

## Regular School Board Meeting

Wednesday, February 11, 2026 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. January 14, 2026 Board Minutes

5.2. Retirement- Terri Moberg- SES Kindergarten Teacher

5.3. New Hires - Jessica Benavidez- SJSHS Office Manager

5.4. Resignation - Monica Burmeister - SJSHS Office Manager

### 6. Staff Report

6.1. Educational Spotlight- Jess Rist, SCSD Director of Student Services and Clint Forste, SJSHS PE and Health Teacher

6.2. ORCA- Allison Galvin

6.3. SES- Alisha Hansen

6.4. SJSHS- Blane Lazar

6.5. SJSHS Student Report- Ellie Loffelmacher

6.6. Financial Report - Nichole Cooper

6.7. Superintendent Report - Krista Nieraeth

6.8. Enrollment Report- Krista Nieraeth

6.9. Regular Attenders Report- Krista Nieraeth

### 7. Action Items

## 7.1. Second Read of Policies

7.1.1. DBEA- Budget Committee

7.1.2. FEB- Selection of an Architect (DELETE)

7.1.3. FEF/FEFB- Construction Contracts -Bidding and Awards (DELETE)

7.1.4. GBNAA/JHFF- Suspected Sexual Conduct with Students and Reporting Requirements

7.1.5. GCAA-Standards for Competent and Ethical Performance of Oregon Educators

7.1.6. IF- District Curriculum

7.1.7. ICGG-Service Learning (DELETE)

7.1.8. IKF-Graduation Requirements

7.1.9. IKFB- Graduation Exercises

7.1.10. JHCA- Immunization, School Sports Participation, Concussions, and Other Brain Injuries

7.1.11. JHFF/GBNAA- Suspected Sexual Conduct with Students and Reporting Requirements

7.1.12. JOA- Directory Information

7.1.13. KG- Community Use of District Facilities

## 7.2. Board Member Interviews

7.2.1. Jonathon deRenzo

7.2.2. Leah Chapin

7.2.3. Allen Douglas Cole

## 7.3. Declare Vacancy For Budget Committee

## 8. Informational Items

8.1. Financial Presentation-Jackie Olsen

## 8.2. First Read of Policies

8.2.1. AC- Nondiscrimination and Civil Rights

8.2.2. BBF- Board Member Standards of Conduct

8.2.3. BC/ BCA- Board Organization/ Board Organizational Meeting

8.2.4. BF- Policy Development

8.2.5. BFCA- Administrative Regulations

8.2.6. BFD- Board Policy Implementation

- 8.2.7. BFG- Board Policy Review
- 8.2.8. GBN/JBA- Sexual Harassment
- 8.2.9. JBA/GBN- Sexual Harassment
- 8.2.10. JEA- Compulsory Attendance
- 8.2.11. JFE- Pregnant and/ or Parenting Students
- 8.2.12. JGAB- Use of Restraint or Seclusion
- 8.2.13. JHFCA- Student Skateboard/  
Rollerblade/Scooter Use (DELETE)

8.3. Policy ARs for Information

- 8.3.1. AC - AR- Discrimination Complaint  
Procedure
  - 8.3.2. GBN/JBA - AR (1) Sexual Harassment  
Complaint Procedure
  - 8.3.3. GBN/JBA -AR (2)-Federal Law (Title IX)  
Sexual Harassment Complaint Procedure
  - 8.3.4. JBA/GBN- AR (1) - Sexual Harassment  
Complaint Procedure
  - 8.3.5. JBA/GBN- AR (2)-Federal Law (Title IX)  
Sexual Harassment Complaint Procedure
- 8.4. Strategic Plan Discussion

9. **Items for Next Meeting**

**Time moved to Executive Session**

10. **Executive Session**

- **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))**

11.

**Time back into Open Session**

12. **Motion to Adjourn**

**Santiam Canyon School Board of Directors**  
**Regular School Board Meeting**  
**January 14th, 2025 6:00 pm**  
**Santiam Elementary School Commons**

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

**Staff Present:** Krista Nieraeth, Blane Lazar, Alisha Hansen, Sam Proctor, Lisa Follis, Nichole Cooper, Karen Baker, Jenny Longfellow, Jess Rist.

**Student:** Sky Seely

**Visitors:** Melody Rossiter, Nancy Griffith - ESD

**1.0 Call to Order:**

Mrs. Reeser called the board meeting to order at 6:01 pm.

**2.0 Flag Salute:**

Mrs. Reeser led the Pledge of Allegiance

**3.0 Approval of/or Changes to the Agenda:**

Mrs. Allison motioned to accept the agenda as presented.

Mr. Anderson second.

No Discussion. Motion passed 4-0

**4.0 Public Comment**

None

**5.0 Consent Agenda**

Mrs. Harrington motioned to accept the consent agenda.

Mrs. Allison seconded.

No Discussion. Motion passed 4-0

## 6.0 Staff Reports

6.1 Educational Spotlight- Mrs. Longfellow, SES Teacher. Mrs. Longfellow gave a presentation on the reading tool UFLI. The full presentation can be found online. Mrs. Allison asked if the reading groups were made up of small groups. Mrs. Longfellow stated yes they are done in small groups. If there are six in a group they are all on target. Mrs. Harrington stated she would be interested in seeing the 6th and 7th grade scores since these were students who were in kindergarten during covid. Mrs. Allison asked if the groups are created according to skill level. Mrs. Longfellow stated they are. Mrs. Longfellow thanked the board for their service on the school board.

6.2. ORCA - Mr. Nielson - Mr. Nielsen presented the report to the board, which can be found online.

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

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

6.5 SJSHS Student Report – Sky Seeley, the student representative from SJSHS, participates in several different academic groups, and is on track to graduate. The board asked Sky several questions. The full interview can be found online.

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

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

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

6.9 Regular Attenders Report- Ms. Nieraeth gave the regular attenders report. The report can be found online.

Mrs. Harrington asked Mrs. Hansen what she thought the reason for the low attendance would be. Mrs. Hansen stated there isn't any one reason but a multitude of reasons. Mrs. Hansen went on to say they have been tracking the SES daily attendance for the last couple of weeks and they have been between 90-95%.

## **7.0 Action Items**

- 7.1 Second Read of Policies
  - 7.1.a BCH - Consultants to the Board
  - 7.1.b BD/BDA - Board Meetings
  - 7.1.c BDC - Executive Sessions
  - 7.1.d BDDA - Notification of Board Meetings
  - 7.1.e CB - Superintendent
  - 7.1.f CF - District Administration
  - 7.1.g IGAJ - Traffic Safety Education
  - 7.1.h IGAM - Distance Learning

Mr. Anderson made a motion to accept all policies in Agenda Item 7.1.

Mrs. Allison second.

No Discussion. Motion passed 4-0

## **7.2 Board Member Vacancy Discussion**

New board member packets are due by January 29th. Mrs. Harrington asked if there are currently any applicants. Mrs. Follis advised there are three interested people that applied at the last board opening. Mrs. Harrington said she would prefer to interview the applicants the same as the board did last time. The board chose to use the same questions as the last interview. Ms. Nieraeth suggested keeping the number of questions at three. She suggested changing one of the questions. The new question will be why do you want to be on the board and what skills do you bring to the board. Ms. Nieraeth reminded the board the full process must be done in a public forum and that all questions must be the same for all applicants.

## **7.3 Budget Adoption Calendar**

Mr. Anderson made a motion to accept the budget calendar as presented.

Mrs. Allison second.

### **Discussion:**

Mrs. Allison asked questions on the date and it being the same date as a board meeting. Mrs. Cooper stated that historically they have only needed one meeting and should not be an issue. Mrs. Allison asked who was on the committee. Mrs.

Cooper provided the board with the names of recent members and feels it would probably be the same people.

Motion passed 4-0

#### **7.4 ESD Local Service Plan (LSP) Explanation**

Ms. Nieraeth introduced Nancy Griffith, Assistant Superintendent at LBLESD who was there to explain the ESD LSP. Ms. Griffith asked if the board had any questions about the ESD LSP. There were none.

Mrs. Allison made a motion to accept the Local Service Plan as presented.

Mrs. Harrington second.

No Discussion. Motion passed 4-0

### **8.0 Informational Items**

#### **8.1 Q - Hut Discussion**

Mrs. Harrington presented her concerns to the board about the eye appeal of the QHut. Mrs. Harrington feels that with all the other upgrades to the campus the QHut has a negative impact on the school grounds aesthetically. After discussion the board has directed Ms. Nieraeth to get quotes on the roof repairs and painting. Ms. Nieraeth said she would bring the information to the board at the March 2026 meeting.

#### **8.2 First Read of Policies**

8.2.a DBEA - Budget Committee

8.2.b FEB - Selection of an Architect (DELETE)

8.2.c FEF/FEFB - Construction Contracts - Bidding and Awards (DELETE)

8.2.d GBNA/JHFF - Suspected Sexual Conduct with Students and Reporting Requirements

8.2.e GCAA - Standards for Competent and Ethical Performance of Oregon Educators

8.2.f IF - District Curriculum

8.2.g IGCG - Service Learning (DELETE)

8.2.h IKF - Graduation Requirements

8.2.i IKFB - Graduation Exercises

8.2.j JHCA - Immunization, School Sports Participation, Concussions, and Other Brain Injuries

- 8.2.k JHFF/GBNAA - Suspected Sexual Conduct with Students and Reporting Requirements
- 8.2.l JOA - Directory Information
- 8.2.m KG - Community Use of District Facilities
- 8.2.n KG - AR - Community Use of District Facilities

Ms. Nieraeth explained the new Facilities Use form to the board. Mr. Anderson asked who uses the facilities. Mrs. Follis stated there are several different groups that use the facilities as well as for private events. Mr. Anderson asked if deposits were required. Ms. Nieraeth said there is the option currently but feels that going forward we shouldn't as it may create a barrier for someone to use the facilities.

Mrs. Harrington wants to make sure that there are no barriers for the use of district facilities. Ms. Nieraeth said that the district does not want to create barriers for use of district facilities, but that there needs to be expectations for usage so that district staff are not being called outside of work hours or having to clean up after events.

### 8.3 Board Training Discussion

Ms. Nieraeth asked the board if they would like to reschedule the board training on February 2nd, 2026, due to having a new board member. All board members agreed to change the date. Ms. Nieraeth informed the board the first date available is March 3rd, 2026. Mrs. Harrington stated she will not be available for that day. Mrs. Reeser asked if there was another date to choose from. Ms. Nieraeth stated she did not believe so since Mrs. Miles with OSBA will not be available until April. Ms. Nieraeth will see about another date in March or April and get back to the board. Mr. Anderson requested that the training not be scheduled on a Wednesday. Mrs. Allison talked of a webinar training 01/16/2025 that the board members can register for and attend.

Ms. Nieraeth recognized the board members for Board Recognition Month. She presented each member with a small gift of a sweatshirt with the Santiam Logo and a certificate of appreciation that will hang in the District Office.

## **9.0 Items for the Next Meeting / Board Comments**

None.

## **10.0 Important Board Dates**

Discussed above.

**11.0 Motion to Adjourn:**

Mrs. Allison motioned to adjourn.

Mr. Anderson Second.

No Discussion. Motion passed 4-0

Meeting adjourned at 7:47 pm

Draft



## School Leader Report February 11, 2026

### Enrollment

February 3, 2026	January 5, 2026	February 5, 2025	February 2, 2024
2,900	2,833	2,804	2,432

### School Year Events

February is when our staff and students transition to the second semester and focus on finishing the school year strong, but it's also when the leadership team begins planning for the 2026-27 school year. This month, these key milestones occur:

- Intent to Return: The annual Intent to Return (ITR) process opened on Monday, February 9, 2026. ITR is for currently enrolled families to communicate their intent for the next school year. This process is critical as it drives our enrollment and budgeting projections.
- 2026-27 Enrollment: Also on February 9, 2026, enrollment for new students opened for the 2026-27 school year. The goal is that ORCA is to be ahead of the other virtual schools for next year's enrollment so we are top of mind for families looking for a change.
- Annual Satisfaction Survey: From February 12 - February 24, 2026, the annual student and parent satisfaction survey will be open. The leadership team analyzes the results of the annual survey to help develop initiatives for the following school year.

### Graduation Rate

I am excited to share that the Oregon Department of Education has released the graduation rates for 2025. The Oregon Charter Academy's 4-year graduation rate for the class of 2025 is **80.2%**. That is an increase of **27.16%** in three years. Additionally, every reported student subgroup showed growth. This is one of the highest graduation rates out of all virtual schools in Oregon. I am proud of the ORCA team for embracing all possible solutions to support students. This has definitely been a team effort.

### Semester 1 Metrics

Quarterly metrics are attached. The school improvement plan aligns with the goals within the charter agreement, which focuses on improving subgroup data. There are some areas of great growth throughout the school, as well as areas in need of continued focus and improvement. School leaders will be doing a deep dive with teachers to celebrate successes and brainstorm for continuous growth.

Thank you to the Santiam Canyon Board of Directors and the district for a continued collaborative relationship that provides opportunities for students who wouldn't have the same opportunities otherwise.



**School Leader Report**  
**February 11, 2026**

**Graduation Rate Data: Oregon Charter Academy**

	2024-25	2023-24	2022-23		1 Year Change	2 Year Change
<b>All Students</b>	80.2	76.4	66.8		3.8	13.4
<b>Male</b>	73.8	72.3	63.4		1.5	10.4
<b>Female</b>	83.1	79.8	70.8		3.3	12.3
<b>Non-Binary</b>	*	*	*		*	*
<b>American Indian/Alaska Native</b>	*	*	*		*	*
<b>Asian</b>	*	10	*		*	*
<b>Native Hawaiian/Pacific Islander</b>	*	*	*		*	*
<b>Black/African American</b>	*	*	*		*	*
<b>Hispanic/Latino</b>	78.4	76.8	71.9		1.6	6.5
<b>Multi-Racial</b>	75	75	70		0	5
<b>White</b>	78.9	76	66		2.9	12.9
<b>Underserved Races/Ethnicities</b>	77.6	76.3	70.4		1.3	7.2
<b>Economically Disadvantaged</b>	68.1	60.7	61.8		7.4	6.3
<b>Not Economically Disadvantaged</b>	87.6	87	72.5		0.6	15.1
<b>Students with Disabilities</b>	68.5	61.6	53.4		6.9	15.1
<b>Students without Disabilities</b>	82.2	81	70		1.2	12.2
<b>Ever English Learners</b>	93.1	85.7	62.2		7.4	30.9
<b>Former English Learners, Exited Prior to High School</b>	90.5	90	68		0.5	22.5
<b>English Learners, Anytime in High School</b>	*	*	*		*	*
<b>Never English Learners</b>	77.6	75.6	67.3		2	10.3
<b>Talented and Gifted</b>	*	*	*		*	*
<b>Not Talented and Gifted</b>	78.6	76.1	66.6		2.5	12
<b>Migrant</b>	*	*	*		*	*
<b>Homeless Students</b>	71.4	66.7	48		4.7	23.4
<b>Combined Disadvantaged</b>	73.9	N/A	63.8		*	10.1
<b>CTE Participants</b>	92.2	90.8	86.2		1.4	6
<b>CTE Concentrators</b>	>95	100	>95%		*	*
When the adjusted cohort count was less than 10, this denominator was suppressed with an *.						



# SANTIAM ELEMENTARY SCHOOL

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

Alisha Hansen, Principal  
 Savannah Bradd, Office Manager/Registrar  
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## Board Report - February, 2026

### Events:

- Tiger Assembly and Bike Drawing
- Read-A-Thon (Prizes include a book written by Leslie Barnard Booth and a \$25 Barnes and Noble gift card)
- Little Caesars Fundraiser for Teacher's Wish Lists
- Read Across America Day & visiting Author Leslie Barnard Booth-Rocks Rock! Presentation

### Star Benchmarking:

#### Reading

**SES Star Reading School Wide**

Risk level	Fall 2025	Winter 2026	Change
High Risk	3.9%	3.1%	-0.8
Some Risk	19.5%	13.7%	-5.8
Low Risk	16.9%	18%	+1.1
No Risk	59.7	65.2%	+5.5

**SES Star Early Literacy School Wide**

Risk level	Fall 2025	Winter 2026	Change
High Risk	9.1%	1.4%	-7.7
Some Risk	22.1%	21.7%	-0.4
Low Risk	18.2%	20.3%	+2.1
No Risk	50.6%	56.5%	+5.9

**Sped 2026 Winter Benchmark Data**

#### Star Reading

Risk level	Fall 2025	Winter 2026	Change
High Risk	57%	21%	-36%
Some Risk	28%	50%	+22%
Low Risk	14%	21%	+7%
No Risk	0%	7%	+7%

#### Math

Fall 2025					
Grade Level	Total students	Red	Yellow	Blue	Green
K	28	2	1	2	23
1st	33	1	4	9	19
2nd	42	1	8	5	28
3rd	35	1	5	8	21
4th	52	5	11	6	30
5th	44	4	9	14	16
	234	12	38	44	137
		5%	17%	19%	59%

Winter 2025					
Grade Level	Total students	Red	Yellow	Blue	Green
K	27	0	1	4	22
1st	37	0	2	2	33
2nd	39	0	3	5	29
3rd	32	1	4	6	21
4th	52	2	7	12	30
5th	46	3	5	13	23
	233	6	22	42	158
		3%	10%	18%	69%

#### Star Math

Risk level	Fall 2025	Winter 2026	Change
High Risk	36%	26%	-10%
Some Risk	36%	46%	+10%
Low Risk	27%	0%	-27%
No Risk	0%	27%	+27%



Blane Lazar, Principal  
Amber Jungwirth, Vice Principal  
Jessica Benadivez, Office Manager

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## **FEBRUARY 2026 BOARD NOTES**

### **STUDENT GUEST**

Ellie Loffelmacher - Senior, Class of 2026

Transferred to SJSHS from Scio her 9th grade year

Experience at SJSHS has been amazing

Participated in Basketball, Volleyball, 4H, Honors Society

Taken college classes (Writing 121 and College Algebra)

Ellie has a soft spoken kindness that brings a smile to everyone

### **WOLVERINE EMPLOYEE FOCUS**

Kindra Gross - Social Studies teacher

Kindra Gross is an exceptional educator who consistently goes above and beyond for her students. She delivers dynamic, hands-on lessons that actively engage learners and allow them to master content through meaningful projects and experiential learning. Kindra deeply cares about her students' success and well-being, and her dedication, creativity, and student-centered approach make our school a stronger, better place for everyone. Thank you Kindra for all you do!

### **MARK YOUR CALENDARS**

February 16th/17th - Opening round of league playoffs

- Girls should be #5 at #4 match-up
- Boys should be #3 at #2 match-up
- Top 3 qualify for state playoffs

February 16th/17th - State Wrestling Championships

- We should have 2 to 4 wrestlers compete

March 7th to March 19th - Doernbechers Event

- Raising money for Doernbechers Children's Hospital
- Leadership students visiting Doernbechers on Jan. 26th
- Events at both schools and locally including 3 assemblies, local business partnerships, flamingo flocking, staff vs. students basketball, 3 point competition, bingo, fun run, dance, change for change, SES change drive and so much more
- Raised \$8,000 last year, a record amount (\$5,500 goal)
- Staff challenges, \$10,000 = Dean of Students surprise
- Want this to be a community event, please get involved

# **SANTIAM WOLVERINES**



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## **April 17th - Santiam Scholarship Auction**

- Raising money for student scholarships
- Fun evening with food and auctions
- Attend and support our Class of 2026

## **SJSHS NEWS AND NOTES-**

### **Completed 1st Round of STAR testing**

- STAR assessments are short, computer-adaptive tests (CAT) utilized in K-12 education to measure student proficiency in reading, math, and early literacy. They adjust difficulty based on student responses. This allows for the results to identify students' skill levels and learning needs.
- Math results on page 3
- Reading results on page 4

### **NEW Club Announcement**

- Jazz Club by Tobias Burroughs
  - Students are recording and learning Jazz music

## **WOLVERINE ATHLETIC CORNER-**

### **Wrestling**

- Coached by Kerry Crowston
- Possibly 4 wrestlers could qualify for state

### **Boys Basketball**

- Coached by Elvis Hicks
- Ranked #28 in state, 7-13 overall record
- Right now sitting at #3 in league

### **Girls Basketball**

- Coached by Hannah Thompson
- Ranked #21 in state, 8-13 overall record
- Right now sitting at #5 in league

## **UPCOMING EVENTS-**

February 21	Advanced Band competition
February 25	University of Oregon Band speakers
March 2 - 5	Classified Appreciation Week
March 7 - 19	Doernbechers Event
March 19	Doernbechers closing assembly
March 20	Spring Break starts
April 17	Santiam Scholarship Auction

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## JR High Spring 2026 Benchmark Analysis Star Math Assessment

Star Math %tile	0-9	10-24	25-39	40-100
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### Whole School

Risk level	Winter 2026	Spring 2026	Change
High Risk	9.2%		
Some Risk	20.4%		
Low Risk	14.8%		
No Risk	55.6%		

### 8th Grade

Risk level	Fall 2025	Winter 2026	Change
High Risk	6.8%		
Some Risk	13.6%		
Low Risk	20.5%		
No Risk	59.1%		

### 6th Grade

Risk level	Winter 2026	Spring 2026	Change
High Risk	16%		
Some Risk	30%		
Low Risk	10%		
No Risk	44%		

### 7th Grade

Risk level	Winter 2026	Spring 2026	Change
High Risk	4.2%		
Some Risk	16.7%		
Low Risk	14.6%		
No Risk	64.5%		

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## JR High Spring 2026 Benchmark Analysis Star Reading Assessment

Star Read %tile	0-9	10-24	25-39	40-100
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### Whole School

Risk level	Winter 2026	Spring 2026	Change
High Risk	15.6%		
Some Risk	24.8%		
Low Risk	11.3%		
No Risk	48.2%		

### 8th Grade

Risk level	Fall 2025	Winter 2026	Change
High Risk	17.8%		
Some Risk	26.7%		
Low Risk	17.8%		
No Risk	37.8%		

### 6th Grade

Risk level	Winter 2026	Spring 2026	Change
High Risk	20.4%		
Some Risk	10.2%		
Low Risk	26.5%		
No Risk	42.9%		

### 7th Grade

Risk level	Winter 2026	Spring 2026	Change
High Risk	8.5%		
Some Risk	21.3%		
Low Risk	6.4%		
No Risk	63.8%		



February 5, 2026

TO: Santiam Canyon Board  
FROM: Jackie Olsen, Executive Director  
RE: Financial Statements for fiscal year 2025-26

Board Members,

Attached are the financial statements through January 31, 2026. The reports include:

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

### **Fiscal Year 2025–26**

For July 1, 2025 through January 31, 2026 actual revenues and expenditures show an estimated Ending Fund Balance of \$5,688,588. Of this total, \$1,881,338 is set aside as Contingency and Unappropriated Ending Fund Balance. The fund balance is continuing to increase as we move through the year. We will be watching closely for the next revised State School Fund estimate that will come out in March and determine if any adjustments are needed for the remainder of the year.

