

Clatskanie School District 6J
PO Box 678
Clatskanie OR 97016
BOARD OF DIRECTORS' REGULAR BOARD MEETING
October 12, 2020, 6:30 pm via Zoom
(see our main page at www.csd.k12.or.us for instructions on joining the meeting via Zoom)

BOARD MEETING MINUTES

Board Members Present: Megan Evenson-Board Chair, Kara Harris-Vice Chair, Ian Wiggins, Kathy Engel, Katherine Willis
Admin Team Present: Cathy Hurowitz-Superintendent, Mark Bergthold-Business Manager, Tami Burgher-Board Secretary, J. Helmen-Director of Student Support and Innovation, Kara Burghardt-CES Principal, Kim Oblack-CMHS Principal
Guests: Lucius Jones, Ryan Tompkins, Dawn Warren, Rick Becker of McKinstry, Donna Thompson

I. CALL TO ORDER

- A. Agenda Review: M. Evenson reviewed the agenda and added, under the Consent Agenda, letter D. Cafeteria Paper, Dairy, and Produce Supply Bids

II. COMMUNICATIONS AND HEARINGS OF INTERESTED PARTIES

- A. Public Comment: None

This is the time for citizens to address the Board. All speakers should state their name prior to speaking. Speakers are asked to write their name, address, phone number and topic to be addressed on the registration card. Speaking time is limited to three minutes per speaker. Speakers may offer objective criticism of district operation and programs, but the Board will not hear any complaints concerning specific District personnel. The Chair will direct the visitor to the appropriate means for Board consideration and disposition of legitimate complaints involving individuals. The right to address the Board does not exempt the speaker from any potential liability for defamation.

- B. Student Body Report: K. Oblack-CMHS Principal, read the report for the student body. Please see attached.

- C. Oregon School Employees Association Representative Report: None

- D. Clatskanie Education Association Representative Report: They should be starting contract negotiation soon, next thing on the to do list.

- E. COVID Safety Update - Ryan Tompkins: We just started doing cohorts in the building, approximately 30 students per day. These are mostly ones with connectivity issues or special ed students. We have had the opportunity to work with the Oregon Health Authority due to a student having a positive COVID test. He discussed the processes and things went pretty smoothly and now we are familiar in case it happens again. We have cut back on our cohorts due to increasing COVID cases in the area. We have cut out our enrichment cohorts at this time. A Head Start Preschool will be starting up in our building soon, which will change the dynamic a bit, but we are excited to have them.

III. OLD BUSINESS

- A. None

IV. NEW BUSINESS

- A. Division 22: C. Hurowitz presented the Division 22 Standards for the 19-20 school year. It was normally done in February, but has been moved to November. This year, the standards were reduced from 54 standards down to 17 basics. We are compliant with all of the standards and are ready to submit it to ODE.

- B. All Students Belong: C. Hurowitz gave a presentation on the new All Students Belong rule. It is a rule that prohibits the three most recognizable symbols of hate; the swastika, the Confederate flag and the noose at all school events and activities, both in-person, hybrid and distance learning environments. The district will be adopting policy once OSBA has distributed their sample to all of the districts. There is a letter that the board needs to approve to be sent out to our families so they are aware that the policy is coming. Any incident will have to be thoroughly investigated.

A motion was made to accept the All Students Belong letter to send out to our families with the correction of the spelling of Kathy Engel's last name.

KH/IW- UNANIMOUS

- C. Schedule a Board Work Session: I. Wiggins will email the board and C. Hurowitz possible dates, the others will chime in and then those dates will be passed along to Rob Hess for scheduling.
- D. Policy Updates - 1st Reading
 - 1. GBEB - Communicable Diseases - Staff, (Highly Recommended)
 - 2. GBEB-AR - Communicable Diseases - Staff, (Highly Recommended)
 - 3. GBN/JBA - Sexual Harassment (Required)
 - 4. GBN/JBA - AR(1) - Sexual Harassment Complaint Procedure (Required)
 - 5. GBN/JBA - AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure (Required)
 - 6. JBA/GBN - Sexual Harassment (Required)
 - 7. JBA/GBN-AR(1) - Sexual Harassment Complaint Procedure (Required)
 - 8. JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure (Required)
 - 9. JHCC - Communicable Diseases - Students (Required)
 - 10. JHCC-AR - Communicable Diseases - Students (Required)

V. SUPERINTENDENT'S REPORT

- A. K-6 Principal Report: Written. K. Burghardt reported that CES is working on sending out progress reports. Student attendance is around 90% right now. Also had the staff attend a literacy institute through the University of Florida where they did some RTI around CDL to help support students through this time. It was very beneficial. The Phil Boyt presentation is happening this Friday if anyone would like an invitation.
- B. 7-12 Principal Report: Written.
- C. Student Services Report Written. K. Harris had a question regarding the use of the OIS system, even though it is not approved to use, staff can still use it? Yes, those that were certified this past year can use it until it expires next October.
- D. Superintendent Report: Oral. C. Hurowitz reported on possible Back To School options. CMHS wants to have distance learning until the semester ends in January, that would be a good transition time. At this time, our metrics don't support K-3 coming back into the building, but we need to start planning for that. That is something the board needs to discuss at a future meeting. Also, we need to discuss curriculum and whether we will stay with distance learning curriculum when students return to school. There are a lot of decisions to be made in the near future. C. Hurowitz also discussed the issues around the metrics that the state is using to guide them regarding schools reopening. Seems like the information is not reliable, timely or accurate in many cases. It can take weeks for a positive result for a Columbia County person to reach the district, depending on where the test was administered. Many Columbia County residents use Longview doctors. She also showed how the metrics are set up online and can be misleading as far as numbers. You have to be very cautious when looking at information on line. Feels like a broken system that we are trying to work with. Governor Brown will be changing the metrics, hopefully by the end of the month. Some good news, Acellus is being paid for by the ESD, because they are the ones that proposed it to us and, basically, sold it to us. We are looking for a stand alone curriculum that we can push out, basically for homeschooling purposes, similar to an online school. We have been losing a lot of students and maybe this can bring some of them back. Lastly, C. Hurowitz discussed the list of 17 issues that the teachers found concerning last month. She went through each item and responded. That document is attached. She wanted to respond in a public meeting so there is a record of the responses.
- Financial Report: M. Bergthold reported that we are moving along. In the November board meeting we will bring the new budget, we may have to have a budget meeting before the meeting. There is a lot to do. K. Engel asked the question, where and when will we see an accounting of our COVID expenditures (this question was asked by M. Evenson, as K. Engel's phone battery died during the Zoom meeting). Mark said he can bring it to the November meeting.

- VI. BOARD MEMBERS REPORTS: M. Evenson welcomed Katherine Willis to the board, there was a write up in The Chief and a picture. She wanted to thank her for stepping up and taking on this role. Hopefully in May, she will be on the ballot to continue on. She also liked the short video of staff saying what they appreciate about the kids. It was fun to watch and a neat idea. Having those kinds of connections is important. K. Harris agreed, she thanked Katherine for stepping up and looks forward to working with her. Also wanted to know where to access the video

that M. Evenson spoke about. K. Oblack said they are short videos that let students know what the teachers appreciate about them. They were posted on Canvas for the kids, but someone had also put them on Facebook, maybe the high school page. K. Harris also thanked everyone for their hard work, as this is a difficult time and we are trying to work together to figure it out, even though everything could change tomorrow. K. Willis appreciates the welcome and is glad to be here. As a community member, the staff came across as having it all together and under control in regards to online learning.. She can't imagine how difficult this has been. As a parent, things went really well, so kudos to everyone. I. Wiggins also welcomed K. Willis to the board.

VII. INFORMATION

- A. Enrollment information: Written. K. Harris is concerned about the kids that are pulled out of the district to go elsewhere and then come back. The inconsistency for these kids will put them behind.
- B. Clatskanie School District Findings Statement: Written

VIII. CONSENT AGENDA

- A. Financial Report
- B. Approve the physical address change for the District Office to 660 Bryant St, Clatskanie OR 97016
- C. Approve September 14, 2020 Board Meeting minutes
- D. Cafeteria Paper, Dairy, and Produce Supply Bids

A motion was made to approve the consent agenda.

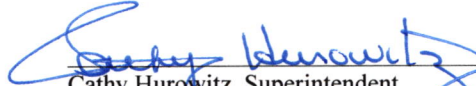
KH/IW - UNANIMOUS (K. Engel had left the meeting)

NEXT BOARD MEETING: November 9, 2020

ADJOURNMENT: 7:58 pm



Megan Evenson, Board Chair



Cathy Hurowitz, Superintendent

Student Body Report 10-12-20

The Leadership class has been working on a number of projects all aimed at recognition and creating opportunities for connection:

1. More consistent activity on the ASB Instagram account (@clatskanietigers)
2. Participation in "Envolve" Challenges:
 - a. "Student Spotlight" social media posts
 - b. "I am proud of students for..." teacher videos/messages
 - c. Spotify playlist of music for the fall season (generated by student leaders)
3. The Service Committee is organizing "Goody Bags" for all students
 - a. Logistics and delivery are still being determined
4. Tiger News is being produced on a weekly basis (with the exception of shortened weeks) and shared during Advisory and on the Tiger News Instagram account.
5. Tiger Mascot:
 - a. Surprise deliveries to students who are randomly selected once a week on Fridays.
 - b. CES Classroom "Zoom Bomb." Dropping in to say hello and motivate students to do what their teacher says.
6. Plans for a Fall Spirit Week at the end of October are in the works!
 - a. Class Competitions
 - b. Dress-Up Days
 - c. Drive-In Movie
 - d. Live-Stream Video game challenge (possible vs. Rainier)
 - e. Zoom Events
 - f. Etc.
7. State Leadership Conference:
 - a. Virtual on Nov 7th
 - b. 10 spots for students to attend

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Chapter 581

Division 22

STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

581-022-0103

State Standards for the 2019-20 School Year

(1) Applicability

- (a) This rule sets forth the state standards for school districts and public charter schools for the 2019-2020 school year.
- (b) The definitions set forth in OAR 581-022-0102, 581-022-2010(1), 581-022-2015(1), and 581-022-2020(1) apply to this rule.
- (c) Unless specifically referenced herein, all other rules in this division are waived for the duration of this rule unless specifically added back by the Director through order.

