

Regular School Board Meeting

Tuesday, December 16, 2025 6:00 PM

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

1. Call to Order

2. Flag Salute

3. Approval of / or Changes to the Agenda Action

4. Public Comment

The Santiam Canyon School Board of Directors values the opinion and input of students, staff, parents and the community members. Please keep comments to 3 minutes or less. If you intend to speak to the board, please fill out an intent 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.

5. Consent Agenda

5.1. November 12, 2025 Board Minutes

5.2. November 20, 2025 Work Session Minutes

5.3. December 4, 2025 Work Session Minutes

6. Staff Report

6.1. Educational Spotlight- Mrs. Alicia Boyd, CTE
Culinary Teacher SJSHS

6.2. ORCA- Allison Galvin

6.3. SES- Alisha Hansen

6.4. SJSHS- Blane Lazar

6.5. SJSHS Student Report- Haylie Cole

6.6. Student Services - Jess Rist

6.7. Financial Report - Nichole Cooper

6.8. Superintendent Report - Krista Nieraeth

6.9. Enrollment Report - Krista Nieraeth

6.10. Regular Attenders Report - Krista
Nieraeth

7. Action Items

7.1. Second Read of Policies

7.1.1. BBB - Board Elections

7.1.2. BBBA - Board Member Qualifications

7.1.3. BBD - Board Member Removal from Office

7.1.4. BBE - Vacancies on the Board

7.1.5. DN - Disposal of District Policy

7.1.6. IICA - Field Trips and Special Events

7.1.7. IICAA - Trips

7.2. SIA Grant Agreement - 2025 - 27

8. Informational Items

8.1. District and School Report Cards

8.2. First Read of Policies

8.2.1. BCH - Consultants to the Board

8.2.2. BD/BDA - Board Members

8.2.3. BDC - Executive Sessions

8.2.4. BDDA - Notification of Board Meetings

8.2.5. CB - Superintendent

8.2.6. CF - District Administration

8.2.7. IGAJ - Traffic Safety Education

8.2.8. IGAM - Distance Learning

9. Items for Next Meeting

10. Move to Executive Session

10.1. Executive Session

ORS 192.660(2)(i) - To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing.

11. Return to Regular Session

12. Adjourn

Santiam Canyon School Board of Directors
Regular School Board Meeting
November 12th, 2025 6:00 pm
Santiam Elementary School Commons

Board Members Present: Elizabeth Reeser, Melissa Allison, Lynda Harrington, Carl Anderson, Josh Childress

Staff Present: Krista Nieraeth, Blane Lazar, Alisha Hansen, Amber Jungwirth, Angie Moreno, Angela Moreno, Sam Proctor, Lisa Follis, Nichole Cooper

Student: Rose Lyness

Visitors: Melody Rossiter, Clyde Rood, and others.

1.0 Call to Order:

Mrs. Reeser called the board meeting to order at 6:00 pm.

2.0 Flag Salute:

Mrs. Reeser led the Pledge of Allegiance

3.0 Approval of/or Changes to the Agenda:

Mrs. Harrington motioned to accept the Agenda as presented. Mr. Anderson second.

No Discussion. Motion passed 5-0

4.0 Public Comment

Clyde Rood, candidate for OSBA Board of Directors – Position 10. Mr. Rood gave his goals if elected to the OSBA Board of Directors on his goals as the representative of the region. His main focus will be open lines of communication with the Boards across the region.

5.0 Consent Agenda

Mr. Childress motioned to accept the consent agenda, Mr. Anderson seconded.

No Discussion. Motion passed 5-0

6.0 Staff Reports

6.1. ORCA - Ms. Galvin- Ms. Galvin presented her report to the board, which can be found online. Ms. Galvin thanked the board for welcoming ORCA, and presented the Annual Report to the board, which can also be found online.

6.2. SES - Mrs. Hansen – Mrs. Hansen presented her report to the board, which can be found online.

6.3 SJHHS - Mr. Lazar- Mr. Lazar presented his report to the board, which can be found online.

6.4 SJSHS Student Report – Mr. Lazar introduced Rose Lyness to the board. Ms. Lyness is part of Leadership and is the Senior class President. She attended the OSCA conference at the beginning of November and has been active in volleyball.

Ms. Lyness reported to the board a few things she was able to take away from the conference. She said it was a great experience to see things from outside of our small community. She said the first thing that stuck in her mind was the phrase they were told on arrival, “lose your cool card”. Ms. Lyness explained what was offered during the conference and what she was able to bring back to the other members of the leadership class at SJSHS. Her hope was to be able to bring it back with the excitement and enthusiasm as the leaders at the conference.

6.5 Financial Report – Mrs. Cooper presented her report to the board, which is available online.

Ms. Nieraeth advised that we are waiting to see what the state’s revenue forecast on November 19th will look like and that forecast will inform the state of how much money will be available for funding for the rest of this fiscal year and next fiscal year. A plan of reduction has been requested by the Legislature for all state agencies, including ODE, and is due next week, just in case there are decreases in revenues and the state must look at budget reductions. The information will be presented to the state legislature in February if reductions are necessary.

6.6 Superintendent Report – Ms. Nieraeth presented her report to the board, which is available online.

6.7 Enrollment Report- Ms. Nieraeth gave the enrollment report for this year and historical data for last year. The report can be found online.

7.0 Action Items

7.1 OSBA Elections

7.1.1 - Board of Directors Candidate - Position 10

Mrs. Reeser called for a motion by the board to choose between the candidates Clyde Rood and Luhui Whitebear for the Board of Directors Position for Position 10.

Mr. Anderson motioned to vote for Candidate Rood for the Board of Directors Position 10. Mr. Childress second the motion.

Discussion: Mrs. Allison spoke to the board about her impression about Luhui Whitebear based on the meeting Ms. Whitebear ran at the OSBA conference and felt that Ms. Whitebear had made the better impression for her as a representative of the region. Mrs. Reeser offered comment in reference to Luhui Whitebear at the OSBA conference. After discussion Mrs. Reeser asked Mrs. Follis to do a roll call vote.

Motion passed 5-0

7.1.2 - Legislative Policy Committee Candidate- Position 10

Ms. Nieraeth advised the board they are able to abstain from voting for this position.

Mr. Anderson motioned to abstain from voting on the Legislative Policy Committee Position 10. Mr. Childress second the motion.

No Discussion. Motion passed 5-0

7.2 December School Board meeting date change due to schedule conflict.

Mr. Anderson motioned to change the meeting date to December 17th, 2025. Mrs. Allison seconded.

After discussion, Mrs. Reeser called for a vote.

Motion failed 5-0.

Mrs. Reeser motioned to move the December Regular School Board meeting to December 16th, 2025, at 6pm. Mr. Anderson second.

Discussion: After looking at calendars, all the board stated that this date worked for them.

Motion passed 5-0.

8.0 Informational Items

8.1 Angela Moreno and Angie Moreno attended the Regional Math Conference the October 10 - 11, 2025, in Tacoma, WA. Both Mrs. Moreno and Mrs. Moreno gave the board a presentation of what they were able to bring back from the conference, including a new focus on making it flexible and being able to teach math in multiple ways. The biggest take away that both staff had was to make math relatable to the students so that students would understand why these concepts are important and how they relate to their everyday lives.

8.2 Superintendent Evaluation Workbook
Ms. Nieraeth reminded the board of the OSBA training that is scheduled for November 20th 6pm – 9pm as well as a Board Work Session on December 4th, 2025 6pm – 9pm.

8.3 First Read of Policies

Ms. Nieraeth gave a brief overview of the policies that are being changed and the reasons for the need to make changes. Ms. Nieraeth asked for questions or comments from the board on any of the policy recommended changes in front of them and there were none. Ms. Nieraeth advised she will make the changes to the policies and they will be on the December agenda for a second read and final vote.

8.3.a- BBB- Board Elections

8.3.b- BBBA-Board Member Qualifications

8.3.c- BBD- Board Member Removal from Office

8.3.d- BBE-Vacancies on the Board

8.3.e- DN- Disposal of District Policy

8.3.f- IICA- Field Trips and Special Events

8.3.g- IICAA - Trips

8.4. OSBA Conference Review

Mrs. Reeser and Mrs. Allison provided a report to the board. Mrs. Reeser and Mrs. Allison wanted to share with the board two Powerpoints that they found very informative from sessions they attended at the OSBA Conference in Portland. Both Powerpoints can be found online. Both Mrs. Reeser and Mrs. Allison encouraged their fellow board members to attend any training put on by OSBA, as both found them very informative and helpful in knowing what the role of the board is and information that the board needs to have to be effective.

9.0 Items for the Next Meeting

Ms. Nieraeth reminded the Board of Superintendent Evaluation Training on November 20th and the Board Training Work Session on December 4th.

Mr. Anderson asked if BoardBooks will be updated to meeting dates for the December Work Session and Regular Meeting. Ms. Nieraeth said updates will be done tomorrow.

10.0 Motion to Adjourn

Mr. Childress motioned to adjourn. Mr. Anderson second.

No Discussion. Motion passed 5-0.

Meeting adjourned at 7:40pm

Santiam Canyon School District Board of Directors
Work Session
November 20th, 2025 6:39 pm
Santiam Canyon School District Office Conference Room

Board Members Present: Elizabeth Reeser, Melissa Allison, Lynda Harrington, Carl Anderson, Josh Childress

Staff Present: Krista Nieraeth, Lisa Follis

OSBA Facilitator: Kristen Miles

1.0 Call to Order:

Mrs. Reeser called the board work session to order at 6:39 pm

2.0 Flag Salute:

Mrs. Reeser led the Pledge of Allegiance.

3.0 Approval of Agenda:

Mrs. Harrington motioned to accept the Agenda as presented. Mr. Anderson second,

No Discussion. Motion passed 5-0

4.0 Superintendent Evaluation Training:

The Board participated in a Superintendent Evaluation Training session facilitated by Kristen Miles of the Oregon School Boards Association (OSBA). The training provided an overview of the OSBA-recommended evaluation process, including tools, timelines, and best practices.

Ms. Miles reviewed the eight national performance standards that form the foundation of the superintendent evaluation and outlined the five components of the OSBA Evaluation Tool. She noted that districts typically use only two or three components during a superintendent's first year to create a manageable process.

A significant portion of the training addressed the use of artifacts and evidence to document progress, communication, leadership, and operational effectiveness. Ms. Miles explained how artifacts may be shared throughout the year, particularly during scheduled check-in meetings, which should happen at least quarterly.

She emphasized that first-year superintendent evaluations should not include community or staff surveys, as national data shows early surveys do not produce reliable results. Surveys should be administered after the superintendent completes one full year in the district. The district currently gives existing climate and culture surveys about the school and district as a whole to staff, students, and families. Ms. Nieraeth said that this process will continue as planned.

Goal setting for the superintendent was also discussed. Ms. Miles highlighted that goals should be measurable, no more than three, and initially proposed by the superintendent, with the final goals being a collaboration between the Board and Ms. Nieraeth.

There should be check-ins throughout the year with the Board and Ms. Nieraeth that will be used to monitor progress. These check-ins are usually done during a regular board meeting in an executive session.

Ms. Miles also reviewed the Oregon laws and expectations around executive sessions, noting that there are specific reasons why a board can go into executive session, and that anything discussed during that particular session must be focused on the ORS the session is running under.

Ms. Miles provided examples of how she can support districts by facilitating the evaluation process, including compiling board member feedback into a draft summary and helping the board develop a unified written statement. The board expressed interest in having her assist with this year's evaluation.

The Board agreed to hold its first check-in meeting with Ms. Nieraeth in an executive session during the December 16 board meeting. At that time, Ms. Nieraeth will present an update on progress toward her goals, which were shared at September's Board Meeting and will be re-sent to board members.

Ms. Nieraeth expressed her commitment to receiving constructive feedback from the board, always being transparent, and continuous improvement.

The training concluded with clarification of upcoming meeting dates and procedures.

5.0 Adjourn

Mrs. Harrington motioned to adjourn the meeting, Mr. Childress seconded the motion.

No Discussion. Motion passed 5-0.

Meeting adjourned at 8:04pm.

Santiam Canyon School District Board of Directors
Work Session
December 4th, 2025 6:00 pm
Santiam Canyon School District Office Conference Room

Board Members Present: Elizabeth Reeser, Melissa Allison, Lynda Harrington, Carl Anderson, Josh Childress

Staff Present: Krista Nieraeth, Lisa Follis

OSBA Facilitator: Kristen Miles

1.0 Call to Order:

Mrs. Reeser called the board work session to order at 6:05 pm

2.0 Flag Salute:

Mrs. Reeser led the Pledge of Allegiance.

3.0 Approval of Agenda:

Mrs. Harrington motioned to accept the Agenda as presented. Mrs. Allison second, No Discussion. Motion passed 5-0

4.0 Board Governance Essentials:

The Board participated in Board Governance Training facilitated by Kristen Miles of the Oregon School Boards Association (OSBA). The training provided an overview of how the board impacts student outcomes, roles and responsibilities of the board and how the board collaborates. Ms. Miles let the board know that even though there is an agenda, if the board has questions or wants to stop and talk about something specific it is important to do that.

Ms. Miles provided training on Why Does the Board Matter?, Leadership Team, How the School Boards Impact Students, Management, Governance, Governance and Management, Balanced Governance, Can the Board Impact the Superintendent's Leadership?, Inspirational motivation: alignment to standards, Scenarios, Public meetings law, Executive sessions, Scenario: Conflicts of Interests, Policy (Individual Board Member's Authority and Responsibilities, Board Members Standards of Conduct, Concerns and Complaints and Board-Staff Communication), Mandatory reporting, what are the investigative powers of the board and its members? Is it board work?

Ms. Miles provided differences on an effective board and how it works and non effective board. Ms. Miles also talked to the board about the importance of not surprising the superintendent by asking questions at the meeting and not giving a heads up prior so the superintendent has time to

prepare an answer for the meeting. The board was also encouraged to interact with staff as a parent when making contact about their student and not as a board member.

Ms. Miles talked about the requirements for public officials to take an OGEC approved class on Public Meeting Law. Mr. Anderson asked about where they could find that class. Ms. Nieraeth said that she would send the link to all the board members that would fulfill that requirement from OSBA.

Ms. Miles also stated she would send the presentation to the board members. Discussions took place throughout the presentation for each of the topics.

5.0 Adjourn

Mr. Anderson motioned to adjourn the meeting, Mrs. Harrington second the motion.

No Discussion. Motion passed 5-0.

Meeting adjourned at 8:53 pm.



**School Leader Report
December 10, 2025**

Enrollment

December 2, 2025	October 31, 2025	December 2, 2024	December 5, 2023
2,768	2,661	2,618	2,314

What's Happening at Oregon Charter Academy

- Holiday Gift Drive: Staff at Oregon Charter Academy have come together for the sixth annual Holiday Gift Drive, during which staff sponsor ten ORCA families in need this holiday season. The drive wrapped up last week, and staff modeled how they can come together to comprehensively support families this year through items such as Visa gift cards to buy groceries, clothes, household essentials, and toys for ORCA students. I am honored to work with such a giving staff.

- Esports: Oregon Charter Academy's Esports team is in its fifth year of competition. Teams from all over North America compete in various video games. ORCA now has 5 teams competing across four different games and compete during two seasons, fall and spring. Highlighting some of the successes:
 - **Rocket League**: Have qualified for the playoffs in every season. This season the team qualified as the #8 team with a 6-2 record. They won their first round match and fell to Ecole Mctavish HS out of Alberta in the second round.
 - **League of Legends**: ORCA's Silly Gooses finished their season 5-3 and will head to the playoffs as the number 8 ranked team out of 30 teams. Only 8 teams qualified for the playoffs. They lost in the first round to the number 1 team, Vancouver College out of British Columbia.
 - **Overwatch 2**: Missed the playoffs for the first time this season but have been our most successful team thus far, finishing in the top 4 of over 90 teams just a few seasons ago.
 - **Super Smash Bros.**: In just their second season, they qualified for the playoffs. They lost in the first round to the number 3 ranked team.

- At-A-Glance Profile: The annual At-A-Glance was recently released. While we maintain that these profiles do not reflect the students served by virtual charter schools, there remain several celebrations, including an increase in ninth-grade on-track and graduation rates at ORCA. Even though there will always be room for improvement, I am proud of our student-centered approach leading to growth.



SANTIAM ELEMENTARY SCHOOL

STAND TOGETHER • FIND YOUR PATH • NEVER GIVE UP

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

alisha.hansen@santiam.k12.or.us
savannah.bradd@santiam.k12.or.us
503-897-4034 Fax
503-897-2368 Ph.

Board Report - December, 2025

Recent Events:

- The Willamette Valley Pie sales was an all time success selling \$17,604 worth of product. That equates to 1,148 pies and cheesecakes. \$7,052 of the proceeds go back into our school to support field trips, incentives, and activities for our students.
- Shhhh...Each child at SES will be gifted with a special book for Christmas. One of our focuses is to increase reading at home with families and this small gift helps students develop a home library of their own.
- Our school recently purchased MagicSchool, an AI education tool for both students and teachers. Teachers will begin their training in January.
- The TAG and Differentiation training from ODE was influential and we received positive feedback. Many teachers shared that the Depth of Knowledge was particularly interesting. Note: DOK is a framework that describes the level of thinking required to complete a task, from basic recall of facts (Level 1) to strategic reasoning (Level 3) and extended, complex problem-solving (Level 4). It helps educators design learning experiences that move students beyond simple memory toward deeper understanding and application.
- All of our IAs received the first of 8-two hour PD sessions on the Science of Reading from the LBL ESD. The next session will begin on January 8th.
- Our Robotics Club (First LEGO League Challenge) did their first competition in Corvallis. This club is run by Charlene Burgess and Sarah Martinez.

January PD Coming Soon:

- MagicSchool-60 min. virtual PD session
- Creating an Instructional Playbook PD (Jenny Longfellow, Angela Moreno, and Alisha Hansen)
- Dyslexia Training PD (Charity Leatherman & Jenny Longfellow)

Holiday Art:

Mrs. Kent's 2nd Grade Class and Mrs. Jechart's 3rd Grade Class



Santiam Canyon School District does not discriminate on the basis of race, religion, color, national origin, disability, education services, activities and programs in accordance with Title VI, Title VII, Title IX and other civil rights or discrimination laws.

The following has been designated to coordinate compliance with these legal requirements and may be contacted at 503-897-2368: Title II Coordinator, Title IX Coordinator and Section 504 Coordinator: Director of Special Programs, 150 SW



Blane Lazar, Principal
Amber Jungwirth, Vice Principal
Monica Burmeister, Office Manager

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

DECEMBER 2025 BOARD NOTES

STUDENT GUEST -

Haylie Cole - 12th Grader

Involved in Leadership, Senior class Vice President
Amazing student, good grades, phenomenal human being
Takes advanced course work and college classes
Participates in volleyball, basketball, and softball
Participates in school of rock

WOLVERINE EMPLOYEE FOCUS -

Whitney Baker - Mom/Awesome Human Being/Instructional Aide/Cheer Club
Whitney is an awesome human being who has made our campus a better place. She is a Lifeskills Instructional Aide who consistently demonstrates a willingness to fully engage with students, jumping in, getting her hands dirty and taking on tasks and interactions that many others might shy away from. Whitney also started Cheer Club and has 22 girls participating. They have performed at both football and basketball games. Thank you Whitney for being an amazing Wolverine!

MARK YOUR CALENDARS

- December 17th - Only home high school wrestling meet (4:00 to 8:00)
- Gervais, St Paul, Kennedy, Jefferson, Scio and Regis are visiting
- December 20th - Basketball games (12:00 & 1:30)
- Both teams vs. Bandon High School
- March 19th - Doernbechers Closing Assembly
- Let me know if you want to be involved
 - 75-minutes with more surprises

HOLIDAY CELEBRATIONS-

- Winter Concert - December 9th
- Huge success, great turnout
 - Burroughs did a great job

- 7th Grade Field Trip - November 18th
- OSU campus tour
 - Women's basketball game

- MS Girls Basketball
- Great Season and even better grades

SANTIAM WOLVERINES



STAND TOGETHER • FIND YOUR PATH • NEVER GIVE UP

Blane Lazar, Principal
Amber Jungwirth, Vice Principal
Monica Burmeister, Office Manager

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

Thanksgiving Food Drive

- Fed 20+ local families with:
 - Huge box of donated food
 - Leadership - Coordinated food drive, bought turkeys/hams

WHAT'S GOING ON IN THE CLASSROOM -

Great teachers, engaged staff in campus activities (sports/concert)
Students engaged and challenged
Students accessing content/courses they need (Mt. Hood)
Seniors on track for graduation

WOLVERINE ATHLETIC CORNER -

Wrestling

- Coached by Kerry Crowston
- 14 students are participating
- Home Meet - Wednesday, December 17th at 4:00 pm

Boys Basketball

- Coached by Elvis Hicks
- 28 students are participating
- Ranked 33rd, 1-3 record

Girls Basketball

- Coached by Hannah Thompson
- 14 students are participating
- Ranked 24th, 2-2 record

UPCOMING EVENTS-

December 15 - 19	Holiday Dress-Up Days
December 17	Home Wrestling Meet (only one)
December 19	Winter Field Day & Fun
December 20	Winter Break Starts
January 5	Back to School
January 17	Winter Formal



Student Services Report

December 2025 Board Notes

Special Education Update

- Enrollment as of December 10, 2025
 - Serving 102 students on IEPs
 - 34 at SES (14 speech only)
 - 68 at SJSHS (1 speech only)
 - 6 students are here on inter-district transfers
- Trainings
 - IA's
 - Trauma-informed practices
 - TAG/differentiation
 - Science of Reading
 - Teachers
 - Severe Disabilities trainings and resources
 - Practical Classroom Strategies for Autistic Students
 - Science of Reading
 - District Level
 - COSA Special Education Conference
 - COSA Law Conference

Counseling Update

- Welcoming a new school counselor: Alyssa Kormann
 - Brings a passion for mental health
 - Jumping right into suicide prevention group
 - Focus on middle school students
- District Counseling Meetings focus on:
 - Suicide Prevention Protocol
 - District wide procedures
 - All counselors trained in ASIST (or scheduled to be trained)
 - Mental health referral protocol - district wide procedures
 - Future focus:
 - Section 504 protocol - district wide procedures
 - ITAP protocol - district wide procedures



December 10, 2025

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

Board Members,

Attached are the financial statements through November 30, 2025. 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 2025–26

For July 1 through October 31, actual revenues and expenditures show an estimated Ending Fund Balance of \$5,264,206. Of this total, \$1,881,338 is set aside as Contingency and Unappropriated Ending Fund Balance.