### **Updates**

The audit has been finalized and will be presented to the board in February. I am happy to share that the district received another “unmodified” or clean audit.

The state’s March Revenue Forecast showed modest improvement in Oregon’s fiscal outlook, with projected Net General Fund and Lottery resources increasing by \$286.5 million since December. This improvement reduces the previously estimated state budget deficit for the 2025–27 biennium to roughly \$500 million, though a shortfall still remains and final figures will depend on legislative decisions. Corporate Activity Tax collections, which support Student Success Act programs, are also trending slightly higher, and there is currently no projected kicker for the next biennium. Lawmakers are also considering legislation that could generate additional state revenue, though its passage is uncertain. Overall, while the outlook is somewhat more positive, continued fiscal pressure and competing demands on state resources mean education funding levels are still unresolved and will require ongoing monitoring.

### **Investments**

As of December 31, 2025, Santiam Canyon’s investments total \$14,520,708.39 in the Local Government Investment Pool, earning an annualized interest rate of 4.16%, a decrease of 0.09% from the prior month.

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. 1/31/2026	Projected through 6/30/2025	Total Estimated 2025-26	(Over)/Under Budget	Budget 2024-25	Actual YTD Rev. 6/30/2025
SSF Funding							
1111 Current Year Property Taxes	2,583,621	2,606,100	124,417	2,730,517	(146,896)	2,442,678	2,581,560
1112 Prior Year's Property Taxes	29,286	35,441	14,587	50,028	(20,742)	30,417	51,960
1114 Payment in Lieu of Property Taxes	13,370	(4)	12,573	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	26,328,225	13,052,227	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	27,870	437,802	465,672	-	415,262	140,220
3104 State Timber	300,000	323,858	36,142	360,000	(60,000)	300,000	455,858
<b>Total SSF Funding</b>	<b>42,929,682</b>	<b>29,321,491</b>	<b>13,686,678</b>	<b>43,008,168</b>	<b>(86,423)</b>	<b>37,526,503</b>	<b>39,937,495</b>
<b>Total SSF Revenue</b>	<b>\$ 42,929,682</b>	<b>\$ 29,321,491</b>	<b>\$ 13,686,678</b>	<b>\$ 43,008,168</b>	<b>\$ (86,423)</b>	<b>\$ 37,526,503</b>	<b>39,937,495</b>
<b>Non State School Support Formula Sources</b>							
<b>Local Sources</b>							
1510 Earnings on Investments	450,000	352,117	97,883	450,000	-	300,000	550,732
1710 Admissions/Fees	10,000	8,761	1,239	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	1,023,284	509,508	1,532,792	3,004	1,314,999	1,418,175
1960 Recovery of Prior Year Expenditures		7,558		7,558	(7,558)		303
1980 Indirect Fees		-					54,054
1990 Miscellaneous Local Revenue	38,388	14,893	23,495	38,388	-	40,000	34,724
1991 Miscellaneous ERATE	6,500	6,221	279	6,500	-	6,500	11,757
<b>Total Non Formula Local Sources</b>	<b>2,059,684</b>	<b>1,412,835</b>	<b>648,190</b>	<b>2,061,025</b>		<b>1,701,499</b>	<b>2,097,689</b>
<b>Intermediate Sources</b>							
2102 ESD Apportionment	288,000	32,020	255,980	288,000	-	200,000	372,575
2199 - Other Inter. Sources (HERT)	500	486	-	486	14		985
2800 Revenue in Lieu of Taxes	500	-	-	-	500	500	-
<b>Total Intermediate Sources</b>	<b>289,000</b>	<b>32,506</b>	<b>255,980</b>	<b>288,000</b>	<b>500</b>	<b>200,500</b>	<b>373,560</b>
<b>State/Federal Sources</b>							
3299 Other Restricted Grants-In-Aid- YTP		-	-	-	-		9,979
4201 Foster Care Transportation	5,000	-	-	-			2,450
4703 Carl Perkins	2,500	-	-	-			-
4801 Federal Forest		-	-	-			10,253
<b>Total State/Federal Sources</b>	<b>7,500</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>22,682</b>
<b>Other Sources</b>							
5400 Beginning Fund Balance*	5,226,881	5,862,904		5,862,904	(636,023)	5,100,000	5,109,577
<b>Total Other Sources</b>	<b>5,226,881</b>	<b>-</b>	<b>-</b>	<b>5,862,904</b>	<b>(636,023)</b>	<b>5,100,000</b>	<b>5,109,577</b>
<b>Total Non SSF Revenue</b>	<b>\$ 7,583,065</b>	<b>\$ 1,445,341</b>	<b>6,789,150</b>	<b>\$ 8,211,929</b>	<b>\$ (635,523)</b>	<b>\$ 7,001,999</b>	<b>7,603,508</b>
<b>Total Resources</b>	<b>\$ 50,512,747</b>	<b>\$ 36,629,735</b>	<b>\$ 20,475,828</b>	<b>\$ 51,220,097</b>	<b>\$ (721,946)</b>	<b>\$ 44,558,502</b>	<b>\$ 47,541,003</b>
				<b>\$ 45,531,509</b>			
				<b>\$ 5,688,588</b>			
				<b>\$ 1,881,338</b>			
				<b>\$ 3,807,250</b>			

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

Function	Budget 2025-2026	Actual YTD EXP 1/31/2026	Projected through 6/30/2025	Total Estimated 2025-26	(Over)/ Under Budget	% Committed	Budget 2024-25	Actual YTD Exp. 6/30/2025
<b>Instruction</b>								
1111 Elementary, K-5 or K-6	1,853,942	678,004	935,338	1,613,342	240,600	87.02%	1,656,791	1,441,777
1121 Middle/Junior High Programs	858,829	324,103	431,667	755,770	103,059	88.00%	806,930	666,743
1122 Middle/Junior High School Extracurricular	101,947	19,464	33,642	53,106	48,841	52.09%	103,118	53,716
1131 High School Programs	1,405,712	560,048	733,403	1,293,452	112,260	92.01%	1,251,124	1,151,209
1132 High School Extracurricular	395,609	187,429	174,692	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	1,277	2,132	3,408	3,321	50.65%	6,388	3,236
1220 Restrictive Pgms for Students w/Disabilities	750,378	263,668	473,537	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	215,408	284,766	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	7,184	7,351	14,535	16,265	47.19%	22,800	10,760
1288 Charter School Payments	36,325,251	22,512,827	11,816,232	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
<b>Total Instruction</b>	<b>\$ 42,341,440</b>	<b>\$ 24,769,645</b>	<b>\$ 14,949,013</b>	<b>\$ 39,718,658</b>	<b>\$ 2,622,782</b>		<b>\$ 37,207,518</b>	<b>36,717,874</b>
<b>Support Services</b>								
2112 Attendance Services	-	0.00	-	-	-		32,144	0.00
2120 Guidance Services	252,735	42,767	134,148	176,915	75,821	70.00%	230,218	120,103.22
2139 Health Services	3,100	18,842	12,158	31,000	(27,900)	1000.00%	3,100	29,647
2143 Psychological Services	1,500	-	-	-	1,500	0.00%	1,500	-
2150 Speech Pathology and Audiology Services	36,800	-	-	-	36,800	0.00%	26,836	-
2190 Service Directions, Student Support	201,460	105,389	92,041	197,431	4,029	98.00%	107,110	120,659
2222 Library/Media Center	111,191	23,551	77,506	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	23,711	21,788	45,499	17,948	71.71%	56,893	40,799
2310 Board of Education	101,500	56,303	32,812	89,115	12,385	87.80%	97,000	85,164
2321 Office of the Superintendent Services	486,416	269,625	198,301	467,926	18,490	96.20%	436,732	420,131
2410 Office of the Principal Services	607,208	420,917	368,453	789,370	(182,162)	130.00%	551,882	546,328
2520 Fiscal Services	274,045	152,161	124,190	276,352	(2,307)	100.84%	221,986	223,855
2542 Care and Upkeep of Building Services	1,532,994	863,129	369,976	1,233,106	299,888	80.44%	1,458,502	1,173,186
2543 Care and Upkeep of Grounds Services	196,061	71,494	64,907	136,401	59,660	69.57%	161,582	112,413
2544 Maintenance	-	-	-	-	-	0.00%	9,786	-
2550 Student Transportation Services	805,845	386,279	314,806	701,085	104,760	0.00%	781,867	525,333
2574 Printing, Publishing and Duplicating Services	48,250	29,945	12,056	42,001	6,249	87.05%	46,250	40,260
2649 Other Staff Services	5,200	2,281	59	2,340	2,860	45.00%	5,200	1,240
2669 Other Support Services-Central	330,707	202,501	111,670	314,172	16,535	95.00%	282,678	306,904
<b>Total Support Services</b>	<b>\$ 5,067,559</b>	<b>\$ 2,671,923</b>	<b>\$ 1,934,873</b>	<b>\$ 4,606,796</b>	<b>\$ 460,763</b>		<b>\$ 4,626,439</b>	<b>\$ 3,842,427</b>
<b>Community Services</b>								
3100 Food Service	55,110	15,873	23,182	39,056	-		53,240	<b>23,986</b>
<b>Total Community Services</b>	<b>\$ 55,110</b>	<b>\$ 15,873</b>	<b>\$ 23,182</b>	<b>\$ 39,056</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 53,240</b>	<b>\$ 23,986</b>
<b>Other Requirements</b>								
4150 Building Acquisition, Construction, Renovation	-	-	-	-	-	0.00%	5,000	-
5200 Transfers of Funds	1,167,000	-	1,167,000	1,167,000	-	100.00%	817,000	1,105,856
6000 Contingency	1,281,338	-	-	-	1,281,338	100.00%	1,299,305	-
7000 Unappropriated Ending Fund Balance	600,000	-	-	-	600,000	100.00%	550,000	-
<b>Total Other Requirements</b>	<b>\$ 3,048,338</b>	<b>\$ -</b>	<b>\$ 1,167,000</b>	<b>\$ 1,167,000</b>	<b>\$ 1,881,338</b>		<b>\$ 2,671,305</b>	<b>\$ 1,105,856</b>
<b>Total Requirements</b>	<b>\$ 50,512,447</b>	<b>\$ 27,457,441</b>	<b>\$ 18,074,068</b>	<b>\$ 45,531,509</b>	<b>\$ 4,964,883</b>		<b>\$ 44,558,502</b>	<b>\$ 41,690,143</b>

**Santiam Canyon School District 129J**

Appropriations: Budget Vs. Actual

For the Fiscal Year 2025-2026

<b>General Fund (100)</b>	<b>Appropriations</b>	<b>YTD</b>	<b>Encumbrances</b>	<b>Totals</b>	<b>Resolutions</b>	<b>(Over)/Under Budget</b>
1000 Instruction	\$ 42,341,440	\$ 24,769,645	\$ 14,111,239	\$ 38,880,884		\$ 3,460,556
2000 Support Services	\$ 5,067,559	\$ 2,671,923	\$ 1,575,979	\$ 4,247,902		\$ 819,657
3000 Community Services	\$ 55,110	\$ 15,873	\$ 23,182	\$ 39,056		\$ 16,054
5200 Transfers	\$ 1,167,000	\$ -	\$ -	\$ -		\$ 1,167,000
6000 Contingency	\$ 1,281,338	\$ -	\$ -	\$ -		\$ 1,281,338
Sub Total	<b>\$ 49,912,447</b>	<b>\$ 27,457,441</b>	<b>\$ 15,710,401</b>	<b>\$ 43,167,842</b>		<b>\$ 6,744,605</b>
<b>Special Revenue Funds</b>						
1000 Instruction	\$ 3,349,972	\$ 729,858	\$ 837,923	\$ 1,567,780		\$ 1,782,192
2000 Support Services	\$ 1,455,488	\$ 271,909	\$ 184,248	\$ 456,158		\$ 999,330
3000 Community Services	\$ 753,427	\$ 251,760	\$ 211,980	\$ 463,741		\$ 289,686
4000 Facility Acquisition	\$ 250,000	\$ -	\$ -	\$ -		\$ 250,000
5100 Debt Service	\$ 34,487	\$ 9,597	\$ 5,563	\$ 15,160		\$ 19,327
6000 Contingency	\$ 750,000	\$ -	\$ -	\$ -		\$ 750,000
Sub Total	<b>\$ 6,593,374</b>	<b>\$ 1,263,125</b>	<b>\$ 1,239,714</b>	<b>\$ 2,502,838</b>		<b>\$ 4,090,536</b>
<b>PERS Bond Debt Service (302, 303, 304)</b>						
2000 Support Services	\$ 20	\$ 0	\$ -	\$ 0		\$ 20
5100 Debt Service	\$ 1,685,267	\$ 450,132	\$ -	\$ 450,132		\$ 1,235,135
6000 Contingency	\$ 339,386	\$ -	\$ -	\$ -		\$ 339,386
Sub Total	<b>\$ 2,024,673</b>	<b>\$ 450,133</b>	<b>\$ -</b>	<b>\$ 450,133</b>		<b>\$ 1,574,540</b>
<b>Facilities (400)</b>						
4000 Facilities Acquisition	\$ 2,500,000	\$ 11,677	\$ -	\$ 11,677		\$ 2,488,323
6000 Contingency	\$ 250,000	\$ -	\$ -	\$ -		\$ 250,000
Sub Total	<b>\$ 2,750,000</b>	<b>\$ 11,677</b>	<b>\$ -</b>	<b>\$ 11,677</b>		<b>\$ 2,738,323</b>
<b>Total Appropriations</b>	\$ 61,280,494	\$ 29,182,375	\$ 16,950,114	\$ 46,132,490		\$ 15,148,004
<b>Total Unappropriated</b>	\$ 1,559,124	\$ -	\$ -	\$ -		\$ 1,559,124
<b>TOTAL</b>	<b>\$ 62,839,618</b>	<b>\$ 29,182,375</b>	<b>\$ 16,950,114</b>	<b>\$ 46,132,490</b>		<b>\$ 16,707,128</b>



# 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

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## Santiam Canyon School District Board Report February 2026

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

#### a. STAFFING UPDATES

- i. Current Job Openings:
  1. Certified subs
  2. Classified subs
- ii. We are working on finalizing our coaches for the spring season.

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

#### a. PRESCHOOL PARTNERSHIP

The district began providing breakfast and lunch to our preschool students last week. Lisa Follis worked with ODE to ensure the preschool site was approved and that all meal components were compliant with USDA regulations. Kaytlyn Courtney and Mrs. Follis collaborated on menu development and then worked closely with district cafeteria staff to ensure food could be ordered, stored, and prepared as needed.

These meals are provided free of charge to preschool students under the district's Community Eligibility Provision (CEP) designation. On the first day of service, Mrs. Courtney reported that everything went smoothly. She shared her appreciation for the cafeteria staff for having meals prepared and ready for pickup and delivery to the preschool. She also noted that students were excited to receive the meals and appeared more focused afterward, which aligns with our goals for this program.

Thank you to Mrs. Courtney and her staff, Barb Tuers and the cafeteria staff, and Mrs. Follis for their collaboration and hard work in making this possible!

#### b. CLASS OF 2025 GRADUATION RATE

This past week, ODE released statewide graduation rates for the Class of 2025, and we have exciting news to share. Santiam Jr./Sr. High School's Class of 2025 achieved an impressive 93% graduation rate—10 percentage points higher than the state average.

Congratulations to Mr. Lazar and his staff for their work in supporting students throughout their high school years and helping them complete the requirements for a high school diploma.

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

I have included the data for the graduation rate, including all the focal groups at the end of my report. In all groups, we were at or above 90% graduation rate, with the exception of students experiencing poverty, which we were at 89.5%.

This achievement reflects the dedication and perseverance of our students, the commitment of our staff, and the strong support of our families and community. The Canyon community is incredibly proud of our graduates and of everyone who contributed to this success.

### **c. ODE REQUIREMENTS**

In January, I completed portions of SCSD's Title III plan that outline district goals for English Language Learner (ELL) students. These goals focus on supporting students in meeting grade-level standards in core content areas while also making progress in English language acquisition. The Title III plan is a required component for all districts to ensure compliance with state and federal requirements related to the education of ELL students.

The plan details the district's processes for identifying Multilingual English Learners, instructional programming and staffing, assessment and progress-monitoring practices, and procedures for monitoring students who have exited the program. It also addresses equitable policies and practices to ensure access to programming, family engagement efforts, and includes an overall self-evaluation of the district's ELL program. The Title III plan will be completed by the end of the school year and is reviewed and updated on a three-year cycle.

I have also been working closely with the business office to ensure that grant expenditures are drawn down quarterly and that required reporting to ODE is completed accurately and on time. The Integrated Guidance (IG) Quarter 2 reporting is due February 15 and includes an updated budget reflecting expenditures through December 31.

In addition to budget updates, the Q2 reporting requires narrative updates describing the current status of program implementation funded through Integrated Guidance grants, as well as identifying any areas where additional support from ODE may be needed. The final requirement for Quarter 2 reporting is documentation that the School Board has received and approved the district's annual audit. This item will be addressed at the March board meeting.

### **d. INTERIM ASSESSMENT REPORT**

I have asked each school principal to present the results of the K–8 STAR Winter Interim Assessments for reading and math at this board meeting. This will provide the Board with an opportunity to review student growth in core subject areas and to ask questions related to instructional programming, systems in place to support student growth and proficiency, and how district budgeting and spending align with these efforts.

As part of Senate Bill 141, which goes into effect during the 2026–27 school year, all school districts are required to administer interim assessments in reading and math three times per year for students in grades K–8 and to present the results to the School Board. This legislation is intended to improve K–12 student outcomes by increasing transparency, establishing consistent data-driven performance targets, and promoting shared responsibility for academic success, particularly in reading and math.

Reviewing interim assessment data supports the district's focus on using student data to guide instructional practices and goal setting. This includes both classroom-based evidence and standardized assessment data that highlight student strengths and areas for improvement, allowing staff to target professional development and instructional strategies to better meet student needs.

**e. TAP GRANT**

Santiam Canyon School District is eligible for the Oregon Department of Education's Technical Assistance Program (TAP) grant. This grant supports districts in planning for capital improvements and expansion by helping them better inform their communities about deferred maintenance needs, future enrollment projections, and potential funding sources for school facilities.

The TAP program provides financial assistance to school districts and ESDs by helping cover or offset the costs of facility-specific assessments. On behalf of SCSD, I have applied for TAP funding for two assessments: a seismic assessment of SES and an engineered wood roof systems assessment to inspect the trusses in both buildings and verify that they meet insurance requirements for coverage.

We expect to be notified by March 2026 regarding whether the district has been selected for either grant.

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

**a. DISTRICT AND SCHOOL FACILITIES**

Construction of the football stadium stand covering has begun, with Farline Construction serving as the project contractor. The estimated completion date is March 30, 2026. We have partnered with local companies to provide materials and labor to help ensure the project is completed in a timely and cost-efficient manner.

I would like to thank Joey Walczak and Josh Childress of Farline Construction for their leadership and clear communication throughout the project. Appreciation is also extended to Chuck Church of Northside Electric for coordinating electrical support to maintain power where needed and relocate lines as required. Thank you to Sam Proctor and Chuck Follis from SCSD for monitoring the work from the district perspective, assisting contractors with identifying conduit locations, coordinating the removal of fiber lines as necessary, and ensuring access to district grounds. Finally, thank you to Gale Holfert for his enthusiasm and support in helping get this project off the ground.

Chuck Follis has been working with local roofing companies to obtain quotes for the replacement of the Q-Hut roof. Options will be presented to the Board for review at the March meeting.

Mr. Follis has also been addressing issues with moles and geese on the baseball and softball fields in preparation for the upcoming season. After completing the required Integrated Pest Management (IPM) course, he has done an excellent job ensuring the fields are safe for our student-athletes to use. Mr. Follis has also worked with Northside Electric to update the light fixtures around the Q-

Hut, improving lighting for increased safety and security around the Q-Hut and district minibuses and vans.

We have also contracted with a mobile mechanic who comes to the district to complete maintenance work on district vehicles. This supports our requirement to conduct annual maintenance inspections on all vehicles that transport students and helps ensure the overall safety and reliability of the district fleet.