(2) Diploma requirements

(a) Each school district board and public charter school with jurisdiction over high school programs must award diplomas, modified diplomas, extended diplomas, or alternative certificates to students who were first enrolled in ninth grade in the 2016-17 school year or earlier or were first enrolled in ninth grade in the 2017-18 school year and had an early graduation plan approved before March 17, 2020, and fulfill the state requirements as described in this rule.

(b) Regular diploma

(A) To receive a regular diploma, students must earn a minimum of 24 credits to include at least:

- (i) English Language Arts — 4 (must include the equivalent of one unit in Written Composition);
- (ii) Mathematics — 3 (must include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
- (iii) Science — 3;
- (iv) Social Sciences 3 — (including history, civics, geography and economics (including personal finance));
- (v) Health Education — 1;
- (vi) Physical Education — 1;
- (vii) Career and Technical Education, The Arts or World Languages — 3 (units must be earned in any one or a combination).

(B) A district school board or public charter school with a three-year high school may submit through the waiver process alternative plans to meet unit requirements;

(C) A school district or public charter school must accept any credits earned by students qualified for the additional district credit requirements waiver in another school district or public charter school and must apply them toward the 24 Units of Credit Requirements for the diploma.

(D) A school district or public charter school may grant high school credit for courses taken prior to grade 9 if students taking pre-grade 9 courses are required to meet performance criteria that are equivalent to the performance criteria for students taking the same high school courses.

(c) Modified diploma

(A) School districts and charter schools with jurisdiction over high school programs shall award a modified diploma only to students who have demonstrated the inability to meet the full set of academic content standards for a high school diploma even with reasonable modifications and accommodations but who fulfill all state requirements as described in this rule and meets the eligibility criteria in OAR 581-022-2010(3).

(B) School districts and public charter schools must comply with OAR 581-022-2010(4).

(C) To receive a modified diploma, students must earn a minimum of 24 credits, between grade 9 and the end of their high school career with at least 12 of those credits to include:

(i) English Language Arts – 3;

(ii) Mathematics – 2;

(iii) Science – 2;

(iv) Social Sciences (which may include history, civics, geography and economics (including personal finance)) – 2;

(v) Health Education – 1;

(vi) Physical Education – 1; and

(vii) Career Technical Education, The Arts or World Languages (units may be earned in any one or a combination) – 1.

(viii) Any combination of credits awarded to meet the needs of the individual student as specified in the education plan of the student with the expectations and standards aligned to the appropriate grade level academic content standards, including additional core credits, professional technical education, electives, and career development – 12.

(D) Students may earn units of credit through regular education with or without accommodations or modifications and through modified courses.

(E) Students shall have the option to earn credit for demonstrating proficiency. A student may be given credit for successful demonstration of knowledge and skills that meets or exceeds defined levels of performance. Students may demonstrate proficiency through classroom work or documentation of learning experiences outside of school, or through a combination of these means.

(F) School districts and public charter schools shall ensure that students have access to needed courses, modifications and supports to pursue a modified diploma and to progress in the general education curriculum.

(G) A school district or public charter school shall grant credit toward a modified diploma only for courses that contain substantial academic content. A school district or public charter school shall grant credit for a modified diploma through a continuum of instruction beginning at basic skills and progressing through high level skills.

(H) A school district or public charter school shall award a regular diploma under OAR 581-022-2000 if all requirements for a regular diploma are met. Completion of one or more modified courses shall not prohibit a student from earning a regular diploma; however, required core courses taken under modified conditions must be retaken under standard conditions to be counted toward a regular diploma.

(I) A school district or public charter school shall grant credit toward a modified diploma according to individual student needs across academic content areas including applied, consumer, academic, or knowledge and skill development.

(J) A school district or public charter school shall inform the student and parent or guardian of the student if the courses in grades 9-12 have been modified for an individual student.

(K) A school district or public charter school shall provide transcripts which clearly identify modified courses that do not count toward the regular diploma but that do count toward a modified diploma.

(L) Each student receiving a modified diploma shall have the option of participating in the high school graduation ceremony with the members of their class receiving a high school diploma.

(M) Transition services and other services designed to meet the unique needs of the student may be provided to the student through an interagency agreement entered into by the school district if the individualized education program developed for the student indicates that the services may be provided by another agency. The school district or public charter school retains the responsibility for ensuring that the student has access to the number of service hours required to be provided to the student.

(d) Extended diploma

(A) A school district or public charter school shall award an extended diploma only to students who have demonstrated the inability to meet the full set of academic content standards for a high school diploma with reasonable modifications and accommodations but who fulfill all state requirements as described in this rule and meet the eligibility criteria in OAR 581-022-2015(5)(b).

(B) A school district or public charter school may award an extended diploma to a student only upon the consent of the parent or guardian of the student, or upon the consent of the adult student or emancipated minor student as required by OAR 581-022-2015(4).

(C) To receive an extended diploma, students must, while in grade nine through completion of high school, complete 12 credits, which may not include more than six credits earned in a self-contained special education classroom and shall include:

- (i) Two credits of mathematics;
- (ii) Two credits of English;
- (iii) Two credits of Science;
- (iv) Three credits of history, geography, economics, or civics;
- (v) One credit of health;
- (vi) One Credit of physical education; and
- (vii) One credit of arts or a second language.

(D)(i) A student shall have the opportunity to meet the requirements of an extended diploma by the later of four years after starting grade nine or the student reaching the age of 21 years, if the student is entitled to a public education until the age of 21 years under state or federal law.

(ii) A student may complete the requirements for an extended diploma in less than four years if the parent/guardian or adult student gives consent. The consent must be written and must clearly state that the parent/guardian or adult student is waiving the 4 years to complete the requirements for an extended diploma. A copy of all consents must be sent to the district superintendent. Each school district must annually provide the number of consents obtained to the State Superintendent of Public Instruction. The consent may not be used to allow a student to satisfy the requirements for an extended diploma in less than three years.

(E) A school district or public charter school may not deny a student who has the documented history described in subsection (1)(a) of this section the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason that the student has the documented history.

(F) Transition services and other services designed to meet the unique needs of the student may be provided to the student through an interagency agreement entered into by the school district if the individualized education program developed for the student indicates that the services may be provided by another agency. The school district or public charter school retains the responsibility for ensuring that the student has access to the number of service hours required to be provided to the student.

(e) Alternative certificate

(A) A School district or public charter school shall award an alternative certificate to a student who does not satisfy the requirements for a high school diploma, a modified diploma or an extended diploma.

(B) Each district school board or public charter school governing board with jurisdiction over high school programs shall define criteria for an alternative certificate and shall award an alternative certificate to those students who have met the criteria requirements as described in district school board policies.

(C)(i) A student shall have the opportunity to meet the requirements of an alternative certificate by the later of four years after starting grade nine or the student reaching the age of 21 years, if the student is entitled to a public education until the age of 21 years under state or federal law.

(ii) A student may complete the requirements for an alternative certificate in less than four years if the parent/guardian or adult student gives consent as required under OAR 581-022-2020(4)(c).

(D) Each student receiving an alternative certificate shall have the option of participating in the high school graduation ceremony with the members of their class receiving a high school diploma.

(E) Transition services or other services designed to meet the unique needs of the student may be provided to the student through an interagency agreement entered into by the school district if the individualized education program developed for the student indicates that the services may be provided by another agency. The school district or public charter school retains the responsibility for ensuring that the student has access to the number of service hours required to be provided to the student.

(3) Credit options

(a) A school district or public charter school must grant required and elective credit towards the diploma or modified diploma provided the student earns the credit by meeting the requirements of one or more of the options described in

this rule.

(b) A school district or charter school may grant credit to a student if the student demonstrates defined levels of proficiency or mastery of recognized standards (e.g., state academic content standards and essential skills, industry-based or other national or international standards) by any one or more of the following options:

(A) Successfully completing classroom or equivalent work (e.g., supervised independent study, career-related learning experiences, project based learning), which meets Common Curriculum Goals and academic content standards required by OAR 581-022-2030;

(B) Successfully completing classroom or equivalent work designed to measure proficiency or mastery of identified standards (knowledge and skills) in class or out of class, where hours of instruction may vary;

(C) Successfully passing an appropriate exam designed to measure proficiency or mastery of identified standards (knowledge and skills);

(D) Providing a collection of work or other assessment evidence which demonstrates proficiency or mastery of identified standards (knowledge and skills);

(E) Providing documentation of prior learning activities or experiences which demonstrates proficiency or mastery of identified standards (knowledge and skills) (e.g., certification of training, letters, diplomas, awards, etc.); or

(c) Notwithstanding subsection (2) of this rule, for courses offered in the second semester or third trimester of the 2019-20 school year, a school district must grant credit to a student if:

(A) The student was first enrolled in ninth grade in the 2016-17 school year or earlier or was first enrolled in ninth grade in the 2017-18 school year and had an early graduation plan approved before March 17, 2020; and

(B) As of March 16, 2020, was maintaining a passing grade.

