

# School Board Regular Meeting

Wednesday, September 10, 2025 6:00 PM

Santiam Elementary School, 450 SW Evergreen Rd., Mill City, OR 97360

## 1. Call to Order and Flag Salute

## 2. Approval of/ or Changes to the Agenda Action

## 3. Public Comment

The Santiam Canyon School Board of Directors values the opinions and input of students, staff, parents, and community members. Please keep comments to 3 minutes or less. If you intend to speak to the board, please fill out an intent form prior to the call to order and hand it to the board chair. Before you begin your comments, please state your name and if you are speaking for an organization, please state that organization. For more information about public comments at a board meeting, please see Santiam Canyon School District Policy BDDH

## 4. Consent Agenda

4.1. Hires/ Resignations

4.2. August 13, 2025 Board Minutes

## 5. Staff Report

5.1. ORCA-Allison Galvin

5.2. SES- Alisha Hansen

5.3. SJHHS- Blane Lazar

5.4. Student Services- Jess Rist

5.5. Financial Report- Yvonne Hanna

5.6. Superintendent's Report- Krista Nieraeth

5.7. Enrollment Report

## 6. Action Items

6.1. Appointment of Board Positions- Zone 1, Position 4; Zone 2 Position 1

6.1.1. Betty Komp

6.1.2. Melissa Allison

6.1.3. Jonathon DeRenzo

6.1.4. Leah Chapin

6.1.5. Carl Anderson

6.1.6. BBB D1- Board Elections

6.1.7. BBBA D1- Board Member Qualifications

6.1.8. BBE D1- Vacancies on Board

**7. Informational Items**

7.1. Review of Community/ Families, Student and Staff Survey for EO 25-09

7.2. First Read Policies: A. JFCEB- Personal Electronic Devices

7.3. Integrated Guidance Annual Report

7.4. Presentation of Football Stand Cover

**8. Items for Next Meeting**

**9. Motion to Adjourn**

**Hires:**

- Savannah Bradd – SES Head Secretary
- Kimberly Singletary – SES Music Teacher
- Kimber Knuth – 5<sup>th</sup> Grade Teacher
- Elizabeth Mack – Speech and Language Pathology Assistant
- Julie Morman – SES Instructional Assistant
- Whitney Baker – SES Instructional Assistant

**Resignations:**

- Debbie Fawcett – SJSHS Counselor
- John Bodily - Groundskeeper

School Board Meeting  
Regular Session  
August 13, 2025, 6:00 pm  
District Office

The Board of Directors of the Santiam Canyon School District 129J, Linn and Marion counties, met with Krista Nieraeth, Superintendent.

Board Members Present: Elizabeth Reeser, Josh Childress, Mary Richards and Lynda Harrington by phone  
Staff Present: Jess Rist

1.0 Call to Order and Flag Salute: Elizabeth Reeser called the board meeting to order at 6:00 pm and led Pledge of Allegiance.

2.0 Approval of/or Changes to the Agenda Action:

Mary Richards wanted to move 4.3 Hires, 4.4 Resignations to Action Item 6.3 and 6.4.

Elizabeth Reeser asked to move Information items to before Action Items. Elizabeth also asked to move Action Item 6.1 to Action Item 6.4

3.0 **Public Comment: None**

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4.0 Consent Agenda Action

4.1. June 11, 2025 Board Minutes

4.2. June 24, 2025 Board Minutes

4.5. Surplus

Consent agenda 4.1 and 4.2 Mary Richards noted the June 24 minutes should reflect as a Special Meeting, 4.5 Surplus: Motion to accept 4.1, 4.2 with changes and 4.5: Mary Richards, 2<sup>nd</sup>: Josh Childress, motion passed 3-0

4.3, 4.4 moved to 6.3 and 6.4 Motion: Mary Richards, 2<sup>nd</sup>: Josh Childress, motion passed 3-0,

5.0 Staff Report Informational

5.1. Superintendent's Report – Krista Nieraeth shared Staffing updates, Mandatory Board training, Executive Order 25-09, COSA Summer Conference, District Facilities update, Purchase of new Type 20 Bus, and the Fire Marshall report.

5.2. Financial Report - Yvonne Hanna, Business Manager, shared June 30, 2025 Financials

5.3 ORCA - Allison Galvin- Was not in attendance.

- |     |                     |            |
|-----|---------------------|------------|
| 7.0 | Informational Items | Discussion |
|-----|---------------------|------------|
- 7.1 Expenditure Report – Ms. Nieraeth asked the board if they had any questions in regards to the Expenditure report. No questions were asked.
  - 7.2 Executive Order 25-09 Information and Informational Survey to Families/Community Members and Staff - Ms. Nieraeth presented information in regards to EO 25 – 09 to the board. She also presented surveys that will be sent out to families/community, staff, and students. She asked the board to review the surveys and if they had any questions or concerns to please contact her.
  - 7.3 Discussion of Implementing BoardBooks – Ms. Nieraeth discussed the implementation of BoardBooks, which would move all board meeting agendas, and attachments to an online program. This would allow for staff to be able to effectively and efficiently get out all information to board members and the community as well as provide more documentation readily available. Mary Richards said that she thought it was a good idea, as she used it in a previous job and it provided more transparency for the community to see what was going on.
  - 7.4 Board Training with OSBA / In house AND Conference – Dates
  - 7.5 Vector Training - SafeSchools Training for Staff and Board – Training and used for, requirements. Elizabeth and Josh said that they wanted to see what staff had to take.
  - 7.6 English Learners In Oregon - Annual Report – Ms. Nieraeth presented the 2024 – 2025 ELL in Oregon reports to the board, as required by law. She asked if there were any questions. This report will also be available on our website.
- |     |              |        |
|-----|--------------|--------|
| 6.0 | Action Items | Action |
|-----|--------------|--------|
- 6.1 Swearing in of Newly Elected Board Members  
Ms. Nieraeth swore in the newly elected board members, Elizabeth Reeser, Josh Childress, Lynda Harrington.
  - 6.2 Memorandum of Understanding (MOU) for adding Classified Position – SLPA  
Elizabeth Reeser made a motion to accept the MOU for SLPA with the Union, Josh Childress seconded; no discussion. Motion passed 4-0
  - 6.2 Adult Meal Prices  
Ms. Nieraeth presented the Board with a recommendation to set the price for adult meals at school. The prices are set by the recommendation of ODE.  
Josh Childress made a motion to accept adult meals prices of breakfast of \$2.90 and lunch of \$5.05, Mary Richards seconded. No discussion. Motion passed 4-0

- 6.3 Hires - Mary Richards made the motion to accept new hires Josh Childress seconded; no discussion. Motion passed 4-0.
- 6.4 Resignations Mary Richards made the motion to accept resignations, Josh Childress seconded. No Discussion. Motion passed 4-0.
- 6.5 Accept Resignation of Board Member Mary Richards - Elizabeth Reeser made the motion to accept Mary Richard's resignation, Josh Childress seconded. No Discussion. Motion passed 3-0. The board thanks Mary Richards for her commitment and work on the School Board.
- 6.6 Declare Vacancies of Zone 1, Position 4 and Zone 2, Position 1  
Elizabeth Reeser made the motion declare vacancies of Zone 1, Position 4 and Zone 2, Position 1. Josh Childress seconded. There was disucssion about reviewing the policy due to very few eligible applicants from Zone 2. Ms. Nieraeth said that was something she would look into this year. Motion passed 3-0.
- 8.0 Items for the Next Meeting
- 9.0 Motion to Adjourn: Elizabeth Reeser moved to adjourn, Josh Childress seconded; the motion passed 3-0.

Meeting adjourned at 6:55 pm.



## School Leader Report September 10, 2025

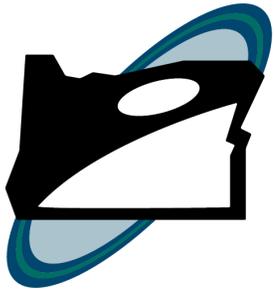
### Enrollment

September 2, 2025	August 5, 2024	September 3, 2024	September 5, 2023
2,438	2,267	2,192	2,001

### Start of the Year Events

- Back to School: Oregon Charter Academy students came back to school on Tuesday, September 2, 2025. While the first week at any school is a transition, often, families new to the virtual setting need additional support in the first few weeks of school. During the first week, teachers held welcome calls with every student, had school assemblies, and supported families through onboarding.
- Open House: Friday, September 12, 2025, is ORCA's annual Open House for all students and families outside in the parking lot of Santiam Elementary. Families attend our book fair, get school pictures, and meet their teachers and classmates. This is a fun event where we build the foundation for the ORCA community for the school year. We invite you to check it out: 12:00 - 3:00 p.m. on Friday, September 12, 2025, in Mill City.
- Regional Event Day: Coming to a park near you, on Friday, September 26, 2025, ORCA will be hosting “meet and greet” type events at parks around the state for students to get to know peers in their communities, as well as meet local staff members. Meet and greets are a fun way to bring the small school feel to our big virtual school.
- School Improvement Plan Update: As outlined in our charter goals, the 2025-26 school improvement plan has three overarching goals that maintain a focus on supporting our special populations and traditionally underrepresented students. Throughout the year, data will be shared on progress toward these goals. Data is simply information, a non-judgmental piece to the informational puzzle. Over the past year, there have been some positive strides in meeting the goals outlined in the SIP. With the work our teachers do with our students, I am optimistic about this year’s progress as well.

We are looking forward to an amazing year at Oregon Charter Academy. Week one was our best first week yet with high student engagement and high morale around the school. Thank you for your continued support in making ORCA the best virtual experience for students they can find in the state.



**OREGON**  
**CHARTER ACADEMY**  
Celebrating 20 Years of Virtual Education

# School Improvement Plan 2025-26



Preamble:

Oregon Charter Academy leads with genuine commitment to our mission to prepare **ALL** of our students for success in a global society. With that guiding principle in mind, the measurements by which we are basing our success show evidence of a continuum of growth where we will incrementally increase our success rates, building victory upon victory.

Overall, there will be alignment between the goals outlined in the school improvement plan (SIP) and the charter contract. Initiatives, professional development, and processes and procedures will be driven by these three goals.

1. **Academic Growth:** 95% of full-academic-year students in grades K-8 will demonstrate academic growth, measured by internal assessments and data monitoring throughout the school year, and 90% of full-academic-year high school students will earn 6 or more credits a year.
2. **Regular Attendees:** ORCA's regular attendee rate will be within 90% of the state-published average.
3. **Graduation:** ORCA's annual graduation rate will be within 90% of the state-averaged graduation rate.

All goals will be evaluated quarterly on October 31, January 26, April 3, and June 12.



## Academic Growth

**Goal:** 95% of full-academic-year students in grades K-8 will demonstrate academic growth, measured by internal assessments and data monitoring throughout the school year, and 90% of full-academic-year high school students will earn 6 or more credits a year.

### Sub-Goals:

1. K-8: In reading and math, 90% of students will meet or exceed their targeted growth plan designated in the fall iReady diagnostic with a specific emphasis on achievement within the following groups:
  - a. Low socioeconomic
  - b. ELL
  - c. Special Education (SWD)
  - d. 504
  - e. Race: Asian, African-American, American Indian or Alaska Native, Native Hawaiian or Other Pac Islander
  - f. Ethnicity: Hispanic Latino
  
2. High School: Successful course completion in core content area courses with a specific emphasis on the following subgroups:
  - a. Low socioeconomic
  - b. ELL
  - c. Special Education (SWD)
  - d. 504
  - e. Race: Asian, African-American, American Indian or Alaska Native, Native Hawaiian or Other Pac Islander
  - f. Ethnicity: Hispanic Latino

Target pass rates for 2025-26 are:

LA	Math	Science	Social Studies	Applied Core	CTE
85%	80%	90%	90%	85%	95%



## Academic Growth - Action Plan

Goal	Evidence-Based Practice/ Strategy	Grade Band	Expectations	Responsible Persons Involved	Resources/PD	Timeline	Measurement of Progress
SG1	Prioritization of iReady Usage	K-8	Use of iReady or IXL individual pathway assignments to practice standards-based skills regularly. (1 lesson passed a week at a minimum)	K-8 Staff	IXL and i-Ready lessons	Ongoing, beginning September 2	Usage report.
SG1, SG2	6-12 Peer Tutoring	6-12	Weekly availability for peer tutoring support at least 2x per week	6-12 Staff		Ongoing, beginning October 1	
SG1	Core course intervention classes in grades 6-8	6-8	Students in need of foundational support will be enrolled in intervention courses.	MS Admin and staff	Intervention courses are built to meet the individual needs of students.	Ongoing	Increased achievement in core courses.
SG1	Oral reading assessments with all elementary students	K-5	Baseline with all students. Progress monitoring with below grade level.	K-5 Staff	Sounds to Spelling, i-Ready	Ongoing, beginning September 3	Teacher data tracking.
SG1	K-5 Math Interventionist	K-5	Build and facilitate intervention resources and support.	K-5 Math Interventionist	Canvas Mastery, i-Ready, IXL	Ongoing, beginning October 1	Student referral and exit.
SG1	Formative Reading and Math Assessments at least 3 times per year	K-8	All students' baseline reading and math abilities were assessed using the	K-8 teachers	iReady	Ongoing / Quarterly	iReady data

*The mission of Oregon Charter Academy is to prepare all students for success in a global society through an inclusive, rigorous, academic environment where students have daily live interaction with highly qualified teachers and continuous access to curriculum. Oregon Charter Academy staff partners with families in a transparent, collaborative school environment to support all students in their academic journey.*



			iReady diagnostic				
SG1	Individualized learning paths for students.	K-8	Developmentally appropriate weekly expectations for time and lesson completion.	K-8 Teachers		Ongoing	iReady and IXL Usage Data
					i-Ready and/or IXL		
SG1	Use of schoolwide collaborative sessions for academic engagement	6-8	Weekly, 1x per week	6-8 Teachers, Admin	AVID CSG Training and Implementation	Ongoing	Attendance, engagement and Pass Rates
SG1	iReady Reports sent 3x per year to families	K-8	At the conclusion of each diagnostic window	Admin, K-5 teachers	iReady Reports	October, February, June	i-Ready MyPath engagement
SG1	iReady Diagnostics proctored via live class	6-8	Within the diagnostic window, teachers will provide live class time for completion of iReady	6-8 Teachers	N/A	October, February, May	Completion Rates
SG 2	High School PLCs	9-12	Regular PLC meetings, data review	9-12 Teachers, Admin	Grade Guardian and PowerSchool Data, Teacher collaboration	Quarterly	Attendance and Pass Rates
SG 2	Algebra 1 Prioritization	9-12	Reduce class size in Algebra 1 courses, secondary math vertical alignment, Algebra 1 course revisions	6-12 Math Teachers, Admin	iReady reports, Teacher collaboration	Ongoing	Attendance and Pass Rates