Lisa Follis and I have been working to obtain quotes for bleacher and backboard safety inspections, as well as any necessary repairs, in all district gyms. We conducted walkthroughs with three companies and expect to receive quotes in the coming weeks. Our goal is to complete the inspections this summer and place them on an annual rotation.

Pfeifer Roofing has completed repairs and cleaning on the SES modular roof and is currently reroofing the Switchback House, which should be done prior to the board meeting in February. SouthTown Glass evaluated three areas across the district where glass replacement or repair is needed. Quotes have been received, and I have approved the work to proceed.

Both schools have experienced an increase in staff and student illness over the past month. Custodial staff have been asked to remain diligent in disinfecting buildings, desks, chairs, and other high-touch surfaces while illness rates remain elevated. Thank you to staff for helping us work to keep our schools clean.

School Name	Student Group	Adjusted Cohort	Graduates	2024-25 Four-year Cohort Graduation Rate	Other Completers	2024-25 Four-year Cohort Completer Rate	Alternative Certificate	Continuing Enrollment in 2025-26	Other Non-Completers	Institution Level	2023-24 (prior year) Four-year Cohort Graduation Rate
Santiam Junior/Senior High School	All Students	44	41	93.2	1	95.5	0	0	2	High School	94.4
Santiam Junior/Senior High School	Male	21	19	90.5	*	90.5	*	*	*	High School	94.4
Santiam Junior/Senior High School	Female	23	*	>95%	*	>95%	*	*	*	High School	94.4
Santiam Junior/Senior High School	Non-Binary	*	*	*	*	*	*	*	*	High School	*
Santiam Junior/Senior High School	American Indian/Alaska Native	*	*	*	*	*	*	*	*	High School	*
Santiam Junior/Senior High School	Asian	*	*	*	*	*	*	*	*	High School	*
Santiam Junior/Senior High School	Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	High School	*
Santiam Junior/Senior High School	Black/African American	*	*	*	*	*	*	*	*	High School	*
Santiam Junior/Senior High School	Hispanic/Latino	*	*	*	*	*	*	*	*	High School	*
Santiam Junior/Senior High School	Multi-Racial	*	*	*	*	*	*	*	*	High School	*
Santiam Junior/Senior High School	White	30	*	>95%	*	>95%	*	*	*	High School	>95%
Santiam Junior/Senior High School	Underserved Races/Ethnicities	10	*	*	*	*	*	*	*	High School	*
Santiam Junior/Senior High School	Students Experiencing Poverty	22	20	90.9	*	>95%	*	*	*	High School	89.5
Santiam Junior/Senior High School	Students Not Experiencing Poverty	22	*	>95%	*	>95%	*	*	*	High School	>95%
Santiam Junior/Senior High School	Students with Disabilities	12	10	83.3	*	83.3	*	*	*	High School	*
Santiam Junior/Senior High School	Never English Learners	44	41	93.2	*	>95%	*	*	*	High School	>95%
Santiam Junior/Senior High School	Talented and Gifted	*	*	*	*	*	*	*	*	High School	*
Santiam Junior/Senior High School	Migrant	*	*	*	*	*	*	*	*	High School	*
Santiam Junior/Senior High School	Homeless Students	*	*	*	*	*	*	*	*	High School	*
Santiam Junior/Senior High School	CTE Participants	38	*	>95%	*	>95%	*	*	*	High School	>95%
Santiam Junior/Senior High School	CTE Concentrators	15	*	>95%	*	>95%	*	*	*	High School	>95%
Santiam Junior/Senior High School	Currently or Formerly Incarcerated	*	*	*	*	*	*	*	*	High School	*
Santiam Junior/Senior High School	Ever English Learners	*	*	*	*	*	*	*	*	High School	*
Santiam Junior/Senior High School	Foster Care	*	*	*	*	*	*	*	*	High School	*
Santiam Junior/Senior High School	Military Connected	*	*	*	*	*	*	*	*	High School	*
Santiam Junior/Senior High School	Students without Disabilities	32	*	>95%	*	>95%	*	*	*	High School	>95%
Santiam Junior/Senior High School	Not Talented and Gifted	44	41	93.2	*	>95%	*	*	*	High School	94.4
Santiam Junior/Senior High School	Recent Arriver	*	*	*	*	*	*	*	*	High School	*
Santiam Junior/Senior High School	Combined Focal Group	33	30	90.9	*	93.9	*	*	*	High School	NA

## 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	107	108	0	0	0	0	90	105	112	116	115	115	112	115	116	115
1st	116	121	123	125	127	133	0	0	0	0	104	109	111	112	113	122	122	125	123	123
2nd	120	126	125	130	132	135	0	0	0	0	133	135	140	143	140	139	138	141	142	141
3rd	146	151	153	154	152	157	0	0	0	0	150	163	168	165	161	166	176	180	187	188
4th	185	189	191	199	202	197	0	0	0	0	145	157	166	167	170	170	169	167	177	178
5th	164	170	177	191	194	197	0	0	0	0	178	190	195	197	196	208	209	216	227	226
6th	199	203	214	220	225	236	0	0	0	0	190	209	219	235	240	262	265	274	290	290
7th	267	266	284	303	307	316	0	0	0	0	244	267	277	294	302	327	338	355	366	370
8th	328	336	355	359	361	366	0	0	0	0	268	299	314	327	330	349	367	381	386	385
9th	290	305	313	323	328	349	0	0	0	0	252	277	296	313	325	345	360	371	381	375
10th	333	361	371	379	383	403	0	0	0	0	295	323	356	369	375	393	411	424	430	426
11th	380	389	406	419	422	437	0	0	0	0	331	346	364	382	383	409	425	440	444	438
12th	383	389	392	398	399	376	0	0	0	0	320	333	341	353	353	344	346	347	345	342
Total ADM	2993	3106	3207	3306	3339	3410	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	<b>TOTAL</b>	<b>90</b>	<b>104</b>	<b>133</b>	<b>150</b>	<b>145</b>	<b>178</b>	<b>190</b>	<b>244</b>	<b>268</b>	<b>252</b>	<b>295</b>	<b>331</b>	<b>320</b>	<b>2700</b>

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	<b>TOTAL</b>	<b>105</b>	<b>109</b>	<b>135</b>	<b>163</b>	<b>157</b>	<b>190</b>	<b>209</b>	<b>267</b>	<b>299</b>	<b>277</b>	<b>323</b>	<b>346</b>	<b>333</b>	<b>2913</b>

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	<b>TOTAL</b>	<b>112</b>	<b>111</b>	<b>140</b>	<b>168</b>	<b>166</b>	<b>195</b>	<b>219</b>	<b>277</b>	<b>314</b>	<b>296</b>	<b>356</b>	<b>364</b>	<b>341</b>	<b>3059</b>

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	<b>TOTAL</b>	<b>116</b>	<b>112</b>	<b>143</b>	<b>165</b>	<b>167</b>	<b>197</b>	<b>235</b>	<b>294</b>	<b>327</b>	<b>313</b>	<b>369</b>	<b>382</b>	<b>353</b>	<b>3173</b>

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	<b>TOTAL</b>	<b>115</b>	<b>113</b>	<b>140</b>	<b>161</b>	<b>170</b>	<b>196</b>	<b>240</b>	<b>302</b>	<b>330</b>	<b>325</b>	<b>375</b>	<b>383</b>	<b>353</b>	<b>3203</b>

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	<b>TOTAL</b>	<b>115</b>	<b>122</b>	<b>139</b>	<b>166</b>	<b>170</b>	<b>208</b>	<b>262</b>	<b>327</b>	<b>349</b>	<b>345</b>	<b>393</b>	<b>409</b>	<b>344</b>	<b>3349</b>

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	<b>TOTAL</b>	<b>112</b>	<b>122</b>	<b>138</b>	<b>176</b>	<b>169</b>	<b>209</b>	<b>265</b>	<b>338</b>	<b>367</b>	<b>360</b>	<b>411</b>	<b>425</b>	<b>346</b>	<b>3438</b>

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	<b>TOTAL</b>	<b>115</b>	<b>125</b>	<b>141</b>	<b>180</b>	<b>167</b>	<b>216</b>	<b>274</b>	<b>355</b>	<b>381</b>	<b>371</b>	<b>424</b>	<b>440</b>	<b>347</b>	<b>3536</b>

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	<b>TOTAL</b>	<b>116</b>	<b>123</b>	<b>142</b>	<b>187</b>	<b>177</b>	<b>227</b>	<b>290</b>	<b>366</b>	<b>386</b>	<b>381</b>	<b>430</b>	<b>444</b>	<b>345</b>	<b>3614</b>

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	<b>TOTAL</b>	<b>115</b>	<b>123</b>	<b>141</b>	<b>188</b>	<b>178</b>	<b>226</b>	<b>290</b>	<b>370</b>	<b>385</b>	<b>375</b>	<b>426</b>	<b>438</b>	<b>342</b>	<b>3597</b>

# REGULAR ATTENDERS - 2025 - 26

>90% Positive Attendance

Grade Level	Enrollment #		Enrollment #		Enrollment #		Enrollment #		Enrollment #		Enrollment #		Enrollment #		Enrollment #	
	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun							
KG	28	82.2%	28	71.4%	27	63.0%	27	74.1%	27	74.0%						
1st	34	64.7%	36	66.7%	36	55.6%	37	67.6%	37	64.8%						
2nd	42	83.7%	40	77.5%	39	71.8%	39	79.5%	39	59.0%						
3rd	34	73.5%	33	66.7%	32	71.8%	32	71.9%	32	62.5%						
4th	52	75.0%	52	75.0%	52	71.2%	52	71.2%	51	64.7%						
5th	46	63.0%	46	71.4%	46	73.9%	46	73.9%	47	57.5%						
6th	49	63.2%	47	68.1%	47	60.0%	47	59.6%	51	66.7%						
7th	55	65.5%	55	65.5%	53	62.3%	53	54.9%	51	64.7%						
8th	55	61.8%	52	50.0%	50	52.0%	47	61.7%	47	63.8%						
9th	51	70.6%	51	68.6%	49	73.5%	49	63.3%	50	56.0%						
10th	40	75.0%	39	51.3%	38	55.3%	36	50.0%	37	48.6%						
11th	41	43.9%	41	68.3%	41	56.1%	39	53.8%	40	67.5%						
12th	39	78.9%	38	68.4%	40	67.5%	41	65.0%	42	75.6%						
Schoolwide	566	69.3%	558	66.8%	550	64.2%	545	65.1%	551	63.5%	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!



# 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

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## Board Recommendation Form

**To:** Santiam Canyon School District 129J Board of Directors

**Prepared By:** Krista Nieraeth, Superintendent

**Date:** February 11, 2026

**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 January board meeting, I presented to the board with 12 policies as a 1<sup>st</sup> read for the board to consider. The board was able to review policies prior to meeting, had time to comment and ask clarifying questions during that meeting. At the February meeting, I am presenting the policies for a 2<sup>nd</sup> read, which leads to adoption or deletion of the policies.

**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

# OSBA Model Sample Policy

Code: DBEA

Adopted:

## Budget Committee

### Organization, Membership and Terms of Office

The district budget committee will consist of the five members of the Board and five electors appointed by the Board as required by law. The term of the appointed members of a budget committee in a district that prepares an annual budget, will each be three years, with appointments made so that, as nearly as practicable, the terms of one-third of the members end each year. The terms shall be staggered so that as near as practicable, one-fourth of the terms of the appointive members end each year. At least one member of the budget committee must be a member of the district's educational equity advisory committee.<sup>1</sup> The Board will establish appropriate timelines and procedures for the appointment of budget committee members.

A majority of the constituted committee is required for passing an action item. Majority for a 10-member budget committee is 6. Therefore, if only 6 members are present, a unanimous vote is needed for passing an action item.

### Presiding Officer and Orientation of Budget Committee

1. Organization: The budget committee will hold its first regular organizational meeting on a day set by the Board. A presiding officer shall be elected from among its members at this meeting. Such meeting may be prior to or on the date the budget message and document are presented.
2. Background Information: Budget committee members will be provided with data for the ensuing year(s), such as the Board's educational plan, and other pertinent material bearing on the preparation of the district budget.

### Meetings of the Budget Committee

The district's budget committee shall hold one or more meetings to receive the budget message, the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. All meetings of the budget committee are open to the public.

### Function of the Budget Committee

It is the function of the budget committee to approve budget estimates for an educational plan previously determined by the Board. No new program should be considered for the budget estimate that has not

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<sup>1</sup> Districts with ADM over 10,000 must convene an educational equity advisory committee no later than September 15, 2022. Districts with ADM of 10,000 or under are not required to convene an educational equity advisory committee until September 15, 2025. The budget committee is not required to include a member of the educational equity advisory committee until a vacancy on the budget committee occurs by a member who is not also a member of the school district board.

previously been submitted to the Board and approved as a part of the educational plan. The budget committee will determine levels of spending, but will not determine programs.

**Final Action**

The budget committee will approve an estimated district budget document for submission to the Board.

END OF POLICY

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**Legal Reference(s):**

[ORS 174.130](#)

[ORS 192.610 - 192.695](#)

[ORS 294.305 - 294.565](#)

[ORS 328.542](#)

[ORS 329.711](#)

[ORS 433.835 - 433.875](#)

[OAR 581-022-2307](#)

2nd Read

**Santiam Canyon  
School District 129**

Code: **FEB**  
Adopted: 9/02/99  
Readopted: 5/13/15  
Orig. Code(s): FEB

**Selection of Architect**

The Board may employ a licensed architect to design the plans of each proposed building, building addition or extensive renovation.

In selecting architects, the following criteria shall include but not be limited to:

1. Experience in school construction;
2. Evidence of relevant experience in the design and construction of facilities that provide appropriate accessibility and usability for persons with disabilities;
3. Creative design ability;
4. Technical knowledge to control the design so the best results are obtained for the smallest amount of money;
5. Executive and business ability to oversee the proper performance of contracts;
6. Proven ability in all major phases of planning and construction: pre-design planning, schematic design, design development, bidding, construction;
7. Ability and temperament to work cooperatively with others, willingness to consult with staff on educational specifications;
8. Extent and experience of architectural staff in relation to the scope of the planned project.

The architect will be selected by the Board on the basis of the above criteria and will be employed under contract.

END OF POLICY

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**Legal Reference(s):**

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

[ORS 332.107](#)

[ORS 455.642](#)

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.

**Santiam Canyon  
School District 129**

Code: **FEF/FEFB**  
Adopted: 5/13/15

**Construction Contracts - Bidding and Awards**

The Board will serve as its own Local Contract Review Board.

The Board will procure contracts for construction or renovation of facilities according to the provisions of state law and Oregon Administrative Rules. Prequalification of bidders may be required by the district.

Contractors shall be registered as required by Oregon law.

For every contract for which a bond is required, a bond with good and sufficient sureties will be required of the contractor. The purpose of the bond is to ensure:

1. The obligations of the contract are faithfully performed;
2. Payment is promptly made to all persons supplying labor or materials to the contractor or subcontractor for the work provided in the contract;
3. All contributions for workers' compensation and unemployment insurance are made promptly;
4. All sums required to be deducted and retained from the contractor's and subcontractor's employees' wages are paid.

END OF POLICY

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**Legal Reference(s):**

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

**Cross Reference(s):**

DJ - District Purchasing  
DJC - Bidding Requirements

# OSBA Model Sample Policy

Code: GBNAA/JHFF

Adopted:

## Suspected Sexual Conduct with Students and Reporting Requirements\*

Sexual conduct by district employees, contractors<sup>1</sup>, agents<sup>2</sup>, and volunteers<sup>3</sup> is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers, and students<sup>4</sup> are subject to this policy.

<sup>5</sup>“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within one calendar year prior to the sexual conduct.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

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<sup>1</sup> “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

<sup>2</sup> “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

<sup>3</sup> “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

<sup>4</sup> Student conduct may only be sexual conduct if the student is also an employee, contractor, agent, or volunteer.

<sup>5</sup> This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

Any district employee,<sup>6</sup> contractor, agent or volunteer who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the<sup>7</sup> designated licensed administrator, or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the Director of Student Services, who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district’s administrative regulation GBNAA/JHFF-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student’s safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student’s safety.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing

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<sup>6</sup>The following language contractor, agent or volunteer, is optional language for the district to consider including. If the language is kept, the district must make these groups aware of the policy and its administrative regulation and their responsibilities under both. This may also be included in contracts with agents and contractors and include reference to this policy.

<sup>7</sup>ORS 339.372 requires the district to have a policy that designates the licensed administrators and requires the district to post the names and contact information of the designees in the respective school building. A “licensed administrator” is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.

information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;
2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is strongly discouraged.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.107](#)

[ORS 339.370 - 339.400](#)

[ORS 419B.005 - 419B.045](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

House Bill 4160 (2024).

# OSBA Model Sample Policy

Code: GCAA  
Adopted:

## Standards for Competent and Ethical Performance of Oregon Educators

### Application of Rules

1. Oregon Administrative Rules were adopted by the Teacher Standards and Practices Commission (TSPC) in accordance with Oregon Revised Statutes (ORS).
2. Oregon Administrative Rules (OAR) may be used as criteria by the TSPC in matters pertaining to the revocation or suspension of licenses issued by TSPC under Oregon law or the discipline of any license holder or any person who has held a license at any time within five years prior to issuance of the notice of charges under ORS.
3. The TSPC determines whether an educator's performance is ethical or competent in light of all the facts and circumstances surrounding the educator's performance as a whole.
4. The TSPC will promptly investigate complaints:
  - a. The TSPC may at its discretion defer action to charge an educator against whom a complaint has been filed under law when the investigation report indicates that disciplinary action against the educator is pending at the local district level or when criminal charges are pending or are likely to be filed against the educator. In considering whether to defer action to charge an educator, the TSPC shall consider all relevant circumstances including the nature and seriousness of the allegations and whether the educator is currently employed as a teacher or school administrator;
  - b. The executive secretary shall regularly inform the TSPC of the status of any complaints on which the TSPC has deferred action.

### Definitions

The following definitions apply to Oregon Administrative Rules unless otherwise indicated by context:

1. "Administrator": any educator who holds a valid Oregon administrative license or registration and who works in a position requiring an administrative license;
2. "Competent": discharging required duties as set forth in these rules;
3. "Educator": any licensed or registered or certified person who is authorized to be engaged in the instructional program including teaching, counseling, school psychology, administering and supervising;
4. "Ethical": conforming to the professional standards of conduct set forth in these rules;
5. "Sexual conduct": means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student that are:

- a. Sexual advances or requests for sexual favors directed toward the student; or
- b. Of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with the student’s educational performance, or of creating an intimidating or hostile educational environment.

“Sexual conduct” does not include:

- a. Touching or other physical contact:
  - (1) That is necessitated by the nature of the district employee’s job duties or by the services required to be provided by the contractor, agent, or volunteer; and
  - (2) For which there is no sexual intent.
- b. Verbal, written or electronic communications that are provided as part of an education program that meets the state educational standards or a policy approved by the Board
- c. Conduct or communications described in above if the district employee, contractor, agent or volunteer is also a student and the conduct or communications:
  - (1) Arise out of a consensual relationship between students;
  - (2) Do not create an intimidating or hostile educational environment; and
  - (3) Are not prohibited by law, any policies of the district or any applicable employment agreements.

- 6. “Sexual harassment”: any unwelcome conduct with an individual which includes but is not limited to sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:
  - a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment;
  - b. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
  - c. Such conduct unreasonably interferes with an individual’s work performance or creates an intimidating, hostile or offensive working environment.
- 7. “Teacher”: any person who holds a teacher’s license as provided in ORS 342.125.
- 8. “Student”: means any person who is:
  - a. In any grade from kindergarten through grade 12; or
  - b. Twenty-one years of age or younger and receiving educational or related services from an education provider that is not a post-secondary institution of education; or
  - c. Who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within one calendar year prior to the sexual conduct.

## **The Competent Educator**

The teacher or administrator demonstrates a commitment to:

- 1. Recognize the worth and dignity of all persons and respect for each individual;
- 2. Encourage scholarship;

3. Promote democratic and inclusive citizenship;
4. Raise educational standards;
5. Use professional judgment; and
6. Promote equitable learning opportunities.

### **Curriculum and Instruction**

The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding and the thoughtful formulation of goals as they are appropriate for each individual.

The competent teacher demonstrates:

1. Use of state- and district-adopted curriculum and goals;
2. Skill in setting instructional goals and objectives expressed as learning outcomes;
3. Use of current subject matter appropriate to the individual needs of students;
4. Use of students' growth and development patterns to adjust instruction to individual needs consistent with number of students and amount of time available; and
5. Skill in the selection and use of teaching techniques conducive to student learning.

The competent administrator demonstrates:

1. Skill in assisting individual staff members to become more competent educator by complying with federal, state and local law, rules and lawful and reasonable district policy and contracts;
2. Knowledge of curriculum and instruction appropriate to assignment;
3. Skill in implementing instructional programs through adequate communication with staff; and
4. Skill in identifying and initiating any needed change which helps each student toward realization of personal learning potential.

### **Supervision and Evaluation**

The competent educator is a student of human behavior and uses this knowledge to provide a climate that is conducive to learning and that respects the rights of all persons without discrimination. The competent educator assumes responsibility for the activities planned and conducted through the district's program and assists colleagues to do the same. The competent educator gathers relevant information and uses it in the planning and evaluation of instructional activities.