(4) **Distance learning for all.** School districts and public charter schools must develop and implement a distance learning for all plan that aligns with the Distance Learning for All Guidance issued by the Oregon Department of Education.

(5) **Special education for children with disabilities.** School districts and public charter schools must provide services for students who experience disability in accordance with IDEA and applicable Oregon Administrative Rules.

(6) **Emergent bilinguals.** School districts and public charter schools must provide students identified as English learners English language development and grade-level content area instruction.

(7) **Talented and gifted.** School districts must serve students identified as talented and gifted by accommodating assessed levels of learning and accelerated rates of learning.

(8) **Alternative education programs.** School districts must comply with OAR 581-022-2505(3)(b) and (5).

(9) **Equal educational opportunities.** School districts and public charter schools must provide equity, opportunity and access for all students as required by OAR 581-021-0045 and 581-021-0046.

(10) **School counseling.** School districts and public charter schools must provide school counseling services to all students. Counseling services must align to the guidance issued by the American School Counseling Association: The School Counselor and Virtual School Counseling (Adopted 2017).

(11) Student safety

(a) School districts and public charter schools must create systems or processes for reporting child abuse pursuant to ORS 419B.010 that take into account the unique situation of distance learning. School districts and public charter schools must make those systems or processes accessible to any district personnel who meet the definition of "public or private official" in ORS 419B.005(6).

(b) School districts and public charter schools must review and if necessary revise policies and procedures relating to appropriate electronic communication with students. School districts and charter schools must make guidance based on those policies and procedures available to all school district or charter school personnel.

(12) Personnel

(a) All teachers, specialists, and administrators employed by school districts must hold valid Oregon licenses and be assigned in accordance with the individual license district policies, program goals and applicable statutes and administrative rules.

(b) Any school district employing teacher aides must follow applicable Oregon Administrative Rules.

(13) **Fingerprinting of subject individuals in positions not requiring licensure as teachers, administrators, personnel specialists, school nurses.** All public school districts must comply with the requirements for Fingerprinting of subject individuals as defined in and in compliance with OAR 581-021-0500.

(14) Individual student assessment and reporting. School districts and public charter schools must assess and record each individual student's progress and achievement:

(a) For the fall terms, in all subject areas of instruction and to academic content standards consistent with ORS 329.045 and OAR 581-022-2030; and

(b) For the spring terms, under the school district's distance learning plan.

(15) Student education records. School districts and public charter schools must maintain education records of students according to the provisions of OARs 581-021-0210 through 581-021-0440.

(16) Record and reports. School districts and public charter schools must provide all records and reports required by the Oregon Department of Education.

(17) Complaint procedures. School districts must maintain a process for the prompt resolution of a complaint as required by OAR 581-022-2370.

(18) Assurances. School districts must report compliance with the standards set forth in this rule for the 2019-20 school year:

(a) By November 1, 2020, to the school board of the school district in a public meeting and by posting a report on compliance to the school district's web page. The school board must acknowledge receipt of the report prior to February 15, 2021;

(b) By November 15, 2020, to the Oregon Department of Education on a form to be provided by the Department.

Statutory/Other Authority: ORS 326.051, ORS 329.451, 659.850, 343.409, 327.103 & 336.625

Statutes/Other Implemented: ORS 329.451, 659.850, 343.409, 327.103 & 336.625

History:

ODE 31-2020, adopt filed 06/24/2020, effective 06/24/2020

ODE 19-2020, temporary adopt filed 04/23/2020, effective 04/23/2020 through 10/19/2020

Please use this link to bookmark or link to this rule.

v1.8.6

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Streamlined Standards for 2019-20 School Year (defined in OAR 581-022-0103, Sections 2 – 18)

- Diploma requirements
- Credit options
- Distance learning for all
- Special education for children with disabilities
- Emergent bilinguals
- Talented and gifted
- Alternative education programs
- Equal educational opportunities
- School counseling
- Student safety
- Personnel
- Fingerprinting of subject individuals in positions not requiring licensure as teachers, administrators, personnel specialists, school nurses
- Individual student assessment and reporting
- Student education records
- Records and reports
- Complaint procedures
- Assurances



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October 12, 2020

To: Clatskanie School District School Board

Re: Board support needed to develop policies and procedures in response to the All Students Belong Rule.

Dear school board,

I am writing to invite you into a conversation about how to best care for the health and well-being of our school community by developing policies and procedures in accordance with Oregon's new **All Students Belong** rule. In response to an increasing number of students expressing concern for their safety and their ability to access education in Oregon's schools, Governor Brown instructed the Oregon School Board of Education to adopt the **All Students Belong** rule, which prohibits the display of three of the most recognizable symbols of hate —the swastika, the Confederate flag, and the noose at all school events and activities, both in-person and remote. The temporary rule became effective on September 18, 2020 and will be in effect for six months or until a permanent rule is adopted. This rule requires districts to adopt and implement policies and procedures for addressing all in-person and remote (distance learning) school events and activities where there is potential for these symbols to be present.

Background

Our district recognizes that student health and safety are the cornerstone of education and that 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, and without fear or hatred, racism or violence. All staff and leaders are also entitled to work in environments that are free from discrimination or harassment, and visitors should be able to participate in their school communities without fearing for their safety. The **All Students Belong** rule is an important step in creating safe and inclusive school climates where all members of our school community feel welcome.

As you are aware, our youth and communities of color, members of Tribal communities, and LGBTQ2SIA+ students and adults across Oregon have experienced increasing levels of discrimination, racism, xenophobia and hate, both through words, actions or symbols, and via exclusion or inequitable access to resources. No student is immune from being a target of these harmful acts or exclusion, and no member of our school community should ever be in fear of physical, mental, or emotional injury. When one person is harmed, it affects us all. As adults, we are responsible for making sure that our children are safe, and that they receive the education that they are entitled to.

Ensuring the Health and Safety of Our Community

The rule, which you can read here, protects all of our school community members, and ensures that all students receive the education that they deserve. The presence of symbols of hate on the basis of race,



color, religion, gender identity, sexual orientation, disability or national origin causes harm and significantly disrupts the operation of schools by creating an atmosphere of fear and intimidation, while also diverting staff time, attention and resources away from teaching and learning. I would be happy to provide additional information about the material impacts on students and staff as needed.

In practice, this means our district will adopt policies and procedures for addressing bias incidents.

Administrators will develop and implement policies and procedures for addressing incidents where these hate symbols are present in in-person or remote school events and activities. These responses will focus on education and communication regarding the impacts of these symbols, and not include disciplinary strategies like suspensions, expulsions, or similar punitive measures unless there is a risk to health and safety. Instead, we will work to educate our communities and those displaying hateful symbols regarding the impact of their actions with non-punitive remedial measures. The Oregon Department of Education is providing initial guidance immediately, with additional guidance, resources, and professional development to follow, to provide clear requirements and recommendations for us to implement policies consistently and effectively.

This policy is about the impacts on students being harmed by hate symbols and experiencing a material and substantial disruption to their education — but it carries the benefit of creating a safe learning environment for all students and staff; one that allows for exploration, and open, respectful, conversation. Through our unity and your vocal support, we can ensure that schools are a place where we learn to respect differences between people, where *all* students benefit from a safe and healthy environment, and where all students can be free to receive their education without fear of hatred, racism, or violence.

As a first step, I'd like to ask for request for support by co-signing a letter to community.

Thank you for your ongoing dedication to the well-being of our school communities. I look forward to working closely with you on this in the coming weeks and months.

If you have feedback for the Oregon Department of Education please direct your questions and comments to AllStudentsBelong@state.or.us.

Respectfully,
Cathy Hurowitz
Superintendent



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October 2020

To: The Community of Clatskanie

Re: All Students Belong in Clatskanie School District

This year, amidst a series of crises, the health and well-being of our staff, students, and communities has been our highest priority. We know that Oregon's youth and their families rely on their schools to take care of students and keep them safe, and depend on school communities to be welcoming and inclusive. We are deeply grateful for all that you do to support this school community during difficult times. Once again, we are calling on your partnership, leadership, and spirit of community to make sure that all students and staff feel as though they belong in our schools.

Our district recognizes that student health and safety are the cornerstone of education and that all students are entitled to educational environments that are free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin, and without fear or hatred, racism or violence. All staff and leaders are also entitled to workplaces that are free from discrimination and harassment, and visitors should be able to participate in their school communities without fearing for their well-being.

Unfortunately, an increasing number of students in Oregon are reporting concerns for their safety and their ability to access their education. This prompted Governor Brown to instruct the Oregon School Board of Education to adopt the **All Students Belong** rule, which prohibits the display of three of the most recognizable symbols of hate—the swastika, the Confederate flag, and the noose at all school events and activities including online and distance learning. It will require districts to adopt and implement policies and procedures for addressing all in-person and remote (distance learning) school events and activities where these symbols are present.

As you are aware, our youth and communities of color, members of Tribal communities, and LGBTQ2SIA+ students across Oregon are experiencing growing levels of discrimination, racism, xenophobia and hate, both through words, actions or symbols, and via exclusion or inequitable access to resources. No student is immune from being a target of these harmful acts or exclusion, and no member of our school community should ever be in fear of physical, mental, or emotional injury. When one person is harmed, it affects us all. As adults, we are responsible for making sure that our children are safe, and that they receive the education that they are entitled to.

