North Santiam School District

2022-23 Board of Directors
Board Chair, Alisha Oliver   **Board Vice-Chair,** Erin Cramer
Board Members: Mike Wagner, Laura Wipper, Mark Henderson, Coral Ford & Mackenzie Strawn
Student Representative to the Board, Omar Garcia & Rori Bentz
Superintendent, Lee W. Loving
Assoc. Superintendent, Dave Bolin
Director of Business & Fiscal Services, Rhonda Allen
Director of Human Resources, Danielle Blackman
Superintendent/School Board Executive Assistant, Tonia Whisman

Regular Session
Thursday, August 19, 2021 ~ 6:00 PM
Stayton Elementary Cafeteria
875 N 3rd Ave
Stayton, OR 97383

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

NSSD MISSION STATEMENT
Ensure students reach their highest academic and vocational potential and develop into productive citizens

NSSD GUIDING PRINCIPLE
Do what is best for all kids

BOARD GOALS

1) Offer the most comprehensive program possible for students and the appropriate staffing to support our commitment to doing what is best for all kids

2) Celebrate the successes of the District and community

3) Routinely monitor the effectiveness of District programs and services in order to better serve all kids

4) Build and sustain dynamic relationships with stakeholders of the District through proactive communication exchanges

1. CALL REGULAR SESSION TO ORDER

The Regular Session of the North Santiam School District's Board of Directors is called to order at 6:00 pm in the Stayton Elementary School cafeteria. It is also available via Zoom using the link information listed below. It is an open meeting of the Board and the public is allowed to observe. On the agenda is a place for public comment. Those in attendance that wish to address the Board during this time must complete a public comment request available via the link PUBLIC COMMENT CARD prior to this point in the agenda. Comment cards are also available in person at each meeting site. Speakers may offer objective criticism of school operations and programs however, the law prohibits the Board from hearing complaints regarding any personally identifiable District staff member. The Board asks that anyone wishing to communicate a complaint of this manner follow the proper administrative process in Board policy KL (Public Complaints). This information is available on the District website.

ACKNOWLEDGEMENT OF BOARD MEMBERS PRESENT: Laura Wipper

PLEDGE OF ALLEGIANCE: Laura Wipper

Join Zoom Meeting
https://nsantiam-k12-or-us.zoom.us/j/88002079245?pwd=WVJsajVTRFNYOU5TaGdLalhUMXpFUT09

Meeting ID: 880 0207 9245
Passcode: 538548

2. APPROVAL OF THE AGENDA

Any changes to the agenda after posting on August 13, 2021 are noted below:

Added Attachments-
- 6.1-07.22.21 Meeting Minutes
- 7.1:CBA- Qualifications & Duties of the Superintendent

3. Added Agenda Items-
- 7.2:Community Engagement Committee
- 8.1:Board-to-Stakeholder Communication Protocol

4.
Removed Agenda Items-

RECOMMENDED MOTION-AGENDA APPROVAL

5. ***Motion that the Board approves the meeting agenda as modified.***

Motion Made By:
Vote:

6. STUDENT BUSINESS

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

1. **Student Representative Oath of Office**
Alisha Oliver
This is Sarah Wolf's first official meeting as a Student Representative to the School Board and she will take her oath of office.

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

2. **Stayton High School ASB Report**
ASB President, Tayven Whieldon

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

Remember that we all model the way for our students, and we ask that everyone share their thoughts respectfully and that members of the audience conduct themselves in a civil manner while others are speaking. Anyone speaking should be allowed to do so without interruption, intimidation or ridicule. Should this type of behavior occur, the meeting may be recessed and those causing the disturbance will be asked to leave the premises or the meeting may be adjourned altogether.

Those who have completed a public comment card will be called to stand and state their name and address. Please note that speakers will have three minutes to express their thoughts.

1. **Written Comment Submitted for August 11, 2021 Special Session**
The written testimony submitted for the August 11, 2021 Special Session will be read out loud by NSSD staff.

2. **Live Public Testimony**
An equal amount of time used for written testimony will be allotted for oral testimony. A timer will be used to record the time it takes to read all written comments. This will be reset and speakers present will have up to 3 minutes each to submit oral testimony until the timer expires.

8. REPORTS

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

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

3. **Student Success Act**
Dave Bolin, Assoc. Superintendent
This is a standing agenda item for Assoc. Superintendent Dave Bolin to give the Student Success Act. monthly update which typically includes activities and expenditures.

9. CONSENT AGENDA
In order to make more efficient use of meeting time, items that are routine in nature are placed on the

Consent Agenda when no debate is anticipated. Any item placed on the Consent Agenda may be removed at the request of any Board member prior to the time a vote is taken. All remaining items of the Consent Agenda are then disposed of in a single motion.

1. *Approval of Meeting Minutes*   *7*
The minutes from the previous month's meeting are submitted for Board review and approval.

07.22.21 minutes-DRAFT2.docx   7

2. *Licensed Staff Changes*   *14*
Debi Brazelton, HR Director
School boards must approve the hiring and annual renewal and/or extensions of the Licensed staff contracts. Any changes in Licensed staff since the last board meeting are listed below. Only new hires require board approval; building transfers, resignations and retirements are for information only.

New Hires (Board Action Required)
Ron Stutzman-SHS Metals/Fabrication
Resignations

Retirements

Aug 2021   14

3. *Action on Consent Agenda*
RECOMMENDED MOTION-CONSENT AGENDA

> 4. ***Motion that the Board approve the Consent Agenda including; 6.1 -Minutes from the July 22, 2021 Regular Session and 6.2- New hire -* Ron Stutzman**
>
> **Motion Made By:**
> **Vote:**

10. **UNFINISHED BUSINESS**

1. **Policy Update: CBA- Qualifications & Duties of the Superintendent**   **15**
Laura Wipper/Tonia Whisman
Board members reviewed the suggested edits from OSBA to policy CBA - Superintendent's Qualifications during the June 17, 2021 meeting and made their own revisions. The edits have been made and the policy will be presented for further review.

The current policy that is being recommended for deletion has been included for reference.

CBA-PROPOSED-Qual. & Duties of the Supt   15

2. Community Engagement Committee

This item has been added as a standing agenda item until a resolution is reached regarding the future of the committee. Typically, every July, two Board representatives are assigned to the Community Engagement Committee for the upcoming school year. The Board is considering a different format in order to engage more non-staff stakeholders in the scope and work of the committee.

The appointment from the July meeting was tabled and the Board agreed they would like to revisit the subject monthly until a decision is reached.

11. NEW BUSINESS

1. Board-to-Stakeholder Communication Protocol
Vincent Adams, OSBA-Board Development Specialist

Vincent Adams from OSBA (Oregon School Boards Association) will be available to consult on a discussion regarding protocols for responding to complaints or comments received from the public directly to board members. (typically via email).

2. Selection of Board Member Buddy School

Board members have traditionally been assigned to specific schools to help ensure all schools have Board presence in their schools. Board members will select which school they would like to focus on during the 2021-22 school year.

3. COVID-19 Guidance Report   24
Alisha Oliver

The Board Chair will introduce this new standing agenda item and how it may serve to keep the Board update regarding COVID-19 guidance for schools and the status of the virus in the community. Starting in September this item will appear under the 5) Reports section of the agenda.

Ready Schools Safe Learners Resiliency Framework for the 2021-22 School   24
Year

12. INFORMATION ONLY

1. Student Enrollment:

Current enrollment numbers are changing daily as new students enroll and others withdraw due to transfers to other schools. An enrollment projection will be made available as soon as possible.

Mari-Linn:
Sublimity:
Stayton Elementary:
Stayton Intermediate/Middle:
(SIS: SMS:)
Stayton High:

Options Academy:

2. **Future Agenda Items:**   **48**
A list of possible future agenda items is attached as part of the board packet. Board
members may request that additional items be posted to this list.

Agenda Items Annual Calendar 5.21   48

3. **Upcoming Board Events & Activities:**
Information regarding activities across the District can be found on the website
at www.nsantiam.k12.or.us

September 16, 2021 Regular Session-Board Meeting:
6:00 pm ~ Location TBA

October 21, 2021 Regular Session Board Meeting:
6:00 pm ~ Location TBA

13. **BOARD ANNOUNCEMENTS**
Announcements for this meeting:

Board Greeter for Next Month:

Possible Future Agenda Items:

14. **ADJOURN**
Time:

2021-22 Board of Directors
Board Chair: Alisha Oliver   **Board Vice-Chair:** Laura Wipper
Board Members: Mike Wagner, Erin Cramer, Laura Wipper, Mark Henderson & Coral Ford
Student Representative to the Board: Mya Joyce
Superintendent: Andy Gardner
Assoc. Superintendent, Dave Bolin,
Business Director, Jane Nofziger
Human Resources Director, Debi Brazelton
School Board/Superintendent Executive Secretary: Tonia Whisman

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

Thursday, July 22, 2021 Regular Session
NSSD District Office/Santiam Room, 1155 N 3rd Ave, Stayton, OR 97383 ~ 6:00 PM

MINUTES - DRAFT

| 1. | **CALL REGULAR SESSION TO ORDER:** |

The '20-'21 Board Chair (Mike Wagner) called the meeting at 6:00 pm with all board members present. Student Rep Tayven Whieldon was present, Sarah Wolf was absent with notice. He then led everyone in the pledge of allegiance.

Join Zoom Meeting
https://nsantiam-k12-or-us.zoom.us/j/83952368612?pwd=TU5obURMREtWcWwzaDc1UlcxZWx4dz09
Meeting ID: 839 5236 8612
Passcode: 249936

| 2. | **OATH OF OFFICE:** |

Newly elected/re-elected Board members took their oath of office before assuming their duties.
Alisha Oliver
Laura Wipper
Mackenzie Strawn

I, _____, do solemnly swear (or affirm) that I will support the Constitution of the United States, the Constitution of the State of Oregon and the laws thereof and the policies of the North Santiam School District. I will faithfully and impartially discharge the duties of the Office of School Board Member according to the best of my ability during the term for which I have been elected.

1

Newly selected Student Representatives to the School Board who were present at the meeting also took their oath of office.
Tayven Whielden
Sarah Wolf was not present (will take hers in August)

I, _____ , do solemnly swear (or affirm) that I will support the Constitutions of the United States and the State of Oregon and the laws thereof and the policies of the North Santiam School District. I will faithfully and impartially discharge the duties of the Student Representative to the NSSD School Board according to the best of my ability.

3. **APPROVAL OF THE AGENDA :**
   Any changes to the agenda after posting on July 16, 2021 were acknowledged:

   Added Attachments-
   ● 7.2-Sole Source Purchasing Resolution #072221B
   Removed Agenda Items-
   ● 5.3-Student Success Act

   MOTION-AGENDA APPROVAL

   Motion that the Board approves the meeting agenda as modified.