The competent teacher demonstrates:

1. Multiple ways to assess the academic progress of individual students;

2. Skill in the application of assessment data to assist individual student growth;
3. Procedures for evaluating curriculum and instructional goals and practices;
4. Skill in the supervision of students; and
5. Skill in differentiating instruction.

The competent administrator demonstrates:

1. Skill in the use of assessment data to provide effective instructional programs;
2. Skill in the implementation of the district's student evaluation program;
3. Skill in providing equal opportunity for all students and staff; and
4. Skill in the use of employee and leadership techniques appropriate to the assignment and according to well-established standards which ensure due process for the staff for which the administrator is responsible for evaluating.

### **Management Skills**

The competent educator is a person who understands students and is able to relate to them in constructive and culturally competent ways. The competent educator establishes and maintains good rapport. The competent educator maintains and uses records as required and as needed to assist the growth of students.

The competent teacher demonstrates skills in:

1. Establishing and maintaining classroom management that is conducive to learning;
2. Using and maintaining district property, equipment and materials appropriately;
3. Using and maintaining student records as required by federal and state law and district policies and procedures;
4. Using district and school business and financial procedures; and
5. Using district lawful and reasonable rules and regulations.

The competent administrator demonstrates:

1. Leadership skills in managing the school, its students, staff and programs as required by lawful and reasonable district policies, rules and regulations, state and federal laws and regulations and other programs as assigned and assures that staff is informed of these requirements; and
2. Skills in planning and staff assignment.

### **Human Relations and Communications**

The competent educator works effectively with others — students, staff, parents and patrons. The competent educator is aware of the ways the community identifies with the school, as well as community needs and ways the school program is designed to meet these needs. The competent educator can

communicate with knowledge, clarity and judgment about educational matters, the school and the needs of students.

The competent teacher demonstrates:

1. Willingness to be flexible in cooperatively working with others; and
2. Skill in communicating with students, staff, parents and other patrons.

The competent administrator demonstrates:

1. Skill in helping students, staff, parents and other patrons to learn about the school, the district and its program;
2. Skill in communicating district and school goals to staff and the public;
3. Willingness to be flexible in cooperatively working with others; and
4. Skill in reconciling conflict.

### **The Ethical Educator**

The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing the ethical educator considers the needs of the students, the district and the profession.

The ethical educator, in fulfilling obligations to the student, will:

1. Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and the student's family;
2. Refrain from exploiting professional relationships with any student for personal gain or in support of persons or issues; and
3. Maintain an appropriate professional student-educator relationship by:
  - a. Not demonstrating or expressing professionally inappropriate interest in a student's personal life;
  - b. Not accepting or giving or exchanging romantic or overly personal gifts or notes with a student;
  - c. Reporting to the educator's supervisor if the educator has reason to believe a student is or may be becoming romantically attached to the educator; and
  - d. Honoring appropriate adult boundaries with students in conduct and conversations at all times.

The ethical educator, in fulfilling obligations to the district, will:

1. Apply for, accept, offer or assign a position of responsibility only on the basis of professional qualifications and will adhere to the conditions of a contract or the terms of the appointment;
2. Conduct professional business, including grievances, through established lawful and reasonable procedures;

3. Strive for continued improvement and professional growth;
4. Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and
5. Not use the district's or school's name, property or resources for noneducational benefit without approval of the educator's supervisor or the appointing authority.

The ethical educator, in fulfilling obligations to the profession, will:

1. Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;
2. Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Respond to requests for evaluation of colleagues and to keep such information confidential as appropriate; and
4. Respond to requests from a TSPC representative for information, furnish documents to TSPC, and participate in interviews with a TSPC representative relating to a TSPC investigation, except subject to the exercise of any legal right or privilege.

END OF POLICY

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**Legal Reference(s):**

[OAR 584-020-0000 - 0035](#)

House Bill 4160 (2024).

# OSBA Model Sample Policy

Code: IF  
Adopted:

## District Curriculum

The Board believes it is necessary to continually develop and modify the district's curriculum to meet changing needs in technology and fields of knowledge and to assure the full, rounded and continuing development of students. While keeping with the requirements of state law, the Board authorizes the superintendent, in consultation with staff, parents and the community, to review the curriculum and to advise the Board on needed curriculum changes. Decision making within the curriculum review process should also be based on reliable data collected through a comprehensive assessment of needs. The assessment should include, but is not limited to, evaluation of student performance using appropriate measurement tools and procedures, surveys of parent perceptions and professional staff recommendations.

The Board or a committee or administrator responsible for making a decision for regarding the use of textbooks or other instructional materials must not prohibit the use of or refuse to approve the use of textbooks or instructional materials on the basis that the textbooks or instructional materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260.

END OF POLICY

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### Legal Reference(s):

[ORS 243.650](#)  
[ORS 332.075\(1\)](#)  
[ORS 336.035](#)  
[ORS 336.067](#)  
[ORS 337.260](#)

[ORS 659.850](#)  
[OAR 581-021-0045](#)  
[OAR 581-021-0046](#)  
[OAR 581-022-2000](#)  
[OAR 581-022-2030](#)

[OAR 581-022-2250](#)  
[OAR 581-022-2300](#)  
[OAR 581-022-2305](#)  
[OAR 581-022-2310](#)  
[OAR 581-022-2315](#)

Senate Bill 1098 (2025)

**Santiam Canyon  
School District 129**

Code: **IGCG**  
Adopted: 11/06/08  
Readopted: 7/08/15  
Orig. Code(s): IGCG

**Service Learning**

The Board supports the concept of service learning as a teaching methodology and encourages its use in the schools. As used in this policy, “service learning” means a teaching/learning strategy requiring students to develop and apply knowledge and skills through challenging projects that meet real community needs. Citizenship, academic subjects and skills are taught through learning activities tied to academic content standards and/or local performance standards.

The superintendent may develop and implement service learning with the input of staff, students, parents, community and higher education, as appropriate.

Recommendations for curriculum revisions that require the addition or deletion of existing courses, represent a change in the courses and/or units of credit required for graduation and/or impact existing staffing patterns shall be submitted to the Board for approval. All other recommended changes must be submitted by the principal to the superintendent for approval.

The superintendent is directed to identify existing district policies, administrative regulations and other district practices that may be barriers to effective implementation of service learning. Identified policies will be referred to the Board for review and revision, as appropriate. The superintendent will also submit service learning funding needs to the Board as part of the budget planning process.

END OF POLICY

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**Legal Reference(s):**

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

[ORS 336.175](#)  
[ORS 341.315](#)

[OAR 581-022-1130](#)

# OSBA Model Sample Policy

Code: IKF  
Adopted:

## Graduation Requirements\*\*

The Board establishes graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and a certificate of attendance which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. In foster care<sup>1</sup>;
2. Experiencing houselessness<sup>2</sup>;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker;
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program; or
7. <sup>3</sup>Enrolled in an approved recovery school under ORS 336.680.

For any student identified above, the district shall accept any credits earned by the student in an educational program<sup>4</sup> in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

### Diploma

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<sup>1</sup> "Foster child" is defined in ORS 30.297.

<sup>2</sup> ORS 329.451(2) and OAR 581-022-use the term "homeless." See OAR 581-022-2000 for additional information.

<sup>3</sup> Applies to high school diplomas awarded on or after January 1, 2026.

<sup>4</sup> "Educational program in this state" means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long-term care or treatment facility described in ORS 343.961 or a hospital identified in ORS 343.261.

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts<sup>5</sup> (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (shall include 0.5 unit of US civics<sup>6</sup> credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics and <sup>7</sup>financial literacy);
5. <sup>8</sup>One-half credit of higher education and career path skills;
6. <sup>9</sup>One-half credit of personal financial education;
7. One credit in health education;
8. One credit in physical education; and
9. Three credits in career and technical education, the arts or world languages<sup>10</sup> (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements outlined above, a student must:

1. <sup>11</sup>Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;

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<sup>5</sup> "Language arts" includes reading, writing and other communications in any language, including English.

<sup>6</sup> Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

<sup>7</sup> This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

<sup>8</sup> Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

<sup>9</sup> Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

<sup>10</sup> "World languages" includes sign language, heritage languages and languages other than a student's primary language.

<sup>11</sup> The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

2. Develop an education plan and build an education profile;
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and
4. Participate in career-related learning experiences.

### **Modified Diploma**

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010 (3):

1. The student has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. The student has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits with at least 13 of those credits to include:

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. <sup>12</sup>One-half credit in personal financial education;
6. <sup>13</sup>One-half credit in higher education and career path skills;
7. One credit in health education;
8. One credit in physical education; and
9. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

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<sup>12</sup> This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

<sup>13</sup> This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. <sup>14</sup>Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile; and
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in the achievement level, construct, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard. The IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment;
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified statewide assessment.

A student's school team (which must include an adult student, parent/guardian of the student) shall decide if a student will work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.

A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, extended diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of

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<sup>14</sup> The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

### <sup>15</sup>Essential Skills

The district will allow English Language Learner (ELL) students to demonstrate proficiency in Essential Skills in the student's language of origin for a high school diploma or a modified diploma.

The district will develop procedures to provide local performance assessment options as described in the *Local Performance Assessment Manual*, in the ELL student's language of origin, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

### Essential Skills Appeal

The district will follow Board policy KL - Public Complaints in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

### Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations.

To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than 6 credits in a self-contained special education classroom, and will include:
  - a. Two credits in mathematics;
  - b. Two credits in language arts;
  - c. Two credits in science;
  - d. Three credits in history, geography, economics or civics;
  - e. One credit in health;
  - f. One credit in physical education; and
  - g. One credit in the arts or a world language; and
2. Have a documented history of:
  - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
  - b. A medical condition that creates a barrier to achievement; or

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<sup>15</sup> OAR 581-022-2120(2) requires districts to have "policy whether to allow ELL students to demonstrate proficiency in all required Essential Skills in the students' language of origin." OAR 581-022-2120(4) waives this requirement through the 2027-28 school year. Therefore, these two sections, i.e., Essential Skills and Essential Skills Appeal, are not required to be in policy at this time.

- c. A change in the student’s ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, extended diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

### **Certificate of Attendance**

A <sup>16</sup>certificate of attendance<sup>17</sup> will be awarded to students who:

1. Have maintained regular full-time attendance<sup>18</sup> for at least four years beginning in grade nine;
2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history<sup>19</sup>.

For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, extended diplomas and the requirements for the diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

### **Other District Responsibilities**

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve high school diplomas, modified diplomas, and extended diplomas at each high school in the

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<sup>16</sup> The Board shall define criteria for a certificate of attendance. OAR 581-022-2200 (3). See the Oregon Department of Education’s [Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992](#).

<sup>17</sup> A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

<sup>18</sup> “Regular full-time attendance” means not being absent for more than 10 percent of school days that the student is enrolled in a school year. See OAR 581-020-0631 for definition of chronic absenteeism. Excused absences are considered absences for this purpose

<sup>19</sup> “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

district. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student who has the documented history listed under the modified diploma or extended diploma requirements outlined above the opportunity to pursue a diploma with more stringent requirements, for the sole reason the student has the document history.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is an emancipated minor or who has reached the age of 18 (adult student) at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district must receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in the later of 4 years after starting grade 9, or until the student reaches the age of 21 years if the student is entitled to a public education until the age of 21 under state or federal law.

A student may complete the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than 4 years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or a certificate of attendance shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or a certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student. When added together, the district will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, a certificate of attendance or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or certificate of attendance is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Oregon statewide assessments in language arts and/or mathematics by completing the Oregon Department of Education's Opt-out Form<sup>20</sup> and submitting the form to the district.

The district will issue a high school diploma to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

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**Legal Reference(s):**

[ORS 329.007](#)

[ORS 329.045](#)

[ORS 329.451](#)

[ORS 329.479](#)

[ORS 332.107](#)

[ORS 332.114](#)

[ORS 336.585](#)

[ORS 336.590](#)

[ORS 339.115](#)

[ORS 339.505](#)

[ORS 343.295](#)

[OAR 581-021-0009](#)

[OAR 581-022-0102](#)

[OAR 581-022-2000](#)

[OAR 581-022-2005](#)

[OAR 581-022-2010](#)

[OAR 581-022-2015](#)

[OAR 581-022-2020](#)

[OAR 581-022-2025](#)

[OAR 581-022-2030](#)

[OAR 581-022-2115](#)

[OAR 581-022-2120](#)

[OAR 581-022-2505](#)

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<sup>20</sup> Oregon Department of Education page for: [30-day notice and opt-out form](#)

*Test Administration Manual*, published by the OREGON DEPARTMENT OF EDUCATION.

*Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992*, published by the OREGON DEPARTMENT OF EDUCATION.

2nd Read

# OSBA Model Sample Policy

Code: IKFB

Adopted:

## Graduation Exercises

The Board believes that completion of the requirements for a diploma, a modified diploma, an extended diploma or a certificate of attendance from public schools is an achievement that improves the community as well as the individual. The Board wishes to recognize this achievement in a publicly celebrated graduation exercise.

Accordingly, appropriate graduation programs may be planned by the school on the date selected by the Board.

The school's valedictorian(s), salutatorian(s) or others, at the discretion of the principal or designee, may be permitted to speak as part of the district's planned graduation program. All speeches will be reviewed and approved in advance by the building principal or designee.

All students in good standing<sup>1</sup> who have successfully completed the requirements for a high school diploma, or qualify to receive or receive a modified diploma, an extended diploma or a certificate of attendance, including students participating in a district-sponsored alternative education program and students with disabilities receiving a document certifying successful completion of program requirements, shall have the option to participate in graduation exercises.

A student shall be allowed to wear a dress uniform issued to the student by a branch of the U.S. Armed Forces if the student:

1. Qualifies to receive a high school diploma, a modified diploma, an extended diploma or a certificate of attendance; and
2. Has completed basic training for, and is an active member of, a branch of the U.S. Armed Forces.

Graduating students will be allowed to wear <sup>2</sup>“Native American items of cultural significance”<sup>3</sup> or other items of cultural significance<sup>4</sup>.

END OF POLICY

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<sup>1</sup> A student may be denied participation in graduation exercises for conduct that violates board policy, administrative regulation and/or code of conduct provisions.

<sup>2</sup> “Native American items of cultural significance” means items or objects that are traditionally associated with a Native American or that have religious or cultural significance to a Native American.

<sup>3</sup> ORS 332.112 requires that districts allow students to wear “Native American items of cultural significance” to graduation and other school events. Districts can choose to allow students to wear items of significance to other cultures. }

<sup>4</sup> The district may prohibit an item or object that: a) is likely to cause a substantial disruption of, or material interference with the graduation ceremony, or b) replaces a cap or gown customarily worn at a graduation ceremony.

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**Legal Reference(s):**

[ORS 329.451](#)  
[ORS 332.107](#)  
[ORS 332.112](#)  
[ORS 339.505](#)  
[ORS 343.295](#)

[ORS 659.850](#)  
[OAR 581-021-0050](#)  
[OAR 581-021-0055](#)  
[OAR 581-021-0060](#)  
[OAR 581-022-2000](#)

[OAR 581-022-2010](#)  
[OAR 581-022-2015](#)  
[OAR 581-022-2020](#)  
[OAR 581-022-2505](#)

31 OR. ATTY. GEN. OP. 428 (1964)

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

Kay v. David Douglas Sch. Dist. No. 40, 1987); cert. den., 484 U.S. 1032 (1988).

Doe v. Madison Sch. Dist. No. 321, 177 F.3d 789 (9th Cir. 1999).

Lee v. Weisman, 505 U.S. 577 (1992).

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).

# OSBA Model Sample Policy

Code: JHCA  
Adopted:

## **Immunization, School Sports Participation, Concussions and Other Brain Injuries\*\***

### **Immunization**

Proof of immunization must be presented at the time of initial enrollment<sup>1</sup> in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization, a religious, philosophical beliefs and/or medical exemption or immunity documentation.<sup>2</sup>

### **School Sports Participation**

A student participating in extracurricular sports in grades 7 through 12 is required to submit to an appropriate School Sports Pre-Participation Examination<sup>3</sup> prior to their initial participation in a related district program. The form<sup>4</sup> is to be completed and signed by a parent or guardian giving permission for the student to participate and be signed by a medical provider authorized by law<sup>5</sup> who has examined and evaluated the student. The completed form(s) must be returned [as directed] [to the school office]. A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation.

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.

### **Concussions and Other Brain Injuries**

A student who exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with a concussion will not be allowed to participate in any athletic event or training on that day, unless an athletic trainer licensed by the Board of Athletic Trainers or a physician licensed pursuant to ORS 677.100 - 677.228 has determined the student has not suffered a concussion.<sup>6</sup> Except as allowed above, a student excluded for concussion reasons will

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<sup>1</sup> The district shall immediately enroll a student experiencing houselessness in the school selected even if the student is unable to produce records normally required for enrollment.

<sup>2</sup> Documentation requirements for exemptions are outlined in ORS 433.267.

<sup>3</sup> The required form is available at <https://www.osaa.org/governance/forms>, a copy may be obtained from a school office, or a form generated by the medical provider may be used if it meets requirements of law in OAR 581-021-0041.

<sup>4</sup> The form may be used in either a hard copy or electronic format.

<sup>5</sup> This physical examination must be conducted by a physician possessing an unrestricted license to practice medicine, a licensed naturopathic physician, a licensed physician assistant, a licensed nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects.

<sup>6</sup> For more information regarding medical releases for students in grades 9-12, see OSAA rules.

not be allowed to return to participate in an athletic event or training until the following three conditions have been met:

1. It is not the same day as the student exhibited signs, symptoms or behaviors, experienced a blow to the head or body, or was diagnosed with a concussion;
2. The student no longer exhibits signs, symptoms or behaviors consistent with a concussion; and
3. The student has received a medical release form from a health care professional<sup>7</sup>.

Upon receipt of written notification<sup>8</sup> from a parent or guardian that a student has been diagnosed with a concussion or other brain injury by a health care professional and that accommodations are being requested, the district shall follow all procedures developed by the Oregon Department of Education (ODE) to develop and implement an immediate and temporary accommodation plan.<sup>9</sup> Written notice is not required for the district to begin following concussion protocols.

Any accommodations will be communicated to the parent or guardian, to all teachers who provide instruction to the student and to other employees who have regular responsibilities for the student's supervision or health.<sup>10</sup>

Accommodations will be in effect no later than 10 school days after the written notification is received by the district and will be reviewed as needed, but no later than every two months.

END OF POLICY

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**Legal Reference(s):**

[ORS 326.580](#)  
[ORS 336.479](#)  
[ORS 336.485 - 336.490](#)  
[ORS 433.235 - 433.280](#)

[OAR 333-019-0010](#)  
[OAR 333-050-0010 - 050-0120](#)  
[OAR 581-021-0041](#)  
[OAR 581-021-3007](#)

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<sup>7</sup> "Health care professional" includes a chiropractic physician, a naturopathic physician, a psychologist, a physical therapist, an occupational therapist, a physician assistant or a nurse practitioner who is licensed or registered under the laws of Oregon.

<sup>8</sup> "Written notification" means a written notice from a parent or guardian, supported by medical documentation from a health care professional, informing the district that they are requesting an accommodation for a student who has been diagnosed with a concussion or other brain injury by a health care professional.

<sup>9</sup> The district must use the sample form developed by ODE [add link when available] or a district form that includes all required content.

<sup>10</sup> Including, but not limited to, school nurses, counselors, physical education teachers, coaches, athletic trainers and staff supervision recess or other physical activities.

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).  
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2024).  
House Bill 3007 (2025)

2nd Read

# OSBA Model Sample Policy

Code: JHFF/GBNAA

Adopted:

## Suspected Sexual Conduct with Students and Reporting Requirements \*

Sexual conduct by district employees, contractors<sup>1</sup>, agents<sup>2</sup>, and volunteers<sup>3</sup> is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers, and students<sup>4</sup> are subject to this policy.

<sup>5</sup>“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within one calendar year prior to the sexual conduct.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

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<sup>1</sup> “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

<sup>2</sup> “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

<sup>3</sup> “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

<sup>4</sup> Student conduct may only be sexual conduct if the student is also an employee, contractor, agent, or volunteer.

<sup>5</sup> This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

Any district employee, <sup>6</sup>contractor, agent or volunteer who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the <sup>7</sup>designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy JHFE/GBNAB – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the Director of Student Services who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district’s administrative regulation JHFF/GBNAA-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student’s safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student’s safety.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing

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<sup>6</sup> The following language of contractor, agent or volunteer, is optional language for the district to consider including. If the language is kept, the district must make these groups aware of the policy and its administrative regulation and their responsibilities under both. This may also be included in contracts with agents and contractors and include reference to this policy.

<sup>7</sup> ORS 339.372 requires the district have a policy that designates the licensed administrators and requires the district to post the names and contact information of the designees in the respective school building. A “licensed administrator” is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.

information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;
2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is strongly discouraged.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.107](#)

[ORS 339.370 - 339.400](#)

[ORS 419B.005 - 419B.045](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

House Bill 4160 (2024).

# OSBA Model Sample Policy

Code: JOA  
Adopted:

## Directory Information\*\*

“Directory information” means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. Directory information may be released through appropriate procedures and includes:

1. Student’s name;
2. Student’s photograph;
3. Major field of study;
4. Participation in officially recognized activities and sports;
5. Weight and height of members of athletic teams;
6. Dates of attendance; and
7. Degrees and awards received.

### Public Notice

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district’s option to release such information and the requirement that the district must, by law upon request, release secondary students’ names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

### Exclusions

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

Directory information shall be released only with administrative direction.

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

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

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

END OF POLICY

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**Legal Reference(s):**

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

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

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

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2024).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2024); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2025).

