



**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 Blackwell

**Superintendent/School Board Executive Assistant,** Tonia Whisman

**Regular Session**

**Thursday, September 16, 2021 ~ 6:00 PM**

**NSSD District Office/Santiam Room**

**1155 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. It is an open meeting of the Board and the public is allowed to observe either on site or via the Zoom link listed below. 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 prior to this point in the agenda. Comment cards are available at each meeting site and also at the link PUBLIC COMMENT CARD. 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: ALISHA OLIVER**

Mike Wagner and Tayven Whieldon will be absent with notice. Laura Wipper will attend the meeting via Zoom.

**PLEDGE OF ALLEGIANCE: ALISHA OLIVER**

Join Zoom Meeting

<https://nsantiam-k12-or->

[us.zoom.us/j/88002079245?pwd=WVJsajVTRFNyOU5TaGdLalhUMXpFUT09](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 September 10, 2021 are noted below:

Added Attachments-

- 6.1-8/19/21 Meeting Minutes-Draft3 (revised) 8/11/21 Meeting Minutes-Draft
- 8.1-September 2021 Enrollment Totals

3. Added Agenda Items-

Removed Agenda Items-

**RECOMMENDED MOTION-AGENDA APPROVAL**

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

**Motion Made By:**

**Vote:**

**5. PUBLIC COMMENT**

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

*do so. Remember that we all model the way for our students, and we ask that everyone share their thoughts in a respectful way. Should any public comment include complaints regarding a personally identifiable District staff member, the Board chair may direct the speaker to the proper administrative process found in Board policy KL which can be found on the table near the entrance of the room and on the District's website. Anyone who has filled out a public comment card is now asked to step forward and state their name and address. Please note that speakers will have three minutes to express their thoughts.*

**6. STUDENT BUSINESS**

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

**7. REPORTS**

**1. 2021-22 Goal Reports-Food Services, Business & Facilities Depts.**

The listed District administrators were not able to attend the Leadership Team Goals workshop on August 11, 2021, so they will present their goals for the 2021-22 school year to the Board.

**1. Food Services Department**

Mike Vetter

**2. Business Office**

Jane Nofziger

**8**

Business Office Goals 2021-22

**8**

**3. Facilities Department**

Dave Parsons

**21**

Facilities Goals 2021

**21**

**2. Superintendent's Report**

Andy Gardner

Included within the Superintendent's report will be brief updates from all school principals on the start-up of school in their buildings.

**3. COVID-19 Guidance Report**

Dr Dessieux

**45**

Ready Schools Safe Learners Resiliency Framework for the 2021-22 School Year 9.9.21

**45**

#### 4. **Business Director's Report**

Jane Nofziger

#### 5. **Student Success Act/2020-21 Annual Report**

Dave Bolin, Assoc. Superintendent

Assoc. Superintendent Dave Bolin will give the [Student Success Act](#) monthly update which typically includes activities and expenditures. This month he will review the 2020-21 Annual Report.

#### 8. **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***

71

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

08.11.21 Special Session Minutes-DRAFT.docx

71

08.19.21 Minutes-DRAFT3

74

##### 2. ***Licensed Staff Changes***

81

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)**

Taylor Rash SHS SPED Teacher (Replacing Mike Hammond)

Renee Gillbreth SIS 4th Grade Teacher (Replacing Abrams/Moneke)

Allen Regnier Sublimity Music Teacher (Replacing David Lewin)

Jason Platt SHS 3rd Counselor (New)

##### **Resignations**

Mike Hammond SHS

Karin Moneke SIS

Joanna Henderson (prev listed as Abrams) SIS

David Lewin Sublimity

##### **Leave of Absence**

Amy Donaldson SES

Sept 2021 Licensed Staff Report

81

3. *Action on Consent Agenda*

**RECOMMENDED MOTION-CONSENT AGENDA**

4. *Motion that the Board approve the Consent Agenda including; 6.1-Minutes from the 8/11/21 Special Session and 8/19/21 Regular Session and 6.2-New hires- Taylor Rash, Renee Gillbreth, Allen Regnier, and Jason Platt.*

**Motion Made By:**

**Vote:**

9. **NEW BUSINESS**

1. **Board Policy Update:**

82

Tonia Whisman

It was discovered that board policy JECDA-AR-Transcript Evaluation was left incomplete during the full policy rewrite in 2017. The District should've noted the areas of the policy that contained [bracket language] and identified which part was to be crossed out and which part would be adopted. The policy has been reviewed by school administrators and been submitted for board review. Since it is an Associated Regulation (AR), it does not require Board approval but it is the standard operating procedure at NSSD to present changes to AR's to Board members prior to their adoption and implementation by NSSD staff.

JECDA AR-Transcript Evaluation 9.16.21

82

10. **INFORMATION ONLY**

1. **Student Enrollment:**

85

Current enrollment is approximately 2,097 across the District but schools are still working to contact students who are considered enrolled but have yet to attend in person. Some students are still in the process of being switched from in-person learning to Options Academy. Projected numbers for each school are listed below. The breakdowns at each grade are available in the attachment.

