**American Rescue Plan Elementary and Secondary**

**School Emergency Relief Fund (ARP ESSER);**

**OAR 581-022-0106 (State Operational Plan)**

**Safe Return to In-Person Instruction and Continuity of Services Plan**

# District Information

Institution ID: OR-1945 Institution Name: Clatskanie School District

District Continuity of Services Plan/RSSL Contact Name and Title: Cathy Hurowitz- CSD Superintendent

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# Safe Return to In-Person Instruction and Continuity of Services Plan

In order to best support students and families with the safest possible return to school for the 2021 school year, the Oregon Department of Education (ODE) has created an operational plan template to align guidance from the federal and state level in support of local decision-making and transparency of health and safety measures in the communities that school districts serve. The Safe Return to In-Person Instruction and Continuity of Services Plan serves the following purposes:

1) Replaces the Ready Schools, Safe Learners Operational Blueprint required under [Executive Order 21-06;](https://www.oregon.gov/gov/Documents/executive_orders/eo_21-06.pdf) and 2) Meets the requirements for:

1. An operational plan required under [OAR 581-022-0106(4),](https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-022-0106) while aligning the [CDC Guidance o](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html)n School Reopening with the [Ready](https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/RSSL-Guidance.aspx)

[Schools, Safe Learners Resiliency Framework for the 2021-22 School Year](https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/RSSL-Guidance.aspx) (RSSL Resiliency Framework);

1. [Section 2001(i)(1)](https://www.congress.gov/bill/117th-congress/house-bill/1319/text#H750E36BDE0EB41249B8BE928436D6048) of the ARP ESSER and the US Department of Education’s [Interim Final Requirements](https://www.federalregister.gov/documents/2021/04/22/2021-08359/american-rescue-plan-act-elementary-and-secondary-school-emergency-relief-fund) for Safe

Return/Continuity of Services Plan; and

1. Communicable Disease Plan and Isolation Plan under [OAR 581-022-2220](https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-022-2220) (Division 22 requirements).

As districts plan and implement the recommendations in ODE’s RSSL Resiliency Framework, they must consider a continuum of risk levels when all recommendations cannot be fully implemented. For example, the universal correct wearing of face coverings 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, such as during meal times. It will be necessary to [consider and balance](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Decision%20Tools%20for%20SY%202020-21.pdf) the mitigation strategies described to protect health and safety best while ensuring full-time in-person learning.

ODE remains committed to the guiding principles introduced in the spring of 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, fitness, supportive relationships, and support for students and staff's mental, social, and emotional health.
* **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 whole child's needs rather than solely emphasizing academic achievement.
* **Cultivate connection and relationship**.
* 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.

*Continued on next page.*

## Planning Mental Health Supports

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| **ARP ESSER &**  **OAR 581-022-0106 Component** | **Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or**  **procedures adopted to ensure continuity of services.** | **How do the district's policies, protocols, and procedures center on equity?** |
| Devote time for students and staff to connect and build relationships | Connect to K & 1-3 Roundup – was provided time and resources to support the following activities to welcome incoming Kinder families:   * 1 week- Kinder Connect Events: A summer event to welcoming families and students to connect with their incoming teachers and building staff. * 1-3 students with special needs Roundup- Provided a summer event for students with highly impacted special needs and their families the opportunity to connect with their incoming campus, teachers, and staff. 1st-grade families and students experienced a modified version of this plan.   ~~CES K-6 classrooms will open the year with a week-long~~  ~~“Launch to Learning Acceleration,” focusing on relationship-building, routine-setting, and connections to the school community through SEL lessons.~~  ~~CMHS 21-22 school year Learning Acceleration” options – Events focused on 7~~~~th~~ ~~-12~~~~th~~ ~~grade students getting acclimated to their new school/ new school year, their teachers, and peers.~~   * 3-week summer Reconnect, Relearning/Acceleration in ELA and Math, SEL lessons.   Provide an opportunity for students to build a positive connection with peers and teachers and confidence about navigating their new campus through a guided school tour, socio-emotional team building, fun and school celebrations. | CSD strives to ensure academic excellence and personal success for every student, especially our Black, Native American, students of color, and with disabilities. Central to this goal is operationalizing our deeply held community value of racial equity, social justice, and inclusion for all students.  CSD has made every effort to center equity in our work throughout the COVID-19 pandemic. We have made tremendous efforts to connect with our students and families. We have translated all outreach documents and have provided interpretation services for all school events through our local ESD. We have conducted successful school surveys to all students, families, and staff to adjust our services, resources, and supports to meet the needs of our students and community. |
| Ample class time and private time, if needed, for creative opportunities that allow students and staff to explore and process their experiences. | Instructional staff receives two days of professional development to support their preparation for opening school. During this time, they are provided tools and techniques for proactive classroom management supporting relationship building and academics. CSD schools have counselors and mental health providers on site.  We will also be reviewing all IEP services for students to include the learning acceleration needs required for the next school year. This will occur during the students’ yearly IEP reviews. | Over the summer, our Summer Learning enrichment programming at CMHS was resourced differentially to prioritize students with instructional and SEL needs. CSD also created a specialized Summer Learning Acceleration program for K-3 students using a school readiness program design.  CSD partners with multiple culturally specific programs through the NWRESD to provide direct student support and programming. |