Every Student Succeeds Act, 20 U.S.C. § 7908 (2024).

# OSBA Model Sample Policy

Code: KG  
Adopted:

## Community Use of District Facilities

Community groups will be permitted and encouraged to use district facilities for worthwhile purposes when such uses do not interfere with district programs. The superintendent will encourage the involvement of staff, parents of students (through site councils) and community in the development of guidelines for community use of district facilities. All such arrangements will be subject to the following provisions:

### Eligible Organizations

There will be three classifications of nonschool uses of district facilities. These classifications are established for the purpose of determining rental charges and other fees.

1. General: Use must be for purposes that are educational, charitable or of general community interest. Such events must be open to the general public with no admission charged or contributions taken. There shall be no basic charge.
2. Noncommercial: Private nonprofit or community clubs or organizations may use the facilities and be charged for operating costs provided no admission is charged or contributions collected.
3. Commercial: All business or commercial organizations which use district buildings will be considered under this group. Included will be community and locally-sponsored non-community groups requesting use of district facilities for fund-raising purposes which are not necessarily devoted to educational, charitable or community interest activities. Admission may be charged or contributions received. Groups of this nature will be charged in accordance with fees approved by the Board.

### Use of District Facilities for Private Gain

The use of district buildings and other facilities by any organization operating for private gain, or any purpose involving private gain, will be permitted only when:

1. Such use is sponsored by some organization which is not operated for private gain;
2. Such use will not benefit principally the organization operating for private gain;
3. An educational, civic or charitable purpose will be served;
4. A substantial group in the community will benefit;
5. Alternate facilities are unavailable or available only at undue cost or inconvenience.

Such use of school facilities by district employees will be in accordance with Oregon Ethics laws.

## **Fees and Approval of Use**

All district facility usage will be approved by the superintendent and building principal. Fees for the use of district facilities and replacement costs for keys and badges will be determined by the superintendent and personnel fees approved by the Board.

The superintendent will be responsible for specific building-use regulations, except special requests not covered by Board policy.

END OF POLICY

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### **Legal Reference(s):**

[ORS Chapter 244](#)  
[ORS 260.432](#)

[ORS 332.107](#)  
[ORS 332.172](#)

To whom it may concern,

In regards to the Santiam Canyon school board vacancy:

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

Sincerely,

Jonathan deRenzo

**RECEIVED**

**JUL 29 2025**

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

Zone 1

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# Jonathan deRenzo

365 NE 4th Ave.

Mill City, OR 97360

503-400-5256

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

## EXPERIENCE

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

April 2019 - PRESENT

- After hours emergencies
- Water and sewer maintenance

*Les Schwab, Sublimity Oregon*

March 2006 - April 2019

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

## EDUCATION

**North Valley High School**

*Diploma*

Graduated June 1991

rcvd 8/22/2025  
-4-

**Leah Chapin**

Phone: (209) 872-4101

Leah.gerig@gmail.com

September 3, 2025

**Santiam Canyon School District 129J**

Board of Directors

150 SW Evergreen Street

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

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

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

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

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

Sincerely,

**Leah Chapin**

## **Leah Chapin**

Phone: (209) 872-4101

### **PROFILE**

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

### **LEADERSHIP & PROFESSIONAL EXPERIENCE**

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

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

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

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

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

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

### **EDUCATION**

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

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

### **KEY SKILLS**

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



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

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**Physical Address Needed**

3 messages

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

Wed, Sep 3, 2025 at 4:25 PM

Hello Leah,

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

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


Thank You

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

**Santiam Canyon School District Mission**

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

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

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

Wed, Sep 3, 2025 at 4:27 PM

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

[Quoted text hidden]

[Quoted text hidden]

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

Wed, Sep 3, 2025 at 5:05 PM

My apologies.

47517 E Lyons Mill City Dr, Lyons, OR 97358

Thanks,

Leah

[Quoted text hidden]

# ALLEN DOUGLAS COLE

Mill City, OR 97360 | 503-910-5013

Dear Members of the School Board,

I am writing to formally express my intent to apply for the position of School Board Member. I am deeply invested in the success of our local schools, not only as a parent, but as a long-time volunteer, coach, and community member who believes strongly in supporting students both academically and through extracurricular opportunities.

My involvement in our school community has largely been through youth athletics and recreation. I have been actively involved with school sports and our local recreation club, MCGRA, for many years. I have volunteered as a coach for my daughter's soccer, coach-pitch baseball, softball, and basketball teams, with my primary focus being softball. In total, I have coached 13 separate teams over 11 seasons, including what will be my fifth year as an assistant coach for high school softball. Through these roles, I have had the opportunity to mentor students, promote teamwork and accountability, and support student growth beyond the classroom.

I am a high school graduate with a strong academic foundation and have continued my education extensively through trade and technical programs. I have completed multiple years of trade schooling and certification programs and became a licensed electrician in 2011. In 2020, I returned to school to reenter the apprenticeship program and upgrade my license to a General Journeyman Electrician. This experience reinforced the value of lifelong learning and adaptability—skills that are increasingly important for today's students.

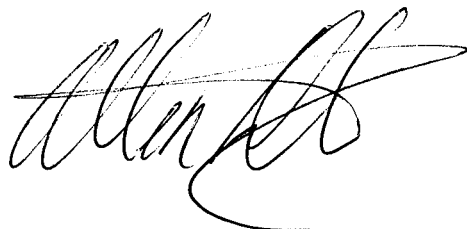
My professional background has taught me the value of discipline, problem-solving, safety, and accountability—qualities I believe are essential for students as they prepare for their futures. I am particularly passionate about ensuring that all students are supported, whether their path leads to college, technical education, skilled trades, or directly into the workforce. Our schools should promote multiple pathways to success while maintaining high standards and strong community engagement.

As a School Board Member, I would bring a practical, student-focused perspective rooted in real-world experience, collaboration, and respect for educators, families, and taxpayers. My goal is to help foster an environment where students feel supported, staff feel valued, and the community feels confident in the direction of our schools.

Thank you for your time and consideration. I would be honored to serve our district and contribute to decisions that positively shape the future of our students and community.

Sincerely,

Doug Cole




Received  
1-26-26  
U-

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# ALLEN DOUGLAS COLE

Community Advocate • Youth Coach • Licensed Electrician

Mill City, Oregon

 503-910-5013

 dougc@jimcoelectrical.com

 LinkedIn: Allen D. Cole

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## WHY I'M HERE

I'm a hands-on community member, father of four daughters, and long-time youth coach who believes strong schools build strong communities. I bring practical experience, integrity, and empathy to leadership—and I'm committed to listening, learning, and making thoughtful decisions that put students first.

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## WHAT I BRING

- Steady, ethical decision-making
- Clear and respectful communication
- Real-world leadership experience
- Deep involvement with youth and families
- Accountability, patience, and follow-through

---

## PROFESSIONAL EXPERIENCE

Electrician

Jimco Electrical Contracting — Mill City, OR

2021 – Present

- Work daily in safety-critical environments requiring attention to detail and accountability
- Collaborate with teams, clients, and inspectors to complete projects responsibly
- Uphold high standards of professionalism, safety, and trust

Millwright / Electrical Apprentice / Electrician

Frank Lumber Company — Mill City, OR

2009 – 2021

- Advanced through multiple roles over 12 years through reliability and strong work ethic
- Maintained complex electrical and mechanical systems
- Mentored coworkers and contributed to safe, efficient operations

Board Edger Operator / Cleanup Crew

Idaho Forest Group — Grangeville, ID

2007 – 2009

Checker

Top Foods Grocery — Yakima, WA

2007

Cleanup Crew (Sawmill)

Bennet Forest Industries — Grangeville, ID

2006

Grocery Clerk / Checker / Box Boy

Pankey's Grocery Store — Kooskia, ID

2002 – 2006

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## **EDUCATION & CREDENTIALS**

- High School Diploma  
Clearwater Valley High School — 2006
- Telecommunications Certification  
Perry Technical Institute — 2007
- Limited Maintenance Electrician (LME) License  
Mid-Willamette Electrical Apprenticeship  
Linn-Benton Community College
- PLC Level 1 Programming Certification  
George Brown University — 2013
- General Journeyman Electrician License  
IEC of Oregon / Chemeketa Community College — 2023

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## COMMUNITY INVOLVEMENT

Youth Sports Coach — Volunteer

12 years | 15 seasons / teams

- Coached soccer, tee ball, 3rd–4th/ 5th-6th grade softball, and high school softball.
- Focused on teamwork, confidence, accountability, and personal growth
- Deeply involved in supporting student-athletes both on and off the field

Mill City Christian Church

- Active volunteer in Men's Ministry and Children's Ministry

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## LEADERSHIP VALUES

Leadership • Integrity • Honesty • Empathy

• Communication • Adaptability •

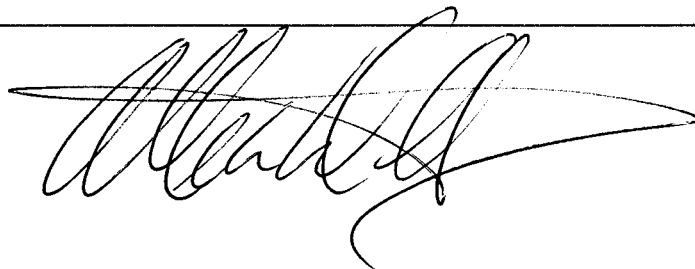
Conflict Resolution • Critical Thinking • Patience

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## PERSONAL STATEMENT

Being present for my family, supporting young people, and serving my community guide every decision I make. My goal is to be a thoughtful leader, a trusted voice, and a strong advocate for students, educators, and families.

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# 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

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## Board Recommendation Form

**To:** Santiam Canyon School District 129J Board of Directors

**Prepared By:** Krista Nieraeth, Superintendent

**Date:** February 11, 2026

**Background:** Santiam Canyon School Board policy DBEA – Budget Committee requires that there be five electors appoint by the board to the budget committee. Currently, the board has one position on the budget committee that needs to be declare open for those community members who live within the Santiam Canyon School District boundaries to apply. Applications will be available on our website and the announcement of the opening will be done via ParentSquare, District Website, District Facebook page, on the reader board, and in the local new media. My suggestion would be that applications be reviewed at the March 11, 2026 school board meeting, with the appointment done at the meeting.

**Action Requested:** To declare the Budget Committee vacancy for the term that starts in 7/1/2026 and ends 6/30/2029.



# Santiam Canyon School District 129J

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

Todd Miller, Superintendent  
Yvonne Hanna, Business Manager  
Nichole Cooper, AP & Payroll  
Lisa Follis, District Secretary

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## Application for School Budget Committee Vacancy

(Serves until June 30, 2029)

Name: \_\_\_\_\_

Address: \_\_\_\_\_ (City): \_\_\_\_\_, OR, Zip: \_\_\_\_\_

Phone: \_\_\_\_\_

Length of residency in the District: \_\_\_\_\_

Number of students you have enrolled at Santiam Canyon Schools: \_\_\_\_\_

Reason for seeking the appointed position on the Santiam Budget Committee:

Expertise/Experience you would bring to the Budget Committee:

If appointed are you willing to serve as a collaborative member of the Budget Committee and pursue the work of the committee to improve the positive development of the district's students and staff while following District, State and Federal laws, policies and procedures.

\_\_\_ Yes \_\_\_ No

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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



February 5, 2026

TO: Santiam Canyon Board  
FROM: Jackie Olsen, Executive Director

Board Members,

I appreciate the opportunity to join you at the February board meeting to discuss key information related to the district's financial status. We will focus on three primary factors, and we welcome any additional questions you may have throughout the discussion.

### March 2026 Revenue Forecast

- **State revenue outlook modestly improved:** The March Revenue Forecast increased projected Net General Fund and Lottery resources by \$286.5 million since December, reducing the estimated 2025–27 state budget deficit to roughly \$500 million.
- **Education-related revenue streams remain stable to slightly positive:** Corporate Activity Tax collections that support Student Success Act programs are trending upward, with reserves projected to remain intact.
- **Potential policy changes could affect state resources:** Legislators are considering proposals, including tax code “disconnect” legislation, that could generate additional revenue, but outcomes remain uncertain and should be monitored.
- **Budget pressure and competition for resources continue:** Despite improved projections, the state still faces a deficit and competing funding demands across sectors, meaning final K-12 funding levels for 2025–27 are not yet determined.

### General Financial Stability

- **Charter enrollment influences financial position:** Charter school enrollment levels have a significant impact on the district's revenue and expenditure structure and therefore overall financial stability.
- **One-time resources have supported continuity:** Wildfire relief funds have provided temporary stability and a safety that helped sustain services to students.
- **Financial activity aligns with statewide patterns:** The district's revenue and expenditure flow is generally consistent with that of other districts across the state.
- **Fund balances support liquidity and credit strength:** Maintaining adequate reserves ensures healthy cash flow and contributes to favorable bond ratings for future financing.
- **District positioned to adapt to uncertainty:** Current financial conditions provide the flexibility to make adjustments as state and federal funding outlooks evolve.

### District Debt Service

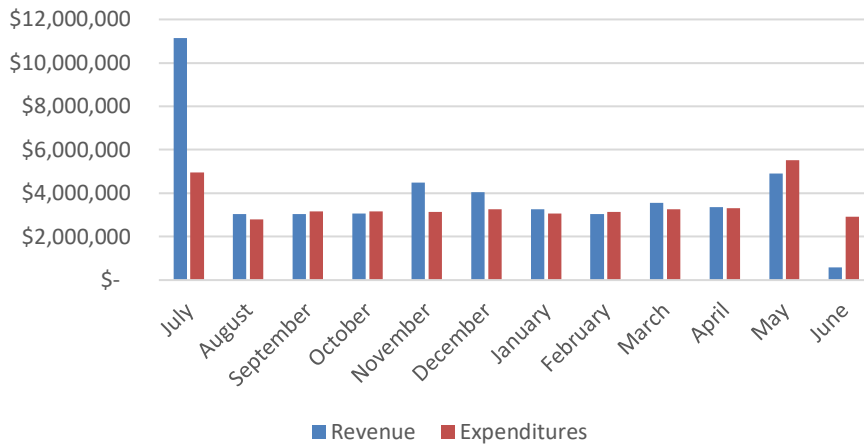
- **General Obligation bonds issued in 2019:** The district issued \$17,900,000 in General Obligation Bonds in 2019 to support capital investments.
- **Long-term repayment schedule established:** The final debt service payment is scheduled for June 15, 2044.

- **Repayment funded through local property taxes:** Annual principal and interest payments are made using voter approved property tax collections.
- **Focus on tax rate stability:** Debt structuring aims to maintain a stable tax rate and avoid significant fluctuations for local taxpayers.

**Other Data**

General Fund Revenue vs. Expenses Trends

**FY24/25 General Fund Revenue vs. Expenses**



Wildfire History

Total Revenue: \$3,703,601  
 Total Expenditures: \$2,193,061  
 Available Balance: \$1,510,540

# OSBA Model Sample Policy

Code: AC  
Adopted:

## Nondiscrimination and Civil Rights

{Required policy. The requirement comes from State and Federal law. OAR 581-021-0655(3) requires policy regarding civil rights coordinators. *This is the revised November 2024 published version of this policy with the removal of a footnote referencing 34 CFR § 106.10 on sex-based discrimination (previously identified as footnote #2), and is the policy recommendation following the invalidation of the 2024 Title IX regulations.*}

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

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

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

~~[The Board designates the [insert position title(s)] as the district's civil rights coordinator.] [The Board directs the superintendent to designate the district's civil rights coordinator and make contact information available to staff, students and parents. {<sup>2</sup>}]~~

The superintendent shall appoint individuals at the district to contact on issues concerning the Americans with Disabilities Act and Americans with Disabilities Act Amendments Act (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments, and other civil rights or discrimination issues, and notify students, parents, and staff with their names, office addresses, and phone numbers. The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district's administrative office and available on the home page of the district's website.

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating,

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

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

threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

Any complaint alleging discrimination may be made to any civil rights coordinator and will be processed in accordance with administrative regulation AC-AR(1) - Discrimination or Civil Rights Complaint Procedure. Depending on the nature of the complaint, additional requirements may apply.

The district will document and track:

1. All reports of discrimination received by the district and all responses to those reports issued by the district, including any investigations completed and remedies provided; and
2. The training completed by each civil rights coordinator.

### **Civil Rights Coordinator**

The superintendent is the district's civil rights coordinator.

The civil rights coordinator(s) will:

1. Be knowledgeable of the requirements in OARs 581-021-0038, 581-021-0045, 581-021-0046, and 581-021-0660;
2. Have the independence and authority necessary to carry out the provisions of OAR 581-021-0660;
3. Monitor, coordinate, and oversee district compliance with state and federal laws prohibiting discrimination in education, including ensuring the availability of, and providing to students and staff:
  - a. The notice of nondiscrimination<sup>3</sup> required by OAR 581-021-0045; and
  - b. The district written complaint process for making reports of discrimination.
4. Oversee and ensure the resolution of district investigations of complaints alleging and substantiating discrimination, including the provision of remedies designed to restore or preserve equal access to an education program or activity;
5. Provide guidance to district staff on civil rights issues in the district;
6. Respond to questions and concerns about civil rights in the district;
7. Coordinate efforts to prevent civil rights violations from occurring in the district; and
8. Satisfy the following training requirements:
  - a. Upon initial designation, a civil rights coordinator must receive the following training in accordance with a schedule established by the Oregon Department of Education (ODE):

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<sup>3</sup> The notice of nondiscrimination will include the name or title, work address, email address, and phone number of each civil rights coordinator.

- (1) The meaning of discrimination under state and federal nondiscrimination law, including ORS 659.850, Title VI of the Civil Rights Act of 1964 Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990;
  - (2) The duties of districts under state and federal nondiscrimination law, including ORS 342.700 to 342.708, ORS 659.850 and 659.855, Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American’s with Disabilities Act of 1990, those statutes’ implementing rules and regulations, and determinations made by the Oregon Department of Education and the United States Department of Education’s Office for Civil Rights;
  - (3) The coordinators required by Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and those coordinators’ duties;
  - (4) Identifying discrimination and reports of discrimination;
  - (5) Responding to reports of discrimination;
  - (6) Conducting civil rights investigations, including identifying conflicts of interest, and using strategies to mitigate conflicts of interest;
  - (7) Preventing discrimination in public school programs and activities;
  - (8) Identifying retaliation taken in response to reports of discrimination, responding to reports of such retaliation, and preventing such retaliation in public school programs and activities;
  - (9) Tracking and documenting reports of discrimination.
- b. In years subsequent to being designated a civil rights coordinator, a civil rights coordinator must annually receive the following training in accordance with a schedule established by ODE:
- (1) The meaning of discrimination under state and federal nondiscrimination law, including ORS 659.850, Title VI of the Civil Rights Act of 1964 Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990;
  - (2) The duties of districts under state and federal nondiscrimination law, including ORS 342.700 to 342.708, ORS 659.850 and 659.855, Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American’s with Disabilities Act of 1990, those statutes’ implementing rules and regulations, and determinations made by the Oregon Department of Education and the United States Department of Education’s Office for Civil Rights;
  - (3) The coordinators required by Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and those coordinators’ duties;
  - (4) Reporting discrimination, and responding to reports of discrimination, including through complaint processes and investigations.<sup>4</sup>

END OF POLICY

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**Legal Reference(s):**

<sup>4</sup> Training must first be completed by June 30, 2025.

[ORS 174.100](#)  
[ORS 192.630](#)  
[ORS 326.051\(1\)\(e\)](#)  
[ORS 332.505](#)  
[ORS 408.230](#)  
[ORS 659.805](#)  
[ORS 659.815](#)  
[ORS 659.850 - 659.860](#)  
[ORS 659.865](#)  
[ORS 659A.001](#)  
[ORS 659A.003](#)

[ORS 659A.006](#)  
[ORS 659A.009](#)  
[ORS 659A.029](#)  
[ORS 659A.030](#)  
[ORS 659A.040](#)  
[ORS 659A.103 - 659A.145](#)  
[ORS 659A.230 - 659A.233](#)  
[ORS 659A.236](#)  
[ORS 659A.309](#)  
[ORS 659A.321](#)  
[ORS 659A.409](#)

~~[OAR 581-002-0001 - 002-0005](#)~~  
[OAR 581-021-0045](#)  
[OAR 581-021-0046](#)  
[OAR 581-021-0047](#)  
~~[OAR 581-021-0650 - 0665](#)~~  
[OAR 581-022-2310](#)  
[OAR 581-022-2370](#)  
~~[OAR 581-075-0001 - 075-0005](#)~~  
~~[OAR 581-075-0901](#)~~  
[OAR 839-003](#)

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

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

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

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

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

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

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

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

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

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

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

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

# OSBA Model Sample Policy

Code: BBF  
Adopted:

## Board Member Standards of Conduct

A Board member should:

1. Comply with ethics laws for public officials;
2. Understand that the Board sets the standards for the district through Board policy. Board members do not manage the district on a day-to-day basis;
3. Understand that the Board makes decisions by a quorum vote of the Board. Individual Board members may not commit the Board to any action;
4. Respect the right of other Board members to have opinions and ideas which differ;
5. Recognize that decisions made by a quorum vote are the final decisions of the Board. Such decisions should be supported by all Board members;
6. Make decisions only after the facts are presented and discussed;
7. Understand the chain of command and refer problems or complaints to the proper administrative office;
8. Recognize that the Board must comply with the Public Meetings Law and only has authority to make decisions at properly noticed Board meetings;
9. Insist that all Board and district business is ethical and honest;
10. Be open, fair and honest — no hidden agendas;
11. Understand that Board members will receive information that is confidential and cannot be shared;
12. Recognize that the superintendent is the Board's employee and designated as the chief executive officer of the district;
13. Take action only after hearing the superintendent's recommendations;
14. Refuse to bring personal or family problems into Board considerations;
15. Give district staff the respect and consideration due to skilled, professional employees;
16. Present personal criticism of district operations to the superintendent, when appropriate, not to district staff;
17. Respect the right of the public to attend and observe Board meetings;

18. Respect the right of the public to be informed about district decisions and school operations as allowed by law;
19. Remember that content discussed in executive session is confidential;
20. Use social media, websites, or other electronic communication judiciously, respectfully, and in a manner that does not violate Oregon’s Public Meetings Laws;
21. When posting online or to social media, Board members will treat and refer to other Board members, staff, students and the public with respect, and will not post confidential information about students, staff or district business;
22. A Board member is a mandatory reporter of child abuse. A Board member having reasonable cause to believe that any child with whom the Board member comes in contact with has suffered abuse or that any person with whom the Board member comes in contact with has abused a child shall immediately make a report to the Department of Human Services (DHS)<sup>[1]</sup> or to law enforcement within the county where the person making the report is located at the time of contact.

