



MINUTES

Date

6:00 pm

Howard Street Charter School

**Board Present:**

Jared Whitney
Erik Davis
Kelby Childers
Matt Swain

Board Absent:

Leslie Savage
David Rigsby

Guests:

Christina Tracy
Lena James
Coleman Presley

QUORUM ACHIEVED –

*phone in

__Kelby Childers__ convened meeting at 18:04

Previous month's minutes approved, motion by Erik second by Jared.....approved.

Principal's report:

1st quarter of school complete, EMBER grades completed. A number of students who received all S and Es or the first quarter. Main problem is attendance and about 8% of kids are not attending. Most students are in 7th and 8th grade, for the most part not a technology issue more of a student having to engage on their own because parents are working. Teachers and staff are working on making lessons engaging so that kids are more likely to attend.

Some of our technology allows students to access learning at an individual level.

Some special needs students are having difficulty but we are providing additional help.

Teachers and staff are using lots of different tools and resources to try and reach all the kids.

Applied for Willamette Community Grant, targeting the outside area, linked to Covid

specifically as a space for kids to take masks off safely.

Audit is due, delayed due to Covid. Other information that is required by OFA is being sent out as required.

Conferences start next week. If Covid numbers continue, it looks like maybe Spring is when we might be able to get students back into the building.

Leah is in the building 5 days a week and taking care of lots of general maintenance stuff around the building. Taking care of little things before they become big things.

Leah also helping to distribute food as part of a free food program.

Finance Committee: Actual to Budget still looks good. Current numbers do not include SAIA money or CARES Act money. Expenses are very close looks good, for this time of year.

Coleman asked about using some of the field trip money to create an incentive program for attendance which is difficult for some of our students. Christina mentioned that she wants to talk to staff about how to create incentives to improve attendance. Christina also mentioned that OMSI does some online field trips, and some of that money might be used for that.

Admissions Committee: Nothing till next month, will need to approve the application next month.

HR: Still working on Principal evaluation

Need to meet on the new spanish teacher hire.

Working on hiring a new special education instructional assistant, have one picked out working with SKSD on actual hire.

Facilities: HVAC units are getting serviced regularly. Looking to the future we will need to replace them 2 or so at a time on a rotating basis.

One year walk through with Duncan happened, a few things that are outstanding but will get taken care of. Main issue is some drainage issues that need to be worked out between the city and Duncan as to whose problem it is.

Christina is investigating into Howard Street Annex across the street. Duncan walked through and most stuff would pass inspection. Intent would be to use the space for PE, dance, and drama. Building would have to go through a code change for education.

Progress from Board Staff Retreat: Erik reached out to NAACP, waiting to hear back.

Also reached out to Mano e Mano, waiting to hear back. Lena has worked on the sticker but is not quite finished. Christina spoke with staff and wanted to make sure that the board understood the diversity and equity are different things. Diversity is more involved with people and equity is how to teach those people. Board should be focused on diversity, staff focused on equity. Board needs to work on diversifying the board and our students. Staff's energy is going to be on delivering the appropriate education to whatever the student population is. Staff wants additional training on recognizing bias and the inherent hurdles educating a diverse population. Kelby is working on getting a list of some local attorneys who might want to join the board.

New Oregon statute that all students have an "all students belong policy" template provided to all schools by state.

1st reading of: HSCS all students belong policy.
see attached.

1st reading: Complaint procedure associated with "all students belong policy"
see attached

Christina mentioned that we need to update our overall complaint policy so that it is current.

Points of celebration: Received a \$5,000 grant for chromebooks. Received a letter from an alum that appreciated how HSCS handled their gender journey that really made them feel welcome at Howard Street and provided a safe place for them during that time of their life.

Meeting adjourned at 19:05

Howard Street Charter School

All Students Belong



HOWARD STREET CHARTER SCHOOL'S EQUITY-CENTERED PROFESSIONAL LEARNING COMMUNITY

"Trust is the connective tissue that holds improving schools together."

Anthony S. Bryk and Barbara Schneider, 2002

Purpose: Set ourselves apart as a distinguished equity-centered proficiency-based charter middle school that engages students around the three E's. Equity decisions at Howard Street are based on the following definition:

Working towards equity at Howard Street Charter School involves:

- Removing the predictability of success or failures that currently correlates with any social or cultural factor, Howard Street strives to ensure equally high outcomes for all of its participants.
- Interrupting inequitable practices, eliminating biases and creating inclusive multicultural school environments for adult and children; and
- Discovering and cultivating the unique gifts, talents and interests that every human possesses.