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| **ARP ESSER &**  **OAR 581-022-0106 Component** | **Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or**  **procedures adopted to ensure continuity of services** | **How do the district's policies, protocols, and procedures center on equity?** |
| Link staff, students, and families with culturally relevant health and mental health services and supports | CSD will continue to invest in school-based medical and mental health services with Columbia County Mental Health partner.  Our Title IX department also supports students in the LGBTQIA community, students suffering from bullying, sexual incidents, and threats. | Clatskanie School District has made every effort to center equity in our work throughout this COVID-19 pandemic. Our Vision and School Improvement Plan center the voices and needs of our students of color, disability, and SES status. Additionally, it is the practice of CSD to utilize our Racial Equity and Social Justice Lens as we plan, develop, and implement our work. |
| Foster peer/student lead initiatives on wellbeing and mental health | CSD has focused on providing Social Emotional Learning and supports for students, staff, and families throughout this pandemic. We have provided resiliency lessons for all staff, provided warm and welcoming spaces, and continued to support a sense of belonging for all of our students, whether in person or virtual.  We have included student/ family voices through successful school surveys, listening sessions, and group meetings. This has helped provide us with information to continue our work on building welcoming and safe places for our students to feel they belong and have a trusted adult in their lives.  Enrichment programs through CCMH and community partners supported learning, social-emotional skills, wellness, and leadership for early-age students.  For families transitioning to kindergarten and the first grade, the Early Kindergarten Transition Program provided opportunities to engage in social-emotional learning and school readiness activities for 60+ students and families.  Programming was provided for grades 1-3 and 7-12 to support re-engagement with school, joy, and learning. Students worked with certified staff on increasing proficiency in the critical standards for math and language arts and school routines in the current grade level to prepare students for success in the next grade level. | Clatskanie School District has made every effort to center equity in our work throughout this COVID-19 pandemic. Our Vision and School Improvement Plan centers the voices and needs of our students of color, disability, and SES status through a racial and equity lens.  All K-12 learning activities are structured around identity, community, and place-based learning, incorporating culturally responsive curricular resources aligned with common core/ priority standards. |

## Communicable Disease Management Plan

Please provide a link to the district’s **communicable disease management plan** that describes measures put in place to limit the spread of COVID-19 within school settings. [(OAR 581-022-2220).](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145269) The advised components of the plan and additional information are found in the Communicable Disease Management Plan section of the [RSSL Resiliency Framework](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf#page=21) and meet the ESSER process requirements of “coordination with local public health authorities.”

Link: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **ARP ESSER Component** | **Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures to ensure continuity of services** | **How do the district's policies, protocols, and procedures center on equity?** |
| Coordination with local public health authority(ies), including Tribal health departments | CSD, has aligned our communicable disease management plan with Columbia County Health Department and Northwest Regional Education Service District (NWRESD). CSD has direct partnerships with CCHD, which provides direct communicable disease control services support to our district nurse and superintendent.  We are in continuous communication with our LOHA and have a school district Health Advisory Team to monitor COVID-19 trends in our county and provide recommendations to district leaders.  **Disease Management Plan:** The Clatskanie School District follows the published Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority. The Clatskanie School District Pandemic Plan, COVID-19 response plan, and Board Policies GBEB, JHCC, and GBEB/JHCC-AR will be followed.  <https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commdisease.pdf?utm_medium=email&utm_source=govdelivery>  <https://govstatus.egov.com/OR-OHA-COVID-19>  CSD supports tribal health and wellness but does not have a Tribal Health Department within our district | Clatskanie School District has made every effort to center equity in our work throughout this COVID-19 pandemic. Our Vision and School Improvement Plan center the voices and needs of our students of color, disability, and SES status.  Additionally, it is our practice to utilize our Racial Equity and Social Justice Lens as we plan, develop and implement our work. |

