

Clatskanie School District 6J
PO Box 678
Clatskanie OR 97016
BOARD OF DIRECTORS' REGULAR BOARD MEETING
July 13, 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-Chair, Kara Harris-Vice Chair, Chris Ouellette, Ian Wiggins, Kathy Engel
Admin Team Present: Cathy Hurowitz-Superintendent, J. Helmen-, M.Bergthold-Business Manager
Admin Team Absent: Tami Burgher-Board Secretary
Guests: See attached

- I. CALL TO ORDER: 6:29 pm
 - A. Flag Salute
 - B. Agenda Review: Moved Item D. under the Consent Agenda to New Business Item E.

- 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: None
 - D. Clatskanie Education Association Representative Report: None

- III. OLD BUSINESS

- IV. NEW BUSINESS
 - A. McKinstry Bond Presentation: Stephanie Dost discussed safety and how McKinstry deals with it on a job. Introduced the McKinstry team: Stephanie Dost, Ryan Fujiwara, Rick Becker, Brad Otterkirk. The presentation covered the facilities condition assessment which inventoried all of the district's assets, about \$37 million in buildings and equipment. Approximately \$8-\$16 million will need to be put into facilities to maintain over the next ten years. Especially the HVAC system at the middle high school. It is obsolete and difficult to get parts for. The long range facility plan has three components to it, pulls in projected enrollment, facility condition information and your educational vision. The bond roadmap and next steps include continuing data collection, stakeholder engagement, and going through the planning process. Presented a calendar to shoot for the bond to be on the May ballot.
 - B. Anti-Racism Resolution: K. Harris created this document for us.
A motion was made to adopt resolution number 2020 School Board Commitment to Equity and Anti-Racism KE/IW - UNANIMOUS
 - C. Elect 2020-21 Chair
A motion was made to nominate Megan Evenson to continue as 2020-2021 Board Chair KH/KE - UNANIMOUS
 - D. Elect 2020-21 Vice Chair
A motion was made to nominate Kara Harris to continue as 2020-2021 Vice Chair KE/IW - UNANIMOUS
 - E. 20-21 School Reopening Plan

V. SUPERINTENDENT'S REPORT

- A. K-6 Principal Report: None
- B. 7-12 Principal Report: None
- D. Special Education Report: J. Helmen reported compensatory services for speech language services. Working on developing systems for special education students returning to school.
- E. Superintendent Oral Report: To include a report on reopening school: C. Hurowitz presented the plan for reopening school in the Fall with social distancing in the classroom, bringing all students back; with the contingency of going to distance learning as needed. Our nurse is working on protocols if a student gets sick, a staff member gets sick, etc. J. Helmen put together a plan for disease management, he worked really hard on it and it meets all of the guidelines for disease management. What we are seeing today may change by tomorrow due to guidance from ODE, which changes frequently. This is based on the last few week's information. This would be the plan if we came back 4 days a week with all of our students. CES from 8 am - 2 pm and CMHS 10 pm - 4 pm. This is a detailed plan. OHA will review the board approved plan and then it will go to ODE by August 15. It is a living document that can change at any time. K. Harris thanked those that worked on the plans, they are very detailed and took a lot of work. C. Hurowitz discussed the reasons for having students return to the classroom versus using distance learning. School opening has been moved from 9/1/20 to 9/8/20 so staff can work together to prepare for opening. As for kids wearing masks, it is encouraged but not required for ages 12+. That could change. If we have to go all online, we are ordering chromebooks and looking at supplying hotspots for rural kids to use. There was a discussion about masks, staff use and what is required. They also discussed what screenings the school would be using. At this time it is an eyeball test and a questionnaire for kids, temperature taking is not required. I. Wiggins, as a board member would be more comfortable with temperature checks even if they aren't precise or calibrated. C. Hurowitz said there are a lot of variables with temperature checks and OHA asked us not to do it because of the calibration piece. Every night the building will be sterilized, including the bus barn. Do we need to hire additional custodial staff? We hope not, but it is possible. There was a discussion about money available for covid supplies.

A motion was made to pass what the team has presented to us tonight with the understanding it will be fine tuned but none of the content is going to change, unless required.

KE/CO - UNANIMOUS

- Financial Report: M. Bergthold discussed the processing and closing of the fiscal year regarding accruals. At this time, we are in the black, but some of the numbers will change before the final.

- VI. BOARD MEMBERS REPORTS: K. Engel-Got an email from Doug Hayes, executive director of the Port advising us they received our letter and are considering it at their board meeting and will be getting back to us. Also discussed COLPAC and getting broadband internet throughout our counties (Columbia, Clatsop, Tillamook and western Washington) via grants. C. Ouellette-Bond challenge that we might be facing is if school does not go back into session, a lot of people will feel disgruntled and not support the bond. IW-Appreciates all of the work on the plans and indulging his questions about reopening. ME-Appreciate all work on plans, hope everyone stays healthy & safe. We will get through it. As for the bond, there are people on both sides and we need to serve everyone where they are and their needs. Our staff will do an awesome job and the community will see that and support the school. If we lose support for the school, we lose the heart of the community. That is our jobs as board members.

- VII. INFORMATION: None

VIII. CONSENT AGENDA

- A. Financial Report
- B. Transfer of CES .6 FTE Teacher, Amanda Tompkins, to CMHS .5 Family & Consumer Sciences Teacher
- C. Approve Confidential Employees contracts
- ~~D. Approve 20-21 School Reopening Plan~~
- E. Organization of the Clatskanie School District
 1. Determine amounts of coverage of persons who shall be bonded (ORS 332.525). The Superintendent recommends the following: \$10,000-\$500,000 broad crime coverage that satisfies State of Oregon public official bond requirements through Brown & Brown Northwest, covering all employees.
 2. Designate officers and Agents of Record. The Superintendent recommends the following:
 - a) Cathy Hurowitz as Superintendent/Clerk
 - b) Mark Bergthold as Custodian of Funds
 - c) Cathy Hurowitz as Budget Officer
 - d) Paul Simmons as AHERA designated person

- e) Authorize the facsimile signatures of the Custodian of Funds
- f) Official auditors for the school year (ORS 297.405, ORS 327.137, and ORS 328.465) - Pauly Rogers and CO PC
- g) Depository for school funds - local branch of UMPQUA Bank (Clatskanie) and State Investment Pool (ORS 328.441, 294.805-294.895)
- h) The Chief as the Newspaper of Record
- i) Brown & Brown Northwest as Insurance Agent of Record
- j) Garret, Hemann, Robertson, P.C. as Legal Counsel
- k) Attorney General Model Public Contract Rules as the adopted District Contract Regulations

F. Approve Minutes from June 8, 2020 board meeting

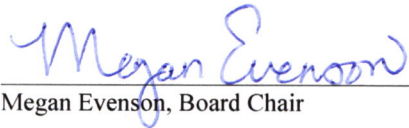
A motion was made to approve the consent agenda.

A question regarding M. Mitchell's contract. She is our second year payroll person.

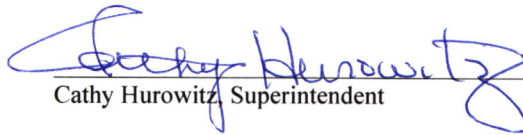
KH/CO - UNANIMOUS

ADJOURNMENT: 8:34 pm

NEXT BOARD MEETING: August 10, 2020



Megan Evenson, Board Chair



Cathy Hurowitz, Superintendent

Bond Measure Election Checklist – with Deadlines for OSCIM Program*

Time Period Before Election	Item	Check
9 – 18 months	Complete facilities plan and compile project “wish list” with input from staff, governing body and community members	<input type="checkbox"/>
	Financial Consultant identified to begin preliminary sizing and levy rate estimates	<input type="checkbox"/>
	Bond Counsel identified to provide guidance on eligible projects	<input type="checkbox"/>
	Staff & Financial Consultant determine preliminary bond size, projected levy rate and projects	<input type="checkbox"/>
	District conducts survey regarding public support for bond measure	<input type="checkbox"/>
9 months	Staff & Financial Consultant modify bond structure (if necessary based on survey)	<input type="checkbox"/>
8.5 months	Long-range facility plans and facility assessments due to ODE	<input type="checkbox"/>
8 months*	Application due to ODE for OSCIM grant (details available at the Office of School Facilities website)	<input type="checkbox"/>
7.5 months	Districts notified of their grant amount or place on the waiting list	<input type="checkbox"/>
5 – 7 months	Staff and/or bond subcommittee finalizes projects to be included in measure and estimated costs	<input type="checkbox"/>
5 – 7 months	Staff and Financial Consultant finalize a not to exceed amount, maximum maturity and repayment structure (includes projected levy rate)	<input type="checkbox"/>
3 – 5 months	District works with Bond Counsel and campaign to draft ballot title and explanatory statement	<input type="checkbox"/>
2 wks before resolution passed	Bond Counsel prepares final resolution and ballot title	<input type="checkbox"/>
82 days to 4 months	Governing body passes resolution calling the election, establishing a not to exceed amount and maximum maturity and approving the form of the ballot title	<input type="checkbox"/>
81 days	OSCIM recipients: Executed resolution due to ODE	<input type="checkbox"/>
80 days	SEL Form 805, including ballot title, may also include explanatory statement, due to County	<input type="checkbox"/>
70 days	OSCIM recipients: SEL 803 due to ODE	<input type="checkbox"/>
61 days	Ballot title and explanatory statement (if necessary) due to the County (SEL Form 803)	<input type="checkbox"/>
Election Day	Ballots due and counted	<input type="checkbox"/>

