



Jefferson County
School District 509J
UNITE. ENGAGE. SOAR.

Jefferson County School District 509-J

Monday, July 12, 2021

WORK SESSION (5:00PM) REGULAR SESSION (7:00PM)

MEETING LOCATION:

509J JCSD Support Services Building
445 SE Buff Street, Madras, OR 97741

2020-2021 Board of Directors:

Chair Laurie Danzuka, Vice-Chair Kevin Richards, Jamie Hurd, Courtney Snead, Jacob Struck

IMPORTANT NOTE: At all meetings Federal and State face mask mandates will be followed and room capacity will be closely monitored to allow for proper social distancing. Thank you - we appreciate your understanding and cooperation.

Mission Statement

Uniting to Empower Culturally-Enhanced Learners to Shape the World...

Our school district is unique in that it represents multiple cultures. As the world becomes smaller, understanding and acceptance of multiple cultures help us live and grow in harmony. Therefore, the JCSD recognizes our diversity as a strength to be nurtured.

BOARD MEETING AGENDA

WORK SESSION (5:00PM)

OSBA Summer Conference review / Board Member Retreat / Bond Discussion

REGULAR SESSION (7:00PM)

1) **REGULAR SESSION/CALL TO ORDER / ATTENDANCE/ PLEDGE OF ALLEGIANCE**

Page 3

2) **OATH OF OFFICE FOR NEW BOARD MEMBERS** Pages 4-9

- Laurie Danzuka, Position 1 (incumbent, 4 year term)
- Jamie Hurd, Position 2 (incumbent, 4 year term)
- Jacob Struck, Position 3 (4 year term)

Pages 4 - 5

Pages 6 - 7

Pages 8 - 9

AMERICANS WITH DISABILITIES ACT: Please contact Tessa Bailey at 541.475-6192 if you need accommodations to participate in the board meeting. Please call at least two days prior to the scheduled meeting date. Thank you

3) **2021/2022 JCSD 509J BOARD OFFICER NOMINATIONS**

- a. Chair
- b. Vice-Chair

4) **AGENDA ADOPTION**

5) **PRESENTATIONS/REPORTS/COMMUNICATION/DISCUSSION ITEMS**

- Board Leadership Meetings / Discussion
- Ready Schools Safe Learners (RSSL) information from ODE
- Bond Update
- Legislative Report

Page 10
Pages 11 - 31
Verbal Report Only
Verbal Report Only

6) **HEARING OF CITIZENS / DELEGATIONS**

Each person wishing to speak will have signed in at the beginning of the meeting to be recognized. The 509-J Board of Directors reserves this time for citizens to share comments or concerns. Because time is limited, as a standard practice, as a courtesy to others and to maintain our meeting schedule, guests will be allotted three minutes to speak. If you have a group attending regarding the same topic, you will need to appoint one speaker.

5) **ACTION ITEMS**

A. Consent Agenda

- Approval of Board Minutes of **June 16, 2021**
- Personnel Action
- Financials

Pages 32 - 42

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Pages 44 - 48

B. Resolution #22-02, Various Grants (\$847,286)

Pages 49 - 50

C. Resolution #21-17 Purchases (\$155,488)

Pages 51 - 53

6) **REMINDERS:**

- OSBA Virtual Summer Conferences 2021 – Registration NOW OPEN
<http://www.osba.org/Calendar/UpcomingEvents.aspx>
 - Board Leadership and Administrative Professionals Workshop – **Friday, July 23, 2021 (8am-1pm)**
 - Raising the Equity Question – **Saturday, July 24, 2021 (8am-4pm)**

7) **BOARD & SUPERINTENDENT HIGHLIGHTS**

8) **MEETING CLOSURE/ADJOURNED**

AMERICANS WITH DISABILITIES ACT: Please contact Tessa Bailey at 541.475-6192 if you need accommodations to participate in the board meeting. Please call at least two days prior to the scheduled meeting date. Thank you



Jefferson County School District 509J

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445 SE Buff Street, Madras, OR 97741 (541) 475-6192 FAX: (541) 475-6856 www.jcsd.k12.or.us

JCSD 509J BOARD OF DIRECTORS



Laurie Danzuka
Position 1



Jamie Hurd
Position 2



Jacob Struck
Position 3



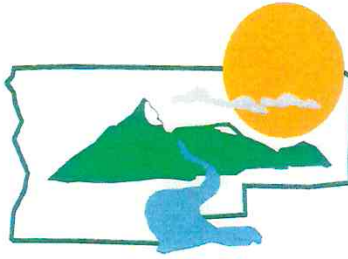
Courtney Snead
Position 4



Kevin Richards
Position 5



Jay Mathisen
JCSD 509J Superintendent

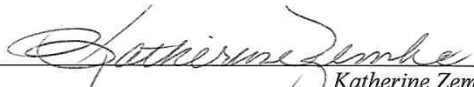


Jefferson County, Oregon

Certificate of Election

*I, **Katherine Zemke**, clerk of Jefferson County, do hereby certify that at the Special District Election held in Jefferson County on the 18th day of May, 2021, Laurie Danzuka, was duly elected to the Jefferson County School District 509-J Board of Directors, Position 1, in and for the County of Jefferson State of Oregon.*

Witness my hand and the seal of the County Clerk this 14th day of June, 2021



Katherine Zemke
Jefferson County Clerk

Oath of Office

I, Laurie Danzuka, having been duly elected to the Jefferson County School District 509-J Board of Directors, Position 1 do solemnly swear that I will support the Constitution of the United States of America, the Constitution of the State of Oregon, and the laws thereof. I will faithfully and honorably perform the duties of the Jefferson County School District 509-J Directors, Position 1, to the best of my ability.

Laurie Danzuka

Subscribed and sworn to before me this _____ day of _____, 2021.

Ken Parshall
Districts Elections Authority



OATH OF OFFICE

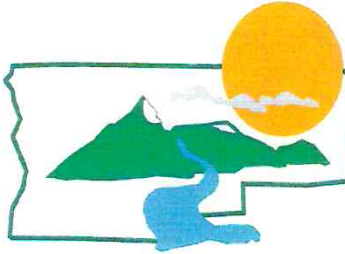
STATE OF OREGON
County of Jefferson

I Laurie Danzuka, do solemnly swear (or affirm) that I will support the Constitution of the United States and the Constitution of the State of Oregon. I will faithfully and honorably discharge the duties of the Jefferson County School District 509-J Board Director, Position 1, to the best of my ability, so help me God.

Laurie Danzuka

Subscribed and sworn to before me this ____ day of _____, 2021

District Election Authority

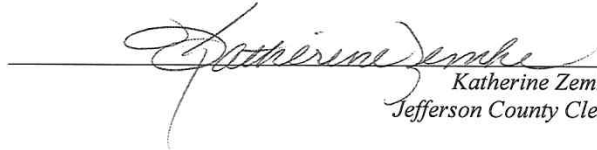


Jefferson County, Oregon

Certificate of Election

*I, **Katherine Zemke**, clerk of Jefferson County, do hereby certify that at the Special District Election held in Jefferson County on the 18th day of May, 2021, Jamie Hurd, was duly elected to the Jefferson County School District 509-J Board of Directors, Position 2, in and for the County of Jefferson State of Oregon.*

Witness my hand and the seal of the County Clerk this 14th day of June, 2021


Katherine Zemke
Jefferson County Clerk

Oath of Office

I, Jamie Hurd, having been duly elected to the Jefferson County School District 509-J Board of Directors, Position 2 do solemnly swear that I will support the Constitution of the United States of America, the Constitution of the State of Oregon, and the laws thereof. I will faithfully and honorably perform the duties of the Jefferson County School District 509-J Directors, Position 2, to the best of my ability.