## Isolation Plan

Please provide a link to the district’s plan to **maintain health care and space** that is appropriately supervised and adequately equipped for giving first aid and **isolates** the sick or injured child. ([OAR 581-022-2220)](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145269). Please give the page number if planning for this space is in your communicable disease management plan for COVID-19. Additional information about the Isolation Plan can be found in the Isolation & Quarantine Protocols section of the [RSSL Resiliency Framework.](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf#page=22)

Link:

Continued on next page. [**Health and Safety Strategies**](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf#page=13)

School administrators must **exclude staff or students from school** whom they have reason to suspect have been exposed to [COVID-19. (OAR 333-019-0010)](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=272765)

Please complete the table below to include the extent to which the district has adopted policies and the description of each approach for each health and safety strategy. Please review and consider th[e CDC guidance](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html) and the [RSSL Resiliency Framework](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf) for each health and safety strategy in developing the response. Additional documents to support district and school planning are av[ailable on the ODE Ready Schools, Safe](https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/Planning-for-the-2020-21-School-Year.aspx) Learners website.

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| **Health and** [**Safety Strategy**](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf#page=14) | **Extent to which community has adopted policies, protocols, or procedures and description thereof.** | **How do the district's policies, protocols, and procedures center on equity?** |
| COVID-19 vaccinations to educators, other staff, and students if eligible | **CSD will continue to promote and create access to COVID-19 vaccinations** for families, students, staff, and partners this fall within our community.  ~~CSD will require all staff to be vaccinated against COVID-19 by October 18~~~~th~~~~, 2021.~~  **We will focus our efforts on increasing awareness and confidence** that fully vaccinated people are at low risk of symptomatic or severe infection from COVID-19 through our district's COVID safety team, led by a school nurse.  Since the spring, CSD has been actively working to ensure vaccination opportunities are available and accessible for staff, students, and families.  ~~In late winter, CSD worked with the Columbia County Health Department to prioritize vaccines for staff members.~~  ~~In April when vaccines first became available for our students,~~  ~~12 and up, CSD coordinated with health partners,~~  ~~communicated with families regarding vaccines in our city parks by FEMA.~~  ~~As we anticipate the approval of a vaccine for children under 12, our COVID Safety Team is preparing our community to become central a hub for students to receive the immunization.~~  ***Update 8/15/22***  *CSD is supporting vaccinations for students 5 and up and boosters for students, staff and families, 12 and up at our local school based health center.* | CSD has prioritized hosting vaccine opportunities in our Community through FEMA and Columbia County Health Department with some of Columbia County’s lowest vaccine rates.  Clatskanie School District has made every effort to center equity in our work throughout this COVID-19 pandemic. Our Vision and School Improvement Plan center the voices and needs of our students of color, disability, and SES status through a racial and equity lens. |
| **Health and Safety Strategy** | **Extent to which the district has adopted policies, protocols, or procedures and description thereof** | **How do the district's policies, protocols, and procedures center on equity?** |
| Universal and correct wearing of [face coverings](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf#page=14) | **~~All CSD staff (and partner staff) and K-12 students will be required to wear masks~~** ~~indoors and around people, regardless of vaccination status.~~  **Masks will be required on school buses for ALL.**   * CSD requires all individuals five years of age and older to wear a face-covering while indoors in a K-12 school, during school hours. * ~~Specific accommodations for medical needs or disabilities may be necessary. Children under five who are learning in preschool classrooms that operate in school settings~~ **~~are not~~** ~~required to wear face coverings.~~ * ~~In any early learning program serving 0 to 5-year-olds, CSD students are not required to wear a face covering.~~ * ~~A~~ **~~student is not required~~** ~~to wear a face-covering indoors when playing competitive extracurricular sport at any level.