END OF POLICY

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**Legal Reference(s):**

[ORS 162.015 - 162.035](#)  
[ORS 162.405 - 162.425](#)  
[ORS 192.610 - 192.710](#)  
[ORS Chapter 244](#)  
[ORS 332.055](#)  
[ORS 419B.005](#)  
[ORS 419B.010](#)  
[ORS 419B.015](#)

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<sup>1</sup> [How to report abuse or neglect: [Oregon DHS](#). Call 855-503-SAFE (7233)]

1st Read

# OSBA Model Sample Policy

Code: BC/BCA  
Adopted:

## Board Organization/Board Organizational Meeting

No later than the next regular meeting following July 1, the Board will organize itself for the year. In a Board election year, the Board organizational meeting must be no later than July 31st.

The organizational meeting will consist of, but not be limited to, the following actions:

1. Election of a Board chair;
2. Election of a vice chair;
3. Provision for a time and place for regular meetings;
4. Other organizational actions prescribed by law or by Board practice.

[The incumbent Board chair will preside until a successor is elected, whereupon the successor will assume the chair. In the event no incumbent chair or vice chair remains on the Board, or neither is able to continue to serve as an officer, the Board will select a temporary chair to conduct the election.]

END OF POLICY

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### Legal Reference(s):

[ORS 255.335](#)

[ORS 332.040 to -332.045](#)

[ORS 332.057](#)

# OSBA Model Sample Policy

Code: BF  
Adopted:

## Policy Development

The Board has the authority and responsibility to establish policy. The Board accepts the definition of policy set forth by the National School Boards Association:

School Board policies are statements which set forth the purposes and prescribe in general terms the organization and program of a school system. They create a framework within which the superintendent and staff can discharge their assigned duties with positive direction. They tell what is wanted.

The formulation and adoption of policies, recorded in writing, will constitute the basic method by which the Board will exercise its leadership in the operation of the school system.

The policies shall be consistent with Oregon Revised Statutes, Oregon Administrative Rules and all federal laws and regulations.

The basic responsibility for initiating, reviewing and recommending new policies or policy modification will rest with the superintendent. New policies or changes in existing policy may be proposed by any Board member, group or organization, staff member, parent, student or other member of the community to the superintendent for the Board to consider. The superintendent, in developing these policies, may be guided by the recommendations of the staff and may seek parent and community input during the preparation and subsequent review of policy statements. Advice from legal counsel may be appropriate. The superintendent will furnish necessary background information to the Board.

The final authority and responsibility for Board policy lies with the Board.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)  
[ORS 332.505](#)

[ORS 339.240](#)

[OAR 581-022-2305](#)  
[OAR 581-022-2405](#)

# OSBA Model Sample Policy

Code: BFC  
Adopted:

## Administrative Regulations (AR)

Administrative regulations are detailed directions governing the operation of the district.

The superintendent is authorized to formulate such administrative regulations appropriate for the implementation of policies adopted by the Board and necessary for the consistent operation of the district.

When approved by the superintendent, administrative regulations shall be distributed to the Board and the staff as appropriate.

The Board may review any administrative regulation and may direct its revision if, in the Board's judgment, such administrative regulation is not consistent with adopted board policies.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

[OAR 581-022-2305](#)

[OAR 581-022-2405](#)

# OSBA Model Sample Policy

Code: BFD  
Adopted:

## Board Policy Implementation

### Effective Date of Policies

All new or amended policies will become effective on the day after adoption by the Board, unless a specific date is included in the motion for adoption.

### Policy Implementation

The superintendent and administrative staff will implement board policies. The superintendent may formulate administrative regulations and procedures to assist policy implementation.

It will be the Board's duty to evaluate the effectiveness of the policy and the effectiveness of the administration's implementation of the policy.

### Policy Dissemination

The written board policies that govern the district will be maintained in a policy manual to be updated by district staff as new policies are developed or existing policies are revised or repealed. This manual can be found on the district website.

Each Board member will be informed how to access the current board policy manual.

Each district employee will be notified of the existence and availability of personnel policies.

The district shall make a copy of the Board's policy manual available to the public and district employees. The Board's policy manual will be considered a public record and will be open for inspection at the district office during regular working hours.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)  
[ORS 332.505](#)

[OAR 581-022-2305](#)  
[OAR 581-022-2405](#)

# OSBA Model Sample Policy

Code: BFG  
Adopted:

## Board Policy Review

To keep written policies current and relevant, the Board will review and update its board policies. The Board will evaluate the implementation and effect of such policies. The superintendent has continuing responsibility to alert the Board of policies that may need revision.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

[OAR 581-022-2305](#)  
[OAR 581-022-2405](#)

# OSBA Model Sample Policy

Code: GBN/JBA

Adopted:

## Sexual Harassment

{Required policy. The requirement for this policy comes from ORS 342.700 et. al., OAR 581-021-0038 and federal Title IX laws.}

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

The district processes complaints<sup>{1}</sup> or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

### General Procedures

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

### OREGON DEFINITION AND PROCEDURES

#### Oregon Definition

Sexual harassment of students, staff members or third parties<sup>3</sup> shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
  - a. Interferes with a student's educational activity or program;
  - b. Interferes with a school or district staff member's ability to perform their job; or

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<sup>1</sup> {Some districts choose not to use the terms "complaint" and "complainant" because they feel the stigma associated with the terms discourage victims from reporting conduct. The terms used in this policy are consistent with those included in the law. If the district chooses to change these terms, new terms must be consistent and clear. Note, "complainant" is defined under federal law.}

<sup>2</sup> {Common complaint procedures that may also be involved include: Nondiscrimination (Board policy AC), Workplace Harassment (Board policy GBEA), [Hazing, ]Harassment, Intimidation, Bullying, [Menacing, ]Cyberbullying, Teen Dating Violence and Domestic Violence – Student (Board policy JFCF), and Reporting Requirements for Suspected Sexual Conduct with Students (Board policy GBNA/JHFF).}

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

c. Creates an intimidating, offensive, or hostile environment.

3. Assault when sexual contact occurs without ~~the student's, staff member's or third party's consent because the student, staff member or third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats~~ consent<sup>4,5</sup>

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

Examples of sexual harassment may include, but not be limited to, <sup>[6]</sup>physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance].

### Oregon Procedures

Reports and complaints of sexual harassment should be made to the following individual:

Name	Position	Phone	Email
Krista Nieraeth	Superintendent	(503) 897 - 2321	krista.nieraeth@santiam.k12.or.us

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

### Response

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

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

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the

<sup>4</sup> "Without consent" means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.

<sup>5</sup>The statutory definition (ORS 342.704) for sexual harassment includes separate definitions with slightly different language for students, staff members and third parties. The language used in this policy comes from OAR 581-021-0038(1). If the district would like to include the full statutory definition, it can do so.

<sup>6</sup> {OAR 581-021-0038 requires that the policy include a "examples of harassing behaviors covered by policy". The bracketed list in this policy reflects OSBA's recommendations. The district has discretion in what is included in this list. If listing behaviors not reflected in OSBA recommendations, please have the list reviewed by the district's legal counsel.}

student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

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

## Investigation

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

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

The district will use [a reasonable person] standard when determining whether a hostile environment exists. [A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment. {<sup>7</sup>}]

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

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

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

1. [Removing that third party's ability to contract or volunteer with the district, or be present on district property;

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<sup>7</sup> {OSBA strongly recommends that the Board receive input from district administration prior to adopting a standard here. Of note, Title IX's definition of sexual harassment includes "unwelcome conduct determined by a reasonable person to be..." 34 CFR 106.30(a), emphasis added. It is important to consider the different definitions under Oregon law and Title IX when determining which standards will apply for the Oregon process.}

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

## **No Retaliation**

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

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

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

## **Notice**

When a person<sup>8</sup> who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

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

The written notification must include<sup>9</sup>:

1. Name and contact information for all person designated by the district to receive complaints;
2. The rights of the person that the notification is going to;

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<sup>8</sup> Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

<sup>9</sup> Remember confidentiality laws when providing any information.

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

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

The notice must:

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

### **[Oregon Department of Education (ODE) Support**

**[The ODE will provide technical assistance and training upon request.]**

### **FEDERAL DEFINITION AND PROCEDURES**

#### **Federal Definition**

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

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity<sup>10</sup>;
3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. "Domestic violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or
6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

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

### **Federal Procedures**

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

### **Reporting**

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

The superintendent is designated as the Title IX coordinator and can be contacted at (503) 897 - 2321. The Title IX coordinator will coordinate the district's efforts to comply with its responsibilities related to this AR. The district prominently will display the contact information for the Title IX coordinator on the district website and in each handbook.

### **Response**

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<sup>10</sup> "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. § 106.44(a))

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.<sup>11</sup> The district shall treat complainants and respondents equitably by providing supportive measures<sup>12</sup> to the complainant and by following a grievance procedure<sup>13</sup> prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.<sup>14</sup>

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.<sup>15</sup> The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

### Notice

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

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

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<sup>11</sup> (Title 34 C.F.R. § 106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

<sup>12</sup> (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment.<sup>12</sup> The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

<sup>13</sup> This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

<sup>14</sup> The Title IX coordinator may also discuss that the Title IX coordinator has the ability to file a formal complaint.

<sup>15</sup> The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

[Inquiries about the application to Title IX and its requirements may be referred to the Title IX coordinator or the Assistant Secretary<sup>16</sup>, or both.]

## No Retaliation

Neither the district or any person may retaliate<sup>17</sup> against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

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

## Publication

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

END OF POLICY

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## Legal Reference(s):

[ORS 243.706](#)  
[ORS 332.107](#)  
[ORS 342.700](#)  
[ORS 342.704](#)  
[ORS 342.708](#)  
[ORS 342.850](#)  
[ORS 342.865](#)  
[ORS 659.850](#)  
[ORS 659A.006](#)  
[ORS 659A.029](#)  
[ORS 659A.030](#)  
[OAR 581-021-0038](#)  
[OAR 584-020-0040](#)  
[OAR 584-020-0041](#)

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<sup>16</sup> Of the United States Department of Education.

<sup>17</sup> Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

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

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

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

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

1st Read

# OSBA Model Sample Policy

Code: JBA/GBN

Adopted:

## Sexual Harassment

{Required policy. The requirement for this policy comes from ORS 342.700 et. al., OAR 581-021-0038 and federal Title IX laws.}

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

The district processes complaints<sup>{1}</sup> or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

### General Procedures

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

### OREGON DEFINITION AND PROCEDURES

#### Oregon Definition

Sexual harassment of students, staff members or third parties<sup>3</sup> shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
  - a. Interferes with a student's educational activity or program;
  - b. Interferes with a school or district staff member's ability to perform their job; or

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<sup>1</sup> {Some districts choose not to use the terms "complaint" and "complainant" because they feel the stigma associated with the terms discourage victims from reporting conduct. The terms used in this policy are consistent with those included in the law. If the district chooses to change these terms, new terms must be consistent and clear. Note, "complainant" is defined under federal law.}

<sup>2</sup> {Common complaint procedures that may also be involved include: Nondiscrimination (Board policy AC), Workplace Harassment (Board policy GBEA), [Hazing, ]Harassment, Intimidation, Bullying, [Menacing, ]Cyberbullying, Teen Dating Violence and Domestic Violence – Student (Board policy JFCF), and Reporting Requirements for Suspected Sexual Conduct with Students (Board policy GBNA/JHFF).}

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

c. Creates an intimidating, offensive, or hostile environment.

3. Assault when sexual contact occurs without ~~the student's, staff member's or third party's consent because the student, staff member or third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats~~ consent<sup>4,5</sup>

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

Examples of sexual harassment may include, but not be limited to, <sup>[6]</sup>physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance].

### Oregon Procedures

Reports and complaints of sexual harassment should be made to the following individual:

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

### Response

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

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

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the

<sup>4</sup> "Without consent" means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.

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

1. [Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
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6. Use of third-party investigator.]

The district will use [a reasonable person] standard when determining whether a hostile environment exists. [A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment. {<sup>7</sup>}]

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

1. [Discipline of staff and students engaging in sexual harassment;
2. Removal of third parties engaged in sexual harassment;
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1. [Removing that third party's ability to contract or volunteer with the district, or be present on district property;

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<sup>7</sup> {OSBA strongly recommends that the Board receive input from district administration prior to adopting a standard here. Of note, Title IX's definition of sexual harassment includes "unwelcome conduct determined by a reasonable person to be..." 34 CFR 106.30(a), emphasis added. It is important to consider the different definitions under Oregon law and Title IX when determining which standards will apply for the Oregon process.}

2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;
3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;
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7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
  - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
  - b. For the reported persons, information about and contact information for state and community-based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and
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3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. "Domestic violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or
6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

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

### **Federal Procedures**

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

### **Reporting**

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

The superintendent is designated as the Title IX coordinator and can be contacted at (503) 897 - 2321. The Title IX coordinator will coordinate the district's efforts to comply with its responsibilities related to this AR. The district prominently will display the contact information for the Title IX coordinator on the district website and in each handbook.

### **Response**

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<sup>10</sup> "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. § 106.44(a))

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.<sup>11</sup> The district shall treat complainants and respondents equitably by providing supportive measures<sup>12</sup> to the complainant and by following a grievance procedure<sup>13</sup> prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.<sup>14</sup>

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.<sup>15</sup> The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

### Notice

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

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

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<sup>11</sup> (Title 34 C.F.R. § 106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

<sup>12</sup> (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment.<sup>12</sup> The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

<sup>13</sup> This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

<sup>14</sup> The Title IX coordinator may also discuss that the Title IX coordinator has the ability to file a formal complaint.

<sup>15</sup> The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

[Inquiries about the application to Title IX and its requirements may be referred to the Title IX coordinator or the Assistant Secretary<sup>16</sup>, or both.]

## No Retaliation

Neither the district or any person may retaliate<sup>17</sup> against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

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

## Publication

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

END OF POLICY

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## Legal Reference(s):

[ORS 243.706](#)  
[ORS 332.107](#)  
[ORS 342.700](#)  
[ORS 342.704](#)  
[ORS 342.708](#)  
[ORS 342.850](#)  
[ORS 342.865](#)  
[ORS 659.850](#)  
[ORS 659A.006](#)  
[ORS 659A.029](#)  
[ORS 659A.030](#)  
[OAR 581-021-0038](#)  
[OAR 584-020-0040](#)  
[OAR 584-020-0041](#)

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<sup>16</sup> Of the United States Department of Education.

<sup>17</sup> Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

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

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

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

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

1st Read

# OSBA Model Sample Policy

Code: JEA

Adopted:

## Compulsory Attendance\*\*

{Highly Recommended. ORS 339.010 requires the attendance of children between the ages of 6 and 18 years who have not completed grade 12 in public school; ORS 339.020 compels parents or guardians of the child to maintain attendance in public school unless otherwise exempted.}

Except when exempt by Oregon law, all children between ages 6 and 18 who have not completed the 12th grade are required to regularly attend a public, full-time school during the entire school term. Persons having **legal** control of a child between the ages 6 and 18, who has not completed the 12th grade, are required to **have** send the child **attend** to school and maintain the child in regular attendance during the entire school term.

All children five years of age who have been enrolled in a public school are required to attend regularly while enrolled in the public school. Persons having **legal** control of a child, who is five years of age and **has** who have enrolled the child in a public school, are required to **have** send the child **attend** to school and maintain the child in regular attendance during the school term.

Attendance supervisors shall monitor and report any violation of the compulsory attendance law to the superintendent or designee. [A citation for violation of ORS 339.035 may be issued.]

~~The district will develop procedures for issuing a citation.~~

A parent who is not supervising their child by requiring school attendance may also be in violation of Oregon Revised Statute (ORS) 163.577(1)(c); failing to supervise a child is a Class A violation.

## Exemptions from Compulsory School Attendance

In the following cases, children shall not be required to attend public, full-time schools:

1. Children being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools.
2. Children proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools.
3. Children who have received a high school diploma or a modified diploma.
4. Children being taught, by a private teacher, the courses of study usually taught in kindergarten through grade 12 in the public school for a period equivalent to that required of students attending public schools.
5. Children being educated in the home by a parent, **legal** guardian or private teacher.
  - a. When a student is taught or is withdrawn from a public school to be taught by a parent, **legal** guardian or private teacher, the parent, **legal** guardian or **private** teacher must notify the **Linn Benton Lincoln** Education Service District (ESD) in writing within 10 days of such

occurrence. In addition, when such a ~~home-schooled~~ student moves to a new ESD, the parent, guardian or private teacher shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, the school districts of ~~home-schooled~~ students who are registered with the ESD and reside in their district;

- b. Each child being taught ~~by a parent or private teacher~~ as described above shall be examined no later than August 15, following grades 3, 5, 8 and 10:
    - (1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew from public school;
    - (2) If the child never attended public or private school, the first examination shall be administered prior to the end of grade 3.
  - c. Procedures for homeschooling students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029;
  - d. Examinations ~~testing each child~~ shall be from the list of approved examinations from the State Board of Education;
  - e. The examination must be administered by a neutral, individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
  - f. The person administering the examination shall score the examination and report the results to the parent or guardian. Upon request of the ESD superintendent, the parent or guardian shall submit the results of the examination to the ESD;
  - g. All costs for the test instrument, administration and scoring are the responsibility of the parent or guardian;
  - h. In the event the ESD superintendent finds that the child is not showing satisfactory educational progress, the ESD superintendent shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.]
6. Children whose sixth birthday occurred on or before September 1 immediately preceding the beginning of the current school year, if the parent or guardian notified the child's resident district in writing that the parent or guardian is delaying the enrollment of their child for one school year to better meet the child's needs for cognitive, social or physical development, as determined by the parent or guardian.
  7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.
  8. Children excluded from attendance as provided by law.
  9. Children who are eligible military children<sup>1</sup> are exempt up to 10 days after the date of military transfer or pending transfer indicated in the official military order.

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<sup>1</sup> "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

10. An exemption may be granted to the parent or guardian of any child 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college or an alternative education program as defined in ORS 336.615.
11. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 - 419B.558.

END OF POLICY

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**Legal Reference(s):**

[ORS 153.018](#)  
[ORS 163.577](#)  
[ORS 339.010 - 339.095](#)  
[ORS 339.139](#)

[ORS 339.990](#)  
[ORS 807.065](#)  
[ORS 807.066](#)

[OAR 581-021-0026](#)  
[OAR 581-021-0029](#)  
[OAR 581-021-0076](#)  
[OAR 581-021-0077](#)

1st Reading

# OSBA Model Sample Policy

Code: JFE  
Adopted:

## Pregnant and/or Parenting Students\*\*

{Required policy. The requirement for policy comes from ORS 336.640. *This is the April 2021 published version of this policy and is the policy recommendation following the invalidation of the 2024 Title IX regulations.*}

A pregnant and/or parenting student shall be encouraged to continue with an educational program and to participate in all district-sponsored activities unless physically unable. The district shall ensure that pregnant and/or parenting students receive special services as necessitated by their condition.

Neither pregnancy nor parenting constitute an exemption from Oregon compulsory attendance law.

No pregnant or parenting student shall be excluded from the public schools on the basis of pregnancy or parenthood.

The district shall, in considering and obtaining special services for pregnant and/or parenting students:

1. Inform pregnant and/or parenting students and their parents of the availability of such services in the district, education service district or in the community.
2. Facilitate the provision of such services, including counseling, life skills and parenting education, childcare, transportation, career development and health and nutrition services to pregnant and/or parenting students.
3. Inform pregnant and/or parenting students and their parents of the availability of resources provided by other agencies, including health and social services.
4. Provide educational programs and schedules that address the individual learning styles and needs of pregnant and/or parenting students.
5. Develop individualized educational programs or services, or both, to address the needs of pregnant and/or parenting students when their educational needs cannot be met by the regularly provided school program.

The superintendent will develop guidelines<sup>{1}</sup> necessary to ensure compliance with the provisions of state and federal law.

END OF POLICY

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### Legal Reference(s):

[ORS 336.640](#)  
[ORS 339.010](#)  
[ORS 339.030](#)

[OAR 581-021-0046](#)  
[OAR 581-023-0100\(3\)](#)

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<sup>1</sup> {Guidelines are required according to ORS 336.640 but does not rise to the level of an administrative regulation. A sample form is available to support developing a student's required individual written plan (OAR 581-023-0100(3)).}

1st Read

# OSBA Model Sample Policy

Code: JGAB  
Adopted:

## Use of Restraint or Seclusion\*\*

{Required policy. The requirement for this policy comes from OAR 581-021-0556(12).}

The Board is dedicated to the development and application of best practices within the district's public educational/behavioral programs. The Board establishes this policy and its administrative regulation to define the circumstances that must exist and the requirements that must be met prior to, during, and after the use of restraint or seclusion as an intervention with district students.