Mari-Linn: 157

Sublimity: 336

Stayton Elementary: 353

Stayton Intermediate/Middle: 455

(SIS: 155 SMS: 300)

Stayton High: 698

Options Academy: 98

September 2021 Enrollment Totals

85

2. **Future Agenda Items:**

87

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

87

### 3. **Upcoming Board Events & Activities:**

Information regarding activities across the District can be found on the website at [www.nisantiam.k12.or.us](http://www.nisantiam.k12.or.us)

September 29, 2021 - Stayton Sublimity Chamber Greeters Weekly Event  
8:30 am ~ Stayton's Hobby Hut

October 13, 2021 - Stayton Sublimity Chamber Greeters Weekly Event  
8:30 am ~ Stayton Sports Store

October 20, 2021 - Stayton Sublimity Chamber Greeters Weekly Event  
8:30 am ~ Mary Artz Tax & Business Services

October 21, 2021 Regular Session-Board Meeting:  
6:00 pm ~ Santiam Room/Zoom

November 18, 2021 Regular Session Board Meeting:  
6:00 pm ~ Santiam Room/Zoom

### 11. **BOARD ANNOUNCEMENTS**

#### **Announcements for this meeting:**

NSSD Board Meeting Greeter for Next Month:

Stayton Sublimity Chamber Greeters NSSD Rep:

9/29-

10/13-

10/20-

Possible Future Agenda Items:

### 12. **ADJOURN**

Time:

#### **EQUAL OPPORTUNITY EMPLOYER**

*Equal employment opportunity and treatment shall be practiced by the North Santiam School District regardless of an individual's perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status, veterans' status, or of any other persons with whom the individual associates is able to perform the essential functions of the position, with or without reasonable accommodation. This meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other*

*accommodations for persons with disabilities should be made at least 48 hours prior to the meeting. If you require special accommodations, please contact Tonia Whisman at the North Santiam School District Office at 503-769-4928.*



iha

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iha

# Business Services GOALS

IMMEDIATE GOAL

IMPLEMENT TIME CARD SYSTEM

A Time Card System is a method for recording and tracking the amount of an employee's time spent on each job.

- Currently we use google docs, excel, and Infinite Visions to accomplish payroll each month.
- A time card system will stream line the process
- A time card system will improve accuracy
- A time card system will create efficiencies

We will implement this program based upon a thoughtful, achievable implementation plan.

We will be successful when all employees have been transitioned onto the Frontline Time Card System and all training has been successfully completed.

# INTERMEDIATE GOAL #1

## MANAGE GRANTS

# Managing Grants Through the Biennium

Manage staff and expenditures to match grant goals

Track expenditures to ensure 2022.2023 carry forward

Complete Expenditure Reports

Develop A Good Reporting System for District Staff

# INTERMEDIATE GOAL #2

REPLACE  
CREDIT CARD SYSTEM  
WITH PROCUREMENT CARD SYSTEM

Currently we pay fees for all of our credit cards.

Once transitioned to a procurement card system, we will receive payment for using the cards

It is my intent to use the state purchasing system to acquire the procurement cards through U.S. Bank

It is my intent to have all procedures and policies in place by May 1, 2022

# LONG RANGE GOAL #2

LEARN FORECAST 5 SYSTEM

LONG RANGE PROJECTIONS

MONTHLY REPORTING CAPABILITIES

Forecast 5 has been purchased by Frontline – the same company that owns the software we just acquired to track all of our time and attendance

**It is a two year goal to learn the best way to utilize Forecast 5 for creating reports and communicating**

Following are some of the ways we can utilize Forecast 5 to support our district.

1. Create monthly Board financial reports
2. Create grant smart sheet expenditure reports
3. Create comparative reports for bargaining purposes
4. Create long range revenue projections
5. Create long range expenditure projections

# Goals 2021

BY: Dave Parsons  
Director of Facilities

# Immediate Goal

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and the Assistant Facilities Director

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- I would expect to have these duties defined and implemented by August 31st.

# Intermediate Goal #1

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Facilities support through the COVID pandemic

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- Maintain HVAC systems with clean filters and the recommended outside air percentage in order to promote healthy air quality.

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- Continued training of staff in proper cleaning and disinfecting practices. (Next scheduled secession August 30th)

# Intermediate Goal #1

## Facilities support through the COVID pandemic

- Maintain HVAC systems with clean filters and the recommended outside air percentage in order to promote healthy air quality.
- Continued training of staff in proper cleaning and disinfecting practices. (Next scheduled secession August 30th)
- Maintain an adequate inventory of disinfectant, hand sanitizer, gloves, masks, etc. needed to provide as healthy an environment as possible. (Ongoing)

## Intermediate Goal #2

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Clean and organize the facilities shop



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## Clean and organize the facilities shop

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- Would be beneficial to our inventory control as our shop is also our supplies warehouse.
- Our shop becomes purgatory for items that staff no longer want or need.
- While I don't think the level of organization seen here is possible, my goal is to have unnecessary items out of the shop and organize our custodials supplies inventory by the end of the calendar year.



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- With a list that includes past, current and future projects and who is managing them, it would help those not directly involved, identify whom to contact if necessary.
- I would like to say development of a spreadsheet would happen this year with maintaining and improving it being an ongoing process.

# LOONEY TUNES



*"That's all Folks!"*

44  
*Frank Houston*

1976  
WARNER BROS. PICTURES  
A TIME WARNER COMPANY



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

*Updated September 9, 2021*

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*For the 2021-2022 school year, schools must plan to provide full-time, in-person education for all students every school day.<sup>1</sup> 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.

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<sup>1</sup> Schools that are virtual or online schools are not required to provide daily in-person instruction.

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 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.

*ODE has worked to create the "[Oregon Data for Decisions Guide](#)" which is a resource for school leaders to use to inform decision-making at the local level. The guide suggests data points for communities to consider along with a clear format for conducting a comprehensive review of information and data. In addition, ODE has partnered with Willamette ESD to create a new "[Data for Decisions Dashboard](#)," a tool to provide up-to-date data that will continue to grow over the coming weeks and months.*

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.

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.
- [COVID-19 outbreaks or increasing trends in the school](#) or surrounding community.
- *Ages, sociodemographics, 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.