~~ * ~~All individuals age two (2) or older who use public transportation, including riding a school bus operated by a public or private school,~~ **~~must wear a face covering~~**~~.~~ * ~~K-2 teachers can temporarily wear a face shield when the instructional design of the lesson requires students to “See” the teacher's mouth movement to learn the content standard being taught.~~   ***Update 2/15/22***  *Masks, face coverings or face shields are required in all indoor spaces ALL CSD staff and students pending a change in federal and state regulations. Clatskanie School District School Board voted on 2/14/22 to make Mask Coverings optional no later than March 31, 2022.* | CSD has made every effort to center equity in our work throughout this COVID-19 pandemic. Our Vision and School Improvement Plan centers the voices and needs of our students of color, disability, and SES status through a racial and equity lens. |
| [Physical distancing and cohorting](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf#page=15) | **Three (3) feet of physical distancing for students and staff will be maintained** to the extent possible.   * CSD will be limiting students’ potential exposure through maintaining small groups to the extent possible.   The responsibility to implement this physical distancing policy falls with the leadership at each school- CMHS & CES.  The COVID-19 Designee at each school must encourage occupants and promote the practice of physical distancing.  **Instructions:**   * Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students and 6 feet of distance between adults to the extent possible. * ~~Maintain 6 feet of distance between individuals when unmasked to the extent possible (Lunch period).~~ * 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 while also providing adequate access and egress.   + In classrooms, consider groups desks/tables in small pods at least 3 feet apart if desks cannot be distanced at least 3 feet apart.   + Recommend maintaining seating charts in classrooms. * Minimize time standing in lines and take steps to ensure that required distance between students is maintained, including marking spacing on the floor, one-way traffic flow in constrained spaces, etc. * Signage will indicate physical distancing requirements. Individuals responsible for conformance with physical distancing requirements will train and promote the three-foot rule between students. * Plans will be developed for students who need additional support in learning how to maintain physical distancing requirements, providing instruction instead of punitive discipline. * ~~Students will load transportation buses up to two students per seat. Students living in the same household will be asked to sit together.~~ * ~~Bus drivers will load the bus from back to front maintaining physical distancing to the greatest extent possible.~~ * ~~Stagger classroom dismissal to lunch to decrease wait time in lines for school lunch~~ * ~~If using an alternative location for eating (not the cafeteria), students must pick up their meals from the kitchen before returning to eat in their classrooms or other designated eating areas in order to manage allergen safety protocols and ensure safe food handling.~~ * ~~Consider dismissing students to recess as soon as they are done eating lunch to minimize time around others who may still be actively eating/drinking and not wearing their masks.~~   + ~~Recommend maintaining classroom cohorts at mealtimes.~~   + ~~Consider following a seating chart in cafeteria settings.~~   *Updated 2/15/22*  **Physical Barriers and Guides**   * Physical barriers, such as sneeze guards and partitions can be installed in areas where it is difficult for individuals to maintain physical distancing requirements (e.g., front office desks, cafeteria).   *Update 2/15/22*   * *Designated seating during elementary school lunch per teacher class with sneeze guard barriers.* * *Sneeze guard barriers placed on lunch table during middle high school lunch- No designated seating chart for mid/high students.* * ~~Physical guides, such as tape on floors or sidewalks and signs on walls, should be placed to ensure that children remain at least three feet apart in lines and at other times (e.g. guides for creating “one-way routes” in hallways, if feasible).~~   **Supplies & Materials:** Plastic barriers, floor markings, signage  **Monitoring:**  COVID-19 Designee must periodically monitor and encourage all school occupants to practice physical distancing.  **Corrective Action:** Additional training is provided to all school occupants as needed. | CSD has made every effort to center equity in our work throughout this COVID-19 pandemic. Our Vision and School Improvement Plan centers the voices and needs of our students of color, disability, and SES status through a racial and equity lens. |