*** OSCIM grant applications for first election of new biennium due ~4 months ahead of election.**

Piper Sandler is providing the information contained herein for discussion purposes only in anticipation of being engaged to serve as underwriter or placement agent on a future transaction and not as a financial advisor or municipal advisor. In providing the information contained herein, Piper Sandler is not recommending an action to you and the information provided herein is not intended to be and should not be construed as a “recommendation” or “advice” within the meaning of Section 15B of the Securities Exchange Act of 1934. Piper Sandler is not acting as an advisor to you and does not owe a fiduciary duty pursuant to Section 15B of the Exchange Act or under any state law to you with respect to the information and material contained in this communication. As an underwriter or placement agent, Piper Sandler’s primary role is to purchase or arrange for the placement of securities with a view to distribution in an arm’s-length commercial transaction, is acting for its own interests and has financial and other interests that differ from your interests. You should discuss any information and material contained in this communication with any and all internal or external advisors and experts that you deem appropriate before acting on this information or material.

Clatskanie School Board

RESOLUTION NO. 2020

School Board Commitment to Equity and Anti-Racism

WHEREAS, the recent incidents of violence against Black Americans highlights the systemic bias and institutional racism in our society that has senselessly and atrociously devastated so many Black lives throughout our country's history;

WHEREAS, as school board members we are committed to actively interrupting systemic racism and eliminating inequities in our education system and therefore are compelled to speak out;

WHEREAS, this violence, racism, and disregard of human dignity and life reflect and perpetuate a system within which students, families, and staff of color and their families are oppressed and attacked, both through explicit racist actions as well as unconscious bias;

WHEREAS, our community and nation's future requires that this systemic bias and institutional racism be dismantled, to promote equity, and ensure ALL children and families are able to thrive;

WHEREAS, education is a key lever for creating this more equitable and anti-racist community, nation, and world;

WHEREAS, our district is committed to promoting equity within and across our schools, in conversation and partnership with students, families, staff, and community stakeholders;

WHEREAS, in moving from planning to action, our district is committed to drawing on the perspective and feedback from the collection of diverse voices to identify concrete actions that must be taken to advance this work, and continuing to ensure that these voices are elevated in decision-making processes.

WHEREAS, as a school board and district we value each and every student, family, and staff member and are committed to creating an equitable and anti-racist system that honors and elevates all.

WHEREAS, we recognize that the experiences and outcomes in our district are not consistent for historically underserved and marginalized groups, including people of color; those experiencing poverty, homelessness, or foster/kinship care; students who

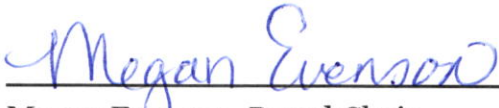
identify as LGBTQ+; students receiving special education instruction; and students who are linguistically diverse.

NOW, THEREFORE BE IT RESOLVED, by the Board of Directors for the Clatskanie School District that:

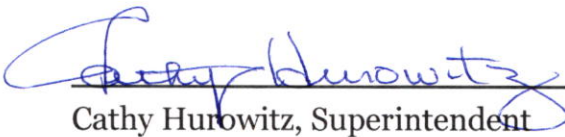
1. The Clatskanie School District Board of Directors stands in solidarity with the Black community, in our schools, district, and nation to condemn this violence and the blatant disrespect by some Americans for Black lives - we see it, we hear it, and we are committed to changing the system.
2. The Clatskanie School District Board of Directors commits to its own work as individuals and our collective work overseeing the district in continuing to become equitable and anti-racist in behaviors, actions, and policies. The work will seek to include all marginalized populations, including those experiencing poverty, homelessness, or foster/kinship care; students who identify as LGBTQ+; students receiving special education instruction; and students who are linguistically diverse ;
3. The Clatskanie School District Board of Directors calls on and commits to working with our local governmental agencies and community partners to strengthen the collective work of diversity, equity, and inclusion in our community.

ADOPTED this 13th day of July, 2020.

Signed:



Megan Evenson, Board Chair



Cathy Hurowitz, Superintendent

Junta Escolar Clatskanie

RESOLUCION NO. 2020

Compromiso de la Junta Escolar con la Equidad y el Antirracismo

POR CUANTO, los recientes incidentes de violencia contra los afroamericanos destacan el sesgo sistémico y el racismo institucional en nuestra sociedad que ha devastado sin sentido y atrozmente tantas vidas negras a lo largo de la historia de nuestro país;

CONSIDERANDO que, como miembros de la junta escolar, estamos comprometidos a interrumpir activamente el racismo sistémico y eliminar las inequidades en nuestro sistema educativo y, por lo tanto, estamos obligados a hablar;

POR CUANTO, esta violencia, racismo y desprecio por la dignidad y la vida humanas reflejan y perpetúan un sistema dentro del cual los estudiantes, las familias y el personal de color y sus familias son oprimidos y atacados, tanto por acciones racistas explícitas como por prejuicios inconscientes;

POR CUANTO, el futuro de nuestra comunidad y nación requiere que este sesgo sistémico y el racismo institucional se desmantelen, para promover la equidad y garantizar que TODOS los niños y las familias puedan prosperar;

POR CUANTO, la educación es una palanca clave para crear esta comunidad, nación y mundo más equitativos y antirracistas;

POR CUANTO, nuestro distrito está comprometido a promover la equidad dentro y a través de nuestras escuelas, en conversación y asociación con estudiantes, familias, personal y partes interesadas de la comunidad;

POR CUANTO, al pasar de la planificación a la acción, nuestro distrito se compromete a aprovechar la perspectiva y la retroalimentación de la colección de diversas voces para identificar acciones concretas que deben tomarse para avanzar en este trabajo, y continuar para garantizar que estas voces se eleven en la decisión -procesos de fabricación.

POR CUANTO, como junta escolar y distrito, valoramos a todos y cada uno de los estudiantes, familias y miembros del personal y estamos comprometidos a crear un sistema equitativo y antirracista que honre y eleve a todos.

POR CUANTO, reconocemos que las experiencias y los resultados en nuestro distrito no son consistentes para los grupos históricamente marginados y marginados, incluidas las personas de color; aquellos que experimentan pobreza, falta de vivienda o cuidado de crianza / parentesco; estudiantes que se identifican como LGBTQ +; estudiantes que reciben instrucción de educación especial; y estudiantes que son lingüísticamente diversos.

AHORA, POR LO TANTO, SE RESUELVE, por la Junta Directiva del Distrito Escolar de Clatskanie que:

- 1) La Junta Directiva del Distrito Escolar de Clatskanie se solidariza con la comunidad negra, en nuestras escuelas, distrito y nación para condenar esta violencia y la flagrante falta de respeto por parte de los estadounidenses por la vida de los negros: lo vemos, lo escuchamos y estamos comprometidos. a cambiar el sistema.