## 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

#### *Educator Vaccinations*

*On August 25, 2021, OHA adopted [OAR 333-019-1030](#) COVID-19 Vaccination Requirements for Teachers and School Staff. ODE and OHA have created a set of [FAQs](#) to answer district and school questions about this rule.*

*Effective October 18, 2021, teachers, school staff and volunteers may not teach, work, learn, study, assist, observe, or volunteer at a school unless they are fully vaccinated or have provided documentation of a medical or religious exception. And, a school may not employ, contract with, or accept the volunteer services of teachers, school staff or volunteers who are teaching, working, learning, studying, assisting, observing, or volunteering at a school unless the teachers or school staff are fully vaccinated against COVID-19 or have a documented medical or religious exception. This is also true for school-based program staff and volunteers.*

*The rule also includes those who are not employed but are otherwise engaged to provide goods or services to a school or school-based program through any formal or informal agreement, whether compensated or uncompensated; who provide goods or services at or for a school-based program that includes direct or indirect contact with children or students. It does not include short-term visitors or individuals making deliveries. It also does not include district office, facility or ESD staff who never work at or volunteer in a school setting.*

*Individuals who request a [medical](#) or [religious](#) exception must use the OHA forms. Schools that grant an exception to the vaccination requirement must take reasonable steps to ensure that unvaccinated teachers, school staff and volunteers are protected from contracting and spreading COVID-19.*

## 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. *A recent [CDC Morbidity and Mortality Weekly Report](#) emphasizes the importance of face coverings in schools in the context of the Delta variant of COVID-19.*

On August 27, 2021, OHA updated [OAR 333-019-1025](#) requiring everyone age five (5) or older to wear a face covering anywhere indoors, *and outdoors where people from separate households gather. OHA has completed an [FAQ](#) for this rule which has additional detail and information.*

On *September 3*, 2021, OHA updated [OAR 333-019-1015](#) requiring face coverings in all K-12 indoor *and outdoor* settings. *ODE has created an [FAQ](#) for this rule.* 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 rules require the following:*

- All individuals 5 years of age and older 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, *and certain conditions for exceptions are detailed in the [OAR 333-019-1015](#).*
  - Children under 5 who are learning in preschool classrooms that operate in school settings are not required to wear face coverings. In any early learning program serving 0 to 5 year olds, students are not required to wear a face covering.
- *All individuals 5 years of age and older to wear a face covering outdoors when individuals cannot or do not consistently maintain at least 6 feet of physical distance from people not in their household.*
- *All individuals aged two (2) or older who are using public transportation, including riding a school bus operated by a public or private school, must wear a face covering.*

[OAR 333-019-1015](#) and [OAR 333-019-1025](#) *do not require a person* to wear a face covering indoors when playing competitive extracurricular sport at any level, *nor when officiating a competitive sport that requires a high level of physical exertion by the official.* *OARs [333-019-1015](#) and [333-019-1025](#) require all spectators and officials who are not actively officiating at a high level of physical exertion at competitive sport events of any level to wear a face covering.*

OHA will review [OAR 333-019-1015](#) 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. Schools and teams should continually provide instruction and positive reinforcement to help all students adapt to the changes in school facilities.

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. Conversations should be progressive and lead to resolution that ideally does not involve suspension. Schools cannot serve a student in-person if they or their family choose not to wear a face covering. Schools may offer a remote or online school option for the student.

A face shield may be worn instead of a face covering if an individual cannot wear a face covering 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 *or outdoors* around people from different households.

Group face covering breaks or full classroom face covering breaks are best done outdoors where ventilation and physical distancing are maximized. *Outside of brief outdoor and physically distanced "mask breaks," whenever face coverings are not required by [OAR 333-019-1015](#) or [OAR 333-019-1025](#), they continue to be strongly recommended to reduce the spread of COVID-19.*

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, 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.



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



**Physical Distancing** – At least three feet with other people.



**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.



**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.



**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 after an exposure to someone with COVID-19, *and should be tested for COVID-19 infection 3-5 days after exposure, regardless of symptoms.* This protects the student's access to in-person learning, sports and extracurricular activities.

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. *On August 25, 2021, OHA adopted [OAR 333-019-1030 COVID-19 Vaccination Requirements for Teachers and School Staff](#).*

Schools and other OHA partners [can now request](#) a set of tools to make vaccination events more accessible for everyone. [Accessibility Kits](#) support communication and information access for people with disabilities, those who primarily use a language other than English, and anyone who could benefit from accommodations at vaccination sites. Inspired by a prototype from OHSU and in partnership with FEMA's Disability Integration Team, the Accessibility Team at OHA has been working hard to develop and roll out these kits, which are currently being used by partners throughout the state.

## 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.
  - 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](#)
  - 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.

- 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](#)
- 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:
  - Inspecting filter housing and racks to ensure good fit of filters.
  - Ensuring air cannot flow around the filter and sealing gaps between filters and housing.
  - Replacing filters as recommended by manufacturer.
- 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.

*There are two student and one staff opt-in COVID-19 testing programs available to all public and private schools in Oregon. OHA has created a [comprehensive website](#) for information on all school testing options. Please check out this [easy to read screening and testing chart](#) for a quick overview of the programs along with links to sign up.*

### *Diagnostic Testing for K-12 Students and Staff*

- *Using Abbott BinaxNOW rapid tests, **this program is intended to test symptomatic and exposed students and staff.** This essential access to free testing can help diagnose COVID-19 infection early and, when recommended by the local public health authority, may shorten the duration of quarantine for exposed students. Nearly all schools*

*registered and participated in this program last year to great benefit. To participate this year, schools must register for the 2021-22 school year. To register or ask questions, please email [schooltesting.COVID@DHSOHA.state.or.us](mailto:schooltesting.COVID@DHSOHA.state.or.us).*