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| **Health and Safety Strategy** | **Extent to which district has adopted policies, protocols, or procedures and description thereof** | **How do the district's policies, protocols, and procedures center on equity?** |
| [Ventilation and air flow](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf#page=16) | **Continuing to introduce fresh outside air into the system.**  Exhausting **air from indoors to the outdoors with windows and doors opens as much as safely possible.**  Cleaning the air that is recirculated indoors with **HEPA filters in every classroom ~~and on school buses.~~**  ***Updated 2/15/22***  ***All CSD classes have HEPA filters installed.***  **Inspection and Maintenance**  CMHS HVAC systems will be inspected regularly to verify that they are functioning properly. Routine ventilation inspections will be performed in accordance with ASHRAE Standard 180-2018 “Standard Practice for the Inspection and Maintenance of Commercial HVAC Systems.”  **Ventilation**  Building HVAC outside air dampers will be adjusted such that their minimum damper setting meets recommended outside air infiltration rates per ASHRAE Standard 62.1-2019 “Ventilation for Acceptable Indoor Air Quality.” Introducing outside air will both dilute and displace airborne contaminants including airborne viruses inside the school buildings. HVAC systems will be operated continuously while CMHS is occupied.  Ventilation for each unique school will be optimized on a case-by-case basis. CSD will also utilize non-mechanical methods such as opening doors and windows where reasonable to increase air circulation (Cardiff building). Teachers will be asked to not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed).  **Filtration**  CSD will maintain regular filter change-out schedules and conduct periodic filter inspections.  **HVAC Enhancement**  There are building spaces within the CSD system that will need to have HVAC systems upgraded. CSD is currently in the process of identifying these building spaces in order to develop a comprehensive plan and timeline to upgrade these HVAC systems.  Symptom spaces, classrooms/instruction spaces, and other selected rooms will be provided with portable high-efficiency particulate air (HEPA) room ventilators. These HEPA room ventilators provide ultrafine-particle filtration.  As part of an optimization of HVAC performance, CSD will continuously review the available technology that is being developed to help further mitigate the risk related to the transmission of airborne viruses in buildings. | CSD have made every effort to center equity in our work throughout this COVID-19 pandemic. Our Vision and School Improvement Plan centers the voices and needs of our students and staff of color, disability, and SES status through a racial and equity lens. |
| [Handwashing and respiratory etiquette](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf#page=19) | **CSD will continue to provide ready access to soap, water, and alcohol-based hand sanitizer** with at least 60% alcohol.  **Responsibility:** The implementation of this SOP through periodic communication is the responsibility of the administration at each school- CES & CMHS.  **Instructions:** Handwashing will occur each day upon entry to school and throughout the day. If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).  **Hand Hygiene and Respiratory Etiquette**  Teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff.   * If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).   Encourage staff and students to cover coughs and sneezes with an elbow or a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.   * If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).   **Key Times to Wash Hands**  You can help yourself and others stay healthy by washing your hands often, especially during these key times when you are likely to be exposed to and/or spread germs:   * Before touching your eyes, nose, or mouth * Before, during, and after preparing food * Before eating food * Before and after caring for someone at home who is sick with 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](https://www.cdc.gov/healthywater/hygiene/diapering/index.html) * 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 * Before entering the bus, if feasible * Before and after recess * Anytime hands are visibly dirty.   **Follow Five Steps to Wash Your Hands the Right Way**  Washing your hands is easy, and it’s one of the most effective ways to prevent the spread of germs. Clean hands can stop germs from spreading from one person to another and throughout the entire school community.  Follow these five steps every time:   * Wet your hands with clean, running water (warm or cold), turn off the tap and apply soap. * Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails. * Scrub your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice. * Rinse your hands well under clean, running water. * Dry your hands using a clean towel or air dry them.   **How to use hand sanitizer**   * Apply the gel product to the palm of one hand (read the label to learn the correct amount). * Rub your hands together. * Rub the gel over all the surfaces of your hands and fingers until your hands are dry. This should take around 20 seconds.   **Monitoring:** School staff will monitor hand hygiene and respiratory etiquette practices as feasible.  **Corrective Action:** Schools will periodically communicate the importance of hand hygiene and respiratory etiquette to all school occupants. | CSD has made every effort to center equity in our work throughout this COVID-19 pandemic. Our Vision and School Improvement Plan centers the voices and needs of our students of color, disability, and SES status through a racial and equity lens. |

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| **Health and Safety Strategy** | **Extent to which district has adopted policies, protocols, or procedures and description thereof** | **How do the district's policies, protocols, and procedures center on equity?** |
| [Free, on-site COVID-19 diagnostic testing](https://sharedsystems.dhsoha.state.or.us/DHSForms/Served/le3560.pdf) | Free COVID-19 diagnostic testing to all CSD students and staff are available through the district nurse. Diagnostic testing is for individuals **with symptoms or exposure to COVID-19 is also available through the district nurses.** | CSD has made every effort to center equity in our work throughout this COVID-19 pandemic. Our Vision and School Improvement Plan centers the voices and needs of our students of color, disability, and SES status through a racial and equity lens |
| [COVID-19 screening](https://sharedsystems.dhsoha.state.or.us/DHSForms/Served/le3798.pdf) [testing](https://sharedsystems.dhsoha.state.or.us/DHSForms/Served/le3798.pdf) | Free COVID-19 screen testing to all CSD students and staff. Screening testing is for individuals **without symptoms or exposure to COVID-19.**  [Symptomatic Student/Staff Response COVID-19- SOP](https://docs.google.com/document/d/1CO_GYpZ7Pry9ary8zB6Geq6Ni-wpDGBj/edit) | CSD has made every effort to center equity in our work throughout this COVID-19 pandemic. Our Vision and School Improvement Plan center the voices and needs of our students of color, disability, and SES status through a racial and equity lens |