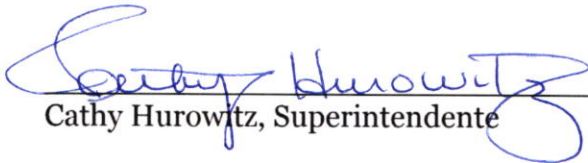
- 2) La Junta de Directores del Distrito Escolar de Clatskanie se compromete a su propio trabajo como individuos y nuestro trabajo colectivo supervisando al distrito para continuar siendo equitativos y antirracistas en comportamientos, acciones y políticas. El trabajo buscará incluir a todas las poblaciones marginadas, incluidas las que viven en la pobreza, la falta de vivienda o el cuidado de crianza / parentesco; estudiantes que identifican os LGBTQ +; estudiantes que reciben instrucción de educación especial; y estudiantes que son lingüísticamente diversos;

- 3) La Junta Directiva del Distrito Escolar de Clatskanie hace un llamado y se compromete a trabajar con nuestras agencias gubernamentales locales y socios comunitarios para fortalecer el trabajo colectivo de diversidad, equidad e inclusión en nuestra comunidad.

ADOPTADO este 13 de julio de 2020. Firmado:



Megan Evenson, Presidenta de la Junta



Cathy Huowitz, Superintendente



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 6/30/2020

Under ODE’s **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school’s plan to the local school board and make the plans available to the public. This form is to be used to document a district’s, school’s or program’s plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the **Ready Schools, Safe Learners** guidance document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Clatskanie School District- CES & CMHS
Key Contact Person for this Plan	Cathy Hurowitz
Phone Number of this Person	503-728-2146
Email Address of this Person	churowitz@csd.k12.or.us
Sectors and position titles of those who informed the plan	Anne Dines- School Nurse Cathy Hurowitz, Superintendent James Helmen. Director of Student Services and Innovation Kara Burghardt, CES Dean of Students Ryan Tompkins, CMHS Dean of Students Nina Brewer, Teacher CMHS Becky Horness, CES Teacher Jaime Erwin, CMHS Teacher Dawn Warren, CES/ Academy Teacher Lucius Jones, CES Teacher Sarah McClure, CES Secretary Charlie Sittloh
Local public health office(s) or officers(s)	https://www.columbiacountyor.gov/departments/PublicHealth
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Michael Paul

¹ For the purposes of this guidance: “school” refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, “school” will be used inclusively to reference all of these settings.

² For the purposes of this guidance: “district” refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a government-to-government basis.

Intended Effective Dates for this Plan	08/01/2020-06/30/2021
ESD Region	Northwest Regional ESD

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

Equity is at the center of all we do. Our staff is dedicated to placing our focal communities at the center of our planning for 2020-21 school year. Across our district, our focal students will have preference to in-person learning, and K-5 will be in person four days a week. We have discussed all students with special needs having access to 4 days a week in-person learning K-12 in all our models. Among our student population:

- 56% access free and reduced lunch
- 18% identify as students of color
- 21% experience special needs
- require accommodations from a 504 Plan
- are emerging bilingual students

3. Indicate which instructional model will be used.

Select One:

- On-Site Learning Hybrid Learning Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and submit online. (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the *Ready Schools, Safe Learners* guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning. Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

Not applicable. We are not providing instruction through Comprehensive Distance Learning.

Describe how your school's model aligns to the Comprehensive Distance Learning Guidance. In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Not applicable. We are not providing instruction through Comprehensive Distance Learning.

Describe the school's plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

Not applicable. We are not providing instruction through Comprehensive Distance Learning.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

This section must be completed by any school that is providing instruction through On-Site or Hybrid Instructional Models.

Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section.



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting. <input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with the <i>Ready Schools, Safe Learners</i> guidance and other guidance from OHA. <input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. <input checked="" type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the <i>Ready Schools, Safe Learners</i> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. <input checked="" type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. <input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. <input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely 	<p>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.</p> <p>https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commddisease.pdf?utm_medium=email&utm_source=govdelivery</p> <p>https://govstatus.egov.com/OR-OHA-COVID-19</p> <p>Staff Responsible for Maintaining Physical Distancing: CES:Kara Burghardt CMHS: Kim Oblack District Office: Cathy Hurowitz Maintenance: Paul Simmons</p> <p>Resource Staff:</p>

- manner.
- Protocol for screening students and staff for symptoms (see section 1f of the *Ready Schools, Safe Learners* guidance).
- Protocol to isolate any ill or exposed persons from physical contact with others.
- Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the *Ready Schools, Safe Learners* guidance).
- Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official.
 - If a student(s) is part of a stable cohort(a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the *Ready Schools, Safe Learners* guidance), the daily log may be maintained for the cohort.
 - If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
- Required components of individual daily student/cohort logs include:
 - Child's name
 - Drop off/pick up time
 - Parent/guardian name and emergency contact information
 - All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
- Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
- Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
- Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).

Columbia County Health: Michael Paul
 District Nurse- Anne Dines

Training Process: Utilizing both online and on-site trainings (as allowable and feasible), all staff (classified and certified) will be trained on the components of this document as well as our policies and plans for managing the COVID pandemic.

Reporting to LPHA: Logs of students and staff sent home with possible symptoms shall be sent to Columbia County Health daily. Contract tracing shall be completed at their request.

Isolation: Isolations rooms are identified below. Rooms shall be staffed when occupied. All occupants in room will wear masks and face shields unless health conditions prohibit such use.

- Clatskanie Elementary: Room 8- Staff Assigned to Monitor Room-
- Clatskanie Middle High School: Room 101- Staff Assigned to Monitor Room
- District Office: Room _____ Monitored by _____
- Maintenance: Room _____ Monitored by _____

Daily Logs- Contents and Maintenance: Daily logs for student cohorts shall be created and stored for each student cohort (transportation, on-site hybrid cohort, Special Education intervention cohort and Academy cohort for applicable students). Such logs shall be kept at the front office of each school and shall be delivered to each front office each day. Bus records from school-home trips shall be delivered with the home-school records each morning with the exception of Thursday logs which shall be scanned and sent via email to the office manager at the conclusion of the Thursday routes. Once received, such logs shall be scanned into a daily log folder kept on the Google Drive. These logs will be maintained in the online storage system of Drive through October 1st of 2021 at a minimum. This drive shall be shared directly with the Columbia County Health Department and may be used as needed for contract tracing purposes. A MOU will be signed by the Columbia County Health Department agreeing to privacy requirements and serve as a contracted partner for FERPA purposes. Staff identified to maintain contract tracing logs:

- CES: Sarah McClure
- CMHS: Angie Froke
- District Office: Roxanne Wilcoxon
- Maintenance: Paul Simmons

Logs shall include:

- Child's name
- Drop off/pick up time
- Parent/guardian name and emergency contact information shall be maintained and accessed via Synergy. Columbia County Public Health shall be granted view only access to student demographic information for contact tracing purposes and such shall be covered by MOU for FERPA requirements.

All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers shall be logged along with their cohort interactions.

Screening:

- Each cohort shall be assigned an entry meeting location. Staff will be assigned to each meeting location and will screen students each morning prior to entering classroom
- When the screening indicates that a student may be symptomatic, the student is directed to the office where the staff will follow the isolation and screening protocols identified in the pandemic and COVID-19 plans and follow directions provided by Columbia County Public Health.
- Handwashing stations or hand-sanitizers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands.

Disinfection: Disinfection shall occur daily in each classroom. Restrooms, doorknobs, and isolation rooms shall be cleaned multiple times per day and logs of cleaning will be maintained by custodial staff. Columbia County Health recommendations for cleaning and sanitizing will be followed and the plan will be revised accordingly as needed and directed.

