

SILETZ VALLEY SCHOOL

**SPECIAL SESSION
BOARD MEETING**

JANUARY 7TH, 2021

Siletz Valley Schools

Special Meeting Agenda

January 7, 2021 5:30pm

Via Zoom Virtual Meeting

Visit siletzschoools.org for link to join meeting

I. 5:30 Call to Order and Roll Call

II. Action Items

- a. Approval of SIA Grant
- b. Approval of Personnel Changes
- c. First Read:
 - 1. ACB – All Students Belong
 - 2. ACB- AR – All Students Belong AR
 - 3. GBEB – Communicable Diseases – Staff
 - 4. GBEB-AR – Communicable Diseases – Staff AR
- d. Approval of 20-21 HASS Plan

III. 6:30 pm Adjournment

****Times are a guideline and items may be discussed sooner or later than the time listed.**

**SILETZ VALLEY SCHOOLS
SPECIAL SESSION BOARD MEETING AGENDA
JANUARY 7, 2021**

ITEM: SIA BUDGET

TOPIC: SIA BUDGET

PREPARED BY: DR TUPOU

WILL BE PRESENTED BY: DR. TUPOU

TYPE OF ITEM: Consent Information Discussion Decision

DESCRIPTION OF AGENDA ITEM:

Updated budget

RECOMMENDATION:

Consent and Approve

ADDITIONAL MATERIAL Attached: Yes No Available: Yes No

Select your institution from the drop down list to the right District / Charter

Estimated Allocation	\$	65,599.12
Maximum Administrative Costs		Maximum Administrative Costs

Please provide contact information for the person completing this budget	
Name	Sam Tupou
Phone	541-444-1100
Email	stupou@siletzvalleyschools.org

Additional Resources
[SIA Engagement Toolkit](#)
[SIA Comprehensive Guidance](#)
[SIA Webpage](#)

The "INFO" tab provides brief descriptions of the activities described in the "allowable use" categories.

The "Expenditures" tab is an activities-based budget tool to list and categorize budgeted activities.

The "Summary" tab provides a summary of categorized expenditures.



CODE	Description	Total Line Items	Total Budgeted
111	Licensed Salaries	2	\$ 20,021.89
112	Classified Salaries	0	
113	Administrative Salaries	0	\$ -
12x	Substitute Salaries	0	\$ -
13x	Additional Salaries	0	\$ -
2xx	Benefits	2	\$ 8,000.00
31x	Instructional, Professional and Technical Services	1	\$ 10,000.00
33x	Transportation	0	\$ -
34x	Travel	0	\$ -
35x	Communications	0	\$ -
4xx	Supplies and Materials	2	\$ 27,677.23
5xx	Capital Outlay	0	\$ -
640	Dues and Fees	0	
8xx	Miscellaneous	0	\$ -
ADMIN	Administrative Indirect Costs	0	\$ -
OTHER	Other codes not listed	0	\$ -

TOTAL \$ 65,699.12
Total FTE 1.0

Allowable Use Category	Total Line Items	Total Budgeted
Administrative	0	\$ -
Ongoing Community Engagement	0	
Increased Instructional Time	2	\$ 28,021.89
Improving Student Health & Safety	0	
Reducing Class Size	0	\$ -
Well Rounded Education	2	\$ 37,677.23

TOTAL \$ 65,699.12

SILETZ -- SIA GRANT ADJUSTMENT REQUEST (12/18/2020)

\$65,699.12

Students need equal access to reliable connection and stable technology.

OBJECTIVE

Before we can honestly invest in students' learning and assessment, we first must INVEST in and

RATIONALE

We have old and out dated Internet and technology infrastructure for database, email client and

JUSTIFICATION

EST. COST QUANTITY TOTAL

ITEMS

NETWORK SERVERS \$8,000.00 2 \$16,000.00 Network is old and slow. Teachers were teaching students online from their classrooms but frequent

SWITCHES

\$1,114.98 5 \$5,574.90 We've been using old, outdated and second-hand servers, routers and switches (donate from the

WI-FI ROUTERS

\$100.00 30 \$3,000.00 Narrow bandwidth is a major inhibitor to all students and staff accessing a high quality education

REDUNDANT POWER

\$2,302.33 1 \$2,302.33 Frequent power outages (or bumps) often knocks the power out which shuts down students and

TECHNOLOGY SUPPLIES

\$800.00 \$27,677.23 Total Hardware/Software

PERSONNEL

\$5,000.00 2 \$10,000.00 \$37,677.23 Total Technology incl: personnel Bought 100 old Chromebooks from Lincoln

SCHOOL STAFF

\$28,021.89 Staff salaries to teach and promote a well-rounded education (Science, Health/PE, CTE, Culture, Arts Bought another 100 new Chromebooks from

