oregon Administrative Rules, shall be reported to TSPC.

The superintendent shall ensure appropriate periodic sexual harassment awareness training or information is provided to all supervisors, staff members and students and that annually, the name and position of District officials responsible for accepting and managing sexual harassment complaints, business phone numbers, addresses or other necessary contact information is readily available. This policy as well as the complaint procedure will be made available upon request to all students, parents of students, staff members and third parties, posted on the District’s website and accessible published in student/parent and staff handbooks. The District’s policy shall be posted on a sign in ²~~[all grade 6 through 12 schools]~~ [all schools]. Posted signs shall be at least 8-1/2 inches by 11 inches in size.

The superintendent will establish a process of reporting incidents of sexual harassment.

END OF POLICY

Legal Reference(s):

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

[ORS 342.850](#)
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[OAR 584-020-0040](#)
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Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2019).
Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

[² Posting in “in grade 6 through 12 schools” is the minimum requirement per ORS 342.700.]

North Santiam School District

Code: GBN/JBA-AR
Revised/Reviewed: 7/21/16; 10/19/17
Orig. Code: GBN/JBA-AR



Sexual Harassment Complaint Procedure

DELETE CURRENT VERSION-REPLACE WITH PROPOSED VERSION, starting on page 5

Principals, the compliance officer and the superintendent have responsibility for investigations concerning sexual harassment. The investigator(s) shall be a neutral party having had no involvement in the complaint presented.

- PROPOSED**
- Step 1 Any sexual harassment information (complaints, rumors, etc.) shall be presented to the principal, compliance officer or superintendent. All such information shall be reduced to writing and will include the specific nature of the sexual harassment and corresponding dates.
- Step 2 The district official receiving the information or complaint shall promptly initiate an investigation. ~~He/She~~ They will arrange such meetings as may be necessary to discuss the issue with all concerned parties within five working days after receipt of the information or complaint. All findings of the investigation, including the response of the alleged harasser, shall be reduced to writing. The district official(s) conducting the investigation shall notify the complainant in writing within 10 days regarding the results of the investigation when it is concluded. The parties will have an opportunity to submit evidence and a list of witnesses.
- A copy of the notification letter, together with any other documentation related to the sexual harassment incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.
- Step 3 If a complainant is not satisfied with the decision at Step 2, ~~he/she~~ they may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the complainant within 10 working days.
- Step 4 If a complainant is not satisfied with the decision at Step 3, ~~he/she~~ they may submit a written appeal to the Board. Such appeal must be filed within 10 working days after receipt of the Step 3 decision. The Board shall, within 20 working days, conduct a hearing at which time the complainant shall be given an opportunity to present the appeal. The Board shall provide a written decision to the complainant within 10 working days following completion of the hearing.
- D**

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

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries. Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099. Additional information regarding filing of a complaint may be obtained through the principal, compliance officer or superintendent.

All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file, as appropriate. Additionally, a copy of all sexual harassment complaints and documentation will be maintained as a confidential file and stored in the district office.

The superintendent shall report the name of any person holding a teaching license or registered with Teacher Standards and Practices Commission (TSPC) or participating in a practicum under Oregon Administrative Rule (OAR) Chapter 584, Division 17, when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be made to TSPC within 30 days of such a finding. Reports of sexual contact with a student shall be given to a representative from law enforcement or Oregon Department of Human Services, as possible child abuse. In the event the superintendent is the subject of the investigation, reports, when required, shall be made by the Board chair.

DELETE

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North Santiam School District
1155 N 3rd Avenue, Stayton, OR 97383

SEXUAL HARASSMENT COMPLAINT FORM

P

DELETE

Name of complainant: _____

Position of complainant: _____

Date of complaint: _____

Name of alleged harasser: _____

Date and place of incident or incidents: _____

Description of misconduct: _____

Name of witnesses (if any): _____

Evidence of sexual harassment, i.e., letters, photos, etc. (attach evidence if possible): _____

Any other information: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

North Santiam School District
1155 N 3rd Avenue, Stayton, OR 97383

WITNESS DISCLOSURE FORM

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DELETE

Name of Witness: _____

Position of Witness: _____

Date of Testimony/Interview: _____

Description of Instance Witnessed: _____

Any Other Information: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

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D

North Santiam School District

Code: GBN/JBA-AR
Revised/Reviewed:

Sexual Harassment Complaint Procedure NEW PROPOSED VERSION

~~[Principals,] [the compliance officer] [and the superintendent]~~ The Human Resources Director [has] ~~[have]~~ responsibility for reports, complaints and investigations concerning sexual harassment. The investigator(s) shall be a neutral party having had no involvement in the complaint presented.