Jamie Hurd

Subscribed and sworn to before me this _____ day of _____, 2021.

Ken Parshall
Districts Elections Authority



OATH OF OFFICE

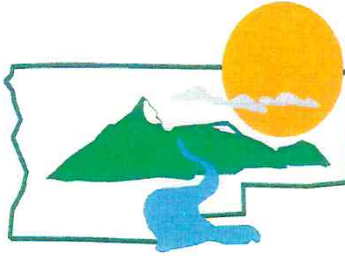
***STATE OF OREGON
County of Jefferson***

I, Jamie Hurd , do solemnly swear (or affirm) that I will support the Constitution of the United States and the Constitution of the State of Oregon. I will faithfully and honorably discharge the duties of the Jefferson County School District 509-J Board Director, Position 2, to the best of my ability, so help me God.

Jamie Hurd

Subscribed and sworn to before me this ____ day of _____, 2021

District Election Authority

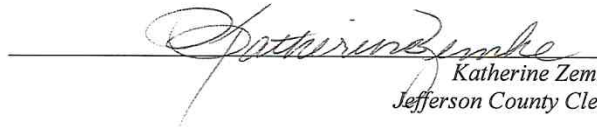


Jefferson County, Oregon

Certificate of Election

*I, **Katherine Zemke**, clerk of Jefferson County, do hereby certify that at the Special District Election held in Jefferson County on the 18th day of May, 2021, Jacob Struck, was duly elected to the Jefferson County School District 509-J Board of Directors, Position 3, in and for the County of Jefferson State of Oregon.*

Witness my hand and the seal of the County Clerk this 14th day of June, 2021


Katherine Zemke
Jefferson County Clerk

Oath of Office

I, Jacob Struck, having been duly elected to the Jefferson County School District 509-J Board of Directors, Position 3 do solemnly swear that I will support the Constitution of the United States of America, the Constitution of the State of Oregon, and the laws thereof. I will faithfully and honorably perform the duties of the Jefferson County School District 509-J Directors, Position 3, to the best of my ability.

Jacob Struck

Subscribed and sworn to before me this _____ day of _____, 2021.

Ken Parshall
Districts Elections Authority



OATH OF OFFICE

***STATE OF OREGON
County of Jefferson***

I, Jacob Struck , do solemnly swear (or affirm) that I will support the Constitution of the United States and the Constitution of the State of Oregon. I will faithfully and honorably discharge the duties of the Jefferson County School District 509-J Board Director, Position 3, to the best of my ability, so help me God.

Jacob Struck

Subscribed and sworn to before me this ____ day of _____, 2021

District Election Authority



Jefferson County School District 509J

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2020-2022 BOARD LEADERSHIP SCHEDULE

NOTE: Board Chair _____ *will attend each meeting with a rotating board member as listed below. If applicable board member cannot attend, advance notification and a replacement (determined amongst yourselves) will be provided to the Board Chair or Board Secretary prior to each meeting.*

Tuesday August 3, 2021 @ TBD

Tuesday September 7, 2021 @ TBD

Tuesday October 5, 2021 @ TBD

Tuesday November 2, 2021 @ TBD

Tuesday December 7, 2021 @ TBD

Tuesday January 4, 2022 @ TBD

Tuesday February 8, 2022 @ TBD

Tuesday March 8, 2022 @ TBD

Tuesday April 5, 2022 @ TBD

Tuesday May 3, 2022 @ TBD

Tuesday June 7, 2022 @ TBD

DRAFT Revision 1 – 7/6/2021



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

June 25, 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.¹ Districts will make decisions with their boards to determine local implementation of COVID-19 mitigation measures, as laid out in this document.

Overview

Authority and Effective Dates

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

In July, the Resiliency Framework will be updated with additional links and resources to support schools during the upcoming school year. What happens with COVID-19 during the school year may require changes in our state's response efforts, and the Resiliency Framework will be periodically 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.

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.**

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

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**. 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](#).

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 State Statute and Rule

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

2021 Additions to Existing Rules

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

Submit an Operational Plan

School districts and public charter schools must **periodically submit to ODE a plan for operation during the 2021-22 school year**. The plan must be submitted on a timeline and in a form to be determined by ODE. (OAR 581-022-0105).

This plan should be informed by community engagement and be posted on the school district or charter school website. This plan is similar, but smaller in scale, to the Operational Blueprint for Reentry used in the 2020-21 school year. This plan will also fulfill plan requirements for eligibility for American Rescue Plan (ARP) Act Elementary and Secondary School Emergency Relief (ESSER III) funds. More information will be available on or before July 22, 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 Requirements². 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.

² <https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ensuring%20Equity%20and%20Access%20Aligning%20State%20and%20Federal%20Requirements.pdf>

- 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 or 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 child. (**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.

Promoting and Supporting Mental Health and Well-being

- 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

The 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 they come in contact with. All staff need encouragement, training, support and clear guidelines to meet the health and safety expectations set out by the district, charter school, or private school.

KEY PRACTICES FOR REDUCING SPREAD OF COVID-19 IN SCHOOLS

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



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



Protective Equipment – Use of face coverings, barriers and face shields.



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 sick people from people who are not sick. Quarantine separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick.



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.

Under Oregon law, minors 15 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 are ready to support schools and districts to offer vaccination clinics through the summer, and into the fall.

Face Coverings and Respiratory Etiquette

For the purposes of this Framework, please refer to these [OHA definitions](#) and specifications.

OHA and ODE *strongly advise* face coverings for all students in grades kindergarten and up, and all staff when students are inside the building. Certain accommodations for medical needs or disability may be necessary.

When students falter in adhering to your district's or school's face covering policy, 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.

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

In general, 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 remain strongly recommended in addition to maintaining at least 3 feet of physical distancing to the extent possible, especially when indoors around people from different households.

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

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.

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.
- 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.

An exposure is defined as an individual who has close contact (less than 6 feet) for longer than 15 cumulative minutes in a day with a person who has COVID-19 case. 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 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. The clear documentation of the cohort members will allow for the LPHA to rapidly initiate contact tracing. Note that 6 feet continues to be the threshold of close contact for exposure determination by public health, even for students for whom at least 3 feet of physical distance from other students is recommended as a preventive measure.



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

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.

OHA Sponsored COVID-19 Testing in Schools

This program is available to all schools, and students and staff opt in to participate in testing. For some students, COVID-19 testing in K-12 schools may represent their only access to a COVID-19 test and the importance of this access cannot be overstated. Testing will help to quickly identify COVID-19 cases in K-12 schools, interrupt viral spread through households and in classrooms, reduce the risk for students and staff during in-person learning, and may be used to shorten the length of quarantine for exposed individuals who test negative when this is recommended by the local public health authority.

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

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.

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 581-022-2202

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* that school communicable disease management plans 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.

Additional information on communicable disease management in schools is available in [Communicable Disease Guidance for Schools](#).

Isolation and 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.