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SG 2	Student Experience Refinements	9-12	Committee to make improvements and establish more consistency across courses to better meet the diverse needs of students	9-12 Teachers, Admin	Canvas, Teacher collaboration, SYS tech, and accessibility support	Ongoing in 2025-26 school year	Rolling phases of feedback, testing, and implementation
SG 2	Targeted Support for Special Populations	K-12	Committee to improve experience and streamline support for diverse learners	K-12 Teachers, Admin	Canvas, Teacher collaboration, SYS tech, and accessibility support	Ongoing	Rolling phases of feedback, testing, and implementation
SG 2	CTE Integration	9-12	Every student will take at least one CTE course in high school	8-12 Advisors and Counselors, Admin, CTE Teachers	PowerSchool data	Ongoing	Transcript data

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## Regular Attendees

**Goal:** ORCA's regular attendee rate will be within 90% of the state-published average.

Sub-Goal:

1. Weekly attendance data will meet or exceed the target weekly attendance rates based on grade band with a specific emphasis on the following subgroups:
  - g. Low socioeconomic
  - h. ELL
  - i. Special Education (SWD)
  - j. 504
  - k. Race: Asian, African-American, American Indian or Alaska Native, Native Hawaiian or Other Pac Islander
  - l. Ethnicity: Hispanic Latino

K-5	6-8	9-12
94%	90%	85%



### Regular Attendees - Action Plan

Evidence-Based Practice/ Strategy	Grade Band	Expectations	Responsible Persons Involved	Resources/PD	Timeline	Measurement of Progress
The school's Instructional Framework is referenced and leveraged regularly in order to maximize student engagement.	K-12	Instructional staff will utilize the Instructional Framework to support and grow best practices in online education.	Academic leadership, including Instructional Mentors & Admin	PD, staff evaluation, informal classroom visits, Peer Observations, Instructional Mentor Program	Ongoing	Attendance data, pass rates
Continued use of schoolwide collaborative sessions for academic engagement	6-8	Increased peer-to-peer discourse regarding coursework weekly.	6-8 Staff, Admin	AVID Collaborative Structures Professional Learning		
Peer-to-peer support through tutoring and mentoring.	6-12	Weekly opportunity for students to connect with peers regarding coursework and student experience	6-12 Staff	Peer Tutoring course, Student Government, NHS	Ongoing	Attendance Data, Pass rates
Onboarding Support	K-12	Increased student engagement early in enrollment. Long-term success at ORCA.	Madeline Smith Teacher referral	Advisor collaboration, HS New Student Docs	Ongoing	Teacher feedback, late start attendance data and pass rates

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Student Clubs - Marquee and student suggested	K-12	Additional social opportunities and exploration of interest(s)	K-12 Staff	Clubs website, teacher advisors	Ongoing	Attendance Data
Continued development of a schoolwide, comprehensive mental health system.	K-12	Increase in regular attendance rate and retention rate.	K-12 Staff	NCS3 Team, Trained counselors	Ongoing	Attendance Data, Pass rates
Attendance All-Star awards	K-12	Monthly recognition of students with a monthly attendance rate of 90% or better	K-8 Admin	Award templates in PS, email templates in K-8 communication document	Monthly	Attendance Data
Weekly Celebrations	K-8	Weekly recognition of achievements for attendance, i-Ready completion, etc.	K-8 Admin	Weekly attendance data, i-Ready lesson completion report	Weekly	Attendance Data, Pass rates
Maintain or improve upon Friday live class offerings	K-12	HS math help sessions, Career Explorations, MS PE, Clubs, and Explorations Courses on Fridays	K-12 Staff	Zoom, Live Class Schedule	Ongoing	Attendance Data
Daily contact with families missing 4+ consecutive days of attendance	K-12	Use of classified attendance support to contact truant students	K-12 Admin, Classified Attendance Support	Bulk Texter Tool	Weekly	Number of occurrences in the consecutive absence report

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High School Grade Level PLCs	9-12	Regular PLC meetings, data review	9-12 Teachers, Admin	Grade Guardian and PowerSchool Data, Teacher collaboration	Quarterly	Attendance and Pass Rates
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## Graduation

**Goal:** ORCA's annual graduation rate will be within 90% of the state-averaged graduation rate.

### Sub-Goals:

1. Graduation Rate - As calculated by the state, the 4-year graduation rate to be 72% or higher, and the 5-year graduation rate to be 78% or higher with a specific emphasis on achievement within the following groups:
  - a. Low socioeconomic
  - b. ELL
  - c. Special Education (SWD)
  - d. 504
  - e. Race: Asian, African-American, American Indian or Alaska Native, Native Hawaiian or Other Pac Islander
  - f. Ethnicity - Hispanic Latino
  
2. High School On Track - As calculated by the state, 80% of students at each grade level will earn a total of 6 full credits towards graduation by the end of the school year with a specific emphasis on achievement within the following groups:
  - a. Low socioeconomic
  - b. ELL
  - c. Special Education (SWD)
  - d. 504
  - e. Race: Asian, African-American, American Indian or Alaska Native, Native Hawaiian or Other Pac Islander
  - f. Ethnicity - Hispanic Latino



## Graduation - Action Plan

Goal	Evidence-Based Practice/ Strategy	Grade Band	Expectations	Responsible Persons Involved	Resources/PD	Timeline	Measurement of Progress
SG 1, 2	Implementation of academic intervention courses at the middle school level to solidify learning habits.	6-8	Students in need of foundational support will be enrolled in intervention courses.	MS Admin and staff	Intervention courses are built to meet the individual needs of students.	Ongoing	Increased achievement in core courses.
SG 1, 2	Continuation of Enroll, Enlist, Employ to broaden awareness of post-secondary options and pathways.	6-12	Students will have opportunities to understand the variety of post-secondary options available to them and how to identify and pursue options of interest.	AVID, ASCEND, Counselors, Advisory staff, 6-12 Teachers, Admin	Open House, Spring Celebration, Post-Secondary planning/options live sessions (via CE STAR and Advisory courses), FAFSA night event, collaboration with teachers, Industry tours, College and trade school campus tours, Military recruiter interactions.	Ongoing	Increase in grad rate and enrollment in post-secondary options
SG 1, 2	AVID "Organization" Vertical Alignment	K-12	Students will progressively learn Organizational strategies through the AVID framework	K-12 Teachers, Admin, AVID Site Team	AVID PD Pathway, AVID Resources, Teacher collaboration	Ongoing	Attendance and Pass Rates

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SG 1, 2	High School Grade Level PLCs	9-12	Collaboration to improve pass rates at each grade level, regular PLC meetings, data review	9-12 Teachers, Admin	Grade Guardian and PowerSchool Data, Teacher Collaboration	Quarterly	Attendance and Pass Rates
SG 1, 2	Algebra 1 Prioritization	9-12	Reduce class size in Algebra 1 courses, secondary math vertical alignment, Algebra 1 course revisions	6-12 Math Teachers, Admin	iReady reports, Teacher collaboration	Ongoing	Attendance and Pass Rates
SG 1, 2	Landing Page Revisions	9-12	Task force to refine home pages to better meet the diverse needs of students	9-12 Teachers, Admin	Canvas, Teacher collaboration, SYS tech, and accessibility support	Ongoing in 2025-26 school year	Testing throughout the year, full implementation in 2025-26
SG 1, 2	CTE Exposure	9-12	Every student will take at least one CTE course in high school	8-12 Advisors and Counselors, Admin, CTE Teachers	PowerSchool data	Ongoing	Transcript data
SG 1, 2	Peer-to-peer support through tutoring and mentoring.	6-12	Weekly opportunity for students to connect with peers regarding coursework and student experience	6-12 Staff	Peer Tutoring course, Student Government, NHS	Ongoing	Attendance Data, Pass rates

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# SANTIAM ELEMENTARY SCHOOL

**STAND TOGETHER • FIND YOUR PATH • NEVER GIVE UP**

Alisha Hansen, Principal  
Lindsay Sloan, Office Manager/Registrar  
450 SW Evergreen St.  
P.O. Box 198  
Mill City, OR 97360

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## Board Report - September, 202

### Positive Behavior Interventions and Supports (PBIS) :

- Assembly- Rules Passports, Tiger Tickets, Self Manager Badges, Tiger of the Month, Quarterly Rewards Parties/Field Trips
- Attendance Matters

### Coming Soon:

- Open House- Resource Fair (SOCC, SIT, Family Building Blocks, ODHS, OSU 4-H Extension, Marion County Prevention), Kona Ice (PTO Fundraiser), Nacho Dinner
- September Assessments and targeted instruction

### New Staff:

- Kimber Knuth, Kimberly Singletary, Julie Morman, Jennifer Austin, Savannah Koobs, Savannah Bradd

### Star Renaissance OSAS and Projection Data:

Grade	Star Projection	OSAS Math
3rd	37.3%	33%
4th	22%	27%
5th	20.4%	24%

### Star Reading vs OSAS ELA (Reading, Writing, Listening, Research/Inquiry, Writing Dimensions):

Grade	Star Projection	OSAS ELA
3rd	64%	33%
4th	46.8%	29%
5th	32.4%	26%

Thoughts- Even though we are developing stronger readers, how can we help students use their reading skills in writing, listening, and inquiry, while also preparing them to handle different types of texts and questions on statewide tests?





Blane Lazar, Principal  
Jess Rist, Vice Principal  
Monica Burmeister, Office Manager

300 SW Cedar St, PO Box 199  
Mill City, OR 97360  
503-897-2311 Ph. 503-897-3154 Fax

## SEPTEMBER 2025 BOARD NOTES

### STUDENT GUEST-

No student guest this month

### ENROLLMENT-

September 5th, 2024 Enrollment

6th Grade - 51

7th Grade - 54

8th Grade - 56

9th Grade - 52

10th Grade - 40

11th Grade - 43

12th Grade - 39

Current Enrollment - 335 students

Total number of students: +11  
(over last year)

Last Year (2024) Enrollment - 324 students  
(2023) - 308 students

Enrollment Notes - Numbers are off a little due to students not showing up but it is very close. Families want to bring their kids here.

### WOLVERINE EMPLOYEE FOCUS-

Crystal Johnson - Santiam Learning Center Teacher/Athletic Administrative Asst. Crystal was hired last year to run the SLC and she is doing a great job. She develops relationships with our students and pushes them to be better humans. Most of the time they go into SLC for ISS and she helps them get on track. She also tutors and mentors students in the SLC. This year she has taken on the role of Athletic Administrative Assistant, helping out with all things athletics. Thank you Crystal!

### KICKING OFF THE NEW SCHOOL YEAR-

Registration Days (August 12th & 13th)

- Good participation
- Welcomed new families

Wolverine Pup Cub Camp (Jungwirth)

- 2-day Camp for incoming 6th graders
- Juniors and Seniors led teams of students
- Campus tours, food & fun
- "That was the most fun I've ever had in my whole life!"

# **SANTIAM WOLVERINES**

**STAND TOGETHER • FIND YOUR PATH • NEVER GIVE UP**

Blane Lazar, Principal  
Jess Rist, Vice Principal  
Monica Burmeister, Office Manager

300 SW Cedar St, PO Box 199  
Mill City, OR 97360  
503-897-2311 Ph. 503-897-3154 Fax

## **6th Grade Parent Night (Jungwirth)**

- 12 families participated
- Informational night to help with transition to SJSHS
- Included a tour of the campus and things to come...

## **Santiam Learning Center**

- Starting 3rd year
- Tutoring, College Credit, Test Taking, MS Help
- Discipline (Students engaged in studies and reflection)

## **New Staff**

- We are fully staffed
- 4 new teachers (Armstrong, Burroughs, Harris, and Klagge)
- 1 new instructional aide (Baker)
- Awesome start to the new year!

## **WOLVERINE HIGHLIGHTS-**

### **First days of school**

Amazing beginning to the school year  
Multiple staff members commented on the great start to year  
First day afternoon, students in class and campus quiet  
Great school spirit, Friday Assembly, Football is back

### **ORCA Pathways has started!**

Offering students vet sciences, business and computer science pathway  
Currently have 11 students in Year 1 and Year 2  
Pathway allows students to earn college credit, career licensing and hands-on experience  
ORCA is working with ODE to push the program statewide

## **WOLVERINE ATHLETIC CORNER-**

### **Cross Country**

- 8 students are participating
- Our boys team will score at competitions

### **Football**

- 25 boys are competing
- Playing a Varsity schedule
- Next home game, September 26th, vs. Sheridan, 7:00pm

# **SANTIAM WOLVERINES**



**STAND TOGETHER • FIND YOUR PATH • NEVER GIVE UP**

Blane Lazar, Principal  
Jess Rist, Vice Principal  
Monica Burmeister, Office Manager

300 SW Cedar St, PO Box 199  
Mill City, OR 97360  
503-897-2311 Ph. 503-897-3154 Fax

## **Volleyball**

- Varsity, JV and JV2 teams are competing
- Varsity is ranked #7 in state, and 2-0
- Santiam hosted a Jamboree, 8 teams on August 28th
- Next home game, September 11th, vs. Culver, 6:00pm

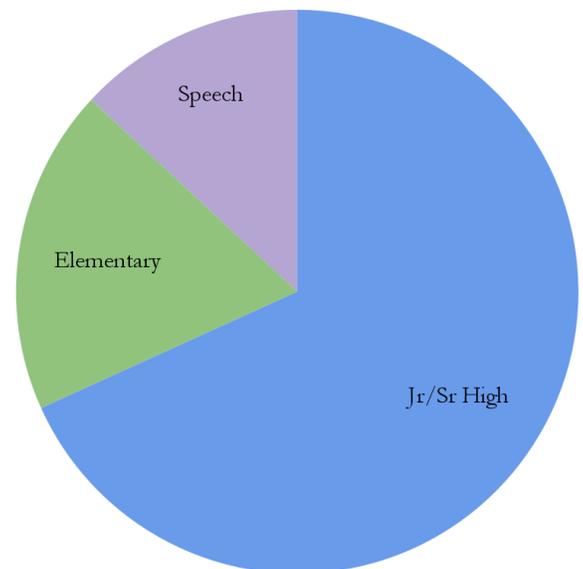
## **UPCOMING EVENTS-**

September 15 - 19  
September 23  
October 6 - 11

6th Grade Outdoor School  
Picture Day  
Homecoming Week

## September 2025 Board Notes

- Director of Student Service duties
  - Special Education
  - McKinney-Vento
  - Comprehensive Counseling Programs
  - Safety & Risk Management
- Special Education Update
  - Serving 107 students at the start of the school year
    - 14 receiving speech services only
    - 20 at SES
    - 73 at SJSHS
  - 4 Case Managers - 1 at SES and 3 at Jr/Sr High
  - Hired a Speech Language Pathology Assistant as an SCSD employee
  - Elementary programs (life skills and resource) were combined into one program serving 20 students, with the remaining 14 students receiving services in speech only
  - Jr/Sr High has 3 programs (MS Resource, HS Resource, Life Skills) functioning similarly to how it was last year
- Counseling Update
  - Last year began working on comprehensive counseling programs for SCSD in alignment with the Oregon Framework for Comprehensive School Counseling and the ASCA National Model
  - Continuing this work with future reports to the board





September 8, 2025

TO: Santiam Canyon Board  
FROM: Michelle Glover, Business Services Specialist  
RE: Financial Statements for fiscal years 2024-25 and 2025-26

Board Members,

Attached are the financial statements through June 30, 2025 (FY 2024–25) and a first look at the financial statements for August 31, 2025 (FY 2025–26). The reports include:

- General Fund Statement of Revenues – Budget vs. Actual
- General Fund Statement of Expenditures – Budget vs. Actual
- Total Appropriations for the year

### **Fiscal Year 2024–25**

The estimated General Fund Ending Fund Balance is \$5,468,335, slightly higher than anticipated. All appropriations remain within budget authority. The audit is currently in progress, and auditors will be onsite the week of October 6.