   Motion Made By: Alisha Oliver
   Vote: 7-0

4. **PUBLIC COMMENT:**
   The following individuals were present to give public comment:
   ● Jessica Ritchie, Lyons: expressed concern regarding the inequity of future quarantines for unvaccinated students versus vaccinated students. She asked that the quarantines be applied equally to all (exposed) students regardless of their vaccination status or not at all.
   ● Grady Hardage, Sublimity: shared that in the past her children's classes had been impacted by large bouts of the flu or other illness and there were no masks or quarantines then.
   ● Rebecca Arnold, Stayton: stated she did not believe masks should be required for summer school (in NSSD)
   ● Jessica Davis, Aumsville: shared concerns that mistakes made in the contact tracing process can negatively impact students (i.e. gave example how one student missed a sporting event because there was a miscommunication during the contact tracing process)
   ● Bob Kinsley, Sublimity: has concerns about Critical Race Theory being taught in NSSD Schools.

5. **REPORTS:**
   5.1. **SUPERINTENDENT'S REPORT:**
   Supt Gardner chose to spend this time to respond to the public comments and explained the protocols that the District must follow from the Marion County Health Department regarding contact tracing and quarantines. He indicated the District nurses report positive cases and then follow the guidance from the health department for each specific situation.

He reiterated that the District intends to make masks **optional** for everyone for the upcoming school year but he remains very concerned at the rising cases across the state and indicated that masks could potentially be required at some point. He noted that the District made the decision to have students and staff wear masks during summer school since the timeline for instruction is short and available staff are very limited (substitutes nearly non-existent). A significant COVID exposure could severely limit the District's ability to regain lost instruction time and in a worst-case situation, end the program for the remainder of the scheduled time.

He shared that next ODE guidance for schools for the 2021-22 school year is expected to come out the following week so he will know more details then.

He thanked the members of the public for coming and asked that they please email him with additional questions or that he would arrange a time to meet with them individually to discuss their concerns further.

5.2. **BUSINESS DIRECTOR'S REPORT:**
Business Director Jane Nofziger reviewed the PERS unfunded liability bond. The District is participating in a collaborative bond sale, along with 21 other Oregon school districts. A total of $660 million was sold to investors at different interest levels. NSSD's portion was $14, 755,000. For more details, refer to her presentation in the meeting materials. Supt Gardner noted that District's current bond has resulted in a savings of $6 million from 2003 to now and that is with a True Interest Cost of 5.73%. The rate for the newest bond is 2.52% so Jane estimates it will result in a much greater return.

6. **CONSENT AGENDA:**
This item was moved to occur after the APPROVAL OF ANNUAL ORGANIZATIONS to allow Jane Nofziger to participate in agenda items pertaining to her department and then be able to leave the meeting.

6.1. ***Approval of Meeting Minutes:***
The minutes from the previous month's meeting were submitted for Board review and approval.

6.2. ***Licensed Staff Changes:***
School boards must approve the hiring and annual renewal and/or extensions of the Licensed staff contracts.
New Hires (Board Action Required)
Sara Zander SHS (Replacing Lori Tuter)
Rebecca Boyd SHS (Replacing Laura Warren)
Samantha Hauck SMS (Replacing Katelynn Ion)
Kindra Gross SHS (Replacing Arden Robinette)
Ashley Nightingale SHS (Replacing Britney Shelton)
Resignations
Arden Robinette - SHS Social Studies
Ashley Herndon Dubra - SHS Counselor
Lori Tuter - SHS ELA
Laura Warren - SHS Lang Arts/AP Psych
Retirements
Dale Sunderman-SHS Metals/Fabrication

6.3. *Action on Consent Agenda:*

MOTION-CONSENT AGENDA

Motion that the Board approve the Consent Agenda including; 6.1-Minutes from the June 17, 2021 Regular Session and Special Sessions and 6.2 New hires - Sara Zander, Rebecca Boyd, Samantha Hauck, Kindra Gross and Ashley Nightingale.

Motion Made By: Alisha Oliver
Vote: 7-0

7. NEW BUSINESS:

7.1. EXCISE TAX:

The District has been notified the excise tax rate will increase for the 2021-22 school year and the Board needs to adopt the new rates as stated in Resolution #072221A.

MOTION-EXCISE TAX RATE/RES. #072221A

NOW THEREFORE BE IT RESOLVED, that the North Santiam School District Board approves the Construction Tax Increases as published by the Oregon Department of Revenue for 2021-22 at $1.41 per square foot for residential and $.70 per square foot for non-residential.

Motion Made By: Laura Wipper
Vote: 7-0

7.2. SOLE SOURCE PURCHASING RESOLUTION:

Business Director Jane Nofziger requested a sole source purchasing agreement for *Frontline Software*. The District has been working with another company for applicant tracking and has received unsatisfactory service and an inferior product that does not integrate well with the other programs used. The District's auditors recommended that she proceed with this process since there isn't another company that can integrate with all three of our other current financial/personnel systems- Infinite Visions (financial software), Forecast 5 (budgeting software) and Aesop (staff absence management). She stated that she posted a notice in the Daily Journal of Commerce, OR for the appropriate time period and there were no protests so the Board is free to approve the sole source purchase.

HR Director Debi Brazelton shared her support for the new system. She noted how the District does much of the work to recruit and hire by hand which is very labor intensive and creates an increased risk for errors. Frontline automates and streamlines much of the process.

MOTION-RESOLUTION #072221B

NOW THEREFORE BE IT RESOLVED, that the North Santiam School District Board approves the Sole Source Purchase of the listed Frontline Software for the 2021-22 year for a total of $43,866.19 with the option to extend the contract for three years. The annual recurring cost will be $17,110.21.

Motion Made By: Coral Ford
Vote: 7-0

7.3.   APPROVAL OF ANNUAL ORGANIZATIONS:

7.3.1.   *Designations and Authorizations*:
The Board needs to approve the following designations and authorizations annually according to Oregon State statute:
- Chief Administrative Officer-Andy Gardner
- District Clerk-Andy Gardner
- Deputy Clerk-Jane Nofziger
- Legal Counsel-Garrett Hemann Robertson PC and WESD
- Official Auditors for School Year- Accuity, LLC
- Budget Officer-Andy Gardner
- Custodian of Funds-Jane Nofziger
- Depositor for School Funds-LGIP, Columbia Bank
- Facsimile Signatures-Andy Gardner, David Bolin and Jane Nofziger
- Inter-Fund Borrowing Within Fiscal Year-Jane Nofziger

7.3.2.   *Grant and Consolidated Sub-Grant Authorization*:
The Board needs to approve the following authorizations annually according to Oregon State statute.
These grants include the following but are not limited to:
- Title Grant Applications
- NCLB/eCIP Consolidated Grant Applications
- ESEA Grant Applications
- All State and Federal Grant Applications
- All Non-Profit Grant Applications

7.3.3.   *Action on Organizational Agenda*:
MOTION- ANNUAL ORGANIZATIONAL ITEMS

> *I move that the Board approves Organizational Agenda Items; 7.3.1-Designations and Authorizations, 7.3.2-Grant and Consolidated Sub-Grant Authorizations.*
>
> **Motion Made By: Laura Wipper**
> **Vote: 7-0**

7.3.4.   *2021-22 NSSD Board Regular Session Meeting Calendar*:
Boards must approve their annual Regular Session Meeting Calendar. Any meetings scheduled or rescheduled after this approval are considered "Special" or "Emergency" meetings. These changes will be indicated in red on the District website on the MEETING CALENDAR page.

MOTION-BOARD MEETING CALENDAR

> *Motion that the Board approves the 2021-22 NSSD Board Regular Session Meeting Calendar as submitted..*
>
> **Motion Made By: Laura Wipper**
> **Vote: 7-0**

Board Chair called for a 5 minute recess prior to starting the webinar

7.4. BOARD ROLES & RESPONSIBILITIES WEBINAR

Board members watched a pre-recorded webinar provided by the Oregon School Boards Association (OSBA) on the topic of board member roles & responsibilities.

7.5. NSSD BOARD OPERATING PROTOCOL

Board members reviewed the current NSSD Board Operating Protocol. They each took turns reading a line item. They agreed to add the words "to seek to understand" to the following statement:

8) To agree to debate issues with care and to respect and seek to understand other members point of view while keeping board meetings efficient and effective.

All members signed the protocol at the end of the meeting.

7.6. NOMINATIONS FOR BOARD CHAIR & VICE-CHAIR

No later than the next meeting following July 1, the Board must elect a chair and vice chair to serve for one year.

7.6.1. *Board Chair Nominations/Vote*:

The Current Board Chair (Mike Wagner) declared that nominations were open for a new Board Chair for 2021-2022. He noted that it has been past practice for the board member who had served most recently as the vice-chair the previous year to serve as the new board chair, if they are willing. It was noted that Alisha Oliver was willing to serve if nominated.

Motion to nominate Alisha Oliver as the 2021-22 NSSD Board of Directors Chair and that the nominations be closed.

Motion Made By: Laura Wipper
Vote: 7-0

Motion to select Alisha Oliver as the 2021-22 NSSD Board of Directors Chair.

Motion Made By: Laura Wipper
Vote: 7-0

The Current Board Chair (Mike Wagner) announced Alisha Oliver as the New Board Chair.

7.6.2. *Vice-Chair Nominations/Vote*:

The Current Board Chair (Mike Wagner) declared that nominations were open for the Board Vice-Chair for 2021-2022.

Motion to nominate Laura Wipper as the 2021-22 NSSD Board of Directors Chair and that the nominations be closed.

Motion Made By: Mark Henderson
Vote: 7-0

Motion to select Laura Wipper as the 2021-22 NSSD Board of Directors Vice-Chair.

Motion Made By: Mark Henderson
Vote: 7-0

The Current Board Chair (Mike Wagner) announced Laura Wipper as the New Board Vice-Chair.

Mike Wagner was presented with a desk clock with his years of service as board chair. He then presented short-sleeved shirts to all board members that included the NSSD logo and the words "Board Member" that he had purchased for them. In addition, the ladies received long-sleeve cardigans to wear (using District funds). The Board Secretary indicated she would provide a few long-sleeve options for the remaining members for them to choose from.

7.7. **COMMUNITY ENGAGEMENT COMMITTEE**
The Board needs to annually review the assignment of Board members to the Community Engagement Committee. Previously, Tass Morrison was the committee chair and Alisha Oliver was a member. The Board discussed the future of the committee and explored the idea of changing the format to better involve non-staff members (parents, community members, etc). Typically it has been difficult to retain community members since the meetings are during the day and the agenda often included topics that were difficult for them to engage in since they were not involved in the day-to-day operations of the District.

The Board discussed the importance of continuing to engage parents and community members and agreed the topic needs more thought before moving forward. They agreed they would not assign board members to the committee at this time. Instead they agreed to place the committee on the agenda as a standing item until a determination is made how best to proceed.

8. **INFORMATION ONLY:**
   8.1. **Future Agenda Items: Included in the Board meeting materials**
   8.2. **Upcoming Board Events & Activities: Included in the Board meeting materials**
9. **BOARD ANNOUNCEMENTS:**
   Announcements for this meeting:
   - The annual SummerFest in Stayton has been scheduled for September 5, 2021. Since this is two days before school starts and all school open houses will have occurred by this time, the Board agreed to skip the event this year.