Step 1 Any sexual harassment information (i.e., reports, complaints, rumors, etc.) shall be presented to district officials, this includes officials such as the principal, compliance officer or superintendent. All such information shall be reduced to writing and will include the specific nature of the sexual harassment and corresponding dates.

The district official receiving the complaint shall cause the district to provide written notice from the district to the complainant that includes:

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

the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

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This written notification must:

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

Step 2

The district official receiving the information or complaint shall promptly initiate an investigation and will notify the complainant when such investigation is initiated. The official will arrange such meetings as may be necessary to discuss the issue with all concerned parties within [five] working days after receipt of the information or complaint. All findings of the investigation, including the response of the alleged harasser, shall be reduced to writing. The official conducting the investigation shall notify the complainant in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law. The parties will have an opportunity to submit evidence and a list of witnesses.

A copy of the notification letter provided in step 1 and the date and details of notification to the complainant of the results of the investigation, together with any other documentation related to the sexual harassment incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

Step 3

If a complainant is not satisfied with the decision at step 2, the complainant may submit a written appeal to the superintendent or designee. Such appeal must be filed within [10] working days after receipt of the step 2 decision. The superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the complainant within [10] working days.

Step 4

If a complainant is not satisfied with the decision at step 3, the complainant may submit a written appeal to the Board. Such appeal must be filed within [10] working days after receipt of the step 3 decision. The Board shall, within [20] working days, conduct a hearing at which time the complainant shall be given an opportunity to present the appeal. The Board may use executive session if the subject matter qualifies under Oregon law. The Board shall provide a written decision to the complainant within [10] working days following completion of the hearing.

Complaints against the principal may start at step 3 and may be filed with the superintendent. The superintendent will cause the notice requirements identified in step 1 to be completed and the notice to the complainant when the investigation is initiated. The superintendent will investigate the complaint and will notify the complainant in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law. If the complaint remains unresolved within [10] working days of receipt by the superintendent, the complainant may appeal to the Board in step 4.

Complaints against the superintendent may start at step 4 and should be referred to the Board chair on behalf of the Board. The Board chair will cause the notice requirements identified in step 1 to be completed and the notice to the complainant when the investigation is initiated. The Board chair shall present the complaint to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board chair shall notify the complainant in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law. After receiving the results of the investigation, the Board shall decide, within [20] days, in open session what action, if any, is warranted.

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries.

Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099.

Additional information regarding filing of a complaint may be obtained through the principal, compliance officer or superintendent.

All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file, as appropriate. Additionally, a copy of all sexual harassment complaints and documentation will be maintained as a confidential file and stored in the district office.

The superintendent shall report the name of any person holding a teaching license or registered with Teacher Standards and Practices Commission (TSPC) or participating in a practicum under Oregon Administrative Rule (OAR) Chapter 584, Division 17, when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be made to TSPC within 30 days of such a finding. Reports of sexual contact with a student shall be given to a representative from law enforcement or Oregon Department of Human Services, as possible child abuse.

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[Name of District]
[Address] | [Phone]

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SEXUAL HARASSMENT COMPLAINT FORM

Name of complainant: _____

Position of complainant: _____

Date of complaint: _____

Name of alleged harasser: _____

Date and place of incident or incidents: _____

Description of misconduct: _____

Name of witnesses (if any): _____

Evidence of sexual harassment, i.e., letters, photos, etc. (attach evidence if possible): _____

Any other information: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

[Name of District]
[Address] | [Phone]

WITNESS DISCLOSURE FORM

P

Name of Witness: _____

Position of Witness: _____

Date of Testimony/Interview: _____

Description of Instance Witnessed: _____

Any Other Information: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

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D

North Santiam School District

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

Special Education - Evaluation and Eligibility Procedures**

1. Requirements for Initial Evaluation

- a. Consistent with its child find and parent consent obligations, the district responds promptly to requests initiated by a parent or public agency for an initial evaluation to determine if a child is a child with a disability.
- b. Upon receiving a request from a parent or public agency for an initial evaluation, The District designates a team to determine whether an initial evaluation will be conducted.
 - (1) The district team includes the parent and at least two professionals, at least one of whom is a specialist knowledgeable and experienced in the evaluation and education of children with disabilities.
 - (a) The team may make the decision to evaluate with or without a meeting.
 - (b) The district documents team members' input, including parent, whether or not the district convenes a meeting.
- c. If a meeting is held, the district invites parents to participate.
- d. If the district agency refuses an evaluation requested by the parent, the district provides the parent with prior written notice of its refusal to conduct an evaluation.
- e. The district acknowledges the parent's rights to challenge its refusal to conduct an evaluation.

2. The initial evaluation consists of procedures:

- a. To determine if the child has a disability; and
- b. To identify the child's educational needs.