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| **Health and Safety Strategy** | **Extent to which district has adopted policies, protocols, or procedures and description thereof** | **How do the district's policies, protocols, and procedures center on equity?** |
| [Public health communication](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf#page=20) | CSD provides regular communication with their students, families, and staff through a variety of channels, including email (Blackboard), website, social media, community online forums, and news media as needed. If information is time-sensitive or urgent, we also utilize text robo-calls through our Blackboard system to reach the community.  We communicate with the community nearly weekly (if not multiple times in a week) to provide information and updates. Additionally, all districtwide messages are posted on the CSD Website.  We have put together a Back to School 2021 Flier for the community to find important information and resources, including the most current standard operating procedures and frequently asked questions (FAQs).  **Outbreak Response:** In the event of an outbreak, Superintendent Hurowitz will work directly with Columbia County Health Department to implement the plan and make any updates/changes as may be necessary as per guidance from Columbia County Health Department. | CSD has made every effort to center equity in our work throughout this COVID-19 pandemic. Our Vision and School Improvement Plan centers the voices and needs of our students of color, disability, and SES status through a racial and equity lens.  CSD materials and messages are made available to the community in all district-supported languages (English, Spanish) |
| [Isolation:](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf#page=22)  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.](https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-022-2220) | **We will follow local public health guidance** and requirements regarding COVID-19 isolation and quarantine procedures.  If there is a case, we will follow **Columbia County Health Department contact tracing and quarantine procedures. CSD will utilize:**  Symptom Tracking tool  COVID-19 Information Form  Children who are **exhibiting COVID-19 primary symptoms must stay home** (and families should consult their primary care provider)   * Staff, students, or student families should call the school to report any illness or COVID-19 events. * Designated staff will follow the appropriate protocols for the COVID-19 Case Protocol for tracking and appropriate exclusion guidance from the school nurses and building administrators.   \*\*\*School Administration will not allow staff or students to return to school until the above Stay Home requirements are met.   * **Bus:** Students developing symptoms on the bus shall be seated in a designated row (2 seats back from the driver) and will be taken immediately to the office upon arrival to the school for additional screening. Students with symptoms upon screening will be sent to the supervised isolation room until they may be transported home or picked up. * **Upon Arrival:** Students shall be visually screened by their supervising staff. Students exhibiting symptoms will report to the main office (CES, CMHS) for screening and appropriate care until they may be transported home or picked up. * **During Day:** Students and staff exhibiting symptoms shall be sent to the front office for screening and placement in an isolation room.  Isolation rooms are identified below.   **Transportation:**   * Students in need of transport to home or medical facility shall be transported utilizing the District-owned vehicle (Type 10, 20, Van). Passengers will sit in the seat furthest from the driver unless such location is inaccessible for the patient. Patients being transported shall wear masks as will the driver unless the health of physical limitations prohibit such. The van will be cleaned and sanitized following each use. * Students in need of emergency transport to a medical facility shall be transported via ambulance.   **Symptomatic Student/Staff Care and Re-Entry**   * Name and contact information for staff and students exhibiting symptoms shall be sent to the Columbia County Health Department daily. * Staff and students exhibiting symptoms will be provided with instructions in their native language on how to access Columbia County Health.  They will be encouraged to contact either provider, or their family doctor, for testing services. * ~~Students and/or staff testing positive for COVID-19 will remain home for at least 14 days and will follow the guidance contained in this section of the ODE/OHA requirements prior to re-entry.~~   + ~~Students will be provided access to curriculum materials through teacher packets and online content.~~   + ~~Staff will be provided a substitute~~   ***Overall Framework for Isolation and Quarantine***  *● Staff and students who have COVID-19 should isolate for at least 5 days after their symptoms started (or, if they have no symptoms, for at least 5 days after the test date) and 24 hours after any fever has resolved without the use of fever-reducing medicine and other symptoms are improving. They should wear a mask around other people for an additional 5 days (10 days following their symptom onset or date of their positive test), including outdoors. (Isolation period is 10-20 days if suffering from severe to critical illness related to COVID-19, if hospitalized for COVID-19, or if the individual has a severely compromised immune system.)*  *● Any staff or student who has been in close contact with a person who has COVID-19 and is subject to quarantine should quarantine at home for at least 5 days from their last exposure to someone with COVID-19. They should wear a mask around other people for an additional 5 days (10 days following their exposure), including outdoors.*  *○ The quarantine period is counted from the last day of exposure, so if an individual has a household member with COVID-19 who cannot stay isolated at home, the quarantine period would start on day 5-day isolation period. This could mean a total quarantine period of up to 10 days if a 5-day quarantine is used*  ***Exceptions to Quarantine***  *● Adults who are up-to-date with their COVID-19 vaccination as defined by CDC or children 5–17 years who are fully vaccinated (i.e., have completed a primary series of COVID-19 vaccines) are not required to quarantine.*  *● Close contacts who have had a confirmed or presumptive COVID-19 case (verified by a positive viral COVID-19 test and/or LPHA) and have completed their isolation are not required to quarantine if the new exposure happened within 90 days of symptom onset or first positive test, whichever is earlier, for their original case.*  *• Close contact with someone who was exposed to COVID- 19 is not considered an exposure. That is, quarantine is only recommended for people who have close contact with a case, not close contact with a contact (an exposed person without COVID-19 symptoms and no positive test result.)*  *In January 2022, OHA revised its exposure (close contact) definition for Oregon K-12 settings to no longer considering masked contact (including on school buses, classrooms, bathrooms, hallways) to be an exposure regardless of distancing. The new recommendations acknowledge that the layered mitigation protocols in K-12 schools work to minimize transmission in these settings and that the vast majority of transmissions has occurred following unmasked contact. The recommendations include continuing to practice physical distancing to the greatest extent possible.* | CSD have made every effort to center equity in our work throughout this COVID-19 pandemic. Our Vision and School Improvement Plan centers the voices and needs of our students of color, disability, and SES status through a racial and equity lens. |