Updates

The state school fund was rebalanced and a new estimate was released in November. The reports reflect the new amount along with the updates to expenditures and revenue for the charter school.

Oregon’s December Economic and Revenue Forecast shows Net General Fund and Lottery resources up \$318.8 million since September, reducing the previously projected budget deficit from roughly \$400 million to about \$80 million. Despite this improvement, revenues remain \$635.9 million below the Close of Session Forecast, and significant uncertainty remains due to pending federal decisions and other emerging state cost pressures. The forecast also notes a \$31.1 million decrease in Corporate Activity Tax revenues, though reserves keep Student Success Act funding stable for now. Overall, the state is still facing an estimated budget shortfall closer to \$600 million, underscoring the need for continued vigilance and strong advocacy to protect K–12 programs. A final forecast in February will guide remaining adjustments for the 2025–27 budget cycle.

Investments

As of October 31, 2025, Santiam Canyon’s investments total \$13,423,600.12 in the Local Government Investment Pool, earning an annualized interest rate of 4.43%.

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 2025-2026

Source	Budget 2025-2026	Actual YTD Rev. 11/30/2025	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	1,437,300	1,293,217	2,730,517	(146,896)	2,442,678	2,581,560
1112 Prior Year's Property Taxes	29,286	28,550	21,478	50,028	(20,742)	30,417	51,960
1114 Payment in Lieu of Property Taxes	13,370	(165)	12,733	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	-	2,500	2,500	-	2,500	3,384
3101 State School Support Funds	39,521,666	19,767,441	19,613,011	39,380,452	141,214	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	465,672	-	415,262	140,220
3104 State Timber	300,000	323,858	36,142	360,000	(60,000)	300,000	455,858
Total SSF Funding	42,929,682	21,556,985	21,451,184	43,008,168	(86,423)	37,526,503	39,937,495
Total SSF Revenue	\$ 42,929,682	\$ 21,556,985	\$ 21,451,184	\$ 43,008,168	\$ (86,423)	\$ 37,526,503	39,937,495
Non State School Support Formula Sources							
Local Sources							
1510 Earnings on Investments	450,000	244,979	205,021	450,000	-	300,000	550,732
1710 Admissions/Fees	10,000	5,303	4,697	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	768,174	764,618	1,532,792	3,004	1,314,999	1,418,175
1960 Recovery of Prior Year Expenditures		7,826		7,826	(7,826)		303
1980 Indirect Fees		-					54,054
1990 Miscellaneous Local Revenue	38,388	12,852	25,536	38,388	-	40,000	34,724
1991 Miscellaneous ERATE	6,500	6,221	279	6,500	-	6,500	11,757
Total Non Formula Local Sources	2,059,684	1,045,356	1,015,936	2,061,292		1,701,499	2,097,689
Intermediate Sources							
2102 ESD Apportionment	288,000	-	288,000	288,000	-	200,000	372,575
2199 - Other Inter. Sources (HERT)	500	265		265	235		985
2800 Revenue in Lieu of Taxes	500	-	-	-	500	500	-
Total Intermediate Sources	289,000	265	288,000	288,000	500	200,500	373,560
State/Federal Sources							
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
Total State/Federal Sources	7,500	-	-	-	-	-	22,682
Other Sources							
5400 Beginning Fund Balance*	5,226,881	-	5,468,335	5,468,335	(241,454)	5,100,000	5,109,577
Total Other Sources	5,226,881	-	5,468,335	5,468,335	(241,454)	5,100,000	5,109,577
Total Non SSF Revenue	\$ 7,583,065	\$ 1,045,620	7,188,871	\$ 7,817,627	\$ (240,954)	\$ 7,001,999	7,603,508
Total Resources	\$ 50,512,747	\$ 22,602,605	\$ 34,108,389	\$ 50,825,795	\$ (327,377)	\$ 44,558,502	\$ 47,541,003
				\$ 45,561,589			
				\$ 5,264,206			
				\$ 1,881,338			
				\$ 3,382,868			

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 11/30/2025	Projected through 6/30/2025	Total Estimated 2025-26	(Over)/ Under Budget	% Committed	Budget 2024-25	Actual YTD Exp. 6/30/2025
Instruction								
1111 Elementary, K-5 or K-6	1,853,942	417,313	1,196,029	1,613,342	240,600	87.02%	1,656,791	1,441,777
1121 Middle/Junior High Programs	858,829	198,686	539,087	737,774	121,055	85.90%	806,930	666,743
1122 Middle/Junior High School Extracurricular	101,947	12,021	41,086	53,106	48,841	52.09%	103,118	53,716
1131 High School Programs	1,405,712	343,862	949,590	1,293,452	112,260	92.01%	1,251,124	1,151,209
1132 High School Extracurricular	395,609	137,842	224,280	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	761	2,647	3,408	3,321	50.65%	6,388	3,236
1220 Restrictive Pgms for Students w/Disabilities	750,378	160,031	577,174	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	111,049	389,125	500,173	29,818	94.37%	400,919	378,363
1271 Remediation	21,304	166	14,886	15,052	6,252	70.65%	29,133	20,583
1283 District Alternative Programs	30,800	4,872	9,663	14,535	16,265	47.19%	22,800	10,760
1288 Charter School Payments	36,325,251	16,804,356	17,524,703	34,329,059	1,996,192	94.50%	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
Total Instruction	\$ 42,341,440	\$ 18,191,025	\$ 21,509,638	\$ 39,700,662	\$ 2,640,778		\$ 37,207,518	36,717,874
Support Services								
2112 Attendance Services	-	0.00	-	-	-	-	32,144	0.00
2120 Guidance Services	252,735	77,871.10	248,379	326,250	(73,515)	129.09%	230,218	120,103.22
2139 Health Servcies	3,100	13,307	259	13,566	(10,466)	437.61%	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	72,977	124,454	197,431	4,029	98.00%	107,110	120,659
2222 Library/Media Center	111,191	14,171	86,886	101,058	10,133	90.89%	106,073	96,406
2230 Assessment and Testing	9,100	3,026	-	3,026	6,074	33.26%	9,100	-
2240 Staff Development	63,447	498	45,001	45,499	17,948	71.71%	56,893	40,799
2310 Board of Education	101,500	29,116	59,998	89,115	12,385	87.80%	97,000	85,164
2321 Office of the Superintendent Services	486,416	193,402	274,524	467,926	18,490	96.20%	436,732	420,131
2410 Office of the Principal Services	607,208	309,510	477,793	787,303	(180,095)	129.66%	551,882	546,328
2520 Fiscal Services	274,045	124,526	151,826	276,352	(2,307)	100.84%	221,986	223,855
2542 Care and Upkeep of Building Services	1,532,994	726,622	506,484	1,233,106	299,888	80.44%	1,458,502	1,173,186
2543 Care and Upkeep of Grounds Services	196,061	50,981	85,420	136,401	59,660	69.57%	161,582	112,413
2544 Maintenance	-	-	-	-	-	0.00%	9,786	-
2550 Student Transportation Services	805,845	262,220	374,680	636,900	168,945	0.00%	781,867	525,333
2574 Printing, Publishing and Duplicating Services	48,250	22,215	19,786	42,001	6,249	87.05%	46,250	40,260
2649 Other Staff Services	5,200	1,301	-	1,301	3,899	25.02%	5,200	1,240
2669 Other Support Services-Central	330,707	164,674	132,925	297,599	33,108	89.99%	282,678	306,904
Total Support Services	\$ 5,067,559	\$ 2,066,418	\$ 2,588,415	\$ 4,654,832	\$ 412,727		\$ 4,626,439	\$ 3,842,427
Community Services								
3100 Food Service	55,110	9,289	29,806	39,095	-	-	53,240	23,986
Total Community Services	\$ 55,110	\$ 9,289	\$ 29,806	\$ 39,095	\$ -	\$ -	\$ 53,240	\$ 23,986
Other Requirements								
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	-
Total Other Requirements	\$ 3,048,338	\$ -	\$ 1,167,000	\$ 1,167,000	\$ 1,881,338		\$ 2,671,305	\$ 1,105,856
Total Requirements	\$ 50,512,447	\$ 20,266,731	\$ 25,294,859	\$ 45,561,589	\$ 4,934,842		\$ 44,558,502	\$ 41,690,143

Santiam Canyon School District 129J

Appropriations: Budget Vs. Actual

For the Fiscal Year 2025-2026

General Fund (100)	Appropriations	YTD	Encumbrances	Totals	Resolutions	(Over)/Under Budget
1000 Instruction	\$ 42,341,440	\$ 18,191,025	\$ 20,372,092	\$ 38,563,117		\$ 3,778,323
2000 Support Services	\$ 5,067,559	\$ 2,066,418	\$ 2,286,054	\$ 4,352,472		\$ 715,087
3000 Community Services	\$ 55,110	\$ 9,289	\$ 29,806	\$ 39,095		\$ 16,015
5200 Transfers	\$ 1,167,000	\$ -	\$ -	\$ -		\$ 1,167,000
6000 Contingency	\$ 1,281,338	\$ -	\$ -	\$ -		\$ 1,281,338
Sub Total	\$ 49,912,447	\$ 20,266,731	\$ 22,687,953	\$ 42,954,683		\$ 6,957,764
Special Revenue Funds						
1000 Instruction	\$ 3,349,972	\$ 456,004	\$ 1,144,301	\$ 1,600,305		\$ 1,749,667
2000 Support Services	\$ 1,455,488	\$ 94,765	\$ 100,659	\$ 195,424		\$ 1,260,064
3000 Community Services	\$ 753,427	\$ 179,851	\$ 272,064	\$ 451,915		\$ 301,512
4000 Facility Acquisition	\$ 250,000	\$ -	\$ -	\$ -		\$ 250,000
5100 Debt Service	\$ 34,487	\$ 6,855	\$ 8,305	\$ 15,160		\$ 19,327
6000 Contingency	\$ 750,000	\$ -	\$ -	\$ -		\$ 750,000
Sub Total	\$ 6,593,374	\$ 737,475	\$ 1,525,329	\$ 2,262,804		\$ 4,330,570
PERS Bond Debt Service (302, 303, 304)						
2000 Support Services	\$ 20	\$ 0	\$ -	\$ 0		\$ 20
5100 Debt Service	\$ 1,685,267	\$ 413,924	\$ -	\$ 413,924		\$ 1,271,343
6000 Contingency	\$ 339,386	\$ -	\$ -	\$ -		\$ 339,386
Sub Total	\$ 2,024,673	\$ 413,924	\$ -	\$ 413,924		\$ 1,610,749
Facilities (400)						
4000 Facilities Acquisition	\$ 2,500,000	\$ 11,677	\$ -	\$ 11,677		\$ 2,488,323
6000 Contingency	\$ 250,000	\$ -	\$ -	\$ -		\$ 250,000
Sub Total	\$ 2,750,000	\$ 11,677	\$ -	\$ 11,677		\$ 2,738,323
Total Appropriations	\$ 61,280,494	\$ 21,429,807	\$ 24,213,282	\$ 45,643,089		\$ 15,637,405
Total Unappropriated	\$ 1,559,124	\$ -	\$ -	\$ -		\$ 1,559,124
TOTAL	\$ 62,839,618	\$ 21,429,807	\$ 24,213,282	\$ 45,643,089		\$ 17,196,529



Santiam Canyon School District 129J

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

Krista Nieraeth, Superintendent
Nichole Cooper, Business Manager
Lindsay Sloan, AP & Payroll
Lisa Follis, District Secretary

Santiam Canyon School District Board Report December 2025

1. STAND TOGETHER- We celebrate our strengths and differences

a. STAFFING UPDATES

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

b. STATE REPORT CARDS

District and School Report Cards were released by the state in November. Some highlights from the reports cards include our 3rd grade proficiency rate is higher than the Oregon average, SJSHS' on time graduation rate is higher than the Oregon average, SES and SJSHS's class sizes are smaller than the Oregon average, and SJSHS's on-track to graduate is higher than the Oregon average.

There is still work to be done, and I will be working with our administration to review systems and data to help drive instruction, connect with families and communities to help identify barriers that are hindering student growth and progress, and leverage resources to ensure that students and staff are supported.

2. FIND YOUR PATH- We prepare for the future

a. DECEMBER REVENUE FORECAST SUMMARY AND LEGISLATIVE UPDATES

The December State Revenue Forecast was released shortly before Thanksgiving. Although revenues increased by approximately \$320 million compared to the previous forecast, the state is still anticipating a budget shortfall of roughly \$600 million. At this time, no immediate budget cuts have been announced. The Legislature is expected to consider any necessary budget rebalancing during the 2026 short session, which begins on February 2. An updated Revenue Forecast will be released on February 4, and that forecast will guide budget decisions during the session.

The district is closely monitoring these developments, as well as the actions of the Legislature. I will be working with COSA to advocate against reductions to K–12 funding. The state maintains an Education Stability Fund designed to prevent and mitigate cuts to K–12 budgets. This fund is structured to be used sustainably and has a permanent revenue stream to support ongoing replenishment. Oregon's Education Stability Fund is projected to have more than \$1.25 billion

available for the Governor and Legislature to utilize to protect school funding during the 2025–27 biennium.

Our district’s budget remains stable, and we are well positioned to absorb a decrease in state funding through our existing reserves for the upcoming few years. However, I encourage the Board to continue prioritizing long-term financial planning, including consideration of how the district’s fiscal outlook may evolve over the next 5, 10, 15, or even 20 years. While our current financial position is strong and provides confidence for the foreseeable future, it is essential that we remain proactive in our planning to ensure the district’s continued stability, sustainability, and ability to meet the needs of our students and community well into the future.

b. **SB 141 – 2025 EDUCATION ACCOUNTABILITY ACT**

This bill was passed during the 2025 Legislative Session with the purpose of establishing a statewide accountability system.

The bill outlines eight metrics on which each school district will be evaluated:

- On-Time Graduation Rate
- Five-Year High School Completion Rate
- Ninth-Grade On-Track Rate
- Eighth-Grade Math Proficiency Rate
- Third-Grade Reading Proficiency Rate
- K–12 Regular Attendance Rate
- K–2 Regular Attendance Rate
- One local metric selected from a state-approved list

The Oregon Department of Education (ODE) will establish district targets based on comparable school districts and will disaggregate results for focal student populations. ODE will collaborate with each district to develop performance growth targets. Additionally, the State Board of Education will set statewide targets for all metrics.

The bill also requires districts to administer an interim assessment in reading and math to all students in grades K–8 three times per year. Districts must present the results of these assessments to their School Board and community.

If a district does not demonstrate adequate progress toward its targets after two years, ODE will partner with the district to support improvement through professional development and collaboration. After three years of insufficient progress, ODE will provide intensive coaching. After four years, ODE will continue providing intensive coaching and may also direct up to 100% of the district’s Student Investment Account (SIA) grant funding and up to 25% of the district’s State School Fund (SSF) allocation.

The intent of this legislation is to strengthen accountability through increased financial transparency, improved access to data via aligned reporting systems, and expanded supports to ensure all students experience meaningful academic growth.

Currently, the district is awaiting the State Board of Education’s adoption of the approved list of interim assessments that may be used to meet the requirements of this bill. This list is expected to

Santiam Canyon School District does not discriminate on the basis of race, religion, color, national origin, disability, marital status, sexual orientation, sex or age in providing or access to benefits of education services, activities and programs in accordance with Title VI, Title VII, Title IX and other civil rights or discrimination issues; Section 504 of the Rehabilitation Act of 1973, as amended; and the American with Disabilities Act.

The following has been designated to coordinate compliance with these legal requirements and may be contacted at the Santiam Canyon School District office for additional information and/or compliance issues; Title II Coordinator, Title IX Coordinator and Section 504 Coordinator: Director of Special Programs, 150 SW Evergreen St./PO Box 197, Mill City, OR 97360, (503) 897-2321

be finalized in January 2025. Once it is released, I will work with district and school administration to select an appropriate assessment and begin planning for implementation, which will take effect in August 2026.

c. STRATEGIC PLAN

Through the district's work with Inflexion, a Strategic Plan was developed during the 2023–2024 school year. This plan was created alongside the district's maxims, and I have included the maxims report for reference. I encourage the board to review the Strategic Plan and determine whether to move forward with it as written or consider revisions.

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

a. ATTENDANCE

Beginning with this month's board packet, the board will receive updates on the regular attendance rate by grade level in SCSD. The state defines "regular attendance" as attending more than 90% of enrolled school days. For a student enrolled for the full year, this means they may miss up to 15 days and still be considered a regular attender.

Attached is the disaggregated attendance data for this school year through 12/9/25. I will be working with the District Culture Committee and district administration to analyze this data, identify the factors contributing to chronic absenteeism, and develop systems to better support students and families in attending school consistently, as well as celebrate our students and families who are regular attenders. It is also essential that the district partners with families and the broader community to communicate the importance of regular attendance.

b. DISTRICT AND SCHOOL FACILITIES / TRANSPORTATION UPDATE:

As of December 1, district staff have completed 35 of the 39 recommendations identified by PACE during the insurance walkthrough. We will continue to address the remaining four items as soon as weather conditions allow. I would like to extend my appreciation to Lindsay Sloan and Lisa Follis for their leadership on this work, as well as to the safety committee for their ongoing efforts to ensure we maintain a safe environment for our staff, students, and community.

During the recent rainstorm, we experienced a few facility-related issues, including drainage concerns at SJSHS and a leaking roof at the Switchback House. We are collaborating with Hart Landscaping to mitigate the drainage problem and have engaged Jose Garcia Construction to place a protective tarp over the Switchback House roof until conditions are suitable for permanent repairs.

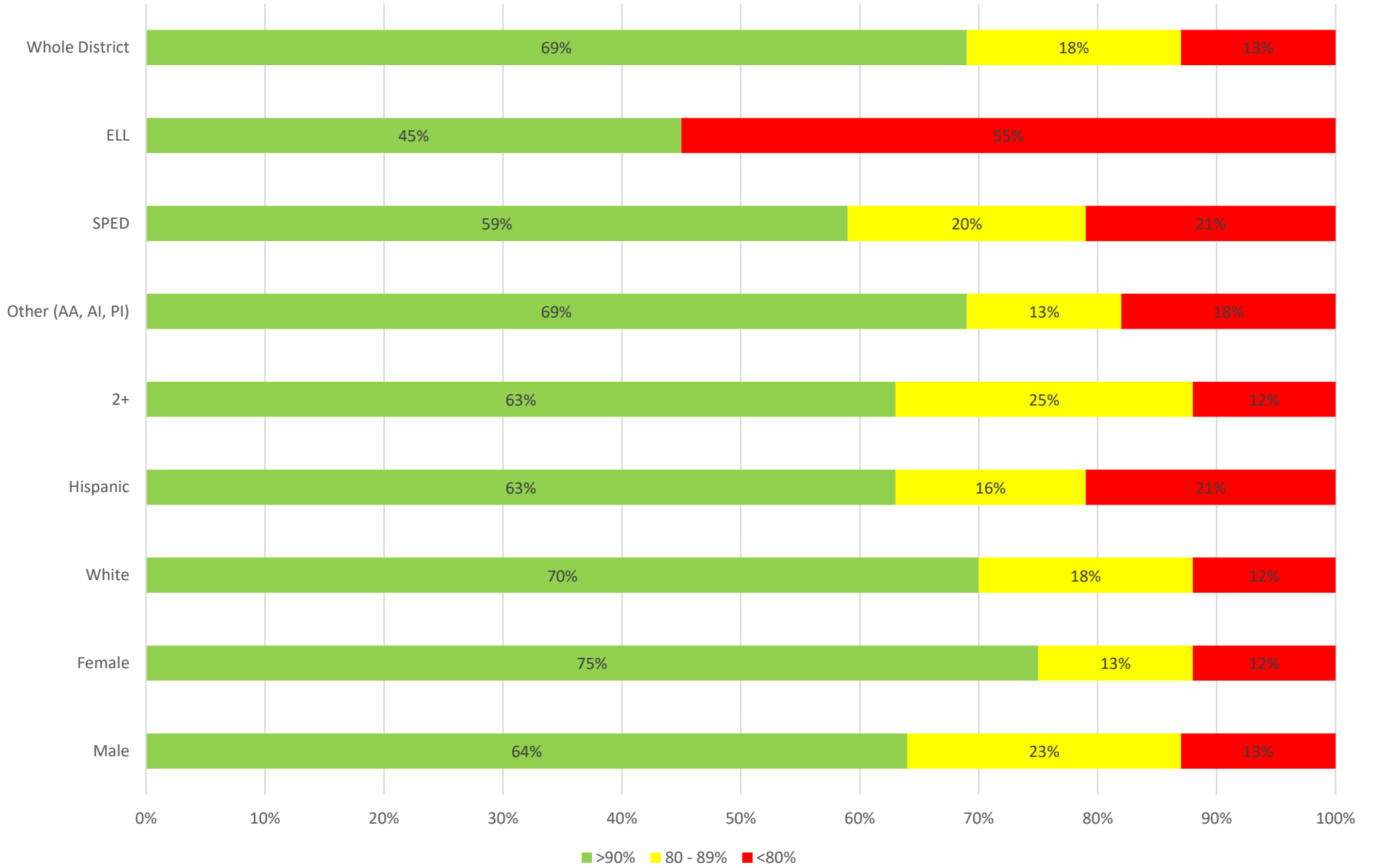
Over the break, Northside Electric will begin replacing the remaining fluorescent ballasts with LED ballasts to ensure the district is in full compliance with the law taking effect in 2030. By completing this work now, we anticipate qualifying for state reimbursement for both labor and materials. The upgrades will take place in the Main Gym building and the cafeteria/kitchen building. The door that leads out from the back of the cafeteria will also be replaced over the break or in January. The door frame is currently rusting, making it hard to open that door for staff.