   August Meeting Board Greeter: Coral Ford
10. **ADJOURN:**
    The Board Chair (Mike Wagner) adjourned the meeting at 9:06 pm

ACTION REQUIRED		
NEW HIRES	**SCHOOL**	**NOTE**
Ron Stutzman	SHS	Replacing Dale Sunderman

FYI			

RESIGNATIONS	**DOT**	**SCHOOL**	**NOTE**

RETIREMENTS	**DOR**	**SCHOOL**	**NOTE**

LEAVE OF ABSENCE	**DOL**	**SCHOOL**	**NOTE**

North Santiam School District

Code: CBA
Adopted:

Qualifications and Duties of the Superintendent
(Version 2)

The Board requires the superintendent be a strong educational leader who has a current license that qualifies them to serve as superintendent of the District the following professional experience and training:

1. A current license that qualifies the individual to serve as superintendent of the district {[1]};

2. A master's degree or higher in the field of education, preferably in educational administration;

3. Successful teaching experience at the elementary or secondary school level;

4. Service as a superintendent or administrative experience in the central administration of a school system.

In lieu of the experience and training requirements above, the Board may consider an individual who meets alternative licensure requirements as a candidate for its superintendent's position. The Board may take steps to assist an individual to qualify for such a license.

The ideal candidate for superintendent will have the following personal and professional qualities:

1. Ability to craft and share vision, factoring in an astute understanding of stakeholder views and motivations;

2. Success in leadership roles with staff, community and professional peers; Passion stemming from a strong connection to the mission of education based on inclusion and equity;

3. Ability to adapt proactively based on a mindset that learns from the past, navigates challenges, and anticipates and embraces obstacles;

4. Decisiveness based on active listening, multiple points of view, and appropriate best available data;

5. Emotional intelligence demonstrated by self-confidence with a willingness to be vulnerable, an ego tempered by curiosity and empathy, grit, and effective communication skills;

6. Aptitude for motivating and managing people based on ability to connect to the culture and to read and engage staff to have impact, develop and coach improvements, and empower their own leadership – all while navigating Human Resource best practices and collective bargaining.

7. Ability and aptitude for effective relationship building with internal and external stakeholders as well as networking with peers;

8. Track record of high performance and potential based on demonstrated fundamental management skills, fiduciary responsibility, follow-through and results.

{[1] Please contact the Teacher Standards Practices Commission (TSPC) with questions regarding licensure. }

9. Ability to communicate effectively, both orally and in writing;

10. Scholarship, intelligence and excellent ability to plan and organize;

11. Training, experience and success in personnel selection, evaluation and development;

12. Knowledge of curriculum development, implementation and evaluation;

13. Knowledge of business and support service systems which facilitate planning, control and accountability;

14. Experience in administering collective bargaining agreements;

15. Ability to motivate other administrators and significantly involve them in the decision-making process;

16. Strong management skills; and the desire and ability to motivate and innovate, taking advantage of the district's strengths.

General Functions

1. The superintendent is the chief executive officer of the District and, under the direction of the Board, is responsible for control and operation of the school system, and for implementing the decisions and policies of the Board.

2. The superintendent has the authority to formulate and delegate duties and responsibilities to subordinate administrative personnel. The delegation of such duties and responsibilities, however, will not relieve the superintendent of responsibility for the action taken under such delegation.

Specific Functions

The superintendent will have the duty and authority to perform the following specific functions:

1. Review data regularly and lead the District in enacting equitable changes to improve educational outcomes for every student;

2. Serve as educational leader to the Board, staff and community;

3. Act as the District's chief administrative officer;

4. Serve as District school clerk, performing such duties as required by law or by the Board;

5. Schedule meeting places, prepare an agenda and record minutes for all Board meetings and other committee meetings authorized by the Board;{[2]}

6. Attend all regular and special meetings of the Board, except when excused;

7. Serve as executive officer of the budget committee and prepare an educational plan that is the basis for formulating the district's budget;

8. Administer adopted Board policies;

{[2] Review policy BDDC to ensure consistency.}

9.   Regularly review adopted Board policies and make recommendations for needed changes;

10. Advise, inform and make recommendations to the Board on matters of policy and other required action(s), and inform the Board on all phases of District operation;

11. Provide an ongoing program of communication to and from the community, staff and Board concerning District programs and activities;

12. Assess trends and changing procedures in salary negotiations and assist the Board in collective bargaining and salary consultation with District employee groups;

13. Serve as a member of the Board's salary consultation and negotiations teams, and make recommendations to the Board on all issues;

14. Direct the implementation and administration of all agreements resulting from the consultation or negotiation process;

15. Develop and file a complete list of position descriptions, with job descriptions within each classification for all classes of personnel; review and change those descriptions as needed or directed by the Board;

16. Formulate and recommend for Board adoption such personnel policies as may be necessary for efficient functioning of the District staff;

17. Make rules and reasonable regulations to govern routine matters and see that such rules and regulations are communicated to employees concerned;

18. Resolve problems of operations and settle disputes referred through administrative channels;

19. Work with staff organizations and committees in the development of sound personnel practices and procedures and provide for their implementation;

20. Assume responsibility for the development, maintenance and operation of a constructive program of in-service, training and education for all school system employees. For this responsibility, the superintendent may employ lecturers, grant temporary leave from work, approve reimbursement for extension or college courses and develop professional library facilities as required, subject to Board approval;

21. Recommend to the Board, the appointment, renewal, contract extension, contract nonrenewal, contract non-extension or dismissal of licensed District employees in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;

22. Appoint, promote, demote or discharge classified and non-represented employees as provided by state law, Board policy, collective bargaining agreements and meet and confer agreements, as applicable;

23. Assign or transfer all District employees in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;

24. Evaluate the performance of all District administrative personnel in accordance with state law and Board policy, and make recommendations for those positions to the Board before March 15 of each year;

25. Evaluate the performance of licensed and classified personnel in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;

26. Assign and control the promotion of students;

27. Maintain a continuous inventory of all District property, furniture, material and supplies;

28. Recommend plans for repairs to District property and for new construction and see that all plans adopted by the Board are properly executed;

29. Establish procedures to involve teachers, principals, supervisory personnel and representatives from student and community groups in the preparation and selection of courses of study and other instructional materials;

30. Recommend instructional materials, instructional supplies and school equipment to be purchased by the District;

31. Direct the preparation of the budget, prepare the budget message for presentation to the budget committee, supervise the administration of all fiscal policies of the District and serve as custodian of all District funds;

32. Develop and recommend to the Board long-range plans for educational programs, facilities and financial resources that are consistent with population trends, District goals and community needs;

33. Direct the District in its relationships with federal, state and local government agencies;

34. Cooperate with universities and colleges in their student-teacher training programs;

35. Attend local, state and national meetings, conferences and workshops as deemed beneficial to the interests of the District;

36. Visit, as may be required, all District schools as a regular part of a schedule and institute and carry out such regulations, as may be necessary, to attain their efficient operation;

37. Direct the administrative staff in establishing and changing, as needed, school attendance area boundaries subject to Board approval;

38. In cases of matters not specifically covered by Board policies, take appropriate action and report such action to the Board no later than the next regular Board meeting;

39. Have other power and duties as may be approved by the Board, and as may be necessary to fulfill the functions of the office of superintendent.

END OF POLICY

Legal Reference(s):

ORS 332.075	ORS 342.850	OAR 584-080-0151
ORS 342.143	OAR 584-020-0000 - 0035	OAR 584-080-0152
ORS 342.173	OAR 584-046-0003 - 0024	OAR 584-080-0161

North Santiam School District

Code: CBA
Adopted: 7/01/96
Revised/Readopted: 11/25/96; 8/16/07; 8/15/13;
12/14/17
Orig. Code: CBA

Qualifications and Duties of the Superintendent
(Version 1)
(OSBA has deleted this version, consider adopting proposed)

Qualifications

The superintendent shall possess or have the ability to obtain:

1. A current Oregon administration license with an authorization for all levels, superintendent's endorsement or a transitional superintendent license;

2. Successful experience as an educational leader and administrator;

3. A master's degree or higher in educational leadership, supervision or administration;

4. Prior experience at the central office level in public school leadership or in a school administrative position;

5. Prior experience as a teacher/principal preferred at all levels, grades K-12;

6. Additional experience in personnel law, school finance, curriculum and instruction, technology, special education, maintenance and facilities;

7. In lieu of the experience and training requirements above, the Board may consider as a candidate for its superintendent's position an individual who meets transitional administrator or exceptional administrator licensure requirements. The Board may, jointly with the individual, submit an application for such license for Teacher Standards and Practices Commission approval pursuant to Oregon Administrative Rule (OAR) 584-080-0151 and 584-080-0161;

8. Have successful experience as an educational leader and administrator and any other qualifications as determined by the Board.

Job Goal

The superintendent will provide effective administration of all schools and departments, and educational leadership throughout the school system and community.

Supervision

The superintendent supervises central office administrators and school principals; and through them, all district personnel. The superintendent reports to the Board.

Performance Responsibilities

1. The superintendent shall act as the chief executive officer of the Board.

2. The superintendent is responsible for carrying out all policies, rules and regulations established by the Board.

3. In cases of matters not specifically covered by board policies, he/she shall take appropriate action and report such action to the Board not later than the next regular meeting.

4. All individuals employed by the Board, except the auditor and legal counsel, are responsible to the superintendent.

5. The superintendent shall make such rules and regulations and give such instructions to school employees as may be necessary to make policies of the Board effective. He/she may delegate responsibilities and assign duties. Such delegation and assignments shall not relieve the superintendent of final responsibility for actions of subordinates.

6. Except when matters pertaining to his/her re-employment are being considered by the Board, the superintendent or his/her designated representative, shall be present at all meetings of the Board.

7. The superintendent shall be responsible for preparing and submitting to the Board and budget committee, the budgets for all funds of the district.

8. In accordance with the policies of the Board, the superintendent shall have power, within the limits of appropriations of the budget approved by the Board, to approve and direct all purchases and expenditures.

9. The superintendent shall recommend the appointment, renewal, contract extension, contract nonrenewal, contract nonextension or discharge of licensed and administrative employees as provided by law.

10. The superintendent shall recommend policy adoptions and revisions to the Board.

11. The superintendent shall report the progress of employee collective bargaining, review tentative agreements with the Board as the negotiator for the district and recommend final agreements for Board approval.

12. The superintendent shall appoint, assign, transfer, promote, demote or discharge classified personnel and nonrepresented employees as provided by state law, board policy, collective bargaining agreements and/or meet and confer agreements for employment or dismissal, as applicable.

13. The superintendent shall study, formulate and recommend for board adoption necessary policies and policy changes.

14. The superintendent shall provide professional leadership for the educational program of the district. He/she shall formulate necessary developments in educational policies and present them to the Board for its consideration. The superintendent shall develop a system for regularly reporting to the Board all aspects of the district's educational program, including but not limited to, State Standards Report and Spring Student Achievement Report.