TOTAL

\$65,699.12

Balance

\$65,699.12

\$0.00

To support

**SILETZ VALLEY SCHOOLS
SPECIAL SESSION BOARD MEETING AGENDA
JANUARY 7, 2021**

ITEM: SIA PLANNING TOOL

TOPIC: SIA PLANNING TOOL

PREPARED BY: DR TUPOU

WILL BE PRESENTED BY: DR. TUPOU

TYPE OF ITEM: Consent Information Discussion Decision

DESCRIPTION OF AGENDA ITEM:

Budget Plans

RECOMMENDATION:

Consent and Approve

ADDITIONAL MATERIAL Attached: Yes No Available: Yes No

Student Investment Account

	Relevant Strategy				
	S1	S2	S3	S4	S5
Outcome	Increase student achievement each year on the statewide assessments in ELA and Math by 5% each year. (Every K-12 educator analyzes and uses and reviews student learning data and school climate information with an equity lens (i.e. disaggregating by race) on a routine basis.)				
Outcome	Improve four-year cohort graduation by 3% each year until reaching and maintaining 90% or greater				
Outcome	Increase regular attenders rate by 5% annually until reaching and sustaining a regular attenders rate of 90% or greater				
Outcome	Create more engagement opportunities for parents, families and community to participate in building a stronger school community one or more times per month				
Outcome	WELL-ROUNDED EDUCATION: Such as using developmentally appropriate and culturally responsive early literacy practices and programs in Pre-K through third grade. Culturally responsive programs and practices in grades 6-8, including learning, counseling and student support that is connected to colleges and careers. Broadened curricular options at all grade levels including: Art, Music, PE, STEM/SMILE, CTE, engaging electives, accelerated, dual credit, Life Skills, dropout and prevention programs, and transition supports.				
Strategy #1	Strategy 1 - Individualized learning for each student by providing tutoring during the school hours; opening up extended school year options for continuing education through summer programs, creating a more conducive schedule and access for students taking community college courses and updating current curriculum in core areas for the K-8 grades. (WRE) [NOTE: Adjustments made to grant due to COVID-19 School Closures - The NEED for Investment in Technology Infrastructure for students to have equal access to reliable learning technology and at school connection to school curriculum, assessment tools, and social and emotional learning enhancements is critical. (WRE)]				
Strategy #2	Strategy 2 - Support student's progress towards graduation by facilitating more higher education and career opportunity informational sessions, providing more family support nights for graduation requirements and post high school steps, increasing supports for instructional differentiation in the High School, increase opportunities for elective courses. (WRE)				
Strategy #3	Strategy 3 - Provide opportunities for students' individualized academic interests by utilizing contracts with systems such as CIS (Oregon Career Information System) for High School students, supporting more project-based learning workshops and training at the K-8 Level (WRE)				
Strategy #4	Strategy 4- Obtain a better understanding of students' social needs by providing needed trainings and supports in areas of "Trauma Informed Care", Suicide Prevention, Positive Behavior Support System. Adopt school-wide curriculum based around Social Emotional Learning. Provide mental health support with contracted Mental Health providers (Health/Safety)				
Strategy #5	Strategy 5- Expand the Physical Education program to provide more access for students in K-12 (Health/Safety)				

		YEAR 1 BUDGETED COST	PROJECTED 3-YEAR COST
Strategy 1 (Tech Infrastructure and Support)	Strategy 1 - Individualized learning for each student by providing tutoring during the school hours; opening up extended school year options for continuing education through summer programs, creating a more conducive schedule and access for students taking community college courses and updating current curriculum in core areas for the K-8 grades. (WRE) [NOTE: Adjustments made to grant due to COVID-19 School Closures - The NEED for Investment in technology Infrastructure for students to have equal access to reliable learning technology and at school connection to school curriculum, assessment tools, and social and emotional learning enhancements is critical. (WRE)]	\$ 37,677.23	\$ 130,859.14
Strategy 2 (WRE - College and Careers)	Strategy 2 - Support student's progress towards graduation by facilitating more higher education and career opportunity informational sessions, providing more family support nights for graduation requirements and post high school steps, increasing supports for instructional differentiation in the High School, increase opportunities for elective courses. (WRE)	\$ 9,000.00	\$ 28,600.00
Strategy 3 (WRE - Project-based Learning)	Strategy 3 - Provide opportunities for students' individualized academic interests by utilizing contracts with systems such as CIS (Oregon Career Information System) for High School students, supporting more project-based learning workshops and training at the K-8 Level (WRE)	\$ -	\$ 5,590.50
Strategy 4 (Health/Safety - SEL)	Strategy 4 - Obtain a better understanding of students' social needs by providing needed trainings and supports in areas of "Trauma Informed Care", Suicide Prevention, Positive Behavior Support System. Adopt school-wide curriculum based around Social Emotional Learning. Provide mental health support with contracted Mental Health providers (Health/Safety)	\$ 12,021.89	\$ 40,635.76
Strategy 5 (Health/Safety - PF)	Strategy 5 - Expand the Physical Education program to provide more access for students in [redacted] (Health/Safety)	\$ 7,000.00	\$ 21,000.00