### *Screening Testing for Unvaccinated K-12 Teachers/Staff*

- *Screening testing is for individuals without symptoms of COVID-19 or exposure to COVID-19. Because COVID-19 vaccines are very effective in reducing the risk of infection, the CDC recommends screening only in unvaccinated individuals. **Staff may opt-in to this weekly screening program** where participation in the program and all results are confidential. However, positive COVID-19 results must be reported to the local public health authority for case investigation and contact tracing. These tests are self-administered at home and sent to a regional laboratory for processing. School staff can apply independently using this [enrollment form](#). For questions, please contact [COVIDscreening.Schools@dhsoha.state.or.us](mailto:COVIDscreening.Schools@dhsoha.state.or.us).*

### *Screening Testing for Unvaccinated Students*

- *Screening testing is for individuals without symptoms of COVID-19 or exposure to COVID-19. **Both schools and families may opt-in for this weekly screening testing program** performed in collaboration with a regional laboratory partner. Participation in the program and all results are confidential. However, positive COVID-19 results must be reported to the local public health authority for case investigation and contact tracing. Program details vary by region and interested districts and schools may use [this form](#) for more information. For questions, please contact [COVIDscreening.Schools@dhsoha.state.or.us](mailto:COVIDscreening.Schools@dhsoha.state.or.us).*

## 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.
  - 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.
  - Protocol to isolate any ill or exposed persons from physical contact with others. Required by [OAR 581-022-2220](#).
  - 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](mailto:ODECOVID19@ode.state.or.us).

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## Where to Go for More Information

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

*ODE's [Supports for Continuity of Services](#) webpage*

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](#).



**2021-22 Board of Directors**

**Board Chair, Alisha Oliver      Board Vice-Chair, Laura Wipper**

**Board Members: Mike Wagner, Erin Cramer, Mark Henderson, Coral Ford & Mackenzie Strawn**

**Student Representatives to the Board, Tayven Whieldon & Sarah Wolf**

**Special Session**

**Wednesday, August 11, 2021 ~ 6:30 PM**

**Stayton Elementary School/Covered Play Structure**

**875 N 3rd Ave**

**Stayton, OR 97383**

1. **CALL SPECIAL SESSION TO ORDER**

The Board Chair called the Special Session of the North Santiam School District’s Board of Directors to order at 6:30 pm on the covered play area at Stayton Elementary School. The sole purpose of the special session was to allow members of the public to provide comments regarding the upcoming 2021-22 school year.

All Board members were present as well as Student Rep, Tayven Whieldon. There were approximately 200 people present which included staff, students, parents and members of the Stayton, Sublimity, Lyons and Aumsville communities. The Board Chair led everyone in the Pledge of Allegiance.

2. **APPROVAL OF THE AGENDA**

**MOTION-AGENDA APPROVAL**

*Motion that the Board approves the meeting agenda as submitted.*

**Motion Made By: Laura Wipper**

**Vote:7-0**

3. **STATEMENT FROM SUPERINTENDENT**

Superintendent Andy Gardner spoke on the District’s primary focus of getting and keeping students in school full-time, five days a week and to avoid any return to Comprehensive Distance Learning if possible. He stressed that he believes that kids will always learn best in classrooms, in direct contact with their teachers and that masks may in fact increase the chances that can happen by slowing the spread of the COVID-19 virus. He stated that should COVID cases begin to rise to a level where it

becomes unsafe or impossible to hold in-person classes, he would opt to pause school and resume once cases decrease rather than return to Comprehensive Distance Learning.

He reviewed the quarantine guidelines in place for students (both vaccinated and unvaccinated). This included indoor and outdoor guidelines as well as those for participating in extracurricular activities and riding on a school bus.

He reviewed all the possible ramifications for District staff, administrators and Board members should they defy the Governor's mask mandate or fail to follow/enforce it properly. These included fines for individuals and the District, the withholding of school funding, the loss of teaching or administrative licenses and the inability to maintain the District's liability insurance.

He shared that he had attended a meeting with Governor Brown the previous day, along with Superintendents from around the state. They discussed the issue of "local control" and how that might work. Gov. Brown restated her priorities: 1) Keep kids in school 2) Keep businesses open 3) Protect hospital capacities. With those priorities in mind, she did not intend to return the decision-making authority to make masks optional in schools to local district leaders in the imminent future.

#### 4. [PUBLIC COMMENT](#)

The following individuals were present to provide public comment to the Board. The full recording of all comments is available at the following link. <https://www.wevideo.com/view/2274484228> Unless otherwise indicated, the speaker advocated for local control regarding masks and vaccines and, in particular, that masks should be optional for students and staff in schools.

- Wayne Houghtaling-encouraged everyone to do whatever is necessary (including wearing masks) to ensure students have the opportunity to attend school in-person
- Daniel Urquhart
- Bree Hughes
- Amy McKenzie Watts
- Tina Johnson
- Cristina Martinez
- Julia McFerron
- Linda Rowe
- Bonnie- no last name stated
- Melissa Robertson
- Clint Philippi – expressed concern regarding the grading policy for homework at Stayton High School that assigns little to no weight value to practice and skill-building assignments
- Jessica Ritchie -indicated she agreed that masks should be optional but also asked the District refrain from promoting or advocating COVID vaccines for students
- Charlotte Ritchie
- Tristen Ritchie
- Audrey Ritchie
- Liam Ritchie
- Amelia Dark
- David Patty
- Jennifer Morley
- Hadley Smith

- Ben Laro
- Katie Terlecki
- Crystal Sherman
- Stephen Robertson
- Brenna Smith
- Moria Thiessen
- Grady Hardage (also read a statement by Ashley Prescott)
- Josh S
- Ralph Smith
- Margaret Boedigheimer-Beaumont
- Rebecca Arnold
- Sydney Hardage
- Josh Hardage
- Mila Morley

5. **STATEMENTS FROM BOARD MEMBERS**

All members of the Board elected to address the audience. Each thanked the members of the public for attending and sharing their thoughts and concerns. They encouraged those who were present to contact their state legislators as well as the state agencies and health authorities that have influence over educational decisions to advocate for local control regarding mask and (potential) vaccine mandates. They emphasized that as NSSD Board members, they do have the responsibility to listen to all students and families on both sides of the issue at hand and further, to make policy and budgetary decisions based on what they think is in the best interest of all students.