**Jefferson County
School District 509J**
UNITE. ENGAGE. SOAR.

Jefferson County School District 509-J

Wednesday, June 16, 2021

BOARD MEETING MINUTES

MEETING LOCATION:

509J JCSD Support Services Building
445 SE Buff Street, Madras, OR 97741

REGULAR SESSION (5:00PM)

ATTENDANCE: Chair Laurie Danzuka, Vice-Chair Kevin Richards, Jamie Hurd, Courtney Snead, Tom Norton, Jr.

ABSENT: Courtney Snead *[exited at 6:15pm]*

REGULAR SESSION/CALL TO ORDER / ATTENDANCE/ PLEDGE OF ALLEGIANCE

Board Chair called to order at 5:30pm due to the extended work session.

AGENDA ADOPTION

Board Chair Laurie Danzuka asked if there are any requested changes to the agenda; Superintendent Parshall shared that action item "J" (MOA with Jefferson County Library – data sharing agreement) can be removed from the action item list as it is not required for board approval.

Jamie Hurd motioned to adopt the agenda as corrected; motion passed unanimously –

Approved 5/0

PRESENTATIONS / REPORTS / COMMUNICATION / INFORMATION / DISCUSSION ITEMS

- **Recognition of Promise Scholarship Recipients**

Kevin Richards shared about the Promise Scholarship process and expressed that the two recipients should be very proud of their accomplishments – they are two of the best in our community.

Board Chair Laurie Danzuka asked each of the scholarship recipients (Joshua Olney and Hannah Holiday) to share about their plans and presented them with certificates of accomplishment.

Board Chair informed the scholarship recipients that they and their families were excused from the meeting if they did not want to remain for the entire session.

- **Recognition of Jill Plant, WSK8 Regional Teacher of the Year**

Superintendent shared (page 4 of board meeting packet) about Jill Plant, the Regional Teacher of the Year; she is a music teacher at WSK8.

- **School Update (Executive Team)**

- Added from the removed action items - JCSD 509J & Jefferson County Agreement for “connect card” – Melinda Boyle requested to share the library topic first (removed from the action items at beginning of the meeting), it was agreed to share as an informational discussion item. Curriculum Director Melinda Boyle; JCSD Librarian Ryan Dempsey; Laura Jones, Jefferson County Library, Assistant Director, Star Todd and Jane Ellen Innes, Jefferson County Library Director all presented on this topic.

Discussion took place about the agreement that will allow JCSD student access to the library system with a designated school identification system. It was shared that Jefferson County Library is part of a consortium and the Deschutes Public Library is “the big rock in the pond” and they will be signing the agreement because they are the owner of the catalog system. They are in support of it but the MOU will be reviewed by them and their attorney.

Tom Norton asked why the other school district in Central Oregon (mentioned in the presentation) cannot do this; it was stated, it is unknown why, they are not part of the battle of the books - potentially censorship issues. JCSD has been looking for other competitors for the battle of the books for future competitions.

Superintendent Ken Parshall explained what a wonderful opportunity this program is for our district students and families.

An example of the portal was shared. The students will be able to login and access everything they need to do their homework; they will have curiosity screens (solely educational based); tutors; subscriptions to World Books that can be set to Oregon Standards. They will also have access to the e-book system. The hope is to also have a community calendar families can access to know what is going on in our community. The students will not be incurring any fines through this system. They are currently looking into student ID cards that will give them access to everything.

Melinda Boyle clarified that it will not be the State ID numbers – the ID cards will have unique identifiers that will be used specific to this system.

- **Summer School Planning**

Melinda Boyle shared about the summer program that will take place at JCMS (K-8), WS (K-8), MHS and Bridges (for credit recovery). Applications have been out and 209 students have registered in town (with 49 on the wait list), and 130 registered for WSK8. The wait list is due to the challenges of hiring staff; although 68 staff members (teachers and educational assistants) have been hired. Melinda shared a list of names of some of the partners they are partnering with for this year's program.

Curriculum Director Melinda Boyle noted that Katie Boyle is the director of this program and has been the past few years and is the one that has done all the work preparing for the program this year.

Discussion took place about the program to answer clarifying questions from the board. The program is from August 2nd – 20th (9am-3pm) for Kindergarten through 12th grade.

- **Fall Opening / Guidance**

Director of Student Services Kira Fee shared what we know (so far) about next year's COVID-19 Guidance. She shared the 21/22 School Year DRAFT Guidance and Timeline reflecting six slides of key guidance: 1) roadmap to final RSSL guidance, 2) What to expect for the 2021-22 school year, 3) What to expect for the 2021-22 school year for essential mitigation strategies and local decision-making, 4) face coverings, 5) physical distancing and 6) No changes to current guidance.

Board Chair Danzuka requested information about what kind of feedback we are hearing from families about whether or not they will be returning for in-person. Kira Fee said she will defer that question to Melinda or Ken.

Melinda Boyle shared that within the next month they plan on contacting every student who is enrolled in CASA with registration packets to return to us.

Board Member Courtney Snead exited the meeting at 6:15pm.

- **CASA Online program**

Curriculum Director Melinda Boyle shared that at the end of the school year there are currently 521 students enrolled in CASA and 58% have said they would like to

return to online and 43% return to in-person, but that is only out of 55 responses. She also shared that we have budgeted for 100 students for CASA; that includes 5 teachers (3 elementary, 1 middle school and 1 high school) and everything is adjustable based on actual enrollment. Likewise, it was budgeted that every other school is staffed as if all students returned to in-person school.

- **Grow Your Own Grant Report**

Curriculum Director Melinda Boyle shared that back in 2015 we started a partnership with George Fox University called “Grow Your Own”; what that means is that we would like our staff to reflect the demographic of our population. Melinda noted, in a report from 2019 four of the teachers in the report were our students. Last year we started a CTE program, Jason Weeks oversees the program and Julie Mitchell teaches the program. Technically, a high school student could graduate with an Associates Degree in early childhood education and they would go into a four year university. We have started a new partnership with OSU Cascades.

Melinda shared about the scholarships given this year and that the student teachers will be student teaching in our schools.

- **Equity Team Update**

The ELD Teaching & Learning Specialist and JCSD Equity Leader Denise Garcia shared the equity team update. She shared that she facilitates the meetings and there is a representative from each of our schools. The task for the team has been to develop an equity lens for our district – they have met five times this year and the process has been to gather equity lenses from other districts and decide what we like from each; what it should look like and came to a consensus on what our equity lens should look like. They took it back to their administrators for suggestions or edits, there were none; they also created a survey for staff and requested feedback. There were nineteen responses to the survey and from the survey there were some adjustments to the document and the team decided that this document (report on pages 5-7 of board packet) would be the final document.

Board Chair Danzuka mentioned the limited number of responses (only 19 out of all staff) to the survey.

Kevin Richards thanked Denise Garcia for her work in this program and for presenting this evening.

- **Upstart Pre-School Program**

Superintendent Parshall shared about the Upstart Pre-School Program – he explained this program (starting in August) is for 4 year olds and their parent to engage in a daily process to allow them to engage with other students; he asked Laurie Danzuka to briefly share about her experience with the program she participated in. Laurie Danzuka shared that she participated through High Desert ESD; she said at first it was intimidating but it was good for parents, the support was really good and she is excited to see it provided by our district.

- **Impact Aid Calendar**

Martha Bewley shared the 2021/2022 Impact Aid Calendar shared in the board packet and explained it is the calendar that allows for us to continually apply for the grant. Jamie Hurd asked if it was shared with the tribal committee in Warm Springs and Martha Bewley stated yes.