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| **Health and Safety Strategy** | **Extent to which district has adopted policies, protocols, or procedures and description thereof** | **How do the district's policies, protocols, and procedures center on equity?** |
| [Exclusion:](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%20Resiliency%20Framework%20for%20the%202021-22%20School%20Year.pdf#page=22) School administrators are required to exclude staff and students from school whom they have reason to suspect have been exposed to COVID-19. ([OAR 333-019-0010](https://secure.sos.state.or.us/oard/view.action?ruleNumber=333-019-0010)) | CES and CMHS have identified a Symptom Space and students who exhibit COVID symptoms will be placed in this room until they can be picked up.  **Isolation:** Rooms shall be staffed when occupied. All occupants in the room will wear masks and face shields unless health conditions prohibit such use.   * Clatskanie Elementary: Nurses office- Staff Assigned to Monitor * Maintenance/Bus Barn:  Bus Barn- Staff Assigned to Monitor Room at Barn. * Clatskanie Middle High School: Front entrance/ Nurses office- Staff Assigned to Monitor Room. | CSD has made every effort to center equity in our work throughout this COVID-19 pandemic. Our Vision and School Improvement Plan centers the voices and needs of our students of color, disability, and SES status through a racial and equity lens. |

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## Accommodations for Children with Disabilities

Please describe the extent to which the district has adopted policies related to [appropriate accommodation](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Face%20Covering%20Supplemental%20Guidance.pdf) for children with disabilities with respect to health and safety protocols. Please describe any such policies.

Adaptation, accommodation, and/or modification of requirements will be considered by IEP and 504 plan teams based on an individual’s unique needs and circumstances through existing district [processes](https://www.pps.net/Page/17685) for team meetings. The teams will make reasonable accommodations and modifications to health and safety protocol requirements for students experiencing disabilities, which cannot be mitigated by other means.

[CDSD Local Face Covering accommodations/modifications form.](https://docs.google.com/document/d/1uJ0ZxQ5Btrig5IRd6c2ohXqv9GovxzJR-PRzqQADD7g/edit)

# Updates to this Plan

To remain in compliance with ARP ESSER requirements,school districts must regularly, but no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools), review, and as appropriate, revise its Safe Return to In Person Instruction and Continuity of Services Plan.

Date Last Updated: 2/15/22- J. Helmen

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