15. The superintendent shall formulate and administer means of evaluating the efficiency of each staff member and report findings to the Board at least once a year.

16. The superintendent is responsible for the development of a plan for maintenance, improvement or expansion of buildings and sites needed to provide for an adequate educational program. He/she shall work with architects as selected by the Board.

17. The superintendent is responsible for planning a means of keeping the community informed about district matters and monitoring feedback from the community. He/she shall serve as a representative of the district before the public.

18. The superintendent shall consult with the Board regarding annual and long-range goals for the district.

19. The superintendent shall submit to the Board an annual report of the operation of the school system. Special reports asked for by the Board shall be submitted by him/her within a reasonable time.

20. The superintendent shall keep a continuous inventory of all property, furniture and materials of the district.

21. The superintendent shall, in accordance with approved budget, attend such local, state and national meetings, conferences and workshops that he/she deems beneficial to the interests of the district.

22. The superintendent shall be responsible for the development, maintenance and operation of the constructive program of in-service training and education for all employees of the district, and for this service he/she shall have the power under budget control to employ lecturers, grant temporary leave from work, approve reimbursement for extension or college courses, and develop professional library facilities, as required.

23. The superintendent will update the Board regarding state, federal and local laws and regulations that have specific applicability regarding the Board's legal responsibility and exposure.

24. The superintendent shall work with committees appointed by the Board to study special problems of the district.

25. The superintendent and/or other administrators designated by him/her shall serve each year on the negotiation teams of the Board.

26. The superintendent shall be bonded.

27. The superintendent shall establish and maintain harmonious relationship with students, fellow employees and the general public.

28. The superintendent will use legal counsel in governance and procedures to avoid civil and criminal liabilities.

29. The superintendent shall perform other duties as assigned by the Board.

Values and Ethics of Leadership

1. The superintendent will exhibit multicultural and ethnic understanding and sensitivity.

2. The superintendent will manifest a professional code of ethics and demonstrate personal integrity.

3.   The superintendent will model accepted moral and ethical standards in all interactions.

4.   The superintendent will explore and develop ways to find common ground in dealing with difficult and divisive issues.

Labor Relations

1.   The superintendent will develop bargaining strategies based upon collective bargaining laws and processes.

2.   The superintendent will identify contract language issues and propose modifications.

3.   The superintendent will establish productive relationships with bargaining groups while managing contracts effectively.

Communications and Community Relations

1.   The superintendent will work collaboratively with local governments, other colleagues, professional organizations, business and community groups in furthering educational goals.

2.   The superintendent will clearly articulate the district's vision, mission and priorities to the community and the media.

3.   The superintendent will demonstrate effective communication skills (i.e., written, verbal and nonverbal contexts, formal and informal settings, large and small group and one-on-one environments).

4.   The superintendent will demonstrate mediation and conflict resolution skills.

5.   The superintendent will establish effective district/community relations, district/business partnerships and public service.

6.   The superintendent will understand the role of media in shaping and forming opinions as well as how to work with media.

Organizational Management

1.   The superintendent will allocate and manage all resources to ensure successful student learning.

2.   The superintendent will demonstrate budget management including financial forecasting, planning, cash flow management, account auditing and monitoring.

3.   The superintendent will articulate budget complexities to the public in a respectful and understandable manner.

4.   The superintendent will demonstrate the ability to use technology to enhance administer business, student and other information and support systems.

5.   The superintendent will develop and monitor long-range plans for the district's technology and information systems.

6. The superintendent will demonstrate knowledge of district facilities and develop a process that builds internal and public support for facility needs, including bond issues.

Instructional and Human Resources Leadership

1. The superintendent will involve faculty and stakeholders in the enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment.

2. The superintendent will implement appropriate safety and security practices in schools.

3. The superintendent will establish instructional strategies that include cultural diversity and differences in learning styles.

4. The superintendent will demonstrate use of system and staff evaluation date for personnel policies, decision making, promotion of career growth and professional development.

5. The superintendent will identify and apply appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity.

District Goals

1. The superintendent shall promote academic rigor that focuses on learning and academic success for all students.

2. The superintendent will insure that all school environments support student learning, promote positive behavior and are places where students want to be.

3. The superintendent will take action to promote community involvement and clarify the district's mission.

4. The superintendent will support actions to enhance student access and success through the improvement of its facilities.

END OF POLICY

Legal Reference(s):

ORS 332.075
ORS 342.143
ORS 342.173

ORS 342.850
OAR 584-020-0000 - 0035
OAR 584-046-0003 - 0024

OAR 584-080-0151
OAR 584-080-0152
OAR 584-080-0161

Ready Schools, Safe Learners Resiliency Framework for the 2021-22 School Year

Updated August 3, 2021

Table of Contents

For the 2021-2022 school year, schools must plan to provide full-time, in-person education for all students every school day.[1] Districts will make decisions with their boards to determine local implementation of COVID-19 mitigation measures, as laid out in this document.

Overview

Authority and Effective Dates

This **Ready Schools, Safe Learners Resiliency Framework for the 2021-22 School Year** replaces [Ready Schools, Safe Learners: Guidance for School Year 2020-21](#) version 7.5.2 issued on May 28, 2021. The **Ready Schools, Safe Learners Resiliency Framework for the 2021-22 School Year** becomes effective on June 30, 2021. The Resiliency Framework may be used for summer school 2021 as well as school year 2021-22.

Changes in the amount of community transmission of COVID-19, the severity of illness associated with new variants of the SARS-CoV-2 virus that causes COVID-19, or the availability of vaccination for children younger than 12 years old may warrant changes to the state's recovery efforts during the school year. The Resiliency Framework will be updated to reflect any changes.

The vast majority of health and safety measures in this Resiliency Framework are *advisory*, and are offered to schools to support successful full-time, in-person instruction for the 2021-22 school year. Where this framework does not require a specific action by a school district, a district may choose whether to consider or implement advisory information or recommendations.

Prior to the COVID-19 pandemic, state law and rules included several components related to managing communicable disease in schools, including required isolation, quarantine and school exclusion for certain diseases. These requirements continue to exist in state law and rule.

Nothing in this framework is intended to provide legal advice. ODE encourages districts to consult with their own legal counsel and to consider other state and federal guidance and laws when implementing any recommendations.

ODE and OHA will continue to monitor guidance updates from the CDC, and will continue to align this recommendation framework as needed.

Local Decision Making

This Resiliency Framework was developed jointly by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA) and is informed by U.S. Department of Education and

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[1] Schools that are virtual or online schools are not required to provide daily in-person instruction.

CDC guidance along with information from many other sources. **Except where compliance is mandated by existing state law, this Resiliency Framework is *advisory*. Requirements are followed by the rule reference for ease of identification.**

Decisions about when or how schools respond to an outbreak of COVID-19 involve collaboration across multiple actors. If part of or an entire school needs to close to in-person instruction as a matter of public health, it is important that educators, students, families, and the general public have a clear understanding of how decisions are made and who makes those decisions.

When determining how to best support in-person learning during the 2021-22 school year, schools should work in a collaborative manner with local public health authorities (LPHAs). LPHAs are vital partners to advise and consult on health and safety in schools with school officials. In general **decisions of school health and safety reside with school and district officials**. ODE's updated [Decision Tools](#) may be a useful resource. There can be exceptions within local law and any additional authorities should be clarified by schools and LPHAs at the local level. Additionally, the authority of an educational governing body or school leader to close a school facility may vary depending on what governance structure is in place and the type of school.

If a local public health authority has concerns about public health in a given school in response to an outbreak and the school or district disagree, these concerns may be elevated to the State Public Health Director or the Director of the Oregon Department of Education.

The State Public Health Director at the Oregon Health Authority has broad authority to close a facility that presents a public health risk.

The Director of ODE has authority to close a school facility within existing state laws.

Oregon OSHA enforces workplace safety rules and statutes. Oregon OSHA will address employee and other inquiries and complaints, and provide advice to employers related to any potential violation of existing Oregon OSHA rules if they involve potential workplace exposure. If you believe a school is not in compliance with the RSSL guidance you can file a named or confidential complaint with Oregon OSHA at 1-833-604-0884 or [online](#).

Monitoring Local Data

Together with local public health officials, school administrators should consider multiple factors when they make decisions about implementing layered prevention protocols against COVID-19. Since schools typically serve their surrounding communities, decisions should be based on the school population, families and students served, as well as their communities. The primary factors to consider include:

- [Level of community transmission of COVID-19](#).

- [COVID-19 vaccination coverage in the community](#) and among students, teachers, and staff.
- Use of a frequent COVID-19 [screening](#) testing program for students, teachers, and staff who are not fully vaccinated. Testing adds an important layer of prevention, particularly in areas with substantial to high community transmission levels.
- [COVID-19 outbreaks or increasing trends in the school](#) or surrounding community.
- Ages and developmental status of children served by K-12 schools and the associated cognitive, social and behavioral factors that may affect risk of transmission and the feasibility of different prevention strategies.
- Students and staff who warrant extra precautions due to being at increased risk of severe COVID-19 illness.

Schools will gather people who are fully vaccinated and people who are not fully vaccinated. Elementary schools primarily serve children under 12 years of age who are not eligible for the COVID-19 vaccine at this time. Other schools (e.g., middle schools, K-8 schools) may also have students who are not yet eligible for COVID-19 vaccination. Some schools (e.g., high schools) may have a low percentage of students and staff fully vaccinated despite vaccine eligibility. These variations require K-12 administrators to make decisions about the use of COVID-19 prevention strategies in their schools to protect people who are not fully vaccinated.

COVID-19 Health and Safety

The Resiliency Framework focuses on *advisory* health and safety recommendations that provide for flexibility to:

- Return to full-time, in-person instruction for all students,
- Honor and recognize the uniqueness of communities across Oregon, and
- Support schools in health and safety planning to meet community-specific needs and strengths.

As schools plan for the fall 2021 in-person school year, it is important to remember:

- Our communities will be living with the virus until there is widespread immunity.
- COVID-19 continues to change with new variants, our knowledge of mitigation efforts grows over time. For these reasons the guidance for responding to COVID-19 also changes.
- Right now, the best tools to protect individuals are vaccination for those eligible, physical distancing, face coverings, ventilation and airflow, hand hygiene, and staying home if ill or exposed to someone with COVID-19.
- Opportunity for transmission decreases with each mitigation effort that is implemented.

As districts plan and implement the recommendations included in this document, they will necessarily need to consider a continuum of risk levels when all recommendations cannot be fully implemented. For example, maintaining physical distance between people is one of the most effective preventive measures. However, there will be times when this is not possible based on a specific interaction or a physical space limitation. It will be necessary to consider and balance the mitigation strategies described in these recommendations to best protect health and safety while ensuring full time in person learning.

Equity

The Oregon Department of Education is committed to promoting educational systems that support every child's identity, health and well-being, beauty, and strengths. As such, equity must not be a standalone consideration and should inform every decision. Much of this document is technical in nature; however, every decision has the potential to disproportionately impact those whom existing systems most marginalize and historically underserved communities by exacerbating existing conditions of inequity. ODE and OHA sought to apply an equity-informed, anti-racist, and anti-oppressive lens across all sections of the Resiliency Framework.