In addition, we are scheduling the cleaning of all kitchen hoods in both cafeterias, and the fire suppression system in the main cafeteria will be replaced during the break. Completing this work will allow us to safely resume use of the griddle for food service.

Santiam Canyon School District does not discriminate on the basis of race, religion, color, national origin, disability, marital status, sexual orientation, sex or age in providing or access to benefits of education services, activities and programs in accordance with Title VI, Title VII, Title IX and other civil rights or discrimination issues; Section 504 of the Rehabilitation Act of 1973, as amended; and the American with Disabilities Act.

The following has been designated to coordinate compliance with these legal requirements and may be contacted at the Santiam Canyon School District office for additional information and/or compliance issues; Title II Coordinator, Title IX Coordinator and Section 504 Coordinator: Director of Special Programs, 150 SW Evergreen St./PO Box 197, Mill City, OR 97360, (503) 897-2321

Disaggregated Attendance Data thru 12/9/25





Strategic Plan

Santiam Canyon School District will inspire students to stand together, find their path and never give up. We will instill students with the character, skills and knowledge required to find their path of success and purpose in this ever changing world.

<p>STAND TOGETHER <i>WE CELEBRATE OUR STRENGTHS AND DIFFERENCES</i></p>	<p><u>Metrics and Reporting</u></p> <ul style="list-style-type: none">• Student attendance rates and trends (quarterly)• Student behavior tracking and response strategies• 9th grade on-track status (quarterly)• Staff satisfaction survey results (annually)• Parent survey and parent engagement statistics (annually)
<p>STUDENT OUTCOME All students will successfully progress through our pre-K to high school system.</p>	<p><u>Metrics and Reporting</u></p> <ul style="list-style-type: none">• K-5 interim reading assessment data (triannually)• State assessment results and trends (annually)• Student engagement survey (biannually)• Staffing and programming assessment (annually)• College and career visitations report (biannually)
<p>FIND YOUR PATH <i>WE PREPARE FOR THE FUTURE</i></p>	<p><u>Metrics and Reporting</u></p> <ul style="list-style-type: none">• graduation and dropout rate analysis (biannually)• Dropout rate analysis (biannually)• Post-secondary survey (annual)• District budget and forecast (monthly)• Facilities assessments and planning (annual)
<p>NEVER GIVE UP <i>WE PUSH THROUGH TO REACH OUR GOALS</i></p>	

PROPOSED MAXIMS REPORT



inflexion
decisions that drive student readiness

Santiam Canyon School District

INTRO

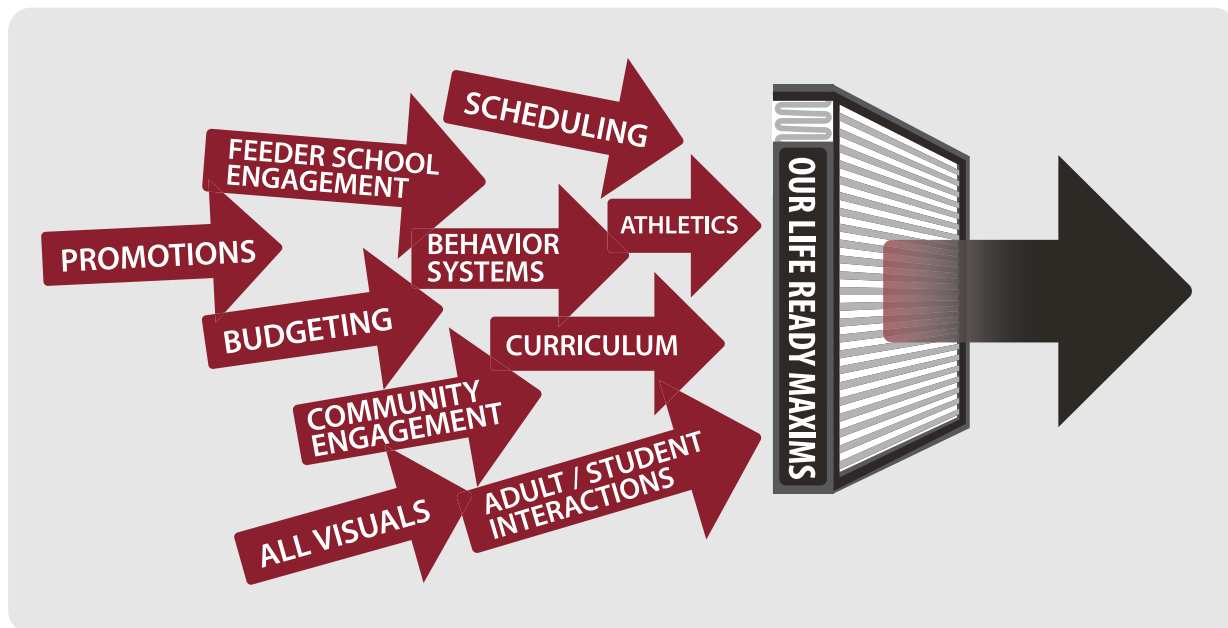
We've discovered that the more clearly a cultural identity is defined, the more accurately it is embedded in the everyday workings of a school system. Just as the foundation of the school buildings serves as a support to everything above ground, a strong identity sets the tone for everything that comes after. Resetting established foundations can sometimes be a painful and challenging process. However, working through these challenges and building from the strengths the community has identified can produce amazing results.

Prepared by Inflexion. Revised November 6, 2019.

WHAT ARE LIFE READY MAXIMS?

Life Ready Maxims are statements that act as a school’s core drivers to equip and empower every student to pursue their passions, interests, and aspirations. They are used to both highlight areas of strength already within a school and as aspirational statements to reinforce the promises your school makes to the community. Maxims should be displayed widely and built into the daily curriculum, as a whole or in part, to familiarize students and staff with them and embed them into the school culture.

YOUR MAXIMS WILL SERVE AS A FILTER THROUGH WHICH **EVERYTHING** ELSE MUST PASS.



Decisions such as hiring practices, engaging community members and families, strategic plans for individual schools or the district, behavioral procedures, curriculum design, or even designing and building a school from the ground up should all be informed by the maxims. Schools with a clear understanding of how they want to equip their students for the future are able to quickly weed out distractions and stay aligned with their overall vision - what we want to become true for students.

As you look through the following values statements, or maxims, keep in mind that these were developed by combining information gleaned from:

- conversations with Superintendent Todd Miller;
- listening sessions with students, families, community members, and staff;
- Inflexion consultants' experiences with other schools.

With that in mind, we developed these **maxims** to be used strategically throughout the district. These maxims highlight the areas of hidden strength already within the Santiam Canyon community. They can be used as aspirational statements to reinforce the promises Santiam Canyon makes to the community. **While these statements will be important to reinforce for students, they are written in a way that allows all stakeholders in the Santiam Canyon community (students, staff, families, business leaders, etc.) to embrace them as their own.** Too many times, we've seen schools set a vision or outcomes that are only for the students. This can produce an "us versus them" mentality that can cause division within the learning community. When the maxims apply to **everyone** in the community, there is a higher probability they will be used every period, every day.

THE LIFE READY MAXIMS APPLY TO **EVERYONE** IN THE SANTIAM CANYON COMMUNITY

As an example, using the proposed maxims, imagine a school where a custodian or cafeteria worker sees themselves as fully part of the community and understands the importance of building strong relationships with others. Or teachers who see the importance of consistent self evaluation, improving what they do in the classroom each day. Or a community volunteer who steps in with a creative solution to an ongoing challenge, because it's been communicated that the school values collaboration and innovation.

Articulating a clear and compelling identity that reflects the school community can transform the day-to-day experience for students. It allows them to engage in instruction, programs, and co/extra-curricular opportunities aligned with the skills they need to be ready for life after high school. Developing a strong foundation using this work will be an anchor for ensuring that all students are being served well.

PROPOSED LIFE READY MAXIMS

What are the core drivers that equip and empower every student to pursue their passion, interests, and aspirations?

Display visuals of the following maxims widely, as a whole or in part, to familiarize the community with them and embed them into your culture. Build them into the daily curriculum to deepen their impact on the cultural identity.

STAND TOGETHER
WE CELEBRATE OUR STRENGTHS AND DIFFERENCES

FIND YOUR PATH
WE PREPARE FOR THE FUTURE

NEVER GIVE UP
WE PUSH THROUGH TO REACH OUR GOALS

SANTIAM CANYON SCHOOL DISTRICT 

STAND TOGETHER • FIND YOUR PATH • NEVER GIVE UP



CONNECTING THE MAXIMS TO THE FOUR KEYS

Santiam Canyon strives to develop specific outcomes and expectations in all students which is why we've built them into the Maxims. This diagram illustrates how these connect to the Four Keys for College and Career Readiness.

WHAT ARE THE FOUR KEYS TO COLLEGE AND CAREER READINESS?

The Four Keys is a research-based framework that describes a holistic approach to student readiness. In its simplest form, we refer to the Four Keys as Think, Know, Act, and Go. In other words, students ready to be lifelong learners have the ability to...

THINK deeply about what they are doing;

KNOW contextually why they learn;

ACT purposefully to achieve their goals; and

GO successfully through life's transitions.

WHAT'S NEXT?

Once maxims are finalized, schools use them to establish the necessary, but often missing, anchor points to ensure that their schoolwide structures and learning practices are aligned. In order to fully embed maxims and use them to transform the student experience, we suggest schools engage in a multiyear process that includes the following activities:

- **Align approaches to learning, including supports, to a shared definition of readiness.** Once maxims are established they need to be used every period, every day in order to bring coherence to all that schools do to support their students. We help teams look critically at instructional efforts and student supports, suggest resources, and provide examples of how other schools are using their maxims to do this.
- **Analyze the coherence of existing systems and structures.** Once maxims are integrated into the daily approaches to learning we will work with teams to conduct a coherence audit of key school systems and structures.
- **Develop a multiyear plan for coherence.** Based on the coherence audit we will work with teams as they develop an ambitious, yet feasible, plan for increasing alignment and coherence over time.
- **Develop a system for monitoring and adjusting coherence, alignment, and communication strategies.** Imagine us as the Fitbit® for complex systems change. We help monitor progress over time with the objective of keeping the goals clearly in mind, while still juggling the demands of the day-to-day.



inflexion
decisions that drive student readiness

Inflexion is a nonprofit consulting group that helps educators better prepare students for life.

We give districts and schools a new way to look at themselves — with all their complexity and culture — to find ways to create a learning community with the best systems and supports to ensure all students graduate ready for college, career, and life.

www.inflexion.org



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	82	100	103	106	0	0	0	0	0	0	90	105	112	116	115	115	112	115	116	115
1st	116	121	123	125	0	0	0	0	0	0	104	109	111	112	113	122	122	125	123	123
2nd	120	126	125	130	0	0	0	0	0	0	133	135	140	143	140	139	138	141	142	141
3rd	146	151	153	154	0	0	0	0	0	0	150	163	168	165	161	166	176	180	187	188
4th	185	189	191	199	0	0	0	0	0	0	145	157	166	167	170	170	169	167	177	178
5th	164	170	177	191	0	0	0	0	0	0	178	190	195	197	196	208	209	216	227	226
6th	199	203	214	220	0	0	0	0	0	0	190	209	219	235	240	262	265	274	290	290
7th	267	266	284	303	0	0	0	0	0	0	244	267	277	294	302	327	338	355	366	370
8th	328	336	355	359	0	0	0	0	0	0	268	299	314	327	330	349	367	381	386	385
9th	290	305	313	323	0	0	0	0	0	0	252	277	296	313	325	345	360	371	381	375
10th	333	361	371	379	0	0	0	0	0	0	295	323	356	369	375	393	411	424	430	426
11th	380	389	406	419	0	0	0	0	0	0	331	346	364	382	383	409	425	440	444	438
12th	383	389	392	398	0	0	0	0	0	0	320	333	341	353	353	344	346	347	345	342
Total ADM	2993	3106	3207	3306	0	0	0	0	0	0	2700	2913	3059	3173	3203	3349	3438	3536	3614	3597

ENROLLMENT

Grade	In building/ORCA	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
As of 9/1/24	In building	37	37	37	48	41	48	53	51	46	44	41	40	42	565
As of 9/1/24	ORCA	53	67	96	102	104	130	137	193	222	208	254	291	278	2135
As of 9/1/24	TOTAL	90	104	133	150	145	178	190	244	268	252	295	331	320	2700

As of 10/1/24	In building	36	37	37	49	42	48	52	49	46	44	39	37	41	557
As of 10/1/24	ORCA	69	72	98	114	115	142	157	218	253	233	284	309	292	2356
As of 10/1/24	TOTAL	105	109	135	163	157	190	209	267	299	277	323	346	333	2913

As of 11/1/24	In building	37	38	36	51	43	49	52	49	46	44	38	37	41	561
As of 11/1/24	ORCA	75	73	104	117	123	146	167	228	268	252	318	327	300	2498
As of 11/1/24	TOTAL	112	111	140	168	166	195	219	277	314	296	356	364	341	3059

As of 12/1/24	In building	38	38	36	52	43	48	52	49	46	47	39	37	41	566
As of 12/1/24	ORCA	78	74	107	113	124	149	183	245	281	266	330	345	312	2607
As of 12/1/24	TOTAL	116	112	143	165	167	197	235	294	327	313	369	382	353	3173

As of 1/1/25	In building	39	38	36	52	44	46	51	49	47	48	36	36	40	562
As of 1/1/25	ORCA	76	75	104	109	126	150	189	253	283	277	339	347	313	2641
As of 1/1/25	TOTAL	115	113	140	161	170	196	240	302	330	325	375	383	353	3203

As of 2/1/25	In building	38	39	35	51	45	48	53	49	48	40	35	38	40	559
As of 2/1/25	ORCA	77	83	104	115	125	160	209	278	301	305	358	371	304	2790
As of 2/1/25	TOTAL	115	122	139	166	170	208	262	327	349	345	393	409	344	3349

As of 3/1/25	In building	35	37	34	50	43	51	53	49	48	40	37	39	40	556
As of 3/1/25	ORCA	77	85	104	126	126	158	212	289	319	320	374	386	306	2882
As of 3/1/25	TOTAL	112	122	138	176	169	209	265	338	367	360	411	425	346	3438

As of 4/1/25	In building	35	38	33	51	42	51	53	52	49	38	38	39	40	559
As of 4/1/25	ORCA	80	87	108	129	125	165	221	303	332	333	386	401	307	2977
As of 4/1/25	TOTAL	115	125	141	180	167	216	274	355	381	371	424	440	347	3536

As of 5/1/25	In building	34	38	33	51	41	49	51	51	48	39	38	38	40	551
As of 5/1/25	ORCA	82	85	109	136	136	178	239	315	338	342	392	406	305	3063
As of 5/1/25	TOTAL	116	123	142	187	177	227	290	366	386	381	430	444	345	3614

As of 6/1/25	In building	34	38	33	51	41	49	50	51	48	39	38	38	40	550
As of 6/1/25	ORCA	81	85	108	137	137	177	240	319	337	336	388	400	302	3047
As of 6/1/25	TOTAL	115	123	141	188	178	226	290	370	385	375	426	438	342	3597



Santiam Canyon School District 129J

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

Krista Nieraeth, Superintendent
Nichole Cooper, Business Manager
Lindsay Sloan, AP & Payroll
Lisa Follis, District Secretary

Board Recommendation Form

To: Santiam Canyon School District 129J Board of Directors

Prepared By: Krista Nieraeth, Superintendent

Date: December 16, 2025

Background: In reviewing district policies, it was noticed that many of our policies are at least 5 – 10 years old and warranted a review to either update or delete. I worked with OSBA to review our district policies and will be bringing policies to the board for adoption or deletion. At the November board meeting, I presented to the board 7 policies as a 1st read for the board to consider. The board was able to review the policies, had time to comment and ask clarifying questions. At the December meeting, I am presented the policies for a 2nd read, which leads to adoption.

Action Requested: To approve all policies as presented.

Motion Requested: “I motion to approve policies listed under Agenda Item 7.1 as presented.”

Santiam Canyon School District does not discriminate on the basis of race, religion, color, national origin, disability, marital status, sexual orientation, sex or age in providing or access to benefits of education services, activities and programs in accordance with Title VI, Title VII, Title IX and other civil rights or discrimination issues; Section 504 of the Rehabilitation Act of 1973, as amended; and the American with Disabilities Act.

The following has been designated to coordinate compliance with these legal requirements and may be contacted at the Santiam Canyon School District office for additional information and/or compliance issues: Title II Coordinator, Title IX Coordinator and Section 504 Coordinator: Director of Special Programs, 150 SW Evergreen St./PO Box 197, Mill City, OR 97360, (503) 897-2321

Santiam Canyon School District 129

Code: BBB
Adopted: 5/06/10
Readopted: 2/11/15
Orig. Code: 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. All positions shall be at-large.

2. 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, No. 4 and No. 5.¹ 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:

Position No. 1: Spring 2017, and every four years thereafter;
Position No. 2: Spring 2017, and every four years thereafter;
Position No. 3: Spring 2017, and every four years thereafter;
Position No. 4: Spring 2015, and every four years thereafter;
Position No. 5: Spring 2015, and every four years thereafter.

END OF POLICY

Legal Reference(s):

[ORS 249.013](#)
[ORS 255.235](#)
[ORS 255.245](#)
[ORS 332.011](#)
[ORS 332.018](#)
[ORS 332.118 - 332.138](#)

¹ Prior to the vote taken on September 10, 2025, the district was zoned, with Zone 1 having four positions and Zone 2 having one position. With the change to at-large positions, Zone 1 positions retained their position number and Zone 2 Position 1 became Position 5.

2nd Read

Santiam Canyon School District 129

Code: BBBA
Adopted: 12/01/05
Readopted: 2/11/15
Orig. Code: BBBA

Board Member Qualifications

A person is eligible to serve as a Board member if they are 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.

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

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: BBD
Adopted: 11/04/99
Readopted: 2/11/15
Orig. Code: BBD

Board Member Removal from Office

The Board shall declare the office of a director vacant upon any of the following:

1. The death or resignation of an incumbent;
2. When an incumbent ceases to be a resident of the district;
3. When an incumbent ceases to discharge the duties of office for two consecutive months unless prevented by sickness or unavoidable cause;
4. When an incumbent ceases to discharge the duties of office for four consecutive months for any reason;
5. When an incumbent is removed from office or their election is declared void by judgement of a court;
6. When an incumbent has been recalled from office by district voters.

Vacancies will be filled through appointment by the Board unless a majority of the positions are vacant at the same time. In that case, vacancies will be filled by the Linn-Benton-Lincoln Education Service District.

END OF POLICY

Legal Reference(s):

[ORS 249.865 - 249.877](#)

[ORS 332.030](#)

[ORS 408.240](#)

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: 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..

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

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

OSBA Model Sample Policy

Code: DN
Adopted:

Disposal of District Property

The Board may, at any time, declare district property as surplus and authorize its disposal when such property is no longer useful to the district, unsuitable for use, too costly to repair or obsolete.

If reasonable attempts to dispose of surplus properties fail to produce a monetary return to the district, the Board may dispose of them in another manner.

If the district property was purchased with state, federal or private grant funds disposal of the property shall be made as outlined in the grant or by state or federal regulations.

END OF POLICY

Legal Reference(s):

[ORS 279B.055](#)

[ORS Chapters 279A, 279B and 279C](#)

[ORS 332.155](#)

EDUCATION, TITLE 34 C.F.R. PART 80 § 80.32(e)

OSBA Model Sample Policy

Code: IICA
Adopted:

Field Trips and Special Events**

The district recognizes the value of special activities to the total school program. Further, students need to be allowed to participate in and profit from carefully planned learning experiences which fall outside the normal school program/day.

Field trips and other curricular/cocurricular activities involving travel may be authorized by the superintendent or designee when such trips or activities contribute to the achievement of desirable educational/social/cultural goals.

In planning and authorizing such trips, primary consideration will be given to educational values derived, the safety and welfare of students involved, and the selection of appropriate adult supervision, either from within the school staff or from the parent and community volunteer pool.

Written parental permission must be obtained for each trip. The signed form showing parental approval and acknowledgment of student conduct guidelines will be maintained on file for a period of one year.

The administration will develop rules to ensure both students and adult supervisors are acquainted with the standards for conduct while representing the district. Such rules will reinforce district policy in areas such as alcohol, tobacco and unlawful drug use, procedure to be used in cases of illness or accident, and methods for communicating with administrators/parents in discipline and emergency situations.

All out-of-state must have prior Board approval. Such approval is predicated on an acceptable plan for travel arrangements, parental involvement, orientation of students and supervisors and support of the appropriate administrator(s).

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 336.014](#)

[ORS 339.155](#)
[ORS 339.240](#) to [-339.250](#)

Santiam Canyon School District 129

Code: **IICAA**
Adopted: 9/02/99
Readopted: 7/08/15
Orig. Code(s): IICAA

Trips

The district recognizes trips as an extension of the school experience. District-sponsored trips may be authorized.