To keep all members of our school community safe, administrators will develop and implement policies and procedures for addressing incidents where these hate symbols are present in in-person or remote school events and activities. These responses will not focus on disciplinary strategies like suspensions, expulsions, or similar punitive measures. Instead, we will work to educate our communities and those displaying hateful symbols about the impact of their actions with non-punitive remedial measures unless there is a risk to health or safety. The Oregon Department of Education is providing us with guidance,



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resources, and educational materials that will help us to implement policies consistently, fairly and effectively.

Ultimately, it will take all of us to transform the conditions that lead to hate entering into schools. This policy isn't just about the impacts on students being harmed by hate symbols—it is about creating a safe learning environment for all students and staff. One that allows for exploration, and open, respectful, conversation.

Through our unity and your vocal support, we can ensure that schools are a place where we learn and engage in meaningful dialogue to more deeply understand and respect differences between people, where *all* students benefit from a safe and healthy environment, and where all can be free to receive their education without fear of hatred, racism, or violence.

If you have feedback for the Oregon Department of Education please direct your questions and comments to AllStudentsBelong@state.or.us.

Respectfully,

Clatskanie School District School Board

Ian Wiggins

Kara Harris

Megan Evenson

Kathy Engle

Katherine Willis

Cathy Hurowitz

Superintendent

Clatskanie Elementary School
Board Report
October, 2020

Clatskanie Elementary School staff are working together to develop a united staff Culture of Care. Friday afternoon staff meetings have been held where different topics are discussed in large group and small breakout sessions. They are utilizing the book School Culture by Design by Phil Boyte. Phil will also be bringing his own thoughts to the staff in a 1/2 hour presentation. The common verbiage that is being utilized is: “**Assume Positive Intent**”. The first task the staff completed together was the professional behavior expectations (PBIS Professional Expectations).

Small cohorts of students are still coming into the building for educational support. Most have little or no reliable internet access. We also have students with special needs (physical, emotional, environmental) that are receiving access for two hours a day. SPED, 504, and ELD students are also included when deemed necessary.

We are closely monitoring the matrices presented by the ODE. The plans are being developed to open the building to K-3, but we are researching a reliable online curriculum to offer and also preparing a survey to see where families are in terms of returning to brick and mortar or remaining full CDL. The Covid numbers have also been showing a turn in the wrong direction so we are slowing down the train so to speak.

Teachers are sharing a mid-quarter survey with families that is going out Thursday, October 8. They are inquiring about how CDL is going. They are asking what is going well, what is a struggle, and where things can be improved. We will use this data as we move forward on this journey.

Stephen and Cathy worked to get the improved ZOOM platform for staff so that they can capitalize on the improved resources as they interact with students. They also are getting new laptops to teachers and televisions for the classroom. Bandwidth is also coming in.

Sarah Thorud has worked extensively on the data platform ION. It pulls from many sources and is a hub for data such as attendance, assessments, behavior, and CDL engagement. As the staff dug into data, problem solved attendance issues, and planned instruction based upon the results, she did an excellent job guiding them and showing a multitude of tools that were available to support students' needs.

Teachers also attended an online professional development webinar presented by University of Florida Literacy Institute. Following our platform of Oregon Response to Instruction and Intervention it was presented as a resource to explore various intervention options to solidify foundational reading skills support and instruction for CES students.

Student Attendance remains solid. We are working diligently to capture the elusive students, but percentages remain high. The next challenge is engagement in work. Turning in assignments and follow-through is the target and we are developing a system to track progress and report out to families. Because the Spring was “do what is doable”, we now have to recalibrate mindsets to the rigor and accountability components.

Submitted by:
Kara Burghardt
CES Principal

Clatskanie Middle/High School

Building Report: Kim Oblack

Oct. 12, 2020

Enrollment

- Currently have 288 students enrolled, 24 transferred out at CMHS
- Last March we had 342 students enrolled
- In response the district is working towards a homeschooling option that would bring back some of the students we have lost to online programs.

Student Attendance

- Attendance is at 92%

Teachers/EAs

- Have become more comfortable with the Canvas platform
- Teachers are in the beginning phases of the evaluation process using the new platform Talent Ed.

Covid

- Due to the rising number of Covid cases in our community we have restricted the special event cohorts until Covid numbers go back down.
- We currently have about 40 students in the building daily under limited in school instruction.

Lunch Program

- 40 lunches served in our school. The busses deliver 136 lunches plus the church and park total of 50. A grand total of lunches is 322!!!! All lunches are free to students.

Preschool Program

- Head Start will start classes at CMHS this month, 2 cohorts of 10 students
- This will create a Career/Technical Education opportunity for our students in the future in the career of early childhood education.

Technology

- Teachers are receiving TVs for their classrooms to enhance distance learning
- Teachers have received new computers for distance learning

Clatskanie School District
Student Services Department
CSD Board Report
Jim Helmen- Director of Student Services and Innovations

October 12, 2020

Limited In-Person Instruction continues to be offered for students with special needs. Limited In-Person instruction hours remain consistent within the district. Safety procedures continue to be practiced to support student and staff safety.

Direct Services- Specially Designed Instruction

Our teaching staff and educational assistants are working hard to provide the legally required specially designed instruction to all our students with special needs. Currently, staff have been open and supportive of adjusting to the daily and weekly demands and barriers of comprehensive distance learning. I can't say enough about the level of staff commitments to students and families here in the district.

Restrain Training- We are currently in the process of setting up restraint and seclusion training for district staff. Currently, the Oregon Department of Education is not continuing OIS-SYNC training. OIS/ SYNC is no longer approved for use in schools, though the staff was allowed to be trained through April 2020 and any staff with current certification can use it until they expire.

The ESD does provide training for Safety Care, which is what many Oregon districts have switched to. There are currently no training set up for the fall since a physical component is required when completing Safety Care.

Talented and Gifted

CES and CMHS principals are currently holding TAG meetings to develop plans for the 20-21 school year. I am currently in the process of developing an updated TAG program for CSD to reflect the shifting of today's workforce and educational climate. A primary focus of the new system is increasing project-based learning opportunities along with exposure to off-campus experiences. I have been in contact with the Oregon Department of Education staff and other school district leads to collect all available resources. The new program will include teacher, parent, and community input.

Special Education Manual K-12

The purpose of this manual is to create a resource for Special Education Teachers and Student Services staff when questions may arise throughout the school year. The manual is designed to allow staff to remain in compliance with District and ODE regulations while providing a high level of exceptional services to our students and families.

Clatskanie School District
Student Services Department
CSD Board Report
Jim Helmen- Director of Student Services and Innovations

The manual is designed to reflect the most current information that our district has regarding Special Education, behavior intervention, and student services. With that said, district, state, and federal guidelines and expectations will often change throughout a given school. Special Education staff is expected to remain current on best practices and compliance expectations as part of their professional job requirements.

Student Success Intervention System District- Wide

We have recently completed a handbook that will support an integrated student success intervention system K-12. The student support and intervention system is a three- pronged approach- Professional Learning Communities, Grade Level Intervention Opportunities, and Student Success Team (SST).

- **Professional Learning Communities (PLCs):** Grade level or vertical collaborations that allow teachers to build capacity and engage in problem solving with their school or district level teams. Each team should spend a portion of their PLC meeting as a problem-solving team for struggling students (CES-IPS and CMHS SST Team). A teacher may bring a student forward to the PLC for discussion during this time.
- **Grade Level Intervention Opportunity:** Students who require re-teaching of essential standards (Tier I) and are below grade level are supported by teacher teams with research- based interventions to help increase academic growth and promote academic success- small group or focused instruction in the general education classroom.
- **Student Success Team (SST):** A problem- solving and coordinating structure that assists students and teachers to seek positive solutions for maximizing student's potential. The SST focuses in-depth on one student at a time.

District Interim Assessments

In support of the instructional challenges that school districts are facing through CDL, ODE has provided access to Smarter Balanced ELA and Mathematics Interim Assessments for free. CSD will use Interim assessments to support teaching and learning throughout the year and evaluate where student's strengths and weaknesses are in reference to priority educational standards

Clatskanie School District
Student Services Department
CSD Board Report
Jim Helmen- Director of Student Services and Innovations

grade 3-8 and 11. We have completed school test coordinator training and they will soon be training teachers to be able to give interim assessments to students.

Speech and Language

Presence Learning – We now have three Speech and Language Pathologist to cover all of our students. All students receiving speech and language are being served at this time. The feedback from families has been positive regarding services and student progress. We are providing presence learning staff with special education training on IEP writing and delivery of service.

Indian Education

Indian education students are scheduled to meet with Kate Slotterbeck on Zoom in the next couple of weeks. There are currently 9 students in the program with the possibility of that number to grow.