### **Fiscal Year 2025–26**

For July 1 through August 31, actual revenues and expenditures show an estimated Ending Fund Balance of \$5,119,143. Of this total, \$1,881,338 is set aside as Contingency and Unappropriated Ending Fund Balance. We anticipate adjustments once the State School Fund is rebalanced and September payroll is finalized.

### **Statewide Economic Update**

On August 27, the state released its latest Economic and Revenue Forecast, projecting a \$954.7 million decrease in General Fund and Lottery resources for the 2025–27 biennium compared to the close of session. This shortfall is tied largely to recent federal tax legislation (H.R. 1), which reduced taxable income at the federal level and, in turn, lowered Oregon’s personal and business income tax collections.

While the forecast is concerning, it does not currently signal cuts to K-12 budgets. We will continue to monitor developments closely, review funding and grant allocations, and plan accordingly to ensure the district remains financially sound while supporting students.

### **Investments**

As of August 31, 2025, Santiam Canyon’s investments total \$12,380,235 in the Local Government Investment Pool, earning an annualized interest rate of 4.60%.

Please don’t hesitate to reach out with any questions or concerns about these statements.

**Santiam Canyon School District 129J**  
 General Fund: Statement of Revenues Budget Vs. Actual  
 For the Fiscal Year 2024-2025  
 As of 6/30/25

Source	Budget 2024-25	Actual YTD Rev. 6/30/2025	Projected through 6/30/2025	Total Estimated 2024-25	(Over)/Under Budget	PY Budget 2023-24	Actual YTD Rev. 6/30/2024
<b>SSF Funding</b>							
1111 Current Year Property Taxes	2,442,678	2,581,560		2,581,560	(138,882)	2,138,355	2,413,510
1112 Prior Year's Property Taxes	30,417	51,960		51,960	(21,543)	37,875	29,942
1114 Payment in Lieu of Property Taxes	12,523	11,772		11,772		8,000	10,545
1190 Penalties & Interest on Investments	10,112	4,794		4,794		5,000	5,767
2101 County School Funds	2,500	3,384		3,384	(884)	2,500	-
3101 State School Support Funds	34,313,011	35,047,829		35,047,829	(734,818)	27,054,000	34,792,961
3101 SSF - Due from ODE FY23/24		1,559,988		1,559,988	(1,559,988)		
3101 SSF - Small HS Grant		30,566		30,566	(30,566)		
3101 SSF - Small HS/HC disability PY 23-24		49,564		49,564			
3103 Common School Fund	415,262	140,220		140,220	275,042	139,894	131,747
3104 State Timber	300,000	455,858		455,858	(155,858)	1,500,000	461,659
<b>Total SSF Funding</b>	<b>37,526,503</b>	<b>39,937,494</b>	<b>-</b>	<b>39,937,495</b>	<b>(2,367,496)</b>	<b>30,885,624</b>	<b>37,846,131</b>
<b>Total SSF Revenue</b>	<b>\$ 37,526,503</b>	<b>\$ 39,937,494</b>	<b>\$ -</b>	<b>\$ 39,937,495</b>	<b>\$ (2,367,496)</b>	<b>\$ 30,885,624</b>	<b>\$ 37,846,131</b>
<b>Non State School Support Formula Sources</b>							
<b>Local Sources</b>							
1510 Earnings on Investments	300,000	550,732		550,732	(250,732)	100,000	471,556
1710 Admissions/Fees	10,000	5,803		5,803	4,197	10,000	10,625
1910 Rentals	5,000	300	-	300	4,700	8,000	-
1920 Donations from Private Sources	25,000	21,841		21,841	3,159	50,000	24,000
1943 Serv Provided to Charter School	1,314,999	1,418,175		1,418,174	(103,175)	1,029,762	1,273,801
1960 Recovery of Prior Year Expenditures		303		303	(303)		-
1980 Indirect Fees		54,054		54,054	(54,054)		
1990 Miscellaneous Local Revenue	40,000	34,724		34,724	5,276	40,000	72,101
1991 Miscellaneous ERATE	6,500	11,787		11,787	(5,287)	6,500	8,765
<b>Total Non Formula Local Sources</b>	<b>1,701,499</b>	<b>2,097,719</b>	<b>-</b>	<b>2,097,719</b>	<b>-</b>	<b>1,244,262</b>	<b>1,860,847</b>
<b>Intermediate Sources</b>							
2102 Education Service District Apportionment	200,000	372,575		985	199,015	200,000	313,649
2199 - Other Inter. Sources (HERT)		985		-	-		209
2800 Revenue in Lieu of Taxes	500	-	-	-	500		459
<b>Total Intermediate Sources</b>	<b>200,500</b>	<b>373,559</b>	<b>-</b>	<b>985</b>	<b>199,515</b>	<b>200,000</b>	<b>314,317</b>
<b>State/Federal Sources</b>							
3203 ESD/Severe Disabilities	30,000	-		-		8,000	-
3299 Other Restricted Grants-In-Aid- YTP		9,979		9,979		-	-
4201 Foster		2,450		2,450		-	-
4801 Federal Forest		10,253		10,253		20,000	43,503
<b>Total State/Federal Sources</b>	<b>30,000</b>	<b>22,682</b>	<b>-</b>	<b>22,682</b>	<b>-</b>	<b>28,000</b>	<b>43,503</b>
<b>Other Sources</b>							
5400 Beginning Fund Balance*	5,100,000	5,109,577		5,109,577	(9,577)	2,600,000	2,009,514
<b>Total Other Sources</b>	<b>5,100,000</b>	<b>5,109,577</b>	<b>-</b>	<b>5,109,577</b>	<b>(9,577)</b>	<b>2,600,000</b>	<b>2,009,514</b>
<b>Total Non SSF Revenue</b>	<b>\$ 7,031,999</b>	<b>\$ 2,493,961</b>	<b>\$ -</b>	<b>\$ 7,230,963</b>	<b>\$ (9,077)</b>	<b>\$ 4,072,262</b>	<b>\$ 4,228,181</b>
<b>Total Resources</b>	<b>\$ 44,558,502</b>	<b>\$ 47,541,032</b>	<b>\$ -</b>	<b>\$ 47,168,458</b>	<b>\$ (2,376,573)</b>	<b>\$ 34,957,886</b>	<b>\$ 42,074,312</b>
				<b>Less Estimated Requirements</b>			
				<b>\$ 41,690,143</b>			
				<b>Estimated Ending Fund Balance</b>			
				<b>\$ 5,478,314</b>			
				<b>Less Contingency &amp; UEFB</b>			
				<b>\$ 1,849,305</b>			
				<b>Estimated Ending Fund Balance</b>			
				<b>\$ 3,629,009</b>			

**Santiam Canyon School District 129J**  
 General Fund: Statement of Expenditures Budget Vs. Actual  
 For the Fiscal Year 2024-25

Function	Budget 2024-25	Actual YTD EXP 6/30/2025	Projected through 6/30/2025	Total Estimated 2024-25	(Over)/ Under Budget	% Committed	PY Budget 2023-24	Actual YTD Exp. 6/30/2024
<b>Instruction</b>								
1111 Elementary, K-5 or K-6	1,656,791	1,441,777		1,441,777	215,014	87.02%	1,562,501	1,402,633
1121 Middle/Junior High Programs	806,930	666,743		666,743	140,187	82.63%	744,729	702,816
1122 Middle/Junior High School Extracurricular	103,118	53,716		53,716	49,402	52.09%	87,359	57,388
1131 High School Programs	1,251,124	1,151,209		1,151,209	99,915	92.01%	1,237,730	1,095,211
1132 High School Extracurricular	338,941	310,250		310,250	28,691	91.54%	310,275	308,957
1140 Pre-Kindergarten Program	35,000	25,188		25,188	9,812	71.97%	35,000	-
1210 Programs for the Talented and Gifted	6,388	3,236		3,236	3,152	50.65%	6,378	3,133
1220 Restrictive Pgms for Students w/Disabilities	579,380	569,209		569,209	10,171	98.24%	448,710	331,752
1223 Community Transition Centers	12,233	-		-	12,233	0.00%	15,722	5,217
1250 Programs for Students w/Severe Disabilities	400,919	378,363		378,363	22,556	94.37%	412,101	291,393
1271 Remediation	29,133	20,583		20,583	8,550	70.65%	27,979	22,173
1283 District Alternative Programs	22,800	10,760		10,760	12,040	47.19%	22,800	15,897
1288 Charter School Payments	31,951,262	30,274,302		30,274,302	1,676,960	94.75%	24,590,580	28,785,404
1288 Charter School Payments - May FY2324 ADJ		1,804,085		1,804,085	(1,804,085)	0.00%		
1291 English Second Language Programs	13,499	8,452		8,452	5,047	62.61%	13,028	8,595
<b>Total Instruction</b>	<b>\$ 37,207,518</b>	<b>\$ 36,717,874</b>	<b>\$ -</b>	<b>\$ 36,717,874</b>	<b>\$ 489,644</b>		<b>\$ 29,514,892</b>	<b>33,030,569</b>
<b>Support Services</b>								
2112 Attendance Services	32,144	0.00	-	-	32,144	0.00%	32,756	22,286.19
2120 Guidance Services	230,218	120,103.22		120,103	110,115	52.17%	231,145	228,255.68
2139 Health Servcies	3,100	29,647		29,647	(26,547)	956.35%	3,100	584
2143 Psychological Services	1,500	-		-	1,500	0.00%	1,500	175
2150 Speech Pathology and Audiology Services	26,836	-		-	26,836	0.00%	26,836	-
2190 Service Directions, Student Support Svcs	107,110	120,659		120,659	(13,549)	112.65%	75,184	111,373
2222 Library/Media Center	106,073	96,406		96,406	9,667	90.89%	103,461	92,652
2230 Assessment and Testing	9,100	-		-	9,100	0.00%	9,100	-
2240 Staff Development	56,893	40,799		40,799	16,094	71.71%	50,239	36,548
2310 Board of Education	97,000	85,164		85,164	11,836	87.80%	77,099	72,529
2321 Office of the Superintendent Services	436,732	420,131		420,131	16,601	96.20%	415,578	403,672
2410 Office of the Principal Services	551,882	546,328		546,328	5,554	98.99%	607,271	506,434
2520 Fiscal Services	221,986	223,855		223,855	(1,869)	100.84%	216,444	208,883
2542 Care and Upkeep of Building Services	1,458,502	1,173,186		1,173,186	285,316	80.44%	1,011,790	962,741
2543 Care and Upkeep of Grounds Services	161,582	112,413		112,413	49,169	69.57%	139,931	101,901
2544 Maintenance	9,786	-		-	9,786	0.00%	9,746	-
2550 Student Transportation Services	781,867	525,333		525,333	256,534	0.00%	469,225	405,121
2574 Printing, Publishing and Duplicating Services	46,250	40,260		40,260	5,990	87.05%	30,250	39,113
2649 Other Staff Services	5,200	1,240		1,240	3,960	23.85%	1,400	4,798
2669 Other Support Services-Central	282,678	306,904		306,904	(24,226)	108.57%	273,939	291,289
<b>Total Support Services</b>	<b>\$ 4,626,439</b>	<b>\$ 3,842,427</b>	<b>\$ -</b>	<b>\$ 3,842,427</b>	<b>\$ 751,868</b>		<b>\$ 3,785,994</b>	<b>\$ 3,488,354</b>
<b>Community Services</b>								
3100 Food Service	53,240	23,986	-	23,986			5,000	541
<b>Total Community Services</b>	<b>\$ 53,240</b>	<b>\$ 23,986</b>	<b>\$ -</b>	<b>\$ 23,986</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 5,000</b>	<b>\$ 541</b>
<b>Other Requirements</b>								
4150 Building Acquisition, Construction, and Improvem	5,000	-	-	-	5,000	0.00%	5,000	-
5200 Transfers of Funds	817,000	1,105,856		1,105,856	(288,856)	135.36%	447,000	445,935
6000 Contingency	1,299,305	-	-	-	1,299,305	100.00%	1,000,000	-
7000 Unappropriated Ending Fund Balance	550,000	-	-	-	550,000	100.00%	200,000	-
<b>Total Other Requirements</b>	<b>\$ 2,671,305</b>	<b>\$ 1,105,856</b>	<b>\$ -</b>	<b>\$ 1,105,856</b>	<b>\$ 1,565,449</b>		<b>\$ 1,652,000</b>	<b>\$ 445,935</b>
<b>Total Requirements</b>	<b>\$ 44,558,502</b>	<b>\$ 41,690,143</b>	<b>\$ -</b>	<b>\$ 41,690,143</b>	<b>\$ 2,806,961</b>		<b>\$ 34,957,886</b>	<b>\$ 36,965,399</b>