In-state trips, including overnight trips that are within the state, require approval by the principal. Requests for out-of-state or foreign travel shall be submitted to the superintendent and the Board for approval. Such approval is predicated on an acceptable plan for travel arrangements, parental involvement, orientation of students and supervisors and support of the appropriate administrator(s).

Students participating in trips will be subject to the student code of conduct. Violations will result in appropriate disciplinary action and may include referral to law enforcement.

Private groups and organizations may be permitted to use district facilities and equipment during non-school time to promote trips on the same basis as facilities and equipment are provided to others.

Advertising, including the distribution of materials, will be allowed during the school day.

Private groups and organizations may not use the district name in any way to promote their activities.

The superintendent will develop regulations for district-sponsored trips, including the approval process, procedures to be used in case of accident or illness and student conduct violations.

END OF POLICY

Legal Reference(s):

[ORS 332.105](#)

[ORS 332.107](#)

[ORS 336.014](#)

[ORS 339.155](#)

[OAR 581-022-1020](#)



Santiam Canyon School District 129J

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

Krista Nieraeth, Superintendent
Nichole Cooper, Business Manager
Lindsay Sloan, AP & Payroll
Lisa Follis, District Secretary

Board Recommendation Form

To: Santiam Canyon School District 129J Board of Directors

Prepared By: Krista Nieraeth, Superintendent

Date: December 16, 2025

Background: The Student Investment Account (SIA), created by the Oregon Legislature in 2019 through the Student Success Act (HB 3427), provides funding to improve student achievement and reduce opportunity gaps for historically underserved student groups. The amount allocated to SCSD for the biennium is listed on page 2 of the grant agreement. Because the SIA is funded through the Corporate Activity Tax (CAT), annual revenue levels may fluctuate; therefore, SCSD's funding amount may increase or decrease depending on CAT collections.

In the previous biennium (2023–25), the district worked with ODE to establish Longitudinal Performance Growth Targets (LPGTs) (found on p. 23 of the grant agreement) for both overall student populations and historically underserved groups. These metrics help determine whether SIA funds are contributing to closing achievement gaps. With the passage of SB 141 in the 2025 legislative session, ODE will again collaborate with districts to set and monitor LPGTs for the same measures, with the addition of K–2 Regular Attendance Rate. District performance will also be compared to similar districts in ODE-defined groups. SCSD will work with ODE this spring to reset the LPGTs.

Legislation requires that the school board receive the SIA grant agreement, provide an opportunity for public comment, and vote on whether to accept the agreement. After approval, the superintendent must submit the signed grant agreement along with board minutes documenting the board's approval.

Action Requested: To approve the grant agreement as presented.

Motion Requested: "I motion to approve the SIA grant agreement for the 2025 – 27 biennium as presented."

STATE OF OREGON GRANT AGREEMENT

“Student Success Act – Student Investment Account”

Grant No. **39295**

This Grant Agreement (“Grant”) is between the State of Oregon acting by and through its Department of Education (“Agency”) and **Santiam Canyon SD 129J** (“Grantee”), each a “Party” and, together, the “Parties”.

SECTION 1: AUTHORITY

Pursuant to the **Student Success Act**, codified at 2019 Oregon Laws Chapter 122, as amended from time to time (the “Act”), ORS 327.175 establishes the Student Investment Account, and subsection (4) provides that moneys in the Account are continuously appropriated to the Oregon Department of Education for the purpose of distributing grants under ORS 327.195.

In accordance with ORS 327.185, Student Investment Account grants may be awarded to eligible applicants: school districts, eligible charter schools, Youth Corrections Education Programs (YCEP), and Juvenile Detention Education Programs (JDEP).

SECTION 2: PURPOSE

The purpose of this grant is to provide funding to assist in meeting students’ mental and behavioral health needs, increase academic achievement, and reduce academic disparities for student populations identified in ORS 327.180(2)(b). These populations include , but are not limited to, economically disadvantaged students, students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are homeless, and students who are foster children, and any other student groups that have historically experienced academic disparities, as determined by the State Board of Education by rule.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained (“Executed Date”), this Grant is effective and has a Grant funding start date as of July 1, 2025 (“Effective Date”), and, unless extended or terminated earlier in accordance with its terms, will expire on September 30, 2027.

SECTION 4: GRANT MANAGERS

4.1 Agency’s Grant Manager is:

Torrie Higgins
 Office of Education Innovation & Improvement
 255 Capitol St NE
 Salem, OR 97310-0203
 Torrie.higgins@ode.oregon.gov

4.2 Grantee’s Grant Manager is:

Krista Nieraeth
 150 SW Evergreen St
 Mill City, OR 97360
 krista.nieraeth@santiam.k12.or.us

4.3 A Party may designate a new Grant Manager by written notice to the other Party.

SECTION 5: PROJECT ACTIVITIES

Grantee must perform the project activities set forth in Exhibit A (the “Project”), attached hereto and incorporated in this Grant by this reference, for the period beginning on the Effective Date and ending on the expiration date set forth in Section 3 (the “Performance Period”).

SECTION 6: GRANT FUNDS

In accordance with the terms and conditions of this Grant, Agency will provide the Grantee the following amounts (“Grant Funds”): the full 2025-27 biennial allocation and a projected Quarter 1 disbursement for the 2027-29 biennium.

Grant Period	Performance Period	Amount
2025-27 Total Biennial Allocation (TBA)	July 1, 2025 – June 30, 2027	\$1,800,576.41
Less: 2025–27 Q1 projected amount made available under Agreement number 34480 (the “Prior Grant Agreement.”)	July 1, 2025 – June 30, 2027	(\$255,195.20)
2025-26 Year 1 – Allocation - CURRENT	July 1, 2025 – June 30, 2027	\$627,087.24
2026-27 Year 2 – Allocation – RESERVED (not yet released)	July 1, 2025 – June 30, 2027	\$918,293.97
2027-29 Quarter 1 projected (2027-29 Q1)	July 1, 2027 – September 30, 2027	\$235,703.60
Total Grant Funds (2025-27 Current and Reserved Allocation + 2027-29 Q1 Projection)		\$1,781,084.81

The line items provided in the table above have the following meanings:

1. **TBA** equals the total final allocation for 2025 -27 based on the final approved budget.
2. **2025–27 Q1** amount reflects the portion of the 2025-27 biennium projected and made available under the Prior Grant Agreement.
3. **2025–26 Year 1 Allocation - CURRENT** represents the portion of the 2025-27 TBA remaining after subtracting the amount already made available under the Prior Grant Agreement. These funds are authorized for disbursement during year 1 of the biennium.
4. **2026–27 Year 2 Allocation - RESERVED** represents the portion of the 2025-27 TBA that is identified for Year 2 but not yet released. Disbursement of this amount is contingent upon written authorization from Agency confirming funds are available for release.
5. **2027-29 Quarter 1** is a projection and will be disbursed subject to the provisions in Exhibit A. The terms and conditions of this Grant apply to the use of these funds. While this allocation is administered under this Grant, its period of performance under this Grant will roll into the full 2027–29 biennial period of performance under the subsequent grant agreement.
6. **Total Grant Funds** include both the current biennium allocation and the projected 2027-29 Q1 amount.

Agency will pay the Grant Funds from monies available in the Student Investment Account (“Funding Source”). A reduction in the monies in the Funding Source may result in a decrease in Grant Funds available to Agency and a reduction in disbursements to Grantee under this Grant.

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

- 7.1.1** Subject to the availability of sufficient moneys in and from the Funding Source based on Agency’s reasonable projections of moneys accruing to the Funding Source, Agency will disburse Grant Funds to Grantee for the allowable Project activities described in Exhibit A that are undertaken during the Performance Period.
- 7.1.2** Grantee must provide to Agency any information or detail regarding the expenditure of Grant Funds required under Exhibit A prior to disbursement or as Agency may request.
- 7.1.3** Agency will only disburse Grant Funds to Grantee for activities completed or materials produced, that, if required by Exhibit A, are approved by Agency. If Agency determines any completed Project activities or materials produced are not acceptable and any deficiencies are the responsibility of Grantee, Agency will prepare a detailed written description of the deficiencies within 15 days of receipt of the materials or performance of the activity, and will deliver such notice to Grantee. Grantee must correct any deficiencies at no additional cost to Agency within 15 days. Grantee may resubmit a request for disbursement that includes evidence satisfactory to Agency demonstrating deficiencies were corrected.

- 7.2 Conditions Precedent to Disbursement.** Agency’s obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

- 7.2.1 Agency has received sufficient funding, appropriations, expenditure limitation, allotments or other necessary expenditure authorizations to allow Agency, in the exercise of its reasonable administrative discretion, to make the disbursement from the Funding Source;
 - 7.2.2 No default as described in Section 15 has occurred; and
 - 7.2.3 Grantee’s representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.
- 7.3 **No Duplicate Payment.** Grantee may use other funds in addition to the Grant Funds to complete the Project; provided, however, the Grantee may not credit or pay any Grant Funds for Project costs that are paid for with other funds and would result in duplicate funding.
- 7.4 **Suspension of Funding and Project.** Agency may by written notice to Grantee, temporarily cease funding and require Grantee to stop all, or any part, of the Project dependent upon Grant Funds for a period of up to 180 days after the date of the notice, if Agency has or reasonably projects that it will have insufficient funds from the Funding Source to disburse the full amount of the Grant Funds. Upon receipt of the notice, Grantee must immediately cease all Project activities dependent on Grant Funds, or if that is impossible, must take all necessary steps to minimize the Project activities allocable to Grant Funds.

If Agency subsequently projects that it will have sufficient funds, Agency will notify Grantee that it may resume activities. If sufficient funds do not become available, Grantee and Agency will work together to amend this Grant to revise the amount of Grant Funds and Project activities to reflect the available funds. If sufficient funding does not become available or an amendment is not agreed to within a period of 180 days after issuance of the notice, Agency will either (i) cancel or modify its cessation order by a supplemental written notice or (ii) terminate this Grant as permitted by either the termination at Agency’s discretion or for cause provisions of this Grant.

SECTION 8: REPRESENTATIONS AND WARRANTIES

- 8.1 **Organization/Authority.** Grantee represents and warrants to Agency that:
- 8.1.1 Grantee is eligible to accept Grant Funds for this purpose, and is validly organized and existing under the laws of the State of Oregon;
 - 8.1.2 Grantee has all necessary rights, powers and authority under any organizational documents and under Oregon Law to (i) execute this Grant, (ii) incur and perform its obligations under this Grant, and (iii) receive financing, including the Grant Funds, for the Project;
 - 8.1.3 This Grant has been duly executed by Grantee and when executed by Agency, constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;

- 8.1.4** If applicable and necessary, the execution and delivery of this Grant by Grantee has been authorized by an ordinance, order or resolution of its governing body, or voter approval, that was adopted in accordance with applicable law and requirements for filing public notices and holding public meetings; and
- 8.1.5** There is no proceeding pending or threatened against Grantee before any court or governmental authority that if adversely determined would materially adversely affect the Project or the ability of Grantee to carry out the Project.
- 8.2 False Claims Act.** Grantee acknowledges the Oregon False Claims Act, ORS 180.750 to 180.785, applies to any “claim” (as defined by ORS 180.750) made by (or caused by) Grantee that pertains to this Grant or to the Project. Grantee certifies that no claim described in the previous sentence is or will be a “false claim” (as defined by ORS 180.750) or an act prohibited by ORS 180.755. Grantee further acknowledges in addition to the remedies under Section 16, if it makes (or causes to be made) a false claim or performs (or causes to be performed) an act prohibited under the Oregon False Claims Act, the Oregon Attorney General may enforce the liabilities and penalties provided by the Oregon False Claims Act against the Grantee.
- 8.3 No limitation.** The representations and warranties set forth in this Section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 9: OWNERSHIP

- 9.1 Intellectual Property Definitions.** As used in this Section and elsewhere in this Grant, the following terms have the meanings set forth below:
- “Third Party Intellectual Property” means any intellectual property owned by parties other than Grantee or Agency.
- “Work Product” means every invention, discovery, work of authorship, trade secret or other tangible or intangible item Grantee is required to create or deliver as part of the Project, and all intellectual property rights therein.
- 9.2 Grantee Ownership.** Grantee must deliver copies of all Work Product as directed in Exhibit A. Grantee retains ownership of all Work Product, and grants Agency an irrevocable, non-exclusive, perpetual, royalty-free license to use, to reproduce, to prepare derivative works based upon, to distribute, to perform and to display the Work Product, to authorize others to do the same on Agency’s behalf, and to sublicense the Work Product to other entities without restriction.
- 9.3 Third Party Ownership.** If the Work Product created by Grantee under this Grant is a derivative work based on Third Party Intellectual Property, or is a compilation that includes Third Party Intellectual Property, Grantee must secure an irrevocable, non-exclusive, perpetual, royalty-free license allowing Agency and other entities the same rights listed above for the pre-existing element of the Third party Intellectual Property employed in the Work Product. If state or federal law requires that Agency or Grantee grant to the United States a license to any intellectual property in the Work Product, or if state or federal law requires Agency or the United States to own the intellectual property in the Work Product,

then Grantee must execute such further documents and instruments as Agency may reasonably request in order to make any such grant or to assign ownership in such intellectual property to the United States or Agency.

- 9.4 Real Property.** If the Project includes the acquisition, construction, remodel or repair of real property or improvements to real property, Grantee may not sell, transfer, encumber, lease or otherwise dispose of any real property or improvements to real property paid for with Grant Funds for a period of six (6) years after the Effective Date of this Grant without the prior written consent of the Agency.

SECTION 10: CONFIDENTIAL INFORMATION

- 10.1 Confidential Information Definition.** Grantee acknowledges it and its employees or agents may, in the course of performing its responsibilities, be exposed to or acquire information that is: (i) confidential to Agency or Project participants or (ii) the disclosure of which is restricted under federal or state law, including without limitation: (a) personal information, as that term is used in ORS 646A.602(12), (b) social security numbers, and (c) information protected by the federal Family Educational Rights and Privacy Act under 20 USC § 1232g (items (i) and (ii) separately and collectively “Confidential Information”).
- 10.2 Nondisclosure.** Grantee agrees to hold Confidential Information as required by any applicable law and in all cases in strict confidence, using at least the same degree of care Grantee uses in maintaining the confidentiality of its own confidential information. Grantee may not copy, reproduce, sell, assign, license, market, transfer or otherwise dispose of, give, or disclose Confidential Information to third parties, or use Confidential Information except as is allowed by law and for the Project activities and Grantee must advise each of its employees and agents of these restrictions. Grantee must assist Agency in identifying and preventing any unauthorized use or disclosure of Confidential Information. Grantee must advise Agency immediately if Grantee learns or has reason to believe any Confidential Information has been, or may be, used or disclosed in violation of the restrictions in this Section. Grantee must, at its expense, cooperate with Agency in seeking injunctive or other equitable relief, in the name of Agency or Grantee, to stop or prevent any use or disclosure of Confidential Information. At Agency’s request, Grantee must return or destroy any Confidential Information. If Agency requests Grantee to destroy any Confidential Information, Grantee must provide Agency with written assurance indicating how, when and what information was destroyed.
- 10.3 Identity Protection Law.** Grantee must have and maintain a formal written information security program that provides safeguards to protect Confidential Information from loss, theft, and disclosure to unauthorized persons, as required by the Oregon Consumer Information Protection Act, ORS 646A.600-628. If Grantee or its agents discover or are notified of a potential or actual “Breach of Security”, as defined by ORS 646A.602(1)(a), or a failure to comply with the requirements of ORS 646A.600-628, (collectively, “Breach”) with respect to Confidential Information, Grantee must promptly but in any event within one calendar day (i) notify the Agency Grant Manager of such Breach and (ii) if the applicable Confidential Information was in the possession of Grantee or its agents at the time of such Breach, Grantee must (a) investigate and remedy the technical causes and technical effects of the Breach and (b) provide Agency with a written root cause analysis of the Breach and

the specific steps Grantee will take to prevent the recurrence of the Breach or to ensure the potential Breach will not recur. For the avoidance of doubt, if Agency determines notice is required of any such Breach to any individual(s) or entity(ies), Agency will have sole control over the timing, content, and method of such notice, subject to Grantee’s obligations under applicable law.

- 10.4 Subgrants/Contracts.** Grantee must require any subgrantees, contractors or subcontractors under this Grant who are exposed to or acquire Confidential Information to treat and maintain such information in the same manner as is required of Grantee under subsections 10.1 and 10.2 of this Section.
- 10.5 Background Check.** If requested by Agency and permitted by law, Grantee’s employees, agents, contractors, subcontractors, and volunteers that perform Project activities must agree to submit to a criminal background check prior to performance of any Project activities or receipt of Confidential Information. Background checks will be performed at Grantee’s expense. Based on the results of the background check, Grantee or Agency may refuse or limit (i) the participation of any Grantee employee, agent, contractor, subgrantee, or volunteer, in Project activities or (ii) access to Agency Personal Information or Grantee premises.

SECTION 11: INDEMNITY/LIABILITY

- 11.1 Indemnity.** Grantee must defend, save, hold harmless, and indemnify the State of Oregon and Agency and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorneys’ fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subgrantees, contractors, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a “Claim” for purposes of this Section).
- 11.2 Defense.** Grantee may have control of the defense and settlement of any Claim subject to this Section. But neither Grantee nor any attorney engaged by Grantee may defend the Claim in the name of the State of Oregon, nor purport to act as legal representative of the State of Oregon or any of its agencies, without first receiving from the Attorney General, in a form and manner determined appropriate by the Attorney General, authority to act as legal counsel for the State of Oregon. Nor may Grantee settle any Claim on behalf of the State of Oregon without the approval of the Attorney General. The State of Oregon may, at its election and expense, assume its own defense and settlement in the event the State of Oregon determines Grantee is prohibited from defending the State of Oregon, or is not adequately defending the State of Oregon’s interests, or an important governmental principle is at issue and the State of Oregon desires to assume its own defense. Grantee may not use any Grant Funds to reimburse itself for the defense of or settlement of any Claim.
- 11.3 Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other indirect damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither Party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 12: INSURANCE

- 12.1 Private Insurance.** If Grantee is a private entity, or if any contractors, subcontractors, or subgrantees used to carry out the Project are private entities, Grantee and any private contractors, subcontractors or subgrantees must obtain and maintain insurance covering Agency in the types and amounts indicated in Exhibit C.
- 12.2 Public Body Insurance.** If Grantee is a “public body” as defined in ORS 30.260, Grantee agrees to insure any obligations that may arise for Grantee under this Grant, including any indemnity obligations, through (i) the purchase of insurance as indicated in Exhibit C or (ii) the use of self-insurance or assessments paid under ORS 30.282 that is substantially similar to the types and amounts of insurance coverage indicated on Exhibit C, or (iii) a combination of any or all of the foregoing.
- 12.3 Real Property.** If the Project includes the construction, remodel or repair of real property or improvements to real property, Grantee must insure the real property and improvements against liability and risk of direct physical loss, damage or destruction at least to the extent that similar insurance is customarily carried by entities constructing, operating and maintaining similar property or facilities.

SECTION 13: GOVERNING LAW, JURISDICTION

This Grant is governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively “Claim”) between Agency or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant must be brought and conducted solely and exclusively within the Circuit Court of Marion County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it will be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event may this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. GRANTEE, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE PERSONAL JURISDICTION OF SUCH COURTS.

SECTION 14: ALTERNATIVE DISPUTE RESOLUTION

The Parties should attempt in good faith to resolve any dispute arising out of this Grant. This may be done at any management level, including at a level higher than persons directly responsible for administration of the Grant. In addition, the Parties may agree to utilize a jointly selected mediator or arbitrator (for non-binding arbitration) to resolve the dispute short of litigation. Each Party will bear its own costs incurred for any mediation or non-binding arbitration.

SECTION 15: DEFAULT

- 15.1 Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:
- 15.1.1** Grantee fails to use the Grant Funds for the intended purpose described in Exhibit A or otherwise fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant;
 - 15.1.2** Any representation, warranty or statement made by Grantee in this Grant or in any documents or reports relied upon by Agency to measure the Project, the expenditure of Grant Funds or the performance by Grantee is untrue in any material respect when made; or
 - 15.1.3** A petition, proceeding or case is filed by or against Grantee under any federal or state bankruptcy, insolvency, receivership or other law relating to reorganization, liquidation, dissolution, winding-up or adjustment of debts; in the case of a petition filed against Grantee, Grantee acquiesces to such petition or such petition is not dismissed within 20 calendar days after such filing, or such dismissal is not final or is subject to appeal; or Grantee becomes insolvent or admits its inability to pay its debts as they become due, or Grantee makes an assignment for the benefit of its creditors.
- 15.2 Agency.** Agency will be in default under this Grant if, after 15 days written notice specifying the nature of the default, Agency fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant; provided, however, Agency will not be in default if Agency fails to disburse Grant Funds because there is insufficient expenditure authority for, or moneys available from, the Funding Source.

SECTION 16: REMEDIES

- 16.1 Agency Remedies.** In the event Grantee is in default under Section 15.1, Agency may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to: (i) termination of this Grant under Section 18.2, (ii) reducing or withholding payment for Project activities or materials that are deficient or Grantee has failed to complete by any scheduled deadlines, (iii) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (iv) initiation of an action or proceeding for damages, specific performance, or declaratory or injunctive relief, (v) exercise of its right of recovery of overpayments under Section 17 of this Grant or setoff, or both, or (vi) declaring Grantee ineligible for the receipt of future awards from Agency. These remedies are cumulative to the extent the remedies are not inconsistent, and Agency may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.
- 16.2 Grantee Remedies.** In the event Agency is in default under Section 15.2 and whether or not Grantee elects to terminate this Grant, Grantee's sole monetary remedy will be, within any limits set forth in this Grant, reimbursement of Project activities completed and accepted by Agency and authorized expenses incurred, less any claims Agency has against Grantee. In no event will Agency be liable to Grantee for any expenses related to termination of this Grant or for anticipated profits.