The use of the following types of restraint on a student in the district is prohibited:

1. Chemical restraint.
2. Mechanical restraint.
3. Prone restraint.
4. Supine restraint.
5. Any restraint that involves the intentional and nonincidental use of a solid object<sup>1</sup>, including a wall or the floor, to impede a student's movement, unless the restraint is necessary to prevent an imminent life-threatening injury or to gain control of a weapon.
6. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, neck or throat.
7. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, unless the restraint is necessary for the purpose of extracting a body part from a bite.
8. Any restraint that impedes, or creates a risk of impeding, breathing.
9. Any restraint that involves the intentional placement of the hands, feet, elbow, knee or any object on a student's neck, throat, genitals or other intimate parts.
10. Any restraint that causes pressure to be placed, or creates a risk of causing pressure to be placed, on the stomach or back by a knee, foot or elbow bone.
11. Any action designed for the primary purpose of inflicting pain.

The use of a seclusion cell is prohibited.

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<sup>1</sup> The use of a solid object, including furniture, a wall, or the floor, by district staff performing a restraint is not prohibited if the object is used for the staff's own stability or support while performing the restraint and not as a mechanism to apply pressure directly to the student's body.

Restraint or seclusion may not be used for discipline, punishment, retaliation or convenience of staff, contractors or volunteers of the district.

Restraint may be imposed on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

Seclusion may be used on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

If restraint or seclusion is used on a student, by trained staff or other staff available in the case of an emergency when trained staff are not immediately available due to the unforeseeable nature of the emergency, e.g., teacher, administrator[, or volunteer], it will be used only for as long as the student's behavior poses a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective. Students will be continuously monitored by staff for the duration of the restraint or seclusion.

## Definitions

1. "Restraint" means the restriction of a student's actions or movements by holding the student or using pressure or other means.

"Restraint" does not include:

- a. Holding a student's hand or arm to escort the student safely and without the use of force from one area to another;
- b. Assisting a student to complete a task if the student does not resist the physical contact; or
- c. Providing reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under Oregon Revised Statute (ORS) 339.288 and the intervention is necessary to:
  - (1) Break up a physical fight;
  - (2) Interrupt a student's impulsive behavior that threatens the student's immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or
  - (3) Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.

2. "Seclusion" means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked.

"Seclusion" does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving, or a student being left alone in a room with a closed door

for a brief period of time if the student is left alone for a purpose that is unrelated to the student's behavior.

3. "Seclusion cell" means a freestanding, self-contained unit that is used to isolate the student from other students or physically prevent a student from leaving the unit or cause the student to believe that the student is physically prevented from leaving the unit.
4. "Serious bodily injury" means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.
5. "Substantial physical or bodily injury" means any impairment of the physical condition of a person that requires some form of medical treatment.
6. "Mechanical restraint" means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.

"Mechanical restraint" does not include:

- a. A protective or stabilizing device ordered by a licensed physician; or
  - b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.
7. "Chemical restraint" means a drug or medication that is used on a student to control behavior or restrict freedom of movement that is not prescribed by a licensed physician or other qualified health professional acting under the professional's scope of practice for standard treatment of the student's medical or psychiatric condition; and administered as prescribed by a licensed physician or other qualified health professional acting under the professional's scope of practice.
  8. "Prone restraint" means a restraint in which a student is held face down on the floor.
  9. "Supine restraint" means a restraint in which a student is held face up on the floor.

Any student being restrained or secluded within the district whether in an emergency or as a part of a plan shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must meet the standards as outlined in Oregon Administrative Rule (OAR) 581-021-0568.

The district shall only utilize ~~the {<sup>2</sup>}~~ a training program ~~of for~~ restraint or seclusion ~~for use~~ to train staff and use in the district. ~~As required by state regulation, the selected program shall be one which has been approved by the Oregon Department of Education (ODE) and include, but not limited to, positive behavior support, conflict prevention, de-escalation and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and seclusion.~~

The district shall preserve, and may not destroy, any records related to an incident of restraint or seclusion, including an audio or video recording. The records must be preserved in the original format and without alteration in accordance with law.

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<sup>2</sup> {The district must identify the program utilized for training.}

An annual review of the use of restraint and seclusion during the preceding school year shall be completed and submitted to ODE to ensure compliance with district policies and procedures.

The results of the review and annual report shall be documented and shall include at a minimum:

1. The total number of incidents involving restraint;
2. The total number of incidents involving seclusion;
3. The total number of seclusions in a locked room;
4. The total number of students placed in restraint;
5. The total number of students placed in seclusion;
6. The total number of incidents that resulted in injuries or death to students or staff as a result of the use of restraint or seclusion;
7. The total number of students placed in restraint or seclusion more than 10 times in a school year and an explanation of what steps have been taken by the district to decrease the use of restraint and seclusion for each student;
8. The total number of restraint or seclusion incidents carried out by untrained individuals;
9. The demographic characteristics<sup>3</sup> of all students upon whom restraint or seclusion was imposed;
10. The total number of rooms available for use by the district for seclusion of a student and a description of the dimensions and design of the rooms.

This annual report shall be made available to the public at the district's main office and on the district's website, and to the Board. At least once each school year the parents and guardians of students of the district shall be notified about how to access the report.

The district shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in Board policy KL - Public Complaints and KL-AR - Public Complaint Procedure. The complaint procedure is available at the district's administrative office and is available on the home page of the district's website.

The complainant, whether an organization or an individual, may appeal a district's final decision to the Oregon Department of Education pursuant to OAR 581-002-0001 - 581-002-0023. ~~[This appeal process is identified represented in administrative regulation KL-AR(2) – Appeal to the Deputy Superintendent of Public Instruction.]~~

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting, and written

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<sup>3</sup> Including race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

documentation of the use of restraint or seclusion by district staff. A staff member who violates this policy or its administrative regulation may be subject to discipline, up to and including dismissal.

END OF POLICY

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**Legal Reference(s):**

[ORS 161.205](#)  
[ORS 339.250](#)  
[ORS 339.285](#)  
[ORS 339.288](#)  
[ORS 339.291](#)  
[ORS 339.294](#)  
[ORS 339.297](#)

[ORS 339.300](#)  
[ORS 339.303](#)  
  
[OAR 581-021-0061](#)  
[OAR 581-021-0550](#)  
[OAR 581-021-0553](#)  
[OAR 581-021-0556](#)

[OAR 581-021-0563](#)  
[OAR 581-021-0566](#)  
[OAR 581-021-0568](#)  
[OAR 581-021-0569](#)  
[OAR 581-021-0570](#)  
[OAR 581-022-2267](#)  
[OAR 581-022-2370](#)

1st Read

**Santiam Canyon  
School District 129**

Code: **JHFCA**  
Adopted: 6/07/01  
Readopted: 8/12/15  
Orig. Code(s): JHFCA

**Student Skateboard/Rollerblade/Scooter Use\*\***

Skateboards/Rollerblades/Scooters or similar devices are prohibited on district property during school hours unless special permission is given by the building administrator for a specific activity.

Use of skateboards/rollerblades/scooters on district property during nonschool hours is at the user's risk.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.107](#)

[OAR 581-021-0050](#)

1st Read  
Delete

# OSBA Model Sample Administrative Regulation

Code: AC-AR

Adopted:

## Discrimination Complaint Procedure

{Required administrative regulation. OAR 581-022-2370 requires districts to have complaint procedures, including for complaints of discrimination. Federal law also requires discrimination complaint procedures. *This is the March 2023 published version of this administrative regulation and is the recommendation following the invalidation of the 2024 Title IX regulations.*}

Any person, including students, staff, visitors and third parties, may file a complaint.

Complaints regarding discrimination or harassment, on any basis protected by law, shall be processed in accordance with the following procedures:

Step 1: <sup>1</sup>Complaints may be oral or in writing and must be filed with the principal. Any staff member that receives an oral or written complaint shall report the complaint to the principal.

The principal shall investigate and determine the action to be taken, if any, and reply in writing, to the complainant within 10 school days of receipt of the complaint.

Step 2: If the complainant wishes to appeal the decision of the principal, the complainant may submit a written appeal to the superintendent or designee within five school days after receipt of the principal's response to the complaint.

The superintendent or designee shall review the principal's decision within five school days and may meet with all parties involved. The superintendent or designee will review the merits of the complaint and the principal's decision. The superintendent or designee will respond in writing to the complainant within 10 school days.

Step 3: If the complainant is not satisfied with the decision of the superintendent or designee, a written appeal may be filed with the Board within five school days of receipt of the superintendent's or designee's response to Step 2. The Board may decide to hear or deny the request for appeal at a Board meeting. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative at the next Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing or electronic form within 30 days of receipt of the appeal by the Board.

If the principal is the subject of the complaint, the individual may start at Step 2 and should file a complaint with the superintendent or designee.

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<sup>1</sup> For district information. The district's timeline established by each step of the district's complaint procedure must be within 30 days of the submission of the complaint at any step, unless the district and complainant have agreed in writing to a longer time period for that step. The district's complaint procedure should not exceed a total of 90 days from the initial filing of the complaint, regardless of the number of steps involved, unless the district and the complainant have agreed in writing to a longer time period. (OAR 581-002-0005)

If the superintendent is the subject of the complaint, the complaint may start at Step 3 and should be referred to the Board chair. The Board may refer the investigation to a third party.

Complaints against the Board as a whole or against an individual Board member, may start at Step 3 and should be submitted to the Board chair and may be referred to district counsel. Complaints against the Board chair may start at Step 3 and be referred directly to the Board vice chair.

The timelines established in each step of this procedure may be extended upon mutual consent of the district and the complainant in writing, but will not be longer than 30 days from the date of the submission of the complaint at any step. The overall timeline of this complaint procedure may be extended beyond 90 days from the initial filing of the complaint upon written mutual consent of the district and the complainant.

The complainant, if a person who resides in the district, a parent or guardian of a student who attends school in the district, or a student is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the initial filing of the complaint, may appeal<sup>2</sup> the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

#### **Charter Schools of which the District Board is a Sponsor**

The district Board, through this administrative regulation, will review an appeal of a decision reached by the Board of Oregon Charter Academy on a complaint alleging violation of Oregon Revised Statute (ORS) 659.850 or Oregon Administrative Rule (OAR) 581-021-0045 or 581-021-0046 (Discrimination). A complainant may appeal will submit such appeal to the superintendent of Santiam Canyon School District 129J on behalf of the district Board within 30 days of receipt of the decision from the public charter school board. A final decision reached by this district Board may be appealed to the Oregon Department of Education under OAR 581-002-0001 - 581-002-0023.

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<sup>2</sup> An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

**SANTIAM CANYON SCHOOL DISTRICT 129J  
DISCRIMINATION COMPLAINT FORM**

Name of Person Filing Complaint \_\_\_\_\_ Date \_\_\_\_\_ School or Activity \_\_\_\_\_  
Student/Parent  Employee  Job applicant  Other  \_\_\_\_\_

Type of discrimination:

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Race                      | <input type="checkbox"/> Mental or physical disability | <input type="checkbox"/> Age  |
| <input type="checkbox"/> Color                     | <input type="checkbox"/> Marital status                | <input type="checkbox"/> Sexual orientation                             |
| <input type="checkbox"/> Religion                  | <input type="checkbox"/> Familial status               | <input type="checkbox"/> Pregnancy                                      |
| <input type="checkbox"/> Sex                       | <input type="checkbox"/> Economic status               | <input type="checkbox"/> Discriminatory use of a Native American mascot |
| <input type="checkbox"/> National or ethnic origin | <input type="checkbox"/> Veterans' status              |   |
| <input type="checkbox"/> Gender identity           |  |   |
| <input type="checkbox"/> Other _____               |  |   |

Specific complaint: (Please provide detailed information including names, dates, places, activities and results of the discussion.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Who should we talk to and what evidence should we consider? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Suggested solution/resolution/outcome: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This complaint form should be mailed or submitted to the principal.

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights. Direct complaints related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission.

# OSBA Model Sample Administrative Regulation

Code: GBN/JBA-AR(1)

Revised/Reviewed:

## Sexual Harassment Complaint Procedure

{Required administrative regulation. *This is the July 2020 published version of this administrative regulation (AR) and is the sample AR recommendation following the invalidation of the 2024 Title IX regulations.*}

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

Krista Nieraeth, Superintendent (503) 897 – 2321 krista.nieraeth@santiam.k12.or.uu

The district official receiving the complaint shall issue the required written notice as outlined under Oregon Procedures in Board policy GBN/JBA - Sexual Harassment.

Step 1 The district official receiving the report or complaint shall promptly initiate an investigation using procedures and standards, including but not limited to, those identified in Board policy GBN/JBA - Sexual Harassment and will notify the complainant or reporting person, any impacted person who is not a reporting person (if appropriate), each reported person, and where applicable the parents of a reporting person, impacted person, or reported person, when such investigation is initiated. The official will arrange such meetings as may be necessary to discuss the issue with all concerned parties within five working days after receipt of the report or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings of the investigation shall be reduced to writing. The official conducting the investigation shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law within 30 days of receipt of the report or complaint.

A copy of the required written notice(s) and the date and details of notification of the notice of investigation and results of the investigation, together with any other documentation related to the sexual harassment incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

Step 2 If a complainant is not satisfied with the decision at Step 1, the complainant may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step 1 decision. The superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal within 5 working days of receipt of the appeal. The superintendent or designee shall provide a written decision to the complainant within 10 working days.

Step 3 If a complainant is not satisfied with the decision at Step 2, the complainant may submit a written appeal to the Board. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The Board will review the decision of the superintendent or designee in a public meeting to determine what action is appropriate. The Board may use executive session if the subject matter qualifies under Oregon law. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the superintendent's or designee's decision. All parties involved, including the school administration, may be asked to attend a hearing for the purposes of making further

explanations and clarifying the issues. The Board shall provide a written decision to the complainant within 30 working days following receipt of the appeal.

If the Board chooses not to hear the complaint, the superintendent's [or designee's] decision in Step 2 is final<sup>1</sup>.

The superintendent is authorized to amend these procedures (including timelines) when the superintendent feels it is necessary for the efficient handling of the complaint. Notice of any amendments will be promptly provided to the parties.

Complaints against the principal may start at Step 2 and may be filed with the superintendent or designee. The superintendent or designee will cause the required notices to be provided. The superintendent or designee will investigate the complaint and will notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law. If the complaint remains unresolved within 10 working days of receipt by the superintendent or designee, the complainant may appeal to the Board in Step 3.

Complaints against the superintendent or a Board member (other than the Board chair) may start at Step 3 and should be referred to the Board chair on behalf of the Board. The Board chair will cause required notices to be provided. The Board chair shall present the complaint to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted. The Board chair shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

Complaints against the Board chair may start at Step 3 and should be referred to the Board vice chair on behalf of the Board. The Board vice chair will cause required notices to be provided. The Board vice chair shall present the complaint to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within [20] days, in open session what action, if any, is warranted. The Board vice chair shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

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

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

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

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<sup>1</sup> If the Board chooses to accept the superintendent's decision as the district's final decision on the complaint, the superintendent's written decision must meet the requirements of OAR 581-022-2370(4)(b).

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

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

CONFIDENTIAL

**Santiam Canyon School District 129J**  
**150 SW Evergreen St.**  
**PO Box 197**  
**Mill City, OR 97360**  
**(503) 897 - 2321**

**SEXUAL HARASSMENT COMPLAINT FORM**

Name of complainant: \_\_\_\_\_

Position of complainant: \_\_\_\_\_

Date of complaint: \_\_\_\_\_

Name of alleged harasser: \_\_\_\_\_

Date and place of incident or incidents: \_\_\_\_\_

Description of misconduct: \_\_\_\_\_

Name of witnesses (if any): \_\_\_\_\_

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

Any other information: \_\_\_\_\_

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

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Santiam Canyon School District 129J**  
**150 SW Evergreen St.**  
**PO Box 197**  
**Mill City, OR 97360**  
**(503) 897 - 2321**

**WITNESS DISCLOSURE FORM**

Name of Witness: \_\_\_\_\_

Position of Witness: \_\_\_\_\_

Date of Testimony/Interview: \_\_\_\_\_

Description of Instance Witnessed: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Any Other Information: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# OSBA Model Sample Administrative Regulation

Code: GBN/JBA-AR(2)

Adopted:

## Federal Law (Title IX) Sexual Harassment Complaint Procedure

*{This is the July 2020 published version of this administrative regulation (AR) and is the sample AR recommendation following the invalidation of the 2024 Title IX regulations.}*

### Additional Definitions

“Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to the district’s Title IX Coordinator or any official of the district who has authority to institute corrective measures on behalf of the district, or to any employee of an elementary or secondary school.<sup>1</sup>

“Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent<sup>2</sup> and requesting that the district investigate the allegation of sexual harassment.<sup>3</sup>

“Supportive measures” means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district’s educational environment, or deter sexual harassment.<sup>4</sup> The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures.

### Formal Complaint Procedures

Upon receipt of a formal complaint, the district will provide the parties<sup>5</sup> written notice of the following:

1. Notice of the district’s grievance process, including any informal resolution process.

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<sup>1</sup> This standard is not met when the only official with knowledge is the respondent.

<sup>2</sup> “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

<sup>3</sup> A complainant must be participating in or attempting to participate in the education program or activity of the district with which the formal complaint is filed.

<sup>4</sup> Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

<sup>5</sup> Parties include the complainant and the respondent, if known.

2. Notice of the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details<sup>6</sup> known at the time and with sufficient time to prepare a response before any initial interview.
3. That the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility be made at the conclusion of the grievance process.
4. That the parties may have an advisor of their choice, who may be, but is not required to be, an attorney.
5. The parties may inspect and review evidence.
6. A reference to any provision in the district's code of conduct<sup>7</sup> that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

The Title IX Coordinator will contact the complainant and the respondent to discuss supportive measures. If necessary, the Title IX Coordinator will arrange for an individualized safety and risk analysis. If necessary, a student or non-student employee may be removed or placed on leave.

### **Investigation**

The Title IX Coordinator will coordinate the district's investigation. The investigation must:

1. Include objective evaluation of all relevant evidence, including inculpatory and exculpatory evidence.
2. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties.<sup>8</sup>
3. Provide an equal opportunity for the parties to present witnesses, and other inculpatory and exculpatory evidence.
4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.
5. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice.<sup>9</sup> The district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties.

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<sup>6</sup> Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known.

<sup>7</sup> The district is encouraged to review Board policy JFC and codes of conduct found in handbooks for applicable language.

<sup>8</sup> The district cannot access, consider, disclose, or otherwise use a party's records that are made of maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's capacity, and which are maintained in connection with the provision of treatment to the party, unless the district obtains the party's (or eligible student's parent's) voluntary, written consent to do so.

<sup>9</sup> In addition to an advisor, complainants and respondents may also be entitled to other accompaniment as required by law or as necessary for conducting of grievance procedures, including but not limited to translators, services for students with disabilities and parents of minor students.

6. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate.
7. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint.<sup>10</sup> Prior to completion of the investigative report, the district must send to each party and party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report;
8. Create an investigative report that fairly summarizes relevant evidence and is sent to each party and party's advisor in electronic format or hard copy at least 10 days prior to any hearing (if required or provided) or other time of determination of responsibility. The party and advisor will be allowed to review and provide a written response.

After the district has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision maker(s) must afford each party the opportunity to submit written, relevant questions<sup>11</sup> that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

Credibility determinations are not based on the person's status as a complainant, respondent or witness.

No person designated as a Title IX Coordinator, investigator, decision-maker, or any person designated by the district to facilitate an informal resolution process may have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the notice previously provided, the district must provide notice of the additional allegations to the parties whose identities are known.

At no point in the process will the district, or anyone participating on behalf of the district, require, allow, rely upon, or otherwise use questions or evidence that constitutes, or seeks disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

### **Determination of Responsibility**

The respondent must be deemed to be not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

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<sup>10</sup> This includes the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the investigation. The district must make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.

<sup>11</sup> Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the question and evidence concern specific incidents of the complainants prior sexual behavior with respect to the respondent and are offered to prove consent.

The standard to be used for formal complaints in determining whether a violation has occurred is the preponderance of the evidence<sup>12</sup> standard.

The person deciding the question of responsibility (the “decision-maker”) must be someone other than the Title IX Coordinator or the investigator(s). The decision-maker must issue a written determination which must include:

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the district’s code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including:
  - a. A determination regarding responsibility;
  - b. Any disciplinary sanctions the district imposes on the respondent; and
  - c. Whether remedies designed to restore or preserve equal access to the district’s education program or activity will be provided by the district to the complainant; and
6. The district’s procedures and permissible bases for the complainant and respondent to appeal.

The district must provide the written determination to the parties simultaneously.

The determination regarding responsibility becomes final either on the date that the recipient provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

### **Remedies**

The Title IX Coordinator is responsible for effective implementation of any remedies.

The disciplinary sanctions<sup>13</sup> may include:

1. Discipline up to and including suspension and expulsion;
2. Removal from various activities, committees, extra-curricular, positions, etc.
3. Disqualification for awards and honors;

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<sup>12</sup> A preponderance of the evidence standard is understood to mean concluding that a fact is more likely than not to be true. U.S. Department of Education, Title IX Regulations commentary, p. 1268, FN 1409.