**Santiam Canyon School District 129J**

Appropriations: Budget Vs. Actual

For the Fiscal Year 2024-25

<b>General Fund (100)</b>	<b>Appropriations</b>	<b>YTD</b>	<b>Encumbrances</b>	<b>Totals</b>	<b>Resolutions</b>	<b>(Over)/Under Budget</b>
1000 Instruction	\$ 37,207,518	\$ 36,717,874	\$ -	\$ 36,717,874	\$ 1,075,000	\$ 1,564,644
2000 Support Services	\$ 4,626,439	\$ 3,842,427	\$ -	\$ 3,842,427		\$ 784,012
3000 Community Services	\$ 53,240	\$ 23,986	\$ -	\$ 23,986		\$ 29,254
4000 Building Acquisition	\$ 5,000	\$ -	\$ -	\$ -		\$ 5,000
5200 Transfers	\$ 817,000	\$ 1,105,856	\$ -	\$ 1,105,856	\$ 300,000	\$ 11,144
6000 Contingency	\$ 1,299,305	\$ -	\$ -	\$ -		\$ 1,299,305
Sub Total	<b>\$ 44,008,502</b>	<b>\$ 41,690,143</b>	<b>\$ -</b>	<b>\$ 41,690,143</b>		<b>\$ 3,693,359</b>
<b>Special Revenue Funds</b>						
1000 Instruction	\$ 3,392,092	\$ 2,564,405	\$ -	\$ 2,564,405		\$ 827,687
2000 Support Services	\$ 1,167,864	\$ 857,881	\$ -	\$ 857,881		\$ 309,983
3000 Community Services	\$ 627,841	\$ 450,002	\$ -	\$ 450,002		\$ 177,839
4000 Facility Acquisition	\$ 158,655	\$ -	\$ -	\$ -		\$ 158,655
5100 Debt Service	\$ 24,275	\$ 16,452	\$ -	\$ 16,452		\$ 7,823
Sub Total	<b>\$ 5,370,727</b>	<b>\$ 3,888,739</b>	<b>\$ -</b>	<b>\$ 3,888,739</b>		<b>\$ 1,481,988</b>
<b>PERS Bond Debt Service (302, 303, 304)</b>						
2000 Support Services	\$ 20	\$ 1	\$ -	\$ 1		\$ 19
5100 Debt Service	\$ 1,632,605	\$ 1,629,787	\$ -	\$ 1,629,787		\$ 2,818
6000 Contingency	\$ 222,649	\$ -	\$ -	\$ -		\$ 222,649
Sub Total	<b>\$ 1,855,274</b>	<b>\$ 1,629,788</b>	<b>\$ -</b>	<b>\$ 1,629,788</b>		<b>\$ 225,486</b>
<b>Facilities (400)</b>						
4000 Facilities Acquisition	\$ 3,100,000	\$ 846,847	\$ -	\$ 846,847		\$ 2,253,153
6000 Contingency	\$ 250,000	\$ -	\$ -	\$ -		\$ 250,000
Sub Total	<b>\$ 3,350,000</b>	<b>\$ 846,847</b>	<b>\$ -</b>	<b>\$ 846,847</b>		<b>\$ 2,503,153</b>
<b>Total Appropriations</b>	<b>\$ 54,584,503</b>	<b>\$ 48,055,518</b>	<b>\$ -</b>	<b>\$ 48,055,518</b>		<b>\$ 6,528,985</b>
<b>Total Unappropriated</b>	<b>\$ 1,680,448</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		<b>\$ 1,680,448</b>
<b>TOTAL</b>	<b>\$ 56,264,951</b>	<b>\$ 48,055,518</b>	<b>\$ -</b>	<b>\$ 48,055,518</b>		<b>\$ 8,209,433</b>

**Santiam Canyon School District 129J**  
 General Fund: Statement of Revenues Budget Vs. Actual  
 For the Fiscal Year 2025-2026

Source	Budget 2025-2026	Actual YTD Rev. 8/31/2025	Projected through 6/30/2025	Total Estimated 2025-26	(Over)/Under Budget	Budget 2024-25	Estimated YTD Rev. 6/30/2025
SSF Funding							
1111 Current Year Property Taxes	2,583,621	-	2,730,517	2,730,517	(146,896)	2,442,678	2,581,560
1112 Prior Year's Property Taxes	29,286	10,396	39,632	50,028	(20,742)	30,417	51,960
1114 Payment in Lieu of Property Taxes	13,370	12	12,556	12,568		12,523	11,772
1190 Penalties & Interest on Investments	13,567	-	6,432	6,432		10,112	4,794
2101 County School Funds	2,500	-	3,384	3,384	(884)	2,500	3,384
3101 State School Support Funds	39,521,666	9,886,096	29,635,570	39,544,383	(22,717)	34,313,011	35,047,829
3101 SSF - Due from ODE FY24/25				-	-		1,559,988
3101 SSF - Small HS Grant				-	-		30,566
3101 SSF - Small HS/HC disability FY24/25				-	-		49,564
3103 Common School Fund	465,672	-	465,672	140,220	325,452	415,262	140,220
3104 State Timber	300,000	285,631	14,369	300,000	-	300,000	455,858
<b>Total SSF Funding</b>	<b>42,929,682</b>	<b>10,182,135</b>	<b>32,908,131</b>	<b>42,787,531</b>	<b>134,214</b>	<b>37,526,503</b>	<b>39,937,495</b>
<b>Total SSF Revenue</b>	<b>\$ 42,929,682</b>	<b>\$ 10,182,135</b>	<b>\$ 32,908,131</b>	<b>\$ 42,787,531</b>	<b>\$ 134,214</b>	<b>\$ 37,526,503</b>	<b>\$ 39,937,495</b>
<b>Non State School Support Formula Sources</b>							
<b>Local Sources</b>							
1510 Earnings on Investments	450,000	94,109	355,891	450,000	-	300,000	550,732
1710 Admissions/Fees	10,000	-	10,000	10,000	-	10,000	5,803
1910 Rentals	1,000	-	60	60	940	5,000	300
1920 Donations from Private Sources	18,000	-	15,726	15,726	2,274	25,000	21,841
1943 Serv Provided to Charter School	1,535,796	256,058	1,279,738	1,418,174	117,622	1,314,999	1,418,175
1960 Recovery of Prior Year Expenditures		-	-	-	-		303
1980 Indirect Fees							54,054
1990 Miscellaneous Local Revenue	38,388	-	38,388	38,388	-	40,000	34,724
1991 Miscellaneous ERATE	6,500	7,549	(1,049)	6,500	-	6,500	11,757
<b>Total Non Formula Local Sources</b>	<b>2,059,684</b>	<b>357,715</b>	<b>1,698,754</b>	<b>1,938,848</b>		<b>1,701,499</b>	<b>2,097,689</b>
<b>Intermediate Sources</b>							
2102 Education Service District Apportionment	288,000	-	288,000	288,000	-	200,000	372,575
2199 - Other Inter. Sources (HERT)	500	-	-	-	500		985
2800 Revenue in Lieu of Taxes	500	-	-	-	500	500	-
<b>Total Intermediate Sources</b>	<b>289,000</b>	<b>-</b>	<b>288,000</b>	<b>288,000</b>	<b>500</b>	<b>200,500</b>	<b>373,560</b>
<b>State/Federal Sources</b>							
3299 Other Restricted Grants-In-Aid- YTP		-	-	-	-		9,979
4201 Foster Care Transportation	5,000	-	-	-			2,450
4703 Carl Perkins	2,500	-	-	-			-
4801 Federal Forest		-	-	-			10,253
<b>Total State/Federal Sources</b>	<b>7,500</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>22,682</b>
<b>Other Sources</b>							
5400 Beginning Fund Balance*	5,226,881	-	5,468,335	5,468,335	(241,454)	5,100,000	5,109,577
<b>Total Other Sources</b>	<b>5,226,881</b>	<b>-</b>	<b>5,468,335</b>	<b>5,468,335</b>	<b>(241,454)</b>	<b>5,100,000</b>	<b>5,109,577</b>
<b>Total Non SSF Revenue</b>	<b>\$ 7,583,065</b>	<b>\$ 357,715</b>	<b>7,876,775</b>	<b>\$ 7,695,183</b>	<b>\$ (240,954)</b>	<b>\$ 7,001,999</b>	<b>7,603,508</b>
<b>Total Resources</b>	<b>\$ 50,512,747</b>	<b>\$ 10,539,851</b>	<b>\$ 46,253,242</b>	<b>\$ 50,482,714</b>	<b>\$ (106,740)</b>	<b>\$ 44,558,502</b>	<b>\$ 47,541,003</b>
				<b>\$ 45,363,571</b>			
				<b>\$ 5,119,143</b>			
				<b>\$ 1,881,338</b>			
				<b>\$ 3,237,805</b>			

**Santiam Canyon School District 129J**  
 General Fund: Statement of Expenditures Budget Vs. Actual  
 For the Fiscal Year 2025-2026

Function	Budget 2025-2026	Actual YTD EXP 8/31/2025	Projected through 6/30/2025	Total Estimated 2025-26	(Over)/ Under Budget	% Committed	Budget 2024-25	Actual YTD Exp. 6/30/2025
<b>Instruction</b>								
1111 Elementary, K-5 or K-6	1,853,942	11,664	1,601,678	1,613,342	240,600	87.02%	1,656,791	1,441,777
1121 Middle/Junior High Programs	858,829	5,723	703,902	709,626	149,203	82.63%	806,930	666,743
1122 Middle/Junior High School Extracurricular	101,947	1,317	51,790	53,106	48,841	52.09%	103,118	53,716
1131 High School Programs	1,405,712	6,932	1,286,520	1,293,452	112,260	92.01%	1,251,124	1,151,209
1132 High School Extracurricular	395,609	16,591	345,530	362,122	33,487	91.54%	338,941	310,250
1140 Pre-Kindergarten Program	35,000	-	25,188	25,188	9,812	71.97%	35,000	25,188
1210 Programs for the Talented and Gifted	6,729	-	3,408	3,408	3,321	50.65%	6,388	3,236
1220 Restrictive Pgms for Students w/Disabilities	750,378	5,593	731,612	737,205	13,173	98.24%	579,380	569,209
1223 Community Transition Centers	-	-	-	-	-	0.00%	12,233	-
1250 Programs for Students w/Severe Disabilities	529,991	2,529	497,644	500,173	29,818	94.37%	400,919	378,363
1271 Remediation	21,304	166	22,391	22,557	(1,253)	105.88%	29,133	20,583
1283 District Alternative Programs	30,800	-	14,535	14,535	16,265	47.19%	22,800	10,760
1288 Charter School Payments	36,325,251	8,074,149	26,344,574	34,408,712	1,916,539	94.72%	31,951,262	30,274,302
1288 Charter School Payments - May FY2425 ADJ	-	-	-	-	-	0.00%	-	1,804,085
1291 English Second Language Programs	25,948	68	16,178	16,246	9,702	62.61%	13,499	8,452
<b>Total Instruction</b>	<b>\$ 42,341,440</b>	<b>\$ 8,124,731</b>	<b>\$ 31,644,951</b>	<b>\$ 39,759,672</b>	<b>\$ 2,581,768</b>		<b>\$ 37,207,518</b>	<b>36,717,874</b>
<b>Support Services</b>								
2112 Attendance Services	-	0.00	-	-	-	#DIV/0!	32,144	0.00
2120 Guidance Services	252,735	252.80	212,745	212,998	39,737	84.28%	230,218	120,103.22
2139 Health Servcies	3,100	2,456	644	3,100	-	100.00%	3,100	29,647
2143 Psychological Services	1,500	-	-	-	1,500	0.00%	1,500	-
2150 Speech Pathology and Audiology Services	36,800	-	-	-	36,800	0.00%	26,836	-
2190 Service Directions, Student Support Svcs	201,460	24,960	172,471	197,431	4,029	98.00%	107,110	120,659
2222 Library/Media Center	111,191	70	100,988	101,058	10,133	90.89%	106,073	96,406
2230 Assessment and Testing	9,100	-	-	-	9,100	0.00%	9,100	-
2240 Staff Development	63,447	-	45,499	45,499	17,948	71.71%	56,893	40,799
2310 Board of Education	101,500	14,430	74,685	89,115	12,385	87.80%	97,000	85,164
2321 Office of the Superintendent Services	486,416	71,390	396,536	467,926	18,490	96.20%	436,732	420,131
2410 Office of the Principal Services	607,208	107,350	592,779	700,129	(92,921)	115.30%	551,882	546,328
2520 Fiscal Services	274,045	52,696	228,151	280,847	(6,802)	102.48%	221,986	223,855
2542 Care and Upkeep of Building Services	1,532,994	447,452	785,654	1,233,106	299,888	80.44%	1,458,502	1,173,186
2543 Care and Upkeep of Grounds Services	196,061	23,294	113,106	136,401	59,660	69.57%	161,582	112,413
2544 Maintenance	-	-	-	-	-	0.00%	9,786	-
2550 Student Transportation Services	805,845	142,046	473,484	615,530	190,315	0.00%	781,867	525,333
2574 Printing, Publishing and Duplicating Services	48,250	9,818	32,183	42,001	6,249	87.05%	46,250	40,260
2649 Other Staff Services	5,200	140	1,100	1,240	3,960	23.85%	5,200	1,240
2669 Other Support Services-Central	330,707	71,613	209,488	281,101	49,606	85.00%	282,678	306,904
<b>Total Support Services</b>	<b>\$ 5,067,559</b>	<b>\$ 967,967</b>	<b>\$ 3,439,513</b>	<b>\$ 4,407,481</b>	<b>\$ 660,078</b>		<b>\$ 4,626,439</b>	<b>\$ 3,842,427</b>
<b>Community Services</b>								
3100 Food Service	55,110	-	29,419	29,419	-		53,240	23,986
<b>Total Community Services</b>	<b>\$ 55,110</b>	<b>\$ -</b>	<b>\$ 29,419</b>	<b>\$ 29,419</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 53,240</b>	<b>\$ 23,986</b>
<b>Other Requirements</b>								
4150 Building Acquisition, Construction, and Improvem	-	-	-	-	-	0.00%	5,000	-
5200 Transfers of Funds	1,167,000	-	1,167,000	1,167,000	-	100.00%	817,000	1,105,856
6000 Contingency	1,281,338	-	-	-	1,281,338	100.00%	1,299,305	-
7000 Unappropriated Ending Fund Balance	600,000	-	-	-	600,000	100.00%	550,000	-
<b>Total Other Requirements</b>	<b>\$ 3,048,338</b>	<b>\$ -</b>	<b>\$ 1,167,000</b>	<b>\$ 1,167,000</b>	<b>\$ 1,881,338</b>		<b>\$ 2,671,305</b>	<b>\$ 1,105,856</b>
<b>Total Requirements</b>	<b>\$ 50,512,447</b>	<b>\$ 9,092,699</b>	<b>\$ 36,280,884</b>	<b>\$ 45,363,571</b>	<b>\$ 5,123,185</b>		<b>\$ 44,558,502</b>	<b>\$ 41,690,143</b>