SECTION 17: WITHHOLDING FUNDS, RECOVERY

Agency may withhold from disbursements of Grant Funds due to Grantee, or Grantee must return to Agency within 30 days of Agency’s written demand:

- 17.1 Any Grant Funds paid to Grantee under this Grant, or payments made under any other agreement between Agency and Grantee, that exceed the amount to which Grantee is entitled;
- 17.2 Any Grant Funds received by Grantee that remain unexpended or contractually committed for payment of the Project at the end of the Performance Period;
- 17.3 Any Grant Funds determined by Agency to be spent for purposes other than allowable Project activities; or
- 17.4 Any Grant Funds requested by Grantee as payment for deficient activities or materials.

SECTION 18: TERMINATION

- 18.1 **Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.
- 18.2 **By Agency.** Agency may terminate this Grant as follows:
 - 18.2.1 At Agency’s discretion, upon 30 days advance written notice to Grantee;
 - 18.2.2 Immediately upon written notice to Grantee, if Agency fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient in Agency’s reasonable administrative discretion, to perform its obligations under this Grant;
 - 18.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that Agency’s performance under this Grant is prohibited or Agency is prohibited from funding the Grant from the Funding Source; or
 - 18.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 15 days after written notice thereof to Grantee.
- 18.3 **By Grantee.** Grantee may terminate this Grant as follows:
 - 18.3.1 If Grantee is a governmental entity, immediately upon written notice to Agency, if Grantee fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient to perform its obligations under this Grant.
 - 18.3.2 If Grantee is a governmental entity, immediately upon written notice to Agency, if applicable laws, rules, regulations or guidelines are modified or interpreted in such a way that the Project activities contemplated under this Grant are prohibited by law or Grantee is prohibited from paying for the Project from the Grant Funds or other planned Project funding; or

18.3.3 Immediately upon written notice to Agency, if Agency is in default under this Grant and such default remains uncured 15 days after written notice thereof to Agency.

18.4 Cease Activities. Upon receiving a notice of termination of this Grant, Grantee must immediately cease all activities under this Grant, unless Agency expressly directs otherwise in such notice. Upon termination, Grantee must deliver to Agency all materials or other property that are or would be required to be provided to Agency under this Grant or that are needed to complete the Project activities that would have been performed by Grantee.

SECTION 19: MISCELLANEOUS

19.1 Conflict of Interest. Grantee by signature to this Grant declares and certifies the award of this Grant and the Project activities to be funded by this Grant, create no potential or actual conflict of interest, as defined by ORS Chapter 244, for a director, officer or employee of Grantee.

19.2 Nonappropriation. Agency's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon Agency receiving funding, appropriations, limitations, allotments, or other expenditure authority sufficient to allow Agency, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant. Nothing in this Grant may be construed as permitting any violation of Article XI, Section 7 of the Oregon Constitution or any other law limiting the activities, liabilities or monetary obligations of Agency.

19.3 Amendments. The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

19.4 Notice. Except as otherwise expressly provided in this Grant, any notices to be given under this Grant must be given in writing by email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system.

19.5 Survival. All rights and obligations of the Parties under this Grant will cease upon termination of this Grant, other than the rights and obligations arising under Sections 11, 13, 14, 16, 17 and subsection 19.5 hereof and those rights and obligations that by their express terms survive termination of this Grant; provided, however, termination of this Grant will not prejudice any rights or obligations accrued to the Parties under this Grant prior to termination.

19.6 Severability. The Parties agree if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.

- 19.7 Counterparts.** This Grant may be executed in several counterparts, all of which when taken together constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.
- 19.8 Compliance with Law.** In connection with their activities under this Grant, the Parties must comply with all applicable federal, state and local laws.
- 19.9 Intended Beneficiaries.** Agency and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third persons unless such third persons are individually identified by name herein and expressly described as intended beneficiaries of this Grant.
- 19.10 Assignment and Successors.** Grantee may not assign or transfer its interest in this Grant without the prior written consent of Agency and any attempt by Grantee to assign or transfer its interest in this Grant without such consent will be void and of no force or effect. Agency's consent to Grantee's assignment or transfer of its interest in this Grant will not relieve Grantee of any of its duties or obligations under this Grant. The provisions of this Grant will be binding upon and inure to the benefit of the Parties hereto, and their respective successors and permitted assigns.
- 19.11 Contracts and Subgrants.** Grantee may not, without Agency's prior written consent, enter into any contracts or subgrants for any of the Project activities required of Grantee under this Grant. Agency's consent to any contract or subgrant will not relieve Grantee of any of its duties or obligations under this Grant.
- 19.12 Time of the Essence.** Time is of the essence in Grantee's performance of the Project activities under this Grant.
- 19.13 Records Maintenance and Access.** Grantee must maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee must maintain any other records, whether in paper, electronic or other form, pertinent to this Grant in such a manner as to clearly document Grantee's performance. All financial records and other records, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees Agency and the Oregon Secretary of State's Office and the federal government and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. Grantee must retain and keep accessible all Records for a minimum of six (6) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.
- 19.14 Headings.** The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.
- 19.15 Grant Documents.** This Grant consists of the following documents, which are incorporated by this reference and listed in descending order of precedence:

- This Grant less all exhibits
- Exhibit A (the “Project”)
- Exhibit B (Common and Customized Framework)
- Exhibit C (Insurance)

19.16 Merger, Waiver. This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given.

SECTION 20: SIGNATURES

EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS. The Parties further agree that by the exchange of this Grant electronically, each has agreed to the use of electronic means, if applicable, instead of the exchange of physical documents and manual signatures. By inserting an electronic or manual signature below, each authorized representative acknowledges that it is their signature, that each intends to execute this Grant, and that their electronic or manual signature should be given full force and effect to create a valid and legally binding agreement.

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

STATE OF OREGON acting by and through its Department of Education

By: Michelle Choate
Contracting Officer

11/04/2025
Date

Santiam Canyon SD 129J

By: _____
Authorized Signature

Date

Printed Name

Title

Federal Tax ID Number

Approved for Legal Sufficiency in accordance with ORS 291.047

By: AAG Devon Thorson
Assistant Attorney General

11/04/2025
Date

EXHIBIT A THE PROJECT

SECTION I – BACKGROUND AND GOALS

Signed into law in May of 2019, the Student Success Act (SSA) is a historic opportunity for Oregon schools. The law is rooted in equity, authentic community engagement and shared accountability for student success.

SSA established the Student Investment Account (SIA) to provide Oregon school districts, eligible charter schools, YCEP, and JDEP with access to non-competitive grant funds. Each SIA applicant is required to collaborate with educators, students, families, and their community to develop a plan that outlines priorities and activities aligned to the allowable uses defined in law.

The SIA grants are designed to achieve two primary purposes:

- 1) Meeting students’ mental and behavioral health needs, and
- 2) Increasing academic achievement and reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities; students with disabilities; English language learners; economically disadvantaged students; students who are homeless; and students who are foster children.

Achievement of these purposes will be measured through Progress Markers and, for larger districts, Longitudinal Performance Growth Targets (LPGTs), forming the basis for the activities, outcomes and reporting requirements described in the following sections of this Exhibit.

SECTION II – PROJECT DEFINITIONS

The following capitalized terms have the meanings assigned below for purposes of Exhibits A and B. Definitions are derived from the Act, applicable administrative rules, and the Guidance for Eligible Applicants issued by the Agency.

“Act” means the “Student Success Act” codified in 2019 Oregon Laws Chapter 122, as amended from time to time, inclusive.

“Allowable Project Costs” means Grantee’s actual costs that are reasonable, necessary, and directly related to the implementation of the Integrated Plan and are allowable uses of the Grant Funds under the Act.

“Baseline Targets” means the minimum expectations for improvement set forth in the Integrated Plan by the district in either: (i) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further defined in the December 2019 “Guidance for Eligible Applicants”.

“Common Metrics” means the Five-Year Completion Rate, Third-Grade Reading Proficiency Rate, Ninth-Grade On-Track Rate, Regular Attendance Rate, and Four-Year On-Time Graduation rate used by the Agency to measure the success of activities funded by the SIA.

“Disaggregated” has the meaning given in section 12(a) of the Act.

“Five-Year Completion Rate” has the meaning given in section 12(b) of the Act.

“Focal Student Groups” means students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are economically disadvantaged, students who are homeless and students who are foster children.

“Four-Year on-Time Graduation Rate” means the percentage of students who received a high school diploma or a modified diploma within four years of the student beginning the ninth grade.

“Gap Closing Targets” or “Closing Gap Targets” means the reduction of academic disparities between groups of students especially for Focal Student Groups set forth in the Integrated Plan based on the February 2022 “Aligning for Student Success: Integrated Guidance for Six ODE Initiatives”.

“Integrated Programs” means the integration of the following nine programs: High School Success (HSS), Student Investment Account (SIA), Continuous Improvement Planning (CIP), Career and Technical Education-Perkins V (CTE), Every Day Matters (EDM), Early Indicators Intervention Systems (EIS), Early Literacy School District Success Grants, Federal School Improvement (FSI) and Career Connected Learning. Together operationally, integrating these programs creates opportunities to improve outcomes and learning conditions for students and educators. Working within existing state statutes and administrative rules, Agency developed an Integrated Programs framework for success that meets the core purpose of each program while trying to create a stronger framework from which progress, long-term impact, and learning approach to monitoring and evaluation is a hallmark of high-performing educational systems. This work is informed through Integrated Guidance.

“Integrated Plan” means the Grantee’s approved biennial plan developed following the Integrated Guidance, which includes the SIA, which has a focus on increasing academic achievement by all students, reducing academic disparities for identified student groups, and meeting students’ mental and behavioral health needs in addition to other needs deemed important at each school, stated outcomes, strategies, and activities The Integrated Plan may only be adjusted with approval from ODE staff in order to align with the anticipated outcomes and approved by Agency.

“Local Optional Metrics” are optional metrics established in addition to the 5 common metrics that are designed to allow grantees to monitor progress connected to their outcomes.

“Longitudinal Performance Growth Targets (LPGTs)” means the required common metrics and optional locally defined metrics, including targets related to student mental and behavioral health needs, included in Grantee’s Integrated Plan.

“Ninth-grade On-Track Rate” has the meaning given in section 12(d) of the Act.

“Progress Markers” means sets of indicators set forth as a part of the Integrated Programs and Guidance that identify the kinds of changes the Agency expects to see in policies, practices and approaches that lead to Grantees reaching established LPGTs.

“Regular Attendance Rate” has the meaning given in section 12(f) of the Act.

“SIA Account” means the Student Investment Account established, pursuant to ORS 327.175, within the Fund for Student Success for the purpose of distributing grants under ORS 327.195.

“Stretch Targets” means significant improvement set forth in the Integrated Plan by the district in either: (I) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further described in the December 2019 “Guidance for Eligible Applicants”.

“Third-Grade Reading Proficiency Rate” has the meaning given in section 12(g) of the Act.

SECTION III – PROJECT ACTIVITIES

Integrated Plan Implementation

Agency will disburse Grant Funds for Allowable Project Costs that implement Grantee’s approved Integrated Plan during the Performance Period, in accordance with the allowable uses and activities described in the Act and as further detailed in the “Allowable Use of Grant Funds” section below.

Allowable Use of Grant Funds

Grantee must use the Grant Funds only for:

1. Increasing instructional time, which may include:
 - More hours or days of instructional time;
 - Summer programs;
 - Before-school or after-school programs; or
 - Technological investments that minimize class time used for student assessments.
2. Addressing students’ health or safety needs, which may include:
 - Social-emotional learning and development;
 - Student mental and behavioral health;
 - Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school;
 - Student health and wellness;
 - Trauma-informed practices;
 - School health professionals and assistants;
 - Facility improvements directly related to improving student health or safety.
3. Reducing class sizes, which may include:
 - increasing the use of instructional assistants, by using evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.
4. Expanding availability of and student participation in well-rounded learning experiences, which may include:
 - Developmentally appropriate and culturally responsive early literacy practices and programs in prekindergarten through third grade;
 - Culturally responsive practices and programs in grades six through eight, including learning, counseling and student support that is connected to colleges and careers;
 - Broadened curricular options at all grade levels, including access to:
 - Art, music, and physical education classes;
 - Science, technology, engineering, and mathematics (STEM) education;
 - Career and technical education, including career and technical student organization programs;

- Electives that are engaging to students;
- Accelerated college credit programs, including dual credit programs, International Baccalaureate programs and advanced placement programs;
- Dropout prevention programs and transition supports;
- Life skills classes;
- Talented and gifted programs;
- Access to licensed educators with a library media endorsement

Administrative costs shall not exceed 5% or \$500,000 annually, whichever is less, of Grantee’s total expenditures. Administrative costs may include ongoing community engagement and costs associated with the administration of the grant.

SECTION IV – REPORTING REQUIREMENTS

Grantee must submit financial and performance progress reports for each fiscal year of the biennium, using templates provided by the Agency, according to the schedule below.

Reporting Period	Due Date	Deliverable
July 1 – September 30	November 15	Submit financial and performance progress report.
October 1 – December 31	February 15	Submit financial and performance progress report. Include board minutes showing the Financial Audit was presented at an open meeting with opportunity for public comment (not consent agenda) (ORS 327.201(1)(b)(B)).
January 1 – June 30	August 15	Submit financial report of expenditures AND Annual Report (narrative responses). The Annual Report must be presented to the governing board at an open meeting, with an opportunity for public comment (not on a consent agenda). Board minutes documenting the presentation must be submitted alongside the Annual Report. Grantee must post the Annual Report on its website and make it available at the main office, in accordance with ORS 327.201(1)(b)(A)-(B).

If the Performance Period begins prior to the Executed Date, any reports for Project activities shown in this Exhibit A as due prior to the Executed Date must be submitted to the Agency within 30 days of the Executed Date, if not already provided to Agency. Grantee will not be in default for failure to perform any reporting requirements prior to the Executed Date.

Grantee shall supply any related or additional reports and information as Agency may require.

The Agency will monitor and evaluate Grantee’s progress toward Progress Markers and LPGTs described in Exhibit B, in accordance with ODE guidance and the monitoring provisions of this Grant.

SIA Grant Monitoring

The Agency will monitor Grantee’s performance under this Grant in person, video conferencing or by phone. Agency will provide written notice to Grantee, as provided in Section 19.4 of the Grant, at least 15 days in advance of Agency’s monitoring activities and will schedule in person visits, video conferencing and phone calls.

A Grant monitoring visit or call may cover a variety of topics at Agency’s discretion including but not limited to: Grantee’s compliance with the SIA Account purposes; challenges faced by the Grantee in implementing its Plan; Integrated Plan outcomes; its budget and expenditure of moneys received from the SIA Account, Grantee’s progress toward achieving its Progress Markers; financial reporting, any expenditure changes, and reconciliation of Grant Funds; or Grantee’s training and technical assistance needs.

Before an on-site visit, the Agency will advise Grantee on how to prepare for the monitoring visit and financial reconciliation, the format for the visit, and which Grantee organizational leaders, staff or others should be involved in the visit. Once a date and time are confirmed, the Grantee should send a notification to its organizational leaders, staff, students and community partners who are expected to participate; identify a meeting location and prepare all necessary monitoring documents and data.

The department may establish a procedure for conducting performance audits on a random basis or based on just cause as allowed under rules adopted by the board. If Grantee does not use the Grant Funds for Allowable Project Costs, the Agency may exercise the remedies provided in Section 16 or 17 of this Grant, including, without limitation, deducting amounts from future disbursements of Grant Funds.

Each grant recipient must conduct a performance review at least once every four years in accordance with standards adopted in board rule (OAR 581-014-0013) to ensure accountability and continuous improvement of SIA-funded activities.

SECTION V – DISBURSEMENT
Disbursement of Grant Funds

Agency will disburse the Grant Funds using its Electronic Grants Management System (“EGMS”), on a quarterly basis as outlined below:

Quarter	Disbursement Date	Quarterly Disbursement Amount/%
Q1	July 1, 2025	Variable projection (made available under prior agreement; may differ from the projected 12.5%)
Q2	October 1, 2025	True-Up / Adjustment to reconcile Q1 difference (ensures Q1 + Q2 equals 25% of TBA)
Q3	January 1, 2026	12.5%
Q4	April 1, 2026	12.5%
Q5	July 1, 2026	12.5%
Q6	October 1, 2026	12.5%
Q7	January 1, 2027	12.5%
Q8	April 1, 2027	12.5%
2027-29 Q1	July 1, 2027	12.5% (Projected) of 2027-29 Biennium

Disbursements outlined in the table above are subject to the following:

1. If this Grant is not fully executed by October 1, the Agency will disburse the Grant Funds due for disbursement within 30 days of the Execution Date.
2. Disbursements will be made as advance payments, not reimbursements.
3. Q3 – Q8 disbursements are 12.5% of the TBA, plus any unclaimed amounts from the prior quarter disbursements.
4. Grantees are encouraged to draw down funds according to the schedule. **All funds for 2025-27 Q1 – Q8 must be drawn down and expended by June 30th, 2027.**
5. Any 2025-27 Grant Funds that are not expended by the Grantee by June 30, 2027 must be returned to Agency for deposit in the Student Investment Account.
6. Any 2027-29 Q1 Grant Funds that are not expended by the Grantee by June 30, 2029, must be returned to the Agency for deposit in the Student Investment Account.

Allocation and Projections

1. By April 30, 2027, Grantee shall submit to the Agency an Integrated Plan and Budget for subsequent biennium (2027-29). This Integrated Plan and Budget must describe how Grantee will utilize the Grant Funds allocated for 2027-29 Q1.
2. The amount of Grant Funds allocated for 2027-29 Q1 is based on projections for the continued implementation and sustainability of the approved Integrated Plan, anticipating ongoing efforts to achieve the established Progress Markers. These funds are intended to support continued activities and initiatives, ensuring continuity in programmatic efforts aimed at achieving the specified objectives.
3. The amount of Grant Funds allocated above for 2027-29 Q1 will be considered in determining the subsequent Q1 allocation in the next biennium (July 1, 2027 – June 30, 2029). Any differences between projected and actual Q1 disbursements will be reconciled in the Q2 disbursement to balance total funding across the biennium.
4. The utilization of 2027-29 Q1 funds allocated under this Agreement will be documented in the subsequent grant agreement, if executed, covering the 2027 – 2029 biennium.

EXHIBIT B COMMON AND CUSTOMIZED PERFORMANCE FRAMEWORK SANTIAM CANYON SD 129J

SECTION I – PROGRESS MARKERS FOR 2025-2027 BIENNIUM

The Progress Markers outlined in this Exhibit B provide a framework for measuring the outcomes and activities described in Exhibit A. They support a developmental approach to evaluation, focusing on the types of changes that result from distinct investments. Grantees will provide updates toward these Progress Markers through the quarterly and annual reports. The fifteen Progress Markers below are organized into three categories: A ‘Start to See,’ B ‘Gaining Traction,’ and C ‘Profound Progress,’ representing advancement from early signs of progress to substantial and transformational changes.

- A. **“Start to See: Early Signs of Progress”** Based on your investments and activities, what changes or contributions are you noticing? What practices are improving?
- B. **“Gaining Traction: Intermediate Changes”** Based on your investments and activities, are you seeing any of these impacts?
- C. **“Profound Progress: Substantial and Significant Changes”** Based on your investments and activities, are any of these more transformational changes noticeable?

A. Start to See: Early Signs of Progress

1	Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.
2	Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.
3	Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.
4	Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.

B. Gaining Traction: Intermediate Changes

5	Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what “9th grade on-track” means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.
6	Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.

7	Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.
8	Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students' learning. Digital resources are being used with fidelity to advance learners' engagement with instruction.
9	A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement . School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.
10	Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extracurricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.

C. Profound Progress: Substantial and Significant Changes

11	Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.
12	Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.
13	Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.
14	Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by student's strengths and interests, to improve their practice and advance professional learning.
15	Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.

SECTION II – FINALIZED CO-DEVELOPED LPGTS

The Longitudinal Performance Growth Targets (LPGTs) include baseline, stretch, and gap-closing targets for each of the common metrics. These targets center focal student groups while supporting public transparency and learning. Progress toward meeting these Longitudinal Performance Growth Targets will be included in the Annual Report. While all three types of targets are named in the Grant Agreement, ODE will review and consider when or if intervention is needed using only the Baseline and Gap-Closing Targets, in alignment with ODE guidance on target-setting and reporting practices.

Target Type	2025-26	2026-27	2027-28
Four Year Cohort Graduation			
Baseline Target: All Students	83.0%	84.0%	85.0%
Stretch Target: All Students	87.0%	88.0%	90.0%
Gap-Closing Target: All Focal Group Students	78.0%	79.5%	81.0%
Five Year Cohort Completion			
Baseline Target: All Students	89.0%	90.0%	91.0%
Stretch Target: All Students	90.0%	92.0%	94.0%
Gap-Closing Target: All Focal Group Students	84.0%	85.5%	87.0%
9th Grade on-Track			
Baseline Target: All Students	83.0%	84.0%	85.0%
Stretch Target: All Students	86.0%	88.0%	90.0%
Gap-Closing Target: All Focal Group Students	79.0%	80.5%	82.0%
3rd Grade ELA Proficiency			
Baseline Target: All Students	38.0%	40.0%	42.0%
Stretch Target: All Students	42.0%	46.0%	50.0%
Gap-Closing Target: All Focal Group Students	34.0%	36.5%	39.0%
Regular Attenders			
Baseline Target: All Students	66.0%	68.0%	70.0%
Stretch Target: All Students	68.0%	71.0%	75.0%
Gap-Closing Target: All Focal Group Students	61.0%	63.5%	66.0%

SECTION III – APPROVED LOCAL OPTIONAL METRICS (IF APPLICABLE)

Local optional metrics are designed to allow grantees to set and monitor metrics connected to outcomes they have described in their Integrated Plan.