3. The district conducts the initial evaluation within 60 school days of receiving parental consent for evaluation unless:

- a. The district and the parents agree in writing to extend the timeline for an evaluation to determine eligibility for specific learning disabilities;
- b. The child moves from another district during the evaluation, the district is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and the district agree in writing to a specific time when the evaluation will be completed; or
- c. The parent repeatedly fails or refuses to produce the child for evaluation.

4. Requirements for Re-evaluation

- a. The district conducts re-evaluation:
 - (1) When the educational or related services needs, including improved academic achievement and functional performance of the child, warrant an evaluation;
 - (2) When the child's parents or teacher request a re-evaluation; and
 - (3) At least once every three years unless the parent and district agree the reevaluation is unnecessary.

- b. The district does not conduct re-evaluation more than once a year, unless the parent and district agree otherwise.

5. Evaluation Planning

- a. ~~The district, or designated referral and evaluation agency for preschool children, ensures that,~~ As part of an initial evaluation (if appropriate); and as part of any re-evaluation the child's individualized education program (IEP) or individualized family service plan (IFSP) team, including the parents and other qualified professionals, as appropriate, must review and document their review of existing evaluation data information on the child, including:
 - (1) Evaluations and information provided by the child's parents;
 - (2) Current classroom-based, local or state assessments and classroom-based observations; and
 - (3) Observations by teachers and related service providers; and
 - (4) Medical, sensory and health information.
- b. On the basis of that review and input from the child's parents, identify what additional data if any is needed to determine:
 - (1) Whether the child has a disability;
 - (2) The child's present levels of academic achievement and related development needs;
 - (3) Whether the child needs or continues to need early intervention/early childhood special education (EI/ECSE) or special education and related services; and
 - (4) For re-evaluation, whether the child needs any additions or modifications to the special education and related services or, for a preschool child, any additions or modification to ECSE services:
 - (a) To enable the child to meet the measurable annual goals in the child's IEP or IFSP; and
 - (b) To participate, as appropriate, in the general education curriculum or, for preschool children, appropriate activities.

6. Evaluation Procedures

- a. The district assesses the child in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.
- b. The evaluation is sufficiently comprehensive to identify all of the child's special education and related needs, whether or not commonly linked to the disability category in which the child has been classified.
- c. The evaluation includes information provided by the parent and a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about the child that assist in determining:
 - (1) Whether the child has a disability; and
 - (2) The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities).
- d. The district ensures that assessments and other evaluation materials, including those tailored to assess specific areas of educational need, used to assess a child:
 - (1) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
 - (2) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the

child knows and can do academically, developmentally and functionally, unless it is clearly not feasible to do so;

- (3) Are used for the purposes for which the assessments or measures are valid and reliable;
- (4) Are administered by trained and knowledgeable personnel; and
- (5) Are administered in accordance with any instructions provided by the producer of the assessments.

- e. The district selects and administers assessments to ensure that if an assessment is administered to a child with impaired sensory, manual or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the factors that the test purports to measure).
- f. The district uses technically sound instruments that may assess the relative contribution of cognitive factors and behavioral factors in addition to physical or developmental factors.
- g. The district does not use any single measure of assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.

7. Requirements if Additional Evaluation Data is not Needed to Determine Eligibility

- a. If the child's IEP or IFSP team determines that no additional data is needed to determine whether or not the child is or continues to be a child with a disability, and to determine the child's educational and developmental needs, the district provides prior written notice of that decision, the reasons for it, and the right of parents to request an assessment.
- b. When the IEP or IFSP team determines that no additional data is needed to determine eligibility, the district does not conduct an assessment of the child unless requested to do so by the parents.

8. Evaluation Procedures for Transfer Students

When a child with disabilities transfers from one district to another district in the same school year, the current district coordinates with the previous district to complete any pending assessment as quickly as possible.

9. Eligibility Determination

- a. Once evaluation is completed, the district designates an eligibility team to determine whether the child is eligible for special education services.
- b. This team includes:
 - (1) Two or more professionals, one of whom will be knowledgeable and experienced in evaluating and teaching students with the suspected disability; and
 - (2) The student's parent(s).
- c. For consideration of eligibility in the area of specific learning disabilities, the district eligibility team includes:
 - (1) A group of qualified professionals and the parent;
 - (2) The child's regular classroom teacher or, if the child does not have a regular classroom teacher, a regular classroom teacher qualified to teach a child of ~~his or her~~their age, or for a child of less than school age, a preschool teacher; and
 - (3) A person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist or other qualified professional.
- d. In interpreting evaluation data, each district team carefully considers and documents information from a variety of sources, including but not limited to, aptitude and achievement

tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior and all required elements of the evaluation.