Total Budget 65,699.12
Total Projected 3-Year Budget FALSE

#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1	Narrative/Notes	Year 1 - Original Budget	2020-21 Budget Adjustment (Reductions)
1	Hire Part-time tutor throughout school day	S1	\$0	\$12,614	\$12,803	\$0	\$ 25,417.21		HIGH	\$16/hour x 15 I'd rather hire additional	\$12,614	-\$12,614
2	Create half day summer academic support school/program	S1	\$0	\$9,490	\$9,775	\$0	\$ 19,264.70		MID	Licensed Teacher Need to budget for sum	\$9,490	-\$9,490
3	Increase family support/informational nights to 1 per quarter for grades 8-12	S2	\$0	\$4,800	\$4,800	\$0	\$ 9,600.00		MID	Average Family High Cut in Yr 1 only	\$4,800	-\$4,800
4	Continue annual CIS contract for each student grades 8-12	S3	\$0	\$1,350	\$1,500	\$0	\$ 2,850.00		MID	Current CIS \$534. Max This may have be a line p	\$1,800	-\$1,800
5	Increase access to reliable technology devices and connection for distance learning options through local community college. Edmentum. Google	S1	\$37,677	\$10,000	\$8,500	\$37,677	\$ 56,177.23		HIGH	\$500/Chromebook & Increased Technology Infrastructure in Yr 1 -	\$0	\$37,677
6	Increase access to academic supports for teachers through training for scaffolding and instructional differentiation	S2	\$9,000	\$5,000	\$5,000	\$9,000	\$ 19,000.00		HIGH	Guessing \$5,000 Retained from original bu	\$5,000	\$4,000
7	Contract with CIS (Oregon Career Interest System) for grades 8-12	S3	\$0	\$1,350	\$1,391	\$0	\$ 2,740.50		MID	Depending on I think this needs to be n	\$12,000	-\$12,000
8	Provide funding for elective programs to increase access to materials for exte	S3	\$0	\$0	\$0	\$0	\$ -		HIGH	\$5,140 per Casey's	\$0	\$0
9	Adopt new Social/Emotional Learning curriculum for K-12	S4	\$0	\$1,500	\$1,500	\$0	\$ 3,000.00		HIGH	Unknown - Not enough Training in Portland.	\$1,500	-\$1,500
10	Provide more access to trainings for staff in the areas of: Trauma Informed Care, Positive Behavior Support and Suicide Prevention	S4	\$3,000	\$3,900	\$2,900	\$3,000	\$ 9,800.00		HIGH	Retained from original budget	\$3,900	-\$900
11	Provide Mental Health and Counseling services to support the social and emotional learning of our students in our building	S4	\$9,022	\$9,293	\$9,571	\$9,022	\$ 27,885.76		HIGH	If we can secure a PTE teacher (current budget)	\$24,000	-\$14,978
12	Expand hours for Physical Education Teacher to increase classes to K-12	S5	\$7,000	\$7,000	\$7,000	\$7,000	\$ 21,000.00		HIGH	Expansion of CTE projects Reduced	\$7,000	\$0
13	Provide funding for elective programs to increase access to materials for extended labs and centers	S1	\$0	\$15,000	\$15,000	\$0	\$ 30,000.00		HIGH	Reduced	\$15,000	-\$15,000
14	TOTAL FOR ALL ABOVE		\$65,699	\$81,297	\$79,740	\$65,699	\$ 226,735.40				\$97,104	
15	** What IF: Adding Nessa Arnold as Literacy Coach	S1	\$0	\$78,950	\$81,319	\$76,650	\$ 160,268.50		HIGH	\$50K+5% increase + Cut Lit. Coach in Yr 1 only	\$76,650	-\$76,650
16	** What IF:					\$ -						
17	** What IF:					\$ -						
18						\$ -						
19						\$ -						
20	Total Including **What if Scenarios		\$65,699	\$160,247	\$161,058	\$142,349	\$ 387,003.90			2020-21 ORIGINAL PROJECTED BUDGET w/ /	\$173,754	-\$108,055
21												
22												
23												
24												
25												
26												
27												
28												
29												
30												



**SILETZ VALLEY SCHOOLS
REGULAR BOARD MEETING AGENDA
JANUARY 7, 2021**

ITEM: PERSONNEL CHANGES FOR 20-21 FY

TOPIC: PERSONNEL CHANGES

PREPARED BY: DR TUPOU

WILL BE PRESENTED BY: DR. TUPOU

TYPE OF ITEM: Consent Information Discussion Decision

DESCRIPTION OF AGENDA ITEM:

New hire Tracy Welch – Instructional Assistant
Resignation Casey Gill- Jackson - Dean of Students/Counselor
Contract Change Holly Shank- Counselor
Contract Change Casey Gill-Jackson – Spanish Teacher
Contract Change Jesse Bird

RECOMMENDATION:

Consent and Approve

ADDITIONAL MATERIAL Attached: Yes No Available: Yes No

**SILETZ VALLEY SCHOOLS
REGULAR BOARD MEETING AGENDA
JANUARY 7, 2021**

ITEM: ALL STUDENTS BELONG POLICY

TOPIC: ALL STUDENTS BELONG POLICY

PREPARED BY: DR TUPOU

WILL BE PRESENTED BY: DR. TUPOU

TYPE OF ITEM: Consent Information Discussion Decision

DESCRIPTION OF AGENDA ITEM:

FIRST READ OF POLICY ACB & ACB-AR

RECOMMENDATION:

DISCUSSION

ADDITIONAL MATERIAL Attached: Yes No Available: Yes No

OSBA Model Charter School Sample Policy

Code: ACB

Adopted:

All Students Belong

[Public charter school statement on equity.]

All students are entitled to a high quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All employees are entitled to work in an environment that is free from discrimination or harassment [based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin]{¹}.

All visitors are entitled to participate in an environment that is free from discrimination or harassment [based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin]{² }.

“Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups.

“Symbol of hate” means a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability or national origin including, the noose, swastika, or confederate flag³,^{4} and whose display:

1. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or
2. Is reasonably likely to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.

The public charter school prohibits the use or display of any symbols of hate^{5} on school grounds or in any school-sponsored program, service, school or activity that is funded in whole or in part by monies appropriated by the Oregon Legislative Assembly, except where used in teaching curriculum that is aligned to the Oregon State Standards.

¹ {OAR 581-022-2312 does not include this list of classes for employees (only for students), but it can be added.}

² {OAR 581-022-2312 does not include this list of classes for visitors (only for students), but it can be added.}

³ While commonly referred to as the “confederate flag,” the official name of the prohibited flag is the Battle Flag of the Armies of Northern Virginia.

⁴ {We strongly advise that a public charter school not add to these symbols of hate without first consulting with legal counsel.}

⁵ {Prior to adopting the symbols of hate prohibition, or adding other symbols to the list, we recommend that the public charter school document why it feels that the presence of these symbols will cause a “material and substantial interference with schoolwork or discipline” or collide “with the rights of other students to be secure and be let alone.” These reasons may include previous incidents, current conditions in the schools and other factors.}

In responding to the use of any symbols of hate, the public charter school will use non-disciplinary remedial action whenever appropriate.

The public charter school prohibits retaliation against an individual because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

Nothing in this policy is intended to interfere with the lawful use of public charter school facilities pursuant to a lease or license.

The public charter school will use administrative regulation ACB-AR - Bias Incident Complaint Procedure to process reports or complaints of bias incidents.

END OF POLICY

Legal Reference(s):

ORS 659.850

ORS 659.852

OAR 581-002-0005

OAR 581-022-2312

OAR 581-022-2370

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).

Dariano v. Morgan Hill Unified Sch. Dist., 767 F.3d 764 (9th Cir. 2014).

State v. Robertson, 293 Or. 402 (1982).

OSBA Model Charter School Sample

Code: ACB-AR
Adopted:

Bias Incident Complaint Procedure

The term “bias incident” is defined in policy. Persons impacted by a bias incident shall be defined broadly to include individuals at whom an incident was directed as well as students in the larger school community likely to be impacted by the incident.¹

Step 1 {²}: When a staff member learns of a potential bias incident, the staff member will prioritize the safety and well-being of all persons impacted and [immediately] [promptly] [without unreasonable delay] report the incident to the [building or program administrator].

Step 2: The [{³} administrator or designee] shall acknowledge receipt of the complaint, [reduce the complaint to writing,] and investigate any complaint of a bias incident. [Responding staff] will recognize the experience of all persons impacted, acknowledge the impact, commit to taking immediate action, and prevent further harm against those persons impacted from taking place. Redirection procedures, if any, will include:

- Educational components that address the history and impact of hate;
- Procedural components to ensure the safety, healing, and agency of those impacted by hate;
- Accountability and transformation for people who cause harm; and
- Transformation of the conditions that perpetuated the harm. {⁴}

The [administrator or designee] must consider whether the behavior implicates other public charter school policies or civil rights laws, and if so, respond accordingly.

The [administrator or designee] will [make a decision] [determine responsibility] within [10] days of receiving the complaint.