<sup>13</sup> Districts should review any other disciplinary procedures and requirements prior to imposing any discipline, and should contact legal counsel with questions.

4. Discipline up to and including termination, in accordance with laws, agreements, contracts, handbooks, etc.<sup>14</sup>

Other remedies may include:

1. Educational programming.

### **Dismissal of a Formal Complaint**

The district must dismiss a formal complaint with regard to Title IX sexual harassment if the alleged conduct:

1. Would not constitute sexual harassment, even if proved;
2. Did not occur in the district's education program or activity<sup>15</sup>; or
3. Did not occur against a person in the United States.

The district may dismiss a formal complaint with regard to Title IX sexual harassment if at any time during the investigation or hearing, if provided:

1. A complainant notifies the Title IX Coordinator in writing that the complaint would like to withdraw the formal complaint or any allegations therein;
2. The respondent is no longer enrolled or employed by the district; or
3. Specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon dismissal of a formal complaint, the district must promptly send written notice of the dismissal and the reason(s) therefor simultaneously to the parties.

**The dismissal of a formal complaint under Title IX does not preclude the district from continuing any investigation and taking action under a different process. The district may have an obligation to continue an investigation and process under a different process.**

### **Consolidation of Complaints**

The district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by one or more complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

### **Informal Resolution**

If the district receives a formal complaint, at any time prior to reaching a determination regarding responsibility, the district may offer an optional informal resolution process, provided that the district:

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<sup>14</sup> It is important to keep supportive measures separate from disciplinary sanctions. Supportive measures must be “non-disciplinary” and “non-punitive.”

<sup>15</sup> Includes locations, events, or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurs. (Title 34 C.F.R. §106.44(a))

1. Provides written notice to the parties disclosing:
  - a. The allegations;
  - b. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and
  - c. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
2. Obtains the parties' voluntary written consent to the informal resolution process; and
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

### **Appeals**

Either party may file an appeal from a determination regarding responsibility or from a dismissal of a formal complaint, within 15 days of the decision, on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

When an appeal is filed, the district must:

1. Notify the other party in writing;
2. Implement appeal procedures equally for both parties;
3. Ensure the decision-maker(s) for the appeal is not the same person as the decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
4. Ensure the decision-maker for the appeal is free from conflicts of interest and bias;
5. Give both parties a reasonable equal opportunity to submit a written statement in support of, or challenging the outcome;
6. Issue a written decision describing the result of the appeal and the rationale for the result; and
7. Provide the written decision simultaneously to both parties.

### **Timelines**

The district will complete the following portions of the grievance process within the specified timelines:

1. General grievance process (from receipt of formal complaint to determination of responsibility): 90 days;

2. Appeals (from receipt of appeal): 60 days;
3. Informal resolution process: 60 days.

Temporary delays of the grievance process, or limited extensions of time will be allowed for good cause<sup>16</sup> with written notice to the parties.

## **Records**

Records will be created and maintained in accordance with the requirements in Title 34 C.F.R. §106.45(a)(10).<sup>17</sup>

## **Training**

Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process must receive training on the definition of sexual harassment, the scope of the district's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and information resolution processes. The training must also include avoiding prejudgment of the facts at issue, conflicts of interest and bias.

Decision-makers must receive training on any technology to be used at a live hearing and on issues of relevance of questions and evident, including when questions about evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

Investigators must receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes, must promote impartial investigations and adjudications of formal complaints of sexual harassment and must be made publicly available on the district's website.

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<sup>16</sup> Good cause may include considerations such as the absence of a party, a party's advisor or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. (Title 34 C.F.R. § 106.45(b)(1)(v))

<sup>17</sup> This includes creating a record for each investigation. This record must include:

- Supportive measures, or reasons why the response was not clearly unreasonable under the circumstances;
- Basis for the conclusion that the district's response was not deliberately indifferent; and
- What measures were taken to restore or preserve equal access to the district's educational program or activity. (Title 34 C.F.R. § 106.45(a)(10)(ii))

Most records (including training) must be retained for at least seven years.

# OSBA Model Sample Administrative Regulation

Code: JBA/GBN-AR(1)

Revised/Reviewed:

## Sexual Harassment Complaint Procedure

{Required administrative regulation. *This is the July 2020 published version of this administrative regulation (AR) and is the sample AR recommendation following the invalidation of the 2024 Title IX regulations.*}

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

Krista Nieraeth, Superintendent (503) 897 – 2321 krista.nieraeth@santiam.k12.or.uu

The district official receiving the complaint shall issue the required written notice as outlined under Oregon Procedures in Board policy GBN/JBA - Sexual Harassment.

Step 1 The district official receiving the report or complaint shall promptly initiate an investigation using procedures and standards, including but not limited to, those identified in Board policy GBN/JBA - Sexual Harassment and will notify the complainant or reporting person, any impacted person who is not a reporting person (if appropriate), each reported person, and where applicable the parents of a reporting person, impacted person, or reported person, when such investigation is initiated. The official will arrange such meetings as may be necessary to discuss the issue with all concerned parties within five working days after receipt of the report or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings of the investigation shall be reduced to writing. The official conducting the investigation shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law within 30 days of receipt of the report or complaint.

A copy of the required written notice(s) and the date and details of notification of the notice of investigation and results of the investigation, together with any other documentation related to the sexual harassment incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

Step 2 If a complainant is not satisfied with the decision at Step 1, the complainant may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step 1 decision. The superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal within 5 working days of receipt of the appeal. The superintendent or designee shall provide a written decision to the complainant within 10 working days.

Step 3 If a complainant is not satisfied with the decision at Step 2, the complainant may submit a written appeal to the Board. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The Board will review the decision of the superintendent or designee in a public meeting to determine what action is appropriate. The Board may use executive session if the subject matter qualifies under Oregon law. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the superintendent's or designee's decision. All parties involved, including the school administration, may be asked to attend a hearing for the purposes of making further

explanations and clarifying the issues. The Board shall provide a written decision to the complainant within 30 working days following receipt of the appeal.

If the Board chooses not to hear the complaint, the superintendent's [or designee's] decision in Step 2 is final<sup>1</sup>.

The superintendent is authorized to amend these procedures (including timelines) when the superintendent feels it is necessary for the efficient handling of the complaint. Notice of any amendments will be promptly provided to the parties.

Complaints against the principal may start at Step 2 and may be filed with the superintendent or designee. The superintendent or designee will cause the required notices to be provided. The superintendent or designee will investigate the complaint and will notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law. If the complaint remains unresolved within 10 working days of receipt by the superintendent or designee, the complainant may appeal to the Board in Step 3.

Complaints against the superintendent or a Board member (other than the Board chair) may start at Step 3 and should be referred to the Board chair on behalf of the Board. The Board chair will cause required notices to be provided. The Board chair shall present the complaint to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted. The Board chair shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

Complaints against the Board chair may start at Step 3 and should be referred to the Board vice chair on behalf of the Board. The Board vice chair will cause required notices to be provided. The Board vice chair shall present the complaint to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within [20] days, in open session what action, if any, is warranted. The Board vice chair shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

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

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

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

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<sup>1</sup> If the Board chooses to accept the superintendent's decision as the district's final decision on the complaint, the superintendent's written decision must meet the requirements of OAR 581-022-2370(4)(b).

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

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

CONFIDENTIAL

**Santiam Canyon School District 129J**  
**150 SW Evergreen St.**  
**PO Box 197**  
**Mill City, OR 97360**  
**(503) 897 - 2321**

**SEXUAL HARASSMENT COMPLAINT FORM**

Name of complainant: \_\_\_\_\_

Position of complainant: \_\_\_\_\_

Date of complaint: \_\_\_\_\_

Name of alleged harasser: \_\_\_\_\_

Date and place of incident or incidents: \_\_\_\_\_

Description of misconduct: \_\_\_\_\_

Name of witnesses (if any): \_\_\_\_\_

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

Any other information: \_\_\_\_\_

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

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Santiam Canyon School District 129J**  
**150 SW Evergreen St.**  
**PO Box 197**  
**Mill City, OR 97360**  
**(503) 897 - 2321**

**WITNESS DISCLOSURE FORM**

Name of Witness: \_\_\_\_\_

Position of Witness: \_\_\_\_\_

Date of Testimony/Interview: \_\_\_\_\_

Description of Instance Witnessed: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Any Other Information: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# OSBA Model Sample Administrative Regulation

Code: JBA/GBN-AR(2)

Adopted:

## Federal Law (Title IX) Sexual Harassment Complaint Procedure

*{This is the July 2020 published version of this administrative regulation (AR) and is the sample AR recommendation following the invalidation of the 2024 Title IX regulations.}*

### Additional Definitions

“Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to the district’s Title IX Coordinator or any official of the district who has authority to institute corrective measures on behalf of the district, or to any employee of an elementary or secondary school.<sup>1</sup>

“Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent<sup>2</sup> and requesting that the district investigate the allegation of sexual harassment.<sup>3</sup>

“Supportive measures” means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district’s educational environment, or deter sexual harassment.<sup>4</sup> The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures.

### Formal Complaint Procedures

Upon receipt of a formal complaint, the district will provide the parties<sup>5</sup> written notice of the following:

1. Notice of the district’s grievance process, including any informal resolution process.

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<sup>1</sup> This standard is not met when the only official with knowledge is the respondent.

<sup>2</sup> “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

<sup>3</sup> A complainant must be participating in or attempting to participate in the education program or activity of the district with which the formal complaint is filed.

<sup>4</sup> Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

<sup>5</sup> Parties include the complainant and the respondent, if known.

2. Notice of the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details<sup>6</sup> known at the time and with sufficient time to prepare a response before any initial interview.
3. That the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility be made at the conclusion of the grievance process.
4. That the parties may have an advisor of their choice, who may be, but is not required to be, an attorney.
5. The parties may inspect and review evidence.
6. A reference to any provision in the district's code of conduct<sup>7</sup> that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

The Title IX Coordinator will contact the complainant and the respondent to discuss supportive measures. If necessary, the Title IX Coordinator will arrange for an individualized safety and risk analysis. If necessary, a student or non-student employee may be removed or placed on leave.

### **Investigation**

The Title IX Coordinator will coordinate the district's investigation. The investigation must:

1. Include objective evaluation of all relevant evidence, including inculpatory and exculpatory evidence.
2. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties.<sup>8</sup>
3. Provide an equal opportunity for the parties to present witnesses, and other inculpatory and exculpatory evidence.
4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.
5. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice.<sup>9</sup> The district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties.

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<sup>6</sup> Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known.

<sup>7</sup> The district is encouraged to review Board policy JFC and codes of conduct found in handbooks for applicable language.

<sup>8</sup> The district cannot access, consider, disclose, or otherwise use a party's records that are made of maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's capacity, and which are maintained in connection with the provision of treatment to the party, unless the district obtains the party's (or eligible student's parent's) voluntary, written consent to do so.

<sup>9</sup> In addition to an advisor, complainants and respondents may also be entitled to other accompaniment as required by law or as necessary for conducting of grievance procedures, including but not limited to translators, services for students with disabilities and parents of minor students.

6. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate.
7. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint.<sup>10</sup> Prior to completion of the investigative report, the district must send to each party and party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report;
8. Create an investigative report that fairly summarizes relevant evidence and is sent to each party and party's advisor in electronic format or hard copy at least 10 days prior to any hearing (if required or provided) or other time of determination of responsibility. The party and advisor will be allowed to review and provide a written response.

After the district has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision maker(s) must afford each party the opportunity to submit written, relevant questions<sup>11</sup> that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

Credibility determinations are not based on the person's status as a complainant, respondent or witness.

No person designated as a Title IX Coordinator, investigator, decision-maker, or any person designated by the district to facilitate an informal resolution process may have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the notice previously provided, the district must provide notice of the additional allegations to the parties whose identities are known.

At no point in the process will the district, or anyone participating on behalf of the district, require, allow, rely upon, or otherwise use questions or evidence that constitutes, or seeks disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

### **Determination of Responsibility**

The respondent must be deemed to be not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

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<sup>10</sup> This includes the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the investigation. The district must make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.

<sup>11</sup> Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the question and evidence concern specific incidents of the complainants prior sexual behavior with respect to the respondent and are offered to prove consent.

The standard to be used for formal complaints in determining whether a violation has occurred is the preponderance of the evidence<sup>12</sup> standard.

The person deciding the question of responsibility (the “decision-maker”) must be someone other than the Title IX Coordinator or the investigator(s). The decision-maker must issue a written determination which must include:

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the district’s code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including:
  - a. A determination regarding responsibility;
  - b. Any disciplinary sanctions the district imposes on the respondent; and
  - c. Whether remedies designed to restore or preserve equal access to the district’s education program or activity will be provided by the district to the complainant; and
6. The district’s procedures and permissible bases for the complainant and respondent to appeal.

The district must provide the written determination to the parties simultaneously.

The determination regarding responsibility becomes final either on the date that the recipient provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

### **Remedies**

The Title IX Coordinator is responsible for effective implementation of any remedies.

The disciplinary sanctions<sup>13</sup> may include:

1. Discipline up to and including suspension and expulsion;
2. Removal from various activities, committees, extra-curricular, positions, etc.
3. Disqualification for awards and honors;

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<sup>12</sup> A preponderance of the evidence standard is understood to mean concluding that a fact is more likely than not to be true. U.S. Department of Education, Title IX Regulations commentary, p. 1268, FN 1409.

<sup>13</sup> Districts should review any other disciplinary procedures and requirements prior to imposing any discipline, and should contact legal counsel with questions.

4. Discipline up to and including termination, in accordance with laws, agreements, contracts, handbooks, etc.<sup>14</sup>

Other remedies may include:

1. Educational programming.

### **Dismissal of a Formal Complaint**

The district must dismiss a formal complaint with regard to Title IX sexual harassment if the alleged conduct:

1. Would not constitute sexual harassment, even if proved;
2. Did not occur in the district's education program or activity<sup>15</sup>; or
3. Did not occur against a person in the United States.

The district may dismiss a formal complaint with regard to Title IX sexual harassment if at any time during the investigation or hearing, if provided:

1. A complainant notifies the Title IX Coordinator in writing that the complaint would like to withdraw the formal complaint or any allegations therein;
2. The respondent is no longer enrolled or employed by the district; or
3. Specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon dismissal of a formal complaint, the district must promptly send written notice of the dismissal and the reason(s) therefor simultaneously to the parties.

**The dismissal of a formal complaint under Title IX does not preclude the district from continuing any investigation and taking action under a different process. The district may have an obligation to continue an investigation and process under a different process.**

### **Consolidation of Complaints**

The district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by one or more complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

### **Informal Resolution**

If the district receives a formal complaint, at any time prior to reaching a determination regarding responsibility, the district may offer an optional informal resolution process, provided that the district:

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<sup>14</sup> It is important to keep supportive measures separate from disciplinary sanctions. Supportive measures must be “non-disciplinary” and “non-punitive.”

<sup>15</sup> Includes locations, events, or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurs. (Title 34 C.F.R. §106.44(a))

1. Provides written notice to the parties disclosing:
  - a. The allegations;
  - b. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and
  - c. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
2. Obtains the parties' voluntary written consent to the informal resolution process; and
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

### **Appeals**

Either party may file an appeal from a determination regarding responsibility or from a dismissal of a formal complaint, within 15 days of the decision, on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

When an appeal is filed, the district must:

1. Notify the other party in writing;
2. Implement appeal procedures equally for both parties;
3. Ensure the decision-maker(s) for the appeal is not the same person as the decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
4. Ensure the decision-maker for the appeal is free from conflicts of interest and bias;
5. Give both parties a reasonable equal opportunity to submit a written statement in support of, or challenging the outcome;
6. Issue a written decision describing the result of the appeal and the rationale for the result; and
7. Provide the written decision simultaneously to both parties.

### **Timelines**

The district will complete the following portions of the grievance process within the specified timelines:

1. General grievance process (from receipt of formal complaint to determination of responsibility): 90 days;

2. Appeals (from receipt of appeal): 60 days;
3. Informal resolution process: 60 days.

Temporary delays of the grievance process, or limited extensions of time will be allowed for good cause<sup>16</sup> with written notice to the parties.

## **Records**

Records will be created and maintained in accordance with the requirements in Title 34 C.F.R. §106.45(a)(10).<sup>17</sup>

## **Training**

Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process must receive training on the definition of sexual harassment, the scope of the district's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and information resolution processes. The training must also include avoiding prejudgment of the facts at issue, conflicts of interest and bias.

Decision-makers must receive training on any technology to be used at a live hearing and on issues of relevance of questions and evident, including when questions about evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

Investigators must receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes, must promote impartial investigations and adjudications of formal complaints of sexual harassment and must be made publicly available on the district's website.

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<sup>16</sup> Good cause may include considerations such as the absence of a party, a party's advisor or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. (Title 34 C.F.R. § 106.45(b)(1)(v))

<sup>17</sup> This includes creating a record for each investigation. This record must include:

- Supportive measures, or reasons why the response was not clearly unreasonable under the circumstances;
- Basis for the conclusion that the district's response was not deliberately indifferent; and
- What measures were taken to restore or preserve equal access to the district's educational program or activity. (Title 34 C.F.R. § 106.45(a)(10)(ii))

Most records (including training) must be retained for at least seven years.

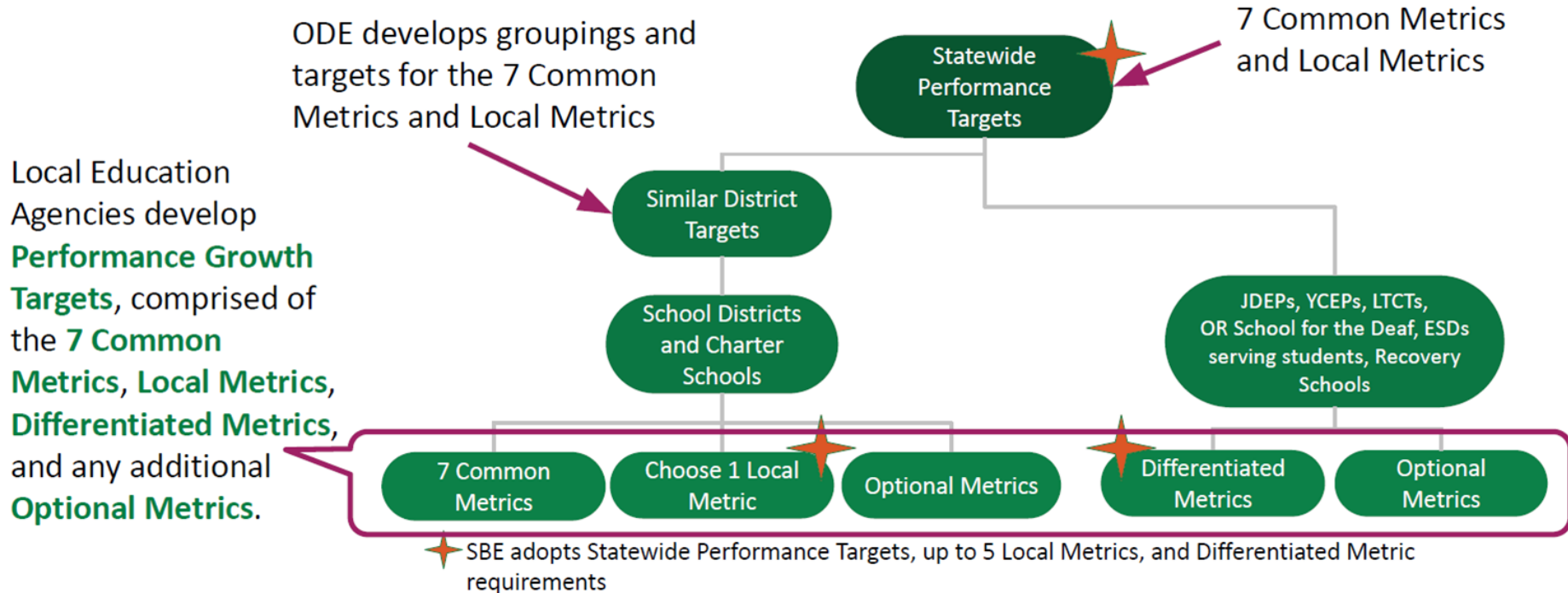


# Strategic Plan

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

# Phase 1: Performance Growth Targets



# Phase 1: Common and Local Metrics

## 7 Common Metrics (Required through SB 141)

Under SB 141, all districts and public charter schools will set performance growth targets for all of these common metrics:

1. On-time graduation rate
2. Five-year completion rate
3. Ninth-grade on-track rate
4. Eighth-grade mathematics proficiency rate\*
5. Third-grade English language proficiency rate;
6. Regular attendance rate
7. Regular early-grade attendance rate\*

\* New Common Metrics

## Local Metrics (Adopted by State Board 12/11/25)

Under SB 141, districts and public charter schools **must select 1 local metric** to set performance growth targets on.

- Academic Growth - Measurement:** Change in a student's performance over time as measured by interim assessments in Language Arts and Mathematics.
- Multilingual Proficiency - Measurement:** The number of students earning the seal of biliteracy or multiliteracy.
- 5th Grade Science - Measurement:** The indexed measure of student achievement in Science for fifth grade students using Oregon Statewide Assessment System (OSAS).
- Postsecondary Readiness - Measurement:** The composite of students earning dual credit or Advanced Placement and International Baccalaureate completion.
- Career and Workforce Readiness - Measurement:** The composite total of CTE Participants and CTE Concentrators.