Sweet Home SD 55

American Rescue Plan Elementary and Secondary School Emergency Relief Fund (ARP ESSER); OAR 581-022-0106 (State Operational Plan)

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

District Information

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

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

1) Replaces the Ready Schools, Safe Learners Operational Blueprint required under Executive Order 21-06; and

2) Meets the requirements for:

    a. An operational plan required under OAR 581-022-0106(4), while aligning the CDC Guidance on School Reopening with the Ready Schools, Safe Learners Resiliency Framework for the 2021-22 School Year (RSSL Resiliency Framework);

    b. Section 2001(i)(1) of the ARP ESSER and the US Department of Education's Interim Final Requirements for Safe Return/Continuity of Services Plan; and

    c. Communicable Disease Plan and Isolation Plan under OAR 581-022-2220 (Division 22 requirements).

As districts plan and implement the recommendations in ODE's RSSL Resiliency Framework, they will need to consider a continuum of risk levels when all recommendations cannot be fully implemented. For example, universal correct wearing of face coverings between people is one of the most effective preventive measures. However, there will be times when this is not possible based on a specific interaction or a physical space limitation, such as during meal times. It will be necessary to consider and balance the mitigation strategies described to best protect health and safety while ensuring full time in person learning.

ODE remains committed to the guiding principles introduced in spring of 2020 to generate collective action and leadership for efforts to respond to COVID-19 across Oregon. These principles are updated to reflect the current context:

- **Ensure safety and wellness**. Prioritizing basic needs such as food, shelter, wellness, supportive relationships and support for mental, social, and emotional health of students and staff.

- **Center health and well-being**. Acknowledging the health and mental health impacts of this past year, commit to creating learning opportunities that foster creative expression, make space for reflection and connection, and center on the needs of the whole child rather than solely emphasizing academic achievement.

- **Cultivate connection and relationship**. Reconnecting with one another after a year of separation can occur through quality learning experiences and deep interpersonal relationships among families, students and staff.

- **Prioritize equity**. Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; students living in rural areas; and students and families navigating poverty and houselessness. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.

- **Innovate**. Returning to school is an opportunity to improve teaching and learning by iterating on new instructional strategies, rethinking learning environments, and investing in creative approaches to address unfinished learning.

Planning Mental Health Supports

ARP ESSER & OAR 581-022-0106 Component	Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services	How do the district's policies, protocols, and procedures center on equity?
Devote time for students and staff to connect and build relationships		
Ample class time, and private time if needed, for creative opportunities that allow students and staff to explore and process their experiences		

ARP ESSER & OAR 581-022-0106 Component	Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services	How do the district's policies, protocols, and procedures center on equity?
Link staff, students and families with culturally relevant health and mental health services and supports		
Foster peer/student lead initiatives on wellbeing and mental health		

Communicable Disease Management Plan

Please provide a link to the district's **communicable disease management plan** that describes measures put in place to limit the spread of COVID-19 within school settings. (OAR 581-022-2220). The advised components of the plan and additional information are found in the Communicable Disease Management Plan section of the RSSL Resiliency Framework and meet the ESSER process requirements of "coordination with local public health authorities."

Link: https://docs.google.com/document/d/1QgUvMqep4LqDDp-j8LOaqQPUTW3SIs3sPvuokc7A4_U/view

ARP ESSER Component	Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures to ensure contintuity of services	How do the district's policies, protocols, and procedures center on equity?
Coordination with local public health authority(ies) including Tribal health departments	Protocol to Notify Public Health Authority 1) When a school is made aware of a positive result(s), immediately contact the District Representative. 2) Upon report from a building, the District Representative will report to the appropriate County Health Contact. LCHD COVID team, 541-990-4173	• All institutions have and adhere to anti-discrimination and/or inclusion policies. • Our district practice is to include all students, including focal group students • Utilize our Family Liaison Officer to provide extra support and outreach to our most vulnerable students and families; • Coordinate district teams when necessary to ensure individuals have a network of follow-up and support.

Isolation Plan

Please provide a link to the district's plan to **maintain health care and space** that is appropriately supervised and adequately equipped for providing first aid, and **isolates** the sick or injured child. (OAR 581-022-2220). If planning for this space is in your communicable disease management plan for COVID-19, please provide the page number. Additional information about the Isolation Plan can be found in the Isolation & Quarantine Protocols section of the RSSL Resiliency Framework.

Link: p.6 of Communicable Disease Management Plan for COVID-19

Continued on next page.