Clatskanie School District

BR-General Fund - Rev & Exp/Assets OBJECT For the Period 07/01/2020 through 09/30/2020

Fiscal Year: 2020-2021

Include Pre Encumbrance

	<u>Budget</u>	<u>Range To Date</u>	<u>Year To Date</u>	<u>Balance</u>	<u>Encumbrance</u>	<u>Budget Balance</u>	
INCOME							
GENERAL FUND REVENUES							
Property Taxes (+)	\$3,765,785.00	\$91,188.46	\$91,188.46	\$3,674,596.54	\$0.00	\$3,674,596.54	97.6%
Charges for Services (+)	\$80,500.00	\$23,716.37	\$23,716.37	\$56,783.63	\$0.00	\$56,783.63	70.5%
Intermediate Sources (+)	\$31,000.00	\$18,115.14	\$18,115.14	\$12,884.86	\$0.00	\$12,884.86	41.6%
State Sources (+)	\$4,948,102.00	\$1,648,613.69	\$1,648,613.69	\$3,299,488.31	\$0.00	\$3,299,488.31	66.7%
Interfund Transfers (+)	\$445,673.00	\$0.00	\$0.00	\$445,673.00	\$0.00	\$445,673.00	100.0%
Beginning Fund Balance (+)	\$250,000.00	\$0.00	\$0.00	\$250,000.00	\$0.00	\$250,000.00	100.0%
Sub-total : GENERAL FUND REVENUES	\$9,521,060.00	\$1,781,633.66	\$1,781,633.66	\$7,739,426.34	\$0.00	\$7,739,426.34	81.3%
Total : INCOME	\$9,521,060.00	\$1,781,633.66	\$1,781,633.66	\$7,739,426.34	\$0.00	\$7,739,426.34	81.3%
EXPENSES							
GENERAL FUND EXPENDITURES							
Salaries (-)	\$5,026,951.00	\$797,766.99	\$797,766.99	\$4,229,184.01	\$3,999,015.32	\$230,168.69	4.6%
Benefits (-)	\$3,247,980.00	\$531,305.88	\$531,305.88	\$2,716,674.12	\$180.73	\$2,716,493.39	83.6%
Purchased Services (-)	\$743,250.00	\$121,738.67	\$121,738.67	\$621,511.33	\$482,459.51	\$139,051.82	18.7%
Supplies & Materials (-)	\$328,950.00	\$61,146.85	\$61,146.85	\$267,803.15	\$34,411.06	\$233,392.09	71.0%
Other Objects (-)	\$188,950.00	\$140,823.24	\$140,823.24	\$48,126.76	\$4,112.74	\$44,014.02	23.3%
Transfers (-)	\$75,000.00	\$0.00	\$0.00	\$75,000.00	\$0.00	\$75,000.00	100.0%
Planned Reserve (Ending Fund Balance) (-)	(\$90,021.00)	\$0.00	\$0.00	(\$90,021.00)	\$0.00	(\$90,021.00)	100.0%
Sub-total : GENERAL FUND EXPENDITURES	(\$9,521,060.00)	(\$1,652,781.63)	(\$1,652,781.63)	(\$7,868,278.37)	(\$4,520,179.36)	(\$3,348,099.01)	35.2%
Total : EXPENSES	(\$9,521,060.00)	(\$1,652,781.63)	(\$1,652,781.63)	(\$7,868,278.37)	(\$4,520,179.36)	(\$3,348,099.01)	35.2%
NET ADDITION/(DEFICIT)	\$0.00	\$128,852.03	\$128,852.03	(\$128,852.03)	(\$4,520,179.36)	\$4,391,327.33	0.0%

End of Report

Operating Statement with Encumbrance

CLATSKANIE SCHOOL DISTRICT
 Student Enrollment Numbers by Grade Level
 2020-2021

Grade Level	2019-2020		2020-2021							
	9/4/19	6/4/20	9/9/20	10/8/20						
K	69	74	50	47						
1	51	49	74	61						
2	60	59	46	47						
3	49	47	57	54						
4	57	59	48	45						
5	63	62	61	56						
6	56	55	60	60						
<i>Elementary Total</i>	405	405	396	370						
7	44	43	54	49						
8	47	46	44	41						
9	56	59	44	43						
10	41	38	57	56						
11	72	62	41	39						
12	51	53	63	60						
TR	0	0	0	0						
<i>Mid/High Total</i>	311	301	303	288						
TOTAL	743	706	699	658						
TRANSFERS										
CES In	3	0	1	1						
CMHS In	3	1	0	1						
Total IDT In*	6	1	1	2						
CES Out	18	14	26	25						
CMHS Out	14	10	23	24						
IDT Out**	32	24	49	49						

* Interdistrict Transfers into our district
 ** Interdistrict Transfers out of our district

20-21 Interdistrict Transfers Only

<u>Frontier</u>	<u>Homeschool</u>	<u>ORCA</u>	<u>ORVA</u>	<u>RAINIER</u>	<u>KNAPPA</u>	<u>WILLCA</u>	<u>ISORPH*</u>	<u>ORDCA**</u>
5th - 2	K - 1	K - 1	3rd - 1	K - 2	K - 1	K - 1	12th - 1	12th - 1
6th - 1	7th - 1	1st - 1	4th - 1	2nd - 1		2nd - 1		
9th - 1		3rd - 2	5th - 2	3rd - 2		3rd - 1		
10th - 2		4th - 1	6th - 1	7th - 2		6th - 1		
		5th - 1	7th - 1	12th - 1		7th - 1		
		7th - 1	9th - 2			8th - 1		
		8th - 1	12th - 1			12th - 1		
		9th - 2						
		10th - 2						
		11th - 1						
		12th - 1						
=6	=2	=14	=9	=8	=1	=7	=1	=1

*Insight School of Oregon Painted Hills

**Destinations Academy of Oregon

Clatskanie School District Findings Statement

Clatskanie School District has a clear vision for educational outcomes that incorporate facilities and culture within the district. In recognition that the physical education environment is crucial to achieving this vision, we commissioned a Facility Assessment, a Seismic Assessment, and a Long-Range Facility Plan through the Oregon Technical Assistance Program (TAP) grant. The assessment focused on the entire district campus to determine building and infrastructure needs and provide guidance on investments and activities from 2020 to 2030. Currently, the district's buildings need major repair and renovation work. Some critical systems require major upgrades, security is inadequate, and additional facilities/reconfiguration are needed to maintain the strong existing programs, support student growth and add new programs such as STEM courses and vocational training. The observed conditions through the assessments of existing buildings indicate there are substantial improvements necessary to meet educational adequacy requirements and from this work, a prioritized plan for improvements was developed.

Description of the Projects

Within this period, additional classrooms will be built. All of these improvements require an integration of design and construction in order to ensure the systems are designed and built with the needs and priorities of the schools. Other projects include updating the track, building a new maintenance building, and seismic upgrades. The Long-Range Facility Plan addresses many building systems that are at or near the end of their useful life and have a direct impact on the classroom and other learning environments. System shutdowns must be both carefully planned and precisely executed to minimize disruption and impact. Work will need to take place in an expedited fashion over the summer, utilizing compressed timelines, and work completed when school is in session must be accomplished in a manner that does not impact learning. To accomplish this work and minimize impact to students and staff, as well as ensure their safety during the construction period, we will need a collaborative partner with strong project management and communication skills.

The identified \$10 million of needed improvements were segmented into three priorities. Priority one is to separate the high school from the middle school, which will include replace essential failing HVAC equipment, bring the buildings up to code compliance for Fire and Life Safety, replace portions of leaking roofs, improve interior and exterior finishes, repair parking lot, reconfigure traffic flow, and security and access control upgrades. Clatskanie Elementary School projects will focus on communication and security upgrades, replacement of failing HVAC systems, and interior and exterior cosmetic improvements.

Priority two projects include additional interior upgrades and fixed furnishings at the Middle/High School. Additional work to replace kitchen equipment, electrical panel upgrades, some interior finishes and roof/gutter repair at the elementary school. At the Transportation Building roof repair, interior and exterior finishes, and parking lot improvements are proposed. The third and final priority includes relocation of District Office to a renovated/new facility at the upper campus, an

upgraded fire alarm at the Transportation Building, and miscellaneous plumbing and HVAC projects in the education facilities.

It is imperative that as many of these priorities as possible get completed under the current bond and construction program to avoid the need for future District expenditures. To accomplish this, cost reduction on other project work and flexibility to phase in more priority project scope as funds become available (i.e. savings in other areas) are key. Maximizing any available grants, SB1149 dollars, and ETO incentives is vital to further stretch capital provided by the bond. We want to ensure that we maximize the acquisition of these “free” dollars and minimize our long term operating costs. We can do this by designing and implementing efficient systems and equipment with the lowest life-cycle costs, and by requiring a guarantee of desired system performance outcomes.

Procurement

Design-Bid-Build procurement has historically been used by the District for past projects, and while it has the advantage of obtaining a validated lowest bid price in the market, it also has several identified shortcomings including getting the lowest bid price in the market. Given our identified scope, phasing, requirements, and desired performance outcomes we have reviewed other alternative procurement options authorized by the State of Oregon, including Design-Build and ESCO. After consideration, we have selected design-build as the best fit procurement model for our project, subject to compliance with Oregon Statute 279.335 and approval by our Local Contract Review Board. Design-Build is a nationally recognized procurement model that is used in approximately 40% of construction projects. This public meeting and review of our Findings Statement are the first steps in moving forward with the selection of a Design-Builder for this project.

This Findings Statement summarizes the benefits of Design-Build in relation to key project criteria described in the “Description of the Project” section above.

1. Speed of delivery

- a. Once schematic design is complete, equipment ordering, demolition and other time-consuming activities can be accomplished in parallel to final design completion.
- b. Portions of the project can begin, once approved, without the entire design of the project completed, providing flexibility to get time-sensitive construction completed while thoughtfully finishing design on other longer-term project phases.
- c. Value engineering decisions are made during the design process with construction-grade cost estimates. Revisiting decisions and value engineering after-the-fact when bid costs exceed budgets in a design-bid-build process is eliminated.