- **PERS Bonds Presentation and Recommendation (Martha Bewley)**

CFO Martha Bewley explained the PERS Pension Obligation Bonds with a presentation showing a 10 year vs 30 year treasury rates comparison; approximate probability of success; scenario #1; scenario #2; scenario #3; the risks; the timeline and the recommendation #1 – issue 100% of the UAL if interest rates are below 4.5%. CFO Bewley also explained the planning worksheet if the board does decide to go ahead with this and explained the timeline of tasks and due dates.

Discussion took place about the presentation and the various options.

HEARING OF CITIZENS / DELEGATIONS [2-OPTIONS]

OPTION 1: Each person wishing to speak will have signed in at the beginning of the meeting to be recognized. The 509-J Board of Directors reserves this time for citizens to share comments or concerns. Because time is limited, as a standard practice, as a courtesy to others and to maintain our meeting schedule, guests will be allotted three minutes to speak. If you have a group attending regarding the same topic, you will need to appoint one speaker.

OPTION 2: Due to the COVID-19 Statewide restrictions the Jefferson County School District 509-J will accept public comment in writing prior to the meeting. If you are a member of the community and wish to provide a public comment, in written format ONLY. Written comments must be received by 2:00 pm on ~~Monday, June 14, 2021~~ Wednesday, June 16, 2021 and will be read during the public comment section of the meeting - Thank you for your understanding and cooperation. Please note: comments/complaints regarding specific people or personnel WILL NOT be accepted please refer to the district complaint policy.

There were no comments for the evening.

ACTION ITEMS

A. Consent Agenda

- Approval of Board Minutes of **May 10, 2021**
- Personnel Action
- Financials (April)
- Semi-annual Vouchers Paid Report (independent binder for public view available if requested)

Jamie Hurd requested to pull the personnel action and asked about the Principal assigned to the Dual Language School.

Jamie Hurd motioned to approve the consent agenda as presented – **Approved 4/0.**

B. Proposed FY2021/2022 JCSD 509J Board Calendar

Kevin Richards motioned to approve the FY2021/2022 JCSD 509J Board Calendar as presented; motion passed – **Approved 4/0.**

C. Resolution 21-16, Various Grants & Donations

CFO Bewley explained Resolution 21-16 and the donations reflected. Discussion took place about the donation that was used for 2021 MHS graduation expenses. Superintendent Parshall explained that it was used for the broadcasting of the graduation for families and friends could watch the ceremonies live (due to the limited seating COVID-19 guidelines).

Kevin Richards motioned to approve Resolution 21-16, various grants & donations as presented; motion passed – **Approved 4/0.**

D. Resolution 21-17, Superintendent's Emergency Declaration and Approving an Exemption from Competitive Bidding Requirements

Superintendent Parshall explained Resolution 21-17.

Tom Norton motioned to approved Resolutions 21-17, Superintendent's Emergency Declaration and Approving an Exemption from Competitive Bidding Requirements as presented, motion passed – **Approved 4/0.**

E. Resolution 22-01, Annual Procedures

Martha explained Resolution 22-01 as the standard annual procedures with the applicable updates as needed for the new fiscal year.

Kevin Richards motioned to approve Resolution 22-01, Annual Procedures as presented, motion passed – **Approved 4/0.**

F. FY2022/2023 JCSD 509J Budget Calendar

CFO Bewley explained the proposed budget calendar that was provided in the board packet on pages 27-28.

Jamie Hurd motioned to approve the FY2022/2023 JCSD 509J Budget Calendar as presented; motion passed – **Approved 4/0.**

G. PERS Bonds Presentation and Recommendation

CFO Bewley summarized the scenarios from the PERS Bonds Presentation and Recommendation as she presented in depth during the discussion items.

Tom Norton motioned to approve the PERS Bonds Presentation and Recommendation as recommended by CFO Bewley – **Approved 4/0.**

H. FY2021/2022 School Resource Officer (SRO), City of Madras

Tom Norton, asked why it is Madras Police Department and if we have ever opened it up to the Sherriff's office. He asked how do we arrive at the decision and how do we monitor.

Superintendent Ken Parshall explained that since he has been here it has been through Madras Police Department. Board member Tom Norton shared to Board Chair Laurie Danzuka as "just a thought" – maybe in the future they can put out a RFP and open it up to the Sheriff's office too – he believes they used to do it years in the past. Suggestion was noted.

Tom Norton motioned to approved the FY2021/2022 School Resource Officer (SRO), City of Madras agreement as presented, motion passed – **Approved 4/0.**

I. FY2021/2022 School Resource Officer (SRO), Warm Springs (CTWS)

Jamie Hurd motioned to pass the FY2021/2022 School Resource Officer (SRO), Warm Springs (CTWS) agreement as presented; motion passed – **Approved 4/0.**

~~J. MOA with Jefferson County Public Library – Data Sharing Agreement~~

This item was moved to a discussion item as it does not require board action (per Superintendent Parshall and Curriculum Director Melinda Boyle).

K. Contract for Personal Services School-based Health Center

Superintendent Parshall explained that this is the annual contract that goes before the board for our School-based health clinic.

Jami Hurd motioned to approve Contract for Personal Services School-based Health as presented; motion passed – **Approved 4/0.**

L. Approval of Final Superintendent's Evaluation FY2020/2021

Tom Norton motioned to approve the final superintendent's evaluation as presented; motion passed – **Approved 4/0.**

M. Administrative, Supervisory & Confidential Handbook (update)

Superintendent Parshall shared that the handbook was updated on page two to reflect the administrative, supervisory & confidential handbook for them to receive the standard cost of living allowance (COLA) as certified staff.

Kevin Richards motioned to approve the Administrative, Supervisory & Confidential Handbook as presented, motioned passed – **Approved 4/0.**

N. Bond Program

CFO Martha Bewley summarized the details of the proposed bond program (as presented and discussed in depth during the work session).

Board Chair Danzuka requested CFO Bewley cover the Bond recommendation that was covered in the board work session. She concluded that if the board decides to move forward – they will draft the resolution and develop language that would be in the ballot.

Vice-Chair Kevin Richards summarized, questioned and clarified the options on the table and asked specifically if the Oregon School Capital Improvement Matching Program Grant Application (OSCIM Program application) can be submitted even if the board decides to table the Bond until November. Martha Bewley said she could submit the application by the deadline however she will have to research more of the details.

Vice-Chair Kevin Richards stated he has already commented during the work session but his view has evolved and he would support the decision of the bond committee going forward with the November election in mind, however he thinks it would be a mistake to do it without good confidence from the board; or if there is any hesitation from the board – it would be good to have some more community outreach, wrap our heads around the recommendation from the bond committee.

Vice-Chair Kevin Richards said he is happy to make a motion that we submit the materials for the OSCIM (grant application) and table the Bond package of moving forward for the November election until the next board meeting.

Tom Norton shared he likes that idea because of new board member and superintendent coming in and they will have a say in the decision.

Jamie Hurd shared that she doesn't think it needs to go back out to the community but thinks that the Board just needs more time.

Laurie Danzuka said she would like to make a decision and if the board can have a discussion and make a decision on the bond she would like that, but she also sees their point – but, not making a decision can also have a negative impact on the board.