ODE remains committed to the guiding principles introduced in spring 2020 to generate collective action and leadership for efforts to respond to COVID-19 across Oregon. These principles are updated to reflect the current context:

- **Ensure safety and wellness**. Prioritizing basic needs such as food, shelter, wellness, supportive relationships and support for mental, social, and emotional health of students and staff.
- **Center health and well-being**. Acknowledging the health and mental health impacts of this past year, commit to creating learning opportunities that foster creative expression, make space for reflection and connection, and center on the needs of the whole child rather than solely emphasizing academic achievement.
- **Cultivate connection and relationship**. Reconnecting with one another after a year of separation can occur through quality learning experiences and deep interpersonal relationships among families, students and staff.
- **Prioritize equity**. Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; students living in rural areas; and students and families navigating poverty and houselessness. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.
- **Innovate**. Returning to school is an opportunity to improve teaching and learning by iterating on new instructional strategies, rethinking learning environments, and

investing in creative approaches to address unfinished learning.

Safeguarding Student Opportunity

Maintaining rigorous expectations and support to accelerate learning for all students is part of providing an equitable education. As such, any decision for students related to progression within a course sequence; grade entry, grade promotion or retention; placement in advanced courses, dual credit courses or accelerated learning; or participation in extra-curricular activities should include the following:

- A priority for the student to enter school at the grade level associated with their age (compulsory attendance does not begin until age 6 in Oregon) and to be promoted to the next grade level regardless of opportunity to access and fully participate in school during the pandemic and any impact that had on the student's attendance and academic performance.
- A priority for the student to be included in every possible educational and school opportunity (advanced courses, extra-curricular activities, etc.) regardless of opportunity to access and fully participate in school during the pandemic and any impact that had on the student's attendance and academic performance.
- Review of multiple data sources.
- Meaningful engagement with families, educators/staff that considers:
  - Short- and long-term unintended consequences of retention or exclusion on the student's social-emotional well-being, academic success, and status.
  - Cultural implications and stigma associated with retention or exclusion for the student and family.
  - Student voice and input.

> A student's academic performance and/or attendance during the spring of 2020 or the 2020-21 school year should not be the sole determinant for decision making.

Requirements in Federal and State Statute and Rule

Existing federal law includes the following requirements for school districts:

The Centers for Disease Control and Prevention (CDC) issued an Order on January 29, 2021 requiring the wearing of masks by people on public transportation conveyances or on the premises of transportation hubs to prevent spread of the virus that causes COVID-19. This Order was effective as of 11:59 p.m. February 1, 2021 and was published in the Federal Register on February 3, 2021. **The CDC order for mandatory use of face coverings on public transit applies to school buses until lifted by the federal government and cannot be waived by state or local authorities.** The text of the federal order and the CDC guidance is available on the CDC website. In addition, the CDC has provided clarity through these FAQs. Please note that this

federal law applies to both public and private schools.

Existing state law and rule include the following requirements for schools and districts:

2021 Additions to Existing Rules

Face Coverings

Oregon is placing a priority on ensuring that every student is able to attend school in-person for the entire school year. Students are required to attend school, which is a congregate setting where COVID-19 can spread easily if precautions are not taken. Universal and correct use of face coverings keeps students learning in-person. ODE, OHA, the CDC and the American Academy of Pediatrics (AAP) all agree that returning to full-time, in-person learning is best for our children.

On August 2, 2021 OHA adopted a rule requiring face coverings in all K-12 indoor school settings (OAR 333-019-1015). This rule applies to public, private, parochial, charter, youth corrections education programs (YCEP) and juvenile detention education programs (JDEP) or alternative educational programs offering kindergarten through grade 12 or any part thereof.

The rule requires all individuals over two years of age to wear a face covering while indoors in a K-12 school, during school hours. Certain accommodations for medical needs or disability may be necessary.

OHA will review this rule monthly to determine the need for it to continue. Other COVID-19 mitigation protocols (physical distancing, airflow/ventilation, etc.) remain local decisions.

When students falter in consistently and correctly wearing a face covering, center grace and patience and reteach the expectation. Refrain from implementing consequences that deny access to instruction as a result of these challenges. Schools and teams should continually provide instruction and positive reinforcement to help all students adapt to the changes in school facilities while ensuring punitive measures are not the methodology to remind, motivate and reinforce healthy practices.

In the case that a student or family chooses not to wear a face covering for reasons other than medical need or disability, schools should follow district processes to determine how to respond keeping in mind both the responsibility for health and safety and the student's need to access education.

Per OHA rule and guidance, it is acceptable for both fully vaccinated and unvaccinated people to be outdoors without a face covering.

A face shield may be worn instead of a mask if an individual cannot wear a mask for medical reasons. Face coverings are preferred over face shields, as they provide better containment of small aerosols that can be produced while talking.

A face covering is NOT a substitute for physical distancing. Face coverings are required and maintaining at least 3 feet of physical distancing to the extent possible, especially when indoors around people from different households is strongly recommended.

Group mask breaks or full classroom mask breaks are best done outdoors where ventilation and physical distancing are maximized.

At the June 17, 2021 meeting, the State Board of Education took action on two rules:

Operational Plan/Safe Return to In-Person Instruction and Continuity of Services Plan
This plan, available on the ESSER III webpage, replaces the Ready Schools, Safe Learners Operational Blueprint required under Executive Order 21-06. Districts will submit their Safe Return to In-Person Instruction and Continuity of Services plan to ODE by **August 23, 2021** to fulfill the requirements of American Rescue Plan Elementary and Secondary School Emergency Relief (ESSER III) State plan. Districts are required to submit their plan to ODE by **August 23, 2021** to fulfill the Oregon State Board of Education requirement. (OAR 581-022-0105). A date and submission process for public charter schools will be communicated to charter school leaders before the end of July 2021.

COVID-19 Recovery Services
Oregon's Resiliency Framework for the 2021-22 School Year shifts away from the requirements in Ensuring Equity and Access: Aligning Federal and State Requirements. That guidance document was intended to support schools and districts in ensuring that requirements related to specific federal programs continued to be met in the varied instructional models that existed in the 2020-21 school year. As we return to an educational context where in-person instruction is nearly universally available, the expectations in Ensuring Equity and Access are no longer applicable and any information from that document returns to pre-COVID-19 expectations and requirements.

As schools plan for the 2021-22 school year, it is important that they fully consider how to appropriately support all students in light of their circumstances, including those experiencing disability. For students experiencing disability who are eligible for special education, IEP teams must consider the need for individualized COVID-19 recovery services. Districts are required to:

- Notify parents of the opportunity for the IEP team to consider Individualized COVID-19 Recovery Services and seek their input related to those services.
- Consider the need for Individualized COVID-19 Recovery Services at each initial IEP or annual review meeting through the 2022-23 school year.
- Proactively make decisions about Individualized COVID-19 Recovery Services earlier than the initial IEP or annual review meeting, where appropriate.
- Document district decisions related to these services using the Individualized COVID-19 Recovery Services Review sample form developed by the Department or a form developed by the school district that contains the same content.

- Notify ODE when the district and the parent wish to participate in a Facilitated IEP meeting about Individualized COVID-19 Recovery Services.

Oregon Revised Statute and Oregon Administrative Rule

For the 2021-22 school year, schools and districts will be returning to the existing requirements listed below. The following information is intended to serve as a reminder, and highlight of some of those existing standards that districts need to be aware of as the state transitions away from previous guidance. ODE is finalizing more detailed information about COVID-19 Recovery Services to be released no later than July 22, 2021.

Communicable Disease Management in School Settings

- Maintain a **communicable disease management plan** to describe measures put in place to limit the spread of COVID-19 within the school setting. (**OAR 581-022-2220**)

- School administrators are required to **exclude staff and students from school** whom they have reason to suspect have been exposed to COVID-19. (**OAR 333-019-0010**; **OAR 333-019-0010**)

- School administrators should **plan for and maintain health care and space** that is appropriately supervised and adequately equipped for providing first aid, and **isolates** the sick or injured student. (**OAR 581-022-2220.**)

Instruction, Attendance and Enrollment

- Districts must meet all standard **instructional time requirements in Division 22** (**OAR 581-022-0102(30)** and **OAR 581-022-2320**).

Districts must ensure that all instructional time, regardless of the program model, meets the definition of instructional time in **OAR 581-022-0102(30)** and is under the direction or supervision of a licensed or registered teacher, licensed CTE instructor, licensed practitioner, or appropriately assigned Educational Assistant.

During the 2020-21 school year, districts were allowed to include in the calculation of required instructional time of up to an additional 60 hours for staff professional development and up to an additional 60 hours for parent teacher communication to facilitate student learning, including parent teacher conferences, training, and support for distance learning. This flexibility **will not continue into 2021-22** in an effort to maximize time students are directly engaged in classroom learning. It is still appropriate to provide additional professional learning time and additional family engagement time, but not more than 30 hours of each may be counted as instructional time. (**OAR 581-022-2320(6)**)

Instructional Materials

Districts that use digital content as core curriculum for a course of study or any part thereof must complete an independent adoption of the digital instructional materials. (**OAR 581-022-**

2350) If districts did not do this process last year, they will need to indicate this in their Division 22 reporting in fall 2021, and complete the process to resolve this non-compliance. Districts must provide their local school board with the information in sections 1 through 7 of **OAR 581-022-2350** to inform the local school board's review and independent adoption of instructional materials.

All adopted materials must comply with the most current National Instructional Materials Accessibility Standard specifications regarding accessible instructional materials. Adopted materials must provide equitable access to all learners, including Emergent Bilingual students, students identified as Talented and Gifted, and students who experience disability. (**OAR 581-022-2350**; **581-022-2355**; **581-015-2060**)

State Assessments
School districts are responsible for having a plan for and administering the state assessments to its students as required by state and federal law. (**ORS 329.485**; **OAR 581-022-2100**)

Attendance and Enrollment
The 10-day drop rule will be reinstated and schools and districts must use the active and inactive roll as required under **OAR 581-023-0006(4)**. For virtual schools, there is a requirement to provide notice of a student's withdrawal to the sponsoring district. (**ORS 338.120(1)(n)**) Students who may be gone for more than 10-days and return to school should be easily re-engaged and re-entered without a full re-enrollment process.

For On-Site Instructional Models, ODE's pre-pandemic attendance and reporting practices are unchanged. A "Day in session" means a scheduled day of instruction during which students are under the guidance and direction of teachers (**OAR 581-023-0006(1)(f)**) Session day requirements described in the cumulative ADM manual are unchanged; session days may not be claimed for weekends or holidays or any other day during which a licensed or registered teacher is not available to students. (**OAR 581-023-0006(f)**; **ORS 336.010**; **ORS 187.010**)

For remote instructional models, schools and districts must take daily attendance. Attendance should be demonstrated in a set 24 hour window that the school establishes and communicates to families prior to the school year. The 24 hour window is not required to be from 12:00 a.m. to 11:59 p.m.