**Santiam Canyon School District 129J**

Appropriations: Budget Vs. Actual

For the Fiscal Year 2025-2026

<b>General Fund (100)</b>	<b>Appropriations</b>	<b>YTD</b>	<b>Encumbrances</b>	<b>Totals</b>	<b>Resolutions</b>	<b>(Over)/Under Budget</b>
1000 Instruction	\$ 42,341,440	\$ 8,124,731	\$ 28,987,427	\$ 37,112,158		\$ 5,229,282
2000 Support Services	\$ 5,067,559	\$ 967,967	\$ 2,971,853	\$ 3,939,820		\$ 1,127,739
3000 Community Services	\$ 55,110	\$ -	\$ 29,419	\$ 29,419		\$ 25,691
4000 Building Acquisition	\$ -	\$ -	\$ -	\$ -		\$ -
5100 Debt Service	\$ -	\$ -	\$ -	\$ -		\$ -
5200 Transfers	\$ 1,167,000	\$ -	\$ -	\$ -		\$ 1,167,000
6000 Contingency	\$ 1,281,338	\$ -	\$ -	\$ -		\$ 1,281,338
Sub Total	\$ 49,912,447	\$ 9,092,699	\$ 31,988,699	\$ 41,081,397		\$ 8,831,050
<b>Special Revenue Funds</b>						
1000 Instruction	\$ 3,349,972	\$ 30,382	\$ 1,084,245	\$ 1,114,626		\$ 2,235,346
2000 Support Services	\$ 1,455,488	\$ 9,573	\$ 190,650	\$ 200,223		\$ 1,255,265
3000 Community Services	\$ 753,427	\$ 31,664	\$ 169,168	\$ 200,832		\$ 552,595
4000 Facility Acquisition	\$ 250,000	\$ -	\$ -	\$ -		\$ 250,000
5100 Debt Service	\$ 34,487	\$ 2,742	\$ 12,418	\$ 15,160		\$ 19,327
5200 Transfers	\$ -	\$ -	\$ -	\$ -		\$ -
6000 Contingency	\$ 750,000	\$ -	\$ -	\$ -		\$ 750,000
Sub Total	\$ 6,593,374	\$ 74,361	\$ 1,456,480	\$ 1,530,841		\$ 5,062,533
<b>PERS Bond Debt Service (302, 303, 304)</b>						
2000 Support Services	\$ 20	\$ 0	\$ -	\$ 0		\$ 20
5100 Debt Service	\$ 1,685,267	\$ -	\$ -	\$ -		\$ 1,685,267
6000 Contingency	\$ 339,386	\$ -	\$ -	\$ -		\$ 339,386
Sub Total	\$ 2,024,673	\$ 0	\$ -	\$ 0		\$ 2,024,673
<b>Facilities (400)</b>						
1000 Instruction	\$ -	\$ -	\$ -	\$ -		\$ -
2000 Support Services	\$ -	\$ -	\$ -	\$ -		\$ -
4000 Facilities Acquisition	\$ 2,500,000	\$ -	\$ -	\$ -		\$ 2,500,000
6000 Contingency	\$ 250,000	\$ -	\$ -	\$ -		\$ 250,000
Sub Total	\$ 2,750,000	\$ -	\$ -	\$ -		\$ 2,750,000
<b>Total Appropriations</b>	\$ 61,280,494	\$ 9,167,059	\$ 33,445,179	\$ 42,612,238		\$ 18,668,256
<b>Total Unappropriated</b>	\$ 1,559,124	\$ -	\$ -	\$ -		\$ 1,559,124
<b>TOTAL</b>	\$ 62,839,618	\$ 9,167,059	\$ 33,445,179	\$ 42,612,238		\$ 20,227,380



# Santiam Canyon School District 129J

Post Office Box 197  
150 SW Evergreen St.  
Mill City, Oregon 97360  
Office (503) 897-2321

Krista Nieraeth, Superintendent  
Yvonne Hanna, Business Manager  
Nichole Cooper, AP & Payroll  
Lisa Follis, District Secretary

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## Santiam Canyon School District Board Report September 2025

### 1. STAND TOGETHER- We celebrate our strengths and differences

#### a. STAFFING UPDATES

- i. Current Job Openings:
  1. Groundskeeper / Transportation Supervisor
  2. Certified subs (always shorthanded and always in need of more)
  3. Classified subs (always shorthanded and always in need of more)

### 2. FIND YOUR PATH- We prepare for the future

- a. **EXECUTIVE ORDER 25 – 09:** See Results from Parents/Community, Staff, and Students
- b. **OSBA TRAINING:** We have our first board training tentatively scheduled for Tuesday, October 21<sup>st</sup>. This training will be an introductory training about the board's role in school governance, as well as help us create a leadership operating agreement. In November, I'd like for the board to do a work session for the superintendent evaluation with OSBA, since we are using the co-endorsed OSBA/COSA Superintendent Evaluation Workbook. This facilitation by OSBA will happen throughout the year, as the superintendent evaluation will be a multi-step process. Please look at your calendars so we can schedule that. Also November 6 – 8, 2025, there is the OSBA Annual Conference at the Portland Marriott Downtown Waterfront. This event is a great way to get training in multiple different areas as it related to the School Board, as well as network with other district board members. Information about the conference can be found at <https://www.osba.org/annual-convention/>. Please let Lisa know by Tuesday, Sept. 30, if you plan on attending.
- c. **GRANT PLANS:** I am starting to work on budgets and narratives for our Title I, II, and IV grants, as well as our Integrated Guidance plans. These budgets help us fund staff (CTE, IAs, Counselors, etc.), as well as programs and initiatives within our district. I will be working off of past plans, as well as working with school and district administrators to create the plans for the upcoming year. The business office and I will be then working together to create budgets based off those plans.

### 3. NEVER GIVE UP- We push through to reach our goals

- a. **DISTRICT AND SCHOOL FACILITIES UPDATE:** The basketball hoops in the new gym have all been inspected and fixed as needed. At the end of last year, there were issues with bolts falling out and chains breaking, so we had a technician come to inspect and fix as needed. We had the HVAC system at the JH/HS Buildings A, B, and C inspected and fixed due to issues that were brought to my attention in the installation that are causing icing of the machines. I will be monitoring this carefully to ensure that our machines are being properly maintained and cared for. I am also getting quotes to update our AHERA (asbestos) plan to ensure that we continue to be in compliance with all applicable state and federal laws.

Our insurance company has recommended that we replace our softball stands due to the condition and lack of fall protection for spectators. PACE has given our district a grant of \$2500 for the removal and purchase of new bleachers. I will be working throughout the fall and winter to remove, purchase, and install the new bleachers before the start of softball season.

- b. **FIRE MARSHAL REPORT:** We have cleared up all issues with the exception of two at the high school. We are waiting for work to get done and then will be bringing in a company to complete the work.
- c. **INTEGRATED GUIDANCE END OF YEAR REPORTING:** I am working with our school administration and Yvonne to complete all year end reporting for the IG (HSS, FSI, SIA, and Early Literacy), which include reporting expenditures, data submission, and completing narratives. These reports have to be done by September 30.

## District Enrollment

Grade Level	2025-2026 SY										2024-2025 SY									
	9/1	10/1	11/1	12/1	1/1	2/1	3/1	4/1	5/1	6/1	9/1	10/1	11/1	12/1	1/1	2/1	3/1	4/1	5/1	6/1
KG	83	0	0	0	0	0	0	0	0	0	90	105	112	116	115	115	112	115	116	115
1st	117	0	0	0	0	0	0	0	0	0	104	109	111	112	113	122	122	125	123	123
2nd	120	0	0	0	0	0	0	0	0	0	133	135	140	143	140	139	138	141	142	141
3rd	148	0	0	0	0	0	0	0	0	0	150	163	168	165	161	166	176	180	187	188
4th	185	0	0	0	0	0	0	0	0	0	145	157	166	167	170	170	169	167	177	178
5th	166	0	0	0	0	0	0	0	0	0	178	190	195	197	196	208	209	216	227	226
6th	200	0	0	0	0	0	0	0	0	0	190	209	219	235	240	262	265	274	290	290
7th	267	0	0	0	0	0	0	0	0	0	244	267	277	294	302	327	338	355	366	370
8th	328	0	0	0	0	0	0	0	0	0	268	299	314	327	330	349	367	381	386	385
9th	291	0	0	0	0	0	0	0	0	0	252	277	296	313	325	345	360	371	381	375
10th	333	0	0	0	0	0	0	0	0	0	295	323	356	369	375	393	411	424	430	426
11th	380	0	0	0	0	0	0	0	0	0	331	346	364	382	383	409	425	440	444	438
12th	384	0	0	0	0	0	0	0	0	0	320	333	341	353	353	344	346	347	345	342
<b>Total ADM</b>	<b>3002</b>	<b>0</b>	<b>2700</b>	<b>2913</b>	<b>3059</b>	<b>3173</b>	<b>3203</b>	<b>3349</b>	<b>3438</b>	<b>3536</b>	<b>3614</b>	<b>3597</b>								



# **Betty Komp**

51690 Gates Bridge East  
Gates, Oregon 97301  
Telephone: 503-983-5086  
Email: bettykomp@gmail.com

## **Mission Statement**

*Leading an entity to reach high learning expectations for students by utilizing the strengths of every education leader in the education continuum through collaborating, trust building, and utilizing systems thinking to ensure the success of All Oregon's students.*

## **AREAS OF EXPERTISE**

- Creating a culture for student success
- Building relationships and finding solutions
- Collecting and analyzing data
- Designing equity through strategic objectives
- Crisis management and resolution

## **EMPLOYMENT HISTORY**

**2017-2025**      **Western Oregon University Board of Trustees**

**2005-2016**      **State of Oregon**  
State Representative House District 22

### **Job Responsibilities**

- Speaker Pro Tempore
- Served on multiple committees throughout my 12 plus years as being a legislator from passing progressive agendas for increased revenue for Early Intervention, Community Colleges through Universities. Sought accountability and transparency for Education Budget decisions by collaborating with Senate education leaders, the Governor and House Colleagues as Education Sub Co-Chair.
- Task Forces Served on: Education Design Task Force, Education Accountability, K-12 Capital Construction task force, Teacher Professional Development, Safety requirements for from sexual harassment to chemicals in schools, Oregon Investment Education Board,
- Member of: Oregon Women's Commission, Oregon Coalition for Quality Teaching & Learning, Woodburn Kiwanis
- Assistant Majority Leader for Policy in which I have been a co-leader in developing our Democratic Road Map; session policy goals that support our caucus to reach the Majority in 2005 and Super Majority in 2007. Assistant leader for politics taking the lead for recruiting new candidates, interviewing and hiring our Caucus Campaign Team for 2012.

Betty Komp  
503-884-2337

**2008-2010 ChalkBoard Project**  
CLASS Consultant

**Job Responsibilities:**

- Coached Tillamook School District CLASS design team to create a plan to provide innovative initiatives to empower teachers, classified staff and parents to raise student math and literacy skills and retain highly qualified teachers.
- Collaborated with district administrators and teachers, classified staff to build district and community wide education reform model linked to effective teaching, expanding and creating new career paths, effective performance evaluations, relevant professional development and new compensation models.

**1990-2004 Woodburn School District**  
Teacher, High School Assistant Principal, Middle School Principal

**KEY SKILLS AS SCHOOL LEADER**

- Generated positive relationships with students, staff, administrative team and parents reducing student absenteeism by 50% that led to lowering the dropout rate at Woodburn High School.
- Member of Strategic Planning Core Team; Facilitator for Strategic Action Plans of Strategic Objectives “All students will contribute to the success of our schools and our local and global community” and All students will possess proficient language and academic skills to pursue their goals.
- Designed inclusive student achievement model to lead French Prairie Middle School from a Low Performing State School to becoming a Strong Performing School in four years focused on equity and advanced learning for all students.

**CAREER HIGHLIGHTS**

- Graduating from college at the age of 40 while being a single parent of four daughters. Immediately advancing to a Masters Degree and completed course work for doctoral program.
- Built and led a team of teachers to write, apply and revise Woodburn School District application for the International Baccalaureate Program as assistant principal and the application was accepted the following year with two areas that were enriched by the School Board support. Woodburn is the only poverty school with our majority students are minorities.

Betty Komp  
503-884-2337

- Established an incredible campaign team to win the seat of Oregon House District 22 Representative. Appointed to Co-Chair of Education Sub Committee for Ways and Means, serve on Full Ways and Means and House Education Committee.
- Task force member for publication of Education at a Crossroads; A New Path for Federal and State Education Policy for the National Conference of Legislators and Vice-Chair of the National Conference of Legislators Education Committee 2010-2012.