Discussion continued about who will be competing (for Bonds) in November (the jail; MAC; etc.) and the numerous unforeseen circumstances resulting from COVID-19. Board Chair Laurie Danzuka said she feels like we have an obligation to the district to at least explore the option – we have put the time and effort into it. Board members agreed that the work does need done but not in agreement that it has to happen right now. Discussion took place about the scenarios of the bond passing and failing first time around. There was concern about what the new Superintendent thinks.

Kevin Richards said the questions the board has about ‘the messaging’ are all good questions, and they are all answerable; but the important decision is: Is it the right thing for the district?

Vice-Chair Kevin Richards concluded by saying he would move to have Ken and/or Martha proceed to submit on the OSCIM grant and table the bond decision; then add the bond decision to the July board meeting work session for further follow-up discussion; the motion passed - **Approved 4/0.**

O. Proposed Policy Update, JBB – Educational Equity – 2nd & Final Reading

Jamie Hurd motioned to approved the Proposed Policy Update, JBB (Educational Equity) as presented for the 2nd & Final Reading; motion passed – **Approved 4/0**

P. OSBA Policy Updates, April 2021 (Vol. 64 No. 3) – 2nd & Final Reading

- 1) CBA – Qualifications and Duties of the Superintendent, Highly Recommended |
- 2) IIBGA-Electronic Communications Systems, Required
- 3) IIBGA-AR – Electronic Communications System, Required
- 4) INDB – Flag Displays and Salutes, Optional
- 5) JGA – Corporal Punishment**, Optional
- 6) JHCA/JHCB – Immunization, Physical Examination, Vision Screening/Eye Examination and Dental Screening**, Optional
- 7) ~~KL – Public Complaints (Version 2 only), Highly Recommended~~ We do not have version 2

Questions were asked about policy updates and if the updated policies will be directed to the administrators for staff to be aware heading in to the new school year. Superintendent Parshall shared that these are added to the website and we usually go over some of them in August. Board comment was noted for staff training for the new fiscal year.

Jamie Hurd motioned to approve the OSBA Policy Updates, April 2021 (Vol. 64 No. 3) as presented for this 2nd & Final Reading; motion passed – **Approved 4/0.**

*** Q. Approval of Collective Bargaining Agreement (CBA) MOU with Madras Employee Association (MEA)**

Ken asked Lori Bonham to speak about this agreement. Human Resource Director Lori Bonham summarized the details of the agreement – stating they agreed to one year extension rather

than a full reopener following COVID-19 and a 3% increase with insurance CAP.

Board Chair Laurie Danzuka asked about the percentage and if that was the amount budgeted; Lori Bonham informed them that 2.5% was the budgeted amount. Superintendent Parshall explained that they considered the 'slightly over budget' amount to be fair; we want to be comparable with other districts and most have accepted 3%.

Vice-Chair Kevin Richards moved to approve the Collective Bargaining Agreement (CBA) MOU with Madras Employee Association (MEA); motion passed – **Approved 4/0.**

Board Chair Laurie Danzuka asked for a brief moment to present certificates for outgoing superintendent Ken Parshall and outgoing board member Tom Norton.

Vice-Chair Kevin Richards also acknowledged CFO Martha Bewley for all her hard work and expressed appreciation for what she has provided our district.

REMINDERS:

- Next JCSD 509J Board Meeting – July 12, 2021
- OSBA Virtual Summer Conferences 2021 – Please tell Tessa if you want to registration <http://www.osba.org/Calendar/UpcomingEvents.aspx>
 - School Board Essentials - **Friday, July 9, 2021 (8am-4pm)**
 - Empowering Youth Voices – **Saturday, July 10, 2021 (9am-4:30pm)**
 - Board Leadership and Administrative Professionals Workshop – **Friday, July 23, 2021 (8am-1pm)**
 - Raising the Equity Question – **Saturday, July 24, 2021 (8am-4pm)**

BOARD & SUPERINTENDENT HIGHLIGHTS

Board members expressed their appreciation for Superintendent Parshall; board member Tom Norton and CFO Martha Bewley.

MEETING CLOSURE/ADJOURNED

With no further business Board Chair Danzuka adjourned the meeting at **7:45pm.**

Tessa Bailey, Executive Assistant

Draft to Board for approval at next meeting.
Monday, July 12, 2021

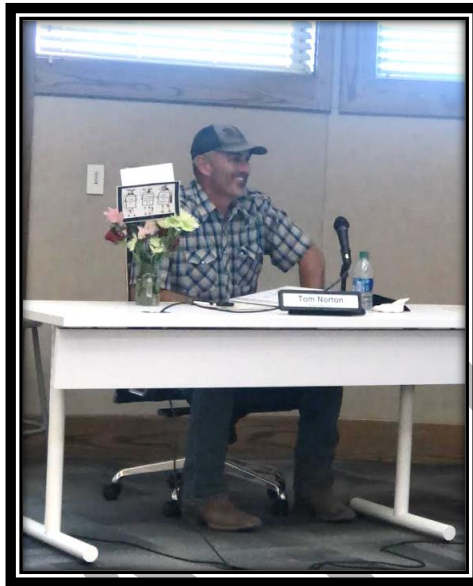
Board Chair

Superintendent

Date

Date

PHOTOS OF THE EVENING:



Outgoing Board Member Tom Norton, Jr. after 12 years of dedicated service.



Left to right: Vice-Chair Kevin Richards; Tom Norton; CFO Martha Bewley; Chair Laurie Danzuka; Jamie Hurd and Superintendent Ken Parshall.



Jefferson County School District 509J

UNITE. ENGAGE. SOAR.

Jefferson County School District 509-J BOARD OF DIRECTORS MEETING

Monday, July 12, 2021
Start Time: 7:00PM

PERSONNEL ACTION / INFORMATION

Recommendations for Hire:

2021-2022 Licensed Staff – Probationary

Scott Shannon	1.0 FTE Teacher – Alternative Ed (Career)	Bridges High School
Crystal Walker	.5 FTE Teacher – Tag / .5 FTE T & L Support Specialist	District
Donny Enoch	1.0 FTE District Wide Substitute	District
Brad Johnston	1.0 FTE District Wide Substitute	District
Josi Harrison	1.0 FTE District Wide Substitute	District

2021-2022 Extended Responsibility Assignments – Hires

Cameron Rosenfield	1.0 FTE Activities Coordinator	Madras High School
Frank Maynard	1.0 FTE Coach – Head Volleyball	Madras High School
Mike Dove	1.0 FTE Coach – Head Track	Madras High School
Jessica Swagger	.5 FTE Advisor – Senior Class	Madras High School
Stacey Bruce	.5 FTE Advisor – Senior Class	Madras High School
Sara Vollmer	Teacher - Agricultural 30 Extra Days	Madras High School



Jefferson County School District 509J

UNITE. ENGAGE. SOAR.

MONTHLY FINANCIAL REPORT MAY 31, 2021 (Unaudited)

REVENUES

ACCOUNT	BUDGET	YTD REVENUES	% OF BUDGET	PROJECTED	OVER/(UNDER) BUDGET
1100 Property Taxes*	\$ 4,750,000	\$ 5,040,064	106%	5,079,000	\$ 329,000
1300 Tuition From Other Districts	30,000	11,974	40%	18,000	(12,000)
1400 Transportation Fees	30,000	5,410	18%	-	(30,000)
1510 Interest on Investments	442,850	181,288	41%	197,000	(245,850)
1700 Activity Fees	28,500	-	0%	-	(28,500)
1900 Other Revenue	1,907,207	1,394,564	73%	1,857,207	(50,000)
2101 County School*	45,000	-	0%	118,662	73,662
3101 State School Support Fund*	28,690,660	28,084,383	98%	28,084,383	(606,277)
3103 Common School Fund*	282,400	120,058	43%	240,116	(42,284)
4300 Federal Funds Direct from Feds	52,000	48,424	93%	52,000	-
4802 Impact Aid	2,858,000	3,149,730	110%	3,055,321	197,321
5400 Beginning Fund Balance	8,850,863	9,312,418	105%	9,312,418	461,555
TOTAL RESOURCES	\$ 47,967,480	\$ 47,348,313	99%	\$ 48,014,107	\$ 46,627

* Revenue included within state formula.