Attendance for all instructional models will be defined to include both participation in class activities and substantive interaction with a licensed or registered teacher during a school day or substantive interactions with educational assistants, paraprofessionals, and TAPP family advocates that support meaningful learning and/or attend to student mental health and well-being.

Substantive interactions can be evidenced by any of the following or reasonable equivalents:

- Active participation in a video class;

- A meaningful series of two-way communications between student and teacher via chat, text message, communication app or email;
- A sustained phone call between the teacher or educational assistants/paraprofessionals and the student, or, for younger students, with the parent or guardian of the student.

Schools have a foundational responsibility to notify parents and families of their student's attendance. **ORS 339.071** remains in place in both in-person and distance learning/online instruction to inform parents and families if a student is unexpectedly absent (not pre-excused) by the end of the school day to verify safety of the student. Schools should design systems for both in-person and distance learning that allow the end of the school day to fall at a reasonable time for this notification.

Planning Mental Health Supports

ODE's Integrated Model of Mental Health

ODE recognizes that mental health, which encompasses emotional, social, cognitive and behavioral functioning, is one of the cornerstones of public education, and central to building school cultures and climates where every student, and all who serve them, thrive.

Research has convincingly shown that children and teens do better in school when student and school staff mental health and well-being needs are being met. ODE's Integrated Model of Mental Health, Mental Health Toolkit and Mental Health website were designed to assist districts, schools and ESDs in promoting the mental health and well-being of their school communities.

ODE's Model centers health and well-being in the confluence of four interconnected pillars of practice: 1) trauma informed care, 2) social emotional learning, 3) racial equity, and 4) strengths-based, culturally relevant prevention and intervention programs within a system of care.

Central to this effort is a commitment to focus on health rather than "fixing what is broken." This means recognizing the inherent strengths, agency, voice, courage and determination of individuals, families, and communities, and asking what strategies they use to thrive in the face of difficult challenges, and how we can celebrate that resilience. To that end, ODE strongly discourages the use of school or district wide mental health screenings, particularly where there may be insufficient services and supports to meet mental health service demands. Instead, we recommend assessing each student on an as-needed basis when questions or concerns regarding their well-being have been identified.

Prioritize Student and Staff Health and Well-being

- Devote several days of time and space at the beginning of the school year, and ample opportunities throughout the year for students and staff to connect and build relationships in and out of the classroom.
- Provide ample class time at the beginning of the school year, as well as ongoing time, space, and creative opportunities and outlets (art, music, movement/dance, creative writing, clubs and interest groups etc.) for students and staff to make sense of their experiences, and to process personal and professional stresses, emotions, trauma, and grief.
- Prioritize linking students and families with culturally responsive mental health services and supports.
- Foster peer/student led initiatives on social-emotional well-being and mental health.

School Safety and Prevention

Oregon's School Safety and Prevention System (SSPS) is designed to provide school districts with a multi-tiered system of supports ranging from curriculum-based universal prevention programs, to safety-based crisis interventions. These offerings include suicide prevention services, behavioral safety assessments, access to the SafeOregon Tip Line, and positive school culture and climate support that includes programs to prevent bullying, cyberbullying, harassment, and intimidation, and to promote mental health and well-being in school districts statewide.

All of these services and supports align with ODE's Integrated Model of Mental Health in that they are equity and racial equity-centered, trauma and SEL-informed, and strengths-centered.

- Create welcoming schools, recognizing that students, families and staff of color may not feel safe in school settings at this time.
- Recognize that the current culture of polarization may increase incidents of bullying, harassment, racism, victimization, and violence within schools.
- Contact your regional ESD School Safety and Prevention System (SSPS) Specialist for assistance with SSPS services or supports.

Access to Mental Health Services and Crisis Services

- Strengthen communication throughout communities and school networks via newsletters, district website, social media, etc.
- Ensure school community members have full information regarding available local services including contact information.
- Develop strong relationships, partnerships and contracts (as applicable) with local/county systems of care, coordinated care organizations (CCOs), SBHCs community-based mental health providers, community health workers and others to ensure access to a comprehensive array of culturally-responsive services for students and families.

Advisory Health and Safety Strategies

Everyone in our communities shares in the responsibility to keep our communities safe and healthy. In order to return to full-time, in-person instruction, this responsibility asks each person to both maintain their own health and take actions to protect the health of those with whom they interact. All staff need encouragement, training, support and clear guidelines to meet the health and safety expectations set out by the district, charter school, or private school.

KEY PRACTICES FOR REDUCING SPREAD OF COVID-19 IN SCHOOLS

The mainstays of reducing exposure to the coronavirus and other respiratory pathogens are:

Vaccination – The most powerful tool available to stop the spread of COVID-19.

Protective Equipment – Use of face coverings and barriers.

Physical Distancing – At least three feet with other people.

Hand Hygiene – Frequent washing with soap and water or using hand sanitizer.

Airflow & Circulation – Outdoor activities are safer than indoor activities; maximize airflow in closed spaces.

Cohorts – Conducting all activities in small groups that remain together over time with minimal mixing of groups.

Isolation & Quarantine – Isolation separates people who have a contagious disease from people who do not. Quarantine separates and restricts the movement of people who were exposed to a contagious disease.

Environmental Cleaning & Disinfection – Especially of high touch surfaces.

COVID-19 Vaccination

Getting vaccinated against COVID-19 is the best way to stop the pandemic, and return society to more typical functioning. Many communities are offering vaccination at school. Everyone age 12 and up is eligible for a free COVID-19 vaccine.

CDC guidance states that people who are fully vaccinated and do not have COVID-19 symptoms do not need to quarantine or get tested after an exposure to someone with COVID-19. This protects the student's access to in-person learning, sports and extracurricular activities. People are considered fully vaccinated 2 weeks after their second dose of the Pfizer-BioNTech or Moderna COVID-19 vaccines, or 2 weeks after the single-dose Johnson & Johnson's COVID-19 vaccine.

Under Oregon law, youth 15 years and older may give consent to receive medical treatment, including vaccinations, when provided by a physician, physician assistant, naturopath, nurse practitioner, dentist or optometrist, or other professionals operating under the license of these providers. Under OHA guidance, these COVID-19 vaccine registered providers may not require consent from a parent or guardian to vaccinate someone age 15, 16, or 17. With the exception of pharmacies, most locations where COVID-19 vaccinations are provided have oversight by a medical provider on this list.

Parental or guardian consent is required to vaccinate people 12-14 years old, but the parental or guardian consent requirement does not necessarily mean a parent or guardian must go with the youth to receive the vaccination. Written consent may be obtained in advance.

If you are interested in offering a COVID-19 vaccine clinic or event for your school, please contact your LPHA to discuss options for the kind of event you'd like to host.

OHA and ODE strongly advise schools and districts to offer vaccination clinics throughout the school year.

Physical Distancing

Many students, like adults, love to embrace, give high-fives, fist bumps, and receive positive adult attention. When students falter in adhering to the new operating procedures, center grace and patience and reteach the expectation. Refrain from implementing consequences that deny access to instruction as a result of these challenges. Schools and teams should continually provide instruction and positive reinforcement to help all students adapt to the changes in school facilities while ensuring punitive measures are not the methodology to remind, motivate and reinforce healthy practices.

OHA and ODE *strongly advise* that schools support and promote physical distancing as described below:

- Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the extent possible. Maintaining physical distancing should not preclude return to full-time, in-person instruction for all students.
- When it is not possible to maintain a physical distance of at least 3 feet, it is especially important to layer multiple other prevention strategies, such as wearing face coverings.
- Consider physical distancing requirements when setting up learning and other spaces, arranging spaces and groups to allow and encourage at least 3 feet of physical distance.
- Minimize time standing in lines and take steps to ensure that required distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.

Cohorting

Cohorting is a significant strategy to reduce COVID-19 spread. Cohorting refers to establishing a consistent group of students that stays together for a significant portion of the school day.

OHA and ODE *strongly advise* that schools design cohorts for students to the extent possible.

Cohorts help manage risks in the potential spread of COVID-19. In particular, the size of the cohort matters for risk management. Student cohorting: (1) limits the number of exposed people when a COVID-19 case is identified in the school, (2) quickly identifies exposed individuals when a COVID-19 case is identified, (3) minimizes the number of people who may need to be quarantined as well as school-wide disruptions in student learning.

> In alignment with recommendations from the CDC, the following exception from quarantine is effective in the K–12 indoor classroom setting: students who were within 3 or more feet of an infected student (laboratory-confirmed or a clinically compatible illness) where both students were engaged in consistent and correct use of well-fitting face coverings; and other K–12 school prevention strategies (such as universal and correct face covering use, physical distancing, increased ventilation) were in place in the K–12 school setting. This exception does not apply to teachers, staff, or other adults in the indoor classroom setting.

An exposure is defined as a *susceptible* individual, who has close contact for longer than 15 cumulative minutes in a day with a person who has COVID-19. Schools should work with their LPHAs to establish who was exposed, and follow the LPHA's determination of what is an exposure. If a student or staff member is diagnosed with COVID-19, then the LPHA should be consulted to review the situation. **If a school cannot confirm that 6 feet of distancing was consistently maintained or 3 foot distancing with consistent mask use was maintained during the school day, then each person the confirmed case was in contact with will need to quarantine** – this could include all members of a stable cohort.

Students should not be placed into full-time cohort groups based on any demographic or disability criteria (e.g., students with complex medical needs, students with IEPs, students receiving language services, etc.). Schools should consider creating small groups within cohorts around skills and instructional needs. For example, a small instructional math group can be organized that is diverse by demographics, any disability criteria, speech/language services, or English language development.

Ventilation and Airflow

Ventilation is a primary tool to reduce viral spread indoors and promote a healthy learning environment. Indoor air spaces need special consideration because of potential COVID-19 transmission from the buildup in air of smaller particles and aerosols that are generated from

breathing, talking, laughing, shouting, singing, coughing, and sneezing. While a properly fitting face covering or mask can limit the release of most respiratory droplets and aerosols, smaller particles or aerosols that pass through can remain airborne for minutes to hours, depending on ventilation, humidity, and other factors.

ODE and OHA *strongly advise* schools to ensure effective ventilation and improve the indoor air quality in schools by:

1. Increasing the amount of fresh outside air that is introduced into the system;
2. Exhausting air from indoors to the outdoors; and
3. Cleaning the air that is recirculated indoors with effective filtration methods (e.g., HEPA filters) to remove virus-containing particles from the air.

> Poor ventilation of indoor settings, particularly those with larger numbers of people, significantly increases transmission risk of COVID-19.

All ventilation strategies should include safety and health precautions including restricting the amount a window is open, putting screens in windows and covers on fans, and adjusting the thermostat to maintain a comfortable temperature.

In addition, improved indoor air quality is associated with better student and staff attendance, engagement, and well-being, as well as other health outcomes, including reduced asthma and allergies. Optimization of school indoor air quality can provide benefits extending beyond mitigating communicable disease transmission. CDC Guidance on Ventilation in schools.