- e. Each eligibility team prepares a written eligibility statement that includes:
- (1) Identification of the evaluation data considered in determining the child's eligibility, including the required evaluation components for the disability under consideration;
 - (2) A determination of whether the child meets the minimum evaluation criteria for one or more of the disability categories in Oregon Administrative Rule ~~(OAR)~~;
 - (3) A determination of whether the primary basis for the suspected disability is:
 - (a) A lack of appropriate instruction in reading (including the essential components of reading) or math; or
 - (b) Limited English proficiency.
 - (4) A determination of whether the child's disability has an adverse impact on the child's educational performance;
 - (5) A determination of whether, as a result of the disability, the child needs special education services;
 - (6) The signature of every team member and an indication of whether each agrees with the eligibility determination;
 - (7) For a child suspected of having a specific learning disability, the team's written report includes additional specific documentation as required by ~~Oregon Administrative Rule~~ ~~OAR~~.
- f. The team does not find a child eligible as a child with a disability if the determinant factor for that eligibility decision is:
- (1) Lack of appropriate instruction in reading, including the essential components of reading instruction or lack of appropriate instruction in math; or
 - (2) Limited English proficiency; and
 - (3) The child does not otherwise meet the eligibility criteria found in ~~Oregon Administrative Rule~~ ~~OAR~~ for the category (ies) of disability under consideration.
- g. The team finds a child eligible if the child has a disability and needs special education and related services, even though the child is advancing from grade to grade.
- h. A child may have disabilities to more than one disability category, but the team needs to find the child eligible under only one category. However, the district evaluates the child in all areas related to the suspected disability or disabilities, and the child's IEP addresses all of the child's special education needs.



~ Proposed ~
2020-2021 Superintendent's Evaluation Form
(draft 1)

2020-21 Board of Directors
Board Chair, Mike Wagner
Board Vice-Chair, Alisha Oliver
Board Members: Tass Morrison, Tod Nau, Erin Cramer, Laura Wipper, Garrett Trott

Explanation of changes and new scoring scale (from Laura Wipper)

- OSBA's Visionary Leadership is akin to Shared Leadership - kept Shared Leadership and updated
- OSBA's Inclusive District Culture is similar to Supportive Workplace - kept Supportive Workplace and updated
- OSBA's Effective Organizational Management, Financial Management and Policy, Governance and Advocacy are all elements of Duties of Superintendent - kept Duties of Superintendent and updated, being sure to include these elements
- OSBA's Culturally Responsive Instructional Leadership and Improvements is related to both Continuous Improvement and School Improvement Initiatives - combined into one "Improvement" element and updated
- OSBA's Communications and Community Relations is related to Community Involvement and District goal - kept district goal (of course) and updated both to relate them, but separate them into development of a plan and then implementation of the plan
- Our previous Data-Based Decision Making - remains and was updated
- Our previous Staff Development - remains and was updated
- OSBA's Ethics and Professional Norms - did not add this one as I felt updates touched enough on this
- Our other three district goals were updated

The previous scoring rubrics can take a lot to maintain and I thought that maybe we have sufficiently established a joint practice that reduces the need for them (they were developed originally because the board as a whole really needed this definition to develop consistent practice).

NEW SCORING SCALE:

<u>6 = Exemplary:</u>	Performance routinely exceeds standard and is consistently a model for others
<u>5 = Accomplished:</u>	Performance often above standard with occasional average effort
<u>4 = Effective:</u>	Performance consistently and adequately meeting standard, sometimes moderately exceeding it
<u>3 = Emerging:</u>	Performance demonstrates a rising effort, attention and energy toward meeting standard with some successes
<u>2 = Developing:</u>	Performance demonstrates awareness of need for effort, movements toward success and attention on growth
<u>1 = Ineffective:</u>	Performance lacking effort and/or awareness of need

SCORING SCALE:

- 6 = Exemplary: Performance routinely exceeds standard and is consistently a model for others
 - 5 = Accomplished: Performance often above standard with occasional average effort
 - 4 = Effective: Performance consistently and adequately meeting standard, sometimes moderately exceeding it
 - 3 = Emerging: Performance demonstrates a rising effort, attention and energy toward meeting standard with some successes
 - 2 = Developing: Performance demonstrates awareness of need for effort, movements toward success and attention on growth
 - 1 = Ineffective: Performance lacking effort and/or awareness of need
-

SHARED LEADERSHIP

Provided visionary leadership that was broadly shared by staff across the District – optimally demonstrated by staff who led each other toward that shared clear vision; common goals and high expectations.

Shared Leadership Score:

Comments:

DUTIES OF THE SUPERINTENDENT

Characterized by effective organizational management of the District in accordance with board policy; strong financial stewardship with attention on both near and longer term aspects; implemented District, state and national policy with fidelity; cultivated collaborative relationships and advocated for District needs.