Outbreak Response: In the event of an outbreak, Superintendent Hurowitz will work directly with Columbia County Health Department to implement plan and make any updates/changes as may be necessary as per guidance from Columbia County Health Department.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p><input checked="" type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. <p><input checked="" type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> ○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.' ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and 	<p>Serving Students: All students (through parental/guardian confirmation) will be given the opportunity to self-identify as vulnerable or living with a vulnerable family member.</p> <ul style="list-style-type: none"> • Parents will be able to select the online or on-site model service option that is most appropriate for their student both at CES and CMHS. • Students who experience disability will continue to receive specially designed instruction and such services shall be delivered as designed by the IEP team. • A school team, including the nurse, shall be available for parent concerns regarding 504 plan needs or supports necessary for medically fragile or vulnerable students and/or family members. • Medically vulnerable ELL continue to receive English Language Development courses through the online or on-site hybrid option. • Title I services: <p>Visitors/Volunteers</p> <ul style="list-style-type: none"> • Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation.</p> <p><input checked="" type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible.</p> <p><input checked="" type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.</p> <p><input checked="" type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).</p> <p><input checked="" type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.</p>	<p>Course room numbers and locations will need to be indicated</p> <p>Overall:</p> <ul style="list-style-type: none"> • Remove extra furniture to make more room • Removing ALL fabric-covered furniture • Assign seating to maximize physical distancing and minimize physical interaction- Utilize wall space and corners of room for additional sq. footage use. <p>Kindergarten (KG) (18 students per class) <u>Total of three classes</u> Two classes will be split in half to support physical distancing, with one teacher per class responsible for overall instruction for both groups. Overflow students will be placed in third class supported by two Instructional Assistants (IAs), both to provide instructional support during non-direct instructional days and in order to Support/encourage physical distancing.</p> <p>1st Grade-Classrooms (22 students per class) – Total of two classes. (Each class will be split into halves to support physical distancing, with one teacher per class responsible for overall instruction for both groups.</p> <p>2nd Grade Classrooms(21 students per class) -Total of two classes. (Each class will be split into halves to support physical distancing, with one teacher per class responsible for overall instruction for both groups. Over flow will go to 1st/2nd grade blend with IA. Instructional Assistants (IAs) will provide instructional support during non-direct instructional days and in order to Support/encourage physical distancing.</p> <p>1st/2nd Grade Blend- Overflow students from 1st/ 2nd will be strategically Blended based on need and ability level and will be supported by two Instructional Assistants (IAs), both to provide instructional support and in order to Support/encourage physical distancing.</p> <p>3rd Grade Classrooms (21 students per class) -Three classes will be split in half to support physical distancing, with one teacher per class responsible for overall instruction for both groups. Overflow students will be placed in third class supported by two Instructional Assistants (IAs), both to</p>

provide instructional support during non-direct instructional days and in order to Support/encourage physical distancing.

4th grade Classrooms (21 students per class) - Total of two classes. (Each class will be split into thirds to support physical distancing, with one teacher per class responsible for overall instruction for both groups.

5th Grade Classrooms (21 students per class) - Total of two classes. (Each class will be split into halves to support physical distancing, with one teacher per class responsible for overall instruction for both groups. Over flow will go to 1st/2nd grade blend with IA. Instructional Assistants (IAs) will provide instructional support during non-direct instructional days and in order to Support/encourage physical distancing.

4th/5th Grade Blend- Overflow students from 4th/5th will be strategically Blended based on need and ability level and will be supported by two Instructional Assistants (IAs), both to provide instructional support and in order to Support/encourage physical distancing.

6th grade Classroom (19 student per class)- Total of three classes
Two classes will be split in half to support physical distancing, with one teacher per class responsible for overall instruction for both groups. Overflow students will be placed in third class supported by two Instructional Assistants (IAs), both to provide instructional support during non-direct instructional days and in order to Support/encourage physical distancing.

PE Instruction: scheduled PE classes in the gymnasium, outside, or in Classrooms with grade level cohort groups; PE periods will be provide enough time for cleaning and sanitization between groups if using common spaces. **Playground equipment WILL NOT be used.**

Special education services

Tier 1: Most of our students will fall into this tier. The SDI, in cooperation and collaboration with the general education, will be delivered through the general education curriculum with teacher and IA supports. Accommodations, collaborative planning of lessons, and possible supplemental

materials/lessons will be created and monitored by the case manager. Communication from case manager to student and/or guardian will be one time per week. Most communication will be by a general education teacher.

Tier 2: Some of our students fall into this tier. SDI, in cooperation and collaboration, will be completed through the general education teacher. Case managers will also be adding supplemental lessons, alternative activities in some cases. Example, if a student has a math goal and currently receives direct instruction in a pull-out special education setting then the Special education teachers will continue to support the student either by a 1:1 pull-out or through IA in resource room. For students on homebound instruction, 1:1 Zoom or Google Hangout specially designed instruction will be provided by special education teacher or IA.

Communication from the case manager will take place 2X per week with students with parents/guardians knowledge.

Tier 3: A few of our students fall into this tier. These students may struggle to access the general education materials and will need to have more direct instruction services provided by the case manager, and ZIA's. These students will be working on their IEP goals Through Unique Learn Systems or other alternative curriculum.

For some of our more complex and impacted students on homebound instruction, case manager or IA's need to work closely with parents/guardians to have them assist us in supporting the student with technology at home. Logins, engagement etc.

Speech/Language Pathologist and Assistant: one space in down stairs gym area will be designated for speech and language cohort group. SLPA and SLP IA will be provided face shield. SLP IA will provide student transition and tech support for Presence Learning Video based services. SLPA will pull Life skills students 1:1 or speech services.

--	--

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<p>Contract tracing logs: Logs shall be supplied to Columbia County Health daily for any students with symptoms.</p> <p>Entrances/Exits, Meals and Restrooms: Student cohorts are assigned to specific entrances/exits and restrooms. Meals times shall be hosted in the classroom. Meals will be delivered to classrooms by kitchen staff and placed outside doors.</p> <p>Cleaning: Please see section 1a.</p> <p>Staff Working with Multiple Cohorts: Staff members interacting with multiple cohorts shall wear masks and face shields and shall wash and/or sanitize hands between cohorts.</p> <p>Transportation Cohort</p> <ul style="list-style-type: none"> • Students will be assigned a transportation cohort. • Attendance on each bus shall be taken per route. <p>Intervention Cohort</p> <ul style="list-style-type: none"> • Students shall be assigned to an intervention cohort for special education or behavior supports (Tier 2 & 3) see section 1c. <p>Maximum Cohort Assignment</p> <ul style="list-style-type: none"> • In most cases, students shall be assigned to a maximum of three cohorts Monday-Thursday- instructional cohort, transportation cohort and intervention cohort.

- Students attending the Clatskanie Academy at CES shall be assigned a cohort as well.
- Students participating in extra-curricular activities shall be assigned to a cohort.
- In some cases, students may also be assigned service cohorts for services such as counseling or therapy services.

Special Education/Speech and Language Cohort

- This stable group is maintained as much as possible.
- In the event the stable cohort is changed, the Special Education case manager and SLPA will need to update the contact-tracing log.
- ****NOTE:** Due to the instructional model used, there is not a need for cohorts in Band, Art, and PE.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. <ul style="list-style-type: none"> • Consider sharing school protocols themselves. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> • Consult with your LPHA on what meets the definition of "close contact." ☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☒ Provide all information in languages and formats accessible to the school community. 	<p>Communication:</p> <ul style="list-style-type: none"> • The district safety committee (w/school nurse) will develop communication to staff, students and families on the infection control measures being implemented to prevent spread of disease. A letter outlining the instructional model, the rationale and vision behind it and specific infection control measures will be shared with all families in their native language through print and electronically when available. • The district safety committee (w/school nurse) will develop protocols for communicating with anyone who has come into close/sustained contact with a confirmed case or when a new case has been confirmed and how the district is responding. • The district safety committee (w/school nurse) will update • Communicable disease plan with communication protocols. • Additional communication regarding protocols will be shared with families and staff in August prior to the start of on-site instruction.

- Updated communications will be provided in native languages as plans are adjusted as required throughout the school year.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. • Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face ○ Other severe symptoms ☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. <ul style="list-style-type: none"> • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. • They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. ☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days. ☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. ☒ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<p>Parent and Staff Education</p> <ul style="list-style-type: none"> • Families and staff will be provided with symptom lists and asked to check symptoms each morning prior to school and keep students home/stay home if symptomatic. • Such communications shall be in writing, provided via social media and emailed directly to all staff and to students in grades K-12. <p>Screening Students Upon Entry</p> <ul style="list-style-type: none"> • Each cohort shall be assigned an entry meeting location. • Staff will be assigned to each meeting location and will screen students each morning prior to entering classroom • When the screening indicates that a student may be symptomatic, the student is directed to the office where the staff will follow the isolation and screening protocols identified in the pandemic and COVID-19 plans and follow directions provided by Columbia County Health. • Handwashing stations or hand-sanitizers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands. <p>Logging for Contact Tracing</p> <ul style="list-style-type: none"> • Please see section 1a. <p>Screening Staff:</p> <ul style="list-style-type: none"> • Staff are required to make a report to their supervisor when they may have been exposed to COVID-19. • Staff are required to report when they have symptoms related to COVID-19. <p>Ongoing:</p> <ul style="list-style-type: none"> • Weekly note: Reminders to parents to report actual symptoms when calling students in sick as part of communicable disease surveillance. • Any student or staff known to have been exposed (e.g., by a household member) to

COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and until symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) are improving.