#### **ADDITIONAL EXPERIENCE**

<b>1994-1995</b>	<b>Silverton School District:</b>	Teaching Assistant
<b>1986-1990</b>	<b>Mt. Angel School District:</b>	School Board Member

#### **EDUCATION AND TRAINING**

<b>2000-2003</b>	Successful completion of course work for Education Doctorate, pending dissertation Portland State University
<b>1997-1998</b>	Standard Administrator with Basic Superintendent Endorsement/Portland State University
<b>1994-1996</b>	Standard Administrator Program/Portland State University Standard Teacher License
<b>1990-1992</b>	Education Basic Administrator /Portland State University
<b>1990-1992</b>	Interdisciplinary Masters of Science/Western Oregon University
<b>1986-1990</b>	Bachelor of Science/Western Oregon University

Betty Komp  
503-884-2337

## References

**Senator Arnie Roblan**  
**Former Co-Speaker Arnie Roblan (2010-2012)**  
**900 Court St.**  
**Salem, Oregon 97301**  
**Phone number: 541-297-2414**

**Alexis Winn**  
**51692 Gates Bridge E.**  
**Gates, Oregon 97346**  
**Phone number: 503-910-2281**

**Jeffrey Blum, Juries' Doctorate**  
**Schute Roth & Zabel**  
**919 3<sup>rd</sup> Ave**  
**NY, NY**  
**Office number: 212-756-2000**  
**Personal phone: 806-966-0787**

**Jeff Hart**  
**P.O. Box 754**  
**Mill City, Oregon**  
**Phone number: 503-302-9298**

**Senator Diane Rosenbaum, prior Senate Majority Leader**  
**900 Court St.**  
**Salem, Oregon 97031**  
**Personal phone: 503-804-6533**

August 18, 2025

Krista Nieraeth, Superintendent  
Santiam Canyon School District  
150 SW Evergreen St. #197  
Mill City, Oregon 97360

Application for Santiam Canyon School Board

Dear Superintendent Nieraeth,

I am a leader in education in Oregon. My CV is attached as I wish to be considered for the open school board position.

Education is the foundation for a strong family, an individual, our state and our country. Santiam has an incredible reputation of supporting students, faculty, and staff. I first learned about Santiam from my sister who married a logger and lives in the canyon. First in Mill City, then Gates most of her life. She and her husband raised three incredible children. They all graduated from Santiam high school and transitioned to be graduates at University of Oregon. They are all avid readers, successful parents, and always fully employed. Yes, part of it has been the example set by their parents but also their teachers mirrored the same values.

My life has been filled with many challenges and opportunities as a single parent. As you read my CV it does not highlight my daughters accomplishments. I have four daughters and am proud of them! I can't leave them out as part of my life story. They have made me who I am.

Please consider my long-time commitment to education in many roles that will support your Board of Education. If you have any questions, my phone number is 503-983-5086, email: [bettykomp@gmail.com](mailto:bettykomp@gmail.com). I look forward to hearing from you.

Respectfully,

A handwritten signature in black ink that reads "Betty Komp". The signature is written in a cursive, flowing style.

Betty Komp

August 26, 2025

Board of Directors  
Santiam Canyon School District  
150 Evergreen Street  
Mill City, Oregon 97360

RE: Zone 1, Board Position #4

Dear Board of Directors,

I am writing to express my interest in a Board Position in the Santiam Canyon School District. This letter serves as my formal Letter of Interest for Zone 1, Board Position number 4, signaling my readiness to contribute my skills, experiences, and leadership to our shared goals of providing our students with a solid and well-rounded education.

I have worked for the last twenty years as a public servant and volunteered countless hours in various ways throughout our community. My public service, coupled with my dedication to our community are evidence that I will work hard to achieve the best possible outcomes for our school community. Some of my key strengths include gathering information, collaborating and listening to varying perspectives in order to reach difficult decisions.

Additionally, my legal experience will be an asset to the board. I bring years of experience reading, interpreting and applying statutes, bills and administrative rules. Further, I have worked alongside a legislative workgroup and testified before the state legislature and Governor's task force. Two decades as a prosecuting attorney, the last three years specializing in juvenile matters, has given me a unique perspective on the complex issues facing children and families in our community. I am confident that these experiences, coupled with my legal skills, will enrich the board's diversity.

It would be an honor to sit with the current board, contribute and work together to continue the successes and forge a path towards the district's future successes. I look forward to meeting with you all on Wednesday, September 10<sup>th</sup> to discuss further.

Please, do not hesitate to contact me if you would like additional information. Thank you for considering my interest in this position. I look forward to the opportunity to join the board and be part of our district's continued success.

Sincerely,



Melissa Allison

-rcvd-  
8/26/25  
-4-

# Melissa Allison

melissaallison2005@gmail.com

P.O. Box 1074, Mill City, Oregon 97360

503-490-9817

## Experience

### **Linn County District Attorney's Office** (Albany, Oregon)

*Juvenile Deputy District Attorney,*

2022-Current

Prosecutes Juvenile Delinquency offenses. Works alongside the Juvenile Department to provide interventions for youth, collaborate with schools, protect the public and seek justice for the citizens of Linn County.

### **Department of Public Safety Standards and Training** (Salem, Oregon)

*Part-time, Public Safety Training Specialist I (Legal Instructor)*

2019-Current

Teaches a variety of law-related classes to police and corrections officer recruits.

### **Marion County District Attorney's Office** (Salem, Oregon)

*Senior Deputy District Attorney,*

2006-2019

Prosecutes crimes, including homicide, assault, robbery, sex crimes, property offenses, etc; specializing in domestic violence, DUII, and mental health. Makes charging decisions, works with victims and witnesses, supervises and assists law students, negotiates with defense attorneys, trains law enforcement, writes legal memoranda, and takes cases to court. Spearheaded Marion County's Aid/Assist Court, the second of its kind in the Nation and also the Oregon District Attorney Forum on Mental Health. Presented in various venues on these efforts, including to Commissioners, CCTV, conferences and a documentary.

### **Chemeketa Community College** (Brooks, Oregon)

*Adjunct Instructor,*

2013-2020

## Education

Western New England University School of Law (Springfield, Massachusetts)

Juris Doctor, 2005

Honors: Dean's List 2002-2003, Academic Merit Scholarship Recipient

Activities: Women's Law Association President, Student Ambassador,  
Mentoring Program, Intramural Basketball, Ambulance Chase Run

Portland State University (Portland, Oregon)

Bachelor of Arts, Business – General and HR Management, Speech Communication, 2001

Honors: Deans List

## Awards and Community Participation

Children's camp counselor, Camp Wi-Ne-Ma 2025

Spearheaded the Santiam Canyon Christmas Extravaganza 2023-2024

Santiam Canyon School District, Parent Teacher Organization Board member 2021- present

Children's & Women's Ministries, Mill City Christian Church 2016- present

Legislative testimony 2015

Willamette University Law School Mentoring Program 2013-2015

DUII Prosecutor of the Year for Oregon 2012

**Excellent references available upon request**

To whom it may concern,

In regards to the Santiam Canyon school board vacancy:

I was informed of an upcoming vacancy in the Santiam Canyon school board. I received 56 out of 84 votes, even though the position was for a candidate in Detroit or Idanha. I've lived in the Canyon for 18 years, having one son graduate from Santiam high school. I have a daughter currently beginning her 8<sup>th</sup> grade year at SJSH. I've been active in MCGRA as a board member for seven years, announced high school football on KYAC for six years. I would like to obtain this position to further my volunteering to support the youth of our community. Thank you for your support and consideration.

Sincerely,

Jonathan deRenzo

**RECEIVED**

**JUL 29 2025**

**Initial:** \_\_\_\_\_

Zone 1

---

# Jonathan deRenzo

365 NE 4th Ave.

Mill City, OR 97360

503-400-5256

[Sanfranninerfan@yahoo.com](mailto:Sanfranninerfan@yahoo.com)

## EXPERIENCE

*Public works employee, City of Mill City, OR*

April 2019 - PRESENT

- After hours emergencies
- Water and sewer maintenance

*Les Schwab, Sublimity Oregon*

March 2006 - April 2019

- Farm and heavy equipment tech
- Automotive tires, sales and service

## EDUCATION

**North Valley High School**

*Diploma*

Graduated June 1991

rcvd 8/22/2025  
-4-

**Leah Chapin**

Phone: (209) 872-4101

Leah.gerig@gmail.com

September 3, 2025

**Santiam Canyon School District 129J**

Board of Directors

150 SW Evergreen Street

Dear Members of the Santiam Canyon School District Board of Directors,

I am excited to submit my interest in serving as a member of the Santiam Canyon School District 129J Board of Directors, Zone 1, Position 4 (at-large). Growing up in Pratum, just thirty minutes from this district, I had the privilege of attending a small rural school that shaped my values, work ethic, and sense of community. The education and community I experienced there left a lasting impact, and I am eager to give back to a community that has welcomed myself and my family so graciously since we relocated three years ago.

I have been looking for the right time and place to get involved locally, and this Board position feels like a meaningful way to contribute. Professionally, I bring experience leading teams, managing complex projects, and guiding strategic initiatives. From founding and running Tāst Innovation to nearly two decades at E. & J. Gallo Winery directing cross-functional teams, mentoring staff, and improving operational processes, I have honed skills in collaboration, problem-solving, and transparent decision-making—all of which I am eager to bring to supporting the district's students, educators, and families.

I am particularly committed to advocating for strong academic programs, fostering enriching learning experiences, and ensuring that every student has access to the resources and mentorship that can make a lasting difference. It would be an honor to serve on the Board, working alongside other dedicated community members to support the continued growth and success of Santiam Canyon School District.

Thank you for your time and consideration. I would welcome the opportunity to discuss my candidacy further.

Sincerely,

**Leah Chapin**

## **Leah Chapin**

Phone: (209) 872-4101

### **PROFILE**

Community-focused leader with extensive experience in strategic planning, team development, and project management. Committed to supporting educational excellence, fostering collaboration, and applying creative problem-solving to benefit students, families, and the local community.

### **LEADERSHIP & PROFESSIONAL EXPERIENCE**

#### **Founder, Tāst Innovation – June 2024 – Present**

- Lead projects from concept to completion, coordinating teams and stakeholders.
- Apply structured problem-solving and process optimization to achieve successful outcomes.
- Experience in guiding initiatives with transparency, collaboration, and accountability.

#### **E. & J. Gallo Winery – August 2003 – June 2024**

- Oversaw teams and cross-functional projects, balancing multiple priorities and stakeholder needs.
- Directed strategic initiatives and mentored staff, fostering professional growth and accountability.
- Managed budgets, resources, and operational efficiency for complex initiatives.

#### **Lean Six Sigma Black Belt Certification**

- Expertise in structured problem-solving, data-informed decision-making, and process improvement.

### **EDUCATION**

#### **Oregon State University, Corvallis, OR**

- B.S., Food Science and Technology, 2003
- Minor: Chemistry | Option: Fermentation Science

### **KEY SKILLS**

- Strategic Planning & Project Management
- Team Leadership & Mentorship
- Community Engagement & Stakeholder Collaboration
- Problem Solving & Process Optimization
- Transparent Decision-Making & Accountability



Lisa Follis &lt;lisa.follis@santiam.k12.or.us&gt;

---

**Physical Address Needed**

3 messages

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**Yvonne Hanna** <yvonne.hanna@santiam.k12.or.us>  
To: gerig@gmail.com, Lisa Follis <lisa.follis@santiam.k12.or.us>

Wed, Sep 3, 2025 at 4:25 PM

Hello Leah,

Thank you for dropping off your application to serve on the Santiam Canyon School Board. In our review, we noticed you didn't have a physical address on the materials you supplied.

Please reply all to this email, so that Lisa has your physical address within our district.

Thank You

**Yvonne C. Hanna**  
**Santiam Canyon School District**  
Business Manager  
503-897-2321

**Santiam Canyon School District Mission**

*"We strive to provide students a quality education by: establishing strong collaborative relationships, fostering a safe, positive and supportive learning environment and working to help students develop their limitless potential."*

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Santiam Canyon School District, 150 SE Evergreen St., Mill City, OR 97360 

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**Yvonne Hanna** <yvonne.hanna@santiam.k12.or.us>  
To: "leah.gerig@gmail.com" <leah.gerig@gmail.com>  
Cc: Lisa Follis <lisa.follis@santiam.k12.or.us>

Wed, Sep 3, 2025 at 4:27 PM

**Yvonne C. Hanna**  
**Santiam Canyon School District**  
Business Manager  
503-897-2321

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[Quoted text hidden]

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**Leah Chapin** <leah.gerig@gmail.com>  
To: Yvonne Hanna <yvonne.hanna@santiam.k12.or.us>  
Cc: Lisa Follis <lisa.follis@santiam.k12.or.us>

Wed, Sep 3, 2025 at 5:05 PM

My apologies.

47517 E Lyons Mill City Dr, Lyons, OR 97358

Thanks,

Leah

[Quoted text hidden]

Carl Anderson  
49270 Kingwood Ave  
Mill City OR 97360  
hikefishbike@gmail.com  
503.507.5497  
September 9<sup>th</sup>, 2025

Santiam Canyon School District School Board  
150 SW Evergreen St  
Mill City, OR 97360

Dear Santiam Canyon School District School Board Members,

I am writing to express my strong interest in the open position on the Santiam Canyon School District School Board. As a local resident with a strong commitment to our community, I am passionate about contributing to the education and well-being of our local youth. My professional background, volunteer experiences, and personal commitments have equipped me with a unique perspective that I believe would be valuable in supporting the district's mission to provide high-quality education for all students.

With over 35 years of experience in construction, and as a Oregon General Supervising Electrician, I have honed skills in leadership, problem-solving, and project management. As a former business owner, I understand the importance of fiscal responsibility, strategic planning, and fostering collaborative environments—qualities essential for effective school board governance. My passion for the trades drives me to advocate for robust vocational programs within our public schools, ensuring students have access to hands-on learning opportunities that prepare them for successful careers in fields like electrical work and construction. I am deeply committed to strong public school education, recognizing it as the foundation for our community's future prosperity.

Beyond my professional life, I have dedicated myself to serving our community in meaningful ways. As a coach and mentor to youth, I have guided young people in developing teamwork, resilience, and leadership skills through sports that I believe help them build skills for positive engagement throughout their development. I believe in developing a strong and robust athletic program to further support the youth of our community. My previous role as a volunteer firefighter has instilled in me a profound sense of duty and quick decision-making under pressure, while my membership in St. Catherine's Catholic Church reflects my ongoing commitment to faith-based community service and ethical values. These experiences have strengthened my desire to build a strong community where I am eager to invest further in the growth and success of our schools.

I am enthusiastic about the opportunity to bring my diverse background to the school board and collaborate with fellow members to address the unique challenges and opportunities facing our district. I would welcome the chance to discuss how my skills and passions align with your goals. Thank you for considering my application. I look forward to the possibility of serving our community in this important capacity.