All persons impacted will be provided with information relating to the investigation and the outcome of the investigation. At a minimum, the information provided must include:

- That an investigation has been initiated;
- When the investigation has been completed;

¹ The term “complainant” in this administrative regulation includes persons filing formal complaints and persons reporting bias incidents, regardless of whether the complainant is a victim. Similarly, the term “complaint” includes any report, information or complaint.

² {These specific procedures are not required. The procedures must include all of the requirements listed in OAR 581-022-2312(6)(e). If making changes, we recommend working closely with legal counsel.}

³ {This can be position title of designated administrator, e.g., administrator, executive director, director.}

⁴ {ODE will be releasing additional guidance to support administrators in these situations.}

- The findings of the investigation and the final determination based on those findings; and
- Actions taken with the person or persons who committed the harassing behavior to remedy the behavior and prevent reoccurrence when the actions relate directly to a person impacted by the event.

If any of the above information cannot be shared, a citation to the law prohibiting release and an explanation of how that law applies to the current situation will be provided.⁵

{⁶} [Step 3: If complainant or a respondent wishes to appeal the decision of the [administrator or designee], the complainant or respondent may submit a written appeal to the [director] within [five] school days after receipt of the [administrator or designee]’s response to the complaint.

The [director or designee] shall acknowledge receipt of the appeal and may meet with all parties involved. The [director or designee] will review the merits of the complaint and the [administrator or designee]’s decision. The [director or designee] will respond in writing to the complainant within [10] school days.

The [director or designee] will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 3, as appropriate.]

Step [3][4]: If the complainant or respondent is not satisfied with the decision of the {⁷} [director or designee], a written appeal may be filed with the Board within [five] school days of receipt of the [director or designee]’s response to Step [2][3]. The Board may decide to hear or deny the request for appeal at a Board meeting. The Board may use an executive session if the subject matter qualifies under Oregon law. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative [at the next regular or special Board meeting] [at a Board meeting]. The Board’s decision will be final⁸ and will address each allegation in the complaint and contain reasons for the Board’s decision. A copy of the Board’s final decision shall be sent to the complainant in writing within [10] days of this meeting.

The [Board] will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step [3][4], as appropriate.

Complaints can be filed with or communicated directly to the [administrator or designee], in which case Step 1 will be skipped. {⁹} [Complaints against the [administrator] can be directed to the [director or

⁵ Refer to policies JOA - Directory Information and JOB - Personally Identifiable Information and public charter school legal counsel for guidance in these situations. Possible laws include, but are not limited to, Title 34 C.F.R. § 99.31 and ORS 342.850.

⁶ {If the public charter school has only one administrator, this step is not necessary. It is for use when there is more than one administrator at the school. Delete if not applicable and modify next step to reflect Step 3 and related language in the Step.}

⁷ {If Step 3 was not included, change ‘director’ to ‘administrator’ in this step. Remove ‘or designee’ if applicable – refer to language used in Step 2.}

⁸ {Public charter schools should review their complaint procedures and relationship with the school’s sponsor to determine whether the public charter school board’s decision is considered a final decision, or if the decision must be appealed to the sponsor for a final decision. If it must be appealed to the sponsor, language in this administrative regulation should be amended.}

⁹ {Align the following two sentences with previous numbered steps; keep and/or delete as needed.}

designee] [Board] and will begin at Step 3.] [Complaints against the director can be directed to the Board and will begin at Step 4.] Complaints against a Board member(s) can be directed to the Board and will begin at Step [3][4]. If complaints begin later than Step 1, the individuals reviewing the complaint will ensure that all requirements are met.

The complainant, if a person who resides in the district[,] [or] a parent or guardian of a student who attends the public charter school[or a student,] is not satisfied after exhausting local complaint procedures, the public charter school fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the initial filing of the complaint, may appeal¹⁰ the public charter school's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

Complaints may also be filed directly with the U.S. Department of Education Office for Civil Rights.¹¹

Public charter school administration will develop and implement instructional materials to ensure that all school employees and staff are made aware of this procedure and related practices. The materials will include reporting procedures, educational processes, and possible consequences.

[When necessary, timelines may be adjusted by the public charter school by communicating to all parties in writing. This communication must include a new timeline and an explanation of why the timeline must be adjusted.]