EXPENDITURES

FUNCTION	BUDGET	YTD EXPENDITURES	ENCUMBRANCES	TOTAL	UNDER/(OVER) BUDGET
1000 Instructional Services	\$ 22,032,730	\$ 14,848,164	\$ 4,416,096	\$ 19,264,260	\$ 2,768,470
2000 Support Services	16,196,434	11,624,635	2,399,594	14,024,229	2,172,205
3000 Community & Enterprise Services	30,500	30,000	-	30,000	500
4000 Building & Facilities Acquisition	-	-	-	-	-
5100 Debt Service	-	-	-	-	-
5200 Transfer of Funds	2,128,909	2,105,924	-	2,105,924	22,985
6000 Contingency	570,000	-	-	-	570,000
7000 Reserve for Next Year	7,013,907	-	-	-	7,013,907
TOTAL EXPENDITURES	\$ 47,972,480	\$ 28,608,723	\$ 6,815,690	\$ 35,424,413	\$ 12,548,067

Projected Expenditures Not Encumbered \$ 3,277,276

FY20-21 Projected Ending Fund Balance \$ 9,312,418

FY20-21 Projected Increase/(Use) of Reserves \$ (0)

FY20-21 Projected Ending Fund Balance % 24.06%^x

FY19-20 Ending Fund Balance \$ 9,312,418

FY19-20 Ending Fund Balance % 23.83%

^x Defined as a percentage of actual revenues.

General Fund Monthly Revenue Overview

FORECAST⁵
ANALYTICS

Total YTD Revenues

\$47,348,313

Variance to Budget \$1,634,701

FAVORABLE

YTD Local Sources

\$6,633,301

Variance to Budget \$137,966

FAVORABLE

YTD State Sources

\$28,204,442

Variance to Budget \$-454,866

UNFAVORABLE

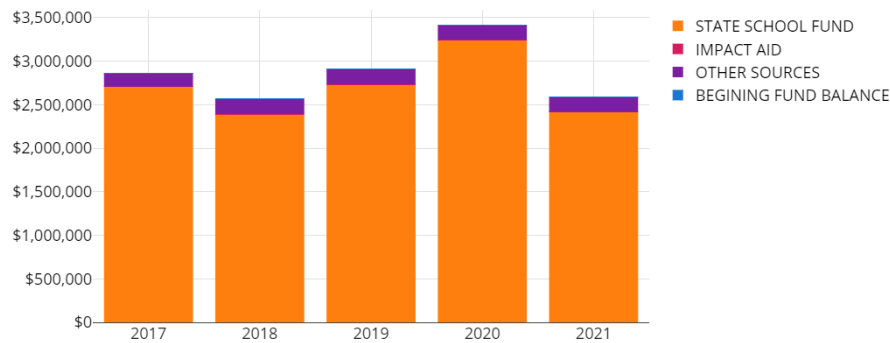
YTD Federal Sources

\$3,198,154

Variance to Budget \$1,490,047

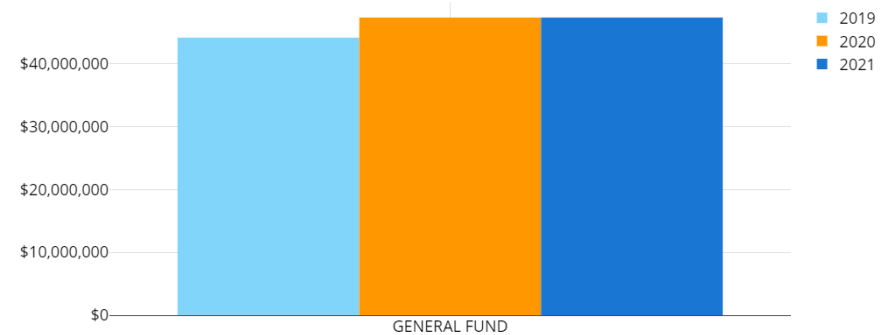
FAVORABLE

Historical Revenues for Current Month



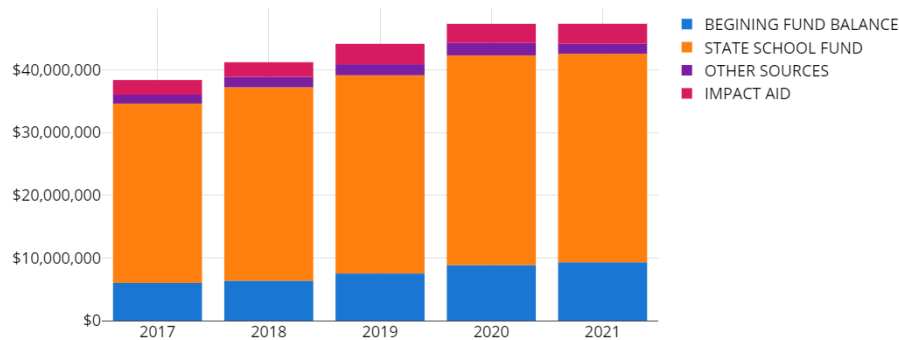
For the Month Ending - MAY

Year to Date Revenues by Fund



For the Period JUL - MAY

Year to Date Revenues by Source



For the Period JUL - MAY

Source Level 4	For the Period JUL - MAY				
	2017	2018	2019	2020	2021
	YTD Amount	YTD Amount	YTD Amount	YTD Amount	YTD Amount
BEGINING FUND BALANCE	\$6,007,608	\$6,364,296	\$7,517,379	\$8,850,863	\$9,312,418
IMPACT AID	\$2,355,872	\$2,344,982	\$3,255,142	\$3,045,327	\$3,149,730
OTHER SOURCES	\$1,402,345	\$1,650,633	\$1,763,837	\$1,982,446	\$1,641,660
STATE SCHOOL FUND	\$28,609,624	\$30,849,393	\$31,611,831	\$33,459,991	\$33,244,506



Jefferson County
School District 509J
UNITE. ENGAGE. SOAR.