The recording all of the Board members' comments as well as those of Superintendent Gardner are available at the following link <https://www.wevideo.com/view/2274269146>

6. **ADJOURN**

The Board Chair adjourned the meeting at 8:35 pm.

**EQUAL OPPORTUNITY EMPLOYER**

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



## North Santiam School District

### 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:** Tayven Whieldon & Sarah Wolf

**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.nisantiam.k12.or.us](http://www.nisantiam.k12.or.us) > [School Board](#) > [Agendas/Meeting Minutes](#)*

**Thursday, August 19, 2021 Regular Session**

**Stayton Elementary Cafeteria @ 6:00 PM**

**875 N 3rd Ave, Stayton, OR 97383**

### MINUTES - **DRAFT**

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

The Vice-Chair called the meeting to order at 6:00 pm with all members present (the Board Chair, Alisha Oliver, was present via Zoom). The Vice-Chair then led everyone in the Pledge of Allegiance. The meeting was available to view via the link below.

Join Zoom Meeting

[https://nsantiam-k12-or-](https://nsantiam-k12-or-us.zoom.us/j/88002079245?pwd=WVJsajVTRFNyOU5TaGdLalhUMXpFUT09)

[us.zoom.us/j/88002079245?pwd=WVJsajVTRFNyOU5TaGdLalhUMXpFUT09](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 were acknowledged:

Added Attachments-

- 6.1-07.22.21 Meeting Minutes
  - 7.1:CBA- Qualifications & Duties of the Superintendent
- Added Agenda Items-
- 7.2:Community Engagement Committee
  - 8.1:Board-to-Stakeholder Communication Protocol

## MOTION-AGENDA APPROVAL

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

**Motion Made By: Mike Wagner**

**Vote: 7-0**

### **3. STUDENT BUSINESS:**

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

#### **3.1 Student Representative Oath of Office:**

This was Sarah Wolf's first official meeting as a Student Representative to the School Board and she took her oath of office which was administered by the Board Vice-Chair.

#### **3.2 Stayton High School ASB Report:**

ASB President Tayven Whieldon gave the monthly report to the board. Highlights included:

- Sports practices are up and running for football, soccer, volleyball and cross country.
- The main gym is finished and students are so excited to play on the court. The hallways near the front entrance of the building are currently being remodeled to give it an updated look (removing the paneling).
- The decision was made to combine the students involved with ASB and those who participate in LINK crew (student mentors for Freshman and new students).
- Plans have begun for a canned food drive, spirit week/homecoming and a possible blood drive. They also hope to increase the number of mental health weeks during the week.

### **4. PUBLIC COMMENT:**

#### **4.1 Written Comment Submitted for August 11, 2021 Special Session:**

The written testimony submitted for the August 11, 2021 Special Session was read out loud by NSSD staff member Debi Brazelton. The reading took 25:00 minutes. The following individuals provided written testimony:

- Steve Frank-thanked NSSD staff for their work in the difficult circumstances surrounding COVID-19
- Bree Hughes-advocated for masks to be optional for students in school
- Brandi Etzel-advocated for masks to be optional for students in school
- Grant Etzel-advocated for masks to be optional for students in school
- Alyssa Bower-advocated for the District to comply with the mask mandate
- Courtney Hayes-advocated for masks to be optional for students in school
- Ted Rutherford-advocated for masks to be optional for students in school
- Wolf (no first name given)- -advocated for the District to comply with the mask mandate
- Emily Barron-advocated for the District to comply with the mask mandate
- Pamela Hutchinson-advocated for the District to comply with the mask mandate
- Robert & Patti Armstrong-advocated for the District to comply with the mask mandate
- Audrey Davis-advocated for the District to comply with the mask mandate
- Carmelle Cox-advocated for masks to be optional for students in school
- Betsy Blue-advocated for the District to comply with the mask mandate
- Jennifer Howard-advocated for the District to comply with the mask mandate

- Carla Axtman & Kevin Kamberg-advocated for the District to comply with the mask mandate
- Kim Harroun-presented a copy of a letter addressed to Gov. Kate Brown advocating for masks to be optional for students in school
- Mario A- advocated for the District to comply with the mask mandate
- Allison Gladney- advocated for masks to be optional for students in school

#### **4.2 Live Public Testimony:**

The following individuals were present to give comment:

- Amelia Dark-advocated for local control for school districts to make educational decisions pertaining to masks and school closures.
- Grady Hardage-advocated for masks being optional but also expressed concerns about improving safety measures for students. In particular, regarding the process for dropping them off before school (during the 2020-21 year). She also expressed concerns regarding potential gun violence. In addition, she asked for the District’s plans to address student mental health issues. She also distributed a map highlighting states that are not requiring masks and asked that the District consider following their models.
- Amy Watts opted not to wear a mask so left the meeting prior to the public comment portion of the agenda. She asked Grady Hardage to read her statement in which she advocated for a policy of inclusion for people who practice medical freedom.