Duties of the Supt. Score:

Comments:

- 6 = Exemplary: Performance routinely exceeds standard and is consistently a model for others
- 5 = Accomplished: Performance often above standard with occasional average effort
- 4 = Effective: Performance consistently and adequately meeting standard, sometimes moderately exceeding it
- 3 = Emerging: Performance demonstrates a rising effort, attention and energy toward meeting standard with some successes
- 2 = Developing: Performance demonstrates awareness of need for effort, movements toward success and attention on growth
- 1 = Ineffective: Performance lacking effort and/or awareness of need
-

CONTINUOUS IMPROVEMENT IN SCHOOLS AND DISTRICT PROGRAMS

Routinely monitored district program effectiveness, staff performance, learning and growth of all students; proactively identified positive or negative trends; supported effective improvement efforts or developed strategies to arrest and correct ineffective efforts; aligned resources to implement any identified improvements or course corrections.

Continuous Improvement Score:

Comments:

DATA-BASED DECISION MAKING

Decisions were routinely informed by ethical and reliable data and/or research at the district-, school- and student-level – optimally also characterized by use of data and/or research by staff across the district.

Data-Based Decision Making Score:

Comments:

- 6 = Exemplary: Performance routinely exceeds standard and is consistently a model for others
- 5 = Accomplished: Performance often above standard with occasional average effort
- 4 = Effective: Performance consistently and adequately meeting standard, sometimes moderately exceeding it
- 3 = Emerging: Performance demonstrates a rising effort, attention and energy toward meeting standard with some successes
- 2 = Developing: Performance demonstrates awareness of need for effort, movements toward success and attention on growth
- 1 = Ineffective: Performance lacking effort and/or awareness of need
-

COMMUNITY RELATIONS/INVOLVEMENT

Developed and communicated expectations for adherence to a Communication Plan that guided all district staff toward consistent outreach and collaboration with multiple stakeholder groups in support of student learning and district programs. Included strategies to promote school/student information as appropriate to various district groups/communities, engage community members to be involved in the schools and seek to involve students in the communities.

School Improvement Initiatives Score:

Comments:

SUPPORTIVE DISTRICT WORK ENVIRONMENT

Fostered an environment across the district where all staff feel included, valued, supported and enabled to succeed in their individual and collective roles. Maintained high expectations for administrators and staff to also be part of a supportive environment that fosters district successes.

Supportive Workplace Score:

Comments:

<u>6 = Exemplary:</u>	Performance routinely exceeds standard and is consistently a model for others
<u>5 = Accomplished:</u>	Performance often above standard with occasional average effort
<u>4 = Effective:</u>	Performance consistently and adequately meeting standard, sometimes moderately exceeding it
<u>3 = Emerging:</u>	Performance demonstrates a rising effort, attention and energy toward meeting standard with some successes
<u>2 = Developing:</u>	Performance demonstrates awareness of need for effort, movements toward success and attention on growth
<u>1 = Ineffective:</u>	Performance lacking effort and/or awareness of need

STAFF DEVELOPMENT

Maintained and supported steady attention on development of all staff; promoted and implemented such staff development consistently in alignment with district goals and vision for effective programs; maintained methods to evaluate staff, provide feedback and take corrective actions.

Staff Development Score:

<p>Comments:</p>

~Supporting District Goals~

1) Ensure that Each Student has the Opportunity to Achieve Excellence through Measurable Progress and Personal Growth Each Year

Maintained a keen and proactive focus on student outcomes as well as recognition that this is the most critical work of the district; understood how staff in all programs contributed; actively pursued program options that well served all students; used data to inform decisions related to student learning and growth; maintained means for staff to make informed decisions for student success as well as evaluate the effectiveness of such decisions.

Supporting District Goals-(#1 Progress & Growth) Score:

<p>Comments:</p>

- 6 = Exemplary: Performance routinely exceeds standard and is consistently a model for others
- 5 = Accomplished: Performance often above standard with occasional average effort
- 4 = Effective: Performance consistently and adequately meeting standard, sometimes moderately exceeding it
- 3 = Emerging: Performance demonstrates a rising effort, attention and energy toward meeting standard with some successes
- 2 = Developing: Performance demonstrates awareness of need for effort, movements toward success and attention on growth
- 1 = Ineffective: Performance lacking effort and/or awareness of need
-

2) Provide Sustainable, Quality Facilities and Promote Positive School Climates

District buildings, grounds and athletic facilities were maintained sustainably and in good repair; various district communities were appropriately included; technology continued to evolve in support of student learning and district needs; and school environments were managed with high expectations for supportive learning environments, cultural sensitivity and an absence of bullying.

Supporting District Goals (#2 Facilities/School Climate)Score:

Comments:

3) Promote Student and Staff Involvement in the Community and Involve the Community in Our Schools

Ensured effective implementation of the district's communication plans and expectations, with fidelity.