- **CES will not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school.**
- Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained. <input checked="" type="checkbox"/> Visitors must wash or sanitize their hands upon entry and exit. <input checked="" type="checkbox"/> Visitors must wear face coverings in accordance with OHA and CDC guidelines. <input checked="" type="checkbox"/> Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days. 	<p>Visitors/Volunteers</p> <ul style="list-style-type: none"> • Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. • Volunteers for extra-curricular activities must be approved by building principal. Such approved volunteers will be required to complete training on COVID protocols and this plan and sign a waiver in addition to regular trainings and background checks. • Adults in schools are limited to essential personnel only. • Essential visitors must wash or sanitize their hands upon entry and exit. • Essential visitors must wear masks. • Essential visitors will be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic.

1h. FACE COVERINGS, FACE SHIELDS, AND CLEAR PLASTIC BARRIERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Face coverings or face shields for: <ul style="list-style-type: none"> • Staff who are regularly within six feet of students and/or staff <ul style="list-style-type: none"> ○ This can include staff who support personal care, feeding, or instruction requiring direct physical contact. ○ Staff who will sustain close contact and interactions 	<p>Face Masks or Shields</p> <p>Recommended:</p> <ul style="list-style-type: none"> • All staff. • All students over age 12.

<p>with students.</p> <ul style="list-style-type: none"> • Bus drivers. • Staff preparing and/or serving meals. <p><input checked="" type="checkbox"/> Face shields, face coverings or clear plastic barriers for:</p> <ul style="list-style-type: none"> • Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy. • Front office staff. <p><input checked="" type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.</p> <p><input checked="" type="checkbox"/> Students who choose not to wear face coverings must be provided access to instruction.</p> <p><input checked="" type="checkbox"/> ADA accommodations: If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.</p>	<p>Required:</p> <ul style="list-style-type: none"> • All staff working within 6' of students. • All staff who interact with more than one cohort in a day. • Bus drivers. • Staff preparing and/or serving meals. • School nurses or other personnel when providing care and monitoring of staff/students displaying symptoms. <p>Not Recommended</p> <ul style="list-style-type: none"> • For children under the age of 12 • Anyone who has a medical condition or experiencing disability for whom mask wearing may be counter indicated. • For anyone while sleeping (CES/CMHS Isolation room). <p>Face Shields or Plastic Barriers Required for:</p> <ul style="list-style-type: none"> • Speech Language Pathologists Assistant, ESD Occupational Therapist or other ESD staff and adults providing any form of therapy. • Front office staff. <p>ADA Accommodations</p> <ul style="list-style-type: none"> • If staff requires an accommodation for the face covering or face shield requirements, the principal shall work with the staff member to help develop an alternative solution or reassignment of duties.
---	--

1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p><input checked="" type="checkbox"/> Protocols for assessment of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.</p> <ul style="list-style-type: none"> • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. <p><input checked="" type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate</p>	<p>Isolation:</p> <ul style="list-style-type: none"> • Bus: Students developing symptoms on the bus shall be seated in designated row (2 seats back from driver) and will be taken immediately to 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 in their cohorts 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 isolation room.

face covering or face shields.

- School nurse and health staff in close contact with symptomatic individuals (less than six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE.
- If able to do so safely, a symptomatic individual should wear a face covering.
- To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.

- Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.
- Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.
 - Symptomatic staff or students should seek COVID-19 testing from their regular physician or through the local public health authority.
 - If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
 - Alternatively, a person who had a positive viral test may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours have passed since fever is gone, without use of fever reducing medicine, and other symptoms are improving.
 - If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
 - If they do not undergo COVID-19 testing, the person should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
- Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
- Record and monitor the students and staff being isolated or sent home for the LPHA review.

Isolations rooms are identified below.

- Clatskanie Elementary: Room 8- Staff Assigned to Monitor Room-
- Clatskanie Middle High School: Room 101- Staff Assigned to Monitor Room
- District Office: Room _____ Monitored by _____
- Maintenance: Room _____ Monitored

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 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 (Is it 10 ?) and will follow the guidance contained in this section of the ODE/OHA requirements prior to re-entry.



2. Facilities and School Operations

Some activities and areas will have a higher risk for spread (e.g., band, choir, science labs, locker rooms). When engaging in these activities within the school setting, schools will need to consider additional physical distancing or conduct the activities outside (where feasible). Additionally, schools should consider sharing explicit risk statements for higher risk activities (see section 5f of the **Ready Schools, Safe Learners** guidance).

2a. ENROLLMENT

(Note: Section 2a does not apply to private schools.)

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines. <input checked="" type="checkbox"/> Do not disenroll students for non-attendance if they meet the following conditions: <ul style="list-style-type: none"> • Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or • Have COVID-19 symptoms for 10 consecutive school days or longer. <input checked="" type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. 	<p>Family Choice: Students and families will be given the option to enroll in fully online distance learning or on-site hybrid learning. Families are welcome to move their students in and out of online and on-site hybrid learning as needed throughout the year with administrative approval.</p>

2b. ATTENDANCE

(Note: Section 2b does not apply to private schools.)

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-Site school students: Full-time and part-time students follow normal reporting policy and procedures. <input checked="" type="checkbox"/> Full-Time Online and/or Hybrid school students: Full-time students who are enrolled in school and taking online and/or hybrid courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01) as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. This is an existing policy previously used in the online setting. As such, there should not be any need to reprogram student information systems to accommodate for this change and the addition of the hybrid setting. <ul style="list-style-type: none"> • Note: Because the students in the online and/or hybrid setting do not regularly attend classes at the district facilities, the standard procedures for recording student days present and days absent cannot be effectively applied to those students. This will reduce accuracy of attendance data for the state while this is in effect. • For the purposes of this section, please use the following definition and clarification: Online and/or Hybrid Check-in: The responsibility of taking attendance must be performed by the teacher of record. "Check-ins" with appropriately licensed instructional staff are two-way communications between the student and the teacher. A check-in does not include a student leaving a message on an answering machine or sending an email that does not receive a response from the appropriately licensed instructional staff by the end of the next school day. • The student must check-in at least twice a week with their teacher(s) of record on at least two separate weekdays in order to be counted as present for all five days of that week. • If the student only checks in once during the week, the student must be counted as absent for half of the scheduled week (2.5 days, if there are five days scheduled in the week). • The student must be counted as absent for the entire week (five days, if there are five days scheduled in the week) if they do not report in at all during the week. • Note: If a district schedule is based on a four-day school week, the student would still need to check in twice a week as described above in order to be counted as present for the entire week (four days) and once a week to be counted as present for half of the week (two days). • Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed 	<p>Attendance:</p> <p>On-Site Hybrid: Students on-site attendance shall be used as a primary attendance indicator. For any students not attending (and participating with their content teacher) at least two days per week, online learning logs will be monitored to determine weekly attendance. Students not present in the classroom two or more days will be considered present through at least one other method of two-way communication including:</p> <ul style="list-style-type: none"> • Canvas (live video participation, discussion boards or assignment submission) • Email communication • Phone communication <p>Online</p> <p>For students attending fully online learning, two way communication of two days shall be utilized to determine full weekly attendance. Two-way communications will be documented via:</p> <ul style="list-style-type: none"> • Canvas (live video participation, discussion boards or assignment submission) • Email communication • Phone communication <p>On-Site Hybrid Students in grades K-6 students will be assigned a classroom teacher and will remain with this classroom teacher, and cohort for the day. Cohorts will be assigned to teachers to allow for the 35 square feet/person to be followed. In order to accommodate the class sizes needed to utilize this solution, all elementary teachers shall be assigned a self-contained classroom and classified staff (if a third cohort is required in a specific grade level). The district will also work with classified union and local ESD to develop a professional</p>

instructional staff. The purpose of the rule regarding checking in with the teacher of record is to assure that the teacher can evaluate whether the student is making adequate progress in the course and the student has additional guaranteed opportunities to engage with a teacher. The responsibility of taking attendance must be performed by the teacher of record, not another staff member (e.g., the registrar or school secretary).

- ☒ **Part-time students receiving online and/or hybrid instruction (not college courses):** Students who are not enrolled full-time and are taking online and/or hybrid courses offered by the school district or charter school are reported as large group instruction (program type 4), unless they are an ESD-registered homeschooled or private school student receiving supplemental coursework in public school, which are reported as shared time (program type 9). The district may count up to one hour per day per course taken, provided appropriately licensed teachers for the coursework taken, are available and accessible to the student during regular business hours on each school day to be claimed. Because this is online and/or hybrid instruction, attendance is based on check-ins with the student's appropriately licensed teacher(s) of record at least two times (on different days) during the school week.

development plan to support educational assistants in developing classroom instruction and behavior management skills.