### **5. REPORTS:**

#### **5.1 Superintendent's Report:**

Supt. Gardner gave his report to the District. Key points included:

- He expressed how important it is for the community to come together to provide the best chance possible for students to remain in school for the duration of the year. He indicated he expects that the District will experience cases of COVID during the year but if students are masked, spaced at least three feet apart and proper air movement/ventilation is achieved, the requirement to quarantine students could potentially be reduced, keeping more students in their classrooms. The District understands it is not reasonable for students or staff to be in masks all day so all teachers plan to provide numerous breaks during the day where students can safely remove their masks. As long as the weather allows, all PE classes will be held outside so masks won’t be required.
- 504 accommodations are for students with a documented disability or handicap that prevents them from equally accessing their education as those students without a disability or handicap.. Parents who wish to obtain a 504 plan for their child regarding masks, or any other reason, must start with getting a diagnosis from a medical professional and then request a meeting with the school principal.
- The District intends to comply with the vaccine mandate for school staff (deadline is October 18, 2021). There are approximately 30 staff members not yet vaccinated. The number may be lower because they were vaccinated over the summer and have simply not provided the documentation yet since they haven’t yet returned to work.. He reiterated that the official definition of “discrimination” does not apply to wearing masks or getting vaccinated because they are both choices unlike gender, race, age, etc.
- Stayton High School has added a third counselor to the staff to provide additional mental health support to students.

- (in answer to a question regarding potential gun violence) He noted that all schools perform active shooter drills twice per year.
- The District is required to submit its plan for the 2021-22 school year to the Oregon Dept of Education before August 28<sup>th</sup>. The main component left to finalize is food service. The department director was out during the week (of the meeting) so that piece will be determined in the upcoming week.
- The portable classrooms at Sublimity school are ready and waiting for students.
- The building that will house the Options Academy school will be going to bid soon.
- Work continues on the SHS softball field to get ready for the artificial turf. The process is behind schedule due to delivery delays.
- The Stayton High School Home Construction Class project #3 will hopefully begin soon.

*\*Members of the public who had not previously completed a public comment card posed the following questions in response to Supt. Gardner's report. While it is not common practice to respond to questions from the audience during this point in the agenda, Supt Gardner chose to reply to the following:*

1. Will school board members be required to be vaccinated along with educational staff and volunteers and if so, which board members will choose to resign their positions instead?  
*Response: Governor Brown and the Director of ODE have indicated they will review this issue and provide a definitive answer in the coming days. It appears the intent of the mandate was to require vaccinations of those individuals who have direct and repetitive contact with students so if a particular school board member does not fit these criteria, it is possible they will be exempted from the vaccine mandate.*
2. Is there any point at which Superintendent Gardner will choose to defy mandates from the Governor?  
*Response: Supt. Gardner indicated he swore an oath to uphold the constitution of the United States and the State of Oregon, just as all the Board members have, and he intends to do so which includes following mandates from the Governor.*

### **5.2 Business Director's Report:**

Business Director Jane Nofziger was called away during the meeting prior to her report and was no longer present at this point in the agenda. She did not have any financial statements included in the meeting materials.

### **5.3 Student Success Act:**

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. There was nothing to report for the month of August.

## **6 CONSENT AGENDA:**

### **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)**

Ron Stutzman-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 July 22, 2021 Regular Session and 6.2- New hire - Ron Stutzman*

**Motion Made By: Erin Cramer**

**Vote: 7-0**

**7 UNFINISHED BUSINESS:**

**7.1 Policy Update: CBA- Qualifications & Duties of the Superintendent**

Board members reviewed the suggested edits from OSBA to policy CBA -Qualifications & Duties of the Superintendent during the June 17, 2021 meeting and made their own revisions. The edits were made and the policy was presented for further review and possible approval. The Board agreed to approve it as submitted.

*Motion that the Board approves the updates to policy CBA as submitted.*

**Motion Made By: Alisha Oliver**

**Vote: 7-0**

**7.2 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. In recent years, the Committee has only been made up of NSSD staff and board members as it has been difficult to keep a member (or members) of the community attending regularly. The Board would like to consider different formats in order to directly and consistently engage more non-staff stakeholders in the scope and work of the committee. Board members discussed a variety of options and ultimately decided they would like to ask a representative from OSBA to lead a workshop with them on the topic to help them decide how best to move forward with the work of the committee.

**8 NEW BUSINESS:**

**8.1 Board-to-Stakeholder Communication Protocol**

Vincent Adams from OSBA (Oregon School Boards Association) joined the meeting virtually to consult on a discussion regarding protocols for responding to complaints or comments received from the public directly to board members. (typically via email). They discussed a variety of different circumstances and how Board members should consider responding. They agreed on the following guidelines (whenever possible):

For emails sent to all board members at the same:

- the board chair will be the first one to respond with one voice representing the board as a whole
- the superintendent and other members will be BCC'd (blind carbon copied) on the email to avoid discussing a topic as a group outside of a public meeting and also to inform the superintendent of the issue, in the event they were not included in the original email.

- board members may then choose to respond to the email as an individual and clearly state the opinions expressed are their own (once the board chair has responded for the board) however it is best practice to CC the board chair on all communications.

Depending on the topic of the email, the appropriate person (building or District administrator, superintendent or board chair) will respond to the issue or concern or initiate an investigation if needed.

For emails sent to one board member:

- the email should be forwarded to the board chair to respond and then the same process listed above should be followed.

Vincent reminded the Board to use their District-assigned email accounts for all NSSD business. If they inadvertently receive something to their personal email address, they should forward the email to their District-assigned account and then respond.

They also spent time reviewing board policy KL-Public Complaints and how each type of complaint should be handled.

**8.2 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 selected which school they would like to focus on during the 2021-22 school year.

SHS- Mackenzie Strawn & Laura Wipper

SMS- Coral Ford & Erin Cramer

SES- Alisha Oliver

SUB- Mark Henderson

ML- Mike Wagner

**8.3 COVID-19 Guidance Report:**

The Board Chair introduced this new standing agenda item and how it may serve to keep the Board updated 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.