Supporting District Goals (#3 Student/Staff Involvement with Community) Score:

Comments:

- 6 = Exemplary: Performance routinely exceeds standard and is consistently a model for others
- 5 = Accomplished: Performance often above standard with occasional average effort
- 4 = Effective: Performance consistently and adequately meeting standard, sometimes moderately exceeding it
- 3 = Emerging: Performance demonstrates a rising effort, attention and energy toward meeting standard with some successes
- 2 = Developing: Performance demonstrates awareness of need for effort, movements toward success and attention on growth
- 1 = Ineffective: Performance lacking effort and/or awareness of need
-

4) Recruit, Develop, Value, and Retain High Quality Staff

Maintained a positive image and culture for the district, internally and externally; ensured timely performance evaluations and feedback; developed or maintained opportunities for staff to learn and grow on the job; provided career prospects that attract and retain staff; maintained appropriate resources for student support and intervention; sought to understand staff workplace satisfaction and/or gather input when appropriate.

Supporting District Goals (#4 Recruit, Develop, Value & Retain High Quality Staff) Score:

Comments:

Additional Comments:

Recommendations for Compensation:



Superintendent's Evaluation Form
2019-2020

Shared Leadership

Focuses on student learning through a clear vision, high expectations and dynamic leadership at all levels

Distinguished		Meets/Emerging		Does Not Meet	
All levels of staff and board members can describe shared direction, focus and goals		Most of the staff can describe shared direction, focus and goals		Board members and staff seldom know shared direction, focus and goals	
6	5	4	3	2	1

Shared Leadership Scores/Comments

Mike		
Alisha		
Garrett		
Tod		
Tass		
Laura		
Erin		
Avg Score		

Duties of the Superintendent

Serves as the Chief Executive Officer of the school district

Distinguished	Meets/Emerging	Does Not Meet
<p>Is highly principled and proactive in administration of the district in accordance with board policy; demonstrates strong execution of fiscal stewardship; focuses fiscal resources on high priority educational programs, staff and facilities; establishes priorities to guide curriculum and development to improve student learning; manages personnel effectively in accordance with contracts, policy, and state and federal laws; plans for the future and seeks continuous improvement</p>	<p>Administers the district satisfactorily and in accordance with board policy most of the time; ensures management of budget and expenditures so that overages are rare; oversees coordinated curriculum and development; manages personnel effectively in accordance with contracts most of the time; manages district issues ethically and effectively</p>	<p>Administers the district, but not always aware of board policy; leaves management of budget to others, may sometimes experience overages; leaves curriculum development to administrators without guidance; does not provide district-wide guidance to administrators for consistent management of personnel; responds to district problems in a passive manner; allows the district to regress in critical areas; fails to participate in program development; is not widely respected in school community</p>
6	4	2
5	3	1

Duties of the Supt. Scores/Comments

Mike		
Alisha		
Garrett		
Tod		
Tass		
Laura		
Erin		
Avg Score		

Continuous Improvement

Maintains a continuous focus on improving education with high levels of involvement and shared decision making

Distinguished		Meets/Emerging		Does Not Meet	
Improves upon District's strength and successes; Shows dynamic leadership; is a visible and recognized leader in the educational community		Maintains District successes		Overly passive in moving the District forward	
6	5	4	3	2	1

Continuous Improvement Scores/Comments

Mike		
Alisha		
Garrett		
Tod		
Tass		
Laura		
Erin		
Avg Score		

Data-Based Decision making

Uses data based information (both written and verbal) on student needs to make decisions and modify actions at the district and building level

Distinguished		Meets/Emerging		Does Not Meet	
Decisions show that the Superintendent gathers and uses information and data from several sources		Administrator and certified staff routinely use student data to make informed decisions		Student data mostly unavailable; not used or sought to make informed decisions	
6	5	4	3	2	1

Data-Based Decision Making Scores/Comments

Mike		
Alisha		
Garrett		
Tod		
Tass		
Laura		
Erin		
Avg Score		

School Improvement Initiatives

Organizes the people and the school environment to start and sustain improvement

6	5	4	3	2	1
Distinguished		Meets/Emerging		Does Not Meet	
Creates a sense of urgency and awareness of student learning needs; proposes innovative solutions to district problems; gives subordinates authority and resources as available to achieve results; organizes environments to optimize student learning and sustain improvements; monitors progress and makes accountability and success of improvement plans a priority		Constantly looks for ways to improve student learning and other areas; supports and monitors others in implementing improvement plans; teaches, monitors, and holds administrators, directors, and supervisors accountable in evaluating improvement plans; maintains district successes		Overly passive in moving the district forward; data shows the district is regressing in critical areas; does not respond effectively to district problems; does not monitor Continuous District or School Improvement Plans for accountability	