Ventilation
- Increase outdoor ventilation of clean air into indoor spaces. Open windows and doors unless doing so creates a health or safety risk. Consider conducting some activities, meals, and classes outside when reasonable.
- Use fans to help move indoor air out open windows.
  - Consider placing a fan securely in a window to efficiently move air from the indoors to the outdoors.
  - Do not place fans so that air is moved directly from one person toward others.
- If a window air conditioner is installed, operate it to increase outdoor air intake. Ensure the vent is open if outdoor air quality is good.
- Always operate restroom exhaust fans when the building is occupied.
- Operate and maintain local exhaust ventilation systems in kitchens or cooking areas when these spaces are occupied. Consider operating local exhaust ventilation even when these spaces are not occupied to supplement ventilation for the building when other areas are occupied.
- If there will be changes in occupancy throughout the day, allow for breaks in between groups when possible so that the space can be "flushed" to remove pathogens in the air. Flushing can be best achieved by providing outdoor air (or equivalent clean air) by

mechanical means, such as the fan in the HVAC system or a fan in an open window. Providing equivalent outdoor air can be done with a HEPA air cleaner. Open doors and windows when possible.

- Aim for fewer people in larger rooms if feasible. This will allow more distance between people and more space for air movement and dilution.

Air Purifiers to Improve Indoor Air Quality

One or more air filtering devices equipped with a HEPA filter can be used indoors. These would trap most particles they encounter. This would reduce exposure to viruses and other airborne microbes.

- Use portable HEPA filtering devices to supplement HVAC systems or in places where there is no HVAC system. This is especially valuable for higher risk areas such as a nurse's office or areas frequently occupied by persons with higher likelihood of COVID-19 and/or increased risk of getting COVID-19. Carefully locate air cleaning devices so the intake is unobstructed and the exhaust can move air as far away as possible before it is drawn into any HVAC system in the space.
  - o The American Society of Heating, Refrigeration, and Air-Conditioning Engineers (ASHRAE) has issued the following resource: In-Room Air Cleaner Guidance for Reducing Covid-19 In Air In Your Space/Room
  - o The Association of Home Appliance Manufacturers (AHAM) provides a list of Certified Room Air Cleaners. Check the clean air delivery rate (CADR) to see if it is suitable for the area of the room you are trying to clean.
  - o Avoid air cleaners that generate ozone or use devices that have been certified by the California Air Resources Board (CARB): List of CARB-Certified Air Cleaning Devices
  - o Unless air mixing patterns have been determined in an indoor space, place the cleaner in the center of the room/space or close to a person who might be talking rather than listening (e.g., a teacher in a classroom).

Heating, Ventilation, and Air Conditioning (HVAC) Systems

- Ensure HVAC systems operate properly and provide acceptable indoor air quality for the current occupancy level for each space. ASHRAE Standard 62.1 "specifies both minimum and recommended outdoor airflow rates to obtain acceptable indoor air quality for a variety of indoor spaces." Use the services of HVAC professionals to achieve the best performance from the existing HVAC system.
- Increase air filtration in HVAC systems to MERV 13 or better. Otherwise, aim for the highest possible rating that the system allows. HVAC professionals can help evaluate the potential to increase filtering efficiency. Additional steps include:
  - o Inspecting filter housing and racks to ensure good fit of filters.
  - o Ensuring air cannot flow around the filter and sealing gaps between filters and housing.
  - o Replacing filters as recommended by manufacturer.

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- Turn off any demand-controlled ventilation (DCV) that reduces air supply based on occupancy or temperature during occupied hours. Set the fan to the "on" position instead of "auto," which will operate the fan continuously, even when heating or air-conditioning is not required.

For additional resources, see [OHA's guidance on indoor air considerations for COVID-19](#).

Handwashing *and Respiratory Etiquette*

Regular handwashing is one of the best ways to remove germs, avoid getting sick, and prevent the spread of germs to others. Washing hands can keep you healthy and prevent the spread of respiratory and diarrheal infections from one person to the next.

OHA and ODE *strongly advise* that schools create protocols and systems to ensure access to soap, water and alcohol-based hand sanitizer with at least 60% alcohol at the key times named below and that schools prioritize handwashing with soap and water after students or staff use the restroom.

Germs can spread from other people or surfaces when you:

- Touch your eyes, nose, and mouth with unwashed hands.
- Prepare or eat food and drinks with unwashed hands.
- Touch a contaminated surface or objects.
- Blow your nose, cough, or sneeze into hands and then touch other people's hands or common objects.

You can help your school and community stay healthy by ensuring that students and staff have access to soap, water and alcohol-based hand sanitizer with 60-96% alcohol and are encouraged and reminded to use these items. There are key times when you are likely to get and spread germs, and handwashing after these times is essential:

- Before, during, and after preparing food.
- Before and after eating food.
- Before and after caring for someone at home who is sick with COVID-19 symptoms, vomiting or diarrhea.
- Before and after treating a cut or wound.
- After using the toilet.
- After changing diapers or cleaning up a child who has used the toilet.
- After blowing your nose, coughing, or sneezing.
- After touching an animal, animal feed, or animal waste.
- After handling pet food or pet treats.
- After touching garbage.

All people on campus should be advised and encouraged to frequently wash their hands or use hand sanitizer. Remind students with signage and regular verbal reminders from staff of the critical nature of hand hygiene.

Remind students (with signage and regular verbal reminders from staff) of the importance of respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately.

OHA Sponsored COVID-19 Testing in Schools

OHA and ODE strongly advise that schools implement COVID-19 testing.

OHA offers two types of testing programs for schools: diagnostic and screening. By identifying infections early, testing helps keep COVID-19 transmission low and students in school for in-person learning, sports, and extracurricular activities. Both programs are available to all schools, and students and staff opt in to participate in testing.

Diagnostic testing is the testing of students or staff who develop symptoms at school or are exposed to COVID-19 at school. This testing program was rolled out in January 2021 and more than 90% of K-12 schools have registered. For some students, this COVID-19 testing in K-12 schools may represent their only access to a COVID-19 test and the importance of this access cannot be overstated. This testing may be used to shorten the length of quarantine for exposed individuals who test negative if this is recommended by the local public health authority.

Screening testing is the testing of students or staff who do not have symptoms of, or exposure to, COVID-19. Screening testing targets unvaccinated students and staff, but enrollment is open to anyone and vaccination status is not verified. OHA offers separate screening testing programs for students and staff. Staff screening testing is offered through an at-home testing program. Staff participation is confidential. K-12 staff interested in screening may enroll using this form. Student screening testing is offered through partnership with several laboratories across Oregon. Interested schools may learn more in this OHA resource.

Public Health Communication and Training for School Staff
OHA and ODE *strongly advise* that school districts, charter schools, and private schools develop plans for communicating health and safety protocols to students, families and communities. Protocols may differ from school-to school. A strong communication plan that includes protocols for communicating potential COVID-19 cases to the school community and other stakeholders is critical. Provide clarity and supporting materials for communication to community members (in their preferred language) about the specific health and safety protocols in place at the school, and why these might differ from those of nearby schools or be different across school districts.

To support these efforts, ODE developed a communications toolkit to equip school and district leaders with tools they can use to initiate conversations and communication with staff, students, families, the media and the broader school community.

OHA and ODE *strongly advise* that school districts, charter schools, and private schools develop plans for training all staff in their health and safety protocols and jointly develop lesson plans for instruction to students.

Consider forming a school committee to oversee the implementation of the health and safety protocols that is inclusive of represented and unrepresented staff. Ensure that all staff have a safe place to bring implementation questions and suggestions forward.

Communicable Disease Management Plan for COVID-19 Required by OAR 581-022-2220

FERPA allows schools to share personally identifiable information with local public health authorities (LPHAs) without consent when needed to respond to a health emergency. Schools should work with their local public health authority to ensure they are able to effectively respond to and control outbreaks through sharing of information, even without parental consent, when appropriate. Consult with district legal counsel for more clarification.

> The communicable disease management plan exists to describe measures put in place to limit the spread of COVID-19 within the school setting.

Communicable disease management plans are required by OAR 581-022-2220.

OHA and ODE strongly advise school districts to develop their communicable disease management plan with involvement of teachers, staff, school health professionals including school nurses, parents and guardians and other community partners (for example, health centers). The Whole School, Whole Community, Whole Child model may be helpful to outline communicable disease management plan components, including policies and protocols.

OHA and ODE *strongly advise* that school communicable disease management plans (template available) include the following sections and information specific to COVID-19 control measures:

- Conduct a risk assessment as required by OSHA administrative rule **OAR 437-001-0744(3)(g)**. OSHA has developed a risk assessment template.
- Update the written communicable disease management plan to specifically address prevention of the spread of COVID-19. Examples are located in the Oregon School Nurses Association (OSNA) COVID-19 Toolkit.
  - o Review OSHA requirements for infection control plans to ensure that all required elements are covered by your communicable disease management plan,

including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule **OAR 437-001-0744(3)(h).** OSHA has developed a sample infection control plan.

- Designate a single point-person at each school to establish, implement, support and enforce COVID-19 health and safety measures. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs.
- Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform the plan.
- A system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit.
- Protocol to notify and provide logs to the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff, or when notified of a confirmed COVID-19 case among students or staff. Process to report to the LPHA any cluster of any illness among staff or students. Protocol to cooperate with the LPHA recommendations related to COVID-19 health protections and quarantine timelines.

  o Protocol to isolate any ill or exposed persons from physical contact with others. Required by **OAR 581-022-2220**.
  o Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.

- Document policy or protocol differences for people who are fully vaccinated for COVID-19 versus those who are not fully vaccinated. The Oregon Bureau of Labor and Industries is a resource for employers on verification of COVID-19 vaccine status.

Additional information on communicable disease management in schools is available in Communicable Disease Guidance for Schools.

Isolation & Quarantine Protocols Required by OAR 581-022-2220 and Response to Outbreak

Definitions:

- **Isolation** separates people who have a contagious disease from people who are not sick.

- **Quarantine** separates and restricts the movement of people who were exposed to a contagious disease and could become infectious themselves to limit further spread of the disease.

- Health care and a designated space that is appropriately supervised and adequately equipped for providing first aid and isolating the sick or injured child are **required by OAR 581-022-2220.**

Isolation and quarantine are core components under the authority of public health (LPHAs and OHA) as described in **ORS 431A.010, 433.004, 433.441**, and **433.443**. Schools and districts must cooperate with any LPHA investigations and requirements to protect the public health. LPHAs follow statewide Investigative Guidelines for COVID-19 and other diseases.

OHA and ODE *strongly advise* that isolation and quarantine protocols include the following:

- Exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the COVID-19 Exclusion Summary Guide.
- Offer free, on-site COVID-19 testing to students and staff with COVID-19 symptoms or exposure via OHA's K-12 school testing program.
- Protocols for safely transporting anyone who is sick to their home or to a healthcare facility.
- Adherence to school exclusion processes as laid out in Communicable Disease Guidance for Schools.
- Involvement of school nurses, School Based Health Centers, or staff with related experience (occupational or physical therapists) in development of protocols and assessment of symptoms (where staffing exists).
- Recording and monitoring the students and staff being isolated or sent home for the LPHA review.