2. Reduced Cost

- a. Inherent in the design-build process is the ability to review design alternatives and options with real-time construction-grade cost estimates to ensure that critical cost-effective decisions are made timely and accurately. Design can be focused on the lowest “Total Cost of Ownership” as opposed to lowest first cost which can drive significant savings over the life of the systems and buildings. In design-bid-build, decisions on

options are made based on rule of thumb estimates – final price validation is not achieved until total project bids are received well after design is complete.

- b. Design efforts in a Design-Build process are focused on constructability to provide more buildable alternatives and solutions, thus reducing the cost of construction. Quality is ensured and the risk of costly change orders is greatly reduced.
- c. Efficient design and an energy savings focus can leverage “free money” such as grants, ETO utility incentives, and SB1149 dollars that can stretch bond dollars to further tackle a higher amount of our long-range facility plan needs.
- d. Owner’s rep costs can be lower due to the reduced requirement to manage multiple teams and the potential adversarial relationship between the design team and contractors.
- e. The Design-bid-build process achieves “lowest bid cost” through a competitive bidding process in the market. Studies have shown, including those by the University of Pennsylvania Construction Management Department, that lowest bid cost does not equate to lowest total cost due to the factors described in “a” and “b” above. Design-Build savings from this study of hundreds of projects demonstrated and average 6% cost savings of Design-Build versus design-bid-build.

3. Flexibility

- a. This project will be phased over multiple years. The selected Design-Builder must be flexible to manage work around school activities and schedules throughout the year.
- b. We desire to complete as many of the priorities identified in the long-range facility plan as possible, subject to available funds from cost reduction of other key components of the project and secured grants and efficiency incentives. We desire the ability to systematically add these long-range plan priorities as budgeted funds become available.

4. Risk

- a. In Design-Build procurement there is a Single Point of Accountability, which is ultimately responsible for delivery of guaranteed outcomes and a guaranteed maximum price. In design-bid-build, the low-bid contractor must fight to increase profit margins by challenging the design documents, often placing the owner in the middle of the adversarial position of the design team and the contractor. In Design-Build, the architect works for the Design-Builder and there is no finger-pointing since the Design-Builder has ultimate responsibility for the entire project.
- b. In design-bid-build, the acquisition of grants, ETO utility incentives, and SB1149 dollars are the responsibility of the owner. In Design-Build those become the responsibility of the Design-Builder and are maximized.
- c. In Design-Build with a guaranteed maximum price, no change orders are brought forth (except for unforeseen conditions) unless initiated by the District.
- d. Ability to bid to a shortlist of quality local and other subcontractors to ensure project quality is high and timelines are adhered to.

Next Steps

This public forum is intended to solicit public comment on our Findings Statement. Following this meeting, we will present our Findings Statement, along with public comment, to the Local Contract Review Board. Subject to approval by the Local Contract Review Board, the District will issue an Request for Qualifications to select the most appropriate Design-Build firm to proceed with these projects.

INTERGOVERNMENTAL COOPERATIVE PURCHASING AGREEMENT

BID NO. 20-0714-22

Cafeteria Paper Supplies

Pursuant to Chapter 39.4 of the Revised Code of Washington and to other applicable laws, the **Longview School District No. 122** and **Clatskanie School District** hereby agree to enter into a cooperative agreement for the purchase of the specified materials and/or services upon the following terms and conditions:

1. Longview School District No. 122 and Clatskanie School District are duly constituted school districts and political subdivisions within the States of Washington and Oregon.
2. Longview School District No. 122, pursuant to RCW 28A.335.190, has completed all components of the competitive bidding process for the purchase of Cafeteria Paper Supplies.

Longview School District No. 122, in contracting for the purchase of Cafeteria Paper Supplies for Clatskanie School District agrees to contract to the extent permitted by law and agreed upon by the parties during the contract period of August 17, 2012 to August 16, 2021. Clatskanie School District accepts responsibility for compliance with any additional or varying laws or regulations governing purchases on behalf of Clatskanie School District.

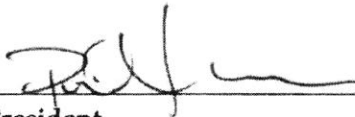
4. Whenever Longview School District No. 122 contracts to purchase materials or services on behalf of other political subdivisions, Clatskanie School District may also purchase materials or services at the same terms and conditions as Longview School District No. 122. Longview School District No. 122 accepts no responsibility for the performance of the vendor in any contract entered into as a result of the cooperative bid; makes no warranty, express or implied, for any materials or services acquired under this agreement; and accepts no responsibility for the payment of the contract or purchase price by the Clatskanie School District.
5. Clatskanie School District reserves the right to contract independently for the purchase of any particular Paper Supplies with or without notice to Longview School District No. 122.
6. This Agreement shall continue to be in full force and effect until the expiration date of the bid and contract. Either party may cancel this Agreement at any time prior to the expiration of the term of this bid and contract only upon written notice to the other party. The effective date of termination of the terms and conditions of this Agreement shall be fifteen (15) days from the date of receipt of notice of cancellation.

Intergovernmental Cooperative Purchasing Agreement
Page Two

7. In the event this Agreement is terminated before the expiration of the terms of the Agreement, Cafeteria Paper Supplies purchased and paid for by Clatskanie School District shall be considered the property of the Clatskanie School District and the Longview School District No. 122 shall have no interest therein.
8. Clatskanie School District by appropriate board action has authorized the Superintendent or his designee to execute and deliver all necessary documents to effect the terms and conditions of this Agreement.

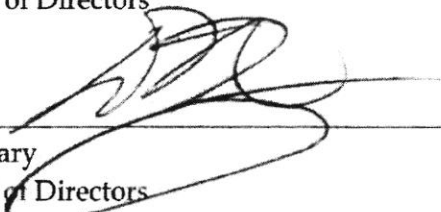
LONGVIEW SCHOOL DISTRICT NO. 122
2715 Lilac St.
Longview, Washington 98632-3526

CLATSKANIE SCHOOL DISTRICT
555 SW Bryant St.
Clatskanie, OR 97016



President
Board of Directors

President
Board of Directors



Secretary
Board of Directors

Secretary
Board of Directors

9-9-20

Date

Date

Cafeteria Paper Supplies

BID # 20-0714-22

Bid Recap Report

Item #	Warehouse Stock #	Description	Unit	Quantity	McDonalds	Revere Pkg	Platinum Pkg	NW Foodservice	Warehouse	Percentage
									2019-20 Price	Inc. - Dec.
1	30-0021	Hot Trays 1 Compartment 900/cs	CASE	325			72.600		72.60000	8.000%
2	30-0027	Hot Trays 2 Compartment 700/cs	CASE	140			91.560		91.56000	7.900%
3	30-0040	Cold Trays Plastic 1 Cell	CASE	300		62.10			46.37000	44.503%
4	30-0042	Cold Trays Plastic 2 Cell	CASE	65		62.10			46.37000	44.637%
5	30-0044	Cold Trays Plastic 3 Cell	CASE	20		62.10			46.37000	44.637%
6	30-0131	Forks, Plastic 6"	CASE	100	8.500			6.810	8.35000	-11.919%
7	30-0134	Napkins	CASE	80	36.980			28.240	31.65000	-3.636%
8	30-0141	Plastic Wrap, Cold Film 15 1/2	ROLL	75			60.550		56.40000	15.947%
9										
10	30-0144	Plastic Wrap, Hot Film 14 1/2	ROLL	80			95.000		58.87000	74.282%
11	30-0150	Keys 3 Compartment Plate	CASE	15	47.750			59.450	47.50000	8.568%
12	30-0151	Keys 5 Compartment Plate	CASE	525	55.790			55.730	51.40000	17.098%
13	30-0166	Spoons, Lightweight	CASE	100	8.500			6.810	8.35000	-11.919%
14	30-0167	Sporks, Plastic, 5" - 5-3/4"	CASE	400	8.500			6.810	8.35000	-11.919%
15	30-0170	Straws, 7-3/4"	CASE	10	49.620			41.180	49.62000	-10.370%

Total Amount Awarded \$716.25 \$23,908.50 \$48,554.65 \$36,015.25

Total Amount of Recommended Bid: \$109,194.65

INTERGOVERNMENTAL COOPERATIVE PURCHASING AGREEMENT

BID NO 20-0714-12 Dairy

Cafeteria Dairy Supplies

Pursuant to Chapter 39.34 of the Revised Code of Washington and to other applicable laws, the **Longview School District No 122** and **Clatskanie School District** hereby agree to enter into a cooperative agreement for the purchase of the specified materials and/or services upon the following terms and conditions:

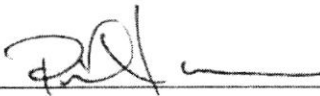
1. Longview School District No 122 and Clatskanie School District are duly constituted school districts and political subdivisions within the States of Washington and Oregon.
2. Longview School District No 122, pursuant to RCW 28A.335.190, has completed all components of the competitive bidding process for the purchase of Cafeteria Dairy Supplies
3. Longview School District No 122, in contracting for the purchase of Cafeteria Dairy Supplies for Clatskanie School District agrees to contract to the extent permitted by law and agreed upon by the parties during the contract period of August 17, 2020 to August 16, 2021. Clatskanie School District accepts responsibility for compliance with any additional or varying laws or regulations governing purchases on behalf of Clatskanie School District.
4. Whenever Longview School District No 122 contracts to purchase materials or services on behalf of other political subdivisions, Clatskanie School District may also purchase materials or services at the same terms and conditions as Longview School District No 122. Longview School District No 122 accepts no responsibility for the performance of the vendor in any contract entered into as a result of the cooperative bid; makes no warranty, express or implied, for any materials or services acquired under this agreement; and accepts no responsibility for the payment of the contract or purchase price by the Clatskanie School District.
5. Clatskanie School District reserves the right to contract independently for the purchase of any particular Cafeteria Dairy Supplies with or without notice to Longview School District No 122.