**9 INFORMATION ONLY:**

**9.1 Student Enrollment::**

Enrollment numbers were changing daily as new students enrolled and others withdrew due to transfers to other schools and therefore enrollment projections were not included.

**9.2 Future Agenda Items: Included in the board meeting materials**

**9.3 Upcoming Board Events & Activities: Included in the board meeting materials**

**10 BOARD ANNOUNCEMENTS:**

**Announcements for this meeting:**

1. Laura Wipper shared sentiments regarding how important it is for governing boards to work together to be effective. In turbulent times, there will be passions and emotions that come forward from individual members that are in opposition to other members and that might lead to conflict. It will be important to give grace and keep the focus on doing what is best for students. She

apologized to a fellow board member for not speaking up for them in during a discussion that occurred at a NSSD goal workshop the previous week regarding a potential ethics violation and noted she would speak up for fellow board members and staff in the future should similar circumstances occur

2. Mike Wagner and Erin Cramer shared how important it is for all of them to take care of their own mental health during the stressful circumstances that they, like many board members across the nation, are finding themselves in right now due to COVID and other divisive, political issues.
3. **Board Meeting Greeter for Next Month:** Mark Henderson
4. **Possible Future Agenda Items:**
  - Add a standing item under announcements to ask for board volunteers to attend the 8:00 am weekly Chamber Greeter events for the upcoming month
  - Current status of the Stayton Teen Center

**11 ADJOURN:**

The Board Vice-Chair adjourned the meeting at 9:12 pm

EQUAL OPPORTUNITY EMPLOYER

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**ACTION REQUIRED**

**NEW HIRES**

	<b><u>SCHOOL</u></b>	<b><u>NOTE</u></b>
Taylor Rash	SHS	Replacing Mike Hammond
Renee Gillbreth	SIS	Replacing Abrams/Moneke
Allen Regnier	Sub	Replacing David Lewin
Jason Platt	SHS	3rd Counselor (New)

**\*\*\*FYI\*\*\***

**RESIGNATIONS**

	<b><u>DOT</u></b>	<b><u>SCHOOL</u></b>	<b><u>NOTE</u></b>
Mike Hammond		SHS	
Karin Moneke		SIS	
Joanna Abrams		SIS	JOB SHARE
David Lewin		Sublimity	

**RETIREMENTS**

**DOR**    **SCHOOL**    **NOTE**

**LEAVE OF ABSENCE**

	<b><u>DOL</u></b>	<b><u>SCHOOL</u></b>	<b><u>NOTE</u></b>
Amy Donaldson		SES	

## Transcript Evaluation Procedures

The principal or designee will conduct an evaluation of transfer student transcripts and other documentation as may be required to: determine the value of course credits earned; acceptance or rejection of credit and grades; the number of years of school attendance or equivalent; and subsequent placement of students in district schools.

### Awarding of Credits

1. Students, including dependants of an active duty or deployed member in the uniformed service of the United States, transferring from a standard Oregon public school, another state's standard school or Department of Defense Education Activity (DoDEA) school, will receive credit for previously completed courses and attendance on the same basis credit and attendance are accepted for such courses completed in district schools consistent with OAR 581-022-1131.
2. Students transferring from another district's approved alternative education program or a private alternative education program registered with the Oregon Department of Education (ODE) or other state's department of education will receive credit for previously completed courses and attendance on the same basis credit and attendance are accepted for such courses completed in district schools consistent with OAR 581-022-1131.
3. Students transferring from an alternative education program not registered as provided above, ~~will not be eligible to receive credit for previously completed course work or attendance in such programs~~ [may receive credit for those courses that have the same or substantially similar course content and hours of instruction as existing district courses consistent with OAR 581-022-1131].
4. Students transferring from an accredited private school will receive credit for previously completed courses and attendance on the same basis credit and attendance are accepted for such courses completed in district schools consistent with OAR 581-022-1131.

Credits earned for classes of a sectarian nature will not be accepted. Students may be required to submit course descriptions, or other documentation as may be deemed necessary, to determine whether a course is primarily sectarian in nature.

5. Students transferring from a nonaccredited private school ~~will~~ [may] receive credit for those courses that have the same or substantially similar course content and hours of instruction as existing district courses consistent with OAR 581-022-1131.
6. Students transferring from a home-school based courses under ORS 339.035, online or other distance learning ~~will not receive credit for course work previously completed under such programs of instruction.~~ [may be able to receive credit for previously completed course work and attendance by one or more of the following methods:

- a. Successfully passing an appropriate challenge exam;
- b. Providing portfolio/work sample evidence which demonstrates equivalent knowledge or skill;
- c. Providing documentation of prior learning activities or experiences (e.g., certification of training, hours of instruction, letters, etc.).

Credit approval will be granted only when the student has demonstrated by clear and convincing evidence that he/she has achieved the same level of knowledge or skill as would have been accomplished by successful completion of the district course(s) for which credit has been requested consistent with OAR 581-022-1131].

7. Students may be required to submit course descriptions or other documentation as deemed necessary, including hours of instruction, to assist district officials in determining credit and attendance to be accepted. Such information may be gathered by phone.

### **Validation of Credit**

1. The district may, at its discretion, require validation of credit from students transferring from nonaccredited schools and nonregistered alternative programs, by requiring that the student complete an assessment or provide equivalent portfolio/work sample evidence consistent with OAR 581-022-1131.
2. The district may conditionally accept credit from students transferring from nonaccredited schools and nonregistered alternative programs consistent with OAR 581-022-1131. Students not meeting course requirements at the [four week] mark, may be required to undergo further written or oral assessment.
3. Students unable to validate credit will be scheduled/rescheduled at the appropriate grade/course level and the credit(s) in question denied.