¹⁰ An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

¹¹ Complaints must meet criteria as established by law. For more information, visit <http://www.ed.gov/about/offices/list/ocr/complaintintro.html>

**SILETZ VALLEY SCHOOLS
REGULAR BOARD MEETING AGENDA
JANUARY 7, 2021**

ITEM: COMMUNICABLE DISEASES STAFF POLICY

TOPIC: COMMUNICABLE DISEASES

PREPARED BY: DR TUPOU

WILL BE PRESENTED BY: DR. TUPOU

TYPE OF ITEM: Consent Information Discussion Decision

DESCRIPTION OF AGENDA ITEM:

FIRST READ OF POLICY GBEB & GBEB-AR

RECOMMENDATION:

DISCUSSION

ADDITIONAL MATERIAL Attached: Yes No Available: Yes No

OSBA Model Charter School Sample Policy

Code: GBEB
Adopted:

Communicable Diseases - Staff

The public charter school shall provide reasonable protection against the risk of exposure to communicable disease for employees while engaged in the performance of their duties. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health department or in the *Communicable Disease Guidance* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA).

An employee may not attend work while in a communicable stage of a restrictable disease or when an administrator has reason to suspect that the employee has or has been exposed to any disease for which exclusion is required in accordance with law and per administrative regulation GBEB-AR - Communicable Diseases - Staff. If the disease is a reportable disease, the administrator will report the occurrence to the local health department.

Employees shall comply with all other measures adopted by the public charter school and with all rules adopted by Oregon Health Authority, Public Health Division and the local health department.

Employees shall provide services to students as required by law. In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.

The public charter school shall protect the confidentiality of an employee's health condition and record to the extent possible and consistent with federal and state law.

The public charter school will include, as part of its emergency plan, a description of the actions to be taken by school staff in the case of a declared public health emergency or other catastrophe that disrupts public charter school operations.

The administrator will develop administrative regulations necessary to implement this policy.

END OF POLICY

Legal Reference(s):

ORS 338.115(1)(z)
ORS 431.150 - 431.157
ORS 433.001 - 433.526

OAR 333-018
OAR 333-019-0010
OAR 333-019-0014
OAR 333-019-1000
OAR 437-002-0360
OAR 437-002-0377
OAR 581-022-2220

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance* (2020).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).

Health Insurance Portability and Accountability Act of 1996, 42 U.S.C. §§ 1320d to -1320d-8 (2018); 45 C.F.R. Parts 160, 164 (2019).

OSBA Model Charter School Sample Policy

Code: GBEB-AR
Revised/Reviewed:

Communicable Diseases – Staff

In accordance with state law, administrative rule, the local health authority and the *Communicable Disease Guidance*, the procedures established below will be followed.

1. “Restrictable diseases” are defined by rule and include but are not limited to COVID-19¹, chickenpox, diphtheria, hepatitis A, hepatitis E, measles, mumps, pertussis, rubella, Salmonella enterica serotype Typhi infection, scabies, Shiga-toxigenic Escherichia coli (STEC) infection, shigellosis and infectious tuberculosis, and may include a communicable stage of hepatitis B infection if, in the opinion of the local health officer, the person poses an unusually high risk to others (e.g., a child that exhibits uncontrollable biting or spitting). Restrictable disease also includes any other communicable disease identified in an order issued by the Oregon Health Authority or the local public health officer as posing a danger to the public’s health. A disease is considered to be a restrictable disease if it is listed in Oregon Administrative Rule (OAR) 333-019-0010, or it has been designated to be a restrictable disease by the local public health administrator after determining that it poses a danger to the public’s health.
2. “Susceptible” for an employee means lacking evidence of immunity to the disease.
3. “Reportable diseases” means a disease or condition, the reporting of which enables a public health authority to take action to protect or to benefit the public health.

Restrictable Diseases

1. An employee of the public charter school will not attend or work at a public charter school facility while in a communicable stage of a restrictable disease, including a communicable stage of COVID-19², unless authorized to do so under Oregon law. When an administrator has reason to suspect that an employee has a restrictable disease, the administrator shall send the employee home.
4. An administrator shall exclude an employee if the administrator has reason to suspect that an employee has been exposed to measles, mumps, rubella, diphtheria, pertussis, hepatitis A, or hepatitis B, unless the local health officer determines that exclusion is not necessary to protect the public’s health. The administrator may request the local health officer to make a determination as allowed by law. If the disease is reportable, the administrator will report the occurrence to the local health department.
5. An administrator shall exclude an employee if the administrator has been notified by a local public health administrator or local public health officer that the employee has had a substantial exposure to an individual with COVID-19 and exclusion is deemed necessary by same.

¹ Added per OAR 333-019-1000(2).

² “Communicable stage of COVID-19” means having a positive presumptive or confirmed test of COVID-19.

6. An employee will be excluded in such instances until such time as the employee presents a certificate from a physician, a physician assistant licensed under Oregon Revised Statute (ORS) 677.505 - 677.525, a nurse practitioner licensed under ORS 678.375 - 678.390, local health department nurse or school nurse stating that the employee does not have or is not a carrier of any restrictable disease.
7. An administrator may allow attendance of an employee restricted for chickenpox, scabies, staphylococcal skin infections, streptococcal infections, diarrhea or vomiting if the restriction has been removed by a school nurse or health care provider.
8. More stringent exclusion standards for employees from school or work may be adopted by the local health department.
9. The public charter school's emergency plan shall address the school's plan with respect to a declared public health emergency at the local or state level.