School Improvement Initiatives Scores/Comments

Mike		
Alisha		
Garrett		
Tod		
Tass		
Laura		
Erin		
Avg Score		

Supportive Workplace

Encourages a supportive workplace that enables all staff to succeed in their roles

Distinguished		Meets/Emerging		Does Not Meet	
Manages a team that works together towards a shared vision; measures and reports on shared goals; makes program adjustments as needed to achieve those goals		Has team meetings to share information, set goals and objectives and set up a clear measurement for success by all key district administrators and staff		Fails to provide leadership and obtain commitment from the Board, administrators, and staff to move forward on achieving board and superintendent educational program goals	
6	5	4	3	2	1

Supportive Workplace Scores/Comments

Mike		
Alisha		
Garrett		
Tod		
Tass		
Laura		
Erin		
Avg Score		

Staff Development

Provides for regular district or school wide staff development that is focused on teaching and learning

Distinguished		Meets/Emerging		Does Not Meet	
Promotes and implements staff development based on a shared district wide vision for effective educational programs		Meets with Curriculum Director about planned staff development and manages funds to support the plan		Does not take an active role in defining what the district needs in staff development to improve education and provide a better learning environment for kids	
6	5	4	3	2	1

Staff Development Scores/Comments

Mike		
Alisha		
Garrett		
Tod		
Tass		
Laura		
Erin		
Avg Score		

Community Involvement

Promotes a close connection between the school, parents and community

Distinguished		Meets/Emerging		Does Not Meet	
Initiates consistent communication about the district to all stakeholders; is proactive in fostering community appreciation for public education; conveys constant expectations to administrators and staff for outreach to the community; proactive about fostering programs for ongoing involvement by local businesses and/or members of the community		Conveys consistent messages regarding district and schools to all stakeholders; supportive of staff outreach to the community; supportive of efforts by district staff to involve local businesses and members of the community in school activities		Demonstrates a lack of consistent messaging about district and schools; leaves all communication outreach to building administrators; is passive about fostering community appreciation for public education	
6	5	4	3	2	1

Community Involvement Scores/Comments

Mike		
Alisha		
Garrett		
Tod		
Tass		
Laura		
Erin		
Avg Score		

Avg Score		
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2) Provide Sustainable, Quality Facilities and Promote Positive School Climates

Ensure that buildings and grounds are healthy, safe and support great contemporary schools and sustainable communities; foster school climates based on a culture where all concerned feel safe and supported and students are challenged and socially capable

Distinguished	Meets/Emerging	Does Not Meet
Ensures that all district buildings, grounds and athletic facilities retain a sustainable state of good & safe repair; maintains engagement of communities in support of district's Master Facilities Plan, building long-term support for regular investment in district facilities; promotes innovation for increased staff and student access to technology; guides and provides for leadership for a district culture free of harassment, bullying and discrimination where communications are open; staff has high expectations and students feel safe, supported, and challenged	Ensures that all district buildings, grounds and athletic facilities remain in fair repair; maintains district's Master Facilities Plan with periodic input from community members; implements new technology as budgets allow; directs principals to provide regular training on bullying to students and staff; expects staff to interact with students and parents in positive ways, where occasional incidents demonstrate negative culture is mostly managed	Some district buildings, grounds and/or athletic facilities are in poor and unsafe condition; internally fails to review and direct budgetary funding toward the district's Master Facilities Plan; fails to provide consistent access to current technology through budgetary support of the Technology Plan; irregular and inconsistent efforts to oversee the educational opportunities for students and the monitoring of principals; regular incidents of reported harassment indicate that a negative culture is not being adequately managed
6	5	4
		3
		2
		1

Supporting District Goals (#2 Facilities/School Climate) Scores/Comments

Mike		
Alisha		
Garrett		
Tod		
Tass		
Laura		
Erin		
Avg Score		

3) Promote Student and Staff Involvement in the Community and Involve the Community in Our Schools

Promote close connections between schools, parents, community members and the business community by challenging staff to teach community involvement to students and support activities and programs that bring the community into our schools

Distinguished	Meets/Emerging	Does Not Meet
Leads staff, students and the community in working together; promotes getting students involved in community-oriented service; reaches out to alumni for involvement and support of our schools; implements programs to get the community into the schools and to regularly get high numbers of students into communities; promotes and supports staff involvement with student groups including leading them on community projects; expects and monitors principals and their release of frequent, positive communications to the public about student achievement, student activities, and their schools; promotes the strategic use of the school and district website and/or social media as communication tools; holds forums to hear from all interested parties about district activities or newly implemented programs (characterized by a broad measure of involvement from all aspects of the community including: parents, community members, businesses, etc.)	Initiates ways for the staff, students and the community to work together; encourages principals to find ways for students to get involved in community oriented service; discovers possible ways for alumni to support schools; encourages staff to get involved with student groups and allows for release time; requests that information about students and schools be forwarded on to the communications specialist, but does not monitor and redirect; minimally requires the use of the website and/or social media as a district communication tool; supports and encourages principals to initiate community engagement events that invite their parents and the community into their schools (characterized by a medium measure of parent and student involvement in district schools)	Directs staff to talk to students about community service; supports policies & practices that allow the community into the schools, but does not budget to provide the needs to do so; allows staff to get involved with student groups, but does not budget to support events that require substitutes; does not require principals or directors to use the website or other social media to promote schools or the district; little or no actual outreach to students, parents and community members (characterized by low or inconsistent parent involvement and little involvement from other members of the communities in district schools)