### **Grade-Level Placement**

Students will be placed in the grade level or course best suited to their needs, based on the district's evaluation of the student's transcript and/or other documentation, assessment, portfolio/work sample evidence, etc., as may be required by the district.

If the student is unable to provide appropriate documentation, the principal or designee will make the grade level determination based upon district-administered assessment(s) as deemed appropriate.

### **Grades/GPA Academic Awards**

1. Students transferring from the following programs [will receive] ~~[may receive, subject to procedures established by the district,]~~ the grades/GPA value earned from the student's previous school(s), program(s) for purposes of determining a student's cumulative GPA, academic recognition and awards (e.g., Top 10, valedictorian, salutatorian, etc.):
  - a. Standard Oregon schools, other states' standardized schools, or Department of Defense Education Activity (DoDEA) schools;
  - b. Another district's approved alternative program;

- c. A private alternative program registered with ODE or another state's department of education;
- d. An accredited private school.

[The district may include other schools and programs such as nonaccredited, nonregistered and home-school based courses, online or other distant learning methods as deemed appropriate.]

## **Appeals**

Transcript evaluation decisions may be appealed to the [superintendent] ~~[Board]~~.

**NSSD Enrollment Totals as of 9/14/21**

School Name	Grade	March '20	June '21	Sept '21	Oct '21	Nov '21	Dec '21	Jan'22	Feb '22	March '22	April '21	May '21	June '21
MARI-LINN	KG	21	14	21									
MARI-LINN	1	21	13	13									
MARI-LINN	2	23	17	14									
MARI-LINN	3	25	17	14									
MARI-LINN	4	29	16	19									
MARI-LINN	5	26	24	17									
MARI-LINN	6	23	22	21									
MARI-LINN	7	26	22	21									
MARI-LINN	8	22	20	17									
<b>MARI-LINN</b>	<b>ALL</b>	<b>216</b>	<b>165</b>	<b>157</b>									
OPTIONS ACADEMY	KG	N/A	8	4									
OPTIONS ACADEMY	1	N/A	9	5									
OPTIONS ACADEMY	2	N/A	2	4									
OPTIONS ACADEMY	3	N/A	7	4									
OPTIONS ACADEMY	4	N/A	5	6									
OPTIONS ACADEMY	5	N/A	2	5									
OPTIONS ACADEMY	6	N/A	1	2									
OPTIONS ACADEMY	7	N/A	2	3									
OPTIONS ACADEMY	8	N/A	8	11									
OPTIONS ACADEMY	9	N/A	3	6									
OPTIONS ACADEMY	10	N/A	9	5									
OPTIONS ACADEMY	11	N/A	14	19									
OPTIONS ACADEMY	12	N/A	24	24									
<b>OPTIONS ACADEMY</b>	<b>ALL</b>		<b>94</b>	<b>98</b>									
STAYTON ELEMENTARY	PreK-3	N/A	3	2									
STAYTON ELEMENTARY	PreK-4	N/A	16	14									
STAYTON ELEMENTARY	KG	90	77	76									
STAYTON ELEMENTARY	1	112	74	82									
STAYTON ELEMENTARY	2	90	99	81									
STAYTON ELEMENTARY	3	86	77	97									
<b>STAYTON ELEMENTARY</b>	<b>ALL</b>	<b>378</b>	<b>346</b>	<b>353</b>									
STAYTON HIGH	9	189	188	186									
STAYTON HIGH	10	201	187	178									
STAYTON HIGH	11	168	177	170									
STAYTON HIGH	12	163	119	146									
Winema/Early College		28	35	18									
<b>STAYTON HIGH</b>	<b>ALL</b>	<b>721</b>	<b>706</b>	<b>698</b>									

School Name	Grade	March '20	June '21	Sept '21	Oct '21	Nov '21	Dec '21	Jan'22	Feb '22	March '22	April '21	May '21	June '21
STAYTON INTERMEDIATE	4	83	69	82									
STAYTON INTERMEDIATE	5	102	72	73									
STAYTON INTERMEDIATE	ALL	185	141	155									
STAYTON MIDDLE	6	138	101	70									
STAYTON MIDDLE	7	108	127	104									
STAYTON MIDDLE	8	136	110	126									
STAYTON MIDDLE	ALL	382	338	300									
SIS/SMS TOTAL	ALL	567	479	455									
SUBLIMITY	KG	45	24	32									
SUBLIMITY	1	36	39	23									
SUBLIMITY	2	43	34	44									
SUBLIMITY	3	42	38	30									
SUBLIMITY	4	42	41	43									
SUBLIMITY	5	42	43	39									
SUBLIMITY	6	45	36	43									
SUBLIMITY	7	57	40	41									
SUBLIMITY	8	34	51	41									
SUBLIMITY	ALL	386	346	336									
NSSD	<b>TOTAL</b>	<b>*2296</b>	<b>2136</b>	<b>2097</b>									
NSSD Students Enrolled in Virtual Schools			<b>108</b>	<b>97</b>									
NSSD students registered with WESD to homesc			<b>188</b>	<b>190</b>									
Notes													

\* The March 2020 Board report shows enrollment at the time of the initial COVID school closure.

\*Starting in June 2021, students working toward a GED are listed under Options Academy.



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 2<sup>nd</sup> 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**

### **Annual Agenda Items:**

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)

### **After April Meeting**

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.

### **Board Secretary Tasks**

- 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 1<sup>st</sup>.
- After meeting, send Board self-evaluation forms

## May

**Traditional Location: Stayton High School**

### **Prior to Board Meeting:**

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.

### **Annual Agenda Items:**

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 1<sup>st</sup>.

**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)