General Fund Monthly Expenditure Overview

FORECAST⁵
ANALYTICS

Total YTD Expenses
\$28,608,723

Variance to Budget \$-2,884,444

FAVORABLE

YTD Salaries & Benefits
\$23,417,843

Variance to Budget \$-3,250,613

FAVORABLE

YTD Purchased Services
\$1,619,111

Variance to Budget \$-299,098

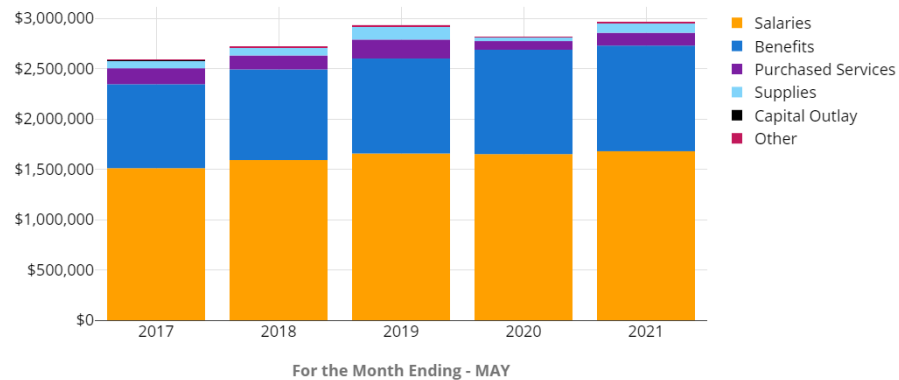
FAVORABLE

YTD Other Expenses
\$3,571,769

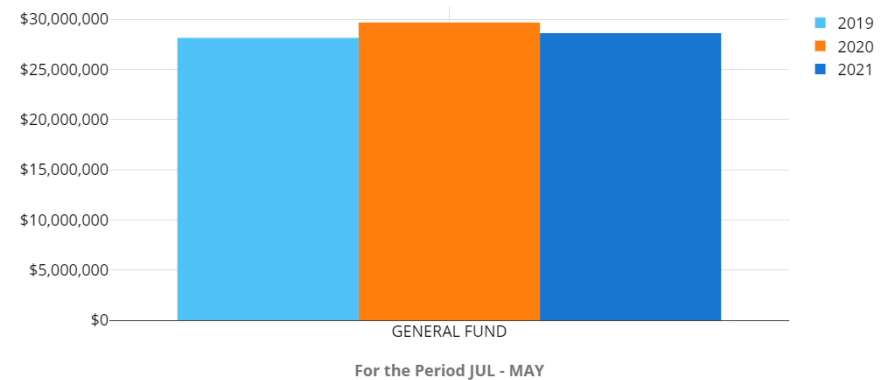
Variance to Budget \$665,267

UNFAVORABLE

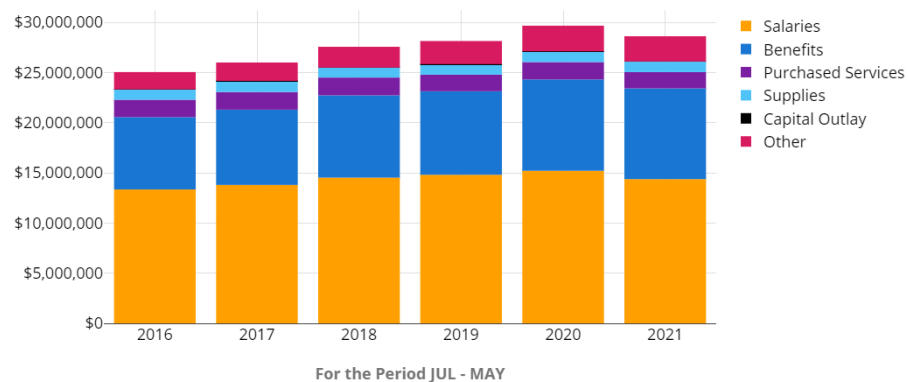
Historical Expenses for Current Month



Year to Date Expenses by Fund



Year to Date Expenses by Object



Object Level 1	For the Period JUL - MAY			
	2018	2019	2020	2021
	YTD Amount	YTD Amount	YTD Amount	YTD Amount
Salaries	\$14,520,507	\$14,807,478	\$15,204,640	\$14,372,735
Benefits	\$8,198,436	\$8,322,627	\$9,102,221	\$9,045,108
Purchased Services	\$1,776,427	\$1,646,157	\$1,728,140	\$1,619,111
Supplies	\$980,582	\$1,030,398	\$1,071,354	\$1,048,434
Capital Outlay	\$2,579	\$23,928	\$0	\$0
Other	\$2,080,789	\$2,303,574	\$2,556,203	\$2,523,334



Jefferson County
School District 509
UNITE. ENGAGE. SOAR.



JEFFERSON COUNTY SCHOOL DISTRICT 509-J
OTHER FUNDS SUMMARY
MAY 31, 2021 (Unaudited)

COMMITTED BALANCES

Fund	Description	Beginning Balance	YTD Receipts	Expenditures	Ending Balance
101	Bus Purchase Fund	\$ 1,699,964	\$ 326,652	385,888	1,640,728
102	Employee Wellness Program	16,613	6,500	4,567	18,546
104	WS Housing Fund	73,271	32,003	70,226	35,047
105	Performing Arts Center	-	177,361	150,531	26,831
106	Furniture Replacement Fund	43,882	35,000	9,616	69,266
107	Technology Replacement Fund	794,532	90,041	88,377	796,196
108	Textbook Replacement Fund	1,638,981	100,000	74,277	1,664,704
109	Equipment Replacement Fund	555,444	5,635	108,484	452,595
110	Maint & Repair Projects Fund	1,879,482	64,766	694,021	1,250,227
111	PERS Reserve Fund	257,250	-	2,150	255,100
119	WS Building Fund	426,334	-	-	426,334
TOTALS		\$ 7,385,752	\$ 837,957	\$ 1,588,136	\$ 6,635,573

SPECIAL REVENUE FUNDS

Fund	Description	Beginning Balance	YTD Receipts	Expenditures	Ending Balance
201	Federal Grants	\$ -	\$ 209,028	\$ 209,028	\$ -
202	Innovative Approaches to Literacy Grant	-	391,470	391,470	-
203	Title I-A Grants To LEAs Fund	-	943,895	943,895	-
204	21st Century Grant	-	359,339	359,339	-
205	Title VII Indian Education Fund	-	198,342	198,342	-
207	Native Language Program	-	273,398	273,398	-
208	Title VI-B Rural Ed Initiative Fund	-	12,578	12,578	(0)
209	Title II-A Quality Teachers Fund	-	56,479	56,479	-
210	CARES/ESSER Grant	-	744,207	744,207	-
211	Title I-A School Improvement Fund	-	75,536	72,399	3,137
212	WS K-8 School Improvement Grant	-	-	-	-
213	IDEA-Special Education Fund	-	318,696	318,696	-
216	Title III Language (ESL)	-	74,253	74,253	-
217	Elementary Counseling Grant	-	-	-	-
218	Indian Demonstration Grant	-	52,653	52,653	-
219	Its A New Day	-	1,184,352	1,184,352	-
221	Safe Routes To School	-	-	-	-
223	Youth Development Program Fund	-	138,888	138,888	-
226	Title X McKinney-Vento Fund	-	4,971	6,559	(1,588)
227	Title I-C Migrant Education Fund	-	-	-	-
231	CTE/STEM Grant Fund	-	-	-	-
251	Student Investment Account	-	648,808	648,808	-
252	High School Success (Measure 98)	-	408,503	408,503	-
253	ODE State Grants Fund	-	437,016	437,016	-
254	Outdoor School	-	-	-	-
255	SMILE Program Fund	-	1,685	1,685	-
256	Preschool Promise Grant	-	159,654	159,654	-