CES teachers will be provided time to attend to online instructional duties 1 hour each day and on each Friday.

Students in grades 7-12 (Coming soon)

The District will work with the Teacher Standards and Practices Commission to apply for Limited Conditional Assignments for all teachers to allow for such assignments

- **Key components of the on-site hybrid learning option:**
- Provide on-site instruction Monday-Thursday for cohort instruction.
- The school day is reduced by one class period K-12 to allow teachers to have their prep and/or their online course prep and time with online students
 - CMHS- 10:00-4:00
 - CES 8:00- 2:00
 - Time could be adjusted to reduce day by (1) period for more planning and student online support time.
- Fridays are on-site for all staff for PD, planning time, and online education supports for students

CES AND CMHS PRINCIPAL NEED TO DRILL TO REVIEW HYBRID AND ONLINE EDUCATIONAL PLANNIGN COMPONENTS

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. 	<ul style="list-style-type: none"> • All students will be assigned a district-owned device for use in the school building. • Students will have the option to take the device home for at-home use. • Deployment of district-provided hotspots and district-owned wireless access points places throughout the community to ensure adequate internet access for all families • Additional devices will be accessible for in-building use for students with broken devices or devices left at home. • School devices will be cleaned and sanitized between each use. • During check-out and check-in procedures, social

distancing and safety measures will be utilized.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. ☒ Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☒ Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☒ Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ Personal Property: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner. 	<ul style="list-style-type: none"> ● Handwashing: All students will have access to hand washing prior to meals. Frequent opportunities for hand washing will be provided throughout the school day. Hand washing will be supplemented with the use of hand sanitizer. ● Equipment: Sharing of supplies will be restricted when possible. All shared equipment will be cleaned between users. ● Events: Off-site field trips and events requiring visitors or volunteers have been canceled. In-school events will be modified to follow cohorting and social distancing guidance. Use of the building by outside groups will not be allowed. Use of facilities for District sponsored athletics and activities shall be coordinated through the Athletic Director and approved by the Principal FOLLOWING OSSA GUIDANCE. ● Transitions/Hallways: Hallways will include one-way traffic markings to reduce contact. Transitions by grade-level cohort groups will be staggered to reduce contact. Student cohorts will remain in the classroom with adult transitions when possible. Cohort classrooms will be assigned by building area/level to allow access to a single bathroom, drinking fountain and hand washing station throughout the school day. ● Personal Property: Students will not use lockers to store personal property. All personal property brought to school will be carried by the student throughout the school day in their backpack/bag. Personal property must be labeled with a student name and will only be used by the student. ● Restrooms: Restrooms will be assigned to each cohort (We will be opening unused bathrooms at CMHS for use). Visual reminders will be used in all restrooms to encourage hygienic practices including: handwashing techniques, covering coughs/sneezes, social distancing, facial coverings and COVID-19 symptoms.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) 	<p>Arrival and Entry</p> <ul style="list-style-type: none"> ● Each student cohort will be assigned an entrance point (i.e., a specific door) to the school building or to a meeting point.

to conduct visual screenings (see section 1f of the *Ready Schools, Safe Learners* guidance).

- ☒ Develop sign-in/sign-out protocol to help facilitate contact tracing:
 - Eliminate shared pen and paper sign-in/sign-out sheets.
 - Ensure hand sanitizer is available if signing children in or out on an electronic device.
- ☒ Install hand sanitizer dispensers near all entry doors and other high-traffic areas.
- ☒ Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.

- Upon entry, students will go directly to their classroom cohort.
- Staff will be present at each entry or meeting point to visually screen students for symptoms and track cohort data.
- Students identified as potentially symptomatic will be directed to the office and will follow previously described procedures.
- Breakfast will be served in the classroom. Students must wash hands before breakfast.
- **Sign-In / Sign-Out Procedures**
- Students entering or leaving the building at times other than arrival or dismissal will use the main building entrance (main office at both buildings).
- Arrivals will be held in an identified/marked entry point in each building until screening is complete.
- All sign-in/sign-out tracking will be handled by office staff to reduce sharing of pen/paper.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Seating: Rearrange student desks and other seat spaces to at least six feet apart; assign seating so students are in the same seat at all times. ☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ Handwashing: Remind students through signage and regular reminders from staff of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of and hands washed or sanitized immediately. <ul style="list-style-type: none"> • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<ul style="list-style-type: none"> • Seating: Classroom desks and tables (if needed) will be arranged with students being at least six feet apart. Students will have assigned seats and will stay in their assigned seats throughout the day. • Materials: Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned between each use. Hand sanitizer and tissues will be available for use by students and staff. • Handwashing: All students will wash their hands upon building entry and exit and prior to meals. Additional hand washing opportunities will be provided throughout the school day. Signage at each sink/hand washing station will remind students and staff of effective handwashing practices.

2g. PLAYGROUNDS, FIELDS, RECESS, BREAKS, AND RESTROOMS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before and after using playground equipment. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group's use. 	<ul style="list-style-type: none"> • Playgrounds shall remain closed to the public. • Recess activities will be supervised in a manner conducive to social distancing. • Students will access recess in their cohorts. • Students will wash or sanitize their hands before going to recess and before returning to the building. • Playground equipment will not used

<p>Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance).</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements. <input checked="" type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). <input checked="" type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input checked="" type="checkbox"/> Clean all outdoor equipment between cohorts.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input checked="" type="checkbox"/> Staff serving meals must wear face shields or face covering(see section 1h of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. <input checked="" type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. <input checked="" type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input checked="" type="checkbox"/> Adequate cleaning of tables between meal periods. 	<ul style="list-style-type: none"> • Meals will be served to cohorts in their classrooms. • All students and staff must wash hands prior to meals and following meal consumption. • Meals will be delivered to classrooms and disposable items will be used. (meals will be set outside of each classroom in coolers) • Each desk/table will be cleaned prior to meal consumption (This can be done by students).

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input checked="" type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. <ul style="list-style-type: none"> • If a student displays symptoms, provide a face shield or face covering and keep student at least six feet away from others. Continue transporting the student. • If arriving at school, notify staff to begin isolation measures. • If transporting for dismissal and the student displays an onset of symptoms, notify the school. <input checked="" type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. <input checked="" type="checkbox"/> Drivers wear face shields or face coverings. <input checked="" type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). 	<ul style="list-style-type: none"> • The District will work with transportation department (Paul Simmons) to determine routes and times for routes. • Transportation department will assure staff are trained and prepared to enact the District’s plan. • Bus routes will be adjusted to support cohorting students and maintaining: 1) 3 feet of distance between non-family members and 2) 6 feet of distance from drivers (except during loading, unloading and assisting students). • All drivers will wear masks or face shields. • Seats on each bus shall be identified for students exhibiting symptoms. Students exhibiting symptoms must: 1) Wear a mask or face shield, 2) remain seated in designated location, 3) be transported immediately to school office upon arrival (drivers should call ahead to the school when possible so staff may assist). • Parents shall receive education on busing procedures and be offered the opportunity for consultation for students who may need additional support on the bus.


2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings, restrooms, and 	<ul style="list-style-type: none"> • All frequently touched surfaces and shared objects will be cleaned at least three times per day. • Door handles, desks and tables will be cleaned between cohort groups.

<p>playgrounds.</p> <ul style="list-style-type: none"> ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). ☒ Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance). 	<ul style="list-style-type: none"> • Ventilation systems will be checked and maintained monthly by maintenance staff (Paul and Jason). Staff are encouraged to use the help desk system to request assistance with any specialized needs beyond the monthly maintenance.
---	---

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. ☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC). 	<p>All health plans will be developed collaboratively with District admin, School Nurse, and Columbia County Health.</p>



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. ☒ Establish a specific emergency response framework with key stakeholders. ☒ When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts. 	<p>Please see Clatskanie School District Pandemic Plan and Clatskanie School District COVID-19 Response Plan.</p> <p><u>LPHA</u></p>

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
----------------------	--------------------

<p>Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure. <input checked="" type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. <input checked="" type="checkbox"/> When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. <input checked="" type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA. <input checked="" type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. <input checked="" type="checkbox"/> Continue to provide meals for students. <input checked="" type="checkbox"/> Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families. 	<p>Please see Clatskanie School District Pandemic Plan and Clatskanie School District COVID-19 Response Plan.</p> <p><u>LPHA</u></p>
---	--

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Plan instructional models that support all learners in Comprehensive Distance Learning. <input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. <input checked="" type="checkbox"/> Communicate with families about options and efforts to support returning to On-Site instruction. <input checked="" type="checkbox"/> Follow the LPHA guidance to begin bringing students back into On-Site instruction. <ul style="list-style-type: none"> • Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. 	<ul style="list-style-type: none"> • Complete School Online instruction shall remain in place during any times of school closure due to COVID-19 unless staff levels are insufficient to support such. • We will consult with Columbia County Health regarding additional reopening recommendations.