Intergovernmental Cooperative Purchasing Agreement
Page Two

6. This Agreement shall continue to be in full force and effect until the expiration date of the bid and contract. Either party may cancel this Agreement at any time prior to the expiration of the term of this bid and contract only upon written notice to the other party. The effective date of termination of the terms and conditions of this Agreement shall be fifteen (15) days from the date of receipt of notice of cancellation.
7. In the event this Agreement is terminated before the expiration of the terms of the Agreement, Cafeteria Dairy Supplies purchased and paid for by Clatskanie School District shall be considered the property of the Clatskanie School District and the Longview School District No 122 shall have no interest therein.
8. Clatskanie School District by appropriate board action has authorized the Superintendent or his designee to execute and deliver all necessary documents to effect the terms and conditions of this Agreement.


LONGVIEW SCHOOL DISTRICT NO 122
2715 Lilac St.
Longview, Washington 98632-3526

CLATSKANIE SCHOOL DISTRICT
555 SW Bryant St.
Clatskanie, Or 97016



President
Board of Directors

President
Board of Directors



Secretary
Board of Directors

Secretary
Board of Directors

9-9-20

Date

Date

Cafeteria Dairy Supplies

BID # 20-0714-12

Bid Recap Report

Item #	Description	Unit	Quantity	Dairy Fresh	NW Foodservice	2018-19	Percentage
						Price	Inc. - Dec.
1	Milk, Non Fat	EA	36,000	<u>0.2051</u>	0.2504	0.16840	31.415%
2	Milk, 1%	EA	210,000	<u>0.2137</u>	0.2670	0.18000	28.101%
3	Milk, Non Fat Chocolate	EA	574,000	<u>0.2184</u>	0.2866	0.19000	24.028%
4	Milk, Lactose Free	EA	10,000	0.6000		0.60000	7.900%
5	Apple Juice	EA	280,000	0.1625		0.16000	9.586%
6	Orange Juice	EA	70,000	<u>0.1900</u>		0.19000	7.900%

Total Amount Awarded 242,422.20

Total Amount of Recommended Bid:	\$ 242,422.20
2018-19 Estimated Cafeteria Supplies Expenditures:	<u>\$ 217,022.40</u>
Estimated Increase/(Decrease):	\$ 25,399.80

INTERGOVERNMENTAL COOPERATIVE PURCHASING AGREEMENT

BID NO 20-0714-15 Produce

Cafeteria Produce Supplies

Pursuant to Chapter 39.34 of the Revised Code of Washington and to other applicable laws, the **Longview School District No 122** and **Clatskanie School District** hereby agree to enter into a cooperative agreement for the purchase of the specified materials and/or services upon the following terms and conditions:

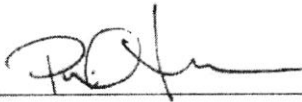
1. Longview School District No 122 and Clatskanie School District are duly constituted school districts and political subdivisions within the States of Washington and Oregon.
2. Longview School District No 122, pursuant to RCW 28A.335.190, has completed all components of the competitive bidding process for the purchase of Cafeteria Produce Supplies
3. Longview School District No 122, in contracting for the purchase of Cafeteria Produce Supplies for Clatskanie School District agrees to contract to the extent permitted by law and agreed upon by the parties during the contract period of August 17, 2020 to August 16, 2021. Clatskanie School District accepts responsibility for compliance with any additional or varying laws or regulations governing purchases on behalf of Clatskanie School District.
4. Whenever Longview School District No 122 contracts to purchase materials or services on behalf of other political subdivisions, Clatskanie School District may also purchase materials or services at the same terms and conditions as Longview School District No 122. Longview School District No 122 accepts no responsibility for the performance of the vendor in any contract entered into as a result of the cooperative bid; makes no warranty, express or implied, for any materials or services acquired under this agreement; and accepts no responsibility for the payment of the contract or purchase price by the Clatskanie School District.
5. Clatskanie School District reserves the right to contract independently for the purchase of any particular Cafeteria Produce Supplies with or without notice to Longview School District No 122.

Intergovernmental Cooperative Purchasing Agreement
Page Two

6. This Agreement shall continue to be in full force and effect until the expiration date of the bid and contract. Either party may cancel this Agreement at any time prior to the expiration of the term of this bid and contract only upon written notice to the other party. The effective date of termination of the terms and conditions of this Agreement shall be fifteen (15) days from the date of receipt of notice of cancellation.
7. In the event this Agreement is terminated before the expiration of the terms of the Agreement, Cafeteria Produce Supplies purchased and paid for by Clatskanie School District shall be considered the property of the Clatskanie School District and the Longview School District No 122 shall have no interest therein.
8. Clatskanie School District by appropriate board action has authorized the Superintendent or his designee to execute and deliver all necessary documents to effect the terms and conditions of this Agreement.

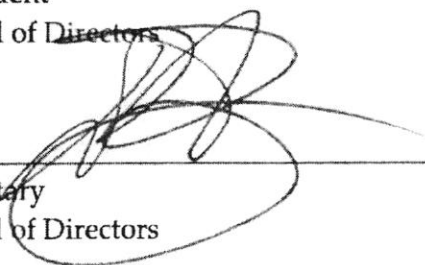
LONGVIEW SCHOOL DISTRICT NO 122
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555 SW Bryant St.
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President
Board of Directors

President
Board of Directors



Secretary
Board of Directors

Secretary
Board of Directors

Date

Date

Cafeteria Produce Supplies Bid
 Bid # 20-0714-15
 Bid Recap Report

Item #	Description	Unit	Quantity	Charlie's Produce	Duck Delivery	Pacific Coast	2019-2020 Price
FRESH FRUIT							
1	Apples, Red, Gala, Yellow, other Size 163	CASE	1813		20.95		19.9500
2	Bananas, Petite, 150/carton	CASE	185		24.40		25.5700
3	Bananas, Firm 40 lb/carton	CASE	185		22.45		2460.0000
4	Cantaloupe, 12 ct	CASE	0		20.95		17.6500
5	Grapes, Seedless, 23 lb lug	LUG	102		22.50		26.2300
6	Kiwi Fruit, Bulk 117 Ct	CTN	222		27.95		19.7400
7	Pears, Danjou, Fresh 60-65 ct 22 lb	CTN	280		37.70		24.4500
8	Pineapple, 12's 8 ct	CTN	2		21.30		16.3800
9	Strawberries, 12/1 pint	CASE	81		22.95		16.1400
10	Watermelon, 5 or 6 Ct	LB	210		35.55		25.7600
FRESH VEGETABLES							
11	Carrot, Jumbo 25 lb Bag	Bag	1		14.60		13.0800
12	Celery 3 bunch	EA	49		6.35		13.6000
13	Cucumbers 36 Ct	CTN	506		19.70		16.7500
14	Onions, Green	BUNCH	5		5.50		1.2300
15	Onions, Red, dry	LB	105		5.35		1.6400
16	Onions, Yellow, Dry	LB	55		5.00		1.1700
17	Peppers, Green Choice 3 lb	BAG	333		8.45		4.4500
18	Peppers, Mini,Sweet 12/1 lb	CASE	185		28.70		17.0800
19	Squash, Zucchini	LB	367		7.10		1.9700
20	Tomatoes, 25 lb Repack	CASE	148		22.45		19.7300
21	Tomatoes, Grape, Box 20 lb	BOX	629		33.45		24.7000
PREPARED VEGETABLES							
22	Bok Choy	LB	127		3.15		0.8000
23	Broccoli Florettes, 3 Lb Bag	BAG	1924		8.60		5.7000
24	Broccoli Florettes, 6/3 lb Bag	CASE	598		34.70		25.5800
25	Cabbage, Green, Shredded 5 lb	BAG	333		7.10		4.1500
26	Cabbage, Red, Shredded 5 lb	CASE	0		9.35		4.9500
27	Carrots, Shredded	BAG	26		6.60		5.6500
28	Carrots, Slims 5 lb	BAG	148		6.60		5.5500
29	Carrots, Slims 4/5 lb	CASE	148		23.05		17.4100
30	Cauliflower Florettes 3 Lb	BAG	1		12.10		8.5000
31	Cauliflower Florettes 4/3 lb	CASE	118		38.45		25.2100
32	Celery Sticks 1/2" x 3", 5 Lb	BAG	148		9.10		7.5000
33	Lettuce, Shredded 1/8"	BAG	259		6.85		4.2000
34	Lettuce, Shredded 4/5lb	CASE	74		18.45		14.8100
35	Lettuce, Spring mix, 3 lb	BAG	29		9.95		9.3100
36	Peppers, Red 3 lb	BAG	48		9.85		5.5500
37	Radish, Cleaned, Trimmed, Topped, 3 Lb	3 LB	9		11.85		2.5800
LOCKED PRICING							
38	Apples, Red Del or Granny S163	BOX	1340		20.95		19.9500
39	Carrots Baby Petite	5 Lb BAG	925		7.50		5.1500
40	Carrots Baby Petite, 6/5lb	CASE	89		28.25		24.9000
41	Lettuce, Romaine, Chopped	CASE	320		17.45		17.4500
42	Lettuce, Romaine, Chopped 2 lb bag	BAG	72		6.55		3.2500
43	Lettuce, Salad Mix w/color	BAG	222		5.10		4.7500
44	Lettuce, Salad Mix w/color 4/5#	CASE	370		16.95		16.9500
45	Oranges, Sunkist S113	CTN	1036		24.95		21.9500
46	Spinach, Trimmed, Stemless 4/2.5 lb	CASE	333		19.95		16.9000