Reportable Diseases Notification

1. All employees shall comply with all reporting measures adopted by the public charter school and with all rules set forth by Oregon Health Authority, Public Health Division and the local health department.
10. An administrator may seek confirmation and assistance from the local health officer to determine the appropriate response when the administrator is notified that an employee or a student has been exposed to a restrictable disease that is also a reportable disease.
11. [Public charter school staff with impaired immune responses, that are of childbearing age or some other medically fragile condition, should consult with a medical provider for additional guidance³.]
12. An administrator shall determine other persons who may be informed of an employee's communicable disease, or that of a student's when a legitimate education interest exists or for health and safety reasons, in accordance with law.

Equipment and Training

1. The administrator or designee shall, on a case-by-case basis, determine what equipment and/or supplies are necessary in a particular classroom or other setting in order to prevent disease transmission.
13. The administrator or designee shall consult with the public charter school's nurse or other appropriate health officials to provide special training in the methods of protection from disease transmission.
14. All public charter school personnel will be instructed annually to use the proper precautions pertaining to blood and body fluid exposure per the Occupational Safety and Health Administration (OSHA). (See policy EBBAA).

³ Refer to *Communicable Disease Guidance* published by the Oregon Health Authority and the Oregon Department of Education.

OSBA offices temporarily close, but staff and advice still available

[Home](#) > [Topics](#) > [Policy](#) > [Sample ACB](#)

All Students Belong: Model policy ACB and ACB-AR

On September 17, 2020, the Oregon State Board of Education adopted temporary Oregon Administrative Rule (OAR) 581-022-2312 - All Students Belong. This rule took effect the following day and takes an unprecedented step to protect some of our schools' most marginalized students, as well as staff and others. As an OAR Chapter 581 Division 22 requirement, districts, ESDs and public charter schools will be required to verify that they are in compliance.

This rule requires that districts, ESDs, public charter schools and others receiving state funding for education adopt a policy prohibiting symbols of hate and addressing bias incidents by January 1, 2021.

This rule prohibits the "use or display" of symbols of hate, including the noose, swastika, and confederate flag. The policy that you adopt must reflect this prohibition. Before adoption, we recommend that you forestall potential legal challenges by documenting the following:

- Previous incidents arising from the presence of these symbols or related issues;
- Why the presence of these symbols would cause a material and substantial disruption to the educational environment; and
- How these symbols interfere with other students' right to be secure and let alone in their schools.

The rule allows adding to the list of prohibited symbols, but we strongly recommend that you consult with your legal counsel before doing so.

The rule also defines a "bias incident" and requires related procedures and requirements. Because these requirements are unique to bias incidents, we have created a separate complaint procedure. If you want to incorporate this into existing complaint procedures, we recommend that you work closely with your legal counsel.

We expect that this temporary rule will be made permanent by the State Board of Education, and also that it could face legal challenges. We will update model samples as needed.

The Oregon Department of Education's Information is available [here](#).

Disclaimer

Attached are the model policy and/or administrative regulation sample(s) you requested. You may print these and should present them to the school board for discussion, modifications and final adoption. The model samples CANNOT be adopted in the current format. You must make a choice for all text in brackets when present.

Review the following model sample policy and administrative regulation to help the board address prohibition of symbols of hate and address bias incidents.

Click on the icon to download the sample. [\[Help\]](#) [\[Disclaimer\]](#)

District



R10/12/20 ACB – All Students Belong



R10/12/20 ACB-AR – Bias Incident Complaint Procedure

ESD



R10/12/20 ACB – All Students Belong



R10/12/20 ACB-AR – Bias Incident Complaint Procedure

Charter



R10/12/20 ACB – All Students Belong



R10/12/20 ACB-AR – Bias Incident Complaint Procedure

**SILETZ VALLEY SCHOOLS
SPECIAL SESSION BOARD MEETING AGENDA
JANUARY 7, 2021**

ITEM: 2020-21 HASS Plan

TOPIC: 2020-21 HASS Plan

PREPARED BY: DR TUPOU

WILL BE PRESENTED BY: DR. TUPOU

TYPE OF ITEM: Consent Information Discussion Decision

DESCRIPTION OF AGENDA ITEM:

Health and Safety Plan

RECOMMENDATION:

Consent and Approve

ADDITIONAL MATERIAL Attached: Yes No Available: Yes No



2020-21

SILETZ VALLEY SCHOOL

Healthy and Safe Schools Plan

Introduction

In 2017, the Oregon State Legislature passed SB 1062 which requires that every school district, education service district, and public charter school develop a Healthy and Safe Schools Plan (HASS Plan). Each organization's HASS Plan has specific requirements that must be included for the HASS Plan to comply with state law. All HASS Plans are due to the Oregon Department of Education by July 1, 2019. Additionally, each school district, education service district, and public charter school is required to certify annually that the organization continues to comply with the requirements of the HASS Plan by filing an Annual Statement. The following plan was developed to meet these requirements.