ASSURANCES

This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models. Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section. This section does not apply to private schools.

- We affirm that our school plan has met the requirements from ODE guidance for sections 4, 5, 6, 7, and 8 of the **Ready Schools, Safe Learners** guidance.
- We affirm that we cannot meet all of the ODE requirements for sections 4, 5, 6, 7 and/or 8 of the **Ready Schools, Safe Learners** guidance at this time. We will continue to work towards meeting them and have noted and addressed which requirement(s) we are unable to meet in the table titled "Assurance Compliance and Timeline" below.

4. Equity

5. Instruction



6. Family and Community Engagement



7. Mental, Social, and Emotional Health



8. Staffing and Personnel

Assurance Compliance and Timeline

If a district/school cannot meet the requirements from the sections above, provide a plan and timeline to meet the requirement.

List Requirement(s) Not Met	Provide a Plan and Timeline to Meet Requirements <i>Include how/why the school is currently unable to meet them</i>
	N/A, all elements are met.

Clatskanie School District

BR-General Fund - Rev & Exp/Assets OBJECT For the Period 07/01/2019 through 06/30/2020

Fiscal Year: 2019-2020

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 (+)	\$3,720,799.00	\$3,444,827.94	\$3,444,827.94	\$275,971.06	\$0.00	\$275,971.06	7.4%
Charges for Services (+)	\$125,000.00	\$123,760.50	\$123,760.50	\$1,239.50	\$0.00	\$1,239.50	1.0%
Earnings on Investments (+)	\$55,000.00	\$44,336.68	\$44,336.68	\$10,663.32	\$0.00	\$10,663.32	19.4%
Intermediate Sources (+)	\$98,000.00	\$70,478.68	\$70,478.68	\$27,521.32	\$0.00	\$27,521.32	28.1%
State Sources (+)	\$4,745,636.00	\$4,831,689.91	\$4,831,689.91	(\$86,053.91)	\$0.00	(\$86,053.91)	-1.8%
Federal Sources (+)	\$0.00	\$11,490.00	\$11,490.00	(\$11,490.00)	\$0.00	(\$11,490.00)	0.0%
Interfund Transfers (+)	\$340,000.00	\$0.00	\$0.00	\$340,000.00	\$0.00	\$340,000.00	100.0%
Beginning Fund Balance (+)	\$408,810.72	\$422,617.98	\$422,617.98	(\$13,807.26)	\$0.00	(\$13,807.26)	-3.4%
Sub-total : GENERAL FUND REVENUES	\$9,493,245.72	\$8,949,201.69	\$8,949,201.69	\$544,044.03	\$0.00	\$544,044.03	5.7%
Total : INCOME	\$9,493,245.72	\$8,949,201.69	\$8,949,201.69	\$544,044.03	\$0.00	\$544,044.03	5.7%
EXPENSES							
GENERAL FUND EXPENDITURES							
Salaries (-)	\$4,662,096.32	\$4,414,253.42	\$4,414,253.42	\$247,842.90	\$301,166.10	(\$53,323.20)	-1.1%
Benefits (-)	\$3,198,849.40	\$2,934,682.40	\$2,934,682.40	\$264,167.00	\$245,317.83	\$18,849.17	0.6%
Purchased Services (-)	\$745,650.00	\$711,985.29	\$711,985.29	\$33,664.71	\$47,003.37	(\$13,338.66)	-1.8%
Supplies & Materials (-)	\$346,050.00	\$306,241.24	\$306,241.24	\$39,808.76	\$0.00	\$39,808.76	11.5%
Other Objects (-)	\$175,600.00	\$168,031.94	\$168,031.94	\$7,568.06	\$3,625.20	\$3,942.86	2.2%
Transfers (-)	\$115,000.00	\$0.00	\$0.00	\$115,000.00	\$0.00	\$115,000.00	100.0%
Planned Reserve (Ending Fund Balance) (-)	\$250,000.00	\$0.00	\$0.00	\$250,000.00	\$0.00	\$250,000.00	100.0%
Sub-total : GENERAL FUND EXPENDITURES	(\$9,493,245.72)	(\$8,535,194.29)	(\$8,535,194.29)	(\$958,051.43)	(\$597,112.50)	(\$360,938.93)	3.8%
Total : EXPENSES	(\$9,493,245.72)	(\$8,535,194.29)	(\$8,535,194.29)	(\$958,051.43)	(\$597,112.50)	(\$360,938.93)	3.8%
NET ADDITION/(DEFICIT)	\$0.00	\$414,007.40	\$414,007.40	(\$414,007.40)	(\$597,112.50)	\$183,105.10	0.0%

End of Report

Operating Statement with Encumbrance

Clatskanie School District

BR-Special Revenue Fund-Rev&Exp/Assets&Lib-OBJECT For the Period 07/01/2019 through 06/30/2020

Fiscal Year: 2019-2020

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							
SPECIAL REVENUE FUNDS REVENUES							
Charges for Services (+)	\$847,000.00	\$544,160.46	\$544,160.46	\$302,839.54	\$0.00	\$302,839.54	35.8%
State Sources (+)	\$548,437.00	\$226,730.08	\$226,730.08	\$321,706.92	\$0.00	\$321,706.92	58.7%
Federal Sources (+)	\$599,785.00	\$240,572.94	\$240,572.94	\$359,212.06	\$0.00	\$359,212.06	59.9%
Interfund Transfers (+)	\$115,000.00	\$0.00	\$0.00	\$115,000.00	\$0.00	\$115,000.00	100.0%
Beginning Fund Balance (+)	\$283,100.00	\$556,973.21	\$556,973.21	(\$273,873.21)	\$0.00	(\$273,873.21)	-96.7%
Sub-total : SPECIAL REVENUE FUNDS REVENUES	\$2,393,322.00	\$1,568,436.69	\$1,568,436.69	\$824,885.31	\$0.00	\$824,885.31	34.5%
Total : INCOME	\$2,393,322.00	\$1,568,436.69	\$1,568,436.69	\$824,885.31	\$0.00	\$824,885.31	34.5%
EXPENSES							
SPECIAL REVENUE FUNDS EXPENDITURES							
Salaries (-)	\$400,390.70	\$327,548.06	\$327,548.06	\$72,842.64	\$43,049.23	\$29,793.41	7.4%
Benefits (-)	\$308,808.20	\$240,730.47	\$240,730.47	\$68,077.73	\$42,576.17	\$25,501.56	8.3%
Purchased Services (-)	\$244,245.02	\$124,762.30	\$124,762.30	\$119,482.72	\$0.00	\$119,482.72	48.9%
Supplies & Materials (-)	\$687,441.08	\$243,694.67	\$243,694.67	\$443,746.41	\$380.60	\$443,365.81	64.5%
Capital Outlay (-)	\$220,000.00	\$0.00	\$0.00	\$220,000.00	\$0.00	\$220,000.00	100.0%
Other Objects (-)	\$187,437.00	\$159,306.43	\$159,306.43	\$28,130.57	\$0.00	\$28,130.57	15.0%
Planned Reserve (Ending Fund Balance) (-)	\$125,000.00	\$0.00	\$0.00	\$125,000.00	\$0.00	\$125,000.00	100.0%
Transfers (-)	\$340,000.00	\$0.00	\$0.00	\$340,000.00	\$0.00	\$340,000.00	100.0%
Sub-total : SPECIAL REVENUE FUNDS EXPENDITURES	(\$2,513,322.00)	(\$1,096,041.93)	(\$1,096,041.93)	(\$1,417,280.07)	(\$86,006.00)	(\$1,331,274.07)	53.0%
Total : EXPENSES	(\$2,513,322.00)	(\$1,096,041.93)	(\$1,096,041.93)	(\$1,417,280.07)	(\$86,006.00)	(\$1,331,274.07)	53.0%
NET ADDITION/(DEFICIT)	(\$120,000.00)	\$472,394.76	\$472,394.76	(\$592,394.76)	(\$86,006.00)	(\$506,388.76)	422.0%