Sincerely,



Carl Anderson



# Carl Anderson

Licensed General Supervising Electrician (License #6520S)

503.507.5497    [hikefishbike@gmail.com](mailto:hikefishbike@gmail.com)    49270 Kingwood Ave. Mill City, OR 97360

## Profile

Licensed General Supervising Electrician with over 20 years of commercial, residential and industrial experience focused on quality, safety and customer satisfaction. Adept in performing electrical estimating, electrical installations, electrical maintenance and repairs in homes, businesses and plant facilities; knowledgeable in all areas of the National Electrical Code; experience with job and crew management from estimating through project completion; skilled problem solver with a strong desire to meet customer expectations within budget guidelines.

## Relevant Experience

Northside Electric, Salem, OR 97302

General Supervising Electrician (9/1/17 - Present)

- Responsible for crew management, material procurement, labor forecasting and company representation on commercial projects.
- Performed journeyman level installation of full electrical systems from start to finish with traditional power and hand tools associated with the electrical trade.
- Troubleshooting and problem solving associated with all aspects of electrical systems using various meters, circuit tracing tools and power logging equipment associated with trade.
- Provide electrical system repair service for residential, commercial and industrial customers.
- Member of company safety committee.

Roth Heating and Cooling, Canby, OR 97002

Journeyman Electrician (1/18/16 - 8/30/17)

- Performed journeyman level installation of full electrical systems from start to finish with traditional power and hand tools associated with the electrical trade.
- Troubleshooting and problem solving associated with all aspects of electrical systems using various meters, circuit tracing tools and power logging equipment associated with trade.

Andco Electric, Santa Cruz, CA 95062

Owner from 06/2012 - 10/2015 (CA License #974626)

- Generated estimates and submittals based on customer provided project plans following NEC requirements for small to medium size commercial and residential electrical projects using various software programs.
- Developed strong business relationships with customers resulting in repeat business opportunities and company growth.
- Coordinated crew scheduling and material ordering/handling for projects based on job specific timelines and agreements.



# Carl Anderson

Licensed General Supervising Electrician (License #6520S)

503.507.5497

[hikefishbike@gmail.com](mailto:hikefishbike@gmail.com)

49270 Kingwood Ave. Mill City, OR 97360

- Formulated and executed a successful business model in the highly competitive marketplace of the San Francisco Bay Area.

John Hope Electric, Santa Cruz, CA 95062

Journeyman Electrician/Foreman (02/2004 - 06/2012) (CA Cert. #E-138091-G)

- Foreman on commercial electrical projects with responsibility for interpreting building plans and laying out electrical systems in a time sensitive environment while supervising a crew of one to several journeymen electricians.
- Performed journeyman level installation of full electrical systems from start to finish with traditional power and hand tools associated with the electrical trade.
- Troubleshooting and problem solving associated with all aspects of electrical systems using various meters, circuit tracing tools and power logging equipment associated with trade.
- Developed and implemented a 24hr after hours emergency service program.

Kaiser Construction, Santa Cruz, CA 95062

Electrician/Apprentice Electrician (11/1996 - 09/2002)

- Learned on the job electrical skills for residential and small commercial tenant improvement projects.
- Studied NEC requirements and California Building standards.

George Fisher Construction, Los Gatos, CA 95030

Framer/General Laborer (6/1988 - 11/1996)

- Performed all aspect of residential home remodeling including framing, drywall, texturing, plumbing, masonry, electrical, painting, roofing, etc.
- Performed general labor duties including material handling, touch up, waste removal, job site organizing, etc.

## Education

- James Lick High School - High School Diploma Class Of 1989
- NEC Residential Code Course - Cabrillo Junior College (Fall Term-1998)
- NEC Commercial Code Course - Cabrillo Junior College (Spring Term - 1999)
- John Powell Oregon Supervising Electrician Prep Course
- Continuing Education Courses - Various continuing education classes and courses pertaining to the electrical trade and electrical theory.

**Santiam Canyon  
School District 129**

Code: **BBB**  
Adopted: 5/06/10  
Readopted: 2/11/15  
Orig. Code(s): BBB

**Board Elections**

1. Number of Directors

The Board will consist of five members elected and will be known as the district school board. The term of office shall be four years. The Board endorses the principal that the various geographical areas of the district should be represented by Board membership; therefore, Board candidates shall be nominated by zone and elected at large as provided in Oregon statute. All zones shall be re-evaluated every 10 years at the 10 year census.

2. Board Zones

The district shall be divided into two zones:

a. Zone No. 1

Includes the region of the district, which lies west of milepost 40 on highway 22 and includes the areas known as the North Fork, Gates and Mill City. Zone No. 1 shall be represented by Board positions No. 1, No. 2, No. 3 and No. 4

b. Zone No. 2

Includes the region of the district, which lies east of milepost #40 on highway 22 and includes the areas known as Detroit, Idanha and Marion Forks. Zone No. 2 shall be represented by Board position No. 1.

3. Designation of Board Positions

Board members' positions and their respective successors in office will be designated by numbers as Position No. 1, No. 2, No. 3, and No. 4 for Zone 1 and Position No. 1 for Zone 2. In all proceedings for the nomination or election of candidates for or to the office of Board members, every petition for nomination, declaration of candidacy, certificate of nomination, ballot or other document used in connection with the nomination or election will state the position number to which the candidate aspires.

Individuals may seek more than one elected position such as school board and education service district board.

Re-elections for Board positions will occur as follows:

Zone No. 1 - Position No. 1: Spring 2017, and every four years thereafter;  
Zone No. 1 - Position No. 2: Spring 2017, and every four years thereafter;

Zone No. 1 - Position No. 3: Spring 2017, and every four years thereafter;  
Zone No. 1 - Position No. 4: Spring 2015, and every four years thereafter;  
Zone No. 2 - Position No. 1: Spring 2015, and every four years thereafter.

END OF POLICY

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**Legal Reference(s):**

[ORS 249.013](#)  
[ORS 255.235](#)  
[ORS 255.245](#)

[ORS 332.011](#)  
[ORS 332.018](#)

[ORS 332.118 - 332.138](#)

**Santiam Canyon  
School District 129**

Code: **BBBA**  
Adopted: 12/01/05  
Readopted: 2/11/15  
Orig. Code(s): BBBA

**Board Member Qualifications**

A person is eligible to serve as a Board member if he/she is an elector of the district. An “elector” means an individual qualified to vote under Section 2, Article II of the Oregon Constitution. The individual must be 18 years of age or older, registered to vote at least 20 calendar days immediately preceding any election in the manner provided by law and must have been a resident within the district for one year immediately preceding the election or appointment. Additionally, if the district is zoned, the individual must meet the requirements of ORS 332.124 - 332.126.

No person who is an employee of the district is eligible to serve as a Board member while so employed. A person who is an employee of a public charter school may not serve as a member of the Board of the district in which the public charter school that employs the person is located. A district or charter school substitute bus driver in a district with an average daily membership of 50 or less may serve as a Board member.

END OF POLICY

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**Legal Reference(s):**

[ORS 137.230 - 137.285](#)  
[ORS 247.002](#)  
[ORS 247.035](#)

[ORS 249.013](#)  
[ORS 332.016](#)  
[ORS 332.018](#)

[ORS 332.030](#)  
[ORS 332.124](#)  
[ORS 332.126](#)

Oregon Constitution, Article II, Section 2.

**Cross Reference(s):**

BBE - Vacancies on the Board

**Santiam Canyon  
School District 129**

Code: **BBE**  
Adopted: 9/02/99  
Readopted: 2/11/15  
Orig. Code(s): BBD

**Vacancies on the Board**

Vacancies will be filled through Board appointment. The Board appointee must be a legally registered voter and a resident within the district for one year immediately preceding the appointment and a resident of the zone from which the vacancy has occurred. If the vacancy occurs in a zone, the Board shall advertise for a 20-day period to find an eligible resident from the same zone. If an eligible zone resident cannot be found, the Board shall appoint one of the eligible residents from the district.

The appointee will serve until June 30 of the next regular district election, at which time the individual elected in May of that year will fill the remaining portion of an unexpired term or serve a full four-year term. If, however, a vacancy occurs on a Board after the filing date for candidates, the appointee will serve until June 30 of the subsequent regular district election year. At the next regular district election, a replacement will be duly elected.

A Board member so elected as a replacement will serve the remaining year(s) of the term of office of the Board member being replaced.

In the event of multiple vacancies, the position vacated first will be filled first.

Upon appointment by the Board, the newly appointed Board member(s) will be sworn and seated immediately.

If the offices of a majority of Board members are vacant at the same time, the Directors of the Linn-Benton-Lincoln Education Service District shall appoint persons to fill the vacancies from qualified school district voters.

END OF POLICY

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**Legal Reference(s):**

[ORS 249.865 - 249.877](#)  
[ORS 255.245](#)

[ORS 255.335](#)  
[ORS 332.030](#)

[ORS 332.122](#)  
[ORS 332.124](#)

**Cross Reference(s):**

BBBA - Board Member Qualifications  
BBC - Board Member Resignation  
BBD - Board Member Removal from Office

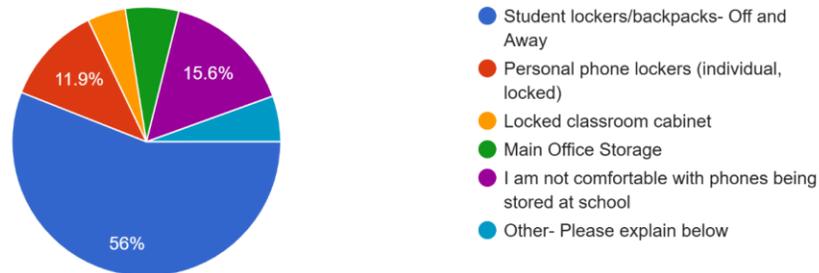
## Responses to Survey on Electronic Ban

### Family/Community

- 111 responses
- Majority of Responses came from families who had students in grades 7 – 12 (84%)
- Very few families said they were familiar with the Executive Order
- 77.8% of families said it was important to them that they could contact their child due to transportation or after school plan changes. 75.9% of families said they typically need to contact their child due to family or medical emergencies.
- 67.9% of families said they would be comfortable in having their child use a school phone to call them. 63.3% of families said that they would be comfortable in calling the office and leaving a message.
- 80.8% of families say that they are concerned about access during emergencies and other times their child may feel like they need to contact parents.
- Parents shared a range of perspectives on potential changes to cell phone use in school. The main themes included the importance of reliable communication between parents and students—especially during emergencies, health situations, or schedule changes—and concerns about how a phone policy would be implemented fairly and consistently. Parents emphasized both their desire for student safety and peace of mind, as well as the need to minimize burdens on staff and ensure equitable treatment for all students.

If students are required to store phones during the school day, what type of storage would feel most appropriate or secure to you?

109 responses



- Parent Feedback about restricting electronic use highlights two primary concerns. First, many emphasize the need for direct and immediate communication during emergencies, such as health issues, bullying, natural disasters, or school safety threats. Parents view access to phones as critical for reassurance, protection, and timely updates. Second, there are concerns about the practical enforcement of a phone policy, with worries about

inconsistent application across staff, added burdens on teachers, and challenges around securely managing student devices. Together, these themes reflect a strong desire for both safety and realistic implementation.

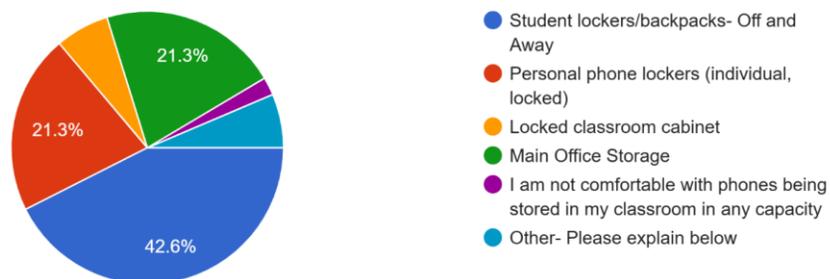
- Parents recommend that there is clear and consistent enforcement of any phone policy, with fair consequences applied across all classrooms to avoid confusion or loopholes.

## Staff

- 47 Responses
- Most of staff was familiar in some way with the Executive Order
- 71.8% of staff said they believed parents needed contact their child due to transportation or after school plan changes. 76.9% of staff said they thought families may need to contact their child due to family or medical emergencies.
- 68.9% of staff said that the number one concern they had about an electronic ban policy was student defiance. The next two concerns were both at 35.6% (equity in enforcement and device storage).

If students are required to store phones during the school day, what type of storage would feel most appropriate or secure to you?

47 responses



- Staff feedback highlighted two concerns about challenges in storing devices. First, the likelihood of student non-compliance, with worries about phones being hidden, swapped, or refused during collection, making consistent enforcement difficult. Second, many raised issues of liability and added staff burden, noting the risks of theft or damage to expensive devices and the extra responsibility placed on teachers and office staff to securely store and monitor them, which could disrupt instructional time.
- Staff feedback highlights two key needs for support for implementation: first, the importance of a consistent, school wide policy with clearly communicated expectations and consequences applied uniformly; and second, the need for strong administrative support, including clear protocols, training, and shared responsibility so teachers and instructional assistants are not left to manage phone storage or enforcement on their own.
- Staff recommends the following to help implement the electronic ban policy: Feedback emphasizes the need for clear, consistent communication with families, students, and staff about the cell phone policy, including expectations, consequences, and the reasons behind it. Staff suggest using multiple

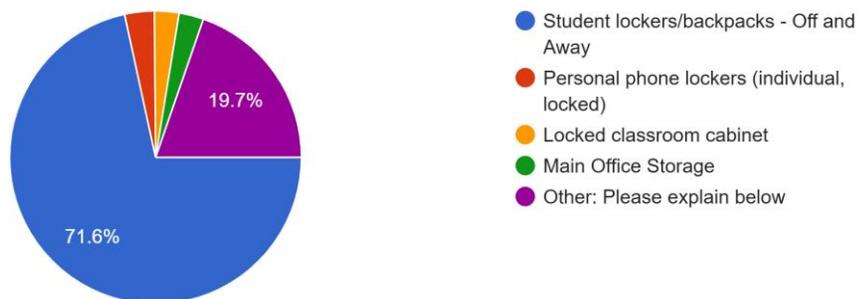
avenues—such as newsletters, FAQs, town halls, and ParentSquare—to ensure everyone is informed. In addition, there is a strong call for uniform enforcement across classrooms and school settings, with simple, straightforward rules and reliable systems for storage or restricted use so the policy is applied fairly and consistently.