**JEFFERSON COUNTY SCHOOL DISTRICT 509-J
OTHER FUNDS SUMMARY
MAY 31, 2021 (Unaudited)**

262	Student Body Fund	210,151	70,347	49,157	231,342
263	School Enrichment Fund	47,727	4,912	12,590	40,049
271	Miscellaneous Grants and Donations	2,629	184,082	184,082	2,629
272	HDESD Grants	-	8,039	8,516	(477)
273	On-Site Child Care Fund	-	121,284	49,235	72,049
274	Activity Bus	-	5,518	5,518	-
299	School Food Service Fund	163,135	1,291,251	1,458,410	(4,024)
TOTALS		\$ 423,642	\$ 7,778,684	\$ 7,859,209	\$ 343,117

DEBT SERVICE FUNDS

Fund	Description	Beginning Balance	YTD Receipts	Expenditures	Ending Balance
303	2002 OSBA PERS Bond Issue Debt Fund	\$ 20,730	\$ 1,363,086	\$ 246,354	\$ 1,137,462
304	2013 GO Bond Issue Debt Fund	19,383	3,190,360	3,127,019	82,724
TOTALS		\$ 40,113	\$ 4,553,446	\$ 3,373,372	\$ 1,220,186



RESOLUTION 22-02
RESOLUTION TO ACCEPT, CREATE BUDGET AND SPENDING AUTHORITY FOR VARIOUS GRANTS
FY21-22

WHEREAS, Oregon Revised Statute 294.338(3) allows for the recognition of revenue from a donation, gift or bequest and the related expenditure by resolution; and

WHEREAS, the District received grants and donations totaling \$847,286 as reflected on the attached list;

WHEREAS, the District did not anticipate the receipt of \$847,286 in grants and donations and related expenditures when the FY21-22 budget was proposed and approved;

NOW THEREFORE, be it resolved that the Board of Directors approve recognition of the revenue and related expenditure of in the Special Revenue Fund as follows:

Revenue

1000 Local Sources	500
3000 State Sources	846,786
	<u>847,286</u>

Expenditures

1000 Instruction	142,630
2000 Support	307,937
3000 Enterprise and Community Services	138,061
4000 Facilities Acquisition and Construction	258,658
	<u>847,286</u>

PASSED AND ADOPTED at a regular meeting of the Board of Directors of Jefferson County School District 509J on the **12th day of July 2021** by the following vote:

AYES:_____ NAYS:_____ ABSENT:_____ ABSTAIN:_____

Chair Board of Directors

Jay Mathisen, Superintendent

ATTEST:

Tessa Bailey, Executive Assistant

Resolution 22-02

SubArea	Fund	Donor/Grantor	Location	Amount	Purpose
000	262	Indian Head Casino	MHS	500	Donation to MHS Wrestling Team
000	257	Oregon Department of Education	K8	519,776	The Summer Enrichment/Academic Program Grant provides grant funding to offer services for K-8 students for: enrichment activities (robotics, dance, martial arts, art, music, outdoor programs, etc.); academic learning and readiness supports (summer school, bridge programs, transition programs, etc.); and/or social-emotional and mental health services.
000	257	Oregon Department of Education	HS	327,010	The Summer Academic Support Grant provides grant funding to support summer programs for high school students to acquire academic credits needed to stay on track for graduation.

847,286.00



Jefferson County
School District 509J
UNITE. ENGAGE. SOAR.

Memo

To: Jay Mathisen and Board
From: Stacie Holmstrom
Date: July 7, 2021
Re: Resolution 21-17 Purchases

Per Resolution 21-17 one purchase was made over the \$150,000 threshold.

Western Bus Sales \$155,488 2 Type A School Buses for summer program



Jefferson County School District 509J

UNITE. ENGAGE. SOAR.

RESOLUTION 21-17

RESOLUTION TO ACCEPT THE SUPERINTENDENT'S EMERGENCY DECLARATION AND APPROVING AN EXEMPTION FROM THE COMPETITIVE BIDDING REQUIREMENTS IN RESPONSE TO THE PASSAGE OF HB 5042 AND COMPANION SENATE LEGISLATION IN RESPONSE TO AND REGARDING THE COVID-19 PUBLIC HEALTH EMERGENCY

WHEREAS, Oregon Revised Statutes (ORS 279.010(1)(f) and ORS 279B.080 and District Policy, allow the District to enter into public contracts without competitive bidding if an emergency exists. District policy provides that the District Board, as the Local Contract Review Board, has delegated its authority under the Public Contracting Law to the District Superintendent, who is required to make all public purchasing processes comply with applicable state public contracting law. The Superintendent seeks to extend the District's ability to use emergency public contracting provisions.

WHEREAS, passage of House Bill 5042 and companion Senate legislation will make funding available to the Jefferson County School District 509J. The money is to be used for specifically delineated summer educational and enrichment activities designed to aid in mitigating the public health emergency, specifically the social and emotional health of students and parents of students in education, created by the pandemic of the COVID-19 virus.

WHEREAS, the Superintendent finds that the conditions created by the COVID-19 pandemic referenced qualify as an emergency for the purposes of ORS 279B.080.

WHEREAS, addressing the time constraints created by the legislation requires the prompt execution of contracts: use of standard public contracting procedures for services, goods and materials to assist the District to respond to HB 5042 is not feasible, as it would result in unacceptable delays. Any delay would have an immediate detrimental impact on students and their families, as well as staff.

WHEREAS, based on the above, the Superintendent of the Jefferson County School District 509-J, does declare an emergency, pursuant to ORS 279B.080 and requests the School Board, acting as the District's Local Contract Review Board, waive Competitive Bidding and Public Contracting requirements. This declaration of emergency authorizes the Superintendent, and their designees the authority for immediate negotiation and execution of contracts with one or more qualified contractors, service providers and providers of goods and materials for the following purposes:

- a. To assist the District in its response to the public health emergency created by unforeseeable circumstances created by the COVID-19 pandemic and the Oregon Legislature's passage of HB 5042 and companion Senate legislation.
- b. To take all necessary action to deliver supplemental education and learning support to students during the months of May 2020 through September of 2021.
- c. To take all necessary action to provide meals to support enrolled students subject to District policy.
- d. To take all necessary action to provide supplemental services and emergency management services.
- e. To develop plans for the operation of non-educational services, including food services, to students and families.

- f To take all necessary action to maintain operational stability within the District including but not limited to sanitizing and maintaining facilities.

WHEREAS, the Superintendent or designee shall promptly execute contracts as needed and provide written notification to the Board of any expenditure amount greater than \$150,000.

WHEREAS, an emergency declaration adopted by the District's Local Contract Review Board is consistent with the emergency needs of the District. The circumstances presently existing meet those contemplated in ORS 279B.080 as an emergency.

WHEREAS, this Declaration is intended to incorporate, include, and expand other Emergency Declarations made and approved as a more limited response to the circumstances at that time.

NOW THEREFORE, BE IT RESOLVED that the Board of Directors for the Jefferson County School District 509J, acting as the District's Local Contract Review Board, and based on the above findings, hereby approves the Superintendent's Declaration of an Emergency and approves the temporary revisions in the District's Purchasing Policies for all contracts required for the District's comprehensive response to the COVID-19 public health emergency, and any subsequent Executive Order, Legislative action, or Oregon Department of Education guidance related to K-12 education in Oregon.

PASSED AND ADOPTED at a regular meeting of the Board of Directors of Jefferson County School District 509J on the **14th day of June 2021** by the following vote:

AYES: 4 NAYS: 0 ABSENT: 1 ABSTAIN: 0


Laurie Danzuka, Chair Board of Directors


Ken Parshall, Superintendent

ATTEST:

Tessa Bailey, Executive Assistant