End of Report

Operating Statement with Encumbrance

Clatskanie School District 6J
PO Box 678
Clatskanie OR 97016

BOARD OF DIRECTORS' REGULAR BOARD MEETING

June 8, 2020

6:30 pm, CES Library

Public may listen via Zoom, please see our main web page at www.csd.k12.or.us for instructions on joining

BOARD MEETING MINUTES

Board Members Present: Megan Evenson-Chair, Kara Harris-Vice Chair, Chris Ouellette, Kathy Engel, Ian Wiggins(via Zoom)
Admin Team Present: Cathy Hurowitz-Superintendent, Mark Berghold-Business Manager, Tami Burgher-Board Secretary, Tiffany O'Donnell-CES Principal, Jim Helmen-CMHS Principal
Guests in person: Jamie Gray, Deshaun Combs
Guests via Zoom: Kara Burghardt, Leslie Craig, Rachel Kujala, Nicole Takalo, Lucius Jones, Dawn Warren, Nicole Baldwin, Anngie Froke, Kim Oblack, Amanda Tompkins, Sara Crawford

I. CALL TO ORDER: 6:30 pm

A. Flag Salute

B. Agenda Review: Two items were added earlier today and sent out. Under New Business, Item A. was added "Urban renewal taxing district support letter" and under Consent Agenda, Item B. was added "Approve hiring of Nicole Takalo, CES Life Skills Teacher for the 20-21 school year".

I. COMMUNICATIONS AND HEARINGS OF INTERESTED PARTIES

A. Public Comment: Rachel Kujala spoke on last minute agenda items being added and how that makes it difficult for the public to be able to add their comments during the public comment portion of the agenda. M. Evenson agreed that that can be a problem and they will try to avoid it whenever possible.

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: None

D. Clatskanie Education Association Representative Report: L. Jones, union president, has no major report but they are looking forward to closing out the year and cooperating however they can to plan for next year.

II. OLD BUSINESS

A. Bond Update: C. Hurowitz spoke with Lauren from Piper Sandler (formerly Piper Jaffrey) about where we are on the possibility of going out for a bond measure. If we keep our current assessment, we are eligible to go out for a \$10 million bond over a 20 year period. There will also be additional seismic funds we can apply for in May. She has reached out to the bond attorneys and the bond council on our behalf. They sent us a checklist and we are in really good shape to move forward. We can also apply for a \$4 million matching grant in September. Cathy discussed how it works regarding payment to all of the entities. We don't pay unless our bond passes. She talked about our next steps. Piper Sandler is ready to assist us as the process moves along. We may also go out for a local option levy, which is money we can use for specific items, including teachers, books, etc. That is a separate service and Lauren will look into it. There was a brief discussion about compression in regards to a local option levy. It is a complicated concept and has to do with our tax rates.

III. NEW BUSINESS

A. Urban renewal taxing district support letter: K. Engel read the letter that the board is sending to The Port of Columbia County Board of Commissioners (see attached).

A motion was made to accept the letter as written to the Port of Columbia County

CO/IW - UNANIMOUS

- B. 2020-2021 Board Calendar: July's board meeting is listed as a Board Workshop Meeting (Organizational) and should be Regular Board Meeting (Organizational)

A motion was made to approve the 2020-2021 Board Calendar as corrected.

KE/CO - UNANIMOUS

- C. Insurance Renewal: While working on the budget, M. Bergthold looked into our insurance and discovered that the cost was going to increase 15% next year. Because we crossed the threshold of \$100,000 we have the option of working with the insurance company directly. Instead of paying 14% through PACE to hire our agent, we can pay the agent's company directly, thus saving the district \$8,000. We will still be through PACE, but will save the district money. The company also did a risk assessment on our internet safety. Very thorough evaluation and found our weaknesses. The document was sent to Stephen Tack, IT, to work on.
- D. Update on 20-21 school year: There was a very long discussion on what next year could look like. The district is going to purchase an online curriculum. The program is K-12, with all core subjects and 90 electives. The teachers don't have to come up with their own curriculum, they can add to it, but the basics are all there. We are looking at having students come in four days a week, one session in the morning and another session in the afternoon. This may be more difficult at CES, as it has smaller spaces than CMHS. That way if we need to shelter at home at any time, the teachers can still teach without skipping a beat. Friday's would be for teacher planning, speech, electives and groups that need extra support, student's at home will have online work on Fridays. The complicated part is the bussing, but Paul Simmons is working on that. We have been approved for FEMA reimbursement. We have a plan, there are a lot of working parts, but it's a plan. ODE will be sending out updates every two weeks over the summer, which could change the plan. Safety requirements were also discussed. All employees are expected to report to work in the Fall. There will be accommodations made for those that need it or they can use their sick leave and FMLA. There are new forms requirements for those that request to use the facilities and there is also a requirement for COVID waiver forms. PACE has those form templates available on their website. There was a brief discussion about sports. One last piece of news is that we won't be using the Port building to house our Alternative Program. We will now use the district maintenance building, located just below the Port building. It has two big classrooms, bathrooms, running water, heat and a greenhouse. Paul will work on this project in August to get it ready for the new school year.
- E. Schedule Special Board Meeting: To meet the requirements of passing the budget, we will need to have another brief meeting on next Wednesday, June 17, at the earliest. The budget summary needs to be in the paper for at least 5 days and the paper comes out on Thursday, June 11th. The board agreed to have a brief meeting on Wednesday, June 17th at 8 pm.

IV. SUPERINTENDENT'S REPORT

- A. K-6 Principal Report: Written, see attached.
- B. 7-12 Principal Report: Written, see attached.
- C. Special Education Report: Written, see attached.
- D. Superintendent Report: Written, see attached.
 - 1. Financial Report: Written, see attached.

- V. BOARD MEMBERS REPORTS: All commented on how wonderful and personal the graduation ceremony was on Saturday. They hope that the parade on Friday night will become a tradition. Mr. Helmen did an excellent job, it ran like clockwork and was on time all day. It was fun to watch all of the families. It felt more special than the normal graduation ceremony due to the personalization for each student. The board enjoyed being a part of it. It was amazing!

VI. INFORMATION: None

VII. CONSENT AGENDA

- A. Financial Report
- B. Approve hiring of Nicole Takalo, CES Life Skills Teacher for the 20-21 school year.
- C. Approve Policy Updates
 - 1. GBNA-AR - Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying Reporting Procedures - Staff
 - 2. GCA - License Requirements

3. GCAB - Personal Electronic Devices and Social Media - Staff
4. GCBDD/GDBDD - Sick Time
5. GCPC/GDPC - Retirement of Staff
6. GCPC/GDPC-AR - Reemployment of PERS-Retired Staff
7. IICC - Volunteers
8. JEA - Compulsory Attendance
9. JEC - Admissions
10. JECA - Admission of Resident Students
11. JGAB - Use of Restraint or Seclusion
12. JGE - Expulsion
13. JHCD/JHCDA - Medications
14. JHCD/JHCDA-AR - Medications
15. JHFE - Reporting of Suspected Child Abuse
16. JHFE-AR - Reporting of Suspected Child Abuse
17. JHFF/GBNAA - Reporting Requirements for Suspected Sexual Conduct with Students
18. JHFF/GBNAA-AR - Suspected Sexual Conduct Report Procedures and Form
19. KL - Public Complaints
20. KL-AR (1) - Public Complaint Procedure
21. LBE-AR - Public Charter Schools

D. Approve Minutes from May 11, 2020 Board Meeting

A motion was made to approve the consent agenda.

KE/KH - UNANIMOUS

Adjourn the public meeting and open executive session: 8:16 pm

VIII. EXECUTIVE SESSION

(ORS 192.660(2)(b))

To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent who does not request an open hearing.

Adjourn the executive session and open the public meeting: 9:14 pm

A motion was made to uphold the investigation by Cathy Hurowitz on the matter that Jamie Gray brought before the board.

KE/KH

Discussion: K. Engel thanked Ms. Gray for her patience in it taking this long to come before the board due to COVID. M. Evenson would like to recommend that the district have a procedure that another staff member is in the room when any disciplinary action is taken to protect both the parent and staff. K. Harris thanked Ms. Gray for coming and taking the time to bring this before the board. C. Ouellette wanted Ms. Gray to understand that her words didn't fall on deaf or stoic ears.

UNANIMOUS

ADJOURNMENT: 9:16 pm

NEXT BOARD MEETING: July 13, 2020