### Students

- Given to students in grades 6 – 12
- Most are familiar with the Executive Order
- 72.2% of the students say that contacting their family for family or medical emergencies is important and 70.6% say that they need to have contact with their parents just in case of transportation or after school plan changes.
- 50.6% of the student feel most comfortable using the office phone. Two major themes for students were privacy and personal control, with many noting their phone is their primary tool for communication and that conversations with family should remain private. They also emphasize accessibility and convenience, describing phones as the easiest, fastest, and most reliable way to connect for schoolwork, family, and other responsibilities.

Which storage solution would you prefer?

183 responses



- 43.7% of students say their biggest concern about the policy is fellow classmates being rude to staff about enforcing the rules. Students also said they have concerns about the device ban center on safety and communication, with many fearing they won't be able to reach their families during emergencies, medical issues, or moments of stress. They also express strong frustration with fairness and practicality, worrying about lost property, unequal rules between staff and students, and delays in accessing their phones. Many recommend compromise, such as allowing use during lunch or breaks, rather than a complete ban.
- Students recommend allowing limited phone access during non-class times, such as lunch, breaks, or passing periods, so they can stay connected with family while still respecting classroom focus. Second, there is a strong preference for practical compromises over full bans, such as keeping phones in backpacks, silencing them, using office phones when needed, or having lockers/pouches that students control rather than staff.

# OSBA Model Sample Policy

Code: JFCEB

Adopted:

## Personal Electronic Devices \*/\*\*

{This policy is required by ORS 336.840 and EO 25-09. EO-25-09 requires policy to be adopted and in place by October 31, 2025, with full implementation by January 1, 2026.}

Student ~~[possession or]~~ use of a personal electronic device is prohibited from the start of regular instructional hours until the end of regular instructional hours, except as provided below. **[Personal electronic devices can be used when students are not on school grounds and are not under the supervision of school personnel (other than a school bus driver)<sup>1</sup>.]**

Except as otherwise provided in this policy, “personal electronic device” means any portable, electrically powered device that is capable of making and receiving calls and text messages and accessing the internet independently from the school’s network infrastructure.<sup>2</sup> This includes headphones and earbuds attached to personal electronic devices. This does not include a laptop computer or other device required to support academic activities.

Personal electronic devices may be used when use complies with the terms of:

1. The student’s medical provider’s order for the care and treatment of a medical condition;<sup>3</sup>
2. The student’s individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794);<sup>4</sup>
3. A written exemption provided for the student based on a request received in JFCEB-AR. School administration will respond to such a request within [10] school days.<sup>5</sup>

Personal electronic devices ~~[must be placed in district-provided pouches or storage]~~ **[may be kept by students in lockers or backpacks, but personal electronic devices are not to be stored on the student’s person or in the student’s clothing] [may be stored on the student’s person, but may not be used]** during regular instructional hours.

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<sup>1</sup> If students are under the supervision of school personnel other than a school bus driver, the use of personal electronic devices is prohibited during regular instructional hours.

<sup>2</sup> ODE’s guidance, *Fostering Student Learning, Well-Being, and Belonging* provides “This includes personal electronic devices that can make calls, send texts, or access the internet via cellular data are restricted. This includes smartphones, web-enabled flip phones, cellular-capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds. This does not include laptop computers or other devices required to support academic activities.”

<sup>3</sup> JFCEB-AR must be submitted to the building administrator, along with a copy of the order.

<sup>4</sup> If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.

<sup>5</sup> JFCEB-AR must be submitted to the building administrator.

Students in violation of this policy will be subject to disciplinary action. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (~~including suspension or expulsion~~), but could include [~~detention, Saturday school~~, a change to storage requirements, etc. <sup>6</sup>]. However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion. <sup>7</sup> [Steps may include:

1. First Instance of Noncompliance: staff will give the student a verbal reminder of the policy and expectations to reinforce appropriate use of personal electronic devices;
2. Second Instance of Noncompliance: the device will be temporarily confiscated and held and the front office until the end of the school day. Parents or guardians will be notified, and a meeting with school administration may be scheduled to discuss ways to support the student;
3. Third Instance of Noncompliance: the device will again be temporarily held, and parents or guardians will be informed. A meeting with school administration and family will be arranged to review the policy and plan for improved compliance;
4. Beyond Third Instance of Noncompliance: In noncompliance continues, schools will determine additional appropriate consequences, always prioritizing keeping students in class and engaged in learning. <sup>8</sup>]

Necessary communications during the school day while on school grounds between students and parents or guardians can be made through the school office.

The superintendent or designee shall ensure this policy is posted on the district website and made available to district personnel, students, parents, guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

In accordance with ORS 336.840, students may be allowed to use personal electronic devices<sup>9</sup> that support academic activities and independent communications<sup>10</sup>, except as prohibited by this policy. In academic activities in which a personal electronic device is required as part of the curriculum, students may be allowed, but not required to use their own personal electronic devices for that portion of the curriculum. Students using their own device must be granted access to any applications or electronic materials that are available to students who do not use their own personal electronic devices. These applications must be free of charge if students who do not use their own devices have access free of charge.

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<sup>6</sup> Correction may include requiring a student to store their device in a classroom or office storage space instead of in the backpack.

<sup>7</sup> For example: a student could be disciplined with lost instructional time for using a personal electronic device to bully another student or for accessing inappropriate content. Discipline will be in accordance with Board policies.

<sup>8</sup> From guidance from the Oregon Department of Education.

<sup>9</sup> The use of “personal electronic device” in this paragraph comes from ORS 336.840, which does not define the term. However, the definition in EO 25-09 wouldn’t necessarily apply. Consequently, items like laptop computers or other devices required to support academic activities would likely be considered personal electronic devices within this paragraph.

<sup>10</sup> “Independent communication means communication that does not require assistance or interpretation by an individual who is not part of the conversation, but that may require the use or assistance of an electronic device. ORS 336.840(1).

Requests for exemptions to this policy can be processed in accordance with JFCEB-AR – Request for Personal Electronic Devices Exemption. Appeals can be filed [with the superintendent] ~~in accordance with KL-AR(1) – Public Complaint Procedure~~. **The superintendent’s decision shall be final.**

The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

**[This policy takes effect on January 1, 2026.]**

END OF POLICY

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**Legal Reference(s):**

[ORS 332.107](#)

[ORS 336.840](#)

Oregon Executive Order 25-09



# 24-25 Integrated Programs Annual Report Presentation

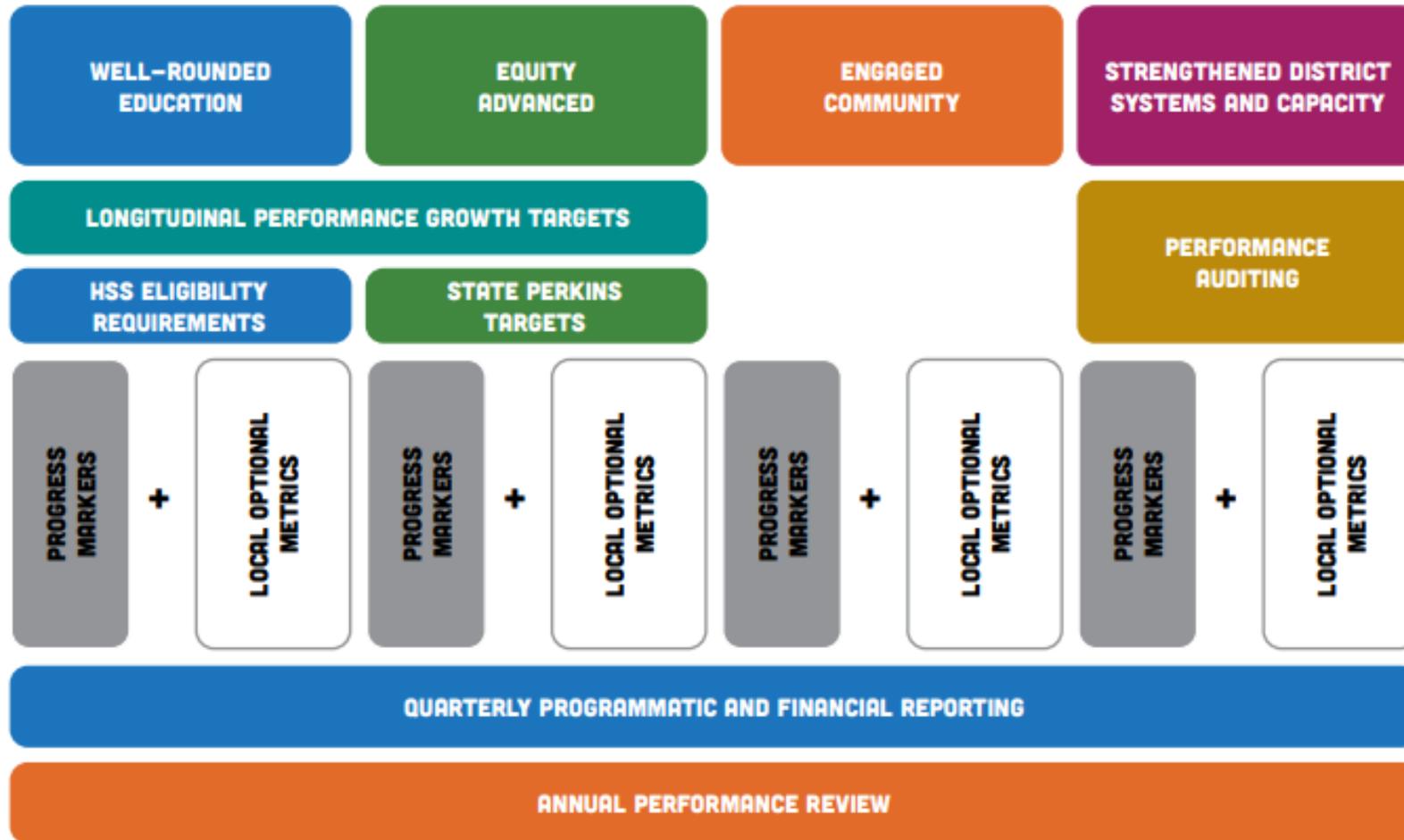
Santiam Canyon School District 129J

# Annual Reporting Requirements

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- ODE's annual report consists of two narrative questions
- Throughout the year, grant recipients have been asked to report expenditures, three overall reflection narrative questions, and report on progress markers which will help inform overall progress and annual report.

# Summary of Integrated Programs Performance Measures



# SIA Annual Report Requirements

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- SIA recipients are required by statute to:
  - review their own progress on an annual basis through an annual progress report and financial audit
  - present their annual report to their governing board at an open meeting with opportunity for public comment (cannot be consent agenda item),
  - and post the report to the district or charter school website.
- If grantee set LPGTs and LOM:
  - In Year 1 of biennium: Affirm progress has been reviewed towards meeting the LPGTs in the grant agreement (Assurance)
  - In Year 2 of biennium: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. (Narrative Question)

# Annual Report Narrative #1

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***As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?***

***Discuss at least one Outcome where you have seen progress in implementation.***

The district's progress reflects steady contributions toward the strategies and outcomes in our plan and LPGTs. By focusing on ninth grade on-track measures and graduation rates, supporting the our elementary and secondary students through an RTI process to help create and implement individualized interventions, and prioritizing early literacy, we have helped drive measurable growth in interim data. Collaboration within PLCs and with specialists at Tier II and III levels have strengthened implementation, ensuring consistent supports that promote student achievement and long-term success. However, there are still issues with seeing student test score improvements on the statewide assessment, due to the state's allowance of opting out of those tests.

# Annual Report Narrative #2

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***Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?***

***Discuss at least one Outcome where you have seen challenges or barriers to implementation.***

One major barrier that has impeded progress toward our outcomes is chronic absenteeism. High levels of absenteeism negatively impact student learning and growth, resulting in lower proficiency and challenges in meeting academic goals. In a district like ours, where many students live far from school and rely heavily on transportation, absences often occur when students miss the bus or lack reliable alternatives or families are not held accountable in getting their students to school on a regular basis, which also limits their ability to participate in activities that support growth. Additionally, many students enter below grade level in reading and math, making it more difficult to stay on track for graduation. Together, these challenges create significant hurdles that require targeted support and ongoing intervention in both attendance and academics to ensure students can make the necessary progress.

# Annual Report Narrative #3

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***2024-25 Only: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.***

Current activities are supporting progress toward targets by offering electives that provide students with a well-rounded and engaging education while also delivering intensive support through MTSS, RTI, and SST processes. These interventions are helping students make gains in areas such as graduation rate, ninth grade on-track, and third grade reading proficiency. However, attendance remains a significant challenge; when students are present, they demonstrate meaningful growth, but continued emphasis is needed on the importance of regular attendance to ensure sustained progress and long-term success.

## **Football Stands Cover**

I wanted to update the board about where we are at with the Football Stands Cover.

- **Plans:** We are finalizing the design with Dave Morris from McGee Engineering.
- **Permits & Approvals:** Gale Hoflert is assisting with submitting plans to the City of Mill City and Linn County for required approvals and permits.
- **Costs:** Estimated project costs are still being developed.
- **Procurement:** Per Board Policy DJC, this qualifies as an *intermediate procurement* and will require three informally solicited bids. I will be managing the solicitation of bids.

OAR 137-047-0800.

2. Intermediate Procurement. For purchases of goods and services with a contract price exceeding \$25,000, but not exceeding \$250,000, the district shall seek at least three informally solicited competitive price quotes or competitive proposals from prospective contractors. The district will keep record of the request and quotes. If three quotes are not reasonably available, fewer will suffice, but the district will make a written record of the effort made. The district may negotiate with a prospective contractor to clarify the quote or offer, or to effect modifications. Amendments to a contract awarded through intermediate procurement must be in accordance with OAR 137-047-0800.

- **Timeline:** Our goal is to begin the project in **November/December**.

Thank you to Gale Hoflert, Dave Morris, and Joey Walczak for their work on this project. I really appreciate the help and guidance that they have given the district. Thank you to Todd Miller for getting this project started for the district.