6

5

4

3

2

1

Supporting District Goals (#3 Student/Staff Involvement with Community) Scores/Comments

Mike		
Alisha		
Garrett		
Tod		
Tass		
Laura		
Erin		

Avg Score		
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4) Recruit, Develop, Value, and Retain High Quality Staff

Build a strong image of the district that attracts high quality staff and retain them by sustaining an environment for meaningful work based on thoughtful staff development and strong supports around student needs

Distinguished	Meets/Emerging	Does Not Meet
Manages the district and staff in ways that establishes an internal positive image & positive workplace culture; puts a strong emphasis on effective & timely staff performance evaluations; oversees the successful implementation and continuing evolution of the expanded career pathways and new compensation models for teachers as defined in the Collaboration Grant and other means to give staff opportunities to learn and grow on the job; maintains appropriate resources for student support and intervention; directs meaningful and relevant staff development that supports increased student growth and academic success; uses data gathered on workplace satisfaction in order to bring about positive change; uses data as part of the norm in decision making processes	Manages the district and staff in ways that maintains an adequate district culture; requires administrators to complete regular effective performance evaluations, but timeliness is not monitored; supports implementation of the expanded career pathways and new compensation models for teachers as defined in the Collaboration Grant; targets some resources for student support and intervention; oversees the coordination of relevant staff development and asks for staff input on selection of offerings; surveys staff regarding their workplace satisfaction and asks for suggestions for positive change; advocates for evidenced-based effective student support systems	Manages the district and staff in ways that create an unacceptably negative district culture; fails to require and oversee completion of regular effective performance evaluations; does not support principals or directors with plans of assistance; partially implements or fails to implement the expanded career pathways and new compensation models for teachers as defined in the Collaboration Grant; provides inadequate means for student support and intervention; provides unguided or uncoordinated relevant staff development; never surveys staff regarding their workplace satisfaction

6

5

4

3

2

1

Supporting District Goals (#4 Recruit, Develop, Value & Retain High Quality Staff) Scores/Comments

Mike		
Alisha		
Garrett		
Tod		
Tass		
Laura		
Erin		

Avg Score		
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Additional Comments:

Mike	
Alisha	
Garrett	
Tod	
Tass	
Laura	
Erin	

Recommendations for Compensation:

This evaluation is being signed to verify that the Board and the Superintendent have had a discussion about the Superintendent’s work performance, as per contract.

Superintendent Signature, Andy Gardner

Date

Board Chair Signature, Mike Wagner

Date

STAYTON MIDDLE	8	136	104								
STAYTON MIDDLE	ALL	382	324								
STAYTON INTERMEDIATE/MIDD	ALL	567	461								
SUBLIMITY	KG	45	25								
SUBLIMITY	1	36	40								
SUBLIMITY	2	43	34								
SUBLIMITY	3	42	39								
SUBLIMITY	4	42	45								
SUBLIMITY	5	42	46								
SUBLIMITY	6	45	40								
SUBLIMITY	7	57	42								
SUBLIMITY	8	34	48								
SUBLIMITY	ALL	386	359								
NSSD	TOTAL	*2296	2142								

* The March 2020 Board report showed an NSSD total of 2262. This was to account for the 34 students who were attending off campus for programs such as Early College, Winema or GED. Starting for the 20-21 school year, those students will be included in the NSSD total but will be subtracted from the individual grade level numbers from Stayton High School.

The total number of Kindergarten students enrolling for 20-21 is down 33 from 19-20. Indications are across the state that some parents have decided to simply hold their Kindergarten students out for a year and then enroll them (in K) in 21-22.

Same groups of students compared from one school year to the next as they advance grades.

March '20		Oct '20		
	2296	as...	2142	Diff.
		KG	123	-33
KG	156	1	136	-20
1	169	2	152	-17
2	156	3	142	-14
3	153	4	134	-19
4	154	5	147	-7
5	170	6	164	-6
6	206	7	192	-14
7	191	8	184	-7
8	192	9	194	2
9	189	10	196	7
10	205	11	203	-2
11	174	12	175	1
12	181	grads		
				-129

compared to last year