1. Responsible Person

The person responsible for administering and implementing the Healthy and Safe Schools Plan:

Name: SAM TUPOU
Position Title: SUPERINTENDENT/PRINCIPAL
Phone Number: 541-444-1100
Email Address: stupou@siletzvalleyschools.org
Mailing Address: 245 JAMES FRANK AVE. SILETZ, OR 97380

The person who is the designated IPM Coordinator:

Name: JOE BAILEY
Position Title: FACILITY MANAGER
Phone Number: 541-444-1100
Email Address: jbailey@siletzvalleyschools.org
Mailing Address: 245 JAMES FRANK AVE. SILETZ, OR 97380

The person responsible for AHERA information:

Name: JOE BAILEY
Position Title: FACILITY MANAGER
Phone Number: 541-444-1100
Email Address: jbailey@siletzvalleyschools.org
Mailing Address: 245 JAMES FRANK AVE. SILETZ, OR 97380

2. List Facilities

All facilities owned and leased by Siletz Valley School where students or staff are present on a regular basis are covered by this HASS Plan. The list of those buildings and facilities is below:

Facility Name	Facility Address
SILETZ VALLEY SCHOOL	245 JAMES FRANK AVE., SILETZ, OR 97380

3. Elevated Levels of Lead in Water Used for Drinking or Food Preparation

All school districts, education service districts, and public charter schools are required to test for and eliminate exposure to elevated levels of lead in water used for Drinking and Food Preparation through either remediation or eliminating access, according to OAR 333-061-0400 and OAR 581-022-2223. In conformance with those administrative rules, Siletz Valley Schools certifies the following:

1. All testing was done according to the testing requirements in OAR 333-061-0400;
2. All samples were analyzed by a lab accredited by Oregon Health Authority to test for those materials;
3. All water fixtures required to be tested under OAR 333-061-0400 were tested for elevated levels of lead in accordance with the testing schedule developed by the Oregon Health Authority; and
4. The testing schedule for each building covered by this plan is set forth below:

Facility Name	Year of Last Test	Next Scheduled Test (beginning of 6 year schedule)	Schedule or Exemption Reason
SILETZ VALLEY SCHOOL	2016	2023 FY	6-YEAR CYCLE

4. Lead Paint

In order to comply with the United States Environmental Protection Agency's Renovation, Repair and Painting Program Rule, Siletz Valley School will either contract only with certified lead based paint renovation contractors licensed by the Oregon Construction Contractors Board or use District staff that are certified by the Oregon Health Authority to perform the work.

5. Asbestos

Siletz Valley School complies with the federal Asbestos Hazard Emergency Response Act (AHERA). All required asbestos management plans are available for viewing by submitting a request to the Joe Bailey, Facilities Manager.

6. Radon

Siletz Valley School has developed a radon plan as required by ORS 332.167. Community members can access a copy of the radon plan [here](#). Test results have been made public and are available at www.siletzschools.org (see *Facility and Maintenance* tab at the bottom of website).

7. Integrated Pest Management

Siletz Valley School has adopted an Integrated Pest Management (IPM) plan as required by ORS 634.700 through 634.750. Community members can access a copy of the IPM plan [here](#).

8. Carbon Monoxide Detectors

Siletz Valley School certifies that all buildings subject to the Healthy and Safe Schools Plan comply with the carbon monoxide detection standards in the state building code that were in effect when the building was originally constructed or as required by building code due to addition, upgrade, or remodel.

9. Test Results Publication

Siletz Valley School is complying with the requirement to provide access to test results, as defined by OAR 581-022-2223 within 10 business days as defined by ORS 332-334. Test results can be found on Siletz Valley Schools' website at www.siletzschools.org (see *Facility and Maintenance* tab at the bottom of website).

Specific test results can be found as follows:

- Lead in Water: www.siletzschools.org
- Radon: www.siletzschools.org

Additionally, copies of all test results are available at 245 James Frank Avenue, Siletz, OR 97380. Siletz Valley Schools will also use current school email lists or communications programs to provide final test results to staff, students, parents of minor students, and other members of the community. This includes providing actual final test results or providing direct access to final test results through links in the communications. Please contact Joe Bailey, Facilities Manager, to be added to current district email lists and programs.

I certify that the above information is true and accurate to the best of my knowledge.

Sam Tupou	Superintendent	12-29-20
Electronic signature of authorized representative	Title	Date