	2025-26	2026-27	2027-28
Local Optional Metrics			
Baseline Target: All Students			
Stretch Target: All Students			
Gap-Closing Target: All Focal Group Students			

EXHIBIT C INSURANCE

INSURANCE REQUIREMENTS

Grantee/Recipient shall obtain at Grantee/Recipient's expense the insurance specified in this Exhibit C prior to performing under this Contract. Grantee/Recipient shall maintain such insurance in full force and at its own expense throughout the duration of this Contract, as required by any extended reporting period or continuous claims made coverage requirements, and all warranty periods that apply. Grantee/Recipient shall obtain the following insurance from insurance companies or entities that are authorized to transact the business of insurance and issue coverage in the State of Oregon and that are acceptable to Agency. All coverage shall be primary and non-contributory with any other insurance and self-insurance, with the exception of Professional Liability and Workers' Compensation. Grantee/Recipient shall pay for all deductibles, self-insured retention, and self-insurance, if any.

If Grantee/Recipient maintains broader coverage and/or higher limits than the minimums shown in this insurance requirement exhibit, Agency requires and shall be entitled to the broader coverage and/or higher limits maintained by Grantee/Recipient.

WORKERS' COMPENSATION & EMPLOYERS' LIABILITY

All employers, including Grantee/Recipient, that employ subject workers, as defined in ORS 656.027, shall comply with ORS 656.017, and provide workers' compensation insurance coverage for those workers, unless they meet the requirement for an exemption under ORS 656.126(2). Grantee/Recipient shall require and ensure that each of its subcontractors complies with these requirements. If Grantee/Recipient is a subject employer, as defined in ORS 656.023, Grantee/Recipient shall also obtain employers' liability insurance coverage with limits not less than \$500,000 each accident.

If Grantee/Recipient is an employer subject to any other state's workers' compensation law, Contactor shall provide workers' compensation insurance coverage for its employees as required by applicable workers' compensation laws including employers' liability insurance coverage with limits not less than \$500,000 and shall require and ensure that each of its out-of-state subcontractors complies with these requirements.

As applicable, Grantee/Recipient/Recipient shall obtain coverage to discharge all responsibilities and liabilities that arise out of or relate to the Jones Act with limits of no less than \$5,000,000 and/or the Longshoremen's and Harbor Workers' Compensation Act.

COMMERCIAL GENERAL LIABILITY

Grantee/Recipient shall provide Commercial General Liability Insurance covering bodily injury and property damage in a form and with coverage that are satisfactory to the State. This insurance must include personal and advertising injury liability, products and completed operations, contractual liability coverage for the indemnity provided under this contract, and have no limitation of coverage to designated premises, project, or operation. Coverage must be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence and not less than \$2,000,000 annual aggregate limit.

AUTOMOBILE LIABILITY INSURANCE

Required **Not required**

Grantee/Recipient shall provide Automobile Liability Insurance covering Grantee/Recipient's business use including coverage for all owned, non-owned, or hired vehicles with a combined single limit of not less than \$1,000,000 for bodily injury and property damage. This coverage may be written in combination with the Commercial General Liability Insurance (with separate limits for Commercial General Liability and

Automobile Liability). Use of personal automobile liability insurance coverage may be acceptable if evidence that the policy includes a business use endorsement is provided.

PROFESSIONAL LIABILITY

Required **Not required**

Grantee/Recipient shall provide Professional Liability covering any damages caused by an error, omission or any negligent acts related to the services to be provided under this Contract by the Grantee/Recipient and Grantee/Recipient’s subcontractors, agents, officers or employees in an amount not less than \$1,000,000 per claim and not less than \$2,000,000 annual aggregate limit.

If coverage is provided on a claims made basis, then either an extended reporting period of not less than 24 months shall be included in the Professional Liability insurance coverage, or the Grantee/Recipient shall provide Continuous Claims Made coverage as stated below.

EXCESS/UMBRELLA INSURANCE

A combination of primary and excess/umbrella insurance may be used to meet the required limits of insurance. When used, all of the primary and umbrella or excess policies shall provide all of the insurance coverages herein required, including, but not limited to, primary and non-contributory, additional insured, Self-Insured Retentions (SIRs), indemnity, and defense requirements. The umbrella or excess policies shall be provided on a true “following form” or broader coverage basis, with coverage at least as broad as provided on the underlying insurance. No insurance policies maintained by the Additional Insureds, whether primary or excess, and which also apply to a loss covered hereunder, shall be called upon to contribute to a loss until the Contractor’s primary and excess liability policies are exhausted.

If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance.

ADDITIONAL INSURED

All liability insurance, except for Workers’ Compensation, Professional Liability, Pollution Liability and Network Security and Privacy Liability (if applicable), required under this Contract must include an additional insured endorsement specifying the State of Oregon, its officers, employees, and agents as Additional Insureds, but only with respect to Grantee/Recipient’s activities to be performed under this contract. Coverage shall be primary and non-contributory with any other activities to be performed under this Grant.

Regarding Additional Insured status under the General Liability policy, we require additional insured status with respect to liability arising out of ongoing operations and completed operations, but only with respect to Grantee/Recipient’s activities to be performed under this Contract. The Additional Insured endorsement with respect to liability arising out of your ongoing operations must be on or at least as broad as ISO Form CG 20 10 and the Additional Insured endorsement with respect to completed operations must be on or at least as broad as ISO form CG 20 37.

WAIVER OF SUBROGATION

Grantee waives, and must require its first tier contractors and subgrantees waive, rights of subrogation which Grantee, Grantee’s first tier contractors and subgrantees, if any, or any insurer of Grantee may acquire against the Agency or State of Oregon by virtue of the payment of any loss. Grantee must obtain, and require its first tier contractors and subgrantees to obtain, any endorsement that may be necessary to affect this waiver of subrogation, but this provision applies regardless of whether or not the Agency has received a waiver of subrogation endorsement from the Grantee or the Grantee’s insurer(s).

CONTINUOUS CLAIMS MADE COVERAGE

If any of the required liability insurance is on a claims made basis and does not include an extended reporting period of at least 24 months, then Grantee/Recipient shall maintain continuous claims made liability coverage, provided the effective date of the continuous claims made coverage is on or before the effective date of the Grant Agreement, for a minimum of 24 months following the later of:

1. Grantee/Recipient’s completion and Agency’s acceptance of all Services required under the Contract, or
2. Agency or Grantee/Recipient termination of this Contract, or
3. The expiration of all warranty periods provided under this Contract.

CERTIFICATE(S) AND PROOF OF INSURANCE

Grantee/Recipient shall provide to Agency Certificate(s) of Insurance for all required insurance before delivering any Goods and performing any Services required under this Contract. The Certificate(s) shall list the State of Oregon, its officers, employees and agents as a Certificate holder and as an endorsed Additional Insured. The Certificate(s) shall also include all required endorsements or copies of the applicable policy language effecting coverage required by this Contract. If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance. As proof of insurance Agency has the right to request copies of insurance policies and endorsements relating to the insurance requirements in this Contract.

NOTICE OF CHANGE OR CANCELLATION

The Grantee/Recipient or its insurer must provide at least 30 days’ written notice to Agency before cancellation of, material change to, potential exhaustion of aggregate limits of, or non-renewal of the required insurance coverage(s).

INSURANCE REQUIREMENT REVIEW

Grantee/Recipient agrees to periodic review of insurance requirements by Agency under this Contract and to provide updated requirements as mutually agreed upon by Grantee/Recipient and Agency.

STATE ACCEPTANCE

All insurance providers are subject to Agency acceptance. If requested by Agency, Grantee/Recipient shall provide complete copies of insurance policies, endorsements, self-insurance documents and related insurance documents to Agency’s representatives responsible for verification of the insurance coverages required under this Exhibit C.

Additional Coverages That May Apply:

DIRECTORS, OFFICERS AND ORGANIZATION LIABILITY:

Required **Not required**

Grantee/Recipient shall provide **Directors, Officers and Organization** insurance covering the Grantee/Recipient’s Organization, Directors, Officers, and Trustees actual or alleged errors, omissions, negligent, or wrongful acts, including improper governance, employment practices and financial oversight - including improper oversight and/or use of use of grant funds and donor contributions which includes state or federal funds - with a combined single limit of not less than \$1,000,000 per claim.

PHYSICAL ABUSE AND MOLESTATION INSURANCE COVERAGE:

Required **Not required**

Grantee/Recipient shall provide Abuse and Molestation Insurance in a form and with coverage that are satisfactory to the State covering damages arising out of actual, perceived, or threatened physical abuse, mental injury, sexual molestation, negligent: hiring, employment, supervision, training, investigation, reporting to proper authorities, and retention of any person for whom the Grantee/Recipient is responsible including but not limited to Grantee/Recipient and Grantee/Recipient's employees and volunteers. Policy endorsement's definition of an insured shall include the Grantee/Recipient, and the Grantee/Recipient's employees and volunteers. Coverage shall be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence and not less than \$3,000,000 annual aggregate. Coverage can be provided by a separate policy or as an endorsement to the commercial general liability or professional liability policies. The limits shall be exclusive to this required coverage. Incidents related to or arising out of physical abuse, mental injury, or sexual molestation, whether committed by one or more individuals, and irrespective of the number of incidents or injuries or the time period or area over which the incidents or injuries occur, shall be treated as a separate occurrence for each victim. Coverage shall include the cost of defense and the cost of defense shall be provided outside the coverage limit.



OREGON AT-A-GLANCE DISTRICT PROFILE

Santiam Canyon SD 129J



SUPERINTENDENT: Krista Nieraeth | 150 SW Evergreen St, Mill City 97360 | 503-897-2321

Students We Serve

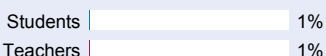


3,612

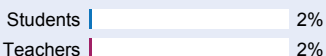
Student Enrollment

DEMOGRAPHICS

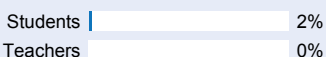
American Indian/Alaska Native



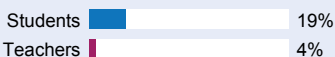
Asian



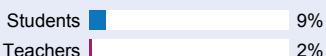
Black/African American



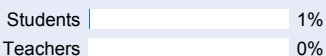
Hispanic/Latino



Multiracial



Native Hawaiian/Pacific Islander



White



7%

Ever English Learners



31

Languages Spoken

22%

Students with Disabilities

39%

Mobile Students

44%

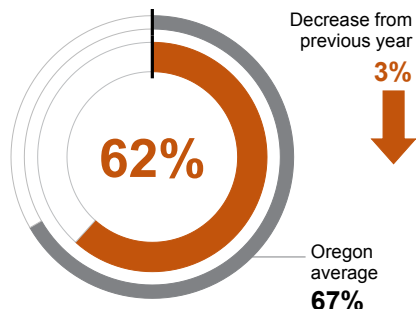
Students Experiencing Poverty

*<10 students or data unavailable

District Environment

REGULAR ATTENDERS

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

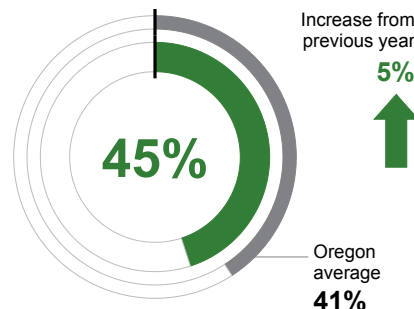


Academic Success

Grade 3

ENGLISH LANGUAGE ARTS

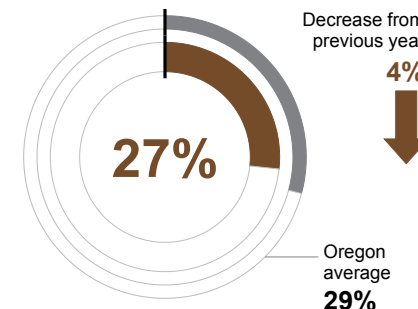
Students meeting state grade-level expectations.



Grade 8

MATHEMATICS

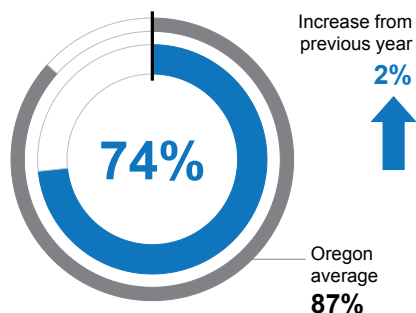
Students meeting state grade-level expectations.



High School Success

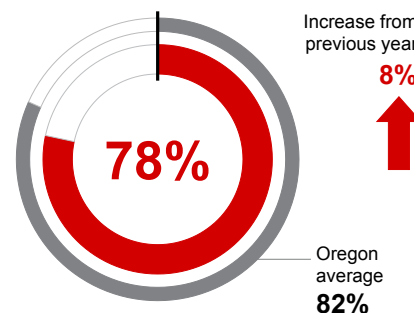
ON-TRACK TO GRADUATE

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



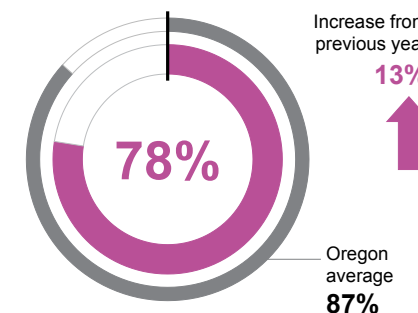
ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2020-21 graduating in 2023-24.



FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years. Cohort includes students who were first-time ninth graders in 2019-20 finishing in 2023-24.



District Goals

ACADEMIC GOAL: Provide students a comprehensive educational foundation

STAFF GOAL: Provide a team of professionals who are motivated, qualified and mission-oriented

INFRASTRUCTURE GOAL: Provide a safe, supportive and innovative learning environment

LEADERSHIP GOAL: Provide leadership and administration that enables the district to complete its Mission

State Goals

The Oregon Department of Education is partnering with school districts and communities statewide to reach a 90% on-time graduation rate by 2027. Anchored in the pillars of Academic Excellence, Belonging & Wellness, and Accountability, ODE prioritizes evidence-based strategies that strengthen early literacy, improve attendance, and deepen student engagement. We are committed to eliminating opportunity and achievement gaps for historically underserved students. By investing in culturally responsive practices, cultivating inclusive school environments, and fostering a culture of continuous improvement, we can help ensure every student thrives.



OREGON AT-A-GLANCE DISTRICT PROFILE CONTINUED

Santiam Canyon SD 129J

2024-25

Outcomes

Our Staff (rounded FTE)



12

Administrators



155

Teachers



32

Educational assistants



12

Counselors



<1

Social Workers



0

Licensed Librarians



<1

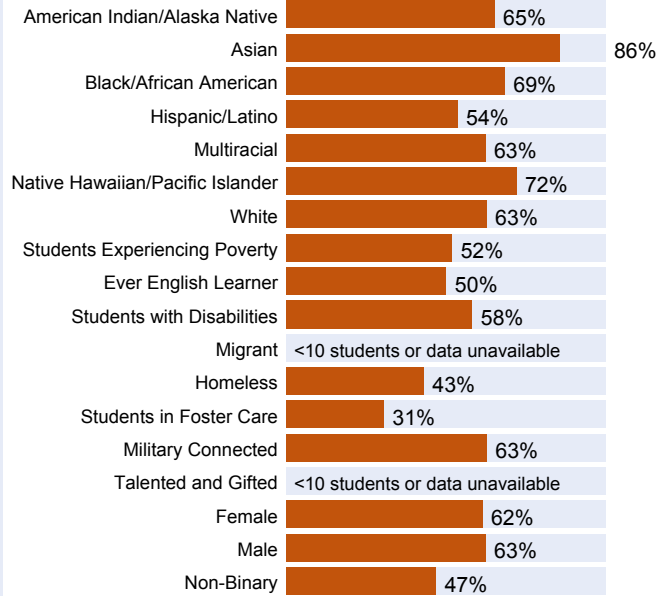
Psychologists



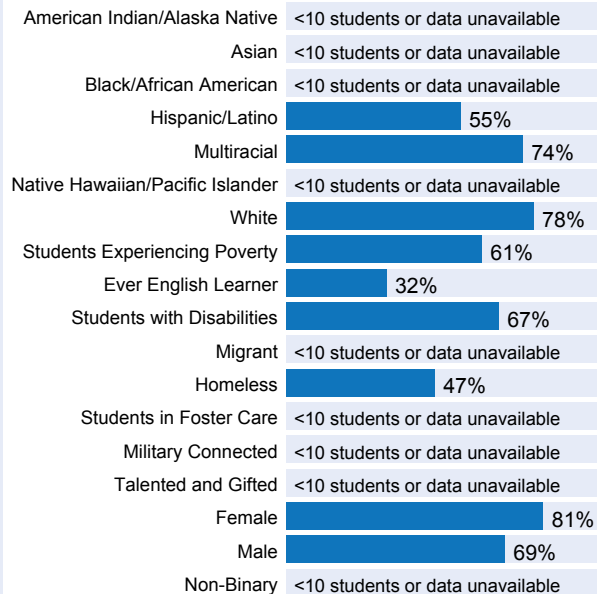
89%

% of licensed teachers with more than 3 years of experience

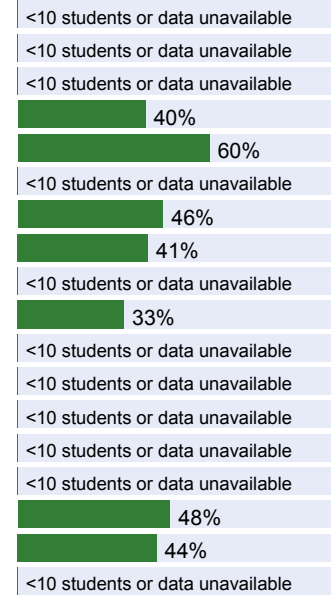
REGULAR ATTENDERS



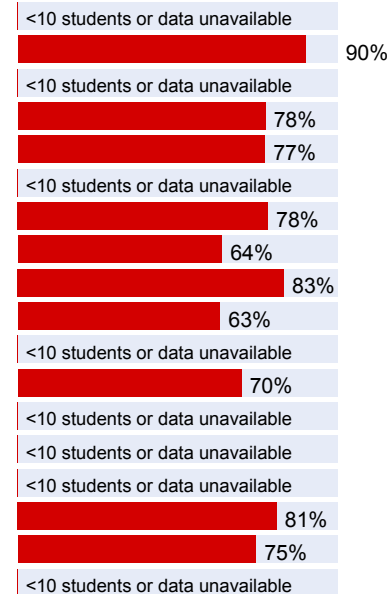
ON-TRACK TO GRADUATE



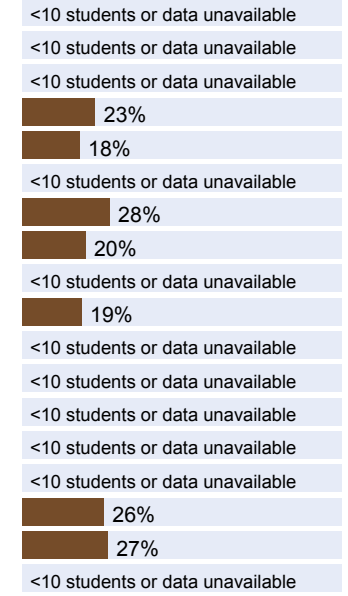
Grade 3 ENGLISH LANGUAGE ARTS



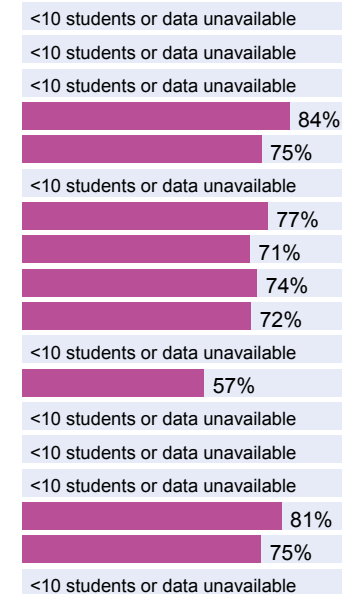
ON-TIME GRADUATION



Grade 8 MATHEMATICS



FIVE-YEAR COMPLETION





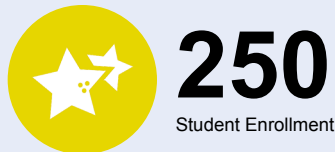
OREGON AT-A-GLANCE SCHOOL PROFILE

Santiam Elementary School

PRINCIPAL: Alisha Hansen | GRADES: K-5 | 450 SW Evergreen St, Mill City 97360 | 503-897-2368

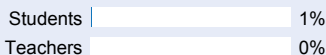


Students We Serve

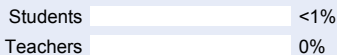


DEMOGRAPHICS

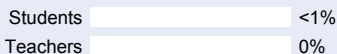
American Indian/Alaska Native



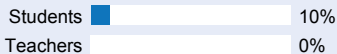
Asian



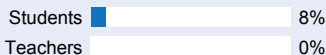
Black/African American



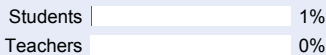
Hispanic/Latino



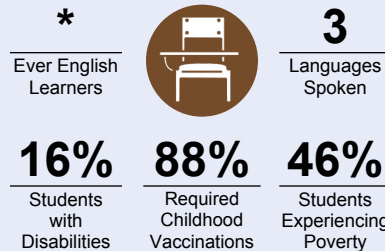
Multiracial



Native Hawaiian/Pacific Islander



White

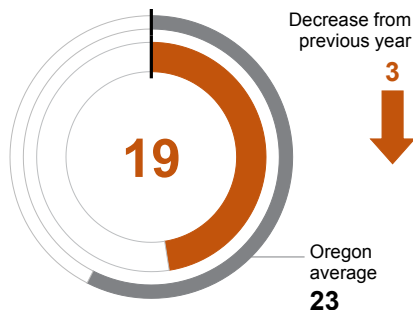


*<10 students or data unavailable

School Environment

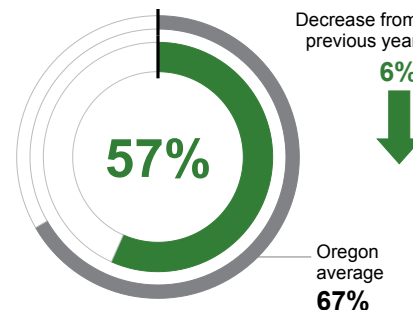
CLASS SIZE

Median class size.