OHA and ODE *strongly advise* that Response to Outbreak protocols include the following:

- Reviewing and using the "Planning for COVID-19 Scenarios in Schools" toolkit.
- Coordination with local public health authority (LPHA) to establish communication channels related to current transmission level.
- Means by which school will ensure continuous education services for students and supports for staff.
- Means by which school will continue to provide meals for students.
- Cleaning surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) following CDC guidance.

If you have any questions about the Resiliency Framework, please email the ODE COVID-19 inbox at ODECOVID19@ode.state.or.us.

Where to Go for More Information

[Oregon School Nurse Association COVID-19 Toolkit](#)

The [Centers for Disease Control and Prevention](#) has additional information on:

- [School workers](#)
- [Nutrition and food service](#)
- [Sports and other Extracurricular activities](#)
- [Visitors](#)
- [Recess and Physical Education](#)

For **reference purposes only**, the Ready Schools, Safe Learners Guidance version 7.5.2 and many additional documents remain on the [ODE website](#).

North Santiam School District
BOARD OF DIRECTORS
SCHOOL YEAR ANNUAL AGENDA ITEMS CALENDAR
Version 2, Updated 12/02/20

These agenda items typically occur every month so have not been repeated below:

1. Spotlight/Recognition/Awards (*may not occur every month*)
2. Reports:
   - ASB Report-ASB President or designee
   - Superintendent's Report
   - Business Director's Report
   - Community Engagement Committee Report
   - Student Success Act –Supt or Assoc Supt
   - Informational Reports including: field trips, enrollment & upcoming events
3. Approval of Meeting Minutes & Licensed Staff Changes
4. First and/or second readings of updates to NSSD board policies

These items may appear as needed but may not happen at the same time every year:

1. Long Range Facility Master Planning Committee/Bond Planning
2. OSBA (in-house) training or other group learning opportunities
3. Budget Appropriations/Funding Resolutions
4. Curriculum Adoptions

July

Traditional Location: Santiam Room
Annual Agenda Items:

1. Approve Board Goal Strategies for upcoming year (done annually)
2. (Next Applicable in 2022) Approve Board/District Goals – every three years
3. Supt. Evaluation Document Approval
4. Approval of Board Operating Protocol
5. Annual Organizational Agenda Items (list copied from OSBA website)
   (the Annual Organizational Items must occur before July 31 but can be done in June during a non-election year, if the Board chooses to not have a July meeting)

- Swear in recently elected and appointed directors, who must take an oath of office before assuming duties. Elect the board chair and vice chair. (ORS 332.005(2), 332.040)

  ***if a new student representative has been selected, they can swear in during the month of the first meeting they attend**

- Make sure the following positions are designated:
  - Chief administrative officer (the superintendent) as school district clerk or another individual, if there is no chief administrative officer. (ORS 332.515)
  - Business manager or deputy clerk, or both.
  - Custodian of funds who will sign checks or, if the school board so authorizes, utilize a facsimile signature for that purpose. (ORS 328.441, 328.445)
  - Budget officer, who shall prepare or supervise preparation of the budget document under the direction of the executive officer. (ORS 294.331)
  - Financial auditors for the school year, who may be contracted for through the administrative office of the county in which the administrative office of the school district is located. (ORS 328.465, 327.137, 297.405)
  - Legal counsel.
- Determine fidelity-bond amounts for those authorized to handle district funds and ensure they are bonded by a surety company authorized in Oregon. (ORS 332.525)
- Set a borrowing limit for the custodian of funds.
- Establish dates, time and place of regular monthly board meetings.
- Establish depository(ies) for school funds. (ORS 328.441, 294.805-294.895)
- Review status of Local Public Contract Review Board and rules. (ORS 279A.060)
- Under new business:
  - Appoint members of standing committees.
  - Approve personnel changes.
  - Approve contracts for payment. (ORS 332.075(2-3)

Other Activities/Events
- OSBA Annual Conference (Bend)
- SummerFest (last Saturday in July)

August

Traditional Location: SES Cafeteria
Leadership Team Goal Workshop (early August)
1. Review standing Board/District Goals and present any new Board strategies
2. Receive end of year reports & upcoming year goals from NSSD Leadership Team

Traditional Location: Santiam Room
Regular Session Annual Agenda Items:
1. Projected Student Enrollment
2. New Excise Tax Rate Approval
3. Board members choose their "buddy school"
4. TELL Survey Results

Other Activities/Events
- Safe Schools Training on Mandatory Reporting (online)

- Welcome Back to School-Staff (last week in August)
- Back to School Open Houses (see school calendars for dates)

September

Traditional Location: Santiam Room
Annual Agenda Items:
1. Possible nominations for NSSD board member wishing to run for an OSBA board position
2. TAG Program Report
   a. Number of Student Identified and the screening process
   b. Supports/Programs offered
3. Previous Stayton High school year data
   a. Graduation/Completer rates
   b. On-Track to Graduate rates for upcoming 10-12 graders
   c. College Credits Earned
   d. CTE Enrollment (demographics if possible)
   e. Percentage of Students Involved in Co-Curricular Activities
   f. Percentage of Students Involved in Activities/Clubs with Service

Other Activities/Events
- Safe Schools Training on Mandatory Reporting-due to be completed this month

October

Traditional Location: Santiam Room
Annual Agenda Items:
1. Stayton Booster Club Report (projects, membership, etc) - Club President
2. Division 22 Report-Assoc. Superintendent
3. Professional Development Report – Assoc. Superintendent or designee
4. Evaluation of Ed Effectiveness (findings from teacher observations)-Supt or designee

Other Activities
- State-Wide Licensed In-Service Day
- Lyons Fire Dept Chili Cook-off
- OSBA Regional Meetings

November

Traditional Location: Santiam Room
Annual Agenda Items:
1. Exit Interview Survey Results (Oct or Nov)- HR Director

2. OSBA Elections
3. Leadership Team Current Year Goal Update (in report form)
   ➢ SHS Report should include On-Track to Graduate percentages
4. Master Facilities Plan Review and Revisions—Facilities Director
5. State/District Report Cards-Assoc Supt (Nov or Dec)

Other Activities/Events
- OSBA Annual Conference

December

Traditional Location: Santiam Room
Annual Agenda Items:
1. District-wide AVID Report – District AVID Coordinator/Assoc Supt.
2. Special Education Report -Special Ed Director
   a. Must include the Abbreviated School Day Notice & Acknowledgement (see ISST)

January

Traditional Location: Stayton Middle School
Annual Agenda Items:
1. Board Appreciation Month-Staff/Schools
2. School Spotlight-School Admin
3. WESD Local Service Plan Approval (every 2 years)-Superintendent
4. Proposed List of Budget Committee Members and Budget Calendar-Business Director
5. Audit Review-Business Director (may also be joined by reps from auditing firm)
6. Current Year Goals Progress -Superintendent

Other Activities/Events
- Classified In-Service Day

Board Secretary Tasks:
- File notice of district board election (see Marion Co Calendar for deadline)
- Provide filing information to anyone seeking election/re-election (only in odd numbered years at this time)

February

Traditional Location: Stayton Elementary School
Annual Agenda Items:
1. School Spotlight-School Admin
2. Proclamation for Classified Appreciation Week (in March)
3. Approval of Budget Committee Members and Calendar-Business Director
4. Leadership Team Current Year Goal Updates (in written form)
   ➢ SHS Report should include On-Track to Graduate percentages

Board Secretary Tasks:
- Provide filing information to anyone seeking election/re-election (only in odd numbered years at this time)

Other Activities/Events
- Licensed In-Service Day
- Stayton Sublimity Chamber of Commerce Awards Banquet
- Booster Club Annual Auction

March

Traditional Location: District Office/Santiam Room
Special Session:((first week in March)
1. Renewal of Contracts (Licensed/Administrative)

Traditional Location: Mari-Linn School
Regular Session Annual Agenda Items:
1. School Spotlight-School Admin
2. School Calendar Adoption (typically between now and May)
3. Superintendent Evaluation Forms to Board members
4. Projected Enrollment for Budget (review of 2nd period ADM)-in Bus. Director's report

Board Secretary Tasks:
- Distribute Evaluation Forms/Links to Board members
- Provide Reminder of Board Elections Filing Due Date (if applicable)

April

Prior to April meeting, the individual scores from the Supt Eval must be compiled so they are available to review during the meeting - Board Volunteer or Board Secretary

Traditional Location: Sublimity School
<u>Annual Agenda Items:</u>
1. School Spotlight-School Admin
2. Adopt resolution for Teacher Appreciation Week (first week of May)
3. Review Board Goal Strategies/Schedule work session (if needed) to revise in order to be adopted in July
4. (Next Applicable 2022) Review Board/District Goals and schedule work session (if needed) to revise in order to be adopted in July – only done every three years.
5. (Next Applicable 2021) Discuss timelines for board self-evaluation (ever two years). The process should be completed by the June board meeting.
6. Review Consolidated Scores~ Superintendent Evaluation (Board only/Exec session)

<u>After April Meeting</u>
The Board Chair and Vice Chair review Salary/Benefits comparisons with the HR Director. Then they review the compiled scores/comments from the evaluation with Superintendent and negotiate the extension of the contract.

<u>Board Secretary Tasks</u>
- Coordinate with current student board representative and SHS admin to announce the student representative position opening for the upcoming school year. Applications should be submitted to the principal by June 1st.
- After meeting, send Board self-evaluation forms

May

Traditional Location: Stayton High School

<u>Prior to Board Meeting:</u>
The Board Chair and Vice Chair review Salary/Benefits comparisons with the HR Director. Then they review the compiled scores/comments from the evaluation with Superintendent and negotiate the extension of the contract.

<u>Annual Agenda Items:</u>
1. School Spotlight-School Admin
2. Student awards @ SHS-Valedictorian, Salutatorian, Future First Citizen

3. Board Awards – Santiam, Jack Adams, Community Partner, Eagle Award (as recommended by the Community Engagement Committee)
4. WESD Local Service Plan List of Services Taken-Supt or Business Director
5. Establish the number of student transfer requests into the District for coming year
6. Review results of annual parent survey
7. Review Supt. Evaluation as a group with the Superintendent (Board only/Exec Session)
8. Approve contract extension of Superintendent

Board Secretary Tasks
- Coordinate with current student board representative and SHS admin to collect student representative applications for the upcoming school year. Applications should be submitted to the principal by June 1st.

June

Traditional Location: Santiam Room
Special Session/Budget Hearing (prior to Regular Session):
Review of Budget Documents/Resolutions: Business Director

Regular Session Annual Agenda Items:
1. Budget Approval
2. Resolution~ Budget Reserves (DBDB)-Business Director
3. Professional Development Report – Assoc. Superintendent or designee
4. Select student representative to the school board for following year
5. Community Wide Activities in Schools for Previous Year (in written report)
6. Goal Workshop Prep (discuss who can attend, who will present)