Health and Safety Strategies

School administrators are required to **exclude staff or students from school** whom they have reason to suspect have been exposed to COVID-19. (OAR 333-019-0010)

Please complete the table below to include the extent to which the district has adopted policies and the description of each policy for each health and safety strategy. In developing the response, please review and consider the CDC guidance and the RSSL Resiliency Framework for each health and safety strategy. Additional documents to support district and school planning are available on the ODE Ready Schools, Safe Learners website.

Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
COVID-19 vaccinations to educators, other staff, and students if eligible	For specific questions regarding vaccines, our district nurse have been through the vaccination process and have studied the vaccines. Please reach out to Lisa Murphy. • District/schools will continue to share information to staff and families on the availability of vaccines in our area.	• Work with LPHA to insure place and scheduling offers opportunity to all our students, staff, and community members. • District will provide flexibility during the work day to be released to travel to the vaccination site. • District will partnership with community agencies to promote and support vaccination events in our town.

Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
Universal and correct wearing of face coverings	" Sweet Home School District has excercised the local control option around face coverings, and will allow the continued use of face coverings to be optional for students and staff in the school setting; employees and students using public transportation will be in compliance with state and federal regulations on masks and face coverings. " When masks are required staff, supported by administration insure students wear face masks in accordance with current requirements. " Our district procedure includes education, training, and support to continue proper wearing of masks as required. " Masks are made available to all students at the school	• District refers to applicable state and federal law and requirements for equal opportunity and inclusion. • District policy and practice that mask procedures meet all state and federal law and legal advice to insure all students, including those with special education and 504 plans, needs are met. • Plans for students with medical issues that present barriers to wearing face coverings are evaluated on a case by case basis in accordance with federal and state law and district policy.
Physical distancing and cohorting	• To the maximum extent possible, all Sweet Home Schools will continue to practice 3-foot social distancing, and maintain daily contact logs/seating charts. • Current practice recognizes the importance of physical distancing and cohorting as important layers of mitigating strategies. • The district plan includes distancing and cohorting as required by ODE/OHA.	• District practice requires that cohorts do not present undue or unfair barriers to academic, behavioral, or health and mental health supports for any student. • Cohorting practices are evaluated to insure that no focal groups are disadvantaged academically, or denied access to services or supports. • To meet the needs of diverse learners, small instructional groups can be organized within the classroom or student schedule to address common academic, social/emotional, or behavior needs.

Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
Ventilation and air flow	•The engineering controls of classroom HVAC systems have been used to minimize employee and student exposure to COVID-19. This is helpful for us to be able to pull in outside air and not circulate air from one classroom to another. • All our filters are being changed regularly and have been upgraded to help clean air particulates. • Staff are encouraged to open windows when practicable and keep doors open to help with ventilation. • We encourage teachers to hold class outside as much as is practicable.	• District practice is to place all students in environments that are as comfortable and well-ventilated as practicable while not presenting barriers to any sub-group. • Staff is encouraged to communicate ventilation/air flow issues to the administration and make suggestions to improve conditions for students, including focal group students. • Ventilation and air flow updates have been addressed in schools which demonstrate the most need.
Handwashing and respiratory etiquette	• Hand hygiene training for staff will be provided by the District Nurses. Handwashing stations and/or sanitizers will be placed at the entry of the school and classrooms. • As a district we follow handwashing and respiratory etiquette as recommended by OHA and ODE as a part of our layered strategy to control virus spread. • Students are given age-appropriate education and instruction on handwashing/respiratory etiquette at the beginning to the school year and is reinforced as needed. Teachers and support staff are trained in handwashing and respiratory etiquette and model these to students.	" We work with students experiencing disabilities and their families to provide accommodations that meet their needs while maintaining safety protocols. " District practice is to work with any student having difficulty practicing handwashing or respiratory etiquette and provide support and minimize barriers to insure their continuing education and the safety of others.

Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
Free, on-site COVID-19 diagnostic testing	" Since January 2021, Sweet Home School District has provided students and families with local access to COVID-19 testing at each of our 6 school sites. " We work with our district nurse to provide diagnostic screening and/or testing to all students whose parents request it and have the appropriate permissions. " We work with our LPHA to provide COVID-19 diagnostic and or testing to all students who request it and have the appropriate permissions.	• Students are greeted at the door by an adult who is familiar with all students and is sensitive to individual needs and preferences. • Both the district and our health partners have strict non-discrimination and inclusion policies. Testing is available to all students regardless of age, race, religion, color, national origin, disability, marital or parental status, linguistic background, culture, capability, or geographic location that ensure equitable access.
COVID-19 screening testing	• As per our District COVID-19 policy, each student will be met at the door by an adult to greet students, do visual screening for symptoms, and refer students who report symptoms for more in-depth screening. • Our LPHA offers diagnostic screening and/or testing to all students who request it and have the appropriate permissions. • Sweet Home School District has promoted the Weekly At Home screening testing program for unvaccinated staff.	• District practice is to have screening testing available for all students and staff. • Both the district and our health partners have strict non-discrimination and inclusion policies. Testing is available to all students regardless of age, race, religion, color, national origin, disability, marital or parental status, linguistic background, culture, capability, or geographic location that ensure equitable access.

Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
Public health communication	• District practice has been and will continue to be to work closely with our county LPHA to learn and apply OHA and ODE requirements and to implement the latest policy and guidance. Our protocol for Communication for Positive COVID-19 Cases: 1. Communication with Parents: School Office 2. Communication with Staff: Lisa Riggs, Superintendent or Designee 3. Communication with District Office: Lisa Murphy, District Nurse 4. Communication with District/School Nurse: Thad Holub, Director of Student Services	" District protocols require that communications reach all families in a timely manner. " We review our practices to insure communications are reaching all families, particularly our focal group families. " Written correspondence and web notifications are provided in English and are available in other languages when needed.
Isolation: Health care and a designated space that is appropriately supervised and adequately equipped for providing first aid and isolating the sick or injured child are required by OAR 581-022-2220.	• We have a safe, comfortable space that is supervised by a competent adult who is familiar with our students. • First aid supplies are available as needed. • Isolation protocols are implemented according to our District Communicable Disease Management Plan.	• District practice is to have the isolation room set in an place accessible to all students, including those experiencing mobility challenges. • Isolation room supervisors are familiar with all our students and provide support and care for each individual based on their needs. • We have set up airborne infection isolation rooms at every facility and the staff that will deal with those areas have proper PPE gear to stay safe.

Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
Exclusion: School administrators are required to exclude staff and students from school whom they have reason to suspect have been exposed to COVID-19. (OAR 333-019-0010)		

Accommodations for Children with Disabilities

Please describe the extent to which the district has adopted policies related to appropriate accommodation for children with disabilities with respect to health and safety protocols. Please describe any such policies.

See Appendix B.

Updates to this Plan

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

Date Last Updated: February 25, 2022

Individualized COVID-19 Recovery Services

The Individualized COVID Recovery Services rule became permanent in December 2021. ESSER III requires at least 20% of funding to be spent on unfinished learning which can include recovery services to students experiencing disability (and prioritizes students in underserved or disproportionately impacted communities, including students who experience disability). Recovery services are special education services designed to meet the needs of eligible students in special education who were adversely impacted by the educational limitations caused by COVID 19. ODE has developed a guide for Planning for Individualized COVID Recovery Services to support school districts in understanding and developing a process to implement this rule.

OAR 581-015-2228 Requirement	For each of the below areas, describe the district's policies, protocols, or procedures that will be followed to ensure appropriate consideration of Individualized COVID-19 Recovery Services for each eligible student.	For each of the below areas, describe how the district's policies, protocols, and procedures center equity.
The IEP team for each eligible student shall consider the need for Individualized COVID-19 Recovery Services at least at each initial IEP meeting and each regularly scheduled annual review meeting.	"IEP casemanagers have been trained on the process to ensure students who need recovery services are receiving them with augmented services written into the IEP during regularly scheduled annual review meetings.	" We work with students experiencing disabilities and their families to provide accommodations that meet their needs during and after the pandemic. " Parents may request an earlier meeting to review Recovery Services beyond the regularly scheduled annual review meeting.
Each school district or program shall provide written notice to the parents of each eligible student regarding the opportunity for the IEP team to meet to consider Individualized COVID-19 Recovery Services.	"This year Recover Services Letter was sent to all families of SWD, regarding student opportunity for the IEP team to meet to consider individualized COVID-19 Recover Services; "Electronic copy of letter is also posted on district	" District protocols require that communications reach all families in a timely manner. " We review our practices to insure communications are reaching all families, particularly our focal group families.
After each determination is made, the school district or program shall provide written notice to the parent and/or adult student with a disability regarding the determination of need for Individualized COVID-19 Recovery Services.	" This is an included component on all student IEPS; we've updated the forms to follow ODE guidance and provided procedural guidance to casemangagers on how to determine need.	" We work with students experiencing disabilities and their families to provide accommodations that meet their needs during and after the pandemic.