- * Doesn't Meet Spec
- A Alternate
- C Coin Toss
- R Reject
- U Unit Award
- NB No bid
- M Min Order

Total bid amounts by vendor: **\$0.00** \$259,322.65 **\$0.00**

Total Amount of Recommended Bid (by low bid item - All): \$259,322.65

Total Low Bid 2020-21 \$ 259,322.65
 Total Low Bid 2019-20 \$ 212,676.45
 Percentage Increase or (Decrease) -60.90%

Clatskanie School District 6J
PO Box 678
Clatskanie OR 97016
BOARD OF DIRECTORS' REGULAR BOARD MEETING
September 14, 2020, 6:30 pm via Zoom
(see our main page at www.csd.k12.or.us for instructions on joining the meeting via Zoom)

BOARD MEETING MINUTES

Board Members Present: Megan Evenson-Board Chair, Kara Harris-Vice Chair, Ian Wiggins, Kathy Engel
Board Members Absent: Chris Ouellette
Admin Team Present: Cathy Hurowitz-Superintendent, Mark Bergthold-Business Manager, Tami Burgher-Board Secretary, Jim Helmen-Director of Student Support & Innovation, Kim Oblack-CMHS Principal, Kara Burghardt-CES Interim Principal
Guests: Rick Becker-McKinstry, Stephanie Dost-McKinstry, Stephanie Eaton, Yvonne Krause, Marc Brewer, Nina Brewer, Tim Erwin, Jaime Erwin, Megan Corne, Dawn Warren, Sarah McClure, Ryan Tompkins, Charlie Sittloh, Amber Crawford, David Crawford, Lucius Jones

- I. CALL TO ORDER: 6:30 pm
 - A. Agenda Review: M. Evenson-Board Chair added item B. under new business, Procedure/process for adding a new board member.

- II. COMMUNICATIONS AND HEARINGS OF INTERESTED PARTIES
 - A. Public Comment: None
This is the time for citizens to address the Board. All speakers should state their name prior to speaking. Speakers are asked to write their name, address, phone number and topic to be addressed on the registration card. Speaking time is limited to three minutes per speaker. Speakers may offer objective criticism of district operation and programs, but the Board will not hear any complaints concerning specific District personnel. The Chair will direct the visitor to the appropriate means for Board consideration and disposition of legitimate complaints involving individuals. The right to address the Board does not exempt the speaker from any potential liability for defamation.
 - B. Student Body Report: None
 - C. Oregon School Employees Association Representative Report: Yvonne Krause, Union President, reported that in the bus garage, staff are excited to be back to work and have been working through the many changes to get as many kids to school as they can. They are looking forward to Monday when they can start the meal service again to families via the bus. She has not any negative feedback at this time. The union is still at 100% enrollment and they are looking forward to getting the kids back in the buildings sometime soon.
 - D. Clatskanie Education Association Representative Report: Union president, Lucius Jones, gave the report. Despite the tremendous adversity for online learning, attendance has been excellent at live lessons, it has been amazing to see the students. He then discussed a variety of concerning issues. The union believes the district has control over most, if not all of the issues. There were 17 issues presented, ranging from teacher safety, district administration support, curriculum and technology. There is a labor relations meeting on Wednesday
 - E. COVID Safety Update - Ryan Tompkins spoke about COVID protocols at CMHS. It is important to get this information out so people are aware of the protocols being followed for the safety of our staff and students. They are following state guidance on mask use, social distancing, contact tracing, etc. They have about 30 kids that come into the building due to lack of home internet, homelessness, special needs, etc, so contact tracing is important. It has been going very well. The goal is to do everything right, right now, so when kids are able to come back into the building, all will be ready. They want the community to know that safety is a big priority. CMHS is about 90% attendance. Athletic wise, they are opening up conditioning and skill building following all of the protocols. They have also eliminated the athletic user fees for this year. Kudos to Cathy and Mark for helping make this happen.

- III. OLD BUSINESS
 - A. McKinstry Bond Information: Stephanie Dost from McKinstry gave a brief presentation/update on where we are in the process of going out for a bond. The approach they would like to use is the Total Cost of Ownership approach. "When" the bond is passed, the district will have a big influx of capital dollars into the general fund,

which will allow us to do a number of improvements in the district. Keep in mind that the maintenance and operation portion of the improvements (systems installed) will come out of the general fund. There are a couple of different methods for installing these systems, the traditional type or the design bid delivery. She discussed both of these methods. They recommend the design build delivery method. This allows the designer and the bidder to be the same entity and brings all of the responsibility under one contractor. She discussed the design build delivery method further, as there is a single source of responsibility, cost savings and risk mitigation, etc. The State of Oregon has even put this into law. There is enough of a benefit to continue using this method. Next steps include creating a Findings Document to present to the Board, post a public notice and have a public meeting and go through the Request for Qualifications process and select a Design-Build Partner.

A motion was made to approve Mark Berghold continuing the investigation into the design build process as suggested by McKinstry.

KE/IW - UNANIMOUS

- B. Port response to board letter regarding Urban Renewal Taxing District Support: K. Engel presented the response from the Port of Columbia County to the board's letter that was sent a few months ago. The gist of the letter is that they were willing to talk with us, but aren't able to comply with our request regarding the future water payments. They were very respectful and Kathy will send them a thank you for your time email.
- C. Review Board-Superintendent Working Agreement: This was a document that is in statute and policy and is a delineation of the board and superintendent. This was adopted a couple of years ago and we are reviewing it. The superintendent is overseen by the board and the day to day functions of the district are left to the superintendent. If we want to make any changes, we can maybe do this at our upcoming work session.

IV. NEW BUSINESS

- A. Resignation of Board Member, Chris Ouellette, effective 9/14/20: M. Evenson read a resignation statement from Chris Ouellette. He is unable to give the time to the board that it requires.

A motion was made to accept Chris Ouellette's resignation from the school board.

IW/KH - UNANIMOUS

M. Evenson thanked Mr. Ouellette for his willingness to step up and service the district during a difficult time. The board understands that sometimes life's commitments take precedence and they appreciate the time he gave to the district.

- B. Replacement process for Board Member: M. Evenson discussed the process for appointing a new board member. It will be opened up to any community members in our district that are interested. We have an application on line and it will be advertised in the paper and on social media. We will interview and appoint a new board member at a special board meeting on October 5th at 6:30 pm.

V. SUPERINTENDENT'S REPORT

- A. K-6 Principal Report: Written. CES has lost a significant number of students to homeschooling and charter schools. We are working on building up the online capacity and hopefully get some of those families back. We are at 95-100% for Google Classrooms which is a testament to our staff and how hard they have worked. Kudos to Sarah Thorud and the Kindergarten team. They had kindergarten orientation and got 93% of students assessed in reading and math, got a tour of the classroom and received a little goodie bag.
- B. 7-12 Principal Report: Written. K. Oblack wanted to mention attendance, Mr. Tompkins said it is at 90%, she feels like it is higher than that because quite a few kids that were counted are saying they are enrolling in another program somewhere. Once that gets ironed out she hopes it will be back up around 95%. Attendance team has been working very hard. It feels like the school spirit, despite the difficulties of distance learning, is high. Nina Brewer and Jaime Erwin created advisory lessons for the first couple of days. The teachers haven't let the kids know how frustrated they are with the technology hurdles. NWRES is training some staff to be super users in Canvas, so they can continue to support our staff with Canvas. The teachers have been very resilient, supportive and have worked as a cohesive unit.
- C. Student Services Report: Written.
- D. Superintendent Report: Written
- Financial Report

- VI. BOARD MEMBERS REPORTS: All the board members echoed the same sentiments that they are grateful for all of the hard work that administrators, staff and teachers have put in over the last few months to get the distance learning up and running. They are very appreciative. K. Engel read the Attorney General's Public Records & Meetings Manual, Part II, paragraph C., sub b. Subject of Meetings & Social Gatherings regarding board members being at social functions together. As long as they don't discuss board subjects, they are allowed to be at social gatherings

together and it isn't considered an illegal board meeting. There had been a complaint to one of the board members regarding this issue.

VII. INFORMATION

- A. Enrollment information
- B. Resignation of educational assistant, Heather Wheeler, effective 08/21/20

VIII. CONSENT AGENDA

- A. Financial Report
- B. Approve the hiring of Kara Burghardt, CES Interim Principal
- C. Approve Minutes from the June 17, 2020 special board meeting
- D. Approve Minutes from August 17, 2020 board meeting

A motion was made to approve the consent agenda as presented.

KE/KH - UNANIMOUS

SPECIAL BOARD MEETING: October 5, 2020

NEXT BOARD MEETING: October 12, 2020

ADJOURNMENT: 8:19 pm

Megan Evenson, Board Chair

Cathy Hurowitz, Superintendent