Adapted from BAYCES Bay Area Coalition for Equitable Schools

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

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

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

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

“Symbol of hate” means a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability or national origin including but not limited to the noose, swastika, or confederate flag¹, and whose display:

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

Howard Street Charter School prohibits the use or display of any symbols of hate on school grounds or in any school-sponsored program, service, school or activity that is funded in whole or in part by monies appropriated by the Oregon Legislative Assembly, except where used in teaching curriculum that is aligned to the Oregon State Standards.

In responding to the use of any symbols of hate, Howard Street Charter School will use non-disciplinary remedial action whenever appropriate.

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

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

Howard Street will use the Bias Incident Complaint Procedure to process reports or complaints of bias incidents.

END OF POLICY

Legal Reference(s):

[ORS 659.850](#)
[ORS 659.852](#)

[OAR 581-002-0005](#)
[OAR 581-022-2312](#)

[OAR 581-022-2370](#)

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).
Dariano v. Morgan Hill Unified Sch. Dist., 767 F.3d 764 (9th Cir. 2014).
State v. Robertson, 293 Or. 402 (1982).

¹ While commonly referred to as the “confederate flag,” the official name of the prohibited flag is the Battle Flag of the Armies of Northern Virginia.

Adapted from the OSBA template Oct 2020 (ACB)

Adopted:

**Howard Street Charter School
Bias Incident Complaint Procedure**

The term “bias incident” is defined in policy. Persons impacted by a bias incident shall be defined broadly to include individuals at whom an incident was directed as well as students in the larger school community likely to be impacted by the incident.²

Step 1: When a staff member learns of a potential bias incident, the staff member will prioritize the safety and well-being of all persons impacted and without unreasonable delay report the incident to the building administrator. While the initial report may be informal, the staff member should formally document the incident in writing.

Step 2: The administrator shall acknowledge receipt of the informal complaint, read the formal written documentation and investigate any complaint of a bias incident. Responding staff will recognize the experience of all persons impacted, acknowledge the impact, commit to taking immediate action, and prevent further harm against those persons impacted from taking place. Redirection procedures, if any, will include:

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

The administrator must consider whether the behavior implicates other Howard Street Charter School policies or civil rights laws, and if so, respond accordingly.

The administrator will determine responsibility within 10 school days of receiving the complaint.

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

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

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

² The term “complainant” in this administrative regulation includes persons filing formal complaints and persons reporting bias incidents, regardless of whether the complainant is a victim. Similarly, the term “complaint” includes any report, information or complaint.

Step 3: If the complainant or respondent is not satisfied with the decision of the administrator, a written appeal may be filed with the Board within five (5) school days of receipt of the administrator's response to Step 2. The Board may decide to hear or deny the request for appeal at a Board meeting. The Board may use an executive session if the subject matter qualifies under Oregon law. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative at the next regular or special Board meeting. The Board's decision and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's decision shall be sent to the complainant in writing within 10 days of this meeting.

Step 4: If the Howard Street Charter School Board of Governors does not resolve the complaint to the satisfaction of the complainant, the complainant may follow the standard Howard Street Charter School complaint policy and appeal their decision to the Chair of the Salem-Keizer School Board. This appeal may be filed in person or mailed to the Chair at 1309 Ferry Street SE, Salem OR 97301.

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

Complaints can be filed with or communicated directly to the administrator in which case Step 1 will be skipped. Complaints against the administrator can be directed to the Board and will begin at Step 3. Complaints against a Board member(s) can be directed to the Board Chair and will begin at Step 3. If complaints begin later than Step 1, the individuals reviewing the complaint will ensure that all requirements are met.

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

Complaints may also be filed directly with the U.S. Department of Education Office for Civil Rights.³

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

³ Complaints must meet criteria as established by law. For more information, visit <http://www.ed.gov/about/offices/list/ocr/complaintintro.html>

When necessary, timelines may be adjusted by Howard Street Charter School by communicating to all parties in writing. This communication must include a new timeline and an explanation of why the timeline must be adjusted.