REGULAR ATTENDERS

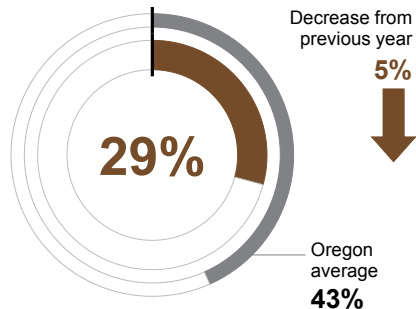
Students who attended more than 90% of their enrolled school days.



Academic Success

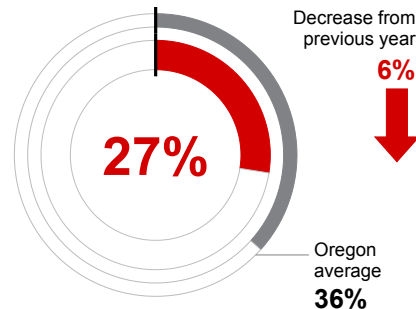
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



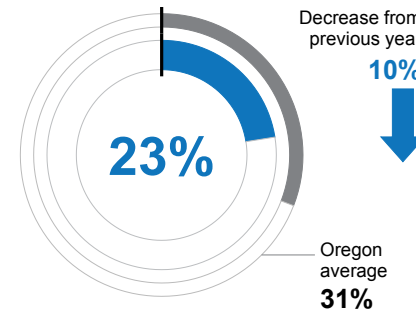
MATHEMATICS

Students meeting state grade-level expectations.



SCIENCE

Students meeting state grade-level expectations.



School Goals

At Santiam Elementary, we stand together to celebrate our unique strengths and differences, preparing students to find their path, pushing through challenges to meet high standards and achieve personal success. Our goal is to provide instructional programs that develop the academic and social emotional skills necessary for all students to lead healthy lives as empowered adults.

State Goals

The Oregon Department of Education is partnering with school districts and communities statewide to reach a 90% on-time graduation rate by 2027. Anchored in the pillars of Academic Excellence, Belonging & Wellness, and Accountability, ODE prioritizes evidence-based strategies that strengthen early literacy, improve attendance, and deepen student engagement. We are committed to eliminating opportunity and achievement gaps for historically underserved students. By investing in culturally responsive practices, cultivating inclusive school environments, and fostering a culture of continuous improvement, we can help ensure every student thrives.

Safe & Welcoming Environment

Our school strives to ensure all students and families feel welcome. We utilize student support systems to meet diverse student needs. District policies prohibit discrimination, harassment, intimidation, and bullying. Staff address incidents with fairness and compassion in a timely manner. Our school's Student Support Team, Counselor, Administrator and Behavioral Specialist collaborate to sustain schoolwide expectations around respect, safety, and personal responsibility.



OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

Santiam Elementary School

2024-25

Outcomes

Our Staff (rounded FTE)



18

Teachers



18

Educational assistants



1

Counselors/
Psychologists/
Social Workers



78%

Average teacher retention rate over the past three years



66%

% of licensed teachers with more than 3 years of experience



No

Same principal in the last 3 years

REGULAR ATTENDERS

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	41%
Multiracial	68%
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	57%
Students Experiencing Poverty	51%
Ever English Learner	<10 students or data unavailable
Students with Disabilities	42%
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Military Connected	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	61%
Male	52%
Non-Binary	<10 students or data unavailable

ENGLISH LANGUAGE ARTS

<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
21%
27%
<10 students or data unavailable
31%
25%
<10 students or data unavailable
8%
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
30%
28%
<10 students or data unavailable

MATHEMATICS

<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
21%
27%
<10 students or data unavailable
28%
25%
<10 students or data unavailable
<5%
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
<10 students or data unavailable
26%
29%
<10 students or data unavailable

About Our School

BULLYING, HARASSMENT, AND SAFETY POLICIES

Our school has policies and staff in place to support a safe learning and work environment. We value respect and integrity in our staff, students and visiting community members. Our school has counseling staff and a supportive administrative structure, fully committed to the safety and security of our students.

EXTRACURRICULAR ACTIVITIES

Our school is proud to provide an after-school activities program allowing students to explore diverse interests outside of the classroom setting. Activities include: Garden Club
· Performance Choir
· Dance Club
· Art Club
· Homework Support
· Creative Writing

We also partner with Mill City-Gates Recreation Association to provide experience playing competitive sports.

PARENT ENGAGEMENT

Our school strives to engage all parents. We maintain regular and timely communication to families, offering supplemental materials when English is the second language. We provide online access to teacher gradebooks, return emails and phone calls promptly, hold Parent Teacher Conferences twice a year while frequently encouraging parent involvement in classroom activities. Please see our school website or “like” and follow our social media pages to learn more.

COMMUNITY ENGAGEMENT

Santiam Canyon School District is located in the beautiful foothills of the Cascade Mountain Range and proudly serves the resilient and remote communities of Mill City, Gates, Detroit, Idanha and surrounding areas. As a rural school, Santiam Elementary takes pride in partnering with community ensembles, local businesses, non-profit organizations, special interest groups, and private citizens to provide a well-rounded educational experience for all students. We are a school community that never gives up, standing together to help students find their path to success.



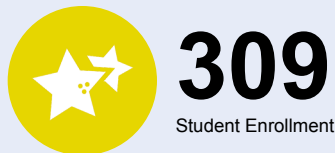
OREGON AT-A-GLANCE SCHOOL PROFILE

Santiam Junior/Senior High School

PRINCIPAL: Blane Lazar | GRADES: 6-12 | 300 SW Cedar St, Mill City 97360 | 503-897-2311

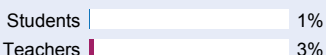


Students We Serve

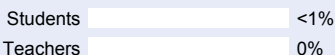


DEMOGRAPHICS

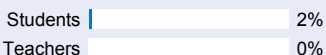
American Indian/Alaska Native



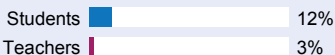
Asian



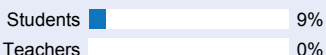
Black/African American



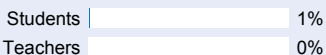
Hispanic/Latino



Multiracial



Native Hawaiian/Pacific Islander



White



*

Ever English Learners



4 Languages Spoken

26%

Students with Disabilities

87%

Required Childhood Vaccinations

39%

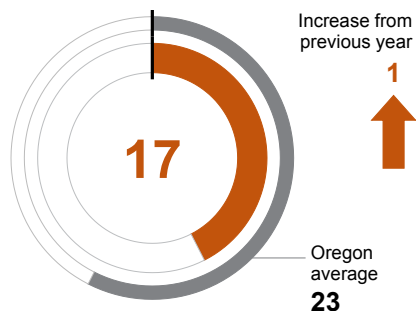
Students Experiencing Poverty

*<10 students or data unavailable

School Environment

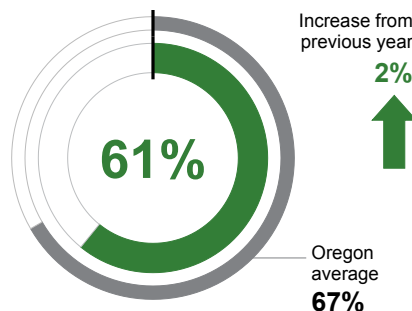
CLASS SIZE

Median size of classes in core subjects.



REGULAR ATTENDERS

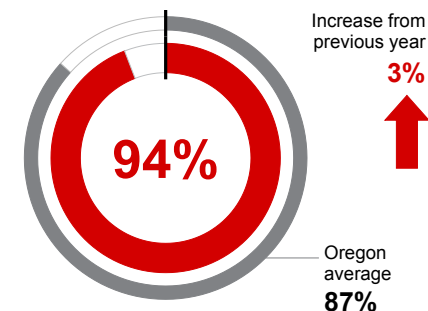
Students who attended more than 90% of their enrolled school days.



Academic Progress

ON-TRACK TO GRADUATE

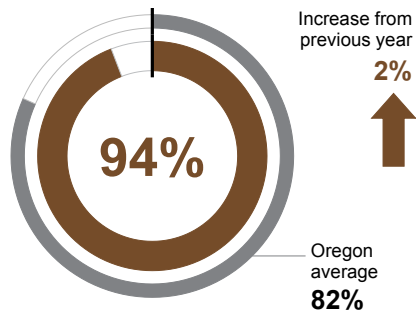
Students earning one-quarter of graduation credits in their 9th grade year.



Academic Success

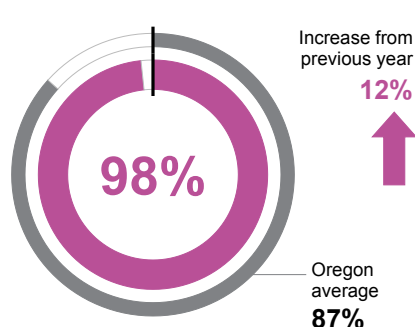
ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2020-21 graduating in 2023-24.



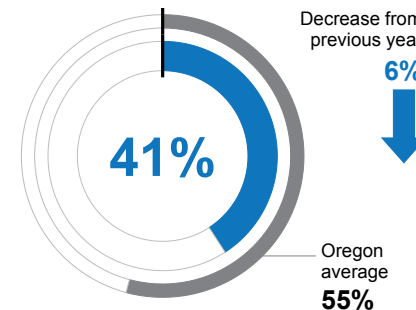
FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years. Cohort includes students who were first-time ninth graders in 2019-20 finishing in 2023-24.



COLLEGE GOING

Students enrolling in a two or four year college within 12 months of completing high school in 2022-23. Data from the National Student Clearinghouse.



School Goals

At Santiam Junior/Senior High School, we stand together to celebrate our unique strengths and differences, preparing students to find their path, pushing through challenges to meet high standards and achieve personal success. Our goal is to provide instructional programs that develop the academic and social emotional skills necessary for all students to lead healthy lives as empowered adults.

State Goals

The Oregon Department of Education is partnering with school districts and communities statewide to reach a 90% on-time graduation rate by 2027. Anchored in the pillars of Academic Excellence, Belonging & Wellness, and Accountability, ODE prioritizes evidence-based strategies that strengthen early literacy, improve attendance, and deepen student engagement. We are committed to eliminating opportunity and achievement gaps for historically underserved students. By investing in culturally responsive practices, cultivating inclusive school environments, and fostering a culture of continuous improvement, we can help ensure every student thrives.

Safe & Welcoming Environment

Our school strives to ensure all students and families feel welcome. Student safety is a top priority, and we continually improve our student support systems to ensure all their varied needs are being cared for. Our school provides big opportunities in a small school setting.



OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

Santiam Junior/Senior High School

Outcomes

Our Staff (rounded FTE)



24

Teachers



15

Educational assistants



2

Counselors/
Psychologists/
Social Workers



83%

Average teacher retention rate over the past three years



65%

% of licensed teachers with more than 3 years of experience



No

Same principal in the last 3 years

REGULAR ATTENDERS

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	61%
Multiracial	65%
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	60%
Students Experiencing Poverty	46%
Ever English Learner	<10 students or data unavailable
Students with Disabilities	46%
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Military Connected	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	64%
Male	59%
Non-Binary	<10 students or data unavailable

ON-TRACK TO GRADUATE

<10 students or data unavailable	<10 students or data unavailable
<10 students or data unavailable	<10 students or data unavailable
<10 students or data unavailable	<10 students or data unavailable
<10 students or data unavailable	<10 students or data unavailable
<10 students or data unavailable	<10 students or data unavailable
<10 students or data unavailable	<10 students or data unavailable
>95%	>95%
91%	91%
<10 students or data unavailable	<10 students or data unavailable
<10 students or data unavailable	<10 students or data unavailable
<10 students or data unavailable	<10 students or data unavailable
<10 students or data unavailable	<10 students or data unavailable
<10 students or data unavailable	<10 students or data unavailable
<10 students or data unavailable	<10 students or data unavailable
<10 students or data unavailable	<10 students or data unavailable
94%	94%
94%	94%
<10 students or data unavailable	<10 students or data unavailable

ON-TIME GRADUATION

<10 students or data unavailable	<10 students or data unavailable
<10 students or data unavailable	<10 students or data unavailable
<10 students or data unavailable	<10 students or data unavailable
<10 students or data unavailable	<10 students or data unavailable
<10 students or data unavailable	<10 students or data unavailable
<10 students or data unavailable	<10 students or data unavailable
>95%	>95%
90%	90%
<10 students or data unavailable	<10 students or data unavailable
<10 students or data unavailable	<10 students or data unavailable
<10 students or data unavailable	<10 students or data unavailable
<10 students or data unavailable	<10 students or data unavailable
<10 students or data unavailable	<10 students or data unavailable
<10 students or data unavailable	<10 students or data unavailable
<10 students or data unavailable	<10 students or data unavailable
94%	94%
94%	94%
<10 students or data unavailable	<10 students or data unavailable

About Our School

ADVANCED COURSEWORK

Our School offers college credit courses, including: College Algebra, Trigonometry/Calculus, College Writing, College Literature, Chemistry. We also offer a wide range of tuition-free dual-enrollment courses through the local community college.

CAREER & TECHNICAL EDUCATION

Our students have the option of enrolling in one of our CTE programs.

Santiam offers:
Construction Technology, Health Occupations and Culinary/Hospitality.

EXTRACURRICULAR ACTIVITIES

Our school offers several academic focused extracurricular activities: Pep Band, ASB, Drama productions, International Club, National Honor Society, and Various after school clubs

Our school offers High School athletics through OSAA and our middle school offers these different sports opportunities: Football, Volleyball, Cross Country, Wrestling, Basketball, Track and Field, Baseball, and Softball

PARENT & COMMUNITY ENGAGEMENT

Our school strives to engage all of our parents by providing language supports for families where English is their second language. Our school gives parents online access to teacher gradebooks, and offers parent teacher conferences several times a year, while staff encourage parent collaboration. We take pride in partnering with community groups, businesses and individuals to increase learning opportunities and civic engagement. Visit the school website to find our more or ‘like’ our Facebook page.



OREGON AT-A-GLANCE SCHOOL PROFILE

Oregon Charter Academy

PRINCIPAL: Allison Galvin | GRADES: K-12 | 833 NW Santiam Blvd, Mill City 97360 | 503-897-2272

Students We Serve

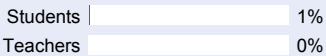


3,053

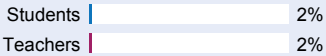
Student Enrollment

DEMOGRAPHICS

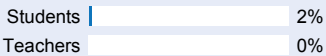
American Indian/Alaska Native



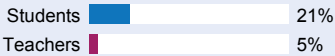
Asian



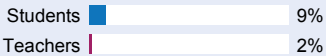
Black/African American



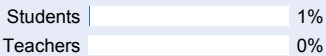
Hispanic/Latino



Multiracial



Native Hawaiian/Pacific Islander



White



8%

Ever English Learners



30

Languages Spoken

22%

Students with Disabilities

84%

Required Childhood Vaccinations

44%

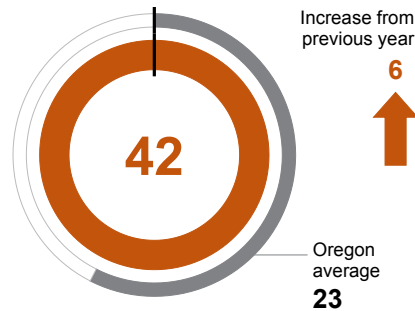
Students Experiencing Poverty

*<10 students or data unavailable

School Environment

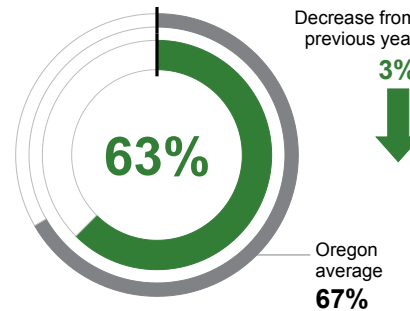
CLASS SIZE

Median size of classes in core subjects.



REGULAR ATTENDERS

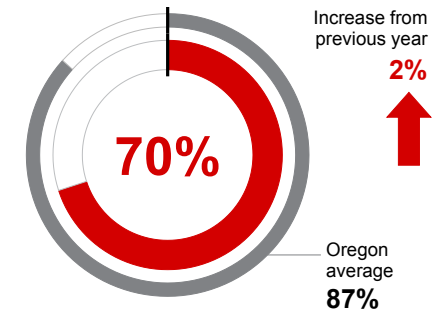
Students who attended more than 90% of their enrolled school days.



Academic Progress

ON-TRACK TO GRADUATE

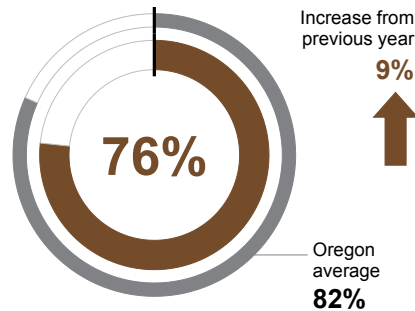
Students earning one-quarter of graduation credits in their 9th grade year.



Academic Success

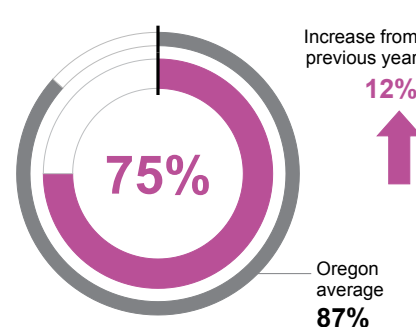
ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2020-21 graduating in 2023-24.



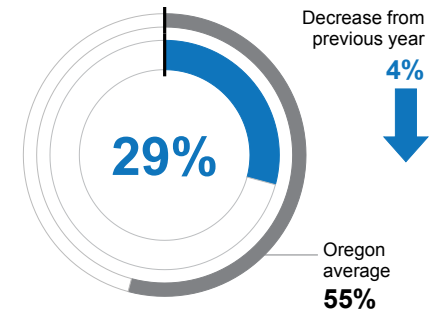
FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years. Cohort includes students who were first-time ninth graders in 2019-20 finishing in 2023-24.



COLLEGE GOING

Students enrolling in a two or four year college within 12 months of completing high school in 2022-23. Data from the National Student Clearinghouse.



School Goals

At Oregon Charter Academy we focus our work on individually engaging all students with the goal of building community and demonstrating academic success for every student. ORCA continues to provide excellent academic support for all students and develop processes to quickly and appropriately address academic concerns. We have made significant changes to our learning platform and curriculum to better meet the needs of our students. ORCA exceeds the state average on all state assessment scores but continues to focus on regular attendance, graduation rate, and ninth grade on track.

State Goals

The Oregon Department of Education is partnering with school districts and communities statewide to reach a 90% on-time graduation rate by 2027. Anchored in the pillars of Academic Excellence, Belonging & Wellness, and Accountability, ODE prioritizes evidence-based strategies that strengthen early literacy, improve attendance, and deepen student engagement. We are committed to eliminating opportunity and achievement gaps for historically underserved students. By investing in culturally responsive practices, cultivating inclusive school environments, and fostering a culture of continuous improvement, we can help ensure every student thrives.

Safe & Welcoming Environment

ORCA is diligent in creating a safe and welcoming environment for all students, families, and staff where diversity and inclusion are honored. We provide families the opportunity to share concerns and participate in Safe Oregon. We also celebrate anti-bullying month in October. Diversity, equity & bias training is provided to all staff and students focusing on creating a safe learning environment for all. ORCA has policies and procedures on how to report and eliminate harassment. Students have the opportunity to participate in various school counseling groups and clubs to encourage an inclusive environment.



OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

Oregon Charter Academy



Outcomes

Our Staff (rounded FTE)



113

Teachers



0

Educational assistants



9

Counselors/
Psychologists/
Social Workers



83%

Average teacher retention rate over the past three years



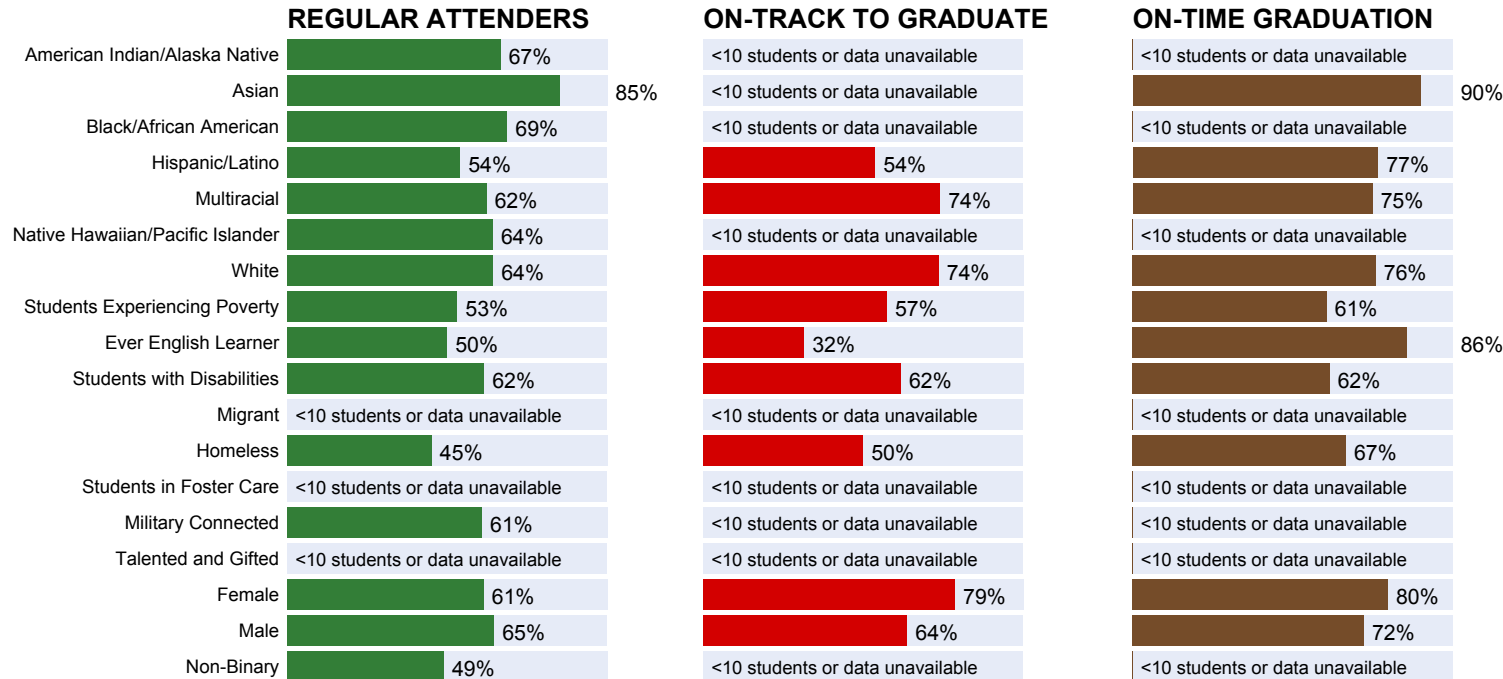
97%

% of licensed teachers with more than 3 years of experience



Yes

Same principal in the last 3 years



About Our School

ADVANCED COURSEWORK

ORCA offers six different AP courses: Calculus, U.S. History, Environmental Science, Statistics, Literature & Composition, Language & Composition. ORCA also offers dual-enrollment courses through local community colleges where students can earn college credit for free while taking their high school courses: Anatomy & Physiology, AP Calculus AB, AP Literature & Composition, AP Language & Composition, AP Statistics, AP U.S. History, Honors Language Arts 11, Honors Language Arts 12, Health Science Education, Honors U.S. History, Integrated Honors Math, Integrated Mathematical Applications, Medical Terminology, Precalculus, Spanish I, Spanish II, Spanish III. Through our dual-enrollment program, 1,451 ORCA students have successfully earned college credit.

CAREER & TECHNICAL EDUCATION

Our Career & Technical Education program, ASCEND, includes high-demand career pathways that will help students understand the relevance and value of their academic courses in Math, Science, English, and Social Studies — and apply them to solve real-world problems. High school students at ORCA have the option of enrolling in a variety of CTE courses and internships. The following CTE pathways provide students with dual credit opportunities and multiple opportunities to earn industry certifications in the following fields:

- Medical Health Sciences
- Veterinary Sciences
- Business and Management
- Hotel and Tourism Management
- Computer Sciences

EXTRACURRICULAR ACTIVITIES

Oregon Charter Academy is an associate member of the OSAA. Due to Senate Bill 208 of the 2018 legislative session, being an associate member gives ORCA students the ability to participate in OSAA-sanctioned athletics and activities at the high school level, and the corresponding school-sanctioned athletics and activities at the K-8 level when these occur outside of the standard school day. In addition, ORCA offers students the opportunity to participate in:

- Student Government
- National Honor Society/National Junior Honor Society
- AVID
- Competitive eSports program
- Poetry Out Loud
- Science Olympiad
- Local and regional field trips
- Various school-based clubs

PARENT & COMMUNITY ENGAGEMENT

Oregon Charter Academy provides many opportunities for parents to engage with our school. From the beginning of the educational journey for each child at ORCA, we strive to engage every parent by hosting a variety of events and clubs:

- Virtual onboarding sessions
- Open House
- Local & regional field trips
- Community Coordinators
- Parent Mentors & outreach group
- Parent meetings with ORCA’s Leadership

Our annual regional food drives and Clothing Closet allow staff, students, and families to be involved in their local communities. Additionally, all students, parents, and guardians are invited to respond to surveys throughout the year to provide anonymous feedback to help drive improvement within the school community.

**Santiam Canyon
School District 129**

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

Consultants to the Board

As the need for expertise to solve problems confronting the district arise, the administration and the Board have the option to hire consultants.

Such advisors may include attorneys, auditors, architects, agents of record and others with technical skills or professional training.

END OF POLICY

Legal Reference(s):

[ORS 332.072](#)

[ORS 332.075](#)

[ORS 332.505](#)

1st Read
Delete

OSBA Model Sample Policy

Code: BD/BDA

Adopted:

Board Meetings

{Optional policy. School boards must follow public meeting law regardless of whether the board adopts this policy. This policy reflects public meeting law as amended by House Bill 2805 (2023).}

The Board has the authority to act only when a quorum is present at a duly called regular, special or emergency meeting. “Meeting” means the convening¹ of a quorum of the Board as the district’s governing body to make a decision² or to deliberate³ toward a decision on any matter. This includes meeting for the purpose of gathering information to serve as the basis for a subsequent decision or recommendation by the Board governing body, i.e. a work session. “Meeting” does not include any on-site inspection of any project or program the attendance of members of the Board at any national, regional or state association to which the Board or its members belong.

The affirmative vote of the majority of members of the Board is required to transact any business.

All regular, special and emergency meetings of the Board will be open to the public except as provided by law. Access to and the ability to attend all meetings (excluding executive sessions) by telephone, video or other electronic or virtual means will be made available when reasonably possible. All meetings will be conducted in compliance with state and federal statutes. [For information how to give or submit public comment [it is outlined in Board policy BDDH - Public Comment at Board Meetings⁴] [and/or] [posted on the district’s website].]

All Board meetings, including Board retreats and work sessions, will be held within district boundaries, except as allowed by law⁵. The Board may attend training sessions outside the district boundaries but cannot deliberate or discuss district business. No meeting will be held at any place where discrimination

¹ “Convening” means: (a) Gathering in a physical location; (b) Using electronic, video or telephonic technology to be able to communicate contemporaneously among participants; (c) Using serial electronic written communications among participants; or (d) Using an intermediary to communicate among participants.

² “Decision” means any determination, action, vote or final disposition upon a motion, proposal, resolution, order, ordinance or measure on which a vote of a governing body is required, at any meeting at which a quorum is present.

³ “Deliberation” means discussion or communication that is part of a decision-making process.

[⁴ When telephone or other electronic means of communication is used during a meeting open to the public, the Board shall make at least one place available to the public where, or at least one electronic means by which, the public can listen during the meeting. At all meetings of the Board open to the public, the public will be provided an opportunity, to the extent reasonably possible, to access and attend the meeting by telephone, video or other electronic or virtual means. If in-person oral testimony (or public comment) is allowed, the public will be provided, to the extent reasonably possible, an opportunity to submit oral testimony during the meeting, [at the designated portion of the agenda,] by telephone, video or other electronic or other means. If in-person written testimony is allowed, the public will be provided, to the extent reasonably possible, an opportunity to submit written testimony including by email or other electronic means, so that the Board is able to consider the submitted testimony in a timely manner.]

⁵ ORS 192.630(4). Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside the jurisdiction if no deliberations toward a decision are involved.

on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, age or national origin is practiced.

The Board will give public notice reasonably calculated to give actual notice to interested persons, including the news media which have requested notice ~~use with disabilities~~, of the time and place for all Board meetings and of the principal subjects to be considered. The Board may consider additional subjects at a meeting, even if they ~~were~~ are not included in the notice.

If requested to do so at least 48 hours before a meeting held in public, the Board shall make a good faith effort to provide an interpreter for hearing-impaired persons. If the meeting is being held upon less than 48 hours' notice and a request for an interpreter is made, the Board shall make a reasonable effort to have an interpreter present. Other appropriate auxiliary aids and services will be provided upon request and appropriate advance notice.

[If requested to do so at least [72] hours before a meeting held in public, the Board will make a reasonable effort to provide translation services. {⁶}]

All meetings held in public shall comply with the Oregon Indoor Clean Air Act.

The possession of dangerous or deadly weapons and firearms, as defined in law and Board policy, is prohibited on district property.

1. Regular, Special and Emergency Meetings

Generally, a regular Board meeting will be held each month. The regular meeting schedule will be established at the annual organizational meeting and may be changed by the Board with proper notice. The purpose of each regular monthly meeting will be to conduct the regular Board business.

No later than the next regular meeting following July 1, the Board will hold the annual organizational meeting to elect Board officers for the coming year and to establish the year's schedule of Board meetings.

Special meetings can be convened by the Board chair, upon request of three Board members, or by common consent of the Board at any time to discuss any topic. [A special meeting may ~~also~~ be scheduled if less than a quorum is present at a meeting, ~~or~~ additional business still needs to be conducted at the ending time of a meeting, conducting business prior to the next regular meeting would be advantageous to the district or other reasons.] At least 24 hours' notice must be provided to all Board members, the news media, which have requested notice, and the general public for any special meeting.

Emergency meetings can be called by the Board in the case of an actual emergency upon appropriate notice under the circumstances. The minutes of the emergency meeting must describe the emergency. Only topics necessitated by the emergency may be discussed or acted upon at the emergency meeting.

2. Communications Outside of Board Meetings

{⁶ Districts are encouraged to evaluate translation needs and resources prior to adding this language. A district may decide that translating the agenda, minutes or other documents, or public comment is sufficient.}

Communications, to, by and among a quorum of Board members outside of a legally called Board meeting, in their capacity as Board members, shall not be used for the purpose of discussing district business. This includes electronic, video or telephonic communications, serial electronic communications among participants and using an intermediary to communicate among participants. Such ~~Electronic~~ communications among Board members shall be limited to messages not involving deliberation, debate, decision-making or gathering of information on which to deliberate.

~~Electronic communications may contain:~~ Communications outside of a Board meeting may contain:

- a. Communications to, between or among members of a governing body that are:
 - (1) Purely factual or educational in nature and that convey no deliberation or decision on any matter that might reasonably come before the Board (including agendas and information concerning agenda items);
 - (2) Not related to any matter that, at any time, could reasonably be foreseen to come before the Board for deliberation and decision; or
 - (3) Nonsubstantive in nature, such as communication relating to scheduling, leaves of absence and other similar matters; or
- ~~b. Agenda item suggestions;~~
- ~~c. Reminders regarding meeting times, dates and places;~~
- ~~d. Board meeting agendas or information concerning agenda items;~~
- ~~e. One-way information from Board members or the superintendent to each Board member (e.g., an article on student achievement or to share a report on district progress on goals);~~
- ~~f.b.~~ Individual responses to questions posed by community members, subject to other limitations in Board policy.

[E-mails sent to other Board members will have the following notice:

Important: Please do not reply or forward this communication if this communication constitutes a decision or deliberation toward a decision between and among a quorum of a governing body which could be considered a public meeting. Electronic communications on district business are governed by public meetings law.]

3. Private or Social Meetings

Private or social meetings of a quorum of the Board for the purpose of making a decision or to deliberate toward a decision on any matter are prohibited by public meetings law.

4. Work Sessions

The Board may use regular or special meetings for the purpose of conducting work sessions to provide its members with opportunities for planning and thoughtful discussion. Work sessions will be conducted in accordance with state law on public meetings, including notice and minutes. [The Board [may make] [is discouraged from making] official decisions during a work session.] [Generally, Boards do not take official action during work sessions, although there is no legal prohibition to do so.]

5. Executive Sessions

Executive sessions may be held [as an agenda item] during regular, special or emergency meetings for a reason permitted by law. [(See Board policy BDC - Executive Sessions)]

Complaints regarding public meetings laws can be filed with the Board in accordance with Board Policy KL – Public Complaints. The Board will respond and provide a copy of the complaint and response to the Oregon Government Ethics Commission within 21 days in accordance with state law.⁷

{8}Mandatory Training

Every member of the Board shall attend or view a training on public meetings law prepared or approved by the Oregon Government Ethics Commission (OGEC) at least once during the Board member’s term of office and shall verify attendance in accordance with OGEC procedures.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)

[ORS 174.104](#)

[ORS Chapter 192](#)

[ORS Chapter 193](#)

[ORS 255.335](#)

[ORS 332.040 - 332.061](#)

[ORS 433.835 - 433.875](#)

⁷ See House Bill 2805 (2023) Section 5(2) for requirements of the response.

⁸ This is required for Board members in districts with total expenditures for a fiscal year of \$1 million or more. This number will be reviewed by OGEC at least once every five years. If the district has total expenditures of less than \$1 million, this language can be kept, but “shall” should be replaced with “is encouraged to.”

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

OR. ATTY. GEN. Public Records and Meetings Manual.

[House Bill 2805 \(2023\)](#).

~~Oregon House Bill 2560 (2021)~~.

~~Oregon House Bill 3041 (2021)~~.

OSBA Model Sample Policy

Code: BDC

Adopted:

Executive Sessions

{Optional policy. School boards can only meet in executive session when statute allows. This policy can be a helpful resource for Board members in determining whether executive session can be used.}

The Board may meet in executive session to discuss subjects allowed by statute but may not take final action except for the expulsion of a student and matters pertaining to or examination of the confidential records of the student.

An executive session may be included as an agenda item of an existing meeting [in accordance with Board policy BDDC - Board Meeting Agenda] or held as its own meeting. Proper notice is required.

If open session is held prior to the executive session, ~~convened by order of the Board chair, upon request of three Board members or by common consent of the Board for a purpose authorized under Oregon Revised Statute (ORS) 192.660 during a regular, special or emergency meeting.~~ The presiding officer will announce the executive session by identifying the authorization under Oregon Revised Statute (ORS) 192.660 or ORS 332.061 for holding such session and by noting the subject of the executive session.

The Board may hold an executive session:

1. To consider the employment of a public officer, employee, staff member or individual agent.¹ (ORS 192.660(2)(a))
2. To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer², employee, staff member or individual agent who does not request an open hearing. (ORS 192.660(2)(b))
3. To conduct deliberations with persons designated by the governing body to carry on labor negotiations. (ORS 192.660(2)(d))
4. To conduct deliberations with persons designated by the governing body to negotiate real property transactions. (ORS 192.660(2)(e))
5. To consider information or records that are exempt by law from public inspection. (ORS 192.660(2)(f))

¹ This provision does not apply to the filling of a vacancy in elective office or on any public committee, commission or other advisory group; or for the consideration of general employment policies. Prior to holding an executive session under ORS 192.660(2)(a), the Board must ensure

- a. The vacancy has been advertised;
- b. Regular hiring procedures have been adopted;
- c. If hiring an officer, the public has had the opportunity to comment on the employment of the officer; and
- d. If hiring a chief executive officer, the Board has adopted hiring standards, criteria and policy directives in meetings open to the public in which the public has had the opportunity to comment on the standards, criteria and policy directives.

² To determine whether the individual involved is considered a public officer, consult with legal counsel.

6. To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed. (ORS 192.660(2)(h))
7. To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing. (ORS 192.660(2)(i))
8. To consider matters relating to school safety or a plan that responds to safety threats made toward a school. (ORS 192.660(2)(k))
9. To consider matters relating to the safety of the governing body and of public body staff and volunteers and the security of public body facilities and meeting spaces. (ORS 192.660(2)(o))
10. To consider matters relating to cyber security infrastructure and responses to cyber security threats. (ORS 192.660(2)(p))
11. To review the expulsion of a minor student from a public elementary or secondary school. (ORS 332.061(1)(a))
12. To review/discuss matters pertaining to or examination of the confidential records of a student. (ORS 332.061(1)(b))

Members of the press may attend executive sessions except those matters pertaining to:

1. Deliberations with persons designated by the Board to carry on labor negotiations;
2. Hearings on the expulsion of a minor student or examination of the confidential records of a student; and
3. Current litigation or litigation likely to be filed if the member of the news media is a party to the litigation or is an employee, agent or contractor of a news media organization that is a party to the litigation.

If an executive session is held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including the student's confidential records; the discussion; and each Board member's vote on the issue.

Minutes shall be kept for all executive sessions.

Content discussed in executive sessions is confidential except as provided by law. Board members and the media are instructed not to disclose information obtained in executive session except when specifically authorized to do so or as required by law.

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)

[ORS 332.045](#)

[ORS 332.061](#)

OR. ATTY. GEN. Public Records and Meetings Manual.

Oregon Government Ethics Commission, [Staff Advisory Opinion](#) No. 22-106S

[House Bill 2806](#) (2023)

1st Read

**Santiam Canyon
School District 129**

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

Notification of Board Meetings

The Board will give public notice reasonably calculated to give actual notice to interested persons, including those with disabilities, of the time and place for regular meetings and of the principal subjects to be considered.

Notices to individuals with disabilities shall be given in an appropriate form upon request and with appropriate advance notice. Auxiliary aids and services available to ensure equally effective communications with qualified persons with disabilities may include large print, Braille, audio recordings and readers. Primary consideration will be given to the requests of the person with a disability in the selection of appropriate auxiliary aids and services.

No special meeting will be held without at least 24 hours notice to the Board members and the general public except in cases of emergency.

In an emergency, a meeting may be held with notice as is appropriate under the circumstances but minutes will explain the emergency situation.

Dates of regular Board meetings will be provided to district employees, interested members of the public and the news media.

END OF POLICY

Legal Reference(s):

[ORS 192.610](#) - 192.690
[ORS 332.045](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).
Americans with Disabilities Act Amendments Act of 2008.

Cross Reference(s):

ACA - Americans with Disabilities Act
BD/BDA - Board Meetings/Regular Board Meetings
BDC - Executive Sessions
BDDH - Public Participation in Board Meetings

OSBA Model Sample Policy

Code: CB
Adopted:

Superintendent {Highly recommended policy.}

The superintendent¹ is designated as the district’s chief executive officer. Under the Board’s direction, the superintendent exercises general supervision of all district schools, personnel and departments. The superintendent is responsible for managing the schools under the Board’s policies and is accountable to the Board for that management. The Board may not direct the superintendent to take any action that conflicts with a local, state or federal law² that applies to school districts³.

The superintendent may delegate to other district personnel any powers and duties imposed upon the superintendent by Board policies or by vote of the Board. Delegation of power or duty will not relieve the superintendent of responsibility for action taken under such delegation.

END OF POLICY

Legal Reference(s):

[ORS 332.505](#)
[ORS 332.515](#)
[OAR 581-022-2405](#)
[OAR 584-005-0005\(51\)](#)

¹ The term “superintendent” includes an interim superintendent.

² “Local, state or federal law” means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.

~~³ Also includes taking any action that conflicts with law that applies to education service districts.~~

1st Read

**Santiam Canyon
School District 129**

Code: CF
Adopted: 9/02/95
Readopted: 3/11/15
Orig. Code(s): CF

District Administration

The principal is the administrative and supervisory head of his or her school. ~~He/She is~~ They are responsible for administering the policies of the Board, under the direction of the superintendent.

END OF POLICY

Legal Reference(s):

[ORS 332.505](#)

1st Read

**Santiam Canyon
School District 129**

Code: **IGAJ**
Adopted: 5/03/01
Readopted: 7/08/15
Orig. Code(s): IGAJ

Traffic Safety Education

If a traffic safety education program is provided by the district, the program will be made available to all eligible resident students. The district will charge a tuition rate as established by the Board.

Eligible nonresident students may enroll in the traffic safety education program if resources are available. Nonresident students will be charged tuition.

No resident student shall be denied enrollment in the district's traffic safety education program based solely on the ability to pay tuition.

The district will develop procedures for establishing tuition rates, enrolling nonresident students and reducing or waiving tuition.

END OF POLICY

Legal Reference(s):

[ORS 336.790 - 336.815](#)

[ORS 339.141](#)

[ORS 802.110](#)

[ORS 802.345](#)

[OAR 737-015-0010 to -0100](#)

1st Read
Delete

**Santiam Canyon
School District 129**

Code: **IGAM**
Adopted: 2/02/06
Readopted: 7/08/15
Orig. Code(s): IGAM

Distance Learning

The district supports distance learning as a viable methodology for delivering direct classroom instruction, program enrichment and staff development.

Licensed teachers may be assigned to a distance learning program without additional license requirements. Teachers offering instruction via live, interactive satellite must hold a current license either from the employing state or Oregon and pass a nationally recognized basic skills test.

The district may contract with the Superintendent of Public Instruction to provide online courses through the Oregon Virtual School District. The district may also allow students to access the online courses offered by the Oregon Virtual School District.

END OF POLICY

Legal Reference(s):

[ORS 342.140](#)
[ORS 342.173](#)
[ORS 342.400](#)
[ORS 354.410 - 354.430](#)

[OAR 584-036-0017](#)